**CONTINUOUS IMPROVEMENT REVIEW – Business**

**Lamar University**

**College of Business**

I. Introduction

The Continuous Improvement Review (CIR) process is forward looking and focused on continuous improvement, strategy and consultative issues. The CIR process minimizes the reporting burden on accredited institutions and peer review teams as it is not intended to be a standard-by-standard review. Therefore, the objective of the CIR visit team report is to be strategic and consultative, offering guidance and feedback to the school to improve its overall high quality. By focusing the review on educational improvement, strategic management, and fulfillment of mission, the members of Peer Review Team will be particularly attuned to educational quality issues and problems that may be revealed in the process.

In preparing the School’s Team Report, the Peer Review Team will assimilate the relevant information, constructively assess and perform a macro analysis to (1) assess the School’s overall high quality; (2) determine how the School’s policies and practices foster continuous improvement; and (3) consider whether or not the School's processes lead to outcomes that are consistent with its mission and objectives.

II. Team Recommendation

The team recommendation reflects the opinion of the Continuous Improvement Review Team only. It will be reviewed for concurrence or remanded to the team by the Continuous Improvement Review Committee. The role of the Continuous Improvement Review Committee is to ensure consistent application of the AACSB International accreditation standards and processes across peer review teams.

Within ten days of receipt of this report, the applicant should send the team any comments and corrections related to faculty information noted in this report.

**Extension of Accreditation (may include optional continuous improvement recommendations to be addressed over the next five-year review period): The recommendation of the Peer Review Team is that the accreditation of the selected degree programs in business offered by the institution be extended for an additional five years with a Continuous Improvement Review to occur in 2020/2021. Concurrence by the Continuous Improvement Review Committee and ratification by the Board of Directors are required prior to the confirmation of the accreditation decision. Following ratification by the Board of Directors, the applicant will be notified. The applicant must wait for this official notification before making any public announcement. AACSB International provides a list of applicants achieving accreditation to its members and the public.**

The Continuous Improvement Review Committee will review this report during its next scheduled review cycle. The School’s Staff Liaison can provide a general timeline for review.

III. Item(s) to Address

Summarize the team's analysis of the applicant's response and actions to address concerns that were stated during the last accreditation review (initial or CIR), and address the following:

The previous peer review team suggested that the College

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

The recommendations focused primarily on a review of eligibility standards and maturity of assurance of learning requirements for accreditation. In response, the College:

1. **Undertook a mission revision and conducted a full review of the Eligibility Criteria for AACSB International accreditation.**

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. Their 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. & 3. Substantially developed its assurance of learning efforts.**

The AoL process for the MSA program is now fully mature. 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.

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, a position eliminated in the management restructure. The director is a member of the Executive Committee of the CoB.

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.

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 are now measured only in a single course to insure consistency of data.

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Prior to the next Continuous Improvement Review, specific recommendations relative to AACSB standards that should be addressed and reported in the next CIR application and at the time of the next Continuous Improvement Review.

1. Assurance of Learning. The PRT recommends that the college continue to improve and develop the assurance of learning process
   1. Broader dissemination of results and actions will allow continued improvement of the process. This should reach beyond the faculty. Many students did not know the use of assessment and the types of results obtained.
   2. The MSA should continue to develop its AoL process. While all of the elements are in place, the program is still relatively new and the number and quality of metrics associated with the four goals should be reviewed.
   3. At the undergraduate level the course embedded assessment demonstrates more strength than the ETS major field test. This raises the question of whether the fit is appropriate for the major field test or what the lower performance demonstrates. (Standard 8 and 12)
2. The unifying theme of a *spirit of shared learning* emerged from the strategic planning process and is frequently used to identify engagement and as an extension of the basic mission statement. As this theme increases in importance it does carry implications for faculty work load. At this time, it is not part of the definitions of faculty qualification. The College must clarify how various activities contribute to the faculty definitions and set objectives that can be managed through faculty workload. (Standards 6 and 15)
3. Institutional effectiveness will be enhanced by facilities improvement with a focus on learning and collaborative spaces. The faculty are engaging in teaching and learning with strengths that are not supported throughout the facilities. (Standards 10 and 12)

IV. Justification to support the Peer Review Team's accreditation recommendation

Provide rationale for the Peer Review Team recommendation in Section I. This should include the Peer Review Team’s assessment of the school’s overall high quality, a summary of the continuous improvement environment and the school’s ability to achieve desired outcomes. This should be provided in the context of the four areas of AACSB’s standards. Specific reference to deficiencies related to any accreditation standard should be described.

1. **Strategic Management and Innovation**

The College’s mission is aligned with that of the University. With a new president the University’s mission revision process resulted in the current mission adopted by the System Board of Regents in May 2015. The College of Business delayed the mission review process from 2012-13 until 2013-14 to fully incorporate the 2013 AACSB standards. With the adoption of the CoB in April of 2014, the comprehensive strategic planning process allowed the strategic plan to align with the emerging discussions at the University level.

The strategic planning process involved stakeholders from the community as well as students, faculty, staff and alumni. It was very inclusive and results in a culture with deep ownership of the mission and strategic plan. A unifying theme that emerged was the characterization of the culture as driven by a *spirit of shared learning*. This emerged from the students involved in the process, but has been embraced across the College as a defining characterization for their engagement.

The implementation of the strategic plan continues with the adoption of key metrics for Engagement, Innovation, and Impact including some adopted since the submission of the CIR 2016 report. Financial strategies have been adopted to make significant progress on the current strategic plan in the first year. For example, funding to present conference papers has increased and new scholarship funds have been secured to increase support for study abroad.

The College has adopted a set of ten Mission codes to align activities with specific elements of the mission. These codes are also used by faculty to identify the mission alignment of research and intellectual contributions. Process improvements include institutionalizing a reporting method within the annual performance evaluation to allow faculty to reflect on the engagement, innovation, and impact of their reported activities.

Financial support for the CoB is strong with new initiatives supported through Higher Education Assistance Funds from the state of Texas as well as significant support from corporate and other private philanthropy. The physical location on campus is well situated and some initial efforts at updating and modernizing the space have been initiated.

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1. **Participants**

Undergraduate enrollment has shown slight increases since the last visit. The BBA headcount has fluctuated between 1,222 and 1,309 with Fall 2015 enrollment of 1,233. The factors considered for admission have not changed since the last accreditation, but admission entrance requirements based on scores of standardized tests have increased twice.

Many support services are provided at the university level with dedicated personnel for the CoB. For example, students in the CoB are advised by professional advisors in the University Advising Center until they have completed 60 hours. Students are satisfied with levels of support and student services. They also recognize the benefit of engagement activities, field based learning and placement opportunities.

The CoB has a strong and engaged professional staff. Staff were actively involved in the strategic planning process. One action item in the current strategic plan was the offering of monthly professional development opportunities for staff in the CoB.

The CoB exceeds the participating faculty requirement in all disciplines, with 97.11% of participating faculty producing intellectual contributions.

If supporting faculty are included, the range of faculty with intellectual contributions by discipline is between 81.08% and 100% of faculty, with 93.02% of both Participating and Supporting faculty making intellectual contributions. The Peer Review Team did not find any significant non-alignment issues with the deployment of participating faculty. 90.98% of credit hours are taught by participating faculty. The highest use of supporting faculty is in Management Information Systems with 79.87% participating and 20.13% supporting.

The team did not find any non-alignment issues in the deployment of faculty by qualification. Overall 80.18% are SA, 89.04% are SA+PA+SP and 98.01% are SA+PA+SP+IS. By discipline management had the greatest use of SP and IP but still had 55.17% SA and 96.55% SA+PA+SP. All disciplines exceeded the qualification requirements. The team requested versions of the tables showing deployment between on line and on campus programs. On first review it appeared that 14.2% of MBA courses taught by IP faculty might be relatively high. Upon investigation this percentage resulted from the inclusion of leveling courses that are also offered as service to support other graduate disciplines on campus and were included within the MBA table. The faculty qualifications are appropriate to maintain quality and exceed the requirements in all disciplines and programs.

The CoB has policies in place for defining and maintaining qualifications across the four categories. The transition from AQ PQ to the 2013 standards has been smooth. Faculty know their qualification status under the new definition and embrace the definitions. In order to monitor the quality and impact of scholarship, metrics have been developed including the portion of journals on the Australian Dean’s List and research with undergraduate students.

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1. **Learning and Teaching**

The CoB has made great progress on the Assurance of Learning since the last review. A Director of Accreditation and Assessment was added. The Director also serves on the Executive Council. This provides a process to ensure that assessment is part of all curriculum changes that go through Executive Council prior to adoption. The Accreditation and Assessment Committee has broad faculty involvement to ensure communication with faculty and integration into curriculum review and revision.

The CoB began offering the BBA online in Management, Entrepreneurship, or General Business in 2012. The MBA Online program began accepting students in Fall 2015. Another notable curricular improvement was designed to address weaknesses in 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 evaluation of teaching effectiveness includes classroom visitations as well as student evaluations. Tenured faculty provide peer review for tenure track faculty on an annual basis. Support is available through the Center for Teaching and Learning and attendance by faculty is documented as part of teaching effectiveness.

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**D. Academic and Professional Engagement**

The College has used *the spirit of shared learning* as a unifying theme for its professional and academic engagement. This has provided focus and a sense of pride in the engagement activities. Numerous examples were provided of student involvement in field experiences, internships, and real consulting projects for local industries. The Rogers Chair of Entrepreneurship is allowing the development of international business partnerships as well.

The number of programs and speakers is extensive with a MWF class time set aside specifically to avoid scheduling conflicts with attending events. A student Passport Through Lamar program teaches professional and personal skills and attitudes necessary for success. Students are required to complete at least one activity in every business core course. Students are confident and proud of this program. The ExxonMobile Executive in Residence Program brings business leaders to campus and engages students, faculty, and the public in events.

The CoB is also engaged at the University level to lead collaboration and engagement efforts. The Center for Innovation Commercialization and Entrepreneurship reports to the Dean of the College of Business in his role as head of the steering committee not as a unit of the College. This entity will lead university economic development and engage business students with businesses and entrepreneurs to further the regional economic development.

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V. Engagement, Innovation, and Impact

The College feels that ***engagement*** allows them 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 are some highlights, as they pertain to the *spirit of shared learning*.

An Associate Professor of Economics collaborated closely with two international visiting professors from China. Not only did they engage in a joint research project, as an innovation, a joint class is being scheduled online involving students from each country allowing international interaction for Lamar students during the semester without formally studying abroad.

In engagement the CoB has been very active supporting students to travel to conferences, seminars, study abroad and competitions. Approximately 35 students are supported annually in some way. Private philanthropy has been increased to support these engagement efforts.

Many examples were provided of impact both from intellectual contributions and the broader engagement of the college. In the *spirit of shared learning* 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.

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VI. Commendations of Strengths, Innovations, Unique Features and Effective Practices

Provide a brief description of strengths, innovations, and/or unique/distinctive features of the applicant and examples of effective practices that demonstrate leadership and high quality continuous improvement in management education.

1. The financial support for the college including fundraising from the community reflects excellent practice for an institution with a regional mission.
2. The process used to develop the strategic plan is an example of excellent practice with involvement of every group of stakeholders. In particular the adoption of the new mission statement and the emerging emphasis on *the spirit of shared learning* have the potential to be transformational.
3. 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 students’ confidence in their abilities.
4. To address weaknesses in 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.
5. Twenty-one students working with faculty mentors have published 6 peer-reviewed journal articles, 3 conference proceedings, and have delivered 5 conference presentations.

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VII. Opportunities for Continuous Improvement

Relevant to the accreditation standards:

Address those areas where improvements, in the opinion of the team, are recommended relative to improved alignment with the accreditation standards. These recommendations should be different from the issues identified in Section II. These recommendations should not be sufficiently material to threaten accreditation or result in a recommendation of a Continuous Improvement Review 2 (CIR2) and an extension of reporting requirements.

1. The College of Business is staffed for current offerings. However, as more engagement activities are initiated through *the spirit of shared learning* and growth in online programs occur, there will be a need for additional faculty lines.
2. The Passport Through Lamar is a strong engagement program that students support and appreciate. Even though it is extracurricular in nature there is an opportunity to develop more specific objectives and assessments for continuous improvement.

Consultative report on matters not related to the accreditation decision:

Provide consultative advice that is not relevant to the continuous improvement review of accreditation, but may be useful in the context of continuous improvement. That is, any issues raised should be unrelated to standards, or problems related to standards and should not be sufficiently material to threaten accreditation.

1. Student support services are provided with shared personnel in the college of business. While the partnerships seem strong there are opportunities for further decentralized delivery of student support. For example, the tutoring could be made available in the CoB as a satellite service for business courses.
2. The College has a balanced approach between the business model associated with the use of the vendor Academic Partners and the academic quality for admission to the programs. It is important to maintain that balance.

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VIII. Visit Summary

Descriptive Information: Lamar University was founded in 1923 and entered the Texas State University System in 1995. In 2011 Lamar University was designated a Doctoral Research University, with an enrollment exceeding 14,000 students. 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 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. 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.

For fall 2016, the College of Business employed 43 full-time faculty members and 7 part-time faculty members organized into four departments. 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.

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Degree Programs: Please confirm that all degree programs are appropriately listed below.

|  |  |  |  |
| --- | --- | --- | --- |
| Name of Degree Program | Level | Location(s) | Date Established (Year Only) |
| Bachelor of Business Administration:  Accounting, Economics, Finance, General Business, Human Resources Management, Management, Management Information Systems, and Marketing | Undergraduate | Beaumont, Online | Established 1954  BBA first accredited in 1980  2012 established online offerings in Management  Entrepreneurship  General Business |
| Master of Business Administration | Graduate | Beaumont, Online | Established 1965  2015 Online |
| Master of Science in Accounting | Graduate | Beaumont | Established in 2010 |

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List of Comparison Groups

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| --- |
| Comparable Peers (School Name) |
| * Arkansas State University, College of Business * University of Central Arkansas, College of Business Administration * Georgia College & State University, J. Whitney Bunting School of Business * Valdosta State University, Harley Langdale, Jr. College of Business Administration * University of West Florida, College of Business * Western Carolina University, College of Business |

|  |
| --- |
| Competitive Schools (School Name) |
| * Houston, University of, C.T. Bauer College of Business * McNeese State University, College of Business * Prairie View A&M University, College of Business * Sam Houston State University, College of Business Administration * Stephen F. Austin State University, Nelson Rusche College of Business * Texas A& M University—Corpus Christi, College of Business * Texas State University-San Marcos, Emmett and Miriam McCoy College of Business Administration * Texas Southern University, Jesse Jones College of Business * University of Louisiana at Lafayette, B.I. Moody, III College of Business Administration |

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| --- |
| Aspirant Schools (School Name) |
| * Alabama in Huntsville, University of, College of Business Administration * Ball State University, Miller College of Business * East Tennessee State University, College of Business and Technology * Michigan-Dearborn, University of, College of Business * Montana, University of, School of Business Administration * Montclair State University, School of Business * Northern Iowa, University of, College of Business Administration * Western Illinois University, College of Business and Technology |

Visit Team Members: On-site review dates and names of the full team

|  |  |  |
| --- | --- | --- |
| Review Visit Dates: | Start Date | End Date |
|  | November 6, 2016 | November 8, 2016 |

Darrell F. Parker (Chair) Dean

Western Carolina University

College of Business

[dfparker@wcu.edu](mailto:dfparker@wcu.edu)

R. Edward Bashaw (Business Member) Dean

Emporia State University

College of Business

[ebashaw@emporia.edu](mailto:ebashaw@emporia.edu)

W. Timothy O'Keefe (Business Member) Dean

University of West Florida

College of Business

[tokeefe@uwf.edu](mailto:tokeefe@uwf.edu)

Please attach a copy of the Continuous Improvement Review Visit Schedule.

**Lamar University College of Business**

**AACSB Peer Review Team Visit Schedule**

**Sunday, November 6, 2016**

Dean Parker pick up at IAH at 11:12 am. Deans Bashaw and O’Keefe pick up at BPT at 1:50 pm.

**6 pm** - Reception/Dinner with select CoB Board of Advisors and Accounting Advisory Board members, community members, and select graduate students (Pappadeaux Restaurant); Business Casual

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| --- | --- | --- | --- | --- |
|  |  | Monday, November 7 |  |  |
|  | **Location** | **Topic** | **PRT** | **CoB Participants** |
|  |  |  |  |  |
|  | Elegante | Team Breakfast at Hotel | All | Dean Venta will pick up at 7:30 |
| 7:30-8:15 | GB 238 | Campus/CoB Tour | All | Dean Venta |
| 8:30-9:15 | GB 242 | Engagement, Innovation & Impact | All | K.Bandyopadhyay, Chen, Colon, Dyson, Godkin, Latiolais, McCollough, Mulvaney, B. Price, Granger (student) |
| 9:30-10:15 | GB 242 | Leadership: Executive Committee | All | Allen, K.Bandyopadhyay, Dyson, G.Moss, Mulvaney, Sen, Swerdlow |
| 10:20-11:15 | GB 139 | Undergraduate Students | Ed | Students in MGMT 4370 (capstone) |
| 10:30-11:15 | GB 242 | Accreditation/Assessment/  Curriculum Management | Tim | Accreditation and Assessment committee, Chairs of UG and Graduate Program committees, CoB representatives to University Curriculum committees: Barnes, Burns, Colon, Dyson, Escamilla, J.Moss, Mulvaney, Neuhauser, Tovar-Silos |
| 10:30-11:15 | GB 238 | Work time | Ed |  |
| 11:30-12:15 | GB 242 | Strategic Planning: Chairs of CoB Committees: | Ed | K. Bandyopadhyay, Barnes, Broussard, Dyson, Karani, McCollough, McCrary, Mulvaney, Natarajan, Neuhauser, D. Price, Trylowsky |
| 11:30-12:15 | GB 238 | Work time | Tim & Darrell |  |
| 12:30-1:30 | GB 139 | Lunch - Tenured Faculty | Ed & Tim | Tenured Faculty |
| 12:30-1:30 | GB 140 | Lunch - Tenure Track and Permanent Non-Tenure Track Faculty | Darrell | Tenure Track and Permanent Non-Tenure Track Faculty |
| 1:30-2:00 | GB 238 | Break | All |  |
| 2:00-2:45 | GB 242 | Career Center, Advising, IT Support, Marketing | Ed & Darrell | Bartlett, Crossley, T. Johnson, Neal, Robbins, Simmons, Stutzman, Swerdlow, Thomas, Trujillo |
| 2:00-2:45 | GB 231 | Graduate Program Directors | Tim | Broussard, Burns, Dyson, Klutts,  P. Johnson |
| 3:00 | GB 238 | Work Time for Team | All |  |
| 6:30 | The Grill | Team Dinner | All |  |

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| --- | --- | --- | --- | --- |
|  |  | Tuesday, November 8 |  |  |
|  | Elegante | Breakfast | All | Dean Venta will pick up at 8 a.m. |
| 8:15-9:15 | GB 238 | Debrief with CoB | All | Dean Venta and Toni Mulvaney |
| 9:30-10:30 | ADM 312 | Meeting with President and Provost | All | President Evans, Provost Marquart  Dean Venta |
| 11 a.m. |  | Depart Campus |  |  |

**Visit Participants**

AACSB Dinner (November 6)

Board Members

Myrna Dunnam Retired Attorney

H. Stephen Grace, Jr. President, H. S. Grace & Company, Inc.

Alton Heckaman Executive VP/CFO, Swift Energy, Inc.

Clayton Lau President, Houston Dynamic Service, Inc.

William “Bill” Scott Chairman/CEO, Trans-Global Solutions, Inc. and TSUS Regent

Herman T. Wilson, Jr. President, Pioneer Equipment Co.

Community Leaders

Jeff Brannick Jefferson County Judge (CEO of Jefferson County)

Regina Lindsey President, Greater Beaumont Chamber of Commerce

Regina Rogers Community Leader and Philanthropist

Tim Sudela President, American Valve & Hydrant

Paul Trevino CEO, CHRISTUS Southeast Texas

Graduate Students

Jeremy Allen MBA

Christina Brant MSA

Keyana Carr MBA

Thonda Harvey MBA

Srinivasa Para MBA

Greg Rice MBA

Fred Vernon MBA/MSA Recent Alumnus

CoB Faculty and Staff

Carly Broussard Assistant Director MBA Program

Clare Burns Director MSA Program

Jeff Dyson Director MBA Program

Paul Latiolais Director CICE

Dave Mulcahy Director Small Business Development Center

Toni Mulvaney Director Accreditation and Assessment

Brandon Price Rogers Chair in Entrepreneurship

Uliana Trylowsky Development Officer

Henry Venta Dean

Monday, November 7

Engagement, Innovation and Impact

Kakoli Bandyopadhyay Professor of MISY and Chair, Information Systems and Analysis

Chun-Da Chen Associate Professor, Finance

Ricardo Colon Assistant Professor, Accounting

Jeff Dyson Instructor, Management and MBA Director

Lynn Godkin Professor, Management

Paul Latiolais Instructor, Management and Director, CICE

John McCollough Associate Professor, Economics

Toni Mulvaney Professor, Business Law and Director of Accreditation/Assessment

Brandon Price Rogers Chair in Entrepreneurship

Sage Granger Student and Passport Coordinator

Executive Committee

Larry Allen Professor, Economics and Chair of Economics and Finance

Kakoli Bandyopadhyay Professor of MISY and Chair, Information Systems and Analysis

Jeff Dyson Instructor, Management and MBA Director

Gisele Moss Professor, Accounting and Chair of Accounting and Business Law

Toni Mulvaney Professor, Business Law and Director of Accreditation/Assessment

KC Sen Professor, Marketing and Chair of Management and Marketing

Marleen Swerdlow Professor, Business Law and Director of General Business/BBA Online

Accreditation/Assessment/Curriculum Management

Cindy Barnes Professor, MISY and Chair, UG Program Committee/LU UG Curriculum

Clare Burns Instructor, Accounting and Director MSA Program

Ricardo Colon Assistant Professor, Accounting

Jeff Dyson Instructor, Management and MBA Director

Craig Escamilla Instructor, Management

Jimmy Moss Professor, Finance and LU Graduate Council

Toni Mulvaney Professor, Business Law and Director of Accreditation/Assessment

Karyn Neuhauser Associate Professor, Finance

Ricardo Tovar-Silos Assistant Professor, Statistics

Strategic Planning (Chairs of CoB Committees)

Kakoli Bandyopadhyay Professor of MISY and Chair, Information Systems and Analysis

Cindy Barnes Professor, MISY

Carly Broussard Assistant Director MBA Program

Jeff Dyson Instructor, Management and MBA Director

Komal Karani Associate Professor, Marketing

John McCollough Associate Professor, Economics

Steve McCrary Associate Professor and Director, Reese Construction Management

Toni Mulvaney Professor, Business Law and Director Accreditation/Assessment

Vivek Natarajan Associate Professor, Marketing

Karyn Neuhauser Associate Professor, Finance

Don Price Professor, Economics

Uliana Trylowsky Development Officer

Lunch All CoB Faculty

Career Center, Advising, IT Support and Marketing

Daniel Bartlett Director, Student Success

Guy Crossley IT Specialist--CoB

Tina Johnson UAC Advisor

James Neel IT Specialist—Central IT

Jocelyn Robbins Director, Career and Professional Development

Liz Simmons SAP Coordinator

Kayce Stutzman Marketing Coordinator—CoB

Marleen Swerdlow Professor of Business Law and Director of General Business/BBA Online

Angie Thomas CoB Liaison, Career and Professional Development

Christina Trujillo Co-Chair, Staff Professional Impact Committee

Graduate Program Directors

Carly Broussard Assistant Director MBA Program

Clare Burns Director, MSA Program

Jeff Dyson Director, MBA Program

Shannon Klutts MBA Coordinator

Phyllis Johnson MSA Coordinator

Tuesday, November 8

President Kenneth Evans

Provost James Marquart

Toni Mulvaney

Dean Henry Venta

**Materials Available to Team**

**In the Workroom**

Engagement, Innovation & Impact

Assurance of Learning Activities

Curriculum Management

Accreditation & Assessment Committee – Binders 1 and 2

Strategic Planning

Faculty Scorecards & CVs

Faculty Publications – Accounting

Faculty Publications – Business Analysis & Business Law

Faculty Publications – Economics & Finance

Faculty Publications – Management (Dyson – Mayer)

Faculty Publications – Management (Weeks – Venta)

Faculty Publications – MISY (Bandyopadhyay, K. – Ghosh)

Faculty Publications – MISY (Mandal – Zhao)

Faculty Publications – Marketing

Teaching Effectiveness

Lamar University College of Business Operating Policies & Procedures

Application for Continuous Improvement Review