

International Accreditation Council for Business Education

11374 Strang Line Road

Lenexa, Kansas 66215, USA

Comprehensive Example

of an

Outcomes Assessment Plan



PREFACE

This document contains an example of a complete outcomes assessment plan that meets the IACBE’s expectations and requirements for assessing the quality of an academic business unit’s programs and operations. The example employs the required template that the IACBE has created for its members to use in developing effective outcomes assessment plans (the template is available for download on the IACBE’s website). The plan contains examples for student learning assessment for all degree levels, i.e., for associate-, bachelor’s-, master’s-, and doctoral-level business programs, and for operational assessment, i.e., for assessing the operational effectiveness of an academic business unit.

The sample plan contained in this document is illustrative, not prescriptive, in nature. In other words, the broad-based goals, the intended student learning and operational outcomes, the direct and indirect measures of student learning, the operational assessment measures, the performance targets/criteria, and the linkages with strategic planning are simply examples of appropriate elements of an acceptable outcomes assessment plan. The specific goals, outcomes, measures, targets, and linkages found herein are not requirements.

It is important to note that a number of sample learning outcomes are provided for each program level, but that there is no required minimum number of learning outcomes.

This comprehensive sample plan can be used as a model to guide IACBE members in the preparation of their own outcomes assessment plan documents. We hope that our members find it useful as they proceed through the accreditation process.

Please refer to the OAP Checklist of Expectations and OAP Checklist for Writing ISLOs for additional guidance.

# **Table of Contents**

[**Table of Contents** i](#_Toc437888003)

[**Section I: Mission and Broad-Based Goals** 1](#_Toc437888004)

[Mission Statement 1](#_Toc437888005)

[Broad-Based Goals 1](#_Toc437888006)

[**Section II: Student Learning Assessmen**t 3](#_Toc437888007)

[Associate-Level Programs 3](#_Toc437888008)

[Student Learning Assessment for the Associate of Science in Business Administration (ASBA) 3](#_Toc437888009)

[bachelor’s-Level Programs 5](#_Toc437888010)

[Student Learning Assessment for the Bachelor of Business Administration (BBA) 5](#_Toc437888011)

[master’s-Level Programs 7](#_Toc437888012)

[Student Learning Assessment for the Master of Business Administration (MBA) 7](#_Toc437888013)

[doctoral-Level Programs 9](#_Toc437888014)

[Student Learning Assessment for the Ph.D. in Management 9](#_Toc437888015)

[**Section III: Operational Assessment** 9](#_Toc437888016)

[**Section IV: Linkage of Outcomes Assessment with Strategic Planning** 13](#_Toc437888017)

[**Section V: Appendices** 15](#_Toc437888018)

OUTCOMES ASSESSMENT PLAN

**International Academy of Commerce and Business**

School of Management Studies

# Section I: Mission and Broad-Based Goals

## Institutional Mission Statement

|  |
| --- |
| **Mission of the School of Management Studies**: |
| The mission of the International Academy of Commerce and Business is to foster academic excellence and educate the next generation of global citizens by promoting a culture of learning that extends to the community. The Academy also aims to provide students lifelong skills through a student-centered environment that enables learning. |

## Academic Business Unit Mission Statement

|  |
| --- |
| **Mission of the School of Management Studies**: |
| The mission of the School of Management Studies is to foster academic excellence and student achievement at both the undergraduate and graduate levels within a supportive community of teachers and learners. Students are provided with a strong academic foundation in business, and are prepared to become productive, competent, and ethical professionals and responsible global citizens. The School of Management Studies cultivates a highly-interactive, student-oriented learning environment that is characterized by innovative instructional methodologies and the development of leadership and life-long learning skills in its students. |

## Broad-Based Goals

|  |
| --- |
| **Broad-Based Student Learning Goals**: |
| 1. | Students will acquire the relevant disciplinary knowledge and competencies appropriate to their programs of study. |
| 2. | Students will appreciate differences within the global business environment. |
| 3. | Students will acquire effective business-related professional skills. |

|  |
| --- |
| **Broad-Based Operational Goals**: |
|  1. | The School of Management Studies will offer strong, comprehensive, and contemporary degree programs that successfully prepare students for academic and professional careers, graduate school, and professional advancement. |
| 2. | The School of Management Studies will attract and retain highly-qualified faculty who are effective teachers and are engaged in significant professional development activities. |
| 3. | The School of Management Studies will provide a supportive learning environment that fosters student success. |
| 4. | The School of Management Studies will offer relevant experiential learning opportunities for students. |

# Section II: Student Learning Assessment

### Associate-Level Programs

|  |
| --- |
| Student Learning Assessment for the Associate of Science in Business Administration (ASBA) |
| **Program Intended Student Learning Outcomes (Program ISLOs)** |
| 1. | Students will be able to recognize the introductory concepts in the principal areas of business. |
| Broad-Based Student Learning Goals to which this Outcome is Linked: 1 |
| Key Learning Outcomes for Associate-Level Business Programs to which this Outcome is Linked: 4 |
| 2. | Students will be able to use current decision-support tools in support of business administration. |
| Broad-Based Student Learning Goals to which this Outcome is Linked: 1 |
| Key Learning Outcomes for Associate-Level Business Programs to which this Outcome is Linked: 5 |
| 3. | Students will be able to communicate the ethical and cultural issues within the global business environment. |
| Broad-Based Student Learning Goals to which this Outcome is Linked: 2, 3 |
| Key Learning Outcomes for Associate-Level Business Programs to which this Outcome is Linked: 3, 7 |
| 4. | Students will be able to differentiate between effective leadership and teamwork skills. |
| Broad-Based Student Learning Goals to which this Outcome is Linked: 1, 3 |
| Key Learning Outcomes for Associate-Level Business Programs to which this Outcome is Linked: 2, 6 |
| **Assessment Instruments for Intended Student Learning Outcomes—****Direct Measures of Student Learning:** | **Performance Objectives (Targets/Criteria) for Direct Measures:** |
| 1. | End-of-Program Comprehensive Examination  | At least 80% of students will score 70% or higher on the subsets of examination questions related to each of the program ISLOs assessed by this measure. |
| Program ISLOs Assessed by this Measure: 1, 2 |
| 2. | End-of-Program Research Paper | On the rating scale in the research paper evaluation rubric (with “exemplary” being the highest rating), at least 80% of students will achieve a performance rating of “acceptable” or “exemplary” on each of the evaluation criteria associated with each of the program ISLOs assessed by this measure. |
| Program ISLOs Assessed by this Measure: 1, 2, 3, 4 |
| **Assessment Instruments for Intended Student Learning Outcomes—****Indirect Measures of Student Learning:** | **Performance Objectives (Targets/Criteria) for Indirect Measures:** |
| 1. | Student Exit SurveyProgram ISLOs Assessed by this Measure: 1, 2, 3, 4 | On the exit survey instrument, at least 80% of students will indicate that they were “successful” or “very successful” in achieving each of the program ISLOs assessed by this measure. |

### bachelor’s-Level Programs

|  |
| --- |
| Student Learning Assessment for the Bachelor of Business Administration (BBA) |
| **Program Intended Student Learning Outcomes (Program ISLOs)** |
| 1. | Students will utilize core business concepts to inform business decision. |
| Broad-Based Student Learning Goals to which this Outcome is Linked: 1, Key Learning Outcomes for Bachelor’s-Level Business Programs to which this Outcome is Linked: 1, 4, 5 |
| 2. | Students will apply legal and ethical principles in business to organizational decision making. |
| Broad-Based Student Learning Goals to which this Outcome is Linked: 1, 2  |
| Key Learning Outcomes for Bachelor’s-Level Business Programs to which this Outcome is Linked: 1, 5, 7 |
| 3. | Students will apply business-related quantitative methods and tools to formulate management decision altenatives. |
| Broad-Based Student Learning Goals to which this Outcome is Linked: 1  |
| Key Learning Outcomes for Bachelor’s-Level Business Programs to which this Outcome is Linked: 1, 5 |
| 4. | Students will demonstrate professional business communication. |
| Broad-Based Student Learning Goals to which this Outcome is Linked: 3 |
| Key Learning Outcomes for Bachelor’s-Level Business Programs to which this Outcome is Linked: 3 |
| 5. | Students will demonstrate global/intercultural fluency in a collaborative environment |
| Broad-Based Student Learning Goals to which this Outcome is Linked: 2, 3 |
| Key Learning Outcomes for Bachelor’s-Level Business Programs to which this Outcome is Linked: 2, 3, 7 |
| **Assessment Instruments for Intended Student Learning Outcomes—****Direct Measures of Student Learning:** | **Performance Objectives (Targets/Criteria) for Direct Measures:** |
| 1. | End-of-Program Comprehensive Examination | At least 80% of all BBA students will score 70% or higher on the subsets of examination questions related to each of the program ISLOs #2 and #3. |
| Program ISLOs Assessed by this Measure: 2, 3 |
| 2. | Comprehensive Capstone Case Study | On the rating scale in the case-study evaluation rubric (with “proficient” being the highest rating), at least 80% of all BBA students will achieve a performance rating of “acceptable” or higher on each of the evaluation criteria associated with each of the program ISLOs #1 through #5. |
| Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5 |
| **Assessment Instruments for Intended Student Learning Outcomes—****Indirect Measures of Student Learning:** | **Performance Objectives (Targets/Criteria) for Indirect Measures:** |
| 1. | Senior Exit Survey | On the exit survey instrument, at least 80% of all BBA students will indicate that they were “successful” or “very successful” in achieving each of the program ISLOs #1 through #5. |
| Core ISLOs Assessed by this Measure: 1, 2, 3, 4, 5 |

### master’s-Level Programs

|  |
| --- |
| Student Learning Assessment for the Master of Business Administration (MBA) |
| **Program Intended Student Learning Outcomes (Program ISLOs)** |
| 1. | Students will develop solutions to business challenges grounded by the theories, concepts, and practice of the discipline. |
| Broad-Based Student Learning Goals to which this Outcome is Linked: 1,  |
| Key Learning Outcomes for Master’s-Level Business Programs to which this Outcome is Linked: 1, 4, 5, 8 |
| 2. | Students will develop ethical solutions to complex challenges of a global environment. |
| Broad-Based Student Learning Goals to which this Outcome is Linked: 1, 2 |
| Key Learning Outcomes for Master’s-Level Business Programs to which this Outcome is Linked: 1, 4, 5, 7  |
| 3. | Students will apply standards of legal and/or ethical behavior in management decision making. |
| Broad-Based Student Learning Goals to which this Outcome is Linked: 1, 2, 3 |
| Key Learning Outcomes for Master’s-Level Business Programs to which this Outcome is Linked: 7 |
| 4. | Students will contribute as an effective team member to solve a business challenge. |
| Broad-Based Student Learning Goals to which this Outcome is Linked: 3 |
| Key Learning Outcomes for Master’s-Level Business Programs to which this Outcome is Linked: 1, 2, 3, 4 |
| 5. | Students will demonstrate appropriate professional business communication in all environments. |
| Broad-Based Student Learning Goals to which this Outcome is Linked: 2, 3 |
| Key Learning Outcomes for Master’s-Level Business Programs to which this Outcome is Linked: 3 |

|  |  |
| --- | --- |
| **Assessment Instruments for Intended Student Learning Outcomes—****Direct Measures of Student Learning:** | **Performance Objectives (Targets/Criteria) for Direct Measures:** |
| 1. | Internship | On the rating scale in the internship supervisor evaluation (with “advanced” being the highest rating), all graduating MBA students will achieve a performance rating of “acceptable” or higher on each of the evaluation criteria associated with each of the program ISLOs #1 through #6. |
| Program ISLOs Assessed by this Measure: 3, 4, 5 |
| 2. | Capstone Integrated Business Plan Project | On the rating scale in the business plan evaluation rubric (with “advanced” being the highest rating), all graduating MBA students will achieve a performance rating of “acceptable” or higher on each of the evaluation criteria associated with each of the program ISLOs #1 through #6. |
| Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5 |
| **Assessment Instruments for Intended Student Learning Outcomes—****Indirect Measures of Student Learning:** | **Performance Objectives (Targets/Criteria) for Indirect Measures:** |
| 1. | MBA Alumni Survey | On the alumni survey instrument, at least 80% of all first-year MBA alumni will indicate that they achieved a “proficient” or “advanced” ability in each of the program ISLOs #1 through #6. |
| Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5 |

### doctoral-Level Programs

|  |
| --- |
| Student Learning Assessment for the Ph.D. in Management |
| **Program Intended Student Learning Outcomes (Program ISLOs)** |
| 1. | Students will be able to conduct high-quality research that results in significant intellectual contributions to the body of knowledge in management. |
| Broad-Based Student Learning Goals to which this Outcome is Linked: 1, 2, 3 |
| Key Learning Outcomes for Doctoral-Level Business Programs to which this Outcome is Linked: 1, 4, 8 |
| 2. | Students will be able to apply advanced theories, concepts, and areas of inquiry to draw data-supported conclusions. |
| Broad-Based Student Learning Goals to which this Outcome is Linked: 1 |
| Key Learning Outcomes for Doctoral-Level Business Programs to which this Outcome is Linked: 1, 4, 5 |
| 3. | Students will be able to analyze, evaluate, and assess the standards of ethical and socially-responsible behavior in the management of organizations. |
| Broad-Based Student Learning Goals to which this Outcome is Linked: 1, 2 |
| Key Learning Outcomes for Doctoral-Level Business Programs to which this Outcome is Linked: 7 |
| 4. | Students will be able to present original, advanced independent research in management to diverse audiences. |
| Broad-Based Student Learning Goals to which this Outcome is Linked: 1, 2, 33 |
| Key Learning Outcomes for Doctoral-Level Business Programs to which this Outcome is Linked: 3, 5, 8 |
| **Assessment Instruments for Intended Student Learning Outcomes—****Direct Measures of Student Learning:** | **Performance Objectives (Targets/Criteria) for Direct Measures:** |
| 1. | Dissertation | All members of the dissertation committee for each student will rate the student as either “above average” or “superior” on each of the evaluation criteria associated with each ISLO measured by this tool. |
| Program ISLOs Assessed by this Measure: 1, 2, 3  |
| 2. | Oral Dissertation Defense | All members of the dissertation committee for each student will rate the student as either “above average” or “superior” on each of the evaluation criteria associated with the ISLOs measured by this tool. |
| Program ISLOs Assessed by this Measure: 4 |
| **Assessment Instruments for Intended Student Learning Outcomes—****Indirect Measures of Student Learning:** | **Performance Objectives (Targets/Criteria) for Indirect Measures:** |
| 1. | Exit Interview | During exit interviews with the Ph.D. program director, 100% of graduating Ph.D. students will indicate that they were “successful” or ”very successful” in achieving each of the program ISLOs. |
| Program ISLOs Assessed by this Measure: 1, 2, 3, 4 |

# Section III: Operational Assessment

|  |
| --- |
| **Intended Operational Outcomes (IOOs) for the School of Management Studies:** |
| 1. | The School of Management Studies will be successful in placing its undergraduate students in appropriate entry-level positions or in graduate school on an annual basis. |
| Broad-Based Operational Goals to which this Outcome is Linked: 1 |
| 2. | The School of Management Studies will be successful in contributing to the professional advancement of its MBA graduates. |
| Broad-Based Operational Goals to which this Outcome is Linked: 1 |
| 3. | Faculty members in the School of Management Studies will be highly-qualified in their teaching disciplines. |
| Broad-Based Operational Goals to which this Outcome is Linked: 2 |
| 4. | Faculty members in the School of Management Studies will be engaged in appropriate professional activities on an annual basis. |
| Broad-Based Operational Goals to which this Outcome is Linked: 2 |
| 6. | The School of Management Studies will be successful in providing effective academic advising to its students. |
| Broad-Based Operational Goals to which this Outcome is Linked: 3 |
| 7. | The academic programs offered by the School of Management Studies will be current and relevant for careers in business. |
| Broad-Based Operational Goals to which this Outcome is Linked: 1 |
| 8. | The School of Management Studies will facilitate relevant internships for undergraduate students. |
| Broad-Based Operational Goals to which this Outcome is Linked: 4 |

|  |  |
| --- | --- |
| **Assessment Measures for Intended Operational Outcomes:** | **Performance Objectives (Targets/Criteria) for Operational Assessment Measures:** |
|  1. | Annual Report of the Office of Career Planning and Placement | The School of Management Studies will place 95% or more of its undergraduate students in degree-related positions or in graduate school within six months of graduation. |
| IOOs Assessed by this Measure: 1 |
|  2. | MBA Alumni Survey | On the survey instrument, at least 90% of all MBA alumni will indicate that the MBA program provided a “significant” or “very significant” contribution to their advancement to higher-level positions within their companies/organizations or with other companies/organizations.Average return rate is 65% |
| IOOs Assessed by this Measure: 2 |
| 3. | Faculty Files | At least 90% of the school’s full-time and adjunct faculty members will be either academically or professionally qualified to teach in their respective disciplinary areas; Data from faculty performance review forms will show that at least 80% of the school’s full-time faculty members attend two or more relevant disciplinary or instructional-development conferences, seminars, or workshops each year. |
| IOOs Assessed by this Measure: 3, 4 |
| 4. | ASBA Student Exit Survey ; BBA Senior Exit Survey; MBA Student Exit Survey; Ph.D. Student Exit Interview | On the exit survey instruments and in the interviews, at least 90% of all graduating students will indicate that they were “satisfied” or “very satisfied” with their academic advisors. |
| IOOs Assessed by this Measure: 6 |
| 5. | Alumni Surveys | On the survey instrument, at least 80% of all alumni will indicate that the curricula in their degree program was “relevant” or “very relevant” to their current employment.Average return rate is 70% |
| IOOs Assessed by this Measure: 7 |
| 6. | Annual Report of the Director of Experiential Education | At least 50% of the school’s undergraduate students will participate in internships related to their degree programs each year. |
| IOOs Assessed by this Measure: 8 |

# Section IV: Linkage of Outcomes Assessment with Strategic Planning

1. *Provide a narrative that describes the ways in which the results from implementing your outcomes assessment plan (i.e., changes and improvements needed) are linked to the strategic planning processes of the academic business unit and the institution.*

At the beginning of each fall semester during pre-semester faculty workshops, each department in the School of Management Studies meets to review the prior academic year’s student learning and operational assessment results. Based on analyses and evaluations of these results in light of both learning and operational performance objectives, the departments then determine the areas in which changes and improvements are needed, and discuss alternative strategies for implementing the identified changes and improvements. Once a consensus is reached regarding the most appropriate and effective strategies for accomplishing the desired objectives, the chair of each department, in consultation with their faculty members, develop detailed action plans for implementing those strategies. These action plans articulate the specific steps and tasks necessary to carry out the strategies, the responsible individual(s) for each step/task, the timeline for accomplishing the steps/tasks, and the necessary resources and costs involved. Subsequently, each department chair then prepares a Departmental Assessment Report (DAR), which summarizes departmental assessment results; the changes and improvements needed; and the strategies and action plans for accomplishing the identified changes and improvements. These DARs are then submitted to the Dean of the School of Management Studies for inclusion in the school’s strategic planning process.

Around mid-term in the fall semester of each year, the Strategic Planning Council of the School of Management Studies, which consists of the Dean of the School of Management Studies, all department chairs, selected faculty representatives from each department, staff, students, and members of the school’s Business Advisory Board and Alumni Advisory Board, conducts a series of strategic planning meetings. During these meetings, the Strategic Planning Council (1) reviews and revises as necessary the school’s mission, broad-based goals, and foundational values to ensure that they are consistent with and contribute to the academy-wide strategic plan; (2) reviews, updates, and revises as necessary previously-executed action plans; (3) conducts a variety of external and internal environmental analyses, including STEP analyses, competitor analyses, resource situational analyses (human, physical, financial, technological resources), and SWOT analyses; (4) uses the results of the environmental analyses to determine the areas in which changes and improvements are needed; (5) develops strategies and action plans for implementing the changes and improvements; and (6) reviews the Departmental Assessment Reports and prioritizes their action plans for implementation.

1. *If possible, the academic business unit’s outcomes assessment process should also be connected to the institutional budgeting process. If applicable, provide a narrative that describes this connection.*

These activities also guide the school’s budget development process. Based on the school’s assessment and planning analyses and the resulting strategies and action plans, the Dean of the School of Management Studies then prepares a zero-based budget document that contains detailed, line-item budget requests by category. These requests flow from the identified action plans and are supported by assessment and planning data. Subsequently, the Dean prepares a comprehensive Assessment and Planning Report (APR) that summarizes and compiles the results of the school’s assessment, planning, and budgeting activities as outlined above, and that sets forth a wide-ranging set of strategies, a broad plan of action, and the necessary allocation of resources for accomplishing the mission and goals of the School of Management Studies over the following 3-to-5 years. The APR of the School of Management Studies, along with the APRs of the other academic units of the academy, are submitted to the academy’s Vice President for Academic Affairs by the end of the fall semester each year. The APRs of the non-academic units are submitted to the appropriate vice presidents. These APRs serve as the basis for the academy’s ongoing strategic planning process.

The strategic planning process of the International Academy of Commerce and Business Enterprise incorporates a 5-year planning horizon and is coordinated by the Academy Planning Cabinet, which consists of the president of the academy, the Vice President for Academic Affairs, and the vice presidents/directors of the other functional units of the academy (Business Affairs, Institutional Advancement, Enrollment Management, Student Services, Library, and Athletics). Every five years, the academy engages in a comprehensive planning process that involves all of its stakeholders and results in a new strategic plan for the academy. During this process, the academy’s mission, vision, and strategic goals are reviewed and renewed, and a fresh set of broad strategic initiatives are developed for moving the academy forward over the following five years. Early in the spring term in each year of the 5-year plan, the Academy Planning Cabinet conducts a series of meetings during which it (1) reviews the current status of the 5-year plan, and updates and revises the plan as appropriate; (2) conducts a variety of external and internal environmental analyses for the purpose of identifying areas for improvement; (3) develops strategies and action plans for improvement that are consistent with and contribute to the academy’s strategic initiatives; and (4) reviews the Assessment and Planning Reports from all functional units of the academy and prioritizes their action plans and budget requests for implementation. The results of these activities are combined with enrollment and revenue forecasts to produce a Status Report of Strategic Plan Performance and a comprehensive academy budget, which are then forwarded to the academy’s Board of Trustees for consideration and approval at the board’s spring meeting each year.

Upon approval by the Board of Trustees in the spring, action plans and budgets are implemented during the following academic year, and the entire assessment and planning process begins anew in the fall.

# Section V: Appendices

(This section would contain blank copies of the assessment tools and evaluation rubrics that are identified below.)

Appendix A: End-of-Program Comprehensive Examination (ASBA)

Appendix B: End-of-Program Research Paper: Requirements and Guidelines (ASBA)

Appendix C: ASBA Student Exit Survey (ASBA)

Appendix D: End-of-Program Comprehensive Examination (BBA)

Appendix E: Comprehensive Capstone Case Study: Requirements and Guidelines (BBA)

Appendix F: BBA Senior Exit Survey (BBA)

Appendix G: Undergraduate Alumni Survey (BBA)

Appendix H: ETS Major Field Test – MBA: Examination Description and Outline (MBA)

Appendix I: Comprehensive Integrated Business Plan Project: Requirements and Guidelines (MBA)

Appendix J: MBA Student Exit Survey (MBA)

Appendix K: MBA Alumni Survey (MBA)

Appendix L: Dissertation Manual (Ph.D.)

Appendix M: Exit Interview Form (Ph.D.)

Appendix N: Faculty Performance Review Form

Appendix O: Evaluation Rubric for End-of-Program Research Paper (ASBA)

Appendix P: Evaluation Rubric for Comprehensive Capstone Case Study (BBA)

Appendix Q: Evaluation Rubric for Capstone Integrated Business Plan Project (MBA)

Appendix R: Evaluation Rubric for Dissertation (Ph.D.)

Appendix S: Evaluation Rubric for Oral Dissertation Defense (Ph.D.)