

ONLINE ASSESSMENT SYSTEM USER MANUAL V2.0

OAS - for Faculty member

Academic Planning & Quality Assurance Office
apqa@qu.edu.qa

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|---------------------|--|-----------------------|------------|
| Document: | User Manual OAS-Instructor role | | |
| Description: | This user manual is intended to give assistance for faculty member (instructor/assessor and analyst roles) using OAS system. | | |
| Author: | Hamza MBAREK | Creation date: | 20/07/2022 |

Version(s):

| Author | Description | Date | Version |
|------------------|---|------------|---------|
| Mohammad Sabbagh | Document creation (instructor and assessor roles) | 20/11/2016 | 1.0 |
| Hamza MBAREK | - Fusion Instructor & Assessor user manuals. - Add Analyst role user manual - OAS v3.2 evolutions - Update document template | 20/07/2022 | 2.0 |

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I. Introduction

1. Software overview

The purpose of the OAS software is to provide faculty member with the tools necessary to conduct a Program Learning Outcome (PLO) assessment in an effective and efficient way.

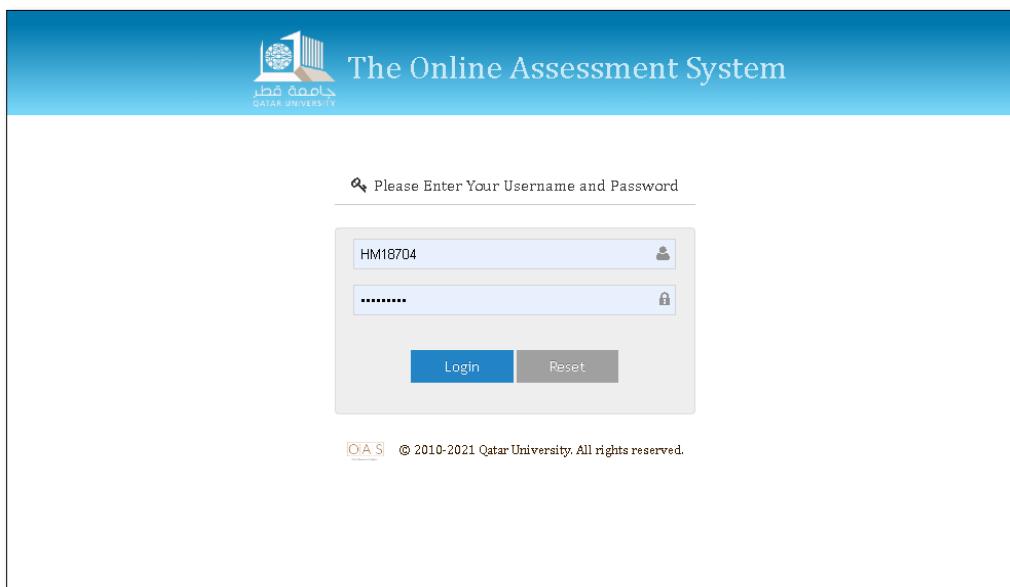
The Online Assessment System (OAS) was officially launched in 2011. It is currently used by all colleges and academic programs across Qatar University.

2. Starting OAS application and logging in



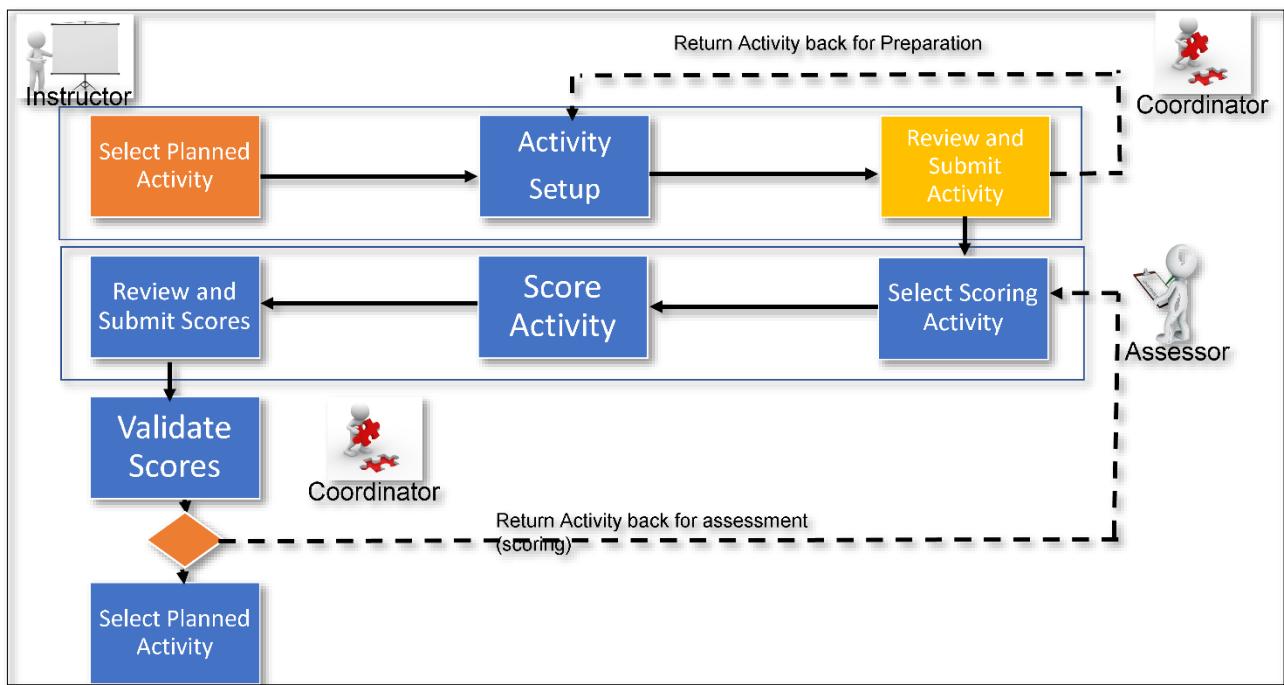
The Online Assessment System is a web-based application that can be accessed on & off campus on the following link:

- On / Off campus: <https://oas.qu.edu.qa>
- Click on “Please login to start”
- Login credentials:
 - Username: your QU username
 - Password: your QU password

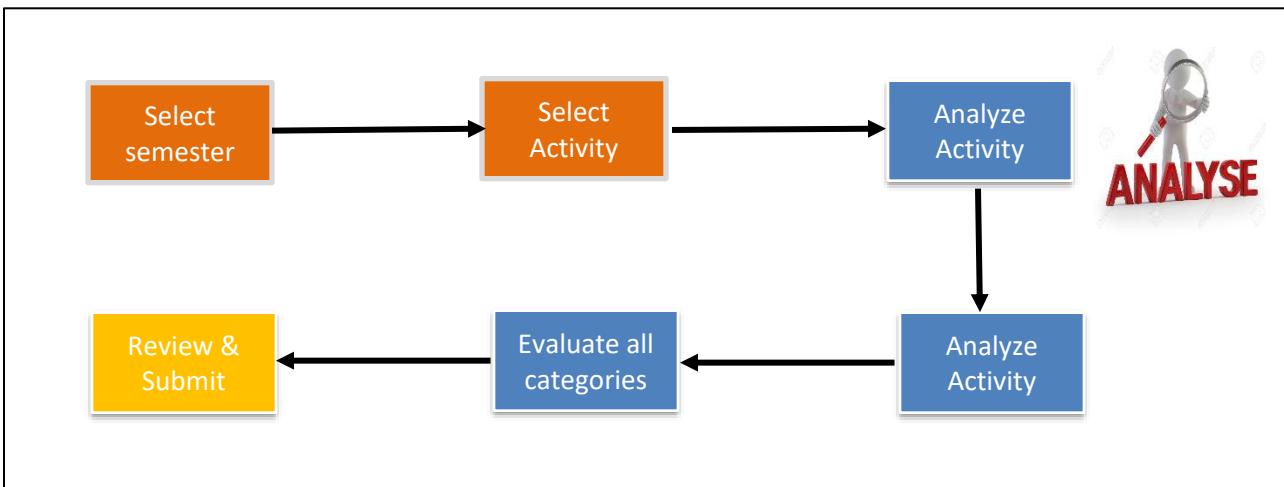


3. OAS Assessment Flowcharts

a. Activity setup (instructor role) and scoring (Assessor role)



b. Activity analysis (Analyst role)



II. General Functionalities

The OAS system is bilingual (English, Arabic). From OAS header the user has the possibility to switch from one language to another.

OAS offers to QU faculty member the possibility to consult reports of the academic program he is assigned to.

- Program information reports: program specification (mission, objectives, and PLOs), Assessment rubrics, Required and elective courses...
- Mapping reports: Objective to PLOs map, Curriculum Map and Assessment Map.
- Assessment Planning report.

Some other general features are offered for faculty members, such as:

- Feedback & Suggestions: provide your feedback and suggestions related to the Assessment Process, the OAS system, Support and Professional Development Services.
- Tutorial videos: short videos describing all the OAS features step by step.

1. Accessing faculty member Functionalities: Reporting menu

In this section, the faculty member can generate predesigned reports from the OAS system:

- Program Information Reports
- Mapping Reports
- Assessment Planning Reports
- From the menu bar, go to Reports > Program Information

The screenshot shows the OAS interface with a blue header bar. On the left, there's a 'Language: English' dropdown, a user profile icon, and a 'Logged in as student' message. The main navigation bar includes 'Home', 'Measure', 'Reports' (which is currently selected and highlighted in yellow), 'Feedback & Suggestions', 'Tutorial Videos(New)', 'Help', and 'About'. Under the 'Reports' menu, there are three options: 'Program Information' (highlighted in yellow), 'Mapping Reports', and 'Assessment Planning'. Below the navigation bar, there's a large text area with instructions for different roles: 'In order to start assessing an assessment activity (Assessor):', 'In order to analyse an assessment activity (Analyst):', 'In order to setup your academic program for assessment (Coordinator):', and 'In order to manage your academic program (Administrator):'. At the bottom of the page, there's a footer with the OAS logo and the text '© 2010-2021 Qatar University. All rights reserved.'

In the “Program Information” section, the faculty member can consult, for the academic program he is assigned to: the program specification (Mission, Objectives and PLOs), the assessment coordinator list, the required/elective courses, and the assessment rubrics.

The Online Assessment System
Program: WorkShop-BN

Language: English ▾ Logged in as demo6 ▾

Home Measure Reports Feedback & Suggestions Tutorial Videos(New) Help About

Reports Program Information

Specifications



This report displays the related program's specifications including Mission, Objectives and Learning Outcomes for the selected program for the current cycle.

Required Courses



This report displays the required courses for the selected program for the current cycle.

Rubrics



This report displays the related rubrics for the selected program for the current cycle.

Assessment Coordinators



This report displays the assigned coordinators of the selected program for the current cycle.

Elective Courses



This report displays the elective courses for the selected program for the current cycle.

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The Online Assessment System
Program: WorkShop-BN

Language: English ▾ Logged in as demo6 ▾

Home Measure Reports Feedback & Suggestions Tutorial Videos(New) Help About

Reports Program Information

Program Specifications Report

Please click on the link [View Report](#) next to the desired assessment cycle for which to view your program's specifications.

| List of Assessment Cycles | | | | |
|---------------------------|-----------|-------------|----------|-----------------------------|
| Cycle Name | Starts | Ends | Status | |
| Cycle 1 | Fall 2019 | Spring 2021 | Complete | View Report |
| Cycle2 | Fall 2021 | Spring 2024 | Active | View Report |

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1

- 1- Click on “**View Report**” link next to the assessment cycle, to consult the program information. This valid for all reports.
- From the menu bar, go to Reports > Mapping Reports

The Online Assessment System
Program: WorkShop-BN

Language: English ▾ Logged in as demo6 ▾

Home Measure Reports Feedback & Suggestions Tutorial Videos(New) Help About

Reports Program Information Mapping Reports Assessment Planning

Objectives to Outcomes Mapping



This report displays mapping relationship between the objectives and learning outcomes of the selected program.

Assessment Mapping



This report displays the assessment mapping between the learning outcomes and the courses of the selected program.

Curriculum Mapping

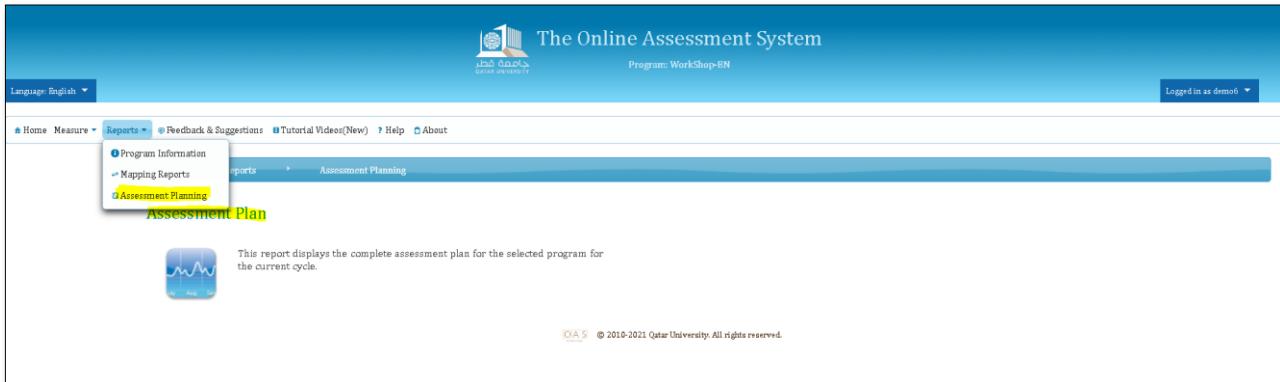


This report displays the mapping between the learning outcomes and the courses for the selected program.

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In the “Mapping Reports” section, the instructor can consult, for the academic program he is assigned to: Objectives to PLOs Mapping, Curriculum Mapping, and Assessment Mapping.

- From the menu bar, go to Reports > Assessment Planning



In the “Assessment Planning” section, the instructor can consult the planning for the current assessment cycle.

2. Accessing faculty member Functionalities: General features

- From the menu bar, go to “Feedback & Suggestions”

The instructor can provide the APQA office with his feedback and suggestions related to the assessment process, the OAS system itself and also the professional development Services.

The screenshot shows the 'Feedback & Suggestions' page of the Online Assessment System. At the top, there's a logo for Qatar University and a message 'Program: WorkShop-EN'. A red box highlights the 'Feedback & Suggestions' menu item. Below the menu, a welcome message reads: 'Welcome to Feedback & Suggestions Form'. It asks users to provide feedback and suggestions related to the Assessment Process, the Online Assessment System, Support and Professional Development Services. Other relevant feedback and suggestions are also welcome.

Below the message, there are four numbered steps:

1. A red box surrounds a dropdown menu labeled 'Feedback Category' with an asterisk (*) next to it.
2. A large red box surrounds a rich text editor area for writing the feedback message.
3. A red box surrounds a 'Browse' button for uploading supporting files.
4. A red box surrounds the 'Submit' button at the bottom right.

- 1- The instructor needs to select his feedback category from the dropdown list (Technical support, improvement suggestion, OAS issue, ...).
- 2- “Feedback message” is a required field. The instructor explains the purpose of his feedback or suggestion.
- 3- For more explanation, the instructor can upload a file by clicking on the “Browse” button.
- 4- Once done, do not forget to click on the “Submit” button to send your feedback.

- From the menu bar, go to “Tutorial Videos”

The screenshot shows the OAS interface with a navigation bar at the top. The "Tutorial Videos(New)" link is highlighted with a yellow box. Below the navigation, there's a section titled "Videos for the instructor & assessor in Arabic". A red box labeled "1" highlights the first video thumbnail, which is a Microsoft Stream video titled "فديوهات المدرب والمقيم" (5 videos | 0 followers). Another red box labeled "2" highlights the Microsoft Stream logo in the top right corner of the page.

1- Videos for the instructor & assessor in Arabic: please scroll down for the English version

2- Videos for the assessment coordinator in Arabic: please scroll down for the English version

- OAS interface with QU platform (MS Stream), allows to OAS user to consult a short tutorial videos, explaining all OAS features step by step. These videos are categorized by OAS Roles and available in English and Arabic.
- OAS user can watch videos by clicking directly on the video, or he can consult them on the MS Stream platform by clicking on the link above.

- From the menu bar, go to “Help”

The screenshot shows the homepage of The Online Assessment System (OAS). At the top, there is a navigation bar with links for Home, Measure, Reports, Feedback & Suggestions, Tutorial Videos (New), Help (which is highlighted in yellow), and About. The main content area features four sections for different user roles:

- Coordinator's User Manual (pdf)**: Includes icons of people and a document, with links to English and Arabic versions.
- Analysis Module User Manual (pdf)**: Includes an icon of a person at a computer, with links to English and Arabic versions.
- Instructor's User Manual (pdf)**: Includes an icon of a person standing next to a whiteboard, with links to English and Arabic versions.
- Assessor's User Manual (pdf)**: Includes an icon of two people talking, with links to English and Arabic versions.

At the bottom of the page, there is a footer with the OAS logo and the text "© 2010-2021 Qatar University. All rights reserved."

OAS user can download the User Manuals for different OAS roles in both English and Arabic language in pdf format, by clicking on the associated link.

III. Instructor's Functionalities

1. Functionalities overview

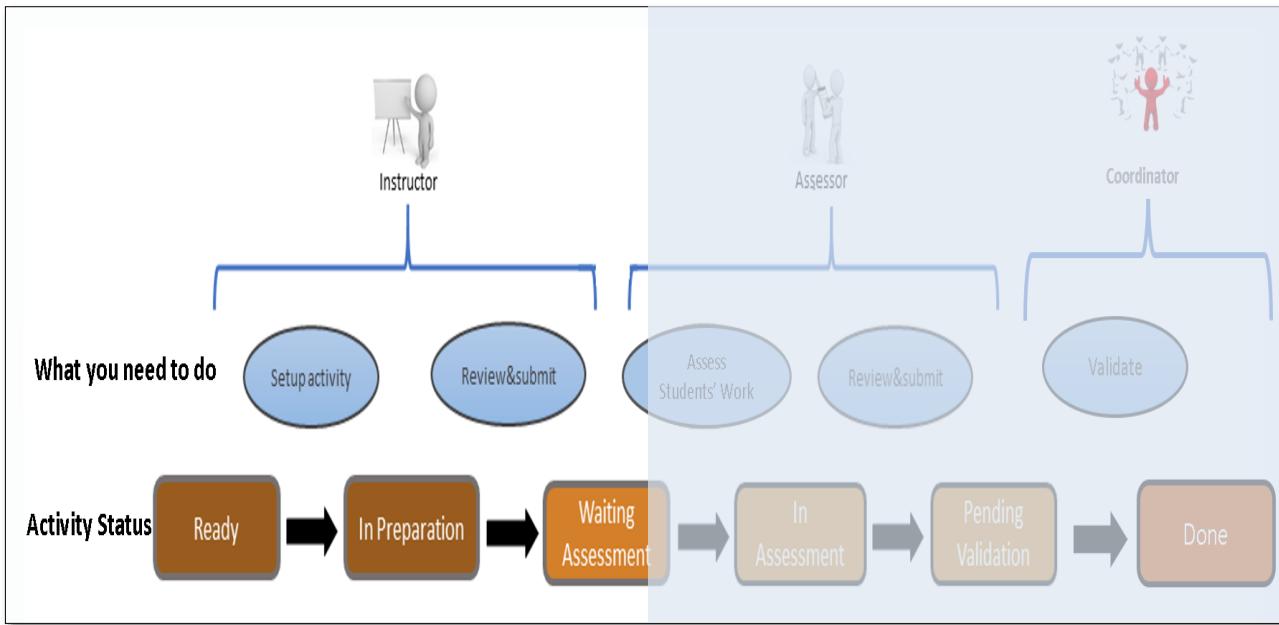
An instructor is ought to:

- Set up an assessment activity, planned by the assessment coordinator, for a particular semester and prepare it for scoring step to be conducted by the Assessor(s).

Setting up an activity requires entering the activity details by completing the following information:

- Select an Assessment Activity from the assigned activity list.
- Select the assessment tool from a list if it is not specified by the assessment coordinator.
- Define the rubric to be used if it is not specified by the assessment coordinator.
- Determine the student sample from the defined student section.
- Upload students' work into the system: manual upload or upload from the Blackboard system.

- Review and submit the assessment activity details to enable scoring by Assessor(s).



2. Accessing Instructor Functionalities: The “Activity Setup” Menu

- Log into the OAS system as shown above. The instructor will be redirect to the “Home” page.
- From the menu bar under “Measure”, click on the menu item “Activity Setup”.

The Online Assessment System
Program: WorkShop-BN

Language: English ▾

Logged in as demo6 ▾

Activity Setup

In order to prepare an assessment activity (Instructor):
Click on the Measure menu item from the menubar above, then select "Activity setup" submenu item to get started. For more information, you can check the Instructor's user manuals via the Help manuals [link](#).

In order to start assessing an assessment activity (Assessor):
Click on the Measure menu item from the menubar above, then select Scoring submenu item to get started. For more information, you can check the Assessor's user manuals via the Help manuals [link](#).

In order to analyze an assessment activity (Analyst):
Click on the Analyze menu item from the menubar above, then select "Assessment Activities" submenu item to get started. For more information, you can check the Analysis module's user manuals via the Help manuals [link](#).

In order to setup your academic program for assessment (Coordinator):
Click on the Administration menu item from the menubar above, then select Program Administration submenu item to get started.
Click on the Define & Plan menu item from the menubar above, then select Program Specification submenu item to get started.
Click on the Define & Plan menu item from the menubar above, then select Mapping submenu item to get started.
Click on the Define & Plan menu item from the menubar above, then select Planning submenu item to get started.
Click on the Analyze menu item from the menubar above, then select Learning outcomes submenu item to get started.
For more information, you can check the Coordinator's user manuals via the Help manuals [link](#).

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The Online Assessment System

Program: WorkShop-EN

Logged in as demo6

Activity Setup Measure Prepare Activity Prepare Activity

Select a semester: Spring 2022

| Activities to setup | | | | | | |
|---------------------|----------------------------|--------------------------------------|---------|--------------------|--------------------------|----------|
| Program Name | Learning outcome | Context | Section | Number of students | Instructors | Status |
| WorkShop-EN | L01: Written Communication | CVEN 402: Civil Engin Des Project II | L02 | 4 | Demo Instructor 6, جانبي | Ready |
| WorkShop-EN | L01: Written Communication | CVEN 402: Civil Engin Des Project II | L04 | 4 | Demo Instructor 6, جانبي | Ready |
| WorkShop-EN | L01: Written Communication | CVEN 402: Civil Engin Des Project II | L03 | 5 | Demo Instructor 6, جانبي | Ready 2 |

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- 1- Semesters' Dropdown List: the current semester is selected by default. Select the semester to display a list of preassigned and planned assessment activities.
- 2- Upon selecting a specific semester, a table containing a list of assessment activities planned for that semester is displayed as shown. “Prepare” button, enables the “Instructor” to start with the preparation of the assessment activity displayed in the same table’s row.
 - By default, the “Prepare” button, once clicked, takes you to the “Setup Activity” page.

The Online Assessment System

Program: WorkShop-EN

Logged in as demo6

Activity Setup Measure Prepare Activity Setup Activity

The selected activity

L01: Written Communication: Demonstrate the ability to effectively write on a business subject in a professional manner

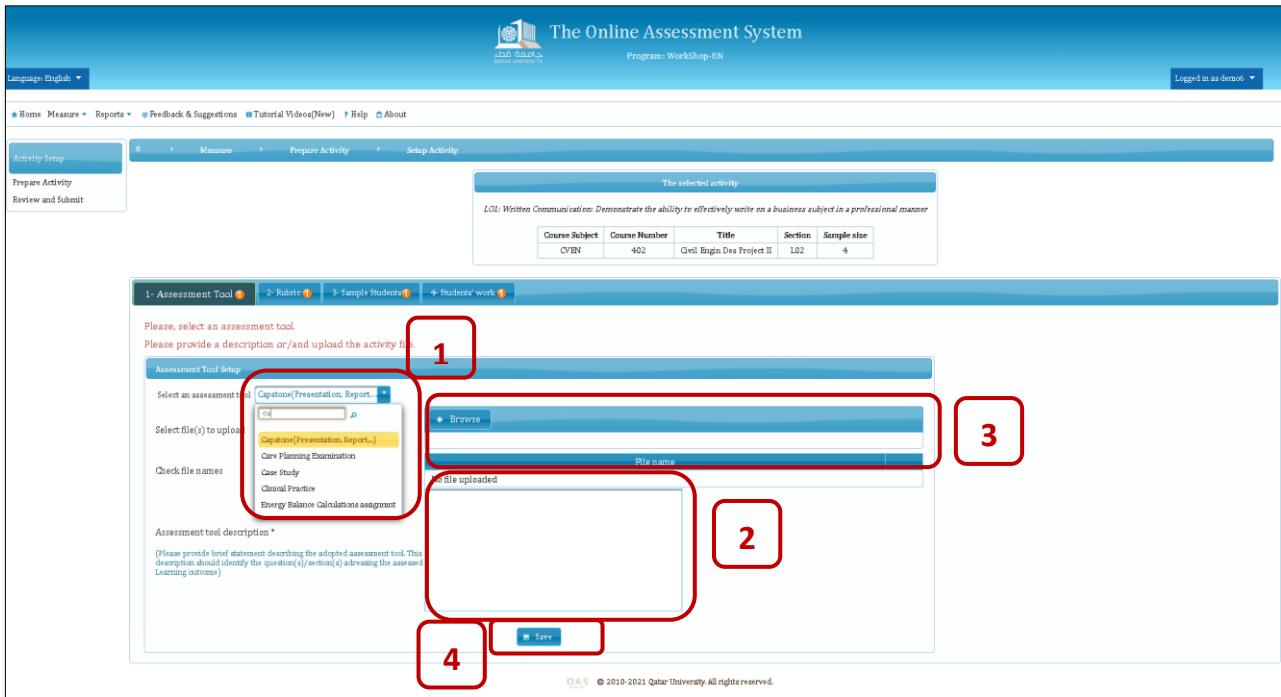
| Course Subject | Course Number | Title | Section | Sample size |
|----------------|---------------|----------------------------|---------|-------------|
| CVEN | 402 | Civil Engin Des Project II | L02 | 4 |

1- Assessment Tool 2- Rubric 3- Sample Students 4- Students' work

- 1- A pane that displays information about the selected assessment activity: Assessment of the **PLO x**, using the **Required Course Y**, during the **Semester Z** and with the student Sample from the **Section T**.
- 2- The tab menu that allows the instructor to navigate through the required steps of the activity preparation process. It's recommended that steps, enumerated from 1 to 4, will be completed in this sequence but it can be completed randomly. All required fields are to ought be complete for the assessment activity to be submitted.

- a.  this icon indicates that not all required fields are filled for this particular step.
- b.  this icon indicates that all required fields are filled for this particular step.

- By default, the “Assessment Tool” tab is selected.



- 1- Select the assessment tool to be used from the dropdown list. The “Instructor” can use the filter, as shown above.
- 2- The “Instructor” is called to provide a brief description of the assessment activity. The description may help the assessor(s) when they evaluate (score) student’s work. This description should identify the question(s)/section(s) addressing the assessed Learning outcome.
- 3- It is also recommended to upload into the OAS system a document related to the selected assessment tool. For example, it can be a copy of an exam, or a handout given to students.
The uploaded document can be of any file type, for instance: MS Word, PDF, MS Power Point, MS Excel, etc... Maximum file size should not exceed **20 MB**.
- 4- Once done, do not forget to click on the “Save” button to confirm your changes.

- By clicking on the “Rubric” tab, OAS displays the page shown below:

The screenshot shows the OAS interface with the 'Rubric' tab selected. At the top, there's a navigation bar with links for Home, Measure, Reports, Feedback & Suggestions, Tutorial Videos, Help, and About. A user 'demo6' is logged in. On the left, there's a sidebar with Activity Setup, Prepare Activity, and Review and Submit buttons. The main content area shows a table for 'LO1: Written Communication' with columns for Course Subject (CVEN), Course Number (402), Title (Civil Engin Des Project II), Section (LD2), and Sample size (4). Below this, a modal window titled 'Please select from the list below the rubric to be used in the assessment' has three numbered steps: 1. Select a Rubric (dropdown menu), 2. View (button), and 3. Save (button). Step 3 is highlighted with a red box.

- 1- The “Instructor” selects an already predefined Rubric by the Assessment Coordinator from the drop-down list.
- 2- “View” Button allows the “Instructor” to display details of the selected rubric, as shown in the screenshot below.
- 3- After choosing the Rubric to be used for the assessment activity, do not forget to click on the “Save” button to confirm.

This screenshot shows the 'Selected rubric' details for 'LO1-Rubric'. It includes fields for Code (LO1-Rubric), Description (Demonstrate the ability to effectively write on a business subject in a professional manner), and Rubric Scale (4). Below this, a detailed view of the rubric criteria is shown in a table:

| Criterion | 1 Does Not Meet Expectations | 2 Needs Improvement | 3 Meets Expectations | 4 Exceeds Expectations |
|---|--|---|---|---|
| Organization Weight: 25% | Omits clear statement of purpose; and addresses topics without clear logical sequence. | Contains statement of purpose but may rely on implicit thesis or organization. | Presents clear statement of purpose/thesis in appropriate location. The majority of the material is presented in clear and/or logical order appropriate to the task for the exception of one or two areas. Acceptable level of readability. | Presents clear statement of purpose/thesis in appropriate location. All the material is presented in clear and/or logical order appropriate to the task. High level of readability. |
| Structure Weight: 25% | Employ repetitive or simplistic sentence structures; contains wordy or unclear sentences; and includes fragments or run-ons. Present short paragraphs with undeveloped material, or contain unrelated material; and omits necessary transitions. | Attempts to maintain varied and correct sentence structures, and may include small number of sentence-level errors. May include some fragments or run-ons. Generally provides clear transitions between paragraphs. However, may stray to other topics within paragraphs. | Develops the organization in sentence structure; majority of the ideas are expressed clearly and concisely. There are one or two fragments or run-ons. Provides a logical sequence for document content; the transitions are clear and most of the paragraphs are neither overly long or too brief. | Demonstrates sophistication and variation in sentence structure; expresses ideas clearly and concisely; and contains no unnecessary fragments or run-on sentences. Develops a single topic in each paragraph; provides a logical sequence for the entire document content. |
| Mechanics Weight: 25% | Written work has several major errors in word selection and use, sentence structure, spelling, punctuation, and capitalization. | Written work is relatively free of errors in word selection and use, sentence structure, spelling, punctuation, and capitalization. | Written work has no major errors in word selection and use, sentence structure, spelling, punctuation, and capitalization. | Written work has no major errors in word selection and use, sentence structure, spelling, punctuation, and capitalization. |
| Documentation and Support Weight: 25% | There is no proper formatting. Fails to include required supporting materials or documentation; and may include irrelevant addenda. | There is some proper formatting but it is missing in many places. Some claims are supported with properly cited material. There are a few supporting documentation. | Mostly includes proper formatting. Generally supports claims with properly cited material. However, there could be a few omissions of supporting documentation or material. | Includes proper formatting of margins, spacing, indentation, etc and typeface and use of emphasis are appropriate to task. Includes thorough documentation or citation as necessary; supports all claims within either text or appendix; and properly labels/identifies outside material. |

At the bottom, there are 'Save' and 'Close' buttons.

- In order to select the sample of students whose work is to be assessed, click on “Sample Students” tab to access the page shown below:

- You can either select the sample of students from (a) a list, (b) randomly, or (c) anonymously as shown in the figures below:

Manual selection

Available Students

- Amr Elsherif Tawfik Ismail
Elsherif-Major(CIEN)
- Firas Haytham Ibrahim Elghoul
Abousido-Major(CIEN)
- Hasan Meshal H M Al-Dahname-Major(CIEN)
- Karim Nasser Ahmed Ibrahim-Major(CIEN)

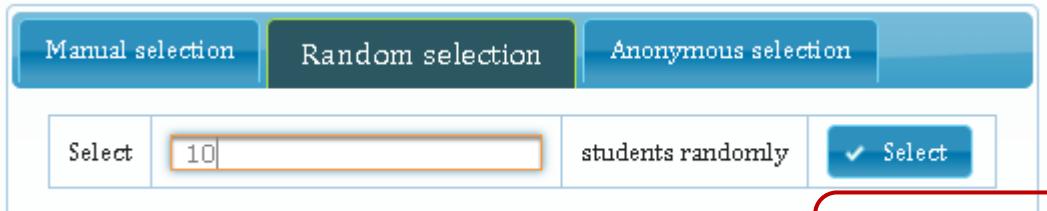
Selected students

- Add
- Add All
- Remove
- Remove All

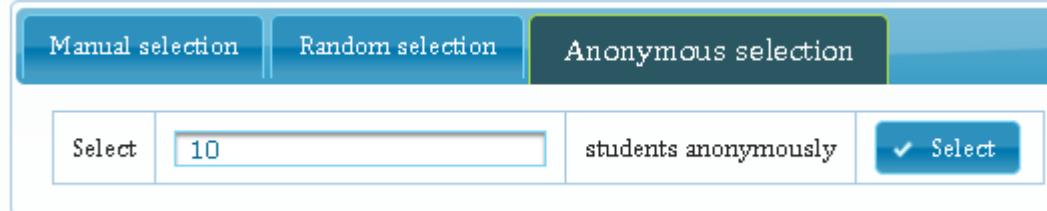
a) Use the right headed arrows to “Add/Add all” students, and the left headed arrow to “Remove/Remove all” students from your selected list.

Submit Selected Students

Once done, click on “Submit Selected Students” button to confirm your selection

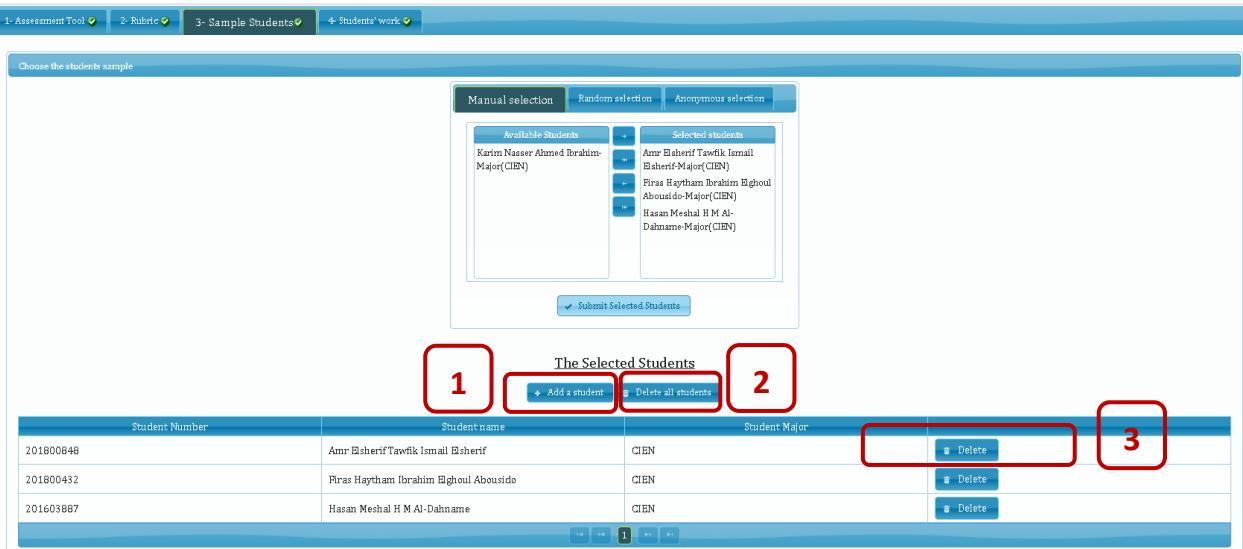


b) Use this option to add a specified number of students randomly.



c) Use this option to add a specified number of students anonymously.

- After submission of selected list of students, a table gets displayed showing your selection list as shown in figure below:



| Student Number | Student name | Student Major | Delete |
|----------------|--|---------------|---|
| 201800848 | Amr Elsherif Tawfiq Ismail Elsherif | CIEN |  |
| 201800432 | Firas Haytham Ibrahim Elghoul Abousido | CIEN |  |
| 201603887 | Hasan Meshal H M Al-Dahmane | CIEN |  |

- Use this option to add student(s) from a popup window that displays a list of remaining unselected students. (Please see the screenshot below).
- Use this option to delete all students from the sample at once.

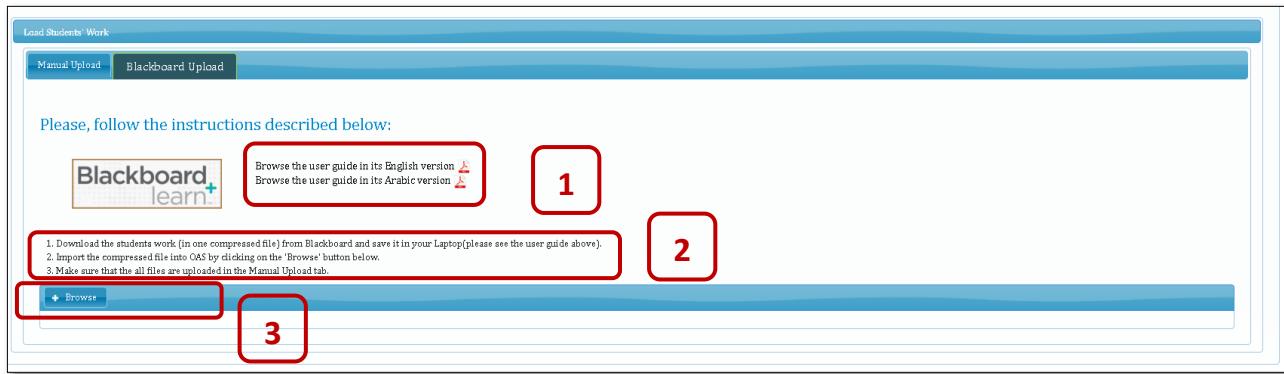
3- Removes the student from the sample. In case, the “Delete” button does not appear next to student’s name, this indicates that the student is already assessed.

The screenshot shows the software interface for managing student samples. On the left, a sidebar has 'Activity Setup' selected. A central 'Add Student' dialog is open, listing three students: 'Firas Haytham Ibrahim Elghoul Abousido' (Student Number 201800432), 'Haasan Meshal H M Al-Dahmane' (Student Number 201603887), and 'Karim Nasser Ahmed Ibrahim' (Student Number 201704320). The student 'Firas Haytham Ibrahim Elghoul Abousido' is highlighted with a red box and labeled '1'. To his right is a blue 'Add' button. Below the list are navigation arrows and a 'Close' button. To the right of the dialog, a larger window titled 'The selected activity' displays course information: 'Written Communication: Demonstrate the ability to effectively write on a business subject in a professional manner', 'Course Subject: CVIN', 'Course Number: 402', 'Title: Civil Engin Des Project II', 'Section: L02', and 'Sample size: 4'. Below this is a 'Manual selection' panel showing 'Available Students' and 'Selected students'. Under 'Available Students', there are three names. Under 'Selected students', 'Amr Ehshef Tawfik Ismail Ehshef' is listed. At the bottom of this panel is a 'Submit Selected Students' button. At the very bottom of the screen, a 'The Selected Students' section lists the three selected students with their details: Student Number, Student Name, and Student Major. There are 'Add a student' and 'Delete all students' buttons above the list, and a 'Delete' button to the right of each student entry.

- 1- Click on “Add” button next to a specified student name to add him/her to the list of selected students.
- click on “Students’ work” tab which enables you to upload the work of selected students (soft copy or scanned copy of actual work) and move to the next step of “Reviewing the activity setup and submit”.

The screenshot shows the software interface with the 'Students' work' tab selected. A red box labeled '1' highlights the 'Manual Upload' and 'Blackboard Upload' buttons at the top of the 'Load Students' Work' section. A red box labeled '2' highlights the 'Browse' buttons for each student's work files. A red box labeled '3' highlights a message in the center of the screen: 'After uploading all students' work, to finish the activity setup, please click Review and Submit.' Below this message is a blue 'Review and Submit' button.

- 1- OAS offers 2 options to upload the students work: **Manual upload** (tab selected by default) or the integration with **QU Blackboard system (batch upload: all students work at once)**.
- 2- In the “**Manual Upload**” tab, click on “Browse” button next to the student name, to browse through files, saved in your desktop computer, and choose the one to be uploaded.
- 3- After uploading all the students’ work, and after finishing setup all the activity details (assessment tool, rubric, sample): In order to finish with the activity setup step, click on “**Review and Submit**” button, to be redirect to the review activity setup page.



- 1- The integration with Blackboard system is detailed in the user guide, downloadable in pdf format (English and Arabic versions are available).
- 2- Three steps to upload in batch the students’ work are described in this paragraph.
- 3- In the “**Blackboard Upload**” tab, click on “**Browse**” button to browse through files, saved in your desktop computer, and choose the one to be uploaded (already downloaded from Blackboard system).
 - After uploading all the students’ work, and after finishing setup all the activity details (assessment tool, rubric, sample): In order to finish with the activity setup step, click on “**Review and Submit**” button, to be redirect to the review activity setup page shown in screenshot below:

The screenshot shows the OAS interface for a selected activity. The activity title is "L01: Written Communication: Demonstrate the ability to effectively write on a business subject in a professional manner". The "The assessment tool" section shows an assignment description: "An assignment to evaluate the real level of written communication." Attached files include "283378490_5878840078809246_7763498765208861680_n.jpg". The "The rubric to be used" section shows a rubric titled "L01-Rubric" with four levels: 1 Does Not Meet Expectations, 2 Needs Improvement, 3 Meets Expectations, and 4 Exceeds Expectations. The "Students work" section lists three students with their uploaded files:

| ID | Student name | Files |
|-----------|-------------------------------------|--|
| 201800432 | Pras Hayathin Bghoul Absarid | 283378490_5878840078809246_7763498765208861680_n.jpg |
| 201704320 | Kart Naser Ahmed Ibrahim | 277571584_500169245078001_653816872393673977_n.jpg |
| 201800048 | Amr Elsherif Tawfiq Ismail Elsherif | 6715851_2062660411.webp |

A new page is displayed which allows you to review the assessment activity details including:

- The selected assessment tool,
- The rubric to be used in assessing (scoring) student work,
- The selected sample of students with their uploaded work.

After making sure that you have entered all required data, you may type any necessary comments and click on the “Submit” button as shown in the figure below:

Please, make sure that you completed all required tasks before submitting the activity to the assessors. You will not be able to change it after it is submitted unless you ask the program coordinator to return back to you.

Submit

Clicking on the “Submit” button allows the assessment activity data to be accessible by the assigned Assessor. Please note, that the assessment coordinator has the possibility to assign an assessor different from the instructor.

After clicking on the “Submit” button, and in the case of the connected instructor is also assigned as an assessor for the same assessment activity, the OAS system proposes to the user to be redirected to the **Scoring step** as shown in the screenshot below:

Measure -> Scoring?

Do you wish to continue with scoring students now?

Yes No

Labels/identifies outside material.

Submit the above activity for assessment.

Please, make sure that you completed all required tasks before submitting the activity to the assessors. You will not be able to change it after it is submitted unless you ask the program coordinator to return back to you.

Submit

In case there is a need to make any modifications to an already submitted assessment activity, it is recommended to contact your academic program's OAS Coordinator.

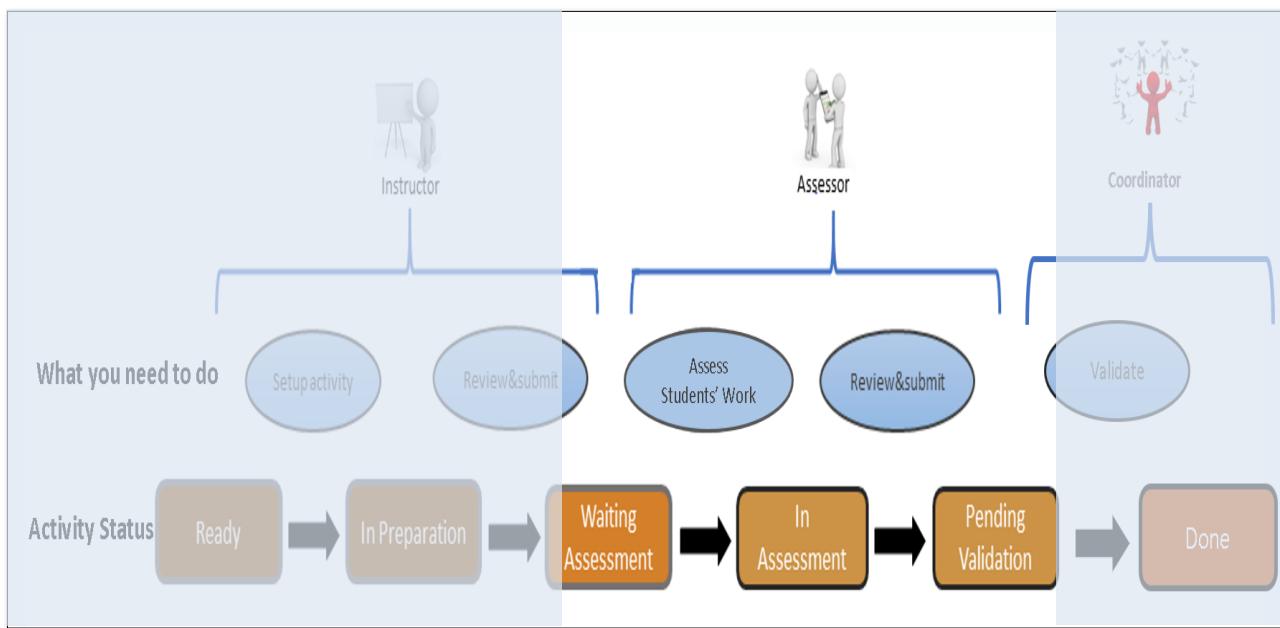
If needed, the OAS coordinator may return back the assessment activity to the preparation phase in order to apply your changes.

IV. Assessor's Functionalities

1. Functionalities overview

An assessor is ought to:

- Access a list of assessment activities pre-assigned for scoring.
 - Select an activity to view its details: assessment tool, rubric, student work,
 - Review students' work.
 - Score all student's work using the instructor's selected rubric.
- Review and submit the assessment activity given scores for validation by the coordinator.



2. Accessing Assessor Functionalities: The “Scoring” Menu

From the menu bar under “Measure”, click on the menu item “Scoring”.

The screenshot shows the 'The Online Assessment System' interface. The top navigation bar includes 'Home', 'Measure' (highlighted with a red box and number 1), 'Reports', 'Feedback & Suggestions', 'Tutorial Videos(New)', 'Help', and 'About'. The 'Measure' dropdown menu is open, showing 'Activity Setup' and 'Scoring' (also highlighted with a red box and number 1). A sub-menu for 'Scoring' shows 'Select a semester: Spring 2022'. The main content area displays a table titled 'Activities to assess' with two rows of data. The first row is for 'WorkShop-EN' with 'LO1: Written Communication' and 'CIVEN 402: Civil Engin Des Project II'. The second row is also for 'WorkShop-EN' with 'LO1: Written Communication' and 'CIVEN 402: Civil Engin Des Project II'. Both rows show 'Section L02' and 'Number of students 3'. Under 'Instructors' and 'Assessors', both rows list 'Demo Instructor 6.' (with a small profile icon). The 'Status' column for both rows shows 'Waiting Assessment'. To the right of the table, there are two buttons: 'Assess' (highlighted with a red box and number 2) and 'View'.

- 1- in order to access the list of all assessment activities assigned for scoring in a particular semester, select a semester from the dropdown list (current semester is selected by default).
- 2- Upon selecting a specific semester, a table containing a list of assessment pre-assigned activities gets displayed as shown.

Click on the “Assess” button to start scoring student work for your assessment activity.

Note: The “Assess” button is displayed, only in the activity row with status “Waiting Assessment” or “In Assessment”.

The main section of the scoring page will display the list of students (one by one) to be assigned scores using the preconfigured rubric.

| Score student work | | | | | |
|--|--|--|---|---|-----------------|
| | 1 Does Not Meet Expectations | 2 Needs Improvement | 3 Meets Expectations | 4 Exceeds Expectations | Dimension Score |
| Organization Weight 25% | Omits clear statement of purpose; and addresses topics without clear logical sequence. | Contains statement of purpose but may rely on implicit thesis or organization. | Presents clear statement of purpose/thesis in appropriate location. The majority of the material is presented in clear and/or logical order appropriate to the task for the exception of one or two areas. Acceptable level of readability. | Presents clear statement of purpose/thesis in appropriate location. All the material is presented in clear and/or logical order appropriate to the task. High level of readability. | |
| Structure Weight 25% | Employs repetitive or simplistic sentence structures; contains wordy or unclear sentences; and includes fragments or run-ons. May show paragraphs with undeveloped material, or contain unrelated material; and omits necessary transitions. | Attempts to maintain varied and correct sentence structures; and may include small number of sentence-level errors. May include some fragments or run-ons. Generally provides clear transitions between paragraphs. However may stray to other topics within paragraphs. | Demonstrates variation in sentence structure; majority of the ideas are expressed clearly and concisely. There are one or two sentence or run-on fragments or run-on sentences. Develops a single topic in each paragraph; provides a logical sequence for the entire document content. | | |
| Mechanics Weight 25% | Written work has serious and persistent errors in word selection and use, sentence structure, spelling, punctuation, and capitalization. | Written work has several major errors in word selection and use, sentence structure, spelling, punctuation, and capitalization. | Written work is relatively free of errors in word selection and use, sentence structure, spelling, punctuation, and capitalization. | | |
| Document Presentation and Support Weight 25% | There is no proper formatting. Fails to include required supporting materials or documentation; and may include irrelevant addenda. | There is some proper formatting but it is missing in many places. Some claims are not supported by properly cited material. There are a few supporting documentation. | Mostly includes proper formatting. Generally supports claims with properly cited material. However, there could be a few omissions of supporting documentation or material. | | |
| <input type="button" value="Save & Next"/> Save the selected student's score and go scoring the next student on the list | | | | | |

- 1- The first bloc indicates the selected student rank in the total number of the student sample, with the possibility to navigate to the previous or next student scoring information.

Note: the “previous” and “next” buttons don’t save the current scoring.

- 2- Information of the student selected for scoring: Student number, Student Name and the student’ work that can be downloaded.
- 3- Action to do: to **Rate** the student’ work by selecting stars in the “Dimension Score” column for each rubric dimension. Highlight a number of stars. i.e. 1 star stands for score 1 by 4 and 2 stars stands for score 2 by 4 and so on.
- 4- The OAS system calculates the average score at the rubric level. To finish scoring for the selected student, the assessor needs to rate all the displayed rubric dimensions.
- 5- Click on “**Save & Next**” to save score for the current student and navigate to the next student in the sample.

The selected activity details

The assessment tool

Please rate by selecting stars in "Dimension Score" column. Score from 1 to 4 for every rubric dimension to assess student work.

| | |
|------------------|--|
| Assessment Tool: | Assignment |
| Description: | An assignment to evaluate the real level of written communication. |
| Attached files: | 283378490_5878840078809246_7763498765208861680_n.ipg |

The rubric to be used

| | |
|--------------|---|
| Code | LO1-Rubric |
| Description | Demonstrate the ability to effectively write on a business subject in a professional manner |
| Rubric Scale | 4 |

Rubric details

| Criterion | 1 Does Not Meet Expectations | 2 Needs Improvement | 3 Meets Expectations | 4 Exceeds Expectations |
|---|---|---|--|--|
| Organization Weight: 25% | Omits clear statement of purpose; and addresses topics without clear logical sequence. | Contains statement of purpose but may rely on implicit thesis or organization. | Presents clear statement of purpose/thesis in appropriate location. The majority of the material is presented in clear and/or logical order appropriate to the task for the exception of one or two are Acceptable level of readability. | Presents clear statement of purpose/thesis in appropriate location. All the material is presented in clear and/or logical order appropriate to the task. High level of readability. |
| Structure Weight: 25% | Employs repetitive or simplistic sentence structures; contains wordy or unclear sentences; and includes fragments or run-ons. Present short paragraphs with undeveloped material, or contain unrelated material; and omits necessary transitions. | Attempts to maintain varied and correct sentence structures, and may include small number of sentence-level errors. May include some fragments or run-ons. Generally provides clear transitions between paragraphs. However, may stray to other topics within paragraphs. | Demonstrates variation in sentence structure; majority of the ideas are expressed clearly and concisely. There are one or two fragments or run-ons. Provides a logical sequence for document content; the transitions are clear and most of the paragraphs are neither overly long or too brief. | Demonstrates sophistication and variation in sentence structure; expresses ideas clearly and concisely, and contains no unnecessary fragments or run-on sentences. Develops a single topic in each paragraph; provides a logical sequence for the entire document content. |
| Mechanics Weight: 25% | Written work has serious and persistent errors in word selection and use, sentence structure, spelling, punctuation, and capitalization. | Written work has several major errors in word selection and use, sentence structure, spelling, punctuation, and capitalization. | Written work is relatively free of errors in word selection and use, sentence structure, spelling, punctuation, and capitalization. | Written work has no major errors in word selection and use, sentence structure, spelling, punctuation, and capitalization. |
| Document Preparation and Support Weight: 25% | There is no proper formatting. Fails to include required supporting materials or documentation; and may include irrelevant addenda. | There is some proper formatting but it is missing in many places. Some claims are supported with properly cited material. There are a few supporting documentation. | Mostly includes proper formatting. Generally supports claims with properly cited material. However, there could be a few omissions of supporting documentation or material. | Includes proper formatting of margins, spacing, indentation, etc. and typeface and use of emphasis are appropriate to task. Includes thorough documentation or citation as necessary; supports all claims within either text or appendix; and properly labels/identifies outside material. |

In the same screen, the assessor can consult (if needed) the activity preparation details (the assessment tool and the rubric details) by un-collapsing the “**The selected activity details**” pane. Click on (+) button on the pane header right side.

Finally, after completing the assignment of scores to all students by clicking on the “**Save & Next**” button, OAS redirects the assessor to the “**Review & Submit**” screen.

The screen allows the assessor to review all students’ work and scores as shown in the screenshot below.

Review scoring and analysis results

| ID # | Student name # | Score | File |
|------------|--|-------|---|
| 201800432 | Firas Haytham Ibrahim Alghoul Abdulsalam | 3 | 283378490_5878840078809246_7763498765208861680_n.ipg |
| 2017049320 | Karin Nasser Ahmed Ibrahim | 3 | 277571594_5001692465078001_45381368723936759977_n.ipg |
| 201800948 | Anur Elsheer Tawfiq Ismail Elsheer | 1 | 6715981-2062660411.wbtp |

Scores summary:

| | NB Students scoring 1 | NB Students scoring 2 | NB Students scoring 3 | NB Students scoring 4 |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Organization Weight: 25% | 1 | 2 | 3 | 4 |
| Structure Weight: 25% | 1 | 0 | 1 | 1 |
| Mechanics Weight: 25% | 1 | 0 | 2 | 0 |
| Document Preparation and Support Weight: 25% | 1 | 0 | 1 | 1 |

Detailed scores summary:

| Criterion | NB Students scoring 1 | NB Students scoring 2 | NB Students scoring 3 | NB Students scoring 4 |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Organization Weight: 25% | 1 | 1 | 1 | 0 |
| Structure Weight: 25% | 1 | 0 | 1 | 1 |
| Mechanics Weight: 25% | 1 | 0 | 2 | 0 |
| Document Preparation and Support Weight: 25% | 1 | 0 | 1 | 1 |

Please provide your preliminary analysis of the assessment results obtained in the current context.

4

1

2

3

After making sure that you have entered all required scores (1), you may type any necessary preliminary analysis of the obtained results (3) based on the statistics figured in the review screen (2).

1- A score of “zero” indicates that the student has been not scored yet. The assessment activity is considered incomplete as some students are not given yet a valid score. Make sure to enter scores for all

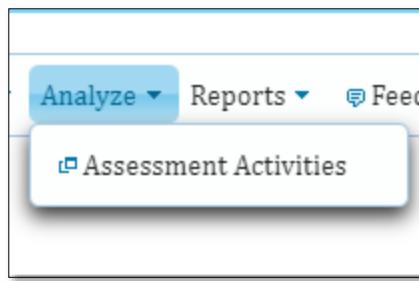
students before clicking the “Submit” button. OAS does not allow the scores to be submitted if at least one student is not given a valid score.

- 4- Click on “**Save and Submit Later**” button, to only save the preliminary analysis. Click on “**Submit**” button to save the preliminary analysis and send the activity to the coordinator for validation.

V. Analyst's Functionalities

The Analysis module was integrated officially during the academic year 2022-2023. The main goal is to provide faculty an easy tool to allow a guided, in-depth and relevant analysis of the results obtained following the assessment of learning outcomes during an assessment cycle.

The assessment coordinator has the possibility to assign activities to a faculty who has the Analyst role in order to analyze and evaluate each activity according 5 categories (Assessment context, Student sample, Assessment tool, Rubric and Students performance).



By default, every faculty member has access to the sub-menu (Assessment activities) for eventually activities assignment for analysis.

Assigned assessment activities will be displayed (if any) if and only if the assessment coordinator launches the analysis initiation before, from his Analysis dashboard (Learning Outcome submenu).

In order to access to the assigned assessment activities for analysis, faculty member needs to click on the menu Analyze>> Assessment Activities.

Once done, the assigned activities for analysis will be displayed after selecting a semester from the list.

The screenshot shows the 'Analyze' section of the website. At the top, there is a blue header bar with the text 'Language: English ▾'. Below this is a navigation bar with links: Home, Define & Plan, Measure, Analyze, Reports, Feedback & Suggestions, and a Help icon. The main content area has a blue header 'Activity Analysis' with a back arrow. To the right, there is a breadcrumb navigation: 'Home > Analyze > Assessment Activities'. Below this is a dropdown menu labeled 'Select a semester' with the option '----'. On the left, there is a sidebar with two buttons: 'Activities to analyze' and 'Review and Submit'.

The screenshot shows the 'The Online Assessment System' interface. At the top, it says 'Program: BBA, Finance'. The main content area has a blue header 'Activity Analysis' with a back arrow. Below this is a dropdown menu labeled 'Select a semester' with the option 'Spring 2022'. The main table is titled 'Activities to analyze' and lists three rows of data:

| Program Name | Learning outcome | Context | Section | Number of students | Analysis status | Analysis Date | Instructors | Assessors | |
|--------------|---------------------|---------------------------------|---------|--------------------|-----------------|---------------|---|---|-------------------------|
| BBA, Finance | LO3: Ethical Issues | FINA 304: International Finance | L51 | 14 | Completed | 01-09-2022 | Nedal Ahmed Mohd Alfaayumi, نجلاء محمد الفيضي | Nedal Ahmed Mohd Alfaayumi, نجلاء محمد الفيضي | View |
| BBA, Finance | LO3: Ethical Issues | FINA 304: International Finance | L52 | 30 | In progress | - | Mohamed Mahmoud Elissa, محمد محمود عصام العزيز | Mohamed Mahmoud Elissa, محمد محمود عصام العزيز | Analyze |
| BBA, Finance | LO3: Ethical Issues | FINA 304: International Finance | L02 | 9 | New | - | Mohamed Mahmoud Elissa, محمد محمود عصام العزيز | Mohamed Mahmoud Elissa, محمد محمود عصام العزيز | Analyze |

At the bottom, there is a footer with the text 'QAIS © 2010-2021 Qatar University. All rights reserved.'

In the example above, faculty has 3 activities for analysis with status “New”, “In Progress” and “Completed”. For further information about the analysis activity statuses, click on the help button on the analysis status column .

The screenshot shows the 'The Online Assessment System' interface. At the top, there's a logo for Qatar University and a message 'Logged in as hm10704'. The main area has a blue header bar with tabs like 'Home', 'Define & Plan', 'Measure', 'Analyze', etc. Below this, there's a sidebar titled 'Activity Analysis' with options like 'Activities to analyze' and 'Review and Submit'. A central modal window titled 'Analysis Activity Status Flowchart' shows a process flow: 'New' → 'In Progress' → 'Done' → 'Completed'. It also includes sections for 'Program Name' (BBA, Finance), 'Analysis action' (Analyst), and 'Analysis activity status' (New). To the right, there's a large table titled 'Analysis' with columns for 'Number of students', 'Analysis status', 'Analysis Date', 'Instructors', and 'Assessors'. The table lists three rows of data, each with a 'View' and 'Analyze' button.

In order to start analyzing the assigned activity, faculty member needs to click on the “Analyze” button.

The analysis for the selected activity will be constructed according to 5 categories (The context used, the students sample selected, the assessment tool used, the rubric used and the students’ performance).

Context tab is selected by default:

In order to make the screen user-friendly, all the analysis tabs are designed with the same logic (context, Students’ Sample, Assessment tools, Rubrics and Performance) as shown in the screenshot below:

- 1- **Right panel:** contains information that may help faculty member in analyzing the activity according to the selected analysis axe.
- 2- **Left panel:** contains actions that faculty member is asked to do.
 - a. Findings (Optional): displays the faculty’s findings table. If the faculty member has a note, a remark or a displayed results analysis regarding the analysis selected axe, just click on “+ Add finding” button to add new one.
 - b. Evaluation (Required): for each category, the analyst gives his evaluation (select “Needing improvement”, “Satisfactory” or “Exemplary” value and click “Save” button).

Analysis Context Description Title: LO3: Ethical Issues

Learning Outcomes Statements

- LO3: Ethical Issues: Identify ethical implications in a business situation, analyze alternatives and recommend an appropriate action

Context 1 Students' Sample 1 Assessment Tools 1 Rubrics 1 Performance ✓

Context Description

| | |
|-----------------|-----------------------|
| Course Subject: | FINA |
| Course Number: | 304 |
| Title: | International Finance |

Assessment Tool

Case Study

Tool:

Many Multinational Enterprises (MNEs) have recently incorporated the ethical dimension in their investment and business model and strategy. Ethics in MNEs is gaining ground and becoming increasingly important, and managers have to strike a delicate balance between value maximization and ethics.

Description:

Attached files:

| | |
|--|----------------------|
| Name | |
| Ethics case study_English FINA 304 Spring 2022 English Blackboard.docx | View |

Rubric Description

| | |
|--------------|---|
| Code | LO3. Ethical Decision Making |
| Description | Identify ethical implications in a business situation, analyze alternatives and recommend appropriate action. |
| Rubric Scale | 4 |

[View Rubric](#)

Findings:

+ Add finding

| Finding | Actions |
|---|---|
| Minor revision is scheduled during the next semester. | Update Delete |

Context Evaluation:

In general the context of the assessment activity is:

Needing Improvement
 Satisfactory
 Exemplary

[Save](#)

1 2

1. Analyze used course: Context Tab

Analysis Context Description Title: LO3: Ethical Issues

Learning Outcomes Statements

- LO3: Ethical Issues: Identify ethical implications in a business situation, analyze alternatives and recommend an appropriate action

Context | Students' Sample | Assessment Tools | Rubrics | Performance

Context Description

| | |
|---|------------------------------|
| 1 | Course Subject: FINA |
| | Course Number: 304 |
| | Title: International Finance |

Findings:

| Finding | Actions |
|---|-------------------|
| Minor revision is scheduled during the next semester. | + Update Delete |

Assessment Tool

2
Assessment Case Study Tool:
Many Multinational Enterprises (MNEs) have recently incorporated the ethical dimension in their Description: investment and business model and strategy. Ethics in MNEs is gaining ground and becoming increasingly important, and managers have to strike a delicate balance between value maximization and ethics.

Attached files:

| | |
|------|--|
| Name | Ethics case study_English FINA 304 Spring 2022 English Blackboard.docx |
| | View |

Rubric Description

| | |
|--------------|---|
| Code | LO3. Ethical Decision Making |
| Description | Identify ethical implications in a business situation, analyze alternatives and recommend appropriate action. |
| Rubric Scale | 4 |

[View Rubric](#)

Context Evaluation:

In general the context of the assessment activity is:

- Needling Improvement
- Satisfactory
- Exemplary

[Save](#)

3
4
5

Analysis Context Description Title: LO3: Ethical Issues

Learning Outcomes Statements

- LO3: Ethical Issues: Identify ethical implications in a business situation, analyze alternatives and recommend an appropriate action

Context Students' Sample Assessment Tools Rubrics Performance

Context Description Findings:

Course Subject: FINA
Course Number: 304
Title: International Finance

+ Add finding

| Finding | Actions |
|---|---|
| Minor revision is scheduled during the next semester. | Update Delete |

Assessment Tool

Tool: Case Study
Description: Many Multinational Enterprises (MNE) investment and business model and strategy are important, and managers have to strike a balance between economic and social factors.

Attached files: Ethics case study_English FINA 304 Spring 2022 English Blackboard.docx

Add or Update Finding

Minor revision is scheduled during the next semester.

Name: Ethics case study_English FINA 304 Spring 2022 English Blackboard.docx

Update Cancel

4

Context of the assessment activity is:

- Needling Improvement
- Satisfactory
- Exemplary

Save

Rubric Description

Code: LO3: Ethical Issues
Description: Identify ethical implications in a business situation, analyze alternatives and recommend an appropriate action.
Rubric Scale: 4

View Rubric

This is the first axe in the analysis procedure of the selected activity.

The screenshot above displays the different sections of this tab:

- 1- Context description: a description of the context (course) used in the assessment activity.
 - 2- Assessment tool: the assessment tool used in assessing students (final exam, presentation, capstone...).
 - 3- Rubric description: rubric used in scoring students' sample in the selected activity.
- Note:** on click on the “**View Rubric**” button, the rubric dimensions’ details will be displayed.
- 4- Findings: displays the analyst findings table with an “**+ Add finding**” button to create a new finding regarding context analysis.
 - 5- Context evaluation: the analyst context evaluation (select “Needing improvement”, “Satisfactory” or “Exemplary” value and click “**Save**” button).

2. Analyze students' sample: Students' sample Tab

Analysis Context Description Title: LO3: Ethical Issues

Learning Outcomes Statements

- LO3: Ethical Issues: Identify ethical implications in a business situation, analyze alternatives and recommend an appropriate action

Context 1 Students' Sample 1 Assessment Tools 1 Rubrics 1 Performance ✓

Students' Sample

| Section Male Students: | Section Female Students: | Assessed Male Students: | Assessed Female Students: |
|------------------------|--------------------------|-------------------------|---------------------------|
| 0 | 32 | 0 | 30 |

Findings:

+ Add finding

| Finding | Actions |
|-------------------|---------|
| No Findings Found | |

Students' Sample per Major and Gender

| Major | Number |
|-------|--------|
| FINC | 17 |
| ACCT | 8 |
| MIS | 3 |
| MGMT | 2 |

(1 of 1) ▶◀ ▶▶

Detailed Students' Sample

| Student Number | Student name | Student Major | Final Score |
|----------------|-------------------------------|---------------|-------------|
| 201805494 | Faiza null Haneef | ACCT | 3 |
| 201904209 | Fatima abdulhadi M M Alkurbi | ACCT | 2 |
| 201901668 | Haya Ahmed M A Al-abdulla | ACCT | 2 |
| 201802942 | Nada Mohd Th J Al-Maadad | ACCT | 3 |
| 201806414 | Najla Mohammed A K Al-Khalifa | ACCT | 4 |

(1 of 6) ▶◀ ▶▶ 1 2 3 4 5 6 ▶▶

Students Sample Evaluation:

In general the students sample of the assessment activity is:

- Needling Improvement
- Satisfactory
- Exemplary

Save

This is the second axe of the analysis procedure.

The screenshot above displays the different sections of this tab:

- 1- Students' sample: displays the total students 'number and the assessed students 'number grouped by gender (Male, Female) in the selected assessment activity.
- 2- Students' sample by Major and Gender: the repartition of the students' sample by Gender and Major.
Note1: In the example above, all students are females, so no repartition by Gender is displayed.
- 3- Detailed students' sample: the selected students list with Major and score columns.
Note2: Analyst has the possibility to filter the list by Major or final score.
- 4- Findings: displays the analyst findings table with an “**+ Add finding**” button to create a new finding regarding students' sample analysis.
- 5- Students' sample evaluation: the analyst students' sample evaluation (select “Needing improvement”, “Satisfactory” or “Exemplary” value and click “**Save**” button).

3. Analyze the assessment tool: Assessment tools Tab

Analysis Context Description Title: LO3: Ethical Issues

Learning Outcomes Statements

- LO3: Ethical Issues: Identify ethical implications in a business situation, analyze alternatives and recommend an appropriate action

Context | **Students' Sample** | **Assessment Tools** | **Rubrics** | **Performance**

Assessment Tool

Case Study
Tool:
Many Multinational Enterprises (MNEs) have recently incorporated the ethical dimension in their investment and business model and strategy. Ethics in MNEs is gaining ground and becoming increasingly important, and managers have to strike a delicate balance between value maximization and ethics.

Attached files:

| | |
|----------------------|--|
| Name | Ethics case study_English FINA 304 Spring 2022 English Blackboard.docx |
| View | |

Rubric Description

| | |
|--------------|---|
| Code | LO3. Ethical Decision Making |
| Description | Identify ethical implications in a business situation, analyze alternatives and recommend appropriate action. |
| Rubric Scale | 4 |

[View Rubric](#)

Findings:

+ Add finding

| Finding | Actions |
|-------------------|---------|
| No Findings Found | |

Assessment Tool Evaluation:

In general the assessment tool of the assessment activity is:

- Needling Improvement
- Satisfactory
- Exemplary

[Save](#)

This is the third axe in the analysis procedure of the selected activity.

The screenshot above displays the different sections of this tab:

- 1- Assessment tool: the assessment tool with its description used in assessing students (final exam, presentation, capstone...).

Note 1: if the instructor was uploaded an assessment tool file, it appears here for download.

- 2- Rubric description: rubric used in scoring students' sample in the selected activity.

Note 2: on click on the “**View Rubric**” button, the rubric dimensions’ details will be displayed.

- 3- Findings: displays the analyst findings table with an “**+ Add finding**” button to create a new finding regarding the assessment tool analysis.

- 4- Assessment tool evaluation: the analyst assessment tool evaluation (select “**Needing improvement**”, “**Satisfactory**” or “**Exemplary**” value and click **Save** button).

4. Analyze used rubric: Rubrics Tab

Analysis Context Description Title: LO3: Ethical Issues

Learning Outcomes Statements

- LO3: Ethical Issues: Identify ethical implications in a business situation, analyze alternatives and recommend an appropriate action

Context 1 Students' Sample 1 Assessment Tools 1 Rubrics 1 Performance ✓

Rubric Description

| | |
|--------------|---|
| Code | LO3. Ethical Decision Making |
| Description | Identify ethical implications in a business situation, analyze alternatives and recommend appropriate action. |
| Rubric Scale | 4 |

+ Add finding

| Finding | Actions |
|-------------------|---------|
| No Findings Found | |

View Rubric

Findings:

Rubric Evaluation:

In general the rubric of the assessment activity is:

- Needling Improvement
- Satisfactory
- Exemplary

Save

This is the fourth axe in the analysis procedure of the selected activity.

The screenshot above displays the different sections of this tab:

- 1- Rubric description: rubric used in scoring students' sample in the selected activity.

Note: on click on the “View Rubric” button, the rubric dimensions’ details will be displayed.

- 2- Findings: displays the analyst findings table with an “**+ Add finding**” button to create a new finding regarding the rubric analysis.

- 3- Rubrics evaluation: the analyst rubric evaluation (select “Needing improvement”, “Satisfactory” or “Exemplary” value and click “**Save**” button).

5. Analyze students' performance: Performance Tab

Analysis Context Description Title: LO3: Ethical Issues

Learning Outcomes Statements

- LO3: Ethical Issues: Identify ethical implications in a business situation, analyze alternatives and recommend an appropriate action

Context | **Students' Sample** | **Assessment Tools** | **Rubrics** | **Performance**

Students' scores

| Rubric | Number of Students Scoring 1 | Number of Students Scoring 2 | Number of Students Scoring 3 | Number of Students Scoring 4 |
|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|
| LO3. Ethical Decision Making | 0 | 3 | 21 | 6 |

Findings:

+ Add finding

| Finding | Actions |
|-------------------|---------|
| No Findings Found | |

Rubric Dimensions

| Dimension (Weight) | | محمد محمود عيسى | |
|--|--|-------------------------|--------------------------|
| Identifies Dilemma (25%) | | Nb of students score =1 | Nb of students score >=3 |
| | | 0 | 27 |
| Considers Stakeholders (25%) | | Nb of students score =1 | Nb of students score >=3 |
| | | 0 | 27 |
| Analyzes Alternatives and Consequences (25%) | | Nb of students score =1 | Nb of students score >=3 |
| | | 0 | 26 |
| Chooses an Action (25%) | | Nb of students score =1 | Nb of students score >=3 |
| | | 0 | 26 |

Performance Evaluation:

In general the performance of the assessment activity is:

- Needing Improvement
- Satisfactory
- Exemplary

Save

Analysis Context Description Title: LO3: Ethical Issues

Learning Outcomes Statements

- LO3: Ethical Issues:Identify ethical implications in a business situation, analyze alternatives and recommend an appropriate action

You completed the evaluation of all categories, please review and submit the analysis activity to finish.

5

Context ✓ Students' Sample ✓ Assessment Tools ✓ Rubrics ✓ Performance ✓

Students' scores

| Rubric | Number of Students Scoring 1 | Number of Students Scoring 2 | Number of Students Scoring 3 | Number of Students Scoring 4 |
|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|
| LO3. Ethical Decision Making | 0 | 3 | 21 | 6 |

Findings:

+ Add finding

| Finding | Actions |
|-------------------|---------|
| No Findings Found | |

Rubric Dimensions

| Dimension (Weight) | محمد محمود عبدالعزيز عيسى | |
|--|---------------------------|--------------------------|
| Identifies Dilemma (25%) | Nb of students score =1 | Nb of students score >=3 |
| | 0 | 27 |
| Considers Stakeholders (25%) | Nb of students score =1 | Nb of students score >=3 |
| | 0 | 27 |
| Analyzes Alternatives and Consequences (25%) | Nb of students score =1 | Nb of students score >=3 |
| | 0 | 26 |
| Chooses an Action (25%) | Nb of students score =1 | Nb of students score >=3 |
| | 0 | 26 |

Performance Evaluation:

In general the performance of the assessment activity is:

- Needling Improvement
- Satisfactory
- Exemplary

Save

This is the last step in the analysis procedure of the selected activity.

OAS gives a default evaluation (“Needing Improvement”, “Satisfactory” or “Exemplary”) based on scoring results collected in the selected activity.

The Analyst still has the possibility to revise and modify the performance evaluation.

The screenshot above displays the different sections of this tab:

- 1- Students' scores: displays the total students 'number scoring 1, 2, 3 and 4 in the selected assessment activity.
- 2- Rubric dimensions: displays the total students 'number scoring 1, 2, 3 and 4 for each rubric dimension.
- 3- Findings: displays the analyst findings table with an “**+ Add finding**” button to create a new finding regarding students' performance analysis.
- 4- Students' performance evaluation: the analyst students' performance evaluation (select “Needing improvement”, “Satisfactory” or “Exemplary” value and click “**Save**” button).
- 5- By saving the last category's evaluation (Performance), OAS displays the message “You completed the evaluation of all categories. Please review and submit the analysis activity to finish”.

When the Analyst click on “**Review & Submit Analysis Activity**” button, the analyst will be redirected to the screen “**Review and submit**” below.

- 6- If the analysis has additional findings or needs to change any category evaluation, he clicks on “Back to edit activity”.
- 7- The analyst revises all findings and evaluations. If he hasn't any additional remark, he clicks on “**Submit your analysis**” button to finish analyzing activity. The analysis status of the selected activity will be changed to the last process value “Completed” as shown in the analysis activities list below.
- 8- If the analysis has additional findings or needs to change any category evaluation, he clicks on “**Back to edit activity**” as shown in the screenshot below.
- 9- The analysis activity status is “Completed”, the analyst has only **view** access. No modifications will be tolerated anymore.

Based on analysts' evaluations and findings, the assessment coordinator has the possibility to evaluate the related learning outcome and close the analysis loop.

Analysis Context Description Title: LO3: Ethical Issues

Learning Outcomes Statements

- LO3: Ethical Issues: Identify ethical implications in a business situation, analyze alternatives and recommend an appropriate action

If you miss any analysis information (add findings, change evaluation...), please go back to edit analysis activity.

+ Back to edit activity

Context Students' Sample Assessment Tools Rubrics Performance

Context Description

| | |
|-----------------|-----------------------|
| Course Subject: | FINA |
| Course Number: | 304 |
| Title: | International Finance |

Findings:

Finding

Minor revision is scheduled during the next semester.

Assessment Tool

Case Study

Tool: Many Multinational Enterprises (MNEs) have recently incorporated the ethical dimension in their investment and business model and Description: strategy. Ethics in MNEs is gaining ground and becoming increasingly important, and managers have to strike a delicate balance between value maximization and ethics.

Attached files: Ethics case study_English FINA 304 Spring 2022 English Blackboard.docx

Name View

Context Evaluation:

In general the context of the assessment activity is:

- Needling Improvement
- Satisfactory
- Exemplary

Rubric Description

| | |
|--------------|---|
| Code | LO3. Ethical Decision Making |
| Description | Identify ethical implications in a business situation, analyze alternatives and recommend appropriate action. |
| Rubric Scale | 4 |

View Rubric

Submit your analysis

Please, make sure that you completed all required dimensions analysis before submitting the activity to the assessment coordinator. You will not be able to change it after it is submitted.

✓ Submit your analysis

8

7

The Online Assessment System
Program: BBA, Finance

Language: English ▾ Logged in as hm18704 ▾

Home Define & Plan ▾ Measure ▾ Analyze ▾ Reports ▾ Administration ▾ Feedback & Suggestions Tutorial Videos(New) ? Help About

Activity Analysis Analyze Assessment Activities

Select a semester Spring 2022

| Program Name | Learning outcome | Context | Section | Number of students | Analysis status | Analysis Date | Instructors | Assessors | | |
|--------------|---------------------|---------------------------------|---------|--------------------|-----------------|---------------|---|---|---|----------------------|
| BBA, Finance | LO3: Ethical Issues | FINA 304: International Finance | L51 | 14 | 9 | Completed | 01-09-2022 | Nedal Ahmed Mohd Alfayumi, نجلاء محمد الغومي | Nedal Ahmed Mohd Alfayumi, نجلاء محمد الغومي | View |
| BBA, Finance | LO3: Ethical Issues | FINA 304: International Finance | L52 | 30 | In progress | - | Mohamed Mahmoud Eissa, محمد محمود عبدالعزيز عيسى | Mohamed Mahmoud Eissa, محمد محمود عبدالعزيز عيسى | Analyze | |
| BBA, Finance | LO3: Ethical Issues | FINA 304: International Finance | L02 | 9 | New | - | Mohamed Mahmoud Eissa, محمد محمود عبدالعزيز عيسى | Mohamed Mahmoud Eissa, محمد محمود عبدالعزيز عيسى | Analyze | |

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VI. Contact Details

You can contact the OAS support team on the following:

- Emails: hmbarek@qu.edu.qa ; oas.support@qu.edu.qa
- Phone: 4403 6315