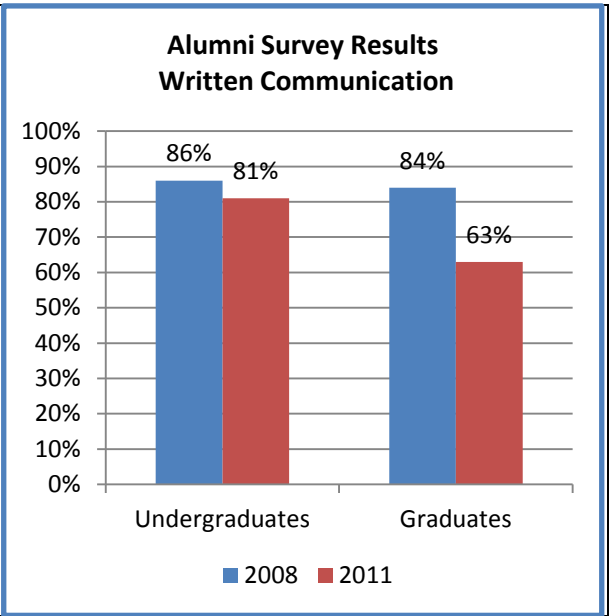


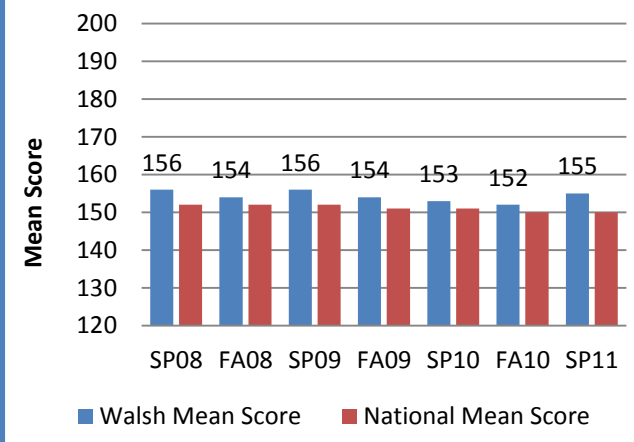
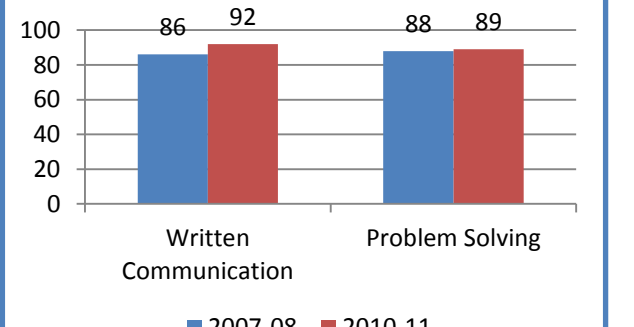
Student Performance ACBSP Report February 2012

Measurable Goals	Instrument or Process	Current Results	Analysis of Results	Actions Taken										
Walsh Alumni SLO 1 Goal: 70% of Walsh alumni will perceive that Walsh has enhanced their written communication skills.	Alumni survey administered to Walsh alumni who have graduated within 12 to 18 months. Indirect, internal survey.	In 2008, 86% of undergraduate alumni and 84% of graduate alumni perceived that Walsh enhanced their written communication skills. In 2011, 81% of undergraduate alumni and 63% of graduate alumni perceived that Walsh enhanced their written communication skills.	Alumni ratings on written communication skills declined, with graduate alumni rating written communication skills lower than undergraduate alumni. Walsh developed and implemented an undergraduate remediation program for undergraduate students in fall 2009, but no program is in place for graduate students.	A communication center was proposed to assist current Walsh students and alumni with their written and oral communication skills as well as assist Walsh international students with their English skills.	 <p>Alumni Survey Results Written Communication</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Undergraduates</th> <th>Graduates</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>86%</td> <td>84%</td> </tr> <tr> <td>2011</td> <td>81%</td> <td>63%</td> </tr> </tbody> </table>	Year	Undergraduates	Graduates	2008	86%	84%	2011	81%	63%
Year	Undergraduates	Graduates												
2008	86%	84%												
2011	81%	63%												
All undergraduate programs.	Measure student skills in written communication	Walsh students scored above	Undergraduate students are performing	Walsh will continue to participate in										

<p>SLO 1, 2 Goal: Walsh students score at or above the national mean on a standardized assessment measuring written communication and problem solving skills.</p>	<p>and problem solving and compare to national average. Display results on a graph. Participate in the Collegiate Learning Assessment (CLA) every 3rd year. Direct summative measure</p>	<p>the national mean in 2008 and 2011.</p>	<p>satisfactory in written communication and problem solving.</p>	<p>the CLA and monitor results to ensure students are meeting the goals.</p>	<div data-bbox="1360 190 1969 690" data-label="Figure"> <table border="1"> <caption>Collegiate Learning Assessment (CLA)</caption> <thead> <tr> <th>Year</th> <th>Walsh Mean Score</th> <th>National Mean Score</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>1103</td> <td>1099</td> </tr> <tr> <td>2011</td> <td>1172</td> <td>1156</td> </tr> </tbody> </table> <p>Note: CLA scale was revised in 2011.</p> </div>	Year	Walsh Mean Score	National Mean Score	2008	1103	1099	2011	1172	1156
Year	Walsh Mean Score	National Mean Score												
2008	1103	1099												
2011	1172	1156												
<p>All undergraduate programs. SLO 1,2 Goal: Using a rubric, 75% of Walsh students rate at excels or acceptable in written communication and problem solving.</p>	<p>Using course-embedded assignments and standard rubrics, measure student skills in written communication and problem solving. Direct summative and formative measures.</p>	<p>Walsh students scored above 75% in written communication and problem solving.</p>	<p>Students were rated higher in written communication and problem solving skills in 2010-11 than in 2007-08.</p>	<p>No action taken.</p>	<div data-bbox="1360 764 1969 1260" data-label="Figure"> <table border="1"> <caption>Undergraduate - Course Embedded Assignment</caption> <thead> <tr> <th>Category</th> <th>2007-08</th> <th>2010-11</th> </tr> </thead> <tbody> <tr> <td>Written Communication</td> <td>82</td> <td>95</td> </tr> <tr> <td>Problem Solving</td> <td>79</td> <td>96</td> </tr> </tbody> </table> </div>	Category	2007-08	2010-11	Written Communication	82	95	Problem Solving	79	96
Category	2007-08	2010-11												
Written Communication	82	95												
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<p>Bachelor of Accountancy (Bacct) SLO 4 Goal: BAcct students score at or above the national mean on the CPA exam.</p>	<p>Measure student passing rates on the CPA exam annually and compare to the national average. Display results on a graph. Direct summative measure</p>	<p>In 2010, Walsh students scored higher than the nation in the AUD and REG sections and only 2% lower on the FAR section.</p>	<p>The 2009-10 CPA Exam pass rates are acceptable; they indicate slight decreases compared to 2008, but increases when compared to 2007 and 2006. Overall, Walsh scores are higher than the national averages. Walsh MAC students perform better than Walsh BAC students which is consistent with national tendencies. Walsh BEC scores are consistently below the national average.</p>	<p>Improving the BEC scores requires either a change in admission policies or an increase in required courses for one to earn a degree; both of these options would have a negative effect on incoming enrollment. For Walsh to make changes in the accounting programs to address any perception of downward trends may not be practicable. A dditional required accounting/ audit/business law courses could improve CPA Exam performance, but there may</p>	<div data-bbox="1360 228 1959 719" data-label="Figure"> <h3 style="text-align: center;">CPA Exam Results</h3> <table border="1"> <caption>CPA Exam Results Data (Estimated from Chart)</caption> <thead> <tr> <th>Year</th> <th>Section</th> <th>Pass Rate (%)</th> </tr> </thead> <tbody> <tr> <td rowspan="4">National 2010</td> <td>BEC</td> <td>~55</td> </tr> <tr> <td>REG</td> <td>~55</td> </tr> <tr> <td>AUD</td> <td>~55</td> </tr> <tr> <td>FAR</td> <td>~55</td> </tr> <tr> <td rowspan="4">Walsh 2010</td> <td>BEC</td> <td>~45</td> </tr> <tr> <td>REG</td> <td>~70</td> </tr> <tr> <td>AUD</td> <td>~55</td> </tr> <tr> <td>FAR</td> <td>~55</td> </tr> <tr> <td rowspan="4">National 2009</td> <td>BEC</td> <td>~55</td> </tr> <tr> <td>REG</td> <td>~55</td> </tr> <tr> <td>AUD</td> <td>~55</td> </tr> <tr> <td>FAR</td> <td>~55</td> </tr> <tr> <td rowspan="4">Walsh 2009</td> <td>BEC</td> <td>~45</td> </tr> <tr> <td>REG</td> <td>~65</td> </tr> <tr> <td>AUD</td> <td>~55</td> </tr> <tr> <td>FAR</td> <td>~55</td> </tr> <tr> <td rowspan="4">National 2008</td> <td>BEC</td> <td>~55</td> </tr> <tr> <td>REG</td> <td>~55</td> </tr> <tr> <td>AUD</td> <td>~55</td> </tr> <tr> <td>FAR</td> <td>~55</td> </tr> <tr> <td rowspan="4">Walsh 2008</td> <td>BEC</td> <td>~45</td> </tr> <tr> <td>REG</td> <td>~60</td> </tr> <tr> <td>AUD</td> <td>~55</td> </tr> <tr> <td>FAR</td> <td>~55</td> </tr> <tr> <td rowspan="4">National 2006</td> <td>BEC</td> <td>~55</td> </tr> <tr> <td>REG</td> <td>~55</td> </tr> <tr> <td>AUD</td> <td>~55</td> </tr> <tr> <td>FAR</td> <td>~55</td> </tr> <tr> <td rowspan="4">Walsh 2006</td> <td>BEC</td> <td>~35</td> </tr> <tr> <td>REG</td> <td>~45</td> </tr> <tr> <td>AUD</td> <td>~45</td> </tr> <tr> <td>FAR</td> <td>~45</td> </tr> </tbody> </table> </div>	Year	Section	Pass Rate (%)	National 2010	BEC	~55	REG	~55	AUD	~55	FAR	~55	Walsh 2010	BEC	~45	REG	~70	AUD	~55	FAR	~55	National 2009	BEC	~55	REG	~55	AUD	~55	FAR	~55	Walsh 2009	BEC	~45	REG	~65	AUD	~55	FAR	~55	National 2008	BEC	~55	REG	~55	AUD	~55	FAR	~55	Walsh 2008	BEC	~45	REG	~60	AUD	~55	FAR	~55	National 2006	BEC	~55	REG	~55	AUD	~55	FAR	~55	Walsh 2006	BEC	~35	REG	~45	AUD	~45	FAR	~45
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<p>Bachelor of Business Administration (BBA) all majors. SLO 2, 4 Goal: BBA students score at or above the national mean on a standardized assessment measuring skills and knowledge in the functional areas of business.</p>	<p>Using the ETS Business Major Field Test (MFT), measure student skills in problem solving and knowledge in the business core competencies. Compare to national average. Display results on a graph. Direct summative measure</p>	<p>Walsh students consistently scored above the national average.</p>	<p>Walsh students are meeting the goals established by the faculty.</p>	<p>Test questions and results will be reviewed by the academic department chairs to determine learning gaps.</p>	<p style="text-align: center;">ETS Business MFT Results</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Term</th> <th>Walsh Mean Score</th> <th>National Mean Score</th> </tr> </thead> <tbody> <tr> <td>SP08</td> <td>156</td> <td>151</td> </tr> <tr> <td>FA08</td> <td>154</td> <td>151</td> </tr> <tr> <td>SP09</td> <td>156</td> <td>151</td> </tr> <tr> <td>FA09</td> <td>154</td> <td>151</td> </tr> <tr> <td>SP10</td> <td>153</td> <td>151</td> </tr> <tr> <td>FA10</td> <td>152</td> <td>151</td> </tr> <tr> <td>SP11</td> <td>155</td> <td>151</td> </tr> </tbody> </table>	Term	Walsh Mean Score	National Mean Score	SP08	156	151	FA08	154	151	SP09	156	151	FA09	154	151	SP10	153	151	FA10	152	151	SP11	155	151
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FA10	152	151																											
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<p>Graduate programs: SLO 1, 2 Goal: Using a rubric, 80% of Walsh students rate at excels or acceptable in written communication and problem solving.</p>	<p>Using course-embedded assignments and standard rubric, measure student skills in written communication and problem solving. Direct summative and formative measures.</p>	<p>Walsh students scored above 80% in written communication and problem solving.</p>	<p>Students were rated higher in written communication and problem solving skills in 2010-11 than in 2007-08.</p>	<p>No action taken.</p>	<p style="text-align: center;">Graduate - Course Embedded Assignment</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Category</th> <th>2007-08</th> <th>2010-11</th> </tr> </thead> <tbody> <tr> <td>Written Communication</td> <td>86</td> <td>92</td> </tr> <tr> <td>Problem Solving</td> <td>88</td> <td>89</td> </tr> </tbody> </table>	Category	2007-08	2010-11	Written Communication	86	92	Problem Solving	88	89															
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<p>Master of Business Administration (MBA) SLO 2, 4 Goal: MBA students score at or above the national mean on a standardized assessment measuring skills and knowledge in the functional areas of business.</p>	<p>Using the ETS MBA Major Field Test (MFT), measure student skills in problem solving and knowledge in MBA core competencies. Compare to national average. Display results on a graph. Direct summative measure</p>	<p>Walsh students scored near the national mean.</p>	<p>Walsh student skills in problem solving and knowledge of MBA core competencies are not at the expected level.</p>	<p>Test questions and results will be reviewed by the academic department chairs to determine learning gaps.</p>	<table border="1"> <caption>ETS MBA Major Field Test</caption> <thead> <tr> <th>Term</th> <th>Walsh Mean Score</th> <th>National Mean Score</th> </tr> </thead> <tbody> <tr> <td>SP08</td> <td>246</td> <td>250</td> </tr> <tr> <td>FA08</td> <td>247</td> <td>250</td> </tr> <tr> <td>SP09</td> <td>246</td> <td>250</td> </tr> <tr> <td>FA10</td> <td>247</td> <td>248</td> </tr> <tr> <td>SP11</td> <td>247</td> <td>248</td> </tr> </tbody> </table>	Term	Walsh Mean Score	National Mean Score	SP08	246	250	FA08	247	250	SP09	246	250	FA10	247	248	SP11	247	248																																																									
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<p>Master of Science in Accountancy (MAC) SLO 4 Goal: MAC students score at or above the national mean on the CPA exam</p>	<p>Measure student passing rates on the CPA exam annually and compare to national average. Display results on a graph. Direct summative measure</p>	<p>In 2010, Walsh students scored higher than the nation in the FAR and AUD sections and only 1% lower on the REG section.</p>	<p>The 2009-10 CPA Exam pass rates are acceptable; they indicate slight decreases compared to 2008, but increases when compared to 2007 and 2006. Overall, Walsh scores are higher than the national averages. Walsh MAC</p>	<p>Improving the BEC scores requires either a change in admission policies or an increase in required courses for one to earn a degree; both of these options would have a negative effect on incoming enrollment. For Walsh to make changes in the</p>	<table border="1"> <caption>CPA Exam Results</caption> <thead> <tr> <th>Year</th> <th>Section</th> <th>Pass Rate (%)</th> </tr> </thead> <tbody> <tr> <td rowspan="4">National 2010</td> <td>BEC</td> <td>~55</td> </tr> <tr> <td>REG</td> <td>~55</td> </tr> <tr> <td>AUD</td> <td>~55</td> </tr> <tr> <td>FAR</td> <td>~55</td> </tr> <tr> <td rowspan="4">Walsh 2010</td> <td>BEC</td> <td>~55</td> </tr> <tr> <td>REG</td> <td>~55</td> </tr> <tr> <td>AUD</td> <td>~55</td> </tr> <tr> <td>FAR</td> <td>~55</td> </tr> <tr> <td rowspan="4">National 2009</td> <td>BEC</td> <td>~55</td> </tr> <tr> <td>REG</td> <td>~55</td> </tr> <tr> <td>AUD</td> <td>~55</td> </tr> <tr> <td>FAR</td> <td>~55</td> </tr> <tr> <td rowspan="4">Walsh 2009</td> <td>BEC</td> <td>~55</td> </tr> <tr> <td>REG</td> <td>~55</td> </tr> <tr> <td>AUD</td> <td>~55</td> </tr> <tr> <td>FAR</td> <td>~55</td> </tr> <tr> <td rowspan="4">National 2008</td> <td>BEC</td> <td>~55</td> </tr> <tr> <td>REG</td> <td>~55</td> </tr> <tr> <td>AUD</td> <td>~55</td> </tr> <tr> <td>FAR</td> <td>~55</td> </tr> <tr> <td rowspan="4">Walsh 2008</td> <td>BEC</td> <td>~55</td> </tr> <tr> <td>REG</td> <td>~55</td> </tr> <tr> <td>AUD</td> <td>~55</td> </tr> <tr> <td>FAR</td> <td>~55</td> </tr> <tr> <td rowspan="4">National 2006</td> <td>BEC</td> <td>~45</td> </tr> <tr> <td>REG</td> <td>~45</td> </tr> <tr> <td>AUD</td> <td>~45</td> </tr> <tr> <td>FAR</td> <td>~45</td> </tr> <tr> <td rowspan="4">Walsh 2006</td> <td>BEC</td> <td>~45</td> </tr> <tr> <td>REG</td> <td>~45</td> </tr> <tr> <td>AUD</td> <td>~45</td> </tr> <tr> <td>FAR</td> <td>~45</td> </tr> </tbody> </table>	Year	Section	Pass Rate (%)	National 2010	BEC	~55	REG	~55	AUD	~55	FAR	~55	Walsh 2010	BEC	~55	REG	~55	AUD	~55	FAR	~55	National 2009	BEC	~55	REG	~55	AUD	~55	FAR	~55	Walsh 2009	BEC	~55	REG	~55	AUD	~55	FAR	~55	National 2008	BEC	~55	REG	~55	AUD	~55	FAR	~55	Walsh 2008	BEC	~55	REG	~55	AUD	~55	FAR	~55	National 2006	BEC	~45	REG	~45	AUD	~45	FAR	~45	Walsh 2006	BEC	~45	REG	~45	AUD	~45	FAR	~45
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				significantly lower than those of the other Walsh academic programs. Changes aimed at widening this gap may be difficult to apply.													
Master of Science in Finance (MSF) SLO 2, 4 Goal: On a pre-post test, the average post-test score will be 65 or higher.	Measure student knowledge of finance concepts using a faculty developed pre and post test. Direct summative measure	Students scored higher on the post-test than the pre-test; however, the average post-test score was below 65.	The pre-post test questions may not be valid or students may not be motivated to perform at a high level.	The pre-post test is going to be administered in the spring 2012 term. Students will be incentivized to put forth their best effort.	<table border="1"> <thead> <tr> <th></th> <th>Pre-Test Mean Score</th> <th>Post-Test Mean Score</th> </tr> </thead> <tbody> <tr> <td>WI10</td> <td>22</td> <td>35</td> </tr> <tr> <td>SP10</td> <td>30</td> <td>N/A</td> </tr> <tr> <td>SU10</td> <td>25</td> <td>53</td> </tr> </tbody> </table>		Pre-Test Mean Score	Post-Test Mean Score	WI10	22	35	SP10	30	N/A	SU10	25	53
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<p>Master of Science in Information Assurance (MSIA) SLO 1, 2, 3, 4 Goal: MSIA students will complete a capstone project with a grade of C or higher.</p>	<p>Measure student skills in written communication, problem solving, and research and knowledge of information assurance concepts. Student selects project. Direct summative measure</p>	<p>Ninety-eight percent of students successfully completed the project with a grade of C or higher.</p>	<p>Walsh students are meeting the goals established by the faculty. Students who failed the project did not meet all of the required deliverables and may repeat the course.</p>	<p>Ninety-eight percent of students over seven terms were successful and no action was taken. However, a verbal presentation requirement was added to the project.</p>	<div data-bbox="1367 191 1955 646"> <p style="text-align: center;">MSIA Capstone Project IA 590</p> <table border="1"> <caption>MSIA Capstone Project IA 590 Data</caption> <thead> <tr> <th>Grade</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr><td>A</td><td>30</td></tr> <tr><td>A-</td><td>0</td></tr> <tr><td>B+</td><td>1</td></tr> <tr><td>B</td><td>0</td></tr> <tr><td>B-</td><td>0</td></tr> <tr><td>C+</td><td>0</td></tr> <tr><td>C</td><td>0</td></tr> <tr><td>F</td><td>2</td></tr> </tbody> </table> <p style="text-align: center;">Terms: WI10/SP10/SU10 FA10/WI11/SP11/SU11</p> </div>	Grade	Number of Students	A	30	A-	0	B+	1	B	0	B-	0	C+	0	C	0	F	2
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F	2																						
<p>Master of Science in Information Systems (MSIS) SLO 1, 2, 3, 4 Goal: MSIS students will complete a capstone project with a grade of C or higher.</p>	<p>Measure student skills in written communication, problem solving, and research and knowledge of information systems concepts. Student selects project. Direct summative measure</p>	<p>Ninety-four percent of students successfully completed the project with a grade of C or higher. Students who failed the project elected to move into the Master of Management program.</p>	<p>Walsh students are meeting the goals established by the faculty.</p>	<p>Ninety-four percent of students over four terms were successful and no action was taken. However, a verbal presentation requirement was added to the project.</p>	<div data-bbox="1367 732 1955 1187"> <p style="text-align: center;">MSIS Capstone Project BIT 599</p> <table border="1"> <caption>MSIS Capstone Project BIT 599 Data</caption> <thead> <tr> <th>Grade</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr><td>A</td><td>76</td></tr> <tr><td>A-</td><td>5</td></tr> <tr><td>B+</td><td>1</td></tr> <tr><td>B</td><td>0</td></tr> <tr><td>B-</td><td>0</td></tr> <tr><td>C+</td><td>0</td></tr> <tr><td>C</td><td>0</td></tr> <tr><td>F</td><td>2</td></tr> </tbody> </table> <p style="text-align: center;">Terms: FA09/SP10/FA10/SP11</p> </div>	Grade	Number of Students	A	76	A-	5	B+	1	B	0	B-	0	C+	0	C	0	F	2
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<p>Master of Science in Taxation (MST) SLO 1, 3</p>	<p>Measure student skills in written communication, research, and</p>	<p>Ninety-two percent of students received a</p>	<p>Most Walsh students are meeting the goal.</p>	<p>No action taken.</p>																			

<p>Goal: MST students will write a paper on a federal income tax topic and receive a grade of C or higher.</p>	<p>citations. The instructor grades the papers on research skills and the director grades the papers on written communication skills and citations. Direct summative measure</p>	<p>grade of C or higher in research, 97 percent received a grade of C or higher in written communication and 92 percent received a grade of C or higher in citations.</p>			<div data-bbox="1365 203 2005 657"> <p style="text-align: center;">TAX 571 Papers 2009-10 and 2010-11</p> <table border="1"> <caption>TAX 571 Papers 2009-10 and 2010-11</caption> <thead> <tr> <th>Category</th> <th>Percent Grade C or Higher</th> </tr> </thead> <tbody> <tr> <td>Research</td> <td>92%</td> </tr> <tr> <td>Written Communication</td> <td>97%</td> </tr> <tr> <td>Citations</td> <td>92%</td> </tr> </tbody> </table> </div>	Category	Percent Grade C or Higher	Research	92%	Written Communication	97%	Citations	92%
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