Xavier University of Louisiana
Division of Business
Self Study Report

Preparation • Performance • Progress

Respectfully
Submitted to

the

ACCREDITATION COUNCIL FOR BUSINESS SCHOOLS AND PROGRAMS (ACBSP)
11520 West 119th Street
Overland Park, KS 66213 U.S.A.
Phone: 913-339-9356
FAX: 913-339-6226
info@acbsp.org

CONTENTS

Institutional Overview

Standards and Criteria

INSTITUTIONAL OVERVIEW

1. Contact Information

Name of institution:	Xavier University of Louisiana
Business program:	Division of Business, College of Arts and Sciences
President:	Dr. Norman C. Francis President
Chief academic officer:	Dr. Loren J. Blanchard Senior Vice President for Academic Affairs
Business unit head:	Dr. Joe M. Ricks, Jr. Chair, Division of Business

Academic year covered by the self-study: 2011-2012

The institution's self-study coordinator contact information:

Dr. James R. Bartkus
Associate Chair, Division of Business
1 Drexel Drive, Box 52
New Orleans, LA 70115, U.S.A.
504-520-5036: phone
504-520-7900: fax

jbartkus@xula.edu

Date of submission of this self-study: January 2013

The primary institutional contact information during the accreditation site visit:

Dr. Joe M. Ricks, Jr.
Chair, Division of Business
1 Drexel Drive, Box 52
New Orleans, LA 70115, U.S.A.
504-520-7505: phone
504-520-7900: fax

jmricks@xula.edu

Proposed date of accreditation site visit: March 2013

2. Identification of Individuals Who Helped Prepare the Self-study

Name	Title
Dr. Joe M. Ricks	Chair, Division of Business, JP Morgan Chase Professor of Sales & Marketing
Dr. James R. Bartkus	Associate Chair, Division of Business, Liberty Bank Professor of Banking and Finance
Dr. Beverly Guillory Andry	Lecturer
Dr. Cary A. Caro	Assistant Professor
Dr. Jose Juan S. Bautista	Professor, JP Morgan Chase Endowed Professor in Economics
Dr. Richard C. Peters	Assistant Professor
Mr. Mark L. Quinn	Assistant Professor, Conrad N. Hilton Endowed Chair in Entrepreneurship
Mr. Clifford S. Wright	Professor, Holzer Professor of Accounting

3. Review of All Academic Activities

TABLE 1: Review of all Academic Activities

A. Business or Business Related Programs	B. Program in Business Unit	C To be Accredited by ACBSP	D. Number of Degrees Conferred During Self-Study Year
Accounting	B.S.	Yes	17
Business	B.S.	Yes	
Finance			2
Management			10
Sales & Marketing			4

COMMENT: __Business Major Areas of Concentration:____________________________

____Finance______________________

____Management__________________

____Sales and Marketing___________

____

4. Organizational Charts

Appendix A of the self-study contains:

1) the institution's organizational chart (page A1)
2) the business school or program's organizational chart (page A4)

5. Conditions of Accreditation

a. Institutional Accreditation. Institutions operating in the U.S. must be accredited by their regional body. Non-U.S. institutions must have equivalent accreditation or recognition as appropriate. For non-U.S. institutions, this is typically a copy in an Appendix of a certified translation of an official document from an appropriate government organization in their respective countries stating recognition, accreditation, and/or their right to grant degrees.

Membership in ACBSP requires regional accreditation or the filing of the official document by non-U.S. institutions. It is not necessary to provide these documents unless ACBSP staff cannot verify this information or there have been changes in the status. If this cannot be verified or is questioned, the institution will be required to provide documentation before the process can continue. Please note below any changes in regional or national accreditation status.

Changes: *No changes*.

---

b. Statement of Mission—Institution. Page 1 of current catalog.

Statement of Mission:

> Xavier University of Louisiana, founded by Saint Katharine Drexel and the Sisters of the Blessed Sacrament, is Catholic and historically Black. The ultimate purpose of the University is to contribute to the promotion of a more just and humane society by preparing its students to assume roles of leadership and service in a global society. This preparation takes place in a diverse learning and teaching environment that incorporates all relevant educational means, including research and community service.

c. Statement of Mission—Business School or Program. Page 93 of current catalog.

Statement of Mission:

Our Mission:

We prepare tomorrow's socially responsible business leaders.

The Division of Business is committed to:

- Working effectively to achieve the University's mission

- Preparing students for early success and empowering them for a Lifetime of Progress and Service
- Building relationships with global business community to develop solutions

Our Values:

We are:

- Business Intelligent
- Morally Focused
- Passionate Educators
- Success Driven

d. Public Information. Five copies of the catalog or bulletin must be sent to ACBSP headquarters along with five copies of the completed self-study, and one electronic version. State the catalog page number(s) where each of the following is located:

1) listing of the business degree programs - page number(s) __93__
2) the academic credentials of all faculty members - page number(s) 385-394
3) the academic policies affecting students along with a clear description of the tuition and fees charged the students - page number(s) 27-49
4) the statement of mission of the institution - page number(s) __1__
5) the statement of mission of the business school or program-page number(s) _93_

e. Accreditation of Doctoral Programs. Accreditation of doctoral programs requires meeting the following requirement:

1) Institution must have ACBSP accredited programs at the baccalaureate and/or master's level.
2) Institution must perform a self-study addressing the six general standards and criteria and related subcategories to the extent appropriate.
3) Program must be authorized by the appropriate regional accrediting organization and/or the appropriate governmental agency.
4) Accreditation can only be awarded after individuals have graduated from the program.

If this self-study includes accreditation of a doctoral program, please indicate below and with attached documents as required that you have met these requirements or you intend to meet these requirements:

N/A

f. List all campuses at your institution at which a student can earn a business degree:

1 Drexel Drive – Only campus

g. The business unit must routinely provide reliable information to the public on its performance, including student achievement.

In order to make these assessment results systematically available to faculty, administration, students and other stakeholders, the current Quality Assurance report is published on the division's home page (http://www.xula.edu/business/index.html). We also have varied sources for tracking student academic achievement that can be accessed via the Office of Planning, Institutional Research and Assessment through http://www.xula.edu/hea/index.php. There are links to data pertaining to student outcomes (retention, graduation rates, and student right-to-know information) and career and job placement services. Lastly all Institutional Research reports are posted at http://www.xula.edu/planningir/researchreports.php.

6. Business School or Program Organizational Profile

a. Organizational Description:

There are 105 historically Black colleges and 215 Catholic colleges in the United States, yet only one is both historically Black and Catholic. That distinction belongs to Xavier University of Louisiana, which strives to combine the best attributes of both its faith and its culture.

Located in New Orleans, this small liberal arts college date back to 1915, when Saint Katharine Drexel and the Sisters of the Blessed Sacrament initially founded their coeducational secondary school from which Xavier evolved ten years later in 1925. Mother Katharine came to the city at the request of the local archbishop to provide African Americans – at the time denied admission to existing local and state as well as Catholic colleges – with opportunities for Catholic higher education. Although the Sisters maintain a vital presence on campus, today Xavier is governed by an independent, lay/religious Board of Trustees on which the Sisters have representation. Its president, Dr. Norman C. Francis, a 1952 Xavier graduate, is a nationally recognized leader in higher education.

Even with its special mission to serve the African American community, Xavier's doors have always been open to qualified students of any race or creed. Currently 74 percent of Xavier's students are of other religious affiliations and 30 percent are not African American. Xavier currently enrolls an average of 3400 students with more than half of Xavier's students (60 percent) from Louisiana. The balance comes from some 40 states, Washington, D.C., the U.S. Virgin Islands, and various foreign countries.

Saint Katharine's vision and the leadership provided by the Sisters of the Blessed Sacrament and the lay leadership of Xavier have created a culture where the university mission is the driving force behind all aspects of the university.

Xavier's Mission:

> Xavier University of Louisiana, founded by Saint Katharine Drexel and the Sisters of the Blessed Sacrament, is Catholic and historically Black. The ultimate purpose of the University is to contribute to the promotion of a more just and humane society by preparing its students to assume roles of leadership and service in a global society. This preparation takes place in a diverse learning and teaching environment that incorporates all relevant educational means, including research and community service.

Xavier's Goals:

So that they will be able to assume roles of leadership and service, Xavier graduates will be:

- prepared for continual spiritual, moral, and intellectual development;
- liberally educated in the knowledge and skills required for leadership and service; and
- educated in a major field so that they are prepared to complete graduate or professional school and to succeed in a career and in life.

The mission and cultural context of the Division of Business is also guided by the university mission. We developed our mission in 2010 within the context of our strategic planning process detailed in Standard 2 of this report. The division mission was substantially revised with an eye on creating a more just and humane society by developing our students to assume leadership roles in business and throughout society as a whole.

The Division's Mission:

We prepare tomorrow's socially responsible business leaders.

The Division of Business is committed to:

- Working effectively to achieve the University's mission.
- Preparing students for early success and empowering them for a Lifetime of Progress and Service.
- Building relationships with global business community to develop solutions.

The Division's Values:

We are:

- Business Intelligent
- Morally Focused
- Passionate Educators
- Success Driven

To accomplish our mission the division focuses on four critical outcomes to guide our activities growth, program quality and expansion, development of the division's identity, and student development. We address these primarily through our formal educational delivery system, which reaches our primary stakeholders through a variety of means. The division has two undergraduate degree programs; one in business with concentrations in finance, management, and sales & marketing, the second is in accounting. Our curriculum includes both theoretical and practical applications in order to execute our commitment to preparing students for early career success and empowering them for a lifetime of service and progress.

Our curriculum has three components. The first is the university Core Curriculum which consists of 56 hours of course work in the liberal arts, humanities, and the natural and social sciences. The university core requirement is actually 60 hours, 61 hours in the division's case as we require pre-calculus for our students which is a 4 hour course. However 9 of those hours are prescribed in our CPC, leaving 52 hours plus 4 hours of free electives. Throughout this document we refer to the university Core as a 56-hour core consisting of the 52 non-prescribed hours and the 4 hours of free electives. The university Core ensures that our students receive a well-rounded Liberal Arts education so that they are aware of societal concerns outside of the corporate environment. Graduates can use the knowledge gained through the Core to enhance their careers as well as use their knowledge of business applications to address larger societal issues. The second component is the business core. The business core consists of 48 hours of business-related coursework for Business majors and 45 hours of business-related coursework for Accounting majors. This business core ensures that all business majors receive an introduction to all functions of a business operation. Non-accounting majors are required to take an additional course in Managerial Accounting. The final component is the 24 hours of concentration courses for the BS degree in the Business Program or 27 major hours in Accounting. To deliver the curriculum, the division has access to multimedia and seminar-style classrooms; and to supplement classroom instruction the division has a dedicated instructional computer lab, a sales behavioral lab to view and record role play, and a student business incubator.

The third component of our educational delivery system, which provides more practical application of the skills taught, is the use of internships and coops. The division actively seeks internship opportunities for its students through relationships developed via partnerships with corporate and professional organizations, through contact with Career Services and other university resources, and by encouraging students to actively seek internships through their own personal contacts.

The Division of Business is housed in the College of Arts and Sciences; with the division chair reporting directly to the Dean of the College. The division has 11 full-time faculty members and one adjunct. Of the eleven faculty, nine (9) are either tenured or on tenure track; of these, eight (8) are Ph.D.-qualified and one (1) is a JD, MBA and CPA. In addition, the two remaining faculty members are in non-tenure track positions with one faculty member in Accounting who holds an MBA and is CPA qualified, and the other serving as the Conrad Hilton Chair for Entrepreneurship.

b. Organizational Challenges:

Our strategic and organizational challenges are also our major opportunities. These opportunities are integrated into our four critical outcomes: growth, program quality and expansion, development of the division's identity, and student development. We define growth as increasing the number of majors and minors in the division. We currently have approximately 200 majors and 55 minors in the Division of Business, and an infrastructure that can accommodate an additional 100 majors and 50 minors. We have put a great deal of effort and resources into recruiting and retention; we have an internal committee dedicated to executing an extensive recruitment and retention plan. While we have not grown over the past couple of years during the economic downturn we have been able to maintain our enrollment during this time. Table 1 below shows our new freshman and total enrollment for the last three years.

Table 1
Freshman Enrollment

	2009	2010	2011
New Freshman	39	40	40
Total	190	201	194

Growing our student numbers is not only important to optimize our current infrastructure, it is also critical to increase our available talent pool for current and future partners.

The division's second critical outcome, program quality and expansion interacts with our growth goals through developing new programs, and it keeps us focused on our continuous improvement process by continually improving the effectiveness of our existing programs. Our continuous improvement process is embedded in our strategic planning process, and is explained in detail under the Strategic Planning and Leadership Standards of this document. Our continuous improvement process allows the division to continuously receive input from our stakeholders and to make needed modifications and changes to existing programs when outcomes dictate such actions are necessary, and ensure stakeholder input in the development of new programs. One of our midrange goals is to establish an MBA program. We have started to collect preliminary information from our stakeholders to ensure the development of a quality program, and new programs like this will also help with our desired growth outcomes.

The division's third critical outcome, developing our identity, is an intriguing challenge. Xavier has a very strong brand and national reputation for our programs in the life sciences as evidenced by the following:

- According to the U.S. Department of Education, Xavier continues to rank first nationally in the number of African American students earning undergraduate degrees in both the biological/life sciences and the physical sciences.
- The College of Pharmacy, one of only two pharmacy schools in Louisiana, is among the nation's top producers of African American Doctor of Pharmacy degree recipients.
- In pre-medical education, Xavier has ranked first in the nation in placing African American students into medical schools since 1993.

Our challenge is to leverage the university's national brand and reputation to inform the public of the excellent Xavier business programs.

Branding the division identity obviously has direct implications for our growth outcomes, but it also directly affects our fourth critical outcome, student development. Due to Xavier's national reputation, potential partnering organizations tend to think we are larger than we are. We have had requests to interview 20 students for a position in a particular field, with only 30 total students graduating across all fields of study in the division. Because we get opportunities with national and global organizations, we have to make sure that a larger percentage of our student body is ready to pursue employment opportunities, and that they are performance ready when they enter the labor force. Because we are not able to provide a large number of experiences for employers to judge our students and programs, we have to ensure that the limited experiences are of high quality.

The interactions between the division's critical outcomes outlined above require shared knowledge and institutional learning. Faculty committees are charged with executing various tasks to achieve our critical outcomes. These committees routinely share information and periodically report to the division faculty on their progress, where they can receive input, generate ideas and build consensus. Following the Leadership Model (page 17) and the Process Maps (page 18-19) detailed in this document keeps us focused on the challenges faced by the division.

STANDARDS AND CRITERIA

1. Leadership

Administrators (chief academic officers, deans, department chairs) and faculty must personally lead and be involved in creating and sustaining values, business school or program directions, performance expectations, student focus, and a leadership system that promotes performance excellence. These values and expectations must be integrated into the business school's or program's leadership system; and the business school or program must continuously learn, improve, and address its societal responsibilities and community involvement.

Criterion 1.1. The leader of the business unit is to be accountable for the development, execution and continuous improvement of the programs and processes in the business unit, and for their compliance with the ACBSP Standards and Criteria.

The mission of the university forms the foundation of the leadership model developed by the faculty of the Business Division at Xavier University of Louisiana.

Xavier mission:

> Xavier University of Louisiana, founded by Saint Katharine Drexel and the Sisters of the Blessed Sacrament, is Catholic and historically Black. The ultimate purpose of the University is to contribute to the promotion of a more just and humane society by preparing its students to assume roles of leadership and service in a global society. This preparation takes place in a diverse learning and teaching environment that incorporates all relevant educational means, including research and community service.

As part of the strategic planning process, the division has established a division mission that is consistent with the university mission as well as the interests of primary and secondary stakeholders.

Our Mission:

> We prepare tomorrow's socially responsible business leaders.

The Division of Business is committed to:

- Working effectively to achieve the University's mission
- Preparing students for early success and empowering them for a Lifetime of Progress and Service
- Building relationships with global business community to develop solutions

Our Values:

We are:

- Business Intelligent
- Morally Focused
- Passionate Educators
- Success Driven

The division subscribes to incorporating general business practices into the management and administrative activities it engages in. The Division of Business uses our Leadership Model (Figure 1.1, page 17) to guide our continuous improvement processes. This model is used for creating, delivering, and assessing the programs and processes of the division. This system affords the division the opportunity to continuously receive input from its major stakeholders and to make needed modifications and changes, when the outcome assessments dictate such actions are to be taken. The leadership model also provides a framework for new faculty indoctrination in the culture of the university and the division's role in the execution of the Xavier University mission.

Criterion 1.1.a. Administrators and faculty must set, communicate, and deploy business school or program values and performance expectations.

The chair of the Division of Business is primarily responsible for implementation of the strategic plan. Utilizing the leadership model as a guide, the chair holds regular meetings of division faculty and students, organizes biannual meetings with the Business Advisory Council and routinely meets with university administrators and faculty throughout the school year. It is also the responsibility of the chair to engage stakeholders via other modes of communication: maintaining/updating the division website, email, surveys, letters, phone contact and newsletters. In order to ensure that faculty and students are fully engaged in the division mission, the chair has posted the mission and values throughout the division as a consistent reminder of the mission and values. Additionally, the chair has developed a ten year strategy deployment review plan with periodic reviews of the division's strategic plans and outcomes by external agencies. This plan is detailed in Standard 2 of this report.

After division needs and expectations are incorporated into the strategic plan and the plan is executed, the division has a series of tools in place for outcomes assessment. While the responsibility rests on the chair of the division, all faculty have some involvement in outcomes assessment, particularly area leaders. The Division of Business offers two degree programs: (1) Accounting and (2) Business. In the Business major, a student is required to choose one of the following three areas of concentration: Finance, Management or Sales & Marketing. Area leaders in accounting, finance, management and sales & marketing are responsible for managing curricula as well as establishing learning outcomes and means of assessment within their respective area.

Criterion 1.1.b. Administrators and faculty must review business school or program performance and capabilities to assess business school or program success and your business school's or program's ability to address its changing needs.

As a broad example of the implementation of continuous improvement using our leadership model, consider *student development*, one of the Critical Outcomes incorporated into our strategic plan as well as our leadership model. Assessment is a key component of student academic development and Xavier University has established policies that are meant to promote a culture of assessment that fully engages faculty in all disciplines across the university. All faculty members undergo assessment training throughout the academic year with the assistance of the Office of Planning, Institutional Research and Assessment. At Xavier, assessment is viewed as a continuous process. Student learning outcomes across the Division of Business are assessed via Educational Testing Service (ETS) Major Field Tests, senior comprehensive exams and other means of assessment embedded within courses across the curriculum. These assessment tools provide an objective measure of student academic achievement and give crucial feedback in the identification of challenges or opportunities for improvement in the ongoing development and delivery of the business curriculum.

In general, once these opportunities for improvement and challenges are identified, various stakeholders and other developmental resources are consulted and action plans are put in place based upon the feedback received. An illustration of how the division utilizes the continuous improvement process is through the solicitation of feedback via our alumni survey. Initial feedback from the most recent survey indicated that there was room for improvement in the treatment of global issues in the business and accounting curricula. Follow-up questioning led to specific recommendations from alumni relating to economics, marketing and strategy, international accounting and international finance. Faculty discussions on these issues revealed a need to implement changes in the curriculum. Specific results of these discussions were in the short run to offer the course in International Finance more often; and, in the long run, to consider moving the course from an elective course to a mandatory course for Business-Finance majors, and to assign the International Business course to a tenure-track faculty member for consistency. This course has been taught by adjunct faculty, professionals from the World Trade Center New Orleans (WTCNO). Due to assignment changes at WTCNO we would have a new instructor every two years. Faculty members currently teaching the International Finance and International Business courses attended the Faculty Development in International Business (FDIB) Globalization Seminar in Memphis, TN to develop their skill sets in teaching international material; and they are collaborating to ensure that the issues identified by the alumni survey are being addressed. This demonstrates how the concept of continuous improvement can guide the changes in the curriculum in a manner that is consistent with the Xavier University mission, the mission of the Division of Business and the interests of the various stakeholders identified in the model. There is an ongoing process of improvement that will ultimately result in a higher quality educational experience.

Criterion 1.1.c. The business school or program must have processes in place for evaluating the performance of both administrators and faculty.

The Division of Business is subject to the same internal review processes of faculty and administration as other departments and divisions across the university. This entails an annual submission of the faculty update sheet wherein faculty members provide self-assessment in the following four fields of interest: Teaching, Scholarship, Service and Collegiality. The self-assessment is followed by a critical evaluation by the division chair of all faculty members at which time faculty members may submit written responses to the chair’s evaluation. The Dean of the College of Arts and Sciences provides an evaluation of the Division Chair.

Criterion 1.2 Social Responsibility

Criterion 1.2.a. Administrators and faculty must create an environment that fosters and requires legal and ethical behavior.

Criterion 1.2.b. The business school or program should address the impacts on society of its program offerings, services, and operations.

Criterion 1.2.c. The business school or program should ensure ethical business and academic practices in all student and stakeholder transactions and interactions.

The mission of the university forms the central guiding influence upon which the institutional norms and values are established. Students enrolled in the business program at Xavier are expected to fulfill the same Core Curriculum as students in other programs in the College of Arts and Sciences. One of the four outcomes of the newly-revised Core Curriculum is "Faith, Ethics and Social Responsibility." Learning objectives of this outcome specify that students will be expected to:

1. demonstrate knowledge of theological and philosophical principles and its application to questions of religious faith and social justice;
2. demonstrate knowledge of moral principles and its application to issues of individual and social responsibility; and
3. construct a coherent system of personal values that contributes to the creation of a more just and humane society.

As an extension of the Core Curriculum that is intended to promote an environment that fosters and requires legal and ethical behavior, the business Core Curriculum incorporates a Business Law (or Legal Aspects of Business) course as well as a required course in Business Ethics. Significantly, our business ethics course was developed and is taught in Xavier's Philosophy Department. The ethics course is grounded in moral philosophy and further integrates our business curriculum with the mission of the university. Together, these courses reinforce the students' base of knowledge accumulated through the completion of the Core, a Core that is heavily focused on ethics and social responsibility.

To further the mission of the division and develop a more complete understanding of the impacts on society of the business program, two faculty members within the division have applied for and received funding for the 2012-2013 academic year from the Andrew W. Mellon Foundation's Faculty Communities of Teaching Scholars (FaCTS) initiative at Xavier. This initiative encourages the planning and implementation of innovative curricular and/or pedagogical projects over the course of an academic year with the 2012-2013 theme of "Teaching for Social Responsibility."

The first FaCTS grant will allow Dr. Richard Peters to focus on the restructuring of a course that is part of the business Core Curriculum, Principles of Management. The overall goal of the restructuring is to infuse greater and richer levels of social responsibility and business ethics with respect to content, delivery and assessment. Specifically, this course will be redesigned to (1) identify and promote (discuss and assess) goals and learning outcomes specific to social responsibility/business ethics education, (2) select relevant reading content that emphasizes either social responsibility as a facet of the discipline and/or the integration of social responsibility with traditional concepts within the discipline of Management (3) allocate appropriate teaching and learning resources (hours, lectures, discussion, service learning and other projects) to social responsibility topics and content in the administration of the course, and (4) devise and administer instruments (assignments, surveys, quizzes, essay papers) to evaluate both proficiency in social responsibility education as it relates to the function and work of businesses and management, as well as changes in students attitude related to personal and corporate social responsibility. Dr. Peters' research agenda is focused on corporate social responsibility and sustainability. This course restructuring may be considered as a first step for the Division of Business to institute program-wide changes in order to more effectively address the integration of the mission of the division. The next step for Dr. Peters will be the development of tools for curriculum-wide assessment.

Dr. Cary Caro will take the opportunity of the FaCTS initiative to enhance the Leadership Seminar course. This project is intended to meet the division's desire to increase the number of courses that expose students to issues that present an opportunity to understand social responsibility, social justice and ethical behavior. The goal is to develop a service-learning component to the course that challenges students to enter into the community and work to solve a social dilemma. As with Dr. Peters' project, the Division of Business anticipates being able to implement program-wide changes in the curriculum that will be modeled on the service-learning component of the redesigned Leadership Seminar course.

In another effort to incorporate service-learning in the accounting curriculum, Ms. Candice Roché led the effort to establish a Volunteer Income Tax Assistance (VITA) site on campus. The VITA program is sponsored by the Internal Revenue Service (IRS) to provide free tax preparation and electronic filing (e-file) services for low- to moderate-income individuals. The Xavier VITA site provided students the opportunity to serve as volunteer tax preparers trained and certified by the IRS. Beginning in the 2012 tax season, the Xavier VITA site operated from February 6 through April 17, 2012. A total of twenty students were certified and prepared a total of 182 returns (173 e-file and 9 paper returns).

The Xavier VITA site was awarded a grant from Southern University for the 2012 filing season. This grant funding enabled the Xavier VITA site to add a financial literacy component to the free tax preparation and e-file services. Students learned about a variety of budget, savings, and asset building products available to low- to moderate-income individuals. The goal of this project is to continue the Xavier VITA site each tax season and use it as the service-learning component of the Tax Accounting course offered in the spring semester. Students enrolled in the course will be required to complete the IRS training and certification to become a volunteer tax preparer and must complete at least five tax returns during the filing season.

During the 2011-2012 academic year, the division also developed a new course that further integrates both the mission of the university and the division's mission into the business curriculum. Funded by a grant through 3M's Frontline Initiative, Dr. Joe Ricks and Mr. Mark Quinn designed the "Sales for Social Impact" course, as part of 3M's Sales for Social Impact (SSI) program. The goal of the SSI program is for students to develop a sales plan that can contribute to the greater good of humanity by having a direct positive impact on meeting the needs of those who reside at the base of the socioeconomic pyramid. Students in the course during the 2011-2012 academic year, with the help of partners with the University of Liberia and the International

Finance Corporation (IFC) arm of the World Bank, delivered a comprehensive business plan to address the clean water needs in the country of Liberia. A team of students travelled to St. Paul, Minnesota to present the plan to 3M executives in December 2011.

Additionally, to further the division's mission of preparing tomorrow's socially responsible business leaders a committee consisting of three faculty members and four students was assembled to develop a code of conduct, "I CARE." I CARE is an acronym that stands for the principles that guide the code: Integrity, Community, Academic honesty, Responsibility, and Engagement. The code was read and signed by all students at the first divisional meeting in the fall 2012 semester. All business students not attending the meeting were required to meet individually with their advisor to read and sign the code. The division's code of conduct was also read and reinforced at the inaugural blazer ceremony where eligible students received a Division of Business Blazer. The code of conduct is attached as Appendix B (page A5) of this report.

The Division of Business adheres to the policies of the College of Arts and Sciences at Xavier including the Academic Integrity policy that all faculty members are required to reference in course syllabi. This policy directly addresses the institutional response to ethical conduct violations or academic dishonesty. The college has a standing Academic Misconduct Hearing Committee that handles disputes regarding any reported academic misconduct. The entire policy is attached as Appendix C (page A7) to this report.

Criterion 1.2.d. The business school or program should have processes in place for monitoring regulatory and legal compliance.

The Division of Business maintains legal and regulatory compliance through coordination with the Office of Sponsored Programs, under the Office of the Senior Vice President for Resource Development. Division of Business faculty members work with the Office of Sponsored Programs when conducting any research involving human subjects and/or grant funding. Supporting documentation related to regulatory and legal compliance is available on Xavier's website, with relevant links noted in the text below.

Xavier University assures that all external funding through grants or contracts are consistent with the university's mission and with the priorities of the college and department/division that receives them. This is done through a clearance process through which every proposal to an external agency is, prior to submission, reviewed by the individual department(s) and college(s) submitting it, as well as the Office of Sponsored Programs and the Senior Vice President for Academic Affairs. (http://www.xula.edu/ord/preaward.php) Once this process is complete and all relevant offices have signed the clearance form, the Senior Vice President for Administration signs the proposal as the Authorized Institutional Representative. If and when an award is received, the award instrument again goes through a routing process. (http://www.xula.edu/ord/postaward.php) With regard to the conduct of activities under externally funded grants or contracts, the University also assures that such projects are conducted in a legal and ethical manner, namely:

- That human subjects are fully protected in any research in which they are involved;
- That animals are fully protected in any research in which animals are involved; faculty work directly with the head of Xavier's vivarium and a certified veterinarian in conducting such research; and

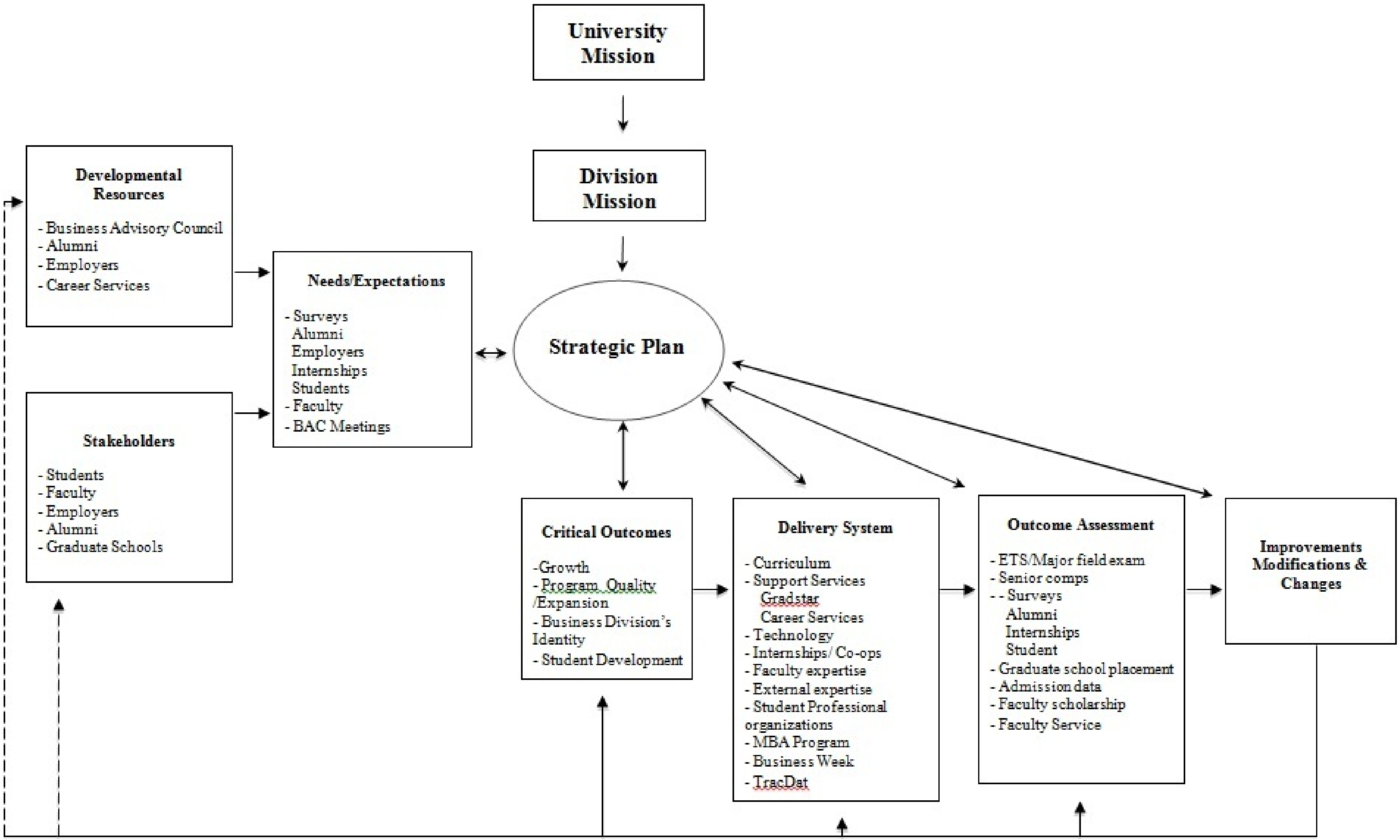
- That, if hazardous materials or radiation is used in a research project, it is conducted in a controlled, safe manner. Xavier has a full time, Environmental Health and Safety Officer who works with faculty on such projects and regularly inspects all facilities.

For each of the above activities, appropriate committees and policies have been established, consistent with federal regulations, to assure compliance with such regulations. All policies are initially vetted by faculty researchers and administrators and ultimately approved by the University's Faculty Assembly. In addition, Xavier has a Conflict of Interest Policy that fully complies with federal conflict of interest guidelines and processes as well as a faculty committee that assures compliance. All grant/contract proposals and awards are reviewed for potential conflicts of interest. (http://www.xula.edu/ord/spconflict.php) Once an account has been set up for a project, fiscal staff members review each and every expenditure to assure they are consistent with the grant conditions and with federal grant policies. In addition, the Office of Sponsored Programs regularly provides grants administration workshops for faculty and staff who are Principal Investigators.

Xavier University complies with applicable Federal law in hiring practices. Division of Business faculty members involved in the interview process can review appropriate hiring/interview practices through the Office of Human Resources website. This document addresses: Title VII of the Civil Rights Act of 1964 Amended in 1993 prohibiting employment discrimination based on race, gender, color, creed, national origin or religion; the Age Discrimination in Employment Act of 1967 prohibiting discrimination in employment against anyone 40 years of age or older; The Rehabilitation Act of 1973 and Title I of the Americans with Disability Act of 1990 prohibiting discrimination in employment based on a person's disability or if the person is perceived to have a disability; and the Pregnancy Discrimination Act (an amendment to Title VII of the Civil Rights Act) that makes pregnancy discrimination a form of sex discrimination under Title VII. Employers cannot exclude pregnant women from jobs because of the stereotypical belief that they are incapable of doing their jobs or that after childbirth they will leave their jobs. Furthermore, Xavier University complies with the Department of Homeland Security, United States Immigration and Citizenship Services (USCIS) requirements that all new hires must be legally eligible to work in the U. S. by completing an I-9 form and verifying their employment eligibility thorough the E-Verify process.
(http://www.xula.edu/academics/documents/AttachmentsforNewHirePolicyandProcedures.pdf

Figure 1.1 Xavier University Business Division's Leadership Model.

Note: The solid line indicates a direct influence of the changes or modifications on the activities, while the dotted line indicates information flow only.



2. Strategic Planning

The business school or program must have a process for setting strategic directions to better address key student and program performance requirements. The strategy development process should lead to an action plan for deploying and aligning key plan performance requirements. It should also create an environment that encourages and recognizes innovation and creativity.

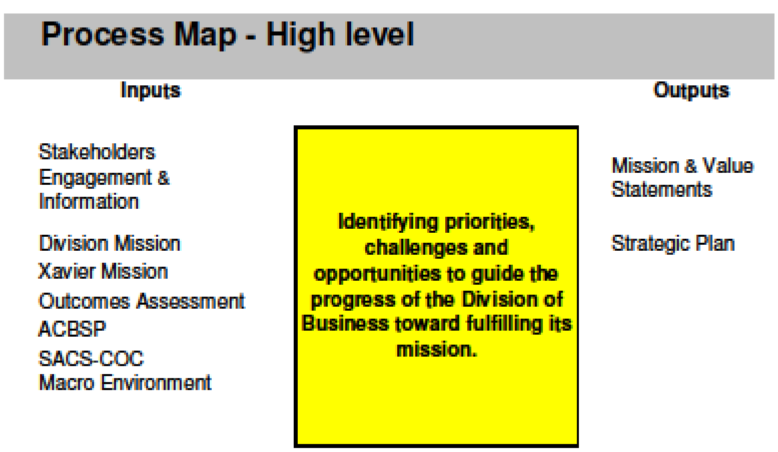
Criterion 2.1. The Business Division must have a formal process by which its strategic direction is determined, its action plans are formulated and deployed, and innovation and creativity are encouraged.

The Division of Business has developed a strategic planning process that is mission driven, goal oriented and consistent with Xavier University's planning process. Xavier requires ongoing strategic planning and assessment, a process that is overseen by the Office of the Senior Vice President for Academic Affairs. The current Faculty Handbook provides guidance for strategic planning (p. II-23); including a policy in place for program review on a cyclical basis that includes an examination of the division's strategic plan.

Consistent with the leadership model presented in Standard 1, strategic planning within the division is a process that is guided by the mission of Xavier University, the Division of Business mission, input from various internal and external stakeholders, outcomes assessment, changes in the business community, as well as standards developed by the Accreditation Council for Business Schools and Programs (ACBSP) and the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC). These are the inputs to a planning process that is meant to identify priorities, challenges and opportunities to guide the progress of the Division of Business toward fulfilling its mission.

Figure 2.1 illustrates the approach to planning taken by the Division of Business faculty members:

Process Map – High Level/Low Level



Process Map - Low level

Inputs	Steps	Outputs
Division Mission & Values Xavier Mission Macro Environment Faculty Meetings Business Advisory Council	**Review Division and Xavier Mission & Values**	Identify Challenges & Opportunities Update as needed
Challenges & Opportunities Surveys Faculty Meetings Student Meetings Outcomes Assessment Business Advisory Council	**Collect Data from Relevant Stakeholders**	Reports Stakeholder Information Minutes Accreditation Reports
Minutes Accreditation Standards Stakeholder Information Reports ETS TracDat Institutional Research	**Examine Reports and Relevant Information**	Make Recommendations
Recommendations Faculty Meetings Business Advisory Council Administration	**Deliberate on Alternatives and Make Decisions**	Goals Objectives Tactics
Goals Objectives Tactics Assessment Plans	**Execute and Monitor Decisions**	Results

Criterion 2.1.a. The faculty and staff members of the business unit should have significant input into the strategic planning process.

The division mission, itself guided by the university's mission, is summarized by the following mission statement: "We prepare tomorrow's socially responsible business leaders." Furthermore, we are committed to:

- Working effectively to achieve the University's mission
- Preparing students for early success and empowering them for a Lifetime of Progress and Service
- Building relationships with global business community to develop solutions

In articulating our identity, we believe that these values help define who we are:

- Business Intelligent
- Morally Focused
- Passionate Educators
- Success Driven

The development of our mission illustrates the planning process itself, as well as the nature of the planning process within the division. As part of the university strategic planning process and consistent with SACS-COC accreditation standards, our division chair was directed to engage the faculty in a review of our strategic planning process. The issue was discussed at a faculty meeting in March 2010, where it was determined that we should seek input from the Business Advisory Council (BAC) at our upcoming April meeting regarding best practices in the strategic planning process.

Representatives from the 3M Company and Entergy Corporation conducted workshops with division faculty members and other BAC members to provide insight into the corporate approach to strategic planning. The primary outcome of these workshops was the determination that we had identified a need to review and potentially update our division mission and value statements. At the conclusion of the spring 2010 semester, division faculty members met for a series of extended meetings to discuss the mission of the division, resulting in the current mission and values stated above. It is standard practice in the division for all faculty members to participate in executing the strategic planning process. In the example above, there was 100% faculty participation. In some cases we may form smaller committees that report to the entire faculty for feedback and approval.

Criterion 2.1.b. The strategic plan should identify the business program's key strategic objectives and the timetable for the current planning period.

Criterion 2.2. Strategy Deployment

Criterion 2.2.a. Strategic action plans should address both short- and long-term objectives.

Criterion 2.2.b. The business division shall have established performance measures for tracking progress relative to strategic action plans.

Four "Critical Outcomes" have been identified through this strategic planning process and these form the core of the strategic plan for the Division of Business:

I. Growth: *Significantly increase the number of division majors and minors*.
II. Program Quality/Expansion: *Continually improve the effectiveness of existing and new programs*.
III. Business Division Identity: *Developing our identity and enhancing our visibility*.
IV. Student Development: *Continually enrich student academic performance and professional competencies*.

The complete Division of Business strategic plan is attached as Appendix D (page A13) to this report, with an excerpt (Tables 2.1 & 2.2) below illustrating the Program Quality/Expansion critical outcome. The strategic plan addresses both short- and long-term objectives of the division with a delineated timeframe for each component of the plan. The plan also incorporates established performance measures for tracking progress relative to the strategic action plans.

Tables 2.1 & 2.2 are part of the strategic plan regarding the critical outcome "Program Quality/Expansion." One strategic objective is faculty development, with the goals of 1) enhancing scholarly activity and 2) enhancing the quality of pedagogy. Enhancing scholarly activity demonstrates how the strategic plan has been deployed in the past, while the goal of enhancing the quality of pedagogy is representative of how the strategic plan fits within the leadership model and continuous improvement process outlined under Standard 1 of this report.

Table 2.1. Excerpt of Strategic Plan: Program Quality/Expansion

Action Plan	***Accountability***	***Timeframe***	***Key Performance Indicators***
Critical Outcomes, Strategic Objectives & Action Plans			
Critical Outcome #2 Program Quality/Expansion: Continually improve effectiveness of existing and new programs			
STRATEGIC OBJECTIVE A: Growth and development of new and existing programs			
2(A)#1 - Development of Entrepreneurship Institute programs			
2(A)#1a - Grow the X-ncubator	Mark Quinn	Annual assessment	Number of student businesses that are members of the X-ncubator
2(A)#1b - Develop student run businesses	Mark Quinn	Annual assessment	Number of student run businesses
2(A)#2 - Creation of graduate program	**The Chair; MBA Committee**	**Full implementation 2015**	**Implementation of a Master of Business Adminstration program**
STRATEGIC OBJECTIVE B: Connecting curriculum to mission			
2(B)#1 - Adapting course content/delivery to match mission and values	**The Chair; Dr. Richard Peters; Cary Caro**	**End of 2012/2013; Annual assessment**	**Development of multiple ways to infuse social responsibility in multiple courses across the curriculum**
2(B)#2 - Developing measures to assess outcomes based on mission and values	**The Chair; Dr. Richard Peters**	**End of 2012/2013; Annual assessment**	**Development of a measurement system to assess student learning consistent wiith our mission and values**
STRATEGIC OBJECTIVE C: Faculty development			
2(C)#1 - Enhance scholarly activity	**All Business Faculty**	**Annual assessment**	**Number of peer reviewed publications; Number of professional presentations; Research conference attendance**
2(C)#2 - Enhance quality of pedagogy			
2(C)#2a - Attend conferences	All Business Faculty	Annual assessment	Number of conferences attended
2(C)#2b - Center for Advancement in Teaching (CAT) involvement	All Business Faculty	Annual assessment	Number of CAT events attended

Table 2.2. Excerpt of Strategic Plan Performance Data: Program Quality/Expansion

Action Plan	*Performance Data*
Critical Outcomes, Strategic Objectives & Action Plans	
Critical Outcome #2	**Program Quality/Expansion: Continually improve effectiveness of existing and new programs**
STRATEGIC OBJECTIVE A: Growth and development of new and existing programs	
2(A)#1 - Development of Entrepreneurship Institute programs	
2(A)#1a - Grow the X-ncubator	11 student members
2(A)#1b - Develop student run businesses	0
2(A)#2 - Creation of graduate program	Planning stage
STRATEGIC OBJECTIVE B: Connecting curriculum to mission	
2(B)#1 - Adapting course content/delivery to match mission and values	Caro: MGMT 3120, MGMT 4010S, BSAD 1010 were redesigned to introduce a service component that is aligned with the DoB mission and values. Peters: Working through the FACTS grant to discover how best to incorporate CSR pedagogy and training across curricula and courses. Two classes have been adapted to include more CSR content and these will be assessed and evaluated to create a template for future course deliveries.
2(B)#2 - Developing measures to assess outcomes based on mission and values	Principle of Management Class now includes strong CSR component. Students are being tested on ethical/social responsibility and CSR
STRATEGIC OBJECTIVE C: Faculty development	
2(C)#1 - Enhance scholarly activity	8 publications, 9 presentations, 17 conferences attended
2(C)#2 - Enhance quality of pedagogy	
2(C)#2a - Attend conferences	17 conferences attended
2(C)#2b - Center for Advancement in Teaching (CAT) involvement	CAT attendance: 8 participants; CAT presentation: 1

On the goal of enhancing scholarly activity, the input of key stakeholders provided much appreciated guidance on the need for a renewed focus on faculty scholarship. Xavier University has a policy of periodically reviewing academic programs. On a cyclical basis, selected units will be reviewed for educational effectiveness. At the beginning of each academic year, the VPAA Planning Council recommends faculty for appointment to committees which are assigned to review specific academic programs. The committees interview faculty, review division documents and then develop a program review report that makes recommendations regarding program improvements. The program review report is sent to the department/division, and after meeting with the academic administration, the department/division develops an implementation plan. The College Dean and the Senior Vice President for Academic Affairs provide feedback of this implementation plan to the division.

The Division of Business' most recent program review was conducted in the 2006-2007 academic year. The program review committee outlined several findings that led to internal discussion and a formal response by the faculty of the division. The most significant finding of the program review committee was that there was an opportunity for improvement in scholarly activity within the Division of Business. Faculty members in the Division of Business meet annually for a full-day, off-campus faculty retreat in order to discuss strategic issues for the division for the upcoming year. In August of 2007, the first agenda item at the division retreat was to address our expectations for scholarly activity. The result of a lengthy discussion was to establish the current recommended guidelines: Division of Business faculty members are expected to have three peer-reviewed works of scholarly output in every five years. Scholarly output includes publications as well as conference presentations/manuscripts.

Figures 2.2 (a) and (b) demonstrate the increase in scholarly activity since the division implemented the recommended guidelines. Each fall semester, faculty members submit scholarly output to the chair in order to update the output matrix. Based upon expectations of three peer-reviewed presentations/publications per faculty member every five years, the results of the increased focus on scholarship have been positive. Consider that based upon this expectation, the division should have a ratio of scholarly output-to-faculty member of .6. In the five years prior to the program review, this ratio averaged just 0.46, and the overwhelming majority of the output was generated by just two members of the faculty. In the five years since the current policy was initiated, this ratio has improved to 0.76, a 65% improvement in output per tenured/tenure-track faculty member. Contributions to scholarly output have been from across virtually the entire faculty, with only one exception who has since left Xavier.

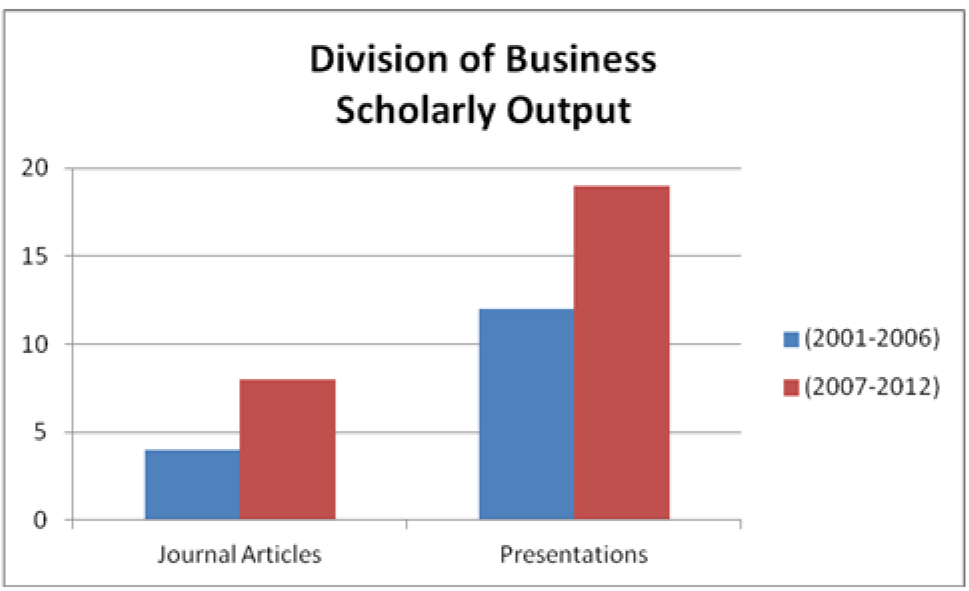


Figure 2.2 (a) Scholarly Output 2001-2012.

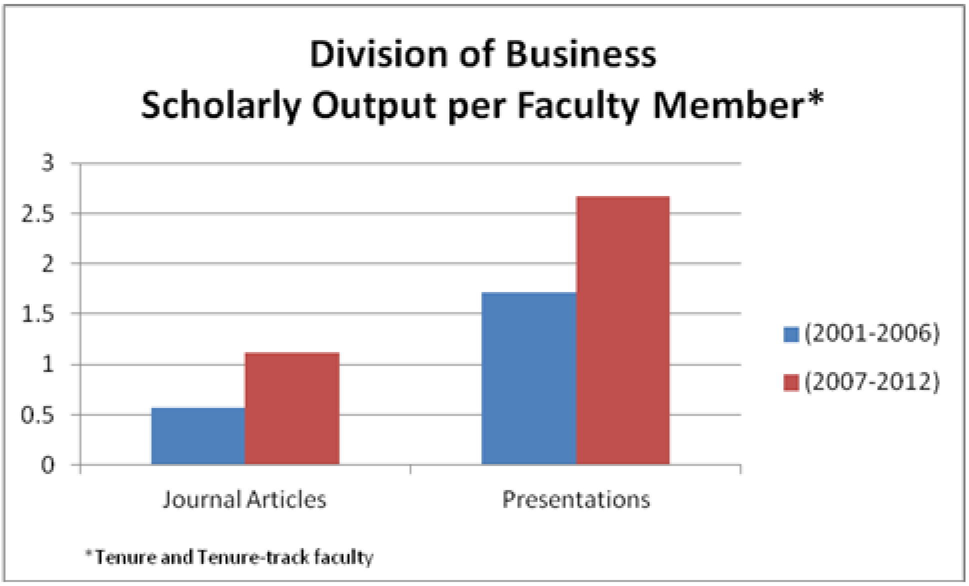


Figure 2.2 (b) Scholarly Output per Faculty Member

The university recently changed the internal review process. The benefit of this change is that the university will bring in subject matter experts to review the departments and divisions. This change should increase the quality of the reviews and feedback. For the Division of Business, because we have ACBSP (a discipline specific accreditation) we will only be reviewed three years prior to each reaffirmation although we have the option to be reviewed every five years. However, we have chosen to participate in an additional external review process by adding an application for the Louisiana Performance Excellence Award to our strategy deployment.

The Louisiana Performance Excellence Award is presented by the Louisiana Quality Foundation (LQF). LQF administers the state's Malcolm Baldridge quality award program. This year we sent one of our faculty members to Baldridge examiner training, and he will lead our application effort for a Level II award. This award examines an organization's processes, data and improvements, and it includes a site visit and a feedback report. Table 2.3 below shows a ten-year cycle we will use to ensure that our programs are systematically evaluated and feedback is received.

Table 2.3 Strategy Deployment Reviews

Review Type	**Agency**	**Date**
Accreditation Self Study	ACBSP	2012/13
LA Performance Excellence Application	LQF	2013/14
QA Report	ACBSP	2014/15
QA Report	ACBSP	2016/17
LA Performance Excellence Application	LQF	2017/18
QA Report	ACBSP	2018/19
Internal Review	Xavier	2019/20
QA Report	ACBSP	2020/21
Accreditation Self Study	ACBSP	2022/23

Criterion 2.2.c. The leadership of the business unit should communicate strategic objectives, action plans, and measurements to all faculty, staff, and stakeholders, as appropriate.

The chair of the Division of Business communicates appropriate aspects of the strategic plan with various stakeholders as needed. Faculty meetings are held regularly throughout the academic year and an annual faculty retreat is held each August specifically to address those strategic issues for the division that are most pertinent to the upcoming year. The chair also has regular meetings with administrators, other department chairs and representatives from the dean's office where strategic issues can be addressed. These include permanent representation on the College of Arts and Sciences (CAS) Academic Council, CAS Leadership Council and University Academic Council. Another group of key stakeholders involved in strategic planning is the Business Advisory Council that meets biannually. Division of Business leadership also leads the efforts to communicate strategic issues with the Accreditation Council for Business Schools and Programs (ACBSP).

3. Student and Stakeholder Focus

A business school or program must have a systematic procedure to determine requirements and expectations of current and future students and stakeholders, including how the business school or program enhances relationships with students and stakeholders and determines their satisfaction. Stakeholders may include parents, employers, alumni, donors, other schools, communities, etc.

CRITERIA

Use the following criteria to document the extent to which the business school or program meets the standard for Student and Stakeholder Focus. Justify any omissions.

Criterion 3.1 The business school or program must determine (or target) the student segments its educational programs will address.

Xavier's' student population is primarily an undergraduate, traditional student population. The division of business only has undergraduate programs and consists entirely of traditional (18 - 22 year old) students with very few exceptions. We segment our students by their academic program; management, sales and marketing, finance, or accounting.

Criterion 3.2 The business unit will have identified its major stakeholders, and found methods to listen and learn from its stakeholders in order to determine both student and stakeholder requirements and expectations.

Criterion 3.3 The business unit will periodically review listening and learning methods to keep them current with educational service needs and directions.

The division's major stakeholders are listed in Figure 1.1. (Leadership Model, page 17) and include students, alumni, employers, faculty, and the broader university community. Consistent with the division's strategic planning and execution process mapped in Figure 2.1 (Process Mapping, page 19), we use multiple methods for listening to and speaking with our major stakeholders. These methods include surveys, faculty meetings, student meetings, Business Advisory Council meetings, and our accreditation reports. Additionally, as detailed in Standard 2 of this report (page 26), we are adding the LQF Performance Excellence Award application process as a method for receiving feedback from the business community. This series of surveys, along with face-to-face interactions, allows the division to determine stakeholder requirements and expectations. Additionally, we use these meetings to review our processes as well as the information learned by executing our processes. Table 3.1 below summarizes the division's stakeholder learning methods and frequencies.

Table 3.1 Listening and Learning Methods		
Stakeholder	**Method**	**Frequency**
Students	Student Faculty Evaluations	Every semester
	Institutional Effectiveness Survey	Annually
	Student Satisfaction Survey	Every 3 years
	Divisional Meetings	2 per semester
	Advising Sessions	Continuous
Alumni	Alumni Satisfaction Survey	Every 3 years
	BAC Meetings	Every semester
Business Community	BAC Meetings	Every semester
	Intern Evaluations	Annually
	ACBSP Self Study	Every 10 years
	ACBSP QA Reports	Every 2 years
	Performance Excellence Award Application	2 per decade
Faculty	Faculty Meetings	Continuous
	BAC Meetings	Every semester
University Community	University Academic Assembly	2 per semester
	College Academic Assembly	2 per semester
	Internal Review	Every 10 years
	University Academic Council	Every semester
	Center for the Advancement of Teaching (CAT)	As needed
	College Academic Council	6 per semester

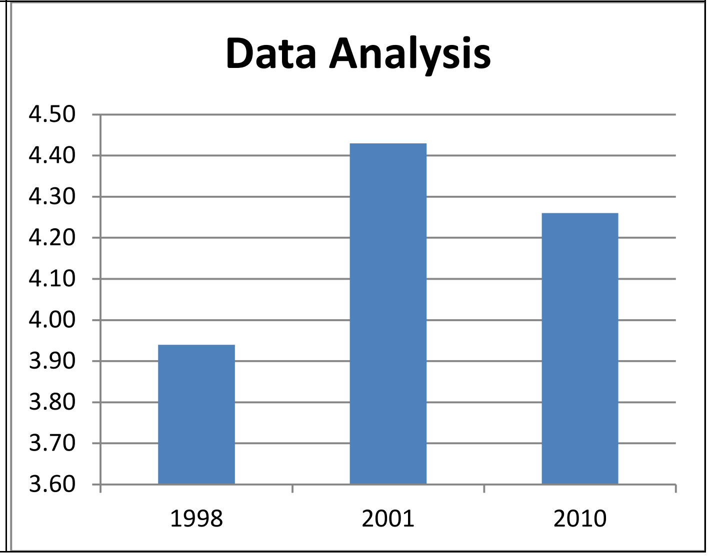
Criterion 3.4 The business unit will have a process to use the information obtained from students and stakeholders for purposes of planning educational programs, offerings, and services; marketing; process improvements; and the development of other services.

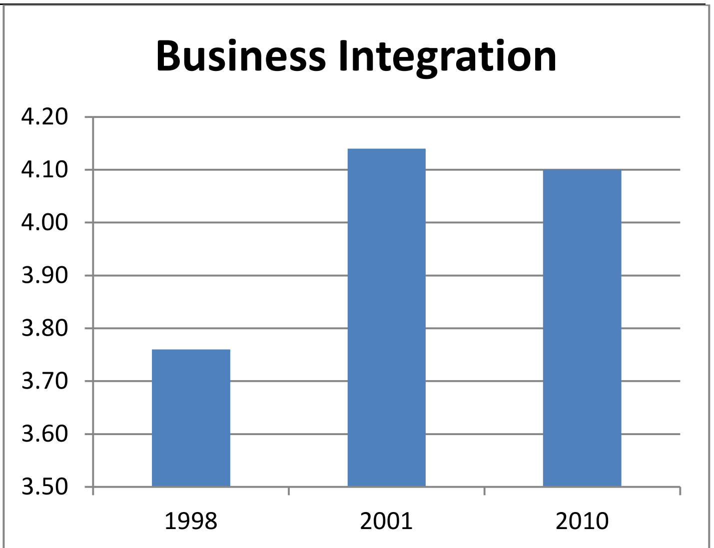
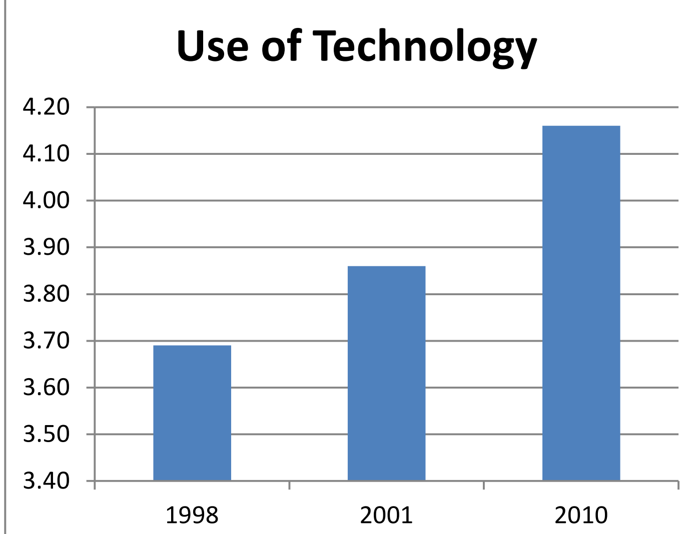
Criterion 3.5 The business unit should have processes to attract and retain students, and to build relationships with desired stakeholders.

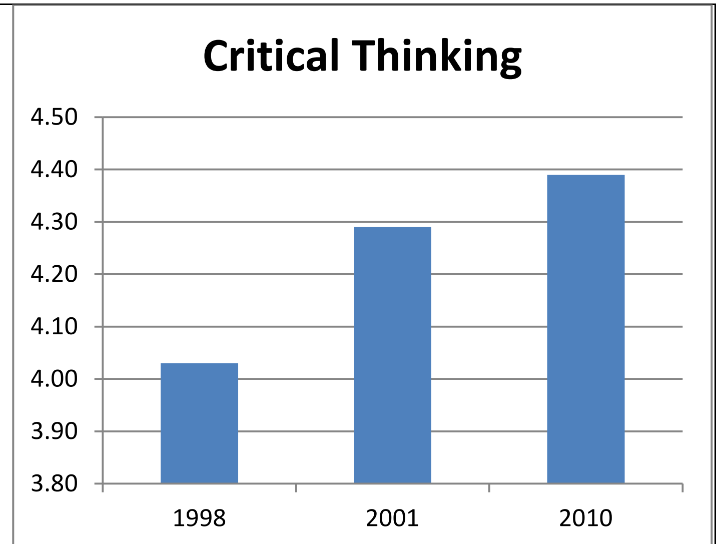
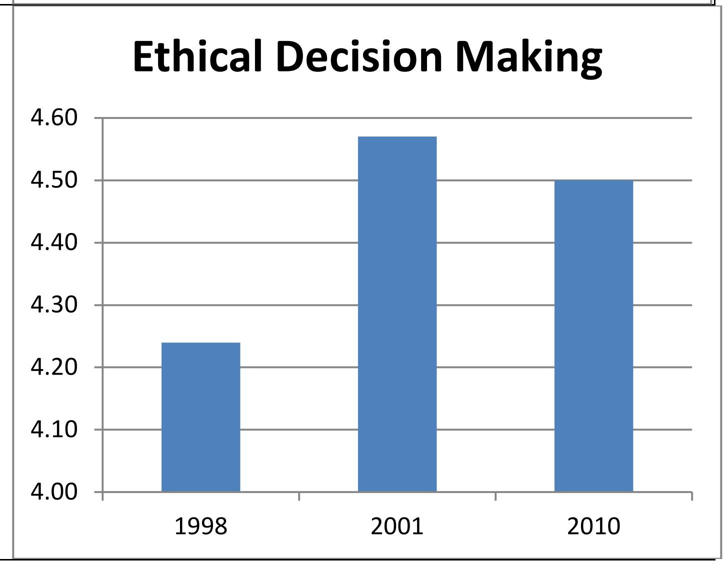
Criterion 3.6 The business unit should have a process to seek information, pursue common purposes, and receive complaints from students and stakeholders.

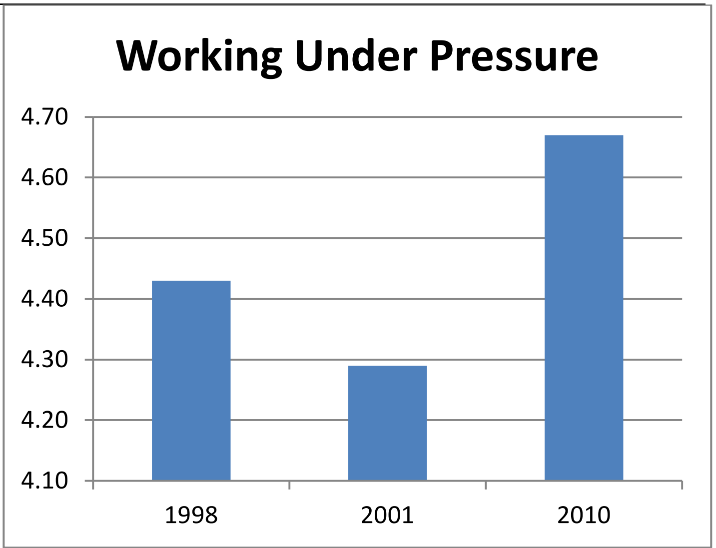
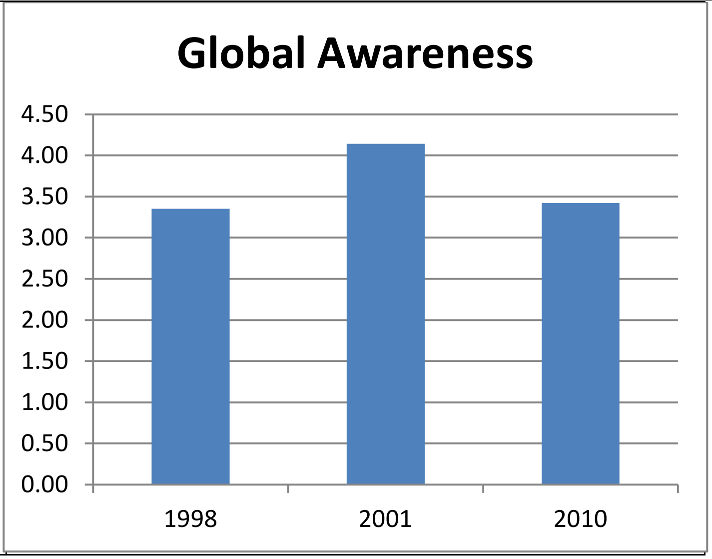
Criterion 3.7 The business unit should have a system to determine student and key stakeholder satisfaction and dissatisfaction.

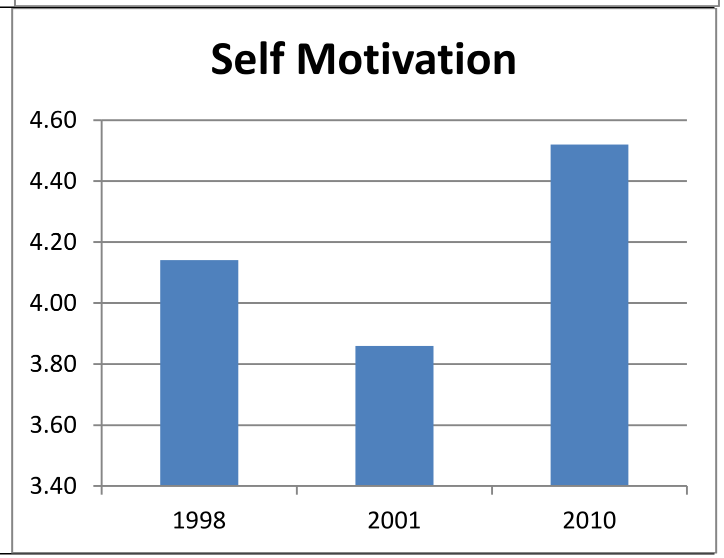
Figures 1.1 and 2.1 demonstrate how we build relationships and use information gathered from major stakeholders through our listening and learning methods. The examples of the information from our alumni survey (detailed in Standard 1, page 16), and from our internal review (detailed in Standard 2, page 24) show how we use our process for continuous improvement. Additionally the development of our mission (detailed in Standard 2, page 20) demonstrates how we use the process for planning. The face-to-face meetings allow us to seek in-depth information as well as receive and address stakeholder complaints, while surveys allow us to monitor satisfaction levels. Figure 3.2 below provides the data and analysis we have received from our students and stakeholders.

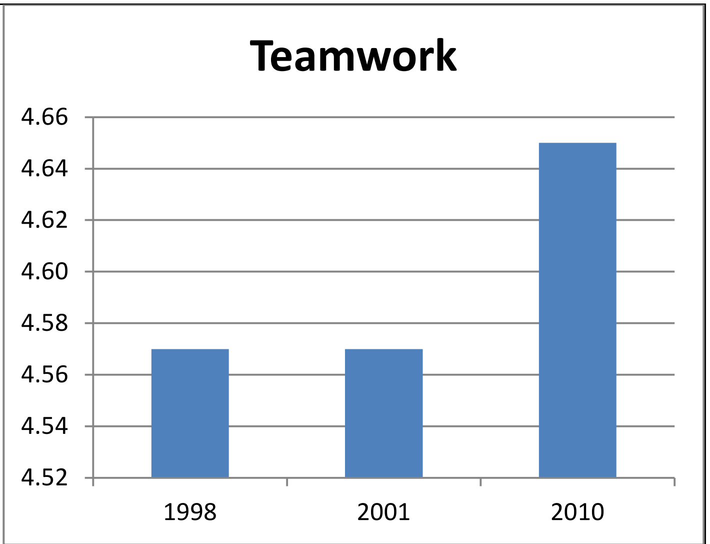
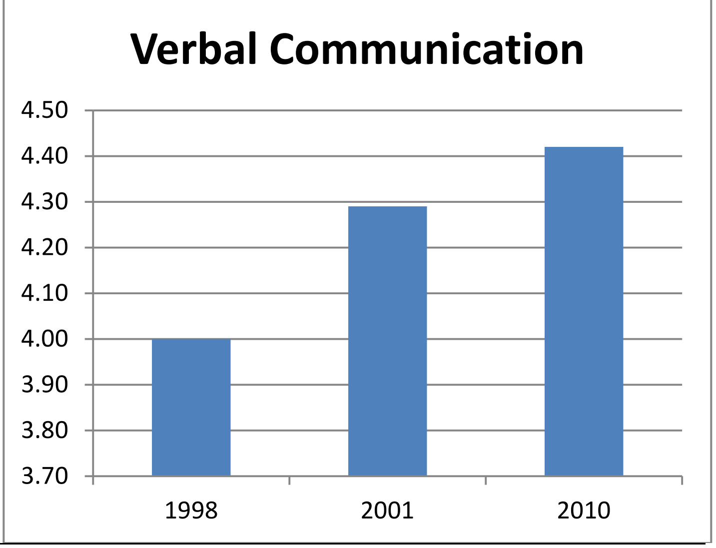
Figure 3.2 Student and Stakeholder Focus					
Performance Measure (Competency)	**Description of Measurement Instrument**	**Areas of Success (results)**	**Analysis and Action Taken (improvement)**	**Results of Action Taken (occurs in the following year)**	**Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)**
Alumni will show the degree they are satisfied that the division's curriculum prepared them for their first job by developing their skills in data analysis.	The Business Division Student Alumni Survey	Data from our last 3 surveys shows satisfactory results- the 2 most recent survey scores were above our goal of 4 or higher.	Goal met, no action taken	NA	

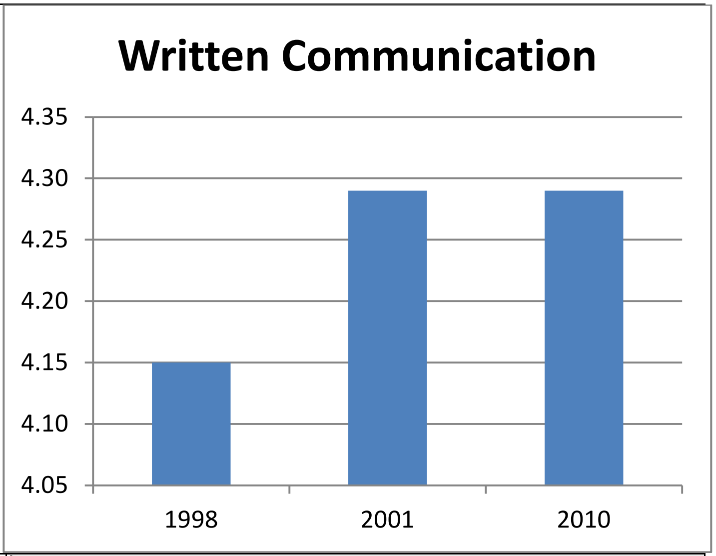
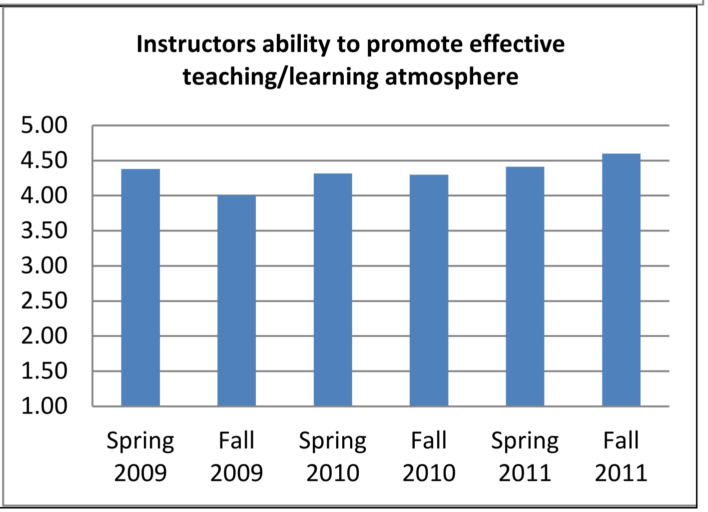
Alumni will show the degree they are satisfied that the division's curriculum prepared them for their first job by developing their skills in business integration.	The Business Division Student Alumni Survey	Data from our last 3 surveys shows satisfactory results- the 2 most recent survey scores were above our goal of 4 or higher.	Goal met, no action taken	NA	
Alumni will show the degree they are satisfied that the division's curriculum prepared them for their first job by developing their skills in the use of technology.	The Business Division Student Alumni Survey	Data from our last 3 surveys shows satisfactory results- a consistent improveme nt and reaching our goal of 4 or higher in the most recent survey.	Goal met, no action taken	NA	

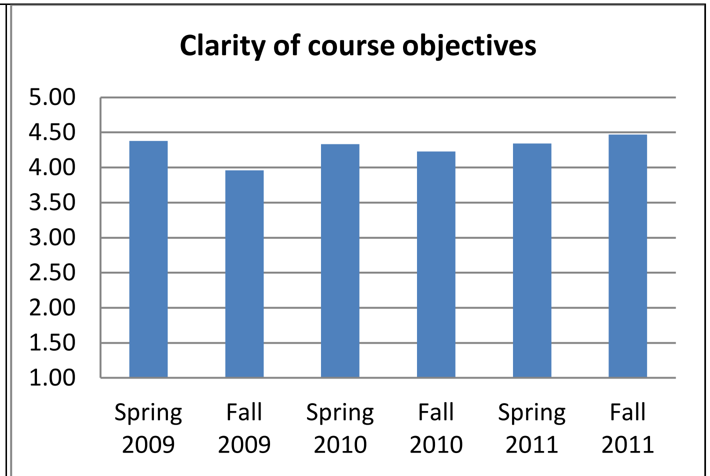
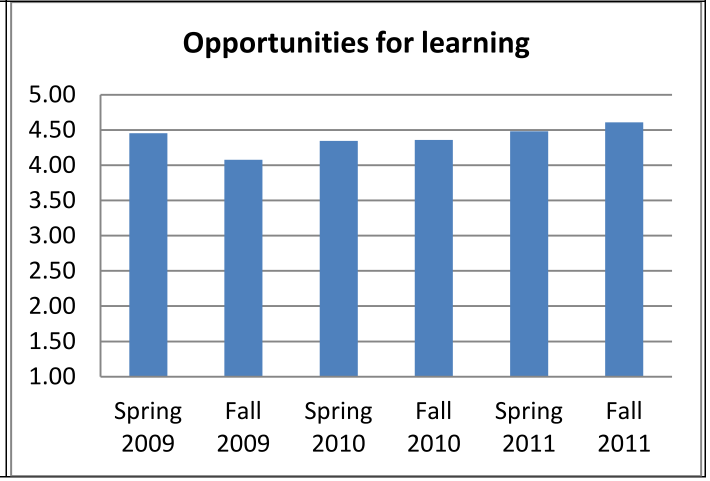
Alumni will show the degree they are satisfied that the division's curriculum prepared them for their first job by developing their skills in critical thinking.	The Business Division Student Alumni Survey	Data from our last 3 surveys shows satisfactory results- all scores were above our goal of 4 or higher.	Goal met, no action taken	NA	
Alumni will show the degree they are satisfied that the division's curriculum prepared them for their first job by developing their skills in ethical decision making.	The Business Division Student Alumni Survey	Data from our last 3 surveys shows satisfactory results- all scores were above our goal of 4 or higher.	Goal met, no action taken	NA	

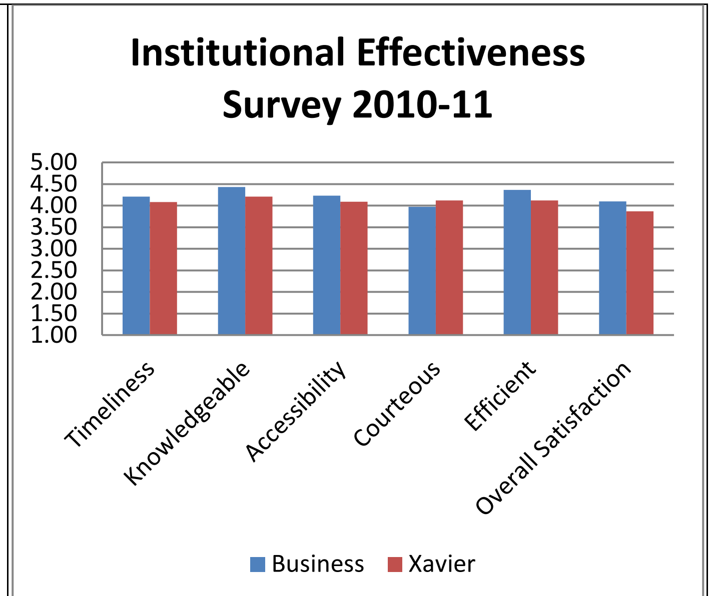
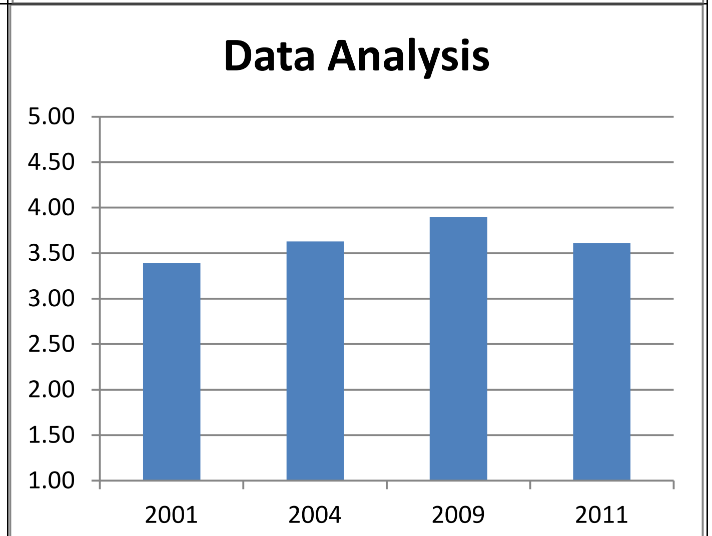
Alumni will show the degree they are satisfied that the division's curriculum prepared them for their first job by developing their skills in working under pressure.	The Business Division Student Alumni Survey	Data from our last 3 surveys shows satisfactory results- all scores were above our goal of 4 or higher.	Goal met, no action taken	NA	
Alumni will show the degree they are satisfied that the division's curriculum has developed their skills in dealing with issues involving global awareness.	The Business Division Student Alumni Survey	Data from our last 3 surveys shows non-satisfactory results- the 2 of 3 survey scores were below our goal of 4 or higher.	A follow up survey was sent to identify the areas of concern. See actions in Standard 1, page 13	NA	

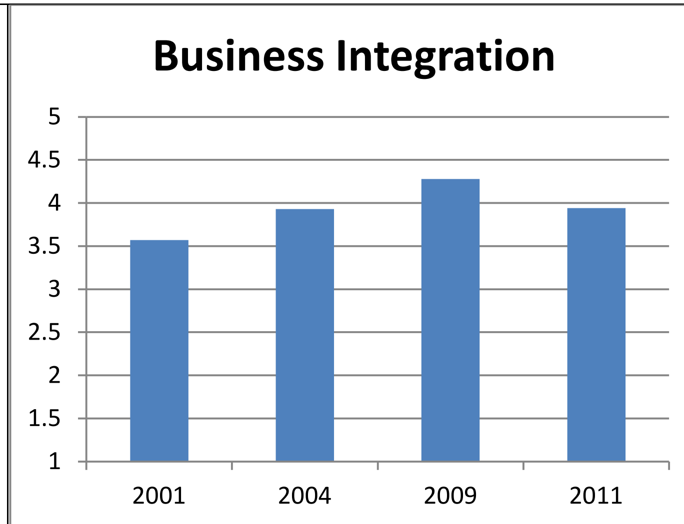
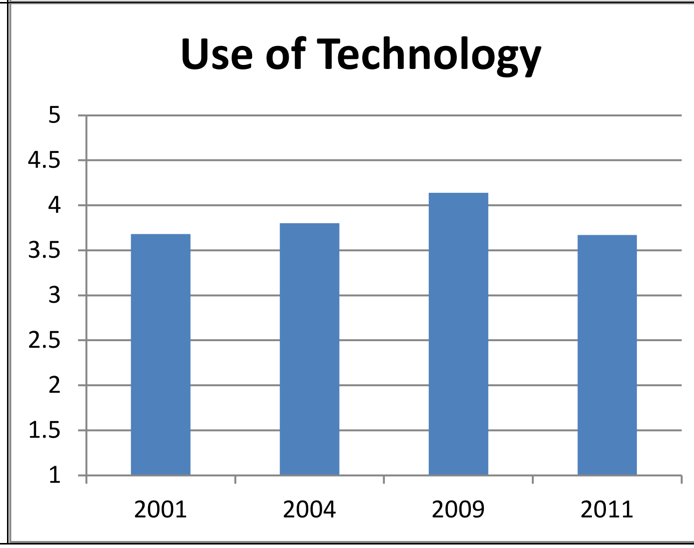
Alumni will show the degree they are satisfied that the division's curriculum prepared them for their first job by developing their skills in leadership.	The Business Division Student Alumni Survey	Data from our last 3 surveys shows satisfactory results- all scores were above our goal of 4 or higher.	Goal met, no action taken	NA	
Alumni will show the degree they are satisfied that the division's curriculum has developed their skills in addressing self motivation.	The Business Division Student Alumni Survey	Data from our last 3 surveys shows satisfactory results- the 2 of 3 survey scores were above our goal of 4 or higher.	Goal met, no action taken	NA	

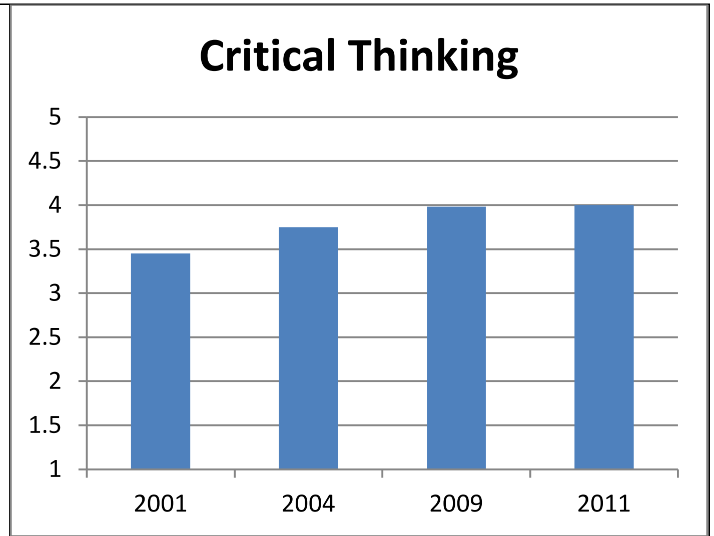
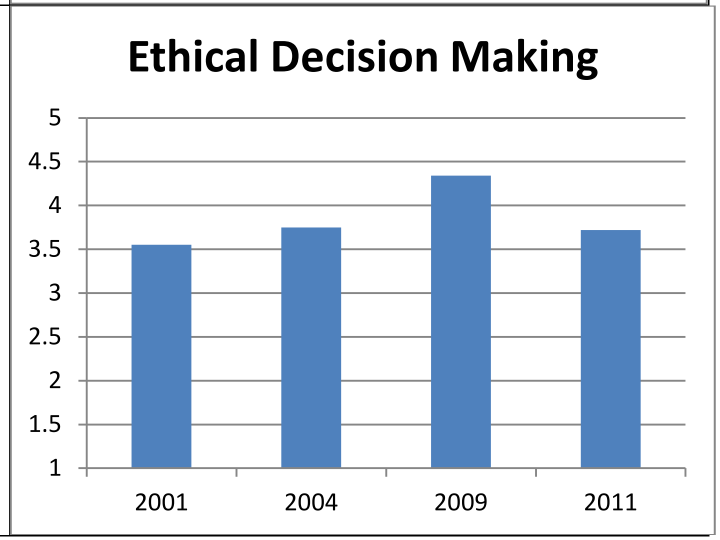
Alumni will show the degree they are satisfied that the division's curriculum has developed their skills in working with teams.	The Business Division Student Alumni Survey	Data from our last 3 surveys shows satisfactory results- all scores were above our goal of 4 or higher.	Goal met, no action taken	NA	
Alumni will show the degree they are satisfied that the division's curriculum prepared them for their first job by developing their skills in verbal communication.	The Business Division Student Alumni Survey	Data from our last 3 surveys shows satisfactory results- all scores were above our goal of 4 or higher.	Goal met, no action taken	NA	

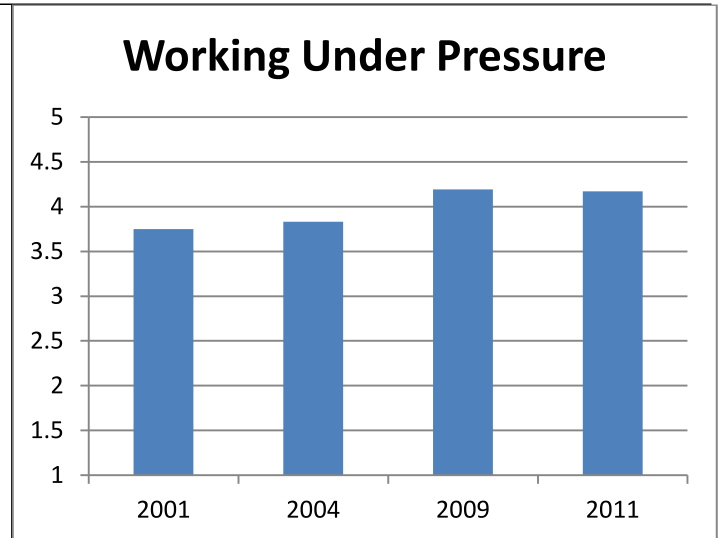
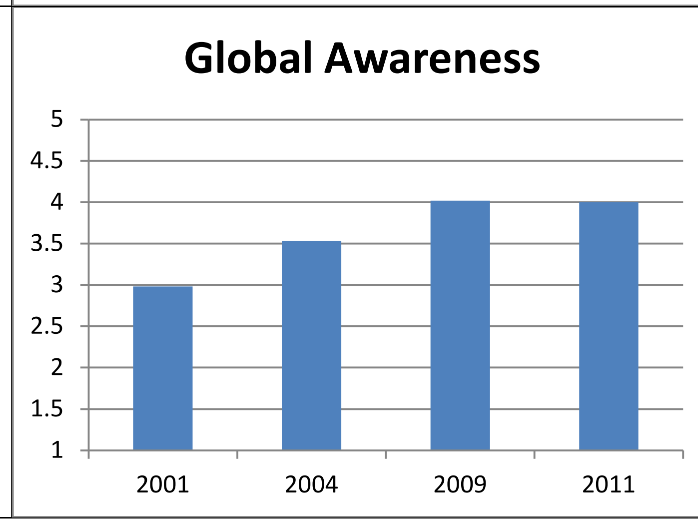
Alumni will show the degree they are satisfied that the division's curriculum prepared them for their first job by developing their skills in written communication.	The Business Division Student Alumni Survey	Data from our last 3 surveys shows satisfactory results- all scores were above our goal of 4 or higher.	Goal met, no action taken	NA	
Students will be satisfied with instructor's ability to promote an effective teaching and learning atmosphere.	Student's evaluation of faculty	Data from the last four semesters shows satisfactory results- a score of 4 (good) or above out of 5. Our goal is a score of 4 or above.	Goal met, no action taken	NA	

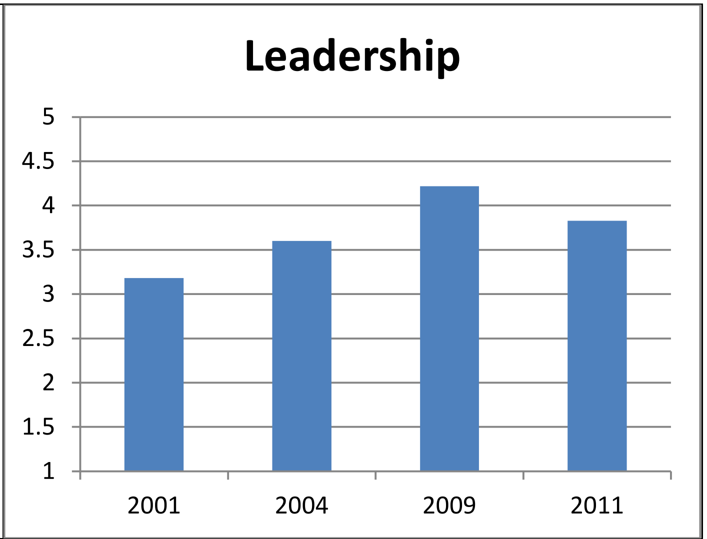
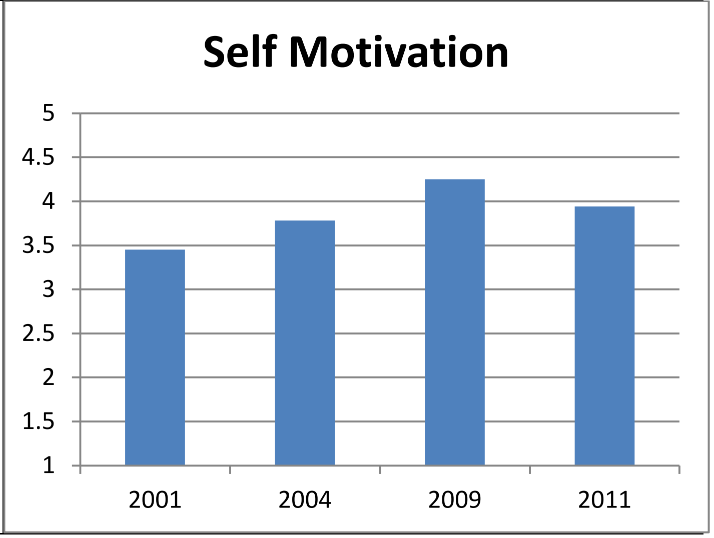
Students will be satisfied with the clarity of course objectives.	Student's evaluation of faculty	Data from the last four semesters shows satisfactory results- a score of 3.96 or above out of 5. Our goal is a score of 4 or above.	In fall 2009, the score was slightly below 4. It does not warrant any action at this time.	NA	
Students will be satisfied with opportunities for learning in courses offered.	Student's evaluation of faculty	Data from the last four semesters shows satisfactory results- a score of 4 (good) or above out of 5. Our goal is a score of 4 or above.	Goal met, no action taken	NA	

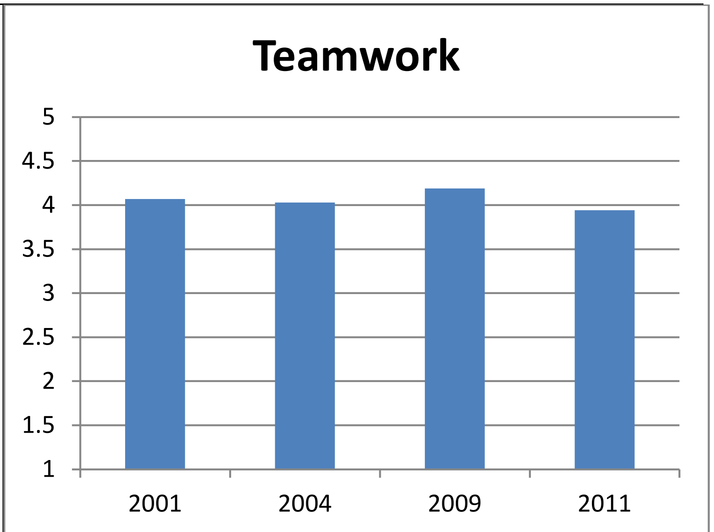
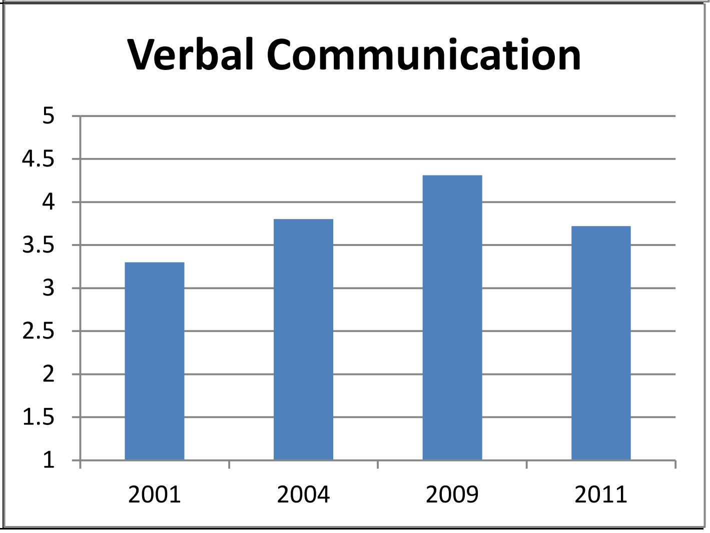
Students will show satisfaction with services received from staff and faculty in the Division of Business.	Institutional effectiveness survey conducted by Office of Planning and Institutional Research	Division of Business scored higher than the University average in all but one dimension measured by the survey. On courteous we were rated 4 or higher by 70%	Goal met, no action taken	NA	
Students will show the degree they are satisfied that the division curriculum has developed their skills in data analysis.	The Business Division Student Satisfaction Survey	Data from our last survey shows a drop in the upward trend over the previous 3 surveys.	We will continue to monitor. There may be some method variance explained below.	NA	

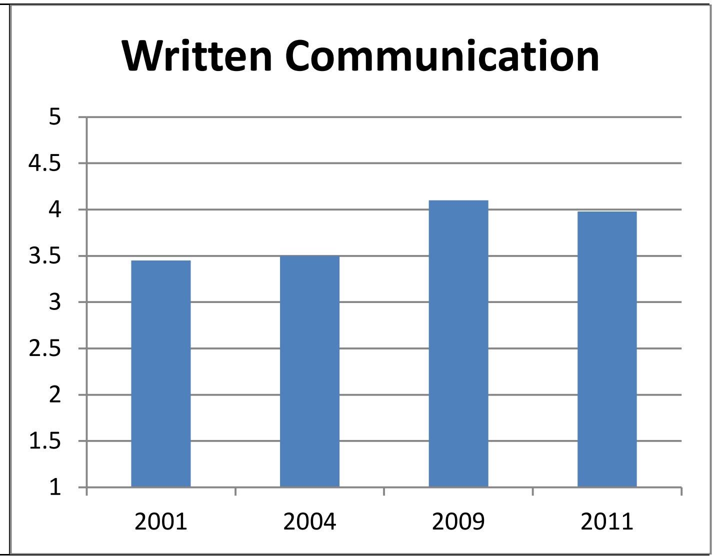
Students will show the degree they are satisfied that the division curriculum has developed their skills in business integration.	The Business Division Student Satisfaction Survey	Data from our last survey shows a drop in the upward trend over the previous 3 surveys.	We will continue to monitor. There may be some method variance explained below.	NA	
Students will show the degree they are satisfied that the division curriculum has developed their skills in the use of technology.	The Business Division Student Satisfaction Survey	Data from our last survey shows a drop in the upward trend over the previous 3 surveys.	We will continue to monitor. There may be some method variance explained below.	NA	

Students will show the degree they are satisfied that the division curriculum has developed their skills in critical thinking.	The Business Division Student Satisfaction Survey	Data from our last 4 surveys shows satisfactory results- a consistent improvement and reaching our goal of 4 or higher.	NA	NA	
Students will show the degree they are satisfied that the division curriculum has developed their skills in ethical decision making.	The Business Division Student Satisfaction Survey	Data from our last survey shows a drop in the upward trend over the previous 3 surveys.	We will continue to monitor. There may be some method variance explained below.	NA	

Students will show the degree they are satisfied that the division curriculum has developed their skills in working under pressure.	The Business Division Student Satisfaction Survey	Data from our last 4 surveys shows satisfactory results- a consistent improvement and reaching our goal of 4 or higher.	NA	NA	
Students will show the degree they are satisfied that the division curriculum has developed their skills in dealing with issues involving global awareness.	The Business Division Student Satisfaction Survey	Data from our last 4 surveys shows satisfactory results- a consistent improvement and reaching our goal of 4 or higher.	NA	NA	

Students will show the degree they are satisfied that the division curriculum has developed their skills in leadership.	The Business Division Student Satisfaction Survey	Data from our last survey shows a drop in the upward trend over the previous 3 surveys.	We will continue to monitor. There may be some method variance explained below.	NA	
Students will show the degree they are satisfied that the division curriculum has developed their skills in addressing self motivation.	The Business Division Student Satisfaction Survey	Data from our last survey shows a drop in the upward trend over the previous 3 surveys.	We will continue to monitor. There may be some method variance explained below.	NA	

Students will show the degree they are satisfied that the division curriculum has developed their skills in working with teams.	The Business Division Student Satisfaction Survey	Data from our last survey show a slight drop form previous results were all scores were above our goal of 4 or higher.	We will continue to monitor. There may be some method variance explained below.	NA	
Students will show the degree they are satisfied that the division curriculum has developed their skills in verbal communications.	The Business Division Student Satisfaction Survey	Data from our last survey shows a drop in the upward trend over the previous 3 surveys.	We will continue to monitor. There may be some method variance explained below.	NA	

Students will show the degree they are satisfied that the division curriculum has developed their skills in written communications.	The Business Division Student Satisfaction Survey	Data from our last survey shows a drop in the upward trend over the previous 3 surveys.	We will continue to monitor. There may be some method variance explained below.	NA	

The 2009 and 2011 student satisfaction survey was conducted as an online survey. This survey method allows for easier data collection that can be done annually. There were some errors made when initially republishing the survey that required that the survey be given just prior to finals. This did not allow for multiple reminders, and the sample size in 2011 was lower (19) as compared to 2009 (59). We believe the small sample size and the collection of data near finals may have had some adverse effects on the data.

4. Measurement and Analysis of Student Learning and Performance

Business schools and programs must have an outcomes assessment program with documentation of the results and evidence that the results are being used for the development and improvement of the institution's academic programs. Each business school or program is responsible for developing its own outcomes assessment program.

CRITERIA

Use the following criteria to document the extent to which the business school or program meets the standard for Measurement and Analysis of Student Learning and Performance. Justify any omissions.

ACBSP believes that the learning outcomes of the education process are of paramount importance. Student learning outcomes cover a wide range of skills, knowledge, and attitudes that can be influenced by the educational experience. Therefore, when implementing a student learning outcomes assessment program, careful consideration must be given to the learning outcomes that are most important to the missions of the institution and business school or program and the level of the degree awarded. Accordingly, a business school or program must have established a learning outcomes assessment program to indicate the effectiveness of the process, as well as new directions it might take.

The diversity of educational institutions, coupled with other characteristics unique to a given college or university, suggests that learning outcomes assessments may be conducted differently at each school. While the emphases may vary, the learning outcomes assessment plan implemented must approximate the learning outcomes assessment standard herein described.

Criterion 4.1. The business unit shall have a learning outcomes assessment program.

The Division of Business has maintained a culture of assessment dating back to the years prior to seeking initial accreditation with ACBSP over a decade ago. Assessment has continued to be a focus for the University, the Division of Business, our regional accrediting body and ACBSP over this time period. In addition, the faculty members of the Division of Business consider learning outcomes assessment to be of paramount importance. Figure 4.1 below (a., b., c., d. & e.) details current active learning outcomes for each area within the Division, as well as the business core.

Figure 4.1. Current learning objectives for the programs of study in the Division of Business.

Figure 4.1.a. Accounting

Knowledge of audit report	Graduates will be able to understand and utilize the audit report which is a component of Generally Accepted Auditing Standards.
Knowledge of GAAP	Graduates will be able to journalize financial transactions according to Generally Accepted Accounting Principles.
Understating of job-costing system	Graduates will be able to understand and journalize the job-costing system according to Generally Accepted Accounting Principles.
Understanding financial statements	Graduates will be able to understand and prepare journal transactions and financial statements according to Generally Accepted Accounting Principles

4.1.b. Business - Finance

Knowledge of capital budgeting	Graduates will have a good understanding of Capital Budgeting Decision Making Criteria based on Discounted Cash Flow Analysis (Net Present Value and Internal Rate of Return criteria) necessary for a professional career in the modern corporation.
Understanding of monetary policy	Students will demonstrate an understanding of the role of the Federal Reserve System and the tools of monetary policy in the modern economy.
Understanding of banking system	Graduates will have a good understanding of Money and the role of the Banking System in the Money Supply.
Knowledge of Risk/Return tradeoff	Graduates will have a good understanding of the relationship between risk and return in financial investments.

4.1.c. Business – Management

Management - Comparative Performance	The performance of Business-Management majors will be at par or better than the national average on the Management section of the ETS major field exam in business.
Knowledge of Basic Management Concepts	Graduates will be knowledgeable about basic management concepts such as teamwork, motivation, leadership, and ethics.
Knowledge of Project Management Concepts	Graduates will be knowledgeable about the theory and practice of Project Management.
Knowledge of Forecasting Techniques	Graduates will demonstrate expertise in the knowledge of various forecasting techniques used by organizations.

4.1.d. Business – Sales & Marketing

Understanding of measurement concepts	Graduates will have a general understanding of the concepts involved in measurement. Specifically, they will be able to conceptually define and operationalize marketing constructs, as well as, identify proper statistical techniques to access marketing questions.
Understanding of selling model	Graduates will have a general understanding of the consultative selling model, and how to apply marketing principles to various parts of the model.
Understanding of 4Ps of marketing	Graduates will understand each of the 4 Ps - product, price, promotion, and place within the global context of marketing.
Knowledge of marketing strategy concepts	Graduates will understand and utilize environmental analysis in the development of marketing strategy.

Figure 4.1.e. Business Core

Demonstration of communication skills	Graduates will be able to make presentations on business-related topics thus demonstrating their communication skills.
Knowledge of global business environment	Business students will show an understanding of the global business concepts.
Knowledge of quantitative skills	Graduates will demonstrate sufficient knowledge and understanding of quantitative methods in business.
Knowledge of ethical concepts	Graduates will demonstrate sufficient knowledge and understanding of business ethics.
Knowledge of computer skills	Graduates will be able to use computer application software that is commonly used in businesses, specifically, spreadsheets and databases.
Knowledge of financial statements	Graduates will demonstrate sufficient knowledge and understanding of financial statements.
Understanding of the concept of time-value-of-money	Graduates will demonstrate sufficient knowledge and understanding of the concept of time-value-of-money (TVM).

Each program in the Division of Business has an area leader assigned to handle program-specific tasks, including maintaining and documenting the assessment plan for their respective programs. Area leaders work with the assessment coordinator for the division, the division chair and the university's Director for Institutional Effectiveness and Assessment in developing and execution of the assessment plan. Learning outcomes emphasize the knowledge that area leaders have determined to be important for the preparation of students for early success in their careers in their respective fields. All faculty members in the Division of Business are consulted on the development of the Common Professional Component (CPC) learning outcomes; and utilizing the continuous improvement process outlined in Standard 1, assessment plans are updated on an annual basis. Figure 4.2 summarizes the sources of data utilized for assessing student learning outcomes.

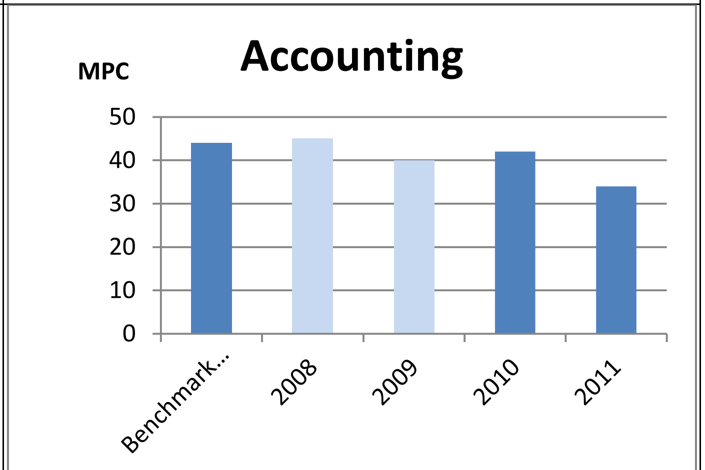
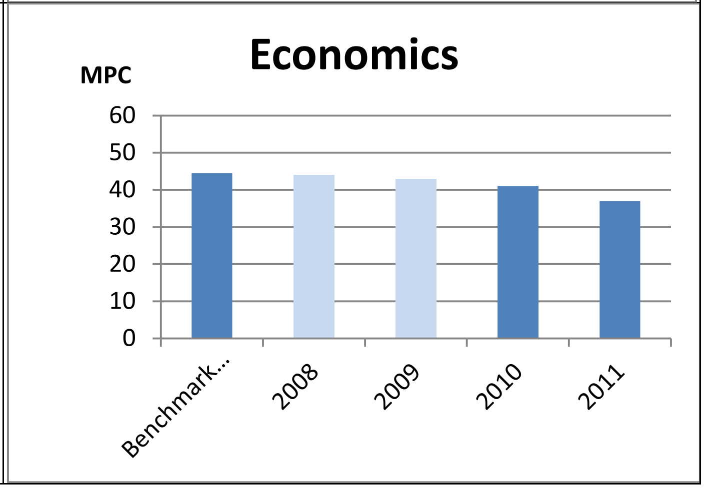
Figure 4.2. Student Learning Outcomes Assessment Data.

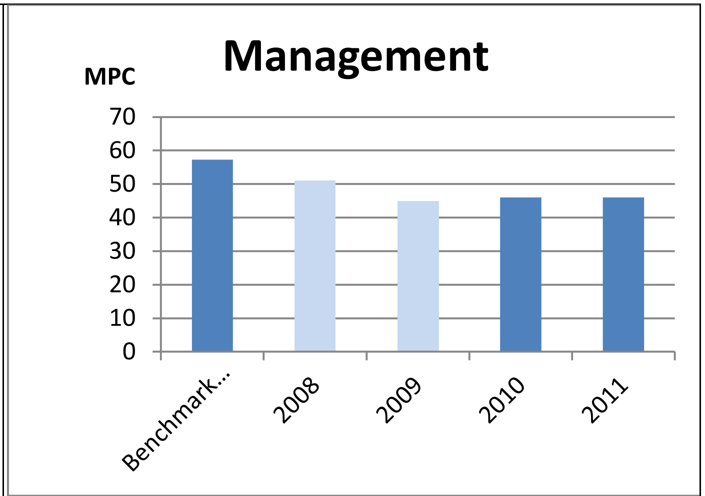
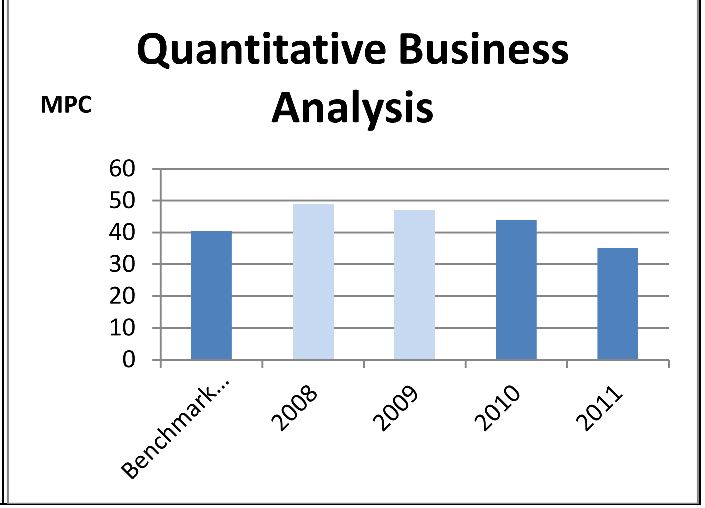
Degree Program	Internal Data and Information	External Data and Information
Accounting	Embedded Assessment Assignments - *Summative*	ETS Major Field Test for a Bachelor's Degree in Business - *Summative*
	Senior Comprehensive Examination - *Summative*	Internship Employer Survey - *Formative*
	Course Evaluations - *Formative*	
Business - Finance	Embedded Assessment Assignments - *Summative*	ETS Major Field Test for a Bachelor's Degree in Business - *Summative*
	Senior Comprehensive Examination - *Summative*	Internship Employer Survey - *Formative*
	Course Evaluations - *Formative*	
Business - Management	Embedded Assessment Assignments - *Summative*	ETS Major Field Test for a Bachelor's Degree in Business - *Summative*
	Senior Comprehensive Examination - *Summative*	Internship Employer Survey - *Formative*
	Course Evaluations - *Formative*	
Business – Sales & Marketing	Embedded Assessment Assignments - *Summative*	ETS Major Field Test for a Bachelor's Degree in Business - *Summative*
	Senior Comprehensive Examination - *Summative*	Internship Employer Survey - *Formative*
	Course Evaluations - *Formative*	

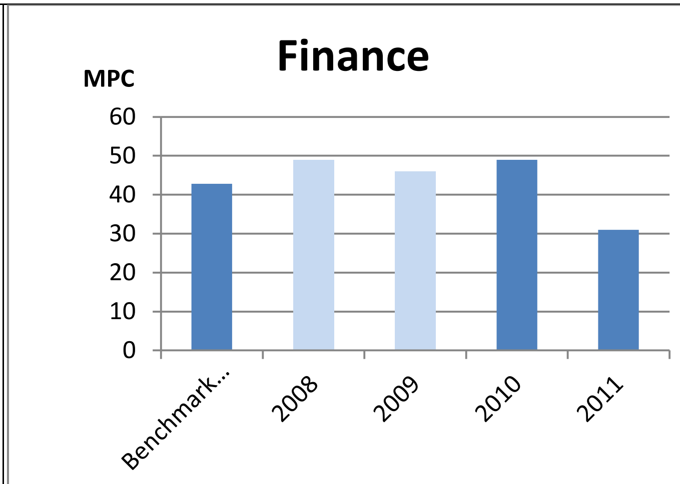
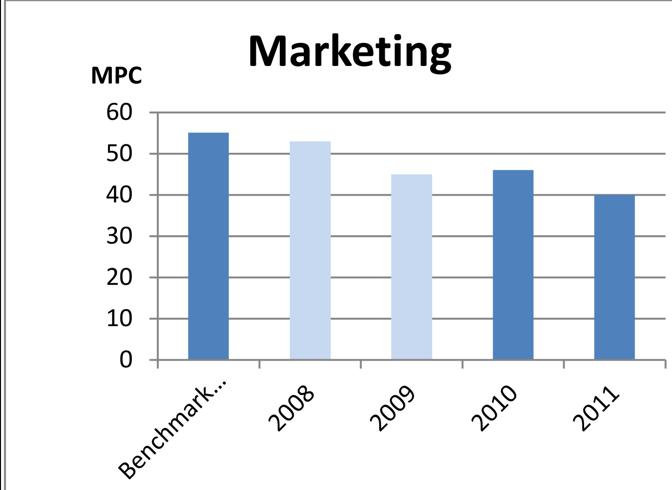
Criterion 4.2. To identify trends, the business school or program should report, at a minimum, three successive sets of periodic assessment results.

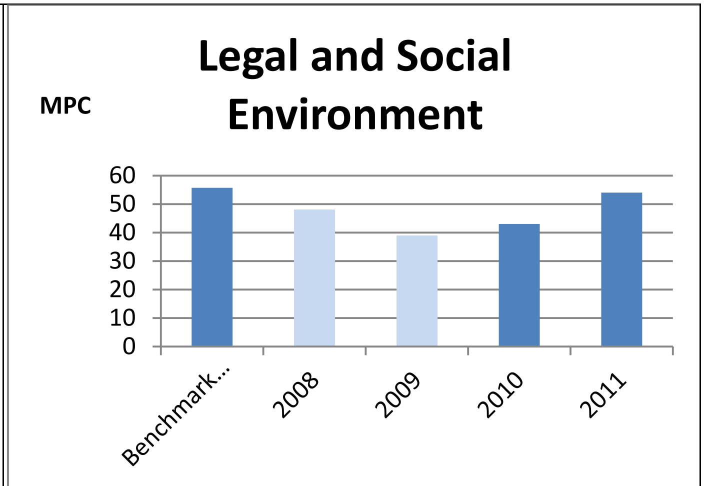
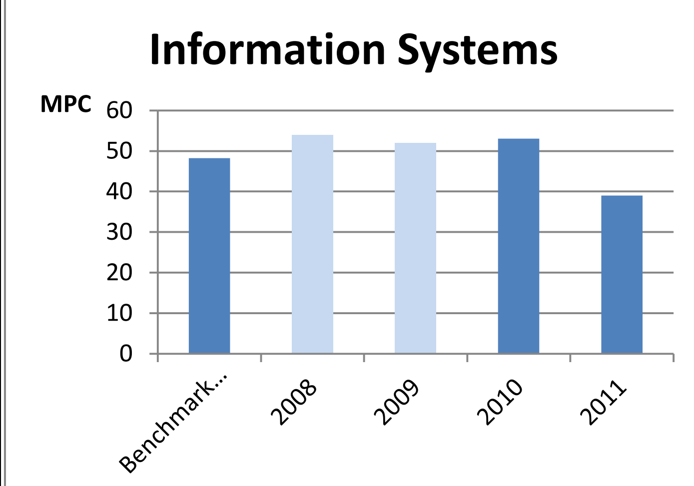
Figure 4.3 below reports trends in various assessment results including national benchmarks.

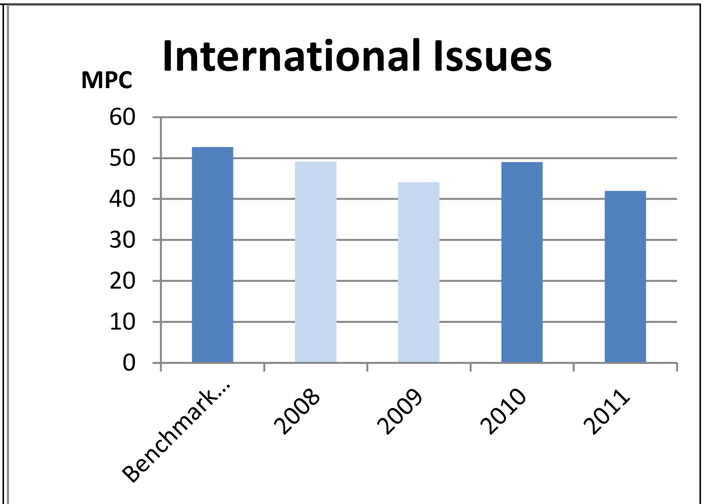
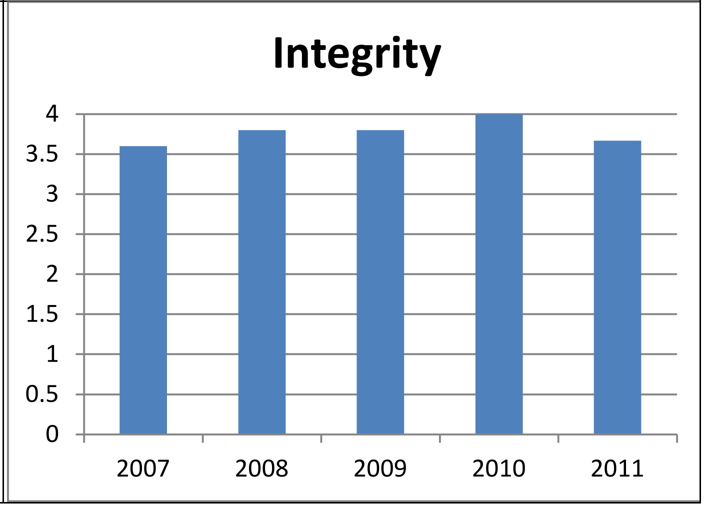
Figure 4.3 Trends in Various Assessment Results (Including National Benchmarks)

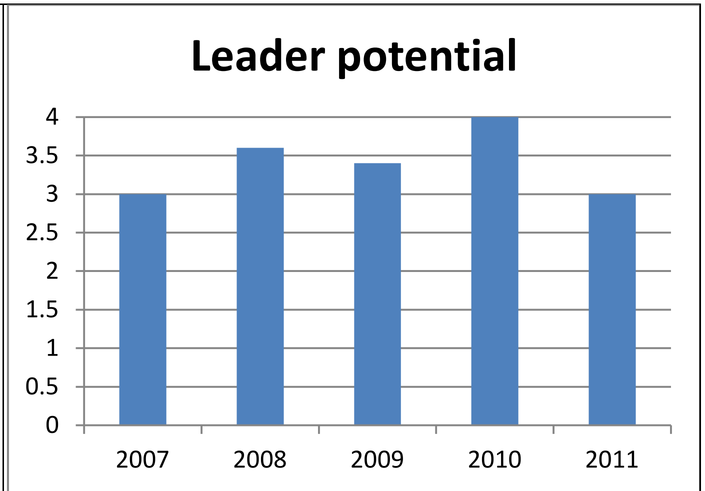
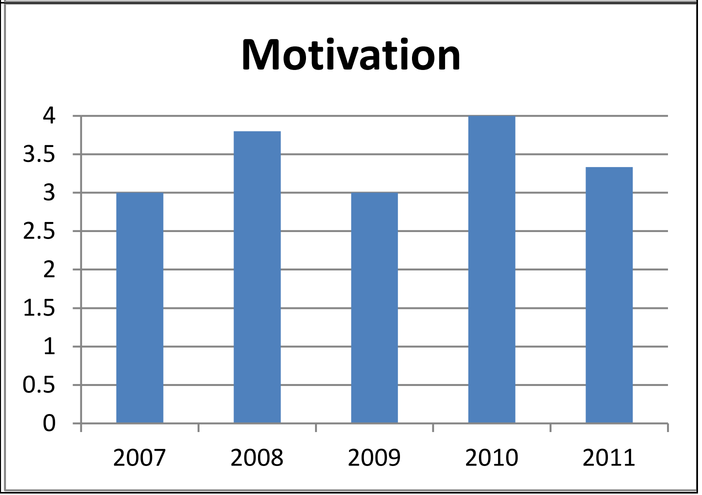
Performance Measure (Competency)	Description of Measurement Instrument	Assessment Results	Analysis and Action Taken	
Pooled ETS results will fall within one standard deviation of national benchmark, Accounting	External, summative	Mean Percent Correct on Accounting section fell within one standard deviation in 2010, below one standard deviation in 2011. Results from 2008 and 2009 are reported, but not comparable due to changes made to ETS exam in 2010.	ETS results were down across most disciplines in 2011. Division faculty will set up a task force to consider ways to improve on these results.	
Pooled ETS results will fall within one standard deviation of national benchmark, Economics	External, summative	Mean Percent Correct on Economics section fell within one standard deviation in 2010, below one standard deviation in 2011. Results from 2008 and 2009 are reported, but not comparable due to changes made to ETS exam in 2010.	ETS results were down across most disciplines in 2011. Division faculty will set up a task force to consider ways to improve on these results.	

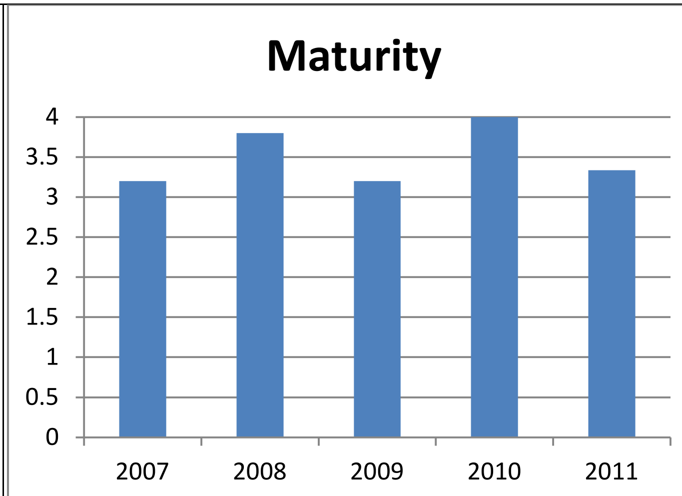
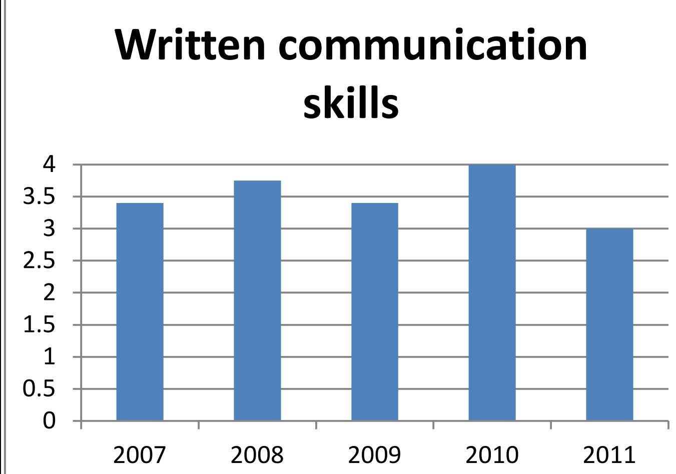
Pooled ETS results will fall within one standard deviation of national benchmark, Management	External, summative	Mean Percent Correct on Management section fell below one standard deviation in 2010 and 2011. Results from 2008 and 2009 are reported, but not comparable due to changes made to ETS exam in 2010.	ETS results were down across most disciplines in 2011. Division faculty will set up a task force to consider ways to improve on these results.	
Pooled ETS results will fall within one standard deviation of national benchmark, Quantitative Business Analysis	External, summative	Mean Percent Correct on Quantitative Business Analysis section fell within one standard deviation in 2010, below one standard deviation in 2011. Results from 2008 and 2009 are reported, but not comparable due to changes made to ETS exam in 2010.	ETS results were down across most disciplines in 2011. Division faculty will set up a task force to consider ways to improve on these results.	

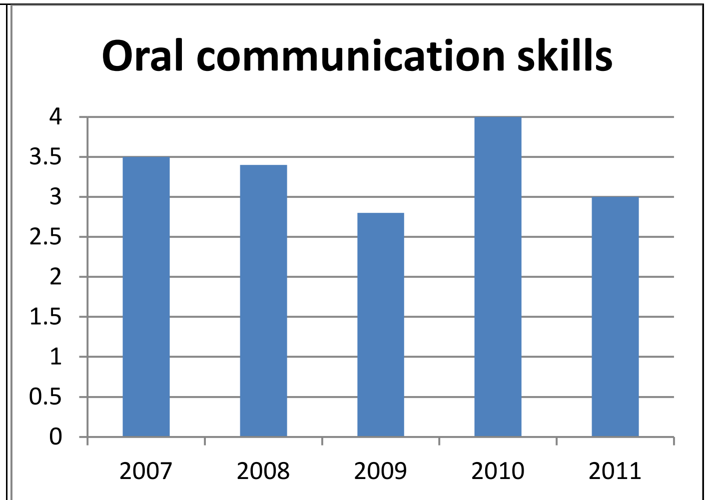
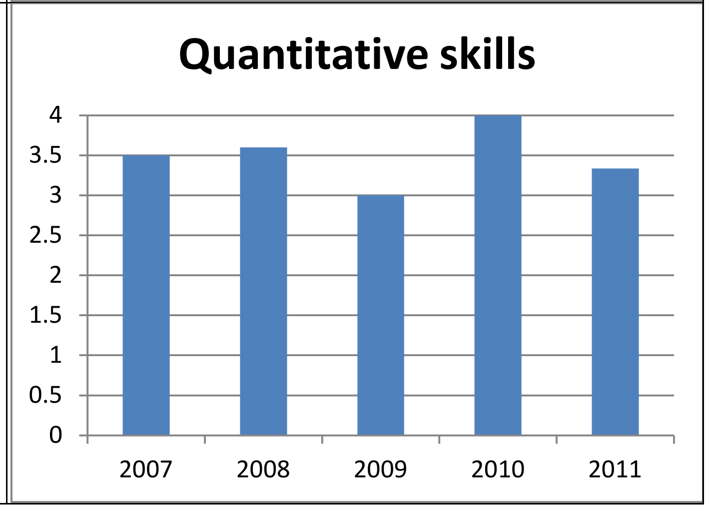
Pooled ETS results will fall within one standard deviation of national benchmark, Finance	External, summative	Mean Percent Correct on Finance section fell within one standard deviation in 2010, below one standard deviation in 2011. Results from 2008 and 2009 are reported, but not comparable due to changes made to ETS exam in 2010.	ETS results were down across most disciplines in 2011. Division faculty will set up a task force to consider ways to improve on these results.	
Pooled ETS results will fall within one standard deviation of national benchmark, Marketing	External, summative	Mean Percent Correct on Marketing section fell below one standard deviation in 2010 and 2011. Results from 2008 and 2009 are reported, but not comparable due to changes made to ETS exam in 2010.	ETS results were down across most disciplines in 2011. Division faculty will set up a task force to consider ways to improve on these results.	

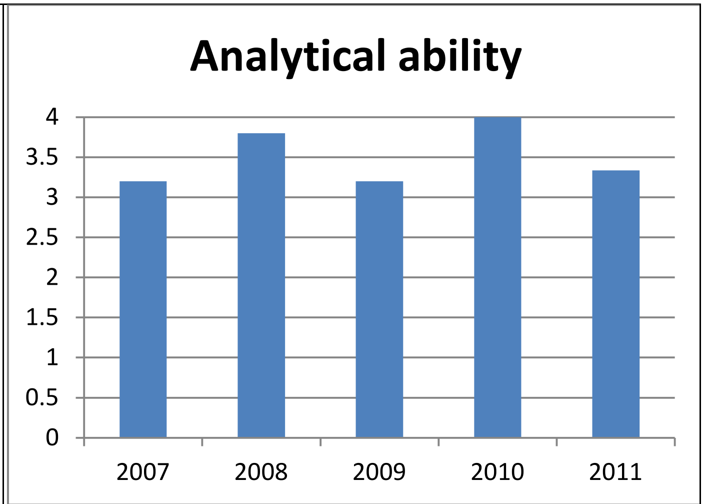
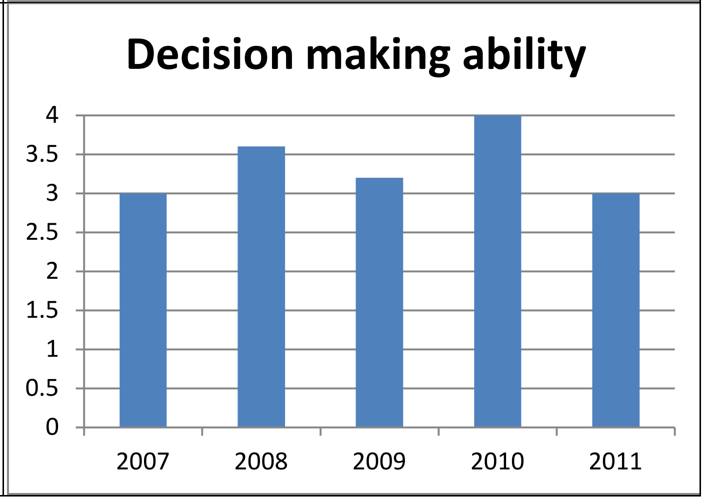
Pooled ETS results will fall within one standard deviation of national benchmark, Legal and Social Environment	External, summative	Mean Percent Correct on Legal and Social Environment section fell within one standard deviation in 2011, below one standard deviation in 2010. Results from 2008 and 2009 are reported, but not comparable due to changes made to ETS exam in 2010.	Trend is up and goal was met in 2011. Division faculty will continue to monitor.	
Pooled ETS results will fall within one standard deviation of national benchmark, Information Systems	External, summative	Mean Percent Correct on Information Systems section fell within one standard deviation in 2010, below one standard deviation in 2011. Results from 2008 and 2009 are reported, but not comparable due to changes made to ETS exam in 2010.	ETS results were down across most disciplines in 2011. Division faculty will set up a task force to consider ways to improve on these results.	

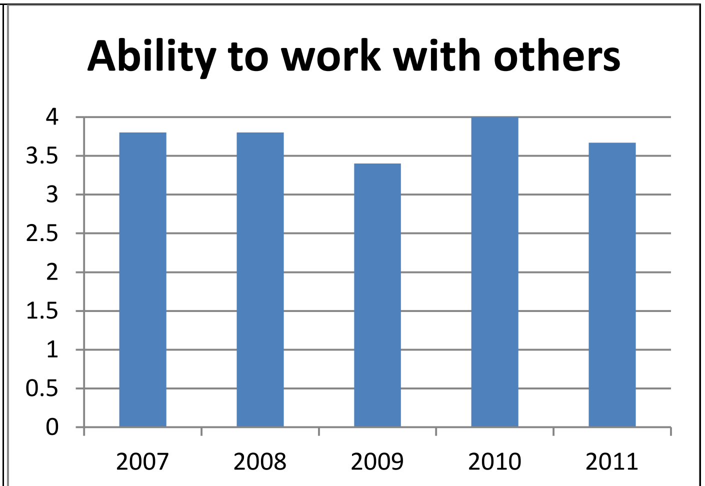
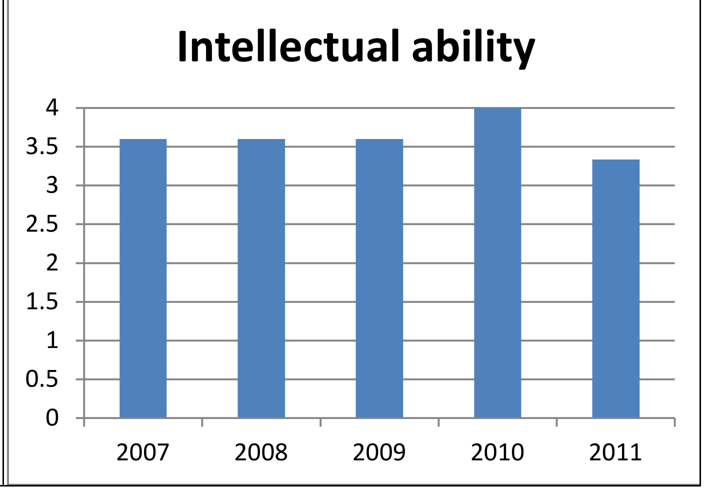
Pooled ETS results will fall within one standard deviation of national benchmark, International Issues	External, summative	Mean Percent Correct on International Issues section fell within one standard deviation in 2010, below one standard deviation in 2011. Results from 2008 and 2009 are reported, but not comparable due to changes made to ETS exam in 2010.	ETS results were down across most disciplines in 2011. Division faculty will set up a task force to consider ways to improve on these results.	
Student interns will be rated at or above 3 (good) on a scale of 1(poor) – 4(excellent), Integrity	External, Formative	Student interns were consistently rated above 3 on a scale of 1-4 for Integrity	None required	

Student interns will be rated at or above 3 (good) on a scale of 1(poor) – 4(excellent), Leader potential	External, Formative	Student interns were consistently rated at or above 3 on a scale of 1-4 for Leader potential	None required.	
Student interns will be rated at or above 3 (good) on a scale of 1(poor) – 4(excellent), Motivation	External, Formative	Student interns were consistently rated at or above 3 on a scale of 1-4 for Motivation	None required	

Student interns will be rated at or above 3 (good) on a scale of 1(poor) – 4(excellent), Maturity	External, Formative	Student interns were consistently rated at or above 3 on a scale of 1-4 for Maturity	None required	
Student interns will be rated at or above 3 (good) on a scale of 1(poor) – 4(excellent), Written communication skills	External, Formative	Student interns were consistently rated at or above 3 on a scale of 1-4 for Written communication skills	None required.	

Student interns will be rated at or above 3 (good) on a scale of 1(poor) – 4(excellent), Oral communication skills	External, Formative	With the exception of 2009 evaluations, student interns were consistently rated at or above 3 on a scale of 1-4 for Oral communication skills	Continue to monitor.	
Student interns will be rated at or above 3 (good) on a scale of 1(poor) – 4(excellent), Quantitative skills	External, Formative	Student interns were consistently rated at or above 3 on a scale of 1-4 for Quantitative skills	None required	

Student interns will be rated at or above 3 (good) on a scale of 1(poor) – 4(excellent), Analytical ability	External, Formative	Student interns were consistently rated at or above 3 on a scale of 1-4 for Analytical ability	None required	
Student interns will be rated at or above 3 (good) on a scale of 1(poor) – 4(excellent), Decision making ability	External, Formative	Student interns were consistently rated at or above 3 on a scale of 1-4 for Decision making ability	None required	

Student interns will be rated at or above 3 (good) on a scale of 1(poor) – 4(excellent), Ability to work with others	External, Formative	Student interns were consistently rated at or above 3 on a scale of 1-4 for Ability to work with others	None required	
Student interns will be rated at or above 3 (good) on a scale of 1(poor) – 4(excellent), Intellectual ability	External, Formative	Student interns were consistently rated at or above 3 on a scale of 1-4 for Intellectual ability	None required	

Describe how these assessment results are made systematically available to faculty, administration, students, or other stakeholders, as appropriate.

Assessment results are made systematically available to faculty, the university assessment coordinator and other administrators through the TracDat computer software program. Each year, assessment results are discussed at a faculty meeting in order to identify areas for improvement. Quality Assurance reports are reviewed by the division's Business Advisory Council. In order to make these assessment results more widely available, the current Quality Assurance report is published on the division's home page (http://www.xula.edu/business/index.html).

Criterion 4.3. Assessment plans should be designed to yield comparative information and data both over time and with respect to benchmarks.

Maintaining the assessment plan with the TracDat computer software program ensures that comparative summative data and information is available over time, and benchmarking with the Educational Testing Service (ETS) Major Field Exam in Business gives the division faculty members and other stakeholders an opportunity to compare assessment of Xavier students' with a national benchmark. Furthermore, employer/internship surveys provide formative learning outcome information and data that may be utilized for program improvement.

Describe the business schools or program's selection, management, and use of benchmarking (comparing to best practices) or comparison (comparing with other business schools or programs) information and data to improve overall performance.

Criterion 4.4. The business unit shall make use of the learning outcomes assessment results to improve its educational processes in the interest of continuously improving student learning outcomes. The business unit must describe specific improvements it has made to its programs based on information obtained from its learning outcomes assessment results.

Assessment results in recent years are difficult to interpret for several reasons, primarily due to the combination of small samples, changes in the ETS exam in 2010 and faculty turnover in the Division of Business. Given these issues, there is still valuable data that has been utilized as part of the continuous improvement process described in Standard 1 of this report for making improvements in the educational process throughout the division including:

1. Improvement in content delivery in FINC 3050 (Corporate Finance).
2. Changes in the finance curriculum.
3. Renewed focus on incentivizing student performance on ETS exams.

1. Corporate Finance:

   Students tend to have more difficulty with understanding capital budgeting due to the relative complexity of the learning outcome. Capital budgeting requires the student to have a basic understanding of financial statements, the difference between market and book value, and the concept of time-value-of-money along with the ability to synthesize this knowledge with the requisite skills. These necessary skills include reading comprehension and quantitative analysis and frequently students are not only deficient in these areas, but lack the stamina and/or self-confidence to hone these skills. Students have had limited success in both the Corporate Finance course (that all business majors are required to take) and the Senior Comprehensive Exam for finance majors. Performance on senior comprehensive exams has been below expectations in all but one of the past five years (and that year was a sample of 1), while student performance on the capital budgeting portion of the final exam has been below expectations in three of the past five years.

As capital budgeting is the culmination of most of a semester's worth of work in the Corporate Finance course, there is a great deal of interest in improving results of this particular learning outcome. It is in part due to this importance and results of learning outcomes assessment that Dr. James Bartkus joined the Course Portfolio Working Group (CPWG) in the fall 2011 semester. Dr. Bartkus has been primarily responsible for teaching Corporate Finance and the CPWG is a program offered through Xavier's Center for the Advancement of Teaching (CAT) that facilitates faculty reflection and development of course material, teaching methods and assessment.

Through his development of a course portfolio in FINC 3050, Dr. Bartkus recognized the need to improve communications with students, particularly early in the semester (setting expectations), the potential benefits of improved motivation of students as well as increasing the amount of class-time devoted to small group problem sets. There was also a technology need that was based on the reluctance of students to purchase a financial calculator until very late in the semester (if at all) and the subsequent failure to complete assignments. Improvements were implemented in the 2011-2012 academic year (one section each semester), and a grant through the CAT office was used to purchase financial calculators for student use throughout the spring semester. Though one year's data is insufficient to establish a trend, the initial results of the improvements in content delivery and availability of technology have been very positive: 30 out of 34 students were able to sufficiently answer questions related to capital budgeting on the final exam in the two sections of the course. Senior finance majors that took the senior comprehensive exam took the course at least one year before these changes were made, so there can be no correlation between their performance and the improvements.

2. Finance curriculum:

As mentioned in Standard 1, the finance curriculum has been influenced by feedback from our alumni who have stressed a need for increased attention to international issues in finance. Assessment results have also resulted in slight modification of the finance curriculum. Mixed results from assessment of student learning of core finance material (time value of money, risk/return tradeoff and capital budgeting) is an indication that there is an opportunity for improvement.

Due to limited faculty availability, Advanced Financial Management (FINC 3160) had previously only been available for students to take at another institution. That course is now offered more regularly on campus and finance majors are being advised to take that course in order to help fulfill their upper-level finance elective requirement (12 hours). The benefit of having the course offered on campus is tighter integration into the finance curriculum and further exposure to core financial material.

3. Incentivizing student performance on the ETS exam:

   Student performance on ETS exams has fluctuated in recent years. A task force of division faculty members was formed following the dip in performance on the ETS exam in 2009. That task force determined that the likely cause of poor performance was that there was limited incentive for students to take the exam seriously and students were not making an effort to do well on the exam. Division faculty members decided to include the ETS exam in the Business Policy (capstone) course in order to provide more structure and incentive for students. While students in the following year (2010-2011) did improve their performance on the exam, the scores for the 2011-2012 academic year were down in every content area except for “legal and social environment.” In this case, students were overheard discussing the fact that the exam “did not matter” and “wouldn’t affect their grade.” There appears to be a problem with the motivation of the students.

   There are several potential explanatory factors, but discussions among the faculty have focused on the most likely being that the lack of motivation of the students can be attributed to the fact that their performance on the exam was not going to impact their grade in the course. This, in turn, is largely due to the turnover in faculty in the transition from the 2010-2011 academic year to the 2011-2012 academic year. A new faculty member taught the Business Policy course that did not emphasize the importance of the exam to the students. Changes to be implemented in the upcoming academic year include counting the exam results for a significant component of a student’s overall grade in the course and an increased emphasis on the need for students to review areas of potential difficulty prior to the exam.

5. Faculty and Staff Focus

The ability of a business school or program to fulfill its mission and meet its objectives depends upon the quality, number, and deployment of the faculty and staff. Hence, each institution seeking ACBSP accreditation for its business school or program must:

1) develop and implement policies and plans that ensure an excellent faculty, including a staffing plan that matches faculty credentials and characteristics with program objectives;
2) evaluate the faculty based on defined criteria and objectives;
3) provide opportunities for faculty development to ensure scholarly productivity to support department and individual faculty development plans and program objectives; and
4) foster an atmosphere conducive to superior teaching.

CRITERIA

Use the following criteria to document the extent to which the business school or program meets the standard for Faculty and Staff Focus. Justify any omissions.

Section 5.1 Human Resource Planning

Criterion 5.1 The business unit will have a Human Resource Plan that supports its Strategic Plan.

The Division of Business Human Resource Plan is focused on achieving the goals of 100% fully-qualified faculty, continuous support of faculty development and 100% retention of tenure-track faculty. The current human resource (HR) plan is attached as Appendix E (page A29) to this report. A key component of the plan relates to the 2nd Critical Outcome documented in the Division's Strategic Plan (Appendix D, Page A13), Program Quality/Expansion: Continually improve effectiveness of existing and new programs. Strategic Objective C of that critical outcome is "Faculty Development," with key performance indicators meant to gauge faculty scholarship and pedagogical development. The Division of Business supports faculty development by offering new faculty members release time during their first year at Xavier, and periodically throughout subsequent years.

Section 5.2 Employment Practices

Criterion 5.2.1 The business school or program must show how the composition of the full-time and part-time faculty (in terms of their practical experience and academic credentials) matches program objectives.

The Division of Business strives to prepare tomorrow's socially responsible business leaders. Having qualified faculty members that are fully committed to the mission is the goal of the division. The current tenure/tenure-track faculty consists of (9) academically qualified (8 hold Ph.Ds., 1 with MBA, CPA & JD), experienced educators who work together with (2) non-tenure track and (1) part-time faculty members to deliver quality educational programs consistent with the university and division missions. Using the continuous improvement leadership model outlined in Standard 1, and guided by the strategic planning process detailed in Standard 2, the faculty of the Division of Business are expected to contribute in teaching, scholarship, service and collegiality in order to adequately prepare our students for successful careers.

The composition of the Division of Business faculty is more than sufficient to meet the required depth and breadth of theory and practical knowledge to meet student learning outcomes. Qualified faculty members have been recruited to meet the needs of the division in all areas and enrollment numbers have been stable in recent years. The division currently has no human resources needs or concerns.

Criterion 5.2.2 In your institution's use of multiple delivery systems and/or your program's use of part-time (adjunct) faculty, your human resource management process must include policies for recruiting, training, observing, evaluating, and developing faculty for these delivery systems.

The vast majority of coursework is delivered via traditional classroom instruction at Xavier's only campus. Xavier faculty members that teach online or in a 50/50 online/classroom format receive online course instruction training at the university's Center for the Advancement of Teaching (CAT). The Division of Business has relied upon very little part-time faculty in the recent past, including just one course in both the fall (BSAD 3035 – Legal Aspects of Business) and the spring (BSAD 3030 – Business Law) semester of our self-study year. Part-time faculty hold periodic meetings with the Chair of the Division of Business in order to ensure consistency with division needs.

In order to orient new faculty to the division and Xavier, they participate in new faculty orientation, attend division, college and university-wide meetings of faculty, and attend the annual Division of Business faculty retreat. The orientation process actually begins during the hiring process. Current faculty members are encouraged to meet with job market candidates that come to Xavier for interviews and the process is structured to provide potential new faculty members with ample opportunities to develop an understanding of the culture here at Xavier. A committee screens the applicant pool and applicants have the chance to discuss the program and the division's expectations before a campus visit, as well as with students, administrators and faculty members while on campus for the interview. Given that most academic positions in the division are tenure-track, applicants must hold a Ph.D. or have completed all-but-dissertation (ABD) in their Ph.D. program in order to be given consideration unless they are applying for part-time or a non-tenure track position. The relatively small size of the Division of Business allows for frequent interaction between new and established faculty, and new faculty are assigned a faculty mentor from another department to further allow for proper orientation to the Xavier community.

Section 5.3. Faculty Qualifications, Workload, and Coverage

Criterion 5.3.1. The composition of faculty must include sufficient academic credentials and business or professional experience to ensure appropriate emphasis on both business theory and practice to meet program objectives.

Figure 5.1
Table for Faculty Qualifications

Faculty Member	Year of Initial Appointment	Highest Degree		Assigned Teaching Discipline(s)	Prof. Cert.	Qualification	Tenure
		Type	Discipline				
Full-time							
Andry, B.	2007	Ph.D.	Public Policy & Urban Affairs	Management, Economics, Bus. Admin.		AQ	No
Bartkus, J.	2007	Ph.D.	Financial Economics	Finance, Economics		AQ	On-track
Bautista, J.	1978	Ph.D.	Economics	Economics		AQ	Yes
Caro, C.	2011	Ph.D.	Human Resource Education	Management, Bus. Admin.		AQ	On-track
Helm, A.	2011	Ph.D.	Marketing	Sales & Marketing Bus. Admin.		AQ	On-track
Peters, R.	2011	Ph.D.	Strategic Management	Management, Bus. Admin.		AQ	On-track
Quinn, M.	2010	MBA	Finance	Entrepreneurship		Professional	No
Ricks, J.	1998	Ph.D.	Marketing	Sales & Marketing		AQ	Yes
Roché, C.	2007	MBA		Accounting	CPA	Professional	No
Wolfson, S.	2010	Ph.D.	Financial Economics	Finance, Economics, Stats, Bus. Admin.		AQ	On-track
Wright, C.	1970	JD	Law	Accounting	CPA	AQ	Yes
Part-time							
Thibodeaux, A.	2010	JD	Law	Business Law		Professional	Adjunct

Figure 5.2
Faculty Credit Hour Production
(Total Student Credit Hours in Business Program)

Faculty Member	Fall Semester	Spring Semester	Qualification Level		
			AQ	Prof.	Other
Full-time					
Andry, B.	276	87	363		
Bartkus, J.	90	69	159		
Bautista, J.	192	201	393		
Caro, C.	51	180	231		
Helm, A.	120	306	426		
Peters, R.	243	243	486		
Quinn, M.	45	41		86	
Ricks, J.	84	57	141		
Roché, C.	243	210		453	
Wolfson, S.	135	123	258		
Wright, C.	183	201	384		
Part-time					
Thibodeaux, A.		57		57	

Figure 5.3
Faculty Coverage Summary

During the Self-Study Year:	Under-grad Level
Total Student Credit Hours in Business Program Taught by Faculty Members in the Business Unit	3,437
Total Credit Hours Taught by Academically and Professionally Qualified Faculty Members	3,437
Percent of Total Credit Hours Taught by Academically and Professionally Qualified Faculty Members	100
Total Credit Hours Taught by Academically Qualified Faculty Members	2,841
Percent of Total Credit Hours Taught by Academically Qualified Faculty Members	82.7

Criterion 5.3.2.a Document every full-time and part-time faculty member teaching courses in the business unit. A recent curriculum vitae (not more than two years old) for all business faculty should be provided and included as an appendix in the self-study report.

Curricula vitae of all faculty members teaching courses in the business unit are provided in Appendix F (page A30) of this report.

Criterion 5.3.2.b. Historically, accredited programs have focused on faculty input as a basis for demonstrating quality. The following levels were considered appropriate:

- **At least 80 percent of the undergraduate credit hours in business and 90 percent of the graduate credit hours in business are taught by academically or professionally qualified faculty.** (See Glossary of Terms for definitions of *academically* and *professionally qualified.*)

- **At least 40 percent of the undergraduate credit hours in business and 70 percent of the graduate credit hours in business are taught by academically qualified faculty.**

- **One hundred percent of the doctorate credit hours in business are taught by academically qualified faculty.**

If your faculty qualifications as presented in Figure 5.3 meet these historically acceptable levels, you may consider this section completed, and proceed to Section 5.4.

Section 5.4 Faculty Deployment

Criterion 5.4. Each school or program must deploy faculty resources among the disciplines, units, courses, departments, and major fields to ensure that every student attending classes (on or off campus, day or night, or online) will have an opportunity to receive instruction from an appropriate mix of faculty to ensure consistent quality across programs and student groups. For each academic major offered, a school or program must provide sufficient academic leadership at each location where the program is offered to ensure effective service to students and other stakeholders.

During the 2011-2012 self-study year, the overwhelming majority of instruction was delivered via traditional classroom instruction on Xavier's sole campus. During the fall semester 2011 and spring semester 2012, no business program courses were available as online or evening classes. Computer-Based Information Systems (BSAD 3195) was taught online in the summer (1) semester of 2012, partially in response to a university-wide initiative intended to boost online course offerings. As the university continues to encourage online and evening courses, the Division of Business will develop appropriate processes in coordination with the Xavier administration and support staff to ensure effective service to all students enrolled in the Business Program.

Criterion 5.4.1.

Xavier University has only one location.

Criterion 5.4.2.

As detailed above, 100% of the total program credit hours delivered are taught by academically or professionally qualified faculty members at Xavier's sole campus. Given that there is only one location, the leadership model outlined in Standard 1 ensures that sufficient human resources are available at each location to provide leadership (including advising and administration) for each program and that assessment processes are in place to ensure that this leadership is being provided.

Section 5.5 Faculty Size and Load

The number of faculty in the business school or program should be sufficient to effectively fulfill its mission of excellence in educating business students.

Figure 5.4 details faculty load across the division.

Figure 5.4
Faculty Load, Full-Time Faculty Members

Full-Time Faculty Member	Semester Hours Taught	Preps /Year	Disciplines/ Semester		Number of Advisees	Scholarly Activity	Prof. Activities	Number of Committees	Admin Duties	Bus./Ind. Interaction	Special Projects
			Fall	Spr							
Andry, B.	24	5	2	2	0	No	Yes	1	No	Yes	No
Bartkus, J.	18	4	2	2	15	Yes	Yes	3	Yes	Yes	Yes
Bautista, J.	24	5	2	2	17	Yes	Yes	2	No	Yes	No
Caro, C.	18	6	3	2	29	Yes	Yes	2	Yes	Yes	Yes
Helm, A.	21	6	2	2	16	Yes	Yes	2	Yes	Yes	No
Peters, R.	24	5	2	2	22	Yes	Yes	2	No	Yes	No
Quinn, M.	10	4	2	2	0	Yes	Yes	2	No	Yes	Yes
Ricks, J.	12	4	1	1	19	Yes	Yes	8	Yes	Yes	Yes
Roché, C.	24	6	1	1	40	Yes	Yes	2	Yes	Yes	No
Wolfson, S.	21	5	2	2	7	Yes	Yes	2	No	Yes	Yes
Wright, C.	24	8	1	1	24	Yes	Yes	4	No	Yes	Yes

Criterion 5.5.1.

ACBSP considers the following functions to be essential responsibilities of the faculty and staff. Though other qualified individuals may participate in these functions, the faculty must play an essential role in each of the following:

- **Classroom teaching assignments**
- **Student advising and counseling activities**
- **Scholarly and professional activities**
- **Community and college service activities**
- **Administrative activities**

- **Business and industry interaction**
- **Special research programs and projects**
- **Thesis and dissertation supervision and direction, if applicable**
- **Travel to off-campus locations, and/or non-traditional teaching, if applicable**

Teaching Loads:

The appropriate teaching load for a full time faculty member at ACBSP-Accredited Baccalaureate Institutions has historically been limited to not more than 12 credit hours per semester, with appropriate release time granted for administrative duties or for graduate teaching. Overload teaching has been prohibited as a business unit policy, and has been accepted by ACBSP only under emergency circumstances.

Normal faculty load is determined by Xavier University policy, as outlined in the faculty handbook (p. IV-5):

> The normal full-time load is 12 semester hours or its equivalent in addition to normal committee work, club advising, and counseling of students. The full load mentioned above may be understood to mean:
>
> 1. 12 lecture hours per week as related to 12 semester hours earned by students in classes which are not over-sized, that is, fewer than 50 students per class.
> 2. 18 studio hours per week in Art.
> 3. 24 applied music hours per week (Music).
> 4. 18 laboratory hours per week in the Natural Sciences and Computer Science.
> 5. 18 student teachers under supervision.
> 6. 12 students in different independent study areas.
> 7. Any combination of the above.
>
> Special Cases (Revised 2011):

1. Normal load for departmental chairs will be 9 semester hours or 6 semester hours if the department is large or complex. "Large" in this connection will be interpreted as having 100 majors or more. Decisions regarding complexity will be made by the Senior Vice President for Academic Affairs.
2. Normal load for deans will be 0-3 semester hours.

Xavier University places a strong emphasis on excellence in teaching, but has policies in place that ensure that faculty engage in scholarly activity, student advising, community and university service, and administrative duties (as required). The Division of Business encourages business and industry interaction, primarily through biannual meetings with the Business Advisory Council (BAC). Faculty participation in special projects is solicited on an as-needed basis.

Criterion 5.5.2. A faculty member who is extensively engaged beyond what is normally expected in any one of the nine functions (e.g., one who teaches graduate level courses, has significant administrative duties, directs multiple graduate theses and/or dissertations, or is

engaged in extensive approved research) should have an appropriate reduction in other professional responsibilities.

Xavier University release time policy stipulates that department chairs with 100 majors or more will be granted 6 hours of release time per semester. The Division of Business has also provided 3 hours of release time for the Associate Chair in order to account for the significant increase in the conduct of associated administrative duties. Given that the division has a 100% retention goal, the allocation of Professional Development Release Time is typically awarded to junior faculty members that have tenure-track positions. The professional development release time policy, as detailed in the faculty handbook (p. III-34), specifies that each department will receive release time hours equivalent to the total number of full time (tenure track and non-tenure track) faculty in their department/division, not including temporary faculty. These hours are distributed at the discretion of the department/division chair.

Section 5.6 Faculty Evaluation

Criterion 5.6.1. Each business school or program must have a formal system of faculty evaluation for use in personnel decisions, such as the awarding of tenure and/or promotion, as well as retention. This system must also provide processes for continuous improvement of instruction through formative evaluations.

The division follows Xavier University's policy (as detailed on pages III-6 - III-19 of the faculty handbook) regarding evaluation for use in personnel decisions. Each fall semester, faculty members submit a faculty update that provides a self-assessment of the faculty evaluative areas of teaching, scholarly activity, service and collegiality. Late in the fall semester for returning faculty members, and late in the spring semester for first year faculty members, department/division chairs submit a faculty evaluation for each faculty member. (College deans conduct the evaluations for department/division chairs, and the University Librarian evaluates Library Faculty.) This evaluation provides a review for faculty members in each of their evaluative areas. Chairs also can recommend promotion in rank and contract renewal. Faculty members are given the option of providing a response to the evaluation. These evaluations are signed by both the faculty member and the chair, with the original submitted to the Office of the Senior VPAA and a copy to the Dean of the College.

The student evaluations of faculty policy requires new faculty to have all courses evaluated by students in their first two semesters at Xavier, non-tenured faculty to have two courses evaluated each semester, and tenured faculty to have one course evaluated per year. Any faculty member may request that a specific course(s) be evaluated outside of the normal cycle. Chairs, academic deans and the Senior Vice President for Academic Affairs may also request that any/all courses of a faculty member be evaluated outside the normal cycle.

Section 5.7. Faculty and Staff Operational Procedures, Policies and Practices, and Development.

Criterion 5.7.1. Each institution (school or program) must have a written system of procedures, policies, and practices for the management and development of faculty

members. Written information on all of these must be available to faculty and staff members.

All new faculty receive a copy of the Xavier University of Louisiana faculty handbook at the new faculty orientation. A copy is also available online (from the Office of Academic Affairs: http://www.xula.edu/handbook/index.php.) The faculty handbook details the system of procedures, policies and practices for the management and development of faculty members.

Policies, procedures and practices may be improved upon through administration initiatives and/or through various standing committees or the University Academic Assembly. The University Academic Assembly (UAA) accepts primary responsibility for policy and decision-making in the following areas: curriculum, subject matter and methods of instruction research, faculty welfare, aspects of student life which relate directly to the educational process, and the granting of degrees. The faculty further accepts co-responsibility for policy making in the areas of long range planning, utilization of physical facilities, budgetary planning, selection of primary administrative and academic officers, and the determination of faculty status.

Criterion 5.7.2 Each business school or program must provide an opportunity for faculty and staff development consistent with faculty, staff, and institutional needs and expectations. Part-time faculty should participate in appropriate faculty development activities.

Xavier University is committed to a faculty development program to meet the changing needs of all faculty. Opportunities for faculty development include:

- A sabbatical program;
- Travel funding;
- Distinguished Scholar Awards;
- Norman C. Francis Faculty Excellence Awards;
- Professional Development Release Time - College of Arts and Sciences;
- Faculty Colloquia & brown bag lunches;
- NYU Faculty Resource Network initiatives;
- Student evaluation of teaching;
- Center for the Advancement of Teaching initiatives;
- Center for Undergraduate Research initiatives; and
- Center for Intercultural and International Programs.

Faculty and staff development needs may be determined through various stakeholders as detailed in our Leadership Model in Standard 1 (page 17) of this report. Faculty members may recognize needs themselves or after receiving feedback from other stakeholders. After needs are identified, faculty may engage division or university peers, or utilize those resources available to meet their needs. Faculty may seek grant funding through the Center for Undergraduate Research (CUR), travel funding through the College of Arts and Sciences, and funding opportunities and training through the Center for the Advancement of Teaching (CAT).

Section 5.8. Scholarly and Professional Activities

5.8.1. Scholarship.

The past five years of scholarly output is provided in Figure 5.5 below. Contribution dates are based upon date of acceptance.

Figure 5.5.
Faculty Presentations and Publications (2007-2012)

2007/2008 Contributions
Journal Articles
Kukreja, A., **Ricks, J.,** & Meyer, J., (2009) "Using Six Sigma for Performance Improvement in Business Curriculum: A Case Study." *Performance Improvement*
Conference Papers/Presentations
Bartkus, J. (2008), "Demographic Shock: Implications of the Effects of Hurricane Katrina on the Age Distribution in the City of New Orleans," *Western Economic Association International 83rd Annual Conference*, Honolulu, Hawaii.
Bautista, Jose J., (2008), "Building a Model Integrating Catholic Teaching in a Business Curriculum," *7th International Symposium on Catholic Social Thought and Management Education*, University of Notre Dame, Indiana
Kukreja, A., (2007). Modeling Unidirectional Transshipments in a Single Echelon, Multi-Location Inventory System with Lumpy Demand Parts. Research paper presented at the annual meeting of *Decision Sciences Institute* held in Phoenix in November 2007.
Ricks, J., (2008) "CRM Competency Implementation at Xavier University of Louisiana" *Frontline Conference*, Bloomington, IN
Wright, C. S., (2008) "Internal Control Challenges for a Small Medical Office," *Annual Conference of the Academy of Accounting, Finance, and Economics,* New Orleans, LA
2008/2009 Contributions
Journal Articles
Bartkus, James R. & M. Kabir Hassan, (2009), Specialization versus Diversification in Venture Capital Investing, *Journal of Financial Regulation and Compliance* Vol. 17, number 2.
Conference Papers/Presentations
Bautista, Jose J., (2009) "Moral Decisions in the Practice of Price Discrimination." *7th Annual Conference of the Association of Christian Economists,* Baylor University, Waco, Texas,
Stewart, Gordon S., (2009) "Strategy Creation As The Interface of Intuition, Emotion and Language," *The Tilburg Conference on Innovation: Innovation at the Intersection of Strategy, Organization and Learning*, Tilburg University, the Netherlands
Wright, C. S., (2009) "The Value of Backflush Costing in Activity-Based-Costing (ABC) Systems," *Annual Conference of the Academy of Accounting, Finance, and Economics*, New Orleans, LA

2009/2010 Contributions
Journal Articles
Bartkus, James R. and M. Kabir Hassan (2010) The Importance of Distance and Location in Venture Capital Finance, *Southwestern Economic Review* Vol. 37, Number 1, 75-87.
Conference Papers/Presentations
Miranti, J., **Kukreja, A.**, Hale, R. & Akbar, R, (2009) "Corporate Educational Leadership," *International Conference of Education Research and Innovation*, Madrid, Spain. Conference Presentation and Published Proceedings ISBN# 9788461329557
Ricks, J., (2010) "Academic literature on Salesperson performance" *Frontline Customer Contact Conference,* University of Houston, Houston, TX
2010/2011 Contributions
Journal Articles
Bartkus, James R. and **Wolfson, Shael**. (2011) "Assessing Economic Damages in Personal Injury and Wrongful Death Litigation: The State of Louisiana, *Journal of Forensic Economics*, Vol. 23, Number 1, 41-62.
Kemp, E., Borders, L., & **Ricks, J.,** (2012) "Sales Manager Support: Fostering Emotional Health in Salespeople." *European Journal of Marketing*, Vol. 47 Iss:3/4
Conference Papers/Presentations
Bartkus, James R. and **Wolfson, Shael**. (2011) "An Assessment of Experiments Run on Amazon Mechanical Turk," *Academy of Economics and Finance 38th Annual Meeting*, Jacksonville, FL
Bautista, Jose J., (2010) "Examining the Rhetoric of a Dictator: the Philippines' Experience," *The Sixth International Conference on Interdisciplinary Social Sciences*, New Orleans, LA
Wolfson, Shael. (2011) "The Stock Market Reaction to the Class Action Fairness Act of 2005," *Academy of Economics and Finance 38th Annual Meeting*, Jacksonville, FL
Wright, C. S., (2010) "Costing and Pricing for the Short Run"; *Annual Conference of the Academy of Accounting, Finance and Economics*, New Orleans, LA.
2011/2012 Contributions
Journal Articles
Sanchez, B., Hassan, M.K. & **Bartkus, J.R.** (2012) Efficiency Determinants and Dynamic Efficiency Changes in Latin American Banking Industries, *Journal of CENTRUM Cathedra (JCC): The Business and Economics Research Journal*, (forthcoming).
Caro, C., Benton, C. (2012) "The Great Divide: Examining Football Revenue Among FBS Schools." *International Journal of Sports Science & Coaching*, (Forthcoming)
Caro, C., (2012) "College Football Success: The Relationship Between Recruiting and Winning" *International Journal of Sports Science & Coaching.* (Forthcoming)
Kemp, E., Borders, L., & **Ricks, J.,** (2012) "Managing Emotions in Personal Selling: Examining the Role of Emotion Regulation Strategy in Salespeople." *Journal of Selling and Major Account Management*, Vol. 12 Iss:1

2011/2012 Contributions (cont'd)
Conference Papers/Presentations
Bartkus, J. & Wolfson, S. (2012). "Running Economic and Finance Experiments with a Global Pool of Subjects." *Academy of Economics and Finance 39th Annual Meeting*, Charleston, South Carolina
Bautista, J., (2012) "Economic Performance, Political and Economic Freedom and Corruption within the ASEAN: A Historical Perspective," *Conference of the National Association of African American Studies and Affiliates*, Baton Rouge, Louisiana
Bautista, J., (2012) "Tests of Economic Performance, Political and Economic Freedom and Corruption within the Association of Southeast Asian Nations (ASEAN)," *7th International Conference of Social Sciences*, Barcelona, Spain,
Roche, C & Wright, C., (2011) "The Challenge of Accounting for Spoilage by Manufactures", *Academy of Business Research*. Las Vegas, Nevada
Helm, A. and **Andry, B**. (2012) "Business communication in context: Exploring ways to deepen student connections between classroom concepts and the real world." *Association for Business Communication Southwestern United States*, New Orleans, Louisiana

5.8.2 Professional Activities:

Figure 5.6
Scholarly and Professional Activities

			Scholarly Activities				*Professional Activities*				
Faculty Member	*Highest Degree Earned*	*Professional Certification*	*Papers Presented*	*Published Articles/ Manuscripts/ Books*	*Unpublished Articles/ Manuscripts/ Books*	*Consulting*	*Professional Related Services*	*Professional Conferences/ Workshops*	*Professional Meetings*	*Professional Memberships*	*Other*
Andry, Beverly 2010/2011	*Ph.D.*	*Yes Next Level Foundation*									
2009/2010		*Yes Next level Foundation*				*4*			*2*	*1*	
Bartkus, James 2011/2012	*Ph.D.*		*B=1*	*B=1*	*A=1*	*6*	*1*	*3*		*3*	
2010/2011			*B=1*	*B=1*		*5*	*1*	*2*		*3*	
2009/2010				*B=1*	*B=1*	*3*		*2*		*3*	
Bautista, Jose 2011/2012	*Ph.D.*		*B=2 C=2*				*3*	*2*	*12*	*1*	
2010/2011			*B=2 C=1*				*2*	*1*	*12*		*A=1*
2009/2010			*A=2 B=3 C=3*		*A=2 B=3 C=3*	*B=1 C=1*	*B=2 C=2*		*12*	*2*	
Caro, Cary 2011/2012	*Ph.D.*			*B=3*	*B=3*	*1*		*2*			
Helm, Amanda 2011/2012	*Ph.D.*		*A=1*			*D=1*	*D=3*	*D=1*		*3*	
Kukreja, Anil 2010/2011	*Ph.D.*										
2009/2010				*C=1*	*B=1*		*B=3 D=2*	*2*	*2*	*3*	
Mitchell, John 2009/2010	*Ph.D*				*C=2 D=2*	*D=5*	*D=1*			*2*	
2008/2009	*Ph.D*				*C=2 D=2*	*D=4*	*D=1*			*2*	
Peters, Richard 2011/2012	*Ph.D.*			*B=1*	*B=3*			*1*			
Quinn, Mark 2011/2012	*MBA*						*4*				
2010/2011											

Ricks, Joe 2011/2012	*Ph.D.*			*C=1*	*C=1*		*2*	*3*	*4*	*4*	
2010/2011			*C=1*	*C=1*	*C=1*		*2*			*3*	
2009/2010			*C=1*		*C=1*		*2*	*1*	*2*	*2*	
Roche, Candice 2011/2012	*MBA*	*CPA*	*D=1*				*D=3*	*3*	*8*	*3*	
2010/2011							*D=2*	*2*	*4*	*4*	
2009/2010							*D=1*			*2*	
Stewart, Gordon 2009/2010	*MA, MA(Phil)*				*B=2*	*D=6*	*D=3*	*2*	*2*	*1*	
Wolfson, Shael 2011/2012	*Ph.D.*		1	1		7		2		3	
2010/2011			2			8		2		3	
2009/2010			B=1	0	B=1	D=5	D=2	0	0	3	
Wright, Cliff 2011/2012	*MBA*	*CPA*	*A=1*			*D=1*	*D=1*			*A=2*	
2010/2011											
2009/2010			*A=1*			*D=1*	*D=1*	*A=1*		*A=2*	

A= Scholarship of Teaching
B= Scholarship of Discovery
C= Scholarship of Integration
D= Scholarship of Application

Faculty members across the Division of Business regularly engage in professional activities including meetings held twice annually at Xavier with the Business Advisory Council. The following provide a sample of the professional activities undertaken during the self-study year:

- Presenting for Continuing Professional Education (CPE) in accounting (Ms. Roche).
- Serving on the Board of Louisiana Council for Economic Education (Dr. Bautista).
- Serving as Session Chair and Discussant at the Annual Meeting of the Academy of Economics and Finance (Dr. Bartkus).
- Conducting forensic economic analyses (Drs. Wolfson & Bartkus).

- Participating in Faculty Development in International Business (FDIB) Seminars (Drs. Bartkus, Caro & Peters).
- Serving as Discussant at Academy of Marketing Science Annual Conference (Dr. Helm).
- Guiding student team to provide strategic marketing consulting for New Orleans African-American Museum (Dr. Helm).
- Internet Marketer for Shades of Praise New Orleans Interracial Gospel Choir (Dr. Helm).
- Participating in Louisiana Quality Foundation Baldridge Examiner workshops (Dr. Caro).
- Participating in Board Meetings of the Association for Economic Opportunities (Mr. Quinn).
- Consulting for Associated Neighborhood Development (Mr. Quinn).
- Attended Conference of the U.S. Association of Small Business (Mr. Quinn).
- Served on a panel discussion of “Accessing Private Resources through Foundations and Private Partnerships” at a HUD Conference on “Strategies for Strengthening Communities” (Mr. Quinn).
- Attended 2011 ACBSP Region 6 Annual Conference (Drs. Ricks & Bartkus).
- Attended 2012 ACBSP Annual Conference (Mr. Quinn and Drs. Ricks & Bartkus).
- Attended Leadership Seminar (Dr. Ricks).

6. Educational and Business Process Management

In order to prepare business graduates for professional careers, the curriculum must encompass not only business subjects, but also subjects dealing with the specifics of the global work place and the more general aspects of global society. Since business graduates must be equipped to interact with other members of society, adapt to societal changes, and serve as business advocates, students must be encouraged to study global topics that will prepare them for these challenges.

Given these academic demands, business schools and programs are encouraged to be innovative and to provide flexible curriculum options. Two of the major goals of the curriculum should be the development of intellectual curiosity and the creative capacity for independent thought and action. However, regardless of their major, all business graduates are expected to have received a general exposure to economic institutions, the complex relationships that exist between business, government, and consumers, and a basic knowledge of the functional areas of business.

Thus, business students share common professional requirements. For this reason, certain common subject matter (the Common Professional Component, or "CPC") as well as areas of specialization are expected to be covered in baccalaureate degree programs in business.

The CPC is an implicit graduation requirement for graduate-level business programs as well, whether required for admission to a graduate program, or delivered within a program as added coursework above the base of graduate program credit hours.

Financial resources, physical facilities, library and other learning resources, equipment including computing hardware and software, and resources at off-campus sites must be adequate to support a strong curriculum and excellence in teaching.

Each business school or program must have policies and procedures addressing the areas of recruiting, admitting and retaining its students.

CRITERIA

> **Use the following criteria to document the extent to which the business school or program meets the standard for Educational and Business Process Management. Justify any omissions.**

Section 6.1. Education Design and Delivery

Criterion 6.1.1 Educational Design

The business school or program must describe and explain its approach(es) to the design of educational programs and offerings, its method(s) of making curricular changes related to the business school's or program's mission statement and strategic plan, and its use of student and stakeholder input in these processes.

The division's curriculum is developed, designed, and delivered to meet the needs of changing business and academic environments. The division follows the process to introduce a new course or revise an existing course identified on page II-22 in the faculty handbook. This process requires the submission of a proposal for a consensus at the division level, before it is proposed to the College of Arts and Sciences' Academic Council to ensure that the division has adequate resources, primarily qualified instructors, for the course to be accepted into the curriculum.

The division has not made any recent changes to the curriculum that requires Academic Council approval. However, we have made a number of improvements and modifications based on lessons learned from stakeholder feedback and opportunities to fulfill our mission. Feedback from our stakeholders and developmental resources identified in our Leadership Model (Standard 1, page 17) are consistently monitored to identify curricular opportunities and provide guidance and evaluation for curriculum changes. The illustration of using alumni feedback for curriculum improvement on global issues, discussed in Standard 1, page 13, demonstrates how the division uses stakeholder input. Table 6.1 below shows the improvements and modifications made to the Division's curriculum over the past 2 years. Table 3.1 (page 28) in Standard 3 lists all of the learning methods we use; the Student/Stakeholder column in Table 6.1 lists the primary driver for the change.

Table 6.1
Educational Design

	Curricular improvements and modifications	Student/Stakeholder Input
Programs		
Accounting	None	
Finance	Offering International Finance	Alumni Survey
	Offering Advanced Financial Management	ETS Assessment results
	Integration of mission	Center for the Advancement of Teaching
Management	Computer Information Systems BSAD 3195 taught fully online.	University initiative to add online or hybrid courses
	Business Policy BSAD 4000 used a hybrid model (50%) with 'course-long' case analysis.	University initiative to add online or hybrid courses
Sales & Marketing	Sales for Social Impact in Directed Readings	BAC 3M Foundation

Criterion 6.1.2 Degree Program Delivery

For each degree program, the business school or program must describe its degree program delivery.

The division's approach to educational design has been to integrate knowledge from the four major areas of concentration and an eclectic Core Curriculum into the design and implementation of the overall business curriculum. This provides students with an integrated approach to business while at the same time allowing for specialization in a specific knowledge area.

Flexibility exists in the delivery systems of courses to our students. Courses are largely offered in a conventional classroom setting or a computer lab, though we are currently experimenting with a few fully online and hybrid classes. Independent study courses are offered only in the rare occurrence when graduating seniors' schedules cannot accommodate existing course offerings. As detailed in Table 6.2, forty-five contact hours are required to earn 3 semester hours of credit and there are no self-paced models in the business unit. It takes four years of uninterrupted enrollment for full-time students to complete a baccalaureate degree in business. The business unit does not offer a master's degree or nontraditional business degrees.

Table 6.2
Degree Programs

	Time to Degree	Delivery Methods	Coverage Hours/3 Semester Hours
Programs:			
Accounting	4 Years	Classroom, Online Hybrid, and Computer Lab	45 Hours
Business – Finance, Management, and Sales & Marketing	4 Years	Classroom, Online Hybrid, and Computer Lab	45 Hours

Criterion 6.1.3 Undergraduate Common Professional Component (CPC)

Programs that include a B.A. (with a business major), B.S. (with a business major), B.B.A., B.S.B.A., or objectives that imply general business preparation with or without a functional specialization must include coverage of the Common Professional Component (CPC) at the level prescribed by the ACBSP. The CPC as outlined below must be included in the content of the courses taught in the undergraduate programs of all accredited schools and programs. Each CPC area must receive a minimum coverage of two-thirds of a three (3) semester credit-hour course (or equivalent), or approximately 30 coverage hours.

The Division of Business covers all the topical areas of the Common Professional Component (CPC). Faculty outside of the business division teach only one course that is part of the CPC, Business Ethics, which is taught in the Department of Philosophy. All business majors are required to take forty-eight hours of CPC courses. The Abbreviated Course Syllabus for Business Ethics and a table summary of CPC compliance is provided below in Figure 6.1.

Figure 6.1
Abbreviated Course Syllabus

Course Number:	PHIL 2410
Course Name:	Business Ethics
Instructors:	Dr. Paul Shafer and Dr. Joshua Lott
Required Text:	William Shaw and Vincent Berry. Moral Issues in Business. 12th ed. Belmont, California: Wadsworth Publishing Company, 2006.
Course Description:	A survey of a range of ethical issues arising in our contemporary culture that we encounter while working in institutions, business organizations, and the professions. Among the ethical issues to be examined are: the ethical basis of business, the rights and responsibilities of corporations and their employees, and the relations of business to society and the individual.

Topic Outline:		Hours/Minutes (or % of a 3-hour Course)
I.	Introduction to Ethics and Ethical Theories	9
II.	Consumers	6
III.	Capitalism and Work	12
IV.	Distributive Justice	6
V.	Employee and Workplace Issues	12
	Total Sessions (Coverage Hours)	45

Summary of UG CPC Topics Covered in this Course:		Hours/Minutes (or % of a 3-Hour Course*)
b.	Finance	6
d.	Management	6
f.	Economics	12
g.	Business Ethics	45
h.	Global Dimensions of Business	3

i. Quantitative Techniques and Statistics 2
j. Comprehensive or Integrating Experience <u>11</u>
Total Estimated CPC Coverage Hours 85

A summary of the Common Professional Component (CPC) compliance is presented in Figure 6.2 below.

Figure 6.2

<u>Summary of Common Professional Component (CPC) Compliance</u>

CORE COURSES	Hour Class Sessions by CPC Topic											
	a1	a2	a3	a4	b1	b2	b3	b4	c1	c2	d	
	MKT	FIN	ACC	MGT	LAW	ECO	ETH	GLO	IS	STAT	POL/COMP	Total
ACCT1010	1	2	45	3	2			1	2			56
ACCT1020		3	45	11	2		3	2	2			68
BSAD2011				39			6		9			54
BSAD2055	3	1		9		2			5	45	5	70
BSAD3030/ BSAD3035*		3	5	2	43		5	3			17	78
BSAD3195		1	2	5			2		45	3	2	60
BSAD4000	3	3	2	5			2	2	2		45	64
ECON2010	2	1	2	13	7	45	3	2		1	8	84
ECON2020		2	3	12	3	45	1	8		3	3	80
ECON2070	10			2	2	20	2	1		45	5	87
ECON2080	10			2	2	20	2	1		45	5	87
ECON3010				4		45		3		5	3	60
FINC3050		45		5		6		1		4	1	62
MGMT2060				47			3	2	2		10	64
PHIL2410		6		6		12	45	3	2		11	85
SMKT2050	45			5	2	3	2	5		2	6	70
Total	74	67	104	170	63	198	76	34	69	153	121	

* Accounting majors take BSAD3030 (Business Law) and the rest of business majors take BSAD3035 (Legal Aspects of Business).

[#] PHIL2410 (Business Ethics) is taught by Philosophy Faculty.

Criterion 6.1.4.a. Curriculum Design Beyond CPC

For each program or major, curriculum design must provide breadth and depth beyond the Common Professional Component through advanced and specialized business courses

and general education and elective courses, all aimed at meeting student and stakeholder expectations and requirements.

Because we have alignment between our division's mission, the university mission and the university Core Curriculum, the university core adequately addresses the division's mission and reinforces the values we wish to instill in our graduates. The CPC and concentration/major courses provide the knowledge and skills that are needed to develop tomorrow's socially responsible business leaders. The university's Core Curriculum encompasses Xavier's general education requirements. Figure 6.3 presents a summary of curriculum credits for each program.

Figure 6.3
Baccalaureate Curriculum Credits

Major	University		Business			Total Credit Hours Required for Graduation
	University Core Requirements	Free Electives	Business Core Requirements	Business Requirements Beyond Core	Business Electives	
Accounting	52	4	45	24	3	128
Business-Finance	52	4	48	12	12	128
Business-Management	52	4	48	18	6	128
Business-Sales & Marketing	52	4	48	18	6	128

Criterion 6.1.4.b. Curriculum Design for General Education

Schools of Business and programs should demonstrate a sufficient foundation in general education, which should generally be the equivalent of 40 percent of the hours required for the degree. Communication and critical thinking skills should be addressed.

Xavier's Core Curriculum is the basis of our liberal arts education and supports our mission. To fulfill the Core Curriculum, students select from a variety of courses in order to develop an intellectual curiosity that broadens their mind and spirit in an effort to instill a desire for life-long learning. The Core Curriculum consists of sixty hours of required courses from Fundamental, Essential, and Expansive core areas. Every graduate of the College of Arts and Sciences must demonstrate competency in all three core areas either by taking courses, transferring courses or AP credits, or by successful completion of examinations. As stated on page 7 of this report, nine hours of the university core is prescribed in our business core requirements. Including the prescribed courses, the core makes up 50.7% of the curriculum; while not counting the prescribed courses, it makes up 43.7%.

The three core areas are as follows:

1. The Fundamental Core (18 semester hours) consists of the introductory college areas in English composition, mathematics, natural science, and a world language other than English. Students who demonstrate competency in any of these areas prior to their first year of enrollment will be given Xavier by-pass credit. Students who do not demonstrate competency in any of these areas must enroll in these courses during their first year.

2. The Essential Core (36 semester hours) is aligned with Xavier's Mission. Xavier requires students and graduates to demonstrate academic excellence, continually develop leadership skills, and show a dedication to service and commitment to furthering a more just and humane society. The Essential Core courses consist of the First Year Experience, African American studies, communication studies, fine arts, history, philosophy, physical education, natural science, social science, theology, and world literature. These courses are essential to holistic self-reflection and the development of values, ethical behavior, celebration of diversity, and an understanding of Xavier's history and mission within a global context. Six hours are prescribed: 3 hours of social science and 3 hours of natural science without a lab.

3. The Expansive Core (6 semester hours) permits students to broaden their knowledge and learning beyond their major and minor. The Expansive Core has broad categories of Fine Arts, Humanities, Natural Sciences, and Social Sciences. Students are required to select courses designated in the catalog as Expansive Core from at least two of these categories from courses that are outside their major and minor prefixes. Three hours are prescribed.

Criterion 6.1.5 Other Business-related Programs

Other business-related programs must include sufficient coverage of undergraduate CPC topics to meet the long-term needs of students and other stakeholders. Other business-related programs that lead to bachelor's degrees must have a minimum of 25 percent of the total undergraduate curriculum devoted to business. Other business-related programs might include programs such as sports management, hotel and motel management, computer information systems, etc.

We have no other business related programs.

Criterion 6.1.6 Curriculum Design in Graduate Programs

Master's degree programs in business should require at least 30 semester credit hours or 45 quarter hours (or equivalent) of graduate level work in business coverage beyond the basic undergraduate Common Professional Component (CPC). The undergraduate CPC (excluding the comprehensive or integrating experience) may be determined through a competency based evaluation or by completing undergraduate or graduate courses. The 30 semester credit hours (45 quarter hours) of graduate-level work beyond the CPC topics normally should be in courses reserved for graduate students. The Master's degree program may be either a general degree (such as the MBA) or a specialized degree (such as a Master's in Accounting). If the institution offers a specialized master's degree in business, at least 15 credit hours should be in the area of specialization.

Doctoral programs in business should require that graduates have completed the equivalent of the undergraduate CPC, the master's level degree requirements in a business field, and doctoral courses equivalent to 30 semester hours (45 quarter hours) beyond the master's level. Doctoral program requirements will normally include courses in research

methods, data analysis and statistical inference, formal academic writing and publication, as well as independent research and the preparation of a doctoral dissertation. While it is acceptable for doctoral students to take some master's-level courses in a doctoral program, a substantial percentage of the required course work should be in courses reserved for doctoral students.

We have no graduate programs.

6.1.7 Education (Design and Delivery) Evaluation

The school and/or program must provide evidence that ongoing educational programs and offerings are systematically tracked and regularly evaluated.

The education design and delivery processes of the Division are evaluated by multiple processes at the division, college, and university level. At the program level our focus for educational delivery and design is on two of our critical outcomes, growth for which we examine our retention rates, and student development which we measure in our learning outcomes detailed in Standard 4 of this document. The data for retention rates are gathered by the Office of Institutional Planning and Research and a summary is presented in Figure 6.4 below. The data shows a pattern of improved retention for the division up until the self-study year, in which there was a decline. This decline affected the entire university and was largely due to recent changes in eligibility standards for Federal Parent PLUS Student Loans. Ninety-five percent of Xavier's student population qualifies for some form of financial aid, and so this circumstance had a serious impact on the retention rate across the university.

At the individual course level, course enrollments are tracked by the Dean of the College of Arts and Sciences and the Chair of the Division of Business. Individual courses are evaluated based on the university policy for student course evaluation.

Each individual faculty member and the chair examine student course evaluations and look for opportunities for improvement. All courses are randomly selected for evaluation depending on the tenure status of the faculty. The university policy is as follows:

1. All faculty in their first two semesters of teaching at Xavier will be evaluated in all classes.

2. All other non-tenured faculty will be evaluated in two courses each semester (courses to be randomly chosen with computer program).

3. All tenured faculty will be evaluated in one course each year (course to be randomly chosen with computer program).

4. Any faculty member can request that any/all of his/her classes be evaluated in a given semester by submitting a request to the Associate Vice President for Academic Affairs. Forms will be provided through chairpersons to assure that sufficient information is given.

5. Any chairperson can request that any/all of a faculty member's classes be evaluated in a given semester by submitting a request to his/her dean. The Dean will forward approved requests to the Associate Vice President for Academic Affairs.

6. The Vice President for Academic Affairs and all academic deans may request evaluations of faculty members by notifying the Associate Vice President.

7. The Associate Vice President for Academic Affairs shall determine the deadline each semester for requesting evaluations outside the established cycle and shall communicate that deadline to chairs electronically. Forms for requesting evaluations will be forwarded to all academic departments.

The chair also uses the student evaluations for faculty evaluations to encourage individual faculty improvement as well as program improvement.

Figure 6.4
Education Evaluation

	Year 2 Retention for Self-Study year	Year 2 Retention for 2010 Cohort	Year 2 Retention for 2009 Cohort	Year 2 Retention for 2008 Cohort
Business Division	55%	65%	56.4%	54.2%
Accounting	80%	100%	77.8%	57.1%
Business-Finance	75%	57.1%	60%	60%
Business-Management	40%	53.3%	52.9%	45.8%
Business-Sales & Marketing	70%	50%	37.5%	66.7%

Section 6.2. Management of Educational Support Service Processes and Business Operation Processes.

Criterion 6.2.1 Education Support Processes

Each business school or program should describe its use of education support processes (counseling, advising, placement, tutorial, computer facilities, equipment, classrooms, office space, and libraries) and explain how they are designed, managed, and improved, including those at all educational locations and on the Internet.

The support services and facilities are maintained by the university. Division students have a number of support services to help them academically, professionally, mentally and spiritually. Academically, Xavier's Student Academic Success Office (SASO) operates a number of tutoring labs, as well as the university's early alert system that collects information on students having difficulty in classes so that faculty members and advisors can intervene. The university's Office of Technology Administration operates a number of computer labs across the campus, and provides students and faculty with technical assistance with technology-related matters. Professionally, the Office of Career Services provides workshops and professional development seminars throughout the year. Career Services also organizes the Youth Motivation Task Force and Black Executive Exchange Program (YMTF/BEEP). These programs bring almost 100 business professionals on campus who provide professional advice to students in classes. The university Counseling Center has a staff of professional counselors to address student needs. The Counseling Center also organizes wellness activities across the university to proactively help students stay healthy and deal with stress. Spiritually, the Office of Campus Ministry conducts programs throughout the year to meet the spiritual needs of our students. To assess the support programs we use the Institutional Effectiveness Survey that is administered by the Office of Planning, Institutional Research, and Assessment. We use the data from the overall university student response because the sample size for just business students is too small to be reliable. Figure 6.5 gives the mean rating of the support services on a scale from 0-5, where 0 is poor and 5 is excellent.

Figure 6.5
Education Support Processes

	Timely	Knowledgeable	Accessible	Courteous	Efficient	Overall Satisfaction
Counseling						
SASO	4.43	4.33	4.38	4.33	4.41	4.32
Career Services	3.85	4.33	3.85	4.64	4.33	3.92
Technology Administration	3.89	3.89	4.17	4.17	3.89	3.50
Computer Facilities	4.47	4.37	4.51	4.22	4.42	4.15
Campus Ministry	4.64	4.60	4.47	4.80	4.71	4.33
Library	4.67	4.55	4.59	4.59	4.59	4.46

Criterion 6.2.2 Business Operation Processes

The business school or program should ensure effective management of its key business operation processes (financial resources, secretarial and other administrative services, marketing, information services, public relations, etc.).

The Division of Business' key business operations are embedded in our critical outcomes and the strategic plan to accomplish these outcomes detailed in Standard 2 of this document. Our four critical outcomes are:

V. Growth: *Significantly increase the number of division majors and minors*.
VI. Program Quality/Expansion: *Continually improve the effectiveness of existing and new programs*.

VII. Business Division Identity: *Developing our identity and enhancing our visibility*.

VIII. Student Development: *Continually enrich student academic performance and professional competencies*.

Our key stakeholders and the process for identifying their requirement are detailed in Standard 1 with the Leadership Model, Figure 1.1 page 17, and listening and learning methods detailed in Standard 3, Table 3.1 on page 28. Figure 6.6 below shows the action plans for Critical Outcome #3, *developing the division's identity*. A number of the action plans in this figure show how we implement and assess our marketing and public relations processes. Similarly, execution of our marketing plans can be found in the action plans for Critical Outcome #1, *growth*, within our recruiting strategy. The complete Division of Business strategic plan is attached as Appendix D (page A13) to this report.

Figure 6.6

Action Plan	*Accountability*	*Timeframe*	*Key Performance Indicators*
Critical Outcomes, Strategic Objectives & Action Plans			
Critical Outcome #3 Business Division Identity: Developing our identity and enhancing our visibility			
STRATEGIC OBJECTIVE A: Enhancing our visibility			
3(A)#1 - Media strategy (Division brand)	**The Chair;**	**Annual assessment**	**Number of media hits for the division according to the Meltwater News reports**
3(A)#2 - Promote faculty capabilities			
3(A)#2a - Scholarly output	All Business Faculty	Annual assessment	Number of peer reviewed publications
3(A)#2b - Professional consulting	All Business Faculty	Annual assessment	Number of professional presentations
STRATEGIC OBJECTIVE B: Develop ancillary programs consistent with mission & values			
3(B)#1 - Growth in Louisiana Small Business Development Center (LSBDC)	**Mr. Mark Quinn; Mr. Eric Waters**	**Annual assessment**	**Number of engagements with small businesses**
3(B)#2 - Improvement in Volunteer Income Tax Assistance program (VITA)	**Ms. Candice Roche**	**Annual assessment**	**Number of tax returns filed**
3(B)#3 - Determining the role of Louisiana Council for Economic Education (LCEE)	**Dr. Jose Bautista**		
3(B)#4 - Improvement in execution of MoneySmart program	**Mr. Mark Quinn**	**Annual assessment**	**Number of people that attend each module**
STRATEGIC OBJECTIVE C: Participation with organizational partners			
3(C)#1 - Maintenance/expansion of relationship with corporate partners	**The Chair**	**Annual assessment**	**Resources acquired**
3(C)#2 - Improvement in relationships with national student organizations	**Organization advisors**	**Annual assessment**	**Number of students participating in national meetings**

With regard to financial resources, the division is given an operating budget by the university which is managed by the chair and administrative assistant. The division's chair and faculty seek additional funding through grants and sponsorships for the necessary financial resources to execute our strategic action plans. In Figure 6.6 above 3(C)#1 shows the chair is primarily responsible for relationships with corporate partners and this is measured in resources acquired. The division's administrative assistant maintains a spreadsheet to keep up with expenditures from the operating and all grant accounts for the division in order to keep the chair current on account balances.

Section 6.3 Enrollment Management

Criterion 6.3.1. Admissions Policies and Procedures

The business unit should include in an appendix or refer to the page in the catalog wherein are found the policies and procedures for undergraduate admission to its programs in the business unit.

The Division of Business used the university's College of Arts and Sciences admissions policies and procedures. Once a student is admitted to the college and selects a business major the student becomes a part of the Division of Business at that time. The admissions policy for the university can be found on page 18 of the self-study year catalog and page 21 of the current catalog.

Criterion 6.3.2. External Articulation Process

The business unit should include in an appendix (or refer to the page in the catalog wherein are found) the policies and procedures for articulation with relevant two-year business programs, and admission of undergraduate transfer students from other institutions to programs in the business unit.

A course-by-course transfer agreement with Delgado Community College that was in negotiation during the self-study year has been executed between Delgado and Xavier. The Division of Business is currently working on a specific articulation agreement with Delgado's business program, which is also an ACBSP accredited program. For transfer students from other institutions the division follows the policies of the university listed on page 19 of the self-study catalog and on page 22 of the current catalog.

The Division of Business has a preferred admissions agreement with three graduate programs at Tulane University's Freeman School of Business. These programs are: Master of Business Administration (MBA), Master of Accounting (MACCT) and Master of Finance (MFIN). Initially only involving the MBA Program, the agreement was updated in 2006 to include the accounting and finance programs. Students are admitted to these programs while they are attending Xavier and may receive tuition assistance once enrolled. The MBA program requires students to have at least two years of work experience prior to starting their graduate work. Graduate studies can begin immediately upon completion of the undergraduate degree in the MACCT and MFIN programs. See page 87 of the self-study catalog and page 94 of the current catalog. The university also participates in a collaborative partnership for cross-registration with Dillard, Notre Dame Seminary, Loyola, and Tulane University that allows Xavier students to take courses at each university while paying Xavier tuition. This program can be found on page 56 of the self-study catalog and on page 60 of the current catalog.

Criterion 6.3.3 Graduate Program Articulation & Admissions Policy

A graduate program must have an admissions policy that accepts students who can reasonably be expected to succeed in a graduate business school.

We have no graduate programs.

Criterion 6.3.4. Academic Policies for Probation, Suspension, and Readmitting of students will be clearly stated.

The Division of Business follows the academic policies and procedures of the College of Arts and Sciences as described in the Academic Information section of the university catalog on pages 35-45 of the self-study catalog and on pages 39-49 of the current catalog. To specifically address this criterion the catalog states the following:

ACADEMIC STANDING FOR UNDERGRADUATE STUDENTS
Students who have both a 2.0 cumulative and semester grade point average are designated in good academic standing. Students who do not meet these criteria are reviewed by the College Academic Standing Committee and will be either placed on probation or dismissed from the University.

The College of Arts and Sciences' Academic Standing Committee meets at the end of each semester to review student progress. The Dean of the College of Arts and Sciences chairs the Committee. Its members include: five faculty appointed by the Dean of the College representing Natural Sciences, Humanities, Social Sciences, Education, and Business; an Athletic Advisor (required by NAIA regulations); a Student Services representative appointed by the Vice President for Student Services; an Admissions Office representative appointed by the Dean of Admissions; the Associate Dean of the College of Arts and Sciences; the Assistant Dean of the Student Academic Success Office (SASO); the Director of the Counseling and Wellness Center (or designate); the Director of Financial Aid; and the Registrar (a non-voting member). Decisions made by the committee include dismissal, strict probation, and probation. In addition to these basic decisions, they may also include specific requirements for individual students. Compliance with those requirements will impact subsequent decisions.

ACADEMIC PROBATION FOR UNDERGRADUATE STUDENTS
Students who are not in good academic standing are placed on academic probation. A student is notified of academic probation by email and this status is also reflected on Banner Web.

Strict Probation
A student whose cumulative average is below 2.0 is placed on strict probation. Notification of this status is sent by email and is reflected in the student's Banner transcript. The student is limited to enrolling in 13 semester hours while on strict probation. Students on strict probation must achieve a 2.0 grade point average for the coursework taken during the probationary semester, must maintain contact with a counselor in Xavier's Counseling and Wellness Center, and must maintain contact with their academic advisor. The student must also document

participation in academic support programs through the Student Academic Success Office. If these conditions are not met, the student is liable for dismissal.

<u>Probation</u>

A student whose cumulative grade point average is 2.0 or greater but who has less than a 2.0 for the semester is placed on probation. Notification of this status is sent by email 47 and is reflected on Banner Web. The student is limited to enrolling in 15 semester hours and is required to maintain contact with a counselor in Xavier's Counseling and Wellness Center, their academic advisor, and is required to participate in academic support programs through the Student Academic Success Office. In order to be removed from academic probation, a student much achieve a grade point average of 2.0 in 12 or more semester hours and have a cumulative grade point average of at least 2.0.

ACADEMIC DISMISSAL FOR UNDERGRADUATE STUDENTS

Students whose academic performance is unsatisfactory are thoroughly reviewed by the Academic Standing Committee. The review includes the student's admissions data, complete transcript, involvement in student support services through the Student Academic Success Office and/or Counseling Services, disciplinary infractions, and compliance with previous recommendations and requirements of the Committee. If a decision is made for dismissal, an email notice is sent immediately followed by a letter mailed to the student's permanent address. **It is the student's responsibility to verify their academic standing by checking Xavier email and using Banner Web before returning for the next term.** A student who has been academically dismissed is deregistered from all coursework and forfeits any reserved dormitory accommodations, if applicable. **Appealing a Dismissal Decision** Students who have been academically dismissed have the right to appeal this decision to the University Academic Standing Committee. This Committee only meets in July so a student who is academically dismissed after the fall semester is unable to file an appeal for readmission for the spring semester that immediately follows. Students dismissed in either the fall or spring semesters must file a written appeal for readmission for the following fall semester (see the University website for the Appeal Form). This appeal must be received in the Office of the Registrar by July 1. The University Academic Standing Committee, chaired by the Senior Vice President for Academic Affairs, will review the appeal and render a decision which will be communicated to the student in mid-July both by email and a letter mailed to the address indicated on the student's appeal form.

READMISSION FOR UNDERGRADUATE STUDENTS

A student who desires readmission to the University after an interruption of attendance for any reason must apply for readmission following the procedure outlined at http://www.xula.edu/admissions/appinformation.php#readmission. If the student applying for readmission was academically dismissed or had a cumulative or semester grade point average of less than 2.0, their application will be reviewed by the College of Arts and Sciences' Academic Standing Committee for a decision. As part of the readmission procedure, a student who was not in good academic standing when leaving the University must arrange for an appointment with Xavier's Counseling and Wellness Center.

Appealing a Readmission Decision

If a student is denied readmission by the College of Arts and Sciences' Academic Standing Committee, the student has a right to a written appeal of the decision to the University Academic Standing Committee. That committee meets only once a year during the month of July. The appeal must be received in the Registrar's Office no later than July 1.

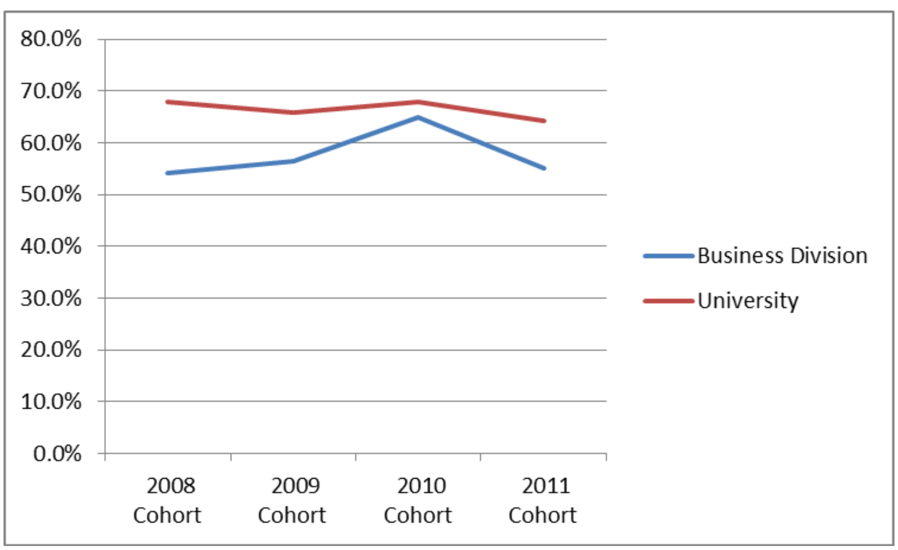
Criterion 6.3.5. Academic Policies for Recruiting, Admitting, and Retaining Students will be clearly stated.

The Division of Business follows the academic policies of the university for recruiting, admitting and retaining students. These policies are described in the Admissions and Academic Standings sections of the university catalog. Admissions is found on pages 18-22 of the self-study catalog and on pages 20-25 of the current year catalog, while the Academic Standings section is on page 46 of the self-study catalog and page 42 of the current catalog.

Criterion 6.3.6. Results of Enrollment Management will be reported. Summarize results for enrollment management not reported elsewhere in the report.

As seen in Figure 6.7 the Division of Business year two retention rate is below the university's rate but shows continuous improvement for the three years prior to the self-study year. This figure also shows the university also saw a decrease for the 2011 cohort, which is largely explained by the recent changes in federal financial aid eligibility.

Figure 6.7
Year 2 Retention



Figures 6.8 and 6.9 show the four- and five-year graduation rates for our cohorts since Hurricane Katrina. The division shows lower rates than the university, but has shown consistent improvement. The only current six-year rate post-Hurricane Katrina is for the 2006 cohort; this six-year graduation rate is 30.4% for the division and 46.8% for the university. Figure 6.10 shows the progression of the 2006 cohort.

Figure 6.8
Four Year Graduation Rates

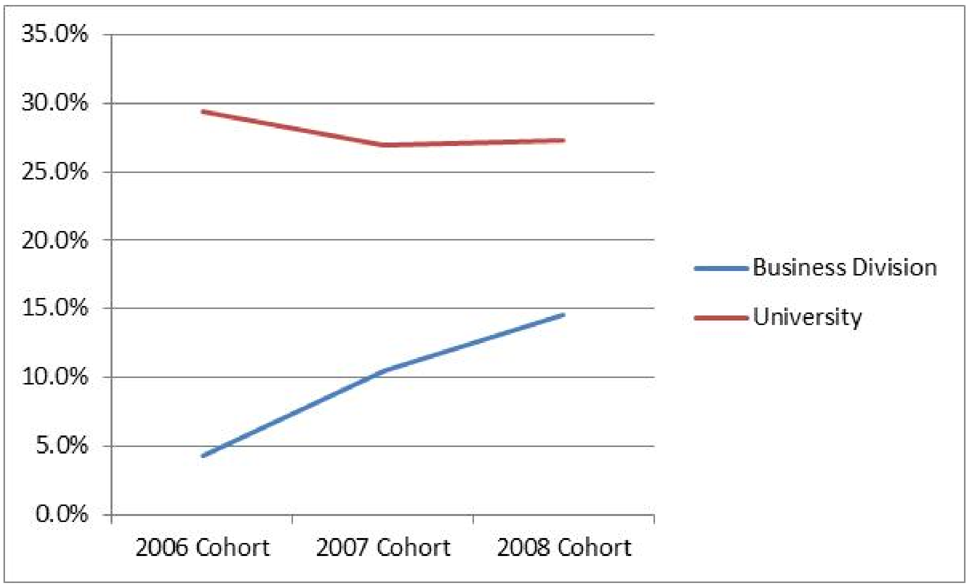


Figure 6.9
Five Year Graduation Rates

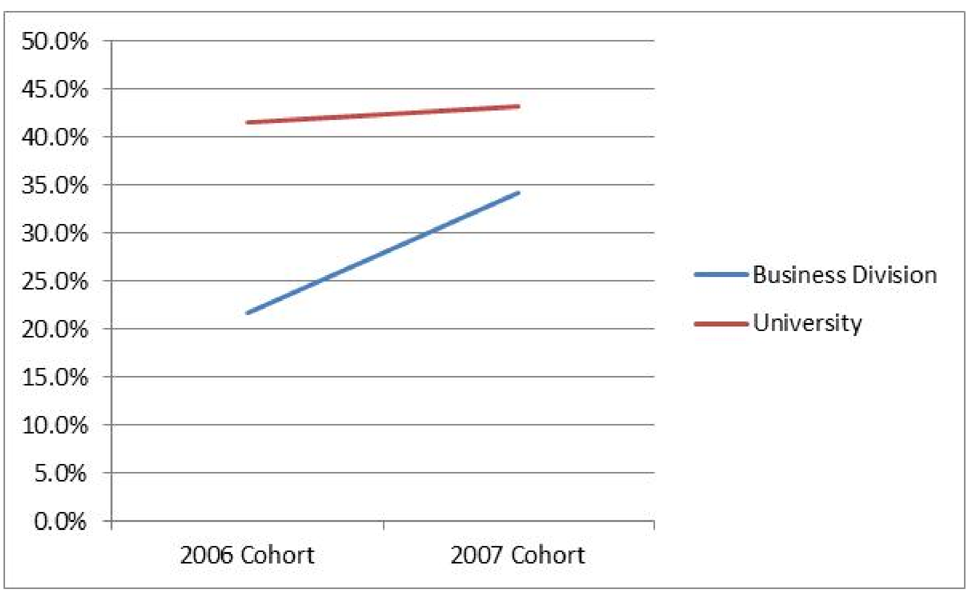
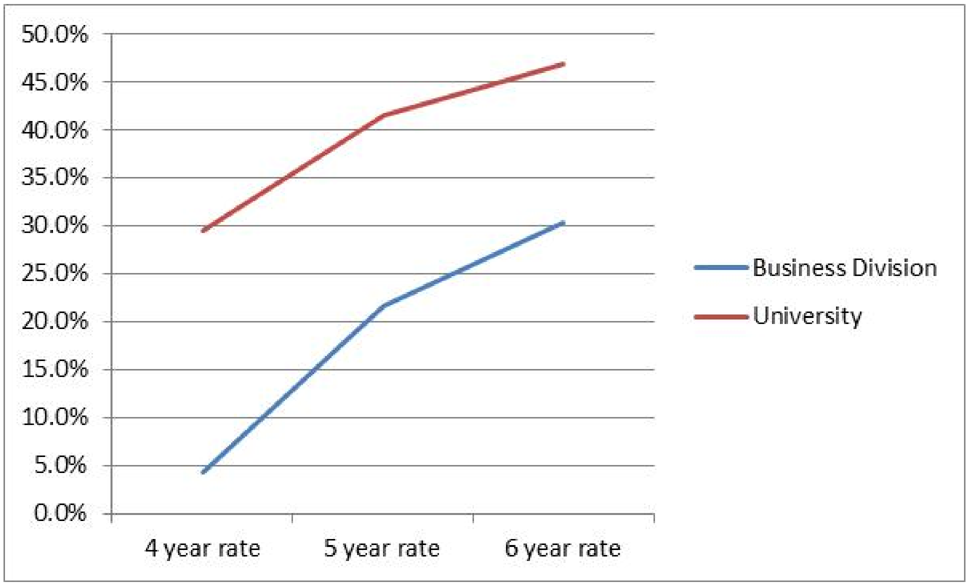


Figure 6.10
2006 Cohort Graduation Rates



Criterion 6.3.7 Improvement in Enrollment Management will be pursued on a continuous basis.

The retention and graduation rate data shows clear evidence that the division's recruitment and retention strategy outlined in Critical Outcome #1, *growth*, as well as our strategies in in Critical Outcome #4, *student development*, are having a positive impact and have the division trending in the right direction. We will continue to implement these strategies and monitor recruitment, retention, and graduation data to ensure these trends continue.

St. Katharine Drexel Chapel

In the words of Xavier University of Louisiana President Norman C. Francis:

> Our beloved foundress, St. Katharine Drexel, and the Sisters of the Blessed Sacrament had a dream more than 80 years ago to establish an educational institution in New Orleans dedicated to serving African American students. Xavier University of Louisiana was born, and while the academic successes of its students, faculty and alumni have been many, it is important to note that Katharine Drexel sincerely hoped that the establishment of the University would also help lead students closer to God through the Holy Eucharist.

The St. Katharine Drexel Chapel, which was officially opened in October 2012 occupies a prominent location at the center of the campus and is the first free-standing house of worship ever constructed at Xavier. The chapel sends a powerful message of hope, inspiration, and Catholic values to all, especially our current and future students who now more than ever need the message of Jesus Christ in their lives.

St. Katharine Drexel's vision, Xavier's mission – the driving force for all that we do.