



**LOYOLA  
UNIVERSITY  
NEW ORLEANS**

**JOSEPH A. BUTT, S.J.,  
COLLEGE OF BUSINESS**



**AWAKEN – ENLIGHTEN – TRANSFORM**

Preparing the leaders of tomorrow today

**Continuous Improvement Review Report**

2013 – 2017

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# Institutional Overview

**Loyola University New Orleans** is a private, Catholic, Jesuit comprehensive university, open to students of all faiths. Chartered in 1912, the university is located along the famous oak-lined St. Charles Avenue in Uptown New Orleans, 20 minutes from the historic French Quarter and the city's thriving Central Business District. The university has a colorful and distinguished history marked by the zeal of its Jesuit fathers and the valued support of the citizens of New Orleans. Hundreds of the city's top artists, musicians, attorneys, scientists, teachers, and business and political leaders have received their education from Loyola.

**The Joseph A. Butt, S.J., College of Business** was established in 1947 and first admitted to AACSB in 1950, gaining full membership in 1957. The College of Business aims to create a learning-centered community dedicated to high-quality, experiential, and values-based education. By balancing the ideals of a liberal arts education with the realities of career preparation, engaging with the cultural and entrepreneurial riches of New Orleans, and continuing to root its efforts in its Jesuit identity, the College has weathered challenges like Hurricane Katrina and a changing enrollment environment and is poised for future success.

## *University & College mission statements*

The University and the College are guided in their strategic planning, operational activities, and daily decision-making by the principles embedded in the following mission statements:

***Loyola University New Orleans**, a Jesuit and Catholic institution of higher education, welcomes students of diverse backgrounds and prepares them to lead meaningful lives with and for others; to pursue truth, wisdom, virtue; and to work for a more just world.*

*Inspired by Ignatius of Loyola's vision of finding God in all things, the university is grounded in the liberal arts and sciences, while also offering opportunities for professional studies in undergraduate and selected graduate programs. Through teaching, research, creative activities, and service, the faculty, in cooperation with the staff, strives to educate the whole student and to benefit the larger community.*

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*In the Ignatian tradition, **the mission of the College of Business** is to provide a superior value-laden education that motivates and enables students to become effective and socially responsible business leaders. We strive to contribute quality research, serve local and intellectual communities, and graduate students who possess critical thinking skills and courage to act justly in a global business environment.*

# Executive Summary

The Ignatian spirit of *magis* (“more”) drives the College of Business to do more and to do better in every area of performance as we fulfill our mission of educating the whole person.

Evidence of strategic emphasis, organizational performance excellence, and continuous quality improvement in the areas of Engagement, Innovation, and Impact is outlined below.

## *Engagement with local business community*

- † The College of Business has **partnered with NASA’s nearby Stennis Space Center** through a Space Act Agreement to educate entrepreneurs and tomorrow’s industry leaders about the benefits of NASA research and development and the use of NASA intellectual property in commercial applications. The agreement is part of NASA’s Technology Transfer University program, which brings NASA-developed technology into the business school classroom. Loyola MBA students in an intensive graduate elective course select technologies from NASA’s patent portfolio, then prepare a market assessment and scalable commercialization plan for these technologies in consultation with NASA engineers, local entrepreneurs, and potential customers.
- † In the **Executive Mentor Program**, managed through the Portfolio Career Center, first-year business students are matched in small groups with a successful business person from the New Orleans area. Each executive mentor meets with their group at least 5-6 times throughout the students’ freshman year to introduce students to the professional environment and the local business community, and to share their own personal career history and professional challenges or successes. Students gain invaluable first-hand perspective on what life as a business professional is like, and consistently cite the program as one of the best experiences of their Loyola career.
- † The **“Venture For NOLA” internship program**, developed and run by the Center for Entrepreneurship & Community Development, matches the skills and interests of College of Business students with the needs of local startups by directly placing students into the startup’s management team for a semester-long internship.

Students gain access to meaningful work where they can put their coursework to use and expand their skill sets. They also support value-creating enterprises to help drive economic growth in New Orleans. The “Venture For NOLA” program is part of the Center for Entrepreneurship’s vision of creating an innovation-ready workforce, by training the next generation of entrepreneurs to have both the knowledge of business fundamentals as well as insider experience of how startups are managed.

- † The **Center for Entrepreneurship & Community Development** brings local and national entrepreneurs to the Loyola community in its **Innovation Speaker Series**, to share stories of how they came to be entrepreneurs, what their lessons learned have been, and how they have dealt with both failure and success. Every speaker event concludes with a reception so that students can expand their professional networks. Through these events, students learn what entrepreneurship means on both the personal and professional level, explore how to apply entrepreneurship to their career and life goals, and gain inspiration to create change wherever they are.
- † The College of Business is advised by a **Visiting Committee** which consists of over 30 business leaders across a wide range of industries and representing both local and national organizations. A significant number of the executives who serve on the Visiting Committee are alumni of the College of Business and/or Loyola University. The Visiting Committee convenes at least once annually to receive updates from the Dean, Associate Dean, and faculty members, and to consult on strategic initiatives.

### ***Innovation that motivates & enables students***

- † A highlight of the Marketing major is Todd Bacile's **Electronic Marketing** elective, which is designed to enable students to understand and master the Google Analytics and Google AdWords platforms. This course introduces students to these platforms, and advanced concepts are introduced as the course progresses in order to prepare students to pass various certification exams offered by Google. A significant number of students earn these certificates, which greatly enhance their job market appeal.
- † Funded through a gift of the estate of Carlos M. Ayala, a College of Business alumnus, the **Student-Managed Investment Fund** elective offered within the Finance major applies investing and portfolio concepts to the management of a securities portfolio valued at \$1+ million. The aim of the course is to provide a hands-on application of technical and fundamental financial analysis, risk/return evaluation, macro- and micro-level market evaluation, and portfolio management. The returns earned by the fund are reinvested into the College and used for an annual merit scholarship.
- † The structure of the revised MBA curriculum includes 4 **Immersion Week** courses, which are intensive 1-week, 1-credit courses which take place over planned breaks in the normal Fall and Spring course schedule. These seminar-style offerings allow students to develop skills in a variety of topics not traditionally offered in an MBA program or that do not lend themselves to a semester-long course. Recent topics include Project Management in Healthcare, Real Estate Investment, Sales Strategy, Information Security Management, Business Law, Ethics & Social Justice, and Career Management. The courses are often team-taught and are excellent networking tools.



- † **Experiential learning** is integrated throughout the MBA curriculum, most notably in the core Operations & Process Management course and the various opportunities available to students in the Entrepreneurship specialization track. In the Operations & Process Management course, MBA students engage directly with local businesses or nonprofit organizations to diagnose and improve internal processes. Last spring, students **consulted with Second Harvest Food Bank**, the largest food bank in the Gulf South region, to develop ways to streamline operations and reduce overhead. Students helped improve the receiving and repacking operation, where volunteers inspect, reorganize, and prepare massive amounts of donated food for distribution.

Students in the Entrepreneurship specialization track choose either of 2 hands-on learning opportunities in their Spring semester: either the New Venture Consulting course in which small teams of MBA students consult with a local entrepreneur and compete in an MBA team challenge during **New Orleans Entrepreneur Week**, or the Lean Startup Launchpad course in which a team of MBA students work to develop a commercialization plan for a NASA-patented technology through the College's **Technology Transfer agreement with NASA's Stennis Space Center**.

The **IDEACorps Consulting Challenge** is hosted jointly by The Idea Village and the Loyola MBA Program and takes place as part of New Orleans Entrepreneur Week. Students from 6-8 regional MBA programs partner with founders of firms in the start-up stage to solve a real problem faced by an actual entrepreneur. Over the course of 4 days, MBA teams apply classroom learning to the start-up's unique situation in consultation with the entrepreneur and executive coaches. The IDEA-Corps Challenge concludes with a final presentation to a panel of judges who select a winner based on how much the team has "moved the needle" for the start-up firm.

In the most recent IDEACorps competition held in March, the Loyola MBA student team took first place, over teams from Tulane, LSU, Alabama, UVA, and Miss. State.

- † The **Portfolio Career Program** is a 4-year non-credit professional development curricular requirement for all undergraduate business majors. The program's goal is to ensure that all College of Business graduates are well-prepared to face a very competitive job market and have the skill set to plan for and pursue a career that they find interesting and fulfilling. The program focuses on career and major "fit" during the freshman year through various career assessments and the **Executive Mentor program**. Sophomores complete workshops in résumé and cover letter writing, as well as mock interviews; sophomores are also introduced to Loyola's **in-house job board, Employola**. Juniors and seniors focus on networking and job search skills, and develop a professional online presence and personal marketing plan that will help them locate and land their required internship, and eventually a position in their desired field or admission to a graduate school of their choice.

## Impact of a holistic, values-based education

- † The Portfolio Career Program office has tracked the **post-graduation activity** of exiting College of Business undergraduates since the 2014 Spring graduating class. Portfolio staff capture post-graduation career or graduate school data continuously for approximately 6 months after graduation through a combination of surveys, personal contact, and LinkedIn connections. As shown below, approximately **85% of College of Business graduates are placed in a job** or professional internship (internships are around 12-15 percent of the total “Job or Internship” count) **or accepted to a graduate school** of their choice within 6 months of graduation.

Graduating Class/Cohort	N (total)	# in job or internship	# in grad school	# still seeking employment	% in job or grad school	Data last updated
2014S	76	55	6	15	80%	Nov. 2014
2015S	82	64	8	10	88%	Jan. 2016
2016S	118	96	7	13	87%	Jan. 2017
2016F*	14	12	0	2	86%	Jun. 2017

\* Data from 2017S was not available at report time; data from the smaller 2016F class is used instead

Career/graduate school placements are also strong when considered qualitatively. Among the 2 most recent graduating classes, students have found employment at Fortune 500 companies, Big 4 firms, multinational organizations, and high quality local employers. Students have found fulfilling work in and beyond New Orleans.

### Sample of recent employment placements & graduate school admissions

Dynna, ACCT '17 - PwCoopers, Miami	Santiago, INTB '16 - Produbanco, Nicaragua
Brittany, ACCT '16 - KPMG, New Orleans	Jose, INTB '16 - Janus Capital Group, Denver
Alejandra, ACCT '16 - Ernst & Young, Long Beach	Alexis, MGT '17 - Target Corp, New Orleans
Chelsey, ECON '17 - IBM, Washington D.C.	Austin, MGT '17 - SAP Software Solutions, Dallas
Nathaniel, ECON '16 - KPMG, Minneapolis	Gabrielle, MGT '17 - KIPP Schools, New Orleans
Pablo, ECON '16 - Banco General, Panama City	Julia, MGT '16 - Citizens Financial Group, Boston
Steven, FIN '17 - Edward Jones, Los Angeles	Marley, MGT '16 - Mardi Gras World, New Orleans
Austin, FIN '16 - The New Orleans Pelicans	Erika, MGT '16 - Pontchartrain Hotel, New Orleans
Robert, FIN '16 - Ernst & Young, Dallas	Alisha, MKT '16 - WWL-TV, New Orleans
Mason, FIN '16 - Morgan Stanley, Baton Rouge	Eduardo, MKT '16 - Porsche Corp, Miami
Harrison, FIN '16 - Deloitte, New York	Etashate, MKT '16 - Harrah's Casino, New Orleans
Endia, FIN '16 - NW Mutual, New Orleans	Jalyn, MKT '16 - NARAS (Grammys), Los Angeles
Ernesto, INTB '16 - Cintas Corp, New Orleans	Tai, MKT '16 - New Orleans Ballet Association
Jordan, '17 - Arizona State University, Masters Sports Law & Business	
Nia, '17 - Sheffield University, MS International Management & Marketing	
Daniel, '16 - Notre Dame University, Masters of Accountancy	
Emily, '16 - Louisiana State University, JD	
Miguel, '16 - University of Miami, JD	
Alexandra, '16 - Florida State University, Masters of Statistics	

- † Every undergraduate College of Business student **completes at least 1 internship** for credit toward their degree requirements. To be awarded credit, the student must complete a reflective paper on their internship experience and obtain an **evaluation from their supervisor**. Detailed results from internship supervisor evaluations are presented later as evidence of learning achievement; as a summary of the impact of the College's efforts to **prepare students for their professional lives**, out of the 88 internships completed in the 2016-17 academic year, **96% of interns' supervisors** indicated they would be willing to have the student intern again and **90% indicated that they would be willing to hire the student** if an appropriate position became available. On a scale from 1=Poor to 5=Excellent, the **mean intern rating was 4.56**.
- † Despite high local competition from Tulane University, University of New Orleans, Louisiana State University, and Southeastern Louisiana University, the Loyola MBA program is a **destination of choice for many local employers** who are sponsoring their employees' professional education. In recent entering cohorts, the program has enrolled students who are **sponsored by high-profile local employers** such as Folgers, Whitney Bank, Oxy Chemical, Laitram, Entergy, and the House of Blues. This enhances the diversity of experience in the MBA program student body, and it serves to build an excellent corporate network for MBAs who are not yet employed.
- † Students of the MBA program embody the **entrepreneurial spirit, international perspective, and social justice mission** of Loyola in their pursuits after graduation.

Recent MBA graduate Jackie, '14, is an example whose work embodies these traits. Jackie is **CEO and founder of Clean Power for Humanity**, a 501(c)3 organization that provides renewable electricity solutions to rural villages in China and Myanmar. The organization's first project was a wind turbine to provide power to the pre-k classroom, grocery store, and medical clinic of Ma Cha Village in the Gansu Province of China. The next project is a solar installation to provide power for a 120+ student school at K'Law Gaw Village in Myanmar, which has no other source of electricity.

The organization is advised by another MBA graduate, Christine, '14, who works with the **New Orleans BioInnovation Center**. Christian, expected '17, is also employed at the BioInnovation Center as a direct result of his experience with a project of the organization completed in the ENTR B831 Lean Launchpad course.

MBA graduates are also involved in social and environmental innovation through the **Propeller accelerator** whose impact focuses on food, water, health, and education, including Erik, '15, as program associate and Monique, expected '17.

MBAs are also employed in the investment side of the entrepreneurial ecosystem, including Jeff, expected '17, who was recently hired by the **NOLA Angel Network** as a direct result of project work in the ENTR B815 Venture Capital Investment course.



- † Bachelor of Accountancy graduates **perform very well on the CPA Exam**. In the most recently available NASBA results, 23 candidates from the College of Business sat for 70 sections of the CPA exam and attained an **overall pass rate of 53%**. This ranks Loyola at #5 of 20 Louisiana universities who had candidates, and it is over 10% higher than the overall state pass rate in the same report of 42%. Additionally, Loyola students had the **2<sup>nd</sup> highest average score** (of 75%) out of the 20 Louisiana universities with candidates. Finally, Loyola students sitting for CPA Exam sections had the **lowest average age** (of 26.5 years) among all Louisiana universities, which indicates that Loyola students feel ready to pursue this professional advancement certification earlier than students graduating from any other Louisiana university.
  
- † Loyola University New Orleans is proud of its commitment to diversity and the local community, and is consistently ranked in the **Top-20 nationally for “Lots of Race/Class Interaction”** and **“Town/Gown Relations are Great”** by **Princeton Review**. The University is currently **ranked #11 and #12**, respectively, in these categories, having enjoyed **rankings of #2** in both categories in the previous year. Loyola has been **awarded the Carnegie “Community Engagement” Classification** as one of 360 US campuses with “significant institutional focus on community engagement”.
  
- † The University’s Office of Institutional Research & Effectiveness administers the **Ruffalo-Noel Levitz Student Satisfaction Inventory** on a rotating basis with other institutional surveys. The College of Business has **met or surpassed comparison means from national 4-year private schools** in nearly all instances over the past 2 deployments of the SSI instrument. Reported scale means are summarized below.

SSI Scale Category	2014 CoB mean score	2014 4-year private mean	2016 CoB mean score	2016 4-year private mean
Student Centeredness	5.43	5.43	5.67	5.46
Campus Life	4.81	5.01	5.29	5.06
Instructional Effectiveness	5.24	5.51	5.59	5.55
Recruitment & Financial Aid	5.05	5.13	5.37	5.19
Campus Support Services	5.31	5.48	5.49	5.52
Academic Advising	5.62	5.52	5.90	5.57
Registration Effectiveness	5.16	5.19	5.74	5.23
Safety and Security	5.42	5.04	5.71	5.07
Concern for the Individual	5.41	5.34	5.67	5.40
Service Excellence	5.15	5.24	5.47	5.29
Response to Diverse Populations	5.41	5.29	5.55	5.34
Campus Climate	5.31	5.35	5.65	5.39

# Situational Analysis

The most salient feature of the College of Business' operating context is the ongoing impact of an unexpected **significant decline in new undergraduate student enrollment** to the University which occurred in the 2013-14 academic year (beginning in the Fall 2013 term, which immediately followed the term in which Loyola most recently obtained maintenance of accreditation from AACSB) and persisted for each of the 3 academic years that followed.

This sharp decline followed 2 successive prior years (2011-12 and 2012-13) in which the entering first-time, full-time freshman cohort across the University (of about 875 students) was the largest it had been since Hurricane Katrina in August of 2005, which forced the University to cancel the entire Fall 2005 term and defer the associated entering class.

The immediate result of the enrollment decline in Fall 2013 was an entering first-time, full-time freshman class which was 200-250 students fewer than expected University-wide and 60-70 students fewer than expected (about 100 instead of 170) in the College of Business.

The entering freshman class did not appreciably increase in size for any of the 3 academic years that followed, which has resulted in successively smaller total University and College of Business undergraduate enrollments over each of the past 4 academic years as smaller freshman cohorts have progressed through the course of their 4-year degree program.

Intensive work on the part of the Office of Enrollment Management and of all academic units across campus throughout the 2016-17 academic year, acting in partnership with a consulting team from McKinsey & Company, has resulted in (along with other significant institutional changes) a **much larger incoming freshman class for the Fall 2017 term**.

The enrollment situation of Loyola and the College of Business over time is shown below:

Class Year	Ft/ft entering Loy. freshmen	Ft/ft entering CoB freshmen	Total CoB enrollment	Undergraduate CoB enrollment	CoB Graduate (MBA) enrollment
2011-12 AY	869	159	691	618	73
2012-13 AY	875	171	683	627	56
2013-14 AY	<b>622</b>	<b>103</b>	620	572	48
2014-15 AY	616	113	624	564	60
2015-16 AY	654	95	571	492	79
2016-17 AY	613	88	482	404	78
2017-18 AY	<b>816</b>	<b>106</b>	488*	410*	78*

*\* All 2017-18 AY data is preliminary at report time; total enrollment may be higher as the data is comprised only of those students who were registered for classes as of mid-August, and many students (esp. MBAs) register late.*

## *Relative college advantages & disadvantages*

### † **ADVANTAGE—Continued financial support**

Despite the financial and non-financial challenges presented by the enrollment situation, Loyola's endowment represents a significant source of financial stability. As of July 31, 2017, the total value of the University's endowment was \$231 million, with \$110 million of this total in unrestricted accounts. This compares favorably to many peer institutions that are similar in size and other operating characteristics.

Alumni and donor support also remains strong. The University is approaching the end of "Faith in the Future", a 4-year, \$100 million comprehensive capital campaign, that began in Fall of 2014. As of July 31, 2017, 66% of the total goal has been raised, and designated gifts have surpassed the College of Business' \$3 million allocation.

The College of Business' portion of the campaign is marked for "Fostering Academic Excellence" and has been directed to the Center for Entrepreneurship & Community Development, with the principal amount supporting an annual drawdown for the Center's operating budget, including funds for marketing and on-campus programs.

### † **ADVANTAGE—Rich Jesuit academic tradition**

The College of Business' Jesuit, Catholic identity positions it within an unparalleled 475-year intellectual tradition associated internationally with academic excellence and a social justice orientation. The faculty of the College embody this reputation for theoretical rigor matched with spiritually-informed practice in their research and teaching focuses, which include subjectivist economics, human and spiritual capital, entrepreneurship, community development, social responsibility, organizational culture, values and brand management, listening, mentoring, and business ethics.

### † **ADVANTAGE—New Orleans business community**

The College leverages its location in the City of New Orleans and its relationships in the business community to provide immersive experiential learning opportunities within and beyond the curriculum. Undergraduate students are matched through the Business Portfolio Program with local businesspeople who serve as Executive Mentors for the entire freshman year, and continue this engagement with the local business community through networking nights and internships as upperclassmen.

Accounting majors engage with the business community through service learning in which they offer financial literacy training to local women and minority business owners. Marketing and management majors have consulted with businesses and the City of New Orleans government on market analyses, including a recent year-long project studying broadband Internet access among the city's poorest areas.

Entrepreneurship students have the opportunity to apply for competitively awarded internship placements with local start-ups through the Venture for NOLA initiative, and to engage with the vibrant New Orleans entrepreneurial community through special events such as New Orleans Entrepreneur Week and on-campus programs coordinated through the Center for Entrepreneurship & Community Development.

Graduate students have numerous opportunities to “learn by doing” through course projects working with organizations such as Second Harvest Food Bank on process improvement, the development of commercialization strategies for NASA-developed patents through the Technology Transfer partnership with the Stennis Space Center, and through hands-on work with local entrepreneurs and the local angel investor network in the New Venture Consulting and Venture Capital Investment classes.

† **ADVANTAGE—Diversity of student experience**

Loyola’s student body is very diverse across a broad variety of dimensions. This is reflected in consistently high national rankings on diversity-related measures by Princeton Review, US News & World Report, and other college ranking services.

As an institution with a social justice mission, Loyola enrolls a higher percentage of students whose family socioeconomic status qualifies them for Federal financial aid compared to other private liberal arts universities. Approximately 31% of Loyola undergraduates are eligible for Pell Grants (with family income less than \$40,000).

The University’s extracurricular programs include well over a dozen multiculturally-focused student organizations, including a very active Black Student Union, Muslim Student Association, and Queer Student Alliance. The Office of Academic Affairs also offers extracurricular programming through the Women’s Resource Center and the Twomey Center For Peace Through Justice, as well as interdisciplinary programs in areas such as African-American Studies, Middle East Peace, and Women’s Studies.

The Center for International Education assists international students and supports the over 30% of undergraduates who study abroad with academic and financial aid planning. The Center also sponsors the popular annual “Country Fair” event in which international faculty and students prepare and serve recipes or showcase cultural items from their home countries or countries where they have studied abroad.

The College of Business’ enrollment in particular is comprised 50% of minority-ethnicity students; 60% of undergraduate business students come from outside of Louisiana, including 9% international students. This diversity provides for a vibrant academic environment where students interact both in and out of the classroom with peers from widely varying cultural, economic, and social backgrounds.

† **DISADVANTAGE—Tuition-dependent revenue model**

Loyola is not atypical among private universities in that the University's revenue is dependent on traditional tuition and fees, but the extent to which is true is greater than would be ideal. Approximately 70% of gross revenue is derived from tuition; tuition accounts for approximately 60% of operating revenue (net of financial aid)

The discount rate for admitted first-time full-time undergraduate students has also been a concern for many years, being historically 55-60%. There is some evidence that the Fall 2013 enrollment decline may have been partially a result of attempting to reduce the discount rate too much and too quickly; the University has therefore been hesitant to use further reductions. This pattern combined with the enrollment situation has led to a first-time full-time discount rate for Fall 2017 of around 65%.

These variables are not under the control of the College of Business, but their impact is felt in reduced operating and faculty/staff salary budgets allocated to the College.

† **DISADVANTAGE—Low retention and graduation rates**

Compared to peer institutions of similar size and organizational characteristics, Loyola has relatively low retention and graduation rates. First-year fall-to-fall retention has not exceeded 80% in any of the previous 5 years, compared to an average retention of 85% among a 15-school peer group (see *Appendix* for data). 4-year and 6-year graduation rates for the most recently available cohorts are 44% and 55%, respectively. The average for the past 5 cohorts is a 49% 4-year and 60% 6-year graduation rate, compared to 63% and 73%, respectively, in the peer group.

The College of Business' retention and graduation rates do not deviate substantially from the University's rates reported above. These low persistence and completion rates have exacerbated the University's and College's enrollment-related challenges.

† **DISADVANTAGE—Space and technology constraints**

The College of Business' building, Miller Hall, contains only 5 full-size (50+ capacity) classrooms, plus 2 conference-size (<20 capacity) flex rooms. To accommodate class scheduling needs, the College supplements Miller Hall's capacity with a multimedia classroom in the University library or computer labs in the arts and science building.

Miller Hall is an aging facility in need of modernization (especially in restrooms and classroom technology) that has not been prioritized on account of the University's financial situation. Resources for certain software updates (e.g. the University still uses Microsoft Office 2010) or research database packages desired by students or faculty are also very limited. These challenges impact current operations, as well as the College's ability to effectively pursue plans to launch online degree programs.



## ***Future college challenges & opportunities***

### † **CHALLENGE—Reduced faculty resource availability**

With the decline in freshman enrollment, there was a significant loss in revenue necessitating across-the-board budget cuts. In the College of Business, the cuts were absorbed by not replacing faculty as they retired, took the voluntary severance, or decided to end their employment at Loyola for other reasons. The result of budget reduction is that the College of Business now has only 8 tenured and 4 tenure-track faculty, in addition to various extraordinary / visiting and contract / adjunct faculty.

The College of Business has continued to meet all AACSB-required faculty ratios, but there has been a substantial reduction to the overall research-producing segment of faculty in the College. This potentially threatens future faculty retention as the pool of available co-authors and mentors is relatively small, especially for those faculty who have not obtained tenure rank. The College is highly dependent on enrollment growth and overall recovery of the University in order to provide increased support to rebuild full-time and tenure-earning faculty resources of the College over time.

### † **CHALLENGE—Diminishing perception of the liberal arts**

The national-level decline in the perceived value of liberal arts education threatens even professional schools such as the Loyola College of Business that are housed in a liberal arts institution and depend on revenue from institution level enrollments. The College must continue to enhance career development programs and services, and to encourage the University to focus on the strategy of “students’ discovery of their career” (see “*Strategic Management*” section). The College has been exploring ways to support other Loyola degree programs with business courses and minors.

### † **OPPORTUNITY—Online degree program development**

As part of the Magis organizational transformation project begun in Summer of 2017 in partnership with McKinsey & Company, the College of Business will be putting the M.B.A. and a new B.S.B.A. undergraduate general business degree fully online with a planned implementation date of January 2018. This move is intended to target an entirely new student population and generate a new source of revenue for the University (which would support added allocations to the College budget).

The expansion of online degree program offerings will allow the College to address the challenge of faculty resources, as the University has committed to invest in new revenue-generating activities identified through the Magis project. In particular, to accomplish the goal of moving the M.B.A. and B.S.B.A. degree programs online, the College has a commitment of funds to hire up to 5-7 new full-time faculty over the next 4 years, depending on the enrollment and performance of online programs.

† **OPPORTUNITY—Continued renewal of New Orleans**

New Orleans is a city that is reinventing itself politically, socially, and economically. The City and its governmental and business leaders are open to new ideas, and new and innovative programs which answer the call for reinvention toward economic sustainability. The College of Business can take its place in the “new” New Orleans by continuing to create programs which address the needs of the local community.

One such program, for example, is a 10-week immersive post-baccalaureate “Code School” developed by the Center for Entrepreneurship & Community Development, and piloted successfully with approximately 10 students over the Summer of 2017. New Orleans suffers from a lack of professionals with computer and technological skills, with many positions going unfilled in the local market due to lack of talent. The Code School is designed to fill the gaps and lost potential in the local market.

### ***Progress on issues from previous team visit***

In the initial MAC letter dated January 14, 2013, which specified a 6<sup>th</sup> year review and in the letter extending accreditation dated April 17, 2013, following the 6<sup>th</sup> year review, the Peer Review Team and Maintenance of Accreditation Committee recommended that the College of Business “closely monitor” and address the following areas for improvement:

- † “Demonstrate that the school has closed the loop in assessment, specifically at the undergraduate level” (initial letter)
- † “[To] create [a] culture of assessment-driven curricular and programmatic change, it is recommended that [the College] consider having several faculty and staff attend an AACSB assessment seminar.” (initial letter)
- † “Continue implementing the curricular changes [the College] has identified in its analysis of information contained in [its] existing data base.” (6<sup>th</sup> year letter)
- † “Continue refining the AoL process and continue the practice of ‘closing the loop’ based on the outcomes of its ongoing assessment activities.” (6<sup>th</sup> year letter)

The College has a much more robust and reliable system for assessment-driven change than it had during the 2013 review. The system is spearheaded by a **faculty-led assurance of learning committee**, which was developed in Spring of 2014 after having over 10 of the College of Business faculty attend AACSB assessment or assurance of learning conferences.

The committee meets on a roughly bi-monthly basis to review assessment goals, activities, and results, and recommend refinements to processes or curricula in order to enhance the student achievement of learning goals. The committee has generated a number of closing-the-loop actions which are detailed in the “*Assurance of Learning*” section of this report.

# Strategic Management

With 20 full-time, non-administrative faculty, the College of Business operates primarily as a “**committee of the whole**” through regular monthly general faculty meetings. There are no formal area or department chairs within the College; strategic initiatives or curriculum proposals arising from the faculty are developed first in *ad hoc* consultation with faculty in the relevant area, then reviewed by the College’s Undergraduate and/or MBA Curriculum Committee or the College’s Strategic Planning Committee if the initiative or proposal is of significant impact. Most strategic decision-making and programmatic planning takes place directly in meetings of the full faculty, however, with the Strategic Planning and Curriculum committees taking up only large and long-term issues that require deeper level discussion.

Proposals or initiatives passed by the College of Business faculty at large are forwarded to the University Courses & Curriculum Committee, Standing Council for Academic Planning, or University Strategic Planning Committee as appropriate for final review and approval.

The **University Strategic Planning Committee**, in particular, plays a fundamental role in **setting the long-term priorities for all academic units** on campus; individual College, School, or Departmental strategic plans across the University are explicitly developed to follow the strategic framework laid out by the University Strategic Planning Committee.

## *Summary of strategic plan, mission & vision*

The most recent **University Strategic Plan, *Transforming Loyola 2020***, was adopted in November of 2014 after a 15-month university-wide “strategic thinking journey” which was facilitated by William Locander, Dean of the College of Business. The centerpiece of the *Transforming Loyola 2020* plan is a set of 4 “**overarching strategies**” designed to cultivate a “**learning-centered**” community. Each academic unit on campus was tasked to follow these overarching strategies in aligning their own plan toward achievement of this goal.

The “**overarching strategies**” laid out in *Transforming Loyola 2020* are as follows:

**The University and its Colleges will cultivate a learning-centered community...**

- 1. Dedicated to a high-quality, experiential, and values-based education;**
- 2. Devoted to students’ discovery of their career and a life of service;**
- 3. Infused by the cultures and traditions of New Orleans; and**
- 4. Rooted in the Jesuit and Catholic mission of the University.**

The overarching strategies of the ***Transforming Loyola 2020*** plan are aligned with the mission of the College of Business and its vision for operationalizing this strategic focus:

*In the Ignatian tradition, **the mission of the College of Business** is to provide a superior value-laden education that motivates and enables students to become effective and socially responsible business leaders. We strive to contribute quality research, serve local and intellectual communities, and graduate students who possess critical thinking skills and courage to act justly in a global business environment.*

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*To achieve our mission, **the vision of the College of Business** is to create a learning place that **awakens, enlightens, and transforms** students into the leaders of tomorrow through opportunities for personal reflection, ethical decision-making, critical thinking, and the mastery of innovative business practices.*

The following is a more complete summary of the **key objectives and action items** associated with the 4 overarching strategies of the ***Transforming Loyola 2020*** plan:

- 1. Dedicated to a high-quality, experiential, and values-based education**
  - a. Ensure that each student will engage in at least 2 experiential-based learning practices.
  - b. Develop an integrated co-curricular program that offers personal, professional, physical and spiritual development opportunities to engage students in the life of the campus.
  - c. Centralize academic and student support services in order to create a highly visible space that fosters independent and mentored student learning and success.
- 2. Devoted to students' discovery of their career and a life of service**
  - a. Transform Loyola's Career Services to make it a signature program and recruitment tool.
  - b. Create a new model for advising that is collaborative across academic and non-academic units and that focuses on student development, and not just progress toward a degree.
  - c. Develop the network of Loyola alumni and friends who support students' exploration of a variety of career paths and a life of service through internships or other activities.
- 3. Infused by the cultures and traditions of New Orleans**
  - a. Create a new model for local collaboration that provides a support structure to engage the Loyola community directly with the city and people of New Orleans.
  - b. Increase opportunities for students to interact with the cultures, traditions, community, and location of the city of New Orleans through their coursework.
  - c. Create a marketing campaign that highlights Loyola's connection to New Orleans.
  - d. Create programs that will serve growing-demand professions in New Orleans.
- 4. Rooted in the Jesuit and Catholic mission of the University**
  - a. Expand formation of students, faculty, and staff in Loyola's Jesuit identity through the integration of spirituality, justice, and the intellectual life.
  - b. Integrate Ignatian principles of discernment into advising, career planning, and support for lives of service ("meaningful lives with and for others").
  - c. Tie course-level student learning outcomes to aspects of Loyola's Jesuit, Catholic identity, such as its commitment to justice and ethical conduct.
  - d. Increase opportunities for students, faculty, and staff to support, connect to, and collaborate in solidarity with Jesuit ministries in New Orleans and beyond.

## ***Strategic management process & outcomes***

Management of actions and priorities toward achievement of the 4 overarching strategies and associated key objectives is widely distributed throughout the College of Business, and includes involvement from the Dean and Associate Dean, the Directors of both the Portfolio Career Program and the Center for Entrepreneurship & Community Development, and the individual faculty of the College, especially those with significant committee leadership roles or teaching assignments in critical courses such as the first-semester Introduction to Business course, the Business Policy capstone, or various capstones in individual majors.

The following table summarizes the **key continuous improvement achievements** of the College of Business with respect to the 4 overarching strategies and associated objectives:

Overarching strategies & objectives	College of Business actions & achievements
<b>1. Dedicated to a high-quality, experiential, and values-based education</b>	
a. Ensure that each student engages in at least 2 experiential-based learning practices.	<ul style="list-style-type: none"> <li>▷ The College continues to require students to complete at least 1 internship before graduation. The most recent data from the College’s survey of graduating students indicates that 55% of business graduates have completed 2 or more internships.</li> <li>▷ Over the past 5 years, Economics majors have co-authored 45+ refereed journal articles with faculty.</li> <li>▷ Finance majors in the Student-Managed Investment Fund course conduct independent research to make recommendations on the management of a +\$1M securities portfolio held by the College of Business.</li> <li>▷ Marketing majors in MKT 460 Electronic Marketing apply SEO skills learned in class to a search engine marketing simulation exercise, in preparation for completion of 1 of 2 Google certification exams.</li> <li>▷ Marketing and Business Analytics majors in MKT 390 Consumer Analysis &amp; Research assisted with a study of broadband Internet access in New Orleans as part of a coordinated effort of the Mayor’s Office and the White House’s “Strong Cities, Strong Communities” initiative and presented findings to City officials.</li> <li>▷ MBA students in MGT 710 Operations &amp; Process Management have consulted with Second Harvest Food Bank on back-end processes related to food donation receiving and distribution processes.</li> <li>▷ MBA students in ENTR B830 New Venture Consulting and ENTR B831 Lean Startup Launchpad consult with entrepreneurs, engineers, and developers in order to “move the needle” on new products or technologies.</li> </ul>



Overarching strategies & objectives	College of Business actions & achievements
<b>1. Dedicated to a high-quality, experiential, and values-based education</b>	
<p>b. Develop integrated co-curricular programs that offer personal, professional, physical and spiritual development opportunities to engage students in the life of the campus.</p>	<ul style="list-style-type: none"> <li>▷ This is a University-led initiative, but College of Business students, faculty, and staff are actively involved in co-curricular programs on campus.</li> <p>The most popular co-curricular event in the College of Business is an annual Halloween picnic open to the entire campus, in which the faculty and staff serve a barbecue lunch in full Halloween costume.</p> <li>▷ The College also hosts a monthly Economics Club presentation with nationally-known speakers.</li> <li>▷ 2 College of Business professors were named the Student Government Association’s “Faculty of the Year” for the 2016-17 academic year in honor of their service to the broader campus community.</li> </ul>
<p>c. Centralize academic and student support services in order to create a highly visible space that fosters independent and mentored student learning and success.</p>	<ul style="list-style-type: none"> <li>▷ This is a University-led initiative that is focused on the renovation / rebranding of the former Academic Resource Center into a new Student Success Center, housed on the first floor of Marquette Hall, the most prominent and recognizable building on campus.</li> <p>The College of Business works closely with Student Success Center staff to arrange tutoring, disability accommodations, exam proctoring, writing skill development, and other assistance for students.</p> </ul>
<b>2. Devoted to students’ discovery of their career and a life of service</b>	
<p>a. Transform Career Services to make it a signature program and recruitment tool.</p>	<ul style="list-style-type: none"> <li>▷ The Portfolio Career Program is entering its 9<sup>th</sup> year of operation and has become a national best-in-class career development program and a centerpiece of the College’s messaging to prospective students.</li> <li>▷ 90% of students complete Portfolio requirements, 95% of seniors are satisfied with the program, and 85% of graduates are employed or are admitted to a graduate school of their choice within 6 months.</li> </ul>
<p>b. Create a new model for advising that is collaborative across academic and non-academic units and that focuses on student development, and not just degree progress.</p>	<ul style="list-style-type: none"> <li>▷ All first-year undergraduate business students are now assigned to academic advisors in the Portfolio Career Program office so that early-stage academic and career planning can take place simultaneously and students can begin to develop relationships with Portfolio advisors who will help them to find internships and/or jobs as upper-division students.</li> </ul>
<p>c. Develop the network of Loyola alumni and friends who support students’ exploration of a variety of career paths and a life of service with internships or other activities.</p>	<ul style="list-style-type: none"> <li>▷ In addition to the Executive Mentor Program during the freshman year, the Portfolio program has added an “Executive Network” that provides coaching and career advice to College of Business seniors as they near graduation and prepare for their job search.</li> </ul>

Overarching strategies & objectives	College of Business actions & achievements
<b>3. Infused by the cultures and traditions of New Orleans</b>	
<p>a. Create a new model for local collaboration that provides a support structure to engage the Loyola community directly with the city and people of New Orleans; and</p> <p>b. Increase opportunities for students to interact with the cultures, traditions, community, and location of the city of New Orleans through their coursework.</p>	<ul style="list-style-type: none"> <li>▷ Students have interned at New Orleans business and cultural landmarks such as Mardi Gras World, the New Orleans Saints &amp; Pelicans, Zatarain’s, the World Trade Center and the Port of New Orleans, New Orleans Fashion Week, Tulane Medical Center, the Audubon Zoo, Essence Festival, and many more.</li> <li>▷ Through the Executive Mentor Program and the Center for Entrepreneurship’s partnerships with organizations such as New Orleans Entrepreneur Week and local angel fund networks, students in the College of Business build connections and learn first-hand from many local business professionals.</li> <li>▷ Local involvement also takes place in the classroom through many of the experiential learning activities (such as the Mayor’s Office “Strong Cities, Strong Communities” initiative) detailed in 1.a. above.</li> </ul>
<p>c. Create a marketing campaign that highlights Loyola’s connection to New Orleans.</p>	<ul style="list-style-type: none"> <li>▷ The “Put Your Dream To Work” College of Business video ad segment features many local internships and other connections, and premiered in 2016 on regional television ad buys during Super Bowl 50. (see <a href="http://www.youtube.com/watch?v=T6SvQ3vmAaM">http://www.youtube.com/watch?v=T6SvQ3vmAaM</a>)</li> <li>▷ The focus of materials developed by the University’s Office of Marketing &amp; Communication for the College of Business has been on New Orleans’ consistently high ranking as a top city for creative talent, young professionals, and entrepreneurs or developers.</li> </ul>
<p>d. Create programs that will serve growing-demand professions in New Orleans</p>	<ul style="list-style-type: none"> <li>▷ After talks with representatives of local employers who identified technological and analytical ability as an area of need, the College of Business developed a major in Business Analytics that launched Fall 2015. The major crosses disciplinary lines, and includes coursework in computer programming, advanced statistical analysis, and managerial decision-making.</li> <li>▷ The academic side of the Center for Entrepreneurship &amp; Community Development is a core set of courses in the theory and practice of entrepreneurship which follow the Lean Startup methodology out of Stanford. The courses are the center of the Entrepreneurship minor, which will eventually be expanded to a major.</li> <li>▷ The MBA program now offers specialization tracks in Entrepreneurship, Finance, Marketing, &amp; Operations. Entrepreneurship and Operations are of high local interest, and leverage local connections to identify projects and bring in highly experienced instructors.</li> </ul>

Overarching strategies & objectives	College of Business actions & achievements										
<b>4. Rooted in the Jesuit and Catholic mission of the University</b>											
<p>a. Expand the spiritual formation of students, faculty, and staff in Loyola’s Jesuit identity through the integration of spirituality, justice, and the intellectual life.</p>	<p>▷ In 2013, the University launched an “Ignatian Fellow” program for faculty and staff, which is a year-long workshop on Jesuit education and Ignatian values. Kendra Reed, Professor of Management and Barry &amp; Teresa LeBlanc Professor of Business Ethics, was selected in the recently completed 2016-17 cohort and will serve as a mentor for future participants.</p>										
<p>b. Integrate Ignatian principles of discernment into advising, career planning, and support for lives of service (“meaningful lives with and for others”).</p>	<p>▷ The Portfolio Career Program now uses Career Leader self-assessments throughout the freshman year to guide students’ career discovery using their motivators and interests along with technical skills.</p> <p>The profile of freshmen’s top skills is closely aligned with our Jesuit identity and values, and we build on these skills and motivating factors throughout the 4 years of the Portfolio career development sequence.</p> <p>Top 10 (of 41) CareerLeader skills among freshmen:</p> <table border="0"> <tr> <td>1. Comfort with Differences</td> <td>6. Flexibility</td> </tr> <tr> <td>2. Respect for Others</td> <td>7. Creative Thinking</td> </tr> <tr> <td>3. Teamwork</td> <td>8. Gaining Trust</td> </tr> <tr> <td>4. Sociability</td> <td>9. Confidence to Lead</td> </tr> <tr> <td>5. Empathy Skills</td> <td>10. Listening Skills</td> </tr> </table>	1. Comfort with Differences	6. Flexibility	2. Respect for Others	7. Creative Thinking	3. Teamwork	8. Gaining Trust	4. Sociability	9. Confidence to Lead	5. Empathy Skills	10. Listening Skills
1. Comfort with Differences	6. Flexibility										
2. Respect for Others	7. Creative Thinking										
3. Teamwork	8. Gaining Trust										
4. Sociability	9. Confidence to Lead										
5. Empathy Skills	10. Listening Skills										
<p>c. Tie student learning outcomes to aspects of Loyola’s Jesuit, Catholic identity, such as its commitment to justice and ethical conduct.</p>	<p>▷ Both undergraduate degree programs contain a required 3 credit course in Business Ethics with a separate 3 credit prerequisite in Making Moral Decision; the MBA program requires a 1-week intensive seminar course in Ethics &amp; Social Justice.</p> <p>▷ Additionally, many business courses have significant ethics or justice components listed among objectives:</p> <ul style="list-style-type: none"> <li>▷ ACCT 202, Principles of Financial Accounting</li> <li>▷ ACCT 300, Tax Accounting (for Individuals)</li> <li>▷ ACCT 400, Advanced Accounting</li> <li>▷ BA 100, Introduction to Business</li> <li>▷ BA 415, Business Ethics</li> <li>▷ LGST 205, Legal Environment of Business</li> <li>▷ MGT 245, Management &amp; Organizational Behavior</li> <li>▷ MGT 310, Human Resource Management</li> <li>▷ MKT 450, Advanced Marketing Strategy</li> </ul>										
<p>d. Increase opportunities for students, faculty, and staff to support, connect to, and collaborate in solidarity with Jesuit ministries in New Orleans and beyond.</p>	<p>▷ The College of Business is an active part of the Ignacio Volunteer immersive mission programs coordinated through the Office for Mission &amp; Ministry, including participation by 34 business students and 2 College staff / faculty; this is approximately 15-20% of total University participation. The programs serve Belize, Jamaica, South Africa, and inner-city New Orleans.</p>										

## ***Financial model & allocation of resources***

The University uses a **centralized budgeting model**. Each academic unit is allocated an operating budget at the beginning of each fiscal year; the University also allocates funds to instructional accounts for each unit from which faculty and staff salaries are disbursed.

The College of Business has **19 endowed chairs and professorships** generating over **\$500,000 in drawdown** annually toward faculty development beyond standard travel / research allotments in the operating budget. The University manages a large number of endowed scholarships, including over **2 dozen scholarship funds** specifically for business students, with annual awards totaling over **\$100,000 to support exceptional students**.

The “**Faith in the Future**” **comprehensive capital campaign** contains a **\$3 million ask** allocated toward the College of Business in support of the Center for Entrepreneurship & Community Development. This fundraising goal has already been surpassed, with a year remaining in the overall campaign. This pledged endowment will support the ongoing expenses of the Center without impacting normal operating allocations to the College.

The overall distribution of University-allocated funds to the College of Business for the most recent 5 fiscal years is summarized below. (Note that all salaries are combined into one total in the table below, although some staff and administrators are paid out of the Dean’s Office account in the actual University budget system. Additionally, note there are 2 separate “operating” accounts combined here, the Dean’s Office and Executive accounts; the values for faculty travel and conference registration are a part of the operating total.)

<b>Fiscal Year</b>	<b>Overall College expenditures (\$Ks)</b>	<b>Faculty, admin. &amp; staff salaries (\$Ks)</b>	<b>College operating budget total (\$Ks)</b>	<b>Faculty travel &amp; conferences (\$Ks)</b>
<b>2013-14 FY</b>	\$4,155	\$3,946	\$209	\$34
<b>2014-15 FY</b>	\$3,826	\$3,608	\$217	\$43
<b>2015-16 FY</b>	\$3,765	\$3,559	\$206	\$40
<b>2016-17 FY</b>	\$3,359	\$3,150	\$209	\$37
<b>2017-18 FY</b>	\$2,967	\$2,766	\$201	\$35

The 2013-14 FY operating budget was substantially smaller than the 2012-13 FY budget the year prior as the University imposed significant financial adjustments to account for the unexpectedly small entering Fall 2013 cohort discussed previously. The allocation of funds from the University to the operating budget has remained stable since that reduction.

The decrease in faculty and staff salary expenditure is the combined result of the attrition of faculty whose vacated positions were not filled, voluntary faculty/staff severance as part of ongoing financial recalibration, and a minor reduction in force. Despite this decline in the size of the faculty, the College of Business has maintained similar faculty-student ratios and average class sizes, upheld the quality of academic offerings, and met all relevant ratios.

The table below summarizes the timing, acquisition, and allocation of financial resources toward the achievement of some of the College of Business’ key strategic initiatives.

Strategic initiative or action plan	Sources, timing, & allocation of funds
<p>Provide start-to-finish career development services for undergraduate business students through the Portfolio Career Program.</p> <p>(Overarching Strategies 1.a, 2.a-c, &amp; 4.b)</p>	<ul style="list-style-type: none"> <li>▷ <b>Source:</b> Every undergraduate business student is assessed a \$250 Portfolio fee in each semester in which they are enrolled in a Portfolio “course”.</li> <li>▷ <b>Timing:</b> Funds are immediately available to the Portfolio office upon receipt of student payment</li> <li>▷ <b>Allocation:</b> The Portfolio Career Program is self-funded entirely through these fees, which cover the Portfolio office staff (Director / Intern Coordinator, Academic / Career Advisor, Office Assistant) salaries as well as all associated program operating costs.</li> </ul> <p>Careful management of these funds has allowed the Portfolio program to expand the use of CareerLeader assessments including detailed reports for students and integration into their future career planning.</p>
<p>Leverage the Center for Entrepreneurship &amp; Community Development to answer the demands of students who are eager to enter the dynamic entrepreneurial field, of local employers seeking to hire graduates with skill sets attuned to growing firms, and of startups and emerging businesses in New Orleans.</p> <p>(Overarching Strategies 3.a-b &amp; 3.d)</p>	<ul style="list-style-type: none"> <li>▷ <b>Source:</b> \$3 million ask allocated from the “Faith in the Future” comprehensive fundraising campaign.</li> <li>▷ <b>Timing:</b> The College of Business’ fundraising goal designated for support of the Center has been surpassed. The campaign will conclude during the 2017-18 FY and the endowed funds will provide an annual drawdown to support Center operations.</li> <li>▷ <b>Allocation:</b> The estimated \$150K annual drawdown will support the salary of the Center director, as well as marketing, travel, the ongoing Innovation Speaker Series, an Entrepreneurship Fellows program, an on-campus pitch competition and “venture booster” weekend, as well as other program development.</li> </ul>
<p>Support faculty in their engagement with professional and academic communities, in order to facilitate a high-quality experiential curriculum that enhances student outcomes.</p> <p>(Overarching Strategy 1.a &amp; College Mission)</p>	<ul style="list-style-type: none"> <li>▷ <b>Source:</b> \$500,000+ annual drawdown from endowed chairs and professorships valued at over \$5 million.</li> <li>▷ <b>Timing:</b> Funds are made available at the beginning of each academic year from the available drawdown.</li> <li>▷ <b>Allocation:</b> With the nearly 20 endowed chairs and professorships to support a relatively small research faculty, the College can ensure that all faculty with scholarly activity have access to sufficient funds to support their academic and professional engagement even in the event of reductions to operating budgets.</li> </ul> <p>With this strong financial support, the College is also able to attract and retain quality research faculty in a very competitive environment despite its small size.</p>



## ***Program changes since previous team visit***

The College of Business has **not introduced any new full degree programs** since the previous team visit. There has been 1 new major added to the B.B.A. degree and the M.B.A. program has been retooled for working professionals. These changes are described below:

### † **Business Analytics major (B.B.A.)**

The College of Business introduced a **major in Business Analytics** in Fall of 2015 with the University's Department of Mathematics & Computer Science providing core support for 2 "adjunct course" requirements to the major. In addition to the Business Core taken by all B.B.A. majors, the Business Analytics major requires courses in computer programming and linear algebra, as well as a 4-course set of major requirements in data and performance analysis which anchor the program..

The Business Analytics major targets **fast-growing employer demand** for people with technical and analytical skills and project experience. The targeted student set are those students who are interested in this field but do not want to complete a full degree specifically in computer science or information systems (both of which are offered through Loyola's College of Arts & Sciences). The courses and capacity for the major largely exist already as electives or required courses in other business majors, so the program entails very little marginal faculty or other resource cost.

### † **M.B.A. Curriculum & Specializations**

The M.B.A. program curriculum has been revised (effective 2014-15 AY) to be more applicable and appealing to **working professionals**. Certain "foundation" courses that were primarily theoretical in nature such as Legal Environment and Economics have been incorporated into existing courses, and topical coverage throughout the curriculum has been streamlined to be more managerial and experiential in focus.

As a major part of this curricular revision, the M.B.A. program now requires 4 rather than 2 electives, which can be used to pursue **4 "specialization tracks" offered in Entrepreneurship, Finance, Marketing, & Operations**. The program also requires **4 "Immersion Weeks"** which offer special topics beyond those found in all M.B.As.

Overall, the M.B.A. curriculum has been rebalanced to meet the needs of students with prior business education or with other academic backgrounds equally. Under the previous curriculum a student with a business undergraduate degree waived up to 18 credits of "foundation" coursework, and could complete as little as 33 credits of coursework plus a 3-credit individual capstone project. The revised curriculum requires **40 credits of all students and has a focus on active and team learning**.

The curriculum can be completed in 1 year full-time or as few as 2 years part-time.

Beyond the 2 changes identified on the previous page, there have been no substantive additions or modifications to the College of Business' program offerings since last review. However, there are 2 significant developments underway which will impact future reviews and merit discussion despite no immediate relevance to this year's accreditation review:

† **E.M.B.A. in Honduras with UNITEC**

The College of Business has for some time been negotiating potential international degree programs which would be offered jointly with foreign partner institutions, but taught primarily by Loyola faculty (and conferred as Loyola degrees). The 2 most significant areas of emphasis for such international development within the College are Hong Kong and Honduras, and the College has reached an agreement with UNITEC and the government of Honduras to develop and offer an **E.M.B.A. program in Honduras** that is largely modeled after the existing M.B.A. degree.

The program will be taught in Tegucigalpa, Honduras, by Loyola College of Business faculty, with recruitment and marketing efforts shared by both institutions. The College is targeting an initial cohort sometime during the 2017-18 academic year, but there is not a firm launch date or established cohort for the program at this time.

The program will be self-funding and tuition will cover travel/meal costs and instructional stipends for Loyola faculty who are tapped to teach in the program. Admissions standards will be equivalent to those of the on-campus M.B.A. program.

† **Online B.S.B.A. & M.B.A. programs**

The University has recently completed the initial planning for an organization-wide transformation project designed to achieve financial equilibrium and enhance the program offerings of departments across campus. A significant portion of this effort will be the expansion of online offerings to include fully online degree programs as early as Spring of 2018. The College of Business will contribute both undergraduate and graduate programs to this effort, and has planned to offer a **generalist B.S.B.A.** (offered without majors) and the **existing M.B.A. program online**. The programs will have significant resources to expand current capacity so that both the online and existing on-campus programs can be offered without compromising quality.

## ***Faculty intellectual contributions & impact***

The scholarly activity of the faculty of the College of Business is summarized in Table 2-1 and associated commentary on the following pages. The College **has a balanced full-time faculty** split roughly 67/33% across **research faculty and non-publishing practitioners**. A typical teaching/research/service weight for traditional research faculty is 50/40/10% or 60/30/10%, with most non-publishing faculty given a teaching/service weight of 80/20%.

**Table 2-1: Portfolio of Intellectual Contributions**

Part A: 5-Year Summary of Intellectual Contributions															
Faculty Area	Portfolio of ICs			Types of ICs Produced by Participating Faculty*								Cross-Section Metrics			
	Basic or Discovery Scholarship	Applied or Integration Scholarship	Teaching and Learning Scholarship	Peer-Reviewed Journal Articles	Refereed Research Presentations	Competitive Awards for Research	Texts, Cases, or Other Materials	Contributions to Academic Books	Academic Books Authored/Edited	Trade Book or Expert Commentary	Refereed Trade or Specialty Journals	# of Participating Faculty in Area	# FTE Faculty in Area (2016-17)	% Participating Faculty with ICs	% FTE Faculty in Area with ICs
Accounting & Finance	11.5*	5	2.5	7	8.5	0	0	0	0	0.5	3	5	7.0	80%	57%
Economics & Decision Science	53.5*	5	3.5	40	15.5	1	0	2	5	3.5	80*	4	5.5	100%	77%
Management & Bus. Admin.	31	12	1	16	17	3	0	3	4	0	1	8	10.5	75%	60%
Marketing	21	15	13	15	26	2	3	2	0	1	0	4	4.0	75%	75%
<b>Total College of Business</b>	<b>117</b>	<b>37</b>	<b>20</b>	<b>78</b>	<b>67</b>	<b>6</b>	<b>3</b>	<b>7</b>	<b>9</b>	<b>5</b>	<b>84</b>	<b>21*</b>	<b>27</b>	<b>81%</b>	<b>65%</b>

**\* Notes on 5-Year Summary:**

- ▷ Although the College's definition of "Participating" faculty includes administrative faculty or staff with some teaching responsibility, only faculty with a full-time instructional load have been counted "Participating" for the purpose of this table; administrative faculty have been included on an FTE basis which is calculated at an allocated rate of 0.125 FTE per section taught (an equivalent 4-4 course load per FTE); adjuncts are also counted on this basis.
- ▷ Intellectual Contribution counts of "0.5" are used for co-authorship within the College across disciplinary areas, so as to ensure unduplicated counts.
- ▷ 1 of the Economics faculty members has an extremely prolific publication record over the 5-year period including 28 typical peer-reviewed journal publications as well as a very large number of publications in a combination of refereed trade press, university press, law review, foreign language, and other types of non-standard publication outlets. Although these contributions represent significant scholarship, they are counted in a separate category and excluded from both the PRJ and overall Portfolio counts so as to distinguish them from publications subject to higher standards of review and so as not to present an inflated sense of the College's overall traditional research article production or distort the distribution on account of one individual. (We have made a distinction between "typical" journal outlets and these "non-standard" outlets based on presence in Cabell's and/or SCImago listings.)
- ▷ Of the 21 full-time non-administrative faculty employed as of the 2016-17 academic year, 13 faculty members are traditional research faculty who are tenured or are currently on a tenure-track. These 13 faculty make up the bulk of the College's SA faculty and predictably account for the majority of the intellectual contributions summarized above, although an additional 4 full-time faculty also have some intellectual contributions during the time period.

**Table 2-1: Portfolio of Intellectual Contributions (continued)**

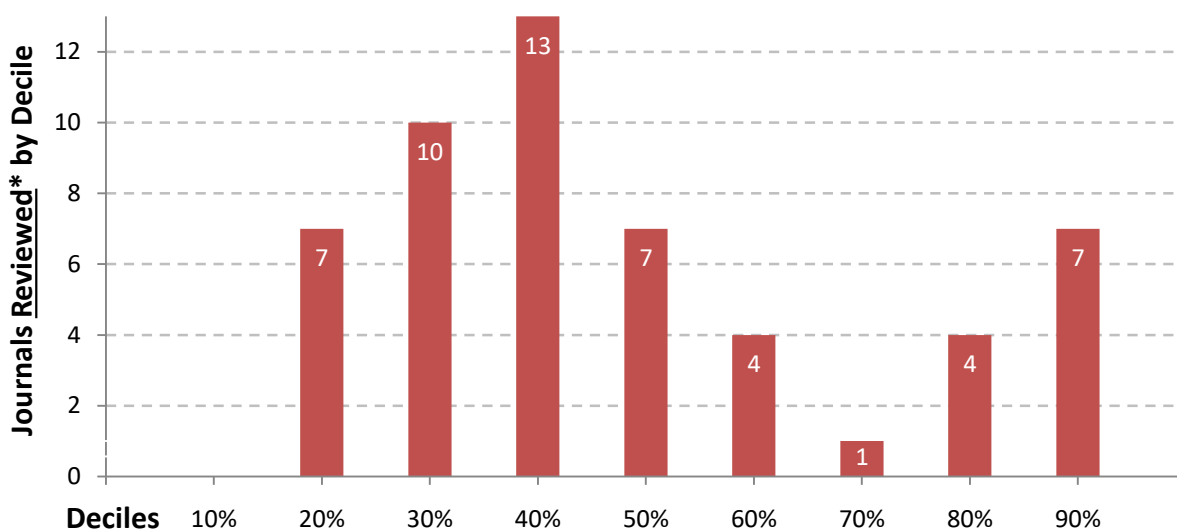
**Part B: Alignment with Mission & Strategy**

The College of Business’ mission includes a charge to “contribute quality research”, but also to “**serve local and intellectual communities**”. The faculty of the College fulfills this not only through publishing in quality peer-reviewed outlets and presenting original research, but through **service in academic settings** as panelists, discussants, reviewers, and editors. This service benefits academic communities, and exposes faculty to cutting-edge research in their discipline by the engagement required for successful discussion or peer review.

In particular, the faculty of the College of Business have **served as editors or reviewers for over 75 academic journals**, including service to 7 different premier-ranked journals (in the top decile by citations as ranked by Cabell’s). The table and chart below summarize College of Business **faculty’s service in capacity as REVIEWER**, organized by faculty area.

Faculty Area	# Journals REVIEWED	Average Journal Impact Factor	Average Journal Accept. Rate	Average Cabell’s Citation Rank*
ACCT/FIN	13	0.809	24%	43%
ECON/DECS	27	1.286	29%	47%
MGT/INTB	13	2.538	19%	61%
MKT	24	1.890	20%	61%
College Total	77	1.586	23%	53%

\* Note: The citation rank given is “Cabell’s Classification Index” which assigns journals a percentile rank (e.g. 60% would indicate a journal ranks higher than 60% of other titles) within their discipline based on citations.



\* Note: Total journal counts in the chart do not add to the 77 total given above because a Cabell’s percentile rank could not be established for all of the journals for which CoB faculty served as reviewers or editors.

**Table 2-1: Portfolio of Intellectual Contributions (continued)**

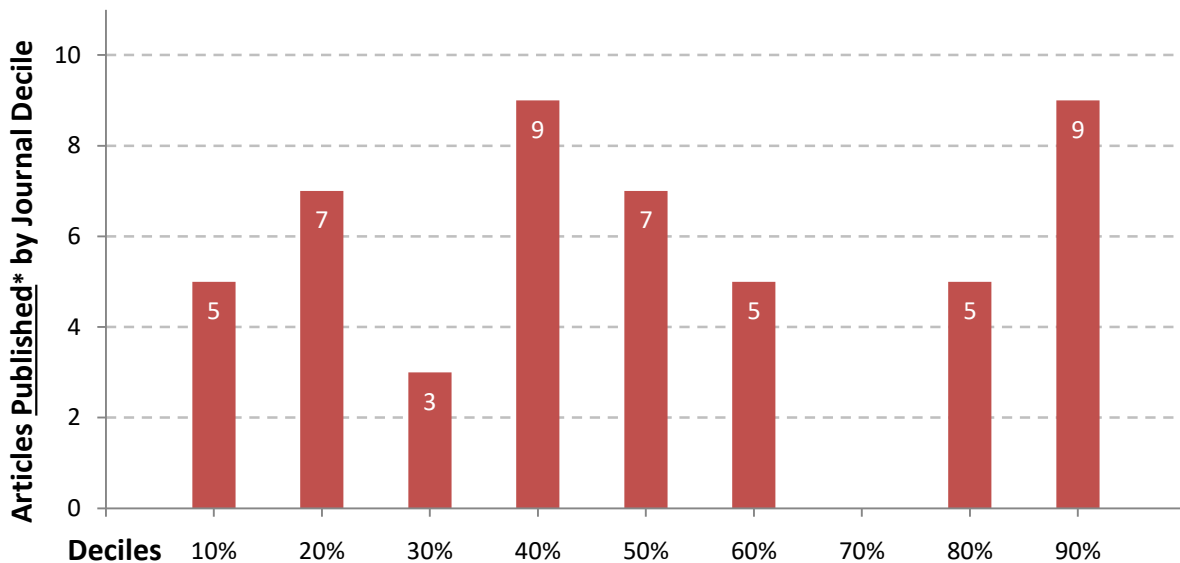
**Part C: Quality of Intellectual Contributions**

In the 5-year review period, College of Business faculty had a total of **78 scholarly articles** published in **51 unique peer-reviewed academic journals**, which included 9 publications in **6 different premier-ranked journals** (in the top decile by citations ranked by Cabell’s). The table and chart below summarize **PUBLISHED scholarly output at the journal level**:

Faculty Area	# Journals PUBLISHED in	Average Journal Impact Factor	Average Journal Accept. Rate	Average Cabell’s Citation Rank*
ACCT/FIN	8	0.668	39%	34%
ECON/DECS	25	0.685	31%	38%
MGT/INTB	14	2.478	17%	73%
MKT	11	1.831	18%	59%
<b>College Total</b>	<b>51**</b>	<b>1.385</b>	<b>23%</b>	<b>57%</b>

\* Note: The citation rank given is “Cabell’s Classification Index” which assigns journals a percentile rank (e.g. 60% would indicate a journal ranks higher than 60% of other titles) within their discipline based on citations.

\*\* Note: The journal counts by area do not sum to 51 on account of a number of cross-discipline co-authored publications within the College, which are counted as unique journals for each area but only once College-wide.



\* Note: Total article counts in the chart do not add to the 78 total publications given above because a Cabell’s percentile rank could not be established for all of the journals in which CoB faculty had PRJ articles published. (These journals are still listed in either Cabell’s or SCImago, but are either too new or too specialized to have an identifiable citation impact within their respective discipline; they are otherwise quality academic outlets.)

**Table 2-1: Portfolio of Intellectual Contributions (continued)**

**Part C: Quality of Intellectual Contributions**

A detailed summary of the **top journals** in which faculty had publications is below (a full list of journals in which faculty have had articles published is available in the **Appendix**):

**Top Journals by Journal Impact Factor and Cabell’s Classification Index**

	<b>Impact Factor</b>	<b>Cabell’s Index</b>	<b>Number of Articles</b>
➤ Academy of Management Journal	7.221	99%	1
➤ Journal of Interactive Marketing	4.177	96%	1
➤ Business Horizons	3.562	80%	3
➤ Leadership Quarterly	3.425	96%	2
➤ Organization Studies	3.002	94%	2
➤ Journal of Business Research	2.969	80%	1
➤ Communication Research	2.776	94%	1
➤ Marketing Theory	2.750	86%	1
➤ Journal of Family & Economic Issues	2.131	69%	1
➤ Journal of Business Ethics	2.075	65%	4
➤ Journal of Marketing Theory & Practice	2.009	97%	2*

\* 1 JMTP article from Frankie Weinberg and William Locander won “**Article of the Year**”.

College of Business faculty have also given a large number of **research presentations** at high-quality academic conferences. A summary of some of these presentations is below:

**Top Research Conferences by Number of Presentations (at least 2+)**

	<b>Number of Presentations</b>
➤ Academy of Marketing Science	12*
➤ Academy of Management	8
➤ American Marketing Association Educators	5
➤ Southern Economic Association	4
➤ Academy of Business Research	3*
➤ Southern Political Science Association	3
➤ Association of Private Enterprise and Education	3
➤ Interactive Marketing Research Summit	3*
➤ Public Choice Society	2
➤ Southern Management Association	2*
➤ Academy of Economics and Finance	2

\* Adam Mills, John Levendis, Todd Bacile, and Felipe Massa **received 4 awards for best session or conference research papers** as noted (from top to bottom in the order listed).



**Table 2-1: Portfolio of Intellectual Contributions (continued)**

**Part D: Impact of Intellectual Contributions**

The College of Business' portfolio of intellectual contributions in the 5-year review period includes **78 scholarly articles in peer-reviewed journals** with a 5-year average impact factor of 1.35. Over the 5-year period, these articles were cited 381 times, giving an average of 7 citations per article. Article counts and impact statistics by area are summarized below:

Faculty Area	# Articles AUTHORED	Average Journal Impact Factor	Average Article Citation Count	Total Article Citation Count
ACCT/FIN	10	0.950	5.3	32
ECON/DECS	44	0.710	3.8	114
MGT/INTB	16	2.595	11.8	153
MKT	15	2.044	10.4	114
<b>College Total</b>	<b>78</b>	<b>1.351</b>	<b>7.06</b>	<b>381</b>

A few examples of faculty with especially significant impact in their respective fields follow:

- Nicholas Capaldi's authorship and editing of a number of books in the fields of ethics, political economy, and social responsibility deserve mention. His work as editor on the Springer Encyclopedia / Dictionary of Corporate Social Responsibility has contributed significantly to the most substantial reference on the subject. The books span 6 volumes and over 3,000 pages, and have generated 240,000 downloads on Springer's webpage.
- Capaldi's 2016 "Liberty and Equality in Political Economy" attracted the attention of Vernon Smith, 2002 Nobel Laureate in Economics, who described the book as an "articulate adventure in Liberty, from John Locke to Adam Smith to Thomas Piketty".
- Mehmet Dicle and John Levendis' joint research (contracted by Airbnb) on the economic impact and zip-code-level effects on rental/vacancy rates in New Orleans has had high local and national impact, including a report write-up on Airbnb's own "Citizen" blog and media pick-ups by 10 television broadcast news networks locally and nationally.
- John Levendis was interviewed on CNN Headline News on the anniversary of Hurricane Katrina to comment on the status of the regional economy 10 years after the storm.
- Michelle Johnston has received high local recognition for her work on organizational communication, including recognition by *Gambit Magazine* in their "40 under 40" issue and consulting work with high-quality local and regional organizations such as the New Orleans Hornets (now Pelicans) organization, Entergy, Pfizer Pharmaceuticals, The New Orleans Advocate, and Peter Mayer Advertising. She was also a speaker at the Festivals New Orleans Women's Weekend event in 2017 which focused on women in leadership.

# Summary of Participants

For the current 2017-18 academic year, the College of Business has a total enrollment of **410 undergraduate and 78 graduate students** (these are preliminary counts; official statistics are available after October) and employs a total of **20 full-time instructional faculty, 3 full-time administrative faculty** (inclusive of the Dean), **10 part-time faculty** (by headcount from Fall schedule), and **10 full-time professional or administrative staff**.

The table below summarizes student and faculty statistics over the 5-year review period.

Class Year	Total CoB Students	Undergrad. Students	Graduate Students	FT Faculty (instruct.)	PT Faculty (fall count)	Student-Faculty Ratio
2013-14 AY	620	572	48	30	6	19.4
2014-15 AY	624	564	60	25	9	22.3
2015-16 AY	571	492	79	25	9	20.4
2016-17 AY	482	404	78	21	9	20.1
2017-18 AY	488*	410*	78*	20	10	20.9

*\* All 2017-18 AY data is preliminary at report time; total enrollment may be higher as the data is comprised only of those students who were registered for classes as of mid-August, and many students (esp. MBAs) register late.*

Beyond the enrollment situation described previously, the primary change over the 5-year review period has been a relatively large **decline in full-time faculty resources**. This was a direct result of a series of voluntary severance packages that were offered to faculty (and staff) beginning in January of 2014, which were intended to reduce operational expenses University-wide and address the budget impacts associated with the enrollment decline.

A significant number of eligible College of Business faculty accepted voluntary severance packages as offered by the University through AY 2016. Furthermore, a number of other faculty who were not eligible for the severance also left the University voluntarily over this time period. The majority of these departing faculty have not yet been replaced, with some positions likely to remain vacant indefinitely until enrollment has been rebuilt significantly.

Despite the decline in faculty resources, the corresponding decline in student enrollment has resulted in **similar student-faculty ratios and average class sizes over time**. The College of Business has also ensured that all relevant faculty ratios have been achieved as the overall faculty resource configuration has changed; a significant strategy toward this objective has been to deploy full-time faculty primarily towards core instruction and use highly qualified part-time faculty for the instruction of specialized topical elective courses.

The College is confident that the sufficiency of faculty can continue to be maintained, and plans to rebuild capacity are already being pursued in light of a positive turn in enrollment. The College will likely add at least 2 faculty to tenure-track positions for the 2018-19 AY.

The following table summarizes total course sections offered and average class sizes at the graduate and undergraduate level to demonstrate ongoing **sufficiency of class offerings** and **quality of the academic environment** aligned with Loyola’s high-touch pedagogy.

Class Year	Graduate Course Sections Offered	Graduate Course Average Class Size	Undergrad. Course Sections Offered	Undergrad. Course Average Class Size
2013-14 AY	34	10.2	157	25.6
2014-15 AY	27	10.9	155	28.4
2015-16 AY	22	22.2	153	27.1
2016-17 AY	26	22.2	150	25.2
2017-18 AY	27	19.6	148	22.1

## ***Deployment & sufficiency of faculty & staff***

The College of Business has a fairly **simple faculty structure**. In addition to 20 full-time instructional faculty, the College counts 3 administrators as holding faculty rank: the Dean of the College, and the Directors of the Portfolio Program and Center for Entrepreneurship & Community Development. The Dean does not actively teach, but the 2 Director positions entail semi-regular teaching duties on the order of approximately 1 course per semester. (Note: The Director of Graduate Programs is a position assigned to a member of the full-time instructional faculty and is counted among that group despite reduced teaching load.)

**All full-time** instructional and administrative faculty are counted as “**participating**”, and **engage with the life of the College** through student academic advising, committee service, curricular review, strategic planning, and other forms of institutional service. Additionally, certain members of the College’s professional staff who have occasional part-time faculty assignments (beyond the scope of their job description—i.e. entailing supplemental pay) are counted as “participating” faculty on account of their full-time service to the College within the scope of their normal professional responsibilities outside the classroom.

**All other faculty are both part-time and “supporting”**; although some members of this adjunct faculty have taught in the College of Business for many years, all adjunct contracts are on an *ad hoc* basis. There is no long-term commitment of the College to such faculty, or vice-versa, and beyond normal teaching responsibilities these faculty do not participate in any form of service to the College and its students, or to the broader University community.

The College of Business assigns course teaching loads across participating and supporting faculty in order to achieve a satisfactory deployment of faculty resources in all programs, course subject areas, and faculty discipline areas. The College has **met all AACSB required ratios for faculty deployment for each categorization approach** over each of the most recently completed 5 full academic years, as summarized in tables on the following page. See **Tables 15-1 & 15-2 beginning on p. 46** for more detail concerning faculty sufficiency.

The table below summarizes faculty deployment and sufficiency **by degree program level** over the 5 most recent full academic years (note: the B.Acc. and B.B.A. degree programs are counted together in considering program-level faculty deployment as they share the same set of “Business Core” courses within their respective curricula; faculty sufficiency specific to the Accounting major portion of the B.Acc. degree program can be ascertained from the values given later with regard to deployment in course subject or faculty discipline areas):

Class Year	SCCH in Grad. Programs		SCCH in UGrad. Programs		Total SCCH in College	
	Participating	Supporting	Participating	Supporting	Participating	Supporting
2012-13 AY	738 (71%)	306 (29%)	11430 (95%)	618 (5%)	12168 (93%)	924 (7%)
2013-14 AY	540 (61%)	345 (39%)	12768 (97%)	423 (3%)	13308 (95%)	768 (5%)
2014-15 AY	1151 (73%)	426 (27%)	10356 (83%)	2064 (17%)	11507 (82%)	2490 (18%)
2015-16 AY	1458 (76%)	466 (24%)	10398 (92%)	927 (8%)	11856 (89%)	1393 (11%)
2016-17 AY	1121 (64%)	629 (36%)	8721 (89%)	1107 (11%)	9842 (85%)	1736 (15%)

In general, the differential percentage deployment across the graduate and undergraduate programs is **consistent with the design of the M.B.A. program** to be a degree targeted at working professionals with specific and wide-ranging skill development needs. Among the supporting faculty deployed to M.B.A. courses are operations analysts with decades of Lean Six Sigma and process management experience, executive members of the local Project Management Institute, and leaders of entrepreneurial incubators or venture funds. These faculty are chosen specifically and intentionally for their unique professional experience and are not simply substituting in courses which would otherwise fall to full-time faculty.

The table below summarizes faculty deployment and sufficiency by **faculty discipline area** over the 5 most recent full academic years (note: some faculty occasionally teach in areas other than their primary discipline, but this does not substantively affect the below ratios):

Class Year	ACCT		ECON/DECS		FIN		MGT/BA		MKT	
	Part.	Supp.	Part.	Supp.	Part.	Supp.	Part.	Supp.	Part.	Supp.
2012-13 AY	2274 (100%)	0 (0%)	1506 (95%)	84 (5%)	1125 (87%)	162 (13%)	5319 (92%)	468 (8%)	1944 (90%)	210 (10%)
2013-14 AY	2181 (100%)	0 (0%)	2451 (99%)	30 (1%)	1278 (87%)	198 (13%)	5625 (94%)	339 (6%)	1773 (90%)	201 (10%)
2014-15 AY	2049 (100%)	0 (0%)	1632 (95%)	84 (5%)	1374 (67%)	690 (33%)	4820 (78%)	1374 (22%)	1632 (83%)	342 (17%)
2015-16 AY	1821 (100%)	0 (0%)	2025 (100%)	0 (0%)	1152 (73%)	426 (27%)	5049 (89%)	613 (11%)	1809 (84%)	354 (16%)
2016-17 AY	1656 (92%)	138 (8%)	1512 (79%)	393 (21%)	768 (71%)	315 (29%)	3942 (82%)	890 (18%)	1964 (100%)	0 (0%)

In addition to instructional and administrative faculty summarized above, the College employs professional and administrative staff to support essential functions and to enable success of all strategic initiatives. Each significant operational area is supported as follows:

† **Administrative & Operational Support**

**Lead:** William Locander, Dean of the College (admin. faculty)

**Support:** Valerie Alombro, Administrative Assistant to the Faculty

Amy Keeler, Executive Assistant to the Dean

Caitlin Ridley, Administrative Assistant to the College

Nate Straight, Director of Assessment & Program Support

- Valerie Alombro provides direct assistance to the full- and part-time faculty in preparing class materials and purchasing textbooks or research materials.
- Amy Keeler provides assistance to the Dean with the daily operations of the College, and manages the College operating, grant, and chair budgets as well as maintaining the College's internal computer network and classroom technology.
- Caitlin Ridley is the primary administrative assistant for the College of Business and serves as the initial contact person for all general phone or walk-in inquiries.
- Nate Straight is the primary academic support person for the College. He manages course offering schedules, curricular review processes, bulletin / policy updates, data analysis and reporting, assurance of learning initiatives, and related tasks.

† **Undergraduate Programs**

**Lead:** Angie Hoffer, Associate Dean of the College (staff)

**Support:** Melissa Ridley, Director of Student Services

- Angie Hoffer chairs the Undergraduate Curriculum Committee and handles all student and faculty issues related to undergraduate business degree programs.
- Melissa Ridley serves as a supplementary academic advisor to undergraduate business students. She handles transfer articulations, approves study abroad or summer programs, and maintains the official student records of undergraduates.

† **Graduate Programs**

**Lead:** Ashley Francis, Director of Graduate Programs (instr. faculty)

**Support:** Christina Morales, Assistant Director of Graduate Programs

- Ashley Francis chairs the Graduate Curriculum Committee and handles all strategic and operational issues related to development of the MBA program.
- Christina Morales serves as the graduate admissions counselor and point of contact for all information requests concerning the MBA program. She advises all MBA students and maintains the official student records of the MBA program.

#### † **Portfolio Career Program**

**Lead:** Kathy Barnett, Director of Portfolio (admin. faculty)

**Support:** Angelina Carmichael, Academic & Career Advisor  
Marian Gay, Administrative Assistant to Portfolio

- Kathy Barnett directs the curricular and programmatic development of the College's signature Portfolio Career Program for undergraduate students. She is also the coordinator and point of approval for the student internship program.
- Angelina Carmichael is the primary academic advisor for all business freshmen, and the in-house career advisor for all undergraduate business students. She assists with all Portfolio program professional development opportunities.
- Marian Gay is the administrative assistant and office support person for the Portfolio Career Program and primary contact for the 400+ students served.

#### † **Center for Entrepreneurship**

**Lead:** Jon Atkinson, Director of Center for Entrepreneurship (admin. faculty)

**Support:** Kate McCrery, Program Manager for Center for Entrepreneurship

- Jon Atkinson leads the College of Business' curricular and extracurricular activities in the areas of entrepreneurship, community development, and venture capital. He directs the undergraduate Entrepreneurship minor and Entrepreneurship specialization track in the MBA program, as well as the Venture for Nola program and other Center for Entrepreneurship activities.
- Kate McCrery assists Jon Atkinson in managing the programs and activities of the Center for Entrepreneurship & Community Development, particularly in the area of marketing, communication, student recruitment, and event coordination.

See the organizational chart in the *Appendix* for the College's full administrative structure.

## ***Management & support of faculty & staff***

### **Performance Evaluation & Development**

The College's professional and administrative staff are reviewed annually by their direct supervisor. As appropriate to their area of responsibility, some funds from the operating budget are at times utilized for conference registration or other professional development. Additionally, all Loyola employees are eligible for significant tuition remission benefits; in the College of Business, in particular, a number of current and recent staff have used this benefit to enhance their professional work, including the current and previous Assistant Director of Graduate Programs, the current and previous Director of Student Records, the Director of Assessment, and the Program Manager for the Center for Entrepreneurship.



## **Performance Evaluation (continued)**

The administrative faculty report directly to the Dean and are reviewed primarily as staff.

All full-time instructional faculty complete an **annual activity report** to summarize their achievements in the areas of teaching, intellectual contributions, service and advising, and professional development. The Dean and Associate Dean review these activity reports and assign 1-5 scores (0.5 increments) to the primary areas of Teaching, Research, and Service. The Dean's and Associate Dean's rating scores are compared to confer a consensus rating for each faculty in each evaluation area, and the final scores are weighted by the faculty member's assigned teaching/research/service weighting scheme (per their contract) to arrive at a final overall performance rating for each full-time instructional faculty member.

Funds for merit / performance raises, when available, are allocated to faculty and staff in accordance with performance evaluations as described above. The annual evaluation of instructional faculty does not, however, play a role in the tenure and promotion process.

All faculty teaching courses, whether administrative or instructional, full- or part-time, are evaluated for effectiveness in the classroom with a **common assessment instrument for student evaluation of instruction**. These evaluation scores from students are the primary basis for judgment in the Dean and Associate Dean's determination of teaching scores for full-time faculty, and are the primary means of performance evaluation of part-time faculty.

## **Faculty Recruitment, Hiring, & Mentoring**

The hiring process for full-time tenured or tenure-track faculty is directed by an **ad hoc faculty search committee** appointed by the Dean from faculty in the area of the search, upon approval of the hire by the Provost. The faculty committee screens candidates and selects those suitable for on-campus interviews. A vote of the full-time tenured, tenure-track, and multi-year contract faculty across all College of Business faculty disciplines is taken to provide recommendations to the Dean who ultimately selects a faculty candidate.

Tenure-track faculty who have not yet been awarded tenure are matched (on an informal basis) to peers among the tenured faculty of the College who serve as mentors to guide the development of an active research portfolio leading to eventual successful tenure review.

Part-time and visiting or contract faculty are **appointed by the Dean** in consultation with the Associate Dean and faculty in the relevant discipline, upon approval of the hire by the Provost. Most faculty appointed to full-time visiting or contract positions have had at least 1 prior term teaching in the College as part-time faculty which may be used as a means for evaluating potential to contribute effectively to the life of the College on a full-time basis.

All new faculty take part in both University and College faculty orientation programming.

# Assurance of Learning

The College of Business manages assurance of learning and continuous improvement processes through a **standing cross-functional faculty committee** that was established following the previous maintenance of accreditation review in 2012 to address concerns related to a faculty-led culture of assessment that could generate closing-the-loop action.

The committee meets approximately monthly during the course of each academic year to instruct faculty on the essence of the College of Business' assurance of learning initiatives, present and review assessment data, report on findings from individual course rubrics, and identify potential activities and quality enhancements that would close performance gaps.

## *Degree programs & student learning goals*

The faculty assurance of learning committee responds to and is responsible for the stated **learning goals of the College's 3 accredited degree programs**, which are outlined below (specific course requirements of all degree programs are given in "Degree Program Course Listing" [DPCL] sheets as found in the **Appendix**; the DPCL is the primary advising guide):

### † **Bachelor of Accountancy (B.Acc.)**

The Bachelor of Accountancy degree program is a 4-year undergraduate program that has a single major in the area of Accounting. It has the following learning goals:

- **Business professionalism**  
*Graduates will exhibit professional conduct in their career and as members of the business world at large.*
- **Disciplinary expertise**  
*Graduates will master the accounting topical content needed to meet the educational requirements of the CPA.*
- **Decision-making ability**  
*Graduates will be able to use accounting information to make decisions in business, public sector, and not-for-profit settings.*
- **Communication skills**  
*Graduates will be able to communicate business information effectively in order to effect meaningful change and to achieve organizational objectives.*
- **Critical thinking skills**  
*Graduates will be able to think critically about issues in business, as evidenced by purposeful and self-regulatory judgment that considers multiple perspectives.*
- **Ethical analysis & behavior**  
*Graduates will exhibit ethical conduct in all their activities and will be able to apply a values-based method for making ethical, responsible business decisions.*

### † **Bachelor of Business Administration (B.B.A.)**

The Bachelor of Business Administration degree program is a 4-year undergraduate program that offers majors in the areas of Business Analytics, Economics, Finance, Intl. Business, Management, and Marketing, which share the learning goals below:

➤ **Business professionalism**

*Graduates will exhibit professional conduct in their career and as members of the business world at large.*

➤ **Disciplinary expertise**

*Graduates will master the basic business functions as well as the unique skills and knowledge of their major.*

➤ **Breadth of perspective**

*Graduates will appreciate the impact of business decisions in a broader context that considers the implications of a global business environment.*

➤ **Communication skills**

*Graduates will be able to communicate business information effectively in order to effect meaningful change and to achieve organizational objectives.*

➤ **Critical thinking skills**

*Graduates will be able to think critically about issues in business, as evidenced by purposeful and self-regulatory judgment that considers multiple perspectives.*

➤ **Ethical analysis & behavior**

*Graduates will exhibit ethical conduct in all their activities and will be able to apply a values-based method for making ethical, responsible business decisions.*

### † **Master of Business Administration (M.B.A.)**

The Master of Business Administration degree program is a 40-credit graduate general management program with specializations in Entrepreneurship, Finance, Marketing, and Operations. All M.B.A. specializations share the learning goals below:

➤ **Communication skills**

*Graduates will be able to synthesize complex information and communicate ideas persuasively.*

➤ **Customer value-creation**

*Graduates will be able to analyze the value proposition of a firm's marketplace offerings, understand a firm's strategic fit, and create a comprehensive plan to deliver customer value.*

➤ **Decision-making ability**

*Graduates will be able to respond to business problems and make informed, implementable managerial decisions from a thorough analysis of the situation from multiple perspectives.*

➤ **Effective leadership**

*Graduates will be able to act with a managerial perspective and influence others toward the achievement of organizational goals through effective organizational and personal leadership.*

➤ **Ethical management**

*Graduates will be able to confront ethical dilemmas with a balanced and coherent decision-making perspective, and apply a principled method for responding to ethical issues in business.*

## Summary of assessment activities & results

The table below summarizes the assessment tools or procedures, recent results, judgment of student achievement success, and resulting response toward **continuous improvement** and **“closing the loop”** for each of the learning goals of the College’s 3 degree programs. Detailed recent assessment rubrics and results as available can be found in the **Appendix**.

Learning goals by degree program	Summary of assessment actions & results																																				
<p>&gt; <b>Business professionalism (Degree program: B.Acc., B.B.A.)</b>  <i>Graduates will exhibit professional conduct in their organizations and as members of the business world at large.</i></p>	<p>&gt; <b>Assessment tool:</b> Every undergraduate business student completes at least 1 internship for credit. This internship requires a 40-item, 8-dimension evaluation from the intern’s supervisor. These 3<sup>rd</sup> party evaluation scores address multiple learning goals of the BAcc/BBA degree programs, but are primarily used to assess the student’s ability to conduct themselves as a professional.</p> <p>Each dimension is given a composite mean score from 5 individual item scores that are linked to behavioral characteristics (e.g., “Asks pertinent and purposeful questions”, “Reports to work on-time as scheduled”, “Respects confidentiality of sensitive information”).</p> <p>&gt; <b>Recent results:</b> Mean scores (5-pt scale) for the 8 dimensions of the internship supervisor evaluations completed over the past 3 academic years are below.</p> <table border="1" data-bbox="776 1045 1409 1325"> <thead> <tr> <th>Dimension of Evaluation</th> <th>2015</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Ability &amp; willingness to learn</td> <td>4.57</td> <td>4.69</td> <td>4.51</td> </tr> <tr> <td>Basic work habits &amp; etiquette</td> <td>4.64</td> <td>4.72</td> <td>4.61</td> </tr> <tr> <td>Critical problem-solving</td> <td>4.58</td> <td>4.62</td> <td>4.44</td> </tr> <tr> <td>Dependability &amp; character</td> <td>4.75</td> <td>4.88</td> <td>4.72</td> </tr> <tr> <td>Effective communication</td> <td>4.56</td> <td>4.59</td> <td>4.45</td> </tr> <tr> <td>Self-directed professionalism</td> <td>4.52</td> <td>4.61</td> <td>4.47</td> </tr> <tr> <td>Organizational citizenship</td> <td>4.67</td> <td>4.80</td> <td>4.65</td> </tr> <tr> <td>Interpersonal &amp; teamwork</td> <td>4.61</td> <td>4.79</td> <td>4.59</td> </tr> </tbody> </table> <p>&gt; <b>Achievement:</b> As evidenced above and in previous other discussion of internship supervisor evaluations, students clearly are able to conduct themselves as a member of the professional business community. Only 11 students (or 13%) received average ratings less than 4.00 (“good”), and only 1 received a rating less than 3.00 (“average”).</p> <p>&gt; <b>Closing the loop:</b> The Portfolio Career Program office continues to refine the sequence of career development activities. In particular, partly to address 2 of the lowest performing items (under “self-directed professionalism”) of “understands their own strengths and weaknesses” and “exhibits self-motivated approach to work”, the program has enhanced the CareerLeader Assessments used which focus on self-understanding and motivations.</p>	Dimension of Evaluation	2015	2016	2017	Ability & willingness to learn	4.57	4.69	4.51	Basic work habits & etiquette	4.64	4.72	4.61	Critical problem-solving	4.58	4.62	4.44	Dependability & character	4.75	4.88	4.72	Effective communication	4.56	4.59	4.45	Self-directed professionalism	4.52	4.61	4.47	Organizational citizenship	4.67	4.80	4.65	Interpersonal & teamwork	4.61	4.79	4.59
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## Learning goals by degree program Summary of assessment actions & results

- > **Disciplinary expertise (Degree program: B.Acc., B.B.A.)**  
*Graduates will master basic business functions as well as the unique skills and knowledge of their major.*

- > **Assessment tool:** In 2012, faculty in every major area began the process of developing a short assessment exam intended to be a condensed yet comprehensive test of the essential disciplinary knowledge areas in each major.

The results of an initial implementation in 2013 Spring were reviewed and a subsequent revision of the exams was conducted for follow-up implementation during the 2015 Spring term and continuing each Spring thereafter.

The exams are taken by all 4<sup>th</sup> year seniors during the latter half of their final Spring semester. The exams are administered online through a Blackboard course portal attached to the senior-year Portfolio Program course.

The exams are technically a required component of the 4<sup>th</sup> year Portfolio course, but neither the exam nor the course carries a grade and is not a standard academic offering. Overall participation is approximately 50%.

- > **Recent results:** Overall scores by major area across the combined 2016 & 2017 Spring terms (either year taken individually has insufficient sample sizes) are below:

Major Area of Assessment	N	Mean	#(%) >50%
Accounting major (B.Acc.)	17	51%	11 (64%)
Economics major (B.B.A.)	12	52%	9 (75%)
Finance major (B.B.A.)	16	54%	9 (56%)
Intl. Business major (B.B.A.)	11	46%	4 (36%)
Management major (B.B.A.)	29	56%	23 (79%)
Marketing major (B.B.A.)	22	57%	16 (73%)

- > **Achievement:** Obviously students struggled with these assessment exams testing disciplinary knowledge within their major area. Despite the exams being voluntary and ungraded, most students appeared to put in some effort.

An overall mean of 70% is considered sufficient in each area, and 90% of students should score 50% or higher.

- > **Closing the loop:** The 2015 Spring implementation of these assessment exams showed higher achievement, but sample sizes were too small to be generalizable as a basis for curricular action, and so closing-the-loop took the form of 1 further refinement of the exams and process.

The results from the current 2016-17 2-year combined cohort represent a robust baseline from which the faculty in each area will be able to review student performance and curricula in order to align instruction in the courses in the major to increase student performance. This will begin this Fall with the distribution of full question-level results to faculty to guide curricular planning in 2017-18. Achievement will be tracked with a rolling 2-year cohort.

## Learning goals by degree program Summary of assessment actions & results

- > **Decision-making ability (Degree program: B.Acc.)**  
*Graduates will be able to use accounting information to make decisions in private, public sector, and not-for-profit settings.*

- > **Assessment tool:** In the capstone ACCT B400 Advanced Accounting course, every Accounting major completes a number of case analyses which entail detailed research into an accounting scenario and the various accounting standards which are relevant to the accounting decision.

Students' work is assessed on a 5-point, 5-item rubric of which 3 items related to the understanding of advanced accounting problems, application of analytical research in developing a solution, and appropriate selection and citation of accounting standards are used to assess the student achievement toward this B.Acc. learning goal.

- > **Recent results:** In previous terms, only end-of-term assessment scores were used in the determination of learning achievement, but in the 2015 Fall term each of 3 case analyses distributed throughout the term were assessed to determine the impact of the B400 capstone.

**2014F (final case, N=20)** #(%) by Achievement Level

<u>Dimension of Evaluation</u>	<u>Fail</u>	<u>Meet</u>	<u>Exceed</u>
Understanding of problem	2 (10%)	18 (90%)	0 (0%)
Application of research	1 (5%)	4 (20%)	15 (75%)
Identification of standards	0 (0%)	4 (20%)	16 (80%)

**2015F (first case, N=12)** #(%) by Achievement Level

<u>Dimension of Evaluation</u>	<u>Fail</u>	<u>Meet</u>	<u>Exceed</u>
Understanding of problem	6 (50%)	6 (50%)	0 (0%)
Application of research	4 (33%)	3 (25%)	5 (42%)
Identification of standards	5 (42%)	5 (42%)	2 (17%)

**2015F (final case, N=12)** #(%) by Achievement Level

<u>Dimension of Evaluation</u>	<u>Fail</u>	<u>Meet</u>	<u>Exceed</u>
Understanding of problem	1 (8%)	1 (8%)	10 (83%)
Application of research	1 (8%)	0 (0%)	11 (92%)
Identification of standards	1 (8%)	0 (0%)	11 (92%)

- > **Achievement:** 90% of students should meet or exceed acceptable achievement on each evaluated dimension.  
  
Accounting majors meet this learning goal consistently upon completion of their capstone course, but not near the beginning of the course indicating that the course has a significant impact on making these critical connections between accounting research and practical application.
- > **Closing the loop:** The performance of accounting majors is satisfactory on this dimension as currently defined, but the assurance of learning committee has recommended to the accounting area that issues of ethics and justice in the practice of accounting decision-making be added to this learning goal; the course has service learning activities which will be used for further assessment in Fall 2017.



## Learning goals by degree program Summary of assessment actions & results

> **Breadth of perspective  
(Degree program: B.B.A.)**  
*Graduates will appreciate the impact of business decisions in a broad context that considers the implications of a global business environment.*

> **Assessment tool:** In the required LGST B205 Legal Environment of Business course, every B.B.A. student takes a 30-question assessment quiz dealing with issues of the global business environment and international legal responsibility based on readings and legal cases.

> **Recent results:** Data are given below for the 3 most recent years, including overall and individual results.

Assessment	N	Mean	#(%) 50-79%	#(%) >80%
2014-15 AY	89	<b>59%</b>	75 ( <b>84%</b> )	1 ( <b>1%</b> )
2015-16 AY	108	<b>61%</b>	97 ( <b>89%</b> )	2 ( <b>2%</b> )
2016-17 AY	93	<b>60%</b>	76 ( <b>82%</b> )	2 ( <b>2%</b> )

> **Achievement:** A college-wide mean of 70% is considered sufficient overall, which has not been achieved to date.

90% of students should score 50% or higher on an individual basis; an individual score of 80% or higher is considered “exceeding” standards. On these measures, the College has achieved this objective once in 2015-16 (with 91% of total students surpassing 50%), but there is much room to improve consistency and enhance results.

> **Closing the loop:** Following the 2014-15 AY results, the instructor of the LGST B205 course modified coverage of the material on global business to include readings on actual international legal decisions that supplemented textbook material. This had moderate impact, if any. The instructor has been working to extend topical coverage to geopolitical awareness in general in hopes of further improving student achievement of this learning goal.

> **Communication skills  
(Degree program: B.Acc., B.B.A.)**  
*Graduates will be able to communicate business information effectively in order to effect meaningful change and to achieve organizational objectives.*

> **Assessment tools:** In the required BA B101 Business Communication course, every undergraduate student gives a rehearsed informative oral presentation which is assessed on a comprehensive 5-dimension, 15-item rubric covering Power (P), Relation (R), and Organization (O1=Intro, O2=Topics and transitions, & O3=Conclusion).

> **Recent results:** Data below are from the past 3 rounds of assessment, summarized by dimension scores. Dimension scores are overall composite measures, and do not always indicate satisfactory achievement on all item-level skills. Item-level achievement are presented on the next page.

Dimension of Evaluation	#(%) by Achievement Level		
	Fail	Meet	Exceed
P: Power and presence	2 (4%)	17 (38%)	26 (58%)
R: Relation to the audience	2 (4%)	24 (53%)	19 (42%)
O1: Effective introduction	0 (0%)	17 (38%)	28 (62%)
O2: Topics and transitions	1 (2%)	21 (47%)	23 (51%)
O3: Review and conclusion	0 (0%)	23 (51%)	22 (49%)

- > **Communication skills**  
**(Degree program: B.Acc., B.B.A.)**  
*Graduates will be able to communicate business information effectively in order to effect meaningful change and to achieve organizational objectives.*

<b>2016S (N=34)</b>		#(%) by Achievement Level		
<u>Dimension of Evaluation</u>	<u>Fail</u>	<u>Meet</u>	<u>Exceed</u>	
P: Power and presence	1 (3%)	21 (62%)	12 (35%)	
R: Relation to the audience	0 (0%)	18 (53%)	16 (47%)	
O1: Effective introduction	2 (6%)	16 (47%)	16 (47%)	
O2: Topics and transitions	0 (0%)	14 (41%)	20 (59%)	
O3: Review and conclusion	0 (0%)	19 (56%)	15 (44%)	

<b>2017S (N=32)</b>		#(%) by Achievement Level		
<u>Dimension of Evaluation</u>	<u>Fail</u>	<u>Meet</u>	<u>Exceed</u>	
P: Power and presence	0 (0%)	15 (47%)	17 (53%)	
R: Relation to the audience	0 (0%)	12 (38%)	20 (62%)	
O1: Effective introduction	0 (0%)	10 (31%)	22 (69%)	
O2: Topics and transitions	0 (0%)	20 (62%)	12 (38%)	
O3: Review and conclusion	2 (6%)	24 (75%)	6 (19%)	

<b>2014S, 2016S, 2017S</b>		% Scoring Meet or Exceed		
<u>Item-level Achievement</u>	<u>2014S</u>	<u>2016S</u>	<u>2017S</u>	
P: Stance / body language	96%	85%	94%	
P: Strong voice projection	89%	82%	63%	
P: Professional appearance	100%	97%	100%	
P: Consistency of delivery	78%	97%	100%	
R: Comfort / movement	98%	97%	94%	
R: Effective hand gestures	73%	91%	100%	
R: Relatable stage presence	80%	85%	81%	
R: Appropriate eye contact	56%	74%	94%	
O1: Attention-grabbing intro	87%	85%	100%	
O1: Establishing credibility	93%	88%	88%	
O1: Preview of info/topics	82%	82%	81%	
O2: Evidence / examples	89%	100%	100%	
O2: Effective transitions	89%	97%	75%	
O3: Review of main points	96%	94%	81%	
O3: Final action/conclusion	53%	62%	75%	

- ▷ **Achievement:** 90% of students should meet or exceed the standards of each overall dimension; the item-level standard is 70% of students scoring at meet or exceed.

By this measure, students consistently meet achievement standards on all overall dimensions of this learning goal and on the vast majority of item-level actions evaluated.

- ▷ **Closing the loop:** To address the poor achievement on the appropriate eye contact item-level assessment, the assurance of learning committee recommended to the instructor that students give informative presentations without the aid of slides. This was implemented in the 2015 Fall course; the results above show improvement.

The assurance of learning committee will review the results from the 2017 Spring assessment which indicate declining performance on voice projection and still-low performance on final conclusions in 2017 Fall in order to make further recommendations to the course instructor.

**Learning goals by degree program Summary of assessment actions & results**

➤ **Critical thinking skills (Degree program: B.Acc., B.B.A.)**  
*Graduates will be able to think critically about issues in business, as evidenced by purposeful, self-regulatory judgment that considers multiple perspectives.*

➤ **Assessment tool:** In 2014 Fall, the University adopted the ETS Proficiency Profile which tests for essential college readiness and success skills in the areas of critical reading, argumentation, and mathematical reasoning. The assessment was given to incoming freshmen with the intent of establishing a baseline incoming score against which later assessments could be compared to determine impact of the Loyola Core.

The university conducted the ETS Proficiency Profile assessment again for rising Juniors near the end of the 2016 Spring semester (i.e., the 2014F cohort’s second sophomore semester). The College of Business uses this University assessment disaggregated to the major level in order to determine achievement of business students toward the “Critical Thinking Skills” learning outcome.

➤ **Recent results:** The ETS Proficiency Profile assesses 3 successively higher-order skills in the area of critical reading and reasoning, and provides student scores at 3 proficiency levels (not proficient, marginal, proficient) for each of the 3 developmental levels. The results for College of Business students at the Junior re-test were:

Dimension of Evaluation	#(%) by Achievement Level		
	Fail	Meet	Exceed
Critical thinking, Level I	13 (32%)	10 (24%)	18 (44%)
Critical thinking, Level II	26 (63%)	4 (10%)	11 (27%)
Critical thinking, Level III	37 (90%)	3 (7%)	1 (3%)

To be considered proficient at level I, students must be able to:

- Recognize factual material explicitly presented in a passage
- Understand the meaning of words or phrases in context

To be considered proficient at level II, students must be able to:

- Synthesize material from different sections of a passage
- Recognize valid inferences derived from text of a passage
- Identify accurate summaries of a passage
- Understand and interpret figurative language
- Discern the main idea, purpose or focus of a passage

To be considered proficient at level III, students must be able to:

- Evaluate competing causal explanations
- Evaluate hypotheses for consistency with known facts
- Determine the relevance of information to a conclusion
- Evaluate procedures for answering a question of causation
- Recognize flaws and inconsistencies in an argument

➤ **Achievement:** 90% of students should be proficient at level II, and at least 50% of students should be at level III.

Clearly the students who took this assessment did not demonstrate achievement of this learning goal. Unlike the freshman assessment, this assessment was ungraded, but it is not clear how much this fact may have played a role.

<p>➤ <b>Critical thinking skills (Degree program: B.Acc., B.B.A.)</b>  <i>Graduates will be able to think critically about issues in business, as evidenced by purposeful, self-regulatory judgment that considers multiple perspectives.</i></p>	<p>▷ <b>Closing the loop:</b> The University has since decided to discontinue use of the ETS Proficiency Profile on account of difficulty obtaining actionable information at the level of individual items or skills, so the College will not be able to use this assessment in the future to gauge achievement of this learning goal. The College had previously used an exam developed in consultation with Sam Houston State University and may return to that assessment, although it had similar problems in returning actionable conclusions.</p> <p>One task of the assurance of learning committee over the course will be to respond to this need for an updated tool for assessing critical thinking skills, in absence of the ETS assessment (which was known only as of Spring 2017).</p> <p>The College has considered or implemented a number of curricular changes that may lead to better achievement on future assessment of goals related to Critical Thinking, especially as related to the quantitative aspects (which are not assessed on the current ETS Proficiency Profile).</p> <p>In particular, the College has changed course sequencing such that MGT B250 Management Information Systems is a prerequisite to the introductory DECS B205 Business Statistics course, which allows for less review work on Excel and basic computation and more time on abstract and conceptual topics surrounding business analysis.</p> <p>Additionally, the College plans to remove the required MATH A116 Survey of Calculus course (the second of a 2-course required math sequence) in the Business Core from all but Economics, Finance, and Business Analytics degree requirements in order to include a separate class focused on business decision-making more broadly (the most likely course is MGT B375 Managerial Decision-Making, which focuses on gap analysis and performance management systems, and would likely be replaced in its current service as a Management major requirement by a new dedicated course in project / quality management).</p>
<p>➤ <b>Ethical analysis &amp; behavior (Degree program: B.Acc., B.B.A.)</b>  <i>Graduates will exhibit ethical conduct in all their activities and will be able to apply a values-based method for making ethical, responsible business decisions.</i></p>	<p>▷ <b>Assessment tool:</b> In a section of the required BA B415 Business Ethics course, students take the online form of the DIT-2 “Defining Issues Test” offered by the University of Alabama’s Center for the Study of Ethical Development.</p> <p>The DIT presents students with moral dilemmas and a number of potential responses or contextual information, which students rate and rank for importance. A student’s score on the assessment is given as a proportion of items chosen as important by a student, the selection of which would correspond to 3 levels of ethical development: Personal Interest Motivation, Maintaining Moral Norms, and Respecting Rights &amp; Principles. A student can also be placed at a single level by their highest prevalence choice.</p>

**Learning goals by degree program Summary of assessment actions & results**

> **Ethical analysis & behavior (Degree program: B.Acc., B.B.A.)**  
*Graduates will exhibit ethical conduct in all their activities and will be able to apply a values-based method for making ethical, responsible business decisions.*

> **Recent results:** Data for the previous 2 implementations of the DIT-2 “Defining Issues Test” assessment are below:

<b>2015S (N=51)</b>	<b>Personal Interest</b>	<b>Moral Norms</b>	<b>Rights &amp; Principles</b>
<u>Method of Evaluation</u>			
Students with highest item prevalence at level	4 (8%)	14 (28%)	32 (64%)
College-wide proportion* of items chosen at level	19%	32%	42%

<b>2016S (N=47)</b>	<b>Personal Interest</b>	<b>Moral Norms</b>	<b>Rights &amp; Principles</b>
<u>Method of Evaluation</u>			
% Students with highest item prevalence at level	9 (19%)	10 (21%)	28 (60%)
College-wide proportion* of items chosen at level	25%	26%	40%

\* Note: The proportions do not sum to 100% across the second method of evaluation, as there are some choices that represent distractors or morally neutral selections.

> **Achievement:** Internally, the College considers that 90% of students should reach at least the “Moral Norms” stage, and 50% should reach “Rights & Principles”. These levels would correspond to a “meets or exceeds standards” and “exceeds standards” achievement of the learning goal.

The College does not consistently have 90% of students attaining to the “Moral Norms” level, but there are far more students than expected who attain to the highest “Rights & Principles” level of ethical/moral development.

Additionally, the DIT-2 is a nationally-normed test, with known average proportions selected across the 3 levels of development for various educational/age cohort groups.

<b>DIT-2 National Norms for Proportion at Level</b>	<b>Personal Interest</b>	<b>Moral Norms</b>	<b>Rights &amp; Principles</b>
High-school students	28%	35%	31%
Undergraduate students	25%	35%	35%
Graduate students	20%	34%	41%

In the context of these norms, College of Business students equal or better the performance of their national peers at the same class level. In particular, the percentage selected at the “Rights & Principles” level by our undergraduates is as high as national graduate student moral development.

> **Closing the loop:** Overall, the College is satisfied with the above results and considers this learning goal achieved.

The College of Business faculty are encouraged to embed ethics in their course, and do so in a variety of courses beyond BA B415 with explicit SLOs (see 4.c. on p. 19).

## Learning goals by degree program | Summary of assessment actions & results

- > **Communication skills**  
*Graduates will be able to synthesize complex information and communicate ideas persuasively to a business audience.*
- > **Customer value-creation**  
*Graduates will be able to analyze the value proposition of a firm's market-place offerings, understand a firm's strategic fit, and create a comprehensive plan to deliver value to the customer.*
- > **Decision-making ability**  
*Graduates will be able to respond to business problems and make informed, implementable managerial decisions from a thorough analysis of the situation from multiple perspectives.*
- > **Effective leadership**  
*Graduates will be able to act with a managerial perspective and influence others toward the achievement of organizational goals through effective organizational and personal leadership.*
- > **Ethical management**  
*Graduates will be able to confront ethical dilemmas with a balanced and coherent decision-making perspective, and apply a principled method for responding to ethical issues in business.*

**All: (Degree program: M.B.A.)**

▷ **Assessment tools:** Assessment in the M.B.A. program is undergoing a transition following the recent curriculum revision. The prior curriculum required capstone projects of all students, which were assessed by external review. The new curriculum does not require the capstone, so the means of assessment have shifted to a course-embedded and qualitative outcome model with more moving parts.

> **Communication skills**

In MGT B705 Strategic Communication, students give a team presentation and are assessed by the instructor and representatives of organizations the class worked with.

> **Customer value-creation**

In ENTR B820 Innovation & Entrepreneurship, students give a final business pitch presentation and are assessed on a rubric focused on the creation of customer value.

> **Decision-making ability**

In DECS B725 Managerial Econ. & Statistics, students conduct case study analyses which entail recommended managerial action; these are assessed using a rubric that considers the quality of the decision-making process.

> **Effective leadership**

MBA students' ability to effectively lead and manage for success is primarily assessed on a qualitative basis. In FIN B815 Venture Capital Investment, ENTR B830 New Venture Consulting, and ENTR B831 Lean LaunchPad (all of which see students working directly with external organizations), student achievement is assessed based on the utility of due diligence reports created (FIN B815) to partner angel investors, success of business consulting (ENTR B830) during New Orleans Entrepreneur Week, and evaluation and feedback from coaches and advisors (ENTR B831) on technology commercialization plans.

> **Ethical management**

The ethical and moral development of MBA students will be assessed with the DIT-2 "Defining Issues Test" used in undergraduate assessment, but the selection of a course or context for the assessment has not yet been made. Issues of ethical decision-making are suffused through the MBA curriculum, but no single full-credit course is an ideal candidate for a required student ethics assessment.

The likely domain for implementation of the DIT is in the BA B704 Ethics & Social Justice immersion week course, which will be offered next in the Spring 2018 semester.

▷ **Recent results:** Data from recent assessment of MBA learning goals are summarized on the following page.



- **Communication skills**  
*Graduates will be able to synthesize complex information and communicate ideas persuasively to a business audience.*
- **Customer value-creation**  
*Graduates will be able to analyze the value proposition of a firm's market-place offerings, understand a firm's strategic fit, and create a comprehensive plan to deliver value to the customer.*
- **Decision-making ability**  
*Graduates will be able to respond to business problems and make informed, implementable managerial decisions from a thorough analysis of the situation from multiple perspectives.*
- **Effective leadership**  
*Graduates will be able to act with a managerial perspective and influence others toward the achievement of organizational goals through effective organizational and personal leadership.*
- **Ethical management**  
*Graduates will be able to confront ethical dilemmas with a balanced and coherent decision-making perspective, and apply a principled method for responding to ethical issues in business.*

**All: (Degree program: M.B.A.)**

▷ **Recent results & achievement:**

➤ **Communication skills (2016F, 5-pt rating scale)**

<u>Dimension of Evaluation</u>	<u>Mean</u>	<u>% at 4 or 5</u>
Effective introduction	4.75	92%
Organization of ideas	4.83	100%
Power and presence	4.75	92%
Relation to audience	4.92	100%
Explanation of topics	4.50	92%
Effective conclusion	4.83	100%

A mean score of 4.50 is considered sufficient. 90% of teams should receive a 4 or higher on each dimension. This learning goal appears to be met by MBA students.

➤ **Customer value-creation (overall scores only)**

<u>Term of Evaluation</u>	<u>% Meet</u>	<u>% Exceed</u>
2015F ENTR B820 (N=13)	23%	77%
2016F ENTR B820 (N=18)	27%	73%

90% of students should meet or exceed all item-level standards; item-level scores are not currently available. The overall scores presented here demonstrate at least aggregate student achievement of this learning goal.

➤ **Decision-making ability (2016F, 5-item rubric)**

<u>Dimension of Evaluation</u>	<u>Fail</u>	<u>Meet</u>	<u>Exceed</u>
Identification of key issues	0%	48%	52%
Stakeholder perspectives	14%	57%	29%
Connections to theory	14%	48%	38%
Analysis and evaluation	10%	43%	47%
Decisions and alternatives	10%	43%	47%

90% of students should meet or exceed all item-level standards. Students (N=21) struggled in considering all stakeholders' views and connecting theory to practice.

➤ **Effective leadership**

Achievement of this learning goal is primarily evidenced by MBA student success in meeting actual business needs. In each of 2016S and 2017S, the Loyola MBA team took 1<sup>st</sup> place in the IDEACorps Challenge against MBA teams from other universities. In the most recent session of the Venture Capital course, all of the 5 due diligence reports prepared by students were included in reviews by the angel fund partner in determining investment activity.

- ▷ **Closing the loop:** The primary closing-the-loop activity has been the development and initial deployment of new rubrics to replace the prior capstone-level assessment. The immediate next step for the College is to standardize the implementation and reporting schedule for these new assessment tools so that more detailed item- and student-level results can be obtained for analysis of achievement. This effort will commence in full over the 2017-18 AY.

# Professional Engagement

**Note:** “Student Academic Engagement” would typically be covered in this section, as per the CIR report guidelines. We believe we have sufficiently documented our strategies to ensure “active involvement in learning” and “exposure to industry” throughout the other sections of this report, in particular in the *Executive Summary* and *Strategic Outcomes*. The service of the full-time faculty to academic and professional communities has also already been documented, in particular in the *Faculty Intellectual Contributions* section.

College of Business faculty **engage with the professional disciplines** that they teach in accordance with the College’s policy on faculty qualification pursuant to Standard 15. The College’s general requirements for SA, PA, SP, and IP status are summarized below (the complete policy statement on faculty qualifications can be found in the *Appendix*):

## Summary of Faculty Qualification Requirements and Engagement Standards

	<u>For Initial Appointment</u>	<u>Ongoing Professional Engagement</u>
<b>Scholarly Academic (SA)</b>	Terminal research degree	At least <b>1 peer-reviewed journal article, plus 4 “points”</b> of scholarly activity ( <b>6 points total</b> ), as follows: <ul style="list-style-type: none"> <li>&gt; <b>2 points</b> per further peer-reviewed journal article</li> <li>&gt; <b>1.5 points</b> per other high-quality research publication</li> <li>&gt; <b>1 point</b> per other contribution (presentations, popular press, contracted research report, etc)</li> </ul>
<b>Practice Academic (PA)</b>	Terminal research degree	<b>2</b> significant continuing professional education / certification activities or ongoing professional practice / service -OR- <b>2 “points”</b> of scholarly activity as above, <b>plus 1</b> prof. education / practice activity
<b>Scholarly Practitioner (SP)</b>	Relevant master’s degree	<b>2 “points”</b> of scholarly activity as above, <b>plus 2</b> prof. education / practice activities -OR- <b>4 “points”</b> of scholarly activity as above, <b>plus 1</b> prof. education / practice activities
<b>Instructional Practitioner (IP)</b>	Relevant master’s degree	<b>2</b> significant continuing professional education / certification activities or ongoing professional practice / service

The College employs a full- and part-time faculty that **meet all relevant ratios** with regard to the sufficiency of faculty in each of the above categories, as shown on **Table 15-1** below.

**Table 15-1: Faculty Sufficiency & Qualifications**

Summary for all faculty with teaching assignments AY 2016-17												
Faculty Name by Area	Portfolio of Faculty					Sufficiency		Time Devoted to College Mission				
	Date of First Appointment to School	Highest Degree(s) and Year Earned	Other Professional Certifications Held	Normal Professional Responsibility	Participation and Qualification Status	SCCH Taught by Participating Faculty	SCCH Taught by Supporting Faculty	Scholarly Academic (SA) % to Mission	Practicing Academic (PA) % to Mission	Scholarly Practitioner (SP) % to Mission	Instruct. Practitioner (IP) % to Mission	Other Faculty Type (OT) % to Mission
<b>Accounting</b>												
Daphne Main	2008	PhD, 1990		UG GR	PART, SA	525		100				
Jean Meyer	2007	PhD, 2007	CPA	UG	PART, PA	468			100			
Linda Nelstuen	2016	PhD, 1996	CPA	UG	SUPP, IP		96				12.5*	
Alfred Stacey	2017	MS, 1975	CPA	UG	SUPP, IP		42				12.5	
Sarah Thorrick	2013	MS, 2005	CPA	UG	PART, IP	663					100	
<b>Economics &amp; Dec. Science</b>												
William Barnett	1974	PhD, 1974	JD	UG	PART, SA	333		100				
Walter Block	2001	PhD, 1972		UG	PART, SA	138		100				
Jose Bautista	2016	PhD, 1987		UG	SUPP, OT		150					12.5
Leonid Krasnozhon	2012	PhD, 2010		UG	PART, SA	441		100				
Aris Kyriakides	2017	MBA, 1989	PMP, SSBB	UG	SUPP, IP		27				12.5	
John Levendis	2005	PhD, 2004		UG GR	PART, SA	366		100				
Kathleen Lindsay	2016	PhD, 2016		UG	SUPP, SA		216	25				
Nathanael Straight	2011	MBA, 2008	SSGB	UG GR	PART, IP	234					100	

\* Note: Supporting faculty are accounted at a rate of 12.5% “time devoted to mission” per 3-credit course taught per year, equivalent to a 4-4 annual teaching load for full-time non-research faculty. The total of these columns, therefore, is an FTE-basis accounting of faculty resources (with the added note that the administrative faculty, other faculty with reduced loads, and professional staff with teaching responsibilities are all counted as 1.00 FTE).

	Initial Appt.	Highest Degree	Other Prof. Certification	Normal Duties	Faculty Status	PART SCCH Taught	SUPP	SA% Time Devoted to College Mission	PA%	SP%	IP%	OT%
<b>Finance</b>												
Lester Alexander	2013	MBA, 1993		GR	SUPP, IP		81				25	
Jon Atkinson	2015	MBA, 2011		ADM	PART, IP	75					100	
Douglas Bernard	2011	BA, 1977	CCIM	UG	SUPP, OT		21					12.5
Mehmet Dicle	2007	PhD, 2008		UG	PART, SA	231		100				
Anthony Feret	2016	MBA, 2006	Series 7,63	UG GR	SUPP, IP		93				12.5	
Selma Izadi	2016	PhD, 2015		UG GR	PART, SA	462		100				
Stanley Klos	2017	ABD, 1983		GR	SUPP, OT		15					6.25
Rob Lalka	2015	MPP, 2008		GR	SUPP, SP		105			25		
<b>Management &amp; Bus. Admin.</b>												
Jan Anderson	2015	MBA, 2000	CTP	UG	PART, IP	624					100	
Kathy Barnett	2005	PhD, 2005		ADM UG	PART, PA	117			100			
Nicholas Capaldi	2002	PhD, 1962		UG GR	PART, SA	397		100				
Wayne DelCorral	2001	MS, 2000		UG	SUPP, IP		519				50	
Darrell Eilts	2017	MS, 2012	PMP etc	GR	SUPP, IP		8				6.25	
Mark Faust	2015	BS, 1979	PMP	GR	SUPP, IP		72				12.5	
Wing Fok	1988	PhD, 1992		UG GR	PART, OT	465						100
Catherine Griffin	2014	MS, 2004	SSMBB	GR	SUPP, IP		27				12.5	
Michelle Johnston	1997	PhD, 1999		UG GR	PART, SA	504		100				
Marwan Kabbani	1986	BA, 1972		UG	SUPP, OT		36					12.5
Emily Madero	2016	MBA, 2007		GR	SUPP, IP		30				12.5	
Felipe Massa	2012	PhD, 2013		UG GR	PART, SA	317		100				
Gerald Ormerod	2016	ABD, 2016	SSBB	GR	SUPP, SP		81			25		
Kevin Pollard	2016	MBA, 1981		GR	SUPP, IP		117				12.5	
Kendra Reed	2003	PhD, 1998		UG	PART, SA	378		100				
Chris Screen	2006	JD, 1975		UG	PART, IP	555					100	
Frankie Weinberg	2010	PhD, 2010		UG GR	PART, SA	585		100				
<b>Marketing</b>												
Todd Bacile	2013	PhD, 2013		UG GR	PART, SA	627		100				
Ashley Francis	2011	MBA, 2001		ADM UG	PART, IP	530					100	
Catherine Lenihan	2015	MBA, 2004		UG GR	PART, IP	576					100	
Adam Mills	2016	PhD, 2016		UG GR	PART, SA	231		100				
<b>Total College of Business</b>						<b>9842</b>	<b>1736</b>	<b>1425</b>	<b>200</b>	<b>50</b>	<b>881</b>	<b>144</b>

Percent of SCCH by Participating: 85% (< must exceed 75%)

Percent of Faculty Resources by Qualifications: SA + PA + SP + IP  
 (must exceed 40% / 60% / 90% respectively >) 53% 62% 95%

**Table 15-1: Faculty Sufficiency & Qualifications**

Summary for all faculty with teaching assignments AY 2016-17							
Faculty Name	Faculty Status	Basis for Determining Qualification				Brief description of factors determining qualification	
		PRJ "Points" earned	QRP	OIC	EDUC Activities		PRAC
Daphne Main	PART, SA	2	3	1			1 PRJ, various other publications
Jean Meyer	PART, PA			1	1	4	Active CPA, professional service
Linda Nelsestuen	SUPP, IP				1	1	Active CPA/CMA, professional service
Alfred Stacey	SUPP, IP				1	3	Practicing tax accountant, prof. service
Sarah Thorrick	PART, IP				1	1	Active CPA, various prof. consulting
William Barnett	PART, SA	2	10.5				1 PRJ, various other publications
Walter Block	PART, SA	56	123				28 PRJs , various other publications
Jose Bautista	SUPP, OT						Tenured full professor at Xavier Univ.
Leo Krasnozhon	PART, SA	8	7.5	9			4 PRJs, various other publications
Aris Kyriakides	SUPP, IP				3	2	3+ certifications, active MIS consultant
John Levendis	PART, SA	26	7.5	11			13 PRJs, various other publications
Kathleen Lindsay	SUPP, SA	Dissertation (2016)					Recent PhD / dissertation completion
Nate Straight	PART, IP				2	2	Certification, cont. ed., prof. experience
Lester Alexander	SUPP, IP					3	Investment mgt. practice, prof. service
Jon Atkinson	PART, IP					4	Venture fund experience, consulting
Douglas Bernard	SUPP, OT				1	1	Practicing certified real estate prof.
Mehmet Dicle	PART, SA	18	1.5	6			9 PRJs, various other scholarly work
Anthony Feret	SUPP, IP				1	1	Practicing certified investment prof.
Selma Izadi	PART, SA	2	1.5	3			1 PRJ, recent dissertation completion
Stanley Klos	SUPP, OT					1	30+ years real estate / redevelopment
Rob Lalka	SUPP, SP			3	2	3	Entrepreneurship/public policy expert
Jan Anderson	PART, IP				1	2	Certification, prof. experience/service
Kathy Barnett	PART, PA					2	Marketing professional, prof. service
Nicholas Capaldi	PART, SA		7.5	1			PRJ waived for extensive book output
Wayne DelCorral	SUPP, IP					2	Fin. professional, 30+ year SB owner
Darrell Eilts	SUPP, IP				3	3	3+ certifications, active MIS consultant
Mark Faust	SUPP, IP				1	2	Certification, 30+ years project mgmt.
Wing Fok	PART, OT	2		2			Held SA until retirement/VSP this year
Catherine Griffin	SUPP, IP				1	1	Master-certified process / ops. analyst
Michelle Johnston	PART, SA	6	1.5	1			3 PRJs, various other publications
Marwan Kabbani	SUPP, OT					1	30+ years VP of import / export ops.
Emily Madero	SUPP, IP					2	Entrepreneurial consulting, exec. dir.
Felipe Massa	PART, SA	8	1.5	5			4 PRJs, various other scholarly work
Gerald Ormerod	SUPP, SP	Dissertation (2016)			2	1	Certif., PhD, extensive ops. experience
Kevin Pollard	SUPP, IP					4	Bus. devel. consulting, prof. service.
Kendra Reed	PART, SA	6	1.5				3 PRJs, various other scholarly work
Chris Screen	PART, IP				1	1	Continually licensed attorney, service
Frankie Weinberg	PART, SA	16		8			8 PRJs, various other scholarly work
Todd Bacile	PART, SA	8	1.5	10			4 PRJs, various other publications
Ashley Francis	PART, IP					2	Experienced prof. marketer, service
Catherine Lenihan	PART, IP			1		2	Trade publ., prof. experience/service
Adam Mills	PART, SA	22	6	16			11 PRJs, various other publications

**Table 15-2: Deployment of Qualified Faculty**

AY 2016-17	SCCH by academic faculty		SCCH by practitioner faculty		SCCH by all OTHER faculty
	SA Faculty	PA Faculty	SP Faculty	IP Faculty	
Undergrad	4965 (51%)	585 (6%)	0 (0%)	3654 (37%)	624 (6%)
Graduate	786 (45%)	0 (0%)	186 (11%)	715 (41%)	63 (3%)
College FTE* (Table 15-1)	14.25 (53%)	2.00 (7%)	0.50 (2%)	8.81 (33%)	1.44 (5%)

\* Note: College-wide totals are calculated as in Table 15-1 on an FTE / % Time Devoted to Mission basis. All other calculations above on Table 15-2 are on a SCCH basis showing extent of teaching by each qualification.

## ***Strategies for continued faculty engagement***

In general, while the College has continued to actively manage faculty resources toward satisfaction of all relevant deployment ratios, various recent budget or staffing reductions have **shifted the overall balance** of the College’s faculty deployment. The percentage of SA faculty has decreased from approximately 60% to nearer 50% for the upcoming academic year; conversely, the percentage of IP faculty has risen from just over 25% to nearer 35%.

The College’s **operating budget is stable with regard to support for development of research-producing faculty** incurring travel/registration costs associated with research presentation. The College intends to add 3-4 SA faculty (of 5-7 total full-time faculty) over the next 4 academic years to support the quality of existing programs and allow planned online degree offerings to have faculty deployments equivalent to on-campus programs. Some of these positions may find support for enhanced scholarly activity by the allocation of a number of endowed chairs or professorships left vacant by recently departing faculty.

The budget for the development of practitioner-qualified faculty (and professional staff) has been stretched with the increasing budget sensitivity. The College’s focus for non-academic support to faculty in recent years has been the effort to establish a culture of assessment following the 2012 team review visit, which included sending half of the full-time faculty to AACSB assessment seminars or workshops. The development of practitioner faculty is also restricted by the fact that they are, by headcount, predominantly supporting faculty to whom the College has no long-term contractual commitment of resources. The primary means of managing for qualified practitioner faculty has been at the hiring stage.

With the shift to a professionally-focused M.B.A. and the unique faculty needs of online degree programs, the College will look for ways to **enhance development opportunities available to practitioner faculty**, especially those who are full-time instructors and have no further access to corporate or industry resources. Most important will be support for continuing education or professional training to ensure currency of disciplinary expertise.