



ACCREDITATION COUNCIL FOR BUSINESS SCHOOLS AND PROGRAMS

Igniting a Standard of Excellence in Business Education Worldwide

May 1, 2019

The following information is provided from the Baccalaureate/Graduate Degree Board of Commissioners accreditation decisions from the April 26-27, 2019 meeting.

No business program will be accredited without establishing performance expectations, measuring results, comparing results to expectations, and taking action to improve.

Business programs identify opportunities for improvement, along with ACBSP, to help them plan to move to higher levels of academic excellence.

When it is noted that "performance expectations established by the programs are being met," you can see performance expectations by program at this link:

https://cdn.ymaws.com/www.acbsp.org/resource/resmgr/files/acbsp_chea_12b_1_evidence_oc.pdf

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."

Accreditation Granted with Conditions

There are occasions when the Board of Commissioners may grant "Conditional Accreditation." This means that most standards and criteria are met, but there are some deficiencies in fully meeting all the ACBSP standards or criteria. For example, if multiple criteria in Standard 4 regarding student learning outcome assessment are not fully met, a condition could be placed on the student learning outcome assessment standard 4.

The president/rector or person in a similar position of the institution has pledged that the deficiencies will be remedied within a four-year time frame. Progress on improving the process to remove the conditions must be submitted to ACBSP every two years, asking for a review so the conditions can be removed.

When deemed necessary, a commissioner will visit the campus and decide if the deficiencies have been corrected. The report of these findings is made at the April or November Board of Commissioners meeting for its final disposition. Requests for a one-year extension, with justification, may be considered or the program accreditation will be placed on probation for one year. If the deficiencies are not corrected within the time allowed, the institution will be notified that its conditional accreditation status has been rescinded and its current status is unaccredited.

Decisions regarding initial accreditation:

Concord University (Athens, WV, USA)

Full Accreditation granted with improvement opportunities in the following standards and criteria: Notes on Criteria 3.1, 3.2, 4.1 and 4.2.

Basis for final decision: [Conditions of Accreditation](#)

- Concord University has been accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools since 1931. Both the institution and the Department of Business (DOB) missions are clearly stated and available for public access on the website. The institution and the business unit have maintained a well organized website from which the public can access a variety of information including online catalog, academic policies and procedures, faculty qualification, tuition, fees, learning assurance, etc.

Categories: Deployment, Results

Verified: This Strength was verified on site.

Institution Comment

There is no Institution Comment.

Commissioner Comment

There is no Commissioner note or condition.

Standard 1: Leadership

- The approach to addressing the oversight and improvement of the business program and accreditation obligations are systematic, well deployed, and aligned with the organizational mission. It is evident that the Concord University President, Provost, Program Chair, and other functional leadership recognize the value of the business programs in their community and are committed to the long-term success of the business unit and its programs and students. The Business Administration degree program with five related emphases appropriately resides within the Department of Business and Recreation and Tourism Management within the College of Professional Studies.

A dedicated and experienced Program Chair, Dr. Susan Robinett, has oversight responsibility for development, execution, and improvement of the business unit and its program(s) and processes. Furthermore, Dr. Robinett has been recognized by her peers in multiple other administrative offices (e.g., enrollment/admission, student affairs, academic support) for her organized, proactive, and collaborative approach to advancing the goals as they relate to the business unit, its programs, and, most importantly, student success.

The business unit is to be commended on the diverse collection of initiatives in place designed to positively impact their community, which may be evidenced by faculty engagement in Business Symposium Series, civic organization memberships, service learning opportunities, the Volunteer Income Tax Assistance (VITA) program, local high school visits, and volunteerism and consulting engagements.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

Institution Comment

There is no Institution Comment.

Commissioner Comment

There is no Commissioner note or condition.

Standard 2: Strategic Planning

- A formal process for strategic planning formulation and deployment is emerging in the business unit under the strong leadership of the Chair. The business unit has a Strategic Planning Committee and involves faculty and staff in the process. The business unit has strategic action plans that address both short-term and long-term objectives and has established some general performance measures for tracking progress relative to strategic action plans. The team acknowledges receiving an updated version of the action plans which expands the original plan by adding more specific measures and projected timelines.

Categories: Approach, Deployment, Results

Verified: This Strength was verified on site.

Institution Comment

There is no Institution Comment.

Commissioner Comment

There is no Commissioner note or condition.

Standard 3: Student and Stakeholder Focus

- The process to attract and retain new students is well developed with no significant gaps as evidenced by the orientation process, recruiting efforts at local high schools, community workshops, and an Academic Success Center to support student retention.

The business unit has a systematic approach for seeking information, pursuing common purposes, and receiving complaints from students and stakeholders as evidenced by information contained in the Faculty and Student Handbooks, Business Symposium student comments, faculty interaction with students, and student survey results.

Categories: Approach, Deployment, Results

Verified: This Strength was verified on site.

Institution Comment

There is no Institution Comment.

Commissioner Comment

There is no Commissioner note or condition.

Standard 4: Measurement and Analysis of Student Learning and Performance

- The business unit has a systematic approach for analyzing comparative data using the ETS Major Field Tests as an external comprehensive means for evaluating undergraduate outcomes assessments and the Capsim CompXM exams for internal comparative analysis of learning outcomes.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

Institution Comment

There is no Institution Comment.

Commissioner Comment

There is no Commissioner note or condition.

Standard 5: Faculty and Staff Focus

- The business unit has demonstrated that the composition of the full-time and part-time faculty (in terms of their practical experience and academic credentials) matches the program objectives and serves its student body.

The institution has a system in place for faculty (full-time and adjunct) recruitment, training, development, mentoring, and evaluation for both onsite and online delivery systems. The faculty evaluation process is well established at the institution and the business unit as stated in the university faculty handbook and the business unit faculty evaluation form.

The composition of the faculty has sufficient academic credentials and business or professional experience to ensure appropriate emphasis on both business theory and practice to meet program objectives. During the self-study year, over 56% of the total credit hours were taught by academically qualified faculty members, and over 91% of the total credit hours were taught by academically and/or professionally qualified faculty members. Its adjunct faculty are mostly business and industry leaders and have brought valuable managerial and real world experiences to the classroom, which has enriched the overall education for students.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

Institution Comment

There is no Institution Comment.

Commissioner Comment

There is no Commissioner note or condition.

Standard 6: Educational and Business Process Management

- The business unit appears to have a systematic approach to continuous improvement of their academic program(s) as evidenced by the department's rolling 5-year Program Review process and Figure 6.1, which summarizes curricular enhancements completed between 2016-2018. Additionally, the curricular review process takes into consideration assessment of student learning data and feedback from key stakeholder groups (students, faculty, alumni, employers).

The business unit meets or exceeds targets for Core Professional Component (CPC) coverage within the business administration core curriculum, as evidenced in DOB's CPC table (Standard 6 - CR 6.1.3. - Figure 6.5) and the abbreviated syllabi.

Overall, a number of systematic and well-deployed approaches are in place to support educational business process management at Concord University. Examples of effective processes include, but are not limited to, the department's approach to program review and improvement of their academic programs, degree program delivery, academic support services, and traditional business operation functions (e.g., recruitment, financial services, admissions, financial aid, career services, information technology and support, alumni, and student affairs).

Categories: Approach, Deployment, Results, Improvements

Verified: This Strength was verified on site.

Institution Comment

There is no Institution Comment.

Commissioner Comment

There is no Commissioner note or condition.

Criterion 6.2.1

- The Department of Business provides an exceptional complement of traditional and non-traditional educational support resources designed to support success among its predominantly at-risk student population. Some of its traditional educational support services include, but are not limited to, dedicated classrooms (8), UNIV100, tutoring services, an Academic Services Center, counseling services, academic advisement, a growing one-stop career services center, classroom technology, 24/7 technology support, computer labs, and a physical and digital library (includes business subscriptions/resources). Additional non-traditional resources include, but are not limited to, the child care, specialized labs (GIS), and the TRIO program for first generation, low-income, and students with disabilities.

Categories: Approach, Deployment, Results, Improvements

Verified: This Strength was verified on site.

Institution Comment

There is no Institution Comment.

Commissioner Comment

There is no Commissioner note or condition.

Criterion 6.3.5

- Through the University's traditional and non-traditional data-driven approaches to retaining students, retention of business students appears to be slightly stronger than the institutional average (see Standard 6 - CR 6.3.5 Retention_&_Graduation). Examples of their retention strategies include the appointment of a dedicated Director of Retention, availability of Department of Business Scholarships, the UNIV100 requirement, Academic Success Center, volunteer food pantry, "Smarthinking", adoption of Complete College America, counseling services, early advisement, incoming student survey (to inform advisement), and the Parents Club. It should be noted that the Business Department receives strong support in this area from many of the ancillary administrative offices and their leadership including, but not limited to, the Office of Student Affairs, Registrar's Office, and Alumni Office.

Categories: Approach, Deployment, Results, Improvements

Verified: This Strength was verified on site.

Institution Comment

There is no Institution Comment.

Commissioner Comment

There is no Commissioner note or condition.

Opportunities for Improvement (OFI)

(9)

Conditions of Accreditation

- The business unit is at early stage of compiling and presenting reliable information to the public on its performance, including student achievement such as assessment results. The department will benefit from a systematic approach to information reporting by setting performance targets/indicators, tracking and verifying data (such as GPA information), and reporting comparative data (such as tables and charts) on its website consistently.

Categories: Deployment

Verified: This OFI was verified on site.

Institution Comment

On the Department of Business website, we comprehensively report [assessment results](#) for degree learning program goals (see complete assessment review and results in Criterion 4). We agree with the team, that we need to develop a better resource for information reporting for programmatic performance results. We developed a beginning report on our website titled [Program Performance Outcomes](#).

Just recently, the University hired a website design company to revamp and revitalize our website. With the new site, departments now have direct access to building content for departmental sites.

Through this access, we can begin to report specifically on our site, rather than directing stakeholders to the University's overall Institutional Research reporting pages. As indicated by the team, this reporting will benefit the Department in recruitment and retention efforts. Also, utilizing such reporting is another key communication tool to inform stakeholders.

Commissioner Comment

There is no Commissioner note or condition.

Organizational Description

- In addition to clearly defining its organization environment, the business unit will benefit from identifying and maintaining key relationships with students and other stakeholders by 1) identifying its key student segments and stakeholder groups; 2) understanding their key requirements and expectations for programs and services; 3) understanding the differences in these requirements and expectations among students and stakeholder groups; and 4) defining the key partnering relationships and communication mechanisms.

Categories: Approach

Verified: This OFI was verified on site.

Institution Comment

The accreditation process has helped the department realize that, despite great efforts and successes, the unit as a whole needs to develop a more consistent and systematic approach for documenting stakeholder groups and relationships. To address the team's OFIs:

1. To better identify key student segments and stakeholders groups, in May, 2019, during the Department's annual retreat, faculty will develop a matrix to identify, document, and record outcomes of stakeholder meetings and interactions.
2. To better understand key requirements and expectations of stakeholders we feel the above matrix will assist in describing and communication stakeholder expectations.
3. To better differentiate among the requirements of stakeholders, a survey will be developed for internal and external stakeholders to complete after interacting with either the business unit or business students. Currently, we have a systematic process for gathering input from our student stakeholders via evaluations of the Business Symposium series which are used to help identify speakers and/or topics. We also receive student feedback via course evaluations which are utilized by faculty to inform class performance, as well as part of the faculty evaluation process. See sample files below.
4. To better define relationships and communication among stakeholders, the information gleaned from the survey will be incorporated into the matrix, with the outcome of informing and guiding future Business Department decisions.

The matrix and survey will be implemented at the beginning of the Fall semester, 2019 with evaluation of data to begin during the Spring 2020 annual retreat. We believe that this systematic process will address several of the OFIs related to engagement of stakeholders.

Commissioner Comment

There is no Commissioner note or condition.

Organizational Challenges

- By identifying its key stakeholders, such as students, employers, and alumni, and seeking their input in performance improvement, the business unit can benefit from a systematic approach to evaluation and improvement of key processes and to fostering organizational learning and knowledge sharing for continuous improvement of curriculum to meet the changing needs in business.

Categories: Approach, Improvements

Verified: This OFI was verified on site.

Institution Comment

We appreciate the team recognizing our processes for curriculum improvement and adaptation to changes, and despite great efforts and successes, the unit as a whole needs to develop a more consistent and systematic approach for documenting stakeholder groups and relationships. To address the team's OFIs:

1. To better identify key student segments and stakeholders groups, in May, 2019, during the Department's annual retreat, faculty will develop a matrix to identify, document, and record outcomes of stakeholder meetings and interactions.
2. To better understand key requirements and expectations of stakeholders we feel the above matrix will assist in describing and communication stakeholder expectations.
3. To better differentiate among the requirements of stakeholders, a survey will be developed for internal and external stakeholders to complete after interacting with either the business unit or business students. Currently, we have a systematic process for gathering input from our student stakeholders via evaluations of the Business Symposium series which are used to help identify speakers and/or topics. We also receive student feedback via course evaluations which are utilized by faculty to inform class performance, as well as part of the faculty evaluation process. See sample files below.
4. To better define relationships and communication among stakeholders, the information gleaned from the survey will be incorporated into the matrix, with the outcome of informing and guiding future Business Department decisions.

The matrix and survey will be implemented at the beginning of the Fall semester, 2019 with evaluation of data to begin during the Spring 2020 annual retreat. We believe that this systematic process will address several of the OFIs related to engagement of stakeholders.

Commissioner Comment

There is no Commissioner note or condition.

Standard 1: Leadership

- While the business unit is heavily involved in their community through a diverse collection of initiatives designed to make a positive impact, their approach to measuring the impact is not immediately clear. Formalizing a documented approach to serving their community including a strategy, goals, measures, and improvement opportunities may help the business unit improve the effectiveness and overall impact in this area.

Categories: Approach, Deployment

Verified: This OFI was verified on site.

Institution Comment

The institutional response to this individual OFI is included in Criterion 1.2.

As the University undergoes a website redesign and switch over, we have ensured that all links in the document are accurate. The only issues are with the Faculty Handbook and the Staff Handbook. These documents have been relocated to the University's intranet; however, when the documents are provided as evidence, we have included the PDF of the document in the institution's Evidence File Sources. Thank you.

Commissioner Comment

There is no Commissioner note or condition.

Standard 2: Strategic Planning

- During the team interview with students, alumni, and Business Advisory Board, these key stakeholders indicated no knowledge of strategic objectives, action plans, etc.. We believe the business unit will benefit significantly by improving communications on its strategic objectives, action plans, and measurements with the key stakeholders beyond just faculty and staff. To achieve an effective and systematic approach and deployment of the strategic plan, the business unit will benefit by actively seeking input from all faculty and broadening participation from its major stakeholders such as students (via Student Advisory Board) and employers/alumni (via Business Advisory Board) in the process.

Categories: Approach, Deployment

Verified: This OFI was verified on site.

Institution Comment

The institutional response for this OFI is found in the individual criteria 2.1 and 2.2.

Commissioner Comment

There is no Commissioner note or condition.

Standard 3: Student and Stakeholder Focus

- The business unit does an excellent job of identifying students currently enrolled at the University. However, the description of students targeted and served is not fully developed. The business unit could benefit from clearly identifying their targeted and served student segments.

The business unit identified its major stakeholders as Southern West Virginia, the Business Advisory Council, and the Athens Beckley communities. The business unit overlooked faculty, staff, employees, donors, and parents as major stakeholders and how relevant information is used and gathered from these stakeholders. The approach to identifying major stakeholders is inconsistent and could benefit from a comprehensive analysis of major stakeholders and development and implementation of a consistent process to gather and use relevant information from students and other stakeholders.

Although the business unit developed the method and time frame for listening and learning from its various stakeholders, it is not consistent in the implementation. For example, the Business Advisory Council (BAC) is expected to meet every semester, but a review of the meeting minutes revealed the business unit neglected to conduct a meeting during Spring of 2017. During the interview with the alumni and Business Advisory Council members, the team learned that the council was not active in recent years and no meeting minutes were found in the evidence files during AY17-18 self-study year. The business unit could benefit from a consistent and systematic approach to listening and learning from its stakeholder to keep them current with educational service needs and directions.

The system for determining stakeholder satisfaction and dissatisfaction is developed. However, there are several gaps in the measure for determining satisfaction and dissatisfaction of alumni, employers, number of students attending graduate schools, and participation in their VITA program. In some cases, the measure for determining dissatisfaction has not been determined. The business unit could benefit from developing an effective systematic approach for determining stakeholder satisfaction and dissatisfaction.

The business unit uses alumni satisfaction data as a means to monitor student and stakeholder satisfaction and dissatisfaction. Currently the business unit has only 1 year of alumni satisfaction data. Internship Supervisor Evaluation charts are not clear as to the number of interns being evaluated and the number of years presented in the charts. The business unit could benefit from a clear data definition and consistent data collection for multiple years for meaningful comparisons.

Categories: Approach, Deployment, Results

Verified: This OFI was verified on site.

Institution Comment

The Business Department realizes the need and utility of longevity studies. While some data exists, it will be extended, informed, and improved by additional data collection and analysis efforts. These efforts are addressed throughout Criterion 3's sub-categories.

Additional data collection will begin in Fall 2019, with analysis/dissemination beginning in May, 2020.

Commissioner Comment

There is no Commissioner note or condition.

Standard 4: Measurement and Analysis of Student Learning and Performance

- The business unit has identified methods for assessing internal and external learning outcomes. However, the assessment of internal learning outcomes is not fully developed. There is insufficient information relating to the internal assessment process, no targets for internal assessment, and no indication of how the data was analyzed. The business unit could benefit from the development of an effective and systematic approach for internal assessment.

The business unit overlooked the requirement to provide learning outcomes that are measurable in each business program as well as competencies in each concentration. There is no systematic application of the approach evidenced in the assessment process. The approach is in the early stage of development and additional information relating to the assessment of learning outcomes for each program should be developed. The business unit could benefit from developing learning outcome

assessments for each program concentration, and clearly state the targets, measurements, instrument, the the processes.

Although the business unit has been using ETS major field tests and the Capsim CompXM exams for its assessment, it could benefit by establishing benchmarks and intended outcomes in its assessment plans for data comparison and performance improvement.

The assessment of learning outcomes does not reflect a consistent and systematic approach for improving the educational process relative to improving student learning outcomes. The self-study indicates that the Assurance of Learning Goals were revised. However, the Program Goals and Rubrics do not reflect these changes. The business unit could benefit from a consistent and systematic approach for improving its educational process for improving its educational process.

Categories: Approach, Deployment, Results

Verified: This OFI was verified on site.

Institution Comment

We do not agree with the above comments regarding the need for a more consistent and systematic approach to our assessment process. Although there is always room for improvement, (and we plan to continue improvement of our assessment process and of student learning) the planning of our learning objectives, the identification of instruments, the submission, collection, and analysis of data is highly recognized at our University for its consistent and thorough approach. The assessment process is a priority within our Business Administration program. This priority is set from the top down and is made successful due to the contributions of the entire department.

The assessment of internal and external learning outcomes have been developed and utilized within the business unit to guide assessment decisions and improve student learning. [Assurance of Learning Goals and Rubrics](#) were developed (using AACU as a guide) 5+ years ago to ensure the quality and achievement of program expectations and to provide the opportunity for continued improvement. Although the Assurance of Learning Goals are measured within a number of the program courses, specific program courses (where the goals are introduced and then mastered) submit assessment data using the Assurance of Learning Rubrics each semester. There are five Assurance of Learning Goals which include Technological Competence, Effective Written Communication, Ethical Awareness, Intercultural Sensitivity, and overall Business Knowledge. The benchmark for each goal (excluding Business Knowledge) is set for 80% of students to achieve 60% or above. Business Knowledge uses comparative data of the ETS Major Fields Test and Capsim exam. The ETS provides benchmark data in which we strive to be equal or above the benchmark average. The ETS benchmark average varies each year. Capsim Comparative data is also given each year and our goal is to be above or at the population average.

As mentioned in the initial response, the data gathered each semester is subject to an annual review to determine and evaluate areas of improvement and ensure that the alignment of goals are current with the requirements of the evolving changes in business. Individual faculty review data from the various assessment measures that relate to their area of emphasis within the business administration degree program and proposed modifications of degree programs areas. The business administration program reports the changes for improvement and next steps needed as 'Feedback Loop ' and 'Follow-up Plan' within the report of our findings ([Criterion 4.2 Trend](#)). The department meets annually for a summer retreat (usually in May) where the focus is to discuss, review, and interpret assessment data. The goals, as well as the data, are reviewed annually during the retreat and the goals have been revised based on this annual review process to make them more appropriate and current for the degree

program. The attached [Assurance of Learning Goals and Rubrics](#) show the rubric changes that were made as a result of the May 2018 review of data.

In addition to the overall business program Assurance of Learning Goals, emphasis learning objectives have been established for each of the concentration areas including accounting, marketing, management and finance. Goals and outcomes were established for the areas of emphasis in the summer/fall of 2017 and the program faculty began to assess the outcomes in Spring 2018. [Figure 4.1.a](#) includes each area of emphasis, the learning outcomes created as measurable means, as well as the courses in which the objectives are introduced and mastered. Faculty use the [Action Item Assessment and Discovery Report](#) to report on one emphasis learning objective each semester. We now have two semesters worth of information regarding the emphasis learning objectives. One way this information is compiled is through a [AIA Mapping](#).

Faculty use the Action Item Assessment and Discovery form for reporting of emphasis learning objective (any corresponding Assurance of Learning Goals) as well as their course learning objectives. All faculty submit an assessment form for each course to assess one course learning objective. Feedback is illustrated throughout our assessment plan following each Assurance of Learning Goal as well as an additional follow-up plan.

We have clearly established measurable learning outcomes for the Business Administration program and have established learning outcomes for each of the areas of emphasis (concentration). The [Assurance of Learning Goals](#) (as provided in Criterion 4.1) include learning outcomes and accompanying measurable rubrics. The goals and rubrics were developed with the AACU rubrics as a guide in establishing a coherent set of criteria for students work based on the program expectations and programmatic needs. The emphasis learning goals and measurable outcomes were created in conjunction with faculty members from each area of expertise. The emphasis learning goals and outcomes were provided in [Figure 4.1.a](#) and outlined assessment of those outcomes were provided in [Figure 4.1.c-e](#). Emphasis learning outcomes are reported on Action Item Assessment and Discovery forms and submitted each semester. Although benchmarks have been set for the Business Administration Program and the Assurance of Learning Goals, they have not been identified for the emphasis learning goals and outcomes. Faculty wanted to evaluate three semesters of data prior to setting a benchmark. A benchmark for emphasis learning outcomes will be identified at the summer retreat.

The Business Administration Program uses an assessment process that includes identifying learning opportunities led by measurable objectives, data collection and analysis, and using results and feedback for planned continuous improvement. The Assurance of Learning Goals have been utilized within the Business Administration Program for several years, although, through analysis and feedback, some goals and rubrics have changed overtime to meet the programmatic needs. [Criterion 4.2 Trends](#) illustrates the Assurance of Learning Goal data for the last three years. This document also includes a description of the type of assessment used for the goal as well as the most valuable pieces of assessment, the analysis. The document provides the Feedback Loop and the Follow-up Plan (our plan for improvement). This same information is provided in the ACBSP excel table as requested [Standard 4 -- CR 4.2 Figure 4.2](#)

The business unit has identified benchmarks for its external ETS Major Fields Test and Capsim exam. The Core Business Knowledge measurable objective includes the knowledge of foundation areas in the ETS and Capsim exams. The ETS provides benchmark data in which we strive to be equal or above the benchmark average. Both instruments benchmark average varies each year. The goal is to be above or at the population average. [Standard 4 --CR 4.2 Figure 4.2](#) includes the analysis of results for the last three years of ETS comparative data.

Both the Capsim and ETS Major Fields Tests are used as external comparative data to help improve the overall Business Knowledge of our students. External benchmarks provide the added advantage of comparing, identifying trends, and identifying opportunities for improvement.

[Criterion 4.3 Comparative Data](#) includes the same process of improvement. The document includes the Feedback Loop and Follow-up Plan as consistent with out other Assurance of Learning Goals.

The changes identified in the self-study and again in [Criterion 4.2 Trends](#) were a result of the continuous improvement efforts of the department. The department reviews the data, trends, and rubrics to ensure that the programmatic and overall learning goals and outcomes are achievable, measurable, and of the quality that is the goal of the department. The [Assurance of Learning Goals](#) provided to the visiting team DID include the revised rubrics. Starting on page two of this document, you will see (Old) next to the retired rubric for Technological Competence and then on page three of the document you will find the revised rubric with the new revision date. You will find both the old and new rubrics within this document because the data that we were reporting was tied to the old rubrics.

Commissioner Comment

There is no Commissioner note or condition.

Standard 5: Faculty and Staff Focus

- During the self-study year, the business unit lost some faculty unexpectedly and had to hire a less qualified full-time faculty in a hurry to cover the instructional needs. In addition, most full-time faculty carried overload teaching to cover the shortage. The institution and the business unit will benefit significantly from having a contingency planning process in place to respond to unforeseen events and maintain the same quality education for students. A great opportunity exists to engage in proactive HR planning to ensure sufficient faculty deployment in the future so each faculty will have time to play an essential role in each of the nine faculty functions defined by ACBSP.

The mission of Concord University is to provide a quality, liberal arts based education, to foster scholarly and creative activities, and to serve the regional community. In addition, the business unit also has a written policy that expects faculty to maintain a record of intellectual contributions through 2 publications (peer-reviewed journal articles- PRJs) in a rolling six-year period. In practice, such a policy is not enforced as only four of the full-time faculty made one publication or presentation in the past three years.

The institution as well as the business unit will benefit from faculty members who are actively engaged in scholarly and professional activities that will enhance the depth and scope of their knowledge and that of their disciplines, as well as the effectiveness of their teaching. A reasonable balance of scholarly and professional activities by the faculty as a whole is consistent with the stated institutional mission. Support by the administration in terms of granting release time will serve as incentives for faculty to actively engage in research, new course/program development, and other worthy endeavors that enrich the faculty, students, and the institution.

Categories: Approach, Deployment, Results

Verified: This OFI was verified on site.

Institution Comment

While working with the team, it was evident that we needed to include in our human resource plan, a specific schedule of faculty resource needs as evidenced by the unexpected loss of faculty at the end of the 16-17 academic year. Unfortunately, we were unable to constitute a national search for these positions, but were successful in a local search for a professionally qualified non-tenure track faculty member. During 17-18, we successfully completed a national search for an accounting professor and hired a Ph.D in accounting for 18-19.

Most of our faculty during the self study year carried an overload, but the overload did not result in an additional prep, and faculty choose to teach an overload to ensure to provide students with a traditional day schedule which benefits the majority of the on-campus population. Even with reduced faculty during the self study year, it is evident that faculty were still engaged across disciplines in the various required faculty responsibilities.

As a young faculty (four of our current 9 faculty who have the Ph.D requirement obtained their Ph.D in just the last five years), we have the opportunity to develop a strong portfolio of scholarly activities as the younger faculty begin to be engaged in research, and tenured faculty continue to develop their research agendas. The scholarly activities of our faculty over the past three years has proven that when fully deployed in each discipline area, faculty have the time and resources to engage in professional development and research activities. As a result of faculty turnover during the last three years, the Department has essentially had to start over in several discipline ares with new faculty, but again, this provides for growth and development of the faculty member.

Commissioner Comment

There is no Commissioner note or condition.

Standard 6: Educational and Business Process Management

- The approach to initial program design and development was not immediately evident in the response. The business unit would benefit from formalizing a documented process, which outlines key stakeholders, inputs, and resources that inform the systematic design and development of new educational programs.

While the business unit has communicated its expectations to faculty regarding classroom contact hours and the institution's alignment to the Carnegie unit, it does not appear that there is a documented policy and/or approach in place to ensure consistency and long-term compliance across faculty and the business curriculum. Formalizing a documented policy and approach would help the business unit track and verify compliance with this requirement.

The University's approach to determining customer requirements, setting measures and goals, monitoring, and evaluating the business operations processes is not immediately evident or appears to be inconsistently administered. The business unit may benefit from working collaboratively with the business operations functional departments to improve their approach for business programs and students where appropriate.

Overall, the business unit would benefit from further formalizing documented key approaches including, but not limited to, their initial program design process and their process for tracking and on-going verification of business faculty adherence to course contact hour requirements.

The following business programs at Concord University are accredited by the Accreditation Council for Business Schools and Programs:

Bachelor of Science Degree in Business Administration, with emphases in Accounting, Finance, Marketing, and Management

Cornerstone University (Grand Rapids, MI, USA)

Conditional Accreditation granted four years with improvement opportunities in the following standards and criteria: Condition on Criterion 5.3; Notes on Criteria 4.2, 4.4 and 5.8.

Basis for final decision: [Criterion 1.1](#)

- The existence and operation of the Academic Councils and the Faculty and Academic Handbook are systems in place to set, communicate, and evaluate program values and performance expectations. There are regular meetings, both formal and informal to engage faculty and encourage two-way communication. Faculty see these as working well.

Categories: Approach, Deployment, Results

Verified: This Strength was verified on site.

[Criterion 2.1](#)

- The business programs have an implemented and deployed strategic planning process with clear evidence of faculty and administrative involvement.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

[Criterion 3.3](#)

- Using varied listening methods with key stakeholders, including student success committees, the business programs determine and assess programmatic needs and performance standards for continuous and ongoing improvement.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

[Criterion 3.5](#)

- The business programs utilize a new and sophisticated "Pathway Program" that began in Fall 2018 as a cohort model to provide enhanced advising and additional resources for students who have been identified as high risk in college completion,

Categories: Approach, Deployment, Results, Improvements

Verified: This Strength was verified on site.

[Criterion 4.1](#)

- In 2017, the business programs implemented a comprehensive program review process with clear review timelines and program review templates in place.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

Criterion 5.1

- The business programs have Human Resource Staffing plans that are well implemented and fully deployed with measurable faculty hiring goals and faculty development goals

Categories: Approach, Deployment, Results, Improvements

Verified: This Strength was verified on site.

Criterion 5.6

- The business programs have a well implemented and fully deployed evaluation process for all faculty and staff personnel. The Center for Learning and Teaching is considered as a best practice in the mentoring and development of new faculty.

Categories: Approach, Deployment, Results, Improvements

Verified: This Strength was verified on site.

Criterion 6.1.1

- The involvement of alumni and advisory board members in curriculum review and design, as well as instructional support, shows a well developed and fully implemented curriculum process.

Categories: Results, Improvements

Verified: This Strength was verified on site.

Criterion 6.2.1

- The library's program redesign to support students in the PGS programs is a strength. An example includes providing library support on a specific day in the late hours to provide students help during peak assignment submission times.

Categories: Approach, Deployment, Results, Improvements

Criterion 6.3.6

- The business programs development of academic key metrics and student success scorecards show a well deployed analytics process.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

Opportunities for Improvement (OFI)

(10)

Criterion 2.1

- The business programs strategic planning process could be strengthened through a more specific statement of goals with measurable benchmarks. Such an approach could lead to a well implemented planning process with a clearer focus on results.

Categories: Deployment, Results, Improvements

Verified: This OFI was verified on site.

Criterion 3.1

- While the market segment served has been specifically defined, there is an opportunity for the business programs to identify student characteristics that present challenges and require innovative academic programs and services.

Categories: Approach, Deployment

Verified: This OFI was verified on site.

Criterion 3.4

- The business programs could be more timely and effective through the development of an integrated student satisfaction system. Such a combination could provide a larger pool of data results, as well as measurement cost efficiencies.

Categories: Approach, Deployment

Verified: This OFI was verified on site.

Criterion 4.1

- Although there are multiple formative outcome assessment methods identified that are used for program assessment, as the assessment process matures, more summative measures can be adopted to create greater richness of data from which informed programmatic improvements and related decisions can be made.

Categories: Approach, Deployment

Verified: This OFI was verified on site.

Criterion 4.2

- The business programs report, the minimum, three successive sets of periodic assessment results to identify trends for some assessments. Some internal, formative assessment results do not yet have the required three data points. The collection, review, benchmark comparison, and implementation based on analysis of assessment measures could lead to a well deployed and fully implemented learning outcomes assessment program.

Categories: Approach, Results, Improvements

Verified: This OFI was verified on site.

Criterion 4.3

- While the MFT is used as the primary source of comparative measures, there is an opportunity to consider additional methods of data collection for external benchmarks.

Categories: Approach

Verified: This OFI was verified on site.

Criterion 5.2

- The integration of the business programs adjunct and full time faculty could provide a more robust pool of intellectual and discipline rigor. Such an integration could create a stronger process in the development of curricular planning and review as well as scholarship initiatives across the majors offered by the business programs.

Categories: Approach, Deployment, Results, Improvements

Verified: This OFI was verified on site.

Criterion 5.3

- The composition of the business programs faculty at current does not include sufficient academic credentials to ensure appropriate emphasis on both business theory and practice to meet program objectives. Further refinement to the human resources faculty hiring/development plan to include projected hiring dates and completion dates of current faculty Doctoral programs, could provide a clearer picture of the timeline for meeting the criterion.

Categories: Approach, Deployment, Results, Improvements

Verified: This OFI was verified on site.

Criterion 5.8

- The business program does not demonstrate a reasonable balance of scholarly and professional activities by the faculty as a whole consistent with the stated institutional mission. The development of a more active presentation/scholarly process involving full-time and adjunct faculty could provide a more balanced relationship between professional and scholarly activities.

Categories: Approach, Deployment, Results

Verified: This OFI was verified on site.

Criterion 6.1.7

- Student program satisfaction could be evaluated at more touch points throughout the undergraduate and graduate careers. Such an approach could provide more timely data for program review and development.

Categories: Improvements

Verified: This OFI was verified on site.

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The following business programs at Cornerstone University are accredited by the Accreditation Council for Business Schools and Programs:

- B.S. – Accounting
- B.S. – Business Administration
- B.S. – Business/Economics
- B.S. – Business/Finance
- B.S. – Business/Management
- B.S. – Business/Marketing
- B.S. – Computer Information Systems (1)
- B.S. – International Business
- B.S. – Non-Profit Administration
- B.S. – Sports Management
- A.S. – Business Studies
- B.S. – Business Administration & Leadership [2]
- B.S. – Organizational Management (3)
- M.A. - Organizational Leadership (4)
- M.B.A. - Finance Concentration
- M.B.A. - Global Business Concentration
- M.B.A. - Health Care Concentration
- M.B.A. - Project Management Concentration

Dillard University (New Orleans, LA, USA)

Full Accreditation granted with improvement opportunities in the following standards and criteria: Note on Criterion 5.2.

Basis for final decision: Performance expectations established by the programs are being met. The business programs meet the overall requirements of the six ACBSP standards. Note on Criterion 5.2: Although faculty files are maintained by the Provost and Human Resource departments, two faculty files were not located. It is important that the school maintain complete records on all faculty. Please identify processes in future reports which will assure maintenance of complete faculty records.

The following business programs at Dillard University are accredited by the Accreditation Council for Business Schools and Programs:

- Bachelor of Science in Accounting
- Bachelor of Science in Financial Economics
- Bachelor of Science in Business Administration - International Business Concentration
- Bachelor of Science in Business Administration - Management Concentration
- Bachelor of Science in Business Administration - Marketing Concentration

Escuela Bancaria y Comercial, SC (EBC) (Juarez, Mexico)

Full Accreditation granted with improvement opportunities in the following standards and criteria: Notes on Criteria 5.3.2.b and 5.8.1.

Basis for final decision: Performance expectations established by the programs are being met. The business programs meet the overall requirements of the six ACBSP standards. Note on Criterion 5.3.2.b: Accredited programs should focus on accepted levels for academically qualified or professionally qualified faculty as a basis for demonstrating quality. Although, the institution has developed an improvement plan and made efforts to overcome the situation in an environment that does not currently have sufficient doctorates, the program's percentage of credit hours taught by academically qualified faculty does not reach the level of 40%. The next report should focus on evidence of improvement. Note on Criterion 5.8.1: Faculty members must be actively involved in professional activities that will enhance the depth and scope of their knowledge and that of their disciplines, as well as the effectiveness of their teaching. The institution must demonstrate a reasonable balance of scholarly and professional activities by the faculty as a whole consistent with the stated institutional mission. Although, the institution has made great efforts to develop and encourage research and professional activity, all faculty should be actively involved. Future reports should identify progress.

The following business programs at Escuela Bancaria y Comercial, SC (EBC) are accredited by the Accreditation Council for Business Schools and Programs:

BA in Administration (Management) – LADMI
BA in Communication and Entertainment Business Management – LANCE BA
in Public Accounting – LCONT
BA in Commerce and International Business – LCONI
BA in Finance and Banking – LFIBA
BA in Tourism and Hospitality Management – LATH BA
in Marketing – LMERC
Master in Senior Management (MMAD) Master
in Financial Management (MADF) Specialization
in Taxes (EIMP)

Florida State College at Jacksonville (Jacksonville, FL, USA)

Conditional Accreditation granted four four years with improvement opportunities in the following standards and criteria: Conditions on Criteria 2.1 and 5.8; Notes on Criteria 4.4, 5.1 and 6.1.4.

Basis for final decision: [Standard 1: Leadership](#)

- Special thanks are accorded to Dr. Justin Bateh for the countless hours he has spent in ensuring we had all the documents requested, taking care of all logistics for our visit and ensuring that all of our needs were provided. His cooperative spirit and provision of first-rate accommodations are gratefully acknowledged.

The commitment to this process could not have been more evident than in the cooperative spirit and work ethic of all involved in this accreditation visit. The accommodations were first rate. The Senior Leadership Team at FSCJ, both collectively and individually, has expressed a clear vision and effectively communicated this vision to all levels and constituencies of the organization. The Team was impressed with Interim President Kevin Hyde and Provost, Dr. John Hall enthusiastic support of the School of Business. Associate Provost Dr. Sherri Litt prior academic experience as associate dean of Workforce Development, dean of Arts and Science and Distance Learning, and her energetic commitment to a progressive and well-recognized business unit, will yield immense benefits to the School of Business. Dean Annette Barrineau provides dynamic, progressive, and

transformative leadership to the business unit. It is evident she embraces paradigm shifts and different modalities. Faculty buy-in into the benefit of national accreditation and the need to embrace different strategic directions are indicators of a shared vision in achieving academic excellence.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

Criterion 1.1

- Dean Barrineau has effectively gained buy-in and established partnerships with business and industry leaders as evidenced by their participation and service on advisory council committees. On-site conversations revealed a commitment to assist the business unit in developing and promoting its niche, enhance the quality of its academic programs and marketability of its graduates to employers and expand its visibility in the region as evidenced by their taking ownership in fundraisings for the construction of a state-of-the-art Logistics Laboratory.

Categories: Approach, Deployment, Results

Verified: This Strength was verified on site.

- It is evident that obtaining ACBSP accreditation is engrained as a shared goal throughout the FSCJ cultures as everyone interviewed displayed a knowledge, awareness, and commitment to a successful conclusion of the accreditation process. On-site conversations indicated a very nimble, collegial and high-morale environment and a management culture committed to the application and continual improvement of existing and introduction of innovative systems.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

Criterion 3.3

- Co-curricular programming has been developed to address the constraints of the working student population. Faculty are deservedly proud of their organization of numerous job shadowing, networking, and skill building events including but not limited to: an excellent speaker series, the Financial Skills Academy, Future Business Leader events, SHRM Chapter, and event days that are serving Business Unit students and the FSCJ community well with a diverse set of experiences that will foster community and professional networking and advance student knowledge of professional careers.

Categories: Deployment

Verified: This Strength was verified on site.

Criterion 4.3

- Assessment is occurring within the program at the inbound (Associates) and outbound (Bachelors) levels. The Business Unit does not rely on internal assessment instruments but instead administers the inbound and outbound exams for external comparisons.

Categories: Results

Verified: This Strength was verified on site.

Criterion 5.1

- The Baccalaureate and Career Education Faculty Credentialing Matrix provides guidance in ensuring the proper balance of academic and real-world experiences through industry certifications and work experience are incorporated in faculty staffing decisions. On-site evaluations revealed a very comprehensive system, with check and balances through the participation of the Human Resources Department, for evaluating the qualifications and eligibility of faculty for employment. Utilization of *Xitrac*s software program aids in the efficiency and timely dissemination of information to the appropriate decision makers.

Categories: Approach, Deployment, Results

Verified: This Strength was verified on site.

- The Training and Organizational Development is aligned with the Business Program's strategic direction of providing training and technological support for the continued enhancement of teaching efficiency and effectiveness. On-site evaluations revealed evidence of a strong, robust, and well-developed system for mentoring new and adjunct faculty.

Categories: Approach, Deployment, Results

Verified: This Strength was verified on site.

Criterion 5.2

- FSCJ employs an effective process that enhances consistency in course delivery through a model in which new full-time and adjunct faculty members are provided assistance with course content, textbook selections, teaching methodologies, etc. through the FSCJ course shell. Experienced faculty members are responsible for preparing course shells and ensuring proper alignment between course content and student learning outcomes.

Categories: Approach, Deployment, Results

Verified: This Strength was verified on site.

Criterion 5.4

- Emphasis is placed on student advisement. FSCJ has implemented a web-based advisement system, myFSCJ Student Center, to allow a student to review their academic advisement report in real time. In addition, to having two full-time program advisors, students have access to four additional staff members. On-site visits to the Student Success Center revealed a comprehensive "cradle to grave" advising approach to ensure a seamless transition from one program to another. Even though faculty members have no direct responsibility for student advisement, on-site conversations with faculty, students, and alumni revealed intentional approach on the behalf of business faculty to serve as mentors to students and establish life long relationships. The quarterly "Meet and Greet" program provides an excellent venue for faculty, staff, and students to interact outside of the classroom.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

Criterion 6.1.3

- The Business Unit presents course syllabus evidence that their curriculum address the breadth and depth of business topics to present responsible business professional that can effectively contribute to their field, workplace, and network within the local Florida business community.

Categories: Approach

Opportunities for Improvement (OFI)

(10)

Criterion 1.1

- An opportunity for improvement exists for increased marketing and promotion of the business programs and their quality and accomplishments can provide invaluable benefits through assistance with recruitment, enrollment initiatives, increased interactions with business and industry and employment opportunities for graduates. This opportunity was mentioned by all stakeholders. A student commented that if the public knew the education received by FSCJ students, the college would lack the capacity to accommodate the increased enrollment. This statement captured the prevailing view of the constituent groups.

Categories: Approach, Deployment, Results

Verified: This OFI was verified on site.

Standard 2: Strategic Planning

- There is an opportunity for the development of a strategic plan specifically designed for the business unit that maps to the overall college's strategy, includes the integration of inputs from multiple stakeholders, i.e., the business advisory board, faculty, and staff (not to include the Baccalaureate Annual Report) and that better reflect the needs of all stakeholders.

Categories: Approach, Deployment, Improvements

Verified: This OFI was verified on site.

Criterion 2.2

- While the business unit has established performance measures, there is an opportunity to develop a formalized process of monitoring progress to use the data to make informed data-driven decisions for reflection and process improvement. Additionally, using the data from the ERP to develop a formalized retention plan.

Categories: Approach, Deployment

Verified: This OFI was verified on site.

Criterion 3.3

- Although FSCJ foster numerous opportunities to learn and listen from a variety of stakeholders that impact the program at various curricular points, multiple interviewees noted that there is an opportunity for growth in the formalization of closing the loop documentation.

Categories: Improvements

Verified: This OFI was verified on site.

Criterion 4.3

- There is an opportunity for the business unit to develop a formalized assessment plan to ensure student learning outcomes are measured systematically, more frequently, and the processes are repeatable.

Categories: Results

Verified: This OFI was verified on site.

Criterion 5.2

- **According to Self-Study, the School of Business follows the Collective Bargaining Agreement, for promotion and tenure,p. 17-21, the CBA made no mention of guidelines for faculty promotion in rank. There is an opportunity for FSCJ to review this policy as it is a departure from established practice in academia. Faculty decisions in favor of awarding promotion in rank are historically made in recognition of accomplishments in response to historically established norms. Failure to establish promotion in rank opportunities also negatively impacts the faculty members opportunity for increases in compensation, recognition in the academic and professional community, and mobility.**

Categories: Approach, Deployment, Improvements

Verified: This OFI was verified on site.

Criterion 5.3

- **There is an opportunity for the Business Unit to reconsider the balance between full time and part-time faculty utilized in teaching its courses. FSCJ appears to place a disproportionate amount of responsibility for actual course instruction on part-time, adjunct faculty. Of the approximately 64 faculty members of the Business Unit faculty, fewer than 27% are designated as “full-time.” During the self-study year, 47% (9,642/20,490) of the credit hours produced in the fall and spring semesters were produced by part-time faculty members, while full-time faculty members taught 53% (10,848/20,490). When the summer credit hours are included the percentage of credit hours produced by full-time faculty member increases to approximately 56% (15,507/27,837), while part-time faculty produced 44% (12,330/27,837).**

Categories: Deployment, Improvements

Verified: This OFI was verified on site.

Criterion 5.5

- There is an opportunity for FSCJ to consider re-examining its full-time faculty teaching loads. It is apparent that as standard operating procedures, teaching loads exceed the historical ACBSP norms of 24 semester hours/academic year. During the fall and spring semesters, approximately 35% (6/17) of full-time faculty members taught overloads with four faculty members teaching as many as 24 hours in a semester. When the summer semester is included, the percentage increases to 41% (7/17). On-site conversations confirmed this practice is in adherence to the CBA. The additional hiring of qualified faculty members could allow for reduced teaching loads and enable faculty to focus efforts on preparation in fewer disciplines and thereby enhance the depth of coverage.

Categories: Deployment, Improvements

Verified: This OFI was verified on site.

Criterion 5.8

- There is an opportunity for FSCJ to reexamine its scholarly research/publication policies and benchmark the best practices of other institutions in the establishment of formal and standardized criteria for the incorporation of faculty research in its faculty evaluation decisions. This action may result in greater compliance with established norms of faculty recognition and accomplishments.

There is an opportunity for FSCJ to more clearly define the extent to which scholarship and scholarly activities factor into the faculty evaluation and the tenure process. Such clarity may assist faculty in time management issues.

Categories: Approach, Deployment, Improvements

Verified: This OFI was verified on site.

Criterion 6.1.1

- There is an opportunity for FSCJ Business Unit to document the efforts of its curriculum committees. While the Business Unit Curriculum Committee engages well with the institutional Curriculum Committee in robust processes, no evidence was presented regarding committee work in terms of scope or minutes.

Categories: Approach

The following business programs at Florida State College at Jacksonville are accredited by the Accreditation Council for Business Schools and Programs:

Business Administration
Supervision and Management
Supply Chain Management/Logistics
Financial Services

Kazakh-British Technical University Business School (Almaty, Kazakhstan)

Full Accreditation granted with no notes or conditions.

Basis for final decision: Performance expectations established by the programs are being met. One standard was recognized as best in class. The business programs meet the overall requirements of the six ACBSP standards.

The following business programs at Kazakh-British Technical University Business School are accredited by the Accreditation Council for Business Schools and Programs:

BS in Management

BS in Finance

MBA in Oil and Gas

MBA in Finance

MBA in Leadership

MS in Financial Analysis

MS in Supply Chain and Project Management

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LeMoyne-Owen College (Memphis, TN, USA)

Full Accreditation granted with improvement opportunities in the following standards and criteria: Notes on Criteria 4.2 and 5.1.

Basis for final decision: [Standard 1: Leadership](#)

- During the site visit, it was verified that the chair of the business unit invites the participation of multiple administrators and stakeholders to the decision-making process, while leading the unit in search for performance optimization and quality improvement. The site visit team observed the teamwork with the administrators and faculty being engaged in a productive environment.

Categories: Approach

Verified: This Strength was verified on site.

[Criterion 1.1](#)

- There are mechanisms and processes in place to guarantee the continuous evaluation of administrators and faculty, including the opportunity given to students to evaluate faculty performance in the classroom.

Categories: Deployment

Verified: This Strength was verified on site.

[Criterion 2.1](#)

- Full time faculty and part time faculty all report that they were actively involved in the strategic planning process. The business unit clearly seeks out and values the input of all faculty. The participation of the faculty in this process strengthens their commitment and support of this process.

Categories: Approach

Verified: This Strength was verified on site.

[Criterion 3.1](#)

- The Business Unit has identified their target audience of students, serving African-American, first generation students, both traditional (18-24) and non-traditional (25+ - ASAP*), in addition to students in junior and senior grades from Hollis F. Price Middle College High School (15-18).

Categories: Approach, Deployment

[Criterion 3.2](#)

- The advisory board is actively engaged in informing the business unit with the needs and demands of the marketplace, showing a very high level of motivation and energy, and the

willingness to provide the business unit with potential opportunities for growth and curriculum revision.

Categories: Approach

Verified: This Strength was verified on site.

Criterion 3.5

- The College has several mechanisms in place to help with student retention, including an early alert system, scheduled tutoring sessions, individual tutors, and opportunities for students to become engaged in the Lemoyne-Owens's community. The students interviewed by the site visit team really enjoy the Business Unit experience!

Categories: Approach, Deployment, Results, Improvements

Verified: This Strength was verified on site.

Criterion 5.5

- The faculty are student-focused, as evidenced by student and alumni comments and the heavy workload performed by faculty to promote student success. There was anecdotal evidence provided on site as to the many measures taken by the faculty to assure student success. Faculty are proud of their focus on students and student needs.

Categories: Approach

Verified: This Strength was verified on site.

Criterion 6.1.3

- In the business programs offered to traditional students, the CPC requirements are met and clearly documented.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

Criterion 6.3.4

- The institution has a team led by the Dean of Retention and the Registrar serving the business unit, monitoring the student performance, and using clear policies and procedures to identify those who should go into probation, be dismissed, or be readmitted to business programs.

Categories: Approach, Deployment

Criterion 6.3.5

- The business unit takes advantage of the structure provided by the institution, with the admissions department under the Dean of Enrollment, and the office of the Dean of Retention playing a key role to successfully comply with the recruitment, admissions, and retention procedures and policies.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

Opportunities for Improvement (OFI)

(11)

Criterion 1.1

- An opportunity exists to further explain what actions are taken by Administrators and faculty to set, communicate, and deploy business school or program values and performance expectations.

Categories: Deployment

Verified: This OFI was verified on site.

Criterion 2.1

- While the site visit team verified who was involved in strategic planning, an opportunity for improvement exists to document who developed the plan, and when and how it was developed.

Categories: Deployment

Verified: This OFI was verified on site.

Criterion 2.2

- The strategic plan could be improved by including performance measures for tracking progress relative to strategic action plans.

Categories: Approach, Deployment

Standard 3: Student and Stakeholder Focus

- While the Business Unit was able to articulate the mechanisms used to measure expectations of current and future students, alumni and external stakeholders, it does not appear that there is a systematic documented process in place. Implementation of a systematic documented process for the Business Unit could be extremely useful and provide information on how to cultivate stakeholder relationships going forward.

Categories: Approach, Deployment, Results, Improvements

Verified: This OFI was verified on site.

Standard 4: Measurement and Analysis of Student Learning and Performance

- Complete assessment plans for the programs submitted for accreditation have not been included in the self-study or verified on site. While there is a list of outcomes for each of the three concentrations in the traditional program, there is no mention of the ASAP programs. They each should have separate assessment systems, since they have different courses and requirements.

Categories: Approach, Deployment

Verified: This OFI was verified on site.

Criterion 4.2

- An opportunity for improvement exists to provide learning outcome competencies that are measurable for each business program being accredited. The business used the terminology of concentrations for the different traditional programs being offered (they have more than 12 credit hours and, according to ACBSP, should have at least one learning outcome specific to each concentration); there should be a measurement and assessment of competencies in each "concentration". It was checked that there were no competencies that were measured and mapped back to any of the programs. It is also not clear how the ASAP programs are assessed.

Categories: Approach, Deployment

Criterion 4.3

- While comparative data was provided, there was one data point available. An opportunity for improvement to map the data back to the programs, and to differentiate between programs submitted for accreditation. A better distinction between programs and more comparative data and/or benchmark comparisons could contribute to a better assessment of the different programs.

Categories: Approach, Deployment

Criterion 5.1

- The Business Unit has no formal HR plan. Informally, the unit identifies current needs. Having a long term HR plan may allow the Business Unit to anticipate and plan for future needs. For example, "Offer a Pilot course in Project Management" was one of the actions listed as an HR plan. It is not clear if new faculty are needed for this, if so in what disciplines, or how the new course impacts HR moving forward.

Categories: Approach, Deployment, Results, Improvements

Verified: This OFI was verified on site.

Criterion 5.5

- Due to the fact that business programs are offered as traditional and accelerated completion (ASAP) by two independent units, and the same faculty is used, there should be a review of the faculty members teaching loads for both types of programs to address this concern. As explained onsite, the full-time faculty of the business unit are hired as adjunct-faculty, with separate contracts, to teach classes in the ASAP programs.

Categories: Approach, Deployment

Verified: This OFI was verified on site.

- The workload of all full-time exceeded 12 credit hours per semester. Two faculty members consistently exceeded 15 credit hours per semester. The ACBSP standard states "The appropriate teaching load for a full-time faculty member at ACBSP- Accredited Baccalaureate Institution has historical been limited to not more than 12 credit hours per semester, with

appropriate release time granted for administrative duties or for graduate teaching. Overload teaching has been prohibited as a business unit policy and has been accepted by ACBSP only under emergency circumstances." Having faculty teach more than 12 hours per semester may negatively impact the quality of learning experienced by the students.

Categories: Approach, Deployment, Results

Verified: This OFI was verified on site.

Criterion 6.1.1

- The business unit is not the only unit in the institution offering baccalaureate programs in business. There is a separate unit (ASAP) in charge of accelerated completion programs in business and criminal justice that offers two programs in business, a BBA in Management and another BBA in Finance. The academics of these programs are supplied by the business unit in the form of an internal contract, and the two units keep separate leadership and budgets.

The following business programs at LeMoyne-Owen College are accredited by the Accreditation Council for Business Schools and Programs:

Bachelor of Business Administration with concentrations in management, accounting and finance
ASAP Bachelor of Business Administration (BBA) with concentrations in management and finance

Louisiana State University at Alexandria (Alexandria, LA, USA)

Full Accreditation granted with improvement opportunities in the following standards and criteria: Notes in Criteria 4.1e and 5.3.2.b.

Basis for final decision: Organizational Challenges

- The leadership of the business unit have clearly identified all the strategic challenges for the institution inclusive of limited financial resources, instituting a marketing plan to change the brand of the institution from a two-year to four-year institution and communicating its expansion into distance education to an expanded student base while coupled with the related challenges associated with a substantive increase in enrollment (60% over 4-year period) with limited faculty and staff resources.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

Standard 1: Leadership

- Under the capable direction of the Chair and Past Chair and active support from the Vice Chancellor and Chancellor, the business unit has created a culture of engagement and commitment to organizational goals. Faculty and support staff are energetic, enthusiastic and devoted to serving their peer faculty and students. In addition, they are committed to providing appropriate academic oversight to the business programs.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

Criterion 1.1

- There is a comprehensive two-part faculty evaluation process in which faculty set goals and later examine goal attainment to measure teaching, service and scholarship.

Categories: Approach, Deployment, Results, Improvements

Verified: This Strength was verified on site.

Criterion 1.2

- The institution has a comprehensive focus on business and professional ethics. There is a Professional Ethics Policy and Student Code of Conduct Policy that outlines normative and expected standards of behavior and guides ethical and legally compliant behavior. Annual Ethics Training is required by each institutional member. There is a library of Institutional Policies managed by the Office of the Chancellor, which includes a policy on Conflict of Interest.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

Standard 3: Student and Stakeholder Focus

- The university has established systematic procedures to determine requirements and expectations for its current and future business students and stakeholders. It continuously seeks feedback and has established processes to foster a relationship with stakeholders and respond to their changing needs. The business unit's relationship with the surrounding community and LSUA Foundation are particularly notable.

Categories: Improvements

Verified: This Strength was verified on site.

Criterion 4.4

- There is an organic focus on corrective action by faculty members. Formative correction was embedded in coursework to address SLO6 - Group Dynamics and SLO7 - International after analysis. Corrective action was taken for Accounting to address SLO3 - Financial Position. Additional economics focus was added to the capstone course to address low Major Field Test (MFT) Economics score. The Major Field Test (MFT) was included in requirements for student's capstone course.

Categories: Approach, Improvements

Verified: This Strength was verified on site.

Criterion 5.2

- The business unit has a clear strength in the area of hiring full-time faculty with extensive academic and practical qualifications. The unit excels in the areas of new faculty guidance and mentoring, and additional faculty development activities.

Categories: Approach

Verified: This Strength was verified on site.

Criterion 5.4

- The business unit's faculty and administration are highly mobile, and each teach online, during evenings and in traditional classroom settings. Online courses make extensive use of video-conferencing and audio-conferencing, and each instructor, if needed, is supported by Instructional Connections, a third party vendor. Additionally, ProctorU supports academic integrity initiatives across the business unit.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

Criterion 5.7

- There is a clear, evident, and documented culture of encouraging and supporting faculty professional development as evidenced by the five (5) Endowed Professorships and the two (2) Eminent Scholar positions established by the Board of Regents and supported by funding from the LSUA Foundation, as well as a \$50 per course business student fee earmarked for business department marketing and faculty professional development.

Categories: Approach, Deployment, Results

Verified: This Strength was verified on site.

Criterion 6.1.4

- Curriculum provides breadth and depth beyond the Common Professional Core (CPC). Additionally, Business Calculus and Technical/Professional Writing required for business students.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

Criterion 6.3.6

- Multiple examples exist indicating an increase in retention in the department of business due to intentional student-centrist activity with collaborative effort between Student Engagement Services, Faculty and the Student Success Center.

Categories: Approach, Deployment, Results, Improvements

Verified: This Strength was verified on site.

Opportunities for Improvement (OFI)

(10)

Standard 2: Strategic Planning

- Although there is a comprehensive University Strategic Plan for 2016-2017 through 2020-2021 and a 2017-2020 Department of Business Strategic Plan with documented recruitment outcomes, empirical retention reporting and related results are not clear.

Categories: Approach

Verified: This OFI was verified on site.

Criterion 2.2

- Although the Department of Business Strategic Plan has been in place for one year, there is an opportunity to assess and communicate to appropriate stakeholders these identified performance outcomes.

Categories: Approach

Verified: This OFI was verified on site.

Criterion 3.8

- Although the business unit has utilized assessment tools that demonstrate its focus on students and internal stakeholders, the business unit should consider assessment tools that demonstrate an equal focus on external stakeholders. Because raw data was not provided, it is unclear how the data points were calculated.

Categories: Deployment

Verified: This OFI was verified on site.

Standard 4: Measurement and Analysis of Student Learning and Performance

- Although there is data that is calculated, there is no evidence of formative assessment.

Categories: Approach, Deployment, Results

Verified: This OFI was verified on site.

Criterion 4.1

- There is an opportunity to develop a more consistent continual improvement process. Although there is an assessment committee and learning objectives were created, no evidence of regularly scheduled meetings were reported. Internship Employer Surveys do not reach all students and do not represent assessment analysis of the full student body. There is an opportunity to consider providing formative assessment and preparation mid-way through the curriculum for students' final assessment project and Major Field Test.

Categories: Approach, Deployment, Results, Improvements

Verified: This OFI was verified on site.

Criterion 4.2

- Although the trends are reported on their website and included in the self-study, it is unclear how the Major Field Test (MFT) is calculated in the final grade of the capstone course. It is also unclear how the Major Field Test (MFT) data points are calculated. There is one data point per year for the Major Field Test (MFT) recorded, but it was stated that the Major Field Test (MFT) is offered three times a year, or each semester.

Categories: Approach, Deployment, Results, Improvements

Verified: This OFI was verified on site.

Criterion 4.3

- Although some corrective action was taken when requiring the Major Field Test (MFT) in the capstone course, there is no evidence of formative corrective action mid-way through curriculum to establish a continuum for Major Field Test (MFT) results. Students requested formative support and clarification of the Major Field Test (MFT) and final project assessment.

Categories: Approach, Deployment, Results, Improvements

Criterion 5.3

- While full-time faculty align with ACBSP AQ/PQ accreditation standards, only three of thirteen (23%) of the part-time faculty are currently in compliance with the standards.

Categories: Approach

Verified: This OFI was verified on site.

Criterion 5.5

- While all full-time faculty and an administrator are engaged in significant scholarly and professional activity during the review year, an opportunity exists to bring business faculty course loads congruent with ACBSP accreditation standards. All but one full-time faculty member taught two or more overloads and an administrator (Chair) with part-time teaching (50%) responsibilities taught four overloads during the academic review year.

Categories: Approach, Deployment

Verified: This OFI was verified on site.

Criterion 6.1.2

- Statements verified on-site and in the self-study were in-congruent when explaining the difference between how the diverse needs of on-line and traditional students are met. There is an opportunity to address the assessment and services that may need to differ for on-line and traditional students.

The following business programs at Louisiana State University at Alexandria are accredited by the Accreditation Council for Business Schools and Programs:

Bachelor of Science in Business Administration with concentrations in Accounting, Computer Management Information Systems, Entrepreneurship, Finance, General Business, Management, and Marketing

Mongolia International University (Ulaanbaatar, Mongolia)

Conditional Accreditation granted four four years with improvement opportunities in the following standards and criteria: Conditions on Standards 2 and 5; Note on Criterion 3.6.

Basis for final decision: [Review of All Academic Activities](#)

- During the site visit, the business unit confirmed that the self-study year should be 2017-18. Certain documents in the original self-study do not reflect 2017-18 as the self-study year. The site visit team reviewed all key figures to ensure that the data reflected the self-study year. Where additional or revised documents were requested and/or provided there will be a notation in the team's comments.

Categories: Approach

Verified: This Strength was verified on site.

[Criterion 1.1](#)

- From the self-study and the interviews during the site visit, it was clear that the IM Department Chair provides leadership and guidance to the faculty, leadership for formulating and implementing departmental goals and objectives, and leadership for program development, program review, and evaluation.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

[Criterion 3.1](#)

- The business unit has segmented student demographics into domestic and international students and has developed specific approaches for each. Interviews during the site visit demonstrated use of analyses of learner characteristics, including the Mongolian national score achievements and income of households in target areas in Ulaanbaatar as well as measurements of success for international students based on entrance exams.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

[Criterion 3.5](#)

- There was clear evidence during the site visit of effective annual reviews of recruitment and admissions processes. The Director of Admissions also identified several significant changes made to the recruitment and admissions process to deal with challenges in domestic and international recruitment of students. These changes have helped the business unit deal with variability in high

school graduation classes in Mongolia while enhancing a strategy of developing global leaders with a diverse student population.

Categories: Results, Improvements

Verified: This Strength was verified on site.

Criterion 4.1

- The business unit has demonstrated the development and use of program learning outcomes. The following seven PLOs were identified and elaborated in the self-study and during the Site Visit:
 1. Problem solving.
 2. Leadership.
 3. Global thinking.
 4. Ethical reasoning.
 5. Communication skills.
 6. Numeracy and quantitative literacy.
 7. Strategic thinking.

Categories: Approach

Verified: This Strength was verified on site.

Criterion 5.1

- The business unit provided short-term and long-term HR plans along with the Faculty Development Plan for Spring thru Fall of 2018.

Categories: Approach

Verified: This Strength was verified on site.

Criterion 5.2

- Faculty members have professional backgrounds, education, and enthusiasm for the subjects. During the site visit, documents such as CVs demonstrating faculty qualifications were produced. The business unit will upload either a summary of those documents or the CVs during the response.

Categories: Approach

Verified: This Strength was verified on site.

Criterion 5.3

- During the site visit, the business unit provide revised versions of Figures 5.4 and 5.5, which demonstrate compliance with this criterion. Those revised figures will be uploaded as a part of the business unit's response.

Categories: Approach

Verified: This Strength was verified on site.

Criterion 5.4

- The business unit has demonstrated compliance with this criterion. All business students have the ability to enroll in courses taught by full-time faculty every semester. Students of the business unit have the opportunity to sign up for traditional course offerings each semester.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

Criterion 6.1.3

- The business unit has demonstrated that it meets this criterion through the data in Table 6.3, which was submitted in lieu of Figure 6.5. During the site visit, Table 6.3 was updated to demonstrate CPC coverage in AY 2017-18. The revised Figure 6.5 (Table 6.3) will be uploaded as a part of the business unit's response.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

Opportunities for Improvement (OFI)

(10)

Conditions of Accreditation

- The business unit has collected the information required for the routine provision of reliable information to the public on its performance. The information, however, was not publicly available at the time of the site visit because the institution's website was under revision. The business unit has offered to provide an update on the public availability of the required information in its response to the report.

Categories: Approach, Results

Verified: This OFI was verified on site.

Organizational Challenges

- Although the assessment system and faculty performance management provide many aspects of a performance improvement system, it was not evident whether the performance improvement system in place for the Business Division extends beyond those elements. It could be helpful for the Business Division to consider having a more encompassing approach to performance improvement, e.g., PDSA, PDCA, Six Sigma, etc., in order to fulfill its mission of being a distinct, student-centered organization.

Categories: Approach, Deployment, Improvements

Verified: This OFI was verified on site.

Criterion 2.1

- The business unit has not adopted the university-wide strategic plan and incorporated the direction of that plan into the business program specific areas. At the time of the site visit, only a draft of a Strategic Plan 2018 - 2024 was available. It may be helpful to the business unit to clearly align strategic directions with the school's mission, vision, and strategic planning.

Categories: Deployment, Results

Verified: This OFI was verified on site.

- The identification of faculty members involved in developing strategy for the business unit is not confirmed with information on site regarding the involvement of faculty and other key stakeholders in the process. During the site visit it was evident that meaningful involvement of the faculty in the strategy process was lacking. It may be helpful to the business unit in advancing its mission of developing global leaders to develop a strategy process that is more inclusive.

Categories: Deployment, Improvements

Verified: This OFI was verified on site.

Criterion 3.6

- The business unit does not have a formalized and systematic process to seek information, pursue common purposes, and receive complaints from students and stakeholders. In particular, a system to receive and handle student complaints was lacking. It may be helpful to meet the requirements of this criterion to develop, document, and implement formalized processes in this area.

Categories: Approach

Verified: This OFI was verified on site.

Criterion 4.1

- The business unit has most elements of a program and system of assessment in place, including the use of standard rubrics (tied to program learning outcomes) by faculty, external assessments using the Peregrine tools, and national examinations. The use of the elements, however, lacks consistency of deployment and use by faculty. It may be helpful to the business unit to document the tools using an approach such as an assessment manual and use tools such as assurance of learning plans. Such approach elements may lead to a more consistent understanding of the assessment process and tools and consistent use by faculty and administration.

Categories: Deployment, Results

Verified: This OFI was verified on site.

Criterion 5.1

- The document "Strategic Plan" provided in the self-study demonstrates Program Objectives rather than the HR plan's relationship to the department's strategic goals. As such it does not clearly differentiate program outcomes from faculty objectives. In addition, the Strategic Planning 2018 - 2024 document exists as the draft, so it is unclear how the business unit aligns its strategic directions with the school's mission, vision, and strategic planning. It may be helpful to the business unit to develop a distinct HR plan that addresses the needed activities in managing and developing and effective faculty and staff.

Categories: Approach, Deployment

Verified: This OFI was verified on site.

Criterion 5.3

- The breadth and depth of the existing faculty pool appears sufficient to meet the needs of the business unit in offering the current undergraduate degree program. With the plans to add an MBA program, however, the current faculty pool appears inadequate in number and type of academic qualifications. Hiring new faculty members in the business unit would potentially allow it to pursue and diversify new degree programs and content areas.

Categories: Approach, Deployment

Verified: This OFI was verified on site.

Criterion 5.8

- The data provided in Figure 5.6 (labeled as Table 5.8.1a.) were incomplete. Restated data made available on site and to be uploaded with the business unit's response does not demonstrate a consistent pattern and practice of encouraging or enabling faculty to participate in scholarly and professional activity. It may be helpful to the business unit in meeting the requirements of this criterion to develop and implement a policy that enables and encourages these activities.

Categories: Approach, Deployment, Results

Verified: This OFI was verified on site.

Criterion 6.3.5

- The Student Handbook, an important part of academic policies for recruiting, admitting, and retaining students, has not been updated in several years. It may be helpful to the business unit in ensuring that policies reflect current practice to develop a process of timely and periodic updating of important policy documents such as the Student Handbook.

The following business program at Mongolia International University is accredited by the Accreditation Council for Business Schools and Programs:

Bachelor of Business Administration (BBA)

PSGR Krishnammal College for Women (Coimbatore, India)

Full Accreditation granted with improvement opportunities in the following standards and criteria: Notes on Criteria 4.3 and 6.3.4.

Basis for final decision: [Conditions of Accreditation](#)

- The Business Unit demonstrated in the Self-Study and during the site visit that it has institutional accreditation from University Grants Commission (UGC), New Delhi, and is affiliated with Bharathiar University (BU), Coimbatore. The institution has been reaccredited by National Assessment and Accreditation Council (NAAC) with a CGPA of 3.58 on a four-point scale during the 3rd cycle of accreditation valid through February of 2021. The institution has also been awarded with the 'College of Excellence' status by UGC and is ranked 16th by the National Institutional Ranking Framework (NIRF-2018).

Categories: Approach, Deployment

Verified: This Strength was verified on site.

[Organizational Description](#)

- The Personality Development Program, known as the MBA plus program, is a very unique approach in India, focusing on exploring and identifying the strengths and weaknesses of the students, which later facilitates in enhancing their individuality and building upon their skills. This program fosters the women to be empowered to face the challenges of the real world and makes them industry-ready as expected by stakeholders. This is a newly developed program and will require assessment and continuous review

Categories: Approach, Deployment

Verified: This Strength was verified on site.

[Standard 1: Leadership](#)

- The Business Unit is led by the Director, Dr. Sadhasivam, an able and highly competent leader who truly believes in excellence in education. He is assisted by a Chief Mentor, Professor Balasubramaniam, who is highly regarded for academic experience and has consistently raised the bar for the institution. There is a strong sense among students, faculty, alumni, and other stakeholders that the top leadership of the institution is very supportive of the institution's advancement and has led the faculty, staff, and students to take pride in their affiliation with the institution. The stakeholders are extremely loyal to the leadership of the institution, and they are willing to give back to the institution in many ways.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

[Criterion 2.1](#)

- The Self-Study demonstrated, and it was verified on site, that the Business Unit has a formal process by which its strategic direction is determined, its action plans are formulated and deployed, and

innovation and creativity are encouraged. The strategic planning process represents a very advanced and sophisticated approach to determining strategies and providing a structure execution planning.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

Standard 3: Student and Stakeholder Focus

- The Business Unit has a comprehensive and systematic approach for identifying stakeholders, as well as collecting, analyzing, and acting on feedback. The Business Unit is attuned to the needs of its stakeholders. This was especially apparent in meetings with current students, alumni, and industry partners. The Business Unit's ability to build and maintain relationships with key stakeholder groups is certainly an exceptional quality of the institution. Of particular note are the alumni who discussed their passion for continuing to serve the institution that prepared them by returning to campus for monthly alumni talks, mentoring current students, offering internships to current students, etc.

Verified: This Strength was verified on site.

Criterion 4.1

- The Business Unit has identified internal and external outcomes assessment processes, as well as summative vs. formative methods. These are clearly presented in Table 4.1.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

Criterion 4.2

- The use of Peregrine assessments for PLO1 in the MBA since 2015 shows a strong commitment to assessing student learning and incorporating comparative analysis to OA processes. Currently, Peregrine inbound, midpoint, and outbound assessments are used to gauge student competency achievement at the different stages of the curriculum. This allows for targeted interventions after analysis of data. This is considered a best practice method of utilizing the Peregrine assessments.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

Criterion 4.3

- The Business Unit is using time series data as well as comparisons with PLO1. This is achieved with Peregrine assessments solely focused on PLO1. Comparative data and tables were shown illustrating analysis with other Indian schools over several years.

Categories: Approach, Deployment, Results

Verified: This Strength was verified on site.

Criterion 5.3

- All requirements for faculty coverage and qualifications are met. The evidence reviewed onsite and also in the Self-Study show compliance with minimum faculty qualifications. It also shows adequate faculty coverage in all key academic areas in the Business Unit.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

Criterion 5.8

- The Business Unit exhibits exceptional professional and scholarly activity. This was detailed in the Self-Study as well as discussed during the site visit. All faculty are actively involved in publications and scholarly presentations. Additionally, the Academic Advisory Board commended the faculty for their willingness to serve as consultants in various local industries.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

Criterion 6.1.7

- The Business Unit engages in ongoing process evaluation and improvement. The Business Unit utilizes feedback from the Governing Council, Academic Advisory Board, and Board of Studies, as well as end-of-course student evaluations, to ensure a systematic approach to the continuous quality improvement in the areas of educational design and delivery.

Verified: This Strength was verified on site.

Criterion 6.3.7

- In an effort toward continuous quality improvement, the Business Unit has added a number of tasks to the enrollment management process. Notable examples include the addition of personal interviews to the admissions process to ensure motivation accompanies test scores and other required criteria, the addition of bridge courses for students entering the MBA program without a business undergraduate degree, combining the government quota student cohort with the institution-recruited students earlier in the program, and the introduction of a multi-day induction program for all new MBA students.

Verified: This Strength was verified on site.

Opportunities for Improvement (OFI)

(9)

Conditions of Accreditation

- The Self-Study has not demonstrated the link to external publication of information to the public on its performance, including student achievement, such as student results, attrition and retention, graduation, licensure pass rates, job placement rates, employment advancement, or acceptance into graduate programs.

The information is present on the PSGRKCW website. However, it is not clearly identifiable. The Business Unit may improve communication by including the same information on their own GRGSMS website.

Categories: Approach

Verified: This OFI was verified on site.

Criterion 1.2

- The Business Unit's documentation and evidence of process relating to social responsibility, although substantial, did not demonstrate any cycles of improvement of the approaches and processes of attaining and exceeding goals and standards for social responsibility using a performance improvement system. It may be helpful to the Business Unit in attaining its strategy of growth in programs and quality to deploy the performance improvement process to improve these areas.

Categories: Approach, Improvements

Verified: This OFI was verified on site.

Criterion 2.1

- Although the strategic plan contains many of the elements of a systematic strategic planning process, it may be further developed. For example, the Business Unit's plan could include Vision and Mission, explicit exposition of the Business Unit's perceived Strengths, Weakness, Opportunities, and Threats, and provision of clear links between these different elements. In particular, exposition of the perceived Strengths, Weakness, Opportunities, and Threats, may provide the opportunity for more reflection which may highlight required actions and facilitate prioritizing the key strategic objectives.

Categories: Approach, Deployment

Verified: This OFI was verified on site.

Criterion 2.2

- The Business Unit has identified a best-in-class strategic planning process which has not yet been fully deployed in the area of ongoing and periodic communication of strategic objectives, action plans, and measurements to all faculty, staff, and stakeholders. It would be helpful for the Business Unit to fully realize the goals of its strategic plan to fully develop and deploy tools and processes for ongoing communication.

Categories: Deployment, Improvements

Verified: This OFI was verified on site.

Criterion 3.8

- There may be an opportunity to expand on the data gathered and reported to include feedback from industry partners, the local community, staff/ administration, and other stakeholder groups previously identified. Without information or data formally gathered from these stakeholders, it is not possible to determine if their needs are being met.

Verified: This OFI was verified on site.

Criterion 4.1

- The stated MBA program learning outcomes seem more appropriate to an undergraduate degree than to a Masters-level program. It could be an opportunity for improvement for the Business Unit to consider updating one or more of the PLOs to more appropriately align with Bloom's taxonomy and to indicate the extent of the rigor of competencies expected at a graduate level. This would facilitate more targeted assessment of higher-level competency attainment and may also allow the Business Unit to differentiate itself against comparable schools.

Categories: Approach

Verified: This OFI was verified on site.

Criterion 4.3

- Criterion 4.3 calls for comparative data and also for data over time. On both aspects, this is achieved with PLO1 as discussed above, PLOs 2-5 show data and analysis over time with several data points represented.

The opportunity for improvement exists to introduce comparative analysis with other schools or best practice standards for PLOs 2-5. This would allow an analysis by benchmarking or comparisons with peer institutions. It would also allow a comparative analysis between the Business Unit and best practices in the industry.

Categories: Approach, Deployment

Verified: This OFI was verified on site.

Criterion 6.3.4

- Although the attendance policy is clearly articulated in the Self-Study, the Business Unit did not address academic probation and suspension policies in the report. There is an opportunity for the Business Unit to clarify the formal process for academic probation and suspension beyond what is outlined in the Programme Guide (p. 5).

Verified: This OFI was verified on site.

- Although culturally there are very few behavioral concerns at an Indian Women's College, the Business Unit has an opportunity to formalize an expectation for student conduct.

The following business program at PSGR Krishnammal College for Women is accredited by the Accreditation Council for Business Schools and Programs:

Master of Business Administration (MBA)

Rivier University (Nashua, NH, USA)

Standard 1: Leadership

- A student focus, clear performance expectations and the promotion of excellence is evident at all levels of leadership and consistently modeled and communicated to all levels.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

Criterion 1.1

- Leadership has a clear and consistent vision. Core values are consistently modeled, communicated, and integrated into the curriculum.

Categories: Deployment

Verified: This Strength was verified on site.

Criterion 1.2

- The business program works to instill the value of social responsibility is integrated into the curriculum as a core requirement for undergraduate business students. The one credit course focuses on community service.

Categories: Deployment

Criterion 2.1

- The organization employs a comprehensive strategic planning process (The 2020 Vision and Strategy Map). Faculty and staff members of the business unit have significant input into the strategic planning process.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

Criterion 2.2

- The business unit uses a comprehensive strategic plan incorporating short-term and long-term action plans and corresponding performance measures that are clearly and consistently communicated to stakeholders.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

Standard 3: Student and Stakeholder Focus

- The university and business unit has worked in collaboration to establish systematic procedures to determine requirements and expectations for its current and future business students and stakeholders.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

Criterion 5.2

- The institution uses multiple delivery systems and human resource management process that include policies for recruiting, training, observing, evaluating, and developing both full-time and adjunct faculty.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

Criterion 5.4

- The business unit does at least one full-time academically and/or professionally qualified faculty member teaching in each academic program, major, or concentration.

Categories: Approach, Deployment, Results

Criterion 5.6

- The business unit has a multi-pronged systematic approach to faculty evaluation for use in personnel decisions, such as the awarding of tenure and/or promotion, as well as retention. The system provided provide processes for continuous improvement of instruction through formative evaluations conducted in-class by the head of the business unit.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

Criterion 6.1.1

- The business unit is effective in relying on multiple stakeholders in evaluating, maintaining, and upgrading curriculum.

Categories: Deployment

Opportunities for Improvement (OFI)

(9)

Criterion 2.1

- Although the strategic plan identifies the business program's key strategic objectives and the timetable for the current planning period, the business unit may benefit from a more systematic approach to operational, budgetary, and staffing needs assessment.

Categories: Approach, Deployment

Verified: This OFI was verified on site.

Standard 4: Measurement and Analysis of Student Learning and Performance

- The business unit could benefit developing and deploying an approach to analyzing programmatic outcomes.

Categories: Approach

Verified: This OFI was verified on site.

Criterion 4.1

- The business unit could benefit from further developing a structured process of formative assessment that can be used as a benchmarking tool.

Categories: Approach

Verified: This OFI was verified on site.

Criterion 4.2

- The business unit could benefit from further developing a structured process of formative assessment that can measure student achievement of programmatic learning outcomes in undergraduate and graduate programs.

Categories: Deployment

Criterion 4.3

- The business unit could benefit from using external summative assessment tools, such as the Educational Testing Service's Major Field Test, Peregrine Academic Services or other benchmarking assessments.

Categories: Improvements

Criterion 5.3

- While the full-time faculty possess sufficient academic credentials, the majority of adjunct instructors do not hold an in-field or out-of-field doctorate and are consequently not considered to be academically qualified. The program could benefit from ensuring that the composition of AQ faculty is near 40% for undergraduate and 70% for graduate programs to ensure appropriate emphasis on both business theory and practice to meet program objectives.

Categories: Approach, Deployment

Verified: This OFI was verified on site.

Criterion 5.5

- While appropriate teaching loads are being assigned to all faculty, the business unit could benefit from the addition of more full-time faculty. Currently, the number of full-time faculty is not sufficient to effectively fulfill the mission of excellence in educating business students.

Categories: Approach, Deployment, Results

Verified: This OFI was verified on site.

Criterion 5.7

- While there is evidence of some faculty development activities, the business unit could benefit from a more consistent and systematic approach to faculty and staff development.

Categories: Approach, Deployment

Verified: This OFI was verified on site.

Criterion 6.2.1

- The business unit, in conjunction with the university, could benefit from utilizing more benchmarking and itemized data in analyzing placement information.

Categories: Approach, Results

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The following business programs at University of Mary Hardin-Baylor are accredited by the Accreditation Council for Business Schools and Programs:

BBA Accounting
BBA Business Computer Information Systems
BBA Economics
BBA Finance
BBA International Business
BBA Management
BBA Marketing
BBA Multimedia and Information Technology
BS Multimedia and Information Technology
BA Multimedia and Information Technology
MBA Master of Business Administration
MSIS Master of Science in Information Systems

United International University UIU (Dhanmondi, Dhaka, Bangladesh)

Full Accreditation granted with no notes or conditions.

Basis for final decision: [Criterion 1.1](#)

- **[1.1.a]** The Dean and Vice Chancellor regularly set goals and performance expectations. Approaches used include a strategic plan, regular meetings with faculty / staff, and periodic communication.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

Criterion 2.1

- **[2.1]** There is a formal process that is fairly well established to determine the strategic direction. It was also noted that the process of strategic planning percolates down to the level of the faculty and staff. Various committees and subcommittees including IQAC, etc. help in the overall process of collecting inputs and formulating strategies.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

Criterion 3.1

- [3.1] The business unit has identified 12 segments for the students of its educational programs. The segments reflect a mix of demographic, socio-demographic, and socio-economic factors. Admissions and graduation statistics are tracked and trended over several years.

Categories: Approach, Deployment, Results

Verified: This Strength was verified on site.

Criterion 3.6

- [3.6] As a part of the Institutional Quality Assurance Cell (IQAC) project, the business unit conducted a stakeholder survey on a range of content areas. The study was initially conducted in 2016 and repeated in 2018. As a result of the surveys a number of improvements were implemented and were identified in the self study and discussed during the site visit. Additional approaches to seek information and pursuing common purposes include the use of faculty and administration committees.

Categories: Approach, Deployment, Improvements

Verified: This Strength was verified on site.

Criterion 4.1

- [4.1] The learning objectives of the business unit's programs are well defined and well in place for programs that are to be accredited. All faculty are very much a part of this overall process of determining objectives. The formative and summative learning outcomes are well defined.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

Criterion 4.3

- [4.3] The business unit has commenced the use of Peregrine Inbound and Outbound assessment services and use of the associated comparative and benchmark data. The implementation of these assessments may be helpful to the business unit in developing richer benchmark comparisons and program improvements.

Categories: Approach, Results, Improvements

Verified: This Strength was verified on site.

Criterion 5.3

- [5.3.2.b] Based on discussions during the site visit, the business unit prepared a recalculation of Figures 5.2 and 5.3, which will be uploaded with the business unit's response. The designations of

AQ vs. PQ were reviewed by the site visit team and are accurate. The calculation method for Figure 5.2 was revised to reflect credit hour production. Based on the recalculated numbers the business unit meets the requirements for **PQ faculty for all undergraduate and graduate programs** submitted for accreditation because 100% of the courses are taught by academically and professionally qualified faculty.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

- **[5.3.2.b]** Based on the recalculated numbers in Figures 5.2 and 5.3 (to be uploaded with the business unit's response) the business unit meets the requirements for **AQ faculty for graduate programs in business and economics** submitted for accreditation
 - 71.37% for the graduate business programs (requirement 70%).
 - 88.6% for the graduate economic programs (requirement 70%).

Categories: Approach, Deployment

Verified: This Strength was verified on site.

Opportunities for Improvement (OFI)

(10)

Organizational Challenges

- **[V.3]** Based on several interviews during the site visit the PDCA performance improvement system appears to be deployed in some units but not completely in all areas. At the early stage of implementation some committees use the process completely while others do not. It may be helpful to the business unit to develop organizational routines that require the use the PDCA process when appropriate.

Categories: Deployment, Improvements

Verified: This OFI was verified on site.

Criterion 3.1

- **[3.1]** It may be helpful for the business unit to review its 12 student segments with the use of its PDCA performance improvement system. The shift on the campus to new facilities and a new location along with new student housing facilities may provide further opportunities to refine and improve the bases of segmentation in furtherance of the University's and business unit's mission.

Categories: Improvements

Verified: This OFI was verified on site.

Criterion 3.3

- **[3.3]** As a part of the institution's participation in the Institutional Quality Assurance Cell (IQAC), a continuous quality improvement process using a PDCA cycle was developed and linked to key performance indicators by committee. The narrative in the self-study, documentation reviewed on site, and discussions on site demonstrated that the PDCA approach is deployed at varying levels across committees. It may be helpful to the business unit in reaching desired improvements to review the level of deployment and use of the CQI tools and methods.

Categories: Deployment, Improvements

Verified: This OFI was verified on site.

Criterion 3.7

- [3.7] The business unit's documented approach to determining satisfaction and dissatisfaction does not include instruments or processes for measuring components of satisfaction or dissatisfaction. It may be helpful in improving programs and quality for the business unit to expand the data collection methods and instruments to address potential elements or components of satisfaction or dissatisfaction.

Categories: Approach, Improvements

Verified: This OFI was verified on site.

Criterion 5.2

- [5.2.2] The approaches used by the business unit for faculty development lack specific elements to assist faculty in understanding, using, and improving teaching skills. It may be helpful for the business unit to identify and implement a suitable teaching and learning framework that is suited to its mission.

Categories: Approach, Deployment, Improvements

Verified: This OFI was verified on site.

Criterion 5.3

- [5.3.2.b] Based on discussions during the site visit, the business unit prepared a recalculation of Figures 5.2 and 5.3. The designations of AQ vs. PQ were reviewed by the site visit team and are accurate. The calculation method for Figure 5.2 was revised to reflect credit hour production. Based on the recalculated numbers the business unit does not meet meets the requirements for AQ faculty:
 - 24.84% for the BBA program (requirement 40%)
 - 20.45% for the BBA in AIS program (requirement 40%)
 - 20.96% for the BEcon program (requirement 40%).

Categories: Approach, Deployment

Verified: This OFI was verified on site.

Criterion 5.8

- [5.8.1] The business unit's faculty demonstrate some engagement with the various aspects of scholarship in Figure 5.8. The levels of publication and other scholarly activities are not consistently engaged in by faculty. It may be helpful for the business unit to develop and implement a systematic process supporting and encouraging faculty participation in scholarly activities.

Categories: Approach, Results

Verified: This OFI was verified on site.

Criterion 6.1.4

- **[6.1.4.b]** At the current time, the BBA curriculum devotes only 20% and BSECO curriculum 27.5% of the total credit hours to the GED courses. The business unit is evaluating the issue and is referring the issues to the appropriate faculty committee for review.

Categories: Approach, Deployment, Improvements

Verified: This OFI was verified on site.

Criterion 6.2.2

- **[6.2.2]** The business unit has presented operational results by degree program rather than for the business operations as a whole. Given the substantial overlap of processes serving all degrees, it may be helpful to develop and deploy a uniform process approach and concept for all degree programs.

Categories: Approach, Deployment

Verified: This OFI was verified on site.

Criterion 6.3.7

- **[6.3.7]** The business unit's description of improvements in enrollment management does not clearly follow a systematic and repeatable process such as the IQAC PDCA process the institution has developed. It may be helpful to the business unit in accelerating improvements to ensure that all improvement efforts in enrollment management are structured to use the same language and process through the PDCA system.

The following business programs at United International University UIU are accredited by the Accreditation Council for Business Schools and Programs:

Economics
Bachelor of Business Administration (BBA) in AIS
Bachelor of Business Administration (BBA)
Marketing
Accounting
Human Resources Management
Finance
MBA Finance
MBA HRM
MBA Marketing
MBA MIS

Decisions regarding reaffirmation of accreditation:

Bowie State University (Bowie, MD, USA)

Full Reaffirmation of Accreditation granted with improvement opportunities in the following standards and criteria: Notes on Criteria 3.4, 4.2, 5.5 and 6.1.7.

Basis for final decision: Strengths

(9)

Organizational Charts

- The President articulated a well defined vision for the College of Business and this may impact the future organization chart.

The University's President is new and also are some of the leadership. The President informed us that a search was underway to select a permanent Dean for the School of Business. The President's vision for the future leadership will have a positive impact on the Organization charts.

The School of Business has Interim leadership. Both the Dean and Associate Dean are in an interim basis. It will serve the school and community well to permanently fill the leadership positions so that strategic plan and improvements can occur for the Business School.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

Conditions of Accreditation

- There is an ongoing effort to collect assessment data that are useful for continuous improvement of the business unit programs, but the systematic process is in the infancy stage.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

Criterion 1.1

- The business unit has a process in place to evaluate the performance of faculty, the business unit chair, and the administrative assistant. The chair of the business unit is responsible for setting, communicating, and deploying program values and performance expectations. There is evidence of continuity and collaboration between administration and faculty in the shared planning process and promotion of the college and its mission. Current students and alumni of the business unit speak highly of the instruction they received from the business faculty and of the supportive relationships between faculty and students.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

Criterion 1.2

- In conversation with the University leaders and other stake holders, it was determined that the business unit has a process to address the impacts on society of its program offerings, services, and operations. In addition, there is an environment that fosters ethical business and academic practices in all student and stakeholder transactions and interactions.

Categories: Approach, Deployment, Results, Improvements

Verified: This Strength was verified on site.

Criterion 2.1

- The business unit uses a process to track its strategic plan. Specific targeted elements and dates (short-term and long-term) are clearly identified, as are specific individuals responsible for strategic plan elements.

As verified in conversations with the Assistant Vice President for Assessment and her team coupled with the business unit leadership team, the business unit has a process for creating and tracking its strategic plan. This includes the Annual Program Review (APR), faculty retreat meetings, BOA meetings, and annual strategic planning meetings. They are utilized to strengthen the strategic planning process.

Categories: Approach, Deployment, Results

Verified: This Strength was verified on site.

Criterion 3.6

- The University maintains stated complaint management processes in its student and faculty handbooks. The processes apply to and are used by the business unit.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

Criterion 5.3

- The business unit provided sufficient evidence to demonstrate the composition of faculty exceeds the minimum academic credentials and business or professional experience needed to ensure appropriate emphasis on both business theory and practice to meet program objectives.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

Criterion 6.3.4

- The academic policies for probation, suspension, and readmitting of students are clearly stated in the institutional website and in the undergraduate and graduate catalogs.

According to the Self-Study and in conversation with some stakeholders, the Undergraduate Catalog (See URL Sources: Pages 95-96 2017-2019 Undergraduate Catalog) describes the process for academic warning, probation, and dismissal. This business process is managed by the Registrar's Office.

The Graduate Catalog (See URL Sources:- page 73 2016-2018 Graduate Catalog) describes the process for academic warning, probation, and dismissal. A student whose cumulative grade point average (GPA) falls below 3.0 is placed on academic probation for the next semester; any student on academic probation must re-take the failed classes during the probationary period in order to raise the grade point average. Failure to raise the GPA to a 3.0 during the probationary period will result in academic dismissal.

Categories: Approach, Deployment, Results, Improvements

Verified: This Strength was verified on site.

Criterion 6.3.7

- The team met with the Vice President for Enrollment Management. Annual goals and objectives for the Enrollment Management Division are developed and implemented based upon feedback from stakeholders, changes in technology, and current professional best practices. Feedback information is used for continuous improvement. Enrollment is on the increase.

Categories: Approach, Deployment, Results, Improvements

Verified: This Strength was verified on site.

Opportunities for Improvement (OFI)

(10)

Organizational Challenges

- The leadership of the business unit has changed several times during the last decade. As a result, it appears that systematic processes for continuous improvement has been neither implemented nor maintained. To achieve leadership continuity, perhaps a leader with increased longevity could be installed. As a result, strategic and operational plans could be developed and implemented reflecting systematic processes for continuous improvement.

During the site visit, business unit leaders indicated that Opportunities for Improvement might include; offering a greater number of online courses, providing additional resources for timely internal processing of student applications, and using alumni surveys to improve the current student satisfaction rate of 67%.

Categories: Approach, Deployment

Verified: This OFI was verified on site.

Criterion 2.1

- There was no evidence from the business unit about using data collected to "Close-the-Loop" in the strategic planning process. A completed process would verify implementation and completion of plans.

Categories: Approach, Deployment, Results

Verified: This OFI was verified on site.

Standard 3: Student and Stakeholder Focus

- Overall, there is evidence of early stage development of systematic processes for identifying stakeholders and learning and learning from both student and stakeholder population. While there is sporadic progress evidenced from the QA Report (2013-2016 and 2016-2017), systematic approaches to "listening to and learning" to students and stakeholders are not fully evident.

Opportunities exist to implement systematic processes for "listening to and learning from" students and stakeholders across the business unit.

Categories: Approach

Verified: This OFI was verified on site.

Criterion 3.1

- The business unit provides demographic and enrollment trend data. However, a statement "determining" target student segments its educational programs will address" is not concisely presented. Providing an intentional, complete, and concise list of student segments vs. current enrolled student data would enable clear directionality, as well as an indication of the resources necessary to address identified student segments.

Categories: Approach, Deployment

Verified: This OFI was verified on site.

Criterion 3.5

- It was not evident that the business unit has processes for systematically building relationships with desired stakeholders.

Categories: Approach

Verified: This OFI was verified on site.

Criterion 3.7

- While the business unit evidenced student course feedback and Advisory Board Meetings minutes, there was minimal evidence of systematic approaches in place to use available data to formulate actions toward addressing student and key stakeholder satisfaction or dissatisfaction. An opportunity exists for the business unit to develop and implement systematic approaches to student and key stakeholder satisfaction or dissatisfaction.

Categories: Approach

Verified: This OFI was verified on site.

Criterion 4.1

- While there appears to be early stage progress associated with systematized student learning and performance data, assessment statements such as "Assessment will occur again Spring 2018" do not indicate full implementation. It does not appear that learning outcomes assessment occurs at the business unit level, instead at the University level through board assessments (e.g. MFT). As a result, there was little to no evidence of direct application of systematic processes or actions at the business unit level.

The QA Report 2013-2014 and 2016-2017 indicated revisions to be made to learning outcomes associated with the BSBA and MBA degree programs. Programmatic Learning Outcomes are evidenced for both degree programs. However, comparing these QA Reports, there is minimal evidence of systematic processes for tracking, mapping, and employing learning outcomes results.

An opportunity exists to create and implement systematic processes for tracking, mapping, and employing learning outcomes results.

Categories: Approach, Deployment

Verified: This OFI was verified on site.

Criterion 5.5

- Information associated with adjunct faculty teaching, scholarly activity, and community service were not evidenced.

Categories: Approach, Deployment

Verified: This OFI was verified on site.

Criterion 6.2.1

- University-level educational support service processes appear to be instituted. However, the business unit evidences sporadic reporting associated with the key measurement categories "Usage Rates, Success Rates, Student and Stakeholder Feedback." Systematic assessment and continuous improvement processes providing detailed and actionable data are not provided.

Categories: Approach

Verified: This OFI was verified on site.

Criterion 6.2.2

- The data provided attempts to measure "Business programs from 80% to 90% by 2020."

The material evidences the exact content in each column; "What is your measurement instrument or process? Current Results Analysis of Results Action Taken or Improvement made." Content is; 1) Retention rates as reported to the VPAA every January; 2) 85% in 2014; 3) In a positive trend for the last three years; 4) Increased number of meetings to three meetings a year with business students regarding continued education and completion plans."

The data provided does not reflect the current reaffirmation year, nor does it evidence a comprehensive process with action taken. A process with current information and implementation of results in improvements needs to be shown.

The following business programs at Bowie State University are accredited by the Accreditation Council for Business Schools and Programs:

Bachelor of Science Degree, Accounting concentration
Bachelor of Science Degree, Finance concentration
Bachelor of Science Degree, Economics concentration
Bachelor of Science Degree, Marketing concentration
Bachelor of Science Degree, Management concentration
Bachelor of Science Degree, Entrepreneurship concentration
Bachelor of Science Degree, General Business concentration
Bachelor of Science Degree, Business Information Systems concentration
Master of Business Administration

Clafin University (Orangeburg, SC, USA)

Full Reaffirmation of Accreditation granted with improvement opportunities in the following standards and criteria: Note on Criterion 6.1.3.

Basis for final decision: Strengths

(7)

Criterion 3.5

- The standard requires the school to have processes to attract and retain students, and to build relationships with desired stakeholders. The school enjoys strong support from its current students, alumni, and the business community. Students expressed appreciation for their faculty; the business community consider the school to be a outstanding community member and asset to the region. These relationships are a critical component in recruiting students.

Categories: Approach

Verified: This Strength was verified on site.

- The business planning competition funded by the institution is an effective retention and engagement activity across the university. It also engages business leaders in the community and provides opportunities for the school to benchmark themselves against other schools..

Categories: Approach

Verified: This Strength was verified on site.

Standard 5: Faculty and Staff Focus

- The standard requires the school to develop and implement policies and plans that ensure an excellent faculty. The unit is to be commended for the strength of its faculty. The faculty are diverse, well qualified and engaged in the important task of providing high quality education to Clafin University's students.

Categories: Approach

Verified: This Strength was verified on site.

Criterion 5.2

- The standard requires the school to have policies for recruiting, training, observing, evaluating, and developing faculty for these delivery systems. The orientation program at Clafin for new faculty is especially thorough and is strongly mission driven. This program helps new faculty understand the mission and values of the institution and become effective members of the faculty body.

Categories: Approach

Verified: This Strength was verified on site.

Criterion 5.3

- The standard requires the composition of faculty must include sufficient academic credentials and business or professional experience to ensure appropriate emphasis on both business theory and practice to meet program objectives. The unit's full-time and part-time faculty have excellent qualifications. All courses are taught by either academically-qualified or professionally-qualified faculty. All graduate courses are taught by academic prepared faculty. This emphasis on faculty raised the overall quality of education provided by the school.

Categories: Approach

Verified: This Strength was verified on site.

Criterion 6.3.3

- The standard requires the graduate program to have an admissions policy that accepts students who can reasonably be expected to succeed in a graduate business school. The school of business is to be commended for its strong preparatory program for entering MBA students. This program helps ensure students are prepared to be successful in their MBA program.

Categories: Approach

Verified: This Strength was verified on site.

Criterion 6.3.7

- The criterion requires that Improvement in Enrollment Management will be pursued on a continuous basis. The school of business is heavily involved with student progress activities, all the way from a student's initial contact through to graduation. Faculty and administration provide a series of coaching and student development opportunities throughout the program. This involvement improves faculty/student relationships and student success.

Categories: Approach

Verified: This Strength was verified on site.

Opportunities for Improvement (OFI)

(5)

Standard 1: Leadership

- The success of the university, including the school of business, is partially due to the leadership of the institution president. With the upcoming retirement of the university president, there is a sense of uncertainty across many departments about maintaining the current momentum of the university. Making decisions on some of the interim leadership positions that exist could help reassure faculty and staff about the future.

Verified: This OFI was verified on site.

Criterion 2.1

- The standard requires the business unit to have a formal process by which its strategic direction is determined, its action plans are formulated and deployed, and innovation and creativity are encouraged. The present school of business strategic plan (Fig. 2.1) is dated for many of its action

items and not clearly tied to the institutional objectives. Updating the time table may enable to plan to become more relevant, effective, and will encourage innovation and creativity.

Categories: Deployment

Verified: This OFI was verified on site.

Criterion 4.1

- The standard requires the school to have a learning outcomes assessment program. Although a program exists, a number of the learning objectives are not fully developed and measurable. Updating program learning outcomes to include more critical thinking and application skills will drive the program to better prepare students for whatever career path they follow.

Categories: Approach

Verified: This OFI was verified on site.

Criterion 4.3

- The Business School uses the Major Field Test as an external assessment instrument. An opportunity exists to compare results associated with critical thinking and soft skills are not assessed or compared to other institutions. Comparison of actual results in these areas may provide benchmark data and indicate how the school is doing.

Categories: Approach, Deployment, Results

Verified: This OFI was verified on site.

Criterion 6.1.3

- The standard requires that each CPC area must receive a minimum coverage of two-thirds of a three (3) semester credit-hour course (or equivalent), or approximately 30 coverage hours. The present coverage of Information systems does not meet this requirement. Increasing the IS coverage in the program may benefit students and the business school's program.

The following business programs at Claflin University are accredited by the Accreditation Council for Business Schools and Programs:

Bachelor of Science in Business Administration with Concentration in Accounting
Bachelor of Science in Business Administration with Concentration in Finance
Bachelor of Science in Business Administration with Open Minor
Bachelor of Science in Management
Bachelor of Science in Marketing
Bachelor of Science in Organizational Management
Master of Business Administration

Cumberland University (Lebanon, TN, USA)

Full Reaffirmation of Accreditation granted with improvement opportunities in the following standards and

criteria: Notes on Criteria 4.4 and 5.8.

Basis for final decision: Strengths

(8)

Criterion 1.1

- Both the university and the business unit leadership demonstrated strong commitment to promoting compliance with ACBSP standards. The recent changes, including increasing the size of full-time business faculty and improving rotation of course offerings are examples of continuous improvement of the business programs.

Faculty, students, alumni, and other key stakeholders all expressed strong confidence and praise for the university president and the dean of the business unit.

Categories: Approach, Deployment, Improvements

Verified: This Strength was verified on site.

Criterion 2.1

- The president is leading the university in the creation of a new strategic plan for the university. Both the dean and the faculty of the business unit have input into the university's strategic plan.

Categories: Approach

Verified: This Strength was verified on site.

Criterion 3.2

- The business unit has a strong internship program, which is administered by the Department of Student Services and the business faculty. It is fully deployed without significant weaknesses or gaps. This approach creates a bridge between the the business community and students. The internship program provides social impact as well as a channel to receive feedback from stakeholders.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

Criterion 4.1

- There is a robust and well structured approach to program assessment - with attention given to the goal setting process at the beginning of each academic year, and the use of a Mid-year Program Assessment report to ensure that the initial goals set remain valid. The use of the Course Assessment Documentation Sheet (CADS) at the end of every term also provides the ability to ascertain goal attainment.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

Criterion 5.5

- Under the president's and dean's leadership, the business unit has significantly increased the number of full-time faculty.

Categories: Results, Improvements

Verified: This Strength was verified on site.

Criterion 6.2.1

- The success center offers free tutoring to both on-campus and online students. Business-specific tutors are employed in advance for complex subjects (e.g. accounting, economics, and business statistics), but tutors can also be found for other business related courses on an as needed basis. Interviews with both faculty and students indicated high levels of satisfaction with the service. Tutoring is fully deployed without significant weaknesses or gaps.

Categories: Approach, Deployment, Results

Verified: This Strength was verified on site.

- The Career Services & Internships Office offers placement service, not just career advice. This is particularly helpful since internships are a degree requirement for business students. Students report strong satisfaction with the internship program and the Office. Career Services has an effective, systematic approach that is fully responsive to stakeholders' needs.

Categories: Results

Verified: This Strength was verified on site.

Criterion 6.3.5

- The university has an effective, systematic approach to retention that is fully deployed via its early alert system. An interview with the executive director of academic support confirmed that the business faculty are proactive and use the early alert system effectively.

Categories: Approach

Verified: This Strength was verified on site.

Opportunities for Improvement (OFI)

(8)

Criterion 2.2

- The unit has the beginning of a systematic approach to strategic planning. The use of SMART goals in the strategic plan may strengthen the unit's planning efforts and assessment of those efforts.

Categories: Approach, Deployment, Results, Improvements

Verified: This OFI was verified on site.

Criterion 3.4

- Although the unit has an informal process for reviewing data related to student and stakeholder satisfaction, implementing a formal review process may strengthen the business unit's assessment in this area.

Categories: Approach

Verified: This OFI was verified on site.

Criterion 4.1

- In the Bachelor of Business Administration degree, all transcribed minors should have their own Programmatic Learning Outcomes (PLOs) - separate from the program core SLOs.

Categories: Approach, Deployment

Verified: This OFI was verified on site.

Criterion 4.4

- A more structured effort by the business unit to create learning outcomes and deliver co-curricular programs may allow the business school to more effectively respond to students' needs for 'soft skills' training, and may also strengthen the unit's assessment program.

Categories: Approach, Deployment, Results, Improvements

Verified: This OFI was verified on site.

Criterion 5.6

- The creation of a more formalized and systematic adjunct faculty review process would assist the business unit by providing specific and actionable feedback to improve their teaching. In addition, this more formalized process would also allow the business unit leadership to address in a more timely manner student concerns with respect to adjunct faculty members.

Categories: Approach, Deployment

Verified: This OFI was verified on site.

Criterion 6.1.2

- Department of Education guidelines require 45 instructor contact hours for a 3-hour course. The MBA's format of one night a week (4 hour sessions) for 8 weeks does not directly produce the 45 contact hours. Interviews with the dean and MBA director reveal that the instructors have online components that help them achieve the 45 hour expectation. The business unit may want to consider creating documentation that justifies the current format for contact hour purposes.

Categories: Approach

Verified: This OFI was verified on site.

Criterion 6.2.2

- Undergraduate recruiting has strong support from marketing and admissions. However, MBA recruiting is largely word of mouth. The unit's strategic objectives for its MBA enrollment growth may be strengthened if more resources from admissions and marketing could be deployed on its behalf.

Categories: Deployment, Results

Verified: This OFI was verified on site.

Criterion 6.3.3

- Because students are likely to attribute failure to outside sources (e.g. life events) and not to ability, the unit may want to conduct a study that considers incoming GPA, incoming undergraduate degree, participation in the MBA Foundations Survey course, and other objective data to determine if current admissions standards are appropriate in the context of likelihood to succeed in the program.

The following business programs at Cumberland University are accredited by the Accreditation Council for Business Schools and Programs:

BBA in Accounting
BBA in Business Administration
BBA in Health Care Administration
BBA in Management
BBA in Marketing
Master of Business Administration
Associates of Arts in Business

Geneva College (Beaver Falls, PA, USA)

Full Reaffirmation of Accreditation granted with improvement opportunities in the following standards and criteria: Notes on Criteria 2.1, 3.3, 3.8, 4.1, 4.3, 5.3 and 6.1.3.

Basis for final decision: Strengths

(10)

Criterion 1.1

- Current students and alumni of the business unit speak highly of the instruction they received from the business faculty and of the supportive relationships between faculty and students.

Categories: Approach

Verified: This Strength was verified on site.

Criterion 1.2

- The business unit faculty and students take an active role in community social responsibility, such as the Volunteer Income Tax Assistant program.

Categories: Deployment

Verified: This Strength was verified on site.

Criterion 4.4

- During the site visit, the business unit presented the program level outcomes assessment report of all majors under review for several periods. There is evidence of the use of data, actions taken, and proper followed-up for most business programs. It is evident that results are discussed with faculty members and appropriate changes are implemented. This process will provide a continuous assessment of outcomes, the involvement of all faculty members, and the improvement of educational processes.

Categories: Approach, Deployment, Results, Improvements

Verified: This Strength was verified on site.

Criterion 5.1

- The business unit's HR plan presents an effective, systematic approach responsive to the overall requirements of the criterion. The plan examines the past and trend to the current time and analyzes

reasons behind the ratio fluctuation over the long run. The HR plan is sound in light of the analysis. It is aligned with organizational needs identified.

Categories: Approach, Deployment, Improvements

Verified: This Strength was verified on site.

Criterion 5.4

- The University and the business unit provide human resource training, professional development, and opportunities to develop and maintain the learning environment for both the full-time and adjunct faculty.

Categories: Approach

Verified: This Strength was verified on site.

Criterion 5.7

- Faculty development funds of \$400 attending a conference and \$1000 for presenting are available annually for all full-time and adjunct faculty members for professional development purposes. There are additional institutional development opportunities available for faculty and staff, such as on-site training and college tuition reimbursement.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

- The business unit recently received a \$1.5 million endowment to ensure professional development opportunities are available for the continued development and expansion of the business curriculum programs of study. These funds are not to be utilized for the faculty salaries; however, may be marked for bonuses or stipends promoting or initiating progressive curriculum enhancing the concentrations and student learning outcomes.

Categories: Approach

Verified: This Strength was verified on site.

Criterion 5.8

- Full-time and adjunct faculty are actively involved and are provided the opportunity to experience in professional activities that enhance the depth and scope of their knowledge and that of their disciplines, enhancing the effectiveness of their teaching. These appeared as an equal effect within both segments of the faculty.

Categories: Approach, Results

Verified: This Strength was verified on site.

Criterion 6.2.1

- The business unit is supported by a number of services available to all students at Geneva College that are well-maintained and managed, including the library, career services, advising, tutoring, and student leadership training.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

Criterion 6.3.5

- The business unit is actively involved in recruiting new students in several ways, but in particular by sponsoring an accounting competition for local high school students that is directly run by current student in the Business Club.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

Opportunities for Improvement (OFI)

(10)

Criterion 2.1

- The business unit has an opportunity to explore additional ways to seek input from the business community, to provide input on the business community expectations of program graduates, and to increase the visibility and relevance of the program.

Categories: Approach, Improvements

Verified: This OFI was verified on site.

Criterion 2.2

- An opportunity for improvement exists for the business unit to establish performance measures for tracking progress relative to strategic action plans in establishing short-term and long-term measurable objectives with the inclusion of an active advisory board.

Categories: Approach, Deployment, Results, Improvements

Verified: This OFI was verified on site.

Criterion 3.3

- While the business unit has identified students and stakeholders, there is an opportunity to formalize its systematic process 'to review' the methods to listen and learn from students and all stakeholders. For example, periodically reviewing formal instruments or informal processes from current and prospective undergraduate and graduate students, as well as alumni, employers, and the business community, will allow the business unit to effectively listen and learn more from these identified stakeholder groups.

Categories: Approach, Results, Improvements

Verified: This OFI was verified on site.

Criterion 3.8

- The business unit has an opportunity to present satisfaction or dissatisfaction trend data and graphs related to business students and programs for stakeholders (employers, graduate MBA students, alumni, etc.) and provide evidence that results are analyzed and actions are tracked in a "close the loop process." 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 and action taking using Figure 3.2 and Figure 3.3 found in the Evidence File.

Categories: Approach, Results, Improvements

Verified: This OFI was verified on site.

Criterion 4.1

- While the business unit has identified four goals for all undergraduate programs and three student learning outcomes for the MBA program, there is an opportunity for the business unit to develop "measurable" student learning outcomes (SLOs). In addition, the business unit has an opportunity to align performance measures (internal/external and formative/summative) with each one of the program SLOs for each major/concentration under review. A well-designed learning outcomes assessment plan will allow the business unit to measure, analyze, and track results in a timely manner as well as to identify strengths and opportunities for improvements.

Categories: Approach, Deployment, Results, Improvements

Verified: This OFI was verified on site.

Criterion 4.2

- While the business unit has collected internal and external (ETS) data related to the student learning outcomes for undergraduate and MBA programs, there is an opportunity to collect and analyze student learning outcomes for each major/concentration offered. A well-defined assessment plan of measurable formative and summative student learning outcomes for each business major or concentration will allow 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/majors.

Categories: Approach, Deployment, Results, Improvements

Verified: This OFI was verified on site.

Criterion 4.3

- While the business unit has implemented and collected MFT-B data, there is an opportunity to request and analyze the comparative data available by MFT-B for all programs under review and provide evidence that improvement actions have been implemented and continuous testing and analysis (in close the loop cycle) have been implemented.

Categories: Approach, Deployment, Results, Improvements

Verified: This OFI was verified on site.

Criterion 5.3

- The business unit programs do not meet the historically acceptable ACBSP criteria of 40 percent of the undergraduate credit hours in business and 70 percent of the graduate credit hours in business taught by academically qualified faculty. Currently the undergraduate has a 24.7 percent with the graduate at a 58.5 percent. Hiring qualified faculty who are academically or professionally qualified may ensure that appropriate emphasis is placed on business theory and practice to meet business unit program objectives.

Categories: Approach, Deployment, Results, Improvements

Verified: This OFI was verified on site.

Criterion 5.5

- The business unit would benefit from the proposed hiring of an operations management/analytics faculty member, providing an academically qualified faculty meeting ACBSP standards within the CPC course requirements.

Categories: Approach, Improvements

Verified: This OFI was verified on site.

Criterion 6.1.3

- There is an opportunity for the business unit to improve the program offerings in the Accounting major by adding more coverage of international business and to improve the offerings in the Sports Management major by including more coverage of Information Systems Management.

The following business programs at Geneva College are accredited by the Accreditation Council for Business Schools and Programs:

Associate in Business
B.S.B.A – Business
B.S. in Sport Management
Master of Business Administration

Greensboro College (Greensboro, NC, USA)

Full Reaffirmation of Accreditation granted with improvement opportunities in the following standards and criteria: Notes on Criteria 4.1, 4.3 and 4.4.

Basis for final decision: Strengths

(11)

Criterion 1.2

- The School of Business demonstrates legal and ethical compliance by adhering to the code of conduct and the code of academic integrity policies and procedures.

The School of Business has a well-structured and systematic process in place for monitoring regulatory and legal compliance.

Categories: Deployment, Results

Verified: This Strength was verified on site.

Criterion 2.1

- The School of Business has identified a set of strategic objectives, goals, and action plans and has a process for receiving input from external stakeholders.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

Criterion 2.2

- The School of Business has identified short-term and long-term action plans and performance measures.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

Criterion 3.1

- The School of Business offers a BS in Accounting, BS in Business and Economics, and a BBA in Organizational Leadership and Management (OLM). The BBA in OLM is offered in a traditional format with hybrid courses, as well as the opportunity to complete the program online. With the fully online OLM program and the hybrid courses, the School of Business uses the Moodle Learning Management System (LMS). It is clear that the business unit targets younger students who come

straight from high schools (or are transfer students), as well as older students. The School of Business specifically uses the OLM program to target the older student population.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

Criterion 3.2

- The stakeholders for the School of Business include traditional students, transfer students, adult (online) students, faculty, and advisory councils (Business Advisory Council and Student Advisory Council). The School of Business conducts advisory council meetings twice a year. There are advisory council agendas and minutes that show what is done at the meetings. The dean provides information about the school to the council. The council, in turn, deliberates on the information, providing feedback to the dean. Some of the Advisory Council members also provide internships opportunities to business students.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

Criterion 3.7

- The School of Business has processes to determine stakeholder satisfaction. Students complete faculty evaluations at the end of each course. Advisory Council members interviewed were satisfied with the accessibility of the dean to provide feedback and opinions.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

Criterion 4.1

- The School of Business utilizes internal testing (Critical Thinking Rubric, Economics Test, and Accounting Test) and external (GLO-BUS Simulation and Major Field Test) assessment instruments for the business core. The School of Business utilizes formative (Economics Test, Accounting Test, and Critical Thinking Rubric) and summative (GLO-BUS Simulation and Major Field Test) assessments.

Categories: Approach, Deployment, Results

Verified: This Strength was verified on site.

Criterion 4.2

- The School of Business has assessment data for three consecutive periods for all four student learning outcomes and provides that information to faculty and administration on a consistent basis. Some of that information is provided to other stakeholders, such as students, parents, and the Business Advisory Council on an ad hoc basis.

Categories: Approach, Deployment, Results

Verified: This Strength was verified on site.

Criterion 4.3

- The School of Business uses two assessment instruments (Major Field Test and GLO-BUS Simulation) that provide comparative data.

Categories: Approach

Verified: This Strength was verified on site.

Criterion 6.1.3

- It is evident that the School of Business has met the overall CPC requirements for their programs. There are over 30 credit hours with each CPC in the areas of Business Administration and Economics. However, there are some questions regarding the CPC for Accounting and BBA in OLM.

Categories: Approach, Deployment, Results

Verified: This Strength was verified on site.

Criterion 6.1.4

- The School of Business has curriculum design beyond CPC. This is evident in their requirement for internships. Most students (current and alumni) confirmed the important internships were in their program.

Categories: Approach, Deployment, Results

Verified: This Strength was verified on site.

Opportunities for Improvement (OFI)

(10)

Criterion 2.2

- If data for the performance measures was provided, the School of Business might improve the effectiveness of the strategic planning process. The availability of this data might assist the School of Business in ensuring that its strategic plans are effectively and efficiently accomplished.

Categories: Approach, Deployment, Results, Improvements

Verified: This OFI was verified on site.

Criterion 3.5

- While ENACTUS has been established to engage students, it is not clear how well it is helping to engage and retain students. Students were unsure as to what benefits they have received from the activities. Systematic documentation of ENACTUS activities and results might become an active way to build and maintain relationships with pertinent stakeholders.

Categories: Deployment, Results, Improvements

Verified: This OFI was verified on site.

Criterion 3.6

- While business students agree that they value the quality of education received, they also suggest that there is a need for improvement by providing more interactive classes rather than just lectures. Increasing the utilization of interactive learning may improve student learning and satisfaction.

Categories: Deployment, Results, Improvements

Verified: This OFI was verified on site.

Criterion 4.1

- The School of Business has not identified student learning outcomes for its majors or concentrations, which is a requirement of Standard 4. The identification of student learning outcomes for each major and concentration may provide the School of Business with an opportunity to evaluate student learning of the specialized content of the majors and concentrations. Access to this information might provide the School of Business with opportunities to improve the classroom experience to support student learning.

Categories: Approach, Deployment, Results, Improvements

Verified: This OFI was verified on site.

Criterion 4.3

- The metrics chosen to measure performance (percentage of students scoring above 150 on the Major Field Test and overall investor expectations score for the GLO-BUS Simulation) do not directly address the performance of students relative to students at other institutions. The two external assessment instruments do provide comparative data for all other participants. By using other performance metrics, such as percentage of questions answered correctly for each learning assessment indicator on the Major Field Test or the earnings per share data for the GLO-BUS Simulation, the School of Business may more effectively compare the performance of their students with students at other universities and may more effectively identify areas where student learning could be improved.

Categories: Approach, Deployment, Results, Improvements

Verified: This OFI was verified on site.

Criterion 4.4

- The School of Business uses participation rates to assess student learning. This metric is not an effective measure for assessing student learning. Utilizing a rubric provides the School of Business with more relevant data to assess these student learning objectives. This data may provide the School of Business with the information to more effectively develop plans to improve student learning.

Categories: Approach, Deployment, Results, Improvements

Verified: This OFI was verified on site.

- The School of Business uses a pre-test and post-test methodology to assess the student learning objectives related to content knowledge. The utilization of this methodology has resulted in a performance expectation that is based on post-test improvement. The method can result in a decline in overall performance, which creates a significant dilemma because student learning has declined as a result of the educational process. The utilization of a formative assessment for accounting and economics that is complemented by a summative assessment, such as the Major Field Test or Peregrine, may provide the School of Business with relevant information to assess the retention of knowledge learned during the academic program. The availability of this information may assist the School of Business in identifying plans to improve knowledge retention, which enhances student learning.

Categories: Approach, Deployment, Results, Improvements

Verified: This OFI was verified on site.

- The School of Business will need to develop assessment methods to evaluate the three majors and two concentrations. The availability of this data may provide the School of Business with the data to effectively assess student learning and develop plans to improve student learning.

Categories: Approach, Deployment, Results, Improvements

Verified: This OFI was verified on site.

Criterion 5.4

- The School of Business meets the ratio of academically and professionally qualified faculty. However, the faculty members are heavily involved in administration in addition to teaching. Therefore, the School of Business may review the number of academically and professionally qualified faculty to support its HR planning process, faculty deployment, and faculty workload, which may enhance student learning.

Categories: Approach, Improvements

Verified: This OFI was verified on site.

Criterion 6.1.1

- While there is documentation of the strategic planning and curriculum improvement by the CIC, it is not evident how the documentation is used by the School of Business. Showing evidence as to how the School of Business uses CIC documentation may help to program improvements and continuous improvements. Also, requiring CPC foundational courses like Accounting as a prerequisite for Finance may improve student learning and retention.

The following business programs at Greensboro College are accredited by the Accreditation Council for Business Schools and Programs:

B.S. Business Administration and Economics
 B.S. Accounting
 B.B.A. Business Administration

Kwantlen Polytechnic University (Surrey, BC, Canada)

Conditional Reaffirmation of Accreditation granted for four years with improvement opportunities in the following standards and criteria: Condition on Overview Item G; Notes on Criteria 1.2b, 1.2c, 3.1, 3.3, 3.4, 3.8, 4.2, 5.1, 5.5, 6.1.3 and 6.1.7.

Basis for final decision: Strengths

(10)

Organizational Description

- The Vision, Mission, and Values of the Business Unit clearly reflect the vision and values of KPU demonstrating strong alignment between the university and the Business Unit.

Verified: This Strength was verified on site.

Institution Comment

There is no Institution Comment.

Commissioner Comment

There is no Commissioner note or condition.

Organizational Challenges

- The Business Education Framework has been developed and is in use along with mandated program reviews usually conducted every five years to help identify the Business Unit's performance improvement.

Verified: This Strength was verified on site.

Institution Comment

There is no Institution Comment.

Commissioner Comment

There is no Commissioner note or condition.

Criterion 2.1

- There was a robust process of engagement with faculty in development of the Business Unit's strategic plan, as well as a clear action plan with specific measures and time periods for implementation.

Verified: This Strength was verified on site.

Institution Comment

There is no Institution Comment.

Commissioner Comment

There is no Commissioner note or condition.

Criterion 3.4

- The Business Unit utilizes the advisory board to obtain information for the purposes of planning educational programs, offerings, and services; marketing; process improvements; and development of other services.

There are mechanisms in place to obtain information from stakeholders for collection and analysis.

Verified: This Strength was verified on site.

Institution Comment

There is no Institution Comment.

Commissioner Comment

There is no Commissioner note or condition.

Criterion 3.5

- Several retention initiatives were introduced to support business students. For example, the BEST program, the internationalization initiative, and the newly-created courses designed to support the growing international student population and prepare them for business studies were created to support the retention efforts of the Business Unit.

Verified: This Strength was verified on site.

Institution Comment

There is no Institution Comment.

Commissioner Comment

There is no Commissioner note or condition.

Criterion 3.6

- It was verified on site that policies and procedures are in place to seek information and to address stakeholders' complaints. As the Business Unit is heavily guided by the collective agreement with the union, multiple bodies (including the Faculty Council and Senate) participate in policy formation and channeling complaints regarding academic and policy issues to appropriate offices.

Verified: This Strength was verified on site.

Institution Comment

There is no Institution Comment.

Commissioner Comment

There is no Commissioner note or condition.

Criterion 5.4

- It was verified on site that a full-time faculty member has been deployed in each program/major offered by the Business Unit. Faculty loads are eight courses per academic year with released time for additional responsibilities. There is no evidence of excessive or unexplained overloads

Verified: This Strength was verified on site.

Institution Comment

There is no Institution Comment.

Commissioner Comment

There is no Commissioner note or condition.

Criterion 5.7

- A faculty and staff handbook has been developed to serve as a guide to procedures, policies, and practices for the management of faculty members. The collective bargaining agreement extensively dictates the responsibilities and rights of faculty members and staff.

Evidence suggest that a faculty development fund exists to benefit full-time faculty and part-time faculty and they are encouraged to engage in professional development activities.

Verified: This Strength was verified on site.

Institution Comment

There is no Institution Comment.

Commissioner Comment

There is no Commissioner note or condition.

Criterion 6.2.1

- The Learning Centre (academic support, tutoring, etc.) is available to business students and faculty to improve academic performance.

The Teaching and Learning Centre is a new support center with strong potential and good resources. Intercultural competency training was developed during the urgency of the surge in international student enrollment.

The Registrar functions appear to be very well designed and implemented with excellent technology utilization. The new *My Academic Plan* (MAP) tool is valuable to the Business Unit for multiple purposes, including advising. Further, it is potentially empowering to students to evaluate and project their own progress toward degree completion or other consideration.

Verified: This Strength was verified on site.

Institution Comment

There is no Institution Comment.

Commissioner Comment

There is no Commissioner note or condition.

Criterion 6.3.1

- Policies and procedures appear to be well-described, clearly communicated, and followed. An on-site visit with the Registrar confirmed many details of the self-study contents. Transfer credit arrangements with the British Columbia Council on Admissions and Transfer (BCCAT) are well-developed and easily understood.

Verified: This Strength was verified on site.

Institution Comment

There is no Institution Comment.

Commissioner Comment

There is no Commissioner note or condition.

Opportunities for Improvement (OFI)

(10)

Organizational Challenges

- The evidence provided in the self-study showed a decline in domestic enrollment and a large increase in international enrollment, resulting in an overall growth but largely comprised of international students. There was no discussion of these challenges in the self-study, although there was evidence provided during the site visit of the impact of this and the resulting changes made in many areas of KPU in response. The Business Unit would benefit greatly from continuing to work with the various service areas to execute a coherent response to these challenges.

Verified: This OFI was verified on site.

Institution Comment

The School of Business agrees with the Reviewers. There is a decrease in domestic enrolment and overall increase in enrolment through an increase in international students. Established in this year's budget is an increase in marketing funding which will enable the SoB to have a more aggressive campaign for domestic student enrollment in all areas of the SoB. We are confident we will be able to increase domestic enrollment. We are also confident the work being done by the institution regarding strategic enrollment, will aid us in this endeavor. It is the intent for the Strategic Enrolment Plan to utilize waitlist and completion data to schedule courses to allow for higher utilization and growth.

The Business Unit has a program which includes outreach to high schools and other marketing initiatives.

As a publicly funded institution, there is a cap on the FTE allocated funding by the Government Ministry which limits growth of domestic seats. The institution has a targeted number of FTE's for which there is limited room for an increase of domestic students. In addition, a tuition freeze which has capped tuition to only a 2% increase each year for inflation, inhibits growth of domestic seats going beyond the capacity of the allocated funding from the Ministry. Currently, with the over capacity of international students together with the lower number of domestic students, unused funding has in part supported additional sections during this time of growth, which is unsustainable. The KPU strategic enrollment management process will mitigate this issue and direct enrolment towards a more balanced ratio.

Commissioner Comment

There is no Commissioner note or condition.

Criterion 1.2

- There was insufficient evidence of ensuring ethical business and academic practices in all student and stakeholder transactions. No table showing key processes with measures or indicators and frequency of measurement was included in the self-study. The Business Unit would benefit from developing specific processes for meeting these and measures or indicators to determine progress in this area.

Verified: This OFI was verified on site.

Institution Comment

The School of Business is exploring the UN's PRME designation. PRME designation aligns well with KPU's Vision 2023, Academic Plan and the SoB Strategic Plan. It is a 2 year process and may have significant resource challenges for the School, however, it is an important and necessary journey for our school and will support our continued goal to educate responsible business leaders of the future. The Dean and a faculty member champion have an agenda item for the next Faculty Council meeting to attain an affirmative vote to begin the process.

PRME's Vision and Mission:

Business and management schools as well as other management-related higher education institutions play a key role in shaping the mindsets and skills of future leaders, and can be powerful drivers of corporate sustainability.

PRME's vision is to realize the Sustainable Development Goals through responsible management education.

Our mission is to transform business and management education, and develop the responsible leaders of tomorrow.

<http://www.unprme.org/>

The SoB also is very much engaged and committed to making a difference through the De-colonization/Indigenization and diversity/internationalization initiatives. These initiatives serve all students, faculty and staff and promote inclusivity, openness, human rights, social justice, and fair and ethical business practices within the SoB and will result in a different type of graduate who will influence the world of business upon graduation. Although these initiatives are in their infancy from

a change process perspective, it is believed the impact will be immense as it becomes part of the lived experience at KPU SoB for all students, faculty and staff.

Impact on society can also be demonstrated by employment rates, subsequent professional credentials, public seminars / workshops / conferences, employer / industry and alumni feedback.

Ethical business practices within the unit can be shown through number of KFA grievances, employee length of service, number of complaints.

Commissioner Note

Note on Criterion 1.2.c. – ACBSP requires that the business school or program should ensure ethical business and academic practices in all student and stakeholder transactions and interactions. Programs should explain how ethical business practices are ensured and explain how ethical academic practices are ensured. The visiting team noted that there was insufficient evidence of the impact on society of its program offerings, services, and operations. KPU is exploring is exploring the UN's PRME designation. The Commission looks forward to seeing compliance with this criteria in the next QAR.

- ENTR 4140 is a sales course that has students cold call members of the community soliciting donations to scholarships for KPU students. A portion of the student's grade is tied to the amount of money raised within a certain period of time, with a requirement of raising \$20,000 for full marks for this aspect of the course. This was raised as a concern by students, alumni, and some members of the administration. There is an urgent need to address the ethical implications of the practices in this course.

Verified: This OFI was verified on site.

Institution Comment

The School of Business is concerned about the ethical implications of this particular assessment within the main assignment in ENTR 4140 as well. The SoB recognizes that there is an inappropriate relationship between the institution and students when a course grade reflects the dollar amount of donations solicited for the Alumni Association to fund student scholarships.

The assignment assessment in question as stated above has been pulled from the course after discussion and agreement with the department and faculty who teach the course. The amount of funds raised is no longer attached to the 20% weighted portion within the main sales assignment. The KPU Foundation, where the money raised is deposited as scholarship funding for future students, and the VP Academic & Provost were notified of the issue and also strongly supported the removal of the assessment. The vice-chair of Senate has also weighed in and has strongly advised the faculty to reconsider their approach on the matter. In the future, should an assignment be presented with a monetary requirement attached to an assessment, the course will be cancelled immediately, if changes to assessment methodology are not made. The faculty who teach this course will provide a course presentation prior to leadership prior to the course start date. Leadership will follow-up with the teaching faculty mid-way and at the end of the course. The course presentation will not include this assessment and will align with the current official course outline posted for students.

Ongoing discussions with the department regarding the ethics of such assessments and overall ethical business and educational practices will continue. Creative ways to ensure strong assessments for "closing a sale" will be explored through sound educational practice and ethical

business practices. The ENTR program has completed their program review in the last week and hope to gain approval from the Senate Standing Committee on Program Review in two weeks' time. Should they receive approval with the changes as stated above, they will be embarking on a quality assurance 5 year plan, which includes better assessment practices, contemporary and creative entrepreneurial experiences, teaching & learning best practices for students, and inclusion of social justice principles within sales and business.

Commissioner Comment

There is no Commissioner note or condition.

Criterion 3.3

- The School of Business would benefit from improving existing methods and by developing additional listening methods for all stakeholders identified in Standard 3.1. For example, alumni satisfaction survey data exists, but was not referenced.

Verified: This OFI was verified on site.

Institution Comment

Although alumni satisfaction survey data was not strongly linked within our report, we do indeed rely on this data to inform and guide us in our program reviews, program advisory committees, and our ongoing education quality initiatives.

In conjunction with Std. 0, Criterion IV - Organizational Description, the SoB will endeavour to develop a stakeholder profile map to explicitly identify stakeholders and target population for SoB programs which includes metrics.

Commissioner Note

Criterion 3.3 - The business unit will periodically review listening and learning methods to keep them current with educational service needs and directions. KPU's SoB has recognized this issue and will endeavor to develop a stakeholder profile map to explicitly identify stakeholders and target population for SoB programs which includes metrics. The Commission looks forward to seeing compliance with this criteria in the next QAR.

Standard 4: Measurement and Analysis of Student Learning and Performance

- There is an expectation in this standard of showing trends and improvements based on data and analysis. Linking internal measures and the appropriate MFT component is in the initial stages of development and analysis, but may offer promise for the future. The outcomes assessment program needs to be systematic. Consideration of useful measurements will require additional attention, even if the appropriate places for those assessments are well-identified. External comparisons and benchmarking are extremely limited at this point. Greater focus on comparisons will identify opportunities for improvement.

Verified: This OFI was verified on site.

Institution Comment

Outcome assessment is subject to a systematic process developed by Faculty Council and supported with resources from the Dean's office including administrative assistants. Learning outcomes are assessed each semester. This process is time-bound with outcome assessment data reported each semester on the marks due-date to Faculty Council's Standing Committee on Educational Quality. This data is compiled and disseminated to department chairs within the week following its submission to FC.

Faculty council hosts an annual workshop in May for departments to collaboratively analyze the outcome assessment data from the preceding three terms and develop action plans.

The three period report is currently under revision to reference course learning outcomes and explicitly link assessment data and action plans to internal and external benchmarks.

The three period presents trends over the preceding year and link to previous three period reports, their analysis and action plans.

The development of capstone courses in programs currently under program review provides an opportunity to involve external stakeholders such as alumni and employers to learning outcomes assessment and benchmarking.

Commissioner Comment

There is no Commissioner note or condition.

Criterion 5.1

- Development of a formal HR plan will improve the Business Unit. The Business Unit does not have a formal HR plan that links to its strategic plan. While elements of an HR plan exist in the departmental planning documents, the Business Unit would benefit from a fully-developed HR plan that supports and links to its strategic plan. The need for an HR plan is magnified by the fact that 77 new hires were introduced to the Business Unit during the self-study year and the retirement of 16 full-time faculty is projected within the next two years.

Verified: This OFI was verified on site.

Institution Comment

The School of Business agrees with this assessment. The development of a formal HR was pending the hire of the Dean and two Associate Deans. These hires were completed within the last three months and the development of an HR plan is pending. We are currently working with the KPU Human Resources Department in creating a staffing compliment which depicts relevant start dates, regularization (permanent) status, number of years of service, leaves, release positions and date of last performance review. Via this compliment, a HR plan will be implemented specific to departments and areas of expertise to begin planning for future retirements and recruitment strategies. The design of the plan includes onboard, off boarding, and instructional skills components to contribute to quality assurance processes.

In addition, the staffing compliment will be linked to the SoB budget faculty and staff salary line to ensure continued budgetary planning aligns with staffing needs. Successional planning and opportunities for advancement will also be included in the HR plan. Areas of focus will also include

overlapping of chair appointments to ensure mentoring and support during the onboarding of new chairs.

Commissioner Note

Note on Criteria 5.1. ACBSP requires that business units have an HR plan that supports its strategy. KPU's CoB has a strategic plan, but there is an opportunity to develop a Human Resource Plan for the Business School that clearly supports the Strategic Plan. There is also an opportunity to ensure that the HR plan aligns with the strategic plan goals. The Commission looks forward in the next QAR to reviewing the HR plan.

Criterion 5.6

- The collective bargaining agreement governs the relationship between faculty and administration in the areas of evaluation, compensation, and administrative duties. As indicated in the evidence files and verified on site, the Business Unit has not evaluated permanent faculty for the last fourteen years. While a guide for faculty performance review was developed, the collective bargaining agreement does not provide for a mandate or an opportunity for faculty performance appraisal.

An opportunity exists for developing a workable process to evaluate faculty performance without violating the terms of the collective bargaining agreement.

Verified: This OFI was verified on site.

Institution Comment

As presented under institutional feedback to in Standard 1.1, the School of Business has already engaged in many different ways to evaluate performance outside the collective agreement. A large focus on peer to peer accountability has been a successful approach. The leadership team recognizes faculty as educated professionals who have the skills to moderate and support each other in their goals for education quality. The common threads for faculty are student learning and quality education, for which they have been gaining success in holding each other accountable from this perspective. This piece has also helped with re-engaging many faculty and has been a silver-lining during the time of no formal performance reviews.

Commissioner Comment

There is no Commissioner note or condition.

- The Business Unit would benefit from developing a mechanism that allows students to systematically provide their evaluation of instructors whereby student input is considered and a plan of action is developed to address concerns raised. Student evaluations of instructors are not consistently conducted and there is no evidence to show that action is taken as a result of those evaluations.

Verified: This OFI was verified on site.

Institution Comment

Unfortunately, this OFI may be linked to the Collective Agreement and the current moratorium on formal performance reviews. Student feedback is collected for all courses, via IAP online surveys. For Probationary Faculty, Deans get the same report that faculty receive, which includes all open-

ended comments. For Post-Probationary, Deans receive a dashboard, with annual results for each faculty member. If the person taught three sections of the same course that year, the Dean would see the averages for all three combined and no open-ended comments. The IAP dashboard includes all faculty, both Probationary and Post-Probationary. As well, consistent use of the student feedback is not extensively reviewed within departments, as it is viewed as confidential and is not generally discussed in detail at the department level. It is only used when faculty are comfortable sharing their results. Grade distribution is however reviewed by the SoB.

Formal complaints are dealt with through the Policy AD2. Should there be concerns regarding instructors, students are able to submit their complaints in accordance with this policy. Student complaints are reviewed and followed-up with through the Dean's office, where an Associate Dean will meet with the student and faculty member separately to determine where improvements can be made. Often the complaint results in a letter to the student and generally uncomplicated issues are resolved. Should the student be dissatisfied with the outcome they may progress to the next steps within the policy. The complaint process is confidential and cannot be discussed with the department. However, the feedback to faculty through this process provides an opportunity for learning and for changes in their teaching approach or assignment structure the next time they deliver the course.

In addition, there is no a consistent "course" feedback system, which does not review instruction, and only the course itself. This is currently being discussed and will hopefully become a part of the review process for all programs to incorporate student feedback for course changes and updates. It will also enable faculty teams to see patterns which will be informative for substantial course and program changes/updates. The type of feedback from this format will be useful and may reduce the formal complaints, as many complaints have been about the course rather than instruction.

Performance evaluation of regular faculty is governed by the Collective Agreement

The SoB has implemented semi-annual workshops that integrate professional development. The objective for the professional development is to allow faculty to critically self-assess their practice of teaching and provide them with opportunities to adopt best practices.

An initiative currently under development is a series of micro-credentials that will culminate into a certificate of teaching and learning in higher education. Faculty evaluation is a component of the micro credentials and certificate program.

Commissioner Comment

There is no Commissioner note or condition.

Criterion 5.8

- Because of Canadian privacy laws, no faculty names were included in Figure 5.6 which makes it difficult to connect scholarly/professional activities to specific individuals. A significant number of faculty members are not engaged in scholarly or professional activity. There is an opportunity to increase the Business Unit's focus on scholarly and professional activity to enhance the depth and scope of knowledge within their disciplines, as well as the effectiveness of their teaching. A summary of faculty engaged in scholarly activities was not apparent because no summative information was provided in Figure 5.6.

Institution Comment

Although the site reviewers are not able to view specific names attached to scholarly/professional activities, the Dean and Associate Deans have access to this information. Many faculty are very involved in professional development and scholarly activities, but unfortunately many do not report their activities consistently, as this again is a leadership influence rather than top down mandate within the union environment.

The Leadership are working on accountability that is agreeable to faculty for this process. Leadership also feels this is related to the level of engagement in the faculty team. The more engaged, the more accountable the reporting, the more support for faculty interests, the more scholarly/professional activity. Currently most faculty are still employed/self-employed in their respective professions and are very much engaged in their profession's PD. For example, many accountants continue to practice and are engaged heavily in their regulatory body's professional requirements.

We have a data bank of all professional development requests from the PD faculty applications, which helps inform us where faculty interests lie in addition to the reports we do receive as per the annual professional form to be submitted with vacation requests. We recognize this is an area where improvement is important.

Commissioner Comment

There is no Commissioner note or condition.

Criterion 6.1.3

- Careful review of the CPC matrix may be useful. Another review of syllabi may reveal coverage of less-represented areas. For example, the Operations Management syllabus refers to topics such as supply-chain management, production planning, and forecasting. It is likely there is some coverage of *Information Systems* in addressing those OM topics. Also, a reconsideration of *Business Policies* coverage may reveal additional hours.

Verified: This OFI was verified on site.

Institution Comment

The SoB is currently engaged in detailed work on Course Learning Outcomes to address gaps in the CPC matrix. As well, work is being conducted to ensure all course outline learning objectives are included in the course syllabi/presentations.

In the reporting of minimum hours, the SCEQ preferred conservative estimation as this was more likely to lead to analysis and opportunities for improvement than a missed issue.

The following business programs at Kwantlen Polytechnic University are accredited by the Accreditation Council for Business Schools and Programs:

BBA in Entrepreneurial Leadership

BBA in Accounting

BBA Human Resource Management

BBA Marketing Management

Accounting

Marketing

Business Administration
Business Management
General Business Studies

Northwest Nazarene University (Nampa, ID, USA)

Full Reaffirmation of Accreditation granted with improvement opportunities in the following standards and criteria: Notes on Criteria 1.1c, 3.4, 4.1, 5.1 and 6.3.7.

Basis for final decision: Strengths

(7)

Criterion 1.1

- Students and alumni verified that the mission and values are continually reinforced throughout their college experience in classes and sports. This is further reinforced in the business programs via the Advanced Standing process during which business students apply for Advanced Standing in the program. This process involves students interviewing with faculty and helps solidify students connections to the program and school.

Categories: Approach, Deployment, Results

Verified: This Strength was verified on site.

Criterion 2.1

- The Business Unit leaders follow up, normally every month, with faculty and staff for closing the loop and further development of the strategic action plans.

Categories: Approach, Deployment, Results, Improvements

Verified: This Strength was verified on site.

- The business unit contracted outside facilitators to assist in developing short-term and long-term strategic action plans. The facilitators have an integral part in collecting input from various stakeholder to form the plans.

Categories: Approach, Deployment, Results

Verified: This Strength was verified on site.

Criterion 3.1

- The business unit defines its target student segments for the traditional and APP undergraduate programs as well as for the MBA graduate program. Having a clear understanding of its student segments helps the business unit align its program offerings to match the requirements and expectations of its current and future students.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

Criterion 3.5

- The business unit uses various processes to attract and retain students, and build relationships with desired stakeholders. During the conversations with alumni, current students and business advisory

board members, it is evident that the business unit faculty and staff demonstrated a vested interest in students, and provided genuine care and support to them during their studies. In addition, these stakeholders also indicated that business faculty is the best thing they have experienced at NNU.

Categories: Approach, Results, Improvements

Verified: This Strength was verified on site.

Criterion 4.3

- The business unit has implemented, collected and analyzed MFT-B (ETS) and Peregrine comparative data for all programs under review. There is evidence that data have been collected for all the programs under review and analyzed. In addition, it was evident that improvement actions have been deployed and continuous testing and analysis have been implemented in close the loop cycle.

Categories: Approach, Deployment, Improvements

Verified: This Strength was verified on site.

Criterion 5.5

- The MBA program has a process to provide full-time faculty members who teach graduate classes with an opportunity for one-course release to do research in his or her area of expertise for each fourth time that class is taught by them.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

Opportunities for Improvement (OFI)

(7)

Organizational Challenges

- There is an opportunity to effectuate outcome aimed at equipping the business unit with tools for financial responsibility, staffing, and stewardship. In addition, the business unit has an opportunity to participate and provide recommendations regarding marketing and recruiting, program affordability and budgetary issues.

Categories: Approach, Improvements

Verified: This OFI was verified on site.

Criterion 2.1

- The business unit has a list of action plans requiring a supporting budget for higher administrators to carry out innovation and creativity that are well thought out to promote growth in the business unit. The lack of sufficient funding may stall the implementation of these important initiatives.

Categories: Approach

Verified: This OFI was verified on site.

Criterion 2.2

- The business unit has an opportunity to hire additional supporting staff for MBA students. This was evident during conversations with staff and leaders of the business unit.

Categories: Approach

Verified: This OFI was verified on site.

- The business unit has an opportunity to propose a finance-related class as part of the general education core in order to accomplish NNU action plan for taking stewardship on equipping students with financial responsibility skills.

Categories: Approach, Deployment

Verified: This OFI was verified on site.

Criterion 3.2

- While the business unit has identified its students and stakeholders, there is an opportunity to formalize in a systematic process the methods to listen and to learn from some key stakeholders in order to determine both student and stakeholder requirements and expectations. For example, periodically collecting and analyzing formal instruments from graduate MBA students, alumni, and employers may allow the business unit to effectively listen and learn more from these identified stakeholder groups.

Categories: Approach, Deployment, Results, Improvements

Verified: This OFI was verified on site.

Criterion 3.4

- The business unit has an opportunity to seek funding to support a robust internship program (hire an internship coordinator) that may improve student services as clearly indicated during site visit meetings with Business Advisory Board members, current students, and alumni.

Categories: Approach, Improvements

Verified: This OFI was verified on site.

Criterion 6.1.7

- While the business unit collects, analyzes, and discusses various programs related-data, there is an opportunity to design and implement a formal program review process. The business unit may benefit by developing a formal program evaluation that systematically includes the data sources referenced in figure 6.8 of the self-study.

The following business programs at Northwest Nazarene University are accredited by the Accreditation Council for Business Schools and Programs:

Bachelor of Science, Accounting

Bachelor of Science, Business Administration
Bachelor of Science, Financial Economics
Bachelor of Arts, Global Business
Bachelor of Science, Management
Bachelor of Science, Marketing
Minor in Accounting
Minor in Business Administration
Minor in Financial Economics
Minor in Global Business
Minor in Management
Minor in Marketing
Masters of Business Administration

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Oakwood University (Huntsville, AL, USA)

Full Reaffirmation of Accreditation granted with improvement opportunities in the following standards and criteria: Notes in Criteria 5.3 and 5.5.

Basis for final decision: Strengths

(10)

Standard 1: Leadership

- There is clear evidence of administrative and faculty leadership in and commitment to creating and sustaining the values of the School of Business . Despite transitions in leadership and restructuring, the goal of performance excellence resonates at every level. Systems of assessment and evaluation have been deployed. Community partnerships have been strategically aligned to address community and campus needs. The values triad (Excellence, Education, Eternity) is clearly imbedded in both the practices and processes.

Categories: Deployment

Verified: This Strength was verified on site.

Criterion 1.2

- The School of Business is a "doer" of the university's mission. The prioritization of social responsibility (particularly as it relates to legal and ethical compliance) was not only clearly articulated in the self-study, but clearly manifested in the processes and interactions observed on site. It was also evident in conversations with alumni who cited social responsibility as a competency that consistently distinguishes them from those similarly credentialed.

Categories: Results

Verified: This Strength was verified on site.

Criterion 2.1

- The University has a very strong centralized strategic planning process that is updated regularly and aligned with priorities and budgets. This process ensures the university will achieve strategic direction.

Categories: Approach, Deployment, Results, Improvements

Verified: This Strength was verified on site.

Criterion 3.2

- In the words of the Advisory Board chairperson, "Oakwood University is part of the belief system, part of the lifestyle, part of who these members are ... We have a deep affinity for ensuring that what we benefitted from is available for our children. Our genuine desire is to bring Oakwood to the forefront." This spirit of commitment - and the manifestation of that commitment via the Board's initiatives to be a relational and economic bridge between the business unit and industry - is exemplary. The Advisory Board's goals are sound and it is suitably equipped for the task of meaningful and practical engagement (including its current activity in the ares of informing curricular changes and facilitating student development).

Categories: Deployment, Results, Improvements

Criterion 3.6

- Students (former and current) acknowledged both formal and informal means of registering complaints/concerns and cited specific examples of concerns that were addressed by the business unit. In addition to the engagement of faculty in facilitating student success, the ability to communicate concerns - whether utilizing the official process or simply taking advantage of open-door policies across the campus - was heralded as one of the most value-added aspects of their experience.

Categories: Results, Improvements

Criterion 4.4

- The responsiveness of business unit faculty to students' requests for course delivery improvements is commendable. Students shared with the team how fast faculty are responding to their constructive feedback and the positive impact the changes made had on their course performance within the same semester.

Verified: This Strength was verified on site.

Criterion 5.2

- The School of Business has a faculty make up that is highly committed to the OU mission and the business unit purpose. The team verified through discussions with students, alumni, advisory board, syllabus review the consistent demonstration of OU values. The faculty care deeply for the students and consistently improve classes and curriculum based on their deep commitment for student success. Multiple examples of faculty involvement and responsiveness to the student needs and concerns verify the commitment to the students on a continuous basis.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

Criterion 6.2.1

- Oakwood University and the School of Business are committed to providing education and support services to ensure the nurture and development of each student into leaders of tomorrow. Most of the University's services are directly led by the offices of the Vice President for Student Services and the Vice President for Mission, Enrollment Services, and Retention. These offices collaborate with Institutional Effectiveness (IE) to ensure that services are evaluated for effectiveness and efficiency.

The student services include:

Center for Student Success
Career Services and Testing Center
Health and Counseling Services
Disability Services
Library and Information Services

Categories: Deployment

Verified: This Strength was verified on site.

Criterion 6.2.2

- The site visit team found that the University has a diversified portfolio of investments that assist in the overall financial stability of the University and consequently, the School of Business. Some of these investments are an organic vegetables farm on site, 2 Edible Arrangement locations that employ students, \$5 million subcontracts, and grant funding obtained for various projects. One of these grants for \$15,000 was awarded to start an Entrepreneurship-focused initiative.

Verified: This Strength was verified on site.

Criterion 6.3.7

- Faced with the challenge of decreasing enrollment, Enrollment Management is strategically engaged with Marketing to revamp the online application process and add digital initiatives to reach new markets, with the Office of the Registrar to review and enhance the degree auditing process, and with the Office of Admissions to review and revise the profile of prospective students targeted for recruitment.

Categories: Results, Improvements

Verified: This Strength was verified on site.

Opportunities for Improvement (OFI)

(10)

Criterion 2.2

- The opportunity for improvement is to systematically update the strategic plan annually, followed with goals, outcomes, strategies, means of assessment, resources, and assessment results that follow the university's approach to strategic planning. Aligning processes and systematically updating the plan and strategies would ensure strategic directions are being accomplished and communicated with all to achieve the business unit's directions.

Categories: Deployment, Results, Improvements

Verified: This OFI was verified on site.

Criterion 3.1

- The six-year trend of defining enrollment for Oakwood University has been identified as a challenge. It is acknowledged that the pool of students desiring biblically-based education is decreasing. These trends suggest an opportunity for the School of Business to develop strategies that will diversify the student population and/or increase the visibility and marketability of its programs (particularly if the targeted market remains the same).

Categories: Results, Improvements

Criterion 3.4

- There exists an opportunity to develop more formalized methods for review of programs and systems involving stakeholders. Formalization may facilitate a more systemic method of information collection, evaluation, and application in the overall improvement process.

Categories: Deployment, Results

Verified: This OFI was verified on site.

Criterion 3.7

- There exists an opportunity to deploy the instruments and processes developed in response to the recognition that the current system of data collection and analysis is inconsistent. Deploying the instruments and processes proposed may establish not only consistency in data collection, but sustainability of continuous improvement efforts relative to student and stakeholder satisfaction and/or dissatisfaction.

Categories: Deployment, Results, Improvements

Verified: This OFI was verified on site.

Criterion 5.1

- The business unit is attempting to increase the academically qualified faculty to support current and future programs. An opportunity to improve is to develop a detailed HR plan with milestones and assessment to achieve the desired level of academically qualified faculty. Properly credentialed faculty ensures the quality of business program curriculum and delivery oversight.

Categories: Approach, Deployment, Results

Verified: This OFI was verified on site.

Criterion 5.3

- Per Table 5.4, the business unit currently has 34.49 percent of the undergraduate credit hours taught by academically qualified faculty. This was confirmed on site and the Chair plans to aggressively address this gap with replacing retiring faculty and future part-time faculty with academically qualified faculty. Historically, at least 40% of the undergraduate credit hours in business should be taught by academically qualified faculty.

Categories: Approach, Deployment, Results

Verified: This OFI was verified on site.

Criterion 5.4

- Part-time faculty are currently evaluated with student evaluations and peer reviews. It appears that some departments are more engaged than others to visit classrooms and give feedback to part-time faculty to improve. An opportunity to improve is to formalize the systemic process to ensure part-time faculty are reviewed on a regular basis. This approach would ensure the engagement of the part-time faculty as well as consistency across programs.

Categories: Approach, Deployment

Verified: This OFI was verified on site.

Criterion 5.5

- The School of Business does mostly adhere to the OU university of 24 hours for a standard faculty load and no more than 30 hours overload when necessary. Through discussions with the Department Chair and review of documents, it appears that one and sometimes two faculty teach overload every semester, more notably Ms. Lai Hing with 45 hours (including 24 hours of internships)

Categories: Approach, Deployment, Results

Verified: This OFI was verified on site.

Criterion 6.1.3

- The institution does not meet the minimum CPC contact hours for Ethics and Globalization. There is an opportunity to either increase the number of contact hours for these two CPCs or document any other areas where these two CPCs are covered.

Verified: This OFI was verified on site.

Criterion 6.1.7

- The team concluded that the program academic review policy is not consistently applied, as only the 2012 documentation was available for review. There is an opportunity for more consistency in completing the academic review systematically, following the 5-year cycle of review stated in the academic review process.

The following business programs at Oakwood University are accredited by the Accreditation Council for Business Schools and Programs:

BS in Accounting

BS in Finance

BS in Management Information Systems

BS in Organizational Management

BBA with Concentrations in: Management, Marketing, Healthcare Administration, & Human Resource Management

Piedmont College (Demorest, GA, USA)

Full Reaffirmation of Accreditation granted with no notes or conditions.

Basis for final decision: Strengths

(10)

Criterion 1.1

- The business unit is to be recognized for creating the position of Director of the Athens location. The responsibilities of this role are extensive and in direct support of the students and programs at that location.

Categories: Results

Verified: This Strength was verified on site.

Criterion 3.1

- The business unit identifies its target market for students at the two campuses, Demorest and Athens. The business unit ensures that students who choose to attend Piedmont College at either location have the course schedules that work for them and can simultaneously meet other commitments in their lives. It balances the schedule to accommodate the needs of the students while utilizing the faculty availability.

Categories: Approach, Deployment, Results

Verified: This Strength was verified on site.

Criterion 3.2

- The business unit gets feedback from internship employers so it can ensure students are transformed through education and ready for the workforce after obtaining education from the institution. This seems to support Piedmont's mission of dedicating itself to the transformative power of education through reciprocal learning and the business unit's mission of engaging students for successful careers.

Categories: Deployment

Verified: This Strength was verified on site.

Criterion 3.5

- During the site visit, students and alumni expressed that their class sizes are small, which allows for more personalized learning. Faculty bring significant amounts of professional experience to the classroom, about which students and alumni commented. This personal attention and exposure to experienced faculty, in turn, help them to succeed both in their academic journey and career development. Faculty are caring and accessible and serve as mentors to students.

Categories: Approach, Deployment, Results

Verified: This Strength was verified on site.

- The undergraduate business program requires a 45-hour experiential learning activity. The business unit utilizes several avenues such as businesses, community service opportunities, clubs and organizations, as well as other curricular activities to support this requirement.

Categories: Deployment

Verified: This Strength was verified on site.

- There is an indication from several stakeholders that the American Marketing Association (AMA) is a great success for the business unit and the college. The AMA conducts several activities that connect students with other and with professionals. As members of the AMA, students can gain experiential learning, provide community service, as well as gain valuable skills such as leadership

and marketing. Hence, the AMA serves as a hub for curricular and co-curricular activities at the school.

Categories: Deployment

Verified: This Strength was verified on site.

Criterion 5.8

- In support of the required student experiential learning activities, the faculty in the business unit are engaged in multiple activities as mentors and consultants.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

Criterion 6.3.2

- The business unit has active, well-developed articulation agreements with several local 2-year schools. Having these articulation agreements allows the business unit to partner with local schools to provide additional educational opportunities for prospective students.

Categories: Results

Verified: This Strength was verified on site.

Criterion 6.3.6

- The business unit has approached retention in a very quantitative manner including graphs like figure 6.12. Having an easy-to-interpret visual representation of the enrollment trends aids all stakeholders in making better informed decisions.

Categories: Approach

Verified: This Strength was verified on site.

Criterion 6.3.7

- Piedmont College recently upgraded its student system database to make student records available online to faculty advisors. This resource makes effective advising much easier and more productive. Given the positive correlation between effective advising and retention that the business unit has presented, this new system should have a positive impact on retention.

Categories: Deployment

Verified: This Strength was verified on site.

Opportunities for Improvement (OFI)

(9)

Conditions of Accreditation

- The business unit has invested much time and effort into completing a deep analysis of the student satisfaction and assessment data. There is an opportunity for the business unit to simplify the

format of the analysis to ensure it is presented in a more user friendly and consumable manner, particularly the alumni satisfaction reporting. Doing so may provide the public with more meaningful information.

Categories: Approach

Verified: This OFI was verified on site.

Criterion 1.1

- An opportunity for improvement exists for the business unit to improve their internal record keeping and sharing of documentation to support the ACBSP standards to ensure that their processes are sustainable across leadership teams.

Categories: Deployment

Verified: This OFI was verified on site.

Criterion 2.1

- The Piedmont College strategic planning process has been established in a systematic and methodical way, and is continuously improving. There is an opportunity for the business unit to document and follow a process that is more systematic and sustainable over time. The documentation that was provided to the team did not demonstrate that the business unit planning was current and that it included appropriate stakeholders in the process. There is additional value in having all planning documentation collectively assembled and available for stakeholders to review. An updated Figure 2.1 was provided upon request.

Categories: Approach

Verified: This OFI was verified on site.

Criterion 3.2

- An opportunity exists for the business unit to collect feedback from employers in addition to the internship employers and employers represented in the Board of Trustees (BOT). According to the information gathered from the self-study and site visit, there is no evidence of dissemination of information from the BOT to the business unit. This is even more important since not every student participates in an internship. The business unit can benefit from conducting employer surveys for those who employ business unit's students.

Categories: Approach

Verified: This OFI was verified on site.

Standard 4: Measurement and Analysis of Student Learning and Performance

- The assessment team includes the business unit's leadership team. There is no indication from the site visit and review of the faculty meeting minutes that faculty members are involved in assessment review except for the student satisfaction with learning surveys since that has to do with teaching. An opportunity for improvements exists to have faculty members be more involved in program assessment, data review, and analysis.

Categories: Approach

Verified: This OFI was verified on site.

Criterion 4.1

- One of the measures the business unit uses is a student satisfaction with learning survey to assess student learning outcomes. This means that students self-report on whether or not they gained knowledge in the course. An opportunity exists for a more direct assessment instrument to be used that is tied to the expected learning outcomes to ensure objectivity in the data results.

Categories: Approach

Verified: This OFI was verified on site.

Criterion 5.1

- An opportunity exists for the business unit to develop a Human Resource Plan that is linked to strategic planning and budgeting, and includes clear hiring procedures. Having a fully developed HR plan will help ensure consistent hiring practices and provide plans for sustainability.

Categories: Approach

Verified: This OFI was verified on site.

Criterion 5.5

- The business unit has faculty teaching loads of 25, 27 and 28 semester hours per year. While these overload rates may be commonplace, an opportunity exists for the business unit to assign these overloads only on an emergency basis. Following this practice may allow faculty more time to be fully engaged in any assigned administrative activities and required scholarly activities.

Categories: Deployment

Verified: This OFI was verified on site.

Criterion 6.1.1

- The documentation of why the MBA Capstone was converted to a primarily Ethics course was not clearly articulated. During the site visit, it became apparent that the MBA Capstone is again under consideration for redesign back to a strategy focus. An opportunity exists for the business unit to use assessment results, along with indirect assessment measure that are already in place, to explain changes to the curriculum.

The following business programs at Piedmont College are accredited by the Accreditation Council for Business Schools and Programs:

B.S. in Business Administration with concentrations in Accounting, Data Science, Finance, Management, Marketing, and Hospitality & Tourism
Master in Business Administration (MBA)

Woodbury University (Burbank, CA, USA)

Conditional Reaffirmation of Accreditation granted with improvement opportunities in the following standards and criteria: Condition on Overview Item G; Notes on Criteria 3.8, 4.2, 4.3, 5.1 and 6.1.2.c.

Basis for final decision: Strengths

(8)

Criterion 2.1

- The Business School has a systematic process for strategic planning. The current strategic plan is comprehensive with goals, initiatives, long-term plans, and short-term action plans.

Categories: Approach

Verified: This Strength was verified on site.

Institution Comment

There is no Institution Comment.

Commissioner Comment

There is no Commissioner note or condition.

Criterion 3.5

- The Business School has a comprehensive program to build strong relationships with major stakeholders such as students, faculty, alumni, and the business advisory board.

The meetings with these stakeholders strongly indicated the efforts of the Business School to achieve this objective.

Categories: Deployment

Verified: This Strength was verified on site.

Institution Comment

There is no Institution Comment.

Commissioner Comment

There is no Commissioner note or condition.

Criterion 5.2

- Each major is well-staffed with at least two full-time faculty with expertise in their respective fields.

Categories: Deployment

Verified: This Strength was verified on site.

Institution Comment

There is no Institution Comment.

Commissioner Comment

There is no Commissioner note or condition.

- The Business School has a process in place to develop qualified full-time faculty and part-time faculty, orient new faculty to the program, provide guidance and assistance for new faculty in text selection, testing, grading, and teaching methods, as well as to provide for course monitoring and evaluation. The Business School trains newly hired faculty through a training seminar and to faculty assigned to new courses through peer mentoring.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

Institution Comment

There is no Institution Comment.

Commissioner Comment

There is no Commissioner note or condition.

Criterion 5.3

- Both full-time faculty and part-time faculty are well qualified, possessing sufficient academic credentials and business experience to ensure appropriate emphasis on both business theory and practice to meet program objectives. It appears that the Business School carefully selects faculty that adhere to the university culture and expectations for instructional rigor and commitment to meeting students' individual needs.

Verified: This Strength was verified on site.

Institution Comment

There is no Institution Comment.

Commissioner Comment

There is no Commissioner note or condition.

Criterion 5.4

- The Business School faculty deployment exceeds ACBSP expectation by having a strong blend of academically and professionally qualified faculty in each discipline.

Categories: Deployment

Verified: This Strength was verified on site.

Institution Comment

There is no Institution Comment.

Commissioner Comment

There is no Commissioner note or condition.

Criterion 5.8

- The Business School has an outstanding record of faculty research, scholarly activities, and teaching activities for a teaching institution. The various types and responsibilities of faculty members are clearly described in the Faculty Handbook.

Categories: Approach, Deployment, Results

Verified: This Strength was verified on site.

Institution Comment

There is no Institution Comment.

Commissioner Comment

There is no Commissioner note or condition.

Criterion 6.1.3

- The Business School requires that all undergraduate students complete an internship in their major prior to graduation to demonstrate their skills and to apply core knowledge that they have gained during their tenure at the school.

Categories: Deployment

Verified: This Strength was verified on site.

Institution Comment

There is no Institution Comment.

Commissioner Comment

There is no Commissioner note or condition.

Opportunities for Improvement (OFI)

(5)

Criterion 3.8

- The Business School has an opportunity to expand the breadth of data collected and its use in improvements. The data presented in Figure 3.3 are incomplete and insufficient. The Business School did not report measurable goals in column one of Figure 3.3. In the absence of benchmarks or goals, it is unclear whether the school met the Criterion 3.8. In addition, except for the student course evaluations, the data for other measures were either not presented, were old (2015), or did

not have the expected three to five data points. The availability and use of up-to-date data may enable the Business School to continuously assess the satisfaction or dissatisfaction of stakeholders.

Categories: Approach, Results, Improvements

Verified: This OFI was verified on site.

Institution Comment

We respectfully acknowledge ACBSP's Peer Review Team's (PRT) identification of the areas for improvement regarding this standard.

Although the school has data from a variety of sources, the team is correct that we have not set explicit numerical goals for each measure. Moving forward, we plan to set more explicit goals with measurable benchmarks to monitor the data flow from various stakeholders. We will gather one full set of data by the time our first two-yearly QA Report is submitted. Our plan is to gather data in 19-20, make changes in 20-21, and then measure again in 21-22 and 22-23. We realize that, in order to gather a full spectrum of data, we will need to work with various divisions at Woodbury, such as NSSE, alumni, graduating students, and exit interviews. We see the value in gathering this data as a benchmark to improve our processes on a continuous basis.

Commissioner Note

Note on Standard 3, Criteria 3.8, Woodbury is early in the process of systematic data collection and analysis. There is not yet three data points trended over time to identify trends. The Commission looks forward to reviewing in the next QA report evidence of the development a systematic process and the trending of data over time with analysis for the Criteria in Standard 3.

Criterion 4.2

- The Business School provided figure 4.2 and the Report on Curriculum to exhibit compliance with Criterion 4.2. The data provided in these reports did not always meet the ACBSP guidance of 3-5 data points. The collection of data was also discontinued on some measures. The Report on Curriculum also provided rubrics and data on a number of courses. However, in the absence of measurable goals and benchmarks, the data did not present meaningful value. Selection of a measurable assessment instrument, along with specific goals/benchmarks, may enable the Business School to significantly improve the learning outcomes assessment program.

Categories: Approach, Deployment, Results

Verified: This OFI was verified on site.

Institution Comment

We respectfully acknowledge ACBSP's Peer Review Team's (PRT) identification of areas for improvement in this standard. As indicated before, although we have collected assurance of learning data on a series of measures (to comply with ACBSP, AACSB and WASC guidelines), going forward, we will focus more on specific, measurable goals/benchmarks and indicate trend

data for 3 data points at least. We understand that this will significantly enhance our outcome assessment program.

Based on feedback from the visiting team, we are re-organizing our assessment process, looking into working with specialized agencies (such as Peregrine) and will implement a redesigned approach in the 2019-2020 academic year.

Commissioner Note

Note on Standard 4, Criteria 4.2., ACBSP requires that business units identify trends by reporting, at a minimum, three successive sets of periodic assessment results for programs and business units should use comparative information and data both over time and with respect to formative, summative, and benchmarks related to intended outcomes. Woodbury has systematic data for some learning outcomes for all programs, but it is early in this process for specific programs. Woodbury is planning to develop a systematic assessment process to collect outcome data and to expand measures. The Commission looks forward to reviewing in the next QA report evidence of the development a systematic process for the collection of assessment data, trended over time, and the use of formative, summative and benchmark data for analysis as required for the Criteria in Standard 4.

Criterion 4.3

- The Business School collects comparative longitudinal data. The Business School did not clearly identify the benchmarks or intended outcomes. Some of the data were also incomplete with respect to the ACBSP guidelines of 3-5 data points. Correcting these deficiencies may improve the value of the assessment program in making effective decisions and policies.

Categories: Approach, Deployment, Results

Verified: This OFI was verified on site.

Institution Comment

We respectfully acknowledge the ACBSP PRT's feedback on this standard, and as stated under criterion 4.0, 4.1, and 4.2, we are redesigning our assessment process to better align with ACBSP's guidelines in this regard.

Commissioner Note

Note on Standard 4, Criteria 4.3., ACBSP requires that assessment plans should be designed to yield comparative information and data both over time and with respect to benchmarks and intended outcomes.. Woodbury University has systematic data for some sources, such as NESSE, but this is not broken out for accredited programs. Woodbury is redesigning their assessment process to better align with ACBSP's guidelines in this regard.. The Commission looks forward to reviewing in the next QA report evidence of the development a systematic process for the collection of assessment data, trended over time, and the use of formative, summative and benchmark data for analysis as required for the Criteria in Standard 4.

Criterion 6.1.2

- Students will benefit if the Business School examines syllabi for 7-week session courses to verify that the additional time required outside of class to meet the minimum contact hours is included.

The randomly sampled 3 out of 7 syllabi needed to be updated to meet the requirements of this Criterion.

Categories: Deployment, Results

Verified: This OFI was verified on site.

Institution Comment

We respectfully acknowledge ACBSP's Peer Review Team's (PRT) identification of areas for improvement in this standard. We try to be very discreet about stating clearly the pre-class assignments and other outside-the-class activities in the syllabus for all of our 7 week classes. Sometimes, it is possible that some new faculty or adjunct faculty have not updated their syllabi as yet. We will make sure that the minimum class contact hours information is clearly stated in the syllabi for all our 7 week courses, which is normally the case.

Commissioner Note

Note on Criterion 6.1.2.c The visiting noted that not all syllabi seem to comply with the historical standards of the number of contact (or coverage) hours required to earn three (3) semester hours (four quarter hours) of credit. Woodbury CoB has noted that they will make sure that the minimum class contact hours information is clearly stated in the syllabi for all 7 week courses. The Commission looks forward in the next QAR to reviewing Woodbury's compliance with this criterion.

Criterion 6.2.1

- As an area of improvement the Business School could consider collecting data via surveys, satisfaction polls, or VOS (voice of student) to be able to track the effectiveness of improvements and also to begin benchmarking.

Categories: Results, Improvements

Verified: This OFI was verified on site.

Institution Comment

We respectfully acknowledge ACBSP's Peer Review Team's (PRT) identification of areas for improvement in this standard. As is generally known, the institutions of higher education have nationwide been facing enrollment challenges. Woodbury has not been an exception to that. This has created an extra strain on our resources toward gathering information consistently. Moving forward, we will strengthen our relations with the various data collecting divisions on campus, and monitor the data influx on faculty, staff, students, and alumni more closely.

The following business programs at Woodbury University are accredited by the Accreditation Council for Business Schools and Programs:

Bachelor of Business Administration (BBA) Degree in Accounting
Bachelor of Business Administration (BBA) Degree in Management
Bachelor of Business Administration (BBA) Degree in Fashion Marketing
Bachelor of Business Administration (BBA) Degree in Marketing
Master of Business Administration (MBA)

Withdrawal of Accreditation

Florida Memorial University

The current status of Florida Memorial University's business programs is unaccredited. Conditional accreditation is rescinded. Conditional Accreditation means that most standards are met, but there are some deficiencies in fully meeting all the ACBSP standards

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