

## BACHELOR OF ARTS IN ACCOUNTING ANNUAL ASSESSMENT PLAN & FINDINGS 2012-2013 ACADEMIC YEAR

### 2012 – 2013 CURRICULUM MAP

	<b>PLO 1</b> Demonstrate fundamental accounting principles and procedures.	<b>PLO 2</b> Employ technology tools related to the area of accounting.	<b>PLO 3</b> Analyze alternatives to complex accounting problems.	<b>PLO 4</b> Utilize and integrate accounting information in business decision making.	<b>PLO 5</b> Synthesize accounting information and non-accounting information in order to appropriately assess business opportunities.
<i>CGD 218: Visual Literacy in Business</i>		<b>I</b>		<b>I</b>	
<i>BUS 311: Business Law I</i>				<b>I</b>	
<i>ACC 205: Principles of Accounting I</i>	<b>I</b>	<b>I</b>	<b>I</b>	<b>I</b>	<b>I</b>
<i>ACC 206: Principles of Accounting II</i>	<b>I</b>	<b>R</b>	<b>R</b>	<b>R</b>	<b>I</b>
<i>ACC 305: Intermediate Accounting I</i>	<b>R</b>	<b>R</b>	<b>R</b>	<b>R</b>	
<i>ACC 306: Intermediate Accounting II</i>	<b>R</b>		<b>R</b>		
<i>BUS 308: Statistics for Managers</i>			<b>R</b>		
<i>ECO 204: Principles of Microeconomics</i>			<b>R</b>		<b>R</b>
<i>BUS 401: Principles of Finance</i>				<b>M</b>	<b>R</b>
<i>ACC 310: Cost Accounting</i>	<b>R</b>	<b>R</b>		<b>M</b>	<b>R</b>
<i>ACC 380: Accounting for Not-for-Profit Organizations</i>	<b>R</b>				<b>R</b>
<i>ACC 401: Federal Income Taxes I</i>	<b>R</b>	<b>M</b>			

<i>ACC 407: Advanced Accounting</i>	<b>M</b>		<b>M</b>	<b>M</b>	<b>M</b>
<i>ACC 410: Auditing</i>	<b>M</b>	<b>M</b>	<b>M</b>		<b>M</b>

**I** (Introduced), **R** (Reinforced), or **M** (Mastered).

<b>ANNUAL ASSESSMENT PLAN FINDINGS</b>					
<b>PLO 1 - Demonstrate fundamental accounting principles and procedures.</b>					
<b>MEASURE</b>	<b>ACCEPTABLE TARGET</b>	<b>TOTAL NUMBER OF STUDENT RECORDS MEETING ACCEPTABLE TARGET</b>	<b>TOTAL NUMBER OF STUDENT RECORDS OBSERVED</b>	<b>ASSESSMENT RESULTS: PERCENTAGE OF STUDENT RECORDS MEETING ACCEPTABLE TARGET</b>	<b>ASSESSMENT RESULTS: 1. EXCEEDS THE ACCEPTABLE TARGET 2. MEETS THE ACCEPTABLE TARGET 3. DOES NOT MEET THE ACCEPTABLE TARGET 4. INSUFFICIENT DATA</b>
Direct Measure 1: ACC 205 Final Paper	70% of BA Accounting students must receive a basic, proficient, or distinguished evaluation on relevant content criteria mapped to this PLO.	186	228	81.22%	1. EXCEEDS THE ACCEPTABLE TARGET

Direct Measure 2: ACC 206 Final Paper	70% of BA Accounting students must receive a basic, proficient, or distinguished evaluation on relevant content criteria mapped to this PLO.	137	168	81.55%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 3: ACC 410 Final Paper	70% of BA Accounting students must receive a basic, proficient, or distinguished evaluation on relevant content criteria mapped to this PLO.	448	586	76.45%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 4: CPC Comprehensive Exam – Accounting Section	BA Accounting students, on average, must score at or above the average in the Peregrine Academic Services (PAS) Online Campus and Traditional Campus Aggregate Pools related to the Accounting section of the CPC comprehensive exam when compared to other competitive programs.	N/A	N/A	N/A	On average, BA Accounting students scored above the average of the Peregrine Academic Services Online Aggregate Pool, and above the average of the Traditional Aggregate Pool on the Accounting section of the Common Professional Component

					comprehensive exam.
Direct Measure 5: CPC Comprehensive Exam Score	90% must score 400 or higher on the CPC comprehensive exam.	315	322	97.83%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 1: Alumni Survey – 21 Months Since Graduation	<p>70% or more of the Ashford University alumni surveyed will indicate either “Yes - To a Great Extent” or “Yes – To Some Extent” to the following statement:</p> <ul style="list-style-type: none"> <li>(#6) – Are you currently using your Ashford degree in a related occupation?</li> </ul> <p>70% or more of the Ashford University alumni surveyed will indicate either “Agree” or “Strongly Agree” to the following statements:</p> <ul style="list-style-type: none"> <li>(#16) – Earning my degree from Ashford University gives me the confidence to pursue new job opportunities.</li> </ul>	<p>#6 = 13</p> <p>#16 = 20</p> <p>#17 = 21</p>	25	<p>#6 = 52.00%</p> <p>#16 = 80.00%</p> <p>#17 = 84.00%</p>	<p>#6 = 3. DOES NOT MEET THE ACCEPTABLE TARGET</p> <p>#16 = 1. EXCEEDS THE ACCEPTABLE TARGET</p> <p>#17 = 1. EXCEEDS THE ACCEPTABLE TARGET</p>

	<ul style="list-style-type: none"> <li>• (#17) – I believe that my Ashford degree was worth the time commitment required to fulfill my educational goals.</li> </ul>				
<p>Indirect Measure 2: Alumni Survey – 37 Months Since Graduation</p>	<p>70% or more of the Ashford University alumni surveyed will indicate either “Yes - To a Great Extent” or “Yes – To Some Extent” to the following statement:</p> <ul style="list-style-type: none"> <li>• (#6) – Are you currently using your Ashford degree in a related occupation?</li> </ul> <p>70% or more of the Ashford University alumni surveyed will indicate either “Agree” or “Strongly Agree” to the following statements:</p> <ul style="list-style-type: none"> <li>• (#16) – Earning my degree from Ashford University gives me the confidence to pursue new job opportunities.</li> <li>• (#17) – I believe that my Ashford degree was worth the time commitment required to fulfill my educational goals.</li> </ul>	N/A	N/A	N/A	4. INSUFFICIENT DATA
<p>Indirect Measure 3: Alumni Survey –</p>	<p>70% or more of the Ashford University alumni surveyed will indicate either “Yes - To a Great</p>	N/A	N/A	N/A	4. INSUFFICIENT DATA

<p>Aggregate of 21 and 37 Months Since Graduation</p>	<p>Extent” or “Yes – To Some Extent” to the following statement:</p> <ul style="list-style-type: none"> <li>• (#6) – Are you currently using your Ashford degree in a related occupation?</li> </ul> <p>70% or more of the Ashford University alumni surveyed will indicate either “Agree” or “Strongly Agree” to the following statements:</p> <ul style="list-style-type: none"> <li>• (#16) – Earning my degree from Ashford University gives me the confidence to pursue new job opportunities.</li> <li>• (#17) – I believe that my Ashford degree was worth the time commitment required to fulfill my educational goals.</li> </ul>				
<p>Indirect Measure 4: End of Course Survey</p>	<p>70% or more of students will express satisfaction on the End of Course survey for each course aligned with mastery of a program outcome by indicating either “High Quality” or “Very High Quality.” The three questions used to gauge student satisfaction include:</p> <ul style="list-style-type: none"> <li>• How would you rate the quality of the course material?</li> </ul>	<p>Course Material = 62</p> <p>Course = 64</p> <p>Instructor = 67</p>	<p>70</p>	<p>Course Material = 88.57%</p> <p>Course = 91.42%</p> <p>Instructor = 95.71%</p>	<p>Course Material = 1. EXCEEDS THE ACCEPTABLE TARGET</p> <p>Course = 1. EXCEEDS THE ACCEPTABLE TARGET</p>

	<ul style="list-style-type: none"> <li>How would you rate the quality of the course?</li> <li>How would you rate the quality of the instructor?</li> </ul>				Instructor = 1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 5: End of Program Survey	<p>70% or more of students exiting the program will express satisfaction on the End of Program Survey by indicating either “Agree” or “Strongly Agree.” The three items used will be:</p> <ul style="list-style-type: none"> <li>The curriculum was relevant to my professional needs.</li> <li>My instructors were prepared.</li> <li>My instructors were well qualified to teach within their field of study.</li> </ul>	<p>Curriculum Relevant = 298</p> <p>Instructor Prepared = 278</p> <p>Instructor Qualified = 298</p>	322	<p>Curriculum Relevant = 92.55%</p> <p>Instructor Prepared = 86.33%</p> <p>Instructor Qualified = 92.55%</p>	<p>Curriculum Relevant = 1. EXCEEDS THE ACCEPTABLE TARGET</p> <p>Instructor Prepared = 1. EXCEEDS THE ACCEPTABLE TARGET</p> <p>Instructor Qualified = 1. EXCEEDS THE ACCEPTABLE TARGET</p>

**PLO 2 - Employ technology tools related to the area of accounting.**

MEASURE	ACCEPTABLE TARGET	TOTAL NUMBER OF STUDENT RECORDS MEETING ACCEPTABLE TARGET	TOTAL NUMBER OF STUDENT RECORDS OBSERVED	ASSESSMENT RESULTS: PERCENTAGE OF STUDENT RECORDS MEETING ACCEPTABLE TARGET	ASSESSMENT RESULTS: 1. EXCEEDS THE ACCEPTABLE TARGET 2. MEETS THE ACCEPTABLE TARGET
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					<b>3. DOES NOT MEET THE ACCEPTABLE TARGET</b>  <b>4. INSUFFICIENT DATA</b>
Direct Measure 1: ACC 401 Final Paper	70% of BA Accounting students must receive a basic, proficient, or distinguished evaluation on relevant content criteria mapped to this PLO.	260	309	84.14%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 2: CPC Comprehensive Exam – Information Management Systems Section	BA Accounting students, on average, must score at or above the average in the Peregrine Academic Services (PAS) Online Campus and Traditional Campus Aggregate Pools related to the Information Management Systems section of the CPC comprehensive exam when compared to other competitive programs.	N/A	N/A	N/A	On average, BA Accounting students scored above the average of the Peregrine Academic Services Online Aggregate Pool, and above the average of the Traditional Aggregate Pool on the Information Management Systems section of the Common Professional Component

					comprehensive exam.
Direct Measure 3: CPC Comprehensive Exam Score	90% must score 400 or higher on the CPC comprehensive exam.	315	322	97.83%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 1: Alumni Survey – 21 Months Since Graduation	<p>70% or more of the Ashford University alumni surveyed will indicate either “Yes - To a Great Extent” or “Yes – To Some Extent” to the following statement:</p> <ul style="list-style-type: none"> <li>(#6) – Are you currently using your Ashford degree in a related occupation?</li> </ul> <p>70% or more of the Ashford University alumni surveyed will indicate either “Agree” or “Strongly Agree” to the following statements:</p> <ul style="list-style-type: none"> <li>(#16) – Earning my degree from Ashford University gives me the confidence to pursue new job opportunities.</li> </ul>	<p>#6 = 13</p> <p>#16 = 20</p> <p>#17 = 21</p>	25	<p>#6 = 52.00%</p> <p>#16 = 80.00%</p> <p>#17 = 84.00%</p>	<p>#6 = 3. DOES NOT MEET THE ACCEPTABLE TARGET</p> <p>#16 = 1. EXCEEDS THE ACCEPTABLE TARGET</p> <p>#17 = 1. EXCEEDS THE ACCEPTABLE TARGET</p>

	<ul style="list-style-type: none"> <li>• (#17) – I believe that my Ashford degree was worth the time commitment required to fulfill my educational goals.</li> </ul>				
<p>Indirect Measure 2: Alumni Survey – 37 Months Since Graduation</p>	<p>70% or more of the Ashford University alumni surveyed will indicate either “Yes - To a Great Extent” or “Yes – To Some Extent” to the following statement:</p> <ul style="list-style-type: none"> <li>• (#6) – Are you currently using your Ashford degree in a related occupation?</li> </ul> <p>70% or more of the Ashford University alumni surveyed will indicate either “Agree” or “Strongly Agree” to the following statements:</p> <ul style="list-style-type: none"> <li>• (#16) – Earning my degree from Ashford University gives me the confidence to pursue new job opportunities.</li> <li>• (#17) – I believe that my Ashford degree was worth the time commitment required to fulfill my educational goals.</li> </ul>	N/A	N/A	N/A	4. INSUFFICIENT DATA
<p>Indirect Measure 3: Alumni Survey –</p>	<p>70% or more of the Ashford University alumni surveyed will indicate either “Yes - To a Great</p>	N/A	N/A	N/A	4. INSUFFICIENT DATA

<p>Aggregate of 21 and 37 Months Since Graduation</p>	<p>Extent” or “Yes – To Some Extent” to the following statement:</p> <ul style="list-style-type: none"> <li>• (#6) – Are you currently using your Ashford degree in a related occupation?</li> </ul> <p>70% or more of the Ashford University alumni surveyed will indicate either “Agree” or “Strongly Agree” to the following statements:</p> <ul style="list-style-type: none"> <li>• (#16) – Earning my degree from Ashford University gives me the confidence to pursue new job opportunities.</li> <li>• (#17) – I believe that my Ashford degree was worth the time commitment required to fulfill my educational goals.</li> </ul>				
<p>Indirect Measure 4: End of Course Survey</p>	<p>70% or more of students will express satisfaction on the End of Course survey for each course aligned with mastery of a program outcome by indicating either “High Quality” or “Very High Quality.” The three questions used to gauge student satisfaction include:</p> <ul style="list-style-type: none"> <li>• How would you rate the quality of the course material?</li> </ul>	<p>Course Material = 63</p> <p>Course = 64</p> <p>Instructor = 64</p>	<p>71</p>	<p>Course Material = 88.73%</p> <p>Course = 90.14%</p> <p>Instructor = 90.14%</p>	<p>Course Material = 1. EXCEEDS THE ACCEPTABLE TARGET</p> <p>Course = 1. EXCEEDS THE ACCEPTABLE TARGET</p>

	<ul style="list-style-type: none"> <li>How would you rate the quality of the course?</li> <li>How would you rate the quality of the instructor?</li> </ul>				Instructor = 1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 5: End of Program Survey	<p>70% or more of students exiting the program will express satisfaction on the End of Program Survey by indicating either “Agree” or “Strongly Agree.” The three items used will be:</p> <ul style="list-style-type: none"> <li>The curriculum was relevant to my professional needs.</li> <li>My instructors were prepared.</li> <li>My instructors were well qualified to teach within their field of study.</li> </ul>	<p>Curriculum Relevant = 298</p> <p>Instructor Prepared = 278</p> <p>Instructor Qualified = 298</p>	322	<p>Curriculum Relevant = 92.55%</p> <p>Instructor Prepared = 86.33%</p> <p>Instructor Qualified = 92.55%</p>	<p>Curriculum Relevant = 1. EXCEEDS THE ACCEPTABLE TARGET</p> <p>Instructor Prepared = 1. EXCEEDS THE ACCEPTABLE TARGET</p> <p>Instructor Qualified = 1. EXCEEDS THE ACCEPTABLE TARGET</p>

**PLO 3 - Analyze alternatives to complex accounting problems.**

MEASURE	ACCEPTABLE TARGET	TOTAL NUMBER OF STUDENT RECORDS MEETING ACCEPTABLE TARGET	TOTAL NUMBER OF STUDENT RECORDS OBSERVED	ASSESSMENT RESULTS: PERCENTAGE OF STUDENT RECORDS MEETING ACCEPTABLE TARGET	ASSESSMENT RESULTS: 1. EXCEEDS THE ACCEPTABLE TARGET 2. MEETS THE ACCEPTABLE TARGET
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					<b>3. DOES NOT MEET THE ACCEPTABLE TARGET</b>  <b>4. INSUFFICIENT DATA</b>
Direct Measure 1: ACC 407 Final Paper	70% of BA Accounting students must receive a basic, proficient, or distinguished evaluation on relevant content criteria mapped to this PLO.	640	712	89.89%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 2: CPC Comprehensive Exam – Accounting Section	BA Accounting students, on average, must score at or above the average in the Peregrine Academic Services (PAS) Online Campus and Traditional Campus Aggregate Pools related to the Accounting section of the CPC comprehensive exam when compared to other competitive programs.	N/A	N/A	N/A	On average, BA Accounting students scored above the average of the Peregrine Academic Services Online Aggregate Pool, and above the average of the Traditional Aggregate Pool on the Accounting section of the Common Professional Component

					comprehensive exam.
Direct Measure 3: CPC Comprehensive Exam Score	90% must score 400 or higher on the CPC comprehensive exam.	315	322	97.83%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 1: Alumni Survey – 21 Months Since Graduation	<p>70% or more of the Ashford University alumni surveyed will indicate either “Yes - To a Great Extent” or “Yes – To Some Extent” to the following statement:</p> <ul style="list-style-type: none"> <li>(#6) – Are you currently using your Ashford degree in a related occupation?</li> </ul> <p>70% or more of the Ashford University alumni surveyed will indicate either “Agree” or “Strongly Agree” to the following statements:</p> <ul style="list-style-type: none"> <li>(#16) – Earning my degree from Ashford University gives me the confidence to pursue new job opportunities.</li> </ul>	<p>#6 = 13</p> <p>#16 = 20</p> <p>#17 = 21</p>	25	<p>#6 = 52.00%</p> <p>#16 = 80.00%</p> <p>#17 = 84.00%</p>	<p>#6 = 3. DOES NOT MEET THE ACCEPTABLE TARGET</p> <p>#16 = 1. EXCEEDS THE ACCEPTABLE TARGET</p> <p>#17 = 1. EXCEEDS THE ACCEPTABLE TARGET</p>

	<ul style="list-style-type: none"> <li>• (#17) – I believe that my Ashford degree was worth the time commitment required to fulfill my educational goals.</li> </ul>				
<p>Indirect Measure 2: Alumni Survey – 37 Months Since Graduation</p>	<p>70% or more of the Ashford University alumni surveyed will indicate either “Yes - To a Great Extent” or “Yes – To Some Extent” to the following statement:</p> <ul style="list-style-type: none"> <li>• (#6) – Are you currently using your Ashford degree in a related occupation?</li> </ul> <p>70% or more of the Ashford University alumni surveyed will indicate either “Agree” or “Strongly Agree” to the following statements:</p> <ul style="list-style-type: none"> <li>• (#16) – Earning my degree from Ashford University gives me the confidence to pursue new job opportunities.</li> <li>• (#17) – I believe that my Ashford degree was worth the time commitment required to fulfill my educational goals.</li> </ul>	N/A	N/A	N/A	4. INSUFFICIENT DATA
<p>Indirect Measure 3: Alumni Survey –</p>	<p>70% or more of the Ashford University alumni surveyed will indicate either “Yes - To a Great</p>	N/A	N/A	N/A	4. INSUFFICIENT DATA



<p>Aggregate of 21 and 37 Months Since Graduation</p>	<p>Extent” or “Yes – To Some Extent” to the following statement:</p> <ul style="list-style-type: none"> <li>• (#6) – Are you currently using your Ashford degree in a related occupation?</li> </ul> <p>70% or more of the Ashford University alumni surveyed will indicate either “Agree” or “Strongly Agree” to the following statements:</p> <ul style="list-style-type: none"> <li>• (#16) – Earning my degree from Ashford University gives me the confidence to pursue new job opportunities.</li> <li>• (#17) – I believe that my Ashford degree was worth the time commitment required to fulfill my educational goals.</li> </ul>				
<p>Indirect Measure 4: End of Course Survey</p>	<p>70% or more of students will express satisfaction on the End of Course survey for each course aligned with mastery of a program outcome by indicating either “High Quality” or “Very High Quality.” The three questions used to gauge student satisfaction include:</p> <ul style="list-style-type: none"> <li>• How would you rate the quality of the course material?</li> </ul>	<p>Course Material = 64</p> <p>Course = 72</p> <p>Instructor = 73</p>	<p>83</p>	<p>Course Material = 77.10%</p> <p>Course = 86.74%</p> <p>Instructor = 87.95%</p>	<p>Course Material = 1. EXCEEDS THE ACCEPTABLE TARGET</p> <p>Course = 1. EXCEEDS THE ACCEPTABLE TARGET</p>

	<ul style="list-style-type: none"> <li>How would you rate the quality of the course?</li> <li>How would you rate the quality of the instructor?</li> </ul>				Instructor = 1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 5: End of Program Survey	<p>70% or more of students exiting the program will express satisfaction on the End of Program Survey by indicating either “Agree” or “Strongly Agree.” The three items used will be:</p> <ul style="list-style-type: none"> <li>The curriculum was relevant to my professional needs.</li> <li>My instructors were prepared.</li> <li>My instructors were well qualified to teach within their field of study.</li> </ul>	<p>Curriculum Relevant = 298</p> <p>Instructor Prepared = 278</p> <p>Instructor Qualified = 298</p>	322	<p>Curriculum Relevant = 92.55%</p> <p>Instructor Prepared = 86.33%</p> <p>Instructor Qualified = 92.55%</p>	<p>Curriculum Relevant = 1. EXCEEDS THE ACCEPTABLE TARGET</p> <p>Instructor Prepared = 1. EXCEEDS THE ACCEPTABLE TARGET</p> <p>Instructor Qualified = 1. EXCEEDS THE ACCEPTABLE TARGET</p>
<b>PLO 4 - Utilize and integrate accounting information in business decision making.</b>					
<b>MEASURE</b>	<b>ACCEPTABLE TARGET</b>	<b>TOTAL NUMBER OF STUDENT RECORDS MEETING ACCEPTABLE TARGET</b>	<b>TOTAL NUMBER OF STUDENT RECORDS OBSERVED</b>	<b>ASSESSMENT RESULTS: PERCENTAGE OF STUDENT RECORDS MEETING ACCEPTABLE TARGET</b>	<p><b>1. EXCEEDS THE ACCEPTABLE TARGET</b></p> <p><b>2. MEETS THE ACCEPTABLE TARGET</b></p> <p><b>3. DOES NOT MEET THE ACCEPTABLE TARGET</b></p>

					4. INSUFFICIENT DATA
Direct Measure 1: ACC 205 Final Paper	70% of BA Accounting students must receive a basic, proficient, or distinguished evaluation on relevant content criteria mapped to this PLO.	186	228	81.58%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 2: ACC 206 Final Paper	70% of BA Accounting students must receive a basic, proficient, or distinguished evaluation on relevant content criteria mapped to this PLO.	137	168	81.55%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 3: CPC Comprehensive Exam – Business Integration and Strategic Management Section	BA Accounting students, on average, must score at or above the average in the Peregrine Academic Services (PAS) Online Campus and Traditional Campus Aggregate Pools related to the Business Integration and Strategic Management section of the CPC comprehensive exam when compared to other competitive programs.	N/A	N/A	N/A	On average, BA Accounting students scored above the average of the Peregrine Academic Services Online Aggregate Pool, and above the average of the Traditional Aggregate Pool on the Business Integration and Strategic Management section

					of the Common Professional Component comprehensive exam.
Direct Measure 4: CPC Comprehensive Exam Score	90% must score 400 or higher on the CPC comprehensive exam.	315	322	97.83%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 1: Alumni Survey – 21 Months Since Graduation	<p>70% or more of the Ashford University alumni surveyed will indicate either “Yes - To a Great Extent” or “Yes – To Some Extent” to the following statement:</p> <ul style="list-style-type: none"> <li>• (#6) – Are you currently using your Ashford degree in a related occupation?</li> </ul> <p>70% or more of the Ashford University alumni surveyed will indicate either “Agree” or “Strongly Agree” to the following statements:</p> <ul style="list-style-type: none"> <li>• (#16) – Earning my degree from Ashford University gives me the confidence to pursue new job opportunities.</li> </ul>	<p>#6 = 13</p> <p>#16 = 20</p> <p>#17 = 21</p>	25	<p>#6 = 52.00%</p> <p>#16 = 80.00%</p> <p>#17 = 84.00%</p>	<p>#6 = 3. DOES NOT MEET THE ACCEPTABLE TARGET</p> <p>#16 = 1. EXCEEDS THE ACCEPTABLE TARGET</p> <p>#17 = 1. EXCEEDS THE ACCEPTABLE TARGET</p>

	<ul style="list-style-type: none"> <li>• (#17) – I believe that my Ashford degree was worth the time commitment required to fulfill my educational goals.</li> </ul>				
<p>Indirect Measure 2: Alumni Survey – 37 Months Since Graduation</p>	<p>70% or more of the Ashford University alumni surveyed will indicate either “Yes - To a Great Extent” or “Yes – To Some Extent” to the following statement:</p> <ul style="list-style-type: none"> <li>• (#6) – Are you currently using your Ashford degree in a related occupation?</li> </ul> <p>70% or more of the Ashford University alumni surveyed will indicate either “Agree” or “Strongly Agree” to the following statements:</p> <ul style="list-style-type: none"> <li>• (#16) – Earning my degree from Ashford University gives me the confidence to pursue new job opportunities.</li> <li>• (#17) – I believe that my Ashford degree was worth the time commitment required to fulfill my educational goals.</li> </ul>	N/A	N/A	N/A	4. INSUFFICIENT DATA
<p>Indirect Measure 3: Alumni Survey –</p>	<p>70% or more of the Ashford University alumni surveyed will indicate either “Yes - To a Great</p>	N/A	N/A	N/A	4. INSUFFICIENT DATA

<p>Aggregate of 21 and 37 Months Since Graduation</p>	<p>Extent” or “Yes – To Some Extent” to the following statement:</p> <ul style="list-style-type: none"> <li>• (#6) – Are you currently using your Ashford degree in a related occupation?</li> </ul> <p>70% or more of the Ashford University alumni surveyed will indicate either “Agree” or “Strongly Agree” to the following statements:</p> <ul style="list-style-type: none"> <li>• (#16) – Earning my degree from Ashford University gives me the confidence to pursue new job opportunities.</li> <li>• (#17) – I believe that my Ashford degree was worth the time commitment required to fulfill my educational goals.</li> </ul>				
<p>Indirect Measure 4: End of Course Survey</p>	<p>70% or more of students will express satisfaction on the End of Course survey for each course aligned with mastery of a program outcome by indicating either “High Quality” or “Very High Quality.” The three questions used to gauge student satisfaction include:</p> <ul style="list-style-type: none"> <li>• How would you rate the quality of the course material?</li> </ul>	<p>Course Material = 58</p> <p>Course = 66</p> <p>Instructor = 64</p>	<p>93</p>	<p>Course Material = 62.36%</p> <p>Course = 70.96%</p> <p>Instructor = 68.81%</p>	<p>Course Material = 3. DOES NOT MEET THE ACCEPTABLE TARGET</p> <p>Course = 2. MEETS THE ACCEPTABLE TARGET</p>

	<ul style="list-style-type: none"> <li>How would you rate the quality of the course?</li> <li>How would you rate the quality of the instructor?</li> </ul>				Instructor = 3. DOES NOT MEET THE ACCEPTABLE TARGET
Indirect Measure 5: End of Program Survey	<p>70% or more of students exiting the program will express satisfaction on the End of Program Survey by indicating either “Agree” or “Strongly Agree.” The three items used will be:</p> <ul style="list-style-type: none"> <li>The curriculum was relevant to my professional needs.</li> <li>My instructors were prepared.</li> <li>My instructors were well qualified to teach within their field of study.</li> </ul>	<p>Curriculum Relevant = 298</p> <p>Instructor Prepared = 278</p> <p>Instructor Qualified = 298</p>	322	<p>Curriculum Relevant = 92.55%</p> <p>Instructor Prepared = 86.33%</p> <p>Instructor Qualified = 92.55%</p>	<p>Curriculum Relevant = 1. EXCEEDS THE ACCEPTABLE TARGET</p> <p>Instructor Prepared = 1. EXCEEDS THE ACCEPTABLE TARGET</p> <p>Instructor Qualified = 1. EXCEEDS THE ACCEPTABLE TARGET</p>

**PLO 5 - Synthesize accounting information and non-accounting information in order to appropriately assess business opportunities.**

MEASURE	ACCEPTABLE TARGET	TOTAL NUMBER OF STUDENT RECORDS MEETING ACCEPTABLE TARGET	TOTAL NUMBER OF STUDENT RECORDS OBSERVED	ASSESSMENT RESULTS: PERCENTAGE OF STUDENT RECORDS MEETING ACCEPTABLE TARGET	ASSESSMENT RESULTS: 1. EXCEEDS THE ACCEPTABLE TARGET 2. MEETS THE ACCEPTABLE TARGET
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					<b>3. DOES NOT MEET THE ACCEPTABLE TARGET</b>  <b>4. INSUFFICIENT DATA</b>
Direct Measure 1: ACC 407 Final Paper	70% of BA Accounting students must receive a basic, proficient, or distinguished evaluation on relevant content criteria mapped to this PLO.	980	1068	91.76%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 2: CPC Comprehensive Exam – Business Finance Section	BA Accounting program, on average, must score at or above the average in the Peregrine Academic Services (PAS) Online Campus and Traditional Campus Aggregate Pools related to the Business Finance section of the CPC comprehensive exam when compared to other competitive programs.	N/A	N/A	N/A	On average, BA Accounting students scored above the average of the Peregrine Academic Services Online Aggregate Pool, and above the average of the Traditional Aggregate Pool on the Business Finance section of the Common Professional Component



					comprehensive exam
Direct Measure 3: CPC Comprehensive Exam Score	90% must score 400 or higher on the CPC comprehensive exam.	315	322	97.83%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 1: Alumni Survey – 21 Months Since Graduation	<p>70% or more of the Ashford University alumni surveyed will indicate either “Yes - To a Great Extent” or “Yes – To Some Extent” to the following statement:</p> <ul style="list-style-type: none"> <li>(#6) – Are you currently using your Ashford degree in a related occupation?</li> </ul> <p>70% or more of the Ashford University alumni surveyed will indicate either “Agree” or “Strongly Agree” to the following statements:</p> <ul style="list-style-type: none"> <li>(#16) – Earning my degree from Ashford University gives me the confidence to pursue new job opportunities.</li> </ul>	<p>#6 = 13</p> <p>#16 = 20</p> <p>#17 = 21</p>	25	<p>#6 = 52.00%</p> <p>#16 = 80.00%</p> <p>#17 = 84.00%</p>	<p>#6 = 3. DOES NOT MEET THE ACCEPTABLE TARGET</p> <p>#16 = 1. EXCEEDS THE ACCEPTABLE TARGET</p> <p>#17 = 1. EXCEEDS THE ACCEPTABLE TARGET</p>

	<ul style="list-style-type: none"> <li>• (#17) – I believe that my Ashford degree was worth the time commitment required to fulfill my educational goals.</li> </ul>				
<p>Indirect Measure 2: Alumni Survey – 37 Months Since Graduation</p>	<p>70% or more of the Ashford University alumni surveyed will indicate either “Yes - To a Great Extent” or “Yes – To Some Extent” to the following statement:</p> <ul style="list-style-type: none"> <li>• (#6) – Are you currently using your Ashford degree in a related occupation?</li> </ul> <p>70% or more of the Ashford University alumni surveyed will indicate either “Agree” or “Strongly Agree” to the following statements:</p> <ul style="list-style-type: none"> <li>• (#16) – Earning my degree from Ashford University gives me the confidence to pursue new job opportunities.</li> <li>• (#17) – I believe that my Ashford degree was worth the time commitment required to fulfill my educational goals.</li> </ul>	N/A	N/A	N/A	4. INSUFFICIENT DATA
<p>Indirect Measure 3: Alumni Survey –</p>	<p>70% or more of the Ashford University alumni surveyed will indicate either “Yes - To a Great</p>	N/A	N/A	N/A	4. INSUFFICIENT DATA

<p>Aggregate of 21 and 37 Months Since Graduation</p>	<p>Extent” or “Yes – To Some Extent” to the following statement:</p> <ul style="list-style-type: none"> <li>• (#6) – Are you currently using your Ashford degree in a related occupation?</li> </ul> <p>70% or more of the Ashford University alumni surveyed will indicate either “Agree” or “Strongly Agree” to the following statements:</p> <ul style="list-style-type: none"> <li>• (#16) – Earning my degree from Ashford University gives me the confidence to pursue new job opportunities.</li> <li>• (#17) – I believe that my Ashford degree was worth the time commitment required to fulfill my educational goals.</li> </ul>				
<p>Indirect Measure 4: End of Course Survey</p>	<p>70% or more of students will express satisfaction on the End of Course survey for each course aligned with mastery of a program outcome by indicating either “High Quality” or “Very High Quality.” The three questions used to gauge student satisfaction include:</p> <ul style="list-style-type: none"> <li>• How would you rate the quality of the course material?</li> </ul>	<p>Course Material = 64</p> <p>Course = 72</p> <p>Instructor = 73</p>	<p>83</p>	<p>Course Material = 77.10%</p> <p>Course = 86.74%</p> <p>Instructor = 87.95%</p>	<p>Course Material = 1. EXCEEDS THE ACCEPTABLE TARGET</p> <p>Course = 1. EXCEEDS THE ACCEPTABLE TARGET</p>

	<ul style="list-style-type: none"> <li>How would you rate the quality of the course?</li> <li>How would you rate the quality of the instructor?</li> </ul>				Instructor = 1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 5: End of Program Survey	<p>70% or more of students exiting the program will express satisfaction on the End of Program Survey by indicating either “Agree” or “Strongly Agree.” The three items used will be:</p> <ul style="list-style-type: none"> <li>The curriculum was relevant to my professional needs.</li> <li>My instructors were prepared.</li> <li>My instructors were well qualified to teach within their field of study.</li> </ul>	<p>Curriculum Relevant = 298</p> <p>Instructor Prepared = 278</p> <p>Instructor Qualified = 298</p>	322	<p>Curriculum Relevant = 92.55%</p> <p>Instructor Prepared = 86.33%</p> <p>Instructor Qualified = 92.55%</p>	<p>Curriculum Relevant = 1. EXCEEDS THE ACCEPTABLE TARGET</p> <p>Instructor Prepared = 1. EXCEEDS THE ACCEPTABLE TARGET</p> <p>Instructor Qualified = 1. EXCEEDS THE ACCEPTABLE TARGET</p>

**OVERALL RECOMMENDATIONS**

*In the BA Accounting program students met or exceeded the acceptable and ideal targets for all assignment-based direct measures for each program learning outcome (PLO). The assignment-based indirect measures for ACC 205 and ACC 206 used as measures for PLO 1 and 4 did not meet the acceptable or ideal targets.*

*Student responses for the End of Course Survey (EOCS) varied respective to the PLO they measure. The courses selected as an indirect measure of PLO 1 (ACC 205, ACC 206, ACC 410) and 4 (ACC 205 and ACC 206) did not meet acceptable or ideal targets and the courses selected as an indirect measure of PLO 3 (ACC 407) and 5 (ACC 407) met or exceeded the acceptable target but did not meet the ideal target. However, selected as an indirect measure of PLO 2, ACC 401 met or exceeded both acceptable and ideal targets.*

*BA Accounting students met or exceeded acceptable and ideal targets for the Overall CPC Exam score. In addition, the acceptable and ideal targets were met or exceeded for each CPC section that is used as a measure of each specific PLO.*

*The End of Program Survey (EOPS) responses met or exceeded both the acceptable and ideal targets. The survey's results were based on responses specific to the following items: the curriculum was relevant to my professional needs, my instructors were prepared, and my instructors were well qualified within their program of study.*

*In the BA Accounting program, data for the Alumni Survey were available for those students responding to the survey 21 months after graduation. However, the acceptable and ideal targets were not met in the survey. The data is based on the results specific to the following questions: are currently using your Ashford degree in related occupation, earning my degree from Ashford University gives me the confidence to pursue a new job, and I believe that my Ashford degree was worth the time commitment required to fulfill my educational goals (the questions selected to report were made the Associate Dean of the Forbes School of Business at Ashford University). Data was not available for students 37 months after graduation as there are too few students to report.*

*Overall, it is recommended that Faculty review each 2012-13 assessment plan (including measures and targets set) in preparation for the 2013-14 assessment cycle. In addition, based on the data reported on the assignment-based indirect measures for PLO 1 and 4 (ACC 205 and ACC 206) and the EOCS data reported for these courses respective to their program learning outcome, the results, targets, and measures should be reviewed carefully to determine if these courses are in need of improvement.*

<b>ANNUAL ASSESSMENT PLAN ACTION ITEM STATUS REPORT</b>				
<b>OUTCOME</b>	<b>MEASURE</b>	<b>KEY/RESPONSIBLE PERSONNEL</b>	<b>STATUS</b>	<b>ANTICIPATED DATE OF COMPLETION</b>
<b>PLO 2</b>	<b>TBD</b>	<b>The Bachelor of Arts in Accounting Program Chair</b>	<b>In Progress</b>	<b>September 1, 2013</b>
<b>Action Details</b>	<b>Replace CGD 218 with a new Accounting Information Systems course in the BA Accounting sequence of major course requirements. This course will be similar to INF 242 offered on campus; however, a greater emphasis will be placed on Microsoft Excel and Access and using these technology tools to solve realistic accounting problems.</b>			

<p><b>Rationale: The 2011-12 data indicate that BA Accounting students may not be receiving adequate training in technology tools specific to the area of Accounting. Only 67.29% of BA Accounting records evaluated from content criteria mapped to this PLO in Waypoint indicated basic, proficient, or distinguished performance on ACC 410 Final Paper content criteria mapping to PLO 2. In addition, Accounting Associate Faculty who participated in a Faculty Forum held in August 2012 identified a need for an Information Systems Course with an Accounting focus. CGD 218 is a general technology course, and an Accounting Information Systems course will better support student achievement of PLO 2 and provide students with the tools and skills necessary to perform in the field of Accounting in the 21st century.</b></p>				
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
PLO 2	TBD	The Bachelor of Arts in Accounting Program Chair	In Progress	September 1, 2013
Action Details	<p><b>Once the new Accounting Information Systems course has been developed, the BA Accounting sequence of major course requirements will be altered so that this course follows rather than precedes ACC 205 and ACC 206.</b></p> <p><b>Rationale: This action will provide BA Accounting students with a foundation of accounting principles and theory before engaging in a course that requires the use of technology to solve accounting problems. This will better prepare students to begin developing competence of PLO 2.</b></p>			
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
PLO 2	TBD	The Bachelor of Arts in Accounting Program Chair	In Progress	September 1, 2013
Action Details	<p><b>A technology component that requires students to utilize either Microsoft Excel or Access will be incorporated into the final assignments in all major required Accounting (ACC) courses that follow the new Accounting Information Systems course.</b></p>			

<p><b><i>Rationale: Implementing a technology component in final assignments across the BA Accounting major course requirements will allow PLO 2 to be introduced in the new Accounting Systems Course, reinforced in subsequent Accounting courses, and mastered by the end of their degree program. An added benefit of this action will be the increased availability of data for PLO 2 once Waypoint rubrics are implemented for these new assignments, allowing Faculty to continue to monitor achievement of this outcome.</i></b></p>				
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
<i>Action Details</i>				
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
<i>Action Details</i>				