

Standard #4 Measurement and Analysis of Student Learning and Performance

Use this table to supply data for Criterion 4.2. (Figure 4.2 in self-study)

Performance Indicator	Definition	Current Results	Analysis of Results	Results of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
Student Learning Results	A student learning outcome is one that measures a specific competency attainment. 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. Add these to the description of the measurement.					
What is your Student Learner Outcome?	What is your Measurement Instrument?	Current Results	Analysis of Results	Results of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
Outcome 4: Students will understand the fundamental principles of financial and cost accounting, taxation, and auditing.	Measure 1: The 15* Major Field Tests (MFT) are comprehensive undergraduate and graduate outcomes assessments designed to measure the critical knowledge and understanding obtained by students in a major field of study. The MFT is administered once per year to students majoring in accounting in the BUS 4632: Business Capstone class.	The 13 BACC students taking the MFT achieved a 57% mean, which exceeded the national mean of 41.3% for the same time period.	Target was met. The overall mean for Cameron University School of Business (CUSB) BACC students met or exceeded the national mean in the area of accounting.	Because the target for the measure was met, no action plans were developed in Weave.		
Outcome 1: Students will use accounting systems to prepare accounting information.	Measure 2: Peregrine's Professional Component (APCP) Comprehensive Exam measures learning outcomes and retained knowledge at the academic program level and provides comparisons with peer-level institutions. The exam is customized to align with the accounting program's curriculum. The pilot exam was administered at the end of the Spring 2014 semester to accounting majors enrolled in BUS 4632: Business Capstone.	The 13 BACC students taking the accounting comprehensive exam during the fall of 2015 earned an average score of 61.95%. The percentage exceeds the 51.627% earned by the Accounting Common Professional Components (APCC). Skills reflecting in this learning outcome include: interpreting the results of a financial statement ratio analysis, determining the effect of business transactions on the financial position and results of operations for a company, and identifying the correct and incorrect application of generally accepted accounting principles.	Target was met. The overall mean for accounting majors met or exceeded the APCP peer-institution mean for accounting comprehensive exam questions related to the completion of the accounting cycle.	Because the target for the measure was met, no action plans were developed in Weave.		
Outcome 2: Students will evaluate and interpret accounting information.	Measure 2: Peregrine's Professional Component (APCP) Comprehensive Exam measures learning outcomes and retained knowledge at the academic program level and provides comparisons with peer-level institutions. The exam is customized to align with the accounting program's curriculum. The pilot exam was administered at the end of the Spring 2014 semester to accounting majors enrolled in BUS 4632: Business Capstone.	The accounting comprehensive exam was administered to 5 BACC students in Fall 2014 and 11 BACC students in Spring 2015. The Fall 2014 cohort earned an average score of 60.3% on questions related to accounting analysis compared to an average of 53.3% for Accounting Common Professional Components (APCC) of institutions inside the US. The Spring 2015 cohort earned an average score of 64.4% on questions related to accounting analysis compared to an average of 56.7% for Accounting Common Professional Components (APCC) of institutions inside the US.	Target was met. The overall mean for accounting majors met or exceeded the APCP peer-institution mean for accounting comprehensive exam questions related to accounting analysis.	Because the target for the measure was met, no action plans were developed in Weave.		
Outcome 1: Students will use accounting systems to prepare accounting information.	Measure 3: This project enables students to demonstrate their ability to analyze events, record transactions, and prepare financial statements using a manual practice set (also called the Systems Understanding Aid or SUA). The practice set takes 15 to 45 hour internal, direct, and summative assessment.	Of the 17 BACC students preparing the financial accounting practice set, 82% scored at or above the target.	Target was met. More than 80% of students achieved a score of 80% or better on the manual financial accounting practice set in Accounting Information Systems. This target is specifically for the students' ability to prepare journals, ledgers, and source documents.	Because the target for the measure was met, no action plans were developed in Weave. This was the first time in three years that the target of 80% of candidates met standard, in part, because of an Action Plan was implemented.		
Outcome 1: Students will use accounting systems to prepare accounting information.	Measure 4: Students in ACCT4633, Accounting Information Systems, input accounting information into a (Quickbooks) accounting software program. For each chapter in the Quickbooks project the student input data and specific numerical output is graded. The students have a copy of the spreadsheet that indicates which amounts will be graded. The resulting computer generated amount is either correct or incorrect; thus, a written rubric is not used for this project.	Of the 17 BACC students preparing the Accounting Software Project, 65% met or exceeded the target.	Target was not met. 80% of students did not achieve a score of 80% or better on the project requiring the use of accounting software in Accounting Information Systems.	Because the target was not met, an Action Plan was required. The Plan focused on students who believe they have earned the grade they desire, their motivation to turn in additional Quickbook assignments declines. Faculty will establish penalties for not turning in assignments in future classes.		
Outcome 4: Students will understand the fundamental principles of financial and cost accounting, taxation, and auditing.	Measure 6: Students in ACCT4633, Individual Income Tax, will demonstrate their ability to analyze events and information, apply current tax law and procedures, and prepare a tax return. The return is a direct, internal, summative assessment of student's knowledge of tax laws and ability to make current tax decisions and perform tax planning. Students are presented with a set of facts and circumstances and must analyze the information for inclusion or exclusion from the tax return.	Of the 22 students that submitted the assigned Tax Research Memorandum, 90% achieved an average of proficient on the Tax Research Report Rubric. In Fall 2015, 22 students submitted the required Tax Research Memorandum. 81% of the students earned a rating of proficient in each of the first 3 competencies on the rubric. 91% of the students earned a rating of proficient in the fourth competency on the rubric.	Target was met. 80% of students were (1) Proficient in at least 3 or the four competencies on the tax return assignment rubric item related to program outcome 4, 'Foundational Accounting Knowledge' and (2) did not score below a Novice rating in any category.	Because the target for the measure was met, no action plans were developed in Weave. Only one year of data is displayed because Criteria changed in 2015-16 to: 1- Income; 2- Adjustments; 3- Deductions; 4- Other Taxes.		

Accounting	66	CU Scor	ACBSP Scores	U.S. Univ S	Public Univ Scores	11-12	11-12	86	Income Assignment	51
Economics	59	CU Scor	60.3	CU Scores	64.4	12-13	89	12-13	64	Adjustment Assignm
Management	31	ACBSP S	54.7	CBSP Score	62.9	13-14	95	13-14	74	Deductions Assignm
Business Analysis	28	U.S. Uni	60	U. Univ Scor	67.3	14-15	82	14-15	75	Other Taxes Assignm
Finance	42	Public U	59.6	lic Univ Scc	66	15-16	65	15-16	82	

Marketing

Legal and Environ

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