



LOYOLA UNIVERSITY MARYLAND

— 1852 —

Office of Academic Affairs

May 15, 2025

Sanjay Rai, Ph.D.
Secretary of Higher Education
Maryland Higher Education Commission
217 East Redwood Street, Suite 2100
Baltimore, MD 21202

HEGIS: 050901
CIP: 52.1404

Dear Secretary Rai,

Loyola University Maryland enthusiastically submits a new program proposal for a Bachelor of Business Administration in Digital Marketing and Analytics. The program is designed to equip students with the knowledge and skills to meet the evolving needs of the digital marketing industry.

Industry partnerships play a crucial role in providing experiential learning opportunities. The proposed program was developed under the University's new strategic plan *Together We Rise* and meets the plan's focus to "enhance partnerships and leverage regional resources in ways that support student successes and foster growth" in Baltimore and the State of Maryland.

The proposal addresses the 2022 Maryland State Plan for Higher Education's goals and priorities and was approved by the Loyola University Maryland Academic Senate and Board of Trustees. The President approves this proposal, as made evident by his signature on the MHEC Cover Sheet. I approve the proposed program and submit it for your recommendation for implementation. Should the Commission have any questions about the proposals, please contact Mr. David Mack, Academic Program Development Specialist, at 410-617-2317 or dsmack@loyola.edu.

Sincerely,

Cheryl Moore-Thomas, Ph.D.
Provost and Senior Vice President

Cc: Mary Ann Scully, Dean, Sellinger School of Business and Management
Mr. Matthew Power, President, Maryland Independent College and University Association
Dr. Angela Sherman, Vice President for Academic Affairs, Maryland Independent College and University Association



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Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

Institution Submitting Proposal


Loyola University Maryland

Each action below requires a separate proposal and cover sheet.

- | | |
|---|---|
| <input checked="" type="radio"/> New Academic Program | <input type="radio"/> Substantial Change to a Degree Program |
| <input type="radio"/> New Area of Concentration | <input type="radio"/> Substantial Change to an Area of Concentration |
| <input type="radio"/> New Degree Level Approval | <input type="radio"/> Substantial Change to a Certificate Program |
| <input type="radio"/> New Stand-Alone Certificate | <input type="radio"/> Cooperative Degree Program |
| <input type="radio"/> Off Campus Program | <input type="radio"/> Offer Program at Regional Higher Education Center |

Payment ☒ Yes Payment ☐ R*STARS #
Submitted: ☐ No Type: ☒ Check # 66995

Payment Amount: \$850.00 Date Submitted: 5-15-25

Department Proposing Program	Marketing		
Degree Level and Degree Type	Bachelor of Business Administration		
Title of Proposed Program	Digital Marketing and Analytics		
Total Number of Credits	120		
Suggested Codes	HEGIS: 050901	CIP: 52.1404	
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (fully online) <input type="radio"/> Both		
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources		
Projected Implementation Date (must be 60 days from proposal submission as per COMAR 13B.02.03.03)	<input type="radio"/> Fall <input type="radio"/> Spring <input checked="" type="radio"/> Summer	Year: 2026	
Provide Link to Most Recent Academic Catalog	URL: https://catalogue.loyola.edu/index.php?catoid=35		
Preferred Contact for this Proposal	Name: David Mack		
	Title: Academic Program Development Specialist		
	Phone: 410-617-2317		
	Email: dsmack@loyola.edu		
President/Chief Executive	Type Name: Terrence M. Sawyer, J.D.		
	Signature: 		Date: 5/8/25
	Date of Approval/Endorsement by Governing Board: 05/06/2025		

Revised 4/2025

LOYOLA UNIVERSITY MARYLAND

A DEGREE-GRANTING INSTITUTION AUTHORIZED TO OPERATE IN MARYLAND,
PROPOSAL FOR A NEW ACADEMIC DEGREE PROGRAM

BACHELOR OF BUSINESS ADMINISTRATION IN
DIGITAL MARKETING AND ANALYTICS

Submitted in accordance with state regulations found in COMAR 13B.02.03

On

May 15, 2025

Sellinger School of Business and Management

Executive Summary

Loyola University Maryland proudly presents the Bachelor of Business Administration in Digital Marketing & Analytics (BBA-DMA), a program designed to meet the evolving needs of the digital marketing industry while embodying Loyola's commitment to student success. Rooted in the Catholic Jesuit identity and guided by the strategic goals of the university, this program offers students a transformative learning experience that integrates academic rigor and experiential learning. With a focus on holistic development and societal impact, Loyola prepares graduates to learn, lead, and serve in a diverse and changing world.

Support for Strategic Goals

The proposed Digital Marketing & Analytics program aligns seamlessly with Loyola's mission and strategic goals, as articulated in the "Together We Rise" Strategic Plan and the Sellinger School of Business and Management's initiatives. By fostering experiential learning, Loyola aims to equip students with the skills and values necessary for lifelong success and meaningful impact in their chosen fields. This Bachelor of Business Administration major, situated within the Sellinger School, embodies Loyola's commitment to whole-person education, experiential learning, and use of community-engaged learning experiences working with local small businesses and start-ups on their digital marketing needs.

Demand of Job Market

The Digital Marketing & Analytics program addresses critical workforce shortages of digital marketing professionals in Maryland. Quantifiable data from labor studies support the high demand for marketing professionals in both national and state markets. With no current bachelor's programs in the State, there is a significant gap between workforce supply and demand, underscoring the necessity of innovative educational pathways like the BBA-DMA at Loyola University Maryland. With projected job growth and opportunities for career advancement, graduates will be well-positioned to meet the evolving needs of the national and statewide markets for digital marketing & analytics professionals.

In conclusion, Loyola remains steadfast in its dedication to shaping new leaders and fostering positive change in the 21st century. Grounded in the institution's mission and strategic plan, this innovative program of study offers students a transformative educational experience that integrates academic excellence, experiential learning, and a commitment to holistic development and societal impact.

A. Centrality to Institutional Mission and Planning Priorities:

1. Provide a description of the program, including each area of program (if applicable), and how it relates to the institution's approved mission.

Loyola University Maryland is a Jesuit, Catholic University committed to the educational and spiritual traditions of the Society of Jesus and the development of the whole person. Accordingly, the University inspires students to learn, lead, and serve in a diverse and changing world.

The proposed Bachelor of Business Administration in Digital Marketing & Analytics (BBA-DMA) program reflects Loyola's dedication to providing students with experiential, high impact experiences responsive to their diverse interests and career aspirations. As will be discussed in more depth in Section G, the program will have the flexibility for students to participate as part of a cohort of learners as well as independently of the cohort. The cohort design will allow for mentorship and community building within the program as well as the establishment of industry partnerships and a capstone course/project. The capstone will serve our greater community, helping small businesses and start-ups with their digital marketing needs. Selection of businesses to be supported in capstone projects will focus on non-profits and those that are minority and/or women owned.

The BBA-DMA degree will consist of 120 credits.

Through rigorous coursework and experiential learning opportunities in the program, students will be challenged to examine their values and beliefs while honing their ability to communicate effectively, analyze complex issues, and develop innovative solutions. This emphasis on intellectual rigor and ethical reflection underscores Loyola's commitment to shaping compassionate leaders who are equipped to navigate the complexities of a diverse and evolving world with unwavering integrity.

2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.

This new Digital Marketing & Analytics program is in alignment with Loyola University Maryland's newly approved Strategic Plan for 2030 [*Together We Rise*](#). That plan articulates paths to success and outcomes including:

- "Further develop experiential learning practices" so that students are "better prepared to succeed within their pathway and/or profession of choice" (Initiative 1.1: Advance Student and Faculty Support)
- "Enhance faculty investment in community-engaged learning" and continue "investment in service-learning opportunities within the Baltimore Community" (Initiative 3.1: Become a Leader in Integral Ecology)

In addition, *Together We Rise* promises to "enhance partnerships and leverage regional resources in ways that support student successes and foster growth" in Baltimore and the State of Maryland (Focus Area 2: Grow our Footprint, Influence, and Enrollment).

The proposed new program also aligns with the Sellinger School of Business and Management's Strategic Plan 2021-2026, specifically *Strategic Initiative 3: Deliver Impactful Experiences for all Sellinger Stakeholders*. Through this initiative, the Sellinger School aspires to prepare students for lifetime success and impact by:

- consistently prioritize experiential service and learning
- enhance classroom experiences through applied and relevant curriculum
- better connect our students with the business community through increased career and engagement opportunities
- provide high value to organizations in the Baltimore business and non-profit community through joint programs

The proposed program aligns with these goals by providing students with experiential, hands-on learning while engaging and serving our community via a capstone experience in which students will partner with start-ups and small businesses to help them with their digital marketing needs. Additionally, new courses developed for the BBA-DMA will include industry-partnered and/or community-engaged learning experiences.

In addition, the curriculum will address issues of social justice and diversity in digital equity that are contributing to the growing divides in the nation. Students will be prepared to critically evaluate complex issues like digital privacy, biases in artificial intelligence, and how to develop ethical digital marketing strategies that support and build community.

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L.)

Loyola is committed to supporting the success of this new program during its initial launch and through a period of five years as awareness of the program and enrollments build. In addition, financial data included in Section L—which are conservative for projections of revenue—show that revenues exceed expenses beginning in Year 1.

4. Provide a description of the institution's commitment to:

a. Ongoing administrative, financial, and technical support of the proposed program.

Loyola University Maryland is fully committed to providing all its programs with the administrative, financial, and technical support needed for the programs to fulfill their purpose. Financial support of instructional initiatives for the BBA-DMA program will be provided by the Sellinger School of Business and Management and Academic Affairs.

b. Continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

Loyola is confident in the success of this program and its ability to meet enrollment expectations, based on growth in the job market and demand. However, if after five years, the program does not demonstrate the ability to be financially self-supporting, the University will implement changes to improve or sunset the program.

B. Critical and Compelling Regional or Statewide Need as Identified in the 2022 State Plan:

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:

From the listing of the “future regional and State needs” provided by the Maryland Higher Education Commission, the proposed program meets the need for (a) the advancement and evolution of knowledge and (b) societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education.

Digital marketing is an evolving field that is impacted by technological advances, changes in regulations/legislation, growing sophistication in analytical tools and methods, and shifts in consumer behavior. Faculty and students associated with the BBA-DMA will both investigate and address these changes. In addition to the changes within the discipline of digital marketing and analytics, it is a field that is growing rapidly. The proposed program combined with Loyola’s commitment to enhancing equity and inclusion will enable access to this growing profession for a diverse group of Maryland students.

Having robust digital marketing helps any company widen their audience and customer base, build brand awareness, generate customer leads, and build loyalty. Digital marketing is also a cost-effective way to deliver personalized products and services in a way that is flexible and adaptable to ever evolving technology. Therefore, all companies have a need for digital marketing and analytics. As described in Section C, there is a current shortage of qualified digital marketing and analytics professionals in Maryland and the state-wide demand is expected to increase over time. This demand combined with no existing bachelor’s degree programs in Digital Marketing & Analytics in the State of Maryland has implications for the quality of service to the local community. The proposed program will produce graduates who are ready to step into the field upon graduation.

2. Provide evidence that the perceived need is consistent with the Maryland State [Plan](#) for Postsecondary Education.

Priority 5: Maintain the commitment to high-quality postsecondary education in Maryland; specifically including real-world hands-on experiences in the curriculum.

The curriculum of the proposed program, which is designed for cohort enrollment, is purposefully scaffolded with coursework that emphasizes applied and workplace relevant knowledge, skills, and abilities leading to a capstone project. In the capstone, students will serve as the “digital marketing agency” for local small businesses, start-ups, and/or nonprofits. Integration of real-world experiences into the curriculum ensures access to these experiences for all students in the program and not just those students who are able to participate in internships, externships, and co-operative learning experiences.

Priority 7: Enhance the ways postsecondary education is a platform for ongoing lifelong learning & Priority 8: Promote a culture of risk-taking; specifically, incorporating civic learning and civic engagement in the curriculum.

Digital marketing is a rapidly changing field with new technologies continually emerging and regulations and legislation responding on an ongoing basis. Students in the program will develop the mindsets and skillsets necessary for continuous learning to keep up with the changes in the profession and the acquisition of new skills.

As one of only 27 Jesuit colleges/universities in the nation and the only Jesuit institution in Maryland, Loyola's Core Values are explicit that the University ". . . seeks to encourage habits of caring, engagement, and civic responsibility by incorporating its own particular approach to service learning into its curricula, . . ." ¹ The BBA-DMA program exemplifies this commitment to by incorporating real-world community-engaged learning components in several of its courses.

Professionals in digital marketing must embrace risk-taking, as much of what happens in the digital marketing space must be evaluated on an on-going basis. For example, in creating digital content, experimentation is often incorporated to test which piece(s) of content perform better. Within the curriculum, students will be taught to take risks, to fail fast, and to embrace continuous learning as they create digital marketing projects.

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:

1. Describe potential industry or industries, employment opportunities, and expected level of entry (ex: mid-level management) for graduates of the proposed program.

Graduates of the BBA in Digital Marketing & Analytics would be qualified for several roles including:

- SOC 11-2021 Marketing Managers
- SOC 11-2032 Public Relations Manager
- SOC 13-1161 Marketing Research Analysts and Marketing Specialist
- SOC 15-1255 Web and Digital Interface Designers

In these roles, graduates of the program may plan marketing campaigns; develop customer retention strategies; develop and evaluate digital marketing materials; and analyze market trends, segments, and campaign outcomes. Because most industries use marketing and market research, the potential career placements for alumni of the program cross diverse sectors.

Source: CIP SOC Crosswalk <https://nces.ed.gov/ipeds/cipcode/post3.aspx?y=56>
Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook
<https://www.bls.gov/ooh/>

¹ <https://www.loyola.edu/about/mission/core-values>

2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.

As shown below, the Bureau of Labor Statistics indicates a positive occupational outlook, with growth in employment between 2023 and 2033 for each of the SOC's projected to outpace the growth for all occupations.

National Jobs Outlook 2023-2033

Occupational Title	SOC-Code	Employment 2023	Projected Employment 2033	Change 2023- 2033	
				%	#
Marketing Managers	11-2021	389,100	420,800	8	31,700
Public Relations Manager	11-2032	78,400	83,800	7	5,400
Marketing Research Analysts and Marketing Specialist	13-1161	903,400	978,300	8	74,900
Web and Digital Interface Designers	15-1255	128,600	138,800	8	10,200
All Occupations				4	

Source: Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook

<https://www.bls.gov/ooh/management/advertising-promotions-and-marketing-managers.htm#tab-6>

<https://www.bls.gov/ooh/management/public-relations-managers.htm#tab-6>

<https://www.bls.gov/ooh/business-and-financial/market-research-analysts.htm#tab-6>

<https://www.bls.gov/ooh/computer-and-information-technology/web-developers.htm#tab-6>

Data from the State of Maryland’s Department of Labor Workforce Projections are consistent with the BLS projections, with growth in employment in these occupations across the state as well as within Baltimore City and surrounding counties.

Local Jobs Outlook 2022-2032

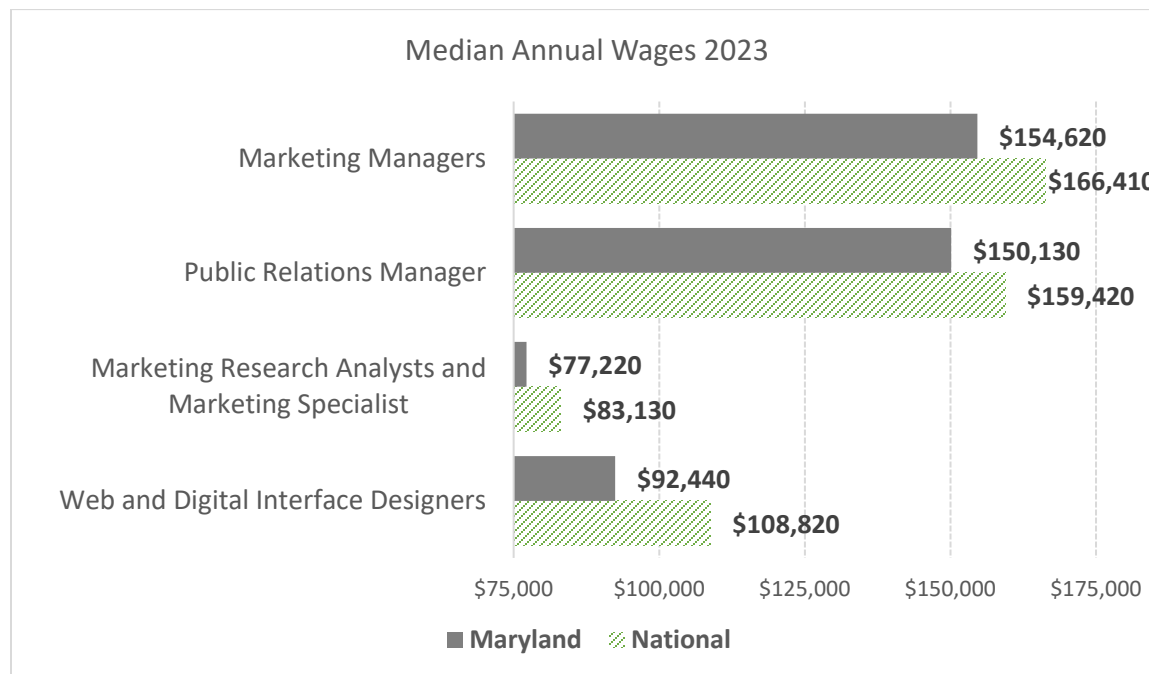
Maryland					
Occupational Title	SOC-Code	Employment 2022	Projected Employment 2032	Change 2022- 2032	
				%	#
Marketing Managers	11-2021	5,992	6,440	7	448
Public Relations Manager	11-2032	1,894	2,044	8	150
Marketing Research Analysts and Marketing Specialist	13-1161	12,168	13,995	15	1,827
Web and Digital Interface Designers	15-1255	1,188	1,389	17	201
All Occupations Requiring Bachelor’s Degree				9	
Baltimore City and Surrounding Counties ²					
Occupational Title	SOC-Code	Employment 2022	Projected Employment 2032	Change 2022- 2032	
				%	#
Marketing Managers	11-2021	3,206	3,421	7	215
Public Relations Manager	11-2032	1,053	1,118	6	65
Marketing Research Analysts and Marketing Specialist	13-1161	6,318	7,202	14	884
Web and Digital Interface Designers	15-1255	702	817	16	115
All Occupations Requiring Bachelor’s Degree				8	

Source: Maryland’s Department of Labor Workforce Projections [2022-2032]

<https://labor.maryland.gov/lmi/iandoproj/wias.shtml>

² “Baltimore City and surrounding counties” includes Anne Arundel County, Baltimore City, Baltimore County, Carroll County, and Howard County.

As shown below, median salaries for each occupational category in Maryland are similar to those nationally.



Source: Bureau of Labor Statistics, U.S. Department of Labor, Occupational Employment and Wage Statistics [May 2023]

https://www.bls.gov/oes/current/oes_md.htm

https://www.bls.gov/oes/current/oes_nat.htm

3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

In conversations with potential industry partners for the program, a Director at IMRE, a digital marketing agency in Baltimore stated, “This may be the most desperately needed major in corporate America and globally that does not exist today.” A 2023 study by LinkedIn found that the #1 most in demand skill for marketing professionals was social media with digital marketing ranking #3.³ Coursera Enterprise’s *2025 Job Skills Report* indicated that marketing analytics was the #1 most sought-after data science skill among employees accessing Coursera through government employers and #6 among those accessing Coursera through public sector companies.⁴

³ <https://www.linkedin.com/business/marketing/blog/skills/the-most-in-demand-skills-for-marketers>

⁴ <https://www.coursera.org/skills-reports/job-skills>

The Bureau of Labor Statistics indicates that the education for entry-level positions in these occupations is a bachelor's degree. As shown in the table below, the BLS projects approximately 752,500 job openings nationally for these occupations over the next five years and the State of Maryland projects nearly 11,000 openings over the same period.

Five Year Job Openings⁵

Occupational Title	SOC-Code	BLS Job Openings	MDL Job Openings
Marketing Managers	11-2021	183,000	2,665
Public Relations Manager	11-2032	44,500	740
Marketing Research Analysts and Marketing Specialist	13-1161	442,500	6,775
Web and Digital Interface Designers	15-1255	82,500	550

Source: Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook

<https://www.bls.gov/ooh/management/advertising-promotions-and-marketing-managers.htm#tab-6>

* The BLS nests Marketing Managers under “Advertising, Promotions, and Marketing Managers” annual projections include roles in both the Marketing Manager and Advertising & Promotions Manager SOC⁶.

<https://www.bls.gov/ooh/management/public-relations-managers.htm#tab-6>

* The BLS nests Public Relations Manager along with Fundraising Managers under “Public Relations and Fundraising Managers” and does not provide data for the individual SOC⁶s for annual projections.

<https://www.bls.gov/ooh/business-and-financial/market-research-analysts.htm#tab-6>

<https://www.bls.gov/ooh/computer-and-information-technology/web-developers.htm#tab-6>

Source: Maryland's Department of Labor Workforce Projections [2022-2032]

<https://labor.maryland.gov/lmi/iandoproj/wias.shtml>

⁵ Because neither the BLS or the State of Maryland Department of Labor publish five-year projections, the annual projections provided by each are multiplied by 5 in order to estimate the number of job openings in the next five years.

⁶ The occupation “Advertising & Promotions Managers” has not been included as a likely career path for graduates of this program, as according to the BLS, that occupational code is associated with print advertisement.

4. Provide data showing the current and projected supply of prospective graduates.

There are no digital marketing and analytics bachelor's degree programs in the State of Maryland to meet the need of entry-level workers.

The BBA-DMA is estimated to graduate 17 students by year five, with growth in the number of graduates per year anticipated once the program is more well established.

Institution	Proposed Program Title	Projected program enrollment	2026	2027	2028	2029	2030
Loyola University Maryland	BBA- Digital Marketing & Analytics	By year	10	22	36	53	61

D. Reasonableness of Program Duplication (search for similar programs in MD [here](#)):

1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.

Loyola proposes the BBA-DMA program utilize the CIP Code of 52.1404 which represents Digital Marketing. There are no existing bachelor's degree programs in the State of Maryland utilizing this CIP code.

There are 11 institutions in the State of Maryland that currently offer a bachelor's degree in marketing.⁷ None of those programs, however, are fully-focused on the specialized field of digital marketing and analytics. As contrasted with a foundational or broad-based marketing degree, the curriculum of the proposed program is designed to provide students with the analytical and technical skill sets necessary for success in the rapidly changing digital marketing professions. As such, the BBA-DMA program requires 10 3-credit courses that are specific to digital marketing and/or analytics. Further, students in the program will engage with professional credentialing through freely available online certifications that are commonly used by professionals globally to learn about a variety of digital marketing topics. These curricular attributes and their associated learning outcomes are significantly different from any other foundational program in the state, including Loyola University Maryland's own BBA in Marketing.

⁷ Maryland institutions offering a bachelor's degree in marketing: Coppin State Univ., Hood College, Loyola Univ. Md, McDaniel College, Morgan State Univ., Notre Dame of Maryland Univ., Salisbury Univ., Stevenson Univ., Univ. of Md-College Park, Univ. of Md-Eastern Shore, & Univ. of Md-Global Campus.

2. Provide justification for the proposed program.

As articulated in Section C, there are national, state, and local labor shortages of Digital Marketing & Analytics professionals that are not being adequately met by the current educational programs in the State.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

1. Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBI's.

Although three HBI institutions in Maryland offer a bachelor-level marketing program,⁸ the CIP code, curriculum, and learning objectives of the proposed specialized program in digital marketing and analytics are significantly different from those of foundational marketing programs. The proposed program therefore should have no impact on the implementation or maintenance of high-demand programs at HBIs.

F. Relevance to the identity of Historically Black Institutions (HBIs)

1. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.

As described in Sections D and E, there is no expected impact on the uniqueness and institutional identities/missions of HBIs.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in [COMAR 13B.02.03.10](#)):

1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.

The program was established after an analysis of the interests and strengths of Loyola's marketing faculty and the needs that the industry is facing because of a shortage of entry-level professionals (as evidenced in Sections C and D). Further, with the support of the Sellinger School's leadership team, consultations between faculty and digital marketing professionals in the field resulted in structure of the proposed program. The proposed program was vetted and approved by the Sellinger School's Advisory Group and Curriculum Committee before being

⁸ Maryland HBIs offering a bachelor's degree in marketing: Coppin State Univ., Morgan State Univ., & Univ. of Md-Eastern Shore.

forwarded to the University's shared governance groups for their feedback and approval before being approved by Loyola's President and Board of Trustees.

The BBA-DMA program will be part of the Sellinger School of Business and Management, located in the Department of Marketing. The 51 credits in the BBA-DMA major will consist of existing Loyola courses and new courses developed by Dr. Marie Yeh, Associate Professor of Marketing, who has deep experience in digital marketing. The Chair of the Marketing Department will oversee the academic and administrative quality of the program.

2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.

As described in Section B, the curriculum of the proposed program is scaffolded with coursework that emphasizes applied learning leading to a capstone project. The BBA-DMA program's overarching objective is to produce graduates with the knowledge and baseline technical skills necessary to be effective in acquiring new skills in response to swiftly emerging technologies related to the field. Further, graduates will have the critical thinking abilities and social justice awareness needed to ethically apply the tools of digital marketing and analytics. To this end, the program learning outcomes for the BBA-DMA listed below are aligned with the University's Learning Aims.

Loyola Learning Outcome	Program Learning Outcome	Course(s) in which it is assessed
Critical Understanding: Thinking, Reading, and Analyzing	Demonstrate abilities in managing and planning digital marketing and analytics projects.	MK4## Digital Marketing Capstone
Eloquentia Perfecta	Demonstrate effective communication skills across digital platforms	MK4## Digital Marketing Capstone
Promotion of Justice	Develop abilities to advance diversity, social justice, and ethical decision making in digital marketing practices.	MK 346 Consumer Behavior MK 415 Digital Marketing Ecosystem
Intellectual Excellence	Demonstrate abilities to Integrate and apply digital marketing knowledge learned from this program through discernment and critical thinking.	MK4## Digital Marketing Capstone

3. Explain how the institution will:

a) Provide for assessment of student achievement of learning outcomes in the program

Accredited by AACSB, the Sellinger School of Business and Management has employed a five-year assessment cycle to ensure continuous improvement in its learning goals. The assessment of these goals—critically analyze problems, communicate effectively, advance equity and justice, and integrate knowledge—utilizes both direct and indirect evidence.

The direct methodology involves collecting student artifacts in key foundational courses and assessing them using faculty-created rubrics. Outcomes from those assessments are forwarded to either the Sellinger Curriculum Committee or a related partner group that, in turn, presents recommendations for curricular updates to the division's faculty governance review body (Sellinger Assembly) and then ultimately to university-wide governance review.

The indirect methodology involves collecting feedback from our external constituencies (mainly advisory boards and representatives from hiring firms) which is then evaluated by the Sellinger Leadership Team and forwarded to the Sellinger Assembly and University governance when warranted.

As noted previously, the Chair of the Marketing Department will be responsible for designing and implementing systematic and sustained assessment of student learning in the program. It is the expectation that the approach to assessment in the program will utilize similar approaches incorporating direct and indirect evidence of learning as are utilized in the Sellinger School more broadly and that the assessment evidence will be stored in the University's centralized assessment software application.

b) Document student achievement of learning outcomes in the program

The same methodology, described in 3a, will be adopted for assessment of major-specific learning outcomes. Student achievement will be documented in key assessment courses as noted in the table in Section G.2.

4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements.

Students are considered to have met their graduation requirements when they have completed all degree requirements. Degree requirements include successful completion of the requirements of their major, a minimum of 38 courses (3-, 4-, or 5-credit courses), diversity course graduation requirements, satisfaction of Loyola's Core Curriculum, all totaling a minimum of 120 credits. Students must also maintain a minimum cumulative g.p.a. of 2.00 in all Loyola courses and meet the residency requirement of satisfactory completion of at least 60 credits at the University.

The proposed BBA-DMA program will consist of a total of 120 credits: 51 credits are in the major, 45 credits are in Loyola's Core Curriculum, and 24 credits are free elective courses. Please see Appendix 1 for a full listing of the curriculum requirements. Courses for the program and their descriptions are found below.

Course Descriptions⁹

Course titles and descriptions	Credit Hours
AC201 Financial Accounting	3
Focuses on introducing financial accounting which provides information for decision makers outside the entity primarily by means of general-purpose financial statements. Students acquire a basic knowledge of the language of business. Topics include the application of accounting theory and generally accepted accounting principles to business transactions encountered by corporations during the accounting cycle.	
CM307 Fundamentals of Advertising & PR	3
Provides a foundation for advertising and public relations practice. Students learn how these fields are inter-related and make up critical elements of any effective communications strategy. Students learn the basics of the strategic communication process, and become familiar with foundational research in persuasion and social influence. Additionally, students explore the ethical, regulatory, and social responsibility dimensions of these communication fields. In addition to serving as an introduction to the fields of advertising and public relations, students learn how these disciplines are ever-evolving to accommodate changing consumer interests and emerging media platforms.	
CM358 Social Media Strategies	3
Over 6 Billion people globally have access to social media, and in the US alone, the average person spends 144 minutes per day interacting with social media. This course will look at social media platforms and strategies and will include the following: Social Media Platforms, Social calendars and strategies, Market Research using Social, Social Listening and Monitoring, Social media analytics, Content Planning for social, Social Strategy, Paid vs. Organic Social	
EC102 Microeconomic Principles	3
Investigates how individuals in market economies make decisions about what goods will be produced, how they will be produced, and for whom they will be produced. Students learn to analyze the impacts of changes in markets; illustrate the concepts of consumer demand and production; and explain the process of profit maximization under various market structures. Topics include the laws of supply and demand; behavior of firms in competitive and noncompetitive markets; functioning of labor and capital markets; poverty and income inequality; economics and the environment; economic systems in other countries.	

⁹ “D-J designated course” indicates the course meets learning aims associated with diversity and justice and fulfills that graduation requirement for students.

EC103 Macroeconomic Principles	3
Introduces macroeconomic equilibrium, its impact on unemployment and inflation, and the effect of economic policy initiatives on that equilibrium. Students learn to predict the qualitative effect on changes in economic aggregates on each other and on GDP. Topics include the business cycle; national income and product accounting; equilibrium in the aggregate demand--aggregate supply model; the multiplier; the national debt; financial intermediaries; money and its creation; fiscal and monetary policy; comparative advantage and the gains from international trade; commercial policy; foreign exchange markets; and the balance of payments. Effects of international transactions are incorporated with each topic.	
EC220 Business Statistics or ST210	3
Introduces the concepts and application of statistics in management. Students learn to apply estimation and hypothesis testing to univariate and multivariate business problems. Topics include descriptive statistics and statistical inference; multiple regression; correlation; and trend and seasonal time series analysis. Closed to students who have taken ST210.	
FI320 Financial Management	3
Studies the theory and practice of financial analysis and management in the corporate setting and its role in the larger economic environment. Students discuss what specific assets a firm should acquire, what total volume of funds should commit, and how the required funds of the firm should be financed. Topics include time value of money, risk and return relationships, fundamental valuation theories, financial markets, capital investment decisions, cost of capital, capital structure, dividend policy, and international finance.	
IS251 Data Analytics and Information Systems	3
Students examine the strategic role of information systems in organizations and the integration of data analytics into business activities enabling quality, timeliness, and competitive advantage. They are immersed in the collection, exploration, visualization and application of data to make informed business decisions. Students apply database, spreadsheet, and visualization skills to solve real world business challenges. Students develop a real-world data visualization project relatable to a business application of real-world data.	
IS358 Data Mining & Business Intelligence	3
Students are introduced to data mining as a technology to discover information and knowledge from large datasets for business decisions. Students utilize SAS Enterprise MinerT to perform data mining using methods such as clustering, regression and decision trees. Students develop a project using leading business intelligence technology for data mining. Forms the foundation for customer relationship management in marketing and for forensic accounting. <i>Required to be eligible for the SAST BI Certificate.</i>	

IS4## Marketing Analytics	3
This will be a new course focusing very specifically on digital marketing research and analytics. Topics covered include: Web Analytics, Social Media Analytics, Paid Media Analytics, Campaign Analytics, Dashboards & KPIs, Attribution Modeling, Media Mix Modeling/ROI Measurement, Tools Overview, Trend Analysis, Innovation Research, Consumer Insights, Privacy, and First Party and Third party data and its uses.	
MA151 – Applied Calculus	3
A one semester introduction to calculus. Definition, interpretation, and applications of the derivative especially in business and social sciences.	
MG201 – Management	3
Develops knowledge and skills in the management of organizational behavior (OB). A focus is placed on how organizations create value through people by fostering employee performance, commitment, and well-being. Topics include individual characteristics such as personality and ability, motivational characteristics such as job attitudes, stress, motivation, relationships, and learning, organizational characteristics such as power, leadership, teamwork, and organizational culture. The learning method is experiential with a focus on lectures, self and team assessments, cases, class discussions, exercises and simulations, team projects, cases, team decisions, and discussion. Testing methods may include exams, papers, and team projects.	
MK240 – Marketing	3
Students acquire an understanding of marketing's role in helping an organization create value. Students learn to identify the elements of the marketing mix, recognize how these elements can be integrated to achieve organizational objectives, and describe a product's marketing plan. Topics include market research, consumer behavior, market segmentation, targeting, positioning, and the marketing mix-product, promotion, pricing, and distribution. <i>Restrictions: Restricted to sophomores, juniors, or seniors.</i>	
MK346 Consumer Behavior	3
Considers multiple perspectives on consumer behavior, including psychological and sociological, and highlights how understanding consumers can inform marketing strategy. Considers the many facets of consumers as unique individuals and decision makers, the social and cultural influences on consumer behavior, and the ethical responsibility of marketers. This class addresses issues of diversity, focusing on the disparate experiences of U.S. consumer segments. This class also involves working in teams to collaborate on in-class deliverables as well as on a team presentation	

MK401 Content Marketing	3
Content marketing is a critical tool in a company's digital marketing strategy. Today, companies and organizations need to attract and keep customers with great online content and information. Blogs, video, and other forms of content let organizations communicate directly with buyers online. Social networks allow people to share content and connect with people and companies wherever they are. This content needs to be optimized for search engines so the right buyers find the content they need and desire. This course dives into why we create content for marketing, and strategies for creating, distributing, measuring, and optimizing content online. The major focus of this course will be organic search because 50% of web traffic is organic (which is free). This course does a deep dive into understanding search engine optimization, keyword research, search algorithms, web design for SEO, content creation for e-commerce, video, web, and email, channel strategies, content creation tools and content management.	
MK415 Digital Marketing Ecosystem	3
This introductory course gives a broad overview of the various aspects of the digital marketing ecosystem so that students understand the components and its fit within a company's overall marketing strategy. Introductory level topics include web design, marketing analytics, search engine optimization, paid search, paid media, social media marketing, digital marketing ethics, privacy and security, and digital equity and inclusion.	
MK4## Paid Digital Marketing Strategies	3
This course will focus on developing students' knowledge and skills of paid digital marketing strategies such as search engine marketing, display and video advertising, social media paid, retail media marketing, and e-commerce platforms such as Amazon.	
MK4## Marketing Automation	3
This course will focus on developing students' knowledge and skills of customer relationship management, the use of artificial intelligence in CRM, email marketing, SMS marketing, chatbots, apps, Customer centric marketing, and personalization. This course will also cover marketing technology, technology selection criteria and evaluation processes, introduction to CRM platforms, systems integration vs. enterprise systems, emerging technologies, and data centers and the cloud.	
MK4## Digital Marketing Capstone	3
Students will apply all of their knowledge gathered by working on real-world digital marketing projects for Baltimore area start-ups, nonprofits, and minority owned small businesses. They will also receive additional training on equity and inclusion.	
OM260 – Supply Chain & Operations Management	3
Develops the processes by which organizations create value. Students develop an overview of the planning and operation of systems using resources to convert raw materials, components, etc. to	

goods and services consumed by end customers. Topics include operations strategy, design of processes, product and process quality, global competition and supply chain issues, productivity of operating systems, impact on societal and physical environment, and both qualitative and quantitative methods to improve decision making.

ST310 Statistical Computing

3

Reviews a number of statistics topics as a vehicle for introducing students to statistical computing and programming using SAS and R for graphical and statistical analysis of data. Statistics topics include graphical and numerical descriptive statistics, probability distributions, one and two sample tests and confidence intervals, simple linear regression, and chi-square tests. SAS topics include data management, manipulation, cleaning, macros, and matrix computations. Topics in R include data frames, functions, objects, flow control, input and output, matrix computations, and the use of R packages. Lastly, this course also includes an introduction to the resampling and bootstrap approaches to statistical inference.

5. Discuss how general education requirements will be met, if applicable.

In accordance with the State of Maryland COMAR 13B.02.02.16.E, each of Loyola's undergraduate degree programs delivers an integrated and structured Core Curriculum experience, in which general education skills and knowledge are addressed. These learning outcomes are embedded in common courses and distribution requirements that students must take which span across the humanities, social sciences, and natural sciences/mathematics. The diversity-justice course requirement focuses on domestic diversity, global diversity, or justice awareness. Loyola's Core Curriculum exceeds the state minimum requirements for general education.

6. Identify any specialized accreditation or graduate certification requirements for this program and its students.

No specialized accreditation is required for the program.

7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

Not applicable.

8. Provide assurance and any appropriate evidence that the proposed program will provide students clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.

All requirements, including prerequisites, curriculum, administration, financial aid, and any other relevant information will be maintained on the Loyola website and in the undergraduate catalogue. Individual course requirements will be delineated on syllabi, as well as in catalogue descriptions before registration.

9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.

Recruiting and advertising strategies will be discussed with the Office of Undergraduate Admission and the director of Marketing and Communications. Loyola University Maryland has a dedicated Office of Marketing and Communications. Loyola endorses and adheres to ethical principles and codes of conduct published by various national organizations. These include the Public Relations Society of America (PRSA) Code of Ethics, the National Association for College Admission Counseling (NACAC) Statement of Principles of Good Practice, the National Association of Student Financial Aid Administrators (NASFAA) Statement of Ethical Principles and Code of Conduct for Institutional Financial Aid Professionals, American Association of Collegiate Registrars and Admissions Officers (AACRAO) Professional Practices and Ethical Standards, the NAFA: Association of International Educators Statement of Ethical Principles, and the Association for Institutional Research (AIR) Code of Ethics, which are followed by the University Communications team, Admissions Offices, the Office of Financial Aid, the Records

Office, the Office of International Programs, and the Office of Institutional Research, respectively.

H. Adequacy of Articulation, If applicable

1. Discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.

There are no current articulation agreements for this program; however, Loyola employs a *Seamless Transfer Program* under which students who transfer to Loyola with an A.A. or A.S. degree from a Maryland Community College can usually complete a bachelor's degree within two years.

I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11).

1. Provide a brief narrative demonstrating the quality of program faculty including summary biographical information for the program director and/or major professors.

Loyola University Maryland Sellinger School of Business and Management is an AACSB accredited business school. As such, the Sellinger School faculty must maintain a high degree of research productivity and community engagement to be qualified to teach.

Faculty anticipated to teach in the proposed BBA-DMA program are listed below.

Name	Highest Degree & Field	Title/Rank	Appointment (TT/NTT)	Status (FT/PT)	Courses to be Taught in the Program	Note
Faculty and Required Courses in the Program						
Dr. John Peter Krahel	PhD in Accounting	Professor	TT	FT	AC201 Financial Accounting	
Dr. Paola Pascual-Ferra	PhD in Communication Studies	Associate Professor	TT	FT	CM307 Fundamentals of Advertising & PR	
Dr. Gregory Hoplamazian	PhD in Communication	Associate Professor	TT	FT	CM358 Social Media Strategies	
Ms Lynne Elkes	MBA	Teaching Professor	TT	FT	EC102 Microeconomic Principles EC103 Macroeconomic Principles	

Name	Highest Degree & Field	Title/Rank	Appointment (TT/NTT)	Status (FT/PT)	Courses to be Taught in the Program	Note
Dr. Nune Hovhannisyan	PhD in Economics	Associate Professor	TT	FT	EC220 Business Statistics	
Dr. Tugsjargal Chuluun	PhD in Finance	Professor	TT	FT	FI320 Financial Management	
Dr. Jake London	PhD in Business Administration - Management Information Systems Track	Associate Professor	TT	FT	IS251 Data Analytics & Information Systems	
Dr. Theresa Jefferson	DSc (Doctorate in Decision Sciences)	Associate Professor	TT	FT	IS358 Business Intelligence & Data Mining	
Dr. Dobin Yim	PhD in Management & Information Systems	Assistant Professor	TT	FT	IS4## Marketing Analytics	

Name	Highest Degree & Field	Title/Rank	Appoint-ment (TT/NTT)	Status (FT/PT)	Courses to be Taught in the Program	Note
Dr. Sudeshna Basu	PhD in Statistics	Assistant Teaching Professor	TT	FT	MA151/251 Calculus	
Dr. Dave Luvison	DBA in Management	Executive in Residence	NTT	FT	MG201 Management	
Dr. Gerard Athaide	PhD in Marketing	Professor	TT	FT	MK240 Marketing	
Dr. Rebecca Trump	PhD in Marketing	Professor	TT	FT	MK346 Content Marketing	
Dr. Marie A. Yeh	PhD Marketing	Professor	TT	FT	MK401 Content Marketing	

Name	Highest Degree & Field	Title/Rank	Appointment (TT/NTT)	Status (FT/PT)	Courses to be Taught in the Program	Note
Dr. Gregory Corrigan	MBA	Affiliate Professor	NTT	PT	MK415 Digital Marketing Ecosystem	
New full-time faculty	TBD	TBD	NTT	FT	MK4## Paid Digital Strategies MK4## Marketing Automation MK4## Digital Marketing Capstone	Hired in YR 4
Dr. Jay Brown	PhD in Operations Management	Professor	TT	FT	OM260 – Operations Management	
Dr. Bu Hyoung Lee	PhD in Statistics	Assistant Professor	TT	FT	ST310 Statistical Computing	

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:

a) Pedagogy that meets the needs of the students.

Loyola currently offers two formal University-wide teaching enhancement workshops each year for all faculty and numerous less formal faculty development opportunities throughout the year. Several workshop sessions are dedicated to pedagogical training for faculty and instructors, including discussions of best practices for promoting student learning. In addition, as a peer-based resource, faculty selected as Loyola Teaching Fellows research and incorporate high-impact practices in their courses and then disseminate their findings and experiences to other faculty.

Loyola also has an Office of Digital Teaching and Learning, which can provide the following assistance to full-time and part-time faculty members:

- **Map Alignment:** Demonstrate alignment amongst assignment, course, and objectives of the program.
- **Develop Curriculum:** Create consistent and engaging learning experiences to support success for all students. It typically takes 3 meetings with an instructor, 3 hours of their time, and 3 weeks total to develop each course.
- **Onboard and Support Instructors:** Onboard instructors to Moodle to ensure successful teaching and learning outcomes.
- **Measure Impact:** Conduct needs analysis. Establish and report on KPIs (e.g., student satisfaction, demonstrated competence, enrollment).

In addition, faculty will be encouraged to attend conferences related to Digital Marketing & Analytics and to pursue outside consulting work which will expose them to new cases and Digital Marketing & Analytics methodologies, which can then be integrated into the classroom.

b) The learning management system.

Loyola uses the Moodle learning management system, which is supported by the Office of Technology Services. Support includes a helpline for faculty, several Moodle specialists, and Moodle training workshops to help faculty use Moodle effectively. The University's Office of Digital Teaching & Learning provides additional support and training for faculty teaching face-to-face courses that are supplemented with digital learning experiences.

c) Evidenced-based best practices for distance education, if distance education is offered.

Not applicable.

J. Adequacy of Library Resources (as outlined in [COMAR 13B.02.03.12](#)).

1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.

The Loyola Notre Dame Library (www.lndl.org) supports the research and teaching needs of faculty and students enrolled in graduate programs of Education. The Library provides access to over 84,000 journals, more than ten million books and media items available both locally and via consortial memberships, 178 databases, and five streaming media platforms. Much of the Library's collection is accessible remotely; distance students may request print materials to be shipped free of charge.

The Loyola-Notre Dame Library is an affiliate member of the University System of Maryland Affiliated Institutions Library Consortium (USMAI). The consortium includes seventeen member libraries at Maryland public universities and colleges LNDL was chosen for membership largely because of the uniqueness of its collections, and it was the first private academic library in Maryland to join USMAI. In summary, the university library and its services can adequately support the program.

The president's signature on the proposal cover sheet indicates his support for library resources to meet the program's needs.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in [COMAR 13B.02.03.13](#))

1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.

Loyola University Maryland maintains the Evergreen Campus—a traditional residential collegiate campus in northern Baltimore City. This campus has sufficient physical capacity, instructional equipment, and infrastructure to support the living and learning needs of an undergraduate student's course of study.

2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:
 - a) An institutional electronic mailing system, and
 - b) A learning management system that provides the necessary technological support for distance education

While this program does not include distance education components, all Loyola faculty, staff, and students are provided with a free @loyola.edu email account. Loyola uses the Moodle Learning Management System (LMS) which provides a flexible and adaptive e-learning environment that integrates with Google tools and web-conferencing software including Zoom. These tools allow students ease of access to course content and the ability to collaborate with faculty and classmates both synchronously and asynchronously. The Office of Technology Services provides technical support for all student email accounts and the LMS. The Office of Digital Technology provides additional support to faculty and students engaged in distance teaching and learning.

L. Adequacy of Financial Resources with Documentation (as outlined in [COMAR 13B.02.03.14](#))

1. Provide program resources and narrative addressing the applicable issues listed below.

Program Resources					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue	\$237,450	\$533,500	\$885,384	\$1,330,353	\$1,563,247
a. Number of F/T Students	10	22	36	53	61
b. Annual Tuition/Fee Rate	\$23,745	\$24,250	\$24,594	\$25,101	\$25,627
c. Total F/T Revenue (a*b)	\$237,450	\$533,500	\$885,384	\$1,330,353	\$1,563,247
d. Number P/T Students	0	0	0	0	0
e. Credit Hour Rate	0	0	0	0	0
f. Annual Credit Hour Rate	0	0	0	0	0
g. Total P/T Revenue (d*e*f)	0	0	0	0	0
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (ADD 1-4)	\$237,450	\$533,500	\$885,384	\$1,330,353	\$1,563,247

- a) Analyze the overall impact that the reallocations will have on the institution, particularly on existing programs and organizational units.

Not Applicable

- b) Describe the rationale for the enrollment projection used to calculate tuition and fee revenue.

2.a. FTE growth is projected conservatively based on market demand and Loyola University Maryland enrolled trends including typical attrition.

2.b. Annual Tuition/Fee Rate is net of institutional financial aid. For purposes of projecting revenue for this new program, that institutional discount rate is conservatively set at 62.7%.

Anticipated revenue outpaces expenses in each year beginning in Year 1 of the program.

- c) Provide detailed information on the sources of grant/contract funding and attach documentation supporting the funding. Also, describe alternative methods of continuing to finance the program after outside funds cease to be available.

Not Applicable

- d) Provide detailed information on other sources of funding and attach documentation supporting the funding.

This new program is expected to support itself on tuition/fee revenue.

2. Provide program expenditures.

Program Expenditures					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	\$51,680	\$264,834	\$415,844	\$540,303	\$668,777
a. Number of FTE	0.750	1.875	2.750	3.375	3.875
b. Total Salary	\$41,600	\$206,112	\$320,213	\$416,460	\$514,757
c. Total Benefits	\$10,080	\$58,722	\$95,632	\$123,843	\$154,020
2. Admin Staff (b+c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b+c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Technical Support and Equipment	\$5,000	\$5,000	\$6,500	\$7,500	\$9,000
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	\$37,000	\$28,750	\$12,600	\$18,550	\$21,350
TOTAL (Add 1-7)	\$93,680	\$298,584	\$434,944	\$566,353	\$699,127

4. Technical Support and Equipment: Technical support and conference attendance for program faculty.

5. Library: As noted in Section J, the Loyola/Notre Dame Library has adequate resources to support the proposed program.

7. Other Expenses: Includes a surcharge to Registrar's Office (250/student) and surcharge for Academic Advising and Support Center (100/student). The larger value in Years 1 & 2 includes funding for the development of promotional materials.

Overall, the projected revenue net of institutional financial aid exceeds projected expenses beginning in Year 1.

M. Adequacy of Provisions for Evaluation of Program (as outlined in [COMAR 13B.02.03.15](#)).

1. Discuss procedures for evaluating courses, faculty and student learning outcomes.

Loyola utilizes several mechanisms for evaluating courses, faculty, and learning outcomes. These include student evaluations of teaching, faculty peer evaluations, and faculty annual updates. The latter requires faculty to perform a self-evaluation of courses and teaching effectiveness and to provide evidence of student learning achievement. Faculty evaluations occur through annual faculty updates with their supervisors. Student learning outcomes are evaluated in alignment with university practice, as described in Section G.3.

2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

The proposed BBA-DMA's educational effectiveness will be monitored through the usual annual processes within Academic Affairs and the Sellinger School. The Associate Dean holds responsibility for oversight of assessment in the Sellinger School and sits on the University-wide Assessment Committee, where they share the Sellinger School's findings on student learning achievement.

The Sellinger School's course-based assessment of student learning is collected centrally, and reports are made to the Sellinger Curriculum Committee. Institutional effectiveness reviews occur following the protocols of the University and the Academic Division which include reviews of student retention, student and faculty satisfaction, and cost-effectiveness. These metrics are reviewed annually by the Dean and the findings are used for the continuous improvement of academic programs.

N. Consistency with the State's Minority Student Achievement Goals (as outlined in [COMAR 13B.02.03.05](#)).

1. Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.

Loyola University Maryland has a strategic focus on enhancing equity and inclusion for the university community. The University is committed, through its mission and core values, to creating a community that embraces and celebrates the inherent value and dignity of each person. The strategic plan goal to enhance equity and inclusion guides faculty and

administrators' work toward promoting inclusive academic excellence. Specifically, teaching practices identified by AAC&U as highly impactful for the success of all students are being incorporated more fully in academic and cocurricular programs across the University. The provost has invested in related professional development by funding cohorts of faculty fellows to explore, employ, disseminate, and support high-impact teaching strategies. Faculty Fellows for High-Impact Practices (HIPs) are represented in all three schools, including the Sellinger School of Business and Management. Following a similar model, a cohort for Equity & Inclusion Fellows and a cohort for Digital Teaching and Learning has been established.

O. Relationship to Low Productivity Programs Identified by the Commission:

1. 1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.

The proposal is not a low productivity program.

P. Adequacy of Distance Education Programs, If applicable (as outlined in [COMAR 13B.02.03.22](#))

2. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.
3. Provide assurance and any appropriate evidence that the institution complies with the [C-RAC guidelines](#), particularly as it relates to the proposed program.

The proposed program is not a distance education program.

Appendix 1 Proposed Course of Study for BBA-DMA Degree

Program Requirements for Proposed Digital Marketing & Analytics BBA	
Courses	Credits
<u>Liberal Arts Core</u>	
WR 100 Effective Writing	3
History 100 Encountering the Past	3
EN 101 The Art of Reading	3
History 200 Level OR English 200 Level	3
World Language Intermediate II Level (104 level)*	3
EC 102 Microeconomic Principles (satisfies the Social Science 1 requirement)	3
EC 103 Macroeconomic Principles (satisfies the Social Science 2 requirement)	3
Fine Arts	3
MA 151/251 Calculus (satisfies the Mathematics requirement)	3
Natural Science	3
EC 220 Business Statistics/ ST 210 Intro to Statistics (satisfies the Math/Science requirement)	3
PL 201 Foundations of Philosophy	3
TH 201 Theology Matters	3
Philosophy 202 – 299 OR Theology 202 – 299	3
Ethics	3
<i>Total Core Course Credits</i>	45
<u>Major Requirements</u>	
AC201 Financial Accounting	3
CM307 Fundamentals of Advertising & PR	3
CM358 Social Media Strategies	3
EC 102 Microeconomic Principles	Counts toward Loyola Core and Major requirements
EC 103 Macroeconomic Principles	Counts toward Loyola Core and Major requirements

EC 220 Business Statistics	Counts toward Loyola Core and Major requirements
FI320 Financial Management	3
IS251 Data Analytics and Information Systems	3
IS358 Business Intelligence & Data Mining	3
IS4## Marketing Analytics	3
MA 151/251 Calculus	Counts toward Loyola Core and Major requirements
MG201 Management	3
MK240 Marketing	3
MK346 Consumer Behavior	3
MK401 Content Marketing	3
MK415 Digital Marketing & Analytics (renamed to Digital Marketing Ecosystem)	3
MK4## Paid Digital Marketing Strategies	3
MK4## Marketing Automation	3
MK4## Digital Marketing Capstone	3
OM260 Supply Chain and Operations Management	3
ST310 Statistical Computing	3
<i>Total Course Credits for the Major</i>	51
<i>Total Free Elective Course Credits</i>	24
<u>Diversity-Justice and Diversity requirement***</u>	
Diversity and Justice Course – 3 credits	
Diversity Course – 3 credits	
Total Credit Hours for the Degree:	120

*Students who place higher than the 104 level on Loyola's foreign language placement exam may be exempt from the foreign language core requirement, pending confirmation from Loyola's Modern Language department after a proctored on-site placement exam. Those students will need to complete one additional free elective in lieu of the foreign language core.

**Course satisfies requirements for both the University's Liberal Arts Core and the Major.

***The Diversity and Justice and Diversity course requirements may simultaneously fulfill a Core, Major, Minor or Elective requirement. The Diversity and Justice courses and the Diversity courses may be taught in any discipline and will focus on domestic diversity, global diversity, or justice awareness. The Diversity-Justice and Diversity requirements must be taken at Loyola.