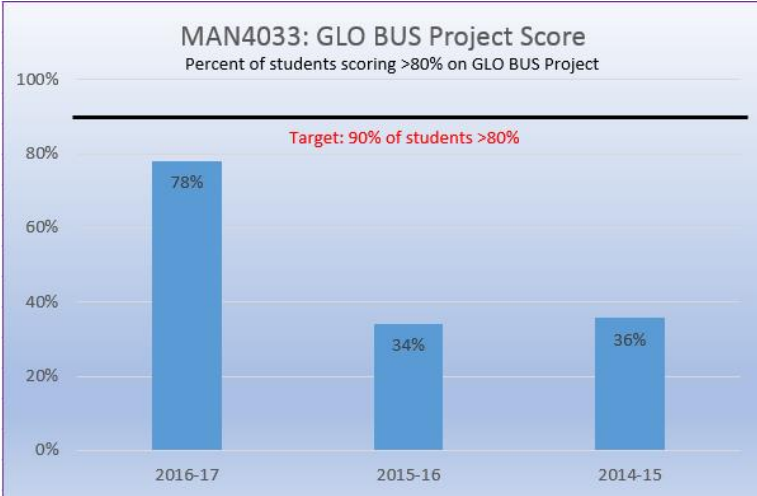
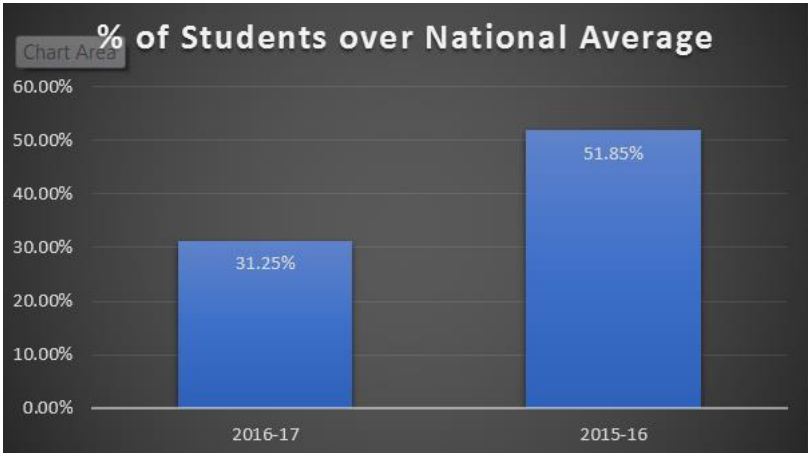
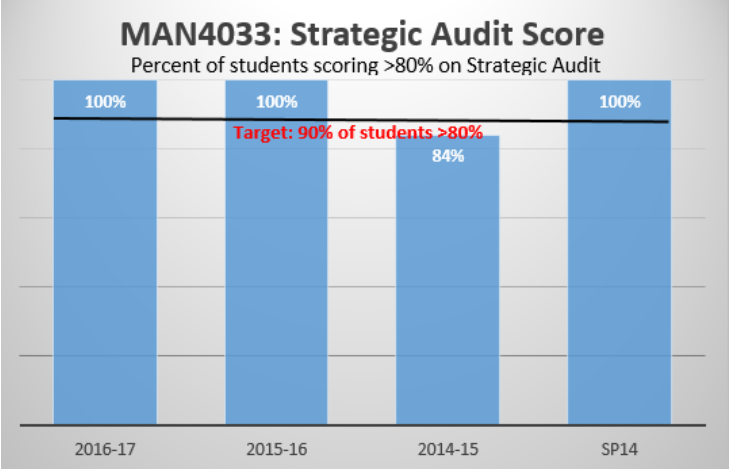




Academic Department/Program: Bachelor of Science in Accounting – CPA Concentration

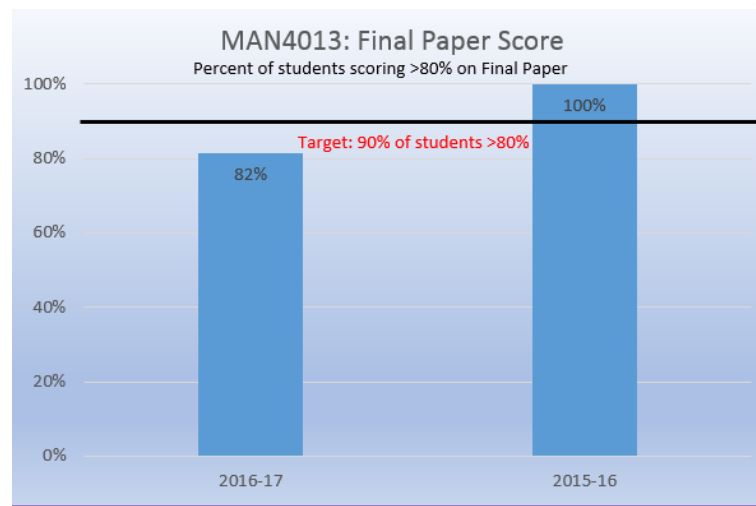
Student Learning Outcomes	Assessment Methodology	Target	Summary of Major Findings	Actions Taken to Improve Student Learning	Timeframe								
<p>SLO 1: Explain the interrelationships of the functional business areas within organizations</p>	<p>Method 1: Globus Project Average Score</p>	<p>90% of students score >80%</p>	 <p>MAN4033: GLO BUS Project Score Percent of students scoring >80% on GLO BUS Project</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Percent of students scoring >80%</th> </tr> </thead> <tbody> <tr> <td>2016-17</td> <td>78%</td> </tr> <tr> <td>2015-16</td> <td>34%</td> </tr> <tr> <td>2014-15</td> <td>36%</td> </tr> </tbody> </table> <p>GLO-BUS Project total score used. The goal is to have 90% of students obtain a score of 80% or higher. Historically, project scores have been low, but significant improvement was made this year.</p>	Year	Percent of students scoring >80%	2016-17	78%	2015-16	34%	2014-15	36%	<p>Continue to monitor progress</p>	
	Year	Percent of students scoring >80%											
2016-17	78%												
2015-16	34%												
2014-15	36%												
<p>Method 2: MFT Post-test Composite Score</p>	<p>Exceed the national average</p>	 <p>% of Students over National Average</p> <table border="1"> <thead> <tr> <th>Year</th> <th>% of Students over National Average</th> </tr> </thead> <tbody> <tr> <td>2016-17</td> <td>31.25%</td> </tr> <tr> <td>2015-16</td> <td>51.85%</td> </tr> </tbody> </table>	Year	% of Students over National Average	2016-17	31.25%	2015-16	51.85%					
Year	% of Students over National Average												
2016-17	31.25%												
2015-16	51.85%												

			<p>The MFT average score for MVNU 2016-17 seniors was 152 which is at the 62nd percentile and tells us that 38% of test takers nationally scored BELOW our average score. Percentile rankings imply that lower is better (MVNU would want a ranking above the 50th percentile to have an average score that exceeds the national average.) Moreover, the percentage of MVNU students exceeding the national average declined this year as compared to the previous cohort.</p>												
	<p>Method 3: Strategic Audit score in MAN4033</p>	<p>90% of students score >80%</p>	 <p>MAN4033: Strategic Audit Score Percent of students scoring >80% on Strategic Audit</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Percent of students scoring >80%</th> </tr> </thead> <tbody> <tr> <td>2016-17</td> <td>100%</td> </tr> <tr> <td>2015-16</td> <td>100%</td> </tr> <tr> <td>2014-15</td> <td>84%</td> </tr> <tr> <td>SP14</td> <td>100%</td> </tr> </tbody> </table> <p>Target: 90% of students >80%</p> <p>Students continue to show excellent performance on the strategic audit. This course is now taught by a new instructor and it is encouraging that students are continuing to be successful on this comprehensive assignment.</p>	Year	Percent of students scoring >80%	2016-17	100%	2015-16	100%	2014-15	84%	SP14	100%		
Year	Percent of students scoring >80%														
2016-17	100%														
2015-16	100%														
2014-15	84%														
SP14	100%														
<p>SLO 2: Articulate the impact of personal and</p>	<p>Method 1: Pre/Post Faith Integration Papers in MAN2003/MAN4033</p>	<p>Assess results >60% and show value added from pre/post test</p>	<p>Findings Method 1: Students are continuing to show improvement through higher scores from pre-post test results.</p>												

professional integrity upon organizational decision making in light of biblical truths

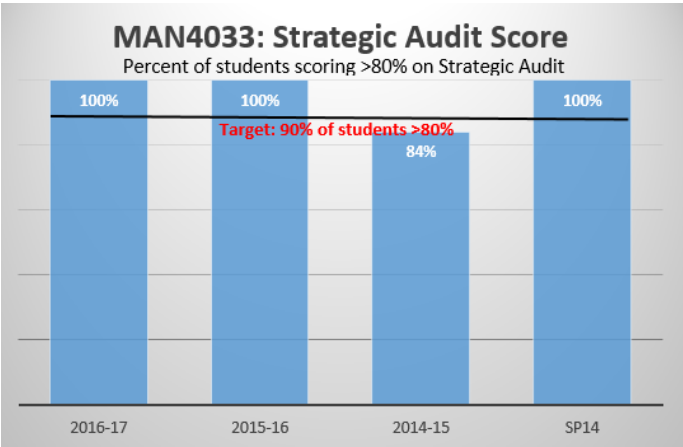
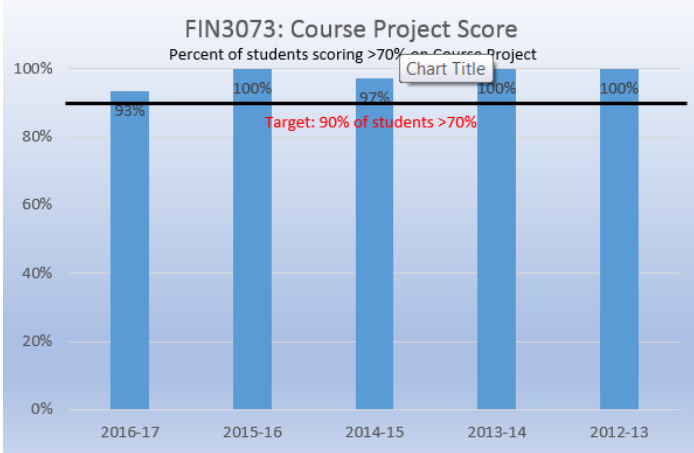
Method 2:
MAN4013/ACC4013
Business Ethics
final paper score

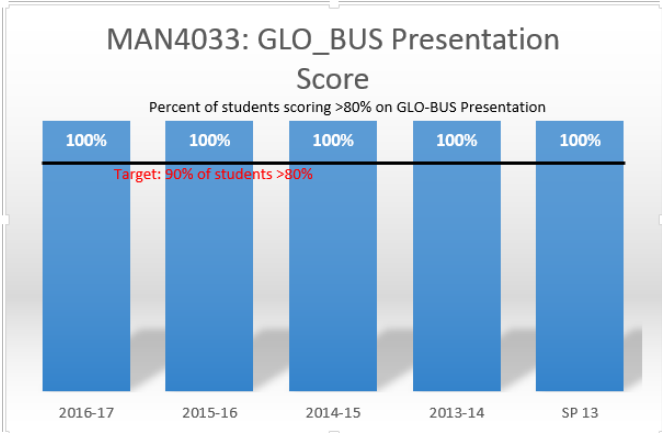
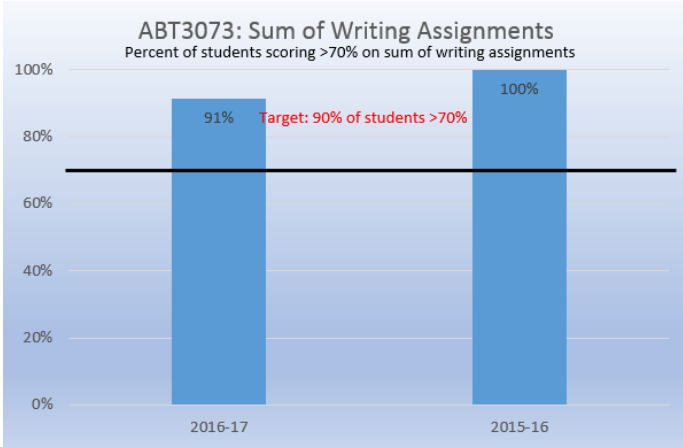
90% of
students score
>80%



This course is being taught by a new faculty member who implemented the assignment in 2015-16, thus it was reasonable to add this as an assessment measure during the 2016-17 revision of the department's assessment plan. Scores for the final paper not only measure the impact of personal and professional integrity upon organizational decision making in light of biblical truths, but also reflect students' ability to articulate such values through proper writing mechanics. It is postulated that the lower number of students meeting the target score of 80% is a reflection NOT of the impact of personal and professional integrity concerns, but of other noise in the assessment measure such as writing mechanics. We will continue to monitor this measure and see if a specific section of the rubric score needs pulled out as opposed to using the overall rubric score.

Continue to
monitor progress

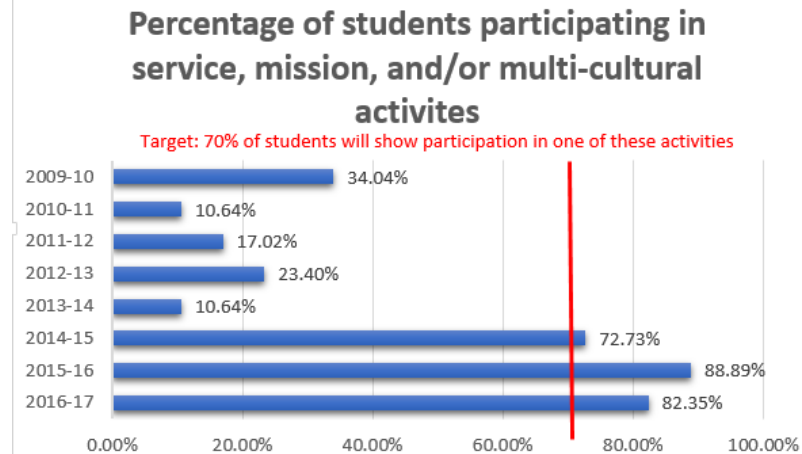
	<p>Method 1: Strategic Audit score in MAN4033</p>	<p>90% of students score >80%</p>	 <p>MAN4033: Strategic Audit Score Percent of students scoring >80% on Strategic Audit</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Percent of students scoring >80%</th> </tr> </thead> <tbody> <tr> <td>2016-17</td> <td>100%</td> </tr> <tr> <td>2015-16</td> <td>100%</td> </tr> <tr> <td>2014-15</td> <td>84%</td> </tr> <tr> <td>SP14</td> <td>100%</td> </tr> </tbody> </table> <p>Target: 90% of students >80%</p> <p>Students continue to exceed desired outcomes on this comprehensive assignment.</p>	Year	Percent of students scoring >80%	2016-17	100%	2015-16	100%	2014-15	84%	SP14	100%	<p>Target has been met in recent years.</p>			
Year	Percent of students scoring >80%																
2016-17	100%																
2015-16	100%																
2014-15	84%																
SP14	100%																
<p>SLO 3: Apply critical thinking skills</p>	<p>Method 2: FIN3073 Financial Management Course Project Score</p>	<p>90% of students score >70%</p>	 <p>FIN3073: Course Project Score Percent of students scoring >70% on Course Project</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Percent of students scoring >70%</th> </tr> </thead> <tbody> <tr> <td>2016-17</td> <td>93%</td> </tr> <tr> <td>2015-16</td> <td>100%</td> </tr> <tr> <td>2014-15</td> <td>97%</td> </tr> <tr> <td>2013-14</td> <td>100%</td> </tr> <tr> <td>2012-13</td> <td>100%</td> </tr> </tbody> </table> <p>Target: 90% of students >70%</p> <p>The Course Project in Financial Management is a comprehensive case that applies complex assessments of firm performance to publically-traded firms. This is an assignment that requires significant critical thinking skills, as students have to not only apply the formulas, ratios, decision criteria, etc, but also have to find the correct data and company information to use, which is a tedious and confusing process. Evidence shows that over the past several years, the majority of students are able to obtain a passing score on this assignment.</p>	Year	Percent of students scoring >70%	2016-17	93%	2015-16	100%	2014-15	97%	2013-14	100%	2012-13	100%	<p>Continue to monitor progress</p>	
Year	Percent of students scoring >70%																
2016-17	93%																
2015-16	100%																
2014-15	97%																
2013-14	100%																
2012-13	100%																

SLO 4: Model effective oral and written communication skills	Method 1: Globus Presentation Score	90% of students score >80%	 <p>The GLO-BUS Presentation Score is used to measure the students' ability to effectively communicate orally. The goal is for 80% of students to score 80% or higher using a standardized rubric on their GLO-BUS Presentation. Evidence shows that all students are able to meet the desired score of 80% or above on this assignment.</p>	Target has been met in recent years. Continue to monitor progress
	Method 2: ABT3073 Business Communication - sum of the writing assignments	90% of students score >70%	 <p>Students' ability to communicate in written form is measured through the sum of the scores on the writing assignments in business communication. Most students are able to meet the minimum requirements in this area.</p>	
SLO 5: See the value and	Method 1:	70% of students will		

participate in professional development, service and/or multi-cultural activities

Survey of graduating seniors

report participation in one of those activities during their undergraduate experience

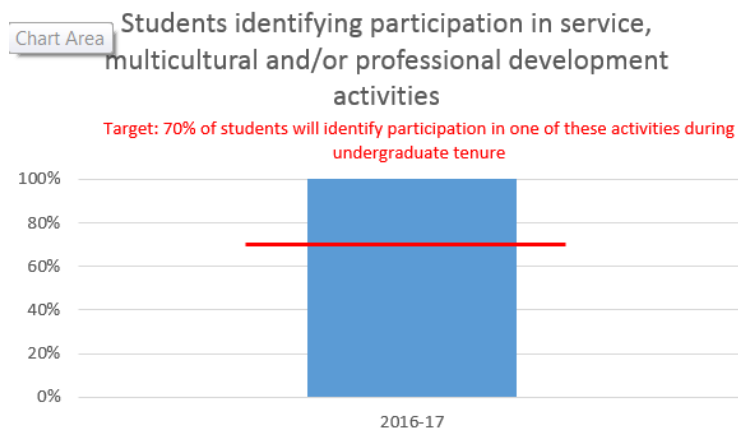


Though data shows inconsistent results towards meeting this goal, variability in data collection is likely to blame. Surveys from 2010-2014 were conducted through Alumni surveys. The 2015 & 2016 data was collected with senior business students before they graduated. The most recent year surveys were also completed by seniors before graduation, but only 17 of 41 students had survey results available that could be evaluated for this assessment measure. Surveying students while still in school is believed to provide better information and will continue to be used in the future. It is anticipated that more consistent and reliable data will be collected with future cohorts.

Continue to monitor progress and establish appropriate data collection systems for long-term trends to be better identified.

Method 2: Business Communication Resume

70% of students will show they have participated in one of these activities during their undergraduate experience

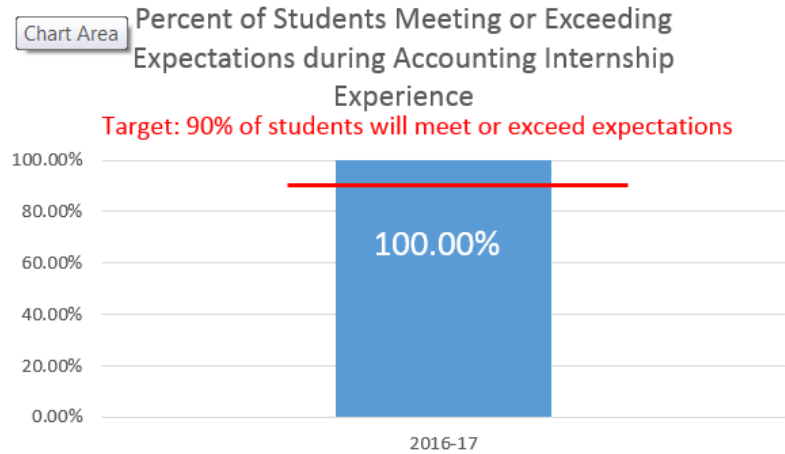


			<p>Students are reporting that they are participating in multi-cultural, professional development and/or service activities while at MVNU. Professional development activities include such things as attending conferences, internships, and other networking events. Service projects include leading small groups, mission trips, Red Cross Blood Drives, Habitat for Humanity, and other similar activities. Multi-cultural events include mission trips and other events geared towards interaction with other cultures.</p>								
<p>SLO 6: Demonstrate proficiency in financial reporting and management decision making</p>	<p>Method 1: ACC3073 Intermediate ACC II Final Exam Score</p>	<p>90% of students score >80%</p>	<div data-bbox="835 446 1617 909" data-label="Figure"> <table border="1"> <caption>ACC3073 - Students Exceeding 80% on Final Exam</caption> <thead> <tr> <th>Year</th> <th>Percentage of students exceeding 80%</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>2016-17</td> <td>61.54%</td> <td>90%</td> </tr> </tbody> </table> </div> <p>The percentage of students scoring above an 80% on the final exam was not as high as the faculty had wished. However, this is the first year of data collection on this measure and progress will continued to be monitored and trends identified to verify that the target set was appropriate.</p>	Year	Percentage of students exceeding 80%	Target	2016-17	61.54%	90%	<p>Baseline information was collected this year.</p> <p>Future trends will be identified so that this assessment measure can be evaluated for effectiveness and reliability</p>	
	Year	Percentage of students exceeding 80%	Target								
	2016-17	61.54%	90%								
<p>Method 2: ACC3043 Cost Accounting Final Exam Score</p>	<p>90% of students score >80%</p>	<p>ACC3043 Cost Accounting was not taught in 2016-17, as it is an alternate year course. It will be taught in 2017-18. There is no historical data on this assessment measure, as this is a new assessment method instilled during this academic year.</p>									
<p>Method 3: ACC4083 Advanced Accounting I Final Exam Score</p>	<p>90% of students score >80%</p>	<p>ACC4083 Advanced Accounting I was not taught in 2016-17, as it is an alternate year course. It will be taught in 2017-18. There is no historical data on this assessment measure, as this is a new assessment method instilled during this academic year.</p>									

	Method 4: MFT Accounting post-test sub score	Exceed the national average	During the data collection phase of this year's annual report, it was discovered that MFT will not report sub-scores at the individual student level. Even after contacting MFT directly, it was confirmed that sub-scores are available only at the department level, but never the student level. Department sub-scores are unreliable measures of student learning in the Accounting program, as the non-accounting majors' scores in this area would move the average of the scores obtained by the Accounting majors. Therefore, this Accounting-specific sub-score is obsolete in this assessment plan and should be removed during future assessment plan revisions.								
SLO 7: Articulate discipline specific knowledge and apply skills essential for the certified public accountant	Method 1: ACC4073 Adv Tax Final Exam Score	90% of students score >75%	<p style="text-align: center;">ACC4073 - Adv Tax Percent of Students Exceeding 75% on Final Exam</p> <p style="text-align: center; color: red;">Target: 90% of students will score >75% on Final Exam</p> <table border="1"> <caption>ACC4073 - Adv Tax Percent of Students Exceeding 75% on Final Exam</caption> <thead> <tr> <th>Year</th> <th>Percent of Students Exceeding 75%</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>2016-17</td> <td>100.00%</td> <td>90.00%</td> </tr> </tbody> </table> <p style="text-align: center;">2016-17</p> <p>This year 100% of the Advanced Tax students were able to score >75% on this difficult final exam. There is no historical data for this measure, as this is a new assessment measure employed with the 2016-17 updates to the assessment plan.</p>	Year	Percent of Students Exceeding 75%	Target	2016-17	100.00%	90.00%	Students are achieving desired outcomes on this SLO. Department will continue to monitor progress.	
	Year	Percent of Students Exceeding 75%	Target								
2016-17	100.00%	90.00%									
Method 2: ACC4103 Adv Acc II Final Exam Score	90% of students score >75%	ACC4103 Advanced Accounting II was not taught in 2016-17, as it is an alternate year course. It will be taught in 2017-18. There is no historical data on this assessment measure, as this is a new assessment method employed during 2016-17 updates to the assessment plan.									

Method 3:
Internship
Evaluation Form

90% of
students will
have an
average score
that meets or
exceeds
expectations



In 2016-17, two students completed accounting internships for credit. Students completing internships not for academic credit do not get assessed through employer evaluations.