



Checklist for Writing Intended Student Learning Outcomes Statements

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PREFACE

This document contains a checklist for writing clear and effective statements of intended student learning outcomes for business programs.

The IACBE has developed a comprehensive example of a complete outcomes assessment plan that employs its template form and that meets IACBE requirements for assessing quality in the academic business unit's programs and operations. The example can be used as a model to guide IACBE members in the preparation of their own assessment plan documents. For a copy of the sample outcomes assessment plan, please contact IACBE World Headquarters.

Checklist for Writing Intended Student Learning Outcomes Statements

As you develop your outcomes assessment plan, use the following checklist in order to ensure that all of the IACBE's expectations and requirements relating to statements of intended student learning outcomes have been met. For any checkbox that remains unchecked in the list, you will need to review your intended student learning outcomes and revise them accordingly prior to submitting your assessment plan to the IACBE.

| Checklist for Writing Intended Student Learning Outcomes | |
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| <input type="checkbox"/> | The statements specify the level, criteria, or standards for the knowledge, skills, abilities, or competencies that students are expected to be able to demonstrate. |
| <input type="checkbox"/> | The statements include conditions under which students should be able to demonstrate their knowledge, skills, abilities, or competencies. |
| <input type="checkbox"/> | The statements are written using active verbs that specify definite, observable behaviors or performance levels. |
| <input type="checkbox"/> | The statements are measurable. |
| <input type="checkbox"/> | The intended student learning outcomes are distinct and specific to the business programs. |
| <input type="checkbox"/> | The intended student learning outcomes are aligned with the academic business unit's mission and broad-based student learning goals. |
| <input type="checkbox"/> | The statements specify (i) the areas/fields that will be the focus of assessment, (ii) the knowledge, skills, abilities, and competencies that students are expected to acquire in those areas/fields upon completion of their programs of study, (iii) the depth of the knowledge, skills, abilities, and competencies that students are expected to demonstrate. |
| <input type="checkbox"/> | The intended student learning outcomes are expressed in terms of the overall program and not individual courses. |
| <input type="checkbox"/> | The statements are simple declarative statements that are capable of being assessed by a single assessment method, i.e., they are expressed in ways that do not combine multiple intended outcomes into a single statement requiring the use of multiple assessment methods. |
| <input type="checkbox"/> | The statements are expressed in ways that make them capable of being assessed by more than one assessment tool, instrument, or metric. |
| <input type="checkbox"/> | The statements are expressed from the students' perspective and not in terms of what the academic business unit will do, will provide, or intends to accomplish. |
| <input type="checkbox"/> | It is possible to collect accurate and reliable assessment data for each intended learning outcome. |
| <input type="checkbox"/> | The statements can be used to identify areas for changes and improvements. |
| <input type="checkbox"/> | Considered together, the intended student learning outcomes accurately reflect the key desired learning results for each of the academic business unit's programs. |