

**Table 4.1 - Standard 4 Student Learning Assessment**

**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).*

		Analysis of Results			
Approach	Deployment (Do not use course grades or GPA)	Results	Analysis of Results	Improvement Action Taken or Improvement made	Insert Graphs or Tables of Trends (3-5 data points) Report sample or population size n = #
Program Learning objectives SLO1, SLO2, etc.	What is your measurement instrument or process?	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
BS/BA in Business Administration					
Student Learning Outcome 1: Acquire, comprehend, organize, and apply knowledge in the major Goal: All comparisons greater than 50%	Peregrine Standard Exam. External, Comparative, Summative	Measure: Ottawa University Management. 2022 59.80%. 2023 60.57%. 2024 58.00 . Observation: numbers are consistent. Goal is met.	Student learning outcomes related to (a) global dimensions, (b) business ethics, (c) business finance (includes accounting and data analytics), (d) legal environments of business, and (e) business integration and strategic management were middle-of-the-road or less aligned with several of the academic benchmarks from the “Peregrine Report Data.” These student learning outcomes are highly interrelated and need improvement across the business administration major (i.e., the BSBA).	Introduce a data analytics course covering topics such as data visualization, statistical analysis, Ensure alignment with current industry trends, standards, changing regulations, and emerging technologies.	
Student Learning Outcome 4: Demonstrate oral and written competence in the major field. Goal: Writing competency at 80% or better.	Capstone Papers/Projects - University-wide process managed by the Office of Institutional Effectiveness Internal, standardized, formative, direct	First time review of written and oral competencies (internal assessment). Written Competencies--goal met for format, applying concepts in the discipline, organization and central idea.	Distinct differences exist between adult and traditional students in this area. Adults are much better performers on the comprehensive Capstone paper/project than traditional students.	Refer to the designated Writing Lab on their campus for assistance in preparation of the Comprehensive Capstone paper/project.	