

Baccalaureate/Graduate Degree Board of Commissioners
Accreditation Decisions
November 14-15, 2024

December 18, 2024

The following information is provided from the Baccalaureate/Graduate Degree Board of Commissioners accreditation decisions from the November 18-19, 2024 meeting.

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

INITIAL ACCREDITATIONS FOR FALL 2024

Boston City Campus, & Business College, Stellenbosch, South Africa

1. BCC has a systematic leadership process that promotes performance excellence and continuous improvement. It has a "flat management structure" that leads to quick and nimble leadership decision-making permitting it to adapt quickly to unexpected events like the Covid-19 pandemic and recent exponential growth. This is a notable strength of the institution.
2. BCC's market strategy of including textbooks and all fees for use of the Learning Management System (LMS) is also one of the strategic elements for its strength in the South African educational marketplace and its recent incredible growth.
3. BCC has a well thought out and thorough HR plan that enables their rapid expansion while maintaining quality throughout their programs. This is a notable strength of the institution overall.
4. BCC's leadership has created and monitors an environment that fosters social and community responsibility within South Africa's post-apartheid society and constitution. Most notable within this environment is that BCC gives a second chance to their target demographic who are those that have previously struggled or have been denied access to higher education opportunities. This is a commendable strength of the institution.
5. BCC has a well-developed and systemic process for measuring key performance indicators, including a reward system for meeting important KPIs. This is a notable strength of the institution overall.
6. Student satisfaction is very high within the BCC education programs. It is notable strength of the program that employers appear to be extremely satisfied with BCC graduates in their employ.
7. BCC has developed very strong programs to orient students, deliver content, and monitor and assess program success. This is an overall positive aspect of their rapid growth trajectory of the last ten years.
8. BCC shows its dedication to student support through an efficient complaint resolution process. Students receive guidance on how to navigate this process and where to find assistance, empowering them to address their concerns effectively.

9. BCC uses their MaaS system to identify key student segments within each program, ensuring each group and individual student receives the support and resources to maximize their academic success and overall experience. MaaS has to be considered one of the strongest aspects of BCC's communication with students and continued high levels of retention and success. This is a notable strength of the program.
10. BCC utilizes data cycles to consistently assess student success across various groups while promoting a positive learning environment that addresses student concerns promptly. This is implemented through the 47 learning support centers nationwide, where students have expressed strong satisfaction with the support they receive.

East West University, Dhaka, Bangladesh

1. The university and the business unit strive for Gender equity, both in terms of faculty and student complement. Standard 1.1.c. Results
2. The university provides excellent Quality assurance and their work is exemplary in that area for all the programs. Standard 1.2 Deployment
3. The business unit is implementing a new strategy called "inside out- outside in, in order to facilitate and improve industry partnerships. Standard 2.1 – Deployment
4. The Students in the business unit emphasized their satisfaction with the program and their faculty. Standard 3. Deployment
5. The university provides excellent Support services for students. Standard 3.3—Deployment
6. The university provides extensive Scholarships for the students. Standard 4. Deployment
7. Overall faculty support: The university provides professional development and financial aid for research, and payments for seniority. Standard 5.1c- Approach
8. There is an excellent Development and governance process for the curriculum created by the business unit. Standard 6. Deployment
9. The business unit provides and invests in excellent Facilities for students and faculty: Standard 7.1.c.—Deployment
10. In the Library, the business unit provides excellent subject specialists for faculty and students. Standard 7.1.c.—Deployment

Shanghai Polytechnic University, Shanghai, China

1. Standard 1.1: SSPU's university leadership is committed to the ACBSP process so it will be sustained through the accreditation reporting cycle. SEM's dean states that there is strong support in university financing for the continued accreditation process. To support the accreditation process, the university has created an office of teaching quality improvement.
2. Standard 2.1.b & Standard 3: SSPU SEM has a strong and engaged advisory board. They understand the program missions and have provided input on SEM's strategic plans. They actively provide input on curriculum design and review results of program outcomes and other data collection results to provide suggestions for program improvement.
3. Standard 3, Criteria 3.4: Both students and alumni indicated that they forged strong relationships with faculty and deans that allowed for student support and opportunities to provide input. Faculty maintain relationships with alumni as their careers develop.

4. Standard 4: The SME business units have done a good job of identifying the need for more robust measures of student success beyond standardized tests to meet ACBSP standards. The transparency in establishing and learning from the assess process is commendable. Multiple constituencies review assessment results and provide suggestions for making improvements.
5. Standard 5, Criteria 5.2: (Recommend for BEST Practice) More than 90% of SEM’s undergraduate credit hours in its three UG programs (99.64% for ECOM, 93.19% for BUSI, and 100% for Logistics LGMT) are taught by Master’s or Doctorate Degreed faculty. Table 5.1.C is well designed, clear, and comprehensive.
6. Standard 5, Criteria 5.3.b: (Recommend for BEST Practice) The university and SEM human resource management process encompasses robust policies and practices designed to recruit, train, evaluate, and develop faculty members. “SSPU Implementation Measures for the Establishment of Senior Professional and Technical Positions” and “SEM Regulations on Awards for High-level Research Achievements” have documented recruitment strategies, job postings, selection criteria, and hiring procedures tailored to identify candidates with the requisite skills and competencies. In addition, the “SSPU University Measures for the Management of Training for New Faculty Members”, “SSPU University New Faculty Development Management Measures” and “SSPU New Faculty Assessment and Reappointment Implementation Measures” provide comprehensive guidelines pertinent to new faculty.
7. Standard 5, Criteria 5.4: (Recommend for BEST Practice) SEM has a system in place that accesses the needs based on teaching and learning analysis, students evaluations, alignment of strategic goals, etc. Its robust faculty development program with dedicated budget 1) offers regular workshops and seminars covering topics such as pedagogy, research methodologies, and industry trends;2) provides funding and support for faculty to attend conferences, workshops, and training programs relevant to their disciplines and teaching practices; 3) encourages faculty to pursue advanced degrees, certifications, and other credentials to enhance their expertise and teaching capabilities, and 4) assess the results of faculty who receive the faculty development opportunities.
8. Standard 6, Criteria 6.1: (Recommend for BEST Practice) SEM has a well-established system in place for continuous improvement of curriculum and program creation, revision and delivery. Its feedback loop incorporates input from students, faculty, employers, and other stakeholders. The curriculum decisions align with the school strategic plan and mission and are data-driven and dynamic towards continuous improvement that reflects ongoing program assessment of student learning outcomes and changing demand of the stakeholders and industry expectations.
9. Standard 7, Criterion 7.1.a.: The business unit tracks multiple performance measures over time including graduation numbers and rates, acceptance into graduate programs in China and in other countries, employment rates locally and in total, and employment by major.
10. Criterion 7.1.c. For Education Support, SSPU’s SEM has a new building with multi active learning labs in development to support a variety of majors. Students have simulation labs with simulation software supporting a variety of majors. Students are actively engaged in these labs, including live streaming for actual sales of products. SSPU students enjoy learning in simulations and teams have won national simulation contests. In addition, SPUU hosts very large career fairs which attract students from multiple universities.

Tashkent State University of Economics, Tashkent, Uzbekistan

1. Standard 1 Leadership TSUE has clear goals clearly set up and aligned to strategic priorities and plans, and went above and beyond to communicate with the stakeholders. For example, all stakeholders are fully on board with the significance of pursuing ACBSP accreditation and are engaged in participating in writing the self-study and preparing for the evidence files. During the interviews, even employers and students who could be the least informed group know very well about the ACBSP accreditation efforts and how

meaningful it is to the school and programs, which was very impressive. Leadership team has demonstrated a strong commitment of involving all stakeholders in achieving the strategic priority goals.

2. Criterion 1.1.c - Social and Community Responsibility TSUE has clear rules and policies set up as guidelines to encourage social and community responsibility, community involvement, and moral behavior by establishing alliances and cooperatives with community members, including local government bodies, educational institutions, and nonprofits organizations. These collaborations have facilitated cooperative projects, information exchange, and group endeavors to solve community issues and foster social responsibility.
3. Standard 3 - Student and Stakeholder Focus Both of the alumni group and employer group are heavily involved with the campus events and the operation of the management program. They generously provide opportunities for students' internship and job placement, provide field experience feedback, attend job fairs organized by the university, provide feedback for the enhancement of curriculum, provide real world case study data for students' thesis, sit on the committees for students' diploma defense, etc.
4. Standard 3: Criterion 3.1 Approach Alumni and students are very satisfied with their education experience they have received and very proud to be part of the program. TSUE is committed to promote gender equality. Female graduate students' tuition and fees are fully waived upon admission. Policy is also in place to support disabled students and orphans if they pass the defined threshold admission requirement for tuition exception mon, monthly stipend and free dormitory. Stakeholders receive free access to sport facilities (including family members of faculty and staff), zero interest student loan, free international tours, etc.
5. Standard 5: Criterion 5.1 Approach The University has clearly-defined requirements for each of the positions of the teaching personnel and also described precisely by KPIs to evaluate their performance, research performance and personal career development. The leadership team is committed to support the continuous professional development of faculty members through retraining and mentorship and promote faculty team gender equality. More than 50% of faculty members are female.
6. Standard 5: Criterion 5.2 Deployment The leadership of the program is committed to hire academically-qualified faculty members, 83% of the full-time faculty members in the management program have PhD degrees and 100% of the courses in the management program are being taught by Master's or Doctorate degreed faculty in the self study year.
7. Standard 6 - Curriculum The Management program implements contemporary, well prepared teaching and learning methods for its curriculum by using a large amount of real world cases obtained from local and national companies, as well as some international enterprises. Moreover, the merger of the Management study program with the Corporate Governance, by offering the latter as the minor, has been an effective approach and is considered by the students as "making the Management program stronger".
8. Standard 6 - Curriculum Internship is mandatory during year 4 of the program for students in the Bachelor of Management program. In the 2022 to 2023 academic year, all 74 students attended internships for three months and received performance reports from employers which enabled them to apply what they learn in the classroom to the real world and supported their career readiness.
9. Standard 7 - Business Unit Performance The Bachelor of Management program has a retention ratio of 92% for the 2022-2023 academic year. Department takes various actions to support students who are "at-risk", such as providing students extra tutoring services for the class they're failing; provide counseling services by professional psychologists for students who struggle with depression and mental challenges; get in touch with parents to keep them posted on students' performances.
10. Standard 7 - Business Unit Performance To promote job placement rate, Career Services organize "Career Days" twice a year, inviting over 500 employers to attend; frequently invite international companies to campus to introduce their hiring requirements and how to apply for their job openings; organize workshops to train and support students writing their CVs, etc. In the 2022-2023 academic year, the job placement rate was 93% for the university after six months of graduation.

Tecnológico de Antioquía, Medellín, Colombia

1. Comprehensive training programs provide the appropriate opportunities to improve the conditions of the students they serve.
2. University Social Responsibility is an important element within organizational culture, consistently acknowledged by stakeholders. It highlights aspects such as being, doing, and transcending, evidenced by the attention given to students in vulnerable situations and confirmed by stakeholder opinions.
3. The commitment of the Rector, the Vice-Rector, institutional leaders, and the business unit to implement continuous improvement processes aligned with ACBSP standards is evident.
4. A solid alumni tracking program is noticeable, which has allowed for generating results and identifying opportunities for improvement. In the interview with this group, it is confirmed that there is a very close process of engagement with the University through various programs.
5. The technological tools and platforms for managing administrative and academic procedures significantly impact the implementation of systematic processes in the business unit. The Saturno system (Sistema Universitario de Alerta Temprana para la Retención) facilitates the identification of students who require additional resources or tracking.
6. The business unit has necessary policies and procedures for managing faculty, considering elements such as training, levels of financial compensation, and defined monitoring criteria for their teaching work. The human resources office promotes the development of professors and staff and is key to improving the work environment. The faculty evaluation system is known to all stakeholders, encourages training and motivation among professors, benefits the quality assurance process, and is implemented throughout the university. Its results are monitored, and improvement actions are executed.

Truett McConnell University, Georgia, USA

1. 7.1c Strength The institution offers a robust system of support for academic success and mental wellbeing; a new space dedicated to student success and career readiness is being opened in Fall 2024. Strength The business unit regularly measures the satisfaction of student and key stakeholders, and considers the results when creating change.
2. 6.1b Strength The business unit has recently launched its Business Board of Advisors. The business unit has the opportunity for improvements in establishing short- and long-term goals of prioritizing the different initiatives the board would recommend to the business unit.
3. 6.1a Strength The business unit has a systematic process on managing key processes for designing and delivering of its educational programs and offerings.
4. 1.4 Strength Seems very robust in faculty/student areas; less so for other areas. It is evident that the actions and goals of the business unit align with the institution's mission, and that all faculty, staff and administrators are aware of and dedicated to the mission of the college.
5. 2.1b Strength Meeting minutes and other documentation recording thoughtful discussion with various stakeholders demonstrates stakeholder impact in strategic planning.
6. 5.3f Strength Leadership at all levels actively participate in supporting faculty. It was verified on site that faculty feel supported by the institution.
7. Standard 4 Strength It is evident that assessment plans are robust, with external, internal, formative and summative information being gathered, and that the business unit collects, reflects and improves based on their findings.
8. 4.3 Strength It is evident that assessment plans are robust, with external, internal, formative and summative information being gathered, and that the business unit collects, reflects and improves based on their findings.

9. 5.3a Strength Each faculty member goes through a well-documented evaluation process annually.
10. 2.1 Strength A detailed and thoughtful strategic plan is provided and a discussion of the alignment of this plan with the overall university plan is provided.

Universidad de las Americas, Quito, Ecuador, Master program

1. Standard 1 – Leadership - The leadership and commitment of the business unit's management team in the deployment of mission processes and the accreditation process within the unit's academic and administrative work team are highlighted.
2. Standard 2, Strategic Planning - In the business unit, the relevance and participation of the different stakeholder groups in strategic planning are evident through the presented evidence, the on-site visits, and the focus groups that have been carried out.
3. Standard 2, Criterion 2.3—The business unit has an institutional system that monitors performance results and process effectiveness, allowing timely and clear communication to all stakeholders through various channels.
4. Standard 3, Criterion 3.1 - The business unit has clearly defined the target segment for its program, ensuring a focused approach. Through a collegial study, it identified four fundamental stakeholder groups: faculty, students, graduates, and employers. Additionally, the business unit has implemented a formal process that facilitates the receipt and management of complaints from both students and faculty, maintaining an open and transparent communication channel that ensures continuous improvement in its services and programs.
5. Standard 3, Criterion 3.4 - The business unit is in a continuous improvement process, where actions are implemented in different key areas, derived from the analysis of results, as a result of the listening instruments applied to its various interest groups.
6. Standard 4, Criterion 4.1 - The business unit actively involves its stakeholders in the learning evaluation process. These groups include teachers, students, graduates and employers, who provide perspectives to ensure that learning outcomes are relevant and consistent with the needs of the professional and academic environment.
7. Standard 5 - Faculty Focus - The business unit strengthens the information access of institutional and human resources policies, procedures and regulations, based on an institutional information system, which allows faculty to effectively access the information.
8. Standard 5, Criterion 5.1.C - The business unit has a system (OMNIA) where all institutional and human resources policies, procedures and regulations can be consulted. This system allows faculty to effectively access the information.
9. Standard 5, Criterion 5.2 - 100% of the program's faculty members possess a doctorate (PhD) and are graduates of prestigious universities with experience in their area of expertise.
10. Standard 5, Criterion 5.3 - The faculty staff is made up of experts who publish in international journals in areas such as Economics. The faculty members are incentivized to publish and tutor thesis' in the graduation process.
11. Standard 5, Criterion 5.3.E – The business unit have a system (SAP) where evidence of faculty files is stored, which they update regularly and can generate reports.
12. Standard 5, Criterion 5.4 - The business unit promotes the ongoing updating of both faculty and programs. Feedback is received from stakeholders through active listening mechanisms that are hoping to detect updating needs. Faculty have access to orientation sessions, international talks, and courses available on various platforms on an optional basis. In the program, faculty can periodically update the syllabus of the courses they teach in order to incorporate new knowledge and trends. The business unit has a system in which it can carry out this process, and the program coordinator and the experts in the field validate it.

13. Standard 6, Curriculum - The Mentor program stands out. In this program a mentor is assigned to each student in order to provide advice throughout their academic process. In addition, the Mentor provides a safe space for professional listening and intervention, when necessary.
14. Standard 6, Criterion 6.2 - The business unit has an information system that facilitates the creation, consultation, and updating of syllabi by teachers. Likewise, this information system allows the business unit authorities to exercise control over the syllabi.
15. Standard 7, Criterion 7.1 - The business unit makes decisions that impact the program and implements continuous improvement actions through the information and data analysis provided by the Information Intelligence Office. This area provides data trends that facilitate informed decision-making and strengthen key processes for monitoring student performance, key business unit operation processes, and key education support processes.

Universidad de Lima - Escuela de Posgrado, Lima, Peru

1. The commitment to comply with ACBSP standards that attest to the strength of the Institution that we already visualized in the report and that was corroborated during the visit.
2. The pride and commitment to the institution of all interest groups (students, graduates, businessmen and teachers) and their collaborators, recognizing the Institution among the best in Peru.
3. The infrastructure and welfare services for students are an example of listening well to the voices of students, so that they have a place where they want to stay.
4. The Institution's systems and processes aimed at continuous improvement in search of educational excellence and process efficiency. Tools such as ISOTOOLS to bring the quality management system to the entire academic community are an example of this.
5. The graduate area depending on the rectory as a strategic approach to the importance of this interest group.
6. Teachers with extensive experience in the real sector that favors student learning and satisfaction.
7. The willingness of the program management and the members who support it to serve the interest groups in a friendly and efficient manner.
8. The laboratories and teaching tools such as Bloomberg, databases and library collections, as well as the learning spaces found therein.
9. The projection of postgraduate growth and the projected investments in infrastructure and support for excellence. Dr. Jose Antonio, thank you, congratulations for the generous support that you believe is necessary for the growth and quality of the program.

Universidad Tecnologica ECOTEC, Guayaquil, Ecuador

1. Criterion 1.1 During the visit, testimonies were received from all stakeholders (professors, employers, students and graduates) who highlighted the good leadership of the Faculty in its body of Directors, Coordinators and Professors, applying the same for the University Council.
2. Criterion 2.1 The Business Unit presents a comprehensive and structured approach to the development, communication and stakeholder engagement of the Faculty of Economics and Business Sciences' Strategic Plan (PEF). The strategic plan aligns with broader institutional objectives, outlining clear strategic axes such as academic training, research, sustainability, and institutional management.

3. 2.2 The Business Unit offers a comprehensive set of performance metrics to evaluate major strategic initiatives focused on student outcomes, faculty engagement, and community impact. Table 2.2a details both short-term and long-term strategic objectives, specifying milestones, deadlines, and those responsible. It also includes clear performance measures to monitor progress towards these goals, ensuring accountability and timely execution.
4. 3.1 The Business Unit has established strong links with stakeholders and has implemented an active listening model that allows it to identify the actions necessary to achieve the established management objectives.
5. 5.1 The business unit has a human resources plan aligned with the Strategic Plan, the institutional human resources plan and the Pedagogical Model of the institution. In addition, the human resources plan incorporates national institutional policies, procedures and regulations.
6. 6.1 During the visit, employers emphasized that the curriculum of the programs is highly up-to-date compared to other universities, offering relevant and effective preparation for students of the Faculty of Economic and Business Sciences. These students, according to entrepreneurs, are remarkably proactive, have a strong desire to learn, and are receptive to guidance as they develop as outstanding professionals. They integrate seamlessly into work teams and quickly gain confidence through their performance and commitment to excellence in the workplace.
7. 7.1 The Business Unit clearly identifies the key student performance indicators that are being monitored: retention, new enrollment, pre-professional internships, and graduation rates. The periodicity of data monitoring is well defined, with semi-annual monitoring for most indicators, except for graduation rates, which are analyzed annually.
8. The goal-setting process is aligned with the Faculty's Strategic Plan (PEF), ensuring that the objectives are strategic and measurable.

University of Mount Union, Ohio, USA Master program

1. Overview Item II: A Director of the School of Business (SoB) retired in August 2023. The new Director has provided stability to the business programs at the University.
2. Confirmed on site with advisory council.
3. Standard 1, – Leadership – Criteria 1.4 – The business unit uses multiple sources of data to improve the teaching and learning environment. This includes input from the advisory council, admissions data, and a plan for robust data from the LMS.
4. Standard 2 - Strategic Planning – Criterion 2.4. Table 2.4 Key Short-Term & Long-Term Strategic Planning is complete and detailed.
5. Standard 3 – Student and Stakeholder Focus – Criterion 3.4. The Business Unit is making improvements and feedback is made on regular basis based on results obtained from stakeholders
6. Standard 4 – Program Assessment – Criteria 4.3 The Business Unit measures learning outcomes internally via projects, case assignment, presentations, and reports. The results are comparable. External assessment is made via student completion of Peregrine pre-test and Post-test.
7. Standard 5 – Faculty – Criterion 5.2.B. UMU uses multiple delivery systems for its programs. The MBA program is online. Policies are in place for recruiting, training, observing, evaluating, and developing faculty for the online delivery systems. Instructional designers ensure that courses and course artifacts are linked to program PLOs and course CLO following Quality Matters best practices. Graduate level course map matrices use Blooms Hierarchy as a framework.
8. Standard 5 – Faculty – Criterion 5.3.A and B. UMU has a robust formal system of faculty evaluation for both full-time and adjunct faculty, centered primarily on the teaching function, to be used in making personnel decisions. Adjunct faculty are reviewed twice for each course they teach to help ensure quality course delivery.

9. Standard 5 – Faculty – Criterion 5.4.A. The business unit provided evidence of active participation in a planned system of faculty and instructional development consistent with the mission of the business unit. Program and course design are overseen by faculty experts in their field. Instructors are trained on UMU’s LMS and observed on course instruction when teaching new courses.
10. Standard 6 – Curriculum – Criterion 6.1. The business Unit manages key processes well with the collaboration among the Program Director, Instructional Design Team, and course Subject Matter Experts.
11. Standard 7 – Business Unit Performance – Criterion 7. The business Unit has operating processes in place to ensure student success including enrollment management, accreditation, curriculum improvement, updating academic policies, managing budget, faculty evaluation, and educational support including library, technical support, and online support through collaboration with Digital Learning and Design Division.

S.P. Mandali's Prin. L. N. Welingkar Institute of Management Development & Research, Mumbai, India

1. OIV: The Business Unit provided great insight to students and faculty into recent and future developments, technologies, and virtual perspectives, using AI and technological and innovation labs for students and faculty. The Business Unit runs a future and project-oriented Centre for Innovation, Technology Lab, which is creating Proof of Concepts. The accelerator program for startups is available to students, as well as Demo Day, opportunities to work with other countries, a student grooming program for three weeks including leveling courses and assessment, a hackathon for non-tech students, online tutorials, using Bloomberg lab for certification and projects, and writing papers with faculty.
2. The Institute's strong financial resources are a key factor in its ability to sustain its operations. These resources are available for Institute Development, provide faculty and staff with timely salaries, and enable the introduction of the 7th Pay Commission.
3. 1.1a The mission and values were reviewed for relevance and currency, given industry-changing trends. The current mission statement is both relevant and current. Comments on the mission statement were secured from "... with the participation of industry and academic experts, the Head of the Institute, senior faculty and staff members and alumni representation".
4. S3 The Business Unit demonstrated excellence in a student-centered approach with Global citizen leader initiative for students, getting students ready for the workplace by working on corporate projects, AMCAT Employability Proficiency Test conducted by outside agencies, conducting Assessment and development centers for credentialing students that include several tests, including psychometric, comparing with other institutions, creating student personal profile; providing students with achieved business speakers, development discussions, and, i.e., addressing internal values to input for the business world. This all shows the excellence in the future of individualized learning and personal development.
5. 3.4 The Faculty members' satisfaction level as major stakeholders is evident from their high retention rate, contribution, and commitment to institution building. As one of India's top National Institutional Ranking Framework (NIRF) ranked Business Schools, the Business Unit regularly benchmarks its educational offerings with other academic institutions.
6. 4.2.1a The School has a comprehensive outcome assessment process in place. The rubrics developed by faculty members for different courses and separately for projects are used for measurement processes. The Business Unit introduced the concept and process of program learning outcomes while working for NBA accreditation. The measurable graduate competencies have been identified. Continuous evaluation methods, assessment tools, learning outcomes rubrics, graduation rates analysis, and exit interviews have been systematically implemented to determine the achievement levels.
7. 5.1 The Business Unit has an HR plan that includes concrete goals, relevant areas of personnel search, and a budget. The plan and budget are a five-year plan prepared and approved by the College Development

Council, Administrative Board, and Management Council. However, the business unit can still request more faculty yearly if needed.

8. 5.2.A. The business unit systematically collects and verifies all the faculty credentials before the faculty is hired. The business unit has implemented an employee portal that stores all the faculty information, including teaching load, faculty credentials, contributions to the institute, research projects, internal and external training attended, etc., and a performance management system whereby faculty complete a self-assessment, and their department head reviews it, HR department and the director.
9. 6.1 The Institute has vibrant advisory and academic boards that provide input in curriculum development and program initiatives. A good example is their most recent Retail Management Program. Further, technology is extensively used in the delivery of the curriculum, for example, Bloomberg Terminals.

REAFFIRMATIONS FOR FALL 2024

Albany State University, Georgia, USA

1. III – Conditions of accreditation review - The business unit provided evidence that it is accredited by SACSCOC, which is its regional accrediting body—the list of accredited programs and the number of degrees conferred during the self-study year. The business unit also provided its mission statement as well as the university's. This benefits the business unit and its stakeholders as having a clear mission is fundamental for a well-developed strategic and human resource plan.
2. IV - Business Program's Organizational Profile - The business unit provided its organizational profile, its organizational relationships, and its organizational challenges. It also provided evidence to support this narrative such as hiring policies, student and faculty handbooks, and SACSCOC qualifications required for teaching.
3. Standard 1 criterion 1.1 - The business unit has assembled an EAC that has credentials to support the program offerings. Each of the EAC members are subject matter experts (SME) which could provide tremendous value in the classroom. The benefit of having SME on the EAC is that they could offer real world experience as guest lecturers and experiential learning opportunity to a major stakeholder group of the business unit students.
4. Standard 2 – criterion 2.1 - The business unit has provided input from a variety of faculty and staff in the school of business. The business has demonstrated that it was a collective effort between members of the academic unit to create the strategic plan. This is a benefit and shows a cohesive unit collaborating in harmony to fulfill a mission by providing a variety of perspectives.
5. Standard 3 – criterion 3.1 - The business unit provided evidence that it has identified its student segments and key stakeholders. It also provided a list of processes used to meet stakeholders' requirements. The business unit provided evidence of a process to respond to student complaints. Having its stakeholders identified and a process to measure their satisfaction benefits the business unit because it provides it with information to improve its process and services offered to students.
6. Standard 4 – criterion 4.2 - The business unit provided evidence of a deployed and systematic assurance of the learning process. This includes an assurance of a learning committee, an assessment deployment plan, and annual assurance of learning reports. This benefits the business unit by providing feedback about student performance and creates opportunities to improve teaching and learning.
7. Standard 5 – criterion 5.2 - The business unit has produced an accurate table 5.2.a depicting the qualifications of faculty credentials. The business unit has exceeded the minimum qualifications (100% for undergrad taught by masters/doctorate qualified, 66.9% taught by doctorate qualified faculty, and 100% masters taught by doctoral qualified faculty) for teaching in the undergraduate and master level courses.

This is a benefit to the major stakeholder group (students) which demonstrate they have the most qualified subject matter experts (SME) providing a great learning experience.

8. Standard 5 – criterion 5.2.a - The business unit provides educational services to the surrounding communities. The business unit offers a free program called volunteers of income tax assistance (VITA) to the general public which provides support in preparing their taxes. This is a major benefit demonstrating community social responsibility to the general public by building strong relationships in the community they serve.
9. Standard 6 – criterion 6.1 - There is a robust process in place to evaluate and review the curriculum and ensure programs’ relevance. It has three active committees in charge of reviewing the curriculum and/or proposing new programs, assessing learning outcomes both at the graduate and the undergraduate level. In addition, it has a very active Executive Advisory Board that also contributes to the curriculum update to ensure relevance to the business world.
10. Standard 7 – criterion 7.1.c - The Business Unit exceeds its goal of 50% to 60% retention rate for the 2019, 2020, and 2021 cohort. To maintain its success, it assigned faculty mentors to “support and counsel the students as needed.” The faculty is highly engaged with mentoring their students and reports good success.

Business School Netherlands, Buren, Netherlands

1. (1.1.d) The Business Unit has demonstrated the implementation of several approaches to identify and address the impacts of its curriculum and operations on society. The approaches identified include several courses focused on societal impacts and various actions with external community causes and organizations.
2. (3.3) The Business Unit has improved satisfaction rates, particularly regarding facilities and program flexibility. There has been a significant improvement in and updating of the learning facilities at the Buren campus. Furthermore, the upcoming redesign of the MBA program indicates a proactive approach to addressing identified issues with older IT systems.
3. (4.1) The business school employs an action learning approach, where projects and the application of acquired knowledge are key elements that enhance student learning. This approach also helps develop students' teamwork skills.
4. (4.3) Rich data sources for analyzing and utilizing course and potentially program-level assessment data are available. As the new learning management system is being gradually implemented across locations, it is expected to facilitate benchmarking, comparisons, and the identification of specific opportunities for further improvement.
5. (5.2.a.2) The Business Unit faculty members have relevant professional experience, enriching the practical components of the curriculum. This experience enhances the Action Learning approach, making the program highly relevant to current business practices.
6. (6.2.a) The business school uses a composition of adjunct (part-time) faculty primarily, which is in line with its focus on action learning and professionally-relevant expertise and current experience of instructors in their respective fields. Action learning coaches, who provide additional instruction, are regularly trained.
7. (7.1.c) The Business Unit provided in Table 7.1.b metrics for educational support processes. For example, the Business Unit has provided students with access to online data and article sources, which improves the quality and rigor of the master’s dissertations.

1. Standard 1.1.b- SoBTH fulfills its mission and values by conducting extensive quantitative data collection which includes a comprehensive strategic scorecard of established goals and objectives, as well as Academic Program Review (APR) and Critical Business Review (CBR), portfolio assessment, learner performance reviews (LPRs), programmatic accreditation attestations and employee surveys.
2. Standard 1.3- SoBTH leadership is proficient in data collection and analysis. Examples include using results from faculty employee surveys, the CAREER Innovation Model, feedback from the SoBTH advisory board, and the DEI tool are being utilized to drive further improvements.
3. Standard 2-Both the University and SoBTH leadership demonstrate a forward-thinking approach through its comprehensive strategy which aligns academic programs and a robust innovation agenda with long-term goals. This plan reflects a deep understanding of current trends in higher education, the evolving needs of students, and the demands of the global workforce.
4. Standard 2.1.c- There is active engagement of the SoBTH advisory board in using the institution's strategic plan as a foundational guide to inform its recommendations. By aligning their insights with the university's long-term objectives, the board provides informed, forward-looking suggestions that drive continuous improvement across academic programs, operations, and community partnerships. Their awareness of the strategic priorities ensures that their contributions enhance institutional growth, foster innovation, and support the achievement of key performance goals.
5. Standard 3.2- There is a passionate focus on continuously improving the student experience using various types of performance data and well-defined systematic deployment processes, such as point-of-service surveys, quarterly experience surveys, bi-annual library surveys, employee voice surveys, executive advisory board surveys, and alumni surveys. Regular reporting and implementation of feedback are managed through Power BI dashboards.
6. Standard 4.2- SoBTH uses both an Academic Program Review and Learner Performance Review with a set aggressive metric of 85% (for the proficient and distinguished rating) for courses as an achievement tool
7. Standard 4.4.a- SoBTH gathers trend data from a variety of stakeholders, including students, faculty, alumni, university leadership, employers, and advisory board members. This data is collected through end-of-course evaluations (EOCE), quarterly experience surveys (QES), B1 dashboards, the academic program review process, learner advisory boards, messaging within course rooms, the faculty action center, and the faculty dashboard for course management. Additionally, faculty input is obtained via the employee voice survey, while alumni outcomes are assessed through alumni surveys, along with data from APR, CBR, and informal pathways involving university leadership.
8. Standard 5.3.a- The university has implemented a robust “Know Where You Stand” performance evaluation process for SoBTH faculty, which combines both quantitative and qualitative measures through various tools such as Power BI to assess teaching effectiveness and service to the institution. This comprehensive system includes self-review and assessment, student feedback, the achievement of professional development goals and including formative and summative supervisor evaluation. By providing clear expectations and constructive feedback, the process not only fosters continuous improvement but also recognizes faculty excellence, aligning individual performance with institutional goals and promoting a culture of accountability and professional growth.
9. Standard 7.3.b- Capella's library and its staff are one of the institution's key strengths. The library integrates cutting-edge technological tools, such as AI-driven platforms like Semantic Scholar and Research Rabbit, offering more credible resources than ChatGPT. With 24/7 live chat support, students have access to seamless assistance at any time. Bi-annual and service-specific surveys provide valuable student feedback, which the library staff promptly incorporates. Staff have access to professional development opportunities, ensuring they stay current with the latest trends in library services.

10. Standard 7.3.b- The Career Development Center offers a variety of services to help students find jobs, and develop employable skills. Different technological tools are integrated to assist students with resume preparation, industry specific training, interviews and networking.

CETYS University, Mexicali, Mexico

1. Review of Academic Activities - CETYS University is highly prestigious in its region, which is backed by its academic quality, the results of the CENEVAL tests, and the recognition of its MBA in Baja California. This prestige has been reaffirmed in the meetings with the different stakeholders..
2. Condition of Accreditation - CETYS University is committed to the recognition of its humanist approach and its academic quality model. There is a significant amount of accreditations, among them: FIMPES (the Federation of Mexican Private Higher Education Institutions), it is one of the few institutions in Baja California that has it, CACECA and WASC, which has been renewed until 2027.
3. Standard 2 - The institutional development plan is aligned and coherent with CETYS University's business units. These are focused on improving the quality of its programs, which is reflected by its accreditations, humanist education, global perspective reflected in its agreements and double and triple degree programs, and constant innovation seeking.
4. It can be evidenced that different stakeholders can recognize CETYS' differentiating factors, such as its humanist formation and global perspective. The latter is fostered by the different internationalization opportunities, which is a major hallmark.
5. The institution stands out for having achieved an important measure for its alumni: between 92% and 97% of graduates find a job in a very short time. The business unit of administration and business has one of the highest percentages within the institution.
6. Standard 3 - Cetys University gathers information and requirements from students through surveys, mentors and meetings with the academic team of the business unit. In the case of complaints, the institution has systematic processes and mechanisms to assist students through protocols, procedures and manuals to ensure students' rights.
7. Standard 4 - The business unit has clearly defined its outcome assessment plans. At the undergraduate level, alignment maps and learning outcome assessment plans are used, which are created by the Academy (a group of professors from each program). Moreover, this is based on general skills and specific outcomes in the graduate unit. Furthermore, the Center for Development and Academic Improvement (CDMA) establishes general and specific guidelines.
8. In the business unit, the professors are remarkably involved in providing suggestions, evaluating, and improving the process of defining and assessing student skills that must be acquired when graduating from CETYS University. This engagement was confirmed during the meeting with the Academy members and the head of the Center for Development and Academic Improvement (CDMA).
9. Standard 5 - The institution has developed a solid research plan, which has been strengthened in recent years, with the aim of fostering a research culture through various incentives to promote scientific productivity. It also has an annual fund for short-term internal research projects. In order to promote research among inexperienced professors, a diploma course in research training has been implemented, which has produced tangible results
10. Standard 7 - The institution is strongly engaged with its students by offering a diverse and accessible financial support program. This is evidenced by the fact that 8 out of 10 students have received financial support at some point. Furthermore, employees and their direct relatives can access full scholarships for any of its programs.

Chadron State College, Nebraska, USA

1. Criterion 1.1 Leadership – Approach - Through regular faculty meetings, the business unit identifies opportunities for program curriculum improvements supporting their continuous improvement strategy.
2. Criterion 1.3 Leadership – Results - The business unit faculty own the curriculum and are a part of the curriculum revisions process and continuous improvement initiatives.
3. Criterion 1.4 Leadership – Improvements - The Business Unit provides ongoing review of student success indicators and provide student guidance on program success opportunities and strategies.
4. Standard 3.2 Student and Stakeholder Focus – Deployment - The Business Academy has a process in place to collect stakeholder input.
5. Criterion 4.1 Student Learning Assessment - Approach - A student learning outcomes assessment process, which includes aligning assessment measures to PLOs, gathering assessment data on a regular cycle, reporting and reviewing results (course reviews, Option Committee Review of Option Area, Assessment Day), and consideration by departments of improvements was evident. The Business Academy is well poised for future assessment actions
6. Criterion 4.2. Student Learning Assessment – Deployment - Evidence that the assessment process has been deployed, measurement cycles are established, and data analysis of student learning and performance are in place and ongoing.
7. Criterion 4.3 Student Learning Assessment – Results - The bi-annual Business Academy Assessment Day is a best practice to ensure ongoing engagement of faculty an opportunity to plan, review student learning data results, and discuss areas of improvement.
8. Criterion 5.3 Faculty Focus – Results - The Business Academy’s faculty provides student support to both online and campus students. Provided CVs were updated and accessible.
9. Criterion 5.4 Faculty Focus – Improvement - The Business Academy might benefit by expanding on how development resources are allocated. Currently, the Business Academy does not offer resources to their adjunct faculty regarding professional development activities which could further enhance the comprehensiveness and effectiveness of the faculty development system.
10. Criterion 7.1 Business Unit Performance – Approach - The Business Academy’s approach of continuous curriculum monitoring and developing of learning materials ensures high instructional quality. Additionally, students are provided extensive support services, including academic, financial, health, and technology support, with centralized IT resources and integrated support units in the Reta E. King Library.

Etugen University, Ulaanbaatar, Mongolia

1. Standard One Criterion 1.2 - The business unit clearly embraces the mission and values of EU through coursework for their students that begins in orientation and continues throughout their education. It was also clearly shown by faculty as it forms a crucial part of the interview process and is reiterated through many sources within the school, such as the grading system for all courses. Our interviews with staff and alumni as a values-driven school exhibited the same strength. It is published on the website and included in both student and faculty handbooks.
2. Standard Two Criterion 2.1 - Information regarding the school's activities, mission, development strategy, implementation progress, and outcomes is communicated to stakeholders, including faculty, staff, students, parents, graduates, and employers, through ELMS, student handbooks, faculty handbooks, and the website

3. Standard Three Criterion 3.1 - The business unit has a systematic process for addressing complaints from students and other key stakeholders. Request and complaint forms can be downloaded directly from the Etugen Learning Management System. Responses are provided within 24 to 72 hours, offering appropriate solutions and ensuring timely feedback.
4. Standard Four - The business unit has a strong data collection system, that is well utilized, with an enormous amount of information at their disposal, which is distributed on a continuous basis to faculty and staff. There is strong evidence of utilizing the data to close the loop in terms of continuous improvement.
5. Standard Five - The human resource efforts of the business unit are aligned with Etugen University's HR management and organizational policies, prioritizing the needs of faculty, staff, and departments while ensuring academic freedom, ethics, fairness, and transparency.
6. Standard Six - The Business Unit does an excellent job at documenting and providing information designed to ensure the continuous enhancement of both curriculum and program delivery to all stakeholders in various forms including an annual Alumni Journal.
7. Standard Seven Criterion 7.1 - The Business Unit has implemented and refined comprehensive processes designed to proactively support and ensure students' success at every stage of their academic journey. These initiatives foster continuous growth, provide personalized guidance, and create a learning environment that empowers students to achieve their full potential, both academically and professionally. A wealth of documents including a Student Handbook, a Culture, Quality Policy Document, and Degree Program Introduction manual are provided to the students both electronically and manually.

Freed-Hardeman University, Tennessee, USA

1. S1: The Business Unit displays consistent efforts of continuous improvement. This is displayed in its initiatives to address the declining enrollment in graduate programs, equal representation of minorities in the Business Unit student's body, in the adjustment of its mission to better align with the mission of the University, and in its support for faculty development.
2. S2: The Business Unit community engagement is strong. Several examples were provided of how the Business Unit interacts with the community, such as Servant's Day and offering free workshops on business related topics for churches and non-profit organizations.
3. S3: Faculty engaged in several activities throughout the year to enhance depth, scope, and currency of knowledge related to their discipline. Displays of this can be found in their updated CVs on file at the University.
4. S4: The bridge strategic plan was developed and implemented for the 2023-24 academic year. While this was a very short time period, most of the goals identified in the initiative were accomplished including the increase in students declaring majors, identification of marketing efforts for the Graduate Program, and deployment of new registration/advising software for faculty.
5. S5 The culture at the Business Unit appears to encourage open, authentic communication. Students are provided with several options to share concerns. Some are formal, whereas others are informal.
6. S6: The Business Unit has embraced the culture of continuous improvement in their curriculum and programs.
7. S7 CPCs have been identified for each of the courses in the Undergraduate programs, and are reflected appropriately throughout the Undergraduate curriculum.
8. S8 The Business Unit offers opportunities for undergraduate students to easily transition to graduate programs, including a "bridging" option for non-business students.
9. S9 The Business Unit maintains a retention rate for students well above the minimum of 40%. BBA programs are at approximately 99%.

10. S10 The Business Unit has a retention rate of 80-90% for all programs.

Grove City College, Pennsylvania, USA

1. 1.1 The Common Good Project, the Center for Rural Ministry, and course-embedded service learning involve students in promoting the economic and human flourishing of the community.
2. 2 Since its inception, the School of Business has engaged in a rigorous strategic planning process and developed a solid strategic plan. The plan includes implementation goals and timelines, which increases the likelihood of goal accomplishment.
3. 3.1 Faculty members in the School of Business are open to feedback and are aware of real-world developments in technology and tools.
4. 3.3 The School of Business benefits from the expertise of its Business Advisory Group members, many of which are an excellent source for speakers for business classes.
5. 4.3b Business students appreciate the faith-based approach, including prayer and/or devotionals at the beginning of class.
6. 5.1 The accredited programs have a clearly outlined and articulated Human Resources plan that has direct linkages to the strategic plan of the School of Business. On-site it was clear that the human resources plan is being implemented as evidence of the discussions regarding the hiring of a doctorly qualified Finance faculty member.
7. 5.3 The accredited programs have a systematic process in place for onboarding and evaluating faculty. Faculty noted that the onboarding process has been improved based on faculty feedback. The faculty's scholarship focuses on professional activities and scholarship of application appropriate for the institution's mission.
8. 5.4 The School of Business makes available professional development funds to faculty. This was verified on site with faculty expressing the availability of professional development activities and funding.
9. 6.1 The School of Business has a defined process for curricular improvements that aligns with the institution's mission and incorporates stakeholder feedback including the business community, students, and alumni.
10. 6.4 The Business Analytics, Business Economics, Finance, HR Management, International Business, Management, Marketing, and Supply Chain Management programs all demonstrate sufficient coverage of the CPCs.
11. 7.2 The School of Business has provided evidence of monitoring of educational support services, including services provided by the library and the academic resources center. In meeting with the library staff, the site visit team was impressed with the services provided to business students and faculty.

Guilford College, North Carolina, USA

1. Standard 1 Leadership - Faculty and other institutional organizations strongly regard the current business unit's leadership. Faculty trust and respect the current department chair (Standard 1).
2. 1.1a The business unit's mission is well-aligned with the college's mission, emphasizing Quaker values and ethical leadership.
3. Standard 3 Student and Stakeholder Focus - The alumni of the Business Department are receiving information about the school, Guilford College, and are excited to become reinvested into the Business Department.

4. Standard 4 Student Learning Assessment - The business unit is focused on budget items that will make the department more technologically friendly for students and stakeholders. It is also working on providing professional development for department Faculty and students.
5. Standard 5 Faculty Focus - Faculty onboarding and development resources are easily accessible. In addition to being outlined in the Faculty Handbook, the Faculty Development Committee offers supplementary materials. The committee has created a precious resource called the "Guide for Guilford College Faculty," which concisely introduces college policies and expectations. Furthermore, the committee distributes monthly faculty newsletters to keep staff informed and supported.
6. The percentage of doctorally qualified faculty teaching both undergraduate and graduate courses exceeds the ACBSP recommendations of 40%/70%.
7. Teaching excellence was identified by students as a significant area of strength and the comprehensive Peregrine scores show that the student's scores at Guilford exceed the external benchmarks of schools accredited by AACSP, ACBSP, and SACSCOC.
8. A robust HR plan for the business unit details gaps and future business faculty needs. The plan addresses future student growth post-pandemic, a composition and skills gap analysis, and a plan to increase the percentage of tenured/tenure-track faculty.
9. In partnership with a local bank, the HR department initiated Lunch-N-Learn professional development for faculty and five-part professional development courses on ethical leadership. The first cohort began in Summer 2024, and the second cohort began in September 2024. The development is available to business faculty without charge.
10. Standard 6 Curriculum - Common professional competencies, such as ethics, are taught across the curriculum, and experiential learning provides students with the opportunity to examine ethical business decisions.

Keiser University, Florida, USA

1. Advisory Boards for Business and Accounting represent external members and students well. These stakeholders collaboratively work with chairs and faculty to establish and review missions, performance measures, social and community responsibilities, and business program impacts on society. Events such as the annual faculty convocation and advisory board meetings provide an opportunity to discuss the business and accounting missions and their alignment with the university mission. (Standard 1)
2. The business unit's strategic plan is aligned with the university's mission, vision, and strategic goals. Additionally, the business unit develops and deploys detailed improvement plans for any strategic objective goal not met during the year. (Standard 2)
3. The business unit provided specific actions based on the data collected in Table 3.2. Whether major or minimal, the actions are essential in showing the value of data collection and its results for all stakeholders. (Standard 3)
4. The business unit, in conjunction with the university, has created an effective base for the assessment process. Results are used to improve programs on an annual basis. This completes the many loop-closing opportunities and a plan for continuous quality improvement. (Standard 4)
5. The business unit has clearly identified program goals and student learning objectives for its accredited programs at all levels. (Standard 4)
6. Students and alumni express a deep regard and appreciation for the dedication of both faculty and employees of the institution. This includes those of both the business unit and the university. (Standard 5)

7. A remediation plan was provided on-site to address that Qualified Faculty Members do not teach 50% of the undergraduate or graduate accounting hours by faculty with relevant professional certification based on Table 5.2.A.1 Accounting—Table for Faculty Coverage Summary. The remediation plan was implemented, and the results now exceed the 50% required for this criterion. (Standard 5).
8. Substantial evidence was provided to show how the business unit ensures that courses taught by full-time and part-time faculty are of comparable quality and consistency. The Business Unit uses multiple methods, including master course syllabi, standard assessments across courses, classroom observations by the Dean/Associate Dean, mentors assigned to new faculty during their first term, and multiple opportunities for faculty training. Both full-time and part-time faculty praised the efficacy of these methods during interviews. (Standard 6)
9. The faculty initiates Curriculum development and is informed by discussions at advisory board meetings, department meetings, assessment results, and student feedback. Following the systematic process set out by the Curriculum Development and Committee Handbook and alignment with the unit's strategic plan and mission results in continuous curriculum and program delivery improvement. (Standard 6)
10. The business unit shares critical education support processes such as library systems, tutoring, and writing studios. These processes provide excellent support to the success of the business programs, especially for the additional support needed for online students. (Standard 7)

Lake Superior State University, Michigan, USA

1. The University experienced multiple changes in staff and leadership. The new leadership team is making conscious, clear, and fast efforts to open lines of communication, be more transparent, address enrollment issues, and address budgeting issues. These efforts should be commended and continued as the University navigates this time of change and culture shift.
2. The faculty in the business unit recognizes the impact of limited faculty and staff resources on the strategic plan's development and implementation. This awareness opened opportunities to establish more realistic objectives and goals, focusing on leveraging existing processes and strengths. For example, holding bi-weekly department meetings and town hall meetings enhances responsiveness, and utilizing existing data helps measure key objectives and goals.
3. A summary of high impact practices in the business unit provides evidence of a systematic process to support expectations and continuous improvement in diverse courses e.g. collaborative assignments and projects that include an Income Tax Practicum.
4. Accounting majors become certified through the IRS-sponsored VITA program and work in pairs to prepare income tax returns for low-income members of the community;
5. perform research for creating a comprehensive business plan; participate in a country notebook project and marketing plan for entry into a foreign market; work with a local substance abuse group to create an event to benefit the organization;
6. and students complete an internship with an international company or participate in a study abroad experience; management majors develop and deliver employee-training programs for local organizations; marketing majors create and host community events for local organizations and charities.
7. The business unit has a very clear plan and process for assessment, and the continuous improvement progress made between last program review and now is commendable.
8. The Business Unit provides evidence that faculty are qualified to teach required business courses. There is evidence that 51.29% of Total Credit Hours are taught by doctorate-qualified faculty members, and 100 percent Credit Hours are taught by master and doctorate-qualified faculty members.
9. At multiple points during the site visit, interactions with students and alumni gave a unanimous voice to the overwhelming positive and profound impact the faculty have on their students in the areas of

teaching, mentorship, and caring. Additionally, students and alumni felt that their learning experience contributed to their preparedness to enter the workforce.

10. The business unit's advisory board specifically feels empowered as their suggestions and recommendations are taken seriously and enacted through changes/updates in curriculum.

Lenoir-Rhyne University, North Carolina, USA

1. The business unit has chosen multiple standards of student success that align with those espoused by CHEA to set goals and provide clear comparative measures. The business unit achieved three of its four standards and is taking steps to achieve its goal concerning graduate persistence.
2. The business unit has a systematic approach to strategic planning that includes soliciting input from all primary stakeholders and ensures alignment with the university's strategic plan. This approach to strategic planning will engage stakeholders, foster well-informed decision making, and help ensure quality programs that align with the strategic objectives of the university.
3. Overall, the 22-23 strategic plan has clear strategic objectives, responsible parties, timelines, learning, and improvements. The plan is complete and detailed and the business unit has identified opportunities for improvement based on the plan. This fully deployed planning process will help the business unit continue to learn and improve in order to achieve its objectives.
4. The business unit analysis of trend data for student segments such as course evaluations, class projects, program review, and internship evaluations are well documented. Charts 3.2 -3.4 highlights the continuous improvement efforts and demonstrates the results are regularly discussed by the leadership.
5. The business unit is adopting recommendations from their student populace. For example, the staff have hired more diversity and DEI training. The business unit has set new goals for the upcoming calendar year to increase student participation in CBE Internship programs and the CBE Advisory Board is very active and engaged in the continuous improvement process. Table 3.2).
6. The business unit has a well-documented approach to capture each program and the program learning outcomes. Due to COVID-19 there was a decrement in the number of student enrollees. The business unit has developed new strategies such as recruiting international students, and local transfers which has resulted in new enrollees or an upward trajectory. Learning outcomes are continuously evaluated and collected.
7. The business unit has a plan and systematic process of outcome assessment for all programs. The Accounting Program has three CPA professors to provide first-hand real-world experience for and preparation support for the CPA exam. This department has been extremely productive. Data is collected from instructor evaluations, Peregrine, and various BEAR club meetings. The review of the data is continuous which fosters changes in course development and curriculum to ensure more consistent performance across the college.
8. The business unit stakeholders schedule collaborative meetings on a regular basis (monthly, and quarterly) to advance critical thinking skills and build students' confidence to solve new challenges. The faculty are engaged with digital technology, revamping case studies, and record management based on student's inputs. The results are discussed in leadership and faculty meetings. These changes (syllabi, course content, record management) have been invaluable to the business unit as the CBE continues to expand with new programs.
9. The business unit is promoting teaching excellence through a comprehensive approach that encompasses recruitment, training, and annual faculty evaluations. This commitment includes the 2022-2026 Human Resource Plan, strong student learning outcomes, and high levels of faculty satisfaction. Additionally, the dual credit program enables high school students to complete college courses. The university conducts a five-year academic program review, assessing every course offering both quantitatively and qualitatively.

The business unit plans to restructure this report into an annual analysis to better address emerging needs.

10. The business unit establishes course objectives and learning outcomes, outlining key learning outcomes, content coverage, assessment methods, and expectations for student performance. This approach ensures that the course maintains a consistent level of rigor and comprehensiveness, regardless of the instructor. The curriculum is governed by the Academic Program Committee (APC), a standing committee with representatives from each of the six colleges and additional ex officio members with specialized expertise, chaired by the Provost. APC oversight guarantees that courses taught by both full-time and part-time faculty maintain comparable quality and consistency.

Lincoln University of Missouri, Missouri, USA

1. 1.1 Leadership Processes: The School of Business has mission-based processes that foster Diversity, Equity and Inclusion including several community service programs and initiatives to encourage inclusive behavior, promote outreaching events, and support minority business owners and entrepreneurs, among others.
2. 2.2 Strategic Implementation Deployment: The School of Business unit has appropriately outlined significant short-term and long-term strategic objectives to address key students, stakeholders, and program performance requirements.
3. As an open enrollment institution, the School of Business shares the university's commitment to prepare students for academic success by participating in virtual information sessions, spring open house opportunities, and classroom immersion experiences for incoming students.
4. 3.3 Results - Student and Stakeholder Focus: Students' satisfaction with faculty and the quality of their education was strongly evident. Students mention that they appreciate faculty who respond quickly to questions and actively interact with them both inside and outside of the classroom.
5. The School of Business provides robust evidence for adding its entrepreneurship minor, course updates, and course additions within the Bachelor of Arts in Music.
6. 3.4 Improvement - Student and Stakeholder Focus: The School of Business relies heavily on its partnership with the SBDC. This partnership has been instrumental in establishing the minor in entrepreneurship and building relationships with business and industry.
7. 4.3 Results - Student Learning Assessment: The School of Business has a fully integrated program assessment process that has resulted in improved student learning.
8. Based on student learning assessments, the School of Business has implemented improvements including adding a new minor, developing new student organizations and internship opportunities, and returning the Business Ethics and Society course within the School of Business.
9. 5.4 Improvement - Faculty Focus: LU provides faculty with the opportunity to request funds to improve their classroom teaching and attend conferences. Professional development activities have led to improved teaching effectiveness and continued subject matter mastery.
10. 6.1 Approach – Curriculum: The School of Business provides faculty with instructional development and design training. Using training such as Quality Matters[®] allows faculty to improve their in-person, hybrid and online instruction.
11. 7.1 Approach - Business Unit Performance: Business students have access to extensive educational support processes; tutoring, library services, career services, alert systems, and student success services were present and fully implemented within the university and School of Business.

Metropolitan College of New York, New York, USA

1. Standard 1 – Leadership: Students, faculty members, and staff indicated that leadership is dedicated. The new President brought positive changes to the institution which cascaded into the Business Unit. The Business Unit faculty, staff, and students have direct access to the President. Faculty, staff, and students are reminded everyday by the slogan “ Let’s get things done” which is plastered all over the Manhattan campus.
2. Criterion 1.1 - Review: The Business Unit exhibits social justice and experiential learning by using Constructive Action (CA) in selected courses. Students, alumni, and faculty members confirmed CA is systematically integrated in courses. Students do this by integrating and applying theories learned in the classrooms to workplaces and internships.
3. 2 - Standard 2 - Strategic Planning - Review: The Business Unit’s strategic plan focuses on learning outcomes to ensure that it meets its educational objectives and preparing students for careers in their chosen fields.
4. 3.1 - Criterion 3.1 - Review: The Business Unit benefits from the work performed by dedicated student advisors who work beyond their daily schedule to ensure student advisory needs are met.
5. Standard 4, Criterion 4.1: The Business Unit has a plan and systematic process of assessing program learning outcomes. Leadership as well as full time and adjunct faculty members are involved in the process. Changes are deployed based on results of assessments. Case in point is the change in the MBA degree to five areas of concentration.
6. Standard 4, Criterion 4.4 - Review: The Business Unit provides evidence of continuous improvement based on the result of the assessment process. Some of those include supporting students in strengthening the skills they lack, early identification and intervention for struggling students, and introduction of stackable micro-credentials and certificate programs.
7. 5.1 - Criterion 5.1 - Review: The Business Unit has a Human Resources Plan that identifies current and future human resources needs to achieve its goals which is linked to its strategic plan.
8. 6.1 - Criterion 6.1 - Review: The formation of curriculum advisory committees for both undergraduate and graduate programs that include full-time faculty, adjunct faculty, alumni, and industry professionals ensures that the curriculum is relevant, up-to-date, and aligned with industry needs.
9. 6.2 - Criterion 6.2 - Review: The Business Unit’s use of a centralized storage of all master syllabi in the business faculty portal provides transparency and easy access for faculty members. This promotes uniformity in course delivery and ensures that all faculty, both full-time and part-time, have equal access to the resources they need to maintain consistent teaching standards.
10. 7.3 - Criterion 7.3 - Review: The Business Unit provided evidence that the key student performance processes identified in 7.1 are tracked for each accredited program.

MidAmerica Nazarene University, Kansas, USA

1. Standard 1 – Leadership - There is a continuous improvement process in place at MNU. The Business Unit (BU) is reviewing programs with low enrollment to determine if they should be consolidated or sunsetted so resources can be reallocated to where most needed.
2. Standard 1, Criterion 1.1 - MNU has a solid foundation for Mission, Vision, and Values to which the Business Unit (BU) aligns its own. BU implements a continuous improvement process, and its leadership team has been working with faculty to institute program improvements.
3. Standard 2, 2.1 - MNU integrates its Mission, Vision, and Values well throughout the university and has strong buy-ins by all its stakeholders including the Business Unit (BU). BU live out its Mission, Vision, and Values through its professors' interactions with the students, their dedication to quality education and commitment to improvement. Students can sense the passion of the faculty in their expression of faith.

4. Standard 3 - Student and Stakeholder Focus - The Industry Advisory Board stakeholder group is invited to speak into the curriculum and program offerings, providing insight and recommendations based upon marketplace expectations.
5. The experiential learning opportunities through WIRED (Wednesday Integrative, Relational, and Experiential Days) Wednesdays, Enactus, and the Financial Club provide real-world learning experiences to students.
6. Standard 3, Criterion 3.1 - The Career Networking Program and Business Career Expo provide networking opportunities for students. By partnering with alumni or community members, conducting mock interviews and job shadowing, MNU has offered real-world experience to students prior to graduation.
7. Standard 4 - Student Learning Assessment - The Business Unit started the Finance major based on student requests, admission inquiries, and Industry Advisory Board input and is about to start the Entrepreneurship major based on Student Advisory Board input and marketing research.
8. Standard 5, Criteria 5.1c - MNU has a written system of comprehensive procedures, policies, and practices for the management and professional growth of faculty members. Such information is publicized on its web portal to which the faculty members have full access. Adjunct faculty are provided with a separate portal with the information they need to carry out their functions.
9. Standard 5, Criterion 5.2.B - The Business Unit has provided a table that clearly identifies each program, along with the faculty members assigned to the program, their corresponding degrees and credentials, and the intellectual leadership they bring to the program.
10. Standard 6, Criterion 6.4.a. - The three undergraduate programs, Accounting BA/TRAD, Business Administration BA/TRAD, and Business Administration BBA/PSB, offered by the Business Unit all follow the same 43-credit business core that aligns with the CPC coverage stipulated by ACBSP.
11. Standard 7, Criterion 7.1 - The library is a wonderful resource for students as well as professors. The library provides access to excellent databases and digital resources, and its staff both onsite and embedded are always ready to help, providing needed support to students and instructors.

Mongolian University of Life Sciences, School of Business and Economics, Mongolia

1. Organizational Description: MULS business unit's strength lies in its comprehensive and adaptive approach to business education, characterized by a rich history, diverse program offerings, and innovative delivery methods. This is supported by a highly qualified faculty, strong stakeholder partnerships, effective communication strategies, and a robust performance improvement system, all of which contribute to its competitive position and commitment to academic excellence, internationalization, and continuous improvement.
2. Standard 1, Criterion 1.1: The business unit is led by the Dean, T. Erdenechuluun, an able and highly competent leader who truly believes in excellence in education. He is assisted by M, Erdenetuya, Vice Dean for Academic Affairs; M. Erdenebayar, Vice Dean for Science and Research; and G. Bilguun, International Program Coordinator who are highly regarded for experience and have consistently raised the bar for the institution.
3. Standard 2, Criterion 2.1: The university has a clear and well defined process for the development of the strategic plan. The strategic plan is currently under re-development for the 2024 to 2028 years because there has been a change in government criteria and strategic direction and that change dictates a revised direction for the university and thus the business unit.
4. Standard 3, Criterion 3.1: The business unit has a comprehensive list of stakeholders actively involved in curriculum development through focus groups and surveys. These stakeholders also participate in a yearly Sports Competition which lends itself toward networking and informal discussions about the programs.

5. Standard 4, Criterion 4.1: The business unit has established a comprehensive student learning outcomes assessment process that covers a wide range of competencies and skills essential for business graduates. The process includes both theoretical knowledge and practical application, ensuring students are well-prepared for real-world challenges in the business environment
6. Standard 4, Criterion 4.3: The business unit utilizes external assessments to compare student performance among institutions in Region 8 and Mongolia, as indicated in Table 4.1. This demonstrates a commitment to benchmarking and continuous improvement.
7. Standard 5, Criterion 5.1: The business unit demonstrates a commitment to faculty development through various initiatives. These include providing funding for conference attendance, supporting research activities, and offering opportunities for professional growth.
8. Standard 5, Criterion 5.2: The faculty evaluation process is comprehensive, including peer reviews, student evaluations, and self-assessments, which contribute to maintaining high teaching standards.
9. Standard 6, Criterion 6.1: The business unit maintains strong relationships with the business community . This is evidenced by participating in such activities as attending annual meetings, accepting student interns, answering surveys, and providing input into curriculum development.
10. Standard 7, Criterion 7.1: The business unit has implemented a robust internal quality assurance system that aligns with national and international standards. This system ensures continuous improvement in educational quality

Monroe University, New York, USA

1. Criterion 1.4 - The business unit provides evidence of key actions taken to improve the teaching and learning environment through its' mission and values. This includes a revised mission (purpose) statement noted on the business unit's website and communicated to the broader community of internal and external stakeholders. This benefits the business unit's focus and direction toward strategic planning for 2023 through 2028.
2. Criterion 2.2 - The Business Unit completed Table 2.2.a. and describes their key short-term and long-term strategic objectives that addresses key student, stakeholder, and program performance requirements and a timetable for implementation and completion of these goals. In the instances where the goals were in the process of completion, and update was provided.
3. Criterion 3.2 - The business unit provides evidence of the deployment of processes that determine the requirements and expectations of students and other key stakeholders. This benefits the business unit in establishing a process that supports the identification of benchmark targets, timing of measurement, analysis of data, and plan for continuous improvement. The Business Unit could institute a systematic process that includes community partners and the advisory board.
4. Criterion 5.2.B - The business unit has recently appointed academic leadership with the charge of ensuring effective service to students through ensuring that courses are kept updated with recent business and accounting developments. There is an emphasis on considering the input of both full and part-time faculty as SMEs with current business experience and certifications.
5. Criterion 6.5 - The business unit has two master's degree programs. Each program requires 36 semester hours beyond the undergraduate CPCs. The business unit provides evidence of the minimum semester hour coverage in Table 6.5.a. The business coverage is 100% of the 36 semester hours.
6. Criterion 7.2 - The business unit effectively monitors educational support services, ensuring they are fully deployed and accessible to students, which enhances student success.

Northwood University, Michigan, USA

1. Standard One - The Business Unit has systematic leadership processes that promote performance excellence and continuous improvement. Student achievement data is expressed on their website and is systematically monitored.
2. Standard 2 - The Business Unit has utilized a variety of stakeholders to develop a very comprehensive strategic plan that impacts the university in a meaningful and deliberate way. Metrics and processes are identified and systematically used to provide continuous improvement.
3. Criterion 3.4 - The Business Unit employs the LEAD Continuous Improvement framework, utilizing feedback from student and stakeholder surveys to drive key initiatives. Based on survey results, action plans have been developed for each student segment, with many of these plans producing positive results. For example, the business unit has seen an increase in student satisfaction in areas such as technology and career services, driven by investments in analytics and industry-aligned technology, as well as the NU Engage academic initiative. This structured approach ensures that the Business Unit continuously enhances its educational processes in response to feedback, leading to a more adaptive and student-focused learning environment that supports academic success and stakeholder satisfaction.
4. Criterion 4.3 - The Business Unit systematically collects, analyzes, and uses assessment data to improve student outcomes. For example, adjustments were made to curriculum delivery methods in response to CPC exam scores, where students showed a need for enhanced preparation in business acumen. This systematic approach ensures that assessment data is not only collected but also used to drive specific improvements in program delivery, contributing to the continuous enhancement of student learning and achievement.
5. Criterion 5.1c - The Business Unit provides evidence of a comprehensive system for the management and professional growth of faculty members. Key components of this system include detailed workload policies, along with professional development and a suite of documents that establish the procedures, policies, and practices for managing and advancing the careers of faculty members. This structured approach benefits the Business Unit by ensuring that faculty members stay up-to-date with industry trends.
6. Criterion 5.2.A - Students have the opportunity to get knowledge from various faculty with expert skills.
7. Criterion 5.2B - The onboarding process is conducted by the Business Unit leadership, program leaders, and the Center for Excellence. During the adaptation, new hires are provided with materials on courses that they are assigned to teach.
8. Criterion 5.4 - The Business Unit leadership actively seeks updates from faculty, and program leadership considers inputs and feedback. Faculty can engage and work on creating new courses, developing new courses, new assignments, case studies, etc. Discipline-specific industry advisory councils are utilized to review the programmatic offerings.
9. Criterion 6.6 - There is a dedicated focus on students engaging and participating in business activity. The purpose of the program is to graduate students that are practitioners. This is in alignment with the Northwood Idea and the campus mission.
10. Criterion 7.4 - The Business Unit monitors the progress of each metric and then implements procedures to take corrective action when necessary. There is a purposeful intention with each metric to continuously improve.

1. III - Conditions of Accreditation - The business unit has made a significant and transparent effort to identify challenges and opportunities for programs given the current financial resources limitations of the university.
2. Criterion 1.1.a - Mission and Values - The business unit has a clear mission and core set of values upon which to build its programs and outcomes. The mission is closely aligned with the university and there is a clear focus on students within the programs outlined in the self-study.
3. Criterion 1.1.d - Impacts on Society - The business unit has a strong internship program that fosters connectivity with business and industry while providing pathways toward permanent employment for students. This program directly aligns with the core values of personal development and excellence.
4. 2.4 - Criterion 2.4 - The business unit has undergone a strong strategic planning process for the short term (2023-2026) with a high level of transparency and in SWOT analysis considering the current resource limitations of the university. It was clear that the business unit has made a strong effort to communicate current limitations and resource issues with key stakeholders including faculty and the dean's advisory board. The strategic plan vision is closely aligned with the business units' mission of values-centered education.
5. 3.2 - Criterion 3.2 - Embedded librarians in selected graduate level online courses enables stakeholder buy-in among students in outlying centers, in the Avenue based program, and in online.
6. 3.4 - Criterion 3.4 - The internship program and mentoring within that program appear to be working well providing both students and employers with a viable product that is a win-win for all involved. The strength of the ties between these two stakeholder groups is long - lived and notable. Resultant collected data is integrated quickly into program improvements and program parameters are adjusted based on all feedback retrieved by participants.
7. 4.2 - Criterion 4.2 - The business unit and Office of Assessment collect data each semester that is both formative and summative. Raw data appears reliable and appropriate. Collection of Peregrine is collected for external benchmarking both formative (pre-test) and summative (capstone).
8. 5 - Standard 5 - Documentation of faculty credentials is very important. It is important for the administration to be able to determine that all faculty meet the minimal credential standards for the university. The business unit has complete documentation for the faculty for all modalities. They have documentation for faculty for their campus programs, their centers, their domestic online and their International programs.
9. 5.2 - Criterion 5.2 - Having a process in place to gather information in an ongoing procedure makes the production of information more efficient. The business unit has provided a plan and process to produce a more complete picture of the credentials of the faculty. This will provide valuable information to the university and the remaining stakeholders about the quality of education being provided by the business unit.
10. 5.2.B - Criterion 5.2.B - Providing faculty with the resources and support to develop and grow in their discipline is critical to the process of continual improvement. The faculty has committed themselves to continuing with this development despite limited resources.

San University, Ulaanbaatar, Mongolia

1. Leadership: The SU business unit is gifted with long-term leadership and faculty tenure, maintaining institutional memory, program continuity, and building on years of experience and knowledge while attuned to the changes and responsiveness to community needs. Verified on site.
2. Alignment of the Business Unit mission statement with the University is evident, so the focused attention is on students and external stakeholders, serving the community. Aligning the Business Unit with the University mission statement also guides curriculum design to ensure the students' success.
3. Student & Stakeholder Focus - 3.4 SU has effective mechanisms for gauging stakeholder satisfaction, including Alumni surveys, and implementing changes for continuous improvement.
4. Student Learning & Assessment - 4.1 Internships are well organized, supervised, and evaluated with opportunities for student employment with industry leaders.
5. 4.1 Table 4.1. provides data with graphs, including inbound and outbound Peregrine assessments that have been administered over several years.
6. 4.3 The use of relevant case studies from Harvard and professional associations to evaluate practical application of the learning outcomes is evident.
7. Faculty Focus - 5.2 The diverse faculty are well qualified in their area disciplines and student-focused.
8. 5.3 Faculty have academic freedom to develop and improve curricula.
9. 5.3 The SU Business Unit is actively and continuously engaged in scholarship and professional activities that inform and support the fulfillment of the institution's mission.
10. 6. Curriculum—6.1. The curriculum plan is comprehensive, clearly explained, and includes an adequate assessment process.
11. 6.2 - The program covers all the required business elements, and the course content is rigorous, relevant, and reviewed annually.

Skoda Auto University, Czech Republic

1. Standard 1 Criterion 1.1 Škoda Auto University was founded by Škoda Auto, a for-profit enterprise, and operates with a distinctive structure in which the Rector oversees academic matters while the CEO manages non-academic business activities. This unique arrangement allows the institution to be highly responsive to changing environmental conditions. Under the leadership of the new Rector, the university not only continues to connect students with practical, real-world examples but also places an increased emphasis on promoting research initiatives.
2. Standard 1 Criterion 1.1c. Skoda Auto University has an impressive track record of contributing to the community and promoting sustainability. The Ukrainian initiative, in particular, was later showcased and received high praise at the 2022 ACBSP Annual Conference in Washington, D.C., where it was recognized as an ACBSP best practice and a model for meaningful social engagement among member schools.
3. Standard 2 Strategic planning is deeply embedded in the organization's culture. Regular meetings are conducted to gather feedback, which is actively used to drive meaningful changes. The process is inclusive, ensuring that all stakeholders are engaged and their perspectives are valued in shaping the organization's direction.
4. Standard 2 Criterion 2.2 Strategic planning at the institute is conducted on a regular basis, involving a wide range of stakeholders through various committees and roles on campus. Due to the close relationship with Škoda Auto, the institute periodically revisits and refines its strategic plan to ensure alignment with both internal and external developments.
5. Standard 3 Criterion 3.2 Škoda Auto University has an extensive integration of students into applied research projects and contract research with industry partners. This creates valuable learning

opportunities and reinforces the connection between academic theory and real-world application. The university's involvement in international research and mobility projects further enriches the student experience and enhances the global dimension of their education. This alignment with the industry and the community demonstrates the effective deployment of stakeholder feedback in a practical and impactful manner.

6. Standard 3 Criterion 3.3 A significant strength is the university's use of a Business Intelligence tool to analyze and monitor feedback. This indicates a data-driven approach to decision-making, allowing the institution to capitalize on both national and international best practices. By leveraging this technology, Škoda Auto University demonstrates an ability to gather comprehensive insights from various student and stakeholder groups, fostering continuous improvement.
7. Standard 4 Criterion 4.1 The systematic and detailed process for assessing both program and course learning outcomes is a notable strength. The use of Bloom's taxonomy to define learning outcomes, the integration of external experts in evaluations, and the robust feedback mechanism for students all contribute to a high-quality assessment system. The inclusion of both formative and summative assessments ensures a multi-faceted evaluation of student competencies, while the continuous involvement of industry professionals provides valuable real-world insights into student performance.
8. Standard 5 Criterion 5.4.a The university encourages faculty development through various programs and reward incentives, including the Gender Equality Plan 2022-2024. The emphasis on scholarly activity, professional development, and student performance through flexible remuneration and bonuses improves the overall academic environment. This is a prominent strength of the institution.
9. Standard 6.1 Škoda Auto University's programs demonstrate a comprehensive approach, which blends theoretical knowledge, practical skills, and experiential learning opportunities. The approach prepares students for diverse and evolving business environments, ensuring they are well-equipped for success in their careers.
10. Standard 7 Criterion 7.4 The university's commitment to inclusive education and its efforts to support students with diverse needs. The introduction of a "buddy system," tailored academic counseling, preparatory courses, and flexible study options are remarkable initiatives. These efforts contribute to reducing the failure rate and improving student success. The detailed attention to special populations, including students with socio-economic challenges and those with special educational needs, reflects a strong student-centered approach.

Southern New Hampshire University, New Hampshire, USA

1. Based on assessment data and stakeholder feedback (faculty, staff, advisory boards, and internal groups such as career services), the business unit launched a redeveloped business core in Fall 2020. This resulted in the same common business core for each accredited undergraduate business program, which consists of 12 courses and ensures full coverage of the CPC requirements. The campus and online business teams collaborated on this redeveloped business core, which also demonstrates the synergies that are being developed under the new academic and university leadership, reflecting their "one university" philosophy and the "one catalog" initiative. This revision also helps streamline part of their assessment processes and ensures quality and consistency in meeting the CPC requirements across their undergraduate programs.
2. Support and ancillary areas such the library, registrar, advising, tutoring, and career services, among others, appear to be strong and well aligned with the mission of the business programs. It is noted that bringing such services to online student populations is a challenge, but strong efforts are being made.
3. The Business Unit strongly supports the continued professional development of its faculty, whether through funds for FT faculty or through the COLT and CTL. Professional development within the College is

integral to developing and improving the Faculty member as an individual, the Faculty member's roles, and the values shared within the business and business-related professions included within the College.

4. The business unit's programs address aspects of societal impact with considerations for sustainability, community impact, volunteer service project opportunities, and inclusion efforts. Curricular components, such as People, Planet, and Profit, are noted as well.
5. Technology for communication and computing appears to be a distinctive strength, beyond that required for effective online teaching and learning. Administrative and collaborative systems utilize software and applications such as Penny, Soomo, Brightspace, Workday, among others, for effective academic and managerial operations.
6. The business unit's strategic planning is aligned with the institution's five commitments. In particular, the five-year cycle of program reviews for all academic programs reflects a strong investment in continuous improvement as part of those strategic planning commitments
7. It is clear that the leadership of the business unit fully embraces the University's mission. Leaders are well-regarded across the UC and GC, very conscientious and hard-working, and strive to be data-driven and process-oriented. It is noted that leaders are adept in balancing the challenges presented by both continuity and change, seeking the latter while respecting the former. Additionally, recent transitions have provided considerable opportunity for leaders to implement new administrative structures and roles.
8. The business unit values student engagement and offers a wide range of opportunities for continued student growth and development beyond the classroom. An example worthy of mention is the AI Summit, planned by students very interested in this important topic. Such opportunities are not limited to students in campus programs; it is noteworthy that online students are able to engage in many such opportunities as well.
9. The Business Unit provides evidence of an exhaustive written system of procedures, policies, and practices for faculty members' management and professional growth. In addition, faculty have access to operational policies and procedures. The infrastructure in place for faculty support is extensive and more than capable of meeting the needs of the university.
10. The business unit has embraced career preparation for students by embedding a variety of professional certifications (e.g., CFP, PMP, Microsoft applications, etc.) into the curriculum of many programs.

University of Mobile, Alabama, USA

1. Standard 1 – The University leadership is a strong supporter of the business unit presenting a desire to enhance the visibility of the program, increasing collaboration with industry partners, and investing in marketing efforts to attract a broader student base. This strong alignment between leadership and the business unit underscores a shared vision for growth, innovation, and long-term success.
2. Students and alumni consistently express a profound respect and gratitude for the unwavering dedication demonstrated by both the faculty and staff of the business unit. This appreciation stems from the faculty's commitment to delivering high-quality education, fostering intellectual growth, and offering personalized mentorship, as well as the employees' efforts in creating a supportive and efficient campus environment. (1.4)
3. Standard 2 - The Grace Pilot School of Business (GPSOB) Advisory Board is deeply involved in shaping the strategic direction of the business unit, as evidenced by their active participation in the recent onsite meeting. Committee members provide invaluable industry insights and expert guidance, particularly in key areas such as cybersecurity.

4. The business unit goes to great lengths to build and maintain effective feedback from students and faculty as stakeholders, which are valuable to the GPSOB. This enhances the effectiveness of the business unit. (3.4)
5. Standard 5 – Faculty demonstrate a dedication to a university's mission continually striving to advance its core values of contributing to the greater good. All support services and departments the team met with echoed the value of the faculty.
6. The faculty of the business unit have created internal development opportunities through the IGNITE conferences held in the fall each year. This aligns with the mission of the university. (5.4.a.)
7. The business unit is staffed with qualified faculty who possess the expertise needed to teach business courses, a strong commitment to student care, and a genuine desire to remain an integral part of the university. (5.2a)
8. Listening to their GPSOB Advisory Board's feedback, the business unit has not only embedded "soft skills" into the curriculum, but also has a PLO devoted to those skills (4.1b. & 6.1.b)
9. The adjunct faculty are engaged in the development, design, and implementation of the CPC coverage and the abbreviated syllabi creation.(6.2b & 6.4d)
10. Student Support Systems are in place including counseling, academic support, tutoring, accommodations, library resources, career services, and other support systems. 7.1.c

University of Puerto Rico – Utuado, Utuado, Puerto Rico, USA

1. Standard 1 - The UPR-U business unit demonstrates a high level of transparency through the institutional website, showing in addition to the performance indicators, different information about its management.
2. Standard 2 - The UPR-U Business Unit demonstrates a strength in institutional strategic planning through a systemic and structured process, with a collaborative approach that involves the different stakeholders.
3. Standard 3 and 5 - The UPR-U has implemented a systematic and effective process for the execution and monitoring of the improvement actions derived from the satisfaction studies.
4. Standard 6 - The UPR-U business unit has good practices in the implementation of student training in accounting firms, giving students the opportunity to apply the theoretical concepts learned in the work environment.
5. Standard 7 - The UPR-U business unit monitors all academic performance indicators, which are used for decision-making and development of improvement strategies. Supported by guidance services and supported by student services. Such as tutoring, academic and psychological guidance, participating in cultural sports activities, developing students in a comprehensive way.

University of the Virgin Islands, Virgin Islands, USA

1. Standard 2, Criterion 2.1(Strategic planning): The Business Unit Strategic Plan is well aligned with the overall priorities of the University of Virgin Island (UVI) including increase in student enrollment, retention and graduation. The results of the Business unit's Strategic programs showed some progress in achieving the above goals.
2. Standard 3, Criterion 3.2 (Students and stakeholders Focus): The school of business has strong support from the business community. The school has four business advisory boards, one for each department of the school. It also has the Dean's advisory board, consisting of the presidents of the departmental advisory boards.

3. Standard 3, Criterion 3.4 (Students and stakeholders Focus): The UVI Business Unit regularly meets with students and advisory boards and has developed strong relationships with government, alums and employers. It has responded in a timely and appropriate fashion to meet the needs of these stakeholders and to garner their strategic support. Such support has increased their strategic initiatives and backing from current students concerning their experiential learning experiences, alums regarding their internships transitioning into longer term assignments, and the community (public and private) in terms of UVI's supplying the requisite talent and being positively responsive to needs as in the case of developing and implementing the construction management program.
4. Standard 4, Criterion 4.1, 4.3 (Student Learning assessment): The Business Unit has clearly defined student learning outcomes (SLOs) for each degree program in the UVI catalog. The Business Unit utilizes comparative measures to assess student learning.
5. Standard 5, Criterion 5.1 a and b (Faculty Focus): The UVI Business Unit faculty were well qualified for their academic disciplines according to their terminal degrees, master's degrees, professional experience in their fields and certifications and licenses (such as CPA (. Not one mentioned being uncomfortable teaching first generation students. Additionally, the full-time faculty exhibited confidence in their teaching skills, policies of the University and their future with the university. The faculty are passionate, learning centered, and experienced in the areas in which they teach, be it accounting, management, or the other majors offered in the School of Business.
6. Standard 5, Criterion 5.2(Faculty Focus): The UVI School of Business faculty are passionate about student learning, retention, and personal and professional success. One instructor said it was a joy to see the students and to know and care about their well-being. So, when he says, "hey how are you." to a student, he really means it.
7. Standard 5, Criterion 5.3 (Faculty Focus): The UVI School of Business faculty are aware of the institution's mission and are conducting themselves in the appropriate ways to fulfill the mission.
8. Standard 6, (Curriculum): The Business Unit has a well-defined curriculum review process and the appropriate deployment of that process.
9. Standard 6, Criterion 6.1 (Curriculum): The Business Unit identifies its key educational programs and offerings. The Business Unit uses input from its stakeholders, particularly its advisory boards (comprised of stakeholders from industry, alumni, and current students) to revise and improve the curriculum.
10. Standard 6, Criterion 6.3 (Curriculum): The Business Unit has a well-defined curriculum review process and the appropriate deployment of that process. This includes a clearly articulated oversight process for curriculum modification. The institution and the Business Unit have well-articulated transfer agreements with sister institutions. The Registrar's and Admissions Offices provide adequate resources for transfer and continuing students.
11. Standard 7, Criterion 7.2 (Business Unit Performance): The Business School has invested significant resources in technology and equipment to enable students to access online delivery of educational contents, and for continuous improvement of educational or instructional learning systems.
12. Standard 7, Criterion 7.4 (Business Unit Performance): The Business Unit is in the process of establishing a Professional Development Center. In addition, the Small Business Development Center will be brought in the School of Business. The Apex Center is also working closely with UVI. These resources will provide continuous improvement in the student access to internship, experiential learning and employment opportunities in the future.

Westminster College, Missouri, USA

1. Standard 1 – Leadership – The Westminster College is led by Mr. Donald P. Lofe Jr an alumnus as the President & Chief Transformational Officer who has vast corporate experience in finance and was named one of 100 most influential people in Finance by Treasury and Risk, a leading corporate finance and treasury periodical. He reports to the Board of Trustees, many of whom are alumni of the college. During the meeting with the President, the site review team learned how the University has been transformed from a deficit to a surplus revenue generating independent institution with positive returns.
2. Standard 1, Criterion 1.4. During the meeting with academic business unit leadership, the site visit review team learned that they are in a process of hiring key leadership team members such as department chair to lead the academic business and a full time professional academic advisor to strengthen the academic business unit student advising.
3. Standard 2, Criterion 2.1 – The academic business unit has Strategic Plan initiatives that address key opportunities needed to grow the business and business-related programs.
4. Standard 3, Criterion 4.3 – The Academic Business Unit developed an articulation agreement with Washington University Olin School of Business for Advanced Accounting Education. This agreement allows accounting students to complete their Bachelor of Arts at Westminster College and their Master of Accounting at Washington University in St. Louis. It is a notable example of their commitment to success, significance, and service to their segment of students.
5. Standard 3, Criterion 3.4 -The Academic Business Unit supports personal, professional, and ethical development of its students through The Tomnitz Family Learning Opportunities Center (LOC). The LOC assist students' supplemental studies courses, The Learning Differences Programs (LDP), The College Transition Program (CTP), Academic Enrichment Program (AEP), The Academic Achievement Program (AAP), The Peer Tutoring Program (PTP) and an Online Academic Resource Center.
6. Standard 4, Criterion 4.1 - The Academic Business Unit has a detailed program assessment plan that includes formative, summative, internal, and external data points in all programs. A robust assessment plan gives decision makers data to consider for curriculum continuous improvement.
7. Standard 5 - Faculty Focus - Leadership has improved its hiring process to ensure future faculty hires have more real-world experience in addition to the academic experience. The team heard directly from the students that they have seen this improvement and appreciate more faculty with more real-world experience. The students made it clear they want to continue to see more faculty members that relate to current, real world experiences.
8. Standard 6, Criterion1. - The Academic Business Unit students can participate in study abroad opportunities for the entire semester to expand their global knowledge and skills. Additionally, scholarships are available to students. During the visit, we met students who studied in France and Wales and were extremely excited about their experiences.
9. Standard 6, Criterion 2 - Westminster College has multiple agreements with other organizations to ensure students have access to courses that may not be provided at the time the student needs them to graduate. These items were reviewed by the team on site.
10. Standard 7, Criterion 7.1 – The Academic Business Unit website is updated and displays retention and graduation data as two of the business unit performance measures as required by the Council of Higher Education (CHEA) for three consecutive data points. The Academic Business Unit does not offer job placement rates as these services are offered through the University career services.

1. Strong leadership to oversee the multiple program subjects offered should help students identify the person most apt to answer a subject-specific question (Overall IV).
2. The Banking on Women™ program helps provide female entrepreneurs with opportunities to manage their own businesses (1.3).
3. The business unit's self-reflection has identified possible areas to combine into single projects and the need for additional revisions to meet its strategic plan and objectives (2.4).
4. The business unit has implemented a process to determine the requirements and expectations of students, alumni, and donors and uses the results for continuous improvement (Standard 3).
5. The business unit has an assessment process and has self-identified opportunities for improvement to enhance the process (Standard 4).
6. ALL (100%) credit hours are taught by faculty with graduate or doctoral degrees who are doctorally or professionally qualified (5.2).
7. Though a teaching-first institution, the business unit's faculty are engaged in paper presentation, publishing, and professional service at levels that should be beneficial to raising institutional gravitas (5.3).
8. Business Operational processes are provided to ensure student success. Focuses include increased graduate programs, academic advising, BVGSB Records Management, BUSI 101 Purple Basket Community project, Social Media Campaign, Dean Dax Walks, and an expansive growing Westminster Tax Clinic (7.1.b).
9. The business unit has a systematic process to identify, track, and report student performance tracking measures and utilizes the leadership scheduling process as a basis for continuous improvement. Key student performance tracking processes include retention, certificates, degrees conferred, and ETCS performance BUSI 101 to graduation (7.1.d).