Piloting Co-curricular Activities Outcomes Assessment

A Case Study

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Outline

1. Importance of course & activity assessment to programme and institutional outcomes assessment;

2. Outcomes assessment and its Logic Model

3. Co-curricular Activities Outcomes assessment at HKBU (A Trial Process)
Section I
Importance of Course & Activity Assessment to Programme and Institutional Outcomes Assessment
• Under the OBTL, learning outcomes at courses/activities, programme and Graduate Attributes are aligned together through curriculum mapping, in which the TLAs and AMs all match CILOs; i.e. constructive alignment

• Therefore, assessments at course/activity, programme and institutional levels are not isolated, but rather integrated.
• University’s **QA Mechanisms** principally rely on the assessments at course/activity level to provide evidence in ascertaining how well the Programme Outcomes and Graduate Attributes (GAs) have been achieved.

• Course/activity assessment represents the mainstay for the programme/institutional outcomes assessment.
Macro

Programme Intended Learning Outcomes (PILOs)

Course Intended Learning Outcomes (CILOs)
- What do I want my students to learn?
- What do I know about my students?

Learning Centred

Teaching and Learning Activities (TLAs)
- How can I facilitate that learning?

Assessment Methods (AMs)
- How do I know that learning does happen?
Mapping Service Learning Programme to 7 HKBU Graduate Attributes

天水驕陽 - 體育與社會服務學友計劃
Good Will Hung Tin Shui Wai

甘肅可持續服務團
Gansu Sustainable Service Group
Section II
Outcomes Assessment and its Logic Model
What is Outcomes Assessment?

• Defined as the **systematic and ongoing** method of **gathering, analysing and using information** from various sources about an education programme and measuring **programme/institutional outcomes** in order to **improve student learning**.

• **Much more than accountability**...
  Outcomes assessment helps us answer key questions about **teaching and learning**

• Places an emphasis on the **learning, development and growth of students**.
Purposes of Programme Outcomes Assessment

- Improves student learning
- Provides useful information to students, faculty, administrators, and other stakeholders
- Encapsulates and demonstrates to students, faculty members and outsiders what the programme is accomplishing
- Supports renewal of the curriculum so that learning happens as we intend

The Logic Model

Courses & Co-curricular Engagements

Teaching & Learning & Student Activities

Programme

Competencies
Knowledge
Skills

Design

Delivery

Outcomes

ASSESS and use results to improve
Section III
Co-curricular Activities Outcomes Assessment at HKBU
A Trial Process
Co-curricular Activities Outcomes Assessment using Blackboard Learn for Outcomes

**Preparation:**
- Agreed on **Graduate Attributes (GAs)** to be assessed in the academic year
- Agreed with colleagues from International Office (INTL) and Office of Student Affairs (SA) on the **co-curricular activities/programmes** to be used
- Agreed on **generic rubric** to be adopted – e.g. Cross-cultural Competence

**Bb Learn:**
- **Course rooms** for the activities/programmes set up for normal use
- **Reflective Journals** for the agreed GAs to be assessed set up and submitted by students

**Bb Outcomes:**
- **Collect** students’ works from Bb Learn
- **Random sampling** of students’ work *(student names kept anonymous)*
- Representatives from each office **assess** the reflective journals according to the generic rubrics
- **Generate reports** as appropriate
<table>
<thead>
<tr>
<th>Citizenship</th>
<th>Be responsible citizens with an international outlook and a sense of ethics and civility;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Have up-to-date, in-depth knowledge of an academic specialty, as well as a broad range of cultural and general knowledge;</td>
</tr>
<tr>
<td>Learning</td>
<td>Be independent, lifelong learners with an open mind and an inquiring spirit;</td>
</tr>
<tr>
<td>Skills</td>
<td>Have the necessary information literacy and IT skills, as well as numerical and problem-solving skills, to function effectively in work and everyday life;</td>
</tr>
<tr>
<td>Creativity</td>
<td>Be able to think critically and creatively;</td>
</tr>
<tr>
<td>Communication</td>
<td>Have trilingual and biliterate competence in English and Chinese, and the ability to articulate ideas clearly and coherently;</td>
</tr>
<tr>
<td>Teamwork</td>
<td>Be ready to serve, lead and work in a team, and to pursue a healthy lifestyle.</td>
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</tbody>
</table>
Direct and Indirect Measures

**Direct Measures**

1. Reflective Journal – Gansu Sustainable Service Scheme *(Centre for Holistic Teaching and Learning)*


**Indirect Measures**

1. Pre- and Post- event learning experience questionnaires

2. Qualitative Interviews (individual / focus group)
<table>
<thead>
<tr>
<th>HKBU GAs</th>
<th>Name of the rubric created</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CITIZENSHIP</strong></td>
<td>Ethical Reasoning</td>
</tr>
<tr>
<td>Be responsible citizens with an international outlook and a sense of ethics and civility.</td>
<td>Social/Civic Responsibility</td>
</tr>
<tr>
<td></td>
<td>Cross-cultural Competence</td>
</tr>
<tr>
<td><strong>KNOWLEDGE</strong></td>
<td>Interdisciplinary knowledge</td>
</tr>
<tr>
<td>Have up-to-date, in-depth knowledge of an academic specialty, as well as a broad range of cultural and general knowledge.</td>
<td>Disciplinary Exposure</td>
</tr>
<tr>
<td><strong>LEARNING</strong></td>
<td>Lifelong Learning</td>
</tr>
<tr>
<td>Be independent, lifelong learners with an open mind and an inquiring spirit</td>
<td>Self-Development/Spirituality</td>
</tr>
<tr>
<td><strong>SKILLS</strong></td>
<td>Information Literacy</td>
</tr>
<tr>
<td>Have the necessary information literacy and IT skills, as well as numerical and problem-solving skills, to function effectively in work and everyday life.</td>
<td>Technological Literacy</td>
</tr>
<tr>
<td></td>
<td>Problem-solving</td>
</tr>
<tr>
<td></td>
<td>Quantitative Reasoning</td>
</tr>
<tr>
<td><strong>CREATIVITY</strong></td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>Be able to think critically and creatively.</td>
<td>Creative Thinking</td>
</tr>
<tr>
<td><strong>COMMUNICATION</strong></td>
<td>Oral Communication</td>
</tr>
<tr>
<td>Have trilingual and bilateral competence in English and Chinese, and the ability to articulate ideas clearly and coherently.</td>
<td>Written Communication</td>
</tr>
<tr>
<td><strong>TEAMWORK</strong></td>
<td>Team Building</td>
</tr>
<tr>
<td>Be ready to serve, lead and work in a team, and to pursue a healthy lifestyle.</td>
<td>Health Awareness</td>
</tr>
</tbody>
</table>
## Cross-Cultural Competence VALUE Rubric

<table>
<thead>
<tr>
<th>Knowledge Cultural Self-awareness</th>
<th>Capstone 4</th>
<th>Milestones 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.</td>
<td>Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge Knowledge of Cultural Worldview frameworks</th>
<th>Capstone 4</th>
<th>Milestones 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</td>
<td>Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skills Empathy …</th>
<th>Capstone 4</th>
<th>Milestones 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.</td>
<td>Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.</td>
<td></td>
</tr>
</tbody>
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<tr>
<th>Attitudes Openness …</th>
<th>Capstone 4</th>
<th>Milestones 3</th>
</tr>
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<tr>
<td>Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.</td>
<td>Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.</td>
<td></td>
</tr>
</tbody>
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Questions arise from this pilot study

• Should short self evaluation reports be used?

• Will ePortfolio better serve the co-curricular activities outcomes assessment? (At what level?)

• Do students have any intrinsic motivation for such outcomes assessment?

• How to make use of the results for the betterment of our future co-curricular activities/programmes? (An actionable knowledge)
Holistic Outcomes Assessment for Institutional Goal, i.e. Graduate Attributes

- Discipline-based Programme Outcomes Assessments
- General Education Programme Outcomes
- Co-/Extra-curricular Activities

This is an on-going evaluations and we need to keep monitoring and building in improvements to both the curriculum and co-curriculum activities
Questions?

Thank you!