

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				
1. Student Learning Results	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 the measurement instrument in				
Analysis of Results for Accounting					
Performance Measure	What is your measurement instrument or process? Do not use grades.	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
Measurable goal		What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative				

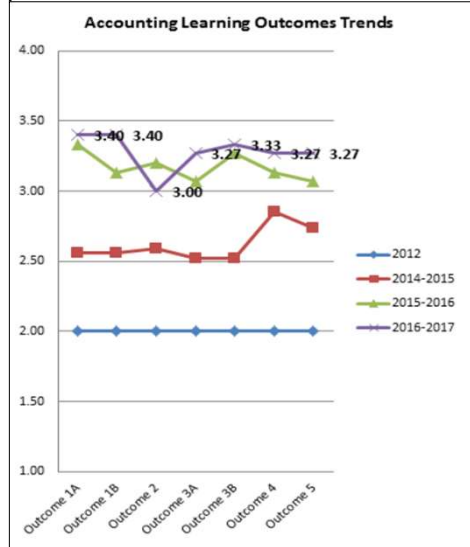
Average assessment scores for all program learning outcomes will exceed 3.0 (on a scale of 0 - 4)

Summative, internal comparative data derived from independent evaluators of capstone assignments with a standard rubric

Current year results show a strong upward performance trend in all accounting learning outcomes.

The accounting program needs to continue to emphasize excellence across all areas, especially in oral and written communication

The accounting faculty is charged with reviewing and updating the capstone assignment to ensure it measures all learning outcomes thoroughly and communicating any changes to all adjuncts.



As tasked by the Advisory Board, increase the competence of B-school grads in quantitative and communication skills

Summative, internal comparative data derived from independent evaluators of capstone assignments with a standard rubric specifically focusing on learning outcomes 2 (quantitative) and 4 (communication)

Historical trends show a strong increase in both quantitative and communication competencies in the accounting program

The lead faculty and faculty team need to ensure that communication skills remain a priority for graduates.

The accounting faculty is charged with reviewing and updating the capstone assignment and program course syllabi to ensure learning outcomes 2 and 4 are adequately and innovatively addressed.

