

Course Embedded Assessment of Learning outcomes for the BBA Programme: Lessons from Experience

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Lesson 1: Be prepared for change

- Programme level learning goals need to reflect a **dynamic balance** between institutional level learning goals and discipline-level requirements.
- For a number of years, the learning goals of LU's BBA programme closely matched that of the institution (**graduate attributes**).
- This was a close and intimate match!

UNIVERSITY-LEVEL OUTCOMES

Strong language skill in English and Chinese (Putonghua as well as Cantonese)

Capacity and desire for life-long learning

Possess general research-related skills, including knowledge of IT

Have an international outlook and understand problems from different cultural perspectives

Have a strong grounding of knowledge in the field in which the degree is obtained

Have strong analytical skills and independent critical thinking

Creative & capable of realistic planning

Excellent cooperative skills, including tolerance, integrity, civility, and a sense of responsibility

Committed to involvement in and service of the community

BBA PROGRAMME-LEVEL LEARNING GOALS

Have good communication skill in Chinese (including Putonghua) & English

Are literate in IT knowledge and skill

Are able to analyze problems from an international and cross-cultural perspective

Have had the opportunity to develop good knowledge within a specialized area of business

Can transcend functional boundaries and take a holistic view of business

Are able to think creatively & critically

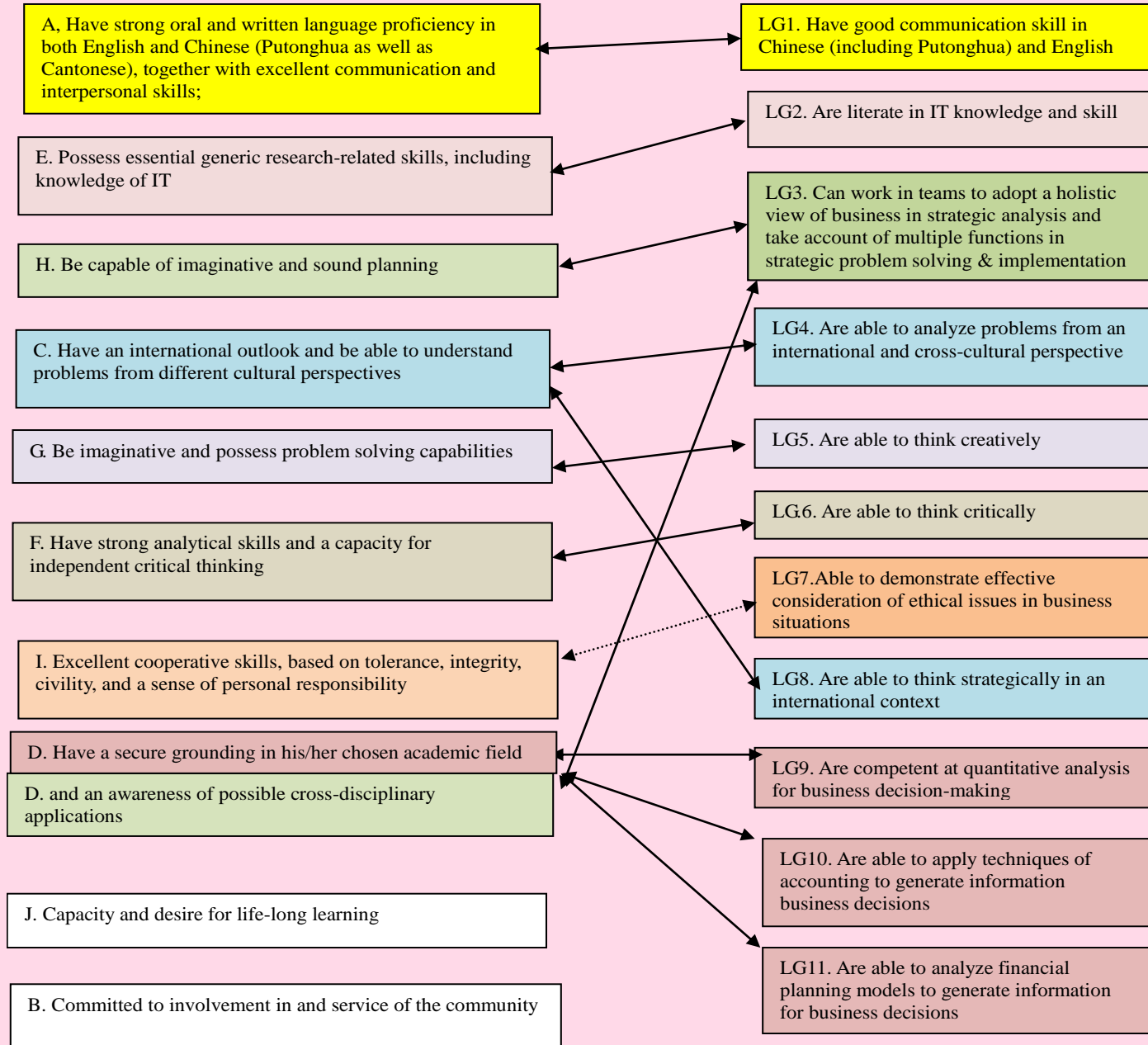
Have a strong sense of social & ethical responsibilities

Times change

- However the institutional level learning goals changed, and an influential outside consultant did not like the total emphasis of the BBA on liberal arts attributes and insisted that we include some **management-specific** goals.
- So everything shifted!
- The good thing is that since the shift, the more 'technical' departments (e.g., Finance & Insurance; Computing & Decision Science) have become involved in OBA.

Attributes of Ideal Lingnan Graduates

Attributes of Ideal BBA Graduates



Lesson 2: Hiring more administrators won't help much unless academics play their part

- The mindset among traditional academics is that OBA is a matter of token administrative compliance, so hire some additional administrators to develop some nice looking paper smokescreens.
- Departments may lobby for extra clerks to do OBA work and then give them other things to do because there is no OBA work for the clerks to do because the academics do no work on OBA.
- Clerks and administrators have no idea how to develop rubrics, which is a job for academics, however reluctant.

Lesson 3: Gather Evidence!

- This is difficult if you love rhetoric or razzamatazz.
- As did our previous regime.
- Rhetoric or razzamatazz generates lots of hype but tends not to generate data.
- e.g. 'adaptability, brainpower, creativity'.
- So to what extent does the LU BBA programme produce students with A, B, C.....?

Lesson 4: Develop Rubrics that Capture Data

- Loose rubrics are not very good for capturing data for programme level decisions.
- One ends up writing unique feedback for each submission, but not being able to summarise the overall performance of the student cohort per performance dimension or trait.
- Better to think through not only the traits (criteria) but also the levels of performance in advance.

Item	Comments	Marks
Quality of Oral Presentation, Delivery, etc.	Oral presentation was generally clear and adequately pronounced. Weekend and Fanny did particularly well in this respect. In general, the oral presentations could have been improved by injecting more energy and optimism, through more variation of tone and through speeding up the delivery a little. The PPT slides were attractively designed and were informative. Written report was rather plain and would benefit from page numbers in the Table of Contents.	6.7/10
Question-handling	You were challenged on the need not to rely on high cost solutions, which made me consider whether the company might <u>not</u> be in a good position to broaden out to other segments. You were challenged on whether younger ladies would be attracted to buy if they met older ladies in the same small shop. Maybe you should simply try to extend the appeal to slightly younger office ladies. Given low resources, the company might be more suited to continue to operate a focus strategy, but establish better and closer communication with its customers.	6.2/10
Holistic view: Identifying the various stakeholders of the organization and their concerns and needs	Stakeholder analysis was dutifully done. You pointed out the greater salience of market stakeholders; however, I am not sure where this stakeholder analysis led. For example, you might, have considered this analysis when making your recommendations regarding the contributions that employees might make to strategy implementation; and the possibility of the company giving its old stock to charity, which might enable it to publicise its CSR contribution.	6.4/10

LG1: Oral Communication Skills Rubric

Activities	2 Very Good	1 Satisfactory	0 Unsatisfactory
Appropriate time allocation and pace	Allocated time appropriately, and managed time effectively, with smooth progression. Appropriate pace.	Marginally long or marginally short but uses time reasonably effectively. Reasonable pace.	Significantly too short or too long and did not use time effectively. Pace is significantly too fast or too slow.
Clear, logically organized and relevant content	Information included is always relevant. Clearly stated and developed points. Material flows extremely well and is well organized. No ambiguities are left unexplained.	Information included is generally relevant. Key points are relatively clear. Most information presented in logical sequence; sufficiently well organized with generally satisfactory flow. Some ambiguities are left unexplained.	Much of the information included is not relevant and even key points are not clear. Presentation is choppy or disjointed, does not flow well, and has no apparent logical order.
Makes effective use of presentation tools	Balanced and proper use of presentation tools with little or no distractions (e.g., appropriate animation/pictures, appropriate information on one slide, good color combination, clear titles, etc.)	Generally good use of presentation tools. Some distractions but they are not overwhelming (e.g., reasonable animation/pictures, fair information on one slide, fair color combination, fair titles, etc.)	Poor use of presentation tools and/or many distractions (e.g., too much animation/pictures, too much information on one slide, poor color combination, absence of titles, etc.)
Uses good body language, eye contact, appropriate voice tone	Shows poise and composure; makes good eye contact with audience; balanced posture; shows enthusiasm and confidence; uses voice tone effectively.	Fairly poised and composed; makes fairly good eye contact with audience; balanced posture; shows some enthusiasm and confidence; uses voice tone relatively effectively.	Little poise and composure; makes little or no eye contact with audience; poor posture; shows little or no enthusiasm and confidence; uses voice tone in-effectively or too monotone.
Gains/holds attention	Provides good motivation to engage the audience's interest. Presents the content in a manner that captivates the audience's attention.	Provides reasonable motivation to engage the audience's interest. Audience is reasonably engaged but there are instances where the presentation is otherwise dull.	Provides insufficient motivation to engage the audience's interest. Dull presentation of content that does not engage the audience.
Uses instructor defined role appropriate dress	Professionally dressed as expected by the instructor.	Minor deviations from instructor's expectations.	Did not dress in a manner expected by the instructor.
Clarity of speech/ Accuracy of grammar & pronunciation	Voice is consistently comprehensible; grammar and pronunciation are accurate.	Voice is generally comprehensible; grammar and pronunciation are adequate but with some mistakes.	Voice is incomprehensible on several occasions; many mistakes in terms of grammar and pronunciation.
Overall Comments			

Lesson 5: The Main Thrust of OBA is at the **Programme** Level

- It is sometimes claimed that good teachers intuitively apply OBA to their own course design and redesign.
- This misses the point that academics are typically characterized as **cats**, in that they focus on what to do on their own course without much regard to the programme level let alone institutional level.
- But OBA requires data collection, analysis and decision making **at the programme level**.

Lesson 6: Keep it Simple!

- Departments tend to claim that ‘everything is taught everywhere’.
- They also claim that ‘ everything is measured everywhere’.
- But provide no measurement data except grades for courses.
- No data will be generated from complex and over-ambitious maps such as the following.

Learning Outcomes

A) articulate marketing concepts to inform management decision-making;

B) apply theories of consumer behaviour to segmentation, targeting and positioning strategies and managerial decisions;

C) analyze business problems and identify market opportunities on the basis of market research and information;

D) uphold consumer rights and be aware of ethical and social responsibilities;

E) recognize global marketing opportunities and develop international market entry and operational strategies.

Measurement of Learning Outcomes

2) Case studies and real-life situations from a variety of companies and industries are used throughout Marketing stream courses to develop decision-making skills and to test student's ability to apply concepts and theories to practical business situations.

1) Written case reports and oral presentations are widely used to measure students' ability to structure and present complex information in a clear and understandable manner.

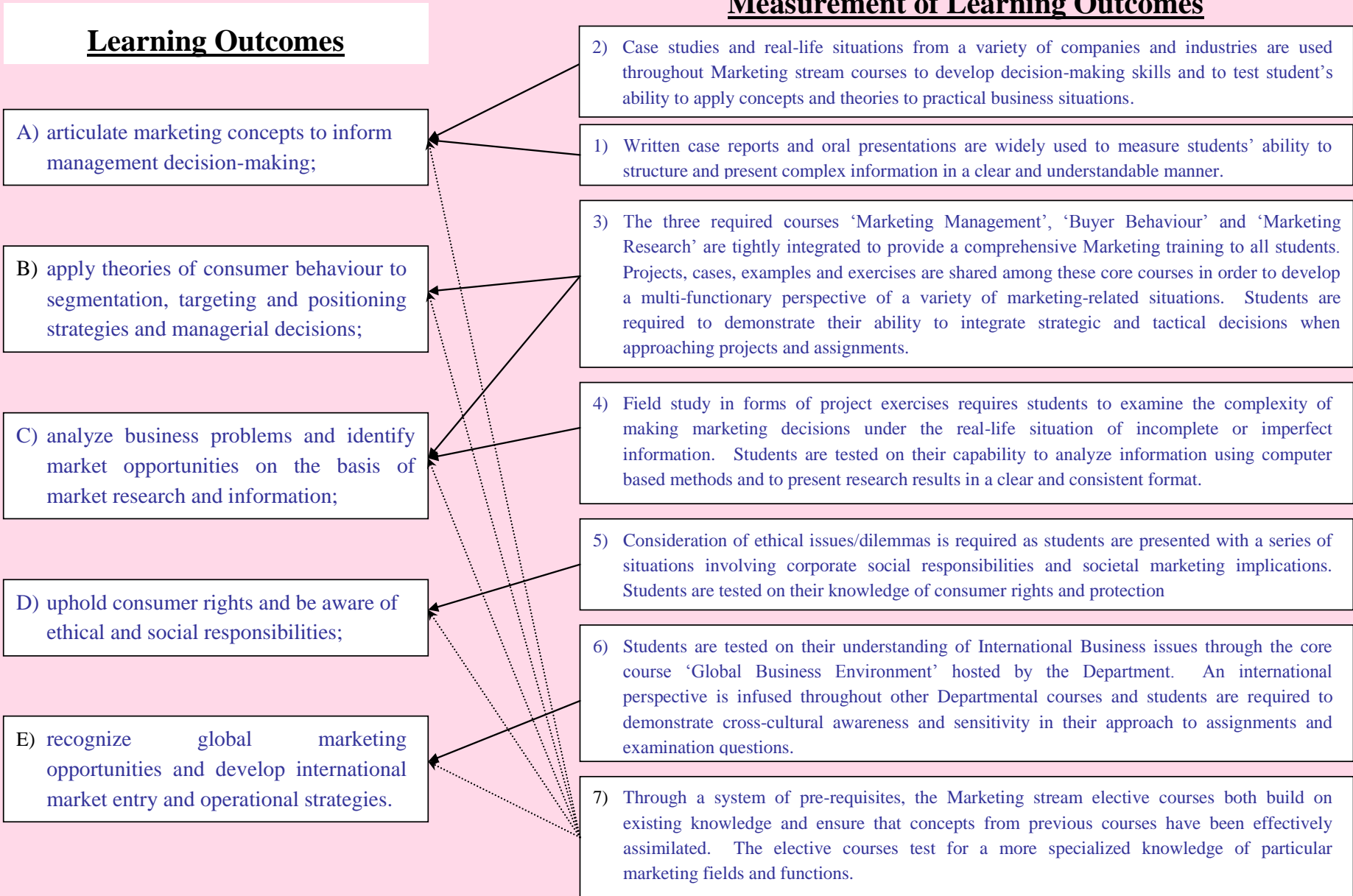
3) The three required courses 'Marketing Management', 'Buyer Behaviour' and 'Marketing Research' are tightly integrated to provide a comprehensive Marketing training to all students. Projects, cases, examples and exercises are shared among these core courses in order to develop a multi-functional perspective of a variety of marketing-related situations. Students are required to demonstrate their ability to integrate strategic and tactical decisions when approaching projects and assignments.

4) Field study in forms of project exercises requires students to examine the complexity of making marketing decisions under the real-life situation of incomplete or imperfect information. Students are tested on their capability to analyze information using computer based methods and to present research results in a clear and consistent format.

5) Consideration of ethical issues/dilemmas is required as students are presented with a series of situations involving corporate social responsibilities and societal marketing implications. Students are tested on their knowledge of consumer rights and protection

6) Students are tested on their understanding of International Business issues through the core course 'Global Business Environment' hosted by the Department. An international perspective is infused throughout other Departmental courses and students are required to demonstrate cross-cultural awareness and sensitivity in their approach to assignments and examination questions.

7) Through a system of pre-requisites, the Marketing stream elective courses both build on existing knowledge and ensure that concepts from previous courses have been effectively assimilated. The elective courses test for a more specialized knowledge of particular marketing fields and functions.



Alignment Matrix of Finance Stream Courses and Finance Stream Learning Goals

Core & Elective Courses Learning Outcomes	BUS201 Financial Management	FIN200 Corporate Finance	FIN201 Hong Kong Monetary and Financial Systems	FIN300 Investment and Portfolio Management	FIN250 Introduction to Financial Econometrics	FIN352 International Financial Management	FIN353 Management of Financial Institutions	FIN355 Derivative Securities and Hedging Strategies
1) articulate core financial concepts to inform management decision-making;	X	X	X		X	X	X	X
2) apply financial theories to portfolio management, bank management, or financial management;		X	X	X		X	X	
3) analyze business problems and identify profitable opportunities or funding sources;		X		X		X		X
4) be aware of ethical and social responsibilities;	X	X		X		X	X	X
5) recognize the importance of domestic and international financial markets and understand how to make use of them;			X	X		X	X	X
6) identify financial risk and show how financial securities and products can be used to manage the risk.		X		X		X	X	X
7) Structure and present complex financial information in a clear and understandable manner.	X	X	X	X		X	X	X

Lesson 7: Without OBA consultants, programme director's voice is in the wilderness

- Until money for OBA is actually deployed no progress can be made.
- The values of **Chair Professors and Deans** are almost exclusively oriented to research and most don't want much to do with OBA.
- Some even rubbish OBA.
- E.g. 'CityU have done with OBA now, they are moving on to something else...' (said gleefully, implying we can also drop it soon)
- **They will seek to divert resources away from OBA to serve their own interests.**
- Programme directors depend on the leverage of outside consultants linked to accreditation bodies for a combination of expert power and institutional power

Lesson 8: Commitment is Essential

We have developed a 'commitment table' indicating

- Which course coordinators are responsible for gathering what assessment data regarding which programme level learning goals.
- The format in which the data should be fed back to the programme office.
- If academics fail to deliver the data as promised everyone will know who is letting he side down.

Management Specific Learning Goals:

Learning Goal	Specific Objectives	Process	Method of Collecting Evidence	Storage of Data	Data Collection Period	Primary Stakeholder	Course(s)	Metrics (ratings, e.g. 0 - 4)	Target (e.g. 80% of students)
LG7 Students are able to demonstrate effective consideration of ethical issues in business situations.	<p>Students will recognize and respond thoughtfully and appropriately to ethical problems, as measured by the following traits:</p> <p>(i) Students will identify ethical issues in the situation.</p> <p>(ii) Students will identify relevant stakeholders and their stakes (interests).</p> <p>(iii) Students will assess the impact of the situation on affected individuals.</p> <p>(iv) Students will assess the impact of the situation on affected organization(s).</p> <p>(v) Students will identify and apply relevant professional or expert ethical guidance.</p> <p>(vi) Students will identify alternatives for handling the situation.</p> <p>(vii) Students will propose solutions that are informed by ethical analysis and consider the impact on individuals and the organization(s).</p>	Each student will be assessed via an individually written response (at least 800 words) to a case study, as part of the course work on BUS301.	Analytical Consensus Rubric	To be confirmed	Ongoing	BUS301 Course Coordinator	BUS301 Strategic Management	It would suffice to give a breakdown of 0's, 1's, and 2's for EACH trait, plus a breakdown in terms of the overall raw scores, of how many got 5 or less, how many 6-10, and how many 11-14.	The highest possible raw mark is also 14. It is suggested gain to take 6 out of 14 as a notional pass mark and that the QA criterion is that 80% of the students will pass.
		In those terms when an extracurricular course "Junior Achievement" is not offered, all students doing BUS108 are required to do an essay on ethics with a multinational corporation.	To be confirmed	To be confirmed	Term 2 of 2009-10	BUS108	BUS108 Global Business Environment	To be confirmed	To be confirmed
		BUS104 includes a short discussion case in class in Week 1 or 2, where students submit an individual answer sheet in class	Analytical consensus rubric with modified trait (vii)	To be confirmed	Term 2 of 2009-10	BUS104	BUS104 Managerial Accounting	It would suffice to give a breakdown of 0's, 1's, and 2's for EACH trait, plus a breakdown in terms of the overall raw scores, of how many got 5 or less, how many 6-10, and how many 11-14.	The highest possible raw mark is also 14. It is suggested gain to take 6 out of 14 as a notional pass mark and that the QA criterion is that 70% of the students will pass.
LG8 Students are able to think strategically in an international context.	Students will formulate appropriate strategies and implementation plans for a firm to address salient international and cross-cultural issues, problems and challenges.	Each student will be assessed via a case study in the examination. (Case released 7 days in advance but with no questions disclosed.)	Analytical Consensus Rubric	To be confirmed	To be confirmed	BUS301 Course Coordinator	BUS301 Strategic Management	Report on total no. of 0, 1, 2 per trait, plus breakdown of total scores 0-4, 5-7, 8-10.	To be confirmed

Evaluator:
 Class: BUS 301
 Date:

**LG7. Students are able to demonstrate effective consideration of ethical issues.
 Context: an individually written response (at least 800 words) to a case study.**

QA criterion is that 80% of the students will pass.

Breakdown of the performance of the students in my sections, per trait

Traits	2 (Very Good)	1 (Satisfactory)	0 (Unsatisfactory)
Identifies ethical issues in the situation			
Identifies relevant stakeholders and their stakes (interests)			
Assesses the impact of the situation on affected individuals			
Assesses the impact of the situation on affected organization(s)			
Identifies and applies relevant professional or expert ethical guidance			
Identifies alternatives for handling the situation			
Proposes solutions that are informed by ethical analysis and consider the impact on individuals and the organization(s)			

Comment:

Overall Performance of the students in my section(s),

Total Marks	11-14 (Very Good)	6-10 (Satisfactory)	5 or less (Fail)

Comment:

Lesson 9: OBA is about Dialogue informed by data about how to improve student learning

- Informed by a break-down of student performance as ‘measured’ in particular venues, academics can discuss what to do at programme level to address weaknesses among the student cohort as a whole.
- E.g., diagnose weaknesses in particular aspects of oral presentation skills, such as capturing attention, or in particular aspects of strategic management, such making strategic recommendations, as opposed to tactical suggestions at the function-specific level.
- Decide at programme level, not at the level of the individual course, how to rectify the problem.

Lesson 10: This is about developing new organizational learning routines

- There is considerable inertia: preference for happiness sheets and ‘publish or perish’.
- We are building new systems of student and programme assessment in order to improve student learning.
- The academic establishment is very conservative, especially among those who have ‘succeeded’ in their academic careers.
- Support for OBA from the very top, and from students, is necessary. Where is the heart?

Lesson 11: OBA may provide students with reasons to work harder

- Students rate their own attainment of programme level learning outcomes lower than 4 out of 6.
- Yet they rate their teachers 5 out of 6.
- And work a median of less than 10 hours a week on academic work outside class.
- They will not meet the learning goals unless they work hard to meet the learning goals.