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# Assurance of Learning (AoL)

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# Learning Objectives



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- Understand the Assurance of Learning (AoL) definition and process
- Review program learning goals/ learning objectives
- Make an assessment plan for a program

# Rationale

- What do we want our students to learn?
  - Knowledge
  - Employable skills
    - Written and oral communication
    - Ethical understanding and reasoning
    - Analytical thinking
    - Information technology
    - Interpersonal relations and teamwork
    - Diverse and multicultural work environments
    - Reflective thinking
- How do we know that our students learn?



# Introduction



- Terminology
  - Assurance of Learning or AoL (AACSB) vs Outcome Based Learning (OBE)
  - Learning goals (Be) / Learning objectives (Do) vs Expected abilities of graduates
  - Assessment
  - Closing the loop



# Introduction



- **Outcome Assessment** is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development. (Polomba & Banta, 1999)
- **Assurance of Learning** is the systematic processes and assessment plans that collectively demonstrate that learners achieve learning competencies for the programs in which they participate that are within the scope of the school's accreditation. (AACSB, 2020)

# Introduction

- What is AoL?
  - Assurance of (student) Learning
  - Program Level
  - Assure student learning across the curriculum
  - Assess STUDENT learning NOT faculty teaching
  - Underlying concept
    - Accountability
    - Continuous Improvement



- Step 1: Establish Learning Goals/Objectives
- Step 2: Alignment of curricular with adopted goals
- Step3: Identification of assessment instruments and measure
- Step4: Collection, analyzing, dissemination of assessment information
- Step 5: Using assessment information for continuous improvement and documentation





# Step1: Establish learning goals/objectives

- Learning Goals and Objectives – **What do we want our graduates to be/do?**
- Learning GOALS are broad statements and are not suitable for assessment
  - Describe what you want your graduates to **BE**
  - Example:
    - Graduates will demonstrate problem solving skills
    - Graduates will be effective communicators
- Each learning GOAL must be translated into one or more learning OBJECTIVES



# Step1: Establish learning goals/objectives

- Learning OBJECTIVES are measurable attribute of the overall learning GOAL
  - Describe what you want your graduates to DO
  - Example:
    - Students can describe the professional code of conduct within their discipline
    - Students will produce professional quality business documents



# Step1: Establish learning goals/objectives

## ■ Learning Goals/ Objectives for B.Acc.:

### 1. Ethical reasoning and professionalism

1. 1. Students will be able to recognize and complement moral and ethical principles of the accounting profession (1.1+ 1.2 + 1.4)



# Step1: Establish learning goals/objectives

## ■ Learning Goals/ Objectives for B.Acc.:

### 2. Integrated accounting and business knowledge

2.1. Students will be able to demonstrate accounting and business knowledge and theoretical understanding.  
(2.1 + 2.2 + 2.3)

2.2. Students will be able to apply accounting and business knowledge, acquire supporting information to make accounting decisions to resolve problems and recommend reasonable solutions for various situations. (3.2 + 2.1)



# Step1: Establish learning goals/objectives

- Learning Goals/ Objectives for BBA:

1. Fundamental Areas of Business Knowledge

1. 1. Students are able to understand business concepts and theories. (2.1)



# Step1: Establish learning goals/objectives

## ■ Learning Goals/ Objectives for BBA:

### 2. Analytical Thinking and Problem-Solving

2.1. Students are able to analyze and interpret information to make reasoned business decisions. (2.1, 2.2)

2.2 Students are able to apply conceptual and theoretical frameworks into practice.  
(2.1, 2.2, 2.3)

2.3 Students are able to conduct numerical analysis to solve business problems. (2.3, 3.1, 3.2, 4.1, 5.1)



# Step1: Establish learning goals/objectives

- Learning Goals/ Objectives for MBA:

<b>Goal 1.</b> Implications of Integrated Business Knowledge
<b>Objective 1.1</b> Students will be able to explain and apply advanced concepts and relationships underlying business discipline (2.1 + 2.3)
<b>Objective 1.2</b> Students will have ability to identify the theories and practices of advanced business discipline (2.2)
<b>Objective 1.3</b> Students will be able to identify issues and develop standards that influence academic and professional ethics (1.1+ 1.2+ 2.4)



# Step1: Establish learning goals/objectives

## ■ Learning Goals/ Objectives for MBA:

<b>Goal 2. Critical and Integrative Thinking</b>
<b>Objective 2.1.</b> Students will be able to demonstrate the ability to analyze, synthesize and interpret information to make complicated business decisions (3.1)
<b>Objective 2.2.</b> Students will have ability to apply quantitative skills to solve complicated business problems and discover opportunities (3.2)



## Step2: Alignment of curricular with adopted goals

- Who did we assess? When? Where?
- Curriculum Map of required courses – to answer Where?
- More than one place – to support student achievement of learning GOALS
- All learning GOALS must be addressed in the curriculum



## Step2: Alignment of curricular with adopted goals

Curriculum Map: Matrix: core courses x learning goals/objectives

Required Course	Ethical Reasoning	Integrated Accounting and Business Knowledge	Critical Thinking and Problem Solving	Communication and Responsibility	Digital Literacy
BA101	addressed			addressed	addressed
BA205	assessed	addressed	addressed		addressed
AC303		assessed		assessed	
AC401		assessed	assessed		assessed
...					

## Step2: Alignment of curricular with adopted goals

### Activity 1

- Draw a curriculum map between your program/major required courses and learning objectives
  - At minimum, a curriculum map must be on all required courses



## Step2: Alignment of curricular with adopted goals



- Assessment Plans to answer **Who?** and **When?**
  - Course/Educational Experience and student artifacts
  - Instruments
    - Rubric, survey, exam
  - When: semester and year
  - Assessor
    - Instructor of the course
    - Committee of instructors
    - Professionals

# Step2: Alignment of curricular with adopted goals

## Assessment Plan example

Learning Goal	Learning Objective	Approach	Schedule
1 Business Knowledge	1.1 Students are able to exhibit thorough understanding of core business theories and principles.	Exam: Business Foundation	S1 Y2020
2 Communication Skills	2.1 Students are able to make professional presentations in English.	Rubric on Oral Presentation: Seminar in Entrepreneurial Management	S2 Y2020
	2.2 Students are able to prepare professional written reports in English.	Rubric on Report: Seminar in Entrepreneurial Management	S2 Y2020

## Step2: Alignment of curricular with adopted goals

### Activity 2

- Design an assessment plan
  - Select student artifacts to be assessed for each learning OBJECTIVES
  - Assign which semester to assess



## Step3: Identification of assessment instruments and measures



- Methods – **How do we assess?**
- Instruments
  - Direct Assessment
    - Standardized exam
    - Senior project or presentation
    - Writing and/or other assignments outside classroom
    - Student portfolios
  - Indirect Assessment
    - Survey
    - Interview
    - Focus Group



## Step3: Identification of assessment instruments and measures



- Use Rubrics as a standard measure
- In the course embedded assessment, assignments or student demonstrations evaluated for the purposes of AoL using a separate and distinct process NOT the grade students earned
- Ask the instructor NOT to create new class activities, but reuse anything that they already have.



## Step3: Identification of assessment instruments and measures



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### Example: Ethical Reasoning and Professionalism Rubrics

Traits	Rubrics		
	Below Expectation	Meet Expectation	Exceed Expectation
To recognize the moral of the accounting profession	Unable to recognize the moral of the accounting profession.	Able to recognize the moral of the accounting profession.	Able to recognize and implement the moral of the accounting profession.
To recognize ethical principles of the accounting profession	Unable to recognize the basic ethical principles of the accounting profession.	Able to recognize the ethical principles of the accounting profession.	Able to recognize and apply the ethical principles of the accounting profession.

# Step3: Identification of assessment instruments and measures

## Example: Fundamental Area of Business Knowledge Rubrics

Traits	Rubrics		
	Below Expectation	Meet Expectation	Exceed Expectation
To understand business concepts and theories.	Unable to understand basic business concepts and theories	Able to understand basic business concepts and theories.	Able to understand advanced business concepts and theories.

# Step3: Identification of assessment instruments and measures



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## Example: Implication and Integrated Business Knowledge Rubrics

1.1 Students will be able to explain and apply advanced concepts and relationships underlying business discipline (2.1 + 2.3)			
Trait	Below (Unacceptable)	Meet (Acceptable)	Exceed (Exemplary)
1.1.1 Explain advanced concepts and relationships underlying business discipline	Fails to explain advanced concepts related to business knowledge and does not identify theoretical relationships	Able to explain advanced concepts related to business knowledge and identify theoretical relationships	Able to explain advanced concepts related to business knowledge, identify theoretical relationships, and provide examples in some detail
1.1.2 Apply advanced concepts and relationships underlying business discipline	Does not apply advanced concepts related to business knowledge	Able to apply advanced concepts related to business knowledge	Able to recognize and apply a variety of advanced concepts related to business knowledge

## Step3: Identification of assessment instruments and measures

### Activity 3

- Continue to design the assessment plan
  - Choose an appropriate assessment instruments for student artifacts selected
  - Create a tool for assessment, i.e. rubric
  - Design an implementation plan for assessment



## Step3: Identification of assessment instruments and measures



- Issues
  - In a huge required course with > 100 students registered, do we need to assess all of them?
  - There is no individual student artifacts in class.
  - How to we assess students' Ethics, or Teamwork skill?



## Step4: Collection, analyzing, and dissemination of assessment information



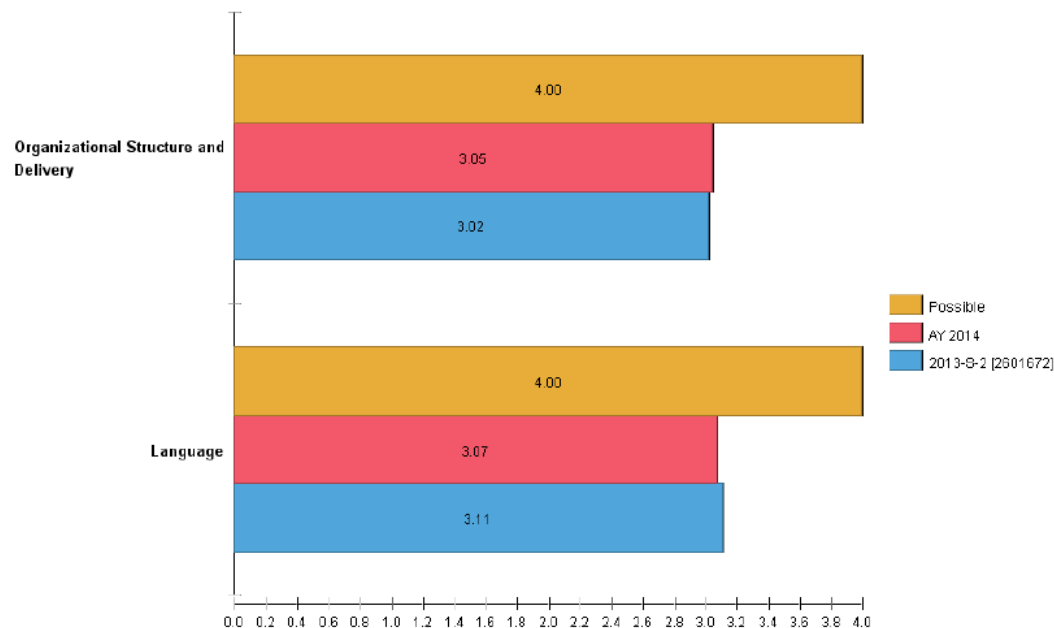
- Finding/Evidence – **What did we find out?**
- Who receives the information?
- What part of it do they receive?
- Who can act on the information?



- CBS Dissemination of assessment result:
  - AOL Committee Meeting
    - Reports generated and reviewed
  - Programs review reports
    - No Action vs Improvement needed
  - Documentation

# Step4: Collection, analyzing, and dissemination of assessment information

Rubric Analysis  
[CBS] RU\_ORAL COMM\_(EN,TH)



Frequency Distribution  
[CBS] RU\_ORAL COMM\_(EN,TH)

Criteria						Number Evaluation	Average	Median	Mode	Std. Deviation
		Excellent	Good	Fair	Improvement Needed					
Organizational Structure and Delivery	Points	4.00	3.00	2.00	1.00					
	2013-S-2 [2601672]	19%	63%	17%	0%	103	3.02	3.00	3.00	0.61
	AY 2014	23%	59%	17%	1%	128	3.05	3.00	3.00	0.66
Language	Points	4.00	3.00	2.00	1.00					
	2013-S-2 [2601672]	23%	64%	13%	0%	103	3.11	3.00	3.00	0.59
	AY 2014	22%	63%	15%	0%	128	3.07	3.00	3.00	0.60





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# Step4: Collection, analyzing, and dissemination of assessment information



## AOL Artifact Evaluation Form

AOL. #:

2012-EX-000



## AOL Artifact Evaluation Form

AOL. #:

2011-EX-0038

Section 1: Artifact Information		DATE
		2 / Jan / 2013
DEPARTMENT/PROGRAM	SUBJECT/COURSE INFORMATION	
BBA (Int'l)	2604332 PRINCIPLE OF INVESTMENT S1 Y2012	
ARTIFACT/INSTRUMENT		
<input type="checkbox"/> Rubric <input type="checkbox"/> Survey <input checked="" type="checkbox"/> Exam/Assignment Score	<b>Disciplinary Knowledge</b> Target (If Applicable): 80% of the students achieve fair/satisfactory level or better	

Section 2: Report Review and Assessment		DATE
		25 / Jan / 2013
CBS AOL COMMITTEE:	DECISIONS	
1 Assadaporn Sapsomboon	<input checked="" type="checkbox"/> No Actions Required: Reviewers identify that no actions are required at the moment.	
2 Athapol Ruangkanjanases	<input type="checkbox"/> Improvement Identified: Reviewers identify that curriculum improvement may be necessary. If checked, <b>PROGRAM needs to respond and send this form back to Int'l Accreditation Office!</b> [Continue Section 3]	
3 Pim Soonsawad		
4 Sira Suchintabandit		
5 Wilasini Wongkaew		
ADDITIONAL NOTES:		

Section 1: Artifact Information		DATE
		30 / Nov / 2011
DEPARTMENT/PROGRAM	SUBJECT/COURSE INFORMATION	
BBA (Int'l)	2602327 QUANTITATIVE BUSINESS ANALYSIS S1 Y2010	
ARTIFACT/INSTRUMENT		
<input type="checkbox"/> Rubric <input type="checkbox"/> Survey <input checked="" type="checkbox"/> Exam/Assignment Score	<b>Problem Solving</b> Target (If Applicable):	

Section 2: Report Review and Assessment		DATE
		17 / Dec / 2012
CBS AOL COMMITTEE:	DECISIONS	
1 Assadaporn Sapsomboon	<input type="checkbox"/> No Actions Required: Reviewers identify that no actions are required at the moment.	
2 Athapol Ruangkanjanases	<input checked="" type="checkbox"/> Improvement Identified: Reviewers identify that curriculum improvement may be necessary. If checked, <b>PROGRAM needs to respond and send this form back to Int'l Accreditation Office!</b> [Continue Section 3]	
3 Pim Soonsawad		
4 Sira Suchintabandit		
5 Wilasini Wongkaew		
ADDITIONAL NOTES:		
Please provide comments to the program on Mid Q1 i.e. difficulty, time allocated, etc.		



## Step5: Using assessment for continuous improvement



- So-called: **Closing the loop**
- Interpretation/Action Items – **What are we going to do about it?**
- Documentation on where assessment outcomes have been used for continuous improvement of curricula

## Step5: Using assessment for continuous improvement

### Table 5-1

**Assessment Plan and Results for Most Recently Completed Accreditation Cycle by Degree Program (Table is Optional for CIR Visits, Mandatory for Initial Visits)**

Competency	Performance Target	How Assessed	Where Assessed	When Assessed	Results	Improvements Identify whether process (P) or curriculum (C) (Date changes were made)
Direct Measures						
Indirect Measures						



## Step5: Using assessment for continuous improvement



- Examples of Closing the Loop questions
  - What parts of the curriculum are functioning particular well?
  - What prerequisite knowledge, skills, or disposition should be added?
  - Are our standards of achievement appropriate for our students?
  - Are our assessment methods yielding information that we care about?
  - What should be celebrating?



# Lessons learned



- Regularly meet with all program administrative committees – peer pressure is good within the same unit.
- Centralized the process until they (the program) are ready
- Implementing assessment in Bachelor degree is more difficult than graduate degrees – organization of program and the number of students
- Closing the loop is much harder than assessment.

# References

- AACSB (2020). 2020 Guiding Principles and Standards for Business Accreditation. AACSB International.
- AACSB (2019). Accreditation Standard 8 (2013 Business Standard): Curriculum Management and Assurance of Learning – An Interpretation. AACSB White Paper. AACSB International.
- AACSB (2009). Material from Applied Assessment Seminar. Paris, France.



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THANK YOU