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

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

INITIAL ACCREDITATIONS FOR SPRING 2023

Baldwin Wallace University

Strengths

**Criterion 1.1**
- Good alignment exists between the business unit mission and values and those of the university, and the process for annually reviewing the mission and strategies of the university and the business unit allows for adaptation as needed. This alignment helps to facilitate goal accomplishment.

**Criterion 2.3**
- Many of the action items in the strategic plan have been accomplished, and others are well on the way to being accomplished, which provides a good foundation for the next strategic plan.

**Criterion 3.1**
- The business unit is benefiting from the expertise and connections from several advisory boards, including the Accounting Advisory Council, the Finance Advisory Council, and the less-than-one-year-old School of Business Advisory Council, which consists of an impressive group of high-powered BW alumni. The advisory boards enhance connections with alumni and businesses in ways that benefit students.

- The business unit has clearly defined students, faculty/staff, alumni, and employers/business community as its key stakeholder groups, has defined their stakeholder requirements, and has indicated ways to address and assess those requirements. This provides a meaningful approach to meeting stakeholder expectations.

**Criterion 3.2**
- Some of the processes for evaluating stakeholder satisfaction have been fully deployed, including course evaluations, employer satisfaction surveys, alumni surveys, and alumni giving rates. These processes provide meaningful data that can be used for continuous improvement.
Criterion 4.1
▪ The assessment team consists of a large number of faculty/staff, showing the engagement by the team in the assessment process.

Standard 5 - Faculty Focus
▪ The business unit has created an environment where faculty are encouraged to promote applied and experiential learning in the classroom. The business unit has created a culture where faculty are provided with professional development resources and are encouraged to take advantage of sabbaticals in order to stay up-to-date on academic and professional standards. Faculty accessibility to students and commitment to student learning are top priorities for the business unit. Additionally, faculty also report a strong environment of collegiality and a culture of willingness to grow and improve.

Criterion 5.1
▪ The business unit’s HR plan is relevant, current, and includes updates to the Associate Dean positions. Goals to attract, mentor, and retain academically and professionally qualified faculty align with the business unit’s mission and vision. The business unit’s HR plan also motivates faculty to engage in scholarship and professional development relevant to the school’s mission.

Criterion 5.1.C.
▪ The business unit has established policies regarding faculty development, tenure and promotion, service opportunities, and scholarship expectations. Faculty appreciate the school’s professional development resources and university support.

Criterion 6.4
▪ Extensive self-study done by many faculty members shows faculty involvement in the study. The self-study recognized the areas that need to be improved.

Global Leadership University

Strengths

Organizational Description
▪ GLU has opened an innovation lab and an open learning common space for its students and it can accommodate about 60 students at a time. The GLU I-Lab program not only provides learning space but also runs a series of lectures, workshops, competitions and seminars on innovation, entrepreneurship and social enterprises for all students, faculty and stakeholders including the local community.

Organizational Challenges
▪ The business unit demonstrated during the site visit that it has a performance improvement process in place. The culture of continuous improvement is supported by their core values and beliefs of educating to empower, stakeholder feedback centric teaching learning process and entrepreneurship development cell. The process has been helpful to the program in improving its strategy process, planning for improvements in curriculum and facilities, and managing operations.

Standard 1: Leadership
▪ The leadership of business unit is clearly the driving force behind the innovative improvements that is evident in the management program. The GLU is led by B. Otgonbat, President who has vast academic experience and corporate experience. GLU also has a Board of Trustees headed by B. Otgonbat alongside industry specialists and GLU representatives who are involved in strategic planning issues of GLU. The Dean of the business unit is a member of all these committees and works as a conduit for the flow of information between the leadership team and the business unit.
Criterion 1.1
- The business unit demonstrated in the Self Study and it was verified during the site visit that administrators and faculty review business school or program performance and capabilities to assess business school or program success and your business school’s or program’s ability to address its changing needs. Faculty have been involved significantly in the strategic planning process level both in the setting of objectives and ascertaining performance against the objectives.

Standard 2: Strategic Planning
- The Strategic management model presented describes the processes deploying various resources into expectations based on feedback from stakeholders and then formulating the institutional and the business unit strategic planning activities with key measures outlined in the strategic plan. Delivery mechanisms used to execute the objectives and the measurement of actual outcomes assessed through various surveys are included in the strategic plan. Based on the outcome assessments, the strategic planning committee makes necessary changes and improvements and then communicates results to various stakeholders. Finally, various surveys are used to assess whether the business unit is meeting expectations and addressing changing needs of its stakeholders and the cycle repeats itself.

Criterion 3.2
- The business unit regularly and purposefully gets feedback from major stakeholders including alumni, employers, industry, and government.

The business unit has an intentional process of discussing feedback to consider and implement changes accordingly.

Criterion 3.5
- The business unit is clear on the benefits students seek such as learning to speak English and relevant coursework, which is linked to their mission of preparing global citizens. Students actively seek GLU because of the opportunities they believe will be provided to them through the skills taught at the business unit and the network of institution partnerships and employers.

Standard 5: Faculty and Staff Focus
- GLU and the business unit put emphasis on the importance of supporting and developing faculty which benefits its students. This was evident during discussions with faculty on site.

Criterion 6.1.7
- The business unit provides various stakeholders opportunities to provide feedback regarding the experiences they have throughout the program.

Criterion 6.2.1
- With relatively new facilities, the business unit is intentional in the way facilities throughout the building is utilized, making sure to provide spaces to support students in various ways. The Innovation Lab provides valuable space that students and alumni can use, while the library also has a significant space for books and study spaces.

KMU Akademie & Management AG

Strengths

Conditions of Accreditation
- The Business Unit focuses on high quality standards that were confirmed by multiple accreditation bodies. The Business Unit provides students with quality accreditation improving overall quality and experience of students, faculty and all stakeholders.
**Criterion 1.1**
- The leadership clearly states mission, vision, values and plans. The holistic approach or innovative business education is based on modern methods, technologies, measurements, analysis, innovation and constant improvements.

**Criterion 2.3**
- The Business Unit uses defined performance indicators that are periodically measured and discussed among leadership committees and among involved parties. Further decisions are made based on the performance indicators.

**Criterion 2.4**
- The Business Unit provided evidence and was verified on site that improvements are made based on periodic discussions of performance indicators in committees involved including key stakeholders (e.g. students, faculty and leaders).

**Student and Stakeholder Focus**
- The Business Unit has established channels to communicate with segments of students and continuously work on improvements based on stakeholders input.

**Criterion 3.4**
- During the site visit it was evident that the Business Unit implement suggestions from stakeholders to improve processes. Several examples from students are better introduction to individual phases of DBA program, clearer expectations from students implemented in the information systems and video tutorials, or access to e-library and scientific databases.

**Criterion 4.1**
- The program is evaluated and assessed by various parties and in several levels. Program and students progress is monitored, followed by assessment panels to assess proposed program research and theses. The panels include representatives from Middlesex University, internal expert, external examiner.

**Standard 5 - Faculty Focus**
- The Business Unit has wide pool of 100% doctorally qualified faculty that is well accepted and praised by students.

**Criterion 5.1.c.**
- The Business Unit provided structured faculty handbook and modern materials and tutorials online in the information system KMUnity. Faculty members praised the innovative materials and content and continuous upgrades. Faculty members praised also administrative support and mentoring from experienced faculty members.

**Criterion 7.3**
- All sources and evidences were provided. Data are collected and analyzed periodically by committees, boards and stakeholders are involved.

**Criterion 7.4**
- During the site visit, it was verified that all processes are being periodically reviewed and improvements implemented. This was confirmed with leadership, students, alumni and faculty.
LeTourneau University

**Criterion 3.4**
- The Business Unit uses various processes for the purpose of improving educational processes. There is evidence that the Business Unit has analyzed results from some stakeholders and actions are tracked in a "close the loop process" from period to period. Pursuing regular cycles of learning from key stakeholders, evaluation, and ongoing improvement strategies and systems are likely to amplify student/stakeholder satisfaction at each period of analysis as demonstrated in Tables 3.1 and 3.2.

**Criterion 4.2**
- The Business Unit has implemented and collected external (Peregrine) assessment and comparative data for the undergraduate and MBA graduate programs. Using external comparative data provides validity of the internal results.

**Criterion 4.4**
- The Business Unit presented evidence of the use of assessment data, actions taken, and proper followed-up occurs for the business program. During the site visit, it was evident that results were discussed with faculty members, advisory board, and department leaders, and appropriate changes are implemented and tracked. This process provides a continuous assessment of outcomes, the involvement of all faculty members, and the improvement of educational program offerings and operations.

**Criterion 5.2**
- The Business Unit meets the historically expected hours taught by doctorally qualified faculty for both undergraduate and graduate programs. For example, 100% of the Master’s program credit hours are taught by doctorally qualified faculty.

**Criterion 5.3**
- All full-time faculty are engaged in scholarly activity. 60% of the faculty have had articles, manuscripts, or books published during the self-study time period; and 100% of the faculty are engaged in scholarly and/or professional activities during the self-study period.

**Criterion 5.4**
- The Business Unit takes steps to provide new faculty with a clear onboarding process. New faculty attend training with the Provost every week during their first-semester teaching. In addition, new faculty receive an assigned faculty mentor in their second teaching semester.

**Criterion 7.1**
- There is evidence that the Business Unit has key Education Support Processes to ensure student success. Examples include Research, Professional Development, Library reports, Office and lab computer hardware and software, and Technological support for faculty (See Table 7.1.b). These processes were verified during interviews with students, alumni, and advisory board members.

Swiss UMEF University of Applied Sciences Institute

**Strengths**

**Standard 1: Leadership**
- The business unit has a robust governing structure dedicated to the success and continuous improvement. It is a notable strength of the institution.
▪ The business unit has well established processes to attract students and retain them.

**Criterion 4.4**
▪ Examples of specific improvements made to courses and study programs based on information obtained from key stakeholders have been provided.

**Criterion 5.2**
▪ The business unit has been able to acquire staff that has a broad background, industry experience, international experience, and is diverse.

**Criterion 5.6**
▪ It is a notable strength of the business unit relying on both peer and student evaluations to measure faculty performance.

**Criterion 6.1.1**
▪ The business unit has a good regulatory system in place to employ European standards in curriculum design.

**Criterion 6.1.7**
▪ The small size of the business unit provides it with an ability to be quick and nimble in adopting to changing environments.

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**Touro University Worldwide**

**Strengths**

**Criterion 1.2**
▪ Through regular faculty and academic management meetings, the business unit identifies opportunities for program curriculum improvements supporting their continuous improvement strategy.

**Criterion 1.3**
▪ The business unit faculty own the curriculum and are a part of the curriculum revisions process and continuous improvement initiatives.

**Criterion 1.4**
▪ The business unit provides ongoing review of student success indicators and collaborates with other departments to ensure student support and success.

**Criterion 2.4**
▪ The strategic plan of the business unit is consistent with the mission, values and long-term strategy of providing students with the business and managerial skills expected in the business market.

**Criterion 3.4**
▪ The business unit has a process to collect/analyze data from various student satisfaction vehicles for purposes of improving the overall student experience.

**Criterion 5.1.c**
▪ There is a steady faculty of adjuncts who are committed to the system and culture of the institution. Most of the faculty have significant experience that compliments the learning style of the students they serve.
Criterion 5.3
- Scholarship is noted in various categories. Most faculty also have industry jobs that keep them current and relevant in the field. Many have consulting practices.

Criterion 5.4
- A well developed program of student feedback including Self reflection papers in each class provides needed feedback for continual course improvement. All reading in the class must be within a five year publishing horizon.

Standard 6 - Curriculum
- The business unit stakeholders collaborate on improvements to improve the curriculum. There are several points where the continuous improvements are evaluated and discussed by different stakeholders before the improvement is implemented.

Criterion 6.2
- The business unit's staff and faculty have worked in higher education for more than 7 years providing consistency to the students as well as an overall focus on student success. The business unit has a student focus approach from staff all the way through to the CEO.

Standard 7 - Business Unit Performance
- The systems are in place to notify all stakeholders regarding student success. Additional systems are in place for outreach to students on leave of absence and students who have withdrawn with the goal of reinstating these students. Student retention and graduation results are posted on the business unit website.

Criterion 7.3
- The business unit works very collaboratively to ensure a positive student experience. Internal qualitative and quantitative data is collected and reviewed by the Director of the business unit as well as the Provost for themes and trends which can then be acted upon.

Criterion 7.4
- The business unit employs a systematic process for continuous improvement from the data bases in the library, to improvements in the integrated campus, and to procedures for student engagement.

Universidad de las Americas

Strengths
Standard 1 - Leadership
- To evaluate the achievement of its mission and declared values, the Faculty of Economic and Business Sciences, established the following performance measures: strategic planning, admission, retention, graduation, employability, learning evaluation, teacher evaluation, and student satisfaction, whose systematization allows them to monitor their status before the established goals. According to the level of progress of each indicator, at the end of the evaluation period, the Faculty establishes improvement actions in the Annual Operating Plan for the following year. It is important to mention that the results of these indicators are disseminated to the Faculty community, through their publication on the institutional page.

Criterion 1.4
- The mentoring program implemented by the School of Economic and Business Sciences, in response to the increase in the dropout rate of its students, has managed to positively impact the figures reported as of 2022. Said improvement action has a monitoring system, which allows the authorities to act in a focused manner,
with the support of experts, before identifying the causes that may be decisive for a possible withdrawal of a student.

It is important to mention that the Faculty can have, by academic program, an updated results report. The dissemination of the mentoring program is carried out to students through QR codes, email, and the institutional page.

**Standard 2 - Strategic Planning**

- The UDLA applies the Strategic Institutional Planning for the 2022-2025 for all its schools, where The FACEA is aligned to the Strategic Institutional Planning of the UDLA, which was elaborated and systematized as part of the strategic collaborative planning, participative and inclusive, integrated by authorities from FACEA which leads to continuous improvement of the institution.

**Criterion 3.2**

- The Business Unit demonstrates that the listening methods, as well as the processes for this purpose are fully deployed through the business unit, and there are meetings minutes and activities in place to analyze, discuss these results and make improvements based on them.

**Criterion 4.4**

- The Business Unit evidenced that the loop is closed and the assessment process integrate all the essential factors, learning objectives, assessment, results, analysis and stakeholders, to achieve a successful outstanding assessment process.

**Criterion 5.1**

- The Business Unit is strengthened with the OMNIA intranet system that has policies, procedures and regulations that allow it to plan, organize, execute and evaluate everything related to the professor in a standard form.

**Criterion 5.2**

- The Business Unit is strengthened by the SAP system (Information management and processing system for human resources) that concentrates all the professors' information. This system is used by huge firms and universities around the world and it allows to have all the information in one place, which facilitates its constant updating and the generation of reports automatically according to the needs of the institution.

**Criterion 6.1**

- The Business Unit has a Learning Evaluation and Planning Committee, which is present in all academic programs. The Committee is constituted by coordinators, teachers, and students, and its main objective is to guarantee the quality of the courses. Through this coordination, implemented actions lead to curricular improvement, along with the analysis of information provided by the stakeholders of the University.

**Criterion 6.4**

- According to the information presented by the Business Unit, all the educational programs that are being evaluated comply with the common professional components, with 30 hours or more of coverage.

**Criterion 7.1**

- The Business Unit counts with an outstanding technological model and several very sophisticated interrelated databases to keep track of their key success indicators at the academic, operational, as well as to their support activities and facilities. The Business Unit established the Information Intelligence Office utilizing artificial intelligence and machine learning technologies to predict, project, plan and make informed decisions regarding all their academic and operational processes.
The Business Unit has a sophisticated monitoring operation model that uses advanced database platforms that communicate with each other and provide continuously updated data in all areas important to the successful management of its processes. The Business Unit has created the information intelligence office that provides accurate data that allows them to predict, project, plan and make informed decisions.

Universidad El Bosque

Strengths

Business Program’s Organizational Profile

- Organizational Environment: On average, the business administration program ranks 33 compared to 132 higher education institutions. (ICFES, 2019).

Criterion 3.1

- The business unit is clear about the student segments it serves and their needs and has developed its educational offer in response to them. In the same way, the other interest groups have been defined, with whom they have developed different listening and response systems.

Criterion 4.4

- The business unit has implemented improvements in the study plan and updates its subject programs every six months as a result of the analysis of the learning evaluation results, likewise, it takes into account the opinions of interest groups to guide improvements.

Criterion 5.2

- 5.2.a - The business unit evidences that faculty are qualified to teach all the required business courses. The business unit has implemented continuous training for faculty to maintain them updated.

Criterion 5.3

- The faculty is systematically evaluated using the 360° assessment model, and students recognize changes derived from effective feedback from the authorities and the commitment of teachers to their improvement.

Criterion 6.2

- Every faculty member delivers the syllabus to the students at the beginning of the semester, remaining as a record in the virtual classroom of each subject. At the end of the semester, the curricular leader of the knowledge area monitors and evaluates the contents of the study plan to update and manage it in the subsequent academic period.

Standard 7 - Business Unit Performance

- During the visit, it was evidenced that there is a systematic record of key performance indicators, which are shared internally through a platform with the different committees and governing bodies. In addition, there is a discipline in the periodic information analysis to support decision-making driven by the faculty leader and his other collaborators.

Criterion 7.1

- The business unit stands out in the systematic monitoring of key indicators and the use of information to make changes in the study plan, the didactic material, the evaluation formats, teacher development, and innovations in support services. Furthermore, it was evidenced that the data is analyzed collegially and that the opinion of the interest groups is taken into account for continuous improvement.

- During the visit, it was verified that the business unit offers high-quality academic and support services such as a library, research hotbed, technology, tutorial follow-up, laboratories, as well as various sports, cultural
and business facilities and activities that favor the integral development of students. Likewise, the personalized academic support provided to students greatly contributes to the formation of skills and values that successfully differentiate graduates of the educational program.

**Criterion 7.4**
- The business unit systematically uses the results of performance measurements and use of support services to generate substantial improvements to the business administration educational program. Its response to the detected needs is fast and efficient, which was exemplified by updating the contents of the subjects and changes in teaching methods that are agreed upon in the internal advisory groups.

**Universidad Autonoma de Baja California Mexicali**

**Strengths**

**Criterion 1.1**
- The Business School of Mexicali, Ensenada, Tijuana, and Tecate Extension Center, evidenced that students have hours of work in social responsibility activities included in their plan, to provide services to the community.

In addition, the Business Unit disclose the activities they carry out through the web page of the faculties, evidencing the different actions and their results, for the knowledge of their community.

- The Business School of Mexicali, Ensenada, Tijuana, and Tecate Extension Center, the Values Network Program is developing, through which it develops actions to promote values with social responsibility actions.

**Criterion 2.1**
- The preparation of the 5-year development plan for each faculty of the business schools of Mexicali, Ensenada, Tijuana, and Tecate follows the same methodology that the Institutional Strategic Plan has developed and supports compliance with the Institutional Plan.

- The Business Units of Mexicali, Tijuana, Encena and Tecate, provided evidence that their Development Plan and strategic key objectives are aligned with the Institutional Strategic Plan, as well as its Vision and Mission.

- The Business Units of Mexicali, Tijuana, Ensenada, and Tecate, in the different campuses of the UABC have a mission and vision that responds to the achievement of the institutional philosophy.

A link with the participation of interest groups in the development of their institutional and educational strategic plans was provided.

- In the meetings with the interest groups of Mexicali, Ensenada, Tijuana, and Tecate, it is evident that they have participated in the development processes of the strategic plan of the different faculties.

**Criterion 2.2**
- The business units of Mexicali, Ensenada, Tijuana, and Tecate have a formal and unified mechanism to define annual goals and reports by period to identify improvement actions that ensure compliance with commitments.

**Criterion 2.3**
The business units of Mexicali, Ensenada, Tijuana, and Tecate provided evidence of the actions taken to achieve compliance with the development plan of the academic units, the semiannual monitoring reports, and the annual compliance report.

The reports are posted on the website for dissemination.

**Criterion 2.4**
- The business units of Mexicali, Ensenada, Tijuana, and Tecate provided evidence of the annual progress report, the business units take steps to achieve goals that are delayed for some reason, establishing strategies and new deadlines.

**Criterion 5.2**
- In the interviews carried out with the interest groups in the Mexicali, Ensenada, Tijuana, and Tecate offices, it was evidenced that the graduates reached the competencies established in the careers presented for accreditation, achieving preferential labor access expressed by entrepreneurs, and starting businesses. Success stories were demonstrated by graduates, despite not meeting criterion 5.2.

**Criterion 7.1**
- The five (5) academic programs present on the Mexicali, Ensenada, Tijuana, and Centro Tecate campuses have physical and virtual library services according to the needs of the programs and the requirements of the students.

They have the tutoring service, or academic guidance from the beginning of their career until its completion, as well as technologically equipped laboratories to respond to the needs of the study plans. In addition to publishing their results on the website of each faculty.

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**University of Fredericton**

*Strengths*

**Criterion 1.1**
- The leadership of the business unit and overall institution demonstrates a commitment to being good stewards of student tuition funds and being thoughtful and strategic about how those resources are used.

**Criterion 2.2**
- 2.2.a: Business unit included Table 2.2 a which outlined eleven (11) different short and long term objectives for the 2021-2022 year. (5 short term and 6 long term goals). The goals evidenced appropriately outlined the responsible parties, action plans, time table, process and any next steps.

**Criterion 3.1**
- The business unit alumni were very positive in their evaluation of their educational experience. Some areas of note include the outreach that the business unit is providing in various cities where alumni have the opportunity to meet with the dean, faculty, and current students. Alumni can mentor current and prospective students. The programs allow for connecting with very diverse classmates across geographic locations and industries. Students are aware that their programs have PLO and understand from the syllabi how their courses map to the PLOs and how individual assignments help programs reach the PLOs. A number of students did recommend that guest speakers from industries could be integrated into the learning experience.

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Faculty report that course development is checked against the PLOs.

**Criterion 5.3**
- Faculty that the site team engaged with demonstrated a strong commitment to the institution and ensuring that their courses/content areas are current and rigorous.

**Criterion 6.2**
- Courses in the MBA and EMBA include curated content and assignments, ensuring consistency across instructors facilitating the course.

**Criterion 7.1**
- 7.1.c: The Business Unit outlined the increased use and availability of library services and analyzed the increase in traffic as a result of adding EbscoHost and Sage with detailed increased usage from those services as well as future plans for library usage development.

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**Walsh University**

**Strengths**

**Criterion 1.1**
- 1.1.a The business unit has a clearly stated and communicated mission and values that were developed with input from key stakeholders. The mission and values provide a solid foundation for activities of the business unit.

**Criterion 2.1**
- The business unit has a very good strategic plan that was developed with input from key stakeholders (including faculty and the advisory board) and is consistent with the university’s strategic plan. The strategic plan provides the business unit with an appropriate template for moving forward with its strategic initiatives.

**Criterion 3.1**
- The business unit requires all students to complete an internship in each business major. To accomplish this, relationships have been developed with key employers. Students, alumni, and advisory board members testified as to the effectiveness of the internship programs.

In Table 3.1, the Business Advisory Board is listed as a key stakeholder group, while employers/businesses are not listed as a key stakeholder group. The stakeholder responsibilities listed appear to apply more to employers/businesses than to the Business Advisory Board per se. It appears that the Business Advisory Board serves as one mechanism for listening to the needs of employers and businesses, which is essential to the success of the business unit.

**Criterion 3.2**
- The measures chosen to assess student satisfaction, particularly NSSE and the Peregrine student satisfaction measure, provide relevant and reliable data that can be used to improve the business programs. These measures have been deployed for an initial cycle.

**Criterion 3.3**
- It is clear that the business advisory board is a strong linkage to the business community. Advisory board members are providing internships, jobs, and mentoring of students while also providing input on the
curriculum and services of the business unit, thus helping to improve the operations and effectiveness of the business unit.

**Criterion 4.1**
- Broken into three distinct areas (UG, UG-DC, and Grad), the business unit clearly articulates the business unit’s outcomes assessment plans and processes.

**Criterion 5.1.C.**
- The business unit has a written system of procedures, policies, and practices for the management and professional growth of faculty members.

**Criterion 5.2**
- Given recent budgetary and human resource constraints, the business unit has done a great job of deployment of faculty to meet the qualifications and criterion.

**REAFFIRMATIONS IN SPRING 2023**

**Cameron University**

**Strengths**

**Standard 1 - Leadership**
- Cameron University has a strong organizational culture of continuous improvement that is cultivated and supported by diverse constituencies (faculty, staff, students, alumni, and community leaders).

**Criterion 1.1**
- 1.1.c.-Under the capable direction of the Chair of the Department of Business and active support from the Dean, the Vice President of Academic Affairs, and the President, the Business unit has remained responsive to the dynamic needs of the marketplace.

- 1.1.d- CUDB’s leadership encourages business faculty to craft assignments, activities, and service learning opportunities that positively impact society (e.g. public business forums offered through the Bill W. Burgess Jr. Research Center, the Citizen-Centric Service Learning Project, and various projects for the City of Lawton). These efforts work in concert to promote synergy between Cameron University and multiple stakeholders.

**Student and Stakeholder Focus**
- Based on the active engagement of diverse University and business unit stakeholders (internal and external), there is evidence of robust climate of engagement and belonging. All involved stakeholders attribute business unit success to faculty outstanding engagements.

**Criterion 3.2**
- The business unit has developed a number of communication channels through which students and various stakeholders can share feedback. Recommendations are solicited from advisory board members through round tables, annual meetings, and events on campus while suggestions are received from students via surveys, chats with the Chair, and course evaluations.

**Standard 4 - Student Learning Assessment**
- The business unit’s robust, standardized assessment model represents a strength. Business faculty are actively involved in the process of embedding standardized measures and locally-developed measures, analyzing the results, and modifying curriculum in response.
**Criterion 5.1.C.**
- The business unit faculty consistently demonstrate exceptional engagement in scholarship and service. Their commitment to service to the university and larger community, as well as professional organizations and student clubs coupled with their rigorous scholarship contributions and number of annual course preparations have substantial impact.

**Criterion 5.4**
- There is a high level of faculty satisfaction with professional development opportunities that are made available through department funding, centralized internal grants, and endowed fellowships.

**Standard 7 - Business Unit Performance**
- The business unit exemplifies strong relationships with campus partners for the purposes of recruitment, retention, and career exploration/development.

**Criterion 7.1**
- 7.1.c. The business unit provides students with quality educational facilities such as co-learning spaces, the BancFirst Finance Lab, and the BBRC.

- The business unit offers students multiple touchpoints for student educational support services that promote optimal learning. Such resources include a reimagined library offering access to a great variety of technological tools and equipment, study rooms, media spaces/green room, computer stations, individualized study spaces, and a coffee bar and networking areas.

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**Holy Family University**

**Strengths**

**Standard 1 - Leadership**
- The business unit has well-qualified and experienced leaders who value the work of the business unit.

**Criterion 1.1**
- Values and expectations have been actively integrated into the business unit’s leadership process and culture. Administrators, staff, faculty, and students embrace the business unit’s mission; the business unit’s culture creates an environment that fosters social and community responsibility. Words used from interviewees to describe how they feel about the school and its mission included ‘family,’ ‘service,’ ‘respectful,’ ‘accountability,’ and ‘faith.’ These attributes speak to the values of the institution.

- The Vice President of Mission and Diversity is an extraordinary resource for creating a mission-focused and inclusive culture; the business unit can leverage this resource in strategic planning.

**Student and Stakeholder Focus**
- The business unit identified its primary internal and external stakeholders and has adopted methods of collecting data from the stakeholder groups to identify progress and areas of weakness.

**Criterion 3.1**
- The faculty has a good relationship with students. In fact, students feel safe to discuss issues with faculty.

**Criterion 3.3**
- The business faculty feel that business unit leadership is hearing their concerns.
▪ Students feel that the business unit and faculty uphold the school's core values (i.e., treating students like family).

**Criterion 4.1**
▪ All forms of assessment in the business unit, whether Peregrine testing or case studies, are built and used to measure what the business unit and local business executives seek from the school’s graduates.

**Criterion 4.3**
▪ The business unit has a well-deployed assessment method. The business unit makes the necessary program changes based on the data and trends.

**Criterion 4.4**
▪ There is a University Assessment Council which reviews assessments across all schools to ensure data collection and measurement consistency.

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**John Brown University**

**Strengths**

**Business Program's Organizational Profile**
▪ The university and business unit are aware of the internal and environmental factors that influence their operations. In addition, there is a strong sense of understanding related to challenges the institution is facing, competitive dynamics, future demand, and what actions can be taken to help the institution thrive moving forward.

**Criterion 5.4**
▪ The business unit provided evidence of participation in a planned system of faculty development that is consistent with the mission of the business unit. Feedback from full-time and adjunct faculty affirmed strong development opportunities are in place. The faculty receive training in the learning management system and instructional design which enhances their courses and the overall learning experience for students.

**Criterion 6.1**
▪ The university is doing a wonderful job on all three criteria 6.1.a through 6.1.c. Communication with students, full-time and part-time faculty, as well as members of the advisory board confirmed a comprehensive and intentional approach in pursuit of academic excellence across programs.

**Standard 7 - Business Unit Performance**
▪ The business unit has a systematic process for identifying and tracking key student performance measures for the purpose of continuous improvement. The business unit has used these measures to develop new programs and learning experiences for students. For example, The Togami Center for Innovation has been used to provide opportunities for students to engage each other and collaborate in an environment where their learning experiences happen. This center is evidence that the faculty and administration are committed to dedicating resources for students to explore their respective disciplines more deeply among the faculty and their peers.

**Criterion 7.1**
▪ The university and business unit have developed systems for tracking processes related to student performance, business operations, educational support, and sharing information with the public. The office of institutional research, career development center, finance, and other departments within the university have developed efficient and cost effective measures for tracking targeted data that is most relevant to the mission of the university. For example, AEFIS is a robust, yet cost effective, tool that meets the assessment...
needs of academic units across campus. It is evident that the university has been intentional about fostering a culture that is practical and responsible in the stewardship of resources.

The collaboration exhibited between the business unit and institutional research is commendable and exemplary.

**Langston University**

**Strengths**

**Review of All Academic Activities**

- The Business Unit provided strong evidence of commitment to student academic achievement and career success. Several stakeholders, mainly students and alumni, attest to the quality of the education the Business Unit provides. Every student and alumni mentioned how the faculty body invests its time to serve them.

**Standard 1 - Leadership**

- The Business Unit's focus on serving the student population is evidenced by several interactions with distinct constituents. There is clear evidence of the leadership's commitment to the continuous quest for student success.

**Criterion 1.3**

- There is clear evidence that the Business Unit has a culture of assessment. Program values and performance expectations are communicated and shared with constituencies.

**Criterion 2.1**

- The Business Unit engages all full-time faculty in processes such as strategic planning and curriculum development discussions.

**Student and Stakeholder Focus**

- The Business Unit requires all students to have and earn at least three semester credit hours in internships so they can have experiential learning opportunities. Students also complete journaling and self-reflection on their experience, which they can include on a resume.

**Criterion 4.1**

- The Business Unit included comparative data and trends for its assessment. Results show that the students perform the same or better than their peers in the ACBSP region, Historically Black Colleges and Universities, and Higher Learning Commission.

**Criterion 5.1.C.**

- The Business Unit ensures each faculty member annually completes an evaluation portfolio which is utilized to assess teaching, scholarship, and service.

**Criterion 5.2**

- The Business Unit has several academically and professionally qualified faculty, with many providing hours of mentorship and tutoring in their specific areas of specialization beyond the workday.

**Standard 6 - Curriculum**

- The Business Unit has various options for students to complete their degrees, including online learning, a hybrid model, and in-person classes.
Liberty University

Strengths

Standard 1 - Leadership
- The business unit showed evidence of working collaboratively with many departments across campus to support students, alumni, and stakeholders to achieve the strategic plan. This includes working with IER on assessment protocols, alumni relations for alumni engagement, library personnel for student resources, career services for industry engagement, and various other efforts. This will benefit the business unit in collaborative growth and leveraging expertise throughout the university.

Standard 2 - Strategic Planning
- The business unit provided a detailed outline of a strategic plan that included key objectives, timelines, and performance measures. Such pointed, detailed planning, objectives, and measures will ensure the business unit focuses resources on its most important strategic objectives and that its overall efforts align with the strategic plan of the university.

Criterion 3.1
- The institution has identified many stakeholders in the business unit. The identified stakeholders were engaged and enthusiastic about the institution and the quality of the education delivered by the institution. The positive identity of the business unit with the stakeholders allows for longevity for the unit as well as access to additional resources from the stakeholders.

Criterion 4.1
- The business unit provides evidence of a thoughtful approach to the assessment plan and process. This includes a documented process for setting and evaluating program learning outcomes. This allows for a robust understanding of program learning outcomes.

Criterion 4.4
- The business unit provides evidence of a well-documented approach to continuous improvement. This includes a form for each major PLO that includes results, reviewer feedback, and required action steps. This process benefits the business unit by ensuring assessment results are connected to program improvements.

Criterion 5.1.C.
- The business unit has a well-developed faculty handbook. This includes well-developed policies to guide faculty management and development. This benefits the business unit by providing clear guidelines in support of faculty.

Criterion 5.2
- The faculty teaching qualifications exceed the masters- and doctoral-level standards and far exceed the bachelor-level standards. This is demonstrated through the transcript evaluation form. Such rigorous and high-quality hiring and review practices ensure a high-quality faculty pool.

Criterion 5.4
- The adjunct faculty spoke highly of the onboarding process for the business unit. The onboarding process includes extensive training and being matched with an instructional mentor. This process benefits the business unit by ensuring adjunct faculty understand the culture and expectations of their teaching role which leads to a high quality experience for students.

Criterion 6.1
There is evidence of cohesive thought in the General Education portion of the business program. Business General Education requirements for the degrees are required for the enhancement of business-related skillsets such as critical thinking, ethics, and psychology. These skills will be valuable to business students in their business careers.

**Criterion 6.4**
- All of the requirements of ACBSP are being taught within the business unit by the business faculty for Accounting and General Business. This was evidenced by the table review, the supplied syllabi, and the university catalog. This benefits the overall program by ensuring that all relevant courses to the program outcome have business-focused content.

**Criterion 7.1**
- Based on the review, the business unit has good support services for Criterion 7.1.b. There are both online video support for online students as well as services for online tutoring sessions. The data indicates that these services are used often by the stakeholders.

**LIM College**

**Strengths**

**Criterion 1.1**
- Leadership has a robust relationship with all stakeholders, and is directly involved with all aspects of continuous quality improvement at the institution. The existence of an open and collegial environment in which the ultimate goal is continuous process improvement is evident.

**Criterion 1.2**
- It was evident from conversation with various groups during the site visit that the leadership encourages involvement of all stakeholders in the collection of data, revision of mission, vision and values, curricular innovation and overall evolution of the institution, and that groups feel comfortable discussing grievances or potentially contentious issues.

**Criterion 2.3**
- Through conversation with various members of the campus community, it is evident that many of the objectives from the 2012-2019 strategic plan have been met. This, paired with current work towards goals listed in the new strategic plan that began in Fall 2022, lends confidence in the institution's ability to successfully track and report progress in the near future.

**Student and Stakeholder Focus**
- The business unit’s location affords it unique opportunities to interact and engage with various stakeholders including, but not limited to students, parents, the fashion industry, etc. The college has strong and sustainable cooperation with the fashion industry and a well-developed Fashion Industry Advisory Board which assists with various experiential learning opportunities. It is actively pursuing a similar connection with the cannabis industry.

**Criterion 3.2**
- The business unit is collecting a significant amount of rich data through many informal interactions and/or formal interactions resulting in considerable amounts of subjective, unstructured data. This richness of data collection is clearly a strength at the business unit as it results in both purposeful as well accidental opportunities for process improvements.

**Criterion 3.4**
The business unit is collecting a significant amount of rich data through many informal interactions and/or formal interactions resulting in considerable amounts of subjective, unstructured data. This richness of data collection is clearly a strength at the business unit as it results in both purposeful as well accidental opportunities for process improvements.

**Criterion 4.1**
- The business unit gathers a great deal of data in the senior capstone measuring students' competencies in the major-specific subject matter. This data is regularly used by faculty and administration to inform changes in the curriculum and could serve as the foundation for a robust assessment plan.

**Criterion 4.3**
- The institution is well positioned to create Program Learning Outcomes for each of its programs, and to integrate formative assessment into their current data collection efforts.

**Standard 5 - Faculty Focus**
- The business unit has a strong shared governance process with faculty participating in decision-making through committee membership and curriculum development.

**Criterion 5.2.A.**
- Students seem to benefit greatly from, and appreciate the support received across the business unit both formally and informally. They feel they are being set up for success in a myriad of ways academically, professionally and personally. Alumni interviewed largely echoed this sentiment, which points to a long history of a successful, student centered approach by the business unit.

**Criterion 5.3.E.**
- The faculty appear to be significantly involved in the industry of fashion and lifestyle, and bring real-world, relevant experience to the students.

**Maryville University**

**Strengths**

**Criterion 1.2**
- The business unit needs a structured vision of how it will apply the processes and evaluation of the leadership of the unit. The business unit provided a detailed summary of the evidence and a calendar outlining the deployment of the leadership process.

**Criterion 1.3**
- The results of activities enable the unit to review, analyze, and communicate the outcomes of the leadership process. The document provided describes the outcomes thoroughly. The results and the analysis of such are provided in detail.

**Criterion 2.1**
- The business unit provided a detailed strategic plan addressing the vision and goals. The process is identified by several pieces of evidence to verify the activities. Likewise, it appears to be tightly intertwined with the institution’s mission, vision, and values.

**Criterion 3.1**
- Businesses need to have systems in place to cope with customer complaints. The business unit provided file with selected complaints that were brought to the attention of the unit. There appears to be a robust methodology of dealing with student complaints.
Criterion 3.4
- During site interviews with stakeholders, it is apparent that all stakeholders are pleased with the value created by the unit. Alumni and students have stated how they appreciate the tools and skills provided by the faculty. Faculty discussed how pleased they were with the opportunities at the unit. Employers presented their opinions as to how they feel the benefits of the student's skill set impacted their businesses.

Criterion 4.1
- The business unit provides a process of gathering data for the purpose of evaluating successful completion of student learning outcomes. The structure provides a consistent methodology to provide comparability in the future.

Criterion 5.2.B.
- Having a structured process of developing faculty is a critical variable in a unit’s success. The unit has provided an extremely detailed regimen for this process. It is impressive. Faculty and administration should have no concerns about faculty not understanding and working within the guidelines of the unit.

Criterion 6.1
- The business unit provided a process for curricular changes and program review. This structure provided the basis for the ongoing development of the program’s offerings.

Criterion 6.2
- The business unit has provided evidence that its core business courses meet the CPC guidelines for the program. This places the core at the front of the required topics for the current business curriculum.

Criterion 7.1
- The business unit has a culture that is student-driven. Many institutions state it, but few actually have it embedded in their DNA. From the faculty to the library to all the ancillary services the business unit is singularly driven with the students at the lead.

Criterion 7.2
- The process of gathering data is extensive. For any data-gathering process to develop the structure must be embedded into the daily operations of the unit. When incorporated into the operations of the unit, faculty can develop their own appreciation of the importance of the task.

Missouri Southern State University

Strengths

Criterion 1.1
- The business unit has a number of committees that collectively monitor and encourage continuous improvement progress. The committees create a good environment for shared governance.

Criterion 3.1
- Interviews with students indicate that there are strong student-faculty relationships at the concentration level through assigned advising.

Criterion 4.2
- The business unit now has three years of data with Peregrine exit assessments to add a strong, external, summative component to student learning assessment.
Criterion 5.1.C
▪ The business unit provides opportunities for tenure track faculty to engage in professional development by offering (unlimited) funds through the Youngman Faculty Research Grant.

Criterion 7.4
▪ The business unit is initiating Peregrine exit scoring with similar ACBSP schools, Region 5 schools and U.S. schools. Changes are being made in the curriculum to address perceived student learning shortfalls.

New Jersey City University

Strengths

Standard 2 - Strategic Planning
▪ In 2019, the Business Unit utilized an inclusive process for developing a robust strategic plan through 2027 but had to put it on hold due to declaration of university financial emergency.

Criterion 2.3
▪ The Business Unit is recognized on campus for its progressive actions of strategic planning and improving efficiencies.

Criterion 3.4
▪ The Business Unit has the strength and support of the IT Support and Security space within its Business Unit Campus location from early in the morning to the last classes are held on the campus. This provides support to both faculty and students.

▪ The Business Unit has a dedicated Business Advisory Board members who are willing to prepare the current students mentoring and guiding the students in internships and full-time positions opportunities.

Standard 4 - Student Learning Assessment
▪ There was evidence that Business Unit is conducting program reviews (e.g. MBA Program and MS in Accounting) which shows an effort towards continuous improvement.

Criterion 4.2
▪ The Business Unit has an Assessment and Accreditation Specialist who keeps custody of all of the department assessment results and follows with departments on their next plans and areas needing improvement.

Criterion 4.4
▪ The results of the aggregated scores for Comp Ex graduate exam showed incremental improvement on all dimensions over the reporting period. Results data were were verified and validated on site.

Criterion 5.1
▪ The Business Unit has dedicated faculty and department chairs who are teaching the necessary courses for the students to be able to fulfill the required courses within the respective programs.

Standard 6 - Curriculum
▪ The BUSI 599 Graduate Business Essentials which is a 9-credit hour course with Harvard Business School Online CORe which covers the fundamentals of - Business Analytics, Economics for Managers, and Financial Accounting.
The Business Unit has been successful in gaining corporate donations for state-of-the-art technology for several virtual classrooms, a finance and investment trading lab, and programming/coaching initiatives for Career Workforce Development by Business Unit Career Services.

Northwestern Oklahoma State University

Strengths

Criterion 1.1

[1.1.d] The Business Unit has several leadership processes to identify and address the impact on society of its program offerings, services, and operation. Stakeholders in the served geographic areas are specially identified and engaged. During the site visit, additional elements of this process, including engagement and partnerships with other institutions of higher education and state-sponsored business incubators.

Criterion 2.1

[2.1.a] The Business Unit has a systematic process for developing a strategic plan in alignment with the Unit’s mission and vision.

Criterion 3.4

[3.4] The Business Unit demonstrated several clear and targeted approaches to acting on student and stakeholder input. Several improvements in approaches to working with students and serving other stakeholders were discussed during the Site visit. Overall, stakeholder groups appear to feel appreciated and included in the decisions of the Business Unit and appreciate the open communication culture. Stakeholders felt a part of the continuous improvement process.

Criterion 4.2

[4.2.a] The assessment process is fully and systemically deployed. Evidence was provided in the form of the Program Assessment Plan and Assessment Report.

Criterion 5.3.E.

[5.3.F] The Business Unit is equipped with ITV and Zoom rooms that allow for students at various campuses and online students to participate in class. Students expressed how this has benefited their education due to the ability to participate in live classes instead of online learning.

Criterion 6.1

[6.1.b.] The Business Unit described how curricular input is secured from stakeholders. The Business Unit has a Business Advisory Council and Student Advisory Council. Graduate Surveys are administered and meetings with Administration are held.

Criterion 7.1

[7.1.a] The Business Unit participates in a comprehensive program of tracking student achievement and success results. Information, trend data, and improvements were presented in Table 7.1.

[7.1.b] The Business Unit has developed and deployed processes to support and ensure student success.

Criterion 7.3

[7.3.b; 7.3.c.] The Business Unit has provided a range of systematic performance measures for business support and operation processes.
Park University

Strengths

Review of All Academic Activities

▪ Academic leaders use Academic Program Metrics which is designed in collaboration with College Deans and the Faculty Senate to evaluate the health and productivity of programs. The data includes student credit hour production, faculty totals by type, majors and graduates for each credential, levels of teaching stress, administrative stress, and advising stress, which enables a macro-level comparative view across all academic programs. Objectives aligned with mission and vision were created and deployed based on the data.

Criterion 1.1

▪ The President and Provost provide strong academic support through multiple shared services throughout the College of Management. An annual review of the mission and vision are performed by the academic leaders to ensure its relevancy.

The College of Management creates and monitors an environment that fosters social and community responsibility by providing diverse opportunities to empower teaching and learning.

Criterion 1.2

▪ Leaders in the College of Management closely monitor the enrollment trends for all modalities. There is a review of weekly enrollment reports from the university that are used to make decisions in course scheduling and program/course teach out.

The Provost and the Dean of the College of Management and leadership team meet with the Military Advisory Council and the Civic Advisory Council to provide a venue for two-way communication about College of Management programs.

Students are encouraged to participate in internships to apply what they have learned in the classroom in the real world and serve the community. Faculty assistance is available through the process, students are required to provide weekly reflections, a project paper, and the supervisor’s evaluation of their performance.

Standard 2 - Strategic Planning

▪ Vision 2025 framework has six priorities clearly articulated, tracked and measured within the College of Management. The Strategic plan was formed through the engagement from different stakeholders both internally (faculty, adjunct faculty and staff) and externally (the Civic Advisory Council and President’s Military Advisory Council) and clearly communicated through University Strategic Impact Groups. Each of the key objectives is clearly assessed and tracked for completion. College of Management has a systematic approach in pace to keep the stakeholders informed on the progress of each of the strategic objectives and actively seek for their feedback in the process.

Efforts by the leadership team to engage with the Advisory Councils led to the creation of two new majors: business analytics, and healthcare administration.

Criterion 3.1

▪ The College of Management has a systematic approach in place to seek feedback from different stakeholders. Through the meetings with students, full-time faculty, adjunct faculty, staff, and advisory council members, all of them feel their voices are being heard and concerns are resolved to satisfaction in a timely manner. They all feel comfortable providing candid feedback to the administrators in the college.
**Standard 4 - Student Learning Assessment**

- The College of Management has the process in place for all assessment reporting activities. Evidence supports the systematic approach associated with assessment performance measurements, activity elements, formative and summative artifacts. The current use of results included specific improvement actions taken/changes made based on data obtained from the assessment cycle. Results of closing the loop and the commitment to the continuous improvement process are clearly documented.

**Criterion 5.1.C.**

- The College of Management leadership has a strong commitment to empower faculty, both full time and adjunct for academic activities. Each of the full time faculty members is provided an annual stipend of $2000 for their professional development activities ($2,500 for international travel), adjunct faculty members are also highly satisfied with the ample resources they have received. The Faculty Center for Innovation (FCI) supports full-time and adjunct faculty in achieving their teaching scholarship goals. The College of Management has access to a Faculty Development Endowment (FDE) Fund that exists to improve the academic programs through direct financial grants by the university to faculty. A Grow-Your-Own Program is available for full-time faculty members who are seeking financial assistance to defray the costs associated with working toward the completion of a terminal degree.

All faculty members are well informed for the strategic planning processes, actively involved in curriculum development and assessment processes.

**Criterion 6.1**

- College of Management follows the policy and processes set forth by the university which has comprehensive oversight over the processes of curriculum development and the outcomes of student learning to ensure its alignment with mission, vision, and Core Values of the university.

- Faculty feel well supported from the instructional designers to get the curriculum created and enhanced within Canvas (LMS). Actions taken to curriculum changes are based on assessment results. Some faculty members are practitioners themselves who bring in industry relevancy material and real world cases into classroom. It’s a common practice for faculty to invite local business owners as guest speakers to provide students opportunities to understand the operation of local businesses, engage in the possible internship and employment opportunities.

**Criterion 7.3**

- The university has centralized shared services in assessment, advising, tutoring, library services, and career services to support student success in teaching and learning. Different tools are being adopted and implemented annually in budgetary planning, such as Watermark, Peregrine, Handshake, etc.

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**South University - Savannah Campus**

**Strengths**

**Standard 1 - Leadership**

- The executive leadership team from the university level demonstrated a solid commitment to ACBSP accreditation. The University's Chancellor and the Vice-Chancellor of Academic Affairs are directly involved in curriculum shaping, promoting compliance, and making structural changes for the business unit's continuous improvement.
▪ Under the Chancellor and the Vice Chancellor of Academic Affairs leadership, South University set forth a robust and dynamic institutional strategic plan, in conjunction with which, the business unit developed its business program-specific strategic plan.

**Criterion 2.4**
▪ The business unit’s college-specific strategic plan helped identify the areas that need improvement in the college’s existing practices. As the result, improvements were made in the communication between college leadership and the faculty, more systematic reviews of the program, and more engagement of the PAC members.

**Student and Stakeholder Focus**
▪ An effective, systematic approach, responsive to the student requirements of the standards and criteria is evident. The approach is well deployed, with no significant gaps. There is clear evidence of results and improvement made from the feedback received.

**Criterion 4.3**
▪ After assessment data collection, the business unit not only compares the results with the benchmarks but also with the peer institutions and historical data to identify patterns and trends.

**Criterion 4.4**
▪ Based on the assessment results, a new University process including Program Student Learning Outcome (PSLO) annual assessment report was introduced in 2021. The University and the business unit made all efforts to improve their assessment process.

**Criterion 5.2.B.**
▪ Many faculty members praised South University’s professional development program, which is offered weekly to both full-time and adjunct faculty. It was mentioned one faculty member in particular that business unit’s faculty development has improved his ability to teach.

**Criterion 5.4**
▪ Based on the results presented in Standard 5, the business unit recognized its own opportunities for improvement and will implement the changes in 2023.

**Criterion 7.3**
▪ The business unit is doing an excellent job utilizing the PSLO reports for several years to track both student achievement as well as monitoring goals and proposing new initiatives to improve student performance.

When issues are identified in PSLO reports, the business unit has responded. An example is by providing live tutoring directly accessed from classes. It was also identified that students were having difficulty with APA citations, so the business unit has made PERRLA software available to all students.

**Criterion 7.4**
▪ The PSLO reports are a circular process. The reports identify needs using the data from Power BI and Peregrine. The report then describes proposed methods to address the deficiencies and then in subsequent reports these proposed methods are reviewed as to their success or “failure”. This circular process provides for continuous improvement in the courses of the accredited programs.
Southern Oregon University

Strengths

Criterion 1.1
- The business unit used a practical approach to revising (updating) the mission and vision statements. Additionally, social and community responsibility are key features of the functioning of the business unit. As noted, stakeholder buy-in is an important feature of the business unit.

Criterion 1.2
- The business unit deploys multiple methods for the processes shared in criterion 1.1. The business leader speaker series, business after-hours (BAH), student clubs, and the alignment with the university’s strategic plan are of particular interest.

Standard 2 - Strategic Planning
- The business unit’s strategic plan is well organized as Table 2.2 is very clear in showing what goals need to be accomplished.

Criterion 2.1
- The business unit has a process that allows all stakeholders to be involved as well as mechanisms in place to regularly communicate progress.

Criterion 4.2
- The business unit generally collects data on all four categories of assessment: Internal (I), external (X), formative (F), and summative (S).

Standard 5 - Faculty Focus
- During our visit, the provost, president, and dean all reported that business faculty could always be counted on with can-do attitudes and a willingness to put in the extra work to make the university better.

Criterion 7.3
- The business unit provides public access to information gathered for student performance.

Criterion 7.4
- The business unit made an excellent hire as the business librarian is a former SBDC employee that is an excellent resource for business students (especially those finishing the capstone project).

Strayer University - Washington DC Campus

Strengths

Review of All Academic Activities
- The university has an extensive offering of programs to meet the needs of its stakeholders, as well as a robust process to ensure marketplace needs are included in their course offerings.

Criterion 1.1
- 1.1.b - Performance Measurements.

The Business Unit uses an academic dashboard and examines course outcomes data, data from student focus groups, and holds academic team meetings with business unit staff to measure performance.
The Business Unit has strong relationships with UNCF and with HBCUs, which include providing online courses to HBCU students and training in online teaching to HBCU faculty during the pandemic.

**Criterion 1.4**
- The Business Unit provided evidence of making improvements to several initiatives (i.e., new Mission, Vision, and Values statements; Creation of DE&I Champions group; joined the Charlotte Business Alliance; Expansion of the Virtual Skills Advantage (VSA) Assessment Center, etc.).

**Criterion 2.4**
- 2.4.a. – Performance and Process

The Business Unit has provided evidence of attention to continuous improvement, including documenting opportunities for improvement (OFI) in Table 2.2a.

**Criterion 4.1**
- The Business Unit collects data at the assignment levels and then aggregates it to obtain data at the program level allowing them to have a more holistic view of results.

**Criterion 4.2**
- The Business Unit presents evidence of its annual program review process. The review includes various inputs including the assessment of learning outcomes. Examples - Associate of Arts: Acquisition and Contract Management; Business Administration; and Marketing Probe Report For Academic Product Review, Master of Science in Accounting.

**Criterion 5.1.C.**
- The Faculty Center of Excellence is an excellent tool for the faculty. Although there are some links that are under construction.

**Criterion 5.4**
- Faculty were enthusiastic in their discussion of the institutional support they received, particularly with the educational benefits provided.

**Criterion 6.1**
- 6.1.c. The Business Unit described how the curricular development process links with the unit’s strategic plan and mission (e.g., integrating e-portfolios at pivotal moments in the curriculum). The administration and faculty are continually focused on student success and how to change courses and the curriculum to meet the mission.

**University of Puerto Rico - Aguadilla - Business Administration**

**Strengths**

**Criterion 1.3**
- The business unit presents the results, they carry out the focus group with a recommendation of the action plan and the actions to follow.

**Criterion 2.3**
- The business unit manages to demonstrate concrete results of the effectiveness of the process, the goals and some achievements achieved such as student retention are evidenced thanks to the different strategies implemented such as the department probation committee.
Criterion 3.1
- In the business unit, there are many methods to listen to and learn from students and stakeholders, and for determined the requirements, for example, surveys, interviews, focus groups, practice courses, employer’s evaluations, internships, workshops, students associations, continuing education courses, and faculty development meetings, code of ethics and Business Administration Department bylaws, social responsibilities activities, and consulting services. The evidence was presented during the site visit.

Criterion 5.2
- The business unit manages to show that more than 40% of the credit hours are taught by teachers with doctoral training, which shows a commitment by the business unit to maintain and improve the quality of its faculty staff.

Criterion 5.3
- The business unit has a comprehensive faculty evaluation system, it is coordinated from the evaluation area and has the participation of students, work team and department head; This evaluation is shared with the professor and the respective feedback is given if required.

University of Puerto Rico - Aguadilla - Information Technology Management and Administrative Processes

Strengths
Criterion 5.2
- The business unit has a high number of professors with doctoral training, which has made it possible to guarantee that more than 90% of the total credit hours are taught by professors with doctoral qualification.

University of Puerto Rico - Arecibo - Business Administration

Strengths
Criterion 1.1
- The values of the program are reflected in its graduates.

Standard 5 - Faculty Focus
- The application of systematic processes related to teaching excellence is observed, with an academic body that receives feedback from various sources. It was also possible to verify that the skills, experience, and knowledge of the teachers are aligned with the subjects they teach and with the objectives of their strategic planning.

Criterion 5.2
- A strength worth noting is that 81% of its teaching staff have a doctorate, while 100% of its professors have a master's degree, where 30% of these also have a CPA degree.

Criterion 6.1
- The business unit has a support unit in charge of e-learning, instructional design, new technologies in the classroom, and the review of all courses offered virtually. Faculty delivering virtual classes are required to be trained as part of the business unit’s strategic goals and delivery methods.
University of Puerto Rico - Arecibo - Information Technology Management and Administrative Processes

Strengths

Business Program’s Organizational Profile

▪ The institution offers to students the opportunity to borrow portable computers to access non-traditional programs. Additionally, the campus offers training in different areas of virtual teaching and learning to faculty and students so they can strengthen their technology skills.

Standard 1 - Leadership

▪ The management structure of the business unit is organized; defines the responsibilities and roles of institutional leaders.

Criterion 3.3

▪ During the meeting with stakeholders, the site visit team could evidence a great sense of pride from students and alumni. Employers highly value the efforts and work the business unit does to prepare students for academic and professional success.

Standard 5 - Faculty Focus

▪ The faculty demonstrates an excellent willingness to provide the necessary tools so that both students and graduates can satisfy their academic and professional needs.

University of Puerto Rico - Bayamon - Business Administration

Strengths

Criterion 1.1

▪ The business unit students guided by faculty take part in providing service to families in need when it comes to navigating the Tax Code on the one hand, and on the other, it encourages its students and alumni to take part in a mostly senior academic showcase that has proven of lasting impact on students once they graduate in order to shape their professional pathways.

Criterion 2.1

▪ The business unit has a systemized and established strategic plan definition, implementation and monitoring process, in which all areas of the institution and business unit participate.

Criterion 3.1

▪ The business unit has an Advisory Council of employers, they meet according to a defined calendar and have clear tasks in the improvement process.
University of Puerto Rico - Bayamon - Office Systems Program

**Strengths**

**Standard 1 - Leadership**
- The business unit has clear student success goals that it is achieving, with some challenges during the pandemic, but communicates to its community in a regular manner.

**Criterion 1.1**
- The business unit students guided by faculty take part in providing service to the community which has proven of lasting impact on students once they graduate.

**Criterion 2.3**
- The business unit presents key indicator results to measure performance in achieving strategic objectives. In most cases the business unit manages to exceed goals. In those cases that have not been able to achieve objectives, the business unit carries out an analysis of the situation and propose an improvement plan for the future.

**Standard 6 - Curriculum**
- During the interviews with students and alumni, they highlighted the practical skills acquired during their studies.