

# Continuous Improvement Review 2016



*A Spirit of Shared Learning*



COLLEGE OF BUSINESS  
**LAMAR UNIVERSITY**

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# Lamar University College of Business: *A Spirit of Shared Learning*

## Executive Summary


In the College of Business (CoB) at Lamar University our mission is the foundation of everything we do. It guides our efforts to engage our stakeholders in meaningful ways, leads to innovation in existing programs and structures, and holds us accountable for the impact we make.


The mission of the CoB:


*We deliver a quality education to a diverse population of current and future business professionals. We cultivate the intellectual capabilities and professional competencies required to successfully and ethically meet the challenges of a rapidly-changing global and technological environment. Our faculty fosters a spirit of shared learning through innovative teaching, scholarly contributions, and business and community service.*

In three sentences our mission addresses who we are, what we do, and **how** we do it. For a teaching-focused institution, the first two sentences are traditional. What makes our mission distinctive is the way we accomplish our goals through a *spirit of shared learning*. During the mission revision process, it was our students who identified *spirit of shared learning* as the fundamental element of their experience in the CoB and our faculty whole-heartedly embraced this idea.

In many cases, we feel that **engagement** allows us to identify problems or issues that generate **innovative ideas** that result in **impact**. In the CoB, these terms are defined as follows:

 **ENGAGEMENT:** building partnerships among Lamar University students, faculty and staff, alumni, and the business, governmental and civic communities to advance (1) teaching and learning, (2) scholarly endeavors, and (3) service.

 **INNOVATION** is viewed in a broad context that includes new ideas, some radical, as well as incremental changes to existing programs and structures. Faculty and students are invited to take risks in adapting to new markets or utilizing new or different techniques and approaches.

 **IMPACT** The CoB community has a broad and diverse range of talents and contributions that makes us a vibrant school that has a significant effect on our stakeholders that is greater than the sum of our individual efforts. Being mission-driven is essential and impact is measured in alignment with our mission. The college seeks to make a difference in the intellectual capabilities and professional competencies developed in our students, with our contributions to scholarship and professional practice, and in the community that we serve.

Examples of activities that depict engagement, innovation, and impact are provided throughout the report. Here is a summary of some of the highlights, particularly as they pertain to the *spirit of shared learning*.

- The Passport Through Lamar co-curricular program teaches professional and personal skills and attitudes necessary for success. Students are required to complete at least one appropriate

activity in every business core course. Results from Exit Surveys confirm our students' confidence in their abilities. 🤝💡

- To address weaknesses in our students' critical thinking and writing skills, an interdisciplinary team of faculty was charged with developing a new sophomore-level business core class which eventually became *Introduction to Critical Thinking for Business Decision Making* (BUSI 2300). The seven-member team consisted of professors of accounting, business law, information systems, and management, and included the director of accreditation and assessment, a department chair, and the dean of the college. This 3 semester credit hour course is taught as an 8-week online course for both online and on campus students. This class was **recognized as runner-up in the Bobby Bizzell Innovation Award** by the Southwest Business Deans Association in June, 2016. 🤝💡
- The ExxonMobil Executive-in-Residence Program brings business leaders to campus to engage with students, faculty, and the public in general, and to provide role models for our students, many of whom are the first in their families to go to college. 🤝💡
- Over the past 5 years, 212 students have participated in independent study courses offered on a voluntary (unpaid) basis by our faculty. 🤝
- Twenty-one students working with faculty mentors have published 6 peer-reviewed journal articles, 3 conference proceedings, and have delivered 5 conference presentations. 🤝💡
- The CoB has been very active in supporting students to travel to conferences, seminars, study abroad, and competitions. Approximately 35 students annually are supported in some way, including an annual MBA trip to China and a Spring Break trip to Central America, annual trips to Silicon Valley with the IGNITE program, and participation in the Quinnipiac University G.A.M.E. competition. In addition, approximately 10 students a year visit the Federal Reserve in Houston accompanied by one of their professors. 🤝💡
- The Lamar University Student Managed Investment Fund and the Fecel Financial Training Center help with planning and delivering cutting-edge courses that prepare students for the world of finance. 🤝💡
- Dr. Soumava Bandyopadhyay, professor of Marketing, presented a TEDxLamar Talk at Lamar University about the "Changing Face of Marketing in Russia," based on his experiences there. This event was organized by CoB students in September, 2011. 🤝💡
- Assistant Professor of MIS, Dr. Audrey Zhao's research, in collaboration with the University of Wisconsin and Heifei University of Technology in China, makes recommendations for improving Hospital Information Systems (HIS), making them more accessible to patients and resulting in improved doctor/patient relationships and patient satisfaction. 🤝💡
- Dr. John McCollough, Associate Professor of Economics, collaborated closely with two international visiting professors from Henan Polytechnic University in China. During 2014-15, they participated in his economics classes. Dr. McCollough collaborated on a research project with one of the visiting professors that was presented at the 2015 Southwestern Social Science Association annual conference in Denver, CO. Also, in Spring 2016, he collaborated with two professors from Turkey to establish a three-way classroom meeting via distance education technology—one in USA, one in China, and one in Turkey. 🤝💡
- Several professors are collaborating with community members, students, and faculty from other colleges to develop a new degree in Port Management, initiatives on Sustainable Chemical Manufacturing, a 3D Visualization Research Lab, development of an

- interdisciplinary Environmental Studies program, and a Center for Online Learning. 🤝💡
- Dr. Komal Karani, Associate Professor of Marketing, presented a two-week module on entrepreneurship at the Bernard Harris ExxonMobil Science Camp at Lamar University, a program that stimulates and supports interest in STEM subjects, as well as providing middle school children with the tools and skills necessary to pursue post-secondary educational careers in STEM fields. For the grand finale, Dr. Karani guided her students as they presented their ideas in animation videos in a SharkTank-like experience. 🤝💡🌟
  - Dr. Kakoli Bandyopadhyay, chair of the Information Systems & Analysis department, brought MIS students (past and present) under one umbrella by forming a group called MIS Lamar in Facebook. This group provides a self-sustaining common platform for MIS students to engage in career advancement opportunities using a novel approach of competition through cooperation. This networking opportunity has helped MIS students find jobs in corporations like HP, Rolls-Royce, Apple, Tableau Software, Lockheed Martin, XAPT Corporation, Accenture, and The New Office. 🤝💡🌟
  - Members of the CoB faculty serve on numerous boards at the local, state, and national level including the Beaumont Chamber of Commerce, Baptist Hospital, Community Hospital, Christus St. Elizabeth Hospital, M & D Supply, Goodwill Industries, Southeast Texas Chapter of CPA's. Faculty members are sought as board members because of their expertise. In turn, students' learning is enriched by the faculty members' experiences. 🤝🌟
  - The CoB faculty was heavily engaged in the Lamar University Strategic Planning process. The CoB's Strategic Planning process included representation from faculty, staff, students, alumni, and the business community. 🤝
  - MBA Director, Jeff Dyson, has been invited to make presentations on leadership and organizational development to community groups such as Leadership Southeast Texas, Leadership Beaumont, Dupont Sabine River Works, American Valve & Hydrant, and Baptist Hospital. CoB faculty members, including Kathy Fraccastoro, Craig Escamilla, and Brad Mayer, are active in Executive Education, providing opportunities to enhance management skills for our local workforce without having to travel outside of the region. Clients include ExxonMobil, Jason's Deli, Swagelok, M&D Supply, Conn's, local municipalities, and Lamar University. Faculty members, especially Drs. Larry Allen, Charles Hawkins, Jimmy Moss, and Professor Paul Latiolais, are frequently sought for comment on current business and economic issues by the media. 🤝🌟
  - Faculty members are involved in mentoring students as they prepare for "beyond Lamar University" opportunities. Some examples include helping students prepare for Beck Fellowships, applications for the Texas Business Hall of Fame scholarship, Big Idea Competition, participation in the Clinton Global Initiative University, and internships and interviews. 🤝💡🌟
  - Members of our faculty are well-recognized for their scholarship. Forty of the journals in which CoB faculty have published are considered "A" or "B". This represents 33% of journals. Dr. Lynn Godkin, Professor of Management, has five articles in the *Journal of Business Ethics*, an "A" level journal. Together his articles have been cited 411 times according to Google Scholar. The body of research from Dr. Jai-Young Choi, Professor of Economics, has been cited over 800 times. His most recent articles are published in the prestigious *Review of International Economics*. Dr. Purnendu Mandal, Professor of Information Systems, has been cited over 1400 times with 690 of these since 2010. Dr.

Karyn Neuhauser, Associate Professor of Finance, published an article in the *Journal of Applied Corporate Finance*, an “A” level journal. Her work has already been cited over 150 times. An article in *Strategic Management Journal* authored by Dr. Vivek Natarajan, Associate Professor of Marketing, has been cited 243 times since 2008. ✨

- Dr. Kenneth Evans, president of Lamar University and Professor of Marketing, together with three co-authors, was awarded the Sheth Foundation/*Journal of Marketing* Award for an article entitled “Factors Influencing the Effectiveness of Relationship Marketing: A Meta-Analysis”, published in the *Journal of Marketing* in 2006. The award is for the long-term contribution of the article to the field of marketing. ✨
- Drs. George Kenyon, Professor of Management, and Kabir C. Sen, Professor of Marketing and chair of the Department of Management and Marketing, published a research book in 2015 with the highly respected publisher, Springer-Verlag. Dr. Sen’s work has been cited over 400 times, including 192 times since 2010. The books written on Global Economics and Economic History by Dr. Larry Allen, Professor of Economics and Chair of the Department of Economics and Finance, are in more than 200 libraries around the world and have been translated into several languages. ✨
- Over his academic career, Dr. Frank J. Cavaliere, Professor of Business Law and University Professor, has published with more than a dozen Lamar University faculty colleagues spanning all departments and disciplines. 🤝 ✨
- Faculty serve on the editorial review boards of 16 PRJs, and Associate Editor of 1 PRJ 🤝 ✨

## Situational Analysis

The CoB is one of five colleges that comprise Lamar University, a public, state supported institution located in Southeast Texas. Lamar University began operations in 1923, when South Park Junior College opened its doors to enroll its first class. It became Lamar University in 1971 and in 1995 officially became a member of The Texas State University System, that includes Sam Houston State University, Texas State University- San Marcos and Sul Ross State University as well as three two-year institutions located in Southeast Texas that are substantial “feeder” institutions to Lamar University. Home to nearly 15,000 students, Lamar University is one of the fastest growing universities in Texas. In May, 2015 the University adopted a mission statement that emphasizes its focus on *engaging* and *empowering* students “with the skills and knowledge to thrive in their personal lives and chosen fields of endeavor. As a doctoral granting institution, Lamar University is internationally recognized for its high quality academics, innovative curriculum, diverse student population, accessibility, and leading edge scholarly activities dedicated to transforming the communities of Southeast Texas and beyond”. More than 550 faculty and 1,000 staff members work for the university on its 270-acre campus in Beaumont about 90 miles east of Houston and about 25 miles west of Louisiana. Lamar University has 76,209 living alumni including 12,145 from the College of Business. Its colleges together offer 63 undergraduate majors, 46 master’s degrees and 9 doctoral degrees. Lamar University is accredited by the Southern Association of Colleges and Schools Commission on Colleges and has earned accreditation from 15 accrediting agencies for many of its programs. Starting in 2007, the University has increased its presence in the online space by offering fully online degrees first in Master’s degrees in Education, followed by programs in several other areas, including Business, Criminal Justice, Education, Healthcare and Liberal Arts, at both the

undergraduate and graduate levels. The student-to-faculty ratio is 19:1 and the average class size is about 26 students. Dr. Kenneth R. Evans was named president in 2013 replacing long-time president Dr. James M. Simmons. In 2014, the University completed a \$132 million comprehensive campaign, including over \$13 million for the CoB.

As of Fall 2015, the CoB enrolled a total of 1,434 students in eight undergraduate BBA degree programs (1,225 students) plus the M.B.A. (171 students) and M.S. in Accounting (38 students) graduate programs and the BS in Construction Management (not included in the AACSB review). Undergraduate degrees are offered in Accounting, Economics, Finance, General Business, Human Resources Management, Management, Management Information Systems, and Marketing. In 2012, a BBA Online program was launched in the College offering undergraduate degrees in Management (73 students), Entrepreneurship (6 students), and General Business (93 students). A total of 210 undergraduate degrees and 81 graduate degrees (25 MSA and 56 MBA) were awarded in academic year 2015-16. In 2015, an MBA online program was launched. As of Fall 2016, the MBA Online program has 81 students.

The CoB is organized into four academic departments: Accounting and Business Law, Economics and Finance, Information Systems and Analysis, and Management and Marketing; and two program offices: the Office of General Business programs and the Reese Construction Management program. The College houses the Lamar University Small Business Development Center and the Institute for Entrepreneurial Studies and has significant involvement in the Center for Innovation, Commercialization, and Entrepreneurship (CICE). A new building for the CICE will open in the Spring of 2017. The College also provides courses to and supports programs in Engineering, Arts and Sciences, Fine Arts and Communications and Education, and Human Development. Forty-three full-time and seven part-time faculty are employed in the CoB. The student/faculty ratio for the College is 18.72, the average class sizes are 29.61 for the undergraduate program, 14.7 for the MBA program, and 9.65 for the MSA program. Our low student/faculty ratio and small class sizes are consistent with the *spirit of shared learning* fundamental to our mission.

The CoB was first accredited by AACSB-International in 1980, successfully completed the latest Maintenance of Accreditation process in 2011-12, and was reaccredited for the maximum period of 5 years. Since its inception in 2005, Princeton Review's *The Best Business Schools* has listed Lamar University's MBA program. Approximately the top 300 graduate business programs in the nation are listed.

The Aspen Institute's *Beyond Grey Pinstripes 2011-2012* ranking of MBA programs for Social and Environmental Stewardship ranked Lamar University's MBA program in the Global 100. Our MBA program was also included in Global 100 in the two prior editions of this ranking, emphasizing our continuing commitment to preparing our students to "successfully and ethically meet the challenges of a rapidly-changing global and technological environment." The MBA continues its involvement with the Aspen Institute by being one of twenty-five business schools that participates yearly in its Business & Society Case Competition.

**Strengths of Lamar University and the CoB:**

- Limited competition as provider of college education for residents of Southeast Texas
- Affordable, high quality education
- Strong and consistent demand for business degrees
- Great community pride in and involvement with Lamar University
- Successful completion of first ever Comprehensive Campaign raising over \$132 million
- College of Business Board of Advisors and strong alumni participation
- Significant support from the 2015 Texas legislative session included \$60 million in tuition revenue bonds for construction, an enhanced appropriation of Higher Education Assistance Funds of \$141 million over the next ten years, and support for two research centers.
- High quality online education programs with good brand recognition

**Weaknesses of Lamar University and the CoB:**

- Limited population growth in immediate area requires recruitment outside our region
- Lower brand and name recognition outside Southeast Texas
- Not a “destination” location; presents challenges to student and faculty recruitment
- Physical facilities for the College of Business that could use improvement or renovation to include student gathering areas, more office space, classrooms of appropriate size, and overall aesthetic enhancement

**Opportunities for Lamar University and the CoB:**

- Create partnerships with other colleges to provide interdisciplinary learning opportunities in business, for example: Minor in Business; BS in Chemistry with a Business option; Professional Science Masters Degrees; Logistics and Supply Chain courses for Port Management
- Develop learning experiences to increase the marketability of our students, for example: enhance opportunities for study abroad, undergraduate research experiences, improved events in Passport Program, “no class” time slots to improve scheduling of student activities, instill community service into the culture of the CoB, develop “consulting” opportunities for our students under the direction of faculty mentors
- Address the lifelong learning needs of the local business community including Executive Education and Leadership courses for Lamar University management and staff
- Raise the brand awareness of the CoB and thereby add value to our students’ degrees
- Role of “practitioner” faculty in the CoB: potential for increased number, opportunities for advancement, and relationship with academic faculty
- Create a culture that encourages accountability and ethical behavior throughout the CoB to include: a Code of Ethics for our students and faculty, new orientation programs, higher standards to progress into upper level business courses

**Threats and Challenges for Lamar University and the CoB:**

- Ability to recruit high quality academically prepared faculty in appropriate numbers in light of the compensation level of our current faculty members
- Ability to move to a higher level in fundraising efforts
- Ability to secure external research funding to meet an increase in expectations from the university balanced with the need for additional faculty resources



**Degree Programs Included in the Accreditation Review and Number of Graduates in the Previous Year (2015-16) for Each Program.**

<b>BBA</b>	
Accounting	44
Management Information Systems	26
Marketing	27
Management	25
Human Resource Management	15
Finance	20
Economics	4
General Business	49
<b>MBA</b>	56
<b>MSA</b>	25

In summary, the CoB is well positioned to offer outstanding management education because of the general characteristics and strategic management of Lamar University, the support of the business and alumni communities, and the commitment of faculty and staff to each business student.

**Progress Update on Concerns from the Last Review**

The last peer review of the CoB was conducted in 2011. The CoB was reaffirmed for a 5-year period. As required, the CoB filed an Application for Continuous Review in July, 2014 indicating progress made toward the concerns expressed during the last review, a copy of which is available for review. The material that follows is abstracted from that interim report. The following were the concerns of AACSB team as indicated in their last review in 2011:

1. Review of eligibility procedures and business accreditation standards to ensure business programs are aligned with the most recent interpretive materials.

We undertook a full review of the Eligibility Criteria for AACSB International accreditation. The two-part conclusion is that the CoB: continues to subscribe to the core values of AACSB; and, is organized and supported in a manner that allows it to provide excellent business and management education. Our commitment to Ethical Behavior, a Collegiate Environment, and Corporate and Social Responsibility is documented in the Application for Continuous Review submitted in July, 2014.

In the area of Ethical Behavior, the CoB supports the commitment to high ethics of Lamar University by explicitly including “successfully and ethically meet the challenges...” and “...business and community service” in its mission statement. The mission forms the basis of the College of Business strategic plan. The Collegiate Environment at the CoB is present in the interaction between our faculty, students, and staff in a *spirit of shared learning*.

Lamar University is an affirmative action/equal opportunity institution. Lamar University has been cited by the Education Supplement of the New York Times and U.S. News & World Report

as one of the 100 most diverse campuses in the United States. The CoB supports the diversity strategic direction in the Lamar University Strategic Plan by explicitly including “diverse population of current and future business professionals”. Further, the CoB supports the globalization of economic activity across cultures by stating “meet the challenges of a rapidly-changing global and technological environment” in its mission statement. Finally, “business and community service” is part of the mission.

2. The Masters of Science in Accounting is a new program and because of this, the AOL for this program strategy is immature. Learning goals and objectives have been established; data collection has begun. Continue implementing the AOL strategy that has been designed and insure that it has matured by the next review; i.e. 'closing-the-loop activities' have been implemented. (2003 Standards 19; 2013 Standards 8-9)

The AoL process for the MSA program is now fully mature. As seen later in the report, learning goals are measured regularly; the data are assessed frequently, analyzed and used to develop appropriate curricular interventions. After the curricular interventions have been implemented, the goals are assessed again to determine their effectiveness. The curricular interventions described later in this report have proven to be very effective.

A detailed response to this concern from the Peer Review Team was submitted as part of the Third Year Application for Continuous Improvement Review. A detailed account of the progress made appears in the Learning and Teaching section in this report.

3. The maturity of the AOL strategies for the BBA and the MBA program was not fully evident from the discussion in the Maintenance report. Develop more effective ways of communicating the maturity of the AOL strategies, with special focus on describing “closing the loop” activities. The team was informed about a number of examples demonstrating “closing the loop” through its on-campus discussions with the College’s AOL committee, the College’s Curriculum Committees, and through discussions with faculty groups. (2003 Standards 16-18; 2013 Standards 8-9)

In September, 2013 a new position, Director of Accreditation and Assessment, was established in the CoB whose duties include all matters relating to accreditation and assessment. Prior to this time, these roles were part of the responsibilities of the Associate Dean. The director is a member of the Executive Committee of the CoB. In October, 2013 the Dean expanded the committee’s membership and responsibilities as described below:

The Accreditation and Assessment Committee has responsibility for all aspects of AACSB-International accreditation and assurance of learning. Duties of the committee include:

- Oversight of the mission of the CoB
- Ownership of the assurance of learning process to include the learning goals for all undergraduate and graduate programs, the methods of measurement, and the review of results
- Providing recommendations for curricular changes based on assurance of learning data
- Alignment of the program learning goals and the objectives of the CoB strategic plan with the mission

It is expected that members of the committee will be well versed on AACSB-International accreditation standards and procedures. The committee reports to the Dean, is chaired by the Director

of Accreditation and Assessment, and consists of appointed representatives from each department. The Director of the MBA Program serves on the committee.

A new mission was approved in 2014 and resulted in a review of the BBA learning goals, leading to the revision of one of the goals and the addition of a new goal. Next, the Committee led a review of the MBA and MSA learning goals in light of the new mission. The Committee implemented a revised Assurance of Learning scheme for the BBA program. The essence of the revised plan is to measure less (only in specified core classes) and reflect more. This will allow the faculty more time to develop and be aware of “closing-the-loop” activities. The Committee has asked departments to review their courses to identify where learning goals are covered and to inventory curricular and extra-curricular activities related to the learning goals. The MBA Assessment Plan underwent similar revisions: Learning Goals will be measured only in a single course to insure consistency of data.

## **Strategic Management and Innovation**

### **Lamar University Mission Statement and Strategic Plan Summary**

Under the leadership of its newly appointed President, Kenneth R. Evans, Lamar University formed a Strategic Planning committee consisting of sixty members inclusive of faculty from a variety of departments and colleges across campus, staff, students, alumni, and other stakeholders. The CoB was well-represented in this process with four faculty members, two students, and several alumni participating. The Mission Statement that resulted from the process was approved by the Texas State University System Board of Regents in May, 2015:

*Lamar University engages and empowers students with the skills and knowledge to thrive in their personal lives and chosen fields of endeavor. As a doctoral granting institution, Lamar University is internationally recognized for its high quality academics, innovative curriculum, diverse student population, accessibility, and leading edge scholarly activities dedicated to transforming the communities of Southeast Texas and beyond.*

As it engages with its stakeholders and implements its strategic goals, Lamar University is directed by the values of diversity, quality, innovation, service, research and creative activity, community, accessibility, a focus on students, integrity, and data-supported decision making.

### **Mission Statement for the CoB (revised April 2014)**

In the CoB, we are mission-driven. Everything we do supports our mission and has a positive, purposeful, and strategic impact on our stakeholders. In our normal timeframe, the mission revision would have occurred in 2012-13. Because of the AACSB standards released in January, 2013, the revision process was postponed for a year. In the Fall 2013, we began the much anticipated review of our Mission Statement with a focus on the newly published 2013 AACSB standards. To begin the review process, a survey requesting feedback on the mission was administered to all members of the faculty. The Accreditation and Assessment (AA) Committee reviewed the faculty’s input, as well as the mission statements from peer and aspirant institutions. The committee then undertook an exercise that involved brainstorming and word-smithing a draft revised mission. This exercise was repeated with the Executive Committee, the Dean’s Advisory Board, and the Dean’s Student Advisory Council. What resulted from the

process is the Mission shown below. Approved by our faculty in April, 2014, our Mission reflects the college's distinctive identity: who we are, what we do, how we do it, and what impact we are making. It is aligned with the mission of Lamar University and serves as a guide for our actions.

*We deliver a quality education to a diverse population of current and future business professionals. We cultivate the intellectual capabilities and professional competencies required to successfully and ethically meet the challenges of a rapidly-changing global and technological environment. Our faculty fosters a spirit of shared learning through innovative teaching, scholarly contributions, and business and community service.*

### **Strategic Planning Process**

With our revised Mission, and the university's strategic planning process about to be complete, we began the process of strategic planning for our college. Guided by the same consultants who facilitated Lamar University's strategic planning process, the CoB began its own process that included three all-day meetings with most of the faculty and staff, and select members of the Board of Advisors, alumni, students, and the community. These meetings began in April and ended in June, 2015. Committees were formed in the following areas: Educational Programs, People, Scholarship, Internal Operations, and External Operations. These task forces met regularly throughout the strategic planning process. Appendix 1 contains the CoB Strategic Plan.

The CoB Strategic Plan focuses on five strategic areas:

- The *quality of our faculty, students and academic programs*;
- The central role *shared learning* plays in a Lamar CoB education;
- The *leading-edge environment* we provide at the CoB;
- Our commitment to *integrity and accountability* in all of our activities; and
- Our commitment to the *career success* of our students.

The CoB's Strategic Plan aligns very well with Lamar University's plan. The University's plan also has five strategic goals:

1. Enhance access to Lamar University's educational programs and student services;
2. Leverage our core strengths while elevating the overall quality of our education and scholarship;
3. Provide leading-edge environments for our students, faculty, and staff;
4. Enhance systems, metrics, and data that inform university decision-making; and,
5. Tell Lamar University's story to connect the communities we serve with our mission, our accomplishments, and our aspirations.

The five areas of strategic focus from the CoB closely parallel those of the university. The "quality" focus from the CoB reflects Goal 2 from the University. "Shared learning" relates to Goals 1 and 2. "Career success" correlates to Goals 1, 4, and 5 from the University. "Leading-edge environment" is Goal 3 from the University and "integrity and accountability" contain elements of Goals 2, 4, and 5. The Plan was adopted in August, 2015.

### **Implementation of Strategic Plan**

To facilitate implementation of our Strategic Plan, the CoB Committee Structure was revised in September, 2015 to align with the recommendations of the strategic planning task forces. The current standing committees in the college are: Executive Committee (Dean, Department Chairs, Directors of MBA, General Business, and Accreditation/Assessment), Undergraduate Programs and Graduate Programs (from Educational Programs Task Force); Faculty Academic and Professional Impact, Staff Professional Impact, and Student-Faculty Relations (from People Task Force); Engagement and Innovation (from External Relations Task Force); Facilities, Technology, and Space Development (from Internal Relations Task Force); General Business Programs; Multicultural Enhancement; and Commencement. Most of these committees received a charge from the Dean assigning specific actions from the Strategic Plan. Regular progress reports to the Dean followed every other month with full status reports to the entire faculty and staff in December, 2015 and April, 2016. At these status meetings, committees reported on how they had prioritized their work, what had been accomplished, what they are working on, and plans for the 2016-17 year and beyond.

After one year of implementation, significant progress has been made. We have already:

- Increased funding to present papers at conferences by 25%;
- Created a “window” period during which there are no classes in the CoB to facilitate student and faculty interaction;
- Institutionalized a reporting method for engagement, innovation, and impact, to be included formally in the annual performance evaluation beginning calendar year 2016;
- Defined the terms Engagement, Innovation, and Impact;
- Amended BBA Exit Survey to include questions about how students’ attitude toward service to business and the community had changed during their time at Lamar University;
- Expanded our study-abroad program with a new course focusing on Central America offered in Spring 2016; and, secured new scholarship funds to support study abroad for undergraduate students;
- Offered staff development seminars every month during 2015-16;
- Encouraged all CoB student organizations to add a service component for their members;
- Established a day of service where the CoB sponsors one or more service opportunities for students;
- Began distribution to the faculty and staff of a quarterly report on copier usage to create awareness of our environmental footprint;
- Completed a study of space needs for the CoB over the next five years;
- Developed a Pre-Business designation for incoming freshmen that is awaiting University approval. The proposal contains a set of business courses and grade expectations for those courses before a student can be fully admitted to the business program;
- Developed an orientation program for new CoB students that includes ethical and service expectations of the college;
- Created a new MBA concentration in Construction Project Management;
- Hired a Marketing Coordinator for the CoB; and,
- Renovated a classroom with a capacity to seat 55 students in a state-of-the-art environment.

Proposals emerging from the Action Steps of the Strategic Plan include:

- Develop a CoB formal Code of Ethics;
- Explore using portfolios to more fully document the achievements and accomplishments of our students;
- Develop a strategy for stronger engagement of the MBA program with the Career Center;
- Draft a survey to assess what incentives (teaching loads, graduate student support, publication stipends) for scholarship are offered by our peer and aspirant schools;
- Benchmark and possibly revise the business core curriculum;
- Complete an inventory of CoB courses that require community service and service learning;
- Create a CoB research center;
- Administer a student technology satisfaction survey;
- Review the staff merit process; and,
- Develop guidelines for funding of student organizations.

### **Intellectual Contributions**

The mission of the CoB states, in part, “Our faculty fosters a spirit of shared learning through innovative teaching, scholarly contributions, and business and community service”. To fulfill the focus on teaching required by our mission, our faculty engages in scholarship to maintain currency, to provide relevance in their teaching, and to enhance the knowledge base within their disciplines. An important component of our intellectual contributions is the collaborative research we engage in with our students, both graduate *and undergraduate*. Appendix 2 contains a list of faculty/student collaborations.

Our faculty’s intellectual contributions, summarized in Table 2-1, show that for the most recent five-year period, 93% of faculty members produced intellectual contributions. We feel this is particularly impressive because it includes faculty members that are not typically engaged in research, including full-time Instructional Practitioners (IP) and Adjuncts. More than 97% of participating faculty members produced peer reviewed journal articles during the latest five-year period. This represents a substantial cross-section of the faculty across all disciplines.

Alignment of the intellectual contributions of the faculty and students with the mission of the college, our expected outcomes, and the focus of our strategic plan is demonstrated by examining the content of the intellectual contributions. Ten mission codes were identified that encompass the spirit of our mission and faculty members were asked to identify a single mission code that most closely aligns with each of their intellectual contributions. The results, as shown in Part B of Table 2-1, demonstrate clear alignment between our faculty’s intellectual contributions and our mission.

The quality of the portfolio of intellectual contributions is measured by the academic peer review process and the reputation and quality of the publication outlets. Part C of Table 2-1 documents the quality of our faculty’s contributions. Of significant note, forty of the journals in which our faculty have published are listed as “A\*” (8), “A” (13), or “B” (19) level in the Australian Business Deans Council (ABDC) 2013 journal quality list. This represents 33% of the journals used by our faculty; 55% of the journals are listed in the ABDC ranking. The quality of the intellectual contributions of the faculty is distributed evenly across disciplines.

The impact of our faculty's intellectual contributions is wide-ranging. Part D in Table 2-1 highlights the impact of intellectual contributions of our faculty and students. It, of course, includes recognition for their scholarship in terms of citations, impact on their discipline, and translations of their work into other languages. In addition, it includes the profound impact on our teaching and learning, on our students, and the world-wide relevance of our educational content. The expertise of our faculty members also qualifies them for important leadership roles in our community and across the nation.

### **Financial Strategies**

The success of any strategic planning process is tied to the allocation of financial resources necessary to bring the priorities of the plan to fruition. For every priority not covered by the operating budget, a source of funds needs to be identified.

At the CoB four types of funds are used to support new initiatives: new appropriations from Lamar University, Higher Education Assistance Funds (HEAF) monies from the state of Texas, new fee structures for the programs of the CoB, and private or corporate philanthropy. For FY2016 (September 1, 2015 through August 31, 2016), the operating budget of the CoB (appropriations from Lamar University) was \$6,558,718. The HEAF allocation for FY2016 was \$142,562. The graduate program fee (\$50 per graduate credit hour) was \$278,250. Finally, the total amount of actual funds received per calendar year from philanthropy was \$826,108 in 2011, \$432,021 in 2012, \$653,554 in 2013, \$935,229 in 2014, and \$1,499,925 in 2015. The total market value of all CoB endowments is \$9,679,340.

The appropriation from Lamar University supports almost all salaries of faculty and staff, as well as standard operating budgets. The CoB has made great strides in being able to offer competitive salaries to our faculty. A review of 2015-16 salaries shows that on average our faculty members earn 92% of the median AACSB salary for accredited US public institutions by rank and discipline; this percentage has remained fairly stable over the last 5 year period. HEAF allocations are used to support capital expenditures for building renovation, equipment and software. The graduate program fee is used to support services for graduate students including publications (Bloomberg BusinessWeek, The Houston Business Journal), teaching and research databases (IBISWorld, SAP Academic Alliance, Capital IQ, CRSP financial database, and several others), travel support for students and training opportunities for faculty and students. Gifts to the CoB provide the margin of excellence that makes us unique and special. Funds support several named Faculty Scholars in Business (See Appendix 3 for full list of our Faculty Scholars), additional professional opportunities for faculty members and staff, student scholarships, the ExxonMobil Executive in Residence Program, The Steinhagen Global Fellows, the Carter Innovation Fund Scholarship for Study Abroad, and the Ben J. Rogers Endowed Chair in Entrepreneurial Studies, among many others.

To clearly show the linkage between the strategic planning process and financial strategies, the table below displays every completed priority from the strategic plans (since 2011) that required substantial funding (the ones that are funded within the operating budget are not included), the amount secured, and the funding source.

### Financial Resources used to Fund Strategic Priorities

	<b>Amount</b>	<b>Funding Source</b>
Student Managed Investment Fund (Since 2010)	\$550,000	Lamar Univ. Foundation
Integration of SAP into curriculum (since 2007)	\$8,000/ year	Graduate Program Fees
ExxonMobil Executive in Residence (since 2004)	\$6,000/ year	Corporate Philanthropy
Carter Innovation Fund for Study Abroad	\$200,000	Private Philanthropy
Steinhagen Global Student and Faculty Fellows (since 2010)	\$1,200,000	Private Philanthropy
Fecel Financial Center	\$1,000,000	Private Philanthropy
IBIS World (since 2008)	\$10,000/ year	Graduate Program Fees
Classroom and Building Renovations (since 2011)	\$395,000	HEAF
New Scholarships since 2011	\$2,721,626	Private/Corp. Philanthropy
Graduate Research Assistantships (since 2010)	\$ 93,000/ year	Graduate Program Fees
Passport to Lamar Program (since 2009)	\$9,500/ year	Private Philanthropy
TERP-10 SAP Certification Course (since 2008)	\$3,500/ year	Student exam fees
Bloomberg BusinessWeek Program (since 2006)	\$4,100/ year	Graduate Program Fees
Houston Business Journal Program (since 2009)	\$1,500/ year	Graduate Program Fees
Business Faculty Scholar Awards (Appendix 3 is a current list of endowed faculty positions)	\$60,000/ year	Private Philanthropy
Faculty Hires 2012- 2 new, 2 replace	\$340,000	Lamar University Allocation
Faculty Hires 2013- 1 new, 1 replace	\$175,000	Lamar University Allocation
Faculty Hires 2014- 1 new, 1 replace	\$165,000	Lamar University Allocation
Faculty Hires 2015- 4 new, 1 replace	\$537,000	Lamar University Allocation
Faculty Hires 2016- 1 new, 2 replace	\$365,000	Lamar University Allocation
Databases and Software Packages (since 2007)	\$38,900/ year	Private Philanthropy
Travel Support beyond budget (since 2015)	\$60,000/ year	Private Philanthropy
Stipends for support of publications (since 2003)	\$10,000-12,000/ year	Private Philanthropy

In addition to the above, the CoB has an integral relationship with the Center for Innovation, Commercialization, and Entrepreneurship (CICE). Currently, the Director of the CICE reports to



the Dean of the CoB in his role as chair of the Steering Committee of the CICE. A new building for CICE will open in Spring 2017. Federal and state grants, Lamar University appropriations, and private philanthropy associated with the building and the operation of CICE amount to \$12.5 million.

In summary, the CoB has a well-developed and mature strategic planning process based on our mission that guides the CoB in decision making. The process has broad participation of stakeholders, is linked to appropriate financial strategies, and to Lamar University's Strategic Plan.

### **New Academic Offerings**

#### **BBA Online in Management, Entrepreneurship, or General Business**

The BBA Online in Management, Entrepreneurship, or General Business program began accepting students in Fall 2012.

**Rationale:** The demand for online course offerings has increased significantly at Lamar University (and elsewhere) over the last decade. This increased demand is driven by students who need to maintain employment and especially from students whose jobs do not permit them to attend class on any regular schedule, including evening classes. In our area, and across the state, there are many students employed as shift workers, who with their variable work schedules, cannot return to school without an online program. In addition, many of these students have already been to college and were unable to finish and now seek a way to complete their degree. For years, our college has offered online sections of selected courses. Now, students are able to complete their degree entirely online. Students in the online program do not take on campus classes and on campus students do not take these online sections.

**Students:** The majority of students entering the BBA Online program are older, with significant work experience, and with prior college credits. So far only one applicant to the program has been a traditional first-time-in-college student. The students in the program have been a net addition to the census of the college and have not affected the matriculation rate of our traditional program.

#### ***The essential features of the program are:***

- A 120-hour degree program with concentrations in General Business, Entrepreneurship, Management
- Admission requirements, program learning goals, assessment measures, tuition, and faculty qualifications are the same for online and on campus programs. Master Course Concept for every course:
  - Course developed by a team and can then be taught by anyone on the team and anyone else that is qualified;
  - Because development and teaching are separated, size of section handled by a single instructor can increase, using graders as needed;
  - To scale the Master Course, a section is created for every set of 100 students;
  - Courses to be delivered in 8 week sessions with five starts per year: Fall 1 and 2; Spring 1 and 2; and Summer.
- A maximum of 400 students in the program at one time.
- A full-time faculty member is program director and there is a dedicated, full-time advisor

- Two new full-time faculty members have been hired as a result of implementing this program. Most faculty members have participated in the development and are engaged in the delivery of this program. The vast majority of sections are offered by our full-time faculty.

So far the program has worked well. As of Spring 2016, there are 209 students in the BBA Online program. In addition, a 21-credit hour Minor in Business is available completely online for students in other disciplines at Lamar University.

### **MBA Online**

The MBA Online program began accepting students in Fall 2015.

**Rationale:** To expand its market, the CoB developed the MBA online, a new delivery option for the existing program. The on-campus program continues. Because we launched an online BBA in fall 2012, our faculty has experience in online course development and delivery. There are 5 primary reasons that support the offering of this program online:

- Persistent requests from prospective students and employers to offer the MBA online.
- The existing on-campus program has an excellent reputation and opportunity for modest growth in the near/medium term, but growth opportunities are limited by regional population trends.
- The realities of the MBA competitive environment suggest that online delivery is necessary for substantial enrollment growth going forward.
- Offering an online MBA allows the college to offer dual degree programs with other colleges that deliver graduate degrees online (e.g., the master's degree in nursing, the master's in engineering management).
- Developing our core courses for online delivery allows us to offer more courses online and provide hybrid course flexibility for our on-campus students.

**Students:** Similar to our on campus MBA program, students in the MBA Online program range from those who are exploring their career goals, to students who want to advance their existing business knowledge, to students who have a focused career path. Currently, the target market of Lamar University's MBA program is broad, and includes working professionals (50%), international students (30%), and students advancing from undergraduate programs to graduate (20%). The same target markets apply to the MBA online program, with the exception of international students.

### ***The essential features of the program are:***

- Admission and leveling requirements, Learning Goals, and graduation requirements are the same as in the on campus MBA program. Learning goals are assessed in the same manner.
- Courses to be delivered in 8 week sessions. There will be five starts per year: Fall 1 and 2; Spring 1 and 2; and Summer. Since Fall 2015, the on-campus MBA program also has been delivered in 8 week sessions with the same number of starts per year.
- As of Spring 2016, there were 48 students in the MBA Online program, compared to 139 students in the on-campus program.
- Master Course Concept for every course:
  - Course developed by a team and can then be taught by anyone on the team and anyone else that is qualified;

- Because development and teaching are separated, size of section handled by a single instructor can increase to 50, using graders as needed;
- To scale the Master Course, a section is created for every set of 50 students.
- Tuition is the same as for on-campus classes and faculty qualifications are the same as for the on-campus program; all sections are offered by our full-time faculty.
- An Assistant Director position was added to support the needs of this program.
- There is a dedicated, full-time advisor.
- The program features revenue sharing with Lamar University at the rate of 25% for the CoB.

## Participants

### Students

The table below depicts enrollment and demographic trends at the CoB for the last five years using the Fall semester data. As can be observed, enrollments, credit hours and demographic characteristics have remained remarkably stable. This is due in part to the CoB being close to capacity in faculty and physical resources. While there has been an increasing trend toward graduate education, enrollment in our graduate program is still less than 15% of total enrollment. The increase in undergraduate enrollment and student credit hours beginning in Fall 2014 is due to the BBA Online program. At the graduate level, the MSA program was introduced in 2011.

### College of Business Enrollment Trends

Category	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
<b>BBA</b>	<b>1,222</b>	<b>1,240</b>	<b>1,222</b>	<b>1,309</b>	<b>1,233</b>
<b>MBA</b>	<b>148</b>	<b>171</b>	<b>165</b>	<b>163</b>	<b>185</b>
<b>MSA</b>	<b>12</b>	<b>46</b>	<b>56</b>	<b>53</b>	<b>38</b>
<b>Undergrad credit hours</b>	<b>10,713</b>	<b>10,361</b>	<b>10,056</b>	<b>11,157</b>	<b>10,619</b>
<b>Grad credit hours</b>	<b>1,198</b>	<b>1,207</b>	<b>1,363</b>	<b>1,630</b>	<b>1,263</b>
<b>Female</b>	<b>48.2%</b>	<b>49.0%</b>	<b>50.1%</b>	<b>49.9%</b>	<b>52.9%</b>
<b>Racial Minority</b>	<b>37.3%</b>	<b>36.9%</b>	<b>38.1%</b>	<b>37.4%</b>	<b>37.4%</b>
<b>International</b>	<b>3.8%</b>	<b>6.4%</b>	<b>5.4%</b>	<b>5.9%</b>	<b>5.7%</b>
<b>Full-Time</b>	<b>74.8%</b>	<b>72.2%</b>	<b>68.9%</b>	<b>69.2%</b>	<b>60.5%</b>
<b>Under age 25</b>	<b>68.7%</b>	<b>68.2%</b>	<b>66.9%</b>	<b>65.2%</b>	<b>64.6%</b>

### **Bachelor of Business Administration**

The teaching mission of the CoB applies most fundamentally to our undergraduate students. Our students are mostly from areas within 100 miles of Beaumont. Many have never left the area and have deep ties to the region. A large percentage of our students are first-generation-in-college (approximately 46%) and have substantial financial need. A significant percentage work 20-40 hours a week while in college. Therefore, it is crucial to their academic and professional success that our faculty fosters a *spirit of shared learning* in them during their undergraduate experience. They need our guidance and support as they undergo the process of becoming life-long learners. We must become active partners with our students in learning.

**Admission requirements:** The decision to admit students to the BBA degree is made centrally by the university. Anyone admitted to Lamar University may declare themselves a BBA major.

The factors considered for admission have not changed since the last accreditation, but admission entrance requirements based on scores in standardized tests have been increased twice since the last accreditation. The effect of the increased standards has been to make admission to Lamar University more difficult for high school students in the 3<sup>rd</sup> and 4<sup>th</sup> quartiles of their high school classes. Many of these students are not well-prepared for college and might be better served by attending community college or technical schools. Admission standards for transfer students (those transferring with more than 20 credit hours) have not changed since the last review and require that a student be in good academic standing at the last institution attended. A complete listing of all admission policies for undergraduate students is contained in the Lamar University Catalog available at <http://catalog.lamar.edu>.

**Degree requirements:** The Bachelor of Business Administration degree will be awarded upon completion of the University core curriculum (36 semester credit hours), the Business core curriculum (57 semester credit hours), a Major Specialization and approved electives (27 semester credit hours) for a total of 120 semester credit hours, a minimum grade point average of 2.0 in all business courses, and a minimum cumulative grade point average of 2.0 in all Lamar University courses. In addition to these requirements, majors in Accounting, Economics, and Finance are required to achieve a grade of “C” or better in every course in the discipline. Majors in Human Resource Management, Management, Management Information Systems, and Marketing must achieve a minimum grade point average of 2.5 in their discipline.

**Advising and Student Progression:** Students in the CoB are advised by professional advisors in the University Advising Center (UAC) until they have completed sixty semester credit hours toward their degree. After that time, students are advised by their respective departments or programs either by an assigned faculty member or by the department chair or program director. The CoB adheres to all probation and suspension policies of Lamar University detailed in the Lamar University Catalog. Any student whose cumulative grade point average (GPA) falls below 2.0 will be placed on academic probation. All students who are on academic probation must be advised in the UAC, during which time an academic action plan is developed. A student on probation who demonstrates academic improvement (2.0 or higher semester/term GPA) and complies with all other conditions of the academic action plan, but whose cumulative GPA does not return to above a 2.0 will remain on probation. A student on probation who does not demonstrate academic improvement and/or fails to comply with any other condition of the action plan will be academically suspended from Lamar University. Upon return, the student will be placed on probation and will be subject to a new academic action plan. A second suspension will last two consecutive semesters, and a third suspension will result in expulsion from Lamar University.

As mentioned above, Lamar University and the CoB serve a population of students with a high percentage of first-generation-in-college (approximately 46%) and a high financial need. As a result, our freshmen-to-sophomore retention rates are not as high as desired. The CoB has very little control over freshmen to sophomore retention rates since there are only two business courses that freshmen take.

<b>2014-15 Retention Measures</b>	<b>Lamar University</b>	<b>CoB</b>
Freshmen to Sophomore	57.4%	53.5%
Top 10% High School Rank	65.9%	75%
Quartile I High School Rank	71.8%	82.9%
Quartile IV High School Rank	42.2%	49.4%

The six-year graduation rate for the university is 32% and has been relatively stable for the last five years. For the CoB, the six-year graduation rate is 34% and also has remained stable for the last 5 years. Student Performance and Achievement is published on our website at <https://www.lamar.edu/business/accreditation.html>.

To improve long-term retention and graduation rates in the CoB, a strategic plan initiative was developed by the faculty. The concept is to establish a Pre-Business designation for students who indicate business as their intended major. Students will not be fully admitted into the CoB until they complete a set of 5 freshman and sophomore courses with a GPA of at least 2.75. The proposal is awaiting university approval. If implemented, this strategic plan initiative should improve 4- and 6-year graduation rates, as well as long-term retention of our students.

**Career and Placement:** To reinforce our mission to “cultivate the ... professional competencies of our students” the CoB has established a partnership with Career Services to increase the number of companies recruiting business students; enhance the availability of internships; and, implement the **Passport Through Lamar Program**. The CoB has supported the Passport program with resources and paid student help. This co-curricular program teaches professional and personal skills and attitudes necessary for success in organizational management so important to the type of students we attract. Students are required to complete at least one developmentally appropriate activity in every business core course (18 courses in total) in such areas as leadership, career selection, job-search strategies, interviewing skills and etiquette, and internship preparation.

#### **Courses and Required Events for the Passport Through Lamar Program**

<u>Freshman Level</u>	
BULW 1370	First Best Steps
MISY 1373	Resume Workshop
<u>Sophomore Level</u>	
ACCT 2301	Team Building
ACCT 2302	Alumni Panel
ECON 2301	Internships 101
ECON 2302	Community Service/Social Media
BUSI 2300	The Brand "Me"
BUAL 2310	Social Media
<u>Junior Level</u>	
BCOM 3350	Finding Your Strengths
BUAL 3320	Community Service
BULW 3310	Ethics
ECON 3340, 3390 and MGMT 3320	Career Fair

FINC 3310	Credit Score Management
MGMT 3310	Speed Networking
MISY 3310	Job Search Strategies
MKTG 3310	How to Influence
<u>Senior Level</u>	
MGMT 4370	Backpack to Briefcase Workshop

**Passport Through Lamar** is similar to programs at other institutions, with the distinction that we require an activity in every core course.

There is a strong connection between Lamar University Career and Development Center and the CoB. The two work closely to mentor students in resume writing, appropriate business attire, job interviews, and job placement as evidenced above. The Center holds networking lunches with companies during the academic year to discuss potential employment/internship opportunities for students.

The latest *BusinessWeek* survey results show that 94% of our undergraduate students had a job at the time of graduation. The average base salary was \$48,400 and the average signing bonus was \$4,333. Average salaries ranged from \$62,500 (marketing sales and operations production) to \$44,166 (accounting and finance). One hundred sixteen companies recruited our students on campus and 92% of our students took positions in the U.S. Southwest, 4% in the South, and 4% in the West. The leading companies hiring our graduates are Hewlett-Packard, Baker Hughes, Deloitte, Gerdau, and Cardtronics. Student Performance and Achievement is published on our website at <https://www.lamar.edu/business/accreditation.html>.

We are very proud of the success of our undergraduate students. The transformation brought about by a Lamar University education can be truly remarkable. To illustrate this fact, in Appendix 4, we highlight the success stories of some of our graduates. These stories evidence how our *spirit of shared learning* impacts students' choice of major, internship opportunities, flexibility for work schedules, preparation for successful job searches and career advancement, and their ability to obtain competitive salaries. These vignettes also reveal our students' ability to succeed in their careers and that they contribute, not only to their fields, but to their communities, their universities, and as citizens of the world.

### **Master of Business Administration**

The strategic role of the Lamar MBA is to deliver a dynamic integrated management education to a variety of student groups. Our students range from those who are exploring their career goals, through students who want to advance their existing business knowledge, and to students who have a focused career path. These different student needs are met through either the flexible part-time or the full-time Lamar MBA, and since Fall 2015, through an online option.

The Lamar MBA places a heavy emphasis on an experiential-based approach to problem solving including the knowledge, skill, and ability to incorporate ethical considerations, leadership, teamwork, information technology, and a global perspective into the decision-making process. Lamar University infuses a *spirit of shared learning* into its students' MBA education with passionate teaching, active learning, specialized knowledge and professional development to

enhance their career potential.

**Admission Requirements:** To be admitted to the MBA program, students must follow one of two paths:

*Traditional Path*

1. Take the Graduate Management Admission Test, GMAT.
2. The applicant's undergraduate grade point average and GMAT scores must equal or exceed the minimum standards. The student must meet at least one of the following standards:
  - A. A total of at least 1,000 points based on the formula: 200 times the overall undergraduate GPA (4.0 system) plus the GMAT score.
  - B. A total of at least 1,000 points based on the formula: 200 times the GPA (4.0 system) of the last 60 hours of undergraduate work plus the GMAT score
3. A student whose native language is not English is expected to score over 550 (paper-based), 213 (computer-based), or 79 (internet-based) on the TOEFL or score a minimum of 6.5 on the IELTS.

*Experience Path- GMAT Waiver:*

The GMAT may be waived for applicants who have a Bachelor's degree from a regionally accredited university with a minimum 3.0 cumulative undergraduate GPA (or a minimum 3.0 GPA in the last 60 semester hours of courses) and 4 or more years of increasing professional and/or managerial experience. Applicants interested in waiving the GMAT, must complete the GMAT waiver form and attach a resume and letter of intent, signed by their supervisor or a professional peer.

**Degree Requirements and Advising:** Students with a non-business undergraduate degree will be required to take four leveling or foundational courses. One or more of the four leveling courses may be waived if the student has completed equivalent undergraduate coursework. Students who are required to take an English proficiency exam prior to admission will be required to take an additional course in Business Communication. The leveling courses may be completed after admission to graduate study or before admission when registering as a post baccalaureate student. Undergraduate students are limited to nine semester hours of graduate work in their last twelve hours of coursework.

Students entering the Lamar MBA with undergraduate degrees in business from an AACSB-International accredited business school will likely have satisfied the graduate leveling work. The MBA will then consist of 36 semester hours (12 courses), including eight core courses and four elective courses that will allow a student to develop a concentration. Advising at the graduate level occurs every term for every student and is delivered by the program directors or dedicated advisors.

**Career and Placement:** The Lamar University MBA is a program for working professionals. As such, the vast majority of students are not seeking employment at graduation. The MBA Program has developed a number of career development resources to enhance students' skills and marketability. In previous semesters, these have included:

- **LinkedIn Night:** In partnership with the Career Center and The Office of Alumni Affairs, the MBA Program hosted a night for MBA alumni and current students to learn more

about how to enhance their LinkedIn profile. Students were also able to network and have professional headshots taken.

- Beyond B School: Lamar University partners with Beyond B School to provide career management videos for MBA students. MBA students can access Beyond B School under the career management section of the MBA Orientation blackboard course. The videos help students assess their skills, target their job search, and launch their careers.
- MBA Socials: To promote networking among students, the MBA Program hosts two social events each year, one in the Fall and one in the Spring.

The persistence rate for the MBA program averaged 79% over the last three years. Only 10.6% of the graduating class reported new employment data. Of these, annual salaries ranged from \$40,000 to \$125,000. The mean base salary of MBA graduates who accepted new employment by three months after graduation was \$58,000. Some of the employers included Mead Westvaco, Cook Parker, and First Financial Bank.

### **Master of Science in Accounting (MSA)**

In addition to a bachelor's degree, the Texas State Board of Public Accountancy (TSBPA) now requires CPA exam candidates to complete 150 college credit hours with 30 hours of accounting above the principles level and 24 hours of upper level business courses. The Board also requires a pre-approved ethics course. Undergraduate degrees alone cannot meet the TSBPA requirements. Graduates of the MSA program meet all TSBPA educational requirements.

The majority of students entering the MSA program come from the undergraduate accounting program at Lamar University. Additionally, the program is marketed to graduates of other business degrees at Lamar University, accounting graduates of other universities, and graduates from other non-business disciplines as a means of earning a professional degree. The MSA can be viewed as a "gateway" into the accounting profession. It is important to note that since MSA program has been in place, pass rates on the CPA exam have improved significantly. Prior to the MSA, our pass rates were in the lower quartile of Texas institutions. Now we are always in the first or second quartile and our pass rates are routinely higher than 50%.

**Admission requirements:** Students seeking admission to the program must meet the following requirements:

1. Applicants with an undergraduate accounting degree from a regionally accredited domestic university who have a minimum cumulative GPA of 3.0 in all accounting courses and a minimum cumulative GPA of 3.0 may be granted a waiver for the Graduate Management Admission Test (GMAT) and admitted to the MSA program.
2. Applicants not meeting the criteria in #1 and who want to be admitted directly into the MSA program must take the GMAT. The applicant's undergraduate grade point average and GMAT scores must equal or exceed the minimum standards. Applicants must meet at least one of the following standards:
  - A total of at least 1,050 points based on the formula: 200 times the overall undergraduate GPA for the first baccalaureate degree plus a GMAT score.
  - A total of at least 1,100 points based on the formula: 200 times the GPA of the last 60 hours of undergraduate work for the first baccalaureate degree plus GMAT score.



3. Applicants with an undergraduate degree in accounting must have earned a minimum 3.0 cumulative GPA in all undergraduate accounting courses taken.
  4. Domestic students who elect to take the accounting prerequisite courses and business leveling courses as a post baccalaureate student may be granted a GMAT waiver when applying to the MSA program under the following conditions: The student maintained a minimum cumulative GPA in the accounting leveling courses of 3.0 and overall GPA of a 3.0.
  5. Applicants without an undergraduate degree in accounting from a regionally accredited domestic university are required to maintain a minimum cumulative GPA of 3.0 in all undergraduate accounting courses taken before and after acceptance into the program.
  6. A student whose native language is not English is expected to take a language proficiency exam. Acceptable scores and additional information for prospective international students may be found at <http://www.lamar.edu/catalog-2014-2015/graduate-admission/index.html#inhowto>
  7. The pre-MSA program allows a student to take up to six graduate credit hours in elective courses towards the MSA. A pre-MSA student must have a four year undergraduate degree and meet the general university requirements for admission. After completing the six hours, the student must meet the minimum standards to be accepted into the MSA program.
- The requirements outlined above represent the minimum criteria that applicants must meet to be considered for admission into the MSA program. The final decision regarding admittance into the program will be made by the MSA program committee. Beginning in Fall 2016, the MSA program will increase from 30 to 34 credit hours to improve student readiness for the CPA Exam and allow them to pass some of the parts of the exam prior to graduation.

**Career and Placement:** The persistence rate for the MSA program was 93.1% last year. This rate has been stable over the past 3 years (2013-14: 89.3%; 2014-15: 87.1%). Our students' CPA pass rate was 47%, averaged over the four last test windows. Restricting the pool to MSA students only, the pass rate is 56%.

Approximately 94% of domestic MSA graduates obtained employment prior to graduation. 80% were employed by public accounting firms. Of those employed by public accounting firms, 59% were employed by international firms, 5% by mid-market firms, and 36% by local firms. Primary employers of our MSA graduates include the following public accounting firms: (International) BDO International, Deloitte, and Ernst & Young; (Local) Edgar, Kiker & Cross, PC, Cook Parker P.L.L.C., and Wathen Deshong & Juncker, LLP. The average salaries of recent graduates are \$55,500 for students employed by international and mid-market firms and \$42,500 for students employed by local firms. The average signing bonus for recent graduates who received a signing bonus was \$2,000. Note that only those graduates employed by international and mid-market accounting firms typically receive a signing bonus.

### **Faculty**

The CoB faculty members are committed to the *spirit of shared learning* that is so important to our mission. We recruit teacher-scholars that use their scholarship to impact their students. In fact, close to 50% of all intellectual contributions of our faculty are in the areas of teaching and learning or applied scholarship. As mentioned earlier, an important component of our intellectual contributions is the collaborative research we engage in with our students, both graduate *and undergraduate*. Our faculty members are committed to teaching and are available to their students both inside and outside of the classroom.

**Faculty Management:** Lamar University has detailed university-wide policies and procedures for faculty management. These policies and procedures are detailed in the Lamar University Faculty Handbook (<http://facultystaff.lamar.edu/academic-affairs/faculty-info/index.html>) especially Chapter II Policies and Procedures, Chapter V Benefits and Services, Appendix J Ethical Standards and Conflict of Interest Regulations, and Appendix O New Policies Related to Tenure and Promotion.

Complementing Lamar University policies and procedures, the College of Business has developed detailed policies for faculty management; the most important ones are summarized below. In addition to the policies and processes described below, *The College of Business Operating Policies and Procedures* are available to all faculty members.

#### Policies on Tenure and Promotion

The CoB follows the faculty evaluation guidelines of Lamar University. Faculty members are evaluated annually by their department chair relative to their various professional duties and activities. In the spring of the first, third, and fifth years of employment and as part of the annual evaluation process, the progress toward tenure of each probationary faculty member will be evaluated by all tenured faculty members in the department. The tenured faculty reviews prior yearly evaluations and, in a meeting called for that purpose, discusses the probationary faculty member's accomplishments. In years 3 and 5, following this discussion, each tenured faculty member will vote via secret ballot that the probationary faculty member is making either satisfactory progress toward tenure or unsatisfactory progress toward tenure. The results of this vote, along with a brief rationale written by the chair of the committee, will be given to the faculty member, chair, and dean. In year 1 there will be no vote, but a brief assessment of productivity, written by the chair of the tenure committee and informed by the committee's discussion, will be provided to the probationary faculty member, chair, and dean. A detailed tenure review occurs at the end of the second year by the departmental personnel committee and a member of the college personnel committee. At the end of the fourth year, detailed tenure reviews are conducted by the departmental personnel committee and the college personnel committee. Feedback from each of these reviews is provided to the faculty member through the department chair. In addition, the performance of each tenured faculty member must be reviewed by peers annually or at least once every six years after the date the faculty member was granted tenure or received an academic promotion. The faculty of each department conduct a comprehensive performance evaluation annually of all tenured faculty.

#### Mentoring Policy

At the time of beginning employment for tenured/tenure-track faculty members, the department chair will appoint a mentor, preferably from faculty members within the department, for each new faculty member. The new faculty members are advised to seek the help and guidance of the mentors regarding academic and administrative norms. In addition, a meeting should be organized with the faculty member, their mentor, the department chair and the administrative assistant. The meeting will cover expectations and norms for research, administration, and teaching.

In addition, the new faculty member will be given a copy of the CoB Operating Policies and Procedures, as well as a checklist from the dean's office. During the first academic year, it is expected that the faculty member and their mentor will meet at reasonable intervals to discuss progress and answer questions.

#### Policies on Merit Salary Administration

Annually, Lamar University might allocate a percentage of current faculty salaries as merit-based salary increases. The procedures below are used at the CoB to allocate such monies to individual faculty members.

- When the aggregate CoB percentage allocation is announced, the dean will retain a pool of money equal to that percentage of the salaries of the department chairs and his direct reports for merit distribution to those individuals. The dean will also retain any excess received for individuals who are not eligible for merit pay and a fraction of the total percentage, not to exceed 20%, to address merit inequities and differences in performance across departments.
- The remainder will be distributed to department chairs based on the salaries of all eligible faculty members in the department.
- Each department chair will distribute his/her pool of money to the departmental faculty based on the current f.2.08 evaluation, ensuring that all faculty members rated in the same merit category receive the same percentage increase, and that exceptional merit faculty receive more than high merit faculty members who should receive more than merit faculty members. Faculty members rated no merit will receive 0% merit increases but will receive equity adjustments, if any. Faculty members receiving an unsatisfactory rating will receive 0% merit increases and will not be eligible for equity adjustments.
- The dean will award merit increases to the department chairs and direct reports based on the current f2.08 evaluation, ensuring that all chairs and direct reports rated in the same merit category receive the same percentage increase, and that exceptional merit ratings receive more than high merit ratings who should receive more than merit ratings.
- The dean, in consultation with department chairs, will distribute the remaining pool of money to address merit inequities and difference in performance issues across departments.

#### Participating and Supporting Faculty Standards

In assessing sufficiency of faculty resources, the CoB recognizes the important distinction between participating and supporting faculty members.

A participating faculty member actively engages in the activities of the CoB in matters beyond direct teaching responsibilities. In determining whether a faculty member will be considered participating, the CoB considers paramount the faculty member's commitment to Curriculum Design, Course Development, and Assurance of Learning. A faculty member will also be considered participating if they are involved in mission-driven activities such as student advising, research, non-degree education for the CoB or University, faculty development, university or community service, economic development and consulting when performed on behalf of the CoB or University. Generally, the Participating Faculty of the CoB consists of all persons appointed to tenure, tenure-track or a full-time non-tenure track position with the title of Professor, Associate Professor, Assistant Professor, or Instructor. These individuals submit the Lamar University yearly f2.08 evaluation form which details their involvement in CoB and University activities.

A supporting faculty member at the CoB does not substantially participate in the intellectual or operational life of the CoB beyond the direct performance of teaching responsibilities. The Supporting Faculty of the CoB consists of those faculty members who are in fixed-term, non-continuous, non-tenure-track positions. Typically, supporting faculty members are hired on a contractual basis to teach one or several courses.

The CoB meets all standards for Participating and Supporting faculty ratios as shown in Table 15-1.

### **Professional Staff**

The CoB is fortunate to have a caring and dedicated staff that helps foster a *spirit of shared learning*. The staff is often the first point of contact with our students and other constituents. Fully involved in the management of the CoB, they try to resolve issues for students and faculty before they become problems.

Each department and program office in the CoB is assigned an administrative assistant. The CoB also has a Coordinator of Technology Services, who has responsibility for maintaining and recommending technology for the CoB, an SAP Coordinator to help students and faculty, and a Marketing Coordinator to support outreach. All of these offices have student help assigned to them. Graduate assistants are assigned to the academic departments and programs.

Also, the CoB has a dedicated development officer that reports to the Advancement division that fully participates in the life of the CoB. The development officer meets regularly with the Dean to review prospects, develop funding appeals, and to better understand the funding priorities of the CoB. She works closely with the Marketing Coordinator.

The CoB does not have its own dedicated career and placement services but uses the University's center. A strong alliance exists between the CoB and the Career and Professional Development Center with a dedicated staff member assigned to the CoB. This staff member helps with organizing career fairs and networking events, providing information about internships and job placements, and supervising a CoB-paid student intern to manage the Passport program.

Services for students and faculty that sometimes fall under the supervision of a business school are provided centrally at Lamar University. These include first- and second-year advisers, centralized retention, tutoring, and academic support services, and instructional development specialists. The CoB works closely with these university departments.

Professional staff has training opportunities available to them throughout the year to enhance their skills in software such as word processing, spreadsheets, database, Banner, and Degree Works. The University also maintains a Center for Teaching Excellence which provides faculty and staff development workshops in addition to required training. Examples of these conferences include SAP annual workshops, GMAC conferences, AACSB meetings, Beta Gamma Sigma training, and leadership seminars. Since 2011, the CoB has spent a total of \$42,318 in support for professional staff conference and professional development seminars.

The amount spent annually has increased steadily over the past 5-year period. Administrators with faculty status are not included in this total. The University recognizes staff through a Staff of the Year award.

Professional staff is offered the opportunity to attend workshops and conferences off-campus when appropriate. As part of the implementation of the Strategic Plan, a Staff Professional Impact Committee was established. Every staff member belongs to this committee. Its charge is to coordinate staff development across the CoB. Duties of the committee include:

- Develop and monitor a program of development workshops for staff;
- Initiate, review, and/or recommend changes on staff qualifications and expectations, and annual review guidelines for staff;
- Enhance undergraduate and graduate involvement with staff.

The committee began work in Fall 2015 and has already developed a schedule and conducted monthly workshops.

## **Learning and Teaching**

Our mission drives the curriculum. We focus on business and professional competencies, ethical actions, global impact, and technological awareness as the means to ensure career success for our students. Central to our mission is shared responsibility for learning between faculty and students. Each individual has a role to play. Learning in the classroom arises from faculty-student interaction as well as student-student interaction. To the extent possible, we seek an experiential learning environment in which students are active participants in the classroom through projects, case discussions, simulations, and team exercises. These types of activities connect theory to practice in the minds of our students. The intrinsic values from our mission are incorporated into the Learning Goals of each of our programs. We have a mature assurance of learning process that tracks achievement of the Learning Goals and informs the management of our curriculum.

**Curriculum Management:** The CoB offers three main degrees: the BBA, the MBA, and the MSA. Any curricular changes must be examined from the perspective of how they affect all programs. For example, although students might identify as an Accounting, Finance, or Marketing major, in reality they are Business majors with only about 20% of their coursework within their “major”. So, any curricular changes proposed by the Finance faculty, for example, must be examined from the perspective, not only of how these changes would affect Finance majors, but rather how they affect the BBA program as a whole. In general, the curriculum management process is carried out and managed as a joint effort between the departments and programs and the CoB through its committee structure. From the college perspective, the Undergraduate Program Committee and the Graduate Program Committee, with oversight and AoL results from the Accreditation and Assessment Committee, manage the curriculum. Ideas for curricular improvements can arise from college committees as well as from the departments and programs. If the proposals arise from the committees, they are sent to the appropriate departments or programs for discussion and recommendation and vice versa if the ideas arise in the departments or programs. Once proposals are approved by the Undergraduate and/or Graduate Program committees, they are sent to the Executive Committee for final approval and implementation.

Once curricular proposals have been approved at the college level, they are sent to the university curriculum committees for discussion and approval. Depending on the nature of the proposal, the university curriculum committees might refer the matter for approval by the Texas State University System Board of Regents.

#### *New Offerings since Last Accreditation Review*

- New Minor in Business Law
- New Concentrations in BBA General Business
  - Business Education
  - Construction Management
- New Concentrations in MBA
  - Criminal Justice Management
  - Construction Project Management
  - Organizational Management
- New Delivery Options
  - BBA Online in Management, Entrepreneurship or General Business – 8 week sessions
  - MBA Online – 8 week sessions
  - MBA On Campus – 8 week sessions
  - MSA program change to 34 credit hours
- New Certificate Program: Graduate Certificate in Accounting
- New Courses
  - Undergraduate courses in:
    - Introduction to Critical Thinking for Business Decision Making
    - Security Analysis and Portfolio Management
  - Graduate courses in:
    - Financial Statement Analysis
    - Advanced Accounting Information Systems
    - Leadership and Negotiation
    - Derivatives and Risk Management
    - Concepts and Applications for New Ventures
    - Global Logistics
    - Intermodal Logistics
    - Partnership Taxation
    - Fraud Investigation and Forensic Accounting
    - Oil and Gas Accounting
    - Professional Accountancy Capstone

#### **Assurance of Learning**

The CoB uses an assurance of learning planning and review process that emphasizes continuous assessment of all learning goals. The AoL process was revised and simplified in 2013 with the aim of measuring less and reflecting more. To ensure broader involvement of the entire faculty in this reflection, the Accreditation and Assessment Committee changed its reports to a narrative style that reflects analysis of the data and highlights the most important learning goals that the faculty needs to consider. This approach frees the faculty to reflect on appropriate curricular

interventions instead of having to engage in data analysis. Reports from the Accreditation and Assessment Committee are delivered directly to faculty or to the Executive Committee whose members then report to their faculty. The College uses direct measures of outcomes, including national exams and course embedded assessments, as well as indirect measures obtained from exit surveys of students.

The learning goals for the BBA and MBA programs were first developed in 2006 and were most recently revised in 2013-14. The MSA learning goals were developed in 2010 and were revised in 2013. In conformance with the revised plan to assess less, in both the BBA and MBA programs, data is now collected only in core classes every time they are taught.

### **BBA Assurance of Learning**

Since the last accreditation visit, a new Learning Goal has been added to the BBA program: ***Demonstrate awareness of social responsibility by experiencing service to business and the community.*** This new goal was a direct result of our revised Mission. Some new assessment methods have been implemented that include Common Questions Discipline tests in appropriate core classes and assessments of the level of student service activity.

Beginning in Spring 2015, assessment data has been kept separately for the BBA on campus and the BBA online programs. As stated before, the Learning Goals are the same and are assessed in the same way. Based only on three semesters of data, *results show no significant differences between the two programs in meeting our benchmarks.* The online students show better results in entrepreneurship. This is not surprising since all of the majors offered online require students to take the Seminar in Entrepreneurship class. In addition, it appears (from the limited data) that online students perform better in global perspectives. This can be attributed to the fact that the online students tend to have more work experience.

***Goal 1: Demonstrate proficiency within the basic business disciplines including quantitative methods and technological applications*** Measure 1: Lamar BBA students, as a whole, will score in the 50<sup>th</sup> percentile nationwide overall and in Accounting, Economics, Management, Quantitative Analysis, Finance, Marketing, Legal, and Information Systems in the ETS major field examination for the BBA. Additionally, 50% of BBA students will score in the 50<sup>th</sup> percentile or higher overall when comparing their total individual score with other institutions. Majors will place in the 65<sup>th</sup> percentile nationwide within their discipline. In the online program, only Management is reported. **Assessed in MGMT 4370**

Measure 2: Lamar BBA students, as a whole, will score at or above the 50<sup>th</sup> percentile nationwide and within each major on Financial Analysis, Financial Management, Operations Management, Marketing Management, and Human Resource Management using their performance in their simulated company. **Assessed in MGMT 4370**

Measure3: 80% of BBA students will list satisfied to the following questions: Thinking only about the classes you have taken in the College of Business, please rate your satisfaction with the quality of each of the following: adequacy of the business core courses in preparing you for your business concentration courses; quality of courses in preparing you for employment? **Assessed in MGMT 4370**

Measure 4-15: A set of Common Questions is administered in all sections of ACCT 2301 and 2302, BUAL 2310, BULW 1370 and 3310, ECON 2301 and 2302, FINC 3310, MGMT 3310 and 3320, MKTG 3310, and MISY 3310. 80% of students will achieve an overall score of 70% or better on the Common Questions test. **Assessed in above courses**

***Progress toward Achievement of Goal 1:*** Overall, students' scores on the ETS (Measure 1) and in the capstone simulation (Measure 2) are not as high as desired. To gain insight for the reasons for these scores, the Assessment Plan was amended to incorporate Common Question exams in core classes (Measures 4-15). The aim of these Measures is to determine whether the material was learned and forgotten or not learned at all. The Common Questions have been in effect for about a year and the data are still preliminary (please see examples of curricular interventions later in this section). It is noteworthy that performance by students in their major discipline is quite good, especially in Accounting, Finance, and Management Information Systems. Our students are satisfied with the preparation imparted to them by the curriculum (Measure 3).

***Goal 2: Demonstrate the various skills in team-based performance situations such as planning, cooperation, group problem solving, and consensus building***

Measure 1: Lamar BBA students, as a whole, will score at or above the 50<sup>th</sup> percentile nationwide on Leadership Skills and Collaboration Teamwork using their performance in their simulated company. **Assessed in MGMT 4370**

Measure 2: 80% of BBA students will receive a rating of good, excellent or exceptional (4,5, or 6) on Teamwork and Cooperativeness, Exercise of Leadership, Carried a Fair Share of Overall Workload, and Overall Evaluation on their teamwork assignments. **Assessed in MGMT 4370**

Measure 3: 80% of BBA students will list satisfied to the following questions: How satisfied are you with the effect of your College of Business courses on: your ability to work effectively in teams; your leadership skills? **Assessed in MGMT 4370**

***Progress toward Achievement of Goal 2:*** Our students' performance in the capstone simulation (Measure 1) regularly meets benchmarks. In addition, the students are satisfied with their preparation in teamwork (Measure 3). In the peer-assessment rubric, benchmarks are met only half the time (Measure 2).

***Goal 3: Utilize critical thinking skills and incorporate ethical considerations in decision-making***

Measure 1: Lamar BBA students, as a whole, will score at or above the 50<sup>th</sup> percentile nationwide on Strategic Analysis and Planning using their performance in their simulated company. **Assessed in MGMT 4370**

Measure 2: 80% of BBA students will receive a proficiency or high proficiency rating (2 or 3) on the stages of critical thinking (Recognize Assumptions, Evaluate Arguments, Draw Conclusions) on their assignments. **Assessed in BUSI 2300 and MGMT 4370**

Measure 3: 80% of BBA students will list satisfied to the following questions: How satisfied are you with the effect of your College of Business courses on: your capacity to analyze and think



critically about complex situations; your ethical sensitivity; and your development of entrepreneurial skills? **Assessed in MGMT 4370**

***Progress toward Achievement of Goal 3:*** While students consistently performed well in Strategic Analysis and Planning in the business simulation (Measure 1) and, on the whole, were satisfied with their preparation for critical thinking (Measure 3), the data show that this goal has not been achieved consistently in critical thinking exercises (Measure 2). In 2014, the CoB identified this goal as one needing special attention and intervention (please see examples of curricular interventions later in this section).

***Goal 4: Present ideas orally in a persuasive and professional manner***

Measure 1: 80% of BBA students will receive an acceptable or exemplary rating (1 or 2) in Organization, Voice Quality, Mannerisms, Use of Media, Quality of Conclusion, Vocabulary, and the Use of Technology on their oral communication skills. **Assessed in BCOM 3350**

Measure 2: 80% of BBA students will list satisfied to the following question: How satisfied are you with the effect of your College of Business courses on: your oral presentation skills? **Assessed in MGMT 4370**

***Progress toward Achievement of Goal 4:*** Benchmarks for direct measures of the goal (Measure 1) are met consistently. Moreover, as a result of increased opportunities for oral presentations in the curriculum, the students' confidence in their verbal skills has improved and met the benchmark in 4 of the last 5 semesters (Measure 2).

***Goal 5: Understand global perspectives in business*** Measure 1: Lamar BBA students, as a whole, will score in the 50<sup>th</sup> percentile nationwide in International in the ETS. **Assessed in MGMT 4370**

Measure 2: 80% of BBA students will receive an acceptable or exemplary rating (1 or 2) on the Identification of Global Factors, Analysis of Global Factors, and Application of Analysis of Global Factors to Management Situation on their assignments. **Assessed in MGMT 3310**

Measure 3: 80% of BBA students will list satisfied to the following question: How satisfied are you with the effect of your College of Business courses on your understanding of the global dimensions of business? **Assessed in MGMT 4370**

***Progress toward Achievement of Goal 5:*** Direct assessment in course-embedded assignments (Measure 2) and students' confidence in their ability to understand global dimensions (Measure 3) have improved substantially with all benchmarks met since Spring 2014 (please see examples of curricular interventions later in this section). We have not yet seen improvement in the International component of the major field examination (Measure 1).

***Goal 6: Presents ideas in writing in a clear, concise, and effective manner***

Measure 1: 80% of BBA students will receive a proficiency or high proficiency rating on the content, organization, and mechanics in their written assignments. **Assessed in BCOM 3350**

Measure 2: 80% of BBA students will list satisfied to the following question: How satisfied are you with the effect of your CoB courses on: your writing skills? **Assessed in MGMT 4370**

**Progress toward Achievement of Goal 6:** The data show that this goal has not been achieved consistently in written exercises (Measure 1). In 2014, the CoB identified this goal as one needing special attention and intervention (please see examples of curricular interventions later in this section). The last semester of direct measures shows encouraging results, as does the students' confidence in their writing ability (Measure 2), meeting the benchmark 4 of the last 5 semesters.

**Goal 7: Demonstrate awareness of social responsibility by experiencing service to business and the community** Measure 1: Lamar BBA students, as a whole, will score at or above the 50th percentile nationwide in Corporate Social Responsibility in their simulated companies. **Assessed in MGMT 4370**

Measure 2: 80% of BBA students will answer that they engage in at least 8 hours of service per semester to the community (the university, the college, churches, business, etc.) each year. **Assessed in MGMT 4370**

Measure 3: 80% of BBA students will engage in at least 8 hours of service per semester to the community (the university, the college, churches, business, etc.) each year. **Assessed by sending survey to all students via Survey Monkey, Fall**

Measure 4: The College of Business will score in the "established" range of community engagement in the National Assessment of Service and Community Engagement (NASCE) survey. **Assessed through Siena College Research Institute, Spring 2015 (every 3 years)**

**Progress toward Achievement of Goal 7:** While students routinely met the benchmark for Corporate Social Responsibility in their simulated companies (Measure 1), assessment of service hours is a new goal and progress toward its achievement is still in the infancy stage. In Fall 2015, approximately 27% of students engaged in at least 8 hours of service to the community (Measure 2) and approximately the same percentage report engaging in at least 8 hours of service on the BBA exit survey (Measure 3). In Spring 2015, the CoB received an "emerging" rating in the NASCE survey (Measure 4).

Detailed results are available in a separate document entitled *Assurance of Learning Activities*.

### ***Examples of BBA Curricular/Co-Curricular Interventions Resulting from Analysis of Assessment Results***

Analysis of AoL results from 2011-16 yield the following high-level findings:

- The weakest areas for our students are critical thinking skills and ethical sensitivity
- Students need to improve written communication skills
- Students need additional exposure to global perspectives
- Students' performance in the ETS Major Field Test is not as strong as desired
- A new Learning Goal involving awareness of corporate social responsibility and service to business and the community was added in 2014

Reflection upon this analysis has led to many significant curricular/co-curricular initiatives:

1. Improvement of Critical Thinking, Ethical Sensitivity, and Writing Skills—Development of BUSI 2300 Introduction to Critical Thinking for Business Decision Making

In the area of critical thinking and ethical consideration, students have not performed as well as desired. In the business simulation game used in the capstone class as well as in course-embedded exercises, the benchmark has not been met on a regular basis. In addition, student responses on the exit survey to the question “How satisfied are you with the effect of your college business courses on your capacity to analyze and think critically about complex situations?” have not met the desired 80% satisfaction level on a regular basis. The assessment of written communication skills also shows that in course-embedded assignments and in responses to exit survey questions students also failed to meet the benchmarks on a regular basis. The conclusion of the faculty was that improvement in critical thinking and writing skills needed serious attention.

As a result, two actions were undertaken. First, we asked the English department to include a primer on Business Ethics in each section of ENGL 2300 Deep Readings. This course is the preferred second year literature class for students in the CoB. Second, an interdisciplinary team of faculty was charged with developing a new required sophomore-level course, which eventually became *Introduction to Critical Thinking for Business Decision Making* (BUSI 2300). The seven-member team consisted of professors of accounting, business law, information systems, and management, and included the director of accreditation and assessment, a department chair, and the dean of the college. This 3 semester credit hour course was developed and has been taught as an 8-week online course for both online and on campus students.

The course begins with the foundations of critical thinking (induction, deduction, premises), and then presents the students with a critical thinking decision making model. The students are then introduced to various approaches to making ethical decisions in business and to an ethical decision making model that builds upon their previous work in this course and in ENGL 2300. Using real-world cases, students are exposed to fraud and white-collar crime as examples of when things go wrong. Finally, students apply all of their coursework to a complex scenario dealing with problem-solving and ethical decisions. Along the way, students are provided training in Writing Advantage (a FranklinCovey product) and are required to use this training in several written exercises. The students are also introduced to Tableau, a data visualization tool, and complete four assignments that require them to use data to make decisions. Throughout the course, students participate in a business simulation game (Marketplace-Live) where they run a microcomputer start-up company for its first eighteen (18) months of existence. Students make decisions in all areas including human resources, product selection and design, marketing and finance. A Writing Advantage structured exercise toward the end of the course asks students to reflect on their performance from the critical thinking perspectives that they have learned. This exercise is used to assess critical thinking early in the BBA program.

In Fall 2015, the course was taught for the first time to over 160 students. The director of accreditation and assessment and the dean were instructors of record for the course and the rest of the development team were available to provide answers to content questions and to consult on grading for the materials that they helped develop. Overall, the course was well-received

with the usual challenges of a first-time offering. By the end of Spring 2016, over 350 students have taken the class. Initial results showed positive comments from the students on the structured writing materials. Careful grading of the reflection paper on their performance in the business simulation game and of the final exam showed students were able to recognize assumptions, evaluate arguments, and draw appropriate conclusions when they followed the process as taught. It will be several years before the effects of this course can be measured in the capstone course assessments. Beginning in the Spring 2016, the critical thinking rubric used in the capstone course is used to assess the reflection paper in BUSI 2300. The course was the runner-up in the Bobby Bizzell Innovation Award at the Southwest Business Deans' Association meeting in June, 2016.

## 2. Increased Exposure to Global Perspectives

The results of AoL on global perspectives are mixed. Students are meeting the subjective evaluations on course-embedded rubrics but not performing as well on the ETS MFT; and, more importantly, students are not satisfied with their preparation in this area. To improve the situation, two major steps have been taken:

- Many of the speakers brought to the CoB have international experience and all have been asked to stress the importance of global perspectives in their presentations. Student attendance at these presentations has been high and will increase now that we have dedicated a time period with no classes in the middle of the day to schedule these presentations.
- Since the faculty is aware of the need for increased global awareness, they are incorporating more items of international importance into their classes and extra-curricular activities. For example, Dr. KC Sen has students read and explore important topics in global commerce and politics in his Marketing classes. The Multicultural Enhancement Committee, led by Economics faculty members Drs. John McCollough and Hiroke Watanabe, created a map in which students and faculty could display from where they and their families originated and where they had lived.
- Beginning in Summer 2015, undergraduate students have been invited to participate in the CoB's 10-14 day study abroad trips. These trips were previously only available to graduate students. Not only are undergraduate students now invited to attend, but there are also scholarships available for them to do so. Trips in 2016 included China and Central America. In addition, the CoB is establishing partnerships with foreign institutions to create opportunities for a more traditional semester-long study abroad experience.

These measures have had a positive impact on student learning in direct assessment in course-embedded assignments and in student confidence in their ability to understand global dimensions. All benchmarks have been met since Spring 2014, except we have not yet seen improvement in the students' performance on the international section of the ETS MFT. As a result, the CoB is considering a proposal to add a required course in International Business to the curriculum.

## 3. Improvement of Performance on the ETS Major Field Test

Results from the ETS Major Field Test show that students consistently meet our benchmark only in quantitative methods and management information systems. However, when the results are segregated by major, students generally perform well in their area of specialization. Reflection by the faculty on these results led to the question: "Did students learn the material and forget

it?” For example, as a whole, students do not perform well in accounting on the ETS, yet accounting majors perform very well. Is this the result of the reinforcement of the basic material that occurs in upper division classes? The same question arises for other majors.

The Assessment Plan for the BBA was revised to add the administration of Common Questions in most core curriculum classes. Instructors in these courses developed sets of common questions and administered them for the first time in Fall 2014. Data on students’ performance on each question and overall performance is collected each semester. Each discipline has designated a coordinator to collect data and forward to the Assessment office. Preliminary results indicate our benchmarks are not being met consistently across all core disciplines. The instructors for each discipline meet to review and reflect on the Common Question data on a regular basis. As a result of these conversations, the following changes were made: questions were amended/added/deleted; the manner of administration of the common question test was standardized; and the coverage of important concepts in core classes was standardized. Improvements to the curricula resulted from the many interactions and discussions of the faculty teaching these required courses. In addition, *this provides an opportunity to implement “closing-the-loop” activities each semester.* We will continue to monitor the results of the common questions tests to see the impact of these changes. It is too early to judge how the common question approach will influence performance on the ETS MFT.

#### 4. Developing a Culture of Service to Business and the Community

As a result of mission development, a new learning goal was established relating to service to business and the community. Before new projects or courses were developed, baseline data on the amount of student service was needed. First a survey of student service activities was developed and administered in Fall 2014. An initial target of at least 8 hours per semester was established based on faculty ideals for students’ service activities. Only 32% of students met the target. The survey was repeated in Fall 2015 and the results showed that 27% of students met the target of 8 hours per semester.

A third party survey, the National Assessment of Service and Community Engagement (NASCE) was administered in Spring 2015. The results provide a baseline specifically for the CoB to understand the service behaviors and attitudes of its students. The goal for the college is to score in the “Established” range, meaning service is a significant part of our culture. Results showed that overall 35 % of students are engaged in community service of some kind during their time at Lamar University, earning a rating of “Emerging” on the NASCE survey. Our service participation rate falls below the national average of the NASCE, but results are not entirely comparable since the survey at Lamar University was only administered to business students rather than campus wide. CoB students perform the most service in the areas of youth and religious service, while elder care and economic opportunity are most neglected. Most service (56%) is done through clubs, organizations, or sports teams, while 18% is through courses or academic programs. Most students agree that the CoB promotes service and informs students of service opportunities. However, only 29% of students say that over the past month they have been asked by a student, staff, or faculty member to volunteer for an organization or cause in the community. The CoB expects to administer this survey again in Spring of 2018.

The faculty has been using these results to explore ways to increase service opportunities for our students. Already a class period in the middle of the day has been freed to allow students to participate in activities. Proposals have been approved to encourage service hours for all CoB student organizations and use service levels as a discriminating factor in financial support of student organizations. In addition, individual faculty members have begun to incorporate service projects in their classes. Examples include recycling and sustainability projects and student consulting for not-for-profit organizations.

As demonstrated by the initiatives described above, the CoB uses the AoL results to inform our curriculum management process.

### ***MBA Assurance of Learning***

Since the last accreditation visit, a new Learning Goal: ***Integrate fundamental business processes using information technology*** has been added. Aspects of this goal were contained in the decision making goal. Because of the increased importance of technology in business process integration, the faculty created it as a separate goal. As a result, some new assessment methods have been implemented including assessment of the new goal with an in-class exercise and revision of the decision making rubric. The MBA Exit Exam has also changed to include individual student assessments in addition to group assessments.

Beginning in Fall 2015, assessment data has been kept separately for the MBA on campus and the MBA online programs. As stated before, the Learning Goals are the same and are assessed in the same way. There is not enough data yet to make a valid comparison between the two programs in meeting our benchmarks. The Learning Goals for the MBA program are shown below. The benchmarks established for most measures were consistently met over the last 5 years. Relative to other goals, improvement is possible in use of information technology for business process integration, in global perspectives, and in decision making.

#### ***Goal 1: Demonstrate managerial understanding of business disciplines***

Measure 1: Lamar MBA students, as a whole, will score in the 50<sup>th</sup> percentile nationwide overall and in Marketing, Management, Finance, and Managerial Accounting in the ETS major field examination for the MBA. Additionally, 30% of MBA students will score in the 70<sup>th</sup> percentile when comparing their total individual score with other institutions. **Assessed after completion of MGMT 5380**

Measure 2: 90% of MBA students will answer useful or very useful to the following question: Do you believe that your MBA education has prepared you for the business world? **Assessed in Exit Survey in MGMT 5380**

Measure 3: 90% of MBA students will list “yes” to the following question: Upon completion of the MBA program, do you feel as though you had an understanding of the *theory* of business necessary to be an effective manager in the modern business world? **Assessed in Exit Survey in MGMT 5380**

Measure 4: 90% of MBA students will answer “yes” to the following question: Upon completion of the MBA program, do you feel as though you had an understanding of the

*application* of business necessary to be an effective manager in the modern business world?  
**Assessed in Exit Survey in MGMT 5380**

Measure 5: 90% of MBA students will answer “yes” to the following question: Upon completion of the MBA program, do you feel as though your communication skills were enhanced? **Assessed in Exit Survey in MGMT 5380**

***Progress toward Achievement of Goal 1:*** Students routinely met the benchmarks for this goal. The Graduate Program committee will look at the lower than expected performance in Marketing. In the last two semesters, the students’ perception of their preparation for the workforce has been low. The response rate for the Exit Survey was much lower than in the past and we attribute that to the change to 8 week sessions. The MBA office is working on steps to improve the response rate.

***Goal 2: Integrate the functional areas in the analysis of strategic management issues***

Measure 1: Lamar MBA students will score in the 50<sup>th</sup> percentile nationwide in Strategic Integration in the ETS major field examination for the MBA. **Assessed after MGMT 5380**

Measure 2: 95% of MBA students will score at or above the passing rate (70%) on the MBA exit examination (oral & written). In addition, 50% of MBA students will score very good or excellent on Analysis of Financial Data/Benchmarking, Analyzing Resources & Capabilities, Industry & Competitive Analysis, and Statement of the Problem(s) & Current State of the Company. **Assessed after MGMT 5380**

Measure 3: 90% of MBA students will answer “yes” to the following question: Upon completion of the MBA program, do you feel as though you could apply a systems’ approach to problem solving in a dynamic environment? **Assessed Exit Survey in MGMT 5380**

***Progress toward Achievement of Goal 2:*** Students routinely met the benchmarks for this goal.

***Goal 3: Incorporate ethical considerations in decision-making***

Measure 1: 90% of MBA students will receive an acceptable or exemplary rating for the incorporation of Social Responsibility, Ethical Leadership, Ethical Decision-Making, and Corporate Governance on their assignments (cases, projects, etc). **Assessed in MGMT 5340**

Measure 2: 90% of MBA students will answer “yes” to the following question: Upon completion of the MBA program, do you feel as though you could deal with the ethical sensitivities of the workplace? **Assessed in Exit Survey in MGMT 5380**

***Progress toward Achievement of Goal 3:*** Students routinely met the benchmarks for this goal.

***Goal 4: Incorporate global perspectives in decision-making*** Measure 1: 90% of MBA students will receive an acceptable or exemplary rating on the Identification of Global Factors, Analysis of Global Factors, and Application of Analysis of Global Factors to Management Situation on their assignments (cases, projects, etc). **Assessed in MGMT 5340**

Measure 2: 90% of MBA students will answer “yes” to the following question: Upon completion of the MBA program, do you feel as though you were exposed to the global framework of business? **Assessed in Exit Survey in MGMT 5380**

***Progress toward Achievement of Goal 4:*** Students routinely met the benchmarks for this goal.

***Goal 5: Work in team-based environment that emphasizes skills including leadership, group problem solving, and consensus building***

Measure 1: 90% of MBA students will receive a good, excellent or exceptional rating on Teamwork and Cooperativeness, Exercise of Leadership, Carried a Fair Share of Overall Workload and Overall Evaluation on their teamwork assignments. **Assessed in MKTG 5310**

Measure 2: 90% of MBA students will receive a good, excellent or exceptional rating on Teamwork and Cooperativeness, Exercise of Leadership, Carried a Fair Share of Overall Workload, and Overall Evaluation on their exit examination. **Assessed after MGMT 5380**

Measure 3: 90% of MBA students will answer “yes” to the following questions: Upon completion of the MBA program, do you feel as though you developed skills in teamwork? **Assessed in Exit Survey MGMT 5380**

***Progress toward Achievement of Goal 5:*** Students routinely met the benchmarks for this goal when evaluated in their courses. Lower performance was shown when teamwork was evaluated during the Exit Exam. Students are very confident in their ability to work in teams, as shown in the Exit Surveys.

***Goal 6: Enhance effective decision making***

Measure 1: 90% of MBA students will receive an acceptable or exemplary rating on the various elements of strategic decision-making: Identifies Alternatives, Identifies Criteria for Assessing Alternatives, Applies Criteria to Alternatives, Evaluates Results Using Various Stakeholders (balance scorecard: financial, customer & society, internal business processes, learning & innovation – employees) on their assignments (cases, projects, etc). **Assessed in BUAL 5380**

Measure 2: 90% of MBA students will receive an acceptable or exemplary rating on the various elements of strategic decision-making: Identifies Alternatives, Identifies Criteria for Assessing Alternatives, Applies Criteria to Alternatives, Evaluates Results Using Various Stakeholders (balance scorecard: financial, customer & society, internal business processes, learning & innovation – employees) on their exit exam. **Assessed after MGMT 5380**

Measure 3: 90% of MBA students will answer “yes” to the following question: Upon completion of the MBA program, do you feel as though you could gather relevant information by utilizing databases? **Assessed in Exit Survey MGMT 5380**

Measure 4: 90% of MBA students will answer “yes” to the following question: Upon completion of the MBA program, do you feel as though you could analyze gathered information using appropriate software or technology? **Assessed in Exit Survey MGMT 5380**



***Progress toward Achievement of Goal 6:*** Students routinely met the benchmarks for this goal.

***Goal 7: Integrate fundamental business processes using information technology***

Measure 1: 90% of students will complete the HEC simulation game successfully. **Assessed in MISY 5340**

***Progress toward Achievement of Goal 7:*** Students routinely met the benchmarks for this goal.

Detailed results are available in a separate document entitled *Assurance of Learning Activities*.

***Examples of MBA Curriculum/Co-Curriculum Interventions***

Major changes introduced into the MBA program were discussed earlier in the section on new degree offerings. Below are examples of curricular management in the spirit of continuous improvement:

1. Addition of ERP Overview to MBA Core

MISY 5340, ERP Overview, was added to the MBA core replacing ECON 5380, Environment of Business. This class teaches students how to use enterprise resource planning systems with an SAP platform to understand business process automation. The class targets the relative weakness of our curriculum in information technology and increases the marketability of our students. The course also supports the MBA program's new learning goal of using information technology to integrate fundamental business processes. This initiative was implemented for the first time in Fall 2015, so no data is available yet to judge its effectiveness.

2. Enhancement of Global Opportunities for MBA Students

- Course on International Business: MGMT 5340, International Business, has undergone significant overhaul. Organizational behavior with international themes and ethics with an international perspective was added to the course. The faculty is exploring the possibility of team teaching this class as a case study course.
- Additional Study Abroad Opportunity: For several years, the course, Global Enrichment, has been based on a 10-12 day study trip to China. Beginning in Spring 2016, a second trip was made available to our students. The trip is a 6 day visit to Costa Rica and Panama over Spring Break. For both of these trips, scholarships are available; in particular, the Steinhagen Global Fellows. On average, 12-15 students have attended the China trip each year. Each trip is led by a faculty member and includes both business visits and cultural experiences.
- Objective measures on global perspectives were consistently met over the last 5 years. Student confidence in their level of preparedness for global decision making has improved and benchmarks have been met the last 5 semesters.

3. Improving Managerial Decision Making

- Enhancement of Course on Managerial Decision Making: BUAL 5380, Managerial Decision Making, has changed from being fundamentally an applied statistics course to one that is more focused on wide-range decision making using quantitative techniques like data analysis and spreadsheet modeling in statistics and management science. Contributions to the course enhancements came from statistics, management, marketing, and operations management faculty members.

- Enhancements to MBA Exit Exam: In order to better assess individual student performance, MBA exit exam presentations were changed from team to individual. A team report on an assigned publicly-traded company is still required. Beginning in Fall 2015, students are required to prepare an individual oral presentation on the strategic analysis of their assigned company to be delivered before a multi-disciplinary faculty committee. The presentation mode is face to face or video conference. The presentation is confined to 10 minutes and PowerPoint presentations are not permitted. A question and answer session, not to exceed 10 minutes, follows the presentation. This enables assessment of decision-making on an individual student basis.

The CoB is committed to continuous improvement of our programs. Although most benchmarks for the MBA program have been met regularly, the curriculum management process continually considers how to best serve our students in a *spirit of shared learning*.

### **MSA Assurance of Learning**

The MSA program is now five years old. Learning goals continue to be assessed in required courses and one elective course throughout each academic year. The results are considered by the accounting faculty at the beginning of each fall semester and improvements are made on a continuous basis. The MSA program has achieved its learning goals consistently over the past 5 years. The Learning Goals for the MSA program are:

***Goal 1: Apply critical thinking skills in analysis, issue identification, problem solving and decision-making*** Measure 1: 90% of MSA students will receive an Acceptable or Exemplary rating related to identification of issues, locating and utilizing applicable authoritative sources, qualitatively interpreting research findings, and determining an approach that appropriately resolves the accounting issues presented in their classroom assignments. **Assessed in ACCT 5300, ACCT 5310, ACCT 5320, ACCT 5330, ACCT 5350.**

Measure 2: Using a 5-point Likert scale, 90% of students will rate their ability to think critically with a 4 or 5. **Assessed in MSA Exit Survey.**

Measure 3: 90% or more of M.S. in Accounting students will score 50% or greater on the MSA Exit Exam on their first attempt. The MSA Exit Exam consists of CPA exam questions from the Financial, Auditing and Regulations sections of the CPA exam. **Assessed in MSA Exit Exam.** This measure was added in Fall 2015.

***Goal 2: Demonstrate proficiency in writing professional communications for tax, auditing and financial accounting issues*** Measure 1: 90% of MSA students will receive an Acceptable or Exemplary rating on communicating tax, auditing and financial accounting issues succinctly, communicating convincing support for the chosen approach based on authoritative sources, communicating logical arguments for the resolution of accounting issues, and organizing and displaying information so that it is meaningful to the receiving party based on classroom assignments. **Assessed in ACCT 5300, ACCT 5310, ACCT 5330, ACCT 5350, ACCT 5375.**

Measure 2: Using a 5-point Likert scale, 90% of students will rate their ability to communicate professionally with a 4 or 5. **Assessed in MSA Exit Survey.**

***Goal 3: Participate as an effective team member in tasks that require research, analysis, planning and problem solving*** Measure 1: 90% of MSA students will receive an Acceptable or Exemplary rating on teamwork and cooperativeness and ability to carry a fair share of overall workload on team assignments. **Assessed in ACCT 5300, ACCT 5330, ACCT 5375.**

Measure 2: Using a 5-point Likert scale, 90% of students will rate their ability to operate effectively as a team member with a 4 or 5. **Assessed in MSA Exit Survey.**

***Goal 4: Demonstrate knowledge of ethics and professionalism and the ability to determine the ethical implications of certain tax, auditing, and financial reporting positions***

Measure 1: 90% of MSA students will receive an Acceptable or Exemplary rating on ability to identify ethical issues relating to the accounting environment, identify those affected by the ethical choice, identify the main impact of unethical behavior, identify alternative solutions to the ethical problems arising in the accounting environment and supporting the resolution based on classroom assignments. **Assessed in ACCT 5330, ACCT 5350, and BULW 5340.**

Measure 2: Using a 5-point Likert scale, 90% of students will rate their ability to handle ethical sensitivities in the workplace with a 4 or 5. **Assessed in MSA Exit Survey.**

Detailed results are available in a separate document entitled *Assurance of Learning Activities*.

***Examples of MSA Curricular Interventions Resulting from Analysis of Assessment Results***

Analysis of AoL results from 2011-15 yielded the following high-level findings:

- The benchmarks for all goals have been consistently met. Due to the MSA program being relatively new, the original goals have been retained and interventions made to continue to enhance the skills associated with each goal.
- The weakest area for our students is written communication skills.
- Critical thinking and ethical sensitivities can be enhanced particularly in light of the American Institute of Certified Public Accountants' (AICPA) emphasis on higher-order cognitive skills, including critical thinking, and a thorough understanding of professional and ethical responsibilities as well as effective communication skills in the Spring 2017 CPA exam.

Reflection upon this analysis has led to the following curricular initiatives:

1. Overall program initiatives. In Fall 2012, an additional faculty member was hired to allow for smaller class sizes and optimal course scheduling for mastering course concepts. The successful completion of the searches for 2 additional accounting faculty members (one to replace a retirement, one new posting) will lead to further progress in this area. Additionally, a proposal has been approved to increase the MSA program from 30 to 34 credit hours. This will result in students taking two additional accounting courses which will further develop students in the areas of critical thinking, professional communication, teamwork, and ethics and professionalism.
2. Improvement of Written Communication. In the area of written communication students have not performed as well as desired in a few assessment semesters. In the assessment of written communication skills in course embedded assignments, the desired 90% target has

not always been achieved. Additionally, student responses on the exit survey to the question “Upon completion of the MSA program, how would you rate your ability to communicate professionally?” has not consistently met the 90% satisfaction level. The conclusion of the accounting faculty was that written communication skills could be enhanced. As a result, the following initiatives have been incorporated:

- Beginning in Fall 2012, information regarding the LU Writing Center has been included on MSA course syllabi to encourage students to utilize this resource to improve their writing skills. The writing center services focus on learning sessions that help students recognize and correct their own errors. The goal is not to provide “quick-fixes” for individual papers, but rather to provide students with the knowledge and skills necessary to become more capable and confident writers.
- In Fall 2013, a specific format for written course assignments (IRAC) was implemented in the Accounting Research course (ACCT 5310) and was incorporated in additional MSA courses requiring written communication beginning in Fall 2014. This format assists the students in effectively communicating the issue at hand, the pertinent rule(s), the application of the rule(s), and the conclusion to the previously identified issue.
- Beginning in Fall 2013, an assignment was incorporated in Regulations (ACCT 5320) to further develop the area of professional communication.

The effect of these initiatives on direct assessment measures shows improvement; however, their impact on indirect assessment of student satisfaction with ability to communicate professionally is inconclusive.

3. Improvement of Critical Thinking. In the area of critical thinking, students have not performed as well as desired in a few assessment semesters. In the assessment of critical thinking skills in course embedded assignments, the desired 90% target has not always been achieved. Additionally, student responses on the exit survey to the question “Upon completion of the MSA program, how would you rate your ability to apply critical thinking skills to help enable you to be an effective CPA in the modern business world?” has not consistently met the 90% satisfaction level. The conclusion of the accounting faculty was that critical thinking could be enhanced. As a result, the following initiatives were implemented:

- In Spring 2012, a program was piloted incorporating Gleim CPA examination questions in MSA courses. Beginning in Summer 2012 and Fall 2012 Gleim CPA examination questions were incorporated in Advanced Audit (ACCT 5330), Advanced Accounting (ACCT 5300), Entity Taxation (ACCT 5350) and Regulations (ACCT 5320).
- Beginning in Fall 2013 an assignment was incorporated in Regulations (ACCT 5320) to further develop the area of critical thinking.
- In Fall 2014, a program was piloted incorporating critical thinking exercises in Advanced Accounting (ACCT 5300). Beginning in Spring 2015, critical thinking exercises were added to Advanced Auditing (ACCT 5330). The exercises consist of the presentation of brief scenarios in which the students identify the issues and possible solutions and support their choice of alternative solutions.
- In Fall 2015, partners from Deloitte presented current issues facing the auditing profession and the professions’ response to those issues in Regulations (ACCT 5320).

Since the initiatives have been implemented, the 90% benchmark for direct measures has been met every semester (Spring 2014 to present) and the 90% benchmark for student satisfaction on their ability to apply critical thinking skills has been met in all semesters except one.

4. Improvement of Effectiveness of Team Members. Except for very early in the program, the benchmarks for both direct and indirect assessment of effectiveness of team members have been met. In the spirit of continuous improvement, a teamwork exercise was incorporated in Advanced Auditing (ACCT 5330) in Spring 2015. Initially, the exercise consisted of general teamwork activities and was facilitated by Lamar University Outdoor Pursuits. In Fall 2015, based on feedback received from MSA students, the teambuilding exercise was revised to focus on skills pertinent in an accounting environment. The exercise is now facilitated by accounting faculty. Informal feedback received from the students suggests the exercise was viewed as beneficial. This goal will continue to be monitored.
5. Improvement of Ethical Sensitivity. In the area of ethical sensitivity, students have occasionally not performed as well as desired. In the assessment of team members in course embedded assignments, the desired 90% target has not always been achieved. Additionally, student responses on the exit survey to the question “Upon completion of the MSA program, how would you rate your ability to handle ethical sensitivities in the workplace?” has not consistently met the 90% satisfaction level. The conclusion of the accounting faculty was that the students’ ability to handle ethical issues could be enhanced. As a result, the following initiatives were incorporated:
  - Beginning in Fall 2013, an annual ethics presentation has been made by business professionals including representatives of the Securities and Exchange Commission, an audit partner of Deloitte, and a representative of the Better Business Bureau. The presentations, which have focused on ethical dilemmas encountered in practice, have frequently been interactive and reflect the subjective and conflicting nature of some ethical decisions.
  - In Fall 2014, an Academic Honesty Policy was adopted which details the expectations of the Accounting & Business Law Department with respect to students’ academic pursuits both in and out of the classroom. The policy details disciplinary actions following an initial incident and second occurrence of academic dishonesty. Upon acceptance into the program, MSA students are required to acknowledge in writing their understanding of and intent to abide by the policy. By implementing this policy, the MSA program reinforces the concept that ethical standards are integral to the accounting profession. The Academic Honesty Policy is included on MSA course syllabi. Beginning in Spring 2016, the following Academic Honesty Statement will be attached to MSA course examinations and major assignments and signed and dated by the student. “I have abided by the Accounting & Business Law Department’s Academic Honesty Policy with respect to this assignment/examination. I fully understand the resulting disciplinary sanctions if found guilty of academic dishonesty.”
  - In Fall 2015 a required Ethics Passport event was incorporated in ACCT 5320.

The impact of these initiatives on indirect assessment of student satisfaction with their ability to handle ethical sensitivity in the workplace is inconclusive; however, since the initiatives have been implemented, the benchmark of 90% has been met every semester for direct assessment measures.

The CoB is committed to continuous improvement of our programs. Although most benchmarks for the MSA program have been met regularly, the curriculum management process continually

considers how to best serve our students in a *spirit of shared learning*. The interventions noted above have already yielded measurable improvement.

### **Teaching Effectiveness**

Teaching effectiveness is promoted and assessed at all levels in the CoB, consistent with our mission that emphasizes creating a *spirit of shared learning* between our faculty and students. The teaching effectiveness of our faculty is assessed annually as part of their annual review. Criteria include evaluation by students and other appropriate persons, such as department chair, dean, and peers; student relationships outside the classroom including advisement and office hours; and evidence of efforts to remain current/creative/innovative in the classroom. Other factors evaluated include teaching loads, supervision of independent study and research projects, and contributions to the curriculum such as new course development and use of innovative teaching methods. Online courses are systematically evaluated using the Quality Matters Education rubric to ensure clear instructions, ease of navigation, level of student interaction, and other factors of particular importance to online delivery. Annually, Lamar University presents University Professor and Merit awards to faculty who have distinguished themselves as teacher-scholars. Over the last 5 years, Professors Colon, El-Houbi, Fraccastoro, Karani, and McCollough have won Merit Awards; and Professors Cavaliere and Mayer were honored as University Professors. Many other faculty members have been nominated for these awards and have received these recognitions previously.

Both the CoB and Lamar University offer opportunities to faculty members to enhance their teaching skills. Under the direction of the Office of Planning and Assessment, the Center for Teaching and Learning Enhancement (CTLE) supports faculty, administrators, graduate students, and staff in their academic pursuits and provides a range of instructional services to assist all members of the LU teaching community. Workshops have been provided in various topics including disruptive and threatening behaviors, forced practice on student performance, using SafeAssign, ending plagiarism, Wikipedia in the classroom, inquiry-based and active learning, and technology integration. Since 2012, faculty members from the CoB have attended 72 of these workshops. Some of the workshops have been presented by CoB faculty members or speakers brought to campus by the CoB. Independently the CoB provides additional resources to enhance teaching effectiveness. Since 2011, 23 trips were funded for faculty members for travel to teaching conferences and workshops. In addition, 5-6 faculty colloquia are offered annually as part of the ExxonMobil Executive-in-Residence program. These events allow our faculty to interact directly with industry peers or with teaching experts, thereby increasing their effectiveness in the classroom. Approximately 10 faculty members attend each colloquium. More than half of the participating faculty members have attended over the last year.

The CoB uses course coordinators for most business core classes. These coordinators work with the faculty that teaches the courses to achieve consensus on the material to be taught and how to assess learning. Over the last year, these faculty groups have engaged in developing sets of questions that measure learning of the main concepts of the courses. As these questions have been developed and revised, rich conversations have resulted that contribute to enhanced teaching effectiveness in those disciplines.

In line with the *shared learning* focus of our mission, we offer peer-to-peer tutoring to our students in accounting, economics, and finance courses. Tutoring extends the reach of our faculty's teaching beyond their classroom and office presence.

## **Academic and Professional Engagement**

### **Student Academic and Professional Engagement**

Student academic and professional engagement is a cornerstone of our mission which states in pertinent part: *“We cultivate the intellectual capabilities and professional competencies required to successfully and ethically meet the challenges of a rapidly-changing global and technological environment.”* We believe a well-rounded graduate is one who has an appropriate balance of both academic and real world engagement. In the CoB, we have numerous opportunities that drive this aspect of our mission.

**Internships** The CoB has a vibrant internship program. Over the past five years, students have engaged in a total of 238 internships for academic credit and many more for which students did not seek academic credit. In fact, we estimate that approximately 70% of our students engage in internships during their academic careers. All of these internships must have an appropriate bearing on the student's major. Most internships are paid. They span a range of opportunities in many diverse areas. Our students have participated in internships with Disneyworld and the Federal Reserve Bank of Dallas—Houston, and with local companies in health care, law, petrochemical plants, financial firms, and other industries.

**Meet the Firms** is held once every Fall and Spring Semester and has a major impact on the career and professional development of our accounting students. Each semester, 70-90 students attend. The Big 4 and national accounting firms seek students primarily for their offices in Houston. Students also have the opportunity to network with employers and Lamar University accounting alumni who attend the event. Prior to the event, students are required to prepare their resumes according to the official resume guidelines established by the Department of Accounting and Business Law. The resumes are sent to employers about a week prior to *Meet the Firms*; therefore, employers have an opportunity to identify and contact students that they are interested in meeting at the event. Beta Alpha Psi holds a workshop to prepare students for Meet the Firms. Former students who have already secured internships participate in the workshop and talk to new participants about how to interact with employers during the event as well as their internship experiences, and tips for securing full-time positions. Our graduates are recruited by all four of the international firms, national firms, as well as local firms, and by the corporate world.

### **Honor Societies, Student Organizations, Student Travel, and Leadership Opportunities**

Honor societies, such as Beta Alpha Psi and Beta Gamma Sigma, are excellent examples of opportunities for our students to engage in business and the profession during their academic career. For instance, over the past 3 years, our Beta Alpha Psi Chapter achieved Superior Chapter Status designation and its members have logged over 1,200 professional hours and 1,100 service hours. The Beta Gamma Sigma International Honor Society chapter has been very active in sending students to its National Leadership Forum. Twenty students (2-4 per year) from Beta

Gamma Sigma International Honor Society have attended the Student Leadership Forums across the United States.

There are many student organizations available to students in the CoB. Some are discipline-based such as the Accounting Society, the Association for Information Systems, the Finance Association, Student Chapter of the American Marketing Association, and Student Chapter of the Society for Human Resource Management. Others are open to all students and include Alpha Kappa Psi Business Fraternity, Student Chapter of the Association of Latino Professionals in Finance and Accounting (ALPFA), and Circle K International. In addition, CoB students participate in the hundreds of student organizations and clubs available at Lamar University. Honor societies and discipline-based student organizations support students with speakers, networking opportunities, field trips, and community service opportunities.

The CoB Student Advisory Council is very active and provides valuable input to the college in the areas of advising, activities, and relationships with incoming students and with alumni and donors. Students are nominated by faculty and staff and selected by the student members. The council meets regularly on its own and periodically with the dean. The students have been involved in the initial phases of the development of a code of professional conduct, participated in strategic planning, and represent the CoB at events inside and outside of campus.

The CoB has been very active in supporting students to travel to conferences, seminars, study abroad, and competitions. Approximately 35 students annually are supported in some way, including an annual MBA trip to China and a Spring Break trip to Central America, annual trips to Silicon Valley with the IGNITE program, and participation in the Quinnipiac University G.A.M.E. competition in New York City. In addition, approximately 10 students a year visit the Federal Reserve in Houston accompanied by one of their professors.

**SAP Academic Alliance and TERP10 Certification** As a member of University Alliances, we have been an SAP partnership school for ten years. Some of our faculty and staff members, Crossley (CoB IT), Simmons and Zhao (MIS), Badua (Accounting), Natarajan (Marketing), Kenyon and Sale (Management), are TERP10 certified and teach SAP in their classes. It is significant to note that a survey conducted by our faculty revealed that most of the petrochemical companies and other industries in the Southeast Texas area use SAP for their business operations. Accordingly, SAP training and TERP10 certification increases the professional competencies of our graduates, as well as their marketability. Students who have completed 3 Enterprise Resource Planning (ERP) courses or more are encouraged to take the 2-week SAP ERP Academy (TERP10) offered at Lamar University by the CoB every Spring. TERP10 is a highly intensive workshop given by certified SAP trainers that concludes with a certification exam on Day 10. Over the past five years, 38 students have achieved TERP10 certification. The incorporation of SAP training in the BBA curriculum is the reason for the growth of the MIS program and the high salaries being offered to our graduates. For example, from 2010-2015, Dean Dzurilla, CEO of The New Office (TNO), a Cloud computing consulting firm in Austin, has hired 15 of our MIS graduates, at salaries in the \$55,000 range, who now make up 30% of his staff. Other employers hiring our MIS graduates include Accenture, Apple, IBM, Hewlett-Packard, XAPT Corporation, Rolls-Royce, Total Petrochemicals, Inc. USA, BestBuy, INVISTA, Lockheed Martin, and Tableau Software. Starting salaries range from \$55,000-\$85,000.



Since January, 2010, Dr. Kakoli Bandyopadhyay, has prepared 178 videos for teaching SAP for online MIS classes. Using YouTube for loading the videos served the dual purpose of teaching Lamar University students and putting the MIS-SAP curriculum on the global map. Dr. Bandyopadhyay's videos have been accessed from 177 countries world-wide, with 173,727 lifetime views and approximately 523,442 estimated minutes watched.

**The ExxonMobil Executive-in-Residence Program and The Michael Weinert Entrepreneurship Lecture Series** bring business leaders to campus to engage with students, faculty, and the general public, and to provide role models for our students. The leaders spend one day at the College giving public talks and engaging in small group forums with students and faculty. The usual schedule for the Executive includes a public lecture aimed at undergraduate students, a luncheon to which 2 or 3 students are invited, a faculty colloquium for CoB faculty and faculty members from other colleges, and an early evening session specifically for graduate and working students. The program has been continuously funded by the ExxonMobil Foundation since 2004. These funds allow the College to pay for travel and promotion costs as well as an occasional honorarium for several business leaders per year. Speakers have included (among many others) *Brian Savoy*, Chief Accounting Officer, Duke Energy; *Catharine Baird, J.D.*, CEO and Founder of EthicsGame; *Paul Fregia*, President and Founder of Grandma Maud's, Inc; *Brandon Price, PhD*, Co-Founder and President of BioGenin; and *Roland Rodriguez*, retired Managing Principal and Co-Founder of MFR, the largest Hispanic-owned CPA firm in the U.S. The Michael Weinert Entrepreneurial Lecture Series, endowed by a recent alumnus, uses the ExxonMobil Executive in Residence model to bring to campus leading entrepreneurs like *Mark Bowles*, Founder and Co-Inventor of ecoATM and *Alex Banayan*, the youngest venture capitalist in the U.S.

**The Lamar University Student Managed Investment Fund** helps with planning and delivering cutting-edge courses that prepare students for the world of finance. Undergraduate and graduate students, under the direction of Finance Faculty members, manage \$550,000 of the portfolio of the Lamar University Foundation. The last three years, the students who manage the fund participated in a competition at Quinnipiac University and won first place in the graduate level value funds category. The Fecel Financial Training Center, a Wall Street-like trading room fully supported by private philanthropy, opened in 2011 and is integral to the success of this fund.

**Professional Engagement Projects Embedded in Courses** Faculty members routinely bring opportunities for the professional engagement of their students into the classroom. Some examples are:

- In Professor Alicen Flosi's class, students complete real world web design projects as a service opportunity and for experience. Professor Flosi was instrumental in bringing Ed Begley, Jr. to campus to speak about sustainability. Her student group, the LU Green Squad, seeks innovative ideas for encouraging students to embrace green-marketing ideas, energy saving modifications, and student projects across all disciplines.
- In Dr. KC Sen's classes, students are encouraged by mandatory classroom exercises to be engaged in the outside world (through reading the WSJ and compiling current business events folders), and also participate in campus activities such as undergraduate research events. His class presented their ideas for research at a public forum.

- MBA students and senior undergraduate students are enrolled in the *Bloomberg BusinessWeek* program that provides them access to print and electronic resources from *BusinessWeek*.
- In Dr. Vivek Natarajan's Marketing Promotions class, the students complete projects to address needs of not-for-profit organizations. Some organizations that have benefitted include CASA of Southeast Texas, Inc., the Symphony of Southeast Texas, Jefferson County Bar Foundation, and Lamar University.
- In Environmental Law, Professor Toni Mulvaney includes speakers and field trips that connect the coursework to the real world and enable students to network with environmental regulators and employers.
- In the MBA class, Strategic Cases in the Management and Marketing of the Service Sector, Dr. Henry Venta routinely includes 3 or 4 "live" cases of area businesses for student analysis and discussion. For example, prior to studying the case on The Symphony of Southeast Texas the students visit the concert hall, speak to the orchestra members, and listen to a rehearsal of the concert.

### Other Notable Opportunities

- **IGNITE:** Annually, 3-4 MBA students and 6-7 graduate students from other Lamar University colleges participate in an entrepreneurial "boot camp" in Silicon Valley, under the direction of Paul Latiolais, Director, Center for Innovation, Commercialization, and Entrepreneurship (CICE). They join students from Rice University, University of California at Davis, and The Texas Medical Center visiting Silicon Valley companies and meeting with entrepreneurs and venture capitalists. The program is supported in part by the Gill Foundation, established by Jack Gill, an alumnus of Lamar University.
- **Clinton Global Initiative University:** Lamar University has been a participating institution in CGIU since 2014. The CGIU is designed to encourage global social entrepreneurship. Lamar University's participation is open to all undergraduate students in the university, but is run through the CoB. Teams that have submitted proposals and been accepted to the CGIU national conference have worked on a Survival Tent for natural disasters, Clean Water through traditional Indian processes, Educating Autistic Children in Viet Nam, Human Trafficking, and Education through Gaming Technology.
- **Aspen Institute's Case Competition:** Since 2010, MBA students have participated in The Aspen Institute's Case competition. Teams of students are given a "live" case where they prepare a six-page issue analysis and present their findings in an oral presentation. ExxonMobil sponsors the local competition. Teams in the competition come from 25 top MBA programs. To prepare students for this competition and to enhance the concept of sustainability in our curriculum, a special topics course in Strategy for Sustainability was developed and offered for the first time in Spring 2016.
- **Big Idea Competition:** Once a year, the CoB, led by the Small Business Development Center and the Institute for Entrepreneurial Studies, sponsors a "half-baked" business idea competition for the entire university. To participate, students must attend several workshops and submit their ideas in writing. The ideas are screened by a group of faculty members and the best are selected for presentation. On a Saturday, students present before two panels of judges composed of members of the local business community. Prizes totaling \$8,000 are awarded to the winners as potential seed money.

- **Mirabeau and Williams Scholarships:** Every year, Lamar University offers top entering freshmen the Mirabeau Scholarship. This scholarship provides full tuition, room and board, books and materials for 8 semesters (10 semesters for those pursuing a 5 year bachelor's/master's program). Currently, there are 119 Mirabeau scholars of which 10 are business students. In 2015, a new scholarship, the Rudy Williams scholarship, was established by President Emeritus Jimmy Simmons and his wife, Susan. This scholarship has the same benefits as the Mirabeau scholarship and also provides summer support for research and travel. The first recipient of the Williams scholarship is Victoria "Sage" Granger, a freshman business student.

### **Executive Education**

The CoB has a burgeoning Executive Education program. Clients include private for-profit and not-for-profit organizations, as well as Lamar University management and staff. Offerings are both open enrollment classes and custom work for particular organizations. Most of our offerings are in the areas of leadership, execution, time-management, and effective meetings. All of the offerings are provided by our full-time faculty for extra compensation. We carefully monitor the involvement of faculty in Executive Education activities to ensure that they do not interfere with their teaching and research responsibilities. Total annual revenue is \$152,250 or 2.5% of the CoB operating budget. More than 600 individuals participate in our programs.

### **Faculty Qualifications and Engagement**

The CoB has developed guidelines for earning initial appointment as SA, PA, SP, or IP, and sustaining that status over time that are consistent with Standard 15. The criteria for specifying qualified faculty status are based on the combination of initial academic preparation and/or professional experience and the demonstration of sustained academic (research/scholarly) and professional (applied/practice) engagement over time. In general, faculty qualification status is determined by the Director of Accreditation, in consultation with the department chair, the Faculty Academic and Professional Impact committee, and approved by the Dean. The specific guidelines are detailed in the CoB Operating Policies and Procedures, and are summarized below. A complete list of acceptable engagement activities can also be found in the Operating Policies and Procedures, but, in general, include such activities as other types of publications, presentations, grants, service as a reviewer/editor, consulting, leadership roles in related organizations, and professional-education activities. Such engagement activities must be related to academic and professional training. The list of engagement activities was developed through collaboration between several of the standing committees in the CoB and the latest revision was approved by faculty vote in Spring 2014.

### **Maintenance of Qualification for Faculty in the CoB at Lamar University**

To maintain academic or professional qualification, a faculty member must provide adequate intellectual contributions and/or qualified validating activities.

**Retention of Scholarly and Practicing Academic (SA and PA) Status:** To retain *Scholarly Academic (SA)* status in the CoB requires a minimum of two refereed publications within the last five years and at least five additional intellectual contributions and/or qualified validating activities. In addition, faculty teaching in the graduate program are required to produce a minimum of ten intellectual contributions and/or qualified validating activities within the prior five years. Refereed publications are defined as articles published in a refereed journal, chapters

published in refereed books, and refereed research books. A list of validating activities is available in the CoB Operating Policies and Procedures.

To retain *Practicing Academic (PA)* status in the CoB requires a minimum of one refereed publication within the last five years and a minimum of seven intellectual contributions and/or qualified validating activities within the prior five years. At least five of these must be professional engagement activities that interact with business and management practice. In addition, faculty teaching in the graduate program will be required to produce a minimum of ten intellectual contributions and/or qualified validating activities within the prior five years. At least five of these activities must be professional engagement activities.

**Retention of Scholarly Practitioner and Instructional Practitioner Status:** To retain *Scholarly Practitioner (SP)* status in the CoB requires a minimum of one refereed publication within the last five years and at least seven additional intellectual contributions and/or qualified validating activities. In addition, SP faculty teaching in the graduate program will be required to produce a minimum of ten intellectual contributions and/or qualified validating activities within the prior five years.

To retain *Instructional Practitioner (IP)* status in the CoB requires a minimum of seven qualified validating and/or professional engagement activities. In addition, IP faculty teaching in the graduate program will be required to produce a minimum of ten qualified validating and/or professional engagement activities.

The CoB meets all standards for SA, SA + PA + SP, and SA + PA + SP + IP for the college as a whole, for each discipline individually, and by program as shown in Tables 15-1 and 15-2.

### **Faculty Engagement**

The type of faculty engagement documented in Tables 2-1 and 15-1 fails to fully convey the degree of engagement our faculty has with our students, the university, and the community. Over the last five years, the faculty has produced a total of 422 *intellectual contributions, including 233 PRJs in 128 journals, and 178 proceedings and presentations.* The faculty has participated in *more than 1,800 service activities* during the last five years *including 525 in service to the profession and 387 in service to the community.* Faculty members serve on the *editorial review boards of 17 PRJs, and as Associate Editor of 1 PRJ.*

Faculty serve in many professional roles, including chairs, discussants, moderators, facilitators, and panelists of conferences. They review articles, books, and chapters. They serve as officers of organizations, professional advisers to community organizations, and members of boards of advisers. Some members of our faculty are providers of Executive Education.

Faculty members also serve the community in many ways, such as officers, chairs, and committee members in civic, fine arts, and religious organizations such as the Rotary clubs, churches, local orchestra and museums, children's welfare organizations, Junior Achievement, and a Prison Entrepreneurship program. Some of our faculty engage in unpaid consulting services and serve as directors of community programs. Often our faculty are invited to give speeches and presentations at community meetings and make appearances in the media.

The engagement activities of our faculty (intellectual contributions and service) align exceptionally well with our mission. Remarkable balance is exhibited among the mission alignment codes that our faculty used to classify their engagement activities.

- Diversity, ethics and integrity accounted for 7% of all activities;
- Professional competencies: 18%
- Service to the Profession: 12%
- Service to the University: 13%
- Service to the Community: 10%
- Global and technology: 13%
- Shared Learning: Teaching 13%
- Shared Learning: Scholarship 14%

Our Board of Advisors and the Accounting Advisory Board foster closer ties between the CoB, its alumni and the community. These boards, composed of experienced leaders with ties to Lamar University, provide advice, critique, and support for the programs, faculty, and students. Additionally, these bonds develop contacts in the business community to support faculty research, professional development, graduate placement, and executive education; serve as a resource for expert consultation, idea generation and facilitation, advice and investment; and, advocate on behalf of the priorities of the CoB.

The information above, and in Tables 2-1 and 15-1, indicates our faculty is fully engaged.

## **Summary and List of Exemplary Practices**

This report represents the efforts of the CoB faculty and staff to fulfill its stated mission. Significant progress has been made toward fulfillment of the mission in all areas since the last AACSB peer review visit. We continue to provide quality education to an increasingly diverse student population. We have significantly enhanced opportunities for our students to be exposed to global issues, ethical thinking, and civic and social responsibility. Our faculty has significantly increased the scope and breadth of their intellectual contributions. The interaction of our students with our caring and dedicated faculty and staff fosters a *spirit of shared learning* that permeates our programs and makes their experience at Lamar University special.

Throughout the report, specific practices, innovations and programs that enhance the experience at the CoB have been highlighted and fully discussed. Some of the most significant ones are summarized here:

- The **Strategic Planning process** (beginning on p. 10)
- **CoB Committee Structure** (p.10)
- **Undergraduate Student Research** (p. 12 and Appendix 2)
- **Passport Through Lamar professional development program** (p. 19)
- **A mature assurance of learning process** involving most faculty members ( p.28)
- Introduction to **Critical Thinking for Business Decision Making** (p.33)
- Developing a **culture of service** (p.35)
- **SAP and TERP10 Certification** (p.46)
- The **ExxonMobil Executive-in-Residence Program** and **The Michael Weinert Entrepreneurship Lecture Series** (p.46)
- The **Lamar University Student Managed Investment Fund** and **Fecel Financial Training Center** (p. 47)

**Table 2-1: Intellectual Contributions for the 5-year period 2011-12 through 2015-16**

<b>Part A: A 5-year Summary of Intellectual Contributions</b>														
Assigned Discipline	Portfolio of Intellectual Contributions			Types of Intellectual Contributions									Percentages of Faculty Producing Intellectual Contributions	
	BDS	AIS	TLS	PRJ	Mono	Proc	Grant	Txbk	Case	OTM	OIC	Total	Part	All
<b>ACCOUNTING</b> [9 members, 7.40 FTE]	12	23	26	28	11	21		1				61	85.71%	81.08%
<b>BUSINESS ANALYSIS</b> [3 members, 2.20 FTE]	24	3	2	12	2	14	1					29	100.00%	90.91%
<b>BUSINESS LAW</b> [7 members, 5.20 FTE]	2	16	21	22	3	14						39	100.00%	96.15%
<b>ECONOMICS</b> [6 members, 6.00 FTE]	46	1	7	20	1	32					1	54	100.00%	100.00%
<b>FINANCE</b> [6 members, 4.40 FTE]	54	6	2	18	11	30	1				2	62	100.00%	90.91%
<b>MANAGEMENT</b> [8 members, 7.25 FTE]	40	21	23	36	23	23	2					84	96.55%	96.55%
<b>MANAGEMENT INFORMATION SYSTEMS</b> [9 members, 6.70 FTE]	33	24	29	29	41	12	4					86	100.00%	89.55%
<b>MARKETING</b> [6 members, 6.00 FTE]	92	44	29	49	57	57	2					165	100.00%	100.00%
<b>College Totals:</b> [54 members, 45.15 FTE]	<b>303</b>	<b>138</b>	<b>139</b>	<b>214</b>	<b>149</b>	<b>203</b>	<b>10</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>580</b>	<b>97.11%</b>	<b>93.02%</b>

**Part B: Alignment with Mission, Expected Outcomes, and Strategy**

The College of Business Strategic Plan seeks to fulfill our Mission and support the broader goals of Lamar University by focusing on five strategic areas:

- the quality of our students and academic programs;
- the central role shared learning plays in a CoB education;
- our commitment to the career success of our students;
- the leading-edge environment we provide in the CoB;
- our commitment to integrity and accountability in all our activities.

Part of our mission is to promote excellence through our scholarly endeavors. We believe that faculty and students should engage in professional development and scholarly endeavors that promote and impact the application, creation, and dissemination of knowledge through contributions to business practice, learning and pedagogical research, and discipline-based scholarship. Ten mission codes were identified that encompass the spirit of our mission. Faculty members were asked to identify a single mission code that most closely aligned with each of their intellectual contributions (articles and proceedings, books and chapters, and presentations). The table below displays the results of this analysis. It demonstrates clear alignment between

our faculty's intellectual contributions and our Mission. The number of intellectual contributions shown below is less than shown in Table 2-1 because some faculty members did not assign a mission code to their intellectual contributions.

<b>Mission Codes</b>	<b>Intellectual Contributions</b>
<b>Diversity</b>	<b>12</b>
<b>Ethics and Integrity</b>	<b>40</b>
<b>Global</b>	<b>75</b>
<b>Professional Competencies</b>	<b>29</b>
<b>Service to Profession or Business Community</b>	<b>17</b>
<b>Service to University/College Community</b>	<b>4</b>
<b>Service: Community</b>	<b>7</b>
<b>Shared Learning Through Innovative Teaching</b>	<b>75</b>
<b>Shared Learning Through Intellectual Contributions</b>	<b>235</b>
<b>Technology</b>	<b>38</b>
<b>Total Intellectual Contributions Assigned to Mission Codes</b>	<b>532</b>

The faculty promotes excellence through their scholarship by focusing on new teaching methods and techniques, ways to improve learning through technology, examining how businesses operate with ethics and integrity, are sustained financially, and market themselves to their consumers. To the extent possible, the faculty's research is shared with the students in the classroom.

#### Part C: Quality of Five-Year Portfolio of Intellectual Contributions

Our faculty engages in scholarship to maintain currency, to provide relevance in their teaching, and to enhance the knowledge base within their disciplines. Approximately 97% of participating faculty members produced peer reviewed journal articles during the latest five-year period. This represents a substantial cross-section of the faculty across disciplines. The academic peer review process is one important way to demonstrate overall quality of intellectual contributions. Other measures of the quality of intellectual contributions include the reputation and quality of journals. A comprehensive database of journal rankings has been compiled by Professor Anne-Wil Harzing (*Journal of Quality List 57<sup>th</sup> Edition*, 18 April 2016). The database includes a variety of rankings including parts of the well-regarded Australian Business Deans Council (ABDC) 2013 Journal Quality List and the Chartered Association of Business Schools 2015 List (UK). Over 27% of the journals in which our faculty have published are listed in this database. Forty of the journals in which our faculty have published are listed as “A\*” (8), “A” (13), or “B” (19) level in the ABDC list. This represents 33% of the journals used by our faculty; 55% of the journals are listed in the ABDC ranking. In addition, 68% of all faculty publications

are in journals listed in *Cabell's*. The table below shows the distribution of journal quality across departments.

**Journal Outlets for CoB Faculty (last five years)**

Quality Index	ABLAW	EF	ISA	MM	CoB Total
JQL	2 (9%)	11 (35%)	2 (10%)	17 (37%)	32 (27%)
ABDC	11 (48%)	20 (65%)	7 (35%)	28 (61%)	66 (55%)
Cabell's	15 (65%)	21 (68%)	12 (60%)	33 (72%)	81 (68%)

**Part D: Impact of Intellectual Contributions**

Selected members of our faculty are well-recognized for their scholarship, for example:

- Dr. Lynn Godkin, Professor of Management, has six (four since 2011) articles in the *Journal of Business Ethics*, an “A” level journal. Together the articles have been cited 470 times according to Google Scholar.
- The body of research from Dr. Jai-Young Choi, Professor of Economics, has been cited over 900 times (473 since 2011). His most recent articles are published in the prestigious *Review of International Economics*.
- Dr. Purnendu Mandal, Professor of Information Systems, has been cited over 1,500 times and 648 times since 2011, according to Google Scholar.
- Dr. Chun-Da Chen, Associate Professor of Finance, has articles published in the *Journal of Behavioral Finance*, *Pacific Basin Finance Journal*, and *International Review of Economics & Finance*, all journals listed as “A” in the ABDC Journal Quality List.
- Newly hired faculty member, Dr. Yu (Audrey) Zhao, has already published articles in *Information & Management*, an A\* journal, and in *Systems Research and Behavioral Science*, an A journal in the ABDC journal quality list.
- Dr. Karyn Neuhauser, Associate Professor of Finance, published an article in the *Journal of Applied Corporate Finance*, a journal listed as “A” in the ABDC Journal Quality List. Her portfolio also includes five other publications in journals listed the ABDC quality journal list. Her work has already been cited over 150 times.
- The article in *Strategic Management Journal* authored by Dr. Vivek Natarajan, Associate Professor of Marketing, has been cited 243 times since 2008.
- Drs. George Kenyon, Professor of Management, and Kabir C. Sen, Professor of Marketing and chair of the Department of Management and Marketing, published a research book in 2015 with the highly respected publisher, Springer-Verlag. Dr. Sen’s work has been cited over 450 times, including 184 times since 2011.
- Over his academic career, Dr. Frank J. Cavaliere, Professor of Business Law and University Professor, has published with more than a dozen Lamar University faculty colleagues spanning all departments and disciplines.
- The books written on Global Economics and Economic History by Dr. Larry Allen, Professor of Economics and Chair of the Department of Economics and Finance, are in more than 200 libraries around the world and have been translated into several languages.
- Dr. Henry Venta, Professor of Management and Dean of the College of Business, has been cited over 250 times and 84 times since 2011.



- The articles written by Dr. Kenneth R. Evans, Professor of Marketing and President of Lamar University, have been cited over 7,000 times. In addition, Dr. Evans, together with three co-authors, was awarded the Sheth Foundation/*Journal of Marketing* Award for an article entitled “Factors Influencing the Effectiveness of Relationship Marketing: A Meta-Analysis”, published in the *Journal of Marketing* in 2006. This honor is for the long-term contribution of the article to the field of marketing and was awarded at the 2016 AMA Educators’ Conference in August, 2016.

The impact of our faculty’s intellectual contributions is wide-ranging. It includes the profound impact on our teaching and learning, on our students, and the world-wide relevance of our educational content. The expertise of our faculty members also qualifies them for important leadership roles in our community and across the nation.

Some salient examples include:

- Dr. Frank Badua, Associate Professor of Accounting, has developed a systems documentation model that portrays environmentally-oriented endeavors of business (the Green Transaction Cycle) just as the revenue cycle and expenditure cycle capture regular business operations. His work has been presented at the American Accounting Association national conference and published as a peer-reviewed article.
- Several faculty serve, because of their expertise, as officers or members on boards of directors of companies, civic organizations, and governmental bodies. These organizations include Goodwill Industries of Southeast Texas and Southwest Louisiana; Court-Appointed Special Advocates (CASA); several Rotary Clubs in the areas; The Symphony of Southeast Texas; M & D Supply; Baptist Hospital of Southeast Texas; Community Hospital Corporation; Christus Southeast Texas Hospital; and the Southeast Texas Economic Development Board.
- Dr. Ashraf El-Houbi serves as faculty sponsor of the Lamar University Student Research Organization
- Dr. Kakoli Bandyopadhyay has prepared 178 videos for teaching Enterprise Resource Planning (ERP) using SAP as platform. The videos have been accessed from 177 countries worldwide with more than 173,000 lifetime views and over 500,000 minutes of viewing time.
- Several faculty members have works published with students. They include Dr. Soumava Bandyopadhyay, Professor of Marketing, whose article, “The Impact of American Advertising Humor on Taiwanese Consumers”, was co-authored with Y.Chang, a Lamar University MBA student; Professor Craig Escamilla, Instructor of Management and Dr. Henry Venta, Professor of Management and Dean of the College of Business, who wrote the case study, “The Symphony of Southeast Texas in 2015”, with undergraduate student, Kay-Alana Turner; a group of faculty led by Professors Marleen Swerdlow and Delvin Seawright, presented “LARPing It Up: An Innovative Classroom Exercise” at the 31<sup>st</sup> Annual Southwestern Business Administration conference with Texas Academy for Leadership in the Humanities student, Jacob Copley, (the paper was published in the *Southwestern Business Administration Journal*); and Dr. Cindy Barnes, Professor of Information Systems and her undergraduate student, Beverly Paris, have worked on a series of articles and presentations on Academic Integrity in Online courses. A full list of our faculty’s collaboration with students is included in Appendix 1.

- Dr. Komal Karani, Associate Professor of Marketing, leads the Entrepreneurship portion of the Bernard Harris Summer Science Camp at Lamar University. The camp is sponsored by the Harris Foundation and ExxonMobil.
- Dr. John McCollough, Associate Professor of Economics, worked with two visiting scholars from Henan Polytechnic University in China on “Pollution Havens”.
- Several faculty members have engaged the community in their classes via projects including Jefferson County Bar Association, CASA of Southeast Texas, American Red Cross, the Young Men’s Business League (YMBL) South Texas State Fair, and other colleges at Lamar University.
- Faculty in the College of Business has played a pivotal role in the Port Management Initiative at Lamar University. The initiative seeks to position Lamar University as a worldwide leader in port management and science. Drs. George Kenyon, Professor of Management, Kelly Weeks, Associate Professor of Management, and Mahdi Safa, Assistant Professor of Construction Management are participating in the initiative, which is a joint effort between the Colleges of Engineering and Business.

**Table 15-1: Sufficiency and Qualifications Summary for 2015-2016** (Terms included: 2015-Fall, 2016-Spring)

Organizational Unit: *Discipline* Aggregation Unit: *Student Credit Hour*

Discipline: ACCOUNTING [ACCT]											
Portfolio			Sufficiency		Responsibilities	% of Time Devoted to Mission for Each Qualification Group					Description
Member Name	Appt	Degree, Yr	Participating	Supporting		SA	PA	SP	IP	Other	
SA: Badua, Francisco	2009	Ph.D., 2005	474.00		UT,MT,RES,SER	100.00%					13 PRJs; 28 Total
Colon, Ricardo	2012	LL.M., 2009	258.00		UT,MT,RES,SER	100.00%					8 PRJs; 48 Total
Hopson, James	2015	J.D., 1973	318.00			100.00%					6 PRJs; 13 Total
McCoy, Tim	2007	Ph.D., 1994	525.00		UT,MT,RES,SER	100.00%					2 PRJs; 30 Total
Moss, Gisele	2001	Ph.D., 1995	276.00		UT,MT,ADM,RES,SER	100.00%					3 PRJs; 65 Total
Seawright, Delvin	2015	Ph.D., 2015	696.00			100.00%					2 PRJs; 32 Total
IP: Burns, Clare	2006	M.B.A., 2006	321.00		UT,MT,ADM,RES,SER				100.00%		0 PRJs; 66 Total Significant experience prior to hire
Rose, David	2012	M.B.A., 2002	882.00		UT,SER				100.00%		0 PRJs; 24 Total Significant experience prior to hire
Other: Gay, Jonathan	2016	M.S.A., 2015		225.00						20.00%	
Pratt, Jonathan	2014	M.S.A., 2013		405.00						20.00%	0 PRJs; 8 Total
<b>ACCOUNTING [ACCT]:</b>			<b>3,750.00</b>	<b>630.00</b>	<b>FTE:</b>	<b>6.00</b>			<b>2.00</b>	<b>0.40</b>	

<b>Discipline: BUSINESS ANALYSIS [BUAL]</b>											
<b>Portfolio</b>			<b>Sufficiency</b>		<b>Responsibilities</b>	<b>% of Time Devoted to Mission for Each Qualification Group *</b>					<b>Description</b>
<b>Member Name</b>	<b>Appt</b>	<b>Degree, Year</b>	<b>Participating</b>	<b>Supporting</b>		<b>SA</b>	<b>PA</b>	<b>SP</b>	<b>IP</b>	<b>Other</b>	
SA: El-Houbi, Ashraf	2006	Ph.D., 2004	714.00		UT,MT,RES,SER	100.00%					6 PRJs; 41 Total
Tovar-Silos, Ricardo	2012	Ph.D., 2008	963.00		UT,MT,RES,SER	100.00%					6 PRJs; 17 Total
Tran, Martin	2014	M.S., 2012		156.00		20.00%					Current Doctoral student
<b>BUSINESS ANALYSIS [BUAL]:</b>			<b>1,677.00</b>	<b>156.00</b>	<b>FTE:</b>	<b>2.20</b>					

<b>Discipline: BUSINESS LAW [BULW]</b>											
<b>Portfolio</b>			<b>Sufficiency</b>			<b>% of Time Devoted to Mission for Each Qualification Group*</b>					
<b>Member Name</b>	<b>Appt</b>	<b>Degree, Year</b>	<b>Participating</b>	<b>Supporting</b>	<b>Responsibilities</b>	<b>SA</b>	<b>PA</b>	<b>SP</b>	<b>IP</b>	<b>Other</b>	<b>Description</b>
SA: Cavaliere, Frank	1985	J.D., 1979	816.00		UT,MT,RES,SER	100.00%					8 PRJs; 43 Total
Mulvaney, Toni	1989	J.D., 1981	867.00		UT,MT,ADM,RES,SER	100.00%					4 PRJs; 55 Total
Swerdlow, Marleen	1984	J.D., 1977	432.00		UT,MT,ADM,RES,SER	100.00%					3 PRJs; 69 Total
IP: Baldo, Melissa	2015	J.D., 1988	1,083.00		UT,RES				100.00%		1 PRJ; 13 Total Hired with significant experience prior to hire
Heald, Russell	2007	J.D., 1983		243.00	UT				10.00%		0 PRJs; 11 Total Significant experience prior to hire
Ortego, Bobby	2006	J.D., 1995		165.00	UT				10.00%		0 PRJs; 21 Total Significant experience prior to hire
<b>BUSINESS LAW [BULW]:</b>			<b>3,198.00</b>	<b>408.00</b>	<b>FTE:</b>	<b>3.00</b>			<b>1.20</b>		

<b>Discipline: ECONOMICS [ECON]</b>											
<b>Portfolio</b>			<b>Sufficiency</b>		<b>Responsibilities</b>	<b>% of Time Devoted to Mission for Each Qualification Group</b>					<b>Description</b>
<b>Member Name</b>	<b>Appt</b>	<b>Degree, Year</b>	<b>Participating</b>	<b>Supporting</b>		<b>SA</b>	<b>PA</b>	<b>SP</b>	<b>IP</b>	<b>Other</b>	
SA: Allen, Larry	1979	Ph.D., 1978	531.00		UT,MT,ADM,RES,SER	100.00%					6 PRJs; 56 Total
Choi, J.Y.	1982	Ph.D., 1982	612.00		UT,MT,RES,SER	100.00%					6 PRJs; 37 Total
McCollough, John	2012	Ph.D., 2001	297.00		UT,MT,RES,SER	100.00%					4 PRJs; 55 Total
Price, Donald	1979	Ph.D., 1980	792.00		UT,MT,RES,SER	100.00%					3 PRJs; 23 Total
Watanabe, Hiroki	2014	Ph.D., 2015	705.00		UT,MT,RES,SER	100.00%					1 PRJ; 10 Total PhD w/i last 5 years
PA: Hawkins, Charles	1966	Ph.D., 1980	846.00		UT,MT,RES,SER		100.00%				2 PRJs; 11 Total
<b>ECONOMICS [ECON]:</b>			<b>3,783.00</b>		<b>FTE:</b>	<b>5.00</b>	<b>1.00</b>				

<b>Discipline: FINANCE [FINC]</b>											
<b>Portfolio</b>			<b>Sufficiency</b>			<b>% of Time Devoted to Mission for Each Qualification Group*</b>					
<b>Member Name</b>	<b>Appt</b>	<b>Degree, Year</b>	<b>Participating</b>	<b>Supporting</b>	<b>Responsibilities</b>	<b>SA</b>	<b>PA</b>	<b>SP</b>	<b>IP</b>	<b>Other</b>	<b>Description</b>
SA: Chen, Chun-Da	2015	Ph.D., 2005	213.00			100.00%					9 PRJs; 52 Total
Moss, Jimmy	1986	D.B.A., 1986	537.00		UT,MT,RES,SER	100.00%					3 PRJs; 88 Total
Neuhauser, Karyn	2009	Ph.D., 1999	513.00		UT,MT,RES,SER	100.00%					7 PRJs; 121 Total
Slaydon, James	2005	Ph.D., 2005	408.00		UT,MT,RES,SER	100.00%					3 PRJs; 74 Total
Oth: Booth, Kara	2014	M.B.A., 2002		240.00						20.00%	
Tang, Wanwei	2015	M.B.A., 2008		36.00						20.00%	
<b>FINANCE [FINC]:</b>			<b>1,671.00</b>	<b>276.00</b>	<b>FTE:</b>	<b>4.00</b>				<b>0.40</b>	

Discipline: MANAGEMENT [MGMT]											
Portfolio			Sufficiency		Responsibilities	% of Time Devoted to Mission for Each Qualification Group					Description
Member Name	Appt	Degree, Year	Participating	Supporting		SA	PA	SP	IP	Other	
SA: Godkin, Lynn	1981	Ph.D., 1981	678.00		UT,MT,RES,SER	100.00%					13 PRJs; 114 Total
Kenyon, George	2003	Ph.D., 1997	663.00		UT,MT,RES,SER	100.00%					9 PRJs; 49 Total
Mayer, Brad	1994	Ph.D., 1996	573.00		UT,MT,RES,SER	100.00%					6 PRJs; 99 Total
Weeks, Kelly	2014	Ph.D., 2008	453.00			100.00%					7 PRJs; 79 Total
PA: Venta, Enrique	2002	Ph.D., 1980	318.00		UT,MT,ADM,RES,SER		100.00%				1 PRJ; 70 Total
SP: Dyson, Jeff	2007	M.B.A., 1991	402.00		UT,MT,ADM,RES,SER			100.00%			5 PRJs; 103 Total
Escamilla, Craig	2009	M.B.A., 2009	942.00		UT			100.00%			1 PRJ; 108 Total Significant experience prior to hire
IP: Latiolais, Paul	2012	M.B.A., 2000	207.00		UT,MT,ADM,SER				25.00%		0 PRJs; 29 Total Significant experience prior to hire
<b>MANAGEMENT [MGMT]:</b>			<b>4,236.00</b>		<b>FTE:</b>	<b>4.00</b>	<b>1.00</b>	<b>2.00</b>	<b>0.25</b>		



**Discipline: MANAGEMENT INFORMATION SYSTEMS [MISY]**

Portfolio			Sufficiency		Responsibilities	% of Time Devoted to Mission for Each Qualification Group					Description
Member Name	Appt	Degree, Year	Participating	Supporting		SA	PA	SP	IP	Other	
SA: Bandyopadhyay, Kakoli	1998	Ph.D., 1997	429.00		UT,MT,ADM,RES,SER	100.00%					6 PRJs; 77 Total
Barnes, Cynthia	1982	Ed.D., 1980	489.00		UT,MT,RES,SER	100.00%					3 PRJs; 62 Total
Flosi, Alicen	1999	Ph.D., 2008	1,139.00		UT,RES,SER	100.00%					7 PRJs; 52 Total
Ghosh, Kaushik	2012	Ph.D., 2010	741.00		UT,MT,RES,SER	100.00%					6 PRJs; 60 Total
Mandal, Purnendu	2004	Ph.D., 1986	597.00		UT,MT,RES,SER	100.00%					19 PRJs; 92 Total
Zhao, Yu (Audrey)	2015	Ph.D., 2015	390.00			100.00%					2 PRJs; 13 Total
IP: Fontenot, Sr., Dale	2015	M.B.A., 2003		252.00					20.00%		
Shah, Karika	2015	M.B.A., 2013		639.00					40.00%		0 PRJs; 7 Total Significant experience prior to hire
Oth: Arnold, Lauri	2012	M.Ed., 2011		63.00	UT					10.00%	
<b>MANAGEMENT INFORMATION SYSTEMS [MISY]:</b>			<b>3,785.00</b>	<b>954.00</b>	<b>FTE:</b>	<b>6.00</b>			<b>0.60</b>	<b>0.10</b>	

Discipline: <b>MARKETING [MKTG]</b>											
Portfolio			Sufficiency		Responsibilities	% of Time Devoted to Mission for Each Qualification Group					Description
Member Name	Appt	Degree, Year	Participating	Supporting		SA	PA	SP	IP	Oth	
SA: Bandyopadhyay, Soumava	1992	Ph.D., 1993	498.00		UT,MT,RES,SER	100.00%					10 PRJs; 52 Total
Evans, Kenneth <sup>[NTF]</sup>	2013	Ph.D., 1980				100.00%					12 PRJs; 13 Total
Fraccastoro, Katherine	2002	Ph.D., 1996	567.00		UT,MT,RES,SER	100.00%					3 PRJs; 106 Total
Karani, Komal	2009	Ph.D., 2010	588.00		UT,MT,RES,SER	100.00%					5 PRJs; 52 Total
Natarajan, Vivek	2006	Ph.D., 2006	339.00		UT,MT,RES,SER	100.00%					10 PRJs; 76 Total
Sen, K.C.	1992	Ph.D., 1991	366.00		UT,MT,ADM,RES,SER	100.00%					11 PRJs; 45 Total
<b>MARKETING [MKTG]:</b>			<b>2,358.00</b>		<b>FTE:</b>	<b>6.00</b>					

[NTF] Member did not teach in the terms selected.

**Table 15-1: Sufficiency and Qualifications Summary Benchmarks for 2015-2016** (Terms included: 2015-Fall, 2016-Spring)

**Organizational Unit:** *Discipline* **Aggregation Unit:** *Student Credit Hour*

Unit Summary Benchmarks	Faculty Sufficiency Indicators				Full-Time Equivalents						Faculty Qualifications Indicators		
Discipline	Participating	Supporting	Total	% Taught by Participating	SA	PA	SP	IP	Oth	Total	SA <sup>(40%)</sup>	SA+PA+SP <sup>(60%)</sup>	SA+PA+SP+IP <sup>(90%)</sup>
<b>ACCOUNTING [ACCT]</b>	3,750.00	630.00	4,380.00	85.62%	6.00			2.00	0.40	8.40	71.43%	71.43%	95.24%
<b>BUSINESS ANALYSIS [BUAL]</b>	1,677.00	156.00	1,833.00	91.49%	2.20					2.20	100.00%	100.00%	100.00%
<b>BUSINESS LAW [BULW]</b>	3,198.00	408.00	3,606.00	88.69%	3.00			1.20		4.20	71.43%	71.43%	100.00%
<b>ECONOMICS [ECON]</b>	3,783.00		3,783.00	100.00%	5.00	1.00				6.00	83.33%	100.00%	100.00%
<b>FINANCE [FINC]</b>	1,671.00	276.00	1,947.00	85.82%	4.00				0.40	4.40	90.91%	90.91%	90.91%
<b>MANAGEMENT [MGMT]</b>	4,236.00		4,236.00	100.00%	4.00	1.00	2.00	0.25		7.25	55.17%	96.55%	100.00%
<b>MANAGEMENT INFORMATION SYSTEMS [MISY]</b>	3,785.00	954.00	4,739.00	79.87%	6.00			0.60	0.10	6.70	89.55%	89.55%	98.51%
<b>MARKETING [MKTG]</b>	2,358.00		2,358.00	100.00%	6.00					6.00	100.00%	100.00%	100.00%
<b>College Totals:</b>	<b>24,458.00</b>	<b>2,424.00</b>	<b>26,882.00</b>	<b>90.98%</b>	<b>36.20</b>	<b>2.00</b>	<b>2.00</b>	<b>4.05</b>	<b>0.90</b>	<b>45.15</b>	<b>80.18%</b>	<b>89.04%</b>	<b>98.01%</b>

This report *includes* all participating and supporting faculty members, including graduate students, who have formal teaching responsibilities.

This report *includes* all faculty members who joined the College for any part of the Most Recently Completed Normal Academic Year.

This report *excludes* all faculty members who left the College before the Most Recently Completed Normal Academic Year.

**Table 15-2: Deployment of Participating and Supporting Members by Qualification Status in Support of Degree Programs for 2015-2016**

<b>Percent of teaching by degree program (SCH)</b> % Distribution of 26,882.00 <i>Student Credit Hour</i> by Program Level and Qualification Terms included: 2015-Fall, 2016-Spring						
Degree Program	Academic		Practitioner		Other	Total
	Scholarly [SA]	Practice [PA]	Scholarly [SP]	Instructional [IP]		
<b>Bachelors</b>	70.90%	5.09%	5.29%	14.38%	4.34%	<b>100.00%</b>
<b>MBA</b>	81.13%	0.66%	3.98%	14.24%		<b>100.00%</b>
<b>Specialized Masters</b>	100.00%					<b>100.00%</b>
<b>Doctoral Programs</b>						
<b>Other</b>						
<b>Qualification Status Totals:</b>	<b>72.96%</b>	<b>4.33%</b>	<b>5.00%</b>	<b>14.11%</b>	<b>3.60%</b>	<b>100.00%</b>

The College of Business is committed to having a large percentage of sections taught by academically prepared faculty as indicated by the high proportion of faculty classified as SA or PA.

In the Specialized Masters Program in Accounting, a high proportion of SA are utilized because of the integration of theory and practice in these advanced courses.

Instructional practitioners are used in two important ways consistent with the Mission of the COB:

- To bring real-world experience to our graduate and advanced undergraduate programs; and,
- To bring real-world experience to principles courses in the undergraduate program.

Note that three full-time faculty members are classified as IP. In addition, two valuable faculty members are classified as SP, one of which serves as MBA Program Director and teaches a limited load.

Instructors classified as Other are those who are occasionally teaching classes when needed on an emergency basis.

## **Appendix 1: College of Business Lamar University Strategic Plan**

The CoB plays a critical role in Lamar University’s mission to “engage and empower students with the skills and knowledge to thrive in their personal lives and chosen field of endeavor.” The CoB developed this strategic plan through an inclusive process, building on its existing mission statement with measures of success, broad areas of strategic direction, specific strategies and operational measures. This plan is designed to ensure the CoB’s ability to deliver quality education to a diverse population of current and future business professionals.

### **Mission**

We deliver a quality education to a diverse population of current and future business professionals. We cultivate the intellectual capabilities and professional competencies required to successfully and ethically meet the challenges of a rapidly-changing global and technological environment. Our faculty fosters a spirit of shared learning through innovative teaching, scholarly contributions, and business and community service.

### **Measures of Success**

We measure our success in achieving our mission through:

- Achievement of Program Learning Goals through a well designed and implemented Assurance of Learning Process;
- Placement of graduates across a broad spectrum of businesses and organizations;
- Shared scholarly work through collaborative participation amongst our colleagues and with graduate and undergraduate students;
- Student participation rates in Passport events, lecture series, internships, independent study and study abroad;
- Business and Community Service measured through participation in student organizations, National Survey of Community Engagement; and
- Benchmarking our curriculum against peer and aspirant institutions.

### **Values**

The values that guide the CoB are represented here:



## Strategic Focus

To fulfill our mission and support the broader goals of Lamar University, the CoB focuses on five strategic areas:

- The *quality of our faculty, students and academic programs*;
- The central role *shared learning* plays in a Lamar CoB education;
- The *leading-edge environment* we provide at the CoB;
- Our commitment to *integrity and accountability* in all of our activities; and
- Our commitment to the *career success* of our students.

Each of these areas of strategic focus is discussed below, along with the strategies we will use to meet these goals and the measures by which we will gauge our progress.

### Quality Faculty, Students and Academic Programs

We engage promising students in dynamic, quality programs taught by leading faculty. We insure that our curriculum is current through the active engagement of our faculty in basic, applied, and pedagogical scholarship that has a meaningful impact in the classroom and on the economy, particularly that of Southeast Texas. To ensure the quality of our programs and students we will:

- Continually increase the quality of incoming Business students;
- Steadily increase overall enrollment in the CoB;
- Recruit and retain diverse faculty and staff committed to the mission of the CoB;
- Encourage and increase opportunities for research by faculty; and
- Serve as an exemplar for other colleges of business within the Texas State University System in terms of scholarship, teaching loads, and support for improvement of scholarship-related activities.

We will measure our progress in achieving distinction in this strategic area through the:

- Quality of our students and market assessment of our graduates;
- Assessment of our programs;
- Quality, diversity and commitment of our faculty;
- Extent of research collaborations amongst our faculty, our faculty and students and with our external stakeholders in business and industry; and through the
- Impact of these scholarly endeavors and collaborations.

### Shared Learning

We leverage our singular ability to develop relationships with stakeholders in Southeast Texas and beyond to create a shared learning experience for our students. Whether through experiential learning, strategic business partnerships, or through research collaborations between faculty members and students, this shared approach to learning is central to the culture of our CoB and our ability to prepare career-ready graduates. To deepen shared learning within the CoB, we will:

- Promote student participative learning, intellectual growth and discovery;
- Encourage faculty to increase student participation in research;
- Encourage research that has a meaningful impact in the classroom, to our respective business disciplines and professions, and on the economy of Southeast Texas;
- Instill community service into the culture in the CoB by developing, implementing, and promoting service learning projects in the curriculum; and

- Create partnerships with other colleges at Lamar University to provide interdisciplinary learning opportunities for our students.

We will measure our progress in achieving distinction in this strategic area through:

- Significant increases in the amount and quality of student participation in research through the number of joint projects, papers, presentations and publications;
- Increases in the number of internship and co-op opportunities for our students;
- Increases in student/faculty collaborations throughout the educational process both within the CoB and across Lamar University; and through the
- Number and quality of service learning projects.

### **Leading-Edge Learning Environment**

We provide a leading-edge, sustainable environment that enables effective learning. To accomplish this we focus on continuously improving our infrastructure and operational support, including our capacity for data-driven decision making, to optimize returns to all CoB stakeholders. To secure our leading-edge environment we will:

- Ensure the security and well-being of people in the CoB and the security of our facilities and equipment;
- Improve satisfaction levels for all stakeholders with the internal operations and functions of the CoB;
- Improve the availability of computer labs and learning spaces for our students;
- Develop a comprehensive plan for space utilization to ensure that our facilities and equipment have the greatest possible impact on learning;
- Implement programs to minimize our environmental foot print;
- Secure a new building or major upgrades to the CoB's existing space; and
- Increase the level and number of donations to the CoB to support fulfillment of our mission, including a possible naming opportunity for the CoB.

We will measure our progress in achieving distinction in this strategic area through the:

- Percentage of usage of all available facilities;
- Number of security and safety incidents;
- Increasing awareness amongst the Lamar University community of programs and individual activities that lessen the environmental impact of Lamar University;
- Satisfaction of all Lamar stakeholders regarding university operations, process and interactions; and
- Decreasing amounts of reportable work related issues and speed in resolving such issues.

### **Integrity and Accountability**

We are a diverse, nurturing, student-centered community that encourages accountability and ethical behavior and helps people thrive in their professional and personal lives. To support our ethos of integrity and accountability we will:

- Create a culture that encourages accountability and ethical behavior throughout the CoB;
- Increase recruitment activity in the CoB from businesses throughout greater Texas;
- Establish opportunities for the professional development of faculty and staff, especially to develop teaching and research skills in a manner that is consistent with their individual career goals and the CoB's mission; and

- Ensure that all stakeholders—particularly students, faculty, staff, employers, and alumni—are very satisfied with their CoB experiences.

We will measure our progress in achieving distinction in this strategic area through:

- Student, faculty and staff surveys showing increasing satisfaction with the quality of working life at Lamar University;
- Increasing rates of retention of current faculty and staff and the increase of the quality of incoming Lamar University community members; and
- Number and quality of faculty and staff development programs.

### **Career Success**

The Lamar University CoB develops professionals who are prepared to meet the functional and technological needs of the global marketplace. To maximize career success we will:

- Strive to ensure that every graduate is employable;
- Develop learning experiences to increase the marketability of our undergraduate and graduate students;
- Raise the brand awareness of the CoB and thereby add value to our students' degrees; and
- Address the lifelong learning needs of local business communities, Lamar University alumni, and Southeast Texas.

We will measure our progress in achieving distinction in this strategic area through:

- Market assessments of our graduates, initial placement statistics and sustained career success;
- Number and quality of business recruitment partners; and through
- Recognition of Lamar University's quality brand within Southeast Texas, the Texas State University System and nationwide through appropriate surveys, rankings and philanthropy and other broad-based support.

### **Implementation and Assessment**

Detailed action steps support the implementation of every strategy in this plan, including specifics such as sequencing of activities, identification of the individuals or groups responsible for each item, and operational measures for each activity.

Accountability is central to this plan and the Lamar University CoB stakeholders will receive regular updates on implementation. Assessment of the plan will occur on an ongoing basis, and the details in the plan will be examined and updated periodically as circumstances change in our competitive environment.



## **Appendix 2: Undergraduate Research**

### **Publications**

- The Symphony of Southeast Texas in 2015: A Regional Orchestra Navigating New Horizons, *Journal of Business Case Studies* 12, 2 (2016). Turner, K., Escamilla, C., Venta, E.R., PhD
- Cultural Differences in Promotion and Products in the Fast Food Industry: A Case of the U.S. and Sweden Dyad (2015). *Journal of Higher Education Theory and Practice*. Norman, S., Natarajan, V. S., & Sen, K.
- A Data to Text Framework for Describing Regression Models: An Optimization Approach for Content Determination (2015). *International Journal of Business, Marketing, and Decision Sciences*, 8 (1). Bokhari, M., Curry, J., El-Houbi, A. F., Chu, H., & Marquez, A.
- The Best Market Mixtures for Portfolio Diversification across Markets, *International Journal of Education and Social Science*, Vol. 2 No. 12; December 2015. Bhuyan, Md Nazmul Hasan, Reza Ruthi, Slaydon, James, PhD
- The Impact of American Advertising Humor on Taiwanese Consumers (2013). *International Business and Economic Research Journal*, 13 (1), 93-101. Chang, Y. & Bandyopadhyay, S.
- E-Learning vs Traditional Education: A Meta Analysis of Distance Learning Technologies (2011). *D IAS Technology Review: The International Journal for Business & IT*, 7 (2), 37-46. Hamza, M., El-Houbi, A., Yassen, N., & Tovar-Silos, R.

### **Conference Proceedings**

- LARPing It Up: An Innovative Classroom Exercise About Stock Options Using Role-playing, *Proceedings of the 23<sup>rd</sup> Annual SWBA Teaching Conference*, Houston, TX, October 31, 2015, Editor: S. Srinivasan. Frank Cavaliere, J.D., Toni Mulvaney, J.D., Delvin Seawright, PhD, Marleen Swerdlow, J.D., and Jacob Copley.
- Service Learning: Real World Experience in a Classroom Setting; Alicen Flosi, PhD., Rebecca Boone, PhD, Jeff Dyson, Darrell Brown, Rachelle Kaufman, and Bethany White. *Proceedings of the 22nd Annual SWBA Teaching Conference*, Houston, TX, Oct. 30 - 31, 2014, Editor: S. Srinivasan.
- An Analysis of Academic Integrity Techniques Used in Online Courses at a Southern University *The 2013 Northeast Decision Sciences Institute Annual Meeting Proceedings*, 929 – 937. Barnes, C. and Paris, B.

### **Conference Presentations**

- The Success of Proctoring in an Online Class, *AIS Southwestern DSI National Ethics and Integrity* (2015-2016) Bandyopadhyay, Kakoli and MBA student, Sandip Sarkar.
- The Symphony of Southeast Texas in 2015: A Regional Orchestra Navigating New Horizons, *Journal of Business Case Studies* 12.2 in the second quarterly issue available April 1, 2016. Turner, K., Escamilla, C., Venta, E.R., PhD, Undergraduate student, Kay-Alana Turner, presented this case at the Lamar University Undergraduate Research Symposium, April 2015.

- Cultural Differences in Promotion and Products in the Fast Food Industry: A Case of the U.S. and Sweden Dyad (2015) *Business and Health Administration Association (BHAA) Conference*. Norman, S. and Natarajan, V.
- Loud and Unclear: An empirical vocal analysis of forming of risks versus rewards in direct to consumer television ads (2014) *Business and Health Administration Association (BHAA) Conference*. Broussard, K., Natarajan, V., Sen, K. C., & Radhakrishnan, N.
- What Teachers need To Know When Teaching the Impact of Media Bias? (2011). *Education Research Conference, Lamar University, Beaumont, Texas*. Hamza, M., El-Houbi, A. F., Fitzpatrick, O. D., & Yassen, N.

## **Conferences**

- The Information Systems & Analysis department sent students Rachelle Kaufman and Bethany White to the 22nd Annual Southwestern Business Administration Teaching Conference in Houston, TX with Dr. Alicen Flosi and Jeff Dyson in 2014.
- Sandip Sarkar, an MBA student, attended the Southwest Decision Sciences conference in Oklahoma City, OK with professors Bandyopadhyay, Barnes, El-Houbi, Mandal, and Simmons in March, 2016.
- Human Resource Management students, Janna Bartz, Michelle Coon and Candace McClendon attended the SHRM Southwest Central Regional Student Conference in Arizona in March, 2014.
- Beta Gamma Sigma Global Leadership Conferences.

### **Appendix 3: Endowed Faculty Positions for 2015-16**

#### **The Ben J. Rogers Chair in Entrepreneurship:**

Dr. Brandon J. Price

#### **The William E. & Katherine Fouts Faculty Scholars in Business:**

Dr. Ashraf El-Houbi

Dr. KC Sen

#### **The Jerry and Sheila Reese Faculty Scholars in Business:**

Dr. Francisco Badua

Dr. Soumava Bandyopadhyay

Dr. Vivek Natarajan

#### **The Roland Rodriguez Faculty Scholars in Business:**

Dr. Kathy Fraccastoro

Dr. Komal Karani

Dr. Karyn Neuhauser

#### **The Martye and Bart Simmons Faculty Scholars in Business:**

Dr. Cynthia Barnes

Dr. Jay-Young Choi

Dr. George Kenyon

Dr. Marleen Swerdlow

#### **The Pat Wheat Faculty Scholar in Business:**

Dr. Jimmy Moss

## **Appendix 4: Success Stories of our Undergraduate Students**

- Fred Vernon, a 2006 high school graduate, tried his hand at welding but soon started attending Lamar State College-Port Arthur while working as a corrections officer. He transferred to Lamar University, and after receiving a scholarship, was able to continue his education while working on campus. After his first two accounting classes and with the encouragement of accounting faculty, he decided accounting would be his major. After earning his MSA, Fred went to work for PricewaterhouseCoopers. During his time at Lamar, and while working at PwC, Fred began building his company, KLV Ventures, a transport company. He is currently CEO of KLV and devotes full time to the company and community service.
- Sophia Gawu graduated in 2015 with a BBA in Management Information Systems and began her career in IT as a computer technician with a starting salary of \$48,500 for the University of Utah and has since been promoted to IT Specialist with a 12% salary increase. She will be completing a dual master's program in Computer Information Science and Business Administration in May 2018.
- Charlotte Jungen, 1997 graduate in Accounting, went to work for a Beaumont firm and became a shareholder. Currently, she serves Goodman Financial Corporation in Houston as a Client Service Manager. She has assumed leadership roles in the Texas Society of CPAs at both the local and state levels. Charlotte serves as an active member of the Lamar University Accounting Advisory Board and is the youngest member of Lamar University's Legacy Society, recognizing members that include Lamar University as a beneficiary in their wills.
- An Air force veteran, James Foutz graduated in 2013. James currently works as a Business Analyst for a municipal utility in Georgetown, where he manages business process improvement and reporting needs for the Customer Care and Conservation departments.
- Diana Cardenas is a 2013 high school graduate who entered Lamar with 32 credit hours already completed. She received a Smith-Hutson Scholarship that is intended for students with established financial need and academic potential. Diana started as an accounting major and graduated in 2 ½ years. She plans to complete her MSA during Fall 2016 and return to Deloitte at a starting salary of \$55,500.
- Jennifer Large received her BBA in Management Information Systems from Lamar University in 2008 as well as her MBA in Service Marketing and Management in 2011. She completed the SAP TERP10 certification program at Lamar University and assisted professors with SAP instruction. She found her passion for teaching and went on to pursue her PhD in Information Systems at the University of Arkansas.
- Nate Peacock is a 2012 graduate from the MIS program. During his time at Lamar, he received several scholarships to lessen the burden of college expenses. When he graduated, he got a job as a Technical Analyst at a startup that focused on consulting and implementing NetSuite, a cloud based ERP system. Although Nate started out at a salary of \$42,000, during his two and a half years at the company his performance and hard work were recognized, and by the time he left the company at the end of 2014 he was a Technical Consultant making \$63,000 a year. He now works at Bridgepoint Consulting managing their NetSuite Technical Services team, leading a team of 4 developers who

automate and integrate NetSuite to other applications. He currently earns \$90,000 a year plus quarterly bonuses that are driven by utilization and company performance. He plans to branch out into Salesforce implantation, development and consulting and to continue to familiarize himself with other applications and programming languages to broaden his skillset.

- Erin Clarke is a 2010 graduate of Monsignor Kelly Catholic High School and began Lamar University in 2010 as a recipient of the C.W. Conn, Sr. Memorial Scholarship. Erin majored in Management Information Systems with a minor in English; she also realized her passion for providing people with access to the information they seek. Erin found fulfillment through academic research with the Ronald E. McNair Scholars Program. Erin graduated from Lamar University in 2014 after receiving the Ben J. Rogers Outstanding Student in Business Award. She then completed a Masters in Library Science at Indiana University, where she was awarded a department merit scholarship. Now, Erin will begin a career at Lamar University as the Director of the McNair Scholars Program.
- Jasmine Wilkins is a 2013 graduate from Lamar University. She received a bachelors degree in Management Information Systems. Upon graduating from Lamar University, Jasmine accepted a job offer from Hewlett Packard at \$60,000, where she is still currently employed as a Bid/Opportunity Manager. Aspirations and goals of Jasmine are to acquire the PMP certification to advance her career. As of July 2016, Jasmine has earned the PMP certification and excited for future opportunities.
- Amaka Eziuku applied to Lamar University in 2009 during her Senior year in high school. She started as an Accounting major and within a few months changed her major to Finance & Economics. Over the course of her college career, Amaka decided to triple major and she graduated in the summer of 2013 with degree(s) in Finance, Economics, and MIS. A few months after graduation, she received a job offer from CSC as a SAP Banking Solution Architect. In 2015, Amaka, with the backing of her Managing Director, received admission to Northwestern University to pursue a full-time masters in Computer Information Engineering. Subsequently, she joined Accenture as an SAP SCM Consultant with a \$118,000 (salary/bonus/investment/insurance) starting package. Amaka completed her masters in June, 2016, and at the age of 25, is currently one of the youngest managers at Accenture, specializing in change management that stem from large ERP implementations.
- Devyn Coleman is a 2016 graduate who received the C.W Conn, Sr. Memorial Scholarship, Emma Genevieve and Charles Albert Stead Sr. Memorial Scholarship and the Aaron Rose Outstanding student award. Devyn pursued a Management Information Systems major and, upon graduation, accepted a job offer with the accounting firm KPMG, in the Contract Compliance Services practice group, with a starting salary of \$63,500.
- Kelley Lester, 2012 graduate in Management Information Systems, was hired by Lockheed Martin to work on the F-35 Lightning II program. As a member of the Data Capture and Analysis team, she works to ensure data integrity.
- Vanessa Iglesias graduated in 2013 with a degree in Management Information Systems and was hired by Hewlett-Packard at a starting salary of \$63,000. Initially she worked as a Business Analyst, supporting the Finance IT organization and participated in the implementation of six Internal Audit and Treasury applications. Currently, she has

transitioned to the Treasury Business Department as a Financial Analyst, earning a salary of \$73,000, plus annual bonuses.

- Michael Craig Landreneau obtained a double major in Management and MIS, while working full-time as a police officer. He became SAP certified. He works for Abila, an Austin-based software company, as a Customer Support Systems Analyst. Initially, he earned a base salary of \$45,000, but just ten months later was promoted to Customer Support Supervisor with a \$20,000 raise and potential for annual bonuses. He supervises a team of six systems analysts and manages operations within his department.

