

Overview

Institution Name

Xavier University of Louisiana

Address

1 Drexel Drive

Year Accredited

2003

Year Reaffirmed

2013

Years Covered by this Report

2015 - 2015

Date Submitted

03/10/2018

Completed By

Bartkus, James

Phone

504-520-5036

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ACBSP Champion

Ricks, Joe

ACBSP Co-Champion

Bartkus, James

I - Institutional Information

To complete this section, first click on the Edit/Checkout button. Then copy and paste the headings into the Institutional Response box below and enter your information.

Note: When you enter information about new administrators/faculty in this system, it does not update the databases at the ACBSP office.

Please contact swilliams@acbsp.org to make updates to personnel such as Champions, Deans, etc.

O 4. List all accredited programs (as they appear in your catalog).

Note: Listing new programs here does not confer accreditation. New degree programs, majors or emphases must be in effect for at least two years and have graduates and follow the guidance in the process book before accreditation will be granted.

O 5. 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.

O 6. List all campuses where a student can earn a business degree from your institution.

O 7 Person completing report:

Person completing report Name:

Phone:

E-mail address:

ACBSP Champion name:

ACBSP Co-Champion name:

QA Report

Status: Completed | **Due Date:** 7/27/2017

Assigned To

James Bartkus

Institution Response

O 4. List all accredited programs (as they appear in your catalog).

Accounting

Business-Finance
Business-Management
Business-Sales & Marketing

O 5. 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

O 6. List all campuses where a student can earn a business degree from your institution.

New Orleans, LA

O 7 Person completing report:

Person completing report Name: James Bartkus
Phone: 504-520-5036
E-mail address: jbartkus@xula.edu

ACBSP Champion name: Joe Ricks

ACBSP Co-Champion name: James Bartkus

Sources

There are no sources.

II - Status Report on Conditions and Notes

O 8. Conditions or Notes to be addressed: You do not need to address Opportunity for Improvement (OFI).

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

Are you requesting the Board of Commissioners to remove notes or conditions? (If the justification for removal is lengthy consider attaching an appendix to QA report).

If you need a table that is not in the evidence file for the following report on removing notes or conditions please contact the office.

Remove Note:

Remove Condition:

If you are not removing a note or condition, please list the note(s) or condition(s) below and explain the progress made in removing same.

Do Not Remove Note or Condition:

QA Report

Status: Completed | **Due Date:** Not Set

Assigned To

James Bartkus

Institution Response

Remove Note:

From 2015 QA Report Feedback:

Place Note on Overview, Item 5.g. The business unit must routinely provide reliable information to the public on its performance, including student achievement, such as assessment results. Suggestions for what might be reported to the public, please see Conditions of Accreditation paragraph 5g in the ACBSP Standards.

The Note was addressed and a clear link to public information is now located at the Division of Business website: www.xula.edu/business.

Sources

There are no sources.

7 - Public Information

Item III in the QA report applies to Criterion 7.1.a. in the *Unified Standards and Criteria* book.

Accredited business programs must routinely provide reliable information to the public on their performance, including student achievement.

1. [Provide the link to your business program web page below. A link to Student Achievement must be on that/those page\(s\).](#)

Provide evidence on the main business page website, or on business program websites, that demonstrate accredited programs provide information to the public on business student achievement. For example, evidence of business student achievement may include aggregate data by accredited programs regarding a minimum of two (not all) of the following business student achievement measures:

- Attrition
- Retention
- Graduation
- Licensure pass rates
- Job placement rates (as appropriate)
- Employment advancement (as appropriate)
- Acceptance into graduate programs
- Successful transfer of credit
- Other

Directions: [Website links submitted to document the implementation of this requirement must be on the business landing page](#), clearly identified, and lead directly to information regarding business student achievement. [Provide the link to your business program web page below. A link to Student Achievement must be on that/those page\(s\).](#)

QA Report

Status: Completed | **Due Date:** Not Set

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Institution Response

The Division of Business posts prominent links to ACBSP Accreditation reports including the most recent QA Report and Self-Study Report at www.xula.edu/business. These reports provide reliable information to the public on our performance including student achievement such as assessment results and program results. In addition, there is a prominent link to recent assessment results on the division homepage.

Sources

There are no sources.

1 - Standard 1 Leadership

Organization

- a. List any organizational or administrative personnel changes within the business unit since your last report.
- b. List all new sites where students can earn an accredited business degree (international campus, off-campus on-campus, online) that have been added since your last report.

QA Report

Status: Completed | **Due Date:** Not Set

Assigned To

James Bartkus

Institution Response

- a. No organizational or personnel changes within the business unit since the last QA report.
- b. No new sites have been added since the last QA report.

Sources

There are no sources.

2 - Standard 2 Strategic Planning

Complete Table in the Standard 2 tab in the evidence file.

QA Report

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Institution Response

The attached strategic plan includes a "Notes" column addressing improvements/updates from the prior year's plan. [Strategic Plan 2016-2017](#)

Sources

- Strategic Plan 2016-2017

3 - Standard 3 Student and Stakeholder Focus

Complete the Standard 3 - Student- and Stakeholder-Focus Results table, found under the Evidence File tab (Excel file is located in the ACBSP documents folder) above.

Complete Table in the Standard 3 tab in the evidence file.

Provide 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- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations.

Performance measures 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.

Measurement instrument or processes may include end of course surveys, alumni surveys, Internship feedback, etc.

Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board.

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.

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Institution Response

Attached table includes data from student satisfaction surveys, alumni surveys and faculty evaluations.

[Criterion 3.8 Student and Stakeholder Satisfaction](#)

Sources

- Criterion 3.8 Student and Stakeholder Satisfaction

4 - Standard 4 Measurement and Analysis of Student Learning and Performance

a. Program Outcomes.

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

State the learning objectives for each program (MBA, Ph.D., BBA, AA, etc.) accredited. A program is defined as follows: a plan of study is considered a program when it requires a minimum of 12 credit hours of coursework beyond the CPC and/or is recorded on a student's transcript (ex. Business Administration: major/concentration/option/specialization in Accounting, Finance, Marketing, etc.)

b. Performance Results.

Complete the table in the Standard 4 tab - Student Learning Results found under the Evidence File tab above. One example from each accredited program must be provided. If only one or two programs are accredited, provide three examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

QA Report

Status: Completed | Due Date: Not Set

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James Bartkus

Institution Response

a. Program Outcomes.

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

State the learning objectives for each program (MBA, Ph.D., BBA, AA, etc.) accredited. A program is defined as follows: a plan of study is considered a program when it requires a minimum of 12 credit hours of coursework beyond the CPC and/or is recorded on a student's transcript (ex. Business Administration: major/concentration/option/specialization in Accounting, Finance, Marketing, etc.)

4.1.a. Accounting

Knowledge of Journal Entries: Graduates will be able to understand and journalize financial transactions according to Generally Accepted Accounting Principles.

Knowledge of Accounting Data Analysis: Graduates will be able to understand and demonstrate Accounting Data Analysis.

Knowledge of Compliance in Accounting: Graduates will be able to demonstrate an understanding of Compliance in Accounting.

4.1.b. Business - Finance

Understanding of Stocks and Bonds: Students will have a good understanding of stock and bond valuation.

Financial Statement Analysis Ratios and Calculations: Students will be able to compute and demonstrate an understanding of financial ratios and the use of these ratios in business analysis.

4.1.c. Business – Management

Knowledge of Core Management Practices: Graduates will acquire and demonstrate knowledge on core management concepts such as teamwork, diversity, motivation, management functions, leadership and global business.

Knowledge of Corporate Social Responsibility and Sustainability: Graduates will acquire and demonstrate practical knowledge concerning the concepts of Corporate Social Responsibility and Sustainability.

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

Knowledge of global business environment: Business students will show an understanding of 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 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).

b. Performance Results.

Complete Table Standard 4 - Student Learning Results found under the Evidence File tab above. Provide 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 4](#)

Sources

- Standard 4

5 - Standard 5 Faculty and Staff Focus

1. **Faculty and Staff Focus - Complete Standard 5 Table 5.1 - Faculty- and Staff-Focused Results found under the Evidence File above**
2. **Complete Standard 5 Table 5.2 - For New (hires since last report) Full-Time and Part-Time Faculty Qualifications**
3. **Complete Standard 5, Criterion 5.8 - Scholarly and Professional Activities, found under the Evidence File tab above, for new (hires since last report) full-time and part-time faculty members hired since last self-study or QA report. Do not include faculty members previously reported.**

***** For Separate Accounting only.**

5.2.B Separate Accounting Accreditation (skip if not applicable)

In degree programs with an aim of preparing graduates for careers as professionally qualified accountants (CPA, CMA, etc.), at least 50 percent of the undergraduate or graduate accounting hours should be taught by faculty with relevant professional certifications.

In degree programs with an aim of preparing graduates for careers as professionally qualified accountants (CPA, CMA, etc.), what percent of accounting credit hours is taught by faculty with the relevant professional certification?

QA Report

Status: Completed | **Due Date:** Not Set

Assigned To
James Bartkus

Institution Response

a. Faculty and Staff Focus

[Table 5.1 Faculty and Staff-Focused Results](#)

b. Faculty Qualifications Complete Table 5.2 Standard 5 - New Full-Time and Part-Time Faculty Qualifications and Table 5.3 Standard 5, Criterion 5.8 - Scholarly and Professional Activities, found under the Evidence File tab above, for new full-time and part-time faculty members hired since last self-study or QA report. Do not include faculty members previously reported.

[Criterion 5.8.1 Scholarly_Activities](#)

No new full-time or part-time faculty since self-study.

Sources

- Criterion 5.8.1 Scholarly_Activities(2)

- Table 5.1 Faculty and Staff-Focused Results

6 - Standard 6 Educational and Business Process Management

a. Curriculum

List any existing accredited degree programs/curricula that have been substantially revised since your last report and, for each program, attach a Table - Standard 6, Criterion 6.1.3 - Undergraduate CPC Coverage, found under the Evidence File tab above.

List any new degree programs that have been developed and, for each new program since your last report, attach a Table - Standard 6, Criterion 6.1.3 - Undergraduate CPC Coverage found under the Evidence File tab above.

If a program has met the requirements of having graduates and being in existence for at least two years, please contact ACBSP accreditation staff and request that the "Adding New Programs to ACBSP Accreditation" Project be added for your business programs.

Note: If you have a new degree at a level currently accredited by ACBSP, then report information on: student enrollment, program objectives, instructional resources, facilities and equipment, admissions requirements, graduation statistics, core professional components (CPCs), and the outcomes assessment process to ACBSP. If the new degree is at a higher level than what is currently accredited, the school must complete a self-study to add the degree.

If the new degree is at a higher level than what is currently accredited, the school must complete a self-study to add the degree. New degree programs, majors or emphases must be in effect for at least two years and have graduates before accreditation will be granted.

If the new program is determined to be substantially different from other programs offered by the institution, ACBSP, at its discretion, may direct a new visit to be conducted. If, as a result of a new program visit, ACBSP determines that the overall quality of an institution is being diminished, the institution may be scheduled for a complete reevaluation.

b. List any accredited programs that have been terminated since your last report.

c. Provide three or four examples of organizational performance results. Report what you consider to be the most important data, **using Table 6.1 Standard 6 - Organizational Performance Results, found under the Evidence File tab above.** It is not necessary to provide results for every process.

***** For Separate Accounting only.**

6.4.b. Separate Accounting Accreditation

Accounting Common Professional Component (ACPC)

1. How does your curriculum design address the Accounting Common Professional Component (ACPC) outlined below?
2. How do you determine the appropriate coverage of the Accounting Common Professional Component (ACPC)?
3. If topical areas of the ACPC are not covered through required courses in the business and accounting core, explain how this standard will be met.

ACCOUNTING COMMON PROFESSIONAL COMPONENT (ACPC)

Each ACPC should receive a minimum coverage of two-thirds of a 3-semester hour course, approximately 30 hours (or equivalent). The Ethics ACPC must receive a minimum coverage of a 3-semester hour course, approximately 45

hours (or equivalent).

Special Note: For required courses in the accounting core that are taught by an academic department outside of the accounting unit, prepare a syllabus and include with this section of the self-study (e.g., calculus taught by Math Department).

Prepare a table listing all required courses in the accounting core as shown in Figure 6.5 in the evidence file, including the topical areas represented by the Accounting Common Professional Component (ACPC). The table summarizes the total number of hours devoted to each topical area by course as calculated in each abbreviated course syllabus.

6.4.c. Separate Accounting Accreditation

Accounting Major Considerations in Undergraduate Accounting Programs

At least 20 percent of the curriculum beyond the accounting common professional component must be devoted to courses appropriate to the student's accounting major covering some or all of the following subjects.

- 1) Financial accounting and reporting for business organizations
- 2) Financial accounting and reporting for government and not-for-profit entities
- 3) Auditing and attestation services
- 4) Managerial or cost accounting
- 5) Taxation
- 6) Fraud examination
- 7) Internal controls and risk assessment
- 8) Financial statement analysis
- 9) Accounting research and analysis
- 10) Tax research and analysis
- 11) Accounting information systems

Use Table 6.4.d Template for ACPC Compliance in the evidence file to report compliance with this criterion.

QA Report

Status: Completed | **Due Date:** Not Set

Assigned To
James Bartkus

Institution Response

a. Curriculum

List any existing accredited degree programs/curricula that have been substantially revised since your last report and, for each program, attach a Table - Standard 6, Criterion 6.1.3 - Undergraduate CPC Coverage, found under the Evidence File tab above.

Change: Due to the change in the university policy requiring 120 hours for a degree the Division of Business has decided to make the following changes in our curriculum.

Remove the 4 hours of free electives
Remove Accounting 1020 from the business core

To remove the accounting class required some redesign of the Accounting 1010 and 1020 classes. The following changes should be made to the course descriptions in the next catalog.

Rational:

The division faculty met to discuss ways to reduce the hours required for our degree programs to get as close to the new 120 hour university requirement as possible. Following our deliberations we felt that removing the free elective and Accounting 1020 would accomplish this goal with minimal effects on foundational development of our students.

For accounting students all of the material in ACCT 1020 is covered in even more detail in the Intermediate and Cost Accounting classes. For non-accounting majors five of the ten chapters covered in ACCT 1020 are covered in Managerial Accounting, three are being moved to ACCT 1010 and two are only relevant for accountants. We do recognize that we will lose some of the built in redundancy we'd like to have, however we feel the reduction of the required hours is critical to being competitive in recruiting students to our program, and this is best option we can identify. These proposed changes will make our programs 121 hours.

Current catalog entry:

ACCT 1010 – 1020. Principles of Accounting I and II. Application of GAAP

accounting principles of sole proprietorship, partnerships, and corporations. Prerequisite: None.

Courses must be taken in sequence. Prerequisite(s): None (3, FaSpSu, EXP)

Change, effective Fall 2015:

ACCT 1010. Principles of Accounting. Application of GAAP accounting principles of sole proprietorship, partnerships, and corporations including Statement of Cash Flows and financial statement analysis. Prerequisite(s): None (3, FaSpSu, EXP)

[Standard 6 Criterion 6.1.3 Undergraduate CPC Coverage](#)

b. List any accredited programs that have been terminated since your last report.

No accredited programs have been terminated.

c. **Provide three or four examples of organizational performance results.** Report what you consider to be the most important data, using Table 6.1 Standard 6 - Organizational Performance Results, found under the Evidence File tab above. It is not necessary to provide results for every process.

[Table 6.1 Organizational Effectiveness](#)

Sources

- Standard 6 Criterion 6.1.3 Undergraduate CPC Coverage(2)
- Table 6.1 Organizational Effectiveness