

## ASSURANCE OF LEARNING INSTRUCTIONS

### Guidelines:

Assurance of learning is a mandate from AACSB to ensure that member colleges will employ quality management practices in the classroom. To this end, the process requires us to state our intended learning outcomes (goals, objectives and traits), measure those outcomes (measurement method and metric), record and review the measured outcomes, and make any adjustments required to improve learning based upon our measured outcomes.

The College Curriculum Committee requires the following practices:

- 1) The use of the three measurement levels: Very Good, Good Enough, and Not Good Enough is mandatory.
- 2) The use of an embedded measurement method is encouraged, i.e. an assignment or test currently employed in your course can be utilized as is, or adapted, to measure a trait.
- 3) The unit of measure is the student. Measurements collected for individual students will be aggregated before submitting the report. For example, we need to measure the fact that students A, E, & F correctly answered all 3 questions employed in our measurement method; students B, D & G answered 2 questions correctly and one question incorrectly; students C, H & I answered 1 question correctly and two questions incorrectly; and no student answered all three questions incorrectly. In this example the distribution corresponds to the stated metric: Very Good – 3 (3 students answered all three questions correctly); Good Enough – 3 (3 students answered 2 questions correctly); Not Good Enough – 3 (3 students answered 1 question correctly, in this example our measurement metric would have also scored 3 incorrect answers as Not Good Enough). This information is useful to the committee and college as we can readily ascertain that 33% of the students demonstrated an unsatisfactory performance on at least one subset (trait) of the learning goal. You will note that this is a very different outcome from scores aggregated at the class-level.
- 4) The Assurance of Learning Plan includes the following directions and/or practices.
  - When multiple choice questions are used to measure a trait, at least three (3) multiple choice questions must be used. Multiple choice questions shall not have fewer than four choices per question.
  - When True and False questions are used to measure a trait, not less than six (6) True and False questions shall be used.
  - Core courses measure all of the traits identified as being associated with that particular course.
- 5) True and false questions are a highly questionable measurement method when multiple choice questions can serve the same function.
- 6) Results may be reported for a random sample, course section, or all sections taught by the same instructor as a function of class size and the rigor of the measurement metric.

All tenure-track faculty members should have received some training in research methodology and should bear this training in mind when designing their assessment metric. (Good judgment needs to be used; we need usable results with some face validity.)