



北京大学
PEKING UNIVERSITY



eLearning Forum Asia 2012

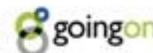
24-27 April 2012 @ Peking University, China

Next Generation Learning

Visions • Innovations • Possibilities

ASSESSING STUDENT LEARNING OUTCOMES:

PUTTING OUTCOMES ASSESSMENT TO WORK



Introductions



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Chulalongkorn University*



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*Assessment Specialist
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CBS Background



- Established in 1938, the School consists of:
 - ◎ **5 Departments** (Accountancy, Commerce, Statistics, Banking and Finance, Marketing)
 - ◎ **18 Programs** (4 Bachelor's, 10 Master's, 4 Doctoral)
 - ◎ **5,108 Students** (2,827 Bachelor's, 2,227 Master's, 54 Doctoral)
 - ◎ **244 Faculty Members** (127 Full-time Faculty members, 117 Part-time Faculty members)

AACSB Accreditation

- In 2009, AACSB (The Association to Advanced Collegiate Schools of Business) granted CBS the membership and approved the CBS eligibility to start the accreditation process



AoL or Outcomes-Based Approach

- On-going process in program level
- Involve in making program expectation (for what students can do on completion of a program) explicit, setting criteria and standards
- Systematically gathering, analyzing, and interpreting the evidence to determine how well performance matches those expectation

Blackboard Learn: Course Delivery

- ⦿ Implemented for University-wide usage
 - Deliver courses virtually online
 - Content Management
 - Centrally store, share and collaborate content
 - Online test, quiz, survey

Blackboard Learn for Outcomes Assessment

⦿ Features

- Measure Learning Outcomes
- Report the assessment
- Store evidences for accreditation purpose

⦿ Implementation

- 2 visits from Blackboard implementation team to setup system and configuration
- Cooperate with Office of Registration and Office of Information Technology

My Places

Chula Business School

Explore

Institution

Chula Business School

[2600] Other Programs
[2601] Accountancy
[2602] Commerce
[2603] Statistics
[2604] Banking & Finance
[2605] Marketing

Discover

Chula Business School

Set as My Home Page

Customize Unit

Unit Location: [Institution](#) /Chula Business School

Improvement Initiatives



- » CBS Assessment Planning 2009
- » CBS Assessment Planning 2010
- » CBS Assessment Planning 2011

[Go to Improvement Initiatives](#)

Unit Standards



- » [AACSB Standards](#) Full text of standards and descriptions for The Association to Advance Collegiate Schools of Business (AACSB)
Source: <http://www.aacsb.edu/>
- » [CU-DCG](#) Chulalongkorn University Desired Characteristics of Graduates
- » [Thai Quality Framework \[UNUSED\]](#) This set of standard was created before the actual standard was announced by the University. It is no more used.

[Go to Unit Standards](#)

Improvement Projects



No Improvement Projects in this Unit

[Go to Improvement Projects](#)

Recent Reports



- » [Survey Results by Question and Tag](#)
MS IT 2603652 S1 Y2010
- » [Teamwork Short Self-Rating Survey 2/09 for B Acc](#)

[Go to Reports](#)



Collaboration Site



Content Collection



360° View

Plan

Institution

- » [Sub-Units](#)
- » [Unit Standards](#)
- » [Unit Goals](#)
- » [Workspaces](#)

Curriculum

- » [Courses](#)
- » [Educational Experiences](#)
- » [Programs](#)
- » [Rubrics](#)

Measure

Instruments

- » [Improvement Initiatives](#)
- » [Improvement Projects](#)
- » [Portfolio Templates](#)
- » [Surveys](#)
- » [Course Evaluations](#)
- » [Artifact Templates](#)
- » [Offline Instruments](#)

Improve

Reporting

- » [Reports Archive](#)
- » [Run Reports](#)

Manage

- » [Users](#)
- » [Properties](#)
- » [Settings](#)
- » [Affiliations](#)

[2601] Accountancy Programs > [0685] Master of Accountancy Program in Accountancy - B

My Places

 Chula Business School 

Explore

[Chula Business School Institution](#)

[2601] Accountancy

No Sub-Units

 Discover

[0685] Master of Accountancy Program in Accountancy - B [Set as My Home Page](#)

Features

- » **360° View**
View the settings and all related information for this item.
- » **Associated Courses**
- » **Associated Educational Experiences**
- » **Improvement Projects**
- » **Program Goals**
- » **Curriculum Maps**
- » **Rubrics**
- » **Artifact Templates**
- » **Portfolio Templates**
- » **Surveys**
- » **Course Evaluations**
- » **Workspaces**

Reports

- » **Reports**
Run available reports.
- » **Reports Archive**
View and edit archived reports or download a Report and save it to the Content Collection.

Management

- » **Properties: Program**
Edit the properties of the Program.
- » **Users**
Add and delete users and assign Program roles.
- » **Affiliations**
View and manage Affiliations for this Program.
- » **Collaboration Site and Content Collection Settings**
Edit the Organization and Content Collection associated with this place.

 [Collaboration Site](#)

 [Content Collection](#)

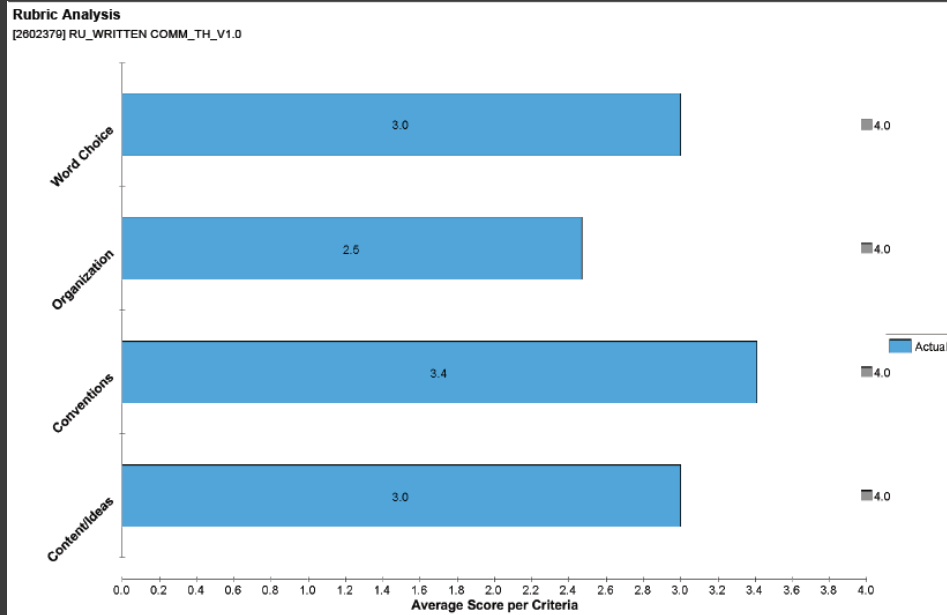
OK

Direct Assessment

✧ Rubrics

CRITERIA	LEVELS OF ACHIEVEMENT			
	Excellent	Good	Fair	Improvement Needed
Thesis Statement	<p>4 Thesis statement is clear, closely aligned with the body of the paper, and reflects complexity.</p> <p>ใจความสำคัญชัดเจน ครบถ้วน และมีความสอดคล้องกับเนื้อหา</p>	<p>3 Thesis statement is fairly clear, complete, and aligned with the body of the paper.</p> <p>ใจความสำคัญค่อนข้างชัดเจน และมีความสอดคล้องกับเนื้อหา</p>	<p>2 Thesis statement is vague, unclear, confusing or only loosely related to the writing task.</p> <p>ใจความสำคัญกว้างเกินไป ไม่ชัดเจน และมีความสอดคล้องกับเนื้อหาไม่</p>	<p>1 Thesis statement is missing or has no relation to the body of the paper.</p> <p>ไม่มีใจความสำคัญที่เกี่ยวข้องกับเนื้อหาเลย</p>
Organization	<p>4 The writing demonstrates a purposeful and effective arrangement of events, ideas, and/or details.</p> <p>เรียบเรียงเนื้อหา ลำดับเหตุการณ์ ความคิด และรายละเอียดได้อย่างชัดเจนดีมาก</p>	<p>3 The writing demonstrates an effective arrangement of events, ideas, and/or details.</p> <p>เรียบเรียงลำดับเหตุการณ์ ความคิด และรายละเอียดได้ชัดเจน</p>	<p>2 The writing demonstrates a discernible, but weak and inconsistent arrangement of events, ideas, and/or details.</p> <p>เรียบเรียงเนื้อหาที่ใช้ได้ แต่การลำดับเหตุการณ์ ความคิด และรายละเอียดยังไม่กลมกลืน</p>	<p>1 The writing lacks purpose and flow because ideas, details, or events are presented in random order.</p> <p>เรียบเรียงเนื้อหาอย่างไม่เป็นทิศทาง ขาดการจัดลำดับเหตุการณ์ ความคิด หรือรายละเอียดประกอบ</p>
Conclusion	<p>4 Concluding statement is clear, effective, and flows from the body of the paper and the thesis statement.</p> <p>สรุปความได้ชัดเจน มีความสัมพันธ์กับใจความสำคัญและเนื้อหา</p>	<p>3 Concluding statement is generally clear and flows from the body of the paper and the thesis statement.</p> <p>สรุปความได้ค่อนข้างชัดเจน มีความสัมพันธ์กับใจความสำคัญและเนื้อหา</p>	<p>2 Concluding statement is either unclear, or loosely related to the body of the paper.</p> <p>สรุปความได้ไม่ชัดเจน หรือไม่มีความสัมพันธ์กับเนื้อหา</p>	<p>1 Concluding statement is missing or has no relation to the body of the paper.</p> <p>ไม่มีการสรุปความ หรือการสรุปความไม่มีความเกี่ยวข้องกับเนื้อหา</p>
Word Choice	<p>4 Word choice is consistently effective and deliberate.</p> <p>เลือกใช้คำได้เหมาะสม สละสลวยตลอดทั้งงานเขียน</p>	<p>3 Word choice is often effective and deliberate.</p> <p>เลือกใช้คำได้ค่อนข้างเหมาะสม และสละสลวย</p>	<p>2 Word choice is predominantly general and functional.</p> <p>เลือกใช้คำยังไม่เหมาะสม ต้องได้รับการแก้ไข</p>	<p>1 Word choice is beginning to be ineffective.</p> <p>ใช้คำอย่างไม่ถูกต้อง ไม่เหมาะสม ทำให้ความหมายผิด</p>
Conventions	<p>4 The writing is almost error-free contributing to enhanced readability.</p> <p>แทบจะไม่มีข้อผิดพลาดในการเขียน ทำให้อ่านได้อย่างเข้าใจ</p>	<p>3 The writing reflects some errors in spelling, grammar, punctuation, capitalization, and/or paragraphing but the errors do not detract from readability.</p> <p>มีข้อผิดพลาดอยู่เพียงเล็กน้อย เช่นการสะกดคำ เครื่องหมายวรรคตอน หรือการแบ่งย่อหน้า แต่ไม่มีผลต่อการอ่าน</p>	<p>2 The writing reflects errors in spelling, grammar, punctuation, capitalization, and/or paragraphing and are beginning to affect readability.</p> <p>มีข้อผิดพลาดในการเขียน เช่นการสะกดคำ เครื่องหมายวรรคตอน หรือการแบ่งย่อหน้า ทำให้มีผลต่อการอ่าน</p>	<p>1 The writing reflects errors in spelling, grammar, punctuation, capitalization, and/or paragraphing that are so severe that readability is seriously affected.</p> <p>มีข้อผิดพลาดในการเขียนอย่างมาก เช่นการสะกดคำ เครื่องหมายวรรคตอน หรือการแบ่งย่อหน้า ทำให้อ่านยากมาก</p>

Report



Frequency Distribution

[2602379] RU_WRITTEN COMM_TH_V1.0

Criteria									
	Improvement Needed	Fair	Good	Excellent	Number Evaluation	Average	Median	Mode	Std. Deviation
Content/Ideas	1	2	3	4					
	0%	0%	100%	0%	34	3.00	3	3	0.00
Organization	1	2	3	4					
	0%	53%	47%	0%	34	2.47	2	2	0.51
Word Choice	1	2	3	4					
	0%	0%	100%	0%	34	3.00	3	3	0.00
Conventions	1	2	3	4					
	0%	0%	59%	41%	34	3.41	3	3	0.50

Assessment Cycle in 2010-2011

- Assessment has been done in most programs
- Rubric assessment mostly be done on communication skills and analytical thinking skill
- Using indirect assessment (online survey) on teamwork skill
- Centralize data input



UK uses Bb Outcomes in a variety of ways, but emphasizes it's use for direct assessment of student learning.



UK's Use of Artifact Evaluation

- Large-scale general education assessment (800 – 1000 artifacts evaluated per session)
- Small-scale program assessment (individual degree program evaluation)
- Direct assessment of student learning in non-traditional settings such as Libraries and Residence Halls

Customization of the Assessment Process

- ⦿ Ability to tailor the system to suit the desires of the program
 - UK Core assesses all sampled documents at least once, and 10 – 15% of the sample is assessed twice
 - Some programs choose to complete a double-blind evaluation process
 - Some programs choose to evaluate using only evaluator per document
 - Documents do not have to come from a class setting

Customization of the Reports

- Assessment partners with IT to develop customized reports that meet the specific needs of the evaluating program

Artifact Number	Reviewe	Eval Date	Score	Adj. Score	Workspace	Rubric Title
_6622593_1		Dec 1, 2011 1:15 PM	3		Fall 2011 Citizenship Reviewer 03	UK Core: Citizenship (1)
_6622993_1		Nov 1, 2011 3:13 PM		2	Fall 2011 Citizenship Reviewer 02	UK Core: Citizenship (1)
_6623347_1		Oct 24, 2011 8:48 PM	2		Fall 2011 C&C Reviewer 1	UK Core: Communication
_6623353_1		Nov 22, 2011 3:31 PM	2		Fall 2011 C&C Reviewer 5	UK Core: Communication
_6623408_1		Nov 8, 2011 10:20 AM	2		Fall 2011 C&C Reviewer 8	UK Core: Communication
_6623582_1		Oct 27, 2011 8:37 PM	2		Fall 2011 C&C Reviewer 1	UK Core: Communication
_6623901_1		Nov 21, 2011 7:34 PM	3		Fall 2011 C&C Reviewer 4	UK Core: Communication
_6624030_1		Nov 21, 2011 12:32 PM	4		Fall 2011 C&C Reviewer 4	UK Core: Communication

Linking Data to Other Information

- Partnered with IT to import student demographic records in Bb Outcomes
- Report on overall results of a given assessment
- Report on results of an assessment when linked to pertinent demographic data



Q & A

Future Improvement

- Compare results between 2 assessments from different academic year
- Expend to Organizational Usage
- Upgrade to Blackboard 9.1 Service Pack 8

CBS: Assessment Implementation Challenges

- Striving for capstone courses for assessment, especially in graduate programs
- Flexibility of choosing evaluators
- Most faculty member refused to assess through the system directly

CBS: Assessment Implementation

- ◎ Directly address to teaching faculty members to assessment
 - Provide generic rubrics for basic outcome assessment.
 - Help draft rubric for outcome specifically to program.
 - Provide service for indirect assessment
 - After assessment data collection, input assessment data into the system.
 - Most faculty member refused to assess through the system directly.