

BBA Quality Assurance Manual



جامعة الفيصل
Alfaisal University

كلية الأعمال
College of Business

Table of Contents

1.	Introduction	3
2.	Highlights of the CoB Assurance of Learning (AoL) System	3
3.	Purpose of the AoL System	3
3.1.	Overview of AoL Framework	3
3.2.	Stage 1: Strategic planning	4
3.3.	Stage 2: Direct and indirect assessment	5
3.4.	Stage 3: Continuous Improvements & Change Management	7
4.	Implementing the AoL system	7
4.1.	Development of the learning outcomes	7
4.1.1.	Alignment of the program learning outcomes with CoB mission	9
4.2.	Assessment of the program learning outcomes	9
4.3.	Assessment of learning outcomes at the course level	10
4.4.	ILO Assessment System	10
4.5.	End-of-Semester Portfolio (ESP)	11
4.6.	Electronic Submission of ESP	12
4.7.	ESP Audit and report	13
4.8.	Assessment of learning outcomes at the program level	14
4.9.	Continuous improvements Closure of AoL loops	16
4.10.	Engagement of faculty in the AoL system	17
5.	Degree Equivalency, Stackable, and Non-Degree Education	18

College of Business (CoB)
Quality Assurance and Accreditation Office (QAA)

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August 2024

1. Introduction

In compliance with the NQF Framework (National Qualification Framework for Saudi Arabia) published by ETEC (Education & Training Evaluation Commission), the College of Business (CoB) developed and implemented a practical, systematic, and mature Quality Assurance System for the provision of 'Assurance of learning (AoL)' on the offered program curriculum. CoB took measures to align its quality management system with the college's mission, matching its pedagogical requirements and serving its governance practices. This AoL has been coherently implemented since 2015 and has proven highly effective and productive. This document describes the CoB-AoL system and how an evidence-based approach is applied to manage the undergraduate curriculum, the disciplines, and the learning outcomes (LOs) at multiple levels.

2. Highlights of the CoB Assurance of Learning (AoL) System

Below are the key principles adopted and practiced by the QAA office at the CoB to develop, implement, and sustain its standards in managing quality:

- a) The CoB developed and implemented an effective AoL system to systematically identify and measure the program learning outcomes.
- b) The AoL system is aligned with the Alfaisal University and CoB missions and supports the Alfaisal University AoL guidelines.
- c) The AoL system is effectively used to facilitate continuous improvement.
- d) The established CoB accreditation committee and associated subcommittees support faculty engagement throughout the AoL process's lifecycle.
- e) The CoB enables the departmental chairs and faculty members to regularly revise the learning competencies of the offered programs using well-defined processes.
- f) Data is gathered at different alignment levels and analyzed centrally to facilitate a coherent implementation for program improvement.

3. Purpose of the AoL System

The AoL system intends to help the CoB achieve its mission and strategic objectives and support learners in attaining the intended educational competencies of the program they attended. Further, by implementing the AoL system, the CoB adopts a cyclical process that promotes academic excellence and effectively identifies and manages the intended learning competencies at different levels. The following sections present an overview of key attributes of the AoL system developed and used by the CoB.

3.1. Overview of AoL Framework

The CoB developed an AoL system tailored to achieve its pedagogical and operational objectives and maintain the currency and relevance of the learning competencies through engaging its experienced faculty, applying appropriate assessment, deploying continuous improvement, and meeting the stakeholders' expectations. In summary, the primary approach followed in developing this AoL system is based on three fundamental principles:

- a) Strategic planning and alignment with the CoB mission and strategic objectives.
- b) Effective development and assessment of the learning competencies.
- c) Continuous improvement to enhance students' learning performance.

These principles are conceptually presented in Figure 1, and the relevant details of the AoL components are discussed below.

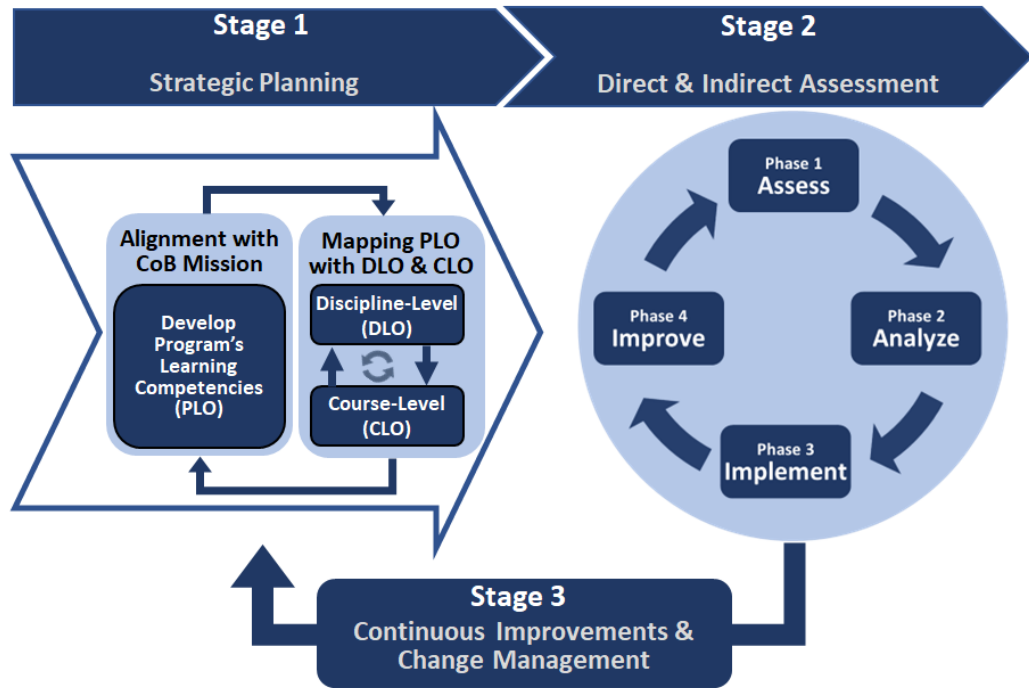


Figure 1. The Assurance of Learning (AoL) framework was adopted by the CoB to develop and manage the program’s learning outcomes (PLO). The two-way alignments with the Discipline Learning Outcomes (DLO) and the Course Learning Outcomes (CLO) are shown.

3.2. Stage 1: Strategic Planning

The primary objective of this stage is to establish the foundation for managing the AoL cycle. It develops the program's learning competencies and maintains alignment with the CoB mission statement, strategic goals, and expected outcomes. For this purpose, the CoB follows a structured approach, starting with the alignment of PLOs with the university and college missions and, at the same time, maintaining alignment with learning competencies at the course level.

A. Alignment with the CoB mission

The alignment between the PLO and the CoB mission starts by analyzing the mission statements at different levels to extract the ‘buzz words’ that drive them. These buzzwords are used to steer the alignment process. Table 1 presents details of the extracted buzzwords.

Table 1 Comparison of mission statements of the University, College, and the BBA Program.

Level	Mission Statements University (AU)	Buzzwords
University	Alfaisal is a student-centered university creating and disseminating knowledge through world-class academic programs, research, and service that benefits humanity.	Student-centered World-class Academic, Research, and Services

CoB	CoB develops business leaders through quality education and research and fosters partnerships with local and international stakeholders.	Quality education and research Business leaders Community partnerships
BBA Program	Our mission is to develop the students' intellectual, professional and personal competencies through principled business education and commitment to excellence that benefits the larger community.	Interpersonal competencies Principled education Commitment to excellence Community engagement

B. Mapping program, discipline, and course learning outcomes

The adopted terminologies for managing the program learning outcomes are:

- **Learning goals:** general and broad aims/purposes.
- **Learning objectives:** brief and 'less' general statements to describe the intended learning purposes and what faculties will cover to achieve them.
- **Learning outcomes:** identify what the students will know and be able to do by the end of a course or program – the essential and enduring knowledge, abilities (skills), and attitudes (values, dispositions) that constitute the integrated learning needed by a graduate of a course or program.

Multiple iterative processes, with the direct involvement of influential stakeholders, are applied at the course, discipline, and program levels for alignment purposes. The actions and outcomes of these alignment activities are documented with formal approvals from the relevant departmental chairs and the accreditation committee chair.

3.3. Stage 2: Direct and Indirect Assessment

This stage deals with implementing and assessing the identified LOs at stage 1. Assessment of the learning outcomes is an ongoing cyclical practice of the program's learning goals and objectives. It checks how well the LOs have been achieved and appropriately adjusts the courses, discipline, programs, and assessment methods. As in stage 1, the CoB follows a systematic and structured approach consisting of four phases. Before explaining the various steps of this stage, the CoB has adopted the following definitions of direct and indirect assessment:

Direct assessments: are most effective if they are conducted through course-embedded work, assignments, exams, direct observations of learner performance, capstone courses, case studies, content analysis, essays, research publications, and standardized tests. Direct measures are part of the course and count toward the grade.

Indirect assessments: are highly effective in complementing or extending the direct assessments of students' learning. They are used to explain the results obtained from a direct assessment, as well as give insights into how students perceive aspects of the programs. In this way, the CoB doesn't consider indirect measures to substitute for the direct assessment of learning. They include but are not limited to Alumni surveys, employee surveys, graduate surveys, student satisfaction surveys, focus groups, and transcript analyses.

Below is the description of the four iterative phases used to manage Stage 2.

Phase 1: Assess

It is part of an iterative process to develop and communicate practical steps to assess the extent to which learning outcomes are achieved. The CoB facilitates the required tools and templates to determine the appropriate assessment methods and their application in practice. These assessment methods and the expected assessment targets are documented in the course mapping, course specifications, and course reports (these documents are explained below). All faculty are provided workshops, awareness sessions, and ongoing support to implement the adopted assessment approach. The tools and process adopted are designed to produce quantitative values on the level of achieving the intended LOs.

Assessment is performed for all courses using a bottom-up approach, and the data are consolidated from the course level to the program level. This approach helps to recheck the alignment between all assessment levels and facilitates feedback outcomes to maintain and improve the degree of alignment.

Phase 2: Analyze

This step systematically analyzes the learning information gathered from the direct and indirect assessment practices within the project perspective and its attributes. The CoB has developed a specific process with detailed procedures for qualitative and quantitative measurements of the LOs. The process will be explained in the following sections.

Phase 3: Implement

The data gathered in phase 2 is benchmarked with the expected targets for each learning outcome based on the documented course specification and course map. The faculty, supported by the chair and QAA office, develop and implement appropriate solutions to address the findings of phase 2. Such implementation follows a specific process to manage change supervised by the QAA office.

Phase 4: Improve

The outcome of this stage is a set of additional enhancements to facilitate continuous improvements. The suggested improvements are discussed and agreed upon in consultation with the faculty and the departmental chairs. The final arranged improvements are then documented in the course report for improvement in the next course management cycle. In practice, this phase is initiated when the course instructor publishes the four key documents at the start of the semester, see Figure 2. Two of these documents are the course syllabus and course specifications, which must include and incorporate the recommendations made in the previous run. This improvement is classified as a mini-internal improvement compared to the significant improvement managed at the program and college levels. The latter is stage 3, which is discussed in the next section.

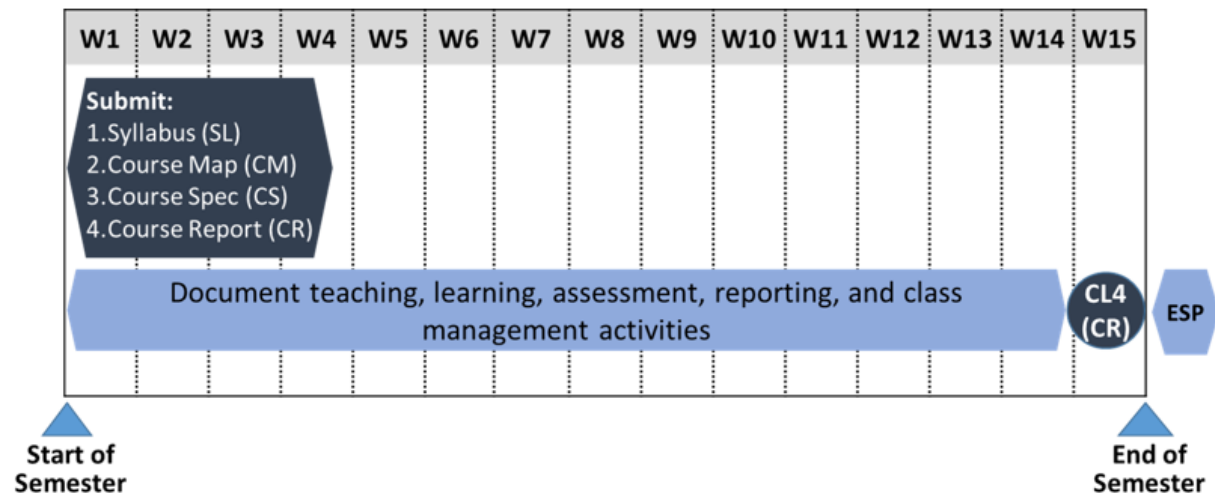


Figure 2. Gantt chart showing the overall process of course documentation and process of continuous improvement

3.4. Stage 3: Continuous Improvements and Change Management

The primary purpose of this stage is to enhance the learning experience of our graduates through structured improvement steps emanating from the actual findings at the course level. This, in turn, supports graduates in achieving the expected program learning outcomes in alignment with the CoB missions. The associated processes in managing the continuous improvement stage involve multiple assessment levels and collaboration at the course, department, college, and QAA levels. The continuous improvement stage is invoked every year and often includes new initiatives managed as projects. The process is frequently accompanied by change management practices for effective management and implementation of these initiatives.

4. Implementing the AoL System

The AoL system described in section 3 is adopted and managed in practice to achieve the targeted CoB learning objectives and goals. The below sections describe such practices.

4.1. Development of the Learning Outcomes

Developing the appropriate program learning outcomes in alignment with the CoB mission and practices is essential for AoL management and success. Using the learning outcomes approach to describe and manage the knowledge, skills, and values the students acquire when completing a learning activity (such as a program, course, assignment, project, ...etc.) is a standard approach in academia. Based on the ETEC guidelines, the PLOs are developed to integrate the following three learning domains:

Knowledge: a broad understanding and critical view of a discipline or field of work's principal theories, concepts, and terminology.

Skills: deals with the application of knowledge. The skills include (but are not limited to) cognitive, communication, IT, and numerical Skills.

Values: developing students' interpersonal skills and their sense of responsibility to work effectively in peer relationships under guidance and autonomously. Values include but are not limited to taking structured decisions, undertaking leadership roles, managing teams, and adopting positive attitudes towards values and ethics.

Table 2 lists the main steps in developing the PLO at the CoB. It should be emphasized that throughout the AoL process, all these steps are iteratively reviewed and managed to maintain the required alignment with the CoB mission and achieve the targeted continuous improvement.

Table 2. Steps to develop and manage the Learning Outcomes (LOs).

Title	Description
Step 1: Know the CoB mission, goals, and objectives	Since alignment with the mission of CoB takes a critical role in developing and managing the adopted learning practices and system, the QAA office organizes awareness sessions for communicating and explaining the mission, goals, and objectives of the CoB. Further, the mission statement is included in key curriculum management documentation, such as the syllabus, and is discussed in regular orientation sessions during the semester.
Step 2: Engage and train the faculty	For effective learning practices and in compliance with the ETEC guidelines, the CoB adopts a structured approach to construct and manage the program and course learning outcomes in alignment with the CoB mission. These practices are communicated to the faculty and staff through regular training sessions starting each semester.
Step 3: Identify the learning domains and competencies	In coordination with faculty, the chair of each discipline identifies the learning domains and the associated competencies.
Step 4: Develop the learning outcomes	Use best practices to develop the LOs in structured and consistent processes.
Step 5: Establish the alignment	Review the LOs with the involved stakeholders to assess alignment with the key learning objectives as presented in the CoB mission.
Step 6: Obtain due approvals	The QAA office, the accreditation committee, and the dean are involved in assessing and approving the appropriateness of the developed LOs.
Step 7: Document and communicate	The final version of the LOs (both the course and program levels) are documented and communicated through master syllabi for all courses delivered offered by the CoB.

As will be shown later, similar steps are followed to develop the learning outcomes at the course level. Following best practices and in compliance with the ETEC regulations, the main components of a structured learning outcome are shown in the following formatted learning outcome statement:

*Students/Graduates will be able to **+verb** (desired action or performance) **+object** (demonstrated learning) **+optional modifiers** (broad statement of performance criteria/conditions or targeted learning descriptors).*

To illustrate how the LO is aligned with the CoB learning goals and objectives, the below example presents the CoB approach in developing the learning outcomes using the above general LO formula. This example is for a learning outcome to manage the skills learning domain.

Learning Goals	Learning Objectives	Learning Outcomes
Our graduates will demonstrate problem-solving skills supported by appropriate analytical and quantitative techniques.	Students will learn to select the appropriate analytical techniques to identify a business problem, generate and compare alternatives, and develop a solution.	Graduates will be able to analyze the local and global impact of computing on individuals, organizations, and society.

This process is performed for the program and all courses in the undergraduate and graduate programs.

4.1.1. Alignment of the PLOs with CoB Mission

This phase is concerned with further establishing the alignment of the PLO with the intended learning outcomes at the discipline level (DLO) and the course level (CLO). The CoB has five core disciplines:

- Accounting (ACC)
- Entrepreneurship and Family Business (EFB)
- Finance (FIN)
- Human Resources Management (HRM)
- Marketing (MKT)
- Operations & Project Management (OPM)

See Table 1 for a comparison and alignment of the mission statement of the university, college, and program. The two-way alignment (top-down and bottom-up) between the missions at the college and program levels is shown in Figure 3. As explained in the following sections, the CoB deploys multiple mechanisms and governance practices to always assess and maintain the alignment.

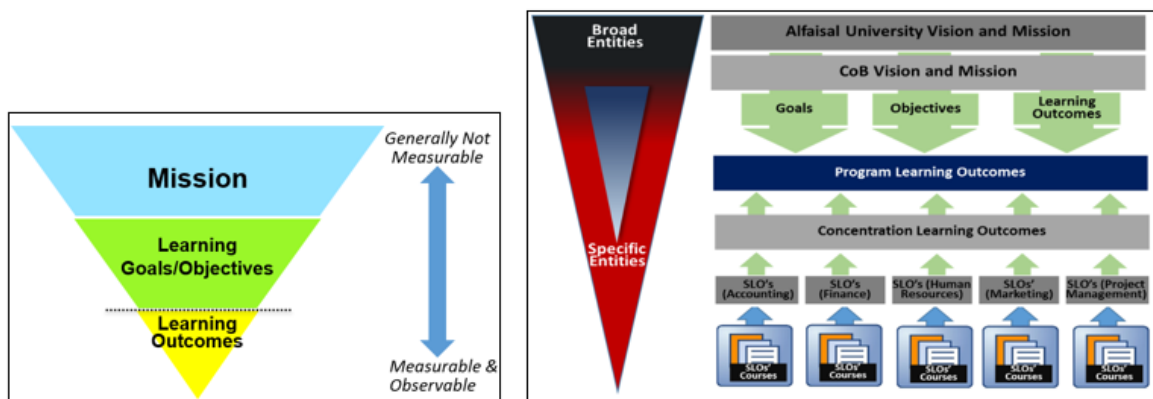


Figure 3. The relative relationship and alignment of the learning outcomes at the university, college, program, and course levels.

4.2. Assessment of the PLOs

Having developed and aligned the learning outcomes at all levels throughout the program management system, this section deals with the critical step of assessing the achievements regarding learning outcomes. The CoB follows a multistage assessment to measure the percentage of achieved learning

outcomes. To complete this process, two key stages are managed at course and program levels. These stages are described below:

4.3. Assessment of learning outcomes at the course level

In support of the alignment approach followed by the CoB (shown schematically in Figure 3), the CoB adopted the principle that PLOs cannot be achieved unless appropriate learning quality is embedded at the course level and the learning outcomes are measured at the student level. This stage follows the details of documenting the 'End-of-Semester' portfolio (named ESP by the CoB). The main steps and outcomes of the ESP process are summarized in Table 3.

Table 3. Systematic steps to develop and assess CLOs.

Title	Description
Step 1: Training and Awareness	The QAA office arranges training workshops on how to develop LOs using known best practices, Bloom's taxonomy, and a structured approach to aligning these LOs with the CoB pedagogical goals and objectives.
Step 2: Faculty develops CLOs	Using the course objectives, the faculty develops a set of LOs, and gets the approval of the chairs and the QAA office.
Step 3: Update/develop a course syllabus	For courses in the current curriculum, the faculty will update the LOs of the course syllabi. For new courses, new syllabi are developed using standard templates and contents provided by the QAA office. New courses needs to be approved by departments, the college curriculum committee, the college council, the University Curriculum Committee, and the Council of Deans at the university level.
Step 4: Develop course map	The faculty work with the chairs and the QAA office to align the CLO with the PLOs with the required assessment methods.
Step 5: Complete course specification	This step is required for compliance with the ETEC requirements and standardization of the master syllabi for all courses.
Step 6: Submit pre-semester documents	Together with the course report of the previous run of the course, the faculty will submit the pre-semester pack between weeks 1 and 3. The pre-semester pack consists of four courses, as listed in the blue diamond in Figure 2.
Step 7: Document the full semester	Based on the pre-semester contents, the faculty will run the course for the whole semester of 15 weeks and document all activities, such as exams, quizzes, assignments, projects, assessments...etc.
Step 8: Assess CLOs	Faculty will use a proprietary Excel-based tool to assess the overall achievement of the CLOs. As an example, see Figure 4.
Step 9: Complete the course report	As per the ETEC requirements, the faculty must complete the course report by assessing the level of achieved CLOs and deviation from the planned objectives as per the pre-semester pack, reasons for not meeting planned targets, students' feedback, suggested changes, and recommendations for improvement for the next run of the course.
Step 10: File the ESP	After course completion and grade submission, the faculty must complete and submit the ESP by documenting all course activities. The CoB has developed a consistent process and procedures for

Table 3. Systematic steps to develop and assess CLOs.

Title	Description
	completing and submitting the ESP. An overview of all ESP content is shown in Figure 5.

4.4. ILO Assessment System

As stated in step 8 above, the CoB developed its proprietary Excel-based tool to assess the overall achievements of the CLOs. The tool is named ‘ILOs Assessment System’(ILO stands for Intended Learning Outcomes). The tool was developed around the learning domains published by the local accreditation authority, ETEC: Knowledge, Skills, and Values. It links planned achievement with the student's average grades through multiple assessment tools. The ILO system produces a bar chart of the percentage gained in each learning domain. Figure 4 shows an example of using the ILO System for one of the core BBA programs, where both knowledge and skills are achieved 77%, and values-based assessment was achieved 95.8%. The overall achievement of the course is 78.4%.

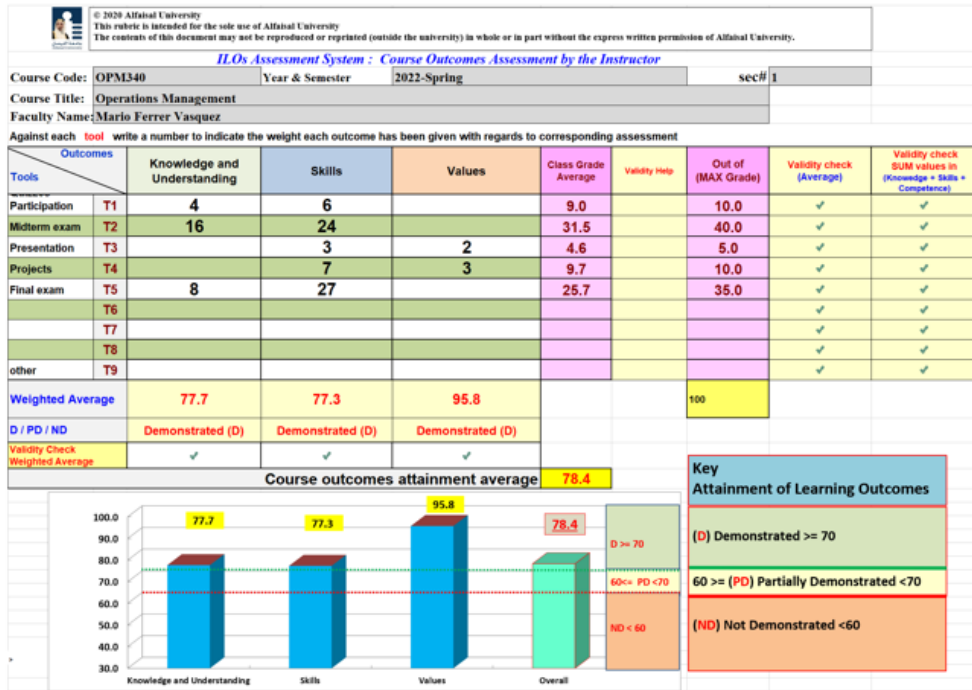


Figure 4. CoB proprietary tool to assess the overall achievements of the CLOs, based on the NCAAA learning domains of Knowledge, Skills, and Values. The tool is used by all faculty to assess the CLOs for all courses.

4.5. End-of-Semester Portfolio (ESP)

The completion and submission of the End-of-Semester (ESP) package (step 10 in Table 3) is a critical element of the AoL practice applied by the CoB. The ESP pack captures all planning, actual activities, and the outcomes of course management throughout the 15 weeks of the semester. The compiled database is then used to evaluate the overall management of the semester and areas for improvement and set foundation plans for the next run of the course. Due to the importance of ESP, the QAA office runs two

orientation workshops per semester to highlight the importance of the process and what it contains. To explain this further, Figure 5 presents an overall view of the ESP contents and the link with course activities throughout the 15 weeks of the semester. As can be seen from Figure 5, below are key aspects of the ESP contents:

- a) Eight checklists (CL1 to CL8) are used to document the course, as explained in the figure.
- b) CL1 to CL4 are used for planning the semester and submitted within the first 1-3 weeks. These are then used to run the course, identify gaps, capture feedback, identify areas for improvement, and develop recommendations.
- c) Use consistent file naming structure,
- d) CLn-CourseCode-CL_Abbreviation/Purpose-Faculty_Name
- e) The achievements at the learning domain level and the course level are measured and presented.

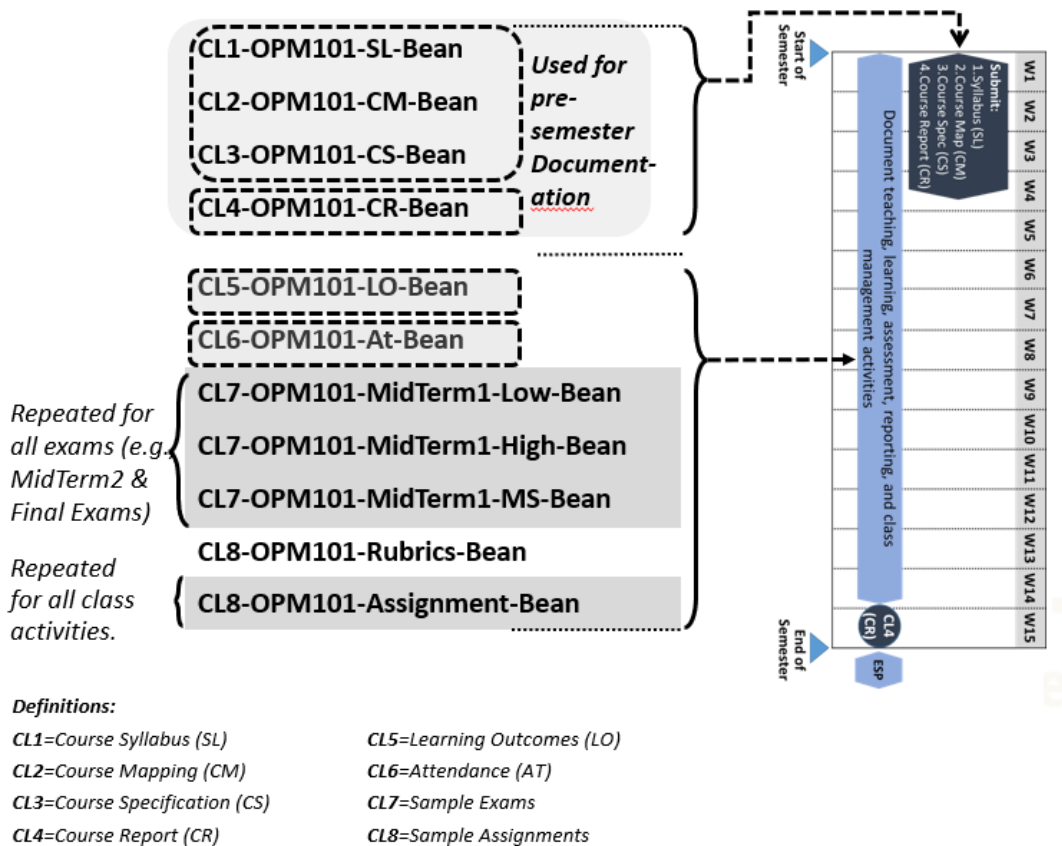


Figure 5. Schematic overview using an example to demonstrate the contents used to prepare the ‘End of Semester Portfolio’ for every course delivered by the CoB undergraduate and graduate programs.

4.6. Electronic Submission of ESP

After course completion and before departing for the mid-term or summer break, all faculty must submit the full ESP for each of the courses taught during the semester. The QAA office worked with the central ITS department to facilitate online-submission of all relevant documents. As part of the orientation sessions given by the QAA office, the faculty is trained on the steps and processes to submit the ESP. Figure

6 presents the steps to be followed. These steps are demonstrated during the orientation sessions and examples are shared with faculty for clarity and compliance.

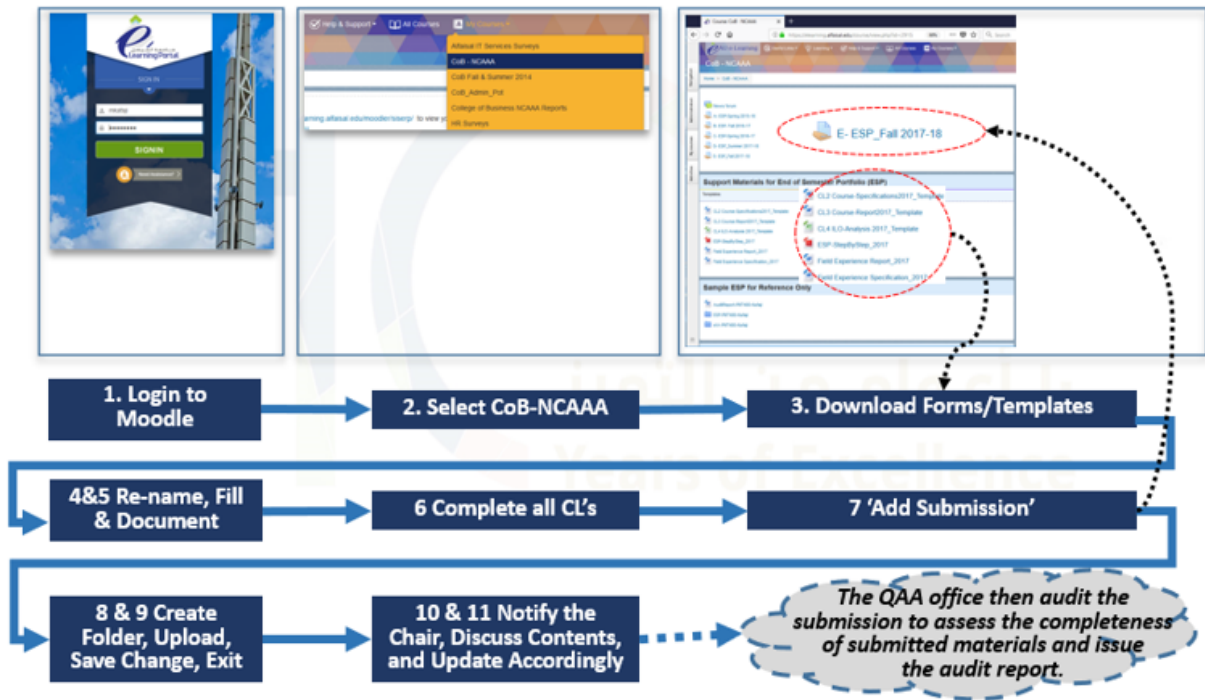


Figure 6. Process flow used by the CoB to document the end-of-semester (ESP) and the audit review performed by the QAA office to generate individual ESP audit reports for all courses offered by the CoB as per the BBA and MBA curriculums.

4.7. ESP Audit and report

After submission of the CL1-CL8 for all courses, the QAA office will then review all submissions to assess the following:

- Completeness of submission.
- Compliance with published course syllabus, specification, and report.
- Adoption of the latest approved list of LOs (both at the course and program levels) and use of appropriate teaching methods for assessment.
- Capture the gaps (if any) between the planned and the actual practices.
- Document the students' feedback and comments, then analyze them with explanations, if relevant.
- Assessment and explanation of any observed differences, with recommendations for future improvement.

These steps are applied to all courses, and a separate audit report with actions is generated and communicated to the concerned faculty. Figure 7 shows an example of such a report. If needed, the faculty adjusts this report and re-submits it. The process is repeated iteratively until all CL1 to CL8 score 100%. In many occupations, one-to-one sessions are conducted to support faculty understanding of the AoL and the purposes for filling communicated templates for assessment and improvement purposes.

College of Business
Quality Assurance and Accreditation Office
3rd Feb 2017

End-of-Semester Portfolio: Audit Report for Spring 2016

Purpose: This document evaluates the completeness of submitted course materials for the End-of-Semester portfolio.

Faculty Name	Course Code	Course Name	%C	eVr	Status
			65	No	I

Submitted documents:

CL1	CL2	CL3	CL4	CL5	CL6	CL7	CL8
✓	✓	✓	✓	✓	✓	⊗	⊗

Audit Results:

Ref	Observations	Recommendations
CL7	The sample papers for the final exam in not submitted	Please submit samples of 'High' and 'Low' from the final exam, supported by actual exam paper and the marking scheme used.
CL7	The exam samples have no exam questions, only answers are listed.	Please submit separate document with exam questions listed.
CL8	In the syllabus, a 10% was assigned for 'Assignment'. No evidence nor rubrics are submitted to assess this aspect.	
eVr	Full electronic version for the course was not submitted.	Please prepare and submit on Moodle or to QAA office on any storage media; see 'ESP Process' on Moodle for details on what to include in the electronic version.

Page 1 of 1

(a)

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End-of-Semester Portfolio: Audit Report for Spring 2016

Purpose: This document evaluates the completeness of submitted course materials for the End-of-Semester portfolio.

Faculty Name	Course Code	Course Name	%C	eVr	Status
			65	No	I

Submitted documents:

CL1	CL2	CL3	CL4	CL5	CL6	CL7	CL8
✓	✓	✓	✓	✓	✓	⊗	⊗

Audit Results:

Ref	Observations	Recommendations
CL7	The sample papers for the final exam in not submitted	Please submit samples of 'High' and 'Low' from the final exam, supported by actual exam paper and the marking scheme used.
CL7	The exam samples have no exam questions, only answers are listed.	Please submit separate document with exam questions listed.
CL8	In the syllabus, a 10% was assigned for 'Assignment'. No evidence nor rubrics are submitted to assess this aspect.	
eVr	Full electronic version for the course was not submitted.	Please prepare and submit on Moodle or to QAA office on any storage media; see 'ESP Process' on Moodle for details on what to include in the electronic version.

(b)

Figure 7. Sample audit report generated by the QAA office for auditing the submitted ESP for all delivered courses for the BBA and MBA programs: (a) shows the full report and (b) an enlargement of the top part for clarity.

4.8. Assessment of learning outcomes at the program level

Using the submitted, audited, and completed ESPs for all courses, the captured data is then used to assess the learning outcome at the program level. The steps followed to achieve this target are listed in Table 4.

Table 4. Systematic steps to develop and assess the PLOs.

Title	Description
Step 1: Review and assess the program map.	The QAA office evaluates the mapping of program learning competencies to plan the assessment of PLOs.
Step 2: Identify competencies	The competencies for assessing the program PLOs are identified, selected, and approved by the accreditation committee.
Step 3: Identify core courses and assignments.	The accreditation committee identifies, selects, and approves the appropriate courses and learning activities that align with the PLO's setup and contents.
Step 4: Develop assessment tools	Develop tailored alignment rubrics and assessment metrics to evaluate the learning outcomes.
Step 5: Document and Report	The QAA office and accreditation committee review the outcomes from all steps, analyze the results, discuss the findings, develop recommendations and actions (for the continuous improvement stage), and share and document the findings.

The outcome of the steps for managing the learning outcomes at the program level for the BBA is used to fill Table 5.

Table 5. PLO assessment with example data from the academic year 2023-24.

Learning Outcomes	Performance Target	How Assessed	When assessed	Results	Sample Improvements
				2023-24	
PLO1 (K1)	85%	<u>Direct:</u> <ul style="list-style-type: none"> Exams Assignments Capstone projects Internship <u>Indirect:</u> <ul style="list-style-type: none"> Internship 	End of Each Semester	83.8%	<ul style="list-style-type: none"> Enrich the course contents with case-based learning derived from businesses within the local context. Review course learning outcomes and assessment approach.
PLO2 (S1)	85%	<u>Direct:</u> <ul style="list-style-type: none"> Case presentation Capstone project Internship <u>Indirect:</u> <ul style="list-style-type: none"> Internship 	End of Each Semester	81.5%	<ul style="list-style-type: none"> Promote field trips and real-life experiences as essential components of the curriculum. Short assignments on the use of technology in local businesses and their roles in improving business performance.
PLO3 (S2)	85%	<u>Direct:</u> <ul style="list-style-type: none"> Class contribution Discussion Assignment Internship <u>Indirect:</u> <ul style="list-style-type: none"> Internship 	End of Each Semester	82.9%	<ul style="list-style-type: none"> Increased use of Excel and made learning more interactive. Introduce analytical courses to enhance analytical skills.
PLO4 (S3)	85%	<u>Direct:</u> <ul style="list-style-type: none"> Exam Capstone projects Internship <u>Indirect:</u> <ul style="list-style-type: none"> Internship 	End of Each Semester	86.3%	<ul style="list-style-type: none"> Increase course interaction and content and introduce more in-class practices and presentations.
PLO5 (V1)	85%	<u>Direct:</u> <ul style="list-style-type: none"> Presentation Capstone project Internship <u>Indirect:</u> <ul style="list-style-type: none"> Internship 	End of Each Semester	86.0%	<ul style="list-style-type: none"> Increase the use of case studies, in-class presentations, and debates on managing business ethical issues.
PLO6 (V2)	85%	<u>Direct:</u> <ul style="list-style-type: none"> Participation in Executive Lectures Internship <u>Indirect:</u> <ul style="list-style-type: none"> Internship 	End of Each Semester	86.5%	<ul style="list-style-type: none"> Increase the number of group projects and in-class presentations. Increase participation in poster sessions.

To correctly read this table, Table 6 lists the BBA Program Learning Outcomes (PLOs) and the selected courses for assessing these PLOs.

Table 6. Program Learning Outcomes (PLOs) and the selected courses to assess them for both BBA programs

	PLOs	Selected Courses
BBA	<p><i>PLO1: Graduates will be able to integrate core concepts of accounting, economics, finance, marketing, human resources, project management, and management sciences in real-world business settings.</i></p> <p><i>PLO2: Graduates will be able to develop innovative solutions supported by contemporary technologies to solve business problems.</i></p> <p><i>PLO3: Graduates will be able to assess business performance using mathematical theories and quantitative analytical tools.</i></p> <p><i>PLO4: Graduates will be able to produce clear, concise business reports and deliver well-organized, persuasive presentations.</i></p> <p><i>PLO5: Graduates will be able to act ethically and consistently, observing professional codes of conduct, corporate governance, and corporate social behavior and responsibility.</i></p> <p><i>PLO6: Graduates will be able to effectively work with teams to achieve organizational goals in culturally diverse business environment.</i></p>	<ul style="list-style-type: none"> • CoB 100 Student Orientation and Academic Success • OPM 101 Introduction to Computing • ECO 101 Microeconomics • ECO 102 Macroeconomics • MGT 301 Business Law • MGT 210 Business Ethics • OPM 211 Business Statistics • ACC 202 Introduction to Management Accounting • MGT 201 Principles of Marketing • FIN 201 Principles of Finance • MKT 201 Principles of Marketing • OPM 230 Management Information Systems • MGT 230 Organizational Behavior • OPM 330 Quantitative Methods for Business • BAN 310 Business Analytics and Visualization • MGT 490 Strategic Management

4.9. Continuous improvements Closure of AoL loops

The CoB model for managing the AoL system, is designed with multiple loop closings at different levels. Examination of the AoL framework presented in Figure 1, three areas where the AoL sub-loops are closed. These areas are:

- a) Strategic planning level
- b) Program level
- c) Direct and indirect assessment level

In practical terms, the adopted AoL system demonstrated that all these loop closures are ineffective unless the loop closure at the course level is effective. For this purpose, the AoL system put a higher emphasis on dedicated adequate resources and attention to appropriately close the loops at the closure level. For this purpose, the CoB developed its proprietary tools, such as EoS and ILO System as presented in the above sections. In order to further illustrate the links between loop closures at different levels, Figure 8 shows the integration of the loop closure at the course level with those at the program and CoB levels. Furthermore, Figure 8 also complements the application of AoL process presented above.

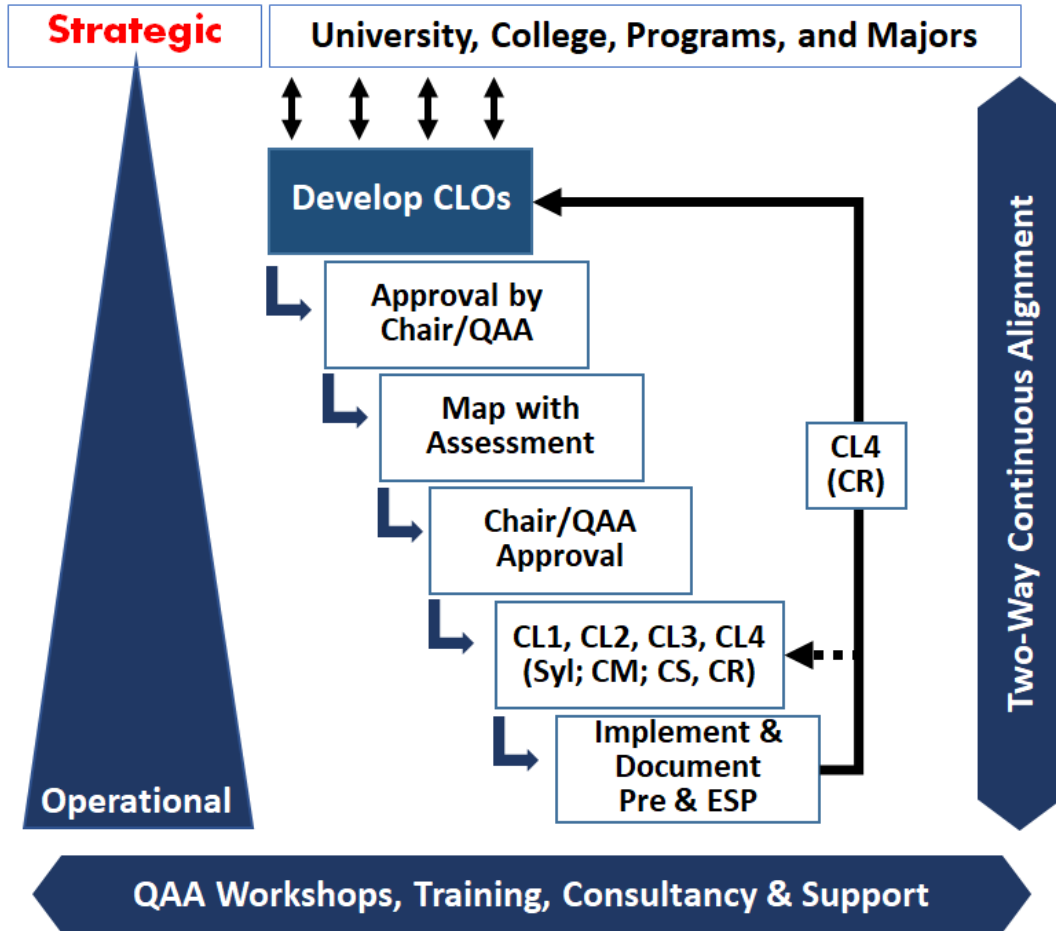


Figure 8. Managing the full lifecycle of the CLO's within the big-picture of the AoL system used by the CoB. Note the closure of the CLOs loops are sub-sets of the loop closures at the program and AoL levels.

Incorporating these three loop closures helps the schools to facilitate harmonic coordination between all levels to achieve the overall objectives of the AoL system.

4.10. Engagement of faculty in the AoL system

The adopted AoL practice by the CoB considers faculty and students as fundamental driving forces. Therefore, AoL processes involve undergraduate students, graduate students, the dean, vice deans, full-time, and part-time faculty members. Below is the description of the areas where faculty are engaged in the AoL process:

- All faculty (full-time and part-time) are involved in the CoB-AoL processes by completing the end-of-semester (EoS) portfolio. A total of 62 courses, some with multiple sections, are reported by all faculty.
- All faculty must attend AoL orientation sessions at least twice a year, once at the start of every semester. Each of our faculty holds a PhD and is actively engaged in projects that advance their fields and the larger community. Such expertise made available to the QAA office at the CoB identifies areas of improvement of adopted AoL practices, such as innovative assessment methods, contouring

plagiarism, and accumulatively integrating the achievement of the learning outcomes across multiple courses and disciplines.

- Eight faculty are involved in administering the CoB accreditation committee, which includes activities related to the AoL processes, such as learning outcomes management, course development, accreditation compliance, and data analysis.
- Adoption of the latest technology to improve learning and assessment.
- The CoB developed peer-to-peer processes and assessment practices for faculty to cross-check their approach in managing the learning outcomes. This approach facilitated open and transparent faculty-faculty collaboration and learning from each other.

5. Degree Equivalency, Stackable, and Non-Degree Education

The CoB has only one BBA program delivered and managed on one campus. Therefore, degree equivalency is not applicable. Further, the CoB doesn't stack multiple learning credentials to produce its academic degrees and does not use a non-degree executive education system.