

Istanbul Aydın University Faculty of Economics and Administrative Sciences

ASSURANCE OF LEARNING

The **Assurance of Learning (AoL) process** is an approach through which our faculty systematically evaluates whether student learning outcomes meet predetermined goals and ensures continuous improvement. This process is designed to guarantee the quality of educational programs and to demonstrate that students effectively acquire the expected knowledge, skills, and competencies. A key aspect of this process is the objective assessment of student performance in alignment with educational goals, allowing for necessary improvements in the curriculum or teaching methods when needed. By continuously monitoring and enhancing learning outcomes, the relevance of educational programs to industry needs and stakeholder expectations is strengthened.

Work Flow of the Assurance of Learning Process

	Stage	Task	Responsible Actor(s)		
1	Needs Assessment	Identify gaps in learning outcomes and stakeholder needs	Department Heads, Accreditation Compliance Commission		
2	Learning Goals Definition	Define clear, measurable, and relevant learning goals	Department Heads, AoL Commission		
3	Curriculum Mapping	Align curriculum components to learning goals	Department Heads, AoL Commission		
4	Assessment Design	Develop tools and methods to measure learning outcomes	Department Heads, Accreditation Compliance Commission		
		Sub-Task	Task Description	Responsible Actor(s)	Goal
	4.1	Define Assessment Tools	Select the most appropriate tools to measure learning outcomes effectively.	AoL Commission	Ensure tools align with learning objectives and provide measurable results.
	4.2	Create Rubrics or Scoring Guidelines	Develop detailed rubrics to standardize evaluation and minimize subjective grading.	Staff, AoL Commission	Ensure clarity in performance expectations for both assessors and students.
	4.3	Identify Measurement Methods	Choose direct (e.g., tests, assignments) and indirect (e.g., surveys, focus groups) methods for measuring learning outcomes.	Staff	Capture both quantitative and qualitative evidence of learning.
	4.4	Pilot Assessment Tools	Test the designed tools with a small sample of students or faculty to evaluate their effectiveness.	Staff, Department Heads	Identify potential challenges and areas for refinement before full-scale implementation.
	4.5	Align Tools with Accreditation Requirements	Cross-check assessment tools against accreditation standards to ensure compliance.	Accreditation Compliance Commission, AoL Commission	Ensure compliance with external benchmarks and quality assurance standards.

	4.6	Develop Implementation Guidelines	Create a handbook or guidelines for faculty on how to use the assessment tools effectively.	AoL Commission	Promote consistency in how assessments are administered and evaluated.
	4.7	Set Evaluation Criteria	Define performance thresholds to facilitate meaningful interpretation of results.	AoL Commission	Facilitate meaningful interpretation of results.
	4.8	Establish a Feedback Mechanism	Design a process for collecting and responding to feedback from students and faculty on assessment design.	Department Heads, Dean's Office	Foster continuous improvement and inclusivity in the assessment process.
5	Data Collection	Collect assessment data from relevant stakeholders		Dean's Office	
6	Data Analysis and Interpretation	Analyze results to evaluate goal achievement		AoL Commission	
7	Continuous Improvement	Implement improvements based on findings and feedback		Department Heads, Accreditation Compliance Commission, AoL Commission	

Process Definition: Assurance of Learning Process

The general structure of the assessment and evaluation stages to be applied throughout a cycle period is explained by this process. In this process, our school's AOL committee, Accreditation Compliance Commission, Dean's Office, and Departments collaborate. For the initial cycle, the Dean's Office initiates the process and makes the necessary arrangements. Departments prepare or review their existing talent goals and objectives within the framework of relevant regulations and mission, making necessary updates. At this point, a step is taken to engage with stakeholders. The AOL committee reviews the work done, seeks help from the mentor when necessary, and advises the departments. This work will continue until the necessary corrections are completed. Departments complete updates as long as they comply with accreditation standards and the school's mission.

- After the competency goals and objectives are completed, departments create curriculum maps to determine the relationship between courses and objectives. At this point, the AOL committee will contribute to these efforts.
- Departments prepare evaluation plans considering the objectives of the programs, course relationships, and other activities.
- The AOL committee reviews the assessment plans and ensures their completion based on the necessary feedback.
- After completion and dissemination, requests the formation of evaluation teams from the dean's office.
- The Dean's Office forms evaluation groups in collaboration with the departments. At this stage, the Dean's Office interacts with external stakeholders and ensures the formation of improvement teams during the assessment process.
- Academics in the departments create assessment materials for the relevant objectives.
- When all teams and materials are ready, the AOL committee creates a draft evaluation schedule. The draft schedule is evaluated by the Dean's Office and changes are proposed if necessary. After the changes are completed, Dean's Office approves and announces the schedule.
- When the exam time comes, all assessment activities determined at both the department and Dean's level are initiated. The AOL committee monitors and assists the process.
- As a result of the evaluation activities conducted in the departments, teams prepare evaluation reports.

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- The Dean's Office collects the prepared reports. At this stage, the reports are evaluated; the AOL committee, departments, and the dean's office review the reports together and in coordination, identify necessary improvements, prioritize them, and create action plans.
 - If this stage is the first data collection or measurement period of the cycle, the course card is reviewed again after the improvements are made. because improvements may require adding, removing, or revising course content. The steps following this stage are repeated. When the second measurement period ends, the cycle is stopped. The next cycle starts again at the beginning.