

**Notes Based on AACSB Assessment of Learning Related Standards
Fogelman College Business and Economics
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1. Learning goals for degree programs and course learning goals display the quality standards of the faculty.
2. Students should be aware of program and course learning objectives.
3. Faculty members should deliver the teaching program in such a way that students can expect to reach the learning goals through persistent and earnest effort.
4. Student learning is the central activity of higher education.
5. Definition of learning expectations and assurance that graduates achieve learning expectations are key features of any academic program.
6. Learning goals should be set and revised at a level that encourages continuous improvement in educational programs.
7. Assurance of Learning Standards evaluate how well the school accomplishes the educational aims at the core of its activities.
8. Few characteristics of the school will be as important to stakeholders as knowing the accomplishment levels of the school's students when compared against the school's learning goals.
9. Another important function for measures of learning is to assist the school and faculty members to improve programs and courses.
10. By measuring learning the school can evaluate its students' success at achieving learning goals, can use the measures to plan improvement efforts, and (depending on the type of measures) can provide feedback and guidance for individual students.
11. As an initial and critical step in its demonstration of learning, the school must develop a list of the learning goals for which it will demonstrate assurance of learning.
12. Reviewers will expect schools to explicitly identify the learning goals and the demonstrations of achievement for each of these standards.
13. First, learning goals convey to participants, faculty and students, the educational outcomes toward which they are working.
14. Second, educational goals assist potential students to choose programs that fit their personal career goals.
15. AACSB accreditation is directed at program-level learning goals of a more general nature. These goals will state the broad educational expectations for each degree program.
16. Normally, four to ten learning goals will be specified for each degree program.
17. Agreement on learning goals for academic programs is one of the central defining features of higher education, and thus, faculty involvement/ownership is a necessary ingredient. Deep involvement of faculty members in the process is a critical feature of whatever mechanisms the school uses.
18. After setting the learning goals, the faculty must decide where the goals will be addressed within degree curricula.



19. Course syllabi, examinations, and projects should be regularly reviewed to see that learning experiences are included to prepare students to accomplish the intended learning goals. While this monitoring activity does not require elaborate processes, it must be regular, systematic, and sustained.
20. Beyond choosing and developing the list of learning goals, faculty members must operationalize the learning goals by specifying or developing the measurements that assess learning achievement on the learning goals.
21. The faculty has the responsibility for setting the learning goals for degrees.
22. The school must demonstrate what learning occurs for each of the learning goals the school identifies as appropriate for its programs.
23. Required courses may expose students to systematic learning experiences designed to produce graduates with the particular knowledge or abilities specified in the school's learning goals.
24. In the accreditation review process, reviewers will expect schools to have examples of student work available for inspection at the on-site review when they use course-embedded measurement to assure that students accomplish learning goals.
25. As part of a comprehensive learning assessment program, schools may supplement direct measures of achievement with indirect measures. Such indirect measures, however, cannot replace direct assessment of student performance.
26. Measures of learning have little value in and of themselves. They should make a difference in the operations of the school. Schools should show how results impact the life of the school.
27. The development of systematic meaningful assurance of learning processes with fully developed learning goals and outcomes assessment processes is normally a multi-year project.
28. Complete the assessment of learning process a minimum of 2 times during a given five-year period of time.
29. The assessment of learning process must be faculty driven.
30. The assessment of learning process must be used to evaluate degree programs and not courses nor faculty.