GRAMBLING STATE UNIVERSITY | College of Business

Volume II

List of Appendixes and Supporting Documentation

Fifth-Year Continuous Improvement Review
2015-2019

December 6, 2019

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AACSB ACCREDITED

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Appendix A: **Strategic Plan Outlook for 2020-2025**

The following report resumes the COB strategic plan for the next five-year cycle. The outcomes from the 2015-2020 plan have been documented and most of the loops have been closed. In addition, the relevant components remaining have been interwoven into this plan. Though the strategic goals have slightly changed, the key components of the strategic plans are congruent and will flow seamlessly.

GOAL #1:	Develop innovative and sustainable programs and curriculum			
OBJECTIVES	**STRATEGIES**	**PERFORMANCE MEASURES**	**EVALUATION**	**Resources**
1.1 Partner with stakeholders including alumni, employers and industry and benchmark competitive schools to identify cutting-edge, current or relevant courses and programs. 1.2 Partner with other on-campus disciplines (computer science, engineering technology) in order to supplement skills needed to advance	1.1.1 Conduct sessions, survey and interview industry representatives to gather intelligence on relevant skill sets and knowledge bases 1.2.1 Get letters of support to assist with course development or revisions. 1.2.2 Negotiate with other disciplines to open up or	1.1.1.1 Identify additional skills and competencies students need 1.2.1.1 Document support from other disciplines 1.2.2.1 Document other faculty (skill sets) and courses they are willing to teach		*COB Dean, Dept. Heads, Curriculum & Assessment Committee & faculty members* *Dean, COB Dept. Heads, computer science & engineering Dept. Heads*

offerings in programs such as Business Analytics, ERP, Supply Chain Management, SAP, and Advanced Excel. 1.3 Use COB Research Colloquium to advance knowledge on cutting edge topics	offer courses to business students that they are more suitable to teach 1.3.1 Select presenters based on subject matter or topical expertise that the COB is in greater need of relative to curricular enhancement.	1.3.3.1 Request copies of presenters credentials before assigning them to a program		*Research Colloquium Coordinator*

GOAL #2:	Develop an innovative Recruitment-Enrollment-Retention-Graduation-Placement pipeline free of bottleneck			
OBJECTIVES	**STRATEGIES**	**PERFORMANCE MEASURES**	**EVALUATION**	**Resources**
2.1 Design an attractive, current, informative brochure, video, and other informational material for use in recruiting high school and community college students and activate a COB recruitment team.	2.1.1 Collect updated curriculum materials, pictures (photographer), testimonials and form a committee consisting of COB faculty, students and university admissions staff 2.1.2 Partner COB selected faculty with the University admissions and recruitment team to visit high schools, community colleges and other sources to recruit highly qualified students who represent the diversity of the population we serve. 2.1.3 Include noted alumni, advisory board members, and friends of GSU in recruiting 2.1.4 Establish displays and provide literature and support to students on High	2.1.1 Verify information from official source and get official approval on final product. 2.1.2.1 Increase student enrollment 2.1.3.1 Increase Internships 2.1.4.1 Interest and applications increase		*COB Student Affairs Committee, GSU Recruiting & Admission Office & COB faculty, etc.* *$11,000.00 expenses for brochure, video, etc.*

2.2 Establish Curriculum maps to enhance student preparation, tutoring, advisement and to focus on learning goals 2.3 Establish a 360 degree mentoring program 2.4 Partner with library staff to enhance a "State of the Art" Student Success Center 2.5 Ensure that students attend career fairs held on	School Day and "ROAR" (student/parent visitation and pre-advising Program. 2.2.5 Ensure that faculty are constantly trained in advising, curriculum updates and the relationships between courses and learning goals. 2.3.1 Enlist students, faculty, alumni and advisory board members to form the team to constantly mentor COB students (student to student, faculty to student, and professional to student) 2.4.3 Partnership will identify a conducive area that will include tutorial stations for study sessions and groups as well as test preparation material for GMAT, CPA, LSAT, as well as other certification material.	2.2.5.1 Increase in Faculty effectiveness 2.3.1.1 Increase in student engagement 2.4.3.1 Increase in student performance 2.5.1.1 Increase in student placement		*COB faculty & students* *Dean of COB & Dean of GSU Library* *COB faculty & Director of Career Services* *COB Faculty & Curriculum & Assessment committee*

campus and have resumes on file in the career center before their Junior year. 2.6 Ensure that student learning is monitored, evaluated, and continuously enhanced in tandem with skills requirements and industry demands 2.7 Appoint a liaison in COB to collaborate with the Career Service Department to enhance internship and job opportunities for students and graduates and to enhance corporate relationships 2.8 Encourage student involvement in student clubs, community service, plant visits and other engagement activities.	2.5.1 Require faculty in core courses to work with career services to require students to comply by linking conformance to course assignments. 2.6.1 Develop effective approaches to skills development in business functions, critical thinking, technology applications, communication and soft skills. 2.6.2 Evaluate the AOL process on a continuous or concurrent basis including the time of faculty evaluations. 2.7.1 COB will appoint faculty from student and corporate relations committee to serve this capacity.	2.6.1.1 Student training and development and job prospects will improve. 2.6.1.2 Faculty will become more effective relative to assessment 2.7.2.3 Enhance engagement and increase student job placement		*COB Dean* *COB Student Affairs Committee & Student Organizations club Advisor*

GOAL #3:	Develop and Strengthen Faculty and Staff			
OBJECTIVES	**STRATEGIES**	**PERFORMANCE MEASURES**	**EVALUATION**	**Resources**
3.1 Hire two tenure tract faculty in the COB 3.2 Develop faculty development plan that requires consistent faculty involvement 3.3 Join and attend professional organizations that allow for faculty recruitment	3.1.1 Hire one Ph.D in CIS and one Ph.D in Management before fall 2020. 3.1.2. Advertise at major business conferences, other universities, Ph.D. Project, GSU website, newspapers, radio, letters, and social media 3.2.1 Establish annual faculty development goals for attending the University run faculty institute and for externally administered faculty development programs and conferences. In addition, require CANVAS training workshop attendance annually 3.1.2 Ensure that faculty are trained well on their primary responsibilities: Teaching, Research, and Service. 3.3.1 Join the Ph. D. project	3.1.1.1 Increase in faculty sufficiency 3.2.2.1 Increase in recruitment efforts 3.2.1.1 Increase in faculty attendance at Faculty Development workshops 3.1.2.1 Increase in Teaching, Research and Service effectiveness among faculty 3.3.1.1 Increase in resources and faculty engagement 3.4.1.1 Enhance effectiveness in filling		*COB Dean & Faculty Search Committee* *$200,000.00* *COB Dean, Dept Heads & Faculty Affairs Committee* *$6,000.00* *$5,000.00/year* *COB Dean, Dept. Heads & Faculty Affairs Committee* *$10,000.00*

3.4 Develop a succession plan for COB. 3.5 Work with entities and agencies to ensure a pool of adequately qualified faculty 3.6 Encourage and support junior faculty as well as high potential graduates to pursue terminal degrees.	and other organizations to gain access to a potential faculty pool for recruitment purposes. 3.4.1 Develop a table of all faculty including fields for "date of hire," "years of service," "retirement eligible dates," "critical skills," and "ease of replacement" 3.5.1 Develop a contact list of doctoral granting institutions and Deans of Business as well as other professional organizations to proactively support the succession plan. 3.6.1 Identify and encourage promising junior faculty and high achieving COB graduates to enter PhD pipeline.	vacancies or replacements 3.5.1 Improve in the recruiting process 3.6.1.1 Increase the pool of loyal candidates and decreasing the turnover		*COB Dean, Dept. Heads & Faculty Affairs Committee*

GOAL #4:	Develop Alumni, Business, Community, and Professional Relationships			
OBJECTIVES	**STRATEGIES**	**PERFORMANCE MEASURES**	**EVALUATION**	**Resources**
4.1 Appoint , assign or hire faculty or staff member to maintain alumni and corporate information network database.	4.1.1The COB will select a faculty member - through a committee assignment- and develop the duties and responsibilities and provide training, resources and support necessary to succeed.	4.1.1.1 Increase in corporate contacts		*Corporate & Alumni Relations Chair person* *$3,000.00/year*
4.2 Align the college with industrial organizations to gain insight and beneficial collaborations	4.2.1 Join organizations such as the Chamber of Commerce, and other professional organization to gain intelligence, and networking opportunities	4.2.1.1 Increase collaboration and support		*Committee of communities service/affairs*
4.3 Assign faculty member from COB to represent the COB in community affairs and with alumni	4.3.1 Select a faculty based on skill set and affiliations to serve as a liaison for the COB to external stakeholders. 4.3.2 Establish a support system to provide resources when needed to carry out duties.	4.3.1.1 Improve support and contributions from external stakeholders 4.3.2.1 Increase funding and support for position		*$5,000.00 - As needed* *Student Affairs Committee*
4.4 Provide and promote student organizations to successfully engage in projects involving local businesses and high school students that serve surrounding communities	4.4.1 COB faculty will continue to provide and promote student organizations to successfully engage in projects involving local businesses and high school students that serve surrounding communities	4.4.1.1 Increase student engagement and productivity		*$7,000.00*

GOAL #5:	Enhance the Financial Strength of the College:			
OBJECTIVES	**STRATEGIES**	**PERFORMANCE MEASURES**	**EVALUATION**	**Resources**
5.1 Increase student enrollment and diversity in the COB to increase revenue	5.1.1 Attract scholarships to recruit and retain academically talented students	5.1.1.1 Increase scholarship awards		*COB Student Affairs Committee & GSU Recruiting Office & COB Faculty*
	5.1.2 Establish partnerships with community colleges as feeder-institutions	5.1.2.1 Increase MOUs and Articulation Agreements		*$1,000.00*
	5.1.3 Target white majority high schools for recruitment	5.1.3.1 Increase number of white students in the COB		
	5.1.4 Work with academic institutions to engage and support international students	5.1.4.1 Increase number of international students attending COB		*COB Dean, Dept. Heads, Strategic Planning & Financial Strategies & VP of Advancement*
5.2 Partner with Advancement developing fundraising activities	5.2.1 Encourage the Office of Advancement to support, intercede for and represent the COB in venues that are favorable for COB fundraising.	5.2.1.1 Increase corporate donations from areas and companies not currently under our radar		*COB Dean, Dept. Heads & Coordinator, Faculty*
5.3 Develop a proposal writing team	5.3.1 Encourage interested and capable faculty and staff to initiate proposal writing for the COB.	5.3.1.1 Increase funding for the COB generated through grants		
5.4 Conduct fundraising events around regional and		5.4.1.1 Increase funding for		*GSU alumni director*

national hubs 5.5 Encourage COB alumni to participate in their company's "match" program. 5.6 Establish a campaign to raise money for research, travel, building and technology upgrades. 5.7 Continuously improve our COB Scholarship Breakfast each year.	5.4.1 Organize around alumni chapters located in regional or national hubs to host fundraising activities. 5.5.1 Contact alumni and make a special request for them to support the COB through the company's match fund. 5.6.1 Develop and launch an approved capital campaign 5.7.1 Engage additional alumni, community leaders and corporate representatives and establish a "scholarship board" and include a wider array of resourceful board members to serve, support and assist in the process.	the COB 5.5.1.1 Increased alumni contributions 5.6.1.1 Increase funding for COB 5.7.1.1 Increase corpus of scholarship funds		*COB Dean, Department Heads, Coordinators, Faculty*

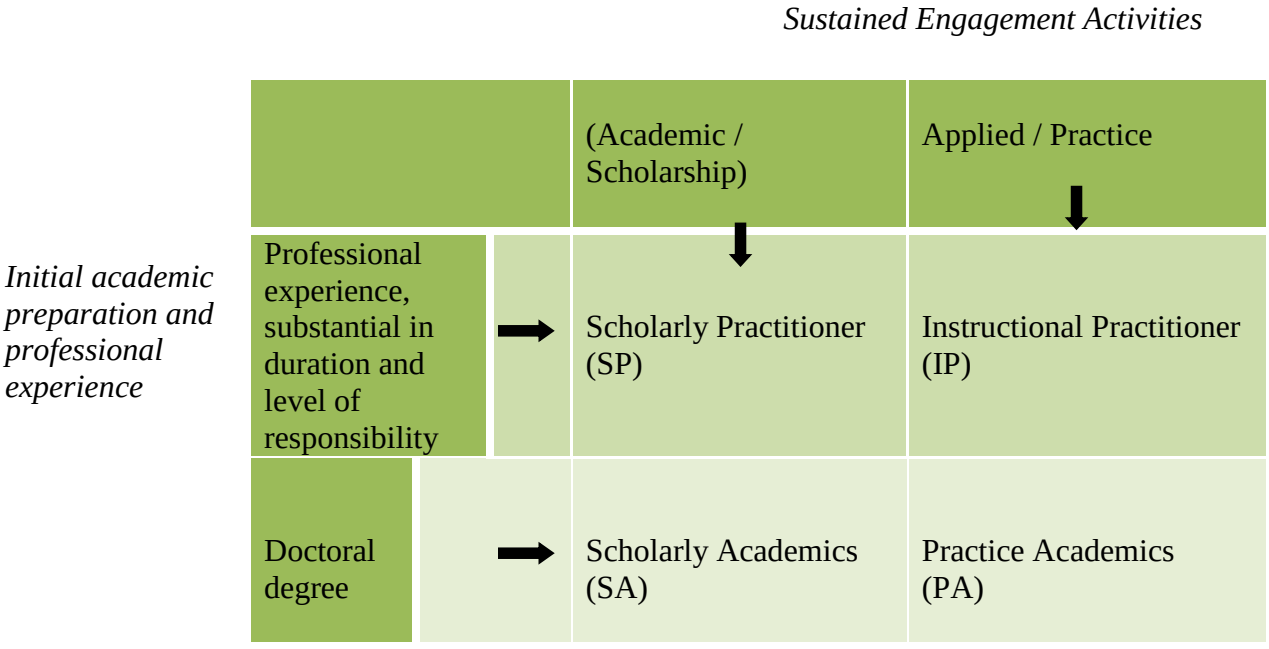
Appendix A–1: The Policy for Faculty Qualification and Engagement 2015 – 2019

GRAMBLING STATE UNIVERSITY

GRAMBLING, LOUISIANA 71245

COLLEGE OF BUSINESS

In accordance with the AACSB Standard 15 and in agreement with faculty members of the College of Business at Grambling State University, this document represents the policy for faculty qualification and engagement, reflecting the mission of the college and the university. The following model, adapted from AACSB Standard 15, is used in detailing all aspects of the policy:



Reference: Adapted from the AACSB International Standard 15, 2018.

The document reflects the College of Business faculty composition as of Spring 2015, as well as the scope of the engagement activities of the faculty members, through Fall 2019.

THE MISSION STATEMENT, THE LIST AND SCOPE OF MISSION-LINKED ENGAGEMENT ACTIVITIES OF THE COLEGE OF BUSINESS FACULTY, WITH ASSIGNED WEIGHT (POINTS)

College Of Business 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 Definition of Intellectual Contribution

According to the Grambling State University (GSU) 2019 faculty handbook, page 16, research and scholarly activities include:

- Research articles published in refereed journal.
- Books, book chapters, monographs published by a trade publisher or learned society.
- Refereed presentations at professional conferences.
- Invited presentations at international, national, or regional professional conferences.
- Invited presentations, workshops, etc. at an accredited higher education institution other than Grambling State University.
- Products of creative scholarly activity such as plays, music, paintings, sculpture, choreography, etc., staged by a recognized production company, orchestra, gallery, or dance company.
- Grants written and submitted for external funding: funded.
- Grants written and submitted for external funding: unfunded.

College Of Business Intellectual Contribution Linkage to the Mission

The linkage of the intellectual contribution to the College of Business (COB) mission translates into *nurturing* (collaborative and mentoring relationship among faculty and students), research (Learning & pedagogical, Basic and Applied) and other intellectual contribution activities (service learning, professional development, grant activities, etc.), with emphasis on mentoring and collaboration among faculty and students. Co-authorship on research publications is encouraged. Overall, the COB intellectual contribution supports and encourages research with emphasis on quality and peer-reviewed publications; and creates an environment in which practitioners and students are engaged as collaborators.

COB DEFINITION OF FACULTY CLASSIFICATION (SA, PA, SP, IP AND O)

The University-Wide SACSCOC Accreditation Requirement for Faculty Appointment

A COB faculty member must show on his or her transcript of academic record that he or she has appropriate academic preparation (at least 18 graduate credit hours) in the area of his or her teaching assignments, based on SACSCOC guidelines.

Initial Academic Preparation for Scholarly Academics (SA)

A faculty member is considered to have initial academic preparation for Scholarly Academics (SA), at the time of hire, if he or she fits into the following categories:

- A research-based terminal degree in the area in which he or she teaches.
- The research-based terminal degree's date is before the review period.
- A COB approved portfolio of scholarly intellectual contributions in his or her teaching area at the time of hire.

A faculty member who is a Doctoral student (ABD) within the last three years and a faculty member who recently received his or her doctorate "within the last five years prior to the (accreditation) review dates" (Ref: Standard 15, 2018, page 48) may automatically qualify for SA classification.

Maintenance of the SA Status
An SA faculty member must have at the minimum the following intellectual contributions within the review period to retain an SA status or re-classified as an SA:

Two peer-reviewed academic journal article publications, preferably on teaching and learning that is co-authored by student(s) and/or faculty.

OR

One peer-reviewed academic journal article publication, preferably on teaching and learning that is co-authored by student(s) and/or faculty **AND** *two other intellectual contributions in the teaching area from the following list:*

- Editorial-reviewed Journal article publication, preferably on teaching and learning that is co-authored by student(s) and/or faculty.
- Peer-reviewed academic/professional meeting proceedings article publication, preferably on teaching and learning that is co-authored by student(s) and/or faculty.
- Peer-reviewed academic/professional meeting presentation, preferably on teaching and learning that is co-authored by student(s) and/or faculty.
- Competitive research awards received.
- Author or co-author(s) of original/new edition of scholarly book(s) in his or her teaching area (including textbook, edited book, or reference book).
- Published case study.
- Professional practice standards, or Public policy.

IC Type Selected by COB and Approved by the Dean and Department Heads

- Editor/Board member of a peer-reviewed/editorial Journal/Conference Proceedings.

- Organized peer-reviewed Conference(s)/Professional meeting(s).
- Served as program/session chair of a peer-reviewed international academic conference, which involves manuscript reviews and organization of presenters for the program/session.
- Served as discussant of a peer-reviewed international academic conference, which requires in depth preparation and presentation at the level of a conference paper presenter.
- Presentation at the College of Business in-house research Colloquium.
- Grants written and submitted for external funding: funded.

Initial Academic Preparation for Practice Academics (PA)

A faculty member is considered to have initial academic preparation for Practice Academics (PA), at the time of hire, if he or she fits into the following categories:

- A research-based terminal degree in the area in which he or she teaches.
- An experienced faculty member who, at time of hire, lacks the status of an SA but has a portfolio of practice type intellectual contributions to practice type intellectual contribution (Professional engagement, articles in practice-oriented publications, creation and delivery of executive courses/workshops, online course designs, development of discipline-based practice tools, service learning projects, consulting, etc.) in his or her teaching field.

An individual whose research-based terminal degree is in other disciplines, outside the teaching assignments, may also qualify for the initial academic preparation in PA provided his or her research focus and teaching assignments are related to a Business discipline. Examples are Ph.D. in Agricultural Economics, Mathematics, Economics, Statistics, Computer Science and Ed.D (Technology Instruction). Other research-based terminal degrees in other disciplines may be evaluated by the Dean of the COB and accepted on case by case basis. Also, appropriate terminal degrees in Law (J. D. or L. L. M.) are appropriate for Business Law (Legal Environment of Business) teaching assignments.

Maintenance of the PA Status

- A PA faculty member must have at the minimum *any three* of the following intellectual contributions within the review period to retain a PA status or be re-classified as a PA
- ***IC type selected by COB and approved by the Dean and Department Heads***
- Completion of a business project.
- Grants written and submitted for external funding: funded.
- Faculty professional certification/re-certification.
- Lead, design, or deliver a business, educational or professional seminar, or workshop.
- Performed volunteer professional service to the community in the area of teaching assignment.
- Faculty internship.

- Documented independent consulting in the teaching area.
- Member of board of directors of an organization.
- Completed a supervised service learning project with student(s).

Initial Academic Preparation for Scholarly Practitioner (SP)
A faculty member is considered to have initial academic preparation for Scholarly Practitioners (SP), at the time of hire, if he or she fits into the following categories:

- A Masters degree in the area in which he or she teaches.
- A COB approved portfolio of scholarly intellectual contributions in his or her teaching area at the time of hire.

Maintenance of the SP Status
An SP faculty member must have at the minimum the following intellectual contributions within the review period to retain an SP status or re-classified as an SP:

One Peer-reviewed academic journal article publications, preferably on teaching and learning that is co-authored by student(s) and/or faculty.

OR

Any three other intellectual contributions in the teaching area from the following list:

IC Type Selected By COB and Approved by the Dean and Department Heads

- Peer-reviewed academic/professional meeting presentation, preferably on teaching and learning that is co-authored by student(s) and/or faculty.
- Publications in trade journal(s) related to area of discipline.
- Publications in non-peer-review academic/professional conference proceedings related to area of discipline.
- Presentation at the College of Business in-house research Colloquium.
- Organized/lead/design and/or deliver non-peer-review educational /professional seminar/symposium/workshop.
- Discussant at an academic/professional conference.
- Attended College of Business sponsored seasonal professional-academic development workshop on teaching and learning.
- Reviewed articles for peer-review journal/academic conference proceedings.
- Published software apps/Web applications.
- Published instructional material in the area of discipline.
- Published book reviews in the area of discipline.
- Chapter(s) in scholarly books in the area of discipline.
- Performed volunteered professional service to the community in the area of discipline.

Initial Academic Preparation for Instructional Practitioner (IP)
A faculty member is considered to have initial academic preparation for Instructional Practitioner (IP), at the time of hire, if he or she fits into the following categories:

- A Masters degree in a field related to his or her teaching assignments with reasonable period of professional experience.
- A portfolio of contribution to practice type intellectual contribution (Professional engagement, creation and delivery of professional workshops, online course designs, development of discipline-based practice tools, service learning projects, consulting, etc.) at the time of his or her hire.

Maintenance of the IP Status

An IP faculty member must have at the minimum *any three* of the following intellectual contributions within the review period to retain IP status or be re-classified as an IP:

IC Type Selected by COB and Approved by the Dean and Department Heads

- Holding of a management position (e. g. manager/CEO).
- Continuing work experience in his or her teaching area.
- Engaged in consulting work that provides continuing development in the area of teaching.
- Membership in professional Organization(s).
- Faculty professional certification/re-certification.
- Grants written and submitted for external funding: not funded.

Initial academic preparation for Others (O)
These are COB faculty members who do not meet the criteria for classification in SA, PA, SP and IP. In some cases, an individual with a Bachelor's degree is considered qualified if the professional experience at the time of hiring is of such depth, duration, sophistication, and complexity, that lack of the Master's degree is not critical (Ref: Standard 15, 2018, page 48). An example is BBA, BA or BS in Accountancy, with CPA Certification and five years professional experience in the field of accounting. Another example is a Network Specialist or a Web Master, with a Bachelor's degree, technical certification and/or five years of experience may be considered to have initial academic preparation for an O. Such individuals are assigned to teach the specific subject areas they have experience in.

Maintenance of the O status.
The O COB faculty members are encouraged to participate in types of intellectual contributions that will enhance innovation, engagement and have impact on the area of their teaching assignment.
All COB faculty members are encouraged to participate in all the listed intellectual activities.

Conditions Controlling Aspects of Intellectual Contribution
The number of publications must not include a duplicated count for co-authored publications (Ref: Standard 2, 2018, page 21).

Sabbatical leave is important for faculty development. Any faculty member on sabbatical is identified as a current employee of the COB.
A Faculty member teaching in more than one discipline may be listed multiple times, but the percent of time devoted to mission should be equal to the percent of time devoted to the discipline.

Reclassification of the College of Business Faculty Members
At the end of the COB annual faculty evaluation exercise, every faculty member will be classified or re-classified into SA, PA, SP, IP and O, as presented in the next chart, subject to the Dean's approval. The Promotion and Tenure Committee in the College of Business will do the classification annually or at the time of hire.

Maintenance of Faculty Qualifications
COB aspires to maintain the faculty resource benchmarks of AACSB International Standard 15, 2018 illustrated by the following table:

Faculty Qualifications	**AACSB benchmark**
SA	> 40%
SA+PA+SP	> 60%
SA+PA+SP+IP	> 90%

GSU COB Faculty Duty Policy
COB faculty consists of tenure track (**Full, Associate** and **Assistant Professors**) and non-tenure track (**Instructor**, **Lecturer I, Lecturer II and Lecturer III**) full and part time faculty members. All full-time faculty members are expected to divide their employment time and are evaluated annually based on teaching (50%), research (30%) and service (20%). The employment time of a part-timer is devoted to teaching, only. Full-time teaching is 8 courses per academic year. Thus teaching one course is equivalent to (50/8)% = 6.25% FTE (Full-Time-Equivalence). Normally, a part-time faculty member teaches 2 courses per academic year, which is equivalent to 12.50% FTE. Full-Time is 100%FTE (teaching (50%), research (30%) and service (20%)) (2019 Grambling State University Faculty Handbook, page 135).

COB Administrators (ADM), like Full-Time faculty members, are expected to do Teaching (UT), Research (RES) and Service (SER).

Acknowledgment:
This is an update of the Faculty Qualification and Engagement policy that was used for the COB AACSB International 2010 – 2014 reaffirmation review. Some ideas were borrowed from many examples found on the Internet and tailored to the guidelines in the 2018 revised AACSB International Standards.

Approved by the College of Business Faculty members and included in the COB Faculty Handbook. Date: Wednesday, February 20, 2019.

Updated: October 1, 2019

Revision: November 22, 2019

Appendix A –2: List of COB students' Intellectual Contributions in Collaboration with COB Faculty Members during the review period (2015 – 2019)

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Scholarly Presentations: (9)

1. **Bruney, S.** and Nwoha, O. J. (2018) "The Hidden Impact of Technology: An Employee's Perspectiove," Grambling State University Undergraduate Research Symposium, Black & Gold Room, Favrot Student Union Building, Grambling State University, Grambling, LA., Thursday, February 8, 2018.

Students (Economics): SreyBruney.

Faculty Mentor (Economics): Dr. John O. Nwoha (He separated from GSU in May 2018).

2. **John, C**. and Nwoha, O. J. (2017) "Introduction to R," Workshop presentation through Office of Continuing Education, Grambling State University, Grambling, LA, July, 17 – 20, 2017.

Students (Economics): C. John.

Faculty Mentor (Economics): Dr. John O. Nwoha (He separated from GSU in May 2018).

3. **Defoe, J., Fusillier, D.** and Nwoha, O. J. (2017) "Economic Analysis of the Dakota Access Pipeline: A Review," Grambling State University Undergraduate Research Symposium, Black & Gold Room, Favrot Student Union Building, Grambling State University, Grambling, LA., Tuesday, February 21, 2017.

Students (Economics): Jasmine Defoe and Dre Fusillier.

Faculty Mentor (Economics): Dr. John O. Nwoha (He separated from GSU in May 2018).

4. **Swindell, J, Walker, R., Jefferson, B., Brown, T.,** and Poe, G. (2017) "Ennoblement of University Policy by Automation: A Design Science Approach," Grambling State University Undergraduate Research Symposium, Black & Gold Room, Favrot Student Union Building, Grambling State University, Grambling, LA., Tuesday, February 21, 2017.

Students (CIS): Johnathon Swindell, Reggie Walker, Brian Jefferson and Tracey Brown.

Faculty Mentor (CIS): Dr. Gary A. Poe.

5. **Benjamin, S., Cochran, M., Dunaway, H., Franklin, T., Granderson, B., Harris, K.,** Felton, D., Johnson, S., and Witherspoon, A. (2016) "Let's Get Started: College of Business Recruiting," College of Business Research Colloquium Presentation, JTS 260, Grambling State University, Grambling, LA, January 28, 2016.

Students (Accounting, Economics and Management): Harieka Benjamin, Marcus Cochran, Hiram Dunaway, Taylor Franklin, Byron Granderson and Kierstin Harris.

Faculty Mentors (Economics, Management and Accounting): Dr. Daffney Felton (She separated from GSU in Fall 2017), Dr. Sharon Johnson and Dr. Aaron Witherspoon.

6. **Hilaire J., Ismael, N., Tavernier, M., Warrington, K, Staten, F.** and Nwoha, O. J. (2015) "Economic Impact of Climate Change: A Review", the 3rd Annual HBCU Student Climate Change Conference, New Orleans, LA, Mar, 26 – 29, 2015.

Students (Economics): J. Hilaire, N. Ismael, M. Tavernier, K. Warrington and F. Staten.

Faculty Mentor (Economics): Dr. John O. Nwoha (He separated from GSU in May 2018).

7. **Hilaire J., Ismael, N., Tavernier, M., Warrington, K, Staten, F**. and Nwoha, O. J. (2015) "Factors Related to Perceptions of Climate Change : An Exploratory Study", poster presented at the 3rd Annual HBCU Student Climate Change Conference, New Orleans, LA, Mar, 26 – 29, 2015.

Students (Economics): J. Hilaire, N. Ismael, M. Tavernier, K. Warrington and F. Staten.

Faculty Mentor (Economics): Dr. John O. Nwoha (He separated from GSU in May 2018).

8. **Newton, A.** and Nwoha, O. J. (2015) "The Impact of the Caribbean Community and Common Market (CARICOM) on the Development of Eastern Caribbean Countries," Grambling State University Undergraduate Research Symposium, Black & Gold Room, Favrot Student Union Building, Grambling State University, Grambling, LA., Tuesday, February 24, 2015.

Students (Economics): Abigail Newton.

Faculty Mentor (Economics): Dr. John O. Nwoha (He separated from GSU in May 2018).

9. **Benjamin, S., Nanthan, A., Newton, A.,** Witherspoon, A. (2015) "A Partnership: VITA, GSU & Community," College of Business Research Colloquium Presentation, JTS 260, Grambling State University, Grambling, LA, January 29, 2015.

Students (Accounting): ShareikaBenjamin, Alicia Nanthan, and Abigail Newton.

Faculty Mentor (Accounting): Dr. Aaron Witherspoon.

Appendix B-1: Admission Requirements

Grambling State University (GSU) Selective Admissions Policy

Note: *Applicants with Certificate of Achievement diplomas and General Equivalency Diplomas (GED) are not eligible for admission to Grambling; however, we can assist you with a referral where you can complete the requirements to be admitted to Grambling State University.*

The following credentials must be received in the Office of Admissions and Recruitment by the published priority deadlines for fall, spring, or summer:

- **Application for Admission**
  - To apply online, click here

- **Non-refundable $20 application fee.** *Application fee waivers are not allowed.* Application fees can be paid:
  - Online when submitting the web application.
  - By mail with a money order or check.
  - By credit card by calling (318) 274-6253.

- **ACT or SAT scores.** Test scores are required of all freshman students. Scores must be sent directly from the testing agency.
  - **GSU Test codes:**
    ACT: 1582
    SAT: 6250

- **Official High School Transcript** (New Freshman Applicants) - *Please Note: Transcripts cannot be faxed.*
  - **Louisiana Applicants** - We will request your seventh semester and final high school transcript from the Board of Regents and the Louisiana Department of Education's Student Transcript System (STS). It will not be necessary to have transcripts sent to Grambling State University from your high school, unless you graduated before 2004.

    *** Note:** *If a Louisiana student applies close to the application deadline, we will ask the student to request a transcript from the school. This will expedite the application process, as it may take several days to retrieve a transcript from STS.*

  - **Out-of-State Applicants** must submit an official, sixth or seventh semester transcript that indicates a minimum cumulative, un-weighted GPA of 2.0 on a 4.0 scale. The final transcript must be mailed to us immediately after graduation.

- **Official College Transcript** (Transfer Applicants) - ***Note****: Transcripts cannot be faxed.*

- Submit official transcript(s) from all regionally accredited institutions you have attended (even if the credits appear on another transcript).

- **Proof of Immunization/TB Questionnaire (Mandatory)**
  Louisiana Law (R.S. 17:170/R.S. 17:170.1/Schools of Higher Learning) requires that all students entering Grambling State University are to be immunized for the following: Measles (2 doses), Mumps, Rubella--required for those born on or after January 1, 1957; Tetanus-Diphtheria (within the past 10 years); and against Meningococcal disease (Meningitis).

  All students are required to submit a Medical History/Proof of Immunization form and TB Questionnaire to our Health Center before they can begin the registration process. To download the required forms, please visit the health center website at www.gram.edu and click on Life at GSU and then select Student Services, Health Center, and Medical Forms and Policies. You may mail or fax the completed forms. Mail proof of immunization and forms to 403 Main Street; P.O. Box 4251, Grambling, LA 71245 or fax documents to (318) 274-2481.

- **Application Priority Deadlines**
  - Fall Semester – June 1st
  - Spring Semester – December 1st
  - Summer Sessions – May 1st

Note: If student does not enroll for the semester applied, written notification to change to the next semester must be received. The application fee and credentials can only be applied to the subsequent semester of the initial application.

RIGHT TO APPEAL

Any prospective new student who is denied admission to Grambling State University has the right to appeal the decision by writing to the Admissions Appeal Committee – 403 Main Street, Box 4200 - Grambling, LA 71245.

New Freshman Applicants: A letter of appeal from the applicant and two (2) letters of recommendation from the principal, teacher or counselor must be submitted to the Admissions Appeal Committee. The prospective student will be notified of the decision by regular mail or email.

Transfer Applicants: A letter of appeal from the applicant describing special circumstances which contributed to student's inability to meet the admission criteria, and two (2) letters of recommendation from an official at the school previously attended must be submitted to the Admissions Appeal Committee. The prospective student will be notified of the decision by regular mail or email.

All decisions of the Admissions Appeal Committee are final.

Appendix C-1: Transfer Student Policy

Grambling State University

Students who have attended a regionally, accredited institution since graduating from high school are considered transfer applicants. In order to be admitted, transfer applicants must:

- submit an application fee of $20,
- submit proof of immunization, and
- submit **official** transcript from **EACH** regionally, accredited institution attended, regardless if credits appear on another transcript. An official transcript is defined as one mailed directly from one institution to another. It bears the institution's seal, signature of the registrar, the date of issuance, and is issued to Grambling State University – Office of Admissions. (**Note:** A sealed transcript issued to the student is not official; it must be issued to us), and
- have earned at least 18 semester hours of college-level course work (excluding developmental courses) – **Note: Student must have completed a college-level English and math course designed to fulfill general education requirement**, and
- have earned a cumulative GPA of at least 2.0 on college-level courses, and
- be in good standing and eligible to return to the last college or university of attendance

If the transfer applicant has a cumulative GPA of at least 2.0 on college-level work and has earned less than 18 semester hours of course work (excluding developmental courses), the applicant must meet the admission criteria for new first-time freshmen. NOTE: The applicant will be admitted as a transfer student, but will be evaluated using the new freshman criteria.

All transfer coursework will appear on the GSU transcript. Credit is given for courses, taken at a regionally accredited institution, in which a grade of "C" or better was earned. The appropriate department head determines if an accepted courses will be used toward a degree. The equivalence of a course taken at an institution within the Louisiana system is determined by the Board of Regents transfer articulation matrices, and Grambling State University. All other course equivalences are determined by the appropriate department head. We do not accept credits earned at institutions not regionally accredited.

NOTE: You can access the transfer articulation matrices that indicate the correlation of courses among Louisiana's public colleges and universities by going to the Board of Regents website and viewing the Master Course Articulation Matrix.

Grambling State University Admissions Standard for Transfer Student

- Must earn minimum of 18 college-level hours
- Minimum 2.0 GPA
- Eligible to return to previous institution

Transfer Statuses

Probationary Transfer status will be given to all transfer students who have received an admission exception to the minimum GPA requirements of 2.0. Probationary transfer students are given one semester to bring the cumulative GPA to 2.0. (Please note that exceptions are limited and based on GPA.)

Provisional Transfer status will be given to all transfer students prior to completion of the semester in which they are currently enrolled, who meet the requirements of a **Regular Transfer**. Receipt of updated transcript (official) will be required before the provisional status is changed to regular transfer status.

Transfer Credit Evaluation

Transfer credits will be evaluated for coursework shown on **official** transcripts. Transfer credits will be added to the permanent record only for persons who are admitted as degree-seeking students. All courses will be used to calculate the cumulative grade point average.

TRANSFER STUDENTS APPLYING FOR FEDERAL AID MUST HAVE MADE SATISFACTORY ACADEMIC PROGRESS (SAP) IN THEIR PREVIOUS YEAR ACCORDING TO GSU's FINANCIAL AID STANDARDS ON HOURS ATTEMPTED AND COMPLETED.

Note: *Falsification of any information or* ***intentional omission of information*** *may lead to refusal of admission or dismissal from the university, if admitted*

Appendix C-2: Students Engagement and Community Impact Activities

Fall 2019

- The Management Club participated in the "Soup Kitchen Feeding" of the elderly in collaboration with Christian Community Action organization at the Ruston Civic Center (October , 2019).
- The Management Club kick-started a Community Service Project called the "Water Campaign," aimed at educating members of the Grambling community to "Hydrate (**H_2O**) themselves in the wake of the extreme summer heat. The focus was to promote healthy living by drinking plenty of water.

Summer 2019

- The Management Club partnered with the Ruston, Louisiana "Stop the Violence Program" and was able to give 87 book bags to K-12 students. The book bags were filled with snacks and other prizes. The program attracted approximately 185 children and adults.

Spring 2019

- The Management Club sponsored a Flashlight Safety Campaign Community Service Project in which the Club gave free flashlights to faculty members, supporting staff and others in the GSU community.
- Following the tornado that struck Ruston, Louisiana on April 25, 2019, the Management Club volunteered and helped the BEEHIVE store outlet to pack over 1, 200 boxes of products.
- The Management Club volunteered and helped WINGSTOP to move storm damaged restaurant furniture items to storage locations after the April 25, 2019 devastating Tornado that struck Ruston.
- The Management Club helped stuff candy filled plastic Easter eggs, and helped to hide them for youth in the Grambling, Louisiana community. They participated in collecting over 376 Easter Baskets and helped to give them out to the children who participated in the hunt. They also helped with the food service and clean up. The COB students also helped in a variety of games that included; spoon relay races, sack races, Guess How Many Eggs are in

the Jar, 3- legged races, and face painting. The Management Club members also helped distribute prizes to participants made up of 176 children and adults.

Fall 2018

- The Management Club gave 'Thank You Gifts" to the COB faculty and staff in appreciation of faculty and supporting staff for their mentorship of, and services to students throughout the year.

Spring 2018

- The Management Club visited the Grambling Community Center in Grambling, Louisiana where they played games with the senior citizens. Residents won prizes and were served food. The club members also helped the residents to set up their rooms.
- The Management Club helped stuff candy filled plastic Easter eggs, and helped to hide them for youth in the Grambling, Louisiana community. They participated in collecting over 200 Easter Baskets and helped to give them out to the children. The COB students also helped with the food service and clean up.

Spring 2017

- The Management Club visited Pecan Villa Assistant Living Facility where they played bingo and held an auction with the senior citizens. Residents won prizes and were served food. The COB students also helped the residents to set up their rooms.
- Phi Beta Lambda fraternity (FBLA) and Management Club hosted Ruston High School at a Seminar on Parliamentary procedures (Spring, 2017).

2015-2016:

- Phi Beta Lambda fraternity, participated in several activities in 2015 and 2016, including the following:
    - Partnered Unity Way of Northeast Louisiana by reading to second grade students every Tuesday, Wednesday and Thursday at Alma J Brown Elementary School for 10 weeks.
    - Assisted the Career Services Department with the Spring Career Fair on February 18, 2016.

Appendix C- 3: Transfer Student Placement Process

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. For intrastate transfers, the Department Heads have access to the Course Matrix of all state universities for guidance on course substitution. (https://regents.la.gov/master-course-articulation/). For inter-state transfer students, the student transcript will be used along with the course descriptions from the inter-state institution to determine proper substitution. For international students, the Registrar provides information as to the international courses that are acceptable based on evaluation of the Student's academic credentials by a reputable auditing firm such as the World Education Services (WES) or Educational Credentials Evaluators, Inc. (ECE). Once equivalent courses on the student's transcript are established in the United States of America educational system, the Registry accepts them and the appropriate substitutions are made by the Department Head. During the period from 2014 Fall through 2019 Spring, 336 students transferred into the COB from 156 different schools.

Appendix C- 4: Academic and Career Advising Culture

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 sign-in sheets in Appendix D-1 and Academic Advising Contract in Appendix D-2).

The COB holds pre-registration workshops each semester prior to the *Early Registration* period. Faculty members provide academic advisement and a list of the advisors and the students assigned to them is posted outside the COB office on the third floor of Jacob T. Stewart. Along with the COB Web site (http://10.10/0.91), academic curriculum plans are posted on a carousel outside the COB general office. The advisors are required to maintain 5 hours of conference per week. Academic advisor's office hours and conferences hours are posted on their doors, and advisors contact information is provided by staff in the COB office.

Also to assist in advising, peer tutors are available to help guide students in the right direction and provide a better understanding of course material. Peer tutors are available to help with Math 099, 131 or 132, Biology 103 & 104 and English 093, 101 & 102. A tutoring schedule of specific tutors and times is available in the Office of Retention, Brown Hall, Room 108 at the front desk.

COB students are encouraged to register with Career Services through the Elite TigerWorks Handshake system which allows them to develop and upload a professional profile viewed by companies/corporations seeking employees. Handshake also provides students with the ability to view and apply for positions posted by various firms. Data of students enrolled in departmental internship courses from 2015 Fall through 2019 Summer shows that 58 students participated in internships. (See Appendix E-1)

Appendix D-1: Academic Advising Sheet

Grambling State University
College of Business

	Student Name	G#	Action	Major
1.				
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25.				

Appendix D-2: Sample Student Advising Contract Form

Advisor _____

Student Name: _____ G Number: _____
Last *First* *MI*

Semester: Fall ____ Spring ____ Summer I ____ Summer II ____ Year _____

Local Address: _____
Street/Box Number *City* *State* *Zip Code*

Permanent Address: _____
Street/Box Number *City* *State* *Zip Code*

Telephone No: _____ Email Address: _____

Classification: _____ Major: _____ Advisor _____

Example

21127	**ACCT 201**	**Fin Accounting Prin/Concepts**	**MW**	**1:30 - 2:50 pm**	**3**

CRN	Course Number	Course Name	Day	Time	Credits
				TOTAL	

Advisor Notes:

Amendments to Contract: Any amendments to this contract must be signed by the student and the advisor. The student and advisor should maintain a copy of this contract.

I, _____ shall inform my advisor on any changes to my course schedule within 24 hours of the change.

Student Signature	Date	Faculty Advisor Signature	Date

Appendix E-1: List of students Who Participated an Internship
(2014 Fall - 2019 Spring)

No.	Term	Internship Year	Name	Major	Classification
1	2014 Fall Semester	2014-2015	Nelson, Nathan T.	Management	Senior
2	2015 Summer Session I	2014-2015	Guavo, Nadisha H.	Accounting	Senior
3	2015 Spring Semester	2014-2015	Davis, Tyler K.	Computer Information Systems	Sophomore
4	2015 Spring Semester	2014-2015	Smiley, Prentiss C.	Computer Information Systems	Senior
5	2015 Summer Session I	2014-2015	Benjamin, Shareika A.	Accounting	Senior
6	2015 Summer Session I	2014-2015	Wabo, Sarah I.	Accounting	Senior
7	2015 Summer Session I	2014-2015	Wynn, Jordan A.	Computer Information Systems	Senior
8	2014 Fall Semester	2014-2015	Reeves, Angela K.	Computer Information Systems	Senior
9	2014 Fall Semester	2014-2015	Hu, Biyu	Computer Information Systems	Junior
10	2015 Summer Session II	2014-2015	Williams, Chalice D.	Management	Senior
11	2016 Spring Semester	2015-2016	Pouncy, La'terious L.	Accounting	Junior
12	2016 Summer	2015-2016	Mitchell,	Accounting	Senior

	Session I		**Titus**		
13	**2016 Summer Session I**	**2015-2016**	**Moore, Cortez N.**	**Accounting**	**Senior**
14	**2016 Summer Session I**	**2015-2016**	**Stringfellow, Fredrick**	**Accounting**	**Senior**
15	**2016 Spring Semester**	**2015-2016**	**Johnson, Saundrea D.**	**Computer Information Systems**	**Senior**
16	**2016 Summer Session I**	**2015-2016**	**Akinjogunla, Temitayo O.**	**Engineering Technology**	**Sophomore**
17	**2016 Summer Session I**	**2015-2016**	**Alfred, Nathalie D.**	**Marketing**	**Senior**
18	**2016 Summer Session I**	**2015-2016**	**Chiridza, Tafadzwa L.**	**Computer Information Systems**	**Senior**
19	**2016 Summer Session I**	**2015-2016**	**Guavo, Nadisha H.**	**Accounting**	**Senior**
20	**2016 Summer Session I**	**2015-2016**	**Jackson, Jocinda R.**	**Computer Information Systems**	**Senior**
21	**2016 Summer Session I**	**2015-2016**	**Owens, D'ambra D.**	**Computer Information Systems**	**Senior**
22	**2016 Spring Semester**	**2015-2016**	**Kenner, Susanne C.**	**Marketing**	**Senior**
23	**2016 Summer Session II**	**2015-2016**	**Jones, Jamika J.**	**Management**	**Senior**
24	**2016 Summer Session II**	**2015-2016**	**Key, Courtland J.**	**Accounting**	**Senior**
25	**2016 Summer Session II**	**2015-2016**	**Rollins, Brittany M.**	**Management**	**Senior**
26	**2016 Summer Session II**	**2015-2016**	**Sylvain, Kailyn A.**	**Management**	**Senior**

27	**2016 Summer Session II**	**2015-2016**	**Wilson, Dionte K.**	**Marketing**	**Junior**
28	**2017 Summer Session II**	**2016-2017**	**Crosby-Young, Measheall A.**	**Accounting**	**Senior**
29	**2016 Fall Semester**	**2016-2017**	**Willis, Justin**	**Computer Information Systems**	**Senior**
30	**2017 Summer Session I**	**2016-2017**	**Tatum, Fiorella**	**Computer Information Systems**	**Junior**
31	**2016 Fall Semester**	**2016-2017**	**Bradley-Shelman, Patrick A.**	**Management**	**Senior**
32	**2016 Fall Semester**	**2016-2017**	**Ewing, Cornelius J.**	**Management**	**Junior**
33	**2016 Fall Semester**	**2016-2017**	**Johnson, Craig S.**	**Management**	**Senior**
34	**2016 Fall Semester**	**2016-2017**	**Meadows, Michael T.**	**Management**	**Senior**
35	**2016 Fall Semester**	**2016-2017**	**Richard, Frederick D.**	**Management**	**Senior**
36	**2016 Fall Semester**	**2016-2017**	**Wilson, Portia D.**	**Management**	**Senior**
37	**2017 Spring Semester**	**2016-2017**	**Spearman, Dylan R.**	**Psychology, General**	**Senior**
38	**2016 Fall Semester**	**2016-2017**	**Gibson, Traochie J.**	**Marketing**	**Senior**
39	**2016 Fall Semester**	**2016-2017**	**Land, Blake**	**Marketing**	**Senior**
40	**2016 Fall Semester**	**2016-2017**	**Nelson, Jesse A.**	**Marketing**	**Senior**
41	**2017 Summer**	**2016-2017**	**Cormier,**	**Marketing**	**Senior**

	Session II		**Chase T.**		
42	**2018 Summer Session II**	**2017-2018**	**Tanner, Diamond D.**	**Accounting**	**Junior**
43	**2017 Fall Semester**	**2017-2018**	**Burnette, Al J.**	**Marketing**	**Senior**
44	**2017 Fall Semester**	**2017-2018**	**Collins, Krystal**	**Management**	**Senior**
45	**2017 Fall Semester**	**2017-2018**	**Alfred, Nathalie D.**	**Marketing**	**Senior**
46	**2017 Fall Semester**	**2017-2018**	**Celestine, Niana S.**	**Marketing**	**Senior**
47	**2017 Fall Semester**	**2017-2018**	**Langham, Robert L.**	**Marketing**	**Sophomore**
48	**2017 Fall Semester**	**2017-2018**	**Thompson, Jailiyh S.**	**Management**	**Senior**
49	**2017 Fall Semester**	**2017-2018**	**Wheeler, Kenya I.**	**Marketing**	**Senior**
50	**2018 Spring Semester**	**2017-2018**	**Hill, Monique M.**	**Computer Information Systems**	**Senior**
51	**2018 Spring Semester**	**2017-2018**	**Love, Wesley**	**Marketing**	**Senior**
52	**2018 Fall Semester**	**2018-2019**	**Payne, Fredericko**	**Management**	**Senior**
53	**2018 Fall Semester**	**2018-2019**	**Thomas, Madison J.**	**Management**	**Sophomore**
54	**2019 Summer Session I**	**2018-2019**	**Lucas, A'lexus M.**	**Management**	**Senior**
55	**2018 Fall Semester**	**2018-2019**	**Lucas, A'lexus M.**	**Management**	**Junior**
56	**2018 Fall Semester**	**2018-2019**	**Tatum, Fiorella**	**Computer Information Systems**	**Senior**

57	**2018 Fall Semester**	**2018-2019**	**Ramsey, Lyece D.**	**Marketing**	**Senior**
58	**2019 Spring Semester**	**2018-2019**	**Lovell, Kenya B.**	**Marketing**	**Senior**

Appendix F-1: Assessment Form A for Written Communication

FORM A (W)

Sum of all the A (W) forms will be reported in form B (W) - **GB202**

Faculty name	
Course #, Section, and name	
Semester and year	
Number of students	
COB learning goal(s) assessed	
Program learning goal(s) assessed	
Student Name (s)	
Total Score (maximum 100 points)	

Components	**Points**
A. <u>CONTENT</u> – Lightens the burden of the reader and helps him/her to establish meaning. You need to provide: a. *Structure*: Include a formal outline which provides a clear and logical sequence of communication. The outline can be made apparent by the use of headings and subheadings. Score _____ b. *Introduction:* An adequate exposition of the problem should state the questions asked, and the reasons for asking them. Score _____	

c. *Review of the literature:* Score _____ i. Comprehensive ii. Up-to-date iii. Summarized data iv. Relevancy of arguments v. Adequately referenced d. *Discussion:* Point out limitations of literature, note correspondence of differences between your findings and widely accepted points of view and briefly give the implications for theory or practice. Score _____ e. *Conclusion or summary:* The paper should end with a brief formal summary of the problem, the investigative results, and the conclusions. Score _____	
B. QUALITY AND STYLE OF WRITING. Writing should be: i. Clear Score 22 ii. Precise Score 20 iii. Unambiguous Score 20 iv. Economical Score 20	
C. MECHANICS: i. Grammar Score ii. Spelling Score iii. Punctuation Score iv. Margins, & Pagination Score v. Bibliography Score	
Total	

SCORING:

Components	Below Average 0-69%	Average 70-85%	Above Average 86-100%
A			
B			
C			

	Below Average 0-69%	Average 70-85%	Above Average 86-100%
Overall			

Appendix F-2: Assessment Form A for Oral Communication

FORM A (O)

Sum of all the A (O) forms will be reported in form B (O) **GB204**

Faculty name	
Course #, Section, and name	
Semester and year	
Number of students	
COB learning goal(s) assessed	
Program learning goal(s) assessed	
Student Name (s)	
Total Score (maximum 100 points)	

Components	**Points**
A. PREPARATION/CONTENT a. *Opening Statement*: Clear imaginative opening statement, presenting issues and organization for speech. Score _____ b. *Organization*: Clear organization of the presentation, reinforced by media, remain focused Score _____ c. *Content*: Currency, Relevance, appropriate sources Score _____ d. *Quality of Slides*: Professional, easy to read, to the point Score _____	

e. *Quality of Conclusion*: Level of analysis, appropriateness of solution Score _____	
B. PRESENTATION a. *Voice quality, pace, time management* Score _____ b. *Mannerisms* Score _____ c. *Professionalism(Attire)* Score _____ d. *Use of Media* Score _____ e. *Ability to answer questions:* Handles all questions with relevant, correct information, expands on answers Score _____	

SCORING:

SCORING:

Components	Below Average 0-69%	Average 70-85%	Above Average 86-100%
A			
B			

	Below Average 0-69%	Average 70-85%	Above Average 86-100%
Overall			

Appendix F-3: Assessment Form A for Critical Thinking

FORM A (CT)

Sum of all the A (c) forms will be reported in form B (c)

ACCT 201& 202 & 313/ GB 202/ ECON201 & 202/FIN 301/MAN420/GB 251&352

Faculty name	
Course #, Section, and name	
Semester and year	
Number of students	
COB learning goal(s) assessed	
Program learning goal(s) assessed	
Student Name (s)	
Total Score (maximum 100 points)	

Components	**Points**
A. Problem Identification - *Instructor may split this into sub-elements (a. b, c, etc.) as applicable to a particular course* a. Score _____ b. . Score _____ c. : Score _____	

Subtotal: Score	
B. Problem clarification & Interpretation - *Instructor may split this into sub-elements (a,. b, c) as applicable to a particular course* a. Score _____ b. . Score _____ c. *:* Score _____ *Subtotal:* Score	
C. Generation of Alternative Solutions - Instructor may split this into sub-elements (a,. b, c) as applicable to a particular course a. Score _____ b. Score _____ c. *:* Score _____ . *Subtotal:* Score	
D. Evaluation of Alternative Solutions - *Instructor may split this into sub-*	

elements (a,. b, c) as applicable to a particular course *a.* Score _____ b. Score _____ c. *:* Score _____ . *Subtotal:* Score	
E. Selection of Best or Optimal Solution - *Instructor may split this into sub-elements (a,. b, c) as applicable to a particular course* *a.* Score _____ b. Score _____ *c.* *:* Score _____ . *Subtotal:* Score	
Total	

SCORING:

Components	Below Average 0-69%	Average 70-85%	Above Average 86-100%
A			
B			
C			
D			
E			

	Below Average 0-69%	Average 70-85%	Above Average 86-100%
Overall			

Appendix F-4: Assessment Form A for Ethics

FORM A (E)

Sum of all the A (c) forms will be reported in form B (c)

GB150/GB201/ GB303/MKT 301/ACCT400/ MKT 410

Faculty name	
Course #, Section, and name	
Semester and year	
Number of students	
COB learning goal(s) assessed	
Program learning goal(s) assessed	
Student Name (s)	
Total Score (maximum 100 points)	

Components	**Points**
A. <u>Identification of Ethical Dilemma</u> - *Instructor may split this into sub-elements (a. b, c, etc.) as applicable to a particular course* a. Score _____ b. Score _____ c. : Score _____	

Subtotal: Score	
B. <u>clarification & Interpretation of Ethical Dilemma</u> - *Instructor may split this into sub-elements (a,. b, c) as applicable to a particular course* a. Score _____ b. Score _____ c. *:* Score _____ *Subtotal:* Score _____	
C. <u>Generation of Alternative Ethical Solutions</u> - Instructor may split this into sub-elements (a,. b, c) as applicable to a particular course a. Score _____ b. Score _____ c. *:* Score _____ . *Subtotal:* Score _____	
D. <u>Evaluation of Alternative Ethical Solutions</u> - *Instructor may split this into sub-elements (a,. b, c) as applicable to a particular course* *a.* Score _____ b. Score _____ c. *:* Score _____	

. *Subtotal:* Score _____	
E. Selection of Best or Optimal Ethical Solutions - *Instructor may split this into sub-elements (a,. b, c) as applicable to a particular course* a. Score _____ b. Score _____ c. *:* Score _____ . *Subtotal:* Score _____	
Total	

SCORING:

Components	Below Average 0-69%	Average 70-85%	Above Average 86-100%
A			
B			
C			
D			
E			
	Below Average 0-69%	Average 70-85%	Above Average 86-100%
Overall			

Appendix F-5 Assessment Form A for Globalization

FORM A (G)

Sum of all the A (G) forms will be reported in form B (G)

GB 150/ MAN 410/ MKT 420

Faculty name	
Course #, Section, and name	
Semester and year	
Number of students	
COB learning goal(s) assessed	
Program learning goal(s) assessed	
Student Name (s)	
Total Score (maximum 100 points)	

Components	**Points**
A. Demonstration of Understanding of Key Terms/ Concepts Used in Globalization - *Instructor may split this into sub-elements (a. b, c, etc.) as applicable to a particular course* a. Score _____ b. Score _____ c. : Score _____	

Subtotal: Score _____	
B Demonstration of knowledge of strategies firms use to engage in international Business - *Instructor may split this into sub-elements (a,. b, c) as applicable to a particular course* a. Score _____ b. Score _____ c. *:* Score _____ A. *Subtotal* Score _____ Evaluation of the forces/Environmental factors that impact trade and business in global markets - Instructor may split this into sub-elements (a,. b, c) as applicable to a particular course a. Score _____ b. Score _____ c. *:* Score _____ . *Subtotal:* Score	
B. Demonstration of knowledge of international trade regulating organizations (WTO, GATT, UNCTAD, etc.),trading blocs (such as EU, NAFTA, etc). and Major International Trade Agreements - *Instructor may split this into sub-elements (a,. b, c) as applicable to a particular course* *a.* Score _____ b. Score _____ c. *:* Score _____	

. *Subtotal:* Score _____	
C. Able to Analyze the advantages and Disadvantages of Trade Protectionism - *Instructor may split this into sub-elements (a,. b, c) as applicable to a particular course* a. Score _____ b. Score _____ c. *:* Score _____ *Subtotal:* Score	
Total	

SCORING:

Components	Below Average 0-69%	Average 70-85%	Above Average 86-100%
A			
B			
C			
	Below Average 0-69%	Average 70-85%	Above Average 86-100%
Overall			

Appendix F-6 Assessment Form A for Information Technology

FORM A

(To be completed for each student based on each student's accomplishment on the assignment)

Sum of all the A forms will be reported in form B

Faculty name	
Course #, Section, and name	
Semester and year	
Date	
Number of students	
COB learning goal(s) assessed	
Program learning goal(s) assessed	
Student Roster #	
Student Name (s)	
Total Score (maximum 15 points)	

Enter the points scored on the assignment for each Rubric tested.

Rubric	**Points Scored Out of 3**
A. Demonstrated Computer literacy is: *Inadequate (1 point):* assistance. *Adequate (2 points):* very little assistance. *Proficient (3 points):* no assistance.	
B. Proficiency in Word Processing (Microsoft Ward) is:	

Inadequate (1 point): assistance. *Adequate (2 points):* very little assistance. *Proficient (3 points):* no assistance.	**3**
C. Proficiency in Spreadsheet Analysis (Microsoft Excel) is: *Inadequate (1 point):* assistance. *Adequate (2 points):* very little assistance. *Proficient (3 points):* no assistance.	**3**
D. Proficiency in Database Management (Microsoft Access) is: *Inadequate (1 point):* assistance. *Adequate (2 points):* very little assistance. *Proficient (3 points):* no assistance.	**3**
E. Proficiency in Development and use of Presentation aid (Microsoft Power Point) is: *Inadequate (1 point):* named only 1 component. *Adequate (2 points):* named 2 components. *Proficient (3 points):* named 3 components.	**3**
Total score	**15 out of 15 = 100%**

Check the appropriate box based on the % scored by the student in the "Total" row above.

	Below Average (0-69%)	Average (70-85%)	Above Average (86-100%)
Total score is:			

Check the appropriate box based on the student's scores above for each Rubric: A., B., C., D.

Rubric	Inadequate (0 – 1.9 points)	Adequate (2 – 2.9 points)	Proficient (3 points)
A. Computer literacy			
B. Word Processing (Microsoft Ward)			
C. Spreadsheet Analysis (Microsoft Excel)			
D. Database Management (Microsoft Access)			
E. in Development and use of Presentation aid			

Appendix F-7 Assessment Form B for Summary Data

FORM B

(Turning Assignments' Grades into Assessment)

All Form 'A's of each faculty member for each sample feed into the faculty member's Form B

Faculty name	
Course #, Section, and name	
Semester and year	
Number of students	
COB learning goal(s) assessed	
Program learning goal(s) assessed	
Description of Assignment	

Component	Number of Students					
	Below Average 0 – 69%		Average 70 – 85%		Above Average 86 – 100%	
	Number	%	Number	%	Number	%
A.						
B.						
C.						
D						
E.						

	Number of Students		
	Below Average 0 – 69%	Average 70 – 85%	Above Average 86 – 100%
Overall			

OUTCOME OF ANALYSIS and Follow Up

Yes	No	Outcomes
		Objectives for each component were satisfied (at least 60% of students scored average and above average)
		Follow up is needed on Form C

Appendix F-8 Assessment Form C for suggesting Course Improvement

FORM C

Course Improvement Form

Semester and Year ..... ☐ Instructor ..... ☐

Course Number ..... ☐ Course Title ..... ☐

Is this a multi-section course taught by several instructors? ..... ☐

If "yes," did all instructors use a common syllabus or their own individual syllabi? ..... ☐

Was this course changed in any way from the last time you taught it? Yes ☐
No ☐ Not Applicable ☐

If you answered "n/a" indicates the reason(s): ☐ First time the course was offered
☐ First time I taught the course

Changes Suggested For Next time this course is taught	**Yes/No**	**Reasons for and Types of Change**
Course Description		
Course Objectives		
Textbooks		
Assignments		

KSAs	**How will KSAs be covered in the course?**	**How will this KSA be assessed?**	**Corresponding Program/School Learning Goals**
K1:			
K2:			

K3:			
K4:			
S1:			
S2:			
S3:			
S4:			
A1:			
A2:			
A3:			
A4:			

Areas of Student Deficiencies	**Comments**
Writing Skills	
Quantitative and Analytical Skills	
Oral Communications	
Subject Materials	
Social Skills	

Appendix G-A: Detailed Assessment Report (2015-2019)

In accordance with the central limit theorem, the COB considers a sample size of 30 or more to be adequate to make good inferences with learning outcome measurements. Class sizes in the COB in the current review cycle were small. Therefore, the COB took census of all the classes that were used for assurance of learning (AOL). It turned out that some of the classes used for assessment were significantly below sample size 30 in this review cycle. On hide sight, the COB has subsequently agreed to use multiple sessions of courses across multiple semesters in the next review cycle to assess learning outcomes to ensure a more normal distribution. Results of the assessment for the current review cycle (2015-2019) are presented below.

WRITTEN COMMUNICATION GOAL
Results of First Measurement
Overall Summary

Out of a sample of 26 students constituting a whole class who were evaluated for written communication skills, 96% of them either met or exceeded expectation, while 4% did not meet expectation[1]. The 96% proficient students[2] are made up of 54% of the sample who met expectation[3] and 42% of the sample who exceeded expectation[4] (see Appendix G-1). Thus, the percentage of the sample of students who did well in written communication far exceeded the benchmark[5] of 70% that the COB had set for itself. In conclusion, the students in the sample demonstrated good written communication skills.

Students were assessed on their proficiency in content of written communication, quality and style of writing, and mechanics with regards to written communication skills. One hundred percent of the sample respectively met or exceeded expectations in terms of quality of writing style and mechanics. When it came to quality of writing style, 65% of the sample met expectation, while 34% exceeded expectation. In the case of mechanics, 58% of the sample met expectation and 42% exceeded expectation. The students in the sample also did well in content of writing. About 92% of the sample either met or exceeded expectation with regards to content of writing, while 8% did not meet expectation in this regard. All the same, this was a very good performance. For those who did well in terms of content of writing, 46% of the sample met expectation and 46% exceeded expectation (see Appendix G-2).

Quality of Written Communication Content

All the students (100%) in the sample gave good account of themselves in terms of adequate elucidation of the topics they wrote about in their introductions. Sixty-nine percent of the students met expectations with regards to good introduction, while 31% exceeded expectation (see Appendix G-3). Eighty-eight percent of the students in the sample comparatively presented

[1] **Did not meet expectation:** students who scored from 0% to 69%.
[2] **Proficient students:** These are students who either met or exceeded expectation. That means they scored from 70% or above (i.e., any score from 70% to 100%).
[3] **Met expectation:** students who scored 70% to 85%.
[4] **Exceeded expectation:** students who scored from 86% to 100%.
[5] **Benchmark:** the COB's target is for at least 70% of students in each sample to score from 70% to 100%. Sometimes, the term threshold is used interchangeably in the document.

their arguments in a logical sequence, while 12% were below expectation. Out of those who presented their arguments well, 57% of the sample met expectations and 31% exceeded expectation. Thus, the 88% above-average performance surpassed the threshold of 70% of the sample that the COB had set for itself as a benchmark.

Again, 100% of the students in the sample demonstrated good literature review. They showed comprehensiveness, relevance, currency and good in-text citation in their essays. Among them, 31% met expectation and 69% exceeded expectation (see Appendix G-3). In their discussions of the subject matter, 88% of the students were able to effectively point out limitations in the literature, offer counter viewpoints and pointed out the implications of their research findings for theory and practice, while 12% did not meet expectation. Out of the 88% who did well in this respect, 58% met expectations and 31% exceeded expectation (see Appendix G-3). One hundred percent of the students in the sample were able to either meet or exceed expectation in summarizing the problem and results of their research and wrote logical conclusions. Forty-two percent of them met expectations; while 58% exceeded expectations in terms of their ability to write sound conclusions in essays (see Appendix G-3).

Quality of Writing Style

Eighty-eight percent of the students in the sample demonstrated clarity in their writing. This is in contrast to 12% who did not. Twelve percent of the sample who exhibited clarity in their writing met expectation and 76% exceeded expectation (see Appendix G-3). Therefore, 88% of the students demonstrated clarity in their writing and this exceeded the 70% COB benchmark. When it came to precision of written English, 12% of the sample did not meet expectation; 50% met expectation; and 38% exceeded expectation. Thus 88% of the sample exceeded the COB's benchmark of 70% (see Appendix G-3). All the students (100%) in the sample exhibited unambiguity and relative economy in the use of words. Among them, 38% of the sample met expectations while 62% exceeded expectations in terms of unambiguity in writing. On the other hand, 58% of the sample met expectations and 42% exceeded expectations when it came to economical use of words (see Appendix G-3).

Mechanics of Writing

One hundred percent of the students in the sample either met or exceeded expectations with respect to grammatical expression, spelling and punctuation. With reference to grammar, 65% of the sample met expectation and 35% exceeded expectation. Regarding spelling, 19% of the students in the sample met expectation and 81% exceeded expectation. With punctuation, 31% of the students in the sample met expectation and 69% exceeded expectation. Seventy-seven percent of the students in the sample either met or exceeded expectation, while 23% performed below expectation when it came to pagination and setting of margins in documents. Even though the COB exceeded the benchmark of 70% it had set for itself with respect to the proportion of sample that met pagination and margin setting standards, 23% of the students in the sample performed below expectation (see Appendix G-3). This necessitated corrective action.

Only 58% of the students sampled either met or exceeded the threshold for writing bibliography properly. This was below the benchmark of 70% of the sample that the COB had earmarked. Thus, 42% did not meet the threshold. Out of the 58% who wrote their bibliography properly, 15% of the sample met expectation and 42% exceeded expectation (see Appendix G-3). The

remainder 42% of the sample who did not write reference list properly constitutes a significant problem that required drastic corrective action.

Loop Closing Action

Based on the analysis of written communication learning outcomes, corrective measures to ensure continuous improvement were put in place as follows:

- The COB faculty gave more essay type assignments, research papers, and projects that require reports preparation to help students matriculating through the COB acquire a high standard of written communication skills.
- The English Department was informed to emphasize bibliography writing in the Freshman Composition I and II courses.
- The COB faculty showed students online resources where they could learn and improve on citation and reference list writing in subsequent semesters.
- The COB CIS and Business Communication faculty placed more emphasis on pagination and margin setting word processing (Microsoft Word) application in the CIS 115 course and report writing in the Business Communication courses respectively in the subsequent semester.
- Many of the COB faculty gave students guidelines for pagination and margin-setting when they gave students written assignments to reinforce what the students have been taught in English and CIS courses in prior semesters, but could have forgotten.

Loop Closing Measurement

The loop-closing measurement was taken exactly three years after the first written communication assessment (Spring 2019), within the current review cycle. A sample of 49 students was assessed. Overall, 78% of the sample either met or exceeded expectation and 22% did not (see Appendix G-4). The students in the second Written Communication sample either met or exceeded expectations in writing style quality (88% of them), mechanics (76% of them), and the percentage of students who passed in content of writing fell slightly below expectation (69% of them). In all three broad categories, the performances of students in the second sample were below that of the performances of students in the first sample (see Appendixes G-5 and Table below14).

Table 14

Variance Analysis between Firs, Second & Third Measurements of Written Communication

Learning Outcome	Frst Assessment 70% and Above	Second Assessment 70% and Above	Third Assessment 70% and Above	Variance Between 1st & 2nd	Percetage Variance Between 1st & 2nd	Variance Between 2nd& 3rd	Percetage Variance Between 2nd& 3rd
Content (A)	92	69	87	-23	-25	17	25
STRUCTURE: Logical sequence of Argument	88	76	100	-13	-15	24	32
INTRODUCTION: Adequate exposition and definition of problem/topic	100	51	82	-49	-49	31	60
LITERATURE REVIEW : Comprehensiveness, relevance, currency and intext citation	100	73	97	-27	-27	24	33
D**ISCUSSION (CRITIQUE):** Pointing out limitations of Lit.,							
showing counter view points & implications for theory & practice	88	78	97	-11	-12	19	25
CONCLUSION: Summary of problem, research results and author's conclusion	100	61	92	-39	-39	31	50
QUALITY & STYLE (B)	100	88	100	-12	-12	12	14
Clarity	88	76	95	-13	-15	19	25
Precision	88	84	92	-5	-5	8	10
Learning Outcome+L79:S100	100	73	95	-27	-27	21	29
Economical use of words	100	84	95	-16	-16	11	13
MECHANICS (C)	100	76	95	-24	-24	19	25
Grammar	100	49	76	-51	-51	27	56
Spelling	100	69	87	-31	-31	17	25
Punctuation	100	84	95	-16	-16	11	13
Pagination & Margin	77	27	92	-50	-66	66	247
Bibliography	58	73	100	16	27	27	36

When it came to the detailed learning outcome measurements in the loop-closing measurement, students demonstrated proficiency in logical sequence of arguments, literature review, discussion, language clarity, language precision, unambiguous language, economical use of words, punctuation and bibliography. More than 70% of the sample performed creditably beyond the 70% benchmark regarding these individual learning outcome elements (see appendix G-6). Even though more than 70% of the sampled students demonstrated proficiency in the above learning outcome elements, their performances were below the performances of the students in the first sample, except in the case of bibliography where there was improvement and the benchmark was also met (see table 14 above). The loop-closing sample did not meet the COB's benchmark of 70% regarding articulate introduction, discussion of issues in an essay, grammar, spelling and pagination.

Comments and Further Action

Pagination and correct presentation of bibliography were the two below-par performances in the first written communication measurement. The loop-closing corrective actions taken regarding them seemed to have worked with bibliography as there was 27% improvement and the threshold was met. However, the situation regarding pagination worsened. Not only was the benchmark not met, but there was decline of about 66% in performance (see Table 14 above). Even where the bench marks were met, there was a general decline in all the other performance indices of written communication compared to the first measurement (see Table 14).

This may be explained by the general fall in standards of written English competency across board in the current generation of students in the University; considering there fact that there is a three year gap between the two measurements. The problem appear to be a nation-wide problem as students admitted to universities continue to be underprepared for the expected level of rigor and level of written communication skills requiring at college and the problem is worse for colleges that cater for underserved low resourced communities.

GSU has recognized that this a general problem for the entire University and has adopted Campus-wide continuous improvement in written and oral communication as its Quality Enhancement Plan (QEP) goal for the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) accreditation integrated quality enhancement requirement for 2020 through the next ten years . GB 204 – Business Communication has been selected as one of the partnership courses in this initiative. Learning strategies will be implemented to ensure that our students are better communicators. Plans for classroom re-design are being reviewed as well.

The COB faculty are now stressing on proper pagination in typed written assignments. The Business Communications instructor in the COB is giving extra attention to the areas of deficiency and has already commented to the CAC chairperson that she is seeing improved results in the 2019 Fall Semester. Students are being told in class to still read over their work after auto-spelling and grammar check to catch any spelling and grammatical errors. In addition, students are advised to use free online tutoring such as www.grammarly.com to improve their writing. The rest of the COB faculty are re-emphasizing the earlier corrective measures put in place. Students are also being taught to write good introductions in written assignments to correct and improve students' written communication skills in the COB. A third measurement was taken in the 2019 Fall Semester and it showed significant improvement in all the indicators of written communication learning outcomes over the 2019 Spring assessment of Written Communication. See Table 14.

ORAL COMMUNICATION LEARNING GOAL
Results of First Measurement
Overall Summary

A sample size of 11 students; constituting an entire class, was measured for oral communication proficiency. Out of the sample, 82% either met or exceeded expectation, while 18 % fell below expectation. The 82%, who scored above 70 points, is made up of 64% of the sample who met expectation and 18% who exceeded expectation (see Appendix H-1).

When a periscope is placed on the various elements of oral communication learning outcomes assessed, 82% of the sample either met or exceeded expectation in terms of demonstrated evidence of preparation towards oral presentation and quality of the content of their presentation. Out of the sample measured, 55% met expectation and 27% exceeded expectation, while 18% fell below expectation. Thus, 82% demonstrated adequate preparation prior to presentation (see Appendix H-2).

When it came to the actual oral presentation, 73% of the sample either met or exceeded expectation. This was made up of 27% of the sample who met the expectation and 45% who exceeded expectation. However, 27% of the sample fell below expectation (see Appendix H-2). The sampled students passed the overall threshold as well as the thresholds of the two respective oral communication learning outcomes (namely, prior preparation and the actual presentation). A drill down into performance regarding individual items in the rubric revealed specific areas that students did well in and areas that needed improvement.

Evidence of Preparation and Quality of Oral Communication Content

When it came to demonstrated evidence of good preparation and quality of content of oral presentation, 64% of the sample demonstrated imaginative clear opening statement to capture the attention of their audience. This figure is made up of 36% of the sample who met expectation and 27% who exceeded expectation. However, 36% of the students failed to meet expectation in their opening statements. Thus, the overall percentage (64%) of students who performed well in this regard was below the 70% benchmark that the College had set for itself (see Appendix H-3). Therefore, corrective action was taken.

In terms of how well organized the students' presentations were, 82% of the students either met or exceeded expectation., while 18% did not meet expectation. Out of those whose presentations were well organized, 64% of the sample met expectation and 18% exceeded expectation (see Appendix H-3). Therefore, all that was needed is to strive towards continuous improvement.

With respect to the currency of the content of oral presentations, 91% of the students either met or exceeded expectation, while 9% did not meet requisite benchmark of 70% points. Out of those whose presentations content were current, 73% of the sample met expectation, while 18% exceeded expectation (see Appendix H-3). This was significantly above the benchmark, but there was need to strive towards continuous improvement.

The assessment revealed that the quality of the Power-Point slides prepared by students needed improvement. Out of the sample, 64% of the students either met or exceeded expectation when it came to the quality of their Power-Point slides, while 36% of them did not meet the quality standard expected (see Appendix H-3). Thus, there was a need to help students to improve on Power-Point preparation.

The quality and aptness of conclusion by most of the students at the end of their oral presentation exceeded the benchmark. Eighty two percent of the students in the sample scored 86% points and above, whilst 18% of them performed below expectation (see Appendix H-3). This shows that most of the students demonstrated a high level of analytical reasoning and logic but still there was room for improvement.

The Actual Oral Presentation

In terms of actual oral presentation, 100% of the students in the sample demonstrated quality voice, good pace and efficient time management. Out of this figure, 55% of the sample met expectation and 45% exceeded expectation (see Appendix H-3). This amounted to excellent performance with respect to the current standard. The COB may have to consider raising the standard for the next review cycle.

Eighty-two percent of the sample showed good mannerism and deportment, while 18% fell below expectation. Out of those students who demonstrated good mannerism and deportment during oral presentation, 45% of the sample met expectation and 36% exceeded expectation (see Appendix H-3).

The sample of students examined appeared to need better grooming and professional dress-sense for formal oral presentation. Even though 64% of the students demonstrated good professional

dressing and grooming, this fell short of the 70% benchmark. Out of the 64% who demonstrated professionalism, 27% of the sample met expectation and 36% exceeded expectation. Since 36% of the students did not meet expectation when it came to professionalism, there was the need to put measures in place to generally improve the professional dressing and grooming of students in the COB to prepare them better for the corporate world (see Appendix H-3).

In terms of use of media during oral presentation, 64% of sample either met or exceeded expectation, while 36% did not meet expectation. Out of the 64% who did well in terms of media usage, 55% of the sample met expectation and 9% exceeded expectation (see Appendix H-3). This required measures to enhance the ability of students to employ media effectively to support oral presentation.

Most of the students in the sample (82%) demonstrated ability to think on their feet by answering questions with relevant information when quizzed by their audience. However, 18% of them did not meet this expectation (see Appendix H-3). Thus, though 82% were able to effectively answer questions from their audience, they only met expectations without any exceeding expectation. This required additional measures to improve the ability of students to exceed expectation in answering questions extempore.

Loop Closing Action

- COB Faculty members who required students to give oral presentations in class gave guidelines to students that included the need start a presentation with attention-grabbing opening statements that clarify the purpose of an oral presentation.
- Faculty gave students tidbits on how to prepare innovative and interesting Power-Points, while the instructors teaching the Introduction to Computer and Software Application course (CIS115) also gave more attention to designing effective Power-Point slides.
- The COB faculty awarded points to students in business attire or business casual attire on "Dress for Success Days" which are two days a week (Tuesdays and Wednesdays) to plant the habit in students.
- The COB faculty also gave students guidelines to professional grooming or directed them to websites where they could find literature and short videos on grooming.
- Students were also encouraged to use the GSU Career Services which is located in the COB building to assist them with their grooming and professional dressing.
- The COB faculty urged students to use diverse media in courses that require oral presentation to enrich their presentation.
- Instructors teaching the Introduction to Computer and Software Application course (CIS115) paid more attention to effective use of media in the course.
- Many instructors in the COB interwove the Socratic Method (question and answer approach) into their teaching pedagogy to help students learn to think on their feet.

Loop Closing Measurement

The second measurement of oral communication took place in the 2019 Spring Semester. This registered 100% proficiency in general as well as in all the elemental oral communication learning outcomes. Expectations were either met or exceeded in all aspects of oral communication (see Appendixes H-4, H-5 and H-6). The range of improvement varied from

22% to 57%, except in the case of voice quality, pace and time management that already stood at 100% in the first measurement, and therefore, recorded no change (see Table 15 below).

Comments and Further Action

The corrective action taken after the first measurement seems to have worked to near perfection. The COB Faculty continue to pursue the same pedagogy to enable the COB students acquire good oral communication skills. The COB is considering raising the standard in the next review cycle to continuously improve.

Table 15

Variance Analysis between First and Second Measurement of Oral Communication

Column1	Column2	Column3	Column4	Column5	Column6	Column7
	Measurement Scale					
Learning Outcome	First Measurement		Second Measurement		Variance	
	70% and		70% and		70% and	Percentage
	Above		Above		Above	Change
Evidence of Good Preparation & Quality of Content (A)						
Clarity and imaginativeness of Opening Statement	64		100		36	57
Organization of presentation	82		100		18	22
Currency and relevance of content	91		100		9	10
Quality of Slide (Immaginative, non-cluttered & easy to read)	64		100		36	57
Quality of Conclusion (Analysis level & aptness of conclusion)	82		100		18	22
Prenestation (B)						
Voice quality, Pace & Time Management	100		100		0	0
Mannerism & Deportment	82		100		18	22
Professionalism (dressing)	64		100		36	57
Use of Media	64		100		36	57
Ability to answer questions (with relevant information)	82		100		18	22

CRITICAL THINKING GOAL

Results of First Measurement

Overall Summary

The first critical thinking measurement was taken in the 2018 Fall semester. A sample of 22 students constituting a whole class was assessed. Overall, 100% of the students scored 70% or above in critical thinking, which indicates proficiency of the sample. Out of the proficient category, 18 % of the sample met expectation and 82% of the sample exceeded expectation (see Appendix I-1).

Detailed Analysis

Detailed analysis revealed that 100% of the sample performed above expectation by scoring between 86% and above in problem solving and interpretation. Ninety-one percent of the class sampled also exhibited proficiency respectively in computational solution formulation and implementation. However, 9% of the sample did not meet expectation, while 91% exceeded expectation when it came to solution formulation. Again, 9% of the sample did not meet expectation, while 5% met expectation and 86% exceeded expectation with regards to solution implementation. Finally, 18% of the sample did not meet expectation, 9% met expectation and 73% exceeded expectation when it came to results evaluation. Thus, besides problem identification and interpretation in which 100% of the sampled students scored 70% and above level of overall proficiency, 91% of the students were overall proficient in solution formulation and implementation, while 82% were proficient in results evaluation overall (see Appendix I-2)

Loop Closing Action

Even though the COB met the benchmark in all the learning outcomes of critical thinking by more than 70% of the students in the sample scoring 70% and above in the critical thinking learning out comes, the COB faculty strove to improve students' critical thinking acumen by:

- Emphasizing Socratic method of pedagogy;
- Giving unstructured problem assignments to students;
- Using more case studies in courses; and
- Assigning group projects to students that involved studying live small businesses within reasonable distance from the University.

Loop Closing Measurement
Overall Summary

The second Critical Thinking measurement was taken in the 2019 Spring Semester. A sample of 22 students constituting a whole class was assessed. Ninety-five percent of the students exhibited proficiency in critical thinking, while 5% did not. Out of the proficient category, 5% of the sample met expectation and 90% of the sample exceeded expectation (see Appendix I-3).This amounted to an overall decline of 5% in spite of the fact that the second measurement average performance was still very good.

Detailed Analysis

The benchmark of the COB that requires that 70% (or more) of the sample meet or exceed expectation regarding learning outcomes was significantly surpassed in all the critical thinking loop-closing learning outcome measurements. A comparative analysis of the first and second measurement revealed that students' ability to formulate solutions improved by 5%, while problem identification and problem implementation respectively declined by 5%. Problem interpretation also declined by 9%, while results evaluation declined by 6%. In spite of these reductions in critical thinking learning outcomes performances exhibited in the second sample, the level of performance was good in all the learning outcomes. See the second column figures in Table 16 and Appendixes I-3 and I-4.

Table 16

Variance Analysis between First and Second Measurement of Critical Thinking

Column1	Column2	Column3	Column4	Column5	Column6	Column7
	Measurement Scale					
Learning Outcome	First Measurement		Second Measurement		Variance	Percentage
	70% and		70% and		70% and	Change
	Above		Above		Above	
A) Identify Problem – identify information given and formula for each method	100		95		-5	-5
B) Interpret Information – calculate depreciation rate from formula for each method	100		91		-9	-9
C) Implement Conclusion I – use formula to calculated depreciation expense for years 1, 2, and 3	91		95		4	5
D) Implement Conclusion II – use depreciation expense to calculate accumulated depreciation at the end of years 1, 2, and 3	91		86		-5	-5
E) Evaluate Results – use cost and accumulated depreciation to compute book value at the end of years 1, 2, and 3	82		77		-5	-6

Comments and Further Action

The performance in the second measurement of critical thinking was generally very good. The sight decline in 5 out of the six critical thinking elements in the second measurement could just simply be attributed to differences in the composition of the two different groups that were tested. The COB faculty has started applying the following measures to continuously improvement the critical thinking ability of COB students:

- Emphasizing scheduling techniques such as Program Evaluation and Review Technique (PERT), and Gantt charts to help students with project implementation acumen;
- Emphasizing project monitoring and evaluation techniques in courses in which they are taught;
- Emphasizing Socratic method of pedagogy;
- Giving unstructured problem assignments to students; and
- Using more case studies in courses.

ETHICS GOAL
Results of First Measurement
Overall Summary

A full class made up of 12 students was sampled on Ethics. Out of this sample, 58% either met or exceeded expectation. Forty-two percent did not meet expectation. The proficient group was made up of 50% of the sample who met expectation and 8% of the sample who exceeded expectation (see Appendix J-1). This fell far short of the COB's benchmark of 70% of the sample either meeting or exceeding expectation. The items measured in the ethics learning outcome were students' ability to:

1. Identify ethical dilemma
2. Clarify and interpret ethical dilemma

3. Generate alternative ethical solutions
4. Evaluate alternative ethical solutions, and
5. Select the best or the most optimal ethical solution

Identification of Ethical Dilemma
Eighty-three percent of the sample tested was able to exceed expectation in identifying the ethical dilemma in the given problem. This surpassed the threshold of 70% that the COB had set for itself. However, 17% were below expectation in identifying the ethical dilemma (see Appendix J-2).

Clarification and interpretation of Ethical Dilemma
Seventy-five percent of the sample either met or exceeded expectation in clarifying and correctly interpreting the ethical dilemma. Thus, 25% of the sample met expectation, 50% exceeded expectation and 25% did not meet expectation in this regard. Generally, the COB exceeded expectation, but there was room for improvement regarding students' ability to clarify and interpret ethical dilemmas (see Appendix J-2).

Generating Alternative Ethical Solutions
The sample performed below expectation when it came to generating alternative solutions to an ethical dilemma. Only 17% met expectation. None exceeded expectation and 83% did not meet expectation. This required serious attention to improve on the ability of students to generate alternative solutions to ethical dilemmas (see Appendix J-2).

Evaluating Alternative Ethical Solutions
About 67% of the sample either met or exceeded expectation when it came to evaluating alternative ethical solutions. Approximately 33% of the sample met expectation, 34% exceeded and 33% did not meet expectation. This called for corrective action (see Appendix J-2).

Selecting Best or the Most Optimal Ethical Solution
Again, the sample did not meet the threshold of 70% with respect to selecting the most optimal ethical solution. Only 50% of the sample either met or exceeded expectation and 50% did not. Out of the entire sample, 33% met expectation and 17% exceeded expectation (see Appendix J-2).

Loop Closing Action

The following loop-closing measures were implemented:

- Faculty emphasized the coverage of ethics in courses they teach where applicable.
- Faculty underscored critical thinking and analytical skills in courses taught subsequently.
- Faculty improved on their own ethical conduct such as being in class on time, treating all students impartially, and being available in their offices during office hours and posted notices on Canvas to students in advance if they were not going to be available for consultation.

- Faculty teaching courses that cover decision-making stressed various scientific models for idea generation and choice making both in individual and in group decision-making scenarios.
- Faculty gave more un-structured problem assignments to students to help students hone their ability to make non-programmed decisions.

Loop Closing Measurement

The second measurement was taken one and half years after the first measurement. It showed significant improvement. Overall, 100% of the second sample either met or exceeded expectation. Seventeen percent of the sample met expectation and 83% exceeded expectation overall (see Appendix J-3). When it came to the individual ethics learning outcomes, 92% of the sample did well in identifying ethical dilemma, 100% did creditably in clarifying and interpreting ethical dilemma, and 88% were able to meet or exceed expectation in evaluating alternative ethical solutions (see Appendix J-4). All these respectively surpassed the COB's benchmark of 70%; amounting to significant improvements.

However, the second sample on average, performed below expectation when it came to generating alternative ethical solutions and making ethical choices. Only 50% of the sample was able to either meet or exceed expectation when it came to generating alternative ethical solutions and only 25% were either able to meet or exceed expectation with regards to selecting the best or most optimal ethical solution (see Appendix J-4 and Table 17).

Comparative analysis of the two measurements of ethics showed there were significant improvements in all the learning outcomes in the second measurement, except in the case of selecting the best or most optimal ethical solution (see Table below 17). This is a major concern for the COB as the main purpose of studying ethics is to learn to make an optimal ethical decision when faced with an ethical dilemma.

Table 17
Variance Analysis between First and Second Measurement of Ethics

Column1	Column2	Column3	Column4	Column5	Column6	Column7
	Measurement Scale					
	First Measurement		Second Measurement		Variance	
	70% and Above		70% and Above		Actual Change	% Change
Identify ethical dilemma (A)	83		92		8	10
Clarify and interprete ethical dilemma (B)	75		100		25	33
Generate alternative ethical solutions(C)	17		50		33	200
Evaluate alternative ethical solutions(D)	67		83		17	25
Select best or optimal ethical solution(E)	50		25		-25	-50

Comments and Further Action

The look closing measures put in place led to significant improvement in all the learning outcomes, except selecting the best ethical solution; which rather deteriorated further. The COB considered this setback a serious challenge as that is the very essence of ethical decision-making process. The instructor on record who too both the first and second measurements believes the deterioration in that particular element could be due to an extra requirements he had added to the second test which was not in the first with respect to selecting optimal ethical solution that the students had not mastered at the time of the second test.

The COB intends to continue to implement the loop-closing measures that were put in place after the first measurement, but to double efforts on stressing idea generation, critical thinking and decision-making models where they are covered; across all courses. Also The Ethics measurement was taken on Auditing which is not a COB-wide course. This was so because the earlier chair of the original Assessment Committee, who is no longer with the COB; involved all faculty in assessment and gave faculty members the latitude to select any of the six COB learning goals and assessment. The COB has now streamlined the process with the reconstitution of the COBCAC and deliberate assignment of learning goals by the COBSAC. For the next review cycle, the COB intends to measure all learning goals, including Ethics in only COB-wide courses and at the mastery level.

GLOBALIZATION
Results of First Measurement
Overall Summary

A sample of 41 students was tested on global awareness. Out of this sample, 44% of them met expectation, 29% exceeded expectation and 27% performed below expectation. Thus 73% of the students in the sample either met or exceeded expectation (see Appendix K-1). Overall, the COB exceeded the benchmark of 70% level of proficiency that the COB had set for itself. Despite reaching the benchmark, there appeared to be a lot of room for improvement. This required some changes in pedagogy.

The specific learning outcomes measured under Globalization were students' ability to:

A. explain global business terms and concepts;
B. explain modes of entry into global and international markets;
C. evaluate forces and factors that influence the global business environment; and
D. analyze the pros and cons of trade protectionism.

A. Demonstrated Ability to Explain Global Business Terms and Concepts

Twenty-seven percent of the sample met expectation, 66% exceeded expectation and 7% did not meet expectation when it came to students' ability to explain terminologies and concepts used in global business. Thus 93% of the sample either met or exceeded expectation when it came to explaining global business concepts and terminologies. This was a good performance as it far exceeded the benchmark of 70% of the sample that the COB had set for itself (see Appendix K-

2). Despite this significant achievement, the COB still put measures in place to improve students' performances in this regard to forge continuous improvement.

B. **Demonstrated Ability to Explain Global Market Entry Strategies**

Regarding ability to explain global market entry strategies, 49% of the sample met expectation, 29% exceeded expectation and 22% did not meet expectation. Therefore, 78% of the sample either met or exceeded expectation (see Appendix K-2). This was more than the 70% of the sample threshold that the COB had set for itself. However, there was significant room for continuous improvement for which certain recommendations were made and carried out.

C. Demonstrated Ability to Evaluate Global Business Environmental Factors

Out of the sample size of 41 students, 46% met expectation, 24% exceeded expectation, while 29% did not meet expectation with regards to ability to evaluate global business environmental factors. A combined 71% of the sample either met or exceeded expectation regarding ability to evaluate factors that influence the global business environment (see Appendix K-2). This barely surpassed the 70% benchmark the COB had targeted. Thus, though the COB scaled the pass grade, there was a significant room for improvement.

D. Demonstrated Ability to Analyze the Pros and Cons of Trade Protectionism

With regards to trade protectionism and its consequences, 39% of the sample met expectation, 34% exceeded expectation and 27% did not meet expectation in their ability to analyze the advantages and disadvantages of trade protectionism (see Appendix K-2). Thus, 73% of the sample either met or exceeded expectation in their ability to analyze the pros and cons of trade protectionism. The COB again surpassed the threshold of 70% of participants required, but there was significant room for improvement.

Loop Closing Action

- As 7% of the students performed below expectation with respect to being able to explain global business concepts and terminologies, the following measure was taken to ensure sustained high performance and to continuously improve. Faculty teaching courses that covered global concepts made students keep journals in which students hand-wrote prescribed textbook end-of-chapter terminologies and their definitions and submitted the journals weekly for grading. The handwritten nature of the assignment made it difficult for students to cheat. This practice helped to ingrain the concepts in the minds of students.
- Most of the COB faculty gave bonus points to students who bought textbooks and brought them to class instead of depending on lecture notes and Power-Points only.
- The COB faculty encouraged students to read business dailies, weeklies, magazines and journals and to watch the business news on TV at least 30 minutes a day to broaden their horizon and acquaint themselves with current issues in global and international business.

Loop Closing Measurement

Post-corrective action measurement of globalization learning outcomes was taken exactly a year after the first measurement. It revealed a significant improvement in all the globalization learning

outcomes. See Table 18 below and Appendixes K-3 and K-4 for the detailed results of the confirmatory learning outcome measurements. A comparative analysis between the first and second measurement revealed significant improvements in all the learning outcomes. The percentage of the sample in the second measurement that either met or exceeded expectation ranged from 94% to 100%.

One hundred percent of the students in the second sample were either able to meet or exceed expectation in explaining globalization concepts. This amounts to an 8% improvement from the first measurement. Ability to explain global market entry strategies improved by 20%. Ability to evaluate global business environmental factors improved by 33% and ability to analyze the pros and cons of trade protectionism improved by 32% (see Table below 18 below).

Table 18

Variance Analysis between First and Second Measurement of Globalization

Column1	Column2	Column3	Column4	Column5	Column6	Column7
	Measurement Scale					
Learning Outcome	First Measurement		Second Measurement		Variance	Percentate
	70% and		70% and		70% and	Change
	Above		Above		Above	
Demonsatrate ability to state and explain global business terms and concepts (A)	93		100		7	8
Ability to state and explain strategies firms use to enter global and International markets (B)	78		94		16	20
Ability to state and evaluate forces and factors that influence the global business environmental (C)	71		94		23	33
Demonstration ability to state and analyze the pros and cos of trade proectionism (D)	73		97		24	32

Comments and Further Action

These statistics indicate that the corrective actions put in place were effective. The COB faculty intends to carry on with the recommended practices to continuously improve the performance of COB students with respect to global consciousness. The COB also is aware this measurement was taken at a lower level than mastery because the liberty given by the previous assessment chair as mentioned in the case of Ethics to faculty to choose courses and goals to measure on their own. The COB will subsequently measure the globalization learning goal in the Capstone course, Strategic Management for the next review cycle.

INFORMATION TECHNOLOGY GOAL
Results of First Measurement

When it came to the information technology learning outcomes, a sample of 39 students constituting a whole class were tested in the 2018 Fall semester. This sample was tested on the extent of their computer literacy, word processing (Google Docs and Microsoft Word), Oral presentation aid design (Microsoft PowerPoint and Google Slides) and spreadsheet analysis and usage (Microsoft Excel and Google Sheets). Ninety–two percent of the sample demonstrated proficiency in computer literacy by either meeting or exceeding expectation. At the same time, 90% of the sample scored 70% and above in word processing, 85% scored 70% and above in presentation slides design and 85% scored 70% and above in spreadsheet usage (see Appendix L-1).

When computer literacy was examined in detail, 8% of the sample did not meet expectation, whereas 36% met expectation and 56% exceeded expectation. Those who met and exceeded expectation in computer literacy amounted to the 92% (see Appendix L-1) .When it came to word processing, 10% of the sample did not meet expectation, 8% met expectation and 82% exceeded expectation. Thus, there was a huge percentage of excellent performance in word processing. Those who either met or exceeded expectation summed up to 90% of the sample in word processing (see Appendix L-1). With regards to presentation slides proficiency, 15% of the sample did not meet expectation, 26% met expectation and 59% exceeded expectation. Those who either met or exceeded expectation in presentation slide design added up to 85% of the sample (see Appendix L-1). Finally, when it came to spreadsheet analysis, 15% of the sample did not meet expectation, 36% met expectation and 49% exceeded expectation. Thus, those who either met or exceeded expectation in spreadsheet proficiency added up to 85% of the sample.

Overall, the COB met its information technology goal and learning outcomes. More than 70% of the sample exceeded the 70% point benchmark in all the information technology learning outcomes. In fact, the minimum was 85% of the sample and the maximum was 92% of the sample exceeding various information technology learning outcomes.

Loop Closing Action

In spite of the fact that the COB met and significantly exceeded all the Information Technology learning outcomes, it was noted that database management proficiency was not tested in this particular goal. Therefore, the instructor on record agreed to do that in the loop-closing measurement.

Loop Closing Measurement

The loop-closing measurement was taken in the Spring of 2019. A class sample of 38 students was assessed. The percentage of students who either met or exceeded expectation in all the information technology learning outcomes exceeded the benchmark of 70% point (see Appendix L-2). Even though the COB exceeded the benchmark in all the information technology learning outcomes, performance declined in all the four learning outcomes measured in the earlier sample (see Table19 below

Table 19

Variance Analysis between First and Second Measurement of Information Technology

Column1	Column2	Column3	Column4	Column5	Column6	Column7
	Measurement Scale					
	First Measurement		Second Measurement		Variance	
	70% and		70% and		Actual	%
	Above		Above		Change	Change
Computer Literacy	92		84		-8	-9
Microsoft Word	90		82		-8	-9
Microsoft Powerpoint	85		74		-11	-13
Microsoft Excel	85		74		-11	-13
Microsoft Access	0		71		71	

However, the good thing is database management was measured in the loop-closing measurement. Seventy-one percent of the students either met or exceeded expectation in database management which is just slightly above the 70% benchmark (see Table19 above).

Comments for Further Action

Overall, the loop was closed for all the information technology learning outcomes. However, the decline in the performance of Information Technology learning outcomes between the first to the second samples is most likely due to differences in the two groups that were tested in terms of ability. Another plausible contributing factor could be the fact that because the benchmark was exceeded for all the indicators in the first measurement, they were taken for granted and more focus was placed in the second measurement on database management which was absent in the first measurement, The lesson has been learnt and continuous improvement is being stressed subsequently.

The instructors of the Introduction to Computer and Software Application and Information Systems courses are subsequently giving students more homework and utilizing more of their office hours to help students who may have deficiencies. Hopefully, this will result in upward improvement in learning outcomes in the future. The COB is debating adding data analytics as a COB wide-course to all majors and also as an additional IT learning goal to enhance the IT competences of all future COB graduates. This will augment the marketable of COB students as well.

Appendix G-1: Written Communication Assessment-First Measurement Overall Performance

WRITTEN COMMUNICATION LEARNING GOAL FIRST MEASUREMENT DATA									
Overall Performance									
College of Business									
Grambling State University									
Period Measurement Taken :	2016 Spring								
Course: Applied Quantitative Methods in Business Course Number: GB 202		Course Number: GB 202			CRN 20011				
Personnel Who Did Measurement: Augustine Dzathor									

Learning Outcome	Below Expectation		Meets Expectation		Exceeds Expectation			Total Participants	
	Number	%	Number	%	Number	%	70 % and	Number	%
		0-69%		70-85%		86-100%	Above		
	1	4	14	54	11	42	96	26	100

Appendix G-2: Written Communication Assessment-First Measurement Sectional Performance Summary

WRITTEN COMMUNICATION LEARNING GOAL FIRST MEASUREMENT DATA									
Sectional Performance Summary									
College of Business									
Grambling State University									
Period Measurement Taken :	2016 Spring								
Course: Applied Quantitative Methods in Business Course Number: GB 202		Course Number: GB 202			CRN 20011				
Personnel Who Did Measurement: Augustine Dzathor									

Learning Outcome	Below Expectation		Meets Expectation		Exceeds Expectation		70 % and	Total Participants	
	Number	%	Number	%	Number	%	Above	Number	%
Content (A)	2	8	12	46	12	46	92	26	100
QUALITY & STYLE (B)	0	0	17	65	9	35	100	26	100
MECHANICS (C)	0	0	15	58	11	42	100	26	100

Appendix G-3: Written Communication Assessment-First Measurement Detailed Itemized Performance

WRITTEN COMMUNICATION LEARNING GOAL FIRST MEASUREMENT DATA									
Detailed Itemized Performance									
College of Business									
Grambling State University									
Period Measurement Taken :	2016 Spring								
Course: Applied Quantitative Methods in Business Course Number: GB 202		Course Number: GB 202			CRN 20011				
Personnel Who Did Measurement: Augustine Dzathor									
	Measurement Scale								
Learning Outcome	**Below Expectation**		**Meets Expectation**		**Exceeds Expectation**		**70 % and**	**Total Participants**	
	Number	**%**	**Number**	**%**	**Number**	**%**	**Above**	**Number**	**%**
		0-69%		70-85%		86-100%			
Content (A)	2	8	12	46	12	46	92	26	100
STRUCTURE: Logical sequence of Argument	3	12	15	58	8	31	88	26	100
INTRODUCTION: Adequate exposition and definition of problem/topic	0	0	18	69	8	31	100	26	100
LITERATURE REVIEW : Comprehensiveness, relevance, currency and intext cita	0	0	8	31	18	69	100	26	100
DISCUSSION (CRITIQUE): Pointing out limitations of Lit.,							0		
showing counter view points & implications for theory & practice	3	12	15	58	8	31	88	26	100
CONCLUSION: Summary of problem, research results and author's conclusion	0	0	11	42	15	58	100	26	100
QUALITY & STYLE (B)	0	0	17	65	9	35	100	26	100
Clarity	3	12	3	12	20	77	88	26	100
Precision	3	12	13	50	10	38	88	26	100
Unambiguity of language	0	0	10	38	16	62	100	26	100
Economical use of words	0	0	15	58	11	42	100	26	100
MECHANICS (C)	0	0	15	58	11	42	100	26	100
Grammer	0	0	17	65	9	35	100	26	100
Spelling	0	0	5	19	21	81	100	26	100
Punctuation	0	0	8	31	18	69	100	26	100
Pagination & Margin	6	23	2	8	18	69	77	26	100
Bibliography	11	42	4	15	11	42	58	26	100

Appendix G-4: Written Communication Assessment-Second Measurement Overall Performance

WRITTEN COMMUNICATION LEARNING GOAL SECOND MEASUREMENT DATA									
Overall Performance									
College of Business									
Grambling State University									
Period Measurement Taken :	2019 Spring								
Course: Business Communication Course Number: GB 204		Course Number: GB 204		CRN 21867					
Personnel Who Did Measurement: Susan Wiley									

Learning Outcome	Below Expectation		Meets Expectation		Exceeds Expectation		70% and	Total Participants	
	Number	%	Number	%	Number	%	Above	Number	%
		0-69%		70-85%		86-100%			
	11	22	19	39	19	39	78	49	100

Appendix G-5: Written Communication Assessment-Second Measurement Sectional Performance Summary

WRITTEN COMMUNICATION LEARNING GOAL SECOND MEASUREMENT DATA									
Sectional Performance									
College of Business									
Grambling State University									
Period Measurement Taken :	2019 Spring								
Course: Business Communication Course Number: GB 204		Course Number: GB 204		CRN 21867					
Personnel Who Did Measurement: Susan Wiley									
Category Segment Performance Summary									
Learning Outcome	Below Expectation		Meets Expectation		Exceeds Expectation		70% and	Total Participants	
	Number	%	Number	%	Number	%	Above	Number	%
Content (A)	15	31	18	37	16	33	69	49	100
QUALITY & STYLE (B)	6	12	18	37	25	51	88	49	100
MECHANICS (C)	12	24	19	39	18	37	76	49	100

Appendix G-6: Written Communication Assessment-Second Measurement Detailed Itemized Performance

WRITTEN COMMUNICATION LEARNING GOAL SECOND MEASUREMENT DATA

Detailed Itemized performance

College of Business

Grambling State University

Period Measurement Taken : 2019 Spring

Course: Business Communication Course Number: GB 204 Course Number: GB 204 CRN 21867

Personnel Who Did Measurement: Susan Wiley

	Measurement Scale								
Learning Outcome	**Below Expectation**		**Meets Expectation**		**Exceeds Expectation**		**70% and**	**Total Participants**	
	Number	**%**	**Number**	**%**	**Number**	**%**	**Above**	**Number**	**%**
		0-69%		70-85%		86-100%			
Content (A)	15	**31**	18	37	16	33	69	49	100
STRUCTURE: Logical sequence of Argument	12	24	20	41	17	35	76	49	100
INTRODUCTION: Adequate exposition and definition of proble	24	**49**	12	24	13	27	51	49	100
LITERATURE REVIEW : Comprehensiveness, relevance, currency	13	27	21	43	15	31	73	49	100
DISCUSSION (CRITIQUE): Pointing out limitations of Lit.,	11	22	25	51	13	27	78	49	100
showing counter view points & implications for theory & pract	11	22	25	51	13	27	78	49	100
CONCLUSION: Summary of problem, research results and autho	19	**39**	18	37	12	24	61	49	100
QUALITY & STYLE (B)	6	12	18	37	25	51	88	49	100
Clarity	12	24	19	39	18	37	76	49	100
Precision	8	16	22	45	19	39	84	49	100
Unambiguity of language	13	27	16	33	20	41	73	49	100
Economical use of words	8	16	19	39	22	45	84	49	100
MECHANICS (C)	12	24	19	39	18	37	76	49	100
Grammar	25	**51**	16	33	8	16	49	49	100
Spelling	15	**31**	16	33	18	37	69	49	100
Punctuation	8	16	17	35	24	49	84	49	100
Pagination & Margin	36	**73**	2	4	11	22	27	49	100
Bibliography	13	27	4	8	32	65	73	49	100

Appendix G-7: Written Communication Assessment-Third Measurement Overall Performance

Written COMMUNICATION GOAL THIRD MEASUREMENT DATA								
College of Business								
Grambling State University								
Period Measurement Taken :								
Course: Business Communication Course Number: GB 204								
Personnel Who Did Measurement: Susan Wiley								
Overall Performance								
Learning Outcome	**Below Expectation**		**Meets Expectation**		**Exceeds Expectation**		**Total Participants**	
	Number	**%**	**Number**	**%**	**Number**	**%**	**Number**	**%**
		0-69%		70-85%		86-100%		
	1	22	22	58	15	39	38	100

Appendix G 8: Written Communication Assessment-Third Measurement Sectional Performance Summary

Written COMMUNICATION GOAL THIRD MEASUREMENT DATA
College of Business
Grambling State University
Period Measurement Taken :
Course: Business Communication Course Number: GB 204
Personnel Who Did Measurement: Susan Wiley
Category Segment Performance Summary

Learning Outcome	Below Expectation		Meets Expectation		Exceeds Expectation		Total Participants	
	Number	%	Number	%	Number	%	Number	%
Content (A)	5	13	22	58	11	29	38	100
QUALITY & STYLE (B)	0	0	21	55	17	45	38	100
MECHANICS (C)	2	5	16	42	20	53	38	100

Appendix G 9: Written Communication Assessment-Third Measurement Detailed Itemized Performance

Written COMMUNICATION GOAL THIRD MEASUREMENT DATA								
College of Business								
Grambling State University								
Period Measurement Taken :	2019 Fall							
Course: Business Communication Course Number: GE	Course Number: GB 204				CRN 10314			
Personnel Who Did Measurement: Susan Wiley								
	Measurement Scale							
Learning Outcome	**Below Expectation**		**Meets Expectation**		**Exceeds Expectation**		**Total Participants**	
	Number	**%**	**Number**	**%**	**Number**	**%**	**Number**	**%**
		0-69%		70-85%		86-100%		
Content (A)	5	13	22	58	11	29	38	100
STRUCTURE: Logical sequence of A	0	0	35	92	3	8	38	100
INTRODUCTION: Adequate expos	7	18	25	66	6	16	38	100
LITERATURE REVIEW : Compreher	1	3	20	53	17	45	38	100
D**ISCUSSION (CRITIQUE):** Pointing	1	22	31	82	6	16	38	100
showing counter view points & implications for theory & practice								
CONCLUSION: Summary of proble	3	8	23	61	12	32	38	100
QUALITY & STYLE (B)	0	0	21	55	17	45	38	100
Clarity	2	5	24	63	12	32	38	100
Precision	3	8	31	82	4	11	38	100
Unambiguity of language	2	5	24	63	12	32	38	100
Economical use of words	2	5	19	50	17	45	38	100
MECHANICS (C)	2	5	16	42	20	53	38	100
Grammar	9	24	26	68	3	8	38	100
Spelling	5	13	26	68	7	18	38	100
Punctuation	2	5	25	66	11	29	38	100
Pagination & Margin	3	8	20	53	15	39	38	100
Bibliography	0	0	21	55	17	45	38	100

Appendix H-1: Oral Communication Assessment- First Measurement
Overall Performance

ORAL COMMUNICATION LEARNING GOAL FIRST MEASUREMENT DATA									
Overall Performance									
College of Business									
Grambling State University									
Period Measurement Taken :	2018 Fall								
Course: Business Communication Course Number: GB 204		Course Number: GB 204			CRN	10315			
Personnel Who Did Measurement: Andrea Dixon									
Learning Outcome	Below Expectation		Meets Expectation		Exceeds Expectation		70 % and	Total Participants	
	Number	%	Number	%	Number	%	Above	Number	%
	1-2	0-69%	3-4	70-85%	5-6	86-100%			
	2	18	7	64	2	18	82	11	100

Appendix H-2: Oral Communication Assessment- First Measurement Sectional Performance Summary

ORAL COMMUNICATION LEARNING GOAL FIRST MEASUREMENT DATA									
Sectional Performance Summary									
College of Business									
Grambling State University									
Period Measurement Taken :	2018 Fall								
Course: Business Communication Course Number: GB 204		Course Number: GB 204			CRN	10315			
Personnel Who Did Measurement: Andrea Dixon									

Learning Outcome	Below Expectation		Meets Expectation		Exceeds Expectation		70 % and	Total Participants	
	Number	%	Number	%	Number	%	Above	Number	%
	1-2	0-69%	3-4	70-85%	5-6	86-100%			
Evidence of Good Preparation & Quality of Contnet (A)	2	18	6	55	3	27	82	11	100
Prenestation (B)	3	27	3	27	5	45	73	11	100

Appendix H-3: Oral Communication Assessment- First Measurement
Detailed Itemized Performance

ORAL COMMUNICATION LEARNING GOAL FIRST MEASUREMENT DATA									
Detailed Itemized Performance									
College of Business									
Grambling State University									
Period Measurement Taken :	2018 Fall								
Course: Business Communication Course Number: GB 204		Course Number: GB 204			CRN	10315			
Personnel Who Did Measurement: Andrea Dixon									
	Measurement Scale								
Learning Outcome	**Below Expectation**		**Meets Expectation**		**Exceeds Expectation**		**70 % and**	**Total Participants**	
	Number	**%**	**Number**	**%**	**Number**	**%**	**Above**	**Number**	**%**
	1-2	0-69%	3-4	70-85%	5-6	86-100%			
Evidence of Good Preparation & Quality of Contnet (A)									
Clarity and imaginativeness of Opening Statement	4	36	4	36	3	27	64	11	100
Organization of presentation	2	18	7	64	2	18	82	11	100
Currency and relevance of content	1	9	8	73	2	18	91	11	100
Quality of Slide (Immaginative, non-cluttered & easy to read)	4	36	5	45	2	18	64	11	100
Quality of Conclusion (Analysis level & aptness of conclusion)	2	18	0	0	9	82	82	11	100
Prenestation (B)							0		
Voice quality , Pace & Time Management	0	0	6	55	5	45	100	11	100
Mannarism & Deportment	2	18	5	45	4	36	82	11	100
Professionalism (dressing)	4	36	3	27	4	36	64	11	100
Use of Media	4	36	6	55	1	9	64	11	100
Ability to answer questions (with relevant information)	2	18	9	82	0	0	82	11	100

Appendix H-4: Oral Communication Assessment- Second Measurement Overall Performance

ORAL COMMUNICATION LEARNING GOAL SECOND MEASUREMENT DATA									
Overall Performance									
College of Business									
Grambling State University									
Period Measurement Taken :	2019 Spr								
Course: Business Communication Course Number: GB 204		Course Number: GB 204			CRN				
Personnel Who Did Measurement: Susan Wiley					21867				

Learning Outcome	Below Expectation		Meets Expectation		Exceeds Expectation		70% and	Total Participants	
	Number	%	Number	%	Number	%	Above	Number	%
	1-2	0-69%	3-4	70-85%	5-6	86-100%			
		0	8	16	43	84	100	51	100

Appendix H-5: Oral Communication Assessment- Second Measurement Sectional Performance Summary

ORAL COMMUNICATION LEARNING GOAL SECOND MEASUREMENT DATA									
Sectional Performance Summary									
College of Business									
Grambling State University									
Period Measurement Taken :	2019 Spr								
Course: Business Communication Course Number: GB 204		Course Number: GB 204			CRN				
Personnel Who Did Measurement: Susan Wiley					21867				

Learning Outcome	Below Expectation		Meets Expectation		Exceeds Expectation		70% and	Total Participants	
	Number	%	Number	%	Number	%	Above	Number	%
	1-2	0-69%	3-4	70-85%	5-6	86-100%			
Evidence of Good Preparation & Quality of Contnet (A)		0	6	12	45	88	100	51	100
Prenestation (B)		0	2	4	49	96	100	51	100

Appendix H-6: Oral Communication Assessment- Second Measurement Detailed Itemized Performance

ORAL COMMUNICATION LEARNING GOAL SECOND MEASUREMENT DATA									
Detailed Itemized Performance									
College of Business									
Grambling State University									
Period Measurement Taken :	2019 Spr								
Course: Business Communication Course Number: GB 204		Course Number: GB 204			CRN				
Personnel Who Did Measurement: Susan Wiley					21867				
	Measurement Scale								
Learning Outcome	**Below Expectation**		**Meets Expectation**		**Exceeds Expectation**		**70% and**	**Total Participants**	
	Number	**%**	**Number**	**%**	**Number**	**%**	**Above**	**Number**	**%**
	1-2	0-69%	3-4	70-85%	5-6	86-100%			
Evidence of Good Preparation & Quality of Content (A)									
Clarity and imaginativeness of Opening Statement	0	0	6	12	45	88	100	51	100
Organization of presentation	0	0	6	12	45	88	100	51	100
Currency and relevance of content	0	0	6	12	45	88	100	51	100
Quality of Slide (Immaginative, non-cluttered & easy to read)	0	0	6	12	45	88	100	51	100
Quality of Conclusion (Analysis level & aptness of conclusion)	0	0	6	12	45	88	100	51	100
Prenestation (B)									
Voice quality, Pace & Time Management	0	0	0	0	51	100	100	51	100
Mannerism & Deportment	0	0	0	0	51	100	100	51	100
Professionalism (dressing)	0	0	2	4	49	96	100	51	100
Use of Media	0	0	0	0	51	100	100	51	100
Ability to answer questions (with relevant information)	0	0	0	0	51	100	100	51	100

Appendix I-1: Critical Thinking Assessment- First Measurement Overall Performance

CRITICAL THINKING LEARNING GOAL FIRST MEASUREMENT DATA									
Overall Performance									
College of Business									
Grambling State University									
Period Measurement Taken :	2018 Fall		CRN						
Financial Accounting Principles Course Number: ACCT 201			11347						
Personnel Who Did Measurement: Morsheda Hassan									

Learning Outcome	Below Expectation		Meets Expectation		Exceeds Expectation			Total Participants	
	Number	%	Number	%	Number	%	70% and	Number	%
		0-69%		70-85%		86-100%	Above		
	0	0	4	18	18	82	100	22	100

Appendix I-2: Critical Thinking Assessment- First Measurement Detailed Itemized Performance

CRITICAL THINKING LERNING GOAL FIRST MEASUREMENT DATA									
Detailed Itemized Performance									
College of Business									
Grambling State University									
Period Measurement Taken :	2018 Fall		CRN						
Financial Accounting Principles Course Number: ACCT 201			11347						
Personnel Who Did Measurement: Morsheda Hassan									
	Measurement Scale								
Learning Outcome	**Below Expectation**		**Meets Expectation**		**Exceeds Expectation**		**70% and**	**Total Participants**	
	Number	**%**	**Number**	**%**	**Number**	**%**	**Above**	**Number**	**%**
		0-69%		70-85%		86-100%			
A) Identify Problem – identify information given and formula for each method	0	0	0	0	22	100	100	22	100
B) Interpret Information – calculate depreciation rate from formula for each method	0	0	0	0	22	100	100	22	100
C) Implement Conclusion I – use formula to calculated depreciation expense for years 1, 2, and 3	2	9	0	0	20	91	91	22	100
D) Implement Conclusion II – use depreciation expense to calculate accumulated depreciation at the end of years 1, 2, and 3	2	9	1	5	19	86	91	22	100
E) Evaluate Results – use cost and accumulated depreciation to compute book value at the end of years 1, 2, and 3	4	18	2	9	16	73	82	22	100

Appendix I-3: Critical Thinking Assessment-Second Measurement Overall Performance

CRITICAL THINKING LEARNING GOAL SECOND MEASUREMENT DATA									
Overall Performance									
College of Business									
Grambling State University									
Period Measurement Taken :	2019	Spring	CRN						
Financial Accounting Course Number: ACCT 201									
Personnel Who Did Measurement: Morsheda Hassan									
Overall Performance									
Learning Outcome	**Below Expectation**		**Meets Expectation**		**Exceeds Expectation**			**Total Participants**	
	Number	**%**	**Number**	**%**	**Number**	**%**	**70% and**	**Number**	**%**
		0-69%		70-85%		86-100%	**Above**		
	1	5	1	5	20	91	95	22	100

Appendix I-4: Critical Thinking Assessment- Second Measurement Detailed Itemized Performance

CRITICAL THINKING LEARNING GOAL SECOND MEASUREMENT DATA									
Detailed Itemized Performance									
College of Business									
Grambling State University									
Period Measurement Taken :	2019	Spring	CRN						
Financial Accounting Course Number: ACCT 201									
Personnel Who Did Measurement: Morsheda Hassan									
	Measurement Scale								
Learning Outcome	**Below Expectation**		**Meets Expectation**		**Exceeds Expectation**		**70% and**	**Total Participants**	
	Number	**%**	**Number**	**%**	**Number**	**%**	**Above**	**Number**	**%**
		0-69%		70-85%		86-100%			
A) Identify Problem – identify information given and formula for each method	1	5	0	0	21	95	95	22	100
B) Interpret Information – calculate depreciation rate from formula for each method	2	9	0	0	20	91	91	22	100
C) Implement Conclusion I – use formula to calculated depreciation expense for years 1, 2, and 3	1	5	0	0	21	95	95	22	100
D) Implement Conclusion II – use depreciation expense to calculate accumulated depreciation at the end of years 1, 2, and 3	3	14	0	0	19	86	86	22	100
E) Evaluate Results – use cost and accumulated depreciation to compute book value at the end of years 1, 2, and 3	5	23	4	18	13	59	77	22	100

Appendix J-1: Ethics Assessment- First Measurement
Overall Performance

ETHICS LEARNING GOAL FIRST MEASUREMENT									
Overall Performance									
College of Business									
Grambling State University									
Period Measurement Taken : Fall 2017									
Course: Auditing CRN: 10011									
Sample size: 12									
Personnel Who Did Measurement: Terrence P. Bradford									

Learning Outcome	Below Expectation		Meets Expectation		Exceeds Expectation		%	Total Participants	
	Number	%	Number	%	Number	%	Above	Number	%
		0-69%		70-85%		86-100%	69		
	5	42	6	50	1	8	58		100

Appendix J-2: Ethics Assessment- First Measurement
Detailed Itemized Performance

ETHICS LEARNING GOAL FIRST MEASUREMENT

Detailed Itemized Performance

College of Business

Grambling State University

Period Measurement Taken : Fall 2017

Course: Auditing CRN: 10011

Sample size: 12

Personnel Who Did Measurement: Terrence P. Bradford

	Measurement Scale								
Learning Outcome	Below Expectation		Meets Expectation		Exceeds Expectation		70% &	Total Participants	
	Number	%	Number	%	Number	%	Above	Number	%
		0-69%		70-85%		86-100%			
Identify ethical dilemma (A)	2	17	0	0	10	83	83	12	100
Clarify and interprete ethical dilemma (B)	3	25	3	25	6	50	75	12	100
Generate alternative ethical solutions(C)	10	83	2	17	0	0	17	12	100
Evaluate alternative ethical solutions(D)	4	33	4	33	4	33	67	12	100
Select best or optimal ethical solution(E)	6	50	4	33	2	17	50	12	100

Appendix J-3: Ethics Assessment- Second Measurement
Overall Performance

ETHICS LEARNING GOAL SECOND MEASUREMENT									
Overall Performance									
College of Business									
Grambling State University									
Period Measurement Taken : Fall 2017									
Course: Auditing CRN: 10011									
Sample size: 12									
Personnel Who Did Measurement: Terrence P. Bradford									
Learning Outcome	**Below Expectation**		**Meets Expectation**		**Exceeds Expectation**		**%**	**Total Participants**	
	Number	**%**	**Number**	**%**	**Number**	**%**	**Above**	**Number**	**%**
		0-69%		70-85%		86-100%	69		
	0	0	2	17	10	83	100		100

Appendix J-4: Ethics Assessment- Second Measurement
Detailed Itemized Performance

ETHICS LEARNING GOAL SECOND MEASUREMENT

Detailed Itemized Performance

College of Business

Grambling State University

Period Measurement Taken : Fall 2017

Course: Auditing CRN: 10011

Sample size: 12

Personnel Who Did Measurement: Terrence P. Bradford

	Measurement Scale								
Learning Outcome	Below Expectation		Meets Expectation		Exceeds Expectation		%	Total Participants	
	Number	%	Number	%	Number	%	Above	Number	%
		0-69%		70-85%		86-100%	69		
Identify ethical dilemma (A)	1	8	0	0	11	92	92	12	100
Clarify and interprete ethical dilemma (B)	0	0	4	33	8	67	100	12	100
Generate alternative ethical solutions(C)	6	50	3	25	3	25	50	12	100
Evaluate alternative ethical solutions(D)	2	17	6	50	4	33	83	12	100
Select best or optimal ethical solution(E)	9	75	2	17	1	8	25	12	100

Appendix K-1: Globalization Assessment- First Measurement
Overall Performance

GLOBLIZATION GOAL FIRST MEASUREMENT DATA									
Overall Performance									
College of Business									
Grambling State University									
Period Measurement Taken :	Semester:	2016 Fall							
Course:		Course N	GB 150		CRN 10178				
Sample size: 41									
Personnel Who Did Measurement: Sharon White Johnson									
Learning Outcome	Below Expectation		Meets Expectation		Exceeds Expectation		70 % and	Total Participants	
	Number	%	Number	%	Number	%	Above	Number	%
		0-69%		70-85%		86-100%			
	11	27	18	44	12	29	73	26	100

Appendix K-2: Globalization Assessment- First Measurement
Detailed Itemized Performance

GLOBLIZATION GOAL FIRST MEASUREMENT DATA									
Detailed Itemized Performance									
College of Business									
Grambling State University									
Period Measurement Taken :	Semester:	2016 Fall							
Course:		Course N	GB 150		CRN 10178				
Sample size: 41									
Personnel Who Did Measurement: Sharon White Johnson									
	Measurement Scale								
Learning Outcome	**Below Expectation**		**Meets Expectation**		**Exceeds Expectation**		**70 % and**	**Total Participants**	
	Number	**%**	**Number**	**%**	**Number**	**%**	**Above**	**Number**	**%**
		0-69%		70-85%		86-100%			
Demonsatrate ability to state and explain global business terms and concepts (A)	3	7	11	27	27	66	93	41	100
Ability to state and explain strategies firms use to enter global and International markets (B)	9	22	20	49	12	29	78	41	100
Aability to state and evaluate forces and factors that influence the global business environmental (C)	12	29	19	46	10	24	71	41	100
Demonstration ability to state and analyze the pros and cos of trade proectionism (D)	11	27	16	39	14	34	73	41	100

Appendix K-3: Globalization Assessment- Second Measurement
Overall Performance

GLOBLIZATION GOAL FIRST MEASUREMENT DATA									
Overall Performance									
College of Business									
Grambling State University									
Period Measurement Taken :	Semester:	2017 Fall							
Course:		Course Number:	GB 150		CRN 11381				
Sample size: 32									
Personnel Who Did Measurement: Sharon White Johnson									

Learning Outcome	Below Expectation		Meets Expectation		Exceeds Expectation		70 % and	Total Participants	
	Number	%	Number	%	Number	%	Above	Number	%
		0-69%		70-85%		86-100%			
	1	3	10	31	21	66	97	32	100

Appendix K-4: Globalization Assessment- Second Measurement
Detailed Itemized Performance

GLOBLIZATION GOAL FIRST MEASUREMENT DATA									
Detailed Itemized Performance									
College of Business									
Grambling State University									
Period Measurement Taken:	Semester:	2017 Fall							
Course:		Course Number:	GB 150		CRN 11381				
Sample size: 32									
Personnel Who Did Measurement: Sharon White Johnson									
	Measurement Scale								
Learning Outcome	Below Expectation		Meets Expectation		Exceeds Expectation		70 % and	Total Participants	
	Number	%	Number	%	Number	%	Above	Number	%
		0-69%		70-85%		86-100%			
Demonsatrate ability to state and explain global business terms and concepts (A)	0	0	5	16	27	84	100	32	100
Ability to state and explain strategies firms use to enter global and International markets (B)	2	6	10	31	20	63	94	32	100
Ability to state and evaluate forces and factors that influence the global business environmental (C)	2	6	9	28	21	66	94	32	100
Demonstration ability to state and analyze the pros and cos of trade proectionism (D)	1	3	14	44	17	53	97	32	100

Appendix L-1: Information Technology Assessment- First Measurement Detailed Itemized Performance

INFORMATION TECHNOLOGY GOAL FIRST MEASUREMENT

College of Business

Grambling State University

Period Measurement Taken : 2018 Fall

Course: Introduction to Computers and Software Application Course Number: CIS 115 CRN 10099 & CRN 10194

Personnel Who Did Measurement: Kevin Sly

	Measurement Scale								
Learning Outcome	**Below Expectation**		**Meets Expeactation**		**Exceeds Expectation**		**70% and**	**Total Participants**	
	Number	**%**	**Number**	**%**	**Number**	**%**	**Above**	**Number**	**%**
	1	0-69%	2	70-85%	3	86-100%			
Computer Literacy	3	8	14	36	22	56	92	39	100
Microsoft Word	4	10	3	8	32	82	90	39	100
Microsoft Powerpoint	6	15	10	26	23	59	85	39	100
Microsoft Excel	6	15	14	36	19	49	85	39	100

Appendix L-2: Information Technology Assessment- Second Measurement Detailed Itemized Performance

INFORMATION TECHNOLOGY GOAL SECOND MEASUREMENT

College of Business

Grambling State University

Period Measurement Taken : 2019 Spring

Course: Introduction to Computers and Software Application Course Number: CIS 115 CRN 21981 & CRN 21982

Personnel Who Did Measurement: Kevin Sly

	Measurement Scale								
Learning Outcome	**ow Expectation**		**Meets Expectation**		**Exceeds Expectation**		**70% and**	**Total Participants**	
	Number	**%**	**Number**	**%**	**Number**	**%**	**Above**	**Number**	**%**
	1	0-69%	2	70-85%	3	86-100%			
Computer Literacy	6	16	2	5	30	79	84	38	100
Microsoft Word	7	18	2	5	29	76	82	38	100
Microsoft Powerpoint	10	26	4	11	24	63	74	38	100
Microsoft Excel	10	26	0	0	28	74	74	38	100
Microsoft Access	11	29	1	3	26	68	71	38	100

Appendix M-1: Sample Faculty-Student Engagement Activities

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 students have graduated from the College.

The Entire COB faculty and as many COB student who were available participated in a two day Cyber Security, Cloud Computing and Data Analytics Workshop at GSU on August 29-30, 2019. Presentations were made by seasoned professionals from the IT industry.

COB faculty and students participated in a town hall meeting led by technology executive , Xavier Williams, President of AT&T's Public Sector and Wholesale Solutions and recent two-time winner of the *Wash100* on the topics : *"career development, today's job market, and how African-American students can successfully prepare to succeed in a changing economy and workforce"* on October 7, 2019.

Nearly all COB faculty members give semester projects, case studies, and other experiential learning exercises to students to ensure that they acquire knowledge of business, critical, thinking, communication and interpersonal skills, team spirit, ability to resolve ethical dilemmas and be globally conscious so they can become good intellectuals, efficient and effective business practitioners and managers. For example, Dr. Augustine Dzathor creates teams out in his Operations Management and Organizational Theory classes respectively, and tasks each team to identify a local business, diagnose a real life operations or organizational design problem, and formulate a project proposal to resolve the problem and present a proposal document as well as orally present the project in class. Students are obligated to give a copy of their proposal to the firms they studied and to invite the management of the firms they used as case studies to attend their oral presentation at the end of the semester.

- Dr. Sharon Johnson and Mrs. Susan Wiley require their students to research and provide information on AACSB International and Business school accreditation as class projects and assignments.
  COB students have participated either in student teams or at times in collaboration with a faculty mentor in each of the annual University of Louisiana System Academic Summits during the review period.

- Computer Laboratory Software/Hardware replacement Implementation Project:
  - Grambling State University places a great amount of emphasis on Science, Technology, Engineering and Math (STEM), and the ever-increasing Information Technology (IT) demands placed upon students. Dr. Kevin Sly along with students from various CIS upper-level courses upgraded four (4) computer labs during the 2017 Spring –2019 Spring semesters. The total cost of the project was $107,236.44. The upgrade now provides state-of-the-art information technology for the COB

students, but students from other departments are welcome to use the facilities as well.

- A COB Project called Community Game Changers through Technology in conjunction with the Office of Continuing Education and Service-Learning enables COB CIS students to interact and engage with others inside and outside of the classroom; teaching the outsiders information technology techniques.

- Students from GSU under the mentorship of Mr. Terence Bradford competed at the State PBL Conference held at Northwestern State University, Natchitoches, LA. They participated in various categories which included public speaking, customer service, marketing, entrepreneurship, social media, ethics, and financing.

- PBL student members and their mentor, Mr. Terence Bradford, attended the annual State of Louisiana Future Business Leaders of America (FBLA) conference. GSU PBL students won all of the events that they competed in and they won Chapter of the Year in 2017.

- COB and Computer Sciences, as a joint student team, won 1st place ($10,000 grand prize) in Bayou Classic Biz Tech Challenge, New Orleans, LA, November, 2018.

- COB and Computer Sciences, as a joint student team, won 1st place ($10,000 grand prize) in Bayou Classic Biz Tech Challenge, New Orleans, LA, November, 2016.

- A COB Student won 3rd place ($25,000) in the HBCU "Battle of Brains" National Pitch Competition sponsored by Hewlett Packard, 2018.

- GSU COB Pitch team under the mentorship of Accounting Instructor, Ms. Quaneshia Armstrong, earned the 1st and 3rd places in the Golden Pitch competition held at GSU in Fall 2018.

Appendix M-2: Sample Student Professional Engagement Activities

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 these activities are as follows:

- Participation in Private Label Manufacturer's Association (PLMA's) Annual Private Label Trade Show, Chicago, IL, November 2018.

- Management Club toured: Walmart HQ, Bentonville, Arkansas and Clinton Presidential Library, Little Rock, Arkansas (Fall, 2019), Tabasco Company, Avery Island, LA (Spring, 2019); Libbey Glass Factory, Shreveport (Fall ,2018); The Port of Caddo, Bossier, LA (Fall, 2017) and the state-of-the-art Nissan Assembly Plant, Canton, MS (Spring, 2017).

- Phi Beta Lambda, Management Club and NABA – annually participates in GSU's High School Day.

- Students enrolled in Services Marketing course visited local service businesses to learn more about service industry opportunities (April 2019 and in Fall 2019).

- COB students engaged ULM, and LA-Tech students at a "*Diversity and Inclusion in the Workplace*" workshop at Louisiana Tech University, Ruston, LA (January, 2019).

- Financial Firm Night Wells Fargo (November 2019). This event was well attend by COB students and there were Wells Fargo Financial Advisors enlightened students on various career opportunities available to them in the field of finance. The new Securities Industry Essentials (SIE) program for college students will begin at GSU in Spring 2020 as a result of a new Partnership between GSU and Wells Fargo

Appendix M-3: Sample of Recent COB Graduates Working in Industry

Name	Major	Year of Graduation	Company and Position
Jordan Wynn	**CIS**	**2016**	**PepsiCo, Inc. – Global Human Resources Operations Analyst, Dallas area**
LaTerrious Pouncy	**CIS**	**2017**	**Caterpillar**
Lyece Ramsey	**Marketing**	**Spring 2019**	**Wells Fargo – Home Loans (Inside Sales) SAFE Loans Consultant, Arizona**
Tadarius Allen	**Management**	**Spring 2019**	**Boomtown Casino – Human Resources, Shreveport**
Teara Breaux	**Management**	**Spring 2019**	**Enterprise – Branch Manager, Dallas**
Jared Shepherd	**CIS & Management**	**Spring 2019**	**AT&T – IHX Manager, Shreveport Offer from Finish Line as Merchandise Analyst, Indianapolis, IN**
Ariel Webb	**Accounting**	**Spring 2019**	**Security Finance – Asst. Manager, Farmerville, LA**
Vaasaumamao Pedro	**Accounting**	**Spring 2019**	**Mobile Mini, Inc. – Indirect Tax Analyst, Phoenix, AZ**
Derisha St. Rose	**Management**	**Spring 2019**	**3MP – Manager Trainee, Atlanta, GA**
Faron Rush	**CIS & Management**	**Spring 2019**	**JP Morgan Chase – Software Engineer, Dallas**
Jalin Ford	**Marketing**	**Spring 2019**	**Sales Associate, Atlanta, GA**
Wesley Walker	**Accounting**	**Spring 2019**	**Penn Gaming – Staff Auditor, Shreveport**
Ineka Martin	**Management Accounting Minor**	**Fall 2018**	**Louisiana Dept. of Revenue**
Caitlin McDowell		**Fall 2018**	**Nation Wide**

APPENDIX N – 1: Faculty Sufficiency and Qualification (2018 – 2019) Per Discipline

Faculty Portfolio			Faculty Sufficiency (SCHs) for 2018-2019 Academic year			Approximate Percent of Time Devoted to Mission for Each Faculty Qualification Group[5] For Fall 2018 – Spring 2019.					
Faculty Member's Name (List individually in sections reflecting the school's faculty organizational	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)[2]	Supporting Faculty	Normal Professional Responsibilities[3]	Scholarly Academic (SA)[4]	Practice Academic	Scholarly	Instructional Practitioner (IP)[4]	Other (O)[4]	Brief Description of Basis for Qualification (Enter brief quantitative and/or qualitative information corresponding to the school's criteria for each category.)
ACCOUNTING											
Armstrong, Quaneshia	8-16-2017	M.B.A.,2012	711		UT,RES,SER				100		Practicing licensed CPA. Engaged in consulting for continuing development in the area of discipline. Membership in professional organizations. Owner of QuaSolutions, LLC. Attended/presented at educational workshops/seminars.
Bradford, Terence	7-2-2014	M.S.,2017	762		UT,RES,SER				100		Practicing licensed CPA. Continuing work experience in his teaching area. Owns tax preparation and consulting business. Membership in professional organization. Attended/presented at educational workshops/seminars.
* Hassan, Morsheda	8-10-2009	D.B.A,2002	705		UT,RES,SER	50					Published 3 peer-reviewed journal articles in accounting area. 1 peer-reviewed proceeding article. 15 peer-reviewed presentations in accounting area. Co-organized annual conference "International Academy of Business and Public Administration Disciplines

											(IABPAD)." Serves on the editorial board of Journal of IABPAD. Consultancy. Attended/presented at educational workshops /seminars. Membership in professional organizations.
Witherspoon, Aaron	8-10-2009	Ph.D.,2008	333		UT,RES,SER	100					Published 1 peer-reviewed journal article in accounting area. Served as program/session chair/discussant of peer-reviewed International academic/professional conferences. Practicing licensed CPA. Organized annual VITA/TCE community tax preparation in collaboration with student. Attended/presented at educational workshops/seminars. Membership in professional organizations.
Accounting Total, Grand Total and Percentages:			**2511 100%**	**0 0 %**		**150 1.5**	**0 0.0**	**0 0.0**	**200 2.0**	**0 0.0**	
Accounting Ratios:	Faculty Sufficiency Indicator[1]: P/(P+S). **Accounting** = 2511/(2511+0) = 2511/2511 = **100%** >= 60% **Faculty Sufficiency indicator is met**					Faculty Qualifications Indicators[1]: **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.**					

Table 15 – 1 Accounting: Faculty Sufficiency and Qualifications Summary for the Most Recently Completed Normal Academic Year For the current faculty (RE: Standards 5 and 15)1.

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

Table 15 – 1 CIS: Faculty Sufficiency and Qualifications Summary for the Most Recently Completed Normal Academic Year For the current faculty (RE: Standards 5 and 15)1.

Faculty Portfolio			Faculty Sufficiency (SCHs) for 2018-2019 Academic year			Approximate Percent of Time Devoted to Mission for Each Faculty Qualification Group[5] For Fall 2018 – Spring 2019.					
Faculty Member's Name (List individually in sections reflecting the school's faculty organizational	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)[2]	Supporting Faculty	Normal Professional Responsibilities[3]	Scholarly Academic (SA)[4]	Practice Academic (PA)[4]	Scholarly	Instructional Practitioner (IP)[4]	Other (O)[4]	Brief Description of Basis for Qualification (Enter brief quantitative and/or qualitative information corresponding to the school's criteria for each category.)
COMPUTER INFORMATION SYSTEMS (CIS)											
Cherry, Tamika	8-21-2018	M.P.M., 2016		78	UT				12.5		Practicing Certified Project Manager. Senior Lead Project Manager, CenturyLink, Monroe, Louisiana, USA. President, PMI Northern Louisiana Chapter, 2016 – present. Membership in professional organizations. Attended/presented at educational workshops/seminars
Morgan, Bruce	8-14-2017	B. S., 2002		177	UT					12.5	The Web Administrator, Grambling State University, Grambling, Louisiana, USA, 2000 – present.
Omolayole, Olu	8-29-1994	Ph.D.,1978	471		UT, RES,SER	100					Published 3 peer-reviewed journal articles in CIS area, 4 peer reviewed proceedings and 1 CIS textbook. Organized /reviewed articles for annual ooiCTRLD conferences, 2000-2016.Editor-in-chief, Journals of the ooiCTRLD, 4 Transactions, 2000-2016. Attended/presented at educational workshops/seminars. Membership in professional organizations.
Poe, Gary	8-15-	Ph.D.,20	618		UT		10				Current Quality Matters Online Teaching

	2005	08			, RES,SER		0				certification. Independent consulting with CenturyLink, Monroe, Completed several Student Service Learning projects. Attended/presented at educational workshops/seminars. Membership in professional organizations
Sly, Kevin	8-14-2017	Ed.D.,2018	843		UT, RES,SER			100			1 COB research colloquium presentation. Published websites in the area of discipline. Attended/presented at educational workshops/seminars.
CIS Total, Grand Total and Percentages:			**1932 88%**	**255 12 %**		**100 1.0**	**10 0 1.0**	**10 0 1.0**	**12.5 0.13**	**12.5 0.13**	
CIS Ratios:	Faculty Sufficiency Indicator[1]: P/(P+S). **CIS** = 1932/(1932+255) = 1932/2187 = **88%** >= 60% **Faculty Sufficiency indicator is met**					Faculty Qualifications Indicators[1]: **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.**				

Table 15 – 1 Economics: Faculty Sufficiency and Qualifications Summary for the Most Recently Completed Normal Academic Year For the current faculty (RE: Standards 5 and 15)1.

Faculty Portfolio			Faculty Sufficiency (SCHs) for 2018-2019 Academic year		Normal Professional Responsibilities[3]	Approximate Percent of Time Devoted to Mission for Each Faculty Qualification Group[5] For Fall 2018 – Spring 2019.					Brief Description of Basis for Qualification (Enter brief quantitative and/or qualitative information corresponding to the school's criteria for each category.)
Faculty Member's Name (List individually in sections reflecting the school's faculty organizational	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching	Supporting Faculty Teaching		Scholarly Academic (SA)[4]	Practice Academic (PA)[4]	Scholarly Practitioner (SP)[4]	Instructional Practitioner (IP)[4]	Other (O)[4]	
ECONOMICS											
Haj, Mahmoud	8-19-2013	Ph.D.,2000	874		UT,RES,SER			100			Presented 2 papers at peer-reviewed academic conferences. Discussant at conference. Reviewed papers for peer-reviewed journal/conference proceedings. Attended educational workshops/seminars.
* Hassan, Morsheda	8-10-2009	D.B.A,2002	114		UT,RES,SER	50					Published 7 peer-reviewed journal articles in economics area. 2 peer-reviewed proceeding articles. 4 peer-reviewed presentations in economics area. Co-organized annual conference "International Academy of Business and Public Administration Disciplines (IABPAD)." Serves on the editorial board of Journal of IABPAD. Consultancy. Attended/presented at educational workshops /seminars. Membership in professional organizations.
Keleta, Ghebre	8-24-	Ph.D.,19	847		ADM,	10					Published 2 peer reviewed journal articles in

	1981	81			UT,RES,SER	0					economics area. Attended educational workshops/seminars/conference. Membership in professional organizations.
Uwakonye, Matthew	8-15-2005	Ph.D.,1990	975		UT,RES,SER			100			Published 1 peer-reviewed journal articles in economics area. Attended educational workshops/seminars/conference.
Economics Total, Grand Total and Percentages:			**2810 100 %**	**0 0 %**		**150 1.5**	**0 0.0**	**200 2.0**	**0 0.0**	**0 0.0**	
Economics Ratios:	Faculty Sufficiency Indicator[1]: P/(P+S). **Economics** = 2810/(2810+0) = 2810/2810 = **100%** >= 60% **Faculty Sufficiency indicator is met**					Faculty Qualifications Indicators[1]: **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.**					

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

Table 15 – 1 Management: Faculty Sufficiency and Qualifications Summary for the Most Recently Completed Normal Academic Year For the current faculty (RE: Standards 5 and 15)1.

Faculty Portfolio			Faculty Sufficiency (SCHs) for 2018-2019 Academic year			Approximate Percent of Time Devoted to Mission for Each Faculty Qualification Group[5] For 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]–	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)[2]	Supporting Faculty Teaching Productivity[2]	Normal Professional Responsibilities[3]	Scholarly Academic (SA)[4]	Practice Academic (PA)[4]	Scholarly Practitioner (SP)[4]	Instructional Practitioner (IP)[4]	Other (O)[4]	Brief Description of Basis for Qualification (Enter brief quantitative and/or qualitative information corresponding to the school's criteria for each category.)
MANAGEMENT											
Carter, Phillippe	8-13-2018	J. D., 2010	660		UT,RES ,SER					100	Attended educational workshops/seminars/conference.
Dzathor, Augustine	8-10-2009	Ph.D.,2010	459		UT,RES ,SER	100					Published 2 peer-reviewed journal articles in Management area. 1 peer-reviewed proceedings article and 1 peer-reviewed presentation in Management area. Membership in professional organizations. Attended/presented educational workshops /seminars/conference.
Emmanuel, Tsegai	8-18-1980	Ph.D.,1978	543		UT,RES ,SER	100					Published 1 peer-reviewed journal article in Management area. 1 peer-reviewed proceedings article and 1 peer-reviewed presentation in Management area. Attended/presented at educational workshops/seminars/conference. Membership in professional organizations.
Haile, Semere	9-18-1987	Ph.D.,1981	282		ADM, UT,RES ,SER	100					Published 2 peer-reviewed journal articles in Management area. 1 peer-reviewed proceedings article and 1 peer-reviewed presentation in Management area. Attended educational workshops/seminars/conference. Membership in professional organizations.
Hamms, Gavin	1-9-2019	Ph. D., 2016		66	UT					12.5	GSU employee.
Johnson, Sharon	8-13-2012	Ph.D.,2005	966		ADM, UT,RES ,SER		100				Current Quality Matters Online Teaching certification. Board member of organization. Volunteered professional service. Attended educational workshops/seminars/conference. Membership in

											professional organizations.
White, Donald	8-13-2012	D.B.A.,2008	312			100					Published 1 peer-reviewed journal article in management area. 1 grant: funded. 1 COB research colloquium presentation. Attended educational workshops/seminars/conference. Membership in professional organizations.
Management Total, Grand Total and Percentages:			**3222** **98%**	**66** **2%**		**400** **4.0**	**100** **1.0**	**0** **0.0**	**0** **0.0**	**112.5** **1.1**	
CIS Ratios*:*	Faculty Sufficiency Indicator[1]: P/(P+S). **Management** = 3222/(3222+66) = 3222/3288 = **98%** >= 60% **Faculty Sufficiency indicator is met**					Faculty Qualifications Indicators[1]: **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.**					

Table 15 – 1 Marketing: Faculty Sufficiency and Qualifications Summary for the Most Recently Completed Normal Academic Year For the current faculty (RE: Standards 5 and 15)1.

Faculty Portfolio			Faculty Sufficiency (SCHs) for 2018-2019 Academic year			Approximate Percent of Time Devoted to Mission for Each Faculty Qualification Group[5] For 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]–	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)[2]	Supporting Faculty Teaching Productivity (S)[2]	Normal Professional Responsibilities[3]	Scholarly Academic (SA)[4]	Practice Academic (PA)[4]	Scholarly Practitioner (SP)[4]	Instructional Practitioner (IP)[4]	Other (O)[4]	Brief Description of Basis for Qualification (Enter brief quantitative and/or qualitative information corresponding to the school's criteria for each category.)
MARKETING											
Warner, Rickey	8-10-2009	Ph.D.,1999	540		UT, RES, SER	100					Published 2 peer-reviewed journal articles in Marketing area. 1 peer-reviewed proceedings article and 1 peer-reviewed presentation in Marketing area. Membership in professional organizations. Attended/presented educational workshops /seminars/conference. Served on the editorial board of American International Journal of Social Sciences and American Research Journal of Humanities Social Science. Reviewed journal articles. Attended educational workshops /seminars /conference. Membership in professional organizations.
Wiley, Susan	10-1-2018	M.B.A., 1996	450		UT, RES, SER				100		General Insurance certification. Engaged in consulting work for continuing development in the area of discipline. Attended/ presented at educational workshops/seminars/conference. Membership in professional organizations.
Marketing Total, Grand Total and Percentages:			**990 100%**	**0 0 %**		**100 1.0**	**0 0.0**	**0 0.0**	**100 1.0**	**0 0.0**	
CIS Ratios:	Faculty Sufficiency Indicator[1]: P/(P+S). **Marketing** = 990/(990+0) = 3990/990 = **100%** >= 60% **Faculty Sufficiency indicator is met**					Faculty Qualifications Indicators[1]: **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.**					

Table 15 – 1 COB (Overall): Faculty Sufficiency and Qualifications Summary for the Most Recently Completed Normal Academic Year For the current faculty (RE: Standards 5 and 15)1.

Faculty Portfolio			Faculty Sufficiency (SCHs) for 2018-2019 Academic year			Approximate Percent of Time Devoted to Mission for Each Faculty Qualification Group[5] For 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]	Supporting Faculty Teaching Productivity (S)[2]	Normal Professional Responsibilities[3]	Scholarly Academic (SA)[4]	Practice Academic (PA)[4]	Scholarly Practitioner (SP)[4]	Instructional Practitioner (IP)[4]	Other (O)[4]	Brief Description of Basis for Qualification (Enter brief quantitative and/or qualitative information corresponding to the school's criteria for each category.)
COB Overall											
Accounting			2511	0		1.5	0.0	0.0	2.0	0.0	
Computer Information Systems (CIS)			1932	255		1.0	1.0	1.0	0.13	0.13	
Economics			2810	0		1.5	0.0	2.0	0.0	0.0	
Management			3222	66		4.0	1.0	0.0	0.0	1.1	
Marketing			990	0		1.0	0.0	0.0	1.0	0.0	
COB Total, Grand Total and Percentages:			**11465 97%**	**321 3%**		**9.0**	**2.0**	**3.0**	**3.1**	**1.2**	
COB Ratios:	Faculty Sufficiency Indicator[1]: P/(P+S). **COB** = 11465/(11465+321) = 11465/11786 = 97**%** >= 60% **Faculty Sufficiency indicator is met**					Faculty Qualifications Indicators[1]: **For COB:** (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.**					

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

APPENDIX N-2: Quantitative Basis for Faculty Qualification

Intellectual Activities Weighted points and Percentages Worksheet

Table 15-2S Deployment of Faculty by Qualification using 2015 – 2019 SCHs Worksheet

Faculty Member's Name (List individually in sections reflecting the school's faculty organizational structure (e.g., departments and research groups)[1]– Discipline Group	Participating Faculty Teaching Productivity (P)[2]– 2018-2019 SCHs	Supporting Faculty Teaching Productivity (S)[2]- 2018-2019 SCHs	Scholarly Academic (SA) and 2018-2019 SCHs	Practice Academic (PA) and 2018-2019 SCHs	Scholarly Practitioner (SP) and 2018-2019 SCHs	Instructional Practitioner (IP) and 2018-2019 SCHs	Other (O) and 2018-2019 SCHs
ACCOUNTING.	**2511**	**0**					
Armstrong, Quaneshia	711					IP (711)	
Bradford, Terence	762					IP (762)	
* Hassan, Morsheda	705		SA (705)				
Witherspoon, Aaron	333		SA (333)				
COMPUTER INFORMATION SYSTEMS (CIS).	**1932**	**255**					
Cherry, Tamika		78				IP (78)	
Morgan, Bruce		177					O (177)
Omolayole, Olu	471		SA (471)				
Poe, Gary	618			PA (618)			
Sly, Kevin	843				SP (843)		
ECONOMICS.	**2810**						
Haj, Mahmoud	874				SP (874)		
* Hassan, Morsheda	114		SA (114)				
Keleta, Ghebre	847		SA (847)				
Uwakonye, Matthew	975				SP (975)		
MANAGEMENT.	**3222**	**66**					
Carter, Phillippe	660						O (660)
Dzathor, Augustine	459		SA (459)				
Emmanuel, Tsegai	543		SA (543)				
Haile, Semere	282		SA (282)				
Hamms, Gavin		66					O (66)
Johnson, Sharon	966			PA (966)			
White, Donald	312		SA (312)				
MARKETING.	**990**						
Warner, Rickey	540		SA (540)				
Wiley, Susan	450					IP (450)	
Overall (COB) (11786)	**11465**	**321**					
SCHs Ratios			**4606/11786**	**1584/11786**	**2692/11786**	**2001/11786**	**903/11786**
% Deployment			**39%**	**13%**	**23%**	**17%**	**8%**

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

OTHER SUPPORTING DOCUMENTS

COB Business Executive Advisory Board
Membership Roster

Name	Company and Title	Email Address	Contact Number(s)
Shlondra Amacker	JP Morgan Chase & Co. *Vice President* *Cybersecurity Technology Control Officer*	Shlonp@aol.com	252.360.7572
LaRita Aubespin	The Procter and Gamble Company *Global Service Manager – Talent, Development and HR Analytics Systems*	Aubela1@yahoo.com	513.349.5373
William Bryant, Jr.	Boy Scouts of America *Scout Executive/CEO* *Mobile Area Council*	William.Bryant@scouting.org	404.538.3924
Regiuel Days, *Chair*	Amazon Web Services, Inc. *Senior Account Executive, Nonprofits*	Rdays@regiuel.com	202.631.2319
Clyde Dyson, Jr.	Pepsi Beverage Company *General Manager/Unit Sales Manager*	Dysonjr.clyde@yahoo.com	513.502.9877

COB Business Executive Advisory Board
Membership Roster

Name	Company and Title	Email Address	Contact Number(s)
Brandon Logan	Urban Capital Partners *Founder & CEO*	blogan@urbancapitalpartners.org	210.380.5271
Howard Osborne	IBM Corporation *Associate Partner, Public Service Digital Business Strategy*	elduce89@aol.com	703.606.4297
Cecil Rochelle	Ford Motor Company *Bob Lead Coach*	crochell@ford.com	313.845.5124
Khaalis Rolle	Sterling Global Advisors Ltd. *Managing Director*	krolle@sterlinggloballtd.com	242.376.6826
Jacqueline Townsend	State Farm Insurance Company *ESSP Business Technology and Support Supervisor*	Jacqueline.townsend.shma@statefarm.com	972.854.1616

COB Business Executive Advisory Board
Membership Roster

Name	Company and Title	Email Address	Contact Number(s)
Jan Hamlin	Beacon Hill Preparatory Institute *Chief Financial Officer/Board Treasurer* ExxonMobil *(Retired)* *Financial Analyst/Manager*	jmhamlin@hotmail.com	214.232.7549
Mignon Head, ***Secretary***	The Coca-Cola Company *Sr. Solutions Delivery Manager, CCNA IT Master Data*	mignon.head@gmail.com	318.280.9039
Scotty Hendricks, ***Vice Chair***	New York Life Insurance Company *Partner*	Scottyhendricksjr.shj@gmail.com	678.938-9652
Felicia Henry-Payne	Bank of America *Vice President, Merrill Lynch Wealth Management Finance*	feliciamhenry@yahoo.com	337.523.6801
Jerald Johnson	Simplistek Solution Consultants *Managing Partner*	jerald@simplistekit.com	972.849.8254
Ellery Lewis	The Procter and Gamble Company *Corporate Functions IT Information Security Business Controls Facilitator*	Lewis.ek@pg.com	570.815.3088

Bylaws of the College of Business Executive Advisory Board
Grambling State University, Grambling Louisiana

Article I: Name

This organization shall be known as the College of Business Executive Advisory Board, hereinafter referred to as the Advisory Board.

Article II: Purposes

The Advisory Board shall serve as an advisory body to the Dean of the College of Business on many aspects of the College, its mission and its programs.

The specific purposes of the Advisory Board are as follows:

- To serve as a "sounding board" for present and proposed programs and activities of the College.
- To identify opportunities for business students to enrich their education through internships, mentorships, and other learning-practical work experiences.
- To help bring business executives into the classrooms and other close contact with students and faculty in both formal and informal
- settings.
- To help build important ties and connections between the College and the business community.
- To assist the Dean in the solicitation, cultivation, and stewardship of external support.
- To assist in the ongoing strategic planning process of the College.

Article III: Membership and Expectations of Board Members

- The Advisory Board shall consist of the Dean of the College of Business and business and community leaders who have a sincere
- interest in the College of Business and are devoted to excellence in higher education for business students.
- Prospective candidates for membership on the Advisory Board shall be identified by the Dean, in consultation with other Advisory
- Board members. After discussions among members of the Advisory Board, the candidates will be officially appointed by the Dean. The Advisory Board should not exceed 35 members.
- Newly appointed members shall begin their term of office with the first regular meeting of the Advisory Board following
- their appointment by the Dean of the College of Business.
- The term of membership on the Advisory Board is three years. To provide for continuity on the Advisory Board,
- approximately one-third of the members should be appointed/reappointed each year. Upon consultation with the Advisory Board and

- the Dean, individual members who agree to continue to serve may be appointed for up to a maximum of three full terms of
- membership.

- Advisory Board members are expected to maintain active participation in Advisory Board activities.

- Advisory Board members are expected to advise and assist the Dean in efforts to secure annual and major gift support and other
  external funding for programs and initiatives.

- Advisory Board members are expected to advise and assist in efforts to involve our alumni and the business community in the programs and activities of the College.
- At the selection of the Board Member:

- A $1,000 initial contribution, unrestricted, to the College of Business Tiger Fund, with an annual gift of $1,000 thereafter;
  or

- A combination of financial contributions and service, as determined by the Oversight Committee; or,

- For those members who have already made significant pledges, donations or planned gifts, the Oversight Committee may
  waive or modify the above requirements.

Board Members participate as they can by:

- Donating no less than 20 hours, annually, for activities in support of the College and/or the Advisory Board,
  including guest speaking, judging student events, professor for a day, hosting/participating in student dinner events,
  scholarship selection committees, student mentoring, and student internships.

- Attending, schedules permitting, no less than 50% of the Board/Committee meetings annually.

- Assisting the Development Officer and the Dean in securing donations through contacts and breakfast/lunch/dinner
  meetings with alumni and potential friends to the College.

- Completing a profile that sets forth the member's desires or interests in key areas of the College, business expertise and
  support.

Article IV: Officers of the Advisory Board

- The officers of the Advisory Board shall consist of a Chair, a Vice-Chair, and a Secretary.

- The election of officers shall take place at the regularly scheduled fall meeting. Newly elected officers shall assume their duties upon election.

- If a position on the Oversight Committee becomes vacant mid-term, the Chair will appoint an interim officer to fill the
  remainder of the term. If the office of Chair becomes vacant mid-term, a Vice Chair will assume that office and the

Oversight Committee will appoint an interim Vice Chair.

Article V: Oversight Committee

- The Oversight Committee shall be made up of the Advisory Board Chair, the Advisory Board Vice-Chair, the respective chairs of the Development Committee and the Student Relations Committee, and up to three other ad hoc advisory board members, selected by the chair in consultation with the Dean.

- The Dean, in consultation with the Oversight Committee, shall prepare the agenda for each regular meeting. The agenda shall be distributed to all members of the Advisory Board at least seven days prior to a regular meeting.

- The Oversight Committee shall function as the long-range planning committee of the Advisory Board and shall also perform other such functions as the Advisory Board assigns to it and as it deems appropriate.

- The Oversight Committee shall review annually the membership of the standing committees described in Article VI below, appointing or reappointing the chairperson and members.

- All recommendations of the Oversight Committee shall be voted on by the entire Advisory Board at the next meeting.

Article VI: Standing and Special Committees

The standing committees of the Advisory Board, and their general functions, shall be as follows:

- Community Relations Committee: Build better bridges between the College and our alumni and the business community to facilitate communication, involvement, and opportunities for student and faculty development.

- Development Committee: Work with the Dean of the College of Business to identify opportunities for annual and major gift support, and to build the prestige and recognition of the College.

- Student Relations Committee: Work with the Dean and the Advisory Board to improve the experience of the students, including mentorships, internships, special events and other involvement of students with the business community.

- The Advisory Board may also create such special committees as it deems useful to exercise its functions, and shall determine the functions, duties, and terms of office for each special committee.

Article VII: Meetings of the Advisory Board

- Notice of regular meetings shall be given by mail, email or phone to each member at least 45 days prior to the stated date. The Advisory Board shall hold two regular meetings during the calendar year, typically in the fall and spring.

- Special meetings may be called by the Chair of the Advisory Board, or in the absence of the Chair, by the Vice Chair, or by the

Dean of the College of Business. Notice must be given at least three days prior to the date of the meeting.

- One-quarter of the membership of the Advisory Board shall constitute quorum.

- Invited guests may attend meetings of the Advisory Board, and may participate in the discussion. However, members may not send someone to represent them in their absence.

- Minutes of the Advisory Board meeting shall be distributed to members by mail within three weeks after each meeting. At least one permanent file of the minutes shall be maintained by the Dean of the College of Business.

Article VIII: Amendments of the Bylaws

- Proposed amendments to these Bylaws may be submitted to the Secretary of the Advisory Board who shall report the proposal to the Advisory Board at its next regular meeting.

- When voting to amend the Bylaws is held, the proposal must be submitted in writing to the membership of the Advisory Board at least one month prior to its next regular meeting.

Reference: Bylaws of the College of Business and Economics Advisory Board, California State University, Northridge

College of Business

College of Business Executive Advisory Board Meeting
Thursday, April 4, 2019
Conference Call

Dean Donald White, Presiding

Advisory Board Minutes Sample

The first meeting (held via conference call) of the re-established College of Business Executive Advisory Board was called to order on Thursday, April 4, 2019 at 10:22 a.m. by Dean Donald White.

Prayer was given by Dr. Kevin Sly.

Roll call for the Board Members was conducted by Susan Wiley. All Board Members were present: Shlondra Amacker, LaRita Aubespin, William Bryant, Jr., Regiuel Days, Clyde Dyson, Jr., Jan Hamlin, Mignon Head, Scotty Hendricks, Felicia Henry-Payne, Jerald Johnson, Ellery Lewis, Brandon Logan, Howard Osborne, Tammy Richardson, Cecil Rochelle, Khaalis Rolle and Jacqueline Townsend.

The following faculty members attended the meeting and introduced themselves: Dr. Sharon Johnson, Dr. Augustine Dzathor, Dr. Ghebre Keleta, Dr. Kevin Sly, Mrs. Susan Wiley and Dr. Aaron Witherspoon.

Dean White greeted everyone and provided an overview of the College of Business. He discussed recent achievements such as our students winning 1st place in the 2018 Bayou Classic BizTech Challenge. The 1st place entry was a collaborative effort between the College of Business and the College of Arts and Sciences. This competition challenges students to develop technology-based business plans, and GSU student participants were awarded more than $10,000. From this experience a new Pitch Club has been formed and will be active in the 2019 Fall Semester.

In addition, Financial Ambassadors are also in place to promote the importance financial literacy. These students share their financial knowledge and expertise by visiting classes and hosting workshops/informational sessions.

An update on preparing for the AACSB (Association to Advance Collegiate Schools of Business) reaffirmation visit was given by Dean White. He stated that every five years, AACSB accredited business schools/colleges are assessed for reaccreditation. The peer review for Grambling State University is

scheduled for Spring 2020. There are 15 standards that AACSB uses to measure the quality and strengths of our college. Primary standards are: Faculty qualifications, intellectual contributions and assessment of learning. Faculty members are completing information needed for this review.

Dean White mentioned that the College of Business now has four academic majors. The Economics major has been discontinued due to a low completer rate. As of Spring 2019, the College has a total of 625 majors with the following breakdown: Accounting – 131, Management – 257, Marketing – 105, Computer Information Systems (CIS) – 129 and Economics – 3. In addition, the College has 18 full-time faculty members – four in Accounting, three in CIS, three in Economics, six in Management and two in Marketing. There are two adjunct instructors in CIS. Dean White also stated that the College is seeking to fill full-time positions in Marketing and CIS.

Board Members expressed concern regarding coursework preparing students for industry needs – particularly in CIS. All Board Members received copies of the current curriculums for each College of Business major. It was suggested that CIS majors take electives in the new Cybersecurity Program to broaden their marketability. It was also recommended that CIS faculty visit companies for training as well as implementing a visiting lecture program and re-establishment of the faculty exchange program with industry.

Dean White stated that the Cybersecurity Program will begin Fall 2019 and will be housed in the College of Arts and Sciences.

Strategies on how the Board could bring value to the College were discussed. Several recommendations included: Video conferences with students in the classroom, a digital newsletter to provide students with profiles of Board Members and other alumni, and providing actual work experience by working with students on a project basis to help students build portfolios that will make them more marketable.

No changes to the Bylaws were recommended at this time. Dean White requested feedback via email regarding revisions to the Bylaws.

Dr. White expressed how important industry feedback and collaboration are to the College in assisting students to prepare for internships and permanent employment. He is very grateful for the commitment that all Board Members have made to serve.

Goals for the 2019-2020 school year were discussed and include: the annual Scholarship Breakfast and bringing alumni into classrooms during Homecoming Week. There is a team working to plan this event and identify a sponsor to fund the breakfast. Tammy Richardson is leading this effort.

Mignon – Hack-a-Thon – Mignon to give specifics on this event.

Dean White asked former Board Chair, Clyde Dyson, to give expressions. Clyde commented on his desire for the Board to go to the next level – "where the rubber meets the road" – by doing work that will be lasting and impactful to the College of Business.

Board Members discussed the timeline to elect officers. Board Members who had not submitted resumes/bios and headshots were asked to do so by Monday, April 8th, and these will be forwarded to all Board Members to assist with nominations. Persons nominated were asked to share their hopes and dreams for the Executive Advisory Board as well. Ballots were scheduled to be sent to Board Members the week of April 15th with the election of officers being held the week of April 22nd.

Board Members were asked to review the list of committees to identify where they would like to serve.

The next meeting via conference call and/or video conference was tentatively scheduled for Thursday, May 16th at 10:00 a.m.

The meeting was adjourned at 11:56 a.m. by Dean White.

Grambling State University
College of Business Standing Committees

I. **Accreditation**
Responsibilities: All COB accreditation issues (AACSB & SOCSCOC).

Mission: To organize and deliver comprehensive accreditation reports on the state of affairs of the COB (AACSB & SACSCOC).

Members of the committee:

- Dr. Augustine Dzathor — Chairperson
- Ms. Quaneshia Armstrong
- Mr. Terence Bradford
- Dr. Tsegai Emmanuel
- Dr. Semere Haile
- Dr. Olu Omolayole

II. **Curriculum & Assessment**
Responsibilities: Oversees both the COB and the Degree Programs curriculum committees, and course offering. The Degree Programs Curriculum Committees report to this committee. All COB academic assessment issues (AACSB & SACSCOC).

Mission: To review and approve or make recommendations to curriculum changes applications with respect to COB degree programs. To coordinate COB course offerings. To assess the academic programs of the COB and report on the effectiveness of the programs. To assist the University on assessment issues.

Members of the committee:

- Dr. Augustine Dzathor - Chairperson
- Dr. Semere Haile
- Dr. Sharon Johnson
- Dr. Olu Omolayole
- Dr. Kevin Sly
- Dr. Matthew Uwakonye
- Dr. Rickey Warner
- Dr. Aaron Witherspoon

III. **Corporate & Alumni Relations**
Responsibilities: COB's contact and promotion of relations with COB alumni and corporations concerning recruiting, donations and academic program oversight. Do alumni and employers surveys. Coordinate internships and employment opportunities. Hosts annual COB Scholarship Breakfast.

Mission: To engage COB alumni and corporate stake-holders on issues concerning the wellbeing of the COB.

Members of the committee:

- Ms. Susan Wiley - Chairperson
- Mr. Terence Bradford
- Dr. Tsegai Emmanuel
- Dr. Sharon Johnson
- Dr. Kevin Sly
- Dr. Matthew Uwakonye

IV. **Faculty Affairs**
Responsibilities: All COB faculty issues, including, endowed chair, faculty handbook, orientation of new faculty and faculty mentoring, and COB colloquium.

Mission: To address all COB faculty's academic issues and promote and environment that will facilitate the professional growth of COB faculty.

Members of the committee:

- Dr. Matthew Uwakonye - Chairperson
- Mr. Phillippe Carter
- Dr. Mahmoud Haj
- Dr. Gary Poe
- Ms. Susan Wiley
- Dr. Aaron Witherspoon

V. **Faculty Qualification & Engagement**
Responsibilities: Collecting and reporting data on faculty qualification, intellectual contributions, faculty engagement and deployment including faculty Load.

Mission: To collect and report on the collected data concerning COB faculty status and professional activities.

Members of the committee:

- Dr. Sharon Johnson— Chairperson

- Ms. Quaneshia Armstrong
- Dr. Mahmoud Haj
- Dr. Morsheda Hassan
- Dr. Olu Omolayole

VI. **Graduate Program**

Responsibilities: Explore the possibility of re-activating the COB MBA program.

Mission: To study the possibility of re-activating the COB MBA program and make recommendations.

Members of the committee:

- Dr. Gary Poe - Chairperson
- Dr. Tsegai Emmanuel
- Dr. Morsheda Hassan
- Dr. Ghebre Keleta
- Dr. Rickey Warner

VII. **Library**

Responsibilities: Coordinating library issues at the University level and dissemination of library information to the COB faculty.

Mission: To coordinate activities of the University Library for the purpose of serving the COB faculty and students.

Members of the committee:

- Dr. Rickey Warner - Chairperson
- Mr. Phillippe Carter
- Dr. Gebre Keleta
- Dr. Gary Poe

VIII. **Strategic Planning & Financial Strategies**

Responsibilities: Planning and reporting on the strategic and financial infrastructure of the COB, including COB budgeting.

Mission: To plan and report on the infrastructure and financial strategies of the COB.

Members of the committee:

- Dr. Aaron Witherspoon — Chairperson
- Mr. Terence Bradford
- Mr. Phillippe Carter
- Dr. Mahmoud Haj

- Dr. Morsheda Hassan

IX. **Student Affairs**
Responsibilities: All COB issues including advising, COB student organization, recruitment, retention, student clubs, Scholarships, student handbook, and student orientation.

Mission: To address all COB students' academic issues and promote an environment that - will facilitate the academic and career growth of COB students.

Members of the committee:

- Dr. Kevin Sly — Chairperson
- Ms. Quaneshia Armstrong
- Dr. Sharon Johnson
- Dr. Gebre Keleta
- Ms. Susan Wiley
- Dr. Rickey Warner

X. **COB Dean's Advisory Committees**
Responsibilities:

(i) Faculty Search
(ii) Promotion & Tenure

Members of the committee are appointed by the COB Dean when needed to process applications and advise the COB Dean.

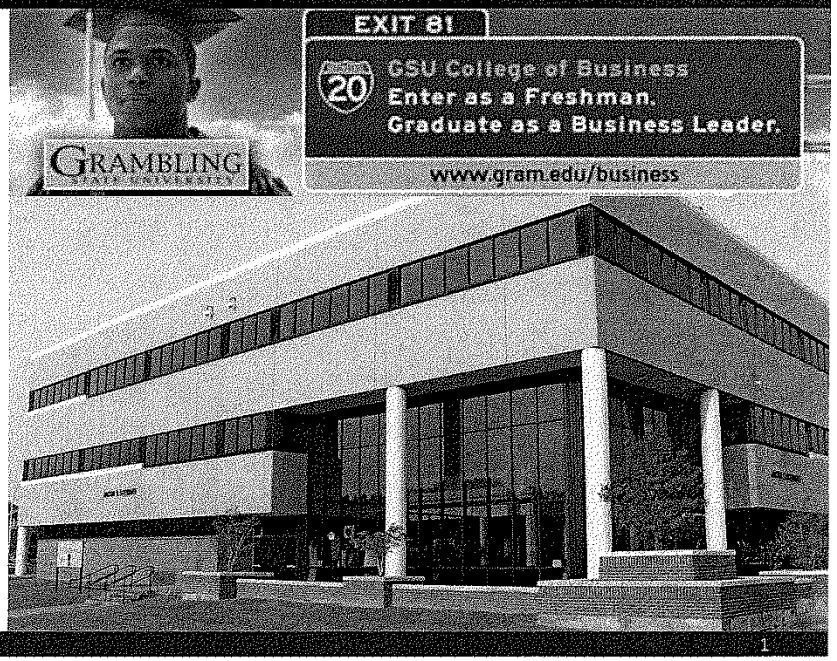
Mission: To assist the Dean of COB in the process of making decisions concerning faculty hiring and Promotion & Tenure.

GRAMBLING STATE UNIVERSITY

COLLEGE OF BUSINESS EXECUTIVE ADVISORY BOARD

October 2019 Board Update

JPMorganChase · New York Life · IBM · amazon web services · PEPSICO · P&G · Coca-Cola · Ford · State Farm™ · Merrill Lynch Bank of America Corporation · Entergy · Beacon Hill Preparatory Institute · Boy Scouts of America · Sterling Global Financial · ucp Urban Capital Partners — Increasing Value in Urban Communities



GRAMBLING
STATE UNIVERSITY
GRAMBLING, LOUISIANA

AACSB International
The Association to Advance Collegiate Schools of Business

College of Business

Marketing Club Interest Meeting
Tuesday, October 22, 2019 @ 11:00 a.m.
Jacob T. Stewart Building – Room 111

Mrs. Susan Billups Wiley, MBA
Presiding

Agenda

I. Prayer

II. Welcome and Purpose of Meeting

III. Professional Development
- Career Services at GSU
- Value of Internships
- Workshop, Seminar and Conference Participation

IV. Career Opportunities in Marketing

V. Important Dates to Remember

VI. Ideas from Students

VII. Questions and Answers

VIII. Door Prizes

IX. Adjournment

Mix, Mingle, Refreshments!!!

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

Campus Box 4215•100 Founder Street•Grambling, LA 71245•Office: (318) 274-2275•Fax: (318) 274-2191•Email: www.gram.edu
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An Equal Opportunity Employer and Educator Facilities Accessible to the Disabled

AACSB International

The Association to Advance Collegiate Schools of Business

College of Business
COB Alumni Class Visitation - Homecoming 2019

Alumni	*Class*	*Instructor(s)*
Ms. Shlondra Amacker	*MAN 301 – Principles of Management* *CIS 115 – Intro to CIS* *Thursday, October 31st* *1:00 – 2:20 pm* *JTS – Room 333*	*Johnson* *Poe*
Ms. Shlondra Amacker	*GB 204 – Business Communication* *Thursday, October 31st* *4:30 – 5:30 pm* *JTS – Room 264*	*Wiley*
*Mr. Freddie Colston**	*ACCT 201 – Principles of Accounting* *ACCT 312 – Intermediate Accounting* *Thursday, October 31st* *1:00 – 2:20 pm* *JTS – Room 219*	*Bradford* *Armstrong*
Mr. William Bryant	*GB 351 – Business Statistics I* *ACCT 407 – Forensic Accounting* *Thursday, October 31st* *2:30 – 3:50 pm* *JTS – Room 267*	*Uwakonye* *Witherspoon*
Mr. Jerald Johnson	*ECON 201 - Macroeconomics* *Friday, November 1st* *8:00 – 8:30 am* *JTS – Room 266*	*Keleta*
Mr. Jerald Johnson	*GB 150 – Fundamentals of Business* *Friday, November 1st* *9:00 – 9:30 am* *JTS – Room 263*	*White*
Mr. Aaron Vallot	*ECON 201 - Macroeconomics* *Friday, November 1st* *8:30 – 8:50 am* *JTS – Room 266*	*Keleta*
Mr. Aaron Vallot	*GB 150 – Fundamentals of Business* *Friday, November 1st* *9:30 – 9:50 am* *JTS – Room 263*	*White*

***College of Arts and Sciences Major**

Securities Industry Essentials Course

Grambling State University has partnered with Wells Fargo Advisors and Cerifi (a diversified education, training and certification provider serving professionals across the financial services market) to encourage college students to pursue careers in the financial industry. Through the College of Business, the new **Securities Industry Essentials (SIE)** course will provide students with the learning materials/coursework to prepare for the SIE exam which in turn qualifies them to take a top-off exam, Series 6 and/or 7 licensing exam(s,) that is appropriate for the type of business they will engage in. The SIE is an introductory-level exam that assesses a candidate's knowledge of basic securities industry information including concepts fundamental to working in the industry, such as types of products and their risks; the structure of the securities industry markets, regulatory agencies and their functions; and prohibited practices. This non-credit course will be implemented at the University in Spring 2020 and will be the first in this region for Wells Fargo Advisors (LA, MS, AL, SC GA and TN).

On ***Thursday, November 14th at 4:00 – 5:30 p.m. in JTS, Room 112,*** 30 students participated in ***Financial Firm Night with Wells Fargo Advisors***. During this event, students learned more about the financial industry and actually met four Wells Fargo Advisors who discussed opportunities in the field. The financial advisors included: Mr. Bobby Conville, Jr., - Managing Director-Investments and Branch Manager (Ruston, LA), Mrs. Tonya Jones Griffith, First Vice President – Investment Officer (Lake Charles, LA); Mr. Michael Ryan, First Vice President - Branch Manager (Monroe, LA) and Mr. Don "DJ" Banks (Monroe, LA). Through panel discussion and group/one-on-one conversations, advisors shared their knowledge, experiences and expertise with students. Their candid dialogue provided our students with a very realistic view of their individual career pathways as financial advisors. Also present for the event was Ms. Chel Bernard, Manager of Diversity and Community Outreach at Cerifi. Ms. Bernard will coordinate coursework training for students in the course. GSU students are looking forward to participating in this new program which will help to prepare them for a career in the financial industry.

NOTE: Dr. Dzathor, I will forward photos and sign-in sheets for the Appendix.

GRAMBLING
STATE UNIVERSITY

Financial Firm Night with Wells Fargo Advisors
Thursday, November 14, 2019 – 4:00 p.m.
JTS – Room 112

Guest Presenters: Mr. Bobby Conville, Mrs. Tonya Griffith, Mr. Don Banks and Mr. Michael Ryan

Sign-In Sheet

	Name	Major	Classification	GSU Email Address
1.	Carys Labassere	Marketing	Sophore	clabassi@gsumail.gram.edu
2.	Cuwelle Woodman	Marketing & MGT	Junior	cwoodman@gsumail.gram.edu
3.	Alymora Elmin	Marketing / CIS	Junior	kelmin@gsumail.gram.edu
4.	Marinka Charles	Marketing	Sophomore	~~cha~~mcharle8@gsumail.gram.edu
5.	Tashania Valmond	Management	Sophomore	~~m~~tvalmond@gsumail.gram.edu
6.	Jalen Stanford	MARKeting	Freshmen	jstanfo1@gsumail.gram.edu
7.	Julian Dean	Criminal Justice	Junior	JDean6@gsumail.gram.edu
8.	Jalen Mead	CIS	Junior	jmead@gsumail.gram.edu
9.	Alesia Jackson	Management / CIS	Freshmen	ajacks87@gsumail.gram.edu
10.	Joda Money	Accounting / Marketing	Senior	jodamny@yahoo.com

Student Convocation Announcement

College of Business
Fall 2019
Student Convocation

September 5, 2019
11:30 am to 1:00 pm
JTS 112

Introduction of Faculty & Staff Advising
Career Services
Importance of Dressing for Success
Importance of Seeking Internships
AACSB Update
Student Clubs
Question & Answer Session