

**College of Business Administration
Annual Report 2004-05**

To the President

December 30, 2005

College of Business Administration Annual Report 2004-05

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 had an enrollment of 682 undergraduate students and 84 graduate students for Fall 2004. 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 in three of the past five years 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 and ranked by *U.S. News and World Report* as 127th among the nation's MBA programs. *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.

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 2004-05 was adequate to accomplish its mission.

Funding available, however, is not sufficient to allow the College to excel; and, if current position vacancies are not filled, the reaffirmation process for AACSB accreditation will be extremely problematic. For the College to excel, funding available for support of faculty development, faculty research, and student support needs to be increased.

1.6 Resource needs/wants/reallocation

Over the next five-year period, the College needs to fill current faculty position vacancies, convert the position currently occupied by George Howard to a five-year term contract, add seven new faculty positions and at least two new staff positions. Position needs are reflected on pages 28 and 29.

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 page 33 and 34. More notable achievements include the following:

- The College of Business Administration was ranked in *U.S. News and World Reports'* list of Best Business Programs. This represented the third time in the past five years that the College has been listed as one of the best 150 business programs in the nation.

- The College's MBA program was listed by *The Princeton Review* as one of the Top 143 Business Programs in the nation.
- The College's MBA program was listed in *U.S. News and World Report* as 127th among the nation's MBA programs.
- Professor Walter Block was the recipient of the University Senate research award for the past year.
- Three Loyola MBA students (Elizabeth Scott, George Howard, and Mary Whitehouse) won the *BusinessWeek* Student Case Writing competition. The Student Case Writing Competition was open to any undergraduate or graduate student currently enrolled in a business or MBA program at an accredited college or university in the United States.
- The College's AMA Case Competition team placed 2nd in the American Marketing Association International Case Competition. This was the fourth consecutive year Loyola's team has reached finals.
- The College's SIFE organization was recognized as 2005 Regional Runner Up in regional competition.
- Five students had articles published or accepted for publication in academic journals.

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 had an enrollment of 682 undergraduate students and 84 graduate students for Fall 2004. 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 nine 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 in three of the past five years 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 MBA Business Programs in the nation and ranked in 2005 by *U.S. News and World Report* as 127th among the nation's MBA programs. *The Princeton Review* also ranked 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 7/31/04 and 7/31/05) *

	7/31/04	7/31/05
Full-Time Staff	10	10
Part-Time Staff	0	0

2.2.2 Headcounts of faculty (if appropriate) (as of 7/31/04 and 7/31/05): tenured, tenure track, full-time extraordinary, and part-time extraordinary. *

	Fall 2004	Fall 2005
Tenured	25	25
Tenure Track	6	6
Full-Time Extraordinary	4	3
Part-Time Extraordinary	3	5.25

2.2.3 Headcounts of full-time and part-time undergraduate students (Stats Day 04F)

	Stats Day 04F
Full-Time Undergraduate Students	662
Part-Time Undergraduate Students	20

2.2.4 Headcounts of full-time and part-time graduate students (Stats Day 04F)

	Stats Day 04F
Full-Time Graduate Students	40
Part-Time Graduate Students	44

2.2.5 Student credit-hour count for undergraduate and graduate students (Stats Day 04F)

	Stats Day 04F
Undergraduate SCH	6,808
Graduate SCH	573

3. Assessment

3.1 General statement on how assessment is conducted within the unit.

The assessment program for the College of Business Administration is comprised of five 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. For assessment of critical thinking, the California Test of Critical Thinking is administered. 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 04-05 goals/objectives.

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.

Objective 1.1: Increase students' knowledge of business and its environment and enhance students' ethical decision-making, critical thinking, communications, interpersonal, and analytical skills.

Objective 1.2: Initiate program changes and new programs, consistent with the mission of the CBA that will allow for expansion into new markets.

Objective 1.3: Maintain and/or achieve accreditation, where appropriate, for all CBA programs.

Objective 1.4: Ensure the College's learning facilities continually are state-of-the-art.

Objective 1.5: Ensure the CBA has in place prior to the end of Academic Year 2004-05 a comprehensive assessment plan.

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.

Objective 2.1: Increase the headcount enrollment of the undergraduate student body to 700 and the graduate student body to 100 by the end of Academic Year 2007-2008.

Objective 2.2: Raise the academic quality of CBA undergraduate and graduate student.

Objective 2.3: Ensure that 85 percent of the entering CBA freshman class of 2005-06 (and subsequent classes accordingly) will persist and graduate within six years of initial matriculation.

Objective 2.4: Place 90 percent of CBA graduates in the job market and/or graduate school within six months of graduation by 2008.

Objective 2.5: Commencing AY 2004-05, work closely with the Director of the University's Honors Program to identify outstanding undergraduate students and provide assistance to them to achieve national and international honors.

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 Jesuit tradition.

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 by five percent student satisfaction ratings with faculty teaching and advising effectiveness consistent with Jesuit traditions by AY 2008-09.

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: Increase faculty service to external communities.

Objective 3.5: Seek to increase racial and/or cultural diversity of the College's faculty and staff.

Goal IV. To strengthen the relationships of the College with its alumni, the 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.

3.3 Description of assessment activities and their results for year 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.

Objective 1.1: Increase students' knowledge of business and its environment and enhance students' ethical decision-making, critical thinking, communications, interpersonal, and analytical skills.

- Results for current assessment techniques are shown below. Assessment results indicate the College is meeting expectation with regard to enhancing students' ethical decision-making, critical thinking, communications, interpersonal, and analytical skills. An area of concern is the extent to which the MBA curriculum addresses issues of social responsibilities.

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 20 percent** of the 469 institutions administering the exam.
- CBA students scored in the area of international issues in the **top 5 percent** of the 469 institutions administering the exam.
- CBA students scored in the area of management in the **top 20 percent** of the 469 institutions administering the exam.
- CBA students scored in the area of marketing in the **top 15 percent** of the 469 institutions administering the exam.
- CBA students scored in the area of economics in the **top 15 percent** of the 469 institutions administering the exam.

California Test of Critical Thinking

- **Percentile Equivalent for Median Based on Norm – Total Score: 67.6%.**
 - Analysis: 62.8%
 - Inference: 67.5%
 - Evaluation: 60.9%
 - Induction: 69.0%
 - Deduction: 62.8%

(Norm based on a sample of 2,677 4-Year College Students)

Course Embedded Assessment – Critical Thinking – Selected Results

- Seventy-three percent of students in BA 445, Business Policy (Spring 2005) identified some or most of the implicit and explicit assumptions imbedded in a case discussed in class; of this 73%, 16 percent identified most of the assumptions.
- In a combined assignment measuring three objectives, BA100, Introduction to Business (Fall 2004), students scored an overall 81% for mapping arguments, formulating arguments, and identifying recent ethical lapses in a business reading.

Course Embedded Assessment – Communications – Selected Results

- Students in the BA100, Introduction to Business (Fall 2004) scored a class average of 90% based on team presentations and evaluated by their peers in the class.
- Students in BA 101, Business Communications (Spring 2005,) scored a class average of 79% in the Listening assessment portion of the course.
- Students in BA 101, Business Communications (Spring 2005,) scored a class average of 84% in the impromptu speech assessment portion of the course.

Course Embedded Assessment – Computer Usage – Selected Results

- Students in the BA102, Introduction to Business (Fall 2004) scored a class average of 88% in the demonstration of being able to format worksheets in the SimNet application for Excel.
- Students in the BA102, Introduction to Business (Fall 2004) scored a class average of 73% in the demonstration of being able to create, modify and position diagrams in the SimNet application for Excel.

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 John Carroll University), all masters level schools (57 schools), and all participating schools (157 schools to include Tulane, Boston University, Arizona State University, Purdue, University of Georgia, and University of Notre Dame) were as follows:
 - To what extent did the Business program enhance your ability to think critically – **1st, 8th, 21st**.
 - To what extent did the Business program enhance your ability to solve problems – **2nd, 5th, 14th**.
 - To what extent did the Business program enhance your ability to define problems – **2nd, 7th, 18th**.
 - To what extent did the Business program enhance your ability to analyze and interpret data – **2nd, 8th, 23rd**.
 - Satisfaction with: Business curriculum instructors presenting social responsibility issues – **1st, 6th, 19th**.
 - Satisfaction with: Business curriculum instructors presenting ethical issues – **1st, 4th, 14th**.
 - Satisfaction with: Business curriculum instructors presenting a global perspective issues – **1st, 4th, 16th**.
 - To what extent did the Business program enhance your: Ability to be an effective leader – **1st, 3rd, 11th**.
 - To what extent did the Business program enhance your: Ability to be an effective manager – **1st, 2nd, 9th**.
 - Learning outcomes – Effective Communication and Team Work – **1st, 4th, 11th**.
 - Advising – **1st, 2nd, 8th**.

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 John Carroll University), all masters level

schools (50 schools), and all participating schools (133 schools to include Baylor University, Santa Clara University, Tulane University, and Boston University) were as follows:

- To what extent did the Business program enhance your ability to think critically – 5th, 15th, 46th.
- Satisfaction with: Business curriculum instructors presenting social responsibility issues - 5th, 21st, 53rd.
- Satisfaction with: Business curriculum instructors presenting a global perspective issues – 3rd, 12th, 31st.
- Learning outcomes – Effective Communication and Team Work – 4th, 20th, 70^h.
- Advising - 1st, 5th, 19th.

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 John Carroll University), all masters level schools (42 schools), and all participating schools (42 schools to include Arizona State University, University of Richmond, Babson College, Tulane University, and Boston University) were as follows:
 - To what extent did the Business program enhance your ability to think critically – 1st, 1st, 2nd.
 - Extent that: The curriculum addressed social responsibility - 6th, 26th, 46th.
 - Extent that: The curriculum addressed business ethics – 6th, 26th, 43rd.
 - To what extent did the MBA program enhance your: Ability to be an effective leader – 2nd, 4th, 4th.
 - To what extent did the MBA program enhance your: Ability to be an effective manager – 4th, 19th, 33rd.
 - To what extent did the MBA program enhance your: Ability to work in teams – 1st, 3rd, 4th.
 - To what extent did the MBA program enhance your: Presentation skills – 1st, 6th, 7th.
- During the summer of 2004, groups of faculty members developed assessment programs for the following majors: accounting, finance, international business, management, and marketing.

Objective 1.2: Initiate program changes and new programs, consistent with the mission of the CBA that will allow for expansion into new markets.

- Minors in entrepreneurship for business and non-business majors were introduced for fall 2004.
- International business requirements were modified by adding a set of regional studies courses. With the change all IB majors to take a regional IB elective, consistent with the region of specialization (Latin America, Asia or Europe) and language (i.e., Chinese, French, German, Japanese, Spanish, Portuguese, Russian, etc.) of their A&S electives. This curriculum change means that IB majors will take in addition to the two regional A&S electives (from History, Political Sciences, or Sociology) a regional IB elective from the following 3 to be offered by the CBA:
 1. Business Environment and Practices in Latin America

2. Business Environment and Practices in Europe
 3. Business Environment and Practices in Asia
- A new Full-Time Accelerated MBA program was approved for implementation in May 2006.
 - The following two executive education programs have been developed for implementation in Fall 2006:
 1. Practical Business Ethics
 2. International Logistics
 - As part of the CBA Freshmen Experience, the CBA faculty adopted a service requirement for incoming freshmen commencing Fall 2006.
 - One new exchange programs was implemented in AY 2004-05. The exchange school is IQS, Barcelona, Spain. This brings the total number of formal exchange agreements with which the CBA has to six. In addition the CBA now funds an agreement with ISEP that provides exchange opportunities for all Loyola students to some 21 different count.

Objective 1.3: Maintain and/or achieve accreditation, where appropriate, for all CBA programs.

- Preparations are underway for reaffirmation visit in AY 2007-08. (The reaffirmation visit was originally scheduled for AY 2006-07, but postponed given the impact of Hurricane Katrina.)

Objective 1.4: Ensure the College's learning facilities continually are state-of-the-art.

- A vendor was selected and a mechanism established for the purchase of computers by incoming freshmen. For entering freshmen of Fall 2005, laptops are highly recommended; laptops will be required for freshmen entering Fall 2006.
- New tables and chairs were installed in Miller 112 and 208.

Objective 1.5: Ensure the CBA has in place prior to the end of Academic Year 2004-05 a comprehensive assessment plan.

- Writing of a comprehensive assessment plan is nearing completion.

Goal II. 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.

Objective 2.1: Increase the headcount enrollment of the undergraduate student body to 700 and the graduate student body to 100 by the end of Academic Year 2007-2008.

- Prior to the closure of the university as a result of Hurricane Katrina, undergraduate enrollment of the CBA was 702.

Objective 2.2: Raise the academic quality of CBA undergraduate and graduate student.

- In Fall 2004, 174 new freshmen entered the CBA – average ACT was a 25.
- In Fall 2004, 32 new MBA students entered the CBA – average GMAT was 545, average GPA was 3.29.

Objective 2.3: Ensure that 85 percent of the entering CBA freshman class of 2005-06 (and subsequent classes accordingly) will persist and graduate within six years of initial matriculation.

- Of the Fall 2004 freshman cohort group, 86 percent registered for Fall 2005. This was the highest freshman to sophomore CBA persistence rate in recent memory
- College established an Executive Mentoring Program in Fall 2003. In the program's first year, 19 executives volunteered to work with CBA freshmen. In the program's second year, 22 executives were volunteer mentors.

Objective 2.4: Place 90 percent of CBA graduates in the job market and/or graduate school within six months of graduation by 2008.

- According to the Graduating Student Exit Survey, at the time of graduation 38 percent of CBA undergraduate students were working or had secured employment, 16 percent had applied to graduate programs.
- No statistics are currently collected to determine the percent of graduates who are working, or secured employment, or applied to graduate programs within six months of graduation.
- Receptions for recruiters were held in both semesters during AY 2004-05.

Objective 2.5: Commencing AY 2004-05, work closely with the Director of the University's Honors Program to identify outstanding undergraduate students and provide assistance to them to achieve national and international honors.

- Process is now in place.

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 Jesuit tradition.

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.

- A one-year extraordinary faculty member was hired to fill a position in Finance/Decision Sciences.
- A two-year extraordinary faculty member was hired to fill a position in Business Communications/Marketing.
- Due to postponement of commencement of full-time MBA program, hiring for an additional tenure-track position in finance in support of the full-time MBA program will not take place until AY 2006-07.
- Due to postponement of commencement of full-time MBA program, hiring for an additional tenure-track position in management (MIS) in support of the full-time MBA program will not take place until AY 2006-07.
- In AY 2004-05, four new endowed professorships were added. With the beginning of Spring 2006, the CBA will have nine endowed professorships.

Objective 3.2: Increase by five percent student satisfaction ratings with faculty teaching and advising effectiveness consistent with Jesuit traditions by AY 2008-09.

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- College wide teaching development workshops with external speakers were not sponsored in AY 2004-05. However, CBA faculty members were sent to the following conferences/workshops:
 - AACSB Assessment Seminar – four faculty members.
 - Masters Teachers Workshop – Georgia State University – two faculty members
 - Teaching Leadership Workshop – one faculty member
 - CIBER Mercosur program – one faculty member
- Two workshops were held in Spring 2005 with internal speakers.
- As of Fall 2004, all tenure track faculty members were assigned peer-mentoring committees.
- The CBA faculty voted in May to establish a formal process of peer in-class visitations as part of the R&T Policy. In-class visitations are to begin in AY 2005-06.

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.

- As of May 2005, 94 percent of the CBA full-time faculty were engaged in scholarly activity over the past five years; and 94 percent of the full-time faculty had scholarly work published or accepted for publication in peer reviewed journals within the past five year period. Seventy-four percent of the full-time faculty teaching graduate courses in AY 2004-05 have had three or more refereed journal articles published or accepted for publication in peer reviewed journals within the past five year period.
- A total of 22 of the College's 34 faculty members had at least one article published in

- a refereed journal during 2004.
- In 2004 22 faculty members presented 48 papers at academic/professional conferences.
- Three research sabbaticals were provided in AY 2004-05.
- Institutional funding for graduate research assistantships is currently \$40,000 per year.
- In the summer of 2004 two faculty members received summer research grants – total amount of grants was \$16,700.
- In the summer of 2005 four faculty members received summer research grants – total amount of grants was \$18,000.
- In AY 2004-05 CBA faculty members two new grants received:
 - Practicing Business Ethics: Curriculum Development and Partnership Building - \$39,400.
 - Enhancing Louisiana's International Logistics Potential: Curriculum Development and Applied Research - \$67,900.

Objective 3.5: Seek to increase racial and/or cultural diversity of the College's faculty and staff.

- With the hire of Benito Sanchez, three Hispanics hold appointments as full-time faculty members.

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

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

- The College established and then later expanded its Executive Mentoring Program in which undergraduate students are matched up with executives in the City of New Orleans.
- Undergraduate and MBA students are invited to meetings and luncheons of the CBA Visiting Committee and breakfasts of the CBA Business Partners group.

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

- During AY 2004-05, the following speakers were on campus and provided presentations open to the general business community.
 - Wendi Gramm – *The American Dream*
 - Phil Gramm – *A Perspective on Social Security*
 - Manuel Ayau - *Challenges of Doing Business in Latin America*
 - Raymond T. Diamond – *Brown vs. Board of Education: Caste, Culture, and the Constitution*

In addition, George Weigel was scheduled to speak on *Pope John Paul II: A Discussion on Business, Politics and Religion*, but had to cancel at the last moment.

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

- Annual fund contributions to the CBA in FY 2004-05 totaled \$125,802 with 20 percent of CBA alumni participating in the program.
- Endowment giving to the CBA in FY 2004-05 totaled \$394,721.
- A CBA Alumni Newsletter was published in the Spring and the Fall.
- The College co-sponsored with the CBA Alumni Board, News Orleans Chapter a Spring Alumni Luncheon and co-sponsored with the CBA Alumni Board and the Law School an Alumni Golf Tournament in the Fall.
- A Student-Faculty-Staff picnic was sponsored in both the Fall and Spring Semesters.

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.
- Need for greatest emphasis on teaching entrepreneurship.
- 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.
- Significantly smaller local pool of potential part-time MBA students and increased local competition for part-time MBA students.
- 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 three years. The College also currently has nine endowed professorships. One additional professorship will begin in Fall 2006.
- The College of Business Administration has a strong international business program. During the period 1993 through 2004, a total of 22 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.
- Expanded study abroad opportunities that include short programs in Brazil and Costa Rica (proposed) and longer periods in Europe and China (proposed).

- Expanded student exchange programs through ISEP.
- The BiMBA program in China allows access to that part of the world. The BiMBA degree is the most prestigious MBA in the country.
- 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 2004 class was 541. The range for average GMAT scores for MBA students over the past several years has been 541 to 570. At the undergraduate level, the average ACT (SAT) of the fall 2004 entering freshman class was 24.5(1133).
- The CBA student body is very diverse, both ethnically and geographically.
- Within the College of Business Administration there is a strong emphasis on teaching and learning.
- The College has a well-trained, highly capable faculty. Fully 100 percent of full-time, ordinary faculty members hold a doctorate.
- The College offers students a strong Jesuit based undergraduate business management education.
- Small program size supports interactions between academic areas, and between faculty and students.
- The College has a required internship for all undergraduate students.
- The College has a strong Freshman Experience Program comprised of: a specific freshman experience course (Intro to Business), Executive Mentoring Program, *BusinessWeek* Readership Program, and a general readership program.
- The College has a focus in Entrepreneurship with minors for business and non-business students and a three-course sequence embedded in the MBA program.
- The College has the only Six Sigma program in the state, positioning it to provide training especially to government agencies.
- The College has recently developed two certificate programs in response to local needs: (1) Certificate Program in Practical Business Ethics and (2) Certificate Program in International Logistics.
- The College has a growing presence in the music industry because of its concentration in Music Business within the CBA and its collaboration with the College of Music in the Music Business programs taught there.
- Assessment programs have developed quickly with program goals for each program in place.
- New tenure-track and contract faculty are making strong contributions in the areas of teaching, research, and service and are showing leadership potential.

WEAKNESSES

- Prior to Katrina, enrollment in the CBA undergraduate program stabilized at approximately 675 to 700 students. Post Katrina, it is anticipated CBA undergraduate enrollment will be 50 to 100 students less per year for the next several years. 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.

- Enrollment in the evening MBA program will be approximately 20 to 30 students per year fewer for the foreseeable future as a result of Hurricane Katrina.
- In AY 2006-07, the CBA will have four vacant faculty positions. Given the impact of Hurricane Katrina, it will be difficult to receive approval to fill these positions or obtain authorization for new positions; thereby limiting the breadth of offerings for students.
- 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, especially at the MBA level.
- The College does not have a comprehensive, effective marketing plan.
- The College does not have an effective public relations program to get news about the CBA to the public.
- Placement services for both undergraduate and graduate students are 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.
- 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 05-06 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 2005-06 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). Learning goals and objectives and assessment techniques have been determined. Assessment techniques now need to be 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 Four of plan to implement a laptop requirement for CBA students. In Phase Four, the College will provide faculty development opportunities to ensure faculty members at the sophomore level and above effectively utilize laptops in the learning process.
- Accelerate marketing efforts and development of assessment plan in preparation for establishment of full-time MBA in June 2007.
- Review all majors to determine how each can be made more attractive in light of the enrollment impacts of Hurricane Katrina.

- Review the MBA curriculum to determine changes to address better issues of social responsibilities.

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.

- Expand significantly the CBA Freshman Experience Program. The current *BusinessWeek* readership program is being expanded to include two books. Additionally, freshmen will participate in a ropes course to learn leadership and team skills, and bond as a freshman class.
- Expand Executive Mentoring Program to MBA program.
- 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.

- For accreditation purposes and maintenance of curriculum breadth the College needs to pursue three hires in 2005-06:
 - Conversion of position held by George Howard (music industry studies) to a five-year term contract position.
 - Hire of an individual in entrepreneurship/strategy to replace in position vacated by Brenda Joyner.
 - Hire of an individual in finance/statistics to replace in position vacated by Mike Saliba.
- 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 \$540,000 has been raised for the Chair.
- Funding will be sought for two additional endowed professorships: the Fr. Joseph Yenni Distinguished Professorship; and the KPMG Distinguished Professorship in Accounting.

4.3 Description of resources supporting the 05-06 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 2005-2006, faculty will adapt courses to ensure they are consistent with college wide and major-specific learning goals.

Currently a total of \$106,504 is being spent directly on assessment activities: \$58,818 in salaries for the CBA Assessment Coordinator,

\$14,376 for assessment surveys and materials, \$15,310 for faculty and staff attendance at assessment workshops, and \$18,000 for faculty stipends to develop learning goals and objectives for each major.

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.

Increase stipends to faculty members to revise courses and syllabi make operational learning objectives approved by the faculty: \$7,000.

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).

Objective 1.2: Initiate program changes and new programs, consistent with the mission of the CBA that will allow for expansion into new markets.

Faculty Recruitment: (In AY 2005-06 the College will be recruiting to fill two tenure track faculty members, one each in management/entrepreneurship and finance. The position in management is to replace Brenda Joyner, who accepted the position of assistant provost, and the position in finance/decision sciences is to replace Mike Saliba, who retired at the end of Spring Semester 2005.)

During AY 2005-06 secure funding for five-year term contract position in management in support of the music industry studies program.

\$92,900 per year - (\$70,000, salary; \$18,900, fringe benefits; \$4,000 operating)

Increase in CBA salary pool, \$70,000; increase in CBA operating budget, \$4,000

Action Plan 1.2.2: Commence offering a full-time, accelerated MBA program in June 2007.

Expand marketing effort in support of recruiting students for full-time, accelerated MBA program that is slated to commence in June 2007.

Currently a total of \$90,000 is being spent directly on advertising the MBA program (both part-time and full-time). Continue current level of expenditures.

Action Plan 1.2.4: Commencing Fall 2005, a laptop requirement was establish for all undergraduate students.

Provide faculty development workshops dealing with the issue of incorporation of laptops into the curriculum at the sophomore and higher levels.

\$4,000 for AY 2005-06 for external presenters.

Reallocation of CBA operating budget.

Objective 1.3: Maintain and/or achieve accreditation, where appropriate, for all CBA programs.

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.

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.

Objective 2.3: Ensure that 85 percent of the entering CBA freshman class of 2005-06 (and subsequent classes accordingly) will persist and graduate within six years of initial matriculation.

Expand CBA Freshman Experience Program to include 1) a book readership program in addition to the *BusinessWeek* Readership Program (\$7,000) and 2) a ropes course for freshmen (\$16,000).

Funds in support of these initiatives will be raised externally.

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 2007.

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.

- Faculty Recruitment: (In AY 2005-06 the College will be recruiting to fill three tenure track faculty positions, one each in accounting, management/entrepreneurship and finance. The position in accounting is to replace Melissa Walters, who is resigning at the end of AY 2005-06, the position in management is to replace Brenda Joyner, who accepted the position of assistant provost, and the position in finance/decision sciences is to replace Mike Saliba, who retired at the end of Spring Semester 2005.)
- During AY 2005-06 secure funding for five-year term contract position in management in support of the music industry studies program.
\$92,900 per year - (\$70,000, salary; \$18,900, fringe benefits; \$4,000 operating)
Increase in CBA salary pool, \$70,000; 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 2005-06.

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 2005-06.

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 Fall 2006, 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 3.3.3: 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 FY04-05 "original budgeted to revised budgeted to actual" totals for both salary and operating budgets *

See page 27.

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 2004-05 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	\$ 3,693,481
SBDC	\$ 36,578

Budgeted Salaries - 6 Accounts

Endowed Chairs	\$ 119,013
SBDC	\$ 13,422

Budgeted Operating Budgets - 2 Accounts

Instructional and Administrative	\$ 133,077
SBDC	\$ 0

Budgeted Operating Budgets - 6 Accounts

Endowed Chairs & Professorships	\$ 219,993
SBDC	\$ 34,323

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, assessment, 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 04-05	Original Budgeted	Revised Budgeted	Actual
2 Accounts			
Salaries (Faculty, Staff, Administration)	3,693,481	3,739,155	3,685,883
Exec Ed	229,424	229,424	
SBDC	59,000	59,000	45,131
Operating	214,170	269,024	297,218
Instructional Support			27,370
Administrative Support			72,009
Direct MBA Support			53,471
Faculty Development			28,205
Classroom, IT, and Lab Support			52,501
Assessment **			29,686
Student Support / Services			2,798
Business Partners / Visiting Committee			2,017
Research			29,160
SBDC			1,264
Executive Education	229,424	229,424	0
6 Accounts			
Salaries (Faculty, Staff, Administration)	119,013	366,913	157,825
Operating			152,916
Instructional Support			14,941
Administrative Support			20,455
Direct MBA Support			15,048
Faculty Development			20,544
Classroom, IT, and Lab Support			14,080
Alumni / Fundraising			
Business Partners / Visiting Committee/guest speakers			23,572
Assessment			
Student Support / Services			14,608
Research			13,784
External Relations			11,628
Faculty Moving Expenses			4,258
8 Accounts			
Salaries (Faculty, Staff, Administration)			5,000
Operating			113,887
Instructional Support			
Administrative Support			22,540
Direct MBA Support			30,000
Classroom, IT, and Lab Support			3,685
Study Abroad			57,662

** Indicates some overlaps with faculty development

6. Resource Needs/Wants/Reallocation [for FY06-07 – FY10-11]

6.1 Personnel

Faculty

- By the beginning of AY 2006-07, fill position vacated by Brenda Joyner with an individual in strategy/entrepreneurship.
\$131,000 per year - (\$100,000, salary; \$27,000, fringe benefits; \$4,000 operating)
Recovery of funds lost due to recent budget cuts
- By the beginning of AY 2006-07, fill position vacated by Mike Saliba with an individual in finance/decision sciences.
\$131,000 per year - (\$100,000, salary; \$27,000, fringe benefits; \$4,000 operating)
Recovery of funds lost due to recent budget cuts
- By the beginning of AY 2006-07, fill position vacated by Melissa Walters with an individual in accounting.
\$131,000 per year - (\$100,000, salary; \$27,000, fringe benefits; \$4,000 operating)
Recovery of funds lost due to recent budget cuts
- By the beginning of AY 2006-07, convert position occupied by George Howard to a five-year term contract position in support of music industry studies program.
\$92,900 per year - (\$70,000, salary; \$18,900, fringe benefits; \$4,000 operating)
Source: Increase in CBA salary pool, \$70,000; increase in CBA operating budget, \$4,000
- By the beginning of AY 2007-08, fill position vacated by Caroline Fisher with an individual in marketing.
\$131,000 per year - (\$100,000, salary; \$27,000, fringe benefits; \$4,000 operating)
Recovery of funds lost due to recent budget cuts
- By the beginning of AY 2007-08 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 2007-08 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 2007-08 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
- By the beginning of AY 2008-09 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 2009-10, fill position vacated by Bob Glover with an individual in accounting.
\$143,700 per year - (\$110,000, salary; \$29,700, fringe benefits; \$4,000 operating)
Recovery of funds lost due to recent budget cuts

Staff

- By the beginning of AY 2006-07 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 2007-08 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 2006-07, 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 raising floor to accommodate power connections for laptop computers. – (\$80,000)
- 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 2007, the CBA will be requiring laptop computers for all new MBA students; commencing Fall 2005, laptops have been 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

Commencing 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.
- 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 2007-08, 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 College of Business Administration was ranked in *U.S. News and World Reports'* list of Best Business Programs. This represented the third time in the past five years that the College has been listed as one of the best 150 business programs in the nation.
- The College's MBA program was listed by *The Princeton Review* as one of the Top 143 Business Programs in the nation.
- The College's MBA program was listed in *U.S. News and World Report* as 127th among the nation's MBA programs.

7.2 Faculty achievements/service

- Professor Walter Block was the recipient of the University Senate research awards for the past year.
- Professor Nick Capaldi received a Louisiana Board of Regents grant titled, Practicing Business Ethics: Curriculum Development and Partnership Building - \$39,400
- Professor Joseph Ganitsky received a Louisiana Board of Regents grant titled, Enhancing Louisiana's International Logistics Potential: Curriculum Development and Applied Research - \$67,900

7.3 Staff achievements/service

- Jan Moppert served on the Board of Directors for the World Affairs Council of New Orleans.

7.4 Student achievements (if appropriate)

- Three Loyola MBA students (Elizabeth Scott, George Howard, and Mary Whitehouse) won the *BusinessWeek* Student Case Writing competition. The Student Case Writing Competition was open to any undergraduate or graduate student currently enrolled in a business or MBA program at an accredited college or university in the United States.
- The College's AMA Case Competition team placed 2nd in the American Marketing Association International Case Competition. This was the fourth consecutive year Loyola's team has reached finals.
- The College's SIFE organization was recognized as 2005 Regional Runner Up in regional competition.
- 144 CBA students received credit for professional internships, including four on Wall Street.
- Students were very successful in having articles published or accepted for publication in 2004-05.
 - **Williams, Colin.** 2004. "Contra Spooner," *Journal of Libertarian Studies*, Vol. 18, No. 3, Summer, pp. 1-9.
 - Whitehead, Roy, **Catherine Gould**, and Walter Block. 2004. "The Value of Private Water Rights: From a Legal and Economic Perspective," *Albany Law Environmental Outlook Journal*, Vol. 9, No. 2, pp. 313-343.
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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