

Peregrine Global Services  
P.O. Box 741  
Gillette, WY 82717  
307.685.1555  
Info@PeregrineGlobal.com  
www.PeregrineGlobal.com



**PEREGRINE**  
GLOBAL SERVICES

# SUPPORTING ACCREDITATION WITH PEREGRINE'S BUSINESS AND ACCOUNTING ASSESSMENTS

ACBSP | IACBE | AACSB





# INTRODUCTION

Assurance of Learning (AoL) is at the heart of business education accreditation. Accrediting bodies such as AACSB, IACBE, and ACBSP expect institutions to define clear learning outcomes and demonstrate that students are achieving them in a measurable, reliable way. AoL is about showing that your programs deliver on their promise to learners, employers, and society.

Strong AoL practices reinforce institutional credibility, support continuous improvement, and provide evidence of academic quality that sustains accreditation over time.

Yet, for many programs, gathering and presenting AoL evidence can be a challenge. Traditional course-embedded assessments often vary widely in design and reliability, leaving schools with data that is fragmented or difficult to benchmark. This creates gaps when institutions are asked to show consistent, comparable results across programs, locations, or modalities.

Peregrine Global Services addresses this challenge by offering a portfolio of assessments to provide standardized, data-driven evidence of student learning.

- **Business Administration Assessment:** Provides broad coverage across key business subjects, ensuring institutions can demonstrate achievement of program-level outcomes.
- **Accounting & Finance Assessment:** Covers the business core while also offering specialized depth in accounting and finance, making it ideal for programs and concentrations that require discipline-specific outcomes evidence.

This guide is designed to help you quickly see how Peregrine's assessments map to the requirements of ACBSP, IACBE, and AACSB. Each section outlines the relevant accreditation standards, highlights the Peregrine solutions that provide evidence, and illustrates how institutions are already using these tools to meet assurance of learning expectations.

## ACBSP: Criterion 4 – Student Learning Outcomes

The Accreditation Council for Business Schools and Programs (ACBSP) emphasizes measurable outcomes as a cornerstone of educational quality. Within Criterion 4: Measurement and Analysis of Student Learning and Performance, institutions are required to demonstrate that students achieve defined learning outcomes and that these results are used for continuous improvement.

### Criterion 4.1 – Approach

The business unit must have a clear, systematic process for assessing student learning outcomes and ensuring that measurement activities are appropriate for the outcomes being evaluated.

- The Business Administration Assessment and the Accounting & Finance Assessment align with the CPC requirements set forth by ACBSP. This ensures that assessment data aligns directly with the body of knowledge required by ACBSP.
- Peregrine works with institutions to map program learning outcomes to these assessment topics, creating a transparent link between program outcomes and assessment measures.
- Having an appropriate program-level direct, summative measure (such as a capstone assessment) is recognized as a marker of a mature assessment system, because it demonstrates cumulative learning across the entire program.

### Criterion 4.2 – Deployment

Programs must demonstrate that all outcomes are assessed across 3–5 data cycles.

- Peregrine provides longitudinal analysis of assessment results to allow schools to show results over multiple assessment cycles, supporting ACBSP's 3–5 year expectation.
- Deployment is flexible, with assessment delivery options through course integration (LMS) or microsite.
- Schools may deploy the assessment as an inbound/outbound (pre-test/post-test) exam to measure growth or as a summative capstone assessment.
- Because Peregrine's assessments are normed, schools can confidently document consistency across cohorts, campuses, and modalities.



### Criterion 4.3 – Results and Benchmarking

Schools must provide direct evidence of student learning outcomes, supported by benchmarking data, and must systematically communicate results to stakeholders.

- Direct Evidence: The Business Administration Assessment and the Accounting & Finance Assessment provide objective, validated measures of learning across CPCs.
- Benchmarking Requirement (4.3.b): Peregrine uniquely enables institutions to meet this requirement by offering both internal benchmarking (comparing majors, delivery modes, or campuses) and external benchmarking (comparing against peer institutions or demographical aggregates). This ensures that programs can demonstrate their results in context, a critical requirement for Criterion 4.3.
- Peregrine provides an External Comparison Report and Program/Cohort Comparison Report that make benchmarking simple so that results are ready to demonstrate.
- Results are shared through the Learner Assessment Report (student-facing) and Student Survey, providing evidence that data is systematically communicated to students, faculty, and other stakeholders.

School vs. Benchmark		—	—	—
		—	—	—
	4- Year Institution	44.48%	63.19%	44.48%
		—	—	—
	Online Delivery Mode	42.31%	60.95%	29.01%
		—	—	—

### Criterion 4.4 – Continuous Improvement

Institutions must show how results are used to improve both learning and the assessment process itself.

- Longitudinal reporting from Peregrine provides visual evidence of how program changes impact outcomes over time. Schools can clearly document curriculum adjustments and their effects.
- Peregrine’s customizable assessment options allow schools to demonstrate enhancements to the assessment plan itself, such as updating mappings, learner categories, or stakeholder surveys.

### Evidence in Action

At one ACBSP-accredited university, the Business Administration Assessment was used to map institutional outcomes to CPCs and to populate Table 4.1 with direct evidence of student achievement. Over four assessment cycles, Longitudinal Reports documented improvements in economics and quantitative methods, while External Benchmarking validated that students were performing above peer averages in accounting and management.

The school complemented these findings with a Student Survey, demonstrating engagement and satisfaction as required by Standard 3. Together, these measures provided a complete accreditation-ready narrative that satisfied every component of Standard 4.

## **IACBE: Principle 2 – Outcomes Assessment and Continuous Improvement**

IACBE defines excellence in business education as driven by an ongoing cycle of planning, assessment, and improvement. Principle 2 makes clear that business units must establish a measurable, data-driven outcomes assessment process with an embedded roadmap (Outcomes Assessment Plan) that drives continuous enhancement.

Peregrine's Business Administration Assessment and the Accounting & Finance Assessment provide institutions with standardized, objective evidence that can be incorporated into an Outcomes Assessment Plan.

### **End-of-Program Direct Measures**

IACBE expects that each Intended Student Learning Outcome (ISLO) is assessed at least twice, with at least one direct measure administered at the end of the program.

- Peregrine's Business Administration Assessment provides broad coverage of the business core, making it a strong choice for general business programs. For institutions with accounting- or finance-focused programs, the Accounting & Finance Assessment offers the same structure with added depth in those disciplines.
- Because Peregrine reporting disaggregates results into both topics and subjects (for example, Finance includes asset valuation, ratios, cash flow, and stocks/bonds), institutions can link results directly to specific ISLOs.
- Peregrine also works with schools to map ISLOs to exam topics, ensuring that the end-of-program assessment aligns seamlessly with the Outcomes Assessment Plan.

### **End-of-Program Indirect Measures**

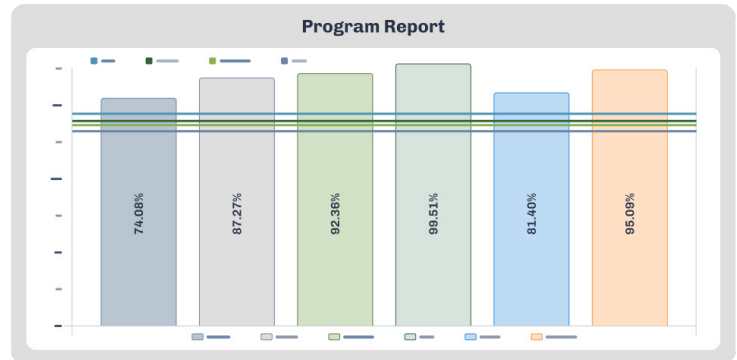
IACBE requires that each ISLO be evaluated with at least two measures, either two direct measures, or a combination of one direct and one indirect. In either approach, at least one measure must be administered at program completion.

- When institutions choose a direct + indirect model, Peregrine's Student Survey provides a practical complement to the exam. The survey is fully customizable so that each question ties back to an ISLO, and when delivered alongside the assessment it ensures near-universal participation and a seamless end-of-program experience.
- The survey data captures student perceptions of their learning achievement, program quality, and readiness for professional application. These insights add meaningful context to the direct exam results, creating evidence base for IACBE reporting and continuous improvement.

## Analysis and Continuous Improvement

IACBE expects institutions to demonstrate that results are carefully analyzed and actively used to strengthen programs. Peregrine's reporting makes this possible with easy to analyze data and insights.

- The Internal Analysis Report and Program/ Cohort Comparisons provide a detailed look at student performance by topic, subject, program, or delivery method. This disaggregation allows faculty to see, for example, whether online students are performing differently than on-ground students in economics, or whether management majors need additional support in quantitative methods.



- The Longitudinal Report tracks results across up to four assessment cycles. This trending analysis is critical for documenting the impact of changes over time.

These reports directly address IACBE's requirement that results lead to improvement actions and process refinement.

## Stakeholder Communication and Public Accountability

IACBE Principles require schools to:

- Act ethically and responsibly in stakeholder interactions (Principle 1).
- Publicly disclose aggregate student learning results for accredited programs (Principle 8).

Peregrine's tools strengthen this requirement by providing institutions with accreditor-ready data that can be aggregated and posted publicly to satisfy Principle 8. Peregrine also delivers a Learner Assessment Report to individual students, giving them personalized breakdowns of performance and percentile rankings.

While not an IACBE requirement, this report is a value-add transparency measure that increases student engagement and demonstrates accountability beyond compliance.

## Evidence in Action

At Baker College, Peregrine's Business Administration Assessment is administered in the capstone course for all BBA and MBA students. Their ISLOs are mapped to exam topics and from there, faculty set performance objectives, such as 70% of students scoring 60% or higher on Strategic Management. To complement this direct measure, Baker also uses an exit survey tied to ISLOs, with goals like 80% agreement that outcomes were achieved.

Over five years, BBA scores have consistently met or exceeded the U.S. average, and faculty use Peregrine's analysis and longitudinal reports to document improvements and support IACBE accreditation.

## AACSB: Standards 4 and 5 – Curriculum and Assurance of Learning

AACSB emphasizes that accredited schools must provide a current and relevant curriculum (Standard 4) and have systematic processes to assess and improve student learning outcomes (Standard 5). These two standards work together to ensure that students graduate with the knowledge, skills, and abilities needed for success in their careers and in society.

Peregrine's Business Administration Assessment and the Accounting & Finance Assessment helps institutions meet these expectations by providing direct, program-level evidence of student learning across the business core. When paired with indirect measures such as surveys, schools gain quantifiable data, benchmarking, and documentation needed to build strong Assurance of Learning (AoL) systems.

### Direct Measures of Learning (Standard 5)

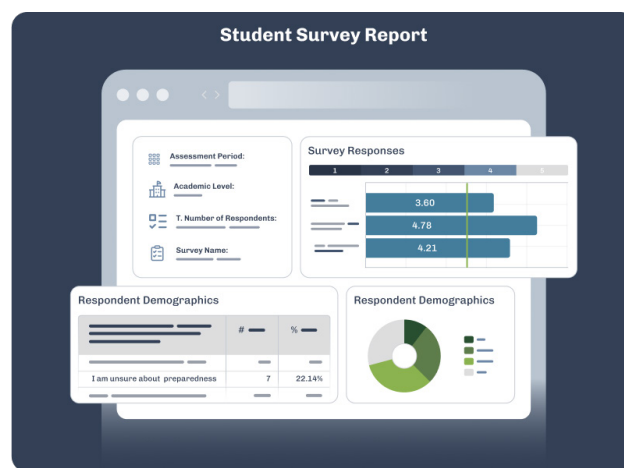
AACSB requires schools to identify learning competencies for each business degree program and to systematically assess them using appropriate direct measures.

- Peregrine's assessment services provide comprehensive, normed, summative exams aligned to the core business/accounting curriculum (accounting, finance, economics, management, marketing, ethics, global business, quantitative techniques, information systems, communications, and strategy).
- Results can be disaggregated by topic and subject, enabling faculty to map outcomes to competency goals and demonstrate that students meet expectations.
- Because Peregrine's assessments are validated and benchmarked, it provides external credibility and comparative evidence.

### Indirect Measures of Learning (Standard 5)

AACSB expects schools to employ both direct and indirect measures across their portfolio of assessments.

- Peregrine's Student Survey, administered with the Business Administration Assessment, provides indirect data tied explicitly to program outcomes.
- Schools can also use exit interviews, alumni surveys, or employer feedback alongside Peregrine's survey to broaden their evidence base.
- By combining Peregrine's direct exam data with survey-based indirect measures, schools create a fuller picture of student achievement across programs.

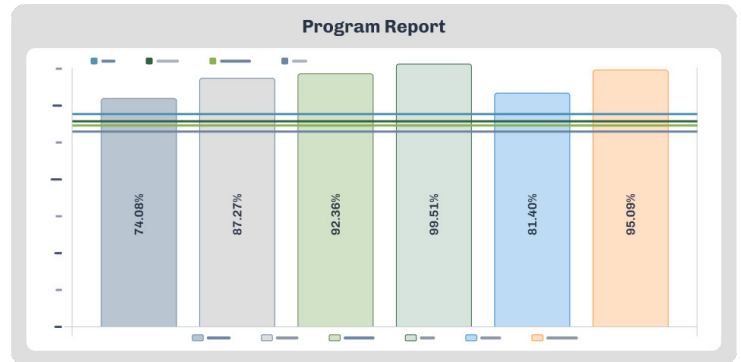




## Program Equivalency (Standard 4)

AACSB requires that programs leading to the same degree credential demonstrate equivalent quality and outcomes, regardless of delivery mode or location.

- Peregrine's assessments allow schools to compare outcomes across campuses, modalities, and cohorts.
- Reports such as the Program/Cohort Comparison Report identify discrepancies between groups (e.g., online vs. in-person), giving institutions the evidence they need to demonstrate equivalency or to take corrective action.



## Continuous Improvement and Closing the Loop

AACSB expects institutions to show that assessment results are actively used to inform change.

- Peregrine's Internal Analysis and Longitudinal Reports help faculty identify strengths, pinpoint weaknesses, and document improvement efforts across multiple cycles.
- External Comparison Reports provide benchmarking against groups of peer institutions, giving context to institutional performance.
- The clarity of Peregrine's reports enables faculty to actively engage in reviewing assessment data during curriculum committee meetings and accreditation reviews. This supports AACSB's expectation that Assurance of Learning processes are faculty-driven and used to guide curricular decision-making.



# REFERENCES

AACSB International (2020). 2020 Guiding Principles and Standards for Business Accreditation Tampa, FL: Association to Advance Collegiate Schools of Business. Retrieved from <https://www.aacsb.edu/accreditation/standards/business>

AACSB International (2020). Interpretive Guidance for 2020 Standards. Tampa, FL: Association to Advance Collegiate Schools of Business.

IACBE (2024). Principles of Accreditation. Lenexa, KS: International Accreditation Council for Business Education. Retrieved from <https://iacbe.org/wp-content/uploads/2024/04/Principles.pdf>

IACBE (2024). Outcomes Assessment Plan (OAP) Guidelines. Lenexa, KS: International Accreditation Council for Business Education. Retrieved from <https://iacbe.org/wp-content/uploads/2024/04/Outcomes-Assessment-Plan-Guidelines.pdf>

ACBSP (2018). Standards and Criteria for Demonstrating Excellence in Baccalaureate/Graduate Degree Schools and Programs. Overland Park, KS: Accreditation Council for Business Schools and Programs. Retrieved from <https://acbsp.org/page/accreditation-overview>

ACBSP (2020). Accreditation Process Manual. Overland Park, KS: Accreditation Council for Business Schools and Programs.