



FIFTH YEAR MAINTENANCE REPORT

AACSB International Maintenance of Accreditation 2004-2009

College of Business
Louisiana Tech University

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SITUATIONAL ANALYSIS

Institutional Background

Louisiana Tech University, located in North Central Louisiana and founded in 1894, is categorized as an SREB Four-Year 2 institution, and as a Carnegie Doctoral/Research University. The University is one of eight institutions that are part of the University of Louisiana System, operating under the auspices of the Board of Regents. The University has been affiliated with the Commission on Colleges, Southern Association of Colleges and Schools (SACS) as an accredited member since 1927. Louisiana Tech primarily serves the citizens of north Louisiana; however, students from a wide range of geographic locations choose to attend the University. The Fall Quarter 2008 enrollment was 10,915. Historically, Louisiana Tech has been known for its strong engineering program and the College of Engineering and Sciences continues to attract students to enroll at the University.

The main campus consists of 280 acres, with additional farm and forestry acreage located off the main campus. Louisiana Tech has offered an on-base degree program at Barksdale Air Force Base in Bossier City, Louisiana since 1965. Courses are offered at Barksdale for the Associate or Bachelor of General Studies, the B.S. degree in Electrical Engineering Technology, and the Master of Business Administration.

The College also offers the MBA at the Learning Center for Rapides Parish at the former England Air Force Base in Alexandria, Louisiana. The program began in 2005 as a joint program with the University of Louisiana at Lafayette (ULL). After the first year, ULL dropped out of the partnership because of lack of faculty resources. The College assumed responsibility for the program and will have its first graduating class in Winter quarter, 2009. The courses are delivered by compressed video or on-line using MediaSite.

The College of Business is one of five academic colleges of the University—the others being the College of Applied and Natural Sciences, the College of Education, the College of Engineering and Sciences, and the College of Liberal Arts. Business is comprised of three departments and one school: Department of Economics and Finance, Department of Management and Information Systems, Department of Marketing and Analysis, and the School of Accountancy.

Advantages and Disadvantages

Ruston, Louisiana is a small town with a population of approximately 20,000, excluding Tech students. Being located in a relatively rural area is both an advantage and a disadvantage. Parents of prospective students are generally pleased to know that their children will be enrolled at an institution that is considered to be very safe with a traditional college environment (on-campus living and traditional-aged students). However, there is less shopping, and fewer restaurants, or other places to socialize with their peers. While business students engage in

internships locally and out of area, the small business community offers fewer opportunities for our students to obtain internships with local firms.

Additionally, the size of the campus body, and more specifically enrollment in the College of Business, have pluses and minuses. The size of the average undergraduate class in the College is 40, with the largest classroom accommodating 120 students. This size allows students to interact with each other, and the smaller size promotes faculty and staff truly getting to know the students. Hence, Louisiana Tech frequently bills itself “as an institution with a private school atmosphere at a public school price.” However, the economics of fewer students/majors translates into fewer faculty and course offerings. The College must balance the desires of and benefit to the students of more class sections and additional courses against the faculty resources required to staff courses and advise students at the undergraduate, master’s, and doctoral level.

Louisiana Tech has a competitive advantage relative to other area business schools in that we are one of only two institutions in the state (LSU being the other) with a doctoral program in business. The relatively small number of faculty in the College, most all of whom have attained the credentials to teach in a doctoral program, implies that our undergraduate students are in the classroom with instructors who are engaged in disciplined-based research, and they are learning firsthand about innovative theories and practices in their fields. This distinction can be helpful in recruiting students at all levels.

Competition

Despite our competitive advantage with the doctoral program, Tech is surrounded by other four-year institutions with accredited business schools offering undergraduate and master’s degrees. Five miles to the west is Grambling State University (a historically black college with an enrollment of 5,253); 30 miles to the east is the University of Louisiana at Monroe (enrollment of 8,754); 55 miles southwest in Natchitoches is Northwestern State University which offers only an undergraduate business degree (enrollment of 9,111); and 65 miles to the west in Shreveport is Louisiana State University-Shreveport (enrollment of 4,291) and Centenary College (a private school with an enrollment of fewer than 900). In addition, there are two community colleges (one in Monroe and one in Shreveport/Bossier with a combined enrollment of 6,300) offering two-year associate degrees in business-related fields. The number of institutions of higher education within the state, each with a business school/unit, forces Tech’s College of Business to compete for a scarce number of students in a relatively small, rural, geographical area.

Opportunities

Over the past two years, the College has focused on two primary objectives—to enhance the visibility of the College of Business and to develop mutually beneficial partnerships. To these ends, an Executive MBA began in January 2009 in Shreveport, and discussions have begun on delivering the EMBA program in Monroe. These are the two major markets from which the College recruits students. The presence of our EMBA program in these cities will promote the quality of Tech’s business school, as well as provide the College with an additional source of

revenue for faculty development. The Center for Executive and Professional Development was initiated in Fall 2008 when the College of Business partnered with Disney to deliver an executive and professional development program in the Shreveport/Bossier area. Additional offerings, in partnership with Growing by Design of Richardson, Texas, focus on leadership, team building, communication, and the tools needed for company success and growth.

To take advantage of the cyber-security emphasis by the Air Force at Barksdale Air Force Base and the Cyber Innovation Center being constructed in Bossier City, in 2008 the College created the Center for Information Assurance to support research and grants. The College began offering information assurance courses at both the undergraduate and graduate levels, providing a MBA concentration and a graduate certificate. In 2009 the Information Assurance courses received National Security Agency 4011 certification. The College is working towards the National Security Agency Center of Excellence in Information Assurance designation. The status associated with being a Center of Excellence will increase research grant opportunities and enhance the College's reputation.

In anticipation of employees' need to adapt to an ever changing marketplace and to design systems which are in alignment with the challenges posed by that environment, the College proposed the creation of an undergraduate program that would lead to the Bachelor of Science in Sustainable Supply Chain Management. Only one new course was required for the program. The degree program was approved by the University of Louisiana System in Spring 2009 and is awaiting final approval by the Board of Regents. The new major should create a niche program for the College since the only other Supply Chain Management program in Louisiana is housed at Southeastern Louisiana University and has a different focus from Tech's proposed program.

Created in 2002 and housed in the College of Business is the Center for Entrepreneurship and Information Technology (CEnIT). CEnIT is a collaborative effort between the College of Business and the College of Engineering and Sciences and serves as a focal point to bring business and engineering students together to study innovation and technology commercialization. An NSF grant was secured in 2007 to support an interdisciplinary course (Innovative Venture Research) for engaging engineering and business students, high school students, faculty, and external mentors in exploring commercialization opportunities for inventions stemming from the University's research programs. An outgrowth of this initiative was the formation of the Association of Business, Engineering, and Science Entrepreneurs (ABESE). Among its activities, ABESE coordinates a campus-wide business plan competition called *Top Dawg* that attracts considerable interest among students, faculty, and the community. In addition, an MBA concentration in Innovation was approved in 2008 to support the ongoing collaboration with Engineering through CEnIT.

The current College of Business building was constructed in 1965 and does not provide the space or classroom configuration required by today's business curricula. In 2008, the State of Louisiana provided funding for the design of a new building for the College. Final construction documents were completed in August 2009, and the University is waiting on construction funds to be allocated by the State possibly in the 2010 - 2011 fiscal year. In addition to the new main College of Business building being planned, the existing "Visual Arts Building" (located next to the Business Building) is being renovated for the College and will be renamed the

Entrepreneurship and Innovation Center. The renovated building will house CEnIT, doctoral students, team meeting and collaboration rooms, high-tech seminar rooms, and a large auditorium.

Challenges

Student Enrollment

As noted above, the number of competing institutions in the region creates a recruiting challenge. Compounding this problem are the projections that the number of graduates from public high schools in Louisiana and overall public school enrollment are expected to plunge more than any state in the nation in the next decade. Specifically, over the next five years, the number of public high school graduates is expected to decrease by 25%. This precipitous drop in prospective students, and undoubtedly enrolled students, will further challenge Tech's ability to balance competing needs. To meet this challenge, in 2007 the College of Business created a part-time position of Student Success Specialist to develop and implement an enrollment management (recruiting) plan for the College and to serve as a liaison to and collaborate with the University Enrollment Management division. In January 2009, the position was made full-time with the title of Assistant Dean for Student Services, and the position was filled with a person with many years of academic student services experience. The position's primary focus is on recruiting and retention.

Budget

The College's budget has been either stable or slightly growing for the past five years. However, like most states, Louisiana experienced budget shortfalls for the 2008-2009 and 2009-2010 fiscal years. The state funded budget for Louisiana Tech was reduced by 11.4% when considering the mid-year reductions for 2008-2009 and the additional reductions for 2009-2010.

At Louisiana Tech, the emphasis has been on protecting the academic core. For the College of Business, reductions were taken in travel funds, the adjunct faculty budget, summer research (DEFE) funds and in two staff positions in the Dean's office. Travel related to research continues to be supported with operating funds and other necessary travel supported with external funds. The Departmental Excellence through Faculty Excellence (DEFE) funds, provided by the Board of Regents, has been used for summer research support for the doctoral faculty and for new faculty. With the loss of these funds, the summer support for new faculty has been covered completely and the summer research grants covered at a reduced level with self-generated funds. The College has very few adjunct faculty, and the budget cuts required only the shifting of two classes taught by adjunct faculty. Two other adjunct faculty received special budgetary approval because of the nature of the courses and the specific credentials of the faculty (a real estate appraisal course and a tax accounting course). In addition, funds have been allocated to support the new Sustainable Supply Chain Management major.

No cuts were made to the doctoral program in the College. In addition, the College was supported through approval of, and additional funding for, replacement of faculty in Accounting and Finance for the 2009-2010 academic year. A 2007 retirement in Economics has not been replaced. Thus, even though the budget environment will be challenging until the national economy rebounds, the College of Business continues to receive strong support from the University administration, and our academic programs are able to continue essentially as normal.

Recruiting and Retention of Faculty

Recruitment and retention of business faculty are major concerns for all business programs. The University administration has worked with the College of Business to provide competitive salaries and teaching loads, and summer research stipends for at least the first three years. The College has had success in recruiting high quality faculty. One indicator of this is the quality of the universities from which new hires in the last five years obtained their doctorates:

University of Alabama
University of Arkansas
University of Houston
University of South Florida
University of Texas at Austin
Auburn University
Louisiana State University
Michigan State University (3)

Northwestern University
Oklahoma State University
Purdue University (2)
Southern Illinois University at Carbondale (2)
Southern Methodist University
Virginia Tech University
Washington State University.

The recent hires include Dr. Jim Courtney into the Humana/McCallister Eminent Scholar Chair in Computer Information Systems and Dr. Barry Babin as Chair of the Department of Marketing and Analysis. Both have national reputations in their fields. The challenge for the College, as for most business schools, is in retention, as the tight labor market creates opportunities for quality faculty to move.

Doctoral Students

The doctoral program in the College is a Board of Supervisor's designated Area of Excellence. The program size is stable with a stable graduation number. Even though the program is identical to a PhD, a DBA is perceived negatively by some potential students. The College faculty and administration are in favor of switching to the PhD degree, and the University administration is supportive of the change as well. When the political and budgetary climate is appropriate, the College will propose the change.

Degree Program Graduates 2008-09

Degree Program	No.	Degree Program	No.
Undergraduate Programs			
B.S. Accounting	32	B.S. Management/Human Resource Management	9
B.S. Business Administration	22	B.S. Marketing	41
B.S. Computer Information Systems	33	Graduate Programs	
B.S. Business Economics	10	Master of Business Administration	25
B.S. Finance	31	Master of Professional Accountancy	14
B.S. Management/Business Management and Entrepreneurship	53	Doctor of Business Administration	9

MISSION STATEMENT

The College of Business Mission, Core Values, and Core Vision Statement – what is referred to as the Strategic Charter – are presented below.

Mission

Our mission—indeed, our passion—is the continuing advancement of the quality and relevance of our teaching and research, and of our relations with constituents. We seek to fulfill these aspirations through discovering new knowledge, creating meaningful learning experiences, preparing our students for successful professional careers, developing mutually beneficial partnerships, and *Building Distinction* by enhancing the reputation of the College.

Core Values

- Scholarship and learning as lifelong pursuits
- Integrity and honesty as the bedrock of our activities
- Meaningful work—instruction, research, and service as an integral part of our lives
- Student experiences that challenge and enrich as our professional obligation
- Collegiality as critical to our productivity
- Continuous improvement as our management philosophy
- Collaboration with the business community as essential to our success

Core Vision Statement

We envision the Louisiana Tech University College of Business as balancing learning, discovery, community outreach, and development for an unparalleled education in the business disciplines.

We envision *learning*:

- Providing integrated, meaningful educational experiences to engage our students
- Preparing our graduates for successful business or academic careers
- Inspiring a lifelong love of learning.

We envision *research*:

- Attracting and retaining faculty and students who are interested in academic inquiry
- Creating an environment supportive of research
- Fostering excellence in student research
- Ensuring that high-quality research is recognized externally and rewarded internally.

We envision *outreach*:

- Increasing internal and external partnerships
- Leveraging CEnIT
- Broadening opportunities for alumni involvement
- Creating service-learning opportunities for students.

We envision *development*:

- Widening our base of alumni support
- Increasing our endowment
- Creating a physical environment reflective of a highly successful business school.

SCOPE OF ACCREDITATION

The scope of accreditation includes the following programs.

Degree Program Inclusions

Undergraduate

- B.S. Accounting
- B.S. Business Administration
- B.S. Computer Information Systems
- B.S. Business Economics
- B.S. Finance
- B.S. Management/Business Management and Entrepreneurship
- B.S. Management/Human Resource Management
- B.S. Marketing.

Master's

- M.B.A.
- Master of Professional Accountancy.

Doctoral

- Doctor of Business Administration.

Degree Program Exclusions

Undergraduate

- B.A. Merchandising and Consumer Studies
- B.S. Agricultural Business
- B.S. Aviation Management
- B.S. Business Education
- B.S. Health Information Administration.

Master's

- M.A. Industrial/Organizational Psychology
- M.A. Teaching in Business Education
- M.S. Engineering and Technology Management
- Master of Health Information Management.

Doctoral

- None.

New Program

The Executive MBA (EMBA), an addition to the existing MBA program, was approved by the Board of Regents in September 2008, and began in January 2009. The Executive MBA is delivered in Shreveport, Louisiana, at Louisiana Tech's Technology Transfer Center facility. The **New Degree Program** section provides the details of this new program.

STRATEGIC MANAGEMENT PLANNING PROCESS

Strategic management planning is done on an annual basis with a full review with a new strategic plan developed every five years. Since the last reaffirmation of accreditation visit, two five-year Strategic Plans have been developed and implemented: 2002-2007 and the current Strategic Plan covering the 2007-2012 period. In developing the current Strategic Plan, the six key elements of the revised Mission were used to guide the Strategic Goals. That is, each Strategic Goal was related directly to one or more of the key elements of the Mission.

The strategic planning process is guided by the STRATEGIC PLANNING POLICIES maintained in the College Handbook of Policies (www.business.latech.edu/fac-staff/policies.htm). Briefly stated, the process is as follows:

- Strategic Planning Committee evaluates the mission and vision
- Potential revisions are presented to the faculty
- Draft mission and vision are reviewed by the College Advisory Board
- Draft mission and vision incorporating input from internal and external stakeholders are presented to the College faculty for consideration and vote.

Once the mission and vision are in place, this process is repeated for the five-year strategic plan. The strategic plan is reviewed annually by the Strategic Planning Committee. If significant changes are deemed necessary, revisions follow the same process. The 2007-2012 Strategic Charter (mission and vision) and current Strategic Plan are maintained on the College website (http://www.business.latech.edu/fac-staff/Policies/pdf_files/Strategic_Plan_2007-2012.pdf).

After each year of the five-year Strategic Plan, the status of each strategic initiative is annotated so stakeholders can see the progress toward our strategic goals and, thus, how College resources are being allocated. With this approach, the Strategic Plan serves as a historical document regarding what has been accomplished as well as a guide for future emphasis and resource allocation.

ASSESSMENT TOOLS AND PROCEDURES

The assessment process for the College of Business involves several steps. First, the faculty establishes learning goals that supports the College's core values, mission, and vision. Second, within each of the College's majors, the faculty measures the degree to which students meet these learning goals. Third, faculty members in each discipline meet to review the results of the measures of the learning goals, revises the assessment procedures as necessary, and recommend changes to curricula or classes that would enhance student learning in these areas. Finally, these recommended changes are implemented, and because assessment is an ongoing and iterative process, the measurement of the learning goals begins again. The College of Business's assessment tools and procedures for 2005-2009 are detailed below.

Undergraduate Programs

Learning Goals

In order to act according to our core values, uphold our mission, and achieve our vision, the College of Business must provide educational opportunities that enhance our undergraduate students' continued development in three areas:

- ***Leading-Edge Theory and Practice in their Discipline:*** Ensuring our graduates are prepared for entry-level professional positions related to their academic majors. An **Intended Outcome** has been identified for each degree program's graduates.

Accounting: Graduates will be able to analyze the annual report of a publicly traded company.

Business Economics: Graduates will be able to identify the role of supply and demand in a market economy and apply the principle of marginal analysis to the economic decision-making process.

Finance: Graduates will be able to create and evaluate a diversified portfolio of stocks and bonds.

Computer Information Systems: Graduates will be able to solve a database design problem.

Business Management and Entrepreneurship: Graduates will be able to create a business plan.

Human Resources Management: Graduates will be able to identify practices and policies related to employee and labor relations and evaluate these practices and policies in terms of their utility and legality.

Marketing: Graduates will be able to develop a survey instrument for a marketing research project.

- ***Cognitive and Social Aptitudes***, including
 - The communication skills to build effective workplace relationships:
 - Communication Skills
 - Leadership Tools.
 - The ability to critically and creatively evaluate problems and to think strategically:
 - Critical Thinking
 - Creative Problem-Solving
 - Technological Proficiency
 - Research Skills.
 - The capacity to exercise judgment that includes ethical considerations in the solutions offered:
 - Ethics
 - Professional Skills
 - Global Awareness.

- ***Management-Specific Skills and Knowledge*** in the following areas:
 - Financial theories, analysis, and markets
 - Accounting concepts
 - Production and distribution of goods and services
 - Information technologies and systems
 - Economic environments of organizations
 - Marketing functions and strategies
 - Managerial concepts and practices
 - Strategic management.

Measurement of the Learning Goals

Measurement of the Intended Outcome

The faculty in each discipline have defined an Intended Outcome for their majors and designed a project/exam with an associated rubric to evaluate the outcome (rubrics can be viewed at <http://www.business.latech.edu/assessment/rubrics.pdf>). The faculty in the discipline or faculty in the designated course evaluate the projects/exams to ensure that the graduates are prepared to enter the workplace.

Accounting: Students in Accounting 305 (Intermediate Accounting) will complete the workbook, *Understanding Corporate Annual Reports—A Financial Analysis Project*. Each student will make a 5- to 10- minute presentation about the company based on the annual report information.

Business Economics: In Economics 408 (Intermediate Economic Theory) and Economics 437 (Aggregate Economic Analysis), exams will be administered that will require students to discuss and solve problems in prose and arithmetic forms.

Finance: In Finance 414 (Investments), students will construct a diversified portfolio of stocks and bonds, acquire necessary data, and calculate various measures of risk and return for the portfolio using Excel.

Computer Information Systems: A database design problem will be assigned to students in Computer Information Systems 450 (Systems Analysis, Design, and Implementation).

Business Management and Entrepreneurship: Students in Management 400 (Entrepreneurship/New Venture Creation) will develop a business plan executive summary from a comprehensive case.

Human Resources Management: In Management 478 (Seminar in Personnel and Industrial Relations), students will complete an exam containing questions related to topics covered in the Society for Human Resource Management certification exam.

Marketing: In Marketing 482 (Marketing Research), students will design a questionnaire that addresses the objectives of a hypothetical case.

Measurement of the Cognitive and Social Aptitudes

The College has focused on three Learning Standards, one from each of the three broad Cognitive and Social Aptitudes: Communication (writing) Skills, Critical Thinking, and Ethics (See Appendix A). These were assessed at multiple points during the 2007-2009 academic years. The rubrics can be viewed at <http://www.business.latech.edu/assessment/rubrics.pdf>.

Communication Skills: The evaluation of students' writing skills takes place in Business 420 (Career Preparation Seminar). Each student prepares a Personal Evaluation Statement (in preparation of interviewing for a job) which is evaluated by a faculty member from the English Department using a rubric designed with input from the College of Business.

Critical Thinking: A comprehensive case is assigned in Business 495 (Business Administration Capstone) to evaluate students' appropriate uses of qualitative and quantitative methods to identify and resolve a business problem. The faculty teaching the course assess the students' analytical thinking skills using a rubric for analyzing a business case.

Ethics: A case is assigned in Management 310 (Management of Organizations) in which students identify the stakeholders, discuss the ramifications of an ethical issue, and apply different ethical perspectives to analyzing the ethical situation. Members of the Management faculty evaluate the students' ethical decision-making skills using a rubric designed by the faculty.

Measurement of the Management-Specific Skills and Knowledge

The core business knowledge is assessed through course-embedded questions incorporated into core business courses (Accounting 201 and 202; Economics 201, 202, and 312; Computer Information Systems 310; Finance 318; Management 310 and 333; Marketing 300). The faculty defined five basic learning objectives for each course which are measured through questions embedded in the exams. Each section results are reported to the discipline's assessment chairman, and then are aggregated for the course. The assessment is undertaken in fall and winter quarters only.

Assessment Results

Assessment Results of the Intended Outcomes

In aggregate, the students met the Intended Outcomes established by the faculty in each major based on the results from 2007-2008 and 2008-2009. In 2007-2008, the assessment of the Intended Outcomes centered on improving the assessment methods. The following year, the faculty focused on specific revisions to courses in the degree program to better prepare the graduates for positions in their fields.

Accounting: Although the students met the faculty's expectations in all the evaluation areas in 2007-2008, concerns were expressed regarding the students' understanding of the use of financial ratios. The Accounting faculty agreed to spend more time on this concept in all their courses. To improve the students' understanding of financial analysis, additional material on ratio analysis was added to Accounting 201 (Principles of Financial Accounting). The following year, the students' scores improved on four of the five evaluative criteria, with the most notable improvement in the balance sheet analysis. The faculty agreed the improvements were a result of increased emphases in the noted areas, but concluded it may be another year before the change in Accounting 201 results in better performance by the students in analyzing an annual report.

Business Economics: In 2007-2008, all the students met the faculty's expectations in all four performance areas in the rubric. It was suggested that the majors attend regional academic and business seminars to enhance their appreciation of and the applicability of economic analysis, so all majors were invited to attend the College's Business Outlook Summit in March, 2009. Only a few students chose to attend, but additional resources will be allocated in upcoming years to increase student participation. In 2008-2009, all Economics majors again met the expectations, but a higher percentage (up from approximately 30% to 60%) exceeded the faculty's expectations.

Finance: The project conducted in Finance 414 (Investments) revealed the students, on average, met the faculty's expectations. However, the faculty were disappointed by the students' inability to understand fully and use Excel, especially as related to statistical analysis. The faculty agreed to increase the number of assignments requiring Excel.

Computer Information Systems: Seventy three percent of the students met or exceeded expectations regarding the database design assignment in 2007-2008. To improve the students' performance, the faculty decided to review database design material in Computer Information Systems 450 (Systems Analysis, Design, and Implementation). In 2008-2009, the percentage that met or exceeded the faculty's expectations increased to 90%. However, given a small sample size, the faculty were hesitant to draw firm conclusions.

Business Management and Entrepreneurship: In the initial evaluation year, areas in which student performance did not meet expectations regarding developing a business plan summary were the analyses of risk, breakeven, investor return, and the value chain. In addition to spending more time on these topics, the weak results were believed to be attributable to students not always taking Management 340 (Small Business Management) prior to enrolling in the Management 400 (Entrepreneurship/New Venture Creation) course. To address this concern, Management 340 was added as a prerequisite to Management 400. In 2008-2009, the results in these areas improved slightly. It may be another year before the effect of the added prerequisite can be fully assessed.

Human Resource Management: Based on the results of the exam administered in Management 478 during 2007-2008 academic year, several topics were identified as needing additional attention. The main concern identified by the faculty was the timing of the assessment. Since Management 478 (Seminar in Personnel and Industrial Relations) was taught in the Fall Quarter, many of the students had not yet taken several of the required human resource courses. Therefore, Management 478 will be taught in the Spring Quarter beginning with the 2009-2010 academic year. In 2008-2009, the exam was administered (Winter Quarter) in Management 472 (Compensation Systems). The results improved from the previous year. The students failed to meet the faculty's expectations on only 3 of the 34 items tested, whereas in 2007-2008 that number was 9. The Human Resources faculty mapped out how these three topics would receive additional attention over the required course sequence.

Marketing: Generally, the students met or exceeded the faculty's expectations regarding questionnaire design over the past two years. However, the results led the faculty to adopt Qualtrics (a tool for constructing and administering surveys) in the course/assignment. The new technology will help in questionnaire design and provide a more consistent platform for the students completing the assignment.

Assessment Results of the Cognitive and Social Aptitudes

Communication Skills: In 2007-2008, the writing skills of our students met or exceeded expectations on all dimensions. It was determined that the scale used by the English faculty member assessing the students' personal evaluation statements had an upward bias which tended

to overstate the communication skills of our students. That is, the scores were higher than would be expected. This result was attributable to the scoring rubric used and to the more academically-oriented students who initially enrolled in the course. The rubric and scale were revised to more accurately reflect the students' skills. The scores in 2008-2009 tended to more accurately assess our students' abilities. On average, the students scored slightly below "meets expectations" on the five combined evaluative criteria.

The Undergraduate Policies and Assessment Committee adopted the policy that instructors of undergraduate courses base at least 10% of the final grade on written communication skills. The purpose was to reinforce, across the College, the importance of good communication skills in the workplace. Additionally, the College contracted with the University's Writing Center in 2007 to provide individualized guidance to every student enrolled in the Business 110 (Introduction to Business), to bolster their writing skills. Two assignments must be submitted, reviewed by the Writing Center personnel, and revised by the student. This emphasis in the freshmen year on the importance of good written communication skills should result in an enhanced skill set.

Critical Thinking: The evaluation of analytical skills in 2007-2008 revealed deficiencies in financial analysis, generation of alternatives, recommendations, and business judgment. Many of the inadequate responses appeared to be a function of the students' inability to articulate clearly or "flesh out" appropriate answers.

When the 2007-2008 scores were combined with the 2008-2009 results, the lowest evaluations/scores were in the application of financial analysis. After reviewing the assessment results, the Undergraduate Policies and Assessment Committee decided that adding a module (or supplemental materials) to the Business 495 (Business Administration Capstone) course materials detailing the methodology for analyzing financial statements would improve the students' understanding of this critical component. The supplemental materials will be developed and included in Business 495 during the 2009-2010 academic year.

As stated above, the Accounting faculty detected a weakness in accounting students' ability to analyze financial statements. Therefore, the Accounting 201 course has been revised to include ratio analysis. Given that this is a core business course, this revision also will help address the deficiency noted in the strategy case analysis.

Ethics: In 2007-2008, the only weakness exhibited by the students in analyzing an ethical dilemma was in the initial stage of identifying the constituents. Generally, the students did a good job in developing a solution to the problem. However, in 2008-2009, a new model for assessing an ethical dilemma became part of the course materials. Generally, the students' abilities to integrate different ethical perspectives in their decision-making did not meet the faculty's expectations. The Undergraduate Policies and Assessment Committee recommended that the students be informed of the faculty's expectations regarding the assignment and that the instructors should provide specific examples regarding the integration of ethical perspectives into decision-making. After incorporating the recommendation into the course/assignment, the students' scores for the criterion improved from "not meeting expectations" to "meeting expectations."

Assessment Results of the Management-Specific Skills and Knowledge

Results from the knowledge assessment indicate that the vast majority of students understand and are knowledgeable of the basic business concepts. Overall, the percentage of correct answers increased from 67% in 2005-2006 to 74% in 2006-2007, to 81% in 2007-2008, then to 85% in 2008-2009. A specific example of how the assessment results were used to enhance the learning experience occurred in the macroeconomics course during the first-year assessment process. Only a small percentage of the students were able to cite specific examples of fiscal and monetary policies. The instructors in Economics 201 (Economics Principles and Problems) devoted more time to reinforcing these fundamental concepts, and the students' understanding of the differences in the two policies improved significantly.

Other examples of actions taken by the faculty to enhance the students' core business knowledge include the following:

- After noting a weakness in financial analyses (in Principles of Finance and Intermediate Accounting courses), the Accounting 201 (Financial Accounting) course was revised to include a module on financial ratios and analysis. This earlier (and repeated) exposure to the material will also be beneficial in upper-level business courses.
- The Computer Information Systems faculty believed that the use of a case in Computer Information Systems 310 (Principles of Information Systems) would improve students' understanding of the information systems life cycle. This was the area/objective which received the lowest score, and more lecture time was allocated to this topic. In subsequent quarters the results improved, but only marginally.
- To increase student comprehension and appreciation of fundamental economic principles, the faculty explored new ways to link the course material to current national and global issues. The course objectives for both macro- and micro-economics were revised to reflect this emphasis.
- In Management 333 (Operations Management), students are expected to apply Pareto Analysis to inventory management. Results from an objective question embedded in the exams implied that the students' ability to apply the concept was lacking. However, when the students were asked to work a problem in which they had to apply the concept, over 90% did so successfully. This result led to the recognition that the question was poorly worded and the realization that the students did, indeed, understand the material. The question was revised.

Assurance of Learning Development Process

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 in 2005 to identify a "capstone" course and appropriate capstone course prerequisites for the major. In addition, the faculty were asked to define two results-oriented and measurable Intended Outcomes for each degree program. Assessment of the Intended Outcomes in each degree program was to be incorporated in the designated capstone courses beginning with the

Fall 2006 Quarter; however, confusion regarding defining outcomes which were directly measurable delayed the process.

In addition to the Dean, three faculty had attended AACSB assessment workshops and brought information back to the College. However, it was felt that the College could additionally benefit from the insight of an assurance of learning expert. Thus, Dr. Kathryn Martell, Associate Dean and Professor of Management at Montclair State University and a frequent speaker on assessment at AACSB national and regional conferences, was invited to campus in December 2005 to present a day-long program on assessment, especially as it relates to AACSB accreditation. Dr. Martell's presentation helped many faculty members better understand how assessment of learning differs from individual evaluation of students within a course, and how the two can work together. Based on her advice, instead of asking the faculty to define two Intended Outcomes for each degree program, it was decided that one would suffice. Over the 2006-2007 academic year, assessment measures/activities and assessment criteria were developed for implementation in Fall 2007.

Also based on Dr. Martell's input, the College revised its Instructional Aims and associated Learning Standards for undergraduate students. The 24 Learning Standards, initially defined in 2002, were deemed to be unwieldy and the number was reduced to nine (see Appendix A). The current Learning Standards were adopted to be in concert with Louisiana Tech's Expected Competencies for its undergraduates and to reflect the general skills and knowledge expected of a business graduate.

During the 2004-2005 academic year, the Undergraduate Policies and Assessment Committee (UPAC) initiated the implementation of the College's assessment of Management-Specific Skills and Knowledge through course-embedded questions in the core business courses. Faculty feedback indicated some problems regarding consistency in implementing the testing procedures. The concerns were addressed, and it was agreed that assessing students' knowledge of the required concepts would be undertaken only in the fall and winter quarters each academic year. Over the past five years, course objectives have been modified, as necessary, to more closely align with redefined course content. Unfortunately, with the constant changes in textbooks and faculty, it may appear that the College has spent more time in changing the assessment questions/processes than in assuring learning has occurred.

Master's Programs

Master of Business Administration (MBA)

Learning Goals

Students in the Louisiana Tech MBA program receive the interdisciplinary training necessary for professional careers as managers in business or any professional field. Thus, MBA students learn to think critically, evaluate situations, problem solve, and make managerial decisions that cover a variety of business scenarios. The specific learning goals for the program include the following:

- Graduates will be proficient in integrating cross-disciplinary knowledge to solve business problems:
 - Analytical thinking
 - Synthesis of interdisciplinary concepts.
- Graduates will demonstrate the necessary communication skills to be successful in a managerial/leadership position:
 - Writing proficiency
 - Presentation skills.

To meet the new AACSB International Standards, a new course Business 501 (Global Perspectives in Management) has been added to the core for both the MBA and EMBA and is currently being developed. The course will be offered for the first time in Spring 2010. Understanding global perspectives will become a Learning Goal. Assessment methodology and the required rubrics will be developed in Fall 2009.

Measurement of the Learning Goals

Analytical Thinking: MBA students will be able to evaluate a business problem critically.

Synthesis of Interdisciplinary Concepts: MBA students will be able to integrate cross-disciplinary information to solve a business problem.

Writing Proficiency: MBA students will be able to write a clear, cogent analysis of a business problem.

Presentation Skills: MBA students will be able to make an effective presentation based on a case assignment.

Assessment Process for the Learning Goals

Assessment Method: A comprehensive business case assigned in Management 595 (Administrative Policy), the MBA capstone course, is used to assess students' skills. To ensure the assignment is taken seriously by the students, the assignment/presentation is included as a graded component of the course. This assignment is completed individually to allow for a true assessment of each student's abilities and is administered to students enrolled at the main Ruston Campus, the Barksdale program, and at the Rapides Parish Learning Center.

Data Collection: In 2007-2008, only a sample of the students enrolled in Management 595 was evaluated. However, during the 2008-2009 academic year, all students enrolled in the course were evaluated. Because Management 595 is a capstone course, the students had completed the majority of their course work and all the MBA core courses.

Reviewers: The case studies/presentations are evaluated by two faculty members using standardized scoring rubrics designed to assess the students' skills (rubrics can be viewed at <http://www.business.latech.edu/assessment/rubrics.pdf>). The reviewers are selected from the graduate faculty (either master's level or doctoral level members) and represent separate discipline areas of the College of Business.

Assessment Results

Analytical Thinking: In 2008-2009, all the students met or exceeded the faculty's expectations in three of the four traits evaluated: identification of case problems, recommendations, and business judgment. Generation of alternatives was the area receiving the lowest scores with 33% of the students not meeting the expectations. Based on these results, a new course, Business 500 (Critical Thinking), was added as an elective in the general MBA curriculum. The course incorporates material on creative thinking which helps students look for solutions that are not readily apparent.

Synthesis of Interdisciplinary Concepts: The initial evaluation was completed in 2007-2008. Given that all students did well on this assignment, the results suggest that the students are proficient in integrating information from different sources. However, to ensure that the students were well prepared in this dimension, Marketing 530 (Marketing Management) was revised to include the use of a computer program where students identify key pieces of cross-disciplinary information and apply them in a simulated market. The results reported in 2008-2009 were not as positive, likely the result of a revised rubric and higher expectations. It may be another year before the effects of the course revision will be evident.

Writing Proficiency: The results from 2007-2008 indicated that approximately 75% of the students met the faculty's expectations on the writing assignment, with none exceeding the expectations. The Graduate Policies and Assessment Committee (GPAC) directed the faculty teaching in the graduate program to increase the number of individualized writing assignments across the core courses. As noted above, the addition of Business 500 (Critical Thinking) was also expected to enhance the students' writing skills. The rubric for evaluating the writing proficiency of the MBA students was revised in 2008-2009. A third of the students failed to meet the faculty's expectations regarding their ability to write at a higher level using complex sentences and advanced vocabulary. Based on these results, Business 594 (Marketing Administration) was added as an elective. In the course, a marketing plan is developed and extensive writing occurs. The faculty felt that adding a new course with a major writing assignment offered the most potential for improving students' writing.

Presentation Skills: In both 2007-2008 and 2008-2009, students' presentation skills met or exceeded faculty expectations on all five evaluative criteria. The addition of Business 594 is expected to help hone the presentation skills as the students will be required to create and present a marketing plan to an actual business client.

Master of Professional Accountancy (MPA)

Learning Goals

The Master of Professional Accountancy (MPA) program is designed to provide graduate-level education in accounting for individuals seeking careers in public accounting, industry, and government. Specifically, graduates of the program should

- Retain the accounting knowledge required to pass accounting certification examinations
- Be able to focus on accounting issues and apply theory and principles in developing solutions to problems
- Be capable of employing essential technology in the accounting field
- Be effective, professional communicators regarding accounting issues, with an ability to find and present solutions
- Be aware of professional and ethical issues, knowing how to handle issues faced by accounting professionals.

To meet the new AACSB International standards, Accounting 519 (International Accounting) will become a required course beginning with the 2009-2010 academic year. Understanding global perspectives will become a Learning Goal for the MPA. Assessment methodology and the required rubrics will be developed during the next academic year.

Measurement of the Learning Goals

The School of Accountancy has primarily focused on assessing three of the Learning Goals: (1) retaining the accounting knowledge required to pass accounting certification examinations, (2) being effective, professional communicators regarding accounting issues, and (3) being aware of professional and ethical issues. Each of these Learning Goals is assessed annually, as follows:

- Graduates will have in-depth knowledge of accounting necessary for passing the CPA exam.
Method: CPA exam results provided by NASBA are used to assess performance annually. Virtually all of the MPA graduates take the examination.
- Graduates will deliver professional-quality communications (in oral and written form) on accounting issues.
Method: In Accounting 507 (Contemporary Accounting Theory), student presentations are evaluated using a rubric designed for the assignment. In addition, the assignment is evaluated with a rubric designed to assess written communication skills.
- Graduates will be able to evaluate an ethical issue and choose a course of action.
Method: A case assigned in Accounting 513 (Advanced Auditing) is used to assess the students' skills. The case studies are evaluated using a rubric designed to assess ethical decision-making. See <http://www.business.latech.edu/assessment/rubrics.pdf> for the rubrics.

Assessment Results

CPA Exam: Results from NASBA (reported two years after the fact) indicate that the majority of students understand and are knowledgeable of the required accounting theory and practices. Overall, the percentage of MPA students who passed one or more sections of the CPA exam was 62.5% in 2004, 73% in 2005, 78% in 2006, and 69% in 2007.

Oral Communication Skills: Over the past five years, only one student failed to meet the faculty's expectations regarding oral communication skills. Given the students' success in this area, the faculty have raised their expectations each year, but the students invariably "rise to the occasion." Given that this goal has been met, the faculty will concentrate on a different Learning Goal in upcoming years.

Written Communication Skills: In 2005 all the students evaluated in Accounting 507 (Contemporary Accounting Theory) met expectations regarding their writing skills. The next year (2006), only 63% of the students met the higher faculty expectations. In both evaluation samples, the area in which students were rated lowest was the paper's introduction clearly demonstrating the purpose. Based on these results, additional time was spent explaining the purpose of the assignment and the necessity of developing good writing skills. In 2007, the evaluations of the introductory sections of the paper improved, as did the overall results (87% met expectations). In 2008, only 69% of the students met or exceeded expectations on the assignment, but in 2009, 100% of the students completed the writing assignment in an acceptable manner.

Ethical Considerations: In each of the evaluations years (2006-2008), at least 85% of the students evaluated in Accounting 513 (Advanced Auditing) scored at an acceptable level or better in evaluating the ethical dilemma and choosing an appropriate course of action. The trait receiving the lowest score was the students' ability to choose an action.

Doctor of Business Administration Program (DBA)

Learning Goals

The Doctor of Business Administration degree is designed to prepare graduates for careers as effective university researchers and teachers or for senior research positions in business or government. The specific learning goals for the program include the following

- Graduates will possess the tools to be proficient researchers and effective advocates of their findings:
 - Relevant statistical knowledge
 - Ability to conceptualize and conduct original research
 - Written communication skills
 - Oral communication skills.
- Graduates will be knowledgeable of leading-edge theory and practices in their disciplines.

- Graduates will be proficient in integrating disciplinary and cross-disciplinary knowledge and concepts in solving a research question:
 - Synthesis of knowledge.

Measurement of the Learning Goals

Relevant Statistical Knowledge: Every doctoral student must pass a statistical tool qualifying exam at the end of his/her first year in the program (after completing the three-course statistics sequence) to ensure his/her understands statistical methodology and is able to use the statistical tools associated with his/her chosen specialty areas. Faculty create exams whereby students must analyze data sets appropriate for their disciplines and explain their findings. The exams are evaluated by doctoral faculty from the students' disciplines using a rubric designed by the faculty. See <http://www.business.latech.edu/assessment/rubrics.pdf> for all rubrics used in assessing the doctoral program.

Conceptualize and Conduct Original Research: In 2007, the oral comprehensive exam (formerly required at the end of each student's course work) was replaced with a research project to be completed after the students' first year in the program with the findings presented to the faculty in the fall of their second year. Faculty from each discipline are responsible for evaluating and providing feedback on the summer papers and presentations.

Written Communication Skills: The process of evaluating doctoral students' written communication skills was formalized in 2007 with the doctoral faculty designing a rubric to evaluate the students' ability to write an effective research paper. The paper could be a graded assignment for a course, a sole author submission to a journal or conference, or a dissertation. Over the past two years, the papers evaluated have generally been dissertations or dissertation proposals.

Oral Communication Skills: Throughout the year, doctoral student presentations are used to assess the students' oral communication skills. Doctoral faculty from across the College evaluate the presentations using a rubric designed for the purpose. In general, the presentations are dissertation proposals and defenses, although occasionally students' research papers accepted for conference proceedings are evaluated.

Knowledgeable of Leading-Edge Theory: The doctoral student's knowledge of the theory and practices in their disciplines is measured with the comprehensive exam administered by the faculty at the end of the doctoral course work in their majors. Students are allowed two attempts at the exam.

Synthesis of Concepts: Synthesizing concepts is measured by successful completion of the dissertation.

Assessment Results

Relevant Statistical Knowledge: The 2007-2009 results from the exam indicate that the students generally met the faculty's expectations. Also, the student's grasp of basic statistical analysis appeared to be sound as "clarity of explanation" received the highest rating of the three traits evaluated. Based on these findings, the Graduate Policies and Assessment Committee recommended that in Quantitative Analysis 622 (Advanced Business Statistics) future doctoral students complete a literature review of how regression analysis is used within their respective disciplines to gain a better understanding of methodological/design issues.

Conceptualize and Conduct Original Research: In 2007, all students who wrote and presented a research paper generally met the faculty's expectations. However, to bolster students' skill set, faculty added an additional research paper to be completed by the end of the second year in the program. The purpose of the new research project was to develop the ideas put forth in the first-year paper. Evaluation of the second-year papers in 2008 yielded more positive results with all students meeting or exceeding the faculty's expectations.

Written Communication Skills: In 2007-2008, a total of 13 papers (dissertations or dissertation proposals) were evaluated. All students met or exceeded the faculty's expectations, with a third exceeding expectations. The trait/area with the lowest evaluation by the faculty was the "significance of the contribution." Based on the results, Business 610 (Current Topics in Research) was revised to be team taught by doctoral faculty members who each addressed a specific aspect of producing an effective research paper. The students were required to write papers on current research topics in their fields, as well as review the top journals in their disciplines. In 2008-09, only a few papers were evaluated by the faculty. Owing to the small sample size and the changes in Business 610 having been instituted for less than a year, it may be another year before the changes in the program can be analyzed.

Oral Communication Skills: From 2007-2009, students met or exceeded expectations on the attributes evaluated. The area receiving the lowest evaluation, albeit still meeting expectations, was in the actual delivery of the presentation, as some of the international students were harder to understand or hear. As noted above, the addition of the "first-year" research paper and presentation is expected to enhance students' presentation skills. Also, all third-year doctoral students are enrolled in a section of Business 610 in which they are required to evaluate critically faculty research presentations and presentations by their peers. It is the faculty's belief that these observations will lead to improved student presentations.

Knowledgeable of Leading-Edge Theory: Since 2005, all doctoral students taking the comprehensive exam have passed on the first or second attempt.

Synthesis of Concepts: Because the degree awarded is a Doctor of Business Administration, faculty from disciplines outside the students' majors are members of dissertation committees. It is believed that this structure provides an environment for better integration of cross-disciplinary knowledge. In addition, several of the doctoral-level research courses are cross-listed with another discipline to allow students to interact with others and see theories and applications from another perspective. All students also take a minor outside their primary discipline.

FINANCIAL STRATEGIES

The Strategic Plan for 2007-2012 is driven by the College’s Mission and focuses on new initiatives and/or activities that are strategic in nature ([www.business.latech.edu/fac-staff/Policies/pdf files/Strategic Plan 2007-2012.pdf](http://www.business.latech.edu/fac-staff/Policies/pdf_files/Strategic_Plan_2007-2012.pdf)). These strategic goal items serve to guide the allocation of College resources. The table below details the resource allocation for strategic action items in the current Strategic Plan.

Financial Support for Strategic Goals		
<i>Develop mutually beneficial partnerships</i>		
1. Enhance relationship with CEnIT and Engineering		
	MBA concentration in Innovation	Completed '07-'08. \$2,000 for promotion from operating budget. Reallocated teaching loads and assignments.
	Innovation Research Grants	Partnered with CEnIT to offer grants of \$4000 annually from fee account.
	Renovate Visual Arts Building for College, CEnIT and doctoral program	\$3.6 million in state funds provided.
2. Establish National Center of Excellence In Information Assurance		
	Create Center for Information Assurance to support research	\$10,000 per year seed money provided from external partnership with Argent Financial group.
	Secure NSA 4011 certification	Awarded in January '09. Funding from operating budget and external funding.

3. Establish Center for Executive and Professional Development (CEPD)		
	Initiate relationship to deliver training programs	\$75,000 in external sponsorship funding to support Disney's <i>Keys to Excellence</i> as initial program. Ongoing contract with Growing by Design to deliver executive programs.
	Certify executive education programs for CPE credit	Accomplished- no cost.
4. Secure agreement to serve as home office for the Academy for Marketing and Science (AMS)		Accomplished-generates \$40,000 in annual revenue.

<i>Initiatives That Enhance Reputation of College</i>		
1. Increase Marketing to internal and external constituencies		
	Create common designs for all external communications	Assigned staff time.
	Hire a Director of Marketing and Communications	\$57,000 from Academy of Marketing Science support and fee accounts.
	Increase awareness of faculty research and faculty resumes via website	Assigned staff time.
2. Enhance the Doctoral Program		
	Improve doctoral student offices	\$9,000 for furniture from doctoral support fund.
	Create additional seminar rooms and update existing seminar room	Reassigned one seminar room. \$5,000 to refurbish existing seminar room from doctoral support fund.
	Obtain permanent funding for consistent doctoral program size	\$397,000 in permanent budget allocation secured from University budget.
	Introduce teaching perspective course	Business 610 Special Topics-Teaching created in 2006. Reallocated teaching loads and assignments.
	Mentor DBA students in teaching	Faculty mentors assigned to new teaching assistants. Reallocated work loads and assignments.

3. Secure external funding to enhance new Business building	Quiet phase of capital campaign begun. Initial commitments of \$400,000.
4. Enhance quality of research among faculty and doctoral students	
Bring noted scholars to speak at college	Guest faculty program initiated in 2007. Average \$1,000 per year from enhancement account.
Support doctoral student travel to present research	\$10,000 annually from enhancement account.
Support specialized conferences for faculty (e.g. ethics, global awareness, etc.)	\$1,500 annually from enhancement account.
Support college specific software, databases and computer servers for research	\$56,000 annually from laboratory fee for software, \$17,000 annually for servers.
Summer research grants for doctoral faculty	\$170,000 annually from DEFE funds and summer budget (\$100,000 in 2009 due to budget cuts).

<i>Improve Student Enrollment and Student Success</i>	
1. Improve student recruiting	
Hire student success specialist as liaison to university enrollment management.	\$7,000 allocated to Graduate Assistant position in 2007-2008.
Converted to full-time Assistant Dean Position in '09	\$38,000 from fee account (January-June 2009). \$57,000 from operating budget beginning June 2009.
Develop an enrollment management plan	Staff time allocated.
Develop college specific recruiting brochure to supplement university material	\$2,000 allocated annually from operating budget.
Create Business 420 (Career Preparation Seminar)	\$12,000 annually from fee account for faculty overload.
Improve written communication skills of students through tutoring in the University Writing Center	\$4,000 annually from fee account for tutors.
Assessment of written communication skills of students	\$5,000 annually from fee account for English faculty overload.

Develop Programs that create meaningful learning experiences and create an advantage for the College

1. New Programs for new students and/or new markets		
	MBA concentration and Graduate certificate in Information Assurance	Allocated teaching assets to new courses in '08.
	MBA in Innovation to support joint CEnIT program with Engineering	Allocated teaching assets to new courses in '08.
	Minor in sports Marketing	\$6,000 from adjunct faculty budget and adjusted teaching assignments.
	Major in sustainable supply chain management	\$130,000 from existing faculty line to hire faculty to develop and support new degree. Adjusted faculty teaching assignments.
	Develop a potential fast track for MBA foundation courses	\$5,000 allocated from fee account for development and production using Mediasite.
2. Develop programs to be delivered in Shreveport/Bossier		
	MPA	\$4,000 from fee account for promotion and advertising. Reallocated teaching loads and assignments.
	Executive MBA	\$10,000 from fee account for promotion and advertising. \$ 12,000 from fee account for supplemental pay for faculty director. Self sustaining beyond start-up.
3. Develop distance learning courses to generate new students and/or support existing curricula		
	Undergraduate business core/MBA foundation courses Information Assurance and MBA courses captured on Media Site beginning Fall'08	\$30,000 for equipment and \$7,000 for graduate assistant from fee account. Allocated staff time.

NEW PROGRAM

Executive MBA Program

A strategic initiative of the College of Business was to establish an Executive MBA program in Shreveport, Louisiana to position Tech as the branded, premier provider of executive education in North Louisiana and the region. The program was approved by the Board of Regents in fall, 2008, and the first group of courses was taught at the Louisiana Tech University Technology Transfer Center in Shreveport beginning January 2009. The initial cohort is comprised of 15 students who generally live in the Shreveport/Bossier area (but two commute from the Dallas area), and whose professional positions include the fields of health care, sales, engineering, transportation, and telecommunications.

The EMBA is the same ten-course, 30-hour program as the College of Business' campus-based, general MBA program. The eight core courses currently taught in the traditional campus program will be maintained, with some modifications. Two courses, focused on decision-making and leadership skills, will complete the curriculum. A faculty member in the College is serving as the EMBA Director, and graduate faculty have been hired on an overload basis to develop and teach the courses.

Learning Goals

The Louisiana Tech Executive MBA program is an executive education program designed specifically to provide managerial decision-makers with the necessary skill set to be more successful in a competitive business environment. Thus, the curriculum focuses on critical thinking using advanced problem solving skills and leadership development. The specific learning goals for the program include the following:

- Graduates will be able to assess ambiguous and complex business problems and identify appropriate solution alternatives:
 - Critical Thinking
 - Synthesis of Interdisciplinary Concepts.
- Graduates will be able to persuasively communicate their ideas and decisions to others as leaders within their organizations:
 - Leadership Tools
 - Presentation Skills.

The students will be assessed at the end of the program. Measurement methods and rubrics are currently under development.

APPENDIX A

LEARNING STANDARDS FOR BUSINESS GRADUATES

Communication Skills

Uses standard English grammar in oral and written forms. Applies listening skills appropriate to situation. Reads with comprehension. Communicates effectively in oral and written forms, including presentations.

Leadership Tools

Applies effective interpersonal skills. Demonstrates ability to work effectively in individual and team situations. Has a willingness to assume leadership positions.

Critical Thinking

Analyzes, synthesizes, and evaluates from a wide variety of information sources. Utilizes logic. Recognizes patterns and forms conclusions based on those patterns. Adapts textbook information to real world. Differentiates fact from opinion. Recognizes and evaluates assumptions, theses, and support of arguments. Transfers concepts within and among disciplines.

Creative Problem-Solving

Is open-minded, flexible, and adapts to new ideas. Devises new ideas, work, or solutions. Recognizes and evaluates alternatives.

Technological Proficiency

Demonstrates knowledge and use of current technology for problem solving including appropriate software tools, Internet, and discipline-specific applications. Demonstrates knowledge of state-of-the-art and emerging technologies related to the discipline.

Research Skills

Applies scientific methods to problem solving. Utilizes basic statistical analysis. Synthesizes information into coherent whole. Clarifies ill-defined problems.

Ethics

Demonstrates professional conduct and ethical responsibility. Demonstrates knowledge and application of moral and philosophical concepts. Recognizes ethical dilemmas and is aware of diverse answers to ethical problems.

Professional Skills

Demonstrates ability to adapt to diverse organizational environments. Demonstrates awareness of workplace cultures and expectations. Self-evaluates learning and performance. Utilizes planning and organization skills. Demonstrates ability to deal with ambiguity and uncertainty.

Global Awareness

Has awareness and acceptance of cultural differences. Understands the global environment in which organizations operate.

TABLES

Table 9-1 Summary of Faculty Sufficiency

Table 10-1 Summary of Faculty Intellectual Contributions and Qualifications

Table 10-2 Calculations Relative to Deployment of Qualified Faculty