

Loyola University New Orleans 2014 College of Business Annual Report

1.0 Executive Summary

Official Unit Name

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

Mission Statement

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

Vision Statement

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

Highlights / Progress

In the 2013-14 AY, the College of Business expanded its facilities, programs, and faculty/staff in a number of significant ways.

Faculty & Staff

New faculty and staff for the 2013-14 AY included two Assistant Professors of Marketing, Allyn White and Todd Bacile; Visiting Assistant Professor of Accounting, Sarah Thorrick; Graduate Admissions Counselor, Christina Morales; Director of Student Services, Melissa Ridley; and Executive Administrative Assistant, Kenley Breckenridge.

Assessment & Accreditation

As part of its continued commitment to faculty involvement in assessment following successful AACSB 6th year review in Spring 2013, the College sent all faculty members of the Assessment Task Force to AACSB-sponsored assessment seminars in the 2013-14 AY. The task force met multiple times during the year to review assessment results and plan / organize future assessment activities.

The College completed assessment for all undergraduate learning goals, and focused MBA efforts on program-level review in preparation for the revision to a new program configuration (including one-year full-time "fast track" and traditional part-time "professional" options) to be implemented in Fall 2014.

Centers & Programs

The Center for Entrepreneurship & Community Development was approved and will commence operations in Fall 2014.

The College continued to move forward on plans to create partnerships in Hong Kong and Honduras to offer executive-style MBA programs using the Loyola program in concert with local partner universities. Successful approval was achieved domestically for the program in Honduras, but ultimately failed to pass final governmental approval. The College has hopes that the government may revisit the proposal.

Strategic Planning

The 2013-14 AY saw a University focus on drafting a new strategic plan that culminated in the identification of 4 overarching strategies. The College of Business began work in Summer 2014 on creating a college plan to align with the University's goals, and will continue this work through Fall 2014 for completion and implementation beginning in the 2015-16 AY.

2.0 Unit Profile Summary

2.1 Staff Headcount

Source: HRS

	AY 13-14
Full-Time Staff Headcount - FT	11
Part-Time Staff(SBDC, etc) - PT	12

2.2 Faculty Headcount

Source: HRS

	AY 10-11	AY 11-12	AY 12-13	AY 13-14
FACULTY HEADCOUNT				
Ordinary Faculty (Tenured) - FT	15	15	15	15
Ordinary Faculty (Tenure Track) - FT	8	9	9	9
Extraordinary Faculty - FT	6	7	7	6
Total FT Faculty Headcount	29	31	31	30
Part-Time Faculty - PT	9	9	10	8
----TOTAL FTE Faculty	31.9	34.0	34.3	34.0

Full-time equivalent faculty based upon SCAP count. SCAP count methodology: Full-time faculty count as 1. Part-time faculty teaching 1-4 hours count as .33, 5-7 hours count

as .67, and 8 or more hours count as 1. Source: Faculty Data Base and SIS.

2.3 Student Headcount: Past 4 Years

Source: SIS

Academic Program		AY 10-11	AY 11-12	AY 12-13	AY 13-14
Accounting	MAJOR 1 - FT	64	77	80	61
ACCT	MAJOR 1 - PT	1	4	3	1
	MAJOR FTE	64.3	78.3	81.0	61.3
	MAJOR 2	1	1	0	3
	MINOR	10	10	18	8
Academic Program		AY 10-11	AY 11-12	AY 12-13	AY 13-14
General Business	MAJOR 1 - FT	85	110	107	80
BU	MAJOR 1 - PT	0	1	2	0
	MAJOR FTE	85.0	110.3	107.7	80.0
	MAJOR 2	0	0	0	0
	MINOR	198	267	159	180
Academic Program		AY 10-11	AY 11-12	AY 12-13	AY 13-14
Economics	MAJOR 1 - FT	33	41	62	56
ECON	MAJOR 1 - PT	2	2	0	1
	MAJOR FTE	33.7	41.7	62.0	56.3
	MAJOR 2	6	6	7	6
	MINOR	4	4	5	5
Academic Program		AY 10-11	AY 11-12	AY 12-13	AY 13-14
Finance	MAJOR 1 - FT	47	48	52	59

FIN	MAJOR 1 - PT	1	3	0	3
	MAJOR FTE	47.3	49.0	52.0	60.0
	MAJOR 2	16	17	23	21
	MINOR	0	0	0	0

Academic Program		AY 10-11	AY 11-12	AY 12-13	AY 13-14
International Business	MAJOR 1 - FT	101	90	89	83
INTB	MAJOR 1 - PT	4	1	1	2
	MAJOR FTE	102.3	90.3	89.3	83.7
	MAJOR 2	4	6	8	7
	MINOR	0	3	6	2

Academic Program		AY 10-11	AY 11-12	AY 12-13	AY 13-14
Management	MAJOR 1 - FT	88	92	88	99
MGT	MAJOR 1 - PT	1	3	2	6
	MAJOR FTE	88.3	93.0	88.7	101.0
	MAJOR 2	4	12	8	5
	MINOR	0	0	0	0

Academic Program		AY 10-11	AY 11-12	AY 12-13	AY 13-14
Marketing	MAJOR 1 - FT	84	105	121	103
MKT	MAJOR 1 - PT	3	1	2	2
	MAJOR FTE	85.0	105.3	121.7	103.7
	MAJOR 2	10	19	27	13
	MINOR	23	25	29	32

Academic Program		AY 10-11	AY 11-12	AY 12-13	AY 13-14
Music Business	MAJOR 1 - FT	64	21	9	5

MUSB	MAJOR 1 - PT	1	1	0	0
	MAJOR FTE	64.3	21.3	9.0	5.0
	MAJOR 2	0	0	0	0
	MINOR	10	0	0	0

Academic Program		AY 10-11	AY 11-12	AY 12-13	AY 13-14
COLLEGE TOTAL	MAJOR 1 - FT	566	584	608	546
UNDERGRADUATE	MAJOR 1 - PT	13	16	10	15
	MAJOR FTE	570.3	589.3	611.3	551.0
	MAJOR 2	41	61	73	55
	MINOR	245	309	217	227

Academic Program		FALL 2010	FALL 2011	FALL 2012	FALL 2013
MBA	FULL TIME	32	30	24	13
	PART TIME	41	38	32	35
	NON-DEGREE	3	5	2	6
TOTAL GRADUATE		80	73	58	54

2.4 Student Persistence: Past 4 Years

Source: Factbook

RETENTION RATES	FT Cohort	2nd Year Ret	Retention %	Attrition %	3rd Year Ret	Retention %	Attrition %	4th Year Ret	Retention %	Attrition %
13F	102									
12F	171	140	82%	18%						
11F	154	118	77%	23%	104	68%	32%			

10F	151	118	78%	22%	100	66%	34%	91	61%	39%
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2.5 Student-Faculty Ratios: Past 4 Years

	AY 10-11	AY 11-12	AY 12-13	AY 13-14
STUDENT FACULTY RATIO				
Student FTE	570	589	611	551
Faculty FTE	31.9	34.0	34.3	34.0
----S/F Ratio (Student FTE / Faculty FTE)	17.9	17.3	17.8	16.2

2.6 Graduating Seniors: Past 4 Years

Headcount of Graduating Seniors

SOURCE: SIS

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

2.7 Student 6-Year Graduation Rate

Source: Factbook

GRADUATION RATES	FT Cohort	4-Year Grad	Percent	5-Year Grad	Percent	6-Year Grad	Percent
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09F	143	80	56%				
08F	150	71	48%	90	60%		
07F	95	40	42%	53	56%	55	58%

2.8 Course Offerings

Course Level	Course ID	Credit Hours	Course Type	Course Delivery	Instructor	Instructor Load	Course Cap	Enrollment Fall 2013	Enrollment Spring 2014
G	ACCT-B601-051		3.00LEC	OC	Lynch, Patrick M		100	209	x
G	ACCT-B715-051		3.00LEC	OC	Lynch, Patrick M		100	20x	15
G	ACCT-B715-051		3.00LEC	OC	Lynch, Patrick M		100	3510	x
U	ACCT-B202-001		3.00LEC	OC	Meyer, Jean A		100	4036	21
U	ACCT-B202-002		3.00LEC	OC	Meyer, Jean A		100	4040	41
U	ACCT-B202-003		3.00LEC	OC	Ha, Joo Hyung		100	4038	31
U	ACCT-B202-004		3.00LEC	OC	Ha, Joo Hyung		100	4040	41
U	ACCT-B203-001		3.00LEC	OC	Thorrick, Sarah M		100	3024	x
U	ACCT-B203-001		3.00LEC	OC	Thorrick, Sarah M		100	40x	40
U	ACCT-B203-002		3.00LEC	OC	Ha, Joo Hyung		100	40x	35
U	ACCT-B203-002		3.00LEC	OC	Thorrick, Sarah M		100	4034	x
U	ACCT-B300-001		3.00LEC	OC	Lynch, Patrick M		100	3515	x
U	ACCT-B305-001		3.00LEC	OC	Main, Daphne		100	35x	28
U	ACCT-B305-001		3.00LEC	OC	Main, Daphne		100	4040	x
U	ACCT-B306-001		3.00LEC	OC	Main, Daphne		100	3012	x
U	ACCT-B306-001		3.00LEC	OC	Main, Daphne		100	35x	25
U	ACCT-B307-001		3.00LEC	OC	Meyer, Jean A		100	35x	22
U	ACCT-B310-001		3.00LEC	OC	Lynch, Patrick M		100	409	x
U	ACCT-B340-051		3.00LEC	OC	Thorrick, Sarah M		100	2022	x
U	ACCT-B400-001		3.00LEC	OC	Meyer, Jean A		100	3511	x
U	ACCT-B401-001		3.00LEC	OC	Lynch, Patrick M		100	20x	5
U	ACCT-B403-001		3.00LEC	OC	Thorrick, Sarah M		100	20x	21
U	ACCT-B460-001		3.00LEC	OC	Main, Daphne		100	30x	15
U	ACCT-B493-001		3.00LEC	OC	Thorrick, Sarah M		100	20x	14
U	ACCT-B499-001		1.00IND	OC	Lynch, Patrick M		100	01	x
U	ACCT-B499-001		1.00IND	OC	Main, Daphne		100	0x	1
U	ACCT-B499-002		1.00IND	OC	Main, Daphne		100	01	x
G	BA -B750-051		3.00LEC	OC	Krug, Jeffrey A		100	20x	10
G	BA -B750-051		3.00LEC	OC	Krug, Jeffrey A		100	308	
G	BA -B795-001		0.00IND	OC	Krug, Jeffrey A		100	0x	2

G	BA -B795-001	0.00IND	OC	Krug, Jeffrey A	100	208	x
G	BA -B815-051	3.00LEC	OC	White, Clayton J	100	2019	x
G	BA -B899-051	3.00IND	OC	Krug, Jeffrey A	100	301	x
G	BA -B899-052	3.00IND	OC	Goolsby, Jerry R	100	301	x
U	BA -B100-001	3.00LEC	OC	Arnold, Karen	100	5552	53
U	BA -B100-002	3.00LEC	OC	Arnold, Karen	100	55x	53
U	BA -B100-002	3.00LEC	OC	Francis, Ashley M	100	3032	x
U	BA -B100-003	3.00LEC	OC	Francis, Ashley M	100	3034	x
U	BA -B100-004	3.00LEC	OC	Fok, Wing M	100	3040	x
U	BA -B100-005	3.00LEC	OC	Fok, Wing M	100	3032	x
U	BA -B101-001	3.00LEC	OC	Francis, Ashley M	100	30x	32
U	BA -B101-001	3.00LEC	OC	Weinberg, Frankie J	100	3028	x
U	BA -B101-002	3.00LEC	OC	Francis, Ashley M	100	30x	27
U	BA -B101-002	3.00LEC	OC	Johnston, Michelle K	100	3028	x
U	BA -B101-003	3.00LEC	OC	Barnett, Kathleen	100	3014	x
U	BA -B101-003	3.00LEC	OC	Johnston, Michelle K	100	30x	21
U	BA -B101-004	3.00LEC	OC	Johnston, Michelle K	100	30x	30
U	BA -B200-001	3.00LEC	OC	Fok, Wing M	100	4047	x
U	BA -B340-051	3.00LEC	OC	Trevino, Len J	100	20x	9
U	BA -B415-001	3.00LEC	OC	Capaldi, Nicholas E	100	20x	16
U	BA -B415-001	3.00LEC	OC	Capaldi, Nicholas E	100	3518	x
U	BA -B415-002	3.00LEC	OC	Reed, Kendra L	100	41x	43
U	BA -B415-051	3.00LEC	OC	Capaldi, Nicholas E	100	3519	x
U	BA -B445-001	3.00LEC	OC	Fok, Wing M	100	30x	26
U	BA -B445-001	3.00LEC	OC	Trevino, Len J	100	2025	x
U	BA -B445-051	3.00LEC	OC	Fok, Wing M	100	30x	21
U	BA -B445-051	3.00LEC	OC	Krug, Jeffrey A	100	3014	x
U	BA -B497-001	1.00IND	OC	Barnett, Kathleen	100	80x	25
U	BA -B497-001	1.00IND	OC	Barnett, Kathleen	100	10064	x
U	BA -B499-001	1.00IND	OC	Krug, Jeffrey A	100	30x	1
U	BA -T121-F01	3.00LEC	OC	Francis, Ashley M	100	2018	x
G	DECS-B601-051	3.00LEC	OC	Straight, Nathanael M	100	205	x
G	DECS-B700-051	3.00LEC	OC	Sirois, Maria J	100	2010	x
G	DECS-B893-051	3.00LEC	OC	Griffin, Catherine L	100	20x	3
U	DECS-B205-001	3.00LEC	OC	Krasnozhon, Leonid A	100	2829	28
U	DECS-B205-002	3.00LEC	OC	Krasnozhon, Leonid A	100	2828	29
U	DECS-B205-003	3.00LEC	OC	Krasnozhon, Leonid A	100	2828	x
U	DECS-B205-003	3.00LEC	OC	Straight, Nathanael M	100	28x	28

U	DECS-B499-001	1.00IND	OC	Straight, Nathanael M	100	01	x
G	ECON-B603-051	3.00LEC	OC	D'Amico, Daniel J	100	20x	9
U	ECON-B100-001	3.00LEC	OC	Block, Walter E	100	80x	72
U	ECON-B100-001	3.00LEC	OC	D'Amico, Daniel J	100	6567	x
U	ECON-B100-002	3.00LEC	OC	D'Amico, Daniel J	100	6561	x
U	ECON-B100-003	3.00LEC	OC	Block, Walter E	100	10079	x
U	ECON-B101-001	3.00LEC	OC	Barnett, William	100	5041	29
U	ECON-B101-002	3.00LEC	OC	Levendis, John D	100	55x	49
U	ECON-B101-003	3.00LEC	OC	Levendis, John D	100	55x	56
U	ECON-B205-001	3.00LEC	OC	D'Amico, Daniel J	100	3537	x
U	ECON-B206-001	3.00LEC	OC	Barnett, William	100	35x	32
U	ECON-B305-001	3.00LEC	OC	Barnett, William	100	3518	x
U	ECON-B325-001	3.00LEC	OC	Barnett, William	100	20x	13
U	ECON-B345-001	3.00LEC	OC	Block, Walter E	100	2014	x
U	ECON-B360-001	3.00LEC	OC	Levendis, John D	100	20x	11
U	ECON-B493-001	3.00LEC	OC	Barnett, William	100	354	x
U	ECON-B493-033	3.00LEC	OC	D'Amico, Daniel J	100	25x	25
U	ECON-B497-001	3.00IND	OC	D'Amico, Daniel J	100	30x	1
U	ECON-H295-033	3.00SEM	OC	D'Amico, Daniel J	100	25x	25
G	FIN -B601-051	3.00LEC	OC	Wood, J Stuart	100	20x	14
G	FIN -B700-051	3.00LEC	OC	Dicle, Mehmet	100	304	x
U	FIN -B200-001	3.00LEC	OC	Christner, Ronald	100	4027	x
U	FIN -B200-001	3.00LEC	OC	Christner, Ronald	100	50x	47
U	FIN -B300-001	3.00LEC	OC	Dicle, Mehmet	100	70x	63
U	FIN -B300-001	3.00LEC	OC	Dicle, Mehmet	100	8079	x
U	FIN -B305-001	3.00LEC	OC	Wood, J Stuart	100	3519	x
U	FIN -B310-001	3.00LEC	OC	Wood, J Stuart	100	30x	24
U	FIN -B310-001	3.00LEC	OC	Wood, J Stuart	100	3515	x
U	FIN -B315-001	3.00LEC	OC	Christner, Ronald	100	2018	x
U	FIN -B315-001	3.00LEC	OC	Christner, Ronald	100	30x	21
U	FIN -B325-001	3.00LEC	OC	Dicle, Mehmet	100	3521	x
U	FIN -B325-051	3.00LEC	OC	Dicle, Mehmet	100	35x	33
U	FIN -B400-001	3.00LEC	OC	Wood, J Stuart	100	35x	24
U	FIN -B450-001	3.00LEC	OC	Christner, Ronald	100	204	x
U	FIN -B493-001	3.00LEC	OC	Christner, Ronald	100	20x	11
U	FIN -B493-002	3.00LEC	OC	Wood, J Stuart	100	302	x
U	INTB-B200-001	3.00LEC	OC	Fok, Wing M	100	4047	x
U	INTB-B315-001	3.00LEC	OC	Fok, Wing M	100	40x	45

U	INTB-B325-001	3.00LEC	OC	Dicle, Mehmet	100	3521	x
U	INTB-B325-051	3.00LEC	OC	Dicle, Mehmet	100	35x	33
U	INTB-B330-051	3.00LEC	OC	McQuaid, Thomas M	100	4035	x
U	INTB-B330-051	3.00LEC	OC	McQuaid, Thomas M	100	35x	32
U	INTB-B340-051	3.00LEC	OC	Trevino, Len J	100	20x	9
U	INTB-B370-051	3.00LEC	OC	Kabbani, Marawan	100	3015	x
U	INTB-B435-001	3.00LEC	OC	Trevino, Len J	100	20x	18
G	LGST-B600-051	3.00LEC	OC	Screen, Christopher T	100	30x	21
U	LGST-B200-001	3.00LEC	OC	Screen, Christopher T	100	3529	x
U	LGST-B205-001	3.00LEC	OC	Screen, Christopher T	100	4545	x
U	LGST-B205-001	3.00LEC	OC	Screen, Christopher T	100	50x	49
U	LGST-B205-002	3.00LEC	OC	Screen, Christopher T	100	4544	x
U	LGST-B205-002	3.00LEC	OC	Screen, Christopher T	100	50x	53
U	LGST-B205-003	3.00LEC	OC	Screen, Christopher T	100	4536	x
U	LGST-B493-001	3.00LEC	OC	Screen, Christopher T	100	20x	14
G	MGT -B600-051	3.00LEC	OC	Massa, Felipe Gorenstein	100	207	x
G	MGT -B705-051	3.00LEC	OC	Johnston, Michelle K	100	2013	x
G	MGT -B711-051	3.00LEC	OC	Goolsby, Jerry R	100	2010	x
G	MGT -B725-051	3.00LEC	OC	Schulingkamp, Ronald	100	20x	14
G	MGT -B725-051	3.00LEC	OC	Schulingkamp, Ronald	100	3013	x
G	MGT -B735-051	3.00LEC	OC	Reed, Kendra L	100	20x	18
G	MGT -B893-051	3.00LEC	OC	Massa, Felipe Gorenstein	100	6x	6
G	MGT -B899-051	3.00IND	OC	Krug, Jeffrey A	100	0x	1
U	MGT -B245-001	3.00LEC	OC	Arnold, Karen	100	4040	x
U	MGT -B245-001	3.00LEC	OC	Weinberg, Frankie J	100	40x	40
U	MGT -B245-002	3.00LEC	OC	Massa, Felipe Gorenstein	100	4544	x
U	MGT -B245-002	3.00LEC	OC	Weinberg, Frankie J	100	40x	40
U	MGT -B245-003	3.00LEC	OC	Arnold, Karen	100	40x	40
U	MGT -B245-051	3.00LEC	OC	Massa, Felipe Gorenstein	100	4543	x
U	MGT -B250-W01	3.00LEC	OL	Karamessinis, George S	100	4039	x
U	MGT -B250-W01	3.00LEC	OL	Karamessinis, George S	100	45x	43
U	MGT -B250-W02	3.00LEC	OL	Karamessinis, George S	100	4040	x
U	MGT -B250-W02	3.00LEC	OL	Karamessinis, George S	100	45x	43
U	MGT -B310-001	3.00LEC	OC	Arnold, Karen	100	3533	x
U	MGT -B310-001	3.00LEC	OC	Reed, Kendra L	100	20x	17
U	MGT -B315-001	3.00LEC	OC	Fok, Wing M	100	40x	45
U	MGT -B322-001	3.00LEC	OC	Pearson, Michael M	100	07	x
U	MGT -B325-001	3.00LEC	OC	Li, Jing	100	3534	36

U	MGT -B325-002	3.00LEC	OC	Li, Jing	100	3523	x
U	MGT -B325-051	3.00LEC	OC	Li, Jing	100	35x	32
U	MGT -B335-001	3.00LEC	OC	Johnston, Michelle K	100	20x	18
U	MGT -B340-051	3.00LEC	OC	Trevino, Len J	100	20x	9
U	MGT -B370-051	3.00LEC	OC	Kabbani, Marawan	100	3015	x
U	MGT -B375-001	3.00LEC	OC	Li, Jing	100	30x	18
U	MGT -B375-051	3.00LEC	OC	Li, Jing	100	3519	x
U	MGT -B420-001	3.00LEC	OC	Johnston, Michelle K	100	3019	x
U	MGT -B430-051	3.00LEC	OC	Massa, Felipe Gorenstein	100	35x	38
U	MGT -B465-001	3.00LEC	OC	Pearson, Michael M	100	2522	x
U	MGT -B493-001	3.00LEC	OC	Bacile, Todd J	100	3015	x
U	MGT -B493-002	3.00LEC	OC	Francis, Ashley M	100	3531	x
U	MGT -B493-051	3.00LEC	OC	Weinberg, Frankie J	100	20x	20
U	MGT -T121-F01	3.00LEC	OC	Weinberg, Frankie J	100	2016	x
G	MKT -B700-051	3.00LEC	OC	White, Lauren A	100	20x	11
U	MKT -B280-001	3.00LEC	OC	DelCorral, Wayne J	100	35x	31
U	MKT -B280-001	3.00LEC	OC	Pearson, Michael M	100	4047	x
U	MKT -B280-002	3.00LEC	OC	DelCorral, Wayne J	100	35x	28
U	MKT -B280-002	3.00LEC	OC	Goolsby, Jerry R	100	8577	x
U	MKT -B280-003	3.00LEC	OC	Bacile, Todd J	100	35x	29
U	MKT -B280-004	3.00LEC	OC	Bacile, Todd J	100	35x	36
U	MKT -B322-001	3.00LEC	OC	Pearson, Michael M	100	2013	x
U	MKT -B330-051	3.00LEC	OC	McQuaid, Thomas M	100	35x	32
U	MKT -B330-051	3.00LEC	OC	McQuaid, Thomas M	100	4035	x
U	MKT -B335-001	3.00LEC	OC	Johnston, Michelle K	100	20x	18
U	MKT -B340-001	3.00LEC	OC	Francis, Ashley M	100	30x	28
U	MKT -B340-001	3.00LEC	OC	White, Lauren A	100	4025	x
U	MKT -B370-051	3.00LEC	OC	Kabbani, Marawan	100	3015	x
U	MKT -B390-001	3.00LEC	OC	White, Lauren A	100	35x	21
U	MKT -B390-001	3.00LEC	OC	White, Lauren A	100	4032	x
U	MKT -B450-001	3.00LEC	OC	Bacile, Todd J	100	30x	31
U	MKT -B450-001	3.00LEC	OC	Bacile, Todd J	100	358	x
U	MKT -B465-001	3.00LEC	OC	Pearson, Michael M	100	2522	x
U	MKT -B493-001	3.00LEC	OC	Bacile, Todd J	100	3015	x
U	MKT -B493-002	3.00LEC	OC	Francis, Ashley M	100	3531	x
U	MKT -B493-051	3.00LEC	OC	Weinberg, Frankie J	100	20x	20
U	MKT -B499-001	1.00IND	OC	Reed, Kendra L	100	0x	1
U	PFOL-B100-051	0.00LEC	OC	Barnett, Kathleen	50	20053	x

U	PFOL-B100-051	0.00LEC	OC	Henderson, Matthew L	25	20026.5	x
U	PFOL-B100-051	0.00LEC	OC	Iwasaka, Karin M	25	20026.5	x
U	PFOL-B101-051	0.00LEC	OC	Barnett, Kathleen	100	200x	102
U	PFOL-B200-051	0.00LEC	OC	Barnett, Kathleen	40	20070.8	x
U	PFOL-B200-051	0.00LEC	OC	Henderson, Matthew L	30	20053.1	x
U	PFOL-B200-051	0.00LEC	OC	Iwasaka, Karin M	30	20053.1	x
U	PFOL-B201-051	0.00LEC	OC	Barnett, Kathleen	100	200x	166
U	PFOL-B300-051	0.00LEC	OC	Barnett, Kathleen	40	16054.4	x
U	PFOL-B300-051	0.00LEC	OC	Henderson, Matthew L	30	16040.8	x
U	PFOL-B300-051	0.00LEC	OC	Iwasaka, Karin M	30	16040.8	x
U	PFOL-B301-051	0.00LEC	OC	Barnett, Kathleen	100	200x	126
U	PFOL-B400-051	0.00LEC	OC	Barnett, Kathleen	40	16039.6	x
U	PFOL-B400-051	0.00LEC	OC	Henderson, Matthew L	30	16029.7	x
U	PFOL-B400-051	0.00LEC	OC	Iwasaka, Karin M	30	16029.7	x
U	PFOL-B401-051	0.00LEC	OC	Barnett, Kathleen	100	200x	96

3.0 Goals for Current Academic Year

The College of Business' 2008-12 Strategic Management Plan concluded during the preceding 2012-13 AY. A new plan had not yet been developed for the 2013-14 AY, as the University was in the process of revising and developing its own comprehensive Strategic Plan.

In the interim period, the College focused on the stabilization of the Loyola MBA Program and continued development of potential international executive-style MBA programs with partners in Honduras, El Salvador, and/or Hong Kong; the enhancement of graduate and undergraduate entrepreneurial courses and extracurricular activities, and development of the Center for Entrepreneurship & Community Development; the management of instructional, administrative, and financial resources to handle the budgetary shortfall faced by the University community; and the deployment of a comprehensive conversion campaign targeting new freshmen for the 2014-15 AY.

To combat threateningly low enrollment in the MBA Program, the College developed a full-scale revision to the MBA Program which allows for the possibility of a 1-year "Fast Track" program, in addition to the traditional part-time / "Professional" MBA. The revision was developed by Jeffrey Krug, who was appointed Associate Dean of Graduate Programs after the departure of former Director of Graduate Programs, Jerry Goolsby, during the voluntary severance program. The new program has been very well received by prospective students.

The executive MBA program in Honduras reached the final approval stage within Honduras, but was ultimately rejected by the Honduran government under local pressures. Possible adaptation of the program for a partner institution in El Salvador was explored during the 2013-14 AY.

The proposal for the new Center for Entrepreneurship & Community Development underwent all necessary University approvals, and will commence operation in Fall 2014 pending the appointment of a Center Director. Other entrepreneurial activities, including the partnership between the MBA Program and SouthCoast Angel Fund and MBA student participation in the New Orleans Entrepreneur Week sponsored by Idea Village, continued throughout the 2013-14 AY.

The College continued its commitment to effective deployment of faculty resources in keeping with the University's focus on instructional efficiency. The College maintained the lowest % of adjunct / part-time faculty usage among all Loyola colleges. (Full-time faculty represented 88% of FTE faculty deployed.)

The College also put on hold two outstanding faculty searches (in Finance and Management), and has not yet sought to replace any of the 3 full-time faculty positions vacated by faculty who took the voluntary severance package (additionally, the College only filled 1 of 2 administrative / staff positions vacated due to voluntary severance).

Throughout Spring 2014, the College implemented a comprehensive marketing / conversion campaign in consultation with The Hoffman Agency (headed by a College Visiting Committee member) and targeted at potential or incoming 2014-15 AY freshmen. The campaign included a 4-phase postcard mailing, a Loyola Wolfpack branded "stressball" and College recruitment message, a student-led calling campaign to prospective students, and a mid-summer mobile phone charger mailing intended to prevent summer "melt" in applied freshmen.

During Summer 2014, the College began to draft a new Strategic Plan for the College in response to the University's Strategic Plan nearing completion and the identification of the 4 overarching strategies. The College's goal for the 2014-15 AY is to have a comprehensive Strategic Plan aligned with the University plan which integrates the 4 overarching strategies into specific pedagogical, administrative, and programmatic action plans.

4.0 Budget for Current Academic Year

The funding model at Loyola provides an annual budget to the Deans after all budget requests have been considered. Funds spent by the colleges above the allotted funds and capital improvements to buildings are the responsibility of the respective Deans. The table below shows a historical picture of the College of Business budget.

	2013-14	2012-13	2011-12	2010-11
Salaries (faculty/staff)	\$3,598,829	\$3,656,316	\$3,274,346	\$3,554,499
Stipends (faculty/staff)	\$75,000	\$88,500	\$63,536	\$80,000
Salaries (student/GA)	\$39,064	\$62,625	\$63,582	\$64,271
Operating expenses	\$208,764	\$386,846	\$331,895	\$318,842
Capital Expenses	-----	\$125,000	\$43,078	\$60,391
Technology services	\$85,550	\$89,697	\$65,097	\$36,600
Investment	-----	\$10,000	\$41,403	-----
Total	\$4,007,207	\$4,418,984	\$3,882,937	\$4,114,603
Funding from university	\$3,965,448	\$4,350,025	\$3,607,206	\$4,008,608
Draw from Annual Fund	\$41,759	\$68,959	\$275,731	\$105,995

Generally, the needs of the college are covered by the budget provided by the university. The draw from the annual fund covers the "extra" expenses above and beyond budgeted items. The draw for fiscal year 2013-14 was approximately \$41,759. For the past 4 years and beyond, the financial model and budget above has been adequate to cover the needs of the college.

The College worked with the Office of Annual Giving throughout the 2013-14 AY to create a case statement for its portion of Loyola's upcoming Comprehensive Campaign. The College's focus in the campaign will be on funding the operations of the newly formed Center for Entrepreneurship & Community Development.

In addition to programmatic activities, the College of Business supports two associated centers: the Center for Spiritual Capital and the Center for Entrepreneurship & Community Development. The Center for Spiritual Capital operates from its own external funding base. The Center for Entrepreneurship & Community Development will likely be funded by a combination of donations from external sources, donations to the Comprehensive Campaign, and the College of Business budget.

The Business Portfolio program is funded by student fees (\$250 per student per semester) and is a breakeven operation. Program fees cover guest lectures, career development projects, and individual and career counseling.

The College of Business is the only college at Loyola that operates its own computer network. This was initiated and has continued because it operates efficiently and effectively. The College of Business receives a technology budget from the University which is supplemented by the College. The budget includes about \$20,000 per year in faculty computer and software upgrades.

On average, the College of Business spends \$25,000 per year on classroom / media / lab equipment upgrades and replacements. The College of Business contracts for 24-hour external support and off-site backup for our computer network. These fees come to about \$36,000 per year. About 70% of the above expenses are funded from student fees and University budget.

Overall, all of the College of Business' major initiatives are covered by funding from inside and outside the University and are able to be run well above breakeven.

5.0 Assessment Report

College of Business Core Competencies:

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

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

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

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

Student Learning Outcomes for the College of Business:

The Student Learning Outcomes of the BAcc and BBA degree program are rooted in the mission of the college and the vision of the university, which are in turn rooted in Ignatian values.

These outcomes encapsulate the knowledge, skills, and abilities that students in the various majors within the College should possess as graduates of the College of Business. The learning outcomes are as follows.

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

Accounting:

1. Critically analyze business and accounting problems to make informed and technically appropriate decisions.
2. Exhibit ethical conduct in all their activities and be able to apply a values-laden method for making ethical decisions.
3. Use accounting information to make decisions in business, government, and not-for-profit organizational settings.
4. Have the accounting background necessary to meet the education requirements for various professional examinations.
5. Communicate business information effectively in order to assume leadership roles in their chosen professions.

Economics:

1. Demonstrate competency as professionals in business and economics.
2. Apply critical thinking skills to business and economic issues.
3. Communicate effectively in the world of business and economics.
4. Apply a values-laden method for making ethical decisions about business- or economic-related issues.
5. Possess the knowledge, skill, and ability to succeed in a global economy.

Finance:

1. Demonstrate competency as professionals in business and finance.
2. Apply critical thinking skills to business and finance issues.
3. Communicate effectively in the world of business and finance.
4. Apply a values-laden method for making ethical decisions about business- or finance-related issues.
5. Possess the knowledge, skill, and ability to succeed in a global economy.

International Business:

1. Demonstrate competency as professionals in international business.
2. Apply critical thinking skills to business and international issues.
3. Communicate effectively in the world of international business.
4. Apply a values-laden method for making ethical decisions about international business-related issues.
5. Possess the knowledge, skill, and ability to succeed in a global economy.

Management:

1. Demonstrate competency as professionals in business and management.
2. Apply critical thinking skills to business and management issues.
3. Communicate effectively in the world of business and management.
4. Apply a values-laden method for making ethical decisions about business- or management-related issues.
5. Possess the knowledge, skill, and ability to succeed in a global economy.

Marketing:

1. Demonstrate competency as professionals in business and marketing.
2. Apply critical thinking skills to business and marketing issues.
3. Communicate effectively in the world of business and marketing.
4. Apply a values-laden method for making ethical decisions about business- or marketing-related issues.

5. Possess the knowledge, skill, and ability to succeed in a global economy.

The Student Learning Outcomes of the MBA Program are conceived of as formative concepts developed through coursework that are predictive of success on the final business plan submitted in the Capstone Course. The outcomes are assessed in the context of a student's final demonstration of achievement in the Capstone business plan project / thesis. A qualified third-party conducts the assessment. The learning outcomes are as follows.

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

Master of Business Administration:

1. Develop and implement leadership systems throughout an organization.
2. Embrace strong ethical values and acknowledge moral and legal obligations to the multitude of publics impacted by the organization.
3. Design, align and integrate strategic, tactical and operational plans.
4. Identify of customers, important publics, and other critical requirements, and design systems for incorporating requirements throughout the organization.
5. Design and use information systems and methods for collecting, analyzing and disseminating data.
6. Marshal human resource systems to accomplish organizational tasks.
7. Create effective operational processes, support services and supplier networks.
8. Monitor performance through financial, accounting and regulatory compliance.
9. Communicate effectively through written, oral and visual media.

Summary of Assessment Results

Key Performance Indicators

The College of Business continues to perform approximately equal to the university at large on most measures of student satisfaction or engagement, as well as on key performance indicators such as retention and graduation rates (see section 2.4 and 2.7). The College maintains a very high percentage of tenured / tenure-track faculty (80%) as well as the highest percentage of full-time faculty (80% by headcount, 88% by FTE) among all colleges on campus while offering some of the largest average class sizes (29.5 overall average undergraduate class size, 38.25 average class size for core courses), indicating a high level of instructional efficiency (also see university KPI reports).

For particular SSI cross-college comparison questions, the College of Business appears to perform relatively poorly on SSI item #s 8 ("content of courses within my major is valuable"), 16 ("instruction in my major field is excellent"), 68 ("nearly all of the faculty are knowledgeable in their field"), and 69 ("there is good variety of courses provided on this campus"), with an average score differential compared to the cross-campus score of around -0.6 points on the 7-point scale used by SSI. The College believes these poor scores are likely due in large part to a few required core courses (taken by all business majors) in which students have had great academic difficulty on account of subject matter and/or which have simply been taught ineffectively, rather than the result of a systemic lack of programmatic / instructional quality. As of the beginning of the 2014-15 AY, all of the courses in question will be revised and/or taught by different faculty. The College expects these scores to improve as fewer students have standout "very poor" experiences to taint their overall impression of the College.

Undergraduate Assessment

Professional Competence

Of the 35 internship supervisor evaluations received during the 2013-14 AY, only 1 student intern's performance was rated as anything other than "Good" or "Excellent", and the average supervisor evaluation of overall performance was 4.57 on a 5-point scale (1 = poor to 5 = excellent). The evaluation has eight sub-scales / dimensions, and student interns obtained average scores as follows:

- Ability and Willingness to Learn: 4.69
- Business Etiquette and Basic Work Habits: 4.75
- Critical Thinking and Problem Solving: 4.75
- Dependability and Character Attributes: 4.83
- Effective Written and Oral Communication: 4.65

Professional and Career Development Skills: 4.69
Organizational Knowledge and Skills: 4.86
Interpersonal and Teamwork Skills: 4.84

Among individual scale items, "Poor" or "Fair" ratings were received only for the 1 student intern above, and only on the following scale items:

"Reports to work as scheduled and on-time" - Poor
"Is prompt in showing up to meetings" - Poor
"Brings a sense of integrity and values to the job" - Fair
"Seeks to serve others even at an inconvenience" - Fair
"Exhibits a self-motivated approach to work" - Fair

Although the College would hope to see no scores, overall or per item, below "Good", these results are compelling evidence that business graduates are professional and employable. 91% of internship supervisors agreed, indicating that their company would hire the intern in question if a suitable full-time position were available.

Accounting Competence (BAcc)

Students in ACCT B400, Advanced Accounting, in the Fall 2013 semester completed a 20-hour service learning project for the Good Work Network. Service learning supervisors at Good Work assessed the student's performance in completing assigned tasks and assisting clients, on a rubric with dimensions of Basic Professionalism, Job-Specific Performance, and Interpersonal Skills.

On the rubric's 3-point scale (1 = did not meet requirements, 2 = met requirements, 3 = exceeded requirements), the 9 students earned average scores as follows:

Basic Professionalism: 2.83 (0% did not meet requirements)
Job-Specific Attributes: 2.67 (11% did not meet requirements)
Interpersonal Skills: 2.73 (0% did not meet requirements)

Among individual scale items, "Did not meet requirements" ratings were received for 7 out of 171 total ratings given, for the following scale items:

"Adequate knowledge and skills to complete required tasks"
"Completes assignments on schedule / uses resources wisely"
"Is punctual"
"Evaluates alternative solutions and makes appropriate decisions"
"Confident in ability to create and implement accounting systems"
"Understood individual needs of clients"
"Gives assistance to others to help team meet objectives"

Critical Thinking Skills

30 students who took DECS B205, Business Statistics, during the 2013-14 AY completed a statistical research project which was assessed separately on a 5-item critical thinking rubric. The rubric assessed the dimensions identified by the Loyola Faculty in the University's approved definition of Critical Thinking from the 2007 QEP, including the dimensions of Interpretation, Evaluation, Inference, Judgment, and Self-Regulation.

On the rubric's 4-point scale (1 = unacceptable, 2 = weak, 3 = acceptable, 4 = strong), students obtained average scores as follows:

Interpretation: 2.9 (20% below acceptable, 0% unacceptable)
Evaluation: 2.3 (63% below acceptable, 13% unacceptable)
Inference: 3.0 (13% below acceptable, 3% unacceptable)
Judgment: 2.0 (60% below acceptable, 23% unacceptable)
Self-Regulation: 2.7 (50% below acceptable, 0% unacceptable)

These results indicate a few potential systemic issues which will be explored more fully in the 2014-15 AY (the rubric was devised and deployed only on projects submitted in May and June of

2014, so the data have not yet been reviewed further or presented to faculty).

The rubric itself is also in need of some development, so that it can be more easily applied to a broader range of analytical projects.

Effective Communication

The College of Business' in-house writing specialist met with 132 unique undergraduate and 13 unique graduates at least once during the 2013-14 AY and conducted assessment on every piece of writing which was brought in, using a 3-pronged rubric focused on Look/Formatting, Language, and Thought. Each dimension consisted of 3-5 sub-items scored on a 5-point scale (1 = poor, 2 = needs work, 3 = decent, 4 = well done, 5 = outstanding).

On the 3 dimensions of the rubric using the 5-point scale described above, undergraduate students obtained average scores as follows:

Formatting: 3.64 (6% below 3.00)

Language: 3.12 (38% below 3.00)

Thought: 3.42 (11% below 3.00)

There is some selection bias to be aware of, as meetings with the business writing specialist are entirely voluntary and, thus, only weaker writers would tend to arrange such instruction. Nevertheless, there are some potential issues to address especially as regards the appropriate use of grammar / vocabulary and a professional tone (the elements of the Language sub-scale).

Ethical Decision-Making

The assessment using Kohlberg's Moral Reasoning Scale was repeated from the 2012-13 AY. The results are not available at this time as the assessment was conducted during the end of the Spring 2014 semester, but will be reviewed by faculty early in the 2014-15 AY along with the results above.

Global Economic Awareness

Students in LGST B205, Legal Environment of Business, take a cumulative final exam which included 7 questions concerning International Law and the Global Economy. 30 students were randomly selected to be used as an assessment cohort. This cohort averaged 4.33 out of 7 questions correct (62%).

The College has struggled to find meaningful outlets for assessing this learning outcome given that the international experiences and internationally-focused courses taken by different business majors differ so greatly, and in fact business faculty have questioned or debated whether a global component remains an important strategic component of our degree programs (aside from the International Business major). These issues will have to be addressed in the 2014-15 AY.

Graduate Assessment

Effective Communication

The College of Business' in-house writing specialist met with 13 graduate students at least once during the 2013-14 AY and conducted assessment on every piece of writing which was brought in, using a 3-pronged rubric focused on Look/Formatting, Language, and Thought. Each dimension consisted of 3-5 sub-items scored on a 5-point scale (1 = poor, 2 = needs work, 3 = decent, 4 = well done, 5 = outstanding).

On the 3 dimensions of the rubric using the 5-point scale described above, graduate students obtained average scores as follows:

Formatting: 3.82 (0% below 3.00)

Language: 3.82 (7% below 3.00)

Thought: 3.74 (7% below 3.00)

Capstone Project Assessment

No opportunities for assessment of other student learning outcomes in the final capstone project business plan and presentation presented themselves during the 2013-14 AY, as all MBA graduates had completed the course prior to this academic year.

Additionally, the revision to the MBA curriculum to be implemented in Fall 2014 calls for a different approach to completion of the capstone project (which will now be a Masters' thesis to be presented before a panel of executives and MBA faculty), which will necessitate a revised assessment rubric. One student presented a thesis in 2014M under the new framework, but the new rubric was not available at the time.

The MBA Program will explore in the 2014-15 AY the possibility for additional mid-program assessment opportunities to provide more robust data on student learning achievement throughout the course of their program.

Programmatic Assessment

Although not related directly to learning assurance, the MBA Program conducted numerous meetings and informal assessments during the 2013-14 AY to involve students in the process of revising the curriculum for Fall 2014 implementation. Among the issues identified by students were the following positive and negative characteristics of the program, which directly impacted planning of the new curriculum and program design:

Positives:

- Small program / personal attention
- Professors willing to work with students
- Connection to New Orleans community
- Flexibility of part-time / full-time options

Negatives:

- Weak selection / availability of electives
- Weak networking / career development
- Poor marketing of success of students

Changes:

- Improve relationship between current and former students
- Rebuild image / reputation of program
- Increase use of social media (esp. Facebook and LinkedIn)
- Create application checklist to help prospective students with process
- Focus on professional experience / skills rather than traditional academic structure

The MBA Program has already addressed many of the issues identified by students, by instituting monthly "last coffee" meetups with MBA faculty and students in the Miller Hall atrium before classes, a networking reception to kickoff MBA orientation during the new "Launch Week" course, and increasing opportunities within the curriculum for current and former students to interact through new MBA Mentoring and Executive Coaching initiatives.

Strategic Key Performance Indicators

In preparation for drafting a comprehensive College strategic plan in Fall 2014, the College prepared and reviewed numerous strategic-level data, which are contained in an appendix / supporting document. These data will be reviewed by faculty at the kickoff faculty meeting of the Fall 2014 semester, and form the backbone for a strategic plan that aligns with university goals and addresses the College's unique strategic position.

6.0 Summary of Achievements

A summary of some of the most notable achievements of College faculty and students during the 2013-14 AY follows.

Faculty Achievements

Clayton White and Patrick Lynch were selected to the 2013 CityBusiness Money Makers! Money Makers recognizes 50 professionals whose fiscal work has set the pace for their company and the region. Honorees were selected based on industry and community involvement, as well as their career achievements.

Leo Krasnozhan's 2013 white paper, "Using Popular Music to Teach Principles of Economics: Beyoncé's Take on Demand and Quantity Demanded." was listed on SSRN's Top Ten download list for Economics Educator eJournal and Other Microeconomics.

For the past year, Frankie Weinberg informally mentored SUNY Buffalo doctoral candidate Chia Yen Chiu. Their paper, Powerful Leaders and Satisfied Followers: Roles of Social Worth and Leadership Prototypes, co-authored with Prasad Balkundi, earned a certificate for Best Student Paper Award Finalist from the Academy of Management's Managerial and Organizational Cognition Division.

Social Media Marketing Magazine has included Professor Todd Bacile on its list of the Top-100 Marketing Professors on Twitter.

Felipe Massa and Clayton White were nominated and selected to the Silicon Bayou 100 - a list of the most influential people in entrepreneurship in Louisiana.

Felipe Massa was a coach for the second edition of Startup Weekend New Orleans. The event drew 77 participants who grouped into 11 teams and spent 3 days pitching ideas and working to turn the ideas into full-fledged businesses, including gathering feedback from potential customers.

Jeffrey Krug was asked to serve on the Board of Studies (BOS) of the SIES College of Management Studies (SIESCOMS) in Mumbai, India (2-year term). The Board advises the College on curricula, administrative, and teaching initiatives.

Michael Pearson was honored at the 2014 American Collegiate Retailing Association's Spring Conference in Dallas with the association's Life Member Award.

The College of Business and the Center for Spiritual Capital formed the Consortium of Faith Based Business Schools. The Consortium held their second meeting at the Hilton Riverside Hotel in New Orleans in February. Schools in attendance included: Barry University, Brigham Young University, Butler University, University of Chester, University of Dallas, DePaul University, Le Moyne College, Lipscomb University, Loyola University New Orleans, Pepperdine University, Regis University, Seattle Pacific University, and Yeshiva University.

Joohyung Ha's co-authored paper entitled "Corporate social responsibility, tax aggressiveness and corporate financial performance" received the best paper award at the American Accounting Association Midwest regional meeting.

Walter Block co-authored about a half dozen articles with Economics students during the 2013-14 AY, resulting in multiple publications and awards.

Numerous business faculty served on standing University and College committees during the 2013-14 AY. Of particular note are Kendra Reed's service on the Academic Integrity Council and John Levendis' service on the ad hoc restructuring task force.

Student Achievements

After months of hard work, Loyola's American Marketing Association case team was named a semifinalist in the 2013-2014 National Case Competition, which was sponsored by the Hershey Company. Of the 86 schools that submitted campaign proposals, only 14 teams made it to the semi-final round.

College of Business student, Patrick Testa, was a winner in the 2013 Carl Menger Essay Contest held by the Society for the Development of Austrian Economics. Patrick was also the president of Loyola's Economics Club. His paper, "Obesity as a Knowledge Problem: A Political Economy of the American Diet," won him a cash prize and a free lodging at the Southern Economic Association Conference in November in Tampa.

Students in Ashley Francis' "Branding New Orleans" class studied the city's leadership, economy, cultural institutions, and public education system. After evaluating cases in city branding, class teams worked to create marketing plans and multi-media promotional sales packages to encourage businesses to relocate to New Orleans. These plans were presented to regional economic development organization, Greater New Orleans, Inc.

The Business Portfolio Program hosted several events in order to connect freshmen with business upperclassmen, allowing new students to hear from those with experience, what it takes to be successful in college. The first events were peer panels, moderated by Portfolio Career / Academic Advisors Matt Henderson and Karin Iwasaka. The first panel event included accounting,

econ and finance majors. That event was followed two weeks later by a panel of international business, management and marketing students. Panelists talked about their choice in majors, internship and study abroad experiences, time management and course expectations among other topics.

To round out the peer connection events, Portfolio hosted the CoB Student Activity Fair. Five College of Business organizations participated, signing up potential new members and spreading the word about who they are and what they do. Participants included Alpha Kappa Psi, American Marketing Association, Beta Alpha Psi, Delta Sigma Pi, and the Economics Club.

A Loyola University New Orleans MBA team helped its client, Cajun Fire Brewery, to win first place in the IDEACorps Pitch event. The Loyola IDEACorps team also offered Cajun Fire pitch prep that helped the entrepreneurs win one year of free legal services from Chaffe McCall. Even more significantly, Cajun Fire won the Big Idea event, which came with a \$50,000 seed grant to help move its craft brewing operation to commercial scale.

The Loyola IDEACorps team also won the 2014 Impact Award from Idea Village, beating out heavy competition from the University of California at Berkeley, the University of Chicago, Cornell University, the University of Pennsylvania and Tulane University. Loyola's team included Kevin Gordon, Michael Barrera, Melissa Gurdian, Ryan Murphy, William Mather, and Nicholas Hanson. Felipe Massa served as faculty adviser for the team.

7 Supporting Documents

College of Business Supporting Documents

[2013-2014 Writing Assessment Data-1.xlsx](#)
[2014 Critical Thinking - DECS B205.xlsx](#)
[ACCT 400 Service Learning Performance Review.xlsx](#)
[DECS B205 Critical Thinking Assessment.docx](#)
[Internship Fa13 Supervisor evaluations.pdf](#)
[Internship Sp14 Supervisor Evaluations.pdf](#)
[Strategic Performance Indicators.pdf](#)
[Writing Assessment Rubric-2.pdf](#)