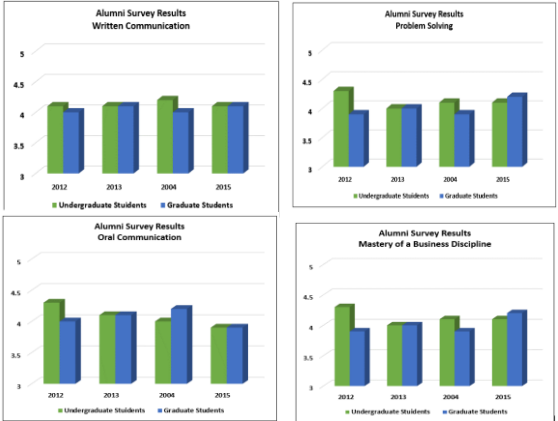
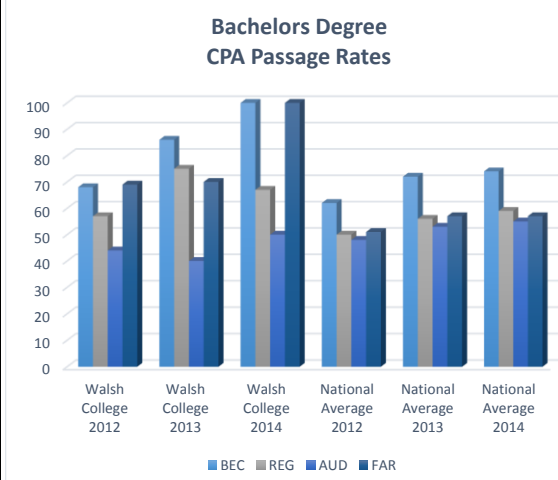
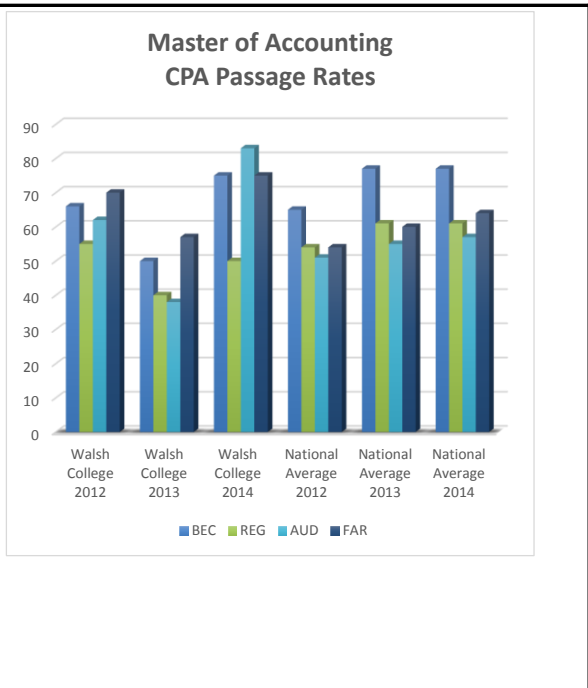
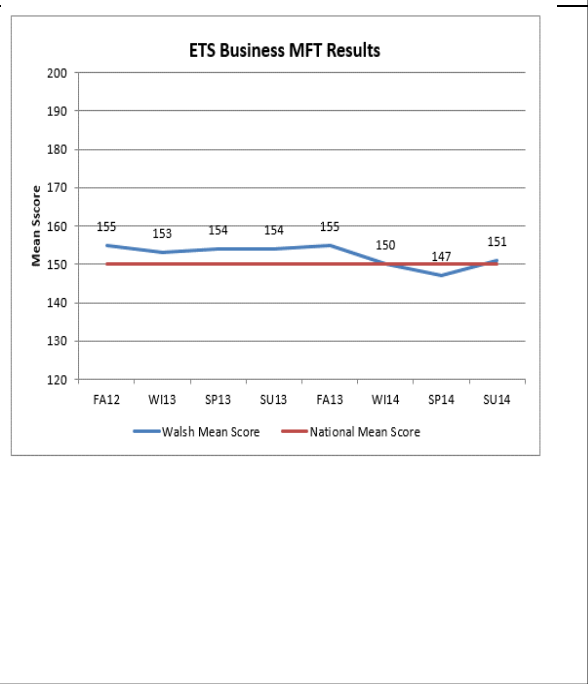


Measurable Goals	Instrument or Process	Current Results	Analysis of Results	Actions Taken	
<p>Alumni will perceive that Walsh enhanced their Core Competency skills-communication skills (written and oral), problem solving skills, and mastery of a business discipline. The average score on a 5-point Likert scale will exceed the "agree" category of 3.5.</p>	<p>Annual / Alumni Survey / Indirect / Internal instrument. Comparative data - undergraduate to graduate. Sent to Alumni who graduated 3 months out.</p>	<p>On a 5-point Likert scale ranging from "strongly disagree" (1) to "strongly agree" (5) the average rating for all Walsh alumni averaged (4) more than agreed that Walsh enhanced their written communication skills, oral communication skills, problem solving skills, and their mastery of a business discipline.</p>	<p>Both graduate and undergraduate students appear to be generally satisfied with their Walsh College education. Results have been consistently holding above the 3.5 mark, but have not showed any significant movement upward.</p>	<p>The Faculty Committee on Outcomes Assessment completely revised not only the Core Competency assessment rubric but also revised the content of the alumni survey. Data collection with these new instruments began in fall 2015. Results captured with both of these new instruments will be monitored for improvement beyond the current average of 4 for improvement.</p>	 <p>The figure consists of four bar charts arranged in a 2x2 grid. Each chart compares scores for Undergraduate Students (green bars) and Graduate Students (blue bars) across the years 2012, 2013, 2014, and 2015. The y-axis for all charts ranges from 3 to 5. The top-left chart is 'Written Communication', top-right is 'Problem Solving', bottom-left is 'Oral Communication', and bottom-right is 'Mastery of a Business Discipline'. In all cases, scores are generally above 3.5, with Undergraduate students often scoring slightly higher than Graduate students in 2012 and 2014.</p>
<p>Bachelor of Accountancy (BACct) Knowledge of accounting concepts required to pass CPA exam. Passing score on the CPA exam will exceed the national average.</p>	<p>Summative / External / Comparative data derived from CPA Exam.</p>	<p>For the years 2012 through 2014, Walsh College Bachelors degree candidates exceeded or far exceeded the national averages. In the REG section, Walsh College graduates exceeded the national averages (Walsh - 57, 75, 67 vs. National Avg. 50, 56, 59). In the BAC (Walsh - 68, 86, 100 vs. National Avg. 62, 72, 74) and FAR (Walsh - 69, 70, 100 vs. National Avg. 51, 57, 57) sections of the CPA exam Walsh BAC graduates significantly exceeded the national averages. However, in the Auditing (AUD) section of the exam, gradates consistently fell below the national averages (Walsh - 44, 40, 50 vs. National Avg. 48, 53, 55).</p>	<p>Walsh College BAcct graduates appear to be more than adequately prepared for the REG section and exceptionally well prepared for the BAC and FAR sections of the CPA exam. An opportunity for improvement however exists in the Auditing area.</p>	<p>The Walsh College accounting faculty, through the process of seeking an IMA endorsement, have worked to revise the curricular core of the accounting program. The programmatic core has been strengthened overall, and the Auditing course - as a critical component of the CMA certification - is being revised to address the areas of difficulty on CPA exam.</p>	 <p>The figure is a bar chart titled 'Bachelors Degree CPA Passage Rates'. The y-axis represents the percentage of students passing, ranging from 0 to 100. The x-axis shows data for Walsh College (2012, 2013, 2014) and National Averages (2012, 2013, 2014) for four sections: BEC (blue), REG (grey), AUD (light blue), and FAR (dark blue). Walsh College consistently shows higher passage rates than the national averages in all sections, particularly in the BAC (BEC) and FAR sections, where rates reach 100% in 2014.</p>

<p>Master of Science in Accountancy (MAC) Knowledge of accounting concepts required to pass CPA exam. Passing score on the CPA exam will exceed the national average.</p>	<p>Summative / External / Comparative data derived from CPA Exam.</p>	<p>For the years 2012 and 2014, Walsh College Masters degree candidates met the national averages in the BEC section (Walsh - 66 and 75 vs. National Avg. 65 and 77). In the 2013 testing year, there was a substantial decline in student performance in all categories when compared to the national average (Walsh - 50,40,38,57 vs. Natl. Avg - 77,61,55,60). For the years 2012 and 2014, Walsh MAC graduates exceeded or far exceeded the national averages in the AUD section (Walsh - 62 and 86 vs. Natl. Avg.51 and 57) and in the FAR section (Walsh -70 and 75 vs. Natl. Avg. 54 and 64). However, in the REG section of the exam, graduates consistently fell below the national averages (Walsh - 55,40,50 vs. Natl. Avg. 54,61,61).</p>	<p>Walsh College MAC graduates appear to be more than adequately prepared for the AUD and the FAR sections however an opportunity for improvement however exists in the Regulations (REG) area.</p>	<p>The Walsh College accounting faculty amended the curriculum to focus on matters of business law relevant to the CPA exam, enhancing students' ability to earn higher scores in the REG section of the exam. The course will be offered for the first time in Winter 2016. Results of this curricular change will be monitored beginning with the passage rates in 2016.</p>
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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 for all BBA students was consistently above the national average for the academic year 2012/13. A decline in student performance occurred during the first three terms of the academic year 2013/14 however student performance rebounded to the national average level in the final assessment term, summer 2014.</p>	<p>An analysis of the specific sub-categories revealed opportunities for improvement in the Finance, Accounting, and Marketing sections.</p>	<p>The Finance 315 course, a course required as part of the Bachelor of Business Administration program core, was restructured to include a list of common core finance topics (taught by all faculty). In addition, the Finance faculty collaborated to create common exam questions - administered to all students in the FIN 315 course, regardless of instructor or modality. In addition, the core accounting course (ACC 310) was redesigned, and the Marketing course added a focus on social media strategies in response to MFT data on the marketing section.</p>
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<p>Master of Business Administration (MBA) 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 the ETS MBA Major Field Test.</p>	<p>The average score for all MBA students was consistently at the national average for the academic years 2012/13 and 2013/14. A substantial increase in student performance was seen in summer 2014.</p>	<p>A review of the subcategory data revealed that students struggled in the Accounting, Marketing, and Management sections.</p>	<p>Based on these findings, the MBA core accounting course (ACC 510) was redesigned to include an emphasis on the specific areas of difficulty. In addition, a marketing course (MKT 550) was added to the MBA programmatic core. Finally, one of the core management courses (MGT 670) was revised to include coverage of organizational structure and design.</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>FA12</td> <td>247</td> <td>247</td> </tr> <tr> <td>WI13</td> <td>252</td> <td>247</td> </tr> <tr> <td>SP13</td> <td>249</td> <td>247</td> </tr> <tr> <td>SU13</td> <td>250</td> <td>247</td> </tr> <tr> <td>FA13</td> <td>248</td> <td>247</td> </tr> <tr> <td>WI14</td> <td>252</td> <td>247</td> </tr> <tr> <td>SP14</td> <td>251</td> <td>247</td> </tr> <tr> <td>SU14</td> <td>260</td> <td>247</td> </tr> </tbody> </table>	Term	Walsh Mean Score	National Mean Score	FA12	247	247	WI13	252	247	SP13	249	247	SU13	250	247	FA13	248	247	WI14	252	247	SP14	251	247	SU14	260	247
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<p>Master of Business Administration (MBA)</p>	<p>Summative / Internal / Direct - Course embedded assignment; comparison among course sections and over time.</p>	<p>An analysis of the written communication data for the Final Exam paper in the capstone course (MGT 670) revealed students were performing well with respect to organization, tone and word choice, grammar/mechanics, and formatting, however there was a dramatic decrease in performance with respect to sources and evidence. In addition, there were modality differences, with on-ground students performing better than online students.</p>	<p>These results revealed an opportunity for improvement within the specific Sources and Evidence subcategory to enhance both student's ability to locate high-quality sources as well as properly cite and references.</p>	<p>Initially, the assignment title and instructions were revised and students were provided with additional resources. Purposeful connections were also made between the assignment and the SLOs. In a secondary phase, formative weekly assignments were created to specifically scaffold student learning across the term. Further, the assignment was completely rewritten to place students in the role of author and decision-maker, providing a personalized connection to and stake in the paper's content. This resulted in an increase in student performance overall and closure of the modality gap.</p>	<table border="1"> <caption>Improved Student Performance - 2011/12 to 2014 Written Communication</caption> <thead> <tr> <th>Category</th> <th>2011/2012</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>Source/Evidence</td> <td>~2.0</td> <td>~3.15</td> </tr> <tr> <td>Format</td> <td>~3.8</td> <td>~4.3</td> </tr> </tbody> </table> <p> Sources / Evidence • 57% increase Format • 13% increase </p>	Category	2011/2012	2014	Source/Evidence	~2.0	~3.15	Format	~3.8	~4.3																		
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