

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?																																				
Master of Business Administration and Executive Master of Business Administration																																								
Student Learning Outcome 1: Analyze, integrate, and apply theories, research, and techniques to plan and serve effectively within one's professional field of study Goal: All comparisons greater than 60%	Peregrine Standard Exam. External, Comparative, Summative	Measure: Ottawa University Business Integration Strategic Management. 2022 55.46%. 2024 54.39%. Observation: Goal is not met. Underperforms peers. Needs substantive improvement.	Student learning outcomes in the aggregate was lower than all the academic benchmarks from the "Peregrine Report Data." This program includes the EMBA which is exclusively international students, most completing a second or third masters, from degrees such as computer science, engineering, and architecture. These student learning outcomes are highly interrelated and need improvement across the MBA curriculum. Clear area of strength is Marketing.	Improve students' data analysis skills by incorporating more relevant individual or group coursework. Incorporate emerging technologies, such as artificial intelligence and enhanced data analytics. Additionally, courses covering topics such as data visualization, statistical analysis, and predictive modeling need to be added to the core.	<table border="1"> <caption>Accounting, Operations/Production Management, Marketing, and Business Integration and Strategic Management</caption> <thead> <tr> <th>Category</th> <th>Accounting</th> <th>Operations/ Production Management</th> <th>Marketing</th> <th>Business Integration and Strategic Management</th> </tr> </thead> <tbody> <tr> <td>Ottawa University</td> <td>49.47%</td> <td>55.77%</td> <td>72.84%</td> <td>54.39%</td> </tr> <tr> <td>ACBSP Region 5 (Midwestern Council)</td> <td>60.29%</td> <td>67.97%</td> <td>72.16%</td> <td>66.43%</td> </tr> <tr> <td>Faith-based Institution</td> <td>60.95%</td> <td>67.87%</td> <td>73.25%</td> <td>67.38%</td> </tr> <tr> <td>Higher Learning Commission</td> <td>58.96%</td> <td>66.60%</td> <td>70.76%</td> <td>65.47%</td> </tr> <tr> <td>Online Delivery Mode</td> <td>59.92%</td> <td>69.36%</td> <td>73.33%</td> <td>67.33%</td> </tr> <tr> <td>Privately Owned Not-for-Profit</td> <td>60.82%</td> <td>67.73%</td> <td>73.06%</td> <td>66.93%</td> </tr> </tbody> </table>	Category	Accounting	Operations/ Production Management	Marketing	Business Integration and Strategic Management	Ottawa University	49.47%	55.77%	72.84%	54.39%	ACBSP Region 5 (Midwestern Council)	60.29%	67.97%	72.16%	66.43%	Faith-based Institution	60.95%	67.87%	73.25%	67.38%	Higher Learning Commission	58.96%	66.60%	70.76%	65.47%	Online Delivery Mode	59.92%	69.36%	73.33%	67.33%	Privately Owned Not-for-Profit	60.82%	67.73%	73.06%	66.93%
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Student Learning Outcome 4: Demonstrate oral and written competence in the major field. Writing competency at 90% or better.	Capstone Papers/Projects - University-wide process managed by the Office of Institutional Effectiveness Internal, standardized, formative, direct	Written Competencies-- goal not met in all areas.	The Capstone design provided opportunities for students to identify the courses in which they achieved program outcomes. Significant room for improvement in writing competencies. The nature of the international population and degrees the majority of the degrees the students are matriculating into the EMBA from do not require significant writing. As a result, most of these students have never experienced formalized writing opportunities.	Provide additional training to faculty in this area through the School of Education. Refer students to the Writing Center	<table border="1"> <caption>Assessment Written and Oral Competencies Average Scores</caption> <thead> <tr> <th>Competency</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>4.g Format (professional genre: report, analysis, case study...)</td> <td>3.7</td> </tr> <tr> <td>4.f Writing Conventions</td> <td>3.52</td> </tr> <tr> <td>4.e Evidence Use (Research, Data, Graphics, & Illustrations)</td> <td>3.39</td> </tr> <tr> <td>4.d Audience & Purpose</td> <td>3.74</td> </tr> <tr> <td>4.c Applying Concepts in Discipline</td> <td>3.91</td> </tr> <tr> <td>4.b Organization</td> <td>4</td> </tr> <tr> <td>4.a Central Idea</td> <td>3.91</td> </tr> </tbody> </table>	Competency	Average Score	4.g Format (professional genre: report, analysis, case study...)	3.7	4.f Writing Conventions	3.52	4.e Evidence Use (Research, Data, Graphics, & Illustrations)	3.39	4.d Audience & Purpose	3.74	4.c Applying Concepts in Discipline	3.91	4.b Organization	4	4.a Central Idea	3.91																			
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