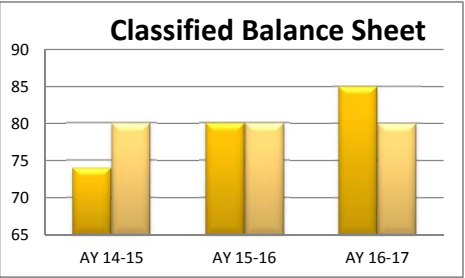


**Standard #4 Measurement and Analysis of Student Learning and Performance**

Use this table to supply data for Criterion 4.2.

Performance Indicator	Definition												
<b>1. Student Learning Results</b>	A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination.</i> Add these to the description of												
		<b>Analysis of Results</b>											
Performance Measure Measurable goal  What is your goal?	What is your measurement instrument or process? Do not use grades.  (Indicate type of instrument) direct, formative, internal, comparative	Current Results  What are your current results?	Analysis of Results  What did you learn from the results?	Action Taken or Improvement made  What did you improve or what is your next step?	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)								
<p><b>Accounting Program</b> 80% of the students will demonstrate proficiency of knowledge and skills necessary for accounting practice.</p>	<p>Students will prepare the Classified Balance Sheet, A 100 Point Rubric will be used for evaluation.</p>	<p>85% of the students scored an average of 87 on preparation of Classified Balance Sheet in AC 311 Financial Accounting I during AY 2016-2017.</p>	<p>Evaluation of students Classified Balance Sheet revealed that to further enhance the students' competencies in preparation of the Classified Balance Sheet, the accounting faculty needs to include greater emphasis on the breakdown of balance sheet components in the curriculum with additional class exercises and homework assignments.</p>	<p>To improve students' skills in preparation of the classified balance sheet, the accounting faculty will provide additional practice assignments with quick feedback to improve students' performance and identify students who may need special attention and provide weekly tutorials.</p>	 <table border="1"> <caption>Classified Balance Sheet</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>AY 14-15</td> <td>74</td> </tr> <tr> <td>AY 15-16</td> <td>80</td> </tr> <tr> <td>AY 16-17</td> <td>85</td> </tr> </tbody> </table>	Year	Score	AY 14-15	74	AY 15-16	80	AY 16-17	85
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<p>65% of the students taking the Business MFT will score at or above the national mean score of 150.</p>	<p>Data derived from the Business MFT.</p>	<p>The mean score for graduating accountng students was 124 during 2016-2017.</p>	<p>An analysis of the mean scores for individual accounting students identified the greatest deficiencies in the areas of Quantitative Business Analysis and Economics. As a result, accounting faculty evaluated courses to better align content with assignment indicators identified in the MFT and incorporated additional coursework, emphasizing quantitative analysis and economic factors to enhance</p>	<p>Accounting faculty will continue to evaluate learning outcomes and course resources to enhance alignment between content covered and focus areas of the MFT. A MFT Sample Questionnaire for Accounting will be incorporated into the Senior Seminar course. In addition, faculty will continue to emphasize course content and assignments focused on the most deficient results of the exam for accounting students.</p>	<div data-bbox="1423 164 1913 500"> <h3 style="text-align: center;">Major Field Test</h3> <table border="1"> <caption>Major Field Test Scores</caption> <thead> <tr> <th>Year</th> <th>Score 1</th> <th>Score 2</th> </tr> </thead> <tbody> <tr> <td>AY 14-15</td> <td>130</td> <td>145</td> </tr> <tr> <td>AY 15-16</td> <td>145</td> <td>150</td> </tr> <tr> <td>AY 16-17</td> <td>125</td> <td>155</td> </tr> </tbody> </table> </div>	Year	Score 1	Score 2	AY 14-15	130	145	AY 15-16	145	150	AY 16-17	125	155
Year	Score 1	Score 2															
AY 14-15	130	145															
AY 15-16	145	150															
AY 16-17	125	155															
<p>80% of the students will be able to compute and intrepret financial performance results.</p>	<p>Students will use income statement and balance sheet data to compute financial performance ratios, and a 100 point rubric will be used for evaluation.</p>	<p>89% of the students demonstrated competency on computation and profitability ratios for a company using the income statement and balance sheet data during AY 2016-2017.</p>	<p>Based upon the results, accounting faculty paired teamed with stronger students to lead group assignments and provide assistance to underperforming students. The results revealed that when retesting students performance increased by 7%.</p>	<p>To improve students' performance the accounting faculty will introduce the calculation and interpretation of financial ratios earlier in the course; incorporate the interpretation of ratios throughout case analysis and chapter assigments; and provide study guides and practice sets through the course.</p>	<div data-bbox="1423 800 1913 1073"> <h3 style="text-align: center;">Computation &amp; Profitability Ratios</h3> <table border="1"> <caption>Computation &amp; Profitability Ratios Scores</caption> <thead> <tr> <th>Year</th> <th>Score 1</th> <th>Score 2</th> </tr> </thead> <tbody> <tr> <td>AY 14-15</td> <td>83</td> <td>80</td> </tr> <tr> <td>AY 15-16</td> <td>83</td> <td>80</td> </tr> <tr> <td>AY 16-17</td> <td>89</td> <td>80</td> </tr> </tbody> </table> </div>	Year	Score 1	Score 2	AY 14-15	83	80	AY 15-16	83	80	AY 16-17	89	80
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