

It's assessment, Jim, but not as we know it!

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Symposium on Assessment and Learner Outcomes

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Talk outline

1. Overview of FCA's 'Assurance of Learning' process
2. Results so far
3. What's different from other models
4. Current challenges

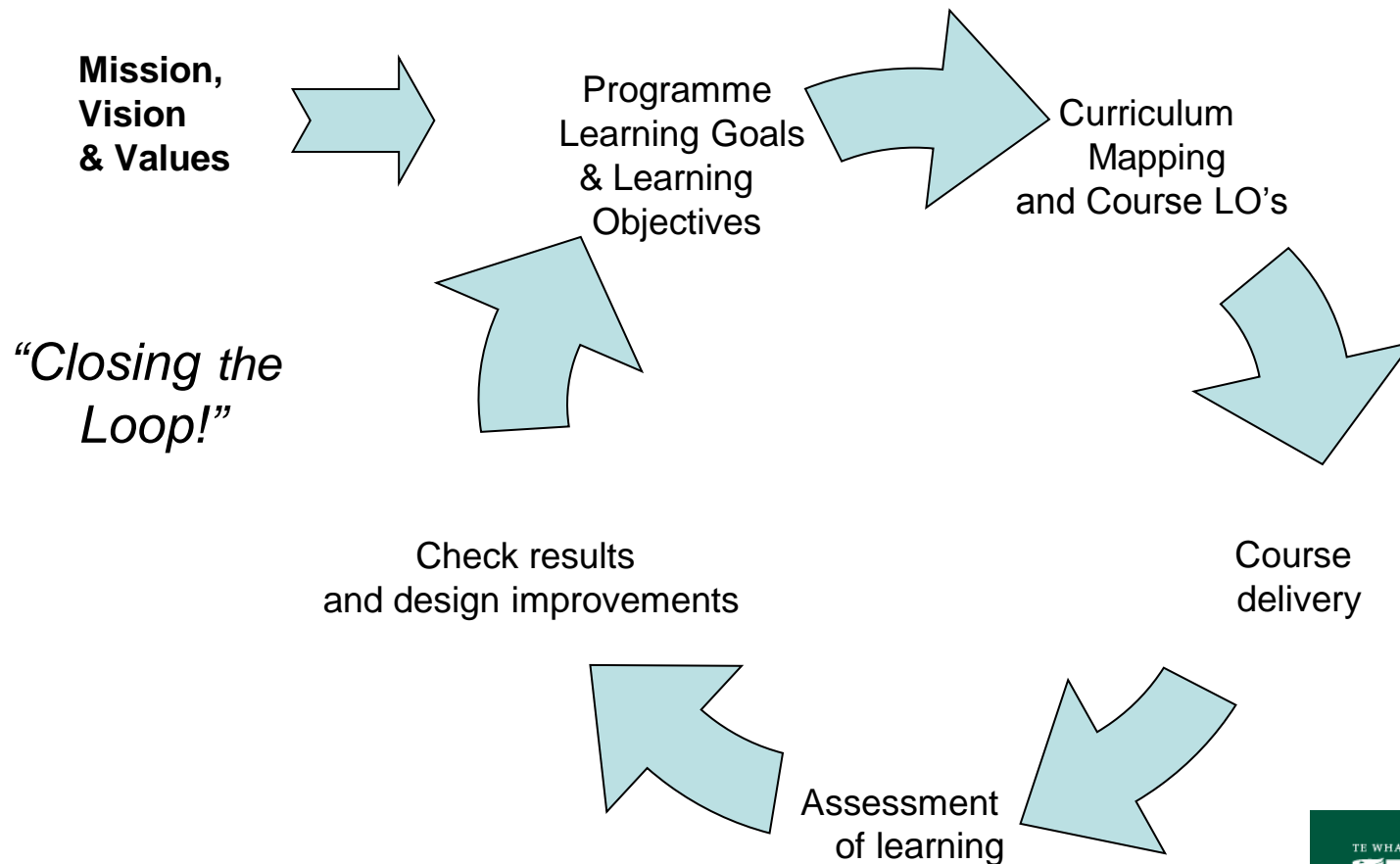


4 Key Questions in Assurance of Learning

1. What do we want our graduates to know, do, and be?
2. Where/how will we provide opportunities for them to learn these things?
3. How will we know if the students have acquired them?
4. What will **we** (the faculty) change if the students haven't learnt these things?



Assurance of Learning: A Continuous Improvement Process



Our Faculty's Mission

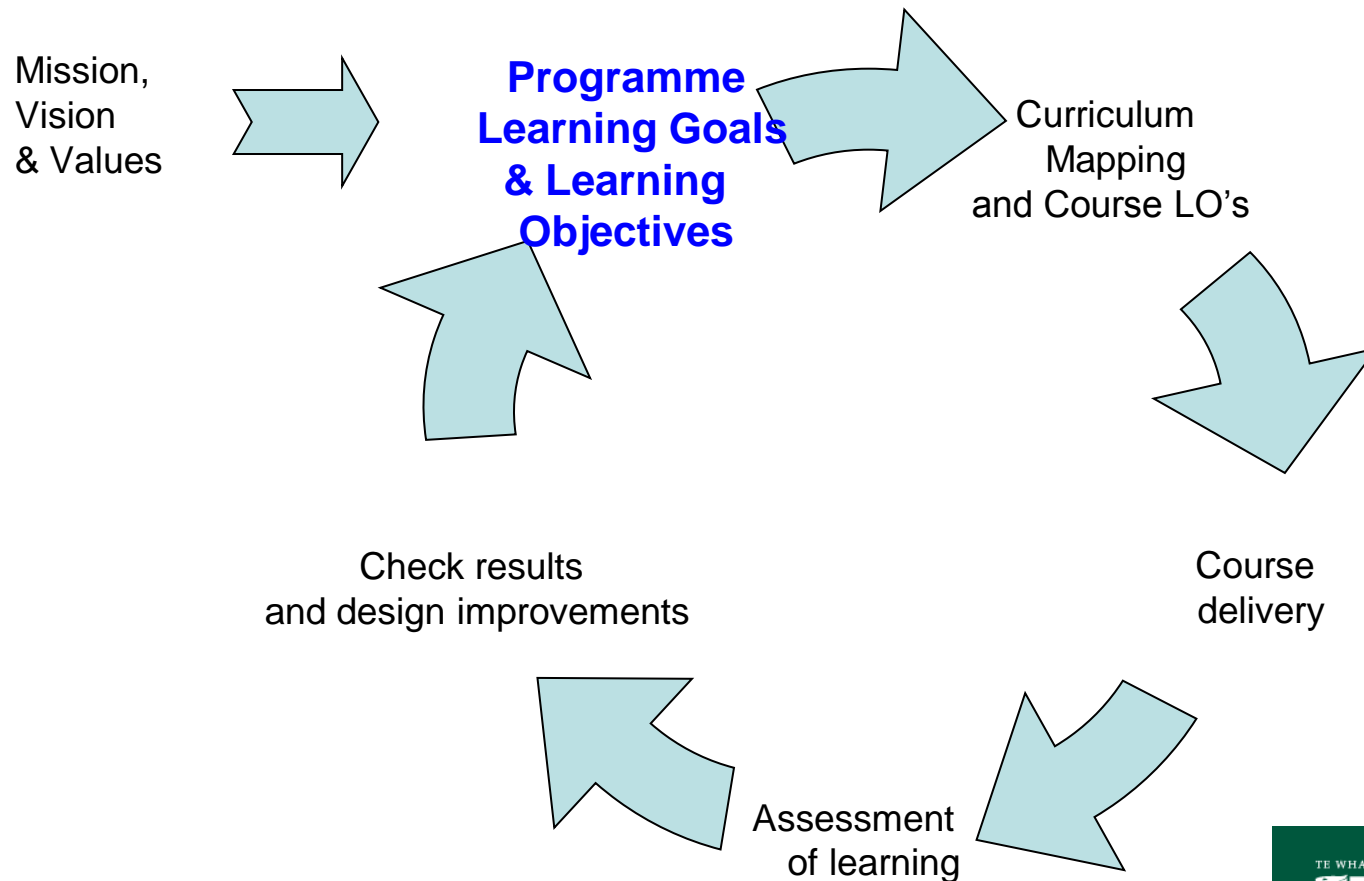
The Faculty of Commerce and Administration pursues and shares knowledge of business, economics and management, to develop capability and provide our stakeholders with a global perspective.

And our Vision:

To be the scholarly hub driving New Zealand's capital development.



1. What do we want our graduates to know?



Graduate Attributes

Graduate Attributes: Skills, attributes and competencies
(Barrie, 2004; Oliver, 2011)

- **VUW Generic Graduate Attributes (2005)**
 - Critical and Creative Thinking skills
 - Communication skills
 - Leadership skills
- **Additional FCA GA's**
 - Global/multicultural perspective
 - 'Major Attributes' for each Major (Content, skills, and disciplinary thinking)





BCA Learning Goals

Learning Goal 1: Critical and Creative Thinking

Our graduates will demonstrate application of critical and creative thinking skills to practical and theoretical problems

Learning Goal 2: Communication

Our graduates will be effective communicators

Learning Goal 3: Global and Multicultural Perspective

Our graduates will have a global and multicultural perspective

Learning Goal 4: Leadership

Our graduates will recognise, support and display leadership

Learning Goal 5: ‘Major Attributes’

Our graduates will develop specific knowledge and skills in at least one business, economics or public policy discipline area



Learning Objectives for LG1

Learning Goal 1: Critical and Creative Thinking

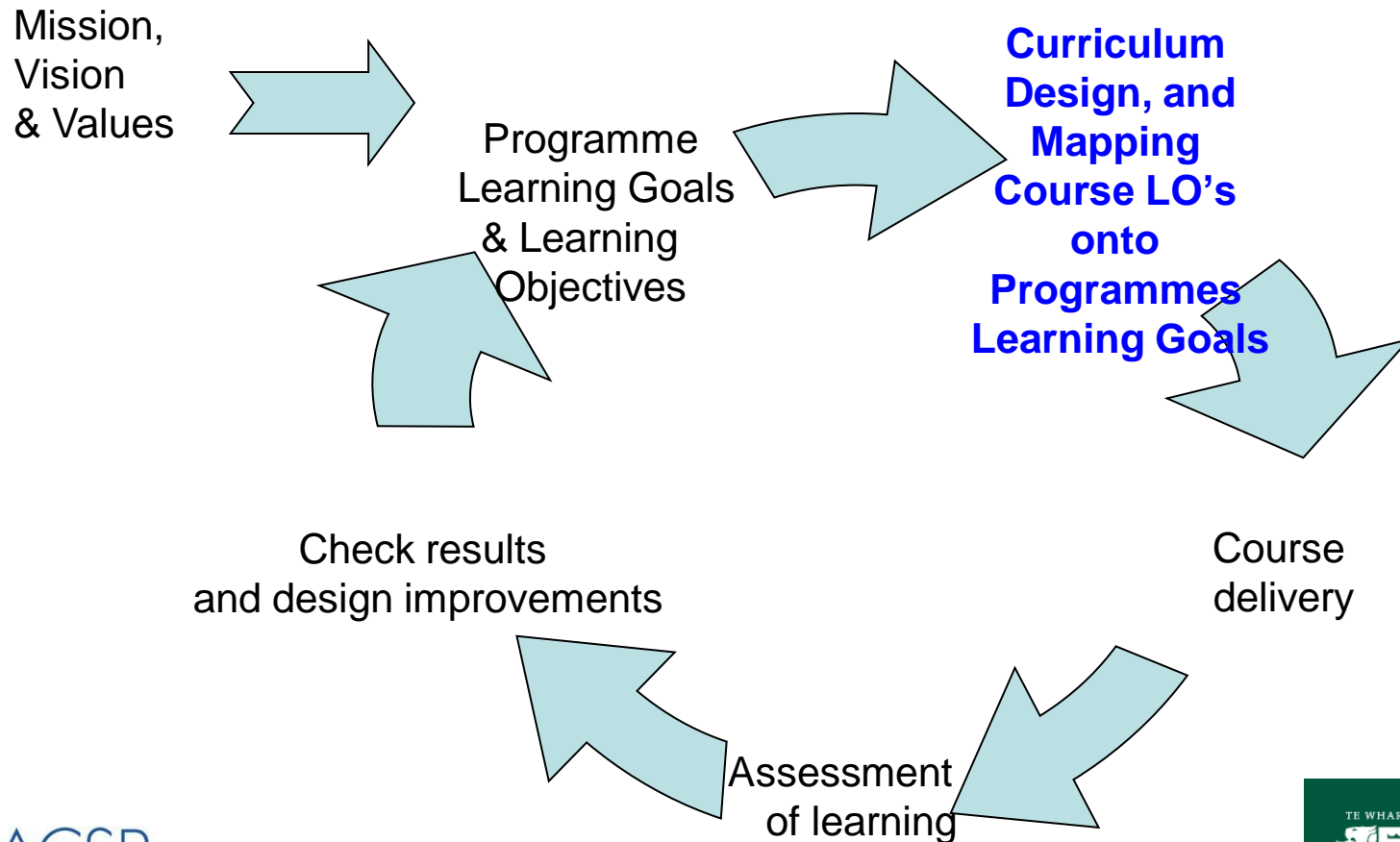
Our graduates will demonstrate application of critical and creative thinking skills to practical and theoretical problems

Learning Objectives. *They will be able to:*

- a. analyse a complex situation which could be viewed from multiple perspectives;*
- b. use/apply analytical techniques, models and/or frameworks appropriately in specific contexts;*
- c. reflect critically on practical and theoretical issues;*
- d. display creative thinking when faced with practical and/or theoretical problems.*



2. Where/how will we provide opportunities for them to learn these things?



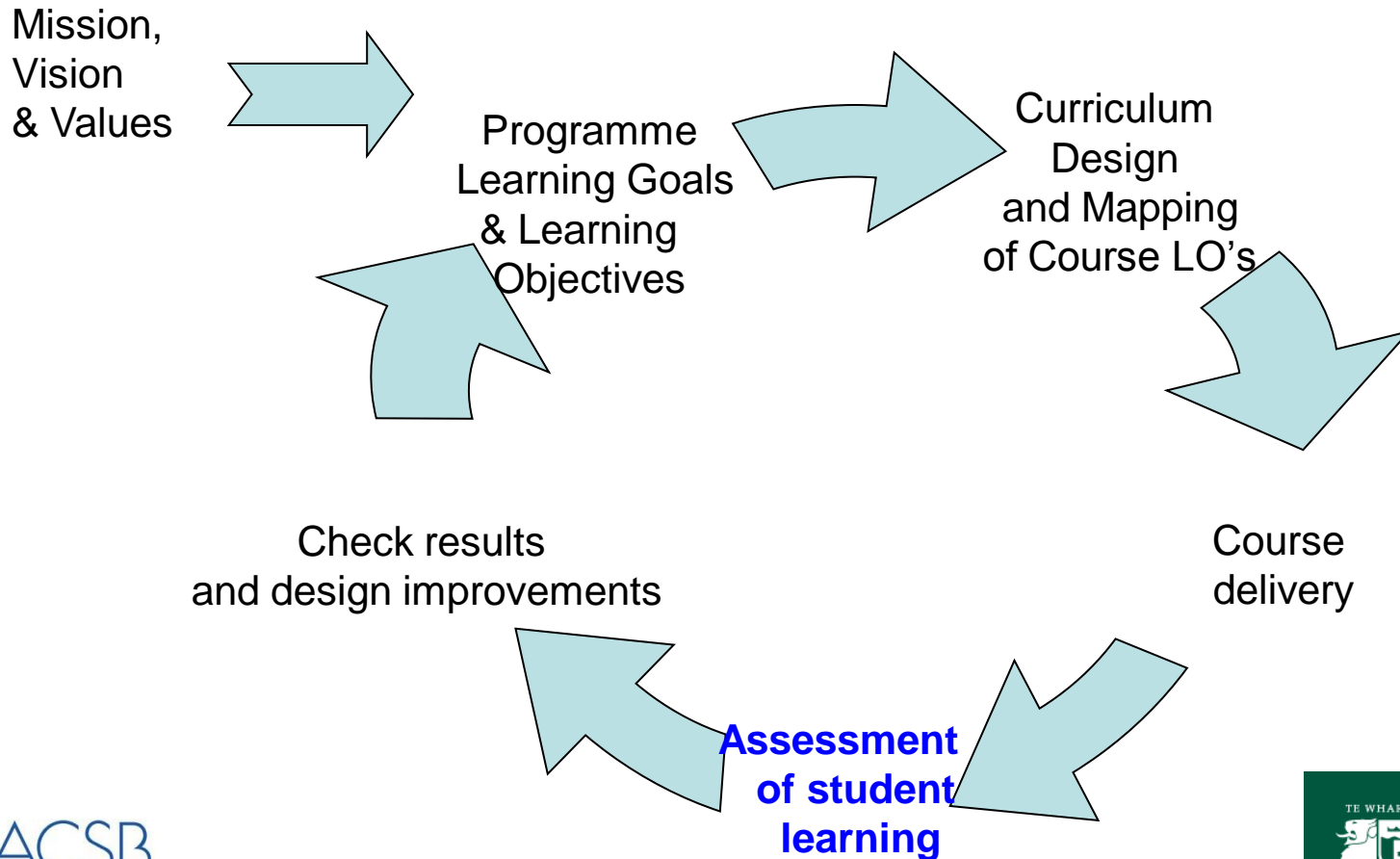
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3. How will we know if the students have learnt them?



Assess Achievement of Learning Goals/Objectives

Need to assess LG's/LO's

Direct measurement preferred (cf. Indirect measures)

Can't rely on grades

- Assessment Plan shows where we intend to assess
- Sample of student work
- Assessed using a rubric



Assurance of Learning v Grades

BUSN 241 Assignment 1

	Content ... 40%			Quality of argument 40%			Report Presentation 20%			Total marks 100%	Grade	
	Major Attributes		Critical Thinking Skills	Structure	Clarity	Written Communications Skills		Technical	Ac Integrit			Holistic
						Vocab						
Student 1												
Student 2												
Student 3												
Student 4												
Student 5												
Student 6												
Student 7												
Student 8												
Student 9												
Student 10												
Student 11												
Student 12												
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Student 14												
Student 15												
Student 16												
Student 17												
Student 18												
Student 19												
Student 20												

Grade
for each student

Assurance of Learning *for each Learning Objective*

- % Unsatisfactory
- % Satisfactory
- % Exemplary

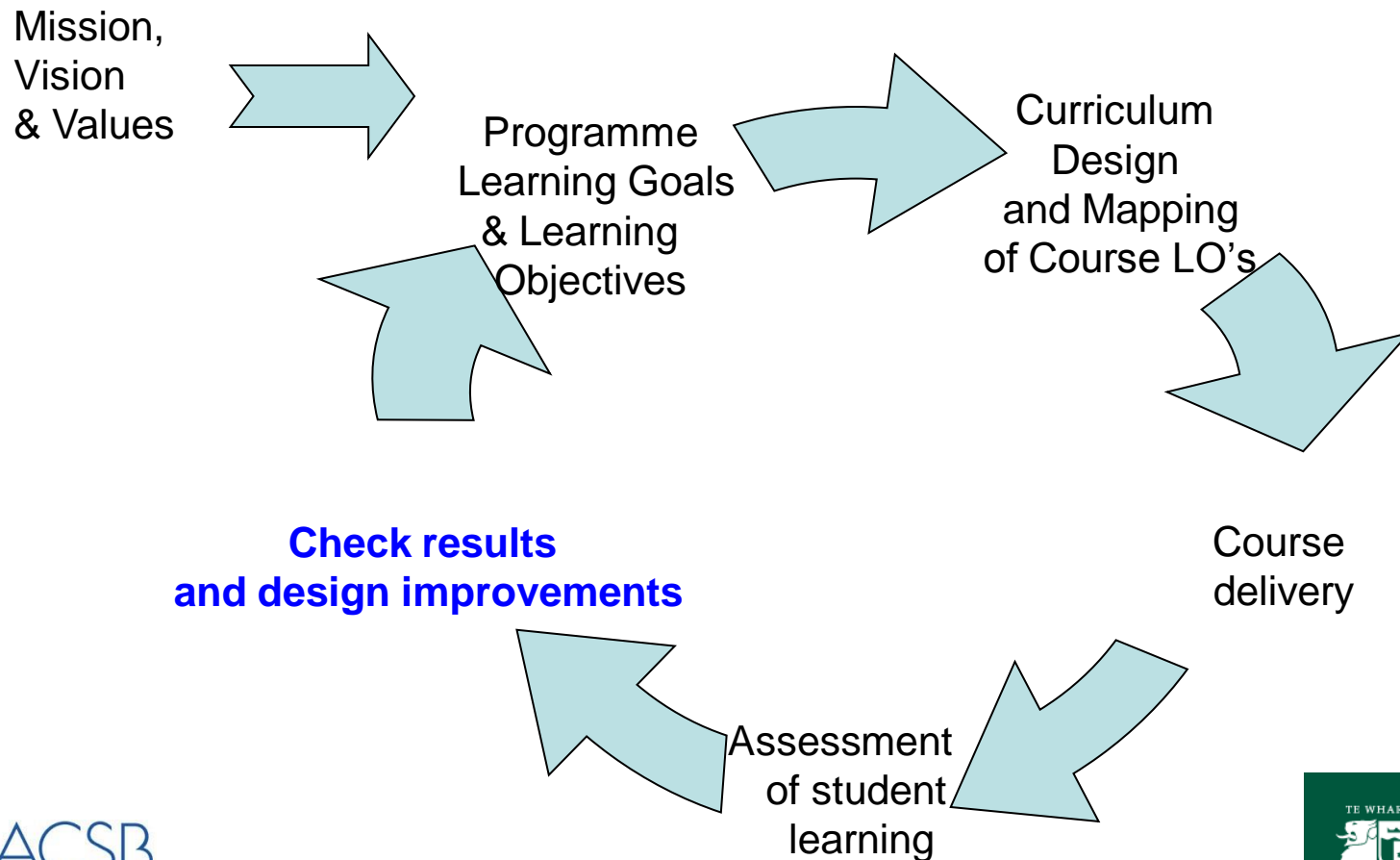
Oral Presentation Skills Rubric

Deliver a professional quality presentation using appropriate technology

Aspect	Exemplary	Satisfactory	Unsatisfactory
Audience Engagement	Audience fully engaged; Convincing responses to questions; Invokes useful discussion.	Audience mostly engaged; Adequate response to questions; Invokes some discussion.	Audience not engaged; Inability to answer questions; Inability to invoke discussion.
Organisation	Tightly focussed; Well structured, theme is clear; Message very clear; Good timing.	Mostly focussed; Discernible theme; Message is mostly clear; Keeps almost to time.	Rambling, unfocussed; Disorganised, unrelated; Message is unclear; Runs over time or too brief.
Delivery	Smooth effective delivery; Good voice control; Appropriate eye contact; Appears relaxed; Speaks without notes.	Appropriate language; Okay voice control; Mostly appropriate eye contact; Appears mostly relaxed; Uses notes occasionally.	Incorrect or inappropriate language; filler words, verbose; Problems with voice control; Inappropriate eye contact; Appears tense, nervous; Reads and/or relies heavily on notes.
Visual Aids (Quality and Use)	Excellent visual aids; Seamless use of visual aids.	Appropriate visual aids; Appropriate use of visual aids.	Poor quality visual aids; Inept use of visual aids.
Holistic judgement	Oral communications exceed standard.	Satisfactory oral communications.	Unsatisfactory oral communication.



4. What will **we** (the faculty) change if the students haven't learnt these things?

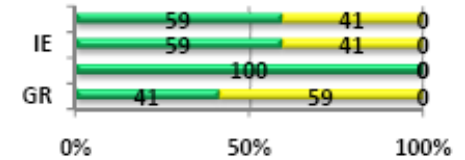


Extract from a summary report

LO1b Use/apply analytical techniques/models/frameworks appropriately in specific contexts.

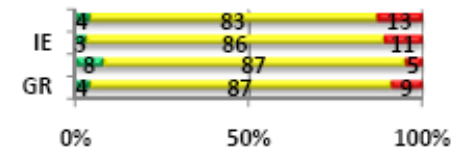
301 – Assignment
 FCA rubric
 Sample size – 4/5 groups (22 students)
 Class size – 115

Trait	E	S	U
Select Evidence	59%	41%	0%
Interpret Evidence	59%	41%	0%
Use Analytical Technique	100%	0%	0%
Generate Results	41%	59%	0%



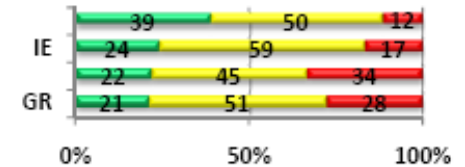
311 – Assignment 1
 FCA rubric
 Sample size – 223
 Class size – 227

Trait	E	S	U
Select Evidence	4%	83%	13%
Interpret Evidence	3%	86%	11%
Use Analytical Technique	8%	87%	5%
Generate Results	4%	87%	9%



310 – Assignment 2
 FCA rubric (LO 1a, 1b, 1c)
 Sample size – 101
 Class size - 117

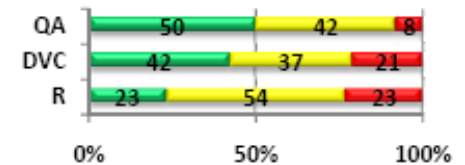
Trait	E	S	U
Select Evidence	39%	50%	12%
Interpret Evidence	24%	59%	17%
Use Analytical Technique	22%	45%	34%
Generate Results	21%	51%	28%



LO 1c: Reflect critically on practical and theoretical issues

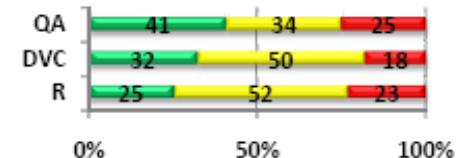
303 – Tutorial Assignment 1
 FCA rubric
 Sample size – 48
 Class size - 48

Trait	E	S	U
Question assumptions	50%	42%	8%
Draw valid conclusion	42%	37%	21%
Reflect	23%	54%	23%



303 – Tutorial Assignment 2
 FCA rubric
 Sample size – 44
 Class size – 48

Trait	E	S	U
Question assumptions	41%	34%	25%
Draw valid conclusions	32%	50%	18%
Reflect	25%	52%	23%



Examples of Actions resulting from Assessment Results

- Written communications skills
 - FCA Action plan
 - Feedback to/from students
- Other communications skills
- Critical/Creative thinking
 - Revised LO's; rubrics, identified gaps
- Global/multi-cultural – ongoing
- Teamwork – as part of leadership



Streamlining AoL Processes

- Strive to achieve more with less effort
- Dovetail with normal coursework marking with cross-checks from external assessors
- Assess multiple objectives separately but at same time
- Design assessment for AoL purposes as well as for grading
- Documenting and streamlining processes



Mistakes we made

... and how to avoid them

- Group reports– not appropriate for assessing most LO's
 - OK to use to assess Teamwork effectiveness
- Rubric not tuned (too many E's)
 - Try out on pilot, check across markers
- Assessment not suitable for LO – too many U's
 - Revise assignment so students are able to demonstrate well
- Too many borderline cases
 - Remember it's not grading!
 - For AoL, we're really only interested in broad categories
- Forgot to take copies of student work before handing back to students ...
 - Have systems in place to catch it in time!



Achievements so far

- A working system
 - Planning, Collecting data, Learning, Acting
 - continuous improvement cycle
- More clarity via rubrics – flowing through to clearer assessments
- Improving ILO's
- Growing suite of rubrics: for generic skills as well as major specific attributes



Next Challenges

- Validity of assessment
 - How to improve consistency of assessing and enhance validity: ...
 - How to train markers and calibrate external assessors
- Developing and assessing other LO's
eg multi-cultural teamwork, ethics, ...

...



Questions and comments

Thank you!

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<http://www.victoria.ac.nz/fca/teaching/>

<http://www.victoria.ac.nz/fca/teaching/aolresources.aspx>

