



**College of Administration and Business**

**Louisiana Tech University**

**AACSB Accreditation Maintenance  
Annual Report for 2004-2005**

**Dr. Shirley P. Reagan, Dean**

## **Progress Over the 2004-2005 Academic Year in Strategic Goal Areas**

The College of Administration and Business has a Strategic Plan for the period of 2002-2007. Four Strategic Action Goals were established through a process that involved internal and external stakeholders. Progress made in each of the Strategic Goal Areas is reported below:

### **CAB Strategic Goals:**

1. Employ appropriate human resource management strategies and systems that support our Strategic Charter-driven instruction, research, and service aims.

#### **A. CAB Human Resource Management System Revisions**

The CAB HRM Committee completed revisions of the Promotion and Tenure and the Graduate Faculty Appointment Policies and Procedures. Both are ready for faculty hearings and faculty vote in the 2005-2006 school year. The Annual Faculty Review Policies and Procedures that were approved in the previous year were implemented. In addition, the CAB signed a contract with Digital Measures to establish a faculty database to collect information for the Annual Faculty Review, AACSB annual reports, and other University documents. The 2005 annual evaluations were conducted using the information/documents provided through the database.

The HRM Committee continued its meetings regarding the revision of the College's journal lists. After soliciting faculty input through hearings and informally, the lists were revised. The revised lists and associated Policies/Procedures were adopted by the CAB Council in February 2005 and posted on the CAB website. In May, the QA list was modified again to reflect an error in the number of allowed elite journals.

The CAB continues to encourage faculty to apply for sabbaticals and to seek external development opportunities both in our country and internationally. Dr. Ali Darrat, Professor of Economics, was on sabbatical leave at the University of Sharjah in the United Arab Emirates. Dr. Kenneth Roskelley, Assistant Professor of Finance, spent the summer at the University of Arizona to facilitate his research agenda. Both received financial support from the College of Administration and Business.

#### **B. Selection of Peer Institutions**

A committee including representatives for each academic department and chaired by Dr. Mark Kroll was charged with developing a procedure and identifying a set of prospective peer colleges for the College of Administration and Business.

2. Develop partnerships that are directed toward obtaining financial resources to complement institutional funds so as to accelerate strategic charter-driven continuous improvement.

- A. Alumni and Development Activities

Eight receptions in Atlanta, Monroe, Alexandria/Pineville, and Shreveport (5) were held this year to increase alumni involvement/connection, and 62 alumni and/or business professionals were asked to be guest lecturers for a variety of courses. A new scholarship (Clark family) was endowed.

- B. New Funding Results

Three new professorship (\$100,000) were added this year. A \$1.5 million capital campaign (Investing in the Future) was initiated. The monies raised through the capital campaign will allow the College to renovate and refurbish several public areas in the building. Several Interior Design students, in concert with their professor, developed a proposal for the project.

A new CAB Laboratory Fee was approved by the state. Effective fall 2005, each student in the College will pay an additional \$40 per quarter to support technology initiatives in the CAB.

To enhance our marketing of the College, a profile sheet featuring outstanding alumni and other CAB facts was created for use at Time Out for Tech and other recruiting venues.

3. Expand partnerships that enhance our Strategic Charter-driven instruction, research, and service aims.

- A. Collaborative Efforts

The Center for Entrepreneurship and Information Technology, a collaborative endeavor of the Colleges of Administration & Business and Engineering & Science, continues to offer innovative coursework, sponsor Technology Opportunity Forums, provide a supportive environment for student entrepreneurial efforts, and serve as a support system for the student-initiated Top Dawg Business Plan Competition (year 2). Almost 140 students (an increase of 50 over the previous year) completed the courses offered through CEnIT, the business plan competition provided \$10,000 in prizes to winners, and a \$25,000 grant from the Louisiana Board of Regents Support Fund was secured to build a low elements ropes course to facilitate team-building exercises for CEnIT coursework and others.

Another Louisiana Board of Regents Support Fund grant is funding a mobile computer laboratory which will be implemented to enhance instruction in the College. Tablet personal computers will be available for use by faculty in teaching their classes. These pcs will be housed in a mobile computing cart which will facilitate movement to different classroom areas on a scheduled basis.

B. Entrepreneurial Efforts

The Louisiana Tech University Enterprise Center is being developed through renovation of the former Lincoln Parish Library. The facility will house a business incubator as well as the College's Small Business Development Center. Opportunities for student interaction with tenants of the business incubator will be fostered to enhance student learning.

4. Develop effective program management strategies and systems that fully embody our Strategic Charter-driven Instructional Aims.

A. Undergraduate Program Assessment

The Undergraduate Policies and Assessment Committee (UPAC) addressed the inconsistencies in the implementation of the College's assessment of fundamental business knowledge through course-embedded questions in the core business courses. It was agreed that assessing students' knowledge of the required concepts would be undertaken only in the Fall and Winter Quarters due to problems in securing the necessary data from faculty after the Spring Quarter ended. Initial results from the knowledge assessment indicated that the majority of students (around 75%) understand and are knowledgeable of the basic business concepts, although the results are "spotty" and incomplete.

To assess the specific skills and knowledge in each major (in addition to our efforts in assessing the core business curriculum), the faculty charged with overseeing each degree program were asked to identify a "capstone" course and appropriate capstone course prerequisites for the major. Assessment of student learning in each degree program was to be incorporated in the designated capstone courses beginning with the Fall 2006 Quarter. A capstone course was identified for Accounting, CIS, Finance, both Management degree programs, and Marketing. No such course could be identified for the Business Administration program nor for Business Economics. In addition, the faculty were asked to define two intended learning outcomes (which are results oriented and measurable) for the graduates in each degree program. Over the 2004-05 academic year, assessment measures/activities and assessment criteria were to be developed for each outcome. However, confusion surrounding defining outcomes that are directly measurable delayed the process.

Results from the surveys of graduates at Commencement indicated that 84% of our graduates are satisfied or very satisfied with their experiences in the College of Administration and Business, with none expressing dissatisfaction (9% did not respond).

Students' self-reported perceptions on the Exiting Senior Survey regarding how well the College prepared the students in acquiring the skills and knowledge as enumerated in the 24 learning standards generally show an increase (more indicating "good" or "excellent") over the previous year's results.

In response to the dissatisfaction with the CAB's academic advising program as reported in previous years, the College's efforts appear to be paying off. Approximately 26% of the 2004 graduates expressed dissatisfaction with faculty advising and mentoring compared to 30% of the 2003 graduates. In addition, the 2004-05 graduating seniors were more positive in their comments regarding academic advising during the CAB SWOT Analysis conducted in A&B 495. In response to other SWOT Analysis concerns, the CAB has added a wider array of software in the labs for use in courses. Students wanted more "hands-on" experiences using discipline-specific technology.

Response to the Employer/Interviewer Survey indicated that the recruiters who interview business students through the University Career Center and the employers who supervise our students during their internships are generally pleased with our graduates. This past year, of the 73 respondents, none was dissatisfied with the academic standards in the College; and 67, or 92%, rated our students' preparation for employment as "good" or "excellent."

## B. Graduate Program Revisions and Assessment

During the 2004-05 academic year the College's Graduate Policies and Assessment Committee initiated a review of the MBA program. The committee concluded that a revised MBA program focused upon innovation management would better align the MBA program with the University's and the College's strategic plans, while also serving to enhance the differentiation and branding of the program. An MBA program focused on innovation management is expected to appeal to students from across campus, while also support the efforts of the Center for Entrepreneurship and Information Technology.

The committee also reviewed the electives available to those enrolled and to further strengthen the program recommended that prospectively only 500-level graduate courses would be eligible for students to take as electives in the MBA program. The committee also recommended minor revisions to the objectives for the MBA program, with a broader revision of objectives to be completed during the MBA program review process.

The committee considered offering a graduate certificate program comprised of non-degree credit courses focused to prepare students to begin the MBA program, in particular those students without a strong background in the business disciplines. After reviewing similar programs offered by other institutions the committee deferred any further action until the review and revisions of the MBA program were completed.

The Graduate Policies and Assessment committee also reviewed elements of the DBA program. In particular to ensure that the courses included in the minor in quantitative analysis at the doctoral level retained the level of rigor appropriate to doctoral level

study, the committee recommended dropping the 500-level equivalent of those courses from the University Catalog. The committee also reviewed the course proposals from the Computer Information Systems faculty and concurred with the recommendations from the CIS faculty regarding the courses and course sequence for those doctoral students seeking a major in CIS. The College anticipates admitting doctoral students seeking to major in CIS during the 2005-06 academic year.

During the year, efforts focused upon recruiting doctoral students to begin the DBA program. Faculty participation in that process, in particular participation by Dr. Christie-David, were instrumental in identifying and admitting doctoral students for the 2004-05 and the 2005-06 cohorts. We continue to monitor the progress of those students admitted to study in the revised DBA program and expect the first students to graduate from the program during 2005-06. Several of those students are expected to have presented papers at national academic meetings and to have papers submitted for publication or published prior to completing the doctoral program.

### **Priorities for 2005-2006**

In the 2005-2006 school year, we will continue to pursue the above priorities with emphasis upon:

- (1) The Investing in the Future Capital Campaign including achieving campaign funding goals and planning renovations possible with funding secured
- (2) Finalizing the approval process and development of HRM policies and procedures
- (3) Refinement of outcomes assessment policies and procedures