

**College of Business  
2009 Annual Report**

## 1. Executive Summary

The College of Business' strategic activities for the 2009-2010 calendar year were focused on addressing the concerns of the AACSB Maintenance of Accreditation peer review team that visited campus during the period of February 8-10, 2009. Although their review was labeled a "fifth year visit," it was the first time an audit team had been on campus in 13 years because Loyola was one of the last schools operating under the prior 10-year AACSB assessment cycle and the college received two postponements following Hurricane Katrina.

Both AACSB International and the team received a 125 page self-report prior to the visit. The self-report attempted to account for the thirteen year lapse between visits. Primarily, however, it reviewed and documented the College's operations, state-of-affairs, resource deployments, vision, strategic plans, assessment & learning assurance and student, faculty, alumni, and staff success stories. The document also addressed the lengths to which the College went to stay accreditation compliant during and after the devastation of Katrina. The entire report can be found at <http://www.business.loyno.edu/aacsb-accreditation>.

By almost any measure, the self-report document and visit were a success, particularly given the interval between visits and the devastation which befell Loyola and New Orleans. Nevertheless in a letter from Caryn Beck-Dudley, Maintenance of Accreditation Committee Chair, the College was informed that "the Maintenance of Accreditation Committee concurs with the Team's recommendation that the maintenance review of the undergraduate and master's degree programs in business offered by Loyola University New Orleans be continued for an additional year." The letter went on to say that a Sixth Year Review would allow additional time to address the resolution of the following educational quality issues:

"1. Strategic Planning – A formal strategic plan should be developed to more clearly specify future goals and objectives along with the sources and uses of scarce resources.

2. Assurance of Learning – Completion of several assessment cycles of all learning goals, with clear documentation of changes to curriculum and pedagogy based on outcomes

3. Student Retention – Specific goals for retention should be established by the College and outcome assessments should be reviewed to indicate which elements of the Freshmen Experience should be retained or modified to achieve these goals."

The College worked to address these three concerns of the AACSB peer review team and submitted a Sixth-Year Maintenance Report in January of 2010. This annual report contains documentation of activities directed toward maintaining AACSB accreditation.

[UPDATE: The Sixth-Year report and related strategic activities addressing areas of concern were successful in maintaining the College's AACSB accreditation for another five years.]

## **2. Unit Identification and Profile**

### ***2.1 Official Name and Mission***

#### **Joseph A. Butt, S.J., College of Business**

“In the Ignatian tradition, the mission of the College of Business is to provide a 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.

Today, more than ever, businesses need ethical, empowered leaders who invite trust, build community, and value their professional responsibility more than self-interest. In the College of Business, our vision is to create a learning place that **awakens, enlightens, and transforms** students to become those kind of leaders and not to leave their values, ethics, and character behind when they graduate.”

### ***2.2 General Unit Description***

Founded in 1947, the College of Business holds membership in the American Association of Colleges and Secondary Schools, Association of American Colleges, Association of Jesuit Colleges and Universities, National Catholic Educational Association, the Southern Business Administration Association, and the Southwestern Business Administration Association.

The College of Business' baccalaureate program was accredited by the Association to Advance Collegiate Schools of Business (AACSB) in 1950. The graduate division of the college was established in 1961, accredited by the AACSB in 1974, and reaccredited in 1983, 1999, and most recently in 2010. The College of Business is also accredited by the Southern Association of Colleges and Schools (SACS).

The College of Business offers 1 graduate and 2 undergraduate degree programs, as well as 7 undergraduate majors and 7 undergraduate minors for business or non-business majors. The College provides courses in Accounting, Business Administration, Decision Science, Economics, Finance, International Business, Legal Studies, Management, and Marketing.

#### ***2.2.1-2 Staff and Faculty Employment***

The College of Business employed 9 full-time and 1 part-time staff members in 2009, as well as 30 full-time (16 tenured, 9 tenure-track, 5 extraordinary) and 20 part-time faculty.

### **2.2.3 Undergraduate Student Enrollment**

<b>Major</b>	<b>Full-time</b>	<b>Part-time</b>
Accounting	46	3
Economics	49	2
Finance	62	2
International Business	90	1
Management	86	3
Marketing	99	2
Business of Music	38	2

### **2.2.4 Graduate Student Enrollment**

The MBA program enrolled 57 full-time and 37 part-time students in 2009.

### **2.2.5 Retention Rates (2008 to 2009; F-to-S is all enrolled, F-to-F is freshmen only)**

<b>Major</b>	<b>Fall-to-Spring</b>	<b>Fall-to-Fall</b>
Accounting	91%	77%
Economics	90%	100%
Finance	92%	43%
International Business	94%	83%
Management	95%	76%
Marketing	93%	72%
Business of Music	96%	86%
MBA Program		91%
<b>College-Wide</b>	<b>93%</b>	<b>79%</b>

### **2.2.6 Graduation Rates (2004 undergraduate cohort, 2006 graduate cohort)**

<b>Major</b>	<b>2-year (MBA)</b>	<b>4-year</b>	<b>6-year</b>
Accounting		68%	68%
Economics		0%	50%
Finance		62%	69%
International Business		41%	62%
Management		50%	59%
Marketing		33%	50%
MBA Program	47%	67%	
<b>College-Wide</b>	<b>47%</b>	<b>47%</b>	<b>57%</b>

### **3. Assessment of Unit Goals**

#### ***3.1 General Assessment Plan***

The College of Business uses the following assessments to monitor the quality of programs:

Course Evaluations: Students in every business class use a standard form to evaluate the quality of instruction received in their courses each semester. These results form part of each faculty member's annual performance review and help guide curricular development.

Student Surveys: Students are usually surveyed during their freshman year and again upon graduation. The College uses internal survey instruments to track the quality of classes and extracurricular programs in the freshman year, and the EBI instrument as an exit survey.

Direct Assessment: A rubric- and test-based assurance of learning program is implemented across all degree programs in the College to ensure that student learning achievement is in line with the stated learning goals for each program. Assessment takes place bi-annually.

Activity Reports: Faculty complete a comprehensive report of teaching, advising, service, and research activities prior to their annual performance review. This report serves as a check for maintenance of AQ/PQ status as well as a valuable self-evaluation tool for faculty.

AACSB Tables 9/10: AACSB requires business schools to monitor the deployment of faculty resources within each major area by tracking the percentage of student-credit-hours taught by qualified and by full-time faculty. These tables are presented to AACSB every 5 years.

Internship Assessment: All College of Business students are required to complete at least one internship before graduation. Each intern's supervisor completes a comprehensive evaluation of the intern's performance using a rubric developed by the Portfolio office.

"Is"/"Should Be" Maps: Each major within the College of Business has developed and maintains a set of curricular maps based on a value-chain process. Each major has an "Is" map of current performance and a "should be" map of desired outcomes to work toward.

#### ***3.2 Outline of Program Goals***

"Loyola 2012", the comprehensive strategic plan for the University, was completed and approved by the Board of Trustees in May, 2009, and has three overarching strategies: 1) Enhance Jesuit values; 2) Improve student retention; 3) Enhance the reputation and stature of the University. The College of Business drafted a revised Strategic Plan in Fall of 2009 that addresses these three initiatives and the areas of concern identified by the AACSB peer-review team: 1) Strategic Planning; 2) Assurance of Learning; 3) Student Retention. The plan can be found at <http://www.business.loyno.edu/aacsb-accreditation>.

The following pages report some of the significant achievements of the College of Business toward fulfilling its strategic objectives during the period March 1 to December 31, 2009. This list is not intended to be exhaustive. Rather it is representative of that which has been and will continue to be our effort to uphold and perpetuate the high standards associated with AACSB and our Jesuit heritage, as well as to support the University's strategic plan.

### ***Process Improvements***

- Pursuant to a request by the Provost, the operating policies and procedures contained in the College of Business Faculty Handbook were thoroughly revised, updated and brought into alignment with the University Faculty Handbook.
- Created and disseminated standards for Participating and Supporting Faculty to complement AQ/PQ standards.
- Added more summer on-line courses.
- Developed flow-charts and documentation for key CoB processes such as hiring, curriculum review/refinement, assurance of learning.
- Established assessment teams to address issues raised by the Peer Review Team.

### ***Faculty / Staff / Personnel***

- Sixteen executives and community leaders were added to the Visiting Committee.
- Hired Ms. Angie Hoffer as Associate Dean.
- Hired Dr. Xue Wang for a visiting position in Finance and Dr. Mehmet Dicle, formerly visiting, to tenure track position in Finance.
- Added Dr. Judy Deshotels on part-time basis to assist with the implementation and assessment of the Portfolio Program.

### ***Recruiting & Retention***

#### *Undergraduate*

- Undergraduate student enrollment in the CoB equaled 2008's post-Katrina record of 165 incoming freshmen.
- CoB moved its primary recruitment and retention program beyond the freshmen year mentor program by implementing the Business Profession Program: Creating Learning Portfolios for Success (Portfolio).

### *Graduate*

- Over the past 18 months, MBA student enrollment increased from 68 to 95 students.
- Approved and began to market a dual MBA and Master of Pastoral Studies program similar to the joint MBA/JD program.

### *Fund-Raising / Capital*

- The College of Business received \$350,000 cash and pledges for its new Center for Spiritual Capital.
- Attained 100% participation by CoB Faculty & Staff in the annual fund-raising campaign.

### *Graduate Successes*

- Graduates of the class of 2009 accepted full-time employment with organizations such as Teach for America, the Jesuit Volunteer Service Corp., SONY Records, Massachusetts General Hospital, the American Broadcasting Company, and Barclays Bank.
- 2009 graduates enrolled in advanced degree programs at Columbia University, the University of Chicago, Duke Divinity School, USC, Northwestern University, and numerous professional schools across the nation and around the world.

### *Awards & Recognition*

- CoB Graduating Senior Greg Fontenot received the Ignatian award.
- 1973 CoB alumna, Joy Jacobi, selected as outstanding Loyola graduate.
- “Favorable” media coverage of Loyola was increased by 30% last year. This increase includes a 12% increase in local coverage, a 48% increase in national coverage and 133 stories in international media outlets.

### ***3.3 Student Learning Outcomes***

The undergraduate programs of the College of Business have the following learning goals:

#### **Bachelor of Accountancy Learning Outcomes**

- Graduates will be able to critically analyze business and accounting problems to make informed and technically appropriate decisions.
- Graduates will exhibit ethical conduct in all their activities and be able to apply a values-laden method for making ethical decisions.
- Graduates will be proficient in the use of information technology and able to provide accounting information that meets user needs.
- Graduates will have the accounting background necessary to meet the education requirements for various professional examinations.
- Graduates will be able to communicate business information effectively in order to assume leadership roles in their chosen professions.

#### **Bachelor of Business Administration Learning Outcomes**

- Graduates will demonstrate competency as business professionals.
- Graduates will be able to apply critical thinking skills to business issues.
- Graduates will be able to communicate effectively in the business world.
- Graduates will be able to apply a values-laden method for making ethical decisions.
- Graduates will possess the knowledge, skill, and ability to succeed in the global economy.

The B.B.A. program has 5 unique majors, with the following learning goals:

##### ***Economics Major Learning Outcomes***

- Graduates will be able to critically analyze the economic effects, both intended and unintended, of decisions made under diverse institutional frameworks.
- Graduates will have a broad understanding of the functional areas of business and the application of economics to business decision making.
- Graduates will be able to effectively communicate economic theories and analyses.

##### ***Finance Major Learning Outcomes***

- Graduates will have a broad understanding of the functional areas of business and the application of finance to business decision-making and risk/return analysis.
- Graduates will be able to analyze the financial statements of a business enterprise.
- Graduates will be able to effectively communicate financial theories and analyses.
- Graduates will have an understanding of the financial system of the United States.
- Graduates will have an understanding of domestic and international finance, financial institutions, investments, and markets.



### ***International Business Major Learning Outcomes***

- Graduates will be able to understand, appreciate, and thrive in cultures other than their own, and in organizations composed of and serving individuals with diverse social and ethnic backgrounds.
- Graduates will be able to conduct business transactions in at least two languages using the practical skills and modern techniques of management practice.
- Graduates will feel comfortable in reconciling conflicting ethical, political, and economic dilemmas of the emerging global economy.
- Graduates will be able to incorporate both the broad and specific implications of global trends and unexpected events into the design and implementation of business strategies.
- Graduates will be ready to assume positions of responsibility in internationally-oriented organizations in which these individuals can leverage their managerial skills and expertise.

### ***Management Major Learning Outcomes***

- Graduates will have an intimate knowledge of, and practical skills in, modern techniques of management practice that can be implemented in organizations so that graduates may step into positions of responsibility in any organizational setting.
- Graduates will be able to identify boundaries (e.g. legal, cultural, ethical, organizational), formulate strategies, and implement plans to achieve organizational goals.
- Graduates will be able to identify resources (e.g. financial, human, technical) and tasks, allocate resources, and arrange tasks to achieve organizational goals.
- Graduates will be able to articulate group or organizational goals and influence others to work together to achieve those goals.
- Graduates will be able to measure performance and decide the process changes needed in order to reach organizational goals.

### ***Marketing Major Learning Outcomes***

- Graduates will have a knowledge of current marketing practices and concepts.
- Graduates will be able to apply strategic marketing concepts in a realistic or simulated environment.
- Graduates will be able to plan and evaluate systems for customer input before, during, and after production and distribution of a product or service.
- Graduates will be able to construct a coordinated marketing plan that shows the ability to assess the competitive environment and integrate all the marketing mix areas.
- Graduates will have developed a value structure to judge the implications of their marketing strategies on the internal and external constituencies of a firm.

The graduate programs of the College of Business have a separate Mission Statement:

“Graduate programs of the College of Business at Loyola University New Orleans develop leaders capable of adding value to organizations and society through the application of theory and practice. Building on a rich Jesuit tradition of rigor and spirituality, knowledge is provided through a coordinated and integrated curriculum taught by academically qualified faculty members and professionally qualified practitioners. Program graduates are dedicated to values-driven leadership, systematic approaches in facing challenges and the virtues of innovation, change and entrepreneurship in improving the human experience.”

Additionally, the graduate programs of the College have the following learning goals:

### **Master of Business Administration Learning Outcomes**

- Graduates will be able to engage a business problem head-on and make an informed and implementable decision based on a thorough analysis of the situation from multiple perspectives.
- Graduates will be able to analyze the value proposition of a firm's marketplace offerings, understand the strategic fit of the firm, and create a comprehensive plan to deliver customer value.
- Graduates will be able to act with a managerial perspective, synthesize information from many varied sources, communicate business information persuasively, and influence others to achieve goals.
- Graduates will be able to confront ethical dilemmas with a balanced and coherent perspective, apply a principled method for responding to ethical issues, and reflect on bias in their ethical decisions.

### ***3.4-6 Assessment Activities and Results***

The 2009 Peer Review Team (PRT) letter to the CoB stated that another issue to be addressed was assessment and assurance of learning. The team wrote: “While an assessment plan is clearly in place, there are varying degrees of implementation among programs. Greater experience in assurance of learning will be acquired with the completion of several assessment cycles of all the learning objectives. Provide clear documentation of changes to curriculum and pedagogy based on measurement outcomes. (Assurance of Learning Standards 16 and 18).”

Significant input from the faculty, ad hoc assessment teams, the Dean and Associate Deans, and our assessment coordinator have been sought to meet the spirit and intent of these Assurance of Learning Standards. Assessment and assurance of learning accomplishments for which we are proud are outlined in the following summary. These accomplishments have taken place at both “macro” / process and “micro” / pedagogical levels, and many are elaborated upon in later sections.

### ***Assessment Process***

- A flowchart for the curricular review process was created.
- A flowchart outlining the assessment cycle was created.
- Rubrics for many graduate / undergraduate learning goals were updated.
- Recommendation reports for graduate / undergraduate learning goals were disseminated.
- Ad hoc assessment teams were created for previously under-assessed learning goals.
- A planned assessment cycle for the undergraduate and graduate learning goals has been created and approved to ensure consistent measurement across over time.

### ***B.Acc. Program Pedagogy***

- Faculty in the BAcc program have incorporated added requirements and set higher standards of performance for the areas of cash-flow preparation and revenue recognition in fundamental and key disciplinary courses such as Corporate Accounting & Reporting.
- Faculty in the accounting area have developed and delivered four Fraud Examination / Forensic Accounting courses at the MBA level and one at the undergraduate level.
- The Bachelor of Accountancy major has been substantively revised.
- International requirements were added to the Finance and Accounting programs.

### ***B.B.A. Program[s] Pedagogy***

- In response to the financial crisis, the Economics faculty have revised courses in macroeconomics. An expanded selection of resource materials and research has been included in a variety of Economics area syllabi in order to help students better understand and apply both the current economic crisis and the theories which explain it.
- International requirements were added to the Finance and Accounting programs.
- The International Business major has been revised from a regional to a global perspective.

### ***M.B.A. Program Pedagogy***

- A 75 page communication manual was developed and distributed to MBA students.
- The MBA program was revised and streamlined as the result of an indirect program wide comparison between Loyola and seventeen Jesuit programs and two local competitors.
- In Spring, 2009 a team of faculty assessors identified areas for improvement in regard to MBA learning goals related to Systems Thinking, Critical Analysis, Value Chain, Managerial Perspective and Communication. Enhancements and improvements are currently being developed and implemented as the courses to which they correspond are offered.

### ***Business Core / Elective Curriculum***

- After an exhaustive search, Dr. Len Trevino was hired to fill the Gaston Chair in International Business. Dr. Trevino has already redesigned some courses and pursued partnership relationships with universities in South America and Ukraine.
- A new course in Econometrics applicable to all majors has been created and twice delivered.
- An innovative Management elective in environmental / social responsibility open to all students has been created and delivered.
- The Management Information Systems course was successfully converted from a junior level to a sophomore level course and made more managerially focused.
- We have hired tenure track and visiting faculty from Turkey, Australia, Greece and China. Their combined business and cultural experiences have enabled and supported both curricula and pedagogical enhancements in our delivery of international content.

### ***Extra- / Co-Curricular Programs***

- Study abroad offerings and course substitutions to facilitate study abroad have expanded.
- A Latin America studies course and accompanying trip has been developed and delivered.
- The course content and delivery for the European trip were substantively revised.
- Co-curricular international learning opportunities and experiences have increased.

## **4. Summary of Achievements**

### ***4.1 College Achievements***

The College of Business received a \$350,000 pledge for its new Center for Spiritual Capital. The center focuses on creative thinking, Jesuit ideals, and involvement with the community.

On the Educational Benchmarking Inc. survey, CoB students ranked Loyola University significantly higher than our peer group, Carnegie Class Group, and "all respondents" on questions pertaining to: "good investment", "met expectations", and "would recommend".

Kaan Gencer, an International MBA student at the University of North Carolina Wilmington, has been conducting research on mentoring programs and has identified the College of Business' Executive Mentor Program as a best practice.

### ***4.2 Faculty Achievements***

The College of Business faculty published \_\_\_ articles and made \_\_\_ academic presentations in 2009. These are too numerous to list. Other special achievements worthy of note are:

**Dan D'Amico** won honorable mention in the 2009 Sir John M. Templeton Fellowships Essay Contest for Junior Faculty.

A Service-Learning Course Mini Grant through Kentucky Campus Compact and Louisiana Campus Compact has been approved for **Jean Meyer**. She worked this summer on a service-learning project with selected non-profit organizations was incorporated into the Accounting for Governmental and Non-profit Entities course in the Fall of 2009.

### ***4.4 Student Achievements***

**Kyle R. Berner**, a 2003 marketing graduate and CEO / Founder of Feelgoodz, LLC, has been selected by Junior Achievement to receive a 'Rising Star' award. He is one of five young entrepreneurs in the Greater New Orleans community chosen to receive this honor.

### ***4.5 Community-related Achievements***

**Jerry Goolsby** was thanked for his commitment to the mission of Sweet Home New Orleans in their report on the State of the New Orleans Music Community.

**Chris Screen** volunteered three weeks in August, 2009, for a non-profit agency that rebuilds Katrina-damaged homes, during which he was interviewed by WWL-TV news.

## **5. Budget for Previous Fiscal Year**

All budgets for FY 2008-2009.

### ***5.1 Salary and Operating Budget***

## 6. Planning and Goals for Upcoming Year

### 6.1 General Statement on Strategic Planning

The Strategic Planning Process for the College of Business started in Spring 2008 with a series of meetings with faculty, ultimately leading to the Fall 2008 plan. The central elements of that plan – a host of mental models with explanatory text – was embedded in our fifth-year maintenance of accreditation report to AACSB. That plan was revised by the CoB Strategic Planning Committee in Fall 2009. The Fall 2009 Committee was a cross-functional / cross-rank committee comprised of: Bill Locander (Dean), David Luechauer (Associate Dean), Angie Hoffer (Associate Dean), Lee Yao (Accounting, Area Chair), Kendra Reed (Management, Area Chair), Jerry Goolsby (Hilton / Baldrige Chair), Wing Fok (Intl Business), Kathy Barnett (Communication), Dan D’Amico (Economics), Mehmet Dicle (Finance), Kate Lawrence (Marketing), Amy Keeler (Dean’s Assistant), and Nate Straight (Assessment). The group worked to ensure that this version of the CoB plan was brought it into strategic alignment with the new Loyola University strategic plan.

### 6.2 Alignment with Mission and Goals of University

The University plan contains three major initiatives as noted previously. The College of Business’s Strategic Management Plan 2008-2012 is intended to support these initiatives:

1. *Enhancement of Jesuit values with service learning programs and community service as prominent elements.*
2. *Enhance our reputation and stature by engaging in the following:*
  - a) *Developing new programs of distinction that are marked by excellence and financial soundness.*
  - b) *Focusing beyond our campus and reaching out to the community*
3. *Aggressively address student retention.*

The overall plan is designed to be aligned with the three university initiatives. The College plan will be reviewed annually to ensure it is in keeping with the College mantra to **awaken, enlighten** and **transform** students in keeping with Jesuit values. A comprehensive graph mapping College strategic initiatives to University goals is available upon request.

### 6.3 Program Goals for Upcoming Year

- Apply value chain approach to retention and placement (Strategic Initiative 1.II.A).
- Map key administrative processes to support handbook (Strategic Initiative 1.II.B).
- Internal and external marketing communications plan (Strategic Initiative 1.IV.E).
- Continue development of Business Portfolio Program (Strategic Initiative 3.II.A-B).
- Implement curricular changes identified in major maps (Strategic Initiative 3.III.B).
- Complete hiring plan for Intl Business and Finance (Strategic Initiative 4.I.A).
- Launch Center for Spiritual Capital using raised funds (Strategic Initiative 5.I.A).

#### ***6.4 Student Outcomes for Upcoming Year***

Freshman retention to the second freshman semester within the College of Business is projected to be 96%. At present, 136 of 139 students enrolled in the Fall 2009 semester Business 100 course are enrolled in the Spring Semester 2010 Business 101 course. This is an improvement from the 2008 cohort retention to the second freshman semester, which was around 90%. Although most attrition occurs between the second freshman semester and the start of the sophomore year, these preliminary improvements are a positive sign of change as a result of the process improvements discussed previously.

The phased implementation of the Portfolio Program began in August, 2009 with the freshmen class, and will be followed in 2010 by adding the sophomore class. In 2012 the program will be fully implemented across the freshmen, sophomore, junior and senior levels. At present, the Portfolio Program appears well received by current students, parents, faculty, and members of the business community. Likewise, the Portfolio Program has been supported by the University Administration and is seen as a valuable mechanism for recruiting, retention, and even placement of College of Business students.

#### ***6.6 Resources to Support Program Goals***

The College of Business has the support of the University in addressing the issues raised by the AACSB peer review team, particularly in the area of student retention. As part of a comprehensive, value-chain based approach to addressing student satisfaction / retention, the College will be expanding the scope of the Portfolio Program with the hiring of new staff members dedicated to career and academic counseling and career placement. Further, the Portfolio Program will continue to bring in guest speakers who can guide students in their choice of major and career path. To support the development of College programs of distinction, such as enhanced graduate programs and executive outreach, the College will seek to fill the vacant chair in International Business in 2010 in order to reinvigorate the International Business Center. The Center for Spiritual Capital will also be launched in 2010.

#### ***6.7 Assessment Plan for Upcoming Year***

In 2010, the College of Business will continue the effort to address the AACSB peer review team's concern for the quality of assurance of learning programs. Assessment in the College of Business going forward will take the form of internally-developed comprehensive examinations. Emphasis will be placed on the "Business Disciplines" and "Critical Thinking" learning goals. The assessment of communication will be more widespread in the curriculum.