

FIFTH-YEAR MAINTENANCE REPORT

2004 – 2009

Submitted to AACSB International

On Behalf of

LOYOLA UNIVERSITY NEW ORLEANS

COLLEGE OF BUSINESS

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AACSB PEER REVIEW TEAM VISIT

February 8 – 10, 2009

Dr. John Wolihan, Chair



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EXECUTIVE SUMMARY

Our Blackboards have no Boundaries. Neither do our students.

Tough times never last ... Tough people do!



Assistant Professor Dan D'Amico live on Garland Robinette radio show – fall 2008.

This document is prepared in the aftermath of the most costly, widespread, and devastating natural disaster to occur in the United States of America. Hurricane Katrina hit east of New Orleans on July 29, 2005. A day later, the levees broke in multiple places, with the three most severe breaches being along the Industrial Canal, the 17th Street Canal, and the London Avenue Canal. **August 31, eighty percent of New Orleans was flooded, with some parts under 15 feet of water.** Nearly ninety percent of the residents of Southeast Louisiana had been successfully evacuated prior to the storm. Yet many, mostly the elderly and poor, remained in and around New Orleans. As the storm approached, they flocked to the three-tiered and 70,000 person capacity Louisiana Superdome. Until then, the dome was known mostly as the home of the New Orleans Saints, host to Super Bowls, NCAA Final Four's and a regularly sold-out venue for major concert bands like the Rolling Stones. Yet, in August 2005, the dome became the "refuge of last resort" for 30,000 inhabitants. Only this time, it was not packed with patrons paying high prices, but rather it was packed by the sick, the needy, the criminal and others unwilling or unable to flee to higher ground. Eventually, even parts of the dome began to flood in the rising water.

Perhaps fueled by its location, fabled history, or just a slow news cycle, the media attention was swift, intense and world wide. Their coverage quickly shifted from material damage to more compelling stories of human survival in a ruined and chaotic city. The docudrama intensified as local, regional and national relief efforts were bungled and stalled. Often it appeared that concern for political gain or posturing took precedence over practicality. Helplessness, anger and despair intensified as hunger, thirst, and other basic needs went unmet. Reports of violence in the streets including sniper fire at aid workers and lawlessness in the Superdome were accompanied by pictures of families stranded on rooftops or huddled on bridges and overpasses only inches above the rising waters. In time, those stories were replaced by chronicles of displaced refugees struggling to survive in places far from home. Three years later, images and memories of Katrina haunt residents and visitors alike. At present, any venture, regardless of whether it is through the wealthiest neighborhood or through the depths of the inner-city, will reveal obvious and subtle signs that this tragedy is not a remnant of a bygone era but a stark fact of daily life in the Crescent City.

Katrina Overview

As the center of Katrina passed east of New Orleans on August 29, 2005, winds downtown were in the Category 3 range with frequent intense gusts and tidal surge. Though the most severe portion of Katrina missed the city, hitting nearby St. Bernard and Plaquemines parishes, the storm surge caused more than 50 breaches in drainage canal levees and also in navigational canal levees and precipitated the worst engineering disaster in the history of the United States.

By August 31, 2005, eighty percent of New Orleans was flooded, with some parts under 15 feet (4.5 m) of water. Most of the city's levees designed and built by the United States Army Corps of Engineers broke somewhere, including the 17th Street Canal levee, the Industrial Canal levee, and the London Avenue Canal floodwall. These breaches were responsible for most of the flooding, according to a June 2007 report by the American Society of Civil Engineers.

While this document pays due homage to the suffering and damage that occurred it is also a testament to the resilience of the people in New Orleans and at Loyola University. It bares witness to the enduring nature of Jesuit ideals. The Jesuits *have long held that scholarly excellence plays an integral role in helping men and women achieve moral excellence. Thus, a Jesuit education is a call to human excellence, to the fullest possible development of all human qualities.* Perhaps no city in the United States has been in need of an institution that was founded upon, that exemplifies, and that perpetuates Jesuits beliefs more than New Orleans.

Ideals of A Jesuit Education:

*Pursuit of Excellence
Respect for the World, Its History and Mystery
Learning from Experience
Contemplative Vision Formed By Hope
Development of Personal Potential
Critical Thinking and Effective Communication
Appreciation of Things Both Great & Small
Commitment to Serve
Special Concern for the Poor & Oppressed
Linking Faith with Justice
International and Global Perspective
Discerning Mindset: Finding God in All Things*

(Our Gift To Loyola – Class 2002-2003)

The previous block contains the words etched in the fourteen stones that pave the way between Loyola's Library and newly remodeled Dana Student Center. The ideals they represent have been enacted at many levels by many people during the rebuilding of the CoB, Loyola University, and the city of New Orleans. More importantly, attracting students and producing graduates who embrace and enact those principles will be essential to ensure the long-term social, political and economic vitality of this area.

This is a document of hope. It will present what ***is occurring*** and ***will happen*** rather than explaining or accounting for what has been or has happened. Its mere composition demonstrates that even in the toughest times, the faculty, staff, students, parents administrators, alumni and key stakeholders affiliated with Loyola University and the CoB are committed to maintaining the standards of excellence for which the Jesuits and AACSB share international acclaim. Compiling this document and noting the accomplishments which have occurred in less than three years since tragedy befell our campus and our community is evidence and an expression of our common desire to move forward. Thus, this document attests to the resolve, the fortitude, the sacrifice, and the passion for excellence of those who stayed with the CoB and those who have come to join them. It attempts to follow the outline provided by MAC and AACSB regarding

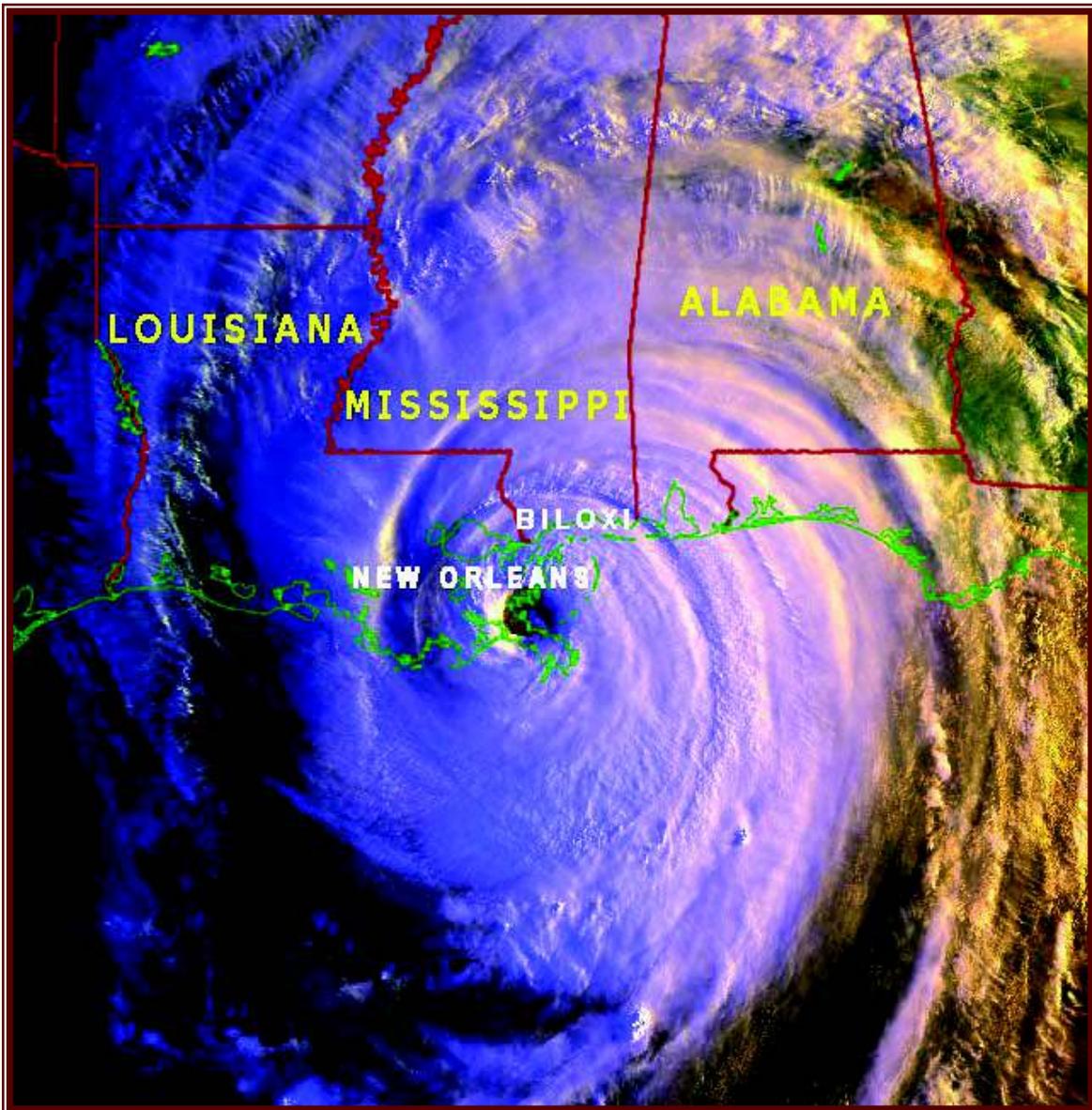
Loyola Fast Facts

2,685	undergraduate students
1,900	graduate/professional students
11:1	student-to-faculty ratio
3.74	average GPA for entering Freshman
23-28	middle 50% ACT
1080-1320	SAT Range
550-670	SAT Critical Reading middle 50%
530-640	SAT Math middle 50%
7	Library ranking by Princeton Review
120+	clubs & organizations
84%	undergraduates receive financial aid
91%	of faculty hold highest degree in field
22	average class size
37%	ethnically diverse
5	athletic teams
60+	undergraduate programs
9	graduate programs
30+	intramural sports
60+	undergraduate programs
9	graduate programs

reaccreditation but diverges at points to more effectively communicate how we have overcome the experiential learning exercise Katrina provided for us. We sincerely believe it will affirm that we are not perfect but that the CoB is worthy of AACSB reaccreditation. This validation will enable Loyola University and the CoB to play a major role in the resurrection of New Orleans.

SITUATIONAL ANALYSIS

A brief analysis that enables the Peer Review Team to understand the context within which the applicant operates to include: factors shaping the mission, advantages / disadvantages, future prospects, curricular / program / degree enhancement opportunities, included/excluded degree programs.



To best understand our situation, readers must travel back in time to August 23, 2005. At approximately 4 pm the CoB faculty retreat was adjourned. The day included: a) introducing new faculty & staff; b) announcing technology enhancements & room upgrades; c) sharing data regarding enrollments, budgets, fundraising; d) delivering of faculty & area reports; e) reviewing of programs; f) sharing assessment reviews; g) sharing the results from the California Test of Critical Thinking and Senior Exit Survey to be used for assessment purposes; and, h) conducting an assessment workshop. The “meeting” concluded with a recap of goals and initiatives for the academic year which included: a) enhancing the Freshman Experience Program; b) implementing a student / faculty laptop initiative; c) enhancing outreach to the business community; d) filling five faculty positions; e) implementing changes to Rank & Tenure policy; f) completing the funding of the Reynold’s Chair; f) implementing two executive education courses; and, g) establishing two Chase Endowed Professorships to lead programs to facilitate minority entrepreneurship. **AACSB’s forthcoming reaccreditation visit** scheduled for the fall of 2006 figured prominently during discussions about faculty development/ currency/sufficiency, assessment, assurance of learning, and methods to promote diversity in the student population and faculty ranks.

Student Demographics

41% male / 59% female
 36% are of an ethnic minority
 49% out of state
 50 number of states represented
 3% international students
 46 countries are represented.
 89% full-time / 11% part-time.
 49% freshmen are public high school graduates.
 22% athletes named NAIA scholar-athletes
 4,585 total students enrolled
 65% undergraduates;
 35% live on campus
 73% freshmen are in dorms.
 82% of all students receive financial aid

By all appearances, it was a successful day that was followed by a wine and cheese reception. Meanwhile, a tropical depression located approximately 175 miles southeast of Nassau in the Bahamas was showing signs of organizing, but it garnered little interest beyond the norm for that time of year. On August 24th it organized enough to become a named tropical storm – *Katrina*. Five days, fourteen hours and forty five minutes, and at least three course changes later Katrina, roared ashore near the Louisiana / Mississippi boarder at 6:10 AM as a category 3 hurricane.

The catastrophic damage and loss of life inflicted by Katrina is staggering, with an estimated 1,353 direct fatalities. At least 275,000 homes were damaged or destroyed. In June 2006 the American Insurance Services Group estimated there were \$40.6 billion in insured losses. The National Hurricane Center (NHC) estimates the insured and uninsured losses total \$81.2 billion. Katrina is the costliest and the fifth deadliest hurricane to strike the United States.

Katrina’s impact on the physical plant at Loyola was minor in comparison to the rest of the city. However, the uninhabitable conditions caused by the floods; the loss of basic services; the lack of food and water; and, the civil unrest that followed essentially rendered the University inoperable from August 27th, 2005, until January, 12, 2006. In September 2008 a report issued by Mr. Thomas Screen, Loyola’s government relations specialist, indicated that *Loyola’s losses relating to Katrina were \$43,447,502* of which only \$5 million were related to property and the physical plant. The rest of the \$39 million was lost revenues. However, the amount which cannot be calculated is the emotional, financial, physical, and spiritual strain Katrina placed on faculty, staff, students, parents, administrators, alumni, and key stakeholders of Loyola University. Thus, while the numbers are large, the socio-emotional costs are almost beyond comprehension to those who did not live through this ordeal.

The people working, studying and otherwise affiliated with Loyola went from strategic planners preparing for a bright future to wandering nomads in less than a week. Most of the faculty and staff were unable to return to their homes for more than sixty days and many found complete devastation upon arrival. The damage to endowed Chair Nick Capaldi's property was so extensive that it to be bulldozed. But, being home proved to be no safe haven. For example, Dean O'Brien, who returned to find that the first floor of his house been flooded, subsequently had his second floor looted while he and his wife slept outside in their FEMA trailer. Their stories are not uncommon. Indeed, 100% of the accounting faculty left the CoB, as they were not able to return for a variety of reasons. As a result, the much anticipated AACSB reaccreditation visit scheduled for the fall of 2006 was rescheduled for the fall of 2007.

Unfortunately, while the spirit and resolve of those associated with Loyola and the CoB were strong, the recovery was not as swift as desired. Therefore, on July 13, 2007, Interim Dean Jerry Dauterive sent an email to Jerry Trapnell (AACSB, Chief Accreditation Officer) & John Wolihan (AACSB, Visit Chair) requesting the reaccreditation visit be delayed until 2008. His email captures the essence of the post-Katrina era by stating, *"while the college faculty and Loyola University remain committed to maintaining /meeting the AACSB standards – as evidenced by teaching double course loads even though many of their homes have been destroyed – conditions on our campus have not rebounded ... John [Wolihan] was correct when he stated we should have petitioned for a two-year delay instead of one."* The email goes on to outline, *"a few of the post-Katrina changes on campus"* including the following.

Katrina Impacts on Loyola University

- A 40% drop in freshman enrollment in Fall 2006, and only a slight increase projected for Fall 2007.
- A \$12 million budget cut in Academic Affairs.
- A censure of the university by AAUP for closing multiple programs.
- Departure of long-standing and key staff members across the university.
- Significant administrative instability such as:
 - the departure of three deans and subsequent naming of three interim deans in five of the Colleges (including Business) in one year;
 - the departure of the Dean of Admissions and naming of an interim dean for that position;
 - ongoing searches for two assistant provost positions.

Katrina Impacts On CoB

- Departure of dean.
- Departure of 7 out of 34 faculty members – none replaced by 06-07.
- Loss (retirement or resignation) of entire accounting area faculty.
- Loss of assessment officer.
- Loss of coordinator of graduate and external programs.
- 30% cut in college operating budgets.
- Unsuccessful dean search for 2006 – 2007.

Dauterive's email concludes *"... as our pre-Katrina maintenance reports will indicate, we had been on pace to meet and exceed strategic management, participants and assurance of learning standards. We believe that we have an excellent and appropriate mission, a solid and effective strategic planning process, and a deep commitment to learning ... our progress has*

suffered ... we will be better positioned for a visit in the fall of 2008” The extension was granted.

Aside from capturing the essence of our experience and obtaining the necessary delays, Dean Dauterive’s email would prove prophetic as well. Change has proven to be the only constant in the rebuilding efforts of the CoB, Loyola University and the city of New Orleans. Yet, these changes are positive, trending in the right directions and have positioned us to host a peer review and reaccreditation visit in February, 2009 – as Dauterive predicted.

Fast Forward – Spring 2008

With personal and community rebuilding well underway, it became time to turn our attention to moving the CoB forward. Therefore, during the Spring 2008, the College of Business engaged the entire faculty in two exercises which will be discussed in more detail in the Strategic Planning section of this report. Aside from facilitating the strategic planning process and producing a guide for action, the exercises also enabled the relevant parties to look upon the current situation facing the CoB with some measure of objectivity. Material from that process which pertains to our situational analysis will be presented in the following.

External Environmental Analysis

The external environment facing educators is profound, complex, confusing and ominous. Educators in the period January 2007- November 2008 have already witnessed: a) an international housing crisis; b) American gas prices reach nearly 5 dollars a gallon; c) a crash and almost lock-up of the international credit markets; d) downturns in the global economy causing Germany and Japan to be in recession; e) massive corporate layoffs; f) an unprecedented \$800 billion banking intervention by the US Government with more interventions projected; g) international equity markets losing unprecedented levels of value on a nearly daily basis; and, h) the election of America’s first president of African American descent. Those situations are ubiquitous. They will impact small private liberal arts schools as well as large state supported Carnegie One schools. Therefore, while those facets of the environment as well as demographic, cultural and social changes are issues to which faculty and administrators must attend the CoB planning exercises identified the following as being particularly relevant for Loyola University New Orleans.

- National media attention including an hour-long CNN special on New Orleans area crime rates and our number one rating for most violent crimes.
- National media attention on political problems and scandals hampering post-Katrina repair.
- National perception that New Orleans is still under water or in “disrepair.”
- Media obsession with sensationalizing hurricane and tropical storm coverage, particularly along the Gulf Coast, magnifies the fear of hurricane threats to the city and the region which hinders recruiting students, faculty and business headquarters.
- Legitimate concerns as well as national media coverage concerning the uncertainty of levee effectiveness.
- Population shift out of New Orleans proper toward Jefferson, St. Tammany Parishes and greater Baton Rouge Metropolitan Area.
- The presence of fewer larger businesses and relatively few corporate headquarters for an “internationally” known city.
- New Orleans is a relatively poor city by U.S. standards, and the region has a relatively small middle class.

- The continued restructuring of the local economy appears to be in the direction of lower paying jobs.
- Many jobs in the energy industry have been relocated to Houston as energy companies consolidate operations.
- Port of New Orleans facing competition from other Southern ports and emerging southern ports such as Jacksonville.
- The number of Catholic high school graduates has been shrinking and will continue to do so post-Katrina, both as their numbers decline and as they choose other “private” education alternatives in the city.
- Competition from local and regional post-secondary institutions is increasing.
- Tulane University with an established national reputation and increased marketing efforts.
- University of New Orleans promotes lower tuition costs and variety of courses.
- Lack of clarity or strategic vision for the role Loyola can play in the rebuilding of New Orleans and regional economy.
- Business degrees comprise less than 20 percent (from an historic high of 24 percent in the late 1980s) of all US degrees awarded.
- Negative portrayals of business in news/popular media (e.g. Enron, Office Space) as well as disenfranchisement as potential students witness family and friends lose jobs, experience workplace violence, or become disengaged at work.
- 150-hour requirement to sit for the CPA.
- Uncertain market value of MBA and lack of rewards for those who pursue part-time MBA degrees.

Conditions in the economy as well as socio-political changes and even technological changes render this a rather auspicious time to pursue a graduate or undergraduate degree in business. Yet despite these challenges, students can benefit and may be enticed to pursue a business education, particularly one grounded in the ideals of the Jesuits.

Peer, Competitive and Aspirant Schools

Awareness and reflection upon the schools with whom we most directly compete for students as well as schools with whom we compare and to whom we aspire to emulate is mandated by the AACSB. The Universities who comprise the Jesuit Network is the primary cadre of schools with which we must be aware. Presently, twenty-eight colleges and universities are affiliated with the Society of Jesus in the United States. These institutions enroll more than 183,000 students and offer more than 260 undergraduate, graduate and professional programs of study. The Jesuit schools of higher education form the institutional membership of the Association of Jesuit Colleges and Universities (AJCU).

Other Catholic as well as faith-based Protestant schools form a second cohort of schools with whom we might compete. These schools tout their attempts to achieve similar educational goals as the Jesuits (e.g., social justice, discerning God’s will, ethics, etc.). Many of these schools have a similar campus ethos as Loyola. Likewise, schools such as Ohio Northern (Methodist), Earlham (Society of Friends) and Davidson (Presbyterian) openly espouse their “church” affiliation, religious heritage, and social concerns when recruiting students and their families. The schools are often liberal arts-based but possess professional schools such as Business, Pharmacy and Engineering.

The AACSB Maintenance of Accreditation Committee (MAC) wrote, “AACSB International confirms that the following are your comparable peer, competitive and aspirant groups.”

Peer schools: Canisius, Creighton, Fairfield, Gonzaga, John Carroll, Loyola Marymount.

Competitive group: Louisiana State, Louisiana Tech, Southeastern Louisiana University, Southern University A&M, Southern University at New Orleans, Tulane, University of Louisiana at Lafayette, University of New Orleans.

Aspirant schools: San Diego State University, Santa Clara University, University of Richmond.

Finally, other schools held in high regard and worthy of emulating, benchmarking or simply being aware include: Butler, Davidson, Wake Forest, UVA (McIntire), Drake, Evansville, Tulsa, George Washington, Georgia Southern, Babson, Bucknell. An institution does not y have to possess a business school for it to provide competition or programs to emulate. Indeed, institutions without formal business programs might provide partnership opportunities such as those which now occur in engineering and the sciences.

Cross Application Schools

Sal Liberto, Vice President of Student Enrollment, indicates the following are our cross-apply schools. He notes that historically we “won” more than lost against both Tulane and LSU but that both have significantly upped their scholarship programs. In addition, the Tops program makes it almost free for Louisiana residents to attend LSU and UNO, and as a result, we “lose” about 55 percent of the time we cross-apply with them. Most of the others on this list we win and lose against depending on the applicant and levels of funding we provide. The only schools on this list are those with whom we have cross-applied 10 plus times in any of the last 3 years.

Louisiana State University	Loyola University Chicago
Tulane University	University of Alabama
Xavier University of Louisiana	Fordham University
Spring Hill College	De Paul University
University of New Orleans	University of San Francisco
Saint Louis University	University of Missouri: Columbia
Southeastern Louisiana University	University of Colorado Boulder
Florida State University	University of Tampa
George Washington University	American University
University of Southern Mississippi	College of Charleston
University of Miami	Southern Methodist University
Millsaps College	University of Georgia
Marquette University	Centenary College of Louisiana
New York University	Nicholls State University
Rhodes College	Southern University
Belmont University	University of Denver
University of Louisiana at Lafayette	University of Notre Dame

The CoB recognizes, particularly in this technology-driven era, that all schools, including “for-profits” and web-based programs, represent potential competitors who may drive paradigm shifts. They have demonstrated the capacity to attract well-qualified and often full-tuition-paying students. While there are differences in institutional type and manner of instructional delivery, CoB faculty are cognizant that there is no place for elitism or academic snobbery in the increasingly competitive environment for students and tuition revenue.

Listing, monitoring, bench-marking and other comparative activities limit programmatic provincialism and promote healthy awareness. Nevertheless, CoB faculty and administrators are also keenly attuned to the notion that Loyola cannot and should not attempt to be all things to all people. Therefore, as will be presented later in this report, the CoB is committed to clearly articulating our mission, vision and values in a manner that allows fluidity, adaptability and change while simultaneously affording us the ability to retain that which makes us uniquely and distinctly the CoB at Loyola University New Orleans.

SWOT Analysis

Faculty, staff and key stakeholders have been invited to assess our current situation as part of the strategic planning process. The results of these “assessments” will be presented in the familiar form of a SWOT Analysis. At a college-wide meeting (called “attack”), the faculty identified the following as present strengths of the organization. They are presented in the following lists without further elaboration.

Loyola Strengths

- Loyola/Jesuit Image
- Quick-moving bureaucracy and relatively fast decision-cycle
- No budget cuts
- Clean, neat, relatively safe campus
- Efficient, great staff
- Small class size; allows pedagogical flexibility
- Location in Uptown New Orleans
- Active supporters in the local, regional, national business world

College Strengths

- Internship program
- Executive Mentoring program
- Student publications program
- Faculty student interaction
- Success of student organizations – Economics Club, SIFE, AMA, MBA
- Focus areas such as ethics, music business, Austrian economics, International Business, Entrepreneurship
- Consistently high feedback from seniors on the business communication program, internship program, mentorship program
- Graduation exit interviews with seniors reveal a very positive attitude toward their Loyola experience
- Committed faculty
- Good faculty research
- Friendly and collegial culture

Program Areas To Improve

- Differentiation between CoB and curricula of other business schools
- Course interconnectedness / integration
- Involvement in business community

College Areas To Improve

- Focus
- Tendency toward unrelated initiatives
- Facilities (compared to our comparison group – private institutions)
- Limited communication to facilitate best practices
- Faculty evaluation system (does not help faculty improve teaching)
- Sharing research
- Advising – “spoon-feeding of students”
- Faculty accountability in teaching, research, service
- Internal systems to identify resources, good people, resource allocations, recognition awards, and milestones
- Alumni network (loyalty program)
- Students’ creativity
- Leveraging technology for learning
- PR/marketing – too quiet about CoB student/faculty/alumni accomplishments

Opportunities

- Continued demand for higher education from traditional students
- Local, regional and national recognition of Loyola University
- Demand for executive education in select areas and non-traditional MBA offerings
- Interest in entrepreneurship courses is expected to grow
- Interest in Loyola’s Music Business programs continues to grow
- Location of university in area inviting to international students and conducive to international studies
- Increasing willingness of local business community and state / local government to work with the University
- Post-Katrina changes in New Orleans economy and competing institutions will provide additional opportunities for partnerships, new programs, etc.

Threats

- Increased local, regional and national competition for traditional and nontraditional students
- Significantly smaller local pool of potential part-time MBA students and increased local competition for part-time MBA students
- Changing demographics of college population
- Increased volatility, rapid changes in the business environment
- Nontraditional delivery systems
- News coverage of Hurricane Katrina has created the perception that New Orleans is not a safe place, thus hindering student recruitment

- Uncertainty about the integrity of local levies combined with recent weather trends poses the possibility of weather-related problems in the future
- Tight budgets and negative perceptions created by new coverage of Gulf storms may make it difficult to fill faculty positions
- Transition in CoB leadership increases uncertainty about the future

Present and Potential Sustainable Advantages

The following were identified as areas or programs that can be leveraged for future growth. While these may not be unique in the global educational environment, they are potentially difficult to replicate; not common among our peer/competitive/aspirant schools; and, they take advantage of our strengths as well as our unique position as a small private school surrounded by an internationally famous metropolitan environment.

Undergraduate Advantages

- Jesuit values can be integrated into classroom, extra-curricular, internship & community events
- Take advantage of student/faculty ratio for mentorships, opportunity for practical experience, senior projects, and publishing
- Niche programs (i.e., music business and Austrian economics expertise)
- Preparation for graduate school
- Publishing opportunities with faculty / each other
- Required internship program
- Post-Katrina employment opportunities and community revitalization projects
- Capstone course – fusion of all necessary skills inclusive of all disciplines
- Freshman experience and implementation of a passport-type system
- Micro-finance opportunities
- Faculty connections in China and South America
- Connection with New Orleans Saints for internships and other programs

Graduate Advantages

- Niche programs: forensic accounting, healthcare management, religious studies, Austrian economics
- Connections may allow for possible locations in Nicaragua, Honduras, Bahamas, Puerto Rico
- Bring in world-class famous speakers or adjunct faculty on an ad-hoc basis through Wilson Program and other sources
- Strong base of Catholic populations and alumni in Central and South America might serve as markets for MBA students
- Capitalize on network created for undergraduate internships to provide more advanced opportunities for MBA internships for students without work experience
- Create class projects around Post-Katrina revitalization efforts
- Required service project
- Faculty connections in China and South America
- Connection with New Orleans Saints for case projects and possible publication

MISSION STATEMENT

A statement that defines all the degree programs defined in the scope of accreditation.

The world is our blackboard ...

Students study in Europe in the summer 2008 with Dr. Levendis & Prof. Screen.



Loyola University Mission

Loyola University New Orleans, a Jesuit and Catholic institution of higher education, welcomes students of diverse backgrounds and prepares them to lead meaningful lives with and for others; to pursue truth, wisdom, and virtue; and to work for a more just world. Inspired by Ignatius of Loyola's vision of finding God in all things, the university is grounded in the liberal arts and sciences, while also offering opportunities for professional studies in undergraduate and selected graduate programs. Through teaching, research, creative activities, and service, the faculty, in cooperation with the staff, strives to educate the whole student and to benefit the larger community.

Loyola College of Business Mission

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.

Loyola College of Business Vision

*To create a learning place that **awakens**, **enlightens**, and **transforms** through personal reflection, ethical decision making, critical thinking, and the mastery of innovative business practices.*

Loyola College of Business Values

We, the faculty and staff of the College of Business, share dedication and commitment to:

*Acting in timely manner
Respecting others' differences
Communicating effectively
Implementing innovative ideas
Accepting responsibility
Focusing and finishing*

The aforementioned statements provide a philosophical orientation and operational guide in our efforts to deliver high quality courses and programs for graduate and undergraduate students. They were created and refined at various faculty/staff retreats. They have been shared internally and externally. They are and will be continuously evaluated for contextual appropriateness. When necessary they will be revised or policies, procedures and practices will be revised to ensure alignment. ***We are committed to seeing that they are enacted*** as a way of being in our courses, meetings, the programs we conduct and whenever we interact with internal and external stakeholders. We would rather that those with whom we come into contact see them reflected in our actions than displayed on walls or carried in wallets.

College of Business Visiting Committee

Attaining our mission/vision and living by our values will require significant work internally and externally. Connection, support and simple good will with the local, regional and even national business community will be a significant part of our efforts. Therefore, a visiting committee has been created. The College of Business Visiting Committee brings together alum and non-alum alike who share a common interest in advancing the mission of the college to create a learning place that **awakens, enlightens, and transforms** our students. Committee members offer their professional experience, serve as vital conduits to the business community and contribute financially to the advancement of the college.

Chairman

Ronald J. Thompson (B `57)

President - Marketing, Beuerman Miller Fitzgerald

Members

Alan C. Arnold (B `64, MBA `71)

President, Arnold and Company

Frank H. Carbon, Jr. (B `70)

Director of Accounting & Audit, LaPorte, Sehrt, Romig & Hand

Donald A. Carlson, Jr. (B `69, MBA `72)

Vice Chairman/Sr. Managing Director, The Ziegler Companies

John J. Finan, Jr. (MBA `70)

President & CEO, Franciscan Missionaries of our Lady Health Systems

Brian D. Heese (B `86)

Investment Banker, Merrill Lynch & Company, Inc.

Will S. Hornsby III

Managing Director - Louisiana (ret.), Northwestern Mutual

Dennis P. Lauscha, (MBA `93)

CFO & Sr. Vice President, New Orleans Saints

Barry D. LeBlanc (MBA `82)

President/COO, PamLab, L.L.C. 1982 MBA

Peter F. Maunoir (B `59)

Government Relations Consultant, Pan American Life

Philip A. McCann (B `91, MBA `95)

Vice President, Marsh USA, Inc.

Joseph S. Pappalardo, Sr. (B `70, JD `74)

President, Latter & Blum Property Management

William F. Ryan

CEO, Ryan Companies

Judy Trabulsi

Chair, Leadership Council, GSD&M Idea City

Lee K. Vorisek

President, Alta Max LLC

V. M. Wheeler III (B `78)

Lawyer-Partner, Gordon, Arata, McCollam, Duplantis & Eagan, LLP

Given the magnitude of the recovery efforts necessary to put their own operations back in order while simultaneously putting New Orleans back together, the level of personal commitment, time and even financial support these people offer the CoB speaks volumes about the bright future that lies on the horizon for both the CoB, Loyola, and New Orleans.

Scope of Accreditation - Programs

The programs within the scope of AACSB reaccreditation are briefly summarized in the following. First, however, a profile of our current population is contained in the following table.

All Enrolled Students by Class		
	#	%
Freshmen	165	26.40%
Sophomores	112	17.92%
Juniors	144	23.04%
Seniors	128	20.48%
Graduates	63	10.08%

Undergraduate Students by Major		
	#	%
Accounting	47	8.47%
Economics	38	6.85%
Finance	53	9.55%
General Bus.	120	21.62%
International	86	15.50%
Management	89	16.04%
Marketing	89	16.04%
Music Bus.	27	4.86%

B.B.A. Programs and Degree Requirements

Program Objective: The primary purpose of the bachelor of business administration program is to provide students with a well-rounded education that includes a foundation in the liberal arts and sciences and a study of the art and science of management and administration. The curriculum is designed to prepare graduates for responsible citizenship and leadership roles in business and society. The program is designed to attract students nationally and internationally.

All B.B.A. programs have the following educational objectives.

- To graduate individuals who are broadly educated and who are knowledgeable in the business disciplines and in the impact of global forces on business and society
- To provide students with a learning experience designed to enhance their critical thinking, ethical decision making, and oral and written communication skills. We believe these skills are necessary for our graduates to be effective and socially responsible business and community leaders.

The bachelor of business administration (B.B.A.) degree consists of 120 credit hours and has essentially five parts: (1) common curriculum courses (philosophy, religious studies, composition, literature, natural sciences, history, fine arts); (2) non-business electives; (3) adjunct courses (philosophy, mathematics, economics, decision science, legal studies, business ethics); (4) business core courses (accounting, business administration, finance, marketing, management); (5) major requirements and business electives. **At least one course in the major requirements/business electives must be in international business.** All students

must complete the following courses except for minor variations in the international business program:

Common Curriculum	
Introduction to Philosophy (PHIL T122)	3
Making Moral Decisions (PHIL V152)	3
Introduction to Religious Studies (RELS T122)	3
Religious Studies Electives	6
Critical Reading/Writing (ENGL T122)	3
Writing about Literature (ENGL T125)	3
Science (BIOL T122, CHEM T122, PHYS T122)	3
World Civilization (HIST T122 – T124)	6
Fine Arts Elective (MUGN, VISA, DRAM)	3
Non-business Electives (except for the international business major)	6
Adjunct	
Logic (PHIL A201)	3
Mathematics (MATH A115 – A116)	6
Micro- and Macroeconomics (ECON B200 – B201)	6
Business Statistics (DECS B205)	3
Legal Environment of Business (LGST B205)	3
Business Ethics (BA B415)	3
Business Core	
Introduction to Business (BA B100)	3
Business Communications (BA B101)	3
Financial Accounting (ACCT B202)	3
Managerial Accounting (ACCT B203)	3
Financial Management (FIN B300)	3
Basic Marketing (MKT B280)	3
Management and Organizational Behavior (MGT B245)	3
Management Information Systems (MGT B250)	3
Production and Operation Management (MGT B325)	3
Business Policy (BA B445)	3
Major Requirements and Business Electives (except for international business majors)	27
TOTAL Credit Hours	120

The Business of Music Program

The Business of Music Program is designed explicitly for students desiring to learn the business aspects of the entertainment industry. The program of study combines a comprehensive business education, including management, economics, accounting, and

corporate finance classes. The program is ideal for non-performers (or those who have already obtained music-related training elsewhere) who want a comprehensive business education. The obvious benefit of Loyola University New Orleans is our location. There are few locations in the world for anyone wanting to enter the music industry, either as a performer or on the business side of things. New Orleans is one of them. Our students enjoy the sense of being in the place where it is happening, with a world of music at their doorstep.

- The aim of the Business of Music Program is to provide future business professionals with the knowledge, skills and abilities to create and lead entertainment and other music-related companies.
- Our program is founded on the fundamental belief that students' learning is deeper and richer when studying something for which they have a passion.
- The program provides comprehensive education on the entertainment and music industries specifically; the knowledge is easily transferable to other industries should the graduate decide to pursue a career outside the entertainment industry.
- We seek to provide a solid foundation upon which future professionals can begin a career that allows them to monetize their passions.

Economics Major

The purpose of the bachelor of business administration degree in economics is to provide students with a fundamental understanding of economic processes and the ability to analyze critically economic issues so they can function as intelligent, informed business leaders and productive members of society. Emphasis is placed on understanding how interactions among people in their roles as consumers and producers, and as individuals or members of social, cultural, political, and economic organizations are coordinated.

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

Finance Major

The purpose of the bachelor of business administration degree in finance is to provide students with a fundamental understanding of the methods and techniques employed to manage the financial resources of an enterprise so they can function as business leaders. Emphasis is placed on understanding and managing working capital, long-term capital, capital structure, and dividend policy, and on evaluating a firm's financial condition and prospects.

- Graduates should be able to effectively communicate financial theories and analyses.
- Graduates should have a broad understanding of the functional areas of business and the application of finance to business decision making.
- Graduates should have an understanding of the financial system of the United States.
- Graduates should have an understanding of international finance and markets.
- Graduates should be able to analyze the financial statements of a business enterprise.

International Business Major

The purpose of the bachelor of business administration degree in international business is to prepare students to manage and lead in a variety of societies and organizations that exist in today's increasingly interdependent global economy. To achieve the following objectives, international business majors take a comprehensive curriculum that includes business, language, and social science courses related to the country/region of interest (as indicated by the language chosen). Also, international business majors have access to and are required to participate in at least one international summer or semester-long study or work abroad program. These programs may be offered by the college directly, or through its partners, or through other schools that the college accepts after reviewing a relevant proposal made by the student. Upon graduation, all IB majors should be able to do the following.

- Be capable of adjusting their behaviors and to select proper management strategies to the conditions of other cultures and environments.
- Be sufficiently proficient to communicate orally and to conduct simple business transactions, in at least one language other than English.
- Be able to comprehend the social, economic, political, technological, and legal conditions affecting businesses operating in at least one of three key areas of the world (Asia, Europe or Latin America), as well as to combine and converge such element to make business *risk assessments* and *market-entry/ investment decisions*.
- Be skilled to design articulated *market entry* and *operational strategies* for at least one of such areas of the world.
- Be capable of formulating and implementing an international business strategy, either for a new global venture *or* for a multinational enterprise.
- Demonstrate an understanding of the principal institutional factors and market forces that determine exchange rates, the role of exchange rates in international trade and investment, and common methods for managing country risk.
- Be capable of assessing (from all financial, legal, tax, trade procedure and operational feasibility points of view) alternative international supply chain possibilities and of making practical decisions/recommendations to increase their viability.

Management Major

The purpose of the bachelor of business administration degree in management is to provide students with an understanding of the challenges, concerns, and responsibilities that they will experience in the business world. This is accomplished through (1) academic course offerings which cover the functional areas of business and (2) a specialized management core which provides in-depth study in human resources, entrepreneurship, international issues, and decision making.

- Graduates should have an intimate knowledge of and practical skills in modern techniques of management practice that can be implemented in organizations so that they may step into positions of responsibility in any organizational setting.
- Graduates should have a clear understanding of ethical and behavioral concerns that managers confront in the workplace to encourage respect for the individual and the environment.

Marketing Major

The purpose of the bachelor of business administration degree in marketing is to provide students with a fundamental understanding of the marketing process and how this process integrates with the other functional areas of business. Emphasis is placed on application of key strategic marketing concepts within various environments under various conditions. Students should appreciate the implications that marketing decisions have on a firm's internal and external constituencies.

- Graduates should know current marketing practices and concepts.
- Graduates should be able to apply strategic marketing concepts in a realistic or simulated environment.
- Graduates should be able to plan and evaluate systems for customer input before, during, and after production and distribution of a product or service.
- Graduates should 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 should have developed a value structure to judge the implications of their marketing strategies on the internal and external constituencies of a firm.

Bachelor of Accountancy

The primary purpose of the bachelor of accountancy program is to provide students with the technical and ethical educational background that will allow them to succeed in the public, private, and not-for-profit economic sectors and to provide faculty with the resources that will allow them to engage in high quality teaching, intellectual contributions, and service activities. This program is designed to attract students nationwide.

- Graduates should be able to analyze problems to make informed and technically appropriate decisions.
- Graduates should be able to provide accounting information that meets user needs.
- Graduates should have the accounting background necessary to meet the education requirements for various professional examinations.
- Graduates should be proficient in the use of information technology.
- Graduates should be able to communicate clearly.
- Graduates should be able to assume leadership roles in their chosen professions.
- Graduates should exhibit ethical conduct in all their activities.

One hundred and fifty (150) credit hours are required to sit for the Certified Public Accountants Examination in the state of Louisiana. Specific required courses are included in this program. Students who plan to sit for the exam in another state should acquaint themselves with the requirements in that state. Students enrolled in this program complete the same Common Curriculum, Non-Business Electives, Adjunct and Business core as outlined in the previous section. Specific accounting major requirements are as follows.

Major Requirements

ACCT B205 – B206, Corporate Accounting & Reporting I & II	6
ACCT B300, Tax Accounting I	3
ACCT B307, Accounting for Public Sector Enterprises	3
ACCT B340, Accounting Information Systems	3
ACCT B400, Advanced Accounting	3
ACCT B403, Auditing & Assurance Services	3
ACCT B410, Strategic Cost Management	3
ACCT B460, International Accounting	3
Internship	3
Business Elective	3

Hard work pays off – Princeton Review banner – Fall 2008



Graduate Programs and Degree Requirements

The MBA program seeks to inspire leaders who employ the value-chain-creation model of business through systems thinking, critical analyses, effective business practices, and responsible actions.

MBA Program

Students can choose to study part or full time. Some students with business undergraduate degrees are able to finish in one calendar year. Students who have heavy outside obligations may take only three or four courses a year. This is an exceptionally flexible program. Loyola's MBA Program is composed of 54 credit hours. However, students with an undergraduate degree from an AACSB-accredited business school may waive up to 15 credit hours. All of our courses are taught in the evening. This program is ideal for business undergraduates and working professionals. Work experience is preferred but not required. Loyola offers a variety of electives in finance, international business, general business, management, and marketing. There are three key elements to the program: business ethics, leadership, and entrepreneurship - all taught with a global perspective. The average class size is only 13 students, ensuring an interesting, interactive classroom experience. Classes begin each fall and spring.

Joint Degree Program in Business and Law

The joint JD/MBA program combines courses from both the College of Business and the College of Law. Students who complete the program receive two degrees in less time than if taken separately. The business school uses nine hours of law school credits to fulfill the electives and the law school does the same, thereby saving students a total of 18 hours of time and tuition. Students must apply to each program separately. The LSAT and the GMAT must be taken. Students may begin with either the MBA or the JD; however, they are advised to begin with the program that is more important to their long-term goals. Students will not receive either degree until requirements for both degrees are complete.

Foundation Courses

These courses provide students with the requisite skills and abilities to pursue more advanced classes. Students who graduated from an AACSB-accredited business school in the last seven years and earned the grade of A or B in appropriate courses may be allowed to waive classes from the Foundation Courses. Alternatively, students may take a waiver exam for up to 15 hours of the Foundation Courses.

ACCT	601	Financial Accounting	3 credit hours
DECS	601	Statistics	3 credit hours
ECON	603	Economics	3 credit hours
FIN	601*	Financial Management	3 credit hours
MGT	600	Management	3 credit hours
<u>MGT</u>	<u>605**</u>	<u>Managerial Communication</u>	3 credit hours
		Total Hours	18 credit hours

*Students with a major other than accounting or finance must take a waiver exam in order to have the course waived.

**Required course.

Core, Elective, and Capstone Courses

The nine courses listed in the following table comprise the core which provides information and experiences we believe to be essential to all who possess a graduate degree in business. Nine hours of electives provide advanced knowledge and experiences in a variety of areas. Global strategy is designed to be an integrative capstone of the entire experience.

ACCT	715	Management Control and Decision Making	3 credit hours
BA	700	Ethical and Legal Responsibility	3 credit hours
BA	710	Individual and Corporate Entrepreneurship	3 credit hours
BA	795	Community Service	0 credit hours
FIN	700	Advanced Financial Management	3 credit hours
MGT	711	Management Science and Operations	3 credit hours
MGT	715	Global Supply Chain Management	3 credit hours
MGT	725	Leadership Dynamics	3 credit hours
MKT	700	Marketing Management	3 credit hours
		Electives	9 credit hours
BA	850	Global Strategy	3 credit hours
		Total Hours	36 credit hours

MBA Code of Conduct

An explicitly stated code of conduct for MBA students is prominently displayed on the website. The code of conduct is discussed in recruiting and orientation sessions and is addressed in a variety of classes. Ongoing efforts to link faith with practices as well as AACSB concerns for integrating ethics through curriculum will necessitate that the CoB expand the code of conduct to undergraduate level. We must also develop programs, processes and procedures to ensure students, faculty, staff and administrators work cooperatively to sustain a culture that demands and rewards the highest moral conduct personally and professionally.

MBA Code of Conduct

At the Loyola New Orleans MBA program, we believe that an honest ethical presentation of yourself and a genuine respect for others provide the basis for a quality academic learning community. More particularly, the responsibilities of the students in the MBA program include the following:

Classroom Behavior

I will come to class promptly at the scheduled time and be prepared with completed assignment, exuding both academic determination and respect for my professor and classmates. I will genuinely listen to others, attempt to understand perspectives different than my own, and share my ideas with professional tact. If I am unable to come to class as scheduled, I will provide the professor notice beforehand and accept associated consequences.

Coursework

I will make the time commitment to read assigned materials thoughtfully, offer meaningful contributions to class dialogue, and complete assignments on time with honesty, integrity and pride.

Teamwork

I will acknowledge that the MBA curriculum requires working closely with others. I will foster openness in teamwork, complete my portion of team assignments according to standards and deadlines set by the team, and assume a leadership role as appropriate. I will encourage a learning community respectful and open to diversity of ideas and people, including my professors, classmates, and other stakeholders.

Loyola Representative

I will realize that I am a representative of Loyola University New Orleans. My actions and appearance will reflect my status as a professional graduate student on and off campus.



The following tables reflect an indirect measure of Loyola’s effectiveness in regard to teaching and program design. Learning and issues related to learning assurance will be addressed in the assessment section of this report.

Undergraduate Retention and Graduation

First-Year Students Returning	78%
Students Graduating Within 4 Years	52%
Students Graduating Within 5 Years	61.4%
Students Graduating Within 6 Years	63.0%

After Graduation

Graduates Offered Full-Time Employment Within 6 Months	69%
Graduates Pursuing Advanced Study Directly	61.9%

Final Thoughts

Mr. Sal Liberto, Vice President For Enrollment Management, has recently written that *“our University is among the most creative in the United States. Here, the world is literally our blackboard, as curricula engage the wider community in exciting and purposeful ways. The best students—the most accomplished, the most intellectually curious, and the most passionate about social justice—crave what we offer here, the education of the whole person, in this beautiful setting, with access to one of the richest cultures in the world. Our centennial class is a special one; it owns the responsibility and the honor of transforming first themselves and then the world.”* There is no question that they are up to the challenge because they are surrounded by faculty, staff, administrators and alumni who make every effort to think, speak and act in a manner that supports our mission, vision and values.

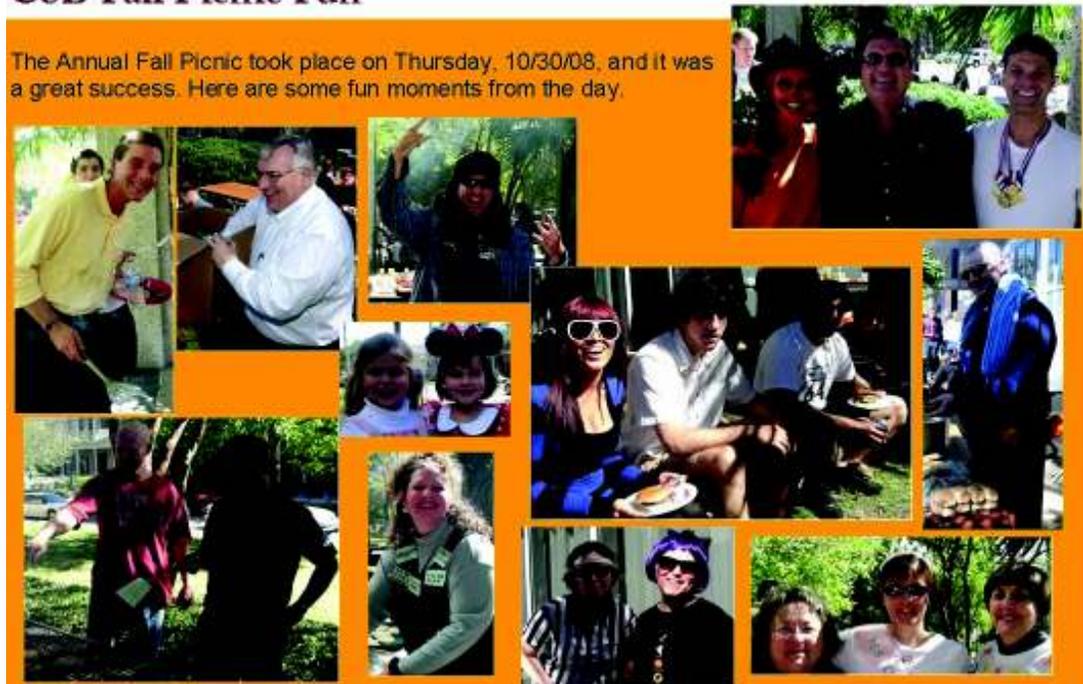
Wolfpack Pride

It takes a University to graduate a student!



CoB Fall Picnic Fun

The Annual Fall Picnic took place on Thursday, 10/30/08, and it was a great success. Here are some fun moments from the day.



**SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES**

January 9, 2007

The following action regarding your institution was taken at the December 2006 meeting. The Commission on Colleges reaffirmed accreditation.

No additional report was requested.

James 2:20 states, "faith without works is dead." The same is true of creating and disseminating mission/vision/value statements and even strategic plans. At some point, the "rubber must hit the road" and work must be performed that is either in alignment with those statements or facilitates their attainment. The processes and procedures outlined in the strategic management planning process of this document will explain the methods used and processes followed to ensure the CoB attains levels of quality we espouse. However, in this section, we will put the proverbial cart before the horse and highlight a few of the many accomplishments to which the CoB can point in the short period that has elapsed since Hurricane Katrina decimated New Orleans. ***The first point of pride and something which has garnered immeasurable goodwill at a multiplicity of levels is that all faculty, staff & administrators were paid in full during the period Loyola was essentially shut down for Katrina. Secondly,*** our good friends in the Jesuit Network and countless other institutions were able to absorb a significant proportion of our students during the Katrina semester, enabling many to stay on an acceptable timetable for degree completion. Moreover, none of the institutions attempted to poach or claim students once the semester had passed. ***Finally, since Katrina, the university has developed an extensive evacuation and program maintenance plan*** which was "pilot-tested" during Gustav (summer 2008) to keep the institution functional during hurricanes and other catastrophic events. The current multi-tiered plan sets up a parallel administrative structure in Dallas in the event of an evacuation. This level of planning puts Loyola at or near the top of all the institutions in the world for disaster preparedness. Other points of pride are highlighted in the following bullets.

- ✓ Loyola is now ranked number one by *US News and World Report* in its Great Schools, Great Value category.
- ✓ Loyola is ranked as the 5th Master's University in the south for 2008 by *U. S. News & World Report*. Loyola has been in their top 10 for 18 years.
- ✓ Loyola was cited in *The Princeton Review's* annual list of the "Best 368 Colleges." In the same list, the College of Social Sciences was named one of the "Great Schools for Communications Majors" and "Great Schools for Journalism Majors."
- ✓ *Forbes.com* ranked Loyola 259 out of 569 schools in its inaugural list of "America's Best Colleges." A total of 6,000 schools were eligible to make the list of 569.
- ✓ *The Princeton Review* ranked the College of Business among the nation's "Best 296 Business Schools" in 2009.
- ✓ The 2008 freshman class, which will be Loyola's centennial graduating class, is a perfect example of the university's growth and diversity. Approximately *700 new students* enrolled this year. This represents *a 40-percent increase* over the 2007 freshman class and the highest freshman enrollment since Katrina.

- ✓ Enrollment of *students of color* has also risen significantly, and 30 percent of the centennial class is composed of *first-generation* college students.
- ✓ **Awaken, enlighten, and transform** language and model from the CoB mission/vision statement has been incorporated for use at university level in student recruiting, advancement efforts and other publications. The **awaken, enlighten & transform** process is viewed as aligned with Jesuit ideals yet a distinctly Loyola approach.
- ✓ “*Howlin’ at the moon*” is an internally produced monthly newsletter began appearing in the summer 2008 to facilitate internal communication. *Howlin’* is posted, distributed, mailed and/or electronically disseminated to a variety of stakeholders. *Howlin’* highlights both academic accomplishments and personal notes of interest that exemplify the spirit of college faculty.
- ✓ **Michelle Johnston**, Director, Executive Mentoring Program and associate professor of management, was named by *Gambit* as one of New Orleans area’s **forty under forty** list.
- ✓ Loyola rated “A” for safety record and is listed as one of the safest campuses in the country by *Reader’s Digest* in 2008.
- ✓ The **William McGowan Charitable Fund** has selected Loyola for the second consecutive year as a McGowan Scholars Academic Institution for 2009-2010.
- ✓ Effective Fall 2008, Loyola University and the CoB will be affiliated with the **Leadership Research Network (LRN)** within the Management Research Network at Harvard University. It will provide a worldwide, online community for research in all areas of leadership studies, following the model of other subject matter networks within SSRN. We expect LRN to become a comprehensive online resource for research in leadership studies, providing scholars with access to current work in their field and facilitating research and scholarship
- ✓ The *Journal of Markets and Morality* favorably reviewed a student manuscript by **Jenny Dirmeyer & Paola Revelo**, “*Poverty, Dignity, Economic Development and the Catholic Church*” and will be published in Spring 2009.
- ✓ Alumnus **Emily Schaeffer**, now with George Mason University, was selected as a winner of **Don Lavoie Memorial Essay Competition for 2008**. Her paper entitled, *Mixed Income Development Housing: What’s Left in Neighborhood Economic Planning*,” will appear online at <http://it.stlawu.edu/sdae/>.
- ✓ The CoB introduced an international education *program in China* in summer 2007 that will repeat in 2008. Approximately 15 students participated in 2007. .
- ✓ The CoB offered an inter-session program *in South America* – January 2007
- ✓ Marketing professor **Kate Lawrence** is a new member of the board of directors for *Colleagues in Jesuit Business Education*. She hosts a biweekly discussion on practical ways we try to get the Jesuit Mission into the classroom that is open to faculty across the university.

- ✓ **Loyola's AMA Collegiate Chapter's** "case team" has placed third in the past two years in the American Marketing Association's Strategic Case Competition. Loyola has reached the finals in 8 of the past 10 years. We have won the competition twice. **Tom Hickman** in the marketing faculty member in charge of the team.
- ✓ Due to the efforts of **Nanette Wilson**, Freshman Academic Advisor, *98% of the Freshman* class became scheduled for Spring 2009 classes by 11/01/2008.
- ✓ **Wing M. Fok**, Ph.D., the Henry J. Engler, Jr., Distinguished Professor in Management, served as the keynote speaker for the inaugural *Asian Chamber of Commerce* of Louisiana Gala.
- ✓ **Renowned speakers** are brought to campus by a number of *Loyola associations and funded series*. They include: Former Soviet Union President Mikhail Gorbachev; Irish world peace leader John Hume; Former U.S. Secretary of State Henry Kissinger; Former Congresswoman and Ambassador to the Vatican Lindy Boggs; Environmental activist Erin Brockovich; Associate Justice of the U.S. Supreme Court Ruth Bader Ginsberg; Ice cream entrepreneur Jerry Greenfield (Ben & Jerry's); Former Secretary of State Edwin Meese; Actor/activist Edward James Olmos; *Dead Man Walking* author and activist Sr. Helen Prejean; Academy Award-winning actress Susan Sarandon; Actor/activist Danny Glover; filmmaker Spike Lee; Attorney and environmental rights activist Robert Kennedy, Jr.; Consumer rights activist and presidential candidate Ralph Nader; Musician/composer Quincy Jones; Senators Joseph Biden, Russell Feingold, Mary Landrieu, and John McCain; renowned poet Maya Angelou; and humanitarian and Nobel Peace Prize winner Jody Williams.
- ✓ Loyola University is to be honored as one committed to diversity by *Minority Access, Inc.*, during its ninth National Role Model Conference in Arlington, Va.
- ✓ CoB received a \$75,000 grant in fall 2008 from *Charles G. Koch Charitable Foundation* to cultivate interest in the teaching of economics.
- ✓ Through generous grants and support of the Jesuits of the New Orleans Province, the *Jesuit Social Research Institute* was founded in August 2007 and headquartered at Loyola.
- ✓ The CoB has received funding (fall 2008, = \$100,000) to begin a student-operated / student-administered investment fund in spring 2009.
- ✓ CoB faculty and administrators enjoy positive, albeit impartial and objective, relations with local, national and international media. Non-Katrina related TV and radio appearances since 2006 – including talk shows & documentaries - include: *ESPN, WDSU, WWL, local Channels 4 (CBS), 6 (NBC), 8 (Fox) & 26 (ABC). Hong Kong National Broadcasting Network, World Trade Center Promotional Video, 32 (WLAE Public Broadcasting), Al Jazeera (English) AM 1060 (Canada), KALW (San Francisco), <http://www.blogtalkradio.com>, <http://www.garloward.com> (internet radio); WBOK, KCIL*

- ✓ **Loyola MicroFinance is officially approved!** It is modeled after the Grameen Bank microcredit model that is used around the world to alleviate poverty. Originally conceived in Spring 2008 by students Aaron Kirsch, Nicole Kone and Elliot Sanchez, Loyola University New Orleans' program joins Harvard University and Yale University as the initial entrants in this field of US-based, student-run microfinance providers. Loyola's model uses close-knit business consulting to assist microbusinesses in growing their operations while providing access to micro loans (less than \$1,500). This program targets an underserved segment of micro businesses in our community. It will create a deeper understanding of capitalism through closely monitoring performance while providing guidance through business consulting, thereby increasing these businesses' revenue outlook. This program is underwritten by the Clinton Global Initiative and the Loyola University Student Government Association.
- ✓ Since September 2008, **Dr. Wing Fok, Director of the International Business (IB) Center**, has been busy developing a strategic plan for the IB Center. Currently, the center is managed by Jose Batres, a current MBA student from Honduras. Dr. Fok has been busy working with local business and academic communities, as well as communities on campus.
- ✓ **Dr. Wing Fok** is the co-chair of the university-level task force that is charged with developing a strategic plan to *internationalizing our campus*. Dr. Fok is working with *universities in China* to develop new graduate programs and to fine tune our summer program in China to include alumni and visiting committee members.
- ✓ **Dr. Wing Fok** was instrumental in starting *The Chinese Table*, an informal organization participated by faculty (active participants include **Drs. Jing Li and Lee Yao** from CoB), staff and students. The organization holds regular gatherings every other week to discuss issues relating to China.
- ✓ The **Dean J. Patrick O'Brien Smart Classroom** (Miller 112) was dedicated November 4, 2008. Pat and Karen O'Brien, Loyola administration, CoB faculty and staff, and donors to the room were all present for the occasion. We connected remotely to West Texas A&M University and to Bossier City Community College to demonstrate the capabilities of the room. Dr. O'Brien, former Dean of the CoB, is now President/CEO of West Texas University. In the room are four 65" Sharp HD monitors, microphones and speakers in the ceiling throughout the room, and two HD cameras. The room is a showcase of the best video-conference technology available. Loyola is no longer limited by geography and is able to network and collaborate real-time with other teachers and learners across the globe. This dedicated room conversion was made possible by **Dr. Jerry Goolsby's** success in getting a *Board of Regents Grant* (\$ 85,000).
- ✓ **Dr. Kendra Reed** has been appointed to the *Editorial Board Journal of Leadership and Organizational Studies*. She is also the Faculty Athletic Representative for the GCAC (Gulf Coast Athletic Conference).

- ✓ On Tuesday, September 30, 2008, **Professors William Barnett, Ph.D.**, the Chase Distinguished Professor of International Business, and **Ron Christner, Ph.D.**, **associate professor of finance**, discussed the origins of the current crisis and the effects the government's intervention might have on the economy. The presentation was attended by more than 300 people. View the presentation at <http://business.loyno.edu/video/state-of-the-economy/>.
- ✓ **Dr. Lee Yao** received the *Best Reviewer Award* from Emerald Publishing Group.
- ✓ **The MBA Association**, in conjunction with the Loyola Young Alumni Association and the Loyola Student Bar Association, hosted an **investment seminar** August 14, 2008, in the President's Suite in Marquette Hall to teach tips on successful investing and estate planning. About 45 people, including 8 MBAs, attended the event. **Dr. Ron Christner** was the keynote speaker.
- ✓ **Dr. Nick Capaldi** hosted a special non-credit seminar on **Catholic Social Thought and the Market Economy** on October 22, 2008, for business leaders and alums.
- ✓ **Dan D'Amico** gave three lectures (Summer 2008) at the *Foundation for Economic Education*; <http://www.fee.org/seminars/freedom-university/>.
- ✓ **Loyola CoB's Beta Gamma Sigma** has been *named a Premier Chapter* for the 2007-2008 year. This designation signifies that the chapter took seriously the purpose of recognizing academic excellence by achieving at least an 85% membership acceptance rate during the last academic year. **Dr. Lee Mundell** is now serving as the faculty advisor for Beta Gamma Sigma.
- ✓ **Miller Hall** was substantially upgraded in summer 2008. The 3rd floor lobby has been painted and is getting decorated with New Orleans artworks and posters. The computers in the lab and classrooms have been upgraded. We also received money from the Provost to purchase new tables for the computer lab. It is a much better working environment for our students. We received money from **Dr. Charles (Chuck) Myler** for new tables and chairs in Miller 324. The room now has smaller, very nice tables and very comfortable chairs and other equipment.
- ✓ **Dr. Jerry Goolsby** traveled to Trinidad and Guyana (Summer 2008) to share management techniques with business and governmental leaders as part of a college program in the Caribbean.
- ✓ Spring – Fall 2008, **Dr. David Luechauer** – Associate Dean was selected as part of a team to design, deliver and assess the effectiveness of a week-long seminar to enhance executive decision-making skills for senior leaders of the *Federal Aviation Administration* in Palm Coast Florida. To date, three seminars have been conducted for approximately 75 administrators.
- ✓ **Jennifer Moreale**, a junior economics major, was selected by a faculty committee (Spring 2008) to receive the first **McGowan Scholarship**, which will provide \$18,000 toward her tuition. The McGowan Scholarship is a national program that was started by William G. McGowan, founder and chairman of MCI Communications.

- ✓ **Over 65 students** took part in *the CoB internship* program during summer 2008 covering a wide range of industries and locations including: UBS Financial Services (Miami), MTV(NY), DDB (Chicago), the New Orleans Saints, The Washington Center for Internships and Academic Seminars, Warner Elektra Atlantic (NY), TCI Trucking, and SMG (The Superdome and Reliant Park, Houston). Students will complete the academic components of their internships when they return to school in the fall.
- ✓ **Dr. Wing Fok, Dr. Lee Yao and Dr. Larry Lorenz** (Interim Dean of Social Sciences) accompanied 16 students on *a Summer Program in China (2008)*. Aside from completing their studies, the students visited the Great Wall, Forbidden City, and Summer Palace. They also played basketball games with local Chinese students in Beijing and tried all kinds of foods like sea horses, scorpions, and snake wine. One of the students even celebrated his birthday on top of the TV tower at the revolving restaurant in Shanhai.

Loyola Houses Small Business Development Center

Another point of Wolfpack pride is our affiliation with the Small Business Development Center (SBDC). The Loyola SBDC has joined the Greater New Orleans Region SBDC collaboration. The new organization is called the Louisiana Small Business Development Center - Greater New Orleans Region. The Louisiana Small Business Development Center offers three core services; business counseling, entrepreneurial training and technical assistance to a variety of potential clients. **Loyola SBDC is in its 23rd year of operation.**

Business Counseling offers clients individual, FREE, confidential counseling designed to enhance the management capacity of owners, managers and potential owners of existing or new small businesses in the Greater New Orleans area. Clients receive personalized attention and advice to successfully run their business or potential business ventures. Business counseling services are FREE. Business counseling services are available by appointment, Monday-Saturday.

Entrepreneurial Training & Business Training is a 10-session Entrepreneurial training is offered to clients and prospective clients to convey important information and/or teach key skills to business owners and potential business owners. The course features 25 hours of extensive training in management, marketing, operations and finance and is designed for existing businesses ready for the next step in their growth and development. Registration is required. The fee is \$750. Tuition grants are available for qualified Louisiana small businesses under the Small & Emerging Business program.

Seminars & Workshops on a variety of topics that will help clients run their businesses are held weekly. For a current seminar schedule and seminar location go to www.JEDCO.org and click on Business Workshops.

Technical Assistance in many areas such as business planning, loan package preparation, web site development, logo design, marketing, management, research, finding sources of funding, and accounting and legal services is offered..

SBA SOHO "very small loan" and SFG SBA Loan Programs provide assistance in obtaining loans from a variety of loan resources including the SBA SOHO loan program. The SBA SOHO is a great source of operating capital for a growing small business.

Loan amounts are from \$5,000 to \$50,000. Rates are competitive and feature a 7-year and 10-year term. Home-based, internet, or new business ventures are encouraged to apply. NO business plan, NO financials, and NO collateral are required. There is no pre-payment penalty. You can apply for the SBA SOHO loan through the Louisiana SBDC. Loan assistance is available for many other loan resources including local banks, JEDCO, and other Regional Economic Development organizations.

Business Counselors and Loyola Corps is staffed with an experienced team of business counselors to help you recover, rebuild and re-invent your business. In addition, the resources of top graduate and undergraduate students are available to assist you. Student resources can help with free business project assistance, paid or unpaid internships, or PT or FT employment.

Three “Best Practices”

1. Executive Mentoring Program

The purpose of the Executive Mentoring Program is to introduce Freshmen business students to the real world of business by partnering them with an Executive Mentor throughout their freshmen year. The program is inspired by Sir Isaac Newton’s quotation, *“if I have been able to see further than others, it is because I stood on the shoulders of giants.”* Successful business executives from the New Orleans area volunteer their time to mentor business students in small group meetings. As mentors, these executives act as role models and foster dialogue with their students on topics such as the following.

- The different types of careers available to business students and job market realities.
- How to improve their time management, personal finance, goal setting, communication skills.
- How to identify networking opportunities in the New Orleans business community so that they can find internships, summer jobs, and post-graduation employment.
- In addition to dialogue they may take the students on field trips to local businesses (Hubig's Pies, Berning Productions, Canal Place, or cultural functions).

While the mentors may not be giants of the magnitude of Bill Gates or Warren Buffet, they are highly talented, successful and local business leaders who share a strong desire to support the CoB and help prepare our students for both personal and professional success.

The goals for the program include: 1) *to introduce our freshmen students to the practical side of business;* 2) *to expose our business students to the career opportunities available for business majors;* and, 3) *to retain our freshmen business students in the College of Business.*

Typical Mentor - Profile

Joe Bonavita joined Capital One Southcoast in 2007 and is a Senior Vice President in the Investment Banking group. Capital One Southcoast, which is based in New Orleans, is the capital markets division of Capital One Financial Corporation and has a primary focus on the energy industry with equity research, institutional sales & trading and investment banking capabilities.

Prior to joining Capital One Southcoast, he was a founding member of the private placement group specializing in Traditional (4)2 Regulation D and 144A debt transactions at BNP Paribas Securities Corp. in New York City. He received a B.S. in Finance and Marketing from Fairfield University and a M.S. in Finance from Boston College.

Logistics

- Freshmen Business Students (n=150) meet once per month with their mentors in small groups of 5-7 students for the entire freshmen year.
- Program is worth 20% of student's grades in both *Introduction to Business (fall semester)* and *Business Communication (spring semester)*:
 - Mentors will grade attendance at meetings (10%),
 - Professors will grade blog assignments following each meeting (10%).
- Fall semester will focus on *Managing your Time and your Money*
- Spring semester will focus on *Managing your Image, Etiquette, and Job Search*.

Impact

Students value this program and the relationship the College has with the local executives. Some student quotes:

- "The program for me was one of the best experiences of my freshman year," says **Jonathan Rowan, B'10**. "It allowed me to get firsthand experience with successful business professionals in the field. The efforts made by the faculty and staff of the College of Business and all the mentors truly show the level of commitment to the students at even the most introductory levels."
- "The Executive Mentor Program by far has been one of the best learning experiences I have yet to come across! I was able to take what I learned in the classroom and apply it to real life situations in the business world," notes **Joey Grego, B'10**.
- According to a freshmen survey conducted in the spring of 2007, the Executive Mentoring Program was one of the top five reasons our freshmen stayed in the College of Business.

With glowing praise from its participants and positive results, the Executive Mentoring Program is an asset for the CoB and the business community.

2. Ethics Assessment & Closing The Loop

AACSB requires continuous improvement of business school outcomes through a comprehensive Assurance of Learning. However, the less tangible the outcome, the harder it is to measure, creating a daunting challenge for schools who feature "soft" skills (e.g., ethics) as central to their business school mission. While accounting and finance faculty can demonstrate learning outcomes with more traditional techniques (e.g., tests, case problems, etc.), ethical decision-making, particularly in marketing presents a much more difficult assessment challenge. The temptation might be to avoid the "road less traveled" and ignore ethics as part of a college's Assurance of Learning. This presents its own ethical dilemma. If faculty and administrators choose to ignore the more difficult and costly measures in favor of the "low hanging fruit," then they are, themselves, faced with an ethical dilemma.

This program addresses the school's learning outcome for "ethical decision making." In our situation, we developed an assessment program for measuring 'ethical decision-making' utilizing a web-based simulation of decision-making called The EthicsGame, which we had been using in an advanced marketing course (www.ethicsgame.com). In the game, students are

divided up into teams of 6; each team represents a division of one corporation. Each student is assigned a role, e.g., vice president of marketing. Through a series of worksheets and learning materials, each student works online through his/her own set of worksheets that are provided sequentially by popping up on the computer screen. There are five rounds comprising five different cases. Each round follows an identical process:

- (a) a short case in which students are asked to identify the key issue or problem;*
- (b) a worksheet that asks students to identify the stakeholders, consistent with stakeholder theory;*
- (c) a section that guides the students in applying a given ethical tradition to the ethical dilemma, which is covered both in class and in supplementary materials provided by the website;*
- (d) a section in which the student makes a decision and then writes a coherent memo to be shared by everyone in his/her division;*
- (e) a section that allows for students to reflect on personal bias, emotions, and hubris; and,*
- (f) As team members make decisions, the quality of their decision is reflected on an income statement that each team receives after a round.*

Evaluation of the students' decisions are based on whether and to what extent the choices that the students make are consistent with the ethical tradition that is presented for each case. For instance, in one case, students apply a utilitarian framework to a case. If they choose a decision that is consistent with utilitarian values, then the net income of the division increases. If they choose to avoid making the decision (avoidance is offered as one of the choices), or if they make a decision purely based on self-interest, then the net income of the division decreases. The first four rounds represent four ethical traditions, which serve as lenses through which students analyze ethical problems. The fifth round integrates the four traditions in a comprehensive case. These lenses allow students to get a feel for classic ethical theories and apply them to plausible business scenarios. The game does not cover in depth each philosopher's oeuvre but instead embraces a few key concepts that readily apply to contemporary business issues briefly described in the following,

1. Rights and responsibilities: An ethical action is defined as doing one's duty for all stakeholders.
2. Utilitarianism: An ethical action provides the most happiness to the greatest amount of people.
3. Justice theory: An ethical action is one that sustains a just environment.
4. Virtue ethics: An ethical action is consistent with character building.

It is important to note that we are not promoting a particular brand of software simulation that markets ethical decision-making programs nor are we promoting an off-the-shelf tool for learning assessment. Rather, we are advocating using what one already does in the classroom as a basis for developing a learning assurance program that has, as one of its learning goals, ethical decision-making.

The excerpts below illustrate these attitudes and beliefs as reported by a majority of our students.

From the Mouth of Babes: Some students naively believed that the cases in the game were unlikely to occur in the real world. For example, regarding unequal pay for equal work/credentials for men and women, one student admitted, *"I do*

not imagine that these problems still arise in the workplace since women now have equal rights. It does not seem very realistic to me that this would happen because should the employees find out about this, it would be a big risk for the company.”

Locus of Personal Responsibility: It was difficult for some students to internalize the reality of their potential role in ethical decision making processes. One student stated that *“This is a much more complicated decision and can never be taken by only one person.”* Another student dealing with the issue of a transient person loitering in the lobby of her company said, *“This isn’t my problem; I would call the authorities.”*

Locus of Company Responsibility: Similarly, some students felt that they were responsible only for the legal boundaries of their firm. In discussing a case involving hiring subcontractors who hire undocumented workers, a student argued, *“If anything, it is THAT company’s [i.e., the subcontractor’s] ethical dilemma. We are in NO WAY responsible for that company’s executive decisions.”*

Legal or Ethical? A few students struggled with the law and ethics conundrum, although the students discussed the distinction in class. There was a tendency to default to the option that ‘sounds the most legal,’ and a sense that, as long as the choice is legal, it is ‘ethical enough.’ (All options in the EthicsGame are legal.) Many students shared this student’s opinion: *“I honestly don’t think this has much to do with ethics, since all decisions [provided] are ‘legal.’”* One woman observed, *“Before I played the EthicsGame...I believed that an ethical decision would be one where a problem violates a law or rule.”*

From the results of the Spring 2007 study, we identified the following guidelines for closing the loop for ethical marketing decision-making.

- ***Focus on the student as the ethical decision-maker by providing personal experiences of ethical issues in business, highlighting self-reflection, bias, and hubris.*** We felt that the reluctance to identify the self as decision-maker was critical. We introduced ‘practice runs’ into the classroom activity that simulate the game, reinforcing the self as decision-maker. We also looked at other real world instances of business leaders called upon to make hard ethical choices. Further, guest speakers and the professor’s personal experiences provided additional examples. Conversations between students and business people drive home the notion that ethical problems are more varied and subtle than law or codes portend.
- ***Develop in-class assignments that introduce selected concepts from justice theories and virtues ethics.*** Evidence revealed that Justice Theories and Virtues Ethics were as challenging as they were novel to international marketing students. Therefore, we found it valuable to apply the most important concepts from these lenses to an existing video case study assignment on Cuba and small business activity. This helped students see beyond ideology (i.e., Communism, Capitalism) to examine how entrepreneur activity can embody virtues of courage and social justice.

We have addressed at least three of the primary concerns of business faculty and administration regarding the AACSB requirement of a Learning Assurance Program. We have

devised and pursued a plan for streamlining learning assessment and offered suggestions for addressing financial costs, faculty involvement, and closing the loop for continuous improvement. We found that, once the plan is in action, students do perform better from semester to semester.

The above-mentioned description is excerpted from Lawrence, Reed, & Locander (2008) manuscript under second review at [Journal of Marketing Education](#) entitled *Experiencing and Measuring the “Un”Teachable: Achieving AACSB Learning Assurance Requirements in Marketing Ethics*.

3. First-Year Experience

Loyola’s comprehensive First-Year Experience initiative is designed to integrate students academically and socially into the Loyola learning environment. The experience has enhanced student engagement and achievement and features a number of programs and events that help students make connections between themes of the programs and Loyola’s mission. The First-Year Experience program is another way Loyola is encouraging students to achieve the ultimate Jesuit ideal of being men and women with and for others; to pursue truth, wisdom, and virtue; and to work for a more just world.

A Loyola education teaches more than facts, theories, skills, and subject matter. It helps you understand the connections among disciplines and values that inform the liberal arts and sciences. The courses you take throughout your years at Loyola emphasize these modes of learning and challenge you to think critically about ideas in the context of social justice.

Loyola First-Year Seminars are an excellent way to begin a Loyola education. They are special-topics courses conducted by leading teacher-scholars. They are offered in the fall semester and limited to incoming first-year students. Some consist of a single course; others are structured as linked courses, in which the same group of students enroll together. All are small classes grounded in an interdisciplinary approach to knowledge and an exploration of values. They provide unique classroom experiences, as well as co-curricular events, field trips, dinners, films, and other social gatherings.

The First-Year Common Reading Program involves all incoming students in readings and discussion of a common text that focuses on issues of social justice. Students receive the Common Reading text during the summer before their first year. Small-group discussions of the text and its relationship to Loyola’s mission begin at Wolfpack Welcome and continue throughout the students’ first-year courses. Lectures and special events throughout the year enrich the Common Reading Program. Texts in recent years have included *Mountains Beyond Mountains* by Tracy Kidder, *Nickel and Dimed* by Barbara Ehrenreich, *The Tipping Point* by Malcolm Gladwell, and *Savage Inequalities* by Jonathon Kozol.

Loyola Lagniappe is an optional program named after the Creole French word “lagniappe” (*lan-yap*), offers first year students and their families “a little something extra” during the summer months. Students and families can visit Loyola University before the official orientation program, Wolfpack Welcome, to attend signature programs that engage both students and parents. Students attend sample faculty lectures, begin to discuss their strengths, and talk with some of their incoming classmates about issues relevant in a larger global context. Families learn basic information to help their student succeed academically and socially at Loyola. At the end of the Lagniappe program, students and families leave with a confirmed class schedule and a broader understanding of Loyola’s culture.

Wolfpack Welcome is a required program for *first-year students, transfer students, and*

their families who come to Loyola for their orientation. During this event students will complete their academic advising, take placement tests, learn all about Loyola and meet the entire class with whom they matriculate. Students are required to attend all sessions during the day and planned events in the evening. The planned activities for students in the evenings are designed to help the class get acquainted and discover their niche at Loyola. Parents who attend Wolfpack Welcome can meet faculty and administrators, attend specifically designed sessions, and discover the tools and programs that will ensure their student's success at Loyola. While Wolfpack Welcome is not required for parents it is strongly encouraged.

CoB Enhancements To Freshman Experience

The CoB extends the Freshman experience with of a number of elements designed to introduce freshmen to the world of business; the opportunities available in the local, national, and international business communities; and the personal skills needed to succeed as a student of business.

Some of the elements of the Freshman Experience in the CoB are described in the following.

- The integrative BA100 Intro to Business class, with its Thursday-night lecture and workshop series attended by all business freshmen during their first semester.
- The celebrated Executive Mentor program that pairs business students with local business executives who introduce students to career opportunities in business, to companies or individual businesspeople who may serve as internship or part-time job contacts, and to exciting first-hand experiences through field trips and site visits.
- The newly piloted Passport program, which gives freshmen the opportunity to learn about their individual skills or abilities and how they relate to career opportunities.

In Fall of 2007, we conducted a survey of our freshmen class to measure satisfaction with the Freshmen Experience along a number of elements of their experience in the BA100 class.



These are the summary results for each element of satisfaction with the Freshman Experience:

Satisfaction with the Freshman Experience in BA100				
Element of Class Experience	Very Dissat.	Dissatisfied	Satisfied	Very Satis.
Understanding of business gained	1.3%	3.9%	41.6%	52.3%
Guest speakers / lecturers	0.0%	3.9%	46.8%	49.4%
Thursday night classes	10.3%	30.8%	43.6%	15.4%
Executive Mentor program	2.6%	11.7%	37.7%	48.1%
Community Service opportunities	7.9%	3.9%	60.5%	27.6%

In Spring of 2008, we conducted a follow-up survey in the BA101 Business Communications class. These are the summary results for each element of satisfaction in the follow-up survey:

Satisfaction with the Freshman Experience in BA101					
Element of Class Experience	Very Dis.	Dissatis.	Neutral*	Satisfied	Very Sat.
Understanding of business gained	0.0%	4.0%	20.0%	52.0%	24.0%
Communication skills gained	0.0%	0.0%	12.0%	56.0%	32.0%
Thursday night classes	0.0%	24.0%	24.0%	36.0%	16.0%
Executive Mentor program	20.0%	4.0%	12.0%	36.0%	28.0%

* We added this 5th item on the rating scale to provide a more robust data set for analysis.

In the Fall survey, we also examined the effect of a number of elements of the overall first-year experience in the College of Business on satisfaction and the retention decision. We found a number of composite factors that had a significant effect on these key indicators. The most influential factors on a freshman’s satisfaction and retention decision include:

- **Emotional health:** A factor consisting of approximately 7-8 items, from feeling lonely or homesick, to depression, anxiety, worry, or anger. Freshmen with good emotional health were nearly 3 times as likely to stay in the College of Business as emotionally unhealthy students, and were more likely to be satisfied with their college decision.
- **Social activity:** A factor consisting of approximately 4-5 items, from feeling welcome at Loyola to being connected with the College of Business and classmates. Freshmen who felt socially connected were almost 4 times as likely to stay in the College of Business as those who did not and were more likely to be satisfied with the college.
- **Physical security:** A factor consisting of 3 items. Freshmen who felt safe were more than 2 times as likely to stay in the College of Business as students who felt unsafe on campus and were moderately more likely to be satisfied with their college choice.
- **Academic quality:** A factor consisting of 3 items. Freshmen who felt challenged and engaged in their classes were 3 ½ times more likely to stay in the College of Business as those who were bored and were moderately more likely to be satisfied here.
- **Personal ambition:** A factor consisting of 3 items. Freshmen who felt self-confident or autonomous were nearly 4 times as likely to stay in the College of Business as those who did not. This factor showed no relationship to college choice satisfaction.

- **Community involvement:** A factor consisting of 5-6 items. Freshmen who chose to attend the College of Business for reasons such as its social activity, Jesuit identity, or involvement in New Orleans' rebuilding were nearly 3 times as likely to stay in the College of Business and were moderately more likely to be satisfied with the college.

These are the logit regression results on the retention decision (1 = stay, Pseudo-R² = 0.4584):

Impact of Predicted Factor Scores on Retention Decision				
Factor	Odds Ratio	Std. Error	Z Score	P > Z
Emotional Health*	3.02	1.53	2.19	0.029
Social Activity	3.75	2.37	2.09	0.036
Physical Security	2.46	1.34	1.65	0.099
Academic Quality	3.55	2.21	2.03	0.042
Personal Ambition	3.95	2.24	2.42	0.015
Community Involvement	2.81	1.65	1.76	0.079

* Emotional Health is reverse-coded, since the individual items are negative in nature [don't fit in, angry, depressed, anxious, worried, etc.]. All individual items are on a 4-point scale.

College of Business 2007-08 Full-Time Undergraduate Retention

Table 1
Number of Full-time Undergraduate Students in Fall 2007

College	Freshmen	Sophomores	Juniors	Seniors	Grand Total
Business	113	150	134	121	518

Table 2
Number of Students in Table 1 Who Did Not Return in Fall 2008

College	Freshmen	Sophomores	Juniors	Seniors	Grand Total
Business	32	24	17	23	96

College Freshmen Retention Rate:	71.68% (University-wide FR retention=74.09%)
College Sophomore Retention Rate:	84% (University-wide SO retention=85.04%)
College Junior Retention Rate:	87.31% (University-wide JR retention=84.91%)
College Senior Retention Rate:	80.99% (University-wide SR retention=85.55%)
College Overall Retention Rate:	81.47% (University-wide overall retention=82.44%)

The aforementioned best-practices are meaningful to CoB faculty, staff, students, parents and administrators. While they represent points of potential differentiation between Loyola and our peer, competitive, aspirant and other Jesuit Network schools, we also recognize that they could be emulated or modified to help other institutions achieve AACSB accreditation, pursue continuous improvement or maintain their accreditation. Moreover, they are only representative of the types of achievement, innovation, and success that has been attained in the short time since Hurricane Katrina blew through New Orleans. Indeed, while they may not constitute "best practices," they point to a College that is well on its way to "resurrecting" itself.

Additional indicators of post-Katrina recovery include the following, all of which have occurred in **28 months (6/2006 to Present)**. They are listed below.

- Successfully recruiting and hiring a new Dean and Associate Dean.
- Successfully recruiting and hiring new tenure track faculty in accounting (Main) and finance (Dicle), strategy (Matherne).
- Successfully hiring an endowed chair in International Business (Trevino) and a professorship in Accounting (Yao).
- Successfully recruiting and hiring new staff positions pertaining to Freshman Advising, MBA admissions, and Assessment.
- All CoB students are required to complete an internship/coop to graduate.
- All MBA students are required to complete 30 community service hours to graduate.
- Wolves on the prowl community service project regularly attracts more the 50 participants.
- Wrote and obtained a grant for \$85,000 to upgrade facilities in Miller Hall, room 112.
- Faculty maintained, and in many cases, increased intellectual contributions from pre-Katrina levels.
- Revised CoB governance structure to streamline committee process.
- Created Area Director positions along two dimensions to oversee and coordinate faculty efforts, scheduling, and curriculum development.
- Revised AQ/PQ policy statement to align more closely with mission/vision and meet the high standards of our peer, competitor, and aspirant schools.
- Enforced pre-Katrina admissions standards, particularly at MBA level, to preserve quality of student body.
- Steadily increased enrollments at undergraduate level and curbed downward trend in MBA admission.
- Implemented a new MBA open house and Trolley Car advertising program.
- Successfully developed and implemented an off-site weekend-long MBA orientation program and communication class.
- Successfully produced and distributed over 11,000 copies of new CoB magazine – **The Loyola Executive**.
- Held a series of well-attended public forums on the state of Economy (fall 2008) that garnered local print and media coverage.
- Economics club hosted a speaker from the Federal Reserve which attracted nearly 100 students from across the campus for a lunch-time presentation on the state of the economy.
- Reconstituted CoB alumni board with participants eager to help in student recruiting, placing students in internship positions, assisting students in their job hunt and fundraising. This group will host a luncheon in the spring featuring a prominent speaker.
- Successfully revised AQ/PQ standards statements to be in line with current AACSB practices of our peer, competitive, aspirant and admired schools.
- The **Loyola University New Orleans** chapter won a \$1,000 community service grant from the AMA for 2007-2008.
- There was a 100% placement rate 2008 for **CoB accounting graduates**. We placed more students, in percentage, in the Big 4 and national accounting firms than any other colleges and universities in Louisiana.

STRATEGIC MANAGEMENT PLANNING PROCESS

A description of the strategic management processes to include the key participants, the nature of their involvement, and the factors to govern resource allocation decisions.

CoB has a long partnership with the Small Business Development Center.



Dean Locander was retained as a strategic consultant through the Spring 2008 term. Upon taking the deanship, he initiated a faculty-wide strategic process to launch the college's activities through 2011. The process included the following.

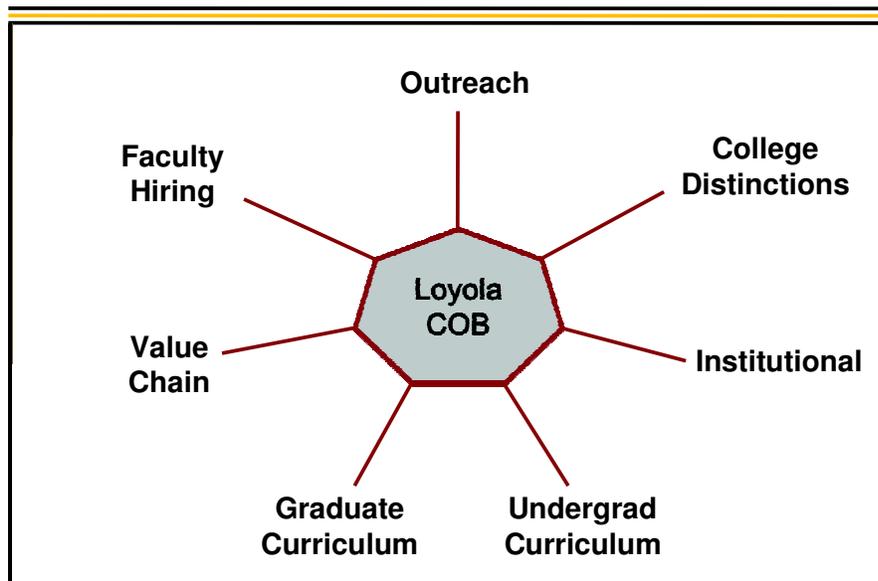
Step 1. Each faculty member completed the Great College Exercise. The following questions were completed by individual faculty.

- a. Imagine a "great" Loyola College of Business—one you would like to build. List five to nine characteristics of a great Loyola College of Business and describe.
- b. What are some of the differences between this "great" college and the one in which you now work?
- c. What stands in the way of being this "great" College of Business?
- d. What are the major challenges facing the college to becoming great?
- e. "I'll know we are making progress if..." List the things that will tell you that progress is being made towards being a "great" College of Business.
- f. List five actions the college should take to start moving toward being a great College of Business (one you would like to build).

Step 2. Great College Exercise responses were aggregated and disseminated to the entire faculty.

Step 3. A faculty "attack" was held on May 1, 2008. The day-long event produced the draft Vision statement, draft Values statement, SWOT Analysis, and some strategic intent.

Step 4. Over the summer 2008, these intents served as the basis for a draft Strategic Plan which was the subject of another day-long "attack" to refine the plan and get collective input on initiatives. The college initiatives were initially formatted into mind maps for visual presentation.



Each initiative was portrayed as follows.

Step 5. The resulting Strategic Initiatives are now guiding the actions of the college.

Step 6. Draft Strategic Plan.

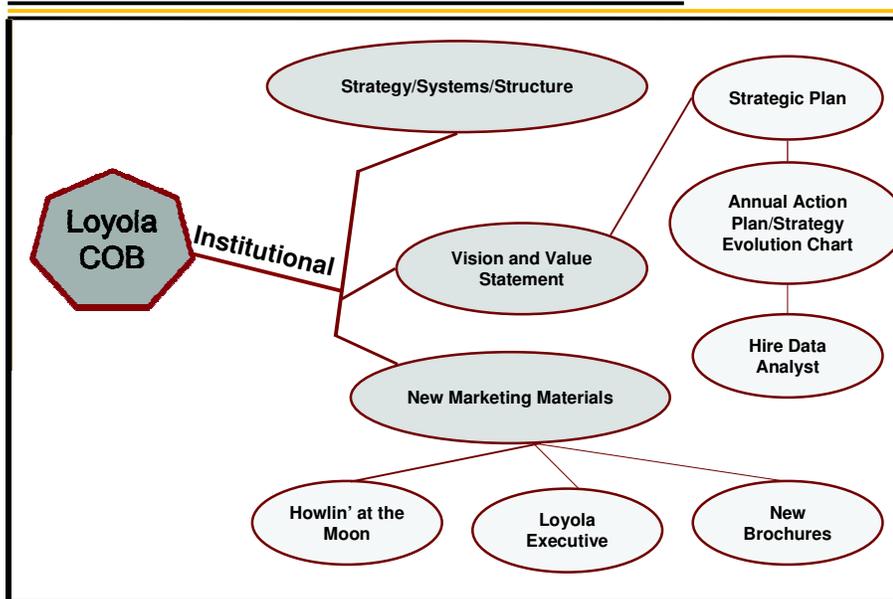
Step 7. Plan updates are part of each faculty meeting (at least two per semester) and will be revisited in our spring "attack" to set the course for the following year.

The following mind maps are visual presentations of the college’s initiative exercise. The maps below show the seven initiatives which guide the college’s annual activities. These initiatives are:

Initiative #1 – Institutional

This initiative concerns the activities necessary for the college to organize itself and communicate to relevant stakeholders. Map 1 shows that the college began developing its strategic plan by creating vision and value statements. Activities for each initiative were then outlined. New marketing materials were also developed. Howlin’ at the Moon is an internal newsletter started to improve internal communications in the College of Business. **The Loyola Executive Magazine** was created to provide a vehicle for the college to tell its story to external stakeholders. The inaugural issue was mailed to 11,500 friends, executives, families, students, and AACSB deans. Copies of the magazines will be used by admissions to attract new students.

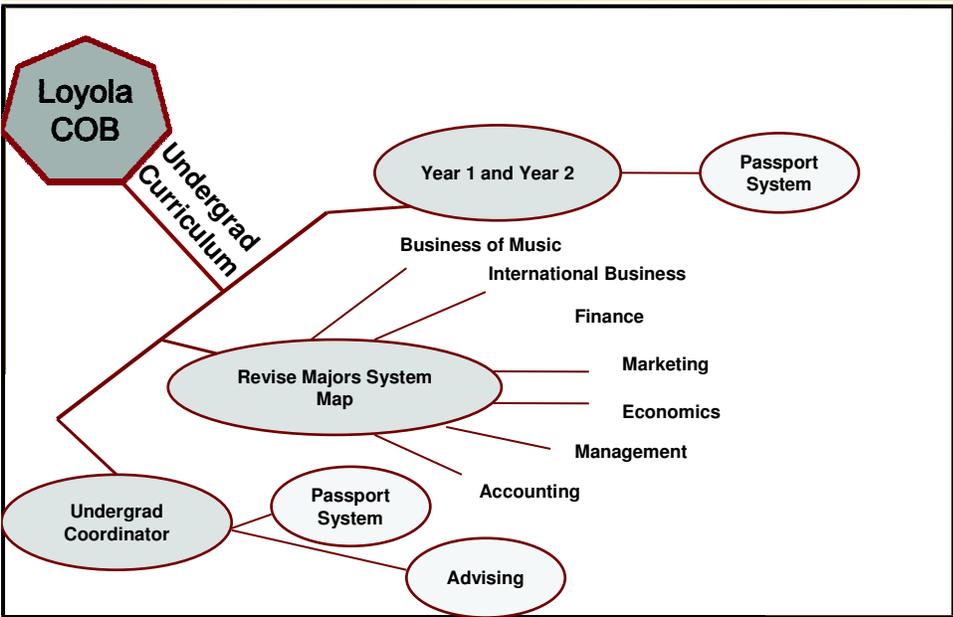
Map 1



Initiative #2: Undergraduate Curriculum

Map 2 shows the activities designed to improve the CoB educational offerings. In addition, it addresses the issues of student retention by creating a passport system for our freshmen 2008-09 class. The hiring of an undergraduate coordinator was a step taken by the college to help with mentoring new students. During the spring, summer, and fall 2009 terms, each major will go through a system’s map exercise to create a cohesive, value-added educational experience.

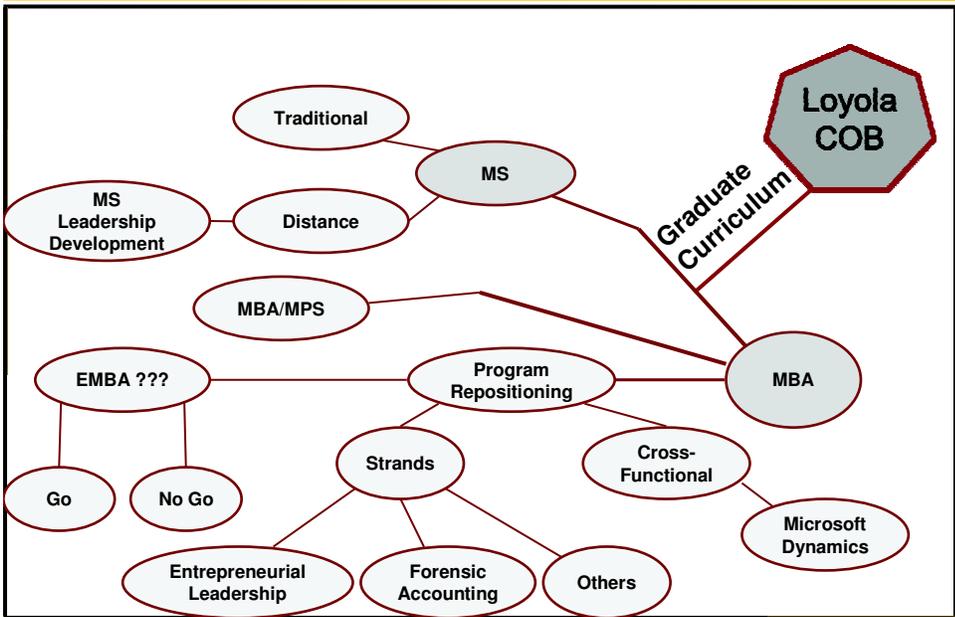
Map 2



Initiative #3 – Graduate Issues

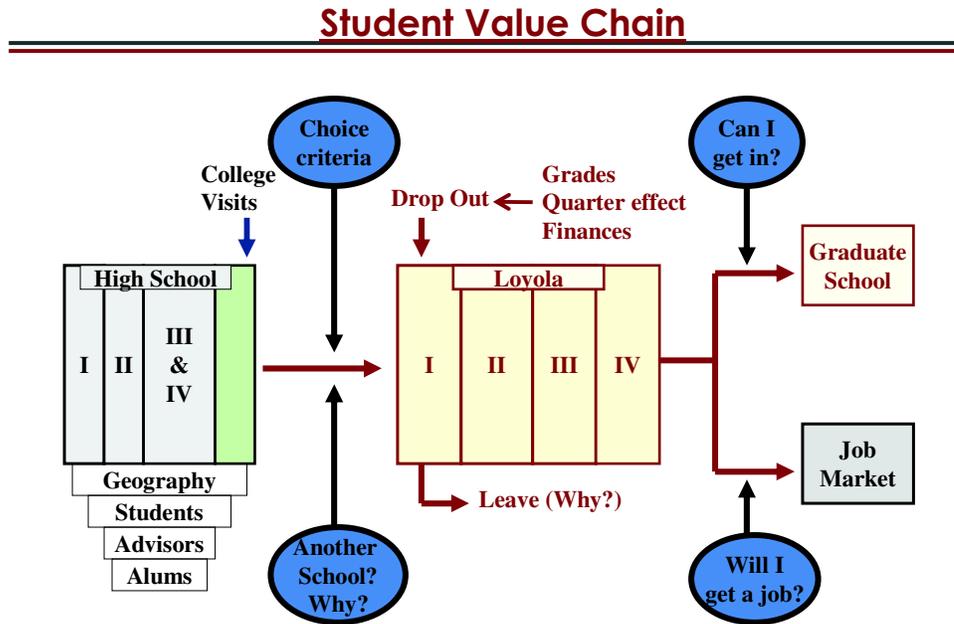
Map 3 shows a significant repository of our MBA program including functional integration to demonstrative organizational excellence. In addition, the MBA will feature informal “strands” so that students will be able to develop competencies desired in the marketplace. The map also shows that a feasibility study of an Executive MBA will be conducted shortly. A feasibility study will also be initiated to determine the viability of including an MS in Leadership Development conducted by distance learning.

Map 3



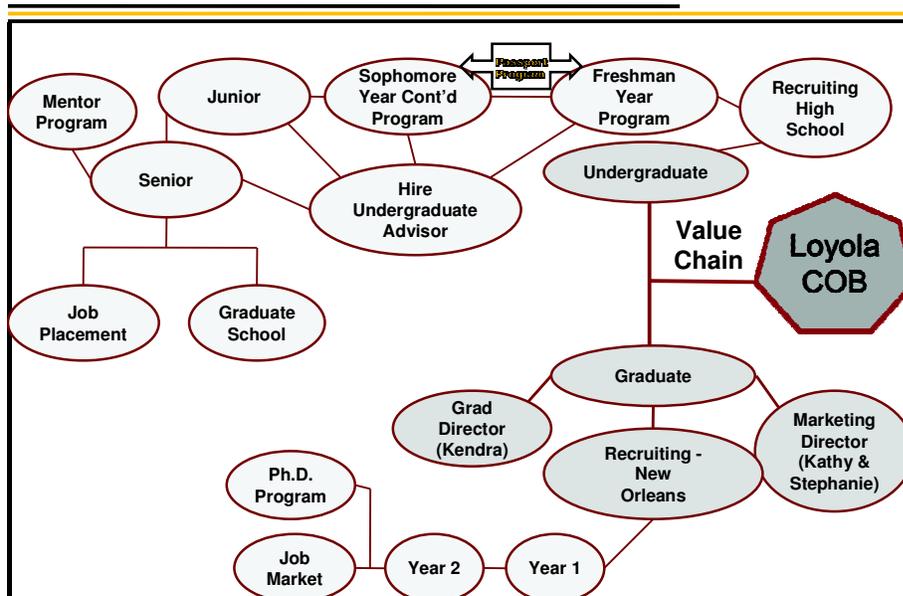
Initiative #4 – Value Chain

During the strategic planning process, the college adopted a value-chain perspective to its educational offerings. The value-chain portrayed below serves to guide the actions of the college in student recruitment, marketing, educating, mentoring, and placing students after graduation.



Map 4 shows that the value chain model applies to both graduate and undergraduate education.

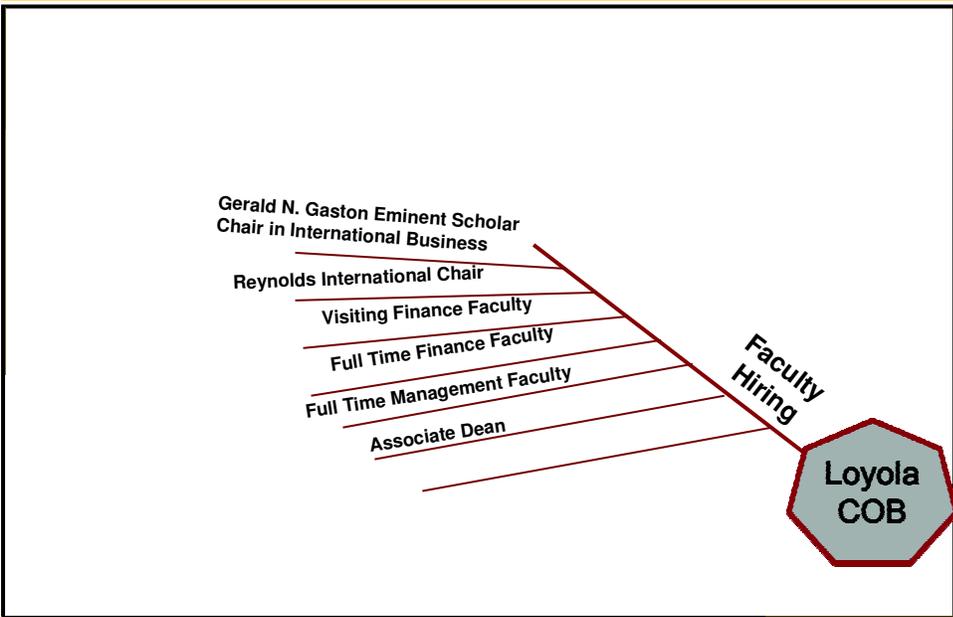
Map 4



Initiative #5: Faculty Hiring

Map 5 shows the faculty hiring initiatives for the year 2008-2009 and beyond. As of the writing of this report, the Gaston Chair holder, and the full-time Finance faculty position are under contract. The Associate Dean’s position was filled on August 2008 and is held by Dr. David Luechauer. For the 2009-2010 academic year, the college will pursue a visiting Finance faculty member. The Reynolds Chair in International Business and the full-time management faculty position will be deferred until the 2010-11 academic year.

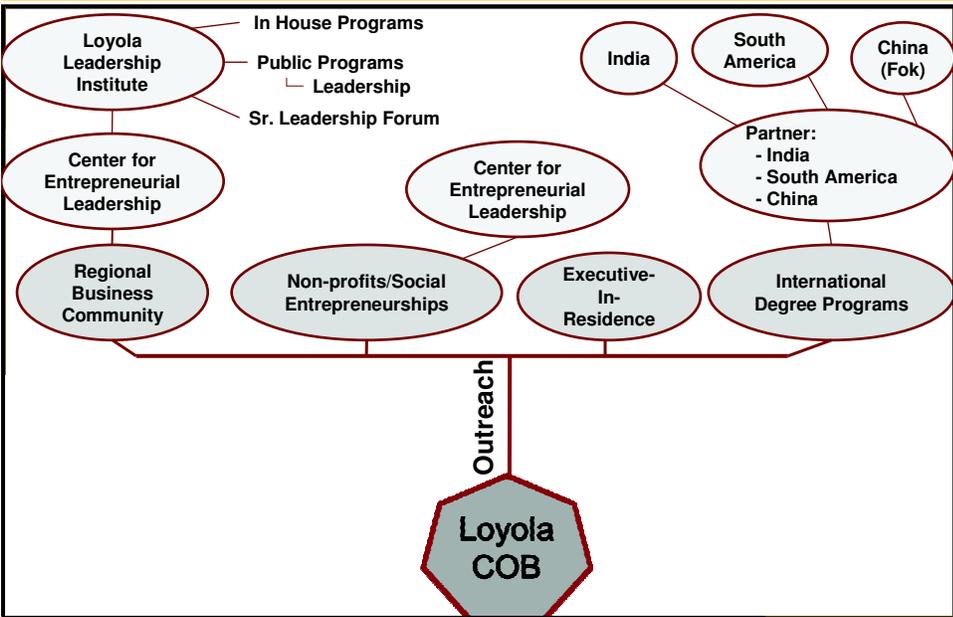
Map 5



Initiative #6: Outreach

Map 6 shows three major groups of outreach activities. A Center for Entrepreneurial Leadership has been started to meet the needs of the regional business community and New Orleans. An Executive-in-Residence program will be started in Spring 2009 and become ongoing. International programs with schools in China and Latin America are being sought during Spring and Summer 2009.

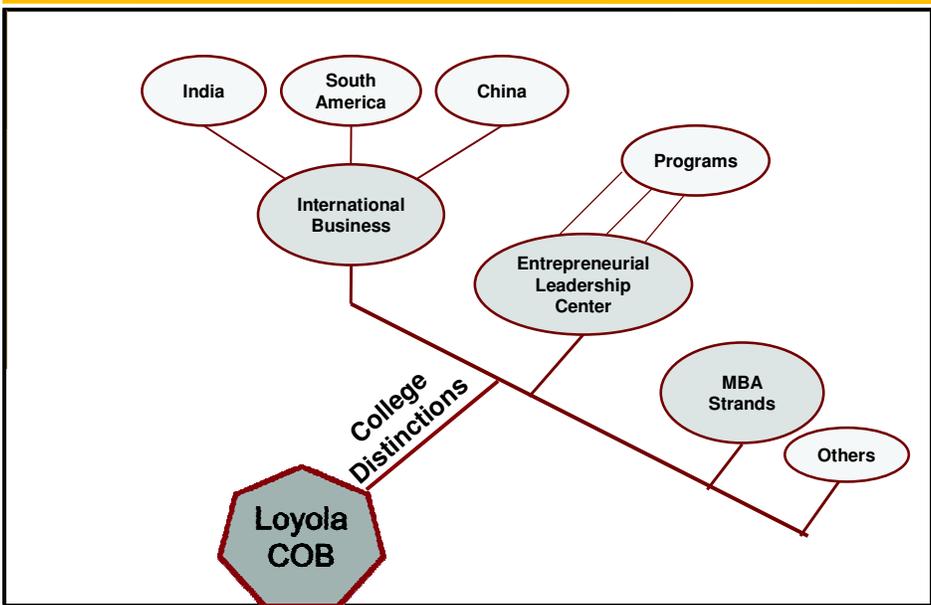
Map 6



Initiative #7: College Distinctions

This summary map shows that the college will create distinctions to the areas of international business and entrepreneurial leadership in addition enhancing the distinctions of our graduate and undergraduate programs. See map 7.

Map 7



The Office of Enrollment Management is working with us to increase the breadth and depth of marketing. Loyola will continue to shore up its local recruitment base in Louisiana and the rest of the Gulf South. As it does this, it will grow its applications in key national markets by marketing to students and opinion leaders the virtues and values of a Loyola business education.

Over the next several years, the enrollment office will make several key investments in the recruitment of new students to continue the upward momentum in the College of Business. These include: increased recruitment travel to newer markets, increased name buys and direct marketing to potential students, and increased events on campus for prospective business students. These are all expected to yield more applications and help us maintain and exceed the current high levels of academic performance of our in-coming students.

ASSESSMENT TOOLS AND PROCEDURES

A brief statement of degree learning goals, list of assessment tools, procedures, recent outcomes, and methods implemented to improve outcomes to mission attainment and assurance of learning.

“Jazzed-up” MBA retreat is a feature story in the new “Loyola Executive.”



Loyola University and the CoB engage in a variety of assessment and assurance of learning programs in order to stay in compliance with both AACSB and SAC's. Even though these efforts were hampered by Katrina and ensuing clean-up, SAC's found our efforts to be of sufficient quality to warrant our continued accreditation. Documents and presentations that outline the processes, outcomes and methods to improve areas which need further attention or that would facilitate continuous improvement are available and widely disseminated. The results of assessment efforts are often the focal point of discussion for a variety of committees and task-forces related curricular and faculty development.

Loyola University Assessment & Assurance of Learning

Loyola University uses the Collegiate Learning Assessment (CLA) to measure learning outcomes using a representative sample of the student body. The CLA is an open-ended methodology that assesses the following learning areas:

1. *The Performance Task* requires students to create an essay that resolves a real-world, work-related problem/issue using an integrated set of critical thinking, analytic reasoning, problem solving and writing skills. Students must apply various types of evidence to the issue under consideration and construct a course of action that resolves competing strategies.

2. *The Analytic Writing Tasks* contain two types of assignments. One is called "Make an Argument," which asks students to support or refute a position on a current issue. The second is called "Critique an Argument," which directs students to evaluate arguments by discussing how well reasoned they find the argument to be.

The results are scored and compared to Loyola's comparison schools. The 2007 results are contained in the following table. The effect size shows how the results at Loyola compare to other schools by indicating whether the change in test scores over a two-year period are higher, lower, or the same as other schools.

	Performance Categories
	Effect Size¹
Performance Task	Low (-)
Analytic Writing	High (+)
Make an Argument	High (+)
Critique an Argument	Low (+)
Total	High (+)

These results are presented to various campus groups and committees as a basis for discussing and implementing necessary improvement techniques.

Institutional assessment and assurance of learning programs are then localized by conducting **Department-Level Assessment**. The academic departments currently at the forefront of this process include: Visual Arts, Music Industries, Business, Sociology, Psychology, Biology, English, Nursing, and Criminal Justice. The results are used by departments' faculty to improve their curricula. In 2008-2009 a number of additional academic areas will be implementing assessment and assurance of learning programs.

[Note, a complete copy of the QEP is available from the office of the Vice Provost – George Capowich - and will be on display when the Peer Review Team visits in February.]

In 2006, Loyola adopted a faculty-driven Quality Enhancement Plan (QEP) designed to improve the Jesuit and academic missions of the university to be. The plan is designed around the theme, “Thinking Critically, Acting Justly” and responds to the SAC’s mandate for enhancement of student learning. *This theme is centered on the Jesuit ideal of educating the whole person. It visualizes a curriculum that is transformative and humanistic, one that promotes the intellectual, moral and spiritual development of the student. It combines a rigorous intellectual training with a deep reflection on fundamental values, preparing Loyola’s graduates to assume leadership roles in society and to become women and men who serve others (Source QEP report, 2008).* The two focal points – thinking critically and acting justly are briefly described in the following, also taken from the 2008 QEP report.

- **Thinking Critically** involves a multidisciplinary approach to develop the critical thinking skills of students, enabling them to analyze problems, think creatively, and express themselves clearly and coherently. The exercise of critical thinking, however, requires an appropriate context. The theme also intends a deep inquiry into all facets of human culture, including the ideas and values that have shaped human history. It also recognizes the need for a dialogue between faith and reason. This transforms our students from local to global citizens.
- **Acting Justly** operationalizes a central tenet of Jesuit education, namely, that education involves the promotion of justice. Students are invited to view themselves not as isolated individuals but as members of a community. The *magis* – striving for something more – carries an obligation for Loyola’s graduates to move beyond self-interest towards a concern for the poor and disenfranchised. An education for justice, however, requires a careful reflection on moral and spiritual values. Action in the world cannot be divorced from intellectual thought. Through coursework and extracurricular activities, students are given opportunities to reflect about purpose and meaning of their lives, and about their hopes and aspirations for their futures.

The QEP has widespread support as its design, development and deployment has involved the entire Loyola University New Orleans community, and had input from faculty, staff, students and administrators. The QEP also attempts to respond to the current situation facing the city of New Orleans as a result of Hurricanes Katrina, Ike and Gustav. The QEP will be implemented over a five-year period and contain three campus-wide initiatives (Faculty and Staff Development, First-Year Experiences, and Student Leadership) designed to focus in two primary learning outcomes: thinking critically and acting justly. Evaluation procedures are underway, with the first report due in Spring, 2009. A copy of the QEP newsletter appears in the appendices.

Although the QEP program is still in the initial phases of rollout, this material was presented as a way of showing the depth and breadth of alignment between University efforts to promote learning and the mission/vision/values of the CoB and its initiatives to promote learning in the functional areas of business, in particular, and Management education in general. We believe this level of congruence is a distinct attribute of a Loyola – Jesuit – education and one that provides the CoB with both a competitive and sustainable advantage relative to other institutions in competitive and aspirant group of schools. It is a leading indicator of our

realization that the pursuit of academic excellence cannot be separated from the personal development of the student at Loyola or the CoB.

Student Learning Outcomes and Assessment for the QEP

The formative evaluations and modifications to make improvements as described in the QEP are very important. If our activities are not successfully implemented, we cannot expect the summative evaluation to show positive results. The following describes the summative evaluation of the QEP, that is, the assessment of student learning improvement.

Thinking Critically: Direct Assessment of Student Learning

Three primary direct measures of student learning will be used for all of the QEP for Thinking Critically. Critical thinking will be assessed by two standardized, normative inventories: the California Critical Thinking Skills Test and the Collegiate Learning Assessment (CLA). Both of these assessments have well-established evidence of their validities and reliabilities. In addition, they have established norms that permit Loyola University New Orleans to compare our students' critical thinking skills and ability to those of other college age students. Pilot work was accomplished on campus during the 04-05 academic year. Unfortunately additional pilot work and the start of a longitudinal assessment were forced to be postponed because of the cancellation of the fall 05 semester. The longitudinal assessment of a large random sample of our incoming freshman and the assessment of graduating seniors will occur in the 06-07 academic year. The longitudinal nature of our assessment and our ability to track students as they participate in QEP initiatives (or not participate – a non-experimental control group situation) will allow us to conduct a summative evaluation of our students' critical thinking.

Acting Justly: Direct Assessment of Student Learning

Unlike the case for Thinking Critically, no standardized, widely accepted assessment exists for measuring student learning regarding Acting Justly. Written reflection papers or journaling seems to be the most widely used direct method to evaluate student learning progress. Loyola University New Orleans graduate nursing programs have used these methods successfully for many years to assess nurses' improved critical thinking but more importantly their development of awareness and behavioral change regarding acting justly. Rubrics will be developed and tested to establish a university-wide metric to evaluate student writings regarding acting justly. Reflection writing will be collected from students in a variety of classes during the freshman year, and additional reflection writing specimens will be added during their sophomore, junior, and senior years for a longitudinal assessment. The QEP implementation committee will design the process to collect, store, analyze, and report on these reflection papers.

One additional component of our evaluation strategy is to begin research on a standardized inventory or technique for assessing acting justly. The QEP implementation committee will form a study group of the Loyola community to conduct research and develop such a measure. Very preliminary work has been done to identify content experts internal and external to the community who could assist in the development work.

Student Perceptions: Indirect Assessment of Student Learning

Course evaluations, Senior Exit Survey, and the Alumni survey will include questions to measure self-assessment by students regarding their improvement in thinking critically and

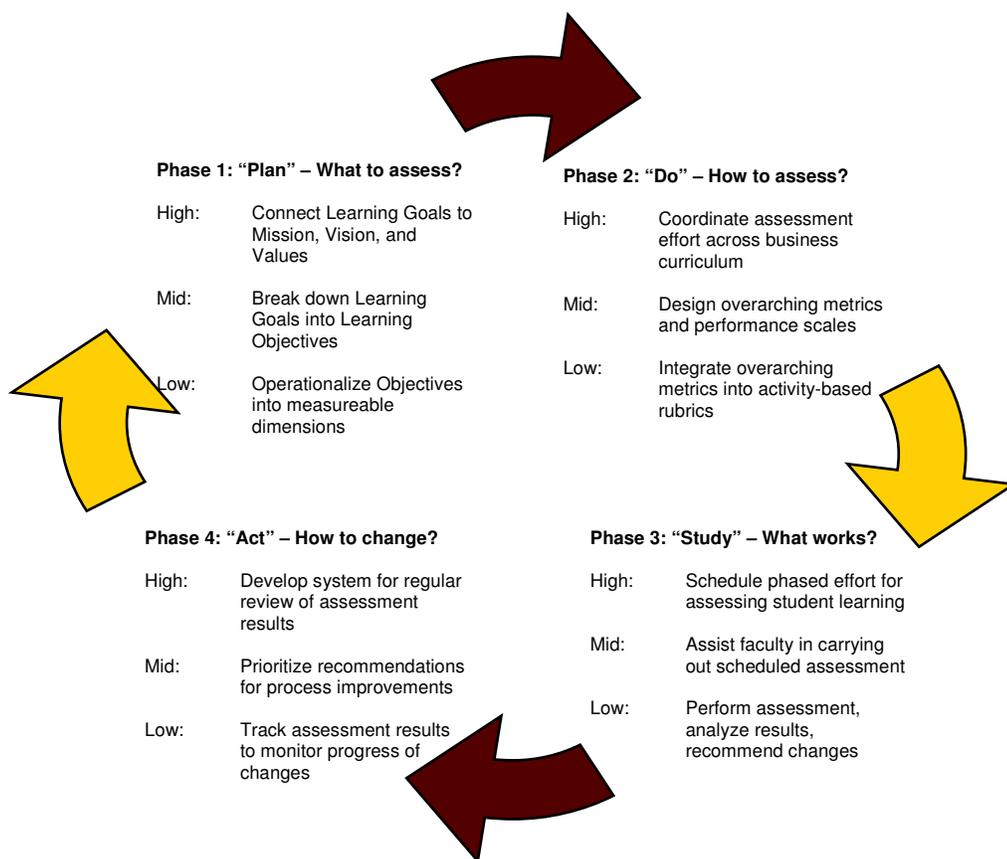
acting justly. National surveys administered by Loyola include NSSE (National Survey of Student Engagement). NSSE includes items relevant to critical thinking, and the NSSE Jesuit Consortium set of additional questions includes questions concerning social justice issues and the Jesuit mission of higher education. While these indirect measures do not substitute for the direct measures of student learning improvement, they do provide supportive evidence of our success in impacting these two learning objectives.

Ultimately, as evidenced by the previous excerpts from the QEP report, Loyola University New Orleans is committed to engaging in assessment and assurance of learning, particularly as they pertain to identifying our ability to successfully integrate key elements of our Jesuit heritage into attitudinal and behavioral change as well as cognitive-emotional development. The CoB, as will be demonstrated in the following sections, is equally committed and in some ways ahead of the University particularly when it comes to “closing the loop” by actually changing such things as instructional delivery, curriculum, and even methods of assessment.

College Level Assessment & Assurance of Learning - Undergraduate

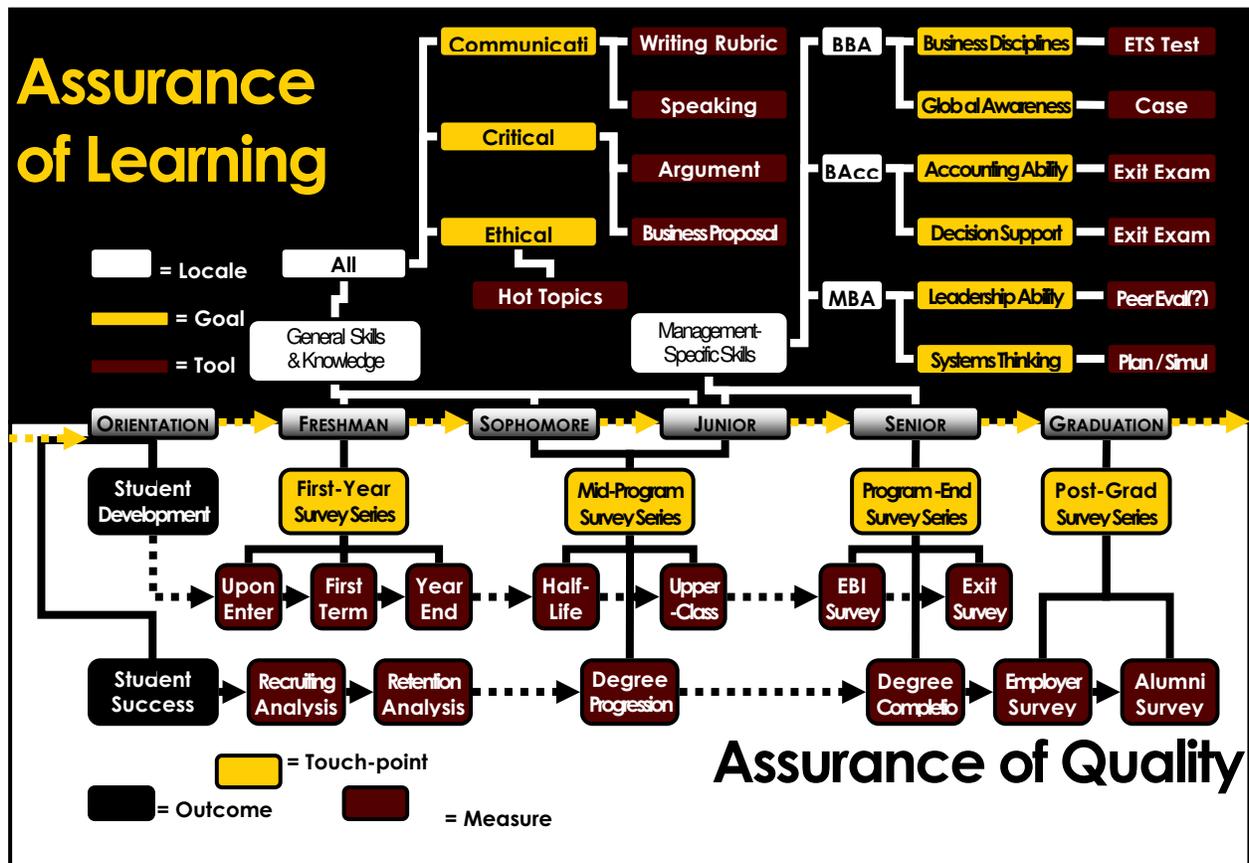
The purpose of the Learning Assurance Plan is to address the following fundamental questions and diagramed below.

1. What abilities do we want our graduates to possess?
2. What percentage of our students possess those abilities?
3. Are we satisfied with the percentage of students who possess those abilities?
4. What are we doing to improve teaching, research, and other activities so that increasingly more students graduate with the knowledge, skills, and abilities that we believe are important?



The Learning Assurance Plan consists of 4 iterative phases that create a continuous loop of assessment and improvement with each phase consisting of multiple levels.

The diagram below is a graphic depiction analogous to the mind maps created as a result of the strategic planning process. This map indicates the CoB's dual concerns of assuring both learning and quality outcomes. The map portrays the relationship between assessment theory and practice, highlighting content areas skill sets to be assessed and touch points regarding when, where, how those assessments might occur.



In 2004, our assessment plans were highly ambitious. We began with ten Learning Goals:

- 1) critical thinking skills, 2) ethical decision-making, 3) global business issues, 4) business disciplines, 5) communication, 6) leadership skills, 7) technology in society, 8) computer applications, 9) team-building skills, 10) economic principles.

Based on a faculty-driven review process, the list was **reduced to eight** by eliminating team building and economic principles, and combining technology with computer applications. Additionally, we developed the foundations for assessment plans for each major—accounting, economics, finance, global business, management, and marketing. Each Learning Goal had multiple objectives, and many of the objectives were measured using more than one assessment metric. We had a designated employee, the Learning Assessment Coordinator, who managed the assessment program, and faculty participation from each business discipline. The College of Business was on track to have a comprehensive assessment plan in effect by Spring of 2005.

In Fall of 2005, New Orleans was devastated by Hurricane Katrina, which had an impact on

the assessment plan. First, no data were collected, and all courses were cancelled for the entire semester. Second, nearly all of the raw data for the 2004-2005 academic year was lost, and the Assessment Coordinator’s position was terminated due to financial constraints. Third, although the coordinator left spreadsheets that documented the results of the data collection, there were flaws in the data sets. The most important flaw was that data were not presented in accordance with the AACSB directives to report the pre-determined standards set for student achievement, to use the 0-1-2 metric for analysis, or to consider the individual student as the unit of analysis. The current Learning Assurance Plan has been developed to align with all AACSB requirements and to address the needs of the three accredited programs of the college—BBA, BAcc, and MBA. The development of the initial Learning Assurance Plan occurred as shown in the timeline below:

	Dec, 2003	Jan, 2004	Feb, 2004	Mar, 2004	Apr, 2004	May, 2004	Sum, 2004	Fall, 2004
Teams draft first Learning Goals and Objectives	█	█						
Faculty review Learning Goals and Objectives		█	█					
Teams review faculty comments and changes			█					
Teams recommend locales for embedded assessment				█				
Teams recommend tools and rubrics for assessment				█	█			
Faculty review and approve recommendations by teams					█	█		
Assessment plan approved for pilot in Summer 2004							█	
Assessment plan approved for implementation in Fall								█

AACSB mandates that we assess student learning of essential general skills and knowledge that are not specific to business majors. In our Assurance of Learning efforts, this general body of skills and knowledge is represented by the following three Learning Goals.

1. **Communication:** *College of Business graduates will be able to communicate effectively in the business world.*
2. **Critical Thinking:** *Graduates will be able to apply critical thinking skills to solve complex business problems.*
3. **Ethical Decisions:** *Graduates will be able to apply a values-laden method for responding to ethical issues.*

Graduates of all degree programs in the College of Business are expected to demonstrate achievement of these goals. AACSB expects that we assess student achievement through direct measurement and we use the following evaluation tools.

For Communication

- *A comprehensive writing skills rubric that evaluates a business student's mastery of content creation and organization.*
- *A comprehensive speaking skills rubric that evaluates a student's mastery of power, relationship, and organization skills.*

For Critical Thinking

- *A general argument mapping / analysis rubric that can be applied to a number of different types of class assignments.*
- *A general argument formation rubric that is designed to be applied to various business proposal class assignments.*

For Ethical Decisions

- *A comprehensive rubric that evaluates a student's ethical decision-making process in the "Hot Topics" ethics simulation.*

In general, students will be assessed for achievement of these general Learning Goals before they complete their junior year.

Management-Specific Skills

AACSB further mandates that we assess student learning of the specific management competencies required of business majors. In our Assurance of Learning efforts, these specific business skills are represented in each degree by the following Learning Goals:

In the BBA

- *Business Disciplines: Graduates of the BBA degree program will demonstrate competence as business professionals.*
- *Global Awareness: Graduates will possess the knowledge, skills, and abilities to succeed in the emerging global economy.*

In the BAcc

- *Accounting Ability: Graduates of the Bacc degree program will demonstrate competence as accounting professionals.*
- *Decision Support: Graduates will be able to be leaders and decision-makers in the private, public, and non-profit sectors.*

In the MBA

- *Leadership Ability: Graduates of the MBA degree program will be able to be effective and innovative business leaders.*
- *Systems Thinking: Graduates will be able to integrate and recognize the interconnectedness of all the business functions.*

To satisfy the AACSB expectation of direct assessment of student achievement, we use the following evaluation tools described below.

For the BBA

- *The ETS Major Field Test in Business to assess overall competency in business and in each functional area of business.*
- *A case analysis rubric in the required international business class in each major to assess global business knowledge.*

For the BAcc

- *A pair of general accounting and tax accounting competency examinations given to graduating accounting seniors.*

For the MBA:

- *A business proposal rubric applied to the business or simulation plans created in Entrepreneurship or Global Strategy.*
- *[An evaluation tool for Leadership Ability is still under development; it may be a combined peer / instructor evaluation].*

In general, students will be assessed for achievement of these degree-specific Learning Goals during their last year in their respective programs.

Assurance of Quality

Historically, our attrition rate has been approximately 20-25% after the freshman year, and approximately 10-15% each year, thereafter. Our graduation rate in the College of Business has been approximately 50-60% on a four-year basis, and 60-70% on a six-year basis. We are not able to determine with certainty the percentage of our graduates that obtain employment shortly after their graduation nor the starting salaries of our graduates, because our graduation candidate and alumni relationship efforts have historically been weak with regard to the consistency of the data-gathering process, the reliability of the sample of respondents, and the robustness of the data. To better ensure student success, we can increase the frequency and consistency of the tools with which we track student progress. Upon the entrance of a new freshmen cohort group and the completion of their first year in the CoB, *analyses will be*

conducted of both recruitment and retention trends to identify the common causes of attrition and to determine whether attrition is caused by factors endogenous to the College of Business or by exogenous factors such as admissions standards. At approximately the half-way point of a cohort group's progression through the CoB curriculum, a study will be conducted of the demographic and academic characteristics of students as it pertains to their degree progression. Upon the four-year graduation of a cohort group, and later upon the six-year graduation of remaining members, a final analysis will be conducted of the academic, demographic, and motivational characteristics of successful degree candidates. After the graduation of a cohort group, at regular 5-year or 10-year intervals from the year of graduation, surveys will be sent both to alumni and to employers of alumni to determine the continuing success of College of Business graduates.

The above timeline need not be completed for every cohort group that enters the College of Business. A phased cycle that investigates only one group every few years would be sufficient. The important element is to look at each stage of a group's progression through the program. By tracking a single cohort group throughout their entire career in the College of Business, we can study the value added at each given stage.

Developmental Outcomes

Student Development is a broad category of quality outcomes that encompasses everything from a student's academic motivation and personal commitment to their education, to their satisfaction with the knowledge gained in the College of Business, to the strength of the academic support system and community that they experience throughout their educational career. All of these factors affect the personal and academic development of College of Business students into young professionals ready to become a new generation of business leaders. The evaluation tools used to track the development of students as business professionals can be modeled around the College of Business' vision to create a learning place that **awakens, enlightens, and transforms** students. Accordingly, various surveys will be administered at each stage of development. For example, during the freshman year, when students are awakened to business as an academic pursuit:

- *Students will be surveyed three times: Once upon entrance, once at the end of the first semester, and once at the end of the year.*

Upon entrance:

- *Students will be asked about their expectations concerning business education, and their reasons for deciding to pursue it as a major.*

After the first semester:

- *Students will be asked to evaluate their experiences in light of their expectations, and to share their view of business as a field of study.*

Upon completion of the freshman year:

- *Students will be asked about their personal, emotional, career, and academic development over the course of their first year of college.*

During the sophomore and junior years, when students continue to be enlightened about their part in the world of business:

- *Students will be surveyed at the “half-life” of their college career to see if their expectations for their continued study have changed, and after the transition to upper-classmen, to see if their perspective on the role of business in society, and if their part in it has matured.*

After completion of the senior year in the College of Business, when students have finally been transformed into professionals ready to lead:

- *Students will be asked to complete the EBI undergraduate business assessment exit survey, and to complete an internal exit interview both of which are designed to provide students a chance to recount their experiences and their development in the College of Business.*

These surveys are designed, like the study of student success, to track the progress of students throughout their entire CoB experience. There will be other pre/post measurements in this survey series as well as other methodologies, such as focus groups, to show the added value of our curriculum and other activities.

1. Plan – What abilities do we want to assess?

In order to comply with accreditation standards and to further the mission of the College of Business at Loyola University New Orleans, the five Learning Goals of the BBA degree are rooted in the mission of the college and the vision of the university which are, in turn, rooted in Ignatian values. These five Learning Goals encapsulate the knowledge, skills, and abilities that students of all majors should possess as graduates of the CoB. These will be continually assessed on a schedule appropriate for the resources of CoB and in a manner that is aligned with AACSB and SACs.



Derivation of Learning Goals from our Mission, Vision, and Values			
Learning Goals	College Mission	University Vision	Ignatian Values
1. Business Disciplines: Graduates will demonstrate ability and competency as bus. professionals.	<ul style="list-style-type: none"> Provide a well-rounded education... of the art and science of management and administration. 	<ul style="list-style-type: none"> A just and ordered society needs men and women trained in business. Provide a foundation of learning experiences which enable students to develop values and life goals. Provide the leaders of tomorrow with values that strengthen society. 	<ul style="list-style-type: none"> Emphasizes a holistic education, and human and academic excellence. Looks to the fullest development of each person's individual capacities. Prepares leaders for participation in Church, commerce, and community.
2. Critical Thinking: Graduates will be able to apply critical thinking skills to issues in business.	<ul style="list-style-type: none"> Enhance critical thinking skills. Graduate students who possess critical thinking skills. 	<ul style="list-style-type: none"> Develop students into leaders who possess a love for truth and the critical intelligence to pursue it. Equip students to know themselves, their world, and their potential. Foster in students a critical sense based upon values and principles. 	<ul style="list-style-type: none"> Community is bound together by a common search for knowledge, and dedicated to the discovery of truth. Teaches leaders to be critical of every decision made, to examine attitudes, to challenge assumptions, and to analyze motives for acting.
3. Communication: Graduates will be able to communicate effectively in the business world.	<ul style="list-style-type: none"> Enhance written and oral communication. Enable students to become effective business leaders. 	<ul style="list-style-type: none"> Develop students with the intelligence to pursue and the eloquence to articulate truth. Develop high degree of ability to express ideas orally and in writing. 	<ul style="list-style-type: none"> Dialogue and debate concerning controversial issues are not only tolerated, but actively encouraged. Emphasizes active participation by students in the educational process.
4. Ethical Decisions: Graduates will be able to apply a values-laden method for responding to ethical issues in business settings.	<ul style="list-style-type: none"> Prepare students to become socially responsible leaders, to enhance ethical decision-making. Graduate students who possess the courage to act justly. 	<ul style="list-style-type: none"> Prepare students to lead meaningful lives with and for others, to pursue virtue, and to work for a just world. Educate students to meet change with equanimity and good judgment. Assist students in becoming more aware of the problems of society, and their ability to correct them. 	<ul style="list-style-type: none"> Seeks men and women for others who are free to give of themselves and responsible for their actions. Discerns what is good and true in the movements of history. Insists on individual care and concern for each person, and that principles must lead to decisive action, with "love shown in deeds".
5. Global Awareness: Graduates will be able to succeed in the global economy.	<ul style="list-style-type: none"> Enable students to become effective leaders in a global environment. 	<ul style="list-style-type: none"> Prepare students to lead meaningful lives with and for others in order to benefit their larger communities. Motivate ever-widening circles of concern for human solidarity. 	<ul style="list-style-type: none"> True freedom requires a realistic knowledge of the various forces present in the surrounding world. Is world-affirming and condemns self-aggrandizement or nationalism.

Each of the five Learning Goals is defined in terms of the concept or ability that we want our graduates to master, and broken down into 2-4 operational Learning Objectives that can easily be directly measured through assessment rubrics. The definitions and associated objectives for each Learning Goal are given in the Summary of Learning Goals and Objectives on the following page.

Summary of Learning Goals and Objectives

1. **Business Disciplines** is a collective term for the basic areas of accounting, decision science, economics, finance, management, and marketing.

Learning Goal: Graduates will demonstrate competency and ability as business professionals.

Learning Objectives: Graduates will be able to:

- a. Demonstrate overall competency in using all of the various functional areas of business.
- b. Synthesize business knowledge and skills from multiple disciplines to solve a complex problem.

2. **Critical Thinking** is the careful, deliberate, and rational determination of what to believe or do, using cognitive skills or strategies that increase the probability of a desirable outcome.

Learning Goal: Graduates will be able to apply critical thinking skills to solve issues in business.

Learning Objectives: Graduates will be able to:

- a. Analyze the structure and content of an argument relating to a business issue.
- b. Formulate a sound argument relating to a business issue that leads to a viable strategy.
- c. Analyze the business environment of a firm from all internal and external perspectives.

3. **Communication** in business is a process in which two or more people interact using communication skills in order to achieve a desired outcome in a business context.

Learning Goal: Graduates will be able to communicate effectively in the business world.

Learning Objectives: Graduates will be able to:

- a. Articulate ideas clearly and concisely in a one-on-one professional business setting.
- b. Compose clear and concise business writing.
- c. Make effective persuasive business presentations.

4. **Ethical Decision-Making** in business is an application of critical thinking skills to address a business problem that has more than one legal solution, but in which the decision-maker seeks to find the most responsible action for all of the stakeholders of the decision.

Learning Goal: Graduates will be able to apply a values-laden method for responding to ethical issues.

Learning Objectives: Graduates will be able to:

- a. Describe the context of an ethical problem.
- b. Execute a procedure of ethical decision-making that leads to actionable solutions for a problem.
- c. Communicate the results of an ethical decision-making process to all stakeholders of a decision.
- d. Reflect on an ethical decision-making process and demonstrate the capacity for self-evaluation.

5. **Global Awareness** is the knowledge of cultural, regional, and national issues that will enable the graduate to respond appropriately in all international business situations or scenarios.

Learning Goal: Graduates will possess the knowledge, skills, and abilities necessary to succeed in the emerging global economy.

- a. Demonstrate overall competency concerning global business issues.
- b. Apply business theory and skills in order to solve a business problem in a global setting.
- c. Use the analytic tools of business to perform a comparative analysis of firms, markets, or industries in different nations or regions.

Learning Objectives: Graduates will be able to:

2. Do – How have we assessed student learning?

To ascertain the percentage of graduates who possess the desired knowledge, skills, and abilities, we implemented a basic assessment metric that can be applied to each of the five Learning Goals. Each student is given an individual assessment score using the metric below. The use of a single metric and of the individual student as the unit of analysis is consistent with the accreditation standards and provides a basis for comparisons.

- 2:** Exceeds learning standards
- 1:** Meets learning standards
- 0:** Fails learning standards

By using this single metric to measure student achievement of each of the five Learning Goals, individual rubrics and evaluation tools can easily be revised or replaced over time to incorporate recommendations for continual improvement. Although these rubrics and evaluation tools will change over time, each rubric or evaluation tool used will follow the basic framework below.

Title of Learning Goal				
a. First Objective	0: Fails	1: Meets	2: Exceeds	Score
i. First dimension				0 1 2

Although each student is evaluated individually using the assessment metric, the level of student achievement of each Learning Goal must be calculated aggregately. Aggregate achievement of each Learning Goal is calculated as the percentage of the total number of students assessed that met or exceeded learning standards on their individual assessment score. The performance scale below will be used to interpret the aggregate level of student achievement of each Learning Goal.

- > 90%:** Superior achievement
- 80-90%:** Satisfactory achievement
- < 80%:** Unsatisfactory achievement
- [75-80%:** Marginal achievement]

For each Learning Goal, Learning Objective, and operational dimension, the aggregate level of student achievement will be calculated and compared to the performance scale above. The scale will be used to identify areas for improvement, as well as to prioritize improvements according to the size of the achievement gap. Reports will be generated using the basic framework below.

Title of Learning Goal								
a. First Objective	Fails		Meets		Exceeds		Achieves	
i. First dimension	#	%	#	%	#	%	#	%

Course Coverage and Assessment Schedule

The assessment of Learning Goal achievement is spread out across the business curriculum. Our Learning Goals consider the “graduate” as the relevant unit of analysis, and the majority of embedded assessment tools are found accordingly in upper-level courses, where it is easier to effectively assess the achievement of our graduates.

Learning Goal Course Coverage and Assessment Schedule					
Bus Core Course	Learning Goals Covered in Business Core Courses				
	1. Business Disciplines	2. Critical Thinking	3. Communi- cation Skills	4. Ethical Decisions	5. Global Awareness
BA 100 Intro to Business					
BA 101 Business Com.					
ACCT 202 Fin Accounting					
ACCT 203 Mgrl. Accounting					
DECS 205 Business Statistics					
ECON 200 Microeconomics					
ECON 201 Macroeconomics					
LGST 205 Legal Env of Bus					
MKT 280 Basic Marketing					
FIN 300 Financial Mgmt					
MGT 245 Mgmt & Org Beh					
MGT 250 Mgmt Info Sys					
MGT 310 Prod & Ops Mgmt					
BA 415 Business Ethics					
BA 445 Business Policy					
Assessment Phase	Learning Goals Measured in each Assessment Phase				
	1. Business Disciplines	2. Critical Thinking	3. Communi- cation Skills	4. Ethical Decisions	5. Global Awareness
Phase I (2008-09)					
Phase II (2010-11)					

3. Study – What do our students currently learn?

As of Fall 2008, and according to the most recent measures taken of each Learning Goal and Learning Objective, the current level of student achievement is as shown in the table below. Achievement is calculated as the percentage of students that met or exceeded the learning standards of a given Learning Objective.

Current Level of Student Achievement of Learning Goals								
Learning Goal	Individual Student Achievement						Performance	
1. Bus. Disciplines	Fails		Meets		Exceeds		Achieves	
a. Overall ability	28	24%	49	42%	39	34%	88	76%
b. Synthesize skills*								
Learning Goal	Individual Student Achievement						Performance	
2. Critical Thinking	Fails		Meets		Exceeds		Achieves	
a. Analyze argument	36	28%	37	28%	58	44%	95	72%
b. Form argument	7	29%	13	54%	4	17%	17	71%
c. Analyze environ.	5	7%	49	66%	20	27%	69	93%
Learning Goal	Individual Student Achievement						Performance	
3. Communication	Fails		Meets		Exceeds		Achieves	
a. Speaking skills	10	18%	29	53%	16	29%	45	82%
b. Writing skills	14	26%	32	58%	9	16%	41	74%
c. Presenting skills	15	27%	37	67%	3	6%	40	73%
Learning Goal	Individual Student Achievement						Performance	
4. Ethical Decisions	Fails		Meets		Exceeds		Achieves	
a. Describe problem	7	19%	20	54%	10	27%	37	81%
b. Make decision	13	35%	14	38%	10	27%	24	65%
c. Describe solution	8	22%	16	43%	13	35%	29	78%
d. Reflect on process	13	35%	9	24%	15	41%	24	65%
Learning Goal	Individual Student Achievement						Performance	
5. Glob. Awareness	Fails		Meets		Exceeds		Achieves	
a. Overall ability**							95 th percentile	
b. Solve intl. issue*								
c. Analyze intl. env.*								

* As of Fall 2008, these Learning Objectives had not yet been measured. Rubrics are under development for each objective and will be implemented in the 2008-2009 academic year.

** As of Fall 2008, this Learning Objective had only been measured aggregately (not using the student as the unit of analysis) using mean ETS scores. A better rubric is under development.

Analysis of Current Student Achievement

Currently, the only Learning Objective on which our students perform at a superior level is Critical Thinking 2.c. - analyze the business environment of a firm from all internal and external perspectives. This is a skill that is taught in detail in a large number of our courses, across disciplines as diverse as economics, finance, management, and marketing, so it is expected that students would perform well on the objective.

Additionally, students performed at a satisfactory level on Communication 3.a. -speaking skills - and Ethical Decision-Making 4.a. - describe an ethical problem. While it is difficult to interpret the aggregate level analysis of Global Awareness 5.a. - overall ability the institutional percentile ranking indicates “satisfactory” performance on this objective as well. The latter two factors are hallmarks of our Jesuit education, and performance on these objectives should be “excellent.”

Finally, students performed at a marginal level on Business Disciplines 1.a. -Overall ability and Ethical Decision-Making 4.c. - Communicate a solution but at an unsatisfactory level on all of the remaining six Learning Objectives measured as of the Fall 2008 semester. These latter six objectives represent the areas in need of the most improvement, while the former objectives represent the areas where improvement to student achievement could be made most easily.

The learning difficulties encountered by students in each Learning Objective are outlined below.

- **Business Disciplines:** Graduates taking the ETS Field Test in Business scored well within their own major discipline but poorly on questions from other disciplines. Their individual overall test scores, from which Business Disciplines 1.a. (Overall ability) was assessed, were subsequently lower than necessary to display a satisfactory level of performance.
- **Critical Thinking:** Freshmen in BA 100 were not sufficiently prepared to perform the level of analysis required by Critical Thinking 2.a. (Analyze an argument); upper-level students should be assessed instead. Students completing the proposal project for Critical Thinking 2.b. (Formulate an argument) were unable to identify alternative assumptions to their own or to change their recommended strategy in light of the knowledge of the other assumptions.
- **Communication:** Although freshmen are taught advanced topics in writing and presentation skills in BA 101, they do not have enough experience using these skills to show satisfactory achievement for Communication 3.b. or 3.c. Upper-level students would be more prepared.
- **Ethical Decision-Making:** Students in MKT 330 struggled with the procedural, philosophic framework-based decision-making method required by the EthicsGame assignment and the Ethical Decision-Making 4.b. (Execute a procedure) and 4.d. (Reflect on decision-making process) objectives. In particular, students found it difficult to identify tensions between different stakeholders or ethical viewpoints or to correct for their own personal biases

- **Global Awareness:** Although Loyola's institutional mean score on the "International Issues" Assessment Indicator #9 from the ETS Field Test in Business was in the 95th percentile, it was impossible to calculate individual results on this objective. Because of this, the individual level of student achievement or the specific learning difficulties encountered are as yet unknown.

4. Act – How have we improved student learning?

Based on current and previous measurements of student achievement, the faculty and staff of the College of Business have adopted a number of changes to assessment and teaching processes in order to close the gap between actual and desired levels of achievement. The changes made over the previous five years are outlined below.

1. Business Disciplines:

The ETS Field Test in Business on its own has proven to be a weak assessment tool. In response to this finding, we have developed an additional course-embedded rubric that will be used to assess part of the Business Disciplines goal in the BA 445 capstone course. This change will allow us to identify specific areas in which students fail to meet standards.

2. Critical Thinking:

Freshmen in BA 100 were not sufficiently prepared to perform the level of analysis required by the Critical Thinking goal. In response to this shortcoming, we have considered assessing Critical Thinking 2.a. and 2.b. in the BA 445 capstone course with Critical Thinking 2.c. and the Business Disciplines goal. This change is still under review and has not been developed.

3. Communication:

In 2004, the rubric used to assess Communication 2.c. - Presentation Skills was based on an inconsistent 4-point scale. This was changed in 2007 to a 3-point scale that uses the single metric identified in this plan. The new rubric is based on the dimensions measured by the instructor's grading worksheet and is consistent with the writing and speaking rubrics.

4. Ethical Decision-Making:

To devote more time to teaching values, ethical tensions, and competing ethical frameworks in class, the full Ethics Game simulation in MKT 330 was dropped in favor of the shorter Hot Topic option. This change will allow the teacher to develop students' understanding of the issues raised by the project, through in-class discussions to supplement students' reflections.

In addition, the shorter Hot Topic format will allow students to more readily compare the different outcomes of the four philosophical ethical frameworks used in the simulation and to understand the importance of developing their own ethical perspective in order to respond appropriately to business situations where multiple values are placed in tension to each other.

5. Global Awareness:

As in Business Disciplines, the ETS Field Test in Business proved to be a poor assessment tool for measuring the Global Awareness goal. In response to this, we have developed a set of new course-embedded measures to be used in the required international business courses of each major in the BBA. This change will allow us to assess Global Awareness more effectively.

Recommendations for Continued Improvement

This revised Learning Assurance Plan is the first step in an action plan for the continued improvement of assessment and academic processes in the College of Business. The recommendations below represent current needs in each category of processes, categorized by the relevant persons responsible for implementing the improvements.

1. Business Disciplines:

	Assessment Coordinator / Team	Individual Faculty Members
Assessment Academic	Develop and distribute new rubric. Analyze learning achievement by major in each functional area.	Collect data in capstone course. Ensure enough individual work assigned on integrative topics.

2. Critical Thinking:

	Assessment Coordinator / Team	Individual Faculty Members
Assessment Academic	Review current assessment rubrics for effectiveness in BA 100 course. Analyze content of BA 445 for potential inclusion of new rubric.	Collect data in BA 100 / BA 445 again to compare with 2004 data. Highlight the importance of giving alternative scenarios / assumptions.

3. Communication:

	Assessment Coordinator / Team	Individual Faculty Members
Assessment Academic	Revise current assessment rubrics to align with grades less perfectly. Explore opportunities to use peer-evaluation feedback from BA 100.	Develop consistent standards for communication across curriculum. Create cooperative culture, using high-performers to assist low ones (explore bus. communication lab?).

4. Ethical Decision-Making:

	Assessment Coordinator / Team	Individual Faculty Members
Assessment Academic	Review success of the Hot Topic simulation as new assessment tool. Compare Hot Topic learning achievement with Ethics Game.	Pilot Hot Topic for assessment in other areas of business curriculum. Review conflicting values, justice theory, and virtue ethics in class.

5. Global Awareness:

	Assessment Coordinator / Team	Individual Faculty Members
Assessment Academic	Develop and distribute new rubric that uses individual student as unit. Analyze learning achievement by major and comprehensively.	Work with assessment team to develop rubrics and collect data. Look for opportunities to include global topics in non-INTB courses.

Assessment and assurance of learning are areas replete with challenges and opportunities. The challenges, like with any solid research include: a) designing useful and viable measures that are reliable and valid; b) collecting quality data; c) analyzing the data; and, d) efficiently and effectively communicating the results in a manner that is non-threatening, informative and propels needed changes or refinements. The opportunities lie in working collaboratively, creatively and cooperatively to design and facilitate the desired outcomes. Hopefully, this section has documented that the CoB faculty are up to the challenge and willing to seize the opportunities that the results of our efforts present. To date, assessment and assurance of learning changes have ranged from sublime to obvious. Changes have occurred at the individual, group and college level. There have been changes in basic processes as well as in complex “systems.” We have even been willing and in some cases able to change the very measures themselves. The constant in this sea of change is CoB commitment to producing quality educational experiences that add value to those who experience them. We believe this is aligned and in keeping with AACSB’s dictates about assessment and assurance of learning. Hence, we welcome and encourage members of our visit team and others interested in these processes to engage our students and those who hire them in discussions about the quality of a Loyola education in general and a CoB education in particular.

Summary Table – Closing The Loop For The BBA & BAcc

The following table indicates the efforts undertaken to ensure that data gathered from assessment and assurance of learning program are utilized and lead to continuous improvement of our programs and delivery mechanisms.

Assessment of General Knowledge, Skills, & Abilities in UG Programs		
What we measured	What we learned	What we changed
<p>In the BBA program and the BAcc program, we assessed our students' ability to use a Critical Thinking process to analyze a given argument and to formulate their own.</p> <p>The assessment used was an article-mapping exercise in the BA 100 Intro to Bus class.</p>	<p>Students assessed in BA 100 were unable, in aggregate, to satisfactorily analyze a given argument or to form an alternative of their own (72% of BBA, 77% of BAcc).</p> <p>We believe this outcome was a result of freshmen having not yet developed the ability to think critically.</p>	<p>We developed a new rubric to assess Critical Thinking skills in upper-level classes to give students more time to develop the skills before being assessed on their use.</p> <p>The new rubric is designed to be used in courses such as ECON 201 Principles of Macro or BA 415 Bus Ethics.</p>
<p>In the BBA program and the BAcc program, we assessed our students' ability to apply effective Communication skills to business projects.</p> <p>The assessments used were 3 assignments in the BA 101 Bus Communication class, including business Writing, Speaking, & Presenting Skills.</p>	<p>Students assessed in BA 101 were able, in aggregate, to display satisfactory skill in communicating in writing or in business presentations. (74% Writing, 72% Presenting)</p> <p>We believe this outcome was a result of freshmen having not yet developed their communication skills.</p>	<p>We are developing a rubric for Communication, to be applied to written proposals and business presentations in upper-level courses, where students are more prepared.</p> <p>The rubric will be used in courses such as MKT 280 Basic Marketing or MGT 245 Management & Org Beh.</p>
<p>In the BBA program and the BAcc program, we assessed our students' ability to use a values-based method for making Ethical Decisions in complex business scenarios.</p> <p>The assessment used was the <i>EthicsGame</i>® simulation in the MKT 330 Int Mkt class.</p>	<p>Students assessed in MKT 330 were unable, in aggregate, to satisfactorily use a principled method based on traditional Western ethical philosophy or to reflect upon decisions. (65% method, 65% reflection)</p> <p>We believe this outcome was a result of the unfamiliar ethical traditions or methods used in the simulation game.</p>	<p>We implemented a shorter version of the <i>EthicsGame</i>® simulation, the "Hot Topics" simulation, in order to allow the professor in MKT 330 more class time to devote to discussing Ethical Decisions.</p> <p>New results will be available in Spring of 2009, after the initial implementation of the "Hot Topics" game this Fall.</p>

Assessment of Management-Specific K, S, & A in the BBA Program

What we measured	What we learned	What we changed
<p>We assessed our graduates' overall knowledge of and ability to use each of the various Business Disciplines to solve business problems.</p> <p>The assessment used was the ETS Major Field Test, given to exiting seniors in the BA 445 Bus Policy class.</p>	<p>Students assessed in BA 445 were unable, in aggregate, to satisfactorily use skills or apply theories from areas of business apart from their own major. (76% were able)</p> <p>We believe this outcome was a result of students not having enough integrative coursework in their degree.</p>	<p>We are developing a rubric to assess the integrative use of the Business Disciplines in the capstone BA 445 Bus Policy class, as well as in the capstones of each major.</p> <p>The new rubric will measure specifically students' ability to use and integrate theory and skills from all disciplines other than their major field.</p>

<p>We assessed our graduates' overall Global Awareness of business environments and trends across different parts of the world and in different cultures, markets, or fields.</p> <p>The assessment used was the ETS Major Field Test, given to exiting seniors in the BA 445 Bus Policy class.</p>	<p>The ETS Major Field Test was ineffective at measuring our students' achievement in this area. Even though our school mean was in the 95th %-ile of all institutional test-takers, we were unable to perform sufficient disaggregation on the data to identify trends or key areas for improvement.</p>	<p>We developed a new rubric for Global Awareness, to be applied to case analyses in upper-level International Business courses in each non-IB major field of study.</p> <p>The new rubric measures specifically students' ability to consider multiple global perspectives and factors.</p>
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Assessment of Management-Specific K, S, & A in the BAcc Program

What we measured	What we learned	What we changed
<p>We assessed our graduates' overall Accounting Ability and ability to provide the Decision Support necessary for effective leadership in the field of accounting.</p> <p>The assessment used was a pair of internally-designed examinations given to all exiting accounting seniors.</p>	<p>Students assessed by our accounting exams were, in aggregate, unable to apply such skills as accounting for alternative methods of revenue recognition (35%), accounting for stockholder contributed capital (36%), preparing the cash flow statement (44%), or making accurate tax determinations, including exemptions and adjusted gross income (25%).</p>	<p>We have increased lecture time and in-class exercises on these accounting topics.</p> <p>In addition, we have made extra-curricular program improvements, such as a partnership with St. Roch Community Church to offer students the chance to help in their Volunteer Income Tax Assistance program, to address these shortcomings.</p>

The following table provides a brief snapshot regarding CoB assessment and assurance of learning tools and their administration.

Summary - CoB Assessment Activities

Assessment or report	Description of assessment or report	Last completed
Advising Survey	Post-advising survey: measures satisfaction with advising, advisor; also, importance of advising	Unknown
Alumni Survey	Post-graduation survey (by mail); measures level of perceived professional preparation, satisfaction with program, alumni activities / employment, etc	2005 (N = 63)
Assurance of Learning	AACSB-mandated measurement of student achievement; course-embedded measurements taken in [mostly] upper-level required courses and scored against 5 learning goals using rubrics	2007 (N varies)
EBI (Educational Benchmarking) Survey	Student satisfaction survey (on-line): measures satisfaction with 16 factors, including advising, courses, faculty, student activities, learning outcomes, career services, and technology	2008 (N = 86)
ETS Major Field Test in Business Admin.	Standardized business-major exit examination: measures common business knowledge, as well as disciplinary knowledge (acct, econ, fin, etc)	2007 (N = 117)
Exit Interview	Pre-graduation exit interview with associate dean: measures overall satisfaction, quality of faculty and courses, and student post-graduation plans	2008 (N = 45)
Faculty Report	Annual faculty activity reports: measures intellectual contributions, faculty development activities, and teaching or advising activities	2007 (N = 19)
Freshmen Survey	First-year entrance/experience survey: measures student activities, expectations, satisfaction, and factors affecting attendance or retention decisions	2007 (N = 85)
MBA Pilot Study	Two-year study of students admitted under differing admission criteria: measures effect of undergraduate GPA, composite GMAT score, and work experience on predicted MBA performance	2008 (N = 40)
MBA Summer Session Satisfaction Survey	Student satisfaction survey (on-line): measures satisfaction with summer session course quality, identifies potential areas of improvement in both summer and regular fall/spring academic sessions	In progress

MBA Assessment & Assurance Of Learning

Although the MBA program is designed, delivered and administered for a different audience than our undergraduate programs, the conceptual and theoretical approach to assessment and assurance of learning is identical. Again, the four-step process - **1) plan, 2) do, 3) study, and 4) act** – is followed as this methodology is both robust to the difference and aligned with our mission, vision and values. It is important to note that even though the decline in MBA enrollments has bottomed out and is starting to trend up, the MBA program very small relative to the undergraduate program. Thus, efforts in assessment and assurance of learning in this program reflect the disparity in size. Nonetheless, CoB faculty understand that assessment and assurance of learning is a matter of practical as well as accreditation significance.

1. Plan – What abilities do we want to assess?

In order to comply with accreditation standards and to further the mission of the College of Business at Loyola University New Orleans, the five Learning Goals of the MBA degree are rooted in the mission of the MBA program and the vision of the university, which are, in turn, rooted in Ignatian values. These five Learning Goals encapsulate the knowledge, skills, and abilities that graduate-level students should possess as graduates of the College of Business. We will continually assess student progress on those dimensions and make appropriate corrections and refinements as necessary.

Derivation of Learning Goals from our Mission, Vision, and Values			
Learning Goals	Program Mission	University Vision	Ignatian Values
<p>Business Leadership:</p> <p>Graduates will demonstrate the ability to be an effective leader.</p>	<ul style="list-style-type: none"> • “The mission of the MBA program is to inspire leaders...” • Enable student to be effective leaders. 	<ul style="list-style-type: none"> • Provide a foundation of learning experiences which enable students to develop values and life goals. • Provide the leaders of tomorrow with values that strengthen society. 	<ul style="list-style-type: none"> • Human excellence and academic rigor that challenges leaders to develop their talents to the fullest. • Prepares leaders for participation in Church, commerce, and community.
<p>Business Systems:</p> <p>Graduates will demonstrate the ability to integrate business functions.</p>	<ul style="list-style-type: none"> • “[leaders] who employ the value-chain-creation model of business through systems thinking...” 	<ul style="list-style-type: none"> • A just and ordered society needs men and women trained in business. • Studies such as business should be done with students examining and working in institutions and agencies actually practicing in these fields. 	<ul style="list-style-type: none"> • Emphasizes a holistic education, and human and academic excellence. • True freedom requires a realistic knowledge of the various forces present in the surrounding world.

<p>Critical Thinking:</p> <p>Graduates will be able to apply critical thinking skills using theory from business disciplines to solve problems in business.</p>	<ul style="list-style-type: none"> • “[through] critical analyses...” • Graduate students who possess critical thinking skills. 	<ul style="list-style-type: none"> • Develop students into leaders who possess a love for truth and the critical intelligence to pursue it. • Equip students to know themselves, their world, and their potential. • Foster in students a critical sense based upon values and principles. 	<ul style="list-style-type: none"> • Community is bound together by a common search for knowledge, and dedicated to the discovery of truth. • Teaches leaders to be critical of every decision made, to examine attitudes, to challenge assumptions, and to analyze motives for acting.
<p>Communication:</p> <p>Graduates will be able to communicate effectively in the business world.</p>	<ul style="list-style-type: none"> • “[through] effective business practice...” • Enhance written and oral communication. 	<ul style="list-style-type: none"> • Develop students with the intelligence to pursue and the eloquence to articulate truth. • Develop high degree of ability to express ideas orally and in writing. 	<ul style="list-style-type: none"> • Dialogue and debate concerning controversial issues are not only tolerated, but actively encouraged. • Emphasizes active participation by students in the educational process.
<p>Ethical Decisions:</p> <p>Graduates will be able to apply a values-laden method for responding to ethical issues in business settings.</p>	<ul style="list-style-type: none"> • “...and [through] responsible actions.” • Prepare students to become socially responsible leaders. • Graduate students who possess the courage to act justly. 	<ul style="list-style-type: none"> • Prepare students to lead meaningful lives with and for others, to pursue virtue, and to work for a just world. • Educate students to meet change with equanimity and good judgment. • Assist students in becoming more aware of the problems of society, and their ability to correct them. 	<ul style="list-style-type: none"> • Seeks men and women for others who are free to give of themselves and responsible for their actions. • Discerns what is good and true in the movements of history. • Insists on individual care and concern for each person, and that principles must lead to decisive action, with “love shown in deeds”.



Dr. Hickman, Marketing, works with students in the lab.

Summary of Learning Goals and Objectives

- 1. Leadership** in business is the promotion of social responsibility by example and engagement of others in achieving a common organizational or community goal.

Learning Goal: Graduates will be able to model a service activity that could encourage others to do the same.

- Learning Objectives:** Graduates will
- a. participate in 30 hours community service;
 - b. provide a reflective statement;
 - c. describe how they inspired other(s) to perform service.

- 2. Business Systems** is the synergistic integration of the value chain creation processes: suppliers, operations, marketing, distribution, and customers.

Learning Goal: Graduates will demonstrate the ability to integrate all of the business functions.

- Learning Objectives:** Graduates will be able to:
- c. Demonstrate overall competency in using all of the various functional areas of business.
 - d. Synthesize business knowledge and skills from multiple disciplines to solve a complex problem.
 - e. Recognize and respond appropriately to the inter-relatedness of each part of a business system.

- 3. Critical Thinking** is the careful, deliberate, and rational determination of what to believe or do, using cognitive skills or strategies that increase the probability of a desirable outcome.

Learning Goal: Graduates will be able to apply critical thinking skills using theory from business disciplines in order to solve problems in business.

- Learning Objectives:** Graduates will be able to:
- d. Analyze a complex business scenario, including the internal and external business environment of a firm, customer requirements and expectations, and perspectives of all relevant stakeholders
 - e. Formulate a strategy to solve a business problem in which information is ambiguous or estimated, and for which there are many viable strategies

- 4. Communication** in business is a process in which two or more people interact using communication skills in order to achieve a desired outcome in a business context.

Learning Goal: Graduates will be able to communicate effectively in the business world.

- Learning Objectives:** Graduates will be able to:
- d. Articulate ideas effectively in a professional business setting through one-on-one interviews, persuasive presentations, or group discussions.
 - e. Compose clear and concise business writing.

- 5. Ethical Decision-making** in business is an application of critical thinking skills to address a business problem that has more than one legal solution, but in which the decision-maker seeks to find the most responsible action for all of the stakeholders of the decision.

Learning Goal: Graduates will be able to apply a values-laden method for responding to ethical issues.

- Learning Objectives:** Graduates will be able to:
- e. Execute a procedure of ethical decision-making that leads to actionable solutions for a problem.
 - f. Communicate the results of an ethical decision-making process to all stakeholders of a decision.
 - g. Reflect on an ethical decision-making process and demonstrate the capacity for self-evaluation.

Each of the five Learning Goals in the table above is defined in terms of the concept or ability that we want our graduates to master, and broken down into 2-4 operational Learning Objectives that can be directly measured through assessment rubrics.

2. Do – How have we assessed student learning?

To ascertain the percentage of graduates who possess the desired knowledge, skills, and abilities, we implemented a basic assessment metric that can be applied to each of the five Learning Goals. Each student is given an individual assessment score using the metric below. The use of a single metric and of the individual student as the unit of analysis is consistent with the accreditation standards and provides a basis for comparisons.

- 2:** Exceeds learning standards
- 1:** Meets learning standards
- 0:** Fails learning standards

By using this single metric to measure student achievement of each of the five Learning Goals, individual rubrics and evaluation tools can easily be revised or replaced over time to incorporate recommendations for continual improvement. Although these rubrics and evaluation tools will change over time, each rubric or evaluation tool used will follow the basic framework below.

Title of Learning Goal						
Learning Objective	Definition of Learning Standards			Achievement		
a. First Objective	0: Fails	1: Meets	2: Exceeds	Score		
i. First dimension				0	1	2

Although each student is evaluated individually using the assessment metric, the level of student achievement of each Learning Goal must be calculated aggregately. Aggregate achievement of each Learning Goal is calculated as the percentage of the total number of students assessed that met or exceeded learning standards on their individual assessment score. The performance scale below will be used to interpret the aggregate level of student achievement of each Learning Goal.

- > 90%: Excellent achievement
- 80-90%: Satisfactory achievement
- < 80%: Unsatisfactory achievement
- [75-80%: Marginal achievement]

For each Learning Goal, Learning Objective, and operational dimension, the aggregate level of student achievement will be calculated and compared to the performance scale above. The scale will be used to identify areas for improvement as well as to prioritize improvements according to the size of the achievement gap. Reports will be generated using the basic framework below.

Title of Learning Goal								
Learning Objective	Individual Student Achievement						Performance	
a. First Objective	Fails		Meets		Exceeds		Achieves	
i. First dimension	#	%	#	%	#	%	#	%

The assessment of Learning Goal achievement is spread out across the business curriculum. Our Learning Goals consider the “graduate” as the relevant unit of analysis, and the majority of embedded assessment tools are found accordingly in our MBA core courses where it is easier to effectively assess the achievement of our graduates.

Learning Goal Course Coverage and Assessment Schedule					
MBA Course	Learning Goals Covered in MBA Courses				
	1. Leader-ship skills	2. Business Systems	3. Critical Thinking	4. Communi-cation Skills	5. Ethical Decisions
MGT 605 Managerial Comm					
ACCT 715 Mgt Control (Acct)					
BA 700 Ethical & Legal Resp					
BA 710 Entrepreneurship					
FIN 700 Adv Financial Mgmt					
MGT 711 Mgmt Sci & Ops					
MGT 715 Global Supply Chain					
MGT 725 Leadership Dynamic					
MKT 700 Marketing Mgmt					
BA 850 Global Strategy					
Assessment Phase	Learning Goals Measured in each Assessment Phase				
	1. Leader-ship skills	2. Business Systems	3. Critical Thinking	4. Communi-cation Skills	5. Ethical Decisions
Phase I (2008-09)					
Phase II (2010-11)					

3. Study – What do our students currently learn?

As of Fall 2008, and according to the most recent measures taken of each Learning Goal and Learning Objective, the current level of student achievement is as

shown in the table below. Achievement is calculated as the percentage of students that met or exceeded the learning standards of a given Learning Objective.

Current Level of Student Achievement of Learning Goals								
Learning Goal	Individual Student Achievement						Performance	
1. Leadership Skills	Fails		Meets		Exceeds		Achieves	
a. promoting social responsibility by example	3	13%	15	66%	5	21%	20	87%
b.								
2. Business Systems	Fails		Meets		Exceeds		Achieves	
a. Overall ability								
b. Synthesize skills								
c. Recognize systems								
3. Critical Thinking	Fails		Meets		Exceeds		Achieves	
a. Analyze scenario	3	33%	6	67%	0	0%	6	67%
b. Formulate strategy	0	0%	8	89%	1	11%	9	100%
4. Communication	Fails		Meets		Exceeds		Achieves	
a. Articulate ideas								
b. Write for business								
5. Ethical Decisions	Fails		Meets		Exceeds		Achieves	
a. Make decisions	2	17%	6	50%	4	33%	10	83%
b. Describe solution	4	33%	2	17%	6	50%	8	67%
c. Reflect on process	0	0%	2	17%	10	83%	12	100%

The leadership skill promoting social responsibility is aligned with our Jesuit identity and measured by the number of students who successfully complete and reflect upon the service component of their MBA. This approach models a similar program implemented at the John Cook School of Business at St. Louis University and is detailed in their AACSB related learning outcomes statements presented on the www. At present, students report a great deal of satisfaction and learning from these experiences. However, it should be noted that 3 students did not complete their activity which means a) they failed to meet our standards; b) they did not receive their diploma; and, c) their transcripts do not list them as having graduated! In short, we treat involvement with this component with same seriousness as we treat individual classes.

In the spring 2009, implementation of leadership characteristics will be assessed using the following matrix in the graduate leadership dynamics course. Students will be assigned a group project and rate their peers (3= usually, 2= sometimes, 1= rarely) on the extent to which they demonstrate each of the characteristics during the course of the project. This is not part of their grade, but for assessment purposes only.

Leader Characteristic	Group Member:	Group Member:	Group Member:
Clearly articulated the group's goal			
Initiated good ideas to achieve the goal			
Provided positive and constructive feedback to others			
Role modeled teamwork behaviors and attitudes			
Coached others to improve their capabilities			
Total			

4. Act – How have we improved student learning?

This Learning Assurance Plan is the first step in an action plan for the continual improvement of assessment and teaching processes in the College of Business.

Assessment of General Knowledge, Skills, & Abilities in the MBA Program		
What we measured	What we learned	What we changed
<p>We assessed our graduate students' ability to apply Critical Thinking skills to solve complex business problems and to present solutions and strategies to ensure continued success.</p> <p>The assessment used was a comprehensive marketing plan assignment in the MKT 700 Marketing Mgmt class.</p>	<p>Students assessed in MKT 700 were unable, in aggregate, to satisfactorily analyze a firm's internal and external position in the competitive market as it relates to the strengths of the firm, the positioning of competitors, and the various requirements of customers. (44% competitive position, 12% customer requirements, 44% match product features with customer requirements)</p>	<p>We believe that our graduate students, in general, are not skilled enough in using the Critical Thinking process, as such, and need a structured way of analyzing complexity and ambiguity in business.</p> <p>In order to help our students learn this skill, we will begin researching proven methods for teaching Critical Thinking.</p>

AACSB can rest assured that even though the MBA program is small relative to our undergraduate programs, it will receive the same thoughtful and thorough assessment and assurance of learning practices as that program. Indeed, end of term assessments being completed for the area of communication will be available for the team to review.

Final Thoughts – Assessment & Assurance of Learning

We have heard that some faculty across the country have been known to recoil, resist and even sabotage efforts at assessment and assurance of learning. Nothing could be further from the situation at Loyola University New Orleans and the CoB. Admittedly, assessment took a back seat to our rebuilding efforts in the months following Katrina. In the period January 2006 through May 2007, we focused our attention on recruiting, retention and helping students, faculty and staff cope with the process of putting their lives back together. However, we did not completely abandon our responsibilities in this area. Therefore, this section documents that assessment and assurance of learning are culturally valued and important processes to both Loyola University and the CoB. Our assessment and assurance of learning efforts are supported with resources, time and even student/alumni motivation to perform such work when it is not part of their coursework. CoB faculty and administrators actively support assessment and assurance of learning, and they have made substantial efforts to use the data to facilitate change in everything from their approach to course delivery to large-scale systemic curricular modifications. We believe that our efforts in assessment and assurance of learning, as well as our demonstrated ability to close the loop in particular areas such as ethics, will provide AACSB with sufficient proof of our worthiness for reaccreditation.



MBA graduates and audience celebrate by the streetcar.

FINANCIAL STRATEGIES

Description of the school's financial plans to achieve key action items which should include anticipated sources and timing of funding as they pertain to Standards 4 & 5.

MBA's have a crawfish boil!



The university like the rest of the region has been slowly recovering from the economic impact of Hurricane Katrina. The freshmen class is full but the sophomore to senior classes are down because of the storm. The preliminary forecast for the fall 2009 freshmen class is optimistic for both the college and university. The table below shows the College of Business budget for the period of 2003 – 2008. As expected, there are fluctuations because of environmental and enrollment issues. For the 2008-09 academic year, the budget represents a continued three-year increase so that the college can accomplish its mission.

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Salaries	\$3,465,751	\$3,699,156	\$3,970,885	\$3,189,838	\$3,265,948	\$3,449,885
Expenditures	187,013	207,413	187,013	121,605	138,605	203,605
MBA monies		20,400			37,678	
gifts from Provost					18,000	
TOTAL	\$3,652,764	\$3,926,969	\$4,157,898	\$3,311,443	\$3,460,231	\$3,653,490

The college allocation from Loyola University has been supplemented by Loyola's annual giving program which covers the shortfall for variable expenses. The annual giving program's support of the College of Business was \$99,889 for 2007-08 and \$29,431 (spent to-date) for 2008-09. It is estimated that as the college grows and expenses increase, it will take \$250,000 from external sources like the annual giving program to support the college activities each year.

Below are listed the action items and preliminary budget/expenditures for each of the college's seven initiatives.

Initiative #1 - Institutional

- a. Institutional Initiative #1 (Strategic Planning) – Develop a comprehensive strategic plan that will be a flexible document which guides the college on an annual basis.**

Action	Dates	Cost	Source
a. Great College Exercise (faculty)	Completed Spring 2008	\$980	Dean's Account
b. Faculty co-creation of input to plan	Completed Spring 2008	0	na
c. Draft Strategic Plan (revise)	Summer 2008	0	na
d. Finalize Plan	Fall 2008	\$703	Dean's Account
e. Implementation	Fall 2008, ongoing	\$3,000/year	Dean's Account

b. Institutional Initiative #2 (Systems) – Apply systems & process thinking to the operations of the college.

Action	Dates	Cost	Source
a. Begin mapping key administrative processes	Late Fall 2008 (deferred to Spring 09)	\$500	Dean's Account
b. Bring systems' thinking to relevant courses at both Graduate & Undergraduate level	Spring 2009	\$1,000	Dean's Account
c. Adopt value chain model for graduate and undergraduate programs.	Summer 2008 Fall 2008	\$5,000	Dean's Account

c. Institutional Initiative #4 (Vision & Values) – Widely communicate the newly adopted vision and values.

Action	Dates	Cost	Source
a. Draft new vision and values statements	Summer 2008	\$300	Dean's Account
b. Adopt and publish vision and values	Early fall 2008	\$50	Dean's Account
c. Create annual audit mechanism to insure that vision and values are met	Begin mid-fall 2008 (deferred to Spring 09)	0	na
d. Create position & hire data analyst for assessment purposes. Question – are we awakening, enlightening and transforming ourselves and others? Question – are we living our values?	Summer & fall 2008	Salary budget	College budget

d. Institutional Initiative #5 (Communication Plan) – Develop an internal and external communications plan for staff, students, faculty, alumni, and business constituents.

Action	Dates	Cost	Source
a. Begin internal communication with internal newsletter <i>Howlin at the Moon</i> .	Started spring 2008 - ongoing	\$441	Dean's Account
b. Create semi-annual magazine of 28-32 pages entitled <i>Loyola Executive</i> – first issue fall 2008	Fall 2008	\$30,000	Annual Fund
c. Create and publish College Major Brochures for each college major	Fall 2008 HOLD	\$5,000	Marketing budget from University
d. Continue marketing plans for MBA enrollment	Ongoing	\$50,000	Marketing budget from University
f. Create measurement assessment system to insure value of communications (Nate)	Spring 09 and ongoing	\$1,000	Dean's Account

- e. **Institutional Initiative #6 (Departmental Plans) – Each area (accounting, finance, marketing, management, international business) will develop a plan that supports the college plan.**

Action	Dates	Cost	Source
a. Each area will hold a strategic “attack” and develop an action plan	Fall 2008	\$5,000	Dean’s Account

Initiative #2 - Graduate

- Graduate Initiative #1 (Enrollment) – Build enrollment in MBA program.**

Action	Dates	Cost	Source
a. Implement annual marketing initiative to build MBA enrollment of fall class to 30 in ‘08 and 45 in ‘09.	Begin Spring 2008 ongoing	See 1.d.d.	University Marketing Budget
b. Reposition MBA programs to fulfill, awaken, enlighten, and transform.	Begin Summer 2008	0	na
c. Systemize MBA course flow and add informal “strands”.	Spring 2009	\$3,000	Dean’s Account
d. Examine the feasibility of new masters programs (MS, EMBA)	Spring/Summer 2009	\$2,000	Dean’s Account
e. Enhance MBA student association	Fall 2008 ongoing	\$500	Dean’s Account
f. Examine the feasibility of distance learning programs.	Spring 2008	0	

Initiative #3 - Undergraduate

- a. **Undergraduate Initiative #1 (Enrollment) – Continue to support Loyola University’s efforts to increase enrollment to pre-Katrina levels.**

Action	Dates	Cost	Source
a. Work with enrollment management to expand the college’s role in helping to attract students to the College of Business.	Fall 2008 ongoing	\$2,000	1000 issues of Loyola Executive accounted for in 1.d.d.

- b. **Undergraduate Initiative #2 (Retention) –**

Action	Dates	Cost	Source
a. Create a passport system for freshmen and sophomores to let them be involved with college activities during years 1 & 2 at Loyola	Fall 2008	\$5,000	Dean’s Account
b. Hire an undergraduate coordinator to do advising, monitor the passport system and coordinate undergraduate activities.	Completed	Salary Budget	Loyola salary budget

c. Undergraduate Initiative #3 (Program Improvement)

Action	Dates	Cost	Source
a. Major areas will conduct a system's audit of their respective curricula to revamp major offerings.	Spring 2009	\$2,500	Dean's Account
b. Adapt value chain model for undergraduate majors	Begin Fall 2008	0	na

d. Undergraduate Initiative #4 (Writing & Speaking skills)

Action	Dates	Cost	Source
a. Utilize Melanie McKay's resources at Loyola to improve writing and speaking skills.	Ongoing	0	na

e. Undergraduate Initiative #5 (Placement) – Continually improve undergraduate job placement.

Action	Dates	Cost	Source
a. Begin working with Loyola's Career Development Center (Roberta Kaskel) to enhance placement opportunities.	Spring 2008	\$1,000	Dean's Account

f. Undergraduate Initiative #6 (Student research)

Action	Dates	Cost	Source
a. Enhance undergraduate research opportunities with faculty.	ongoing	\$3,000/year	Dean's Account

Initiative #4 - Faculty Development

a. Faculty Development Initiative #1 (Hiring)

Action	Dates	Cost	Source
• Gaston Chair (filled)	Spring 2009	Salary Budget	Provost pays for all travel and advertising.
• Reynolds Chair (deferred)	Fall 2010	TBD	
• Tenure Track Finance Position (filled)	Fall 2009	Salary Budget	
• Visiting Finance Position	Ongoing	TBD	
• Associate Dean (filled)	Fall 2008	Salary Budget	
• Tenure Track Management Position (deferred)	Fall 2010	TBD	
• Hilton Baldrige Chair (on hold)			

b. Faculty Development Initiative #2 (Research)

Action	Dates	Cost	Source
a. Begin College Research Seminars to formulate cross-functional cooperative efforts.	Spring 2009	\$2,000	Dean's Account
b. Institute a Senior faculty-Junior faculty research mentoring program	Ongoing	0	na
c. Target key research areas by discipline to begin joint research projects.	Ongoing	\$5,000	Dean's Account
d. Promote travel to topical workshops for specialized research opportunities.	Begin Fall 2008 Ongoing	\$19,000	Dean's Account
e. Promote student research program.	Ongoing	\$250	Dean's Account

c. Faculty Development Initiative #3 (Teaching)

Action	Dates	Cost	Source
a. Conduct teaching workshops	Spring 2009	\$2,000	Dean's Account
b. Utilize Melanie McKay's resources to learn how to teach/improve students' writing and speaking ability.	Spring 2009	0	na

d. Faculty Development Initiative #4 (Teaching loads)

Action	Dates	Cost	Source
a. Manage course offerings to reduce the number of course sections taught and number of preps.	Fall 2008 ongoing	\$12,000	Adjunct Budget
b. Shift course advising to undergraduate coordinator.	Fall 2008 Ongoing	0	na
c. Assign faculty mentors to students	ongoing	0	na

Initiative #5 - Outreach

a. Outreach Initiative #1 (Business community)

Action	Dates	Cost	Source
a. Create Center for Entrepreneurial Leadership	Completed Fall 2008	0	na
b. Find seed funding for center for 2008-09.	Completed Fall 2008	\$25,000	University funds
c. Create marketing materials for Center	Fall 2008 Spring 2009	\$3,000	University funds
d. Raise endowment funds for Chair holder in Entrepreneurial Leadership to direct the center.	Ongoing	Naming gift	External Donor

e. Create an Executive in Residence program	Begin Spring 2009	\$5,000	Dean's Account
f. Reconstitute and expand the Visiting Committee	Fall 2008	0	na

b. Outreach Initiative #2 (Executive training)

Action	Dates	Cost	Source
a. Launch Loyola Leadership Institute (LLI)	Spring 2009	0	na
b. Develop and produce marketing materials for LLI	Early fall 2008	\$3,000	See 5.a.b.
c. Begin training programs (Middle Manager Leadership, Entrepreneurship, etc)	ongoing	TBD	Revenue activity
d. Create Senior Leadership Forum	ongoing	TBD	Revenue activity

c. Outreach Initiative #3 (International Expansion)

Action	Dates	Cost	Source
a. Create Faculty/Target Country Managers	Fall 2008	0	na
b. Develop feasibility plans for countries (India, Caribbean/South America, China)	Fall 2008-China Spring 09 - LA	0	na
c. Indicate target country outreach	Spring 2009	\$5,000	Dean's Account and Gaston Chair funds

Initiative #6 - College Distinctions

a. Distinction #1 (Entrepreneurial Leadership)

Action	Dates	Cost	Source
a. Gain approval for center.	Spring 2008	0	na
b. Obtain seed funding for center.	Seed budget approved	\$25,0000	University Funds
c. Look for naming gift for the center to provide resources to make the center a viable part of the college.	Ongoing		
d. Raise funds for endowed chairs/professorships in Entrepreneurial Leadership.	Ongoing		

b. Distinction #2 (International/Logistics)

Action	Dates	Cost	Source
a. Hire Gaston Chair to leverage the	Completed Fall	Salary	Gaston

opportunities of the Port of New Orleans.	2008	Budget	Chair funds
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c. Distinction #3 (Ethics)

Action	Dates	Cost	Source
a. Continue ethics education in college	Ongoing	0	na

d. Distinction #4 (Music Business)

Action	Dates	Cost	Source
a. Consolidate Music/Business activities at Loyola	Spring 2009 Ongoing	TBD	TBD
See new programs note in next section!			

e. Distinction #5 (System's Thinking/Value Creation)

Action	Dates	Cost	Source
a. Repackaging of MBA curriculum	Fall 2009	\$3,000	Dean's Account
b. Bring Microsoft Dynamics into MBA	Ongoing	TBD	TBD

NEW PROGRAMS

Note

The description below outlines a conversion from the concentration in Music Industry Studies that fell within the “scope of accreditation – included programs – letter” sent by MAC dated 2006 into a full-fledged BBA Major. The proposal outlining this conversion was approved by the CoB faculty in Fall 2006 and Loyola University New Orleans Board of Trustees in Spring, 2007. The program went into operation in the Fall, 2008.

However, with the arrival of a new provost, two new deans & associate deans in both CoB & Fine Arts Colleges since the spring of 2007 Board Meeting, the status of this program is undergoing another set of reviews for feasibility, duplication of effort, resource allocation implications and points of potential integration. Substantive changes in this program including where it is “housed” are forthcoming. Therefore, we kindly ask for an exception to review on this program at this time. We will have further information regarding the status of this program by the time the visit team arrives in February, 2009.

Description

The College of Business (CoB) currently offers an “emphasis” in music industry studies, wherein a business student interested in music business must major in a CoB area (e.g., marketing, management, finance, etc.), and also take five business-related music industry courses. Essentially, the students complete what is comparable to a double-major in terms of extra coursework – though only the traditional business major is listed on the transcript.

The proposal is to create a BBA major in The Business of Music. This will eliminate the need for business students interested in music business to major in a separate CoB area (though they have that option, should they wish a double major). This program will enable business students to take courses more focused on the music industry and their career of interest. The major would attract students who are interested in a business degree with a focus on a particular industry and would provide an introduction to the skills and knowledge needed to excel in that industry.

The BBA major will differ significantly from the existing BS and BM programs in music industry studies. This is, first and foremost, a *business* degree, and students pursuing the this BBA will complete the entire 30-hour business core and the 27-hour adjunct component required of all BBA students. Secondly, the BBA will have minimal music technology content, which is a major component of the BS and BM programs, and it will not include course requirements in music theory and performance, which are major components of the BM program.

Resource Implications

Only one course - “The Business of Music” - not currently being offered would be added to the curriculum. This course would be taught by a current faculty member. All other required courses are currently being offered. The major should appeal to prospective business students who are music enthusiasts, and this program should increase enrollment and revenues to the university.

Curriculum

A curriculum worksheet listing the specific requirements for the BBA is contained in the bulletin. All major course requirements will be taught by academically or professionally qualified faculty, and the curriculum meets AACSB accreditation requirements.

The BBA in Music Industry Studies is less than a semester old. Learning goals, rubrics, and assessment, aside from those which occur in the “core,” have yet to be developed or implemented. To be in compliance with both SACs and AACSB such processes, analyses and continuous improvements will have to be designed and implemented. However, as noted above, while there appears to be a market and opportunity for an innovative program such as this, continuation of this program or some derivative of this program is being reconsidered by university-level administrators. Significant changes are likely. Little is being done to promote the major/recruit students or work on higher level issues such as assessment, assurance of learning and continuous improvement. We anticipate having a substantially clearer picture of the nature and direction of this program by the time the visit team arrives in February.

Faculty and staff dress up for annual cookout for students.



Conclusion

Every new beginning ... is some other new beginning's end.

MBA Director, Dr. Kendra Reed works with a student group.



The magnitude of Katarina's impacts on Loyola University, the CoB, the city of New Orleans, the state of Louisiana and, to some extent, our nation cannot and should be understated. Katrina delivered a socio-emotional and financial bill of unprecedented proportions to residents and visitors alike as well as to the faculty, staff, students, parents, administrators, alumni and other relevant stakeholders. Although this bill is not "past due," it is still a very a long way from being marked "paid in full."

Yet for all the devastation, Hurricane Katarina is not an event in which the city or the university can afford to wallow. Katrina provides a compelling explanation for much of what has and continues to occur in the college, institutionally, locally and regionally. However, Katrina does not and will not be treated as an excuse for inaction, "lowering the bar," or perpetuating the status quo.

Therefore, our intent in this report has been to demonstrate that even though we were dealt a terrible blow, Loyola is comprised of people more akin to the mythological Phoenix than with martyrs or defeatists. We are unapologetically committed to rebirth, rebuilding, and revitalization. We are proud of the bumper sticker which states, "*Loyola University New Orleans, be a part of the resurrection!*" The materials contained herein and the atmosphere the visit team will find on campus will clearly show that, while Katrina's account may not be settled, we are not behind on the payments. We have, are, and will work ceaselessly to meet and exceed the heritage upon which we were founded, the standards of AACSB, and the expectations of all with whom we affiliate.

Loyola New Orleans is rapidly approaching its centennial birthday in 2012. However, time at the institution may be measured in three distinct periods: Pre-Katrina (PK), During-Katrina (DK), and Post-Katrina (PK). The foundations of academic excellence with a strong Jesuit philosophy were poured in the Pre-Katrina era. These foundations were tested in the days that Katrina raged and in the weeks and months that followed. But, we were not washed away as the proverbial house built on the sand. Rather, our Jesuit ideals became manifest in the way that students, parents, faculty, staff and administrators from both the CoB and Loyola University conducted their affairs during that tumultuous time. Our resilience, our resolve and our faith sustained us. As a result, the post-Katrina era can be characterized by reconstruction, revitalization, and reemergence. Thus, the CoB and Loyola are both part of and exemplify the resurrection of New Orleans.

The CoB's last AACSB reaccreditation visit occurred in 1996 and we passed without further comment. The period between that visit and **August 2005** was spent ensuring that we were in compliance with evolving AACSB practices, such as being mission/vision driven; demonstrating a commitment to diversity and ethics; internationalizing our programs; and, most recently, engaging in assessment and assurance of learning. We always have and we always will be committed to maintaining our AACSB accreditation. We always have and we always will embrace the AACSB mandates for quality and continuous improvement.

We are not so presumptuous as to believe that we were in complete compliance with all the standards in the period September 2005 until September 2006. As Maslow would predict, it was more important to meet base needs and there were more pressing issues to be addressed during that period than there was concern for higher order needs or practices. Yet, our commitment to meeting the highest ideal of the Jesuits, SAC's, and

AACSB never waived. Likewise, we never allowed our standards or our pursuit of excellence to be diminished. Thus, we are stronger in 2008-2009 for maintaining our focus on adhering to the spirit and intent of AACSB standards even though we may not have always met the letter of the AACSB policy statements.

Therefore, as this document draws to a close and the visit from our reaccreditation team nears, we would simply ask all who read this and all who visit our campus to reflect on a simple question. ***Where would you, your institution and/or your locality be had you suffered the types of blows dealt to us by Katrina?*** No part of the country or region of the world is exempt from experiencing the type of occurrence that befell our campus and community. Yet, in but three short years, we have literally and figuratively gone from under water to effectively and efficiently navigating the seas of the ever-changing world in which we live.

This report attempts to document the efforts undertaken by many to ensure that the CoB and Loyola University New Orleans stayed in compliance with that which is required by the AACSB. Clearly, the risk of a hurricane or other natural disaster has not abated. This was proven by Hurricane Gustav in August 2008. Yet, the lessons from Katrina and the preparations that followed in her wake proved invaluable. Therefore, we ask that AACSB look favorably upon the materials in this document and that which is presented in the visit and extend our accreditation until 2014.

Alumni reconnect at annual luncheon.



TABLES

The following pages contain our standards for being considered AQ/PQ as well as the requested tables 9.1 and 10.2 for AACSB measures of faculty participation, productivity and sufficiency.

Dr. Walter Block, economics was selected for student annual 'pie-a-prof' fund-raiser!



Loyola University New Orleans

Academic and Professional Qualifications - 2008

Introduction

AACSB International, the Association to Advance Collegiate Schools of Business accredits business programs based upon their ability to meet twenty-one important standards designed to measure and ensure overall high quality and continuous improvement of the program. We accept and affirm those standards and others as may be developed by AACSB over time. We also recognize that while all of the standards are important, one of special significance is standard ten, which pertains to faculty qualifications. We accept and affirm AACSB's position that faculty can and must do more than obtain their degree to remain qualified to deliver high quality instruction over time. Moreover, we also accept and affirm the AACSB position that, "the faculty has, and maintains, intellectual qualifications and current expertise to accomplish the mission." Indeed, we believe that attracting and retaining faculty who are committed to the mission/vision of Loyola University in general and the College of Business in particular is an extremely important indicator of our belief in Jesuit ideals and the pursuit of our purpose as a College. Central to standard ten is the requirement that all faculty members employ a continuous improvement approach to maintain their intellectual capital. The purpose of this document is to offer both our interpretation of this standard within the context of our environment, mission, and vision as well as provide guidelines designed to guide faculty efforts to maintain their qualifications. It is our position that faculty members at Loyola have an obligation to themselves, to each other, to their students, to their discipline and to our community to remain adequately qualified to execute the duties associated with their positions.

It is our position that a central premise implicit and explicit in standard ten is the idea of currency. AACSB accreditation standards clearly articulate the need for schools to demonstrate that faculty members are current in their field of teaching. Standard #10 indicates:

"The faculty has, and maintains, intellectual qualifications and **current** expertise to accomplish the mission . . ."

"Academic qualification requires a combination of original academic preparation (degree completion) augmented by subsequent activities that maintain or establish preparation for **current** teaching responsibilities."

"Since the intent of academic qualifications is to assure that faculty members have research competence in their primary field of teaching, the existence of a **current** research record in the teaching field will be accepted as prima facie evidence of academic qualifications, regardless of credentials.

Further,

"While entry qualifications (academic or professional) are important, the world of business changes very rapidly and faculty members must be involved in continuous development throughout their careers to stay

current. Regardless of their specialty, work experience, or graduate preparation, the standard requires that faculty members maintain their competence through efforts to learn about their specialty and how it is applied in practice."

The standard goes on to discuss the school's "portfolio of intellectual contributions," which can provide evidence of faculty currency in their field. The language is also quite clear in differentiating professional development activities from activities that demonstrate currency and relevancy:

"Faculty development activities do not have inherent value in and of themselves. ... The critical factor in determining whether faculty members bring current and relevant information is the **impact** of faculty member's development activities on the mission of the school."

The standards are specific in that business schools are expected to recruit and maintain a roster of qualified teaching faculty. The AACSB generally defines "qualified" as a combination of appropriate academic credentials plus evidence of currency in the teaching field.

"The standards are vague in that business schools are expected to develop operational definitions of "qualified" that appear congruent to the specific mission of the business school."

This document represents the philosophy and operationalization of "qualified."

The quoted material above is found on pp. 40-43 of Eligibility Procedures and Standards for Business Accreditation.

Vision & Mission Congruence

It is important to note that the standards go beyond articulating the importance of currency and qualified. Indeed, Standard #2 (page 13) states that the "mission includes the production of intellectual contributions that advance the knowledge and practice of business and management". It is our understanding that standard 2 is interpreted to mean that not only does the school articulate the importance of intellectual contributions in its mission/vision but that the articulation of that which constitutes intellectual activity is supportive and congruent with mission/vision attainment. In this regard, we believe that a statement or articulation of intellectual contributions that is not mission/vision enhancing or is not consistent with the mission/vision would be detrimental to the faculty, the students, stakeholders, and ultimately learning itself. To facilitate mission/vision alignment with expectations regarding intellectual pursuits we, like AACSB, believe that a generalized categorization of intellectual activity/scholarship should include:

- contributions to learning and pedagogical research,
- contributions to practice, and
- contributions to discipline-based scholarship.

In addition we, like AACSB, believe that not every faculty member must contribute in each of the three categories but that the aggregate faculty must provide sufficient activity among the three types of contributions. We believe that mission/vision alignment and attainment will be achieved by producing a portfolio of faculty contributions that reflect a balance among contributions to those three areas as well as areas which may emerge as the corporate and academic contexts change over time.

The COB Mission states,

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.

The COB Vision states,

To create a learning place that **awakens, enlightens, and transforms** through personal reflection, ethical decision making, critical thinking, and the mastery of innovative business practices.

Therefore, our portfolio of intellectual contributions will be generated by a faculty whose scholarly outputs and intellectual contributions are diversified yet indicative of Ignatian ideals and our efforts to awaken, enlighten and transform. However, diversification will not come at the expense of quality. Thus, regardless of the format, the audience, the method of dissemination or the like our goal will be to produce intellectual contributions that are excellently prepared, appropriately documented, cogent, compelling, and meet the highest possible professional standards. We also recognize that to achieve a diversified a quality portfolio of scholarly output that is mission/vision supportive requires a broad perspective on that which constitutes intellectual contribution/currency than existed less than a decade ago. In short, we are committed to the belief that one size does not fit all at Loyola and no attempt will be made to pigeon hole faculty into a singular approach, methodology, style or outlet for their scholarly pursuits.

Thus, whenever possible we will use the terms scholarship, scholarly activity, scholarship, intellectual contributions and the like in place of research to describe those activities in which faculty must engage to possess sufficient currency to deliver the excellent courses or programs. Moreover, the outputs associated with our definition of scholarly activity will take a variety of forms including articles published in refereed journals, textbooks, published cases / case notes, articles published in trade and practitioner outlets, developing and delivering executive education courses, on-going consultative relationships, teaching in international programs, developing and disseminating tools to enhance practice / pedagogy, etc. In addition, the choice of scholarly activities used to maintain currency and relevance will almost certainly vary from faculty member to faculty member and may well vary from time to time within a particular faculty member's career.

Faculty Qualifications AQ / PQ Designations

As described by AACSB, faculty members may be categorized as Academically Qualified, Professionally Qualified, or other. Except in the most unusual or extreme circumstances, Loyola faculty will be designated as either Academically Qualified or Professionally Qualified. The focus of both qualification conditions is to ensure that faculty members have sufficient intellectual capital to be effective teachers in the classroom. The AACSB standards, interpretations, and other documents provide complete definitions of these terms which we summarize in the following.

A. Academically Qualified: An AQ faculty member should possess the intellectual capital that will enable the person to produce intellectual contributions and teach. In virtually all cases, this equates to intellectual capital development resulting from the faculty member having completed a doctoral degree in the field where he or she will be teaching. Once this has been accomplished, intellectual capital maintenance requires that the faculty member produce intellectual contributions that fall into one of the three categories identified by AACSB – discipline-based scholarship, contributions to practice, and learning and pedagogical research.

B. Professionally Qualified: A PQ faculty member should possess the intellectual capital that will enable the person to teach and contribute to the school's mission, which may include contributions to the research mission. Intellectual capital development consists of completion of a master's degree in the teaching area, and professional experience of significant duration and level of responsibility to fully prepare the individual for the assigned teaching duties. Intellectual capital can be maintained through a variety of activities that demonstrate maintenance of intellectual/professional capital, and the production of intellectual contributions is one possible maintenance activity.

At Loyola University we accept and affirm that delivering quality programs requires both academically and professionally qualified faculty in the ratios and at the levels of participation prescribed by AACSB. The following represent our articulation of the standards faculty must meet to become and maintain academic and professional qualification.

ACADEMICALLY QUALIFIED

For faculty to maintain the necessary currency to teach in the Jesuit tradition and uphold Loyola standards of educational excellence they must fulfill the requirements for either A or B below in a rolling 5 year period.

- A.** *A Doctoral/Terminal Degree including JD in Discipline or Related Field, and*
1. Two peer or editorially reviewed journal articles (PRJ), **or**
 2. One journal article (PRJ), plus two other quality publications (QP),
 3. One journal article (PRJ), plus one other quality publication (QP), plus two other intellectual contributions (OIC), **or**
 4. Two quality publications (QP) and three other intellectual contributions (OIC).

B. *Other Doctoral/Terminal Degree or Masters Degree, and*
Three to four quality publications during the current five-year period, fulfilled with any of the three options below.

1. Two peer- or editorially-reviewed journal articles (PRJ), plus quality publication (QP), **or**
2. One journal article (PRJ), plus three quality publications (QP),
3. One journal article (PRJ), plus two quality publications (QP), plus two other intellectual contributions (OIC), **or**
4. Two quality publications, plus four other intellectual contributions (OIC)

Faculty who have a significant load (defined as performing more than half of their requisite teaching load over a rolling three year period) in the MBA or other graduate programs ... OR ... faculty who have significant reductions in teaching load for other than administrative reason (endowed chairs, professorships) are expected to produce proportionally more qualifying outputs to satisfy either condition.. The dean, associate dean or academic area will monitor and assess faculty in this position on a yearly case by case basis and make the appropriate determination.

A **quality publication** (QP) is a published or *otherwise disseminated* intellectual work that has gone through a review process and is subject to rejection or significant modification and is readily available for public consumption and/or critique. Examples of quality publications include:

- Peer or editorially reviewed articles on the internet or other media format
- Peer or editorially reviewed articles in practitioner publications
- Peer or editorially reviewed articles in Chronicles, magazines, papers (WSJ, Financial Times)
- Articles published in peer-reviewed conference proceedings
- Chapters in an editorially-reviewed or peer-reviewed book
- Edited or authored books published by recognized and independent publishers
- Casebook or cases published through a nationally-recognized publisher
- Software packages in the teaching or related discipline, reviewed and used in multiple institutions
- A white or thought paper disseminated by AACSB, AAHE, PEW institute or other high quality institution or organization
- Other types of market-tested, refereed publications approved by the dean, associate dean or academic area.

Other intellectual contributions (OIC) exist in a publicly disseminated form that are readily available for scrutiny by academic peers, professionals or community. Other intellectual contributions include:

- Conference presentations
- Trade presentations
- Papers presented at faculty seminar or research colloquia
- Government research reports
- Funded grant proposals from outside University source in excess of \$2,500.00
- Popular press articles or editorials
- Non-reviewed books

- Book reviews
- Teaching a class which is part of core or elective base of classes at an institution in another country
- Creating and delivering executive education or continuing education courses that are independently evaluated for organizations, professional societies, governmental agencies, etc.
- Presenting descriptions of the design and implementation of new curricula, new courses, new teaching methods or methods of assessment at outside institutions.
- Maintaining an active consulting practice with evidence of multiple ongoing clients.
- Serving as a member of a board of directors for a company or not-for-profit agency
- Other types of intellectual contributions approved by the relevant CBA department or the Dean
- Serving as an expert witness
- Publishing (and sustaining the publication of) a newsletter or sequence of reports that attracts a robust subscription base.
- Operating or owning a profitable business with substantial annual revenues.
- Obtaining new (and appropriate) professional certification(s)
- Creating, delivering, & assessing a significant course learning enhancement such as a simulation, course workbook, text supplement, etc.
- Writing editorial reviews for journals or texts (please provide a copy of the review).
- Being invited as an “expert” to speak on a topic related to discipline or the research of the faculty member to a company or organization.

PROFESSIONALLY QUALIFIED

Loyola’s standards for professional qualification are:

- Generally a masters degree in field related to teaching responsibilities, **and/or**
- Significant professional experience in duration and level at time of hire, **and**
- Significant continued engagement in professional activities during the current five-year period, as assessed by the relevant COB administrator/committee.

Accepted **professional activities** include:

- All of the activities listed for Academic Qualification, and
- Ongoing work or consulting experience in the appropriate field
- Presentation of continuing education seminars
- Enrollment in professional education classes
- Obtaining an appropriate professional certification
- Operating a successful business in the appropriate field
- Serving on the board of a for-profit corporation or a not-for-profit organization
- Serving as an officer in national, regional, or local associations
- Publishing a newsletter or other widely-distributed report

- Provide professional commentary to news media on a frequent basis
- Supervising a foreign study program in a related field
- Maintaining a professional license such as CPA, Bar, etc.

Provisions

Obtaining and maintaining AQ/ PQ status is a necessary condition to uphold the values we espouse, contribute to the attainment of our mission/vision, and to perpetuate our Jesuit heritage and reputation for delivering high quality educational experiences. Conversely, obtaining and maintaining AQ/PQ status is not a “sufficient” condition to warrant such key performance related outcomes as re-appointment, continued service. Thus, the articulation of AQ / PQ standards above should not be construed as setting minimum nor maximum performance targets or hurdles. The following provisions to the above are described below.

- 1) Faculty member” means anyone who is contracted to teach a COB course, regardless of contract status (tenured, tenure track, non-tenure track, or adjunct).
- 2) Faculty who are ABD will be considered Academically Qualified (AQ) if they are completing their first year of service in the COB.
- 3) Faculty members who have received a terminal degree in the discipline in which they teach within the last 5 years will be considered AQ. *However, the expectation is that they will be active producing intellectual contributions during that 5 year period.*
- 4) Anyone serving in a central administrative position within the COB or Loyola University will be considered AQ / PQ during the period in which they actively serve in that capacity and for one academic year post service. However, people occupying such positions are to act in accord with the spirit and intent of our AQ / PQ by being intellectually vibrant, current, and curious.
- 5) Obtaining and maintaining AQ / PQ status is not linked with the annual evaluation process, the promotion and tenure process, the merit process or any other performance based program established by the Dean or appropriate College / University committee.
- 6) Obtaining and maintaining AQ / PQ status confers no special rights nor does it bestow any particular privileges.

Obtaining and maintaining AQ / PQ status will not “equate” or be thought to predict any particular performance evaluation by the Dean or other evaluative body.

- 7) Teaching at the graduate level or in specialty / boutique offerings that may be developed overtime is a privilege that may require commitments beyond obtaining and maintaining AQ / PQ status at the graduate level to include: willingness to teach in an integrative fashion, ability to team teach with practicing professionals in the field or other educators, fluency with and ability to utilize different pedagogies, willingness and ability to acquire needed technology skills and the like.

In an era characterized by multiple shifting paradigms not everything which might be considered a high quality, mission/vision enhancing, value added scholarly activity that demonstrates a commitment to educational excellence can be specified in a static document of this nature. Therefore, faculty who generate an output in line with the spirit and intent but not covered by this document should bring it to the attention of the dean, the associate dean or relevant committee for review. The individual(s) or group will review, in conjunction with AACSB headquarters if necessary, the request and make an appropriate decision as to the classification of the output and the role/weight it will play in establishing or maintaining AQ/PQ designation.

Conclusion

By articulating the aforementioned qualifications, continually improving upon them, and revising them when it is appropriate we hope to provide clarity on that for which we stand, that which we will endeavor to pursue, and that which we pledge to maintain. We believe the standards we are setting will perpetuate a vibrant, stimulating, diverse intellectually challenging environment that is in keeping with our Jesuit heritage, is mission/vision appropriate, maintains the standards put forth by the AACSB, and attracts, retains and rewards students, faculty and others who are committed to the ideals of scholarship. Finally, we affirm that obtaining and maintaining the AQ / PQ standards outlined herein, is a personal, professional, collegial, organizational, and social duty we are motivated to achieve.

TABLES

**Table 10-1: Summary of Faculty Qualifications
and Intellectual Contributions (2004-2008)**
(Includes Full-Time Faculty Only)

Name	Faculty Information		Faculty Sufficiency			Intellectual Contributions											
	Degree	Hire Date	Involv.	Qual.	Teach.	CTP			DBS			LPS					
						PR	QP	OC	PR	QP	OC	PR	QP	OC			
ACCT																	
Lynch, Patrick*	MS Tax Acct	2006	PART	PQ	U/G			2									
Main, Daphne	PhD, 1990	2008	PART	AQ	U/G	1		1									
Meyer, Jean	PhD, 2007	2007	PART	AQ	U			1					1				
Yao, Lee	PhD, 1993	2007	PART	AQ	U/G	1		7	7	2	17						1
Total ACCT:						100% P	75% AQ										
						2	0	11	7	2	17	1	0	1			
ECON																	
Barnett, William	PhD, 1974	1974	PART	AQ	U				23	10	5						
Block, Walter	PhD, 1972	2001	PART	AQ	U	1	4		50	41	23	3	1	9			
D'Amico, Daniel	PhD, 2008	2008	PART	AQ	U				3	1	19						
Levendis, John	PhD, 2004	2005	PART	AQ	U/G				9		15						1
Mundell, Lee***	PhD, 1976	1981	PART	Other*	U/G												
Total ECON:						100% P	80% AQ										
						1	4	0	85	52	62	3	1	10			
FIN																	
Christner, Ronald	PhD, 1973	1974	PART	AQ	U/G	1		1	2		3						1
Dicle, Mehmet	PhD, 2008	2007	PART	AQ	U	1			2	1	4						
Wood, Stuart	PhD, 1980	1984	PART	AQ	U/G	1		17	1		5						
Total FIN:						100% P	100% AQ										
						3	0	18	5	1	12	0	0	1			
MGT																	
Arnold, Karen***	PhD, 1979	1983	PART	Other	U						2						
Barnett, Kathleen	PhD, 2005	2001	PART	AQ	U				2		4						2
Capaldi, Nicholas	PhD, 1965	2002	PART	AQ	U/G	2	2	1	7	10	13						
Celly, Nikhil	PhD, 2008	2006	PART	AQ	U/G			2	1	4	10			2			
Fok, Wing	PhD, 1992	1988	PART	AQ	U/G		1	2	2	1	8			1			
Howard, George*	MBA, 2009	2004	PART	PQ	U			2									
Johnston, Michelle	PhD, 1999	1998	PART	AQ	U/G	1		1	4		4						
Li, Jing	PhD, 1995	1996	PART	AQ	U/G	1	1		4	10	1						
Matherne, Brett	PhD, 2004	2005	PART	AQ	U/G			2	6		4	1		1			
Reed, Kendra	PhD, 1998	2003	PART	AQ	U/G	1			4		2						
Screen, Christopher*	JD, 1975	2006	PART	PQ	U												
Weymann, Elizabeth**	PhD, 1987	1979	PART	Other	U												
Wilson, Michael	PhD, 2004	1994	SUPP	AQ	U/G			1									
Total MGT:						92% P	69% AQ										
						5	4	11	30	25	48	1	3	3			
MKT																	
Goolsby, Jerry	PhD, 1988	2001	PART	AQ	U/G	1			1		5						
Hickman, Thomas	PhD, 2005	2005	PART	AQ	U	1		1	1	6	5						
Karamessinis, George*	PhD, 1985	2008	PART	PQ	U												
Lawrence, Katherine	PhD, 2004	2004	PART	AQ	U/G	2			1	3	7						
Pearson, Michael	PhD, 1971	1994	PART	AQ	U/G	1	1		1	3	5	3		1			
Total MKT:						100% P	80% AQ										
						5	1	2	6	12	22	3	0	1			
Total ICs:						16	9	42	133	92	161	8	4	16			

* These faculty have significant industry experience, as well as a related terminal degree, that qualifies them to teach
 ** These faculty are on a phased retirement or contract buyout plan and are not currently intellectually active as a result
 *** In the immediately previous rolling 5-year period, these faculty were AQ; they have been given more time for research

Legend: CTP = Contribution to Practice
 DBS = Discipline-Based Scholarship
 LPS = Learning or Pedagogical Scholarship
 PR = Peer-Reviewed Journal Article Publication
 QP = Quality Publication (Acad Book, Conf Proc)
 OC = Other Contribution (Trade Public, Conf Pres)

**Table 9-1: Summary of Faculty Sufficiency
in Discipline and School (2008-Fall, ALL)**
(Student Credit Hours by Assigned Area)

Name	Involvement	Participating	Supporting	Total SCH	% Participating
ACCT/ECON/FIN					
Barnett, William	P	144			
Christner, Ronald	P	159			
D'Amico, Daniel	P	234			
Dicle, Mehmet	P	294			
Karamessinis, George*	P	171			
Levendis, John	P	357			
Lynch, Patrick	P	114			
Main, Daphne	P	243			
Meyer, Jean	P	234			
Monteleone, Philip	S		54		
Mundell, Lee	P	93			
Wheeler, V.M.	S		27		
Wood, Stuart	P	96			
Yao, Lee	P	102			
Total ACCT/ECON/FIN	86% P	2241	81	2322	97%
MGT/MKT/IB					
Arnold, Karen	P	294			
Barnett, Kathleen	P	87			
Capaldi, Nicholas	P	132			
Celly, Nikhil	P	138			
Davis, Marc	S		3		
Dunn, Thomas	S		75		
Fok, Wing	P	240			
Hickman, Thomas	P	156			
Hogan, Daniel	S		12		
Howard, George	P	240			
Johnston, Michelle	P	162			
Kabbani, Marawan	S		90		
Karamessinis, George	P	183			
Lawrence, Katherine	P	264			
Li, Jing	P	306			
Matherne, Brett	P	180			
McQuaid, Thomas	S		87		
Pearson, Michael	P	291			
Reed, Kendra	P	396			
Screen, Christopher	P	246			
Wilson, Michael	S		81		
Total MGT/MKT/IB	71% P	3315	348	3663	90%
Total for College	77% P	5556	429	5985	93%

Discipline: At least 60 % must be taught by participating faculty
College: **At least 75 %** must be taught by participating faculty

* During this semester, these faculty taught courses outside of their assigned academic area, but for which they were qualified

**Table 10-2: Calculations Relative to Deployment
of Qualified Faculty Members (2008-Fall, ALL)**
(Student Credit Hours by Academic Area)

Name	Qual.	AQ	PQ	Other	Total SCH	% AQ	% AQ+PQ
ACCT/ECON/FIN							
Barnett, William	AQ	144					
Christner, Ronald	AQ	159					
D'Amico, Daniel	AQ	234					
Dicle, Mehmet	AQ	294					
Karamessinis, George*	PQ		171				
Levendis, John	AQ	357					
Lynch, Patrick	PQ		114				
Main, Daphne	AQ	243					
Meyer, Jean	AQ	234					
Monteleone, Philip	PQ		54				
Mundell, Lee***	Other			93			
Wheeler, V.M.	PQ		27				
Wood, Stuart	AQ	96					
Yao, Lee	AQ	102					
Total ACCT/ECON/FIN	64% AQ	1863	366	93	2322	80%	96%
MGT/MKT/IB							
Arnold, Karen***	Other			294			
Barnett, Kathleen	AQ	87					
Capaldi, Nicholas	AQ	132					
Celly, Nikhil	AQ	138					
Davis, Marc	PQ		3				
Dunn, Thomas	AQ	75					
Fok, Wing	AQ	240					
Hickman, Thomas	AQ	156					
Hogan, Daniel	PQ		12				
Howard, George	PQ		240				
Johnston, Michelle	AQ	162					
Kabbani, Marawan	PQ		90				
Karamessinis, George	PQ		183				
Lawrence, Katherine	AQ	264					
Li, Jing	AQ	306					
Matherne, Brett	AQ	180					
McQuaid, Thomas	PQ		87				
Pearson, Michael	AQ	291					
Reed, Kendra	AQ	396					
Screen, Christopher	PQ		246				
Wilson, Michael	AQ	81					
Total MGT/MKT/IB	62% AQ	2508	861	294	3663	68%	92%
Total for College	63% AQ	4371	1227	387	5985	73%	94%

At least 50 % must be taught by **academically** qualified faculty
At least 90 % must be taught by **academically or professionally** qualified faculty

* During this semester, these faculty taught courses outside of their assigned academic area, but for which they were qualified

*** Prior to this academic year, these faculty were AQ; teaching loads have been lowered to allow them research time

**Table 9-1: Summary of Faculty Sufficiency
in Discipline and School (2008-Spring, ALL)**
(Student Credit Hours by Academic Area)

Name	Involvement	Participating	Supporting	Total SCH	% Participating
ACCT/ECON/FIN					
Barnett, William	P	123			
Block, Walter	P	81			
Christner, Ronald	P	198			
Dicle, Mehmet	P	210			
Kjar, Scott	P	267			
Levendis, John	P	282			
Lynch, Patrick	P	177			
Meyer, Jean	P	219			
Mundell, Lee	P	209			
Sibley, Michael	P	123			
Wood, Stuart	P	204			
Yao, Lee	P	120			
Total ACCT/ECON/FIN	100% P	2213	0	2213	100%
MGT/MKT/IB					
Arnold, Karen	P	363			
Barnett, Kathleen	P	237			
Capaldi, Nicholas	P	135			
Celly, Nikhil	P	117			
DelCorral, Wayne*	S		99		
Fok, Wing	P	90			
Goolsby, Jerry	P	114			
Hickman, Thomas	P	90			
Howard, George	P	144			
Johnston, Michelle	P	183			
Lawrence, Katherine	P	249			
Li, Jing	P	237			
Makienko, Igor	P	240			
Matherne, Brett	P	213			
Morgan, Jeffrey	S		84		
Pearson, Michael	P	159			
Reed, Kendra	P	84			
Screen, Christopher	P	240			
Sunda, Carmen	S		15		
Weymann, Elizabeth	P	174			
Wilson, Michael	S		231		
Total MGT/MKT/IB	81% P	3069	429	3498	88%
Total for College	88% P	5282	429	5711	92%

Discipline: At least 60 % must be taught by participating faculty
College: **At least 75 %** must be taught by participating faculty

* During this semester, these faculty taught courses outside of their assigned academic area, but for which they were qualified

**Table 10-2: Calculations Relative to Deployment
of Qualified Faculty Members (2008-Spring, ALL)**
(Student Credit Hours by Academic Area)

Name	Qual.	AQ	PQ	Other	Total SCH	% AQ	% AQ+PQ
ACCT/ECON/Fin							
Barnett, William	AQ	123					
Block, Walter	AQ	81					
Christner, Ronald	AQ	198					
Dicle, Mehmet	AQ	210					
Kjar, Scott	AQ	267					
Levendis, John	AQ	282					
Lynch, Patrick	PQ		177				
Meyer, Jean	AQ	219					
Mundell, Lee	AQ	209					
Sibley, Michael	AQ	123					
Wood, Stuart	AQ	204					
Yao, Lee	AQ	120					
Total ACCT/ECON/FIN	92% AQ	2036	177	0	2213	92%	100%
MGT							
Arnold, Karen	AQ	363					
Barnett, Kathleen	AQ	237					
Capaldi, Nicholas	AQ	135					
Celly, Nikhil	AQ	117					
DelCorral, Wayne*	PQ		99				
Fok, Wing	AQ	90					
Goolsby, Jerry	AQ	114					
Hickman, Thomas	AQ	90					
Howard, George	PQ		144				
Johnston, Michelle	AQ	183					
Lawrence, Katherine	AQ	249					
Li, Jing	AQ	237					
Makienko, Igor	AQ	240					
Matherne, Brett	AQ	213					
Morgan, Jeffrey	PQ		84				
Pearson, Michael	AQ	159					
Reed, Kendra	AQ	84					
Screen, Christopher	PQ		240				
Sunda, Carmen	PQ		15				
Weymann, Elizabeth**	Other			174			
Wilson, Michael	AQ	231					
Total MKT	71% AQ	2742	582	174	3498	78%	95%
Total for College	79% AQ	4778	759	174	5711	84%	97%

At least 50 % must be taught by **academically** qualified faculty
At least 90 % must be taught by **academically or professionally** qualified faculty

* During this semester, these faculty taught courses outside of their assigned academic area, but for which they were qualified

** These faculty are on a phased retirement or contract buyout plan and are not currently intellectually active as a result

**Table 10-2: Calculations Relative to Deployment
of Qualified Faculty Members (2008-Fall, ALL)**
(Student Credit Hours by Discipline)

Name	Qual.	AQ	PQ	Other	Total SCH	% AQ	% AQ+PQ
ACCT							
Lynch, Patrick	PQ		114				
Main, Daphne	AQ	243					
Meyer, Jean	AQ	234					
Monteleone, Philip	PQ		54				
Yao, Lee	AQ	102					
Total ACCT	60% AQ	579	168	0	747	78%	100%
ECON							
Barnett, William	AQ	144					
D'Amico, Daniel	AQ	234					
Karamessinis, George*	PQ		171				
Levendis, John	AQ	357					
Mundell, Lee***	Other			93			
Total ECON	60% AQ	735	171	93	999	74%	91%
FIN							
Christner, Ronald	AQ	159					
Dicle, Mehmet	AQ	294					
Wheeler, V.M.	PQ		27				
Wood, Stuart	AQ	96					
Total FIN	75% AQ	549	27	0	576	95%	100%
MGT							
Arnold, Karen***	Other			294			
Barnett, Kathleen	AQ	87					
Capaldi, Nicholas	AQ	132					
Celly, Nikhil	AQ	138					
Davis, Marc	PQ		3				
Dunn, Thomas	AQ	75					
Fok, Wing	AQ	240					
Hogan, Daniel	PQ		12				
Howard, George	PQ		240				
Johnston, Michelle	AQ	162					
Kabbani, Marawan	PQ		66				
Karamessinis, George*	PQ		183				
Li, Jing	AQ	306					
Matherne, Brett	AQ	180					
Reed, Kendra	AQ	396					
Screen, Christopher	PQ		246				
Wilson, Michael	AQ	81					
Total MGT	59% AQ	1797	750	294	2841	63%	90%
MKT							
Hickman, Thomas	AQ	156					
Kabbani, Marawan*	PQ		24				
Lawrence, Katherine	AQ	264					
McQuaid, Thomas	PQ		87				
Pearson, Michael	AQ	291					
Total MKT	60% AQ	711	111	0	822	86%	100%
Total for College	61% AQ	4371	1227	387	5985	73%	94%

At least 50 % must be taught by **academically** qualified faculty
At least 90 % must be taught by **academically or professionally** qualified faculty

* During this semester, these faculty taught courses outside of their assigned discipline, but for which they were qualified

*** Prior to this academic year, these faculty were AQ; teaching loads have been lowered to allow them research time

**Table 9-1: Summary of Faculty Sufficiency
in Discipline and School (2008-Fall, UG)**
(Student Credit Hours by Discipline)

Name	Involvement	Participating	Supporting	Total SCH	% Participating
ACCT					
Lynch, Patrick	P	114			
Main, Daphne	P	207			
Meyer, Jean	P	234			
Yao, Lee	P	102			
Total ACCT	100% P	657	0	657	100%
ECON					
Barnett, William	P	144			
D'Amico, Daniel	P	234			
Karamessinis, George*	P	171			
Levendis, John	P	357			
Mundell, Lee	P	33			
Total ECON	100% P	939	0	939	100%
FIN					
Christner, Ronald	P	159			
Dicle, Mehmet	P	294			
Wood, Stuart	P	96			
Total FIN	100% P	549	0	549	100%
MGT					
Arnold, Karen	P	294			
Barnett, Kathleen	P	87			
Capaldi, Nicholas	P	72			
Celly, Nikhil	P	138			
Davis, Marc	S		3		
Dunn, Thomas	S		75		
Fok, Wing	P	192			
Hogan, Daniel	S		12		
Howard, George	P	240			
Johnston, Michelle	P	60			
Kabbani, Marawan	S		66		
Karamessinis, George*	P	183			
Li, Jing	P	219			
Matherne, Brett	P	150			
Reed, Kendra	P	402			
Screen, Christopher	P	246			
Wilson, Michael	S		69		
Total MGT	71% P	2283	225	2508	91%
MKT					
Hickman, Thomas	P	156			
Kabbani, Marawan*	S		24		
Lawrence, Katherine	P	255			
McQuaid, Thomas	S		87		
Pearson, Michael	P	222			
Total MKT	60% P	633	111	744	85%
Total for College	79% P	5061	336	5397	94%

Discipline: At least 60 % must be taught by participating faculty
College: **At least 75 %** must be taught by participating faculty

* During this semester, these faculty taught courses outside of their assigned discipline, but for which they were qualified

**Table 9-1: Summary of Faculty Sufficiency
in Discipline and School (2008-Fall, GR)**
(Student Credit Hours by Discipline)

Name	Involvement	Participating	Supporting	Total SCH	% Participating
ACCT					
Main, Daphne	P	36			
Monteleone, Philip	S		54		
Total ACCT	50% P	36	54	90	40%
ECON					
Mundell, Lee	P	60			
Total ECON	100% P	60	0	60	100%
FIN					
Wheeler, V.M.	S		27		
Total FIN	0% P	0	27	27	0%
MGT					
Capaldi, Nicholas	P	60			
Fok, Wing	P	48			
Johnston, Michelle	P	102			
Li, Jing	P	87			
Matherne, Brett	P	30			
Wilson, Michael	S		12		
Total MGT	83% P	327	12	339	96%
MKT					
Lawrence, Katherine	P	9			
Pearson, Michael	P	69			
Total MKT	100% P	78	0	78	100%
Total for College	75% P	501	93	594	84%

Discipline: At least 60 % must be taught by participating faculty
College: **At least 75 %** must be taught by participating faculty

**Table 10-2: Calculations Relative to Deployment
of Qualified Faculty Members (2008-Fall, ALL)**
(Student Credit Hours by Discipline)

Name	Qual.	AQ	PQ	Other	Total SCH	% AQ	% AQ+PQ
ACCT							
Lynch, Patrick	PQ		114				
Main, Daphne	AQ	243					
Meyer, Jean	AQ	234					
Monteleone, Philip	PQ		54				
Yao, Lee	AQ	102					
Total ACCT	60% AQ	579	168	0	747	78%	100%
ECON							
Barnett, William	AQ	144					
D'Amico, Daniel	AQ	234					
Karamessinis, George*	PQ		171				
Levendis, John	AQ	357					
Mundell, Lee***	Other			93			
Total ECON	60% AQ	735	171	93	999	74%	91%
FIN							
Christner, Ronald	AQ	159					
Dicle, Mehmet	AQ	294					
Wheeler, V.M.	PQ		27				
Wood, Stuart	AQ	96					
Total FIN	75% AQ	549	27	0	576	95%	100%
MGT							
Arnold, Karen***	Other			294			
Barnett, Kathleen	AQ	87					
Capaldi, Nicholas	AQ	132					
Celly, Nikhil	AQ	138					
Davis, Marc	PQ		3				
Dunn, Thomas	AQ	75					
Fok, Wing	AQ	240					
Hogan, Daniel	PQ		12				
Howard, George	PQ		240				
Johnston, Michelle	AQ	162					
Kabbani, Marawan	PQ		66				
Karamessinis, George*	PQ		183				
Li, Jing	AQ	306					
Matherne, Brett	AQ	180					
Reed, Kendra	AQ	396					
Screen, Christopher	PQ		246				
Wilson, Michael	AQ	81					
Total MGT	59% AQ	1797	750	294	2841	63%	90%
MKT							
Hickman, Thomas	AQ	156					
Kabbani, Marawan*	PQ		24				
Lawrence, Katherine	AQ	264					
McQuaid, Thomas	PQ		87				
Pearson, Michael	AQ	291					
Total MKT	60% AQ	711	111	0	822	86%	100%
Total for College	61% AQ	4371	1227	387	5985	73%	94%

At least 50 % must be taught by **academically** qualified faculty
At least 90 % must be taught by **academically or professionally** qualified faculty

* During this semester, these faculty taught courses outside of their assigned discipline, but for which they were qualified
*** Prior to this academic year, these faculty were AQ; teaching loads have been lowered to allow them research time

**Table 10-2: Calculations Relative to Deployment
of Qualified Faculty Members (2008-Fall, UG)**
(Student Credit Hours by Discipline)

Name	Qual.	AQ	PQ	Other	Total SCH	% AQ	% AQ+PQ
ACCT							
Lynch, Patrick	PQ		114				
Main, Daphne	AQ	207					
Meyer, Jean	AQ	234					
Yao, Lee	AQ	102					
Total ACCT	75% AQ	543	114	0	657	83%	100%
ECON							
Barnett, William	AQ	144					
D'Amico, Daniel	AQ	234					
Karamessinis, George*	PQ		171				
Levendis, John	AQ	357					
Mundell, Lee***	Other			33			
Total ECON	60% AQ	735	171	33	939	78%	96%
FIN							
Christner, Ronald	AQ	159					
Dicle, Mehmet	AQ	294					
Wood, Stuart	AQ	96					
Total FIN	100% AQ	549	0	0	549	100%	100%
MGT							
Arnold, Karen***	Other			294			
Barnett, Kathleen	AQ	87					
Capaldi, Nicholas	AQ	72					
Celly, Nikhil	AQ	138					
Davis, Marc	PQ		3				
Dunn, Thomas	AQ	75					
Fok, Wing	AQ	192					
Hoqan, Daniel	PQ		12				
Howard, George	PQ		240				
Johnston, Michelle	AQ	60					
Kabbani, Marawan	PQ		66				
Karamessinis, George*	PQ		183				
Li, Jing	AQ	219					
Matherne, Brett	AQ	150					
Reed, Kendra	AQ	402					
Screen, Christopher	PQ		246				
Wilson, Michael	AQ	69					
Total MGT	59% AQ	1464	750	294	2508	58%	88%
MKT							
Hickman, Thomas	AQ	156					
Kabbani, Marawan*	PQ		24				
Lawrence, Katherine	AQ	255					
McQuaid, Thomas	PQ		87				
Pearson, Michael	AQ	222					
Total MKT	60% AQ	633	111	0	744	85%	100%
Total for College	65% AQ	3924	1146	327	5397	73%	94%

At least 50 % must be taught by **academically** qualified faculty
At least 90 % must be taught by **academically or professionally** qualified faculty

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*** Prior to this academic year, these faculty were AQ; teaching loads have been lowered to allow them research time

**Table 10-2: Calculations Relative to Deployment
of Qualified Faculty Members (2008-Fall, GR)**
(Student Credit Hours by Discipline)

Name	Qual.	AQ	PQ	Other	Total SCH	% AQ	% AQ+PQ
ACCT							
Main, Daphne	AQ	36					
Monteleone, Philip	PQ		54				
Total ACCT	50% AQ	36	54	0	90	40%	100%
ECON							
Mundell, Lee***	Other			60			
Total ECON	0% AQ	0	0	60	60	0%	0%
FIN							
Wheeler, V.M.	PQ		27				
Total FIN	0% AQ	0	27	0	27	0%	100%
MGT							
Capaldi, Nicholas	AQ	60					
Fok, Wing	AQ	48					
Johnston, Michelle	AQ	102					
Li, Jing	AQ	87					
Matherne, Brett	AQ	30					
Wilson, Michael	AQ	12					
Total MGT	100% AQ	339	0	0	339	100%	100%
MKT							
Lawrence, Katherine	AQ	9					
Pearson, Michael	AQ	69					
Total MKT	100% AQ	78	0	0	78	100%	100%
Total for College	75% AQ	453	81	60	594	76%	90%

At least 50 % must be taught by **academically** qualified faculty
At least 90 % must be taught by **academically or professionally** qualified faculty

*** Prior to this academic year, these faculty were AQ; teaching loads have been lowered to allow them research time

**Table 9-1 : Summary of Faculty Sufficiency
in Discipline and School (2008-Spring, ALL)**
(Student Credit Hours by Discipline)

Name	Involvement	Participating	Supporting	Total SCH	% Participating
ACCT					
Dicle, Mehmet*	P	75			
Lynch, Patrick	P	177			
Meyer, Jean	P	219			
Yao, Lee	P	120			
Total ACCT	100% P	591	0	591	100%
ECON					
Barnett, William	P	123			
Block, Walter	P	81			
Kjar, Scott	P	267			
Levendis, John	P	282			
Mundell, Lee	P	209			
Total ECON	100% P	962	0	962	100%
FIN					
Christner, Ronald	P	198			
Dicle, Mehmet	P	135			
Sibley, Michael	P	123			
Wood, Stuart	P	204			
Total FIN	100% P	660	0	660	100%
MGT					
Arnold, Karen	P	363			
Barnett, Kathleen	P	237			
Capaldi, Nicholas	P	135			
Celly, Nikhil	P	117			
DelCorral, Wayne*	S		99		
Fok, Wing	P	90			
Howard, George	P	144			
Johnston, Michelle	P	183			
Li, Jing	P	237			
Makienko, Igor*	P	183			
Matherne, Brett	P	213			
Morgan, Jeffrey	S		84		
Pearson, Michael*	P	18			
Reed, Kendra	P	84			
Screen, Christopher	P	240			
Sunda, Carmen	S		15		
Weymann, Elizabeth	P	174			
Wilson, Michael	S		231		
Total MGT	78% P	2418	429	2847	85%
MKT					
Goolsby, Jerry	P	114			
Hickman, Thomas	P	90			
Lawrence, Katherine	P	249			
Makienko, Igor	P	57			
Pearson, Michael	P	141			
Total MKT	100% P	651	0	651	100%
Total for College	89% P	5282	429	5711	92%

Discipline: At least 60 % must be taught by participating faculty
College: **At least 75 %** must be taught by participating faculty

* During this semester, these faculty taught courses outside of their assigned discipline, but for which they were qualified

**Table 9-1 : Summary of Faculty Sufficiency
in Discipline and School (2008-Spring, UG)**
(Student Credit Hours by Discipline)

Name	Involvement	Participating	Supporting	Total SCH	% Participating
ACCT					
Dicle, Mehmet*	P	75			
Lynch, Patrick	P	177			
Meyer, Jean	P	219			
Yao, Lee	P	87			
Total ACCT	100% P	558	0	558	100%
ECON					
Barnett, William	P	123			
Block, Walter	P	81			
Kjar, Scott	P	267			
Levendis, John	P	270			
Mundell, Lee	P	209			
Total ECON	100% P	950	0	950	100%
FIN					
Christner, Ronald	P	198			
Dicle, Mehmet	P	135			
Sibley, Michael	P	111			
Wood, Stuart	P	135			
Total FIN	100% P	579	0	579	100%
MGT					
Arnold, Karen	P	363			
Barnett, Kathleen	P	237			
Capaldi, Nicholas	P	105			
Celly, Nikhil	P	117			
DelCorral, Wayne*	S		99		
Fok, Wing	P	90			
Howard, George	P	144			
Johnston, Michelle	P	183			
Li, Jing	P	195			
Makienko, Igor*	P	183			
Matherne, Brett	P	177			
Morgan, Jeffrey	S		84		
Pearson, Michael*	P	18			
Reed, Kendra	P	84			
Screen, Christopher	P	240			
Sunda, Carmen	S		15		
Weymann, Elizabeth	P	141			
Wilson, Michael	S		78		
Total MGT	78% P	2277	276	2553	89%
MKT					
Goolsby, Jerry	P	114			
Hickman, Thomas	P	90			
Lawrence, Katherine	P	240			
Makienko, Igor	P	57			
Pearson, Michael	P	144			
Total MKT	100% P	645	0	645	100%
Total for College	89% P	5009	276	5285	95%

Discipline: At least 60 % must be taught by participating faculty
College: **At least 75 %** must be taught by participating faculty

* During this semester, these faculty taught courses outside of their assigned discipline, but for which they were qualified

**Table 9-1: Summary of Faculty Sufficiency
in Discipline and School (2008-Spring, GR)**
(Student Credit Hours by Discipline)

Name	Involvement	Participating	Supporting	Total SCH	% Participating
ACCT					
Yao, Lee	P	33			
Total ACCT	100% P	33	0	33	100%
ECON					
Levendis, John	P	12			
Total ECON	100% P	12	0	12	100%
FIN					
Sibley, Michael	P	12			
Wood, Stuart	P	69			
Total FIN	100% P	81	0	81	100%
MGT					
Capaldi, Nicholas	P	30			
Li, Jing	P	42			
Matherne, Brett	P	36			
Weymann, Elizabeth	P	33			
Wilson, Michael	S		153		
Total MGT	80% P	141	153	294	48%
MKT					
Pearson, Michael	P	15			
Total MKT	100% P	15	0	15	100%
Total for College	90% P	282	153	435	65%

Discipline: At least 60 % must be taught by participating faculty
College: **At least 75 %** must be taught by participating faculty

**Table 10-2: Calculations Relative to Deployment
of Qualified Faculty Members (2008-Spring, ALL)**
(Student Credit Hours by Discipline)

Name	Qual.	AQ	PQ	Other	Total SCH	% AQ	% AQ+PQ
ACCT							
Dicle, Mehmet*	AQ	75					
Lynch, Patrick	PQ		177				
Meyer, Jean	AQ	219					
Yao, Lee	AQ	120					
Total ACCT	75% AQ	414	177	0	591	70%	100%
ECON							
Barnett, William	AQ	123					
Block, Walter	AQ	81					
Kjar, Scott	AQ	267					
Levendis, John	AQ	282					
Mundell, Lee	AQ	209					
Total ECON	100% AQ	962	0	0	962	100%	100%
FIN							
Christner, Ronald	AQ	198					
Dicle, Mehmet	AQ	135					
Sibley, Michael	AQ	123					
Wood, Stuart	AQ	204					
Total FIN	100% AQ	660	0	0	660	100%	100%
MGT							
Arnold, Karen	AQ	363					
Barnett, Kathleen	AQ	237					
Capaldi, Nicholas	AQ	135					
Celly, Nikhil	AQ	117					
DelCorral, Wayne*	PQ		99				
Fok, Wing	AQ	90					
Howard, George	PQ		144				
Johnston, Michelle	AQ	183					
Li, Jing	AQ	237					
Makienko, Igor*	AQ	183					
Matherne, Brett	AQ	213					
Morgan, Jeffrey	PQ		84				
Pearson, Michael*	AQ	18					
Reed, Kendra	AQ	84					
Screen, Christopher	PQ		240				
Sunda, Carmen	PQ		15				
Weymann, Elizabeth**	Other			174			
Wilson, Michael	AQ	231					
Total MGT	67% AQ	2091	582	174	2847	73%	94%
MKT							
Goolsby, Jerry	AQ	114					
Hickman, Thomas	AQ	90					
Lawrence, Katherine	AQ	249					
Makienko, Igor	AQ	57					
Pearson, Michael	AQ	141					
Total MKT	100% AQ	651	0	0	651	100%	100%
Total for College	81% AQ	4778	759	174	5711	84%	97%

At least 50 % must be taught by **academically** qualified faculty
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* During this semester, these faculty taught courses outside of their assigned discipline, but for which they were qualified

** These faculty are on a phased retirement or contract buyout plan and are not currently intellectually active as a result

**Table 10-2: Calculations Relative to Deployment
of Qualified Faculty Members (2008-Spring, UG)**
(Student Credit Hours by Discipline)

Name	Qual.	AQ	PQ	Other	Total SCH	% AQ	% AQ+PQ
ACCT							
Dicle, Mehmet*	AQ	75					
Lynch, Patrick	PQ		177				
Meyer, Jean	AQ	219					
Yao, Lee	AQ	87					
Total ACCT	75% AQ	381	177	0	558	68%	100%
ECON							
Barnett, William	AQ	123					
Block, Walter	AQ	81					
Kjar, Scott	AQ	267					
Levendis, John	AQ	270					
Mundell, Lee	AQ	209					
Total ECON	100% AQ	950	0	0	950	100%	100%
FIN							
Christner, Ronald	AQ	198					
Dicle, Mehmet	AQ	135					
Sibley, Michael	AQ	111					
Wood, Stuart	AQ	135					
Total FIN	100% AQ	579	0	0	579	100%	100%
MGT							
Arnold, Karen	AQ	363					
Barnett, Kathleen	AQ	237					
Capaldi, Nicholas	AQ	105					
Celly, Nikhil	AQ	117					
DelCorral, Wayne*	PQ		99				
Fok, Wing	AQ	90					
Howard, George	PQ		144				
Johnston, Michelle	AQ	183					
Li, Jing	AQ	195					
Makienko, Igor*	AQ	183					
Matherne, Brett	AQ	177					
Morgan, Jeffrey	PQ		84				
Pearson, Michael*	AQ	18					
Reed, Kendra	AQ	84					
Screen, Christopher	PQ		240				
Sunda, Carmen	PQ		15				
Weymann, Elizabeth**	Other			141			
Wilson, Michael	AQ	78					
Total MGT	67% AQ	1830	582	141	2553	72%	94%
MKT							
Goolsby, Jerry	AQ	114					
Hickman, Thomas	AQ	90					
Lawrence, Katherine	AQ	240					
Makienko, Igor	AQ	57					
Pearson, Michael	AQ	144					
Total MKT	100% AQ	645	0	0	645	100%	100%
Total for College	81% AQ	4385	759	141	5285	83%	97%

At least 50 % must be taught by **academically** qualified faculty
At least 90 % must be taught by **academically or professionally** qualified faculty

* During this semester, these faculty taught courses outside of their assigned discipline, but for which they were qualified

** These faculty are on a phased retirement or contract buyout plan and are not currently intellectually active as a result

**Table 10-2: Calculations Relative to Deployment
of Qualified Faculty Members (2008-Spring, GR)**
(Student Credit Hours by Discipline)

Name	Qual.	AQ	PQ	Other	Total SCH	% AQ	% AQ+PQ
ACCT							
Yao, Lee	AQ	33					
Total ACCT	100% AQ	33	0	0	33	100%	100%
ECON							
Levendis, John	AQ	12					
Total ECON	100% AQ	12	0	0	12	100%	100%
FIN							
Sibley, Michael	AQ	12					
Wood, Stuart	AQ	69					
Total FIN	100% AQ	81	0	0	81	100%	100%
MGT							
Capaldi, Nicholas	AQ	30					
Li, Jing	AQ	42					
Matherne, Brett	AQ	36					
Weymann, Elizabeth**	Other			33			
Wilson, Michael	AQ	153					
Total MGT	80% AQ	261	0	33	294	89%	89%
MKT							
Pearson, Michael	AQ	15					
Total MKT	100% AQ	15	0	0	15	100%	100%
Total for College	90% AQ	402	0	33	435	92%	92%

At least 50 % must be taught by **academically** qualified faculty
At least 90 % must be taught by **academically or professionally** qualified faculty

** These faculty are on a phased retirement or contract buyout plan and are not currently intellectually active as a result