

Accreditation Council for Business Schools and Programs (ACBSP)
Quality Assurance (QA) Report
for
Baccalaureate/Graduate Degree Programs
Current as of February 2011

Overview (O)1. Complete all information requested.

Submit your report as an attachment to reports@acbsp.org on or before February 27th or September 30th.

This report should be limited to maximum of 50 pages. The average length of most good reports is 30 pages. To help reduce the page numbers you can remove the ACBSP examples used in this report template to help you complete the report.

O2. Institution Name: Xavier University of Louisiana Date March 9, 2011
Address: 1 Drexel Dr., New Orleans, LA 70125

O3. Year Accredited/Reaffirmed: June / 2003 This Report Covers Years: 2008-2010

O4. List All Accredited Programs (as they appear in your catalog):
Accounting
Business - Finance
Business - Management
Business – sales & Marketing

O5. List all programs that are in your business unit that are not accredited by ACBSP and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.
N/A

O6. List all campuses that a student can earn a business degree from your institution:

New Orleans campus

O7. Person completing report Name: Anil Kukreja

Phone: 504-520-7505

E-mail address: akukreja@xula.edu

ACBSP Champion name: Anil Kukreja

ACBSP Co-Champion name: Joe Ricks

O8. Conditions/Notes/Opportunity for Improvement (OFI) to be Addressed

Please explain and provide the necessary documentation/evidence for addressing each condition/note/OFI since your last report.

Are you requesting the Board of Commissioners to remove notes or conditions (attach appendix to QA report to justify the removal):

Remove Note:

Remove Condition:

Do not remove note or condition. Explain the progress made in removing the note or condition:

N/A

O9. The business unit must routinely provide reliable information to the public on their performance, including student achievement.

Describe how you routinely provide reliable information to the public on your performance, including student achievement.

Note: This requirement can be addressed in Standard #4, Criterion 4.5 and Standard #6, Criterion in 6.2.2.

Standard #1 Leadership

Organization

- a. List any organizational or administrative personnel changes within the business unit since your last report.

N/A

- b. List all new sites where students can earn an accredited business degree (international campus, off-campus or on campus, on-line) that have been added since your last report?

N/A

Standard #2 Strategic Planning (this standard not typically addressed in the QA report) This is used as a place holder to allow all the other standards to be addressed in the QA report and keep the numbering system consistent with self-studies and QA reports.

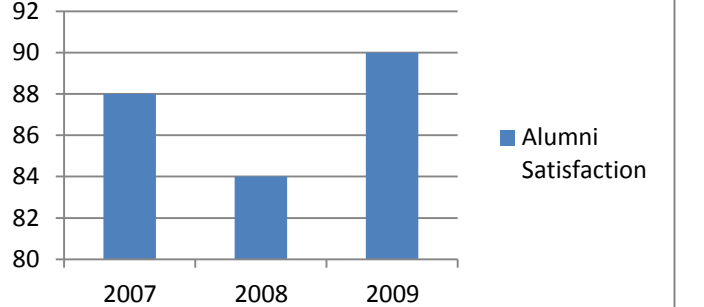
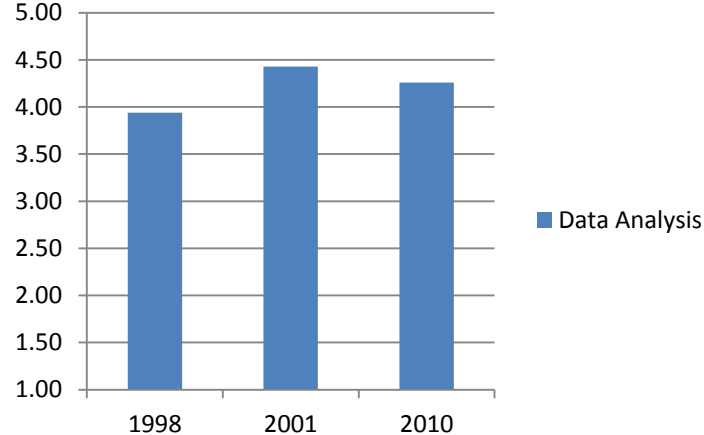
As suggested, this standard is not addressed in this report.

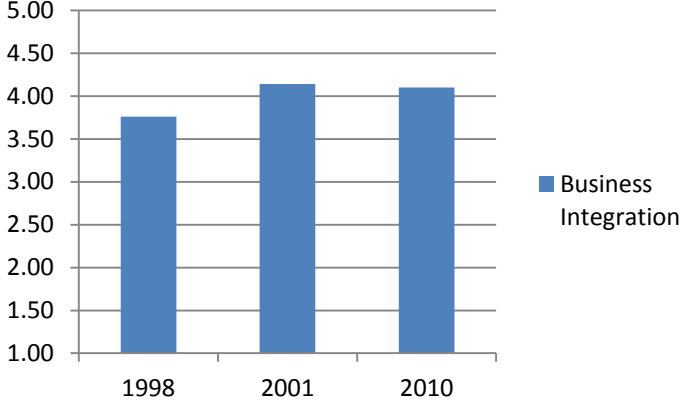
Standard #3 Student and Stakeholder Focus

Complete the following table. Use a maximum of three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

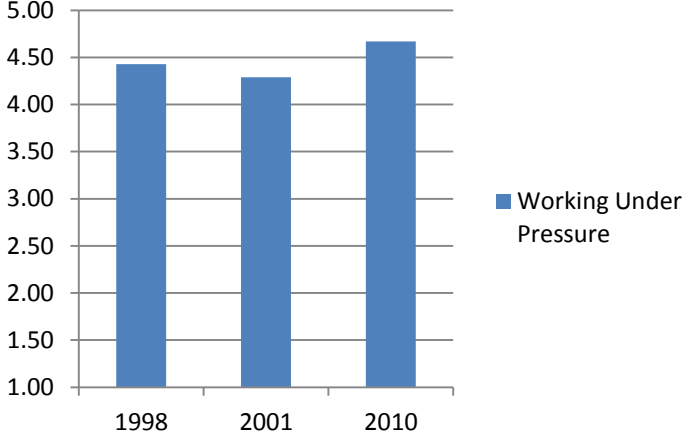
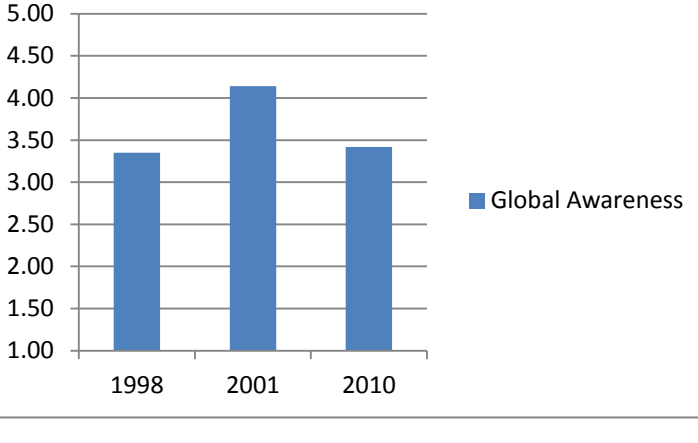
Standard 3 - Student and Stakeholder-Focused Results

Student- and Stakeholder-Focused Results		<p>Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations. <i>Key indicators may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, Internship feedback, etc.</i></p> <p>Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board.</p> <p>Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions.</p>			
		Analysis of Results			
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success (results)	Analyses 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)

<p>(Example) Alumni Satisfaction will be at or above 80%</p>	<p>Annual alumni survey</p>	<p>Three years of positive trend data exceeding goal</p>	<p>NA</p>	<p>NA</p>	<p style="text-align: center;">Alumni Satisfaction</p>  <table border="1"> <caption>Alumni Satisfaction Data</caption> <thead> <tr> <th>Year</th> <th>Alumni Satisfaction</th> </tr> </thead> <tbody> <tr> <td>2007</td> <td>88</td> </tr> <tr> <td>2008</td> <td>84</td> </tr> <tr> <td>2009</td> <td>90</td> </tr> </tbody> </table>	Year	Alumni Satisfaction	2007	88	2008	84	2009	90
Year	Alumni Satisfaction												
2007	88												
2008	84												
2009	90												
<p>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.</p>	<p>The Business Division Student Alumni Survey</p>	<p>Data from our last 3 surveys shows satisfactory results- the 2 most recent survey scores were above our goal of 4 or higher.</p>	<p>NA</p>	<p>NA</p>	<p style="text-align: center;">Data Analysis</p>  <table border="1"> <caption>Data Analysis Data</caption> <thead> <tr> <th>Year</th> <th>Data Analysis</th> </tr> </thead> <tbody> <tr> <td>1998</td> <td>3.9</td> </tr> <tr> <td>2001</td> <td>4.4</td> </tr> <tr> <td>2010</td> <td>4.3</td> </tr> </tbody> </table>	Year	Data Analysis	1998	3.9	2001	4.4	2010	4.3
Year	Data Analysis												
1998	3.9												
2001	4.4												
2010	4.3												

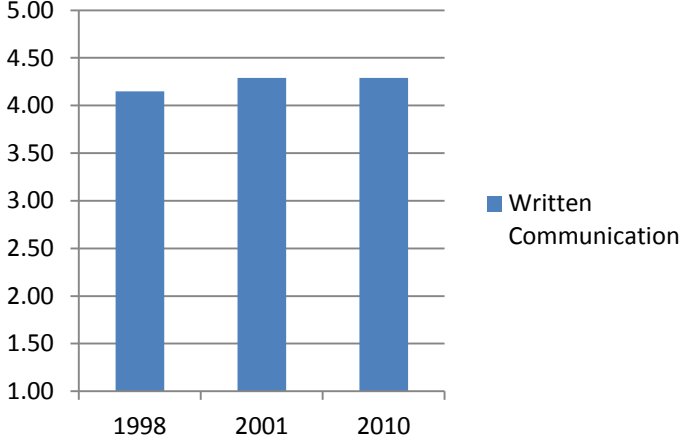
<p>Alumni will show the degree they are satisfied that the division's curriculum prepared them for their first job by developing their skills in business integration.</p>	<p>The Business Division Student Alumni Survey</p>	<p>Data from our last 3 surveys shows satisfactory results- the 2 most recent survey scores were above our goal of 4 or higher.</p>	<p>NA</p>	<p>NA</p>	<p style="text-align: center;">Business Integration</p>  <table border="1"> <caption>Business Integration Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>1998</td> <td>3.75</td> </tr> <tr> <td>2001</td> <td>4.1</td> </tr> <tr> <td>2010</td> <td>4.1</td> </tr> </tbody> </table>	Year	Score	1998	3.75	2001	4.1	2010	4.1
Year	Score												
1998	3.75												
2001	4.1												
2010	4.1												
<p>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.</p>	<p>The Business Division Student Alumni Survey</p>	<p>Data from our last 3 surveys shows satisfactory results- a consistent improvement and reaching our goal of 4 or higher in the most recent survey.</p>	<p>NA</p>	<p>NA</p>	<p style="text-align: center;">Use of Technology</p>  <table border="1"> <caption>Use of Technology Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>1998</td> <td>3.7</td> </tr> <tr> <td>2001</td> <td>3.9</td> </tr> <tr> <td>2010</td> <td>4.2</td> </tr> </tbody> </table>	Year	Score	1998	3.7	2001	3.9	2010	4.2
Year	Score												
1998	3.7												
2001	3.9												
2010	4.2												

<p>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.</p>	<p>The Business Division Student Alumni Survey</p>	<p>Data from our last 3 surveys shows satisfactory results- all scores were above our goal of 4 or higher.</p>	<p>NA</p>	<p>NA</p>	<h3 style="text-align: center;">Critical Thinking</h3> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Year</th> <th>Critical Thinking Score</th> </tr> </thead> <tbody> <tr> <td>1998</td> <td>4.00</td> </tr> <tr> <td>2001</td> <td>4.30</td> </tr> <tr> <td>2010</td> <td>4.40</td> </tr> </tbody> </table>	Year	Critical Thinking Score	1998	4.00	2001	4.30	2010	4.40
Year	Critical Thinking Score												
1998	4.00												
2001	4.30												
2010	4.40												
<p>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.</p>	<p>The Business Division Student Alumni Survey</p>	<p>Data from our last 3 surveys shows satisfactory results- all scores were above our goal of 4 or higher.</p>	<p>NA</p>	<p>NA</p>	<h3 style="text-align: center;">Ethical Decision Making</h3> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Year</th> <th>Ethical Decision Making Score</th> </tr> </thead> <tbody> <tr> <td>1998</td> <td>4.25</td> </tr> <tr> <td>2001</td> <td>4.55</td> </tr> <tr> <td>2010</td> <td>4.50</td> </tr> </tbody> </table>	Year	Ethical Decision Making Score	1998	4.25	2001	4.55	2010	4.50
Year	Ethical Decision Making Score												
1998	4.25												
2001	4.55												
2010	4.50												

<p>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.</p>	<p>The Business Division Student Alumni Survey</p>	<p>Data from our last 3 surveys shows satisfactory results- all scores were above our goal of 4 or higher.</p>	<p>NA</p>	<p>NA</p>	<p style="text-align: center;">Working Under Pressure</p>  <table border="1"> <caption>Working Under Pressure Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>1998</td> <td>4.4</td> </tr> <tr> <td>2001</td> <td>4.3</td> </tr> <tr> <td>2010</td> <td>4.7</td> </tr> </tbody> </table>	Year	Score	1998	4.4	2001	4.3	2010	4.7
Year	Score												
1998	4.4												
2001	4.3												
2010	4.7												
<p>Alumni will show the degree they are satisfied that the division's curriculum has developed their skills in dealing with issues involving global awareness.</p>	<p>The Business Division Student Alumni Survey</p>	<p>Data from our last 3 surveys shows non-satisfactory results- the 2 of 3 survey scores were below our goal of 4 or higher.</p>	<p>We will investigate further the reasons behind these results and take corrective actions once we understand the cause.</p>	<p>NA</p>	<p style="text-align: center;">Global Awareness</p>  <table border="1"> <caption>Global Awareness Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>1998</td> <td>3.4</td> </tr> <tr> <td>2001</td> <td>4.1</td> </tr> <tr> <td>2010</td> <td>3.4</td> </tr> </tbody> </table>	Year	Score	1998	3.4	2001	4.1	2010	3.4
Year	Score												
1998	3.4												
2001	4.1												
2010	3.4												

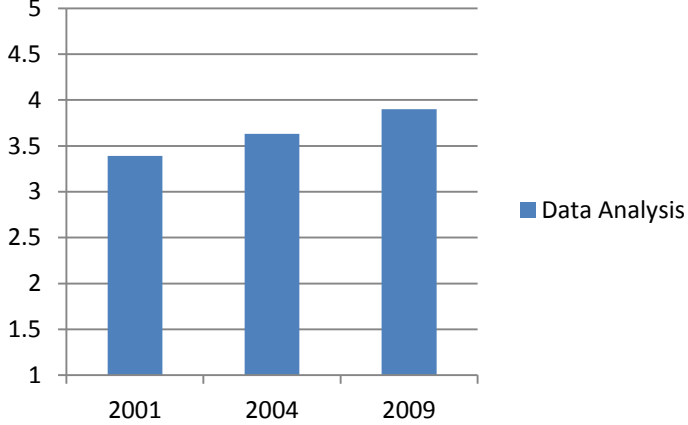
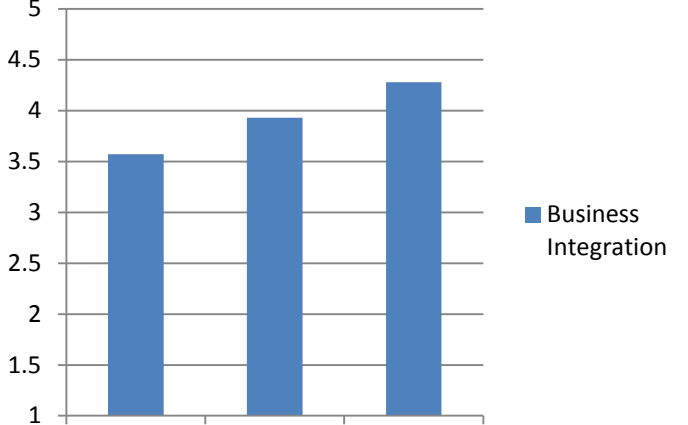
<p>Alumni will show the degree they are satisfied that the division's curriculum prepared them for their first job by developing their skills in leadership.</p>	<p>The Business Division Student Alumni Survey</p>	<p>Data from our last 3 surveys shows satisfactory results- all scores were above our goal of 4 or higher.</p>	<p>NA</p>	<p>NA</p>	<h3 style="text-align: center;">Leadership</h3> <table border="1"> <caption>Leadership Scores</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>1998</td> <td>4.1</td> </tr> <tr> <td>2001</td> <td>4.1</td> </tr> <tr> <td>2010</td> <td>4.4</td> </tr> </tbody> </table>	Year	Score	1998	4.1	2001	4.1	2010	4.4
Year	Score												
1998	4.1												
2001	4.1												
2010	4.4												
<p>Alumni will show the degree they are satisfied that the division's curriculum has developed their skills in addressing self motivation.</p>	<p>The Business Division Student Alumni Survey</p>	<p>Data from our last 3 surveys shows satisfactory results- the 2 of 3 survey scores were above our goal of 4 or higher.</p>	<p>NA</p>	<p>NA</p>	<h3 style="text-align: center;">Self Motivation</h3> <table border="1"> <caption>Self Motivation Scores</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>1998</td> <td>4.1</td> </tr> <tr> <td>2001</td> <td>3.8</td> </tr> <tr> <td>2010</td> <td>4.5</td> </tr> </tbody> </table>	Year	Score	1998	4.1	2001	3.8	2010	4.5
Year	Score												
1998	4.1												
2001	3.8												
2010	4.5												

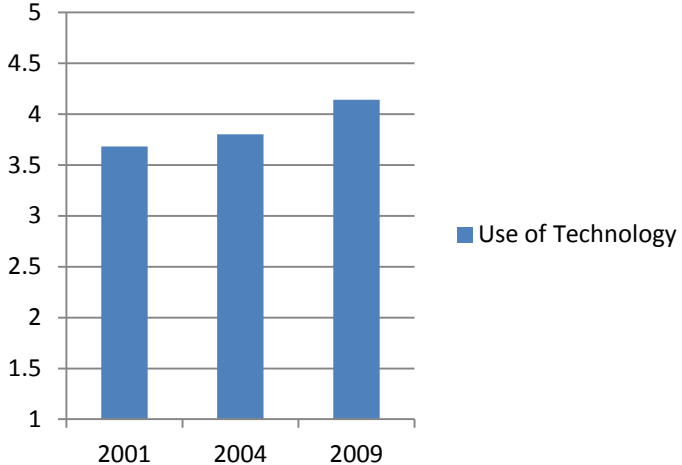
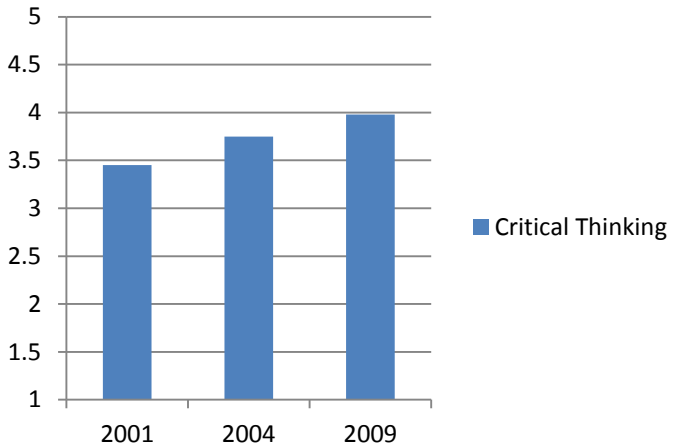
<p>Alumni will show the degree they are satisfied that the division's curriculum has developed their skills in working with teams.</p>	<p>The Business Division Student Alumni Survey</p>	<p>Data from our last 3 surveys shows satisfactory results- all scores were above our goal of 4 or higher.</p>	<p>NA</p>	<p>NA</p>	<h3 style="text-align: center;">Teamwork</h3> <table border="1"> <caption>Teamwork Scores</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>1998</td> <td>4.55</td> </tr> <tr> <td>2001</td> <td>4.55</td> </tr> <tr> <td>2010</td> <td>4.65</td> </tr> </tbody> </table>	Year	Score	1998	4.55	2001	4.55	2010	4.65
Year	Score												
1998	4.55												
2001	4.55												
2010	4.65												
<p>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.</p>	<p>The Business Division Student Alumni Survey</p>	<p>Data from our last 3 surveys shows satisfactory results- all scores were above our goal of 4 or higher.</p>	<p>NA</p>	<p>NA</p>	<h3 style="text-align: center;">Verbal Communication</h3> <table border="1"> <caption>Verbal Communication Scores</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>1998</td> <td>4.0</td> </tr> <tr> <td>2001</td> <td>4.3</td> </tr> <tr> <td>2010</td> <td>4.4</td> </tr> </tbody> </table>	Year	Score	1998	4.0	2001	4.3	2010	4.4
Year	Score												
1998	4.0												
2001	4.3												
2010	4.4												

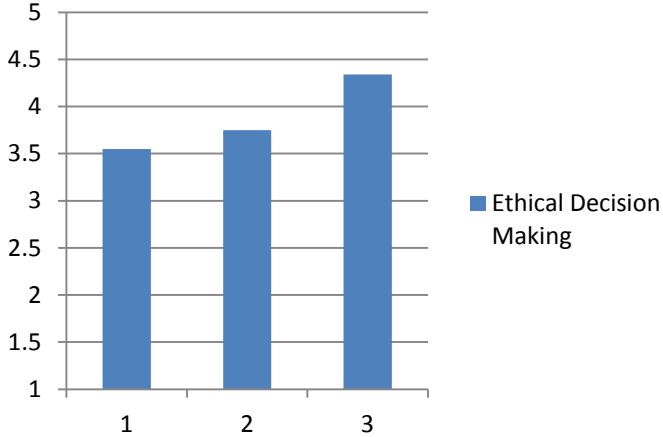
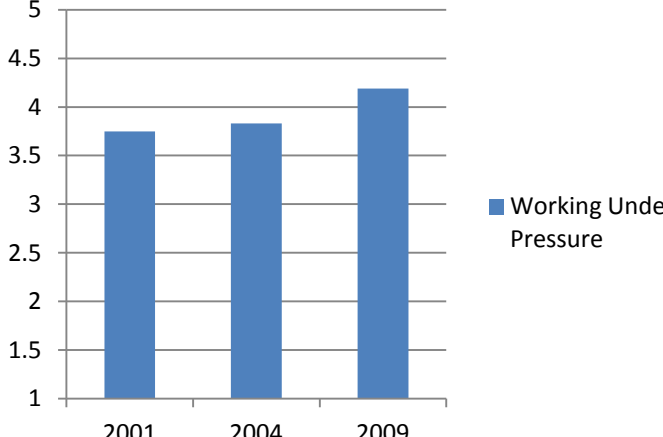
<p>Alumni will show the degree they are satisfied that the division's curriculum prepared them for their first job by developing their skills in written communication.</p>	<p>The Business Division Student Alumni Survey</p>	<p>Data from our last 3 surveys shows satisfactory results- all scores were above our goal of 4 or higher.</p>	<p>NA</p>	<p>NA</p>	<p style="text-align: center;">Written Communication</p>  <table border="1" style="display: none;"> <caption>Written Communication Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>1998</td> <td>4.15</td> </tr> <tr> <td>2001</td> <td>4.30</td> </tr> <tr> <td>2010</td> <td>4.30</td> </tr> </tbody> </table>	Year	Score	1998	4.15	2001	4.30	2010	4.30
Year	Score												
1998	4.15												
2001	4.30												
2010	4.30												
<p>Document your Competencies in this column</p>	<p>Document your assessment instruments in this column</p>	<p>Document your results in this column</p>	<p>Document your improvement actions in this column</p>	<p>Document the results after your improvement is implemented</p>	<p>Place your graph or tables in this column</p>								

<p>Students will be satisfied with instructor's ability to promote an effective teaching and learning atmosphere.</p>	<p>Student's evaluation of faculty</p>	<p>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.</p>	<p>NA</p>	<p>NA</p>	<p>Instructor's ability to promote effective teaching/learning atmosphere</p> <table border="1"> <thead> <tr> <th>Semester</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Spring 2009</td> <td>4.4</td> </tr> <tr> <td>Fall 2009</td> <td>4.0</td> </tr> <tr> <td>Spring 2010</td> <td>4.3</td> </tr> <tr> <td>Fall 2010</td> <td>4.3</td> </tr> </tbody> </table>	Semester	Score	Spring 2009	4.4	Fall 2009	4.0	Spring 2010	4.3	Fall 2010	4.3
Semester	Score														
Spring 2009	4.4														
Fall 2009	4.0														
Spring 2010	4.3														
Fall 2010	4.3														
<p>Students will be satisfied with the clarity of course objectives.</p>	<p>Student's evaluation of faculty</p>	<p>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.</p>	<p>In fall 2009, the score was slightly below 4. It does not warrant any action at this time.</p>	<p>NA</p>	<p>Clarity of course objectives</p> <table border="1"> <thead> <tr> <th>Semester</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Spring 2009</td> <td>4.4</td> </tr> <tr> <td>Fall 2009</td> <td>3.96</td> </tr> <tr> <td>Spring 2010</td> <td>4.3</td> </tr> <tr> <td>Fall 2010</td> <td>4.2</td> </tr> </tbody> </table>	Semester	Score	Spring 2009	4.4	Fall 2009	3.96	Spring 2010	4.3	Fall 2010	4.2
Semester	Score														
Spring 2009	4.4														
Fall 2009	3.96														
Spring 2010	4.3														
Fall 2010	4.2														

<p>Students will be satisfied with opportunities for learning in courses offered.</p>	<p>Student's evaluation of faculty</p>	<p>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.</p>	<p>NA</p>	<p>NA</p>	<table border="1"> <caption>Opportunities for learning</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Spring 2009</td> <td>4.4</td> </tr> <tr> <td>Fall 2009</td> <td>4.1</td> </tr> <tr> <td>Spring 2010</td> <td>4.3</td> </tr> <tr> <td>Fall 2010</td> <td>4.3</td> </tr> </tbody> </table>	Term	Score	Spring 2009	4.4	Fall 2009	4.1	Spring 2010	4.3	Fall 2010	4.3											
Term	Score																									
Spring 2009	4.4																									
Fall 2009	4.1																									
Spring 2010	4.3																									
Fall 2010	4.3																									
<p>Students will show satisfaction with services received from staff and faculty in the Division of Business.</p>	<p>Institutional effectiveness survey conducted by Office of Planning and Institutional Research</p>	<p>Division of Business scored higher than the University average in every dimension measured by the survey.</p>	<p>NA</p>	<p>NA</p>	<table border="1"> <caption>Institutional effectiveness Survey 2009-10</caption> <thead> <tr> <th>Dimension</th> <th>Business Score</th> <th>Xavier Score</th> </tr> </thead> <tbody> <tr> <td>Timeliness</td> <td>4.5</td> <td>4.0</td> </tr> <tr> <td>Knowledgeable</td> <td>4.5</td> <td>4.1</td> </tr> <tr> <td>Accessibility</td> <td>4.2</td> <td>4.0</td> </tr> <tr> <td>Courteous</td> <td>4.3</td> <td>4.1</td> </tr> <tr> <td>Efficient</td> <td>4.4</td> <td>4.0</td> </tr> <tr> <td>Overall Satisfaction</td> <td>4.3</td> <td>3.8</td> </tr> </tbody> </table>	Dimension	Business Score	Xavier Score	Timeliness	4.5	4.0	Knowledgeable	4.5	4.1	Accessibility	4.2	4.0	Courteous	4.3	4.1	Efficient	4.4	4.0	Overall Satisfaction	4.3	3.8
Dimension	Business Score	Xavier Score																								
Timeliness	4.5	4.0																								
Knowledgeable	4.5	4.1																								
Accessibility	4.2	4.0																								
Courteous	4.3	4.1																								
Efficient	4.4	4.0																								
Overall Satisfaction	4.3	3.8																								

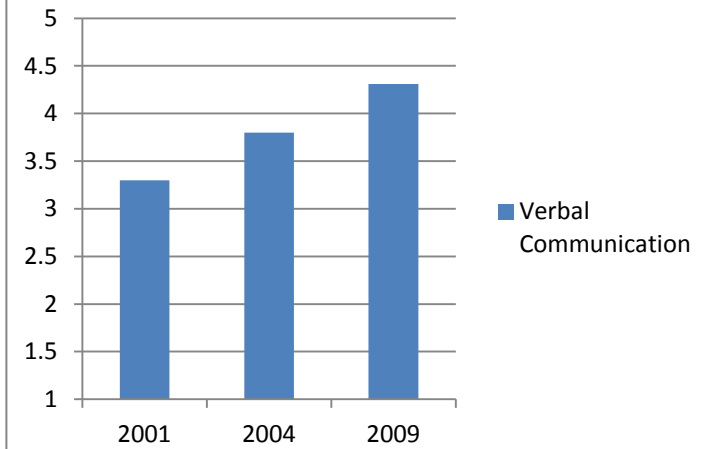
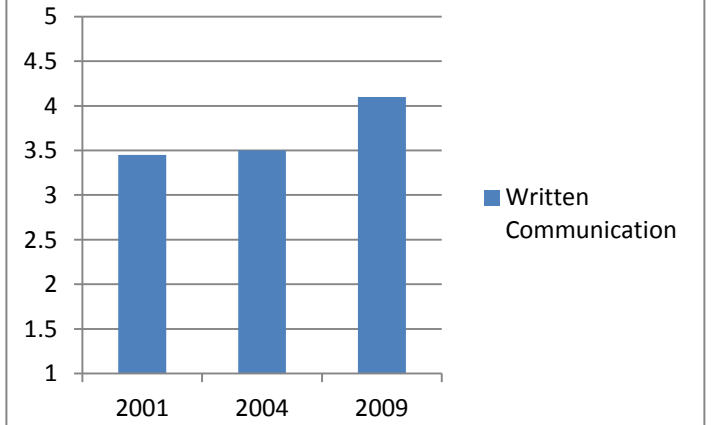
<p>Students will show the degree they are satisfied that the division curriculum has developed their skills in data analysis.</p>	<p>The Business Division Student Satisfaction Survey</p>	<p>Data from our last 3 surveys shows satisfactory results- a consistent improvement towards our goal of 4 or higher.</p>	<p>NA</p>	<p>NA</p>	<div data-bbox="1528 164 1801 207" data-label="Caption"> <p>Data Analysis</p> </div>  <table border="1"> <caption>Data Analysis Scores</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2001</td> <td>3.4</td> </tr> <tr> <td>2004</td> <td>3.6</td> </tr> <tr> <td>2009</td> <td>3.9</td> </tr> </tbody> </table>	Year	Score	2001	3.4	2004	3.6	2009	3.9
Year	Score												
2001	3.4												
2004	3.6												
2009	3.9												
<p>Students will show the degree they are satisfied that the division curriculum has developed their skills in business integration.</p>	<p>The Business Division Student Satisfaction Survey</p>	<p>Data from our last 3 surveys shows satisfactory results- a consistent improvement and reaching our goal of 4 or higher in the last survey.</p>	<p>NA</p>	<p>NA</p>	<div data-bbox="1455 708 1854 751" data-label="Caption"> <p>Business Integration</p> </div>  <table border="1"> <caption>Business Integration Scores</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2001</td> <td>3.5</td> </tr> <tr> <td>2004</td> <td>3.9</td> </tr> <tr> <td>2009</td> <td>4.3</td> </tr> </tbody> </table>	Year	Score	2001	3.5	2004	3.9	2009	4.3
Year	Score												
2001	3.5												
2004	3.9												
2009	4.3												

<p>Students will show the degree they are satisfied that the division curriculum has developed their skills in the use of technology.</p>	<p>The Business Division Student Satisfaction Survey</p>	<p>Data from our last 3 surveys shows satisfactory results- a consistent improvement and reaching our goal of 4 or higher in the last survey.</p>	<p>NA</p>	<p>NA</p>	<p style="text-align: center;">Use of Technology</p>  <table border="1" data-bbox="1318 233 1995 695"> <caption>Use of Technology Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2001</td> <td>3.7</td> </tr> <tr> <td>2004</td> <td>3.8</td> </tr> <tr> <td>2009</td> <td>4.1</td> </tr> </tbody> </table>	Year	Score	2001	3.7	2004	3.8	2009	4.1
Year	Score												
2001	3.7												
2004	3.8												
2009	4.1												
<p>Students will show the degree they are satisfied that the division curriculum has developed their skills in critical thinking.</p>	<p>The Business Division Student Satisfaction Survey</p>	<p>Data from our last 3 surveys shows satisfactory results- a consistent improvement towards our goal of 4 or higher.</p>	<p>NA</p>	<p>NA</p>	<p style="text-align: center;">Critical Thinking</p>  <table border="1" data-bbox="1318 813 1995 1258"> <caption>Critical Thinking Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2001</td> <td>3.4</td> </tr> <tr> <td>2004</td> <td>3.7</td> </tr> <tr> <td>2009</td> <td>4.0</td> </tr> </tbody> </table>	Year	Score	2001	3.4	2004	3.7	2009	4.0
Year	Score												
2001	3.4												
2004	3.7												
2009	4.0												

<p>Students will show the degree they are satisfied that the division curriculum has developed their skills in ethical decision making.</p>	<p>The Business Division Student Satisfaction Survey</p>	<p>Data from our last 3 surveys shows satisfactory results- a consistent improvement and reaching our goal of 4 or higher in the last survey.</p>	<p>NA</p>	<p>NA</p>	<div data-bbox="1415 164 1892 207" data-label="Caption"> <p>Ethical Decision Making</p> </div>  <table border="1"> <caption>Ethical Decision Making Data</caption> <thead> <tr> <th>Survey</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>3.5</td> </tr> <tr> <td>2</td> <td>3.7</td> </tr> <tr> <td>3</td> <td>4.3</td> </tr> </tbody> </table>	Survey	Score	1	3.5	2	3.7	3	4.3
Survey	Score												
1	3.5												
2	3.7												
3	4.3												
<p>Students will show the degree they are satisfied that the division curriculum has developed their skills in working under pressure.</p>	<p>The Business Division Student Satisfaction Survey</p>	<p>Data from our last 3 surveys shows satisfactory results- a consistent improvement and reaching our goal of 4 or higher in the last survey.</p>	<p>NA</p>	<p>NA</p>	<div data-bbox="1415 721 1892 764" data-label="Caption"> <p>Working Under Pressure</p> </div>  <table border="1"> <caption>Working Under Pressure Data</caption> <thead> <tr> <th>Survey</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2001</td> <td>3.7</td> </tr> <tr> <td>2004</td> <td>3.8</td> </tr> <tr> <td>2009</td> <td>4.2</td> </tr> </tbody> </table>	Survey	Score	2001	3.7	2004	3.8	2009	4.2
Survey	Score												
2001	3.7												
2004	3.8												
2009	4.2												

<p>Students will show the degree they are satisfied that the division curriculum has developed their skills in dealing with issues involving global awareness.</p>	<p>The Business Division Student Satisfaction Survey</p>	<p>Data from our last 3 surveys shows satisfactory results- a consistent improvement towards our goal of 4 or higher.</p>	<p>NA</p>	<p>NA</p>	<div data-bbox="1304 131 2009 721" data-label="Figure"> <h3 style="text-align: center;">Global Awareness</h3> <table border="1"> <caption>Global Awareness Data</caption> <thead> <tr> <th>Year</th> <th>Global Awareness Score</th> </tr> </thead> <tbody> <tr> <td>2001</td> <td>3.0</td> </tr> <tr> <td>2004</td> <td>3.5</td> </tr> <tr> <td>2009</td> <td>4.0</td> </tr> </tbody> </table> </div>	Year	Global Awareness Score	2001	3.0	2004	3.5	2009	4.0
Year	Global Awareness Score												
2001	3.0												
2004	3.5												
2009	4.0												
<p>Students will show the degree they are satisfied that the division curriculum has developed their skills in leadership.</p>	<p>The Business Division Student Satisfaction Survey</p>	<p>Data from our last 3 surveys shows satisfactory results- a consistent improvement and reaching our goal of 4 or higher in the last survey.</p>	<p>NA</p>	<p>NA</p>	<div data-bbox="1304 721 2009 1281" data-label="Figure"> <h3 style="text-align: center;">Leadership</h3> <table border="1"> <caption>Leadership Data</caption> <thead> <tr> <th>Year</th> <th>Leadership Score</th> </tr> </thead> <tbody> <tr> <td>2001</td> <td>3.2</td> </tr> <tr> <td>2004</td> <td>3.6</td> </tr> <tr> <td>2009</td> <td>4.2</td> </tr> </tbody> </table> </div>	Year	Leadership Score	2001	3.2	2004	3.6	2009	4.2
Year	Leadership Score												
2001	3.2												
2004	3.6												
2009	4.2												

<p>Students will show the degree they are satisfied that the division curriculum has developed their skills in addressing self motivation.</p>	<p>The Business Division Student Satisfaction Survey</p>	<p>Data from our last 3 surveys shows satisfactory results- a consistent improvement and reaching our goal of 4 or higher in the last survey.</p>	<p>NA</p>	<p>NA</p>	<div data-bbox="1302 139 2009 623"> <h3 style="text-align: center;">Self Motivation</h3> <table border="1"> <caption>Self Motivation Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2001</td> <td>3.4</td> </tr> <tr> <td>2004</td> <td>3.8</td> </tr> <tr> <td>2009</td> <td>4.3</td> </tr> </tbody> </table> </div>	Year	Score	2001	3.4	2004	3.8	2009	4.3
Year	Score												
2001	3.4												
2004	3.8												
2009	4.3												
<p>Students will show the degree they are satisfied that the division curriculum has developed their skills in working with teams.</p>	<p>The Business Division Student Satisfaction Survey</p>	<p>Data from our last 3 surveys shows satisfactory results- all scores were above our goal of 4 or higher.</p>	<p>NA</p>	<p>NA</p>	<div data-bbox="1302 659 2009 1169"> <h3 style="text-align: center;">Teamwork</h3> <table border="1"> <caption>Teamwork Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2001</td> <td>4.1</td> </tr> <tr> <td>2004</td> <td>4.0</td> </tr> <tr> <td>2009</td> <td>4.2</td> </tr> </tbody> </table> </div>	Year	Score	2001	4.1	2004	4.0	2009	4.2
Year	Score												
2001	4.1												
2004	4.0												
2009	4.2												

<p>Students will show the degree they are satisfied that the division curriculum has developed their skills in verbal communications .</p>	<p>The Business Division Student Satisfaction Survey</p>	<p>Data from our last 3 surveys shows satisfactory results- a consistent improvement and reaching our goal of 4 or higher in the last survey.</p>	<p>NA</p>	<p>NA</p>	<p style="text-align: center;">Verbal Communication</p>  <table border="1" data-bbox="1302 227 2013 673"> <caption>Verbal Communication Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2001</td> <td>3.3</td> </tr> <tr> <td>2004</td> <td>3.8</td> </tr> <tr> <td>2009</td> <td>4.3</td> </tr> </tbody> </table>	Year	Score	2001	3.3	2004	3.8	2009	4.3
Year	Score												
2001	3.3												
2004	3.8												
2009	4.3												
<p>Students will show the degree they are satisfied that the division curriculum has developed their skills in written communications .</p>	<p>The Business Division Student Satisfaction Survey</p>	<p>Data from our last 3 surveys shows satisfactory results- a consistent improvement and reaching our goal of 4 or higher in the last survey.</p>	<p>NA</p>	<p>NA</p>	<p style="text-align: center;">Written Communication</p>  <table border="1" data-bbox="1302 787 2013 1209"> <caption>Written Communication Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2001</td> <td>3.4</td> </tr> <tr> <td>2004</td> <td>3.5</td> </tr> <tr> <td>2009</td> <td>4.1</td> </tr> </tbody> </table>	Year	Score	2001	3.4	2004	3.5	2009	4.1
Year	Score												
2001	3.4												
2004	3.5												
2009	4.1												

Standard #4 Measurement and Analysis of Student Learning and Performance

a. Program Outcomes

List outcomes, by accredited program. Many of the program outcomes should be used as part of a student learning assessment plan and be measurable.

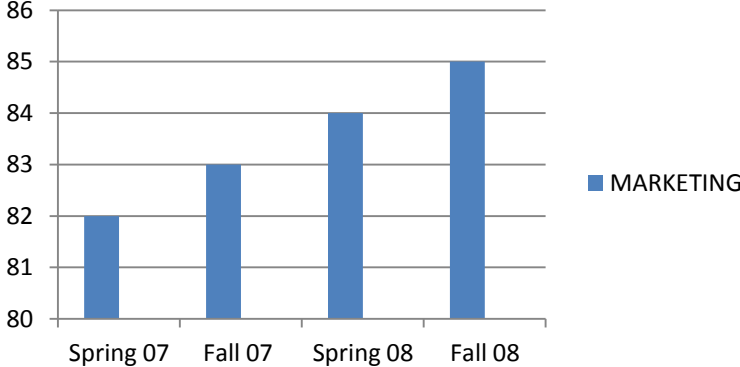
Ph. D.(s), DBA
 MBA
 BS
 BA, etc.

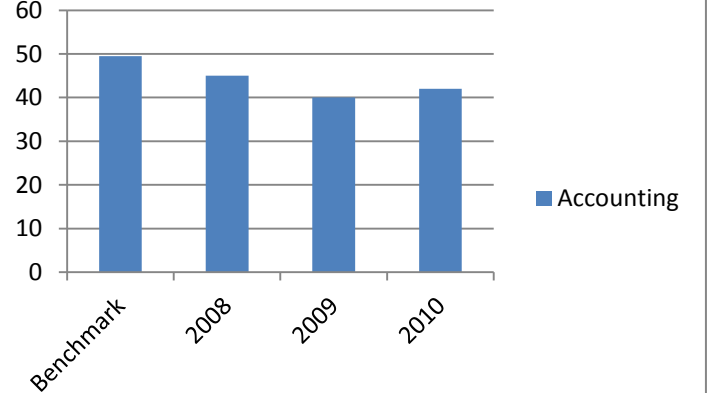
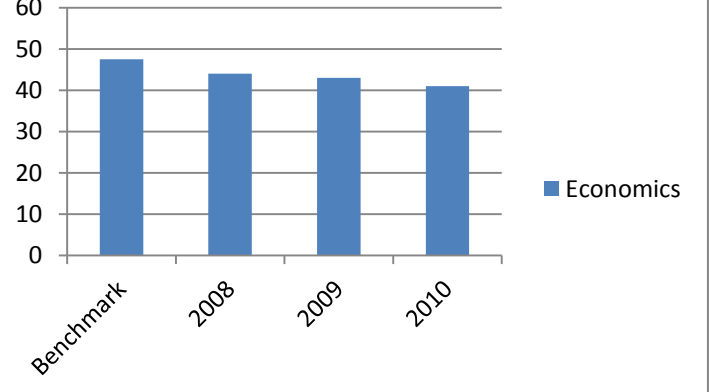
b. Performance Results

Complete the following table. Use a maximum of three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

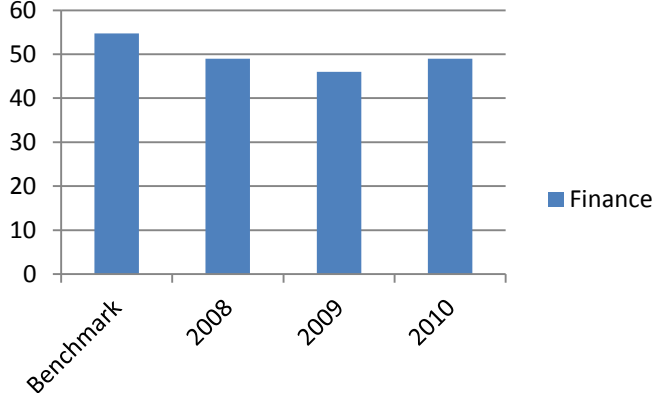
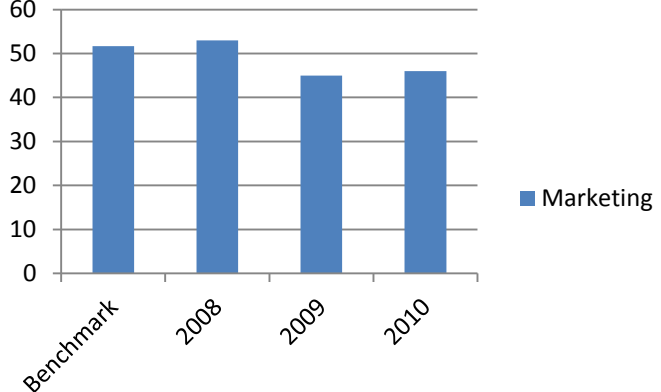
Student Learning Results (Required for each accredited program, doctorate, masters, and baccalaureate)

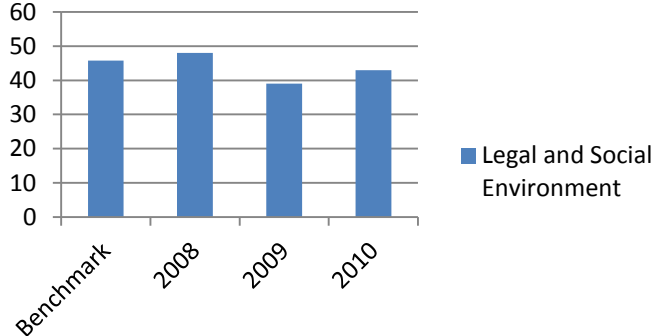
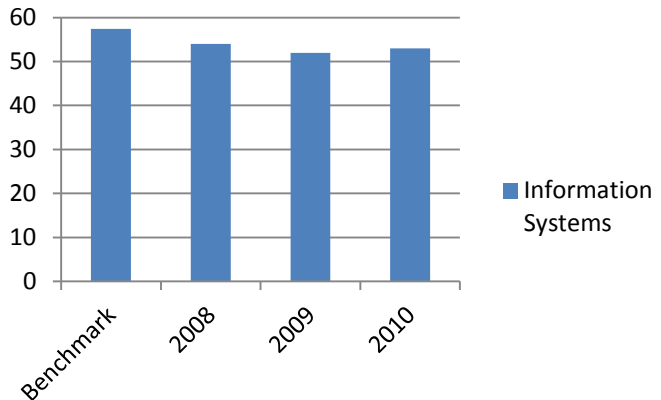
Performance Indicator	Definition
<p>1. Student Learning Results (Required for each accredited program)</p>	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i></p> <p>Add these to the description of the measurement instrument in column two: Direct - Assessing student performance by examining samples of student work. Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative – An assessment conducted during the student’s education. Summative – An assessment conducted at the end of the student’s education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>
	<p>Analysis of Results</p>

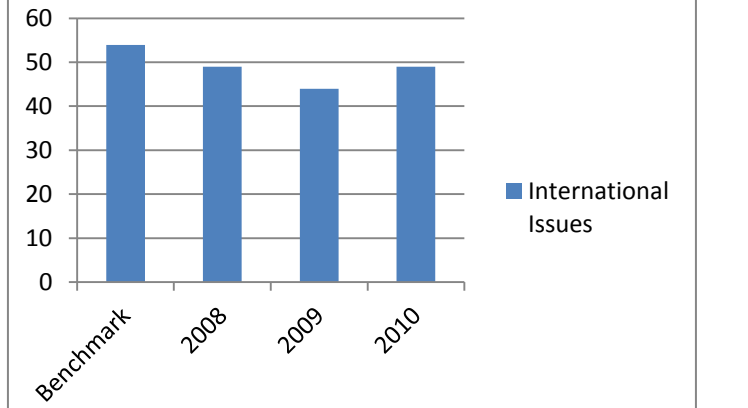
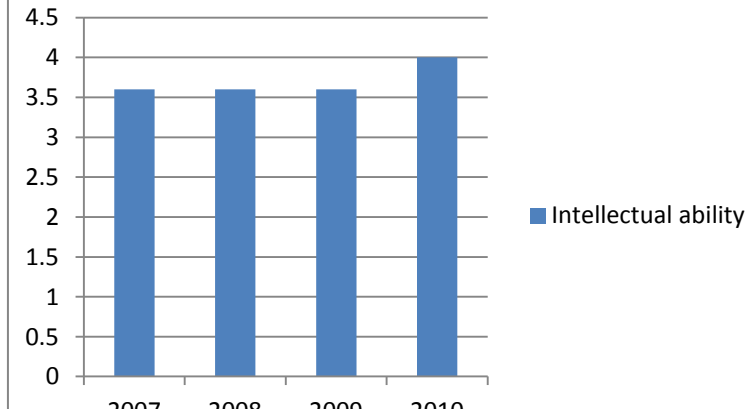
Performance Measure (Competency)	Description of Measurement Instrument to include Formative, summative, internal, external, or comparative.	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)										
EXAMPLE: Average class score equal to or greater than 80%	Capstone course, internal, summative.	Average class score was 70%	Scores were low in the business planning area. Add a business planning exercise to entrepreneurship class.	82%	2003 70% 2004 75% 2005 74% 2006 79% 2007 82%										
(Example) Assessments results will exceed or equal 80%	Formative internal assessment instrument utilized in MKT 306	Trend is positive for last four cycles exceeding goal each cycle	None required	NA	 <table border="1" data-bbox="1297 889 2032 1253"> <caption>Marketing Results Data</caption> <thead> <tr> <th>Year</th> <th>Marketing Score</th> </tr> </thead> <tbody> <tr> <td>Spring 07</td> <td>82</td> </tr> <tr> <td>Fall 07</td> <td>83</td> </tr> <tr> <td>Spring 08</td> <td>84</td> </tr> <tr> <td>Fall 08</td> <td>85</td> </tr> </tbody> </table>	Year	Marketing Score	Spring 07	82	Fall 07	83	Spring 08	84	Fall 08	85
Year	Marketing Score														
Spring 07	82														
Fall 07	83														
Spring 08	84														
Fall 08	85														

<p>Pooled ETS results will fall within one standard deviation of national benchmark, Accounting</p>	<p>External, summative</p>	<p>Mean Percent Correct on Accounting section fell within one standard deviation in 2008</p>	<p>Mean Percent Correct fell just below one standard deviation from national benchmark in 2009 and 2010. Accounting faculty will review accounting curriculum</p>	<p>NA</p>	<p style="text-align: center;">Accounting</p>  <table border="1"> <caption>Accounting Data</caption> <thead> <tr> <th>Year</th> <th>Mean Percent Correct</th> </tr> </thead> <tbody> <tr> <td>Benchmark</td> <td>50</td> </tr> <tr> <td>2008</td> <td>45</td> </tr> <tr> <td>2009</td> <td>40</td> </tr> <tr> <td>2010</td> <td>42</td> </tr> </tbody> </table>	Year	Mean Percent Correct	Benchmark	50	2008	45	2009	40	2010	42
Year	Mean Percent Correct														
Benchmark	50														
2008	45														
2009	40														
2010	42														
<p>Pooled ETS results will fall within one standard deviation of national benchmark, Economics</p>	<p>External, summative</p>	<p>Mean Percent Correct on Economics section fell within one standard deviation in 2008, 2009 & 2010</p>	<p>None required</p>	<p>NA</p>	<p style="text-align: center;">Economics</p>  <table border="1"> <caption>Economics Data</caption> <thead> <tr> <th>Year</th> <th>Mean Percent Correct</th> </tr> </thead> <tbody> <tr> <td>Benchmark</td> <td>48</td> </tr> <tr> <td>2008</td> <td>44</td> </tr> <tr> <td>2009</td> <td>43</td> </tr> <tr> <td>2010</td> <td>41</td> </tr> </tbody> </table>	Year	Mean Percent Correct	Benchmark	48	2008	44	2009	43	2010	41
Year	Mean Percent Correct														
Benchmark	48														
2008	44														
2009	43														
2010	41														

<p>Pooled ETS results will fall within one standard deviation of national benchmark, Management</p>	<p>External, summative</p>	<p>Mean Percent Correct on Management section fell within one standard deviation in 2008 & 2010</p>	<p>None required, results are generally within one standard deviation</p>	<p>NA</p>	<p style="text-align: center;">Management</p> <table border="1"> <caption>Management Scores</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Benchmark</td> <td>54</td> </tr> <tr> <td>2008</td> <td>50</td> </tr> <tr> <td>2009</td> <td>45</td> </tr> <tr> <td>2010</td> <td>46</td> </tr> </tbody> </table>	Year	Score	Benchmark	54	2008	50	2009	45	2010	46
Year	Score														
Benchmark	54														
2008	50														
2009	45														
2010	46														
<p>Pooled ETS results will fall within one standard deviation of national benchmark, Quantitative Business Analysis</p>	<p>External, summative</p>	<p>Mean Percent Correct on Quantitative Business Analysis section fell within one standard deviation in 2008, 2009 & 2010</p>	<p>None required</p>	<p>NA</p>	<p style="text-align: center;">Quantitative Business Analysis</p> <table border="1"> <caption>Quantitative Business Analysis Scores</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Benchmark</td> <td>46</td> </tr> <tr> <td>2008</td> <td>49</td> </tr> <tr> <td>2009</td> <td>47</td> </tr> <tr> <td>2010</td> <td>44</td> </tr> </tbody> </table>	Year	Score	Benchmark	46	2008	49	2009	47	2010	44
Year	Score														
Benchmark	46														
2008	49														
2009	47														
2010	44														

<p>Pooled ETS results will fall within one standard deviation of national benchmark, Finance</p>	<p>External, summative</p>	<p>Mean Percent Correct on Finance section fell within one standard deviation in 2008, 2009 & 2010</p>	<p>None required</p>	<p>NA</p>	<p style="text-align: center;">Finance</p>  <table border="1" data-bbox="1297 235 1953 625"> <caption>Finance Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Benchmark</td> <td>55</td> </tr> <tr> <td>2008</td> <td>49</td> </tr> <tr> <td>2009</td> <td>46</td> </tr> <tr> <td>2010</td> <td>49</td> </tr> </tbody> </table>	Year	Score	Benchmark	55	2008	49	2009	46	2010	49
Year	Score														
Benchmark	55														
2008	49														
2009	46														
2010	49														
<p>Pooled ETS results will fall within one standard deviation of national benchmark, Marketing</p>	<p>External, summative</p>	<p>Mean Percent Correct on Marketing section fell within one standard deviation in 2008, 2009 & 2010</p>	<p>None required</p>	<p>NA</p>	<p style="text-align: center;">Marketing</p>  <table border="1" data-bbox="1297 755 1953 1144"> <caption>Marketing Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Benchmark</td> <td>51</td> </tr> <tr> <td>2008</td> <td>53</td> </tr> <tr> <td>2009</td> <td>45</td> </tr> <tr> <td>2010</td> <td>46</td> </tr> </tbody> </table>	Year	Score	Benchmark	51	2008	53	2009	45	2010	46
Year	Score														
Benchmark	51														
2008	53														
2009	45														
2010	46														

<p>Pooled ETS results will fall within one standard deviation of national benchmark, Legal and Social Environment</p>	<p>External, summative</p>	<p>Mean Percent Correct on Legal and Social Environment section fell within one standard deviation in 2008 & 2010</p>	<p>None required, results are generally within one standard deviation</p>	<p>NA</p>	<p style="text-align: center;">Legal and Social Environment</p>  <table border="1" data-bbox="1297 292 1953 625"> <caption>Legal and Social Environment Scores</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Benchmark</td> <td>45</td> </tr> <tr> <td>2008</td> <td>48</td> </tr> <tr> <td>2009</td> <td>38</td> </tr> <tr> <td>2010</td> <td>42</td> </tr> </tbody> </table>	Year	Score	Benchmark	45	2008	48	2009	38	2010	42
Year	Score														
Benchmark	45														
2008	48														
2009	38														
2010	42														
<p>Pooled ETS results will fall within one standard deviation of national benchmark, Information Systems</p>	<p>External, summative</p>	<p>Mean Percent Correct on Information Systems section fell within one standard deviation in 2008, 2009 & 2010</p>	<p>None required</p>	<p>NA</p>	<p style="text-align: center;">Information Systems</p>  <table border="1" data-bbox="1297 747 1953 1144"> <caption>Information Systems Scores</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Benchmark</td> <td>58</td> </tr> <tr> <td>2008</td> <td>53</td> </tr> <tr> <td>2009</td> <td>51</td> </tr> <tr> <td>2010</td> <td>52</td> </tr> </tbody> </table>	Year	Score	Benchmark	58	2008	53	2009	51	2010	52
Year	Score														
Benchmark	58														
2008	53														
2009	51														
2010	52														

<p>Pooled ETS results will fall within one standard deviation of national benchmark, International Issues</p>	<p>External, summative</p>	<p>Mean Percent Correct on International issues section fell within one standard deviation in 2008 & 2010</p>	<p>None required, results are generally within one standard deviation</p>	<p>NA</p>	<p style="text-align: center;">International Issues</p>  <table border="1"> <caption>International Issues Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Benchmark</td> <td>54</td> </tr> <tr> <td>2008</td> <td>49</td> </tr> <tr> <td>2009</td> <td>44</td> </tr> <tr> <td>2010</td> <td>49</td> </tr> </tbody> </table>	Year	Score	Benchmark	54	2008	49	2009	44	2010	49
Year	Score														
Benchmark	54														
2008	49														
2009	44														
2010	49														
<p>Student interns will be rated at or above 3 (good) on a scale of 1 (poor) – 4 (excellent), Intellectual ability</p>	<p>External, summative</p>	<p>Student interns were consistently rated above 3 on a scale of 1-4 for Intellectual ability</p>	<p>None required</p>	<p>NA</p>	<p style="text-align: center;">Intellectual ability</p>  <table border="1"> <caption>Intellectual ability Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2007</td> <td>3.6</td> </tr> <tr> <td>2008</td> <td>3.6</td> </tr> <tr> <td>2009</td> <td>3.6</td> </tr> <tr> <td>2010</td> <td>4.0</td> </tr> </tbody> </table>	Year	Score	2007	3.6	2008	3.6	2009	3.6	2010	4.0
Year	Score														
2007	3.6														
2008	3.6														
2009	3.6														
2010	4.0														

<p>Student interns will be rated at or above 3 (good) on a scale of 1 (poor) – 4 (excellent), Leader potential</p>	<p>External, summative</p>	<p>Student interns were consistently rated at or above 3 on a scale of 1-4 for Leader potential</p>	<p>None required</p>	<p>NA</p>	<h3 style="text-align: center;">Leader potential</h3> <table border="1"> <caption>Leader potential data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>4.0</td> </tr> <tr> <td>2007</td> <td>3.0</td> </tr> <tr> <td>2008</td> <td>3.6</td> </tr> <tr> <td>2009</td> <td>3.4</td> </tr> <tr> <td>2010</td> <td>4.0</td> </tr> </tbody> </table>	Year	Score	2006	4.0	2007	3.0	2008	3.6	2009	3.4	2010	4.0
Year	Score																
2006	4.0																
2007	3.0																
2008	3.6																
2009	3.4																
2010	4.0																
<p>Student interns will be rated at or above 3 (good) on a scale of 1 (poor) – 4 (excellent), Motivation</p>	<p>External, summative</p>	<p>Student interns were consistently rated at or above 3 on a scale of 1-4 for Motivation</p>	<p>None required</p>	<p>NA</p>	<h3 style="text-align: center;">Motivation</h3> <table border="1"> <caption>Motivation data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>4.0</td> </tr> <tr> <td>2007</td> <td>3.0</td> </tr> <tr> <td>2008</td> <td>3.8</td> </tr> <tr> <td>2009</td> <td>3.0</td> </tr> <tr> <td>2010</td> <td>4.0</td> </tr> </tbody> </table>	Year	Score	2006	4.0	2007	3.0	2008	3.8	2009	3.0	2010	4.0
Year	Score																
2006	4.0																
2007	3.0																
2008	3.8																
2009	3.0																
2010	4.0																

<p>Student interns will be rated at or above 3 (good) on a scale of 1 (poor) – 4 (excellent), Maturity</p>	<p>External, summative</p>	<p>Student interns were consistently rated at or above 3 on a scale of 1-4 for Maturity</p>	<p>None required</p>	<p>NA</p>	<div data-bbox="1297 159 2026 651"> <h3 style="text-align: center;">Maturity</h3> <table border="1"> <caption>Maturity Scores</caption> <thead> <tr> <th>Year</th> <th>Maturity Score</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>4.0</td> </tr> <tr> <td>2007</td> <td>3.2</td> </tr> <tr> <td>2008</td> <td>3.8</td> </tr> <tr> <td>2009</td> <td>3.2</td> </tr> <tr> <td>2010</td> <td>4.0</td> </tr> </tbody> </table> </div>	Year	Maturity Score	2006	4.0	2007	3.2	2008	3.8	2009	3.2	2010	4.0
Year	Maturity Score																
2006	4.0																
2007	3.2																
2008	3.8																
2009	3.2																
2010	4.0																
<p>Student interns will be rated at or above 3 (good) on a scale of 1 (poor) – 4 (excellent), Written communication skills</p>	<p>External, summative</p>	<p>Student interns were consistently rated at or above 3 on a scale of 1-4 for Written communication skills</p>	<p>None required</p>	<p>NA</p>	<div data-bbox="1297 695 2026 1187"> <h3 style="text-align: center;">Written communication skills</h3> <table border="1"> <caption>Written communication skills Scores</caption> <thead> <tr> <th>Year</th> <th>Written communication skills Score</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>3.0</td> </tr> <tr> <td>2007</td> <td>3.4</td> </tr> <tr> <td>2008</td> <td>3.7</td> </tr> <tr> <td>2009</td> <td>3.4</td> </tr> <tr> <td>2010</td> <td>4.0</td> </tr> </tbody> </table> </div>	Year	Written communication skills Score	2006	3.0	2007	3.4	2008	3.7	2009	3.4	2010	4.0
Year	Written communication skills Score																
2006	3.0																
2007	3.4																
2008	3.7																
2009	3.4																
2010	4.0																

<p>Student interns will be rated at or above 3 (good) on a scale of 1 (poor) – 4 (excellent), Oral communication skills</p>	<p>External, summative</p>	<p>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</p>	<p>None required, students were consistently rated at or above a 3, with the lone exception in 2009</p>	<p>NA</p>	<p style="text-align: center;">Oral communication skills</p> <table border="1"> <caption>Oral communication skills data</caption> <thead> <tr> <th>Year</th> <th>Rating</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>4.0</td> </tr> <tr> <td>2007</td> <td>3.5</td> </tr> <tr> <td>2008</td> <td>3.4</td> </tr> <tr> <td>2009</td> <td>2.8</td> </tr> <tr> <td>2010</td> <td>4.0</td> </tr> </tbody> </table>	Year	Rating	2006	4.0	2007	3.5	2008	3.4	2009	2.8	2010	4.0
Year	Rating																
2006	4.0																
2007	3.5																
2008	3.4																
2009	2.8																
2010	4.0																
<p>Student interns will be rated at or above 3 (good) on a scale of 1 (poor) – 4 (excellent), Quantitative skills</p>	<p>External, summative</p>	<p>Student interns were consistently rated at or above 3 on a scale of 1-4 for Quantitative skills</p>	<p>None required</p>	<p>NA</p>	<p style="text-align: center;">Quantitative skills</p> <table border="1"> <caption>Quantitative skills data</caption> <thead> <tr> <th>Year</th> <th>Rating</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>3.0</td> </tr> <tr> <td>2007</td> <td>3.5</td> </tr> <tr> <td>2008</td> <td>3.6</td> </tr> <tr> <td>2009</td> <td>3.0</td> </tr> <tr> <td>2010</td> <td>4.0</td> </tr> </tbody> </table>	Year	Rating	2006	3.0	2007	3.5	2008	3.6	2009	3.0	2010	4.0
Year	Rating																
2006	3.0																
2007	3.5																
2008	3.6																
2009	3.0																
2010	4.0																

<p>Student interns will be rated at or above 3 (good) on a scale of 1 (poor) – 4 (excellent), Analytical ability</p>	<p>External, summative</p>	<p>Student interns were consistently rated at or above 3 on a scale of 1-4 for Analytical ability</p>	<p>None required</p>	<p>NA</p>	<p style="text-align: center;">Analytical ability</p> <table border="1"> <caption>Analytical ability scores</caption> <thead> <tr> <th>Year</th> <th>Analytical ability</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>3.0</td> </tr> <tr> <td>2007</td> <td>3.2</td> </tr> <tr> <td>2008</td> <td>3.8</td> </tr> <tr> <td>2009</td> <td>3.2</td> </tr> <tr> <td>2010</td> <td>4.0</td> </tr> </tbody> </table>	Year	Analytical ability	2006	3.0	2007	3.2	2008	3.8	2009	3.2	2010	4.0
Year	Analytical ability																
2006	3.0																
2007	3.2																
2008	3.8																
2009	3.2																
2010	4.0																
<p>Student interns will be rated at or above 3 (good) on a scale of 1 (poor) – 4 (excellent), Decision making ability</p>	<p>External, summative</p>	<p>Student interns were consistently rated at or above 3 on a scale of 1-4 for Decision making ability</p>	<p>None required</p>	<p>NA</p>	<p style="text-align: center;">Decision making ability</p> <table border="1"> <caption>Decision making ability scores</caption> <thead> <tr> <th>Year</th> <th>Decision making ability</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>3.0</td> </tr> <tr> <td>2007</td> <td>3.0</td> </tr> <tr> <td>2008</td> <td>3.6</td> </tr> <tr> <td>2009</td> <td>3.2</td> </tr> <tr> <td>2010</td> <td>4.0</td> </tr> </tbody> </table>	Year	Decision making ability	2006	3.0	2007	3.0	2008	3.6	2009	3.2	2010	4.0
Year	Decision making ability																
2006	3.0																
2007	3.0																
2008	3.6																
2009	3.2																
2010	4.0																

<p>Student interns will be rated at or above 3 (good) on a scale of 1 (poor) – 4 (excellent), Ability to work with others</p>	<p>External, summative</p>	<p>Student interns were consistently rated at or above 3 on a scale of 1-4 for Ability to work with others</p>	<p>None required</p>	<p>NA</p>	<p style="text-align: center;">Ability to work with others</p> <table border="1"> <caption>Ability to work with others</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>3.0</td> </tr> <tr> <td>2007</td> <td>3.8</td> </tr> <tr> <td>2008</td> <td>3.8</td> </tr> <tr> <td>2009</td> <td>3.4</td> </tr> <tr> <td>2010</td> <td>4.0</td> </tr> </tbody> </table>	Year	Score	2006	3.0	2007	3.8	2008	3.8	2009	3.4	2010	4.0
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2006	3.0																
2007	3.8																
2008	3.8																
2009	3.4																
2010	4.0																
<p>Student interns will be rated at or above 3 (good) on a scale of 1 (poor) – 4 (excellent), Integrity</p>	<p>External, summative</p>	<p>Student interns were consistently rated at or above 3 on a scale of 1-4 for Integrity</p>	<p>None required</p>	<p>NA</p>	<p style="text-align: center;">Integrity</p> <table border="1"> <caption>Integrity</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>3.0</td> </tr> <tr> <td>2007</td> <td>3.6</td> </tr> <tr> <td>2008</td> <td>3.8</td> </tr> <tr> <td>2009</td> <td>3.8</td> </tr> <tr> <td>2010</td> <td>4.0</td> </tr> </tbody> </table>	Year	Score	2006	3.0	2007	3.6	2008	3.8	2009	3.8	2010	4.0
Year	Score																
2006	3.0																
2007	3.6																
2008	3.8																
2009	3.8																
2010	4.0																

Additional Student-Learning Outcomes

Measurement and Analysis of Student Learning and Performance are considered extremely important at Xavier University. As part of the outcomes assessment, Xavier University has started using a campus-wide assessment system. Special software called “TracDat” is being used for recording assessment data. The Business Division is also using “TracDat” to report assessment data for all its programs. The assessment reports generated from “TracDat” for our Business programs are attached with this report. The Business Division is using this tool in addition to all the outcomes assessment tools it uses for ACBSP and as part of its outcomes assessment plan. The following reports are attached that provide details of student learning outcomes measurement and analysis.

1. Common learning outcomes for all Business majors (*Business_Core.pdf*).
2. Learning outcomes for Accounting majors (*Accounting.pdf*).
3. Learning outcomes for Business-Finance majors (*Business_Finance.pdf*).
4. Learning outcomes for Business-Management majors (*Business_Management.pdf*).
5. Learning outcomes for Business-Sales & Marketing majors (*Business_Sales&Mktg.pdf*).

Standard #5 Faculty and Staff Focus

Complete the following table. Use a maximum of three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Standard 5 - Faculty- and Staff-Focused Results

Faculty and Staff Focused Results		Faculty and staff-focused results examine how well the organization creates and maintains a positive, productive, learning-centered work environment for business faculty and staff. <i>Key indicators may include: professional development, scholarly activities, community service, administrative duties, business and industry interaction, number of advisees, number of committees, number of theses supervised, satisfaction or dissatisfaction of faculty and staff, positive, productive, and learning-centered environment, safety, absenteeism, turnover, or complaints.</i>											
		Analysis of Results			Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)								
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analyses and Action Taken	Results of Action Taken (occurs in the following year)									
(Example) Faculty satisfaction will exceed 80%	Annual faculty satisfaction survey	Exceeded goal however the trend declined in 2011	Held a faculty meeting to discuss issues raised on surveys	Satisfaction increased 1%	<p style="text-align: center;">Faculty Satisfaction</p> <table border="1"> <caption>Faculty Satisfaction Data</caption> <thead> <tr> <th>Year</th> <th>Faculty Satisfaction</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>84</td> </tr> <tr> <td>2010</td> <td>82</td> </tr> <tr> <td>2011</td> <td>83</td> </tr> </tbody> </table>	Year	Faculty Satisfaction	2009	84	2010	82	2011	83
Year	Faculty Satisfaction												
2009	84												
2010	82												
2011	83												

<p>Faculty will show effectiveness in teaching their courses</p>	<p>Students evaluation of faculty</p>	<p>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.</p>	<p>NA</p>	<p>NA</p>	<p style="text-align: center;">Instructor's overall teaching effectiveness</p> <table border="1"> <caption>Instructor's overall teaching effectiveness</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Spring 2009</td> <td>4.4</td> </tr> <tr> <td>Fall 2009</td> <td>3.9</td> </tr> <tr> <td>Spring 2010</td> <td>4.3</td> </tr> <tr> <td>Fall 2010</td> <td>4.2</td> </tr> </tbody> </table>	Term	Score	Spring 2009	4.4	Fall 2009	3.9	Spring 2010	4.3	Fall 2010	4.2
Term	Score														
Spring 2009	4.4														
Fall 2009	3.9														
Spring 2010	4.3														
Fall 2010	4.2														
<p>Faculty will show knowledge of subject matter</p>	<p>Students evaluation of faculty</p>	<p>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.</p>	<p>NA</p>	<p>NA</p>	<p style="text-align: center;">Faculty knowledge of subject matter</p> <table border="1"> <caption>Faculty knowledge of subject matter</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Spring 2009</td> <td>4.5</td> </tr> <tr> <td>Fall 2009</td> <td>4.3</td> </tr> <tr> <td>Spring 2010</td> <td>4.4</td> </tr> <tr> <td>Fall 2010</td> <td>4.6</td> </tr> </tbody> </table>	Term	Score	Spring 2009	4.5	Fall 2009	4.3	Spring 2010	4.4	Fall 2010	4.6
Term	Score														
Spring 2009	4.5														
Fall 2009	4.3														
Spring 2010	4.4														
Fall 2010	4.6														

Faculty Qualifications

Complete the next two tables for **new full-time and part-time faculty members since last self-study or QA report. Do not include faculty members previously reported.**

Standard 5 - NEW FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS

NAME (List alphabetically by Last Name)	MAJOR TEACHING FIELD	COURSES TAUGHT (List the Courses Taught During the Reporting Period, Do Not Duplicate Listing)	LIST ALL EARNED DEGREES (State Degree as Documented on Transcript, Must Include Major Field)	DOCUMENT OTHER PROFESSIONAL CERTIFICATION CRITERIA <ul style="list-style-type: none"> • Five Years Work Experience • Teaching Excellence • Professional Certifications 	ACBSP QUALIFICATION <ol style="list-style-type: none"> 1. Doctorate 2. Professional 3. Exception
NEW FULL-TIME FACULTY					
Stewart, G.	Marketing	<ul style="list-style-type: none"> • Principles of Marketing • Sales force Management • Customer relationship management • Consumer behavior • Marketing strategy 	M.A. (Hons), Management, University of Glasgow Ph.D. (ABD), Strategy University of Glasgow	<ul style="list-style-type: none"> • 16 hours of graduate coursework in marketing • 20+ years of business experience related to marketing and other aspects of business 	Exception
Wolfson, S.	Economics	<ul style="list-style-type: none"> • Introduction to economics • Statistics • Quantitative Analysis 	Ph.D. (Financial Economics)	<ul style="list-style-type: none"> • Business consulting experience 	Doctorate

NEW PART-TIME FACULTY					
Lapierre, J.	International Business	<ul style="list-style-type: none"> • International Business 	M.A. (International Commerce and Policy)	<ul style="list-style-type: none"> • Commercial officer with US Dept of Commerce since 2004 • Certified Global Business Professional 	Exception

Standard 5, Criterion 5.8 Scholarly and Professional Activities

Codes to Use for Scholarly Activities:

Faculty Member	Highest Degree Earned	Professional Certification	Scholarly Activities				Professional Activities				Other
			Papers Presented	Published Articles/ Manuscripts/ Books	Unpublished Articles/ Manuscripts/ Books	Consulting	Professional Related Service	Professional Conferences/ Workshops	Professional Meetings	Professional Memberships	
Smith, May	Ph.D.		B = 2 C = 1 D = 1	A = 1 B = 2 D = 1	B = 1	D = 1	C = 2	3	2	3	
Most Recent Year											
Year 2			A = 2	A = 1 C = 1	B = 2 C = 1	2	C = 1 D = 1	1	2	3	
etc.											

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

Faculty Member	Highest Degree Earned	Professional Certification	Scholarly Activities				Professional Activities				Other
			Papers Presented	Published Articles/ Manuscripts/ Books	Unpublished Articles/ Manuscripts/ Books	Consulting	Professional Related Services	Professional Conferences/ Workshops	Professional Meetings	Professional Memberships	
Andry, Beverly	MBA	Yes Next Level Foundation				4			2	1	
2009/2010											
2008/2009		Yes Next level Foundation				4			2	1	
Bartkus, James	Ph.D.			B=1	B=1			1		3	
2009/2010											
2008/2009				B=1	B=1				1	3	
Bautista, Jose	Ph.D.		A=2 B=3 C=3		A=2 B=3 C=3	B=1 C=1	B=2 C=2		12	2	
2009/2010											
2008/2009			B=1 C=1 D=1		B=1 C=1 D=1	B=1 C=1	B=2 C=2		12	2	
Kukreja, Anil	Ph.D.		0	C=1	B=1		B=3 D=2	2	2	3	
2009/2010											

			C=1	B=1	B=1		B=4 D=2	2	2	3	
2008/2009											
Mitchell, John	Ph.D		0	0	C=2 D=2	D=5	D=1	0	0	2	
2009/2010											
	Ph.D		0	0	C=2 D=2	D=4	D=1	0	0	2	
2008/2009											
Ricks, Joe	Ph.D.		C=1		C=1		D=2	1	2	2	
2009/2010											
					C=1 D=1		D=2	2	2	2	
2008/2009											
Roche, Candice	MBA						D=1			2	
2009/2010											
							D=1	1		1	
2008/2009											
Stewart, Gordon	MA, MA(Phil)				B=2	D=6	D=3	2	2	1	
2009/2010											
						D=4	D=2	2	2	1	
2008/2009											
Wolfson, Shael	Ph.D.		B=1	0	B=1	D=5	D=2	0	0	3	
2009/2010											
	N/A										
2008/2009											
Wright, Cliff	MBA	CPA	A=1			D=1	D=1	A=1		A=2	
2009/2010											
			A=1			D=1	D=1	A=2		A=2	
2008/2009											

Standard #6 Educational and Business Process Management

a. Describe how you routinely provide reliable information to the public on your performance, including student achievement.

b. Curriculum

1. List any existing accredited degree programs/curricula that have been **substantially revised** since your last report and attach a Table - Standard 6, Criterion 6.1.3 – Undergraduate CPC Coverage for each program.

N/A

2. List any **new** degree programs that have been developed and attach a Table - Standard 6, Criterion 6.1.3 – Undergraduate CPC Coverage for each new program since your last report.

CPC Table attached

3. List any accredited programs that have been terminated since your last report. N/A

Complete the following tables. Use a maximum of three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Standard 6 - Budgetary, Financial, and Market Results

Budgetary, Financial, and Market Performance Results		<p>Budgetary, financial, and market performance results examine (1) management and use of financial resources and (2) market challenges and opportunities. Adequate financial resources are vital to ensuring an outstanding faculty and teaching environment. The resources budgeted for and allocated to business units should be adequate to fund the necessary technology and training to allow students to develop the requisite competencies for business environments.</p> <p><i>Key indicators may include: expenditures per business student, business program expenditures as a percentage of budget, annual business unit budget increases or decreases, enrollment increase or decrease of business students, transfer in or out of business students, student credit hour production, or comparative data.</i></p>											
		Analysis of Results											
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	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)								
(Example) Increase budget 3% each year	Approved budget	The budget increased but not at the planned level	Justify Increase in budget through marketing south of city budget	Budget increased but still not at the planned level	<div style="text-align: center;"> <h3>Approved Budget</h3> <table border="1" style="display: none;"> <caption>Approved Budget Data</caption> <thead> <tr> <th>Year</th> <th>Approved Budget</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>1.20</td> </tr> <tr> <td>2010</td> <td>1.21</td> </tr> <tr> <td>2011</td> <td>1.22</td> </tr> </tbody> </table> </div>	Year	Approved Budget	2009	1.20	2010	1.21	2011	1.22
Year	Approved Budget												
2009	1.20												
2010	1.21												
2011	1.22												

<p>Provide adequate financial support for faculty travel to conferences and workshops for faculty development.</p>	<p>At least 1 travel request per faculty member will be funded.</p>	<p>All faculty requests for travel were funded through University or other grant funding sources.</p>	<p>No action needed.</p>	<h3 style="text-align: center;">Travel Support for Faculty Development</h3> <table border="1"> <caption>Travel Support for Faculty Development</caption> <thead> <tr> <th>Academic Year</th> <th>\$ Amount Spent</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>6200</td> </tr> <tr> <td>2009</td> <td>8800</td> </tr> <tr> <td>2010</td> <td>8200</td> </tr> </tbody> </table>	Academic Year	\$ Amount Spent	2008	6200	2009	8800	2010	8200
Academic Year	\$ Amount Spent											
2008	6200											
2009	8800											
2010	8200											
<p>At least 50% of faculty will attend a conference for faculty development.</p>	<p>Data on travel for last 3 years.</p>	<p>In 2009 and 2010, only 45% of faculty traveled to attend a conference.</p>	<p>Data will be shared with faculty and they will be encouraged to attend conferences.</p>	<h3 style="text-align: center;">Faculty Travel to Conferences</h3> <table border="1"> <caption>Faculty Travel to Conferences</caption> <thead> <tr> <th>Academic Year</th> <th>% traveled</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>63%</td> </tr> <tr> <td>2009</td> <td>45%</td> </tr> <tr> <td>2010</td> <td>45%</td> </tr> </tbody> </table>	Academic Year	% traveled	2008	63%	2009	45%	2010	45%
Academic Year	% traveled											
2008	63%											
2009	45%											
2010	45%											

Standard 6 - Organizational Performance Results

5. Organizational Effectiveness Results		<p>Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance.</p> <p><i>Key indicators may include: graduation rates, enrollment, improvement in safety, hiring equity, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, retention rates by program, and what you report to governing boards and administrative units.</i></p>															
		Analysis of Results															
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tales of Resulting Trends for 3-5 Years (please graph all available data up to five years))												
(Example) Increase graduation rates from 80% to 90% by 2020	Graduation rates as reported in IPEDs completions report				<table border="1"> <caption>Data for Graduation Rates and Enrollment (2007-2009)</caption> <thead> <tr> <th>Year</th> <th>Graduation Rates (%)</th> <th>Enrollment (%)</th> </tr> </thead> <tbody> <tr> <td>2007</td> <td>85</td> <td>55</td> </tr> <tr> <td>2008</td> <td>88</td> <td>78</td> </tr> <tr> <td>2009</td> <td>88</td> <td>90</td> </tr> </tbody> </table>	Year	Graduation Rates (%)	Enrollment (%)	2007	85	55	2008	88	78	2009	88	90
Year	Graduation Rates (%)	Enrollment (%)															
2007	85	55															
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The University has taken up Recruitment and Retention as one of the strategic priorities. As a result, all departments and divisions have prepared their own recruitment and retention plans. Our plan is shown below and at this time it is being

implemented. The data will be collected at the end of this academic year and appropriate actions will be taken based on data analysis.

Division Goal: To recruit 20 High school graduating seniors in Business Achievers(summer) and 10 high school seniors in Business scholars(spring) programs				
Objective	Action	Completion Date	Responsible Party	Assessment Method
Inform prospective students of our outreach programs	Two mailings per program – brochure and a letter	November (Scholars), March (Achievers)	Recruitment task Force	Mailings sent
Communicate with prospective students and their parents.	Make two calls per applicant	November (Scholars), April (Achievers)	Program coordinator and Administrative Asst.	Calling log
Division Goal: To recruitment 50 new freshmen in Fall 2011				
Objective	Action	Completion Date	Responsible Party	Assessment Method
Create and maintain an engaging webpage.	Faculty reviews webpage in September and make recommendations	October	Recruitment task Force	Webpage changes completed
Inform prospective students of our programs	Four mailings – brochure, letters from chair and BAC members	September, November, January and April.	Recruitment task Force	Mailings sent
Mail Divisional newsletter	Two mailings	November and April	Recruitment task Force	Newsletter mailed
Maintain an up-to-date Divisional brochure.	Review annually	August	Recruitment task Force	Brochure changes completed
Invite local students to attend Business Scholars program	Mail invitation letter and program application	November	Chair, Program coordinator and Administrative Assistant	Materials mailed
Invite local students to attend Business Achievers program	Mail invitation letter and program application	April	Chair, Program coordinator and Administrative Assistant	Materials mailed
Faculty communicate with prospective	Provide list of prospective students	November - March	Area leaders and all faculty members	Call log

freshmen in their area of study	with phone numbers to faculty			
Division Goal: To have 70% or above retention of students from freshman year to sophomore year				
Objective	Action	Completion Date	Responsible Party	Assessment Method
Encourage faculty to utilize Xavier's early alert system for students in academic jeopardy	Faculty will use the early alert alarm system	September	Division of Business Faculty	Faculty Confirms their action on early alert system
Review curriculum and track students' performance data to identify gatekeeper courses, patterns of academic preparedness, snares and shortcomings.	Faculty will prepare data sheets to identify the objective	October	Division of Business faculty	Faculty reports to Students Success Academy Coordinator for the Division of Business
At least 60% of new freshmen will join one of the Business Division's student organizations.	Faculty/Student Organization Leaders will counsel students to join student organization	October	Faculty advisors to student organizations	Percentage of freshmen participating in Student Organizations

Standard 6, Criterion 6.1.3
Table of Undergraduate Common Professional Component (CPC) Compliance

CORE COURSES	Hour Class Sessions by CPC Topic											
	a1 MKT	a2 FIN	a3 ACC	a4 MGT	b1 LAW	b2 ECO	b3 ETH	b4 GLO	c1 IS	c2 STAT	d POL/COM P	Total
Principles of Accounting I		2	45	6	2		4	2	2		2	65
Principles of Accounting II		9	45	9	2		2		6			73
Organizational Comm.	4			45	4		4	2				59
Prin. of Micro Economics	3	6	3	6	3	45	3	3			6	78
Prin. of Macro economics		12		3	3	45	3	6			6	78
Principles of Marketing	45	2	2	6			8	8				71
Principles of Management	5	5	1	45		10	10	10				86
Statistics I	3	4	2			5				45		59
Statistics II	3	4	2			7				45		61
Business Ethics	3				3	5	45	5				61
Business Law/Legal Aspects of Business*					45		2	2				49
Corporate Finance		45	2	2		6	2	1		4		62
Quantitative Analysis	3	5		45		3				10		66
Computer Based Info Systems			2	6	2		5	4	45	5	2	71
International Business	4	3	4	6	4	6	4	45	3	4		83
Strategic Management	7	5	4	8	3	2	4	5	3	4	45	90
Total	80	102	112	187	71	134	96	93	59	117	61	

* Accounting majors take Business Law and the rest of business majors take Legal Aspects of Business.