Closing the Quality Loop with Accreditation Agencies
Focus Areas

• Each accreditation agency has unique reporting requirements.

• Common themes of reporting include accreditation candidacy, accreditation, periodic quality assurance reports, and reaffirmation of accreditation.

• The use of and results from Peregrine’s assessment services and/or educational programs/courses are reported to the agencies as evidence of AoL.
Considerations for the AACSB

**Standard 8:** The school uses well-documented, systematic processes for determining and revising degree program learning goals; designing, delivering, and improving degree program curricula to achieve learning goals; and demonstrating that degree program learning goals have been met. [CURRICULA MANAGEMENT AND ASSURANCE OF LEARNING]

Assurance of learning refers to processes for demonstrating that students achieve learning expectations for the programs in which they participate. Schools use assurance of learning to demonstrate accountability and assure external constituents such as potential students, trustees, public officials, supporters, and accrediting organizations that the school meets its goals. Assurance of learning also assists the school and faculty members to improve programs and courses. By measuring learning, the school can evaluate its students’ success at achieving learning goals, use the measures to plan improvement efforts, and (depending on the type of measures) provide feedback and guidance for individual students. For assurance of learning purposes, AACSB accreditation is concerned with broad, program-level focused learning goals for each degree program, rather than detailed learning goals by course or topic, which must be the responsibility of individual faculty members.
Considerations for the AACSB

The basis for judgement for accreditation require learning goals attainment (initial and reaffirmation).

Basis for Judgment

- Learning goals derive from and are consonant with the school’s mission, expected outcomes, and strategies. Curricula management processes are guided by the school’s mission, expected outcomes, and strategies. Curricula management processes align curricula for all programs with the school’s mission, expected outcomes, and strategies.
- Learning goals and curricula reflect currency of knowledge. Appropriately qualified faculty members are involved in all aspects of curricula management, including the determination of learning goals and the design and ongoing revision of degree program content, pedagogies, and structure to achieve learning goals. The peer review team expects to see evidence of curricula improvement based on new knowledge.
- Depending on the teaching/learning models and the division of labor, curricula management facilitates faculty-faculty and faculty-staff interactions and engagement to support development and management of both curricula and the learning process.
- Learning goals and curricula reflect expectations of stakeholders. Schools incorporate perspectives from stakeholders, including organizations employing graduates, alumni, students, the university community, policy makers, etc., into curricula management processes.
- Learning goals are achieved. Systematic processes support assurance of learning and produce a portfolio of evidence demonstrating achievement of learning goals. These processes also produce a portfolio of documented improvements based on collected evidence. The school provides a portfolio of evidence for each business degree program to demonstrate that students meet the learning goals. Or, if assessment demonstrates that students are not meeting the learning goals, the school has instituted efforts to eliminate the discrepancy.
- Evidence of recent curricula development, review, or revision demonstrates the effectiveness of curricula/program management.
Considerations for the AACSB

Peregrine’s assessment services satisfy AACSB’s requirements for assurance of learning by providing evidence of outcomes assessment and formalized quality assessment practices.

- Show how curricula management processes have produced new or revised curricula for degree programs, describing the source of information that supports the new or revised program development.
- Discuss and provide evidence of faculty-faculty and faculty-staff interaction in curricula management processes.
- List the learning goals for each business degree program—this list should include both conceptual and operational definitions.
- Provide a portfolio of evidence, including direct assessment of student learning, that shows that students meet all of the learning goals for each business degree program. Or, if assessment demonstrates that students are not meeting learning goals, describe efforts that the unit has instituted to eliminate the discrepancy. Indirect assessments may be used as part of the portfolio of evidence to provide contextual information for direct assessment or information for continuous improvement.
- If the business school is subject to formalized regulations or quality assessment processes focused on the evaluation of student performance, and these processes are consistent with AACSB expectations and best practices, they may be applied to demonstrate assurance of learning. The burden of proof is on the school to document that these systems support effective continuous improvement in student performance and outcomes.
ACBSP Standard #4 addresses several key elements of assurance of learning, including outcomes mapping and assessment.

**STANDARD #4. Measurement and Analysis of Student Learning and Performance**

Business schools and programs must have an outcomes assessment program with documentation of the results and evidence that the results are being used for the development and improvement of the institution’s academic programs. Each business program is responsible for developing its own outcomes assessment program.

**CRITERIA**

Use the following criteria to document the extent to which the business programs meet the standard for Measurement and Analysis of Student Learning and Performance. Justify any omissions.

ACBSP believes that the learning outcomes of the education process are of paramount importance. Student learning outcomes cover a wide range of skills, knowledge, and attitudes that can be influenced by the educational experience. Therefore, when implementing a student learning outcomes assessment program, careful consideration must be given to the learning outcomes that are most important to the missions of the institution and business programs and the level of the degree awarded. Accordingly, business programs must have established a learning outcomes assessment program to indicate the effectiveness of the process, as well as new directions it might take.
Considerations for the ACBSP

Criterion 4.2 requires at least 3 data points for accreditation (initial and reaffirmation).

Criterion 4.2. To identify trends, the business programs should report, at a minimum, three successive sets of periodic assessment results.

To demonstrate compliance with this criterion:

In tables and graphs using Figure 4.2, provide three to five consecutive sets of assessment results for almost all of your programs as defined in the note below. Do not use course grades or grade point averages.
Considerations for the ACBSP

Peregrine’s assessment services will help satisfy ACBSP’s requirements for both comparative information and data over time relative to benchmarks and intended outcomes.

Criterion 4.3. Assessment plans should be designed to yield comparative information and data both over time and with respect to benchmarks and intended outcomes.

Report your comparative assessment results. (See Figure 4.3.)

Describe the business schools or program's selection, management, and use of benchmarking (comparing to best practices) or comparison (comparing with other business schools or programs) information and data to improve overall performance.
An ACBSP Outcomes Assessment Example

In this example, the business school uses the business administration exam to understand trends over time compared to a specific benchmark.

![Graph showing Business Integration and Strategic Management performance from 2012 to 2015.]

In the seven assessment periods, 51% of the students performed better than ACBSP mean thereby demonstrating their knowledge competency in Strategic Management. Faculty noted the superb performance of 100% students scoring higher than the ACBSP mean in Fall 2014. More than 50% students scored above the ACBSP mean in three out of seven terms.
IACBE Principle 1 addresses several key elements of assurance of learning, including outcomes mapping and assessment.

**Principle 1: Outcomes Assessment**

Outcomes assessment is a systematic process that is used to measure the effectiveness of an institution and the academic quality of its degree programs. The process involves the collection and evaluation of information pertaining to the extent to which institutional goals, objectives, and intended outcomes are being achieved in order to inform planning, budgeting, and decision making. In addition, the outcomes assessment process provides a basis for continuous improvement in curriculum, pedagogy, institutional resources, academic support services, staffing, and other aspects of institutional operations that impact student learning.

The IACBE is a mission-driven and outcomes-based accrediting body, and it therefore focuses its new program accreditation reviews on the overall academic quality of the academic business unit’s new programs relative to its mission. The outcomes assessment process that is used to evaluate the academic quality of the new business programs must encompass the following areas:

- **Student Learning Assessment:** Since the principal activity of any academic institution is the education of its students, the academic business unit’s outcomes assessment process must provide for the assessment of the extent to which intended student learning outcomes are being achieved in the new business programs.
Considerations for the IACBE

The Assessment Plan is submitted to obtain Candidacy status.

1.1 Outcomes Assessment

Academic quality in business programs is evaluated through the assessment of the academic business unit’s intended student learning outcomes. This requires the academic business unit to have developed and fully implemented an outcomes assessment process. This process includes an outcomes assessment plan for its new business programs, the identification of necessary changes and improvements as a result of implementing the plan, the integration of those changes into its strategic planning process, and the documentation of realized outcomes.

Description

In order to demonstrate high levels of overall academic quality in its new business programs, the academic business unit must establish and fully implement a process of outcomes assessment, and link the results into its strategic planning process. In addition, the academic business unit must provide evidence that it is using the results of outcomes assessment for the purpose of continuous improvement in its programs. Compliance with each of the remaining accreditation principles, which deal with academic resources and educational processes, is evaluated in terms of the degree to which the resource or process produces measurable results or outcomes, which is determined through the outcomes assessment process.
Considerations for IACBE

Peregrine’s assessment services help satisfy IACBE’s requirements for student learning assessment with coverage of the business discipline-specific knowledge.

1. **Student Learning Assessment:** The outcomes assessment plan must state intended student learning outcomes for each new business program to be included in the accreditation review. These intended learning outcomes should be appropriate to the program’s area of study and should take the following forms:
   - Business-Related Content Outcomes (e.g., outcomes relating to discipline-specific knowledge, concepts/principles, theories, etc., in the program’s area of study)
   - Business-Related Professional Skills Outcomes (e.g., outcomes relating to leadership abilities, professional communication skills, ethical reasoning abilities, teamwork skills, quantitative and analytical abilities, information technology skills, etc.)

In developing its outcomes assessment plan, the academic business unit must ensure that the intended student learning outcomes in each new business program substantially encompass and are linked to the relevant “Key Learning Outcomes for Business Programs” as identified by the IACBE. These learning outcomes are defined for each degree level (i.e., for associate’s-, bachelor’s-, master’s-, and doctoral-level programs) and are associated with those content- and skills-related areas that comprise typical programs in business. While the academic business unit is not required to use these particular outcomes or the specific wording in these outcomes, and may include additional content- and skills-related intended learning outcomes in its assessment plan, it must ensure, at a minimum, that the content- and skills-related areas that are addressed in the Key Learning Outcomes are substantially incorporated in its own intended learning outcomes. In some cases, certain specialized business
An IACBE Outcomes Assessment Example

In this example, the business school uses the Accounting/Finance exam as a direct measure of ISLOs with specific targets (assessment criteria).

<table>
<thead>
<tr>
<th>Assessment Instruments for Intended Student Learning Outcomes—Direct Measures of Student Learning:</th>
<th>Performance Objectives (Targets/Criteria) for Direct Measures:</th>
</tr>
</thead>
</table>
| 1. **Accounting Simulation Component in ACC 401**  
Core ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7, 8 | 70% of the School of Management Accounting students will score at 75% or higher on the paper and presentation rubric. |

<table>
<thead>
<tr>
<th>Assessment Instruments for Intended Student Learning Outcomes—Indirect Measures of Student Learning:</th>
<th>Performance Objectives (Targets/Criteria) for Indirect Measures:</th>
</tr>
</thead>
</table>
| 1. Student Opinion Surveys  
Core ISLOs Assessed by this Measure: 2, 5, 6 | 70% of students in the capstone accounting course (ACC 401) will “agree” or “strongly agree” with questions related to their learning in their major. |
| 2. Undergraduate Alumni Exit Survey of Students  
Core ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7, 8 | 70% of recently graduating alumni will “agree” or “strongly agree” with questions related to their learning in their major. |
Considerations for AMBA

Principle 6 addresses several key elements of assurance of learning, including outcomes mapping and assessment.

Principle 6: Competences, Graduate Attributes & Learning Outcomes

The MBA should have clearly articulated learning outcomes which can be measured and mapped through to course learning outcomes and assessment. Outcomes should broadly reflect AMBA MBA attributes and be aligned to the mission of the Institution.

6.1 Each individual MBA programme must have clearly stated aims, objectives and learning outcomes, which reflect the mission and strengths of the Institution. Learning outcomes should be clear and explicit in describing what participants are expected to know and be able to do as a result of the programme.

They should make clear the ways in which the Institution recognises and assesses intellectual, analytical, personal and enterprise qualities as well as the specific knowledge developed by the programme. How do schools satisfy this requirement? Some schools develop internal measurement of learning. PAS offers external assessment tools that evaluate intellectual, analytical, and specific knowledge developed by the program.

6.2 Learning outcomes should be mapped and measured against curriculum design and assessment, to ensure that the programme is cohesive and that all intended graduate outputs are achieved. How do schools satisfy this requirement? Some schools establish performance targets, benchmarks, etc. to determine if they are meeting the intended graduate outputs. PAS offers detailed reports enabling schools to analyse the degree to which they are meeting the established performance targets/benchmarks. This can be done for specific internal cohorts of students and/or compared to selected aggregate pools.
Considerations for AMBA

Both the BUS assessment and the ALC program can be mapped to specific Principle 7 Requirements (Curriculum Breadth and Depth).

<table>
<thead>
<tr>
<th>PAS Assessment Service and ALC Program</th>
<th>AMBA 7.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) the concepts, processes and institutions in the production and marketing of goods and/or services and the financing of business enterprise or other forms of organisation</td>
<td>(i) the concepts, applications of accounting, of quantitative methods and analytics, and management information systems including digital innovations</td>
</tr>
<tr>
<td>(ii) organisation theory, behaviour, HRM issues and interpersonal communications</td>
<td>(iii) the processes and problems of general management at the operational and strategic level</td>
</tr>
<tr>
<td>(iv) macro and micro economic processes and problems of general management at the operational and strategic level</td>
<td>(v) business research methods and consultancy skills</td>
</tr>
<tr>
<td>(vi) the impact of environmental forces on organisations, including: legal systems; demographics; ethical, social, and technological change issues and risks</td>
<td>(vii) explicit coverage of the ability to respond to and manage change</td>
</tr>
<tr>
<td>(viii) leadership and entrepreneurship</td>
<td>(ix) an understanding of the impact of sustainability, ethics and risk management on business decisions and performance, and on society as a whole</td>
</tr>
<tr>
<td>(x) further contemporary and pervasive issues, such as creativity, enterprise, innovation, e-commerce, and knowledge management</td>
<td>(xi) the international dimension to the above, including political risk and contemporary processes of regionalisation, emerging markets, global governance and globalisation</td>
</tr>
</tbody>
</table>

- Accounting
- Business Ethics
- Business Finance
- Business Integration and Strategic Management
- Business Leadership
- Economics - Macro/Micro
- Global Dimensions of Business
- Information Management Systems
- Legal Environment of Business
- Management
- Human Resource Management
- Operations/Production Management
- Organizational Behavior
- Marketing
- Quantitative Techniques/Statistics
Considerations for AMBA

Peregrine’s assessment services satisfy AMBA’s requirements for both rigor and relevance.

Principle 8: Assessment Rigour & Relevance

The MBA assessment strategy must be robust, varied and to standards that are consistently applied at the Masters level. *PAS assessments are derived from test banks which are constantly tested for validity and reliability.*

8.1 The key purpose of student assessment is to enable students to demonstrate that they have met the objectives and achieved the learning outcomes of the programme at the standard required for the award of an MBA degree. The assessment scheme should have detailed criteria and specify the range and relative weights of the various assessment methods used; it should be comprehensive and consistent across the various subject areas, and underpinned by a suitable assessment strategy. *PAS assessments reports enable detailed analysis of if learning outcome performance targets are being met or not met.*

8.2 The assessment scheme should reflect the particular aims and characteristics of the course. A diverse approach to assessment methods is expected, and individual examinations should play a balanced role in any such scheme since they are seen as testing intellectual rigour under controlled conditions. While innovation in assessment methods is encouraged, particularly where new teaching and learning methods are being used, detailed evaluation by the School of such innovations will also be looked for. *PAS assessments are flexible and customizable and offered in multiple languages.*

8.3 Assessment should also be used to provide feedback to students in a consistent and timely manner and assist in the subsequent individual and group learning. *PAS assessment are integrated into the schools LMS system of seamless feedback students as soon as they complete assessments.*

8.4 Evidence is required that steps are taken to ensure that the individual’s own work is being assessed, with an explicit policy with regards to plagiarism. *PAS exams can be administered by proctor or non-proctored. The exam site includes features designed to preserve the integrity of the examination process.*

8.5 Assessment standards should be consistently reviewed and applied at Masters level across the programme and the portfolio. This includes instances where delivery and assessment is undertaken at partner sites and on student exchanges *PAS assessments can be taken on-site/off-site, and can be invigilated or non-invigilated assessments.*
Considerations for EFMD EQUIS

EQUIS accreditation Chapter 2 addresses the specific standards for academic programmes, which includes programme evaluation and student assessment.

The Assessment Criteria

The key areas are:

a) The Programme portfolio
b) Programme design
c) Programme content
d) Skills acquisition
e) Programme delivery
f) **Student assessment**
g) **Programme evaluation**
h) Internationalisation
i) Ethics, Responsibility and Sustainability
j) Corporate relevance
Considerations for EFMD EQUIS

Peregrine’s assessment services help satisfy EQUIS requirements for student assessment, rigor, and assurance of learning.

f) Student assessment

- Describe the assessment system for monitoring and grading students’ work and progression through the programme (including assessments used for TEL, if provided).
  - How does the School ensure that participants meet the agreed objectives and learning outcomes for individual awards?
  - Does the assessment regime support the programme design in terms of its ILOs, objectives and general philosophy?
  - **Does the assessment regime explicitly identify the criteria for assessment and the range and relative weighting of the various assessment methodologies employed?**
  - To what extent does the assessment system distinguish between the attribution of a grade and marking designed to help students to understand their shortcomings and to improve? Is all assessment integral to learning? Are informative rather than summative methods used?
Considerations for EFMD EQUIS

Peregrine’s educational services, including Exploring Your Potential™ (EYP), help satisfy EQUIS/EFMD’s requirements for career placement and responsive citizenship.

e) Career placement and support
- Provide statistics on the employment of graduates, such as
  - distribution of employment by market sector and function
  - distribution of salaries offered to graduates
  - geographical distribution
  - percentage of employment on graduation and 6 months after graduation
  - list of major employers over the past 5 years
  - How do these employment trends meet the stated programme objectives?

- Describe the arrangements for career development support for students and the alumni.
  - What services are provided to help students identify job opportunities and prepare themselves for interviews?
  - Can students obtain counselling in defining their career objectives?

h) Ethics, Responsibility and Sustainability
- Describe how ethics, responsibility and sustainability are integrated into student recruitment, admissions and management (e.g. scholarships, awards, diversity).

- Describe how challenges relating to ethics, responsibility and sustainability are integrated into the personal development of students.

- Describe the curricular and extracurricular engagement of students in the areas of ethics, responsibility and sustainability.
  - Describe student organisations and initiatives focused on these areas.
  - How do School and faculty support these activities?
Considerations for US Regional (Institutional) Accreditation

Regional accreditation agencies, including SACS as shown in this example, require assurance of learning practices.

3.3 Institutional Effectiveness

3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: (Institutional Effectiveness)

3.3.1.1 educational programs, to include student learning outcomes
3.3.1.2 administrative support services
3.3.1.3 academic and student support services
3.3.1.4 research within its mission, if appropriate
3.3.1.5 community/public service within its mission, if appropriate
Considerations for ACJS

ACJS (criminal justice programs) Certification Standard H includes requirements for programmatic evaluation and assessment of learning outcomes.

Section H: Program Quality and Effectiveness

Standards:

H.1 The program undergoes systematic evaluation of all program components and uses the results for program improvement.

H.2 The program demonstrates that its graduates have acquired the knowledge and developed the skills that are identified as the program’s objectives and student learning outcomes.
Considerations for ACJS

Peregrine’s CJ Assessment service helps satisfy the ACJC certification requirements.

Selected Indicators:

I-H.a. Written program assessment plan [H.1]
I-H.b. Indication of where program objectives are taught in curriculum, how learning outcomes are measured prior to graduation, and the results of such assessment [H.2]
I-H.c. **Evidence demonstrating that the program is achieving its mission, goals, objectives and outcomes** [H.2]
I-H.d. Results of program evaluation including graduate satisfaction with program, employer satisfaction with graduates; retention and graduation rates; placement rates [H.2]
**Considerations for AUPHA**

The AUPHA (undergraduate healthcare administration programs) certification requirements include considerations for assurance of learning through program evaluation.

<table>
<thead>
<tr>
<th>Program Evaluation and Improvement Criteria</th>
<th>Review elements</th>
</tr>
</thead>
</table>
| 26. The program must demonstrate an annual assessment process of student learning outcomes. | • Describe the assessment process for student learning outcomes, including the varied assessment methods used.  
• Provide assessment results from the self-study year. Examples of student learning outcomes assessments include but are not limited to:  
  • Student self-assessments  
  • Instructor assessments  
  • Preceptor assessments  
  • Standardized cumulative (exit) examinations  
  • Course grades  
  • Student pre-post exams |
| 27. The program must demonstrate an annual assessment process of programmatic outcomes. | • Describe the annual assessment process of programmatic outcomes, including the varied assessment methods used.  
• Provide the results from assessment data.  
• Programmatic outcomes measures should be defined in program goals/objectives. Examples of program level assessment methods include but are not limited to:  
  • Exit interviews  
  • Student program survey |
Considerations for CAHME

The CAHME (graduate healthcare administration programs) accreditation requirements include considerations for assurance of learning through program evaluation.

III.C. Assessment and Evaluation

III.C.1 The Program will incorporate a range of assessment methods driven by adult learning principles. The methods will be based on higher education taxonomic levels appropriate to graduate education and aligned with defined competencies.

III.C.2 The Program will evaluate course instruction and the curriculum and use the results to improve the quality of the teaching and learning environment.

III.C.3 The Program will regularly evaluate the extent to which students and graduates attain the competencies and use the evaluation for continuous improvement.
Considerations for the NASPAA

NASPAA (public administration programs) accreditation standards require programmatic evaluation.

Standard 1 Managing the Program Strategically

1.1 Mission Statement: The program will have a statement of mission that guides performance expectations and their evaluation, including

- its purpose and public service values, given the program’s particular emphasis on public affairs, administration, and policy
- the population of students, employers, and professionals the program intends to serve, and
- the contributions it intends to produce to advance the knowledge, research, and practice of public affairs, administration, and policy.

1.2 Performance Expectations: The program will establish observable program goals, objectives, and outcomes, including expectations for student learning, consistent with its mission.

1.3 Program Evaluation: The program will collect, apply, and report information about its performance and its operations to guide the evolution of the program’s mission and the program's design and continuous improvement with respect to standards two through seven.
Considerations for the NASPAA

Peregrine’s Exploring Your Potential™ career readiness courses help satisfy requirements associated with Standard 4.3.

Standard 4 Matching Operations with the Mission: Serving Students

4.1 Student Recruitment: The program will have student recruitment practices appropriate for its mission.

4.2 Student Admissions: The program will have and apply well-defined admission criteria appropriate for its mission.

4.3 Support for Students: The program will ensure the availability of support services, such as curriculum advising, internship placement and supervision, career counseling, and job placement assistance to enable students to progress in careers in public affairs, administration, and policy.

4.4 Student Diversity: The program will promote diversity and a climate of inclusiveness through its recruitment, admissions practices, and student support services.
Considerations for the NASPAA

The domains listed within NASPAA Standard 5.1 are included on the PUB Assessment Service.

Standard 5 Matching Operations with the Mission: Student Learning

5.1 Universal Required Competencies: As the basis for its curriculum, the program will adopt a set of required competencies related to its mission and public service values. The required competencies will include five domains: the ability

- to lead and manage in public governance;
- to participate in and contribute to the policy process;
- to analyze, synthesize, think critically, solve problems and make decisions;
- to articulate and apply a public service perspective;
- to communicate and interact productively with a diverse and changing workforce and citizenry.
Considerations for CAEP

Peregrine’s assessment services satisfy CAEP’s Standard 4 requirements for annual reporting, including relevance and rigor of an academic program.

**STANDARD 4**

**STANDARD 4:** The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

**NOTE 1:** All components must be met for Standard 4

**NOTE 2:** Standard 4 and the “8 annual reporting measures”

The CAEP January requests for provider annual reports include questions about data on each of the 4.1 through 4.4 components. The request to EPPs defines the minimum expectation each year until reporting across providers can be complete and consistent. Trends in the provider’s cumulative reports since the last accreditation cycle will be included and interpreted as part of the self-study report. Providers are expected to supplement that annual reporting information with other, more detailed, data on the same topics from their own sources. Unconstrained by CAEP’s longer-term goal for consistently defined and commonly reported annual measures, EPPs will have greater flexibility to assemble their best documentation for Standard 4 by employing sources available in their own state, or documentation that they created, if any.

4.1 The provider documents, using multiple measures, that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.
Considerations for CAEP

Peregrine’s ECE assessment services help satisfy CAEP’s Standard 5 requirements for maintaining quality assurance.

**STANDARD 5**

**STANDARD 5:** The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates’ and completers’ positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers’ impact on P-12 student learning and development.

5.1 The provider’s quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.

5.2 The provider’s quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

5.3 The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.
Consider your HEI and your areas of responsibility:

- Describe the timelines needed to address your specific quality assurance agency requirements.
- Identify who does what to meet the various deadlines.
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