Assurance of Learning (AoL) Report 2020-21 Academic Year

MBA Programme

Rajagiri College of Social Sciences (Autonomous)

Submitted to the IQAC by the AOL Committee for the AY 2020-21

Prepared by the AOL Committee

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1.   Introduction

Assurance of learning refers to processes for demonstrating that students achieve learning expectations for the programs in which they participate. It encompasses not just assessment but what is involved in the processes and procedures before and after assessment is conducted. Schools use assurance of learning to demonstrate accountability and assure external constituents such as potential students, trustees, public officials, supporters, and accrediting organizations, that the school meets its goals. Assurance of learning also assists the school and faculty members to continuously improve programs and courses

2. AoL Committee

The AoL Committee is a critical component to the Department of Business Administration assurance of learning and curriculum management process. The AoL committee consists of a core group of four faculty members.

The AOL Committee is responsible for the review of the assurance of learning process and outcomes for MBA programme. The learning objectives are assessed using direct and indirect measures, which include embedded questions, student presentations, project work, case studies and institutional surveys. Whenever student assignments/presentations are used to measure a PLO, the AOL Committee re-examines the current rubric for that PLO to ensure the rubric is still an appropriate measure.

3. Changes made since previous assessment

The department of business administration has started documenting and formally implementing Outcome Based Education from academic year 2014. The first assessment plan was prepared in April 2016. In an ongoing effort to continually improve our teaching and learning process, the school department completely revised its Assurance of Learning (AOL) Program in March 2018. The major areas of revisions were- revision of Mission, formulation of PEO and PLOs; revising rubrics; embedded questions and preparation of a new AoL plan. An Assurance of Learning revision committee was formulated which was subdivided into many small teams working on different aspects of assessment

Extending the process improvement this year AOL calendar was introduced to track the progress at different stages of the process. Along with this revision to the rubrics system is made to make it robust and error free. The process of assessment in Embedded Question is revamped with vetting done by the area chair or nominated person is analysed and the vetting process was made robust. The detailed plan was introduced and discussed in Bodhi 2020. The process of assessment is revisited and changes were made to be aligned with the requirement of national level accreditation agencies and organisations.

4. Process of Assurance of Learning (AoL)

Assurance of learning refers to processes for demonstrating that students achieve learning expectations for the programs in which they participate. It encompasses not just assessment but what is involved in the processes and procedures before and after assessment is conducted.

Assurance of learning also assists the school and faculty members to continuously improve programs and courses **.** The process of AOL is explained with the help of the process chart depicted below.

The Assessment process is a 6 step process as shown in figure 1.
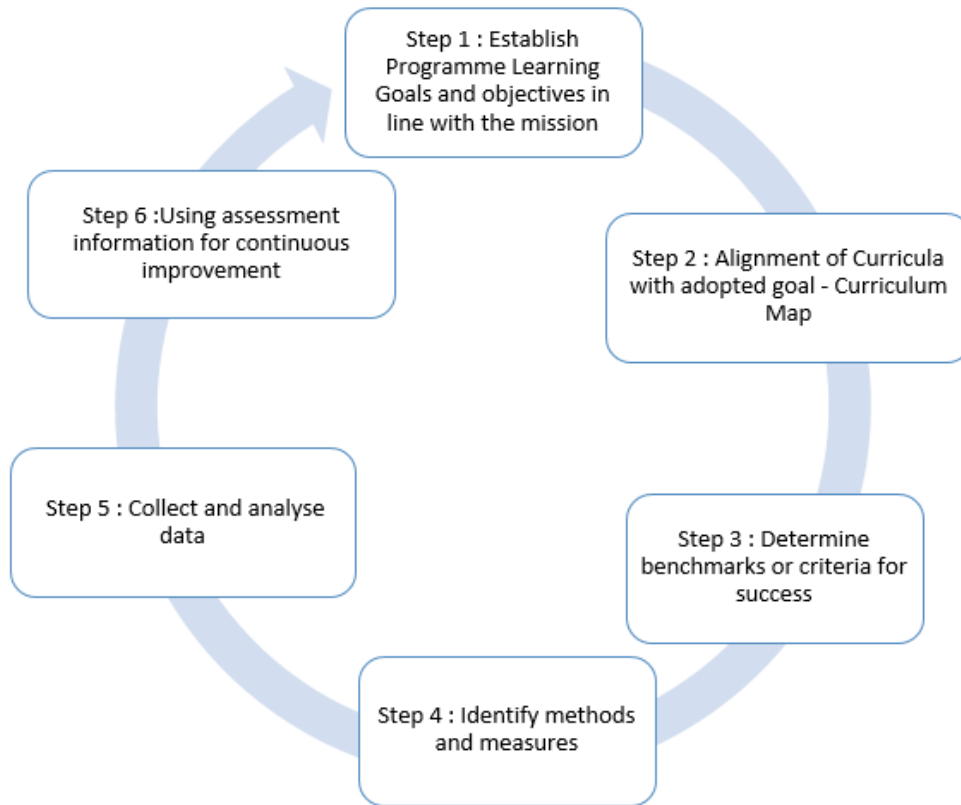
Figure 1 : The Assessment Process

STEP 1 : ESTABLISH PROGRAMME EDUCATIONAL OBJECTIVES AND PROGRAM LEARNING OUTCOMES.

Programme Education Objectives and Programme Learning Outcomes of the MBA programme are driven by the vision and mission of the Rajagiri College of Social Sciences. Programme objectives and Program learning outcomes are created by an expert team of faculty members and reviewed by the Assurance of Learning Committee member. The designed PEOs are approved during the Faculty Council meeting.

MBA Programme Educational Outcomes and Programme Learning Objectives

PEO1: Our graduates will have   effective Problem-solving skills
PLO 1a : Our graduates will be able to identify a business problem and its relevant stakeholders.

PLO 1b : Our graduates will be able to apply appropriate quantitative tools and techniques to analyse business problems.

PLO 1c : Our graduates will be able to apply qualitative information, tools/techniques to analyse business problems.

PLO 1d : Our graduates will be able to evaluate various alternatives and arrive at the best possible solution for a given problem.

PEO 2: Our graduates will communicate effectively in business contexts.
PLO 2a: Our graduates will demonstrate proficiency in oral communication. (Rubrics)
PLO 2b: Our graduates will demonstrate proficiency in written communication.

PEO 3: Our graduates will demonstrate integrative thinking
PLO 3a: Our graduates will demonstrate the ability to integrate functional business knowledge (theory) with practice.
PLO 3b: Our graduates will demonstrate the ability to integrate functional business knowledge across domains in a managerial perspective.

PEO 4: Our graduates will demonstrate socially responsible behaviour
PLO 4a: Our graduates will be able to analyse a social issue using models or frameworks
PLO 4b: Our graduates will be able to perform their responsibilities with optimal use of available resources in a real-life social setting.

STEP 2: ALIGNMENT OF CURRICULA WITH ADOPTED PROGRAM LEARNING OUTCOMES

a. Curriculum Map

The alignment of program learning outcomes and curricula is critical as this provides clear evidence that the work students are doing in one or more classes directly supports student achievement of the learning objectives. Curriculum mapping charts learning outcomes across courses and co-curricular activities. The maps then provide assurance that students will have ample opportunities to attain the expected outcomes. Thus curriculum maps are used to align PLOs to the curricula.

b. Curriculum Mapping Process

AOL Committee in consultation with the area chair develops the list of courses for assessment and assessment methods. Each area chair – Marketing, finance & Economics, operations, systems and General Management – in consultation with the members of the faculty in the respective area will decide on the courses to be included for assessment each year. Programme Learning outcomes are mapped to the courses taken for the assessment in the area meeting by the area chair. Assessment committee coordinator shall consolidate the PLO mapping and will send it to all the members of the faculty.

STEP 3 : DETERMINE BENCHMARKS AND CRITERIA FOR ATTAINMENT OF LEARNING OUTCOMES.

Benchmarks determine the criteria of success or a performance standard for a PLO. An acceptable, internal performance benchmark is established to determine if student performance is acceptable or not. Benchmark is predetermined and it is decided by the AOL committee that, for MBA at different attainment level

Attainment Level 1:- If at least 60% of the students falls in the category of either "meets expectation" or "exceeds expectation".

Attainment Level 2:- If at least 70% of the students falls in the category of either "meets expectation" or "exceeds expectation".

Attainment Level 3:- If at least 80% of the students falls in the category of either "meets expectation" or "exceeds expectation".

The course plan of the assessed course will clearly state the PLO(s) mapped to the course and assessment method to measure PLO(s). This outline shall be verified by the area chair and subsequently by the assessment committee.

STEP 4 : IDENTIFICATION OF ASSESSMENT METHODS AND MEASURES

Student learning can be measured using a number of methods. The methods are commonly grouped into two categories: direct and indirect measures. The AOL system places a greater emphasis on direct measures of learning. Indirect measures are used to augment direct measurement, or where it is impossible to measure the learning objective directly.

1. Direct Measures

Direct measures require students to demonstrate their knowledge and skills. They provide tangible, visible and self-explanatory evidence of what students have and have not learned as a result of a course, program, or activity (Suskie, 2004, 2009; Palomba and Banta, 1999). Actual student behavior or work is measured or assessed. Thus direct measures are those that measure student learning by assessing actual samples of student work. Examples include: course embedded assessment like exams/tests, papers, projects, presentations, portfolios, performances, etc. Because direct measures capture what students can actually do, they are considered best for measuring levels of achievement of student learning on specific outcomes.

a. Course Embedded Assessment

The course-embedded assessment techniques incorporate assessment into regular class activities. Thus it refers to techniques that can be utilised within the context of a classroom to assess students' learning, as individuals and in groups. Course embedded assessments are broadly grouped into two – embedded questions and rubric based measures.

i. Embedded Questions (EQ) in Examinations

Embedded question relates to the assessment of student learning through a question in the examination of the respective course to which PLO is mapped. These assessment activities take place outside of normal classroom activities.

Embedded Questions (EQ) in Examinations process

For MBA, Continuous Assessment Examination contains Section C questions that are earmarked for embedded questions for those courses selected for assessment and the method identified is embedded question. The Grading structure of course plan should include information on PLO assessment based on EQ and the examination used for that purpose. The faculty (plural) teaching the assessed course have to submit 2 sets of questions paper with EQ in Section C. EQ questions will be checked and approved by the area chair to ensure that it measures the intended PLO.

b. Rubric based measures

In the embedded rubric based method, course assignments or other student demonstrations from a course are evaluated and assessed through a separate and distinct process using rubrics.

Rubric based measures Process

Under rubric based measures, student works shall be assessed based on rubrics. Student works like assignments, presentations might be part of both assessment and evaluation. Then the individual faculty has to give marks twice- once for the purpose of evaluation for grading and a second mark based on rubric for assessing the PLO.

For example, if a case from a marketing class is used to assess students' writing skills for AOL purposes, it will be given two marks: once according to the professor's criteria for a case grade or evaluation for the course, and a second time for assessing the PLO - effective written communications, using criteria or rubric for effective communication.

Holistic and analytic rubrics are developed by a working committee on rubrics. All PLO assessments other than EQ based are to follow rubrics of the respective PLO. Faculty has to mark each criteria of the rubric for each of the students. The rubrics marks and the summary of the assessment in the prescribed format to the assessment committee.

Table 1: PLO summary report by the Faculty

	Below Expectations <40%	Meets Expectations 40 to 80%	Exceeds Expectations >80%
No. of students			

2) Indirect measures

Assessments that measure opinions or thoughts about students' or graduates' own knowledge, skills, attitudes, learning experiences, perceptions of services received or employers' opinions. While these types of measures are important and necessary, they do not measure students' performance directly. They supplement direct measures of learning by providing information about how and why learning is

occurring. Examples of indirect measures are: student surveys about instruction; student entry and exit surveys; focus groups; alumni surveys; employer surveys.

The score which is recorded against each of the PLO questions is recorded and averaged for each survey. The average score obtained across different surveys are represented as indirect scores for PLO assessment. The 20% weightage is given for the indirect measurements for the calculation of total PLO attainment level.

STEP 5 : COLLECTION, ANALYSING AND DISSEMINATION OF ASSESSMENT INFORMATION

a.   Collection of Assessment information

Faculty taking the course mapped to a PLO or faculty in charge of the assessment event will send the report in the prescribed format to the assessment committee. In addition to the summary data all the detailed assessment records are also sent to the assessment committee. The timeline and the sequence of the process is as below.

a. Within one week of the deadline for mark entry in each Semester the faculty member will send the report to the assessment committee.

b. Within two weeks of receipt, the Assessment Committee will send the report to the Area Chair.

c. Within one week of receipt of reports from the Assessment Committee, the Area Chair will send the report with recommendations back to the Assessment Committee.

d. Within one month, the Assessment Committee will consolidate all reports at the programme level and send the report to HOD..

e. The HOD/Assessment Committee will present the actions proposed at the end of every academic year.

STEP 6 : USING ASSESSMENT INFORMATION FOR CONTINUOUS IMPROVEMENT

The focus is on finding out what insights the assessment data is giving on improving the Programme. Based on the assessment data necessary changes are made in Programme Architecture and delivery of the course. The whole process is termed as Closing the loop and the process of closing of loop is depicted below
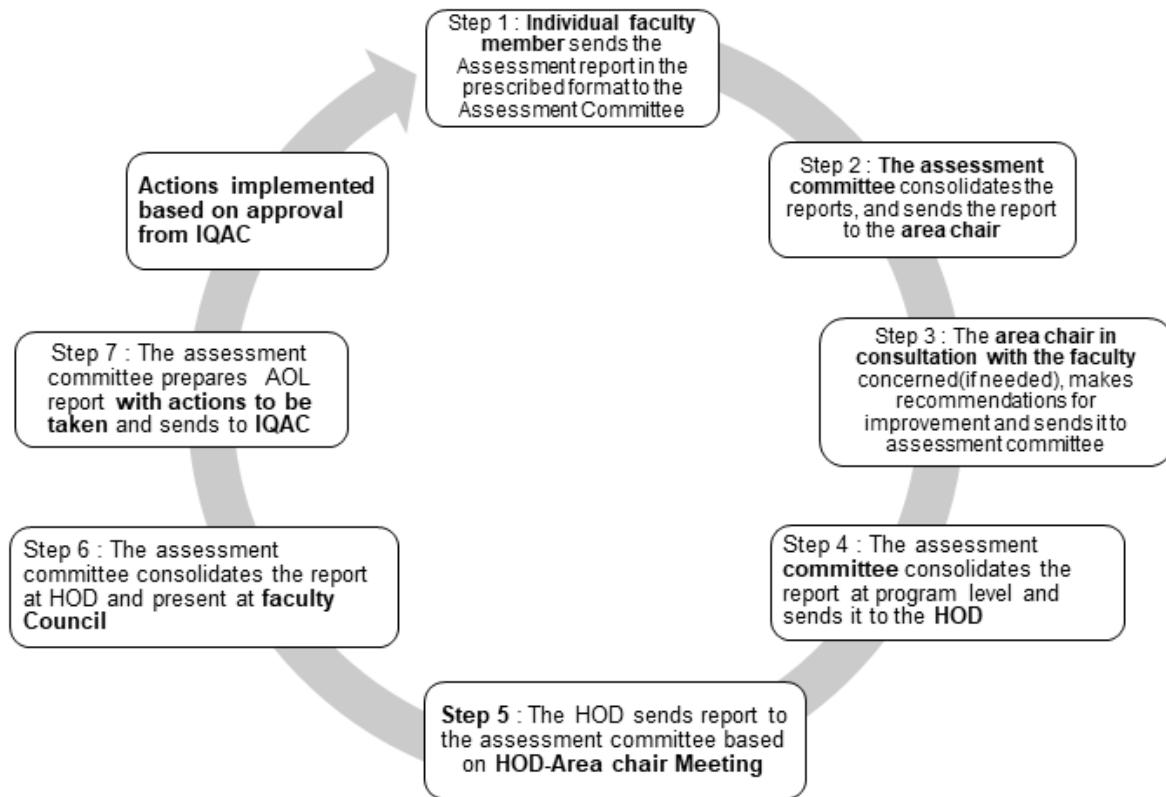
Figure 3 : Closing the loop process

The findings of the consolidated report and any actions required are supposed to be implemented for the next academic year only. At the end of every academic year the programme level assessment report including the proposed action plan has to be presented in the Faculty Council.

Actions can be taken in the following areas with regard to

   i.   Changes in curriculum
   ii. Changes in assessment instrument
   iii. Student training or student support
   iv. Faculty development programmes
   v. Changes in Pedagogy
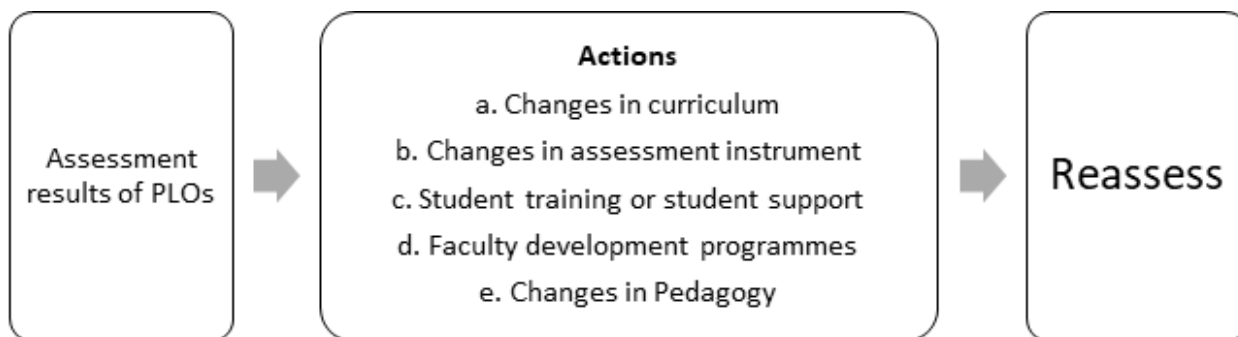
5. Curriculum Mapping with Program Learning outcomes and different Courses

The curriculum map lists the courses and the assessment instruments that are used for assurance of the learning process. Each area chair – Marketing, finance & Economics, operations, systems and General Management – in consultation with the members of the faculty in the respective area decided on the courses to be included for assessment in 2019-20. Program Learning Outcomes (PLOs) are mapped to the courses taken for the assessment in the area meeting by the area chair. The table below lists the courses mapped to PLOs and the assessment methods.

Table 1: Details regarding Program Articulation Matrix

Sem	Subject	Type of course	PEO1				PEO2		PEO3		PEO4	
			PLO1a	PLO1b	PLO1c	PLO1d	PLO2a	PLO2b	PLO3a	PLO3b	PLO4a	PLO4b
1	Management Process and Organisational behaviour	Core	PLO1a			PLO1d						
1	Accounting and Costing for Managers	Core		PLO1b	PLO1c							
1	Managerial Economics	Core	PLO1a									
1	Managerial Communication	Core					PLO2a	PLO2b				
1	Legal Environment of Business	Core				PLO1d						
1	Environmental Management	Core							PLO3a		PLO4a	
1	Statistics for Management	Core		PLO1b								
1	Computer Applications in Business	Core							PLO3a		PLO4a	
2	Business Ethics and Corporate Governance	Core	PLO1a									
2	Management Information System	Core							PLO3a	PLO3b		
2	Human Resources Management	Core						PLO2b	PLO3a			
2	Operations Management	Core		PLO1b				PLO2b				
2	Operations Research	Core		PLO1b								

			PLO1a	PLO1b	PLO1c	PLO1d	PLO2a	PLO2b	PLO3a	PLO3b	PLO4a	
2	Financial Management	Core	PLO1a			PLO1d						
2	Marketing Management	Core	PLO1a			PLO1d						
2	Business Research Methods	Core		PLO1b	PLO1c		PLO2a	PLO2b				
3	Entrepreneurship and Family business Management	Core			PLO1c				PLO3a	PLO3b		
4	Strategic Management	Core	PLO1a		PLO1c	PLO1d						
4	Agri-Business and Rural Marketing	Elective	PLO1a								PLO4a	
4	Consumer Behaviour	Elective			PLO1c	PLO1d						
4	Advanced Research in Marketing	Elective	PLO1a	PLO1b				PLO2b				
4	Product and Brand Management	Elective	PLO1a			PLO1d			PLO3a			
4	Sales and Distribution Management	Elective	PLO1a			PLO1d	PLO2a					
4	Services Marketing	Elective			PLO1c					PLO3b		
4	Digital Marketing and Social Media	Elective	PLO1a			PLO1d			PLO3a			
4	Integrated Marketing Communication	Elective			PLO1c		PLO2a		PLO3a			
4	Business to Business Marketing	Elective	PLO1a			PLO1d		PLO2b				
4	Retail Business Management	Elective	PLO1a			PLO1d			PLO3a			
4	Security Analysis & Portfolio Management	Elective	PLO1a	PLO1b								
4	Banking and Financial Services Management	Elective	PLO1a									
4	Financial Statement Analysis	Elective		PLO1b	PLO1c	PLO1d						
4	Financial Markets and Institutions	Elective	PLO1a									

4	Financial Derivatives and Risk Management	Elective		PLO1b		PLO1d						
4	International Financial Management	Elective		PLO1b	PLO1c	PLO1d			PLO3a			
4	Corporate Restructuring Strategy	Elective	PLO1a									
4	Management Accounting & Control Techniques	Elective	PLO1a	PLO1b	PLO1c	PLO1d			PLO3a			
4	Strategic Financial Management	Elective	PLO1a	PLO1b	PLO1c	PLO1d						
4	Insurance Services	Elective	PLO1a	PLO1b								
4	Introduction to Business Analytics	Elective							PLO3a			
4	Electronic Commerce & Internet Marketing	Elective				PLO1d						
4	Data Management System	Elective							PLO3a			
4	Emerging Trends of IT in Business	Elective							PLO3a			
4	Enterprise Process Engineering	Elective							PLO3a			
4	System Analysis & Design	Elective							PLO3a			
4	Software Project Management	Elective				PLO1d				PLO3b		
4	Decision Support System	Elective							PLO3a			
4	Enterprise Architecture	Elective							PLO3a			
4	Multimedia Management	Elective							PLO3a			
4	Supply Chain and Logistics Management	Elective								PLO3b	PLO4a	PLO4b
4	Total Quality Management	Elective		PLO1b								
4	Advanced Maintenance Management	Elective	PLO1a									
4	Lean Manufacturing	Elective				PLO1d			PLO3a			

4	Integrated Materials Management	Elective								PLO3b	PLO4a	PLO4b
4	Operations Strategy	Elective				PLO1d				PLO3b		
4	Service Operations Management	Elective	PLO1a	PLO1b								
4	Manufacturing Planning and Control	Elective				PLO1d						
4	Project Management	Elective				PLO1d			PLO3a	PLO3b		
4	Technology, Innovation, and Future of Work	Elective				PLO1d				PLO3b		
4	International Economics	Elective							PLO3a			
4	International Financial System	Elective							PLO3a			
4	International Marketing	Elective			PLO1c				PLO3a			
4	International Trade Policies and Procedures	Elective							PLO3a			
4	Global Sourcing and Business Development	Elective		PLO1b					PLO3a	PLO3b		
4	International Human Resource Management	Elective				PLO1d			PLO3a			
4	International Economic Organisations	Elective							PLO3a			
4	International Logistics Management	Elective								PLO3b		
4	International Consumer and Industrial Buyer Behaviour	Elective	PLO1a			PLO1d				PLO3b		
4	International Business Negotiations	Elective	PLO1a	PLO1b		PLO1d	PLO2a					
4	Compensation Management	Elective		PLO1b					PLO3a			
4	Counseling Skills for Managers	Elective					PLO2a				PLO4a	
4	Human Resource Planning	Elective				PLO1d				PLO3b		
4	Training and Development	Elective			PLO1c		PLO2a					

4	Managing Organisational Change and Development	Elective				PLO1d						
4	Managing of Interpersonal and Group Process	Elective	PLO1b				PLO2a					
4	Performance Management	Elective	PLO1b			PLO1d						
4	Human Resource Information Systems	Elective		PLO1c				PLO2b				
4	Strategic Human Resource Management	Elective				PLO1d				PLO3b		
4	Industrial Relations	Elective				PLO1d		PLO2b				
4	Business Modelling using R	Elective	PLO1a									
4	Applied Business Analytics	Elective								PLO3b		
4	Emerging Trends In Data Analytics	Elective							PLO3a			
4	Data Mining	Elective	PLO1a									
4	Optimization Methods	Elective		PLO1b								
4	Machine learning using Python	Elective				PLO1d						
4	Social and Web Analytics using R & Python	Elective	0			PLO1d						
4	Advanced Business Analytics (Using R)	Elective		PLO1b								
4	Big Data	Elective								PLO3b		
4	Credit Risk Modeling	Elective				PLO1d						

6. Curriculum Mapping with Program Learning outcomes and Course Outcomes

The Course Articulation matrix is created based on the courses outcomes of each course to Program learning outcomes, along with the assessment instruments that are used for assurance of the learning process. Each faculty taking courses is any area like – Marketing, finance & Economics, operations, systems and General Management – in consultation with the co-facilitator will decided on the courses to be included for assessment in 2020-21. Program Learning Outcomes (PLOs) are mapped to the courses taken for the assessment in the area meeting by the area

chair. The table below lists the courses outcomes mapped to PLOs and the assessment methods is provided in below two tables

Table:- Details of the Course articulation Matrix
Table :- Details showing the linkage between the assessment tool and Course outcomes of each subject

7. Data collection from different assessment tools.

a. Embedded question:-
    If the course outcome is mapped with Embedded Question then this information is provided to the examination controller office. The process of embedded question generation is carried out by the office of controller of examination (mentioned above). After the exams are conducted, the examination controller provides a marksheet which contains information regarding the name of the student, total marks and embedded question marks.

b. Rubrics:-
    For data collection based on rubrics AOL committee will send an assessment entry sheet to each faculty with the description of subject, rubrics used and marks based on rubrics criteria. The depiction of the assessment sheet for rubrics is shown below.

c. Internal Marks
    The assessment of course outcomes are also done through internal marks entry. In this scenario based on the benchmark the attainment level will be decided for the respective course outcome. The benchmark of attainment is provided below

Attainment Level 1:- If at least 60% of the students falls in the category of either "meets expectation" or "exceeds expectation".

Attainment Level 2:- If at least 70% of the students falls in the category of either "meets expectation" or "exceeds expectation".

Attainment Level 3:- If at least 80% of the students falls in the category of either "meets expectation" or "exceeds expectation".

8. Analysis of assessment result and attainment level of course outcomes

The course outcome data from different courses are collated together to form a CO-PLO attainment score of each course. The average of all CO attainment scores are taken to calculate the PO attainment level based on the Internal Assessment.

The benchmark for the attainment of the CO in the subject is segregated at three levels which are depicted below

Attainment Level 1 (Low):- If at least 60% of the students falls in the category of either "meets expectation" or "exceeds expectation".

Attainment Level 2 (Moderate):- If at least 70% of the students falls in the category of either "meets expectation" or "exceeds expectation".

Attainment Level 3 Substantial):- If at least 80% of the students falls in the category of either "meets expectation" or "exceeds expectation".

The table below shows the attainment level of each Course outcomes with the respective program learning outcomes based on direct assessment

Course Name	Course Outcome Code	PLO1a	PLO1b	PLO1c	PLO1d	PLO2a	PLO2b	PLO3a	PLO3b	PLO4a	PLO4b
Accounting and costing for Managers	S1CC02.1	3									
	S1CC02.2		3								
	S1CC02.3			3							
	S1CC02.4				3						
Computer Applications in Business	S1CC08.1		3								
	S1CC08.2	3									
	S1CC08.3			3							
	S1CC08.4							3			

Course	Code										
Environmental Management	S1CC06.1	3									
	S1CC06.2							3			
	S1CC06.3									3	
Legal Environment of Business	S1CC05.1	3									
	S1CC05.2			2							
	S1CC05.3						3				
	S1CC05.4										2
Managerial Economics	S1CC03.1							3			
	S1CC03.2		3								
	S1CC03.3	3									
	S1CC03.4							3			
Management Process and Organisational behaviour	S1CC01.1	3									
	S1CC01.2							3			
	S1CC01.3		3								
Statistics for Management	S1CC07.1		3								
	S1CC07.2							3			
	S1CC07.3			3							
Managerial Communication	S1CC04.1						3				
	S1CC04.2					3					
Business Ethics and Corporate Governance	S2CC09.1										3
	S2CC09.2									3	
	S2CC09.3		3								
Management Information System	S2CC10.1							3			
	S2CC10.2		3								
	S2CC10.3								3		
Human Resources Management	S2CC11.1							3			

Course	Code										
	S2CC11.2					3					
	S2CC11.3		3								
Operations Management	S2CC12.1				3						
	S2CC12.2								2		
	S2CC12.3	2									
Operations Research	S2CC13.1	3									
	S2CC13.2		3								
	S2CC13.3				3						
Financial Management	S2CC14.1		3								
	S2CC14.2							3			
	S2CC14.3			3							
Marketing Management	S2CC15.1	3									
	S2CC15.2			3							
	S2CC15.3							3			
	S2CC15.4						3				
Business Research Methods	S2CC16.1	3									
	S2CC16.2						2				
	S2CC16.3							3			
	S2CC16.4						3				
Business Ethics and Corporate Governance	S3CC21.1									3	
	S3CC21.2							3			
	S3CC21.3	3									
Bank and Financial Service Management (Fin ele)	FM 01.1	2									
	FM 01.2		2								
	FM 01.3			2							
	FM 01.4								2		

Course	Code									
Consumer Behaviour (Marke elec)	MM 03.1	2								
	MM 03.2				2					
	MM 03.3								2	
International Marketing (IB elective)	IB 03.1								3	
	IB 03.2		3							
	IB 03.3							3		
Digital Marketing (Marke elec)	MM 04.1							2		
	MM 04.2								3	
	MM 04.3									3
Environmental Management	S3CC20.1							3		
	S3CC20.2									3
	S3CC20.3	3								
	S3CC20.4									3
Global Sourcing & Business Development (IB elective)	IB 05.1							2		
	IB 05.2	3								
	IB 05.3					3				
International Financial Management (Fin ele)	FM 04.1	2								
	FM 04.2		3							
	FM 04.3					3				
Integrated Materials Management (OM elec)	POM 05.1	3								
	POM 05.2							3		
	POM 05.3				3					
International Human Resource Management	IB 06.1		2							
	IB 06.2								3	
	IB 06.3					3				

Management Accounting&Control Techniques (Fin)	FM 05.1							3			
	FM 05.2				3						
	FM 05.3			3							
Product & Brand Management (Marke elec)	MM 07.1	3									
	MM 07.2			3							
Production Planning&Inventory Control (OM ele)	POM 08.1		2								
	POM 08.2					3					
	POM 08.3							3			
Retail Business Management (Marke elec)	MM 08.1				3						
	MM 08.2					3					
	MM 08.3										3
Security Analysis&Portfolio Management (Fin ele)	FM 06.1						3				
	FM 06.2					2					
	FM 06.3					3					
Sales & Distribution Management (Marke elec)	MM 09.1	2									
	MM 09.2								3		
	MM 09.3					3					
	MM 09.4						3				
Service Operations Management (OM ele)	POM 07.1			2							
	POM 07.2				3						
	POM 07.3					2					
Total Quality Management (OM elec)	POM 02.1					2					
	POM 02.2							3			

	POM 02.3								3		
Corporate Restructuring Strategies (Fin ele)	FM 08.1					3					
	FM 08.2	2									
	FM 08.3			3							
	FM 08.4								3		
Entrepreneurship and Family Business Management	S4CC24.1								3		
	S4CC24.2									3	
	S4CC24.3							2			
Financial Derivetives and Risk Management (Fin)	FM 02.1							3			
	FM 02.2				3						
	FM 02.3						3				
	FM 02.4				3						
International Logistics Management (IB elective)	IB 08.1				3						
	IB 08.2									3	
	IB 08.3								3		
Insurance Services (Fin ele)	FM 03.1	3									
	FM 03.2					3					
	FM 03.3				3						
Integrated Marketing Communication (Mar elec)	MM 05.1					2					
	MM 05.2				3						
Supply chain & Logistics (OM elec)	POM 01.1							2			
	POM 01.2						3				
	POM 01.3				3						
B2B Marketing	MM 02.1					3					
	MM 02.2							2			

	MM 02.3										3
Project Management (OM ele)	POM 09.1								2		
	POM 09.2	2									
	POM 09.3						3				
Services Marketing (Marke elec)	MM 10.1								3		
	MM 10.2									3	
Strategic Management	MM 11.1								3		
	MM 11.2				3						
	MM 11.3									3	
Average Attainment Score of PLO		2.7	2.8	2.7	2.9	2.8	2.9	2.8	2.8	3.0	2.8

The table above shows that PLO 1a, PLO 1c are the least attained PLO during the assessment period 2020-21. Further the PLO 4a is obtained as the highest attained PLO during the same assessment period. The inference of the data collection and analysis has shown certain points for the collection of data. The spread of the datapoints across different is very vast which can be made more equivalent hence the assessment method to course outcomes to PLO linkages can be based on more equal number.

B. Indirect Assessment

Assessments that measure opinions or thoughts about students' or graduates' own knowledge, skills, attitudes, learning experiences, perceptions of services received or employers' opinions. While these types of measures are important and necessary, they do not measure students' performance directly. They supplement direct measures of learning by providing information about how and why learning is occurring. Examples of indirect measures are: student surveys about instruction; student entry and exit surveys; focus groups; alumni surveys; employer surveys.

The score which is recorded against each of the PLO questions is recorded and averaged for each survey. The average score obtained across different surveys are represented as indirect scores for PLO assessment. The 20% weightage is given for the indirect measurements for the calculation of total PLO attainment level.

Based on Alumni Survey

The main objective of this question is to assess the perception and experience of students about their overall skill development during their program. The results of the study are shown below.

	Development during programme	Importance of this skill in the industry
Communicating effectively	3.57	3.62
Presenting technical and non-technical information	3.31	3.25
Writing skill (e.g. proposal, reports, articles)	3.2	3.37
Problem solving	3.31	3.46
Incorporating ethical considerations into decisions	3.45	3.4
Being flexible and adaptable, responsive to change	3.5	3.55
Critical thinking	3.36	3.53
Big picture and System thinking	3.19	3.34
Team work	3.33	3.36
Leadership	3.46	3.43
Negotiation skills	3.16	3.26
Application of knowledge	3.36	3.27
Continuing learning	3.38	3.43
Networking	3.39	3.51
Understanding knowledge across disciplines	3.34	3.3
Adapting and using new technologies	3.34	3.48

The analysis of alumni survey shows that writing skill, problem solving, negotiation and system thinking shows a great variance between perception and experience of different skill and abilities.

Based on Student Engagement Survey

The main purpose of this question is to assess the expectation of students about overall impact of program made on the students in different aspect of learning. The results of the study are shown below.

Table : Student engagement survey results

Skill/Ability	% of students			
	Very little	Some	Quite a bit	Very much
Acquiring a broad general education	2.9	20.3	39.5	37.2
Acquiring job related knowledge and skills	2.3	18	45.3	34.3
Writing clearly and effectively	3.5	16.9	43	36.6
Speaking clearly and effectively	2.3	15.7	43.6	38.4
Thinking critically and analytically	2.3	16.3	45.9	35.5
Developing a global perspective	2.3	18.6	40.1	39

Developing a deep sense of social responsibility	1.7	12.2	46.5	39.5
Demonstrating leadership qualities	2.9	19.8	39	38.4
Using computing and information technology	1.2	15.1	51.2	32.6
Working effectively with others	1.7	16.9	41.9	39.5
Learning effectively on your own	1.7	12.8	46.5	39
Understanding yourself	3.5	15.1	38.4	43
Understanding people of other racial and ethnic backgrounds	2.3	15.7	45.3	36.6
Solving complex, real-world problems	1.2	19.2	40.1	39.5
Developing a personal code of values and ethics	2.3	15.1	46.5	36
Contributing to the welfare of your community	3.5	14.5	42.4	39.5
Securing relevant work after graduation	1.7	12.2	46.5	39.5
Problem solving	1.2	15.1	51.2	32.6

In general, the majority of students are of the opinion that they are being trained on the above mentioned skills.

Blooms Taxonomy related

The students were asked to express their opinion on whether the school is able to provide education to take the students to higher levels of Blooms taxonomy. The results are presented in the table 4.1, based on survey of 93 students.

Table 4.1 : Blooms Taxonomy

Intellectual activity	% of students			
	Very little	Some	Quite a bit	Very Much
Memorizing facts, ideas or methods from your subjects and readings	1.7	22.1	47.1	29.1
Analyzing the basic elements of an idea, experience or theory, such as examining a particular case or situation in depth and considering its components	0	28.5	41.9	29.7
Applying theories or concepts to practical problems or in new situations	0.6	23.3	48.3	27.9
Synthesizing and organizing ideas into new, more complex interpretations and relationships	0.6	28.5	45.3	25.6
Making judgements about the value of information, arguments or methods, such as examining how others gather and interpret data and assessing the soundness of their conclusions	0	23.8	48.8	27.3

The students expect that the program will help them to acquire deep theoretical knowledge about different concepts in management. They are expecting least academic impact from cultural sensitivity and interpersonal skills.

Attribute	In scale of 1 to 5
Leadership Skills	3.68
Subject Knowledge	3.56
General awareness	3.37
Attitude	4.04
Etiquette	4.42
Communication	3.92
Professionalism	4.04
Business Acumen	3.65

Based on Recruiters Survey

The main purpose of this question is to assess the perception of recruiters about overall performance of students in different aspect of learning. The results of the study are shown below.

Summer internship

	Exceeds Expectations	Meets Expectations	Below Expectations	Can't say
Ability to integrate functional business knowledge with practice during internship	37.8	55.1	0.8	6.3
Demonstrated effective teamwork skills	52	43.3	2.4	2.4
Problem solving skills	37.8	56.7	2.4	3.1
Oral communication skills	54.3	42.5	3.1	0
Written communication skills	48.8	44.9	1.6	4.7
Understanding of the global business	25.2	61.4	0	13.4
Overall performance	50.4	49.6		

The recruiters expect that the program has helped students to achieve initiative taking skill and to produce quality work. The improvement is required for attaining global perspective and problem solving skills.

The table below provides the detail regarding the overall attainment of the PLO based on assessment process

PLO	Direct Assessment Score	Indirect Assessment Score	PLO assessment Score
PLO 1a: Our graduates will be able to identify a business problem and its relevant stakeholders.	2.7	2.6	2.68
PLO 1b: Our graduates will be able to apply appropriate quantitative tools and techniques to analyse business problems.	2.8	2.59	2.76
PLO 1c: Our graduates will be able to apply qualitative information, tools/techniques to analyse business problems.	2.7	2.75	2.71
PLO 1d: Our graduates will be able to evaluate various alternatives and arrive at the best possible solution for a given problem.	2.9	2.79	2.88
PLO 2a: Our graduates will demonstrate proficiency in oral communication. (Rubrics)	2.8	2.62	2.76
PLO 2b: Our graduates will demonstrate proficiency in written communication.	2.9	2.83	2.89
PLO 3a: Our graduates will demonstrate the ability to integrate functional business knowledge (theory) with practice.	2.8	2.72	2.78
PLO 3b: Our graduates will demonstrate the ability to integrate functional business knowledge across domains in a managerial perspective.	2.8	2.3	2.70
PLO 4a: Our graduates will be able to analyse a social issue using models or frameworks	3	2.8	2.96
PLO 4b: Our graduates will be able to perform their responsibilities with optimal use of available resources in a real-life social setting.	2.8	2.56	2.75

Actions can be taken in the following areas with regard to

i. Changes in curriculum

   ➢ The IQAC and Faculty council has decided for revamping the syllabus for the students hence the procedure for the same will be started in the month of June 2021.
   ➢ The focus of the syllabus change is to align the courses in the program to the changing requirement of the industry on the premises of covid pandemic. Hence more courses are tailored to suit the online learning mode with inclusion of software and simulations for better understanding of the subject.

ii. Changes in assessment instrument
   ➢ The spread of the course outcomes and program learning outcomes is skewed to certain PLOs in the present assessment year. In process for having a control on the process of assigning the course outcomes to different PLOs will be the responsibility of Area heads, the respective area heads will be responsible to make sure there is no bias in the assessment PLO in consultation with respective faculty member of the Area.

iii. Student training or student support
   ➢ For supporting students in their progression college has decided to impart more certification courses, value added courses, webinars, special sessions and co-teaching will be encouraged during the period of next assessment year.
   ➢ For slow learners' special sessions and asynchronous mode of teaching is also enhanced through our learning platform R-WoW Rajagiri Web of Wisdom.

iv. Faculty development programmes
   ➢ The institute is also committed for enhancing the skill level of faculty member through organizing different faculty development programs targeting on outcome based education, Assurance of Learning, Blended Pedagogy and simulation training.

v. Changes in Pedagogy
   ➢ The change in pedagogy is also focused based on implementation of different innovative teaching methodology like simulations, gamifications, Role Plays, video creation and preparing video case studies.
   ➢ In future management is planning to convert all quant oriented subjects like statistics, operations research, operations management and subjects related to business analytics on software and accordingly the changes in assessment and evaluation systems will be created in the teaching and learning process.