Bachelor of Science in Business (BSB)

Learning Outcomes

Assessment of student learning
Assessment is an iterative process by which clear and measurable student learning outcomes are established (Suskie, 2009). One of the main characteristics of effective assessment is that it is grounded in the concept of continuous quality improvement and is not episodic in nature (Greater Expectations Project on Accreditation & Assessment, 2004; Banta, 2002; AAC&U, 2002; Steen, 1999; AAHE, 1991).

University of Phoenix and the School of Business adopted a well-established assessment process in which the School of Business systematically (1) plans for assessment, (2) collects evidence and analyzes data to determine how well students are meeting the expected outcomes, (3) implements improvements to the curriculum and relevant support services based on those results, and (4) monitors the effectiveness of those improvements (Allen 2004).

The Accreditation Council for Business Schools and Programs (ACBSP) is a recognized Council for Higher Education Accreditation (CHEA) accrediting body for business programs. The BSB program is accredited by ACBSP, and its curriculum has been aligned with key disciplinary areas that all accredited programs must reflect. Those areas include:

- Accounting
- Business ethics
- Business policies/comprehensive or integrative experience
- Economics
- Finance
- Global information systems
- Law
- Management
- Marketing
- Statistics and research

BSB program learning outcomes
To support student learning and the processes for measuring effectiveness, the School of Business has implemented an evaluation and improvement process in which information and feedback on assessment of student learning is collected from a variety of stakeholders to evaluate the impact of learning. As a result of the feedback received, enhancements are made to business programs to improve students’ educational experiences.

The following outcomes have been identified by the School of Business Faculty Council as important for students to be able to perform at the conclusion of the BSB program. The BSB curriculum has been mapped to these outcomes, which are regularly assessed to identify levels of student achievement and areas of improvement.
Students who graduate from the BSB program will be able to:

- Demonstrate the ability to make business-related decisions.
- Demonstrate the ability to integrate business concepts to advance organizational goals.
- Analyze the interrelationships among distinct functional areas of an organization.
- Apply business knowledge related to these functional disciplines:
  - Accounting
  - Business law
  - Economics
  - Finance
  - Information systems
  - Management
  - Marketing
  - Research
- Identify the degree of alignment between their individual values and the organization’s values as reflected in the organization’s plans and actions.

**University learning goals**
In addition to program-specific learning outcomes, University of Phoenix has a set of institution-wide learning goals. These University learning goals encapsulate the knowledge, skills and values the institution aims to help students develop through their educational experiences, regardless of the program of study they are enrolled in. The University learning goals cover the following areas:

- Professional competence and values
- Critical thinking and problem-solving
- Communication
- Information utilization
- Collaboration

**Student learning assessments**
The BSB program measures student learning outcomes using multiple methods of direct and indirect assessments that align to specific student learning outcomes. Below is a brief description of some of the key activities used to assess student learning:

A. **Benchmark assignments/performance assessments**
   These are standardized, course-embedded assignments that directly assess specific student learning outcomes at various points in the curriculum.

B. **ETS® Proficiency Profile**
The Proficiency Profile, formerly known as the Measure of Academic Proficiency and Progress (MAPP), is a standardized assessment developed by Educational Testing Service (ETS) to assess undergraduate students’ reading, writing, mathematics and critical-thinking skills in the context of the humanities, social sciences and natural sciences.

C. **National Survey of Student Engagement (NSSE)**
A standardized, self-reporting questionnaire for undergraduates was developed and is administered by the Center for Survey Research at Indiana University. The NSSE® survey measures student perceptions and behaviors on various dimensions of engagement and institutional effectiveness.

D. **Alumni Academic Questionnaire**
Developed by University of Phoenix, this web-based questionnaire aligns with the University’s mission and student outcomes and is administered every two years by the University’s Office of Learning Assessment and Academic Research Group to graduates who have completed their programs within the past two to three years.
References


