December 1, 2019

The following information is provided from the Baccalaureate/Graduate Degree Board of Commissioners accreditation decisions from the November 21-22, 2019 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.

**Decisions regarding initial accreditation:**

**Charisma University** (Providenciales, Turks & Caicos)

Conditional Accreditation granted with improvement opportunities in the following standards and criteria:
Conditions on Standards 3, 4 and 6, and Notes on Criterion 2.2 and Standard 5.

**Basis for final decision:** Strengths

**Criterion 3.2**
The university has compiled a thorough list of internal and external stakeholders which spans students; faculty, staff, and administration; and members of local industry and has collected data concerning their opinion about important matters. The business unit has recently begun to administer surveys to many stakeholder groups to collect data on stakeholder needs.
Categories: Approach, Deployment
Verified: This Strength was verified on site.

**Criterion 3.4**
The university has provided a thorough list of stakeholders, and many examples of how improvements have been made to meet the needs to the stakeholders in Figure 3.1. The clear identification of the stakeholder needs and actions taken to meet these needs is commendable.
Categories: Results
Verified: This Strength was verified on site.

**Criterion 3.7**
Figure 3.2 evidences that the business unit has identified stakeholders, identified measures of satisfaction for each stakeholder, and has collected stakeholder sentiment in the form of survey data. This is a clear foundation for building a systematic process to determine stakeholder satisfaction.
Categories: Approach, Deployment
Verified: This Strength was verified on site.
Criterion 4.3
The business unit showed evidence of continued improvement in formative and summative assessment. The business unit has taken steps such as hiring external evaluators to gauge student outcomes and implemented Peregrine exit testing for outgoing students. Both of these tools will provide comparative data over time and with respect to benchmarks.

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

Criterion 5.2
The institution uses a comprehensive on-boarding process for the orientation of new faculty, which includes training in processes and procedures along with the assignment of a faculty mentor.

The business programs meet the overall requirements of three of the six ACBSP standards. The business programs meet the overall requirements of three of the six ACBSP standards.

Note on Criterion 2.2: The business unit provided a 2019-19 strategic plan in the evidence file. It includes both short-term and long-term goals, but there is a lack of measurable outcomes for the goals. The business unit would benefit from defining how the business unit will measure success. Condition on Standard 3: In 3.2, the business unit states the following: Other than students, the stakeholders of Charisma University are as follows: Faculty and Staff Administrators Board of Directors Business and Industry Employers Alumni Transfer Institutions Associate Institutions Community/Region. Standard 3 is in the early stages of deployment. The business unit is adding a Director for Career Services that will oversee the survey tools to specify stakeholder groups and gain targeted responses from the groups. Email surveys to faculty and staff are administered. Evidence is provided that one survey was done to gather satisfaction information about university services. There is data presented from surveys administered within the last 8 months. However, additional information is needed about the Alumni Survey and what the business unit will do with the data presented. No "closing the loop" process is indicated in Figure 3.3. Condition on Standard 4: Evidence was verified on site that the business unit is in the beginning stages of an outcomes assessment process. There are appropriate learning outcomes for every academic program as well as measurement provided that meets the 3-data point requirement. The business unit is encouraged to report back to the Commissioners on the following: evidence of continuing assessment of student learning outcomes for all academic programs, the use of external assessments, evidence of training and resulting knowledge on behalf of the faculty of assessment processes and results, evidence of the review and analysis of assessment data for the purpose of continuous improvement. Evidence of improvements implemented should also be provided. Note on Standard 5: Faculty files verified on site and most faculty files were complete with all required original transcripts. Additionally, faculty in-services are held twice per year, virtually via Web X. If they attend Charisma University, they receive a portion of $120,000 set aside each year for conferences, research, travels, and they can apply for the funds. Faculty are encouraged to publish, and Charisma will pay for their publications in the CARI journal. Condition on Standard 6: No on ground classes are offered. It was verified onsite that Charisma is authorized by the government to teach on ground and online. At this time, only online is offered. Evidence was provided that showed government approval for funds for students to attend Charisma. It was also noted that two classrooms will be converted to computer labs and the university will look at this in the future. There are the beginning stages of a formal recruitment system. There is a need to develop, implement, and track recruitment methods. Recruiting at this time is primarily word of mouth; large populations in Guyana, Ethiopia, UAE, etc and clusters of alumni in various places. Additionally, there should be a dedicated team of academic advisors and the business unit provided plans to develop an admissions department. Currently, the registrar processes all admissions inquiries and acceptances. A system for tracking and analyzing retention as well as the satisfaction with educational support processes are in the beginning stages. A more fully developed system will assist the business unit in identifying retention issues and needs in educational support services.
The following business programs at Charisma University are accredited by the Accreditation Council for Business Schools and Programs:

- Associate of Arts (AA) in Business Administration
- Bachelor of Arts (BA) in Marketing
- Bachelor of Arts (BA) in Tourism and Hospitality Management
- Bachelor of Business Administration (BBA)
- Bachelor of Science (BS) in Human Resource Management
- Bachelor of Science (BS) in Accounting
- Bachelor of Science (BS) in Finance
- Bachelor of Science in Economics
- Executive MBA
- Master of Arts in International Relations & Cultural Diplomacy
- Master of Arts in Marketing
- Master of Business Admin
- Master of Science (MS) in Accounting
- Master of Science (MS) in Economics
- Master of Science (MS) in Finance
- Master of Science in Accounting- Forensic Accounting
- Master of Science in Human Resource Management
- Master of Science in Information Technology Management
- Ph.D. Business Administration
- Ph.D. Cyber Security Administration
- Ph.D. in Forensic Accounting & Audit

Eastern University (St. David’s, PA, USA)

Conditional Accreditation granted with improvement opportunities in the following standards and criteria:
- Conditions on Standards 3 and 4, and Notes on Criteria 1.1, 5.1, 5.3, 5.6, 6.1.7 and 6.3.7.

Basis for final decision: The business programs meet the overall requirements of four of the six ACBSP standards. The business programs meet the basic requirements of two of the six ACBSP standards. **Condition on Standard 3:** In the Institutional Response the business unit states that student end of course feedback is gathered, but processes are not in place for gathering feedback from alumni, business community, and other key stakeholders. Processes will need to be formalized and implemented to show compliance with this standard. The business unit will also need to provide information of plans that are developed from an analysis of this feedback as well as actionable items. The business unit has an opportunity for improvement to begin a Business Advisory Council and a Business Alumni Council in the future to receive formalized feedback from these stakeholders. Additionally, the business unit would benefit from the development of a formalized "close the loop" process to utilize the data received by the Office of Institutional Planning and Effectiveness to develop and implement courses of action and track the results of improvements. There was evidence of survey data gathered, but no evidence of analysis and closing the loop on the feedback received. **Condition on Standard 4:** The institution has a process in place to measure student learning outcomes. Evidence is reported to support this. The lack of several components of Standard 4 result in a Condition being placed. Progress needs to be documented and reported in these specific areas: implementation and analysis of formative and external assessments; consistent reporting of assessment in the graduate program specifically to ensure student learning outcomes are achieved and analyzed; consistent and formal processes for sharing assessment data need to be in place and documented. Faculty should be well informed about assessment processes and results. **Note on Standard 1, Criterion 1.1:** The business unit would benefit from a business advisory board that could provide guidance on key business program processes. The Institutional Response indicates that this will be forthcoming. Thus, a note is placed on this with the institution to
report back on the progress of this initiative. **Note on Standard 5, Criterion 5.1:** The Institutional Response, as well as the evidence gathered during the site visit, show that the business unit does not have a formal HR plan in place to anticipate and implement processes for tracking and filling HR needs. **Note on Standard 5, Criterion 5.3:** The business unit does not meet the following requirement for academically prepared faculty: At least 40 percent of the undergraduate credit hours in business and 70 percent of the graduate credit hours in business are taught by academically qualified faculty. The current percentage for graduate faculty is 49%. The Institutional Response indicates that there are several faculty searches currently in place. **Note on Standard 5, Criterion 5.6:** While the University has a policy for administrative evaluation of performance and development in their faculty handbook, based on faculty interviews during the site visit, the university policy is not being followed within the business unit. Many faculty reported never having received performance feedback, while one estimated he'd received 2 in 30 years. Feedback on performance can lead to improvement and is required to meet this criterion. **Note on Standard 6, Criterion 6.1.7:** The business unit does not have a formal program review process or other way to monitor their educational offerings. They indicated a process is being initiated and progress on this new process should be reported. **Note on Standard 6, Criterion 6.3.7:** The table provided and the Institutional Response do not provide evidence to meet the requirements of this criterion. An analysis of the progress in enrollment processes and results of actions taken to improve those outcomes need to be provided. The business unit does not provide evidence of formalized recruitment processes and acknowledges this as an area for improvement. A new leadership position has been added to the university to formalize this process so progress on this criterion is expected in the future.

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

- Bachelor of Science – Accounting & Finance
- Bachelor of Science – Business Administration
- Bachelor of Arts – Economic Development
- Bachelor of Arts – Entrepreneurial Studies
- Bachelor of Arts – Marketing
- Master of Business Administration – Health Care
- Master of Business Administration – Management
- Master of Business Administration – Social Impact (Formerly Nonprofit Management)
- Master of Science – Health Services
- Master of Arts – Organizational Leadership
- Doctor of Philosophy – Organizational Leadership

**FPT University (Hanoi, Vietnam)**

Full Accreditation granted with no notes or conditions.

**Basis for final decision:** One standard was recognized as best in class. The business programs meet the overall requirements of the six ACBSP standards.

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

- Business Administration

**Jubail University College (Jubail, Saudi Arabia)**

Full Accreditation granted with improvement opportunities in the following standards and criteria: Note on Criterion 5.3.2.b.
Basis for final decision: Strengths

**Standard 1: Leadership**

The business unit is led by the Managing Director as well with chairpersons reporting to him. Dr. Fadye S. Al-Fayad is an able and highly competent leader who truly believes in excellence in education. He 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 1.1**

An active Academic Advisory Board is also in place. The board consists of several industrialists of a wide spectrum of companies. Members include top management and Royal Commission representatives and provide relevant inputs related to the market and the industry. These inputs are used for improvements in curriculum or pedagogy.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

**Criterion 1.2**

The Self-Study demonstrated that the business unit considers and addresses the impacts on society of its program offerings, services, and operations. Several programs described in the Self-Study were verified by documentary evidence during the site visit. Impact is measured based on KPIs such as community perception of the College, digital reputation of the College (presence on social media), and number of events organized, sponsored, and hosted by the business unit.

Categories: Approach, Deployment, Results

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**

In response to standard three which covers the requirements and expectations of current and future students and stakeholders, JUC provided evidence of surveys and other tools used to assess satisfaction and to listen and capture feedback from students and stakeholders in order to improve their educational services and academic programs.

Other tools include annual meetings and interviews with alumni, employers, and industry representatives to listen and learn from their feedback.

Also, JUC has well-defined processes to attract students (high schools orientation programs), retain them (counseling, student services and involvement in business clubs), and build relationships with them (student engagement policy, alumni annual meetings).

Categories: Approach, Deployment, Results, Improvements

Verified: This Strength was verified on site.

**Standard 4: Measurement and Analysis of Student Learning and Performance**

Faculty and administrators in the business unit have worked on developing program learning outcomes (PLOs) and student learning outcomes (SLOs) and mechanisms for evaluating learning outcomes since well-before the self-study year and continuously since then.

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

**Criterion 4.4**
The business unit formulated specific improvements to its Business Administration and Management Information System programs based on information obtained from its learning outcomes assessment results which determine what the business unit does well and what needs improvement. The performance level on ETS has been identified as an opportunity for growth through this process.

Categories: Approach, Deployment, Results, Improvements

Verified: This Strength was verified on site.

**Standard 5: Faculty and Staff Focus**
The business unit provides evidence of faculty and staff engagement to drive student success. Both administrators and faculty, through distinct processes and best practices, help students to prepare for current and future labor market needs. This was verified during the interviews with students, former students, and the advisory board.

Categories: Deployment

Verified: This Strength was verified on site.

**Criterion 5.2**
The mentoring and development of new full-time faculty is a strength for the program. New faculty are provided with workshops designed to equip, support, and develop faculty members. Besides, new faculty are oriented in critical areas of the department, such as the student information system, information about the program, student advisory, field training, policies, and procedures. New faculty are mentored and given minimal responsibilities to assist them in acclimation of their new environment.

Categories: Results

Verified: This Strength was verified on site.

**Standard 6: Educational and Business Process Management**
Standard six covers the management of educational and business processes. In response to Criterion 6.1, which examines the key learning-centered processes that create value for students, stakeholders, and the organization, JUC has described its business programs and explained its approaches to the design and review of curriculums (QMS-CDP-112) aiming to maximize student learning and success.

JUC business curriculums cover the Common Professional Component (CPC) at the level prescribed by the ACBSP projected in four main domains: Knowledge, Cognitive, Interpersonal and Information technology domains. The supporting teaching strategies are aligned with the respective Student learning Outcomes and the evaluation process of the academic programs is well documented in their annual program reports.

To fulfill Criterion 6.2 which reviews management of educational support service processes and business operation processes, JUC provided evidence for performance monitoring and control of operational processes as well as the management of its educational services (counseling, advising, placement) and maintenance of its facilities (tutorial & computer facilities, equipment, classrooms, office space, and libraries)

Finally, to comply with the requirements of Criterion 6.3 which inspects the enrollment management process, JUC provided evidence for policies and procedures addressing the areas of recruiting, admitting, and retraining students besides probation, suspension, and readmitting of students.

Categories: Results, Improvements

Verified: This Strength was verified on site.

**Opportunities for Improvement (OFI)**

**Organizational Challenges**
The business unit's performance improvement system is in the early stages of deployment and currently lacks a complete set of tools that can be deployed in a systematic and repeatable fashion, e.g., Lean Six Sigma, PDSA, Quality Action Teams (FADE), etc. Deploying the performance improvement process with a toolset may be helpful to the business program in realizing fully benefits from its performance improvement system.

Categories: Approach, Improvements

Verified: This OFI was verified on site.

**Criterion 1.2**
The business unit's documentation and evidence of processes 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 business unit has an well developed and sophisticated approach to strategic planning, tools and techniques to assist in the full deployment of the process can be more systematic. The development and deployment of tools to assist with the full implementation of the strategic planning process could be helpful to the business unit in realizing the full potential of its strategic planning process.

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

**Criterion 3.5**

JUC has several approaches of attracting students through high school orientation programs. However they may consider other methods to attract students such as exhibitions or outdoor and social media marketing which may create a positive impact in enrollments (taking into consideration the community and social impact).

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

**Criterion 4.2**

Although the business unit has implemented and deployed the ETS Major Field Test in Business, the business unit must provide the information to the public on their performance, including student achievement. There is an opportunity to make the results public through the website.

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

**Criterion 4.3**

While the business unit is not always meeting the achievement levels that have been set as a target, they can determine the areas that are falling below those targets. There is an opportunity to follow up the results of target improvements and continuous upgrading to close the loop.

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

**Standard 5: Faculty and Staff Focus**

Even though students reported they consider the faculty of the business unit as excellent, students also identified the need of having more faculty members that would be able to teach more courses and sections demanded by the programs. There is an opportunity for the business unit to increase the percentage of academically and professionally qualified faculty that could positively influence the students by providing more time dedicated to the students, including advising, and would allow all faculty to share typical university duties such as committees.

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

**Criterion 5.3**

Overall, academically qualified (AQ) faculty teach 34 percent of the undergraduate credit hours in business. The results represent a recalculation that was done during the site visit. There is an opportunity for the business unit to improve the number of undergraduate credit hours in business taught by academically qualified faculty.

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

**Criterion 5.7**

Even though the JUC has the procedures, policies, and practices written and readily available to all faculty members, the faculty handbook is available only in Arabic. There is an opportunity for the JUC and the business
unit to make the faculty handbook available in English for faculty members who are not an Arabic speaker to obtain a better understanding and comprehension of the policies and practices at JUC.

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

**Criterion 6.1.7**

Even though the evaluation of the academic programs is well documented in their annual program reports, the college has an opportunity to focus on strategies that will allow them to review the implemented process and take necessary actions for continuous improvements, thus closing the loop.

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

The business programs meet the overall requirements of the six ACBSP standards. **Note on Criterion 5.3.2.b:** ACBSP requires that at least 80 percent of the undergraduate credit hours in business are taught by academically or professionally qualified faculty and at least 40 percent of the undergraduate credit hours in business are taught by academically qualified faculty. If the institution does not come within five percent of these historically acceptable faculty-credentialing levels, it must present rationale for the differences and provide detailed records of student learning outcomes to demonstrate that faculty composition supports the mission and program objectives. The visiting team found that academically qualified (AQ) faculty taught 34 percent of the undergraduate credit hours in business. The Commission looks forward to reviewing compliance with Criterion 5.3.2.b in two years in the next QA Report.

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

B.S. in Business Administration (BUS)
B.S. in Management Information System (MIS)

**McMaster University (Hamilton, ON, Canada)**

Conditional Accreditation granted with improvement opportunities in the following standards and criteria:
Condition on Criterion 2.1
Basis for final decision: Strengths
(7)

**Criterion 3.5**
The Bachelor of Technology program has multiple points of data for recruitment and retention metrics. Interviews of students and alumni support the information received from staff, faculty, and the results of surveys and reports.
Categories: Approach, Deployment, Results, Improvements
Verified: This Strength was verified on site.

**Criterion 3.7**
Student Services includes the Coop Office that coordinates the work experiences/internships of students with industrial partners. There are multiple ways that industrial partners, students, and faculty interact with the office to ascertain satisfaction or dissatisfaction including surveys and interviews.
Categories: Approach, Deployment, Results, Improvements
Verified: This Strength was verified on site.

**Criterion 4.1**
Each program is formally reviewed on an 8-year cycle, so the Program Learning Objectives/Outcomes were last reviewed in 2012 and are scheduled for a 2020 review. However, the courses within the programs are reviewed on an ongoing basis and regularly reviewed for improvements and adjustments based on the assessment results and feedback from students and faculty. Assessment information provided as part of the self-study, and confirmed by the site visit team support the effectiveness of the process.
Criterion 4.2
The Bachelor of Technology Program provides assessment measures for Student Learning Outcomes for three to six assessment periods between fall 2016 and winter 2019. The results are included in the self-study with evaluation and improvement plans.

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

Criterion 4.4
The Bachelor of Technology program faculty are very involved with the development and deployment of action plans specific to their area. The assessment results inform the areas needing improvements and changes, as shown in Table 4.4 and these are either completed or in progress.

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

Criterion 5.6
The instructor record of activity report, consulting activity report and CV feed into the Career Progress and Merit plan. Teaching self-reflection and peer monitoring reports also feed into this. The Candidate Statement, teaching portfolio and updated CV feed into tenure decisions. Recognition of outstanding performance occurs even after tenure is obtained. There is an opportunity for faculty to obtain support from the McMaster Institute for Innovation & Excellence in Teaching & Learning (MIETL) and from other members of the department and faculty. Interviews with adjunct faculty show that they are as integrated with the continuous improvement process the same as the full-time faculty.

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

Criterion 6.1.1
The Bachelor of Technology program has a well-described process for curriculum review and change. Evidence provided indicates students and faculty have input to drive changes while the change process includes applicable committees to validate and approve the changes. Students indicated some changes were made for the following term while other more complex changes may take additional time.

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

Opportunities for Improvement (OFI)
(7)

Organizational Challenges
Although two years have passed since the merger of the Schools of Engineering and Technology, there are still many incomplete and missing aspects of operations yet to be completed. The Bachelor of Technology program continues to function and grow using previous processes and plans until the new strategic plan and direction is established.

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

Criterion 2.1
While the leaders have developed a Strategic Planning Process, it has not yet been fully implemented since the merger of the two schools. Complete deployment of the process will inform leadership if adjustments are needed to be timely and effective. The resulting strategic objectives would enable the merged SEPT senior leadership team to shape an internal management system that helps stakeholders obtain feedback and continually improve the processes developed to meet stated objectives.

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

Criterion 3.2
The Bachelor of Technology Program Satisfaction Surveys from 2012/2013 and 2015/2016 and then the merged SEPT school Engagement surveys from 2016/2017 provide 2 data points. The next set of surveys will provide enough data for multiple data points to be available for analysis of program and student satisfaction data. The expectation is that this third data point, and then a new survey every three years will provide sufficient data points for comparison.  
Categories: Approach, Deployment, Results  
Verified: This OFI was verified on site.

**Criterion 3.3**  
The Coop office tracks student performance through employer surveys. They track student performance through self-reflection reports. Data is available and used as a student performance measure in Standard 4.1. It may be beneficial to track student satisfaction with the Co-op services they are receiving. Tracking the same data provided in Standard 4.1 and showing how it feeds into a continues improvement cycle to better prepare students for their co-op work terms may be beneficial for the school. 
Categories: Approach, Deployment, Improvements  
Verified: This OFI was verified on site.

**Criterion 3.7**  
The new online portal for student advisement (criterion 3.6) provides data that can track student satisfaction and dissatisfaction in terms of services available from advising and student services. Collecting and analyzing the multiple data points of selected metrics that are available through the new system could be beneficial for the evaluation of student satisfaction and dissatisfaction with various Student Services.  
Categories: Deployment, Results, Improvements  
Verified: This OFI was verified on site.  
While there are processes for obtaining feedback from stakeholders, the merger of the School of Technology with the School of Engineering interrupted the 3-year assessment cycle. It is recommended that the assessment process be reviewed and updated to account for administrative changes to prevent future process disruptions.  
Categories: Approach, Deployment, Results, Improvements  
Verified: This OFI was verified on site.

**Criterion 6.2.2**  
As indicated in Standard 2, since the combination of the Schools of Technology and Engineering in 2016, an updated strategic plan has not been developed. Without this over-arching plan for growth and activity into the future, all other activities including budgets and projections are functioning in a static position to maintain the status quo.  
Categories: Approach, Deployment, Results, Improvements  
Verified: This OFI was verified on site.

The business programs meet the overall requirements of five of the six ACBSP standards. The business programs meet the basic requirements of one of the six ACBSP standards. **Place a Condition on Standard 2, Criterion 2.1:**  
The school has an opportunity to submit a Current Strategic Plan (Criterion 2) which explains how the school involves faculties and other stakeholders in the strategic planning process (Criterion 2.1a) and the program key strategic objectives and the timetable for the current planning period (Criterion 2.1b). 

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

Bachelor of Technology - Automation Engineering Technology  
Bachelor of Technology - Automotive and Vehicle Engineering Technology  
Bachelor of Technology - Biotechnology

**Ningbo University of Technology** (Ningbo, China)
Full Accreditation granted with improvement opportunities in the following standards and criteria: Notes on Criteria 3.4, 4.4 & 5.3.

Basis for final decision: Strengths

(10)

**Criterion 1.1**
The leadership of both the NBUT and the SEM demonstrated strong commitment to ACBSP accreditation. The University President, the Dean, and the deputy dean are directly responsible for promoting compliance and have made structural changes and implemented key procedures for the SEM's continuous improvement. The SEM has created an accreditation leading group, established a special committee, and designated a special fund of 300,000 yuan a year for accreditation.
Categories: Approach, Deployment, Improvements
Verified: This Strength was verified on site.

**Criterion 2.1**
The SEM has a robust Strategic Planning Process. The Strategic Planning is aligned with the mission, vision, and core values of the institute as well as the country's "13-5" plan, made through SWOT analysis of the local market and adjusted based on the economics changes. There is a university level committee formed by faculty and staff from different schools to review the strategic plan and its progress on a periodical basis. The university level strategic plan is cascaded down to different schools to set up their own strategic plans. For the SEM, the key objectives are clearly defined.
Categories: Approach
Verified: This Strength was verified on site.

**Criterion 3.5**
Each program has its own Advisory Council which is heavily involved in curriculum development, serves as guest speakers, lecturers, and internship providers. Advisory Council members consider the involvement to be win-win, not only providing the students opportunity to learn industry relevant experience, but to apply what they learn in the classroom directly in the workplace. They bridge their skill gap upon graduation and prepare them for the real-world experience, which in turn increased their employee retention.
All SEM students have the opportunity to attend internship at different levels through their program based upon their major. Students write internship journals and daily reflection to professor for feedback and design the next step internship plans.
Categories: Approach, Deployment, Results, Improvements
Verified: This Strength was verified on site.

**Criterion 3.7**
The SEM has a strong advantage in determining student and key stakeholder satisfaction. The education system of Zhejian Provence, to which the NBUT belongs, established a comprehensive data collection system. The system tracks, collects, and compares major stakeholders' (students, alumni, employers, etc.) satisfaction and other related data. The results are returned to the universities as a report ranking each program in regard to each area of the surveys. The SEM then utilizes the results from the report for continuous improvement.
Categories: Approach, Deployment, Results, Improvements
Verified: This Strength was verified on site.

**Criterion 4.1**
The SEM has a comprehensive and systematic process for evaluating programmatic outcomes for all five programs. All five programs have clearly stated learning outcomes and share 4 out of the five outcomes. The 5th outcome is unique for each of the program. Three data points have been collected from Spring 2018 to Spring 2019, trend analysis was analyzed, and results are posted on the website. BCTST-N is chosen as external learning outcomes assessment and benchmarking.
Categories: Approach, Deployment, Results, Improvements
Verified: This Strength was verified on site.

**Criterion 4.4**
Students are outperforming other ACBSP universities in many major areas through the external benchmarking service. Formative assessment is conducted through shared courses across program to ensure the key competencies are mastered through the shared courses at the programmatic level.

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

**Criterion 5.2**
The SEM demonstrated strong commitment to match its faculty composition to its program objectives. The Faculty body is composed of 100% full-timers. Over 52% of current faculty members have terminal degrees. Other than recruiting, the SEM dedicated strong resources and support for current members' continuous professional development. The percentage of academically qualified faculty is in the up-trend.

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

**Criterion 5.8**
The SEM provides strong support to its faculty and staff’s professional development. As a result, faculty of the SEM are all actively involved in professional and scholarly activities.

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

**Criterion 6.2.1**
The University and the SEM have strong educational support services in place. This includes facilities, equipment, state of art library and labs, advising and counseling services. The students also have online resources, including access to course materials, registration, and other information. This is very unique in China.

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

**Criterion 6.3.7**
The University demonstrated strong commitment in improving the enrollment management processes by designating special personnel and resources. A proactive early warning system is set in place. Both administrators and faculty are involved in the processes. The high retention and graduation rates reflect these efforts.

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

**Opportunities for Improvement (OFI)**

(10)

**Criterion 1.2**
The self-study addressed the SEM's impact on internal society/stakeholders, such as the University, the students, faculty, and alumni. It is an opportunity for the SEM to improve its processes to address, measure, and report its impact on the external society. The full picture of the SEM's impact on both internal and external society will help the SEM's continuous improvement in program development, stakeholders satisfaction, and much more.

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

**Criterion 2.2**
The SEM has the opportunity to develop a more systematic approach to seek for the feedback of the key stakeholders, engage them, and keep them informed on how the strategic plan is formed, implemented, and reviewed on whether it stays on a regular basis.

Though the 8 objectives of the strategic plan are clearly laid out, measures are made and reviewed at the leadership level, Dean reports to the Strategic Planning Department at the university level annually, and review some items with the college level planning committee from time to time. However, there was no systematic approach in setting up the timetable on how to get to the goals, reporting on where each the objective stands, what decision/changes are made, and whether the plan is staying on track in the continuous improvement process.

Asked for the current status of the 8 objectives, it's not currently available. The SEM would provide a summary in the response when receiving the site visit report.

Categories: Approach, Deployment, Results, Improvements
Criterion 3.2
Although the SEM has a process in place to gather relevant information from students and stakeholders, it has an improvement opportunity for the School to systematically document and track the ongoing usage of the information collected from students and major stakeholders in the School's continuous improvement effort.
Categories: Results, Improvements
Verified: This OFI was verified on site.

Criterion 3.3
Although the SEM has a process to periodically review listening and learning methods (the site visit team was able to gather the relevant information via interviews and document reviewing), the self-study didn't describe its periodic review processes pertinent to this criterion. The SEM has an opportunity to provide this information while responding the site visit team's report.
Categories: Approach
Verified: This OFI was verified on site.

Criterion 4.1
Formative learning outcome assessment and data are collected and analyzed through only the shared program learning outcomes (outcome 1 through 4). Only summative data is collected for the program specific outcome (outcome 5). The SEM has the opportunity to dis-aggregate data for program so that specific data can be provided in each of the five programs to identify the collective actions, instead of only knowing the average across the board.
Categories: Approach, Deployment, Results, Improvements
Verified: This OFI was verified on site.

Criterion 4.4
For PSLO5, many matrix indicators are below 70%, the bar set in the performance criteria. There were some of the ad hoc actions taken after seeing the results after the data collection at each data point. There was no systematic approach to utilize the analysis results and take data driven decision. The results showed some of the improvements were made for the following quarter in some of the areas but dropped for the following data point. Most recently, each one of areas does not meet the bar; corrective action is to provide a five-page study guide for the item with the lowest score. The business unit has the opportunity to closely track the effect of this strategy after adoption and document the continuous improvement process.
Categories: Approach, Deployment, Results, Improvements
Verified: This OFI was verified on site.

Criterion 5.3
In the Chinese job market, higher education institutions do not require faculty candidates to provide their transcripts. The credentials are determined by the degree earned, research achievement, and industry background. But, historically, ACSBP’s standards require a minimum of fifteen (15) graduate credit hours in the discipline in which she/he is teaching to be academically qualified. To be in sync with the ACBSP common practice, the SEM has an opportunity to be the first one in China to adopt/require transcript in faculty members' credential evaluation.
Categories: Approach, Deployment, Improvements
Verified: This OFI was verified on site.

Criterion 6.1.4
The weight of general education in the business and related programs at SEM is presented to be lower than ACBSP’s common standard. However, the site visit team learned the following:
The Ministry of Education has certain guideline for curriculum design of general education.
The curricula at the SEM also include general electives. Including general electives would have raised the percentage of general education to close to ACBSP’s 40% requirement.
The site visit team suggests that the SEM consider these elements in presenting the rationale for the differences while responding to the site-visit report.
Categories: Results
Verified: This OFI was verified on site.
The SEM has an opportunity for improvement to provide detailed records of student learning outcomes to
demonstrate that the general education coverage is sufficient and supports its mission and program objectives,
despite the difference from the ACBSP standard.
Categories: Results
Verified: This OFI was verified on site.
**Criterion 6.3.6**
The self-study reported the enrollment management results of the SEM in an aggregated format. The SEM has an
opportunity to improve its reporting in a program specific format.
Categories: Results
Verified: This OFI was verified on site.
The business programs meet the overall requirements of the six ACBSP standards. **Note on Criterion 3:** While
the SEM has a process in place for gathering information from stakeholders, it needs to complete the process by
documenting how this information is reviewed and utilized for continuous improvement. **Note on Criterion 4.4:**
The PSLO matrix indicators with the 70% threshold provide the expected performance results. It is a good start by
providing the study guides. The SEM now has an opportunity to improve the process by completing the loop and
by providing at least three data points for trend analysis. **Note on Criterion 5.3:** The SEM needs to complete the
process of obtaining the best possible confirmation of degrees and transcripts for all of the faculty members. In
cases where originals are not possible, then alternative confirmation policies should be established and
documented.

The following business programs at Ningbo University of Technology are accredited by the Accreditation
Council for Business Schools and Programs:
Bachelor of Economics in International Economics and Trade
Bachelor of Management in Accounting
Bachelor of Management in International Business
Bachelor of Management in Logistics Management
Bachelor of Management in Marketing

**Rafik Hariri University (Beirut, Lebanon)**

Full Accreditation granted with improvement opportunities in the following standards and criteria: **Note on
Criterion 4.2.**
Basis for final decision: Strengths

**Organizational Description**
Being a small college in a small university, the college operates in a relatively flat, informal and non-bureaucratic
organizational context. Cooperation, collective decision making, caring for students, pursuit of quality and focus
on results are dominant characteristics of the organisational context and culture of the college. The small size of
the college allows for functioning and operating within an environment where faculty members branch out of the
traditional roles they have; change is initiated, planned and implemented relatively rapidly and without having to
overcome many bureaucratic hurdles.
Categories: Approach, Deployment, Improvements
Verified: This Strength was verified on site.

One of CBA's main partnering relationships is its long-standing relationship with its COOP partners, which are local
organizations that host their graduating students during their COOP training term. Alumni’s have expressed great
satisfaction and beneficial learning experience by partaking in this COOP program and they believe along with the
CBA CAC committee members that this is one of a kind at Lebanon which creates a competitive advantage for
CBA.
Categories: Approach, Deployment
Verified: This Strength was verified on site.
**Standard 1: Leadership**
The business unit is led by the Dean, Dr. Jamil Hammoud along with chairpersons reporting to him. Dr. Hammoud is an able and highly competent leader who truly believes in excellence in education. He 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.

**Standard 2: Strategic Planning**
The strategic directions laid down by RHU has been followed by the business unit and they have adopted a formal strategic planning process by integrating the inputs from its key stakeholders. The strategic plan is further supported by the President, BOT and other high officials and is supported by the respective action plans. The institution showed commitment to provide sufficient financial, physical and faculty resources to successfully implement the strategic plan.

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

**Criterion 3.2**
The CBA effectively utilizes the employer feedback from its structured 8-week long required internship program called COOP and community engagement partner survey of its required community service projects as listening methods of the expectations and requirements of the community and industry. Both the experiential (internship-COOP) and service-learning (Community Engagement Experience) graduation requirements provide a coveted opportunity for the students to prepare for their professional careers and dialogue with the alumni and students validated this fact. A significant proportion (34%) of CBA graduates is offered full-time employment while still engaged in their COOP program. In addition, the CBA faculty shared this expectation of community outreach/external engagement as one of their primary responsibilities along with teaching, advisement, curriculum management, assessment and accreditation, research, and student recruitment. Faculty voices are also heard using multiple listening methods such as biweekly college meetings, annual faculty satisfaction surveys, and annual mini-retreats.

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

**Criterion 3.3**
The evidence of a systematic process for the CBA’s strives for fact-based, systematic evaluation and improvement and organizational learning with demonstrated attempt for refinement and innovation through reviewing listening and learning methods has been reflected in the annual Continuous Improvement Process (CIP) meeting minutes. The CBA faculty members were found to be actively engaged in discussing avenues for improving quality with the appropriate feedback on student learning performance, maintaining programmatic rigor, and effectiveness of deployed listening and learning methods such as student exit survey, student course evaluations, shared governance practice, industry advisory council, and other means of communicating with the stakeholders.

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

**Criterion 4.1**
All programs have learning goals for skills and knowledge, and there are multiple formative and summative assessments for each program. There are internal and external assessment methods for each program.

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

**Criterion 5.1**
The CBA has a human resource plan that provides a foundation of improving the quality of faculty in the program. Categories: Approach, Deployment, Results
Verified: This Strength was verified on site.

Criterion 5.6
The CBA has a robust faculty evaluation system that address multiple measures for teaching, research, and service. This system provides faculty with an opportunity to recommend improvements to the system. Categories: Approach, Deployment, Results, Improvements
Verified: This Strength was verified on site.

Criterion 6.1.1
The RHU University Academic and Curriculum Committee (UACC) provides a systematic mechanism for reviewing and revising the curricula; it is responsible for maintaining the currency of its programmatic offerings, initiating and coordinating periodic reviews of academic programs and recommend major changes as needed to meet accreditation standards and integrate contemporary practices, monitoring developments pertinent to higher education and teaching and learning practices for the purpose of establishing benchmarks, key success factors, best practices, and minimum standards. CBA aspires to be recognized as a premier innovative institution of business education in the MENA region and its core values include achieving excellence through innovation and the pursuit of continuous improvement and innovation. Categories: Approach, Deployment, Results
Verified: This Strength was verified on site.

Criterion 6.3.5
An effective, systematic approach, responsive to the requirements of recruitment, admission, and retention, is evident. The approach is well integrated across the campus with the mission of providing a holistic, stimulating educational experience to the students. Categories: Approach, Deployment
Verified: This Strength was verified on site.

Opportunities for Improvement (OFI)

Criterion 1.2
The CBA’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 CBA has a well developed and sophisticated approach to strategic planning, tools and techniques to assist in the full deployment of the process can be more systematic. The development and deployment of tools to assist with the full implementation of the strategic planning process could be helpful to the business unit in realizing the full potential of its strategic planning process. Categories: Approach, Deployment, Improvements
Verified: This OFI was verified on site.

Criterion 3.2
There is an opportunity for improvement by identifying high school students as a critical stakeholder segment, so that better target market intelligence can be gathered. Understanding the expectations and requirements of this crucial market segment will enable the college to develop an effective strategic marketing and enrollment management plan for the incoming undergraduate class. Categories: Approach

Criterion 4.1
The Employability student learning goal is too broad to effectively evaluate the accomplishment of the goal. Since the focus of the direct assessment relates to oral and written communication, the CBA might improve its ability to evaluate this learning goal if the student learning goal was changed to reflect communication skills, which is one of many employability goals. The refinement of this student learning goal and its assessment approach might enhance the ability of the CBA to improve student learning.

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

Criterion 4.2
The rubrics for assessment rely upon the grades on assignments for the determination of student learning goal achievement. The CBA might improve the effectiveness of the assessment system if rubrics that address learning competencies were used to assess student learning, which might then be used for grade determination. This change in approach might provide the CBA will more valuable disaggregated data, which might improve the ability of the CBA to identify areas of student learning that needs to be improved. The utilization of grades or other aggregate data impairs the ability of the CBA to determine the source of performance that does not meet expectations.

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

Criterion 5.3
The CBA is using a few faculty to teach courses for which they are not academically or professionally qualified. A change in the deployment will increase the percentage of courses taught by academically and professionally qualified faculty. This redeployment of faculty might improve the quality of instruction, which might improve student learning.

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

Criterion 5.8
The CBA may benefit by having scholarly and professional activities for all faculty. The availability of this information may assist the CBA in deploying faculty and may assist the CBA in ensuring that faculty continue to remain academically or professionally qualified in their teaching fields and remain current in their knowledge of their teaching fields. This might improve faculty deployment, which might result in an improvement in student learning.

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

Criterion 6.1.1
There is an opportunity for improvement by ensuring that the institution maintains a practice of frequent program reviews. This process of conducting program reviews at a fixed cycle will enable the institution to preserve the currency and relevance of its programmatic offering given the state of flux of the current higher education landscape. The advent of the digital era of the economy will require closer attention to the evolving digital literacy and digital analytics decision making competency of business graduates.

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

Criterion 6.1.3
The common body of knowledge covered in the CBA undergraduate degree program currently lacks either a required Business Policy course or a comprehensive or integrating experience that enables a student to demonstrate the capacity to synthesize and apply knowledge and skills from an organizational perspective. The current capstone course titled "Integrative Learning Project" (BADM 495) fails to provide such an integrative experience in the BBA (Accounting, Business Information Technology Management, Finance and Banking, Human Resources Management, Management, and Marketing) and BBA (Marketing and Advertising) programs.

Categories: Approach, Deployment
Verified: This OFI was verified on site.
The business programs meet the overall requirements of the six ACBSP standards. **Note on Criterion 4.2:** To identify trends, the business program should report, at a minimum, three successive sets of periodic assessment results and not use course grades or grade point averages. Currently rubrics used for assessment rely upon the grades on assignments for the determination of student learning goal achievement. In addition, CBA plans to survey college alumni about employment, graduate enrollment, and certification. The survey is a good initiative, but does not measure learning outcome competencies and is better suited for Standard 3 for measuring stakeholder satisfaction. These changes in approach might provide the CBA with more valuable data to identify areas to improve student learning.

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

- Bachelor of Business Administration in Accounting (BACC)
- Bachelor of Business Administration in Business Information Technology Management (BITM)
- Bachelor of Business Administration in Finance and Banking (BFIN)
- Bachelor of Business Administration in Human Resources Management (BHRM)
- Bachelor of Business Administration in Management (BMGT)
- Bachelor of Business Administration in Marketing (BMKT)
- Bachelor of Business Administration in Marketing and Advertising (BMKA)
- Minor in Business Administration
- Master of Business Administration in General Business Management
- Master of Business Administration in Oil and Gas Management

**Regis College (Weston, MA, USA)**

Full Accreditation granted with improvement opportunities in the following standards and criteria: Notes on Criteria 4.3 & 6.1.3.

**Basis for final decision:** Strengths

**Criterion 1.2**
The mission of the institution is deeply embedded in all aspects of the institution and was clearly demonstrated to the team.
*Categories: Approach, Results*
*Verified: This Strength was verified on site.*

**Criterion 2.1**
The business unit has a process by which it determines strategic direction. The process includes gathering data from key offices, discussion in the administrative council and a process for implementation. The faculty have a key role in the strategic planning process.
*Categories: Approach, Deployment*
*Verified: This Strength was verified on site.*

**Criterion 3.1**
The business unit has targeted under served groups like veterans and minority groups which demonstrate that the organization has strategically considered demographic trends impacting higher education in the future.

*Categories: Approach, Deployment, Results, Improvements*
The business unit has a system that identifies the student segments in its educational programs and other key stakeholders of its business programs. The organization has defined a target student segment, helping align its program offerings to match requirements and expectations of current and future students.

Categories: Approach

**Criterion 3.3**
The business unit has taken stakeholder feedback to make continuous improvement. For example, the university initiated additional informal sources of information-gathering from students, including "Doughnuts with the Dean" and student drop-in hours for the Dean's office.

Categories: Approach, Deployment, Results

Verified: This Strength was verified on site.

**Criterion 5.3**
The composition of faculty includes academic credentials and business/professional experience to ensure appropriate emphasis on both business theory and practice to meet the programs objectives. The percentage of undergraduate hours taught by academically qualified faculty appears to be 66% for during the self study year.

Categories: Results

Verified: This Strength was verified on site.

**Criterion 6.1.1**
As a requirement for graduation, students complete at least one internship, with many students completing more.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

**Criterion 6.1.4**
The business unit has established a curriculum design which provides breadth and depth beyond the Common Professional Component through advanced and specialized business courses and general education.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

**Criterion 6.2.2**
The business unit identified retention and time to graduation as operational opportunities. The unit responded to this observation by adding academic coaches as advisors for first year and supplementing the course schedule with online options.

Categories: Approach, Deployment, Results, Improvements

Verified: This Strength was verified on site.

Opportunities for Improvement (OFI)

(7)

**Criterion 3.3**
Although the business unit has identified a method to listen to alumni, developing a specific and consistent time for engagement would be beneficial. The last alumni survey was in 2011. During a site visit, several alumni mentioned they would be willing to assist the business unit if asked.

Categories: Approach, Deployment, Results, Improvements

Verified: This OFI was verified on site.

**Criterion 4.1**
One of the program outcomes is assessed in the internship. The internship site evaluation form is a qualitative measure of the student's performance that is translated into a quantitative measure of how well the student met the PO. There is an opportunity to assess this outcome in a more direct and quantitative way.

Categories: Approach, Deployment, Results

Verified: This OFI was verified on site.

**Criterion 4.3**
There is an opportunity for the business unit to incorporate a system of external benchmarking, such as incorporating a Peregrine exam. The Gallup Future Builders Challenge (mentioned in the report and in
conversations with the Dean) would also provide an opportunity for external benchmarking and stakeholder feedback.

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

**Criterion 5.1**
The business unit has the opportunity to align a human resources strategic plan as part of its overall strategic plan.
Categories: Approach
Verified: This OFI was verified on site.

**Criterion 5.7**
Although faculty can submit for centralized professional development funding through a college grant process, there is an opportunity for the business unit to provide adequate funding for faculty professional development.
Categories: Deployment
Verified: This OFI was verified on site.

**Criterion 6.2.1**
There is an opportunity to serve students in the business unit by providing additional support services and career preparation through industry specific software, such as MS Project and MicroSoft Dynamic. Students with whom we met also requested a Finance lab and a space for business students meet and collaborate with each other.
Categories: Deployment
Verified: This OFI was verified on site.

**Criterion 6.2.2**
While meeting with students, the team learned that students are concerned with the lack of brand recognition for undergraduate programs in the business unit. There is an opportunity for the business unit to place intentional focus on the undergraduate business brand.
Categories: Approach, Improvements
Verified: This OFI was verified on site.

The business programs meet the overall requirements of the six ACBSP standards. **Note on Criterion 4.3:** There is an opportunity for the business unit to incorporate a system of external benchmarking, such as incorporating a Peregrine exam. The Gallup Future Builders Challenge (mentioned in the report and in conversations with the Dean) would also provide an opportunity for external benchmarking and stakeholder feedback. **Note on Criterion 6.1.3:** There is an opportunity when addressing the Common Professional Core to clarify the competencies embedded in each course. Clarification, through detailed explanation of related learning outcomes or assignments, is needed as to how each competency is met in disparate courses.

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

Bachelor of Arts in Global Business Management

**Shanghai Business School (Shanghai, China)**

Full Accreditation granted with improvement opportunities in the following standards and criteria: **Note on Criterion 6.1.7.**

**Organizational Description**
The Shanghai Business School has a clear approach to its mission of having an industry-orientation by conducting research projects and develop its discipline structure to meet industry needs; knowledge application by application research and multiple partnership projects; internationalization through international accreditations.
and international recruitment; and informatization through actively building an informative and intelligent
campus education environment.
Categories: Approach, Deployment
Verified: This Strength was verified on site.

**Standard 1: Leadership**
The visiting team found that there was a very strong structure for managing the business units under the
university administrative team. In addition, there is a very strong shared governance process as evidenced by the
six strategic planning committees and the faculty's ability to engage in all aspects of quality improvement at SBS.
The team also found a culture of systematic assessment and quality improvement.
Categories: Approach, Deployment
Verified: This Strength was verified on site.

**Criterion 3.2**
Programs at SBS have identified multiple constituents and have multiple mechanisms to obtain feedback from
these groups. The programs at SBS have used feedback from their business community constituents to make
improvements in curriculum design, classroom and lab support, and have integrated business practitioners into
their classroom instruction. SBS engages with industry constituents throughout the educational process from
helping to screen students for programs, engaging in curriculum planning, and providing modified cases from their
businesses which are incorporated into the classroom.
Categories: Approach, Deployment, Results, Improvements
Verified: This Strength was verified on site.

**Criterion 3.6**
SBS has systems to obtain systematic feedback from multiple constituents. This includes a SBS app used by
students to provide feedback on services and course programs. The president has open office hours for student
and faculty feedback. Alumni are highly engaged with programs, faculty, and current students. The faculty are
meeting with business constituents consistently to engage in program improvement.
Categories: Approach, Deployment
Verified: This Strength was verified on site.

**Criterion 4.3**
SBS has multiple measures for comparative information as evidenced by standardized national exams, course
simulations results, and student international competition placement.
Categories: Approach, Deployment, Results
Verified: This Strength was verified on site.

**Criterion 4.4**
SBS has used ACBSP's processes to describe specific improvements it has made to its programs based on
information obtained from its learning outcomes assessment results for a minimum of three improvement cycles.
There is a strong systematic approach in which the faculty at the program level use multiple sources of data
(student feedback, constituency feedback, program results, etc.). Continuous improvement includes faculty
working with the assessment committee, the curriculum committee, the community engagement committee, and
the SBS quality assurance office.
Categories: Approach, Deployment, Results, Improvements
Verified: This Strength was verified on site.

**Criterion 5.2**
SBS has a well developed human resource management process including policies for recruiting, training,
observing, evaluating, and developing faculty for these delivery systems.
Categories: Approach, Deployment
Verified: This Strength was verified on site.
SBS has documented clear training and mentoring for new faculty to ensure their preparation prior to entering a
classroom. There is a six month training and orientation for new faculty on teaching pedagogy.
Categories: Approach
Verified: This Strength was verified on site.
Criterion 5.4
SBS includes industry practitioners in the instructional process as team teachers who work with academically qualified faculty. The industry practitioners providing curriculum feedback, assess student work including thesis, internships, and coursework.
Categories: Approach, Deployment
Verified: This Strength was verified on site.

Criterion 5.6
SBS has a well designed system for faculty evaluations. This includes required student course feedback, academic leaders (including the president) perform classroom observations, peer reviews, and retired faculty from other universities to engage in classroom evaluations. If faculty do not have favorable evaluations, there are several ways to help faculty improve. This includes meeting with the faculty, additional full time training, and mentoring.
Categories: Approach, Deployment, Results, Improvements
Verified: This Strength was verified on site.

Criterion 6.1.1
SBS uses multiple constituency input in their curriculum design. This includes students, the business community, faculty, and alumni. This is a systematic evaluation and change process which occurs every semester or every year.
Categories: Approach, Deployment, Results, Improvements
Verified: This Strength was verified on site.

Opportunities for Improvement (OFI)
(2)

Criterion 2.2
ACBSP requires under Criterion 2.2.a. and 2.2.b. that strategic action plans should address both short-term and long-term objectives and the business unit shall have established performance measures for tracking progress relative to strategic action plans.
ACBSP accredits specific programs. At the program level, it is unclear how SBS is documenting the strategic planning process, measuring program short and long term performance and how these results reflect back on further strategic planning.
Categories: Approach, Deployment, Results
Verified: This OFI was verified on site.

Criterion 4.1
Criterion 4.1 requires that the business unit has a learning outcomes assessment program with learning objectives for each program. While SBS has stated goals and assessment plans, it has an opportunity to design their programs goals in a way that more clearly lead to measurable outcomes that reflect a hierarchy of learning goals (i.e. Bloom's taxonomy or something similar).
Categories: Approach, Deployment
Verified: This OFI was verified on site.

The business programs meet the overall requirements for the six ACBSP standards. Note on Criterion 6.1.7: SBS has provided a written narrative, but lacks indicators and figures related to evaluations, enrollment/participation, attendance rates, etc. Criterion 6.1.7 requires that programs report and explain their methods and processes for program evaluation. While SBS has explained the process, they should report on indicators which could include such measures as: enrollment and participation figures, student evaluations of courses and instructors, success/completion rates, attendance rates, dropout rates, complaints, student feedback, and observations by school and/or program leaders.

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

Bachelor of Management in Business Administration
Bachelor of Management in Marketing
Bachelor of Management in Hospitality Management
Bachelor of Management in E-Commerce

**Universidad Autonoma de Bucaramanga (Bucaramanga, Colombia)**

Full Accreditation granted with improvement opportunities in the following standards and criteria: Notes on Criteria 3.4, 5.3 & 5.8.

**Basis for final decision: Strengths**
(12)

**Criterion 1.2**
The UNAB has processes for compliance with highly developed laws and regulations, which have been systematically perfected due to the implementation of the national quality system in which they have been re-accredited in three consecutive occasions, allowing continuous monitoring and improvement as an update to comply with the required national laws and education standards and now enriching them with the ACBSP standards.

*Categories: Approach, Deployment, Results, Improvements*

*Verified: This Strength was verified on site.*

**Standard 2: Strategic Planning**
The University has a defined strategic planning process that allows the fulfillment of the requirements of the programs and of the students through monitoring the evaluation and measurement system of the KPIs with their balanced score card.

*Categories: Approach, Deployment, Results*

*Verified: This Strength was verified on site.*

**Criterion 2.1**
The UNAB has a well-defined strategy planning process supported by a history of previous strategic plans as evidenced on the visit site. They have been improved through external consultancies to optimize their development with new exploration techniques to identify the requirements of students and programs as well as society.

*Categories: Approach, Deployment, Results, Improvements*

*Verified: This Strength was verified on site.*

**Criterion 2.2**
The leadership of the business unit has implemented new ways of communicating strategic objectives and action plans to teachers, staff, and students through digital applications to promote knowledge of strategies and actions which meet the challenges posed by the institution.

*Categories: Approach*

*Verified: This Strength was verified on site.*

**Criterion 3.2**
They also have an active listening method through the website called PQRSF for its Spanish acronym for Petitions, Complaints, Suggestions, and Congratulations where it is documented how to manage the information received, how to respond. [https://www.unab.edu.co/pqrsf](https://www.unab.edu.co/pqrsf)

*Categories: Approach, Deployment*

*Verified: This Strength was verified on site.*

**Standard 4: Measurement and Analysis of Student Learning and Performance**

UNAB has developed and implemented a comprehensive system that covers the measurement of skills of its students, with the participation of teachers, managers, and specialists.

*Recommended this standard how The Best in the class.*

*Categories: Approach, Deployment, Results, Improvements*

*Verified: This Strength was verified on site.*
Criterion 4.1
They have a plan for measuring learning with clear and detailed objectives of each program.
Categories: Approach, Deployment, Results, Improvements
Verified: This Strength was verified on site.

Criterion 5.2
UNAB has a human resources management process consistent with its strategic plan and that helps achieve the objectives of its curriculum efficiently.
Categories: Approach, Deployment, Results
Verified: This Strength was verified on site.

Criterion 5.4
UNAB shows a balanced and sufficient composition of the faculty that participates in academic programs, which allows them to achieve educational objectives. This composition of professors allows a balanced attention of the academic and administrative processes, the link with the industry, and the attention to the students.
Categories: Approach, Deployment, Results
Verified: This Strength was verified on site.

Criterion 5.6
The 360 degree teacher evaluation system allows for an adequate perception of the teacher's activity to identify opportunities for improvement.
Categories: Deployment, Results, Improvements
Verified: This Strength was verified on site.

Criterion 5.7
The University has a specific training plan for each teacher. This plan indicates the courses, programs, and seminars that the professor must take within the university. This plan serves for the institution to schedule general training for teachers.
Categories: Deployment, Results
Verified: This Strength was verified on site.

Criterion 5.8
UNAB has three research groups recognized by COLCIENCIA with a grade of A (1) and B (2). COLCIENCIA is a state institution that promotes research in Colombia, with the allocation of funds for research. The incorporation of a teacher into a research group is voluntary.
Categories: Deployment
Verified: This Strength was verified on site.

Opportunities for Improvement (OFI)
(8)

Conditions of Accreditation
UNAB would benefit from showing the results of the programs with the inclusion of 3 to 5 results of the published data.
Categories: Approach, Deployment, Results
Verified: This OFI was verified on site.

Standard 2: Strategic Planning
UNAB has the opportunity to show its strategic planning process with an alignment of the main indicators to demonstrate their systematization. In the visit site we had the opportunity to audit the strategic planning process. The University has evidence that could be uploaded to the portal to respond this observation.
Categories: Approach, Deployment, Results
Verified: This OFI was verified on site.

Criterion 2.2
The UNAB has the opportunity to increase the participation of the different interest groups involved in the process of creating the strategic plan, specifically participation of entrepreneurs and graduates.
Categories: Approach, Deployment
Verified: This OFI was verified on site.

Criterion 3.3
UNAB would benefit from making reports of the surveys of face-to-face students and administrative staff that they have implemented in their faculty, showing detailed data to the support departments so that they can make improvement plans.
Categories: Approach
Verified: This OFI was verified on site.

Criterion 3.4
UNAB would benefit from having a formal process to use the information obtained from students and staff for purposes of planning educational programs, offerings, and services; marketing; process improvements; and the development of other services.
Categories: Approach
Verified: This OFI was verified on site.

Criterion 5.3
UNAB will benefit from increasing the number of hours taught by teachers with a doctoral degree, including at least 40 percent of the undergraduate credit hours in business.
Categories: Approach, Deployment
Verified: This OFI was verified on site.

Criterion 5.8
UNAB has the opportunity to promote research among its junior professors, incorporating them into research groups and assigning them an advisor.
Categories: Deployment
Verified: This OFI was verified on site.

Criterion 6.2.2
The dean can benefit from the model recently developed by the business administration program - dual mode.
Categories: Deployment, Results
Verified: This OFI was verified on site.

The business programs meet the overall requirements for the six ACBSP standards. Note on Criterion 3.4: UNAB would benefit by deploying a formal process to use the information obtained from students and staff for purposes of planning educational programs, offerings, and services; marketing; process improvements; and the development of other services. Note on Criterion 5.3: UNAB will benefit from increasing the number of hours taught by teachers with a doctoral degree, including at least 40 percent of the undergraduate credit hours in business. The proposed plan included in the University's response indicates a plan to work toward fulfilling the minimum requirements. The commission looks forward to your status report which fully complies with this requirement. Note on Criterion 5.8: UNAB has the opportunity to establish a process that promotes and monitors a rich, diverse, and comprehensive scholarship approach for all faculty members. The goal is to encourage and promote scholarship across the entire faculty.

The following business program at Universidad Autonoma de Bucaramanga is accredited by the Accreditation Council for Business Schools and Programs:

Administración de Empresas, Presencial
Administración de Empresas, dual
Contaduría Pública Presencial
Economía

Universidad de Piura – Campus Piura (Piura, Peru)

Full Accreditation granted with no notes or conditions.
Basis for final decision: The business programs meet the overall requirements for the six ACBSP standards.

The following business program at Universidad de Piura – Campus Piura is accredited by the Accreditation Council for Business Schools and Programs:

Business Administration  
Accounting and Auditing

Universidad Nacional Mayor de San Marcos – Facultad de Ciencias Contables (Lima, Peru)

Full Accreditation granted with improvement opportunities in the following standards and criteria: Notes on Overview Item III, and Criteria 4.1.3 and 5.3.  
Basis for final decision: Strengths

(8)

**Criterion 1.1**
The accounting unit’s leadership creates and monitor an environment that fosters social and community responsibility, as evidenced by the Volunteer Program dedicated to their undergraduate students to provide Social Services.  
Categories: Approach, Deployment, Results  
Verified: This Strength was verified on site.

**Criterion 2.2**
The strategic action plans of the accounting unit address both short and long term objectives. In addition, operational activities are monitored monthly and / or quarterly by an evaluation form and, at the end of the year, an annual operational report is delivered, in order to verify compliance with the Strategic Planning in a closing the loop process.  
Categories: Approach, Deployment, Results  
Verified: This Strength was verified on site.

**Criterion 3.1**
The accounting unit has a best in class delegation of students (Student Advisory Board) that participate in the accreditation process by providing support to the different areas such as planning, administration, student wellness, etc)  
Categories: Approach, Improvements  
Verified: This Strength was verified on site.

**Criterion 3.6**
The accounting units use a formal process to search for information, pursue common purposes, and receive complaints from students and interest groups. For example, meetings with students delegates, graduates surveys, and meeting, directors meetings with faculty and students, and meetings with employers among others.  
Categories: Approach, Deployment, Results, Improvements  
Verified: This Strength was verified on site.

**Criterion 4.1**
The accounting unit has implemented curricular maps showing the alignment of Student Learning Outcomes (SLOs) and course activities. Using a curricular map allows the accounting unit to: a) demonstrate the alignment between curriculum and a program’s SLOs, b) identify which courses contain learning experiences which help students achieve SLOs, c) show the extent to which SLOs are addressed, and d) specify which courses contain/include/have assessments of SLOs.  
Categories: Approach, Improvements  
Verified: This Strength was verified on site.

**Criterion 4.4**
The accounting unit presented evidence of the use of internal data, actions are taken, and proper followed-up for all the accounting programs under review. During the site visit, it was evident that results are discussed with
faculty members and appropriate changes are implemented. This process provides a continuous assessment of outcomes, the involvement of all faculty members, and the improvement of educational processes.

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

**Criterion 5.1**
The accounting unit has a Human Resource Plan that includes development for staff, administrators and faculty members. The plan that supports its strategic plan, it considers the development of the professors, staff, and research, the strategic actions are followed through a platform by projects with timelines, resources, and assigned people. For example, the accounting unit office has implemented a plan to help current faculty members to complete their doctoral studies by offering course reductions and mentoring for dissertations.
Categories: Approach, Deployment, Improvements
Verified: This Strength was verified on site.

**Criterion 6.2.1**
The accounting unit has a best in class tutoring program in place to support student learning. All courses offered in the business unit have an assigned faculty member as tutor in addition to the faculty instructor.
Categories: Approach, Deployment, Results, Improvements
Verified: This Strength was verified on site.

**Opportunities for Improvement (OFI)**
(4)

**Criterion 4.1**
While the accounting unit has identified six goals for each one of the three undergraduate programs under review, there is an opportunity to use direct external formative or summative measures to assess student learning outcomes (SLOs). A well-designed learning outcomes assessment plan will allow the accounting unit to measure, analyze, and track results in a timely manner as well as to identify strengths and opportunities for improvements.
Categories: Approach, Improvements
Verified: This OFI was verified on site.

**Criterion 4.3**
While the accounting unit uses internal comparative data, there is an opportunity to develop comparative information and data both over time and with respect to benchmarks and intended outcomes, and to include in the assessment plan comparative information and use of benchmarking (comparing to best practices) or comparison (comparing with other business schools or programs from other institutions) information and data to improve overall performance.
Categories: Approach, Improvements
Verified: This OFI was verified on site.

**Criterion 5.3**
The accounting unit do not meet the historically acceptable ACBSP criteria of 40 percent of the undergraduate credit hours in business taught by academically qualified faculty. Currently, the undergraduate AQ coverage is 29%. Hiring additional faculty who are academically qualified may ensure that appropriate emphasis is placed on business theory and practice to meet business unit program objectives. In addition, the accounting unit should present its rationale for the historically accepted faculty input level differences, and provide detailed records of student learning outcomes to demonstrate that your faculty composition supports your mission and program objectives. A fully developed rationale based on student learning outcomes supporting the scholar-practitioner model could show a more fully implemented composition process.
Categories: Results, Improvements
Verified: This OFI was verified on site.

**Criterion 5.8**
The accounting unit has an opportunity to categorize the research activities according to the classification determined by ACBSP (Boyer Model), and promote the professional and academic activities in various forums and academic congresses in order to increase the external community participation. In addition, an opportunity
The business programs meet the overall requirements of the six ACBSP standards. **Note on Overview Item III**

**Public Information:** The Institution should provide Public Information such as graduation rates, retention rates, and other such valuable information as identified in the ACBSP Standards so that stakeholders may make informed decisions. The Public Information items for section g item 1 were not found. While this may not be customary in their local, it is an ACBSP standard that should be upheld. I move that a condition be added. **Note on Criterion 4.1.3:** The institution has added a table with two data points that provide an external view from employers. Since this is a survey, it only measures some and may not accurately measure most students, so a comprehensive measure prior to graduation may be used. Licensure rates or normed measures may be employed. **Note on Criterion 5.3:** San Marcos operates in a manner consistent with its environment. However, it is important to continuously improve toward the ACBSP standard of 40% academically qualified faculty.

The following business programs at Universidad Nacional Mayor de San Marcos - Facultad de Ciencias Contables are accredited by the Accreditation Council for Business Schools and Programs:

- E.P Contabilidad
- E.P Gestion Tributaria
- E.P Auditoria Empresarial y del Sector Público

**University of Alaska Southeast** *(Juneau, AK, USA)*

Conditional Accreditation granted with improvement opportunities in the following standards and criteria: Condition on Standard 3, and a Note on Criterion 5.3.

Basis for final decision: **Strengths**  
(10)  
**Organizational Charts**

Although no longer a separate school, the business programs continue to move forward and remain vibrant in offering online programs.  
**Categories:** Results  
**Criterion 1.2**

Administrators and faculty in the business unit have created an environment that fosters and requires legal and ethical behavior through systematic processes. This is evidenced by the required annual Title IX training as well as the establishment of the Center for Learning and Teaching and the Chancellor’s Advisory Committee on Equity and Cultural Safety. In addition to this, the institution has implemented a confidential and anonymous “Make the Right Call” hotline to report critical concerns. This environment is reinforced through the use of a student code of conduct and clear and consistent communication to students and faculty stakeholders of the plagiarism policy and the use of SafeAssign plagiarism checking software.  
**Categories:** Approach, Deployment, Results, Improvements  
**Verified:** This Strength was verified on site.  
**Criterion 3.1**

The business unit provides educational opportunities to diverse, remote and potentially underserved populations.  
**Categories:** Approach, Deployment, Results  
**Verified:** This Strength was verified on site.  
**Criterion 3.6**

The business unit student advisors are viewed as an asset to the unit, as students identified them as an excellent resource to help students navigate any issue.
Categories: Deployment
Verified: This Strength was verified on site.

**Criterion 4.1**
The business unit has identified learning outcomes for each program.
Categories: Approach

**Criterion 4.3**
Appendix M may be a good example of how to best use the Peregrine results to identify areas for improvement across other topic areas.
Categories: Results
Verified: This Strength was verified on site.

**Criterion 5.2**
The institution provides an effective, systematic approach to offering faculty numerous opportunities to access financial resources in pursuit of faculty development, research, and presentations. These opportunities show a commitment to faculty development and research objectives.
Categories: Approach, Deployment, Results, Improvements
Verified: This Strength was verified on site.

**Criterion 6.1.3**
The courses within the business programs serve to meet the Common Professional Component (CPC).
Categories: Deployment, Results
Verified: This Strength was verified on site.

**Criterion 6.1.4**
The business programs offer great opportunities for students to build electives into programs of study.
Categories: Approach, Deployment
Verified: This Strength was verified on site.

**Criterion 6.3.1**
Effective admissions policies are utilized to help attract and retain students in the business programs.
Categories: Deployment
Verified: This Strength was verified on site.

Opportunities for Improvement (OFI)

(9)

**Conditions of Accreditation**
The business program could have a clearly defined website that provides pertinent information on faculty qualifications, placement, graduation rates, and other data significant to stakeholders.
Categories: Approach, Deployment
Verified: This OFI was verified on site.

**Criterion 1.1**
While 1.1b indicates that key performance indicators include retention and institutional surveys, it is unclear how these instruments are used to review performance and capabilities or the business unit’s ability to address its changing needs. The business unit may benefit from the evaluation of these key performance indicators.
Categories: Deployment, Results, Improvements
Verified: This OFI was verified on site.

**Criterion 3.8**
The business unit could benefit from clearly presented source data used by the business unit to understand and respond to the student and stakeholder needs.

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

**Criterion 4.2**
The business unit could benefit from presenting the trends in the format provided by ACBSP in Figure 4.2 to include three to five consecutive sets of assessment results.
Criterion 5.1
While background information and general planning processes are provided in 5.1a, an opportunity exists to clarify what the business unit’s human resource plan is. Even though there is a current hiring freeze, the business unit may benefit from a fully documented human resource plan based on specific criteria such as enrollment trends, retention rates, graduation rates, new program demand, etc.

Criterion 5.3
While rationale for low Academically Qualified ratios includes that two faculty are on track to complete their doctorate to improve the ratios, the business unit may benefit from increasing their Academically Qualified faculty to meet the 40% threshold.

Criterion 5.6
Although there is a documented approach for overall faculty evaluation at the institutional level through the Collective Bargaining Agreement, it is unclear if the business unit provides additional instruction and support to the faculty specific to their position, rank, and discipline for faculty evaluation purposes. The business unit may consider providing information, examples, samples, benchmarks, or mentoring for faculty within the context of their discipline appropriate for monitoring, evaluating, and developing faculty in their responsibilities.

Criterion 6.3.6
The business program has access to a large enrollment data report and could offer insight into how the report is used to the benefit of its programs.

Note on Criterion 5.3: While the percentage of academically qualified faculty does not meet the ACBSP expectation, the institution presented a plan for academic year for 2020-21 which is appropriate and will help increase the AQ past 40%.

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

- Associate of Applied Science, Accounting
- Associate of Applied Science, General
- Bachelor of Business Administration, Accounting
- Bachelor of Business Administration, Human Resources
- Bachelor of Business Administration, Management
- Bachelor of Business Administration, Management Information Systems
Decisions regarding reaffirmation of accreditation:

Angelo State University (San Angelo, TX, USA)

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

Basis for final decision: Strengths
(6)

Criterion 1.1
Interviews with faculty members revealed a high level of confidence with the dean and his demonstration of support for the students, faculty, and staff.
Categories: Approach
Verified: This Strength was verified on site.

Criterion 1.2
The dean initiated a review of the College's mission statement, including a vision statement and list of core values (it had not been done for several years before his appointment). A central part of this review and the subsequent update was the creation of the business unit's Code of Ethics. This Code established clear expectations of ethical and responsible behavior by all College faculty, administrators, staff, and students.
Categories: Improvements
Verified: This Strength was verified on site.

Criterion 2.1
The unit’s strategic plan lists specific action plans to help it achieve its goals. Those plans are actively tracked and evidence of improvements and positive results exists.
Categories: Results, Improvements
Verified: This Strength was verified on site.

Criterion 4.3
The business unit administers the MFT and achieves positive comparable results with peer universities in most majors. These results are shared with the faculty.
Categories: Approach, Results
Verified: This Strength was verified on site.

Criterion 5.1
The business unit has effective short-term hiring goals and analysis of the costs associated with them. The university's likely approval of moving to differential tuition for the business unit may further support the unit's HR plan.
Categories: Approach
Verified: This Strength was verified on site.

Criterion 6.2.1
The FolioTek software is "best in class", being fully deployed without significant weaknesses or gaps. Its use through all four years of the student's progress in the unit may significantly improve the students' job placement rates and career success.
Categories: Deployment
Verified: This Strength was verified on site.

Opportunities for Improvement (OFI)
(5)

Criterion 4.4
Since most of the business unit's program goals have been met, the unit may want to consider revising the targets or adding some new goals. This may strengthen their continuous improvement program.
Categories: Approach, Improvements
Verified: This OFI was verified on site.
Criterion 5.4
The business unit has seen significant enrollment growth recently. This has resulted in fairly large class sizes. Interviews with students and faculty suggest that lowering class sizes and increasing the number of sections could help with stakeholder satisfaction. Smaller class sizes may also support retention initiatives.
Categories: Approach
Verified: This OFI was verified on site.

Criterion 5.5
The business unit's standard instructor load is 15 credit hours/semester which is over the recommend ACBSP limit for full-time faculty members. This seems to be working well for the unit (e.g., faculty express satisfaction with the load and the essential faculty functions are being met), but the unit should regularly monitor this load to assure that the essential faculty functions continue to be met. This monitoring may be even more important if enrollment and class sizes continue to increase.
Categories: Approach
Verified: This OFI was verified on site.

Criterion 6.2.1
Although the business unit has strong resources to support job placement, the job placement rates for majors are not known. The unit may benefit by better tracking of job placement data. This information could help multiple stakeholders. It may also help the unit to know if its efforts (e.g., FolioTek, Student Success Center, etc.) are helping it to achieve its goals.
Categories: Approach
Verified: This OFI was verified on site.

Criterion 6.2.2
The unit reports positive trends on enrollment and retention results. However, the unit may wish to track Key Performance Indicators related to business operation processes that lead to these results (e.g., scholarships awarded, social media effectiveness, secretarial support, faculty to student ratios, etc.).
Categories: Approach
Verified: This OFI was verified on site.

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

- BBA in Accounting
- BBA in Finance
- BBA in International Business
- BBA in Management
- BBA in Management Information Systems
- BBA in Marketing
- MBA
- Master of Professional Accountancy

Cedar Crest College (Allentown, PA, USA)
Conditional Reaffirmation of Accreditation granted with improvement opportunities in the following standards and criteria: Conditions on Criteria 5.1 & 5.3, and Notes on Criteria 6.2.2 & 6.3.5.

Basis for final decision: Strengths

Organizational Challenges
The business unit provided evidence of a systematic approach to performance improvement systems as stated in Accreditation Condition V. For example, the business unit utilizes systematic reviews for full- and part-time faculty, annual focused program reviews and comprehensive five-year program reviews and provided evidence of using results for continuous improvement.

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

Criterion 1.2
The business unit, and the college, have a long history of positively impacting society through the education of women leaders. The business unit's focus on educating and empowering women in business and creating an informed citizenry of critical thinkers is evident in their practices.

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

Criterion 3.2
The business unit has developed methods to gather information from each of its stated stakeholders. For example, adjuncts are heavily involved in faculty meetings and are kept informed on what's going on in the department and the advisory board is very active and provides input to the business unit.

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

Criterion 3.4
The business unit regularly collects feedback from its stakeholders and uses it for improvements. For example, the feedback from the advisory board has been used to make curricular changes such as offering stacked courses leading to certificates that feed into the MBA program.

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

Criterion 3.5
Faculty in the business unit act as first-year advisors and some faculty teach a freshman seminar class which helps in the retention of students.

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

Criterion 3.6
The students in the business unit were aware of the process outlined in the university handbook for handling complaints and felt confident in contacting professors and administrators for support when needed.

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

Criterion 3.7
The business unit has systems in place to determine satisfaction and dissatisfaction from students and key stakeholders. Processes are robust and are used in evaluation and improvements.

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

Criterion 4.2
The business unit has administered various direct measures for the Business Administration, Accounting and the Master of Business Administration programs for three years. Each degree option has documented results for each year and made improvements based on the results of the assessments.

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

Criterion 6.1.1
The business unit has developed a systematic process for the program and curricular changes/implementations to meet the needs of the desired program(s) and is exemplary of 6.1.1 in that the business unit follows the procedures outlined in Book IV of the Faculty Handbook.

Categories: Approach, Deployment
The business unit has increased its support mechanisms to reflect the increased diversity in its student body. For example, more than one-quarter of the business unit's students are international (mostly males from Saudi Arabia). The college has taken measures such as adding prayer rooms with feet washing stations, providing support services in Arabic, hiring administrators to support international affairs, providing dinners after fasting, and other activities to promote diversity and inclusion.

Categories: Approach, Deployment, Results, Improvements

Opportunities for Improvement (OFI)

Conditions of Accreditation

Although mission statements were provided for the business programs and the college, an opportunity exists for the college's mission and vision to be more inclusive of the business unit's student demographics. For example, the mission and vision in Accreditation Condition III (b) and IV (1.d) speak directly to the education of "women" while students who identify as male represent more than one-third of the business unit's student population.

Categories: Approach, Deployment, Results, Improvements

Criterion 2.2

Although there was evidence of a strategic plan for the business unit presented in the evidence file, an opportunity exists for a more robust strategic plan with specific performance measures better aligned with strategic objectives as required in Criterion 2.2.

Categories: Approach, Deployment, Results, Improvements

Criterion 3.2

While the business unit has developed methods for gathering information from its stakeholders, an opportunity exists to refine the method for gathering information from alumni.

Categories: Approach, Deployment, Results, Improvements

Criterion 3.3

Although the business unit works closely with other units on campus to listen and learn, there exists an opportunity to clearly define the data collection process used in its periodic review.

Categories: Approach, Deployment, Results, Improvements

Criterion 3.5

Although the business unit has a process to actively recruit and retain students, there is an opportunity to use the student clubs more effectively to retain students and provide input on student concerns.

Categories: Approach, Deployment, Results, Improvements

Criterion 4.1

Although the business unit has learning objectives, there is an opportunity to revise the learning objectives so they are more measurable.

Categories: Approach

Criterion 5.1
Although the business unit provided a Human Resource Plan, an opportunity exists better alignment between the Human Resource Plan and Strategic Plan as required in 5.1.b.
Categories: Approach, Deployment, Results, Improvements
Verified: This OFI was verified on site.

Criterion 5.3
Although the business unit provided faculty qualifications in Figure 5.1, there was no evidence of faculty transcripts as required in 5.3.1 a. Keeping faculty transcripts on file would ensure appropriate academic and business credentials were the basis for course assignments and promotion consideration.
Categories: Approach, Deployment, Results, Improvements

Criterion 6.3.5
Although the business unit indicated that student recruitment is managed through the admissions office, there was no evidence in the evidence file or the college web page of academic policies used by the business unit for recruiting business students as required in 6.3.5.a. Doing so would provide policies for the business unit as outlined in 6.3.5.
Categories: Approach, Deployment, Results, Improvements
Verified: This OFI was verified on site.

The business programs meet the overall requirements of five of the six ACBSP standards. The business programs meet the basic requirements of one of the six ACBSP standards. **Condition on Criterion 5.1:** While having job descriptions are important for designation of activities, the department Human Resources plan should include policies and procedures for identifying potential openings and staffing needs based on projected future volumes and activities, as well as the process for identifying and filling these positions and dealing with hiring freezes. **Condition on 5.3:** Because the transcript is valuable for more reasons that verifying the degree earned, it is important for department leadership to be able to see the upper-level coursework and grades of potential faculty to determine suitability for course assignment in addition to employment. This helps ensure students are properly instructed by qualified faculty as outlined in criterion 5.3. **Note on 6.2.2:** With the newness of faculty and leadership in the Business Department, it is important that an updated, current operating process is implemented for the sustainability of the program. **Note on 6.3.5:** It appears the Department of Business is taking measures to improve recruiting and retention of students in the department. We look forward to seeing the impact these measures bring.

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

**Gallaudet University (Washington, DC, USA)**

Full Reaffirmation of Accreditation granted with improvement opportunities in the following standards and criteria: Notes on on Overview Item III, and Criteria 2.2 & 3.4.

Basis for final decision: Strengths

**Criterion 1.1**
Gallaudet Office of Student Success and Academic Quality (SSAQ) collects program assessment data annually to instigate outcomes assessment and accountability initiatives at all levels of the institution. DOB faculty routinely review course and program assessment data to determine if student learning outcome targets are
met in critical thinking, communication, quantitative analysis, ethical reasoning, and other skill sets, and decide on curriculum actions and tutoring services to close the gap if the targets are not met.

**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 3.5**
The Department of Business has a very active internship program and requires internships as a condition of graduation from a DOB program. The location of the institution provides many opportunities for students’ to be placed in meaningful internships where full-time employment is often an outcome. Relationships with many business, non-profit, and business organizations also afford the DOB many opportunities to recruit members of their Business Advisory Board.

**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 3.6**
The Department of Business (DOB) effectively uses its aggressive internship program to both offer students real-world and experiential education. It also requires feedback and reporting from students and placement organizations. The Internship Coordinator is the primary responsible party as conduit for this process and is integral to the success of this internship experience.

**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.

As identified in the previous criterion, the DOB also maintains a Business Advisory Board as an additional mechanism to receive complaints and other input. Feedback from internship placements also provides a mechanism for feedback from stakeholders on student performance in a real-world context.

**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 5.3**
The site team confirmed that 100 percent of the undergraduate credit hours in business programs are taught by academically or professionally qualified faculty. This faculty composition provides a solid base of credentialed faculty on which to build for the future.

**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 5.5**
The site team verified that the base teaching load of all faculty is 9 credit hours. The low base teaching load ensures that each faculty will have sufficient time to meet their various roles.
Standard 6: Educational and Business Process Management

The standard requires the business unit to encompass not only business subjects, but also subjects dealing with the specifics of the global workplace and the more general aspects of global society. The site team verified that a set of common courses are provided to all students that meet the general education requirements. It has been demonstrated that a strong general education program prepares a student to perform well in graduate education courses.

Opportunities for Improvement (OFI)

3

Criterion 2.2

As verified on site, the lack of a defined long-term strategic plan resulted in the DOB not having action plans that addressed both the long-term objectives and summarization of their long-term action plans and objectives. Therefore:

1. The business unit should have performance measures for tracking progress, relative to strategic action plans and identify the performance measure(s) pertaining to each action item in their strategic plan.
2. The DOB leadership of the business unit should communicate long-term strategic objectives, action plans, and measurements to all faculty, staff, and stakeholders, as appropriate and
3. It should also show evidence of how long-term strategic objectives, action plans, and measurements are communicated to all faculty, staff, and stakeholders.

Verified: This OFI was verified on site.

Institution Comment

At the time when the self-study was conducted, Gallaudet University only had a short-term strategic plan covering 2017-2020. However, the institution is now in the process of setting up work groups to develop a long-term strategic plan for the university. The business unit will work in parallel with the university task force to develop its own long-term strategic plan in alignment with the institution's strategic priorities. The business unit will involve its major stakeholders of students, faculty, alumni, and employers in the process via the student advisory board, the business advisory board, and faculty meetings to establish objectives and performance measures, and formulate related action plans. All related activities are to be documented and the final long-term strategic objectives, action plans, and measurements will be publicized via email, the business unit website, and the department hallway display board. We expect to have this deficiency completely mitigated before the next QA report and will include the progress in the report.

Commissioner Comment

There is no Commissioner note or condition.

Criterion 3.3

The DOB does sufficiently collect and utilize senior exit survey, annual alumni survey, and internship survey data. However, no evidence exists for the collection and analysis, quantitatively or qualitatively, of the ad-hoc data gathered from students, VR counselors, parents, or other stakeholders. There is an emphasis on discussing ad-hoc feedback at DOB bi-weekly meetings, but more development and formalization of the collection and analysis of this feedback would be helpful in overall program improvement planning.

Categories: Approach
Institution Comment
The business unit will discuss this issue at its January 2020 department retreat to decide how to collect and analyze the ad-hoc feedback from students, VR counselors, parents, employers, or other stakeholders and develop action plans to follow through. We expect this task be completed before the next QA report and will include the progress in the report.

Commissioner Comment
There is no Commissioner note or condition.

**Criterion 5.1**
The criterion requires the business unit to have a Human Resource Plan that supports its Strategic Plan. The institution has a human resource plan that deals with the business unit, but does not have a business unit strategic plan. Adoption of a strategic plan for the business unit would enable to institution to better ensure that limited resources are spent most efficiently.

**Categories: Approach**

Institution Comment
In the process of developing the long-term strategic plan, the business unit will work with the university to formulate a long-term HR Plan to support the business programs to ensure their long-term sustainability. We expect to have this task completed before the next QA report and will include the progress in the report.

Commissioner Comment
There is no Commissioner note or condition.

**General Observations/Site Visit Issues**

**(4)**

**Criterion 2.2**

Commissioner Note
As verified on site, the lack of a defined long-term strategic plan resulted in the DOB not having action plans that addressed both the long-term objectives and summarization of their long-term action plans and objectives. Therefore:

1. The business unit should have performance measures for tracking progress, relative to strategic action plans and identify the performance measure(s) pertaining to each action item in their strategic plan.
2. The DOB leadership of the business unit should communicate long-term strategic objectives, action plans, and measurements to all faculty, staff, and stakeholders, as appropriate and
3. It should also show evidence of how long-term strategic objectives, action plans, and measurements are communicated to all faculty, staff, and stakeholders.

**Criterion 3.4**

Commissioner Note
The business unit collects data from stakeholders but there is no evidence suggesting that this data is analyzed for opportunities for improvement. The listening/learning loop needs to be closed with analysis of responses, identification of opportunities for improvement, and stakeholder feedback on the improvements made.

**Criterion 3.8**

Commissioner None/OFI
End of course surveys were noted as a measure of student satisfaction, but data from the course surveys was not included in figure 3.3.

**Criterion 5.1**

Commissioner None/OFI
The criterion requires the business unit to have a Human Resource Plan that supports its Strategic Plan. The institution has a human resource plan that deals with the business unit, but does not have a business unit strategic plan. Adoption of a strategic plan for the business unit would enable to institution to better ensure that limited resources are spent most efficiently.

Recommendations

(0)
No Recommendations available.
Rationale

(2)

Criterion 2.2
The lack of a defined long-term strategic plan resulted in the DOB not having action plans that addressed both the long-term objectives and summarization of their long-term action plans and objectives. Therefore:
1. The business unit should have performance measures for tracking progress, relative to strategic action plans and identify the performance measure(s) pertaining to each action item in their strategic plan.
2. The DOB leadership of the business unit should communicate long-term strategic objectives, action plans, and measurements to all faculty, staff, and stakeholders, as appropriate and
3. It should also show evidence of how long-term strategic objectives, action plans, and measurements are communicated to all faculty, staff, and stakeholders.

Criterion 3.4
The business unit collects data from stakeholders but there is no evidence suggesting that this data is analyzed for opportunities for improvement. The listening/learning loop needs to be closed with analysis of responses, identification of opportunities for improvement, and stakeholder feedback on the improvements made.

Wording for Letter

(4)

Conditions of Accreditation
Student performance information for business programs should be linked directly from the business unit webpage.

Criterion 2.2
Place a note on criterion 2.2. The business unit should have performance measures for tracking progress relative to strategic plans and identify performance measures for each action item in the plan. The business unit should have both short and long term strategic objectives and measurements.

Criterion 3.4
Place a note on criterion 3.4. The business unit collects data from stakeholders but there is no evidence suggesting that this data is analyzed for opportunities for improvement. The listening/learning loop needs to be closed with analysis of responses, identification of opportunities for improvement, and stakeholder feedback on the improvements made.

Criterion 3.8
Criterion 3.8 requires that the business unit present data or graphs pertinent to stakeholder satisfaction data and trend analysis. End of course surveys were noted as a measure of student satisfaction, but data from the course surveys was not included in figure 3.3.

The business programs meet the overall requirements of the six ACBSP standards. Note on Overview Item III: It is difficult to find the student performance measures on the website. The business unit site only includes attrition and retention. Other metrics are in a different part of the institutional website. Note on Criterion 2.2: As verified on site, the lack of a defined long-term strategic plan resulted in the business unit not having action plans that addressed both the long-term objectives and summarization of their long-term action plans and objectives. Therefore: 1. The business unit should have performance measures for tracking progress, relative to strategic action plans, and identify the performance measure(s) pertaining to each action item in their strategic plan. 2. The leadership of the business unit should communicate long-term strategic objectives, action plans, and measurements to all faculty, staff, and stakeholders, as appropriate. 3. It should also show evidence of how long-term strategic objectives, action plans, and measurements are communicated to all faculty, staff, and stakeholders. Note on Criterion 3.4: The business unit collects data from stakeholders, but there is no evidence suggesting that this data is analyzed for opportunities for improvement. The listening/learning loop needs to be closed with analysis of responses, identification of opportunities for improvement, and stakeholder feedback on the improvements made.

The following business programs at Gallaudet University are accredited by the Accreditation Council for Business Schools and Programs:
LaGrange College (LaGrange, GA, USA)

Full Reaffirmation of Accreditation granted for their business programs with improvement opportunities in the following standards and criteria: Note on Criterion 4.1.

Basis for final decision: Strengths (11)

Organizational Description
Students and alumni confirmed that the Business Department fulfills its goal of providing significant opportunities for experiential learning. They indicated that this approach made course more intellectually fulfilling and prepared them for the issues and expectations of the "real world."
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 2.1
The faculty, department chairs, advisory council, Institutional planning, and student government representatives were all highly involved in the development of the vision, mission, and overall strategic plan.
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 3.5
The College's scores on student-faculty interaction are higher than Methodist Colleges, Surrounding Public Colleges, Southeastern Private Colleges, and Top 50 and Top 100 National Survey of Student Engagement (NSSE) institutions over a four-year period.
Categories: Results
Institution Comment
There is no Institution Comment.
Commissioner Comment
There is no Commissioner note or condition.

Criterion 5.1
The College has a human resource plan that is tied to the institution’s strategic plan. The College’s plan seeks to: create a healthy and professionally developing faculty and staff, recruit and retain highly qualified faculty and staff, offer competitive compensation, enhance accountability, and set high expectations of performance.

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 5.3
The College exceeds ACBSP’s minimum expectations regarding faculty members who are either academically or professionally qualified.
Categories: 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 5.8
The College’s faculty and students are involved in the local community via work with a local nonprofit with its marketing plan, a local charter school interested in international issues, and strategic planning help for two local nonprofit organizations.
Categories: 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 6.1.1
The business school uses a robust and systematic approach to making educational program changes utilizing input from multiple stakeholders (students, faculty, industry) to maximize student success.
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 6.1.7
Programs are systematically tracked and regularly evaluated in ongoing educational programs and offerings through student and faculty, which is used in the continuous improvement of the business school or program’s offerings.
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
The College has a formal and systematic approach to student retention including the assignment of academic and athletic program-specific counselors who provide students with access to support in their academic programs and industry contacts.

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 6.3.7
The College has a systematic and multi-faceted approach to recruitment and retention including partnerships and matriculation agreements with local schools, recruitment through Phi Beta Kappa, and the Panther Academic Center for Excellence (PACE) which offers a variety of collaborative academic support services aimed at promoting academic success, student retention, and degree completion through a variety of initiatives.

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.

Opportunities for Improvement (OFI)
(9)

Criterion 1.1
The Business Department has a leader who is committed to the success of the Business Department and its students. However, the lack of specific program expectations, such as placement rates, impairs the ability of the leader to develop program improvement that might positively impact the students, faculty, the community, and external stakeholders.

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

Institution Comment
The Business Department Chair recognizes that development of additional specific benchmarks and measurable, quantifiable goals and expectations for the business program could provide improved assessment data and help the program meet its goals. The business and accounting faculty will meet for a retreat prior to the commencement of the 2019-2020 academic year to work toward developing additional specific benchmarks and measurable, quantifiable goals and expectations for the business program.

Commissioner Comment
There is no Commissioner note or condition.

Criterion 4.1
The Business Department has not identified student learning outcomes for the CPC content and its concentrations, which is a requirement of Standard 4. The identification of student learning outcomes for the CPC content and each concentration may provide the Business Department with an opportunity to evaluate student learning of the content of the CPC and the specialized content of the concentrations. Access to this information might provide the Business Department with opportunities to improve the classroom experience to support student learning.

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

Institution Comment
Student Learning Outcome number 1 states that, "Upon completion of a degree from the Business and Accountancy programs: 1. Students should demonstrate the ability to apply business concepts in creatively and critically solving complex problems." As the CPC requires coverage of business concepts in 11 areas of business, the department used this outcome as its outcome related to CPC content. However, the business and accounting
faculty will meet for a retreat prior to the commencement of the 2019-2020 academic year to consider/reconsider mission, outcomes, goals and expectations, assessments, and plans as a part of an overall Departmental review. At this time, faculty members will review existing student learning outcomes and refine or replace them as warranted. Concentration specific outcomes and assessments will be developed at this time also.

Commissioner Note
The Business Department has an opportunity to enhance and refine the process for identifying student learning outcomes for the CPC content and each concentration to more effectively evaluate student learning of the content.

Criterion 4.2
The Business Department will need to develop assessment methods to evaluate the three concentrations and the CPC content. The availability of this data may provide the Business Department 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.

Institution Comment
The business and accounting faculty will meet for a retreat prior to the commencement of the 2019-2020 academic year to consider/reconsider mission, outcomes, goals and expectations, assessments, and plans as a part of an overall Departmental review. CPC and concentration specific assessments will be discussed at this time to determine if they are effective means of measuring the outcomes. Effective assessments will continue to be used. Assessments deemed ineffective or missing will be changed or created accordingly. As a small department with a small faculty, any changes or additions deemed necessary can be implemented quickly.

Commissioner Comment
There is no Commissioner note or condition.

Criterion 4.3
The Business Department utilizes the Business Strategy Game as a course assignment. By including this as part of the assessment of student learning, the Business Department would have additional benchmark data related to Leadership, Collaboration and Teamwork, Analytic Skills, Operations Management, Financial Management, Marketing Management, Human Resource Management, and Strategic Planning and Analysis. This additional assessment data might provide the Business Department with information that would assist in assessing student learning for two of the four current student learning outcomes and would provide information that would assist in assessing the content of the CPC. This information might assist the Business Department in identifying opportunities to enhance student learning.

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

Institution Comment
The business and accounting faculty will meet for a retreat prior to the commencement of the 2019-2020 academic year to consider/reconsider mission, outcomes, goals and expectations, assessments, and plans as a part of an overall Departmental review. Assessments will be discussed at this time to determine if they are effective means of measuring the outcomes. Use of the Business Strategy Game results as an assessment with opportunities to benchmark, will be on the retreat agenda. Effective assessments will continue to be used. Assessments deemed ineffective or missing will be changed or created accordingly.

Commissioner Comment
There is no Commissioner note or condition.

Criterion 4.4
The Business Department uses placement rates for the Sports Management program to assess student learning. This metric is not an effective measure for assessing student learning. The disaggregation of the CLA by concentration may provide the Business Department with the information needed to develop plans to improve student learning.

Categories: Approach, Deployment, Results, Improvements
The Department Chair is committed to creating an improved assessment for the Sports Management concentration. The business and accounting faculty will meet for a retreat prior to the commencement of the 2019-2020 academic year to consider/reconsider mission, outcomes, goals and expectations, assessments, and plans as a part of an overall Departmental review. At this time, faculty members will review existing student learning outcomes and refine or replace them as warranted. Concentration specific outcomes and assessments will be refined or developed at this time also. The Business Department Chair will meet with the Director of Institutional Effectiveness to discuss the availability of comparative data for assessments already in place, including CLA disaggregated data for Sports Management.

**Criterion 5.5**

One faculty member has seven preparations per academic year, and four others have six preparations. Reducing the number of preparations could improve faculty and student satisfaction, and leave more time for faculty to engage in the other essential activities ACBSP expects.

Categories: Improvements

**Criterion 6.1.3**

The business unit indicates coverage of the Common Professional Component (CPC) at the level prescribed by the ACBSP. However, a significant portion of the credit hours for integrative activities are in introductory courses, which impairs the ability to engage in substantive integration activities since the other business disciplines are taken after the course. The program could benefit from a integrative or capstone course/project near the end of the program to enable students to demonstrate the capacity to synthesize and apply knowledge and skills from an organizational perspective.

Categories: Approach, Deployment

**Criterion 6.1.7**

While informal student feedback is encouraged by a strong open door policy and course and faculty effectiveness assessment, the business unit could benefit from a more comprehensive and systematic approach to program evaluation to provide data that might assist in continuous program improvement.

Categories: Approach, Deployment, Results, Improvements

The Business Department Chair recognizes the importance of program assessment. The department uses exit interviews, internship supervisor evaluations, and alumni surveys to address comprehensive and systematic program assessment. Results of these assessments are included in the self study. The results are discussed and
Criterion 6.2.2
The business department could benefit from a more systematic and long-range budgeting process and the addition of a budget committee, which might assist in evaluating and improving financial health.
Categories: Approach, Deployment
Verified: This OFI was verified on site.

Institution Comment
There is no Institution Comment.

The business programs meet the overall requirements of the six ACBSP standards. **Note on Criterion 4.1:** The Business Department has an opportunity to enhance and refine the process for identifying student learning outcomes for the CPC content and each concentration to more effectively evaluate student learning of the content.

The following business programs at LaGrange College are accredited by the Accreditation Council for Business Schools and Programs:
- BS in Accountancy
- BBA with a Concentration in Accountancy
- BBA with a Concentration in Entrepreneurship
- BBA with a Concentration in Marketing and Entrepreneurship
- BBA with a Concentration in Sports Management

Full Reaffirmation of Accreditation granted for their accounting programs with improvement opportunities in the following standards and criteria: Note on Criterion 4.1.

Basis for final decision: Strengths
(6)

Organizational Description
The accounting unit is small with class sizes between 12-25 students and the program is only offered to traditional day program students with all classes currently delivered in an in-seat format. The Accountancy program emphasizes interactive classroom learning activities that greatly enhance student learning.
The faculty all hold professional certifications and work closely with local professionals and Business Advisory Council members.

Categories: Approach, Deployment

Institution Comment
There is no Institution Comment.

Commissioner Comment
There is no Commissioner note or condition.

Criterion 1.2
As verified on site, the department chair and program faculty meet monthly to discuss student performance. In addition, there is an annual business department retreat in which faculty discuss, in more detail, assessment measures. Minutes to these retreats were provided.

Categories: Approach, Deployment

Institution Comment
There is no Institution Comment.

Commissioner Comment
There is no Commissioner note or condition.

Criterion 3.1
The College is student-focused with small class sizes and is committed to ensuring accounting students are prepared for careers in accounting an/or graduate school. In addition, to declare a major in accounting, students have to pass 3 "gateway" classes including a Principles of Financial Accounting with a “B” or better. This is designed to ensure they are prepared to enter the accounting program.

Categories: Approach, Deployment
Institution Comment
There is no Institution Comment.
Commissioner Comment
There is no Commissioner note or condition.

Criterion 3.2
There are several methods listed regarding how the accounting unit listens and learns from stakeholders. As verified on site, the accounting unit is small and much of the interaction, especially among the faculty, is informal. The College has student course evaluations, internship evaluations, exit and alumni surveys, and focus groups. In addition, there is an open-door policy for meetings with faculty members, students and alumni, which all provide methods to listen and learn from stakeholders.
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 3.3
As noted in the self-study, the size of the department allows for informal meetings and conversations and allows changes to be implemented swiftly. The faculty are very open to suggestions on ways to improve the program as they listen to the needs of their stakeholders. They try to incorporate the needs of the students and industry as appropriate. This method of listening to stakeholders and acting quickly is beneficial to the students so that they are receiving the tools they need to be successful.
Categories: Approach, 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 5.7
The accounting faculty are very actively involved in professional organizations. These activities include professional leadership positions, presentations and consulting all which provide a reasonable balance for all four areas of scholarship and professional activities.
Categories: Deployment
Institution Comment
There is no Institution Comment.
Commissioner Comment
There is no Commissioner note or condition.

Opportunities for Improvement (OFI)
(4)
Criterion 1.1
The business chair is very committed to the success of the department and its students. However, the lack of a specific mission and program expectations for accounting, impairs the ability of the leader to deploy accounting specific values and performance expectations to the accounting unit which may impact the students, faculty, community, and external stakeholders.
Institution Comment
The accountancy faculty will meet for a retreat prior to the commencement of the 2019-2020 academic year to discuss the possibility of developing a separate mission statement for the accountancy program. LaGrange College does not have a separate accounting unit, only an accountancy major in the Business unit. In the past, it has been our determination that the size of the department and program, and the overlap of the Business and Accountancy faculty made a separate mission statement unnecessary and undesirable. Using the feedback report from the peer evaluation team, the accountancy faculty will make a decision about whether a separate mission statement is desirable in the future. If the decision is made to create a separate mission statement for the accountancy program, the accounting faculty will begin the process of creating one at this retreat.

Commissioner Comment
There is no Commissioner note or condition.

Criterion 2.2
There are performance measures listed for tracking progress on action plans in Figure 2.3. However, there do not appear to be specific measures on many of these goals just more comments on what they plan to do. For example, a statement is given to increase the number of internships but no set percentage or number was given. If the accounting unit were to establish specific action plans for the accounting programs and establish specific benchmarks then this information might assist the accounting unit in meeting these goals.

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

Institution Comment
The Business Department Chair recognizes that development of specific benchmarks and measurable, quantifiable goals for the accounting unit will provide better assessment data and help the program meet its goals. The accounting faculty will meet for a retreat prior to the commencement of the 2019-2020 academic year to work toward developing specific benchmarks and measurable, quantifiable goals for the accountancy program.

Commissioner Comment
There is no Commissioner note or condition.

Criterion 4.1
While there is an assessment process in place for the accounting unit which involves gathering data, assessing the data, and making improvements the learning outcomes are not specific to the accounting programs which is implied from the business accreditation. The accounting unit may benefit from a specific accounting program mission and learning objectives that are more directly related to accounting specific knowledge. If the accounting unit were to provide specific accounting learning outcomes and assessment methods with related benchmark data this might assist the department by identifying opportunities to enhance student learning specific to accounting.

Categories: Approach, Deployment

Institution Comment
The accountancy faculty will meet for a retreat prior to the commencement of the 2019-2020 academic year to discuss the possibility of developing one or more learning outcomes specific to the accountancy program. In the past, it has been our determination that the size of the program and the overlap of the Business and Accountancy faculty made separate learning outcomes unnecessary and undesirable. All assessment data collected by the Business Department is separated into Accountancy program data versus Business program data. Thus outcomes assessment of the accountancy program is done, even though outcomes specific to accounting knowledge have not been created in the past.

Using the feedback report from the peer evaluation team, the accountancy faculty will make a decision about whether learning outcomes specific to the accountancy program are now desirable. If the decision is made to create specific learning outcomes for the accountancy program, the accounting faculty will begin the process of creating them at this summer’s retreat.
In addition, the Business Department Chair will meet with the Director of Institutional Effectiveness to discuss the availability of comparative data for assessments already in place. The chair will also seek additional data that can be collected to measure the accounting specific knowledge of LaGrange College students as compared to students at other institutions.

Commissioner Note
Recognizing the school is actively addressing this situation, the Commission looks forward to the information on the next report.

Criterion 6.1.4
The Bachelor of Science in Accountancy does meet the requirement of 20% of the curriculum beyond the accounting common professional component. However, the Bachelor of Business Administration with a concentration in Accountancy does not meet the required 20% threshold of course work beyond the ACPC. This program is only at 15% coverage. The accounting unit may want to include additional accounting content in the BBA with a concentration in Accounting to meet the 20% requirement. By adding additional accounting courses this may provide students with more accounting knowledge to enhance their career opportunities.

Categories: Approach, Improvements

Institution Comment
The Business Department considers the Bachelor of Business Administration with a concentration in Accounting to be a business degree. In preparing the separate self-studies for Accounting and Business, the chair was unsure which self-study report should contain the information on this degree. As the reports were being prepared, the decision was made to combine the BBA Accounting with the B. S. Accountancy since the programs share more courses than the BBA Accounting shares with the other BBA concentrations. However, based on the feedback report, the department will begin reporting the BBA Accounting with the other BBA concentrations in the Business reports in the future. The BBA Accounting was never intended to be a full accountancy degree, the department already has that in the B. S. Accountancy. Students who wish to pursue a professional career in accounting would choose the B. S. Accountancy, not the BBA with a concentration in Accounting.

The accounting programs meet the overall requirements of the six ACBSP standards. Note on Criterion 4.1: The accounting unit may benefit from specific accounting program learning objectives that are more directly related to accounting specific knowledge. If the accounting unit were to provide specific accounting learning outcomes and assessment methods with related benchmark data, this might assist the department by identifying opportunities to enhance student learning specific to accounting.

The following accounting program at LaGrange College is accredited by the Accreditation Council for Business Schools and Programs:

BS in Accountancy

Marywood University (Scranton, PA, USA)

Full Reaffirmation of Accreditation granted with no notes or conditions.

Basis for final decision: Strengths (S)

Criterion 1.1
The School of Business & Global Innovation evidences a cogent and comprehensive approach to leadership processes that support continuous quality improvement.
Categories: Approach, Deployment, Results
Verified: This Strength was verified on site.

Institution Comment
There is no Institution Comment.

Commissioner Comment
Criterion 2.1
The business unit's strategic plan is closely aligned with the University’s long-range plan, and its goals and objectives. The strategic plan also outlines the action plan, the performance assessment measures, and the time schedule to achieve the stated goals and objectives.
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 5.2
As evidenced by information gathered during meetings with the students and the business advisory board, the SBGI employs qualified and highly dedicated faculty. As a result, the business programs have been ranked at the national and state levels. For example, the MBA program has been ranked among the top 50 in the nation by study.com; MBA. The MIS program has been ranked among the top 30 in the nation by onlinemaster.com. In 2017, the SBGI students’ success rate in CPA exam was second in the state.
Categories: Deployment
Verified: This Strength was verified on site.
Institution Comment
Thank you.
Commissioner Comment
There is no Commissioner note or condition.

Criterion 6.1
The SBGI has implemented an innovative five-year BS/MBA program for qualified students. This program allows students with a minimum GPA of 3.3 to take up to 12 graduate credit hours during the senior year of their undergraduate studies. This program creates a pipeline for student recruitment into the MBA program and also encourages many students to be qualified to take the CPA exam.
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 7.1
Marywood University has a strong Student Success team. It is evident that the staff members are dedicated to student success. They proactively reach out to students and prepare them for life after graduation. There is open and transparent communication across all areas that fall under this department and within the SBGI.
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.

Opportunities for Improvement (OFI)

Criterion 3.3
There were data points presented that did not contain the full 3-5 data cycles. Some of these included: the SBGI Advisory Board Exit Survey, the Alumni Survey, and Hanover Survey. SBGI should continue to administer...
these tools to gather the required number of data cycles in order to identify trends and to make informed decisions regarding their academic programs.

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

Institution Comment
Agreed.

While some tools do have the required 3 (or more) data points for a full data cycle and they have been appropriately analyzed and acted upon, a few of the other tools do not. Those tools lacking enough data points are typically not administered on an annual basis or have only been implemented within the past few years. However, as suggested within the OFI, we are continuing to collect data from these tools, analyze the trends, and take any appropriate action steps for continuous improvement.

Commissioner Comment
There is no Commissioner note or condition.

**Criterion 4.2**
SBGI is lacking assessment measures at the graduate level. Outside of traditional course evaluations, it was verified that there are no external assessments currently being deployed. SBGI should utilize either the ETS (as they do for undergraduate) or administer another tool for this purpose.

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

Institution Comment
Agreed.

We are currently in the process of implementing the ETS Major Field Exam at the graduate level within our MBA / MS capstone course. The first iteration for this graduate exam is scheduled for the Spring 2020 semester, and it will be administered annually during future spring semesters (the capstone course is only offered in spring semesters).

Commissioner Comment
There is no Commissioner note or condition.

**Criterion 4.4**
While the SBGI has deployed assessment measures and has collected and analyzed data, the performance improvement measures (closing the loop) still need to be fully deployed. Some of the assessment measures still do not have a minimum of 3 data points, as required by ACBSP.

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

Institution Comment
Agreed.

While many assessment tools do have the required 3 (or more) data points for a full data cycle and they have been appropriately analyzed and acted upon, a few of the other assessment measures do not. Those tools lacking enough data points are typically administered in classes that are only offered in every other year (or they have only been implemented within the past few years). However, as suggested within the OFI, we will continue to collect data from these tools as the course offerings allow, analyze the trends, and take any appropriate action steps for continuous improvement.

Commissioner None/OFI

A review of undergraduate and graduate presentations of Table 4.1 data shows multiple data points trended over time with action plans. While this meets ACBSP requirement, SBGI is looking to expand the number of measurements where data will be collected and analyzed with at least data points. The Commission commends these additional efforts.

**Criterion 5.1**
An opportunity for improvement exists concerning part-time faculty inclusion and development. The school schedules Faculty Retreats, Professional Development Days, and associated inclusion and development meetings through the academic year. As reported, a significant percentage of part-time faculty cannot attend and an
executive summary or other codifying document is not provided. Providing a detailed summary or record of these events may increase school inclusion, advance interaction, and improve the quality of instruction.

Categories: Approach
Verified: This OFI was verified on site.
Institution Comment
Agreed.

This OFI is an excellent suggestion, and we are already in the process of implementing it. We plan to regularly send the Minutes from our monthly SBGI Faculty meetings and our SBGI Advisory Council meetings to all of our part-time faculty members. We are also planning to take it a step further by periodically sending updates - including student job offers and awards, club activities, and faculty scholarship activity - to the part-time faculty so that greater inclusion and engagement might ensue. And, we will continue to solicit input and brainstorm with the part-time during our SBGI Advisory Council meetings and SBGI Faculty Development Days on how they could meaningfully feel a sense of community and belonging within SBGI and remain "in the loop".

Commissioner Comment
There is no Commissioner note or condition.

Criterion 5.3.E.
As indicated in the self-study report, the SBGI offers a BBA in Management with a concentration in hospitality management. However, there has not been a full-time faculty member employed with the credentials in this field for the last three years.

Categories: Deployment
Verified: This OFI was verified on site.
Institution Comment
Agreed.

While we do have a fully-credentialed part-time faculty member in the Hospitality Management area, we continue to discuss with the university administration the importance of adding a full-time faculty line in this discipline. Recently, our Provost has requested that we make a formal proposal for the addition of the line in conjunction with the curricular changes (i.e., 4th year co-op program) that we have begun to implement for this program. We are hopeful that a line will be granted for the Fall 2021 academic year.

Commissioner Comment
There is no Commissioner note or condition.

Criterion 5.4
While formal systems of faculty evaluation associated with teaching and learning were presented in various documents (e.g. Strategic Plan, Human Resource Plan and Faculty Advisory Reports), there was minimal evidence that these systems were being concretely measured and that actions are taken to improve learning outcomes (i.e. Closing-the-Loop).

Increasingly, teaching and learning plans should evidence implementation, not simply planning stages. In addition, once implemented, actions taken to improve learning outcomes should be codified (i.e. Closing-the-Loop).

Categories: Approach, Deployment
Verified: This OFI was verified on site.
Institution Comment
As indicated in an earlier Institutional Response (i.e., Criterion 1.4), much of the evidence for discussions, analysis, and implemented action steps is briefly codified within the Minutes of the monthly SBGI Faculty Meetings, the SBGI Faculty Retreats, and the SBGI Advisory Council meetings (all of which were contained within the self-study Appendices and in hard copy form available in the resource room for the visitation team).

Appendix B - SBGI Faculty Meetings Minutes 2014-15
Appendix B - SBGI Faculty Meetings Minutes 2015-16
Appendix B - SBGI Faculty Meetings Minutes 2016-17
Appendix B - SBGI Faculty Meetings Minutes 2017-18
Appendix B - SBGI Faculty Meetings Minutes 2018-19
While we may not have directly linked each corresponding Minutes to the above processes within the self-study, there is still a sizable amount within these documents to show that evidential support exists - and, more importantly, that a systematic process for measuring outcomes and seeking continuous improvement is being employed. The business programs meet the overall requirements of the six ACBSP standards.

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

- BBA –Accounting
- BBA –Aviation Management
- BBA –Financial Planning
- BBA –International Business
- BBA –Management
- BBA –Management (Hosp Mgmt track)
- BBA –Marketing
- MBA –Finance and Investment
- MBA –Management
- MBA –Management Info Systems
- MS –Management Info Systems

Ohio Dominican University (Columbus, OH, USA)

Conditional Reaffirmation of Accreditation granted with improvement opportunities in the following standards and criteria: Condition on Standard 4, and notes on Overview Item III, and Criteria 3.6, 5.1 and 5.3.

Basis for final decision: The business programs meet the overall requirements of five of the six ACBSP standards. The business programs meet the basic requirements of one of the six ACBSP standards. Condition on Standard 4: The Division of Business has an opportunity to establish a learning outcomes assessment plan for each accredited program to contain specific assessment tools for each learning outcome along with measurable goals, measures, rubrics, process for gathering and interpretations of results, report format and/or uses of results, plus designing plans that are systematic and transparent in the process. Note on Overview Item III: The information provided was difficult to find. The direct link is https://www.ohiodominican.edu/academics/undergraduate/bachelor-degrees/business-administration/department-page. The Division of Business has an opportunity to make this information easy for stakeholders to find. Note on Criterion 3.6: While the business unit has a board in place for stakeholders listening and communicating processes, there is an opportunity to broaden the scope of this process with alumni and business surveys and incorporating this data into the process for improvement. Note on Criterion 5.1: The Division of Business should develop an HR plan which incorporates the current and future needs and aligns with the Strategic Plan. For example, if the Division plans to add a major in the strategic plan, how would it impact the HR Plan as well as succession planning and other faculty deployment changes? Note on Criterion 5.3: The Division of Business has an opportunity to improve the AQ percentage at the graduate level.

The following business programs at Ohio Dominican University are accredited by the Accreditation Council for Business Schools and Programs:
Southern Nazarene University (Bethany, OK, USA)

Conditional Reaffirmation of Accreditation granted with improvement opportunities in the following standards and criteria: Condition on Standard 5.

Basis for final decision: Strengths
(6)

Criterion 1.1
During the site visit, it is evident that the Dean of the business unit has been diligent for setting, communicating, and deploying program values and performance expectations for the traditional business programs.
Categories: Approach, Deployment
Verified: This Strength was verified on site.

Criterion 3.5
The business unit uses various processes to attract traditional and non-traditional students. There is evidence that various initiatives are in place to effectively recruit students as results of strong leadership in the marketing and enrollment management for both traditional and PGS programs.
Categories: Approach, Deployment, Results, Improvements
Verified: This Strength was verified on site.

Criterion 3.7
The business unit has implemented an Advisory Student Board that provides continuous feedback on traditional student satisfaction concerning faculty and classes. The creation of this board has provided an opportunity for students to relevant feedback and also a learning opportunity for them.
Categories: Approach, Results, Improvements
Verified: This Strength was verified on site.

Criterion 4.2
The business unit has implemented and systematically collected and analyzed internal and external (ETS) data related to most of the students learning objectives for each undergraduate program under review. There is evidence that data have been collected and analyzed at the course level, and transferred to TracDat software.
Categories: Approach, Results, Improvements
Verified: This Strength was verified on site.

Criterion 6.1.7
The business unit has an ongoing 7-year program evaluation cycle to systematically track and regularly evaluate and review opportunities for improvements. For example, there is a well established comprehensive protocol for all undergraduate programs (MFT-B results).
Categories: Approach, Deployment, Results, Improvements
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 serving a growing population of Veterans and their families in a very creative and effective way.
Categories: Approach, Deployment, Results, Improvements
Verified: This Strength was verified on site.

Opportunities for Improvement (OFI)
(10)
**Criterion 1.1**
While the business unit has a process in place to evaluate the performance of full-time faculty, there is an opportunity to implement a formal faculty evaluation and mentorship system for part-time faculty in all business programs. In addition, the business unit has an opportunity to implement and analyze evaluations for Dean, Chair, Directors, Coordinators, etc., implementing an evaluation process will be beneficial to evaluate the effectiveness of the leaders in the business unit.

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

**Criterion 3.4**
While the business unit has formal and informal processes to use the information obtained from undergraduate traditional student evaluations and internship providers for purposes of planning educational programs, course offerings, and services, there is an opportunity to implement similar processes in the non-traditional undergraduate and graduate programs (GSP). Implementing a formal and informal process to listen and use information obtained from various stakeholders will help GSP to improve educational programs, offerings, and services; marketing; process improvements; and the development of other necessary services.

Categories: Approach, 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 4.2**
While the business unit has initiated the assessment plan for the traditional undergraduate programs and measured various student learning outcome at the program level, there is an opportunity to complete the assessment cycle for ALL student learning outcomes and collect and analyze results in a close-the-loop cycle for each major/concentration offered. A well-defined assessment plan of measurable formative and summative student learning outcomes for each business major or concentration (traditional, non-traditional and graduate) 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 and location (Tulsa, Bethany and Online). In addition, results should be discussed with FT and PT faculty members (and other stakeholders) and appropriate changes 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, Improvements
Verified: This OFI was verified on site.

**Criterion 5.3**
The business unit could benefit from additional faculty to fulfill the program needs and maintain a realistic workload. Hiring additional full-time faculty and reducing the workload to that which is in line with ACBSP standards could allow for more opportunity for faculty to engage in professional development, current research, and community activities. In addition, it will help to bring consistency of quality of teaching across traditional, non-traditional and graduate business programs.

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

The business unit has an opportunity to report and access by each program (traditional, non-traditional, graduate) and by center (Tulsa, Bethany, Online) that the minimum 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 are met. This will allow the business unit to demonstrate that students completing a business degree in different campuses and programs have the appropriate coverage from faculty with sufficient academic credentials and business or professional experience to ensure appropriate emphasis on both business theory and practice to meet program objectives.
Categories: Approach, Deployment, Results, Improvements
Verified: This OFI was verified on site.

Criterion 5.5
Restructuring the leadership of the School of Business and the PGS department may allow for a better deployment of qualified faculty across the various business unit programs. Placing the oversight of curriculum and the assignment of faculty with the School of Business and Graduate Chair/Dean, while allowing the PGS Vice Provost to focus their efforts on building and scaling the infrastructure necessary to support remote location and online programs may allow the faculty to more accurately and appropriately meet the nine essential responsibilities.
Categories: Approach
Verified: This OFI was verified on site.

Criterion 5.8
To varying degrees, all faculty in the School of Business have pursued some form of scholarly and professional activities across the two year reporting period. Data for faculty in the Professional and Graduate Studies areas however has not been included as part of the overall business unit faculty scholarship and professional activities reporting. It is critical that all faculty, especially those delivering graduate courses, maintain currency in their teaching discipline.
Categories: Approach, Deployment, Results, Improvements
Verified: This OFI was verified on site.

Criterion 6.1.5
There is an opportunity to seek ACBSP accreditation given that the business department covers more than 25% of the curriculum requirements for the following:
B.S. in Organizational Leadership;
Bachelor of Arts in Commercial Music Production;
B.S. in Network Management;
B.S. in Sport Management; and
M.A. in Sport Management and Administration.
Categories: Approach, Deployment, Results
The business programs meet the overall requirements of five of the six ACBSP standards. The business programs meet the basic requirements of one of the six ACBSP standards. Condition on Standard 5. Criterion 5.1: The importance of a School of Business H/R plan will guide the direction, staffing plans, and activities in all areas and programs. Criterion 5.3: To meet this criterion the School of Business should have at least 40 percent of the undergraduate credit hours in business and 70 percent of the graduate credit hours in business taught by academically qualified faculty. Criterion 5.4: With the large number of adjunct faculty being used, having a process for deployment of faculty across all modalities and program formats based on their academic and professional classification will be important to ensure students receive the expected education from qualified faculty. Criterion 5.5: While we are glad to see that plans are being implemented to improve many of the faculty staffing processes and responsibilities, it is important that these plans be carried to fruition. The Commission looks forward to seeing the results of these planned improvements. Criterion 5.8: With the large pool of adjunct faculty, it will be increasingly important to confirm their professional and academic qualifications are maintained.
The Board looks forward to seeing the implementation of the new plan to document and use this information to improve the school.

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

- B.S. in Accounting (124 and 150 hour tracts)
- B.S. in Business Administration (traditional)
- B.S. in Business Administration (non-traditional/accelerated degree completion)
- B.S. in Finance
- B.S. in International Business
- B.S. in Management
- B.S. in Marketing
- B.S. / B.A. in Multi-Disciplinary (Business)
- M.S. in Management
- Master of Business Administration
- Master of Business Administration - Health Care

University of Maribor – Faculty of Economics (Maribor, Slovenia)

Conditional Reaffirmation of Accreditation granted with improvement opportunities in the following standards and criteria: Conditions on Criteria 4.2 & 4.3.

Basis for final decision: Strengths

(11)

Criterion 1.1
FEB has several committees and systematic groups within FEB which assist with the continuous improvement process of programs.
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 2.1
It was evident that there is a strong culture of participatory management. If we ask if there is a "voice" of the faculty members? The answer would be - Yes, there is.
All faculty and staff members are encouraged to participate in various committees and even if they are not committee members they participate in department meetings.
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 3: Student and Stakeholder Focus
FEB has regular meetings with the Strategic Council (members of industry) which advise and provide directions on future industry developments.
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.

**Criterion 3.3**
FEB has a Quality Assessment Committee comprised of faculty members, administration and students. The committee periodically reviews listening and learning methods to keep them current with educational service needs and directions.
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 3.5**
FEB has a unique and good practice: "Our most successful alumni are invited to bring their knowledge and experience to our students via invited lectures. They are also awarded a 'Guest Lecturer' title."
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.

**Criterion 5.2**
Professional development is available through a) the University of Maribor's Professional Development Center offering many courses b) research projects and c) a 700 euros professional development fund for every employee every year.
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.

**Criterion 5.3**
FEB's composition of faculty shows a dominance of PhD holders and extremely successful in their research output.
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.

**Criterion 5.5**
The workload for a FEB faculty member is appropriate for a university professor, researcher and enables both faculty participation in the governance as well as links with the businesses.
Categories: Deployment, Results
Verified: This Strength was verified on site.

Institution Comment
The workload for a FEB faculty members was prepared and updated as required by ACBSP and is attached in the Evidence File Sources for Institution Comments.
Commissioner Comment
There is no Commissioner note or condition.
**Criterion 6.1.1**
FEB has well-established processes to make curricular changes and uses stakeholder input in these processes.
Categories: 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 6.1.7**
FEB's Quality Assessment Committee analyses the data from various surveys and compiles a comprehensive report showing the analysis, strengths and opportunities to improve. This report is sent to FEB's Senate committee for discussion and approval, then it's sent to the University of Maribor's Senate committee for discussion and approval of actions.
Categories: 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**
FEB has a well-established tutoring service for the students.
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.

**Opportunities for Improvement (OFI) (6)**

**Criterion 2.2**
FEB has the opportunity to formalize performance measures for tracking progress relative to strategic action plans.
Categories: Approach, Deployment, Improvements
Verified: This OFI was verified on site.
Institution Comment
As mentioned in section 2.2.a, strategic action plan is discussed and followed in many different ways and by many different faculty bodies to track progress on yearly basis (like through Dean's advisory board, senate, etc). Performance of action and strategic plans are measured through different indicators, either of qualitative or quantitive nature.
Those indicators are part of special document, through which management is evaluated yearly and the document is called: »Dean's performance evaluation rate« (attached in evidence file).
Since we are aware of importance of OFI that were suggested, we will take into consideration suggestion to further formalize performance measures for tracking progress relative to strategic action plans.
Commissioner None/OFI
The school agrees to further formalize the performance measures for strategic plans. Hence OFI stays.

**Criterion 4.1**
FEB has the opportunity to better report on systematic processes to measure learning outcome competencies for each program.
FEB identified processes in column 2 of table 4.2 in the next criterion 4.2 but did not write about them in criterion 4.1 as requested.
This is what column 2 represents: What is your measurement instrument or process? Do not use grades. (Indicate type of instrument) direct, formative, internal, comparative

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

Institution Comment

According to OFI mentioned above, in the Evidence File Sources, for Institution Comments, we are describing how FEB measures learning outcome - Assessment of success of study results of the students with Assurance of Learning (AoL) system.

We also updated and reloaded Table 4.2. in the Evidence File Sources for Institution Comments.

Commissioner Note

AoL system evidence uploaded by the school contains old data of the year 2015 and 2016. Evidence is required for last two years 2017 to 2018 indicating continuation of deployment of AoL system.

Criterion 4.2

FEB has the opportunity to develop systematic measurements for program learning outcome competencies based on ACBP criteria.

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

Institution Comment

In order to improve the system of tracking the impact of the curricula on learning, FEB developed and implemented a new Assessment of Learning (AoL) System.

The AoL was developed within the whole faculty staff community, being a result of the joint efforts of all departments and individuals that constitute the most relevant asset of any institution, our staff. Our joint efforts resulted in redefined goals and objectives for all four study programs in the spring of 2013.

Afterwards, the development of the measurement was initiated. First, by introducing direct measurements in the form of rubrics evaluating mainly exam-embedded questions and theses (written and oral competences) for all objectives; and second, by implementing a trial measurement in the August–September 2013 examination period for all types of measurement (exam embedded questions, written assignments, and final theses) included in the system.

Following the trial's measurements feedback several adjustments were made to the rubrics. The system of analyzing the data and presenting the results was implemented and conducted for the first time in autumn 2013, based on the data from the trial measurements.

The first part of our pilot testing took place during the January–February 2014 winter examination period for winter semester courses. The second part occurred during the June–July 2014 summer examination period for the summer semester courses. Based on the results gathered during the pilot measurement, we engaged in a series of discussions about possible improvements to the system. The very first results from the winter examination period were presented in detail and discussed by faculty members during a FEB’s AoL system improvement workshop (in April 2014). We carefully rewrote and shortened some of the performance indicators/rubrics to simplify and clarify them.

Since October 2014, the measurements have been conducted during each first examination period after the end of the semester in which courses with exam-embedded questions are conducted for undergraduate and master's degree programs, while the measurements based on final theses will be conducted continuously.

Appendix 4.4 a) present an organigram of the FEB’s AoL system.

FEB measures of Learning Outcomes based on criterias presented in Table 4.2, and Table 4.1. Despite description of our internal learnig outcomes measurement process in the form of AoL, FEB recognizes the value of OFI and will develop some more systematic measurement for program learning outcome in the future, based on ACBP criteria.

Commissioner Note
The school has an opportunity to test its students through independent Testing Agencies to measure SLOs and generate and analyse students' performance in comparison with similar schools in Slovenia as well as Regionally (Europe) and Internationally.

**Criterion 4.3**

FEB has an opportunity to benchmark key measurements and indicators with international accredited universities. Categories: Deployment, Results

Verified: This OFI was verified on site.

**Institution Comment**

FEB does benchmark analysis, key measurements and indicators with international accredited universities. The analysis was made in the self-evaluation report 2018/19. The analysis is attached in the Evidence File Sources for Institution Comments.

**Commissioner None/OFI**

The additional data submitted by the school in evidence file 'comparability of faculty with similar institutions in Slovenia and wider' is not about the assessment of students SLOs with similar schools in the country or internationally. Hence OFI stays.

**Criterion 4.4**

FEB must describe specific improvements it has made to its programs based on information obtained from its learning outcomes assessment results for a minimum of three improvement cycles.

No improvements are reported in the criterion. However improvements are reported in column 5 of Table 4.2 in Criterion 4.2. Those improvements should be placed here as requested.

Categories: Approach, Deployment

Verified: This OFI was verified on site.

**Institution Comment**

Specific improvements that FEB has made to its programs based on information obtained from its learning outcomes assessment results for a minimum of three improvement cycles are described in the documents in the Evidence File Sources for Institution Comments.

**Commissioner None/OFI**

The school has uploaded Table 4.2 (updated). However, the school should have specifically described the improvements over last two to three cycles as pointed out by the site visit team. Hence OFI stays.

**Criterion 6.1.3**

FEB has an opportunity to report CPC coverage in each course using the abbreviated Course syllabus Standard 6 Figure 6.3 provided in the evidence file.

Categories: Approach

Verified: This OFI was verified on site.

**Institution Comment**

FEB Course syllabus are defined by NAKVIS (Slovenian Quality Assurance Agency - SQAA, national accreditation agency) and are obligatory to use.

In the future we will try to include the requirements of ACBSP into changes of course syllabuses.

Course syllabus are attached in the Evidence File Sources for Institution Comments.

**Commissioner Comment**

There is no Commissioner note or condition.

**General Observations/Site Visit Issues**

(0)

No Recommendations available.

**Recommendations**

(1)

**Criterion 6.1.3**

Commissioner None/OFI

The school needs to submit data as per Standard 6, Figure 6.3. Hence OFI stays.

**Rationale**

(2)
The school has uploaded the updated Table 4.2.

Criterion 4.3

The additional data submitted by the school in evidence file 'comparability of faculty with similar institutions in Slovenia and wider' is not about the assessment of students SLOs with similar schools in the country or internationally. Hence OFI stays.

Wording for Letter
(0)
No Wording for Letter available.

Best Practices
(0)
No Best Practices available.

The business programs meet the overall requirements of five of the six ACBSP standards. The business programs meet the basic requirements of one of the six ACBSP standards. **Condition on Criterion 4.2:** The school has an opportunity to test its students through independent Testing Agencies to measure SLOs and generate and analyze student performance in comparison with similar schools in Slovenia as well as Regionally (Europe) and Internationally. **Condition on Criterion 4.3:** The additional data submitted by the school in the evidence file "comparability of faculty with similar institutions in Slovenia and wider" is not about the assessment of students and the SLOs with similar schools in the country or internationally.

The following business programs at University of Maribor - Faculty of Economics & Business are accredited by the Accreditation Council for Business Schools and Programs:

Undergraduate program “Business Administration” (First Cycle Bologna)
Undergraduate program “Economics and Business Sciences” (First Cycle Bologna)
Postgraduate masters’ program “Economics and Business Sciences” (Second Cycle Bologna)

**University of Maribor – Faculty of Logistics** *(Maribor, Slovenia)*

Full Reaffirmation of Accreditation granted with no notes or conditions.

Basis for final decision: Strengths
(10)

**Criterion 1.1**

FL is committed to continuous improvement which is recognized in their organizational structure. The management team shows high levels of expertise and are committed to the further development of their school.

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.

**Criterion 2.1**

FL has demonstrated a formal process of strategic planning. An internal team, including faculty, lead strategic planning efforts.

Categories: Deployment
Verified: This Strength was verified on site.
Institution Comment
There is no Institution Comment.
Criterion 2.2
FL has well-established process for developing, deploying and reporting on progress towards the overall university strategy.
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 3.2
There is a well developed process to listen to student needs. The Student Council participates in various committees, faculty promotion and even gets to vote on the next dean. Students are represented through the Student Vice-Dean in the FL management team.
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 3.5
Faculty and students are engaged in building relationships with prospective students and participate in high school visits.
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
FL operates a healthy composition of full-time and part-time faculty, where part-time and adjunct faculty is used for specialized courses, and full-time faculty takes care of core courses.
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 5.6
There is a well developed and nationally recognized system for faculty promotion (called habilitation), which is based on faculty long-term performance across various functions and reflects student feedback. Student representatives actively participate in the faculty promotion process.
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 5.7
There is a number of developmental programs, courses and training available to faculty and staff at the university. Faculty are encouraged and financially supported to take part in various professional development activities.

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.

The faculty shares the spirit and desire to develop and grow professionally.

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 6.2.2**
FL has well-established processes to effectively manage its key business operations.

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.

Opportunities for Improvement (OFI)
(9)

**Criterion 2.1**
There is an opportunity to develop a FL-specific strategic long-term and short-term plan which includes goals, tasks and Key Performance Indicators (KPI).

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

Institution Comment
Each year we discuss and approve the document prepared at the University of Maribor, which discusses short-term and long term plan (for education, scientific research, etc.) for all faculties. However, following your advice, for the future we also plan to develop the Faculty's own plan.

Commissioner None/OFI
The school accepts OFI.

**Criterion 2.2**
An opportunity exists for effective communication of strategic objectives, action plans, and measurements across all faculty, staff, students and other stakeholders.

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

Institution Comment
We cooperate with the Alumni Club, with which we prepare an annual meeting that brings together the alumni, representatives of the business sector, current students, staff, and the faculty. The Alumni Club is thus an important channel of communication with former and current students as well as other stakeholders.
Cooperation with business stakeholders and representative of relevant public agencies is realised through the Programme Board, which includes the mentioned stakeholders as well as representatives of the Faculty. The Programme Board meets once a year to discuss strategic objectives, action plans, and measurements.

Commissioner None/OFI

The English website of the school at given link includes only basis information about the school. The school needs to submit evidence of effective communication of strategic objectives, action plans, and measurements across all faculty, staff, students and other stakeholders as required by ACBSP criteria 2.2. Hence OFI stays.

Criterion 3.2

There is an opportunity to explicitly recognize students, faculty and staff among key stakeholder groups in line with ACBSP standards.
Categories: Approach
Verified: This OFI was verified on site.

Institution Comment

The Faculty promotes its activities through events such as the Logistics Conference organised in cooperation with business stakeholders, the Student Logistics Symposium, the Summer School, the Language Conference organised in cooperation with other faculties, all of which offer an excellent opportunity for the recognition of students, faculty and staff among the key stakeholder groups.

http://fl.um.si/en/international-events/
Commissioner None/OFI

The web link submitted by the school gives information about one event 'Logistics Conference' only. Hence OFI stays.

There is an opportunity to develop a systematic process involving employers to provide assessment of current program offerings, course structure and/or attainment of learning outcomes.
Categories: Approach, Deployment
Verified: This OFI was verified on site.

Institution Comment

As mentioned, current program offerings, course structure and/or attainment of learning outcomes are discussed in the annual meeting of the Programme Board. We are also a member of the Slovenian Logistics Association, which brings together all Slovene logistics stakeholders with whom we discuss the current and future in logistics, the results of which we annually incorporate into our study programs. We also cooperate with business stakeholders in the framework of Work Placement. For the future we will also considered a more systematic approach to the involvement of the employers in the process.

Commissioner None/OFI

Additional evidence is not submitted. Hence OFI stays.

Criterion 3.8

There is an opportunity to utilize feedback from major stakeholder groups in meaningful ways, compare data across years, benchmark against peer institutions or even against selected faculties of the university, disseminate results back to the stakeholder groups, outline specific actions and measures, and monitor improvements.
Categories: Deployment, Results, Improvements
Verified: This OFI was verified on site.

Institution Comment

In the annual Self-Evaluation report we include and analyse students’ study results and discuss them at the teaching staff meeting in which student representatives also participate. Based on the results of the analysis we prepare an action plan. As the data for other Faculties is not publicly available, we for now unfortunately cannot benchmark against their results but will propose that the University considers the exchange of the respective data among the faculties to allow benchmarking in the future.
Commissioner None/OFI

The school accepts, hence OFI stays.

Criterion 4.1
There is an opportunity for FL to design a systematic learning outcomes assessment program (UN & VS undergraduate and graduate) and measure the attainment of their learning objectives through internal as well as external assessments.

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

Institution Comment
Attainment of learning outcomes is assessed through formative and summative assessment of student progress, the final assessment being diploma defence. For the future we will consider an even more approach to assessment of learning outcomes.
Commissioner None/OFI

The school needs to submit evidence of assessment of SLOs through formative and summative criteria under Standard 4 Criterion 4.1. Hence OFI stays.

**Criterion 5.3**

There is an opportunity to align academic credentials of faculty to Common Professional Components (CPCs) applicable to ACBSP accredited business programs.
Categories: Approach, Deployment
Verified: This OFI was verified on site.

Institution Comment
Attached please find the upgraded file.
Commissioner None/OFI

The school has uploaded Updated Evidence for Standard 5 Figures 5.1 through Figure 5.6, which meets with ACBSP Criteria 5.3. Hence OFI removed.

**Criterion 5.7**

There is an opportunity to develop a faculty handbook, including description of teaching and learning processes, promotion policies, eligibility criteria for habilitation, annual performance evaluation procedures and criteria, workload policies, research, service, and professional expectations, and policies for contract renewal and termination.
Categories: Approach
Verified: This OFI was verified on site.

Institution Comment
The information including description of teaching and learning processes, the faculty research activities, and service are included on the faculty website. Information regarding the promotion policies, eligibility criteria for habilitation, and policies for contract renewal and termination is prepared by the University of Maribor and published on its website. The information on annual performance evaluation procedures and criteria is circulated among and discussed by the faculty and staff on monthly meeting. In line with the University regulations and policies, the information on workload policies and policies for contract renewal and termination is available and provided by the University and Faculty Human Resources Department.
Commissioner None/OFI

OFI removed.

**Criterion 6.1.3**

There is an opportunity to define Common Professional Components (CPC) in each undergraduate course, to list the CPC on each course syllabus, and to demonstrate sufficient CPC coverage.
Categories: Approach
Verified: This OFI was verified on site.

Institution Comment
Attached please find the updated files.
Commissioner None/OFI

The school has submitted updated document as evidence of CPC for each major course taught as per Figure 6.4, 5.5 (3 Tables) and 6.6. Hence OFI removed.

General Observations/Site Visit Issues
Criterion 4.1
Commissioner Condition
The evidences submitted namely document FINAl ACBSP and Standard 4 Figure 4.1 do not clearly indicate SLOs with measurable learning outcomes, which the school may or may not have. The school has an opportunity to develop CPC to meet with the requirement of ACBSP Standard 4. Hence this condition should be met with in the next cycle of Accreditation.

Recommendations

Criterion 2.1
Commissioner None/OFI
The file 'PD 2019 UM 31.1.2019' uploaded by the school to support the institutional response is in local Slovenia language, hence not understandable. ACBSP requires all evidences translated in English language.

Rationale
(0)
No Rationale available.

Wording for Letter
(0)
No Wording for Letter available.

Best Practices
(0)
No Best Practices available.

The business programs meet the overall requirements of the six ACBSP standards.

The following business programs at University of Maribor - Faculty of Logistics are accredited by the Accreditation Council for Business Schools and Programs:

Professional Degree Program Economic and Technical Logistics
University Degree Program System Logistics
Master's Program System Logistics

University of New England (Biddeford, ME, USA)

Full Reaffirmation of Accreditation granted with no notes or conditions.

Basis for final decision:  Strengths
(13)

Criterion 1.1
Under the capable direction of the Chair of the Department of Business and active support from the Provost and President, the business unit has created a culture of engagement, innovation, and commitment to organizational goals of the new "Our World, Our Future" strategic plan.
Categories: Approach, Deployment
Verified: This Strength was verified on site.

Criterion 1.2
There is evidence of entrenched commitment to social responsibility in both policies and practices by both the the institution and Department of Business, along with the innovation of new academic programs.
Categories: Approach, Deployment, Results
Verified: This Strength was verified on site.

Criterion 3.5
Students from the Department of Business within the CAS Business Unit were highly complimentary of the business faculty. Positives included professors personal relationship and concern for the students, the professors knowledge in their subject area, and teachers willingness to bring in expert voices to add value to the classroom. Categories: Approach, Deployment, Results
Verified: This Strength was verified on site.

Criterion 3.7
The Department of Business within the CAS Business Unit effectively uses internship surveys, student exit surveys, internship sponsor surveys, and alumni surveys to gauge stakeholder satisfaction and dissatisfaction. The results are showing high satisfaction. Categories: Approach, Deployment, Results
Verified: This Strength was verified on site.

Criterion 4.2
The Department of Business uses outside stakeholders in their assurance of learning process by soliciting feedback from internship employers. Categories: Deployment
Verified: This Strength was verified on site.

Criterion 4.3
There are several documented examples where the Department of Business has identified and addressed student improvement outcomes by incorporating additional technology and embedding curricular changes. Categories: Results
Verified: This Strength was verified on site.

Criterion 4.4
The Department of Business documents each SLO, actions taken to improve student learning, and observed changes in student learning in an annual report to the CAS Dean. Categories: Results
Verified: This Strength was verified on site.

Criterion 5.1
The Department of Business within the CAS Business Unit unit has an effective process for hiring, developing, and evaluating faculty and staff needed to deploy their academic programs. Human resources planning is evident in the University's Strategic Plan. Processes for hiring and faculty evaluation are in place as part of their written policies. Categories: Approach, Deployment
Verified: This Strength was verified on site.

Criterion 5.5
The Department of Business faculty are well respected by students for their performance in the classroom, content knowledge, personalized attention, industry networking for internships, and career advising. Categories: Approach, Deployment, Results
Verified: This Strength was verified on site.

Criterion 5.7
Based on strategic financial decisions, the CAS (which includes the Department of Business), desires a "balance" between Tenure and Non-tenure track positions. The CAS leadership recognizes that currently an imbalance exists. The strategic goal of institutional leadership is to bring this into balance. Considerations include planned outcomes, the landscape of Higher Education, and the necessity of "high scholarship" versus "high teaching" needs. Categories: Approach, Deployment
Verified: This Strength was verified on site.

Criterion 6.1.4
Department of Business faculty work closely with students as career mentors and academic discipline advisers to assist them in achieving their professional goals. Categories: Deployment
Verified: This Strength was verified on site.

**Criterion 6.2.1**
A separate office with dedicated resources are assigned to the CAS internship program which utilizes a professional internship adviser who is on the faculty and administers the academic side of internships and how they are integrated in students' curriculum.
Categories: Deployment
Verified: This Strength was verified on site.

**Criterion 6.2.2**
Because of UNE's financial health, with over one year in reserves, the CAS and the Department of Business have the ability to support ongoing programmatic growth.
Verified: This Strength was verified on site.

**Opportunities for Improvement (OFI)** (10)

**Review of All Academic Activities**
The BS in Communications degree was not included for accreditation. Based on the intent by the institution that the BS in Communications degree program be separated from administered degree programs offered by the Department of Business, there is an opportunity to more clearly separate this program from Department of Business listed major offerings.
Categories: Approach
Verified: This OFI was verified on site.

**Criterion 2.1**
During the study year, while there was not a strategic plan in place or scorecard available due to change in Presidents, there was an employed comprehensive, shared governance process for the university which includes CAS and the Department of Business in developing a deploying a new strategic plan "Our World, Our Future." While this plan is recognized and embraced by administrators, faculty and staff, there is an opportunity to share a balanced scorecard and empirical measures against established goals and objectives within the plan can provide accountability with constituencies for continuous and ongoing assessment to discern progress and notable accomplishments.
Categories: Approach
Verified: This OFI was verified on site.

**Criterion 3.2**
The Department of Business within the CAS Business Unit may wish to consider additional methods to collect feedback from employers and alumni such as developing an employer/alumni Advisory Board to provide them necessary feedback to use for growth and improvement of their program and offerings.
Categories: Approach, Improvements
Verified: This OFI was verified on site.

**Criterion 5.2**
The Department of Business within the CAS Business Unit could benefit from a more formalized onboarding process for new faculty. The CAS provides a one-day session, but the business unit has an opportunity to consider improving the orientation process within their own program.
Categories: Improvements
Verified: This OFI was verified on site.

**Criterion 5.7**
The Department of Business could improve by strategically addressing the tension that exists between employment/contractual understanding of scholarly academic/professional development and required academic/professional development that is required by specialty accreditation.
Categories: Approach, Improvements
Verified: This OFI was verified on site.

**Criterion 5.8**
The Department of Business may improve by committing to scholarly activities such as increased attendance, presenting, and leadership at academic conferences, as well as active engagement in discipline related professional organizations (ie the ACBSP nine essential faculty functions).

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

Criterion 6.2.2
Although there is engagement at the departmental and college levels in the development of an institutional annual budget, there is an opportunity to more fully communicate administrative decisions and their respective impact on direction, priorities, and growth.
Categories: Approach
Verified: This OFI was verified on site.

Criterion 6.3.5
While there are components of an enrollment management plan embedded in the self-study, there is an opportunity to publish and communicate that plan to appropriate stakeholders at the department and college level to best facilitate needed implementation and related actions, as well as any helpful countermeasures.
Categories: Approach, Deployment
Verified: This OFI was verified on site.

Criterion 6.3.6
There is an opportunity to deploy strategies to increase the diversity of the Department of Business Faculty to attract and retain a diverse student body.
Categories: Approach, Deployment
Verified: This OFI was verified on site.

Criterion 6.3.7
Although it is articulated that by senior leadership that there was an Enrollment Management Plan, elements of in lieu of the comprehensive plan was not made available to the Department of Business. Making the enrollment management plan available to the Department of Business and CAS could better enable respective stakeholders to contribute to the outcomes of the enrollment management plan through better understanding of the plan and its related goals and objectives.
Categories: Approach
Verified: This OFI was verified on site.

The business programs meet the overall requirements of the six ACBSP standards.

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

- Bachelor of Science Business Administration (BSBA)
- BSBA with Concentration in Management
- BSBA with Concentration in Marketing
- BSBA with Concentration in Economics
- BSBA with Concentration International Business
- Bachelor of Science Sport & Recreation Management (SRM)
- BS SRM with Concentration in Sport Management
- BS SRM with Concentration in Outdoor Recreation Management
- Minor in Business Administration
- Minor in Economics
- Minor Sport & Recreation Management

University of the District of Columbia (Washington, DC, USA)
Full Reaffirmation of Accreditation granted with improvement opportunities in the following standards and criteria: Notes on Criteria 4.2 & 5.3.1. Basis for final decision: Strengths

(14)

Conditions of Accreditation
Retention of students which was decreasing from 64% in Fall 2016/2017 to 55.9% in Fall 2017/2018 cohorts. However the SBPA stated that this improved to 84.3% in Fall 2018/Spring 2019 which can be viewed as part of a strength.

Organizational Description
1. Approximately 30% of student body of the SBPA are International Students. SBPA has a competitive advantage of recruiting International students through the embassies of different countries located in the District of Columbia.
2. Paving Access Trails to Higher Security (PATHS) program through the Institute of Human Service Delivery housed in the SBPA provides work readiness and training programs.
3. Two or three times a year, the SBPA distributes newsletters to students, faculty, stakeholders, and alumni highlighting the activities of the school.

Standard 1: Leadership
The Dean serves on the Deans Council that provides advice and counsel to the Chief Academic Officer and the President on curricular and academic matters. This include information and feedback for establishing clear and appropriate academic, administrative and operational policies. The SBPA maintains a strong collaborative environment that enhances the input of all stakeholders.

Categories: Approach, Results
The SBPA Advisory Board reported on how the University's administration requires a continued relationship with the Mayor's office for their budgetary and economic support, and community development partnerships. This relationship can enhance public policy depending on the current sitting Mayor who influences the legislative process through executive budget appropriations and policy agenda.

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

Criterion 1.2
The SBPA has distinct faculty with diverse cultural backgrounds and experiences and a student population from 42 states in the USA, Puerto Rico, the Virgin Islands and 45 foreign countries. The Equity Imperative provides a foundation for ethical and legal processes to be executed throughout the administration.

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

Criterion 2.1
A comprehensive list was created in 2018 by a task force to align with the Equity Imperative of UDC. By including these details at regular faculty retreats, advisory board meetings and student events, faculty and students are included and engaged in the process for continual attention to improvement obtaining the goals that have been set.

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

Standard 3: Student and Stakeholder Focus
The SBPA's processes for determining and responding to stakeholder requirements and expectations are systematic and have informed improvement strategies. Evidence includes establishment of the Hany Makhlof Academic Center for Student Support (Fall 2018). The center provides peer support counseling to assist students as they navigate the advising and registration process.

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

Criterion 3.1
Students cited the "open door" policy of faculty and administrators as a major program asset, communicated their satisfaction with opportunities to voice their concerns and expressed confidence that they are "heard." This contributed directly to their sense of belonging and the spirit of community within the SBPA.

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

Criterion 3.4
The Board of Advisors is one of the SBPA’s most significant assets. This pool of talent is committed to the development of the School and has evidenced this commitment with deliberate contributions. Those contributions include input regarding strategic planning and curriculum relevancy, the creation of networks for current students, engagement as guest lecturers, and the introduction of initiatives designed to ensure that the curricular infrastructure appropriately prepares students for the demands of the market.

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

Criterion 4.3
The SBPA is outperforming other HBCUs in Accounting, Quantitative Business Analysis and Information Systems as outlined in Figure 4.3. Blackboard is being used as a shared drive for all faculty to have access to assessment data. Since assessment has been housed in Planning and Institutional Effectiveness, it aligns with the strategic plans and Equity Imperative, utilizing the TK20 assessment tool to support assessment committee.

Verified: This Strength was verified on site.

Standard 5: Faculty and Staff Focus
The processes for faculty and staff are aligned with the strategic plan as well as the University’s Equity Imperative. The open and supportive culture of the School supports an informal collaborative engagement that allows faculty and staff to focus on opportunities for student engagement and potential.

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

Criterion 5.4
The student/advisor ratio is manageable, dictated by both union contract and carried out by Department Chairs. Center of Student Support was set up to provide streamlined advising access for students.

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

Criterion 6.3.2
The transition for students from Montgomery College, Prince George’s Community College and Northern Virginia College to UDC's SBP is a seamless one. SBPA has a direct relationship with the UDC Community College resulting in a pathway for students who complete the Associate of Arts degrees in business-related subjects to enter into the Flagship at the junior level with minimum extra courses and no duplication of courses required. There is regular communication between SBPA and these two-year colleges to discuss any changes to any of the programs.

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

Criterion 6.3.3
The University has four categories for graduate admissions: Approved, Approved with Provision, Approved as a Special/Non-degree student; and Readmission. The Graduate Program Admissions Committee reviews and discusses the individual applications. All information submitted is taken into consideration when accepting a student for admission into the MBA program to determine the reasonable expectation of successfully completing the program. In 2017, SBPA began offering five foundation courses for students who did not have an undergraduate degree or courses in business administration/management. Because the SBPA MBA program is an evening program, there are no additional requirements for admission.

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

Opportunities for Improvement (OFI)
Conditions of Accreditation

During the site visit, faculty who expressed the desire to increase enrollment if the University administration allowed the SBPA to conduct their own marketing campaign in additional to the University recruiting strategies. The faculty also expressed an interest in their own SBPA career services and internship department to improve student recruitment, retention, graduation and gainful employment for the SBPA students.

Categories: Approach

Criterion 3.1
While improvements have been made in response to the needs and expectations of targeted student stakeholder groups, a formal process for collecting and assessing student input could enhance the SBPA's capacity to respond systemically and systematically. Dis-aggregation of student satisfaction data collected on an institution-wide basis could also serve to consistently inform the processes and practices in the SBPA.

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

Criterion 4.1
The SBPA has only two faculty members in the University Assessment committee Dr. Reid and Dr. Tan and 4 members in the SBPA internal assessment committee. It would benefit SBPA to involve more faculty in the SBPA Internal committee.

Criterion 4.2
During the Site visit, the self study team was told that the MBA program did utilize ETS Major field test in Spring 2019 however they did not get the results because they had less than 4 students who to took the exam. The requirement is a minimum of 5 students as stated by the Associate Dean for Graduate Programs, Assessment & Operations. They will utilize the test during the Fall 2019 semester since there are 9 students enrolled in the capstone course and meet the three successive sets of periodic assessment results data set in the Fall 2020 as required by the ACBSP.

The SBPA started utilizing Capsim in the Spring 2019 and will keep utilizing this other direct measure of summative outcome assessment and will have the three consecutive data sets by Spring 2020. At the moment the SBPA did not meet the requirement for Standard criterion 4.2.

It was noted during the meeting with faculty that some MBA faculty were using research papers, Case Analysis, etc. Developing rubrics for grading these outcomes as part of assessment at course level and the Associate Dean for Graduate Programs, Assessment and Operations could enhance the ability to analyze outcomes. Some faculty confirmed that rubrics were being used. Reinforcing this assessment method as a requirement for all MBA faculty would allow the program to be covered by direct measures at the program level.

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

Criterion 4.3
Closing the loop serves as an indication that SBPA students should be able to perform at par with their peers in Economics, Management, Finance, Marketing, Legal and Social Studies and International Issues. During the site visit both faculty and staff agreed this deficiency exists and are looking to find ways to improve the outcomes through additional work on Intermediate Accounting for non-business majors.

Verified: This OFI was verified on site.

Criterion 4.4
It could benefit the SBPA by Introducing Intermediate Accounting concepts in the Business Curriculum coursework.

The SBPA may wish to consider adding one more summative direct measure outcome in Accounting, Finance and Management Information Systems (MIS).

Categories: Deployment

Criterion 5.3
An opportunity for improvement exists to correct inconsistencies exist between Fig 5.4, adjunct course list and course load list. Some professionally qualified individuals are listed as academically qualified. Several full-time faculty binders are empty. Many CPAs do not have current continuing education certificates on file. Some
individuals listed on the active faculty list were listed as retired according to HR department. Recalculation of AQ/PQ can help with a balanced faculty population.  
Categories: Approach, Deployment, Results, Improvements

**Criterion 5.5**

It appears that administration also serves as adjunct faculty, with the possibility of teaching overload.  
Categories: Deployment, Results, Improvements

**Criterion 5.8**

An opportunity for improvement exists to have more faculty members participate in publications. Faculty are extremely excited to engage in scholarship and activities and many have done so with their own funds. Funding to support professional development of both faculty and student activities would result in positive PR for the programs and solidified credentials for faculty.  
Categories: Approach, Deployment, Results, Improvements

**Criterion 6.1.3**

There exists an opportunity to ensure that all courses meet the required CPC coverage. While information was provided for selected courses, coverage was not documented for others. To demonstrate compliance with Criterion 6.1.3, coverage of the topical areas should be reflected in the appropriate abbreviated syllabi.  
Categories: Approach, Deployment

**Criterion 6.1.4**

While it appears that the requisite coverage beyond the CPC is achieved, there are discrepancies in the number of credit hours reported throughout the self study. There exists an opportunity to ensure that information is accurately reflected in all media used for publication purposes, both internal and external.

The business programs meet the overall requirements of the six ACBSP standards. **Note on Criterion 4.2:** To identify trends, the business school or program should report, at a minimum, three successive sets of periodic assessment results. This did not exist for the MBA program. In addition to the ETS MFT and the Capsim, the faculty can use research papers, case analysis, etc. Developing rubrics for grading these outcomes as part of the overall assessment program could enhance the ability to analyze outcomes. Reinforcing this assessment method for the MBA could allow the program to be covered by direct measures at the program level. **Note on Criterion 5.3.1:** 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. There were inconsistencies between professionally qualified individuals listed as academically qualified, or CPAs having current continuing education certificates. To demonstrate compliance with Criterion 5.3.1, please submit your faculty qualifications in table Figure 5.1 and to provide credit hour production data by faculty member, separating full-time and part-time faculty in table Figure 5.2. Present your coverage of programs by academically and/or professionally qualified faculty in table Figure 5.3. Tables can be found under the Evidence File tab.

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

- BBA Business Management, Concentrations: Marketing and Management Information System
- BBA Accounting
- Master of Business Administration

**Viterbo University (Lacrosse, WI, USA)**

Full Reaffirmation of Accreditation granted with no notes or conditions.  
Basis for final decision: The business programs meet the overall requirements of the six ACBSP standards. Two Standards were recognized as best in class. Strengths  
(9)

**Criterion 1.1**
The business school faculty are an integral part of the process of reviewing goals and creating strategies to meet them. This improves the ability of the faculty to lead and participate in implementing changes based on the results of these reviews.

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

Criterion 2.1
The business school has a well defined and implemented strategic plan with stated goals, metrics and timetables.
Categories: Approach, Deployment

Criterion 3.1
The MBA student background tracking is detailed in regard to UG major, geographic source, gender, and age, as well as work experience. We see this as a best practice.
Categories: Approach, Deployment, Results
Verified: This Strength was verified on site.

Criterion 3.2
The business school, and Viterbo as a whole, are exceeding expectations, having identified its major stakeholders and found methods to listen and to learn from its stakeholders and use the results in order to determine both student and stakeholder requirements and expectations. Their actions are best practices.
Categories: Approach, Deployment
Verified: This Strength was verified on site.

Criterion 4.1
The business school overall assessment process is comprehensive, extensive, and detailed. Learning goals are present for each program, and each goal is measured multiple times. There is extensive faculty involvement in all stages of the process, and data is used to make curricular changes. The school meets criteria (b), (c), (d), and (e), but does not yet meet criteria (a), as detailed below in regard to the Note from 2018.
Categories: Approach, Deployment, Results, Improvements
Verified: This Strength was verified on site.

Criterion 4.4
The business school clearly demonstrates assessment results are continually used to improve assignments, courses, programs, and the assessment process itself. Faculty members are heavily involved in assessment at all levels.
Categories: Improvements
Verified: This Strength was verified on site.

Criterion 5.8
The business school faculty involvement in scholarship includes all of the faculty and support for their efforts is clearly visible at the school an university levels.
Categories: Approach, Deployment, Results, Improvements
Verified: This Strength was verified on site.

Criterion 6.1.1
Figure 6.1 provides many excellent examples of how a variety of stakeholder input was used to identify possible changes in curriculum. The business school's careful attention to all stakeholders helps early identification of possible issues and solutions.
Categories: Deployment
Verified: This Strength was verified on site.

Criterion 6.1.7
The business school's continuous monitoring of markers of program health, combined with the 5-year Program Reviews and the as-needed Program Sustainability Review, is thorough and repeatable. We see this as a best practice.
Categories: Approach, Deployment
Verified: This Strength was verified on site.

Opportunities for Improvement (OFI)
Conditions of Accreditation

The site-team review of the requirements of section g - providing reliable information to the public by the business school shows these as being met and recommends removing the current note on this section.

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

Criterion 2.2

The business school strategic planning process could be strengthened through the addition of results from measures showing goals progress and action plans taken in the development of tables, such as the Strategic Plan Progress Chart. Such an addition would show a process that is fully implemented and fully deployed.

Categories: Results, Improvements

Criterion 4.1

Maintain a Note on Standard 4:

The basis of the measurement presented for Accounting was "% of Students Who Scored Over 80% on Ethics Case Discussion Questions in ACCT 311/312". Grades or scores are not to be used as a student outcomes metric. There is no rubric or external comparative measure presented. Similarly, Health Care Management, Management and Leadership, Marketing, Organizational Management, Sport Management and Leadership, and MBA Programs measurements are based on internal data derived from samples of student work.

It was verified on site (through discussion) that grades or scores on student assignments are used for assessment, and that the grades or scores are decided using a rubric developed for the assignment. It was verified on site (through review of assignments and rubrics) that some of the assignments measure more skills than only the skill that is purported to being measured. It was verified on site (through discussion and review of data) that the school used to administer ETS as an external measure and now administers Peregrine for an external measure (the ETS data is not included in the self study, but was provided on site; the Peregrine data is included in the self study and was verified on site), but these external measures are not currently mapped to program learning goals. The business school is moving to a more outcomes focused assessment process and we look forward to seeing the result.

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

Criterion 4.2

The business school might benefit from labeling the charts by learning goals rather than by assignment names to be consistent across the measures and to emphasize that the assessment is of the learning goals not of the assignments.

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

Criterion 4.3

The business school might benefit from using similar institutions as benchmarks (i.e., small rural; small faith-based), as well as all institutions in ACBSP Region 4.

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

Criterion 5.8

The business school's review of the scholarship and professional development activities could be further extended with the inclusion of the adjunct faculty who are teaching in the degree completion and graduate programs. Their inclusion could provide a more meaningful review of human resources planning and the meeting of scholarship and deployment objectives.

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

Criterion 6.1.4

The business school might consider the development of electives or pick lists in curriculum design beyond the CPC to provide flexibility in the utilization of faculty and the meeting of student learning needs.
The following business programs at Viterbo University are accredited by the Accreditation Council for Business Schools and Programs:

- Master of Business Administration (MBA) - general focus
- Master of Business Administration (MBA) - focus on Health Care Leadership
- BBA in Accounting
- BBA in Accounting - degree completion program
- BBA in Business Administration
- BBA in Finance
- BS in Health Care and Wellness Management
- BBA in Health Care Management - degree completion program
- BBA in Management and Leadership
- BBA in Management Information Systems - degree completion program
- BBA in Marketing
- BBA in Organizational Management - degree completion
- BBA in Sport Management and Leadership

**Vysoka Skola Ekonomie a Management (Praha 5, Czech Republic)**

Full Reaffirmation of Accreditation granted with no notes or conditions.

Basis for final decision: The business programs meet the overall requirements of the six ACBSP standards. One Standard was recognized as best in class. Strengths

(10)

**Criterion 1.1**

VSEM's commitment to quality was verified on site both through translations of documentation and interviews with stakeholders including management, staff, full-time and adjunct faculty, students, alumni and industry. Comprehensive development of relevant measures and goals, with data collection, evaluation and strategy for improvement was evidenced through annual reports, and with verbal verification from leadership, faculty, staff and industry that the information is shared with all groups, input requested and acted upon.

**Criterion 2.1**

VSEM has strategic planning process for setting directions and to address students and program performance requirements. The current five-year planning cycle (2017-2020) includes the institution's vision, mission, values, program goals and objectives with action plan and timetable of activities for plan implementation.

The current strategic plan is revisited, reviewed and modified annually to reflect changes based on current data on market demand; changes required by the Ministry of Education (which actually influences the strategic plan of all institutions of higher education in Czech Republic); European Commission; ESG and CHEA; ACBSP and other major stakeholders including students, faculty, employers and administration.

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

**Criterion 3.2**

The business unit relies heavily on its Student Information Systems to collect data about students, graduates, and other institutions. Detailed, granular data is collected and available for analysis including data regarding student-professor interactions, student dealings with various offices, and students' academic progress.
Verified: This Strength was verified on site.

**Criterion 3.5**
The business unit demonstrated, through the self-study, its processes to attract students to academic program offerings through the use of open days, and multiple differentiation strategies that aim at adding value to students’ experience. Conference attendance, practical experience, joint ventures, and memberships in professional business organizations are utilized to attract and retain students in academic programs.
Verified: This Strength was verified on site.

**Criterion 4.2**
It was verified on site that the business unit employs multiple measures for student learning outcome results including final exams, written project/assignment, thesis defense, and professional student competitions. A great deal of effort is made to ensure the validity of those measures and data points have been collected, analyzed, and recommendations were made as a result.
Use of external reviewers and field professionals to provide an external assessment of students' performance allows for an impartial, external view of student outcomes and for external benchmarking.
Verified: This Strength was verified on site.

**Criterion 5.2**
Criterion 5.2.1: VSEM has developed a pool of highly qualified full-time and part-time faculty as is evidenced in the self-study document and verified during site visit via interviews with faculty, administration, alumni, and students. This composition assures the depth and breadth of knowledge needed for program design and delivery.
Categories: Approach, Deployment, Results, Improvements
Verified: This Strength was verified on site.

**Criterion 5.8**
The leadership and faculty of the VSEM are commended for their heavy engagement in scholarly and professional activities beside their teaching load, Theses supervision, and other university commitment. Almost 100% of faculty are either presented or published at least two papers annually. According to faculty, the administration is very supportive and financially committed to encourage faculty presenting their papers at reputable conferences.

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

VSEM is the first institution of higher education in Czech Republic that was awarded a grant from the European Union to develop more than 200 MOOCs. These tuition free classes not only have a high impact on students' learning needs but, have increased the level of collaboration with and contribution to the greater academic community.

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

**Criterion 6.1.1**
It was verified on-site that VSEM has a strong process that utilizes stakeholder feedback to collect and analyse data, set goals and implement strategies on an annual basis to continuously improve their educational and administrative processes. This relates back to their commitment to quality and is directly related to their mission, vision, values and strategic plan. Reporting out is done annually through their Internal Quality Assurance Report that is shared with all stakeholders and appears on their website.

**Criterion 6.2.1**
The support offered to students by VSEM is exemplary, and ground breaking in some areas. VSEM is one of the first schools in Czech Republic to offer psychological counselling and support to their students. There is a clear process for collection and evaluation of data, communication to stakeholders and continuous improvement based on data analysis.

Opportunities for Improvement (OFI)
(9)

**Criterion 2.2**
VSEM has short-term and long term strategic objectives and an action plan in place. However, the institution has included over 10 institutional strategic challenges that need to be directly linked to short-term and long-term strategic objectives on the action plan. Additionally, there is an opportunity for the institution to link the human resources plans to the short-term and long-term strategic objectives and the action plan as well.

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

The general overview of strategic plan is uploaded on the web site. However there is an opportunity for the institution to formally involve faculty in the strategic planning process and in dissemination of information to faculty and staff.

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

Criterion 3.3
A review of the student sample survey shows the existence of an instrument to collect data about student satisfaction. It is unclear; however, how the process of collecting data from stakeholders is periodically reviewed and assessed to keep it current with educational service needs and directions.

Verified: This OFI was verified on site.

Criterion 4.2
While multiple measures are used to assess student outcomes, the business unit could benefit from organizing data, analysis, and recommendations systematically to allow for tracking trends, making recommendations, and continually making improvements. Utilization of a single measure (one of the three measures identified: final exam/thesis defense/written project) may limit the business unit's ability to measure all outcomes systematically and consistently. Mapping measures to program outcomes could provide a more in-depth analysis and an opportunity to make improvements in the program.

Verified: This OFI was verified on site.

Criterion 4.4
While the business unit identified goals and measures to collect data, there is no description of specific improvements it has made to its programs based on information obtained from its learning outcomes assessment results for a minimum of three improvement cycles.

The business unit would benefit from providing a clear and specific improvements made as a result of analyzing assessment results.

Verified: This OFI was verified on site.

Criterion 5.5
As indicated in Figures 5.4, 5.5 and 5.6 there are several faculty with an excessive teaching load. These same faculty have a disproportionately high volume of other responsibilities such as supervision of theses, special projects, number of advisees, business and industry interactions, administrative duties, involvement in committees, paper publication and presentations. This heavy load of responsibilities may hinder the quality of teaching and services provided by these individuals and far exceeds the recommended work load in this standard. VSEM would benefit from an examination of distribution of faculty workload and other responsibilities.

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

Criterion 6.1.4
While VSEM included a table indicating 45% - 50% of the hours required to meet each of the degrees was general education, it would benefit VSEM to indicate on their website and to be reflected in the table provided, which courses (and hours per each course) specifically in each program are considered general education and which are core requirements or requirements beyond the core to support the general educations numbers provided.

Criterion 6.1.7
VSEM has demonstrated a regular and clear process for evaluation and continuous improvement of business education within the school. VSEM could benefit by breaking down this information into programs and specialization.

Criterion 6.3.4
There is an opportunity for VSEM to strengthen their disciplinary process through the addition of criteria for re-admission of suspended students.

The following business programs at Vysoka Skola Ekonomie a Management are accredited by the Accreditation Council for Business Schools and Programs:

BBA / Bc. - Bachelors in Economics and Management with specializations: Marketing, Human resources, Management, Business Economics
MSc. - Masters in Economics and Management with specializations: Corporate management, Marketing, Human resources, Business Economics
MBA - Master of Business Administration

Wagner College (Staten Island, NY, USA)

Full Reaffirmation of Accreditation granted with no notes or conditions.

Basis for final decision: Strengths
(6)

Standard 1: Leadership
The new interim Dean has implemented a new strategic direction with new initiatives within his limited resources that have the potential to improve and strengthen the continuous improvement of the school of business.
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 2.1
The interim Dean initiated a new strategic plan that addresses the school’s strengths and weaknesses and addresses the modern needs of an academic business unit. The updated strategic plan overrides the previous five year plan (2016-21).
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
Systematic use of a business advisory council to determine stakeholder satisfaction and future requirements may ensure strong relationships with alumni and alumni employers—reinforcing the flywheel of sustaining and increasing student and stakeholder satisfaction.
Categories: Approach, Deployment, 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 3.5
Multiple methods of strengthening relationships with the desired stakeholders should ensure strong affinity and continuity of program operations in the future. Of particular note is a 12% increase in student retention (75 to 84%) as a result of implementing a retention plan.

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 5.4**
All full-time faculty publish extensively and have extensive CV's that include committee work, chair, and advising positions, which ensure that the school is represented well professionally.
Categories: Approach, 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 6.1.4**
Staying true to the institutional mission of providing a liberal arts education, alumni and current advanced-level students noted the strength of their academic training in comparison to peers in the workforce. Continued adherence to traditional general education and liberal arts training through the curriculum may ensure the continued gravitas of the institution by future employers and internship employers—potentially strengthening additional opportunities for future students, graduates, and interns.
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)
(6)

**Standard 2: Strategic Planning**
While the business unit has a rudimentary HR plan, neither the self-study nor the site visit meetings indicated commitment from the College to timely fulfillment of the HR plan in a way that should maintain the standards and quality of the business unit.
Categories: Deployment, Results, Improvements
Verified: This OFI was verified on site.
Institution Comment
There is no Institution Comment.
Commissioner Comment
There is no Commissioner note or condition.

**Criterion 2.1**
In order to properly address stakeholder interests, it may benefit the school’s ability to complete the strategic plan by receiving greater stakeholder input while drafting the plan. During the site visit, several external stakeholders positively expressed a desire to contribute to the future of the school.
Categories: Approach, Deployment
Verified: This OFI was verified on site.
Institution Comment
Factual Error to Correct
The “new” School of Business Strategic Plan is a draft document which was not submitted with the self-study and which has not been approved by the department. The only School of Business Strategic Plan that is being deployed currently is the 2016-2021 plan that was submitted with the self-study.

Commissioner Comment
There is no Commissioner note or condition.

Criterion 3.6
Without established processes to receive complaints from all stakeholders (including alumni, alumni employers, employers, and advisory members), the business unit may miss valuable feedback for strengthening its programs and/or operations.
Categories: Approach, Deployment, Improvements
Verified: This OFI was verified on site.

Institution Comment
Factual Error to Correct
The School of Business has systematic methods to collect data from internal stakeholders, as indicated in the self-study, but not from external stakeholders, except internship supervisors.
Commissioner Comment
There is no Commissioner note or condition.

Criterion 4.3
One possible idea for improvement would be for each program to implement assessment measures at the program level to potentially feed data back into individual program improvement.
Categories: Approach, Improvements
Verified: This OFI was verified on site.

Institution Comment
There is no Institution Comment.

Commissioner Comment
There is no Commissioner note or condition.

Criterion 5.1
Establishing a timeline and process for sourcing, validating, vetting, and hiring new faculty candidates may help achieve the objectives of the revised strategic plan.
Categories: Approach, Improvements
Verified: This OFI was verified on site.

Institution Comment
Factual Error to Correct
Wagner College has general guidelines for hiring as noted in the Wagner College Faculty Handbook, pages 31 – 33.
Commissioner Comment
There is no Commissioner note or condition.

Criterion 6.3.7
Seeking opportunities for improvement in the enrollment management process—specifically the sourcing/recruiting of new students into the undergraduate and graduate program offerings—then deploying those process improvements across the college may help to lift the enrollment of the college closer to the pre-2008 numbers (600+) and closer to the numbers planned by the new leadership.
Categories: Approach, Deployment
Verified: This OFI was verified on site.

Institution Comment
There is no Institution Comment.

The business programs meet the overall requirements of the six ACBSP standards.

The following business programs at Wagner College are accredited by the Accreditation Council for Business Schools and Programs:
B.S. - Bachelor of Science in Business Administration
M.S. - Master of Science in Accounting
M.B.A. - Master of Business Administration (Traditional MBA)
M.B.A. - Master of Business Administration (Executive MBA)
M.B.A. - Master of Business Administration (Accelerated MBA)