

NORTHWESTERN STATE UNIVERSITY  
OF LOUISIANA



**Northwestern State University**  
**School Of Business**  
**FIFTH YEAR MAINTENANCE REPORT**  
**2014**

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# I. Situational Analysis

## 1. Factors Impacting Our Mission and Operations

### 1. 1. Historical Factors

Northwestern State University (NSU) was established as a teacher's college in 1884 in historic Natchitoches which is the oldest permanent settlement in the Louisiana Purchase. As of the 2010 census, the population of the city of Natchitoches is 18,323 people. NSU is the second oldest continually existing institution of higher learning in the state. The main University campus sprawls across an attractive area of the northwestern part of State of Louisiana. The campus is some 916 acres immediately west of Natchitoches, Louisiana. The city is about 50 miles northwest of Alexandria, Louisiana and 75 miles south east of Shreveport, Louisiana which is Louisiana's third largest city.

The closest 'competing' universities are Louisiana State University of Shreveport which is 75 miles away, LSU at Alexandria which approximately 60 miles away, Centenary College of Louisiana (private) which is 75 miles away, Louisiana Tech University which 77 miles away, Grambling University which is 80 miles away, and Louisiana College (private) which is 58 miles away. Two-year Bossier Parish Community College is located 83 miles away in Bossier City, Louisiana.

### 1. 2. National Factors and State Factors

**National Factors.** Meltdowns in financial institutions, layoffs, cutbacks, and an economy in recession with little hope for quick recovery shape the national backdrop for this report. The downturn faced by the nation has been particularly harsh and has created some problems in Louisiana and for the School of Business (SoBus), just as in most other colleges and universities across the nation. It appears that every state has been affected with the exceptions of Wyoming and North Dakota. For example, every state except for North Dakota and Wyoming is spending less per student on higher education than they did prior to the recession. (Oliff, Palacios, Johnson, & Leeachman, 2013)

**State Factors.** The 2007-09 recession hit state revenues hard, and the slow recovery continues to affect Louisiana. Louisiana is still recovering from several natural and man-made disasters which inflicted millions of dollars in damages to the state and its infrastructure. The Louisiana GRAD - Granting Resources and Autonomy for Diplomas – Act, a performance agreement, was signed into law in June 2010, and approved by the Board of Regents in October 2010. The GRAD Act allowed campuses to increase tuition up to 10 percent after meeting specific requirements for graduation and retention. However, the state reduced general funding at the same level or more resulting in stagnant or reduced budgets for campuses.

### 1. 3. Local Factors

The local area around NSU is at best stable or slowly declining depending upon the level of geography being examined. Since 2010, the population has been slowly declining at a 1% rate. In the 2010 census, the Natchitoches Parish population rate was 39,566. In the same period, Natchitoches' population also decreased, but at a slower rate. According to the 2010 census, Natchitoches had 18,323 population. A decrease of .2% is the estimate for the 2010-2012 period. Both of the metropolitan areas from which NSU recruits and receives a number of students--Shreveport/ Bossier and Alexandria--have gained residents over the same period. North Louisiana consists of 14 parishes, 7 four-year universities/colleges, and 5 two-year colleges (community and technical) focused on providing educational training to meet the demands of Louisiana businesses and industries. (<http://www.nlep.org/workforce-force-training.aspx>)

The local area and non-metro parishes are depressed economically compared to the state and nation, with a 2010 per capita income of \$16,001 in Natchitoches Parish as compared to \$24,264 in Louisiana and \$28,051 in the nation (Census.gov). The University is the largest employer in the local area with 863 employees, followed by the Natchitoches Parish School Board with 843 employees. In the non-public sector, Pilgrim's Pride employs 702 people, followed by Roy O'Martin with 692 employees. Natchitoches Parish has 7 major employers. With that said, recruiting from this expanded area is highly competitive since other public universities compete for these high school graduates. Moreover, some students go to LSU--Baton Rouge, the state's flagship university. A four-year state university, LSU at Alexandria (LSUA), was chartered and is approximately 60 miles from Natchitoches.

#### 1.4. Other Factors

**Institutional Factors** NSU is accredited by the Southern Association of Colleges and Schools (SACS) to award associate, baccalaureate, master's and specialist's degrees. In addition to the main campus, NSU has permanent facilities in Leesville, Marksville, and Shreveport and offers instruction at other centers in central Louisiana through compressed video. NSU houses the state's only designated Honors College whose students are enrolled in majors throughout the university including the School of Business (SoBus) the former College of Business. The College of Business received its initial AACSB accreditation in 1997, was reaffirmed in 2004, and was reaffirmed in 2010 (visit was fall 2009).

Programs such as Academic Advising Center, International Student Exchange Program, Counseling and Career Services, and the Student Support Services nurture student success and enhance intellectual growth. Our students are provided access to more than 93 student organizations [<http://nsula.orgsync.com/>] which allows them to enhance their social skills, academic skills sets, knowledge, leadership skills, and character. Through other extracurricular activities and events, our students have the opportunity to become a well-round student.

**Budget Limitations.** Since 2008, Louisiana colleges and universities have experienced six straight years of higher education cuts resulting in nearly \$700 million of earmarked state money being stripped from the budget. Tuition increases allowed for institutions that reached certain benchmarks were whitewashed by these cuts. In a nutshell, **70%** of colleges and universities funds are self-generated and **30%** state supported. This resulted in our budgets being student enrollment driven. (McGaughy, 2013) Students not meeting the admission standards are encouraged to attend a community college and then transfer into NSU.

In summer of 2010, the College of Business became a School under the College of Science, Technology, and Business. The budget reflected a significant drop in the following years. The 2010 School of Business budget was \$2,257,084. In the following years, it dropped to a low point of \$1,317,095 in 2012 (see [Appendix 1](#)). However, this year the current projection is that state funds will increase through the competitive distribution of the WISE Bill which creates an additional \$40 million for enactment of the Workforce and Innovation for a Stronger Economy. As of the writing of this report (October 2014), NSU has been awarded a portion of the WISE bill.

**Admission Entry Policy.** Admission policies have changed during the last 5 years to provide a better prepared student upon entrance into our institution which impacted our mission and our operations. The major admission entry policy changes are outlined in Figure 1.

**Figure 1 – Admission Entry Policy**

Fall 2011	Fall 2012	Fall 2014
<ul style="list-style-type: none"> <li>- 2.35 HS GPA minimum <b>OR</b> Composite ACT 21</li> <li>- Transfer: No developmental classes</li> </ul>	<ul style="list-style-type: none"> <li>- 2.35 HS GPA minimum <b>AND</b> 2.0 CORE HS GPA <b>OR</b> Composite ACT 20</li> <li>- Transfer: 18 hours college level <b>AND</b> college level English &amp; college level Math</li> </ul>	<ul style="list-style-type: none"> <li>- No remedial classes (except 2 points below → pilot course)</li> </ul>

**2. Advantages and Disadvantages in our reputation, resources, sponsors, and supporters**

**Reputation:** Our historic reputation is based upon our core strengths. Those components include, but are not limited to the following:

The School was AACSB accredited (Reaffirmation 2010), driven by highly motivated, dedicated and diverse faculty who are either academically qualified (57%) or professionally qualified (33%) with international travel exposure.	Three strong business majors – Accounting, Business Administration, and Computer Information Systems - providing good Louisiana employment opportunities meeting the five star jobs as identified by the Louisiana Workforce Commission. Also, excellent Regional Small Business Development Center (SBDC) serving the North Louisiana area
Reasonable tuition costs	Online, face-to-face, and compressed video offerings of all three degrees
International presence in several countries like Colombia, France, Spain, and China	Technology supported from special student fees and lab fees
Successful internship/coop program	National and regional recognition of Phi Beta Lambda/Business Professionals of America (PBL/BPA) and Association of Information Technology Professionals

As further evidence of our strong reputation, in terms of student enrollment trends, the School of Business has continued a steady pace of enrollment. From 2009-2013, there was an average of 508 students in the Business Administration major and 150 Accounting majors. The CIS program had an average of 138 students during the same period.

Our challenges to our reputation have included internal, environmental and competitive forces. As a result, here are some of those challenges: 1. Limited local job/internship opportunities for students because of rural location. 2. Limited business student interest in experiential learning opportunities like studying abroad and internships and coop. 3. Low faculty pay by regional and national standards; last faculty salary increase was July 2007, and 4. Unfilled administrative and faculty positions resulting in insufficient administrative and academic support; and 5. Faculty composite with possible retirements looming; 11 faculty members and the director with potential retirement status in the next 3 to 5 years; 5 full-time faculty members are either retiring or relocating effective June 30, 2014. These forces will be more fully discussed in **Section 3 – Challenges to our future.**

**Resources - Sources of Funding:** As state appropriations for higher education in Louisiana continue to shrink, universities and colleges must continue to identify other funding sources that allow them to maintain and expand their programs and operations. The SoBus has, in addition to its operating

budget, other funding sources. These external funding sources as depicted in Figure 2 are utilized to support the School’s mission, vision, and strategic initiatives.

**Figure 2 – Sources of Funding**

<b>Source of Funding</b>	<b>Explanation</b>
<b>University Technology Fees</b>	Student Technology Advisory Team (STAT) - disperse funds based on submitted technology proposals by department
<b>School of Business Operating Budget</b>	Operating funds for our unit – faculty salary and fringes.
<b>Academic Enhancement Funds</b>	Proposals for classroom enhancement which could include furniture, equipment, software, but is not limited to this
<b>School of Business Class Lab Funds</b>	Funds are used to purchase hardware and/or software for the school’s labs
<b>Endowed Professorships</b>	Awarded to professors who direct and control the expenditure these funds for professional development activities, professional membership fees, research enrichment activities and equipment and/or professional related software. (1) Fifteen funded endowed professorships; (2) 1 endowed chair; and (3) one that is funded
<b>Non-Restrictive/Other Funding Sources [NSU Foundation]</b>  1. <i>SoBus Director’s Fund</i>  2. <i>Accounting Fund</i> 3. <i>CIS Enhancement Fund-State Farm</i> 4. <i>J. Walter Porter Fund</i>	1. Use of funds - equipment, professional development for the faculty, recruiting, reception (public events), and professional membership. 2. Use of funds - acquire software licenses, etc. 3. Use of funds - give scholarships, purchase equipment, hardware and software. 4. Use funds to host a speaker series, for marketing expenses, for speaker fees if applicable, and for the luncheon for staff, faculty, senior students, and the members of the business community.
<b>Louisiana Board of Regents [Five Grants]</b>	Proposals totaling <b>\$196,754</b> for classroom and academic program enhancements

Given the new realities of the funding ratios for the university, the school is aggressively seeking alternative methods of funding to continue to meet and exceed its current goals and achieve future ones. The WISE Bill has placed this onus on schools to find additional sources of funding. Even with that said, the School of Business students still have access to non-academic resources such as Campus Living Villages, Counseling and Career Services, Dining Services, Disability Services, Financial Aid and Scholarships, First Year Experience and Leadership Development, Job Location and Development, Wellness and Recreation Activities Center, Service Learning, Student Activities and Organizations, and Student Employment.

**Sponsors and Supporters:** A current example of sponsorship for the NSU School of Business is the establishment of the Charles Ragus Family Endowed Chair. This chair enables the School to attract an eminent scholar, a nationally or internationally recognized accounting/financial management expert and scholar, who would be directly involved with areas related to the business degree programs. It will focus on a combination of teaching/education and research/scholarship. A position will be advertised and

selection made in the fall 2014. Selected scholar would teach in spring 2015. The School has garnered sponsorship and support from various businesses and industry partners. They included but are not limited to: J. Walter Porter Family- Annual Walter Porter Forum to bring guest speakers to campus (this program is currently in its 47<sup>th</sup> year), State Farm, CenturyTel, Roy O. Martin, and CP-Tel. Again, the local, regional, state, and global community have embraced the NSU's School of Business. The school currently has 15 funded endowed professorships; 1 endowed chair; one that is funded and is anticipated to be available 2017. In addition, there is another professorship that is in progress. (Please note that to have a professorship, the funding level must be \$60,000 which is then matched with state funds of \$40,000.00.)

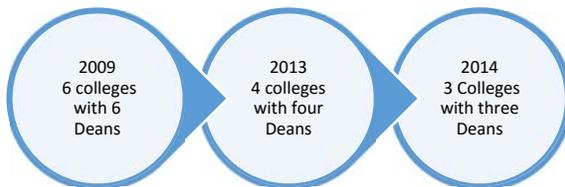
The school is quite thankful for the level of commitment from its current sponsors and supporters, but the school also recognizes the need to search for additional partners to support its mission and vision.

### **3. Forces that challenge our future**

#### **Internal**

#### **Organization's Structural Changes.**

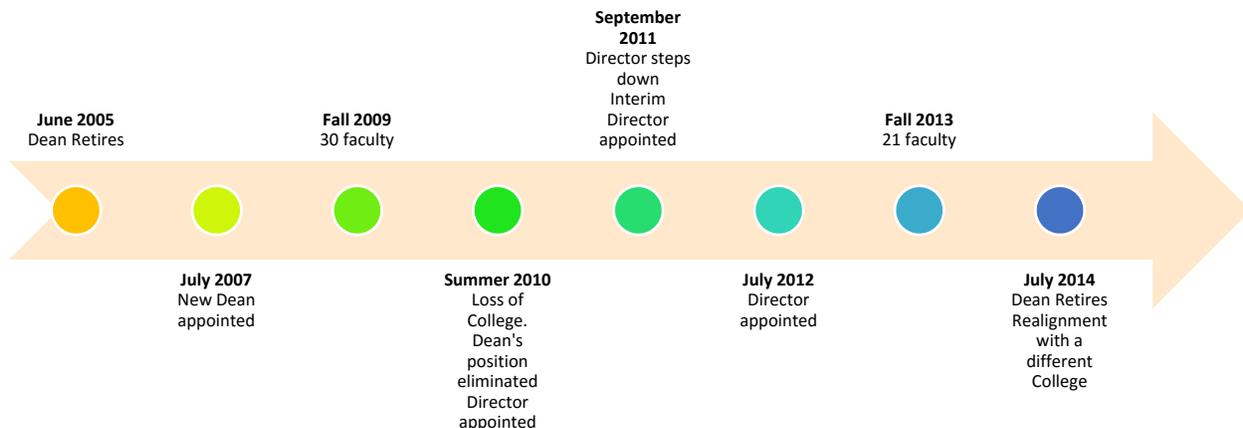
*University College Changes*



NSU has seen tremendous organizational changes. In 2009, it had six colleges with six deans. In 2013, it had four colleges and four deans. It is projected that starting August 2014, NSU will have three colleges and three deans. Many nonproductive programs have been streamlined or eliminated.

- Other internal forces that have challenged the University and the school include: (a) low faculty pay by regional and national standards; (b) last faculty salary increase was July 2007; (c) unfilled administrative and faculty positions resulting in insufficient administrative and academic support; and (d) faculty composite with possible retirements looming; 11 faculty members and the director with potential retirement status in the next 3 to 5 years; 5 full-time faculty members either retired or relocated effective June 30, 2014.

#### **Timeline: SoBus Leadership Events & Faculty Changes**



## **Environmental**

Environmental forces that have challenged the University and the School include: (a) due to rural location and limited major businesses and/or industries, there are limited local student job/internship opportunities, and (b) limited business student interest in experiential learning opportunities like studying abroad and internships and coop experiences. In addition, present financial climate makes recruitment of new students and retention of current students difficult. Further, the quantity of regional and Louisiana high graduates is decreasing.

## **Competitive**

In order for NSU's Business School to remain cutting edge, the School is ever wary of the sundry of competitive forces that challenge it to continue to look for ways to retain and attract students and faculty. Those competitive forces that drive our innovation are:

- Strong competition for students and budgets among the other universities in Louisiana
- National faculty pay scales increase expectations making faculty recruitment and retention difficult; higher salaries from competing schools draw away School of Business faculty; and
- Increased competition by other universities in the online course delivery.

## **4. Opportunities to enhance degree offerings**

The University is constantly seeking opportunities to enhance its degree offerings as it is attempting to increase its enrollment as well as continuously improve its offerings for existing students. These are some of the tools and factors that are driving those increased opportunities. NSU has been awarded a portion of the WISE bill, which is **\$40 million**, for our programs to play a role in reducing the gap of over 2,700 graduates needed annually (387.41 for Computer Information Systems, 1,123.34 for Accounting, and 1,198.69 for Business Administration). To increase enrollment, NSU has 2 + 2 agreements with several state community colleges and Barksdale Air Force Base (BAFB). Several articulation agreements attract new students, increase international student base with various countries. We are seeking to develop business transfer credit opportunities with the Louisiana Technical Colleges. Another exciting opportunity is the economic technology boom in North Louisiana-emerging technology sector called "North Louisiana Innovation Corridor" (<http://www.nlep.org/Site-Selection-Key-Industries-Technology.aspx>). To ensure that our local and regional community can also participate in business education opportunities, there has been an expansion of the NSU SBDC coverage area which can provide potential opportunities for the School like real world simulations, internships, coop opportunities and continuing educational opportunities for businesses. This allows for the creation of business certifications that can translate into credit hours if applicable. We have expanded our programs so that all three majors are available online. The school also seeks to establish a 'Global Entrepreneurship' Center with a conference center and hotel and an incubator for small businesses. This will permit the school to develop stronger ties with business alumni as well as strengthen gift giving initiatives.

## **5. Degree Programs and Number of Graduates**

The School of Business has one program [a Bachelor of Science] within the scope of AACSB review. The BS is subdivided into three majors: Accounting (ACCT), Business Administration (BUAD), and Computer and Information Systems (CIS). Computer Information Systems was restructured away from the School of Business in fall 2010 and rejoined the School of Business in fall of 2012. Information about the university and college core is found in [Appendix 9](#). The two Associate Degrees (Business

Administration and Office Administration), which are outside the scope of AACSB review have been eliminated. The Office Administration degree was phased out 2011, and the Business Administration degree program will be phased out fall 2014. Graduation and retention reports for the university can be found at <https://oir.nsula.edu/2013-201/>.

All programs listed below existed at last AACSB view. The number of degrees awarded for the previous year for each program is listed.

### Number of Degrees Awarded – 2012-2013

School of Business Major	2012 - 13	4-Year Avg.
101 – ACCOUNTING	23	17.25
102 - COMPUTER INFORMATION SYSTEMS	15	14.00
*102A - CIS - APPLICATION DEVELOPMENT	1	2.00
*102B - CIS - E-COMMERCE	0	0.75
*102C - CIS - NETWORK SECURITY ANALYSIS	1	0.75
110 - BUSINESS ADMINISTRATION-	89	88.50
110I - BUSINESS ADM - FINANCE	2	5.00
110J - BUSINESS ADM - MANAGEMENT	1	1.25
110K - BUSINESS ADM - MARKETING	0	1.25
*717 - BUSINESS ADMINISTRATION	21	18.75
*718 - OFFICE ADMINISTRATION	0	1.00
<b>Total</b>	<b>153</b>	<b>150.50</b>

**NOTE: \* Concentrations and associate degrees are no longer available.**

The school offers three minors: accounting, business, and computer information systems. Concentrations in the fields of finance, management, and marketing. Baccalaureate/associate majors and graduates for the 2009-2013 academic years are shown in Appendices - Baccalaureate Degrees awarded by majors from 2009 – 2013.

## II. Progress Update on Concerns from Previous Review

In the 2009 report, it was noted that the NSU College of Business should address the following:

Progress in revising program learning goals to make them more consistent with the mission statement:

1. Progress in revising program learning goals to make them more consistent with the mission statement.
2. Progress in moving to formal processes that are directly tied to the mission statement and vision.
3. Progress in improving the tracking and reporting system and documentation of program funding and its connection to the mission or vision.
4. Progress in improving documentation regarding assurance of learning, measures and refinements to curriculum and developing more diverse measures to assess assurance of learning

At the recommendation of peer review team (PRT) and after the initial visit in the fall of 2009, the faculty members and administration have worked diligently to clarify, align, and enhance the School’s formal processes; improve the tracking and reporting system and documentation of program funding and its connection to the mission and vision; improve documentation of regarding assurance of learning measures

and refinements to curriculum and develop more diverse measures of assessing student learning; and revise the programs learning goals to make them more consistent with the mission statement

**1. Refinement of school’s learning goals to be reflective of the school’s mission statement.**

In an effort to clarify, align and enhance the Schools’ learning goals with the school’s mission statement which is tied to the university mission statement, the faculty members sought feedback from its stakeholders - the director’s advisory board members and the student advisory board members – and developed the following mission statement:

**School’s Mission Statement**

The mission of the School of Business is to *provide students with a business education* that *prepares them for successful careers and responsible citizenship roles* in the *world of business*.

Statement aligning learning goals to school’s mission:

“*Provide students with a business education*” means we strive to provide students with opportunities to become effective communicators (AoL Goal 1), critical thinkers (AoL Goal 3), knowledgeable across the business disciplines (AoL Goal 2), and develop a **global, cultural, and ethical perspective** (AoL Goal 4). “*Prepares them for successful careers and responsible citizenship roles*” means that we provide educational experiences and opportunities to satisfy AoL Goals 1, 2, 3, and 4. “*World of business*” implies **developing a global, cultural and ethical perspective** that involves managing activities that foster the transfer of goods and services in organizations of all types wherever found.

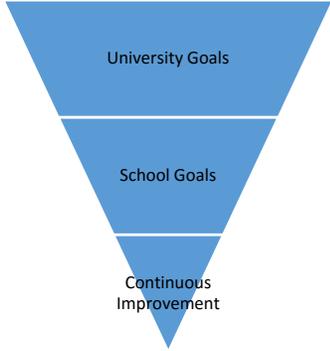
<b>School of Business Mission</b>	<i>Provide students with a business education</i>	<i>Prepares them for successful careers and responsible citizenship roles</i>	<i>World of business</i>
<b>AoL Goal 1:</b> Students should be able to produce professional business documents, deliver professional quality oral presentations, and demonstrate communication skills in team settings	provide students with opportunities to become effective communicators;	provide students with opportunities to become effective communicators;	
<b>AoL Goal 2:</b> Students should be able to demonstrate understanding key concepts and theories in various functional areas of business	provide students with opportunities to become knowledgeable across the business disciplines	provide students with opportunities to become knowledgeable across the business disciplines	
<b>AoL Goal 3:</b> Students should be able to demonstrate ability to draw on knowledge and insights from a variety of disciplines when analyzing and formulating solutions to problems and opportunities, demonstrate the ability to generate	provide students with opportunities to become effective critical thinkers	provide students with opportunities to become effective critical thinkers	

and compare alternative solutions to business problems, and demonstrate the ability to select feasible solutions to complex business problems.			
<b>AoL Goal 4:</b> Students should be able to: Identify cultural/global challenges facing management in doing business in the international arena	provide students with opportunities to develop a global, cultural, and ethical perspective	provide students with opportunities to develop a global, cultural, and ethical perspective	provide students with opportunities to develop a global, cultural and ethical perspective

### Vision

Within a teaching institution aligned under the College Science, Technology, and Business, the School of Business' undergraduate degree program will become primarily recognized for ***providing a high quality, technologically-linked business education in a student-oriented learning environment.*** We will ***serve mostly regional students in a small class setting that encourages interaction.***

School of Business Vision Statement and its alignment with University Goals, School of Business Goals, and Continuous Improvement Goals

	“Providing a high quality, technologically-linked business education”	“Student Oriented learning environment.”	“Serve mostly regional students”	“small class setting that encourages interaction”
<b>School of Business’s Vision</b> <b>University Goal</b> UG1: The successful student: to create an environment that supports individual efforts toward academic, career, social, and civic success. UG2: Education for a New Tomorrow: to make Northwestern State University the premier regional university in the state UG3: Faculty and Staff Learning Together: to work together and create an environment of excellence. UG4: Enrichment for Stakeholders: To develop and enhance relationship which are mutually beneficial to both the university and its stakeholders.	UG2 UG3	UG1 UG2 UG3 UG4	UG1 UG2	UG1 UG2 UG3 UG4
<b>School Goal</b> SG1: Develop and Improve Quality of Academic Programs	SoBusG1 SoBusG2	SoBusG2 SoBusG3	SoBusG3	SoBusG1 SoBusG2

SG2: Maintain, Develop, and Recruit Faculty SG3: Maintain, Develop, and Recruit Quality Students SG4: Improve Infrastructure Support for SoBus Programs	SoBusG4	SoBusG4		SoBusG3 SoBusG4
<b>Continuous Improvement</b> CI1: Develop and Improve Quality of undergraduate educational programs CI2: Maintain, Develop, and Recruit quality Faculty Members CI3: Maintain, Develop, and Recruit Quality Students CI4: Improve Infrastructure Support for SoBus Programs	CI1 CI2	CI 2 CI 4	CI 3	C1 C4

We recognize that faculty responsibilities extend beyond teaching into research and service. In terms of research, and as an integral part of their responsibilities, our *faculty members will produce intellectual contributions that focus primarily on business practice and learning/pedagogy.*

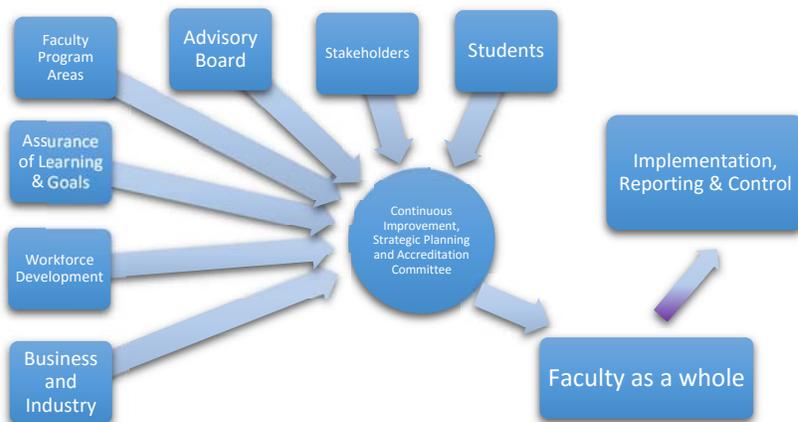
*“Faculty members will produce intellectual contributions that focus primarily on business practice and learning/pedagogy”* requires the recruitment and retention of a faculty member capable of engaging in such intellectual pursuits and as well as college level support to encourage a faculty member in the pursuit of such intellectual contributions (CI Goal C2).

Our school’s *outreach efforts will center primarily on supporting regional economic development activities*; however, we will also *encourage faculty service in the form of membership and participation in professional, service, and university and regional, national, and international organizations* as an important part of continued professional development.

*“Outreach efforts will center primarily on supporting regional economic development activities”* requires a funding and relationship infrastructure that permits the operations of the Small Business Development Center; encouragement of research and educational efforts and activities focusing on the region; and a strong presence in the business community including the School of Business Dean’s Advisory Board to help guide our efforts in the region (CI Goal C4).

*“Encourage faculty service in the form of membership and participation in professional, service, and university and regional, national, and international organizations”* requires funding necessary to support faculty members in their pursuits of participation and service opportunities as well as to support and encourage their continued professional development.

**2. Refinement and implementation of formal processes that are directly tied to the mission statement and vision**



The School of Business (SoBus) offers students the opportunity to tailor their business education undergraduate program plan towards their own career goals while still adhering to the stated missions and visions of NSU and the School of Business. The School of Business management team consists of a Director of the SoBus, two faculty coordinators—one in accounting and one in computer information systems. The SoBus management team coordinates the scheduling of classes, the advisement of students, and the maintenance of curriculum currency. Collaboratively the management team works with the **Continuous Improvement, Strategic Planning and Accreditation Committee (CISPAC)** [formerly Strategic Management Committee – SMC], the faculty members and students to ensure that the strategy is met (see [Appendix 7](#) for a listing of SoBus committees).

At the beginning of each academic year, the mission statement, vision, AoLs, and strategic plan strategies and financial strategies are reviewed by all stakeholders. All members understand that processes and initiatives are to be continuously revisited to ensure that they are aligned with both the university and the SoBus’s mission and vision. When appropriate and applicable, adjustments have been made and will continue to be made by the committees and ultimately approved by all stakeholders.

Course addition/deletion, program addition/deletion must first be approved by the SoBus faculty. Then it proceeds to the university CRC committee for approval. All new degree programs must be approved by the Louisiana Board of Regents.

3. Progress in improving the tracking and reporting system and documentation of program funding and its connection to the mission or vision

Upon recommendation of the (PRT) team, the School of Business identified a process to improve the tracking and reporting system and documentation of its program funding and its connection to its mission or vision.

Financial Sources: Yearly [July 1] the director receives the approved School of Business operating budget, School of Business Course Lab Fund balances, and Endowed Professorship fund balances [15 endowments] from the university business affairs unit. On July 1 the director requests an update of the current balances and expenditures from the Director’s fund [all NSU Foundation Accounts]. The matrix links and aligns the mission and vision with the funding process.

**Mission & Vision Linked with Funding Process**

<p>Mission is to <i>provide students with a business education that prepares them for successful careers and responsible citizenship roles in the world of business</i></p>	
<p>Vision is <i>providing a high quality, technologically-linked business education in a student-oriented learning environment serving mostly regional students in a small class setting that encourages interaction.</i></p>	
<p>Develop and improve the quality of undergraduate educational programs- directly ties to <b>SoBus Goal 1</b> and all the stated <b>AoLs</b> and complements <b>UG2</b> and <b>UG3</b></p>	<p>Continuously update, expand, and/or strengthen relevant business courses and program offerings</p> <ol style="list-style-type: none"> <li>1. Review current business and industry trends and student course assessment results, review of surveys like Graduate Student Survey, attendance of professional development opportunities, and information gleaned from annual meeting with the Director’s Advisory Board and Student Advisory Board.  <u>Outcome:</u> New course development or existing course modification.</li> <li>2. Provide educational opportunities through business cooperative programs and internships.  <u>Outcome:</u> Number of students participating in coop and internships</li> <li>3. Monitor students’ course performance and preregistration/registration.  <u>Outcome:</u> Number of majors, degree completion time, and graduation time.</li> <li>4. Have students seek academic advisement and preregister for semester classes.  <u>Outcome:</u> Number of student enrollments</li> <li>5. Place hold on students’ accounts for those students with less than 30 academic credit hours and less than a 2.25 grade point average.  <u>Outcome:</u> Student retention numbers</li> <li>6. Provide access to business and industry personnel through the various business venues like annual J. Walter Porter Forum, job fairs and electronic mailings regarding job openings, internships posted on electronic digital media, co-ops, and classroom speakers.  <u>Outcome:</u> Student retention, internship participation</li> <li>7. Conduct annual meeting with the Advisory Board and Student Advisory Board.  <u>Outcome:</u> New course development and existing course revisions</li> <li>8. Collect curriculum related information through review of literature and alumni and business and industry surveys.</li> </ol>

	<p><u>Outcome:</u> New course development and current course modifications</p> <p><b>FUNDING: School of Business Operating Budget - Academic Enhancement Fund – University Student Technology Fund – School of Business Course Lab Fund -Professorships – Director’s fund</b></p>
<p>Maintain, develop, and recruit quality faculty members - directly ties to <b>SoBus Goal 2</b> and complements <b>UG2</b> and <b>UG3</b>.</p>	<p>Attract and retain the best individuals in the various business disciplines. Cultivate an environment that supports and rewards faculty productivity and recognition</p> <ul style="list-style-type: none"> <li>Internally and externally recognize faculty intellectual contributions which include but are not limited to research productivity i.e. recognition awards. <u>Outcome:</u> Increased number of faculty contributions</li> <li>Encourage junior faculty members’ intellectual contribution productivity and teaching by providing mentoring from senior faculty members. <u>Outcome:</u> Increased number of junior faculty contributions</li> <li>Advertise and request to hire new faculty members for vacant positions when possible. <u>Outcome:</u> Increased number of faculty</li> <li>Increase the number of endowed professorships. <u>Outcome:</u> Increase faculty retention and productivity</li> <li>Increase the number of diverse applicants when recruiting. <u>Outcome:</u> Increase faculty diversity</li> </ul> <p><b>FUNDING: School of Business Operating Budget - Academic Enhancement Fund – University Student Technology Fund – School of Business Course Lab Fund -Professorships – Director’s fund</b></p>
<p>Maintain, develop, and recruit quality students - directly ties to <b>SoBus Goal 3</b> and complements <b>UG1</b> and <b>UG2</b></p>	<p>Attract and retain students with an engaging academic environment that meets their social needs, enhances their educational opportunities, and improves their satisfaction. Enhance the business student academic profile, academic retention, graduation, and placement.</p> <ul style="list-style-type: none"> <li>Participate in public relations events such as recruiting activities like Junior Day, Senior Day, and Graduate Transfer and Credit Day and non-recruiting high school related activities like FBLA District Rally and the Northwest Literary Rally and high school visits. <u>Outcome:</u> Increased number of entering freshman</li> <li>Monitor students’ course performance and preregistration/registration. <u>Outcome:</u> Increased student retention</li> <li>Have students seek advisor advisement and preregister for semester classes. <u>Outcome:</u> Increased student retention</li> <li>Place hold on students’ accounts for those students with less than 30 academic credit hours and less than a 2.25 grade point average. <u>Outcome:</u> Meets students’ academic needs</li> <li>Provide access to business and industry personnel through the various business venues like the annual J. Walter Porter Forum, job fairs and electronic mailings regarding job openings, internships posted on electronic digital media, co-ops, and classroom speakers. <u>Outcome:</u> Enhances students’ educational opportunities</li> <li>Engage in direct mail advertising by sending out postcards from the director to all students interested in pursuing a business degree.</li> </ul>

		<p><u>Outcome:</u> Increases chances of attracting students</p> <p><b>FUNDING: School of Business Operating Budget - Academic Enhancement Fund – University Student Technology Fund – School of Business Course Lab Fund -Professorships – Director’s fund</b></p>
	<p>Improve infrastructure support for School of Business programs - directly ties to <b>SoBus Goal 4</b> indirectly [impact <b>SoBus Goal 1, 2, &amp;3</b>] and complements <b>UG4</b></p>	<p>(1) Enhance the learning environment including, but not limited to the building and the classrooms, so that it models and simulates current business environment and practices.</p> <p>(2) Increase external funding sources including, but not limited to business alumni and business and industry partners</p> <ul style="list-style-type: none"> <li>• Strive to enhance and maintain our business facility supported by state of the art technology. <ul style="list-style-type: none"> <li><u>Outcome:</u> Improved classroom environment facilitating active and engaging learning opportunities</li> </ul> </li> <li>• Increase external funding sources including but not limited to business alumni and business and industry partners <ul style="list-style-type: none"> <li><u>Outcome:</u> Increased external funding sources SoBus</li> </ul> </li> <li>• Seek additional Economic Development funds when the opportunity arises. <ul style="list-style-type: none"> <li><u>Outcome:</u> Increased School of Business revenues</li> </ul> </li> <li>• Provide assistance to the SBDC and its clients if applicable. <ul style="list-style-type: none"> <li><u>Outcome:</u> Increased ties with external stakeholders, develop new partnerships and increased opportunities for students to obtain internships, donations for either student scholarships, or contributions to funds that directly improve the facility.</li> </ul> </li> </ul> <p><b>FUNDING: School of Business Operating Budget - Academic Enhancement Fund – University Student Technology Fund – School of Business Course Lab Fund -Professorships – Director’s fund</b></p>

**4. Improvements were made to the documentation regarding assurance of learning, measures and refinements to curriculum and developing more diverse measures to assess assurance of learning**

Using course mapping metrics, previous formal measures have been improved and documented. New formal measures have been identified, developed, and added to specific courses to enhance and ensure multiple opportunities and methods of assessment are provided. Future assessment points are being considered to increase the number of instances where the AoLs are being measured (see [Appendix 5](#) for core business classes mapping).

Figure 3 presents the current assurance of learning goals aligned with the specific courses where the formal measures are taken, and the specific instruments used for measurement, recording, and reporting. The instruments utilized for measuring the AoLs are given to the students every semester. However, the faculty approved timeline (see [Appendix 2](#)) specifies which years are used for AoL formal testing, reporting, and feedback recommendations to stakeholders.

**Figure 3 – AoLs aligned with SoBus Courses and Instruments**

<b>AoL</b>	<b>Formal SoBus Course</b>	<b>Instruments</b>
<b>1. Effective Communicators</b>	UNIV1000 BUAD2200  MKTG3230 MGT4300	- Written Document - Written document, Oral presentation, Team document and presentation. - Team presentation - Written Document

<b>2. Integration of Knowledge</b>	UNIV1000 MKTG3230 BUAD2120 FIN3090 MGT4300	- Complete SoBus Knowledge Exam - Partial (content based) SoBus KE - Partial (content based) SoBus KE - Partial (content based) SoBus KE - Complete SoBus Knowledge Exam & ETS exam (5 year cycle)
<b>3. Critical Thinking</b>	UNIV1000 FIN3090 BUAD2120	- Partial (content based) SoBus KE - Case Study & Partial (content based) SoBus KE - Excel Spreadsheets – Business Decisions and Conclusions (Pilot)
<b>4. Global, Cultural, Ethical Perspective</b>	UNIV1000 BUAD3270	- Partial (content based) SoBus KE - International Business Plan & Team Presentation

*Note: Beginning fall 2014, CIS majors will be assessed in CIS 2980 and CIS 3100 for Information System [IS] knowledge [partial content based] SoBus KE. During the transition period, those CIS majors not taking MGT 4300 will take SoBus KE in CIS 4600 if applicable.*

Per the Peer Review Team's recommendations, the following items have been modified:

#### **Documentation/Reporting/Tracking Improvement Measures:**

- Documents are now placed in a common location where all stakeholders can monitor (Z drive – Intranet)
- First faculty meeting of each semester now contains a AoL reporting and feedback continuous business item
- AoLs are mapped on a course matrix to determine data collection points AND existing courses are being identified to collect formal measurements aligned to the current AoLs (See appendix).

#### **Assessment Modifications & New Measures Improvement**

- Modified the existing assurance of learning course metrics to refine the points of data collection.
- Critical Thinking formal measurement refined by PRT recommendation
- School of Business Knowledge Exam (SoBusKE) developed by faculty to be used every semester as an objective measure for AoL Goal 2
- ETS Exam timeline modified. Students will take the ETS exam every 5 years to allow for external benchmarks for AoL Goal 2
- Added data collection stages for our Goal 2: SoBusKnowledge Exam is now given in parts based on discipline as middle measure
- Added a baseline measure for Goal 2 in UNIV1000
- Added a baseline measure for Goal 1 in UNIV1000
- Added critical thinking BUAD3270 International Business Plan
- Added intermediate measures for Goal 2 to the following classes: BUAD2120, MKTG3230, BUAD3270, FIN3090.
- *Added fall 2014 baseline measure of IS assessment for CIS majors [CIS 2980]*
- *Added fall 2014 intermediate assessment measure of IS assessment for all majors [CIS 3100]*
- *Added fall 2014 SoBus KE for CIS majors in CIS 4600, if applicable*

Based on stakeholder reports, AoL data results, and informal measures, course curriculum and program curriculum was modified with the implementation of appropriate pre-requisites.

- BUAD2200 is now a pre-requisite for MGT3220, MKTG3230.
- CIS2000 and MATH1060 are a pre-requisite for BUAD2120.
- BUAD2120 is a pre-requisite for MGT3580.

Collaborative meetings have been held between the MATH and CIS faculty to ensure that the appropriate content is presented to the students before they moved into BUAD2120 (Business Statistics).

Course addition/deletion, program addition/deletion must first be approved by the SoBus faculty. Then it proceeds to the university CRC committee for approval. All new degree programs must be approved by the Louisiana Board of Regents.

### **III. Strategic Management**

#### **1. Mission Statement and Summary of Strategic Plan or Framework**

##### **Introduction**

The School of Business mission statement and vision statement evolved as attempts were made to clarify and simplify the reason for the School's existence and the direction it would follow in support of the University's mission, vision, and values. This evolutionary process led to a belief that the mission statement should be concise, focused, and be supplemented by a clarifying vision statement. The mission statement should define what the school is now, and the vision statement should describe what the school would like to become and what it values. These current statements kept these beliefs in mind and collectively define the character of the school and how it supports the institution of which it is a part. Our mission is a logical extension of the NSU mission: successful careers and citizenship promote productivity, economic development, and improved quality of life.

##### **Our Mission Statement**

The mission of the School of Business is to *provide students with a business education that prepares them for successful careers and responsible citizenship roles in the world of business.* (Adopted 2009-2010; Mission wording was revised, i.e., **College of Business** removed to reflect that there was a merger from College to School under the College of Science, Technology, and Business)

As such, NSU School of Business is committed to...

***Providing students with a business education.*** This means we strive to provide students with opportunities to become effective communicators, critical thinkers, develop knowledge across the business disciplines, and global perspective (Revised 2012 and approved 2013).

***Preparing them for successful careers and responsible citizenship roles.*** This means that we provide educational experiences and opportunities.

***In the world of business.*** This implies **developing a global perspective** that involves managing activities that foster the transfer of goods and services in organizations of all types wherever found.

##### **Our Philosophy**

**What We Do:** The Northwestern State University School of Business will provide students with an opportunity to obtain an education that contains **all of the basics of business** plus selected specialized advanced knowledge they will need to meet the business needs of their employers. This implies coverage of primary functional areas (accounting, finance, management, and marketing) and the competent use of technology as well as advanced knowledge in specific areas that form a student's major(s) or concentration.

**Why We Do This:** We assist students in preparing for **successful careers** and **responsible citizenship** in their future roles as leaders. This suggests that not all students will become business leaders but will still be expected to lead, thus we focus on successful careers, not necessarily successful business careers. Most students will—or should—engage in service to their community, i.e., have responsible citizenship roles, so we suggest how they can best accomplish this activity. We recognize that our graduates have a need to understand dilemmas posed by multi-cultural and diverse organizations that employ them and the world in which these occur; thus, we attempt to blend the important concepts of ethical, social and global realities throughout our curricula. We are investigating the possibility of adding a service-learning component to our curricula to allow expansion of student knowledge of the responsibility of citizenship stewardship, but this discussion is in its infancy.

**Where Our Students Go:** School of Business graduates enter into the **world of business**. This is not synonymous with the term “business world” since in our teaching we incorporate the idea that the “world” of business not only is global, but includes profit, non-profit, and governmental organizations that utilize business practices. Throughout our curricula, we incorporate current business concepts and the dynamic nature of the world economy in which our graduates will be employed. However, the term “global” does not appear in our mission statement since we are a regionally focused university and the vast majority of our students remain regionally employed. Moreover, the term ‘global’ could imply that we are encouraging our students to leave the state which is a sensitive topic given the state’s efforts to keep young, bright students at home.

### **Our Vision**

Within a teaching institution aligned under the College Science, Technology, and Business, the School of Business’ undergraduate degree program will become primarily recognized for *providing a high quality, technologically-linked business education in a student-oriented learning environment*. We will *serve mostly regional students in a small class setting that encourages interaction while also striving to provide program access and delivery on campus, Louisiana, the nation, and the world*.

We recognize that faculty responsibilities extend beyond teaching into research and service. In terms of research, and as an integral part of their responsibilities, our *faculty members will produce intellectual contributions that focus primarily on business practice and learning/pedagogy*.

Our school’s *outreach efforts will center primarily on supporting regional economic development activities*; however, we will also *encourage faculty service in the form of membership and participation in professional service, and university and regional, national, and international organizations* as an important part of continued professional development.

To fulfill the mission and vision of NSU and the School of Business, goals and strategies were developed.

### **Supporting Major Components of the Strategic Plan and Framework**

#### **Development of Strategic Plan**

The School of Business has adopted goals, which reflect a **differentiation strategy**. *This strategy provides students with the opportunity to customize their business education plan while still adhering to the stated missions and visions of NSU and the School of Business*. To ensure that the strategy is met, the School of Business management team, which consists of a Director of the School of Business, two faculty coordinators—one in accounting and one in computer information systems. These coordinators have been appointed in each of the areas to coordinate the scheduling of classes, advising of students, and maintenance of curriculum currency. As an administrative team, the SoBus management team works collaboratively

with the faculty members and students. All members understand that the processes and initiatives are to be continuously revisited and refined so that the goals are aligned with both the university and the School of Business mission and vision. When appropriate and applicable, adjustments are made.

### **Our Changed Strategies and Goals**

After NSU cycled through its five-year strategic plan (2003-2008), Northwestern State University implemented an 8-year plan. This plan was effective 2011 for the 2011-2018 strategic plan.

(<https://universityplanning.nsula.edu /strategic-planning/>)

### **Primary Factors Influencing Changes**

1. NSU embarked on a Strategic Plan Review and sought feedback from its stakeholders. These stakeholders include: faculty members, staff, and administrators. The Strategic Plan Review and subsequent feedback resulted in the development and implementation of Four University Goals:

- (1) University Goal 1 – The Successful Student: to create an environment that supports individual efforts toward academic, career, social and civic success;
- (2) University Goal 2 – Education for a New Tomorrow: to make Northwestern State University the premier regional university in the state;
- (3) University Goal 3 – Faculty & Staff Leading Together: to work together and create an environment of excellence; and
- (4) University Goal 4 – Enrichment for Stakeholders: to develop and enhance relationships which are mutually beneficial to both the university and its stakeholder(s).

2. Based on these new University Goals, the School of Business re-evaluated its existing goals and objectives. The School of Business undertook the planning process resulting effort influenced our existing strategic plan. The School of Business focus now includes efforts related to budgetary requests and expenditures, activities, and planning, and assurance of learning initiatives.

### **School of Business Goals (4) and Objectives**

The following *four goals* were developed by the School of Business to differentiate its academic programs, but still closely align it with the university's goals and initiatives. **These goals are directly linked to the School of Business Mission and Vision Statements.**

**Master Goal I: Develop and Improve Quality of Academic Programs:**

Deliver high quality, relevant academic programs.

**Objectives: *Providing students with a business education*** means we strive to provide students with a high quality, technologically-linked curricula within a student-oriented learning environment that offers opportunities and experiences to become effective communicators, critical thinkers, develop knowledge across the business disciplines, and global perspective.

**Master Goal II: Maintain, Develop and Recruit Quality Faculty**—Track all issues concerning faculty including endowed professorships expenditures, salary, promotion and tenure, and other related professional development activities or events.

**Master Goal III: Maintain, Develop and Recruit Quality Students**—Track all efforts involving students including learning outcomes, scholarship awards, outreach participation, service learning, internships and cooperative education.

**Objectives: *Preparing students for successful careers and responsible citizenship roles*** means that the school must maintain, develop and recruit quality faculty and students. To do this, the School *encourages faculty and student service in the form of membership and participation in professional service, and university and regional, national, and international organizations* as an important part of continued professional development.

**Master Goal IV:** Improve Infrastructure Support for School of Business Programs—Track all contextual activities designed to improve program delivery systems both for face to face courses as well as online courses, general and administrative support, other sources of funding, and other applicable items or services.

**Objectives:** *To provide service, economic development, and education programs not only on campus, but also throughout Louisiana, the nation, and the world* would allow our students to become dynamic business leaders tomorrow. To do maintain this type of environment, the School must continuously update its infrastructure.

## **2. Strategic Management Planning Process and Outcomes**

### **Our Strategic Planning Process**

#### **Introduction**

#### **There are three primary stakeholders engaged in the process:**

- **School of Business Committees.** Reaching both the university's and the individual school's goals mandates that there are oversight groups that strive to measure the effectiveness and relevancy of these goals. With that being said, the School of Business Strategic Planning Committee was replaced with one committee known as Continuous Improvement, Strategic Planning, Accreditation (CISPAC). CISPAC coordinates mission development, assurance of learning assessments goals and processes, and assures regular consultation with business faculty. The CISPAC has faculty representation from throughout the School including the SBDC. Its primary function is to establish a strategic planning framework; that is, to consider the mission, goals, objectives, procedures for achieving them, and establish learning goals, measurements of attainment, and assure existence of continuous improvement. The CISPAC works with input from all stakeholders including faculty members, the director, University administration, industry recruiters, the Director's advisory board, and Director's student advisory board.

The CISPAC was instrumental in assuring that the SoBus successfully met all requirements in the recent successful reaccreditation by SACS. It has made significant progress toward ensuring that the SoBus strategic plan, learning goals and objectives, the curriculum assessment matrix, and measurement of learning objectives assure continuous improvement, as well as advice on general SoBus operations.

- **School of Business Student Advisory Group.** As part of the process, the Student Advisory Group (SAG) was reorganized and named the Director's Student Advisory Board. It includes members from the two SoBus student organizations (AITP and BPA/PBL) and other faculty recommended students. It acts as a sounding board for examining SoBus issues. This group has met with the Director in the spring semester and with the Director's Advisory Board in the fall semester. Information collected from various surveys such as the SoBus Graduating Senior Surveys and SoBus Alumni Surveys are presented. Members review the AoLs for the School as well as the Mission Statement and Vision Statement. Feedback is provided to the CISPAC and the faculty members.

- **School of Business Director's Advisory Board.** In terms of external committees, the School of Business Director's Advisory Board, which is comprised of business and industry partners, meets each fall semester. The group provides feedback to the CISPAC about the mission statement, curriculum, and workforce development needs.

Our process includes the conduct of **semester faculty meetings to address operational and strategic goals and issues on an on-going basis**. Faculty meetings include reports from standing and ad hoc

committees among other topics. At present, standing faculty committees in addition to the CISPAC include a Promotion and Tenure Committee and Learning Goals Committees. Each committee meets regularly at the call of its chair. The results of these meetings are shared, discussed, and modified by the faculty.  
**Outcome:**

**This process resulted in a framework that provides direction for the School of Business in its efforts to lay a foundation for its student learning assessment goals and initiatives. This, in turn, allows the school to justify its budgetary requests and expenditures, activities, and planning, and assurance of learning initiatives.**

**Our Process Framework**

The School of Business plans its strategy and assesses its critical strategic issues within the **framework of the integrated closed-loop management system model**. The model links strategies and operations in a six stage of system. These stages are: 1. Strategy Development, 2. Strategic Planning, 3. Organizational Alignment, 4. Operations Planning, 5. Monitoring & Learning, and 6. Testing & Adapting.

Each of the six closed loop management steps includes strategic actions that are implemented at designated intervals during the School of Business continuous improvement process over the course of the academic year. See diagram below for additional detail regarding the strategic actions taken during the process.

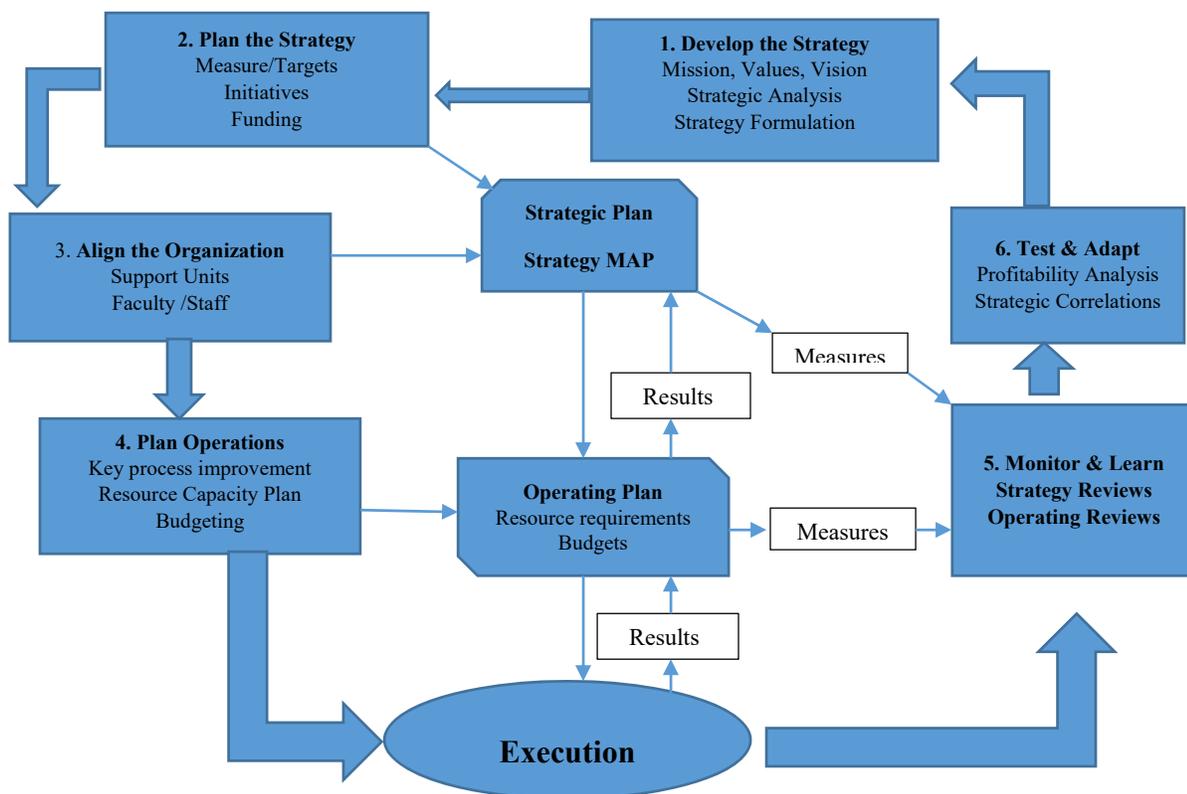


Figure: Closed Loop Management System: Kaplan, R.S. & Norton, D.P. *The Execution Premium: Linking Strategies to Operations for Competitive Advantage*, Harvard Business School Publishing Corp: Boston, Massachusetts.

## **Outcomes: Key Continuous Improvement Achievements Since Last Accreditation Review**

### **Historical Perspective Impacting Continuous Improvement Achievements**

Since the Fall of 2009 AACSB Reaffirmation Visit, Northwestern State University of Louisiana has experienced some changes which will ultimately enhance the university and its colleges and schools. These changes are not unique to just NSU as all Louisiana state universities and colleges have faced many challenges which have led to the consolidation, realignment, and reduction of programs and resources.

In the Fall of 2010 in an effort to resize, reallocate, and strengthen the university, Northwestern State University reorganized and collapsed its colleges and schools. This reorganization resulted in the elimination of several low enrollment programs. Before Fall of 2010, we had seven colleges. The reorganization resulted in four colleges headed by four deans.

The College of Business was renamed the School of Business and its business programs and faculty members were realigned with another college. The college was named the College of Science, Technology and Business. Second, the College of Business dean was replaced by another dean. An acting director was selected to lead the School of Business in August of 2010. The Computer Information Systems program and faculty members were realigned under the Department of Industrial Technology. This resulted in the loss of **nine** faculty members. The economics professors were realigned with the Department of Social Sciences, resulting in the loss of three faculty members. Two CIS faculty members resigned, and one business administration faculty member resigned.

### **Summary of Key Continuous Improvement Achievements**

#### **Progress Issues:**

In the 2009 Report, it was noted that the NSU College of Business should address the following Progress issues:

#### ***1. Refinement of school's learning goals to be reflective of the school's mission statement.***

**Action Taken:** At the recommendation of peer review team and after the initial visit in the Fall of 2009, the faculty members and administration worked diligently to clarify, align, and enhance the School's formal processes; improve the tracking and reporting system and documentation of program funding and its connection to the mission and vision; improve documentation of regarding assurance of learning measures and refinements to curriculum and develop more diverse measures of assessing student learning.

A concerted effort was also made to revise the programs learning goals to be more consistent with the mission statement.

#### **2. Refinement and implementation of formal processes that are directly tied to the mission statement and vision. In addition, improvements were made to the documentation regarding assurance of learning, measures and refinements to curriculum and developing more diverse measures to assess assurance of learning. (Concern #4)**

**Action Taken:** The School of Business offers students the opportunity to **tailor their business education undergraduate program plan towards their own career goals while still adhering to the stated missions and visions of NSU and the School of Business.** To that end, the School of Business management team which consists of a Director of the School of Business, two faculty coordinators—one in accounting and one in computer information systems--have been appointed in each of the majors/areas to coordinate the scheduling of classes, advising of students, and maintenance of curriculum currency.

### **3. Financial Strategies: “A Picture is Worth One Thousand Words”.**

#### **Our 1-3 Year Strategic Plan Action Items and Associated Financial Plan**

Figure 4 - Three Year Strategic Plan & Financial Planning Summary, represents our combined Three Year Strategic Plan and Financial Summary. The Strategic Financial Plan is organized to include the resources required to fulfill the operational budget to meet the requirements of our Four Goals within the School of Business.

The Plan includes Goal Objectives with the corresponding Associated Actions. These Actions are expected to be completed during the Year 2009-2015 Timeframe. Action Start Dates, Funding Sources, Action Status and Disposition of Actions are also included. Prioritized Strategic Action Ranks are provided. Ranking is 1 to 3 with 1 being the highest priority within the next year. The Disposition of the Action will be noted as C=Completed, P=Pending, IP=In Process, and lastly O= Ongoing.

**Figure 4 - Three Year Strategic Plan & Financial Planning Summary**

<b>Master Goal I: <i>Develop and Improve Quality of Academic Programs</i></b>						
<b>Objective/ Proposed Action</b>	<b>Start Date</b>	<b>Cost</b>	<b>Continued Annual Cost/ Revenue</b>	<b>Funding Source</b>	<b>Results</b>	<b>Goal Objective Priority &amp; Disposition</b>
Added lower level ACCT class	Spring 2009	\$1,871-QuickBooks (2011) \$2,760-Renewal and purchase QuickBooks Licenses	Must be purchased every two years.	School of Business Class Lab Funds	Provided additional certification, introduces accounting technology and more integration of technology; attracts new students and retain current students	O
Mod. of catalog descriptions and wording	Spring 2009	\$0	\$0	\$0	Clarified and updated course descriptions to reflect the vision and mission of the school	O
Investigate adding concentration in supply chain and industrial management	Sept 2010	\$0 use of existing courses and faculty	\$0	NA	Attracts new students & new faculty, retains current students & current faculty. Dropped as result of relocation of the faculty member in May 2012.	C
Investigate concentration in BUAD international business	Jan 2013	\$0 use of existing courses and faculty	\$0	NA	Enriches and exposes faculty & students to a global perspective and course-related international trips	3 - IP
Add networking & security concentration to CIS major	Aug 2012	\$100,000	\$100,000	Salary from university budget	Attracts new students, attracts new faculty, retains current students and retains current faculty. Effective fall 2014 catalog	C
Evolve basic CIS programming track to Java/C++/C#	Aug 2012	\$0 use of existing courses and faculty	\$100,000	Salary from university budget	Attracts new students, attracts new faculty, retains current students and retains current faculty. Effective fall 2014 catalog	C
Removed the no "D" rule from all student course work	Sept 2010	\$0	\$0	NA	Attracts new students & retains current students. Completed--In 2011 catalog removed "C" or better rule from all courses included in degree	C
Develop new program locations and improve offerings at current locations	Sept 2008	\$1,000 travel	\$5,000 travel, faculty salaries if adjuncts used	University Operating Budget	Attracts new students & retains current students. MOU was signed with Barksdale in April 2009 and forwarded for ULS approval. MOU was signed with BPC for implementation in fall 2011. MOU was signed with LSU-E for implementation in March 2012.	O
State-wide common course pre-fix names, numbers, descriptions	Fall 2012	\$0	\$0	\$0	Attracts new students: Articulation metrics to align general education and major specific courses throughout the St. of LA allows for a smooth transition among universities.	O

<b>Master Goal II: Maintain, Develop and Recruit Quality Faculty</b>						
<b>Objective/ Proposed Action</b>	<b>Start Date</b>	<b>Cost</b>	<b>Continued Annual Cost/ Revenue</b>	<b>Funding Source</b>	<b>Results</b>	<b>Goal Objective Priority &amp; Disposition</b>
Establish Academic Exchange Agreements France (2); Columbia (6 universities); China (1); Spain (1)	April 2009	Varies	\$2,000 per trip	Professor-ships Other sources	Enriches and exposes faculty to a global perspective and course related international trips	O-1
Complete Dr. Tommy Johnson Professorship-17 <sup>th</sup> Endowed Professorship	August 2012	Additional \$33,000 donation plus \$40,000 Match	Interest only	Professional development and research endeavors	Attracts new faculty members and retains current faculty members and enhances faculty members educational acumen	P-2 Ongoing
Advertise for Business Law Professor	April 2014	\$65,000	\$65,000	University Operating Budget	Secured employment for and enhances the business degree program.	C-1
Advertise for two CIS positions-CIS coordinator and CIS professor	May 2014	\$133,000	\$133,000	University Operating Budget	Secured employment for and enhances the business degree program.	C-1
Advertise for Professor	May 2014	\$70,000	\$70,000	University Operating Budget	Secured employment for and enhances the business degree program.	C-1
Funded Easley Endowed Professorship	June 2014	\$100,000	Interest only; available 2017	Professional development and research endeavors	Attracts new faculty members and retains current faculty members and enhances faculty members educational acumen	Awaiting Interest
Advertise for a CIS professor (network/security)	July 2014	\$68,500	\$68,500	University Operating Budget	Secured employment for and enhances the business degree program.	P-1
Advertise for Ragus Family Endowed Chair in Business	Summer/Fall 2014	\$0	Access to the interest (\$50,000 of \$1,000,000)	Salary Supplement and Expenses of Chair	Access to funds began in FY 2008. Advertise for position summer 2014. Position for spring 2015.	C-1
Hire one additional marketing/management doctorate	September 2015	\$100,000 cost	\$100,000 cost	Salary from university budget	In progress	O-1
Hire one additional accounting doctorate	September 2015	\$100,000 cost	\$100,000 cost	Salary from university budget	In progress	O-1
Identify sources for soft money	July 2012	\$70,000 plus expenses	~\$10,000 annually	Private Donor's Money	Contacts with prospective donors increase funds for professorships and Director's Advisory fund.	C

**Master Goal III: *Maintain, Develop and Recruit Quality Students***

<b>Objective/ Proposed Action</b>	<b>Start Date</b>	<b>Cost</b>	<b>Continued Annual Cost/ Revenue</b>	<b>Funding Source</b>	<b>Results</b>	<b>Goal Objective Priority &amp; Disposition</b>
Identify current faculty members and staff- Photo Directory	August 2010 (Updated every year)	\$0	\$0	In-house	Aids in attracting new students and retaining current students; strengthens student/ professor relationships	C-O
Identify current faculty members and staff- Faculty Door Plates and Badges	August 2010 (Updated every year)	\$600	Only new hires	Deans' Advisory Board/ SoBus Director's Fund	Aids in attracting new students and retaining current students; strengthens student/ professor relationships	C-O
Investigate adding Service Learning Component to curriculum	February 2009	\$0 use of existing courses and faculty	\$0	NA	Aids in attracting new students and retaining current students; strengthen students Ongoing discussions with NSU Service Learning Representative	O-3
Academic Exchange Agreements France (2); Columbia (6 univ.); China (1); & Spain (1)	April 2009	\$0	\$0	Costs borne by participants	Enriches and exposes students to a global perspective	O-1
Continuing to support SoBus student related organizations	2010- updated 2014	\$0	\$0	Cost to be borne by student and/or organization	Enhances students' collaborative learning process, AoLs and service efforts.	O
Publicize business students' accomplishments	August 2010; May 2014	\$0	\$0	Funded by State Farm Enhancement Money	Aids in attracting new students and retaining current students.	C-O
Investigate corporate support for student travel to AITP national conference	January 2009	\$3,500	\$0	External grant	Completed—State Farm provided grant	C-O
Visit High School Feeders to attract students	August 2008	\$1,000 travel support	\$1,000 travel support	Dean's Advisory Funds	Aids in attracting new students Approximately 11 schools have been visited with more to follow	1

**Master Goal IV: Improve Infrastructure Support for School of Business Programs**

<b>Objective / Proposed Action</b>	<b>Start Date</b>	<b>Cost</b>	<b>Continued Annual Cost/ Revenue</b>	<b>Funding Source</b>	<b>Results</b>	<b>Goal Objective Priority &amp; Disposition</b>
Replace computers in student computer laboratories- On-going Room 101 A Room 101 D; Room 105, Room 104, and Room 113	Rotation basis	\$150,000	\$10,000	University Student Technology	Enhanced the student learning environment with state of the art technology	O
Expand student access in non-computer labs; added 15 PC laptops with mobile cart.	Fall 2010	\$25,000	\$0	State Farm Enhancement Fund	Allows for enhancement of course content and materials which strengthens the student learning environment	C
Equip additional classrooms with smart boards/multimedia	September 2005	\$12,000	Minor Maintenance	School of Business Class Lab Funds	7 classrooms were equipped with projectors in fall 2007. Provided a more dynamic learning environment.	C
Replace faculty computers and provide UPS backups	Rotation	\$30,000	\$0	Academic Enhancement Funds	Attracts new faculty, retains current, and allows for enhancement of course content and materials which strengthens the student learning environment	O
Expand student access in non-computer labs; added 15 MAC laptops with mobile cart.	Spring 2012	\$40,000		State Farm Enhancement Fund	Allows for enhancement of course content and materials which strengthens the student learning environment	C
Enhancement of building environment	Spring 2012	\$2,208	\$0	SoBus Director's Fund & State Farm Enhancement Fund	Provided an attractive learning environment for students and administration.	C
Equipped Smart boards lecture capture to seminar Rooms 211 & 213	Spring 2012	\$120,000	\$0	School of Business Class Lab Funds	Provided a state of the art learning environment for students and faculty. Ongoing—currently budgeted for only Room 211	C
Equipped entire SoBus building with Wi-Fi	Spring 2012	\$66,000	\$0	School of Business Class Lab Funds	Fall 2012	C

**Our Current Funding Sources**

As state appropriations for higher education in Louisiana continue to shrink, universities and colleges must continue to identify other funding sources that allow them to maintain and expand their programs and operations. Therefore, the School of Business has, **in addition to its operating budget, other funding sources.**

**A. Internal Funding Source(s): The School of Business Operating Budget (2010-2013)**

<b>SCHOOL OF BUSINESS BUDGET 2010-2014</b>					
<b>Description</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
<b>Faculty Salary</b>	\$2,182,585	\$1,331,883	\$1,174,401	\$1,593,240	\$1,403,291
<b>Administrative Salary</b>	64,432	131,216	134,579	123,025	123,025
<b>Student Salary</b>	6,959	4,404	4,965	13,007	12,817
<b>Operating /Rentals, Printing</b>	518	650	650	650	7,030
<b>Supplies</b>	2,590	2,500	2,500	2,500	1,000
<b>Total</b>	<b>\$2,257,084</b>	<b>\$1,470,653</b>	<b>\$1,317,095</b>	<b>\$1,732,422</b>	<b>\$1,547,163</b>

**B. Projected Internal Funding Source:** WISE (Louisiana State Workforce and Innovation for a Stronger Economy) Bill. Should the School of Business WISE Funding Proposal be approved and adopted, the School of Business expects to participate in the funding project.

**Award Amount: \$676,000.**

**Timing of Funding: January 2015**

**C. External Funding Sources:**

**Currently there are six (6) external funding sources. External funding sources** are utilized to support the School’s mission, vision, and strategic initiatives. A list of the various sources of funding that may be used to assist the School of Business in meeting its goals and Assurance of Learning directives include:

- **University Student Technology Fees:** Funds are designated by a committee that is comprised of only students. This was done to ensure that the students have a vested interest in their technology at the NSU. The deans and department heads, or other designated personnel can submit proposals to the Student Technology Advisory Team (STAT) for consideration and approval.

**Award Amount: Varies.** Each student pays \$5.00 per credit hour up to \$100. Lab and Lecture Stations are on a rotation to receive the funding.

**Timing of Funding: 3 Year Rotation Funding**

- **Academic Enhancement Funds:** Once notified of availability, the deans and department heads, or other designated personnel can submit proposals for classroom enhancement which could include furniture, equipment, software, but is not limited to this.

**Award Amount: As Needed**

**Timing of Funding: Availability on Competitive Basis**

- **School of Business Lab Fees:** The director may direct these funds to purchase hardware and/or software for the school’s labs.

**Award Amount: \$150,000.**

### **Timing of Funding: Continuous**

- **Professorships-Endowed:** Currently, there are 15 funded endowed professorships; 1 endowed chair; one that is funded and is anticipated to be available 2017. In addition, there is another professorship that is in progress. The professor may direct these funds for professional development activities, professional membership fees, research enrichment activities and equipment and/or professional related software.

**Award Amount: \$171,958.**

**Timing of Funding: Awarded in July 2014**

- **Non-Restrictive/Other Funding Sources [NSU Foundation & Louisiana Board of Regents' Grants]:** *Beginning July 1<sup>st</sup>, 2014, the total available in this category is \$104,575.00- a-d*
- *Dean's Advisory Board:* Dean may use funds for equipment, professional development for the faculty, recruiting, reception (public events), and professional membership fees.
- *School of Business Director's Fund:* Director may use funds for equipment, professional development for the faculty, recruiting, reception (public events), and professional membership.
- *Accounting Fund:* Coordinator of accounting may use to acquire software licenses, etc.
- *CIS Enhancement Fund-State Farm:* State Farm graciously gifts funds to this program. Coordinator of CIS may use this fund to give scholarships, equipment, hardware and software.
- *J. Walter Porter Fund:* Director of School may use the funds to host a speaker series, for marketing expenses, for speaker fees if applicable, and for the luncheon for staff, faculty, senior students, and the members of the business community.

**Award Amount: \$104,575. a-d**

**Timing of Funding: July 1<sup>st</sup>, 2014**

- Additionally, from the Louisiana Board of Regents, Northwestern State University has received funding for five grant proposals totaling **\$196,754** for classroom and academic program enhancements. **Of the five funded grant proposal, three were from the School of Business.** They were Dr. Begona Perez-Mira, "School of Business Lecture Capture System," \$30,000, Dr. Jack Russell, "Mobile Applications Development Laboratory," \$16,673, and Dr. Mark Thompson/Russell, "Data and Communications Networking Laboratory," \$14, 561. This money was awarded in spring 2014.

**Award Amount: \$61,234.**

**Timing of Funding: Spring 2014**

### **4. New Degree Programs**

*There have been no new degree programs introduced at NSU School of Business since the previous accreditation review.*

Keeping abreast with business and industry demands and needs, the School of Business monitors its degree offerings regularly. Any curriculum updates, revisions, or deletions are approved by the faculty and then moved to consideration by the university curriculum review committee (CRC). All minutes from the CRC are housed on the university website and available for public review. (See Curriculum Review Committee: <http://registrar.nsula.edu/crc-minutes/>) Any minutes pertaining to School of Business actions are housed on the internal drive (Z-drive) for review by SoBus faculty members. New degree program considerations are subject to Louisiana Board of Regent approval.

## 5. Intellectual Contributions

Because the School of Business encourages shared scholarship/co-authoring, it is notable that among these 72 articles are 102 authors/co-authors. Tallying of these activities suggests that the School of Business faculty are active contributors to the academic community of scholars and are doing their part to advance the knowledge of management theory, practice and learning pedagogy.

From fall 2009-spring 2014, the SoBus faculty actively contributed to various scholarly endeavors. Over this time frame, the faculty produced a grand total of 102 peer-reviewed journals, 2 books, 63 peer-reviewed proceedings, 99 peer-reviewed paper presentations, 5 faculty workshops, and 35 other intellectual contributions. In [Table 2-1](#): Five Year Summary of Intellectual Contributions (fall 2009 – spring 2014), provides a discipline breakdown by faculty members.

A condensed intellectual contribution overview by disciplines is provided.

### **Condensed Intellectual Contributions (Fall 2009 – Spring 2014)**

	Portfolio of Intellectual Contributions									Summary of Types of ICs			
	Peer Reviewed Journals	Research Monographs	Books	Chapters	Peer Reviewed Proceedings	Peer Reviewed Paper Presentations	Faculty Workshops	Non-Peer Reviewed	Others	Learning & Pedagogical Research	Contributions to Practice	Discipline-Based Research	Total
<b>Accounting</b>													
<b>ACCT Total</b>	8	0	0	0	5	10	0	0	6	0	29	0	34
<b>Business Administration</b>													
<b>BUAD Total</b>	77	0	0	0	38	76	4	0	7	18	158	6	229
<b>Computer Information Systems</b>													
<b>CIS Total</b>	12	0	0	0	6	4	0	0	1	14	24	0	43
<b>Grand Total</b>	<b>102</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>63</b>	<b>99</b>	<b>5</b>	<b>0</b>	<b>35</b>	<b>43</b>	<b>224</b>	<b>6</b>	<b>273</b>

*Note: Data in this table reflect the Faculty Data Base as on June 30, 2014. Non-duplicated articles*

Overall, the production of peer-reviewed articles is noteworthy given that the School of Business only has an undergraduate program. Over the last five years (2009-2010 through 2013-2014), faculty have written 71 separate articles published in 46 different journals.

### 5.1 The Value of the School's Intellectual Contributions

The School of Business encourages shared scholarship/co-authoring, it is notable that among these 71 articles are 102 authors/co-authors. Tallying of these activities suggests that the School of Business faculty are active contributors to the academic community of scholars and are doing their part to advance the knowledge of management theory, practice and learning pedagogy. Also, the faculty's portfolio of intellectual contributions provides a mix of activities. These activities include but are not limited to the

Small Business Development Center and its clients; and multiple coop and internship opportunities for faculty and students.

#### 5.1.1. SBDC

Effective March 2014, the Small Business Development Center was realigned under the Office of Technology, Research and Economic Development; however, the School of Business will continue to work collaboratively supporting the endeavors of the SBDC where applicable. It should also be noted that the NSU Small Business Development Center has been renamed the Louisiana Small Business Development Center - Northwest Central Region. The new region is comprised of three service centers, located in Shreveport, Alexandria, and Natchitoches.

The University's economic development efforts are spearheaded by the Small Business Development Center (SBDC). The SBDC is assigned ten parishes, these being Natchitoches Parish and nine other parishes stretching from east to west across the middle of the state. However, the reputation of the NSU SBDC is such that many clients from outside the region seek assistance here rather than from their regional SBDC. Financial institutions from outside the region often send clients for NSU assistance. Selected accomplishment measures are training workshops, clients and businesses served, jobs created or retained and total capitalization of businesses. Over the last five years, the SBDC has accomplished the following outreach efforts for the School of Business and the university, which are impressive given the rural location:

Clients	1,050
Business Starts	65
Jobs Created	255
Jobs Retained	45
Training Attendees	3,020
Business Capitalization	\$8,105,780

During the period of fall 2009 through spring 2014, eleven faculty members were involved in providing assistance to clients in terms of project or proposal support which is similar in scope to earlier years. This partnership arrangement provides clients with access to expert opinion and advice that directly relates to client needs. A general description of projects and specific faculty involvement is provided in the [Appendix 8](#). This assistance is obviously of benefit to both the client and the faculty member and addresses the economic development outreach found as part of the service required in the School of Business vision.

The SBDC also established new working relationships with regional entities. These include, but are not limited to, Fort Polk, Central Louisiana Economic Development Association, and area Native American tribes, the Tunica-Biloxi and the Jena-Choctaw.

#### 5.1.2 Coop/Internships:

In an attempt to compensate for the rural setting of NSU, the School of Business has established a well-developed and successful internship/coop program from which many students have received excellent training and jobs. State Farm, USAA, CenturyLink, Real Vision, and Disney World among others host student interns each semester. From 2009 – 2014, the State Farm headquarter office in Bloomington, IL has employed 11 interns and USAA Insurance in San Antonio, TX, has employed 5 interns. From fall 2009 - summer 2014, 408 students have been involved in coop programs.

During spring 2014, 20 students were enrolled in COOP 1010, and 18 were enrolled in COOP 3010. Another example would be that from fall 2013- summer 2014, a total of 52 students were enrolled in either internships or the coop program. Many students go directly into jobs as a result of these coop/internship programs.

## 5.2 Process for Achieving Substantial Faculty Cross Section in Each Discipline

The encouragement of shared intellectual contributions among the business disciplines is demonstrated by the number of activities completed or in progress that the faculty of the School of Business engages during the school year. As encouraged by the mission and vision of the institution, the faculty's scholarship is usually a mix of discipline practice-related advances and pedagogical research. Interested faculty solicits team members to collaborate in a research project via email or personal outreach. Faculty collaborate in multiple intellectual contribution that provide a wide array of research venues. In the last five years, faculty from all the areas in the School of Business have worked together to produce journal publications in different refereed outlets. For example, faculty from accounting, business administration, and business communications produced a refereed presentation for a national conference. More recently, faculty from computer information systems, business law, and business communications submitted a combined research effort that covered best practices for online course development to be published in a refereed journal. The outcomes of this research were being shared among the faculty to better implement universal design for learning into their online environments and it could be used as a model for other disciplines (Engineering Technology).

## 5.3 Infrastructure Supporting Faculty Intellectual Contribution Development

The infrastructure to support and stimulate and reward our faculty's intellectual contribution development includes but is not limited to: endowed professorships and chairs, professional development activities, internal funding resources, and library resources.

We strive to provide facilities and infrastructure to support and strengthen our academic programs, enhance our student learning environment and promote faculty excellence in research. We maintain classrooms, labs, and offices with the latest technology. Our building has wireless access and we update our computer equipment and software regularly. Our classrooms are equipped with multi-media technology.

Through our funding resources, our faculty members are provided with opportunities to enhance their knowledge and skills as well as participate in intellectual contribution activities.

Faculty members without doctorates are encouraged to pursue an appropriate degree if possible. For those faculty members, teaching schedules are arranged and leave given for this pursuit. All faculty members are encouraged to publish and participate in intellectual contributions activities.

Academically and professionally qualified faculty members are informed at the time of appointment of the need to establish and maintain a stream of intellectual contributions.

Mail, telephone and reproduction costs are routinely covered for faculty research endeavors. As of 2013, 15 professorships endowed at \$100,000 and one \$1,000,000 chair are available for faculty support. Travel, for faculty not selected for a professorships/chair, is supported through the SoBus Foundation Funds [Director's Fund or CIS Enhancement Fund-State Farm]. Faculty are allowed to use endowed funds in any way they see fit to improve their skills such as attending professional meetings, seminars, and/or workshops. When sent for training off the campus, the faculty member is expected to provide updates for the other faculty upon return.

Educators are brought on campus. In the last couple of years, educators have come to campus to make presentations on the use of the Microsoft Office Suite and Camtasia (an e-learning supplemental program) and digital forensics. Within the university, several times a year, the NSU Office of Electronic and

Continuing Education (ECE) offers numerous professional development classes that the faculty are encouraged to attend. Recent offerings include: Get to Know Your iPad, Make Your iPad Work for You, MOODLE 2.5 Basics, WebEx Basics, Creating quizzes in Moodle 2.5, Pixlr, WebEx Part 2: Scheduling and Reporting, Managing Your Gradebook in Moodle 2.5, and Debut. In addition, in terms of AoLs and Continuous Improvement, sessions on “Quality Matters” which is a nationally recognized online course evaluation rubric based on standards and best practices and part of a statewide initiative are used to evaluate online course offerings. This course includes tips on how to implement standards in online classes that can carry over to face-to-face (F2F) classes. Prior to being offered, faculty members of online courses are encouraged to submit their courses for review against the “Quality Matters” rubric. All of these development supplements have been established to assist in obtaining, developing and retaining faculty. Furthermore, faculty engaging in any of these activities can obtain points for their activities in their annual evaluation.

The NSU library provides access to numerous educational print and electronic journals and databases. These resources are available for use by all faculty members and students to expand intellectual contributions.

## IV. Participants

### 1. Students

Since the last review the university’s student enrollment stood at 9,247 in fall 2009. Its enrollment peaked in 2012 at 9,447, but decreased more than 500 students just a year later (2013 – 8,944). The demographics of undergraduate students has changed very little with only a slightly higher percentage of the traditional college cohort (aged 24 and under) as compared to the students over 25, and a stable proportion of female students (now at 68%). In terms of race and ethnicity, NSU total enrollment has experienced small changes over the last five years with White, non-Hispanics at 59%, Black, non-Hispanics at 26%, Hispanics at 5%, Two or More Races at 3% and others completing the total. By status and location, undergraduate enrollments have become increasingly part-time at 36%, with fewer than half (42%) of all students on the main campus.

In terms of student enrollment trends, the School of Business has continued a steady pace of enrollment. From 2009-2013, there was an average of 508 students in the Business Administration major and 150 Accounting majors. The CIS program had an average of 138 students during the same period.

**Figure 5 - School of Business Enrollment Trends from fall 2009 – fall 2013**

Dept.	Inactive	Major	Fall Semester					Avg.
			2009	2010	2011	2012	2013	
Business (+ CIS)		101 - Accounting	158	151	135	135	170	<b>149.8</b>
		102 - Computer Information Systems	143	135	122	133	157	<b>138</b>
	Yes	102A - CIS - Application Development	3	2	1	1	0	
	Yes	102B - CIS - E-Commerce	3	1	0	0	0	
	Yes	102C - CIS - Network Security Analysis	0	1	1	3	1	
		110 - Business Administration	493	486	521	546	494	<b>508</b>
		110I - Business Administration - Finance	12	12	6	21	18	

		110J - Business Administration - Management	8	10	7	13	28		
		110K - Business Administration - Marketing	13	14	15	17	22		
	Yes	717 - Business Administration	73	59	59	68	33		
	Yes	718 - Office Administration	5	2	0	0	0		
	Yes	718C - Office Administration - CIS	0	0	0	0	0		
<b>Total</b>			<b>911</b>	<b>873</b>	<b>867</b>	<b>937</b>	<b>923</b>	<b>900</b>	
Business (no CIS)		101 - Accounting	158	151	135	135	170		
		110 - Business Administration	493	486	521	546	494		
		110I - Business Administration - Finance	12	12	6	21	18		
		110J - Business Administration - Management	8	10	7	13	28		
		110K - Business Administration - Marketing	13	14	15	17	22		
	Yes	717 - Business Administration	73	59	59	68	33		
	Yes	718 - Office Administration	5	2	0	0	0		
	Yes	718C - Office Administration - CIS	0	0	0	0	0		
	<b>Total</b>			<b>762</b>	<b>734</b>	<b>743</b>	<b>800</b>	<b>765</b>	<b>760</b>

**Admission Entry Policy.** Beginning in the fall of 2009, NSU's admission standards changed. A summary of the major admission entry policy changes are outlined.

Fall 2011	Fall 2012	Fall 2014
<ul style="list-style-type: none"> <li>- 2.35 HS GPA minimum <b>OR</b> Composite ACT 21</li> <li>- Transfer: No developmental classes</li> </ul>	<ul style="list-style-type: none"> <li>- 2.35 HS GPA minimum <b>AND</b> 2.0 CORE HS GPA <b>OR</b> Composite ACT 20</li> <li>- Transfer: 18 hours college level <b>AND</b> college level English &amp; college level Math</li> </ul>	<ul style="list-style-type: none"> <li>- No remedial classes (except 2 points below → pilot course)</li> </ul>

## **2. Faculty**

An overview of faculty management policies including recruitment, hiring, mentoring, evaluation, reward systems are described. As part of the University of Louisiana System, Northwestern State University and the School of Business follow the policies and procedures outlined in the NSU Faculty Handbook (effective July 1, 2013) which is approved by the Louisiana Board of Regents. The School of Business actively seeks diversity. Women, minorities, and international applicants are actively sought. Positions are advertised widely. Highly qualified executives are also sought. Often these executives have been contacted directly, where special qualifications or interest are known. In particular, Chapter 4 of the faculty handbook [Faculty Personnel...] covers faculty and employment policies. Faculty Handbook link: <http://www.nsula.edu/assets/Uploads/Faculty-Handbook-Effective-July-1-2013.pdf>

### **Recruitment and Hiring:**

The director with assistance from the Accounting coordinator and Computer Information Systems coordinator determine and identify faculty needs to ensure that qualified faculty members are available to cover all offerings. New positions needed are prioritized and a request to advertise for the appropriate position which include job vacancy, job description, justification, and job distribution listing are forwarded to the dean, the Provost, and Business Affairs. Upon approval, the recruiting process begins promptly.

A selection committee composed for senior faculty members across the discipline areas is appointed by the director. The position announcements are advertised nationally and credentials of qualified applications are reviewed by the selection committee. Selection committee identifies appropriate applicants to be interviewed in person or by phone. Guiding the selection process is the primary criteria: for rank above instructor, a DBA, or Ph.D. in field or a very closely related field is required. In rare instances, an ABD might be considered. Interviews of selected applicants are conducted. Then the committee forwards its recommendation to the director.

The director reviews recommendations and forwards the candidate recommendation for appointment to the Provost. The Provost and the President review the candidate and make the final offer.

**Mentoring:** New faculty hire is paired with a faculty mentor in his or her discipline. Mentor serves as a resource person who helps facilitate effective teaching methods, encourages scholarly activities, and assists with academic advising. Faculty members are encouraged to participate in university offered professional development workshop.

**Evaluation:** Upon hiring, each faculty member is informed about the merit, retention, tenure, and promotion policies as outlined in the NSU Faculty Handbook as well as the established SoBus criteria. The methods of evaluation include student evaluations of teaching, classroom teaching assessment by director/supervisor, student appraisal of academic advising, and self-reported activities.

Since NSU is a teaching institution, for a person to remain past two years on tenure track, teaching must be effective. Teaching is evaluated by classroom visits, a survey instrument, and in some cases by comparison of student outcomes to others teaching the same course. The School of Business (SoBus) also evaluates research and service in addition to teaching using an instrument developed by the faculty.

Appointed by the director, five tenured faculty members from the SoBus constitute the Promotion/Tenure Continuation Committee. This committee is tasked with evaluating applications for retention (continuation), tenure, and promotion. Faculty Handbook link:  
<http://www.nsula.edu/assets/Uploads/Faculty-Handbook-Effective-July-1-2013.pdf>

**Faculty Assessment:** The School of Business has a well-developed faculty assessment process. Each faculty member, in consultation with the Director, establishes annual objectives. Evaluation is related to accomplishment of objectives and performance. A faculty member is evaluated on the basis of teaching, research and service. The weight of each evaluation area is established by the individual, within the limits of a minimum of 60% on teaching, 20% on research and 10% on service. One member may choose 60%/30%/10%, another 65%/25%/10% or any combination within the minimums that total 100%. Within these categories points are awarded for specific outcomes. Tenure, promotion and merit pay are dependent on these outcomes.

**Reward System:** The reward system for the SoBus faculty members include the following: merit salary increase, tenure, promotion, and professorships. University-wide reward system includes Outstanding Academic Advisor and Outstanding Educator (one per college).

**Merit Salary Increases:** A portion of salary increases depends on merit ratings. The School of Business uses an EXCEL template, with categories and points for items related to teaching, service and intellectual contributions. These items also influence tenure and promotion. The template was developed by the faculty, and has been well received. It puts achievement of merit essentially in the hands of each person.

Each faculty member maintains a portfolio which documents and demonstrates his or her teaching, scholarly endeavors, and service. The SoBus Promotion/Tenure Continuation Committee meets to review the faculty portfolio and provides feedback to the faculty members and provides a recommendation for retention, tenure, or promotion. They provide guidance and suggestions for improvement where needed, or in some cases may make recommendations to the Director for termination. For promotion, the committee is composed of selected faculty at the requested rank or higher. The product of these committee(s) is a recommendation to the Director. The Director considers the committee recommendation(s) as a part of overall analysis since the final tenure/promotion decision occurs through administrative channels.

**Tenure:** Tenure-track faculty members have varied timelines for achieving tenure, depending on rank at time of hire. Assistant Professor rank must apply in the sixth year, Associate Professor rank must apply in the fourth year, and Professor must apply in the second. All may apply early, but tenure would be granted early only in clearly exceptional circumstances.

**Promotion:** In addition to the University criteria, the School also requires that faculty demonstrate that they are active in teaching, research and service through an annual performance appraisal. The School of Business requires intellectual contributions in the appropriate academic teaching discipline. General guidelines have been “something more than two refereed journal articles within past five years.” This might be several refereed journal articles, two refereed journal articles plus combinations of proceedings, presentations, books, book chapters, teaching materials or other academic endeavors.

**Non-Tenure Track Faculty:** Non-tenure track faculty members are instructors and supporting (adjunct) faculty. Instructors in permanent positions are evaluated on the same basis as all other faculty for merit. They may not earn tenure. Instructors in temporary positions are not considered for merit. Adjunct faculty are evaluated on a teaching basis only and are typically hired on a short term basis until full-time faculty can be hired.

**Professorships:** Endowed professorships are competitive and awarded based upon the faculty’s performance in the areas of teaching, scholarly endeavors, and service. Appointed by the director, a committee reviews and ranks the applicants for each professorship.

**Criteria guiding the development of intellectual contributions, participating and supporting status, and academic and professional qualifications.**

Using the AACSB standards, appropriate white papers and peer schools as guidelines, the SoBus faculty members developed the following definition and description for intellectual contributions.

**Our Definition and Description of Intellectual Contributions.**

The category of “peer-reviewed” is taken to mean that a board or editorial review process has taken place before the publication appears in either paper or electronic print. Any publication is expected to have high

quality and advance knowledge within the field of business. The School of Business does not distinguish between editorial or review boards nor maintain rankings as to the acceptability of peer-reviewed publications. Furthermore, the School of Business does not generally distinguish between single-authored and co-authored contributions in terms of maintenance of academic qualifications although this distinction could be of importance in achieving higher ranks. Generally, peer reviewed publications are expected to appear in Cabell's listing of periodicals, but could include books or portions of books. The other three items could include the items listed above and/or other activities approved in a meeting between the faculty member and the dean. The School of Business does not distinguish between requirements for faculty and administrators in terms of remaining academically qualified through scholarly and professional activities.

Intellectual contributions can be discipline-based (adding to the theory and knowledge of the discipline), practice-based (influencing the professional practice in the teaching field), or pedagogical-based (contributing to the teaching-learning activities of the school).

The School of Business expects the preponderance of faculty research to be in the practice- or pedagogically-based areas, but would fully accept discipline-based research as satisfying a faculty member's responsibility to keep intellectually active. A five year summary of faculty intellectual contributions is shown in Table 2.1 at the end of this report.

**Participating and supporting status:** Participating and supporting status is guided by the AACSB standards and appropriate white papers. Therefore, the School of Business has defined **Participating Faculty** as those members who are directly involved in faculty issues, have membership on faculty committees, attend faculty meetings, maintain regular office and classroom hours, advise students, and participate in teaching each semester. **Supporting Faculty** typically have little or no responsibility beyond teaching. Almost all School of Business faculty are fully participating.

**Academic and Professional Qualifications:** Using the AACSB standards, appropriate white papers and peer schools as guidelines, the SoBus faculty members developed the process and definitions for academically and professionally qualified using the method outlined below:

### **Process Guiding the Development of the Policy**

**STEP 1:** The Dean appoints a committee of five (5) faculty members, one from each of the disciplines and a Representative from each rank. Designees draft:

1. Definitions for Academically Qualified (AQ) and Professionally Qualified (PQ).
2. Definitions for Promotion and Tenure Standards.

**STEP 2:** The Draft Document is reviewed by all faculty.

**STEP 3:** Feedback is solicited. If no Adds/Changes/ or Deletes are recommended, the guiding document is Accepted and Approved and Adopted. If Adds, Changes, or Deletes are suggested, these suggestions are presented, discussed and voted on by the faculty.

These requirements remain in place unless there is a need to revisit the document due to a major re-write of the Handbook or Standards.

### **The School of Business Criteria for Determination of Academic and Professional Qualifications**

Faculty in the School shall be either academically or professionally qualified as defined below.

## Academically Qualified Faculty

At time of initial hiring (1) an academically qualified person must hold a terminal degree in the discipline from an AACSB accredited school that was awarded in the last 60 months OR (2) an academically qualified person must hold a terminal degree that was awarded more than 60 months ago and meets the intellectual contribution requirement for promotion and tenure OR (3) a person who holds a terminal degree from other than an AACSB accredited school may be academically qualified as approved by the Director. This classification status made by the Director is final and not subject to appeal by the person or the Area Coordinator.

To maintain AQ status, the person must have the minimum intellectual contribution requirements – in a five-year period - These 5 intellectual contributions consist of at least **2 refereed [peer-reviewed] publications** and **3 “other” items** or

**Exception:** Faculty who are ABD will be considered academically qualified if they are completing their first year of service up to three (3) years. Upon completion of the doctorate, a faculty member can be considered academically qualified for up to five (5) years.

In short, AQ faculty members must have terminal degree (Ph.D., D.B.A., or J.D.) appropriate to their discipline, are expected to maintain intellectual capital through regular intellectual contributions, and are expected to continuously improve instructional programs and innovate in instructional processes. The expectations to demonstrate intellectual and professional capital consist of maintaining a minimum of five (5) intellectual contributions over a rolling five-year period. These 5 intellectual contributions consist of at least **2 refereed [peer-reviewed] publications** and **3 “other” items**.

## Professionally Qualified Faculty

Both relevant academic preparation and professional experience are required to establish a faculty member as professionally qualified. Faculty members will be considered professionally qualified provided they possess: at a minimum, a master’s degree and 10 years of work experience in the field in which they will be teaching at a high level of responsibility at the **time of hiring** and (1) are currently working full-time in a business with job responsibilities related to the field in which they are teaching, or (2) have completed a portfolio of professional development activities during the most recent five-year period that is sufficient to maintain currency relevant to their teaching field.

In summary, PQ faculty members must have a master’s degree and professional experience at the time of hiring that is significant in duration and level or responsibility and consistent with the area of teaching responsibilities. They must engage in continuous development activities that demonstrate the maintenance of intellectual and professional capital, and are expected to continuously improve instructional programs and innovate in instructional processes. Also, to maintain PQ status they can produce 5 intellectual contributions consist of at least **2 refereed [peer-reviewed] publications** and **3 “other” items**.

**Organization’s Major Structural Changes.** Since the last review, several major changes in faculty resources and/or other related developments have occurred. In 2009, NSU had six colleges with six deans. In 2013, it had four colleges and four deans. It is projected that starting August 2014, NSU will have three colleges and three deans. Many nonproductive programs have been streamlined or eliminated.

Over the last ten years, NSU has had difficulties in obtaining leadership for the College of Business now the School of Business. After 5 years of leadership and administrative uncertainty, where 2 Deans were

realigned, and 2 different directors were temporarily appointed, finally, in the summer of 2012, a new director was selected for the School of Business.

In terms of faculty, the School of Business has had many issues realigning the remaining faculty into all the needed positions. In 2009, the School of Business had 30 listed faculty positions plus a dean's position. Only four years later, faculty numbers had changed to 16 full time positions, 1 director position, and a part time instructor position. As a result of this reduction in faculty and mandate from administration, faculty teaching loads were increased from a 4/4 to a 5/5.

For August 2014, the SoBus was able to hire the following: 2 CIS positions, 1 Management, 1 General Business, and 1 Business Law position. Therefore, as of November 2014, the School of Business will have a director position, 20 full-time faculty positions, and 1 part-time position, which does not include adjuncts or on loan faculty members.

## **V. Assurance of Learning**

Supporting the continued enhancement and expansion of the business program degree and its majors, the School of Business has an ongoing process to identify skills and goals for assessment, develop and evaluate assessment instruments, assess goal learning objectives, report assessment results and recommendations, and ensure that recommendations or action plans are implemented.

The student learning goals (AoLs), documentation, assessment processes and results, and actions evolved from AACSB standards, white papers, and review of related literature. University and the School of Business's mission and vision provide the foundation for these AoL goals.

### **Process:**

#### **Step One**

A committee for each assurance of learning goal is appointed by the director. The committee members are assigned tasks including the following:

1. Refining learning goals,
2. Developing data collection rubrics,
3. Collecting and analyzing data, and
4. Making recommendations for improvement.

#### **Step Two**

Recommendations are presented to appropriate faculty and administrators for discussion, implementation, and approval to close the loop. This information is given to the Directors Advisory Board Committee and the School of Business Student Advisory Board to solicit feedback.

#### **Four Established Learning Goals**

Four AoLs were developed from the University and School's mission and vision which were approved by our constituents. The goals and their defining objectives are listed below and subsequently discussed in turn.

### Summary of Learning Goals and Objectives:

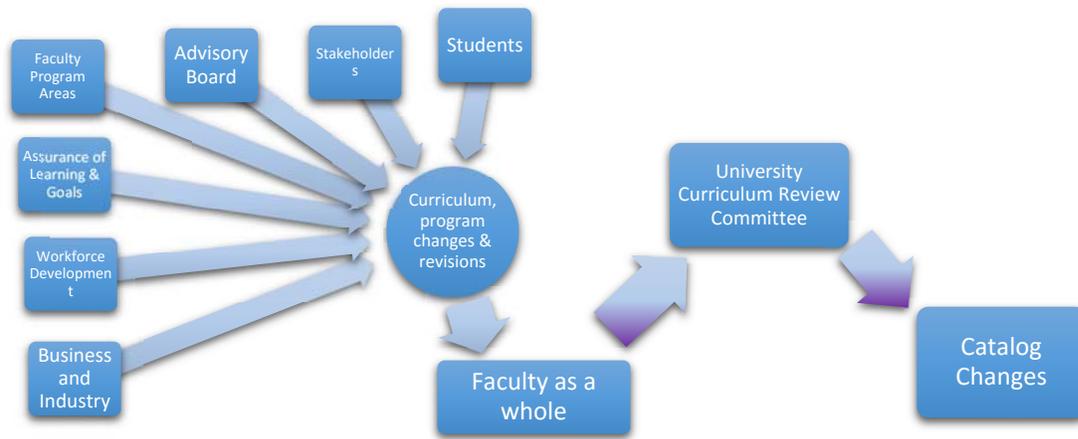
- **Effective Communicators:** Students will demonstrate effective oral and written communications skills.
  1. Students will produce professional quality business documents.
  2. Students will deliver professional quality oral presentations.
  3. Students will demonstrate communication skills in team settings.
- **Integration of Knowledge across Business Disciplines:** Students will demonstrate understanding of key concepts and theories in various functional areas of business.
- **Critical Thinking (Revised from 2009 visit):** Students will apply critical thinking skills.
  1. Students will demonstrate the ability to draw on knowledge and insights from a variety of disciplines when analyzing and formulating solutions to problems and opportunities.
  2. Students will demonstrate the ability to generate and compare alternative solutions to business problems.
  3. Students will demonstrate the ability to select feasible solutions to complex business problems.
- **Global, Cultural and Ethical Perspective (Revised in 2012 & Approved 2013 to be a Global Perspective):** Students will identify cultural/global challenges facing management in doing business in the international arena.

The timeline for the process is attached as [Appendix 2](#) and serves as a guide for the timing of the assessment and continuous improvement process.

### 1. Curricula Development

**A number of significant, impactful curricular improvements have recently occurred in course content and instructional delivery at the NSU School of Business.** The School of Business has initiated a baseline measure/value for all School of Business students in the major discipline areas to capture student business knowledge at the onset of the business school education process until graduation. This development allows the routine measure and evaluation of curricular material during the course of the School of Business experience to determine that assurance of learning goals and objectives are being presented, satisfactorily met, and to identify any areas of need

All changes are faculty driven based upon business and industry feedback, workforce development needs, student needs, and AoLs and goals data analytics.



An overview of the timeline and major curricula revisions as well as those factors that caused those changes since the last review are presented in the chart.

Timeline	Revisions	Factors	Changes
Spring 2009	Lower level accounting class considered	Assessment, employer, and student feedback requested	ACCT1040 added to the curriculum
	Increase the number of upper business electives	Student and employer feedback	ECON3120 added to the curriculum
	Graduate credit needed for Sports Administration	Adherence to Board of Regents requirements	BUAD5800 added to the curriculum
	Elimination and phase out of OFAD and BUAD Associate Degrees	Adherence to Board of Regents requirements	Six AD courses were deleted and several prefixes were changed (OFAD2200 → BUAD2200)
Spring 2010	Minor course descriptions	Need to change terminology. University required	“Four year business administration degree” → Four year business degree
Fall 2010	Excel class considered	Faculty, student, and employer feedback indicated additional EXCEL mastery needed, especially in using spreadsheet formula	Consideration and Development of a single EXCEL class.
Spring 2011	Major curriculum changes	Adherence to Board of Regents and University requirements	Entrance and progression policies modified. 2.0 GPA course average completion for all courses
	Major Program change	Adherence to Board of Regents and University requirements	All university degree programs reduced to 120 hours.
	Curriculum change	Federal Mandate	FIN2150 added to the curriculum as a core business class
	Program change	Assessment, faculty, and student feedback required. Assists with student preparation	Several pre-requisites were added to the programs (CIS2000 needed for ACCT2000 and for BUAD2120; BUAD2200 needed for MGT3220 and MKTG3230; MGT3580 needed for MGT4300)
	Program change	Faculty feedback. FIN3100 content is not required for successful completion of upper level classes	(FIN3100 removed as pre-requisite for FIN4020 and FIN4150)
	Program change	Assessment, faculty, and student feedback required.	MGT4300 requirement modified from “graduation semester” to “senior status” (90+ hours)

		Assists with student graduation advancement	
Spring 2012	Curriculum change	Faculty, student, and employer feedback indicated additional content needed. Reflect current business and industry needs	MKTG4600 (Search Engine Optimization and Social Media MKTG), BUAD3610 (Intro to Oil and Gas), FIN3620 (Intro to Oil and Gas Finance) added to the curriculum
Fall 2012	Program elimination	Adherence to Board of Regents and University requirements	Associate Degree in Business Administration eliminated
Spring 2013	Program change	Class and faculty shortages	CIS2000 removed as a ACCT2000 pre-requisite
	Program change	Adherence to Board of Regents and University requirements	Reduction of ACCT degree major requirement hours from 75 to 72 by moving BUAD1800 to university support courses AND change <b>from 6</b> accounting electives <b>to 6 advanced</b> accounting electives
	Program change	Adherence to Board of Regents and University requirements	Reduction of BUAD degree major requirement hours from 78 to 69 by moving BUAD1800 to university support courses, ECON2000 to university core courses.
	Program changes	CIS realignment with the School of Business. University required	Business support courses required (ACCT 2000, ACCT 2010, BUAD 2120, BUAD 2200, BUAD 3270, BUAD 3280, FIN 3090, MGT 3220, MGT 3580, and MKTG 3230)
Spring 2014	Program and curriculum changes	Reflect business and industry needs AND articulation matrix with community colleges	New courses on mobile app development, data analytics, and cloud computing added. Two separate tracks developed: Application Development and Networking and Systems Management.
	Program consideration	Business and industry needs AND increased flexibility for global exchanges	Consideration and Early stages of development of an International Business Concentration

## 2. Assessment Tools and Procedures

The School of Business has one Bachelor of Science degree with three majors – accounting, business administration, and computer information systems. They share a common set of business core courses - 30 credit hours - that establishes the basic business foundation.

Therefore, we have one set of learning goals for all undergraduate majors. See Appendices.

### **2.1 Summary of Each AoL and Objectives for the Degree Program**

- **Effective Communicators:** Students will demonstrate effective oral and written communications skills.
  1. Students will produce professional quality business documents.
  2. Students will deliver professional quality oral presentations.
  3. Students will demonstrate communication skills in team settings.
- **Integration of Knowledge across Business Disciplines:** Students will demonstrate understanding of key concepts and theories in various functional areas of business.
- **Critical Thinking (Revised from 2009 visit):** Students will apply critical thinking skills.
  1. Students will demonstrate the ability to draw on knowledge and insights from a variety of disciplines when analyzing and formulating solutions to problems and opportunities.
  2. Students will demonstrate the ability to generate and compare alternative solutions to business problems.

3. Students will demonstrate the ability to select feasible solutions to complex business problems.
- **Global, Cultural and Ethical Perspective (Revised in 2012 & Approved 2013 to be a Global Perspective):** Students will identify cultural/global challenges facing management in doing business in the international arena.

## 2.2 Assessment Tools and Process Improvements for Each Learning Goal

In the 2009 AACSB Report, it was recommended that the School of Business should “progress in improving its documentation regarding assurance of learning, measures and refinements to curriculum and develop more diverse measures to assess assurance of learning”. The CISPAC and the School of Business faculty established learning goals and identified courses in which assessments of student skills and knowledge would occur. See Current Core Course Alignment with AoLs and Future Measurement Points

The School of Business has worked to achieve these goals with the following outcomes:

- The measurement of Assurance of Learning Goals (AoLs) is a dynamic, continuous process. Within each goal, faculty-driven and student-driven objectives are established. These objectives are measured. If the objectives are achieved, then recommendations for refinement or new objectives are discussed. If not achieved, the objectives will be refined, adopted, implemented and evaluated.
- During the last AACSB Review, it was suggested that The School of Business employs a variety of embedded course evaluations and measurements on a continuous basis to determine if our stated goals and objectives are being met. Our students commonly meet the established criteria for each goal and objective. The School of Business routinely utilizes, but is not limited to, the following methods to establish levels of achievement in our given areas for Assurance of Learning:
  1. Matched Pair Analyses: Faculty reviewers evaluate student deliverables, presentation materials and documents and examine standardized business communication examinations.
  2. Pre- and Post- Test Assessments.
  3. Application Assessments.
  4. Team Project Evaluations.
  5. Case Studies.
  6. Students Self-Evaluations on Written Comparison Report Projects.
  7. Educational Testing Service (ETS) Major Field Test in Business. The School has been participating in the ETS program since 1992.
  8. Common Body of Knowledge Exam. In addition to the ETS, a faculty-generated Common Body of Knowledge Exam was developed and implemented to measure Assurance of Learning goals for graduating business students across nine business disciplines.
  9. Grading Rubrics. They are an integral part of our Assurance of Learning Evaluation Process. Information regarding grading rubrics are brought to the students’ attention prior to assignment and/or project submissions. The grading rubric is shared with professors seeking to reinforce skills and knowledge base throughout the educational process.

**Recent Outcomes of the Assessments.** Students are generally meeting the established criteria for the School of Business Learning Goals and Objectives. **Commonly students perform at or above average scores.** The School of Business Common Body of Knowledge Exam when compared to the fall 2010 ETS mean scores, in the Spring Semester of 2014, senior business students performed at or above the overall

average score in four of the nine functional areas of business: accounting, management, finance, and information systems. The result has been at or above the expected objective every semester for the past two years. Student performance in the marketing and economics met the objective every semester except for spring 2014.

**Curriculum and Instruction Changes as a Result of Assessment.** In regard to closing the assessment loop, a review of the business core classes revealed that changes in course sequencing was needed; therefore, prerequisite classes were implemented and approved by CRC and entered into the University Catalog. Also, the creation of two new courses – Accounting 1040 and Computer Information Systems [CIS] 2000 were deemed appropriate. As a freshman level business course, Accounting 1040 was designed to close the accounting knowledge and skills gap. Students were experiencing difficulty, failing or withdrawing from financial accounting [ACCT 2000] because of inadequate preparation. Faculty, student, and employer feedback indicated that mastery of Excel was needed. Since BUAD 1800 covered Word, Excel, PowerPoint, and Access, it was deemed appropriate to create a new course that focused only on Excel, especially, the spreadsheet formula component. Faculty and students feedback indicated lack of required Excel skills in courses like business statistics and production/operation management. With the creation of this new course, students received opportunities to gain these skills. This is expected to create substantive improvement with regard to the learning goals.

Implementing a more rigorous framework for capturing student learning outcomes has resulted in the valuable collection of data providing a snapshot of the student's overall performance in the nine business discipline areas. We have been able to capture and document the successful attainment of stated AoLs as well as identify those areas needing improvement. These new measures have allowed faculty to identify specific course content areas of need on an on-going bases. Curricular improvements can be implemented by faculty within a very short timeframe.

All AoLs' results, ETS and Common Body of Knowledge data is shared with faculty. It is discussed and made available during meetings. Additionally, this information has been is posted on the shared SoBus drive (Z drive) for ease of review, comments, and adjustments which can be made at the discretion of the appropriate committees.

The online faculty members also recognized that there was an additional area to consider for improvement. That is the quality of the online delivery system. *Issues as to the quality of the delivery system were resolved by requiring use of the Quality Matters (QM) rubric in designing all online courses for delivery.* QM is a "faculty-centered, peer review process designed to certify the quality of online courses and online components." This nationally recognized approach to quality assurance and continuous improvement in online education seemed to resolve most faculty concerns as to delivery.

Currently, with online course sections, all School of Business faculty use proctors to monitor exams. Examination of all aspects of online delivery and assessment is considered a work in progress and as more information is gathered, the process will be improved.

The School of Business strongly believes in both internal and external validation of learning as part of an active Assessment of Learning (AoL). The School of Business has long believed that allowing students an opportunity to test their skills compared to students at other universities is important. Each year since the last re-accreditation visit, School of Business students representing all three majors have participated in regional and national competitions against peers from other universities. **These opportunities for enrichment and continued learning outside of NSU have resulted in numerous awards and honors.**

**Certifications - External Assessment Tools.** NSU School of Business currently offers certifications in seven areas. These certification assessments serve as an external, nationally normed validation point for students and employers. It provides documentation about what the students know and what the students can do as well. This is a new requirement for CIS 3400 and CIS 3980 and currently encouraged but not required for CIS 4050. Since the spring of 2013, 37 students have attempted the PC Pro certification with 32 successfully earning the certification in CIS 4050. In the spring of 2014, 14 students took the Network Pro exam with all 14 earning certification in CIS 3400. Also, 15 students attempted the Security Pro exam with 14 of those earning certification.

### **Overall Observations Concerning Goals and Objectives**

In summary, the faculty members are reporting and monitoring the business students' achievements in the four critical learning goals. In efforts to meet or exceed the targeted AoL goal measurement, faculty members continue to update course content materials with learning tools and resources like classroom-taped video lectures, short topical videos, and external resources links like YouTube as well as review various prerequisite requirement(s) for course(s).

To date, faculty members believe that business students have achieved satisfactory progress in the four critical learning goals; however, we realize that we must continue to measure and improve the curriculum based on findings from these measurements.

### **Other Materials (innovative practices)**

Several School of Business faculty members are exemplar Information Age Educators. They are modeling the use of technology in the traditional classroom environment and the online classroom environment, in the advising field, and in the administration area. These techniques inspire, motivate, and educate students and fellow faculty and staff to incorporate technology into all aspects of their life, personal, and professional life.

Technology is not our only focus. We at the school of business are always thinking and planning for the future. For this reason, we have prepared a detailed SWOT analysis and a situational analysis with future implications. Both documents can be seen in the appendices ([Appendix 10 – SWOT](#), [Appendix 11: Where we are](#)). These documents help our administration, faculty, and students identify *where we are, where we need to be, and where we want to be in the future*.

In conclusion, our faculty members are not only talking the talk ... but doing the walk of technology by modeling the latest technology in and out of the classroom, helping administrators and staff stay on top and ahead of the game, as well as providing opportunities for student engagement to interact, manage, and practice the use of technology for their future careers in the business or technology fields.

### **National Awards**

The School of Business faculty members have garnered several local, state, regional and national awards in advising, teaching and research. The achievements are documented on the faculty members' vitae as well as on the university faculty productivity report. At the local level [university], one professor has won recognition in academic advising - Faculty Excellence in Academic Advising 2011. This was university-wide competition. Another professor was recognized for her teaching with the 2009 NSU Alumni Association 'Excellence in Teaching Award for College of Business.'

At the state level, one faculty member has received several recognitions for teaching and service:

- 2013 Governor's Technology Educator of the Year Award

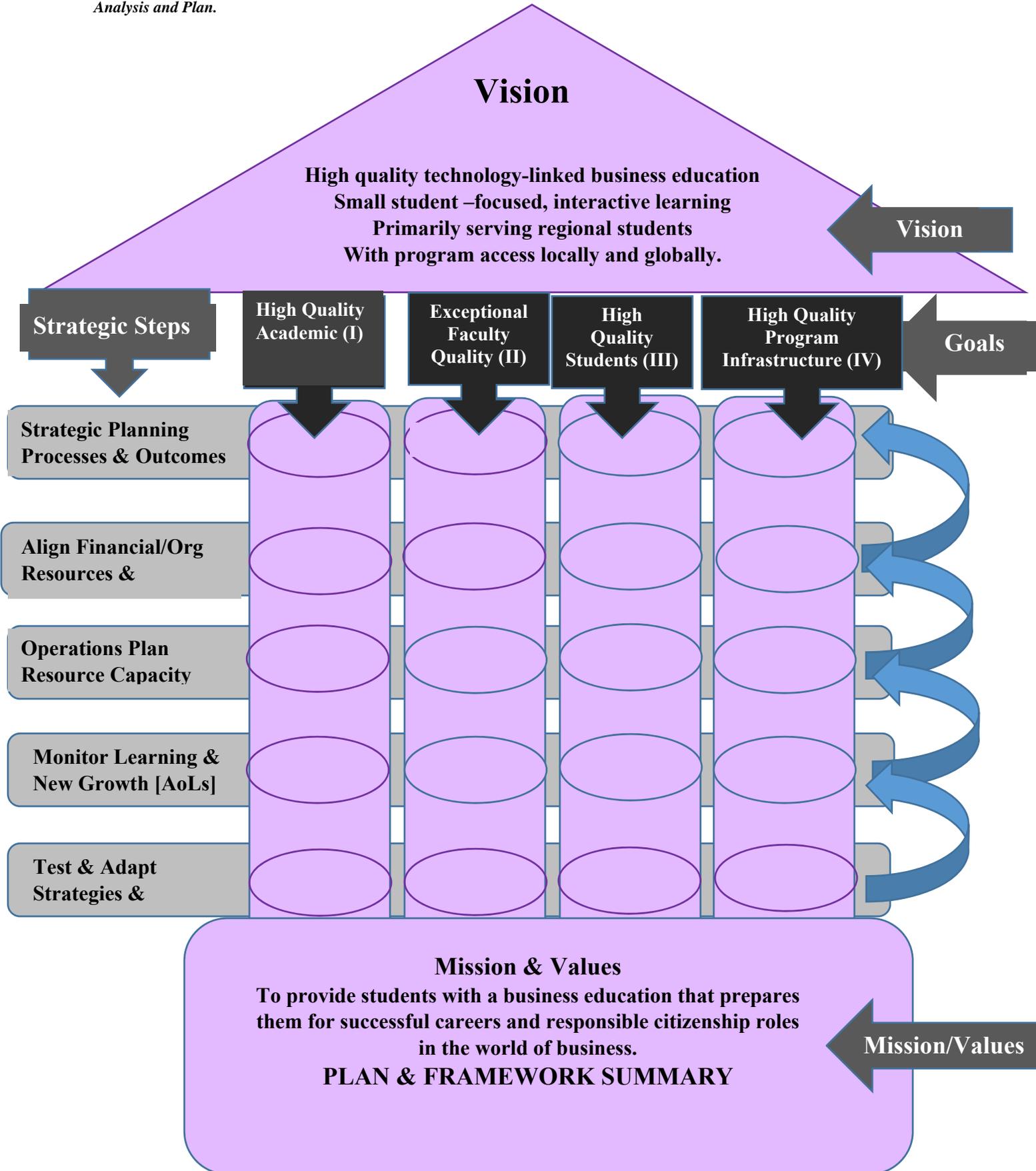
- 2013 Louisiana Association of Business Educators-Making a Difference Award Recipient
- 2012 Louisiana Association for Career and Technical Education (ACTE) Educator of the Year
- 2012-2013 Louisiana Association for Career and Technical Education (ACTE) Executive Council
- 2012 LABE Outstanding Postsecondary Teacher of the Year
- 2011 Louisiana Association of Business Educators-Making a Difference Award Recipient

Several faculty members have received recognition at the regional and national level for their teaching and research.

- 2014 McGraw-Hill Education-CONNECT Distinguished Paper Award Recipient
- 2014 Outstanding Educator Award – Federation of Business Disciplines – Association of Business Communication Southwestern U.S.
- 2011 ABIS McGraw-Hill Irwin Distinguished Paper’ Award Recipient
- 2010 Association of Business Communication-Southwest Outstanding Researcher Award

In summary, a brief overview of the School of Business’s progress relative to its mission is visually depicted. The progress is in fact **a more formalized framework** to measure our AOLs, goals, continuous improvement objectives, and how all of these moving parts are impacting our mission which is ultimately to educate today’s students to become leaders of tomorrow.

*The School of Business Mission and Vision, Master Goals and System Steps are presented in the Framework presented below. This Framework is used during the Continuous Improvement Process to highlight findings in the School of Business Strategic Analysis and Plan.*



## **TABLES**

**Table 2-1: Five Year Summary of Intellectual Contributions (2013 – 2014)**

Faculty	Portfolio of Intellectual Contributions								Summary of Types of ICs				
	Peer Reviewed Journals	Research Monographs	Books	Chapters	Peer Reviewed	Peer Reviewed Paper	Faculty Workshops	Non-Peer Reviewed	Others	Learning & Pedagogical Research	Contributions to Practice	Discipline-Based	Total
<b>Accounting</b>													
Melissa Aldredge					3	4			3		10		10
Nat Briscoe	2				1	1			1		5		5
Glen Cooley	6					3			1		10		10
**Gary Conlay (adjunct-Spring ONLY)													0
Robert Turner (part-time)	2		2						1	3	2		5
Margaret [Marti] Vienne					1	2			1		4		4
<b>Business Administration</b>													
Sue Champion	6				4	11							21
*Heather Conoboy (12/20/2013)													0
William Habig	3				2	2				4	3		7
Brenda Hanson	6				6	10							22
Marcus Jones	5								2		7		7
Jeffrey Kennedy (adjunct)	1					1			1		3		3
Margaret Kilcoyne	7				10	16	2		2	7	27	3	37
Paula Lott (dual-enrollment)													0
Julie McDonald	4				3	5			2	4	10		14
Carmella Parker (adjunct)									1		1		1

Begona Perez-Mira	5				4	10	2		1	7	12	3	22
*Charles Penrod (6/30/2014)	6				2	3			1		12		12
*Larry Short (5/9/2014)	4				3	4			2		13		13
Mark Swanstrom	3					5			3		8		8
John G. Williams	1								3		4		4
*Perry Wisinger (5/9/2014)	1					3			3		7		7
<b>Computer Information Systems</b>													
*Brenda Foote (5/9/2014)													0
Thomas Hanson (part-time)	2					2					4		4
Curtis Penrod													0
Barbara Russell	2				2				1	4	1		5
Jack Russell	2				2					4			4
*A. Richard Tarver (5/9/2014)					1	1					2		2
Mary Beth Tarver					1	1					2		2
*Mark Thompson (5/9/2014)									1		1		1
Sarah Wright	1				4	2	1		7	2	13		15
<b>Totals</b>	<b>69</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>49</b>	<b>86</b>	<b>5</b>	<b>0</b>	<b>37</b>	<b>35</b>	<b>161</b>	<b>6</b>	<b>245</b>

1. Peer reviewed journal articles (learning and pedagogical research, contributions to practice, and/or discipline-based scholarship)
2. Research Monographs (teaching/pedagogical, practice/applied and /or discipline-based research)
3. Books (textbooks, professional/practice/trade, and/or scholarly)
4. Chapters in books (textbooks, professional/practice/trade, and/or scholarly)
5. Peer reviewed proceedings from teaching/pedagogical meetings, professional/practice meetings, and/or scholarly meetings
6. Peer reviewed paper presentations at teaching/pedagogical meetings, professional/practical meetings, and/or academic meetings
7. Faculty research seminars (teaching/pedagogical, practice oriented, and/or discipline-based research seminar)
8. Non-peer reviewed journals (learning and pedagogical, contributions to practice, and/or discipline-based scholarship). School must provide substantive support for quality
9. Others (peer reviewed cases with instructional materials, instructional software, publicly available material describing the design and implementation of new curricula or courses, technical reports related to funded projects, publicly available research working papers, etc. please specify)

**Note: Data in this table reflect the Faculty Data Base as on June 30, 2014.**

**Table 2-2: Five Year Summary of Peer Reviewed Journals and Number of Publications in Each [Optional] 2009-2014**

Publication	Count Within Title
Academy of Educational Leadership Journal	1
Computers in Human Behavior	1
European Journal of Management	1
European Journal of Information Systems	1
Information Systems Education Journal	1
International Journal of Business Disciplines	6
International Journal of Entrepreneurship	1
Journal of Academic Administration in Higher Education	1
Journal of Business & Entrepreneurship	1
Journal of Business, Industry and Economics	1
Journal of Economics and Economic Education Research	1
Journal of International Management Studies	1
Journal of Internet Commerce	1
Journal of Marketing Development and Competitiveness	1
Journal of Research in Business Information Systems	5
Journal of Sport and Art	1
Journal of Workplace Rights	1
MERLOT Journal of Online Learning and Teaching (JOLT)	1
Mustang Journal of Accounting & Finance	1
National Accounting Journal	10
Quest	1
Saber-Ciencia y Libertad	1
Universal Journal of Educational Research	1
<b>Total Articles</b>	<b>40</b>
<b>Total Titles</b>	<b>22</b>

*Note: Data in this table reflect the Faculty Data Base as on June 30, 2014. Non-duplicated articles Highlighted Journals are ranked.*

**Table 9-1: 2013-2014 Summary of Faculty Sufficiency By Discipline and School**

Faculty	Participating or Supporting (P or S)	Amount of teaching if P (blank if S) sch	Amount of teaching if S (blank if P)	Percentage
<b>Accounting</b>				
Melissa 'Missy' Aldredge	P	167		
Nat Briscoe	P	172		
Glen Cooley	P	123		
Gary Conlay	S		11	
Robert Turner	S		113	
Margaret Vienne	P	305		
<b>Total Accounting</b>		<b>767</b>	<b>124</b>	<b>86%</b>
<b>Business Administration</b>				
Sue Champion	P	155		
Heather Conoboy	P	111		
William Habig	P	204		
Brenda Hanson	P	213		
Marcus Jones	S		96	
Jeffery Kennedy	S		96	
Margaret Kilcoyne	S		121	
Paula Lott	S		3	
Julie McDonald	P	261		
Carmella Parker	S		23	
Charles Penrod	S		163	
Begona Perez-Mira	P	276		
Larry Short	P	244		
Mark Swanstrom	P	210		
John G. Williams	P	257		
Perry Wisinger	P	106		
<b>Total Business Administration</b>		<b>2037</b>	<b>502</b>	<b>80%</b>
<b>Computer Information Systems</b>				
Brenda Foote	S		73	
Thomas Hanson	S		127	
Curtis Penrod	S		21	
Barbara Russell	P	175		
Jack Russell	P	173		

A. Richard Tarver	P	53		
Mary Tarver	P	270		
Mark Thompson	P	79		
Sarah Wright	P	194		
<b>Total Computer Information Systems</b>		<b>944</b>	<b>221</b>	<b>81%</b>
<b>OVERALL TOTAL FOR SCHOOL</b>		<b>3748</b>	<b>847</b>	<b>82%</b>

**Per 2012 Standards:**

1. **Participating faculty deliver at least 75% of the schools teaching by schs**
2. **Participating faculty deliver at least 60% teaching in the discipline**

**Note: As defined by SoBus faculty participating Faculty as those members who are directly involved in faculty issues, have membership on faculty committees, attend faculty meetings, maintain regular office and classroom hours, advise students, and participate in teaching each semester. Supporting Faculty typically have little or no responsibility beyond teaching. Almost all School of Business faculty are fully participating.**

**Table 10-1: Summary of Faculty Qualification, Development Activities and Professional Responsibilities-2013-2014**

								Five-Year Summary of Development Activities Supporting AQ or PQ Status				
Name	Highest Earned Degree & Year	Date of First Appointment to School	Percent of Time Dedicated to the School's Mission	Acad Qual	Prof Qual	Other	Intellectual Contributions	Professional Experience	Consulting	Professional Development	Normal Professional Responsibilities	
<b>Accounting</b>												
1	Melissa 'Missy' Aldredge	MBA 1990	8/9/2011	100		yes		10	CPA/Small Business Owner		yes	UG
2	Nat Briscoe	PhD 1988	8/5/1987	100	yes			5			yes	UG
3	Glen Cooley	PhD 1981	6/20/1990	100	yes			9	CPA; various financial advising licenses & certifications (see vita)		yes	UG
4	**Gary Conlay (adjunct-Spring ONLY)	J.D. 2002; ML 2983	1/10/2013	10		yes		0	Practicing Attorney		yes	UG
7	Robert Turner (part-time)	MS-Bus Ed 1964	8/9/2011	75		yes		5				UG
8	Margaret Vienne	MBA 1990	8/9/2005	100		yes		4	CPA/Small Business Owner		yes	UG

Business Administration												
10	Sue Champion	MS-BusEd 1970	8/1/2007	100		yes		21			yes	UG
11	*Heather Conoboy (12/20/2013)	JD 2000; ML 2005; MBA 1997	8/9/2013	100		yes		0			yes	UG
17	William Habig	MBA 2004	1/1/2007	100		yes		7	Small Business Owner		yes	UG
18	Brenda Hanson	PhD 2000	8/9/2008	100	yes			18			yes	UG
21	Marcus Jones	JD 1999	8/1/2000	25	yes			5	Practicing Attorney/Small Business Owner		yes	ADM/UG
23	**Jeff Kennedy (adjunct)	DBA 2010	8/9/2013	40	yes			3	North American Business Press- Partner, Vice President of Marketing			UG
24	Margaret Kilcoyne	PhD 2003	7/1/1996	100	yes			35			yes	ADM/UG
26	Paula Lott (Dual- enrollment)	MA-MGT 2006	1/10/2014	5			yes	0				UG
27	Julie McDonald	PhD 2003	10/1/1989	100	yes			14			yes	UG
29	**Carmella Parker (adjunct)	JD 2002; MBA 2006	3/15/2014	5		yes		0			yes	UG
30	*Charles Penrod (6/30/2014)	JD 2004	8/9/2008	100	yes			12		yes	yes	ADM/UG
31	Begona Perez-Mira	PhD 2010	1/13/2011	100	yes			22		yes	yes	UG
34	*Larry Short (5/9/2014)	PhD 1971	8/9/2008	100	yes			13			yes	UG
35	Mark Swanstrom	PhD. 2001	8/13/2001	100	yes			8	Insurance License & CFA		yes	UG
38	John G. Williams	JD 1968	8/19/1991	100	yes			3			yes	UG
39	*Perry Wisinger [shared] (5/9/2014)	PhD 2006	9/1/2012	50	yes			7				S/UG

Computer Systems Information													
41	*Brenda Foote [shared] (5/9/2014)	MEd 1982	8/1/1992	50		yes		0	Business Owner-Real Estate Rental & Investment		yes	S/UG	
42	Thomas Hanson [shared]	PhD 1964	8/9/2012	50	yes						yes	S/UG	
46	Curtis Penrod (on loan)			10		yes					yes	ADM/UG	
49	Barbara Russell	MS + 21 Comp. Sci. 1979	8/17/1999	100		yes		4			yes	UG	
50	Jack Russell	PhD 1983	8/17/1999	100	yes			4			yes	UG	
51	*A. Richard Tarver (5/9/2014)	PhD 1996	1/4/2000	100			yes	2			yes	UG	
52	Mary Beth Tarver [shared]	MSEd	8/9/2012	50			yes	2			yes	S/UG	
53	*Mark Thompson (5/9/2014)	PhD 2013	8/9/2012	100	yes			1			yes	UG	
54	Sarah Wright	M.S. (CIS)2002	8/1/2002	100		yes		15			yes	yes	UG

**Note: Data in this table reflect the Faculty Data Base as on June 30, 2014.**

**\*Retired or relocated. \*\* Adjuncts are hired on an as needed basis.**

**S-Shared teaching responsibilities among other departments.**

**Summary of AQ Definition:** Two (2) articles in field in academic, professional, or pedagogical journals (all works should be peer reviewed and publicly available) **and** any combination of three (3) intellectual contributions. Exception: Faculty who are ABD will be considered academically qualified if they are completing their first year of service up to three (3) years. Upon completion of the doctorate, a faculty member can be considered academically qualified for up to five (5) years.

**Summary of PQ Definition:** PQ faculty members must have a master's degree and professional experience at the time of hiring that is significant in duration and level or responsibility and consistent with the area of teaching responsibilities. They must engage in continuous development activities that demonstrate the maintenance of intellectual and professional capital, and are expected to continuously improve instructional programs and innovate in instructional processes.

**Table 10-2: 2013-2014 Deployment of Qualified Faculty by Courses (Standard 10)**  
**Northwestern State University**

<b>Accounting</b>	<b>Qualification (Academic-AQ, Professional-PQ, Other O) (From Table 10-1)</b>	<b>AQ Faculty-% of Time Devoted to Mission (From Table 10-1)</b>	<b>PQ Faculty-% of Time Devoted to Mission (From Table 10-1)</b>	<b>Other Faculty - % of Time Devoted to Mission (From Table 10-1)</b>
Melissa Aldredge	PQ		100	
Nat Briscoe	AQ	100		
Glen Cooley	AQ	100		
**Gary Conlay	PQ		10	
Robert Turner	PQ		75	
Margaret Vienne	PQ		100	
<b>Total Accounting</b>		<b>200</b>	<b>185</b>	
		<b>33%</b>	$AQ_A/(AQ_A + PQ_A + O_A) \geq 50\%$	
		<b>100%</b>	$(AQ_A + PQ_A)/(AQ_A + PQ_A + O_A) \geq 90\%$	
<b>Business Administration</b>				
***Sue Champion	PQ		50	
*Heather Conoboy	PQ		100	
William Habig	PQ		100	
Brenda Hanson	AQ	100		
Marcus Jones	AQ	100		
**Jeff Kennedy (adjunct)	AQ	40		
Margaret Kilcoyne	AQ	100		
**Paula Lott	O			5
Julie McDonald	AQ	100		
**Carmella Parker	PQ	5		
Charles Penrod	AQ	100		
Begona Perez-Mira	AQ	100		
Larry Short	AQ	100		
Mark Swanstrom	AQ	100		
John G. Williams	AQ	100		
Perry Wisinger (on loan)	AQ	50		
<b>Total Business Administration</b>		<b>995</b>	<b>250</b>	<b>5</b>
		<b>80%</b>	$AQ_{BA}/(AQ_{BA} + PQ_{BA} + O_{BA}) \geq 50\%$	
		<b>100%</b>	$(AQ_{BA} + PQ_{BA})/(AQ_{BA} + PQ_{BA} + O_{BA}) \geq 90\%$	

<b>Computer Systems Information</b>				
Brenda Foote	PQ		50	
Thomas Hanson [shared]	AQ	50		
Curtis Penrod (on loan)	PQ		10	
Barbara Russell	PQ		100	
Jack Russell	AQ	100		
A. Richard Tarver	O			100
Mary Beth Tarver	O			50
Mark Thompson	AQ	100		
Sarah Wright	PQ		100	
<b>Total Computer Systems</b>		<b>250</b>	<b>160</b>	<b>50</b>

**54%**  $AQ_{CIS}/(AQ_{CIS} + PQ_{CIS} + O_{CIS}) \geq 50\%$

**89%**  $(AQ_{CIS} + PQ_{CIS}) / (AQ_{CIS} + PQ_{CIS} + O_{CIS}) < 90\%$

<b>Totals for School</b>		<b>1445</b>	<b>595</b>	<b>55</b>
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**69%**  $AQ_T / (AQ_T + PQ_T + O_T) \geq 50\%$

**97%**  $(AQ_T + PQ_T) / (AQ_T + PQ_T + O_T) \geq 90\%$

**Note: Summary of AQ Definition:** Two (2) articles in field in academic, professional, or pedagogical journals (all works should be peer reviewed and publicly available) **and** any combination of three (3) intellectual contributions. Exception: Faculty who are ABD will be considered academically qualified if they are completing their first year of service up to three (3) years. Upon completion of the doctorate, a faculty member can be considered academically qualified for up to five (5) years.

**Summary of PQ Definition:** PQ faculty members must have a master's degree and professional experience at the time of hiring that is significant in duration and level or responsibility and consistent with the area of teaching responsibilities. They must engage in continuous development activities that demonstrate the maintenance of intellectual and professional capital, and are expected to continuously improve instructional programs and innovate in instructional processes.

## **APPENDICES**

**Appendix 1: Budget**

<b>SCHOOL OF BUSINESS BUDGET 2010-2014</b>					
<b>Description</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
<b>Faculty Salary</b>	\$2,182,585	\$1,331,883	\$1,174,401	\$1,593,240	\$1,403,291
<b>Administrative Salary</b>	64,432	131,216	134,579	123,025	123,025
<b>Student Salary</b>	6,959	4,404	4,965	13,007	12,817
<b>Operating /Rentals, Printing</b>	518	650	650	650	7,030
<b>Supplies</b>	2,590	2,500	2,500	2,500	1,000
<b>Total</b>	<b>\$2,257,084</b>	<b>\$1,470,653</b>	<b>\$1,317,095</b>	<b>\$1,732,422</b>	<b>\$1,547,163</b>

## Appendix 2: Last Review – Task Implementation Timeline

Task Implementation Timeline								
Task/Year	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13
<b>Initial Development of Learning Goals</b>	X							
<b>Refinement of Learning Goals (ongoing process)</b>		Goal 1	Goals 2 & 3	Goal 4	Goal 5	Goal 1	Goal 2 & Goal 3	Goal 4
<b>Goals/Measurable Objectives Identified</b>								
Effective Communicators (Goal 1)		X				X		
Integration of Knowledge Across Primary Business Disciplines (Goal 2)			X				X	
Leveraging Technology (Goal 3)			X				X	
Critical Thinking (Goal 4)				X				X
Global & Ethical Perspective (Goal 5)					X			
<b>Data Collection Rubrics Developed</b>								
Effective Communicators (Goal 1)		X				X		
Integration of Knowledge Across Primary Business Disciplines (Goal 2)			X				X	
Leveraging Technology (Goal 3)			X				X	
Critical Thinking (Goal 4)				X				X
Global & Ethical Perspective (Goal 5)					X			
<b>Data Collection &amp; Data Analysis Process</b>								
Effective Communicators (Goal 1)		X				X		
Integration of Knowledge Across Primary Business Disciplines (Goal 2)			X				X	
Leveraging Technology (Goal 3)			X				X	
Critical Thinking (Goal 4)				X				X
Global & Ethical Perspective (Goal 5)					X			
<b>Results &amp; Recommendations for Improvements</b>								
Effective Communicators (Goal 1)			X				X	
Integration of Knowledge Across Primary Business Disciplines (Goal 2)				X				X
Leveraging Technology (Goal 3)				X				X
Critical Thinking (Goal 4)					X			
Global & Ethical Perspective (Goal 5)						X		
<b>Implementation of Recommendations</b>								
Effective Communicators (Goal 1)			X				X	
Integration of Knowledge Across Primary Business Disciplines (Goal 2)				X				X
Leveraging Technology (Goal 3)				X				X
Critical Thinking (Goal 4)					X			
Global & Ethical Perspective (Goal 5)						X		
<b>Measurement of Change &amp; Feedback to Refinement of Learning Goals Above</b>			Goal 1	Goals 2 & 3	Goal 4	Goal 5	Goal 1	Goals 2 & 3

**Appendix 3: Baccalaureate Degrees awarded by majors from 2009 – 2013**

School of Business	Major	2009 - 10	2010 - 11	2011 - 12	2012 - 13	Total	4-Year Avg.
Business (with CIS)	101 - ACCOUNTING	19	15	12	23	69	17.25
	102 - COMPUTER INFORMATION SYSTEMS	12	8	21	15	56	14.00
	*102A - CIS - APPLICATION DEVELOPMENT	4	2	1	1	8	2.00
	*102B - CIS - E-COMMERCE	2	1	0	0	3	0.75
	*102C - CIS - NETWORK SECURITY ANALYSIS	0	2	0	1	3	0.75
	110 - BUSINESS ADMINISTRATION	96	85	84	89	354	88.50
	110I - BUSINESS ADM - FINANCE	10	5	3	2	20	5.00
	110J - BUSINESS ADM - MANAGEMENT	1	2	1	1	5	1.25
	110K - BUSINESS ADM - MARKETING	3	2	0	0	5	1.25
	*717 - BUSINESS ADMINISTRATION	14	18	22	21	75	18.75
	*718 - OFFICE ADMINISTRATION	3	1	0	0	4	1.00
	<b>Total</b>		<b>164</b>	<b>141</b>	<b>144</b>	<b>153</b>	<b>602</b>

**NOTE: \* Concentrations and associate degrees are no longer available.**

**Appendix 4: SoBus Online Classes by Major and SCHs**

SoBus Online Classes by Major and SCHs								
Academic Year	By Major			By SCH				
	Majors	Take ≥ 1 Online Class	Online Class %	Face-to-Face	Comp. Video	Online	Percent Online	Total
09-10	915	494	54%	11,703	639	7,510	38%	19,852
10-11	878	526	60%	9,189	732	7,475	43%	17,396
11-12	871	558	64%	7,779	633	8,096	49%	16,508
12-13	942	643	68%	7,086	717	9,493	55%	17,296
13-14	927	665	72%	6,108	435	9,757	60%	16,300

NOTE: Majors are as of the fall census date.

NOTE: SCHs are for the entire academic year (summer through spring supplemental) and are for any business class.

NOTE: Included the CIS majors/SCHs throughout the years to have a consistent comparison even though they left the business area and then came back.

NOTE: During the 2010-2011 academic year, ECON became part of the CJHS department.

**Appendix 5: Current Core Course Alignment with AoLs and Future Measurement Points**

Assurance of Learning		UNIV 1000	ACC T 2000	BUAD 2200	BUAD 1800	BUAD 2120	BUAD 3250	BUAD 3260 (Acct)	BUAD 3270	BUAD 3280 (CIS)	MGT 3220	MKTG 3230	FIN 2150	FIN 3090	MGT 3580	CIS 3100	CIS 2980	CIS 4600	MGT 4300	ACCT 4020 (Acct)	
<b>1. Effective Communicators</b>																					
	Objective 1a: Produce professional quality business documents;	FM	✓	FM	✓			*	*	*			*							FM	
	Objective 1b: Deliver professional quality oral presentations;			FM				*	*	*		*								✓	
	Objective 1c: Demonstrate communication skills in team settings.			FM					*	*		FM								✓	
<b>2. Integration of Knowledge</b>		FM	✓	✓	✓	✓	*	*	*	*	✓	FM (Partial)	✓	FM	✓	✓	✓	✓	FM	FM	✓
<b>3. Critical Thinking</b>		FM (Partial)	✓	✓	✓	✓	*	*	*	*		*	*	FM	✓	✓	✓	✓	✓	✓	✓
<b>4. Global, Cultural, Ethical Perspective</b>		FM (Partial)		✓				*	FM	*		✓									

**FM – Formal Measure**

**✓ - Topic is covered or emphasized in the course**

**\* - Courses containing a component to informally measure multiple AoLs and can become formal measures in the future.**

**Appendix 6: Table 10-2-E: (2013-2014) Deployment of Qualified Faculty by SCHs (Standard 10)**

MAJOR	AQ Faculty SCH	PQ Faculty SCH	Other Faculty SCH	
<b>ACCT</b>				
ALDREDGE		167		
BRISCOE	172			
CONLAY		11		
COOLEY	123			
TURNER		113		
VIENNE		305		
<b>ACCT Total</b>	295	596	0	891
		<b>AQ/(AQ+PQ+O)</b>		33%
		<b>(AQ+PQ)/(AQ+PQ+O)</b>		100%
<b>BUAD</b>				
CHAMPION		155		
CONOBOY		111		
HABIG W		204		
HANSON B	213			
JONES M	96			
KENNEDY	96			
KILCOYNE M	121			
LOTT			3	
MCDONALD J	261			
PARKER		23		
PENROD C	163			
PEREZ-MIRA	276			
RISTIG		30		
SHORT L	244			
SWANSTROM M	210			
WILLIAMS J	257			
WISINGER	106			
<b>BUAD Total</b>	2043	523	3	2569
		<b>AQ/(AQ+PQ+O)</b>		80%
		<b>(AQ+PQ)/(AQ+PQ+O)</b>		100%
<b>CIS</b>				
FOOTE		73		

HANSON	127			
PENROD, C		21		
RUSSELL, B		175		
RUSSELL, J	173			
TARVER, R			53	
TARVER, MB			270	
THOMPSON	79			
WRIGHT		194		
<b>CIS Total</b>	379	463	323	1165
	<b>AQ/(AQ+PQ+O)</b>			33%
	<b>(AQ+PQ)/(AQ+PQ+O)</b>			72%
<b>SOBUS Total</b>	2717	1637	326	4680
	<b>AQ/(AQ+PQ+O)</b>			58%
	<b>(AQ+PQ)/(AQ+PQ+O)</b>			93%

Please note that the following faculty SCH were removed from totals due to non-area teaching: Rick Tarver--> BUAD, Mark Swanstrom --> ACCT, Glen Cooley --> FIN, Sue Champion --> COOP

**Appendix 7: Faculty Committees**

**SCHOOL OF BUSINESS COMMITTEES – 2014-2015 (UPDATED 8-14-14)**

<b>Professorships</b>	<b>Continuous Improvement, Strategic Planning &amp; Accreditation</b>	<b>Faculty Senate</b>	<b>University Diversity Committee</b>	<b>Promotion/Tenure Continuation/ Committee</b>
Marcus Jones, Brenda Hanson, Begona Perez- Mira, Nat Briscoe, Mark Swanstrom	Marcia Hardy, MGT (chairperson), Curtis Penrod, CIS Nat Briscoe, ACCT Carmella Parker, BUAD Brenda Hanson, BUAD Mark Swanstrom, FIN Jim Kilcoyne, SBDC J. McDonald, Univ. Comm. Begona Perez-Mira, MKTG Margaret Kilcoyne (ex officio)	Brenda Hanson Nat Briscoe Tom Hanson	Begona Perez Mira	Marcus Jones, Chair John Williams Nat Briscoe Jack Russell

<b>Research Committee (University)</b>	<b>AGCG Committee</b>	<b>NCATE</b>	<b>Merit Evaluation</b>	<b>J. Walter Porter Forum</b>
Begona Perez Mira	M Kilcoyne	M Kilcoyne	Brenda Hanson Marti Vienne Begona Perez-Mira Mark Swanstrom Eddie Horton	Julie McDonald Brenda Hanson Sue Champion Lise DuBois Begona Perez-Mira Sarah Wright

## **Appendix 8: SBDC Faculty Involvement**

During the period of the 2009-14 members of the School of Business faculty provided valuable assistance with client projects/proposals within the service objectives of the SBDC. The unique partnership between the NSU School of Business and the Louisiana Small Business Development Center provides clients with access to expert opinion and advice pertaining to client specific business solutions.

<b><u>Faculty Member</u></b>	<b><u>Project Description</u></b>	<b><u>Estimated Client Outcome</u></b>
Mr. John Williams	Legal Advice/Research	Two (2) Client Projects
Mr. Charlie Penrod	Legal Advice/Research	Three (3) Client Projects
Dr. Marcus Jones	Legal Advice/Research	Two (2) Client Projects
Dr. Mark Thompson	SEBD Proposal Assistance	One (1) Client Project
Mr. Robert Turner	Accounting Consulting	Two (2) Client Projects
Ms. Melissa Aldredge	CPA Assistance/Consulting	One (1) Client Project
Mr. Phil Habig	Marketing Research	Two (2) Client Projects
Dr. Begona Perez	Marketing Research	One (1) Client Project
Dr. Begona Perez	Technical Cyber Consulting	Four (4) Client Projects
Ms. Sarah Wright	Technical Cyber Consulting	Three (3) Client Projects
Dr. Margaret Kilcoyne	Technical Cyber Consulting	Three (3) Client Projects
Dr. Margaret Kilcoyne	Business Communications	One (1) Client Project
Dr. Mark Swanstrom	Financial Consulting	Two (2) Client Projects

The following faculty members also lectured and/or provided assistance with the SBDC's small business workshops, "Need to Know."

Mr. Charlie Penrod  
Dr. Mark Swanstrom  
Ms. Sarah Wright  
Dr. Margaret Kilcoyne

## Appendix 9: University Core Requirements

### School of Business

#### Northwestern State University of Louisiana

All School of Business Bachelor of Science majors are required to take the University core and major requirements. The University core requirements are typical of a liberal arts undergraduate preparation and consist of the following courses in semester hours:

Effective fall 2014, the University core requires that each baccalaureate curriculum include **39 credit hours** in the following:

1. **English (6 hours):** English 1010, English 1020.
2. **Mathematics (6 hours):** (taken in pairs indicated and in sequence): Mathematics 1020 and 1060; 1020 and 1090; 1020 and 2010; 1035 and 1060; 1100 (6 hours); 1810 (6 hours); or 2100 and 2110 (10 hours).
3. **Natural Sciences (9 hours):**
  - **Physical:** 3 or 6 hours selected from Science 1010, 2010; Chemistry 1030-1031, 1040-1041, 1070; Physics 2030-2031, and 2510-2511.
  - **Biological:** 3 or 6 hours selected from Science 1020, 2020; Biology 1010-1011, 2060-2061, 2250-2251 and 2260-2261.
4. **Humanities (9 hours\*):**
  - **Literature:** 3 hours - English 2070 (English majors only), 2110 (all others).
  - **History:** 3 hours selected from History 1010, 1020, 2010, and 2020.
  - **Communication:** 3 hours selected from Communication 1010, 2050, 2500, and 4020.
5. **Fine Arts (3 hours):** Fine Arts 1040.
6. **Social/Behavioral Sciences (6 hours):**
  - **Social Science:** 3 hours selected from Anthropology 1510, Economics 2000, Political Science 2010, Geography 1010, and Philosophy 1010.
  - **Behavioral Science:** 3 hours selected from Educational Psychology 2020, Psychology 1010, 2050; and Sociology 1010.

Under the University Core, the following support courses are included:

- Academic electives-varies from 2-5 credit hours depending on major
- Introduction to Information Technology (BUAD 1800) or Microcomputer Applications I (SCSC1810-taught in the Scholars College which applies to very few majors)
- Spreadsheet Applications (CIS 2000)
- Principles of Microeconomic (ECON 2010)

Demonstration in computer literacy must be achieved before graduation. For School of Business majors, this can be achieved through Introduction to Information Technology (BUAD 1800) or Microcomputer Applications I (SCSC1810). This last course is taught in the Scholars College so applies to very few majors.

The major requirements for the degree regardless of major consist of a department/school core and/or a concentration (if applicable). The curriculum required is very typical for an AACSB-accredited school. All School of Business students must take the following courses unless otherwise noted:

Financial Accounting (ACCT2000)

Managerial Accounting (ACCT2010)

Business Statistics (BUAD2120)

Business Law I (BUAD3250) [BUAD, ACCT only]

Cyber Business Law (BUAD3280) [CIS only]  
Organization and Management (Principles of Management) (MGT3220)  
Operations Management (MGT3580)  
Principles of Marketing (MKT3230)  
Business Finance (FIN3090)  
Management Policy (MGT4300) (Capstone course-BUAD, ACCT only)  
International Business (BUAD3270)  
Business Reports and Communication (BUAD2200)

Three concentrations within the BUAD major allow specializations which are Finance, Management and Marketing. Each concentration requires a minimum of 21 semester hours. By university definition, a concentration must consist of at least 30 percent of the major requirements. A concentration can only be earned within a specific major. Currently the Finance concentration is 21 semester hours; the Management concentration is 24 semester hours, and the Marketing is 21 semester hours.

Because the Business Administration and Computer Information Systems (CIS) majors require several of the same courses, some students elect to obtain dual majors by adding a few courses and careful use of their electives. Using the 2013 catalog CIS program, a CIS major can double major in business by adding the following courses: BUAD 3250 [Business Law I]; MGT 4300 [Management Policy]; FIN 4200 [Financial Policies and Practices]; FIN 2150 [Personal Finance]; and Academic Elective [3 credit hours] = 15 credit hours. Business administration major would add an additional 6 classes or 18 credit hours. A minor consists of 15 percent or more of the total hours required in an undergraduate curriculum. The School offers minors in Accounting, Business Administration, and Computer Information Systems.

The curriculum adequately covers all of the functional areas found in almost any university business program accredited by AACSB. After the last review, curriculum changes did occur that require all business majors to take International Business and Business Reports and Communication

## **Appendix 10: School of Business SWOT Analysis**

### **Snapshot of the NSU School of Business**

Where we are, where we need to be, and where we want to be in the future.

It is our hope that the School of Business will become the “**flagship school of international business**” for Louisiana.

#### **Strengths of the School**

- AACSB Accreditation (Reaffirmation 2010)
- Three strong business majors – Accounting, Business Administration, and Computer Information Systems - providing good Louisiana employment opportunities meeting the five star jobs
- Reasonable tuition costs
- Online, face-to-face, and compressed video offerings of all three degrees
- International presence in several countries like Colombia, France, Spain, and China
- Technology supported from special student fees and lab fees
- Successful internship/coop program
- Separate business building with small classrooms that complement the teaching mission
- Permanent facilities in Alexandria, Leesville, Marksville, and Shreveport
- NSU provides leadership in electronic and continuing education for the University of Louisiana System
- Regular and visible recruitment of business graduates by national firms (State Farm, Enterprise, IBM, Century Link, USAA, CSC)
- National and regional recognition of Phi Beta Lambda/Business Professionals of America (PBL/BPA) and Association of Information Technology Professionals (AITP)
- Highly motivated, dedicated and diverse faculty who are either academically qualified (57%) or professionally qualified (33%) with international travel exposure
- Sixteen endowed professorships and one endowed chair
- Excellent Regional Small Business Development Center (SBDC) serving the North Louisiana area
- Annual Walter Porter Forum to bring guest speakers to campus
- Historic Natchitoches is an attractive college community with vibrant tourist influx
- Excellent relations with business and community leaders

#### **Weaknesses of the School**

- Limited local job/internship opportunities for students because of rural location
- Limited business student interest in experiential learning opportunities like studying abroad and internships and coop.
- Low faculty pay by regional and national standards; last faculty salary increase was July 2007.
- Unfilled administrative and faculty positions resulting in insufficient administrative and academic support.
- Faculty composite with possible retirements looming; 11 faculty members and the director with potential retirement status in the next 3 to 5 years; 5 full-time faculty members are either retiring or relocating effective June 30, 2014

#### **Opportunities for the School**

- **WISE Bill:** Creates an additional \$40 million for enactment of the Workforce and Innovation for a Stronger Economy; our three degrees play a role in reducing the gap of over 2,700 graduates needed annually (387.41 for Computer Information Systems, 1,123.34 for Accounting, and 1,198.69 for Business Administration).
- Increase enrollment with 2 + 2 agreements with several state community colleges and Barksdale Air Force Base (BAFB); articulation agreements attract new students
- Develop business transfer credit opportunities with the Louisiana Technical Colleges
- Economic technology boom in North Louisiana-emerging technology sector called “North Louisiana Innovation Corridor” (<http://www.nlep.org/Site-Selection-Key-Industries-Technology.aspx>)
- Political forces are reshaping the way that higher education funding is established.
- Expansion of the NSU SBDC coverage area can provide potential opportunities for the School like real world simulations, internships, coop opportunities and continuing educational opportunities for businesses
- Incorporation of providing business certifications that can translate into credit hours if applicable
- State defined geographic areas for academic efforts have recently been eliminated
- Strong interest has occurred in expanding distant learning programs
- Increase international student base with various countries.
- Increase face-to-face, distance and electronic venues to command a global presence for degree programs
- Create a ‘Global Entrepreneurship’ Center with a conference center and hotel and an incubator for small businesses
- Develop stronger ties with business alumni to strengthen gift giving initiatives.

#### **Threats to the School**

- Strong competition for students and budgets among the other universities in Louisiana
- Present financial climate makes recruitment of new students and retention of current students difficult
- National faculty pay scales increase expectations making faculty recruitment and retention difficult; higher salaries from competing schools draw away School of Business faculty
- Quantity of regional and Louisiana high graduates is decreasing
- Increased competition by other universities in the online course delivery

## Appendix 11: Where we are

**NSU SCHOOL OF BUSINESS – WHERE WE ARE** Premier **regional business school** in the South by providing relevant degrees matching the needs of Louisiana business and industry partners as well as national and international business and industry partners.

The School’s overall goal is to prepare our business students (accounting, business administration, and computer information systems) educational opportunities needed to acquire skills and credentials to obtain jobs in the five star job areas. Long-term goal is to prepare our business students for jobs that are available not only now but in the future.

<b>Where Are We (Now)</b>	<b>Where Do We Need To Be</b>	<b>Where Do We Want To Be (Future)</b>
<b>One bachelor degree with three majors</b> that produces graduates needed and required by the five star careers identified as critical by the Louisiana Workforce Commission.	Offer additional degrees (baccalaureate, masters, and Ph.D.), concentrations, and/or certifications. Also, offer continuing education for local and state business and industry professionals.	Establish a Global Entrepreneurship center to provide business education to local, regional, national and international non-profit and profit organizations. Establish an incubator for new and existing small business.
<b>23 faculty members</b> including a director, two coordinators, 2 part-time, two shared, and two adjuncts. All of these people are support by one administrative assistant.  Per AACSB reaffirmation standards, our academically qualified Accounting faculty ratio of 34% is less than the required 50% and the academically qualified Computer Information Systems faculty ratio of 32% is also less than the required 50%. This issue puts our reaffirmation in jeopardy.	The School of Business would need two more accounting faculty, four more business administration faculty, and two more computer information systems faculty. In addition, we need one additional administrative assistant.  Due to AACSB reaffirmation standards, we need to increase our academically qualified ratio from 34% in Accounting to over 50% and from 32% in Computer Information Systems to over 50%.	The School of Business would need three more accounting faculty, ten more business administration faculty, and two more computer information systems faculty. In addition, we need two additional administrative assistants.  To maintain AACSB standards, we need to increase and maintain our academically qualified Accounting faculty ratio to exceed 50% and our academically qualified Computer Information Systems faculty ratio to exceed 50%. This faculty increase will allow us to teach loads aligned better with the AACSB standards.
<b>932</b> School of Business students: 559 Business Administration students 201 Accounting students 172 Computer Information Systems	<b>1250</b> School of Business students 690 Business Administration students 290 Accounting students 270 Computer Information Systems	<b>1,390 +</b> School of Business students: 760 Business Administration students 330 Accounting students 300 Computer Information Systems
Current concentrations in Business Administration: Marketing, Management, and Finance	Add concentrations in Business Administration: Marketing, Management, Financing, Global Entrepreneurship/International Business, Management Science	Add concentrations in Business Administration: Marketing, Management, Financing, Global Entrepreneurship/International Business, Management Science, Operations System Management, Insurance and Real Estate, Knowledge Management
Current concentrations in Computer Information Systems: Applications Development and Networking and Systems Management	Add concentration in Computer Information Systems: Applications Development, Networking and Systems Management, Programming, Web Design/E-Commerce, Technology Management	Add concentrations in Computer Information Systems: Applications Development, Networking and Systems Management, Programming, Web Design/E-Commerce, Technology Management, Health Informatics, Accounting Information Systems, Database/ Data Analytics/Data Warehousing, Computer Graphics and Gaming, Cybersecurity, Office Productivity

<p>The School of Business and its students are housed in one building – Russell Hall. We removed the traditional arm desk for students and replaced with tables and chairs to provide a more comfortable learning experience; however, this reduced the capacity of the classrooms.</p>	<p>Russell Hall classrooms need removal of certain walls to combine classrooms and increase the capacity while maintaining a comfortable environment for the students.</p>	<p>Certain rooms, including the bathrooms, could be renovated to offer a more inviting and professional image to students. Certain faculty offices need new furniture (desks, filing cabinets, tables, etc.).</p>
<p>The School of Business currently offers all three of its degree programs through an online environment. Faculty are prepared for online teaching through voluntary participation in professional development through Electronic and Continuing Education.</p>	<p>The School of Business needs to be the top online provider in Louisiana. Every course (taught by full-time faculty or adjuncts) should be a Quality Matters approved course which would require training and personnel to help the faculty. Students should be able to access the needed software easily off-campus either through a virtual server or other methods. Proctoring should be available (for free) via ProctorU.</p>	<p>The School of Business needs to be the top online provider in Louisiana. Every course (taught by full-time faculty or adjuncts) should be a Quality Matters approved course which would require training and personnel to help the faculty. Students should be able to access the needed software easily off-campus either through a virtual server or other methods. Proctoring should be available (for free) via ProctorU. Faculty should have assistance from GAs or others to better assist students and leverage class size. Online tutoring should be available through the School of Business.</p>
<p>Computers and other hardware/software are updated on a rotating basis by Student Technology and/or Information Systems. Some faculty also use professorships to maintain computer hardware/software.</p>	<p>The School of Business needs to maintain the highest levels of currency in technology.</p>	<p>The School of Business needs to maintain the highest levels of currency in technology.</p>
<p>School of Business students have the same opportunities as other Northwestern State students to get scholarships, work studies, and loans. In addition, support is available through the Alumni Association/NSU Foundation in the form of scholarships, general departmental support funds, etc. Currently, the School of Business has 71 funds with a total balance of \$2,995,654.35 (\$2,120,199.46 restricted/ \$875,454.89 endowed).*</p>	<p>School of Business students have the same opportunities as other Northwestern State students to get scholarships, work studies, and loans. In addition, support is available through the Alumni Association/NSU Foundation in the form of scholarships, general departmental support funds, etc. The School of Business should have XX funds with a total balance of \$X.**</p>	<p>School of Business students have the same opportunities as other Northwestern State students to get scholarships, work studies, and loans. In addition, support is available through the Alumni Association/NSU Foundation in the form of scholarships, general departmental support funds, etc. The School of Business should have XX funds with a total balance of \$X.**</p>

\*Please note these numbers are preliminary numbers as we are working with the NSU Foundation/Alumni Association to identify and differentiate funds which are specifically for the use of the School of Business, its faculty, and its students as well as funds where the School of Business is one of the options for use.

\*\*Once the School of Business identifies its baseline numbers, goals for number of funds and balance will be developed.