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## Assessment Planning

Time Line

Development Efforts

Weakness

Pre-2000

Agreement to administrate a common comprehensive skill test for all students in the course

Although a bold step in assessing student learning outcomes, there were no guidance and no expectation. Each instructor was making the best effort to ensure student learned sufficient skill in passing the course.

2000-2005

Increased structured were created for the skill test, and communicated to students at the beginning of the course. Students were progressively prepared to achieve the learning outcomes to be measured in the skill test.

Students were not highly motivated to learn, and it was difficult to enforce standards of learning outcomes since so many students were avoiding to learn.

2006-2009

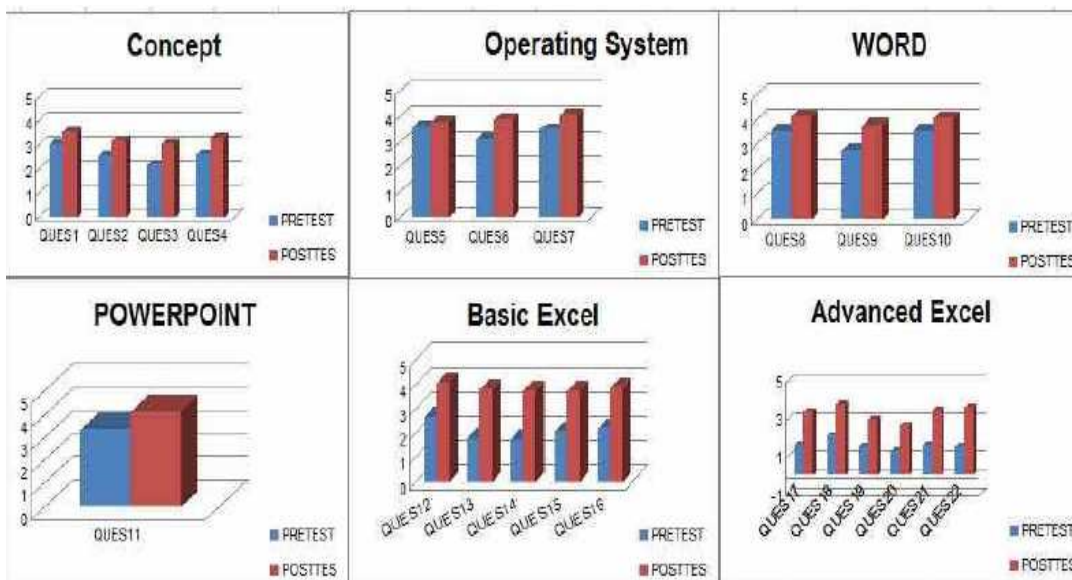
Redesigned instructional materials clearly stated learning objectives for every task students assigned to complete; learner-centered design and frequent progress reports allowed students to pace and monitor their learning progress. Tight monitoring of student learning progress with quick feedback allowed student to make corrective actions. Student were measured by their acquired skills to perform task instead of the mere outcome of tasks. Pretests were administrated in 2007, with post-test also administered beginning 2008 as indirect measures of perceived student learning.  
(see 6 attached summaries of test outcomes)

The heighten learning interest from students could consume more instructor time, making it least feasible to have large classes. Interactive feedback could be problematic without carefully planned schedule of activities. Special training of instructors may be required to support the continuous assessing approach.

The pre-test and post-test added little value to measurement of student learning, which is more accurately measured by continuous assessment and skill test evaluation. However, it is difficult to administrate a pre-test on skill without shocking some students and modifying learning behavior!

### Attachments (6)

- [BA130 f08 sec5 pre\\_pos test.jpg](#) 38k - on Mar 6, 2009 9:05 PM by Wai Law (version 1)
- [BA130 f08 sec6 pre\\_pos test.jpg](#) 38k - on Mar 6, 2009 9:06 PM by Wai Law (version 1)
- [BA130 s08 sec5 pre\\_pos test.jpg](#) 39k - on Mar 6, 2009 9:05 PM by Wai Law (version 1)
- [BA130 s08 sec6 pre\\_pos test.jpg](#) 39k - on Mar 6, 2009 9:05 PM by Wai Law (version 1)
- [BA130 su08 sec1 pre\\_pos test.jpg](#) 38k - on Mar 6, 2009 9:05 PM by Wai Law (version 1)
- [BA130 su08 sec2 pre\\_pos test.jpg](#) 37k - on Mar 6, 2009 9:05 PM by Wai Law (version 1)



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## Learning Expectation and Measurements

Time Line

Development Efforts

Weakness

Pre-2000

Ad hoc approach, based on consensus agreement among instructors to administrate a common skill test.

Instructors applied personal discretion toward determination of instructional contents.

2000-2003

Instructional contents were unified through a common collection of case exercises.

Instructors were allowed full discretion in selective usage of the case collection, and student learning progress were not very uniform.

2004-2006

A unified syllabus was developed for use in all sections of the course, clearly stating the learning objectives and the expectation in the comprehensive skill test, along with specific point allocations for skill categories.  
(see unified BA130 syllabus 04.doc)

Instructors were given much discretion in the grading of the skill test based on their observed learning progress of students. There was not any set of unified evaluation criteria for the skill test.

There were evidence that students were recycling exercise solutions, thus distorting measurements of learning outcomes.

2007-2009

Pre-test and Post-test were introduced to measure the perceived learning outcomes of students in various categories of skill contents. These student self-evaluated measured provided indirect measurements for progressive realignment of course contents.

Not all instructors returned pre-test and post-test results, including the student performance statistics on the skill test.

Standard evaluation criteria were developed for the skill test and have been adopted by all instructors.

### Attachments (1)

- [Unified BA130 syllabus 04.doc](#) 29k - on Mar 6, 2009 6:56 PM by Wai Law (version 1)

<http://sites.google.com/site/bibasbpa/Home/continuous-improvement-the-ba130/learning-objectives>

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## Learning Objectives

Time Line	Development Efforts	Weakness
	<p>Pre-2000</p> <p>All instructors of the course agreed to a comprehensive skill test to evaluate student skills. (see MG101 Comprehensive skill Test.doc)</p>	<p>Instructors used different teaching materials, and skill test is more a symbolic exercise than a uniform learning outcome assessment.</p> <p>There were no enforcement of actual teaching contents.</p>
	<p>2000-2004</p> <p>A casebook was developed for use in all sections of the course, unifying the teaching contents.</p>	<p>Cases selected were a random collection of instructional resources, and cases were loosely related to the comprehensive skill test</p>
	<p>2006-2007</p> <p>The contents of casebooks were carefully aligned to progressive learning activities, at the same time, contents that students already familiar with were phased out and replaced with more advanced contents. Problem-based designs were introduced to the cases. (see BA130 progressive skill expectations.xls)</p>	<p>Students heavily relied on instructors to achieve "correct" solution, students were competing with instructors in arriving at the "correct" solutions with the minimum efforts.</p> <p>There were huge discrepancy between student "performance" in practice exercises and their skill test performance.</p>
	<p>2008-2009</p> <p>Learner-centered educational (LCE) approach was adopted with the redesigned of learning materials to encourage student creativity and learning through exploration.</p>	<p>Not all instructors were comfortable with the LCE approach, even there were observed improvement in student learning motivation.</p>

### Attachments (2)

- [BA130 progressive skill expectations.xls](#) 20k - on Mar 6, 2009 6:28 PM by Wai Law (version 1)
- [MG101 Comprehensive Skill Test.doc](#) 24k - on Mar 6, 2009 5:43 PM by Wai Law (version 1)