

ASSURANCE OF LEARNING

SYLLABUS

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Written & Delivered By:



PEREGRINE

— GLOBAL SERVICES —

ACADEMICS • LEADERSHIP • PUBLICATIONS

ASSURANCE OF LEARNING

PURPOSE

The purpose of this course is to teach the concepts, principles, and requirements associated with Assurance of Learning (AoL) to higher education officials seeking initial or reaffirmation of accreditation and to those quality assurance managers in higher education desirous of additional information about AoL for continuous quality improvement. The course will help faculty, quality assurance managers, academic program managers, and senior higher education officials understand and apply assurance of learning within their institution.

DESCRIPTION

This course is based on Peregrine's 2020 workbook publication (updated annually) entitled *Assurance of Learning: Continuous Quality Improvement in Higher Education*. The workbook is organized into 22 chapters that cover the range of topics associated with AoL. For the online course, each chapter is a course module. Additional modules will be added to the online course that are specific to leadership, change management, and the accreditation requirements of the agencies.

The course can be standalone or offered in conjunction with a workshop for the institution. The workshop could be conducted either in-person or virtually.

CUSTOMIZATION

The course includes the 22 modules (each chapter from the AoL Workbook is a course module) from the AoL workbook, two additional modules on leadership and on leading change, and modules on the specific accreditation requirements with a module for selected accreditation agencies (ACBSP, IACBE, AACSB, AMBA, CAHME, etc.).

DISTRIBUTION

The course can be standalone or offered in conjunction with a workshop for the institution. The workshop could be conducted either in-person or virtually. When the online course is offered in conjunction with a workshop, the result is a "flipped classroom module" whereby the training occurs online and then the workshop is focused on application.

LEARNING OUTCOMES

At the conclusion of this course, learners will be able to:

1. Relate the global content for Assurance of Learning and categorize the specific Assurance of Learning requirements by selected accreditation agencies.
2. Summarize the process of Assurance of Learning and express in the context of the institution and or academic program.
3. Define program learning goals in alignment with your mission, expected outcomes, and strategy.
4. Define measurable program learning objectives in alignment with program learning goals.
5. Identify direct measures to assess student learning.
6. Develop rubrics for each measure to identify evaluation criteria for determining level of mastery and/or performance expectations.
7. Collect, analyze, manage, and report assessment data.
8. Use assessment for continuous program (and institutional) improvement.
9. Evaluate the effectiveness of program modifications/evolutions implemented as a result of assessment (closing the loop).
10. Leverage the capabilities and features of Peregrine's assessment services, courses, and program offerings for Assurance of Learning requirements.
11. Conduct leadership activities associated with Assurance of Learning.
12. Conduce leading change activities associated with Assurance of Learning.
13. Apply Assurance of Learning principles towards specific accreditation requirements.

COURSE TOPICS

In this course, learners will learn about the following Assurance of Learning topics.

- Defining Assurance of Learning
- Strategic Context for Quality Assurance
- Understanding Assurance of Learning
- Service Alignment with Assurance of Learning
- Learning Goals & Outcomes

- Measuring Learning Outcomes
- Programmatic vs. Course-level Assessment
- Embedded Course 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
- Learning Outcomes Mapping & Reporting (LOM&R) Utility
- Leadership of Assurance of Learning
- Leading Change within an Assurance of Learning environment
- Specific Assurance of Learning requirements by accreditation agency
- References & Resources for Assurance of Learning

COURSE REFERENCES

Peregrine Pathways (2020). *Assurance of Learning: Continuous Quality Improvement in Higher Education Workbook*. Gillette, Wyoming: Author. ISBN: 978-1-946377-10-4

AoL References and Resources (extracted from the AoL Workbook).

Glossary of Terms (extracted from the AoL Workbook).

COURSE ASSESSMENT

Each module includes application and reflection exercises designed to apply the lessons to the specific Assurance of Learning requirements for the institution. These exercises are done online, and the results can be downloaded and saved.

The most meaningful assessment, however, for the course is the successful completion of an accreditation-specific activity undertaken by the higher education institution.

COURSE MODULES AND SECTIONS

The course is organized into 29 modules. Each module includes 2-4 sections. A section includes 2-4 topics. Each module corresponds to a chapter in the AoL Workbook.

An overview of the course is as follows:

<u>Module Number</u>	<u>Module Name</u>	<u>Sections</u>
1	Introduction to Assurance of Learning	<ul style="list-style-type: none"> • Defining Assurance of Learning • Why is Assurance of Learning Important? • The Strategic Context for Quality Assurance in Higher Education • The Global Context for Quality Assurance in Higher Education • The Institutional Accreditation Context for Quality Assurance in Higher Education • The Specialized Accreditation Context for Quality Assurance in Higher Education • Assessment & Application
2	Institutional and Programmatic Accreditation: Closing the Quality Loop with Accreditation Agencies	<ul style="list-style-type: none"> • AACSB • ACBSP • IACBE • AMBA • EFMD EQUIS • ACJS • AUPHA • CAHME • NASPAA • CAEP • NAEYC • Assessment & Application
3	Foundations of Assurance of Learning	<ul style="list-style-type: none"> • Assurance of Learning as a Process • The Assessment Cycle • Assessment & Application

4	Defining Assessment	<ul style="list-style-type: none"> • What is Assessment? • Formative vs. Summative Assessment • Direct vs. Indirect Measures • Internal vs. External Measures • Course vs. Program Assessment • Assessment & Application
5	Integrating Assessment with Strategic Mission and Goals	<ul style="list-style-type: none"> • Considerations for Understanding the Global Context for Quality Higher Education • Assessment as Part of the Strategic Planning Process • Synchronize the assessment cycle with the planning cycle • Assessment & Application
6	Assessment Management	<ul style="list-style-type: none"> • A Problematic Assessment System • A Design-based Assessment Architecture • A Process for Assessment Management • A Note on Educational Outcomes or Competencies • Assessment & Application
7	Developing Programmatic (and Course) Goals and Objectives	<ul style="list-style-type: none"> • Learning Outcomes • What is a Learning Goal? • Learning Goals vs Outcomes • Goals vs. Objectives • Assessment & Application
8	Learning Outcomes	<ul style="list-style-type: none"> • Goals vs. Outcomes • Course-level Learning Outcomes • Program-level Learning Outcomes • Bloom's Taxonomy • Choosing the Best Action Verbs • Department Learning Outcomes • College/School/Division Learning Outcomes • Institutional Learning Outcomes • Assessment & Application

9	Programmatic vs. Course-level Assessment	<ul style="list-style-type: none"> • Course-level Assessment • Formative vs. Summative Assessment • Programmatic Assessment • Peregrine’s Programmatic Assessment Services • Assessment & Application
10	Direct and Indirect Measure of Student Learning and Operational Objectives: Measuring Learning Outcomes	<ul style="list-style-type: none"> • Differentiating between Learning Goals and Objectives vs. Operational Goals and Objectives • Learning Goals and Objectives & Operational Goals and Objectives Examples • Direct and Indirect Measures of Student Learning • Defining and Setting Measurement Targets for Programmatic Evaluation • Assessment & Application
11	Course Embedded Assessment	<ul style="list-style-type: none"> • Understanding Course Embedded Assessment • Terminology of Course Embedded Assessment • Linking Goals and Objectives • Evaluation Rubrics • Embedding Assignments • Analyzing and Reporting Results • Integration of Peregrine’s Services with Course Embedded Assessment • Assessment & Application
12	Implementing Your Assessment Plan: Mapping Learning Outcomes	<ul style="list-style-type: none"> • Curriculum Mapping • Assessment Mapping • An Example of Learning Outcomes Assessment • Assessment & Application

13	Integrating Peregrine Exams into your Assessment Process	<ul style="list-style-type: none"> • Inbound, Mid-point, & Outbound Exam Results • Outbound Exam Analysis • Evaluating Student Effort • Longitudinal Analysis of the PLO • Identifying Potential Knowledge Gaps with PLO#3 • Student Exit Survey (Indirect Measure) • Summarizing the Results • Assessment & Application
14	Analyzing the Results	<ul style="list-style-type: none"> • Example of an Assessment Analysis of a Program Learning Outcome • Assessment & Application
15	Identifying and Making the Changes and Improvements: Academic Change Management	<ul style="list-style-type: none"> • What is Academic Change Management? • Communications Considerations • Considerations for Cyclic Programmatic Review • Assessment & Application
16	The Inbound/Mid-Point/Outbound Assessment Construct	<ul style="list-style-type: none"> • The Inbound Exam • The Mid-Point Exam • The Outbound Exam • Applying the Construct • Understanding the Construct • Understanding Changes • Pairwise Reporting • Assessment & Application
17	Choosing the Right Tools: Metrics, Measures, & Targets	<ul style="list-style-type: none"> • Evaluating Learning Outcomes • Metrics, Measures, & Targets Defined • The Inbound/Mid-Point/Outbound Assessment Construct • Examples of Measures and Targets using Peregrine's Service Reports • Assessment & Application

18	Using Assessment Reports for Learning Outcomes Evaluation	<ul style="list-style-type: none"> • Programmatic Evaluation Reports • Supplemental Reports • Report Applications: Internal Analysis Report • Report Applications: External Comparison Report • Report Applications: Program/Cohort Report • Report Applications: Longitudinal Analysis Report • Report Applications: Pairwise Report • Report Applications: ALC Student Summary Report • Report Applications: The Grade Scale Report • Report Applications: Response Distractors Report • Assessment & Application
19	Assurance of Learning Alignment with Peregrine's Leading Edge Learning: Competency-based Modules	<ul style="list-style-type: none"> • Peregrine's Leading Edge Learning: Competency-based Modules • The Assurance of Learning Alignment of Write & Cite • The Assurance of Learning Alignment of Academic Leveling Modules • The Assurance of Learning Alignment of Business-School Resource Center • The Assurance of Learning Alignment of EvaluSkills: Workplace Skills Assessment • The Assurance of Learning Alignment of Online Leadership Courses • The Assurance of Learning Alignment of Launch & Learn: Online Courses and Programs Service • Assessment & Application

20	Service Alignment with Assurance of Learning	<ul style="list-style-type: none"> • Incorporating Peregrine’s Assessment Services into Assurance of Learning • Incorporating Peregrine’s Educational Programs and Courses into Assurance of Learning • Filling in the Gaps with Online Educational services • Institutional Assessment • Institutional Services • Assessment & Application
21	The Learning Outcomes Mapping & Reporting Utility	<ul style="list-style-type: none"> • Learning Outcomes Assessment • Utility Definitions • Utility Overview • Guiding Principles and Concepts with the LOM&R Utility • Utility Process Chart • Using the LOM&R Utility • Assessment & Application
22	Assurance of Learning Summary and Conclusions	<ul style="list-style-type: none"> • Where to Begin? • Getting Started • Focusing on Results • Identifying Your Next Steps
23	Leadership and Assurance of Learning	<ul style="list-style-type: none"> • Leadership Defined • Values-based Leadership • Positive Expectations • Effective Communications • What To Do With Conflict • Inspiring Others • Mentoring
24	Leading an Assurance of Learning Change Initiative	<ul style="list-style-type: none"> • Defining Change • Barriers to Change • Leading the Charge • Change Survival • Inspiring the Team • Leading Change

25	The Accreditation Process	<ul style="list-style-type: none"> • Forming the Accreditation Team • Collecting and Writing Documents • Submitting Documents • Best Practices in Working with the Agencies • Preparing for a Site Visit • Conducting A Site Visit • Responding to Feedback • Accreditation Maintenance
26	Assurance of Learning with ACBSP	<ul style="list-style-type: none"> • Institutional Overview ACBSP Accreditation • Standard 1: Leadership • Standard 2: Strategic Planning • Standard 3: Student and Stakeholder Focus • Standard 4: Student Learning Assessment • Standard 5: Faculty Focus • Standard 6: Curriculum • Standard 7: Business Unit Performance
27	Assurance of Learning with IACBE	<ul style="list-style-type: none"> • IACBE Accreditation Organizational and Programmatic Profile • Principle 1: Commitment to Integrity, Responsibility, and Ethical Behavior • Principle 2: Quality Assessment and Advancement • Principle 3: Strategic Planning • Principle 4: Business Curricula and Learning Opportunities • Principle 5: Business Faculty Characteristics, Activities, and Processes • Principle 6: Student Policies, Procedures, and Processes • Principle 7: Resources Supporting Business Programs • Principle 8: External Relationships • Principle 9: Innovation in Business Education

28	Assurance of Learning with AMBA	<ul style="list-style-type: none"> • Key Principle 1: The MBA Portfolio • Key Principle 2: Institutional Integrity, Sustainability & Distinctiveness • Key Principle 3: Faculty Quality & Sufficiency • Key Principle 4: Programme Design & Leadership • Key Principle 5: The Student Cohort Experience • Key Principle 6: Competences, Graduate Attributes & Learning Outcomes • Key Principle 7: Curriculum Breadth & Depth • Key Principle 8: Assessment Rigour & Relevance • Key Principle 9: Delivery & Interaction • Key Principle 10: Impact & Lifelong Learning
29	Assurance of Learning with AACSB	<ul style="list-style-type: none"> • AACSB Philosophy-Guiding Principles Standard 1: Strategic Planning • Standard 2: Physical, Virtual, and Financial Resources • Standard 3: Faculty and Professional Staff Resources • Standard 4: Curriculum • Standard 5: Assurance of Learning • Standard 6: Learner Progression • Standard 7: Teaching Effectiveness and Impact • Standard 8: Impact of Scholarship • Standard 9: Engagement and Societal Impact

30	Assurance of Learning with CAHME	<ul style="list-style-type: none">• CAHME Eligibility Statement and Requirements• Criterion I: Program Mission, Values, Vision, Goals and Support• Criterion II: Students and Graduates• Criterion III: Curriculum• Criterion IV: Faculty Teaching, Scholarship and Service
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