

**College of Business Administration
Annual Report 2003-04**

To the President

October 14, 2004

College of Business Administration Annual Report 2003-04

1. Executive Summary

1.1 College of Business Administration

The Joseph A. Butt, S.J., College of Business Administration (CBA) at Loyola University New Orleans has an enrollment of 675 undergraduate students and 85 graduate students. The College of Business offers undergraduate degree programs in accounting, business administration (economics, finance, international business, management and marketing), the Master of Business Administration, and the Juris Doctor/ Master of Business Administration. Minor programs are offered in business administration, economics, entrepreneurship, marketing, international business, and legal studies. A concentration is also offered in music industry studies.

Programs of the College of Business are accredited by the AACSB (The Association to Advance Collegiate Schools of Business). The College has been cited in the *U.S. News and World Reports*' list of Best Business Programs and was a 2001 Recipient of the Louisiana Quality Award. The College's MBA program is listed by *The Princeton Review* as one of the Top 143 Business Programs in the nation. *The Princeton Review* also ranks the College as 7th in the nation in "providing opportunities for minority students."

1.2 Description of unit and its mission

In the Ignatian tradition and consistent with the goals of Loyola University New Orleans, the mission of the Joseph A. Butt, S.J. College of Business Administration is to prepare and graduate individuals with the capability and motivation to become effective and socially responsible business and community leaders who possess a love for truth, the critical intelligence to pursue it, and the eloquence to articulate it. Our primary emphasis is the provision of innovative and superior undergraduate management education. In addition, we are committed to offer selected high quality graduate programs that are consistent with the mission of the University. We are committed to excellence in research and service to enhance the quality of our undergraduate and graduate teaching.

1.3 Assessment of the unit

The College has established an extensive assessment program as described in section 3. Assessment outcomes indicate that the College is accomplishing its mission and is in many facets excelling relative to peer institutions.

The College's assessment program was recently recognized as being of high quality by being named a 2001 Recipient of the Louisiana Quality Award.

1.4 Goals of the unit

Goal I. To develop and maintain the processes and programs necessary to provide our

students with a superior learning environment, consistent with the College's mission and the University's Jesuit tradition.

Goal II. To recruit and develop high quality students having the potential to graduate from our programs and make positive contributions to society and the business community.

Goal III. To recruit, develop, and support a faculty that embodies the values of the College, supports its mission and goals, and enhances the University's Jesuit tradition.

Goal IV. To strengthen the relationships of the College with its alumni, the business community, governmental agencies, and the media.

1.5 Review of the past and current budgets

Combining resources provided by the institution with funds raised externally and those derived through the College's executive education and study abroad programs, funding for the College in FY 2003-04 was adequate to accomplish the mission.

Funding available, however, is not sufficient to allow the College to excel. Clearly, funding available is insufficient to support an appropriate level of faculty development, is insufficient to support faculty research, and insufficient to support an appropriate level of student support.

1.6 Resource needs/wants/reallocation

Over the next five year period, the College needs to add seven new faculty positions and at least two new staff positions. Position needs are reflected on pages 20 and 21.

In addition the College will be pursuing means by which to increase the physical space available to it. New offices will be needed to house the additional faculty and staff. To maintain its competitive position in the market place, the College will also seek to expand and enhance classroom and meeting spaces.

Ultimately, the physical space needs of the College will be satisfied only through the construction of a new business school building.

1.7 Summary of achievements

A summary of achievements is listed on pages 25 and 26. More notable achievements include the following: Brandon Thibodeaux was named as a recipient of a Mitchell Scholarship to pursue a Masters in Peace and Conflict; Fernando Rivera was named as an Honorable Mention to the USA Today All American Scholars Team; 101 CBA students received credit for professional internships, including four on Wall Street; and Professor Nick Capaldi's book, John Stuart Mills was selected for review on C-Span's "Book TV" on the C-SPAN2 network.

2. Identification of the Unit – College of Business Administration

2.1 Mission statement of the unit

In the Ignatian tradition and consistent with the goals of Loyola University New Orleans, the mission of the Joseph A. Butt, S.J. College of Business Administration is to prepare and graduate individuals with the capability and motivation to become effective and socially responsible business and community leaders who possess a love for truth, the critical intelligence to pursue it, and the eloquence to articulate it. Our primary emphasis is the provision of innovative and superior undergraduate management education. In addition, we are committed to offer selected high quality graduate programs that are consistent with the mission of the University. We are committed to excellence in research and service to enhance the quality of our undergraduate and graduate teaching.

2.2 General statement and descriptive information concerning the unit

The Joseph A. Butt, S.J., College of Business Administration (CBA) at Loyola University New Orleans has an enrollment of 675 undergraduate students and 85 graduate students. The College of Business offers undergraduate degree programs in accounting, business administration (economics, finance, international business, management and marketing), the Master of Business Administration, and the Juris Doctor/ Master of Business Administration. Minor programs are offered in business administration, economics, entrepreneurship, marketing, international business, and legal studies. A concentration is also offered in music industry studies.

The Joseph A. Butt, S.J., College of Business Administration was founded in 1947. Its mission is to prepare and graduate individuals with the capability and motivation to become effective and socially responsible business and community leaders. Recent graduates have been awarded Mitchell and International Rotary Scholarships and named to the USA Today All Academic Team.

Loyola University's first endowed chair, the Clarence A. and Mildred Soulé Legendre Chair in Business Ethics, is in the College of Business. In addition, the College houses the Gerard N. Gaston Chair in International Business, the Hilton/Baldrige Chair in Music Industry Studies, and the Harold E. Wirth Chair in Economics. The College also has six endowed professorships. The College is home to Loyola's Center for International Business and the newly established Institute for Ethics and Spirituality in Business.

Programs of the College of Business are accredited by the AACSB (The Association to Advance Collegiate Schools of Business). The College has been cited in the *U.S. News and World Reports'* list of Best Business Programs and was a 2001 Recipient of the Louisiana Quality Award. The College's MBA program is listed by *The Princeton Review* as one of the Top 143 Business Programs in the nation. *The Princeton Review* also ranks the College as 7th in the nation in "providing opportunities for minority students."

2.2.1 Headcounts of full-time and part-time staff (as of 7/31/03 and 7/31/04) *

	7/31/03	7/31/04
Full-Time Staff	10	10
Part-Time Staff	0	0

2.2.2 Headcounts of faculty (if appropriate) (as of 7/31/03 and 7/31/04): tenured, tenure track, full-time extraordinary, and part-time extraordinary. *

	Fall 2003	Fall 2004
Tenured	25	25
Tenure Track	4	6
Full-Time Extraordinary	4	4
Part-Time Extraordinary	3.5	3

2.2.3 Headcounts of full-time and part-time undergraduate students (Stats Day 03F)

	Stats Day 03F
Full-Time Undergraduate Students	652
Part-Time Undergraduate Students	21

2.2.4 Headcounts of full-time and part-time graduate students (Stats Day 03F)

	Stats Day 03F
Full-Time Graduate Students	35
Part-Time Graduate Students	44

2.2.5 Student credit-hour count for undergraduate and graduate students (Stats Day 03F)

	Stats Day 03F
Undergraduate SCH	6,970
Graduate SCH	584

3. Assessment

3.1 General statement on how assessment is conducted within the unit (The unit's assessment plan should be posted to its Intranet site)

The assessment program for the College of Business Administration is comprised of four major components: assessment of accomplishment of goals, objectives and action plans delineated in the CBA Five-Year Plan; Five Year Program Reviews; Annual Evaluations of faculty (includes student evaluations of instruction and advising); Annual Evaluations of staff; and assessment of learning assurance.

Assessment of learning assurance entails both direct and indirect assessment, and involves assessment at both degree and program levels. At the degree level, direct measures of learning assurance concentrate on the following skills and competencies: critical thinking, ethical decision-making, communications, computer usage, global issues, and business disciplines. Learning regarding global issues and business disciplines is assessed through the ETS Field Test in Business; learning assessment in other areas is through course-embedded assessment.

Indirect assessment at the degree level utilizes:

- AACSB/EBI Undergraduate Business Exit Assessment Survey
- AACSB/EBI Undergraduate Accounting Exit Assessment Survey
- AACSB/EBI Part-time MBA Exit Assessment Survey
- Graduating Student Interviews with Dean
- Graduating Student Exit Surveys
- Student Satisfaction Inventory (SSI)
- Annual Alumni Surveys (alumni 2 years, 5 years, and 10 years out)

Assessment results collected over the previous academic year are presented to the full faculty at its August meeting and referred to the appropriate college committees for review. Upon review and discussion, the college's curricula, plans, and/or activities are then modified to achieve continuous improvement.

3.2 Year 03-04 goals/objectives (include how these goals are strategic to both the unit's and the university's mission; these should be based on the unit's strategic plan)

Goal I. To develop and maintain the processes and programs necessary to provide our student customers with the highest quality, state-of-the-art, innovative management education possible, consistent with the mission of the College and the Jesuit/Catholic traditions of the University.

Objective 1.1: Enhance graduates' knowledge of basic business terms and concepts, and interpersonal and analytical skills.

Objective 1.2: Monitor satisfaction of alumni and potential employers with the education provided by the College.

Objective 1.3: Initiate program changes, consistent with the mission of the CBA, that expand into new markets.

Goal II. To recruit and develop a student body of appropriate size and quality which has the potential to graduate from our programs and make positive contributions to society and the business community.

Objective 2.1: Increase the headcount enrollment of the undergraduate student body to 800 and the graduate student body to 100 by the end of Academic Year 2004-2005.

Objective 2.2: Enhance the quality of the undergraduate and graduate student bodies.

Objective 2.3: Ensure that 85 percent of the entering CBA freshman class of 2001-02 (and subsequent classes accordingly) will persist and graduate within six years of initial matriculation.

Goal III. To recruit, develop, and support a faculty that embodies the values of the CBA and supports its mission and goals, and enhances the Jesuit/Catholic traditions of the University.

Objective 3.1: Fill position vacancies with outstanding faculty and communicate to both new and continuing faculty the Jesuit education tradition and the CBA mission and values.

Objective 3.2: Increase student satisfaction with faculty teaching and advising effectiveness consistent with Jesuit/Catholic traditions.

Objective 3.3: Increase the level of faculty scholarship that enhances teaching effectiveness and contributes to the knowledge base of the business and economic disciplines.

Objective 3.4: Enhance faculty performance in teaching and research through the establishment of a peer-to-peer collaboration process in which faculty members discuss and exchange best practices.

Objective 3.5: Increase faculty service to external communities.

Objective 3.6: Seek to increase racial and/or cultural diversity of the College's faculty and staff.

Goal IV. To strengthen external relations of the College with its alumni, the local business community, governmental agencies, and the media.

Objective 4.1: Develop programs that enhance student interaction with the business community.

Objective 4.2: Develop programs that enhance faculty and administrators interaction with the business community.

Objective 4.3: Develop programs that provide greater interaction with CBA alumni.

Objective 4.4: Develop a better Public Relations program using designated contact persons in various areas so as to enhance the College's visibility and recognition with the regional business community.

Goal V. Improve initial placement of CBA graduates.

Objective 5.1: Place 90 percent of CBA graduates in the market within three months of graduation by 2005.

Goal VI. Ensure the College has the resources necessary to provide students with a state-of-the-art learning environment.

Objective 6.1: Ensure the College's learning facilities are state-of-the-art.

Objective 6.2: Ensure the College's faculty resources are sufficient to provide students a superior education.

Objective 6.3: Enhance external funding sources for the College. Work with Institutional Advancement to significantly increase the amount of funding received by the College from both alumni and corporate givers.

3.3 Description of assessment activities and their results for year 03-04 goals

The College of Business during 2003-04 engaged in the full slate of assessment activities as outlined in section 3.1. The program for which there was a full five-year review was Economics.

Selected results of assessment are as follows:

ETS Field Test in Business

- CBA students scored overall in the areas of accounting, economics, finance, international issues, management, marketing, quantitative skills, and social & legal environment in the **top 5 percent** of the 471 institutions administering the exam.
- CBA students scored in the area of management in the **top 5 percent** of the 471 institutions administering the exam.
- CBA students scored in the area of marketing in the **top 6 percent** of the 471 institutions administering the exam.
- CBA students scored in the area of economics in the **top 10 percent** of the 471 institutions administering the exam.

AACSB/EBI Undergraduate Business Exit Assessment

- In response to the following questions, the ratings of CBA graduating students relative to those of students at reference group schools (7 schools to include Creighton, Loyola College, and Fairfield), all masters level schools (72 schools), and all participating schools (171 schools to include Tulane, Boston University, Arizona State University, Purdue, University of Florida, and University of Wisconsin-Madison) were as follows:
 - To what extent did the Business program enhance your ability to think critically – **1st, 1st, 3rd**.
 - To what extent did the Business program enhance your ability to solve problems – **1st, 1st, 3rd**.
 - To what extent did the Business program enhance your ability to define problems – **1st, 1st, 3rd**.
 - To what extent did the Business program enhance your ability to analyze and interpret data – **1st, 1st, 4th**.
 - Satisfaction with: Business curriculum instructors presenting social responsibility issues – **1st, 2nd, 5th**.
 - Satisfaction with: Business curriculum instructors presenting ethical issues – **1st, 5th, 11th**.
 - Satisfaction with: Business curriculum instructors presenting a global perspective issues – **1st, 2nd, 8th**.
 - To what extent did the Business program enhance your: Ability to be an effective leader – **3rd, 13th, 29th**.
 - To what extent did the Business program enhance your: Ability to be an effective manager – **3rd, 15th, 19th**.
 - Learning outcomes – Effective Communication and Team Work – **1st, 6th, 16th**.

- Advising – 2nd, 15th, 38th.

AACSB/EBI Accounting Exit Assessment

- In response to the following questions, the ratings of CBA graduating MBA students relative to those of students at reference group schools (7 schools to include Creighton, Loyola College, and Fairfield), all masters level schools (71 schools), and all participating schools (170 schools to include Arizona State University, Santa Clara University, Baylor University, and Boston University) were as follows:
 - To what extent did the Business program enhance your ability to think critically – 1st, 4th, 8th.
 - To what extent did the Business program enhance your ability to solve problems – 1st, 4th, 8th.
 - To what extent did the Business program enhance your ability to define problems – 1st, 6th, 14th.
 - To what extent did the Business program enhance your ability to analyze and interpret data – 1st, 6th, 10th.
 - Satisfaction with: Business curriculum instructors presenting social responsibility issues - 1st, 3rd, 5th.
 - Satisfaction with: Business curriculum instructors presenting a global perspective issues – 1st, 4th, 10th.
 - Learning outcomes – Effective Communication and Team Work – 1st, 10th, 24th.
 - Advising - 1st, 5th, 13th.

AACSB/EBI Part-time MBA Exit Assessment

- In response to the following questions, the ratings of CBA graduating MBA students relative to those of students at reference group schools (7 schools to include Creighton, Loyola College, and Fairfield), all masters level schools (42 schools), and all participating schools (42 schools to include Arizona State University, University of Richmond, Babson College, and Boston University) were as follows:
 - Extent that: The curriculum addressed social responsibility - 2nd, 5th, 6th.
 - Extent that: The curriculum addressed business ethics – 4th, 13th, 17th.

Faculty Research

- A total of 23 of the College’s 34 faculty members had at least one article published in a refereed journal.

3.4 Assessment of internal (within the university) and external (outside Loyola) environments affecting the unit

OPPORTUNITIES

- Continued demand for higher education from traditional students.
- Local, regional and national recognition of Loyola University.
- Demand for executive education in specific select areas and non-traditional MBA offerings.
- Interest in Loyola’s Music Business programs continues to grow.
- Increasing interest in full-time accelerated MBA programs.
- Location of university in area inviting to international students and conducive to international studies.
- Business is becoming increasingly global.

- Increasing willingness of local business community and state and local government to work with the University.

CHALLENGES

- Increased local, regional and national competition for traditional and nontraditional students.
- Increased local competition for part-time MBA students.
- National trends for MBA enrollment are flat or declining.
- Changing demographics of college population.
- Increased volatility, rapid changes in the business environment.
- Nontraditional delivery systems.

STRENGTHS

- A distinctive characteristic of a business education at Loyola University New Orleans is its emphasis in the curricula on ethics. All MBA students are required to take a three credit-hour course in business ethics. All undergraduate CBA students are required to take two three credit-hour courses which have substantial ethical components, and the faculty liberally integrate ethical issues in many of the required courses in the business core.
- The College of Business has four endowed chairs, one each in Business Ethics, Free Enterprise Economics, International Business, and Music Industry Studies. A second chair in International Business will be added within the next four years. The College also has six endowed professorships.
- The College of Business Administration has a strong international business program. During the period 1993 through 2003, a total of 20 faculty members enhanced their abilities to teach the various dimensions of globalization through travel, research, and interaction with foreign businesses. CBA students taking the ETS Field Test in Business consistently score on the international issues section in the top 5 percent of all institutions participating nationwide.
- The level of information technology support is considered by students, faculty, and staff to be very strong.
- The CBA has a set of state-of-the-art classrooms each equipped with multi-media equipment and network accessible through wireless technology.
- The College of Business Administration has a very good student body. At the graduate level, the average GMAT of the fall 2003 class was 545. The range for average GMAT scores for MBA students over the past several years has been 545 to 575. At the undergraduate level, the average ACT (SAT) of the fall 2003 entering freshman class was 25 (1138).
- Within the College of Business Administration there is a strong emphasis on teaching and learning.
- The College has a well-trained, highly capable faculty.
- Small program size supports interactions between academic areas, and between faculty and students.
- The College has instituted a required internship for all undergraduate students.
- The College has instituted two minors in Entrepreneurship for business and non-business students.

WEAKNESSES

- Enrollment in the CBA undergraduate program has stabilized at approximately 675. There is little prospect for the undergraduate program through increases in enrollment to be a future source of revenue growth for the CBA and the university.
- There is a lack of recent “real world” experience on the part of several faculty members.
- University services provided night students are not on par with those provided day students.
- Historically, the encouragement and resource support for faculty professional development activities has been inadequate.
- The level of interaction by the faculty with alumni and the business community currently is too low.
- There is a need to provide greater emphasis of the concepts of “social responsibility” and “Jesuit/Catholic education” in the College’s programs.
- The College does not have a comprehensive, effective marketing plan.
- Placement services for both undergraduate and graduate students is weak. Too few students have secured employment at the time of graduation and students report that they are not satisfied with on-campus placement services. Placement was an area of concern during the College’s last AACSB reaccreditation. Given that no substantial improvements have been made since then, this issue will be a major deficiency in the next reaccreditation.
- The lack of a required course in information technology at the undergraduate level may limit our graduates’ preparation for careers in the twenty-first century.

4. Planning

4.1 General statement describing strategic planning in the unit (The complete strategic plan should be posted on the unit's Intranet site.)

Planning for the College of Business Administration is the responsibility of the CBA Strategic Planning Committee (SPC), a standing committee in the College. Membership is comprised of the dean, the associate deans, the area chairpersons (representing accounting, economics/finance, international business, management, and marketing), two at-large elected CBA faculty members, one undergraduate student, and one MBA student. Each year, the SPC reviews the external and internal environment in which the College operates, and reviews assessment data gathered in the previous year. Based upon these reviews the Plan is revised appropriately. Prior to implementation, the College's revised Strategic Plan is reviewed by the faculty of the College and by the College's Visiting Committee.

4.2 Top 3-4 strategic goals/objectives for 04-05 year (Indicate how the assessment information from Section 3 above informed the formation of these goals.)

In the latest revision of the College's Strategic Plan, CBA Strategic Plan 2004-09, the number of goals was reduced from six to four. The principal objectives for each goal are as follows:

Goal I. To develop and maintain the processes and programs necessary to provide our students with a superior learning environment, consistent with the College's mission and the University's Jesuit tradition.

- A principal task for AY 2004-05 will be continued preparations for both AACSB and SACS accreditation reaffirmation.
 - Perhaps the most daunting of tasks will be the continued development and implementation of learning goals and objectives for degree programs in the College (AACSB requirement) and for each major (SACS requirement). Courses in which learning goals and objectives are to be implemented need to be determined. Assessment techniques need to be selected and implemented; and assessment results need to be analyzed.
 - Complete development of a faculty database management system. College is installing on-line system developed by Sedona to track faculty deployment and accomplishments as related to AACSB accreditation standards.
 - Continue preparations for separate AACSB accreditation in accounting.
- Initiate Phase Three of plan to implement a laptop requirement for CBA students. In Phase Three, the College will provide faculty development opportunities to ensure faculty members effectively utilize laptops in the learning process.
- Initiate a new Accelerated Full-Time MBA Program.
- Expand the Executive Mentoring Program.
- An emphasis area in music business will be initiated during AY 2004-05.

Goal II. To recruit and develop high quality students having the potential to graduate from our programs and make positive contributions to society and the business community.

- Initiate Phase Three of plan to implement a laptop requirement for CBA students. In Phase Three, the College will provide faculty development opportunities to ensure faculty members effectively utilize laptops in the learning process.
- Expand Executive Mentoring Program to enhance student retention.
- Enhance placement opportunities for CBA graduates.

Goal III. To recruit, develop, and support a faculty that embodies the values of the College, supports its mission and goals, and enhances the University's Jesuit tradition.

- Faculty Recruitment: (In AY 2004-05 the College will be recruiting to fill two tenure track faculty members, one each in management and marketing. The position in management is to replace Kendra Reed, who is in her second year of a two-year term contract, and the position in marketing is to replace Kimball Marshall, who resigned at the end of Spring Semester 2004.)
- Pending final approval of the program, two additional faculty members will be recruited in support of the College's new Accelerated Full-Time MBA Program.
- Faculty development support will be enhanced significantly during the fiscal year.

Goal IV. To strengthen the relationships of the College with its alumni, the business community, governmental agencies, and the media.

- Continue fund raising activities for Capital Campaign and Annual Fund. A priority of the College is to complete the fund raising for the Reynolds's Chair in International Business. To date over \$400,000 has been raised for the Chair.
- Funding will be sought for three additional endowed professorships: the Dean John (Doc) Connor Distinguished Professorship in Economics, the Fr. Joseph Yenni Distinguished Professorship; and the KPMG Distinguished Professorship in Accounting.

4.3 Description of resources supporting the 04-05 goals.

Goal I. To develop and maintain the processes and programs necessary to provide our students with a superior learning environment, consistent with the College's mission and the University's Jesuit tradition.

Action Plan 1.1.1: By the end of Academic Year 2004-2005, faculty will adapt courses to ensure they are consistent with college wide and major-specific learning goals.

Currently at total of \$82,000 is being spent directly on assessment activities: approximately \$57,000 in salaries for the CBA Assessment Coordinator, \$15,200 for assessment surveys and materials, and \$9,800 for faculty and staff attendance at assessment workshops.

An additional \$5,000 more per year needs to be allocated for assessment activities: \$2,500 for scan sheet software and evaluation sheets for

course embedded assessment, and \$2,500 for annual fee for Sedona software to keep track of quantitative faculty requirements for AACSB accreditation.

Provide stipends to faculty members to revise courses and syllabi make operational learning objectives approved by the faculty: \$25,000.

Funds for the additional non-salary operating expenditures would come from the CBA operating budget, institutional accounts. Funding for stipends would come from unallocated salaries (salary savings from sabbaticals).

Action Plan 1.2.1: Strengthen both the undergraduate and graduate curricula in the areas of principal opportunities: business ethics, international business, and entrepreneurship.

Faculty Recruitment: (In AY 2004-05 the College will be recruiting to fill two tenure track faculty members, one each in management and marketing. The position in management is to replace Kendra Reed, who is in her second year of a two-year term contract, and the position in marketing is to replace Kimball Marshall, who resigned at the end of Spring Semester 2004.)

By the beginning of AY 2004-05 secure funding for visiting position in management in support of the music industry studies program.

**\$86,550 per year - (\$65,000, salary; \$17,550, fringe benefits; \$4,000 operating)
Increase in CBA salary pool, \$65,000; increase in CBA operating budget, \$4,000**

Action Plan 1.2.2: Commence offering a full-time, accelerated MBA program in June 2005.

Annual expenditures –

Full-Time Program Fixed Expenses:

New Faculty Salaries and Fringe Benefits (2)	\$292,100
New Staff Position Salary and Fringe Benefits	38,000
New Placement Officer Salary and Fringe Benefits	63,500
Travel Expenses for Placement	15,000
Advertising and Recruiting	75,000
Release Time and Summer Stipend for MBA Director	30,000
Operating	10,000
Study Abroad Session	72,500
Scholarships and Graduate Assistantships	100,000
Summer Salaries	150,053
Other Expenses	
Overhead (20% of tuition)	217,500
Total Expenses	\$1,063,653

Funding for the full-time MBA program would be generated from tuition revenue from enrollment in the program. Based upon an enrollment of 25 students, tuition revenue is projected to be \$1,087,500.

Goal II. To recruit and develop high quality students having the potential to graduate from our programs and make positive contributions to society and the business community.

Action Plan 2.4.2: Work with the University's Office of Counseling & Career Services to provide an in-house (CBA) placement service for CBA graduates by the end of the Spring 2006.

Establishment of a placement office in the CBA would require at least one placement officer and an operating budget: salary and fringe benefits for placement officer (\$63,500) and operating budget (\$15,000)

Funding would come from tuition revenue from full-time MBA program

Action Plan 2.4.3: Sponsor a reception for the recruiters at Fall and Spring career fairs.

Currently the CBA spends about \$1,000 annually in support of receptions for the placement officers of business firms and governmental agencies.

Action Plan 2.4.4: Co-sponsor an annual CBA job fair with CBA student organizations and the University's Office of Counseling & Career Services. Plan events for Homecoming Weekend.

An additional amount of \$1,000 per year would be spent in support of the career fair.

Funding would come from annual fund contributions.

Goal III. To recruit, develop, and support a faculty that embodies the values of the College, supports its mission and goals, and enhances the University's Jesuit tradition.

Action Plan 3.1.1: As position vacancies arise, hire faculty committed to excellence in teaching, research, and service.

- By the beginning of AY 2004-05 secure funding for visiting position in management in support of the music industry studies program.

\$86,550 per year - (\$65,000, salary; \$17,550, fringe benefits; \$4,000 operating)

Increase in CBA salary pool, \$65,000; increase in CBA operating budget, \$4,000

Action Plan 3.2.1: Sponsor at least two major college-wide teaching development workshops per year with external speakers by AY 2004-05.

Increase funding in support of teaching development workshops from \$2,500 per year to \$5,000 per year.

Funds for the additional expenditures would come from the CBA operating budget, institutional accounts.

Action Plan 3.2.2: Initiate and maintain a monthly internal college-wide teaching development workshops series by the beginning of AY 2004-05.

Provide funding in support of teaching development workshops of \$1,500 per year.

Funds for the additional expenditures would come from fundraising activities.

Action Plan 3.2.4: Commencing Spring 2005, expand the number of faculty internships with business firms. Internships will be utilized to ensure faculty members are aware of current business practices. At least one faculty member per academic year will participate in an intern program with a business firm or governmental agency. Approval of internships must be consistent with the individual's Five-Year Faculty Development plan and priorities of the College.

Funding of \$4,000 per year to hire replacement adjunct faculty members.

Reallocation of CBA salary budget to support faculty internships.

Action Plan 3.3.1: Commencing AY 2004-05 research opportunities by providing at least two faculty research sabbatical per year and at least two sections of research release time per year. Release time will be predicated upon proposals submitted by faculty members.

Funding of \$12,000 per year to hire replacement adjunct faculty members.

Reallocation of CBA salary budget to support research release time.

Action Plan 3.3.3: Commencing AY 2004-05 ensure adequate funds are provided to support faculty attendance and interaction at academic associations. Funding provided will be consistent with objectives detailed in individualized five-year faculty development plans. Emphasis will be placed on providing incentives for faculty to present papers at professional meetings.

Increase funding in support of faculty interactions at academic associations from \$20,000 per year to \$30,000 per year.

Reallocation of CBA operating budget to support faculty attendance and interaction at academic associations

Action Plan 3.4.2: Through the faculty reward structure and budgeting process encourage faculty to interact more closely and frequently with business and community organizations.

Provide funding of at least \$2,000 per year in support of travel and dues for business and community organizations

Revenue from executive education program

Action Plan 3.4.3: Through the faculty reward structure and budgeting process encourage CBA faculty to actively participate on governmental boards and committees.

Provide funding of at least \$2,000 per year in support of travel and attendance of meetings of governmental boards and committees

Revenue from executive education program

Goal IV. To strengthen the relationships of the College with its alumni, the business community, governmental agencies, and the media.

Action Plan 4.2.2: Sponsor a seminar series with at least four speakers annually that will be open to the general business community covering topics of current interest.

Currently, approximately \$5,000 is spent by the College to supplement expenditures by Endowed Chairs in support of Business Ethics and Economics Speaker Series.

No additional expenditures needed.

4.4 Evaluation criteria and evaluation plan for these goals.

The College has developed a scorecard for key performance indicators. Progress is tracked in terms of targets established for each key performance indicator.

5. Budget

5.1 FY03-04 "original budgeted to revised budgeted to actual" totals for both salary and operating budgets *

See page 19.

5.1.1 Budget discussion (This is a narrative comment on the last completed fiscal year and the associated budget activity for the unit. This should include an assessment of whether the budget support was adequate to staff and operate the unit.)

Combining resources provided by the institution with funds raised externally and those derived through the College's executive education and study abroad programs, funding for the College in FY 2003-04 was adequate to accomplish the mission.

Funding available, however, is not sufficient to allow the College to excel. Clearly, funding available is insufficient to support an appropriate level of faculty development, insufficient to support faculty research, and insufficient to support an appropriate level of student support.

5.2 FY04-05 "budgeted" totals for both salary and operating budgets *

Budgeted Salaries - 2 Accounts

Instructional and Administrative	\$ 3,748,340
SBDC	\$ 45,041

Budgeted Salaries - 6 Accounts

Endowed Chairs	\$ 134,798
SBDC	\$ 25,573

Budgeted Operating Budgets - 2 Accounts

Instructional and Administrative	\$ 212,000
SBDC	\$ 0

Budgeted Operating Budgets - 6 Accounts

Endowed Chairs & Professorships	\$ 106,000
SBDC	\$ 25,573

5.2.1 Budget discussion (This discussion is a comment on whether or not the budget for the current fiscal year (August 1, 2004 - July 31, 2005) seems adequate and what precautions the unit needs to exercise in its operations.)

As long as the College is successful in raising external funds to support IT and student support activities and is granted permission to move some unallocated salary dollars to support faculty development, the existing budget allocation is adequate.

Budget FY 03-04	Original Budgeted	Revised Budgeted	Actual
2 Accounts			
Salaries (Faculty, Staff, Administration)	3,553,713	3,465,751	3,442,180
Exec Ed		22,273	22,273
SBDC	29,440	54,157	36,517
Operating	210,792	269,024	269,024
Instructional Support			22,994
Administrative Support			71,338
Direct MBA Support			27,300
Faculty Development			19,922
Classroom, IT, and Lab Support			66,123
Assessment **			25,208
Student Support / Services			2,142
Business Partners / Visiting Committee			714
Research			33,283
Executive Education	229,424	207,151	80,958
6 Accounts			
Salaries (Faculty, Staff, Administration)			151,557
Operating			159,177
Instructional Support			3,485
Administrative Support			8,769
Direct MBA Support			5,095
Faculty Development			33,222
Classroom, IT, and Lab Support			43,977
Alumni / Fundraising			
Business Partners / Visiting Committee			14,468
Assessment			
Student Support / Services			17,641
Research			11,724
External Relations			5,000
Faculty Moving Expenses			15,796
8 Accounts			
Salaries (Faculty, Staff, Administration)			
Operating			44,539
Instructional Support			
Administrative Support			100
Direct MBA Support			2,363
Faculty Development			
Classroom, IT, and Lab Support			10,248
Student Support / Services			4,935
Study Abroad			26,893

** Indicates some overlaps with faculty development

6. Resource Needs/Wants/Reallocation [for FY05-06-FY09-10]

6.1 Personnel

Faculty

- By the beginning of AY 2005-06 secure funding for an additional tenure-track position in finance in support of the full-time MBA program.
\$137,350 per year - (\$105,000, salary; \$28,350, fringe benefits; \$4,000 operating)
Source: Revenue from full-time MBA program
- By the beginning of AY 2005-06 secure funding for an additional tenure-track position in management (MIS) in support of the full-time MBA program.
\$124,650 per year - (\$95,000, salary; \$25,650, fringe benefits; \$4,000 operating)
Source: Revenue from full-time MBA program
- By the beginning of AY 2005-06 secure funding for a tenure-track position in Economics/Decision Sciences.
\$95,440 per year - (\$72,000, salary; \$19,440, fringe benefits; \$4,000 operating)
Source: Increase in CBA salary pool, \$72,000; increase in CBA operating budget, \$4,000
- By the beginning of AY 2006-07 secure funding for a tenure-track position in Business Communications/Marketing.
\$121,475 per year - (\$92,500, salary; \$24,975, fringe benefits; \$4,000 operating)
Source: Increase in CBA salary pool, \$92,500; increase in CBA operating budget, \$4,000
- By the beginning of AY 2007-08 hire an individual into the Ida Reynold's Distinguished Chair in International Business.
\$50,000 per year from endowment draw down (\$25,000 for salary, \$25,000 for discretionary account), plus \$141,100 per year - (\$105,000, salary; \$35,100, fringe benefits; \$1,000 operating)
Source: Increase in endowment of \$200,000 through major gift fund raising activities of the college. Increase in CBA salary pool, \$105,000; increase in CBA operating budget, \$1,000
- By the beginning of AY 2007-08 secure funding for a tenure-track position in Entrepreneurship.
\$118,300 per year - (\$90,000, salary; \$24,300, fringe benefits; \$4,000 operating)
Increase in CBA salary pool, \$90,000; increase in CBA operating budget, \$4,000
- By the beginning of AY 2007-08 secure funding for a tenure-track position in Business Ethics.
\$111,950 per year - (\$85,000, salary; \$22,950, fringe benefits; \$4,000 operating)
Increase in CBA salary pool, \$85,000; increase in CBA operating budget, \$4,000

Staff

- By the beginning of AY 2005-06 secure funding for staff position (administrative assistant III) in support of the full-time MBA program.
\$38,000 per year - (\$30,000, salary; \$8,000, fringe benefits)
Source: Increase in CBA salary pool, \$30,000.
- By the beginning of AY 2005-06 secure funding for staff position (placement officer) in support of the full-time MBA program.
\$63,500 per year - (\$50,000, salary; \$13,500, fringe benefits)
Source: Increase in CBA salary pool, \$50,000.

6.1.1 General statement on adequacy of staffing to meet present and future strategic goals

At the present time, the current number of staff members is adequate for the College to accomplish its mission. In part this is because the current staff is a group of superb, highly productive individuals who work well as a team.

Two problem areas have surfaced recently: one is associated with the increase in demand for administrative support given the number (4) and activities of the individuals holding endowed chairs in the College. Additional administrative support is needed given the additional workload resulting from the research and service activities of these individuals.

The second area deals with technology support. The College currently supports classroom multi-media equipment, 75 faculty/staff computers, 30 student laptops, new software implementation, and web page editing. In addition, the College will be implementing a laptop requirement for all new CBA students. The intent is to charge a laptop fee sufficient enough to cover the lease and maintenance cost of laptops, and IT support.

As the College develops further its MBA and Executive Education programs, additional staff will be needed in support of program administration and MBA placement.

6.1.2 Priority listing of additional/revised faculty/staff positions

Please refer to 6.1 above.

6.2 Facility improvements

6.2.1 General statement on facilities including classrooms, office space, meeting spaces, etc. to meet present and future strategic goals

Classroom and office space allocated to the CBA is of adequate quality given current pedagogy. Both students and faculty express high level of satisfaction. However, most CBA classroom space is not adequate to support the technology pedagogy that the college plans to incorporate in AY 2005-06, and meeting spaces currently are totally inadequate - student breakout rooms are desperately needed now.

Classrooms, office spaces, and meeting places are totally inadequate for the accomplishment of future strategic goals. The number of offices is not adequate to accommodate the faculty that the college plans to add over the next five years. Not only is the quantity of classrooms one or two short, but the configuration of classrooms is not appropriate for the pedagogy utilized in the College – more case study rooms are needed. Meeting space in terms of breakout rooms is non-existent; gathering space for both undergraduate and graduate students is in short supply.

6.2.2 Priority listing of facility improvements (Include cost estimates.)

- Renovate Miller 208 by raising floor to accommodate power connections for laptop computers. - (\$65,000).
- Partition part of Miller Hall 2nd floor lobby to provide meeting space for MBA students – (\$20,000).
- Renovate Miller 112 by 1) replacing furniture and 2) by raising floor to accommodate power connections for laptop computers. – (\$120,000)
- New furniture in computer lab - need new, smaller, tables and chairs. – (\$10,000).

In near term construct a new College of Business building. - (\$14,000,000)
Appendix A describes what the College currently has and what the College needs. This is based on documents presented to Fr. Knoth in 2003.

6.3 Technology/professional development support

6.3.1 General statement on technology/professional development needed to meet present and future strategic goals

Current technology/professional development activities are not sufficient to meet either present or future strategic goals of the College.

- Commencing Summer 2005, the CBA will be requiring laptop computers for all new MBA students; commencing Fall 2005, laptops will be required of all new CBA freshmen. The College needs to ensure that the use of laptops is appropriate to maximize student learning.
- As classroom technology changes, the College needs to ensure that faculty members are knowledgeable regarding the best use of technology to maximize student learning.

6.3.2 Priority listing of technology needs, including media, professional development

- Make classrooms more user-friendly. Redo classroom podiums with newest (Crestron) technology to include remote access to all equipment via internet and include touchpad menu for ease of use. Estimated cost is \$20,000 per classroom for equipment and labor.
- Send one person to InfoComm technology conference annually in June. Estimated cost is \$1,200 per year depending on location.
- Update CBA software to Microsoft Office XP. Estimated cost is \$9,000 (plan for Office upgrades every 3-4 years).

- Funding for professional development.
- Video conferencing equipment for use in Miller Hall classrooms.

6.4 Budget reduction/reallocation/revenue generation plans

6.4.1 General statement regarding areas for reallocation, reduction of expenses, or generation of additional revenue

The proposals presented below flow from the College's Five Year Plan 2004-09 that was developed by the CBA Strategic Planning Committee. The principal themes reflected in the Five Year Plan are 1) maintenance of AACSB accreditation for all CBA programs and attainment of separate AACSB accreditation for accounting; 2) development of new programs for the purpose of generating additional revenue for the CBA and university; and 3) faculty development.

6.4.2 Priority listing of budget reduction/reallocation/revenue generation plans

For FY 2005-06, the College anticipates reallocating \$81,000 of its existing salary and operations budgets to defray a set of expenditures. Salary reallocations will come from sabbatical leave salary savings, shifting funds from the part time salary budget, and from the current operating budget.

- Provide stipends to faculty members to revise courses and syllabi to make operational learning objectives approved by the faculty - \$20,000.
- Prepare application of CIBER grant proposal - \$30,000 for salary for grant writer.
- Provide opportunity for faculty internships (one section of faculty release time per year) - \$4,000/year to hire replacement adjunct faculty member.
- Over the three-year period 2005 through 2008, establish faculty exchange programs with two universities of which at least one is in Latin America - \$5,000 for travel and lodging to make site visit for establishment of new exchange programs and Five-Year review of existing programs.
- Encourage faculty to take research sabbatical leaves - \$12,000/year to hire replacement adjunct faculty member.
- Increase funding for faculty attendance at academic conferences - \$10,000/year.

For FY 2005-06, the College anticipates \$1,421,653 of expenditures to be defrayed from the establishment of the new Full-Time MBA program, the requirement for laptops for all new CBA freshmen, and annual fund, major gifts, study abroad, executive education, and business partners accounts. These expenditures include the following:

- Commence offering a full-time, accelerated MBA program in June 2005 - \$1,063,653.
- Commencing Fall 2005, establish a laptop requirement for all undergraduate and MBA students – collection of funds for lease of computers.
- Prepare application of CIBER grant proposal - \$30,000 for salary for grant writer.
- Increase interactions of accounting faculty members with accounting profession - \$1,500/year for membership dues to professional organizations.

- Co-sponsor an annual CBA job fair with CBA student organizations and the University's Office of Counseling & Career Services - \$1,000/year.
- Provide funding for materials and refreshments in support of internal (CBA) monthly teaching development workshops - \$1,500/year.
- Encourage faculty to interact more closely and frequently with business and community organizations - \$2,000/year in support of travel and dues for business and community organizations.
- Encourage CBA faculty to actively participate on governmental boards and committees - \$2,000/year in support of travel and attendance of meetings of governmental boards and committees.
- Utilize the CBA Visiting Committee and discipline Advisory Boards to provide continuing input into the development of the College's program - \$2,000/year for meeting expenses.

7. Summary of Achievements

7.1 Unit as a whole

- The CBA's Institute for Spirituality and Ethics in Business sponsored an International Ecumenical Conference titled, *"The Ethics of Commerce: An Inquiry into the Religious Roots and Spiritual Context of Ethical Business Practice,"* June 10-13, 2004 .
- The College of Business Administration was selected by the U.S. Department of Education to host the 2004 Business and International Education Grant Director's annual meeting in August 2004.

7.2 Faculty achievements/service (if appropriate)

- Professor Nick Capaldi's book, *John Stuart Mills* was selected for review on C-Span's "Book TV" on the C-SPAN2 network. Capaldi appeared with Brian Lamb on Sunday, April 4 2004.
- Professor Nick Capaldi was the recipient of the University Senate research awards for the past year.
- Professors Miguel Caldas and Marina Onken were the recipients of a US Department of Education Title VI grant to fund the project, *"Louisiana's Internationalization and Corruption in Latin America: Challenges, Cost, and Best Practices for Coping with Ethically Questionable Practices in International Business."* With the receipt of this grant Loyola University New Orleans became the first and only university to receive a total of four (4) Title VI grants.

7.3 Staff achievements/service

- Michelle Thomson, administrative assistant III, represented the CBA at New Orleans' Young Leadership Council.
- Jan Moppert, coordinator of graduate and external programs represented the CBA on a trade mission to Costa Rica with the World Trade Center and La. Dept. of Economic Development.
- Jan Moppert served on board of directors for the World Affairs Council of New Orleans.

7.4 Student achievements (if appropriate)

- Brandon Thibodeaux was named as a recipient of a Mitchell Scholarship to pursue a Masters in Peace and Conflict and a Rotary Scholarship to pursue a Masters in International Relations.
- Fernando Rivera was named as an Honorable Mention to the USA Today All American Scholars Team.
- 101 CBA students received credit for professional internships, including four on Wall Street.
- As more students enroll in the MBA program without professional experience, six MBA students received credit for professional internships, up from only one the prior year.
- Five of the eight 2004 graduates from the economics program were admitted to Ph.D.s programs.
- SIFE organization was recognized as 2004 Regional Runner Up.
- The AMA Case Competition team took was national 3rd place.

- Several students had articles that were co-authored with faculty members published in refereed journals:
 - Block, Walter, **Katherine Wingfield**, and Roy Whitehead. 2003. "Re-Evaluating America's Failing Drug Control Laws: A Legal, Philosophical, and Economic Proposal," *Oklahoma City Law Review*.
 - **Dreuil, Emile, James Anderson**, Walter Block and Michael Saliba. 2003. "The Trade Gap: The Fallacy of Anti World-Trade Sentiment," *Journal of Business Ethics*.
 - Raiborn, Cecily, **A. Green, Lyudmila Todorova, T. Trapani**, and **W. Watson**. 2003. "Corporate Philanthropy: Making Effective Contribution Choices" *Journal of Corporate Accounting and Finance*
 - Raiborn, Cecily, Chandra Schorg, and **Christie Knockaert Bubrig**. 2003. "Guarding Against E-Laundering of Dirty Money" in *Commercial Lending Review*.
 - Kimball P. Marshall, **Lyudmila Todorova** and **Lisa Micich**. 2003. "Fiduciary Responsibilities of Corporate Boards: A Review of Institutional Investor Recommendations," *Journal of Contemporary Business Issues*.

8. Appendices (if appropriate)

Some divisions or colleges may request that additional materials or supporting documents be submitted with the annual report. Instructions concerning this section will be forthcoming from the division or college.

See Appendix A