

ACCREDITATION MAINTENANCE REPORT

Fifth Year Maintenance of Accreditation Report
Maintenance of Accreditation by the

Association to Advance Collegiate Colleges of Business International



College of Business
Loyola University New Orleans
New Orleans, Louisiana 70118
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SITUATIONAL ANALYSIS

Provide a brief analysis that enables the Peer Review Team to understand the context within which the applicant operates. It should answer the following types of questions:

What historical, national, local, and other factors shape the applicant's mission and operations?

COB's mission couples tightly with the University mission, which is deeply embedded in the University's historical, Catholic context. Loyola University New Orleans is a Catholic, Jesuit community of higher education, dedicated to the excellence and distinction in the discovery, dissemination, and application of knowledge. Students learn to think critically, act compassionately, and succeed while serving others. Loyola prepares students to become ethical leaders who create positive change everywhere life takes them.

The COB mission is also influenced by the current business environment, which is operating in a multi-faceted, cross-functional, and global context, and is reacting to a deep failure of business ethics and social responsibility. This environment necessitates innovation balanced with analytics and a cross-functional approach, to support responsible change.

Another characteristic of the COB educational experience is personalization. The structure of the college is one that fosters teaching quality—with no PhD program, all COB classes are all taught by professors, not by graduate assistants. In addition to a strong academic experience, students and parents have also come to expect their college to deliver on providing a high level of student service, providing access to a variety of internship experiences, and offering a multitude of career and on-campus recruitment opportunities. This career-focused approach is paired with a shift nationally in how organizations recruit students, as well as a trend to offer students global internship and career opportunities.

At the graduate level, COB competes in the relatively small, but competitive, New Orleans market. There are several local graduate-level business face-to-face programs in the New Orleans region. To increase our competitiveness, COB launched an online MBA program. This gives us better access to prospective students who live and/or work outside the city, in Louisiana, and beyond, who would not otherwise travel to the uptown campus for classes. The growth and viability of other online competitors has further complicated the graduate program landscape and market.

Since our last accreditation, the College of Business has realized significant positive outcomes benefiting the broader Loyola community. Indeed, the College has recognized and realized some of its potential by building on existing strengths, creating new academic programs to increase resources, and developing a strategy that reflected the collective vision of faculty, staff, alumni, and other supporters. The College developed new Mission and Vision statements consistent with the three pillars of the College: Ethics, Entrepreneurship and International Business. To that end, *U.S. News and World Report* recently ranked both our graduate (Entrepreneurship #14; Marketing #17; International Business #17) and undergraduate (International Business #25) programs as some of the best in the nation.

What are the applicant's relative advantages and disadvantages in reputation, resources, sponsors, and supporters?

Size of endowment. According to The Chronicle of Higher Education Loyola University's endowment is not ranked among the top 300 colleges and universities in the United States and Canada. Direct and aspirant competitors such as Tulane and St. Louis University fall in the top 100, whereas Loyola University is primarily a tuition-driven college. Our ability to offer merit and need-based scholarships, make capital investments, and hire and retain competitive faculty and staff is hindered by this lack of endowment. Additionally, one ongoing challenge for the university is the inability to offer merit or

cost-of-living wage adjustments for several years now. Nevertheless, this has not hindered our ability to attract a culturally and socio-economically diverse student body.

Reputation, Rankings, and Student Diversity. COB boasts a relatively strong regional and growing national reputation for its student-centered approach, innovative and applied curricula, and high-caliber faculty. Recent performance in various rankings (particularly for graduate programs) has helped significantly to boost COB's reputation, however, rankings can be volatile, somewhat arbitrary, and costly to manage.

Loyola University's strong Catholic tradition has tended to attract students of Central American Catholic descent – a less diverse class than other competitive colleges. The list price of Loyola tuition—combined with comparatively generous financial aid—has also led to strong socio-economic diversity. The perception that Loyola is more diverse than the world in which it operates is a strength because company recruiters are looking to universities such as Loyola, believing that our students possess a strong multi-cultural mindset. This also helps the university in attracting diverse students and faculty, who are looking for a robust multi-cultural environment such as New Orleans.

In reality, COB has actually increased ethnic diversity by 8 percent, moving from 49 percent multicultural and international diversity for the incoming class of 2021, to 57 percent for the incoming class of 2022. To ensure students develop a global and multi-cultural mindset, COB brings diversity to our students through the curriculum, with study abroad and service learning offerings. The COB undergraduate International Business program was recently ranked 25th in the nation (2021-2022 *US News & World Report*) and has intentionally increased study abroad opportunities, and provides abundant extra and co-curricular service learning opportunities. COB's graduate student body is diverse as the part-time MBA population is reflective of our regional demographics. To ensure a broad and open mindset, the MBA program has established a required Non-profit Practicum, in which students partner with a local non-profit organization to provide business solutions, as well as a Global Immersion, and Entrepreneurial Consulting Practicum, in which students interact with a developing start-up to complete a consulting project.

As a College, we remain committed to ensuring that our faculty and staff is representative of our student body. As such, we are a member of the PhD Project which supports diverse candidates in higher education. Indeed, the College of Business has been a leader on campus in recruiting and hiring diverse faculty. For example, three of our last four full time faculty hires in the College were diverse candidates.

Direct Degree Enhancers. The Portfolio program serves the COB undergraduate population by providing a wide range of COB support services in a single “one-stop-shop” resource center. Services include academic advising and guidance, career development assistance, internship referrals, referrals for health and wellness services, support in cases of family emergency, and services related to freshman orientation and the adjustment to college life. The Portfolio program also serves as a centralized point of contact for parents of undergraduate students who need information and guidance on issues related to their child's experience at COB.

The College formally developed and approved a strategic plan outline last year to codify the growth of graduate business programs and created specific actions to improve the retention and graduation rate, including modifications to the first year student experience. Indeed, COB has the highest freshmen retention rate at Loyola.

The Graduate & Executive Business Programs office serves the graduate population, and has recently expanded its services and hired new staff to provide a high level of personalized service for academic advisement, career development, curricular programming, alumni connectivity, and co-curricular events.

COB Advisory Councils. COB has a total of two advisory councils comprised of approximately 40 high-level executives. In addition to the Dean's Visiting Committee, another council is connected to the academic centers of excellence in Entrepreneurship and another is planned for Ethics. With our new Executive Director of the Center for Entrepreneurship, the College has the ability to develop meaningful student engagement activities and give our students permission to experiment, to fail, and thus to learn, and to challenge the way things have always been and dream of doing more such as with the LaunchU program. COB advisory councils provide guidance on strategy, significant advice on curricula, student initiatives, stakeholder engagement, reputation, and external outreach. Advisory council members are also quite helpful in assisting the college with strengthening corporate ties for increased student internships and jobs.

What internal, environmental, or competitive forces challenge the applicant's future?

Graduate Online Programs. Online programs present both a challenge and opportunity for COB. The delivery of online learning has improved drastically in the past few years, making it a viable alternative to in-class learning. Online programs provide an opportunity to reach a more national graduate student base, and allow us to compete with online programs that are currently eating into our traditional prospective student base. The perception that on-line pedagogy is inferior and not in line with the high expectations our faculty and students hold is only one of many hurdles that have inhibited COB from entering the on-line market. COB has no money, no staff, and no infrastructure to launch a program that would meet the high standards of teaching and innovation for which the college has become known.

Financial Aid. Students' reliance on financial aid has increased over the past five years, with 99% of undergraduate students now receiving some type of institutional aid. In order to remain competitive in our ability to yield top candidates and diversity candidates, more funding for scholarships, grants and aid are needed. At the graduate level, the economic slowdown has resulted in a trend down in tuition support for employees taking courses on a part-time basis.

What opportunities exist for enhancing the applicant's degree offerings?

Online education continues to be a focus for COB. COB's first online program, the Master of Science in Marketing & Communication, was launched in 2020, and the Master of Science in Healthcare Management was launched in 2021 online. Online program research is underway to understand the market and internal infrastructure for an online Masters of Science in Innovation.

What degree programs are included in the accreditation review, and what is the number of graduates in the previous year for each program?

COB offers a Bachelor of Business Administration, with majors in Accountancy, Economics, Finance, Management, Marketing, International Business, and Analytics. COB offers three Master-level programs: Master of Business Administration, Master of Science in Marketing and Communication, and a new Master of Science in Healthcare Management.

2. PROGRESS UPDATE ON CONCERNS FROM PREVIOUS REVIEW:

ISSUE 1. *The principal concern involves continued shortcomings in the College's assurance of learning processes. The team noted that the College does not have curriculum maps (or equivalent) that would identify where outcomes should be achieved. In addition, there is no schedule of routine assessment, and no formal way in which results of assessment activities were communicated and acted upon.*

With respect to the MBA program, no assessment has been done since 2013. The recent MBA curriculum revision was apparently guided by administrative evaluation of employer and student feedback. Specifically, the College has not created a culture of assessment including a systematic process for closing the loop at the undergraduate or graduate level. The College needs to develop Assurance of Learning systems that includes curriculum maps (or equivalent) that would identify where outcomes should be achieved; a schedule of routine assessment, and implement a formal way in which results of assessment activities are communicated and acted upon. (Standard 8: Curricula Management and Assurance of Learning.)

Faculty voted to change the name and charges of the Undergraduate Curriculum Committee and the MBA Curriculum Committee to the Undergraduate Curriculum and Assessment Committee and the Graduate Curriculum and Assessment Committee, respectively in 2018.

Working with the full faculty, undergraduate and MBA program learning goals and objectives were revised. Additionally, curricula maps were developed for the undergraduate and MBA programs. Courses included in the BBA curriculum map are courses that are required of all BBA degree seeking students, and cover and assess student performance regarding BBA program learning goals and objectives.

During the Spring 2018 semester, templates for course assessment were developed for use in undergraduate and MBA courses. For those courses identified in the curricula maps, the templates were designed to differentiate among program learning objectives, major learning objectives, and course learning objectives. (Loyola's regional accrediting body, SACSCOC, requires assessment at the major level.) Additionally, a template for course syllabi was developed in which faculty are required to specify course learning objectives, and to identify those objectives that are program learning objectives and major learning objectives. Additional modifications were made after receiving supplemental feedback from AACSB on March 11, 2019.

ISSUE 2. *There appears to be no systematic, robust evaluation and improvement of teaching. While the College of Business By-Laws mentions peer review via class visits, members of the faculty report that this does not occur. Neither does peer review of teaching in the context of annual faculty performance reviews. Opportunities to improve teaching (e.g., seminars, workshops) are apparently not employed. The College should develop and begin implementation of a plan that ensures continuous improvement and development initiatives for faculty and professional staff that focus on teaching enhancement and student learning for a diverse student body. Document faculty and staff participation in these initiatives. (Standard 12: Teaching Effectiveness)*

In 2018 the College implemented the peer review process of faculty teaching as called for in the COB By-laws for the purpose of tenure review, expanding the review process to renewal contracts of tenure track faculty. And tenured faculty of the College approved a modification of the COB By-laws by adding Section 4.11, Peer Evaluations of Instruction:

4.11 Peer Evaluation of Instruction

For ordinary faculty members and extraordinary faculty members with an annual or multi-year contract, the dean, working with the area coordinators, will arrange, as part of the annual evaluation process, a peer evaluation of instruction. Peer evaluations of instruction are to include a review of course materials (course policy statements, syllabi, exams, handouts, etc.) and classroom visitations. The frequency of peer evaluations will be annual. Peer evaluations are to be viewed as supplemental to student evaluations of instruction.

The dean will arrange for and include as a part of the evaluation process a peer evaluation of instruction, during at least one semester, for those faculty receiving a marginally satisfactory or unsatisfactory performance rating in teaching in the previous year's annual evaluation.

Since approval of Section 4.11, peer reviews of instruction have been conducted for virtually all tenured faculty members, virtually all tenure-track faculty members, and virtually all full-time extraordinary (one year contracts holding the rank of either lecturers or visiting) faculty members.

ISSUE 3. *The composition and deployment of the faculty also poses some challenges. The criteria for a scholarly academic (SA) seems weak for a college offering a graduate program. When asked to comment on this observation, members of the tenured faculty were unaware of the SA definition and stated that they had not been involved in the genesis of the faculty status categories used to qualify members of the faculty. The Peer Review Team encountered the same lack of understanding when discussing whether/how intellectual contributions align with, support, or advance the College's mission.*

With respect to deployment, fewer SAs are deployed in the MBA program than in the undergraduate program. Few, if any, tenured members of the faculty are teaching in the MBA program. It is also the case, that a member of the faculty designated as "Other" taught multiple sections of the capstone MBA course over several years. The College should discuss what constitutes a valuable, mission consistent intellectual contribution; how faculty members should be initially prepared remain current, and be evaluated; and how members of the faculty are deployed across programs to ensure a high quality experience for both undergraduate and graduate students. Consistent with this, would be a detailed discussion with untenured members of the faculty as to what exactly is expected of them to earn tenure.

Although the faculty qualifications, sufficiency, and deployment metrics presented in Tables 15.1 and 15.2 meet minimum thresholds, the faculty and staffing reductions have impacted the College's ability to meet and exceed the faculty deployment standards. This in turn has placed junior faculty or practitioners into roles that are traditionally filled by senior tenured members. In light of recent additional faculty reductions, the College should develop a strategic multi-year staffing plan that addresses the guidelines of AACSB, the demands of the marketplace, and the constraints of the University's operating environment. (Standard 5: Faculty Sufficiency and Deployment; Standard 15: Faculty Qualifications and Engagement)

College By-laws were modified substantially. Specific changes made to the By-laws regarding criteria for SA included the following:

- Section 4.3.A.2 *Sustained Engagement to Maintain Qualification Status*
- Definition of Peer-reviewed / refereed journal articles (PRJs) was changed to read - Preference is given to articles in academic journals with a blind review process, but articles in journals reviewed by an expert editorial board are also acceptable providing the journal is well-respected in the discipline and it can be shown that the review process

is sufficiently rigorous. In general, a journal must have an acceptance rate of 50 percent or less as reflected in Cabell's, or a rating of C or better on the Australian Business Deans Council Master Journal List, or equivalent, as approved by the COB Rank and Tenure Committee, to count as a PRJ.

- Definition of Scholarly books (SBs) was added – This category encompasses books 1) with content of original contributions to the discipline and 2) published by independent, recognized publisher.
- The criteria for maintenance of SA status was changed to read:

After initial appointment to SA status (whether under either of the two above exceptions or following review of academic qualifications as described earlier), currency of SA status is maintained annually by fulfilling the following criteria in the prior rolling 5-year period:

At least three equivalent PRJ articles* or one SB.

*Articles published in journals with an A listing in the ABDC List of Journals and/or have an acceptance rate of 10% or less as listed in Cabell's count as 2 articles. Articles published in journals with a B listing in the ABDC List of Journals and/or have an acceptance rate of greater than 10% and less than or equal to 25% as listed in Cabell's count as 1.5 articles.

Essentially, the criteria for maintenance of SA status was changed 1) from one PRJ over a rolling 5-year period to **three** over a rolling 5-year period, and 2) made provision for the publication of a scholarly book (SB). A provision was also made to take into account the quality of PRJ articles.

1. The college's Assurance of Learning system put into place is complex and has an over-reliance on course embedded assessment protocols. The college should evaluate and consider fewer, more frequent, and improved operationalized assessments that rely less on course-embedded activities. (Standard 8: Curricula Management and Assurance of Learning)
2. Although positions for accounting have been approved by the university for AY19-20 and AY20-21, the college should continue to develop, and ultimately implement, a plan to improve the deployment of qualified accounting faculty. Currently, accounting is slightly below the minimum guidelines for SA, and SA+PA+SP. The hire of one additional tenure-track SA faculty member in accounting would correct this deficiency. As on-line programs continue to expand, there will be a need for an additional SA accounting faculty member. Also, additional faculty will be needed to cover additional sections of principles of financial and managerial accounting, intermediate accounting I and II in support of on-line finance majors, and the on-line MBA in accounting. (Standard 5: Faculty Sufficiency and Deployment; Standard 15: Faculty Qualifications and Engagement).

3. STRATEGIC PLANNING

In response to the expiration of the previous strategic plan, COB commenced a process in 2021 designed to refresh its mission and strategic plan. During the process, faculty, staff, students and the College's outside business advisors were engaged by the Dean's Strategy Planning Committee to help define COB's mission, vision and strategic platforms. Three pillars of academic focus emerged:

1. Developing Ethical Business Leaders
2. Instilling an Entrepreneurial Spirit
3. Fostering a Global Mindset

COB's Strategy Refresh also resulted in the Mission, Vision and Shared values set forth below.

MISSION, VISION, AND STRATEGIC PLATFORMS

MISSION OF THE LOYOLA COLLEGE OF BUSINESS

The mission of the College is to educate and empower ethical innovators who work with and for others to solve local and global problems.

We teach conceptual, technical, and professional skills through engaging experiences that leverage the New Orleans' community and creative spirit

VISION

Inspiring global innovation for a better world by resolutely pursuing excellence in personal character, professional craft, and community stewardship

SHARED VALUES

- Intellectual Curiosity
- Entrepreneurial Spirit
- Global Mindset and Cultural Awareness
- Respect and Embrace each Member of our Community
- Academic and Scholarly Excellence
- Collaborate with and for Others

STRATEGIC ASPIRATIONS

COB's strategic plan is the intersection of our unique and holistic approach to business education that delivers transformational student outcomes and leverages COB's personalized approach to improve student academic achievements and career opportunities, while enhancing the diversity of our student body. We will achieve it through the following strategic aspirations:

- I. Cultivate the personal growth of every member of our community through instilling Jesuit Catholic values and advancing and sustaining the moral and intellectual development of our students and alumni
- II. Enable the lifelong success of our students and alumni by supporting them to discern and thrive in their vocation
- III. Foster a supportive and inclusive community in which we seek to better reflect the world's diversity in all forms and ensure that all members of our community develop, grow, thrive, and feel a deeper sense of connection

- IV. Implement and support innovation in programs, teaching, and learning by building on our experiential teaching excellence to challenge and support our students and increase persistence to graduation
- V. Enhance Loyola's contribution to new knowledge and discovery by creating compelling research opportunities for students, and improving the support that we provide our community members to thrive as scholars
- VI. Enrich Loyola's community life and nurture the development of the whole person through a rich, co-curricular experience that includes pursuits across, intellectual, spiritual and service domains

STRATEGIC ENABLERS

In order to enrich the Loyola experience for all of our faculty, staff and students and improve our position as a college of business, the following areas are critical to our long-term success:

- I. Facilities – Invest in renovating and building state of the art facilities
- II. Staff and faculty – Enable our staff and faculty to realize their potential through building their skills and capabilities
- III. Technology and analytics – Upgrade our technology and analytic systems
- IV. Resources – Grow and steward financial resources

STRATEGIC MANAGEMENT PLANNING PROCESS AND OUTCOMES

Updating the Strategic Plan. As chronicled below, in 2020 COB began a process designed to solicit the input of faculty, staff, students and the College's outside business advisors to update the College's mission, vision and strategic plan.

» **September to November 2020** – College of Business Leadership Team reviewed the first year student experience and made modifications to the freshmen curriculum

» **January 2021** – Dean held a retreat with the Associate Dean, Area Chairs and the Strategic Planning Committee to organize information collected by the Dean's Visiting Committee, discuss existing mission, vision and strategic priorities, and develop the process for updating them.

» **January to April 2021** – Strategic Planning Committee and Deans met to examine employer and student needs, the competitive landscape, economic trends, the College's vision, and its strengths and weaknesses.

» **April 2021** – The Strategic Planning Committee presented their recommendations to the Dean's leadership team and that group used the teams' report to discuss and refine the College's strategic options.

» **October 2021** – The Dean's Visiting Committee met with the Dean to review a draft of the vision and strategic initiatives and provide recommendations.

» **December 2021** – The draft was provided to the faculty.

» **March to May 2022** – COB's Strategic Planning Committee used the comments and suggestions from the meetings with the faculty to further amend the draft.

» **April 2022** – COB publishes final draft of its mission, vision and strategic platforms.

» **September 2022** – Revised mission, vision and strategic platforms adopted.

Participants in the Implementation of the College's Strategies

Since the Mission, Vision and Strategic Platforms were examined by the faculty in 2020, Deans Capella and Barnett have employed a similar implementation process. Each new major step has been taken with the input of associate dean, area chairs, faculty, staff, students, the Dean's Advisory Council and the Councils of the Center of Excellence. The Strategic Planning Committee, chaired by the Dean, is responsible for distilling the information provided and forging changes to the College's mission, goals and strategic objectives to assure that the College's academic programs are designed to both advance the learning experience of our students and the College's reputation. A diagram of this process is displayed below as Exhibit 1 below:

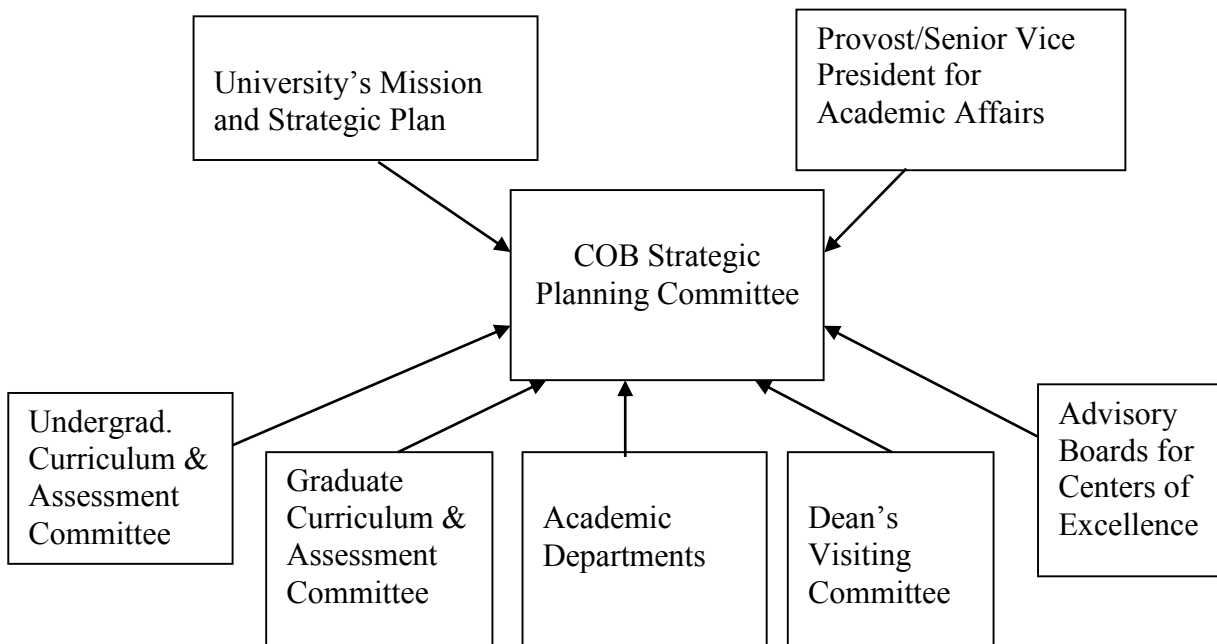


Exhibit 1

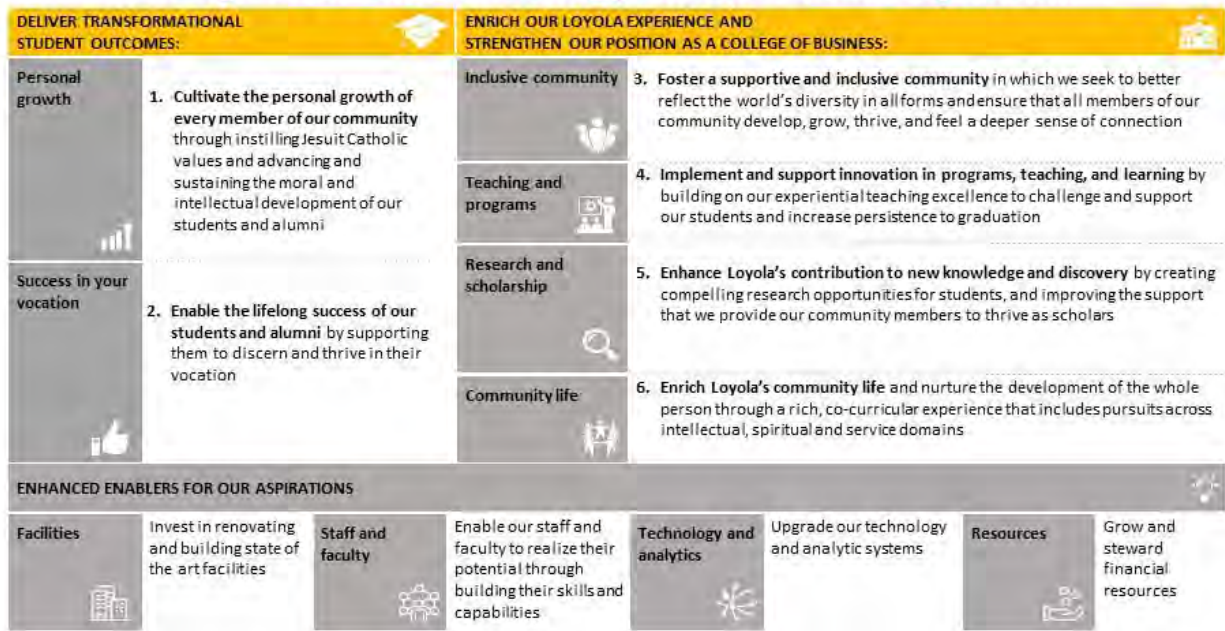
The **academic departments'** role has been to examine the impact of implementation on the faculty and provide information on developments within their disciplines, the professions and businesses.

The **Graduate and Undergraduate Curricula Committees** provide a different perspective looking at how the curricula can be developed across academic disciplines to ensure that students understand the importance of dissecting business problems by examining how all operational areas can be affected in the decision-making process.

The **Dean's Advisory Council** helps form and refine COB's strategy and curricula by providing real-time insight on trends that must be considered to position our students to have the knowledge and skills needed to compete in the marketplace.

There are two **Centers of Excellence** that have been developed consistent with COB's mission including: Center for Entrepreneurship and Community Development and the Center for Ethics and Economic Justice.

College of Business Strategy has Six Broad Aspirations



CONTINUOUS IMPROVEMENT PROCESS ALIGNED WITH MISSION, GOALS AND STRATEGIC OBJECTIVES

Since the last accreditation review COB has engaged in a variety of steps designed to implement recommendations from the last accreditation review and demonstrate dedication to a process of continuous improvement. Evidence is provided below along each strategic platform:

Addressing Platform 1: *Cultivate the personal growth of every member of our community through instilling Jesuit Catholic values and advancing and sustaining the moral and intellectual development of our students and alumni.*

- » Created a freshman course designed to provide an understanding of basic principles of business disciplines and artificial intelligence and the future of business, along with the importance of teamwork within effective business organizations, and the need to try resolve business problems with creative thinking.
- » The revised curricula of the MBA and undergraduate programs are built around the three academic pillars of the College: a global mindset; entrepreneurial thinking; and the importance of ethics and social responsibility to decision-making.
- » The undergraduate curriculum connects theory with practice since all students are required to work in teams on projects/cases relating to an existing business. The student-groups present their findings, alternatives, suggestions or possible solutions to representatives of that organization.
- » The MBA curriculum was revised to, first, assure that students have an understanding of basic principles of all business disciplines. Students are then given the opportunity at the functional core level of the Program to apply these principles to real life business problems and issues.

» The revised undergraduate and MBA curricula have placed greater emphasis on the development of leadership skills, creative and innovative thinking to problem solve and the importance of working with others to resolve problems and issues.

» The new curricula for undergraduates and MBA students were designed to make certain that students understand the importance of examining business problems and issues from a multidisciplinary perspective.

Addressing Platform 2: Enable the lifelong success of our students and alumni by supporting them to discern and thrive in their vocation.

» COB has the Portfolio program to provide both career and academic advising to undergraduate students. It assists students in finding internships and post-graduation employment. The center provides help with resume writing, development of interviewing skills and career selection.

» Portfolio Career Development Program has a 96% satisfaction rating by COB students in helping them to prepare for internships, future job searches and creating a meaningful professional life. Program consists of 8 required noncredit courses which focus on things like career exploration, resume writing, interviewing, internships and job research, etc.

» The Portfolio program also features the Executive Mentor Program which matches freshmen with a local volunteer executive mentor who will help students explore the world of business. All freshman advising is through the Portfolio Program allowing freshman the opportunity to explore how their interests align with possible careers. Finally, the program sponsors speakers' series with our alumni and facilitates connections between current students and alums.

» All business students are required to complete a three-credit hour internship, with 62% of our students completing two or more internships and 38% completing three or more internships

» COB has very positive results for entry-level employment with an 85-90 % employment rate within six to twelve months of graduation.

Addressing Platform 3: Foster a supportive and inclusive community in which we seek to better reflect the world's diversity in all forms and ensure that all members of our community develop, grow, thrive, and feel a deeper sense of connection.

» To retain the strongest teaching members of the faculty, the College provides annually awards for the faculty member selected as the exceptional teacher in graduate and in undergraduate programs.

» To provide balance within the faculty between those who are academically qualified and those whose extensive careers in business provide them with experience in the business world, COB has created an executive-in-residence role for faculty with extensive backgrounds in business. The sharing of their insights with the students helps our students better understand realities of the business world.

» As a College, we remain committed to ensuring that our faculty and staff is representative of our student body. As such, we are a member of the PhD Project which supports diverse candidates in higher education. Indeed, the College of Business has been a leader on campus in recruiting and hiring diverse faculty. For example, three of our last four full time faculty hires in the College were diverse candidates.

Addressing Platform 4: Implement and support innovation in programs, teaching, and learning by building on our experiential teaching excellence to challenge and support our students and increase persistence to graduation.

» The growing importance of entrepreneurship to business success has led the College to launch the development of a new undergraduate major in entrepreneurship in fall of 2022.

» The growing importance of globalization to business success has led the College to launch the development of a Triple Master MBA program with partners in France and Germany.

» The importance of healthcare to the New Orleans region has led the College to launch the development of a Master of Science in Healthcare Management program with the Loyola College of Nursing and Health.

» The importance of communication and interpersonal skills has led the College to launch the development of a Master of Science in Marketing and Communication program with the Loyola College of Music and Media.

Addressing Platform 5: Enhance Loyola's contribution to new knowledge and discovery by creating compelling research opportunities for students, and improving the support that we provide our community members to thrive as scholars.

» To raise the visibility and prominence of the College in the world of academe, the College adopted within its merit evaluation process a summer research grant program. The system provides incentives for faculty to publish journals viewed as the most important and prominent within a discipline.

» COB had adopted in recent years a strategy of recruiting faculty members with established records that demonstrate superior teaching and research ability.

» COB has created a research program for newly hired Ph.Ds., providing up to six years of summer grants and reduced teaching loads so they can focus on developing a record of published scholarly research.

» To promote both teaching and curriculum innovation, COB provides grants to faculty for proposals that hold the promise of creating new ways to invigorate the learning experience of our students.

Addressing Platform 6: Enrich Loyola's community life and nurture the development of the whole person through a rich, co-curricular experience that includes pursuits across, intellectual, spiritual and service domains.

» The college is adding on more certification opportunities for students giving them relevant, in-demand skills to better prepare for the marketplace. Certifications include Google Adwords/Analytics and IBM badges in data science and artificial intelligence.

» The Center for Entrepreneurship and Community Development is open to all Loyola students interested in starting their own business or just learning more about entrepreneurship. Activities include pitch competitions, mentoring for start-ups, workshops and webinars in entrepreneurship. The Center is active in local, regional and national entrepreneurial markets.

» The Carlos Ayala Stock Trading Room/Computer Lab serves as a classroom for many of our finance and business analytics courses. Made possible by a \$1,000,000 donation by Carlos Ayala, the trading room houses the Student Management Investment Fund class where business students research stocks and funds and then make decisions with their peers on what to buy, sell or trade with real money. The class has seen repeated profits over the years - even in down markets. Profits made from the students' decisions go into the Student Managed Investment Scholarship Fund. The fund has awarded over \$285,000 deserving business students to date.

Risk Management

Loyola University and the College of Business have robust risk managements procedure in place. Indeed, given the ever present risk of hurricanes disrupting business operations, all faculty are required to have a plan in place in the event that the university has to transition to virtual learning. This plan was put into place during the recent Category 4 storm, Hurricane Ida, in which the university closed for one week and swiftly transitioned to online learning for another week before welcoming students back to campus once power was restored in the greater New Orleans area.

Specifically, College of Business Faculty and Staff have the following expectations:

1. If an evacuation is called, please bring with you the COB faculty/staff list of contact information.
2. Make sure your personal contact information is up to date in Colleague. Go to Lora Self Service, click on User Options on the bottom left, select Emergency Information, when you click confirm make sure you get a confirmation at the top of the page.
3. All instructors should make sure courses are setup in Canvas so that there is little or no interruption in academic instruction.
4. Within 48 hours of an evacuation, all faculty and staff should check in with the dean and/or supervisor.
5. Academic instruction is expected to continue in a distance-learning mode. Communicate with students as soon as you are able with plans for your course(s).
6. The university will have a website activated within hours of an evacuation that provides students and employees with ongoing updates.

The University's Continuity of Operations Plan can be found here:

<https://academicaffairs.loyno.edu/sites/default/files/academic-affairs-continuity-of-operations-plan-2022.pdf>

Other significant potential risks to the College include the ability to continue to fund raise to support the programming and staffing in the Center for Entrepreneurship and Community Development since it is entirely funded through external sources. The current use account balance is relatively strong with over \$500,000 available to support the Center. Nevertheless, additional funding will be necessary to maintain and continue operations going forward.

Similarly, marketing for the on campus MBA program is funded entirely from the College discretionary budget even though there is no RCM model in place at this time. Since this has become a very competitive graduate marketplace, it is imperative that the College create sufficient awareness to grow the part-time and fast track MBA programs as well as the Global MBA.

More importantly, given the lack of annual raises across the University for a number of years now, there is the real potential to lose key faculty members to competitors in critical areas such as Entrepreneurship and/or Finance. Indeed, the Strategic Managed Investment course requires a certain level of financial expertise and the newly launched entrepreneurship major requires faculty oversight.

Finally, as the crime rate in New Orleans continues to increase significantly, there is the possibility that some prospective parents from out-of-state (which is the majority of our undergraduate student body) decide it is not a safe place to attend college. And as a tuition dependent institution, any drop in enrollment would necessitate additional budget cuts to offset the shortfall of revenue.

NEW DEGREE PROGRAMS SINCE LAST ACCREDITATION VISIT

I. M.S. in Marketing and Communication

Program Summary

We developed the creation of a Master of Science in Communication and Marketing to be delivered via online modality. The primary target audience for this program will be professionals working across the fields of marketing, public relations and advertising. Some possible occupational titles that individuals in this audience may hold include market research analyst, marketing specialist, survey researcher, public relations manager, fundraising manager, public relations specialist, marketing manager, advertising manager, promotions manager, and advertising sales agent. Also targeted will be recent graduates with undergraduate degrees in marketing, journalism, communications, and general business.

These are specific metrics of our performance for this program related to the strategic plan that are relevant to the Master of Science in Marketing and Communication:

- **Growing the University's Resources:** Loyola needs further growth to better compensate our people, provide margins for contingency, to fund new ideas, tackle long-deferred maintenance and replenish the endowment. We strive to grow gross revenue by 20% through the plans below.
- **Enrollment:** Given the current demographic downturns and increasing competition, we seek to buck national trends and remain constant in our undergraduate net tuition revenue while increasing total graduate and law net tuition revenue by 15%. This will require building on the strengths described in this Plan, executing our enrollment strategy ever better, and creating strategic new programs.

In May of 2022, we graduated our first cohort of 35 students from the Master of Science in Marketing and Communication program.

Intended Student Market Demand

While this degree will be delivered online and will be available to students outside of the Greater New Orleans area, all students will come to campus to participate in hybrid orientation coursework. Being online, the program will also be available to students in the New Orleans area. Therefore, the program will connect with the cultures and traditions of our city.

Graduate students enrolled in our program will obtain the knowledge and skills necessary to succeed in both the academic and professional worlds. They will also be exposed to the issues at the core of a Jesuit mission – social justice, critical thinking, experiential learning, and leadership strategies, to name a few.

Tracking the six occupation areas that we target for this degree with the Bureau of Labor Statistics finds very positive market potential. Employment statistics for the occupations we target are projected to grow anywhere from 3% - 20% with the average growth of all targeted occupations being 8.8%. 6% percent in considered average growth and 8% is considered faster than average growth. The growth rate is projected to employ another 206,400 people through 2028 with a current eligible audience/market size of over 1.6 million people in 2020.

Sources of Faculty, Technology, and Facilities Support

A. Faculty Support

The faculty is derived from two sources: full-time Loyola College of Business and College of Music and Media faculty who teach in the program on either an overload basis or as part of their summer teaching responsibilities; and adjunct faculty recruited to fill a specific need in a faith-based business curriculum that cannot be met by full-time COB faculty.

B. Technology

Since the degree is taught primarily on-line, the primary source of delivering material has been through the University's Canvas distance learning platform.

C. Facilities Support

Since the degree is offered almost entirely on-line, facility requirements are minimal.

Relationship to Other Existing Programs

This program will be available for our undergraduate students who have completed their degree. Also, this program overlaps with courses in the MBA program, and as a result, is efficient to deliver with limited additional resources necessary and has similar learning objectives.

II. Global MBA/Triple Master's Degree

Program Summary

Loyola University New Orleans College of Business launched a global partnership between three Business Schools in three countries across two continents. Specifically, we developed a Global MBA program to differentiate ourselves from competition and develop a comprehensive international partnership with two world class academic institutions. The goal for this Global MBA program is to fully integrate two world class partners and related areas of expertise into a rigorous international MBA option. This program will focus on opportunities to study abroad in both Paris, France and Munich, Germany to deal with the changing global environment. The joint program will feature faculty from each institution teaching in their respective locations and areas of expertise. Loyola will collect tuition (pegged at ~\$50K) and administer the allocation of program management, recruiting, and marketing expenditures. Net profits will be equally distributed among the three partners. Upon completion of 45 credits of course work, students earn the MBA. After the thesis is complete, the MS from Germany and MS from France is granted. Our goal is the creation of high quality, differentiated graduate programs in partnership with strong academic brands in their respective regions and areas of expertise.

Mutual interest of all parties (Loyola, SKEMA Business School, and Ludwig Maximilians University or LMU School of Management) was to develop a program that contributes to the reputation and the

business model of the schools involved. This interest may be best addressed with an innovative, unique and top quality, premium program which is coherent with the strategic plan of the three schools. Thus, Loyola, SKEMA and LMU have created a new triple master program – a full time MBA/MS with low demands on work experience (a pre-experience program). Our European partners will grant the respective MS degrees (i.e., Diplôme Grande École from SKEMA and the Master of Science in Management degree from LMU) while LOYNO will confer the MBA. Thus, Loyola graduate students would have the unique opportunity to earn three master's degrees from three highly ranked schools.

The Global MBA program is innovative and forward thinking in nature. Indeed, we cannot ignore the recent application trends highlighting a decline in the popularity of campus based MBA programs, nor the trend from top ranked business schools to offer prospective students more international experiences. Thus, we are excited about the potential opportunity to expand our suite of program options while serving a broader, more diverse student base and continuing to showcase the caliber of a Loyola education to a national and international audience.

The Global MBA program is offered in conjunction with Ludwig Maximilians University and SKEMA Business School. Ludwig Maximilians University of Munich (also referred to as LMU or the University of Munich) is a public research university located in Munich, Germany. The University of Munich is among Germany's oldest universities. The University of Munich has, particularly since the 19th century, been considered as one of Germany's as well as one of Europe's most prestigious universities; with 34 Nobel laureates associated with the university, it ranks 13th worldwide by number of Nobel laureates. Indeed, LMU was ranked as the 43rd Best Global University in 2020 by *U.S. News & World Report*. Pope Benedict XVI was also a student and professor at the university. LMU has recently been conferred the title of "elite university" under the German Universities Excellence Initiative.

SKEMA Business School is a school created by the merger of two French schools, CERAM Business School and Groupe ESC Lille in 2009. The school offers bachelors, masters, MBA, doctoral and executive education programs in China, France, Brazil, and the US. In 2022, Financial Times ranked SKEMA's Masters in Management #41 in the world. And the Master of Financial Markets & Investments is ranked 3rd worldwide. SKEMA is now the largest French business school in number of students. SKEMA has opened several international campuses to give its students an international experience. It has three sites in France in Lille, Paris and Sophia Antipolis near Nice and three sites in China (Suzhou), Brazil (Belo Horizonte) and in the US (Raleigh, North Carolina, in cooperation with North Carolina State University).

More program details provided in the Appendix

III. M.S. in Healthcare Management

Program Summary

The creation of a Master of Science in Healthcare Management is delivered via online modality. Specifically, the Master of Science in Healthcare Management is a collaborative cross-disciplinary program with four of the academic colleges at Loyola University New Orleans, including the College of Business, College of Nursing and Health, College of Music and Media, and College of Law. This program is 100% online. The urgent need for health care workers, from nurses to epidemiologists, has never been clearer. Loyola must build on the significant investment made in the renovation of Monroe Hall and its state-of-the-art instructional labs. We will launch an undergraduate, pre-licensure nursing program, an accelerated Bachelors to BSN program and an undergraduate public health major.

As described, below this program proposal clearly meets several key objectives of the University Strategic Plan, particularly the specific goals of increasing online learning, utilizing existing resources and growing graduate business programs.

Building on our Strengths

In order to craft our strategic vision, we cannot merely list everything we do, as important as all of those things are. To stand apart in our work, we must build on our strengths. Our vision must be rooted in who we are, but also reveal the direction we want to grow, what we aspire to become. It must resonate with what the world already knows about us, but make them think and feel differently about Loyola. It must be inspiring and it must have credibility.

Pursuing Relevant and Market-Driven Academic Programs

To grow our resources and the excellence we provide to students, we must grow academic programs. By determining where demand from students and job markets match our strengths, we will continue to meet the needs of society and serve our mission.

Health Care

The urgent need for health care workers, from nurses to epidemiologists, has never been clearer. Loyola must build on the significant investment made in the renovation of Monroe Hall and its state-of-the-art instructional labs. We will launch an undergraduate, pre-licensure nursing program, an accelerated Bachelors to BSN program and an undergraduate public health major.

Expand and Improve Online Learning

It is not yet clear what impact the pandemic will have on online degrees, but it has clearly (a) proved the legitimacy and rigor of online learning (even if the truncated version was not as engaging as the real thing); and (b) created enormous disruption of job markets and the need for many to pivot, retrain and gain credentials. The overnight shift to virtual learning will probably move the worlds of online and traditional “on ground” learning permanently closely together.

More program details provided in the Appendix

IV. Physicians’ MBA

Program Summary

Loyola University New Orleans and Ochsner Health have partnered to offer the Physician Master of Business Administration Program to eligible Ochsner MD students. The Physician’s MBA is not a new program, but rather represents inclusion of a specialized group of graduate students, specifically medical students studying with Ochsner Health Clinic, into our existing MBA program and MBA courses. This program is a two-and-a-half-year hybrid program consisting of 36 total credit hours. Students will attend most of the program online, but there are three classes at the end of their time in the program that will be mandatory in person classes. The MOU between Loyola and Ochsner was signed November 2021. Ochsner medical students may be admitted starting in spring 2022 semester to existing MBA classes.

Intended Student Market Demand

We expect enrollment to be between 2-5 students the first year, with ideal enrollment to 20 new students per cohort by year four. Ochsner will have approval over which of their students may apply to the MBA program while still enrolled in their MD program. Specifically, Ochsner has outlined the following eligibility criteria for students to submit to the Ochsner Clinical School leadership for approval.

Eligibility Criteria: • Current Year 2 medical student enrolled in the UQ, OCS program • Minimum GPA of 5.0 after completing Phase I • Be in good Academic and Disciplinary Standing with UQ, OCS • Pass USMLE Step 1 on first attempt • Cannot already be enrolled in the MPhil or PhD programs at UQ • Submit a Personal Statement to Ochsner (no more than 500 words) including your interest, experience, and background in business; your leadership or management interest and background; and how you plan to balance both the MD program, the MBA program, and your personal life. Upon approval by the Ochsner Clinical School leadership, UQ, OCS medical student applicants will be required to apply directly to Loyola University New Orleans College of Business for final admittance. All current application requirements for the MBA program will remain the same.

V. Undergraduate Entrepreneurship Major

Program Summary

This major in entrepreneurship provides students with the skills they need to successfully launch, fund, and expand their own business or social enterprise. The required courses in the major will provide a variety of rich developmental experiences that include applied learning, case analysis, research projects, team-based active learning projects, and guest speakers, in addition to traditional classroom lectures and discussions. The proposed major places a strong emphasis on written and oral communications skills, teamwork, and personal initiative. It is directly relevant to the latest “Courage and Creativity” University Strategic Plan 2020 and is aligned with the newly adopted mission to produce “Ethical Innovators” adopted by the College of Business. It will consist of a core course in Entrepreneurship (ENTR 300) and several other courses that build an innovation toolkit that can be useful to students majoring in business or who want to enhance their liberal arts education with professional skills.

The field of entrepreneurship focuses on creating, recognizing, and exploiting opportunities by individuals, start-up organizations, or existing businesses. Managing innovation processes and growing growth organizations are at the core of the discipline. Entrepreneurship is currently being offered as a required course in the Management major in the College of Business and as a minor open to students across the university. The goal of the entrepreneurship major is to provide students with an in-depth and rigorous study of the field of entrepreneurship. Achieving these objectives requires providing students with a broad base of conceptual knowledge, personal skills, and competencies. Specifically, objectives are that, upon graduation, students are better prepared to:

- Start a new business or non-profit organization.
- Assist others in launching or operating a business.
- Manage and contribute to entrepreneurial activities in established organizations.

More program details provided in the Appendix

4. PHYSICAL, VIRTUAL, AND FINANCIAL RESOURCES

Facilities

Miller Hall had not been renovated since it was built in 1974, and as a result it did not compare favorably to competitors until recently. Indeed, much as has been in the past couple of years to improve the physical space for faculty, staff and students. Specifically, all three floors of the building have been upgraded solely with donor funding over the past three years. There are limited meeting areas, however, and no additional space for Centers of excellence or pedagogical expansion. Nevertheless, we have added student meeting spaces on the third floor near faculty offices. And we have been able to technologically upgrade all of our classrooms for hybrid/virtual learning through donor support. Compared to our top business competitors in the area, Miller Hall provides an adequate, functional space for our students' needs.

COB's Applied Finance Lab offers state-of-the art financial research resources, but the space itself is limited, with only the capacity to hold 24 students at a time. This creates a challenge in incorporating classroom learning in the lab. An expansion project is hindered by the location (land-locked, and on the ground floor). We have added a Bloomberg terminal to this space so students can now get certified.

Dean's Annual Fund

This gift funding is used to supplement the limited discretionary budget allocations from the university. As shown below, the gift account has never had a larger balance to support the College and its strategic priorities.

COB Annual Fund Gift History	
2012	\$120,208
2013	\$102,925
2014	\$62,489
2015	\$63,552
2016	\$84,186
2017	\$71,059
2018	\$90,823
2019	\$104,282
2020	\$157,631
2021	\$183,043
2022	\$247,289

Financial Strategies

COB operates within a budget environment comprised entirely of centralized University funding and a portfolio of "entrepreneurial" programs that are funded internally from gifts and tuition (in the case of the Global MBA). After paying all Global MBA program expenses, remaining entrepreneurial profits represent a pool of discretionary resources that may be budgeted in support of strategic initiatives for that program. University and COB fundraising efforts have also established several endowments and other restricted funds that have been deployed in support of COB's strategy.

As part of its strategic plan, COB has defined a series of strategic platforms and corresponding goals in these areas. Several of these goals represent a continuation or expansion of the strategies outlined in COB's most recent maintenance report. The table below summarizes these action items and financial plans.

Strategic Platform	Goal	Funding	Funding Source	Time Frame
Develop innovative and integrative curricula to holistically prepare students for leadership success in business and society.	To implement a distinctive quantitative core curriculum through new required Entrepreneurship course. Recruit 1 new faculty to develop and deliver courses: tenure track, continuing non-tenure, and visitor.	\$200,000 (Salary + Benefits)	University Funding (TT and CNT positions) through strategic plan, and/or gift funds for Visitor.	Immediate (courses begin Fall 2023)
	To support student exposure to global leadership initiatives through seed funding for academic and co-curricular programs, staff support for the Center for Ethics, and the development of the Global Ethical Leadership Fellows program.	\$200,000	Endowment Gifts Discretionary Gifts/Grants	Two Years
	International Business – new courses and co-curricular activities.	\$200,000	Endowment Gifts, Discretionary Gifts/Grants	Two Years
	To fund enhancements to COB's executive MBA program curriculum.	TBD		After Program Review (2023)
	Secure funding needed to fully sustain existing operations and implement new Portfolio program programs including: (1) implementation of the peer advising model; (2) a bridge programs to engage and assist new students; and (3) an ethical leadership initiative.	\$100,000	Endowment Gifts Discretionary Gifts/Grants	Three Years

Leverage COB's personalized approach to improve student academic achievement and career opportunities, while enhancing the caliber and diversity of our student body	Develop a Peer Mentoring Program to integrate networking opportunities and improve retention.	\$100,000	Discretionary Gifts/Grants, and Endowment Gifts	Two Years (for full roll out of program)
	To increase permanent funding to sustain and expand the COB summer research award program and extend new hire summer support to the third summer and a conditional fourth summer.	\$200,000	Endowment Gifts	Five Years
Recruit, retain, and support a world-class, intellectually-curious faculty, that demonstrates the desire to integrate current research, business practice, and the transmission of knowledge, within a student-centered, supportive, learning environment.	To expand the number of Endowed Chair opportunities available to COB faculty. Endowed Scholars supports the retention of high potential, research-active faculty leading up to and post-tenure.	\$500,000	Discretionary Gifts/Grants Endowment Gifts	Five Years
	To expand teaching grant programs in support of excellence in teaching and curricular development.	\$50,000	Discretionary Gifts/Grants	Two years
Identify emerging business opportunities and trends, that build upon COB's distinctive competencies, in order to pursue new educational programs	Startup funds for new entrepreneurial programs: Online Master of Science in Innovation, Summer Study Abroad, Executive Education.	\$100,000	Discretionary Gifts/Grants	Three Years

Increase local, national, and international visibility and awareness to improve COB's reputation and stature	Build upon COB's positive momentum in the areas of marketing, branding, communication, and public relations.	\$100,000	Endowment Gifts Discretionary Gifts/Grants	Ongoing
Increase funding resources in order to successfully pursue our strategic priorities.	Develop permanent funding for core COB operations in the areas of faculty support, student advising and professional development, Applied Finance Lab, and marketing/branding	N/A	Discretionary Gifts/Grants Endowment Gifts	Ongoing

MBA Pricing Strategy

In 2021, College of Business brought MBA per-credit hour tuition to \$950 for both online and on-campus programs. Previously, our online and on-campus MBA programs are priced differently at \$818 and \$1005 per credit hour respectively. Please note the Global MBA is still priced at \$1,005.

We increased online per credit hour tuition and decrease on-campus tuition, setting both at the same tuition rate of \$950 for the following reasons:

1. This will balance online and on-ground pricing and as such reflect the true value of both programs, instead of signaling with a lower price that the online program is of lower quality or encouraging cannibalization between the programs.
2. Having the same price for a class regardless of delivery mode will allow the college to more easily provide a hybrid experience to both online and on-campus student bodies, increasing flexibility for students to move seamlessly from online and on-ground courses.
3. The majority of our local competitors and Jesuit counterparts have the same online and on-ground tuition, or have a higher online tuition rate.

More program details provided in the Appendix

College of Business Financial Results 2021

	<u>Total Budget vs Actuals YTD</u>			
	<u>FY21 08.01.21</u>	<u>Actuals YTD</u>	<u>Actuals + Encumbrance</u>	<u>Performance to Budget</u>
Revenue				
Tuition and Fees	17,347,446	18,376,045	18,376,045	1,028,599
Fees	213,752	224,750	224,750	10,998
Total Revenue	17,561,198	18,600,795	18,600,795	1,039,597
Expenses				
Payroll				
Faculty				
Faculty 10/10	2,711,327	2,732,625	2,732,625	(21,298)
Faculty Other	9,000	9,000	9,000	0
Staff	477,757	472,495	472,495	5,262
Students	12,000	3,715	3,715	8,285
Stipends	35,981	35,981	35,981	0
Total Payroll	3,246,065	3,253,816	3,253,816	(7,751)
Total Other Operating Expense	162,775	156,930	172,060	(9,285)
Total Expenses	3,408,840	3,410,745	3,425,875	(17,036)
OPERATING INCOME SURPLUS	14,152,358	15,190,049	15,174,919	1,022,561
Restricted Account Balance (Endowed/Gift Funds)				2,787,803

5. FACULTY AND PROFESSIONAL STAFF RESOURCES

Faculty and Staff

During the 2021-22 AY the COB employed 19 full-time faculty members and 24 adjuncts. In the AY two professors were on sabbatical in the fall 2021 semester and one on sabbatical in the spring 2022 semester.

The COB had 31 faculty teaching in the fall 2021 semester. Of those, 17 were full-time faculty (55%) and 14 were adjuncts (45%). The college employed a higher number of adjuncts than usual due to two professors on sabbatical.

In the spring 2022 semester there were 28 faculty members teaching. Of those, 18 were full-time (64%) and 10 were adjuncts (36%).

Of our 19 full-time faculty members five are classified as non-tenure track employees and 14 as ordinary faculty members. Of the 14 ordinary faculty members, 9 are tenured and 5 are tenure-track. Seventeen members of the full-time faculty hold a doctorate degree, one a juris doctorate and one a master's degree. All adjuncts held a minimum of a master's degree.

Faculty Searches/ Promotions:

- During the 2021-22 academic year the CoB hosted a search to fill a tenure-track ethics professor to fill a vacant position due to retirement. The college received 60 applicants and brought in three candidates. The search was successful resulting in the hiring of Dr. Elisabeth Kincaid (start date: fall 2022). Dr. Kincaid will hold the Legendre-Soule Ethics chair and will also serve as the Director of the Center for Ethics and Economic Justice.
- An effort was made to fill two additional non-tenure track positions: one in business analytics and one in marketing.

Marketing candidate search (non-tenure track): Nineteen applications were received. Three candidates were interviewed by the committee, college leadership team and other members of the faculty via Zoom. Elizabeth Moser was selected for the position with a fall 2022 start date.

BUAN candidate search (non-tenure track): Only six applications were received. Of those six, four applicants were interviewed via Zoom. The search was unsuccessful as no offers were extended.

- One tenure-track candidate (Marketing) came up for review and was recommended for tenure.

As part of the AACSB faculty evaluation process, faculty underwent peer reviews whereby one to two of their COB peers attended one of their classes for the purpose of evaluation. The faculty member was evaluated on teaching, engagement with students, course syllabus and other relevant factors. Each faculty member is evaluated once a year. Ten members were evaluated in the fall 2021 semester and the remaining nine were evaluated in the spring 2022 semester.

In addition, Loyola course evaluations were reviewed each semester and any deficiencies addressed.

**Faculty Sufficiency and Faculty Qualifications:
Determination of Participation Status and Expectations of Status**

In accordance with AACSB Standard 3, the College of Business recognizes the distinction between participating and supporting faculty members in assessing sufficiency of the faculty. All full-time instructional and administrative faculty are counted as “participating”, and engage with the life of the College through student academic advising, committee service, curricular review, strategic planning, and other forms of institutional service. All other faculty are both part-time and “supporting”.

Participating faculty members are expected to actively engage in the activities of the College in matters beyond direct teaching responsibilities. Such matters might include policy decisions, attending college meetings, attending college events, attending appropriate committee meetings, program assessment participation, graduation activities, advising, research, and service commitments.

The college met faculty sufficiency ratios related to teaching in all disciplines except for Economics (52%). This was in part due to one faculty member on sabbatical in the fall and another faculty member’s reduced teaching load (1/1). Faculty qualifications for Economics is well above guidelines at 96%.

Determination of faculty qualifications, expectations and responsibilities in regards to teaching, intellectual contributions, service and development are specifically outlined in the college by-laws. Also included in the by-laws are details as to the roles of faculty and center directors, procedures for faculty hiring, initial appointments and evaluation.

Regarding SA status, after initial appointment to SA status currency of SA status is maintained annually by fulfilling the following criteria in the prior rolling 5-year period:

At least three equivalent PRJ articles or one SB. Articles published in journals with an A listing in the ABDC List of Journals and/or have an acceptance rate of 10% or less as listed in Cabell’s count as 2 articles. Articles published in journals with a B listing in the ABDC List of Journals and/or have an acceptance rate of greater than 10% and less than or equal to 25% as listed in Cabell’s count as 1.5 articles. The dean of the College of Business may maintain scholarly academic status based on the following criteria: Significant Google Scholar Index Ranking; Participation on editorial review boards/serving as associate and/or journal editor; and lifetime number of A and A* publications in the Australian Business Deans Council List.

Ratios for faculty qualifications with respect to the percent devoted to mission exceeded the 40% guideline with the exception of the Accounting discipline (30%). Of the three full-time faculty members, two are non-tenure track with 4/4 teaching loads and a reduced expectation for research. Our newest hire is tenure-track with a 3/3 load. Faculty sufficiency for accounting is 92%, well above the guideline.

Overall, the college exceeds all guidelines for faculty sufficiency and faculty qualifications: Faculty Sufficiency: 83%. Faculty Qualifications SA: 64%. Overall SA+PA+SP+IP=100%.

In regards to the 3.1 tables it should be noted that in the curriculum several courses are cross-listed across disciplines, with some being required in more than one major. For example, international marketing is taught by the marketing faculty but is also a required course for the International Business major. Thus, the marketing faculty member teaching this course is included in the Marketing 3.1 table as well as the International Business 3.1 table. Other examples include courses in international finance and decision-making.

Staff Sufficiency

The college staff includes eleven positions as follows:

Dean's Office: administrative assistant to the dean, faculty secretary, program coordinator, director of student services

Portfolio Career Program: director, career coach/academic advisor, program coordinator

Center for Entrepreneurship and Community Development: director and assistant director

Graduate Programs: director and program advisor

Staff are evaluated on an annual basis per Loyola's system of staff evaluation. Through the evaluation process staff work with their supervisors to set goals and objectives for the coming year. This process ensures staff are working toward college goals to serve various stakeholder groups while at the same time ensuring staff have the resources they need to effectively perform their job functions. The college provides \$1500 per staff member for professional development.

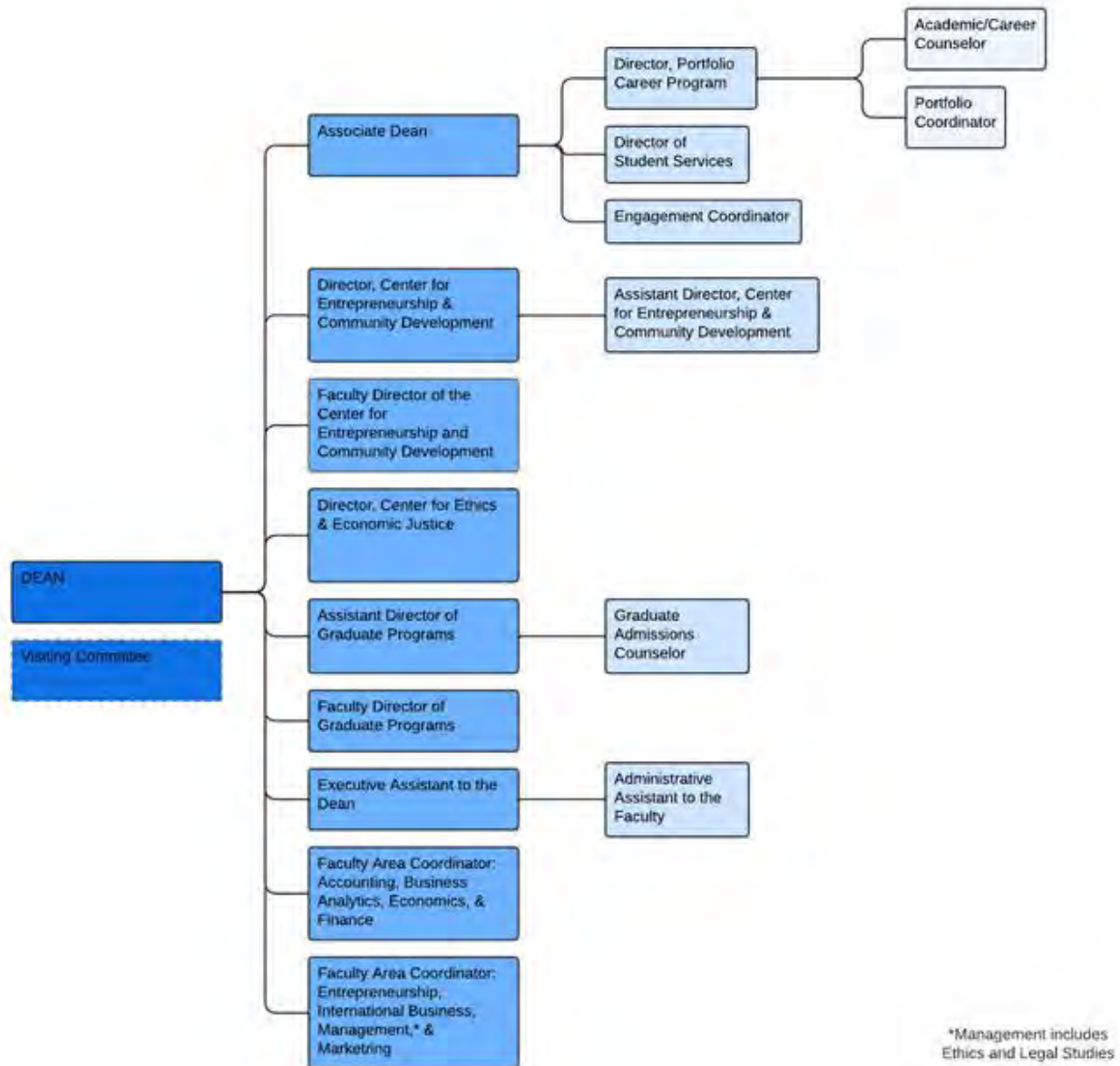
Endowed Chairs and Professors

The College of Business is fortunate to have Endowed Chairs and Professorships available for all tenured and tenure-track faculty. This funding is used by faculty to attend conferences, buy data sets, fund research assistants, etc. and provides the basis for summer research support. Specifically, the last two summers, approximately \$70,000 was received by faculty for summer research grants.

Endowed Chairs	Balance 7/31/22
Legendre-Soule Eminent Scholar Chair in Business Ethics	\$573,005
Gerald N. Gaston Eminent Chair	\$365,516
Harold E. Wirth Eminent Scholar Chair in Economics	\$119,030
Jack and Vada Reynolds Endowed Chair in International Business	\$422,384
Endowed Professorships	
William Barnett Professorship in Free Enterprise Studies	\$51,515
The Rev. Joseph A. Butt, S.J., Distinguished Professorship in Accounting	\$78,940
Chase/Francis C. Doyle Distinguished Professorship	\$46,980
Chase Distinguished Professorship of International Business	\$9,878
Chase Minority Entrepreneurship Distinguished Professor #1	\$37,224
Chase Minority Entrepreneurship Distinguished Professor #2	\$13,463
Chase Minority Entrepreneurship Distinguished Professor #3	\$9,092
Dr. John V. Connor Professorship in Economics and Finance	\$41,897
Dean Henry Engler, Jr., Distinguished Professorship in Management	\$8,819
Merl M. Huntsinger Distinguished Professorship in Investments and Finance	\$52,257
Thomas H. and Catherine B. Kloor Professorship in Entrepreneurship and Small Business	\$14,321
Barry and Teresa LeBlanc Distinguished Professorship of Business Ethics	\$30,021
Clifton A. Morvant Distinguished Professor in Business	\$27,410
Stanford H. Rosenthal Professorship in Risk, Insurance and Entrepreneurship	\$40,655

College of Business Organizational Chart

July 28, 2022



6. CURRICULUM

Curricula Development

Following the last accreditation review the College of Business examined and revised the undergraduate and all graduate programs. Also, COB added Bloomberg Terminal so our students can now get certified. The Bloomberg Terminal is a computer software system that enables professionals in financial services and other industries to monitor and analyze real-time financial market data and access news, price quotes, and messaging across its proprietary secure network. Motivation for the revisions varied by Program and will be discussed in the sections below.

Undergraduate Program

Revision to the undergraduate program was motivated by:

- A 2021 review by a faculty committee that identified areas where the skills of our students did not meet expectations.
- The revision of the College's mission and strategic objectives led to the identification of three pillars (ethics, innovation and globalization) around which the curriculum was to revolve.
- The development of the College's strategic platforms placed greater emphasis on holistic thinking where students should be required to look at business problems and issues using a cross-disciplinary perspective and the need to teach students about the responsibility that business owes to society.
- A recognition that greater emphasis needed to be placed on both our students' ability to work effectively in teams and to have more opportunities to develop presentation skills.

These factors led to the following changes in the curriculum:

- The creation of A.I. and the Future of Business as a foundational course for all first semester freshmen. The design of the change was to both introduce students to all of the major business disciplines and to provide them with an opportunity to examine cases involving problems or issues that a business may face.
- Principles of Marketing was renamed to Marketing & Consumer and added as a first semester freshmen course to increase retention.
- Incorporate more international business topics into curriculum.
- Run the Student Managed Funds class for alternating semesters (summer, fall, and spring), to allow students more time to understand the basics and make significant contributions to the fund.
- The Legal Environment of Business to incorporate both an examination and application of ethical theory to business issues as well as the responsibility business has to serve the interests of society.
- Reduced pre-requisites on a number of upper-level courses to facilitate the introduction of certificates.
- The College established undergraduate Certificates in areas such as Economics, Entrepreneurship, Finance, Ethical Management, Marketing & Digital Analytics which will allow students outside of the College of Business to gain valuable business acumen and assist with career placement opportunities.

Entrepreneurship Major

This major in entrepreneurship provides students with the skills they need to successfully launch, fund, and expand their own business or social enterprise. The required courses in the major will provide a variety of rich developmental experiences that include applied learning, case analysis, research projects, team-based active learning projects, and guest speakers, in addition to traditional classroom lectures and discussions. The proposed major places a strong emphasis on written and oral

communications skills, teamwork, and personal initiative. It will consist of a core course in Entrepreneurship (ENTR 300) and several other courses that build an innovation toolkit that can be useful to students majoring in business or who want to enhance their liberal arts education with professional skills.

<u>Course</u>	<u>Title</u>	<u>Credits</u>
<u>ENTR/MGT/MKT 300</u>	<u>Entrepreneurship (Junior Standing)</u>	<u>3</u>
<u>ENTR/FIN B440</u>	<u>Entrepreneurial Finance (req. ENTR 300)</u>	<u>3</u>
<u>MKT / ENTR B460</u>	<u>Digital Marketing Analytics (req. MKT B280)</u>	<u>3</u>
<u>INTB / MGT / ENTR 400</u>	<u>International Entrepreneurship</u>	<u>3</u>
<u>MGT / ENTR B430</u>	<u>Entrepreneurial Strategy (req. ENTR 300)</u>	<u>3</u>
<u>PLUS 9 CREDITS OF ADVANCED BUSINESS ELECTIVES</u>		
<u>Total credits outside of Business Core (48) required for major</u>		<u>24</u>

Graduate Programs

MBA PROGRAMS

Revision to the MBA Programs was motivated by a variety of factors identified by both a faculty committee that studied curricula shortcomings and the College's administration, which recognized the need to substantially revise the Programs to improve the College's competitive position. These factors included:

- Prior to fall 2021 COB offered two differently priced MBA Programs (with the online option). The Part-time MBA Program followed the traditional part-time model of allowing students to progress through the program at their own pace. The Full-time Equivalent Program (Fast track) was a cohort program where students were required to follow a lock-step approach in fulfilling degree requirements. There were substantial differences concerning curricula and admission standards creating a variety of problems including complex faculty scheduling and confusion in the marketplace.
- The curriculum of the Part-time MBA Program had remained static for years despite the fact that the business environment had been buffeted by significant change due to technological advancements and an integration of the world's economies.

This led the College to create a committee of faculty and COB administrative staff to substantially restructure the program and rebrand the Loyola MBA. The changes that occurred included:

- The creation of two new MBA Programs (Global MBA and Physicians' MBA) that supplemented the Professional and Full-Time Equivalent Programs. The two shared a curriculum that was substantially the same and a 40 credit requirement that applied to students in both programs (along with online). The creation of the new programs helped clarify in the market the key differentiation and positioning of the MBA offerings and consistent pricing helped reduce the conflicts that had been experienced when there were two truly distinct MBA Program prices.

- Creating a new online primer where all students, regardless of type of undergraduate degree, were taught and tested on basic principles of the major business disciplines.
- Inclusion of the three pillars for learning which emerged with the revamping of the College's mission, vision and strategic platforms. Required course work includes courses in ethical business practices, strategic use of technology, innovation and creativity and understanding global forces which affect the operation of business.
- The MBA curriculum received a comprehensive review and revision based on market trends, including the addition of a Healthcare Specialization and the Physician's MBA in partnership with Ochsner Health Systems which started March 2022. Also, increased the number of specializations in the MBA from four to five with the inclusion of Healthcare Management.
- Revised the MBA curriculum to meet the needs of our students and prospective employers by adding three distinctive experiential capstone experiences, consistent with the aforementioned CoB pillars:
 - Creating Non-profit Consulting Practicum. The purpose of this course was aimed at providing consulting services to non-profits. This is not only consistent with the stated mission of the University to promote service to meet the needs of others, but also emphasizes to graduate students their personal role, as well as that of business, in promoting the good of society. Specifically, the Non-Profit Consulting Practicum consists of a live, consulting experience with a non-profit institution, allowing students to apply their functional core acquired skills to a real-world scenario while living the mission of the university and giving back to the local community in a meaningful way.
 - IdeaCorps MBA Consulting Challenge consists of an entrepreneurial focused start-up concept competition with other invited colleges/universities in partnership with Idea Village. This course teaches students how help advance startups through various stages of development, allowing them to experience what it is like to both be an integral part of a founding team and help guide founder decision making in an early-stage company.
 - The Global Practicum consists of a global project in which a student will be required to incorporate knowledge gained in the MBA program to address a current issue within a multinational company. All students are strongly encouraged to complete a global immersion as part of this course which is included in tuition (except for the cost of travel).

The COB MBA program has been redesigned around the theme of ethics, innovation and globalization. New competitive pressures and demands from the external environment for new skills such as data analytics, global talent management, and creativity have prompted a redesign effort that began during fall 2021 and is continuing in earnest. Thus, while the assessments of learning demonstrate a strong level of skill and knowledge acquisition consistent with the goals of the program, the next step is to redefine the learning objectives to include new content areas and to design assurance of learning instruments to capture progress in new courses and modules. In sum, the following changes were made to the MBA program over the past five years based on stakeholder feedback:

- International Immersion – all MBA students are eligible to participate in an international immersion. While undergraduate students found the immersion to be a valuable learning experience, the graduate students only became eligible in January term 2023.
- Innovation & Entrepreneurialism – faculty and students indicated a need to strengthen students' abilities to "pitch an idea" and to quickly evaluate the viability of new business ideas. Student feedback on the new course has been outstanding.
- Leadership & Executive Coaching – the Leadership course and Executive Coaching offerings were redesigned by a long standing faculty member who has written a best-selling book on Leadership and brought in executive guest speakers to tie these two curricular and co-curricular components together.

- Executive Career Development Program – based on student feedback Career Development support will be added to the program’s co-curricular offerings in 2023 through a partnership with Portfolio Program. As part of continuous improvement to the Leadership & Executive Coaching streams, a module called “Managing Your Career” was added to Week One Orientation and is connected to the Leadership course and curriculum.
- Linking Financial Measures to Decision Making – faculty in the Strategy capstone course and in the Finance and Accounting courses identified student’s abilities to look holistically at problems and identify the ripple effects of financial decisions across an organization were not as strong as desired. Therefore, the following solution was implemented – More rigorous pre-work to ensure a baseline level of quantitative skills knowledge, including a “Primer” (Applied Business Mathematics – BA 601) with on-line modules, was added to the program.

MASTER OF SCIENCE IN MARKETING AND COMMUNICATION

Development of the Program was based on the faculty and administrators in both Colleges meeting regularly to review their expertise and desire to leverage the intellectual capital in both the College of Business and Music and Media to offer a joint program. These outcomes will be realized through the thirty (30) hour curriculum.

General Core (15 Hours)

Orientation – 3 credit hours

Strategic Marketing – Existing Offering from MBA - 3 credit hours

Digital Marketing Analytics – 3 credit hours

State of Mass Communications – 3 credit hours

Social Media - Approved with MA degree in Mass Com - 3 credit hours

Tracks (9 hours each)

Quantitative Track

Org. Behavior - Existing Offering from MBA 3 credit hours

Competitive Strategy - Existing Offering from MBA 3 credit hours

Consumer Analysis & Research - Existing Offering from MBA

Qualitative Track

Ethics & Diversity - Approved with MA degree in Mass Com - 3 credit hours

Crisis Communication – Approved with MA degree in Mass Com - 3 credit hours

Corporate & Social Responsibility MA degree in Mass Com - 3 credit hours

Capstone Project (6 hours)

Assessment of the Student Learning Outcomes will be achieved through review of selected tests/assignments in the different courses. In addition, the Capstone Project will be used to provide information on the efficacy of the program. The results of the assessment will be used to inform the course content, design and delivery.

MASTER OF SCIENCE IN HEALTHCARE MANAGEMENT

The program is designed to be more complicated, rigorous, and with expectations well above those in the undergraduate curriculum. The following three new courses were developed to launch the program:

The Business of Healthcare

3 credit hours

This course offers graduate students an immersive environment that integrates the dynamic nature of the healthcare industry and exposes students to the skills necessary to be successful, including the unique aspects of the healthcare industry, including the role of insurance and reimbursements with a third party payer system. It also includes an analysis of healthcare leadership culture, hospital economies of scale, and career opportunities within the industry.

Healthcare Informatics

3 credit hours

This course examines the essential knowledge needed to understand information systems and technologies that are transforming health care. The student gains the ability to improve information literacy acquisition skills, critique informatics program proposals, understand the role of the informatics specialist in managing health care information for decision-making and program planning, and analyze the utility and functionality of technology. Students will explore financial and business principles, as sources of information, which are used to make health care decisions.

Healthcare Leadership Capstone

3 credit hours

The capstone project is the final application of research, analysis, strategic thinking, and effective communication. Students will work independently responding to a client-based problem or opportunity within the healthcare industry and present an original plan that delivers well-thought out outcomes to meet the client's needs and goals.

To maintain competitiveness of graduates, the proposed curriculum below was developed by faculty in both the College of Business and College of Nursing and Health:

August (6 credits – 8 weeks):

Applied Business Mathematics

Economics of Healthcare

October (6 credits – 8 weeks):

Financial Management

Financial and Managerial Accounting

January (6 credits – 8 weeks):

Healthcare Informatics

Law Health Policy

March (6 credits – 8 weeks):

Track/Customized Track (Marketing/Finance/Operations)

Track/Customized Track (Marketing/Finance/Operations)

June/July Start (6 credits – 16 weeks)

Track/Customized Track (Marketing/Finance/Operations) (A or B term)

CNH/BA 855 Healthcare Leadership Capstone Project (A + B term)

More program details provided in the Appendix

7. ASSURANCE OF LEARNING

Assessment of Learning: Undergraduate and Graduate Overview

Assessment efforts were led by the UG Curriculum and Assessment Committee and the Graduate Curriculum and Assessment Committee. Associate dean, Kathy Barnett chaired the UG committee and professor Frankie Weinberg the graduate committee. The assessment work of both committees is based on knowledge gleaned from AACSB AOL I & II seminars.

Both committees established comprehensive assessment plans based on a review of the college mission statement. Plans included creating competency goals and curricular maps, identifying assessment artifacts, scheduling volunteer scorers, utilizing Portfolium software for assessment and data analysis, identifying deficiencies and designing enhancement programs to address those deficiencies, and completing reassessment to close the loop.

Committees decided that assessment outcomes needed to reach 80% at “met expectations” to be considered acceptable. Faculty involvement in assessment was achieved through various means: serving on assessment committees, providing course artifacts to assess and/or scoring artifacts. Faculty participation in the assessment process was 89%.

I. BBA Undergraduate Assessment:

The committee agreed a minimum of 30% of UG students should be included in assessment.

Competency Goals

The following represents the competency goals established for the BBA program:

Competency Goal 1: Professionally communicate in business exchanges

Objective 1.1: Create a professional and effective written document

Objective 1.2: Produce and deliver a professional business presentation to an audience

Competency Goal 2: Demonstrate critical thinking in organizational decision-making

Objective 2.1: Use data to make managerial or business decisions

Competency Goal 3: Identify socially responsible and ethical implications for business ideas and actions

Objective 3.1: Consider socially responsible and ethical choices in a business setting

Competency Goal 4: Collaborate in a team setting/environment

Data Outcomes

Outcomes (with rubrics) for the initial and reassessment process can be found in the addendum. In most cases the same assignments were used in the initial and re-assessment process. In the case of CG 2, the assessment was moved from a 200-level course to a 300-level course as the committee thought it better to have the assessment follow “reinforcement courses” at the 200 level. For CG 3, the professor who conducted the first round of assessment retired and we thus needed to determine a new artifact. Assessment one and two for CG 3 were done in the same course however.

The only UG competency goal which did not meet the 80% threshold was:

Competency Goal 1: Professionally communicate in business exchanges

Objective 1.1: Create a professional and effective written document

Objective 1.2: Produce and deliver a professional business presentation to an audience

Enhancement/Improvement Programs

Data outcomes showed deficiencies in CG 1, objectives 1.1 and 1.2. As a result, two enhancement programs were designed and implemented. For objective 1.1 a virtual writing lab was created, staffed by an adjunct writing specialist. A writing assignment was designed for junior-level students in the Portfolio Career Development Program. Each submission was reviewed by the writing specialist who posted feedback to each student individually. Juniors were selected for the enhancement intervention since the second round of assessment would take place the following year in a senior-level course, thus capturing those juniors who experienced the virtual lab. Reassessment showed substantial improvements in all but three of the twelve scoring rubric categories. The virtual lab appeared to have had a positive impact. Going forward, our writing specialist has written a 25- page comprehensive writing guide specific to business writing. The guide covers the many areas in which our students did not originally meet the 80% threshold. Every faculty member who assigns a business writing assignment in class is required to utilize the guide in their assignment and have it available to every student through CANVAS.

Deficiencies in CG 1, Objective 1.2 were primarily skill-based, centered on the student's ability to use a conversational tone, establish credibility, preview main points, etc. Their ability to organize their thoughts and communicate those thoughts in a logical manner were good. Thus, deficiencies were addressed in a series of You Tube training videos which reviewed presentation skills. Students were assigned the videos to watch prior to recording their presentations. Results showed improvement in each rubric category. The second round of assessment revealed no other deficiencies. Once again, the enhancement program had a positive impact on student learning.

II. Graduate Programs Assessment:

The committee determined 25-30% of COB MBAs would be included in the assessment process. All assessment was done in the grad program capstone course: BA B750 Competitive Strategy. The threshold required to meet expectations was the same as UG at 80%

Competency Goals

Competency Goal 1: Strategic Leadership

Objective 1.1: Demonstrates understanding of functional areas of the business

Objective 1.2: Communicate effectively to stakeholders

Competency Goal 2: Evidence-Based Decision-Making

Objective 2.1: Use evidence to inform managerial decision-making

Competency Goal 3: Principled Value Creation

Objective 3.1: Demonstrates understanding of socially responsible, ethical business practices

Data Outcomes

Outcomes (with rubrics) for the initial and reassessment process can be found in the addendum. Serious deficiencies were found in CG 1, objectives 1.1, 1.2 and CG 2, objective 2.1. Students were incapable of demonstrating competency in the following areas: understanding how to work across functional areas, consider multiple perspectives, formulates strategic ideas that leverage cross-functional capabilities; use data and logic to make a persuasive argument nor could they collect and analyze data to guide decision-making.

Enhancement/Improvement Programs

To address deficiencies, graduate faculty planned to create a series of five videos which would cover topics across the competency goals. Videos would be a required part of all graduate student orientation moving forward as well as utilized in classes for existing students. Video topics include:

- Balanced Scorecard

- ESG
- Data sourcing and triangulation
- Library Business Resources
- Finance in Business

To date, two videos were completed (Balanced Scorecard and ESG) and utilized in the graduate capstone course, addressing deficiencies in CG1, 1.1. Round two of assessment showed considerable improvement across CG 1, obj 1.1.

Given the severity of deficiency is the grad program the committee opted to pause video production and instead do a comprehensive review of the graduate curriculum. As such we did not close the loop across all competency goals.

MS in Marketing and Communications Graduate Program

Assessment Plan: Program to be assessed in the 2022-2023 AY. The Graduate Curriculum and Assessment Committee is finalizing competency goals and determining which course or courses to assess in and which assignment(s) will serve as artifacts.

MS in Healthcare Management Graduate Program

Assessment Plan: Program to be assessed in the 2022-2023 AY, its second year in existence. The Graduate Curriculum and Assessment Committee is finalizing competency goals and determining which course or courses to assess in and which assignment(s) will serve as artifacts.

More data outcomes provided in the Appendix

8. LEARNER PROGRESSION

ADMISSIONS

Undergraduate admissions are centralized although applicants must apply to one of the four colleges/college. COB works closely with the Office of Enrollment Management to recruit each incoming class. COB hosts two Open House events for prospective students and Candidates Day. The number of applications increased significantly from fall 2020 to fall 2021 with total applications increasing 22%.

The target class size for COB has remained constant over the past several years at approximately 120-140 students. In the past two years, the incoming class was greater than 120 two times with the second largest class (140 students) entering this past fall.

With the increase in the number of applications and increased recognition of COB, the credentials of applicants have risen slightly. Standardized tests scores are not being considered at the University since we moved to test blind in 2020. As a result, the admissions process has not become more selective over the past several years.

COB continues to work with Admissions to enroll a more diverse student body, and the college has made inroads in this regard. Multicultural applications are up significantly from fall 2020 to fall 2021 and applications from international students are up over the same timeframe. For the class of 2021, over half are underrepresented and nearly 40% are Pell-eligible while less than 5% are international students.

College of Business Admissions (August 19, 2021)

Metric	2021 Current	YTD Change	2020 Total	2019 Total	2018 Total	2017 Total
UNDERGRADUATE						
Submitted Application	1515	22%	1245	1109	1051	935
Admits	1196	31%	917	836	777	565
Deposits	148	32%	112	127	118	106
GRADUATE ON-CAMPUS (MBA)						
Submitted Application Fall 21						
MBA (Fast Track)	52	13%	48	20		
MBA (Part-Time)	15	(44%)	26	15		
Global/Triple Master	27					
Admits						
MBA (Fast Track)	35	9%	35	10		
MBA (Part-Time)	14	(33%)	22	13		
Global/Triple Master	14					
Intend to Enroll						
MBA (Fast Track)	23	--	23	8		
MBA (Part-Time)	9	(10%)	10	10		
Global/Triple Master	8					
Total	40	21%	33			

GRADUATE ONLINE (MASTER of SCIENCE in MARKETING & COMMUNICATIONS)						
Intend to Enroll						
MS in Mar Com	30	76%	17			
GRADUATE ONLINE (MASTER of SCIENCE in HEALTHCARE MANAGEMENT)						
Intend to Enroll						
MS in Healthcare	6					

FINANCIAL AID

The University has increased financial aid awards significantly in recent years, particularly for undergraduates, with virtually all undergraduate students receiving aid.

UNDERGRADUATE SUPPORT SERVICES: THE PORTFOLIO PROGRAM at COB

The Portfolio program, established in fall 2009, is dedicated to undergraduate student academic advising and professional development services, and serves as a “one-stop-shop” resource for business students. This is entirely funded through student fees of \$250 per semester for COB students. The Portfolio program coordinates academic advising programs, including freshmen advising and oversees career readiness.

- Provides academic support services, such as assisting students in selecting a major, changing a major, coordinating peer tutoring resources, overseeing the internal transfer process, and overseeing the business minor program
- A student survey is conducted annually to assess satisfaction with Portfolio services
- Directs experiential learning opportunities, through internship programs
- Develops and hosts a wide variety of professional development activities

We have included the 8 NACE career competencies by focusing on 2 each year of Portfolio.

100-101 Professionalism and Career and Self-Development

200-201 Critical Thinking and Communication

300-301 Technology and Equity and Inclusion

400-401 Leadership and Teamwork

Students who pass Portfolio each semester for 4 years will receive a letter of recommendation for successfully demonstrating each competency. The 3-point plan is Aware, Develop, and Demonstrate. Students are introduced to the competency beginning the first semester of their first year. We have shared the NACE Competencies and definitions with our Executive Mentors and ask that they help us with Awareness. In each Portfolio section there are opportunities to Develop and Demonstrate these 8 Competencies.

Portfolio 100

TypeFocus7 Success Factors Assignment

The completed assignment is used during the academic advising appointment to evaluate any additional resource needs for the student. The online assessment is called the Success Factors Questionnaire (SFQ). The topics addressed are related to retention, or from the student’s perspective to their success in completing their education. Part I of the SFQ captures the background information of students such as their high school grades and the clarity of their career goals. Part II is a 30-question survey based on ten topics related to psycho-social indicators of successful persistence⁴ such as self-esteem, locus of control, time management, social support, etc. (typefocus7.com)

TypeFocus has normed the Success Factors results across thousands of users:

- 20,000 university students
- 6,000 college students
- 6,000 high school students.

Portfolio 101

Typefocus7 Assignment Career Assessment

Four modules assess personality, interests, skills, and values. Students receive a generated report which links assessment results directly to our institution's majors and programs and over 1,000 occupations.

Portfolio 201

Workshop/Assignment Typefocus7 Are You Career Ready? This module helps students to reflect on their ability/experience in each competency by answering three questions for each competency. The questions are structured so a student answers similarly to a STAR Method Interview answer. This will be in preparation of their Mock Interviews.

ADVISING in COB

During the summer before freshman year, each incoming student is assigned one of the two Portfolio Program Advisors responsible for the freshman class. The focus is the transition to college, awareness of campus resources, awareness of professional development activities and major selection resources, promotion of academic success, review of curriculum requirements and general student development. When students declare their major in the spring of sophomore year, each student is then assigned a faculty advisor within their major. An advising survey was conducted to assess student satisfaction and meeting preferences (virtual versus in-person) with faculty.

More data outcomes provided in the Appendix

PROFESSIONAL DEVELOPMENT ACTIVITIES

Integration in Curriculum

For the past three years, The Portfolio program has collaborated with the faculty teaching the freshman Portfolio course and the University Career Center to embed the professional development component. Students are required to reflect on their participation in chosen professional development activities.

The program requires students to participate in a minimum of one activity per pre-defined "course" each semester as follows:

- Year 1: Major Exploration/College Planning
- Year II: Resume Writing/Interview Skills
- Year III: Networking/Internship Search
- Year IV: Industry Research/Job Search

Portfolio Program: Professional Development for Freshmen, Sophomores, Juniors and Seniors

The freshmen year consists of career exploration and an Executive Mentor program. The sophomore year focuses on industry research and development of professional skills including resume writing, interviewing skills, networking, etc. The junior year is used to address networking skills and the internship search. The senior year addresses the job search, including career and industry research. Each year, the Portfolio program at COB sponsors, co-sponsors, and/or provides support to approximately 30 events. For example, the Panel of Young Alums is an opportunity for students to meet with industry professionals for networking sessions as well as learn about employer expectations.

Internship Program

All of the 2021 graduating class participated in an academic internship. Participation is a required component of the curriculum facilitated through the Portfolio Program and is a three credit course.

STUDY ABROAD

COB students continue to participate in study abroad programs in spring and summer. Created the J-Term (2022) Costa Rica Study Abroad Program to facilitate the immersion of students in the rich culture and business environment of Costa Rica. Students learned that it is feasible to develop a dual economy, based on sustainable natural resources as well as high tech and innovation clusters. This is the first College of Business led study abroad program in a number of years.

Increased CoB led Study Abroad opportunities, including a summer program in Rome, Italy during the month of June 2022. The goal was cultural immersion for our students as they resided in apartments in the Roman neighborhood of Monteverde and attended classes at American University of Rome.

PLACEMENT

Recent local and national employers and internship providers include Ernst & Young, IBM, Yahoo, Deloitte, Target, WDSU/NBC News, Goldman Sachs, Northwestern Mutual, Entergy, Southwest Airlines, JP/Morgan Chase, KPMG, start-ups in Silicon Valley, Ochsner Hospital, Peoples Health, Grammy Recording Academy, the Grand Ole Opry, The Saints, Pelicans, and the City of New Orleans

- One unique internship example: an international business graduate, women's volleyball team member, who had her pilot's license, went on to work for Textron, selling airplanes with plans to move to their offices in Asia.

While most COB seniors pursue entry-level positions at graduation (getting valuable experience for possible later graduate school studies) some pursue graduate degrees, ranging from PhDs to JDs and MBAs at leading universities like NYU, Alabama, Texas Tech, LSU and of course Loyola.

CENTER FOR ENTREPRENEURSHIP & COMMUNITY DEVELOPMENT

A resource for campus-wide experiential and academic entrepreneurship learning that resides in the College of Business. The Center is a service organization that serves the entire University Community. The Community comprises its customers. Entrepreneurs create the most jobs, are a major driving force in the economy, possess a large portion of the wealth and spearhead much of the innovation that changes the world. They also take the most risk.

MISSION OF THE CENTER

The Center at Loyola University New Orleans was established in Fall 2014 to identify, train, and develop emerging entrepreneurial talent for the local entrepreneurial ecosystem. Through targeted curricular and extracurricular programming that leverages experiential and engaged learning, the Center is preparing the next generation leaders to build innovative and scalable new enterprises, and to establish Loyola University as the flagship academic institution for entrepreneurship in New Orleans, LA.

Students in the program have access to classes that emphasize experiential learning from multiple perspectives: founder, investor, and consultant. Students begin by taking the founder's perspective and launching their own business in a single semester. The investor lens allows them to better understand what it takes to make it through many rounds of funding and what makes for a winning startup idea. Finally, Loyola partners with local and national organizations such as FedTech to expose students to the theory and practice of technology commercialization. Students are paired with active inventors who wish to commercialize their ideas but lack the business background to make their ideas marketable. Finally, students get a chance to participate in a national startup consulting competition called IDEAcorns where small teams of MBA students compete to see who can most "move the needle" for a startup in a weeklong, New Orleans-style festival celebrating the entrepreneurial spirit.

COB Enrollment by Major and Minor Fall 2022

Major	Freshman	Sophomore	Junior	Senior	Total Majors
Accounting	8	2	10	6/2	28
Business Analytics	7	5	2/1	9/4	28
Economics	5	7	1/2	5/1	21
Entrepreneurship	19	1	-	-	20
Exploratory Studies Business	11	4	5	-	20
Finance	18	31/1	33/3	23/12	121
International Business	25	23/1	17	7/1	74
Management	32 (2 Online)	39 (1 Online)	27/1 (9 Online)	34/9 (9 Online)	142 (21 Online)
Marketing	35	34/1	28/2	24/7	131
Total Students	160*	146	123	108	537

*Includes 142 new freshmen

537 total students/516 on-ground

/ = indicates double majors: Primary Major plus # of double majors

(Online) = Online only BBA degree students within the MGT major count (Total Online = 21)

Minor Enrollment	Non-COB	COB	Total
ACCOUNTING	3	5	8
ANALYTICS	0	7	7
BUSINESS ADMINISTRATION	28	N/A	28
ENTREPRENEURSHIP	3	5	8
MARKETING	25	N/A	25

STUDENT SOCIETIES

There are several student business societies, including one new society that directly support the COB strategic plan: Dean's Advisory Board. This innovation focuses on moving COB students from passive to active participants in the COB experience via a student board grounded in experiential learning. The purpose is to increase student engagement in the college thereby fostering a greater culture of identity, diversity and inclusion with and for our students. Possible board activities may comprise gathering feedback on student issues/concerns, participation in COB recruitment and other college activities (i.e., COB Speaker Series) developing COB service learning projects (one-day activities); building greater bonds among students, promoting the COB brand and activities, and engaging in the AACSB assessment process.

GRADUATE BUSINESS PROGRAMS

Admissions & Marketing Trends: Over the past five years, the global business climate has been filled with economic uncertainty, however, the Graduate Programs at COB have thrived despite the macro-economic environment through a concerted effort of rebranding the MBA programs, better marketing

to the population of students we hope to attain, and a more personalized approach to manage the pipeline of prospective students. Enrollment across the portfolio of graduate programs continues to rise, particularly among the college's Fast Track MBA Program.

Admission Practices

A variety of methods are employed to attract and enroll students into the Graduate Business Programs at the Loyola College of Business (COB). Once an applicant has submitted all required materials to the Graduate Business Office, the Admissions Committee meets to make an acceptance decision. In most cases this is completed on a 'rolling' admissions basis; however, our Global MBA program has a 'round' process for all applicants. Admissions criteria exist for each Master-level program, and are comprised of both faculty and staff members. Admission to the Loyola College of Business is somewhat competitive and the admission committees are focused on selecting candidates who will be a good fit for the programs. The review of applications is holistic and all elements of the application are carefully weighed. The rigor of the selection process remains consistent throughout the admissions cycle.

Student Services—Graduate Programs

The need to provide a high level of personalized support services to our graduate student population has become a priority in the last five years, in part to support the university's and COB's mission, vision and strategic platforms, but also to remain competitive in the market. Graduate students, both part-time and full-time, have come to expect personalized career and academic advising, as well as curricular and co-curricular events and community programs. To accomplish this, the college has committed numerous resources to increase staff size from one to two professionals to oversee the graduate student population.

Master of Science in Marketing and Communication

The MS program is a joint undertaking of the College of Music and Media and the College of Business. The College of Business grants the MS degree. Day-to-day operation of the program is the responsibility of its Director and Program Coordinator. Coordination between the College of Music and Media and the College of Business is between the respective Directors. Policy matters are considered by the Graduate Curriculum Committee made up of the persons just mentioned and several full-time faculty members of COB who teach in the program. The Director and Coordinator work with a full-time Law College staff member who is housed in the Graduate Tax offices. Together, they carry out the program's recruitment, application and admissions functions, student registration, course scheduling and arranging for classroom space, examination administration, all student record maintenance, degree audits, and career development and counseling.

Global MBA

The Loyola Global MBA Program team provides various services to our students and works to develop programs that enhance their experience. We offer our students executive coaching throughout their 21-month program as well as career services. We provide a multitude of opportunities to interact with C-level executives via our guest lecture program series and with College sponsored guests.

The Global MBA degree appears to be a great opportunity for Loyola and the University because it enhances the reputation of Loyola by partnering with world-class global institutions and providing graduate students the option to earn international masters' degrees. In addition, it can be implemented in a relatively short time frame, propelling Loyola into the global arena and setting the stage for further international degree development. Finally, it requires limited additional Loyola staff resources given the level of support services provided by the partner institutions.

For example, the following is a description of the services provided by the SKEMA International Office to its international students (including the Global MBA):

- ▶ International Student Advisors who specialize in visa regulations for France, USA, China, and Brazil for the required categories. The advisors provide students with detailed step-by-step instructions on how to obtain the appropriate visa for the start of their academic studies and continue to assist the student through the various visa regulations according to the activity the student wishes to take part in within the specific country.
- ▶ Provide pre-departure support (campus information, housing information, international insurance information, vaccines and medical steps) and post-arrival support (visa rights and responsibilities once in the host country, how to get around campus/town, banking, shopping, student groups and associations, etc.).
- ▶ Promote the internationalization of SKEMA and its students through cross-cultural exchange between students and the local community (social, volunteer, and professional projects).
- ▶ Process academic credit transfer from exchange/double degree programs.

Lifelong Learning

The Business Deans of the Association of Jesuit Colleges & Universities (AJCU) recognize the importance of lifelong learning. Education does not end with the completion of a bachelor's, master's, or even a doctoral degree. Personal development, professional development, and development as a citizen require dedication to the ongoing acquisition of knowledge and the continual practice of applying such knowledge in exercising good judgement. Indeed, providing our alumni and alumnae with opportunities for lifelong learning is fully consistent with the ideals of Jesuit education.

As lifelong learners who can reflect, they will reiterate the learning cycles in new ways, spiraling upward, gently pushing out boundaries, generating ripples of change towards unity in the world around them and others they meet there. The promotion of lifelong learning is already identified as a goal in numerous mission statements, vision statements and related documents of Jesuit institutions.

To further promote this shared goal in a practical manner, the undersigned AJCU Business Deans enacted the following Jesuit Promise for Lifelong Learning. The Jesuit Promise for Lifelong Learning Eligibility Alumni and alumnae of any business program from any of the signatory Jesuit colleges or universities in the United States will be permitted to audit courses at any of the other signatory business schools for free (i.e., at no tuition expense), up to the level of their degree, provided that unfilled seats are available in the class.

Holders of Bachelor's degrees in business may audit undergraduate business courses; holders of Master's degrees in business (such as the MBA) may audit business courses at the Bachelors or Master's level, and those holding doctorates from a Jesuit business school may audit any Jesuit business courses without tuition. If the alumnus/alumna resides near the host institution, this may occur in face-to-face classes; alternatively, it can occur in online classes where those are available.

Student Responsibility

Jesuit alumni/alumnae will be responsible for applying to the host institution and providing transcripts documenting their graduation from a Jesuit business program at the level of the course they wish to audits. Although tuition will not be charged, special course fees may apply in some cases, and students will be expected to purchase textbooks or other required course materials at their own expense. Classification Students taking advantage of this opportunity will be classified as non-matriculating guest students (or the equivalent designation at the host institution), and will not receive grades, credit, or transcripts for such courses. Institutional Rights & Responsibilities Except for

providing transcripts as requested by their own alumni, the institutions from which the students graduated will incur no obligations under the Jesuit Promise for Lifelong Learning.

The Promise involves no transfers of funds between institutions, and no credit transfers or issuances. Each host institution reserves the right to limit the number of seats available to auditors in a given course section. Applicants may not be admitted if seats are unavailable or the applicant cannot properly demonstrate graduation from a Jesuit business program. Each host institution establishes application and registration deadlines consistent with its own academic calendar.

9. TEACHING EFFECTIVENESS AND IMPACT

Provide an overview of faculty management policies including recruitment, hiring, mentoring, evaluation, reward systems, etc.

RECRUITMENT AND HIRING

As COB has increased the caliber of faculty it recruits for tenure track positions, and counterbalanced this by hiring continuing non-tenure track faculty who teach 8 course loads. A careful review of the faculty labor market revealed a large set of highly qualified candidates (terminal degree, strong teaching-mentoring ethic, good pedigree) who would not be hired into tenure track but who would not accept out traditional 8 course load one-year renewable contract. These faculty members were being recruited to good quality teaching colleges into 3+3 load teaching focused tenure-track positions. We observed that the salaries accepted by these faculty members were typically not different from those provided our full-time non-tenure track faculty, but that there was a promise of security that many found compelling. In order to attract and retain these faculty, we thought critically about our current model and developed a “professor of practice” faculty track. To ensure stability for non-tenure track faculty, we instituted a multi-year rolling contract, whereby based on a successful review at the conclusion of year two or three the contract is extended by another two or three years. For the professor of the practice instructor track we instituted a three-year rolling contract that, based on a successful review at the end of year two is extended by two years. By instituting this new model, COB has actively sought to increase the caliber of its non-tenure-track faculty, most of whom may also bring considerable research skills. Moreover, though they will not be expected to contribute directly to our national research reputation, these faculty members will contribute to scholarship in the areas of pedagogical and practitioner outlets and may also serve as qualified assistants to our research faculty.

MENTORING

Mentoring of new faculty has traditionally been the function of area chairs, and an ad hoc process whereby senior faculty engage newer members of the community. There are also University resources available through the office of the Provost which puts on workshops and houses resources related to pedagogy. Certainly, COB has a culture that values teaching and community, however, recent growth in the total size of the faculty and the growth in the use of adjunct faculty teaching in evening programs and online have provided an imperative to develop a more formal and effective system of mentorship. Beyond teaching, there is also a need to on-board these new members of the community in ways that reinforce COB values and that make newer members feel welcome and comfortable.

EVALUATION and REWARD SYSTEMS

Faculty are evaluated for merit and for promotion based on the traditional areas of teaching, research, and service. For merit increases, an annual review meeting is held with the dean to discuss the inputs for each area of evaluation and reach consensus on a plan for each faculty member. Teaching is evaluated based on several factors, but is anchored in a student evaluation instrument, and the faculty peer evaluation report. Key elements include student perceptions of learning, intellectual stimulation, level of rigor required, and general quality of instruction. Research is evaluated based on the five-year total of publications in academic journals according to the ABDC (Australian Business Deans Council) journal lists. Service is evaluated based on a comparatively subjective assessment of contributions within the department, college and university and in the profession. Summer research grants, teaching loads, and other resource allocations are made according to the faculty profile system.

10. IMPACT OF SCHOLARSHIP

Briefly describe the value of the college's intellectual contributions and how the "substantial cross-section of faculty in each discipline" is achieved.

Briefly describe the infrastructure supporting faculty intellectual contribution development.

The development and implementation of a comprehensive talent management system for tenured and tenure track faculty provides the basic structure within which faculty define their contributions to the college, without creating a permanent research faculty as distinct from a teaching or clinical faculty.

In this system, faculty select a faculty member's profile which determines their relative weighting of research, teaching, and service within their overall merit evaluation.

COB has invested in creating the infrastructure required to attract, motivate, and retain top notch research oriented faculty that are also good in the classroom. Collectively, these efforts represent significant support such as course releases for junior faculty in order to increase COB's national and international reputation for scholarship.

The components of this support infrastructure include: 1) additional discretionary funds in the amount of \$1,500 per faculty and staff member have been allocated as flexible funds for faculty development (travel to academic conferences, training in statistics and methods, and for other development); 2) the COB Summer Research Grant program (begun in 2021 has expanded each year and now totals almost \$70,000); 3) an expansion during 2019 of COB's traditionally-offered two years of contractual summer support for new Ph.D. hires to a third year with a fourth contingent on a successful third year review; 4) Center of excellence faculty director stipends; 5) Course releases for area chairs (equivalent to department heads).

The largest contribution of the CoB faculty regarding impact is in Community Education. Faculty are frequent contributors to local, regional and national media outlets on business –related topics. Their appearances help to inform both the business and general community of discoveries and trends in business.

Faculty often collaborate with the community through consulting and facilitating special projects which better inform community stakeholders. This is most evident in the areas of entrepreneurship, global business and leadership. Recent book publications in these areas include *Entrepreneurship in the Wild* by Felipe G. Massa, *Demography and the Global Business Environment* (co-authored by Mazhar Islam) and *The Seismic Shift in Leadership* by Michelle Johnston.

Going forward, the 5-year plan is to continue thought leadership in Entrepreneurship, Leadership and Global Business. We also intend to do a better job of tracking impact.

Part A: Summary of Intellectual Contributions Over the Most Recently Completed Accreditation Cycle										
Aggregate and summarize data by discipline. Do not list by individual faculty member.	Portfolio of Intellectual Contributions				Types of Intellectual Contributions				% of Faculty Producing Intellectual Contributions	
	Basic or Discovery Scholarship	Applied or Integration/Application Scholarship	Teaching and Learning Scholarship	Total	Peer-reviewed journal articles	Additional peer- or editorial-reviewed intellectual contributions	All other intellectual contributions	Total	Percentage of participating faculty producing ICs	Percentage of total Full Time Equivalent (FTE) faculty producing ICs
Accounting		5	2	7	4	3		7	67%	67%
Analytics/MIS			2	2	2			2	100%	100%
Economics	12	25	2	39	9	4	26	39	100%	100%
Finance	6	1	7	14	14	0	0	14	100%	100%
Management	27	3	1	31	9	19	3	31	100%	100%
Marketing	50	17	10	77	29	36	12	77	100%	100%
Total	95	51	24	170	67	62	41	170	94.5%	94.5%
Part B: Alignment with Mission, Strategies, and Expected Outcomes										
Provide a description of how the portfolio of intellectual contributions by faculty and by units within the school, where appropriate, align with mission, strategies, and expected outcomes.										
The Portfolio aligns with strategies (aspirations) 4 & 5 in that those engaged in <i>Teaching and Learning Scholarship</i> seek to enhance their own and others' innovation, teaching and learning strategies for										

students. The majority of CoB scholarship (56%) is in the category of Basic or Discovery scholarship which directly relates to strategy 5 in enhancing Loyola's contribution to new knowledge and ideas.

Part C: Quality of Five-Year Portfolio of Intellectual Contributions

Identify the qualitative and quantitative measures of quality used by the school and apply these measures to analyze and evaluate the portfolio of intellectual contributions.

Thirty percent of faculty produce ICs which fall into the category of Applied Scholarship. Their findings in this category have implications for finding solutions to real-world problems and leaving a lasting impact on society.

Part D: Impact of Intellectual Contributions

(i) Analyze the impact of the portfolio of intellectual contributions on the theory, practice, and/or teaching of business, including qualitative and quantitative evidence.

(ii) Provide exemplars of the societal impact of the school's intellectual contributions.

11. ENGAGEMENT AND SOCIETAL IMPACT

Our mission statement speaks to societal impact with our focus to “educate and empower ethical innovators who work with and for others to solve local and global problems. We teach conceptual, technical, and professional skills through engaging experiences that leverage New Orleans’ community and creative spirit.”

Entrepreneurship Focus

The majority of net new jobs in New Orleans comes from the small number of new businesses created, which makes an extremely strong case for both the cause and the impact of local entrepreneurship. In addition, it has been shown that cities are best able to retain new businesses if they can offer entrepreneurs a trifecta of factors: great lifestyle, access to talent that can support new and current ventures, and access to customers within target markets. We as the City of New Orleans excel at the first criterion, but are struggling with the second, and only meet niche needs around the third. What universities need to have more accountability for is the growth of the second, and that’s what the Loyola Center for Entrepreneurship and Community Development is able to better target through the programming made possible through the generosity of donor gifts (the Center is funded entirely from external sources).

A combination of immediate-use and endowed support has allowed the College to jumpstart and reinforce initiatives that help the Center for Entrepreneurship to become a sustainable and ingrained part of the culture of the university, and especially, an entity that increases access to resources for startups and small businesses throughout New Orleans. Working within the Jesuit tradition, and consistent the College of Business strategic plan, our goal is to make the Center for a means of fostering an entrepreneurial spirit in students from across the entire university.

Healthcare Focus

Given that the healthcare industry is a key driver of the local economy (second only to tourism), the Master of Science in Healthcare Management degree has a strong overlap with the mission and values across the related colleges and University. Specifically, the Master of Science in Healthcare Management is a collaborative cross-disciplinary program with four of the academic colleges at Loyola University New Orleans, including the College of Business, College of Nursing and Health, College of Music and Media, and College of Law. This program is 100% online to broaden the potential target market and increase the geographic reach. In addition, this program clearly meets several key objectives of the University Strategic Plan, particularly the specific goals of increasing online learning, utilizing existing resources and growing graduate business programs.

Graduates who complete this proposed degree will be prepared to live meaningful lives in the healthcare industry, business, or related areas with skills applicable to their profession. Graduates will also be able to advance their careers by incorporating corporate social responsibility into their decision making. In addition, graduates will be prepared to apply business and communication principles in their profession, which potentially will benefit direct and indirect stakeholders in the healthcare industry.

In addition, Loyola University New Orleans and Ochsner Health have partnered to offer a Physician Master of Business Administration Program. This unique program is a two-and-a-half-year hybrid program consisting of 36 total credit hours. Students will attend most of the program online, but there are four courses at the end of the program, including a capstone project based experimental learning opportunity, that requires mandatory in-person classes.

And as part of the broader MBA curriculum revision, the Loyola College of Business Social Enterprise Consulting Practicum, is a capstone course designed to give MBA students the opportunity to develop their professional skill set with a client firm that is serving with and for others within the greater New Orleans community. The focus is on strategic market management using a systems thinking perspective within our Catholic and Jesuit tradition of supporting the advancement of human dignity.

Finally, in reviewing our existing activities, it was discovered that many faculty members are already engaged in programs and activities that are impactful in nature, serving our local and broader communities. Analysis of these events and programs led us to two themes: Community Education and Community Collaboration.

Community Education

A sampling of both internal and external Community Education programs over the last five years that tie to the mission statement and societal impact consists of: 100+ faculty media appearances to discuss business-related research findings to increase understanding of best business practices, market conditions, the state of the economy, etc. (a sampling of media outlets include 30+ local print, online, TV and radio media outlets, Forbes, Inside Higher Education, The Chronicle of Higher Education, WalletHub.com, Upnext podcast, PBS News Hour, CNBC; Faculty-owned podcast: The Seismic Shift in Leadership; Five free summer courses on financial literacy/investing to inform average community members how to better manage and invest their money (attended by 200+ students, staff, community members, and alumni); Faculty advisors to student organizations including Alpha Kappa Psi, American Marketing Association, Beta Alpha Psi, Delta Sigma Pi, and Econ Club to foster leadership, management and team skills.

Community Collaboration

Examples of external and internal Community Collaboration programs over the last five years include: 500+ internships at both for-profit and non-profit organizations enhancing the practice of business and student skills; course assignments which include student consulting projects with local clients to enhance the practice of business (50+ clients); \$285,000 in student scholarships funded by the Student Managed Investment Fund to ease the financial burden felt by many CoB students; volunteer consulting for non-profits including coordinating Google Analytics analyses for Habitat for Humanity and Second Harvest Food Bank to enhance data and decision-making; and, consulting advisor to LA Restaurant Association and The Jewish Federation of Greater New Orleans to enhance business practices; and coordinating activities of the New Orleans Chapter of the Scholars Strategy Network, including the seminar: Forging Connections - Collaborating on public policy and its implementation to bring together community members and academics; Smarter use of resources within the College of Business to reduce waste and costs (ex: moving CoB forms and other printed resources online).

Going forward, our plan is to increase program development and consolidate efforts for maximum impact where possible with improved tracking and measurement. For example, the newly formed Student Advisory Board has been charged with developing a service project that will enhance the New Orleans and/or Loyola communities. In addition, the revised MBA curriculum includes a service learning capstone experience. The Center for Ethics and Economic Justice is poised to explore financial literacy programs for underserved communities. The Center for Entrepreneurship and Community Development continues to grow its outreach to the Loyola and New Orleans community developing more programs to assist fledgling entrepreneurs.

More details provided in the Appendix

APPENDIX

SECTION 3: NEW DEGREE PROGRAMS

GLOBAL MBA/TRIPLE MASTER'S continued

Intended Student Market Demand

Regarded as a prestigious course of study with the ability to prepare individuals for leadership positions, the MBA is the most popular masters' degree awarded in the US. As such, the landscape is highly competitive with incumbents and new entrants seeking to distinguish their programs on a variety of metrics. However, abundant supply of graduate programs is running up against demand constraints. So this partnership presents an exciting opportunity for Loyola which currently offers only domestic based MBA programs catering primarily to working professionals interested in a part-time program. Leveraging our Association to Advance Collegiate Schools of Business (AACSB) accreditation, along with the highly regarded reputations of the partner institutions, Loyola is well-positioned to launch an international option and significantly expand our reach.

From a demand perspective, the Global MBA will target a large, heterogeneous market across two continents and beyond. Similar to specialty master's programs, individuals will generally come without the benefit of significant work experience; however, the nature of this degree will expand our geographic reach to a national and international audience. Given this potential market, and the popularity of the degree, many universities currently compete for these prospective students. As a result, it is critical that new entrants develop programs with distinctive curricular elements offered at a competitive price. Even top worldwide business schools have developed partnerships to enhance their strong reputations. But it has also been a key driver for them to attract the best students and develop their premium strategy. We can expect the same trend for pre-experience MS and full-time MBA programs in the next few years based on the GMAC Market Intelligence Application Trends Survey Report. And given the shrinking, saturated regional market for the campus based MBA programs, the international environment provides the best opportunity to significantly expand enrollment.

Program Structure

We focus on "cross-crediting" and all "study abroad" courses will be cross listed with the equivalent course at the home institution. Specifically, we would let students travel and allow courses at each partner university to "count" so they will receive credits at the other partner university. Each school will review courses and credits given by the other partner schools. Specifically, a grade conversion table will be used to comply with European national grading policies. Program differentiation will be derived from each schools' core competencies and include leveraging benefits from synergies across the partner institutions.

- 15 US credits (5 x 3 credits) for Loyola MBA courses
- 15 US credits for SKEMA courses in Paris, France
- 15 US credits for LMU courses in Munich, Germany

Subtotal: 45 US credits would entitle students to the LOYNO MBA degree

- 15 US credits for "thesis" module to earn MS degrees from SKEMA/LMU

Total: 60 US credits (equivalent 120 European Credits) would entitle students to receive both the Diplôme Grande École from SKEMA and the Master of Science in Management from LMU.

Fall Semester Year 1 August-December (Loyola – USA):

- | | |
|---|-------------|
| (1) Financial & Managerial Accounting (ACCT 715) Alicia Yancy | 3.0 credits |
| (2) Organizational Behavior & Leadership (MGT 700) Frank Weinberg | 3.0 credits |

(3) Strategic Marketing (MKT 700) Todd Bacile	3.0 credits
(4) Managerial Economics & Statistics (DECS 725) John Levendis	3.0 credits
(5) Ethics and Social Justice (BA 704) Elisabeth Kincaid	3.0 credits
<u>Spring Semester Year 1 January-May (SKEMA –PARIS):</u>	
(1) Corporate Finance (FIN 700)	3.0 credits
(2) Innovation and Entrepreneurship (ENTR 820)	3.0 credits
(3) Supply Chain Management (MGT 710)	3.0 credits
(4) International Project Management (MGT 830)	3.0 credits
(5) Strategic Stakeholder Management (MGT 893)	3.0 credits
<u>Summer Session Year 1 June-July (LMU – MUNICH):</u>	
(1) Strategic Communication (MGT 705)	3.0 credits
(2) Advanced Analytics (DECS 835)	3.0 credits
(3) Competitive Strategy/Consulting Project (BA 750)	3.0 credits
<u>Fall Semester Year 2 September-October (LMU – MUNICH):</u>	
(1) Financial Risk Management (FIN 820)	3.0 credits
(2) Consulting Project (continued) (BA 855)	3.0 credits
<u>Fall/Spring Semester Year 2 November-April (TBD):</u>	
Thesis (completed at location of student choice)	15 credits

Budget Analysis

The Global MBA degree has the potential to significantly increase the profitability of our current budget based on the pro-forma budget below. Indeed, it offers an attractive cumulative net cash flow to LOYNO with collection of tuition revenue and allocation of marketing, recruitment and program management costs. The benefits include the fact that every thing has a cost, so no inequalities develop between partner institutions. Compensation is based on services provided and requires detailed accounting regarding the services provided as well as truthful reporting about the service provision. Specifically, the revenue calculation is as follows:

Total Revenues = Gross Tuition Payments - Scholarships

= Revenue (as is)

less Out-of-pocket costs (marketing, travel expenses, recruiting, etc.)

less Costs of the clearing at Loyola (admissions, grading, etc.)

less Program management costs

less Administrative personnel costs

less Board meeting costs

= Contribution Margin

less Teaching costs exclusively Global MBA program

less Teaching costs on a pro rata basis (if Global MBA mixed with other grad students)

less Grading costs

less Thesis supervision costs

= Profit (to be shared equally among partner institutions)

MS in HEALTHCARE MANAGEMENT continued

Intended Student Market Demand

To grow our resources and the excellence we provide to students, we must grow academic programs. By determining where demand from students and job markets match our strengths, we will continue to meet the needs of society and serve our mission. The primary target audience for this program will be professionals working across the fields of healthcare, marketing, operations, and finance. Some possible occupational titles that individuals in this audience may hold include nurse practitioner, research analyst, marketing specialist, human resources manager, hospital fundraising manager, public relations specialist, marketing manager, operations manager, and hospital administrator. Also targeted will be recent graduates with undergraduate degrees in public health, marketing, nursing, management, and general business.

To assist Loyola University in the launch of this program, Collegis Education conducted research to gain better insight into market dynamics. Specifically, an assessment of general market dynamics in the defined region for a master's degree in Healthcare Administration to understand the opportunity for this program. This assessment includes an analysis of consumer demand, employer demand and the competitive landscape. An in-depth competitive program review to identify areas of opportunity for Loyola to develop competitive and differentiated claims as they consider the addition of a new master's degree in Healthcare Management. Working with Collegis, they provided the following one year and five-year trend data:

National YoY Growth: +4%
National Yo5 Growth: +81%
TX YoY Growth: +15%
TX Yo5 Growth: +366%
National Search Volume Classification: Low
Anticipated Cost-Per-Click: High
Number of Regional Conferrals: 464
– 5-yr Growth Rate: +226%
Average Conferrals per Regional Program: 42

Key findings of the market research indicate that the market dynamics are strong for a master's in Healthcare Administration. Regional conferrals are growing at a much faster pace than new entrants into the market. This is a signal that there is opportunity for Loyola to capture market share with a new offering. Because of the emphasis on affordability in the market for this program, it was recommended that Loyola price the program aggressively. Of the providers reviewed, tuition ranges from \$9,300 to \$25,000. Collegis recommended total tuition under \$20,000, if possible. Our current pricing is \$818 per credit for online graduate programs (not including the MBA).

ENTREPRENEURSHIP MAJOR continued

Intended Student Market Demand

Entrepreneurship was the 117th most popular major in the 2018-2019 school year. Colleges in the United States reported awarding 10,427 degrees in this year alone (Collegefactual.com, 2018-2019). This represents a 18.3% increase in degrees awarded over the prior year's total of 8,522 (compared to a business degree average of 6%). The United States has 355 different schools where you can get a degree in entrepreneurial studies.

Examples of Students who completed Entrepreneurship minor or took more than one entrepreneurship course:

- **Peter Kovach, Economics 2014**
 - Community Manager, Building.co Oct 2015 Jun 2017
 - Growth Marketer, Blanker Jun 2017 – Jun 2018
 - Head of Strategic Partnerships, Daycation Jun 2018 – Jun 2020
 - Project Manager, Simple Texting, Jun 2020 - Present
- **Ashley Meeks, Finance, 2015**
 - 2015 Fellow, Venture for America, Employed Aug 2015 – Aug 2017
 - Product Manager, Enterprise Products, Capital One, Nov 2019 – Present
- **Meaghan McCormack, Management and Marketing 2016**
 - Goldman Sachs 10,000 Small Businesses Program Coordinator, May 2016-Dec 2017
 - Vice President of Program Management and Strategic Partnerships, Jan 2018- Apr 2020
 - Executive Director, St. Bernard Econ Development Foundation, Apr 2020- Present
- **Alfred Jackson, Economics 2017**
 - 2017 Fellow, Venture for America, Employed Jun 2017 – Jun 2019
 - Entrepreneur Support Manager, Arch Grants, Oct 2018 – Present
- **Bryant Istre, Political Science and Government 2019**
 - 2019 Fellow, Venture for America
 - Business Analyst, Tech Elevator, Jul 2019 – Jan 2021
- **Hernan Espinal, Marketing and Business Analytics 2019**
 - Product Manager, NetApp, Aug 2019 - Present

Jobs/Careers with Entrepreneurship Major

The Entrepreneurship major is designed to help students develop problem-solving and creative thinking skills, along with the ability to spot trends, recognize opportunities, and develop plans to capitalize on high-potential ideas. Emerging entrepreneurs and innovative managers of small to large businesses must be competent in various mediums of communication, have good negotiation skills, lead with ethics and integrity, and be grounded in business aspects of planning, capital investing, goal setting, and decision making. While some students will pursue starting their own business by using plans vetted during their undergraduate career or through participation in entrepreneurship support programs such as Venture for America¹, the following career paths are common in comparable schools:

- **Product Manager** - Project managers manage projects on time and in budget, by planning and allocating resources and people. They track work that needs completed, set deadlines and delegate tasks to the project team, identifying any potential risks. Types of work include construction, engineering, marketing, and more.
- **Product Development** - Product managers assist in the development of commercial or industrial products. They work with marketers, accountants, scientists, executives, and other professionals to ensure the safety, functionality, and style of the goods produced.
- **Business/Innovation Analysis** - Analysts help companies save costs without compromising the quality of the service or process by providing guidance for their business. Some of the important skills they have are critical thinking to find solutions that will benefit the company,

¹ VFA is a two-year fellowship program for recent grads who want to work at a startup and create jobs in American cities. Fellows learn important startup skills at a month long Training Camp, apply for jobs within the VFA company network, and work for two years as full-time, salaried employees in one of 13 cities. When Fellows are ready to start a company—be it two years after college or ten—VFA has the resources (like prize competitions, an accelerator, and seed fund) to help make that dream a reality.

problem-solving skills to come up with recommendations, and communication to relay these effectively.

- **Sales** - Plan campaigns to create interest in their product or service always keeping the end goal or big picture in mind. These roles create and evaluate marketing strategies and oversee a team of marketing professionals. Skills include excellent communication, organization, planning and a positive attitude towards their work.
- **Business Development and Support** - Business developers assist companies to acquire new customers and sell additional products or services to existing ones. They play a crucial role in helping their companies expand and grow.

Learning Goals and Assessment

The expected Student Learning Outcomes for the Entrepreneurship Major are:

1. Entrepreneurship majors will be able to *deliver a compelling narrative about themselves and their ideas to external audiences*. Students master oral and visual presentation skills and establish a foundation of confidence in the skills necessary to cause others to act.
2. Entrepreneurship majors will be able to *tackle problems worth solving*. Students advance their skills in customer development, customer validation, competitive analysis, and iteration while utilizing the state-of-the-art tools and practices to determine the viability of new ventures.
3. Entrepreneurship majors will be able to *mobilize people and resources to create elegant solutions to promising opportunities*. Students identify and recruit customers, stakeholders, and team members through networks, primary customer research, and competitive and industry analyses to creatively prioritize and pursue business and social innovation opportunities.
4. Entrepreneurship majors will be able to *demonstrate knowledge of how to value and obtain funding for new ventures*. Students will articulate knowledge of financial techniques used to build viable revenue models, value new ventures, and determine the appropriate funding source for a venture.

Assessment will take place through the submission, prior to graduation, of a video recorded investor pitch and an accompanying slide deck to the faculty director (or associated staff member) of the Center for Entrepreneurship and Community Development.

- **Tools:** The pitch will be evaluated by Center staff and/or professionals deemed qualified to evaluate pitch by a Center representative. The pitch will be evaluated based on the rubric below. Note that items that measure learning objectives are highlighted.
- **Frequency:** While the objectives will be reinforced in several of the Major courses, the assessment described here will take place at least once over the course of a student's tenure at Loyola. The evaluation will take place after the student has attended the Entrepreneurship 300 class to ensure a baseline of knowledge across a sample of students.

• Criteria	Does Not Meet Expectations (0)	Meets Expectations (3)	Exceeds Expectations (5)
Verbal / Non Verbal Communication (obj. 1)	Difficult to hear much of the time; too much use of jargon. Hesitation. Minimum eye contact or toward only some of the audience; turns back to read slides. Inappropriate presentation attire or visual aid(s)	Most of the audience can hear and understand. Audience is engaged but not fully relaxed or absorbed. Turns back to audience to read slides. Visual aids complement presentation.	Can be clearly heard and understood by all audience members. Uses non-jargon terms well. Good rapport, including all audience; eye contact; open and welcoming to questions. Visual aid(s) supplements content well throughout.
Time Management (10 min + 5 min questions)	Did not adhere to specified time limit by being significantly over or under time. Was too slow or fast in certain sections.	Was reasonably within the time constraints specified with the presentation. Pace of presentation was adequate.	Was on time and paced pitch appropriately throughout.

Total from this presentation skills section: _____ (10 possible points)

Criteria	Does Not Meet Expectations (0)	Meets Expectations (5)	Exceeds Expectations (10)
Do you solve a Tier 1/ compelling problem? (obj. 2)	Does not address a top tier customer pain point	Acknowledges a pain point that isn't important to customers or doesn't provide one clear pain	Great problem-solution fit for a top tier customer problem presented in a compelling way
Can you identify a targeted segment in a promising market?	Did not identify a clear segment or identified a segment that was overly broad or not appropriate	Identified a customer segment in a declining, small or otherwise unpromising market	Identified a clearly defined customer segment appropriate to the size of the business in a promising market
Do you have a clear value proposition?	Did not mention or did not clearly define a compelling pain or gain point and the value the solution offers	Articulated a pain or gain point but did not offer a solution that provided clear, differentiated value to a customer segment	Clearly articulated a differentiated value proposition (i.e., solved a problem or was clearly appealing) to a clear-cut customer segment
How have you validated your solution with the customers/experts? (obj. 3)	Did not or barely validated solution with potential customers. Did not integrate customer input	Reached out to potential customers but asked the wrong questions or the wrong people for input. superficially tackled input	Got evidence from potential customers, experts and others that made hypotheses about a pain point and solution appear unquestionable. Meaningfully tackled input
Do you present a Demo showcasing value through user experience?	A Demo is either not presented or is insufficient to show value of the product/service or full user experience	Demo captures some of the customer journey but does not sell audience on value of the product	Demo captivates audience by taking them through a customer experience that shows what is unique and interesting about the product/service
Is your financial model complete / investable? (obj. 4)	Did not articulate how the startup would eventually make money and what money would need to be spent to get there	Revenue and cost models are unsustainable or not fully articulated.	Suggested a viable and sustainable financial model that is sufficient to scale the business. Appealing to external investors through breakeven analysis
What sets your model apart from competitors? (obj. 3)	Did not offer competitor comparisons/analysis. Might have claimed that they do not have competitors.	Claimed to be different from competitors in a way that is easily imitable or immaterial	Analysis acknowledges competitors and provides clear evidence of differentiation both in features and market position
Do you present a go-to-market plan that is viable and scalable?	The model presented is not scalable beyond a lifestyle business. Scalability and "viralness" are not discussed	The model is only modestly scalable. A clear path to market and subsequent growth is not offered	A go-to-market plan is presented that supports the notion that the startup is both scalable and repeatable. There is a compelling path to long term growth and a profitable exit
Does your 'ask' leave the investors wanting to jump in? (obj.4)	The pitch ends without a clear ask or with an ask that is unreasonable or unappealing to a potentially interested investor or mentor	The ask is delivered appropriately but lacks "build-up" or a compelling proposition	The ask leaves audiences wanting to invest in the company, find out more about the product or service and/or become part of the startup

Total from content section: _____ (90 possible points)

SECTION 4: FINANCIAL STRATEGY

MBA PRICING STRATEGY continued

We also standardized the student fees charged for on-campus and on-line students. The previous fee structure is shown below.

FY20-21 - Full-time on-campus fees \$792; Part-time on-campus fees \$412; Summer fees - \$81.50

FY20-21 - Full-time on-line fees \$225; Part-time on-line fees \$112.50; Summer fees - \$225/\$112.50

We changed the fees that are changed to the following for both on-campus and on-line MBA:

FY21-22 - Full-time: \$500; Part-time: \$250; Summer: \$225 (Full-time) and \$100 (Part-time)

1. On-line MBA students enrolled during AY20-21 will be grandfathered into the program with the current hourly tuition rate of \$818. Beginning Fall 2021, this reduced rate will be honored for a maximum of three years. IT and Finance will track and manually discount these students.
2. Beginning Fall 2021, the current on-campus MBA students paying \$1,005 per credit hour will pay the new rate of \$950 per credit hour.
3. To minimize the negative budget impact on IT (with regard to fees), it was decided to keep the current IT portion of fees the same for Fall/Spring and divide the remaining fee revenue proportionally to the other departments. Based upon the same reasoning, all summer revenue was allocated to IT.

Together, these changes will provide equalized pricing for both modalities and lessen the exposure for the University should MBA classes be required to be taught online exclusively due to COVID-19.

Since we launched the online MBA program, a significant portion of the on-ground student body has expressed interest in taking online courses to increase the flexibility of their degree completion plan. This is difficult to accommodate in the structure of the current billing system, where students are billed based on the program they were admitted under (either the “BU” college on-campus program or the “OBU” online program) and not based on course enrollment. There is no easy way to bill online courses separately from on-campus courses.

In addition, there is evidence that the online program has cannibalized some potential entrants to the on-campus program, likely as a result of the greater flexibility and the significant price differential.

The following tables provide more information regarding per credit hour tuition price for our Jesuit counterparts and our local competitors. Specifically looking at our local competitors’ information, the two local programs that have both online and on-ground programs (LSU BR and Southeastern) charge a higher per-credit hour price for online compared to the in-state on-ground tuition.

Jesuit MBA Programs		
University	On-campus	Online
Loyola University New Orleans	\$1,005	\$818
Seattle University	\$882	\$882
University of Detroit Mercy	\$789	\$789
Creighton University	\$896	\$1,100
Santa Clara University	\$1,178	\$1,178
Xavier University	\$815	\$815
The University of Scranton	\$965	\$965
Loyola University Chicago	\$1,496	\$1,496
Saint Joseph's University	\$1,043	\$1,043
Marquette University	\$1,170	\$1,170
Average (excluding Loyola NO)	\$1,044	\$1,070

Local Competitors			
University	In State On-Campus	Out of state On-Campus	Online
Louisiana State University (BR)	\$708	\$1,354	\$1,110
Louisiana State University Shreveport	-	-	\$415
University of New Orleans	\$395	\$550	-
Southeastern (Hammond)	\$401	\$901	\$525
Louisiana Tech (Ruston)	\$282 (and online)	\$714 (and online)	
Tulane University	\$1675	\$1,800	-

Compared to the local market, our MBA program is positioned as an attractive mid-price option. We compare very favorably to Tulane, and compete strongly with LSU and UNO due to our smaller class sizes and the specialized attention we are able to offer to students.

We have surveyed our current on-campus student body (Jan. 2020), and 60% of respondents (13 of 22) indicated an interest in having the ability to enroll in online courses. We believe aligning the price for both programs will allow us to better serve our students, as they will be able to enroll in whatever classes best fit their schedule and interests.

In addition, we believe it will allow us to be more strategic with course section offerings on a yearly basis, eliminating the need to duplicate the entire MBA schedule of course offerings in both on-campus and online delivery modes. By enrolling on-ground students in online classes and vice-versa, we can free up faculty workload to allow us to offer more elective options for the online student body without compromising the availability of courses for on-campus students.

We feel the hybrid model will increase the attractiveness of both the on-campus and online programs, and will lead to overall increased enrollment and greater student satisfaction. There is a possibility that enrollment in the online program may decline as a result of the increased cost, but we believe the end result will be positive for the following reasons:

1. There will no longer be the risk of on-campus students switching to the lower-priced online program and of the associated loss in realized revenue.

2. The online program, in alignment with our Jesuit peers, is already priced higher than low-cost public school competitors. If an online student is very price sensitive, they would already be applying to LSU Shreveport or to Southeastern instead of to Loyola, even at \$818.
3. We believe the value of the hybrid model, offering the possibility of local online students to take advantage of on-campus classes, outweighs the slight increase in cost.

SECTION 5: FACULTY QUALIFICATIONS

Table 3-1

Faculty Sufficiency and Qualifications Summary for
Most Recently Completed Regular Academic Year, **Overall**

Grand Total (P) 10,569 (P+S) 12,717			SA= 1550 PA = 380 SP= 0 IP = 510 A= 0
Overall Ratios Faculty Sufficiency Guidelines: <ul style="list-style-type: none"> Overall guideline: $P/(P+S) \geq 75\%$ <u>Overall CoB: 83% MET</u>			Faculty Qualifications Guidelines: <ul style="list-style-type: none"> Overall SA guideline: $(SA)/(SA + PA + SP + IP + A) \geq 40\%$ <u>Overall CoB: 64% MET</u> Overall SA + PA + SP + IP guideline: $(SA + PA + SP + IP)/(SA + PA + SP + IP + A) \geq 90\%$ <u>Overall CoB = 100% MET</u>

Table 3-1

**Faculty Sufficiency and Qualifications Summary for
Most Recently Completed Regular Academic Year, by Discipline**

Faculty Portfolio by Discipline <i>List by Individual Faculty</i>			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Professional Responsibilities	Faculty Qualifications With Respect to Percent of Time Devoted to Mission					Brief Description of Basis for Qualification (Enter brief quantitative and/or qualitative information corresponding to the school criteria for each category.)
Individual Faculty Member Name	Specialty Field	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Additional Faculty (A)	
Discipline <u>ACCOUNTING</u> Degrees or majors are offered in this discipline <input checked="" type="checkbox"/> Degrees or majors are not offered in this discipline <input type="checkbox"/>											
Main, Daphne	Accounting	PhD 1990	564		UT SER ADM	100					PhD in field; 4/4 teaching load; Acct Dept Coord; Textbook reviewer, CPA; Active RES
Rambo, Robert	Accounting	PhD 1994	480		UT MT SER	100					PhD in field; 4/4 teaching load; Meets SA pub requirement; Active RES
Yancy, Alisha	Accounting	PhD 2014	450		UT MT RES SER	100					PhD in field; CPA; active research
Booth, Gregory	TAX	MSTAX 2008		63	UT				10		Director, Tax Services Group, P&N; CPA
Cover, Geoff	Audit/TAX	MACCT 2008		75	UT				20		Consulting Partner in regional firm, CRI; CPA
Total Accounting			1494	138		100 30%	200 61%		30 9%		
Discipline A Ratios Faculty Sufficiency Guidelines: Discipline A: $P/(P+S) > 60\%$ <u>Accounting Ratio: 92% MET</u>					Faculty Qualifications Guidelines: SA guideline: $(SA)/(SA + PA + SP + IP + A) \geq 40\%$ Accounting: 30% Did not meet Discipline A SA + PA + SP + IP guideline: $(SA + PA + SP + IP)/(SA + PA + SP + IP + A) \geq 90\%$ <u>Accounting: 100% MET</u>						

Table 3-1

**Faculty Sufficiency and Qualifications Summary for
Most Recently Completed Regular Academic Year, by Discipline**

Faculty Portfolio by Discipline <i>List by Individual Faculty</i>			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Professional Responsibilities	Faculty Qualifications With Respect to Percent of Time Devoted to Mission					Brief Description of Basis for Qualification (Enter brief quantitative and/or qualitative information corresponding to the school criteria for each category.)
Individual Faculty Member Name	Specialty Field	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Additional Faculty (A)	
Discipline ANALYTICS/MIS Degrees or majors are offered in this discipline <input checked="" type="checkbox"/> Degrees or majors are not offered in this discipline <input type="checkbox"/>											
Anderson, Jan	MIS		327		UT SER				50		1 prj; ongoing CTP credential.
Dhar, Sumit	ENGI	MS 1999		51	UT				10		Extensive Experience consumer analytics, bus modeling.
Krasnozhan, Leo	Analytics ECON	PhD 2010	126		UT MT R/S	20					Meets # of ICs; Act RES; Multiple book chapters; Media interviews; journal referee
Levendis, John	Analytics ECON	PhD 2004	225		UT/MT R/S/A	80					Meets # of ICs; Act RES; Academic Book '18; 3+prjs, journal referee
Lindsay, K	Financial Econ	PhD 2017		123	UT MT	10					Within 5 years of PhD;
Reed Kendra	Mgt	PhD	24		UT/R/S		10				Active res; 1prj
Schulinkamp	Mgt	DS		39	UT				20		30+ yrs exp in project mgt. quality mgt. consulting
Straight, Nate	Analytics	MBA 2009		237	UT				20		Extensive professional & technical skills; STATA, Excel, Python proficient
Total Analytics/MIS			702	450		110 50%	10 5%		100 45%		
Discipline A Ratios Faculty Sufficiency Guidelines: • Discipline A: P/(P+S) > 60% • Analytics/MIS Ratio: 61% MET					Faculty Qualifications Guidelines: Discipline A SA guideline: (SA)/(SA + PA + SP + IP + A) ≥ 40% Analytics/MIS : SA 50%; MET Discipline A SA + PA + SP + IP guideline: (SA + PA + SP + IP)/(SA + PA + SP + IP + A) ≥ 90% Analytics/MIS 100% MET						

Table 3-1
Faculty Sufficiency and Qualifications Summary for
Most Recently Completed Regular Academic Year, by Discipline

Faculty Portfolio by Discipline <i>List by Individual Faculty</i>			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Faculty Qualifications With Respect to Percent of Time Devoted to Mission					Brief Description of Basis for Qualification (Enter brief quantitative and/or qualitative information corresponding to the school criteria for each category.)
Individual Faculty Member Name	Specialty Field	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)	Normal Professional Responsibilities					
					Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Additional Faculty (A)	
Discipline ECONOMICS Degrees or majors are offered in this discipline <input checked="" type="checkbox"/>										
Degrees or majors are not offered in this discipline <input type="checkbox"/>										
Block, Walter	Econ	PhD 1972	48		UT RES	100				Meets # of ICs; Act RES; Multiple books
Bautista, Jose	Econ	PhD 1987		51	UT		10			Tenured at Xavier Univ NOLA,
Krasnozhan, L	Econ	PhD 2010	387		UT MT RES SER	80				Meets # of ICs; Act RES; Multiple book chapters; Media interviews; journal referee
Levendis, John	ECON, Analytics	PhD 2004	90		UT MT RES SER ADM	20				Meets # of ICs; Act RES; Academic Book '18; 3+prjs, journal referee
Lindsay, K	Financial Econ	PhD 2017		432	UT	40				Within 5 years of completing PhD
Total Economics			525	483		240 96%	10 4%			
Discipline A Ratios Faculty Sufficiency Guidelines: • Discipline Economics: $P/(P+S) > 60\%$ Economics: 52% Not Met					Faculty Qualifications Guidelines: Discipline A SA guideline: $(SA)/(SA + PA + SP + IP + A) \geq 40\%$ Economics: 96% MET Discipline A SA + PA + SP + IP guideline: $(SA + PA + SP + IP)/(SA + PA + SP + IP + A) \geq 90\%$ ECON: 100%					

Table 3-1

**Faculty Sufficiency and Qualifications Summary for
Most Recently Completed Regular Academic Year, by Discipline**

Faculty Portfolio by Discipline <i>List by Individual Faculty</i>			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Professional Responsibilities	Faculty Qualifications With Respect to Percent of Time Devoted to Mission					Brief Description of Basis for Qualification (Enter brief quantitative and/or qualitative information corresponding to the school criteria for each category.)
Individual Faculty Member Name	Specialty Field	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Additional Faculty (A)	
Discipline FINANCE Degrees or majors are offered in this discipline <input checked="" type="checkbox"/>											
Degrees or majors are not offered in this discipline <input type="checkbox"/>											
Alexander, Les	FIN	MBA 1993		54	MT				10		30+ years exp investment banking, venture capital
Amoss, David	FIN	BBA 2003		87	UT				10		Extensive professional experience ; CFA
Dicle, Mehmet	FIN	PhD 2008	543		UT MT RES SER	90					Meets # of ICs; Act RES; 4+ PRJs within last 5 years
Travis, Denver	FIN	PhD 2006	876		UT MT RES SER	100					Meets number of ICs; active research
Total Finance			1419	141		190 90%			20 11%		
Discipline A Ratios Faculty Sufficiency Guidelines: • Discipline A: $P/(P+S) > 60\%$ • 91% MET					Faculty Qualifications Guidelines: Discipline A SA guideline: $(SA)/(SA + PA + SP + IP + A) \geq 40\%$ FINANCE: 90% MET Discipline A SA + PA + SP + IP guideline: $(SA + PA + SP + IP)/(SA + PA + SP + IP + A) \geq 90\%$ FINANCE = 100% MET						

Table 3-1

**Faculty Sufficiency and Qualifications Summary for
Most Recently Completed Regular Academic Year, by Discipline**

Faculty Portfolio by Discipline <i>List by Individual Faculty</i>				Faculty Sufficiency Related to Teaching (a.g., SCH, ECTS, contact hours)		Faculty Qualifications With Respect to Percent of Time Devoted to Mission					Brief Description of Basis for Qualification (Enter brief quantitative and/or qualitative information corresponding to the school criteria for each category.)		
Individual Faculty Member Name	Specialty Field	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Normal Professional Responsibilities	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)		Additional Faculty (A)	
Discipline International Business Degrees or majors are offered in this discipline <input checked="" type="checkbox"/>													
Degrees or majors are not offered in this discipline <input type="checkbox"/>													
Bauer	MKT	PhD 2019	45		UT RES SER	10					Meets # of ICs; Act RES; 4+ PRJs within last 5 years		
Barboza	IB	PhD 1997	384		UT RES SER ADM	100					Meets # of ICs; Act RES; 4+ PRJs within last 5 years		
Dicle	FIN	PhD 2008	51		UT GT RES SER	10					Meets # of ICs; Act RES; 4+ PRJs within last 5 years		
Total International Business			480			120 100%							
Discipline A Ratios Faculty Sufficiency Guidelines: Discipline A: $P/(P+S) > 60\%$ International Business 100% MET					Faculty Qualifications Guidelines: $\geq 40\%$ International Business: 100% MET Discipline $\geq 90\%$ International Business: 100% MET								

Table 3-1

**Faculty Sufficiency and Qualifications Summary for
Most Recently Completed Regular Academic Year, by Discipline**

Faculty Portfolio by Discipline <i>List by Individual Faculty</i>			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Faculty Qualifications With Respect to Percent of Time Devoted to Mission							Brief Description of Basis for Qualification (Enter brief quantitative and/or qualitative information corresponding to the school criteria for each category.)
Individual Faculty Member Name	Specialty Field	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)	Normal Professional Responsibilities							
					Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Additional Faculty (A)			
Discipline MANAGEMENT Degrees or majors are offered in this discipline <input checked="" type="checkbox"/>												
Degrees or majors are not offered in this discipline <input type="checkbox"/>												
Anderson, Jan	MIS, Business	MBA 2020	411		UT SER				50		1 prj; ongoing CTP credential	
Ashiru, Taofeeq	MGT	MBA 2011		66	GT				10		Independent Mgt Consultant/ 20+ years Business experience	
Chadha, Guru	QSM	PhD 2012		51	GT				10		20+years business exp; multiple certifications & professional accreditation	
Islam, Mazhar	MGT	PhD 2011	462		UT, GT, RES SER	100					Meets # of ICs; Act RES; Academic Book	
Johnston, M	Comm/ Leadership	PhD 1999	543		UT GT RES SER	100					Meets # of ICs; Act RES; Academic Book	
Mack Iris	Math Comp Science	PhD	726		UT, SER	100					Multiple books, 30+ yrs experience in business	
Massa Felipe	Entrepre- neurs hip,	PhD 2013	321		UT GT RES SER ADM	100					Meets # of ICs; Act RES; Academic Book	

Menard, Toby	SC Mgt	MBA, '95 MS QM '98		132	GT				20		30+ years exp SCMgt; Exe VP; VP Contracting & Procurement
Mobley, Toni	HR	MA 2002		105	UT				20		20+ yrs HR experience business and non- profit
Reed, Kendra	MGT	PhD	303		UT SER		90				1 prj., active res, previously held tenure
Schulinkamp, R	MGT	DS	PA	108	UT, GT		30				30+ yrs exp in project mgt. quality mgt. consulting
Screen, Chris	Law	JD 1975	831		UT SER				100		40+ yrs experience as Associate/Staff Atty with corporations
Watts, Bara	Entrepr eneurs hip	MBA 2017	183		UT GT SER ADM				100		30+ yrs exp in business and entrepreneurship
Weinberg, F	Mgt	PhD 2010	540		UT GT SER	100					Meets # of ICs; Active RES; 3+ PRJs within last 5 years
White, Robert	Theolo gy / Ethics	PhD 2016		381	UT		40				Administrator/profess or, The Vatican, 15 yrs
Total Discipline Management			4320	843		500 52%	160 16%		310 32%		

Faculty Sufficiency Guidelines: Discipline: $P/(P+S) > 60\%$ Management: 84% MET	Faculty Qualifications Guidelines: Discipline A SA guideline: $(SA)/(SA + PA + SP + IP + A) \geq 40\%$ Management 53% <ul style="list-style-type: none"> Discipline A SA + PA + SP + IP guideline: $(SA + PA + SP + IP)/(SA + PA + SP + IP + A) \geq 90\%$ MET: 100%
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Table 3-1

**Faculty Sufficiency and Qualifications Summary for
Most Recently Completed Regular Academic Year, by Discipline**

Faculty Portfolio by Discipline <i>List by Individual Faculty</i>			Faculty Sufficiency Related to Teaching (a.g., SCH, ECTS, contact hours)		Faculty Qualifications With Respect to Percent of Time Devoted to Mission					Brief Description of Basis for Qualification (Enter brief quantitative and/or qualitative information corresponding to the school criteria for each category.)
Individual Faculty Member Name	Specialty Field	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)	Normal Professional Responsibilities					
					Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Additional Faculty (A)	
Discipline Marketing Degrees or majors are offered in this discipline <input checked="" type="checkbox"/>										
Degrees or majors are not offered in this discipline <input type="checkbox"/>										
Bauer, Brittney	MKT	PhD 2019	522		UT, Res, Ser	90				Meets # of ICs; Act RES; 4+ PRJs within last 5 years
Bacile, Todd	MKT	PhD 2013	540		UT,GT, RES SER ADM	100				Meets # of ICs; Active body of RES; 6+ PRJs within last 5 years
Mills, Adam	MKT	PhD 2016	567		UT GT RES SER	100				Meets # of ICs; Act RES; 4+ PRJs within last 5 years
Moser, E	MKT	MBA 2020		573	UT			50		15+ years' experience promo, service, digital mkt. and event met
Total Discipline Marketing			1629	573		290 85%		50 15%		

Discipline A Ratios Faculty Sufficiency Guidelines: • Discipline: $P/(P+S) > 60\%$ Marketing: 74% MET	Faculty Qualifications Guidelines: Discipline SA guideline: $(SA)/(SA + PA + SP + IP + A) \geq 40\%$ Marketing 85% MET • Discipline A SA + PA + SP + IP guideline: $(SA + PA + SP + IP)/(SA + PA + SP + IP + A) \geq 90\%$ Marketing 100% MET
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Table 3-2

**Deployment of Faculty by Qualification Status in Support of Degree Programs
for the Most Recently Completed Regular Academic Year**

Faculty percent of teaching by program and degree level (indicate metric used: credit hours, contact hours, courses taught , or another metric appropriate to the school)						
Degree Program ¹	Scholarly Academic (SA) %	Practice Academic (PA) %	Scholarly Practitioner (SP) %	Instructional Practitioner (IP) %	Additional (A) %	Total %
Bachelor's Program	58%	18%	0	24%	0	100%
Research Master's Program A	NA	NA	NA	NA	NA	100%
MBA Program	70%	3%	0	27%%	0	100%
Specialty Master's Program B	N/A					100%
Doctoral Program	N/A					100%

¹ Bachelor's programs can be combined into one line, while master's and doctoral programs are listed individually.

SECTION 6: CURRICULUM

MS in HEALTHCARE MANAGEMENT continued

Overview of Program Requirements: 30 credit hours required for completion

- **Master of Science in Healthcare Management core courses:** 18 credits
 - Business courses: 9 credit hours
 - Healthcare courses: 9 credit hours
 - **Specializations** - 9 credits from one of the following areas:
 - Marketing & Communications
 - Data Analysis
 - Project Management & Operations
 - Customized (pick any electives)
 - **Cross-Disciplinary Capstone Project:** 3 credits
 - **Master of Science Core Courses** - 18 credits:
 - BA 601 Applied Business Mathematics
 - CNH The Business of Healthcare
 - FIN 700 Financial Management
 - ACCT 715 Financial & Managerial Accounting
 - CNH Healthcare Informatics
 - Law Health Policy
 - **Choose One of the Following Specializations -**
 - *Marketing & Communications* - 9 credits (Pick 3 courses):
 - MKT 700 Strategic Marketing
 - MKT 825 Consumer Analysis and Research
 - CMMN 810 Crisis Communication
 - CMMN 820 Corporate & Social Responsibility
 - *Data Analysis* - 9 credits (Pick 3 courses):
 - DECS 725 Managerial Economics & Statistics
 - MKT 825 Consumer Analysis & Research
 - MKT 820 Digital Marketing & Analytics
 -
 - *Project Management & Operations* - 9 credits (Pick 3 courses):
 - MGT 700 Organizational Leadership
 - MGT 710 Operations & Process Management
 - MGT 830 Project Management
 - MGT 835 Lean Six Sigma
 - *Customized Track* (Choose your own path) - 9 credits (Pick any 3 courses):
 - **Capstone Practicum Course** – 3 credits:
 - CNH/BA 855 Healthcare Leadership Capstone Project
-

SECTION 7: ASSURANCE of LEARNING

CORE MBA (Full-Time, Fast-Track, Online) Learning Goals, Objectives & Rubrics

Learning Goal 1: Strategic Leadership

Objective 1.1: Demonstrates understanding of functional areas of the business

Rubric:

- Demonstrates an understanding of how to do work across a variety of different functional areas of the organization.
- Considers multiple perspectives to craft a strategic recommendation or conclusion.
- Formulates strategies ideas that leverage cross-functional capabilities.

Objective 1.2: Communicate effectively to stakeholders

Rubric:

- Addresses the audience with appropriate tone and format.
- Uses data and logic to make a persuasive argument.
- Conveys information clearly and concisely.

Learning Goal 2: Evidence-Based Decision-Making

Objective 2.1: Use evidence to inform managerial decision-making

Rubric:

- Collect relevant and necessary evidence needed to inform the decision-making process.
- Analyzes data or information needed to inform the decision-making process.
- Leverages evidence to guide decision-making.

Learning Goal 3: Principled Value Creation

Objective 3.1: Demonstrates understanding of socially responsible, ethical business practices

Rubric:

- Identifies cognitive biases that affect individual decision-making
- Recognizes ethical considerations in the formulation or evaluation of ideas
- Demonstrates the ability to link potential actions to consequences

**Map of Learning Goals and Objectives:
MBA (Full-Time, Fast-Track, Online)**

Learning Goals	Learning Goal 1: Strategic Leadership		Learning Goal 2: Evidence-Based Decision-Making	Learning Goal 3: Principled Value Creation
Learning Objectives	Objective 1.1: Effectively collaborate across functional organizational areas	Objective 1.2: Communicate effectively to stakeholders	Objective 2.1: Use evidence to inform managerial decision-making	Objective 3.1: Demonstrates understanding of socially responsible, ethical business practices
BA B704 Ethical and Social Justice	Introduce/ Reinforce	Reinforce	Introduce/ Reinforce	Reinforce
ACCT B715 Financial & Managerial Accounting	Introduce/ Reinforce	Reinforce	Introduce/ Reinforce	Reinforce
FIN B700 Financial Management			Introduce/ Reinforce	
BUAN B725 Managerial Economics & Statistics	Introduce	Reinforce	Reinforce	
MKT B700 Strategic Marketing		Reinforce	Introduce/ Reinforce	Introduce
MGT B700 Organizational Leadership				Introduce
MGT B705 Strategic Communication		Introduce		
BA B750 Competitive Strategy	Assess	Assess	Assess	Assess
ENTR B815 Venture Capital Investment				
ENTR B820 Innovation & Entrepreneurship				

ENTRY B825 Entrepreneurial Strategy				
ENTR B830 New Venture Consulting				
ENTR B831 Lean Startup Launchpad				
FIN B805 Investment Management				
FIN B815 Venture Capital Investment				
FIN B815 Venture Capital Investment				
FIN B830 Real Estate Investment				
FIN B835 Business Decision Modeling				
MGT B710 Operations + Process Management	Reinforce	Reinforce	Reinforce	Reinforce
MGT B725 Quality + Performance Excellence				
MGT B800 Management Consulting + Research				
MGT B830 Project Management				
MGT B835 Lean Six Sigma				
MKT B810 Retail + Sales Management				
MKT B815 Integrated Brand Promotion				

MKT B820 Digital Marketing + Analytics				
MKT B825 Consumer Analysis + Research				
MKT B840 Services Marketing				

GLOBAL MBA Learning Goals, Objectives & Rubrics

Required courses taken at Loyola: Ethics, Econ/Stats, Accounting, Marketing, Leadership

Learning Goal 1: Strategic Leadership

Objective 1.1: Demonstrates understanding of the global impact of business

Rubric:

- Demonstrates an understanding of how different functional areas of the organization work together.
- Considers multiple perspectives to craft a strategic recommendation or conclusion.
- Formulates strategies that consider the global operating environment and stakeholders.

Learning Goal 2: Evidence-Based Decision-Making

Objective 2.1: Use quantitative evidence to inform managerial decision-making

Rubric:

- Collect relevant and necessary evidence needed to inform the decision-making process.
- Analyzes data or information needed to inform the decision-making process.
- Leverages evidence to guide decision-making.

Learning Goal 3: Principled Value Creation

Objective 3.1: Demonstrates understanding of socially responsible, ethical business practices

Rubric:

- Identifies cognitive biases that affect individual decision-making
- Recognizes ethical considerations in the formulation or evaluation of ideas
- Demonstrates the ability to link potential actions to consequences

M.S. in MARKETING & COMMUNICATIONS Learning Goals, Objectives & Rubrics

Required MBA courses: Marketing, Digital Marketing

Learning Goal 1: Strategic Marketing Leadership

Objective 1.1: Demonstrates understanding of how marketing impacts multiple stakeholders

Rubric:

- Demonstrates understanding of socially responsible, ethical marketing practices.
- Able to understand and evaluate the elements of a firm's marketing strategy.
- Understands how to segment a market and compare the attractiveness of different segments.
- Communicates marketing strategy effectively to stakeholders

Learning Goal 2: Evidence-Based Decision-Making

Objective 2.1: Use evidence to inform decision-making

Rubric:

- Collect relevant and necessary evidence needed to inform the decision-making process.
- Analyzes data or information needed to inform the decision-making process.
- Leverages digital marketing technology to guide analysis and decision-making.

Learning Goal 3: Current & Emerging Technologies

Objective 3.1: Demonstrates fluency in current and emerging technologies as they apply to marketing and communications practice

Rubric:

- Uses digital marketing metrics to inform strategic recommendations.
- Demonstrates knowledge of current digital marketing technologies and metrics.
- Critically evaluate digital strategy as related to a company's business needs

M.S. in HEALTHCARE MANAGEMENT Learning Goals, Objectives & Rubrics

Required MBA courses: Healthcare Business, Finance, Accounting

Learning Goal 1: Strategic Healthcare Leadership

Objective 1.1: Demonstrates understanding of the business of healthcare

Rubric:

- Demonstrates an understanding of how business decisions influence different functional areas of the organization.
- Demonstrates leadership skills that facilitate inter-professional collaboration, effective communication, and strategic thinking
- Formulates strategies that create value for both healthcare providers and healthcare recipients
- Recognizes ethical considerations in the formulation or evaluation of ideas

Learning Goal 2: Evidence-Based Financial Decision-Making

Objective 2.1: Use evidence to inform managerial financial decision-making

Rubric:

- Understands how financial markets, technologies and instruments work
- Analyzes data or information needed to describe and measure financial risk
- Demonstrates understanding of securities portfolio management

Learning Goal 3: Principled Financial Management

Objective 3.1: Demonstrates understanding of socially responsible, ethical accounting practices

Rubric:

- Demonstrates fluency in financial statement analysis
- Identifies and interprets appropriate cost accounting analyses for business decisions
- Able to prepare and interpret flexible budgets and financial performance evaluations

Master of Science in Healthcare Management

Assessment of the Student Learning Outcomes will be achieved through review of selected tests/assignments in the different courses. In addition, the Capstone Project will be used to provide information on the efficacy of the program. The results of the assessment will be used to inform the course content, design and delivery going forward.

The Master of Science in Healthcare Management program will adopt the same Assurance of Learning (AoL) process as the campus program allowing us to easily compare outcomes between the other graduate programs in business. The current data collection process was revised recently to include a general skills test and six course-embedded measures to assess students' mastery of the programmatic learning goals and objectives. Coordination efforts among the colleges will be necessary to ensure meeting accreditation criteria across different agencies. Thus, the Master of Science in Healthcare Management supports our accreditation standards and has a robust assessment plan to help ensure the consistent achievement of stated student learning goals and objectives.

Map of Learning Goals and Objectives: M S in Healthcare Management							
Learning Goals	Learning Goal 1: Strategic Leadership			Learning Goal 2: Evidence-Based Decision-Making		Learning Goal 3: Principled Value Creation	
Learning Objectives	Objective 1.1: Effectively collaborate across functional organizational areas	Objective 1.2: Communicate effectively to stakeholders		Objective 2.1: Use evidence to inform managerial decision-making		Objective 3.1: Demonstrates understanding of socially responsible, ethical business practices	
ACCT B715 Financial & Managerial Accounting	Introduce/ Reinforce	Reinforce		Introduce/ Reinforce		Reinforce	
FIN B700 Financial Management				Introduce/ Reinforce			
BUAN B725 Managerial Economics & Statistics	Introduce	Reinforce		Reinforce			
MKT B700 Strategic Marketing		Reinforce		Introduce/ Reinforce		Introduce	
MGT B700 Organizational Leadership						Introduce	
CNH The Business of Healthcare		Introduce					
MGT B710 Operations & Process Management	Reinforce	Reinforce		Reinforce		Reinforce	
CNH/BA855 Healthcare Leadership Capstone Project	Assess	Assess		Assess		Assess	

**Loyola University New Orleans College of Business
Visiting Committee / Curriculum Subcommittee Input**

MBA Competency Goals & Objectives

1: Develop Business Expertise & Related Skills

Objective 1.1: Achieve an understanding of the key functional areas of the business such as finance, marketing, operations, human resources, legal and regulatory.

Objective 1.2: Obtain expertise in one or more areas of concentration that will be valuable to future employers and enhance career development.

Objective 1.3 Develop skills in negotiation, leadership, entrepreneurship and strategy.

Objective 1.4: Communicate effectively orally and in writing to colleagues, partners and stakeholders.

Objective 1.5: Prepare to lead teams and design processes to drive measurable results, that are in alignment with organizational culture and strategy.

2: Support Data Driven - Decision Making

Objective 2.1 Gain an understanding of the sourcing and analysis of key data needed to guide decisions.

Objective 2.2: Use reliable evidence to inform managerial decision-making.

3: Demonstrate Principled Value Creation

Objective 3.1: Understand how the principal components of a business enterprise work together
to generate long term viability.

Objective 3.2: Demonstrate understanding of socially responsible, ethical business practices while fostering diverse and inclusive workplaces.

COB Competencies	VC Curriculum Sub-Committee Skill Sets	VC Meeting Member Points
Communications	1. Communications <ul style="list-style-type: none"> Develop clarity of expression, orally and in writing. Inform and persuade, connecting facts and concepts –i.e., “Tell the story”. 	<ul style="list-style-type: none"> Written and oral communications skills. Public Speaking ability. Communicate concepts from data sets.
	2. Data Analytics <ul style="list-style-type: none"> Focus on how data inform decision-making. Data mining: Identify characteristics of which data are important; avoid data overload. 	<ul style="list-style-type: none"> Analyze and apply data (AI and data analytics). Excel-based financial modeling. Marketing and Consumer Insights.
Critical Thinking	3. Data Automation Tools <ul style="list-style-type: none"> Introduce new online data integration tools and related coding skills (enhance hire value). Build visual representations of data behavior (e.g., Power BI and Tableau) or enable systems integration (e.g., Automation Anywhere, Celonis). 	<ul style="list-style-type: none"> Apply data conversion, integration, and visualization tools. "Coding Bootcamp" for the new aps. Introduce digital marketing techniques. Critical analysis and thinking skills.
	4. Business Law and Regulations <ul style="list-style-type: none"> Become familiar with important legal terms. How to conduct basic legal research. Skillset seriously lacking in younger professionals. 	<ul style="list-style-type: none"> Classic business courses (e.g., Accounting) to foster understanding the interconnections within a business. Starting and running a new business.
Ethics and Social Responsibilities	5. Ethical Practices <ul style="list-style-type: none"> Focus on “the evolution of things”, i.e., how processes, systems, and business practices come into existence. Impart a framework for addressing the use of individuals’ “online harvested” personal information and global cultural differences. 	<ul style="list-style-type: none"> Ethics in a global technological world. Human-centered engagement when using technology. Learn from the past. <i>Intramural</i>: Outreach to A&S Core on business practices in free markets.
	6. Professional Behavior <ul style="list-style-type: none"> One class each semester on how behaviors and emotional intelligence are becoming a principal element in how companies rank performance. How to grow “EQ”. 	<ul style="list-style-type: none"> Resiliency / flexibility. Emotional intelligence. Personal Finance / Financial responsibility. Growth mindset.
Collaboration	7. Real World Applications <ul style="list-style-type: none"> Connect course technical knowledge with applications in the broader conduct of business. Basic negotiations skills in roles representing their employers and on their own behalf. 	<ul style="list-style-type: none"> Global perspectives and entrepreneurial attitude. Impact of new technology (e.g., Crypto). Collaboration across groups. The Core: Life of Business / Business of Life.

Map of Learning Goals and Objectives : BBA

Learning Goals	Learning Goal 1: Professionally communicate in business exchanges			Learning Goal 2: Demonstrate critical thinking in organizational decision-making		LG 3: Identify socially responsible and ethical implications for business ideas and actions		Learning Goal 4: Collaborate in a team setting/environment	
Learning Objectives	Objective 1.1: Create a professional and effective written document	Objective 1.2: Produce and deliver a professional business presentation to an audience		Objective 2.1: Use data to make managerial or business decisions		Objective 3.1: Consider socially responsible and ethical choices in a business setting			
BA B100 Introduction to Business	Introduce	Introduce		Introduce		Introduce		Introduce	
BA B101 Business Communication	Introduce	Introduce						Reinforce	
MKT B100 Principles of Marketing				Introduce		Introduce		Reinforce	
LGST B105 Legal Environment of Business						Reinforce			
ECON B200 Principles of Microeconomics				Introduce					
ECON B201 Principles of Macroeconomics				Introduce					
BUAN B205 Business Statistics	Introduce			Introduce		Reinforce			
ACCT B202 Principles of Financial Accounting	Introduce			Introduce		Reinforce			
ACCT B203 Principles of Managerial Accounting	Reinforce			Reinforce		Reinforce			
MGT B245 Management & Org. Behavior	Reinforce/Introduce	Introduce		Reinforce		Reinforce		Reinforce	
MGT B250 Management Info. Systems				Introduce				Reinforce	
FIN B280 Financial Management				Reinforce					
MGT B325 Production & Operations Mgmt.				Assess		Reinforce			
BA B415 Business Ethics	Reinforce	Assess				Assess		Reinforce	
BA B445 Business Policy	Assess			Reinforce		Reinforce			
BA B497 Internship								Assessed through Supervisor Evals in the Internship	

**Loyola University New Orleans College of Business
Visiting Committee / Curriculum Subcommittee Input**

BBA Competency Goals

1: Identify ethical implications for business ideas and actions

Objective 1.1: Employ the elements of ethical behavior to engender trust with all stakeholders.

Objective 1.2: Engrain understanding of global social and cultural differences in the interpretation and implementation of relevant business ethics.

Objective 1.3: Focus on human-centered engagement when employing technology.

2: Professionally communicate in business exchanges

Objective 2.1: Deliver clarity in oral and written communications, including the drafting of effective outlines and executive summaries.

Objective 2.2: Develop ability to inform and persuade, connecting data, facts, and concepts.

Objective 2.3: Employ technology to craft and convey compelling business presentations.

Objective 2.4: Instill a broadly effective business vocabulary.

3: Demonstrate critical thinking in organizational decision-making

Objective 3.1: Concentrate critical thinking on meeting and exceeding customer needs.

Objective 3.2: Deepen accounting skills, particularly around the interrelationships among the principal financial statements in order to assess an entity's performance and value.

Objective 3.3: Determine how data can facilitate decision-making at all levels of an organization.

Objective 3.4: Master the use of data integration technology to accumulate, organize and visually clarify business content.

Objective 3.5: Recognize unfolding business market trends (e.g., artificial intelligence) leading to the delivery of courses designed to anticipate employers' future requirements.

4: Collaborate in a team environment

Objective 4.1: Engender trust through respectful dialogue and reasoned debate.

Objective 4.2: Nurture the growth of Emotional Quotient ("EQ") as a team member or leader.

Objective 4.3: Understand the dynamics of successful team membership and develop constructive professional negotiations skills.

Undergraduate Assessment of Learning Data – Results Round 1 & Round 2

Competency Goal 1: Professionally communicate in business exchanges

Objective 1.1: Create a professional and effective written document

ROUND 1 Course Assignment: BA B445 Strategic Mgt	Did not Meet Expectations 1	Met Expectations 2	Exceeded Expectations 3	Combined Met/ExceededTotal
Heading				
Correct Formatting, To, From, Date (if applicable)	31.00%	20.70%	48.30%	69.00%
Clearly-written subject line specific to topic	34.50%	31.00%	34.50%	65.50%
Opening Paragraph				
Identifies Purpose	31.00%	41.40%	27.60%	69.00%
Positive Tone	10.30%	37.90%	51.70%	89.60%
Establishes Context	24.10%	37.90%	37.90%	75.80%
Body Context				
Information stated clearly	6.90%	58.60%	34.50%	93.10%
Visual Highlighting for readability (bullet pts, bold, etc.)	41.40%	41.40%	17.20%	58.60%
Summary/Closing Paragraph				
Summarizes info (captures main points)	31.00%	37.90%	31.00%	68.90%
Identifies next steps or gives positive close	27.60%	41.40%	31.00%	72.40%
Format, Overall Appearance/Grammar				
Correct Formatting (per assignment)	24.10%	44.80%	31.00%	75.80%
Grammar including word usage, spelling, etc.	37.90%	41.40%	20.70%	62.10%
Correct use of Resources (if applicable)	20.70%	62.10%	17.20%	79.30%

ROUND 2 Portfolio Writing Assignment/Lab	Did not Meet Expectations 1	Met Expectations 2	Exceeded Expectations 3	Combined Met/ExceededTotal
Heading				
Correct Formatting, To, From, Date (if applicable)	46.7%	10%	43.3%	(↓16 pts)53%
Clearly-written subject line specific to topic	26.7%	36.7%	36.7%	↑ 73%
Opening Paragraph				
Identifies Purpose	6.7%	53.3%	40%	↑ 93%
Positive Tone	0%	43.3%	56.7%	↑ 100%
Establishes Context	0%	60%	40%	↑ 100%
Body Context				
Information stated clearly	20%	63.3%	16.7%	(↓13 pts)80%
Visual Highlighting for readability (bullet pts, bold, etc.)	36.7%	33.3%	30%	↑ 63%
Summary/Closing Paragraph				
Summarizes info (captures main points)	26.7%	50%	23.3%	↑ 73%
Identifies next steps or gives positive close	20%	26.7%	26.7%	↑ 73%
Format, Overall Appearance/Grammar				
Correct Formatting (per assignment)	30%	46.7%	23.3%	(↓5.8 pts)70%
Grammar including word usage, spelling, etc.	30%	46.7%	23.3%	↑ 70%
Correct use of Resources (if applicable)	0%	66.7%	33.3%	↑ 100%

Objective 1.2: Produce and deliver a professional business presentation to an audience

ROUND 1 Course Assignment BA B415 Bus Ethics	Did not Meet Expectations 1	Met Expectations 2	Exceeded Expectations 3	Combined Met/ExceededTotal
Introduction				
Includes attention-getter	15.8%	47.4%	36.8%	84.2%
Establishes credibility	21.1%	42.1%	36.8%	78.9%
Previews main points	21.1%	26.3%	52.6%	78.9%
Body				
Covers each point clearly	5.3%	10.5%	84.2%	94.7%
Uses credible evidence; cites sources	10.5%	26.3%	63.2%	89.5%
Presents info in a logical, organized manner; transitions from point to point	5.3%	15.8%	78.9%	94.7%
Conclusion				
Signals conclusion	26.3%	31.6%	42.1%	73.7%
Reviews/summarizes main message	26.3%	36.8%	36.8%	73.6%
Includes closing thoughts/memorable close	15.8%	42.1%	42.1%	84.2%
Delivery				
Professional style (business casual or professional dress)	31.6%	21.1%	47.4%	68.5%
Strong voice projection; pace	26.3%	21.1%	52.6%	73.7%
Nonverbal communication (strong stance; appropriate type and frequency of gestures)	15.8%	47.4%	36.8%	84.2%
Consistent eye contact (with camera; entire room)	5.3%	73.7%	21.1%	94.8%
Relationship with audience: extemporaneous, conversational delivery	26.3%	36.8%	36.8%	73.6%
Minimal use of interrupters (uhs, ums, etc.)	0%	21.10%	78.9%	100%

ROUND 2 Course Assignment BA B415 Bus Ethics	Did not Meet Expectations 1	Met Expectations 2	Exceeded Expectations 3	Combined Met/ExceededTotal
Introduction				
Includes attention-getter	5%	50%	45%	↑95%
Establishes credibility	0%	40%	60%	↑100%
Previews main points	0%	15%	85%	↑100%
Body				
Covers each point clearly	0%	5%	95%	↑100%
Uses credible evidence; cites sources	0%	5%	95%	↑100%
Presents info in a logical, organized manner; transitions from point to point	0%	5%	95%	↑100%
Conclusion				
Signals conclusion	0%	20%	80%	↑100%
Reviews/summarizes main message	0%	20%	80%	↑100%
Includes closing thoughts/memorable close	0%	40%	60%	↑100%
Delivery				
Professional style (business casual / professional dress)	0%	40%	60%	↑100%
Strong voice projection; pace	5%	30%	65%	↑95%
Nonverbal communication (strong stance; appropriate type and frequency of gestures)	0%	55%	45%	↑100%
Consistent eye contact (with camera; entire room)	5%	15%	80%	↑95%
Relationship with audience: extemporaneous, conversational delivery	0%	30%	70%	↑100%
Minimal use of interrupters (uhs, ums, etc.)	5%	0%	95%	↑95%

Competency Goal 2: Demonstrate critical thinking in organizational decision- making

Objective 2.1: Use data to make managerial or business decisions

ROUND 1 Course Assignment FIN B280 Fin Mgt	Did not Meet Expectations 1	Met Expectations 2	Exceeded Expectations 3	Combined Met/ExceededTotals
Student identifies relevant information needed per assignment.	0.00%	34.00%	66.00%	100.00%
Student is able to assess and draw conclusions from data.	4.00%	40.00%	56.00%	96.00%
Student demonstrates ability to evaluate alternatives.	12.00%	40.00%	48.00%	88.00%
Student can use data to identify significant trends, patterns, or other insights.	18.00%	36.00%	46.00%	82.00%
Student makes a well-reasoned business decision.	8.00%	50.00%	42.00%	92.00%
Average	8.40%	40.00%	51.60%	91.60%

Competency Goal 2: Demonstrate critical thinking in organizational decision- making

Objective 2.1: Use data to make managerial or business decisions

ROUND 2 Case Study Forecasting Simulation: MGT B325 Ops & Sup Chain Mgt	Did not Meet Expectations 1	Met Expectations 2	Exceeded Expectations 3	Combined Met/ExceededTotals
	10.00%	30.00%	60.00%	90.00%

Competency Goal 3: Identify socially responsible and ethical implications for business ideas and actions

Objective 3.1: Consider socially responsible and ethical choices in a business setting

ROUND 1 Course Assignment BA B415 Business Ethics	Did not Meet Expectations 1	Met Expectations 2	Exceeded Expectations 3	Combined Met/ExceededTotals
Identifies various ethical and socially responsible choices.	0.00%	38.20%	61.80%	100.00%
Considers various viewpoints in regards to formulating ethical and socially responsible choices.	0.00%	44.10%	55.90%	100.00%
Identifies immediate implications of various ethical and socially responsible choices.	14.70%	44.10%	41.20%	85.30%
Constructs reasonable arguments in determining choices.	17.60%	44.10%	38.20%	82.30%
Demonstrates knowledge of one or more ethical choices or alternatives	5.90%	44.10%	50.00%	94.10%
Ability to produce and posit socially responsible business Choices	14.70%	47.10%	38.20%	85.30%
Average	9.00%	43.50%	47.50%	96.00%

Competency Goal 3: Identify socially responsible and ethical implications for business ideas and actions

Objective 3.1: Consider socially responsible and ethical choices in a business setting

Round 2 Course Assignment BA B415 Business Ethics	Did not Meet Expectations 1	Met Expectations 2	Exceeded Expectations 3	Combined Met/Exceeded Totals
	13%	61%	25%	86%

Competency Goal 4: Collaborate in a team setting/environment

ROUND 1 Supervisor assessment of intern	Did not Meet Expectations 1	Met Expectations 2	Exceeded Expectations 3	Not Applicable 0	Combined Met/Exceeded Total
Relates to co-workers easily and effectively.	0.00%	20.00%	80.00%	0.00%	100.00%
Manages and resolves conflict productively.	2.00%	28.00%	66.00%	4.00%	94.00%
Supports and contributes to a team atmosphere.	2.00%	24.00%	74.00%	0.00%	98.00%
Contributes quality work.	2.00%	34.00%	64.00%	0.00%	98.00%
Completes team assigned tasks on time.	4.00%	24.00%	70.00%	2.00%	94.00%
Average	2.00%	26.00%	70.80%	1.20%	96.80%

Competency Goal 4: Collaborate in a team setting/environment

ROUND 2 Supervisor assessment of intern	Did not Meet Expectations 1	Met Expectations 2	Exceeded Expectations 3	Not Applicable 0	Combined Met/Exceeded Total
Relates to co-workers easily and effectively.	0.00%	17.00%	81.00%	2.00%	100.00%
Manages and resolves conflict productively.	0.00%	29.00%	47.00%	24.00%	100.00%
Supports and contributes to a team atmosphere.	0.00%	20.00%	76.00%	4.00%	100.00%
Contributes quality work.	0.00%	22.00%	78.00%	0.00%	100.00%
Completes team assigned tasks on time.	0.00%	30.00%	70.00%	0.00%	100.00%
Average	0.00%	24.00%	70.00%	6.00%	100.00%

II. Graduate Programs Assessment:

The committee determined 25-30% of CoB MBAs would be included in the assessment process. All assessment was done in the grad program capstone course: BA B750 Competitive Strategy. The threshold required to meet expectations was the same as UG at 80%

A. Competency Goals:

Competency Goal 1: Strategic Leadership

Objective 1.1: Demonstrates understanding of functional areas of the business

Objective 1.2: Communicate effectively to stakeholders

Competency Goal 2: Evidence-Based Decision-Making

Objective 2.1: Use evidence to inform managerial decision-making

Competency Goal 3: Principled Value Creation

Objective 3.1: Demonstrates understanding of socially responsible, ethical business practices

B. Data Outcomes:

Outcomes (with rubrics) for the initial and reassessment process can be found in the addendum. Serious deficiencies were found in CG 1, objectives 1.1, 1.2 and CG 2, objective 2.1. Students were incapable of demonstrating competency in the following areas: understanding how to work across functional areas, consider multiple perspectives, formulates strategic ideas that leverage cross-functional capabilities; use data and logic to make a persuasive argument nor could they collect and analyze data to guide decision-making.

C. Enhancement/Improvement Programs:

To address deficiencies, graduate faculty planned to create a series of five videos which would cover topics across the competency goals. Videos would be a required part of all graduate student orientation moving forward as well as utilized in classes for existing students. Video topics include:

- Balanced Scorecard
- ESG
- Data sourcing and triangulation
- Library Business Resources
- Finance in Business

To date, two videos were completed (Balanced Scorecard and ESG) and utilized in the graduate capstone course, addressing deficiencies in CG1, 1.1. Round two of assessment showed considerable improvement across CG 1, objective 1.1.

Given the severity of deficiency in the grad program the committee opted to utilize an alternative video production and do a comprehensive review of the graduate curriculum. As such we will close the loop across all competency goals by use of videos and an exit exam. Specifically, Three questions for each of 12 rubric items. Scoring will be as follows:

- 3/3 Exceeds expectations
- 2/3 Meets expectations
- 0-1/3 Does not meet expectations

1. Demonstrates an understanding of how to do work across a variety of different functional areas of the organization.

In formulating durable, effective corporate strategy...

- a. Interests and capabilities of multiple functional areas of the organization should be considered ←
- b. The goals of corporate leadership should supersede the goals of functional area managers
- c. The interests of quantitative disciplines like finance and accounting should be prioritized over the interests of qualitative disciplines like human resources and marketing
- d. Customer preferences should be prioritized over the internal interests and capabilities of the organization

The technique of forecasting is used to support which of the following functional areas?

- a. Operations
- b. Marketing
- c. Finance
- d. Accounting
- e. All the above ←

What makes the managerial task of executing strategy so challenging and demanding is the

- a. Trial-and-error experimentation that is required to come up with a workable organizational structure.
- b. People-management skills required, the resistance to change that has to be overcome, and the perseverance necessary to get initiatives involving different functional areas of the organization launched and kept moving along. ←
- c. Time and effort it takes to build core competencies.
- d. Supervisory requirements associated with getting company personnel to do things the right way.

1.1.2 Considers multiple perspectives to craft a strategic recommendation or conclusion.

The following perspectives should be accounted for when making a strategic recommendation:

- a. Financial
- b. Marketing and Sales
- c. Ethics and Social Justice
- d. All of the above ←

A new marketing strategy requires investing \$500,000 in new technology that managers will use with frontline employees in your retail stores. Which stakeholders need to be involved in this initiative?

- a. The Finance department, which needs to be made aware of the need of this sizable investment
- b. The Marketing department, which needs to be sure this strategy aligns with the firm's marketing goals
- c. The Management department, which needs to participate in the planning of employee training with the new technology
- d. B and C are correct
- e. A, B, and C are correct ←

The major disadvantage of a decentralized organizational structure is that it can result in:

- a. Increasing the size of the corporate bureaucracy.
- b. Reducing a company's response times to changing external events.
- c. Creating more layers of management.
- d. Putting the organization at risk if lower-level management only considers the interests of their own departments when making decisions ←

1.1.3 Formulates strategies ideas that leverage cross-functional capabilities.

Under which circumstance would a team want to leverage cross-functional capabilities by bringing together a diverse group of functional specialists across all areas of the firm?

- a. The team must figure out where an accounting error occurred.
- b. The team is tasked with creating a marketing plan for a new product.
- c. The team must formulate creative new strategies that will affect the way the entire firm does business. ←
- d. The organization needs a team of applied business specialists to analyze an upcoming business decision.

Which of the following is NOT a benefit of leveraging cross-functional capabilities to formulate strategy?

- a. Reduced project management cycle times
- b. Increased innovation
- c. Efficient use of resources
- d. Improved problem solving
- e. All the above are benefits ←

Warby Parker is an online retailer of prescription eyewear. Their capabilities in market research and engineering and relations with suppliers and manufacturing companies are considered...

- a. Warby Parker's resources to competently perform some internal activity.
- b. Warby Parker's core competence.
- c. by Warby Parker as resources or some combination of those resources.
- d. cross-functional capabilities that draw on a number of different kinds of resources and are multidimensional in nature. ←

1.2.1 Addresses the audience with appropriate tone and format.

What advice is useful for conducting business across cultures with those who have limited English ability?

- a. Determine a person's level of communication proficiency within the first few moments of your interactions with them.
- b. Speak at your normal, regular pace instead of speaking slowly to avoid being viewed as disrespectful or condescending.
- c. Use slang and jargon instead of literal language as much as possible.
- d. Allow those with limited English ability enough time to process their thoughts into English. ←
- e. When using an interpreter, keep eye contact with the interpreter instead of the person you are communicating with.

When preparing to address an audience, which of the following questions should you consider?

- a. Why am I giving this presentation?
- b. Who am I presenting to and what do I want them to understand?

- c. What type of style and tone is most suitable for this audience?
- d. All of the above are important to consider ←

In business communications, what does “tone” refer to?

- a. The style or manner of expression
- b. The way attitude is associated with content
- c. Leveraging evidence to underscore content
- d. The way a document is crafted to serve a specific purpose and audience
- e. A, B and D ←

1.2.2 Uses data and logic to make a persuasive argument.

One of the Executive Managers at your firm wants the marketing department to target older male customers who enjoy exercising and love to use technology gadgets. Which of the following would be the best way to communicate why this would not be a viable target segment?

- a. Inform the manager that your firm have never targeted this type of customer
- b. Present data that shows this type of customer prefers other products ←
- c. Show how current marketing materials do not feature this type of customer
- d. All of the above are correct

Which of the following would be least effective in helping you make an effective and persuasive argument?

- a. Facts
- b. Statistics
- c. Anecdotes ←
- d. Examples

Research indicates that, when making arguments, the impact of using examples is greatly enhanced when they are followed by _____ that show the examples are typical.

- a. Axioms
- b. Comparisons
- c. Data ←
- d. Anecdotes

1.2.3 Conveys information clearly and concisely.

Which of the following is NOT a strategy for developing an effective presentation?

- a. Determining which media is most appropriate for the audience
- b. Tailoring the presentation to the audience
- c. Using visual aids
- d. Speaking loudly ←

For the past few months, Forestry Data Inc. has experienced high employee turnover. After investigating, human resource manager Geoff discovered that most employees are unhappy with their salaries and therefore unmotivated to work. Geoff plans to craft a message using the direct approach. How should he structure it?

- a. Start with a call to action; lay out the supporting reasons; conclude with the primary message.
- b. State the primary message; lay out supporting reasons; conclude with a call to action. ←
- c. Lay out the supporting reasons in careful order; state the call to action.

- d. Introduce himself and his background; give the call to action; state the primary message.
- e. Start with a call to action; state the primary message; introduce himself and his background.

When preparing verbal or written communications intended to inform and persuade your audience, you should:

- a. Personalize your ideas
- b. Relate the subject directly to your audience
- c. Avoid abstractions
- d. All of the above are correct ←

2.1.1 Collect relevant and necessary evidence needed to inform the decision-making process.

Market research for a particular product might include all the following components EXCEPT:

- a. Sales force incentive compensation ←
- b. Identification of the existing needs of customers
- c. Uncovering unmet needs that the product doesn't satisfy
- d. A search for product modifications

Sales have stagnated for one of your company's products. You need to diagnose what may have caused the drop in sales, but in the interest of protecting scarce resources you want to avoid the expense of conducting a large-scale survey of customers or other expensive data collection. Where might you look for information to guide your analysis?

- a. Sales data from across your omnichannel retailer network
- b. Customer loyalty program data
- c. Focus groups with regional sales associates
- d. Customer comments on your firm's managed social media pages
- e. A, B and D ←

Decision-making for top executives is most effectively guided by:

- a. Their "gut feel" based on experience
- b. The opinions of board members and senior executives
- c. Market research data from multiple sources that can be triangulated ←
- d. Market research on customer satisfaction and brand equity

2.1.2 Analyzes data or information needed to inform the decision-making process.

Primary data refer to data that:

- a. Is collected for the first time during a research study ←
- b. Is less time-consuming to collect than secondary data
- c. Are irrelevant and time consuming
- d. Help to ensure proper resource allocation

Secondary data refer to data that:

- a. Is collected for the first time during a research study
- b. Is less time-consuming to collect than primary data ←
- c. Data that does not address the primary marketing goals
- d. Is always free or charge

Which of the following is NOT a step in the market research process?

- a. Define the problem

- b. Determine the research methodology
- c. Specify the sample and collect the data
- d. Analyze the collected data and deliver insights
- e. Implement strategic changes based on findings ←

2.1.3 Leverages evidence to guide decision-making.

You need to decide which segments of customers are more attractive to pursue with your marketing initiatives. An ideal way to aid in the decisions to pursue or not pursue different segments is to use:

- a. the five-actions framework
- b. the marketing mix
- c. a market opportunity analysis ←
- d. customer lifetime value

If a firm has fixed costs of \$200,000 within their budget for a product or service, a unit selling price of \$25, and variable costs of \$10, how many units must be sold to achieve a dollar profit goal of \$20,000?

- a. 22,000
- b. 13,333
- c. 14,667 ←
- d. 20,000

When leveraging evidence to guide decision-making, secondary data can be most helpful....

- a. In formulating ideas about how to ask the right questions ←
- b. In addressing specific marketing problems
- c. Since it does not rely on existing data that has been collected for another purpose
- d. In identifying customers that are unhappy

3.1.1 Identifies cognitive biases that affect individual decision-making

Barriers to creativity and innovation include:

- a. Fear
- b. Learning to conform to rules over time
- c. Both of the above ←

A cognitive bias is a mistake in reasoning, evaluating, remembering, or other cognitive process, usually occurring as a result of holding onto one's _____ and _____ regardless of contrary information.

- a. Emotions; Beliefs
- b. Preferences; Beliefs ←
- c. Opinions; Emotions
- d. Preferences; Loyalties

Which of the following is NOT a common cognitive bias that affects individual decision-making?

- a. Confirmation bias
- b. Loss aversion
- c. Emotive absorption ←
- d. The halo effect
- e. The sunk cost fallacy

3.1.2 Recognizes ethical considerations in the formulation or evaluation of ideas

The main function of a code of ethics is to...

- a. Encourage managers and employees to make unsupervised decisions
- b. Guide managers and employees in making sound decisions and choices every day ←
- c. Liberate chief executive officers from any constraints placed by boards of directors
- d. Decrease the independence of boards of directors and increases the power of investors

Bretton Inc. (BI), a multinational corporation, releases detailed financial statements at the end of every quarter of a year. It is open and honest with its clients in all communication and clearly states the terms and conditions of its contracts. In this scenario, which of the following organizational characteristics is best illustrated by BI?

- a. conformity
- b. transparency ←
- c. organizational integrity
- d. vicarious liability

The approach that considers a company's social, financial, and environmental impact rather than focusing solely on its financial impact is the _____ approach.

- a. Corporate governance
- b. Double bottom-line
- c. Triple bottom-line ←
- d. Ethical governance

3.1.3 Demonstrates the ability to link potential actions to consequences

A financial institution decided to use a series of high-pressure sales tactics to convince customers to open accounts that were not needed. The corporate mantra was “No means Yes”. Thousands of customers repeatedly told customer service reps that they did want the new accounts, but finally gave in after being pestered enough. These accounts would improve the firm’s financial performance based on the extra fees customers would pay each month for these new accounts. What is a potential consequence of this strategy?

- a. Customers would be very happy and recommend the bank to their friends
- b. Customers would decide to use additional services suggested by the bank
- c. Customers would be angry and close all accounts with the bank ←

Information can be digitized and transmitted over fiber-optic cables because of the recent advances in technology. Which ethical obligation of this new capability is now being realized?

- a. Should customers be charged more now that companies can offer them better customer servicing?
- b. Should customers be charged less now that companies have ways in which they can reduce production costs?
- c. Should customer service be relative to the amount of money customers spend on company products?
- d. Should customers be informed that their personal information is being sent to other countries?

At an executive leadership meeting, the CEO of your organization announces that corporate social responsibility (CSR) initiatives need to be built into next year’s strategic plan in order to insulate the firm against competition. Remembering your Jesuit business education, you feel compelled to remind your colleagues at the table that CSR initiatives:

- a. Are most effective when approached with a profit maximization mindset
- b. Do not generate long-term financial gains to the organization
- c. Do not always generate immediate financial gains to the organization ←
- d. Can be easily transformed from being a theoretical concept to an operational concept

MS in Marketing and Communications Graduate Program:

Assessment Plan: Program to be assessed in the 2022-2023 AY. The Graduate Curriculum and Assessment Committee is finalizing competency goals and determining which course or courses to assess in and which assignment(s) will serve as artifacts.

MS in Healthcare Management Graduate Program:

Assessment Plan: Program to be assessed in the 2022-2023 AY, its second year in existence. The Graduate Curriculum and Assessment Committee is finalizing competency goals and determining which course or courses to assess in and which assignment(s) will serve as artifacts.

MBA ASSESSMENT Rounds 1 & 2

Competency Goal 1: Strategic Leadership ROUND 1				
Objective 1.1: Demonstrates understanding of functional areas of the business	Did not meet expectations (1)	Met Expectations (2)	Exceeded Expectations (3)	Combined Met/Exceeded Total
Rubric item 1: Demonstrates an understanding of how to do work across a variety of different functional areas of the organization.	38.5%	42.3%	19.2%	61.5%
Rubric item 2: Considers multiple perspectives to craft a strategic recommendation or conclusion.	34.6%	46.2%	19.2%	65.4%
Rubric item 3: Formulates strategies ideas that leverage cross-functional capabilities.	53.8%	26.9%	19.2%	65.50%

Competency Goal 1: Strategic Leadership ROUND 2				
Objective 1.1: Demonstrates understanding of functional areas of the business	Did not meet expectations (1)	Met Expectations (2)	Exceeded Expectations (3)	Combined Met/Exceeded Total
Rubric item 1: Demonstrates an understanding of how to do work across a variety of different functional areas of the organization.	0%	52.6%	47.4%	100% ↑

Rubric item 2: Considers multiple perspectives to craft a strategic recommendation or conclusion.	10.5%	42.1%	47.4%	89% ↑
Rubric item 3: Formulates strategies ideas that leverage cross-functional capabilities.	15.8%	63.2%	21.1%	84% ↑
Competency Goal 1: Strategic Leadership				
Objective 1.2: Communicate effectively to stakeholders Round 1	Did not meet expectations (1)	Met Expectations (2)	Exceeded Expectations (3)	Combined Met/Exceeded Total
Rubric item 1: Addresses the audience with appropriate tone and format.	15.4%	65.4%	19.2%	84.6%
Rubric item 2: Uses data and logic to make a persuasive argument.	34.6%	46.2%	19.2%	65.4%
Rubric item 3: Conveys information clearly and concisely.	42.3%	34.6%	23.1%	88.00%

Competency Goal 2: Evidence-Based Decision-Making				
Objective 2.1: Use evidence to inform managerial decision-making Round 1	Did not meet expectations (1)	Met Expectations (2)	Exceeded Expectations (3)	Combined Met/Exceeded Total
Rubric item 1: Collect relevant and necessary evidence needed to inform the decision-making process.	27.8%	61.1%	11.1%	72%
Rubric item 2: Analyzes data or information needed to inform the decision-making process.	66.7%	27.8%	5.6%	33%
Rubric item 3: Leverages evidence to guide decision-making.	61.1%	27.8%	11.1%	39%

Competency Goal 3: Principled Value Creation				
Objective 3.1: Demonstrates understanding of socially responsible, ethical business practices Round 1	Did not meet expectations (1)	Met Expectations (2)	Exceeded Expectations (3)	Combined Met/Exceeded Total
Rubric item 1: Identifies cognitive biases that affect individual decision-making	5.6%	44.4%	50.0%	94%
Rubric item 2: Recognizes ethical considerations in the formulation or evaluation of ideas	5.6%	38.9%	55.6%	94%
Rubric item 3: Demonstrates the ability to link potential actions to consequences	11.1%	38.9%	50%	89%

MBA Core, Competency Goal Assessment Results December 2022 (N=34)

Competency Goal 1: Strategic Leadership						
Objective 1.1: Demonstrates understanding of functional areas of the business	Did not meet expectations (1)	Met Expectations (2)	Exceeded Expectations (3)	Combined Met/Exceeded Total	Jan 2022 Total	Percentage Change
Rubric item 1: Demonstrates an understanding of how to do work across a variety of different functional areas of the organization.	5.9%	20.6%	73.5%	94.1%	65.1%	+ 29.0%
Rubric item 2: Considers multiple perspectives to craft a strategic recommendation or conclusion.	5.9%	26.5%	67.6%	94.1%	65.4%	+ 28.7%
Rubric item 3: Formulates strategies ideas that leverage cross-functional capabilities.	20.6%	32.4%	47.1%	79.4%	65.5%	+ 13.9%

Competency Goal 1: Strategic Leadership						
Objective 1.2: Communicate effectively to stakeholders	Did not meet expectations (1)	Met Expectations (2)	Exceeded Expectations (3)	Combined Met/Exceeded Total	Jan 2022 Total	Percentage Change
Rubric item 1: Addresses the audience with appropriate tone and format.	5.9%	67.6%	26.5%	94.1%	84.6%	+ 9.5%
Rubric item 2: Uses data and logic to make a persuasive argument.	20.6%	38.2%	41.2%	79.4%	65.4%	+ 14.0%
Rubric item 3: Conveys information clearly and concisely.	17.6%	52.9%	29.4%	82.4%	88.0%	- 5.6%

Competency Goal 2: Evidence-Based Decision-Making						
Objective 2.1: Use evidence to inform managerial decision-making	Did not meet expectations (1)	Met Expectations (2)	Exceeded Expectations (3)	Combined Met/Exceeded Total	Jan 2022 Total	Percentage Change

Rubric item 1: Collect relevant and necessary evidence needed to inform the decision-making process.	14.7%	47.1%	38.2%	85.3%	72.0%	+ 13.3%
Rubric item 2: Analyzes data or information needed to inform the decision-making process.	23.5%	41.2%	32.4%	73.5%	33.0%	+ 40.5%
Rubric item 3: Leverages evidence to guide decision-making.	32.4%	44.1%	23.5%	67.6%	39.0%	+ 28.6%

Competency Goal 3: Principled Value Creation						
Objective 3.1: Demonstrates understanding of socially responsible, ethical business practices	Did not meet expectations (1)	Met Expectations (2)	Exceeded Expectations (3)	Combined Met/Exceeded Total	Jan 2022 Total	Percentage Change
Rubric item 1: Identifies cognitive biases that affect individual decision-making	26.5%	50.0%	23.5%	73.5%	94.0%	- 20.5%
Rubric item 2: Recognizes ethical considerations in the formulation or evaluation of ideas	23.5%	41.2%	35.3%	76.5%	94.0%	- 17.5%
Rubric item 3: Demonstrates the ability to link potential actions to consequences	32.4%	35.3%	32.4%	67.6%	89.0%	- 21.4%

PORTFOLIO BY THE NUMBERS 2021-2022

421
STUDENTS
ENROLLED

118 RESUME & COVER
LETTER CRITIQUES

110 MOCK INTERVIEWS

101 ONE-ON-ONE JOB
SEARCH APPOINTMENTS

95%

GRADUATING SENIORS
WHO FOUND PORTFOLIO
TO BE VERY VALUABLE

97%

STUDENTS REPORTING AN
IMPROVED
UNDERSTANDING OF HOW
TO WRITE A PROFESSIONAL
COVER LETTER & RESUME

92%

STUDENTS REPORTING
AN IMPROVED
UNDERSTANDING OF
HOW TO INTERVIEW
EFFECTIVELY

32 WORKSHOPS
& EVENTS

210 ACADEMIC ADVISING
APPOINTMENTS

26 EXECUTIVE
MENTORS

52 JOB & INTERNSHIP
EMAILS

PORTFOLIO BY THE NUMBERS 2021-2022

100-101

Students enrolled in Portfolio
100-101

105

% Students who indicated
that their freshman year in
the Portfolio Program helped
them to learn more about
careers in business

95%

% Students who indicated a
"strong influence or
improvement" on their
perspective on the
importance of completing
an internship while in school

89%

% Students who indicated a
"strong influence or
improvement" on their
understanding of how to
network in a professional
setting

55%

% Students who found the
CoB business majors panels
with upper-division students
"very helpful"

48%

% Students who found the 1-
on-1 academic advising
during early registration
with Portfolio advisors
"very helpful"

64%

% Students who indicated a
"strong influence or
improvement" on their
likelihood to study abroad at
some time during their
college career

50%

% Students who indicated
that their freshman year in
the Portfolio Program helped
them to better understand
CoB majors

95%

% Students who found
meetings and events with
their executive mentor group
to be "very helpful"

62%

149 Portfolio reminder
emails sent out to
students

1,040 Internship &
full-time job
listings sent
to students

32 Career Development
Workshops & Events

PORTFOLIO BY THE NUMBERS 2021-2022

100-101

"Portfolio was very helpful in getting us involved in business from the start and helping prepare us for life after college."

"I really enjoyed the Practice Networking Night. It was really exciting to meet so many professionals who had once sat in the same place as me... and hear about all the different jobs that I could possibly do after college."

"I truly appreciated the effort the college put into me, helping me with discovering what would be the best fit for me career-wise and pushing me to be the best I can be!"

"I think that every aspect of the Portfolio Program was amazing!"

"Portfolio definitely helped me decide what career path I want for my future."

The College of Business Portfolio Program has really improved my knowledge of College of Business majors and what I can do with them."

"This is a great program with administration that is there to help you every step of the way."

"I would recommend Portfolio because it pushes you out of your comfort zone and valuable life skills are learned."

PORTFOLIO BY THE NUMBERS 2021-2022

200-201

Students enrolled in Portfolio
200-201

116

% Students who found the
services offered through
Portfolio so far to be of value
in developing their
professional and career-
related skills

91%

% Students who found their
individual mock interview
with a Portfolio advisor to
be "very helpful"

75%

% Students who found the
interview and internship
workshop "very helpful"

65%

% Students who found
defining their internship
goals and formulating a
personal internship plan
"very helpful"

54%

% Students who discussed
internship/career plans with
a Portfolio career advisor

88%

% Students who found their
individual resume and cover
letter review with a Portfolio
advisor to be "very helpful"

64%

% Students who better
understand how to write a
professional cover letter/
resume as a result of
Portfolio

97%

% Students who better
understand how to interview
effectively as a result of
Portfolio

92%

149 Portfolio reminder
emails sent out to
students

1,040 Internship &
full-time job
listings sent
to students

32 Career Development
Workshops & Events

PORTFOLIO BY THE NUMBERS 2021-2022

200-201

"I learned a lot about the internship and application process this semester. It will be very useful for my career."

"I had no clue how to write a cover letter or resume before this program, so it helped me tremendously."

"The Portfolio Program helped me learn how to display information in a professional way."

"Portfolio this year was super helpful, with learning how to make a professional cover letter and actually see how it is being in an interview with an employer."

"The mock interview really helped me build my interview skills. It was helpful for me to better understand how to write a resume."

"The Portfolio Program truly helped me and got me excited for the future."

"The program has taught me how to reflect on my skills and gain new ones."

"[I appreciate] the investment in our future career development and everything provided to us through the Portfolio course."

"Everything we learned this year was really helpful, especially the personal internship plan that we had to do."

PORTFOLIO BY THE NUMBERS 2021-2022

300-301

Students enrolled in Portfolio
300-301

105

% Students who indicated
"a strong influence or
improvement" on their
perspective on the
importance of completing 1
or more internships in college

62%

% Students who indicated
"a strong influence or
improvement" on their
understanding of the
importance of networking for
internship/career
opportunities

58%

% Students who found their
1-on-1 degree check "very
helpful"

66%

% Students who indicated
"a strong influence or
improvement" on their
understanding and ability to
identify internship/career
options and resources

45%

% Students who discussed
internship/career plans with
a Portfolio career advisor

72%

% Students who have fulfilled
their required networking
event

49%

% Students who have
completed their required
CoB internship

24%

% Students who found the
services offered through
Portfolio so far to be of value
in developing their
professional and career-
related skills"

85%

149 Portfolio reminder
emails sent out to
students

1,040 Internship &
full-time job
listings sent
to students

32 Career Development
Workshops & Events

PORTFOLIO BY THE NUMBERS 2021-2022

300-301

"I think the Portfolio team and system are a helpful and useful aid in helping students keep up to date with what they need in order to graduate and get off to a successful career start."

"I have learned valuable interview skills and how to make a proper resume."

"The Portfolio Program prepared me well and I am currently choosing between two internship offers!"

"I think this program is really preparing us to face the real world and the business world as it is. Many people may have different perspectives or ideas about how their life is going to be after college and this program helps provide us with a path to follow in order to be successful in our careers. Internships and Portfolio opportunities are what convert us from students to professionals."

"The career development workshops opened my eyes to how many different sectors require my major and I can work in an industry I am passionate about!"

"[Learning to write] a targeted cover letter showed me how to prove to employers that my skills are able to translate into what they need."

"The meetings gave us useful and vital information and the internship opportunities [we explored] were very diverse."

PORTFOLIO BY THE NUMBERS 2021-2022

400-401

Students enrolled in Portfolio
400-401

95

% Students who found the
services offered through
Portfolio to be of value in
developing their professional
and career-related skills

95%

% Students who found the 1-
on-1 job search meeting with
review of your personal
marketing plan "very
helpful"

45%

% Students who found the
personal attention/
encouragement from the
Portfolio staff "very helpful"

55%

% Students who found the
Networking Events hosted/
promoted by the Portfolio
Program "very helpful"

44%

% Students who, looking
back over their Portfolio
participation, found the
individual resume/cover
letter workshops "very
helpful"

63%

% Students who, looking back
over their Portfolio
participation, found the
individual taped mock
interview and critique "very
helpful"

59%

% Students who, looking back
over their Portfolio
participation, found the
LinkedIn/Career Services
workshop "very helpful"

45%

% Students who, looking back
over their Portfolio
participation, found the
Individual help with
internship/job searches "very
helpful"

48%

149 Portfolio reminder
emails sent out to
students

1,040 Internship &
full-time job
listings sent
to students

32 Career Development
Workshops & Events

PORTFOLIO BY THE NUMBERS 2021-2022

400-401

"Portfolio does a great job of providing resources, information, and support at each step of applying for internships and jobs and preparing students to be professionals."

"Portfolio works closely with their students in order to help them achieve their goals."

"I believe that we all gained really important skills and I honestly think all majors at every school should be required to go through a similar program."

"I really appreciate the Portfolio Program and all the help from the staff over the years. I'm grateful for all the help with resumes and cover letters, for assignments like mock interviews and networking events, and for pushing students to put themselves out there for internships. This is a great way to show students that opportunities are much closer than we think."

"My internship experience was extremely knowledgeable. Thank you for suggesting and requiring us to do internships. This program is what pushed me to do it."

"The one-on-one appointments about my resume and cover letters were so beneficial. My writing has improved!"

"The professors, faculty, and staff are always available for the students first and will do whatever they can to help - not only in the classroom and with coursework but also on a more personal note like helping with interview prep and helping identify jobs/internships that fit each student's personality. The staff gets to know each student as an individual, which is great."

"My coursework has covered every aspect of business I can imagine."

Center for Entrepreneurship Data and Outcomes 2021-2022 AY

Overall Student Engagement and Program Participation

- **402 total engagements**
 - 35% of total engagements were students within the College of Business
- **265 unique student participants** across variety of programming
 - 37% of unique student participants were within the College of Business
- **Classification breakdown:**
 - **48.6% Freshman**
 - **13.5% Sophomores**
 - **16.5% Juniors**
 - **21.3% Seniors**

These numbers reflect the immense interest in entrepreneurship and the skills that the major, minor, and programming from the Center provide for students at Loyola as they work towards their degrees and plan for future careers after graduation.

Program Participation

- **Entrepreneurship Club** - a group of like-minded, entrepreneurial students that help to bring awareness to Center programming on campus and around the community.
 - **31** participants in the 2021-2022 academic year from a variety of majors and colleges on campus
- **Innovate.Thursdays** - a regularly occurring lunch-and-learn speaker series bringing alumni and community entrepreneurs to campus to speak about their successes, processes, and accomplishments as entrepreneurs.
 - **Hosted 11 events** across the 2021-2022 academic year
 - **172 unique student participants** from a wide variety of majors attended
- **Side Hustle Expo** - a science-fair style event for entrepreneurial students to expose the on-campus community to the wide variety of student-owned businesses, with prizes and opportunities for networking and connection to the campus community at large
 - **32 student-owned businesses** signed up to participate
 - **113+ students attended the in-person event**, held in the St. Charles Room in April
 - Prizes were awarded based on a rubric and teams were judged by alumni and members of the New Orleans entrepreneurial community.
- **Wolf Pack LaunchU** - an intensive startup bootcamp paired with a pitch competition with \$30,000 in non-dilutive seed funding available to the entire Loyola community, including current students, alumni, faculty, staff, and parents. Teams were comprised of a range of ideas, early-stage companies, cottage-industry businesses and full-fledged startups.

- **28 teams applied**, featuring a wide variety of teams comprised of students from first year through seniors, recent alumni, faculty, two parent-student teams, and even alumni from 1974
- **20 teams were accepted into the program**
 - Teams completed a **two-week bootcamp at the end of May** to develop their business plans and take a deep-dive into the specifics of taking their business from idea to an actual startup.
 - Teams were paired with mentors and worked with mentors through the Summer in person and virtually
 - Teams will pitch virtually on September 2 and the top 8 teams will pitch in-person for seed funding on September 9.
- **22 entrepreneur mentors** signed on to support the teams throughout the summer portion of the program
 - Mentors consisted of prominent alumni and members of the New Orleans' entrepreneurial ecosystem
 - Mentors were paired with teams based on business type and interests

Academics

- Undergraduate students
 - **First Year Seminar** - "Set the World on Fire" course engaged 32 students with early-stage entrepreneurial education in the Fall '21 semester.
 - **Consulting Course** - paired student teams with real-world early-stage businesses to develop and execute a business plan to scale and grow the entrepreneur's vision for their business
- Graduate Level
 - **Lean Launchpad + FedTech Partnership**
 - students work as consultants to a team of business people, entrepreneurs, and engineers as part of the FedTech commercialization program. As consultants to the teams, students engage with the inventors, the team's mentors and business coaches as their client-team explores how they can take the given technology to market.
 - **Idea Village IDEAFellows**
 - After applying, the students that are invited to participate will channel that entrepreneurial passion into work that supports founders of all identities and in various industries, approaching their needs or requests with humility and enthusiasm. The fellowship occurs during the Spring semester and requires a minimum of 10 hours per week of in-person work supporting startups in addition to participation in a day-long training model (hosted by Idea Village staff).

Community Engagement

- **High School programming**
 - **Young Entrepreneurs Forum @ New Orleans Entrepreneur Week**, hosted on-campus and presented as a partnership with Junior Achievement of Greater New Orleans, featured alumni and prominent entrepreneurs from the New Orleans and Southeastern Louisiana communities speaking at a panel event for high school students to engage them in the entrepreneurial ecosystem and the opportunities available to them in Loyola's College of Business
 - **175 students** from 8 high schools attended
 - Rummel, Warren Easton, Sci High, St. Augustine, Edna Karr, Eleanor McMain, St. Charles Satellite Center, Chalmette High
 - **Trust Your Crazy Ideas Challenge** is a pitch competition (again hosted on campus in partnership with Junior Achievement of Greater New Orleans) for high school students to pitch their own Crazy Ideas for a business for a shot at \$15k in scholarships.
 - **2 pitch competitions hosted on campus**
 - **13 teams** from high schools throughout Louisiana (New Orleans, Baton Rouge, Lafayette, and Shreveport)
 - Future plans to further develop curriculum and develop mentorship partnership
- **Professional Advisory Board**
 - An advisory board for the Center to connect undergrad and graduate students with employers and opportunities within the New Orleans entrepreneurial ecosystem and beyond.
 - Features prominent College of Business alumni and others
- **Faculty Fellows Board**
 - Developed with the intention of partnering with faculty from other colleges on Loyola's campus to cast a wider net and include a wider variety of students, faculty, and staff in programming and events hosted by the Center.
 - Features a faculty member from the College of Business, College of Nursing and Health, College of Music and Media, and College of Arts and Sciences.

Recent Student Outcomes + Achievements

- **David Price, '23**, recently developed a new product, The Safety Pouch, a high-visibility wallet for use in your vehicle that is meant for drivers to present their identification to police officers. David's product was recently picked up by Wal-Mart, who purchased 15,000 of the Safety Pouch for sale in their markets and online. David won the Wolf Pack Pitch competition as a freshman in the Fall of 2019, and worked with Center staff to develop his product and pitch it to major retailers.
- **Rich Simmerman, '21**, co-founded a plant-based cereal product called Ceres, working to disrupt the sugary breakfast cereal industry with healthy, protein-packed cereal products. After a successful launch earlier this year, Rich and his team recently won a \$100,000 pitch competition and plan to build a headquarters right here in the New Orleans area.

- **Valeria Ali, '21**, won a \$70,000 Google Grant for her spanish-speaking news initiative, Al Dia, part of the Jambalaya News Louisiana family. Al Dia's mission is to ensure that the 180,000+ Spanish-speaking community members in the Greater New Orleans region receive timely alerts and accurate hyper-local news, improving this community's overall public health and quality of life.

SECTION 11: ENGAGEMENT and SOCIETAL IMPACT

AACSB definition: *Societal impact refers to how a school makes a positive impact on the betterment of society, as identified in the school's mission and strategic plan. Societal impact can be at a local, regional, national, or international level.*

Social Enterprise Consulting Practicum

Loyola College of Business, Social Enterprise Consulting Practicum, is a capstone course designed to give MBA students the opportunity to develop their professional skill set with a client firm that is serving with and for others within the greater New Orleans community. The focus is on strategic market management using a service learning perspective within our Catholic and Jesuit tradition of supporting the advancement of human dignity.

The social enterprise consulting practicum is a course requirement for all MBA students in College of Business that is part of a broader curricular revision. The students form teams of approximately five persons and select a social enterprise within the greater New Orleans area to serve. They also are assigned an Internal Consultant to support their efforts from among a select set of MBA alumni. The course takes them through what it means to be a mission-driven organization focused on the common good, and how to give a world-class presentation and provide a valuable takeaway for clients. It culminates at the end of the semester with their final performance before client representatives, their consultant, and an outside observer.

To help MBA students develop and/or enhance interpersonal, team, and management consulting skills, the Social Enterprise Consulting Practicum has been designed to provide students with a skill based management consulting opportunity which allows them to apply course concepts while engaged in the service-learning experience. This course focuses on the integration of the functional silos of business, with an emphasis on management across disciplines. To this end, students will learn how to think about business and non-business social enterprises in a holistic fashion, recognizing that issues and concerns arise over time that require an understanding of the intersection of marketing, finance, and accounting along with other subareas such as operations, information systems, and law.

The objectives of this course are to help students visualize how the various individual course materials in their functional classes come together into a cohesive whole. Additionally, they are able to apply this integrated learning with a nonprofit organization or social enterprise that also allows students to understand how to give back to their communities within the context of their chosen professions. This course is designed to have a mission-driven emphasis reflective of our Catholic and Jesuit values. Indeed, the Social Enterprise Consulting Practicum provides an opportunity to "live the mission" - both of the University and the College of Business. The Social Enterprise Consulting Practicum group project allows students to "give something back" to the community in a meaningful way, while simultaneously applying the theories and concepts of marketing and organizational dynamics and achieving the learning goals developed in the course. Students also have the opportunity to reflect how course concepts play out in a real world organizational environment and determine how, through service, their personal and professional development is affected.

Center for Entrepreneurship and Community Development

The Center at Loyola University New Orleans was established to identify, train, and develop emerging entrepreneurial talent for the local entrepreneurial ecosystem. Through targeted curricular and extracurricular programming that leverages experiential and engaged learning, the Center is preparing

the next generation leaders to build innovative and scalable new enterprises, and to establish Loyola University as the flagship academic institution for entrepreneurship in New Orleans.

AACSB definition: *Societal impact refers to how a school makes a positive impact on the betterment of society, as identified in the school's mission and strategic plan. Societal impact can be at a local, regional, national, or international level.*

Coursework definition: Societal Impact includes all course activities and assignments in which students engage with a for-profit, non-profit or other external partner for the purpose of exploring issues and problems. Students, under the guidance of the professor, work towards developing solutions for the partner by utilizing best practices in research, analysis, teamwork, ethical decision-making and communication. Students provide a deliverable to the partner at the end of the process. Societal impact projects are included and fully explained in the syllabus and/or CANVAS course material including the expectations and grading rubrics as well as an explanation as to why contributing to the community around us is important as determined by our mission. These projects should be tied to AoL program competency goals and referenced as such in the syllabus.

Scholarship definition: Societal impact includes high-impact, intellectual contributions which are consistent with the school's mission, contribute to areas of thought leadership, and create and transfer credible, relevant and timely knowledge that informs theory, policy and/or practice of business through collaboration with external partners.

The societal impact of scholarship is not preoccupied with the number of publications, citations or journal titles but rather with “the difference made or innovations fostered by intellectual contributions, for example what has been changed, accomplished, or improved relative to the theory, practice and/or teaching of business”

Center/Program Definition: Societal impact includes providing opportunities for students to engage with external partners to assist in identifying and solving problems in the form of internships, entrepreneurship and employment. Opportunities should include both for-profit and non-profit entities. This work, in some cases, may also include preparing students to interact with partners for purposes of interviewing for employment, presenting proposals for funding, etc., through workshops, one-on-one meetings, competitions, and resources specific to certain topics.

Overall College definition: Societal impact includes all programs and innovations which focus on sustainability practices. Such practices may include environmental/green considerations, supply management, fiscal responsibility, etc. Goals of these programs and innovations will make the CoB a more sustainably, responsible department. This focus thus will contribute to the betterment of the communities around us.

Group Activity Worksheet March 24 2022 College Workshop

Group Area/Program: Acct, Econ, Buan, Fin

Members Present:

Questions to answer:

1. How is our academic area or program making a societal impact based on our mission in regard to engagement, innovation and impact considerations? List significant activities, assignments, service learning, and research which represents societal impact (based on the draft definitions provided). (List both current and since 2018) (Please select 5 outstanding entries to report on in the big group discussion).

Activity/Event/Res	Year	Contributor	Very brief description of impact

2. How might we measure impact in the classroom, in research or in programs? See Interpretative Guidance for examples St 8 & 9.

3. What themes, for the purposes of driving plan direction, might be included in our Societal Impact plan?

4. How might we measure progression on our plan?

Launch U Program

The objective of this signature program from the Center for Entrepreneurship is to help students and other members of the Loyola community to visualize how their start-up concept can be brought to market successfully. Participants are provided a mentor in May and work over the summer on developing their concept. In early fall, there is a final “pitch” competition with non-dilutive cash prizes awarded to the finalists.

			
\$7,500 Srinee Bajaj, '15 Port Lookout	\$7,000 David Price, '23 The Safety Pouch	\$5,000 Andrecia Johnson, '22 Beaucoup Beauty	\$4,500 Jonathan Presson, '25 Presson Productions
			
\$4,000 Rich Simmerman, '21 ceres	\$3,000 Sal Mannino, Faculty The Lovelace	\$2,000 Andrea Alarcon, '17 Ate It First	\$2,000 Aubin Duchier, '22 SMOse



WOLF PACK LaunchU

\$35k IN PRIZES AWARDED

LOYOLA UNIVERSITY NEW ORLEANS | CENTER FOR ENTREPRENEURSHIP AND COMMUNITY DEVELOPMENT

Center for Ethics and Economic Justice

The Center seeks to establish a home for, and a new network of, business leaders, academic leaders, religious leaders, and community and political leaders in general, to focus on the search for renewed ethical norms to guide the evolving economic relationships of the post-modern era. A special effort will be made to bring a Catholic, Jesuit tradition to bear on the traditional functions and roles of the corporation. Some of the topics to be addressed will be corporate governance, community relations, the corporation as a public entity, external communications, financial systems, executive compensation, employee relations and the role, rights and responsibilities of the individual employee as well as the employer.

For example, COB has plans to collaborate with Catholic Studies and Xavier University to create a Catholic Business Leaders Forum, highlighted by a speaker with a national reputation. This helps to assure the College receives both local and national media exposures. Attendees included advisors to the Centers of Excellence, business leaders, alumni and current undergraduate and graduate students.

The Catholic Business Leader:
A New Orleans Symposium

September 29 - October 1

Keynote Speaker
Cardinal Peter Turkson

Bestselling Book Author
Chris Lowney

Register Online!
Scan the QR code or visit
ccfnola.org/the-catholic-business-leader

 **XAVIER**
UNIVERSITY of LOUISIANA

 **CATHOLIC COMMUNITY FOUNDATION**
PRESENTED BY NEW ORLEANS

 **LOYOLA**
UNIVERSITY
NEW ORLEANS

The Catholic Business Leader: A New Orleans Symposium is a joint collaboration of Xavier University of Louisiana and Loyola University New Orleans with resource assistance from the Catholic Community Foundation of New Orleans.

Financial Literacy Clinic

The Center will conduct outreach to the local New Orleans community by providing pro bono financial advice to those in need of these critical services. Led by faculty, staff and student volunteers, our goal will be to provide the much needed financial advice to consumers to promote economic justice and financial well-being. We truly believe this a great unmet need in our community as well as others and Loyola University and the Center can serve as a ground breaking role modeling by providing this service to others.