LAMAR UNIVERSITY – COLLEGE OF BUSINESS (CoB)
OVERVIEW OF INSTITUTION AND BUSINESS SCHOOL

Situational Analysis

The CoB is one of five colleges that encompass Lamar University (LU), 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. In 1995, LU joined The Texas State University System and became an equal partner with 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 (Lamar Institute of Technology, Lamar State College Orange and Lamar State College Port Arthur) that are substantial feeder institutions to Lamar University. As of Fall 2020, Lamar University's enrollment reached 16,612 students. More than 550 faculty and 825 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. LU has 97,683 living alumni, including 13,185 from the CoB. Its colleges together offer 77 undergraduate majors, 47 master's degrees, and 7 doctoral degrees. LU is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and has earned accreditation from 14 accredited agencies for many of its programs. Starting in 2007, the university increased its presence in the online space by offering fully online degrees first in master's degrees in education, followed by programs in Business, Criminal Justice, Education, Healthcare and Liberal Arts, at both the undergraduate and graduate levels. The student-to-faculty ratio is 23:1 and the average class size is about 24 students. Dr. Kenneth R. Evans served as president from 2013 to 2021. A new president, Dr. Jaime Taylor, took office on July 1, 2021.

Since the last reaffirmation in 2016, the CoB endured numerous weather events beginning with Hurricane Harvey in 2017, Tropical Storm Imelda in 2019, a major plant explosion in November 2019, Hurricane Laura and Delta in 2020 and Winter Storm Uri in 2021. In 2020, the COVID19 pandemic shut down the CoB's campus program as all classes shifted online. Already experienced in online delivery for many years, the CoB faculty adapted easily with very little loss of student enrollment. Indeed, the CoB is "adaptable and resilient" as stated in the university mission.

The CoB offers eight undergraduate BBA degree programs, a BS in Construction Management, MBA, MS in Accounting, and MS in Management Information Systems. The CoB's total enrollment has increased steadily since Fall 2016.

First accredited by AACSB-International in 1980, the CoB successfully completed its latest Maintenance of Accreditation process in 2015-2016 and was reaccredited for the maximum period of 5 years.

Progress Update

The last peer review of the CoB was conducted in 2016. Application for CIR was filed in Summer 2020. The progress for each concern expressed by the 2016 PRT is included below.

1. Assurance of Learning. The Peer Review Team recommends that the college continue to improve and develop the assurance of the learning process. (Standard 8: Curricula Management and Assurance of Learning)
    a. 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.

Assessment results and action plans for each learning goal for all programs are now published on the CoB website and updated annually. https://www.lamar.edu/business/student-resources/assurance-of-learning.html

    b. The MSA should continue to develop its AoL process. While all 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.

The MSA AoL is continuously and regularly reviewed. Appropriate adjustments are implemented when deemed necessary. https://www.lamar.edu/business/student-resources/assurance-of-learning.html

    c. 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.

The CoB no longer uses the ETS major field test. A different test from the California State System, the Business Assessment Test (B.A.T), was administered for the first time in Fall 2018. This test was chosen for two reasons: its questions align appropriately with CoB curriculum; and the schools in the California State system are similar to the CoB in size, student diversity, and mission. The BAT is better aligned with BBA learning goals than the ETS, and students' performance is meeting or exceeding benchmarks.

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 workload. Currently, it is not part of the criteria for faculty publication. The College should clarify how various activities contribute to the faculty criteria and set out objectives that can be managed through faculty workload. (Standard 15: Faculty Qualification and Engagement)

Policies and procedures for maintenance of scholarly qualifications and promotion and tenure were revised to include engagement, innovation, and impact activities. For each teaching, service, and scholarly activity, faculty will designate its relation to one or more of the three pillars and the CoB mission.

Two new strategic initiatives were implemented to incorporate and clarify how engagement, innovation and impact activities relate to faculty workload:

A. Faculty mentor awards of $10,000 per year recognizing excellence in education and student engagement were established. Two faculty mentors are selected through a nomination process and serve for 3 years working with the Transformational Scholars program and the Cardinal Learning Communities.

B. An annual award, $2000, was established to recognize excellence in Engagement, Innovation, and Impact. To qualify, faculty provide a 500-word essay on their Annual Evaluation instrument (F2.08) describing their activities in these areas. A committee screens the essays directly from the annual evaluations and selects finalists. Finalists submit a more detailed description of their accomplishments, and the committee recommends award recipients to the Dean. When the awards are announced, the winners' accomplishments are published to the entire faculty.

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. (Standard 10: Student-Faculty Interactions and Standard 12: Teaching Effectiveness)

Major renovations have been implemented. A partial list includes:
- Landes Auditorium
- Fourteen classrooms with updated technology usage and interactive learning.
- The Student Success Lounge with banquet seating used for tutoring, individual study, and group work. Consistent with the unifying theme of our mission statement, the Student Success Lounge promotes a spirit of shared learning.

The CoB did not file a substantive change request since the last peer review visit in 2016.

<u>New Degree Programs</u>

The following programs began after the previous accreditation review in 2016.

MBA in Construction Project Management – 2016
MBA in General Business – 2016
MBA in Port Management – 2017
MBA in Marketing – 2017
MS in MISY – 2019
MBA in Business Analytics – 2020
Change the current MSA to Master in Professional Accounting STEM certified – Fall 2021

BBA in Management Information Systems – Business Analytics – 2021
Online Academic Partnership Programs:
BBA Online in Management Information Systems--2021
BBA Online in Marketing--2021
BBA Online in Finance--2021
BBA Online in HRM--2021
BBA Online in Management Accounting and Analytics--2021

Many new curricular programs deal with emphasis on technology support the CoB's mission to prepare its learners to be career ready upon graduation.

BUSINESS ACCREDITATION STANDARDS – PAST AND FUTURE LOOK

Strategic Management and Innovation

<u>Lamar University Mission Statement and Strategic Plan Summary</u>

Under the leadership of President Kenneth R. Evans Lamar University undertook a year-long process to revise and update its strategic plan beginning January of 2019. The strategic planning team consisted of a core team and a large strategic planning committee involving approximately 100 members of faculty (7 from CoB) from a variety of departments across campus, staff, students (1 MBA), alumni and other community stakeholders. On February 13, 2020, the TSUS Board of Regents approved the university's new vision statement and revised mission statement:

Vision Statement

"Lamar University strives to be a national leader in access to quality educational opportunities, community engagement and economic impact."

Mission Statement

"We are a diverse and accessible global university for life-long learners with a passion for broad-based community engagement. As a vital contributor to the socioeconomic wellbeing and resilience of the Gulf Coast region, our expertise is recognized both locally and beyond."

Lamar University is directed by the core values of access, diversity, community, and excellence.

<u>The College of Business</u>

The CoB welcomed its dean, Dr. Dan W. French in the summer of 2018. He replaced Dr. Henry Venta, who had served the college for 16 years.

In Fall 2020, the CoB restructured its administrative offices and organized into two academic departments: School of Accounting and Information Systems and the Department of Business. The School of Accounting and Information Systems include Accounting and Management Information Systems programs. The Department of Business includes Economics, Finance, Management, Marketing, General Business, and Construction Management. The Reese Construction Management Program reports directly to the Dean, but its faculty are administratively included in the Department of Business. With resources freed up, college-wide advising and retention services for BBA and BS students were strengthened. Day-to-day advising of juniors and seniors are now the province of professional advisors, outside the departmental units and physically located in the College of Business. Freshmen and sophomores continue to be advised in the University Advising Center. No changes were made to the advising for online students or graduate students.

The CoB houses the LU Small Business Development Center and has significant involvement in the Center for Innovation, Commercialization, and Entrepreneurship (CICE). A new building for the CICE offering state-of-the-art offices and research labs and consulting for start-up businesses and entrepreneurial projects opened in Spring 2017. The CoB also provides courses to support programs in Engineering, Arts and Sciences, Communications, and Education. Forty-four full-time and twenty-three part-time faculty are employed in the CoB. The student/faculty ratio for the College is 34:1, the average class sizes are 37 for the undergraduate program, 33 for the MBA program, 19 for both the MSA and MS in MIS programs. In the past year, expansion of the MBA program yielded significant increases in enrollment. Recent growth in online programs is projected to continue. While the program has capacity to expand, the growth will require additional faculty resources.

Mission Statement and Strategic Planning for CoB

The CoB mission is reviewed and revised on a five-year schedule. The Mission Statement review was postponed for one year until the university's revised mission/vision and new strategic plan were in place. The Texas State University System (TSUS) approved the Lamar University Mission/Vision Statement and adopted its Strategic Plan in February 2020. In April 2020, the CoB Accreditation and Assessment (AA) Committee began the process to review and revise the CoB Mission Statement. The review process was conducted in three phases, each with a different set of stakeholders-faculty/staff, students, and alumni and members of the business community. Each phase involved a detailed process of examining what words should be kept, eliminated, or added. What resulted was a deep and meaningful conversation that gave insight into what the CoB most vital stakeholders believe about who we are, what we do, the impact we make, and where we should go in the future. Very telling were the wide and varied testimonials from students and alumni in describing the impact their CoB education had on their career success and personal growth as business professionals.

A final draft was presented to the faculty and staff for approval, and the following Mission Statement was adopted in August 2020.

In a *spirit of shared learning*, Lamar University College of Business ***prepares***

Principled Leaders who are **R**esponsive to social and environmental concerns; mentored by faculty in **E**thical business standards; enriched by **P**ersonal relationships and experiential learning; **A**daptable and resilient to be **R**eady on Day 1; and **E**ngaged in life-long learning impacting **S**outheast Texas and the world.

The CoB focuses on the following values/concepts in the daily execution of it Mission:

- Ethics & Integrity
- Personal Relationships & Technology-Based and Experiential Learning
- Principles & Responsiveness
- Resilience & Adaptability
- Diversity & Accessibility
- Community Engagement
- Career-Ready Lifelong Learners

Strategic Planning Process and Implementation

2015-2020

The CoB was successful in implementing the five major goals of its previous strategic plan:

- *Quality faculty, students and academic programs* - Research support was enhanced, and awards to promote publication in higher visibility outlets were established. Diverse faculty were hired at the assistant professor level. Online programs were expanded to increase accessibility to a range of diverse students.

- *Shared learning* – Financial incentives to faculty who involve students in their research projects were established. A faculty/staff committee developed and implemented numerous community service projects for students to participate in with CoB faculty and staff on a regular basis. Efforts to heighten awareness of the value of social responsibility through service hours, surveys, and projects were undertaken successfully. The CoB continued to encourage faculty to bring outside speakers to class to add a "real world" flavor to the curriculum. The use of case studies was encouraged. A formal mechanism to acquaint students with prominent alumni is continued through the Executive in Residence Program and The Michael G. Weinert Entrepreneurship Lecture Series. Dean French established a monthly forum, Open 4 Business, to facilitate dialogue between CoB alumni and current students.

- *Leading-edge learning environment* – Significant improvements to the CoB physical facilities occurred with the update of many classrooms with new technology and the opening of the Fecel Financial Center, a state-of-the-art business center with technology to connect students to the latest stock market and trading information.

- *Integrity and Accountability* – Due in large part to the establishment of a Center for Student Success, retention rates for undergraduate students improved significantly. In 2020, the CoB developed and implemented Cardinal Learning Communities, and all incoming freshmen are now required to participate. Faculty are encouraged to participate in seminars to improve teaching. Over three-fourths of the CoB faculty regularly participated in the teaching effectiveness seminars offered by the university's Center for Teaching and Learning.

- *Career Success* – Career success of our students remains a top priority. Over the past 5 years, better learning experiences, enhancement of the Passport through Lamar program, development of stronger ties with the Center for Career and Professional Development and use of the networks of our faculty and administrators have helped students find appropriate employment. The Learner section provides data on the performance of our students in the area of employment and salary across various majors. In general, our students are very competitive with students at other universities in the state of Texas.

2021-2026 Strategic Plan

Once our revised mission statement was approved, the CoB strategic planning process began in Fall 2020. The CoB held four half-day meetings facilitated by an external consultant with faculty, staff, selected students, alumni, and members of the business community. Five task forces were created (Engagement, Innovation and Impact, Scholarly Activity, Curricular Programming, College Environment, and Student Outcomes) and met between each CoB half day meeting throughout the Fall 2020 semester. The task force chairs met to review the final draft for any updates. The Accreditation and Assessment (AA) committee met to review the strategic plan and draft metrics for the Executive Committee to review. A final draft of the strategic plan was approved overwhelmingly by the faculty on March 24, 2021. The complete Strategic Plan is included in MyAccreditation.

The 2021-26 CoB Strategic Plan calls for updating its business model to:

- increase student engagement by expanding experiential curricular offerings,
- increase opportunities for constituent involvement,
- elevate the quality and impact of scholarly activities,
- modernize its facilities, and
- communicate its value to its stakeholders and its community.

The CoB Strategic Plan aligns closely with the six commitments of the Lamar University plan:

1) Diversity, Equity and Inclusion
2) Flexible, Student-Centered Learning
3) Career and Advanced Degree Ready Students
4) Economic Engine of the Gulf Coast Region and Beyond
5) Research and Creativity; and
6) A Sustainable Infrastructure to Meet the University's Changing Needs

<u>Implementation</u>

A Strategic Plan Implementation Committee was established to oversee the initial implementation (the first 12-24 months of the plan's life cycle). Responsibility for completing strategies is outlined throughout the plan, along with performance measures to demonstrate progress and completion. The Strategic Plan Implementation Committee will receive reports each semester on the status of strategic initiatives from responsible parties and will develop summary reports on plan progress for the Executive Committee and the Accreditation and Assessment Office. Annually, the committee will review the plan document for amendments resulting from significant changes in the internal or external environments, and to ensure appropriate commencement of work on future initiatives. Any significant changes to the plan will be presented to the faculty for review/approval.

To date, certain immediate priorities of the plan have been implemented:

- Two professional academic advisors were hired to guide the academic progress and success of all juniors and seniors in the CoB;
- A marketing coordinator position is established that will collaborate with the university's central marketing, assist in recruitment of students, and serve on the Marketing committee which will carry out the objectives of the plan;
    - A biweekly CoB newsletter began publication

- Updates and revisions to the CoB website are ongoing
- Development of a comprehensive marketing plan and value proposition for the CoB is underway
- The Code of Ethics & Professionalism was approved by faculty on 8/17/21 and uploaded to the CoB website. Faculty will include this link on each course syllabus.

<u>Risk Analysis and Remediation Plan:</u>
During its strategic planning process, the CoB conducted a SWOT analysis, which identified the following threats and risks. Strategies to address these threats are listed below:

Threat: Growth in online competition
Strategies 1.8, 2.1, 5.2 from the strategic plan propose the improvement of the structure of online program offerings and delivery and creation of niche programs to allow for increased competitiveness.

Threat: Balance demands for teaching, quality research, and institutional service
Strategies: 1.2 calls for the development of guidelines and expectations for faculty to balance teaching loads, research expectations, engagement/innovation/impact activities, and administrative responsibilities.

Threat: Continuous natural disasters (including hurricanes) in our area.
Strategies: 1.6 is designed to improve flexibility and resiliency in dealing with our frequent natural disasters.

Threat: Financial issues in higher education
Strategies: 1.7 and 5.2 address the CoB's preparedness for the changing financial landscape it will face in the future.

Threat: Value proposition of a college degree
Strategies: 1.8, 2.2, 2.3, 3.1, 4.5, and 6.1 identify ways to prepare students to be "career ready on day 1" and hence improve the value proposition for the student.

Threat: Retention and matriculation of students
Strategies: 3.2 and 6.5 focus on student retention and graduation rates and more effective communication and engagement with prospective students.

The planning process also included considerations for how the CoB can have a positive impact on its community and society at large. The following strategies emerged from the plan that affect societal impact (1.9, 2.2, 3.1, 4.5, 4.6, 5.3, 6.1.2, 6.3 and 6.4)

- Develop and implement a student Code of Ethics.
- Update CoB curricula to reflect current trends and technologies.
- Create and formalize networking opportunities for CoB students.
- Create a comprehensive services list and promotion plan for CoB offerings to the LU campus.
- Create regularly updated CoB communication materials to CoB stakeholders.

- Create a directory of firms in Southeast Texas that CoB students, faculty, and staff can access for class project development, research, community service projects, and similar activities.

Financial Strategies and Allocation of Resources

The acquisition and allocation of financial resources is key to the operation of the CoB and to the implementation of its strategic plan.

The CoB accesses five sources of funds (Budget allocations from Lamar University, Higher Education Funds (HEF) allocated by Lamar University to the College, CoB Graduate Program fee, grants and contracts, and private and corporate philanthropy) for continuing operations enhancement activities, and new initiatives.

1. *Budget allocations from Lamar University*

Lamar University allocates funds to the CoB for annual expenses. The 2021-22 budget was:

2021-22 Budget	Amount	Percent
Faculty	7,314,616	88.8
Staff	603,540	7.3
Operating expenses	169,505	2.1
Student assistants	33,300	0.4
Scholarships	15,000	0.2
Graduate assistantships	100,000	1.2
Total	8,235,961	

Of the total $8.2 million budget, from state and tuition sources, LU funded $7.7 million (93.3%), and the remaining $550,000 (6.7%) was from the CoB Graduate Program fee (see item 3 below).

The CoB's budget is almost entirely dedicated to faculty and staff salaries (including benefits) which consume 96.1% of the total budget. Budgeted amounts for operating expenses are insufficient for covering actual operating expenses, and access to funds provided by private sources (see item 5 below) make up the difference.

Faculty salaries in the CoB are competitive. A study of faculty salaries using 2019-20 salaries conducted by Dean French showed that for all ranks averaged, CoB business salaries were 90.1% of the median of all US AACSB accredited institutions and 101.7% of a subset of 40 AACSB accredited institutions most similar to LU CoB.

2. *Higher Education Funds (HEF) allocated by Lamar University to the College*

Lamar University receives an annual allocation from the state's Higher Education Fund to spend on new capital projects (buildings and equipment) and on capital improvements. The university allocates a portion of its HEF funds to the colleges each year to use for capital expenditures (equipment). The amount allocated to the colleges varies each year depending on the amounts the university spends on projects. In 2021, the CoB received $27,000.

3. *CoB Graduate Program Fee*

A program fee is assessed on graduate course credit hours. The CoB receives $50 per hour for on-campus courses and $30 per hour online. Funds generated by this fee are allocated to operating and enhancing graduate programs. For example, the fee funded 100% of the $100,000 allocated to graduate assistantships in the budget (item 1 above). The tentative unapproved operating budget effective September 1, 2021, is $926,000.

4. *Grants and contracts*

The CoB receives a small portion of the overhead charged by external grants and contracts awarded to units of the college. In 2020, the college received its first external grant. Awarded by the Economic Development Agency, the grant provided $320,000 to study the economic resiliency of the region following extreme weather events (hurricanes). The grant purchased several computers which are owned by the CoB. The CoB received several thousand dollars from indirect expense reimbursement.

5. *Private and corporate philanthropy*

Donations and earnings from endowment comprise a substantial and increasingly important part of the total expenditures of the CoB. A summary of private support over the recent past:

Private contributions, endowment income, and endowment balances					
	2016-17	2017-18	2018-19	2019-20	2020-2021
Private gifts	$1,392,646	$ 743,077	$ 217,725	$ 500,269	$ 394,851*
Contributions to endowments	291,776	196,045	243,746	196,333	239,549*
Earnings from endowments	346,298	402,534	416,223	405,721	423,164
Total endowment balances	10,891,847	11,710,553	11,961,941	13,431,611	Available October
College Innovation Fund balance (unrestricted)	422,152	378,741	356,303	345,193	396,900
Other spendable balances	694,241	1,023,956	993,008	1,285,308	1,573,962

*Sept 1, 2020 – May 31, 2021

The total endowment for the most recent year is $13,431,611 of which 4% ($537,264) is used to enhance faculty travel, building renovations, research grants, scholarships, and basic needs for operations.

To demonstrate the link between the CoB's strategic priorities and funding, Table 2.1 (included in myAccreditation) provides a sample of funding and the strategic initiative supported by the funding.

Faculty Management Policies:
CoB faculty members are committed to a spirit of shared learning, central to the CoB mission. Teacher-scholars are recruited who use their scholarship to impact student learning. An important component of the CoB's intellectual contributions is the collaborative research engaged in with the students, both graduate and undergraduate. CoB faculty members are committed to teaching and are available to their students regularly thru in class, in the office, during community service projects, collaboration research, and in student organizations. This allows for the development of personal relationships that provide mentorship in ethics and integrity, career guidance, and leadership.

Lamar University's proximity to Houston, one of the most diverse cities in the US, makes recruitment of faculty much easier. The strong industrial base in Southeast Texas allows for dual career families. The city of Beaumont has diverse industry, cultural activity, museums, and a symphony. Housing costs are also lower than other areas. As was shown in the Financial Strategies and Allocations Resources section, salaries are competitive with other AACSB accredited institutions most like LU CoB.

The challenge going forward when hiring new faculty is to continue to attract those who are top-level researchers prepared to move forward with offering new and innovative programs, including PhD and DBA programs.

Faculty Management:
LU has university-wide policies and procedures for faculty management. These policies and procedures are detailed in the Lamar University Faculty Handbook.
https://www.lamar.edu/faculty-staff/_files/documents/academic-affairs/lamar-university-faculty-handbook.pdf

Complementing Lamar University policies and procedures, the CoB has developed detailed policies for faculty management; the most important are summarized below.

Tenure and Promotion:
In accordance with the faculty evaluation guidelines of LU, 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 is evaluated by all tenured faculty members in the department or program. 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 or unsatisfactory progress toward tenure. The results of this vote, along with a brief rationale written by the chair of the tenured faculty committee, is given to the faculty member, chair, and dean. In year 1 there is no vote, but a brief assessment of productivity, written by the chair of the tenure committee and informed by the committee's discussion, is 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 both departmental and college personnel committees. 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 or program director appoints 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 or program director and the administrative coordinator. The meeting will cover expectations and norms for research, administration, and teaching.

In addition, the new faculty member is given a copy of the CoB Operating Policies and Procedures, as well as a checklist (see below) 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, LU 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 their 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 by the dean 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 f2.08 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 differences in performance issues across departments.

Faculty Qualifications and Deployment:

In assessing the 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. A *supporting* faculty member does not substantially participate in the intellectual or operational life of the CoB beyond the direct performance of teaching responsibilities. Guidelines for earning initial appointments such as SA, PA, SP, or IP and sustaining that status over time exist that are consistent with Standard 3. To maintain academic and professional qualification, a faculty member must provide adequate intellectual contributions and/or qualified validating activities within the last five years. Please refer to the criteria in the upload section of myAccreditation.

In Spring 2020, LU offered early retirement for faculty meeting certain criteria. Five full-time faculty members qualified and opted to take the early retirement offer. Nevertheless, the CoB continues to meet all standards for Faculty Qualifications Indicators for SA (>=40%) and SA + PA + SP + IP (>+90%) for the college as a whole and by discipline as shown in table 3.1.

- Faculty Management: Our current programs have continued to grow. The CoB has seen an increase in class size in the MBA program. Currently, there are enough faculty resources to maintain the CoB's high standards for teaching effectiveness, but as programs continue to grow, additional faculty will be needed. The CoB hired four permanent instructors in Human Resources, Economics, Finance, and MIS in the summer of 2021 to enable the SA faculty to teach in the graduate programs and have instructors teach in the undergraduate programs.

- Faculty Management for New Programs: The CoB is in the process of developing a PhD in MIS. The proposal is ready for The Higher Education Coordinating Board's (THECB) review. The proposal includes the addition of two faculty members. These new positions have been approved by the LU administration upon THECB approval. A second doctoral program, a DBA, is being developed as well. Once approved, the DBA will require additional faculty members, and those additional resources also have been approved.

Professional Staff Sufficiency

The CoB utilizes staff within its own ranks as well as university deployed staff to serve its students and provide its services. The CoB professional staff are dedicated to assisting students, faculty, and administration. Staff were restructured along with the restructuring of the academic departments. The staff now have more centralized roles, including a Business Manager, two professional Academic Advisors, Cardinal Success Coach, and Director of Accreditation and Assessment. Additional staff members include a Marketing Coordinator, Coordinator of Technology Services, SAP Coordinator, and MBA Coordinator.

To improve retention and increase student enrollment, the Office of Student Success was created in 2019. It includes two professional Academic Advisors and one Cardinal Success Coach. The academic advisors serve CoB juniors and seniors. In addition to advising the students on course schedules, CoB professional advisors also encourage students to be engaged in the CoB and university. These advisors engage with their students often. They develop personal relationships during the advising process and are an integral part of driving the mission to prepare students' progress steadily toward graduation and to be career ready on day 1.

The Cardinal Success Coach assists with retention for the CoB by monitoring academic progress reports and recommending academic support services when needed. The Cardinal Success Coach facilitates the Cardinal Learning Communities in the CoB by developing the curricula for weekly meetings, coordinating the scheduling of presenters and speakers, and supervising the student mentors. Cardinal Learning Communities are small groups of 25-30 students (incoming freshmen) who are enrolled together in courses and meet regularly, engaging in activities that orient them to the university and CoB environments, extracurricular opportunities, and help them meet relevant faculty and staff. In the Fall of 2020, the CoB participated in a pilot project that assigned ALL incoming freshman business majors to a Learning Community. The students also enrolled in 2 classes together. Data showed an increase in retention for students who participated in the cardinal communities. The pilot is now a permanent policy for the CoB and has been adopted by the entire university.

The professional staff have training opportunities throughout the year to assist them in their jobs and enhance their skills. The CoB will also pay for travel expenses and conference fees for staff such as AACSB ($2,000/event), Beta Gamma Sigma ($2,000/person), and SAP annual workshops ($670/event).

Lamar University offers staff a waiver of tuition/fee to pay for five classes a year. In addition, the CoB will pay for an additional two classes per year. The staff can enroll in seven classes each year at no cost. This payment/scholarship program was suggested by the Staff Professional Impact Committee in which all CoB staff are members.

The CoB continues to have its own dedicated development officer from the Lamar University Advancement division who participates in the life of the CoB. This development officer meets regularly with the Dean on various funding topics/projects and works closely with the Marketing Coordinator. The officer manages the CoB development opportunities and builds relationships with CoB alumni. She also participated in the mission and strategic planning process.

The CoB utilizes the LU Center for Career and Professional Development, which is located in the same building as the CoB. The Center for Career and Professional Development has a staff member assigned to the CoB. The staff member helps with organizing career fairs and networking events, providing internship and job placement information, and organizes the annual Passport Through Lamar Program. The CoB pays for a student assistant assigned to the Center for Career and Professional Development to manage the Passport Program.

Strategies supporting faculty engagement

To ensure that faculty engagement, curricular innovation, CoB societal impact, and the spirit of shared learning is strategically and permanently institutionalized in the life of the CoB certain important initiatives have been established in CoB policy and procedures.

- Beginning in the 2017 - 2018 academic year, a statement of reflection in the faculty's annual review was initiated. Faculty members reflect their level of engagement, innovation, and impact and use the reflection to strategically set their goals for the year.
- Annual awards, Dean's Award for Excellence in Engagement, Innovation, and Impact, are given each year recognizing outstanding faculty achievements in these areas. Stipends will vary depending on the budget and quality of the activities of the faculty members.
- Faculty Mentor awards ($10,000) were established in 2019 with the financial support of Herman T. Wilson (1963 alumnus BBA ACCT), and two faculty mentors are selected to work with the Transformational Scholars program. These faculty provided training in leadership and mentorship to the scholars, who then participate as mentors in the Cardinal Learning Communities.

Additionally, CoB faculty members participate in the McNairs Scholars Program. When selected, faculty collaborate with students in their research projects and coach them in preparing their presentations. This mentorship is vital to a student's academic and life development. As a bonus, the student may become a published author through this program. Also, the Lamar University's Office of Undergraduate Research provides a collaborative space for faculty and students to perform research, present, and publish their research.

The CoB established Summer Research grants for CoB faculty in 2020. The new awards assist in supporting the goal of increasing the quality and visibility of outlets, and enhancing collaboration on research activities, publications, and presentations among the faculty. This program frees faculty members from teaching in the summer while providing a stipend for their research. To foster the impact of research contributions, the CoB established monthly luncheons for faculty to share their fruits of their summer research. Approximately 15-20 faculty attended these collaborative sessions in Spring 2021. The following faculty and their research were presented to the CoB faculty in Spring 2021.

- Dr. Xiao (Jerry) Zhang (MISY) – It is the Time to Identify Careless Respondents – Proposing a Method of Acquiring Quality Survey Data.
- Dr. Kelly Weeks (MGMT) – Extending Green Supply Chain Practices Through Automation: A Multinational Best Practices Study.
- Dr. Yu (Audrey) Zhao (MISY) – Gamification in Online Learning: An Examination of Perceived Effectiveness of Communication, Team Cohesion, and Student Learning.
- Dr. Gevorg Sargsyan (FINC) - A Comparative Analysis of Risk Management Practices of the Oil and Gas Industry: A Case Study of USA, Russia, Saudi Arabia, and UAE
- Dr. Purnendu Mandal (MGMT)– Insights into Patient Care Costs and Health Outcomes: Effectiveness of Electronic Health Record Incentive Program.
- Dr. Komal Karani (MKTG) – Medical Tourism: Perceptions and Attitudes among Different Age Groups.
- Dr. Karyn Neuhauser (FINC) – Returns, Volatility, Uncertainty and Liquidity Effects of the U.S-China Trade War.

The steps outlined above, have created a culture that fosters engagement, innovation and impact and a spirit of shared learning among students, staff, and faculty in the CoB.

Learner Success

Learner success is dependent on faculty/student/staff relationships and a spirit of shared learning. This is achieved by updating and innovating curricula when needed to keep abreast of the changing trends in business, teaching effectiveness techniques, and technology needs. In addition to faculty members engaging students in the classroom with content knowledge, experiential learning is also key. Bringing speakers to the campus to share real-world experience is beneficial to the students and helps faculty members stay current.

<u>Curriculum Development/Management and Assurance of Learning</u>

The CoB offers five degrees: BBA, BS CNST MGMT, MBA, MSA and MS MIS (new in 2019). Any curricular changes must be examined from the perspective of how they affect all programs. Curriculum management is a joint, collaborative effort between academic departments and college-level committees. At the college-level, there are two curriculum committees, one for the undergraduate program and one for the graduate program. In managing the curricula for each program, these committees receive feedback and guidance from the Accreditation and Assessment committee and AoL results. Ideas for curricular improvements can arise from the college committees or from the departments/programs. If the proposals arise from the committees, they are sent to the appropriate departments/programs for discussion and recommendation. If the ideas arise in the departments/programs, they are sent to the committees for review. 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 the curricular proposals have been approved at the college level, they are sent to the university's curriculum committees for discussion and approval. Depending on the nature of the proposal, the university curriculum committees might refer to the matter for approval by the TSUS Board of Regents.

The following changes in the undergraduate and graduate programs are directly related to the goal in the strategic plan to update CoB curricula to reflect current trends, technologies and skills and to enhance curricular offerings including 5-year programs. During Fall 2019, the Undergraduate Programs Committee benchmarked the BBA core curriculum requirements with competitors, comparative and aspirant school groups for comparison. The results of the benchmarking revealed that the CoB had the highest number of required courses in its business core compared to the other groups. Significant changes to the BBA core have been implemented:

- Elimination of 12 hours of business courses to 12 hours of free electives.
    - Business statistics core requirement is now reduced to 3 hours.
    - Reduction of required ECON hours from 9 hours to 6 hours
    - Elimination of Business Communication.
    - The international component (for which there was a placeholder in the core) is satisfied by various options, including a university core course or a major specialization course.

- Development of new courses and redevelopment of existing courses to update and innovate the business curriculum:
    - The Business Statistics (BUAL 2305) course combines the essential elements of BUAL 2310 and BUAL 3320 into one 3-hour course. The new course brings the CoB in line with the requirements of Texas Field of Study rules.
    - Development of two new courses in Data Analytics: BUAL 3330 Data Analytics in Business, and ACCT 4320 Data Analytics in Accounting. These courses will both provide the student with the opportunity to learn about data analytics as it applies to business. Data Analytics is a topic of increasing importance for many organizations as the need for data-driven insights and recommendations grows throughout the business industry. The courses provide in-depth coverage of data analytics, giving students hands-on experience working with different types of data and the tools used to analyze it. Students will learn not only how to analyze data and derive insights, but how to evaluate organizational performance and business process efficiency
    - The topics covered in these courses include but not limited to: Critical Thinking, Data Preparation and Cleaning, Data Modeling and Evaluation, Data Presentation, Generating Key Performance Indicators, and Financial Statement Analysis.
- Development of MGMT 3350 International Business, to be offered in Spring of 2022. The vision for this course is to provide students with a sound theoretical base of how businesses across the world operate. The primary goal of this course is to develop effective management techniques and practices in the international and/or cross-cultural business context. At the same time, this course will strengthen students' abilities to summarize, critique, and evaluate current managerial practices and issues relevant to international management.

- Redevelopment of MGMT 3300 (formerly BUSI 2300) Introduction to Critical Thinking for Business Decision Making. Additional rigor was added to this course by adding new assignments and incorporating a higher-level business simulation game. The game, Conscious Capitalism, requires students to run a bicycle company for 18 months, making all business decisions, including hiring, production, marketing, advertising—but their performance in the Balanced Score Card includes ethical and socially responsible decision making, in addition to profitability and financial stability.

The existing BBA-MIS curriculum was restructured to add two tracks in the major: Business Analytics and Enterprise Systems. Students will complete four courses and then choose the Enterprise Systems track or Business Analytics track. The Enterprise Systems track will consist of four courses and remain face-to-face at first. The Business Analytics track will consist of seven courses offered online and face-to-face. The rationale for the restructure is that nearly 90% of employers indicate that their business intelligence and data analytics needs will increase in the future. While many universities offer a MS in Business Analytics in the State of Texas, only a few have a business analytics emphasis in the undergraduate level. Students graduating from this program will work as Business Analysts, Systems Analysts, and Data Analysts.

Updates to the Accounting Programs

- To address the issue of decreasing enrollment, the School of Accounting and Info Systems (SAIS) created a new track in Management Accounting and Analytics (CMA). This new accounting track will provide students with a cohesive set of skills and knowledge to advance in their professional careers and make them eligible to sit for the Certified Management Accountant (CMA) examination. LU will become be one of few programs in the U.S. that offers a managerial track for accounting majors.
    - The CMA track will consist of 21 credits, 12 of these hours are new courses:

      ACCT 3350 – Professional Ethics
      ACCT 4310 – Internal Audit
      ACCT 4320 – Data Analytics in Accounting
      ACCT 4330 – Financial Statement Analysis and Firm Valuations:
    - The CMA track was implemented in August 2021.

- After benchmarking Lamar University's accounting curriculum with other accounting programs, it became evident that ACCT 3370 is required by very few undergraduate accounting programs in Texas. Also, it became apparent ACCT 2302; Managerial Accounting is a required course for accounting majors in all accounting programs in Texas except for LU. Accordingly, upon approval by THECB, the degree will change ACCT 3370 Systems and Practice Applications to ACCT 2302 Introduction to Managerial Accounting.

- The name of the MSA program will be changed to Master of Science in Professional Accounting (MSPA) and be STEM recognized. The program will provide students with data analytics and technology skills required of accountants entering the workforce and for the business reporting and analysis discipline of the CPA exam. It will also address the changes proposed by the National Association of State Boards of Accountancy and the American Institute of Certified Public Accountants to the CPA Exam that will be effective January 2024. Students will be required to take at least four of the following three-hour courses: (1) ACCT 5355 Data Analytics in Accounting, (2) BUAL 5380 Managerial Decision Making [statistical concepts and methods], (3) MISY 5370 Data Mining and Predictive Analysis, (4) MISY 5300 Database Management Systems, (5) MISY 5315 Introduction to Programming for Business Solutions, and (6) MISY 5360 Business Intelligence, Additionally, data analytics and software will be introduced into other classes (e.g., ACCT 5300 Advanced Auditing and /ACCT 5375 Accounting Information Systems).

Updates to the MBA program

The following new concentrations are new in the MBA program: Business Analytics, Management Information Systems, Financial Management online, Accounting, Construction Project Management, General Business, Port Management, and Marketing.

<u>Learners</u>

Enrollment in the CoB has steadily increased since the last AACSB visit in 2016 as shown below. The growth has been almost exclusively in online offerings.

Enrollment Trends Fall 2016-Fall 2020

	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
Bachelors					
BBA GB	281	277	275	254	266
BBA GB-online	133	142	153	156	159
ACCT	233	189	176	162	146
MISY	75	63	52	52	58
MGMT	110	108	105	107	101
MGMT-online	126	135	138	156	179
MKTG	94	109	107	101	82
ECON	16	18	13	7	9
FINC	89	98	93	111	123
HR	47	45	51	58	69
BBA TOTAL	1204	1184	1163	1164	1192
BS CNST MGMT	58	63	58	62	63
Masters					
MBA	139	125	105	76	98
MBA - online	89	125	155	211	619
MSA	54	50	56	46	44
MS MIS				1	25
MS MIS- online				98	164
CoB Total	**1544**	**1547**	**1537**	**1658**	**2205**
UA credit hours *SEDONA	12,056	12,633	11,989	11,985	13,390
G credit hours *SEDONA	2,532	2,371	2,566	3,604	7,835
Total credit hours *SEDONA	**14,588**	**15,004**	**14,555**	**15,589**	**21,225**
Degrees Awarded	**FY17 269**	**FY18 298**	**FY19 349**	**FY20 362**	**FY21 427**

Due to the increase in online class sizes, graders are assigned to classes that qualify. Monitored by the Director of Accreditation and Assessment, the policy for using graders is structured as follows: One grader will be assigned to each class that reaches 60 students. Two graders will be assigned classes that have more than 60 students and may require more intensive grading. The new graders are tasked to grade assignments, quizzes, exams, essays, projects (with clear rubrics and grading examples), reply to routine non-content related emails such as syllabus, deadlines, and course policy questions. Teaching and delivery of content remains in the province of the instructor for the course under this policy. Graders allow the faculty members more time to teach content, answer content related emails, and be more involved with the class.

The CoB Dean and Associate Dean meet monthly with the Enrollment Management Team, and Cardinal Success Coach. Headcounts for each semester, retention and enrollment trends in majors are monitored and reviewed. First time in college and application yields are also reviewed. The information provided assists the Dean in formulating strategies that help recruit students and improve programs. The CoB assessed recent and projected online enrollment growth to invest resources appropriately in both on-campus and online programs. In preparing for expected decreased enrollment nationwide, the CoB will launch 4 new online degrees beginning Fall 2021 in human resources, accounting, marketing and finance. In addition, 4 new faculty were hired to assist with the new online programs launch.

Bachelor of Business Administration

This program is offered both on campus and online, with specified majors in the online space. On campus, BBA 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 them are first-generation-in-college (47%). And a significant percentage work 20-40 hours a week while in college. Students have shifted from face-to-face to online courses, shifted from full-time to part-time, and are going to school each semester throughout the year. Due to these factors, the CoB is driven by its revised mission is to prepare our students to be successful and to be "*ready on day 1; and engaged in life-long learning.*" As was described earlier in this report, the college has strived to modernize the curriculum to achieve this goal.

Admission Requirements

The decision to admit students to the BBA degree is made centrally by the university. Anyone admitted to LU 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 since the last accreditation. The SAT scores have increased 80 points for each category of top 11% - 25%, 2nd quarter, 3rd or 4th quarter and non-accredited, unranked, home schooled or GED. A complete listing of all admission policies and transfer credit 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 (45 semester credit hours), a Major Specialization and approved electives (39 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, 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 two CoB academic advisors. The CoB adheres to all probation and suspension policies of LU detailed in the LU 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 LU. 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.

Retention Rates
Retention in the CoB has increased steadily each year since the Fall of 2016, especially over the last three years: Fall 2018 (66.82%), Fall 2019 (73.37%) and Fall 2020 (87.89%). The dramatic increase in the last two years has been attributed to our investment of resources in the offices of Student Success at both the university and college levels.

The Office of Student Success was established in Fall 2018 in the CoB to house the Cardinal Success Coach position. Academic Advisor positions were added in Fall 2019 and Spring 2021. The Cardinal Coach collaborates with faculty to identify students at risk of failing or dropping a course. The Coach contacts these students to see how they can be supported by tutoring, counseling, financial aid, or otherwise. The Coach can also direct students to resources/services outside of the CoB. The Coach offers course-based study sessions and performs student outreach campaigns to recruit students that have not re-enrolled in college. The outreach program has improved student retention. The Coach also volunteers as a mentor for the CoB Cardinal Learning Community to encourage students to become engaged within the CoB and the university.

Another resource to assist with retention and student success is a tutoring service for ACCT 2301 Introduction to Financial Accounting. Given that students taking their first course in accounting oftentimes find the subject matter difficult to comprehend. In addition to ACCT 2301, tutors are also expected to provide tutoring services to accounting students taking ACCT 2302 Introduction to Managerial Accounting, ACCT 3310 Intermediate Accounting I, and ACCT 3320 Intermediate Accounting II. The tutor is a paid graduate assistant who is enrolled in the Master of Science in Accounting. Accounting faculty recommend students for the tutor position whom they have had in accounting courses (e.g., ACCT 2301, ACCT 2302, ACCT 3310 and ACCT 3320) and who demonstrated excellent knowledge of accounting both in the underlying accounting theory and its application to assigned problems. Moreover, students recommended possessing the necessary communication skills to explain the intricacies of accounting problems when presented to them by students seeking tutoring assistance.

The Transformational Scholars program, also located in the Office of Student Success established with private funds, recruits scholars with financial need and trains them to become mentors for incoming Freshmen through the Cardinal Learning Communities. The Coach collaborates with faculty to build a mentoring program in which every incoming freshman is offered a peer, faculty, or staff mentor to assist with engaging them in the campus life. Faculty mentors are selected every two years to engage with the scholars and mentor them in leadership development.

During the COVID-19 pandemic, beginning in Spring 2020, the LU's Retention & Student Success Office under the direction of the Assistant Provost of Enrollment Management, implemented a call campaign to reach each student to see how they were doing, if they needed assistance and if they had any questions.

The Office of Student Success, and all that it includes, is an exemplary example of the mission driven "One Student at a Time" approach for our students to be successful in the classroom and after graduation.

Career and Placement

To reinforce our mission to prepare our students "to be ready on day 1" the CoB continues to partner with Career Professional 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 is a co-curricular program teaching professional and personal skills and attitudes necessary for success in organizational management so important to CoB students. 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, networking, and ethics.

Results from Exit Surveys confirm our students' confidence in their abilities. In Fall 2020, students responded with 59% feel the Passport program enhanced/impacted their career development.

Courses & Required Events for the Passport Through Lamar Program Fall 2020

Course	Topic
MISY 1373	Exploring MIS
BULW 1370	Focus2 Assessment
ECON 2301	Be Proactive
ECON 2302	Credit Management
ACCT 2301	Ethics
ACCT 2302	Time Management
MGMT 3300	Begin with the End in Mind
BUAL 2305	Dress for Success

MGMT 3310	Coffee & Connect
FINC 3310	Personal Growth and Feedback
MGMT 3320	Understanding Emotional Intelligence
MKTG 3310	How to Influence
BULW 3310	Diversity & Social Justice
ECON 3340	Team Building
BCOM 3350	LinkedIn/Social Media
MISY 3310	Executive in Residence / Open 4 Business
MGMT 4370	Backpack to Briefcase

The table below is a salary comparison of LU and its competitors' students that graduated with their bachelor's degree in 2016 that remained employed in Texas. There is no salary information available for 2020. The salary is highly dependent on wage pressures such as the Houston metropolitan area compared to rural areas. The second table is a comparison of LU to other statewide 4-year universities for graduates of 2018.

Texas salaries of students that graduated with a bachelor's degree in 2016 and remained employed in the state
(from the Texas Higher Education Coordinating Board)

	ACCT		BUS ADMIN		FINC		MISY		MKTG	
	2017	**2019**	**2017**	**2019**	**2017**	**2019**	**2017**	**2019**	**2017**	**2019**
LU	$44,379	$52,362	$43,224	$57,768	$42,850	$52,169	$43,646	$48,135	$39,712	$45,550
Sam Houston	$45,204	$58,398	$38,800	$48,400	$42,546	$55,833	$39,315	$54,248	$38,078	$50,549
Texas State	$45,462	$57,471	$39,522	$52,268	$42,245	$57,693			$42,960	$57,891
SFA	$31,371	$40,737	$33,009	$45,934	$40,006	$50,753			$35,287	$42,276
University of Houston	$48,741	$63,195	$49,488	$61,931	$51,630	$63,276	$58,902	$73,820	$44,762	$56,624
UH - Clear Lake	$49,357	$57,372	$43,682	$56,322	$49,413	$57,566	$46,557	$61,030	$39,692	$54,650
UH - Downtown	$46,227	$58,681	$50,273	$60,765	$48,945	$62,718	$51,391	$62,000	$48,315	$62,893

	Compared Median wages with statewide median wages for 2019				
2018 Graduates	**ACCT**	**BUS ADMIN**	**FINC**	**MISY**	**MKTG**
Lamar University	$40,965	$39,444	$41,714	$40,145	$45,166
Statewide 4 Year Universities	$45,073	$44,743	$49,927	$56,840	$42,225

The tables show that LU graduates are competitive compared to the other universities in the state.

Bachelor of Science in Construction Management

The Bachelor of Science Degree in Construction Management will prepare students to ensure that construction projects are completed on time and on budget without sacrificing the quality of work or the safety of their workers. From design to completion, Construction Managers work through the entire process of turning a blueprint into reality.

As cities grow, so does both the demand for Construction Managers and the career potential of our graduates. Build hospitals, universities, or refineries, from an office chair or on site – the possibilities are as varied as our students' interests.

The Bachelor of Science Degree in Construction Management is ideal for problem-solvers, great communicators and people who like a different job site day-to-day or like to travel. In addition to offering undergraduate classes in the Bachelor of Science in Construction Management, students can also complete a BBA with a Construction Management Concentration and an MBA with a Construction Management concentration.

Admission Requirements

The decision to admit students to the BS degree is made centrally by the university. Anyone admitted to LU may declare themselves a BS in CNST MGMT major. A complete listing of all admission policies and transfer credit policies for undergraduate students is contained in the LU Catalog available at http://catalog.lamar.edu.

Degree Requirements

The Bachelor of Science in Construction Management degree will be awarded upon completion of the University core curriculum (42 semester credit hours), the Business core curriculum (18-19 semester credit hours), a Major Specialization and approved electives (60 semester credit hours) for a total of 120-121 semester credit hours, a minimum grade point average of 2.5 GPA within the discipline (major courses: CMGT and CoB courses). Students must have an overall 2.0 GPA.

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 our two academic advisors. 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.

Retention Rates
Retention rates for the Construction Management program for juniors and seniors is approximately 90%.

Career Placement
The Reese Construction Management program has a 100% placement rate of its graduates into jobs upon graduation. Students can work for some of the largest companies in the region and the nation including Turner Industries, Mason, Gulf Coast, ISC, Bo-Mac, SpawGlass and various specialty industrial and infrastructure contractors.

Texas Salaries of Students that Graduated with a Bachelor's Degree in Construction Management in 2016 and remained employed in the state
(from the Texas Higher Education Coordinating Board)

Universities	# of Grads	2017 Median Wages	2019 Median Wages
Lamar University	7	$70,173	$88,509
Sam Houston State University	34	$57,800	$74,467
Texas A&M University	203	$64,514	$80,348
Texas A&M University-Commerce	9	$64,702	$71,084
Texas State University	63	$62,872	$76,737
Texas Tech University	25	$63,325	$75,500
University of Houston	78	$62,733	$78,599
University of North Texas	13	$65,269	$86,763

Master of Business Administration
The strategic role of the Lamar MBA is to deliver 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. Concentrations are offered in the following areas:

- Business Analytics
- Construction Management
- Enterprise Resource Planning
- Financial Management
- Healthcare Administration
- Management
- Marketing
- Thematic

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.

Admission Requirements
To be admitted into the MBA program, students must follow one of two options:
1.Meet the following formula which includes the GMAT (Graduate Management Admission Test) or GRE (Graduate Record Examination) and your undergraduate GPA

(GPA x 200) + GMAT (or GMAT equivalent of GRE) score = 1,000

2. The GMAT or GRE may be waived for applicants with a minimum 3.0 GPA, or 3 or more years of increasing professional and/or managerial experience (with a minimum 2.5 GPA). 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.
Effective May 2020, because of difficulties imposed by the Coronavirus pandemic, the GMAT/GRE requirement is waived for all applicants with GPAs of 2.5 and above, without the need to complete the GMAT waiver form.

*A student whose native language is not English is expected to take the TOEFL (79 internet, 213 computers based, 550 papers based), IELTS (6.5), or the Duolingo English (105) tests.

Degree requirements and Advising
Students with a non-business undergraduate degree will be required to take two leveling or foundational courses (ACCT 5315 and FINC 5300). One or more of the two leveling courses may be waived if the student has completed equivalent undergraduate coursework. Students from non AACSB-accredited colleges must have 6 hours of Economics with grades of B or better, 3 hours of financial accounting with a grade of B or better, and 3 hours of upper-level Finance with a grade of B or better to waive the leveling requirements. Leveling courses will be waived with any passing grade for students who complete the equivalent undergraduate coursework at an AACSB-accredited college. 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 30 semester hours (10 courses), including seven core courses and three 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:

- The MBA program teamed up with the Office of Alumni Affairs, the Career & Professional Development Office, Leadership Beaumont, Beaumont Chamber of Commerce and SETX YPO (Young Professionals Organization) to offer workshops, professional development events and networking events. Included were the following:

The Art of Conversation, The Art of Social Media (included professional headshots), LinkedIn Night, The Art of Transitions in Leadership, How to Manage Social Media When You Don't Have a Social Media Manager, Communication in the Workplace, Generations in the Workplace, The Secret to Stress Free Productivity, Secrets HR Won't Tell You, Secrets to a Successful Side Hustle, and Diversity & Inclusion in the Workplace.

According to data from the Texas Higher Education Coordinating Board, the average current/starting salary for CoB MBA Graduates is $67,305 for 2019. For those students graduating in 2016, their 2017 current/starting salary is $51,700, but had increased to $70,219 within their first two years of employment (36% increase).

Master of Science in Accounting

The Master of Science in Accounting (MSA) provides students with the necessary critical thinking abilities, communication and team skills, and knowledge of ethics and professionalism for successful careers in public accounting, industry, government and not-for-profit organizations. As designed, it meets the educational requirements adopted by the Texas State Board of Public Accountancy by providing 30 graduate hours beyond an undergraduate degree in accounting to meet the 150-semester hour requirement to sit for the CPA exam in Texas. After its implementation, the hours in the program were expanded to a 34-hour program to include four hours to prepare students sitting for the Financial and Reporting (FAR) and Regulation (REG) sections of the uniform CPA examination. As a result, it significantly improves our students' pass rate on the CPA exam for those parts. The program does not merely add to the accounting knowledge of the undergraduate courses but expands that knowledge to current topics facing accounting professionals in the workplace. Students completing the degree requirements will possess a valued skill set sought by accounting firms and enhance their career choices.

Admission requirements

Students who received an undergraduate degree in accounting from an accredited domestic university and earned a minimum 3.0 cumulative GPA in all undergraduate accounting courses and a minimum overall GPA of 3.0 will be granted a waiver of the Graduate Management Admission Test (GMAT) and be admitted into the MSA program.

Students who do have an undergraduate accounting degree from an accredited domestic university are required to take the GMAT to be admitted into the MSA. Students' undergraduate overall GPA and GMAT score are considered in evaluating the qualifications of a student for admission into the MSA. The student is required to maintain a minimum cumulative GPA of 3.0 in all undergraduate accounting courses taken before and after acceptance into the MSA program.

Students with an undergraduate degree in a business discipline other than accounting from an accredited domestic university are required to complete six accounting leveling courses with a grade of B or better and take the GMAT. Students who do not have an undergraduate degree in accounting or business are required to take five business leveling courses in addition to the six accounting leveling courses including Introduction to Financial Accounting and take the GMAT.

MSA applicants' undergraduate grade point average and GMAT score must equal or exceed at least one of the minimum standards to be admitted into the MSA program:

- A total of at least 1050 points based on the formula: 200 times the overall undergraduate GPA for the first baccalaureate degree (4.0 system) plus the GMAT score.

- A total of at least 1,100 points based on the formula: 200 times the GPA (4.0 system) of the last 60 hours of undergraduate work for the first baccalaureate degree plus GMAT scores.

International students are required to meet the admission requirements for international students, including score requirements for English language and must submit official foreign transcripts translated and evaluated for authentication from a recognized United States evaluation company. The transfer evaluation must include course by course grades, a grade point average calculation and indicate the diploma or degree conferred and U.S equivalency. This evaluation must be original and forwarded to LU directly from the credential evaluation agency. International students are also required to submit a GMAT score.

Students admitted into the program are required to maintain a minimum cumulative GPA of 3.0 in all undergraduate accounting courses taken before and after acceptance into the program.

Career and Placement

Career opportunities for accountants and auditors are favorable, especially for those with a professional certification (e.g., CPA) and a graduate degree. Employers increasingly seek new hires with strong interpersonal and communication skills. Globalization and the complexity of the tax code and regulatory environment are the underpinnings of the increased demand for accountants and auditors. Technological change in accounting (e.g., cloud computing, blockchain, and Artificial Intelligence) will create opportunities for accountants to become more efficient and migrate toward the advisory and analytical skill set. The Department of Labor Statistics' outlook for accountants is extremely favorable over the next ten years, with an estimated 125,700 job opportunities projected for each year and the percentage of growth as fast as the average occupation.

MSA graduates have, and will continue to have, opportunities to gain employment with top firms locally, nationally and internationally as well as government (local, state and federal) and not-for profit organizations. Examples of employment of MSA graduates include, among others, Deloitte, EY, KPMG, PwC, BD, Grant Thornton, Andersen, Edgar, Kiker & Cross, Wathen, DeShong & Juncker, Weinstein Spira, City of Beaumont, Huntsman and ExxonMobil. The internship option during any semester (especially the spring semester which is the typical busy season for public accounting firms) provides students with the opportunity to gain practical experience in accounting and tax and creates offers for full-time career positions with the firms. Graduates of the program typically have jobs upon successfully completing the program. For example, for the students completing the program in 2020, 76% join public accounting firms with 44% joing local firms and 26% national firms; 4% entered industry and 20% entered various organizations.

Master of Science in Management Information Systems
In 2019, the CoB launched a Master of Science (MS) in MIS. This program is specially

allow businesses to achieve high performance through distinctive capabilities and is one of the fastest growing areas of Information Systems. The Enterprise System used in the program will be SAP - the world's leading producer of business software. SAP has led all ES vendors with the most market share in the last several years. Today, more than 404,000 companies in more than 180 countries run SAP applications. SAP customers include 87% of the Forbes Global 2000 companies, 98% of the 100 most valued brands, and 100% of the Dow Jones top-scoring sustainability companies. Seventy-six percent of the world's transaction revenue touches an SAP system. The program will also be laden with commercial, in-demand software such as Oracle, Primavera P6, Tableau, Advanced Excel, MS Access, SAS Visual Analytics, and Salesforce, which are highly sought in the global market. In only two years, the program has grown from 85 to 155 Fall 2020.

Degree Requirements and Advising

on-campus and online

graduated with 54 students. Twenty-six (48%) of these students have jobs upon graduation. The companies that have hired include: Spinklr, Total Petrochemicals, Trapac, IBM, Munros, Grand Prairie ISD, Oxy Inc., Amazon, etc. The program is still too recent for the students to be included in the Texas Higher Education Coordinating Board salary results.

Assurance of Learning
The CoB uses an Assurance of Learning (AoL) planning and review process for each degree that emphasizes continuous assessment of all learning goals. The AoL of each degree is reviewed by the Accreditation and Assessment Committee each summer. The results are uploaded to the CoB website each summer showing two years at a time. Results of AoL data are shared with the faculty during the annual CoB convocation in August. Assessment of Learning in the CoB uses direct measures (national exams and course assessments) and indirect measures mainly from student exit surveys. Learning Goals and assessment mechanisms are the same for on campus and online programs.

Detailed results of AoL data for each degree discussed below are included in the appendix tables in myAccreditation.

BBA Assurance of Learning

There are 7 learning goals for the BBA program which are assessed both on campus and online.

Progress towards achievement of *Goal 1: Demonstrate proficiency within the basic business disciplines including quantitative methods and technological applications*.
1. Upon the suggestion of the 2016 AACSB team, the CoB Accreditation and Assessment committee reviewed the fitness of the ETS major field test as a proper measure for this learning goal and found that the ETS did not match up well with the course content in the business core. In Fall 2018, a different test was selected; the Business Assessment Test (BAT) developed by the California State System. Students' performance on the BAT has improved.
2. Each business core course administers an assessment quiz to test students' mastery of main concepts. The common core results are reviewed each academic year by faculty teaching the courses, and changes are made to curriculum, delivery material, shift in emphasis, or to the questions on the test as needed. Students' performance has improved in BULW 1370, BULW 3310, FINC, MGMT 3310, and MISY3310. Student performance is steady in ACCT2302, BUAL 2310, ECON 2301, ECON 2302, and MKTG 3310. Students' performance has decreased in ACCT 2301. Student performance decreased but since improved in MGMT 3320. To address the decrease in performance in ACCT 2301, ACCT faculty met and decided to adopt a new textbook, effective Fall 2021. To address the issues in MGMT 3320, the instructors met and determined which chapters will be emphasized and covered. The identified material will be covered in all sections. MISY 3310 adopted a new textbook for Fall 2021.
3. Student performance in the Business Strategy games in MGMT 4370 fluctuates.
4. The responses to the BBA Student Satisfaction survey reveal that students are generally confident with their mastery of basic business disciplines.

Progress towards achievement of *Goal 2: Demonstrate the various skills in team-based performance situations such as planning, cooperation, group problem solving, and consensus building*
Students regularly meet benchmarks in all assessments of teamwork over the past 5 years of measurement.

Progress towards achievement of *Goal 3: Utilize critical thinking skills and incorporate ethical consideration in decision-making*
Critical thinking is assessed in three ways: the business simulation game in MGMT 4370, through case study analysis in MGMT 3300 and 4370, and through a satisfaction survey. In all three assessments, students regularly meet the benchmarks. It is significant to note that MGMT 3300 Intro to Critical Thinking and Decision Making was redeveloped to a junior level course with increased rigor in 2020. Students' performance on the rubrics and their expressed confidence in critical thinking on the satisfaction survey have improved. It is also important to note that the business simulation game in MGMT 3300 was changed to Conscious Capitalism to enhance the ethical decision-making aspect of the class.

The AA Committee recommends LG 3 be split into two separate goals. LG 3 will measure critical thinking skills, and a new measure LG 8 will be developed to measure ethical consideration in decision making. The current LG3 measures only address critical thinking.

Beginning in Fall 2021, the Critical Thinking rubric will be redesigned and called Critical Thinking/Writing Advantage Rubric. The updated rubric will include both critical thinking (LG 3) and written communication (LG 6). Writing Advantage is a FranklinCovey product taught in MGMT 3300 and MGMT 3310.

There are many courses where ethics are taught. The AA committee suggest measuring the MGMT 3300 where the students play Conscious Capitalism and a Merger Madness game and reflect on their own personal code of ethics and /or in BULW 1370 Business Environment and Public Policy where several chapters and assignments involved ethics. Measuring in both classes allows for assessing improvement over the learner's progression.

Progress toward achievement of *Goal 4: Present ideas orally in a persuasive and professional manner*
The oral presentation rubric was updated for spring 2021 to more accurately evaluate the materials the students learn. Students regularly meet the benchmarks for this goal; in the course-embedded rubrics in BCOM 3350, the LG is met 100% of the time. However, student confidence in their oral presentation skills expressed in the student satisfaction survey only sometimes meets the benchmark. From review of the assessment results, it is not certain that the current measure is truly reflective of the skills CoB students are learning. As of Fall 2021, BCOM 3350 is no longer required as part of the business core. Accordingly, oral presentation skills will necessarily be measured elsewhere in the curriculum. The committee is looking at ways to address this issue and in the process of selecting the appropriate course/s in which to measure. An action plan was developed to establish a structure that will allow students more opportunities to practice their oral presentation skills. The action plan will recommend two types of oral presentations be part of the students' curriculum: an elevator speech/persuasive presentation and a presentation with data. The committee will explore the appropriate core classes in which to implement these presentations.

Progress toward achievement of *Goal 5: Understand global perspectives in business*
Students' performance in the course-embedded assignment in MGMT 3310 has improved and the benchmark has been met every semester since Fall 2018. Benchmarks are also met regularly on the student satisfaction survey. It is recommended that going forward this LG be measured in the courses students take to satisfy the new International/Cultural component in their degree.

Progress toward achievement of *Goal 6: Presents ideas in writing in a clear, concise, and effective manner*
Benchmarks were not met consistently for this goal. However, it is important to note that the instructors in MGMT 3310 have noted significant improvement in the writing rubric since the development of the Critical Thinking and Business Decision Making class (now MGMT 3300). Week 2 of MGMT 3300 introduces Writing Advantage to the students, and the writing assignment is assessed. The same rubric is used in MGMT 3310 to assess the writing assignment. Reinforcement of this writing style has proven to be successful in achieving the benchmark and in increasing students' confidence in their ability. As mentioned in LG3, a new rubric called Critical Thinking/Writing Advantage Rubric will now include assessments for LG 6.

Progress towards achievement of *Goal 7: Demonstrate awareness of social responsibility by experiencing service to business and the community*
Social Responsibility is assessed in the MGMT 4370 business simulation and on the satisfaction survey. Students do not always meet the benchmark, especially on the survey. Service to the community is assessed through a national survey every three years. Students did not meet the benchmark for the NASCE survey the last time it was administered. However, the CoB's ranking in the national survey improved from evolving to emerging on the most recent survey. The AA committee developed a plan to increase the level of service and engagement of the CoB students. A committee composed of CoB faculty, staff, and students was created. The Community Service/Engagement committee developed ideas and implemented the plan with sponsored activities that included the Breast Cancer Awareness Color Run, food drive for the Southeast Texas Food Bank and Christmas toy drive for children in foster care. To increase students' perception of the importance of service, another action plan will be implemented that involves annual surveys administered by the Director of Accreditation and Assessments using Qualtrics in a selected freshman and junior level course.

The CoB has worked hard to ensure consistency and ease in data gathering. Available technology in the Blackboard EAC Visual data assists in collecting the results of the measures in LG1, LG3-6 provided to the assessment department.

<u>BS CNST MGMT Assurance of Learning</u>
Established in 2008 and included in the CIR for the first time this year, the BS CNST MGMT program was originally part of the College of Engineering. It moved to the CoB in Fall 2012. Its program director reports directly to the Dean, although the program is part of the department of business. The program director is a member of the Executive Committee of the CoB. The BS CNST MGMT program is accredited by the American Council for Construction Education (ACCE) since July 2014 and reaffirmed in Summer 2019 through February 2027. In addition to the BS degree, the program provides courses for the BBA General Business in CNST MGMT and the MBA CNST Project MGMT concentration.

There are 5 learning goals measured for the campus program. All learning goals are measured each time the course is taught, and results are analyzed on a 3-year cycle.

Progress towards achievement of *Goal 1: Demonstrate proficiency with Construction Management Disciplines*
Construction Estimating: Continue with survey, review and update course content, increase estimating related learning components in other CM courses (6/2020)
Continue with metric in CMGT 4420, but evaluate individual not group (6/2020)
Construction Scheduling: Changed metric in CMGT 4310 from test to assignment (8/2019). Target was partially met and will continue to use assignments for metrics (6/2020).
Basic Surveying Techniques: New faculty will revise the course, course materials and assessment methods (8/2019)
Construction Cost Control: New faculty will revise the course materials and assessment methods (8/2019)

Progress towards achievement of *Goal 2: Demonstrate the various skills in team-based performance situations such as collaboration, cooperation, group problem solving, and consensus building.*
Progress towards achievement of *Goal 3: Utilize critical thinking skills to identify, analyze and resolve complex issues and incorporate the ability to connect choices and ethical reasoning.*
Progress towards achievement of *Goal 4: Present ideas orally appropriately to the construction discipline.*
Progress towards achievement of *Goal 5: Present ideas in writing in a clear, precise, organized, efficient and appropriately to the construction discipline*
Goal 2 – 5: Students have met all targets except LG3 in the Spring 2019 semester. Continue with surveys and metrics.

The BS in CNST MGMT implemented a degree program change effective April 2020. The program removed one 3-hour science course and added two major elective options. The student will choose one major elective to replace the removed science course.
The MBA Construction Project Management concentration implemented a degree program change effective Spring 2021. The program reduced the number of courses from 6 to 5 and then replaced the five electives with new courses. The MBA students can now choose 3 of the 5 courses for their concentration.

MBA Assurance of Learning
There are 7 learning goals for the MBA program which are assessed both on campus and online.

Progress towards achievement of *Goal 1: Demonstrate managerial understanding of business disciplines*
Students did not regularly meet the benchmark for the ETS test. Due to the technology issues and length of test, a Common Core test has replaced the ETS test and was administered for the first time in Spring 2021 and students met the benchmark. Students only sometimes meet the benchmark on the student satisfaction survey.

Progress towards achievements of *Goal 2: Integrate the functional areas in the analysis of strategic management issues.*
Students did not regularly meet the benchmark for the ETS test. Due to the technology issues and length of test, the ETS is no longer administered. Since this measure is no longer used, a new measure for Strategic Analysis was implemented for the first time in Spring 2021. In MGMT 5380, the new Strategic Analysis rubric was used on a case study, and the students met the benchmark. Students only sometimes meet the benchmark for the student satisfaction survey.

Progress towards achievement of *Goal 3: Incorporate ethical considerations in decision-making*
Students were assessed in MKTG 5310 with an ethics rubric, which students only sometimes met benchmark expectations on. The rubric was replaced with a quiz assessment in Fall 2020. Students met the benchmark in Fall 2020 but not Spring 2021. On the survey assessment, students generally reported satisfaction in their ethical decision-making preparedness.

Progress towards achievement of *Goal 4: Incorporate global perspectives in decision-making*

Students regularly meet the benchmark for the Global Perspectives rubric except for one semester. Students sometimes meet the benchmark for the student satisfaction survey.

Progress towards achievement of *Goal 5: Work in team-based environment that emphasizes skills including leadership, group problem solving and consensus building*
Teamwork was assigned to a class assignment in MGMT 5380 beginning Spring 2021. Students narrowly missed the benchmark in Spring 2021. Students were regularly meeting the benchmark for the student satisfaction survey until recently.

Progress towards achievement of *Goal 6: Enhance effective decision making*
Decision Making is measured in BUAL 5380, but this course is no longer required for all MBA students. MBA students can select BUAL 5380 or MISY 5340 to meet this core requirement. Another class will be selected to measure decision making. Students regularly met with the benchmark for Decision Making. Students regularly miss the benchmark for the student satisfaction question regarding gathering relevant information by utilizing databases. Students meet the benchmark (except two times) regarding analyzing gathered information using appropriate software or technology. The questions may have been worded too specifically to certain software and will be updated for Fall 2021. The committee will review this data again next year.

Progress towards achievement of *Goal 7: Integrate fundamental business processes using information technology.*
Students have met benchmarks for all semesters.
The CoB has worked hard to ensure consistency and ease in data gathering.

<u>MSA Assurance of Learning</u>
The accounting faculty review assessment results annually and continue to make improvements as necessary. Learning Goal 5 Oral Communication and Learning Goal 6 Emerging Technology are new since the last accreditation visit.

Progress towards achievement of *Goal 1: Apply critical thinking skills in analysis, issue identification, problem solving, and decision making.*
Critical Thinking is measured in written assignments, exit exam, student survey and internship evaluations. Students meet all benchmarks except in student evaluations. An Internship Evaluation measure was added in Spring 2019. In Spring 2020, the MSA revised the internship evaluation to clearly address critical thinking abilities.

Progress towards achievement of *Goal 2: Demonstrate proficiency in writing professional communications for tax, auditing, and financial accounting issues.*
Professional communication is measured in written assignments, student surveys, and internship evaluations. An Internship Evaluation measure was added in Spring 2019. In Spring 2020, the MSA revised the internship evaluation to differentiate between written communication skills and oral communication skills. Students mostly meet benchmarks.

Progress towards achievement of *Goal 3: Participate as an effective team member in tasks that require research, analysis, planning, and problem solving.*

Teamwork is measured in written assignments, student surveys, and internship evaluations. Students meet all benchmarks except in student surveys in Fall 2017. An Internship Evaluation measure was added in Spring 2019.

Progress towards achievement of *Goal 4: Demonstrate knowledge of ethics and professionalism and the ability to determine the ethical implications of certain tax, auditing and financial reporting positions.*
Ethics are measured in written assignments, student surveys, and internship evaluations. Students meet all benchmarks except in student surveys in Fall 2017. An Internship Evaluation measure was added in Spring 2019.

Progress towards achievement of *Goal 5: Demonstrate proficiency in oral communications for tax, auditing, and financial accounting issues.*
These are the curricular and assessment adjustments made for LG 5 since it was adopted in Spring 2018:

- Exercise added to ACCT 5310 Fall 2018
- Exercise added to ACCT 5330 Fall 2018
- Exercise added to ACCT 5350 Fall 2019
- Student confidence measurement added to Exit Survey Fall 2018
- Exit Survey moved to ACCT 5320 to increase student responses Fall 2018
- Internship evaluation measure added Spring 2019

Progress towards achievement of *Goal 6: Students will demonstrate the agility to adapt to emerging technology and perform tasks that require skills in information technology, including data analytics.*

Information technology is measured in written assignments, student surveys, and internship evaluations. In Spring 2020, LG 6 was added, and the program added an Accounting Data Analytics course to the curriculum. In Spring 2020, the program added the evaluation of technology skills to the internship evaluation. In Spring 2021, the program added student assessment of information technology skills to the Exit Survey. In Spring 2021, the program is seeking approval for the STEM designation. Students have met all the benchmarks.

<u>MS MISY Assurance of Learning</u>
The MS in MISY was established in 2019. There are 4 learning goals measured for the on-campus and online programs.

Goal 1: Comprehend Fundamental Business Process
Goal 2: Demonstrate competency with Enterprise Systems
Goal 3: Enhance Effective Decision Making with Data Analytics.
Goal 4: Incorporate Technical Skills to Solve Business Problems
Progress to achievement of Goal 1 – 4:
The program began measuring in Spring 2020.
Overall, benchmarks have been met for all goals, except on-campus students did not meet the benchmark for LG 3: In MISY 5360, 85% of students must receive a minimum of 95% or better

than the class average. The results were 83% of students who met a minimum of 95% or better than the class average.

Learner Outcome and Alignment
In January 2021, the Accreditation and Assessment committee members reviewed the strategic plan draft and the College's Learning Outcomes and Assessment Mechanisms for alignment. Upon review, the committee members determined that, where necessary, the strategic plan and learning goals align to the CoB's new Mission Statement.

Learner Academic Engagement:
The CoB provides many types of academic learning engagement opportunities.

Internships (non-Accounting): In the last five years, CoB students have participated in 59 internships (44 UG and 15 G) for academic credit. CoB students complete many more internships for which they do not seek academic credit. Because a formal internship is not required for their degree, students choose not to pay tuition for an internship; rather, many of our students work part time or full time in jobs that have professional responsibilities.

Internships for academic credit must have an appropriate bearing on a student's major. Most internships are paid and span a range of opportunities in many diverse areas including local municipalities, healthcare, engineering, marketing, local not-for-profits, real estate firms, credit unions and banks, utility companies, retail outlets, construction companies and other firms in service and manufacturing.

Dr. Marleen Swerdlow, Interim Chair, Department of Business, is the internship coordinator. She engages one-on-one with her interns and provides the encouragement they need to help them find a path to a major and career they love. Interns are required to make a formal presentation to present at the end of their internship and invite faculty, staff, and community members to attend.

The Accounting Program:
The Accounting program has an active advisory board of business leaders and alumni. The Accounting Advisory Board (AAB) supports accounting education in the CoB. Every Fall semester, members of the AAB host a panel with students to discuss topics related to the profession, particularly in the areas of audit and taxation. After the panel, a mixer is conducted in which students have the opportunity to meet each advisory board member. Often, interactions among students and board members lead to internship opportunities at Big 4, national, and regional accounting firms. Dr. Tim McCoy, Faculty Internship Coordinator for accounting students, has assisted students in 160 internships for graduate credit since Fall 2016. Dr. McCoy meets routinely with the interns during and after their internships. ACCT interns submit written papers at the end of their internship for Dr. McCoy's review. His mentorship through this process helps the students transition to professional accountants.

Meet the Firms is held twice a year in the Fall and Spring semesters and has a major impact on the career and professional development of accounting students. Each semester, an estimate of 45-50 students attends. 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 LU 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 School of Accounting and Information System. Beta Alpha Psi, the Accounting Honor Society, holds a workshop for resume and interview preparation. Graduates are recruited by all four 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 students to engage in business and the profession during their academic career. For instance, four of the past five years, our Beta Alpha Psi Chapter achieved Superior Chapter Status designation which requires 12 professional hours, 12 services hours and 32 total hours in addition to 8 "Reaching Out" activities for each member. Beta Alpha Psi averages 30 professional, service and Reaching Out activities per year. The Beta Gamma Sigma International Honor Society chapter sends students to its National Leadership Forum each year.

Many student organizations are 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, and Student Chapter of the Association of Latino Professionals in Finance and Accounting (ALPFA), and National Association of Black Accountants (NABA) In addition, CoB students participate in the hundreds of student organizations and clubs available at LU. Honor societies and discipline-based student organizations support students with speakers, networking opportunities, field trips, and community service opportunities.

The following is a list of the student groups/organizations sponsored by the CoB.

- National Association of Black Accountants (Dr. Delvin Seawright)
- Beta Alpha Psi (Accounting Honor Society) (Professor David Rose)
- Accounting Society (Dr. Orrin Swift)
- Beta Gamma Sigma (International Business Honor Society) (Dr. John McCullough)
- American Marketing Association (Dr. Komal Karani)
- Finance Association (Dr. Karyn Neuhauser)
- Financial Management Association International Honor Society (Dr. Karyn Neuhauser)
- Association for Information Systems (Dr. Jerry Zhang)
- Construction Management Student Association (Dr. Seok Hwang)

Student Advisory Council (SAC)
The CoB Student Advisory Council to the Dean is very active and provides valuable input in the areas of advising, extracurricular activities, and relationship-building with incoming students, alumni, and donors. The purpose of the organization is two-fold: it facilitates open communication between the Dean and top students in the CoB and affords opportunities for the professional development of skilled business leaders tomorrow. Students are nominated by faculty, staff, and students and selected by the student members. The council meets regularly on its own and periodically with the dean. Student Advisory Board members participated in the strategic planning process and represented the CoB at events inside and outside of campus.

Student Travel and Competitions
The CoB had been very active in supporting students to travel to conferences, seminars, study abroad, and competitions.

- "LiftOff" (formally IGNITE) is an Entrepreneurship Experience offered in the Houston area. This TSUS event is sponsored by the Chancellor's office and includes LU, Texas State, Sam Houston, and University of South Florida. Graduate students (10-12) in science, engineering and business visit technology startups, entrepreneurs, and innovators in the Houston area.
- Senior/graduate finance students participate in the annual Quinnipiac University G.A.M.E. (Global Asset Management Education) forum in New York. This conference provides faculty and students opportunities to interact with industry leaders and learn best practices in investment management.
- Study Abroad opportunities are expanding in the CoB, especially before the 2020 pandemic. In 2009, the CoB offered its first study abroad trip to China. Annual trips to Costa Rica/Panama began 2016 and semi-annual trips to the University of Alicante in Spain in 2019. A trip to Argentina in March 2020 had to be cancelled due to COVID19. In addition, semester- or year-long opportunities are available at ESC Rennes, an AACSB accredited school. The programs with this institution also involve their students coming to study at the CoB at Lamar University. Scholarships are available.
- Finance students visit the Federal Reserve in Houston accompanied by one of their professors
- Students in the MGMT 4370 capstone course participate in a Business Strategy Game each semester. Top students are invited to participate in the International Business Strategy Game after the semester ends.
- Student competitions:
    - SAP SuccessFactors Strategic Industries competition.
    - Beta Gamma Sigma "Amazing Race". Students answer trivia questions related to each discipline.
    - American Marketing Association participated in the Regional Conference at Texas State University and placed in all competitions.

As the pandemic subsides, many of these activities will resume.

*SAP Academic Alliance and TS 410 Certification (*formerly TERP10 Certification*)*
As a member of University Alliances, the CoB has been an SAP partnership school since 2006. Several faculty and staff are TS 410 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 TS 410 certification increase 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 (TS 410) offered at the CoB every Spring. TS 410 is a highly intensive workshop given by certified SAP trainers that concludes with a certification exam on Day 10. Over the past five years, 14 students have achieved the TERP10 certification, and 9 students have achieved TS 410 certification. This figure is lower than the last accreditation report, due to the COVID restrictions in 2020. The incorporation of SAP training in the BBA curriculum contributes to the growth of the MIS program and the high salaries offered to graduates. The CoB SAP Coordinator, Elizabeth Simmons, regularly attends workshops for the most recent up to date

information. The SAP Coordinator recently attended a summer workshop in 2021 to update the TS410 Certification Academy.

Lecture Series:

The Executive-in-Residence Program and The Michael Weinert Entrepreneurship Lecture Series bring business leaders to campus to engage with students, faculty, and the public in general, and to provide role models for CoBs students, many of whom are the first in their families to go to college. These leaders spend half a day at the CoB giving public talks and engaging in small group forums with students and faculty.

Speakers have included:
Helen Sharkey, professional ethics speaker
Jennifer Warren, VP Global Brand Marketing, Indeed.com
Chad Briggs, VP Sales and Technology, Air Liquide’s
Stefan Schulz, Executive VP and Chief Financial Officer, PROS
Orlando Alvarez, President and Chief Executive Officer, BP Energy Company
Winston Guillory, Managing Director, Belisarius Capital, LLC
Aaron Beam, Founder and First Chief Financial Officer, HealthSouth
Amy Lovoi, Buyer, TJX Companies
Tom Cormier, Owner, Cormier Homes

The Michael Weinert Entrepreneurial Lecture Series endowed by a recent alumnus, uses the Executive-in-Residence model to bring to campus leading entrepreneurs like:
Alex Banayan, World’s Youngest Venture Capitalist and Forbes 40 under 40
Russ Waddill, Partner, Neos Marketing
Johnny Earle, Founder, Johnny Cupcakes
Walters Brothers, Co-Founders, Altar’d State Apparel
Ed Sturrock, CEO and Co-Founder, AmeriCommerce Ecommerce Software
Justin McCullough, Chief Innovation and Product Officer, Facility Solutions Group

The Fecel Financial Training Center was established in 2011, with funds from alumnus and business leader Craig Fecel. This state-of-the art classroom delivers cutting-edge courses that prepare students for the world of finance. The Fecel Center was updated in 2021 and designed to facilitate better faculty-student interactions with the financial world with a market wall that provides up to the minute feeds from stock, bonds, and commodity markets and other financial news.

The Student Management Investment Fund

Lamar University’s Student Management Investment Fund (SMIF) was established to provide hands-on experience in security analysis and portfolio management. This course offers a practical, unique, and beneficial learning experience for students. Each semester, a group of students is selected from a large and competitive pool of applicants to manage the portfolio. The final goal is to capitalize on the background and experience of CoB undergraduate and graduate students.

In this class, students’ author various financial analysis reports, providing recommendations for particular securities. During the semester, students present their findings to their classmates and respond to criticism and questions from their peers. In the second half of the semester, students vote on whether to buy, sell, or hold a particular security. Finally, students defend their portfolio in semi-annual meetings of LU's SMIF.

Cardinal Learning Communities
Cardinal Learning Communities are an important retention tool at Lamar University. The CoB has participated in this program since 2016, a program designed to engage and orient incoming freshmen to the university and college environment. In 2020, the CoB launched a pilot program that required all incoming freshmen to participate in a learning community in the CoB. Each Cardinal Community was composed of 20-25 students who were enrolled in two courses together—one business class and one non-business class. In addition to attending these classes together, students met weekly with peer and faculty mentors and the CoB Cardinal Success Coach and participated in presentations and workshops on academic services, social events, extracurricular and networking opportunities. Selected alumni, faculty, and administrators engaged with the learning communities.

The CoB received the *Distinguished Partner* award from the Student Tutoring and Retention (STAR) Services office in Spring 2021. The recognition was awarded for the CoB's strong collaborative efforts and initiative in connecting students with STAR services. Assessments show in addition to increased retention; CoB students who actively participated in the Cardinal Communities earned an overall average GPA of 1.48 points higher than those who did not. The university will follow the lead of the CoB in the Cardinal Communities effort and offer the mandated program university wide beginning Fall 2021.

Transformational Scholars Program
This scholarship program was established in 2018 with a significant donation from alumnus, Herman T. Wilson. Each year 10 scholarships are awarded to students who have significant financial need and demonstrate a potential for achieving high academic success. Transformational Scholars are trained in leadership and mentoring in the first year of their scholarship. They serve the Cardinal Learning Communities as peer mentors in their second year. Transformational Scholars participate in career-readiness and marketable skills workshops and seminars in their junior year. This includes field trips and networking opportunities with local and regional businesses. In their senior year, transformational scholars work on cases and participate in consulting projects with the Center for Commercialization, Innovation, and Entrepreneurship and local businesses and civic organizations.

Examples of Award-Winning Professional Engagement Projects Embedded in Courses:
For the first time in 2020, faculty were selected to receive the Engagement, Innovation and Impact awards. The following faculty awardees exemplify professional engagement in the classroom.

- Professor Heather Doornbos-Boler's marketing class collaborated with the Mental Health Association of Southeast Texas to provide a marketing plan for the non-profit in 2021. Throughout the Spring semester, two student teams met regularly with representatives of MHA and delivered two marketing plans to them at the end of the semester. As a result of the class, two students obtained internships at the organization.

In her principles of marketing class, Professor Boler requires each student to develop a Personal Marketing Plan. Students chart their personal/professional course through semester-long active learning and become the product for the marketing plan and learn how to market themselves for their future careers. This is in direct relation to our mission to be Ready on Day 1.

Professor Boler implemented four new best practices around Top Hat Interactive learning system. Professor Boler provided two CTLE Professional Education Webinars for over 100 LU faculty, presenting information on Top Hat interactive services, sharing best practices and results from her four courses. Invited to be guest speaker at Top Hat Annual Conference, Professor Boler received the Top Hat-Top Scholar Engagement Award in 2020.

- Dr. Komal Karani, Associate Professor of Marketing, and her students collaborate with several small businesses in the Southeast Texas area, including Beautanicals, a family-owned goat farm. In addition to recommending strategies to improve marketing efforts, the students created a promotional video, complete with professional level sound and video editing, and a community newsletter template.
- Dr. Kakoli Bandyopadhyay, Professor of Information Systems, and her students in the Systems Analysis class (MISY 3370) form groups (4-5 members) for a semester long project. Each team is responsible for the identification, analysis and design, and solution of a real-world business problem. In MISY 4380, the students implement the proposed technical solution of the business problems that they identified in MISY 3370. These projects give the students work in real-life yearlong projects while in school and are a valuable addition to their resumes.

- Dr. Ricardo Colon, Associate Professor of ACCT, requires students in ACCT 5310 to take the role of a first-year tax or audit associate at an accounting firm under the supervision of the managing partner, Ricardo Colon. As part of their job, students are required to write two memoranda and a client letter to the managing partner. Students are also required to make an oral presentation to the managing partner on a topic of interest such as fraud or bitcoin. These activities have a significant impact on preparing students with the written and oral skills needed to succeed in professional careers. Students learn to apply research methodology to solve tax, audit, and financial accounting issues. This allows Dr. Colon to give feedback to "one student at a time" using rubrics to evaluate the written and oral assignments.

Teaching Effectiveness:
Teaching effectiveness is promoted and assessed at all levels in the CoB, consistent with our mission that emphasizes the CoB *prepares principled leaders who are responsive to social and environmental concerns; mentored by faculty in ethical business standards; enriched by personal relationships and experiential learning*. The teaching effectiveness of our faculty is assessed as part of their annual review. Criteria include evaluation by students and other appropriate persons, such as department chair, dean and peers; activities of engagement, innovation and impact; student relationships outside the classroom including advisement and

office hours; and evidence of efforts to remain current/creative/innovative in the classroom. Other criteria 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.

The CoB and LU offer opportunities to faculty members to enhance their teaching skills. 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. CTLE currently offers three teaching certificates that provide faculty development which can be included in their annual review and tenure review portfolios. Areas of certificates include Teaching Today's Student Teaching Certificate, Online Teaching Certificate, Inclusive and Equitable Teaching Certificate. The CTLE offered 40 events, and 30 CoB faculty members participated in a total of 72 participations. One faculty member completed a certificate in "Teaching Today's Student". The CoB provides additional resources to enhance teaching effectiveness. Since 2016, 36 trips have been funded for faculty members for travel to teaching conferences and workshops. The CoB hosts Executive-in-Residence programs. At these events our faculty interact directly with industry peers or with teaching experts, thereby allowing them to stay current on trends in business.

The CoB administers common core questions tests in the BBA program, and coordinators are designated to the business core courses. Annually, the Director of Accreditation and Assessments provide each business core coordinator with the results of the previous year. The coordinators meet with each faculty teaching the core in their specialized area to review the results. The faculty decide on any curricular changes needed and/or updates the student's questions in the common core test.

Examples of Teaching Effectiveness

CoB faculty engage in the spirit of shared learning when it comes to effective teaching and innovative curricula. Certain professors transfer knowledge and skills with presentations to the university and community audiences. For example, Professor Melissa Baldo presented "How to engage your online students" at the Distance Learning Digital Conference in Spring 2018 and collaborated with Professor Craig Escamilla to present a professional development workshop on "Negotiation and Conflict Management" for the Center for Advancement in Port Management in Spring 2019.

CoB faculty also participate in various trainings to maintain currency in their course content and topics. For example, Dr. Orrin Swift attended the American Accounting Association Intensive Data and Analytics II Summer Workshop to train in different data analytics software. The software included: Python, R, SAS, Mindbridge AI, IDEA, Alteryx, Power BI, and Tableau, among others. This training led to the development of a new graduate course in the accounting curriculum, Accounting Data Analytics, in 2019. He also collaborated with Professor Jennifer Large to develop an undergraduate course in Data Analytics for Business.

Similarly, in the Summer of 2020, Dr. Jerry Zhang joined the SAP Summer Workshop and participated in a 40-hours extensive training on Blockchain technology and its applications. He was able to update the course curriculum of MISY 5350 with four Blockchain weekly modules, including newly developed instruction videos, slides, exercises, and assignments. At the end of the semester, many creative ideas were reflected from the students' essays and course feedback. The students were fascinated by modern technology and were more engaged in the learning process.

Dr. Weeks teaches MGMT 3320 which requires discussion board exercises. From the initial assignment, to research a company, a student became interested in and applied for a job. Ultimately, the company offered the student a permanent position. The topics from Dr. Weeks class were relevant in the three rounds of interviews she had. As a result, the company offered her the position, and she started with the company in February 2021.

Dr. Audrey Zhao includes hands-on assignments in each course she teaches. The applications, SAP and Excel add-ons are used in the real business world.

Dr. Ricardo Tovar-Silos has fully integrated Connect and MindTap to all his Blackboard undergraduate courses. This innovation can save money on textbooks if students purchase Cengage Unlimited. Cengage Unlimited is one student subscription that includes access to all Cengage online textbooks, platforms, and study tools throughout their college career.

Dr. Frank Badua has included an assessment of learning exercise "the elevator speech" to test and instill critical thinking and professional communications in the Advanced Audit course. The elevator speech exercise compels students to concisely yet comprehensively deliver a short speech on a random selected audit topic. The increase in the Audit section of the CPA exam pass rates is attributed to this exercise.

Dr. Brad Mayer uses the Business Strategy Game (BSG) in MGMT 4370. The BSG is a very integrated and experiential learning tool used to help students understand how all stakeholders of an organization must fit into the company's mission. The simulation reflects events of the real world. For example, the simulation gives students an understanding that organizations must have a sustainable strategy as well as a business strategy. The students strive to get the Most Outstanding Corporate Citizen award which is given to a company that earns at least three Gold Star Awards for Corporate Citizenship (Percent of Revenue spent on Corporate Citizenship initiatives).

Recognitions and Awards

The CoB faculty have received a total of 12 honors, 56 awards, 2 scholarships and 49 grants from 2016 - 2021. The numerous honors, awards, and grants show our faculty commitment to making an impact on students and communities.

- Dr. Vivek Natarajan received the Federation of Business Disciplines Outstanding Educator Award in 2018. This award recognizes educators who have been identified as truly outstanding in their teaching and related efforts that contribute to student learning.
- Dr. Marina Ruseva was named the 2020 recipient of the Texas Society of CPAs (TXCPA) Outstanding Accounting Educator Award. "The statewide award honors

> Texans who have demonstrated excellence in teaching and who have distinguished themselves through active service to the accounting profession. Criteria for judging include instructional innovation, student motivation, the pursuit of learning opportunities for students, involvement in student and professional accounting organizations, and research accomplishments and publications."

A complete list of CoB faculty honors and awards are included in the Addendum in myAccreditation.

Thought Leadership, Engagement, and Societal Impact
The mission of the CoB states, in part, "In a spirit of shared learning, Lamar University College of Business prepares principled leaders who are responsive to social and environmental concerns; mentored by faculty in ethical business standards; enriched by personal relationship...". It is precisely the nurturing of personal relationships between faculty and students, in a spirit of shared learning, that creates the love for life-long learning in students and instills the values and qualities that positively impact the business communities in which CoB students work and lead. The mission acronym "prepares" adeptly captures what the personal relationships yield. Faculty and students participate in community service together, standing shoulder to shoulder in efforts to alleviate hunger, sickness, and illiteracy. CoB students learn that giving back to one's community is an important factor of success. Many partnerships are created through collaborative research projects. The importance of continuing to stay abreast of emerging technology and trends, of arming oneself with knowledge to stay ahead of business competitors is instilled through these relationships. The return to campus of highly successful alumni who share the secrets of their successes and reinforce the importance of their business education imparts the confidence CoB students need to feel career ready as they themselves enter the business world. Every student has a faculty mentor to guide them through, not only their academic progress, but their career and life goals as well. These relationships develop in and outside the classroom, and they prepare students to become ethical leaders in creating a positive impact on society.

Intellectual Contributions
Scholarship is a significant part of the lifeblood of the CoB. As shown in Table 8-1 B, the faculty's intellectual contributions clearly align with the different areas of our mission. To show the alignment of the intellectual contributions with the mission, ten mission codes were identified that encompass the spirit of our mission. Faculty identify one of these mission codes and assign it to each intellectual contribution. A significant number of intellectual contributions are in the areas of diversity, ethics/integrity, community engagement, professional competencies, and building personal relationships. New mission codes were updated in Spring 2021.

The number of intellectual contributions shown in the mission code table is less than shown in table 8-1B because some faculty members did not assign a mission code to their intellectual contributions.

For the most recent five-year period, 89.84% of faculty members produced intellectual contributions. 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 95.74% of participating faculty members produced peer reviewed journal articles during the last five-year period. This represents a substantial cross-section of the faculty across all disciplines.

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 8-1 documents the quality of our faculty's contributions. Of significant note, forty-five of the journals in which our faculty have published are listed as "A*" (11), "A" (19), or "B" (15) level in the Australian Business Deans Council (ABDC) 2020 journal quality list. This represents 28% of the journals used by our faculty; 53% of the journals are listed in the ABDC ranking. Although not included in the table, four 2020 retirees published in 26 journals listed as "A" (4), "B" (3), or "C" (7) in the ABDC list, 8 additional in Cabell's Whitelist and 4 in other journals. The quality of the intellectual contributions of the faculty is distributed across departments as shown in Table 8.1 C.

Strategically, the CoB has worked diligently to improve the quality and visibility of publication outlets. These initiatives include:

- The CoB provides incentives/stipends for faculty to enhance quality publications. The college recognizes faculty whose work appears in publications listed in the Australian Business Dean's Council (ABDC) Journal Quality list or Cabell's Whitelist. As of November 2019, the stipend was changed to encourage high-quality publications and approved by the faculty, faculty who publish in A* journals will receive a larger stipend then faculty that publish in A, B, etc.
- Summer research grants were established for faculty ($10,000 each).
- The CoB established a revised teaching load policy in September 2020 to encourage higher quality research production by offering reduced teaching loads.

The impact of our faculty's intellectual contributions is wide-ranging. Table 8-1D 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.

As mentioned previously, the dean created research awards in summer 2020. As the faculty are presenting their research to the CoB, this will allow for collaboration with faculty members and perhaps with faculty in other CoB disciplines.

For the most part, what the CoB produces in research is equivalent to what most business schools do and are expected to do to maintain AACSB standards. What makes our CoB different, what sets us apart from our peers, is the collaborative research our faculty engages in with students, both graduate and undergraduate. Ten faculty members collaborated with 17 students and in some cases the same faculty member and students collaborated more than once. For example, collaborative research between faculty and students.

- Dr. Henry Venta, Dr. Gevorg Sargsyan and students Hannah Rumsey and Joshua Gibbs collaborated on the article "The Value of Strategic Planning for Small Non-Profit Organizations" and was published in the *Journal of Management and Marketing Research* in 2020.
- Dr. James Slaydon and MBA student Azhar Uddin collaborated on the article "The Relationship Between Firm Value and Long-Term Debt" published in the *Journal of Finance and Accounting* in 2019.

This epitomizes the spirit of shared learning and mentorship through personal relationships that is key to our mission.

<u>Societal Impact</u>
As a first step toward responding to Standard 9's emphasis on societal impact, CoB faculty reflected on how the CoB Mission aligns with societal impact at its Fall 2021 Convocation. Faculty provided feedback on the following questions: Looking at our Mission, how does the CoB define societal impact? What does "societal impact in alignment with mission" mean to you and what does it not mean? What next steps are needed to achieve a societal impact that aligns with the CoB Mission?

This exercise allowed faculty to think about how well the mission addresses the societal impact we aspire to achieve and uncover new opportunities to fulfill these expectations. Faculty recognized that policies need to be established that will foster an increased sense of societal impact. For example, adding a mission code on societal impact so that daily activities can be aligned to it, including specific topics in all our classes and discussions relating to environmental effects, fair wages and income inequality, gender equity, and conscious capitalism. Faculty believe we should all reflect on the material we teach and try to incorporate social responsibility into every aspect of our courses. Perhaps a requirement to include a learning objective in every course. If students become accustomed to making decisions through the lens of social and environmental responsibility, they will become principled leaders, and we will truly achieve our mission. The transformative experience our students, many first generation in college, obtain from their college degree is an important societal impact to Southeast Texas, and beyond.

This feedback was provided to the Strategic Plan Implementation Committee for incorporation into the Strategic Plan and to set metrics for evaluating the impact of the CoB as a force for good.

The CoB strategic plan 2021-2026 includes strategies for how the CoB can have a positive impact on its community and society at large. The following strategies emerged from the plan that affect societal impact:
1.9 Develop and implement student Code of Ethics & Professionalism with accountability plan. The Code of Ethics & Professionalism will train the students in practice to think and behave ethically.
A committee composed of faculty, alumni, and students developed a Code of Ethics & Professionalism approved by the faculty in August 2021.

2.2 Update CoB curricula to reflect current trends, technologies, and skills and enhance curricular offerings including 5-year programs.
See updates and new developments to the curriculum in the Learner Success section.
3.1 Create and formalize networking opportunities for CoB students. Networking opportunities will allow alumni to engage with our students.
6.1.2 Create a comprehensive services list and promotion plan for CoB offerings to the LU campus including Minors, Certificates, Graduate Programs, Executive Education, and Study Abroad programs.
6.3 Create regularly updated CoB communication materials to college stakeholders showcasing people, programs, research, and accomplishments.
6.4 Create a directory of firms in Southeast Texas where CoB students, faculty, and staff can access class project development, research, community service projects, and similar activities.

Examples of Societal Impact

- A recent grant funded by the Economic Development Agency (EDA) of the Department of Commerce and totaling more than $440,000 over two years was awarded to five CoB faculty members. The LU Economic Recovery and Resiliency Program grant has so far generated two published papers, four conference presentations, and two Summits on Recovery and Resiliency. The societal impact is clear since it will help develop a protocol to guide the EDA in funneling additional hurricane recovery funds to our area. But its impact has been broader as it has served as a catalyst to bring together resources at Lamar University, other institutions, and the community to create a culture of resiliency in southeast Texas. Through the grant, summer funds were provided for four faculty members; equipment was bought, and at least 6 students, both undergraduate and graduate, were partially supported. It is innovative because it seeks to build an economic model for sustainable change, not just identifying the greatest needs in completing this work; the team has engaged all parts of our community. The research has already resulted in innovations in methodology. The work done also puts Lamar University in a good position to obtain other grants in the future.
- As a result of the EDA grant mentioned above and connection with the Southeast Texas Planning Commission (SEPC), the CoB is a subcontractor to another EDA grant managed by the SEPC. This grant uses the techniques and models that were developed in the first grant to explore resiliency and recovery efforts from the community.
- As previously mentioned in the BBA AoL section of the report, the AA committee developed a plan to increase the level of service and engagement of the CoB students. The Community Service/Engagement Committee was created. The committee includes members of faculty and staff who develop ideas and invite student groups to participate. Beginning Fall 2020, the CoB Community Service Committee has partnered with LU's Office of Community Relations, Economic Development and Student Access, and Education First to help with a financial literacy program in 5th grade classes in the Beaumont Independent School Districts (BISD). Various student groups will participate and present basic financial concepts to 5th graders once a month.
- The Center for Innovation, Commercialization & Entrepreneurship (CICE) Director and CoB Instructor for Seminar in Entrepreneurship, Paul Latiolais, offers impromptu strategy sessions for any students wanting to work on their business plans outside of

classroom hours. Students can use the CICE's Idea Hatchery, Event Room, or other available conference rooms to continue to work on their business plans.

- The School of Accounting offers a CPA2B Bootcamp, a one-day program designed to provide students with career resources while building awareness of the Texas Society of CPAs (TXCPA) and the Southeast Texas Chapter as their professional partners for life. During the CPA2B Bootcamp, students learn critical success skills for entering the workforce, etiquette skills, Texas CPA examination requirements, more about the value of the CPA credential, and how TXCPA can be a lifeline for them at any point in their careers. The event includes a panel with local CPAs who provide mentorship and guidance about career opportunities available in the accounting field.
- Several faculty members serve, because of their expertise, as officers or members on boards of directors of companies, civic organizations, and government bodies. Southeast Texas Economic Development District Board, CHRISTUS Southeast Texas Region, Small Business Development Center, Greater Beaumont Chamber of Commerce, Baptist Hospital, M& D Supply, Community Hospital Corporation, Goodwill Industries of Southeast Texas and Southwest Louisiana, SE Texas Chapter of Texas Society of CPAs, Federation of Business Disciplines, Business and Health Administration Association (BHAA), Southwestern Finance Association, Southwestern Society of Economics, Southeast Texas Workforce Development Board, Better Business Bureau of Southeast Texas, Texas Society of CPAs, Accounting Education Foundation of the TSCPA, Southeast Texas TSCPA Board, SW Louisiana Board of Realtors, AGA Professional Ethics Board are all beneficiaries of the service and expertise of our faculty and staff.

Engagement of community in the CoB:

Under goal 3 of the current Strategic Plan, the CoB sets out various objectives to demonstrate value for stakeholders by increasing their involvement in college activities.

3.1.1 Create and formalize networking opportunities for CoB students, such as hosting "business week" each semester with significant alumni and local businesses presented at the college through guest speakers, competition and other activities.

3.1.2 encourage alumni to host "LU Day" at their offices or virtually to allow students to shadow successful business leaders

3.1.3 increase CoB involvement in SET Chambers of Commerce and SETX Young Professionals Organizations.

Examples of community engagement:

- Selected alumni participate in presentations to Cardinal Communities. Some of alumni include:
  - Lauren Kidder, Weinstein Spira, audit staff
  - Jana Bartz, The Golden Cup, owner
  - Cleve Glenn, Frost Brown Todd LLC, attorney at law
  - Alaric Harrell, Cameron LNG, assistant controller
- Dr. Delvin Seawright received a certificate of appreciation for his contributions and efforts to the Black Minds of LU. The LU NAACP and SGA recognized Dr. Seawright at the Black Minds Matter event, February 24, 2021. He was also recognized for his

service in the community by the Beaumont ISD for ROAR Community Reading Partnerships in 2019.

- In 2019, Dr. Seok Hwang invited Construction Management Advisory Council (CMAC) members (industry experts) and other industry representatives (total 14 experts) to serve as judges in a student competition for Best Creative Activity and Research Award Best Capstone Project Award.
- Dr. Ricardo Colon served on the Unidad/Men of Excellence Advisory Board, which seeks to increase recruitment, retention and graduation of African American and Hispanic students at LU. In Fall 2020, Dr. Colon presented a virtual workshop to Unidad scholars on mentoring and seeking mentors from faculty from minority backgrounds. The idea of the workshop was to expose students to faculty members who "look like them" and whom they can approach mentorship. Inclusiveness and diversity are issues that will have a major impact on businesses for the foreseeable future. LU students, because of their diverse backgrounds and exposure to diverse faculty, will be ready to tackle equity issues in the workplace and society.
- Professor Jeff Dyson provides Executive Education Leadership courses for LU departments and surrounding companies and governmental agencies. The courses are in the areas of leadership, execution, time managementand effective meetings. Professor Dyson provides workshops to the Beaumont Chamber of Commerce leadership development program. Repeat customers are Bill Clark Pest Control, City of Orange, Pump-Tex and Swagelok.
- The LU Office of Alumni Affairs hosts "A Dinner and Conversation" designed to connect LU students, with successful alumni and faculty. The dinner provides a relaxed setting for students to meet professions in their career fields. From 2016 – 2021, eight alumni hosted with eight faculty representatives and 31 LU Ambassadors participated.
- The Dean also has an advisory board for alumni, business, and civic leaders. The purpose of the Board of Advisors is to foster closer ties between the CoB at Lamar University, its alumni, and the community. The Board helps the CoB achieve its goals by providing the guidance and assistance which members of the Board are best qualified to provide.
- The CoB is establishing a new advisory board composed of business professionals and entrepreneurs who are recent graduates. The primary objectives of this group would be to provide a forum for recent CoB graduates to communicate needs of recent alumni to the dean of the college, connect with other alumni, and ultimately build a strong network that will be engaged for years to come. Throughout the year, members of the board would host social events, mentor current students, volunteer their time at and around the LU campus, along with many other activities.

Student Awards & Recognitions:

- LU Seniors of Significance: The Seniors of Significance Award recognizes students who have excelled in scholarship, leadership and service to campus and community and have brought distinction to Lamar University. A Senior of Significance is one who has made a positive impact on the Lamar University campus and in their individual academic fields during their time in college. Over the past five years, 17 CoB students from a variety of business majors have received this award.
- LU's Student Government Association / COB officers for BBA students are often actively involved in student government.

- In 2019, the CoB established the Dean's Award for Excellence for each major, undergraduate, and graduate.
- Four construction management student groups (8 students) participated in the LU Research Expo poster presentation under the direction of Dr. Seok Hwang. Two of these groups placed first and second. "Use of Dredge Material for Construction Purpose: Pollution Treatment and Financial/Environmental Impact" placed first. "Negative Effects of Over-Compacting Asphalt Concrete Pavement on Roadway Surfaces" placed second.
- Yasmine Johnson and Mariah McCoy were chosen to receive the 2019 NABA (National Association of Black Accountants) Houston Metropolitan Chapter Scholarships.
- The CoB AMA team competed at the Regional Conference in San Marcos at Texas State University in February 2019. Students placed in the following categories: Digital Media Strategy Competition, Marketing Strategy Case Competition, Best Professional Photo on LinkedIn, Perfect Pitch Competition.
- Kay-Alana Turner presented her findings from a 10-month research study at the Annual McNairs Scholars Research Symposium in 2016. "Ecotourism Business Owner Motivations for Obtaining Ecotourism Certificate in Peten, Guatemala".
- In 2020, Viviana Denova, a Management major won a summer undergraduate research award during the Office of Undergraduate Research's 7th Annual Humanities, Arts, Social and Behavior Sciences, Education and Business (HASBSEB) Conference. She won for her research proposal, "The Financial Impact of COVID-19 on Business in Dining and Hospitality Industries in Southeast Texas." Viviana also received a 2021 SURF (Summer Undergraduate Research Fellowship) grant. Dr. Gevorg Sargsyan is her mentor for these projects.

Faculty & Staff Accolades:
- In Spring 2017, Dr. Henry Venta was honored as Beta Gamma Sigma's Dean of the Year. He was honored among the 576 BGS chapters worldwide.
- Beta Gamma Sigma – Professor of the Year awards are selected by BGS students
- Dr. Ricardo Colon received the Texas 2017 Young CPA of the Year Award from the Texas Society of Certified Public Accountants. Dr. Ricardo Colon also received the 40 Professionals under 40 Southeast Texas award. The selection committee honors bright young professionals under the age of 40 for their academic achievements, professional success and community involvement.
- Cardinal Success Coach, Kristin Helm, participates in Leadership Beaumont. Kristin was nominated to be a member of the steering committee for the 2022 Class of Leadership Beaumont (March 2021- May 2022). This is a professional development opportunity the Chamber of Commerce coordinates annually.
- Kristin Helm was selected to receive the 40 under 40 award for 2021. The Southeast Texas Young Professionals Organization, Greater Beaumont Chamber of Commerce and Beaumont Enterprise partnered to select and honor the 2021 Southeast Texas 40 under 40. Over 200 people were nominated this year.
- Celine Do was recognized in April 2021 as Advisor of the Year for her mentorship of the Vietnamese Student Association. Celine received her award at the annual Toast of Leadership.