College of Business

AACSB
Fifth-Year Continuous Improvement Review
2015-2019

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Executive Summary

Introduction

Grambling State University (GSU) is a public university that strives to provide equal access to higher education for all applicants regardless of race, color, sex, national origin, age, religion, disability, and veteran status. The College of Business (COB), which is one of the flagship academic units at GSU, endeavors to fulfill the mission of the University and its own mission by innovatively engaging students and other stakeholder communities to make meaningful impact in training future business leaders for the State of Louisiana, the United States of America (USA), and the business world at large.

Engagement, Innovation and Impact

The COB has demonstrated significant engagement, impact and innovation in the management of its programs, in matriculation of students, in running the COB and in interacting with its various stakeholders in the review cycle of 2015-2019.

- **Recognized Among Top-Ten Producers of African American Graduates**

Recent data published by *Diverse Issues in Higher Education* (2019) acknowledged GSU as a top-ten leading producer of African American graduates in five categories: computer science, social sciences, education, marketing, homeland security and related areas. Among these degree programs mentioned, Marketing is offered in the COB. Based on its 2018 Integrated Postsecondary Education Data System (IPEDS) statistics, the National Center for Educational Statistics (2019) also recognized that GSU's largest growth in graduates was recorded in 2018 and this was driven by five programs including Computer Information System which is offered in the COB.

These recognitions by two credible publications of the significance of two out of the four programs offered in the COB are clear testaments of the impact the COB is making in the production of African American graduates for the nation. It also shows clearly the alignment of the COB's graduate production rate with the mission of the University which is to primarily produce minority graduates for the United States workforce. Thus, the rate at which GSU and its

COB are producing African American graduates has contributed significantly to diversity and inclusivity in the American workspaces.

Several recent graduates of the COB work in the top four accounting firms in the country. Some of them are employed in banks, and at corporate offices of major corporations such as Walmart. Examples of some COB alumni in high positions in corporate America are: Tammy Richardson (Microsoft Supply Chain Director), Shlondra Amacker (JP Morgan Chase & Co.- Vice President), Eugene Cook (Walmart Technologies- Vice President of Application Operations), Howard Osborne (IBM Corporation- Associate Partner, Public Service Digital Business Strategy), Clyde Dyson, Jr. (Pepsi Beverage Company- General Manager/Unit Sales Manager), Trenten Harris (Walmart Corporate Office-Merchant, Strategic Negotiator and Technologist), Regiuel Days (Amazon Web Service Inc.- Senior Account Executive, Nonprofits) and LaRita Aubespin (Proctor and Gamble Company- Global Services Manager: Talent, Development and HR Analytics System). There are many more of COB graduates making substantial impact in other organizations and in foreign countries. Those COB alumni on the COB Executive Business Advisory Board are committed to providing financial support and providing input for curriculum review and development to meet the needs of industry.

- **Corporate Networking and Strategic Partnerships**

The COB has developed relationships with many top corporations in the country within the current review cycle, and continuously strives to create more of such partnerships. The COB initiated and is growing partnerships with Walmart and Sam's Club, Century Link, Nissan, Murphy Oil, Thurgood Marshall, Libbey Glass Company, Tabasco Company, and the Private Label Manufacturing Association of USA in recent years. Such relationships have led to internship and employment opportunities for COB students and graduates. Examples of COB students who had internships with such reputable firms include: Nicholas Bedford and Wesley Flintroy (Sherwin Williams- 2015), Hiram Dunaway (Aramark, 2016) Joshua Anderson (IBM, 2017), Cornelius Ewing (Enterprise Rental Car, 2017), Faron Rush (Nationwide, 2018), Donald Penn and Jordan Davis (Nationwide, 2019), Jabreth Norris (City of Detroit Parks and Recreation, 2018 and 2019) and Stephan Wilson (FDIC, 2019).

During the review period, COB students also went on field trips to some of these organizations to learn firsthand the practical sides of business and industry. The tours enabled COB students to

directly engage with industry and bridge the gap between theory and practice. A tour of the Nissan plant in Canton, Mississippi, by the COB Management Club in 2017 Spring Semester, for instance, led to a Vehicle Purchase Program (VPP) agreement between Nissan and GSU that offered great savings to students, staff, and alumni of GSU. Currently, the COB is collaborating with Century Link to develop a digital marketing course for the COB. The collaboration with Century Link has also resulted in the company supplying its head of Project Management, Ms. Tamika Cherry, to teach Project Management in the Computer Information Systems discipline; thereby injecting a great deal of practicality and cutting-edge technology into the curriculum.

- **Volunteer Income Tax Assistance (VITA) Program**

The COB also annually engages its Accounting Major students in voluntary income tax preparation for members of the Grambling community and four nearby Parishes. Through the Internal Revenue Service (IRS) sponsored Volunteer Income Tax Assistance (VITA) program, the Accounting students involved attended VITA/TCE Certification workshops every year conducted by an Accounting faculty, Dr. Aaron Witherspoon, and become certified to prepare free Income Tax return services. During this review cycle, a Total of 845 Federal and State individual income tax returns were filed from 2015-2018. This is a demonstration of the community engagement and impact activities of the COB.

Volunteer Income Tax Assistance (VITA) experience, and membership and attendance of conferences of the National Association of Black Accountants (NABA) by our Accounting majors add significant value to our students. The combination of the two factors enrich accounting students' resumes, creates community connectivity and access to scholarships, internships and permanent positions with major companies. Some of these students received internships with Big Four accounting firms in New York, Houston and Dallas; resulting in permanent employment. COB Accounting graduates hold accounting positions with major companies such as Deloitte & Touche, KPMG, Ernst & Young, CenturyLink, Walmart, and Enterprise Rental Car. Some of our international graduates are employed in accounting in countries such as Antigua, St. Lucia and Dominica.

- **Production of Valedictorians**

The COB produced three of the valedictorians of GSU in the five-year period under review. Mr. Prentiss Smiley, a CIS Major, was the valedictorian in 2017 Fall Semester. Ms. Jodeen

Shillingford, an Accounting Major, was the valedictorian of 2018 Spring Semester. Mr. Jalen Alexander Heath, an Accounting Major, and a baseball student–athlete, was named valedictorian for the 2019 Spring Semester. These achievements by COB students demonstrate the quality of students being produced by the COB.

- **Excellence of COB Students in External Competitions**

COB students have represented GSU in a number of competitions during the period under review and have excelled. This denotes that the COB faculty is engaging students in meaningful ways that impact their performance in external competitions with their peers from other universities. The COB innovatively collaborated with the GSU Computer Science Department to create synergistic teams of business majors and computer science majors to participate in the Bayou Classic Biz Tech Competition in New Orleans. Out of the four years that the competition has been held, the blended GSU team won the grand prize thrice and second place once. In the 2019 Fall semesters, our undergraduate students won the Bayou Classic Biz Tech Competition despite the fact that one of our rival schools fielded a team of graduate (law) students. In the 2018 Fall Semester, seventeen HBCUs were invited to participate in the Bayou Classic Biz Tech Competition. Only six teams made it to the final and three out of the six teams were from GSU. The grand prize for the Biz Tech competition was $10,000 and for the three times GSU won it, the prize money was split equally among the team members to motivate them. The Bayou Classic Biz Tech Competition is judged by corporate representatives.

Niana Celestine, a double major (in Marketing and Computer Science), won third place in the HBC "Battle of the Brains Pitch Competition" in the 2018 Spring Semester. Three COB students also won first, second and third prizes in the Golden Pitch Competition held at Grambling State University in the 2018 Fall Semester; with the support of the North Louisiana Angels Fund (NLAF). They received prize money; ranging from $1000 to $3000. All these achievements demonstrate the quality and competitiveness of GSU COB students relative to students of comparable schools. The performance of COB students in such competitions also reflects the impact of faculty innovativeness and engagement in mentoring and nurturing students to succeed.

Situational Analysis

- **Historical, National, Local, and Other Factors that Shape Mission and Operations**

GSU was founded in 1901, as an initiative of African-American farmers in rural north Louisiana who desired to educate Black children in northern and western parts of the state. The origin of what is now the COB can be traced back to 1936 when a two-year professional certificate was awarded. The University obtained full membership in the Southern Association of Colleges and Schools in 1958 with three degree granting divisions: Applied Sciences and Technology (including business programs), Education, and Liberal Arts. In 1976, the College of Business and Applied Sciences was created as an autonomous unit and in 1983, the programs in Applied Sciences were transferred to other colleges and the present COB was established. The University currently has five colleges and an Army ROTC. These are the College of Arts and Sciences, the College of Business, the College of Education, the College of Professional and Graduate Studies and the E. L. Cole Honors College. Degrees offered at GSU range from undergraduate to graduate studies.

- **The College of Business**

The COB currently offers a Bachelor of Science degree in four disciplines, namely: Management, Marketing, Accounting and Computer Information Systems. The COB recently reconstituted its Advisory Board and it has 16 members. The new business advisory board has provided useful insight to guide curriculum development in sync with current skills-set required in business and industry. (Board members are also encouraged to use their influence in the corporate world to assist the COB in diverse ways).

Prior to this review cycle, the University suffered significant budget cuts from the State of Louisiana. Enrollment also dipped as a result of increase in admission standards by the State of Louisiana in 2013 and cuts in state funding available for scholarships. However, the measures the COB put in place to increase enrollment included articulation agreements and aggressive recruitment during High School Days and SOAR[1]/ROAR[2]. These measures were successful for the first three years of this review cycle. Enrollment in the COB increased approximately by 8%

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[1]SOAR: Summer Orientation, Advising and Registration
[2] ROAR: Ready for Orientation, Advising and Registration

per annum in the first three years. Enrollment dropped by 2% in the fourth year and by 9.6% in the fifth year. The COB has taken inventory and is working to increase enrollment again. Despite the recent decline, enrollment has been fairly stable in the COB, ranging between 661 and 775 in the five year period under review.

- **Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis:**

The COB strategically assesses its inherent competencies to better serve students. In the SWOT analysis, the internal strengths (S) and weaknesses (W) of the College, as well as the external opportunities (O) and threats (T) are identified. The SWOT analysis enables the COB to engage more constructively in long-term strategic planning. The most recent SWOT matrix is documented in the chart that follows:

Table 1

COLLEGE OF BUSINESS SWOT ANALYSIS

Strengths	Weaknesses
• Diverse faculty • College Dress Code • Student Code of Conduct • Business-related seminars • Corporate guest speakers • Popular college name in southwest region • Articulation Agreements with multiple community colleges to establish 2 +2 programs • Computer Lab refurbished • First and only digital library in the State of Louisiana • Relatively low tuition and instate fees for out of state students to make fees affordable	• Heavy teaching load • Faculty and staff turnover • Limited by University policy of centralized fundraising • Faculty Research Productivity
Opportunities	**Threats**
• Distance Learning • On-line Courses • Non-Traditional Adult Learners (more conveniently scheduled classes) • Consultancy services to local industry • International Faculty Exchange Program • Satellite or remotely located MBA Program in densely populated city, for example, Shreveport. • Grants, Gifts and Funding	• 4-year colleges and community colleges • Rival On-line Degree Programs • Declining state funding

- **Relative Advantages and Disadvantages**

Advantages

- **Undergraduate Tuition**

"GSU's tuition is $5,140 per year for in-state residents. This is 27% lower than the national average public four year tuition of $7,056. The cost is 58% lower than the average Louisiana tuition of $12,271 for 4 year colleges. GSU Tuition ranks 5th in Louisiana among 4-year

colleges for affordability and is the 24th most expensive 4 year college in the state. If attending from out-of-state, the tuition is $5,140 which represents a 0% premium.[3]"

- **Nurturing Environment and Instructors.**

GSU and the COB have a nurturing environment where students tend to have a sense of belongingness. This makes students feel at home, and they are able to matriculate without feeling too intimidated to drop out. GSU is a place "where everybody is somebody." It is an institution where students with various backgrounds of preparedness for college thrive. It has a strong appeal to African Americans because of its rich history.

Disadvantages

The College of Business is still challenged competitively by rival accredited as well as non-accredited institutions, distance learning programs, and on-line degree programs. Many of these institutions thrive over the World Wide Web, offering business programs that may lack regional and discipline-specific accreditation. The College of Business continues to live up to its stellar reputation as an accredited institution that prides itself for quality in teaching and research.

- **Opportunities for Degree Enhancement**

GSU just introduced the first Cyber Security degree program in the State of Louisiana in the 2018/2019 academic year which is housed in the Computer Science Department. Data analytics is also a new area being emphasized in the Computer Science Department. GSU has also just been approved at the end of October 2019 to propose Louisiana's First Bachelor's in Cloud Computing. These opportunities afford the COB's CIS Majors the opportunity to take classes in Cyber Security and Cloud Computing. COB students may also opt to double major in CIS and Cyber Security or Cloud Computing or minor in Cyber Security or Cloud Computing to enhance their marketability.

GSU re-engineered its general education requirements in the 2018/2019 academic year and all colleges were required to realign their degree programs with the new requirements. In the process, this freed and made available six flexible hours in the various COB curriculum plans.

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[3] Source: https://colleges/louisiana/grambling-state-university

The COB seized this opportunity to build flexibility into its respective curriculum plans to enable students to have more choices to tailor their degree qualifications to meet their career aspirations. The COB is encouraging students in all majors in the COB to use three out of the six flexible hours freed to take a Data Analytics course offered in the Computer Science Department to boost the marketability of COB graduates.

- **Number of Graduates by Program for 2018/2019**

Table 2 below shows the number of graduates per program in the prior year to writing this report.

Table 2

Number of Graduates by Program for 2018/2019 [4]

Program	2018 Fall	2019 Spring	Total
Accounting	12	15	27
Computer Information Systems	6	11	17
Economics	1	0	1
Management	21	23	44
Marketing	11	9	20
Total	51	58	109

Progress Update on Concerns from Previous Review

- **Monitoring and Incorporating Strategic Planning Priorities**

The Dean of the COB from time to time took stock of what the COB's goals and objectives were for the current review cycle and took corrective action to realign the management activities of the COB towards achieving its goals of diversity, quality service delivery, students' success, globalization and leveraging the COB's distinctive competencies to achieve its mission.

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[4]

*Please consider that students may have been awarded 2 degrees
**There are 99 unique students; 10 students were awarded 2 degrees
***For those students with 2 degrees; both degrees were given credit above

The COB has little control when it comes to financial strategy as a result of University policy. However, the COB did the best it could do within the limited space allowed. The COB largely depends on allocations from GSU's operating budget for meeting salaries and other supplies. Most other resources such as computers, smart boards and office supplies are provided centrally by the University. The University has centralized fundraising to avoid approaching the same potential donor with conflicting or multiple requests. However, the COB is able to raise some funds from faculty and unsolicited alumni donations which are kept in its Tiger Fund to supplement funds allocated by the University. See the section of the report on strategic plan outcomes on pages 16 to 23 and Appendix A.

- **Quality Service delivery**

The COB produced three valedictorians in the five-year review period. COB students have won several inter-institutional competitions or performed very well where they did not win the first prize. The teacher-student ratio is low, averaging around 1:17[5]. New computers have been installed in all the four exclusive computer laboratories for COB students. The general laboratory for all students housed in the COB building on the first floor was also refurbished and restocked with new computers in 2018. Seventeen new smartboards have been installed in the classrooms of the COB. Faculty members have participated in various developmental seminars including a Master Teacher Workshop to enhance their competencies and course delivery.

- **Faculty Qualifications, Sufficiency and Stability**

The faculty members of the COB are well-qualified. There are sufficient numbers of doctorate degree holders in all disciplines except Marketing in which an additional Ph.D. holder has just been offered the job and is expected to join the faculty in the Spring Semester of 2020. However, there has been a high level of turnover of Faculty in the COB. Two economics faculty members, Dr. Daffney Felton and Dr. John Nwoha were terminated by the State of Louisiana when the Economics program was discontinued in the Fall of 2018. Mr. Nonso Opkala and Dr.

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[5] **Average Student Faculty ratio:** using the most recent available enrollment figure of 2018/2019, 682 students divided by 20 faculty over two semesters in the year equals 17.1 students per faculty per semester. Economics classes that are taken by all students in the University and finance classes however tend to be large and hover between 40 and 60 students sometimes.

Erick Valentine (both of the Accounting department) resigned in 2017 and 2018 respectively to pursue greener pastures elsewhere. The contracts of Ms. Andrea Dixon (Management) and Dr. Nathaniel McDougle (Marketing) were not renewed by the University at the beginning of the 2018 Fall Semester. Dr. Lester Singletary of CIS resigned in 2017 Fall and Attorney Kristen Pleasant also resigned at the end of the 2018 Spring Semester to pursue other opportunities.

In their places, the COB has employed Dr. Kevin Sly (CIS), Ms. Susan Wiley (Marketing), Dr. Morsheda Hassan (Accounting and Economics), Ms. Quaneshia Armstrong (Accounting) and Mr. Phillippe Carter (business law) on full time bases plus one adjunct in CIS (Ms. Tamika Cherry) and one adjunct in Management (Dr. Gavin Hams). Mr. Bruce Morgan, the University's Webmaster briefly taught the web design course in CIS until a suitably qualified faculty was identified to teach the course. Dr. Annette Jackson who was recently interviewed is poised to join the Marketing faculty in the 2020 Spring Semester. The COB has sufficient well-qualified faculty to deliver its mission.

- **Growth and Stability of Enrollment**

The COB's enrollment increased in the first three years of the period under review by approximately 8% respectively and declined by approximately 2% and 10% respectively in the subsequent two years (see Table 3 below). Some of the increases in enrollment were due to transfer of students from community colleges that the COB has articulation agreements with. Even though there has been some decline in enrollment lately, the enrollment within the review cycle has been fairly stable and had hovered between 661 and 772. The COB is intensifying efforts to increase enrollment through active participation in recruitment activities such as High School Day.

Table 3

COB Enrollment (2014/2015-2018/2019)

Academic Year	Number	% Change
2014-2015	661	
2015-2016	712	8
2016-2017	772	8
2017-2018	755	-2
2018-2019	682	-10

- **Provision for Full-Time Faculty Emoluments in University Operating Budget**

All full-time faculty and staff at the COB are paid from the University's operating budget and supporting staff who are civil servants are paid directly by the State of Louisiana.

- **Financial Strategies and Allocation of Resources**

Grambling State University is a public institution. The salaries of all permanent faculty members of the COB and office supplies are covered by the University's operating budget which is supported by allocations from the state of Louisiana and tuition. Two out of the three administrative staff are paid directly by the State of Louisiana. Other supplemental funding sources are donations and Grant money from Title III and the COB Tiger Fund which contains endowment money.

The COB recently reconstituted its Executive Advisory Board. The sixteen board members are encouraged to donate funds to the COB and use their good offices to get corporate sponsorships and donations for the COB. The extra sources outside the University's operating budget are designed to provide cushion and additional funding for scholarships, faculty development, research and other activities of the COB. Thus, the COB runs on a fairly stable financial budgetary allocation from the University.

- **Faculty Sufficiency and Deployment**

Currently, all classes are covered adequately by qualified faculty. There are 3.5 full time Accounting faculty; 3 full-time CIS faculty and 1 CIS adjuncts; 2 full-time marketing faculty (with an additional expected in the 2020 Spring), 7 full-time management faculty, 2.5 full-time Economics professor and 1 full-time Finance faculty. The use of adjuncts allows the COB to run a more lean organization, while taking advantage of the expertise of a highly seasoned IT specialist and an administrator working in the University Administration to inject more practicality into the curriculum of the COB. On average, using the 2018-2019 enrollment as a base, the average class size in the COB is 17 students. This means students receive a lot of individual attention and there is a high level of interaction and engagement between faculty and students in the COB.

- **Faculty Qualification and Engagement**

The faculty of the COB is well-qualified. The Accounting department currently has a four faculty members. Two of them hold doctorate degrees related to the field of accounting and two

hold masters' degrees, but are certified public accountants. Thus all four of accounting faculty members are well-qualified to deliver quality instruction in the accounting discipline.

The Computer Information System (CIS) discipline has four faculty members. Three of them hold doctoral degrees. Out of those with doctoral degree, two hold doctor of philosophy in the area of CIS, while one holds an Ed.D. The Ed.D. holder has a masters' degree in Computer Resource Information Management and has had vast experience in the U.S. Air Force dealing with technology. The CIS adjunct faculty holds a masters' degree in Project Management and is the lead project manager of Century Link, a Fortune 500 corporation. She brings her wealth of practical experience and cutting edge technological knowhow to the classroom. Thus, all the CIS faculty are well-qualified to teach what they are assigned to teach.

Even though the COB, no longer has an Economics degree program due to its discontinuation by the State of Louisiana in 2018, the COB still has on roll four professors who teach economics as a discipline that services other programs in the COB and also meets the needs of general education requirements of the University. All four Economics faculty hold related doctoral degrees in the area of Economics, with one being a Finance specialist.

All seven faculty in the discipline of Management hold terminal degrees. Five of them hold doctoral degrees related to Management, one holds a Jurist Doctorate degree in law and teaches the business law courses. There is an adjunct in the Management discipline who holds a Ph.D. in Educational Administration and an MBA. He is a full time employee of the University and is the Director of Financial Aid and teaches only introductory courses in management as an adjunct. All the management instructors are also well-qualified to teach the courses assigned to them.

The Marketing discipline presently has one Ph.D. holder and an MBA. An experienced Marketing Professor with Ph.D., Annette Jackson, is expected to join the COB faculty in the 2020 Spring Semester.

So far, all disciplines have sufficiently qualified faculty to handle the class schedules of the COB. As a primarily teaching university, the COB faculty members are engaged in research and other intellectual contribution activities as well. Faculty members participate in COB monthly research colloquia. The faculty has engaged students in collaborative research and presented at COB colloquia and University of Louisiana System Academic Summits and other academic conferences. The COB faculty also engage students through advising. In terms of service, COB

faculty members serve on various university and COB level committees; participate in recruitment as well as in community service activities such as the volunteer income tax preparation to members of the public, among others.

Strategic Management and Innovation

Mission, Impact and Innovation

- **College of Business Mission Statement**

The mission statement of the College of Business that guided its strategy, activities and learning goals, in the immediate five years under review is:

"... to educate and nurture students to become technically competent, socially and ethically conscious, and culturally sensitive in a dynamic global business environment as lifelong learners. The College is committed to teaching, research and service. The College also upholds the tradition of the University by being faithful to its historical commitment of educating students from diverse backgrounds and levels of preparation."

The mission statement of the COB is juxtaposed alongside the Mission statement of Grambling State University below to show the alignment between the two mission statements.

- **College of Business Vision Statement**

"Our vision is to be an internationally recognized leader in producing quality graduates, who can contribute successfully to the global business environment, graduate disciplines, and society. We strive to maintain a well-qualified, committed, collegial faculty and staff as well as exceptional and competitive programs."

Table 4

COB and University Mission Alignment

Alignment of College of Business Mission with Grambling State University Mission	
COB Missions Statement	**Grambling State University Mission Statement**
The mission of the College of Business is to educate and nurture students to become technically competent, socially and ethically conscious, and culturally sensitive in a dynamic global business environment as lifelong learners. The College is committed to teaching, research and service. The College also upholds the tradition of the University by being faithful to its historical commitment of educating students from diverse backgrounds and levels of preparation.	Grambling State University is a comprehensive, historically-black, public institution … [committed] … to the education of minorities in American society, [to] advance the study and preservation of African American history, art and culture…strive for excellence in…[the]… pursuit of knowledge … prepares its graduates to compete and succeed in careers related to its programs of study, to contribute to the advancement of knowledge, and to lead productive lives as informed citizens in a democratic society. The University provides its students a living and learning environment which nurtures their development …affords each student the opportunity to pursue any program of study provided that the student makes reasonable progress and demonstrates that progress in standard ways. Grambling fosters, in its students, a commitment to service and to the improvement in the quality of life for all persons. The University is indeed a place where all persons are valued, "where everybody is somebody[6]."

College of Business Organizational Structure

The COB is headed by the Dean who is assisted by a Coordinator of Dean's Office and an administrative assistant. Under the Dean are the two heads of departments (HODs). One HOD heads the department of Management and the Marketing, while the other heads the Accounting, Economics and Computer Information Systems Department. There are program coordinators under each head of department. The respective coordinators of Management and Marketing report to the head of the Management and Marketing Department, and the coordinators of

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[6] For detailed comprehensive unabbreviated GSU missions statement, vision statement, philosophy and goals visit: http://gsunet.gram.edu/docs/gsu-strategic-plan.htm

Accounting, Economics and Computer Information Systems respectively report to the HOD of Accounting, Economics and Computer Information Systems Department.

The Accounting, Economics and Computer Information Systems previously housed the Economics program until the Economics program was discontinued by the State of Louisiana at the start of the 2018 Fall Semester when it was declared a low completer program. However, the economics discipline services all the COB degree programs as well as a general education requirement, Macro- Economics. The COB Organizational chart is presented in Figure 1 below.
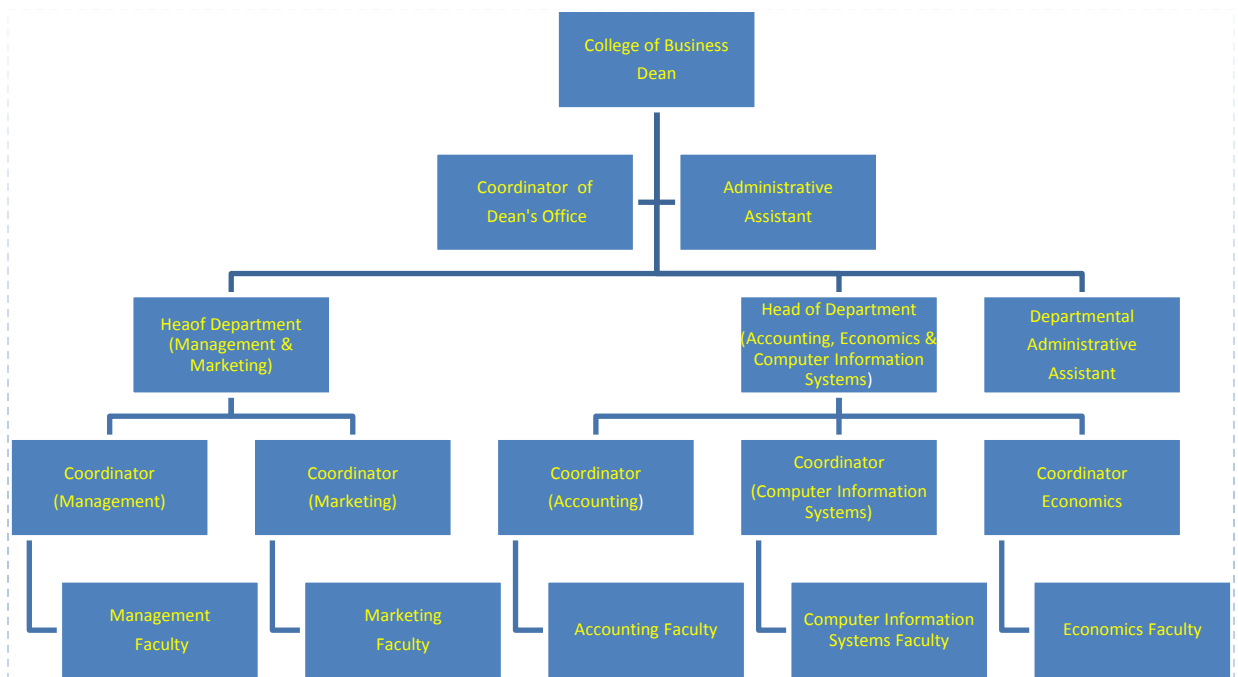
Figure 1: College of Business Organizational Chart [7]

Strategic Planning Framework

The strategic planning framework of the College of Business is a collegial, participative, democratic process that is faculty driven with some input from students and supporting staff of the College. The College crafts a strategic plan that guides the management of the College for each review cycle at regular intervals. As shown by Figure 2 on page 17, both of the academic departments in the College present their departmental plans to the College of Business Strategic Planning Committee for consolidation into a college-wide plan at the beginning of each planning period which is usually about three semesters to the semester in which the AACSB Peer Review Team visits the Campus. The COB Strategic Planning Committee then solicits additional inputs from COB student organizations, at COB student convocations and from the supporting administrative and professional staff of the COB.

The Strategic Planning Committee puts together a consolidated strategic plan that is presented to the entire COB Faculty in a general meeting where the draft plan is debated and critiqued. The COB Strategic Planning Committee then uses the feedback from the general faculty meeting to revise the plan. The final draft is subsequently presented to the faculty in another meeting to be voted on for adoption. The iteration goes on until a final plan is adopted by at least a majority decision if no consensus is achieved. The adopted plan is then submitted to the Dean of the College for implementation in the next review cycle.
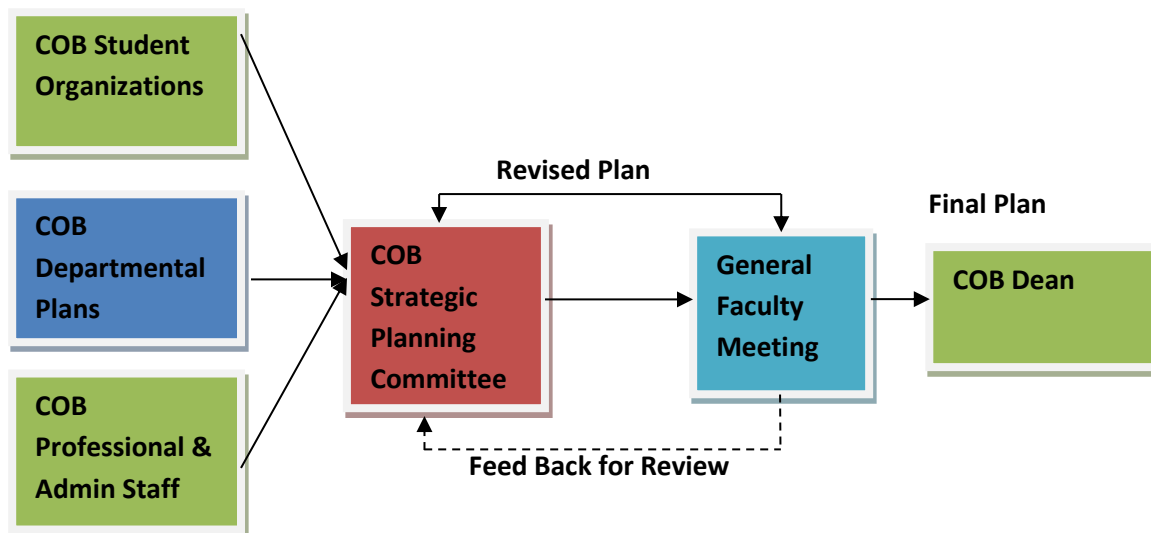
Figure 2. Strategic Planning Process

Summary of Strategic Plan outcomes 2015-2019

Goals/ Objective	Outcome
Increase enrollment	• The COB was successful in increasing enrollments within the first 3 years of the review cycle by approximately 8% annually. However this fell marginally by 2% in the fourth year and by 10% in the 5th year. The student population was fairly stable ranging from 661-772. The COB has entered into more Articulation Agreements and is actively participating in student recruitment activities to increase enrollment.
Diversity	• Being an HBCU, the COB remained true to the University's mission of educating minorities, particularly African Americans, when it comes to diversity. As a result, Black-Non-Hispanics students averaged 84% of the COB students during the review cycle. International Students were 13.2%. Hispanics were 0.6%, Whites were 0.6% and those who did not indicate their ethnicity were 0.6%. Native Americans constituted 0.2%, Asian/Pacific Islanders were 0.1% and those who did not know their ethnicity were 0.1% during the review cycle. Considering the mission of the University, this representation constitutes a fairly diverse student population of the COB during the review cycle.
Engagement with alumni	• Many prominent Alumni attended the annual COB Scholarship Breakfast fund-raisers and social events during homecoming; engaged faculty and students and donated towards scholarships during the review period.
Innovative engagement and partnership with business community	• **Examples:** • Management Club toured: Walmart HQ to expose students to world class global logistics management (Fall, 2019); Nissan Auto-assembly plant in Canton, MS, to observe state-of the art auto assembling process; leading to a relationship with the University (Spring, 2017); Libbey Glass Factory, Shreveport, LA, to study glass manufacturing process (Fall, 2018); Tabasco Factory on Avery Island to learn about how different pepper varieties are processed and bottled (Spring, 2019) and Caddo Bossier Port, Bossier City, to learn about trans-modal transportation and warehousing (Spring, 2018). • COB students and faculty representatives participated alongside 5 selected HBCUs in the Private Label Manufacturer's Association's (PLMA's) Annual Private Label Trade Show, Chicago, IL (November, 2018 and 2019). • Developed partnership with Sysco, Century Link, etc. • COB Students attended Allen Entrepreneurial Institute at Lithonia, Georgia (Spring, 2017 and Spring, 2018). • A Faculty member, Augustine Dzathor, participated in the Delta Regional Authority Entrepreneurship Network Program (Spring, 2016) These activities and others led to internship and job opportunities for COB students. Fifty-eight COB students were placed in internship programs- 2015-2019.

Summary of Strategic Plan outcomes 2015-2019 (continued)

Goals/ Objective	Outcome
Quality service delivery	- COB Executive Advisory Board revitalized in Spring, 2019. (Shared perspective on curriculum, etc.) - Hiring of two permanent heads of departments (Fall, 2019) - Six new full-time faculty hired plus two adjuncts, while there was a turnover of 8 faculty. - Four **(4)** faculty promotions and four **(4)** tenured within the review period. - Collaborated with GSU Career Services on students' grooming and COB students massively attended career Fairs between Spring, 2015 and Fall, 2019. - Seventeen (17) new Smartboards installed in all classrooms 2018. - One hundred twenty-five (125) computers installed in 4 classroom labs in the COB building (2017/2018). - New Scantron scanner installed in the COB to replace the old model in Summer, 2019. - Faculty and administrative staff underwent various developmental activities and attended programs to improve quality service delivery in the review period.
Engagement with other academic institutions within the United States	**Examples** - Collaboration with Nicholls State University – COB student/graduates offered opportunity to pursue MBA at Nicholls State University. - GSU students including COB Students and Louisiana-Tech students take classes interchangeably at each other's campuses which are just 10 minutes' drive apart. This innovative collaboration allows both institutions to access resources they are deficient in from each other. - COB Students, University of Louisiana at Monroe Students and Louisiana–Tech. students jointly participated in a Diversity and Inclusion workshop conducted by JP Morgan Chase Bank Manager in Fall, 2018. - COB and Southern University students participated in the Entrepreneurial conference at Allen Institute in Lithonia, Georgia in the Springs of 2017 and 2018. This involved entrepreneurial development exercises, pitch competitions, grooming, presentations, etc. - COB collaborated with several Community Colleges to establish 2+2 Programs.
Global inter-connectivity and cultural exchange	- A COB faculty member participated in Pole University International Week in France in 2015. - COB faculty member participated in Leonard De Vinci International Week (PULV), March 2017. - Two COB faculty attended conference in Greece (Summer, 2019) - United States International University–Africa in Nairobi, Kenya sought partnership with the COB (2018).

Summary of Strategic Plan outcomes 2015-2019 (continued)

Goals/ Objective	Outcome
Community engagement and impact	- COB students under the sponsorship of the Management Club: - Participated in community cleanup crew every year; - Engaged in community Public Health Month celebration yearly; - Volunteered services for Easter Egg Hunt festivities held for children and community in the city of Grambling; *Distributed 334 baskets and served 174 individuals (Spring 2019);* - Engaged senior citizens of Grambling, LA in games and activities yearly during the review period; - Involved in clean-up of local businesses following the Ruston 2019 Spring tornado devastation. - COB students participated in KGRM Toy Drive each year. - COB faculty and staff participated in the United Way Fund Drive yearly. - Volunteer Accounting students of the COB under the mentorship of Dr. Witherspoon provided free Federal & State income tax return preparation services to Grambling and surrounding communities; including Lincoln, Ouachita, Bienville, and Madison Parishes under the Volunteer Income Tax Assistance (VITA) program. *A total of **845** Federal and State individual income tax returns were filed from 2015-2018.* - In 2017, Grambling State University teamed up with Entrepreneurial Accelerators Program (EAP) of Shreveport, Louisiana, to host the first on campus business pitch model competition dubbed the Golden Pitch: Transforming Business Ideas Into Gold" Business Model Competition. Grambling State University and other partners involved contributed seed money of $25,000 each to be used as an endowment to provide seed capital to entrepreneurial minded-student winners of the "Golden Pitch" competition to start small businesses. The competitions are held in a 'shark-tank' like fashion.
Enhanced faculty teaching and innovation	- Master Teacher workshop held in Spring, 2019. - COB Faculty attended various distance learning delivery workshops (Moodle and Canvas training workshops) 2015 Fall – 2019 Spring. - Selected Faculty attended AACSB workshop in each of the years from 2015 Fall to 2019 Fall. - COB Faculty participated in annual Faculty Institute seminars aimed at enhancing teaching and innovation each year during the review period.

Summary of Strategic Plan outcomes 2015-2019 (continued)

Goals/ Objective	Outcome
Student innovation, engagement and impact activities in pursuit of students' success and professional development	- COB students massively participated in all career events sponsored by the GSU Career Services in Fall and Spring semesters of each of the 5 years under review. - COB Faculty and student members of the Management Club and National Association of Black Accountants (NABA) engaged in recruiting students in surrounding parishes every year and during High School days at GSU. - Alumni Group supported COB students to obtain internships and employment. - COB students attended and engaged in monthly COB research colloquia (2015-2019). - COB students participated in 2018 Private Label Manufacturer's Association (PLMA's) Annual Private Label Trade Show, Chicago, Illinois, November, 2018 and 2019. - Selected students were awarded internships & scholarships through the Thurgood Marshall College Fund in partnership with Apple (2018) - COB students participated in HBCU "Battle of the Brains" National Competition Pitch and won 3rd place- $25,000; Sponsored by Hewlett Packard (2018). - COB student teams won the Business Startup Competition and the Bayou Classic Biz Tech Challenge in November, 2018. - COB student teams placed 1st and 3rd in Golden Pitch Business Model Competition held at GSU (Fall, 2018). - COB student team won the Bayou Classic Biz Tech Challenge in November, 2019. - COB collaborates with Century Link to enhance student internship and placement. Century Link is involved in curriculum development related to digital marketing at the COB and Niana Celestine, a COB Marketing student was involved in the design. - COB students participated annually in University of Louisiana Annual Academic Summit.

Summary of Strategic Plan outcomes 2015-2019 (continued)

Goals/ Objective	Outcome
Engaging in mission driven research	- Though GSU is primarily a teaching University, COB faculty members continue to engage in research on a broad range of topics that impact theory, practice, and teaching of business. - Total peer-reviewed journals (PRJs) articles published Spring 2015-Spring 2019 **(n= 19).** - Faculty conducted collaborative research during the review cycle. - COB sponsored from its Tiger Fund two collaborative research projects that were published in Peer Review Journals (PRJs) in 2019. - COB faculty engaged in regional, national, and international Conferences. - Twenty **(21)** academicians, business leaders and 18 students presented on various topics, including financial literacy at COB Research Colloquia 2015-2018. - COB faculty presented papers and served as chairs and discussants at the International Academy of Business and Public Administration (IABPAD) Conference yearly. Five **(5)** *faculty* attended this Conference in Dallas, TX in Spring, 2019. - Faculty engaged in pedagogical intellectual contributions during the review cycle.
Generation of independent sources of Funds	- The University has centralized fundraising to avoid duplicated requests from different university departments to same donors. This has made it very difficult for the COB to engage in independent fundraising drive in the corporate world where it has many alumni. However, the COB built good partnerships with departments at GSU such as Institutional Advancement to enable the COB access to non-operating university budgetary funds to sponsor faculty to conferences or pay for research publications. - Annual COB Scholarship Breakfast and Alumni donations are other sources of supplemental funding for the COB.

Strategic Outlook for 2020-2024

Proposed Mission Statement for the COB

The COB, in the spirit of continuous improvement, reviewed its mission statement in the Spring of 2019 to make it more responsive to the needs of industry, the greater mission of GSU, and to align it more closely with the accreditation philosophy and quality assurance of AACSB International. The new mission has been approved by various stakeholders including faculty, COB Executive Advisory Board and the student body. The new Mission statement and strategic goals of the COB for the next review cycle are as follows:

The mission of the College of Business is to prepare students from historically different backgrounds and levels of preparation through experiential and classroom activities to become "career–ready". Students will be trained to apply critical thinking skills, knowledge of business functions, and technical and soft skills in a diverse, inclusive, ethical and culturally sensitive global environment. We also support faculty in professional development and in relevant research needed to impact the classroom and the local and worldwide business community.

Proposed Core Values

We are committed to maintaining a work environment that is conducive to:

Faculty, Student, Administrative and Corporate **ENGAGEMENT**

- **INNOVATIVE** processes, programs, and teaching strategies;
- Ensuring that activities are designed to **IMPACT** processes and stakeholders in a positive way;
- Fostering Inclusivity, Professionalism, Integrity, Accountability, Transparency and Collegiality.

Proposed Strategic Goals

1. Develop innovative and sustainable programs and curricula.
2. Develop an **innovative** Recruitment-Enrollment-Retention-Graduation-Job-Placement pipeline free of bottlenecks.
3. Develop and Strengthen Faculty and Staff.
4. Develop Alumni, Business, Community, and Professional Relationships.
5. Enhance the Financial Strength of the College.

The detailed strategic outlook for 2020-2024 is presented in Appendix A.

Intellectual Contributions, Impact, and Alignment with Mission
Faculty Intellectual Contribution

The College of Business (COB) is committed to the AACSB International Standard 2. Table 5 shows the distribution of the COB's intellectual contribution (IC) for this review period (2015 – 2019) by academic discipline and for the overall COB.

Table 5
Faculty Intellectual Contributions

Grambling State University – College Of Business Table 5 Intellectual Contributions, Calendar Year 2015 – 2019																
Part A: Five Year Summary of Intellectual Contributions																
	Portfolio of Intellectual Contributions				**Types of Intellectual Contributions**										**Percentage of Faculty Producing ICs**	
Faculty Aggregate and summarize data to reflect the organizational structure of the school's faculty (e. g. departments, research groups). Do not list by individual faculty member.	Basic or Discovery Scholarship	Applied or Integration/Application Scholarship	Teaching and Learning Scholarship	Total	Peer-Reviewed Journals	Editorial-Reviewed Journals and Articles	Peer-Reviewed Academic/Professional Meeting Proceedings	Peer-Reviewed Academic/Professional Meeting Presentations	Competitive Research Awards Received	Textbooks	Case Studies	Professional Practice Standards, or Public Policy	Other IC Type Selected By The School	Total	Percent of Participating Faculty Producing ICs	Percentage of Total Full Time Equivalent (FTE) Faculty Producing ICs
* Accounting	17	12	5.5	34.5	3	0	1	15	0	0	0	0	15.5	34.5	100%	100%
Computer Information Systems	4	14	6	24	3	0	4	0	0	1	0	0	16	24	100%	100%
* Economics	14	3	5.5	22.5	8	0	2	4	0	0	0	0	8.5	22.5	100%	100%
Management	6	6	7	19	3	0	1	1	0	0	0	0	14	19	100%	100%
Marketing	3	6	2	11	1	0	1	1	0	0	0	0	8	11	100%	100%
Grand Total	44	41	26	111	18	0	9	21	0	1	0	0	62	111	100%	100%
Part B: Alignment with Mission, Expected Outcomes, and Strategy (See the narrative section.)																
Part C: Quality of Five-Year Portfolio of Intellectual Contributions (See the narrative section.)																
Part D: Impact of Intellectual Contributions (See the narrative section.)																

*   One faculty member's time is divided 50/50 between Accounting and Economics.

The ICs reflect faculty engagement activities that resulted from Standard-stipulated peer-review activities and other ICs selected by COB faculty and approved by the COB Dean and Department Heads. They are all in alignment with the COB's mission. The activities of the other ICs, (represented in Table 5 as **"Other IC Type Selected by the School"**) in particular include nurturing through mentoring, collaboration and practice among faculty and students. Such activities would grow the professional development and experience of the faculty and students, and especially prepare the demography of our students for competitive careers after graduation. These mission driven IC activities are documented in the COB Faculty Qualification and Engagement (FQE) Policy in Appendix A – 1.

Overall, there are 18 collaborated peer-review journal articles, 9 peer-reviewed proceedings articles and 1 textbook, compared with prior review period (2010 – 2014), which were 25, 12 and 1 respectively. Although there is a reduction in peer-reviewed journal and proceedings articles produced, there is more enthusiasm among the faculty and students to collaborate in research. The reduction in the number of publications, compared with the last review period, may be due to the turn-over in COB faculty members who were experienced in research. Although most of the peer-reviewed publications are Basic or Discovery Scholarship, more Applied, and Teaching and Learning Scholarship ICs activities among faculty members are recorded. The ICs were designed in such a way that it would encourage 100% participation by the COB faculty members as indicated in Table 5. The appointment of one of the COB faculty members is split 50/50 between Accounting and Economics disciplines. So, her IC contributions data in Table 5 are split between Accounting and Economics. On the whole the Economics discipline produced more peer-reviewed journal articles than the other disciplines. Compared with last review period (2010 – 2014), 10 out of 21 (48%) faculty members produced peer-reviewed journal articles during this review period as opposed to 5 out of 25 (20%) who produced peer-reviewed journal articles during the (2010 – 2014) review period. This is an indication of improved enthusiasm in collaborative research among the faculty members of the (2015 – 2019) review period. The enthusiasm is also reflected in the number of COB students' ICs that were mentored by COB faculty members. The list of the COB students' ICs is shown in Appendix A – 2.

Table 6 shows the journals where the 18 peer-reviewed journal articles produced by the COB faculty members during the current review period (2015 – 2019) were published.

Table 6

Five-Year Summary of Peer and Editorial-Reviewed Journals and Number of Publications in Each

Table 6: **Five-Year Summary of Peer and Editorial-Reviewed Journals and Number of Publications in Each**	
Based on the data in Table 5, provide a five–year summary of peer and editorial–review journals (by name) and the number or publications appearing in each. The number of publications should reflect an unduplicated count for co-authored publications. Please organize by organizational structure of the school's faculty (e.g., departments, research groups) in the same manner as Table 5. Please split fractionally for co–authorship among faculty employed by the school such that each publication is counted only once.	

Peer and Editorial Reviewed Journals (by Organizational Structure)	Number of Publications
Accounting	
International Journal of Business, Accounting, and Finance (IJBAF)	1
Journal of Economics and Economic Education (JEEE)	1
The Global Journal of Accounting and Finance (GJAF)	1
Accounting Total	**3**
Computer Information Systems	
American Journal of Management (AJM)	1
International Journal of Business and Management (IJBM)	1
Journal of Business Diversity (JBD)	1
Computer Information Systems Total	**3**
Economics	
International Journal of Business and Economics Perspectives (IJBEP)	1
International Research Journal of Applied Finance (IRJAF)	1
Journal of International Business Disciplines (JIBD)	5
The Global Journal of Accounting and Finance (GJAF)	1
Economics Total	**8**
Management	
International Journal of Business and Public Administration (IJBPA)	2
International Journal of Social Science and Business (IJSSB)	1
Management Total	**3**
Marketing	
American International Journal of Social Sciences (AIJSS)	1
Marketing Total	1
The College Total	**18**

Intellectual Contributions Alignment with COB Mission, Expected Outcomes and Strategy

Two important aspects of the COB mission are "to educate" and "to nurture" students through their undergraduate academic experiences. COB faculty members' scholarship in teaching, research and practice contributes to the students' academic experiences. The COB Administration has decided to reactivate the practice of setting aside two cash prize awards for the "best teacher of the year" and "best researcher of the year" from the 2019/2020 academic year. This is to motivate the faculty to use the cash as resources to further the quality of their teaching and research activities.

Quality of the COB's Five-Year Portfolio of Intellectual Contributions

The journals where the peer-reviewed articles were published are of good quality. Most of the other ICs, as recorded in the FQE policy document in Appendix A – 1, were designed to prepare students for successful careers after graduation. Here are a few of such activities:

- Completed supervised service learning project(s) with student(s).
- Taking student(s) to professional conference (s).
- Paper presented at professional meetings, preferably pedagogical type that is co-authored by student(s) and or faculty (See Appendix A – 2)
- Other student related activities outside the classroom that can boost the professional preparation of College of Business students for jobs and graduate school after graduation, within the last five years.

Impact of Intellectual Contributions

The following are a few itemized impacts of the COB intellectual contributions:

- An Accounting/Economics faculty is the Editor of the International Journal of Education Research (IJER), Associate Editor of the International Journal of Business Research and Information Technology (IJBRIT), and serves on the Editorial Board of the Journal of International Business Disciplines (JIBD) from 2014 – present. The JIBD, IJER, and IJBRIT are peer-reviewed journals and are listed in many indexes
- A Marketing faculty member also serves on the Editorial Board of two peer-review journals: American International Journal of Social Sciences http://www.aijssnet.com, Spring 2017 – present, and American Research Journal of Humanities Social Sciences, Spring 2016 – 2017.

- A Computer Information Systems (CIS) faculty member recently published a CIS Textbook entitled "Computer Programming-based Quantitative Problem Solving Level I (C++ Programming)," *1st Edition. ooi Academy for publishing, Ruston, Louisiana 71273, U. S. A. Series 19 Number 1, 2019, ISBN 0-9703797-1-4* (The book is not commercially available yet.) The textbook is currently used in teaching CIS 120 – Problem Solving and CIS 209 – Business Object-oriented Programming I (C++) courses at Grambling State University.

- Three out of four Accounting faculty members are CPAs. Through IRS sponsored programs, some Accounting students attended VITA/TCE Certification workshops every year conducted by one of the Accounting faculty members and were certified to prepare Income Tax returns for clients. The students and the Faculty members provided, every year since 2009 to present, 845 State and Federal Income Tax preparation services to the community, free of charge.

- A Certified Project Manager from CenturyLink, a Fortune 500 Telecommunication corporation, brings her practice to the classroom in the COB as an adjunct faculty. She teaches Project Management (CIS 388) which is a capstone course for CIS majors.

- Some COB faculty members use their peer-reviewed journal articles to enhance classroom discussion.

- A Management COB faculty member reported that a colleague from another university had informed him that he is using his peer-reviewed journals article as a case study in his class.

Financial Strategy and Allocation of Resources
Financial Model and Strategies

The primary source of funding for the COB is from state allocated line budget in the University's annual operating budget. This covers salaries of faculty and administrative personnel, office supplies and other miscellaneous expenditure. The College has its Tiger Fund in which donations from alumni go to supplement state funding. Other supplemental sources of funds for the COB are faculty donations towards the annual COB Scholarship Breakfast, donations from alumni, philanthropists, grants and student club dues (which solely goes towards specific student club activities). The financial model of the COB is depicted in Figure 3 below.
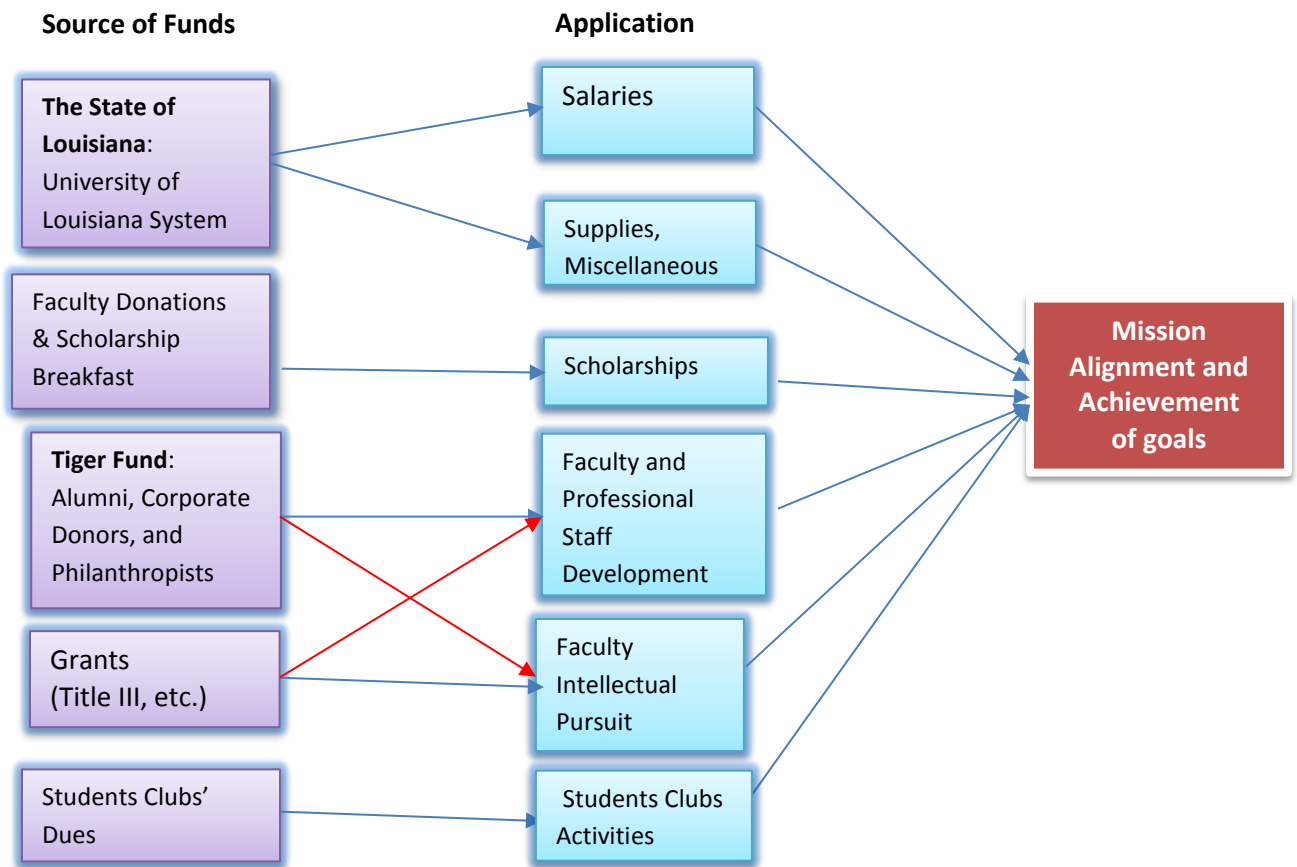
Figure 3. Financial Model

Allocation of Financial Resources from Operating Budget (2015-2019)

Table 7 shows the financial allocations to COB from the University's operating budget during the current review cycle.

Table 7

Allocation of Financial Resources from Operating Budget (2015-2019)

College of Business Budget Information				
Academic Year	Actual Budget	100-159105-10 Accounting, Economics and Information Systems Allocation	100-159110 Marketing and Management Allocation	Total COB % Yr-Over-Yr Incr/(Decr)
2015-2016	2,536,681	1,457,851	805,236	
2016-2017	2,574,148	1,489,215	826,816	1.48%
2017-2018	2,637,146	1,544,821	826,723	2.45%
2018-2019	2,679,179	1,497,615	910,694	1.59%

Financial Projections for 2020-2024

Table 8 shows the projected financial allocations to COB from the University's operating budget for 2020 to 2024.

Table 8[8]

GRAMBLING STATE UNIVERSITY				
College of Business Projected Budget 2020-2024				
	Projected Budget			
	2020-2021	2021-2022	2022-2023	2023-2024
Salaries	2,062,282	2,097,955	2,134,257	2,171,201
Related Benefits	639,307	650,366	661,620	673,072
Salaries & Related Benefits	2,701,589	2,748,320	2,795,877	2,844,274
Travel	500	500	550	605
Operating Services	4,957	5,452	5,997	6,597
Supplies	7,340	8,074	8,882	9,770
Total Operating and Capital Acq	12,797	14,027	15,429	16,972
Total Expenditures	2,714,386	2,762,347	2,811,306	2,861,246

[8] The projections are a zero-based budget. University will provide funding for all COB official Travels.

Participants – Students, Faculty and Professional Staff

Students Participation
Student Enrollment, Trends, and Effects of Changes in Admission Criteria

Changes in Louisiana legislation allowed GSU in the 2016 Fall Semester to effectively revise its earlier selective admissions policy that was implemented from the 2010 Fall Semester. (See appendix B-1). Between 2010 Fall and 2016 Fall semesters, students who met all admission requirements except Mathematics and English and needed developmental courses in English and/or Mathematics were required to complete these courses by attending a community college prior to admission to GSU. Alternatively, they could take the COMPASS College Placement examination and if they passed, were admitted straight away.

However, with effect from the 2016 Fall Semester, students who need to complete developmental courses in Mathematics and/or English are advised by the GSU Admissions Office to complete at least one course via the online Straighterline program, or to take the Accuplacer College Placement exam and/or complete the developmental course at a local community college. With this change and other enhancements to the enrollment management process, the University has experienced increases in enrollment since the 2015 Fall Semester from 4,553 to 5,205 in the 2018 Fall Semester. This amounted to a 14.32% increase. GSU achieved the fifth consecutive annual increase in student enrollment; reaching a seven-year enrollment high; with 5,232 students enrolled for Fall 2019 semester.

COB Freshman Enrollment

The COB experienced shifts in the enrollment of new freshmen between 2015 Fall Semester, and 2018 Fall.

Table 9

COB Annual Freshman Enrollment (2015 Fall - 2018 Fall)

Semester	Number of Freshmen students Enrolled
2015 Fall	112
2016 Fall	145
2017 Fall	126
2018 Fall	105

COB Graduation Rate

The number of students who graduated from COB rose sharply between 2016 Spring and 2017 Spring but oscillated between 2017 Spring and 2018 Fall. Excluding summer figures, the number of students who graduated from the COB averaged 45 students annually within the review cycle. The number that graduated in the 2015 Fall Semester was 38. It rose to its peak at 75 in the 2017 Spring Semester and tapped off to 51 in the 2018 Fall Semester (see Figure 4 below).
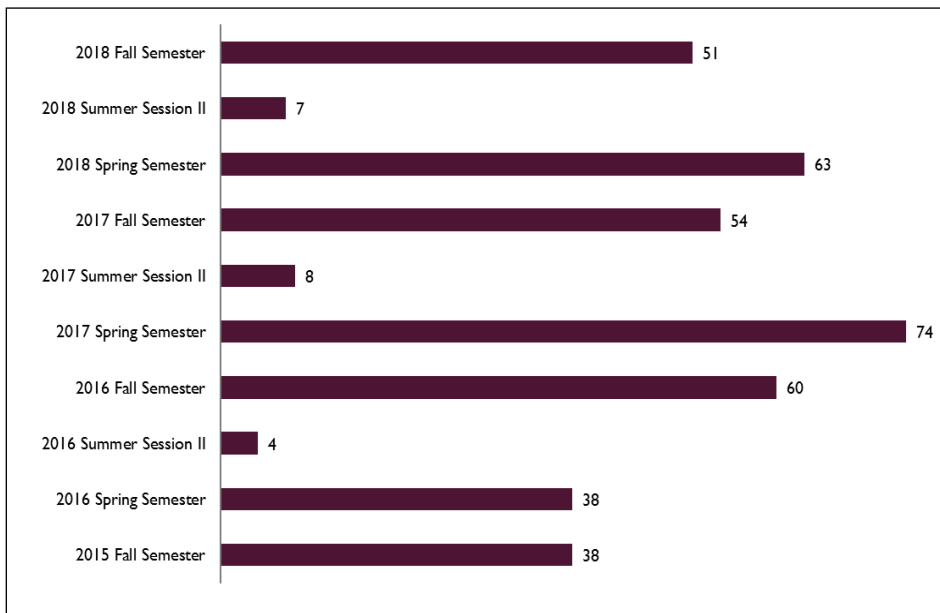
Figure 4 *College of Business Graduation Rate, Fall 2015 – Fall 2018*

Graduation Percentage by Major

The average proportion of graduates for the various programs in the COB from Fall 2015 to Fall 2018 were: Management (MAN) 45%, Accounting (ACCT) 20%, Marketing (MKT) 16%, and Computer Information System (CIS)16%. The Economics program was discontinued due to low completer status (see figure 5 below).

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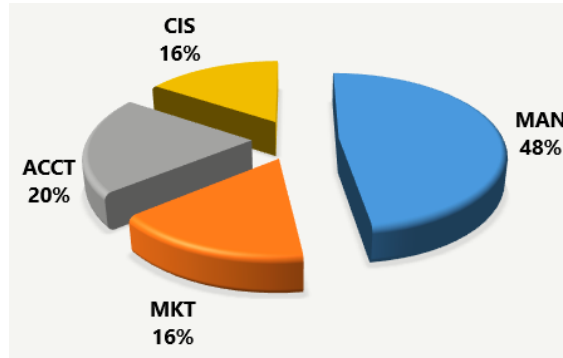
Figure 5. *College of Business Graduation Rate Percentages, Fall 2015 – Fall 2018*

Graduation Rate by Number of Years it took to Graduate

See Table 10 below.

Table 10

Graduation Rate by Number of Years it took from Enrollment to Graduation

(Cohort 2009 to Cohort 2013)

	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
Grduation Rate	4-years	5-years	6 Years	4-years	5-years	6 Years	4-years	5-years	6 Years	4-years	5-years	6 Years	4-years	5-years	6 Years
Major	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Computer Information System	14	21	7	11	22	4	8	17	0	0	29	0	25	13	13
Accounting	16	16	8	23	10	3	12	6	18	12	8	8	0	19	12
Economics	25	25	0	0	17	0	33	0	0	33	0	0	0	50	0
Management	8	16	9	7	17	3	8	22	4	8	22	4	9	23	5
Marketing	19	19	4	20	4	12	6	24	6	12	24	12	0	21	29
COB Average	**16.4**	**19.4**	**5.6**	**12.2**	**14**	**4.4**	**13.4**	**13.8**	**5.6**	**13**	**16.6**	**4.8**	**6.8**	**25.2**	**11.8**

The figures in Table 10 indicate that on average, a greater proportion of students who graduated each year from the COB within the review cycle took five years to complete their program (ranging from 14% to 25%); followed by those who took four years (ranging from 6.8% to 16%) and finally those that took 6 years to graduate (ranging from 4% to 12%). Some of the factors that account for significant proportion of students taking longer than four years to complete their program include the fact that many students admitted to the university are underprepared for college level academic work. Also, many students from low-income families have to work full-

time and go to school at the same time. Despite these challenges, the COB faculty members abide by the tenets of the University's mission and nurture such students to eventually graduate well prepared for the workforce and entrepreneurship.

Student Retention

Student retention is top priority for every stakeholder in GSU, including parents and policymakers in Louisiana. On average, the student retention rate in the COB in the five-year period (2014 Spring to 2018 Fall), was 72%. The net cumulative increase in student retention was 8% in the five-year period, while retention rate difference between the first of the five-year period (2014) and the last of the five-year period (2018), shows a 6% increase. On average, 3% of students admitted to the COB in prior year who returned to GSU changed to other Majors outside the COB. The COB is committed to the success of its students by providing a nurturing environment conducive to learning and teaching. To ensure that every student takes full advantage of the educational opportunities, the University has implemented an Early Alert Retention Program, coordinated by the Office of Retention. In addition to the Early Alert Program, the COB also provides pre-registration workshops, transfer student workshops and tutor counseling. Table 11 below shows the annual student retention rate of the COB from the 2014 to the 2018 calendar years.

Table 11

Five Year Annual Retention Rate[9] (2014-2018)

Column1	Column2	Column3	Column4	Column5	Column6	Column7	Column8	Column9
Calendar Year	Number of Students				Percentage of students			
	Student Count	Did Not Return	Returned To COB	Returend to Other Majors	Student Count	Did Not Return	Returned To COB	Returend to Other Majors
	Number	Number	Number		%	%		%
Spring 2014-Fall 2014	570	164	381	14	100			
Spring 2015-Fall 2015	509	123	369	13	100	22	65	2
Spring 2016-Fall 2016	574	162	391	18	100	32	77	4
Spring 2017-Fall 2017	621	167	424	15	100	29	74	3
Spring 2018-Fall 2018	607	141	442	13	100	23	71	2

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[9] Retention Rate: percentages of students returning or not returning are respectively calculated for each year by dividing the actual student counts by the total students enrolled in the COB in the prior year and multiplied by 100 percent.

To enhance enrollment within the COB and increase its retention efforts, the College holds Convocations each semester for the students, with faculty in attendance. During these meetings with students, the COB used the opportunity to introduce faculty and staff to the student body; provide information on Academic Advising; outline the purpose of conference hours and schedules; inform students about Career Services and the need for students to be proactive in securing internships prior to graduation. The COB management team also conscientises students about the importance of "Dressing for Success" on Tuesdays and Wednesdays; and educate the student body about the Association to Advance Collegiate Schools of Business (AACSB) accreditation and its implication for the GSU COB brand. Leaders of all the student organizations in the COB were also given the opportunity during convocations to address the students and encourage them to join and participate in the various student organizations of the COB.

Transfer Student Policy and Placement Processing

The Transfer Policy of the COB is in conformity with the University's Transfer Student Policy as outlined in the University Catalog (see Appendix C-1). Transcripts of all transfer students are reviewed by their respective department heads for proper course substitutions to determine courses needed to complete the student's curriculum plan and for proper student placement (see Appendix C-3).

Academic and Career Advising

Faculty and students are engaged in academic and career advising throughout the semester during faculty conference hours, and more specifically during the Registration for Continuing Students period each semester. Career advising includes discussion of opportunities in the student's chosen field of study as well as internships. Graduation documentation is completed and checked by faculty during academic advising sessions as well. (See Academic Advising culture in Appendix C-3, Academic Advising Sign-In Sheets in Appendix D-1 and Academic Advising Contract in Appendix D-2).

COB Student Affairs Committee

The COB Student Affairs Committee supports students' participation in various projects of the College and initiates other activities that will benefit students. The Committee has one faculty advisor who is there only to facilitate the flow of activities at each of the monthly meetings of the Committee. The COB Student Affairs Committee and Student Body Meetings are considered vehicles that foster effective communication between the College's Administration and the College's student body. In addition to the monthly meetings of the Committee, the Dean of the College holds at least two convocations per academic year with all COB students. Such convocations help to keep students abreast with enhancements, changes and opportunities in the College each semester. During these meetings, leaders of student organizations address fellow students and encourage them to join and become active in various clubs and organizations in the College. Students who have completed internships also share their experiences with other students and stress the value and benefits of work experience prior to graduation.

Student Organizations

The College has several student organizations that are designed to develop leadership skills as well as provide opportunities for students to interact with business professionals in their respective disciplines of study. Each student organization has at least one faculty advisor who has the responsibility of ensuring that students are properly guided in selecting the activities in which the organization will participate. In addition to the advisor, the COB Student Affairs Committee interacts with all student organizations and their advisors. The responsibility of the Committee is to recommend goals, policies, regulations, and programs that would enhance the educational experience and the professional development of students through student organizations. The Administration of the College supports all of its student organizations by such means as providing funds for student conferences and workshops. The following is a list of the Student Organizations within the COB:

- American Marketing Association (AMA)
- Association of Information Technology Professionals (AITP)
- Computer Information Systems Club
- Management Club

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- National Association of Black Accountants (NABA)

- Phi Beta Lambda Business Fraternity (PBL)

- Accounting Club

Student Engagement and Community Impact Activities

Student groups of the COB engaged in several activities within the review period that significantly impacted the community around and within the University. Examples of such activities are listed in Appendix C-2.

Faculty and Professional Staff Sufficiency
Overview of Faculty Management Policies

The faculty management policies of the COB are guided by the GSU 2019 Faculty Handbook and previous ones that were earlier in effect during the review period. The process of hiring a new faculty starts when a department determines a need for a faculty and obtains an authorization to hire. The position is then advertised through several media including the GSU web site. All applicants will typically submit application materials through the GSU job portal. The application materials are downloaded by the Dean's office and a search committee evaluates the applicant/applicants and makes recommendations to the Dean. The COB Search Committee is one of the standing committees of the College. The mission of the COB Search Committee is to ensure that all University recruitment procedures were followed by departments in filling open faculty and staff positions in the COB. The Dean makes a job offer to the selected candidate. If the applicant accepts the offer, a Personnel Action Form (PAF) is prepared. The applicant signs the PAF, but is not employed until the President signs the PAF.

Once hired, a faculty member is presented with both the University and College handbooks. The 2018 COB Faculty Handbook has several provisions for development and retention including advising, classroom observation, advice on cultural atmosphere and resolving issues, participation in colloquia, master-teacher workshop for COB faculty, and mentoring. The purpose of the mentoring program is to familiarize faculty members with educational, cultural, and intellectual environment of the College and the University, and to assist current faculty

members with issues they may face in teaching, research, and service. The program works as follows:

New Faculty Mentoring

- Mentors are identified in the areas of research, teaching, and service.
- Upon consultation with the Dean, the Department Head will assign a senior faculty member to the new faculty member during the new member's (or members') first academic year.
- Mentoring will count as university service during the annual performance evaluation.
- Mentoring is expected to strengthen the ties between faculty and the University, and foster collegiality and collaboration in intellectual activities.

Existing Faculty Mentoring

- The Department Heads and the Dean will assign mentors to existing faculty members when weaknesses are identified in the existing faculty members' annual performance evaluations. A mentoring plan must be developed within thirty days of the mentoring assignment by the mentor and the mentee to address the weakness. This plan must include a specific agreed upon schedule of activities to eliminate the identified weakness. This plan must be agreed to by the faculty member and his/her mentor, and by the appropriate Department Head, and the COB Dean. If the weakness is not corrected due to the existing faculty member not abiding by the schedule of agreed upon corrective activities stated in the agreed upon plan, the existing faculty would be subject to the applicable faculty evaluations and grievances standards outlined in the University Faculty Handbook.
- Mentoring will count as university service during the annual performance evaluation.

Evaluation of Faculty Members

Evaluation of faculty members takes various forms. At the beginning of each school year, each faculty member must prepare an Annual Faculty Plan of Action (AFPA) of academic endeavor for that particular school-year. Specifically, the AFPA must include the faculty member's plan for:

a) Teaching and instruction
b) Intellectual contribution

c) Service

d) Faculty development

All AFPAs must be discussed with the faculty member's Department Head. Any necessary adjustments to the Plans are to be made at the time of discussion. This management by objectives approach ensures a realistic, challenging and achievable AFPA.

All AFPAs must be reviewed by the Dean of the College, Department Heads, and faculty at the end of each school year. AFPAs are used in the faculty member's annual evaluation. At the conclusion of the Fall and Spring academic terms, students are invited to evaluate their courses and instructors. Instructors do not see evaluation results until after their grades are submitted for the term. Students complete the evaluations anonymously.

Faculty members are rewarded in various ways including awards such as teacher of the year, researcher of the year, and service awards. Other provisions for retention of faculty include the provision of reduced teaching load, summer teaching assignments with compensation, travel awards and participation in workshops. Tenure and promotion are major forms of reward for faculty members. Only faculty meeting expectations are tenured or promoted to the next rank in the COB.

Faculty Reward System

The COB faculty reward system is in line with the human resource policies of GSU and Faculty Handbook. Faculty usually negotiate for their salary at the time of hire and there are percentage increments added at the time of tenure and promotion.

Faculty Development

Several of the faculty members in the College undertook development activities during the period under review. A number of the COB faculty members attended conferences and presented at either academic or professional conferences and had the opportunity to interact with other academics and professionals to keep pace with developments in their discipline.

The COB Faculty Affairs Committee organized a Master Teacher Workshop for the COB faculty in the 2019 Spring which was delivered by experts from the GSU College of Education. At the beginning of each academic year, all GSU faculty members participate in professional

development seminars during the annual Faculty Institute. At the beginning of 2018 Fall, all COB faculty participated in a seminar entitled: "*Essential Tips and Techniques to Effectively and Efficiently Work and Collaborate with others*," presented by Mrs. Chloe H. DuPlessis, Director and Lead Trainer for DuPlessis Consulting. At the beginning of the 2018 Spring, COB faculty attended a *seminar on customer service* presented by Mrs. Susan Wiley, then Interim Director of Retention at GSU and another workshop on *" Teaching Today's Learners: Moving to Research Based Instruction,"* presented by the award winning internationally acclaimed educator, expert and consultant, Dr. Mark Taylor. At the commencement of the 2017 Fall semester, all COB faculty participated in a workshop under the theme: *" Get Students to Focus on Learning Instead of Grades: Metacognition and Mindset are the Key!"* delivered by Dr. Saundra Y. McGuire, Director Emeritus of Center for Academic Success, Louisiana State University and a retired Assistant Vice Chancellor of the same university.

According to records in the Provost office, the COB faculty members attended 17 professional development conferences in the 2016-2017 academic year. In the 2017-2018 academic year, COB faculty, including those present and those who are no longer with the COB, attended 20 professional development workshops. These figures only represent professional development conferences sponsored by or documented in the records of GSU Academic Affairs. Many more COB faculty attended conferences including international ones that were not sponsored by GSU Academic Affairs. The number of individual academic and professional development conferences attended by COB faculty in the other years within the review period is approximately 20 per year.

Some of the COB faculty, who had specialized expertise, conducted in-house training and workshops annually on issues such as student advising, assessment and information technology. The Distance Learning Department of GSU organized several training sessions on the Learning Management Systems of the University, Moodle and Canvas, during the review cycle, and COB faculty participated actively in these trainings. Some faculty members also attended training in the New Student Advising Software, DegreeWorks, which aims to standardize, automate and remove drudgery in academic advising of students.

Criteria for Identifying Faculty as Participating or Supporting

The criteria used at Grambling State University's College of Business for classifying faculty as either participating or supporting are presented in Table 12 below.

Table   12

Criteria for Identifying Participating and Supporting Faculty

COB Faculty	Undergraduate Teaching (UT)	Research (RES)	Service (SER)
Participating (Full-Time)	UT	RES	SER
Supporting (Part-Time)	UT		

Major Changes in Faculty Resources since the Last Review

The major changes in faculty resources since the last review circle are presented in table 13 below.

Table 13

Changes in Faculty Resources

	New Hire	**Turnover**
1	Hassan, Morsheda, DBA.	Valentine, Eric, Ph.D.
2	Armstrong, Quanesha, MBA.	Okpala, Nonso, MBA.
3	Cherry, Tamika, MPA.	Dixon, Andrea, MBA
4	Sly, Kevin, Ed.D.	Felton, Daffney, Ph.D*[10]
5	Carter, Phillipe, JD.	Nwoha , John, Ph.D.*
6	Hamms, Gavin, Ph.D.	Nathaniel McDougle, DBA.
7	Wiley Susan, MBA	Pleasant, Kristine, JD.
8	Jackson, Annette, Ph.D.[11]	Lester Singletary, DBA

There was a faculty turnover of eight during the review period. Out of the eight, two were retrenched by the State of Louisiana because the Economic degree program was discontinued

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[10] Those with star by their names were laid off because the Economics program was discontinued by the State of Louisiana with effect from the 2018 Fall Semester.

[11] Jackson, Annette is expected to join the faculty in the 2020 Spring Semester.

due to low completer status. In reality, the turnover can be said to be six with the closure of the Economics program. Five full-time faculty have currently been employed to plug the gaps left by the faculty who left the COB and a sixth full-time faculty is expected to join the faculty in the Spring of 2020. Two adjunct faculty: Dr. Gavin Hams and Ms. Tamika Cherry, who are all teaching courses that they possess expertise to teach, were also hired during the review period. Thus even though there has been about 40% turnover in the faculty, the new hires also constitute 40%, and when the two who left because of the discontinuation of the economics program are considered, there is an improvement on the previous faculty position.

Supporting Staff

The supporting staff of the College of Business is currently comprised of Mrs. Judy Fields, Administrative Assistant IV, Mrs. Monica Jones, Coordinator of the Dean's Office and Mrs. Veronica Cregut who is the departmental Administrative Assistant. The dynamic trio provides adequate administrative and secretarial support for the COB. Mrs. Jones replaced Mrs. Angelicia Shelton as Assistant to the Dean. Mrs. Shelton resigned to pursue another career in the 2019 Fall. However, the appointment of Mrs. Jones was an internal transfer within the University. Mrs. Jones had been Assistant to the Dean of the COB from 2009 to 2015. She is very efficient, effective and possesses institutional memory. Her return to the COB was very welcomed by both faculty and staff.

Information technology (IT) technical support to the COB is currently being provided by staff members of the GSU's Information Technology Center. The consolidation of IT services in the University is a lean measure to save the University money. The Career Services Department of GSU is located in the COB building. This gives COB students easy access to their services including resume crafting, grooming, internship opportunities and attendance of career fairs. Tutoring services are provided by the Office of Retention to supplement what COB students receive from COB faculty during office hours.

Learning and Teaching
Curriculum Management and Development

Introduction

The Learning and Teaching Management System (LTMS) of the COB aims to continuously improve learning and teaching through a systematic assessment and curriculum improvement process that has innovatively consolidated the hitherto separate Assessment and Curriculum committees of the COB into a single committee known as the Curriculum and Assessment Committee (CAC). The integrated committee allows for smooth implementation of changes to the curriculum and for the improvement of pedagogy necessitated by assessment findings.

Learning Goals

The COB has six learning goals. These learning goals are Written Communication; Oral Communication; Critical Thinking; Information Technology; Globalization; and Ethics. These Learning goals are derived from the mission statement of the COB. See mission Statement on pages 14 to 15.

Curriculum Mapping

To better measure the learning goals, they have been decomposed into learning outcomes. The learning outcomes are consequently mapped at various levels of proficiency onto appropriate COB-wide courses that all students matriculating through the COB must take. These levels of proficiency are Introduction (I), Reinforcement (R) and Mastery (M). Assessment is conducted in a course where a learning goal is expected to be mastered (M). The curriculum map is shown in Table 14 below.

Curriculum Development and Assessment System

The curriculum and assessment system of the COB has two subsystems. These are the assessment subsystem and the curriculum subsystem. The assessment subsystem feeds into the curriculum subsystem in that the results of assessment are used to improve the curriculum.

Table 14

COB Curriculum Map

GOAL	COMMUNICATION		CRITICAL THINKING	ETHICS		GLOBALIZATION		INFORMATION TECHNOLOGY	
	WRITTEN COMMUNICATION	ORAL COMMUNCATION							
LEARNING OUTCOMES (Objectives)	Write well-Structured essay, with good mechanics and quality writing style : including letters, memos, formal emails, case analysis and Research Reports	Give an effective speech that is informative and persuasive, supported by appropriate media aid and aswer questions effectively	Identif and clarify a problem, generate and evaluate alternative solutions, and select the best or optimal solutions; using logic	Describe various stakeholders affected by business decisions and concerns of each stakeholder group in a business	Identify ethical dilema in business situations, generate and evaluate alternative ethical solutions, and select the best or optimal ethical solution	Explain international business concepts and describe strategies firms use to engage in international business	Evaluate forces that impact trade and business in global markets	Effectively use information technologies including: Microsoft word, excel access ,power point , social media and conduct research effectively via the Internet	Explain management information systems, its components and its impact on business decision making
ACCT 201			R, M	R	R			R	
ACCT 202	R		M					R,M	
CIS 115								I,R,M	
CIS 215									I,R,M
ECON 201	R		R, M			R, M			
ECON 202	R		R, M						
FIN 301	R		R,M	R,M					
GB 150	I		I	I	I	I	I		
GB 201	R			R	R				
GB 202			R,M						
GB 204	R,M	I,R,M							
GB 251			R,M						
MAN 301	R			R,M	R,M	R,M			
MAN 420	M	M	M	M	M	M	M	M	M
MKT 301	R		R	R	R				

Assessment Subsystem

The Assessment subsystem feeds into the curriculum development subsystem to close the loop and to continuously improve the curriculum. The assessment process starts with the mission statement of the COB. The learning goals of the College are derived from the mission statement of the COB. The COB's learning goals are then consequently decomposed into learning outcomes. Both the learning goals and the learning outcomes are subsequently mapped onto COB-wide specific courses that all COB students must take in order to matriculate. Assessment is done twice for each learning outcome under the learning goals in each review cycle. A first measurement is taken and recommendations for improvement in curriculum and teaching approaches based on it are implemented. A second measure is taken to see if the changes are yielding the desired outcomes. Even if a desired outcome is met, efforts are made to continuously improve learning and teaching. If desired outcomes are not met, other options are implemented to continuously improve the system (see Figure 6 on page 45).
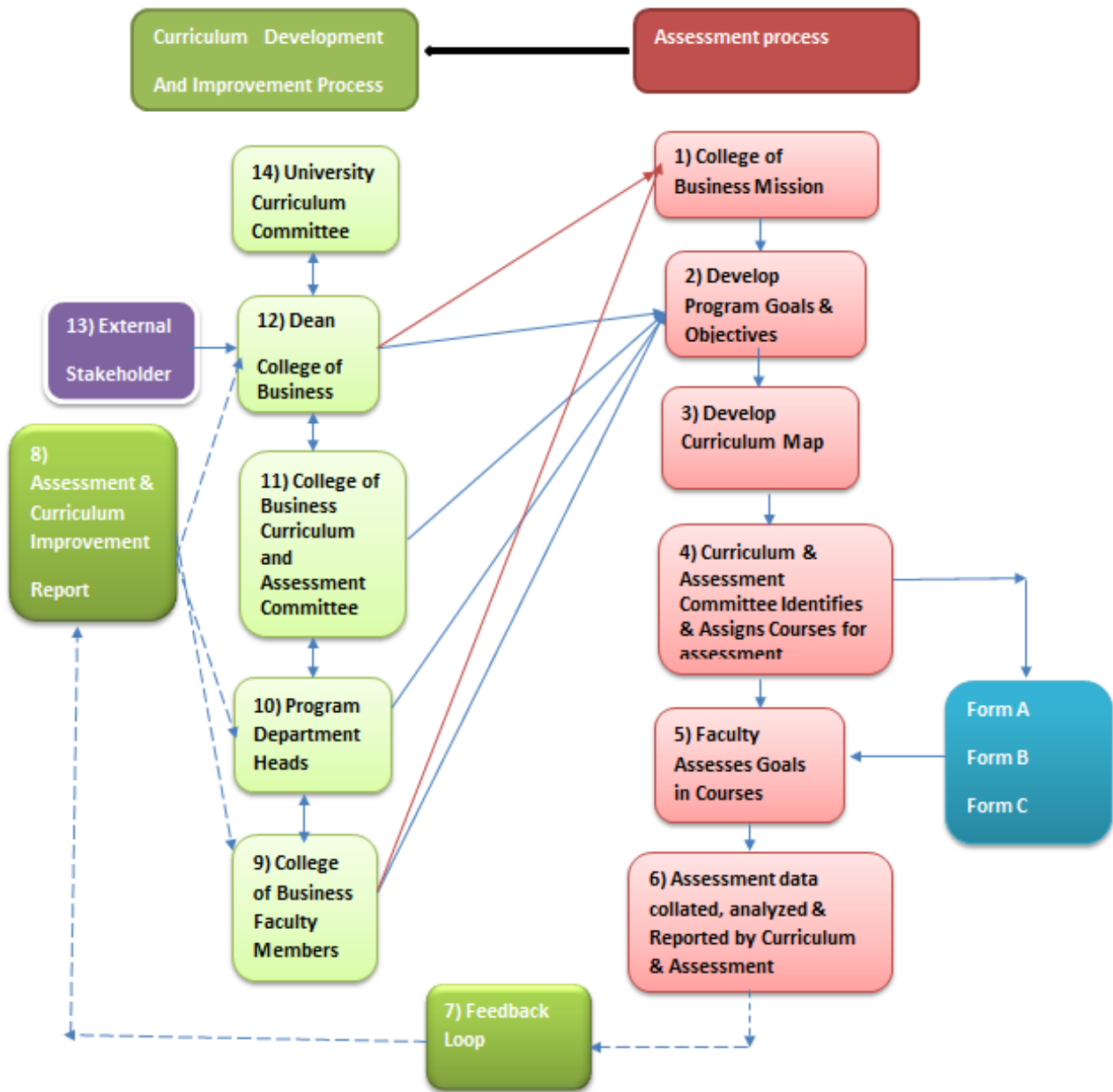
Figure 6: Curriculum Development and Assessment Flow Process Diagram

The COB CAC assigns courses in which goals are covered at the mastery level to faculty for assessment. The data are then capture on assessment Forms A[12], B[13] and C[14] (see appendixes F-1 to F-8). Faculty who participate in Assessment submit assessment data in the forms mentioned above to COBCAC Chair. The COBSAC Chair collates all assessment records submitted by all faculty who participated in the assessment in a particular semester and distribute it to the CAC members to peruse.

The CAC subsequently meets to analyze the data and prepare an assessment report. The assessment report is then distributed to each faculty member in the COB, to the heads of departments (HOD) and to the Dean of the COB. The report is subsequently discussed at a faculty meeting and comments, observations, opinions and suggestions of faculty are collected and added to suggestions made in assessment Form C and the information is used to close the loop.

A second measurement is taken after the corrective measures have been implemented to gauge if there is improvement in learning and teaching. Continuous improvement measures are put in place where improvement has occurred. Alternative, better solutions are implemented in situations where there appeared to be no improvement.

Curriculum Development Subsystem

The curriculum of the COB includes General Education courses mandated by the State of Louisiana through the University of Louisiana System (USL), program specific specialization courses (in Management, Marketing, Computer Information Systems and Accounting), and college-wide courses that all business students are mandated to take. Assessment is only done in the COB wide courses. The COB's degree curriculum meets the standard curricular of most AACSB International accredited business schools in the United States. Various stakeholders provide input to improve the COB'S curriculum to meet the needs of industry, while satisfying the current learning goals of the COB. Faculty suggests improvements to the curriculum at college-wide or at departmental meetings and at assessment review COB meetings. The

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[12]Assessment Form A: used to record detailed component learning outcome scores for individual students in the sample.
[13]Assessment Form B: used to capture summary of assessment data for the whole sample or class.
[14] Assessment From C: used by instructors to make recommendations for curriculum improvement and changes in pedagogy as a result deficiencies identified by an instructor after evaluation of assessment data.

COBCAC modifies the curriculum based on recommendations by faculty. The revised curriculum is tabled before the COB faculty at a meeting to provide comments. Any additional revisions are made and submitted to the Dean of the COB. The Dean submits the draft revised curriculum to the COB Business Advisory Board and prominent alumni for comments. Concerns of the external stakeholders are factored into a revised draft and brought to the COB faculty to vote on. A final revised curriculum with supporting documentation showing that the changes are faculty driven is submitted to the Dean by the Chair of the COBCAC for the Dean's signature and then forwarded to the University Curriculum Committee. Once it passes at the University Curriculum Committee, the revised curriculum comes into being and is published in the next University Catalogue.

Assurance of Learning (2015-2019)

Six COB learning goals were assessed in the review cycle, 2015-2019. These were: Written Communication, Oral Communication, Critical Thinking, Ethics, Globalization and Information Technology (see Appendix G-A).

Written Communication Learning Outcomes

The COB's benchmark of 70% or more of a sample scoring 70% or higher in an assessment measurement (which means either met or exceeded expectation), was exceeded in all the Written Communication learning outcomes in the initial measurement, except pagination. Interventions were subsequently put in place to close the loop.

 A second measurement was taken, and it revealed that the benchmark was met in twelve but not in four of the Written Communication assessment indicators. There was also a general decline in all the indicators between the first and second measurements. The general decline is partly explained by the fact that there is a three-year gap between the two measurements and a general erosion in the standard of written English of high school graduates nation-wide, and particularly of those from low-income communities and under resourced schools. This has resulted in deteriorating written English performances at the college level. The University has taken cognizance of the situation and made Communication its 2020 quality Enhancement Plan (QEP) for the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) accreditation. Some of the differences in performance can also be attributed to the fact that two

different courses were used to assess Written Communication, even though the same rubric was used. The COB has since put additional interventions in place and a third measurement in the Business Communication course in the 2019 Fall Semester has shown improvement over the second measurement. (See the Written Communications portion in Appendix G-A for details)

Oral Communication Learning Outcomes

The benchmark was met in all Oral Communications learning outcomes in the initial measurement. Continuous improvement measures were put in place which resulted in significant improvements in the second measurement. (See the Oral Communications section in Appendix G-A for details).

Critical Thinking Learning Outcomes

All learning outcomes for Critical Thinking exceeded the benchmark in both the first and loop-closing measurements. However, there was a marginal decline in performance with respect to some of the indicators in the second measurement, even though the performance indicators in the second measurements were still very good. Interventions have subsequently been put in place to ensure continuous improvement. (See the Critical Thinking section in Appendix G-A for details).

Ethics Learning Outcomes

In the first Ethics measurement, only two out of the five Ethics indicators met or exceeded the COB benchmark. Interventions were consequently put in place and a second measurement was taken. There was a dramatic improvement in all the indicators except in selecting optimal ethical solution. Optimum choice is the most important step in the ethics decision-making process. Therefore, the COB has taken a serious view of this deficiency and has put measures in place to ensure continuous improvement. (See the Ethics component of Appendix G-A for details).

Globalization Learning Outcomes

The loop was well closed with respect to the Globalization learning outcomes. The first measurement was good and there was significant improvement in all Globalization learning outcome indicators in the second measurement. Measures have still been put in place to ensure continuous improvement. (See the Globalization section of Appendix G-A for details).

Information Technology Learning Outcomes

The benchmark was met in both the first and second measurements of Information Technology learning outcomes. However, the second measurement revealed a decline in performance for all the Information Technology learning outcomes. Measures have subsequently been put in place to stem the tide and ensure continuous improvement. (See the Information Technology section of Appendix G-A for details).

The COB in a nutshell, has instituted a curriculum and assessment system that enables it to continuously strive to improve learning goals, curriculum design, and delivery.

Adjustments to Curriculum

The COB curriculum underwent revision in the 2018-2019 academic year to streamline it and to conform to adjustments to the General Education Requirements of the University. As a result, the curriculum of the COB has been refined with built-in flexibility to enable students to better meet their individual needs and aspirations, while making the curriculum more responsive to the labor market and needs of industry. The new general education requirements gave students more choices to take within the general education requirement categories than previously. An extra three credit hour COB elective and an extra three-hour free elective is now available in the COB curriculum for students to access courses such as data analytics, digital marketing and supply chain management, among others to enable them to tailor their degrees to their own individual needs, without prolonging their matriculation time in the College.

Library Resources

Grambling State University currently operates the first digital library in the State of Louisiana. The physical library on campus has been declared a health hazard as a result of an underground river that has infested the building with mold, compelling the University to close the building and converted the whole library to a digital library system. The library staff has been temporarily relocated to Charles P. Adams Hall and computer labs have been created there as portals to enable students to access the University's digital library. The Governor of Louisiana recently broke ground to begin construction of a new state-of-the-art library building for GSU opposite the COB building which is scheduled to become operational in the 2022 Spring Semester. The present new digital library allows GSU students, including those in the COB, to have online

access to library resources anywhere anytime. The GSU library resources available to COB students include the following:

- Electronic Databases
- Louis Library Resources
- Admissions and Placement Preparation Resources
- E-books (EBSCO Publishing)
- GSU Microfilm Collection (PDF)
- Canvas
- Other Library Catalogs
- State Documents & U.S. Government Information
- Library A-Z Print Serials Holdings /Title List (PDF)

The GSU Digital Library also has links to City of Grambling Information, State of Louisiana, the Louisiana Library Network (LOUIS) and the University of Louisiana System. COB students can assess these extra resources remotely or in the Library Computer Labs located in Charles P. Adams Hall on the GSU campus. Library services available to COB students from the GSU digital library include: Ask a Librarian, Circulation, Interlibrary Loan, Library Instruction, Reference, Book Reserve Request Form (PDF), Electronic Resources Instructions/Guide (PDF) and Request Form for Print Resources (PDF).

Academic and Professional Engagement

Student's Academic and Professional Engagement
COB student academic and professional engagement activities are presented as follows:

Faculty-Student Academic Engagement
Faculty-Student direct interaction is a top priority in the COB. Faculty-student interaction in the COB is geared towards nurturing students to realize their full potential and achieve their career and life goals. There is also a reverse-mentoring component, whereby IT and social media savvy millennial students help laggard faculty members with IT and social media challenges. Many of these relationships tend to become life-long and continue even after the student has graduated from the College. See Appendix M-1 for sample faculty Student engagement activities.

Student Professional Engagement

The COB encourages its students to attend career workshops and career fairs organized by the Career Services office of GSU. COB clubs have attended many professional conferences and field trips during the period under consideration. Examples of some of the student professional engagement activities undertaken during the review cycle are presented in Appendix M-2.

COB Graduates Meeting Industry Expectation

The COB graduates meet industry standards. Many of our recent graduates are employed in industry and doing well. Many received multiple job offers prior to graduation as a result of their performance during internships and the impressions they made on potential employers at conferences. Examples of our recent graduates employed in reputable firms are shown in Appendix M-3.

Executive Education

The College of Business does not have an Executive Education program.

Faculty Qualifications and Engagement

The College of Business Policy on Faculty Qualifications and Classification

The College of Business (COB) policy for determining the initial qualification, classification and maintaining the classification status, agreed to, by COB faculty members, are documented in the COB Faculty Qualification and Engagement (FQE) Policy in Appendix A – 1. The list of types of intellectual contributions for SA[15], PA[16], SP[17], IP[18] and O[19] classes are described in the policy document. The criteria for the initial preparation for SA, PA, SP and IP faculty status and the maintenance of the status are also described in the policy document. Table 15 below shows the current qualification and engagement of the COB faculty members including the date of their first appointment, highest degree earned, teaching productivity and the participating faculty's category of intellectual engagement for the review cycle as of the end of the 2018 Fall −2019 Spring academic year.

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[15] SA: Scholarly Academics
[16] PA: Practice Academics
[17] SP: Scholarly Practitioners
[18] IP: Instructional Practitioners
[19] O: Other Faculty

Faculty Sufficiency and Qualification for the Most Recent Normal Academic Year
(2018 Fall – 2019 Spring)

The College of Business (COB) policy for determining initial qualification and maintenance of classification status form the basis of Tables 15-1 in Appendix N–1. The tables consist of participating and supporting COB faculty, grouped by academic disciplines: Accounting, Computer Information Systems (CIS), Economics, Management and Marketing, and the overall picture for COB. The portfolio section provides the list of the COB faculty members, dates hired, the highest degree earned by each person and the dates the degrees were earned. The 2018 Fall– 2019 Spring Student Contact Hours (SCHs) are used to show the sufficiency for both participating and supporting faculty. All sufficiency indicators are all met.

For normal professional responsibility, all full-time faculty members teach undergraduate courses (UT), do research (RES) and perform service (SER). Thus the acronym UT, RES and SER are indicated by the name of each faculty member who has full-time employment with the University. Those faculty members, who are employed part-time, have only UT corresponding to their names. The only responsibility the part-timers have in COB is undergraduate teaching (UT). The COB has three academic Administrators (ADMs), namely, the Dean and the two Department Heads. Academic administrators are also regarded as full-time faculty employees of the University.

Table 15-1 in Appendix N–1 also show the percentage distribution of time devoted to the College's mission in each status group based on the University policy (See section: GSU COB Faculty Duty policy in Appendix A-1 (*The Policy for Faculty Qualification and Engagement 2015 – 2019*).   As the policy applies to COB, the Tables in Appendix N-1 shows the distribution of 100% and 12.5% of time devoted to mission among COB full-time and part-time faculty members for each faculty qualification group. At the lower right of the tables, the time devoted to mission is used in calculating the faculty qualification indicators for each group of the COB discipline (Accounting, CIS, Economics, Management and Marketing), including the overall picture of COB, and compared to the benchmark of that of the AACSB International Standard 15, 2018. There are few misses among the disciplines compared with the Standard's benchmark. However, all indicators for COB Overall met the Standard's benchmark. See, Table 16 for the summary of the benchmarks' comparison.

Table 15
COB Faculty Qualification and Classification (Fall 2018 – Spring 2019)

Faculty Member's Name (List individually in sections reflecting the school's faculty organizational structure (e.g., departments and research groups)[1] – Discipline Group	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)[2] – 2018-2019 SCHs	Supporting Faculty Teaching Productivity (S)[2] - 2018-2019 SCHs	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)
ACCOUNTING.			**2511**	**0**	**(2)**	**(0)**	**(0)**	**(2)**	**(0)**
Armstrong, Quaneshia	8-16-2017	M.B.A.,2012	711					IP	
Bradford, Terence	7-2-2014	M.S.,2017	762					IP	
* Hassan, Morsheda	8-10-2009	D.B.A,2002	705		SA				
Witherspoon, Aaron	8-10-2009	Ph.D.,2008	333		SA				
COMPUTER INFORMATION SYSTEMS (CIS).			**1932**	**255**	**(1)**	**(1)**	**(1)**	**(1)**	**(1)**
Cherry, Tamika	8-21-2018	M.P.M., 2016		78				IP	
Morgan, Bruce	8-14-2017	B. S., 2002		177					O
Omolayole, Olu	8-29-1994	Ph.D.,1978	471		SA				
Poe, Gary	8-15-2005	Ph.D.,2008	618			PA			
Sly, Kevin	8-14-2017	Ed.D.,2018	843				SP		
ECONOMICS.			**2810**		**(2)**	**(0)**	**(2)**	**(0)**	**(0)**
Haj, Mahmoud	8-19-2013	Ph.D.,2000	874				SP		
* Hassan, Morsheda	8-10-2009	D.B.A,2002	114		SA				
Keleta, Ghebre	8-24-1981	Ph.D.,1981	847		SA				
Uwakonye, Matthew	8-15-2005	Ph.D.,1990	975				SP		
MANAGEMENT.			**3222**	**66**	**(4)**	**(1)**	**(0)**	**(0)**	**(2)**
Carter, Phillippe	8-13-2018	J. D., 2010	660						O
Dzathor, Augustine	8-10-2009	Ph.D.,2010	459		SA				
Emmanuel, Tsegai	8-18-1980	Ph.D.,1978	543		SA				
Haile, Semere	9-18-1987	Ph.D.,1981	282		SA				
Hamms, Gavin	1-9-2019	Ph. D., 2016		66					O
Johnson, Sharon	8-13-2012	Ph.D.,2005	966			PA			
White, Donald	8-13-2012	D.B.A.,2008	312		SA				
MARKETING.			**990**		**(1)**	**(0)**	**(0)**	**(1)**	**(0)**
Warner, Rickey	8-10-2009	Ph.D.,1999	540		SA				
Wiley, Susan	10-1-2018	M. B. A., 1996	450					IP	
Overall (COB)			**11465**	**321**	**(10-1) (9)**	**(2)**	**(3)**	**(4)**	**(3)**

* Dr. Hassan's time is divided 50/50 between Accounting and Economics.

- *( ) indicates the total number of faculty members in each status (SA, PA, SP, IP and O).*

Table 16
Summary of current Faculty Sufficiency and Qualifications for the Most Recently Completed Normal Academic Year (Fall 2018 – Spring 2019)[20]

<div style="background-color:#f5cba7">

Faculty Sufficiency Indicators[1]: P/(P+S) by Discipline and COB (overall) :

Accounting	= 2511/(2511+0)	= 2511/2511	= **100%** >= 60%, **Met.**
CIS	= 1932/(1932+255)	= 1932/2187	= **88%** >= 60%, **Met.**
Economics	= 2810/(2810+0)	= 2810/2810	= **100%** >= 60%, **Met.**
Management	= 3222/(3222+66)	= 3222/3288	= **98%** >= 60%, **Met.**
Marketing	= 990/(990+0)	= 3990/990	= **100%** >= 60%, **Met.**
COB (Overall)	= 11465/(11465+321)	= 11465/11786	= **97%** >= 60%, **Met.**

All Faculty Sufficiency indicators are met.

Faculty Qualifications Indicators[1] by Discipline and COB (overall):

For Accounting:

$(SA + PA + SP + IP + O) = 1.5+0.0+0.0+2.0+0.0$ $= 3.5$

Minimum SA: $= 1.5/3.5$ $= 43\% > 40\%.$ **Met.**
Minimum SA + PA + SP: $(1.5+0.0+0.0)/3.5$ $= 1.5/3.5$ $= 43\% < 60\%$ **Not Met.**

Minimum SA + PA + SP + IP: $(1.5+0.0+0.0+2.0)/3.5$ $= 3.5/3.5$ $= 100\% > 90\%$ **Met.**

For CIS:

$(SA + PA + SP + IP + O) = 1.0+1.0+1.0+0.13+0.13$ $= 3.26$

Minimum SA: $= 1.0/3.26$ $= 31\% < 40\%.$ **Not Met.**
Minimum SA + PA + SP: $(1.0+1.0+1.0)/3.26$ $= 3.0/3.26$ $= 92\% > 60\%$ **Met.**

Minimum SA + PA + SP + IP: $(1.0+1.0+1.0+0.13)/3.26$ $= 3.13/3.26$ $= 96\% > 90\%$ **Met.**

For Economics:

$(SA + PA + SP + IP + O) = 1.5+0.0+2.0+0.0+0.0$ $= 3.5$

Minimum SA: $= 1.5/3.5$ $= 43\%   > 40\%.$ **Met.**
Minimum SA + PA + SP: $(1.5+0.0+2.0)/3.5$ $= 3.5/3.5$ $= 100\% > 60\%$ **Met.**

Minimum SA + PA + SP + IP: $(1.5+0.0+2.0+0.0)/3.5$ $= 3.5/3.5$ $= 100\% > 90\%$ **Met.**

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[20] (RE: Standards 5 and 15). The complete table is in Appendix N–1, shows details summarized in Table 16.

For Management:

(SA + PA + SP + IP + O) = 4.0+1.0+0.0+0.0+1.1   = 6.1

Minimum SA: = 4.0/6.1   = 66% > 40%. **Met.**
Minimum SA + PA + SP: (4.0+1.0+0.0)/6.1   = 5.0/6.1   = 82% > 60% **Met.**

Minimum SA + PA + SP + IP: (4.0+1.0+0.0+0.0)/6.1   = 5.0/6.1   = 82% < 90% **Not Met.**

For Marketing:

(SA + PA + SP + IP + O) = 1.0+0.0+0.0+1.0+0.0   = 2.0

Minimum SA: = 1.0/2.0   = 50% > 40%   **Met.**
Minimum SA + PA + SP: (1.0+0.0+0.0)/2.0   = 1.0/2.0   = 50% < 60%   **Not Met.**

Minimum SA + PA + SP + IP: (1.0+0.0+0.0+1.0)/2.0   = 2.0/2.0   = 100% > 90%   **Met.**

For COB overall:

(SA + PA + SP + IP + O) = 9.0+2.0+3.0+3.1+1.2   = 18.3

Minimum SA: = 9.0/18.3   = 49% > 40% **Met.**
Minimum SA + PA + SP: (9.0+2.0+3.0)/18.3   = 14.0/18.3 = 77% > 60% **Met.**

Minimum SA + PA + SP + IP: (9.0+2.0+3.0+3.1)/18.3   = 17.1/18.3 = 93% > 90% **Met.**

All Faculty time devoted to mission Indicators are met for COB overall.

Participating and Supporting Faculty

All College of Business (COB) faculty members, starting from the rank of Instructor to Full Professor, including the administrators (Dean and Head of Departments who teach at least one course per academic year), are classified as Participating Faculty (PF). A PF is a full-time faculty and he or she is required to serve on the department and college committees. PFs also serve as academic advisors to students. All part time Instructors and Adjunct Professors are classified as Supporting Faculty (SF). The primary responsibility of an SF is instructional. The responsibility of every faculty is explained to him or her during hiring meetings and at the beginning of every school term during new faculty orientation workshop. The COB has only two part-time faculty members. Hence, the COB faculty currently consists of twenty-one PFs and two SFs.

Deployment of Participating and Supporting Faculty

The College of Business (COB) currently offers Bachelor of Science in Business only. This is in five degree-programs, namely: Accounting, Computer Information Systems (CIS), Economics, Management and Marketing. The full-time position of one of the faculty members is divided into two half-time positions, one for Accounting and the other for Economics. The COB does not offer an MBA, a Specialized Master's, a Doctoral or any other degree programs. Hence, those are indicated as Not Applicable (N/A) in Table 17. Using the faculty members' classification worksheet of Table 15-2S in Appendix N-2, Table 17 shows the deployment of faculty by qualification status in support of the degree programs for 2018 – 2019 academic year.

Table 17

Deployment of faculty by qualification status in support of degree programs for the most recently completed normal academic year 2018 – 2019 using SCHs.

Percent of teaching (whether measured by credit hours, <u>contact hours</u>, or another metric appropriate to the school)						
Degree Programs	**Scholarly Academic (SA)**	**Practice Academic (PA)**	**Scholarly Practitioner(SP)**	**Instructional Practitioner (IP)**	**Other (O)**	**Total**
Bachelor's	39%	13%	23%	17%	8%	100%
MBA	N/A	N/A	N/A	N/A	N/A	N/A
Specialized Master's	N/A	N/A	N/A	N/A	N/A	N/A
Doctoral Program	N/A	N/A	N/A	N/A	N/A	N/A
Other (Specify)	N/A	N/A	N/A	N/A	N/A	N/A

Concluding Remarks

The GSU COB has experienced a turnover of three deans since the last review visit. These changes mirrored changes in the University's leadership. In spite of the volatility of the past five years, the COB has managed to keep faith with its mission of nurturing and developing minority students who otherwise had little chance of attaining a quality business education. The COB is poised to maintain a collegial work environment that is conducive to faculty, students, and administrative staff and to engage in innovative processes, programs, and teaching strategies and other activities that will impact stakeholders in a positive manner, while fostering inclusivity, professionalism, integrity, , and transparency.