Assurance of Learning (AoL), which is driven in largely by governmental and accreditation agencies, refers to using quantitative and qualitative results to demonstrate whether students have achieved learning goals.

Many versions and terms of AoL exist. All are essentially saying the same thing: provide evidence that you are doing what you say you are doing with respect to the goals, objectives, and outcomes that you have for the student’s educational experience.

Although AoL accreditation is a focus, AoL helps ensure that all stakeholders, including students, are receiving a high quality education. AoL is outcomes focused - student learning. AoL also helps ensure competitiveness in tightening education markets.
This presentation was created to be “generic” to all accreditations and certifications, both institutional and programmatic (inside and outside the US).

Each quality assurance agency has its own set of terms/definitions; however, there is overlap with the processes and procedures when it comes to Assurance of Learning.

A common tapestry among most accreditation agencies is that the evidence approach is based on outcomes assessment and using data from quality processes to improve the teaching and learning environment to achieve improved student learning outcomes.
Peregrine Academic Services believes in promoting excellence in higher education by:

Partnering with universities and colleges to measurably improve academic programs.

Giving students the skills they need to succeed in their studies, and in their future careers.

Our HE Services & Programs...

**Educational Programs**
- Academic Leveling Courses
- B-School Connection
- e-Programmes
- Exploring Your Potential: Career Readiness Courses
- Online Leadership Courses
- Write & Cite

**Assessment Services**
1. Business
2. Accounting & Finance
3. Global Business
4. Public Administration
5. Healthcare Administration
6. Early Childhood Education
7. Criminal Justice
8. General Education

**Education Support Services**
- Academic Consulting
- Leadership Development
- Client Admin
- Educational Site

All our services are designed and offered to help schools with Assurance of Learning and continuous quality improvement.

460+ Client Schools; 1,000,000+ Online Services Provided
Key Topics

- Strategic Context for Quality Assurance
- Understanding Assurance of Learning
- Service Alignment with Assurance of Learning
- Learning Outcomes
- Measuring Learning Outcomes
- Programmatic vs. Course-level Assessment
- Mapping Learning Outcomes
- The Inbound/Mid-Point/Outbound Assessment Construct
- Assessment Management
- Using Peregrine’s Assessment Reports for Quality Assurance Reporting
- An Example of Learning Outcomes Assessment
- Integration of Educational Programs and Courses
- Closing the Quality Loop with Accreditation Agencies
- Academic Change Management
- To Learn More
- References & Resources

The Strategic Context for Quality Assurance in Higher Education

Understanding how Assessment Online Educational Courses are used to Achieve Higher Education Goals, Objectives, and Learning Outcomes
Focus Areas

✓ The quality of higher education is addressed in the global context from the UN, INQUAAHE, PRME, and others.

✓ Institutional Accreditation (e.g. WASC, SACS, ATHEA, country-specific quality assurance agencies, etc.) require some form of evidence-based quality assurance.

✓ Programmatic accreditation tends to have very specific standards, principles, and guidelines related to evidence-based quality assurance.

The Global Context for Quality Assurance in Higher Education

SDG #4: Ensure inclusive and quality education for all and promote lifelong learning.

The main concern of the EQAA is the promotion of quality education and student achievement.

Principle 3 | Method: We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.
2.12. The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution. (Quality Enhancement Plan).

1.3. Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

Programmatic Accreditation

AACSB - see Standard #8 (Curricula Management and Assurance of Learning)
ACBSP - see Standard #4 (Measurement and Analysis of Student Learning and Performance)
IACBE - see Principle #1 (Outcomes Assessment)
EFMD - see Programmes
AMBA - see Accreditation Purpose and Outcomes
ACJS Standard H2: program demonstrates that graduates have acquired the knowledge and skills identified in the student learning outcomes.

CAEP 4.1. The provider documents, using multiple measures that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.
CAHME III.D.2. The Program will collect analyze, and use assessments of student competency attainment for continuous improvement.

AUPHA 27-29. The program must demonstrate an annual assessment process of student learning outcomes. The program must demonstrate an annual assessment process of programmatic outcomes. The program must demonstrate how the annual assessment of student learning and programmatic outcomes is used in program revision and improvement.

NASPAA 1.3. Program Evaluation: The program will collect, apply, and report information about its performance and its operations to guide the evolution of the program’s mission and the program’s design and continuous improvement with respect to standards two through seven.
Consider your HEI and your areas of responsibility:

• What is your strategic context?

• Which quality assurance agencies do you need to address? What are their accreditation and quality assurance requirements? What are their reporting schedules?

Understanding Assurance of Learning

Understanding how Assessment Online Educational Courses are used to Achieve Higher Education Goals, Objectives, and Learning Outcomes
Focus Areas

✓ The goal of AoL is to demonstrate that students are achieving learning goals and promote continuous quality improvement with academic programs.

✓ AoL is best understood as a cyclic process: define goals, objectives, measures and rubrics, assess student work, report assessment results, generate improvement ideas, implement ideas, and reassess.

✓ Learning goals/objectives/outcomes have measures (direct and/or indirect) to evaluate the results.

✓ AoL is data/evidence based.

✓ AoL is based on the institution’s outcomes, not those set by others. You determine your own student success measures.

Assurance of Learning as a Process ...

1. What will the students learn in the courses and academic program?

2. How will the students learn what we want them to learn?

3. How will we know if the students learned what we wanted them to learn?

4. What will we do if the students did not learn what we wanted them to learn?
A Comprehensive AoL Process

- If you have achieved your targets, reevaluate and raise expectations.
- Evaluate the learning goals on an established time table.

The Assessment Cycle

Plan: Learning Outcomes, Curriculum Map, Measures, Timeline, Instrumentation

Teach: Provide Learning Opportunities for Students

Analyze: Interpret Results and Evaluate Trends

Assess: Measure the Results with Instrumentation Aligned with Learning Outcomes

Use: Improve Teaching, Learning, Research, Processes, and Operations

Environmental scanning needs to be integrated in the cycle and the question asked: Are we provided the “right” education? AoL will feed that decision-making process.
The Assessment Cycle

PLAN: Learning Outcomes, Curriculum Map, Measures, Timeline, Instrumentation

TEACH: Provide Learning Opportunities for Students

ASSESS: Measure the Results with Instrumentation Aligned with Learning Outcomes

Interpret Results and Evaluate Trends

USE: Improve Teaching, Learning, Research, Processes, and Operations

Same Cycle for a Course, Academic Program, or Institution

Consider your HEI and your areas of responsibility:

• Describe the processes used for assurance of learning at your HEI.

• What, if any, changes do you need to make to these QA processes?
Service Alignment with Assurance of Learning

Understanding how Assessment Online Educational Courses are used to Achieve Higher Education Goals, Objectives, and Learning Outcomes

Focus Areas

✓ Peregrine’s Programmatic Assessment Services for these academic programs:
  - Accounting/Finance
  - Business Administration (US-centric)
  - Criminal Justice (US-centric)
  - Early Childhood Education (US-centric)
  - General Education
  - Global Business Education (Outside US)
  - Healthcare Administration (US-centric)
  - Public Administration (US-centric)

✓ Peregrine’s Online Educational Programs and Courses include:
  - Academic Leveling Courses (Business/Management Programs)
  - Bloomberg B-School Connection
  - Write & Cite
  - Exploring Your Potential
  - Online Leadership Courses
  - e-Programmes (online academic programs)

✓ Services were developed based on the AoL requirements from various accreditation agencies.
Incorporating Our Assessment Services into AoL

- Programmatic assessment is a direct measure of learning outcomes.
- The results are used to understand how learning has occurred.
- The Inbound/Outbound (programmatic pre-/post-test) helps understand the changes in knowledge as a result of the educational experience.
- Longitudinal analysis helps understand trends and the results from any course/program changes.
Incorporating Our Educational Programs & Courses into AoL

Course Pre-test, Instructional Content, Course Post-Test

State Learning Goals

State Learning Objectives/Outcomes

Development Measurement

Measure / Assess

Analyze Data

Identify Needed Improvements

Implement Improvements

Close the Loop

Evaluate Improvement

Measure / Assess

Filling in the Gaps with Online Educational services:

• Academic Leveling Courses (ALCs): Fills in the gap between undergraduate and graduate education.
• Write & Cite (W&C): Fills in the gap of writing quality and understanding of academic writing requirements.
• Bloomberg Businessweek B-school Connection (BSC): Fills in the gap of global awareness, linking theory with application, and advanced business knowledge.
• Online Leadership Courses (OLCs): Fills in the gap with applied leadership and managerial skills education.
Institutional Assessment

Institutional Assessment is the systematic collection, review, and use of information about educational quality, undertaken for the purpose of improving programs, services, student learning and development.
Consider your HEI and your areas of responsibility:

• Which of our assessment services align with your specific AoL needs?
• Which of our educational programs and courses align with your specific AoL needs?
• If a service does not readily exist that can address your AoL needs, what other options do you have?

Learning Outcomes

Understanding how Assessment Online Educational Courses are used to Achieve Higher Education Goals, Objectives, and Learning Outcomes
Focus Areas

✓ Learning outcomes are statements that describe significant and essential learning that students have achieved, and can reliably demonstrate at the end of a course, academic program, or educational experience.

✓ Learning outcomes identify what the student will know and be able to do by the end instruction.

✓ 5 possible levels of learning outcomes: course, program, department, college/school/division, and institution. Not every institution will have all 5 levels.

✓ Goals and objectives are variations of learning outcomes.

✓ Measures are the tools we use to assess; targets are the performance levels we aim to achieve (standards or thresholds) from the measures.

A Learning Outcome is a ...

• Measurable, observable, and specific statement that clearly indicates what a student should know and be able to do as a result of learning.

• Well-written learning outcomes involve the following parts:
  • Action Verb
  • Subject Content
  • Level of Achievement
  • Condition of Performance (if applicable)

• Learning outcome should have a measurement rubric associated with the objective.
Course-level Learning Outcomes

At the conclusion of the course, the student should be able to:

• Explain the principles of ________.
• Analyze ______ based on the concept of ________.
• Apply the concept of ________.
• Describe the core tenets of ________.

Program-level Learning Outcomes

On successful completion of this academic program, students should be able to:

• Evaluate and apply the basic principles of ________, ________, and ________.
• Be able to explain ________ in the workplace.
• Demonstrate how to ________.
• Use critical thinking to solve problems related to ________.
### Choosing the Best Action Verbs

<table>
<thead>
<tr>
<th>Very Hard to Measure</th>
<th>Still Hard to Measure</th>
<th>Relatively Easy to Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will be able to:</strong></td>
<td><strong>Students will be able to:</strong></td>
<td><strong>Students will be able to:</strong></td>
</tr>
<tr>
<td>appreciate the benefits of exercise.</td>
<td>value exercise as a stress reduction tool</td>
<td>explain how exercise affects stress.</td>
</tr>
<tr>
<td>access resources in the college library database.</td>
<td>recognize problem solving skills that would enable one to adequately navigate through the proper resources within the college.</td>
<td>evaluate the most appropriate resource that is pertinent to their college concern.</td>
</tr>
<tr>
<td>develop problem-solving skills and conflict resolution.</td>
<td>understand how to resolve personal conflicts and assist others in resolving conflicts.</td>
<td>demonstrate to classmates how to resolve conflicts by helping them negotiate agreements.</td>
</tr>
<tr>
<td>have more confidence in their abilities.</td>
<td>identify critical thinking skills, such as problem solving as it relates to social issues.</td>
<td>demonstrate the ability to analyze and respond to arguments about racial discrimination.</td>
</tr>
</tbody>
</table>

### A Program with Core and Specialization Learning Outcomes

#### Intended Student Learning Outcomes (SLOs) for the MBA

**General Program Intended Student Learning Outcomes (Core SLOs)**

1. Students will be able to demonstrate well-developed problem-solving skills including the ability to recognize problems; analyze uncertain situations; interpret and use data and evidence in drawing conclusions; develop alternative solutions; and adjust and innovate in new settings.
2. Students will be able to articulate the major theories and concepts in the areas of accounting, finance, management, and marketing, and elucidate their applications to organizational decision-making.
3. Students will be able to identify the opportunities and challenges of globalization and apply managerial skills to global business issues.
4. Students will be able to recognize ethical problems and apply standards of ethical behavior in business to management decision-making.
5. Students will be able to apply appropriate technological and quantitative methods and tools to the solution of practical management problems.
6. Students will be able to create coherent forms of both narrative and persuasive types of communication, and present them orally and in written form to diverse professional audiences.
7. Students will be able to demonstrate well-developed organizational, leadership, and teamwork skills for the effective implementation of organizational policy.
8. Students will be able to demonstrate the capacity to manage organizational problems and issues from a multi-disciplinary perspective.
9. Students will be able to integrate theory and practical application across business functional areas for the purpose of strategic analysis, planning, implementation, and control.

**Intended Student Learning Outcomes: Specialization in International Business (IB SLOs)**

1. Students will be able to assess the risk and opportunities associated with operating in a multicultural, global business environment.
2. Students will be able to identify and articulate the international dimensions of accounting, finance, management, and marketing.
3. Students will be able to apply theory and practice to effective strategic decision-making and the successful management of international organizations.
4. Students will be able to assess key international issues relating to legal, ethical, socially-responsible, and sustainable business practices, and apply them to the development of effective management solutions.
Department Learning Outcomes

Learning outcomes for all majors within this department are as follows:

• Students should be able to write software in several programming languages, including intermediate to expert proficiency in at least two languages of distinct paradigms.

• Students should be able to quickly and independently learn new programming languages and software systems. This includes being able to find appropriate resources for learning those languages.

• Given a particular application, students should be able to formulate the problem to be solved in an algorithmic framework, and appropriately pose algorithms that would solve the problem.

• Students should be able to mathematically analyze the time and space requirements of algorithms and their associated data structures, at least at a level appropriate for undergraduates.

College/School/Division Learning Outcomes

Graduates of the college/school/division should be able to:

• Demonstrate that they have acquired knowledge necessary for the continuing study of the world’s peoples, arts, environments, literatures, sciences and institutions i.e. learning to learn.

• Demonstrate substantial knowledge of a field of study and the modes of inquiry or methodologies pertinent to that field.

• Formulate and solve problems.

• In their chosen field of study, conduct disciplinary and/or interdisciplinary research and/or undertake independent work which may include artistic creation or production.
Institutional Learning Outcomes

Graduates of this university will be able to:

• Demonstrate expertise in an academic or professional discipline, display proficiency in the discipline, and engage in the process of academic discovery.
• Apply knowledge to real-world challenges.
• Think critically and creatively, communicate clearly, and act with integrity.
• Develop and enact a compelling personal and professional vision that values diversity.

Consider your HEI and your areas of responsibility:

• List your institutional, college/school/division, department, and program learning outcomes. At a minimum, you should have both program and institutional LOs, although often the ILOs are referred to as goals or objectives.

• Evaluate the Program LOs. What, if any, work is needed to get the PLOs to the required level?
Measuring Learning Outcomes

Understanding how Assessment Online Educational Courses are used to Achieve Higher Education Goals, Objectives, and Learning Outcomes

Focus Areas

✓ Assessment is either formative or summative.
✓ Measurement can be either direct or indirect.
✓ There are multiple ways in which learning outcomes can be measured.
✓ Direct, summative assessment is the most common approach for programmatic evaluation.
Direct and Indirect Measures of Student Learning

Student learning can be measured using a number of methods. The methods are commonly grouped into two categories: direct and indirect measures. Best practices recommend the use of both direct and indirect measures when determining the degree of student learning that has taken place.

Direct Measures of Student Learning

Direct measures are regularly employed to measure learning in the classroom. Direct measures are those that measure student learning by assessing actual samples of student work. Examples include: exams/tests, papers, projects, presentations, portfolios, performances, etc. Because direct measures capture what students can actually do, they are considered best for measuring levels of achievement of student learning on specific outcomes.
Indirect Measures of Student Learning

Indirect measures provide a less concrete view of student learning; for example, attitudes, perceptions, feelings, values, etc. Indirect measures imply student learning by employing self-reported data and reports. Indirect measures help to substantiate instances of student learning. Indirect measures include surveys, interviews, course evaluations, and reports on retention, graduation, and placement, etc. Indirect measures are best situated at program or university level assessment. These measures are commonly used in conjunction with direct measures of student learning.

Measuring Learning Outcomes

Examples of measures for learning outcomes include:

**Direct Measures**
- Standardized Assessments
- Structured and guided internships
- Graduate employment rates
- Oral exams
- Final projects
- Team Projects
- Direct Course level
- Course-based exams and assignments
- Term papers
- Lab reports, case studies
- Clinical experience
- (Arts Courses) Performances

**Indirect Measures:**
- Satisfaction surveys
- Interviews
- Evaluations
- Focus group discussions
Defining and Setting Measurement Targets for Programmatic Evaluation

On the standardized programmatic assessment, potential measurement targets include:

- Percent change from the Inbound Exam to the Outbound Exam (knowledge gained), e.g., students improved their scores by an average of 35% or higher.
- Percentile Rank on the Outbound Exam, e.g., 95th Percentile.
- Score, e.g., mean score of 60% or higher.
- Thresholds, e.g., mean score 5% or higher than other students within our peer group.
- Trends over time, e.g., improve 5% per year for the next 5 years.
- Combination, e.g., >=75% of the class obtained scores that were in the >=80th percentile with at least a 20% gain compared to similar students at peer institutions.
- Academic experience trend, e.g., improve scores of >=10% from Inbound to Mid-Point to Outbound.

Consider raising the bar if all your targets have been met.

Consider your HEI and your areas of responsibility:

- What, if any, direct measures of student learning are you currently using?
- What, if any, indirect measures of student learning are you currently using?
- Where do you have measurement gaps?
Programmatic vs. Course-level Assessment

Understanding how Assessment Online Educational Courses are used to Achieve Higher Education Goals, Objectives, and Learning Outcomes

Focus Areas

✓ Faculty conduct course-level assessments related to the course-level learning outcomes. Course assessment evaluates the instruction for that course in that specific academic term.

✓ Programmatic assessment evaluates student learning based on the program-level learning outcomes.

✓ Programmatic assessment considers the totality of the academic program by discipline with specific considerations for majors and minors (concentrations or specializations).

✓ Although the program includes all the courses included in the program, programmatic assessment IS NOT the summary of all course-level assessments.
Course-based Assessment refers to methods of assessing student learning within the classroom environment, using course goals, objectives, outcomes, and content to gauge the extent of the learning that is taking place.

**Formative (Course-level Assessments)**
- Is an integral part of the learning process.
- Is used to evaluate and improve learning.
- Enhances student intrinsic motivation, their desire to learn.
- Contributes to improvements in teaching effectiveness as you can adapt teaching methods based on student learning progress.

**Summative (Program-level Assessments)**
- Occurs at the end of the learning process.
- Is used for accountability of the academic program.
- Impacts the student’s extrinsic motivation, the reason why they are completing the program - could be they need it to gain employment.
- Often done in a pre/post format to demonstrate value added.
- Summative measures integrated knowledge/retained knowledge.
Program assessment is a process used to provide a program with feedback on its performance with the intent of helping improve the program and in particular, improve student learning.

- Focuses on continuous quality improvement
- Examines program outcomes, customer satisfaction, and unit performance to identify areas to improve.
- Leads to actions
- Conducted regularly with each student cohort.

Peregrine’s Programmatic Assessment Services

- A summative, direct measure of student learning.
- Evaluates student retained knowledge based on the foundational concepts of an academic program.
- Includes questions related to the entire academic program.
- Can provide feedback to course-level outcomes.
Consider your HEI and your areas of responsibility:

- Describe your formative assessment approaches.
- Describe your summative assessment approaches.
- What, if any, gaps exist with your current assessment approaches?

Mapping Learning Outcomes

Understanding how Assessment Online Educational Courses are used to Achieve Higher Education Goals, Objectives, and Learning Outcomes
Focus Areas

✓ All course assignments/activities should map to the Course Learning Outcomes.
✓ Course Learning Outcomes should map to the Program Learning Outcomes.
✓ Courses should map to one or more programs.
✓ Program Learning Outcomes should map to the Institutional Learning Outcomes (and department and/or college/school/division, if applicable)

Curriculum Mapping

Curriculum mapping is a method to align instruction with desired goals and program outcomes. It can also be used to explore what is taught and how. The map:

• Documents what is taught and when
• Reveals gaps in the curriculum
• Helps design an assessment plan

Benefits:

• Improves communication about curriculum among faculty
• Improves program coherence
• Increases the likelihood that students achieve program level outcomes
• Encourages reflective practice
Mapping Course Activities/Section Learning Outcomes to the Course Learning Outcomes

Many courses are organized by sections, each with specific learning activities and assignments. These should be mapped to the Course Learning Outcomes.

Mapping Course Learning Outcomes to Program Learning Outcomes

All course learning outcomes should be mapped to one or more program learning outcomes.
Mapping Courses to the Program

All program courses should map to the program. With this mapping, you can also show how the program learning outcomes are Introduced, Reinforced, Mastered, and Assessed throughout the academic program.

Learning Outcomes Mapping Across the Institution
Consider your HEI and your areas of responsibility:

- Map your learning outcomes across the organizational levels.
- At a minimum, you should map your course learning outcomes to your program learning outcomes.
- Ideally, your program learning outcomes should also map to your institutional learning outcomes, and mapped to your department and/or college/school/division as they exist within your HEI organizational structure.

The Inbound/Mid-Point/Outbound Assessment Construct

Understanding how Assessment Online Educational Courses are used to Achieve Higher Education Goals, Objectives, and Learning Outcomes
**Focus Areas**

✓ The Inbound Exam is a programmatic pre-test used to establish the baseline for new and transfer students.

✓ A Mid-point Exam is administered at the end of the program’s core courses to measure the mastery of key concepts and skills.

✓ The Outbound Exam is a programmatic post-test, administered in the last course before graduation, and is used to measure the integrated/retained knowledge and to determine if the basic concepts and skills have been reinforced and further developed in the advanced courses.

✓ To compare results between the different exams, the same instrumentation is used.

✓ Percent change can be used as a direct measure.

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**The Inbound Exam**

- Establishes a baseline knowledge level from which change as a consequence of the academic experience can be understood.
- The Exam includes the topics and subjects mapped to the program learning outcomes.
- Administered to students early in the program.
- Is useful for both new students and transfer students.
- For graduate programs, the Inbound Exam can also be used to help guide placement and potential prerequisites.
The Mid-point Exam

• Is administered at the end of the programmatic core to measure the mastery of key concepts and basic skills.
• Used to understand if specific students are weak in key areas and subsequently guide any necessary remediation.
• The Exam includes the same topics and subjects as the Inbound Exam, which is mapped to the program learning outcomes.

The Outbound Exam

• A programmatic post-test, administered in the last course before graduation.
• Used to measure the integrated/retained knowledge.
• Can determine if the basic concepts and skills have been reinforced and further developed in the advanced courses.
• Results are compared with results from other similar schools for academic benchmarking.
• Results are compared to the Inbound and Mid-point exams to understand knowledge gained.
Applying the Assessment Construct

This example is for the topic of Business Finance, which was included on an undergraduate business program exam.

Specific assessment targets can include the desired percent change.
**Pairwise Reporting**

So long as the academic program has not changed significantly, Inbound, Mid-point, and Outbound exam can be administered to the different student groups at the same time and the results compared.

Once individual students matriculate through the program and complete the exams, then pairwise reporting matches up the student’s Inbound, Mid-point, and Outbound exam scores.

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**Consider your HEI and your areas of responsibility:**

- Consider where in the curriculum the Inbound Exam could be inserted.
- Consider where in the curriculum the Mid-point Exam could be inserted.
- Where should an Outbound Exam(s) be inserted. Keep in mind that you must have at least one direct measure of learning outcomes for each academic program.
Assessment Management

Understanding how Assessment Online Educational Courses are used to Achieve Higher Education Goals, Objectives, and Learning Outcomes

Focus Areas

✓ A design-based assessment architecture approach generally works best for the academic institution.

✓ Assessment management is a process.
A Problematic Assessment System

The figure illustrates several common disconnects or issues that arise in the assessment approach. The disconnects or common failings can be thought of in four categories: elements needed in the basic structure of the approach; assessment processes; inappropriate use of technology; and inadequate assessment expertise and skills.

Classrooms, departments, and programs live as data islands. There is little or no connectivity in terms of common approaches or the consistent use of data.

A Design-based Assessment Architecture

The model depicted can be used at the degree program level or for a portfolio of academic programs comprising multiple degrees, with majors, concentrations, or specializations. The value propositions served by the program are the first point of focus and should ultimately drive the overall design of assessment.
A Process for Assessment Management

1. Curriculum/outcomes mapping
2. Map the assessment (exam) topics and subjects to the learning outcomes (course and/or program).
3. Set benchmarks and targets (assessment criteria).
4. Schedule and administer the exams.
5. Run the reports and compare the results against the desired benchmarks and targets.
6. Identify programmatic strengths and opportunities for improvement.
7. Implement curriculum changes. Note; you may want to have at least 3 data points to validate the results and see trends.
8. Repeat assessments and reevaluate the results.

next steps

Consider your HEI and your areas of responsibility:

- Describe how you conduct assessment management at your HEI.
- What, if any, improvements/changes need to be made with respect to your assessment management processes and procedures?
Using Assessment Reports for Learning Outcomes Evaluation

Understanding how Assessment Online Educational Courses are used to Achieve Higher Education Goals, Objectives, and Learning Outcomes

Focus Areas

✓ Peregrine provides several different reports that are used in a variety of ways for Assurance of Learning.
✓ Reports are accessed through Client Admin, which every client has access to so that you can generate these reports anytime.
✓ Assessment-related reports are used for learning outcomes evaluation and for submission to the quality assurance agencies.
✓ Individual and summary reports are available for all educational courses and programs (ALCs, W&C, EYP, OLCs).
**Programmatic Evaluation Reports**

Longitudinal Analysis Report. A side-by-side comparison of different exam periods (up to 5 exam periods in one report).

Internal Analysis Report. A report of a selected group of exams with the selection of one aggregate pool at a time with both an analysis of means and an analysis of frequencies. The Executive Summary: Internal Analysis Report is an abbreviated summary report of this report.

External Comparison Report. A report of a selected group of exams comparing the results against one or more aggregate pools. The Executive Summary: External Comparison Report is an abbreviated summary report of this report.

Program/Cohort Comparison Report. A side-by-side comparison of the results between one or more academic programs or cohorts of students where there is overlap of topics on the student exams.

**Supplemental Reports**

Response Distractor Report. A unique report that summarizes why students answered questions incorrectly based on 5 types of response distractors.

Student Survey Report. A summary report of the results from the complimentary, optional student survey administered in conjunction with an Outbound Exam.

Grade Scale Report. A report based upon the client school’s COMP exam results used to determine a school-specific grading scale based on percentile scoring.

Aggregate Extraction Report. A report with the aggregate data in Excel format used for additional data analysis.

Client Schools in Aggregates Report. A listing of the schools included in each of the aggregate pools.
The Internal Analysis Report is most commonly used for learning outcomes analyses (with one aggregate pool selection). School results are compared at the topic and subject levels based on percent scores and percentile rankings to determine if student performance is below, at, or above desired thresholds established by the school.

The first graph is a side-by-side overview of the exam results. If Inbound Exams are included, this graph will display both the inbound and outbound exam averages.

The topic averages and the sub-topic averages will both be shown (the topics of Management and Economics include sub-topics).
The scatter plots are sorted by Exam Completion Time (low to high) and plotted such with the scores of the shorter completion time shown to the left and the scores with the longer completion time shown towards the right. The Y axis is exam score and the X axis is completion time. Scatter plots are shown for both Inbound and Outbound Exam results for total, topic, and subtopic.

The Exam Summary Table is an overview of each topic/subtopic data with the percent correct, a comparison with the aggregate data, a percentile rank, and the percentile benchmarks used for learning outcomes evaluation. Similar tables are shown for each topic, with similar subject-level data.
For each topic/subtopic for both inbound and outbound exams, the reported data include:

- Inbound Exam/Outbound Exam side-by-side
- Table of the Assessment Summary Statistics
- Scatter Plot of the Score (Y Axis) and the Completion Time (X Axis)
- Bar Graph of the Subjects within the Topic/Subtopic compared to the selected aggregate pool used with the report.
- A Frequency Analysis Table of the questions offered on the exam.

This table shows the percentile rank and the percentile benchmarks based on the selected aggregate pool. The percentile ranking calculations and the percentile benchmarks are shown for the selected aggregate pool, results are subject to sample size limitations.

In general, percentile ranking and percentile benchmarks should be used with caution relative to making programmatic changes based on the results if the sample of Questions Offered for the aggregate pool is less than 300 for a specific subject.
The purpose of the external comparison report is to show the school’s inbound and outbound exam results compared to one or more selected aggregate pools. Up to 5 aggregate pools can be selected for comparison purposes.

Comparisons include a comparison of the scores and a comparison of percent change (when inbound exams are included).

For both inbound and outbound exam sets, overview graphs are provided for both the comparison of the means and the comparison of percent change (only available with inbound exams). Different graph sets are provided for each of the selected aggregate pools.
Comparisons are show for each topic and subtopic and include both a comparison of the score means and a comparison of the percent change from inbound to outbound (if inbound exams are included).

The purpose of this report is to show a side-by-side comparison of exam results for different programs or cohorts of students and then compare these results with one or more selected aggregate pools.

A “program” is an academic program (e.g., BA in Business Economics). Usually, these are different exams, but could also be pull-down menus that students use when they start the exam.

A “cohort” could be any number of areas including specializations, campus locations, online vs. on-campus students, etc.). Students use pull-down menus to indicate their cohort at the start of the exam.
In this example, the exams for each of the 5 compared programs included the topic “Business Ethics”.

The green line (and data point shown above the graph) are for the selected aggregate pool. More than one pool can be selected when generating this report.

The purpose of this report is to show a side-by-side comparison of exam results for different exam periods (e.g. semester, year, quarter) and then compare these results with one or more selected aggregate pools.

The user can select up to 5 different exam periods and each period is defined by a specific date range.

Aggregate data are available for both Inbound and Outbound exam averages; however, we do not have similar aggregate pools for mid-point exams.

Use of this report is typically with accreditation submissions to show data points over time.
Similar graphs are shown for each topic and subtopic included on the exam.

NOTE: We do not maintain aggregate pool data for mid-point exams because the application and administration of these mid-point exams is not consistent between schools.

The regression analysis allows you to readily see trends between time periods.
If the school uses both inbound and outbound exams, then pairwise reporting is possible once the individual students who completed an inbound exam also complete an outbound exam.

Pairwise reporting is possible after 2-3 years of testing because it will generally take that long for a student starting their program (inbound exam) to then graduate from the program (outbound exam).

The purpose of the report is to show a summary of individual student results over time.

For each selected student, the side-by-side inbound/outbound exam results are shown. Shown for each topic/subtopic are:

- Percent Difference
- Percent Change
- Inbound Average (based on this set of results)
- Outbound Average (based on this set of results)
The purpose of this report is to simply summarize the total set of results and to show student-by-student results.

The score results by each student are the same as what is listed on the individual student completion certificates.

The dates of the report are listed on the report cover.

The student names and ID numbers included within the report are also listed on the report cover.

For each student, a summary of the student’s results are shown for each ALC course. If no data are shown, as with the post-test score for Quant/Statistics in this example, it means that the student has not completed the post-test within the reported period.

The red vertical line is the total average scores, that is the averages of the ALC course post-test scores. This line is shown to indicate relativity of the scores.
After you have used our exam services, if you wish to hone your grading scale, you can generate your own grading scale based on your exam results.

This simple report takes your student results, sorts the results to generate the 60th...99th percentile marks used for grading purposes.

Since there are many grading scales used in higher education, this report only shows the percentile scores and then you can determine what scores correspond to the actual letter (and point) grades: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F.

NOTE: You should have at least 50 completed Outbound Exams to make this report statistically meaningful.

The Response Distractor Report allows school officials to understand the reasons why students answered questions incorrectly based on five types of response distractors. The report helps schools with improving the quality of academic programs and delivery of programs to students.
Consider your HEI and your areas of responsibility:

- What reports would be valuable to you towards understanding the learning outcomes of your academic programs?
- How do these reports, and the subsequent analysis of the data, fit within your existing assessment management process?

An Example of Learning Outcomes Assessment

Understanding how Assessment Online Educational Courses are used to Achieve Higher Education Goals, Objectives, and Learning Outcomes
Focus Areas

✓ Course Learning Outcomes are mapped to the Program Learning Outcomes.
✓ Both direct and indirect measures are identified.
✓ Performance Targets/Criteria (Objectives) are designated.
✓ Assessment is conducted.
✓ Results are compared to Performance Targets/Criteria (Objectives).
✓ Areas for improvement are identified and implemented.
✓ The cyclic process repeats for continuous quality improvement and Assurance of Learning.

Terminology for this Example

<table>
<thead>
<tr>
<th>TERM</th>
<th>DESCRIPTION</th>
<th>EXAMPLES/COMMENTS</th>
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</thead>
<tbody>
<tr>
<td>Programme</td>
<td>Comprises the core, required and elective courses that lead to awarding of a degree.</td>
<td>e-MBA programme</td>
</tr>
<tr>
<td>Specialization</td>
<td>Series/sub-set of courses.</td>
<td>3 Leadership courses in e-MBA</td>
</tr>
<tr>
<td>Course</td>
<td>A unit of teaching on a subject or topic.</td>
<td>MBA599M (Economics)</td>
</tr>
<tr>
<td>Section</td>
<td>A unit of teaching on a sub-topic area. A course is made up of sections.</td>
<td>For the e-MBA programme there are typically 6-8 sections per course.</td>
</tr>
<tr>
<td>Activity</td>
<td>Learning activities students undertake.</td>
<td>Typically, 2-4 activities per section.</td>
</tr>
<tr>
<td>Assignment</td>
<td>Specific work product submitted by students.</td>
<td>There is one assignment for each activity. e.g., a discussion board post.</td>
</tr>
<tr>
<td>Unit</td>
<td>A &quot;parcel&quot; of instructional content.</td>
<td>Online Peregrine training. Completing a unit is an example of an activity.</td>
</tr>
</tbody>
</table>

These are the terms we use for the course syllabi, instructor guides, and the program guide for the e-MBA program.
Program Learning Outcomes

Program Learning Outcomes:
The program-level learning outcomes are as follows:

1. Understand and Apply Business Knowledge. Effectively apply paradigms and concepts in business domains in order to solve business problems.
2. Accomplish Effective Communications. Develop written, oral, and presentation skills to communicate effectively across the organization and its stakeholders.
3. Evaluate Global Perspectives. Demonstrate the ability to integrate diverse and global perspectives to professionally address management issues.
4. Conduct Critical Thinking. Analyze business problems and situations from a variety of perspectives and arrive at appropriate value-creating decisions.
5. Implement Entrepreneurial Leadership. Evaluate the economic potential of business opportunities, devise actionable strategies, and communicate recommendations persuasively to achieve goals.
6. Perform Ethical Reasoning. Understand the role of human values in a business context and justify an action plan to manage an ethical challenge faced or identified by the organization.

These are the program learning outcomes from our e-MBA service.
The e-MBA service includes the content and curriculum for schools to offer an online/blended MBA program that is branded and delivered by the academic institution.
The e-MBA program is 11 courses, 36-credit hours (US), has a business leadership concentration, and includes an MBA Thesis project.

Example Program Learning Outcome

For purposes of this example, we are going to focus on one Program Learning Outcome and take it through the process. All PLOs should go through a similar process for assurance of learning.
Mapping the Curriculum to the Program Learning Outcome

PLO#3 is mapped with the curriculum to understand where the PLO is Introduced (I), Reinforced (R), Mastered (M), and Assessed (A).

If there are gaps, then the curriculum may need to be adjusted to close any gaps.

Mapping the CLOs to the PLOs and Seeing the Related Course Activities

The Course Learning Outcomes (CLOs) are mapped to the PLOs. Assuming that the course activities/assignments are mapped to the CLOs, those specific activities related to the PLO can be understood.

Some of these activities are designated as signature activities for the PLO and should be not changed without careful consideration of the implications of that change on the PLO.
Mapping the CLOs to the PLOs and Seeing the Related Course Activities

Look at all courses within the program for where there is linkage with the PLO. In this example, PLO#3 is mapped to three courses within the program.

Mapping the Exam Topics and Subjects to the PLOs

The Topics and Sub-Topics are:
1. Accounting
2. Business Ethics
3. Business Finance
4. Business Integration and Strategic Management
5. Business Leadership
6. Economics
   a. Macroeconomics
   b. Microeconomics
7. Information Management Systems
8. Legal Environment of Business
9. Management
   a. Human Resource Management
   b. Quantitative/Production Management

The Global Business Education (GBE) assessment service includes 12 topics. The exam is customized to align (map) the exam topics to the PLOs.
Building the Assessment Plan

<table>
<thead>
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<th>PLO #3. Evaluate Global Perspectives. Demonstrate the ability to integrate diverse and global perspectives to professionally address management issues.</th>
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<tr>
<td>Mid-point Exam in MBA5006</td>
<td></td>
</tr>
<tr>
<td>Outbound Exam in RSH6020</td>
<td>80&lt;sup&gt;th&lt;/sup&gt; Percentile or higher on the Outbound Exam for the Global Dimensions of Business topic.</td>
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<tr>
<td>MBA Thesis Project</td>
<td>On the project evaluation rubric, the performance rating of all graduating students in the MBA program will be 4 or higher (out of a possible 5) representing “exemplary” on each PLO-related evaluation criterion.</td>
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Assessment Instruments for Indirect Measures

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Building the Assessment Plan
# Building the Assessment Plan

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<td>MBA Exit Survey</td>
<td>On the exit survey administered with the Outbound Exam, mean scores for PLO-related survey items will be 3.0 or higher, which would indicate a “satisfactory” or higher level on knowledge of the subjects.</td>
</tr>
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**Course Evaluations**

On the course evaluations for MBA5006, at least 80% of the students will indicate that the learning in the course contributed to achieving the PLO will be 2 or higher (out of a possible 3), representing “significant contribution”.

---

**MBA Exit Survey**

On the exit survey administered with the Outbound Exam, mean scores for PLO-related survey items will be 3.0 or higher, which would indicate a “satisfactory” or higher level on knowledge of the subjects.
Conduct the Assessments

Inbound, Mid-point, & Outbound Exam Results

Specific to PLO#3, the Assessment Plan specified an analysis of the percent change from the Inbound, to the Mid-point, to the Outbound exam for the Global Dimensions of Business topic. Target is >=50%
Specific to PLO#3, the Assessment Plan specified an analysis of the percentile ranks for the Global Dimensions of Business topic.

Target is >=85%

Lower than desired percentile ranks for some subjects suggests opportunities for improvements with the instruction.

Further analysis of the Outbound Exam results for PLO#3 based on the topic's subject-level scores compared against the selected aggregate provides indications regarding the strengths and opportunities for improvement.

Course professors can use this information to make any course-level changes that could effect the PLO.
Evaluating Student Effort

If there are any concerns if the students are putting forth their best effort on the exam, evaluate the exam completion times. We recommend grading the Outbound Exam by at least 10% of the course grade.

Longitudinal Analysis of the PLO

It is helpful to understand trends over time and to use these trends to evaluate the effectiveness of any changes made to the program based on the assurance of learning evaluations.
Identifying Potential Knowledge Gaps with PLO#3

With the Response Distractors Report, you can identify potential knowledge gaps for each PLO. In this example, it appears that students are making concept-based errors as a disproportionately higher rate than other students included within the aggregate pool.

Student Exit Survey (Indirect Measure)

Analyze those survey items that are mapped to PLO#3. Target is >=3.0.
### Summarizing the Results

**PLO #3. Evaluate Global Perspectives. Demonstrate the ability to integrate diverse and global perspectives to professionally address management issues.**

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<td>Inbound Exam in MBA5001</td>
<td>25% positive change or higher from the Inbound, to the Mid-point, to the Outbound exams for the Global Dimensions of Business topic. 80th Percentile or higher on the Outbound Exam for the Global Dimensions of Business topic.</td>
<td>27.33% In-Mid 35.63% M-Out 72.70% In-Out</td>
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<td>Mid-point Exam in MBA5006</td>
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<td></td>
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<tr>
<td>Course Evaluations</td>
<td>On the course evaluations for MBA5006, at least 80% of the students will indicate that the learning in the course contributed to achieving the PLO will be 2 or higher (out of a possible 3), representing &quot;significant contribution&quot;.</td>
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Summarizing the Results

PLO #3. Evaluate Global Perspectives. Demonstrate the ability to integrate diverse and global perspectives to professionally address management issues.

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<td>MBA Thesis Project</td>
<td>On the project evaluation rubric, the performance rating of all graduating students in the MBA program will be 4 or higher (out of a possible 5) representing “exemplary” on each PLO-related evaluation criterion.</td>
<td>87th Percentile</td>
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<td>On the exit survey administered with the Outbound Exam, mean scores for PLO-related survey items will be 3.0 or higher, which would indicate a “satisfactory” or higher level on knowledge of the subjects.</td>
<td>Mean is 3.18</td>
</tr>
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<td>Course Evaluations</td>
<td>On the course evaluations for MBA5006, at least 80% of the students will indicate that the learning in the course contributed to achieving the PLO will be 2 or higher (out of a possible 3), representing “significant contribution”.</td>
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Evaluation of PLO#3

Although we are at or above our direct and indirect measurement targets, the analysis indicates an opportunity to improve how we are teaching the following concepts specific to PLO#3:

- Foreign Direct Investment & Trade
- International Corporate Strategies
- International Governance and Regulation

Next year when we test again, we will see if the changes we made had the desired effect.
Consider your HEI and your areas of responsibility:

• Build the assessment management tables for each of your academic programs.
• Identify the direct and indirect measures for each PLO.
• Identify the specific targets you would like to obtain?

Integration of Educational Programs and Courses

Understanding how Assessment Online Educational Courses are used to Achieve Higher Education Goals, Objectives, and Learning Outcomes
Focus Areas

✓ Peregrine offers six distinct educational courses and programs.

✓ The courses/programs are aligned with various aspects and dimensions of Assurance of Learning.

✓ The services address both programmatic and institutional requirements.

✓ Often are used in conjunction with assessment services as an indirect measure of student learning.

The AoL Alignment of:

Write & Cite: An Academic Writing Readiness Course provides students the skills and knowledge needed to write, format, and properly cite academic papers, theses, and dissertations. The course includes 8 modules and is customized to teach APA, MLA, or CMS documentation styles, along with instruction regarding:

- Proper word choice
- Tone
- Paper organization
- Literature-based research
- Avoiding plagiarism

AoL Alignment

- Pre-test, instructional content, post-test.
- Writing Quality for a Senior Paper, Thesis or Dissertation.
- Written communications consistency across the HEI.
- Educational integrity and avoiding plagiarism.
- Validating language proficiency when English is a second language.
The AoL Alignment of:

**Academic Leveling Courses**

**The Service**
Academic Leveling Courses (ALC) program includes 15 online courses that span the entire business curriculum and serve as a bridge between the undergraduate and graduate business program.

Each ALC includes a pre-test, 4-6 hours of instructional content, and a post-test.

The ALCs can be used collectively as a prerequisite standalone bridge course or included within the first few existing MBA, MS, or MA courses.

**AoL Alignment**
- Pre-test, instructional content, post-test.
- Ensure consistency with graduate business/management programs.
- Validate the student’s competency from prior experience and/or prior coursework.
- An accreditation requirement when the student’s undergraduate degree is not in business/management and the student is seeking a graduate degree in the discipline.
- Validating language proficiency when English is a second language.

---

The AoL Alignment of:

**B-School Connection**

**The Service**
An online/digital higher education service for students and faculty that includes the Bloomberg B-School Connection Resource Center with weekly instructional content designed to develop globally informed students and career-ready graduates.

The Service is academically appropriate for any course in any course or program needing current and applicable competency-based content.

**AoL Alignment**
- Summative Assessment.
- Application of theoretical concepts in real world application.
- Technical knowledge development.
- Competency development in critical thinking and global awareness.
- Develop entrepreneurial skills.
- Promotes lifelong learning.
- Workplace application.
The AoL Alignment of: Exploring Your Potential

**The Service**
An academic program designed to motivate students to take personal ownership of their career plans, think more strategically about their future, and define their own success.

Exploring Your Potential (EYP) allows an institution to more effectively leverage their career-related resources. EYP is used as a precursor program to career center activities, helping young people define their career goals, identify their personal value proposition, market their potential, and activate their career plan.

EYP is readily integrated into a course or set of courses that have career readiness as part of its student outcome or it can be deployed as a standalone program (cocurricular) associated with the school’s career services.

**AoL Alignment**
- Course and Program assessment.
- Institutional outcomes related to employability and employment of graduates.
- Alignment of the student’s goals with the desired degree program needed to obtain those goals.
- Linkage between career services and the academic programs.
- Competency and soft-skill development.
- An indirect measure of student achievement.

The AoL Alignment of: Online Leadership Courses

**The Service**
*Online Leadership Courses* includes instruction focused business writing fundamentals, leadership communications, leadership essentials, leading teams, dealing with workplace conflict, leading change, and leading the leaders.

The online leadership program transforms theory into practice by showing participants how to become a more effective global leaders.

The interactive learning modules include a variety of media types (audio, video, animation, and slideshow) designed to engage the participant.

**AoL Alignment**
- Competency-based assessment.
- Soft-skill development.
- Institutional in nature and not discipline specific.
- Faculty and student education.
- Employability of graduates.
- Helps satisfy employer needs.
- Student engagement.
The AoL Alignment of: e-Programmes Service

The Service

e-Programmes is a complete service package for Higher Education Institutions (HEI) so they may offer online (or blended) Master of Business Administration (MBA), Master of Philosophy (MPhil), and Doctor of Business Administration (DBA) academic degree programmes.

The HEI teaches the courses and awards the degrees and diplomas.

AoL Alignment

- Accreditation ready in terms of assessment, rigor, curriculum, and content.
- Meet market requirements.
- Quality for online/blended programs.
- Program, concentration/specialization, and/or course adoption options.

next steps

Consider your HEI and your areas of responsibility:

- Which of these services could you adopt to help with a specific aspect of your assurance of learning program?

- If adopted, how does the service address a gap in the quality, consistency, and AoL of your academic institution or school?
Closing the Quality Loop with Accreditation Agencies

Understanding how Assessment Online Educational Courses are used to Achieve Higher Education Goals, Objectives, and Learning Outcomes

Focus Areas

✓ Each accreditation agency has unique reporting requirements.
✓ Common themes of reporting include accreditation candidacy, accreditation, periodic quality assurance reports, and reaffirmation of accreditation.
✓ The use of and results from Peregrine’s assessment services and/or educational programs/courses are reported to the agencies as evidence of AoL.
Considerations for the AACSB

Assurance of learning refers to processes for demonstrating that students achieve learning expectations for the programs in which they participate. Schools use assurance of learning to demonstrate accountability and assure external constituents such as potential students, trustees, public officials, supporters, and accrediting organizations that the school meets its goals. Assurance of learning also assists the school and faculty members to improve programs and courses. By measuring learning, the school can evaluate its students’ success at achieving learning goals, use the measures to plan improvement efforts, and (depending on the type of measures) provide feedback and guidance for individual students. For assurance of learning purposes, AACSB accreditation is concerned with broad, program-level focused learning goals for each degree program, rather than detailed learning goals by course or topic, which must be the responsibility of individual faculty members.

Standard 8: The school uses well-documented, systematic processes for determining and revising degree program learning goals; designing, delivering, and improving degree program curricula to achieve learning goals; and demonstrating that degree program learning goals have been met. [CURRICULA MANAGEMENT AND ASSURANCE OF LEARNING]

Considerations for the AACSB

The basis for judgement for accreditation require learning goals attainment (initial and reaffirmation).

Basis for Judgment
- Learning goals derive from and are consonant with the school’s mission, expected outcomes, and strategies. Curricula management processes are guided by the school’s mission, expected outcomes, and strategies. Curricula management processes align curricula for all programs with the school’s mission, expected outcomes, and strategies.
- Learning goals and curricula reflect currency of knowledge. Appropriately qualified faculty members are involved in all aspects of curricula management, including the determination of learning goals and the design and ongoing revision of degree program content, pedagogies, and structure to achieve learning goals. The peer review team expects to see evidence of curricula improvement based on new knowledge.
- Depending on the teaching/learning models and the division of labor, curricula management facilitates faculty-faculty and faculty-staff interactions and engagement to support development and management of both curricula and the learning process.
- Learning goals and curricula reflect expectations of stakeholders. Schools incorporate perspectives from stakeholders, including organizations employing graduates, alumni, students, the university community, policy makers, etc., into curricula management processes.
- Learning goals are achieved. Systematic processes support assurance of learning and produce a portfolio of evidence demonstrating achievement of learning goals. These processes also produce a portfolio of documented improvements based on collected evidence. The school provides a portfolio of evidence for each business degree program to demonstrate that students meet the learning goals. Or, if assessment demonstrates that students are not meeting the learning goals, the school has instituted efforts to eliminate the discrepancy.
- Evidence of recent curricula development, review, or revision demonstrates the effectiveness of curricula/program management.
Considerations for the AACSB

- Show how curricula management processes have produced new or revised curricula for degree programs, describing the source of information that supports the new or revised program development.
- Discuss and provide evidence of faculty-faculty and faculty-staff interaction in curricula management processes.
- List the learning goals for each business degree program—this list should include both conceptual and operational definitions.
- Provide a portfolio of evidence, including direct assessment of student learning, that shows that students meet all of the learning goals for each business degree program. Or, if assessment demonstrates that students are not meeting learning goals, describe efforts that the unit has instituted to eliminate the discrepancy. Indirect assessments may be used as part of the portfolio of evidence to provide contextual information for direct assessment or information for continuous improvement.
- If the business school is subject to formalized regulations or quality assessment processes focused on the evaluation of student performance, and these processes are consistent with AACSB expectations and best practices, they may be applied to demonstrate assurance of learning. The burden of proof is on the school to document that these systems support effective continuous improvement in student performance and outcomes.

Considerations for ACBSP

ACBSP Standard #4 addresses several key elements of assurance of learning, including outcomes mapping and assessment.

STANDARD #4. Measurement and Analysis of Student Learning and Performance
Business schools and programs must have an outcomes assessment program with documentation of the results and evidence that the results are being used for the development and improvement of the institution’s academic programs. Each business program is responsible for developing its own outcomes assessment program.

CRITERIA
- Use the following criteria to document the extent to which the business programs meet the standard for Measurement and Analysis of Student Learning and Performance. Justify any omissions.

ACBSP believes that the learning outcomes of the education process are of paramount importance. Student learning outcomes cover a wide range of skills, knowledge, and attitudes that can be influenced by the educational experience. Therefore, when implementing a student learning outcomes assessment program, careful consideration must be given to the learning outcomes that are most important to the missions of the institution and business programs and the level of the degree awarded. Accordingly, business programs must have established a learning outcomes assessment program to indicate the effectiveness of the process, as well as new directions it might take.
Considerations for the ACBSP

Criterion 4.2 requires at least 3 data points for accreditation (initial and reaffirmation).

**Criterion 4.2.** To identify trends, the business programs should report, at a minimum, three successive sets of periodic assessment results.

To demonstrate compliance with this criterion:

In tables and graphs using Figure 4.2, provide three to five consecutive sets of assessment results for almost all of your programs as defined in the note below. Do not use course grades or grade point averages.

---

Considerations for the ACBSP

Peregrine’s assessment services will help satisfy ACBSP’s requirements for both comparative information and data over time relative to benchmarks and intended outcomes.

**Criterion 4.3.** Assessment plans should be designed to yield comparative information and data both over time and with respect to benchmarks and intended outcomes.

Report your comparative assessment results. (See Figure 4.3.)

Describe the business schools or program's selection, management, and use of benchmarking (comparing to best practices) or comparison (comparing with other business schools or programs) information and data to improve overall performance.
An ACBSP Outcomes Assessment Example

In this example, the business school uses the business administration exam to understand trends over time compared to a specific benchmark.

Considerations for IACBE

**Principle 1: Outcomes Assessment**

Outcomes assessment is a systematic process that is used to measure the effectiveness of an institution and the academic quality of its degree programs. The process involves the collection and evaluation of information pertaining to the extent to which institutional goals, objectives, and intended outcomes are being achieved in order to inform planning, budgeting, and decision making. In addition, the outcomes assessment process provides a basis for continuous improvement in curriculum, pedagogy, institutional resources, academic support services, staffing, and other aspects of institutional operations that impact student learning.

The IACBE is a mission-driven and outcomes-based accrediting body, and it therefore focuses its new program accreditation reviews on the overall academic quality of the academic business unit’s new programs relative to its mission. The outcomes assessment process that is used to evaluate the academic quality of the new business programs must encompass the following areas:

- **Student Learning Assessment:** Since the principal activity of any academic institution is the education of its students, the academic business unit’s outcomes assessment process must provide for the assessment of the extent to which intended student learning outcomes are being achieved in the new business programs.

IACBE Principle 1 addresses several key elements of assurance of learning, including outcomes mapping and assessment.
Considerations for the IACBE

1.1 Outcomes Assessment

Academic quality in business programs is evaluated through the assessment of the academic business unit’s intended student learning outcomes. This requires the academic business unit to have developed and fully implemented an outcomes assessment process. This process includes an outcomes assessment plan for its new business programs, the identification of necessary changes and improvements as a result of implementing the plan, the integration of those changes into its strategic planning process, and the documentation of realized outcomes.

Description

In order to demonstrate high levels of overall academic quality in its new business programs, the academic business unit must establish and fully implement a process of outcomes assessment, and link the results into its strategic planning process. In addition, the academic business unit must provide evidence that it is using the results of outcomes assessment for the purpose of continuous improvement in its programs. Compliance with each of the remaining accreditation principles, which deal with academic resources and educational processes, is evaluated in terms of the degree to which the resource or process produces measurable results or outcomes, which is determined through the outcomes assessment process.

The Assessment Plan is submitted to obtain Candidacy status.

Considerations for IACBE

1. Student Learning Assessment: The outcomes assessment plan must state intended student learning outcomes for each new business program to be included in the accreditation review. These intended learning outcomes should be appropriate to the program’s area of study and should take the following forms:

- Business-Related Content Outcomes (e.g., outcomes relating to discipline-specific knowledge, concepts/principles, theories, etc., in the program’s area of study)
- Business-Related Professional Skills Outcomes (e.g., outcomes relating to leadership abilities, professional communication skills, ethical reasoning abilities, teamwork skills, quantitative and analytical abilities, information technology skills, etc.)

In developing its outcomes assessment plan, the academic business unit must ensure that the intended student learning outcomes in each new business program substantially encompass and are linked to the relevant “Key Learning Outcomes for Business Programs” as identified by the IACBE. These learning outcomes are defined for each degree level (e.g., for associate, bachelor’s, master’s, and doctoral-level programs) and are associated with those content- and skills-related areas that comprise typical programs in business. While the academic business unit is not required to use these particular outcomes or the specific wording in these outcomes, and may include additional content- and skills-related intended learning outcomes in its assessment plan, it must ensure, at a minimum, that the content- and skills-related areas that are addressed in the Key Learning Outcomes are substantially incorporated in its own intended learning outcomes. In some cases, certain specialized business

Peregrine’s assessment services help satisfy IACBE’s requirements for student learning assessment with coverage of the business discipline-specific knowledge.
An IACBE Outcomes Assessment Example

In this example, the business school uses the Accounting/Finance exam as a direct measure of ISLOs with specific targets (assessment criteria).

Considerations for AMBA

Principle 6 addresses several key elements of assurance of learning, including outcomes mapping and assessment.

Principle 6: Competences, Graduate Attributes & Learning Outcomes

The MBA should have clearly articulated learning outcomes which can be measured and mapped through to course learning outcomes and assessment. Outcomes should broadly reflect AMBA MBA attributes and be aligned to the mission of the Institution.

6.1 Each individual MBA programme must have clearly stated aims, objectives and learning outcomes, which reflect the mission and strengths of the institution. Learning outcomes should be clear and explicit in describing what participants are expected to know and be able to do as a result of the programme.

They should make clear the ways in which the Institution recognises and assesses intellectual, analytical, personal and enterprise qualities as well as the specific knowledge developed by the programme. How do schools satisfy this requirement? Some schools develop internal measurement of learning. PAS offers external assessment tools that evaluate intellectual, analytical, and specific knowledge developed by the programme.

6.2 Learning outcomes should be mapped and measured against curriculum design and assessment to ensure that the programme is cohesive and that all intended graduate outputs are achieved. How do schools satisfy this requirement? Some schools establish performance targets, benchmarks, etc. to determine if they are meeting the intended graduate outputs. PAS offers detailed reports enabling schools to analyse the degree to which they are meeting the established performance targets/benchmarks. This can be done for specific internal cohorts of students and/or compared to selected aggregate pools.
Considerations for AMBA

Both the BUS assessment and the ALC program can be mapped to specific Principle 7 Requirements (Curriculum Breadth and Depth).

<table>
<thead>
<tr>
<th>PAS Assessment Service and ALC Program</th>
<th>AMBA 7.3</th>
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</thead>
<tbody>
<tr>
<td>(i) the concepts, processes and institutions in the production and marketing of goods and services and the financing of business enterprise or other forms of organisation</td>
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<tr>
<td>(ii) the concepts and applications of accounting, of quantitative methods and analytics, and management information systems including digital innovations</td>
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<td>(iii) organisation theory, behaviour, HRM issues and interpersonal communications</td>
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<td>(iv) the processes and problems of general management at the operational and strategic level</td>
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<td>(v) macro and micro economic</td>
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<tr>
<td>(vi) business research methods and consultancy skills</td>
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<tr>
<td>(vii) the impact of environmental forces on organisations, including: legal systems; demographics; ethical, social, and technological change issues and risks</td>
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<td>(viii) explicit coverage of the ability to respond to and manage change</td>
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<td>(ix) business policy and strategy</td>
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<tr>
<td>(x) leadership and entrepreneurship</td>
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<tr>
<td>(xi) an understanding of the impact of sustainability, ethics and risk management on business decisions and performance, and on society as a whole</td>
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<tr>
<td>(xii) further contemporary and pervasive issues, such as creativity, enterprise, innovation, e-commerce, and knowledge management</td>
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</tbody>
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Peregrine’s assessment services satisfy AMBA’s requirements for both rigor and relevance.
Considerations for EFMD EQUIS

EQUIS accreditation Chapter 2 addresses the specific standards for academic programmes, which includes programme evaluation and student assessment.

The Assessment Criteria
The key areas are:
- a) The Programme portfolio
- b) Programme design
- c) Programme content
- d) Skills acquisition
- e) Programme delivery
- f) Student assessment
- g) Programme evaluation
- h) Internationalisation
- i) Ethics, Responsibility and Sustainability
- j) Corporate relevance

f) Student assessment

- Describe the assessment system for monitoring and grading students’ work and progression through the programme (including assessments used for TEL, if provided).
  - How does the School ensure that participants meet the agreed objectives and learning outcomes for individual awards?
  - Does the assessment regime support the programme design in terms of its ILOs, objectives and general philosophy?
  - Does the assessment regime explicitly identify the criteria for assessment and the range and relative weighting of the various assessment methodologies employed?
  - To what extent does the assessment system distinguish between the attribution of a grade and marking designed to help students to understand their shortcomings and to improve? Is all assessment integral to learning? Are informative rather than summative methods used?

Peregrine’s assessment services help satisfy EQUIS requirements for student assessment, rigor, and assurance of learning.
Considerations for EFMD EQUIS

Peregrine's educational services, including Exploring Your Potential (EYP), help satisfy EQUIS/EFMD’s requirements for career placement and responsive citizenship.

e) Career placement and support
   - Provide statistics on the employment of graduates, such as
     - distribution of employment by market sector and function
     - distribution of salaries offered to graduates
     - geographical distribution
     - percentage of employment on graduation and 6 months after graduation
     - list of major employers over the past 5 years
   - How do these employment trends meet the stated programme objectives?
   - Describe the arrangements for career development support for students and the alumni.
     - What services are provided to help students identify job opportunities and prepare themselves for interviews?
     - Can students obtain counselling in defining their career objectives?

h) Ethics, Responsibility and Sustainability
   - Describe how ethics, responsibility and sustainability are integrated into student recruitment, admissions and management (e.g. scholarships, awards, diversity).
   - Describe how challenges relating to ethics, responsibility and sustainability are integrated into the personal development of students.
   - Describe the curricular and extracurricular engagement of students in the areas of ethics, responsibility and sustainability.
     - Describe student organisations and initiatives focused on these areas.
     - How do School and faculty support these activities?

Considerations for US Regional (Institutional) Accreditation

3.3 Institutional Effectiveness

3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:
   - 3.3.1.1 educational programs, to include student learning outcomes
   - 3.3.1.2 administrative support services
   - 3.3.1.3 academic and student support services
   - 3.3.1.4 research within its mission, if appropriate
   - 3.3.1.5 community/public service within its mission, if appropriate

Regional accreditation agencies, including SACS as shown in this example, require assurance of learning practices.
Considerations for ACJS

Section H: Program Quality and Effectiveness

Standards:

H.1 The program undergoes systematic evaluation of all program components and uses the results for program improvement.

H.2 The program demonstrates that its graduates have acquired the knowledge and developed the skills that are identified as the program’s objectives and student learning outcomes.

ACJS (criminal justice programs) Certification Standard H includes requirements for programmatic evaluation and assessment of learning outcomes.

Considerations for ACJS

Selected Indicators:

I-H.a. Written program assessment plan [H.1]
I-H.b. Indication of where program objectives are taught in curriculum, how learning outcomes are measured prior to graduation, and the results of such assessment [H.2]
I-H.c. Evidence demonstrating that the program is achieving its mission, goals, objectives and outcomes [H.2]
I-H.d. Results of program evaluation including graduate satisfaction with program, employer satisfaction with graduates; retention and graduation rates; placement rates [H.2]

Peregrine’s CJ Assessment service helps satisfy the ACJC certification requirements.
Considerations for AUPHA

The AUPHA (undergraduate healthcare administration programs) certification requirements include considerations for assurance of learning through program evaluation.

### Considerations for CAHME

#### III.C. Assessment and Evaluation

**III.C.1** The Program will incorporate a range of assessment methods driven by adult learning principles. The methods will be based on higher education taxonomic levels appropriate to graduate education and aligned with defined competencies.

**III.C.2** The Program will evaluate course instruction and the curriculum and use the results to improve the quality of the teaching and learning environment.

**III.C.3** The Program will regularly evaluate the extent to which students and graduates attain the competencies and use the evaluation for continuous improvement.

The CAHME (graduate healthcare administration programs) accreditation requirements include considerations for assurance of learning through program evaluation.
Considerations for the NASPAA 1 of 3

Standard 1 Managing the Program Strategically

1.1 Mission Statement: The program will have a statement of mission that guides performance expectations and their evaluation, including
   - its purpose and public service values, given the program’s particular emphasis on public affairs, administration, and policy
   - the population of students, employers, and professionals the program intends to serve, and
   - the contributions it intends to produce to advance the knowledge, research, and practice of public affairs, administration, and policy.

1.2 Performance Expectations: The program will establish observable program goals, objectives, and outcomes, including expectations for student learning, consistent with its mission.

1.3 Program Evaluation: The program will collect, apply, and report information about its performance and its operations to guide the evolution of the program’s mission and the program’s design and continuous improvement with respect to standards two through seven.

NASPAA (public administration programs) accreditation standards require programmatic evaluation.

Considerations for the NASPAA 2 of 3

Standard 4 Matching Operations with the Mission: Serving Students

4.1 Student Recruitment: The program will have student recruitment practices appropriate for its mission.

4.2 Student Admissions: The program will have and apply well-defined admission criteria appropriate for its mission.

4.3 Support for Students: The program will ensure the availability of support services, such as curriculum advising, internship placement and supervision, career counseling, and job placement assistance to enable students to progress in careers in public affairs, administration, and policy.

4.4 Student Diversity: The program will promote diversity and a climate of inclusiveness through its recruitment, admissions practices, and student support services.

Peregrine’s Exploring Your Potential career readiness courses help satisfy requirements associated with Standard 4.3.
Considerations for the NASPAA

Standard 5 Matching Operations with the Mission: Student Learning

5.1 Universal Required Competencies: As the basis for its curriculum, the program will adopt a set of required competencies related to its mission and public service values. The required competencies will include five domains: the ability

- to lead and manage in public governance;
- to participate in and contribute to the policy process;
- to analyze, synthesize, think critically, solve problems and make decisions;
- to articulate and apply a public service perspective;
- to communicate and interact productively with a diverse and changing workforce and citizenry.

The domains listed within NASPAA Standard 5.1 are included on the PUB Assessment Service.

Considerations for CAEP

Peregrine’s assessment services satisfy CAEP’s Standard 4 requirements for annual reporting, including relevance and rigor of an academic program.

STANDARD 4

STANDARD 4: The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

NOTE 1: All components must be met for Standard 4
NOTE 2: Standard 4 and the "8 annual reporting measures"

The CAEP IJSAI requests for provider annual reports include questions about data on each of the 4.4 through 4.4 components. The request to EFPs defines the minimum expectation each year until reporting across providers can be complete and consistent. Trends in the provider’s cumulative reports since the last accreditation cycle will be included and interpreted as part of the self-study report. Providers are expected to supplement that annual reporting information with other, more detailed, data on the same topics from their own sources. Unconstrained by CAEP’s longer-term goal for consistently defined and commonly reported annual measures, EFPs will have greater flexibility to assemble their best documentation for Standard 4 by employing sources available in their own state, or documentation that they created, if any.

4.1 The provider documents, using multiple measures, that program completers contribute to an expected level of student learning growth. Multiple measures shall include at least one valid growth measure including value-added measures, student growth percentiles, and student learning and development standard scores, required by the state for its teachers and available to educators in preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.
Considerations for CAEP

Peregrine’s ECE assessment services help satisfy CAEP’s Standard 5 requirements for maintaining quality assurance.

STANDARD 5

STANDARD 5: The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates’ and completers’ positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers’ impact on P-12 student learning and development.

5.1 The provider’s quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies CAEP standards.

5.2 The provider’s quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

5.3 The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.

Consider your HEI and your areas of responsibility:

• Describe the timelines needed to address your specific quality assurance agency requirements.

• Identify who does what to meet the various deadlines.
Academic Change Management

Understanding how Assessment Online Educational Courses are used to Achieve Higher Education Goals, Objectives, and Learning Outcomes

Focus Areas

✓ Programmatic review involves change management, specifically, how and when are changes and updates made to academic programs?

✓ Typically, academic programs are reviewed every 4 or 5 years, which allows time for research, data collection, and trend analysis.
What is Academic Change Management?

- Academic institutions are organizations that at times require changes in the way in which they deliver their services, just as corporations do.
- Change management is the process in which an organization implements any type of organizational change.
- Change management also focuses on the psychology of change and the problems that can be faced when engaging in an organizational change.

Communications Considerations

- In successful change management endeavors, individuals respond well to open forms of communication where they are given the reasoning behind and decision and the data to back up those findings.
- Open communication is a vital component to the successful implementation of organizational change, especially in academia as a significant number of the organization’s members are knowledge workers and may not respond to typical incentives.
Considerations for Cyclic Programmatic Review

• Typically, program review occurs every 5 years.
• Different programs are reviewed each year, but a program should be reviewed every 5 years.
• The duration of 5 years allows you to have the data, trends, market analysis, research feedback, etc. in order to make appropriate changes to the academic program.

Consider your HEI and your areas of responsibility:

• Describe your review cycle for academic programs.
• What data do you have, or need to have, in order to conduct your cyclic programmatic reviews.
• Describe how you will communicate and manage changes.
Understanding how Assessment Online Educational Courses are used to Achieve Higher Education Goals, Objectives, and Learning Outcomes

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Director of European Operations, France

Markus Roth, M.S.
European Operations, Switzerland
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Our Globally Engaged Associates

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Abraham Lincoln, Ph.D.  African Institute of Organizational Development, Ghana

Günther Singer, Ph.D.  Life and Career Design, Austria

Alzakhgui Vandan, Ph.D.  Peregrine Academic Services, Mongolia
# References and Resources

## Global HE Accreditors

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<td>Accreditation Council For Business Schools &amp; Programs (ACBSP)</td>
<td>Standard 4</td>
<td><a href="https://www.acbsp.org/">https://www.acbsp.org/</a></td>
</tr>
<tr>
<td>The Association of MBAs (AMBA)</td>
<td>Principle 6, 7, 8</td>
<td><a href="https://www.mbaworld.com/">https://www.mbaworld.com/</a></td>
</tr>
<tr>
<td>European Foundation for Management Development (EFMD)</td>
<td>Chapter 2: Programmes</td>
<td><a href="https://www.efmd.org/">https://www.efmd.org/</a></td>
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## Aol Resources

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<tbody>
<tr>
<td>ASSESSMENT COMMONS</td>
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<tr>
<td>ASSESSMENT STANDARDS KNOWLEDGE EXCHANGE</td>
<td><a href="https://www.brookes.ac.uk/ask/">https://www.brookes.ac.uk/ask/</a></td>
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