



December 20, 2017

Dr. Jorge Cardenas
Associate Dean, Forbes School of Business
Ashford University
San Diego, CA 92123

Dear Dr. Cardenas:

The IACBE Board of Commissioners met on December 5-7, 2017 to consider your request for the accreditation of the business programs offered by the Forbes School of Business at Ashford University. I am pleased to report that the Board of Commissioners approved your request and granted accreditation to your business programs accompanied by the notes, observation, and commendation identified below.

Notes

Notes represent areas in which the Forbes School of Business is not in full compliance with the IACBE's Accreditation Principles. The department is required to take action on the notes as specified by the IACBE Board of Commissioners, and until the issues identified in the notes have been satisfactorily addressed, the progress made in complying with the commissioners' requirements as stipulated in the notes must be reported each year to the IACBE. Each of the items requested below must be submitted to the IACBE by March 30, 2018 unless otherwise indicated within this letter. The reporting form for note compliance can be found on our website at: www.iacbe.org/reports-note-compliance.asp.

Principle 1.1: Outcomes Assessment

Provide a revised outcomes assessment plan including all direct and indirect measurement rubrics and surveys by December 31, 2017 to include:

1. A mapping of the key learning outcomes to the intended student learning outcomes.
2. Program-level outcomes assessment in the highest-level course where the student demonstrates the outcome, which is typically in a 400-level or capstone course. Review where in the program you measure each intended student learning outcome (ISLO) to ensure that you are measuring the outcomes at an appropriate place in the program.

3. Review and revise the following to ensure that each item is mapped to and measures the intended student learning outcomes as indicated below:
 - a. BA-Entrepreneurship (OAP Doc., p. 31 and Appendix: BUS437):
ISLO#1 is not measured by BUS437 or CPC exam. Add Business Integration & Strategic Management (CPC component) to the direct measure to measure ISLO#4.
 - b. SRV312: ISLO#7 (logistics) and ISLO#5 (metrics) not mentioned in the assignment.
 - c. SRM325: ISLO#1 (integrate knowledge....) the assignment does not ask students to integrate.
ISLO#2 - Apply theory to practice (Explain how each outcome is measured in the assignment).
 - d. BUS402 serves as an assessment for three of the BA programs - Business Administration, Business Economics, and Finance. Clearly show how BA- Business Econ ISLO#1 is measured by this assessment. Also show how this assessment measures BA-Project Management ISLO#6.
 - e. CPC for BA-CFFS - Does not align fully with the ISLOs.
 - f. MGT322: BA-Supply Chain Management. Explain how ISLO#5 (assess supply chain performance using logistic decision support system) is measured by this assessment.
4. Ensure that the Program ISLOs that are mapped to the direct measures of each program, are the same ones that are mapped to the rubrics. For instance, the BA Business Administration direct measure 2, BUS402 Final Paper, is mapped to Program ISLO #3, 4, and 6 (See Outcomes Assessment Plan, pg. 18). The rubric for BUS402 final paper shows that it is mapped onto ISLOs#3, 4, 5, and 6.
5. Ensure that all indirect measures of student learning in each bachelor's-level program contain items, questions, or components that are directly and explicitly tied back, related, or mapped to the intended student learning outcomes that they are designed to measure.
6. Revise the end of program survey to include items that are directly and explicitly tied back, related, or mapped to the intended student learning outcomes that they are designed to measure.
7. Ensure that all direct learning assessment measures in each master's-level program assess the intended student learning outcomes that they are designed to measure (i.e., they contain required student performance components or tasks that students are required to complete that are directly related to the intended learning outcomes).
8. Except in the case of objective-type comprehensive examinations, the direct learning assessment measures in each master's-level program must be accompanied by evaluation rubrics that contain performance criteria that are directly and explicitly tied back, related, or mapped to the intended student learning outcomes in the program that the instruments are designed to measure. Provide a mapping that indicates the link between the rubric items and the intended student learning outcomes that each item is intended to measure.
9. Ensure that all indirect measures of student learning in each master's-level program contain items, questions, or components that are directly and explicitly tied back, related, or mapped to the intended student learning outcomes that they are designed to measure.

10. Ensure that the performance objectives (measurable performance targets/criteria) for each indirect measure of student learning in each master's-level program are expressed in terms of desired results on items, questions, or components in the instrument that are directly and explicitly tied back, related, or mapped to the intended student learning outcomes that the instrument is designed to measure.

In your required reporting to the IACBE, provide the assessment data resulting from the implementation of the revised plan.

Principle 3.2: Common Professional Component

Several degree programs have zero to very low hours of coverage in IS, GLOB and INT. Provide justifications that the common professional component coverage is appropriate for degree programs that have zero or very low hours of coverage in the any of the common professional component areas.

Principle 4.1: Faculty Qualifications

Please provide credentials justification and a portfolio of qualifications for the following faculty:

Bolabi, Wendy (CV Missing)	Graham, Keith (CV Empty)
Byun, Jongbok (Table 4 incomplete)	Gualco, David
Pantaleo, Mark	Hayes, Travis
Whitten, Commi	Ibrahim, Jamal
Addis, Brian	Johnson, Joe
Addo, Millicent	Kauth, Ryan
Argo, Robin (CV says MBA but Table 4 says DBA)	Kithcart, Maria
Armbrust, Robert	Kuhn, John
Barrett, Richard	LaCasse, John
Bedard-Parker, Sean	Lao, Felix
Blacknell, Torence Demetra	Lewis, Garlyn
Branch, Leah	McCann, Peter
Brunning, John	McCormick, Angela
Chapman, Regis	McCulloch, Erika
D'Avola, Edward	McKinley, Robert
De Young, Robert	Miller, Bob
Dibello, Martin (Table 4 says MBA, CV says Ph.D)	Murray, Denton
Fantroy, Kimberley (CV Missing)	Muse-Johnson, Livia
Franson, Vicky (CV Empty)	Oxley, Jeanne
Freeman, Eric (CV mentions Ed.D, Table 4 mentions MBA)	Pitts, Benjamin
Gallagher, James	Powers, Michael
	Proehl, Carl
	Raby, Leah

Ramsundar, Veronica

Reichard, Joshua

Rodriguez, David

Rokni, Makan

Rovira, Margarita

Sarver, Sharon

Scott, Charlotte

Shaw, Brian

Shoopack, James

Singh, Raj

Slaymaker, Matthew

Smith, Kimberly

Spight-Williams, Bonita

Stock-Foster, Kimberley

Stricklett, Mark

Theodore, John

Wade, Keith

Watkins, Robin

Weigl, Melissa

Westover, Thomas

Whale, Robert

White, Cathy

Williams, Berthenia

Willis, Nicole

Witt, Gary

Wood, Roy

Yao, Xiaolong

Yepez, Sloane - missing CV

York, James

Zaki, Mounier

Murray, Theresa

Voss, Elizabeth

Wells, Alan

Principle 7.1: Internal Relationships

While the Board of Commissioners was able to locate in your catalog your academic policies for placing students on probation or suspension and for readmitting suspended students, the numbers of students for each degree program included in the self-study who were subject to academic sanctions during the self-study year were not provided. Provide the number of students who were subject to academic sanctions during the self-study year for each degree program included in the self-study.

Observations

Observations are suggestions for further quality enhancements that the Board of Commissioners believes would be helpful to the Forbes School of Business in achieving excellence in business education but are not required for compliance with the IACBE's Accreditation Principles. Action on observations is optional, and reporting is not required.

Principle 3.2: Common Professional Component

The Board of Commissioners recommends that the Forbes School of Business and Technology review coverage of the Common Professional Component areas for each of the degree programs included in the self-study to ensure that the coverage is appropriate to the intended student learning outcomes and program goals.

Commendations

Commendations are findings of the Board of Commissioners in those areas in which the board believes that the Forbes School of Business is demonstrating excellent performance.

- The Board of Commissioners commends the college for the “early warning system” to identify at-risk students and the academic success center that includes a writing, math, and science tutors.

Accreditation represents a continuing relationship between an institution and its accrediting organization. Specialized program accreditation by the IACBE is dependent upon your institution remaining (i) in good standing with your institutional accrediting body and (ii) in compliance with the IACBE’s Accreditation Principles and policies. Your accreditation is valid for a maximum of seven years, through December 2024.

All accredited members of the IACBE are required to submit an Interim Quality Assurance Report (IQAR) during their period of accreditation. The IQAR for the Forbes School of Business at Ashford University will be due by November 30, 2021. For more information about the new reporting process, please contact IACBE headquarters.

The link to your member status page, which contains a listing of your accredited programs, must be provided on your Forbes School of Business home page. You may also use the following notice pertaining to your accreditation status with the IACBE for other official publications.

The Forbes School of Business at Ashford University has received accreditation for its business programs through the International Accreditation Council for Business Education (IACBE) located at 11374 Strang Line Road in Lenexa, Kansas, USA. The business programs in the following degrees at the listed locations are accredited by the IACBE:

Business Program	Location	Academic Business Unit
• Master of Accountancy		
○ No Specialization	Online	Forbes School of Business
○ Specialization in Accounting	Online	Forbes School of Business
○ Specialization in Accounting Information Systems	Online	Forbes School of Business
○ Specialization in Audit	Online	Forbes School of Business
○ Specialization in Tax	Online	Forbes School of Business
• Master of Business Administration		
○ No Specialization/Standard	Online	Forbes School of Business
○ Specialization in Business Economics	Online	Forbes School of Business
○ Specialization in Entrepreneurship	Online	Forbes School of Business
○ Specialization in Environmental Management	Online	Forbes School of Business
○ Specialization in Finance	Online	Forbes School of Business
○ Specialization in Global Management	Online	Forbes School of Business

○ Specialization in Human Resources Management	Online	Forbes School of Business
○ Specialization in Information Systems	Online	Forbes School of Business
○ Specialization in Marketing	Online	Forbes School of Business
○ Specialization in Media Management	Online	Forbes School of Business
○ Specialization in Organizational Leadership	Online	Forbes School of Business
○ Specialization in Project Management	Online	Forbes School of Business
○ Specialization in Public Administration	Online	Forbes School of Business
○ Specialization in Supply Chain Management	Online	Forbes School of Business
● Master of Information Systems		
○ No Specialization/Standard	Online	Forbes School of Business
○ Specialization in Business Intelligence	Online	Forbes School of Business
○ Specialization in IT Organizational Management and Leadership	Online	Forbes School of Business
○ Specialization in Project Management	Online	Forbes School of Business
● Master of Arts in Organizational Management		
○ No Specialization/Standard	Online	Forbes School of Business
○ Specialization in Global Management	Online	Forbes School of Business
○ Specialization in Human Resources Management	Online	Forbes School of Business
○ Specialization in Media Management	Online	Forbes School of Business
○ Specialization in Organizational Leadership	Online	Forbes School of Business
○ Specialization in Project Management	Online	Forbes School of Business
○ Specialization in Public Administration	Online	Forbes School of Business
○ Specialization in Supply Chain Management	Online	Forbes School of Business
● Master of Public Administration	Online	Forbes School of Business
● Bachelor of Arts in Accounting		
○ No Specialization	Online	Forbes School of Business
○ Specialization in Business Economics	Online	Forbes School of Business
○ Specialization in Entrepreneurship	Online	Forbes School of Business
○ Specialization in Finance	Online	Forbes School of Business
○ Specialization in Information Systems	Online	Forbes School of Business
○ Specialization in International Management	Online	Forbes School of Business
○ Specialization in Operations Management	Online	Forbes School of Business
○ Specialization in Project Management	Online	Forbes School of Business
○ Specialization in Public Administration	Online	Forbes School of Business
● Bachelor of Arts in Business Administration		
○ No Specialization	Online	Forbes School of Business
○ Specialization in Entrepreneurship	Online	Forbes School of Business
○ Specialization in Finance	Online	Forbes School of Business
○ Specialization in Human Resources Management	Online	Forbes School of Business
○ Specialization in Information Systems	Online	Forbes School of Business

○ Specialization in International Management	Online	Forbes School of Business
○ Specialization in Logistics Management	Online	Forbes School of Business
○ Specialization in Marketing	Online	Forbes School of Business
○ Specialization in Operations Management	Online	Forbes School of Business
○ Specialization in Project Management	Online	Forbes School of Business
○ Specialization in Public Administration	Online	Forbes School of Business
○ Specialization in Sports and Recreation Management	Online	Forbes School of Business
● Bachelor of Arts in Business Economics	Online	Forbes School of Business
● Bachelor of Arts in Business Information Systems	Online	Forbes School of Business
● Bachelor of Arts in Business Leadership	Online	Forbes School of Business
● Bachelor of Arts in Consumer and Family Financial Services	Online	Forbes School of Business
● Bachelor of Arts In eMarketing	Online	Forbes School of Business
● Bachelor of Arts in Entrepreneurship		
○ No Specialization	Online	Forbes School of Business
○ Specialization in Logistics Management	Online	Forbes School of Business
● Bachelor of Arts in Finance	Online	Forbes School of Business
● Bachelor of Arts in Human Resources Management		
○ No Specialization	Online	Forbes School of Business
○ Specialization in Entrepreneurship	Online	Forbes School of Business
● Bachelor of Arts in International Business		
○ No Specialization	Online	Forbes School of Business
○ Specialization in Logistics Management	Online	Forbes School of Business
● Bachelor of Arts in Operations Management and Analysis		
○ No Specialization	Online	Forbes School of Business
○ Specialization in Logistics Management	Online	Forbes School of Business
● Bachelor of Arts in Organizational Management		
○ No Specialization	Online	Forbes School of Business
○ Specialization in Human Resources Management	Online	Forbes School of Business
○ Specialization in Logistics Management	Online	Forbes School of Business
○ Specialization in Project Management	Online	Forbes School of Business
○ Specialization in Public Administration	Online	Forbes School of Business
○ Specialization in Sports and Recreation Management	Online	Forbes School of Business
● Bachelor of Arts in Project Management	Online	Forbes School of Business
● Bachelor of Arts in Public Administration		
○ No Specialization	Online	Forbes School of Business
○ Specialization in Logistics Management	Online	Forbes School of Business
○ Specialization in Sports and Recreation Management	Online	Forbes School of Business
● Bachelor of Arts in Public Relations and Marketing	Online	Forbes School of Business
○ No Specialization	Online	Forbes School of Business

○ Specialization in Information Systems	Online	Forbes School of Business
○ Specialization in International Management	Online	Forbes School of Business
○ Specialization in Project Management	Online	Forbes School of Business
● Bachelor of Arts in Real Estate Studies	Online	Forbes School of Business
● Bachelor of Arts in Service Management		
○ No Specialization	Online	Forbes School of Business
○ Specialization in Hospitality Enterprise	Online	Forbes School of Business
○ Specialization in Mass-Market Retail Enterprise Management	Online	Forbes School of Business
○ Specialization in Non-Profit Enterprise	Online	Forbes School of Business
○ Specialization in Restaurant Enterprise Management	Online	Forbes School of Business
● Bachelor of Arts in Sports and Recreation Management		
○ No Specialization	Online	Forbes School of Business
○ Specialization in Entrepreneurship	Online	Forbes School of Business
○ Specialization in Finance	Online	Forbes School of Business
○ Specialization in Information Systems	Online	Forbes School of Business
○ Specialization in Marketing	Online	Forbes School of Business
○ Specialization in Project Management	Online	Forbes School of Business
● Bachelor of Arts in Supply Chain Management	Online	Forbes School of Business

The Forbes School of Business at Ashford University will be publicly recognized for achieving accreditation at the 2018 IACBE Annual Conference and Assembly Meeting on April 17-20, 2018 in New Orleans, Louisiana, USA. We very much look forward to seeing you there.

We encourage the business faculty in the Forbes School of Business to be actively involved in the IACBE's professional development programs and activities, including participation in the IACBE's Annual Conference and Assembly Meetings, regional conferences, and workshops, and serving as site-visit team peer reviewers.

Should you have any questions or if I can be of assistance to you, please contact me through the IACBE's headquarters office.

Sincerely,



Dr. Laurie Yates, Chair
Board of Commissioners