

Figure 4.2 - Standard #4 Measurement and Analysis of Student Learning and Performance

Use this table to supply data for Criterion 4.2.

Performance Indicator	Definition																				
1. Student Learning Results	<p>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 column two:</p> <p>Direct - Assessing student performance by examining samples of student work Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative – An assessment conducted during the student’s education. Summative – An assessment conducted at the end of the student’s education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>																				
Identified in Criterion 4.2		Analysis of Results			Identified in Criterion 4.2																
Measurable goal	Identified in Criterion 4.1	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																
What is your goal?	What is your measurement instrument or process? Do not use grades. (Indicate type of instrument) direct, formative, internal, comparative	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?																	
Learning Outcomes Assessment with a benchmark of 3 out of 4	Formative, Internal data derived from learning outcomes assessment	The current result show 3.53 as the average	The benchmark was met, there was an overall increase from 2019.	Benchmark met	<p style="text-align: center;">MAcc Learning Outcomes Assessment</p> <table border="1"> <caption>MAcc Learning Outcomes Assessment Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>4</td> </tr> <tr> <td>2015</td> <td>3.95</td> </tr> <tr> <td>2016</td> <td>4</td> </tr> <tr> <td>2017</td> <td>3.44</td> </tr> <tr> <td>2018</td> <td>3.55</td> </tr> <tr> <td>2019</td> <td>3.37</td> </tr> <tr> <td>2020</td> <td>3.53</td> </tr> </tbody> </table>	Year	Score	2014	4	2015	3.95	2016	4	2017	3.44	2018	3.55	2019	3.37	2020	3.53
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Accounting Research Project with a benchmark of 3 out of 4	Summative, Internal data derived from Accounting Research assessment rubric	The current result show 2.59 as the average	The benchmark was not met and showed a decrease from 2019 in all categories except communication skills which increased slightly. The lowest category was related to the use of software.	The course was redesigned in 2021 to ensure all of the needed skills are covered in the class. In addition, other courses will include the use of software	<p style="text-align: center;">MAcc Accounting Research Project</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr><td>2014</td><td>3.2</td></tr> <tr><td>2015</td><td>3.68</td></tr> <tr><td>2016</td><td>3.72</td></tr> <tr><td>2017</td><td>3.76</td></tr> <tr><td>2018</td><td>3.27</td></tr> <tr><td>2019</td><td>3.14</td></tr> <tr><td>2020</td><td>2.59</td></tr> </tbody> </table>	Year	Score	2014	3.2	2015	3.68	2016	3.72	2017	3.76	2018	3.27	2019	3.14	2020	2.59
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Graduate exit survey with a benchmark 3 out of 4	Summative, External data derived from Graduate Exit Survey	The current result show 3.95 as the average	The benchmark is met with an overall increase from 2019.	Benchmark met	<p style="text-align: center;">MAcc Graduate Exit Survey</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr><td>2014</td><td>3.72</td></tr> <tr><td>2015</td><td>3.86</td></tr> <tr><td>2016</td><td>4</td></tr> <tr><td>2017</td><td>3.65</td></tr> <tr><td>2018</td><td>3.69</td></tr> <tr><td>2019</td><td>3.95</td></tr> </tbody> </table>	Year	Score	2014	3.72	2015	3.86	2016	4	2017	3.65	2018	3.69	2019	3.95
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Employer Satisfaction survey with a benchmark 4 out of 5	Summative, External data derived from Employer Satisfaction Survey	The current result show 4.9 as the average	The benchmark was met and an overall increase from last year since there was no data.	Benchmark met	<p style="text-align: center;">MAcc Employer Satisfaction Survey</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr><td>2014</td><td>5</td></tr> <tr><td>2015</td><td>5</td></tr> <tr><td>2016</td><td>5</td></tr> <tr><td>2017</td><td>5</td></tr> <tr><td>2018</td><td>4.9</td></tr> <tr><td>2019</td><td>4.9</td></tr> <tr><td>2020</td><td>4.9</td></tr> </tbody> </table>	Year	Score	2014	5	2015	5	2016	5	2017	5	2018	4.9	2019	4.9	2020	4.9
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Placement Rate with a benchmark of 90%	Summative, External data derived from Job Placement Rates	The current results are 81.8	This year's results did not meet the benchmark but does show a slight increase over last year. The data is gathered on an ongoing basis and increases as more data is input throughout the year. Going back and pulling the data from 2018 and 2019 the results showed 100% and 87.5% respective showing a delay in reporting.	Will continue to monitor	<p style="text-align: center;">MAcc Job Placement Rates</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Rate (%)</th> </tr> </thead> <tbody> <tr><td>2014</td><td>100</td></tr> <tr><td>2015</td><td>100</td></tr> <tr><td>2016</td><td>100</td></tr> <tr><td>2017</td><td>100</td></tr> <tr><td>2018</td><td>90</td></tr> <tr><td>2019</td><td>81.3</td></tr> <tr><td>2020</td><td>81.8</td></tr> </tbody> </table>	Year	Rate (%)	2014	100	2015	100	2016	100	2017	100	2018	90	2019	81.3	2020	81.8
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Peregrine Examination with a benchmark of 50	Summative, External data derived from Peregrine Exam	The current results are 71.09	The benchmark was met and showed an increase over last year. The lowest category was business law which is no longer part of the program.	Benchmark met	<p style="text-align: center;">MAcc Peregrine Exam</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr><td>2015</td><td>58.67</td></tr> <tr><td>2016</td><td>59.56</td></tr> <tr><td>2017</td><td>60.59</td></tr> <tr><td>2018</td><td>59.53</td></tr> <tr><td>2019</td><td>66.87</td></tr> <tr><td>2020</td><td>71.09</td></tr> </tbody> </table>	Year	Score (%)	2015	58.67	2016	59.56	2017	60.59	2018	59.53	2019	66.87	2020	71.09
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