

Standard #4 Measurement and Analysis of Student Learning and Performance - Figure 4.1

Criterion 4.1. The business unit shall have a learning outcomes assessment program.

State compliance with this criterion:

- a. State the learning objectives for each program (AA, BBA, MBA, Ph.D., etc.) to be accredited. A program is defined as follows: a plan of study is requires a minimum of 12 credit hours of coursework beyond the CPC and/or is recorded on a student's transcript (ex. Business Administration major/concentration/option/specialization in Accounting, Finance, Marketing, etc).

Note: Include learning objectives for each program. For Example, for students completing the CPC courses and then 12 or more required credit hours in accounting, international business, or human resources, there must be measurable learning outcomes for the accounting, international business, and human resources

- b. Describe your learning outcomes assessment process for each program;

assessment information and data you gather and analyze; (See Figure 4.1.) and

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Definitions:

A student learning outcomes assessment is a systematic process of gathering and analyzing information about student learning to determine if specific competency attainment. *Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, professional performance, licensure examination).*

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 data from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.

Figure 4.1

Example of a Table for Student Learning Outcomes Assessment Data

To summarize for c. d., and e. above, please list your internal, external, summative, and formative data and information in a table si

Degree Program	Internal Data and Information	External Data and Information	Summative Data and Information
ASBA	Marketing Plan Project	Peregrine Comp-XM	
BSBA	Marketing Plan Project & Business Simulation Game (Undergraduate capstone)	Peregrine Comp-XM Gateway, Midpoint, Capstone	More than 65% of students taking the capstone assessment should be proficient
MBA	Business Simulation Game (Graduate capstone)	Peregrine Comp-XM Capstone	More than 65% of students taking the capstone assessment should be proficient

Figure 4.1

Considered a program when it
Administration:

IRS in accounting, international
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Similar to this:

Formative Data and Information

More than 35% of students taking the gateway assessments should be proficient

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