



College of Business

Louisiana Tech University

**AACSB Accreditation Maintenance
Annual Report for 2006-2007**

Dr. Shirley P. Reagan, Dean

Progress Over the 2006-2007 Academic Year in Strategic Goal Areas

The College of 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. In the 2005-2006 Annual Report, we indicated that we would continue to pursue the four goals in our Strategic Plan with emphasis upon the related areas noted below:

- 1) Policies and procedures to complete our HRM package for the College, including those related to Academically Qualified and Professionally Qualified Faculty.
- 2) The Investing in the Future Campaign, including selected renovation projects being funded through the Campaign.
- 3) Refinement of outcomes assessment policies and procedures.
- 4) Review of College vision and mission statements in preparation for development of the next strategic plan.

Progress made in each of the Strategic Goal Areas including these emphases 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.

CAB Human Resource Management System Revisions

During the past year, the Human Resource Management (HRM) Committee was charged with the completion of the journal lists for the College. During the Summer Quarter 2006, the Dean contacted the deans of business colleges that were on the potential peer and potential aspirant peer lists. Each dean was asked if they had journal lists used for ranking faculty research publications and would share them. In the Fall and Winter Quarters, the HRM Committee incorporated the data from those lists using the metric previously identified. Spreadsheets and proposed lists were developed for accounting, computer information systems, economics, finance, management, and marketing. The committee did not come to agreement on the list for the quantitative analysis discipline. It must be reconciled in Fall 2007. During the Spring Quarter, the HRM Committee, also, developed a schematic for the external review of the lists. The HRM Committee recommended that the lists be sent for external review following the collection of the faculty input in Fall 2007.

Given the fact that the current dean is retiring at the end of June 2007, the revised draft of the Faculty Credentials and Staffing document, which includes definitions for Academically Qualified and Professionally Qualified Faculty, was refined and is being held for the input of the new dean who will begin in Summer 2007.

Selection of Peer Institutions

During Summer 2006, the College Administrative Council discussed potential Comparable Peers and identified the persons who would visit each institution. Three additional potential Comparable Peers were added to the list of nine institutions identified by the faculty committee in 2004-2005 (Southern Illinois-Carbondale, Mississippi State, University of North Texas, University of Memphis, University of Texas-Arlington, University of

Mississippi, University of South Florida, University of Central Florida, and Virginia Commonwealth University). The three additions were New Mexico State University, University of North Carolina at Charlotte, and University of Texas at San Antonio. The twelve institutions identified as potential Comparable Peers were either visited or interviewed via telephone. Reports of the interviews were made to the College Administrative Council. The following institutions were selected as Comparable Peers: University of Mississippi, Mississippi State University, Southern Illinois University at Carbondale, Virginia Commonwealth University, University of South Florida, University of Texas at San Antonio, and New Mexico State University.

The Peer Institution Committee recommended Oklahoma State University and Texas Tech University as Aspirant Peers. The College Administrative Council considered this recommendation and concurred.

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

Alumni and Development Activities

Twelve alumni receptions were held this year to increase alumni involvement/connection, and 104 alumni/business professionals served as guest lecturers for a variety of courses. The College of Business Advisory Board met two times and has developed a strategic plan to enhance the College. The Accounting Advisory Board is developing a strategic plan to identify ways to improve the School of Accountancy. The Information Systems Council assisted in program development and has agreed to assist with the AITP student chapter.

New Funding Results

The Investing in the Future Campaign has generated over \$2.6 million in the period of January 2005 through May 2007. These funds are distributed as follows: new scholarships, \$91,000; new sponsorships, \$52,000; new professorships and chair, \$1,500,000; namings, \$430,000; endowments, \$311,000; and other general gifts, \$230,000. During this school year, one professorship was established, and several renovation projects, completely funded by external funds, were completed. The two student restrooms, which had not been changed since the building was built in the mid- to late-1960s, were gutted and completely refurbished. The College Library was gutted and completely refurbished as the Rawle Board Room and is being used for presentations to small to moderate-size groups, receptions, board meetings, committee meetings, and other special functions. State-of-the-art technology was added to this room and the conference room. The conference room and adjoining small kitchen area were gutted and completely refurbished. The auditorium was renovated and the remaining changes will be completed during the Summer Quarter 2007. Flooring and desks were replaced. Installation of the new presentation technology hardware/ software and several other physical improvements were delayed because of the need for the classroom during the academic year. One LCD panel has been installed in the foyer and three LCD panels have been installed in second floor hallways to provide announcements and selected financial data to students, faculty, staff, and guests. In June 2007, the Louisiana Board of

Regents voted to build a new building for the College of Business rather than complete the extensive renovations that had been planned.

The CAB Laboratory Fee implemented last year continues to be used to enhance computer laboratories and provide updated technology equipment. We have continued the Wall Street Journal Partnership with the funds released from the previous computer laboratory funding fee.

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

Collaborative Efforts

Our Center for Entrepreneurship and Information Technology (CEnIT) which was established five years ago and is jointly administered by our College and the College of Engineering and Science promotes entrepreneurship campuswide. The 2007 Top Dawg Business Plan provided \$15,000 in prizes (First \$8,000; Second \$5,000; Third \$2,000; Most Improved \$2,000; Entrepreneurial Spirit \$2,000). For the first time, the event was sponsored by an alumnus who is, also, a successful entrepreneur. The team that won second place in the 2006 competition was selected to participate in the National Idea to Product Competition held at Oak Ridge National Laboratory in Tennessee and won second place just behind the University of Texas – Austin team.

As a component of the University focus on China, the College in cooperation with the University Honors program sponsored a guest lecture by Dr. Barry Naughton, So Kwanlok Professor of Chinese and International Affairs, Graduate School of International Relations and Pacific Studies at the University of California – San Diego. In coordination with the Ruston~Lincoln Chamber of Commerce, the College hosted the Fourth Annual Ruston~Lincoln Parish Awards Breakfast in March 2007. A \$2,000 prize for the Business Plan Competition was generated by this event. In addition, the College worked with a business college at a neighboring university, area chambers of commerce, and area economic development organizations to host a business outlook summit for the northeastern/north central Louisiana region. One of our students was awarded a \$2,500 scholarship as part of this event.

The College of Business Advisory Board, as mentioned above, is engaged in strategic planning. One strategic planning initiative relates to business partnerships. The College currently has 11 business partnerships with four pending. The Advisory Board is committed to increasing these mutually beneficial partnerships. In addition, the Advisory Board committed to work with faculty on research collaborations.

Entrepreneurial Efforts

The College coordinates a number of activities with the Louisiana Tech University Enterprise Center which houses an incubator for start-up high technology businesses. This past year, we have discussed business student internships with the director and provided guest speakers for incubator tenants. The Small Business Development Center was closed in a cost-

containment initiative by the Louisiana SBDC Network; however, the University was able to garner funding for a Business Technology Development Center which will serve North Louisiana and provide support for business incubator clients. Winners of the business plan competition are provided several months of incubator space free of charge, assuming space is relevant for them.

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

Undergraduate Program Assessment

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 have defined an intended outcome for its graduates, as well as the evaluation procedures, rubrics, and desired criteria (see attached). Assessment of the intended outcome in each degree program will be implemented beginning with the 2007-08 academic year.

As noted last year, based on Dr. Kathryn Martell's input, the College revised its Instructional Aims and associated Learning Standards for undergraduate students. In assessing the cognitive skills and social knowledge of the students, nine Learning Standards were identified, and the College will focus on four of these in the upcoming year. They are communication skills (more specifically writing skills), critical thinking, ethics, and global awareness/diversity. The attached document outlines the assessment processes.

The procedures used in the College's assessment of fundamental business knowledge through course-embedded questions in the core business courses were improved further this year. Results from the knowledge assessment indicated that the majority of students (over 70%) understand and are knowledgeable of the basic business concepts (see attached Assessment Results). Overall, the percentage of correct answers increased 5% from the previous year's results, with the most pronounced gains being in the Principles of Economics courses.

The 2005 alumni were more "satisfied" with their preparation for employment and graduate school and opportunities to participate in internships than were the 2000 graduates. These are two areas to which the College has devoted more attention and resources since 2003, and it appears that these efforts are producing the outcomes desired. Also, in response to comments in the College's SWOT analysis and the Exiting Senior Survey, the curricula in the College have been revised to include a career preparation course (BUSN 420). This course will be taught each quarter beginning this fall, and it will address basic skills and tips helpful in securing that first job.

Students' self-reported assessment on the Exiting Senior Survey regarding how well the College prepared the students in acquiring the skills and knowledge as enumerated in the learning standards are comparable to the previous year's results. However, there was a significant decrease in the percentage rating their "global awareness" as good or excellent. All curricula in the College were revised to require an international business course effective with the Fall 2007 Quarter, and the students who entered the University in 2005 are required

to have an international education course. These students who will be juniors and seniors next year will be required to enroll in one of the College's international business courses. Hopefully, this increased emphasis on a "global economy" will enhance students' understanding of the global business environment.

Response to the Employer/Interviewer Survey and Internship Survey indicated that the recruiters who interview business students through the University Career Center or employers of our students through internships are generally pleased with our graduates. This past year, none was dissatisfied with the academic standards in the College; and 90%, rated our students' preparation for employment as "good" or "excellent."

Graduate Program Revisions and Assessment

Doctor of Business Administration: GPAC developed embedded assessments of the doctoral student learning goals of: (1) ability to effectively use appropriate statistical tools, (2) oral research presentation skills, and (3) written research presentation proficiency. The DBA program was revised to require every DBA student to pass a statistical tool qualifying exam at the end of their QA sequence (typically in June of their first year in the program). Faculty will evaluate these written analyses with rubrics focused on students' understanding of and application of appropriate statistical tools. Students will be required to complete a formal research project their second year. Their written and oral reports of these projects will be evaluated with rubrics. Future curriculum changes will be partially based on the students' achievement of these learning goals. GPAC remains committed to changing the DBA to a Ph.D.

Master of Business Administration: The Interim Associate Dean for Graduate Studies and Research visited with key alumni and prospective employers to identify the critical skills that MBA students graduating from an Innovation Management program should possess. Because the innovation management MBA curriculum was not finalized, the revised, cohort MBA program was not initiated as planned. A review of the core course syllabi indicated little to no duplication across courses; however, integrating innovation management into the core courses has not been completed. One integrative and innovative experience has been developed in cooperation with faculty who teach the engineering design courses completed by all senior level engineering majors. The MBA students will team with the engineering students and provide the business aspects of the prototype and business plan development. Because the Engineering courses are taught over the three quarters of the academic year, MBA students will enroll in a one semester credit hour course each of the three quarters, and those courses will be affiliated with one of the MBA core courses each quarter. For example, in the Fall Quarter the affiliation will be with the Management 510 course, Contemporary Management.

Louisiana Tech University continued its commitment to the MBA program at Rapides Parish Learning Center (RPLC) in Alexandria, Louisiana, after the partner school, University of Louisiana at Lafayette, exited. In the past year, two courses were taught at RPLC with two or three planned for 2007- 2008. When the Barksdale Air Force Base Education Center installs compressed video equipment, evening MBA course offerings to the RPLC and Barksdale will be offered simultaneously to better utilize faculty resources and to provide a

greater variety of course offerings for students in all three MBA locations: Shreveport, Alexandria, and Ruston.