

**Outcomes Assessment Plan Checklist**

The following checklist is being provided as a tool to assist programs with ensuring the minimum requirements of the IACBE Outcomes Assessment Plan (OAP) are met. It is not meant to be a comprehensive representation of how the IACBE will evaluate any individual OAP. There must be one set of Broad-Based Goals for the business unit, and one Student Learning Assessment section for each program that is being considered for accreditation. Use more than one copy or add columns if you have more than four programs.

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| **Section I: Mission and Broad-Based Goals** | **Yes/No** |
| The outcomes assessment OAP contains a statement of the business unit’s mission. |   |
| **Broad-Based Student Learning Goals** |  |
| The OAP contains a listing of broad-based student learning goals. This is one set broad-based goals for all students of the business unit, encompassing all programs. |   |
| The broad-based student learning goals are stated from the students’ perspective and clearly describe what students will be, have achieved, understand, or value as a result of completing their programs of study. |   |
| The broad-based student learning goals are not measurable: they are aspirational/visionary statements. |  |
| Each broad-based student learning goal is related or supports some aspect of the business unit’s mission. |   |
| Each broad-based student learning goal is being fully evaluated and therefore linked to at least one intended student learning outcome in each business program (from Section II: Student Learning Assessment). |   |
| **Broad-Based Operational Goals** |  |
| The OAP contains a listing of broad-based operational goals for the business unit. |   |
| The broad-based operational goals clearly describe what the business unit will do, will provide, or intends to accomplish in terms of its overall organizational and functional performance. |   |
| Each broad-based operational goal is directly related, or can be mapped, to some aspect of the business unit’s mission. |   |
| Each broad-based operational goal is being fully evaluated and therefore linked to at least one intended operational outcome (from Section III: Operational Assessment). |   |

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| **Notes/Takeaways/Actions for Section I: Mission and Broad-Based Goals** |
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| **Section II: Student Learning Assessment** | **Program 1** | **Program 2** | **Program 3** | **Program 4** |
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| **Program ISLOs** |
| The OAP articulates Intended Student Learning outcomes (ISLOs). |   |   |   |   |
| For each ISLO, the OAP identifies each broad-based student learning goals that the outcomes supports. (may be more than one) |   |   |   |   |
| For each ISLO, the OAP identifies each "IACBE Key Learning Outcomes" to which that outcome is linked. (may be more than one) |   |   |   |   |
| The ISLOs for each program substantially encompass the current "IACBE Key Learning Outcomes" |   |   |   |   |
| The ISLOs are program-level outcomes, not course-level outcomes (i.e., they clearly describe what students are expected to know and be able to do at the conclusion of the program, not at the end of a course) |   |   |   |   |
| The ISLOs are appropriate to the degree level of the program (the knowledge, skills, and competencies are appropriate for the program’s degree level - e.g. Bloom’s Taxonomy) |   |   |   |   |
| The ISLOs are stated using active verbs (e.g., Bloom’s Taxonomy of Educational Objectives). |   |   |   |   |
| Each ISLO is a statement of a single intended outcome. i.e. includes only one action verb (e.g. “evaluate” not “identify and evaluate”) |  |  |  |  |
| Each ISLO clearly states what skill, knowledge, or competency the students will demonstrate/exhibit to evidence achievement of the ISLO. |  |  |  |  |
| The ISLOs are not statements regarding completion of a work product, project, assignment. |  |  |  |  |
| The ISLOs are measurable. |   |   |   |   |
| The ISLOs are statements of what every student will be evaluated on (every student will be individually evaluated on achievement of every ISLO) |  |  |  |  |
| **Assessment Measures/Instruments** |
| Each ISLO is evaluated at least twice (evaluated by two different assessment measures) |   |   |   |   |
| Each ISLO is measured at least once with a direct measure of student learning. |   |   |   |   |
| The assessment instruments are program-level assessments, not course-level assessments i.e. individual course exams or activities are not used |   |   |   |   |
| Assessment measures are terminal evaluation tools – administered at the end of the program. |  |  |  |  |
| Each assessment instrument is designed to ensure every student is individually demonstrating the level of achievement of each ISLO that the instrument assesses. |  |  |  |  |
| For each assessment instrument, the OAP identifies the ISLO(s) assessed by that measure. |   |   |   |   |
| All direct measures of student learning directly evaluate the level of individual student achievement of the ISLOs that they are designed to assess i.e. they contain required components - questions, demonstrations, etc. - that are directly evaluating the ISLO(s)  |   |   |   |   |
| For cases other than comprehensive examinations, the direct measures of student learning in each program have accompanying evaluation rubrics with performance criteria that are directly and explicitly tied to evaluation of the ISLO being assessed. |   |   |   |   |
| In the case of comprehensive examinations, the exams contain subsets of questions that are directly and explicitly tied to evaluation of the ISLO being assessed. |   |   |   |   |
| All indirect measures of student learning contain items, questions, or components that are directly and explicitly tied to evaluating individual student achievement of each ISLO assessed by the measure. |   |   |   |   |
| **Performance Objectives (targets)** |
| For each assessment measure, the OAP specifies the performance objectives (measurable targets/criteria/benchmarks) that will be used to determine the extent of student achievement of the ISLO being assessed. |   |   |   |   |
| Each performance objective is a measurement of individual student achievement of the ISLO(s) being assessed: they are not evaluations of team performance or group work. i.e. no indicator of group achievement such as a class or group median, mean, or average is being evaluated |  |  |  |  |
| Performance objectives are specific to individual student achievement of each ISLO being assessed. i.e. no overall grades, percentage scores, or marks are used, nor is the completion of a task or assignment |   |   |   |   |
| Student satisfaction is not used as a performance objective for any measure of student learning. |   |   |   |   |
| For cases other than comprehensive examinations, the performance objectives for each direct measure of student learning are expressed in terms of desired results on the specific performance criteria (rubric component) that is tied to the ISLO being assessed. |   |   |   |   |
| In the case of comprehensive examinations, the performance objectives are expressed in terms of desired results on each subset of exam questions related to the ISLO being assessed. |   |   |   |  |
| The performance objectives for each indirect measure of student learning are expressed in terms of desired results on the assessment instrument's components tied to the ISLOs being assessed. |   |   |   |   |

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| **Notes/Takeaways/Actions for Section II: Student Learning Assessment** |
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| **Section III: Operational Assessment** | **Yes/No** |
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| The OAP articulates Intended Operational Outcomes (IOOs) for the business unit. |   |
| For each IOO, the OAP identifies each broad-based operational goal to which that outcome is linked. (may be more than one) |   |
| The IOOs clearly describe the specific desired objectives of the business unit. |   |
| The IOOs are not statements regarding student performance. |  |
| The IOOs clearly identify what the business unit will do or provide. |  |
| The IOOs are measurable. |   |
| Each IOO is assessed by at least one assessment measure. |   |
| **Operational Assessment Measures & Performance Objectives (targets)** |

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| The OAP identifies the IOO(s) assessed by each assessment measure |  |
| All operational assessment measures directly evaluate the business unit's achievement of each IOO they are designed to assess i.e., they contain questions, components, etc. that are directly related to evaluation of the IOO |  |
| The OAP specifies performance objectives (targets/benchmarks) for each assessment measure that will be used to determine the extent to which each IOO is being achieved. |  |
| The performance objectives are expressed in terms of desired results on the assessment measure's components tied to the IOO being assessed. |  |

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| **Notes/Takeaways/Actions for Section III: Operational Assessment** |
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| **Section IV: Linkage of Outcomes Assessment w/ Strategic Planning/Budgeting** | **Yes/ No** |
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| This is a narrative section that provides a clear picture of the linkage between the OAP and strategic planning/budgeting processes. At a minimum, it: |  |
| * Describes the business unit and institutional strategic planning and budgeting processes (structures, steps, timetables, etc.).
 |   |
| * Explains how the business unit uses results/data from implementation of the OAP to identify needed changes and/or improvements.
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| * Details how these identified changes and/or improvements are linked to (incorporated into) the strategic planning processes of both the business unit and the institution.
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| * Identifies the ways in which the business unit’s outcomes assessment process is linked to the institutional budgeting process.
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| **Notes/Takeaways/Actions for Section IV: Linkage of Outcomes Assessment w/ Strategic Planning/Budgeting** |
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| **Section V: Appendices** | **Yes/ No** |
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| The appendices that accompany the OAP include (at a minimum): |  |
| * blank copies of all direct measures of student learning
	+ If the business unit is using an examination provided by an external vendor, an exam content description rather than a copy of the actual exam is to be provided
	+ For all projects/assignments that are being used, an example of the assignment itself
 |   |
| * blank copies of all evaluation rubrics associated with the direct measures of student learning
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| * blank copies of all indirect measures of student learning
 |   |
| * blank copies of all operational assessment measures
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| * each relevant component of the assessment measures and rubrics (e.g. each question, evaluation criteria, etc.) clearly identifies which ISLO/IOO it is directly evaluating. Not all line items need to be mapped, but all ISLOs/IOOs the tool is meant to evaluate must be identified on the tool itself
	+ i.e. next to each assessment/rubric component, make note of the ISLO/IOO being evaluated
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| **Notes/Takeaways/Actions for Section V: Appendices** |
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