


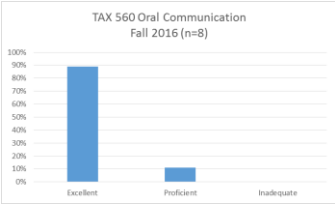
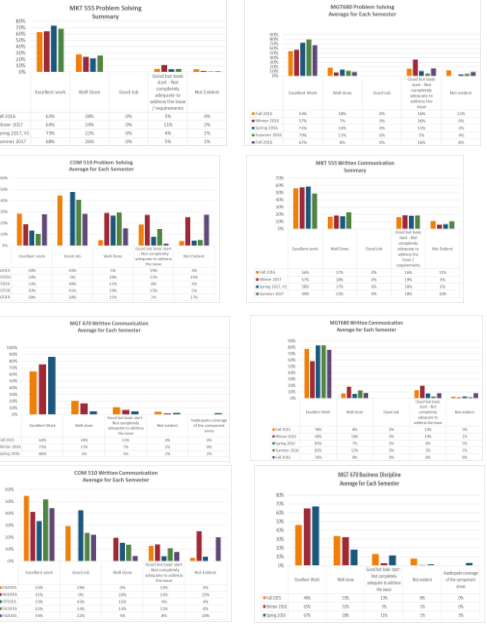
Standard #4 Measurement and Analysis of Student Learning and Performance

Use this table to supply data for Criterion 4.2. (Figure 4.2 in self-study)

Performance Indicator	Definition				
1. Student Learning Results	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> 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.				
	Analysis of Results				
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative				
Alumni Alumni will convey Walsh College enhanced their Educational Outcomes for Core Competency skills: Communication (written & oral), problem solving, and mastery of a business discipline. 70% or more survey responses will rank in the category of Agree and Strongly Agree. For the period of Summer '15, Fall '15, Winter '16, Spring '16.	Annual Alumni survey (indirect) Internal instrument. Distributed to Alumni who have graduated 3 months out. Comparative data: undergraduate and graduate. Four year trend. Section 4: Educational Outcomes, of the Alumni Survey supports assessment of student learning and skill development. Survey questions include Walsh College core competencies. Written Communication - Q#4.1 Oral Communication - Q#4.2 Problem Solving - Q#4.3-4.6 Business Development - Q#4.7 & 4.8	On Average - 81% of the alumni responding rank in the category of Agree and Strongly Agree, Walsh College improved their skills and knowledge. 38% Strongly Agree 43% Agree The data reflects the period of SU'15, FA'15, WI'16, SP'16	Walsh alumni continue to Agree and Strongly Agree that Walsh improved their Educational Outcomes. Comparative and formative data will assist in the analysis of student achievement and perception of skills and knowledge gained in their studies at Walsh College. Core Competency skills upon entering Walsh College and upon completion of a Capstone course will provide further information on student achievement.	The academic departments will develop methods of comparative analysis using pre and post data points for students to assess their current skill level and developed skill level as students progress in their degree program. Formative (pre)/ Comparative - as the student begins their studies COM320 & COM340 Undergrad courses and COM510 for Grad are recommended to include the Alumni Survey questions on course evaluation survey (All degree programs include one of these courses). The questions will be reworded to reflect assessment of current skills. Summative (post) / Comparative (across degree programs) - Capstone courses for each of the degree programs will include the Alumni Survey questions (exact wording of the Alumni Survey). The data will provide analysis across multiple data points for each degree program to identify student assessment of skills entering and upon exiting. The data points are expected to identify an increase in student skill development and align with Alumni Survey data.	

<p>Bachelor of Accountancy (BAC)</p> <p>Students will demonstrate competency in the Core Competency Criteria through assessment of key course assignments. Students will be rated in the category of "Excellent" and "Above Average"</p> <p>Students will continue to meet or exceed the CPA National Average.</p>	<p>External (BD) - CPA Exam Scores 2014, 2015, 2016</p> <p>Internal - PS, WC COM320, COM320</p>	<p>CPA 2016 - Walsh college students average pass rate was 52.7%; exceeding the National Average by 4%; aligned with the Michigan average; and exceeded ACBSP schools by 13.8 %.</p> <p>CPA 2016 - Walsh college average score was 74.7%; exceeding the National Average by 3.2%; 1.5% above the Michigan average; and exceeded the ACBSP schools average by 6.7%</p> <p>PS, WC - Student were rated in the category of Excellent for PS & WC, W116.</p>	<p>Students are doing well in regards to passing and scoring in reference to the CPA exam.</p> <p>Further analysis of the exam skills sections will be included in the alignment of courses to these areas. This will support the assessment of SLO's within the course, each semester, for continued success and alignment with CPA industry needs.</p> <p>WC - Referencing the 10 criteria evaluating SLO's, areas to address include writing mechanics, paragraph mechanics, sentence mechanics, document clarity, & readability.</p>	<p>Walsh College received IMA's Higher Education Endorsement for the BAC program in 2016. This endorsement provides the opportunity for continuous improvement in aligning program requirements with industry standards and assessment of SLO's.</p> <p>The BAC faculty; have revised core curriculum for alignment with IMA discipline requirements. IMA testing outcomes are to be incorporated in the reporting of student outcomes.</p> <p>Core Competency Master rubrics are to be incorporated in appropriate curriculum assessment for PS, OC, WC.</p> <p>The rubrics provide the opportunity to address specific SLO's assessed in each of these areas. Curriculum mapping completed by faculty has been incorporated in faculty assessment awareness processes.</p>	
<p>Bachelor of Business Administration in General Business (BBA-GB)</p> <p>Bachelor of Business Administration in Finance (BBA-FIN)</p> <p>Bachelor of Business Administration in Management (BBA-MGT)</p> <p>Bachelor of Business Administration in Marketing (BBA-MKT)</p> <p>Students will demonstrate Core Competency with the rating of "Excellent" or "Proficient" for approximately 80% of the student's.</p> <p>CLA+ scores will continue to align with the National Mean Score.</p>	<p>External CLA+ - 2008-2016 All BBA-GB, BBA-FIN, BBA-MGT, BBA-MKT students participate in the CLA+ .</p> <p>Internal - Comparative, Problem Solving (PS), Written Communication (WC) MGT461 BBA-GB, BBA-FIN, BBA-MGT, BBA-MKT % students represented in the SLO's</p> <p>Internal - Comparative, Problem Solving, Written Communication, Oral Communication - MGT453. Students completed team leadership paper, and a presentation. BBA-GB, BBA-FIN, BBA-MGT, BBA-MKT % students represented in the SLO'</p>	<p>CLA - Walsh mean score remained inline with CLA+ National Mean Score. 2015-16 - In the tested areas of Writing Effectiveness, Writing Mechanics, Analysis&Problem Solving, Scientific & Quantitative Reasoning, Critical Reading & Evaluation, and Critique an Agreement - Walsh students were inline with or exceeded the National Average.</p> <p>MGT461 - PS, the majority of students' work were rated in the category of "Excellent" (54%) and Proficient (32%) for PS. WC, the majority of students' work were rated in the category of "Excellent" (57%) and Proficient (32%) for WC.</p> <p>MGT453-PS Students' work for a team leadership paper was rated in the category of "Excellent" (71%), "Good Job" (27%)</p>	<p>CLA - Students continue to demonstrate proficiency in critical-thinking and written communication.</p> <p>PS - Referencing the 9 criteria evaluating SLO's the indicator to address includes Problem Cause Analysis. WC - Referencing the 13 criteria evaluating SLO's, areas to address include source quality and source citations & references.</p> <p>OC - Referencing the 10 criteria evaluating SLO's, areas to address include Audience appropriate: Delivery Technique's, Vocal Variation, Non-Verbal behaviors.</p>	<p>The opportunity to include Business Discipline rubrics for assessment of SLO's and/or review of current methods of assessing SLO's to incorporate data points for further analysis will be incorporated.</p> <p>Details of the CLA provide the opportunity to compare evidence of students' competency in critical-thinking and written communication as they progress in their program. Analyzing the data by BBA and BBA majors will support pre- and post- assessment of SLO's.</p> <p>Continue with use of Core Competency Master Rubrics. Incorporate additional BBA-GB, BBA-FIN, BBA-MGT, BBA-MKT discipline rubrics supporting detailed analysis of program specific SLO's. Additional integration of Business Discipline (BD) rubrics support assessing of SLO's at the program level provides the opportunity to enhance course-level assessment. Norming of the rubrics to bring instructors together to decide how to assess student work in a consistent way; include supporting analysis of SLO's across program courses and multiple sections.</p> <p>Future assessment of SLO's will demonstrate accomplishment of Core Competency in WC, OC, PS, and BD, specific to BBA specialization programs.</p>	

<p>Bachelor of Science in Business Information Technology (BSIT)</p> <p>80% of students will demonstrate Core Competency with the rating of "Excellent" or "Proficient".</p>	<p>Internal - Comparative IT402 - FA'15, FA'16, SP'16, SU'16, WI'16, WI'17 (PS, WC, BD) IT410 - FA'15, FA'16, SP'16 (PS,WC)</p>	<p>IT402 - PS, Students final assignment for development of a webpage, included a summary of the work completed. Problem Solving (PS), Written Communication (WC), Business Discipline (BD) SLO's were assessed. PS -The majority of Students' work were rated in the category of "Excellent" , Above Average , Average/Good" WC - The majority of Students' work were rated in the category of "Excellent", Above Average, Average/Good" BD -The majority of Students' work were rated in the category of "Excellent", Above Average, Average/Good"</p>	<p>Students demonstrate competence in the Core Competencies of Problem Solving, Written communication, and assessment specific to the Business Discipline of MSIT. Referencing the Master Rubric Problem Solving criteria, one area noted for opportunity is Solution Generation. For Written Communication, the areas for opportunity to address include Communication Flow, Communication Flow, Source Quality, and Attribution Formatting.</p>	<p>Continue with use of Core Competency Master Rubrics. Incorporate additional Discipline rubrics supporting detailed SLO analysis of across the BSIT curriculum.</p> <p>Students will continue to demonstrate accomplishment of SLO's across the BSIT curriculum.</p>																						
<p>Master of Science in Accountancy (MAC)</p> <p>Master of Science in Accountancy with a specialization in Finance (MAC-FIN)</p> <p>Students enrolled in MAC degree program with a concentration in Finance or Taxation are approximately 46% of the population reported for MAC.</p> <p>Students completing the CPA exam will exceed the national average.</p> <p>Students completing the ETS Major Field Test will demonstrate competency in Accountancy questions, aligned with national average.</p> <p>Students will demonstrate accomplishment of Core Competency skill Oral Communication.</p>	<p>External (BD)- CPA Exam Scores, 2014, 2015, 2016 <i>Note : CPA Exam content area data for individual college reports were updated as of 2015 results publication. This data detail is not available for 2014.</i></p> <p>External (BD) - ETS Major Field Test - Accountancy questions Section 1 & 2.</p> <p>Comparative - Walsh College Core Competencies assessment data: Oral Communication (OC) - ACC418/518 SP17</p>	<p>CPA 2016 - Walsh College students: AUD section 75.4; FAR section 70.8. National norm: AUD section 72.2; FAR section 69.4.</p> <p>Core Competencies: Oral Communications - On average students will fall within the range of Excellent and Good.</p> <p>ETS Major Field Test - Accountancy questions Section 1 & 2. Section 1 - National Average = 45%. Walsh students = 45%. Section 2 - National Average = 46%. Walsh students = 46%</p>	<p>CPA 2016 - AUD section increased by almost 2 points, exceeding the National norm by 3.2 ; FAR section decreased by 4.3, the National Norm also reported a decrease of 1.2.</p> <p>Oral Communication is assessed in ACC518. Outcomes demonstrate students performed in the excellent range.</p> <p>ETS - When Questions supporting Accounting are averaged, students demonstrate knowledge and skills align with national average outcomes, for the testing timeframe of FA'16-'17.</p>	<p>A comprehensive review of the CPA exam areas of disciplines, and their skills sections are now aligned with MAC and BAC curriculum. This step provides the opportunity to assess student learning and skills required for knowledge of CPA certification and employment skills. CPA exam disciplines AUD and FAR align with MAC and BAC program learning outcomes. CPA exam disciplines BEC aligns with MAC-FIN and REG aligns with MAC-TAX programs. These course alignments are to be documented and SLO's are to be aligned for Formative and Summative (exam) data assessing student knowledge and skills as the courses progress. Rubrics supporting reporting of SLO's are to be developed and implemented.</p> <p>Core Competencies master rubrics are to be incorporated in appropriate curriculum assessment for PS, OC, WC.</p> <p>Curriculum mapping completed by all faculty has been incorporated in faculty assessment awareness processes, and master core competency rubrics incorporated in identified courses for consistency in assessment of SLO's.</p>	<table border="1" data-bbox="1732 803 1942 933"> <thead> <tr> <th></th> <th>National FA16-SU17</th> <th>FA16</th> <th>WI17</th> <th>SP17</th> <th>SU17</th> <th>Walsh AVG FA16-SU17</th> </tr> </thead> <tbody> <tr> <td>Section 1 MBA MFT Accounting 11 questions</td> <td>45%</td> <td>44%</td> <td>46%</td> <td>45%</td> <td>45%</td> <td>45%</td> </tr> <tr> <td>Section 2 MBA MFT Accounting 15 questions</td> <td>46%</td> <td>46%</td> <td>47%</td> <td>43%</td> <td>46%</td> <td>46%</td> </tr> </tbody> </table>		National FA16-SU17	FA16	WI17	SP17	SU17	Walsh AVG FA16-SU17	Section 1 MBA MFT Accounting 11 questions	45%	44%	46%	45%	45%	45%	Section 2 MBA MFT Accounting 15 questions	46%	46%	47%	43%	46%	46%
	National FA16-SU17	FA16	WI17	SP17	SU17	Walsh AVG FA16-SU17																				
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<p>Master of Science in Accountancy (MAC) cont.</p>				<p>Future assessment of SLO's will demonstrate accomplishment of Core Competency in WC, OC, PS, and BD, specific to BBA specialization programs.</p>																						

<p>Master of Science in Accountancy with a specialization in Taxation (MAC-TAX)</p> <p>Students will demonstrate Core Competency with the rating of "Excellent" or "Proficient" for approximately 80% of the student's.</p>	<p>External - 2017 Top in Tax Educational survey</p> <p>Internal - TAX560 Fall 2016, Oral Communication (OC)</p>	<p>External - 2017 Top in Tax - Educational survey.</p> <p>224 tax hiring authorities selected up to 5 schools for ranking the Master of Science - Taxation programs. Walsh College was ranked number 5 of the top 10 MS Tax programs. Respondents range from middle market to Fortune 10th companies with tax functions and professional service firms based in the U.S. The majority of these respondents represent companies from \$1-\$10 billion dollars in annual sales.</p> <p>Internal - TAX560 OC</p> <p>Students completed an Oral Presentation, subject "Disallowance of payment to Firm as Tax Deduction" 89% of the students' work received the rating of "Excellent", 11% "Proficient"</p>	<p>Student learning outcomes support the knowledge and skills development as students progress in the programs.</p> <p>Students are recognized by employers for their knowledge and skills.</p> <p>TAX560 - OC Students demonstrate "Excellent" skills in communicating and supporting position, with factual tax code information.</p>	<p>Future program initiatives will continue to highlight skills students develop as they progress in the MAC-TAX program.</p> <p>Students co-curricular activities through the Accounting and Tax Student Organization (ATSO) aligned with the Accounting Aid Society will be incorporated in the reporting of SLO's, aligned with practice of MAC-TAX program SLO's.</p> <p>Core Competency Master Rubrics will continue to be integrated in key courses for assessment of business disciplines (BD), Oral Communication (OC), Written Communication (WC), Problem Solving (PS).</p>	 
<p>Master of Business Administration (MBA)</p> <p>Students completing the ETS Major Field test will demonstrate competency in functional business areas, aligned with national average.</p> <p>Students will demonstrate accomplishment of Core Competency skills: Problem Solving, Written Communication, and Business Discipline.</p> <p>Increase the quality of the MBA program, narrow the breadth in student ability and develop Master of Science programs that interlace with the MBA program. The selected metrics of success included enrollment and graduation data, Noel Levitz Adult Student Priorities Survey (ASPS) data, end of course evaluation results, student completion rates, increase in the ETS MBA MFT results, and student learning outcomes assessment data.</p>	<p>External (BD) - ETS Major Field Test</p> <p>External - Noel Levitz</p> <p>Comparative - Walsh College Core Competencies assessment data: Written Communication (WC) & Problem Solving (PS) - MKT555, MGT680, COM510</p> <p>Written Communication (WC) - MGT670</p> <p>Business Discipline (BD) - MGT670</p>	<p>ETS MFT - Overall Walsh College aligned with the National Average or was within 1-2%, when comparing Walsh Average FA16-SU17. This was found across section of Accounting, Finance, Management, and Marketing.</p> <p>Students' knowledge and learning for core competency of PS increased 5% in the rating category of "Excellent" for MKT 555, from the period of Fall 2016 - Summer 2017. Continuing with the rating category of "Excellent", MGT 680 presented a marked increase of 13% when comparing Fall 2015 to Fall 2016. No change was identified for COM 510 when comparing Fall 2015 to Fall 2016. SLO's for the core competency of WC declined by 7% in the rating category of "Excellent" for MKT 555 during the period of Fall 2016 - Summer 2017. Continuing with the rating category of "Excellent", MGT 670 presented a marked increase of 21% for the period of Fall 2015 - Spring 2017. MGT 680 identified no significant change when comparing fall 2015 to Fall 2016. COM 510 presented a decrease of 11% when comparing Fall 2015 to Fall 2016.</p>	<p>Students continue to demonstrate competency in Core Competencies and select Business Disciplines.</p> <p>The incorporation of Walsh College Master Rubrics provide the opportunity to assess learning across multiple courses and programs. Trends in SLO's demonstrate marked increases in ranking of core competencies. Further analysis of the rubric categories provides the opportunity to address specific areas to address SLO's across the MBA program, versus analysis only of the final summary.</p> <p>Analysis across multiple sections and instructors identified inconsistencies in the use of the master rubrics and alterations to the criteria.</p>	<p>Continue with use of Master Rubrics.</p> <p>Incorporate additional Business Discipline rubrics supporting detailed analysis of SLO's.</p> <p>Norming of the rubrics to bring instructors together to decide how to assess student work in a consistent way provides the opportunity to enhance program-level assessment and advance program level assessment of student learning outcomes.</p> <p>ETS - Evaluate the questions in each section of the ETS MFT to identify opportunities to address development of skills and SLO's.</p>	

Master of Business Administration (MBA) cont.

The BD competency, brand differentiation, was assessed for MGT 670. In the rating category of excellent, an increase of 21% was identified, for the period of fall 2015 through spring 2016.

Noel Levitz ASPS Results
There was a significant increase in results noting "meeting student expectations" from 2015 to 2017. In 2017, students indicated a strong desire to re-enroll at Walsh; significantly stronger than 2016. However, students enrolled in the dual MBA programs rated their desire to re-enroll behind the MBA and MS programs.

Noel Levitz ASPS Results
Whereas students overall find benefit in the dual degree programs, the length of time required for part-time, working adult students to complete the extended programmatic sequence may be a factor in this result.

Curricular changes were made to the MBA program and include removing the 2-step course sequencing requirement, added an additional course in accounting to better align with the ETS MFT, removed the 1-credit COM course, increased the 2-credit marketing course requirement to 3-credits, removed the business law course to make room for the second accounting course and reinstated the fully online option.

	ETS MBA Major Field Test Results						Walsh Above/Below National
	National FA16-SU17	FA16	WI17	SP17	SU17	Walsh AVG FA16-SU17	
Accounting Section 1	45%	44%	46%	45%	45%	45%	0%
Accounting Section 2	46%	46%	47%	43%	46%	45%	-1%
Finance Section 1	47%	47%	44%	45%	46%	46%	-1%
Finance Section 2	42%	43%	39%	42%	39%	40%	-1%
Management Section 1	59%	60%	57%	61%	59%	59%	0%
Management Section 2	56%	56%	56%	60%	59%	59%	0%
Marketing Section 1	57%	55%	60%	58%	56%	57%	0%
Marketing Section 2	56%	56%	60%	60%	58%	58%	2%



Master of Science in Information Technology (MSIT)

Internal - Final Exam for IT599, IT576, and COM510.
Comparative - Across sections and multiple terms.
IT599 SP'17- Capstone, Presentation (OC)
IT576 FA'15 V, FA'16 V, SP16 VT-1 P, WS, BD
IT504 FA'15, FA'16, SP'16, SU'16, WI'16, WI'17
IT499/599 SP'17 OC - 100% of students were "Excellent" in accomplishment of Oral Communication.

Problem Solving (PS) - Course IT599 A total of six semesters measuring problem solving, using a Final Exam: 54% of the student body demonstrate "Excellent" in the PS competency. Zero students were ranked in the next level "Well Done", 25% of the student body ranked in the third level (of 5) "Good Job"

IT576 Three semesters of Final Exam data measuring:
Problem Solving, demonstrates competence of "Excellent" (67%) or "Good Job" (33%).
Written Communication demonstrates competence of "Excellent" (75%) or "Good Job" (28%).
Business Development demonstrates competence of "Excellent" (29%) or "Good Job" (27%).

IT499/599 Semester SP'17 measured Oral Communication: 100% of students were evaluated as "Excellent".

MSIT students demonstrated competence in Core Competency skills. Further analysis of the categories within each core competency provide the opportunity to address areas where students demonstrate a need to improve skills in Problem Solving and Business Discipline. Master Rubrics provide performance criteria in ten areas for Problem Solving and Written Communication. The rubric data used to summarize overall outcomes will be reviewed for areas requiring attention.

Continue with use of Master Rubric's.
Incorporate additional MSIT Discipline rubrics supporting detailed analysis of SLO's. Norming of the rubrics to bring instructors together to decide how to assess student work in a consistent way provides the opportunity to enhance course-level assessment and advance program level assessment of student learning outcomes.

The opportunity to include Business Discipline rubrics for assessment of SLO's and/or review of current methods of assessing SLO's to incorporate data points for further analysis will be incorporated.



<p>Master of Science in Information Technology (MSIT) cont.</p>		<p>IT504 Six semester of Final Exam data measuring: Problem Solving, demonstrates competence of "Excellent" (64%) or "Good Job" (25%). Written Communication demonstrates competence of "Excellent" (76%) or "Good Job" (16%). Business Development demonstrates competence of "Excellent" (76%) or "Good Job" (16%).</p>																																						
<p>Master of Science in Information Technology Leadership (MISTL)</p> <p>Students will demonstrate accomplishment of Core Competency skills: Problem Solving, Written Communication, Oral Communication, and Business Discipline.</p>	<p>Internal - IT504 % of Students represented in MSIT assessment of student learning outcomes. IT504 - FA'15(26%), FA'16(27%), SP'16(0%), SU'16(27%), WI'16(26%), WI'17(32%)</p> <p>MGT670 % of Students represented in MBA assessment of student learning outcomes. MGT670 - F'15(1.6%), W'16(3.03%),Sp17(3.57%)</p> <p>MGT680 % of Students represented in MBA assessment of student learning outcomes. MGT680 W16 (9%), SP16(22%), SU16(14%), F16(12%)</p>	<p>Students' demonstrate competence in the assessment of PS, OC, WC.</p>	<p>Incorporation of MISTL specific methods for assessment of SLO's provides the opportunity to assess and analyze student work specific to this program.</p> <p>Students' demonstrate competence with population represented in IT504, MGT670, and MGT680.</p>	<p>Core Competencies master rubrics are to be incorporated in appropriate curriculum assessment for PS, OC, WC. Curriculum mapping completed by all faculty has been incorporated in faculty assessment awareness processes, and master core competency rubrics incorporated in identified course for consistency in assessment of SLO's.</p>	<p>Reference graphs presented in MSIT program.</p>																																			
<p>Master of Science in Finance (MSF)</p> <p>Students will demonstrate accomplishment of Core Competency skills: Problem Solving, Written Communication, Oral Communication, and Business Discipline.</p>	<p>External - ETS MFT Internal - ECN523 PS, WC - SP17, SP16, SU17, WI16PS</p>	<p>The Finance section of the ETS MFT demonstrates students slightly below the FA16-SU17 National Average. Section 1 below 1%, Section 2 below 2%</p> <p>ECN523 PS, WC - Students completed a research paper, assessment included PS & WC.</p> <p>PS: Students work rated "Excellent" (71%), "Good Start" (27%), across the four semesters.</p> <p>WC: The majority of students work were rated "Excellent" (79%).</p>	<p>Students consistently perform within the National average.</p> <p>MSF students demonstrated competence in Core Competency skills in the area of PS and WC. Further analysis of the assessed categories within each core competency provide the opportunity to address areas where students demonstrate a need to improve skills. Master Rubrics provide performance criteria in ten areas for Problem Solving and Written Communication.</p>	<p>Incorporate Master Rubrics for assessment of Core Competencies.</p> <p>The opportunity to include Business Discipline rubrics for assessment of SLO's and/or review of current methods of assessing SLO's to incorporate data points for further analysis of student learning will be incorporated.</p> <p>MFT ETS - questions address the Finance section are to be reviewed for assessment of SLO's and opportunities to update curriculum.</p>	<table border="1" data-bbox="1459 889 1927 1031"> <thead> <tr> <th>National FA16-SU17</th> <th>FA16</th> <th>WI17</th> <th>SP17</th> <th>SU17</th> <th>Walsh AVG FA16-SU17</th> <th>Walsh Above/Below National</th> </tr> </thead> <tbody> <tr> <td></td> <td colspan="6">ETS MBA Finance Major Field Test Section 1</td> </tr> <tr> <td>47%</td> <td>47%</td> <td>44%</td> <td>45%</td> <td>46%</td> <td>46%</td> <td>-1%</td> </tr> <tr> <td></td> <td colspan="6">ETS MBA Finance Major Field Test Section 2</td> </tr> <tr> <td>42%</td> <td>43%</td> <td>39%</td> <td>42%</td> <td>39%</td> <td>40%</td> <td>-1%</td> </tr> </tbody> </table> <div data-bbox="1459 1047 1690 1193"> <p>ECN523 Problem Solving SP16 SP17 SU17 WI16</p> </div> <div data-bbox="1711 1047 1942 1193"> <p>ECN523 Written Communication SP16 SP17 SU17 WI16</p> </div>	National FA16-SU17	FA16	WI17	SP17	SU17	Walsh AVG FA16-SU17	Walsh Above/Below National		ETS MBA Finance Major Field Test Section 1						47%	47%	44%	45%	46%	46%	-1%		ETS MBA Finance Major Field Test Section 2						42%	43%	39%	42%	39%	40%	-1%
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<p>Master of Science in Marketing (MSMKT)</p> <p>Students will demonstrate accomplishment of Core Competency skills: Problem Solving, Written Communication, Oral Communication, and Business Discipline.</p>	<p>Internal - Case Studies, Core Competency Master Rubric</p> <p>Comparative - Multiple course, and sections.</p>	<p>MKT550 - Rubric data provided the opportunity to summarize students Core Competency skills of Problem Solving and Written Communication. Students completed case study assignments throughout the semester. Each assessed SLO's. 2+2 sections (n=2) SLO's for Written Communication demonstrate students are performing in the "Excellent" range (87%); Problem Solving demonstrates students are performing in the "Excellent" range (80%) Online Section (n=1) SLO's for Written Communication demonstrate students are performing in the "Excellent" range (87%); Problem Solving demonstrates students are performing in the "Excellent" Range (73%).</p>	<p>MSMKT students demonstrated competence in Core Competency skills Problem Solving and Written Communication. Further analysis of the categories assessed within each core competency provide the opportunity to address areas where students demonstrate a need to improve skills. Master Rubrics provide performance criteria in ten areas for Problem Solving and Written Communication. The rubric data used to summarize overall outcomes will be reviewed for areas requiring attention.</p>	<p>Continue with use of Core Competency Master Rubrics. Incorporate additional MSMKT Discipline rubrics supporting detailed analysis of Program SLO's. Additional integration of BD rubrics support assessing of SLO's at the program level provides the opportunity to enhance course-level assessment. Norming of the rubrics to bring instructors together to decide how to assess student work in a consistent way and supporting analysis of SLO's across program courses and multiple sections.</p>	
<p>Master of Science in Marketing (MSMKT) cont.</p>		<p>MKT554 Fall 2016: Students complete a set of four Essay Questions. Master Rubrics were used for Problem Solving & Written Communication. PS: Students demonstrated competency with the majority receiving a rating of "Excellent" (70%) and "Well Done" (19%) WC: Students demonstrated competency with the majority receiving a rating of "Excellent" (64%) and "Well Done" (18%) MKT555 & MKT670- PS Students' knowledge and learning for the core competency of Problem Solving increased 5% in the rating category of "Excellent" for MKT 555, from the period of Fall 2016 - Summer 2017. Students' knowledge and learning for the core competency of Written Communication declined by 7% in the rating category of "Excellent" for MKT 555 during the period of Fall 2016 - Summer 2017.</p>			