



Requirements to be aligned with Assurance of Learning Program Certification

Overall

1. The school uses a well-documented assurance of learning (AoL) process that includes direct and indirect measures for ensuring the quality of the chosen program. The results of the school's AoL work leads to curricular and process improvements.
2. Programs resulting in the same degree credential are structured and designed to ensure equivalence of high-quality outcomes irrespective of location and modality of instructional delivery.

Definitions

- Assurance of learning (AoL) refers to the systematic processes and assessment plans that collectively demonstrate that learners achieve learning competencies for the programs in which they participate. AoL also includes the processes of identifying competency gaps and designing and implementing changes to the curriculum and learning experience so the learning competencies are met.
- Direct measures refer to evidence from learner work such as examinations, quizzes, assignments, and internship or externship feedback that is based on direct observation of individual performance behaviors or outcomes.
- Indirect measures of learning refer to evidence attained from third-party input that is not based on direct observation of individual performance behaviors or outcomes. For example, an employer survey asking for an assessment of how a school's learners have performed on internships relative to learners from peer institutions is an indirect measure. However, a learner who completes an internship for degree credit and is assessed by the company on individual performance, with such feedback provided to the school, is a direct measure. Examples of indirect assessments include exit surveys, alumni surveys, advisory council feedback, employer input, career fair feedback, inspection of course documentation, external outcome measures, focus groups, and interviews. As with direct assessments, indirect assessment should be supportive of the competency goals of the particular program, including the successful achievement of those competency goals.

Basis for Judgment

1. Assurance of Learning Process
 - a. The school identifies learning competencies for the program as well as appropriate direct and indirect measures that are systematically assessed to demonstrate that learning competencies are achieved.
 - b. Competencies derive from and are consonant with the school's direction as expressed through a mission and/or strategic plan and are reported at the program level, as opposed to the major level.
 - c. Competencies and curriculum management processes reflect currency of knowledge and expectations of stakeholders, including but not limited to organizations employing graduates, alumni, learners, the university community, and policymakers.



- d. Both direct and indirect measures are employed. The proportion of direct versus indirect measures in the program is determined by each school, consistent with its mission and strategic initiatives.
 - e. Results of regular direct and indirect assessment should lead to curricular and process improvements.
 - f. The school employs a systematic AoL process for the program that includes meaningful and broad faculty participation.
2. Degree Equivalency
- a. Expectations for learner effort and outcomes for the same degree credentials are equivalent in terms of depth and rigor, regardless of delivery mode or location.

Suggested Documentation

1. Assurance of Learning Processes
- a. For the degree program provide a portfolio of evidence that includes direct and indirect assessment of learning, showing learner progress in meeting its competency goals. The proportion of direct versus indirect measures within the degree program is determined by each school, consistent with its mission and strategic initiatives.
 - b. Where assessment demonstrates that learners are not meeting learning competencies, describe efforts the school has instituted to improve such learning outcomes.
 - c. Provide evidence that faculty are sufficiently and meaningfully engaged in AoL processes.
2. Degree Equivalency
- a. Show that the degree program structure and design expectations are appropriate to the level of degree programs and demonstrate that expectations across educational programs that result in the same degree credentials are equivalent, regardless of delivery mode, location, or time to completion.
 - b. Be prepared to provide evidence of equivalent learning outcomes for an identical degrees offered at different locations or in different modalities. Examples may include, but are not limited to, assurance of learning outcomes, graduation rates, retention rates, placement rates, employer and alumni surveys, and learner satisfaction statistics.

Elements to be covered in AoL Report

- 1. Details on the program chosen: name, when introduced, number of students enrolled each of last three years, how many graduating cohorts already, size of the cohorts, structure of the program
- 2. Outline of the learning competencies for the program and who was involved in putting them together
- 3. AoL Process:
 - a. schedule for where in the program and when the learning competencies were introduced, developed and assessed, including the dates where assessment occurred in the previous cycle and plans for the next five years
 - b. process for developing rubrics and benchmarks
 - c. outline of the process for gathering and analysing data



- d. process for approving and implementing changes arising from the measurement of competencies
- e. include coverage of who is involved in the above, including a list of faculty teaching courses where assessment occurred over the cycle

4. Assessment Plan and Results for the Cycle

Competency	Performance Target	How Assessed	Where Assessed	When Assessed	Results	Improvements Identify whether process (P) or curriculum (C) (Date changes were made)
Direct Measures						
Indirect Measures						

- 5. Include electronic files in the appendix with details on each round of measurement, results found and decisions made
- 6. Identify clear plans for AoL for the program for the next six years.