

SURVIVING LEARNING GOAL ASSESSMENT

*Richard L. Jenson, School of Accountancy, Utah State University, 3540 Old Main Hill, Logan, UT
84322-3540, (435) 797-2335, rjenson@cc.usu.edu*

*Krishna S. Dhir, Campbell School of Business, Berry College, 2277 Martha Berry Hwy NW, Mt. Berry,
GA 30149, (706) 238-7942, kdhir@berry.edu*

*G. Keong Leong, College of Business, University of Nevada Las Vegas, 4505 Maryland Parkway Box
456009, Las Vegas, NV 89154-6009, (702) 895-1762, keong.leong@unlv.edu*

ABSTRACT

Institutions of higher learning have come under increasing pressure to demonstrate effectiveness in delivering measurable student learning outcomes. Much of this pressure has stemmed from public criticism of higher education that students are not actually learning what they are being taught. In addition, regional and international accrediting bodies have prominently incorporated learning assessment into their accreditation standards. In order to meet the demands of accrediting bodies and to respond to the concerns of their critics, many colleges and universities have invested significant financial resources as well as faculty effort into the development of learning assessment programs.

This panel session will address learning assessment issues from a business school perspective as well as from a departmental level within the business school. Areas to be covered will include mission-driven program learning goals, course-level coverage, course-level objectives, assessment tools, and closed-loop feedback. Assessment examples and templates will be provided.