

Loyola University New Orleans 2013 College of Business Annual Report

1 Executive Summary

Mission Statement

In the Ignatian tradition, the mission of the College of Business is to provide superior values-laden education that motivates and enables our 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.

Vision Statement

In the College of Business, our vision is to create a learning place that awakens, enlightens, and transforms students through personal reflection, ethical decision making, critical thinking, and the mastery of innovative business practices.

College Highlights

In AY 2012-13, the College of Business expanded its facilities, programs, and faculty in a number of significant ways.

The Carlos M. Ayala Stock Trading Room on the first floor of Miller Hall opened in October 2012, following construction throughout the spring and summer of 2012. The Ayala room serves as a 20-workstation computer lab open to all university students, as well as the focal point for the student-managed investment fund which was expanded to a total value of \$1 million for the 2012-13 academic year as part of the gift from the Ayala estate.

Under the directorship of Jerry Goolsby, the College continued the enhancement of the MBA Program by developing preparatory coursework toward Six Sigma Green Belt certification, following the model of the successful Project Management Institute CAPM certification coursework. Approximately 10-12 MBA students successfully completed the relevant coursework and subsequent Green Belt certification testing administered by the American Society for Quality. AY 2012-13 also saw the successful completion of a proposal to overhaul and revise the entire MBA Core curricula, as detailed later.

The Center for Spiritual Capital and College of Business jointly hosted the ABIS[Academy of Business in Society]-Loyola Deans' Colloquium in February 2013, a gathering of approximately two dozen deans and other academics to discuss the core topic of "Aligning institutional faith-based values / strategy with management education frameworks in the 21st century." This first-of-its-kind conference strengthened the College of Business' vision to be a learning place where ethical and spiritual values meet innovative business practice, and was attended by executive-level representatives from many fellow Jesuit universities as well as faith-based institutions of other religious affiliations.

New faculty for AY 2012-13 included Dr. Leo Krasnozhan, Assistant Professor of Economics, and Dr. Felipe Massa, Assistant Professor of Management. Additionally, four business faculty were invested into distinguished professorships: Dr. Daniel D'Amico to the William Barnett Professorship in Free Enterprise Studies; Dr. Mehmet Dicle to the Stanford H Rosenthal Professorship in Risk, Insurance, and Entrepreneurship; Dr. John Levendis to the the Dr. John V Connor Professorship in Economics and Finance; and Dr. Kendra Reed to the Barry and Teresa LeBlanc Professorship in Business Ethics. These endowed professorships provide assistance to the research pursuits of some of the College's most exemplary faculty, in addition to supporting enhanced teaching and student experiences in the College.

Progress Report

Assessment

In response to the areas for continued improvement noted in communication regarding maintenance of accreditation from AACSB, the College of Business created a faculty-led Assessment Task Force to develop strategies for improving "closing the loop" activities and data-collection processes / instruments for future learning assurance initiatives. The task force was instrumental in achieving the successful maintenance of accreditation awarded in March 2013. In addition to supporting the key assessment initiatives outlined below, the task force has created a plan for continued learning assurance initiatives into AY 2013-14 and beyond.

Curriculum

The Accounting, International Business, and Management majors / areas made significant enhancements to their program offerings by reconfiguring major requirements, adding specialization or additional minor programs of study, and reinvigorating existing coursework to better reflect the current college focuses and faculty capabilities.

The MBA program completed a program-wide curricular overhaul that includes an integrated "systems"-oriented approach based on the Baldrige Quality Award framework. Future students will be able to diagnose organizational problems using a rigorous audit-like process, and to develop solutions using proven quality management techniques.

Programs

The College continued to move forward on plans to create partnerships in Hong Kong and Honduras to offer executive-style MBA programs using the Loyola program in concert with local partner universities. Successful approval of these programs has not yet been achieved, but the goal is much closer than it has been in previous years, with the College beginning to discuss curricular plans and faculty teaching schedules / assignments with intended partner universities. The College will continue to pursue these opportunities in AY 2013-14 by leveraging the strength of the newly revised MBA program curriculum and elective offerings.

Strategic Planning

The 2012-13 academic year marked the end of the College of Business' 2008-2012 Strategic Management Plan. The College successfully completed or resolved / restructured all but a handful of the approximately 35 strategic initiatives laid out in the 2008-2012 plan. The unfinished or unresolved initiatives included plans to create a partnership between Portfolio and the WAC Lab and/or to create a Business Communications Lab in Miller Hall, a planned Executive-in-Residence program, and a proposed Loyola Leadership Institute / Entrepreneurship Center. Beginning Fall 2013, the College of Business leadership will work toward a plan for the next five years as the university does the same.

Key Assessments

In AY 2012-13, the College of Business conducted the following internal programmatic assessments:

- Case analysis rubric in Accounting / B.Acc. capstone course ACCT 400 Advanced Accounting
- Communication assessment of informative presentations in BA 101 Business Communication
- Ethical sensitivity assessment using the "Defining Issues Test" instrument in BA 415 Business Ethics
- Internship supervisor evaluation for all Junior / Senior internships completed for course credit
- Comprehensive senior assessment examinations for all 6 undergraduate business majors
- External review assessment of completed capstone projects for MBA graduation candidates

Additionally, the Business Portfolio Program completed four student surveys (one to each student cohort).

The College also participated in all university-wide student and faculty survey initiatives, including NSSE and SSI.

2.0 Unit Profile Summary

The College of Business offers the following degree programs:

Bachelor of Accountancy (Major in Accounting)

Bachelor of Business Administration in Economics
 Bachelor of Business Administration in Finance
 Bachelor of Business Administration in International Business
 Bachelor of Business Administration in Management
 Bachelor of Business Administration in Marketing
 Master of Business Administration

The College of Business also offers the following minor programs of study:

Minor in Accounting (for business majors)
 Minor in Intl. Business (for business majors)
 Minor in Legal Studies (for business majors)
 Minor in Accounting (for non-business majors)
 Minor in Business (for non-business majors)
 Minor in Economics (for non-business majors)
 Minor in Marketing (for non-business majors)
 Pre-MBA Minor (for non-business majors)

2.1 Faculty Staff Profile

The College of Business employed 31 full-time faculty and 12 full-time staff in the 2012-13 Academic Year. Additionally, the College employed 10 part-time instructional faculty and over 30 graduate / lab assistants and other work-study students.

New faculty and staff added to the College for AY 2012-13 included Assistant Professor of Economics, Dr. Leo Krasnozhan, and Assistant Professor of Management, Dr. Felipe Massa, as well as Career & Academic Counselor Matthew Henderson.

2.2 Faculty Headcount by Faculty Status Over Last 4 Academic Years

Source: HRS

	AY 09-10	AY 10-11	AY 11-12	AY 12-13
FACULTY HEADCOUNT				
Ordinary Faculty - FT Tenured	14	15	15	16
Ordinary Faculty - FT Tenure-Track	9	8	9	8
Extraordinary Faculty - FT	7	6	7	7
Total Full-Time Faculty (FT) Headcount	30	29	31	31
Part-Time Faculty - PT	10	9	9	10
----TOTAL FTE Faculty	33.3	31.9	34	34.3

2.3 Student Headcount, Persistence & Graduation Rates, Number of Graduating Students By Program/area

	AY 09-10	AY 10-11	AY 11-12	AY 12-13
STUDENT FTE BY MAJOR				
BAU - ACC	47	64	78	81
BBA - ECON	43	34	42	62
BBA - FIN	52	47	49	52
BBA - GSB	106	85	110	108
BBA - INTB	86	102	90	89
BBA - MGT	80	88	93	89
BBA - MKT	83	85	105	122
BBA - MUSB (Discontinued)	39	64	21	9
----TOTAL FTE Enrollment	535	570	589	611
ANNUAL GRADUATING SENIORS				
BAU - ACC	8	12	8	15
BBA - ECON	10	13	12	11
BBA - FIN	17	23	12	22
BBA - INTB	23	10	10	15
BBA - MGT	15	18	16	33
BBA - MKT	37	34	23	22
BBA - MUSB	2	6	5	2
----TOTAL UG College Graduates	112	116	86	120

GRADUATION RATES	FT Cohort	4-Year Grad	Percent	5-Year Grad	Percent	6-Year Grad	Percent			
08F		150	70	47%						
07F		95	40	42%	53	56%				
06F		110	44	40%	54	49%	55	50%		
RETENTION RATES	FT Cohort	2nd Year Ret	Retention	Attrition	3rd Year Ret	Retention	Attrition	4th Year Ret	Retention	Attrition

12F	171									
11F	154	118	77%	23%						
10F	151	118	78%	22%	100	66%	34%			
09F	143	119	83%	17%	98	69%	31%	96	67%	33%

2.4 Student Faculty Ratio

	AY 09-10	AY 10-11	AY 11-12	AY 12-13
STUDENT FACULTY RATIO				
Student FTE	535	570	589	611
Faculty FTE	33.3	31.9	34	34.3
----S/F Ratio (Student FTE / Faculty FTE)	16.1	17.9	17.3	17.8

2.5 Courses Offered

Source: SIS

Course List by Term F12/S13	Section ID	Course Level	Course Delivery	Course Type	Course Enrollment Cap	Enrollment as of Official Stats	Course Completion Number	Course Syllabus Posted on LORA
2012F	ACCT-B202-001	U	OC	LEC	35	31	31	Y
	ACCT-B202-002	U	OC	LEC	35	26	26	Y
	ACCT-B202-003	U	OC	LEC	35	27	27	Y
	ACCT-B202-004	U	OC	LEC	35	27	27	Y
	ACCT-B202-051	U	OC	LEC	20	13	13	Y
	ACCT-B203-001	U	OC	LEC	35	11	11	Y
	ACCT-B300-001	U	OC	LEC	35	29	29	Y
	ACCT-B305-001	U	OC	LEC	35	29	29	Y

2012F	BA -B100-001	U	OC	LEC	80	88	88	Y
	BA -B100-002	U	OC	LEC	80	92	92	Y
	BA -B100-003	U	OC	LEC	50	48	48	Y
	BA -B100-004	U	OC	LEC	80	74	74	Y
	BA -B101-001	U	OC	LEC	35	35	35	Y
	BA -B101-002	U	OC	LEC	35	32	32	Y
	BA -B200-001	U	OC	LEC	35	36	36	Y
	BA -B405-051	U	OC	LEC	35	14	14	Y
	BA -B415-051	U	OC	LEC	40	39	39	Y
	BA -B435-051	U	OC	LEC	35	8	8	Y
	BA -B445-001	U	OC	LEC	40	36	36	Y
	BA -B445-051	U	OC	LEC	30	14	14	Y
	BA -B497-001	U	OC	IND	100	93	93	
	BA -T121-F01	U	OC	LEC	20	14	14	Y
2013S	BA -B100-001	U	OC	LEC	55	54	54	Y
	BA -B100-002	U	OC	LEC	60	54	54	Y
	BA -B101-001	U	OC	LEC	30	31	31	Y
	BA -B101-002	U	OC	LEC	30	31	31	Y
	BA -B101-003	U	OC	LEC	30	29	29	Y
	BA -B101-004	U	OC	LEC	30	30	30	Y
	BA -B101-005	U	OC	LEC	30	30	30	Y
	BA -B101-006	U	OC	LEC	30	29	29	Y
	BA -B101-007	U	OC	LEC	30	33	33	Y
	BA -B410-051	U	OC	LEC	40	21	21	Y
	BA -B415-001	U	OC	LEC	35	25	25	Y
	BA -B415-051	U	OC	LEC	45	39	39	Y
	BA -B435-051	U	OC	LEC	20	10	10	Y

	BA -B445-001	U	OC	LEC	45	45	45	Y
	BA -B445-051	U	OC	LEC	45	45	45	Y
	BA -B497-001	U	OC	IND	100	35	35	Y
	BA -B499-001	U	OC	IND	30	1	1	
2012F	DECS-B205-001	U	OC	LEC	35	31	31	Y
	DECS-B205-002	U	OC	LEC	35	30	30	Y
2013S	DECS-B205-001	U	OC	LEC	28	28	28	Y
	DECS-B205-002	U	OC	LEC	28	28	28	Y
2012F	ECON-B100-001	U	OC	LEC	75	71	71	Y
	ECON-B100-002	U	OC	LEC	75	49	49	Y
	ECON-B100-003	U	OC	LEC	75	73	73	Y
	ECON-B100-004	U	OC	LEC	75	63	63	Y
	ECON-B101-001	U	OC	LEC	40	25	25	Y
	ECON-B205-001	U	OC	LEC	35	25	25	Y
	ECON-B305-001	U	OC	LEC	35	20	20	Y
	ECON-B360-001	U	OC	LEC	20	17	17	Y
	ECON-B493-001	U	OC	LEC	20	19	19	Y
	ECON-B493-002	U	OC	LEC	20	13	13	Y

	ECON-B499-001	U	OC	IND	0	1	1	
2013S	ECON-B100-001	U	OC	LEC	85	82	82	Y
	ECON-B101-001	U	OC	LEC	40	31	31	Y
	ECON-B101-002	U	OC	LEC	60	59	59	Y
	ECON-B101-003	U	OC	LEC	55	57	57	Y
	ECON-B101-004	U	OC	LEC	60	66	66	Y
	ECON-B206-001	U	OC	LEC	35	26	26	Y
	ECON-B330-001	U	OC	LEC	20	16	16	Y
	ECON-B493-001	U	OC	LEC	20	20	20	Y
	ECON-B493-002	U	OC	LEC	20	16	16	Y
	ECON-B493-003	U	OC	LEC	20	17	17	Y
	ECON-H295-001	U	OC	SEM	16	15	15	Y
2012F	FIN -B200-001	U	OC	LEC	20	16	16	Y
	FIN -B300-001	U	OC	LEC	35	33	33	Y
	FIN -B300-002	U	OC	LEC	35	35	35	Y
	FIN -B305-001	U	OC	LEC	35	16	16	Y
	FIN -B310-001	U	OC	LEC	20	12	12	Y
	FIN -B315-001	U	OC	LEC	20	17	17	Y
	FIN -B325-001	U	OC	LEC	35	22	22	Y
	FIN -B493-001	U	OC	LEC	20	3	3	Y

	FIN -B493-002	U	OC	LEC	30	3	3	
	FIN -B499-001	U	OC	IND	0	1	1	Y
2013S	FIN -B200-051	U	OC	LEC	50	23	23	Y
	FIN -B300-001	U	OC	LEC	35	35	35	Y
	FIN -B300-051	U	OC	LEC	35	30	30	Y
	FIN -B305-001	U	OC	LEC	25	9	9	Y
	FIN -B310-001	U	OC	LEC	25	9	9	Y
	FIN -B315-001	U	OC	LEC	20	11	11	Y
	FIN -B325-001	U	OC	LEC	35	26	26	Y
	FIN -B400-001	U	OC	LEC	25	19	19	Y
	FIN -B450-001	U	OC	LEC	20	5	5	Y
	FIN -B493-001	U	OC	LEC	20	11	11	Y
	FIN -B499-001	U	OC	IND	0	1	1	Y
2012F	INTB-B200-001	U	OC	LEC	35	36	36	Y
	INTB-B305-001	U	OC	LEC	35	20	20	Y
	INTB-B325-001	U	OC	LEC	35	22	22	Y
	INTB-B330-001	U	OC	LEC	40	31	31	Y
	INTB-B370-051	U	OC	LEC	30	28	28	Y
	INTB-B435-051	U	OC	LEC	35	8	8	Y
2013S	INTB-B315-001	U	OC	LEC	35	34	34	Y
	INTB-B325-001	U	OC	LEC	35	26	26	Y

	INTB-B330-051	U	OC	LEC	50	39	39	Y
	INTB-B340-051	U	OC	LEC	20	4	4	Y
	INTB-B415-001	U	OC	LEC	30	11	11	Y
	INTB-B435-051	U	OC	LEC	20	10	10	Y
	INTB-B499-001	U	OC	IND	0	1	1	
2012F	LGST-B200-001	U	OC	LEC	35	29	29	Y
	LGST-B205-001	U	OC	LEC	45	43	43	Y
	LGST-B205-002	U	OC	LEC	45	39	39	Y
	LGST-B205-003	U	OC	LEC	45	35	35	Y
2013S	LGST-B205-001	U	OC	LEC	55	55	55	Y
	LGST-B205-002	U	OC	LEC	55	55	55	Y
	LGST-B493-001	U	OC	LEC	20	16	16	Y
2012F	MGT -B245-001	U	OC	LEC	40	40	40	Y
	MGT -B245-002	U	OC	LEC	40	29	29	Y
	MGT -B245-003	U	OC	LEC	40	41	41	Y
	MGT-B250-W01	U	OL	LEC	35	20	20	Y

	MGT-B250-W02	U	OL	LEC	35	34	34	Y
	MGT -B310-001	U	OC	LEC	35	19	19	Y
	MGT -B320-051	U	OC	LEC	20	14	14	Y
	MGT -B322-001	U	OC	LEC	35	22	22	Y
	MGT -B325-001	U	OC	LEC	35	32	32	Y
	MGT -B325-002	U	OC	LEC	35	24	24	Y
	MGT -B370-051	U	OC	LEC	30	28	28	Y
	MGT -B375-051	U	OC	LEC	35	9	9	Y
	MGT -B420-001	U	OC	LEC	20	19	19	Y
	MGT -B493-001	U	OC	LEC	35	35	35	Y
	MGT -B493-002	U	OC	LEC	20	8	8	Y
	MGT -T121-F01	U	OC	LEC	20	20	20	Y
2013S	MGT -B245-001	U	OC	LEC	40	40	40	Y
	MGT -B245-002	U	OC	LEC	40	37	37	Y
	MGT -B245-003	U	OC	LEC	40	32	32	Y
	MGT-B250-W01	U	OL	LEC	40	15	15	Y
	MGT-B250-W02	U	OL	LEC	40	36	36	Y
	MGT -B310-001	U	OC	LEC	35	14	14	Y

	MGT -B315-001	U	OC	LEC	35	34	34	Y
	MGT -B325-001	U	OC	LEC	35	34	34	Y
	MGT -B325-002	U	OC	LEC	35	18	18	Y
	MGT -B335-001	U	OC	LEC	30	13	13	Y
	MGT -B375-051	U	OC	LEC	35	15	15	Y
	MGT -B410-051	U	OC	LEC	40	21	21	Y
	MGT -B415-001	U	OC	LEC	30	11	11	Y
	MGT -B465-001	U	OC	LEC	40	21	21	Y
	MGT -B493-001	U	OC	LEC	30	15	15	Y
	MGT -B493-002	U	OC	LEC	30	20	20	Y
2012F	MKT -B280-001	U	OC	LEC	40	40	40	Y
	MKT -B280-002	U	OC	LEC	40	40	40	Y
	MKT -B280-051	U	OC	LEC	40	36	36	Y
	MKT -B322-001	U	OC	LEC	35	22	22	Y
	MKT -B330-001	U	OC	LEC	40	31	31	Y
	MKT -B340-001	U	OC	LEC	40	36	36	Y
	MKT -B370-051	U	OC	LEC	30	28	28	Y

	MKT -B390-051	U	OC	LEC	40	31	31	Y
	MKT -B450-001	U	OC	LEC	35	27	27	Y
	MKT -B493-001	U	OC	LEC	35	35	35	Y
	MKT -B499-001	U	OC	IND	0	1	1	
2013S	MKT -B280-001	U	OC	LEC	40	43	43	Y
	MKT -B280-002	U	OC	LEC	40	40	40	Y
	MKT -B280-003	U	OC	LEC	40	37	37	Y
	MKT -B330-051	U	OC	LEC	50	39	39	Y
	MKT -B335-001	U	OC	LEC	30	13	13	Y
	MKT -B340-001	U	OC	LEC	40	28	28	Y
	MKT -B390-051	U	OC	LEC	40	17	17	Y
	MKT -B450-001	U	OC	LEC	40	31	31	Y
	MKT -B465-001	U	OC	LEC	40	21	21	Y
	MKT -B493-001	U	OC	LEC	30	22	22	Y
	MKT -B493-002	U	OC	LEC	30	20	20	Y
	MKT -B493-003	U	OC	LEC	30	15	15	Y
2012F	PFOL-B100-051	U	OC	LEC	200	171	171	Y

	PFOL-B200-051	U	OC	LEC	200	145	145	Y
	PFOL-B300-051	U	OC	LEC	160	103	103	Y
	PFOL-B400-051	U	OC	LEC	160	133	133	Y
2013S	PFOL-B101-051	U	OC	LEC	200	168	168	Y
	PFOL-B201-051	U	OC	LEC	200	152	152	Y
	PFOL-B301-051	U	OC	LEC	200	100	100	Y
	PFOL-B401-051	U	OC	LEC	200	127	127	Y

3.0 Goals for Current Academic Year

The College of Business' comprehensive 2008-2012 Strategic Management Plan was crafted during a number of strategic retreats in the late summer to early fall of 2008 and was ongoing through the 2012-13 academic year. As the plan was designed, there were six strategic initiatives identified to guide the college for the years 2008-09 to 2012-13 and beyond. The six strategic initiatives are:

- Strategic Initiative #1 – Institutional – This initiative addressed a number of issues such as planning at various levels of the college, internal and external communication, and systems thinking.
- Strategic Initiative #2 – Graduate Programs – Initiative #2 addressed Loyola University's desire to increase the number of its graduate programs. The plan addresses both standing and potential new programs.
- Strategic Initiative #3 – Undergraduate Programs – This initiative was in direct response to one of Loyola University's three goals that includes increased retention. It addresses activities designed to attract and retain the highest quality student body.
- Strategic Initiative #4 – Faculty Development – Initiative #4 addressed the need to rebuild the faculty to pre-Katrina levels and enhance their record of productivity and publication.
- Strategic Initiative #5 – Outreach – Initiative #5 addressed the need to reach out to various stakeholder groups within and outside of Loyola University.
- Strategic Initiative #6 – College Reputation – This initiative addressed building on past strengths and encourages new areas and programs that will enhance both the University's and College's reputation.

Relevant action plans addressed in the 2012-13 academic year are outlined and described below.

<p><u>Strategic Initiative #2 – Graduate Programs</u></p> <p>Build enrollment in graduate programs Examine feasibility of new masters programs and other dual degree programs</p>	<p>Three new master programs are at various stages of development. Both the EMBA in Honduras and the MBA in Hong Kong have passed through the stages of approval at Loyola University and have been submitted for approval in 2012. The approval process can take up to six months. If the classes in Honduras and Hong Kong make sufficient enrollment, it is anticipated that the programs will begin in spring and/or summer 2013. Another program, the Master of Performance Excellence (working title) is at the feasibility stage of development.</p>
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Strategic Initiative #3 – Undergraduate Programs

Continue to support Loyola University's efforts to increase enrollment to pre-Katrina levels
Work with enrollment management to attract students to the CoB.

The college administrators worked with Mr. Sal Liberto, Vice President for Enrollment Management, to shape the incoming class for the CoB. For fall 2012, the incoming class of freshmen increased from 172 to 191.

Increase retention
Create and implement a portfolio system across all 4 years
Work with Career Services for new programs

In Spring 2013, the first class of the CoB's Business Portfolio Program will graduate. Since its inception in 2009, the college has added each freshmen class to the program. During the four-year rollout, the staff has designed each year's activities. As of fall 2012, the Portfolio Program has a Director, Dr. Kathy Barnett, and three staff members.

The very successful Executive Mentor program was fully integrated into Portfolio this year with Portfolio staff now responsible for all aspects of the program. Additionally, the college hosted a new program that included upperclassmen serving on panels where they discussed with freshmen their choices in major, internships, classes, time management, etc.

In adding the senior level to the portfolio program the goal was to help CoB seniors in their job searches. To accomplish this the college developed a program called The Executive Network, a network of alums willing to volunteer their time to informally mentor senior level students in the career development process. In the first year, the college signed up 20 alumni with a goal of expanding that number to 40 participants by 2014.

The CoB works extensively with Loyola's Career Development Center on employer development, electronic postings for internships and jobs, on-campus interview opportunities, and career fairs.

Strategic Initiative #4 – Faculty Development

- Complete faculty hiring plan
- Enhance research environment in College
- Provide research release time

For the academic year 2012-13, the College of Business conducted faculty searches for:
1 tenure-track faculty in Finance (incomplete, no suitable candidates)
1 or 2 tenure-track faculty in Marketing (complete, Allyn White and Todd Bacile to begin Fall 2013)
1 tenure-track faculty in Management (incomplete / postponed, no suitable candidates)

The research environment of the College has changed over the last four years. Both the quality and quantity of research output in scholarly and professional publications have increased over the four-year period. A strong research culture is beginning to develop. In the years since the implementation of the current strategic plan, the number of journal articles published annually by business faculty has increased from 22 to 25 and the quality (measured as acceptance rate) of journals published in has increased from an average 30% acceptance rate to an average 25% acceptance rate.

All tenure-earning faculty are now on a 3/2 load (the additional course release supports junior faculty research). Endowed chair holders (N = 5) are on a reduced load, generally a 2/1. The regular load for most faculty is 3/3. It is planned that there will be a research release program in the future for post-tenure faculty to sustain their research productivity.

4.0 Budget for Current Academic Year

The funding model at Loyola provides an annual budget to the Deans after all budget requests have been considered. Funds spent by the colleges above the allotted funds and capital improvements to buildings are the responsibility of the respective Deans. The table below shows a historical picture of the College of Business budget.

	2012-13	2011-12	2010-11	2009-10
Salaries (faculty/staff)	\$3,656,316	\$3,274,346	\$3,554,499	\$3,308,175
Stipends (faculty/staff)	\$88,500	\$63,536	\$80,000	\$150,500
Salaries (student/GA)	\$62,625	\$63,582	\$64,271	\$69,886
Operating expenses	\$386,846	\$331,895	\$318,842	\$323,533
Capital Expenses	\$125,000	\$43,078	\$60,391	\$11,880
Technology services	\$89,697	\$65,097	\$36,600	\$44,967
Investment	\$10,000	\$41,403		
Total	\$4,418,984	\$3,882,937	\$4,114,603	\$3,908,941

Funding from university	\$4,350,025	\$3,607,206	\$4,008,608	\$3,815,847
Draw from Annual Fund	\$68,959	\$275,731	\$105,995	\$93,094

Generally, the needs of the college are covered by the budget provided by the university. The draw from the annual fund covers the "extra" expenses above and beyond budgeted items. The draw for fiscal year 2012-13 was approximately \$68,959. The annual funds, in essence, are the dean's account to provide extra travel for faculty, staff, & students, entertainment of college guests, etc. For the past 4 years, the financial model has been adequate to cover the needs of the college. This is in light of the dire conditions of public universities in Louisiana and the remainder of the country.

Moving forward, it is expected that there will be pressure on the annual fund which averages about \$116,400 per year in donations. This is due to the number of new faculty who are much more active in their professional activities requiring travel and research funding. This will require more fundraising activity by the College of Business in the future. The College worked with the Office of Annual Giving throughout AY 2012-13 to create a case statement for this fundraising.

In addition to degree activities, the College of Business has three centers: The Center for Spiritual Capital, The International Business Center and a forthcoming Entrepreneurship Program (Center). The Center for Spiritual Capital operates from its own external funding base. The International Business Center is funded from within the College of Business. The Entrepreneurship Program will need external seed funding from the College of Business and donors to expand activities.

The Business Portfolio program is funded by student fees (\$250 per student per semester) and is a breakeven operation. Program fees cover guest lectures, career development projects, and individual and career counseling.

The College of Business is the only college at Loyola that operates its own computer network. This was initiated and has continued because it operates efficiently and effectively. The College of Business receives a technology budget from the university which is supplemented by the college. The budget includes about \$20,000 per year in faculty computer and software upgrades.

On average, the College of Business spends \$25,000 per year on classroom/media/lab equipment upgrades and replacements. The College of Business contracts for 24-hour external support and off-site backup for our computer network. These fees come to about \$36,000 per year. About 70% of the above expenses are funded from student fees and university budget.

At present, student support services/advising in the College of Business are adequate. Placement services are handled through the Loyola University Career Development Center which works very closely with Dr. Kathy Barnett for internship and job placement.

The university budget provides for faculty and support staff professional development. During a typical fiscal year approximately \$60,000 is spent on faculty/staff development.

Overall, the College of Business' major initiatives are covered by funding from inside and outside the university and are able to be run above breakeven.

5.0 Assessment Report

Core Competencies and SLOs

To fulfill its mission, the college has identified the following general education competencies that provide the framework on which program-specific student learning outcomes are built.

All graduates of the College of Business will be able to...

(C1) Make effective spoken presentations to a professional audience and communicate in one-on-one and team settings. Effective business communication is defined as process in which two or more people interact in order to achieve a desired outcome in a business context.

(C2) Compose clear and concise professional business writing. Essential elements of business writing as distinct from academic writing include brevity, application or actionability, audience-aware orientation, ease of navigation, and professional grammar and style.

- (C3) Apply advanced quantitative and critical analytical techniques to business scenarios. Business analysis includes seeking to understand individual scenarios in their broader context, breaking down complex tasks into manageable pieces, and seeking a variety of types and sources of data to provide an objective perspective on the business situation.
- (C4) Develop and implement effective solutions to business problems using appropriate decision-making techniques. Problem-solving in business involves quantitative analysis as above, as well as diverse human-resource considerations such as a respect for the ideas of others, an understanding of the core competencies of organizations and individuals, the management of interpersonal conflicts, and the development of emotional intelligence.
- (C5) Reflect the College's "awaken, enlighten, transform" vision by demonstrating a capacity for personal and professional reflection leading to irreproachable ethical behavior. Ethical behavior in business is particularly defined as concern for and proactive responsibility to all stakeholders impacted by a business decision, as understood within the larger context of the reciprocal interaction between commerce and the other institutions in society.
- (C6) Exhibit professional conduct in their work and their world. As defined by the College of Business professional conduct includes a willingness to engage in self-directed learning, accountability for one's own choices, appropriate attitudes and work habits, integrity and respect for others, and an understanding of one's own strengths, weaknesses, and goals.

The Student Learning Outcomes of the BAcc degree program are rooted in the mission of the college and the vision of the university, which are in turn rooted in Ignatian values. These outcomes encapsulate the knowledge, skills, and abilities that Accounting students should possess as graduates of the College of Business. The learning outcomes are as follows.

As evidence of satisfactory learning achievement, graduates of the BAcc degree program will be able to...

- (A1) Demonstrate ability and competency as professionals in the field of accounting
- (A2) Apply critical thinking skills to solve issues in accounting
- (A3) Communicate effectively in the business and accounting world
- (A4) Apply a values-laden method for responding to ethical issues in accounting and business
- (A5) Demonstrate capacity to be leaders and decision-makers in private, public, and non-profit sectors

The Student Learning Outcomes of the BBA degree program are rooted in the mission of the college and the vision of the university, which are in turn rooted in Ignatian values. These outcomes encapsulate the knowledge, skills, and abilities that students of all BBA majors should possess as graduates of the College of Business. The learning outcomes are as follows.

As evidence of satisfactory learning achievement, graduates of the BBA degree program will be able to...

- (B1) Demonstrate competency and ability as business professionals
- (B2) Apply critical thinking skills to solve issues in business
- (B3) Communicate effectively in the professional business world
- (B4) Apply a values-laden method for responding to ethical issues in business
- (B5) Demonstrate the knowledge, skills, and abilities necessary to succeed in a global economy

The Student Learning Outcomes of the MBA Program are conceived of as formative concepts developed through coursework that are predictive of success on the final business plan submitted in the Capstone Course. The outcomes are assessed in the context of a student's final demonstration of achievement in the Capstone business plan project. A qualified third-party conducts the assessment. The learning outcomes are as follows.

As evidence of satisfactory learning achievement, graduates of the MBA Program will be able to...

- (G1) Develop and implement leadership systems throughout an organization
- (G2) Embrace strong ethical values and acknowledge moral and legal obligations
- (G3) Design, align and integrate strategic, tactical and operational plans
- (G4) Identify customer and other critical requirements, and design organizational systems incorporating requirements
- (G5) Design and use information systems and methods for collecting, analyzing and disseminating data
- (G6) Marshal human resource systems to accomplish organizational tasks.
- (G7) Create effective operational processes, support services and supplier networks
- (G8) Monitor performance through financial, accounting and regulatory compliance
- (G9) Communicate effectively through written, oral and visual media

Summary of Assessment Results

Key Performance Indicators

The College of Business continues to perform approximately equal to the university at large on measures of student satisfaction or engagement, as well as on key performance indicators such as retention and graduation rates (see sections 2.5 and 5.1). The College has maintained the highest percentage of tenured / tenure-track faculty (80%) as well as the highest percentage of full-time faculty (75% by headcount, 85% by FTE) among all colleges on campus while offering the largest average class sizes (100-level = 70, 200-level and above = 25 to 30), indicating a high level of instructional efficiency (see university KPI reports).

B.Acc. Program Assessment

Students completing a case study assessment in ACCT B400 Advanced Accounting displayed acceptable proficiency in completeness of analysis (89% proficient) and general writing mechanics (85% proficient), moderate proficiency in the use of research and examples (78% proficient), and low proficiency in critical thinking (63% proficient) and analysis / application (67% proficient). [SLOs: A1, A2, A3]

Results from the assessment of undergraduate presentation skills in BA B101 Business Communication are not able to be disaggregated by undergraduate degree program (B.Acc. vs. B.B.A.), but overall business students displayed acceptable or very high proficiency on every area of assessment aside from the use of transitions (77% proficient), the structure of conclusions (78% proficient), and the use of interrupters (80% proficient). [SLOs: A3]

Accounting majors completing the Defining Issues Test in BA B415 Business Ethics received pre- and post-test Kohlberg Moral Reasoning Scale scores of 33.3 and 45.3, respectively, indicating significant overall improvement after course instruction. After completing the class, 83% of accounting majors scored at acceptable (40-50 points) or exceptional (>50 points) levels (compared to 33% of majors on the pre-test measure), which is an acceptable overall level of proficiency. [SLOs: A4]

Accounting majors taking the comprehensive accounting major assessment examination scored an average of 48% on the examination. 65% of students displayed unacceptable proficiency (score <50%); 31% of students displayed acceptable or marginal proficiency (score 50-70%), and 4% of students displayed high proficiency (score >70%). The accounting department indicated concerns that the calculations required were too tedious / difficult / specific for a program-comprehensive instrument. Among exam sub-topics, students performed best on questions related to basic corporate accounting (67% proficient) and worst on questions related to equity transactions, information systems, or auditing (37% proficient overall). [SLOs: A1, A5]

Accounting majors received the mean scores on Internship Supervisor Evaluations in Fall 2012 ranging from a low of 4.31 (of 5) for Critical Thinking and Problem-Solving to a high of 4.66 (of 5) for Organizational Knowledge and Leadership Skills, demonstrating more than acceptable proficiency on all scale items. [SLOs: A1, A5].

B.B.A. Program Assessment

Results from the assessment of undergraduate presentation skills in BA B101 Business Communication are not able to be disaggregated by undergraduate degree program (B.Acc. vs. B.B.A.), but overall business students displayed acceptable or very high proficiency on every area of assessment aside from the use of transitions (77% proficient), the structure of conclusions (78% proficient), and the use of interrupters (80% proficient). [SLOs: B3]

Students in the B.B.A. program completing the Defining Issues Test in BA B415 Business Ethics received pre- and post-test Kohlberg Moral Reasoning Scale scores of 36.3 and 45.9, respectively, indicating significant overall improvement after course instruction. After completing the class, 73% of accounting majors scored at acceptable (40-50 points) or exceptional (>50 points) levels (compared to 37% of majors on the pre-test measure), which is a marginally acceptable overall level of proficiency. [SLOs: B4]

Students in the five B.B.A. majors taking their respective major-specific comprehensive assessment examinations scored an overall average of 67% on the examinations (by major: Econ = 81%, Fin = 69%, Intb = 71%, Mgt, 56%, Mkt = 57%). Overall, 52% of students displayed high proficiency (score >70%), 39% of students displayed acceptable or moderate proficiency (score 50-70%), and 9% of students displayed unacceptable proficiency (score <50%). By major, the highest proficiency level displayed was among Economics majors (86% highly proficient) and the lowest proficiency level was among Marketing majors (24% unacceptably proficient). Discrepancies in the difficulty level of each individual test may account for a portion of these cross-major comparisons. [SLOs: B1, B5]

Students in the B.B.A. program received mean scores on Internship Supervisor Evaluations in Fall 2012 ranging from a low of 4.54 (of 5) for Critical Thinking and Problem Solving to a high of

4.81 (of 5) for Dependability and Personal Character, demonstrating more than acceptable proficiency on all scale items. [SLOs: B1, B5]

M.B.A. Program Assessment

M.B.A. students demonstrated acceptable levels of proficiency (80% proficient) on all items associated with the third-party external review of the business plan projects from the M.B.A. capstone course. In two areas, however, only 20% of students displayed "Excellent" proficiency with the required content: in Strategic / Operational Planning and in Grammar / Style. The assessment also found the following for each of the major areas of the business plan project:

Marketing: Market research was quite thorough, however several of the marketing plans made undocumented assumptions that should have accompanied strategic and tactical recommendations. Some students heavily weighted their papers with extensive market observations, much of which was absent thought and critical assessment.

Presentation: Most of the presentations followed a conventional format. The most obvious deficiency was a regular failure to state the problem and to express the purpose of the plan up front. The reader had to blindly work their way through substantial material before any clarity for the material was evident. In a few cases, the purpose was omitted.

Financial: The financials were seen in greater detail this year than in the previous year's projects. There were a few papers that took too much license to stray from conventional formats.

Critical Thinking: This remains an area for improvement. Students are not comfortable enough challenging what they read. There were too-obvious templates used to support suggestions, which may not have had the applicability to the problem statements at hand.

Risk Analysis: As in the previous year, risk analysis was spotty although one student did an excellent analysis. Several of the students used the SWOT or TOWS matrices without a real understanding of what they were writing. Consequently, there were a few major issues that were completely missed.

Cross-Discipline Integration: Compared to the previous year, there was a much better integration of the disciplines. Additional work is still needed in this area, but there was improvement. A few students did not connect sections of the plan to each other.

Grammar and Punctuation: Overall the plans reflected a very good command of business language communications, but there were typos and grammatical mistakes that could have easily been avoided.

Use for Programmatic Enhancement

The assessment cycle in the College of Business is such that most assessment takes place end-of-year and is not available for review until the following academic year. The assessment results summarized above, therefore, will not be reviewed or acted on until AY 2013-14.

In fact, one of the key uses of AY 2011-12 assessment was the shift to end-of-year assessment in AY 2012-13. Much of the SACS-specific / by-major assessment for the College takes place through the comprehensive assessment examinations, which were administered in AY 2011-12 during the first week of class in the fall semester. These exams returned what in hindsight should have been expectedly very low scores. Moving the tests to the end of the spring semester, when the upper-division students for whom they are intended will have completed nearly all of the coursework for their degree program, was a major change to the assessment practices in the College for AY 2012-13.

A very detailed analysis of retention for the 2009 Fall student cohort in business, tracking in-flows (transfer students, students switching from other Loyola colleges) and out-flows (attrition, change-of-majors / -colleges), revealed a number of key high-level findings that guided much of the curricular and programmatic enhancements in AY 2012-13.

For example, while International Business was by far the largest / most-declared major for freshman and sophomore business students, it was also by far the smallest major for seniors and graduating students. This was judged to be due partly to the foreign language requirement which many students put off during freshman and sophomore years, as well as to the credit-hour-intensive curriculum of the International Business DPCL (whereas the program was 120 credit hours on paper, the requirement to pass 100, 101, and 200-level foreign language outside of the degree program requirements added an invisible 3-9 credit hours for most students; additionally, most International Business majors could not double-major easily due to the lack of any general business electives in the program). The changes to the International Business major for AY 2013-14 address these concerns in the hope of increasing the persistence of lower-division students in the program.

Additionally, the retention analysis identified Accounting as a program with significant Junior-year in-flows (transfers from other business or Loyola majors). Because much of the Accounting coursework is essentially lock-step (courses offered once per year and with many prerequisites), this made it difficult for some late adopters to complete the program on time if they had not taken prerequisite and foundational coursework as early as students who had been in the program since freshman or sophomore year had taken. To address this, the Accounting program modified its minor offerings (to allow upper-division students a more flexible option beyond simply changing to an Accounting major or adding a double-major) and moved one of the key

courses in the program (Strategic Cost Management) from a senior-level to a junior-level offering so that students could take some of the advanced coursework earlier without as significant a prerequisite load.

Assessments in the 2012-13 academic year corroborated previous findings that quantitative analysis and related coursework (DECS B205 Business Statistics, MGT B325 Production & Operations Management, etc) were an area of comparatively weak performance for business students across the board. Beginning in Summer 2013, the College of Business administration and multiple teachers in quantitative areas met to discuss these findings and develop corrective programmatic enhancements. Discussion will be ongoing through Fall 2013 with a planned pilot implementation of a possible corrective action (in the form of additional course material / prerequisite instruction in classes taken early sophomore year prior to Statistics or Operations) in Spring 2014, depending on staffing availability and the progress of formal curricular proposals for changes targeted Fall 2014.

5.1 Student Aggregated Results on Relevant Surveys/ETS Results

Student Satisfaction Inventory

The below are the aggregated results of the 2012-2013 Student Satisfaction Inventory for College of Business students.

Scale	College of Business			Loyola University Overall			National Four-Year Privates			CoB vs. National
	Import	Satis / SD	Gap	Import	Satis / SD	Gap	Import	Satis / SD	Gap	Mean Difference
Student Centeredness	6.15	5.21 / 1.13	0.94	6.18	5.29 / 1.14	0.89	6.26	5.43 / 1.19	0.83	-0.22
Campus Life	5.67	4.51 / 1.06	1.16	5.67	4.62 / 1.14	1.05	5.82	5.01 / 1.16	0.81	-0.50
Instructional Effectiveness	6.29	5.08 / 1.16	1.21	6.28	5.25 / 1.12	1.03	6.39	5.51 / 1.06	0.88	-0.43
Recruitment and Financial Aid	6.10	4.88 / 1.19	1.22	6.13	4.85 / 1.21	1.28	6.23	5.13 / 1.25	1.10	-0.25
Campus Support Services	5.98	5.23 / 1.05	0.75	5.98	5.26 / 1.08	0.72	6.08	5.48 / 1.04	0.60	-0.25
Academic Advising	6.36	5.42 / 1.29	0.94	6.35	5.43 / 1.30	0.92	6.36	5.52 / 1.28	0.84	-0.10
Registration Effectiveness	6.21	4.99 / 1.16	1.22	6.13	4.93 / 1.19	1.20	6.22	5.19 / 1.18	1.03	-0.20
Safety and Security	6.01	4.82 / 1.30	1.19	6.08	4.92 / 1.22	1.16	6.21	5.04 / 1.28	1.17	-0.22
Concern for the Individual	6.17	5.04 / 1.11	1.13	6.16	5.16 / 1.11	1.00	6.22	5.34 / 1.18	0.88	-0.30
Service Excellence	5.98	4.90 / 1.13	1.08	5.99	4.97 / 1.09	1.02	6.08	5.24 / 1.11	0.84	-0.34
Responsiveness to Diverse Populations		4.80 / 1.21			4.89 / 1.39			5.29 / 1.38		-0.49
Campus Climate	6.14	5.08 / 1.05	1.06	6.15	5.17 / 1.06	0.98	6.23	5.35 / 1.11	0.88	-0.27

5.2 Results of In-House/External Studies and Inventories

B.Acc. Case Analysis Rubric (SLOs: C2, C3, A1, A2, A3)

Below are the results of the case study assessment conducted in Spring 2013 in ACCT B400 Advanced Accounting for students in the Bachelor of Accountancy degree program.

	4	3	2	1	0
	"A level"	"B level"	"C level"	"D level"	"F level"
Content Completeness	Complete in all respects; reflects all requirements	Complete in most respects; reflects most requirements	Incomplete in many respects; reflects few requirements	Incomplete in most respects; reflects 1 or 2 requirements	Incomplete in all respects; reflects no requirements
# per category	19	5	2	0	1
% per category	70%	19%	7%	0%	4%
% either A or B	89%				
Critical Thinking	Demonstrates a sophisticated understanding of case topics	Demonstrates accomplished understanding of case topics	Demonstrates acceptable understanding of case topics	Demonstrates inadequate understanding of case topics	Does not understand case topics
# per category	13	4	3	4	3
% per category	48%	15%	11%	15%	11%
% either A or B	63%				
Analysis & Application	Presents an insightful and thorough analysis	Presents an effective analysis	Presents a superficial analysis	Presents an incomplete understanding	Does not understand case topics
# per category	11	7	0	4	5
% per category	41%	26%	0%	15%	19%
% either A or B	67%				

Research & Examples	Gives concrete examples and cites relevant research	Give some example and some relevant research	Needs more concr. examples or relevant research cited	Needs some concr. examples and relevant research cited	Shows no concrete examples or research
# per category	17	4	2	3	1
% per category	63%	15%	7%	11%	4%
% either A or B	78%				
Writing Mechanics	Maintains professional tone, uses correct style	Needs more professional tone or has stylistic errors	Does not convey professional tone, has stylistic errors	Does not convey professional tone, has many errors	Inappropriate tone used, and has excessive stylistic errors
# per category	22	1	2	1	1
% per category	81%	4%	7%	4%	4%
% either A or B	85%				

B.Acc. and B.B.A. Communication Rubric (SLOs: C1, A3, B3)

Below are the results of the informative presentation speaking skills assessment conducted in Spring 2013 in BA B101 Business Communication for students in the undergraduate programs.

	Excellent	Satisfactory	Unsatisfactory
Organization of Content	61%	28%	12%
Introduction	69%	26%	5%
Ice-breaker	66%	28%	6%
Credibility	80%	19%	2%
Preview	57%	35%	9%
Body	66%	23%	12%
Evidence	77%	17%	6%

Examples	75%	19%	6%
Transitions	44%	33%	23%
Conclusion	33%	45%	22%
Summary	39%	41%	20%
Final Thoughts	19%	58%	23%
Respect of Time	56%	22%	22%
Power of Delivery	61%	32%	7%
Stance	62%	38%	0%
Projection	74%	26%	0%
Appearance	65%	28%	7%
Interrupters	41%	39%	20%
Relationship w/ Audience	66%	32%	2%
Hand Gestures	67%	29%	4%
Conversational Style	56%	44%	0%
Pleasant Expression	76%	24%	0%
Good Eye Contact	64%	34%	2%

B.Acc. & B.B.A. Ethics Test (SLOs: C5, A4, B4)

Students in BA B415 Business Ethics took a version of the Defining Issues Test based on Kohlberg's Moral Reasoning Scale. The test was conducted as a pre-/post-test assessment with scores measured for each student at the beginning and at the end of the course. The normed score for college students is in the 40-50 range. Graduate students and philosophy students have normed scores above 50. The distribution of student scores pre- and post- are below. 83% of individual students showed some improvement in their test scores; 14% improved more than 100%. The average improvement was 10 full points.

	Pre-Test	Post-Test
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Unacceptable (<40)	23	10
Acceptable (40-50)	6	12
Exceptional (>50)	7	14
Average Score	35.8	45.8
% Acceptable	36%	72%

B.Acc. & B.B.A. Internship Evaluations (SLOs: C5, C6, A1, A5, B1, B5)

Below are the results from the supervisor evaluations of student interns during the Fall 2012 semester. Mean scores reported are on a 5-point scale.

A. Ability and Willingness to Learn	4.63
1. Observes and pays attention to others	4.71
2. Asks pertinent and purposeful questions	4.55
3. Seeks out and utilizes appropriate resources	4.60
4. Accepts accountability and learns from mistakes	4.73
5. Shows initiative and is open to new experiences	4.58
B. Business Etiquette and Basic Work Habits	4.59
1. Reports to work as scheduled and on-time	4.45
2. Is prompt in showing up to scheduled meetings	4.69
3. Exhibits a positive and constructive attitude	4.77
4. Dresses appropriately for the organization	4.68
5. Employs good time management skills	4.35
C. Critical Thinking and Problem-Solving	4.47

1. Seeks to comprehend issues in broad context	4.50
2. Breaks down complex tasks to manageable pieces	4.32
3. Develops new ideas by brainstorming options	4.34
4. Respects input and ideas from other people	4.65
5. Demonstrates capacity for analytical thinking	4.53
D. Dependability and Character Attributes	4.75
1. Brings a sense of integrity and values to the job	4.77
2. Seeks to serve others even if an inconvenience	4.67
3. Respects the privacy of others while at work	4.73
4. Behaves in an ethical manner in all conduct	4.84
5. Respects the diversity (all kinds) of others at work	4.77
E. Effective Written and Oral Communication Skills	4.58
1. Communicates clearly and concisely in writing	4.45
2. Demonstrates effective proof-reading or editing	4.48
3. Comprehends and follows verbal instructions	4.71
4. Listens to others actively and attentively	4.71
5. Participates effectively in group meetings	4.54
F. Professional and Career Development Skills	4.55
1. Understands their own strengths and weaknesses	4.48
2. Exhibits a self-motivated approach to work	4.48
3. Demonstrates ability to set priorities and goals	4.55
4. Exhibits professional behavior and attitude	4.68

5. Shows interest in determining career direction	4.53
G. Organizational Knowledge and Skills	4.76
1. Understands your organization's mission and goals	4.68
2. Works within expectations of your organization	4.74
3. Respects confidentiality of organizational inform.	4.84
4. Works within proper decision-making channels	4.74
5. Interacts appropriately with you as supervisor	4.81
H. Interpersonal and Teamwork Skills	4.65
1. Relates to co-workers easily and effectively	4.74
2. Manages and resolves conflict productively	4.60
3. Supports and contributes to a team atmosphere	4.67
4. Controls emotions appropriately for workplace	4.74
5. Demonstrates appropriate level of assertiveness	4.52
Would you supervise this intern again?	97%
Would your company hire this intern?	94%

Comprehensive Major Assessment Exams (SLOs: A1, A5, B1, B5)

Below are the results of internal comprehensive assessment examinations conducted in Spring 2013 for each undergraduate business major with overall, per-question, and per-category scores.

Accounting

QUESTION	OVERALL	Corp. Acct.	Cost / Mgrl.	Eqty. Trans.	Tax / Publ.	AIS / Audit
1	30%	x				

2	63%	x				
3	87%	x				
4	90%	x				
5	77%	x				
6	40%			x		
7	37%		x			
8	53%		x			
9	70%		x			
10	37%			x		
11	47%				x	
12	23%			x		
13	43%				x	
14	27%				x	
15	23%		x			
16	50%					x
17	50%				x	
18	37%		x			
19	50%					x
20	13%					x
21	30%					x
TOTAL	47%	69%	44%	33%	42%	36%

Economics

QUESTION	OVERALL	Econ. 101	Fiscal Pol.	Mon. Pol.	Price Thry.	Spp./Dem.	Tax/Extrn.
1	93%	x					
2	100%	x					
3	93%				x		
4	93%						x
5	43%					x	
6	93%						x
7	100%						x
8	36%						x
9	36%				x		
10	71%				x		
11	100%	x					
12	36%					x	
13	79%					x	
14	100%					x	
15	86%				x		
16	100%			x			
17	100%			x			
18	93%			x			
19	57%			x			

20	93%			x			
21	86%		x				
22	86%		x				
23	86%		x				
24	64%		x				
25	93%	x					
TOTAL	81%	96%	80%	89%	71%	64%	80%

Finance

QUESTION	OVERALL	Corp. Acct.	Corp. Fin.	Investing	Markets	Quant.
1	20%	x				
2	70%		x			
3	90%		x			x
4	60%			x		
5	80%			x		x
6	90%			x		x
7	70%			x		
8	90%			x		
9	100%				x	
10	70%				x	
11	30%				x	

12	86%				x	
13	80%	x				
14	30%	x				
15	30%	x				
16	90%		x			
17	60%			x		x
18	70%			x		x
19	90%		x			x
20	70%		x			x
TOTAL	69%	40%	82%	74%	72%	79%

International Business

QUESTION	OVERALL	Bus. Envir.	Culture	Strategy	Fin./Econ.
1	50%	x			
2	100%			x	
3	50%	x			
4	100%	x			
5	84%		x		
6	63%		x		
7	38%		x		
8	100%		x		

9	100%		x		
10	50%			x	
11	13%			x	
12	50%			x	
13	100%	x			
14	100%	x			
15	98%	x			
16	63%				x
17	75%				x
18	63%				x
19	88%			x	
20	38%				x
TOTAL	71%	83%	77%	60%	59%

Management

QUESTION	OVERALL	Theory	H.R. / O.B.	Strategy	Analysis
1	0%	x			
2	100%	x			
3	40%		x		
4	60%		x		
5	80%	x			

6	40%		x		
7	60%			x	
8	100%			x	
9	40%				x
10	20%				x
11	80%	x			
12	44%				x
13	70%			x	
14	45%			x	
15	75%			x	
TOTAL	56%	65%	47%	80%	47%

Marketing

QUESTION	OVERALL	Mkt. Thry.	Cons. Beh.	Mkt. Res.	Strategy	Pricing
1	100%	x				
2	36%	x				
3	55%	x				
4	73%	x				
5	73%	x				
6	91%		x			
7	27%		x			

8	82%		x			
9	64%		x			
10	100%		x			
11	100%			x		
12	55%			x		
13	0%			x		
14	91%			x		
15	36%			x		
16	36%				x	
17	27%				x	
18	82%				x	
19	73%				x	
20	82%				x	
21	27%					x
22	82%					x
23	18%					x
24	27%					x
25	27%					x
TOTAL	59%	67%	73%	56%	60%	36%
QUESTION	OVERALL	Products	Promos.	Distrib.	Ethics/Env.	Metrics
26	90%	x				

27	20%	x				
28	30%	x				
29	90%	x				
30	10%	x				
31	50%		x			
32	60%		x			
33	10%		x			
34	50%		x			
35	90%		x			
36	60%			x		
37	50%			x		
38	60%			x		
39	90%			x		
40	30%			x		
41	70%				x	
42	40%				x	
43	50%				x	
44	70%				x	
45	50%				x	
46	60%					x
47	60%					x
48	50%					x

49	70%					x
50	40%					x
TOTAL	54%	48%	52%	58%	56%	56%

M.B.A. Capstone Project External Review (SLOs: C2, C3, C4, C6, G1, G3, G4, G5, G6, G7, G8, G9)

Below are the results of the third-party external review of business plan projects submitted for the MBA capstone course completed during the Summer 2013 semester.

	Excellent	Acceptable	Unacceptable	
Leadership Systems	80%	0%	20%	
Strategic Planning	20%	80%	0%	
Customer Focus	60%	40%	0%	
Information Systems	80%	0%	20%	
Human Resource Systems	60%	20%	20%	
Supply Chain Management	60%	20%	20%	
Process Monitoring	40%	40%	20%	
Grammar and Style	20%	60%	20%	

The third-party review additionally provided additional qualitative summaries of the quality of work demonstrated by the students, which were used in interpreting program outcomes.

6.0 Summary of Achievements

6.1 Achievements in Teaching

Extraordinary teaching achievement was exemplified in the College of Business for AY 2012-13 by the following accomplishments:

Mike Pearson, Karen Arnold, and Lee Mundell, (with Tom Hickman) had their article, "An Introduction to Business Exercise for Prioritizing a Manager's Activities: Comparison of Computerized Versus Noncomputerized Administrations," published in the Spring 2012 issue of the Journal of the Academy of Business Education. This exercise was built with input from our College of Business Visiting Committee and used in our Introduction to business classes over a two-year period of time. It allowed the students to match their skill in prioritizing managerial activities with actual business executives.

Frankie Weinberg's First-Year Seminar class, "Dishing it Up: The Business of Food in New Orleans," hosted speaker Rachel Billow, founder of the Food Truck Coalition and owner of the La Cocinita food truck. Before opening the food truck for business in the Peace Quad, Ms. Billow first spoke to the Loyola community about the ways in which food trucks help to serve community needs in New Orleans and her efforts to work with City Hall to change the laws which restrict food truck operation in the city.

Last year's Loyola basketball team won their first divisional championship since 1947 and each player was presented their championship ring at the starting game by their "favorite professor." Fifty percent of the "favorite" professors chosen by the team were business professors. Dr. Jeffrey Krug, Dr. Wing Fok, Dr. Mike Pearson, and Ms. Ashley Francis had been chosen by players to present their rings at the ceremony. Congratulations to the team and these excellent professors!

As part of a project for Mike Pearson's Sports Marketing class, three business students met with Bryan Ross, Vice President of Sales for the New Orleans Pelicans, about how to increase college student attendance at basketball games.

The following faculty were appointed to Endowed Professorships:

Dr. Kendra Reed: Barry and Teresa LeBlanc Professorship in Business Ethics
Dr. John Levendis: Dr. John V. Connor Professorship in Economics and Finance
Dr. Daniel D'Amico: William Barnett Professorship in Free Enterprise Studies
Dr. Mehmet Dicle: Stanford H. Rosenthal Professorship in Risk, Insurance and Entrepreneurship

The purpose of Endowed Professorships is to promote teaching and scholarship in the respective areas named. An investiture ceremony took place in early Spring 2013.

6.2 Achievements in Research

In addition to numerous scholarly publications in peer-reviewed journals, business faculty had the following exemplary or outstanding scholarly achievements in AY 2012-13:

Mehmet Dicle was quoted by the Wall Street Journal in an article entitled, "Is gold staging a comeback?" (August 24, 2012)

Nick Capaldi and Ted Malloch did a book signing on October 5, 2012, of their book *American Spiritual Capital*. The book signing was sponsored by Hillsdale College.

Lexis Nexis used an excerpt from one of Walter Block's articles for a law school book entitled *Criminal Law: Cases and Materials*. Walter Block & David Gordon, *Blackmail, Extortion and Free Speech: A Reply to Posner, Epstein, Nozick and Lindgren*, 19 LOY. L.A. L. REV. 37, 38-39 (1985).

Felipe Massa had a lead article publication: "Rebels with a Cause: Formation, Contestation, and Expansion of the De Novo Category 'Modern Architecture,' 1870-1975." *Organization Science* 2012; 23 1523-1545.

Nick Capaldi was quoted on page 130 in Steve Forbes' new book, *Freedom Manifesto*. It was published in 2012 by Crown Business New York.

Nick Capaldi delivered the closing Plenary address at the Fifth World Conference on Metaphysics in Rome in November. His presentation title was "The Poverty of Catholic Social Thought on Economics."

Walter Block published 20 articles in refereed journals in 2012, which brought his lifetime total to 400.

6.3 Achievements in Service and Community Engagement

The College of Business faculty are charged by the College mission to "serve local and intellectual communities" and carried out that charge with the following service achievements in AY 2012-13:

Congratulations to Valerie Alombro who won this year's Coadjutor Optimus Staff Award. The award is given to one university staff member of Loyola who demonstrates service above that required or expected and who are representative of the University's commitment to Jesuit values.

The annual CoB Fall Picnic was a great success. We had record volunteers from faculty and staff, and it was a day of camaraderie and fun. College of Business

faculty and staff worked together to feed students hundreds of hot dogs and hamburgers at the free event. Special thanks to Valerie Alombro who coordinated the event this year. The "Pie A Professor" fundraiser was also a success and made the event that much more memorable!

Walter Block gave lectures on economics and political philosophy at McNeese State University in Lake Charles and at the University of West Florida in Pensacola, FL. He also spoke on these subjects in Sydney, Australia and Sao Paulo, Brazil.

Mike Pearson was quoted in the New Orleans Advocate regarding the economic impact of the Super Bowl on the city. It was a frontpage article, "Super Bowl XLVII tallied."

Patrick Lynch interviewed with Lee Zurik on Fox News on 2/18/13 regarding the alleged payroll fraud and reckless spending in the St. Tammany Coroner's office.

Kathy Barnett has been appointed to the Board of Trustees for the New Orleans Parish 4-H Foundation.

Jeffrey Krug presented to the faculty at SIES College of Management Studies at the University of Mumbai, and spent the day with the dean, Dr. AK Sen Gupta. He also presented to the faculty and taught a session with MBA students at the Singhad Institute of Management Studies (also part of the University of Mumbai).

Stuart Wood was interviewed on campus by Cornell's Institute for Public Affairs regarding entrepreneurial activities and financial effects of Hurricane Katrina.

Walter Block was named Associate Editor for the field of Economics for the Journal of Economics and Administrative Sciences (JEAS).

Patrick Lynch was the guest speaker at the Republican Professional Women of Greater New Orleans meeting on March 14, 2013.

6.4 Student Achievements

College of Business students, supported by the faculty and staff of the College, achieved many outstanding successes in AY 2012-13, including the following:

An MBA team participated in several New Orleans Entrepreneurship Week (NOEW) events, enhancing Loyola's visibility and reputation for community engagement and scholarship. The team, that included Josh Daly, Christine Lazzaro, Jessie Millsap, Conrad Pramono, Haritiana Rakotomamonjy and Sarah Zarate, represented the university, college and program very well in competition with teams from top schools such as Columbia, Cornell, Dartmouth, Harvard, Stanford, Tulane, and Yale. Over several long days of work, the team helped turn the Wave Robber, a patented device that supports shoreline protection and restoration invented by Mr. Webster Pierce, Jr., from Cut Off, LA., from an idea to a promising business. Several newspaper articles featured our team's role in helping secure \$50,000 in venture start-up funds for their client.

Faculty sponsors, participants, and some of the world's leading entrepreneurs, celebrated the team's professionalism and the commitment of the MBA program to entrepreneurship. Guidance provided by Professor Felipe Massa in his Entrepreneurship Workshop class and throughout the week yielded fantastic results. The Louisiana Small Business Development Center, particularly Carmen Sunda and Wayne Aucoin, supported Loyola efforts throughout the week. The SBDC will continue to fund graduate assistantships for Loyola students, many who participated in NOEW. Financial support was also received by donations from local entrepreneurs. We are grateful to The Idea Village, the organizer of the event, for putting together a meaningful and engaging experience for our students.

At the International Collegiate Conference of the American Marketing Association, the Loyola University AMA Team received a National Honorable Mention Award for its Marketing Week activities. AMA Marketing Week was held during the fall semester with Loyola's chapter organizing its activities around the Super Bowl with speakers from the Greater New Orleans Sports Foundation, the New Orleans Jazz and Heritage Foundation, and a tour of the Mercedes-Benz Superdome. The chapters also sponsored several other events during Marketing Week

emphasizing volunteer and internships opportunities. Chapter president, Maggie Conley, and vice president, Mia Fruge, accepted the award for the chapter.

Loyola MBA students Jessica Cremer and Emily Jones, and undergraduate, Dwight Davison, took 2nd place on March 16 at Louisiana's annual ACG Cup. They competed against students from Tulane University and LSU. The students competed in conjunction with Prof. Les Alexander's Investment Banking course. Teams had one week to review a case study that required a combination of corporate strategy, financial, and valuation skills, in order to present a recommended course of action to a panel of judges. The competition affirmed the classroom basics in a real-world application.

Loyola students with publications coauthored with business faculty include:

Portillo, Javier and Walter E. Block. 2012. "Anti-Discrimination Laws: Undermining Our Rights," Journal of Business Ethics; Vol. 109, No. 2, pp. 209-217.

Mukherjee, Jay and Walter E. Block. 2012. "Libertarians and the Catholic Church on Intellectual Property Laws." Journal of Political Philosophy Las Torres de Lucca. Issue No. 1, July-December, pp. 59-75.

John Levendis and former Loyola student Jennifer Moreale had their paper accepted in the Forum for Social Economics. Their paper is entitled, "IQ and Economic Development: A Critique of Lynn and Van Hanen."

Jordan Reel and Walter E. Block. 2012. "Public Education: Who is it for?" The Scientific Journal of Humanistic Studies.

Robert Schuldt, Davis Woodall and Walter E. Block. 2012. "Drowning the Poor in Excessive Wages: The Problems of the Minimum Wage Law" Humanomics, Vol. 28, No. 4, pp.258 – 269.

Loyola economics student Rachel Sayers presented a paper (coauthored with John Levendis) at the Academy of Business Research conference in New Orleans in March. The paper, "The Sexual Orientation Wage Gap," was voted Best Paper in Session.

7 Supporting Documents

Course and Curriculum Proposals Approved 2012-2013

Attached to this report are copies of the relevant proposals for course and curricular changes approved by UC&CC for AY 2012-2013, as well as the record of business faculty committee service for the year.

College of Business Supporting Documents

[Accounting Major Modification Proposal.pdf](#)

[Accounting Major Renumbering Proposal.pdf](#)

[Accounting Minor for Business Majors Proposal.pdf](#)

[Accounting Minor for Non-Business Majors Proposal.pdf](#)

[CoB Committee Service 2012-13.pdf](#)

[Intb Major Functional Concentrations Proposal.pdf](#)

[MBA Curriculum Revision 4.29.2013.pdf](#)

[Management Major MGT 430 Course Proposal.pdf](#)

[Retention Analysis 2009F Cohort.pdf](#)