

Victoria Business School's Assurance of Learning Process

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Session plan

1. Overview of VBS's 'Assurance of Learning' process
2. Examples of actual Assurance of Learning exercises
3. Discussion



Our faculty's context

- **VUW Strategic Plan**
 - Learning and Teaching – move to 'Active learning'
 - Pathways, Graduate Attributes
 - Resource utilisation
 - Reducing staff and student workloads in 15pts world
- **T&L**
 - Degree reforms here and elsewhere
 - New funding regime – student learning indicators
 - *Most academic staff not trained as teachers!*
(Banta, IUPIU, ATE and HELT Conference, Wellington, Nov 2008)
- **Business School context**
 - International standing - benchmarking via accreditations
 - Specific need for **Assurance of Learning**

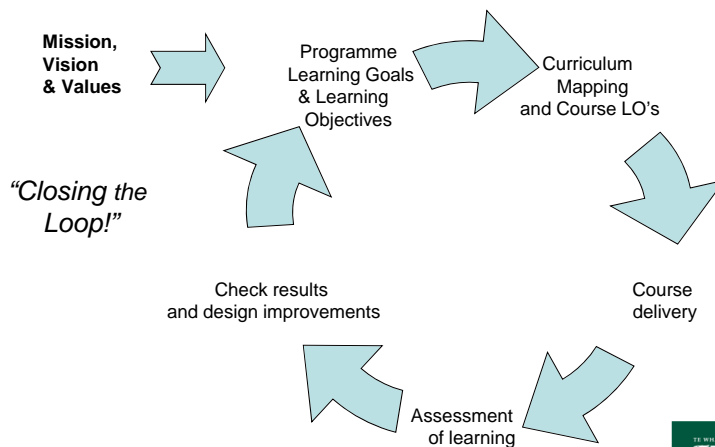


4 Key Questions in Assurance of Learning

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



Assurance of Learning: A Continuous Improvement Process



VBS's Mission

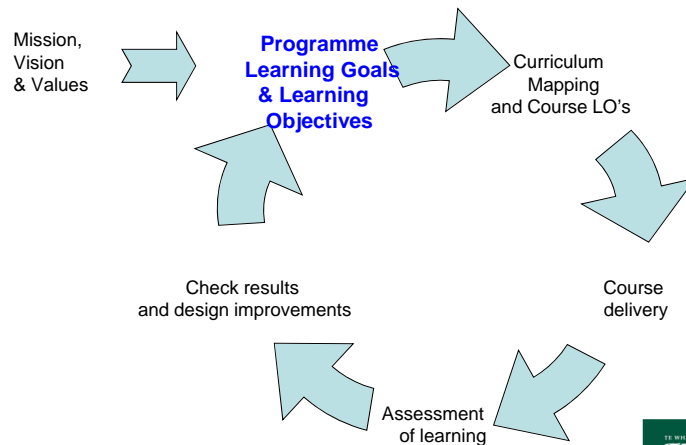
The Victoria Business School creates and shares knowledge of governance and management of resources in the public and private sectors to develop capability and provide our stakeholders with a global perspective.

And our Vision:

Excellence at the nexus of research, teaching, and practice.



1. What do we want our graduates to know?



Graduate Attributes

- VUW wide
 - Critical and Creative Thinking skills
 - Communication skills
 - Leadership skills
- VBS
 - Global/multicultural perspective
 - ‘Major Attributes’ for each Major (Content, skills, and disciplinary thinking)





BCom 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.*



Learning Objectives for LG2

Learning Goal 2: Communication
Our graduates will be effective communicators

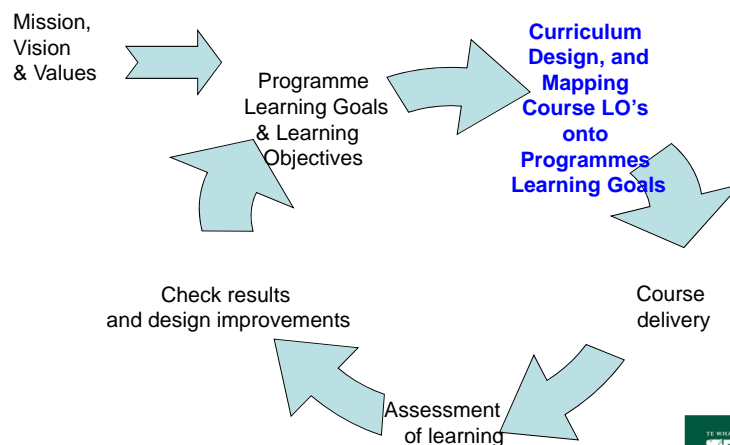
Learning objectives.

They will bring creative skills to the research, analysis, planning, and writing stages of academic essays and other documents, and will be able to present it clearly and effectively to an audience. That will involve being able to:

- a. *research, plan, and produce written assignments meeting academic standards;*
- b. *apply advanced written communication skills in a private or public sector 'business' context;*
- c. *deliver a professional quality presentation accompanied by appropriate technology;*
- d. *demonstrate oral communication skills by their participation in small group learning environments such as tutorials and workshops.*



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



Curriculum Design

Revised BCom Structure

- 7 paper Core
- 15 point papers (mostly)
- Majors
- Minors
- Compulsory/capstone papers



Curriculum Mapping

Document A lists Major Attributes for each Major

Document B lists Course Learning Objectives for all courses, by Major Curriculum map for each programme

Maps contributions of each Course to Learning Goals/Objectives, based on

- Coverage in syllabus (High, Med, Low)
- Whether Learning Goal/Objective is assessed for students' grades

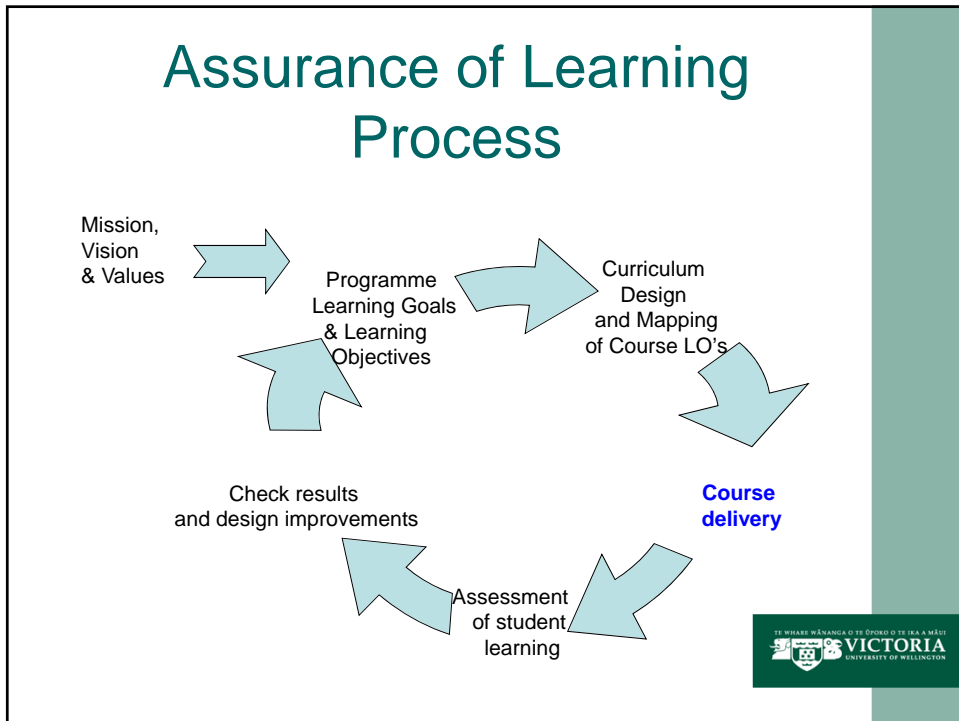
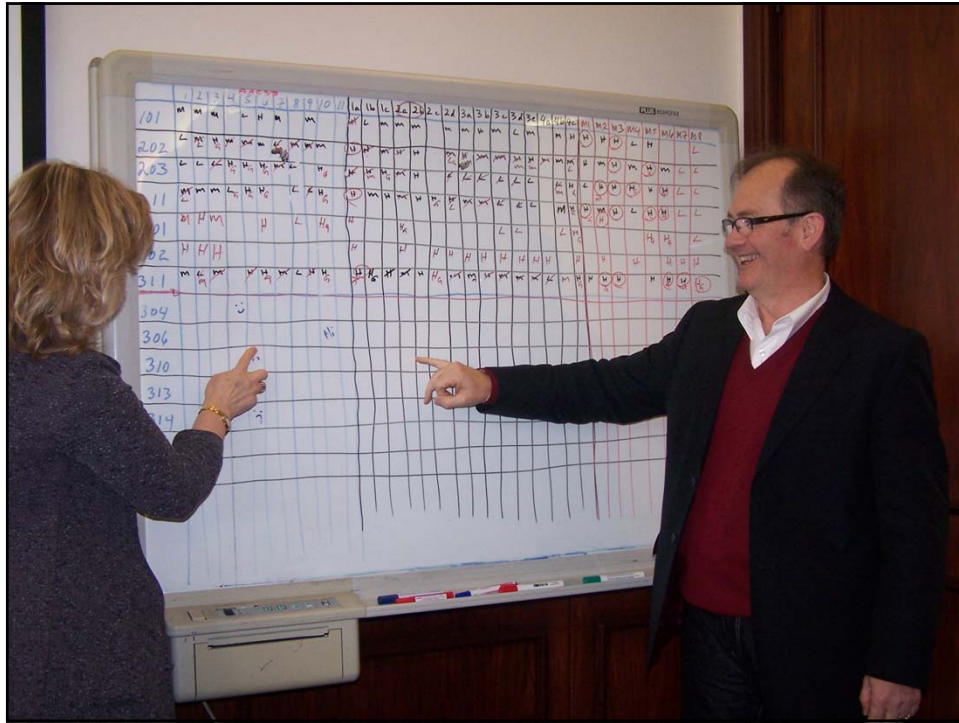


Section of BCom Curriculum Map

Pathways	BCA Programme		H M L Skill development		G = Assessment for Grading		GA3		GA 5 Major specific att	
	GA1	GA2	GA2	GA3	GA3	GA3	GA3	GA3	GA3	GA3
BCA Learning Goals	LG1 Critical & Creative Thinking	LG2 Communication	LG3 Global and Multicultural Perspectives	LG4 Leadership	LG5 MGMT MA's	LG5 HRIR MA's				
Course Codes	Learning Objectives									
ACCT 111	M	G	L	L						
ECON 130	L	L	L	L						
QUAN 102	L	L	L	L						
MARK 101	H	G	L	L						
INFO 101	H	G	L	L						
MGMT 101	M	M	H	L	L	L	L	L	L	L
FROM 111	M	H	L	L	L	L	L	L	L	L
BCA Core										
MGMT 202	H	G	L	L	L	L	L	L	L	L
MGMT 205	H	G	L	L	L	L	L	L	L	L
MGMT 206	H	G	L	L	L	L	L	L	L	L
MGMT Major										
HRIR 201	H	G	L	L	L	L	L	L	L	L
MGMT 202	H	G	L	L	L	L	L	L	L	L
HRIR Major										

H=High, M=Med, L=Low coverage in syllabus
G= already being assessed for student grade





Course Delivery

- Course offerings
- Course outlines
- Course learning objectives
- Assessments

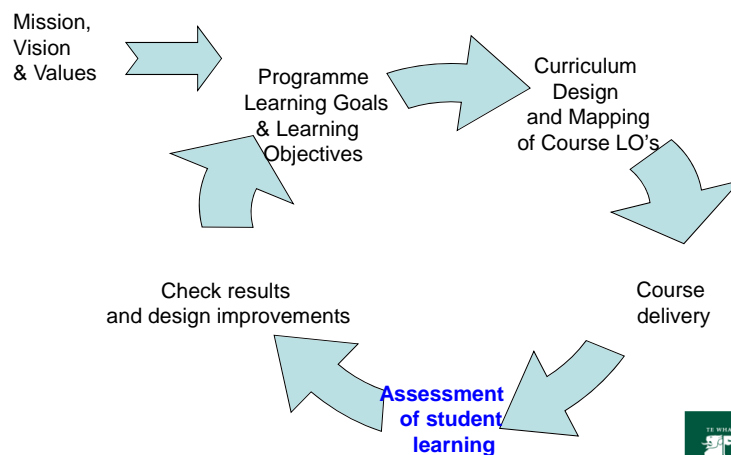
Various checks along the way

- Quality Assurance processes agreed on by FCom Board in October 2011.

Workshops: on writing effective assignments to help ensure assessments are aligned with the programme Learning Goals and Course Learning Objectives



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



Assess Achievement of Learning Goals/Objectives

- Need to assess LG's/LO's directly
 - Grades vs Assessment of achievement of LO's
 - Direct vs Indirect measures
 - Assessment Plan shows where we intend to assess
- Sample of student work
- Assessed using a rubric

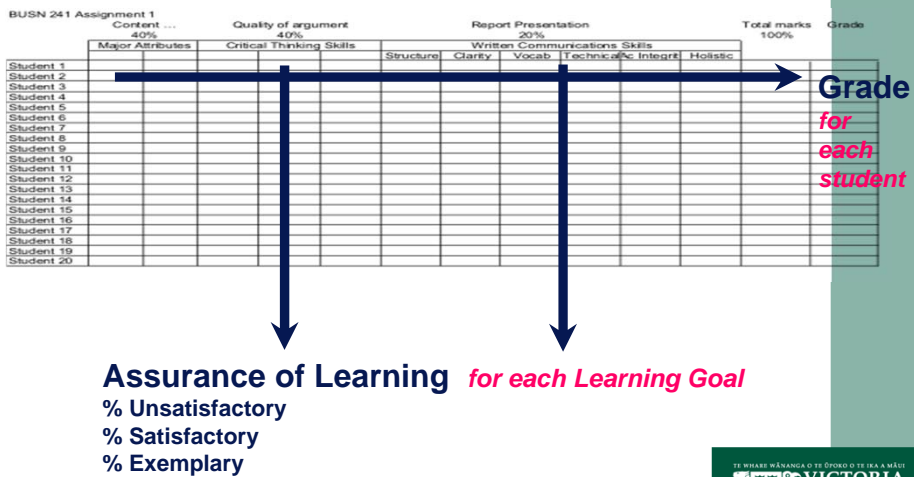


Marketing's AoL Plan

BCA Programme		H M L Skill development				G = Assessment for Grading								A = Assessment for AoL										
		GA1				GA2				GA3				GA4										
		LG1 Critical & Creative Thinking				LG2 Communication				LG3 Global and Multicultural Perspectives				LG4 Leadership										
Course Codes		LO1a: Analyse a complex situation which could be viewed from multiple perspectives	LO1b: Use/apply analytical techniques/models/frameworks appropriately in specific contexts	LO1c: Reflect critically on practical and theoretical issues	LO1d: Creative thinking	LO2a: Academic Writing	LO2b: Business Writing	LO2c: Presentation	LO2d: Oral skills	LO3a: Global environments	LO3b: Adapt strategy	LO3c: Legis/Govt policy impacts	LO3d: Cross-Cultural	LO3e: Multi-cultural	LO4a: Lead discussion	LO4b: Ethical	LO4c: Group work							
MARK 101	H G	L	M	G		M	M	G		M	G	H	G	M	L	M	M	G	H	G				
MARK 202	H G	A	H	G	M	G		H	G			M	G	L	M	M	G		M	G	H	G		
MARK 203	H	M	H	A		M	H			L	L	L	L	L	L	L	L	L	L	L	H	G		
MARK 211	H G	A	M	H	G	A		H	G	A	L	G	A	M	M	G	A	L	L	L	M	H	G	
MARK 301	H					H		H														M		
MARK 302	H					H		H		H		H	A	H	H	H	H	H	H	H	H	H	H	
MARK 311	H G	A	H	G	A	H	G			H	G	A	M	G	M	G	M	G	L	G	M	L	H	G
		3	1	2		1	2	2	1	1	2				0	0	0		0	0				
		MARK211				MARK211				MARK211												MARK2		
		MARK311				MARK311				MARK302												MARK2		
		MARK202				MARK301				MARK311												MARK3		
		MARK203																				MARK3		



Assurance of Learning v Grades



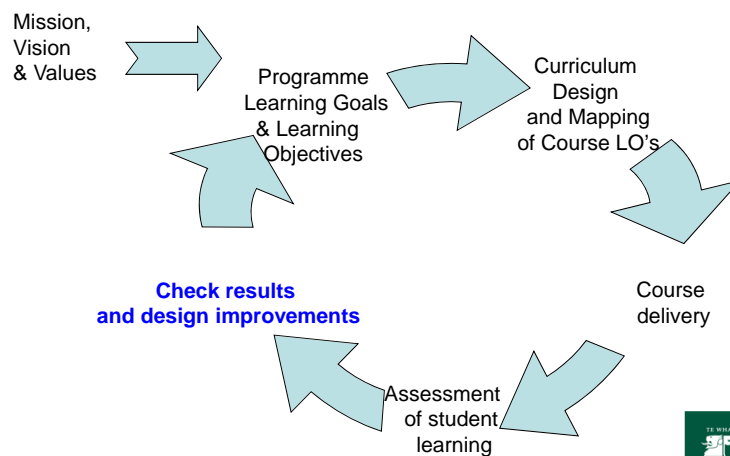
Oral Presentation Skills Rubric

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?



Analysing results of AoL exercises

- Assessment Exercise Report for each exercise
- Circulated to School for comment
- Essential statistics extracted for Summary Report on Assessment Exercises
- Summary Report circulated for review
- Discussion of findings and decisions on actions

Lessons from Assessment Exercises so far

- Holes in student learning
 - And what to do about them
 - ‘Closing the loop’
- Benefits of rubrics
 - For students
 - For staff
- Writing skills



Reviewing Assessment Results

- Written communications skills
 - FCom Action plan
- Critical/Creative thinking
 - Trial exercises; revised LO's; rubrics
- Trial exercises covering other Learning Goals
- Phased over 5 -10 year horizon



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



Workshops and Collaboration

- Committees and reps for T&L throughout Faculty
- Working groups for rubrics
- Workshops run by our University's teaching development and student learning support teams
- Collaboration with these teams and with the Library, students' association etc



People working on AoL/T&L

- Teaching and Learning committee
 - One rep from each school plus Programme Directors, AD T&L and AD Students + student rep
 - Schools have own T&L Committee
- BCom Management Committee
 - One rep each school, ADS, ADTL, student rep
- Working groups
- Staff in schools
 - Attending workshops and forums
 - Discussing curricula
 - Doing assessments
 - Figuring out how to address problems identified
 - Reflecting on their **teaching ... and student learning?**



Assessment for AoL (To assess achievement of a LO)

- *Identify Learning Objective to be assessed*
- *Identify appropriate rubric.*
 - *If none, then identify aspects (traits) necessary for achievement of Learning Objective*
 - *Construct scale or rubric giving clear definition to each point*
 - *Agree the rubric with all markers*
- *Agree on sample of student work*
- *Assess learning, using the rubric*
- *Copy sample of student work*
- *Forward to AoL administrator*



Assessment Exercises: Procedures and Reporting				
Step 1. Planning				
1.1 Agree selection of Learning Objectives to be assessed. (BCA rep and ADTL to identify desired LO's.)	1.2 Agree on item of student work to be assessed and date of assignment	1.3 Agree on choice/design of Rubrics with ADTL/Administrator	1.4 Confirm sampling design with ADTL/Administrator	1.5 Provide Scoring Sheets, Rubric, and templates (FCA Administrator sends to Assessor)
Step 2. Data Collection				
2.1 Assess as per Rubric. Photocopy marked-up Rubrics before handing them back to students	2.2 Photocopy the assignments matching the Score Sheet before handing them back to students	2.3 Score Sheet data entry and statistics (Can be done by FCA Administrator from the marked Rubrics)	2.4 Return copied assignments, Rubrics, and (optional) filled-in Score Sheet to Administrator.	2.5 Prepare Assessment Exercise Report including statistical summary of data provided (AoL Administrator).
Step 3. Results, Findings, Actions				
3.1 Send Assessment Exercise report to School for comment (AoL Administrator sends to T&L. Cite rep. who discusses with BCA Rep, CC, ADTL, and/or assessor as appropriate)	3.2 Interpret results and preliminary recommendations – ADTL with T&L Committee Rep or nominee.	3.3 Compile Summary Assessment Report from individual Assessment Exercise Reports – AoL Administrator.	3.4 Discuss findings / decide on actions required: BCA Management Committee / T&L Committee / ADTL / FMI / FCA Board	
Done				



VBS - Assurance of Learning Check List	
School AoL Organiser's Check List Tick	
1	Identify courses covering desired Learning Objectives ensuring even coverage of the Learning Goals and even coverage across 100-300 levels within each major. Ensure Course Coordinators are notified that their course is to be assessed by 1 month before trimester starts.
2	With Course Coordinator (or Programme Director where appropriate), identify most appropriate item of student work to be assessed to be assessed for each LO and decide on rubric to be used - contact ADTL for advice if needed
3	Make sure group work not used unless assessing teamwork skills.
4	Decide on sample size for AoL data collection - see Faculty guidelines.
5	Confirm the above with ADTL's office / AoL Administrator (Marina) and advice date of assignment/test.
6	Confirm details with the relevant Course Coordinators/lecturers.
7	Ensure Course Coordinator is provided with rubrics by the time the item of assessment is handed in by students.
8	Ensure CC knows how to mark with rubric or scoresheet: Rubric: 1 tick or letter per row clearly indicating only one choice out of 'E', 'S', 'U'; ensure all traits are marked. Scoresheet: Enter 1 for each trait; ensure all traits are marked; check rubric wording regularly during marking.
9	Ensure Course Coordinator understands the need to hand marked work to Course Administrators with sufficient time for scanning prior to handing back to students.
Course Coordinator's Check List Tick	
1	Design the chosen piece of assessment in such a way that it allows students to clearly demonstrate each of the traits describing the learning objective to be assessed for AoL.
2	Prepare enough photocopies of unmarked AoL rubric to cover the sample size to be assessed. Sample size - see VBS guidelines.
3	Determine sampling plan. Distribute unmarked AoL rubrics (and Scoresheet, optional) and selected assessment sample to markers.
4	Instruct the markers how to mark the rubric or scoresheet: See 8 above
5	For each item in the sample, first mark using course-related rubric or marking guide. Then mark using the AoL rubric designed to assess identified learning objective(s).
6	Check the marked rubrics received from the markers making sure that the ticks are clear.
7	Arrange for Course Administrator to complete steps 1) - 3) below.
Course Administrator's Check List Tick	
1	Once all marking is complete, photocopy all marked AoL rubrics for data entry by AoL Administrator, unless data already entered. Deliver photocopies to AoL Administrator.
2	Scan a selection of the marked work (assignments/text/exam scripts) together with their associated course-related rubrics and AoL rubrics, as per VBS sample size guidelines. Save file as AoL_Course_code_Year_Trimester_Assignment-Descriptor. Send file to AoL Administrator.



Rubrics

- Well-defined scales/points on Primary Traits
- Inclusion of Holistic Score
- FCom standard rubrics
 - Differences from NCEA
- Use of rubrics for data collection for AoL
- Use of rubrics for feedback to students



Pointers for Rubrics

Defining Expectations

The most difficult aspect of constructing a rubric is formulating and clearly articulating criteria for different levels of achievement. Try to determine qualitative or quantitative differences that characterise achievement at the different levels.

Avoid

- different grades of the same character (good, better, best, etc)
- undefined terms (e.g. trivial work, good use of, significant work)
- value-laden terms (e.g. excellent or poor work – these terms may have meaning for the assessor but do not tell the student the standard expected nor what they can do to improve.

(Stephen Marshall, UTDC)



Easy mistakes ... and what to do instead

- Group work
 - Use to assess Teamwork (BCom LO4c) but not other LO's
- Rubric not tuned (too many E's)
 - Try out on pilot, check across markers
- Assessment not suitable for LO
 - Set up so students likely 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!



Questions, comments,
further discussion and feedback

Thank you!

