

Loyola University New Orleans 2016 College of Business Annual Report

1.0 Executive Summary

The Joseph A. Butt, S.J., College of Business seeks to be a learning place that awakens, enlightens, and transforms today's students into the leaders of tomorrow.

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.

AY 2015-16 was a banner year for the College of Business' Center for Entrepreneurship & Community Development. Some of its important achievements during the year include the following:

- A partnership with NASA's Stennis Space Center through the Technology Transfer Program, where MBA students consulted directly with Stennis engineers, local entrepreneurs, and others on commercialization projects for technologies and patents developed originally for NASA programs.
- An inaugural "code week" program in July, in which 15 students attended an intensive 9:00-5:00 week-long program focused on HTML/CSS, Ruby, and Java development environments for web and mobile app design.
- The IDEACorps small business consulting competition held in partnership with The Idea Village at New Orleans Entrepreneur Week in March, with Loyola students taking first place among participating MBA teams.

Other achievements for the College in AY 2015-16 include:

- Marketing and MBA students assisted the City through the White House's "Strong Cities, Strong Communities" program in conducting and analyzing data from a market study of high-speed internet access among disadvantaged populations in the city, and helped the City to develop outreach programs.
- The creation of a new major and minor in Business Analytics with support from the Department of Mathematics & Computer Science, in which students will gain experience in technological and analytical skills that are in high-demand both by local employers and by major corporations worldwide.
- The formalization of four specialization tracks in the MBA program in Entrepreneurship, Finance, Marketing, and Operations, which have been arranged such that students in the one-year fast-track program can still schedule sufficient electives among their other coursework to earn a concentration
- The Dean and various College faculty and staff traveled to Honduras to tour two campuses and meet with representatives of UNITEC, Loyola's partner university for the Honduras EMBA program under development. The program is scheduled to start in 2017 if recruitment attempts are successful.
- The minor in Entrepreneurship was approved for implementation in Fall 2016, and will consist of 3 core business courses, 3 core entrepreneurship courses, and a selection of interdisciplinary elective courses offered in business, mass communication, music industry, and/or other departments.

2.0 Data Overview

The College has maintained faculty quality and student support throughout the recent changes to the University as a result of the focus on long-term equilibrium and efficiency.

2.1 Staff Headcount

The College of Business staff remained unchanged in AY 2015-16 from AY 2014-15.

Multiple employees of the Louisiana Small Business Development Center (GNO Region) are considered staff of the College of Business as a result of a longstanding contractual relationship between the two organizations. These include the "Assistant Director", "Business Consultant", and "Director, LSBC GNO Regional" positions. This relationship was terminated during the financial equilibrium process and these staff positions will no longer be accounted to the College of Business.

The College has not replaced recent staff departures in AY 2012-13 and AY 2013-14, including the second Portfolio Program academic counselor, the second administrative assistant to the faculty, or the assistant director of graduate programs.

[Full Time Staff](#)

2.2 Faculty Headcount

The College of Business continues to operate on a very lean faculty structure, and few replacements have been made or are planned for the half dozen business faculty who departed the university in AY 2013-14 or AY 2014-15.

The College hired an extraordinary faculty member in MIS and Operations Management to fill a long-standing need for effective up-to-date, on-campus instruction for the MGT B250 Management Information Systems course which had been offered fully online or as a hybrid course for many years. This arrangement was not effective for this particular course; early reports from students in the new on-campus course are very positive. The new position also alleviates overstretched resources in the MGT area (particularly in MGT B325 Production & Operations Management) in general as a result of numerous faculty departures.

The College conducted a successful search for a second tenure-track position in Marketing during AY 2015-16 with Dr. Adam Mills hired as Assistant Professor of Marketing to begin teaching Fall 2016. This hire was essential given that Marketing remains one of the most popular business majors, with nearly 100 students.

[Accounting Faculty Headcount](#)

[Economics Faculty Headcount](#)

[Finance Faculty Headcount](#)

[Management Faculty Headcount](#)

[Marketing Faculty Headcount](#)

2.3 Student Majors & Minors Headcount: Past 4 Years

The number of students as declared majors or minors in each College of Business program are indicated below. Despite overall decreasing enrollment trends, the relative popularity / enrollment by major has remained essentially consistent over time.

[Accounting Majors](#)

[Accounting Minors](#)

[Economics Majors](#)

[Economics Minors](#)

[Finance Majors](#)

[Finance Minors](#)

[Management Majors](#)

[Management Minors](#)

[Management Graduate Students](#)

[Marketing Majors](#)

[Marketing Minors](#)

2.4 Student Persistence in Major Program: Past 4 Years

Persistence is measured in Fall-to-Fall data (1st year to 2nd year), and includes all concentrations and tracks offered by a department.

[Accounting Persistence](#)

[Economics Persistence](#)

[Finance Persistence](#)

[Management Persistence Undergraduate](#)

[Management Persistence Graduate](#)

[Marketing Persistence](#)

2.5 SCCH Report & Student-Faculty Ratios

The College has worked to continue to increase faculty efficiency in alignment with the university's long-term equilibrium plan. Average class size, especially in business core courses, remains high. Elective and major requirements necessary to effectively offer all 6 business majors are at times smaller, but the College has looked very closely at course rotations and has made plans to move certain major or elective courses from a once-per-semester to a once-per-year basis.

[Accounting SCCH Report - Fall 2015](#)

[Accounting SCCH Report - Spring 2016](#)

[Accounting Student-Faculty Ratio](#)

[Economics SCCH Report - Fall 2015](#)

[Economics SCCH Report - Spring 2016](#)

[Economics Student-Faculty Ratio](#)

[Finance SCCH Report - Fall 2015](#)

[Finance SCCH Report - Spring 2016](#)

[Finance Student-Faculty Ratio](#)

[Management SCCH Report - Fall 2015](#)

[Management SCCH Report - Spring 2016](#)

[Management Student-Faculty Ratio](#)

[Marketing SCCH Report - Fall 2015](#)

[Marketing SCCH Report - Spring 2016](#)

[Marketing Student-Faculty Ratio](#)

2.6 Graduating Seniors: Headcount

Headcount numbers include graduates from Summer, Fall, and Spring. List of degrees corresponds with IPEDS CIP codes (updated January 2016). Source is SIS as reported to IPEDS.

[Accounting Graduating Seniors Headcount](#)

[Economics Graduating Seniors Headcount](#)

[Finance Graduating Seniors Headcount](#)

[Management Graduating Seniors Headcount](#)

[Marketing Graduating Seniors Headcount](#)

2.7 Department 6-Year Graduation Rate

Numbers measure students by entering cohort. Graduation rate includes students who completed a department program (major, concentration, track) within 6 years of entering. Overall

university graduation rate available in University Fact Book.

[Accounting Graduation Rate](#)

[Economics Graduation Rate](#)

[Finance Graduation Rate](#)

[Management Graduation Rate Undergraduate](#)

[Management Graduation Rate Graduate](#)

[Marketing Graduation Rate](#)

3.0 Goals - Strategic & Annual

The College of Business shares commitment to the four overarching strategies detailed in the University's "Transforming Loyola 2020" Strategic Plan, in particular the following action items:

- Ensure that each student will engage in at least two experiential-based practices.
- Create a new model of advising that is collaborative across academic and non-academic units and that focuses on student development, not just progress toward degree.
- Increase opportunities for students to interact with the cultures, traditions, and location of New Orleans through their coursework.
- Create and enhance programs that will supply graduates for growing-demand professions in New Orleans.

The College also shares the University's commitment to and focus on entrepreneurship both as a venue for experiential learning and a means of interacting with the business climate of New Orleans.

The College has supported these goals by developing deep networks through the Center for Entrepreneurship & Community Development with the New Orleans business and startup environment, including multiple internship programs with local startups which provide students with experiential learning opportunities within the entrepreneurial hub that is New Orleans.

The launch of the Business Analytics major / minor directly addresses a growing demand for technological professionals and business-people with technological and analytical expertise both locally and nationally.

The College worked throughout AY 2015-16 on the development and approval of a new minor in Entrepreneurship, which was approved and will be implemented in Fall 2016. The minor will be available for all Loyola majors, and consists of core coursework in business fundamentals, a core set of robust entrepreneurship courses following the Lean Launchpad model, and specialization electives.

The College has developed an "Academic Progress Plan" for probation and other at-risk students which is used to provide directed self-reflection before one-on-one interviews with an academic advisor each semester.

The College's Business Portfolio Program continues to be a national benchmark program devoted to experiential, hands-on advising and student development throughout their entire degree program, and continues to seek opportunities to mine the local business community for Executive Mentors and for student internship and career placements.

4.0 Budget for Fiscal Year

The College of Business has been very consistent in reducing operating budget expenditures in accordance with requests from the university in pursuit of long-term equilibrium. Faculty travel reimbursement has been significantly reduced, and the large majority of the operating budget consists of absolute essential expenditures to maintain daily operations of the College.

[Year-End Actuals](#)

[Year-End Actuals 2](#)

5.0 Assessment Report

[GSS Results - Department Satisfaction](#)

[GSS Results - MBA](#)

[GSS Results - MBA by Department](#)

[GSS Results - UG](#)

[GSS Results - UG by Department](#)

Major Student Learning Outcomes:

In AY 2015-16, the College of Business completed the following assessments.

Student Learning Outcome	Assessment Method	Findings & Actions
Business Professionalism	Internship Supervisor Evaluation (n = 42; 40-item scale in 8 areas of assessment)	<p>As in previous years, student interns received overwhelmingly positive feedback. 77% of all individual item ratings received were "5" ("Excellent"), with 95% being either "4" (Good) or "5".</p> <p>Items receiving 10% or higher 1, 2, or 3 responses included time management, task management, and goal-setting, indicating a small but significant portion of students lacking these basic work skills.</p> <p>The College will work through the Business Portfolio Program and Student Success Center to identify workshop or other offerings to provide students with work/time-management training.</p> <p>Items receiving 70% or fewer 5 responses included development of new ideas, capacity for analytical thinking, clear and concise written communication, effective proof-reading, follow-through on instructions, group / meeting participation, awareness of weaknesses, goal-setting ability, and self-motivated approach to work.</p> <p>Many of these items are reflective of simple immaturity or lack of work experience. The College continues to encourage students to take advantage of the in-house Business Writing Specialist to address deficits in written communication skills. The addition of significant self-directed project work in upper-division courses is a potential solution that the College will be considering to develop students' independent work ability.</p>

Disciplinary Expertise	Major Assessment Exams (n = 63; 20 question exams for each of 6 majors)	<p>Exams were taken by graduating seniors in their major area and were conducted at the end of the Spring 2016 semester through Blackboard. Results will be disseminated to the faculty AACSB / assessment task force in Fall 2016 for review and action.</p> <p>Average scores by major were as follows: ACCT = 41%, ECON = 53%, FIN = 53%, INTB = 49%, MGT = 57%, MKT = 59%. Cross-major comparisons are not appropriate as the tests are unique and vary in difficulty across majors. The low scores across all areas can be partially attributed to the exams not being a required or graded component of any course; this may be changed in the future.</p> <p>One action since the 2015 Spring implementation of the assessment exams was to standardize the length of the exam at 20 questions and ensure that coverage of all major-required course topics (and not only principles-level course topics) was included.</p> <p>As a result, term-to-term comparisons are not possible at this time, though from the 2017 Spring semester onward this comparison will be possible as the exam question composition should be finalized at this point in time.</p>
Communication Skills	ETS Proficiency Profile (n = 41; 36-item, 9-dimension normed assessment)	<p>Upper-division business majors took the ETS Proficiency Profile in Spring 2016 (two years after the initial implementation in Fall 2014 of the assessment for entering freshmen in the First-Year Seminar courses, although this cohort was not an exact one-to-one match on which pre- and post-test comparisons can be made directly).</p> <p>Students scored "marginally proficient" or "proficient" as follows: Reading Level 1 = 68%, Reading Level 2 = 37%, Writing Level 1 = 78%, Writing Level 2 = 61%, Writing Level 3 = 44%. The low scores in all areas can partially be attributed to the assessment not being a required or graded component of any course as it is for freshmen.</p> <p>The College's in-house Business Writing Specialist continues to develop programs and appointments to assist business students in developing strong communication skills. Especially given these results and the relatively poor ratings by internship supervisors on areas of effective communication, the College will emphasize these services more.</p>
Critical Thinking Skills	ETS Proficiency Profile (n = 41; 36-item, 9-dimension normed assessment)	<p>Upper-division business majors took the ETS Proficiency Profile in Spring 2016 (two years after the initial implementation in Fall 2014 of the assessment for entering freshmen in the First-Year Seminar courses, although this cohort was not an exact one-to-one match on which pre- and post-test comparisons can be made directly).</p> <p>Students scored "marginally proficient" or "proficient" only 9% of the time. The low score can partially be attributed to the assessment not being a required or graded component of any course as it is for freshmen.</p> <p>This particular assessment focuses on reading comprehension and argument analysis in written texts, which may not be the most appropriate domain for assessing the College's critical thinking learning outcome. The College has used other assessment exams in the past, but these were also found lacking. The College will consider additional assessment instruments in Fall 2016.</p>

Ethical Analysis & Behavior	DIT (Defining Issues Test) Assessment (n = 48; 5-question scenario interpretation assessment)	<p>The DIT was taken by students in BA B415 Business Ethics near the end of the Spring 2016 semester through an online assessment. Results will be disseminated to the faculty AACSB / assessment task force in Fall 2016 for review and action.</p> <p>60% of students scored at the "post-conventional" / stage 5-6 level (the highest level of development on the assessment), which is considered the stage at which a student takes into account universal ethical principles and fundamental rights over personal interests or mere rule-following.</p> <p>In addition, 21% of students scored at the intermediary "maintaining norms" / stage 4 level, which is indicative of acceptable but undeveloped ethical character. 19% of students scored at the lowest "personal interests" / stage 2-3 level</p> <p>In general, the College is satisfied with these scores, although a focus on intentionally embedded ethical content within lower-division courses will be an emphasis of Fall 2016 curricular planning and development.</p>
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6 Supporting Documents

Detailed assessment results are attached:

[2015F-2016S Internship Supervisor Data](#)
[2016S DIT Results](#)
[2016S ETS Results](#)
[2016S ACCT Assessment Exam Results](#)
[2016S ECON Assessment Exam Results](#)
[2016S FIN Assessment Exam Results](#)
[2016S INTB Assessment Exam Results](#)
[2016S MGT Assessment Exam Results](#)
[2016S MKT Assessment Exam Results](#)

College of Business Supporting Documents

[2-1-BU-FT-Staff.pdf](#)
[2-2-Accounting-FacultyHeadcount.pdf](#)
[2-2-Economics-FacultyHeadcount.pdf](#)
[2-2-Finance-FacultyHeadcount.pdf](#)
[2-2-Management-FacultyHeadcount_ Revised 1_10_17.pdf](#)
[2-2-Marketing-FacultyHeadcount_ Revised 1_10_17.pdf](#)
[2-3-Accounting-StudentMajors.pdf](#)
[2-3-Accounting-StudentMinors.pdf](#)
[2-3-Economics-StudentMajors.pdf](#)
[2-3-Economics-StudentMinors.pdf](#)
[2-3-Finance-StudentMajors.pdf](#)
[2-3-Finance-StudentMinors.pdf](#)
[2-3-Management-GraduateStudents.pdf](#)
[2-3-Management-StudentMajors.pdf](#)
[2-3-Management-StudentMinors.pdf](#)
[2-3-Marketing-StudentMajors.pdf](#)
[2-3-Marketing-StudentMinors.pdf](#)
[2-4-Accounting-Persistence.pdf](#)
[2-4-Economics-Persistence.pdf](#)

[2-4-Finance-Persistence.pdf](#)
[2-4-Management-PersistenceGrad.pdf](#)
[2-4-Management-PersistenceUG.pdf](#)
[2-4-Marketing-Persistence.pdf](#)
[2-5-Accounting-SCCHReport-15F.pdf](#)
[2-5-Accounting-SCCHReport-16S.pdf](#)
[2-5-Accounting-SFRatio.pdf](#)
[2-5-Economics-SCCHReport-15F_Revised.pdf](#)
[2-5-Economics-SCCHReport-16S_Revised.pdf](#)
[2-5-Economics-SFRatio.pdf](#)
[2-5-Finance-SCCHReport-15F_Revised.pdf](#)
[2-5-Finance-SCCHReport-16S_Revised.pdf](#)
[2-5-Finance-SFRatio.pdf](#)
[2-5-Management-SCCHReport-15F_Revised.pdf](#)
[2-5-Management-SCCHReport-16S_Revised.pdf](#)
[2-5-Management-SFRatio.pdf](#)
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[2-7-Accounting-GraduationRate.pdf](#)
[2-7-Economics-GraduationRate.pdf](#)
[2-7-Finance-GraduationRate.pdf](#)
[2-7-Management-GraduationRateGrad.pdf](#)
[2-7-Management-GraduationRateUG.pdf](#)
[2-7-Marketing-GraduationRate.pdf](#)
[2015F-2016S Internship Supervisor Data.pdf](#)
[2016S DIT Results.pdf](#)
[2016S ETS Results.pdf](#)
[4.0 College of Business.pdf](#)
[4.0 COB Budget Master 2 13400.pdf](#)
[ACCT Question Summary.pdf](#)
[ECON Question Summary.pdf](#)
[FIN Question Summary.pdf](#)
[GSS Results Dept satisfaction by Level.pdf](#)
[GSS Results MBA by AY.pdf](#)
[GSS Results MBA by Dept by AY.pdf](#)
[GSS Results UG by AY.pdf](#)
[GSS Results UG by Dept by AY.pdf](#)
[INTB Question Summary.pdf](#)
[MGT Question Summary.pdf](#)
[MKT Question Summary.pdf](#)