جامعـة الأميـرة
نـورة بنـت عبدالرحمن
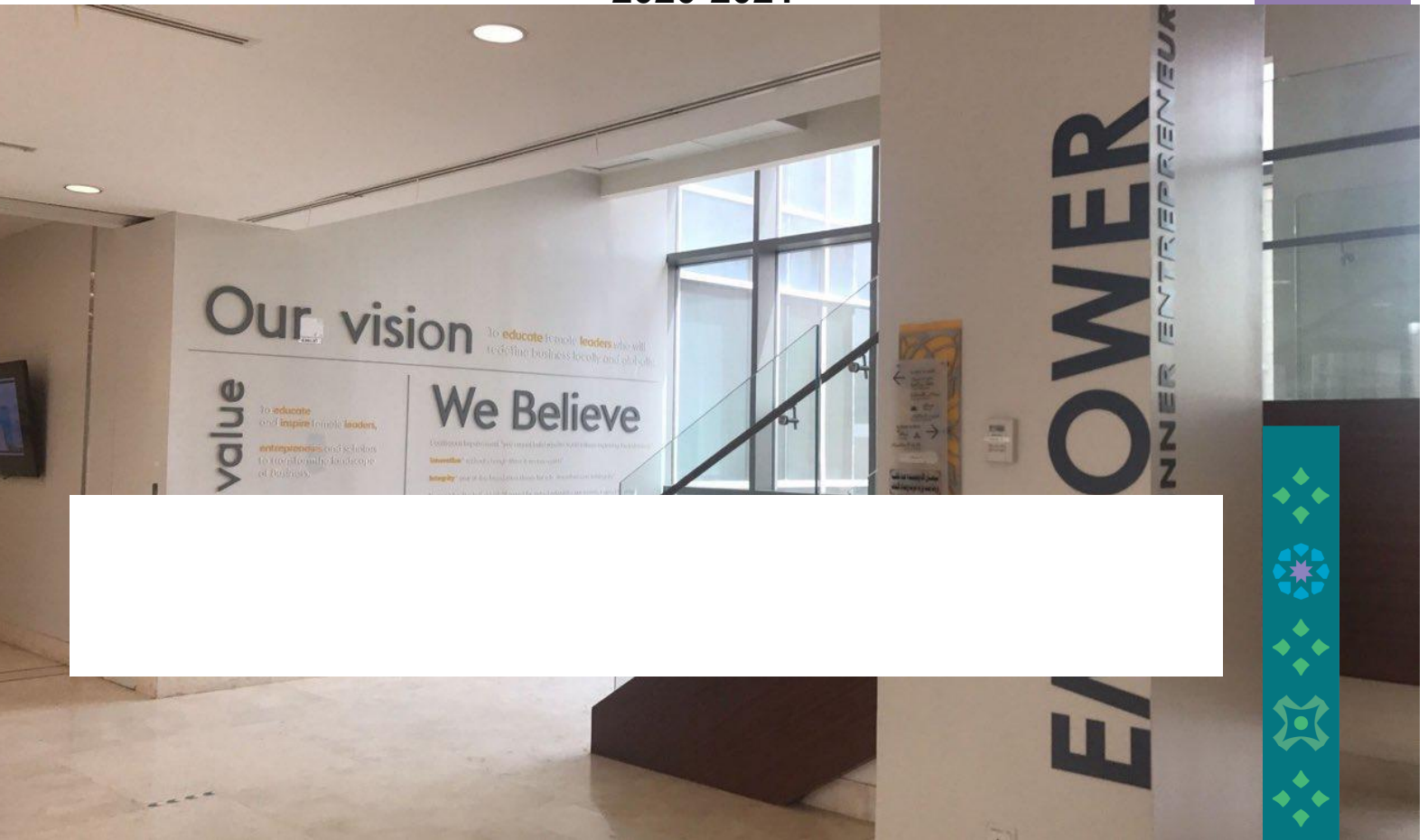كلية الإدارة والاعمال

# Program Learning Outcomes Handbook

## College of Business and Administration

## Department of Business Administration

## Management Program

## 2020-2021

## Letter from the Dean

<<To be added>>

| Abbreviations |
|---|

CBA – College of Business and Administration

CLO – Course Learning Outcomes

FAQs – Frequently Asked Questions

I – Introduced

KSA – Kingdom of Saudi Arabia

M – Mastered

P – Practiced

PO – Program Objectives

PI / PIs – Performance Indicator/ Performance Indicators

PLO – Program Learning Outcome

PNU – Princess Nourah bint Abdulrahman University

| Introduction |
|:---:|

This document is provided to all related stakeholders to provide a clear, detailed and comprehensive overview of the measurement of Program Learning Outcomes of Management Program at the Department of Business Administration, College of Business and Administration at Princess Nourah Bint Abdulrahman University (PNU).

Program Learning Outcomes describe the impact of the program in terms of knowledge, skills, and competencies of the students' attaining the degree.

This document will extend full information to understand the process and how it can be measured practically.

As the nature of any institutional documents, this Handbook is subject to change.

## Management Program Tree

The Management program has worked to develop a clear and appropriate mission that is consistent with the mission statements of the University as well as the college, and support its application.

Management Program mission has gone through an extensive consultative process and is appropriate and fully aligned with the philosophy and ethos of the Management Program core and serves a guide to the program planning and decision-making processes in accordance to needs of the society in KSA in light of new vision 2030.

### Princess Nourah Bint Abdulrahman University Mission

It is a comprehensive university for women, which is characterized by its educational leadership and scientific research, and contributes to building the knowledge economy with a community and global partnership.

### College of Business and Administration College Mission

To educate and inspire female leaders, entrepreneurs and scholars to transform the landscape of Business, adding value to the economy and society, locally and globally.

### Management Program Mission

To prepare professional women who could serve their communities and compete globally in the business and management sector through the pursuit of learning and research in an innovative educational environment.
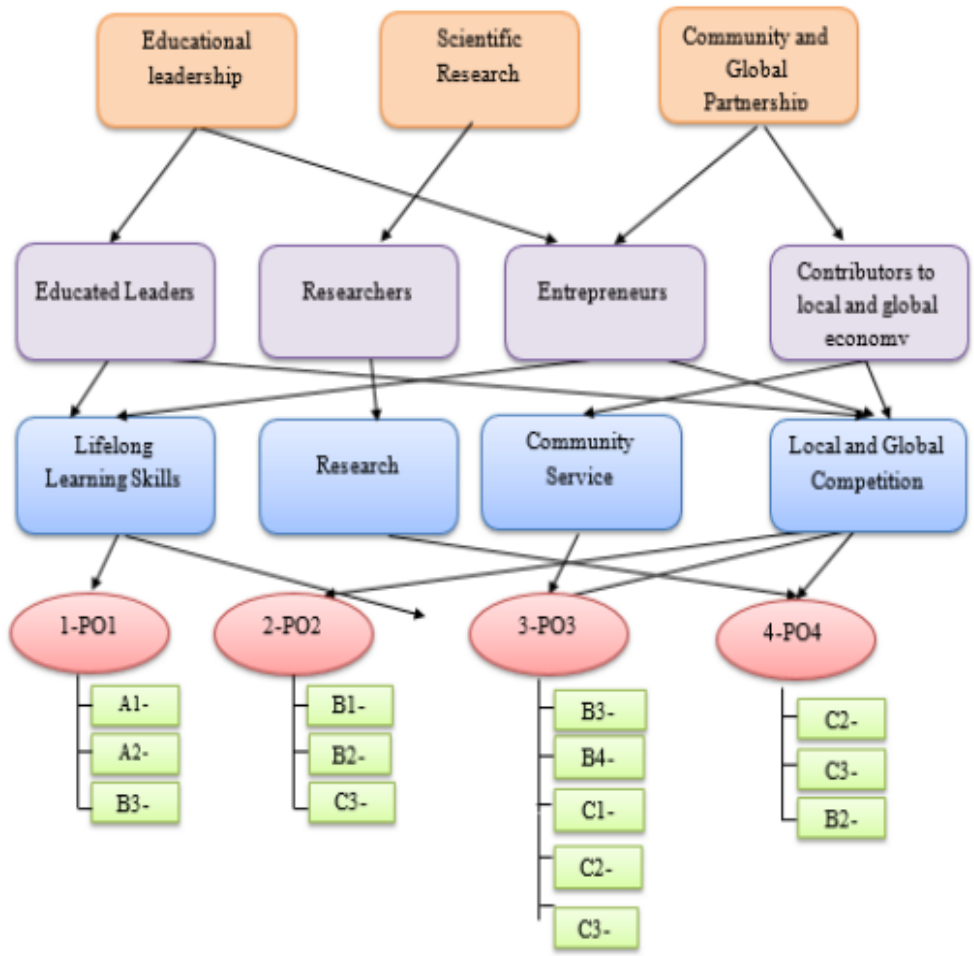
**Figure 1.1: Management Program Tree**

Program Goals and Objective

Program goals act as a positive catalyst in achieving the mission of CBA to produce the women leaders for tomorrow and prepare them for the transformation experience with integrity and excellence. The program goals are linked to its mission, consistent with the goals of the institution/college, and characterized by being clear, realistic and measurable. The following long term goals and objectives were developed to support the mission statement of the Management Program.

## a. Program Long Term Goals

1- Able to evaluate situations efficiently using creative skills to achieve excellence in all facets of business.

2- Able to use appropriate solution designing skills to manage personal, professional, social and national problems.

## b. Program Objectives:

|  | Program Objectives |
|---|---|
| 1-PO1 | Enable graduates to apply fundamental business management concepts and practices to make critical and practical business decisions. |
| 2-PO2 | Prepare graduates to be leaders and communicate clearly, effectively using traditional methods, and digital platforms in oral and written format. |
| 3-PO3 | Ensure graduates to critically interpret business information in a competitive environment to take effective ethical decisions. |
| 4-PO4 | Enlighten graduates to focus on generating innovative business ideas using latest state-of the-art technology and conduct and evaluate research findings in developing knowledge-based economy |

**Table 1.1: Program Objectives**

**Program Learning Outcomes (PLOs)**

The Management Program focuses on improving the teaching-learning pedagogy in order to bridge the gap between the Program Learning Outcomes and the industry needs. Management Program designs, ensures alignment and consistency between Program Learning Outcomes and Course Learning Outcomes. Students are assessed through projects, group assignments, case studies, classroom activities, writing reflections, conducting quiz, taking midterm exams, end term exams etc.

Following is the table showing 9 Program Learning Outcomes classified on the basis of knowledge, skills and competency.

| Domain | Code | PLOs |
|---|---|---|
| A | A1-PLO | Explain key theories, concepts, models and techniques of management within global business context. |
| | A2-PLO | Recognize the relevancy of theories, models and techniques of management in the real-life business situations for practical decision-making. |
| B | B1-PLO | Apply information related to new emerging trends to business situations for effective management decisions. |
| | B2-PLO | Utilize technology effectively and professionally to collect, analyse, interpret and share information for business development, growth, and sustainability |
| | B3-PLO | Analyze business related situations/problems/trends using critical thinking and empirical approaches to decision making |
| | B4-PLO | Evaluate business proposals/models and reports related to global environment effectively for successful outcomes. |
| C | C1-PLO- | Develop managerial attitudes of persistence and perseverance to meet stakeholder interest and achieve business goals. |
| | C2 -PLO | Design innovative strategic and tactical business solutions within national and international business environments to achieve the desired goals/objectives. |
| | C3- PLO | Demonstrate effective leadership skills guided by ethical principles and commitment towards social responsibility in addressing global business issues. |

| A | KNOWLEDGE |
|---|-----------|
| B | SKILLS |
| C | COMPETENCIES |

**Table 1.2: Program Learning Outcomes**

## PLOs Target Values

For each PLOs a Target Value is determined by the Vice Deanship of Quality at the College of Business and Administration to measurement its attainment. The Target Value is subject to change and shall be increased provided it is achieved for the courses offered.

| PLOs | Target |
|------|--------|
| KI | 3.8 |
| K2 | 3.8 |
| S1 | 3.7 |
| S2 | 3.7 |
| S3 | 3.7 |
| S4 | 3.7 |
| C1 | 3.6 |
| C2 | 3.6 |
| C3 | 3.6 |

**Table 1.3: Target Values for PLOs**

In the above table the color red, blue and yellow is used to just highlight the knowledge, skills and competencies respectively.

K refers to the Knowledge, S refers to the Skills and C refers to the Competency.

For Knowledge the set target value is 3.8, for skills it is 3.7 and for competency 3.6.

Achievement of these Target Values is reflected through different colors while the analysis is done for the PLOs attainment.

Green color is used to reflect "above the target value" attainment, yellow color is used to reflect "reaching the target value (approximately)" and red color is used to reflect "under/below the target value" for the courses measured.

**Graphs – Columns colors**

| Above the target | |
|---|---|
| Reaching the target ( Approximately) | |
| Under the target | |

**Figure 1.2: Coloring Scheme for the Results and Graphs**

| Structure of PLO committee |
| :---: |

The PLO committee comprises of the PLO Year coordinators, course coordinators and the course instructors.
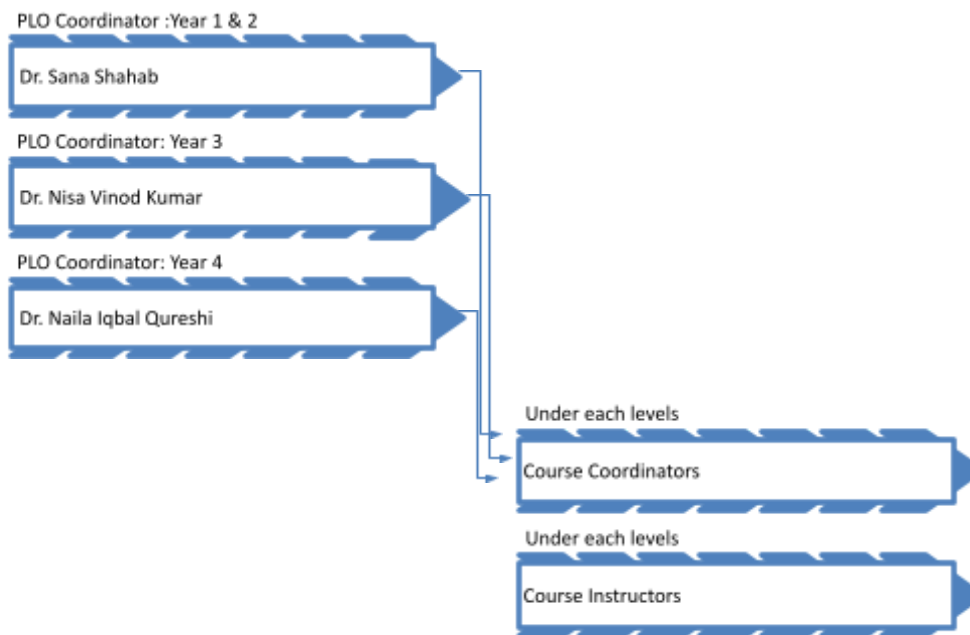


**Figure 1.3: Structure of PLO Committee**

**Roles and Responsibilities of PLO Year coordinators**

- Meet each 2 weeks and discuss the progress.

- Give workshops to the Faculty members on how to measure the PLOs.

- Coordinate with the course coordinators.

- Follow up on the emails received from the program director and the quality coordinators.

- PLO Reports and Evidences – Instructors PLO sheets and evidences, Rubric and Model Answers, Coordinators Master PLO Sheets, Rubric verification, Coordinator's Master Report

for the Course, Consolidated Program Master Report and action plan components, Mid-Term and End-Term examination verification from PLOs standpoint.

## Faculty Members Details

The Faculty members who are associated with the Department of Business Administration – Management Program are as follows.

| Sr. No. | Name | Position | Email |
|---|---|---|---|
| 1 | Dr. Abaad Alzooman | Assistant Professor | analzuman@pnu.edu.sa |
| 2 | Dr. Ahlam Almusharraf | Assistant Professor | AIAlmusharraf@pnu.edu.sa |
| 3 | Ms. Aljawharah Almazyad | Lecturer | almalmazyad@pnu.edu.sa |
| 4 | Ms. Alaa Alamodi | Lecturer | AAALAMOUDI@pnu.edu.sa |
| 5 | Ms. Aljawharah Almosa | Teaching Assistant | amalmosa@pnu.edu.sa |
| 6 | Ms. Amerah Algamdi | Lecturer | Asaalghamdi@pnu.edu.sa |
| 7 | Ms. Anwar Alobthani | Teaching Assistant | ASALAWBATHANI@pnu.edu.sa |
| 8 | Dr. Anjali Rajora | Assistant Professor | ARChaudhary@pnu.edu.sa |
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| 10 | Dr. Ashtha bhanot | Assistant Professor | abrahul@pnu.edu.sa |
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| 14 | Ms. Ebtihal Alfawaz | Teaching Assistant | EKAlfawaz@pnu.edu.sa |
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| 20 | Dr. Karemah Ali | Assistant Professor | KAALi@pnu.edu.sa |
| 21 | Ms. Khadejah Bafeil | Teaching Assistant | KABafeil@pnu.edu.sa |
| 22 | Dr. Khowlah Aliani | Assistant Professor | KCaliani@pnu.edu.sa |
| 23 | Ms. Layla Alshayban | Lecturer | lsalshayban@pnu.edu.sa |
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| 26 | Ms. Nahid Algamdi | Lecturer | nasalghamdi@pnu.edu.sa |
| 27 | Dr. Naila Iqbal Qureshi | Associate Professor | NIQureshi@pnu.edu.sa |
| 28 | Dr. Nawal Adam | Associate Professor | NAAdam@pnu.edu.sa |
| 29 | Dr. Nisa Vinodkumar | Assistant Professor | NVinodkumar@pnu.edu.sa |
| 30 | Dr. Norah Albishri | Assistant Professor | noaalbishri@pnu.edu.sa |
| 31 | Ms. Noura Alfawaz | Teaching Assistant | NKAlfawaz@pnu.edu.sa |
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| 34 | Dr. Rasha Alghafes | Assistant Professor | raalghafes@pnu.edu.sa |
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| 44 | Dr. Subuhi Khan | Assistant Professor | szkhan@pnu.edu.sa |
| 45 | Dr. Suhailah Shabir | Assistant Professor | SShabir@pnu.edu.sa |
| 46 | Dr. Zaiba Ali | Assistant Professor | ZAIAli@pnu.edu.sa |

**Table 1.4: Details of Faculty Members**

| Study Plan |
|---|

Study Plan for the Management Program is as follows.

| Level | Course Code | Course Title | Required or Elective | Pre-Requisite Courses | Credit Hours | Type of requirements (Institution, College or Department) |
|---|---|---|---|---|---|---|
| Level 1 | ISLS 101M | Islamic Culture (1) | Required | N/A | 2 | University |
| | Math 161 | General Statistics | Required | | 3 | College |
| | ENG101-1 | English Language (1) | Required | N/A | 3 | University |
| | BUS 101 | Principles of Business Administration | Required | N/A | 3 | College |
| | BUS 161 | Business Skills I | Required | N/A | 3 | College |

- **Level two:**

| Level | Course Code | Course Title | Required or Elective | Pre-Requisite Courses | Credit Hours | Type of requirements (Institution, College or Department) |
|---|---|---|---|---|---|---|
| Level 2 | ARAB 101M | Arabic Composition | Required | N/A | 2 | University |
| | ENG 102-2 | English Language II | Required | ENG 101M | 3 | University |
| | BUS 151 | Digital Innovation, Creativity & Enterprise | Required | BUS 101 | 3 | College |
| | BUS 111 | Business Ethics & Social Responsibility | Required | N/A | 3 | College |
| | BUS 162 | Skills for Business II | Required | BUS 161 | 3 | College |

| Level | Course Code | Course Title | Required or Elective | Pre-Requisite Courses | Credit Hours | Type of requirements (Institution, College or Department) |
|---|---|---|---|---|---|---|
| | MATH 106 | Maths for Business | Required | N/A | 3 | College |

● **Level three:**

| Level | Course Code | Course Title | Required or Elective | Pre-Requisite Courses | Credit Hours | Type of requirements (Institution, College or Department) |
|---|---|---|---|---|---|---|
| Level 3 | ISLS 202M | Islamic Culture (2) | Required | ISLS 101M | 2 | University |
| | ECON 261 | Business Statistics | Required | MATH 161 | 3 | College |
| | ACCT 201 | Principles of Financial Accounting | Required | N/A | 3 | College |
| | ECON 201 | Principles of Microeconomics | Required | N/A | 3 | College |
| | BUS 252 | Management Information Systems | Required | BUS 101 | 3 | College |
| | MKT 203 | Principles of Marketing | Required | BUS 101 | 3 | College |

● **Level four:**

| Level | Course Code | Course Title | Required or Elective | Pre-Requisite Courses | Credit Hours | Type of requirements (Institution, College or Department) |
|---|---|---|---|---|---|---|
| Level 4 | ACCT 202 | Principles of Cost and Managerial Accounting | Required | ACC 201 | 3 | College |

| Level | Course Code | Course Title | Required or Elective | Pre-Requisite Courses | Credit Hours | Type of requirements (Institution, College or Department) |
|-------|-------------|--------------|----------------------|------------------------|--------------|------------------------------------------------------------|
| | FIN 204 | Principles of Finance | Required | ACC 201 | 3 | College |
| | ECON 202 | Principles of Macroeconomics | Required | ECON 201 | 3 | College |
| | HRM 213 | Human Resource Management | Required | BUS 101 | 3 | Department |
| | HRM 214 | Organizational Behavior | Required | BUS 101 | 3 | College |
| | LAW 211 | Commercial Law | Required | N/A | 3 | College |

- **Level five:**

| Level | Course Code | Course Title | Required or Elective | Pre-Requisite Courses | Credit Hours | Type of requirements (Institution, College or Department) |
|-------|-------------|--------------|----------------------|------------------------|--------------|------------------------------------------------------------|
| Level 5 | ISLS 303M | Islamic Culture (3) | Required | ISLS 202M | 2 | University |
| | BUS 341 | Project Management | Required | BUS 151 | 3 | Department |
| | BUS 354 | Electronic Commerce | Required | BUS 252 | 3 | Department |
| | BUS 353 | Entrepreneurship | Required | N/A | 3 | College |
| | BUS 342 | Operation Management | Required | BUS 101 | 3 | Department |
| | BUS 322 | Operational Research | Required | BUS 261 | 3 | Department |

- **Level Six:**

| Level | Course Code | Course Title | Required or Elective | Pre-Requisite Courses | Credit Hours | Type of requirements (Institution, College or Department) |
|---|---|---|---|---|---|---|
| Level 6 | ARAB 202M | Arabic Language Skills | Required | N/A | 2 | University |
| | BUS 331 | International Business Management | Required | N/A | 3 | Department |
| | BUS 355 | Supply Chain Management | Required | BUS 342 | 3 | Department |
| | BUS 343 | Managerial Leadership | Required | HRM 214 | 3 | Department |
| | BUS 344 | Total Quality Management | Required | N/A | 3 | Department |
| | | Elective (1) | Elective | | 3 | Department |

● **Level Seven:**

| Level | Course Code | Course Title | Required or Elective | Pre-Requisite Courses | Credit Hours | Type of requirements (Institution, College or Department) |
|---|---|---|---|---|---|---|
| Level 7 | ISLS 404M | Islamic Culture (4) | Required | ISLS 301M | 2 | University |
| | BUS 445 | Strategic Management | Required | N/A | 3 | Department |
| | BUS 456 | Innovation and Change Management | Required | N/A | 3 | Department |
| | | Elective Course | Elective | N/A | 3 | Department |
| | | Elective Course | Elective | N/A | 3 | Department |
| | | Elective Course | Elective | N/A | 3 | Department |

● **Level Eight:**

| Level | Course Code | Course Title | Required or Elective | Pre-Requisite Courses | Credit Hours | Type of requirements (Institution, College or Department) |
|---|---|---|---|---|---|---|
| Level 8 | BUS 491 | Internship | Required | | 6 | University |

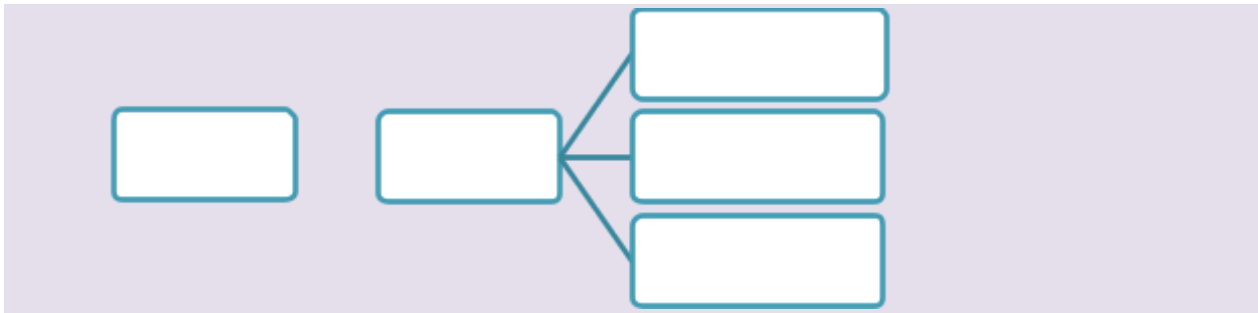The student has to choose one of the following elective package study plans:



**Figure 1.4: Elective Packages**

1. **Human Resource Management Elective Package Study Plan:**

| Level | Course Code | Course Title | Required or Elective | Pre-Requisite Courses | Credit Hours | Type of requirements (Institution, College or Department) |
|---|---|---|---|---|---|---|
| Level 6 | HRM 441 | Strategic Human Resources Management | Elective | HRM 213 | 3 | Department |
| Level 7 | HRM 313 | Staffing Management | Elective | HRM 213 | 3 | Department |

| Level | Course Code | Course Title | Required or Elective | Pre-Requisite Courses | Credit Hours | Type of requirements (Institution, College or Department) |
|---|---|---|---|---|---|---|
| | HRM 316 | Talent Management | Elective | HRM 213 | 3 | Department |
| | HRM 414 | Employee Learning & Development | Elective | HRM 213 | 3 | Department |

2. **Project Management (PM) Elective Package Study Plan:**

| Level | Course Code | Course Title | Required or Elective | Pre-Requisite Courses | Credit Hours | Type of requirements (Institution, College or Department) |
|---|---|---|---|---|---|---|
| Level 6 | BUS 347 | Negotiation & Conflict Management | Elective | | 3 | Department |
| Level 7 | BUS 446 | Advanced Project Management | Elective | BUS 341 | 3 | Department |
| | BUS 457 | Risk Management | Elective | BUS 341 | 3 | Department |
| | BUS 458 | Knowledge Management | Elective | BUS 341 | 3 | Department |

3. **Tourism and Event Management (TEM) Elective Package Study Plan:**

| Level | Course Code | Course Title | Required or Elective | Pre-Requisite Courses | Credit Hours | Type of requirements (Institution, College or Department) |
|---|---|---|---|---|---|---|
| Level 6 | MKT 351 | Digital Marketing | Elective | MKT 203 | 3 | Department |
| Level 7 | BUS 405 | Tourism Management | Elective | N/A | 3 | Department |
| | BUS 406 | Event Management | Elective | N/A | 3 | Department |
| | BUS 407 | Small Business Management | Elective | BUS 353 | 3 | Department |

**Table 1.5: Study Plan**

## PLO-CLO Mapping Matrix of All courses

Program Learning Outcomes (PLOs) are statements that describe what students are expected to know and able to perform or attain by the time they graduate and Course Learning Outcomes (CLOs) are designed to specify domains required to be achieved by students at the end of the course.

Minimum 4 and Maximum 5 CLOs are designed for each course and individual course is analyzed by respective Course Coordinator and Course Instructors to decide various assessment methods for each CLO in-turn for the measurement of PLOs.

Various learning and teaching evaluation strategies are used namely Case study, Research assignment, midterm, Project reports, Project presentation, Reflection reports and end term exam etc. CLO is mapped with the PLO and each PLO is measured using one assessment method which is chosen for mapped CLO-PLO. One assessment method can be used maximum two times for measurement of two different PLOs.

The CLO-PLO mapping matrix of all the courses of management program is shown in Table 1.5.

The courses measured during second semester of session 2019-2020 are Managerial Leadership (BUS 343), Strategic Management (BUS 445) and Human Resource Management (HRM 213) and the list of courses mentioned in Table 1.8 are being measured during first semester of academic year 2020-2021.

| Course code and name | Knowledge | | Skills | | | | Competency | | |
|---|---|---|---|---|---|---|---|---|---|
| | K1 | K2 | S1 | S2 | S3 | S4 | C1 | C2 | C3 |
| **Year 1** | | | | | | | | | |
| Principles Of Business Administration Bus 101 | CLO 1.1 (I) | CLO 1.2 (I) | CLO 2.1 (I) | | | CLO 2.2 (P) | CLO 3.1 (P) | | |

| Course | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Business Skills 1 BUS 161 | CLO 1.1 (I) | | | CLO 2.1 (P) | CLO 2.2 (P) | | CLO 3.1 (M) | CLO 3.2 (M) | |
| Business Skills 2 BUS 162 | CLO 1.1 (I) | | | CLO 2.1 (I) | CLO 2.2 (I) | CLO 2.3 (I) | | | CLO 3.1 (I) |
| DICE Bus 151 | CLO1.1 (I) | | CLO 2.1 (I) | | | CLO 2.2 (I) | | CLO 3.1 (P) | CLO 3.2 (P) |
| Business Ethics & Social Responsibility BUS 111 | CLO1.1 (I) | CLO1.2 (I) | CLO2.1 (P) | | | | CLO3.1 (P) | | |
| **Year 2** | | | | | | | | | |
| Entrepreneurship - BUS 353 | CLO 1.1 (I) | | | CLO 2.3 (P) | CLO 2.2 (P) | CLO 2.1 (P) | | CLO 3.1 (M) | |
| Principles of Marketing -MKT 203 | CLO 1.1 (I) | | CLO2.1 (P) | | CLO 2.2 (P) | CLO 2.3 (P) | CLO3.1 (M) | | |
| Organizational Behavior HRM 214 | CLO 1.1 (I) | CLO 1.2 (I) | | | CLO 2.1 ( P) | CLO 2.2 ( P) | CLO 3.1 (P) | | |
| Management Information Systems BUS 252 | CLO 1.1 (I) | CLO 1.1 (I) | | CLO 2.2 (I) | CLO 2.1 (P) | | CLO 3.1 (I) | | CLO 3.2 (I) |
| **Year 3** | | | | | | | | | |
| International Business Management - BUS 331 | CLO 1.1 (P) | CLO 1.2 (I) | | | CLO 2.2 (P) | CLO 2.1 (I) | | | CLO 3.1 (P) |

| Course | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Operations Management BUS 342 | CLO 1.1 (I) | CLO 1.2 (P) | | | CLO 2.1 (P) | CLO2.2 (P) | | CLO 3.1 (P) | |
| Human resources management HRM 213 | CLO1.1 (I) | CLO1.2 (I) | | CLO2.2 (P) | CLO2.1 (I) | | | CLO3.1 (P) | |
| Managerial Leadership BUS 343 | | CLO 1.1 (I) | | | CLO 2.1 (P) | CLO 2.2 (P) | | CLO 3.1 (P) | CLO 3.2 (M) |
| Total quality Management BUS 344 | CLO 1.1 (I) | CLO 1.2 (I) | CLO2.1 (P) | | CLO2.2 (I) | | CLO3.1 (M) | | |
| E-Commerce BUS 354 | CLO 1.1 (I) | CLO 1.2 (I) | CLO2.1 (P) | | CLO2.2 (P) | | CLO3.1 (M) | | |
| Supply Chain Management BUS 355 | CLO 1.1 (I) | CLO 1.2 (I) | | | CLO 2.1 (P) | | CLO 3.2 (M) | CLO 3.1 (M) | |
| Operations Research BUS 426 | CLO 1.1 (I) | | CLO 2.1 (P) | | CLO2.2 (P) | | CLO 3.2 (M) | CLO 3.1 (M) | |
| Project Management BUS 446 | CLO 1.1 (I) | | CLO 2.1 (P) | | CLO2.2 (P) | | CLO 3.2 (M) | CLO 3.1 (M) | |
| Year 4 | | | | | | | | | |
| Strategic Management BUS 445 | CLO1.1 (I) | | | CLO.2.2(P) | CLO.2.1 (P) | | CLO 3.1 (M) | CLO 3.2 (M) | |
| Innovation and Change | CLO1.1 (M) | CLO1.2 (M) | | CLO2.2 (P) | CLO2.1 (M) | | | CLO3.1 ( M) | |

| Course code and name | K1 | K2 | S1 | S2 | S3 | S4 | C1 | C2 | C3 |
|---|---|---|---|---|---|---|---|---|---|
| Management -BUS 456 | | | | | | | | | |
| Talent Management HRM 316 | CLO 1.1 (I) | CLO 1.2 (I) | CLO 2.1 (P) | CLO 2.2 (P) | | | CLO 3.1 (M) | | |
| Staffing Management -BUS 415 | CLO 1.1 (I) | | | | CLO 2.1 (P) | CLO 2.2 (P) | CLO 3.1 (P) | CLO 3.2 (M) | |
| Employee Learning & Development- HRM 414 | CLO 1.1 (M) | | | CLO 2.2 (P) | CLO 2.3 (P) | | | CLO3.2 (M) | |
| Strategic Human Resource Management HRM 441 | CLO1.1 (M) | | CLO 2.1 (M) | CLO 2.2 (M) | | | CLO3.1 (M) | CLO3.2 (P) | |
| Risk Management BUS 457 | CLO 1.1 (I) | CLO 1.2 (I) | | | CLO 2.1 (P) | CLO 2.2 (P) | CLO 3.1 (M) | | |
| Small Business Management - BUS 40 | CLO1.1 (P) | | CLO2.1 (I) | CLO 2.2 (P) | | | CLO3.1 (M) | | |
| Cooperative Training BUS 491 | | | CLO2.1 (P) | | CLO 2.2 (P) | | CLO 3.1 ( M) | | CLO 3.2 (M) |

| | HRM Elective Package ( Program Learning Outcomes) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Knowledge | | Skills | | | | Competency | | |
| Course code and name | K1 | K2 | S1 | S2 | S3 | S4 | C1 | C2 | C3 |

| | K1 | K2 | S1 | S2 | S3 | S4 | C1 | C2 | C3 |
|---|---|---|---|---|---|---|---|---|---|
| Strategic Human Resource Management HRM 441 | CLO1.1 (M) | | CLO 2.1 (M) | CLO 2.2 (M) | | | CLO3.1 (M) | CLO3.2 (P) | |
| Staffing Management HRM 313 | CLO 1.1 (I) | | | | CLO 2.1 (P) | CLO 2.2 (P) | CLO 3.1 (P) | CLO 3.2 (M) | |
| Talent Management HRM 316 | CLO 1.1 (I) | CLO 1.2 (I) | CLO 2.1 (P) | CLO 2.2 (P) | | | CLO 3.1 (M) | | |
| Employee Learning & Development- HRM 414 | CLO 1.1 (M) | | | CLO 2.2 (P) | CLO 2.3 (P) | | | CLO3.2 (M) | |

| | Tourism and Event Management Elective Package  (Program Learning Outcomes) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Knowledge | | Skills | | | | Competency | | |
| Course code and name | K1 | K2 | S1 | S2 | S3 | S4 | C1 | C2 | C3 |
| BUS 351 - Digital Marketing | CLO 1.1 (P) | | | CLO 2.1 (I) | CLO 2.2 (I) | | CLO 3.1 (I) | CLO 3.2 (M) | |
| Tourism Management BUS  405 | CLO 1.2 (I) | CLO 1.2 (I) | CLO2.1 ( P ) | | | | | CLO3.2 ( M ) | CLO 1.2 (I) |
| Event management BUS 406 | CLO 1.1 (M) | CLO 1.2 (M) | | CLO 2.2 (M) | CLO 2.3 (M) | | | CLO 3.2 (P) | |
| Small Business Management - BUS 407 | CLO1.1 (P) | | CLO2.1 (I) | CLO 2.2 (P) | | | CLO3.1 (M) | | |

| | Project Management Elective Package  (Program Learning Outcomes) | | |
|---|---|---|---|
| | Knowledge | Skills | Competency |

| Course code and name | K1 | K2 | S1 | S2 | S3 | S4 | C1 | C2 | C3 |
|---|---|---|---|---|---|---|---|---|---|
| Negotiation and Conflict Management BUS 349 | CLO 1.1 (I) | | CLO 2.1 (P) | | CLO 2.2 (P) | | CLO 3.1 (M) | CLO 3.2 (M) | |
| Advanced Project Management BUS 446 | | CLO 1.1 (I) | CLO 2.1 (P) | CLO2.2 (P) | CLO2.3 (P) | | CLO3.1 (M) | | |
| Risk Management BUS 457 | CLO 1.1 (I) | CLO 1.2 (I) | | | CLO 2.1 (P) | CLO 2.2 (P) | CLO 3.1 (M) | | |
| BUS 458- Knowledge Management | CLO 1.1 (I) | CLO 1.2 (I) | | CLO 2.2 (P) | CLO 2.1 (P) | | | CLO 3.1 (M) | |

**Table 1.6: CLO-PLO Mapping Matrix**

**Courses Measured**

**Courses Measured – During Second Semester (2019-2020)**

The list of courses measured during second semester of academic year 2019-2020.

| Sr. No. | Course code | Course Name |
|---------|-------------|-------------|
| 1 | BUS 343 | Managerial Leadership |
| 2 | BUS 445 | Strategic Management |
| 3 | HRM 213 | Human Resource Management |

**Table 1.7: Courses Measured – During Second Semester (2019-2020)**

**Courses Measured – During First Semester (2020-2021)**

The list of courses measured during first semester of academic year 2020-2021.

| S. No. | Course Code | Course Name |
|--------|-------------|-------------|
| **Year 1** | | |
| 1 | BUS 161 | Skills for Business I |
| 2 | BUS 101 | Principles of Business Administration |
| 3 | BUS 162 | Skills for Business II |
| 4 | BUS 111 | Business Ethics and Social Responsibility |
| 5 | BUS 151 | DICE |
| **Year 2** | | |
| 6 | BUS 252 | Management Information Systems |
| 7 | MKT 203 | Principle of Marketing |
| 8 | BUS 212 | Organizational Behavior |
| 9 | BUS 253 | Entrepreneurship |
| **Year 3** | | |
| 10 | BUS 341 | Project Management  3 |
| 11 | BUS 354 | E-Commerce |
| 12 | BUS 342 | Operations Management |

| | | |
|---|---|---|
| 13 | BUS 322 | Operation Research |
| 14 | BUS 355 | Supply chain management |
| 15 | BUS 331 | International Business Management |
| 16 | BUS 344 | Total Quality Management |
| **Year 4** | | |
| 17 | BUS 456 | Innovation and Change Management 4 |
| 18 | BUS 416 | Talent Management |
| 19 | BUS 417 | Employee Learning & Development |
| 20 | BUS 415 | Staffing Management |
| 21 | BUS 314 | Strategic Human Resource Management |
| 22 | BUS 458 | Knowledge Management |
| 23 | BUS 349 | Negotiation and Conflict Management |
| 24 | BUS 446 | Advanced Project Management |
| 25 | BUS 406 | Event Management |
| 26 | MKT 351 | Digital Marketing |
| 27 | BUS 405 | Tourism Management |
| 28 | BUS 464 | Cooperative Training |

**Table 1.8: Courses Measured – During First Semester (2020-2021)**

**PLOs Measurement Process**

The Program Learning outcomes (PLOs) are defined by the Department in virtue of its determined objectives, goals, mission that are aligned with college and university mission statements.

The Department nominates PLOs Measurement Committee to lead the process of measuring the Program Learning Outcomes. This committee is responsible for formulating the process of measuring the PLOs and the process is approved by the Vice Deanship of Quality at the College of Business and administration.

Following are the brief steps involved in the same.

Mapping CLOs-PLOs → Specify the Assessment Method for each PLOs → Convert the grades to the scale (1-5) → Assessment → Analysis
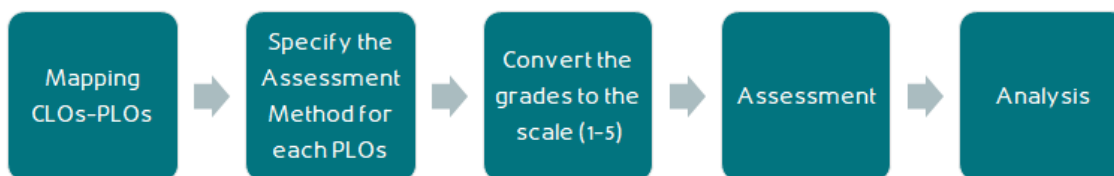
**Figure 1.5: Process of PLOs Measurement**

**Measured Courses - Role of Course Coordinators & Course Instructors:**

The Department selects a percentage of courses offered at the beginning of the academic year for PLOs assessment. This process begins with core courses and then is extended to elective courses.

Each course has a course coordinator and set of course instructors teaching the course.

The process of PLOs measurement is a **unified process** for course coordinators and all the course instructors teaching same course. Hence, it is important to ensure that the course

coordinator and course instructors follow the same chosen assessment methods and predetermined target values during the assessment process to ensure uniformity.

For the Management Program, all the courses which are offered at the Year 1, Year 2, Year 3 and Year 4 are considered for PLOs measurement. However, for making the Action Plan based on the PLOs measurement the higher levels i.e. Year 3 and Year 4 are taken into consideration as these are more advanced courses and first two years are foundation years.

**Program Learning Outcomes (PLOs):**

As mentioned in the beginning of the handbook, there are **total 9 PLOs**. These 9 PLOs are bifurcated as 2 relating to Knowledge, 4 relating to Skills, 3 relating to Competency. Following are the same for ease of reference.

**PLO 1:** K1 - Explain key theories, concepts, models and techniques of management within global business context.

**PLO 2:** K2 - Recognize the relevancy of theories, models and techniques of management in the real-life business situations for practical decision-making.

**PLO 3: S1 -** Apply information related to new emerging trends to business situations for effective management decisions.

**PLO 4: S2 -** Utilize technology effectively and professionally to collect, analyse, interpret and share information for business development, growth, and sustainability

**PLO 5: S3 -** Analyze business related situations/problems/trends using critical thinking and empirical approaches to decision making.

**PLO 6: S4 -** Evaluate business proposals/models and reports related to global environment effectively for successful outcomes

**PLO 7: C1 -** Develop managerial attitudes of persistence and perseverance to meet stakeholder interest and achieve business goals.

**PLO 8: C2 -** Design innovative strategic and tactical business solutions within national and international business environments to achieve the desired goals/objectives.

**PLO 9: C3 -** Demonstrate effective leadership skills guided by ethical principles and commitment towards social responsibility in addressing global business issues.

**Target Values:**

**Target value** is fixed for each PLO and the course results should be compared to the PLOs Target value.

The target value is decided by the Vice Deanship of Quality at College of Business and Administration.

K refers to the Knowledge, S refers to the Skills and C refers to the Competency.

For Knowledge the target value set is 3.8, for skills it is 3.7 and for competency 3.6.

| PLOs | Target |
|------|--------|
| KI | 3.8 |
| K2 | 3.8 |
| S1 | 3.7 |
| S2 | 3.7 |
| S3 | 3.7 |
| S4 | 3.7 |
| C1 | 3.6 |
| C2 | 3.6 |
| C3 | 3.6 |

**Table 1.9: Target Values**

After the Courses are measured, the achievement of target value is monitored for the respective courses. In the event that the target value is achieved, it is considered as the good

indicator of achievement of PLOs. In this situation the Vice Deanship of Quality at CBA will look into revising the target value and setting higher target values. If the Target values are not achieved for all PLOs, then same will be continued without making any changes or enhancements to the same.

## STEP 1: Mapping of CLOs and PLOs

Each course has Course Learning Outcomes (CLOs) which ranges in between 4 to 5 and its I/P/M is also determined. (I - Introduced, P - Practiced, M – Mastered)

These CLOs are further mapped to PLOs.

Example below for the course Strategic Management (BUS 445), it has 5 CLOs.

| Code | Course Learning Outcomes |
|------|--------------------------|
| 1.0 | **Knowledge** |
| 1.1 | Define the various concepts, models and theories of strategic management in the global perspective. **I=Introduced** |
| 2.0 | **Skills** |
| 2.1 | Analyse current trends of business using critical thinking and empirical approach to decision making . **P=Practiced** |
| 2.2 | Communicate in variety of business environment effectively in oral and written when presented with problems and express their views or opinions in a clear and articulate way. **P=Practiced** |
| 3.0 | **Competence** |
| 3.1 | Demonstrate an ability in time management, work effectively in team and exercise leadership guided by ethical principal and commitment **M=Mastered** |
| 3.2 | Design an innovative business research and management tactical solutions at national and international level and from the various perspectives of business disciplines **M=Mastered** |

**Figure 1.6: CLOs for the Course Strategic Management (BUS 445)**

These 5 CLOs are mapped to the PLOs, as mentioned in the below example for Strategic Management (BUS 445).

| Course code and name | Knowledge | | Skills | | | | Competency | | |
|---|---|---|---|---|---|---|---|---|---|
| | K1 | K2 | S1 | S2 | S3 | S4 | C1 | C2 | C3 |
| Managerial Leadership BUS 343 | | CLO1.1 (I) | | | CLO2.1 (P) | CLO2.2 (P) | | CLO3.1 (P) | CLO3.2 (M) |
| Strategic Management BUS 445 | CLO1.1 (I) | | | | CLO.2.2 (P) | CLO.2.1 (P) | CLO3.1 (M) | CLO3.2 (M) | |
| Human resources management HRM 213 | CLO1.1 (I) | CLO1.2 (I) | | | CLO2.2 (P) | CLO2.1 (I) | | CLO3.1 (P) | |

**Figure 1.7: CLOs – PLOs mapping**

**PLO Rubrics:**

A Rubric is developed for each PLO that has Performance Indicators (PIs) along with a descriptive scale. Below are the 9 PLOs and their respective rubric PIs and descriptive scales. The scales are 5 point scales.

Example: If the course Strategic Management is being measured, then the PLO 1, PLO2, PLO4, PLO5 and PLO 8 rubrics will be taken into consideration.

**PLO 1:** K1 - Explain key theories, concepts, models and techniques of management within global business context.

| PIs | Excellent (5) | Very strong (4) | Good (3) | Fair (2) | Poor (1) |
|---|---|---|---|---|---|
| | | | | | |

|  | In-depth Understanding | The student have 100% in-depth understanding of key theories, concepts, models and techniques of management within global business context. | The student have around 75% in-depth understanding of key theories, concepts, models and techniques of management within global business context. | The student have 50% understanding of key theories, concepts, models and techniques of management within global business context. | The student have approximately 25% understanding of key theories, concepts, models and techniques of management within global business context. | The student completely lacks the in-depth understanding of key theories, concepts, models and techniques of management within global business context. |
|---|---|---|---|---|---|---|
| PI. 1.2 | Writing Skills | The student provide 100% explanation supported with examples to key theories, concepts, models and techniques of management which helps in solving the problems faced in global business. | The student provided around 75% explanation supported with examples to key theories, concepts, models and techniques of management which helps in solving the problems faced in global business. | The student provided 50% explanation or the examples were not enough to key theories, concepts, models and techniques of management, which helps in solving the problems faced in global business. | The student provided approximately 25% explanation supported with examples to key theories, concepts, models and techniques of management which helps in solving the problems faced in global business. | The student did not provide an acceptable explanation and did not support it with proper examples to key theories, concepts, models and techniques of management, which helps in solving the problems faced in global business. |

| | Clear Explanation | The student provided 100% explanation of the relation of key theories, concepts, models and techniques of management used in global business to remain in touch with the current trends. | The student provided around 75% explanation of the relation of key theories, concepts, models and techniques of management used in global business to remain in touch with the current trends. | The student provided 50% explanation of the relation of key theories, concepts, models and techniques of management used in global business to remain in touch with the current trends. | The student provided approximately 25% explanation of the relation of key theories, concepts, models and techniques of management used in global business to remain in touch with the current trends. | The student did not provide an acceptable explanation of the relation of key theories, concepts, models and techniques of management used in global business to remain in touch with the current trends. |
|---|---|---|---|---|---|---|

**Table 1.10: PLO 1 - PIs**

**PLO 2:** K2 - Recognize the relevancy of theories, models and techniques of management in the real-life business situations for practical decision-making.

| PIs | | Excellent (5) | Very strong (4) | Good (3) | Fair (2) | Poor (1) |
|---|---|---|---|---|---|---|
| PI. 2.1 | **Business acumen skills / Discipline Specific Skills** | The student is able to recognize the relevance of all the theories, models and techniques of management learned in | The student is able to recognize the relevance of all the theories, models and techniques of | The student is able to recognize the relevance of the theories, models and techniques of management learned in class in the real life | The student is able to recognize the relevance of at least some theories, models and techniques of management in the real life | The student is not able to recognize the relevance of theories, models and techniques of management |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | class as well as from available online and offline sources and their appropriate application in the real life business situation. | management learned in class as well as from available online and offline sources in the real life business situations. | business situations. | business situations. | |
| .2 | **Explain business theories** | The student is able to explain the relevance of theories, models, and techniques to real life business situations in an extremely great manner with supported, updated and relevant facts and figures. | The student is able to explain the relevance of theories, models, and techniques to real life business situations in an extremely great manner supported with examples. | The student is able to explain the relevance of theories, models, techniques to real life business situations in a good manner but lacks examples. | The student is partially able to explain the relevance of some theories, models, techniques to real life business situations | The student is not able to explain the relevance of theories, models, techniques to real life business situations |
| PI. 2.3 | **Recognizing relevant decision** | The set of chosen decisions are 100% relevant to real life business situations. | The set of chosen decisions are 75% relevant to real life business situations. | The set of chosen decisions are 50% relevant to real life business situations. | The set of chosen decisions are 25% relevant to real life business situations. | The chosen decisions are not at all relevant to real life business situations. |

**Table 1.11: PLO 2 – PIs**

**PLO 3: S1 -** Apply information related to new emerging trends to business situations for effective management decisions.

|  |  | Excellent (5) | Very strong (4) | Good (3) | Fair (2) | Poor (1) |
|---|---|---|---|---|---|---|
| PI. 3.1 | **Recognition Skills** | Extremely well-recognize (100%) the relation between the new emerging trends and business situations. | Shows high ability (75%) to recognize the relation between the new emerging trends and business situations. | Shows ability (50%) to recognize the relation between the new emerging trends and business situations. | Shows ability (25%) to recognize the relation between the new emerging trends and business situations. | Does not recognize the relation between the new emerging trends and business situations. |
| PI. 3.2 | **Information Application Skills** | 100% correct application of the information related to new emerging trends to business situations. | 75% correct application of the information related to new emerging trends to business situations. | 50% correct application of the information related to new emerging trends to business situations. | 25% correct application of the information related to new emerging trends to business situations. | No/Incorrect application of the information related to new emerging trends to business situations. |
| PI. 3.3 | **Decision Making Skills** | Coming up with 100% effective Management Decisions. | Coming up with 75% effective management decisions. | Coming up with 50% effective Management Decisions. | Coming up with 25% effective management decisions. | No/Not effective management decisions. |

**Table 1.12: PLO3 - PIs**

**PLO 4: S2 -** Utilize technology effectively and professionally to collect, analyse, interpret and share information for business development, growth, and sustainability

|  |  | Excellent (5) | Very strong (4) | Good (3) | Fair (2) | Poor (1) |
|---|---|---|---|---|---|---|
| 4.1 | **Technical Business Skills** | The student shows (100%) ability of practicing key IT skills for collecting market information for business decisions effectively. | The student shows very (75%) ability of practicing technical skills for collecting key information. | The student shows (50%) aptitude of practicing technical skills and understanding of IT for collecting information. | The student shows (25%) aptitude of practicing low technical skills and understanding of IT for collecting information. | The student shows poor/no aptitude for practicing key technical skills and understanding of IT for collecting information. |
| PI. 4.2 | **Business information analysis** | The student shows (100%) analytical skills through application of statistical tools and software for business decision making. | The student shows (75%) analytical skills by applying various statistical tools for business decision making. | The student shows (50%) analytical skills by applying various statistical tools for business decision making. | The student shows (25%) analytical skills of applying various statistical tools for business decision making. | The student shows poor/no understanding of statistical tools and information technology aids for decision making. |

| | | The student shows (100%) ability in providing business solutions to stakeholders through information technology for performance and sustainability. | The student shows (75%) ability to share business solutions to stakeholders through technical aids for performance and sustainability. | The student shows (50%) ability to share business solutions to stakeholders through technical aids for performance and sustainability. | The student shows (25%) ability to share business solutions to stakeholders through technical aids for performance and sustainability. | The student shows poor/no evidence of providing business solutions to stakeholders through technical aids for sustainability. |
|---|---|---|---|---|---|---|
| 4.3 | Providing technical business solutions | | | | | |

**Table 1.13: PLO4 - PIs**

PLO 5: S3 - Analyze business related situations/problems/trends using critical thinking and empirical approaches to decision making.

| PIs | | Excellent (5) | Very strong (4) | Good (3) | Fair (2) | Poor (1) |
|---|---|---|---|---|---|---|
| PI. 5.1 | Decision-making & data interpretation skill | The students are able to identify & relate the best alternatives of all business analysis techniques, tools and strategies that reflect 100% in-depth | The students are able to relate 75% of business analysis techniques, tools and strategies that are appropriate for a given context. | The students are able to relate some (50%) business analysis techniques, tools and strategies. | The students are able to relate few (25%) business analysis techniques, tools and strategies. | The students are unable to relate any business analysis techniques, tools and strategies /the techniques and tools are either inappropriate for task or are |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | understanding of the problem. | | | | not well applied. |
| | **Critical analysis /thinking** | The students are able to fully analyze the current business trends by thinking critically, in order to improve business practices and operations. They are also able to justify their analysis with appropriate sources, and analyze the implications of the solution/analysis. | The students are able to critically analyze (75%) most business trends in details, and provide justification for their analysis. | The students able to analyze some (50%) of business trends with appropriate justification. | The students able to analyze few (25%) of business trends with poor justification. | The students fail in analyzing business trends. |
| **PI. 5.3** | **Developing solutions/ conclusions** | The students are able to demonstrate 100% clear understanding of main problem, student here uses multiple appropriate problem-solving strategies and applies them/uses | The students are able to analyze 75% of the situation, and articulate clear multiple solution/analysis for the problem, provide a logical interpretation of the findings & justifications for the solutions. | The students are able to apply (50%) traditional approaches to problem solving | Student ability to apply appropriate theory to data up to 25% , with many errors due to misinterpret theory/model | The student are unable to analyze the problem, and make no attempt to relate data to theory. |

| | | | | | |
|---|---|---|---|---|---|
| | creative approaches to problem solving. The analysis is thorough, and interprets data carefully using appropriate theory | | | | |

**Table 1.14: PLO 5 - PIs**

**PLO 6: S4 -** Evaluate business proposals/models and reports related to global environment effectively for successful outcomes

| PIs | | Excellent (5) | Very strong (4) | Good (3) | Fair (2) | Poor (1) |
|---|---|---|---|---|---|---|
| PI. 6.1 | **Evaluate business reports** | The student showed 100% aptitude to evaluate business reports and models for effective business outcomes. | The student shows 75% ability to evaluate business reports and models for effective business outcomes. | The student shows 50% aptitude to evaluate business reports and models for effective business outcomes. | The student shows 25% aptitude to evaluate business reports and models for effective business outcomes. | The student did not provide any acceptable evaluation of business reports related or models for effective business outcomes. |
| PI. 6.2 | **Effective and global business models** | The student showed 100% aptitude to use effective global business models for | The student shows 75 % aptitude to use effective global business models for | The student showed 50% aptitude to use effective global business models for | The student showed 25% aptitude to use effective and global business models for | The student did not use any effective global business models for successful outcomes. |

| | | | | | |
|---|---|---|---|---|---|
| | | successful outcomes. | successful outcomes. | successful outcomes. | successful outcomes. | |
| 6.3 | **Propose Successful business solutions** | The student show 100% ability to propose business solutions for successful outcomes. | The student show 75% ability to propose business solutions for successful outcomes. | The student showed 50% ability to propose business solutions for successful outcomes. | The student show 25% ability to propose business solutions for successful outcomes. | The student show poor/no ability to propose business solutions for successful outcomes. |

**Table 1.15: PLO 6 - PIs**

**PLO 7: C1 -** Develop managerial attitudes of persistence and perseverance to meet stakeholder interest and achieve business goals.

| PIs | | Excellent (5) | Very strong (4) | Good (3) | Fair (2) | Poor (1) |
|---|---|---|---|---|---|---|
| P1. 7.1 | **Strong Managerial Attitude** | Took an excellent action by maintaining persistence and perseverance far above standards | Took a strong action by maintaining persistence and perseverance above standards | Took a good action by maintaining persistence and perseverance meeting standards | Took a fair action by maintaining persistence and perseverance below standards | Took no action and maintenance of persistence and perseverance far below standards |

| PIs | | Excellent (5) | Very strong (4) | Good (3) | Fair (2) | Poor (1) |
|---|---|---|---|---|---|---|
| PI. 7.2 | **Managing skills** | Shareholder's interests are excellently ensured and managed far above standards | Shareholders' interests are strongly ensured and managed above standards | Shareholders' interests are ensured and managed meeting standards | Shareholders' interests are fairly ensured and managed below standards | Shareholders' interests are poorly ensured and managed far below standards |
| PI. 7.3 | **Visionary skills to meet business goals** | Proposed actions leads to achievement of goals far above standards | Proposed actions leads to achievement of goals above standards | Proposed actions leads to achievement of goals meeting standards | Proposed actions leads to achievement of goals below standards | Proposed actions leads to achievement of goals far below standards |

**Table 1.16: PLO 7 – PIs**

**PLO 8: C2 -** Design innovative strategic and tactical business solutions within national and international business environments to achieve the desired goals/objectives.

| PIs | | Excellent (5) | Very strong (4) | Good (3) | Fair (2) | Poor (1) |
|---|---|---|---|---|---|---|
| PI. 8.1 | **Innovative problem solving** | Students are able to design relevant innovative strategic and tactical business solutions. Description is explicit and using logical reasoning, details are | Students are able to design innovative strategic and tactical business solutions. Description is using logical reasoning, some details | Students are able to design innovative strategic and tactical solutions , Description lacks details. | Students are able to design basic strategic and tactical solutions which needs improvement, details are not given. | Students are unable to design any strategic and tactical business solutions. |

| | | | | | |
|---|---|---|---|---|---|
| | | original and creativity is evident. | lack originality. | | | |
| 2 | **Business Environment Awareness** | Able to adapt successfully business solutions with all constraints and opportunities of national and international business environments, reflects high awareness of the new trends and initiate interactions and opportunities. | Able to adapt successfully business solutions with the most important constraints and opportunities of national and international business environments | Able to adapt business solutions with limited constraints and opportunities of national and international environments | Able to adapt business solutions with minimal constraints and opportunities of national and international environments | Unable to adapt business solutions with the constraints and opportunities of national and international environments |
| PI. 8.3 | **Business solutions** | The chosen business solution leads successfully to the achievement of desired goals/objectives, the application process is concise and | The chosen business solution leads successfully to the achievement of desired goals/objectives, the application | The chosen business solution leads successfully to the achievement of desired goals/objectives, the application process lacks details | The chosen business solution leads partially to the achievement of desired goals/objectives, the application process is not described. | Fail to choose the appropriate business solutions. |

| | | | | | |
|---|---|---|---|---|---|
| | | clearly described. | process is described. | | |

<p style="text-align: center;">**Table 1.17: PLO 8 – PIs**</p>

**PLO 9: C3 -** Demonstrate effective leadership skills guided by ethical principles and commitment towards social responsibility in addressing global business issues.

| | | Excellent (5) | Very strong (4) | Good (3) | Fair (2) | Poor (1) |
|---|---|---|---|---|---|---|
| | **Visionary Leadership** | Develops a visionary leadership to foresee global challenges and opportunities | Successfully able to envision and predict the forthcoming global trends and have a proactive approach. | Successfully predicts but fails in implementation | Unsuccessful in foreseeing challenges and has a reactive approach | Completely fails at foreseeing challenges |
| **PI. 9. 2** | **Ethical issues Management** | Develops competent ethical codes to manage ethical issues in a transparent manner. | Fully able to develop ethical codes of conduct which are practiced throughout the organization. | Able to recognize ethical issues but ambiguity in dealing fairly. | Partially able to develop an ethical and socially responsible organization. | Unable to develop an ethical and socially responsible organization. |
| **PI. 9. 3** | **Commitment to ethical culture** | Exhibits excellent Commitment to create an ethical culture guided by best moral principles and organizational codes of conduct. | Exhibits full commitment in maintaining well defined ethical culture. | Exhibits partial commitment in maintaining ethical culture. | Exhibits fair commitment in maintaining ethical culture. | Exhibits poor commitment in maintaining ethical culture. |

| | | | | | |
|---|---|---|---|---|---|
| | | | | | |

**Table 1.18: PLO 9 - PIs**

**One Assessment Method** should be used to measure each PLO. Course coordinators and course instructors unanimously choose the assessment methods used for each PLO measurement. Assessment methods such as Project report, article review, assignments, case study, reflective reports, mid-term examination, end-term examination etc. can be used.

One assessment method can be used to measure maximum of two different PLOs.

For example: For Strategic Management course (BUS 445), to measure the PLO 8 the Final Project (assessment method) is used. Hence, here only *one* assessment method is used for measurement of the PLO 8.

Moreover, as per the extended guidelines of the PLOs measurement, it is possible that the one more PLO is allowed to be measured using the same assessment method i.e. Final Project. So the course coordinators can decide if they wish to use this assessment method to measure any other PLO, if required. Or they have the flexibility to choose any other assessment method as per the course requirements.

Irrespective of whether one or two PLOs are being measured using the same assessment method, the questions should remain distinct. The same question cannot be used to measure the different PIs. The questions should be distinct and unique.

If MCQ's and True/False questions are used, then minimum two MCQ's or True/False questions should be used for a PI measurement.

If descriptive answers, essay answer or critical thinking questions are used then it can be one mark or more than more one mark.

Assessment of Case Studies should be done using questions.

While the assessments are designed, it is must for the course coordinator to explicitly declare which question or which component of that assessment method measures the specific PLOs – PIs.

| Course | Human resources HRM 213 | Managerial Leadership BUS 343 | Strategic Management BUS 445 |
|---|---|---|---|
| Faculty | Dr. Shatha Abduljabbar | Dr. Rasha Alghafes<br>Dr. Suheela Shabir<br>Ms. Hadeel Aljasser | Dr. Abad Al Zuman |
| Number of Students | 19 | 146 | 48 |
| Assessment Method | Article Review Assignment | Group Final Practical Project | Final Project |
| Innovative problem solving | Assignment (article review) Rubric: Content #6: Conclusions and recommendations are congruent with strategic analysis | Part #1 Written report part- (real business leader's Interview, transcript, and analysis: linking theory with practice) | In their simulated business, students provide simulated capital to start-up an innovative new product line. The students will be tasked to develop a new, niche market product using the available technology |
| Business Environment Awareness | Assignment (article review) Rubric: Content #3: Valid arguments & appropriate analysis of factors with relevant supportive detail | Part #3 Project Interview, analysis, presentation, and leadership conclusions. | Students will have complete accounting responsibility with limited financial resources. They will design brands and develop advertising and internet marketing campaigns. They will open up distribution channels and build a production facility. |
| Business solutions | Assignment (article review) Rubric: Content #4: Justification of points made using references, strategies, models & approaches | Part #2 Group project presentation part-of the leader's most noticeable styles, models, and behaviors (linking theory with practice). | Over the course of several decision periods, students learn to adjust their business strategy as they react to the customer feedback, constantly changing market conditions and increasing competitive pressures. |

**Figure 1.8: Assessment Method**

Assume that Final Project has several components (Introduction, question 1, question 2, question 3, conclusion, recommendations, references, and appendix) then if the question 1, 2 and 3 are used for used measuring the PLO 8 - PIs 8.1, 8.2 and 8.3 respectively, then it should be clearly stated.

Moreover, while assessing PLOs, ALL questions in the assessment method that relate to a specific PI should be taken into consideration for that PIs measurement.
If MCQ1, MCQ2, MCQ3 of Mid Term exam are used to measure PI 1.1 of PLO 1, then these set of questions should not be repeated while PI 1.2 and PI 1.3 of PLO 1 are being measured. Use different set of questions to measure the PI 1.2 and PI 1.3.

The Action Plan is prepared at the end of semester after PLOs measurement is over. This Action Plan will be shared with faculty members. The course coordinator must take into consideration

the details given in *'Action Plan based on PLO measurement'* of previous semester while choosing the assessment method.

Once the Course coordinators and course instructors for the selected course choose the assessment methods to be used for each PLOs, the details of the assessments are notified to the students since beginning.

**Framing of Questions: Blooms Taxonomy**

While framing the questions of the assessment methods that are to be use for PLOs-PIs measurement, use of Blooms Taxonomy verbs is encouraged. Below are the same for reference:

|  |  | **PERFORMANCE INDICATORS** | **SUGGESTED VERBS** |
|---|---|---|---|
|  | PI1.1 | In-depth understanding | Clarify, Specify, Determine, Define, Interpret theories, concepts, models and techniques |
| PLO1-K1 | PI1.2 | Writing skills | Justify , Support and  Argument with examples, Give appropriate reasons,  Why do you think |
|  | PI1.3 | Clear Explanation | Elaborate, Describe, Explain, Report, Simplify, Explore in details the theories, concepts, models and techniques |
|  |  |  |  |
|  |  |  |  |

| | | | |
|---|---|---|---|
| | PI2.1 | Business Acumen Skills/Discipline Sills | Understand, Differentiate, compare, Examine |
| PLO2-K2 | PI2.2 | Explain Business Theories | Examine, Group, Figureout, Ensure, Distinguish, Point, Outline |
| | PI2.3 | Recognizing relevant decisions | Reproduce, Review, Outline, Select, Name, Quote, study, Interpret, Judge, Measure, Grade, Rank, Test, |
| | | | |
| | | | |
| | PI3.1 | Recognition skills | Reproduce, Review, Outline, Select, Name, Quote, study |
| PLO3-S1 | PI3.2 | Information Application Skills | Calculate, Capture, Assign, Attain, Derive |
| | PI3.3 | Decision Making Skills | Interpret, Judge, Measure, Grade, Rank, Test, |
| | | | |
| | | | |
| | PI4.1 | Technical Business Skills | Acquire, Apply, Ascertain, Assign, Classify |
| PLO4-S2 | PI4.2 | Business Information Skills | Breakdown, Compare, Correlate, Diagnose, Differentiate |
| | PI4.3 | Providing technical business solutions | Compose, Construct, Categorize, Formulate, Design, Develop, Integrate, Incorporate |
| | | | |
| | | | |
| | PI5.1 | Decision making and data interpretation skills | Analyze, Correlate, Examine, Contrast, Compare |
| PLO5-S3 | PI5.2 | Critical Analysis /Thinking | Blueprint, Breakdown, Compare, |
| | PI5.3 | Developing solutions | Compose, Construct, Categorize, Formulate, Design, Develop, Integrate, Incorporate |
| | | | |
| | | | |
| | PI6.1 | Evaluate business reports | Criticize, Defend, Determine, Contrast, Assess, |
| PLO6-S4 | PI6.2 | Effective and global business models | Understand, Apply, Attain, Classify, Compute, Express |
| | PI6.3 | Propose successful business solutions | Compose, Construct, Categorize, Formulate, Design, Develop, Integrate, Incorporate |

| | | | |
|---|---|---|---|
| | | | |
| | PI7.1 | Strong managerial attitude | What action, How , Test, Recommend, Manage, Handle, Illustrate |
| PLO7-C1 | PI7.2 | Managing Skills | Maximize, Select, Observe, Predict, Translate |
| | PI7.3 | Visionary skills to meet the business goals | Compose, Construct, Categorize, Formulate, Design, Develop, Integrate, Incorporate |
| | | | |
| | | | |
| | PI8.1 | Innovative Problem solving | Compose, Construct, Categorize, Formulate, Design, Develop, Integrate, Incorporate |
| PLO8-C2 | PI8.2 | Business Environment Awareness | Indicate, Identify, Define, Match, Recognize, Write |
| | PI8.3 | Business Solutions | Compose, Construct, Categorize, Formulate, Design, Develop, Integrate, Incorporate |
| | | | |
| | | | |
| PLO9-C3 | PI9.1 | Visionary Leadership | Formulate, Fabricate, Design, Develop, Propose, Expand |
| | PI9.2 | Ethical issues in Management | Maximize, Select, Observe, Predict, Translate |
| | PI9.3 | Commitment to ethical culture | Exhibit, demonstrate, show, Manifest, Signify, Denote, Indicate |

**Table 1.19: Blooms Taxonomy Verbs**

**Adjusting the Assessment Rubric to PI's:**

The Assessment of PLOs is based on the Performance Indicators. Assessment methods such as Project report, assignments, case study, reflective reports, mid-term examination, end-term examination etc. can be used. Please note that for mid-term examination and end-term examination the cover page used instead of the rubric adjustment. Below is the example of cover page for mid-term and end-term examinations.

**PLO ASSESSMENT (Only for the Instructors use)**

| CLO NO | PLO NO | | Q. No: Max. Marks ( ) | Q. No: Max. Marks ( ) | Q. No: Max. Marks ( ) | Q. No: Max. Marks ( ) | Q. No: Max. Marks ( ) | Total of Marks | Total of Marks converted to the scale (1-5) |
|---|---|---|---|---|---|---|---|---|---|
| CLO NO | PLO NO | PI1 | | | | | | | |
| | | Obtained Grades | | | | | | | |
| | | PI2 | Q. No: Max. Marks ( ) | Q. No: Max. Marks ( ) | Q. No: Max. Marks ( ) | Q. No: Max. Marks ( ) | Q. No: Max. Marks ( ) | | |
| | | Obtained Grades | | | | | | | |
| | | PI3 | Q. No: Max. Marks ( ) | Q. No: Max. Marks ( ) | Q. No: Max. Marks ( ) | Q. No: Max. Marks ( ) | Q. No: Max. Marks ( ) | | |
| | | Obtained Grades | | | | | | | |

**Table 1.20: Cover Page Sample**

This cover page is filled for mid-term and end-term examinations reflecting the details of the specific questions that are being used for PLOs-PIs measurement. Post adding actual graded they are converted to out of 5 scale. This is explained in detail in the coming paragraphs.

For other assessment methods (except mid-term and end-term examination), as mentioned earlier, it is very important to consider the rubrics of the PLOs having the detailed PIs scales.

Since different assessment methods are used for measurement of different PLOs, one has to ensure that the each assessment rubric is mapped with the respective PLO-PI rubric. The PLO-PI rubric has a 5 point scale.

Another reason, this is required as the assessment has many components and only some components (questions) of that are being used for PLO-PIs measurement. Hence, Assessment method rubrics should be adjusted/aligned with the PI's.

Sample adjusted rubric is as follows:

Assignment (Individual - 10 Marks)

| Criteria | Excellent (5) | Very strong (4) | Good (3) | Fair (2) | Poor (1) |
|---|---|---|---|---|---|
| **PI 6.1: Evaluate business reports - Use appropriate business solutions with models or reports (Understanding) (25%)**<br><br>**2.5 Marks** | The student showed 100% aptitude to evaluate business reports and models for effective business outcomes, demonstrating understanding and evaluation of their peer project.<br><br>(2.5 Marks) | The student shows 75% ability to evaluate business reports and models for effective business outcomes, demonstrating understanding and evaluation of their peer project.<br><br>(1.87 Marks) | The student shows 50% aptitude to evaluate business reports and models for effective business outcomes, demonstrating understanding and evaluation of their peer project.<br><br>(1.25 Marks) | The student shows 25% aptitude to evaluate business reports and models for effective business outcomes, demonstrating understanding and evaluation of their peer project.<br><br>(0.62 Marks) | The student did not provide any acceptable evaluation of business reports related or models for effective business outcomes, demonstrating understanding and evaluation of their peer project.<br><br>(0 Marks) |
| **PI 6.2: Effective and global** | The student showed | The student shows 75 | The student showed | The student showed | The student did not use any |

| | 100% | % | 50% | 25% | |
|---|---|---|---|---|---|
| **business models - Supporting business models and reports with documentations and references. (Reasoning) (25%)** <br><br>**2.5 Marks** | 100% aptitude to use effective global business models for successful outcomes, supporting diagnosis and opinions with arguments and evidence <br><br>(2.5 Marks) | % ability to use effective global business models for successful outcomes, supporting diagnosis and opinions with arguments and evidence <br><br>(1.87 Marks) | 50% aptitude to use effective global business models for successful outcomes, supporting diagnosis and opinions with arguments and evidence <br><br>(1.25 Marks) | 25% aptitude to use effective and global business models for successful outcomes, supporting diagnosis and opinions with arguments and evidence <br><br>(0.62 Marks) | effective global business models for successful outcomes, supporting diagnosis and opinions with arguments and evidence <br><br><br>(0 Marks) |
| **PI 6.3: Propose Successful business solutions - Suggesting a solution that relates to global environment. (Critique) (25%)** <br><br>**2.5 Marks** | The student show 100% ability to propose business solutions for successful outcomes, providing constructive criticism and justified comments. <br><br>(2.5 Marks) | The student show 75% ability to propose business solutions for successful outcomes., providing constructive criticism and justified comments. <br><br>(1.87 Marks) | The student showed 50% ability to propose business solutions for successful outcomes, providing constructive criticism and justified comments. <br><br>(1.25 Marks) | The student show 25% ability to propose business solutions for successful outcomes, providing constructive criticism and justified comments. <br><br>(0.62 Marks) | The student show poor/no ability to propose business solutions for successful outcomes, providing constructive criticism and justified comments. <br><br>(0 Marks) |
| **Style (25%)** | **Report**: Demonstrates 100% | **Report**: Demonstrates 75% | **Report**: Demonstrates 50% | **Report**: Demonstrates 25% | Writing is unfocused, rambling, |

| | clarity, conciseness and correctness. **Email**: Very professional | clarity, conciseness and correctness. . **Email**: professional | clarity, conciseness and correctness. . **Email**: adequate | clarity, conciseness and correctness. . **Email**: unprofessional | or; poorly organized. **Email**: no email |
|---|---|---|---|---|---|
| **2.5 Marks** | (2.5 Marks) | (1.87 Marks) | (1.25 Marks) | (0.62 Marks) | (0 Marks) |

**Table 1.21: Sample Adjusted Rubric for PLOs-PIs**

In this example, PLO 6 is being measured using this adjusted rubric. The rubric adjustment means that for PI 6.1 (Evaluate business reports) is adjusted with the "Use appropriate business solutions with models or reports (Understanding)" component in the assignment and it carries 25% weightage of marks.

Please try to use same PI wordings in assessment rubric, similar words can be used for adjustment (try to mention these in bracket).

During the adjustments, the main points that need consideration are: ensuring that the PIs and its scales are part of the assessment rubric. The PI number is mentioned, the PI Heading is mentioned, moreover brief description of the PIs can be added. The scale should be 5 point scale and student's achievement/performance is considered on lines of 100%, 75%, 50%, 25% and 0%. This same rating scale can be used for grades classification as well.

For example: 1 mark can be divided for the 5 point rating scale as - 1 mark (100% achievement), 0.75 marks (75% achievement), 0.5 marks (50% achievement), 0.25 marks (25% achievement), and 0 marks (0% achievement or not achieved).

0.5 marks can be divided for the 5 point rating scale as – 0.5 mark (100% achievement), 0.38 marks (75% achievement), 0.25 marks (50% achievement), 0.12 marks (25% achievement), and 0 marks (0% achievement or not achieved).

Once the rubric is aligned and adjusted by the course coordinator, the next step is to share it with the PLO Yearly coordinator for approval. Post approval from the Yearly PLO coordinator, it can be shared with students.

The received students' assessment submissions are graded using the adjusted rubric.

The faculty members finish grading of all assessments and the next step is to convert the grades to out of 5.

## STEP 3: Convert the Grades to the Scale (1-5)

Once the assignments are assessed the next step is to convert these grades to the out of 5 scale.

Below figure reflects how to convert the grades to out of 5 scale. For example, if for PLO PI 1.1, three questions are used Q1, Q2 and Q3 having one mark each. For Q1 student has scored 1, for Q2 student has scored zero, for Q3 student has scored 1, then out of 3 marks student has scored 2 marks. To convert this to out of 5 scale, the total grades scored by the student is multiplied by

5 and this is divided by total grades. This will give the out of 5 converted grades which in this example will be 3.33 marks.

Convert the student's grades to out of 5 scale.

Example:

| Question No. and allocated Grades | Marks Scored by Student |
|---|---|
| Q1 – 1 | 1 |
| Q2 – 1 | 0 |
| Q3 – 1 | 1 |
| Total Grades – 3 | 2 |

Formula for scaling = (Total grade scored by the student * 5)

-------------------------------------------------

Total Grades

$$= \frac{2*5}{3}$$

$$= 3.33$$

**Figure 1.9: Grades conversion to Out of 5 Scales**

This actual grade conversion to out of 5 scale is applicable to all assessment methods.

## STEP 4: Assessment

The next step is to do the assessment of the PLOs by comparing the actual scored values (out of 5 grades) with the target values.

To do the assessment the Measurement Tool – Excel template (PLO Sheets) is used. This template is very clear and helpful for the faculty members to conduct the assessment analysis.

**Measurement Tools -Excel Sheet Template (PLO Sheets)**

The PLOs measurement templates (PLO Sheets) are made available for each PLO (PLO 1 to 9) and shared with all faculty members. Faculty members use the respective templates as applicable to their courses' CLO-PLO mapping.

Each PLO Excel Sheet template has following sheets:

- **PLO Rubric:** This showcases the PIs and descriptive scales.



Figure 1.10: PLO 1 Rubric

- **Assessment Method:** This provides details relating to the type of assessment method used. It also highlights the details of the questions used for the PLOs-PIs measurement.

While preparing the assessment sheets, 70% of class sample is to be considered for students more than 40 in class. If the strength is less than 40 then full strength to be considered for PLO assessment. A note is added on this sheet if 70% sample is used for assessment. Moreover, this 70% sample has to stay same for each PLO being assessed.

| Performance Indicators | Subtopics of outcome | Criteria used in the evaluation |
|---|---|---|
| PI 1.1 | Indepth Understanding | Proper indepth understanding of key theories, concepts, models and techniques of management within global business context. |
| PI 1.2 | Writing Skills | Provide clear Writing supported with examples to key theories, concepts, models and techniques of management which helps in solving the problems faced in global business. |
| PI 1.3 | Clear Explanation | Clearly explain the relation of key theories, concepts, models and techniques of management used in global business to remain in touch with the current trends. |

| Course | Human resources HRM 213 |
|---|---|
| Faculty | Dr. Shatha Abduljabbar |
| Number of Students | 19 |
| Assessment Method | Midterm exam |
| In-depth Understanding | Question 1.6 |
| Writing Skills | Question 3.4 |
| Clear Explanation | Question 3.2 |

## 2. Assessment Method

**Figure 1.11: Assessment Method**

- **Result:** In this section the student grades are added for each section of the faculty member teaching that course. Moreover, one has to ensure that the grades are converted to out of 5 scale. Conversion of out of 5 is being explained in the previous section in detail. This sheet also describes the achievement of target values and reflected through different colors. A graph is also made to summarise the achievement or non-achievement of each PLOs-PIs.

This sheet captures various components such as section number, course code, student names, student Ids, the PI1, PI2 and PI3 – out of 5 grades, and average values are computed for each individual PI and as a combination of all PIs together.
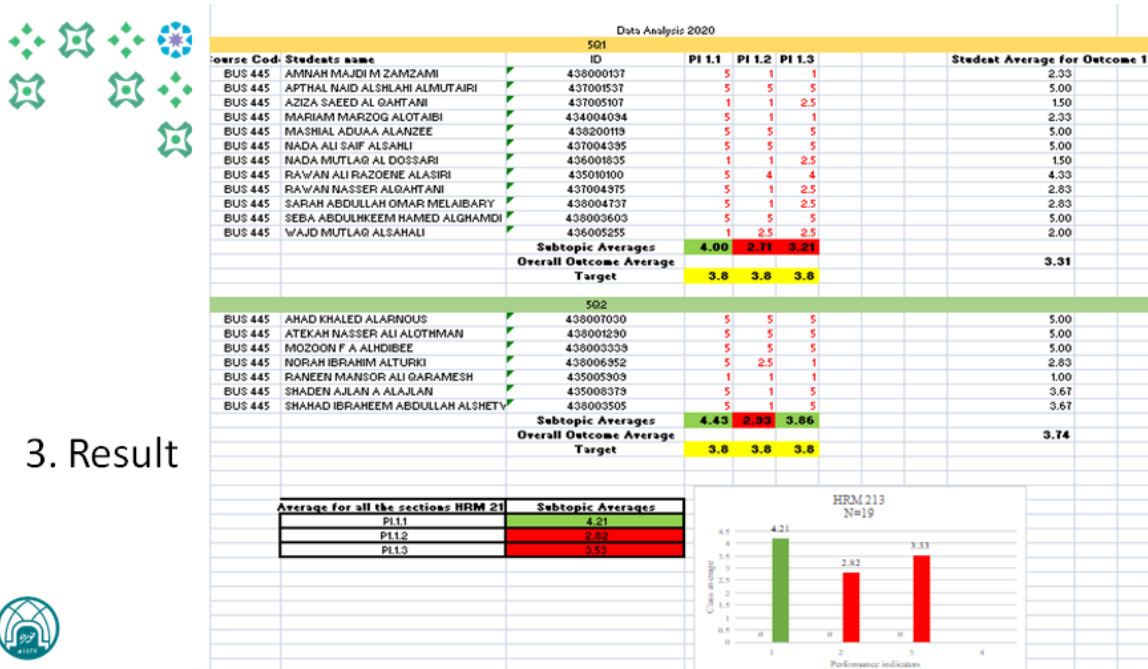
Individual PI averages are summarised at the end of the each PI column – "subtopic averages".

Whereas the average values for all three PIs together is computed and reflected in the last column – "student average for outcome". It is further summarised to compute the "overall outcome average".

The "subtopic averages" are compared with "target values". Green color is used to reflect "above the target value" attainment, yellow color is used to reflect "reaching the target value (approximately)" and red color is used to reflect "under/below the target value" for the courses measured.

Lastly, a graph is made to give the overall perspective of all PIs. Graphs colors should be unified for all the courses.

## 3. Result



Data Analysis 2020

**SQ1**

| Course Code | Students name | ID | PI 1.1 | PI 1.2 | PI 1.3 | | | Student Average for Outcome 1 |
|---|---|---|---|---|---|---|---|---|
| BUS 445 | AMNAH MAJDI M ZAMZAMI | 438000137 | 5 | 1 | 1 | | | 2.33 |
| BUS 445 | APTHAL NAID ALSHLAHI ALMUTAIRI | 437001537 | 5 | 5 | 5 | | | 5.00 |
| BUS 445 | AZIZA SAEED AL QAHTANI | 437005107 | 1 | 1 | 2.5 | | | 1.50 |
| BUS 445 | MARIAM MARZOG ALOTAIBI | 434004034 | 5 | 1 | 1 | | | 2.33 |
| BUS 445 | MASHIAL ADUAA ALANZEE | 438200119 | 5 | 5 | 5 | | | 5.00 |
| BUS 445 | NADA ALI SAIF ALSAHLI | 437004395 | 5 | 5 | 5 | | | 5.00 |
| BUS 445 | NADA MUTLAQ AL DOSSARI | 436001835 | 1 | 1 | 2.5 | | | 1.50 |
| BUS 445 | RAWAN ALI RAZOENE ALASIRI | 435010100 | 5 | 4 | 4 | | | 4.33 |
| BUS 445 | RAWAN NASSER ALQAHTANI | 437004975 | 5 | 1 | 2.5 | | | 2.83 |
| BUS 445 | SARAH ABDULLAH OMAR MELAIBARY | 438004737 | 5 | 1 | 2.5 | | | 2.83 |
| BUS 445 | SEBA ABDULHKEEM HAMED ALGHAMDI | 438003603 | 5 | 5 | 5 | | | 5.00 |
| BUS 445 | WAJD MUTLAQ ALSAHALI | 436005255 | 1 | 2.5 | 2.5 | | | 2.00 |
| | | Subtopic Averages | 4.00 | 2.71 | 3.21 | | | |
| | | Overall Outcome Average | | | | | | 3.31 |
| | | Target | 3.8 | 3.8 | 3.8 | | | |

**SQ2**

| Course Code | Students name | ID | PI 1.1 | PI 1.2 | PI 1.3 | | | Student Average for Outcome 1 |
|---|---|---|---|---|---|---|---|---|
| BUS 445 | AHAD KHALED ALARNOUS | 438007030 | 5 | 5 | 5 | | | 5.00 |
| BUS 445 | ATEKAH NASSER ALI ALOTHMAN | 438001290 | 5 | 5 | 5 | | | 5.00 |
| BUS 445 | MOZOON F A ALHDIBEE | 438003339 | 5 | 5 | 5 | | | 5.00 |
| BUS 445 | NORAH IBRAHIM ALTURKI | 438006952 | 5 | 2.5 | 1 | | | 2.83 |
| BUS 445 | RANEEN MANSOR ALI QARAMESH | 435005903 | 1 | 1 | 1 | | | 1.00 |
| BUS 445 | SHADEN AJLAN A ALAJLAN | 435008379 | 5 | 1 | 5 | | | 3.67 |
| BUS 445 | SHAHAD IBRAHEEM ABDULLAH ALSHETY | 438003505 | 5 | 1 | 5 | | | 3.67 |
| | | Subtopic Averages | 4.43 | 2.93 | 3.86 | | | |
| | | Overall Outcome Average | | | | | | 3.74 |
| | | Target | 3.8 | 3.8 | 3.8 | | | |

| Average for all the sections HRM 21 | Subtopic Averages |
|---|---|
| PI.1.1 | 4.21 |
| PI.1.2 | 2.92 |
| PI.1.3 | 3.53 |

**Graphs – Columns colors**

| | |
|---|---|
| Above the target | 🟩 |
| Reaching the target ( Approximately) | 🟨 |
| Under the target | 🟥 |

**Figure 1.12: Result and Graph Colors**

Graph Column color (Yellow) - Reaching the Target Approximately.

Example: If the PLO 1 - PI 1.1 score is 3.79 and the Target Value is 3.80. Then consider 3.79 as reaching the Target approximately. This round up is allowed and approved by the deanship of quality at CBA considering the difference is marginal.

- **Analysis -** Strengths and Weaknesses: It is a reflection of Students performance. While writing strengths and weaknesses, the focus should be on reflecting the accomplishment of students knowledge, skills and competencies as applicable to that PLO.

| Outcome Target | | 3.8 | | | | | |
|---|---|---|---|---|---|---|---|
| | | | Outcome 1 | PI 1.1 | PI 1.2 | PI.3 | |
| | | | BUS 445 | 4.21 | 2.92 | 3.53 | |
| | | | | | | | |
| | Bus 445 Results Analysis | | | | | | |
| | Strengths | | | | | | |
| | PI 1.1 Students have in-depth understanding of key theories, concepts, models, and techniques of management within global business context. | | | | | | |
| | | | | | | | |
| | Weaknesses | | | | | | |
| | PI 1.2 Poor writing skills, where students did not support their explanations with proper examples to help solve given problems. | | | | | | |
| | PI 1.3 Students are not able to give clear explanation of the relation of key theories, concepts, models and techniques of management used in global business to remain in touch with the current trends. | | | | | | |

4. Analysis

**Figure 1.10: Analysis**

- **Recommendations:** This is towards improving student abilities in knowledge, skills and competencies. Hence, recommendations would relate to that, also one can take into consideration the teaching strategy and overall course etc.

**Example PLO1**

| Recommendations | |
| --- | --- |
| BUS 445 | |
| Recommendations to improve outcome | |
| | 1 Include a foundation year/program that would help students develop self-confidence, knowledge and needed skills (such as writing, close-reading and research skills) which will in turn provide them with a strong foundation upon which to progress to degree-level. |
| | 2 It is imperative that students can put into practice what they have learned in the classroom; part of the solution involves helping students to better regulate their learning through with effective learning techniques. The techniques include elaborative interrogation, self-explanation, summarization, highlighting (or underlining), the keyword mnemonic, imagery use for text learning, rereading, practice testing, distributed practice, and interleaved practice |

## 5. Recommendations

**Figure 1.13: Recommendations**

- **Action Plan:** Mention how you will implement these recommendations.

**Example PLO1:**

| Actions plan | |
| --- | --- |
| PLO1 | |
| The following actions will be discussed | |
| | 1 1-Include a foundation year/program that would help students develop self-confidence, knowledge and needed skills (such as writing, close-reading and research skills) which will in turn provide them with a strong foundation upon which to progress to degree-level. |
| | 2 2-Help students to better regulate their learning through the use of effective learning techniques. The techniques include elaborative interrogation, self-explanation, summarization, highlighting (or underlining), the keyword mnemonic, imagery use for text learning, rereading, practice testing, distributed practice, and interleaved practice. |
| | 3 3-Essay and case study questions should be at least 40% of the final and mid-term exam |

## 6. Action Plan

**Figure 1.14: Action Plan**

The analysis of PLOs is with the help of various reports and evidences gathered and based on that final report (Program Master Report) and Action plan is prepared.

**Reports, Evidence and Sample Answer Sheets:**

**Instructors PLO sheets and evidences:**

Course Instructors prepare specific PLO sheets for all their sections and submit it to the course coordinators. Kindly note that the course instructor will prepare only one sheet for all their sections. However, for the sections taught in other colleges, will be reflected through another PLO sheet for that college covering those sections. Course Instructors also submit evidences for each PLOs PIs.

Course coordinator will also prepare the PLO sheet for their sections and will also submit evidences for each PLOs-PIs.

**Rubric and Model Answers:** The Sample rubric and model answers are to be provided for the assessment method used.

**Coordinator's Master PLO Sheet:** This is coordinators PLO sheet for all sections (here all instructor's section details are merged. Separate Master PLO sheet to be prepared for each PLO (and as per the colleges.)

The course coordinators will assemble the details of all course instructors sections and make a Coordinator's Master PLO Sheet and share it with the respective Year Coordinator of PLOs Assessment Committee along with evidences.

**Coordinator's Master Report for the Course:** This will be the master report for the course reflecting the summary of the all the PLOs assessed for the course. (Note: Different reports will be prepared as per the colleges). It tries to capture consolidated information in below format. This example covers only one PLO while in the Master report all PLOs will be reflected.

**PLO 1 – Outcome**

**K1- Explain key theories, concepts, models and techniques of management within global business context**

| PIs | | Excellent (5) | Very strong (4) | Good (3) | Fair (2) | Poor (1) |
|-----|---|---------------|-----------------|----------|----------|----------|
| PI. 1.1 | **In-depth Understanding** | The student have 100% in-depth understanding of key theories, concepts, models and techniques of management within global business context. | The student have around 75% in-depth understanding of key theories, concepts, models and techniques of management within global business context. | The student have 50% understanding of key theories, concepts, models and techniques of management within global business context. | The student have approximately 25% understanding of key theories, concepts, models and techniques of management within global business context. | The student completely lacks the in-depth understanding of key theories, concepts, models and techniques of management within global business context. |

| | | The student provide 100% explanation supported with examples to key theories, concepts, models and techniques of management which helps in solving the problems faced in global business. | The student provided around 75% explanation supported with examples to key theories, concepts, models and techniques of management which helps in solving the problems faced in global business. | The student provided 50% explanation or the examples were not enough to key theories, concepts, models and techniques of management, which helps in solving the problems faced in global business. | The student provided approximately 25% explanation supported with examples to key theories, concepts, models and techniques of management which helps in solving the problems faced in global business. | The student did not provide an acceptable explanation and did not support it with proper examples to key theories, concepts, models and techniques of management, which helps in solving the problems faced in global business. |
|---|---|---|---|---|---|---|
| | **Writing Skills** | | | | | |
| **PI. 1.3** | **Clear Explanation** | The student provided 100% explanation of the relation of key theories, concepts, models and techniques of management used in global business to remain in touch with the current trends. | The student provided around 75% explanation of the relation of key theories, concepts, models and techniques of management used in global business to remain in touch with the current trends. | The student provided 50% explanation of the relation of key theories, concepts, models and techniques of management used in global business to remain in touch with | The student provided approximately 25% explanation of the relation of key theories, concepts, models and techniques of management used in global business to remain in touch with the current trends. | The student did not provide an acceptable explanation of the relation of key theories, concepts, models and techniques of management used in global business to remain in touch with the current trends. |

| | | | the current trends. | | |
|---|---|---|---|---|---|
| | | | | | |

**Table 1.1: PLO 1 - PIs**

● **Assessment Methods**

| Course | Course Name – Course Code |
|---|---|
| **Faculty** | Course Coordinator – <<Name>><br>Course Instructors – <<Names>> |
| **Number of Students** | <<Fill>> |
| **Assessment Method** | <<Fill>> |
| **In-depth Understanding** | <<Fill>> |
| **Writing Skills** | <<Fill>> |
| **Clear Explanation** | <<Fill>> |

**Table 1.2: Assessment Methods of PLO.1**

● **Course PLO.1 Result**

**<<Paste Graph>>**

**Figure 1.1: Courses Result PLO.1**

● **Analysis**

| Strengths | Points of Improvement (Weaknesses) |
|---|---|
| | |

| PI. **XX:** Paste details here | PI. **XX:** Paste details here |
|---|---|
| **Note: PI. XX – Please replace the XX with the PI number. For example: PI. 1.1 or PI. 1.2 or PI. 1.** | **Note: PI. XX – Please replace the XX with the PI number. For example: PI. 1.1 or PI. 1.2 or PI. 1.3** |

**Table 1.3: PLO.1 Analysis**

● **Recommendations**

   1.
   2.
   3.

**Action Plan Based on PLOs Measurement**

**<<Course Name – Course Code>>**

| Sr. No. | PLOs | Action Plan |
|---|---|---|
| 1 | **PLO. X** | |
| 2 | **PLO. X** | |
| 3 | **PLO. X** | |

| 4 | PLO. X | |
|---|--------|---|
| 5 | PLO. X | |

**Table XX: Action Plan Based on PLOs measurement**

Note: Since this is a template format the numbering of graphs or table is not changed.

**Evidence Submission:**

Evidence submission is through the google drive link that is shared by the Yearly PLO coordinator for each year. Each PLO has three PIs. Hence for each PI, three evidences (Excellent, Average and Low) must be provided. Please refer the below example:

Example - PLO 1

PI 1.1 – Evidence (Excellent, Average, Low)

PI 1.2 – Evidence (Excellent, Average, Low)

PI 1.3 – Evidence (Excellent, Average, Low)

Total 9 Sample evidences for each PLO are withdrawn from all sections being taught in the college. So for 5 PLOs covering all sections - total 45 sample evidences will be submitted.

Samples of Students' answers (Excellent, Average, Low) for assessment method used should be scanned uploaded on google drive link. Rubric and Model Answers are also uploaded as per the guidelines.

While uploading evidences, kindly consider below:

- Mid-Term/End-Term Exam: Highlight the PLO related questions (applies only to questions, not answers) in the Mid-Term/End-Term Exam samples before uploading. Make sure that the cover page detailing the PLO questions is filled.
- Other Assessments (Group Project, Assignment, Case Studies etc.): Upload both, assessment's sample evidence and graded rubric. In Graded rubric, please highlight the PI part. No highlighting in assessments, upload as it is.
- In case of presentations, the evidence will be highlighted graded rubric and the copy of the presentation submitted by students.
- Both the printed or electronic documents uploading is fine. Highlight as per the mentioned guidelines.
- For highlighting use of any color is fine.

Sample Evidence for Mid Term/End Term Exam: How to Highlight

**PLO ASSESSMENT (Only for the Instructors use)**

| | | | | | Q. No: Max. Marks ( ) | Q. No: Max. Marks ( ) | Q. No: Max. Marks ( ) | Total Marks | Total of Marks converted to the scale (1-5) |
|---|---|---|---|---|---|---|---|---|---|
| CLO1 (K1.1) | PLO1 (K1) | PI1 | Q. No:3.3 Max. Marks (2) | Q. No:3.4 Max. Marks (2) | Q. No: Max. Marks ( ) | Q. No: Max. Marks ( ) | Q. No: Max. Marks ( ) | 4 | |
| | | Obtained Grades | 2 | 2 | | | | 4 | 5 |
| | | PI2 | Q. No:3.2 Max. Marks (2) | Q. No: Max. Marks ( ) | Q. No: Max. Marks ( ) | Q. No: Max. Marks ( ) | Q. No: Max. Marks ( ) | 2 | |
| | | Obtained Grades | 1.5 | | | | | 1.5 | 3.75 |
| | | PI3 | Q. No:3.1 Max. Marks (2) | Q. No: Max. Marks ( ) | Q. No: Max. Marks ( ) | Q. No: Max. Marks ( ) | Q. No: Max. Marks ( ) | 2 | |
| | | Obtained Grades | 2 | | | | | 2 | 5 |

**3.3** Clarify the purpose of industry/target market feasibility analysis, and specify its two components. What is the difference between a firm's industry and its target market? *(2 mark)*.

Purpose of industry/target market feasibility assessment the appeal of industry and target market of proposed business

Components:
1- industry attractiveness
2- target market attractiveness

Industry is group of firms producing similar product target market: Portion or place in an industry that firm focus in

**3.4** Specify and explain the two general types of business models *(2 mark)*.
Standard
1- Standard business model use existing business models to explain how the firm will create, delivers, and capture

2- disruptive business model not include the standard business model, have a big effect in industry

**Figure 1.15: How to highlight the samples evidences for Mid-Term or End-Term**

Sample Evidence for Rubric – How to Highlight:

| PI.3.3 | Decision Making Skills | Coming up with 100% effective decision | Coming up with 75% effective decision | Coming up with 50% effective decision | Coming up with 25% effective decision | No/Not effective decision | |
|---|---|---|---|---|---|---|---|
| | Specify the target market (1 Mark) | related to the target market (1 Mark) | related to the target market (0.75 Marks) | related to the target market (0.5 Marks) | related to the target market (0.25 Marks) | related to the target market (0 Marks) | |
| PI.3.3 | Decision Making Skills | Coming up with 100% effective decision | Coming up with 75% effective decision | Coming up with 50% effective decision | Coming up with 25% effective decision | No/Not effective decision | 1 Mark |
| | Specify your product promotion strategy (1 Mark) | related to the marketing strategy (1 Mark) | related to the marketing strategy (0.75 Marks) | related to the marketing strategy (0.5 Marks) | related to the marketing strategy (0.25 Marks) | related to the marketing strategy (0 Marks) | |

| Criteria | Excellent (5) 2.5 Marks | Very strong (4) 2 Marks | Good (3) 1.5 Marks | Fair (2) 1 Mark | Poor (1) 0.5 Mark |
|---|---|---|---|---|---|
| Use appropriate business solutions with models or reports (Understanding) (25%) PI 6.1 | The student showed 100% aptitude to evaluate business reports and models for effective business outcomes, demonstrating understanding and evaluation of their peer project. | The student shows 75% ability to evaluate business reports and models for effective business outcomes, demonstrating understanding and evaluation of their peer project. ✓ | The student shows 50% aptitude to evaluate business reports and models for effective business outcomes, demonstrating understanding and evaluation of their peer project. | The student shows 25% aptitude to evaluate business reports and models for effective business outcomes, demonstrating understanding and evaluation of their peer project. | The student did not provide any acceptable evaluation of business reports related or models for effective business outcomes, demonstrating understanding and evaluation of their peer project. |
| Supporting | The student | The student | The student | The student | The student did |

**Figure 1.16: How to highlight the samples evidences Rubrics**

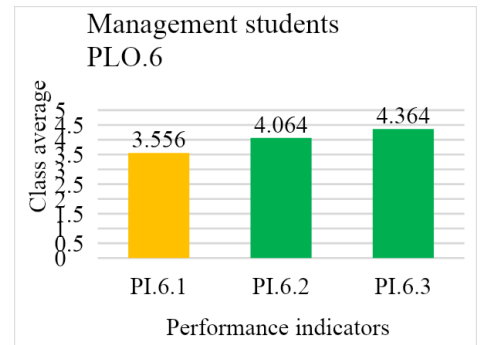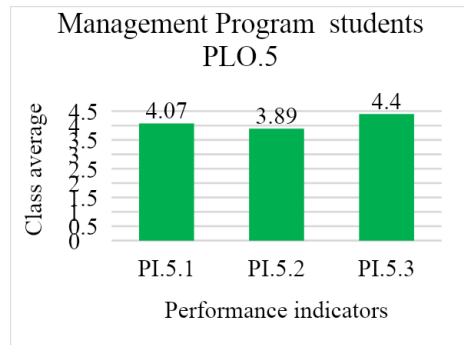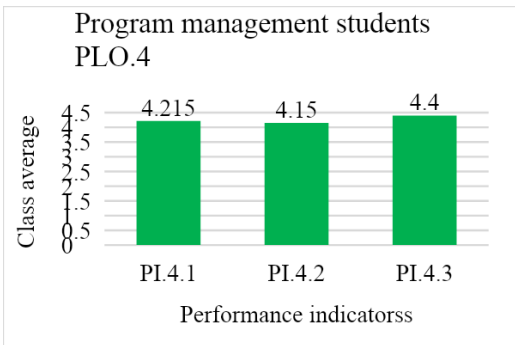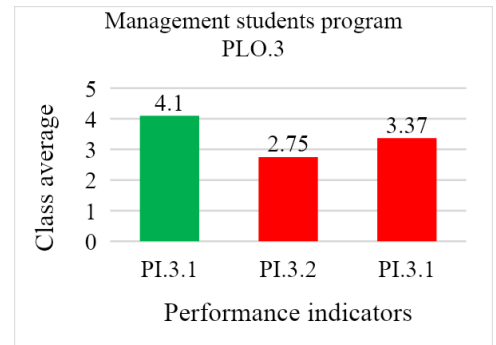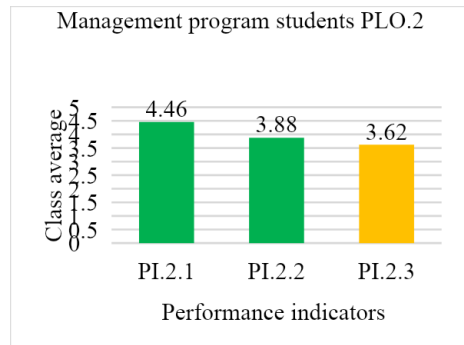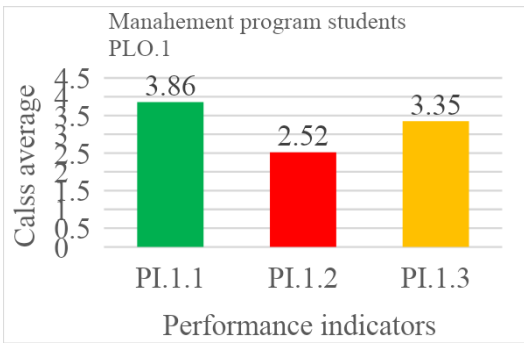**Program Master Report and Action Plan based on PLOs measured:**

The PLO Measurement Committee, Head of Accreditation-Management Program and Program Director prepare a Program Master Report based on the course results and develop Action Plan for the program.

Meeting should be established with Course Coordinators to discuss the Action Plan and specify the members who will implement it and also the period of implementation.

While it covers all components mentioned in the Coordinator's Master Report for the Course. It also covers information in below format:

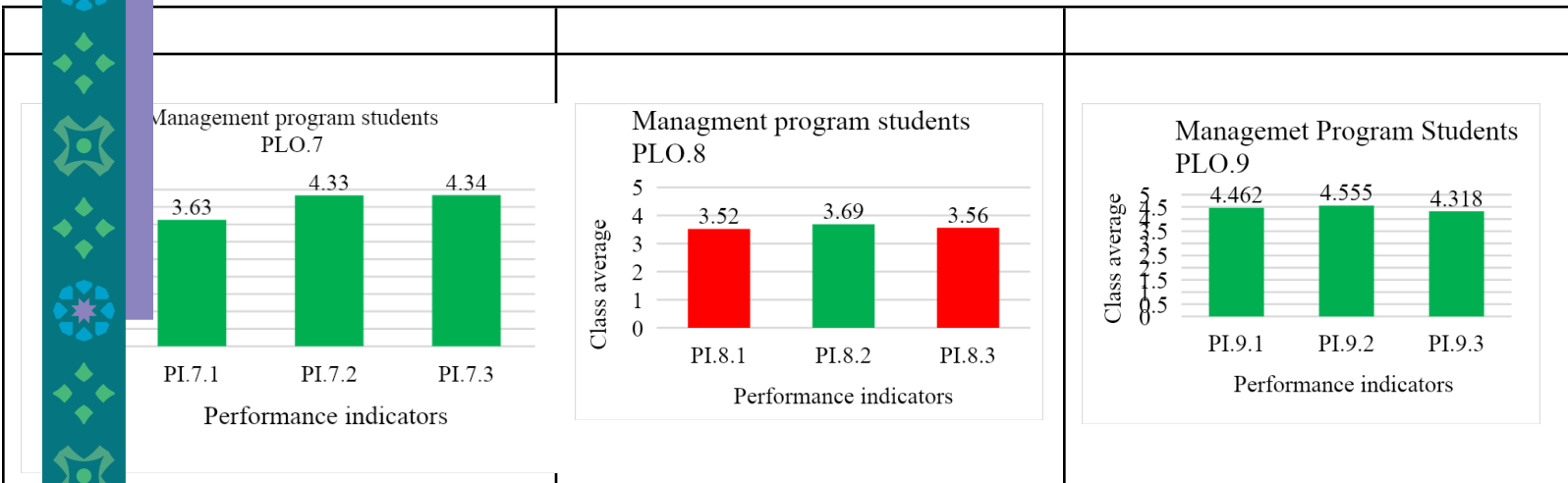.Summary - This is the complete summary of the PLOs measurement reflected through graphs

Manahement program students PLO.1

Management program students PLO.2

Management students program PLO.3

Program management students PLO.4

Management Program students PLO.5

Management students PLO.6

**Figure 1.17: Summary of Graphs**

## Guidelines

Following are few quick guidelines that the faculty members are requested to adhere to ensure the uniformity in the PLOs measurement.

1. The courses list chosen by the department for the PLO measurement is communicated to the course coordinators and it must be measured.

2. The course coordinators and course instructors are encouraged to work in consensus to ensure uniformity in the measurement process.

3. Evidences of assessments must be provided for the measured courses. If the course is being offered in colleges other than the CBA then separate portfolio of reports and evidences must be provided.

4. A google drive link is provided to upload the portfolio of evidences and reports.

5. Each PLO has three PIs. Hence for each PI, three evidences (Excellent, Average and Low) must be provided. Please refer the below example:

Example - PLO 1

PI 1.1 – Evidence (Excellent, Average, Low)

PI 1.2 – Evidence (Excellent, Average, Low)

PI 1.3 – Evidence (Excellent, Average, Low)

6. Total 9 Sample evidences for each PLO are withdrawn from all sections being taught in the college. So for 5 PLOs covering all sections - total 45 sample evidences will be submitted.

7. The target values are fixed at college level and no change are allowed to the same at the course level. For Knowledge: 3.8, Skills: 3.7, Competency: 3.6 is to used during the PLOs measurement process. The Target values can be changed only by the college in the event that the target values are achieved.

8. The color of the graphs is prefixed and same should be used for all courses to maintain consistency. Green reflects above the target, yellow reflects reaching the target, an red reflects below the under/below the target.

9. Graph Column color (Yellow) - Reaching the Target Approximately.
Example: If the PLO 1 - PI 1.1 score is 3.79 and the Target Value is 3.80. Then consider 3.79 as reaching the Target approximately. This round up is allowed and approved by the deanship of quality at CBA considering the difference is marginal.

10. While uploading evidences, kindly consider below:
   - Mid-Term/End-Term Exam: Highlight the PLO related questions (applies only to questions, not answers) in the Mid-Term/End-Term Exam samples before uploading. Make sure that the cover page detailing the PLO questions is filled.
   - Other Assessments (Group Project, Assignment, Case Studies etc.): Upload both, assessment's sample evidence and graded rubric. In Graded rubric, please highlight the PI part. No highlighting in assessments, upload as it is.
   - In case of presentations, the evidence will be highlighted graded rubric and the copy of the presentation submitted by students.
   - Both the printed or electronic documents uploading is fine. Highlight as per the mentioned guidelines.

- For highlighting use of any color is fine.

11. All assessment methods are applicable for PLOs measurement (such as Mid-Term examination, end-term examination, assignment, projects, case study). Due to the current pandemic situation, the Quiz which is being conducted through blackboard is not to be considered for PLOs measurement, rest all are assessment methods are applicable.

12. For class size above 40, only 70% student sample will be used for PLOs measurement. If students are less than 40 then full strength of that class will be considered (This 70% sample will stay the same through the PLOs measurement).

13. A note will be added in PLOs Template excel sheet (i.e. Assessment Method sheet) mentioning the actual class strength and corresponding 70% sample (as applicable).

14. Analysing the results of PLOs measurement:

- Strengths and Weaknesses: It is a reflection of Students performance. While writing strengths and weaknesses, the focus should be on students knowledge, skills and competencies.

- Recommendations: This is towards improving student abilities in knowledge, skills and competencies. Hence, recommendations would relate to that, also you can take into consideration the teaching strategy and overall course etc.

- Action Plan: Mention how you will implement these recommendations.

These guidelines will help you to support you further during the measurement process.

## Frequently Asked Questions (FAQ's)

Following are the details of the Frequently Asked questions.

| Sr. No. | Question | Response |
|---|---|---|
| 1 | CLOs | Minimum 4 CLOs and Maximum 5 CLOs |
| 2 | Sample Selection | 70% of class sample to be considered for students more than 40 in class. If the strength is less than 40 then full strength to be considered for PLO assessment.<br><br>This 70% sample has to stay same for each PLO being assessed. |
| 3 | Courses not measured during this semester | Following courses are not measured:<br>● Marketing Program courses (Brand Management, Market Research, Marketing Communication, Consumer Behaviour)<br>● Plan Meem Courses<br>● Courses which were measured during last semester (HRM, Leadership, Strategic Management) |
| 4 | MCQ's and True/False Questions | If MCQ's or T/F questions are used for assessment of PI of a PLO then one question is not enough to measure PI. Here, more than one MCQ or T/F questions should be used and there is no maximum limit on the number of questions, it is flexible. So no maximum limit but more than 1 question to be used. |

| 5 | Rubric scale of PLO's PI's is a 5 point scale. For some courses the rubric scales are 3 point also. Hence, it will be mandate for all courses to adjust their scale to 5 point scale inline with the PLO PI's scale. | Assessment Rubric scale will be 5, as PLOs have 5 point likert scale. |
|---|---|---|
| 6 | Quiz and PLO 1 | Pease Don't use Quiz for PLO 1 measurement during this semester. |
| 7 | S2 (PLO 4) - Statistical tools and softwares in assessment. | It can be either tools or softwares that can be used. |
| 8 | Questions | Use separate questions to measure each PI. |
| 9 | Assessment Method | One assessment method can be used two times. Try to use different assessment methods for each PLO, hence we should try to use maximum number of assessment methods. |
| 10 | Adjusting assessment rubric with PLO PI's | Please try to use same PI wordings in assessment rubric, similar words can be used for adjustment (try to mention these in bracket). |
| 11 | Links for uploads | Links will be provided to upload the PLO reports and evidences. |
| 12 | In Mid-term and End-Term exam, two forms are prepared. How to evaluate on the questions. | Need to keep the questions related to each PI in both the forms A & B. |
| 13 | For Project and Presentation, do we need to further divide the rubric and use it separately for PLO Measurement? Then will Presentation will be counted as one measurement method and the project report as another measurement method. Or it would be just one method and one rubric for both. | One has the flexibility to use Project Report and Project Presentation as one method or separate methods. Accordingly, the rubric could either be grouped to one or can be kept separate. |
| 14 | I/P/M: Introduced, Practiced and Mastered, is there any norm to associate these with Knowledge, Skills and Competency. | No, there is no compulsion. However, the level at which the course is offered, will play a critical role in aligning the I/P/M to the CLOs. |
| 15 | PLO Assessment Grading Table added in Mid/End Term Exam | PLO Assessment Grading Table is applicable only to Mid/End Term Exam. |

| | | Also, more columns can be added if number of questions exceeds the current number of columns.<br><br>Alternatively, the MCQ's and True/False questions can be clubbed together and mentioned. |
|---|---|---|
| 16 | Rubric Marks Categorization | 70% Content and 30% Language & Style is not mandatory. The percentage and components can be incorporated based on the type of assessment method. |
| 17 | Case Study Template | Case Study Template is provided. Assessment of Case Studies should be done using questions. |
| 18 | Business Skills 1 and Business Skills 2: Tests are conducted online using Pearson MyLab and the details of grading are not available with us. Only final score is displayed to us. How to measure the PLOs in this case. | Both courses will be measured, adjustment plan discussed with Course coordinators. Business Skills will try to adjust through 70 grades for S2. Whereas, for Business Skills 2 the Quiz will be evaluated once it is over. |
| 19 | Co-operative Training | It will be measured. |

**Table 1.22: FAQ's**

## Reference Links

This section provides the links for reference to access more information relating to PLOs assessment.

**Presentations**

https://drive.google.com/drive/folders/1TbvWd0mjXn6e0lgaiEGMwdF41TLLb0FO?usp=sharing

**Recorded Session for Guidelines for Assessing PLOs.**

https://web.microsoftstream.com/video/19094aac-3f8c-4472-8c19-14968c29ee5a

**Agenda**

https://drive.google.com/drive/folders/1eqdK8oXtNSFIaAx3JBGnT60lk5YmB_Yy?usp=sharing

**Year wise Reports and Evidences – Semester 1 (Academic Year 2020-2021)**

https://drive.google.com/drive/folders/1cZcl4qqRk9XAi-xUkQlvZyNvjLFQqAzR?usp=sharing

**PLO Committee Meeting Minutes**

https://drive.google.com/drive/folders/1il8wTm7t8VwPOd3Qt_in6nGwugsY_c0Q?usp=sharing

**Year Coordinators Meeting Minutes**

https://drive.google.com/drive/folders/11h6Gfd6wlmVm-0sKsGYBdLNz-9UCbvl8?usp=sharing

**FAQ's**

https://drive.google.com/drive/folders/1Z3qDEvD1sY71jp7bidqAy7MYik8kmDjV?usp=sharing

**Link to access the PLO Sheets templates**

https://drive.google.com/drive/folders/12pFVjRos88GcfXMGIElKtOlZTbYwUZGJ?usp=sharing

**Link to access Program Master Report and Action Plan**

https://drive.google.com/drive/folders/1st0qt7XU84W8SMyfNoGXk_8d23Y71Li9?usp=sharing

https://drive.google.com/drive/folders/15ovaEhkTBb4_SOkc9pYiRZUvKSO7LUBY

**Link to access Blooms Taxonomy Verbs**

https://drive.google.com/drive/folders/1FiQeNTzN4vXBFfiNCPxeTu7KZ-KO5Rzo?usp=sharing

**Link to access the cover page for mid-term and end-term exam**

https://drive.google.com/drive/folders/1hGM2g0zQI48VHk1aRXtXbfNHPkAznRpR?usp=sharing

**Link to access the sample evidences - How to highlight**

https://drive.google.com/drive/folders/1jLGfxin6QBG4WHx4nmQOLnvLfPOAxJXA?usp=sharing

| PLOs Stakeholders – Contact Information |
| --- |

Following are the members of the program committee that can be approached for any concerns relating to the PLOs measurement.

| Sr. No. | Point of Contact | Role | Designation | Email ID |
|---|---|---|---|---|
| 1 | Dr. Norah Albishri | Vice Dean of Quality and Development | Assistant Professor | noaalbishri@pnu.edu.sa |
| 2 | Dr. Renu Sharma | Head of Accreditation-CBA | Assistant Professor | RSraviparashar@pnu.edu.sa |
| 3 | Dr. Hayet Ali Jemli | Program Director-Management Program | Assistant Professor | HAJemli@pnu.edu.sa |
| 4 | Dr. Atiya Naaz Bukhari | Head of Accreditation-Management Program | Assistant Professor | asbukhari@pnu.edu.sa |
| 5 | Dr. Sana Shahab | PLO Coordinator-Year 1 and 2 | Assistant Professor | sshahab@pnu.edu.sa |
| 6 | Dr. Nisa Vinodkumar | PLO Coordinator-Year 3 | Assistant Professor | NVinodkumar@pnu.edu.sa |
| 7 | Dr. Naila Iqbal Qureshi | PLO Coordinator-Year 4 | Associate Professor | NIQureshi@pnu.edu.sa |

**Table 1.23: PLO Stakeholders – Contact Information**

# Thank you!