ASSURANCE OF LEARNING REVISITED: A PROGRAMMATIC AND PHILOSOHPICAL APPROACH TO ASSESSMENT IN COLLEGES OF BUSINESS

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ABSTRACT

Drawing on a decade of assessment experience, we detail how one college of business enhanced their assurance of learning program to arrive at better learning outcomes. Fostering a multi-disciplinary orientation, we offer a modified case study on how one college of business leveraged domains and disciplines such as continual improvement, project management, leadership, teamwork, and assessment strategy-making to enhance their assurance of learning (AoL) program. Moreover, we present some initial empirical evidence to provide support for our approach. To combat the criticism that assessment suffers from a lack of theory, we seed several dominant theories into our case analysis to include resource dependency, stakeholder, institutional, and transaction cost theories. Importantly, we offer some pragmatic principles that could impact other assessment activities at or beyond colleges of business across higher education.

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