

Rajagiri College of Social Sciences

Assurance of Learning (AoL) report 2018-20

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. MBA Programme Learning Goals and Programme Learning Objectives

PLG1: 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.

PLG 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.

PLG 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.

PLG 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.

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 new AoL plan was based on suggestions by two experts from AACSB accredited business schools. The major areas of revisions were- revision of Mission, formulation of PLG 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 revisit 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 detail plan was introduced and discussed in Bodhi 2019.

4. Curriculum Map and Assessment Schedule

The curriculum map lists the courses and the assessment instruments that are used for assurance of 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. Programme Learning Objectives (PLOs) are mapped to the courses taken for the assessment in the area meeting by the area chair. The table below list the courses mapped to PLOs and the assessment methods.

Table 1 : Curriculum Map and Assessment Schedule

PLO	Course	Semester	Assessment Method	CLO mapped
PLO1a	Management Process and Organisational Behaviour	1	Course embedded assessment - EQ	
PLO1a	Managerial Economics	1	Course embedded assessment - EQ	
PLO1a	Marketing Management	1	Course embedded assessment - EQ	
PLO1b	Accounting and costing for Managers	1	Course embedded assessment - EQ	
PLO1b	Statistics for Management	1	Course embedded assessment - EQ	
PLO1b	Computer Applications in Business	1	Course embedded assessment - EQ	
PLO1b	Operations Research	1	Course embedded assessment - Rubrics	
PLO1b	Financial Management	1	Course embedded assessment - EQ	
PLO1c	Marketing Management	1	Course embedded assessment - EQ	
PLO1d	Operations Management	2	Course embedded assessment - EQ	
PLO1d	Problem centered study	2	Course embedded assessment - EQ	

PLO2a	Managerial Communication	2	Course embedded assessment - Rubrics	
PLO2a	Human Resources Management	2	Course embedded assessment - Rubrics	
PLO2b	Managerial Communication	2	Course embedded assessment - EQ	
PLO2b	Business Research Methods	2	Course embedded assessment - EQ	
PLO2b	Summer Internship	2	Course embedded assessment - Rubrics	
PLO3a	Legal Environment of Business	2	Course embedded assessment - Rubrics	
PLO3a	Summer Internship	2	Course embedded assessment - Rubrics	
PLO3a	Problem centered study	3	Course embedded assessment - EQ	
PLO3b	Management Information System	4	Course embedded assessment - EQ	
PLO3b	Entrepreneurship and family Business	3	Course embedded assessment - Rubrics	
PLO3b	Strategic Management	3	Course embedded assessment - Rubrics	
PLO4a	Environmental Management	3	Course embedded assessment - Rubrics	
PLO4a	Business Ethics and Corporate Governance	4	Course embedded assessment - Rubrics	
PLO4a	Environmental Management	4	Course embedded assessment - Rubrics	
PLO4a	Business Ethics and Corporate Governance	4	Course embedded assessment - Rubrics	
PLO4b	Rural Camp *	4	Course embedded assessment - Rubrics	
PLO4b	Kalypso*		Course embedded assessment - Rubrics	

5. Benchmarks

An acceptable, internal performance benchmark is established to determine if student performance is acceptable or not. Embedded questions : 80% of all students should score more than 50% of marks (i.e. 80% students should fall in Meets Expectations or Exceed Expectations category). Rubrics : 80% of all students should fall in Meets Expectations or Exceed Expectations category.

6. Assessment Results

PLO	Course	Number of students	Assessment year 2019-20		
			Exceeds Expectations	Meets Expectations	Below Expectations
PLO1a	Management Process and Organisational Behaviour	119	71.4	17.7	10.9
PLO1a	Managerial Economics	119	22.69	21.01	56.30
PLO1a	Marketing Management	119	27.7	37.0	35.3
PLO1b	Accounting and costing for Managers	119	19.3	31.1	49.6
PLO1b	Statistics for Management	119	49.2	30.8	20.0
PLO1b	Computer Applications in Business	119	29.17	50.83	20.00
PLO1b	Operations Research	119	32.8	44.5	22.7
PLO1b	Financial Management	119	30.3	33.6	36.1
PLO1c	Marketing Management	119	4.2	37.6	58.8
PLO1d	Operations Management	119	27.6	55.2	17.2
PLO1d	Problem centered study	119			
PLO2a	Managerial Communication	119	10.9	84.9	4.2
PLO2a	Human Resources Management	119	38.7	41.2	20.1
PLO2b	Managerial Communication	119	11.8	79.8	8.4
PLO2b	Business Research Methods	119	37.0	52.9	10.1
PLO2b	Summer Internship	119			
PLO3a	Legal Environment of Business	119	21.0	62.2	16.8
PLO3a	Summer Internship	119			
PLO3a	Problem centered study	119			
PLO3b	Management Information System	119	52.9	34.8	12.6
PLO3b	Entrepreneurship and family Business	117	76.1	23.0	0.9
PLO3b	Strategic Management	117	12.9	51	36.1
PLO4a	Environmental Management	117	37.0	58.8	4.2
PLO4a	Business Ethics and Corporate	119	19.3	44.6	36.1

	Governance				
PLO4b	Environmental Management	119	37.0	58.8	4.2
PLO4b	Business Ethics and Corporate Governance	117	19.2	45.0	35.8
PLO4b	Rural Camp *	119	44.7	42.7	12.6
PLO4b	Kalypso*				

7. Indirect Assessment

· 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 Rajagiri PGDM 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)	3.20	3.37
Problem solving	3.31	3.46
Incorporating ethical considerations into decisions	3.45	3.40
Being flexible and adaptable, responsive to change	3.50	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	3.30
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 4: 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	18.0	45.3	34.3
Writing clearly and effectively	3.5	16.9	43.0	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	39.0
Developing a deep sense of social responsibility	1.7	12.2	46.5	39.5
Demonstrating leadership qualities	2.9	19.8	39.0	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	39.0
Understanding yourself	3.5	15.1	38.4	43.0
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	36.0
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
Memorising facts, ideas or methods from your subjects and readings	1.7	22.1	47.1	29.1
Analysing 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
Synthesising and organising 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.

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.

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

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	52.0	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	0.0
Written communication skills	48.8	44.9	1.6	4.7
Understanding of the global business	25.2	61.4	0.0	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.

8. Discussions

PLG1
PLG2
PLG3
PLG4

9. Closing the Loop

PLG	PLOs	Actual outcome	Closing the loop action

10. Suggestions for next year

- **Action to be taken**
- **Process improvements if any**
- **Revision in PLG and PLOs,.....**

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