

At UNE, academic programs and co-curricular units typically either set their own benchmarks or use their

own benchmarks. For example, the program for the Bachelor of Science in Business Administration (BSBA) at UNE uses the following benchmarks:

1. Students will be able to identify and explain the role of the business system in society. (BSBA Benchmark 1)

2. Students will be able to identify and explain the role of the business system in society. (BSBA Benchmark 2)

3. Students will be able to identify and explain the role of the business system in society. (BSBA Benchmark 3)

4. Students will be able to identify and explain the role of the business system in society. (BSBA Benchmark 4)

5. Students will be able to identify and explain the role of the business system in society. (BSBA Benchmark 5)

6. Students will be able to identify and explain the role of the business system in society. (BSBA Benchmark 6)

7. Students will be able to identify and explain the role of the business system in society. (BSBA Benchmark 7)

8. Students will be able to identify and explain the role of the business system in society. (BSBA Benchmark 8)

9. Students will be able to identify and explain the role of the business system in society. (BSBA Benchmark 9)

10. Students will be able to identify and explain the role of the business system in society. (BSBA Benchmark 10)

11. Students will be able to identify and explain the role of the business system in society. (BSBA Benchmark 11)

12. Students will be able to identify and explain the role of the business system in society. (BSBA Benchmark 12)

13. Students will be able to identify and explain the role of the business system in society. (BSBA Benchmark 13)

14. Students will be able to identify and explain the role of the business system in society. (BSBA Benchmark 14)

15. Students will be able to identify and explain the role of the business system in society. (BSBA Benchmark 15)

16. Students will be able to identify and explain the role of the business system in society. (BSBA Benchmark 16)

17. Students will be able to identify and explain the role of the business system in society. (BSBA Benchmark 17)

18. Students will be able to identify and explain the role of the business system in society. (BSBA Benchmark 18)

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<p>HISTORICAL TRENDS</p>	<p>Peer scores from prior successive classes (typically used for baseline H&gt;&gt;</p>	<p>Useful in measuring "pL LQLB CL~L%%o , Ns~"L^CL~ , ~%%o made in a course or .., n^&gt;}</p>	<p>Programs may have H§ BŸ "¥s~B, LB ~n~ meaningful data amid Bp&gt;~nL%%o CL~ } L~, N students, curricula, and ..LH&gt;n, nL%%o</p>
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SOURCES:

~ şLy Ž \$ ~ Ĩ Ÿ-Bp ) ~ ~ Standard set ng: A guide to establishing and evaluat ng performance standards on tests ~3>nL

~ şLy Ž \$ ~ fIH ~ Set ng performance standards: Foundat ons, methods, and innovat ons ~-HLH ~2, Ÿ" LHnL

&LÇ¥ \$~ ) >¥~ Why & how you should set student learning targets for every program ~

~ \$ LA, , y%bÇ¥B } [p™..%%o%o.., y^ , , H%o ¥, S A q " " " L , }](#)