

# ASSURANCE OF LEARNING

## SYLLABUS

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*Written & Delivered By:*



# PEREGRINE

— GLOBAL SERVICES —

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**ACADEMICS • LEADERSHIP • PUBLICATIONS**

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## **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"> <li>• Defining Assurance of Learning</li> <li>• Why is Assurance of Learning Important?</li> <li>• The Strategic Context for Quality Assurance in Higher Education</li> <li>• The Global Context for Quality Assurance in Higher Education</li> <li>• The Institutional Accreditation Context for Quality Assurance in Higher Education</li> <li>• The Specialized Accreditation Context for Quality Assurance in Higher Education</li> <li>• Assessment &amp; Application</li> </ul>
2	Institutional and Programmatic	<ul style="list-style-type: none"> <li>• AACSB</li> </ul>

	Accreditation: Closing the Quality Loop with Accreditation Agencies	<ul style="list-style-type: none"> <li>• ACBSP</li> <li>• IACBE</li> <li>• AMBA</li> <li>• EFMD EQUIS</li> <li>• ACJS</li> <li>• AUPHA</li> <li>• CAHME</li> <li>• NASPAA</li> <li>• CAEP</li> <li>• NAEYC</li> <li>• Assessment &amp; Application</li> </ul>
3	Foundations of Assurance of Learning	<ul style="list-style-type: none"> <li>• Assurance of Learning as a Process</li> <li>• The Assessment Cycle</li> <li>• Assessment &amp; Application</li> </ul>
4	Defining Assessment	<ul style="list-style-type: none"> <li>• What is Assessment?</li> <li>• Formative vs. Summative Assessment</li> <li>• Direct vs. Indirect Measures</li> <li>• Internal vs. External Measures</li> <li>• Course vs. Program Assessment</li> <li>• Assessment &amp; Application</li> </ul>
5	Integrating Assessment with Strategic Mission and Goals	<ul style="list-style-type: none"> <li>• Considerations for Understanding the Global Context for Quality Higher Education</li> <li>• Assessment as Part of the Strategic Planning Process</li> <li>• Synchronize the assessment cycle with the planning cycle</li> <li>• Assessment &amp; Application</li> </ul>
6	Assessment Management	<ul style="list-style-type: none"> <li>• A Problematic Assessment System</li> <li>• A Design-based Assessment Architecture</li> <li>• A Process for Assessment Management</li> <li>• A Note on Educational Outcomes or Competencies</li> <li>• Assessment &amp; Application</li> </ul>

7	Developing Programmatic (and Course) Goals and Objectives	<ul style="list-style-type: none"> <li>• Learning Outcomes</li> <li>• What is a Learning Goal?</li> <li>• Learning Goals vs Outcomes</li> <li>• Goals vs. Objectives</li> <li>• Assessment &amp; Application</li> </ul>
8	Learning Outcomes	<ul style="list-style-type: none"> <li>• Goals vs. Outcomes</li> <li>• Course-level Learning Outcomes</li> <li>• Program-level Learning Outcomes</li> <li>• Bloom's Taxonomy</li> <li>• Choosing the Best Action Verbs</li> <li>• Department Learning Outcomes</li> <li>• College/School/Division Learning Outcomes</li> <li>• Institutional Learning Outcomes</li> <li>• Assessment &amp; Application</li> </ul>
9	Programmatic vs. Course-level Assessment	<ul style="list-style-type: none"> <li>• Course-level Assessment</li> <li>• Formative vs. Summative Assessment</li> <li>• Programmatic Assessment</li> <li>• Peregrine's Programmatic Assessment Services</li> <li>• Assessment &amp; Application</li> </ul>
10	Direct and Indirect Measure of Student Learning and Operational Objectives: Measuring Learning Outcomes	<ul style="list-style-type: none"> <li>• Differentiating between Learning Goals and Objectives vs. Operational Goals and Objectives</li> <li>• Learning Goals and Objectives &amp; Operational Goals and Objectives Examples</li> <li>• Direct and Indirect Measures of Student Learning</li> <li>• Defining and Setting Measurement Targets for Programmatic Evaluation</li> <li>• Assessment &amp; Application</li> </ul>
11	Course Embedded Assessment	<ul style="list-style-type: none"> <li>• Understanding Course Embedded Assessment</li> <li>• Terminology of Course Embedded Assessment</li> </ul>

		<ul style="list-style-type: none"> <li>• Linking Goals and Objectives</li> <li>• Evaluation Rubrics</li> <li>• Embedded Assignments</li> <li>• Analyzing and Reporting Results</li> <li>• Integration of Peregrine's Services with Course Embedded Assessment</li> <li>• Assessment &amp; Application</li> </ul>
12	Implementing Your Assessment Plan: Mapping Learning Outcomes	<ul style="list-style-type: none"> <li>• Curriculum Mapping</li> <li>• Assessment Mapping</li> <li>• An Example of Learning Outcomes Assessment</li> <li>• Assessment &amp; Application</li> </ul>
13	Integrating Peregrine Exams into your Assessment Process	<ul style="list-style-type: none"> <li>• Inbound, Mid-point, &amp; Outbound Exam Results</li> <li>• Outbound Exam Analysis</li> <li>• Evaluating Student Effort</li> <li>• Longitudinal Analysis of the PLO</li> <li>• Identifying Potential Knowledge Gaps with PLO#3</li> <li>• Student Exit Survey (Indirect Measure)</li> <li>• Summarizing the Results</li> <li>• Assessment &amp; Application</li> </ul>
14	Analyzing the Results	<ul style="list-style-type: none"> <li>• Example of an Assessment Analysis of a Program Learning Outcome</li> <li>• Assessment &amp; Application</li> </ul>
15	Identifying and Making the Changes and Improvements: Academic Change Management	<ul style="list-style-type: none"> <li>• What is Academic Change Management?</li> <li>• Communications Considerations</li> <li>• Considerations for Cyclic Programmatic Review</li> <li>• Assessment &amp; Application</li> </ul>
16	The Inbound/Mid-Point/Outbound Assessment Construct	<ul style="list-style-type: none"> <li>• The Inbound Exam</li> <li>• The Mid-Point Exam</li> <li>• The Outbound Exam</li> <li>• Applying the Construct</li> <li>• Understanding the Construct</li> </ul>



		<ul style="list-style-type: none"> <li>• Understanding Changes</li> <li>• Pairwise Reporting</li> <li>• Assessment &amp; Application</li> </ul>
17	Choosing the Right Tools: Metrics, Measures, & Targets	<ul style="list-style-type: none"> <li>• Evaluating Learning Outcomes</li> <li>• Metrics, Measures, &amp; Targets Defined</li> <li>• The Inbound/Mid-Point/Outbound Assessment Construct</li> <li>• Examples of Measures and Targets using Peregrine's Service Reports</li> <li>• Assessment &amp; Application</li> </ul>
18	Using Assessment Reports for Learning Outcomes Evaluation	<ul style="list-style-type: none"> <li>• Programmatic Evaluation Reports</li> <li>• Supplemental Reports</li> <li>• Report Applications</li> <li>• Report Applications: External Comparison Report</li> <li>• Report Applications: Program/Cohort Report</li> <li>• Report Applications: Longitudinal Analysis Report</li> <li>• Report Applications: Pairwise Report</li> <li>• Report Applications: ALC Student Summary Report</li> <li>• Report Applications: The Grade Scale Report</li> <li>• Report Applications: Response Distractors Report</li> <li>• Assessment &amp; Application</li> </ul>
19	Assurance of Learning Alignment with Peregrine's Educational Programs and Courses	<ul style="list-style-type: none"> <li>• The Assurance of Learning Alignment of Write &amp; Cite</li> <li>• The Assurance of Learning Alignment of Academic Leveling Modules</li> <li>• The Assurance of Learning Alignment of Business-School Resource Center</li> <li>• The Assurance of Learning Alignment of EvaluSkills: Workplace Skills Assessment</li> <li>• The Assurance of Learning Alignment of Online Leadership Courses</li> </ul>

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

		<ul style="list-style-type: none"> <li>• Leading the Charge</li> <li>• Change Survival</li> <li>• Inspiring the Team</li> <li>• Leading Change</li> </ul>
25	The Accreditation Process	<ul style="list-style-type: none"> <li>• Forming the Accreditation Team</li> <li>• Collecting and Writing Documents</li> <li>• Submitting Documents</li> <li>• Best Practices in Working with the Agencies</li> <li>• Preparing for a Site Visit</li> <li>• Conducting A Site Visit</li> <li>• Responding to Feedback</li> <li>• Accreditation Maintenance</li> </ul>
26	AoL with ACBSP	<ul style="list-style-type: none"> <li>• Overview ACBSP Accreditation</li> <li>• Standard 1</li> <li>• Standard 2</li> <li>• Standard 3</li> <li>• Standard 4</li> <li>• Standard 5</li> <li>• Standard 6</li> <li>• Standard 7</li> </ul>
27	AoL with IACBE	<ul style="list-style-type: none"> <li>• Overview of IACBE Accreditation</li> <li>• Principle 1</li> <li>• Principle 2</li> <li>• Principle 3</li> <li>• Principle 4</li> <li>• Principle 5</li> <li>• Principle 6</li> <li>• Principle 7</li> <li>• Principle 8</li> <li>• Principle 9</li> </ul>
28	AoL with AMBA	<ul style="list-style-type: none"> <li>• Overview of AMBA Accreditation</li> <li>• Principle 1</li> <li>• Principle 2</li> </ul>

		<ul style="list-style-type: none"> <li>• Principle 3</li> <li>• Principle 4</li> <li>• Principle 5</li> <li>• Principle 6</li> <li>• Principle 7</li> <li>• Principle 8</li> <li>• Principle 9</li> <li>• Principle 10</li> </ul>
29	AoL with AACSB	<ul style="list-style-type: none"> <li>• Overview of AACSB Accreditation</li> <li>• Standard 1</li> <li>• Standard 2</li> <li>• Standard 3</li> <li>• Standard 4</li> <li>• Standard 5</li> <li>• Standard 6</li> <li>• Standard 7</li> <li>• Standard 8</li> <li>• Standard 9</li> <li>• Standard 10</li> <li>• Standard 11</li> <li>• Standard 12</li> <li>• Standard 13</li> <li>• Standard 14</li> <li>• Standard 15</li> </ul>
30	AoL with CAHME	<ul style="list-style-type: none"> <li>• Overview of CAHME Accreditation</li> <li>• Criterion I</li> <li>• Criterion II</li> <li>• Criterion III</li> <li>• Criterion IV</li> </ul>