

Student Performance ACBSP Report February 2014

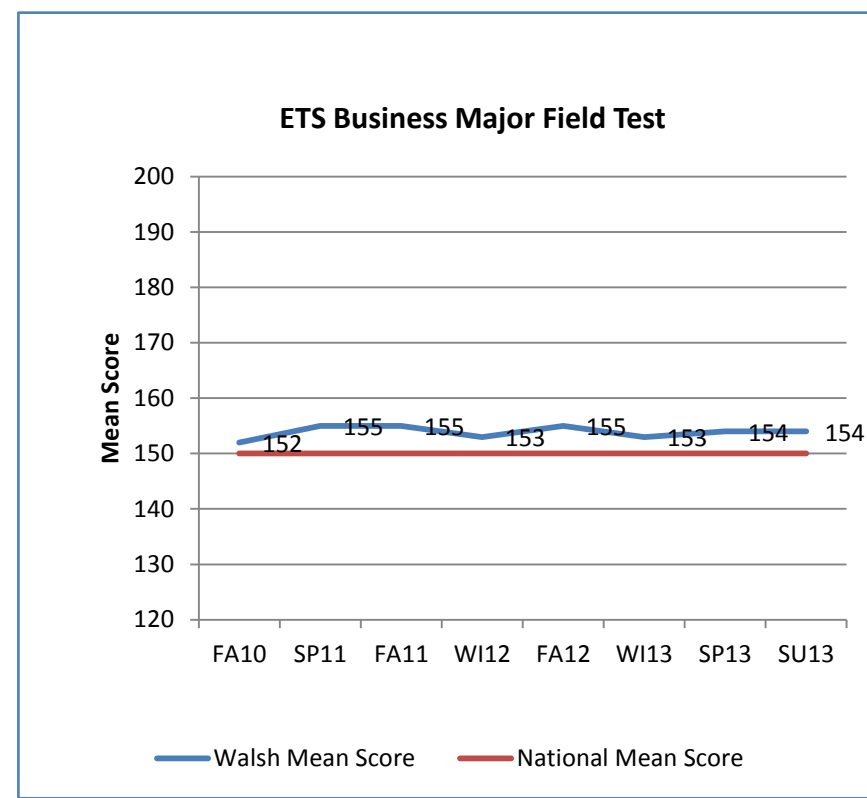
| Measurable Goals | Instrument or Process | Current Results | Analysis of Results | Actions Taken | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|--|---|---|--|------|----------------|-----------|------|-----|-----|------|-----|-----|------|----------------|-----------|------|-----|-----|------|-----|-----|------|----------------|-----------|------|-----|-----|------|-----|-----|------|----------------|-----------|------|-----|-----|------|-----|-----|
| 70% of alumni will perceive that Walsh enhanced their Core Competency skills-communication skills, problem solving skills, research skills, and mastery of a business discipline. | Annual, Alumni Survey, Indirect, Internal instrument. Comparative data - undergraduate to graduate. Sent to Alumni who graduated 9 to 18 months out. | On a 5-point Likert scale ranging from "strongly disagree" to "strongly agree," at least 70% of Walsh alumni agreed/strongly agreed that Walsh enhanced their communication skills, problem solving skills, research skills, and mastery of a business discipline. | Alumni who graduated with an undergraduate degree perceive that Walsh enhanced their core competency skills more than alumni who graduated with a graduate degree. Sharp decline from 2012 to 2013 with undergraduate alumni in the problem solving and master a business discipline core competencies. | Survey questions were modified in 2012. Continue to collect data to determine trend. Alumni survey will launch in May 2014. | <div><div><div>Alumni Survey Results Communication Skills</div><table><thead><tr><th>Year</th><th>Undergraduates</th><th>Graduates</th></tr></thead><tbody><tr><td>2012</td><td>84%</td><td>77%</td></tr><tr><td>2013</td><td>83%</td><td>79%</td></tr></tbody></table></div><div><div>Alumni Survey Results Research Skills</div><table><thead><tr><th>Year</th><th>Undergraduates</th><th>Graduates</th></tr></thead><tbody><tr><td>2012</td><td>86%</td><td>86%</td></tr><tr><td>2013</td><td>85%</td><td>81%</td></tr></tbody></table></div><div><div>Alumni Survey Results Problem Solving Skills</div><table><thead><tr><th>Year</th><th>Undergraduates</th><th>Graduates</th></tr></thead><tbody><tr><td>2012</td><td>87%</td><td>80%</td></tr><tr><td>2013</td><td>76%</td><td>77%</td></tr></tbody></table></div><div><div>Alumni Survey Results Master a Business Discipline</div><table><thead><tr><th>Year</th><th>Undergraduates</th><th>Graduates</th></tr></thead><tbody><tr><td>2012</td><td>83%</td><td>81%</td></tr><tr><td>2013</td><td>70%</td><td>79%</td></tr></tbody></table></div></div> | Year | Undergraduates | Graduates | 2012 | 84% | 77% | 2013 | 83% | 79% | Year | Undergraduates | Graduates | 2012 | 86% | 86% | 2013 | 85% | 81% | Year | Undergraduates | Graduates | 2012 | 87% | 80% | 2013 | 76% | 77% | Year | Undergraduates | Graduates | 2012 | 83% | 81% | 2013 | 70% | 79% |
| Year | Undergraduates | Graduates | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2012 | 84% | 77% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2013 | 83% | 79% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year | Undergraduates | Graduates | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2012 | 86% | 86% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 2012 | 83% | 81% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2013 | 70% | 79% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Competency in oral communication skills. Using a standard rubric, 75 percent of undergraduate students will rate at excellent or satisfactory and 80 percent of graduate students will rate at excellent or satisfactory. | Formative, Direct, Course-embedded assignment, Internal instrument. Comparative data - undergraduate to graduate. | Ninety-four percent of undergraduate students rated at excellent or satisfactory in 2009 and 2012 and 93% of graduate students rated at excellent or satisfactory in 2009 and 100% of graduate students rated at excellent or satisfactory in 2012. | Undergraduate and graduate students are meeting the goal. Undergraduate students performed slightly higher than the graduate students in 2009 and graduate students performed slightly higher than undergraduate students in 2012. | No action taken at this time. | <div><p>Course-embedded Assignments Percent of Students Rated at Excellent or Satisfactory in Oral Communication Skills</p><table><thead><tr><th>Term</th><th>UG (%)</th><th>GR (%)</th></tr></thead><tbody><tr><td>Winter 2009</td><td>94%</td><td>94%</td></tr><tr><td>Fall 2012</td><td>93%</td><td>100%</td></tr></tbody></table></div> | Term | UG (%) | GR (%) | Winter 2009 | 94% | 94% | Fall 2012 | 93% | 100% |
|---|---|---|--|---|--|------|-----------|------------|-------------|-----|-----|-----------|-----|------|
| Term | UG (%) | GR (%) | | | | | | | | | | | | |
| Winter 2009 | 94% | 94% | | | | | | | | | | | | |
| Fall 2012 | 93% | 100% | | | | | | | | | | | | |
| Bachelor of Accountancy (BAcc) Knowledge of accounting concepts required to pass CPA exam. Passing score on the CPA exam will exceed the national average. | Summative, External, Comparative data derived from CPA Exam. | National average passing rate for 2011 was 41% and 48% in 2012. Walsh students' passing rate was 54% in 2011 and 53% in 2012. | Walsh students exceeded the national average passing rates. However, more information is needed from each section of the CPA exam - FAR, BEC, REG and AUD. | In 2011, NASBA changed how results are reported. NASBA was contacted to obtain additional statistics on Walsh passing rates in order to compare results to previous years and to review passing | <div><p>CPA Passing Rates Bachelor's Degree</p><table><thead><tr><th>Year</th><th>Walsh (%)</th><th>Nation (%)</th></tr></thead><tbody><tr><td>2011</td><td>54%</td><td>41%</td></tr><tr><td>2012</td><td>53%</td><td>48%</td></tr></tbody></table></div> | Year | Walsh (%) | Nation (%) | 2011 | 54% | 41% | 2012 | 53% | 48% |
| Year | Walsh (%) | Nation (%) | | | | | | | | | | | | |
| 2011 | 54% | 41% | | | | | | | | | | | | |
| 2012 | 53% | 48% | | | | | | | | | | | | |

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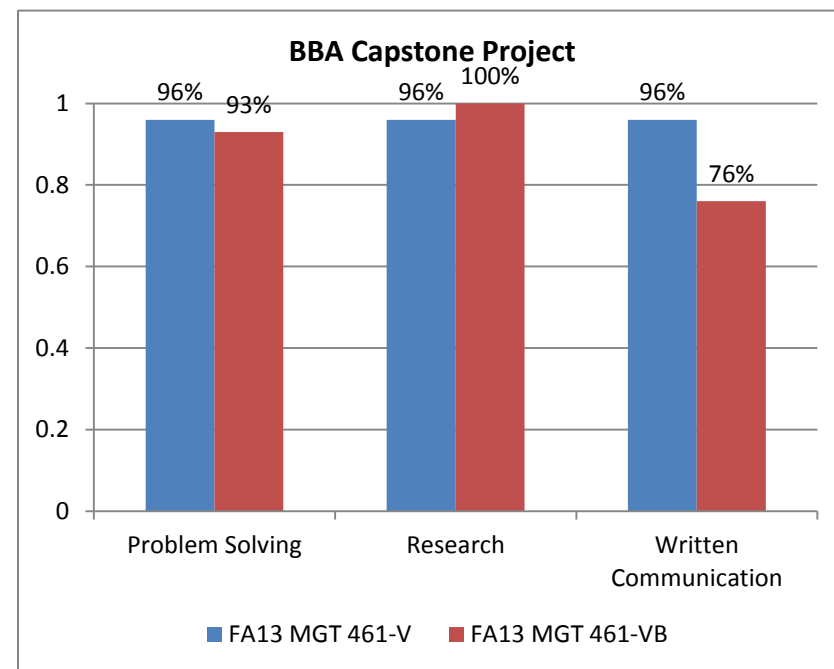
rates for each section of the exam - FAR, BEC, REG and AUD. Review additional data as it becomes available to determine where improvements can be made. Continue to collect data to determine trends.

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| <p>Bachelor of Business Administration (BBA) all majors. Knowledge in the functional areas of business. Students score at or above the national mean on a standardized assessment.</p> | <p>Summative, External, Comparative data derived from ETS Business Major Field Test.</p> | <p>The average score of 154 is consistently above the national mean score of 150.</p> | <p>Students are gaining and retaining knowledge of the business core and demonstrate competency in problem solving. However, scores are relatively stable.</p> | <p>Chairs and full-time faculty reviewed results. The following changes were made. Change in process: Starting with FA12, the ETS Business MFT is offered every term and is required of all BBA students enrolled in the capstone course. The Assessment Committee voted to make the ETS Business MFT a graduation requirement for all BBA students starting fall 2014. Change in curriculum: A new ethics</p> |
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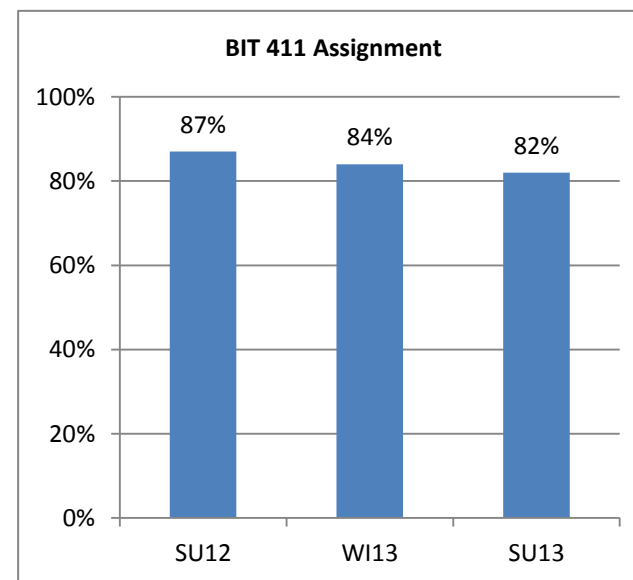


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| | | | | course was developed (MGT 411) and will be offered in the spring 2014 term; a new Social Media Strategies course was developed (MKT 453) and offered in spring 2011; a new textbook was introduced in MKT 202; and QM instructors met to discuss deficient areas and agreed to place additional emphasis on probability and hypothesis testing. | |
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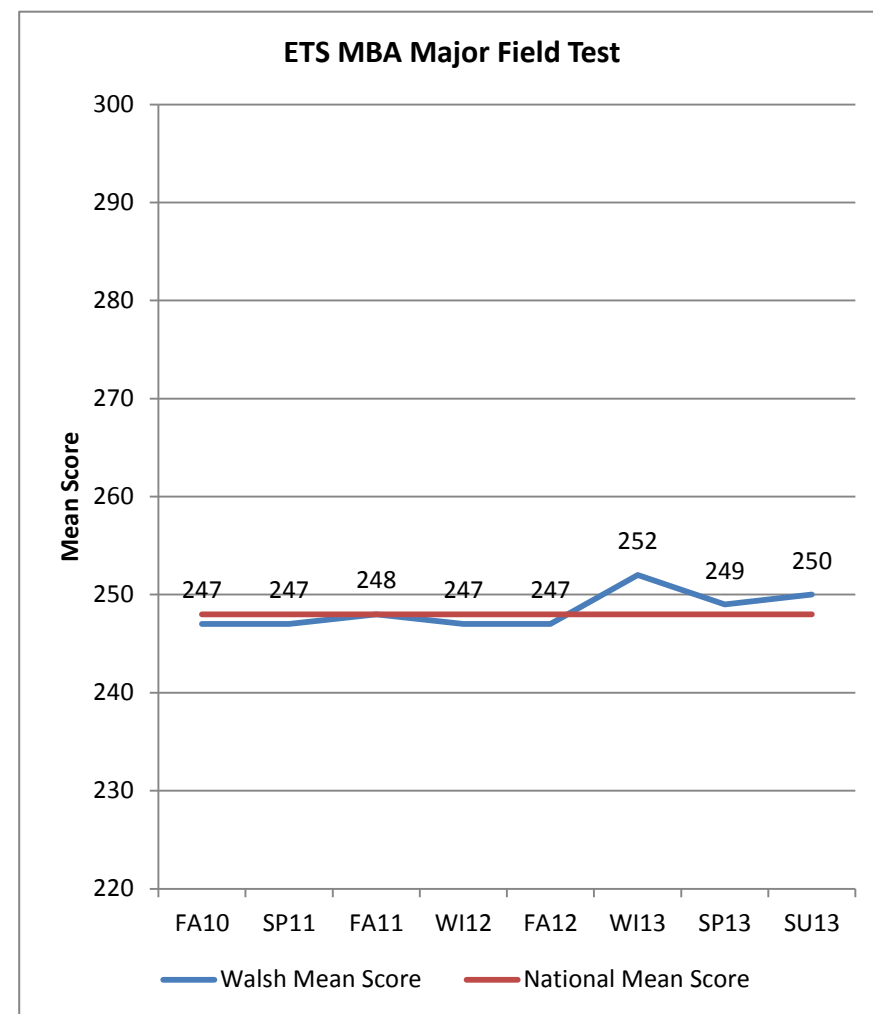
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| Bachelor of Business Administration (BBA) all majors. Mastery of core competencies - written communication, problem solving, and research. Using a standard rubric, students will score 70% or higher in each core competency. | Summative, Internal, Direct, Comparative - compare course sections. Course-embedded assignment in the capstone course evaluated using a rubric. | The goal was met in each course section. | Students are meeting the goals; however, students in the virtual blended (VB) course scored lower in written communication skills than the online students. | No change at this time. Continue to collect data to determine trend. |
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| <p>Bachelor of Science in Business Information Systems (BSBIS) Knowledge of building a web site based on organizational needs. Students score 80% or higher.</p> | <p>Formative, Internal, Direct, Course-embedded assignment evaluated using a rubric.</p> | <p>Some students scored below 80% in the winter and summer 2013 terms; however, this was attributed to factors such as incomplete assignments.</p> | <p>Students are able to create a website based on organizational need and specifications.</p> | <p>Instructor modified the assignment in summer 2013 to be current with software. The chair and faculty are proposing to sunset this program and replace with a new program. If approved, this metric will no longer be used to assess student learning.</p> |
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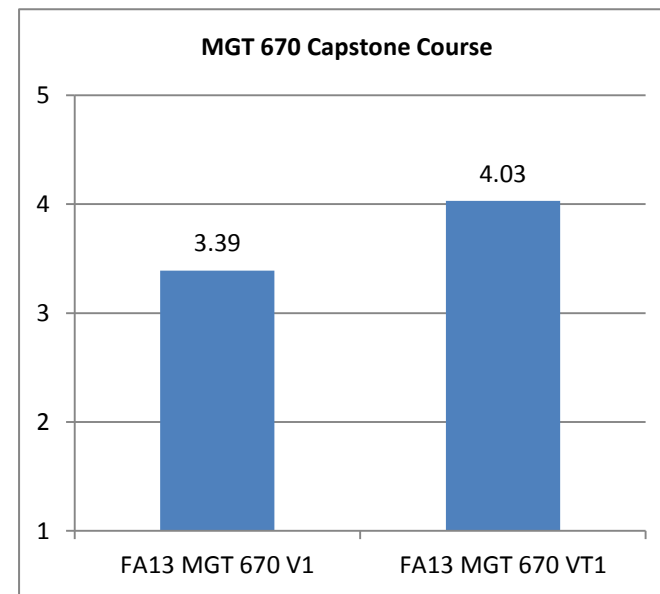
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| Master of Business Administration (MBA) Knowledge in the functional areas of business. Students score at or above the national mean on a standardized assessment. | Summative, External, Comparative data derived from the ETS MBA Major Field Test. | The average score increased slightly in WI13 and was above the national mean. The average score for SP13 and SU13 show a slight dip but are still above the national mean score of 248. | Students are gaining and retaining knowledge of the business core and demonstrate competency in problem solving. However, scores are relatively stable. | Chairs and full-time faculty reviewed results. The following changes were made. Change in process: Starting with FA12, the ETS MBA MFT is offered every term and is required of all MBA students enrolled in the capstone course. The Assessment Committee voted to make the ETS MBA MFT a graduation requirement for all MBA students starting fall 2014. Change in curriculum: A new accounting course ACC 508 was |
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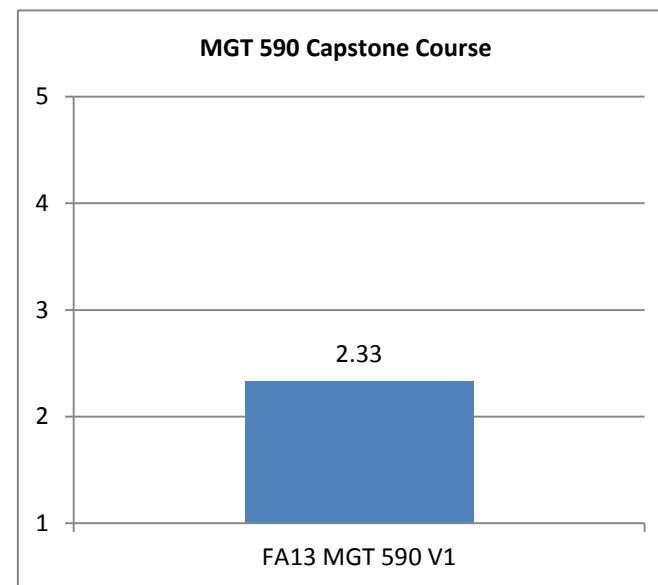
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| | | | | developed specifically for the MBA program and replaced ACC 500 in the MBA foundation; MGT 530 Ethics was redesigned to include latest issues of complexity science; MGT 555 Global Human resources was redesigned to include more issues relating to globalization ; and MKT 550 Managing the Market Function was moved from the MBA foundation to the MBA core and MGT 555 Global Human Resources | |
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| | | | | <p>was moved from the MBA core to the MBA foundation.</p> | |
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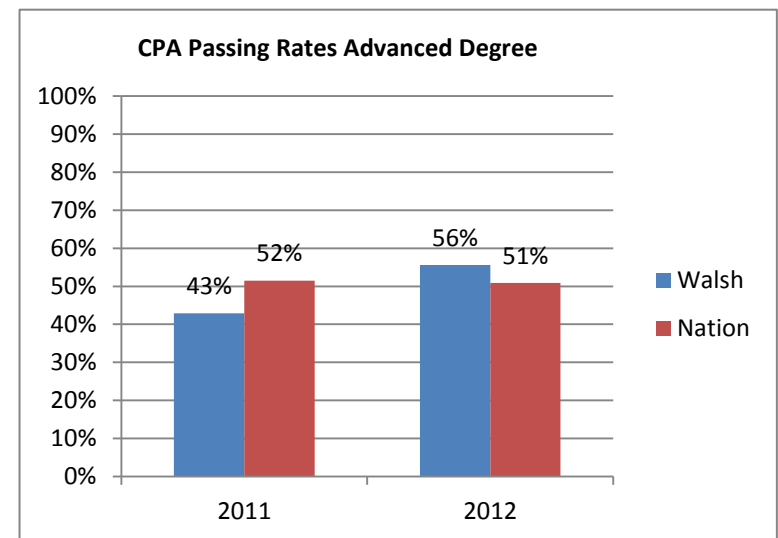
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| Master of Business Administration (MBA) Mastery of MBA learning goals. Students score at or above a 3. | Summative, Internal, Direct, Comparative, Course-embedded assignment in the capstone course evaluated by external assessor using a rubric. | The goal was met in each course section; however, students in the 2+2 format (meet 2 hours in class and 2 hours online), were rated higher than the online course section. | The instructor from the 2+2 course provided a multi-page handout containing additional instructions on completing the final capstone project - term paper. This was based on deficiencies noted in previous term papers. In addition, rubric criteria for each of the core competencies were included in the handout. | A new rubric was developed for the MBA programmatic competencies and was used for the first time in FA13. The multi-page handout will be used in all course sections next term. Data will continue to be collected going forward. |
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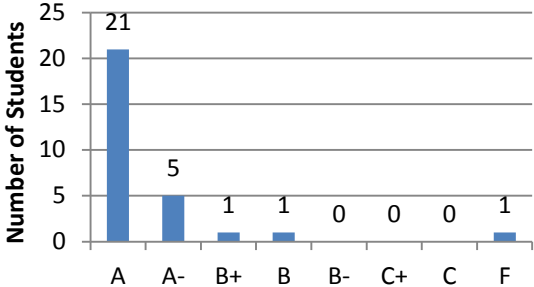
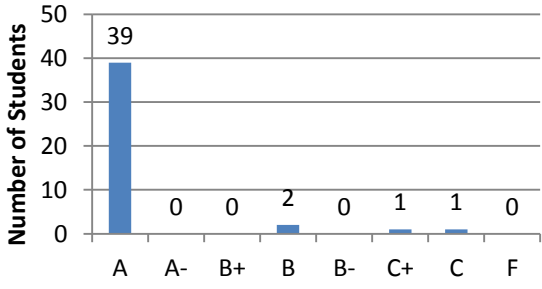
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| Master of Management (MM) Mastery of MM learning goals. Students score at or above a 3. | Summative, Internal, Direct, Comparative - compare course sections. Course-embedded assignment in the capstone course evaluated by external assessor using a rubric. | Only one section was offered in FA13. The goal was not met. | Students overall did not perform as expected. Since the term paper assignment is similar in scope to the MBA capstone term paper, the multi-page handout developed for the MBA capstone course will be incorporated into the MM capstone course in order to provide additional learning aids. | A new rubric was developed for the MM programmatic competencies and was used for the first time in FA13. The multi-page handout will be used in all course sections next term. Data will continue to be collected going forward. Papers from previous terms will be reviewed in spring 2014 using the new programmatic rubric to determine trends. |
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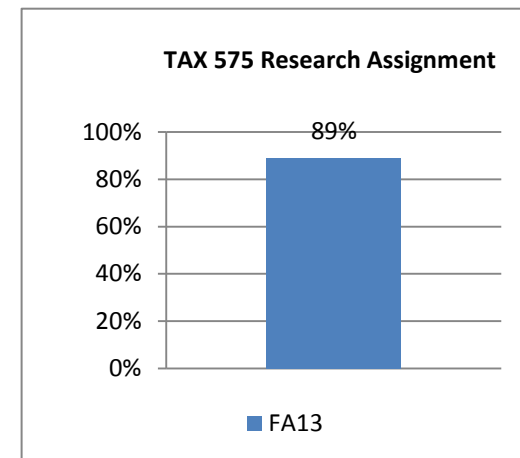
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| <p>Master of Science in Accountancy (MAC)</p> <p>Knowledge of accounting concepts required to pass CPA exam.</p> <p>Passing score on the CPA exam will exceed the national average.</p> | <p>Summative, External, Comparative data derived from CPA Exam.</p> | <p>National average passing rate for 2011 was 52% and 51% in 2012. Walsh students' passing rate was 43% in 2011 and 56% in 2012.</p> | <p>Walsh students exceeded the national average passing rates in 2012. More information is needed from each section of the CPA exam - FAR, BEC, REG and AUD.</p> | <p>In 2011, NASBA changed how results are reported. NASBA was contacted to obtain additional statistics on Walsh passing rates in order to compare results to previous years and to review passing rates for each section of the exam - FAR, BEC, REG and AUD. Review additional data as it becomes available to determine where improvements can be made. Continue to collect data to determine trends.</p> |
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| Master of Science in Accountancy (MAC) Finance Specialization Goal yet to be determined. | Summative, Internal, Direct. Course-embedded assignment in FIN 515. | New specialization. Data collection scheduled for fall 2014. | N/A | N/A | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|---|---|--|---|----------|----------|--------|---------|------------------|-----|-----|-----|-----------------|-----|-----|-----|-------------------|-----|-----|-----|----------------------|-----|-----|-----|-------|-----|-----|-----|
| Master of Science in Accountancy (MAC) Taxation Specialization Goal yet to be determined. | Summative, Internal, Direct. Course-embedded assignment in TAX 598. | New specialization. Data collection scheduled for fall 2014. | N/A | N/A | | | | | | | | | | | | | | | | | | | | | | | | | |
| Master of Science in Finance (MSF) Mastery of MSF program goals. Using a rubric, at least 80% of students will achieve a score of 80% or higher. | Formative, Direct, Course-embedded assignment, Internal instrument. Comparative data - compare course sections. | Ninety percent of students scored 80% or higher. Students met the goal in all criteria except for the SP13 weekly analysis and portfolio tactics. | Students in the SP13 online section scored better than students in the SP13 on-ground section in 3 out of 5 criteria. Students in SP10 scored slightly higher than SP13 students in all criteria. | No change at this time. Continue to collect data in SP14 to determine trend. | <div><p>FIN 521 Investment Project</p><table><thead><tr><th>Category</th><th>SP10 H51</th><th>SP13 1</th><th>SP13 V1</th></tr></thead><tbody><tr><td>Summary Write-up</td><td>87%</td><td>83%</td><td>83%</td></tr><tr><td>Weekly Analysis</td><td>90%</td><td>88%</td><td>73%</td></tr><tr><td>Portfolio Tactics</td><td>90%</td><td>76%</td><td>91%</td></tr><tr><td>Written Presentation</td><td>90%</td><td>82%</td><td>88%</td></tr><tr><td>Graph</td><td>92%</td><td>85%</td><td>90%</td></tr></tbody></table></div> | Category | SP10 H51 | SP13 1 | SP13 V1 | Summary Write-up | 87% | 83% | 83% | Weekly Analysis | 90% | 88% | 73% | Portfolio Tactics | 90% | 76% | 91% | Written Presentation | 90% | 82% | 88% | Graph | 92% | 85% | 90% |
| Category | SP10 H51 | SP13 1 | SP13 V1 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Summary Write-up | 87% | 83% | 83% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Weekly Analysis | 90% | 88% | 73% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Portfolio Tactics | 90% | 76% | 91% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Written Presentation | 90% | 82% | 88% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Graph | 92% | 85% | 90% | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Master of Science in Information Assurance (MSIA) Mastery of MSIA program goals. Students will achieve a B or higher. | Summative, Internal, Direct, Course-embedded assignment in the capstone course evaluated using a rubric. | One student out of 29 failed the capstone project. All other students received a score of "B" or higher on the capstone project. | Students are meeting the learning goals of the program. | No change at this time. | <div><p>MSIA Capstone Project</p><table><thead><tr><th>Term</th><th>A</th><th>A-</th><th>B+</th><th>B</th><th>B-</th><th>C+</th><th>C</th><th>F</th></tr></thead><tbody><tr><td>Number of Students</td><td>21</td><td>5</td><td>1</td><td>1</td><td>0</td><td>0</td><td>0</td><td>1</td></tr></tbody></table></div> | Term | A | A- | B+ | B | B- | C+ | C | F | Number of Students | 21 | 5 | 1 | 1 | 0 | 0 | 0 | 1 |
|---|--|--|---|-------------------------|---|------|---|----|----|---|----|----|---|---|--------------------|----|---|---|---|---|---|---|---|
| Term | A | A- | B+ | B | B- | C+ | C | F | | | | | | | | | | | | | | | |
| Number of Students | 21 | 5 | 1 | 1 | 0 | 0 | 0 | 1 | | | | | | | | | | | | | | | |
| Master of Science in Information Systems (MSIS) Mastery of program goals. Students will achieve a B or higher. | Summative, Internal, Direct, Course-embedded assignment in the capstone course evaluated using a rubric. | Two students out of 43 received a score lower than a "B" on the capstone project. | Students are meeting the learning goals of the program. | No change at this time. | <div><p>MSIS Capstone Project</p><table><thead><tr><th>Term</th><th>A</th><th>A-</th><th>B+</th><th>B</th><th>B-</th><th>C+</th><th>C</th><th>F</th></tr></thead><tbody><tr><td>Number of Students</td><td>39</td><td>0</td><td>0</td><td>2</td><td>0</td><td>1</td><td>1</td><td>0</td></tr></tbody></table></div> | Term | A | A- | B+ | B | B- | C+ | C | F | Number of Students | 39 | 0 | 0 | 2 | 0 | 1 | 1 | 0 |
| Term | A | A- | B+ | B | B- | C+ | C | F | | | | | | | | | | | | | | | |
| Number of Students | 39 | 0 | 0 | 2 | 0 | 1 | 1 | 0 | | | | | | | | | | | | | | | |

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| Master of Science in Taxation (MST) Mastery of MST program goals. Students will score at least 70% on a research paper. | Summative, Internal, Direct, Course-embedded assignment in the assessment course (TAX 575) evaluated using a rubric. | One student scored 70% and all other students scored at or above 80%. | Students met the learning goals of the program in FA13; however, more data is needed to determine trends. | TAX 575 was revised. The TAX post-test was administered in this course and was the only required assignment. The TAX department removed the pre-post test as a programmatic measure and replaced it with a tax research assignment in TAX 575. Students are also required to meet with the tax department chair for an exit interview. Data collection for the new assignment and exit interview began in FA13 and will |
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| | | | | continue. | |
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