

Loyola University New Orleans 2015 College of Business Annual Report

1.0 Executive Summary

Official Unit Name

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

Mission Statement

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

Vision Statement

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

Highlights / Progress

The 2014-15 AY was a year of transformative change for the College of Business. A new Center for Entrepreneurship & Community Development was launched with the goal of connecting business undergraduate and graduate students with the burgeoning entrepreneurial ecosystem in New Orleans. The MBA program was restructured to better serve full-time students with the addition of a one-year "fast track" program, leading to a dramatic increase in new MBA enrollments. A new major and minor in Business Analytics were approved for implementation in Fall 2015 (along with a major in Computer Information Systems in the College of Humanities and Natural Sciences, from which adjunct coursework for the new Business Analytics major/minor is taken). Another new minor, in Entrepreneurship, was also approved for implementation in Fall 2016, leveraging the strengths of the new Center for Entrepreneurship.

2.0 Unit Profile Summary

2.1 Staff Headcount

SOURCE: HRS

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College of Business	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
STAFF HEADCOUNT					
Staff - FT	13	11	11	11	10
Staff - PT (student workers, etc)	14	13	13	12	7

Total FTE Staff	17.5	15.25	15.25	14.0	11.75
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2.2 Faculty Headcount

Source: HRS

All College of Business Faculty	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
FACULTY HEADCOUNT					
Ordinary Faculty (Tenured) - FT	15	15	15	15	12
Ordinary Faculty (Tenure Track) - FT	8	9	8	8	7
Extraordinary Faculty - FT	6	7	8	8	8
Total FT Faculty Headcount	29	31	31	31	27
Part-Time Faculty - PT	9	9	10	8	11
----TOTAL FTE Faculty	32.0	34.0	34.3	34.0	30.7

Full-time equivalent faculty based upon SCAP count. SCAP count methodology: Full-time faculty count as 1. Part-time faculty teaching 1-4 hours count as .33, 5-7 hours count as .67, and 8 or more hours count as 1. Source: Faculty Data Base and SIS.

2.3 Student Headcount: Past 5 Years

Source: SIS

Academic Program		AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
ACCT	MAJOR 1 - FT	64	77	80	61	61
	MAJOR 1 - PT	1	4	3	1	2
	MAJOR FTE	64.3	78.3	81.0	61.3	61.7
	MAJOR 2	1	1	0	3	3
	MINOR	10	10	18	8	13

Source: SIS

Academic Program		AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
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BBA - GSB	MAJOR 1 - FT	85	102	104	80	63
	MAJOR 1 - PT	0	1	2	0	1
	MAJOR FTE	85.0	102.3	104.7	80.0	63.3
	MAJOR 2	0	0	0	0	0
	MINOR	198	267	159	180	108

Source: SIS

Academic Program		AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
BBA - ECON	MAJOR 1 - FT	33	41	62	56	58
	MAJOR 1 - PT	2	2	0	1	4
	MAJOR FTE	33.7	41.7	62.0	56.3	59.3
	MAJOR 2	6	6	7	6	5
	MINOR	4	4	5	5	3

Source: SIS

Academic Program		AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
BBA - FIN	MAJOR 1 - FT	47	48	52	59	67
	MAJOR 1 - PT	1	3	0	3	2
	MAJOR FTE	47.3	49.0	52.0	60.0	67.7
	MAJOR 2	15.3	17.0	23.0	21.0	23.3
	MINOR	0	0	0	0	0

Source: SIS

Academic Program		AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
BBA - INTB	MAJOR 1 - FT	101	90	89	83	78
	MAJOR 1 - PT	4	1	1	2	2
	MAJOR FTE	102.3	90.3	89.3	83.7	78.7
	MAJOR 2	4.0	5.3	8.0	7.0	4.0

	MINOR	0	3	6	2	2
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Source: SIS

Academic Program		AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
BBA - MGT	MAJOR 1 - FT	88	92	88	99	109
	MAJOR 1 - PT	1	3	2	6	4
	MAJOR FTE	88.3	93.0	88.7	101.0	110.3
	MAJOR 2	4.0	11.3	8.0	5.0	7.0
	MINOR	0	0	0	0	0

Source: SIS

Academic Program		AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
BBA - MKT	MAJOR 1 - FT	84	105	121	103	100
	MAJOR 1 - PT	3	1	2	2	5
	MAJOR FTE	85.0	105.3	121.7	103.7	101.6
	MAJOR 2	10.0	19.0	27.0	12.3	21.0
	MINOR	23	25	29	32	16

Source: SIS

Academic Program		AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
UNDERGRAD TOTAL	MAJOR 1 - FT	566	584	608	546	536
	MAJOR 1 - PT	13	16	10	15	20
	MAJOR FTE	570.3	589.3	611.3	550.3	542.6
	MAJOR 2	43.3	59.6	73.0	54.3	63.3
	MINOR	245	309	217	227	142

Source: SIS

Academic Program		AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
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MBA	FT	32	30	24	13	25
	PT	41	38	32	35	48
	TOTAL	73	68	56	48	73
	TOTAL FTE	45.5	42.5	34.6	24.5	41.0

2.4 Student Persistence: Past 4 Years

Source: Factbook

RETENTION RATES	FT Cohort	2nd Year Ret	Retention %	Attrition %	3rd Year Ret	Retention %	Attrition %
14F							
13F	102						
12F	171	140	82%	18%			
11F	154	118	77%	23%	104	68%	32%

2.5 Student-Faculty Ratios: Past 4 Years

College of Business	AY 11-12	AY 12-13	AY 13-14	AY 14-15
STUDENT FACULTY RATIO				
Student FTE	589	611	551	543
Faculty FTE	34.0	34.3	34.0	30.7
----S/F Ratio (Student FTE / Faculty FTE)	17.3	17.8	16.2	17.7

2.6 Graduating Seniors: Past 5 Years

Headcount of Graduating Seniors

SOURCE: SIS

Department	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
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Accounting	9	16	25	18	19
Economics	10	11	14	11	16
Finance	12	21	14	13	19
International Business	11	11	19	7	16
Management	14	24	27	25	20
Marketing	25	25	36	31	20
Music Business	5	0	6	4	1
MBA	32	30	28	20	25

2.7 Student 6-Year Graduation Rate

Student 6-Year Graduation Rate

SOURCE: SIS

Department	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Accounting	13/19 (68.4%)	3/8 (37.5%)	6/7 (85.7%)	2/6 (33.3%)	7/13 (53.8%)
Economics	1/2 (50%)	2/6 (33.3%)	1/3 (33.3%)	1/2 (50%)	8/8 (100%)
Finance	9/13 (69.2%)	5/12 (41.7%)	2/6 (33.3%)	4/6 (66.7%)	4/7 (57.1%)
International Business	21/34 (61.8%)	27/42 (64.3%)	5/21 (23.8%)	8/15 (53.3%)	12/24 (50%)
Management	14/22 (63.6%)	6/8 (75%)	6/12 (50%)	13/17 (76.5%)	10/21 (47.6%)
Marketing	9/18 (50%)	6/14 (42.9%)	7/12 (58.3%)	2/4 (50%)	10/18 (55.6%)
Music Business					6/7 (85.7%)

Source: Factbook

GRADUATION RATES	FT Cohort	4-Year Grad	Percent	5-Year Grad	Percent	6-Year Grad	Percent
10F	151	68	45%				
09F	143	80	56%	93	65%		
08F	150	71	48%	90	60%	92	61%

2.8 Course Offerings

ACCT 2014 Fall

Course Section ID	Course Level	Credit Hours	Course Delivery	Instructor	Instructor Load	Course Type	Course Cap	Enrollment 2014 Fall	Course Completion	Syllabus Posted to LORA?
ACCT B202-001	UG	3.00	OC	Thorrick, Sara	100	LEC	40	25	23	Y
ACCT B202-002	UG	3.00	OC	Thorrick, Sara	100	LEC	40	39	35	Y
ACCT B202-003	UG	3.00	OC	Lynch, Howell J. Jr.	100	LEC	40	38	34	Y
ACCT B202-004	UG	3.00	OC	Meyer, Jean Annette	100	LEC	40	21	19	Y
ACCT B203-001	UG	3.00	OC	Lynch, Howell J. Jr.	100	LEC	50	48	48	Y
ACCT B203-002	UG	3.00	OC	Lynch, Patrick	100	LEC	20	20	18	Y
ACCT B300-001	UG	3.00	OC	Lynch, Howell J. Jr.	100	LEC	30	21	20	Y
ACCT B305-001	UG	3.00	OC	Main, Daphne	100	LEC	20	12	12	Y
ACCT B306-001	UG	3.00	OC	Main, Daphne	100	LEC	20	16	14	Y
ACCT B310-001	UG	3.00	OC	Lynch, Patrick	100	LEC	30	21	19	Y
ACCT B340-001	UG	3.00	OC	Thorrick, Sara	100	LEC	40	23	20	Y
ACCT B400-001	UG	3.00	OC	Myer, Jean-Annette	100	LEC	30	21	20	Y
ACCT B493-001	UG	3.00	OC	Myer, Jean-Annette	100	LEC	30	6	5	Y
ACCT B601-001	GR	3.00	OC	Main, Daphne	100	LEC	20	2	2	Y
ACCT B715-001	GR	3.00	OC	Lynch, Patrick	100	LEC	30	29	28	Y

ACCT 2015 Spring

Course Section ID	Course Level	Credit Hours	Course Delivery	Instructor	Instructor Load	Course Type	Course Cap	Enrollment 2015 Spring	Course Completion	Syllabus Posted to LORA?
ACCT B202-001	UG	3.00	OC	Thorrick, Sara	100	LEC	30	33	21	Y
ACCT B202-002	UG	3.00	OC	Thorrick, Sara	100	LEC	32	31	28	Y
ACCT B202-003	UG	3.00	OC	Myer, Jean Annette	100	LEC	40	25	20	Y

ACCT B202-004	UG	3.00	OC	Meyer, Jean Annette	100	LEC	30	20	19	Y
ACCT B203-001	UG	3.00	OC	Lynch, Howell J. Jr.	100	LEC	30	32	31	Y
ACCT B203-002	UG	3.00	OC	Lynch, Howell J. Jr.	100	LEC	25	26	25	Y
ACCT B203-003	UG	3.00	OC	Lynch, Patrick	100	LEC	20	22	20	Y
ACCT B305-001	UG	3.00	OC	Main, Daphne	100	LEC	30	29	27	Y
ACCT B306-001	UG	3.00	OC	Main, Daphne	100	LEC	30	9	8	Y
ACCT B307-001	UG	3.00	OC	Myer, Jean Annette	100	LEC	30	21	19	Y
ACCT B310-001	UG	3.00	OC	Lynch, Patrick	100	LEC	20	4	4	Y
ACCT B340-001	UG	3.00	OC	Thorrick, Sara	100	LEC	40	23	20	Y
ACCT B401-001	UG	3.00	OC	Lynch, Howell J. Jr.	100	LEC	20	9	9	Y
ACCT B403-001	UG	3.00	OC	Thorrick, Sara	100	LEC	30	15	14	Y
ACCT B460-001	UG	3.00	OC	Main, Daphne	100	LEC	30	22	21	Y
ACCT B493-001	UG	3.00	OC	Lynch, Patrick	100	LEC	20	13	12	Y

Business Administration 2014 Fall

Course Section ID	Course Level	Credit Hours	Course Delivery	Instructor	Instructor Load	Course Type	Course Cap	Enrollment 2014 Fall	Course Completion	Syllabus Posted to LORA?
BA B100-001	UG	3.00	OC	Francis, Ashley	100	LEC	50	48	45	Y
BA B100-002	UG	3.00	OC	Francis, Ashley	100	LEC	50	50	48	Y
BA B100-003	UG	3.00	OC	Arnold, Karen	100	LEC	50	48	47	Y
BA B100-004	UG	3.00	OC	DelCorral, Wayne	100	LEC	50	50	50	Y
BA B101-001	UG	3.00	OC	Barnett, Kathleen	100	LEC	30	20	20	Y
BA B101-002	UG	3.00	OC	Johnston, Michelle	100	LEC	30	19	19	Y
BA B200-001	UG	3.00	OC	Fok, Wing	100	LEC	40	13	13	Y
BA B415-001	UG	3.00	OC	Capaldi, Nicholas	100	LEC	40	40	40	Y
BA B445-001	UG	3.00	OC	Trevino, Len	100	LEC	25	24	23	Y
BA B445-002	UG	3.00	OC	Trevino, Len	100	LEC	25	16	16	Y
BA B497-001	UG	2.97	OC	Barnett, Kathleen	100	IND	0	96	96	

BA B499-001	UG	3.00	OC	Krug, Jeffrey	100	IND	1	1	1	Y
BA B701-051	GR	1.00	OC	Krug, Jeffrey	100	LEC	30	32	32	Y
BA B702-051	GR	1.00	OC	Massa, Felipe	100	LEC	30	21	21	Y
BA B750-051	GR	3.00	OC	Krug, Jeffrey	100	LEC	30	43	42	Y
BA B795-051	GR	0	OC	Krug, Jeffrey	100	IND	0	5	5	
BA B815-051	GR	3.00	OC	White, Clayton	100	LEC	20	12	12	Y
BA B899-001	GR	3.00	OC	Locander, William	100	IND	30	1	1	Y
BA T121-F51	UG	3.00	OC	Capaldi, Nicholas	100	LEC	22	15	15	Y
PFOL B100-051	UG	0	OC	Barnett, Kathleen	50	LEC	150	59.5	59	Y
PFOL B100-051	UG	0	OC	McCloskey, Agnelina	50	LEC	150	59.5	59	Y
PFOL B200-051	UG	0	OC	Barnett, Kathleen	50	LEC	200	57	56	Y
PFOL B200-051	UG	0	OC	McCloskey, Angelina	50	LEC	200	57	56	Y
PFOL B300-051	UG	0	OC	Barnett, Kathleen	50	LEC	160	77	75.5	Y
PFOL B300-051	UG	0	OC	McCloskey, Angelina	50	LEC	160	77	75.5	Y
PFOL B400-051	UG	0	OC	Barnett, Kathleen	50	LEC	160	66.5	66	Y
PFOL B400-051	UG	0	OC	McCloskey, Angelina	50	LEC	160	66.5	66	Y

Business Administration 2015 Spring

Course Section ID	Course Level	Credit Hours	Course Delivery	Instructor	Instructor Load	Course Type	Course Cap	Enrollment 2015 Spring	Course Completion	Syllabus Posted to LORA?
BA B100-001	UG	3.00	OC	Arnold, Karen	100	LEC	50	43	41	Y
BA B100-002	UG	3.00	OC	Arnold, Karen	100	LEC	50	50	50	Y
BA B101-001	UG	3.00	OC	Fuchs, Deirdre	100	LEC	30	31	30	Y
BA B101-002	UG	3.00	OC	Fuchs, Deirdre	100	LEC	33	32	31	Y
BA B101-003	UG	3.00	OC	Johnston, Michelle	100	LEC	30	29	29	Y
BA B101-004	UG	3.00	OC	Johnston, Michelle	100	LEC	30	28	28	Y
BA B415-001	UG	3.00	OC	Capaldi, Nicholas	100	LEC	39	36	36	Y

BA B415-002	UG	3.00	OC	Reed, Kendra	100	LEC	45	50	50	Y
BA B445-001	UG	3.00	OC	Schulingkamp, Ronald	100	LEC	35	44	44	Y
BA B445-051	UG	3.00	OC	Krug, Jeffrey	100	LEC	35	42	41	Y
BA B497-001	UG	2.78	OC	Barnett, Kathleen	100	IND	0	32	32	Y
BA B497-002	UG	2.00	OC	Barnett, Kathleen	100	IND	2	2	2	Y
BA B703-051	UG	1.00	OC	Massa, Felipe	100	LEC	50	32	32	Y
BA B704-051	UG	1.00	OC	Capaldi, Nicholas	100	LEC	50	28	28	Y
BA B795-051	UG	0	OC	Francis, Ashley	100	IND	20	3	3	Y
BA B855-051	UG	3.00	OC	Krug, Jeffrey	100	LEC	30	7	7	Y
PFOL B101-051	UG	0	OC	Barnett, Kathleen	100	LEC	200	116	112	Y
PFOL B101-051	UG	0	OC	McCloskey, Angelina	0	LEC	200	0	0	Y
PFOL B201-051	UG	0	OC	Barnett, Kathleen	100	LEC	200	114	112	Y
PFOL B201-051	UG	0	OC	McCloskey, Angelina	0	LEC	200	0	0	Y
PFOL B301-051	UG	0	OC	Barnett, Kathleen	100	LEC	200	145	144	Y
PFOL B301-051	UG	0	OC	McCloskey, Angelina	0	LEC	200	0	0	Y
PFOL B401-051	UG	0	OC	Barnett, Kathleen	100	LEC	200	123	123	Y
PFOL B401-051	UG	0	OC	McCloskey, Angelina	0	LEC	200	0	0	Y

Decision Science 2014 Fall

Course Section ID	Course Level	Credit Hours	Course Delivery	Instructor	Instructor Load	Course Type	Course Cap	Enrollment 2014 Fall	Course Completion	Syllabus Posted to LORA?
DECS B205-001	UG	3.00	OC	Krasnozhon, Leonid	100	LEC	30	29	28	Y
DECS B205-002	UG	3.00	OC	Krasnozhon, Leonid	100	LEC	30	30	29	Y
DECS B205-003	UG	3.00	OC	Straight, Nathanael	100	LEC	30	20	19	Y
DECS B725-051	GR	3.00	OC	Levendis, John	100	LEC	30	33	32	Y

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Decision Science 2015 Spring

Course Section ID	Course Level	Credit Hours	Course Delivery	Instructor	Instructor Load	Course Type	Course Cap	Enrollment 2015 Spring	Course Completion	Syllabus Posted to LORA?
DECS B205-001	UG	3.00	OC	Krasnozhon, Leonid	100	LEC	27	26	25	Y
DECS B205-002	UG	3.00	OC	Krasnozhon, Leonid	100	LEC	27	18	17	Y
DECS B205-003	UG	3.00	OC	Straight, Nathanael	100	LEC	27	16	16	Y
DECS B893-051	GR	3.00	OC	Griffin, Catherine	100	LEC	20	8	8	Y

Economics 2014 Spring

Course Section ID	Course Level	Credit Hours	Course Delivery	Instructor	Instructor Load	Course Type	Course Cap	Enrollment 2014 Fall	Course Completion	Syllabus Posted to LORA?
ECON B100-001	UG	3.00	OC	Julio, Ivan	100	LEC	50	45	41	Y
ECON B100-002	UG	3.00	OC	Julio, Ivan	100	LEC	50	47	41	Y
ECON B100-003	UG	3.00	OC	Levendis, John	100	LEC	50	49	49	Y
ECON B100-004	UG	3.00	OC	Levendis, John	100	LEC	50	49	45	Y
ECON B101-001	UG	3.00	OC	Barnett, William	100	LEC	40	23	14	Y
ECON B205-001	UG	3.00	OC	Pescatrice, Donn	100	LEC	30	28	22	Y
ECON B305-001	UG	3.00	OC	Barnett, William	100	LEC	30	27	27	Y
ECON B493-001	UG	3.00	OC	Barnett, William	100	LEC	20	20	20	Y

ECON B493-002	UG	3.00	OC	Krasnozhon, Leonid	100	LEC	30	21	21	Y

Economics 2015 Spring

Course Section ID	Course Level	Credit Hours	Course Delivery	Instructor	Instructor Load	Course Type	Course Cap	Enrollment 2015 Spring	Course Completion	Syllabus Posted to LORA?
ECON B100-001	UG	3.00	OC	Julio, Ivan	100	LEC	40	36	32	Y
ECON B100-002	UG	3.00	OC	Julio, Ivan	100	LEC	40	39	38	Y
ECON B101-001	UG	3.00	OC	Barnett, William	100	LEC	40	8	7	Y
ECON B101-002	UG	3.00	OC	Levendis, John	100	LEC	40	46	46	Y
ECON B101-003	UG	3.00	OC	Levendis, John	100	LEC	40	42	41	Y
ECON B206-001	UG	3.00	OC	Barnett, William	100	LEC	30	24	24	Y
ECON B350-001	UG	3.00	OC	Block, Walter	100	LEC	20	9	9	Y
ECON B360-001	UG	3.00	OC	Levendis, John	100	LEC	20	18	15	Y
ECON B493-001	UG	3.00	OC	Block, Walter	100	LEC	20	10	10	Y
ECON B493-002	UG	3.00	OC	Barnett, William	100	LEC	20	11	11	Y

Finance 2014 Fall

Course Section ID	Course Level	Credit Hours	Course Delivery	Instructor	Instructor Load	Course Type	Course Cap	Enrollment 2014 Fall	Course Completion	Syllabus Posted to LORA?
FIN B200-001	UG	3.00	OC	Christner, Ronald	100	LEC	25	7	7	Y
FIN B200-002	UG	3.00	OC	Boudreaux, Hank	100	LEC	25	16	16	Y

FIN B300-001	UG	3.00	OC	Dicle, Mehmet	100	LEC	80	80	79	Y
FIN B305-001	UG	3.00	OC	Wood, J Stuart	100	LEC	30	32	32	Y
FIN B310-001	UG	3.00	OC	Wood, J Stuart	100	LEC	20	18	17	Y
FIN B315-001	UG	3.00	OC	Christner, Ronald	100	LEC	30	20	19	Y
FIN B325-001	UG	3.00	OC	Dicle, Mehmet	100	LEC	20	9	8	Y
FIN B450-001	UG	3.00	OC	Christner, Ronald	100	LEC	20	9	8	Y
FIN B499-001	UG	3.00	OC	Lynch, Patrick	100	IND	1	1	1	
FIN B499-002	UG	3.00	OC	Wood, J Stuart	100	IND	1	1	1	
FIN B499-003	UG	3.00	OC	Capaldi, Nicholas	100	IND	0	1	1	

Finance 2015 Spring

Course Section ID	Course Level	Credit Hours	Course Delivery	Instructor	Instructor Load	Course Type	Course Cap	Enrollment 2015 Spring	Course Completion	Syllabus Posted to LORA?
FIN B200-051	UG	3.00	OC	Christner, Ronald	100	LEC	40	30	27	Y
FIN B300-001	UG	3.00	OC	Dicle, Mehmet	100	LEC	70	69	69	Y
FIN B305-001	UG	3.00	OC	Wood, J Stuart	100	LEC	20	15	15	Y
FIN B310-001	UG	3.00	OC	Wood, J Stuart	100	LEC	20	15	15	Y
FIN B315-001	UG	3.00	OC	Christner, Ronald	100	LEC	20	18	15	Y
FIN B325-001	UG	3.00	OC	Dicle, Mahmet	100	LEC	35	31	31	Y
FIN B400-001	UG	3.00	OC	Wood, J Stuart	100	LEC	35	29	29	Y
FIN B493-001	UG	3.00	OC	Christner, Ronald	100	LEC	20	13	13	Y
FIN B493-051	UG	3.00	OC	Dicle, Mehmet	100	LEC	15	12	12	Y
FIN B700-051	GR	3.00	OC	Dicle, Mehmet	100	LEC	30	31	31	Y
FIN B899-051	GR	3.00	OC	Dicle, Mehmet	100	IND	0	3	3	Y

International Business 2014 Fall

Course Section ID	Course Level	Credit Hours	Course Delivery	Instructor	Instructor Load	Course Type	Course Cap	Enrollment 2014 Fall	Course Completion	Syllabus Posted to LORA?
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INTB B200-001	UG	3.00	OC	Fok, Wing	100	LEC	0	16	14	Y
INTB B325-001	UG	3.00	OC	Dicle, Mehmet	100	LEC	0	3	3	Y
INTB B330-051	UG	3.00	OC	McQuaid, Thomas	100	LEC	0	13	12	Y
INTB B370-051	UG	3.00	OC	Kabbani, Marawan	100	LEC	30	3	3	Y

International Business 2015 Spring

Course Section ID	Course Level	Credit Hours	Course Delivery	Instructor	Instructor Load	Course Type	Course Cap	Enrollment 2015 Spring	Course Completion	Syllabus Posted to LORA?
INTB B315-001	UG	3.00	OC	McQuaid, Thomas	100	LEC	0	7	7	Y
INTB B325-001	UG	3.00	OC	Dicle, Mehmet	100	LEC	0	6	6	Y
INTB B330-051	UG	3.00	OC	McQuaid, Thomas	100	LEC	0	5	5	Y
INTB B435-051	UG	3.00	OC	Trevino, Len	100	LEC	25	20	20	Y

Legal Studies 2014 Fall

Course Section ID	Course Level	Credit Hours	Course Delivery	Instructor	Instructor Load	Course Type	Course Cap	Enrollment 2014 Fall	Course Completion	Syllabus Posted to LORA?
LGST-B200-001	UG	3.00	OC	Screen, Chris	100	LEC	35	27	26	Y
LGST-B205-001	UG	3.00	OC	Screen, Chris	100	LEC	40	38	36	Y
LGST B205-002	UG	3.00	OC	Screen, Chris	100	LEC	40	40	38	Y
LGST B205-003	UG	3.00	OC	Screen, Chris	100	LEC	40	37	36	Y

Legal Studies 2015 Spring

Course Section ID	Course Level	Credit Hours	Course Delivery	Instructor	Instructor Load	Course Type	Course Cap	Enrollment 2015 Spring	Course Completion	Syllabus Posted to LORA?
LGST-B205-001	UG	3.00	OC	Screen, Chris	100	LEC	50	31	29	Y

LGST B205-002	UG	3.00	OC	Screen, Chris	100	LEC	55	55	53	Y
LGST B493-001	UG	3.00	OC	Screen, Chris	100	LEC	30	8	8	Y

Management 2014 Fall

Course Section ID	Course Level	Credit Hours	Course Delivery	Instructor	Instructor Load	Course Type	Course Cap	Enrollment 2014 Fall	Course Completion	Syllabus Posted to LORA?
MGT B245-001	UG	3.00	OC	Arnold, Karen	100	LEC	40	38	36	Y
MGT B245-002	UG	3.00	OC	Massa, Felipe	100	LEC	40	39	38	Y
MGT B245-003	UG	3.00	OC	Massa, Felipe	100	LEC	40	34	33	Y
MGT B250-W01	UG	3.00	OL	Lucas, Rhonda	100	LEC	40	31	29	Y
MGT B250-W02	UG	3.00	OL	Lucas, Rhonda	100	LEC	40	29	27	Y
MGT B310-001	UG	3.00	OC	Arnold, Karen	100	LEC	40	29	27	Y
MGT B320-001	UG	3.00	OC	Reed, Kendra	100	LEC	40	31	30	Y
MGT B325-001	UG	3.00	OC	Fok, Wing	100	LEC	40	40	37	Y
MGT B325-002	UG	3.00	OC	Fok, Wing	100	LEC	40	38	35	Y
MGT B370-051	UG	3.00	OC	Kabbani, Marawan	100	LEC	0	10	10	Y
MGT B375-001	UG	3.00	OC	Reed, Kendra	100	LEC	30	25	24	Y
MGT B375-002	UG	3.00	OC	Reed, Kendra	100	LEC	30	25	24	Y
MGT B420-001	UG	3.00	OC	Johnston, Michelle	100	LEC	30	30	30	Y
MGT B705-051	GR	3.00	OC	Johnston, Michelle	100	LEC	50	43	42	
MGT B893-051	GR	3.00	OC	Weinberg, Frankie	100	LEC	20	7	7	Y
MGT T121-F01	UG	3.00	OC	Weinberg, Frankie	100	LEC	22	13	13	Y

Management 2015 Spring

Course Section ID	Course Level	Credit Hours	Course Delivery	Instructor	Instructor Load	Course Type	Course Cap	Enrollment 2015 Spring	Course Completion	Syllabus Posted to LORA?
MGT B245-001	UG	3.00	OC	Arnold, Karen	100	LEC	40	40	40	Y
MGT B245-002	UG	3.00	OC	Weinberg, Frankie	100	LEC	40	21	21	Y
MGT B245-003	UG	3.00	OC	Weinberg, Frankie	100	LEC	40	13	12	Y

MGT B250-W01	UG	3.00	OL	Lucas, Rhonda	100	LEC	25	23	23	Y
MGT B250-W02	UG	3.00	OL	Lucas, Rhonda	100	LEC	25	24	21	Y
MGT B250-W03	UG	3.00	OL	Lucas, Rhonda	100	LEC	25	23	21	Y
MGT B310-051	UG	3.00	OC	Reed, Kenndra	100	LEC	35	26	26	Y
MGT B315-001	UG	3.00	OC	McQuaid, Thomas	100	LEC	40	32	32	Y
MGT B325-001	UG	3.00	OC	Griffin, Catherine	100	LEC	30	30	30	Y
MGT B325-051	UG	3.00	OC	Griffin, Catherine	100	LEC	27	29	29	Y
MGT B335-001	UG	3.00	OC	Johnston, Michelle	100	LEC	25	12	12	Y
MGT B375-001	UG	3.00	OC	Reed, Kendra	100	LEC	35	21	20	Y
MGT B430-051	UG	3.00	OC	Massa, Felipe	100	LEC	40	46	46	Y
MGT B493-051	UG	3.00	OC	Francis, Ashley	100	LEC	0	10	10	Y
MGT B493-051	UG	3.00	OC	Reed, Kendra	100	LEC	8	10	10	Y
MGT B711-051	GR	3.00	OC	Griffin, Catherine	100	LEC	40	47	47	Y
MGT B760-051	GR	3.00	OC	Weinberg, Frankie	100	LEC	40	41	40	Y
MGT B893-051	GR	3.00	OC	Massa, Felipe	100	LEC	6	6	6	Y

Marketing 2014 Fall

Course Section ID	Course Level	Credit Hours	Course Delivery	Instructor	Instructor Load	Course Type	Course Cap	Enrollment 2014 Fall	Course Completion	Syllabus Posted to LORA?
MKT B280-001	UG	3.00	OC	Bacile, Todd	100	LEC	45	44	43	Y
MKT B280-002	UG	3.00	OC	Bacile, Todd	100	LEC	45	44	43	Y
MKT B330-051	UG	3.00	OC	McQuaid, Thomas	100	LEC	45	32	31	Y
MKT B340-051	UG	3.00	OC	White, Lauren	100	LEC	40	23	22	Y
MKT B370-051	UG	3.00	OC	Kabbani, Marawan	100	LEC	0	4	4	Y
MKT B390-001	UG	3.00	OC	White, Lauren	100	LEC	40	35	34	Y
MKT B450-001	UG	3.00	OC	Francis, Ashley	100	LEC	30	15	15	Y
MKT B493-001	UG	3.00	OC	Bacile, Todd	100	LEC	30	24	23	Y

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Marketing 2015 Spring

Course Section ID	Course Level	Credit Hours	Course Delivery	Instructor	Instructor Load	Course Type	Course Cap	Enrollment 2015 Spring	Course Completion	Syllabus Posted to LORA?
MKT B280-001	UG	3.00	OC	White, Lauren	100	LEC	50	49	47	Y
MKT B280-002	UG	3.00	OC	Bacile, Todd	100	LEC	45	48	48	Y
MKT B330-051	UG	3.00	OC	McQuaid, Thomas	100	LEC	35	25	25	Y
MKT B335-001	UG	3.00	OC	Johnston, Michelle	100	LEC	0	17	17	Y
MKT B340-051	UG	3.00	OC	White, Lauren	100	LEC	35	35	34	Y
MKT B390-001	UG	3.00	OC	White, Lauren	100	LEC	35	17	17	Y
MKT B450-001	UG	3.00	OC	Francis, Ashley	100	LEC	35	22	22	Y
MKT B493-001	UG	3.00	OC	Francis, Ashley	100	LEC	30	22	21	Y
MKT B493-051	UG	3.00	OC	Reed, Kendra	100	LEC	7	6	6	Y
MKT B700-051	GR	3.00	OC	Bacile, Todd	100	LEC	45	45	45	Y

3.0 Goals for Current Academic Year

The College of Business' activities for AY 2014-15 reflected the University's highlighted priorities from the Transforming Loyola 2020 strategic plan:

- Ensure that each student engages in at least two experiential-based learning activities / practices
- Foster an advising culture that is collaborative and focused on mentoring and student development
- Create and enhance programs to supply graduates for growing-demand professions in New Orleans

The primary focuses of the College with regard to the above are the continued development of the Business Portfolio program, a strong focus on comprehensive advising for students on probation or at-risk of academic action, the commitment to active learning and community engagement in courses throughout the business curriculum, and the proposal of the new Business Analytics major/minor and progress toward revised MBA specializations in Entrepreneurship, Finance, Marketing, and Operations.

Goals for AY 2015-16 include the following:

- Incorporate and promote the programs of the Center for Entrepreneurship & Community Development more fully throughout the business curriculum in order to provide students with a broader range of experiential learning opportunities that leverage the City of New Orleans
- Increase the number of research assignments leading to collaborative research opportunities in courses in the business core and in advanced major requirements
- Include assignments involving local businesses or community / civic organizations in more courses, especially in Finance, Management, and Marketing majors where students can work to actively consult with local businesses to develop solutions "in their own backyard"
- Enhance and develop student organizations such as AIESEC (international business internships), the Global Business Association, the American Marketing Association chapter, and Beta Alpha Psi (honors society in Accounting and Finance) to provide students with greater extracurricular opportunities for experiential learning

Explore possibility of a required community service project for all business majors

Enhance collaborative student advising through Portfolio, student services, and faculty mentors / advisors by developing a common advising model

4.0 Budget for Current Academic Year

The table below are instructional and operating expenses for the College of Business for the prior 3 fiscal years. Generally, the needs of the college are covered by the budget provided by the university. A draw from the College's annual fund / restricted giving covers the "extra" expenses above and beyond budgeted items. The financial model and budget has been adequate to cover the needs of the college.

	2014-15	2013-14	2012-13
Salaries/stipends (faculty/staff)	\$3,375,458	\$3,673,829	\$3,744,816
College operating expenses*	\$142,416	\$208,764	\$386,846
Total	\$3,517,874	\$3,882,593	\$4,131,662
*Draw from annual fund / giving	\$25,417	\$41,759	\$68,959

5.0 Assessment Report

College of Business Core Competencies:

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 the courage to act justly in a global business environment.

To this end, the college has identified the following general education competencies that provide the framework on which program-specific student learning outcomes are built:

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

1. Make effective spoken presentations to a professional audience and communicate in one-on-one and team settings. Effective business communication is defined as process in which two or more people interact in order to achieve a desired outcome in a business context.
2. Compose clear and concise professional business writing. Essential elements of business writing as distinct from academic writing include brevity, application or actionability, audience-aware orientation, ease of navigation, and professional grammar and style.
3. Apply advanced quantitative and critical analytical techniques to business scenarios. Business analysis includes seeking to understand individual scenarios in their broader context, breaking down complex tasks into manageable pieces, and seeking a variety of types and sources of data to provide an objective perspective on the business situation.
4. Develop and implement effective solutions to business problems using appropriate decision-making techniques. Problem-solving in business involves quantitative analysis as above, as well as diverse human-resource considerations such as a respect for the ideas of others, an understanding of the core competencies of organizations and individuals, the management of interpersonal conflicts, and the development of emotional intelligence.
5. Reflect the College's "awaken, enlighten, transform" vision by demonstrating a capacity for personal and professional reflection leading to irreproachable ethical behavior. Ethical behavior in business is particularly defined as concern for and proactive responsibility to all stakeholders impacted by a business decision, as understood within the larger context of the reciprocal interaction between commerce and the other institutions in society.
6. Exhibit professional conduct in their work and their world. As defined by the College of Business professional conduct includes a willingness to engage in self-directed learning, accountability for one's own choices, appropriate attitudes and work habits, integrity and respect for others, and an understanding of one's own strengths, weaknesses, and goals.

Student Learning Outcomes for the College of Business:

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

As evidence of satisfactory learning achievement, graduates of the BAcc or BBA degree program with a major in _____ will be able to...

Accounting (B.Acc.):

1. Critically analyze business and accounting problems to make informed and technically appropriate decisions.
2. Exhibit ethical conduct in all their activities and be able to apply a values-based method for making ethical decisions.
3. Use accounting information to make decisions in business, public service, entrepreneurial, or non-profit organizations.
4. Have the depth of knowledge necessary to be an effective accounting professional and be able to pass the CPA exam.
5. Communicate business information effectively in order to assume leadership roles in their chosen professions.

Economics, Finance, International Business, Management, and Marketing (B.B.A.):

1. Critically analyze business and general management problems to make informed and appropriate decisions.
2. Exhibit ethical conduct in all their activities and be able to apply a values-based method for making ethical decisions.
3. Display professionalism and sound judgment in business, public service, entrepreneurial, or non-profit organizations.
4. Demonstrate command of business disciplines and a broad globally-aware and stakeholder-focused perspective.
5. Communicate business information effectively in order to assume leadership roles in their chosen professions.

The Student Learning Outcomes of the MBA Program are conceived of as formative concepts developed through coursework that are predictive of success in an advanced management position. The outcomes will be assessed in the context of a student’s final demonstration of achievement in the Capstone business plan project. The learning outcomes are as follows.

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

Master of Business Administration:

1. Critically analyze complex business and management problems to make informed, actionable, and effective decisions.
2. Embrace strong ethical values and acknowledge moral and legal obligations to all stakeholders impacted by an organization.
3. Design, align, and deploy strategic and operational plans incorporating customer, investor, and other stakeholder requirements.
4. Monitor organizational performance and achieve continuous improvement by designing or refining processes and systems.
5. Communicate and manage teams effectively in order to lead organizational change in any role in their profession.

Summary of College of Business Assessment:

Outcome	Assessment	Finding	Action
Communication - Presentation Skills (B.Acc.,B.B.A.)	In-class oral presentation rubric	53% could not make effective conclusion 56% could not make effective eye contact	Additional coverage of wrapping-up a presentation. Presentation without notes or slides will be added.
Critical Thinking (B.Acc, B.B.A.)	ETS Proficiency Profile assessment	Entering CoB freshmen scored lower on proficiency in both critical reading and critical thinking ability than the Loyola freshman population at large on the test	These freshmen will be re-tested in Spring 2016 on the same instrument, so that the College can compare progress to the baseline level that was established in the first implementation of the test.
Decision-Making Ability (B.Acc.)	Case study rubric	19% could not effectively apply concepts to an accounting decision-making case	Additional application-focused assignments and instruction will be given in 400 and prerequisites.

Disciplinary Competence and Knowledge (B.Acc., B.B.A.)	Assessment exams by major area	Overall scores are low for ACCT, FIN, and MKT; ECON and MGT acceptable	Poor participation hampered the ability to draw conclusions about specific improvements. The tests were administered online for the first time in this recent administration series, and were opt-in rather than mandatory. In the future, the MKT test will be revised, and all assessment exams will be a mandatory part of the PFOL B401 class.
Professional Preparation and Behavior (B.Acc.)	Service learning client evaluation	27% received unacceptable ratings for punctuality and professional behavior 18% received unacceptable ratings for ability to generate robust solutions	Portfolio workshops to be implemented on time management, initiative, etc. Additional application-focused assignments and instruction will be given in 400 and prerequisites.
Professional Preparation and Behavior (B.Acc., B.B.A.)	Internship evaluation	No more than 6% received a rating of "poor" or "fair" in any of 40 categories	No change indicated by quantitative assessment; however, review of open-ended qualitative ratings revealed weaknesses in time management and initiative / confidence, which the Portfolio program will seek to address with targeted workshops.

Note: Given significant changes to the structure of the MBA program / curriculum beginning Fall 2014 and turnover of the MBA Director, assessment of learning outcomes was not conducted during the 2014-15 AY. In AY 2015-16, the learning goals of the program will be reviewed and appropriate domains of assessment identified and implemented, building on the prior assessment in the capstone course.

COMMUNICATION - PRESENTATION SKILLS (B.Acc., B.B.A.)

In BA B101 Business Communications in 2014S, business students of all majors gave an informative oral presentation and were assessed on the organization and delivery of their speech. There are 3 primary components of effective organization of an oral presentation which were assessed: Effective introduction, presentation of supporting information / evidence / examples, and effective conclusion. There were 2 components of delivery assessed: "Power" and "Relationship".

These areas of assessment could be seen as modern interpretations of the 3 traditional rhetorical strategies of Logos [content and evidence], Ethos [power / credibility of the speaker], and Pathos [appeal to the audience]. Student performance was evaluated using a standardized grading sheet, and scaled to 3 categories of achievement (unacceptable, acceptable, or strong achievement of learning outcomes) for assessment purposes.

Area of Evaluation	Unacceptable	Acceptable	Strong
Content Organization			
Effective introduction	13%	25%	62%
Attention-getting	13%	87%	
Establishes credibility	7%	93%	
Provides a preview	18%	82%	
Evidence / examples	11%	24%	65%
Sufficient cited evidence	18%	33%	49%
Importance of evidence	4%	24%	71%
Logical transitions	11%	13%	76%
Effective conclusion	26%	26%	49%

Review of content	4%	96%
Final analysis	47%	53%
Power & Relationship		
Powerful presence	9%	33% 58%
Stance / body language	4%	29% 67%
Strong voice projection	11%	89%
Professional dress	0%	100%
Interrupters ("uhhh")	22%	31% 47%
Relation to audience	23%	34% 42%
Comfort / movement	2%	98%
Effective gestures	27%	73%
Pleasant expression	20%	80%
Appropriate eye contact	44%	56%

Poor performance on the final conclusion / wrapping-up and on a generally effective relationship to the audience will be addressed by additional work sessions / lectures on the former and added presentation assignments with a restriction of no accompany materials (notes, powerpoint slides, etc). The instructor will give specific feedback / guidance on how to give presentations which rely solely on the presenter's personality and movement to create interest.

CRITICAL THINKING (B.Acc., B.B.A.)

In First-Year Seminars in 2013F and following in 2014F, all university freshmen took the ETS Proficiency Profile exam which assesses mathematical, reading, and critical thinking ability. The Reading and Critical Thinking domains cover the following abilities:

READING LEVEL 1

- recognize factual material explicitly presented in a reading passage
- understand the meaning of particular words or phrases in the context of a reading passage

READING LEVEL 2

synthesize material
from different
sections of a
passage
recognize valid
inferences derived
from material in the
passage
identify accurate
summaries of a
passage or of
significant sections
of the passage
understand and
interpret figurative
language
discern the main
idea, purpose or
focus of a passage
or a significant
portion of the
passage

CRITICAL
THINKING

evaluate competing
causal explanations
evaluate hypotheses
for consistency with
known facts
determine the
relevance of
information for
evaluating an
argument or
conclusion
determine whether
an artistic
interpretation is
supported by
evidence contained
in a work
evaluate the
appropriateness of
procedures for
investigating a
question of causation
evaluate data for
consistency with
known facts,
hypotheses or
methods

recognize flaws and inconsistencies in an argument

Students entering the College of Business scored as less proficient than the university freshmen class as a whole in all three areas.

Reading Level 1			
Proficiency Scores	Not Proficient	Marginal	Proficient
Business	23.3%	14.6%	62.1%
All other	10.6%	15.9%	73.5%
Grand Total	12.8%	15.7%	71.5%
Reading Level 2			
Proficiency Scores	Not Proficient	Marginal	Proficient
Business	48.5%	21.4%	30.1%
All other	37.3%	20.7%	42.0%
Grand Total	39.2%	20.8%	39.9%
Critical Thinking			
Proficiency Scores	Not Proficient	Marginal	Proficient
Business	81.6%	17.5%	1.0%
All other	66.7%	29.0%	4.3%
Total	69.3%	27.0%	3.8%

DECISION-MAKING ABILITY (B.Acc.)

In ACCT B400 Advanced Accounting in 2014F, Accounting seniors prepared a case analysis of an applied accounting decision-making problem and were assessed on the content and written presentation of their findings. The assessment of the student's report covered the quality of writing, comprehensiveness of analysis, demonstrated understanding of the case topics, and cited research.

Student performance was evaluated using a standardized grading sheet, and scaled to 3 categories of achievement (unacceptable, acceptable, or strong achievement of learning outcomes) for assessment purposes.

Area of Evaluation	Unacceptable	Acceptable	Strong
Completeness	2%	17%	81%
Critical Thinking	15%	57%	28%
Analysis & Application	19%	26%	55%
Research & Examples	9%	21%	70%
Tone & Grammar	4%	21%	74%

Weakness in the Analysis & Application stage of the case study reflected poor preparation on the means of crafting an effective solution to a problem using a rigorous decision-making process

informed by research and understanding of the decision-making scenario. The instructor will address this in the course, and in general the Accounting major will seek to incorporate more reflective, analytical, application-focused assignments in preparatory coursework leading to ACCT B400.

DISCIPLINARY COMPETENCE AND KNOWLEDGE (B.Acc., B.B.A.)

In PFOL B401 Portfolio Fourth Year II in 2015S, business students of all majors were asked to take a brief comprehensive assessment exam online for their major(s). A very low response rate (less than 25%) was achieved, limiting the ability to draw significant actionable conclusions from the data. Regardless, it was clear that the ECON and MGT majors were able to successfully retain basic knowledge about their major area, whereas ACCT, FIN, and MKT majors were less able to do so (no student took the INTB exam). In MGT and in MKT, the exam instruments are in need of revision (MGT for being too general / easy, and MKT for being focused too heavily on preliminary topics and not enough on major-specific topics).

ACCT Qs	% Correct	ECON Qs	% Correct	FIN Qs	% Correct	MGT Qs	% Correct	MKT Qs
1	75%	1	100%	1	14%	1	83%	1
2	100%	2	67%	2	57%	2	92%	2
3	100%	3	100%	3	43%	3	58%	3
4	75%	4	67%	4	43%	4	100%	4
5	75%	5	100%	5	57%	5	67%	5
6	50%	6	67%	6	71%	6	83%	6
7	75%	7	100%	7	43%	7	83%	7
8	50%	8	100%	8	0%	8	83%	8
9	75%	9	67%	9	93%	9	75%	9
10	75%	10	100%	10	71%	10	100%	10
11	0%	11	100%	11	71%			11
12	25%	12	67%	12	29%			12
13	75%	13	100%	13	57%			13
14	25%	14	33%	14	29%			14
15	100%	15	67%	15	29%			15
MEAN:	65%	MEAN:	82%	MEAN:	52%	MEAN:	86%	MEAN:

PROFESSIONAL PREPARATION & BEHAVIOR (B.Acc., B.B.A.)

In ACCT B400 Advanced Accounting in 2014F, Accounting seniors participated in service learning involving financial literacy instruction for clients through the Good Work Network and were assessed by the client on the students' competence and professionalism. The general areas of assessment were basic job competence, professional conduct, client-/task-specific competence, and interpersonal skills.

Area of Evaluation	Unacceptable	Acceptable	Strong
A. Competence for Basic Job Requirements	2%	11%	86%
1. Has adequate skills to complete required tasks	0%	18%	82%
2. Quality of work is acceptable / meets standards	0%	18%	82%
3. Uses resources and manages times effectively	9%	0%	91%
4. Follows through on assigned tasks reliably	0%	9%	91%
B. Professionalism and Ethical Conduct	9%	4%	87%

1. Shows readiness to provide good service	9%	9%	82%
2. Exhibits honesty, integrity, ethical standards	0%	0%	100%
3. Takes project seriously / displays motivation	9%	0%	91%
4. Shows interest in the project	0%	9%	91%
5. Is punctual / professional	27%	0%	73%
C. Job-Specific Attributes / Competence	7%	11%	82%
1. Identifies / evaluates alternative solutions	18%	27%	55%
2. Demonstrates ability to adjust to changes	9%	9%	82%
3. Holds themselves accountable for job duties	0%	0%	100%
4. Assists in carrying out organization's mission	0%	9%	91%
5. Confident in ability to implement acct. systems	9%	9%	82%
D. Interpersonal / Communication Skills	5%	14%	82%
1. Communicated information clearly to client	9%	27%	64%
2. Understands individual needs of the client	9%	27%	64%
3. Assists others to help team meet objectives	9%	9%	82%
4. Accepts constructive feedback willingly	0%	0%	100%
5. Cultivates positive working relationships	0%	9%	91%
6. Seeks to improve interpersonal skills	0%	9%	91%

The poor performance in punctuality and in generating robust solutions to problems reflect findings in the internship evaluations and case analysis rubric in ACCT B400 along similar lines. These will be addressed within Portfolio (workshops on time management, initiative, etc) and within ACCT B400 and preparatory coursework (additional assignments requiring independent generation of solutions to accounting / business problems).

PROFESSIONAL PREPARATION & BEHAVIOR (B.Acc., B.B.A.)

In 2015S through 2015M, business juniors and seniors of all majors fulfilled required internships for course credit and were evaluated by their on-site internship supervisor on a comprehensive battery of assessment items, including open-ended evaluation of performance. The internship evaluation covers 8 areas of professional preparation and behavior while completing the internship.

	Poor	Fair	Average	Good	Excellent	Mean
Ability and Willingness to Learn						
Observes and pays attention to others	1%	1%	5%	27%	67%	4.58
Asks pertinent and purposeful questions	1%	2%	3%	30%	64%	4.55
Seeks out and utilizes appropriate resources	1%	2%	4%	28%	66%	4.56
Accepts accountability and learns from mistakes	1%	1%	3%	29%	66%	4.58
Shows initiative and is open to new experiences	3%	0%	7%	17%	73%	4.58
Business Etiquette and Basic Work Habits						
Reports to work as scheduled and on-time	2%	1%	6%	22%	69%	4.55

Is prompt in showing up to scheduled meetings	1%	0%	7%	18%	74%	4.64
Exhibits a positive and constructive attitude	1%	1%	1%	10%	87%	4.82
Dresses appropriately for the organization	1%	1%	3%	21%	75%	4.67
Employs good time management skills	1%	2%	6%	28%	64%	4.52
Critical Thinking and Problem-Solving	Poor	Fair	Average	Good	Excellent	Mean
Seeks to comprehend issues in broad context	1%	2%	4%	28%	65%	4.55
Breaks down complex tasks to manageable pieces	1%	1%	9%	30%	59%	4.45
Develops new ideas by brainstorming options	1%	2%	7%	27%	63%	4.49
Respects input and ideas from other people	1%	1%	2%	11%	85%	4.79
Demonstrates capacity for analytical thinking	1%	0%	5%	25%	70%	4.62
Dependability and Character Attributes	Poor	Fair	Average	Good	Excellent	Mean
Brings a sense of integrity and values to the job	1%	2%	3%	15%	80%	4.70
Seeks to serve others even if an inconvenience	2%	1%	5%	21%	71%	4.59
Respects the privacy of others while at work	1%	1%	2%	12%	84%	4.78
Behaves in an ethical manner in all conduct	1%	0%	1%	9%	89%	4.85
Respects the diversity (all kinds) of others at work	1%	0%	1%	10%	88%	4.84
Effective Written and Oral Communication Skills	Poor	Fair	Average	Good	Excellent	Mean
Communicates clearly and concisely in writing	1%	0%	7%	30%	62%	4.52
Demonstrates effective proof-reading or editing	1%	1%	11%	25%	62%	4.45
Comprehends and follows verbal instructions	1%	2%	6%	19%	72%	4.59
Listens to others actively and attentively	1%	2%	4%	20%	73%	4.63
Participates effectively in group meetings	1%	0%	7%	21%	71%	4.61
Professional and Career Development Skills	Poor	Fair	Average	Good	Excellent	Mean
Understands their own strengths and weaknesses	1%	0%	11%	37%	51%	4.37
Exhibits a self-motivated approach to work	2%	4%	7%	19%	68%	4.48
Demonstrates ability to set priority and goals	1%	3%	6%	30%	60%	4.46

Exhibits professional behavior and attitude	1%	1%	4%	20%	74%	4.66
Shows interest in determining career direction	2%	0%	5%	20%	74%	4.64
Organizational Knowledge and Skills	Poor	Fair	Average	Good	Excellent	Mean
Understands your organization's mission and goals	1%	0%	6%	30%	64%	4.56
Works within expectations of your organization	1%	3%	3%	26%	68%	4.56
Respects confidentiality of orgz. information	1%	0%	4%	16%	80%	4.73
Works within proper decision-making channels	1%	0%	4%	18%	78%	4.71
Interacts appropriately with you as supervisor	1%	0%	4%	12%	83%	4.77
Interpersonal and Teamwork Skills	Poor	Fair	Average	Good	Excellent	Mean
Relates to co-workers easily and effectively	1%	0%	6%	19%	74%	4.66
Manages and resolves conflict productively	1%	2%	4%	27%	66%	4.54
Supports and contributes to a team atmosphere	1%	0%	4%	22%	74%	4.67
Controls emotions appropriately for workplace	1%	2%	2%	19%	77%	4.69
Demonstrates appropriate level of assertiveness	1%	0%	8%	32%	59%	4.49

6.0 Summary of Achievements

The MBA Program was restructured effective Fall 2014, following a new vision which allows greater flexibility for professional and part-time students to customize their elective choices to their personal career goals and interests by pursuing specializations, and offers the possibility for full-time students to complete a “fast track” configuration of the program in the span of only one calendar year.

As a result of these changes and increased program marketing throughout Spring 2014, new MBA admissions nearly doubled with a Fall 2014 entering class of over 30 students.

On October 8, 2014, the new Center for Entrepreneurship and Community Development (CE:CD) hosted its first major event on campus. Over 150 people came to Roussel Hall to hear a panel of local angel investors speak about what makes an entrepreneur investment-ready.

In addition, Erik Martin, an up-and-coming tech star and General Manager of Reddit.com, spoke about the role of failure in entrepreneurship. The event opened with a visit from Senator Mary Landrieu and was moderated by Silicon Valley native and TechCrunch writer Josh Constine.

The CE:CD subsequently co-hosted a second major event, which featured local businessman and entrepreneur John Georges speaking to a standing room only crowd about his recent acquisition and expansion of The Advocate and his bullish perspective on the newspaper business.

The University Courses & Curriculum Committee (UC&CC) and the Standing Council for Academic Planning (SCAP) both unanimously approved joint proposals from the College of Business and College of Humanities & Natural Sciences in Fall 2014 to create new interdisciplinary programs for undergraduates to major in Business Analytics (CoB) or Computer Information System (HUNS) effective Fall 2015. Additionally, a minor in Business Analytics was approved, available to all Loyola majors.

Student interest in the new Business Analytics major and minor has been high. Around 10 current business students have already expressed the interest of adding a double major or minor in analytics by being grandfathered into the new program in the Fall of 2015.

The University Courses & Curriculum Committee (UC&CC) and the Standing Council for Academic Planning (SCAP) also approved a proposal from Dr. Felipe Massa (Management and Entrepreneurship) and the Center for Entrepreneurship and Community Development for a new Entrepreneurship minor available to any Loyola student, to commence in Fall 2016. The minor consists of introductory coursework in business, core coursework in entrepreneurial finance and innovation / ideation, and interdisciplinary elective coursework from a range of disciplines. No net new resource need is anticipated, given Center Director Jon Atkinson's faculty status and associated teaching load.

7 Supporting Documents

College of Business Supporting Documents

[2014F Accounting Case Analyses.xlsx](#)
[2014F Accounting Service Learning.xlsx](#)
[2014F ETS Proficiency Profile.xlsx](#)
[2014S Oral Presentation Assessment.xlsx](#)
[2015S Assessment Exams.xlsx](#)
[2015S-2015M Internship Evaluations.pdf](#)
[MBA GRAD RATES.pdf](#)
[MBA PERSISTENCE RATES TABLE.pdf](#)