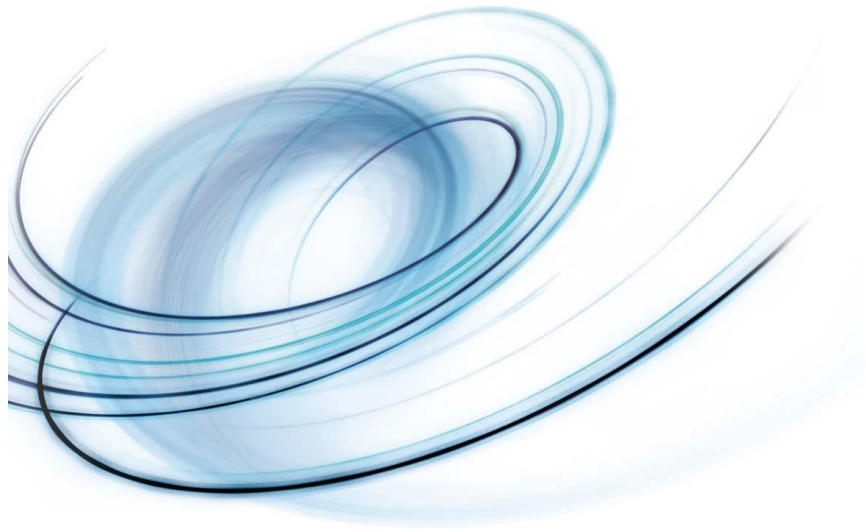




جامعة قطر
QATAR UNIVERSITY



ONLINE ASSESSMENT SYSTEM USER MANUAL V2.0

OAS - for Faculty member

Academic Planning & Quality Assurance Office

apqa@qu.edu.qa

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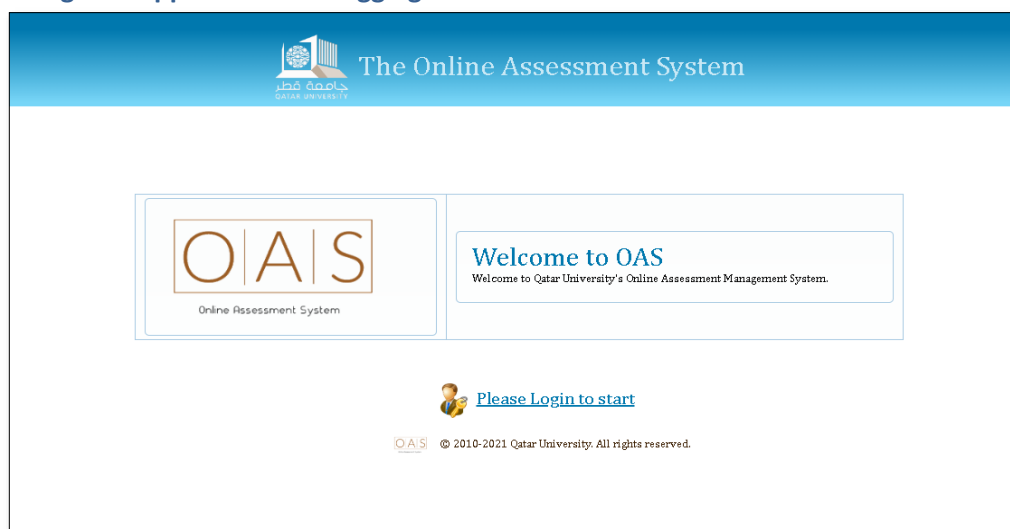
I. Introduction

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.

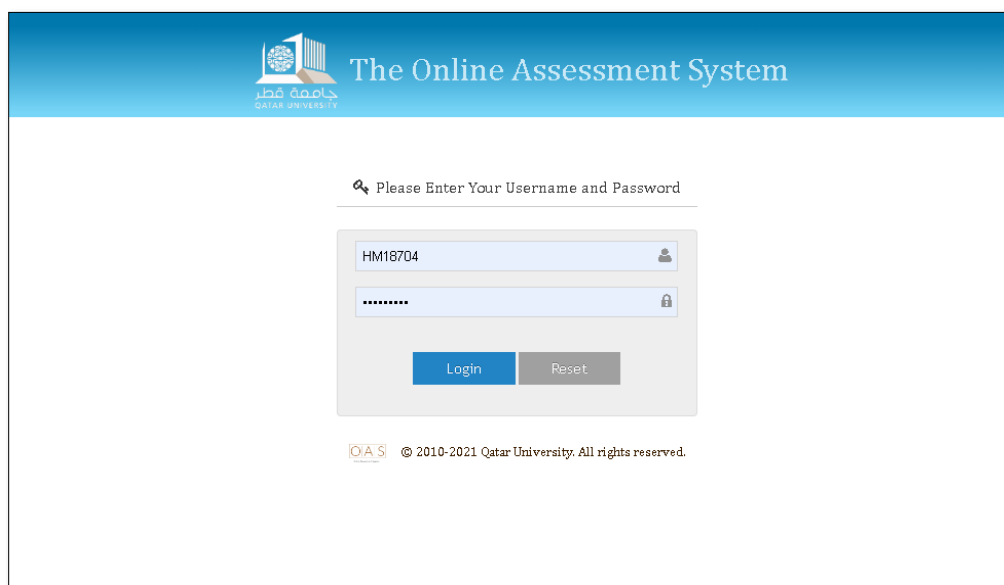
The Online Assessment System (OAS) was officially launched in 2011. It is currently used by all colleges and academic programs across Qatar University.

2. Starting OAS application and logging in



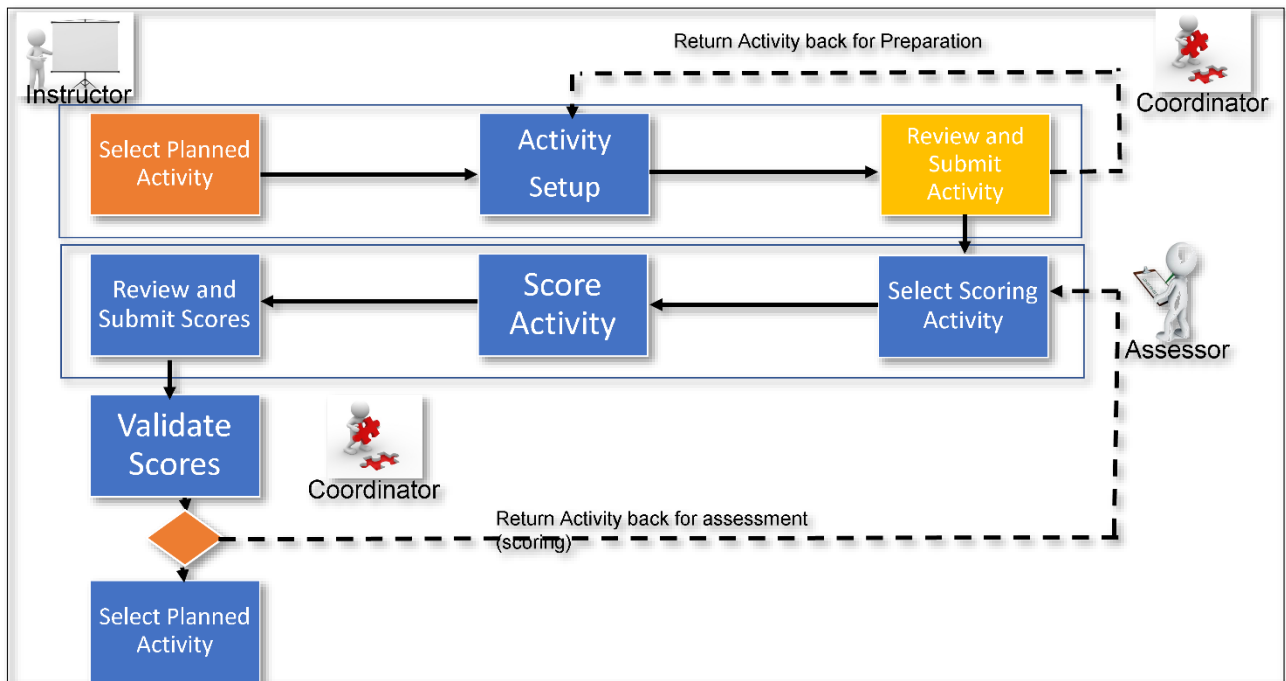
The Online Assessment System is a web-based application that can be accessed on & off campus on the following link:

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

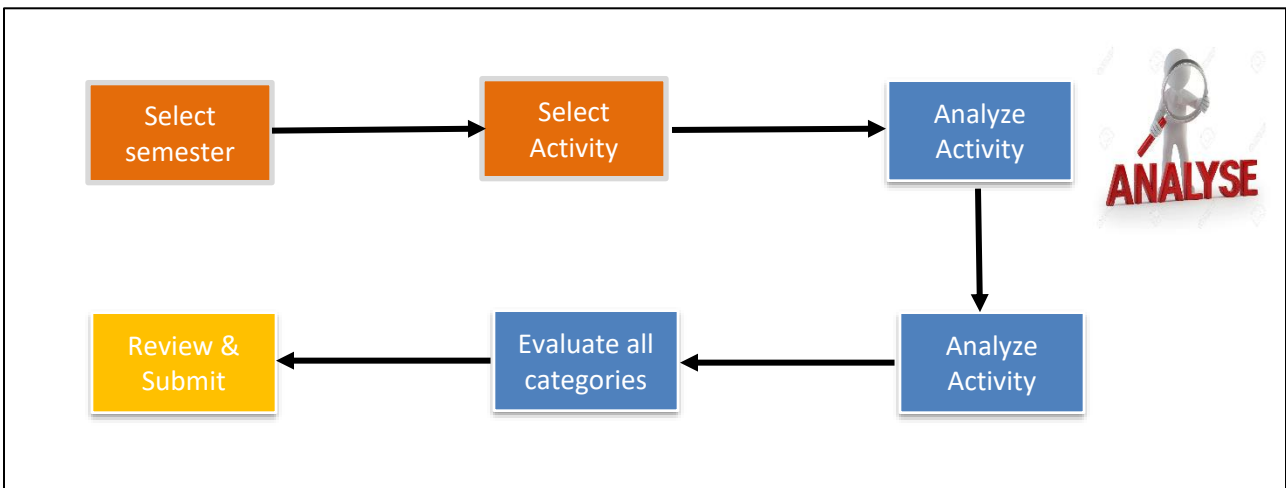


3. OAS Assessment Flowcharts

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.

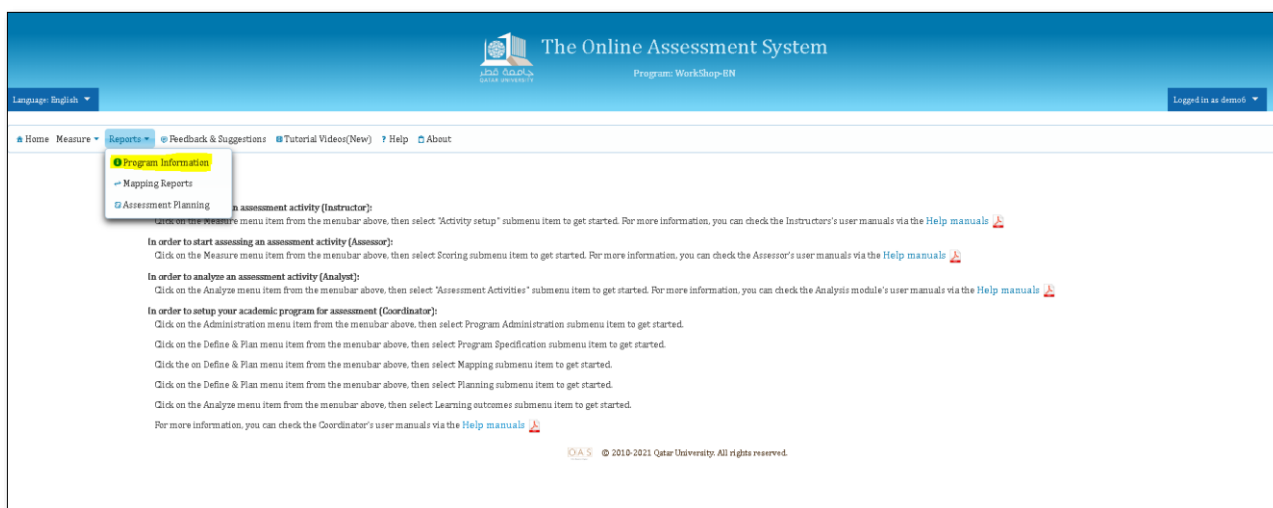
Some other general features are offered for faculty members, such as:

- 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.

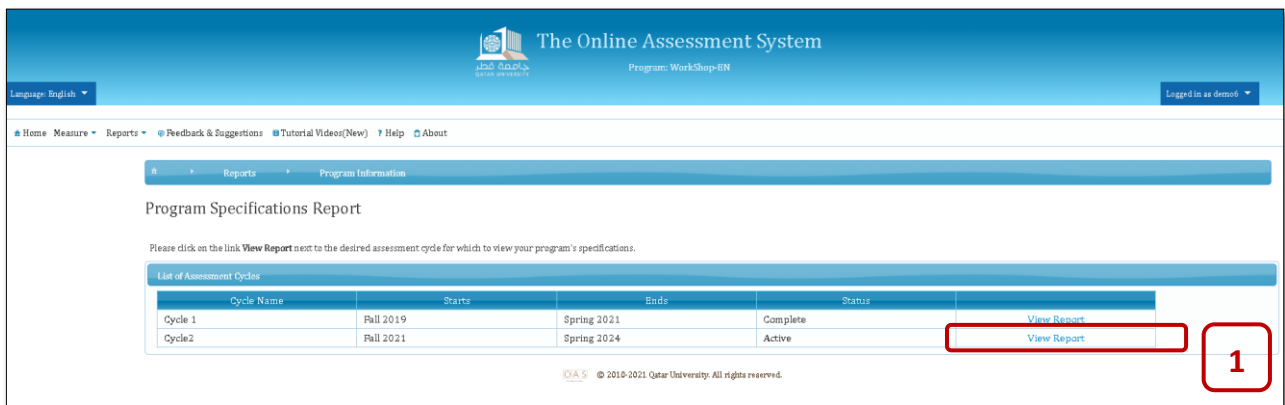
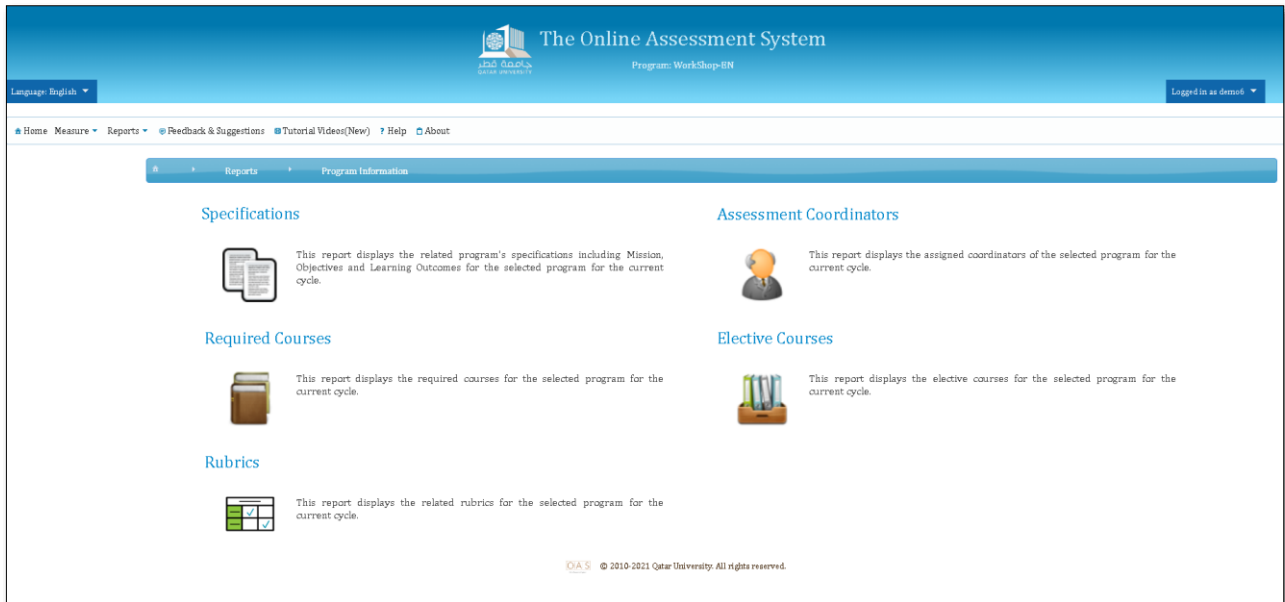
1. Accessing faculty member Functionalities: Reporting menu

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



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.



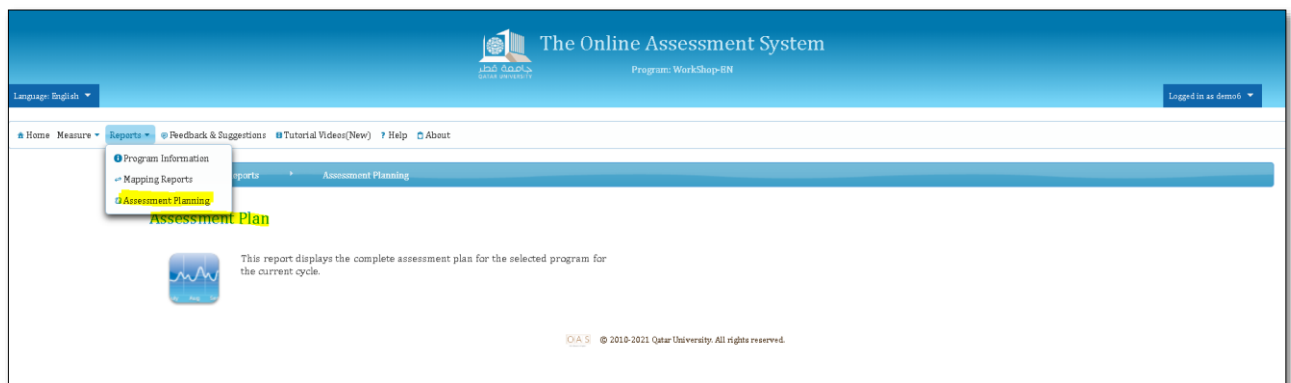
1- Click on “**View Report**” link next to the assessment cycle, to consult the program information. This valid for all reports.

- From the menu bar, go to Reports > Mapping Reports



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 Form' interface. At the top, there is a navigation bar with 'Home', 'Measure', 'Reports', 'Feedback & Suggestions', 'Tutorial Videos(New)', 'Help', and 'About'. The main heading is 'Welcome to Feedback & Suggestions Form'. Below this, a thank-you message is displayed. The form fields are: 'Feedback Category' (a dropdown menu with a red box and '1' next to it), 'Feedback Message' (a large text area with a red box and '2' next to it), 'Browse to upload a supporting file (Optional):' (a button labeled '+ Browse' with a red box and '3' next to it), and a 'Submit' button (a red box with '4' next to it).

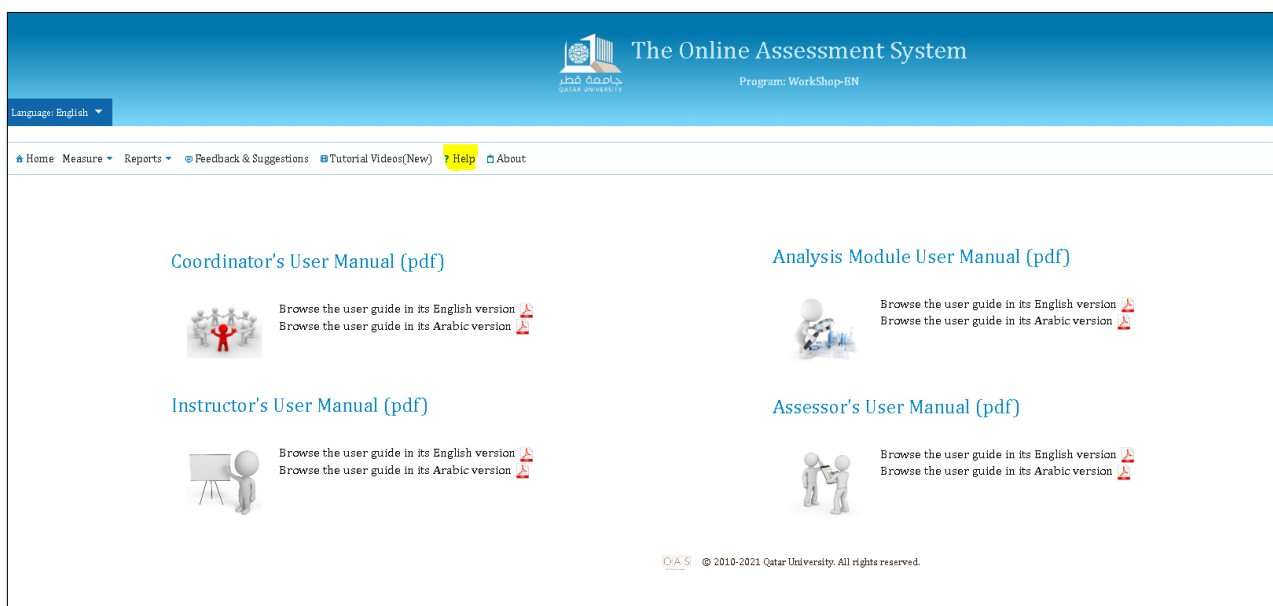
- 1- The instructor needs to select his feedback category from the dropdown list (Technical support, improvement suggestion, OAS issue, ...).
- 2- “Feedback message” is a required field. The instructor explains the purpose of his feedback or suggestion.
- 3- For more explanation, the instructor can upload 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 displays the OAS interface. At the top, the header includes the university logo and the text 'The Online Assessment System' and 'Program: WorkShop-BN'. Below the header is a navigation menu with 'Tutorial Videos(New)' highlighted. A language dropdown is set to 'English'. The main content area features two video sections. The first section, 'فيديوهات المدربين والمقيّم' (Instructor and Assessor Videos), has a 'Microsoft Stream' link and a red box labeled '2'. Below it are five video thumbnails, with the first one circled in red and labeled '1'. The second section, 'فيديوهات المنسّق' (Coordinator Videos), also has a 'Microsoft Stream' link labeled '2'.

- 1- 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.
- 2- 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”



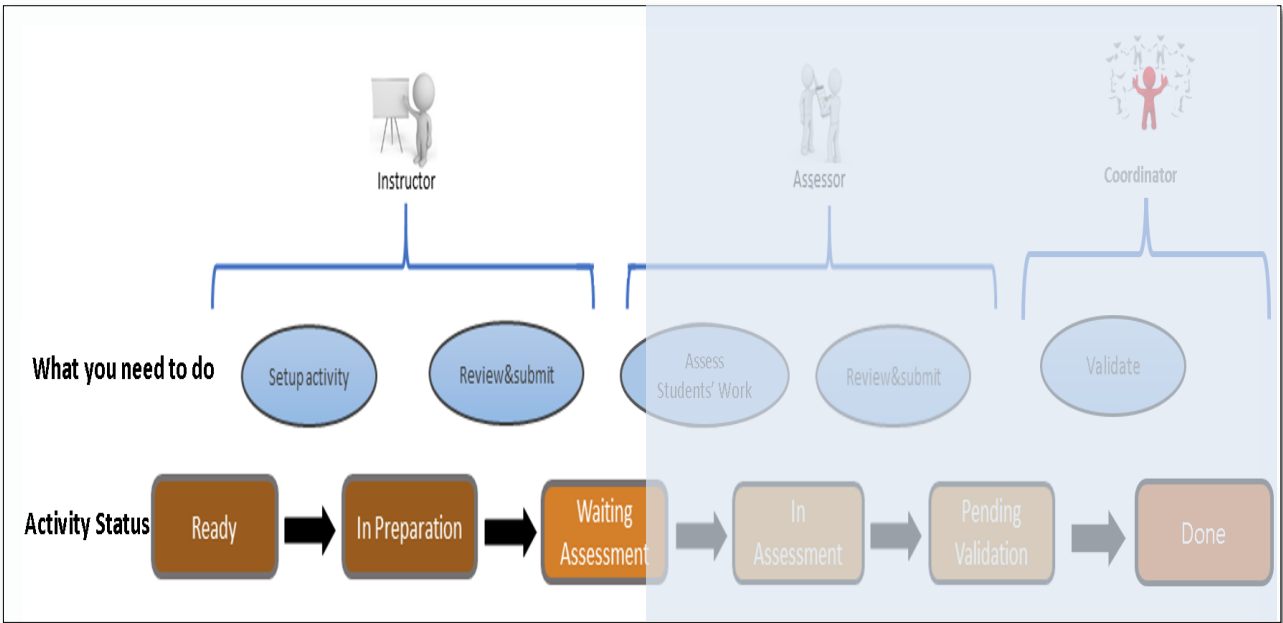
OAS user can download the User Manuals for different OAS roles in both English and Arabic language in pdf format, by clicking on the associated link.

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

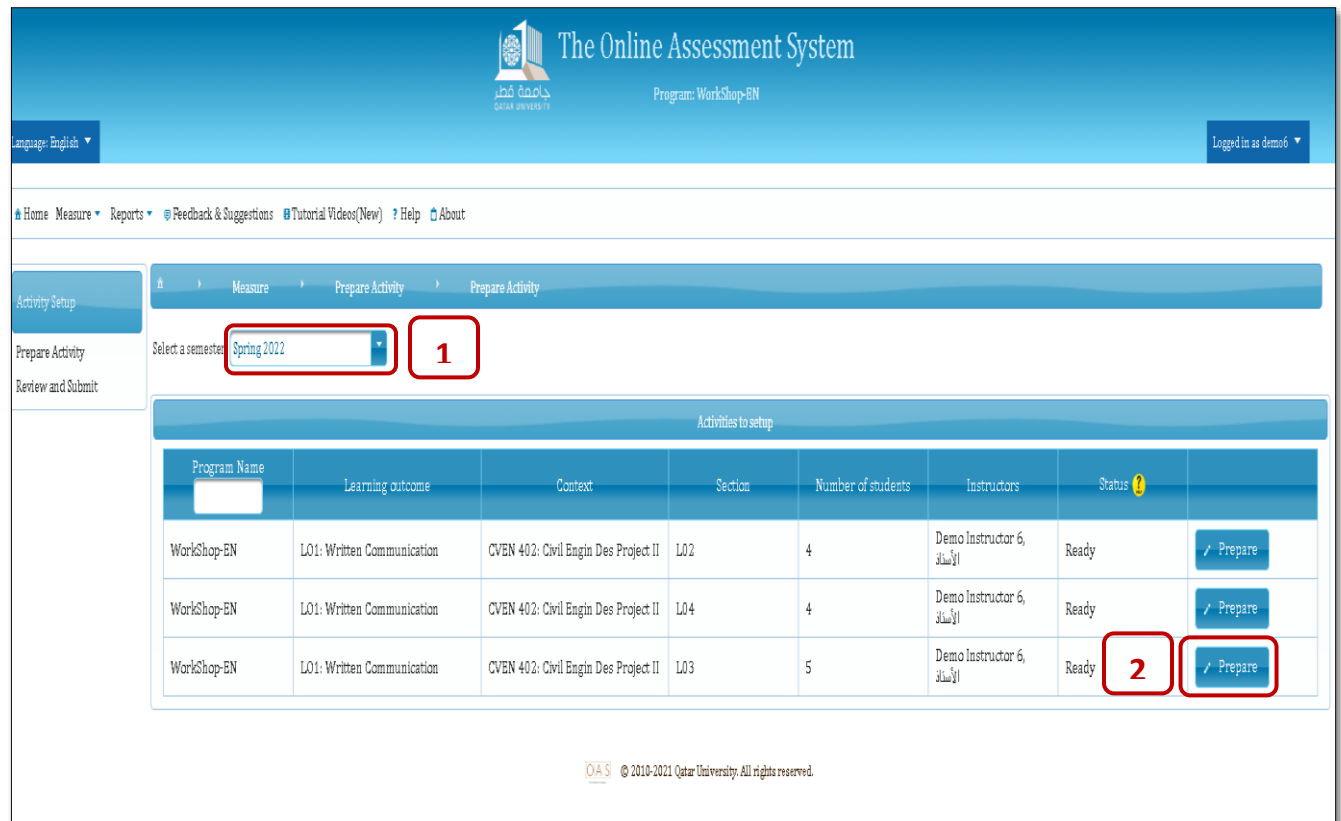
- Log into the OAS system as shown above. The instructor will be redirect to the “Home” page.
- From the menu bar under “Measure”, click on the menu item “Activity Setup”.

The screenshot shows the OAS interface. The header includes the logo of Qatar University and the text 'The Online Assessment System' and 'Program: WorkShop-BN'. The main menu has 'Home', 'Measure', 'Reports', 'Feedback & Suggestions', 'Tutorial Videos(New)', 'Help', and 'About'. The 'Measure' dropdown menu is open, showing 'Activity Setup' and 'Scoring'. Below the menu, there are instructions for different roles:

- 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](#).
- 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](#).
- 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](#).
- 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](#).

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The Online Assessment System
Program: WorkShop-EN

Language: English | Logged in as demo6

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

Activity Setup
Prepare Activity
Review and Submit

Select a semester: Spring 2022

Activities to setup

| Program Name | Learning outcome | Context | Section | Number of students | Instructors | Status | |
|--------------|----------------------------|--------------------------------------|---------|--------------------|-----------------------------|--------|---------|
| WorkShop-EN | LO1: Written Communication | CVEN 402: Civil Engin Des Project II | L02 | 4 | Demo Instructor 6, الأستاذة | Ready | Prepare |
| WorkShop-EN | LO1: Written Communication | CVEN 402: Civil Engin Des Project II | L04 | 4 | Demo Instructor 6, الأستاذة | Ready | Prepare |
| WorkShop-EN | LO1: Written Communication | CVEN 402: Civil Engin Des Project II | L03 | 5 | Demo Instructor 6, الأستاذة | Ready | Prepare |

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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

Language: English | Logged in as demo6

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

Activity Setup
Prepare Activity
Review and Submit

Measure Prepare Activity Setup Activity



The selected activity

LO1: Written Communication: Demonstrate the ability to effectively write on a business subject in a professional manner

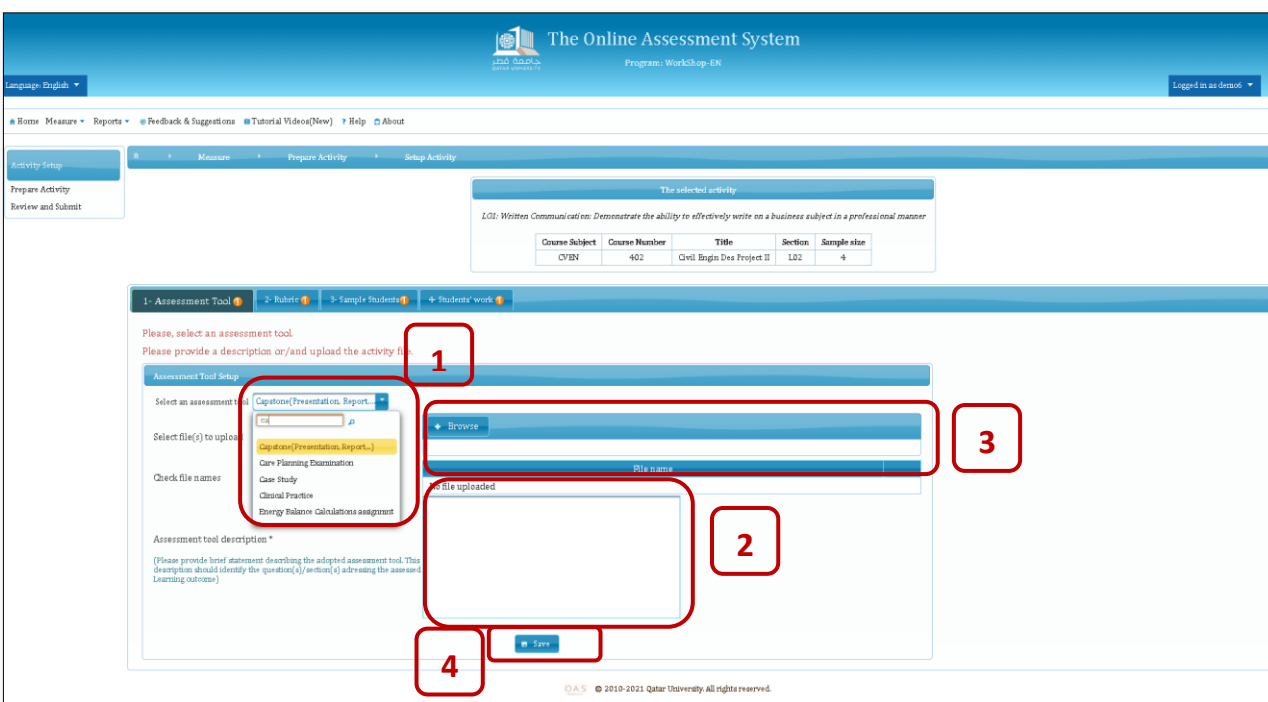
| Course Subject | Course Number | Title | Section | Sample size |
|----------------|---------------|----------------------------|---------|-------------|
| CVEN | 402 | Civil Engin Des Project II | L02 | 4 |

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.



The screenshot shows the 'Assessment Tool' setup page in the OAS. The page has a blue header with the university logo and navigation links. Below the header, there's a table of assessment activities. The main content area is titled 'Assessment Tool Setup' and contains several sections: 'Please, select an assessment tool', 'Please provide a description or/and upload the activity file', 'Assessment Tool Setup', 'Select an assessment tool', 'Select file(s) to upload', 'Check file names', and 'Assessment tool description'. Red boxes and numbers 1-4 highlight the following steps: 1. Selecting an assessment tool from a dropdown menu. 2. Providing a description of the assessment activity in a text area. 3. Uploading a file using the 'Browse' button. 4. Clicking the 'Save' button to confirm changes.

- 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:

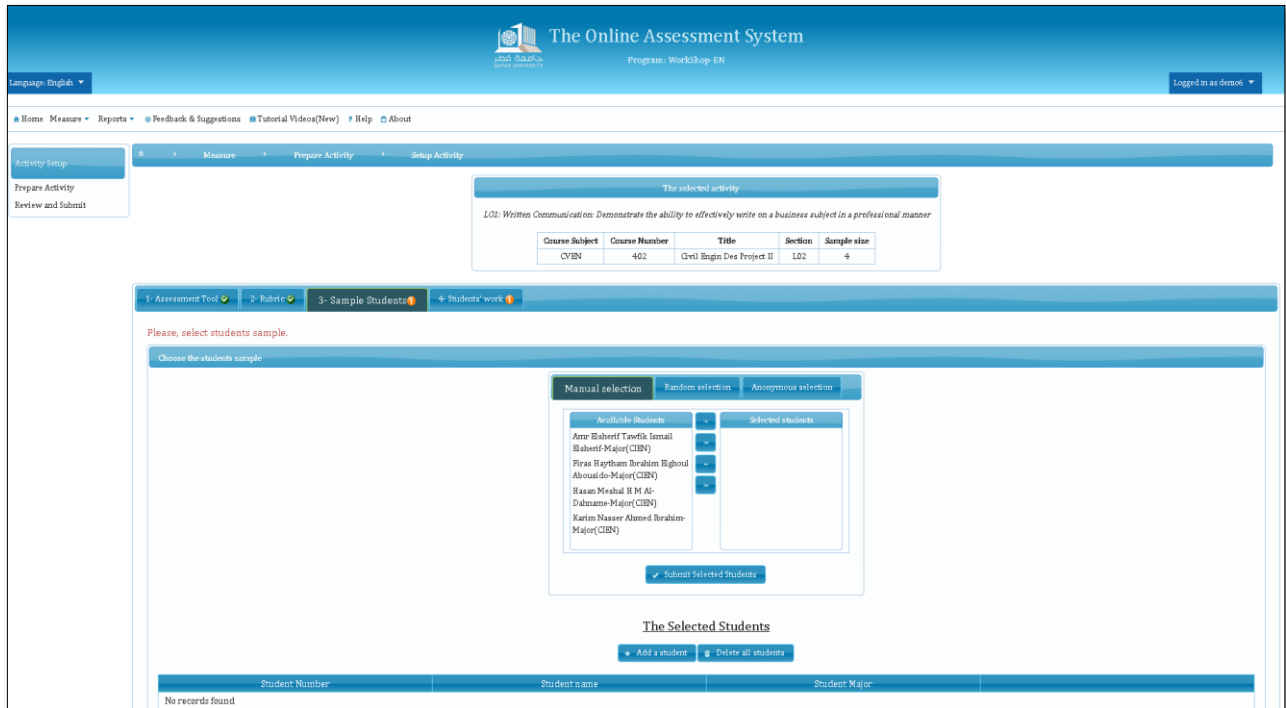
The screenshot shows the OAS interface for selecting a rubric. The page title is "The Online Assessment System" and the program is "Workshop-EN". The selected activity is "LO1: Written Communication: Demonstrate the ability to effectively write on a business subject in a professional manner". The interface shows a progress bar with 4 steps: 1- Assessment Tool, 2- Rubric, 3- Sample Students, and 4- Students' work. The "2- Rubric" step is active. A message says "Please, specify the rubric to be used." Below this is a form with a dropdown menu labeled "Select a Rubric", a "View" button, and a "Save" button. Red boxes and numbers 1, 2, and 3 highlight the dropdown, the View button, and the Save button respectively.

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

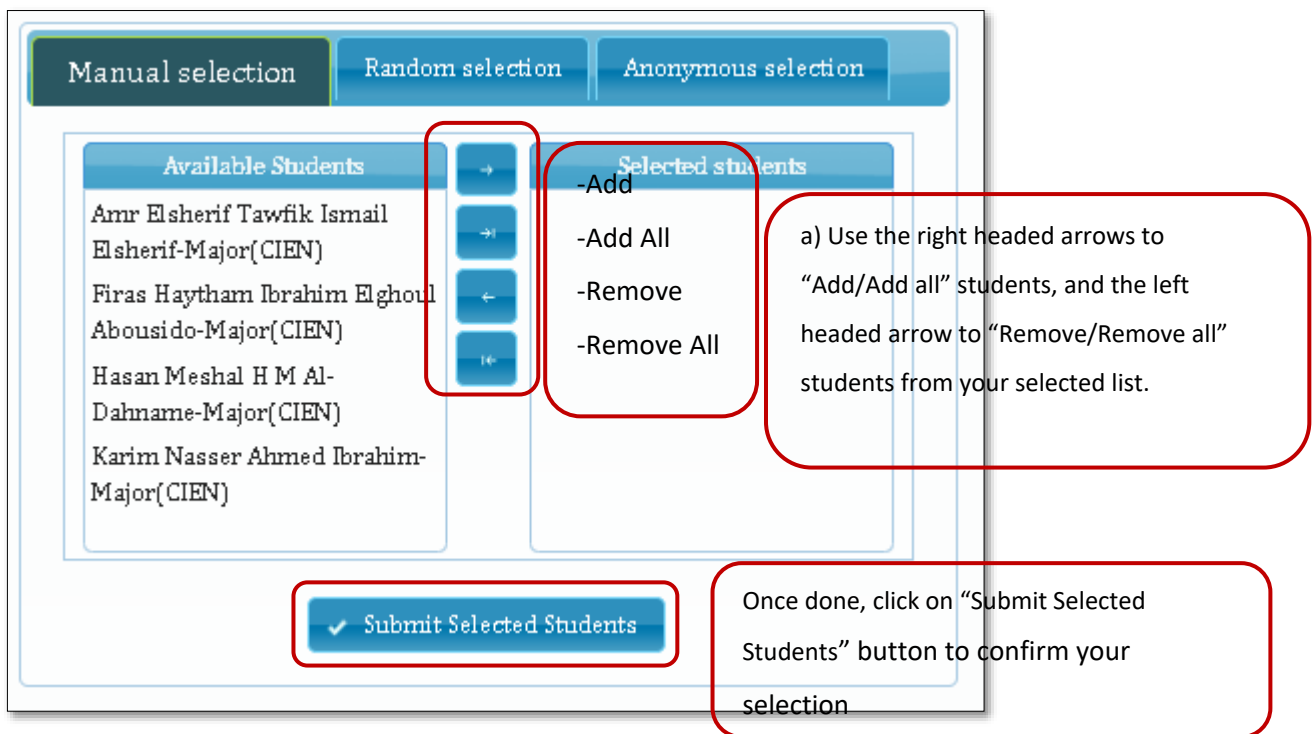
The screenshot shows the OAS interface for viewing the details of the selected rubric. The page title is "The Online Assessment System" and the program is "Workshop-EN". The selected activity is "LO1: Written Communication: Demonstrate the ability to effectively write on a business subject in a professional manner". The interface shows a progress bar with 4 steps: 1- Assessment Tool, 2- Rubric, 3- Sample Students, and 4- Students' work. The "2- Rubric" step is active. A message says "Please select from the list below the rubric to be used in the assessment." Below this is a form with a dropdown menu labeled "Select a Rubric" showing "LO1-Rubric", a "View" button, and "Save" and "Close" buttons. The selected rubric details are shown in a table below.

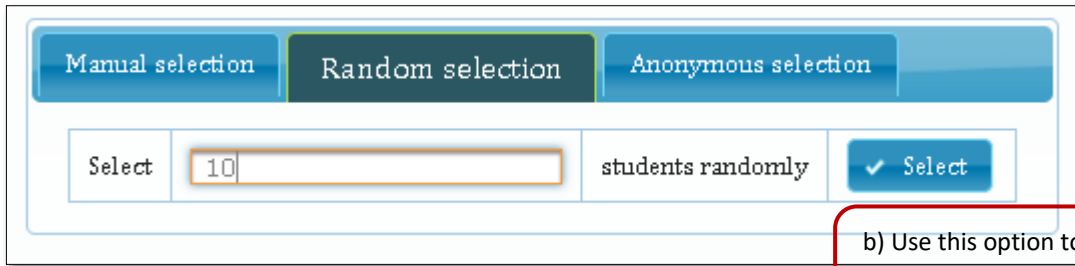
| Code | LO1-Rubric | | | |
|---|---|---|--|---|
| Description | Demonstrate the ability to effectively write on a business subject in a professional manner | | | |
| Rubric Scale | 4 | | | |
| Criterion | 1 Does Not Meet Expectations | 2 Needs Improvement | 3 Meets Expectations | 4 Exceeds Expectations |
| 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% | 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. |
| Documents/References 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 order to select the sample of students whose work is to be assessed, click on “Sample Students” tab to access the page shown below:

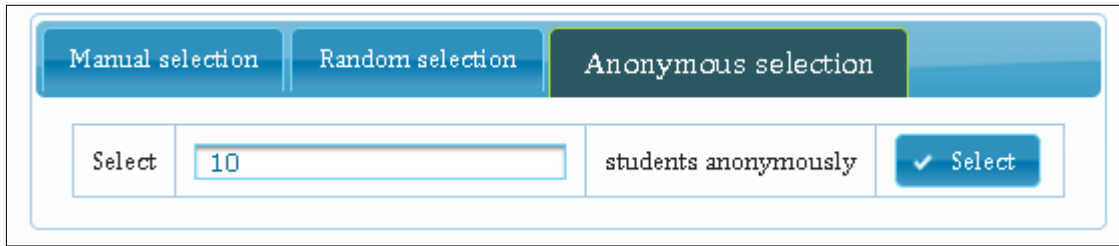


- You can either select the sample of students from (a) a list, (b) randomly, or (c) anonymously as shown in the figures below:



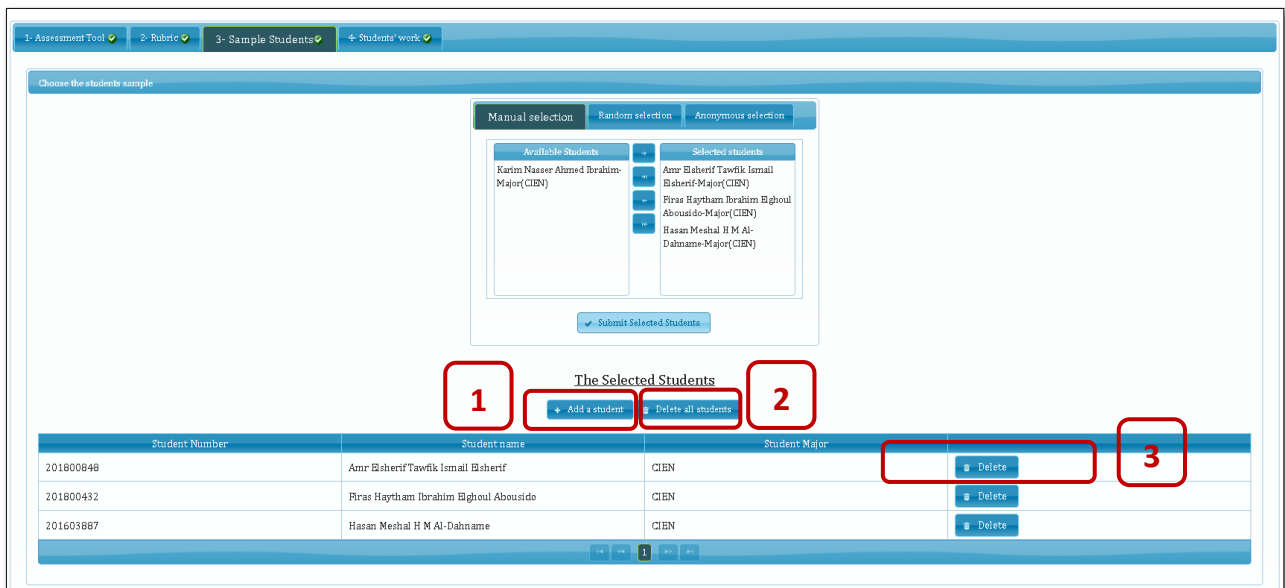


b) Use this option to add a specified number of students randomly.



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:



- 1- Use this option to add student(s) from a popup window that displays a list of remaining unselected students. (Please see the screenshot below).
- 2- 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.

| Student Number | Student name | Student Major | Add |
|----------------|--------------------------------------|---------------|-------|
| 201800432 | Piras Haytham Ibrahim Eghoul Abouido | CEN | + Add |
| 201603887 | Hasan Meshal H M Al-Dahmane | CEN | + Add |
| 201704320 | Karim Nasser Ahmed Ibrahim | CEN | + Add |

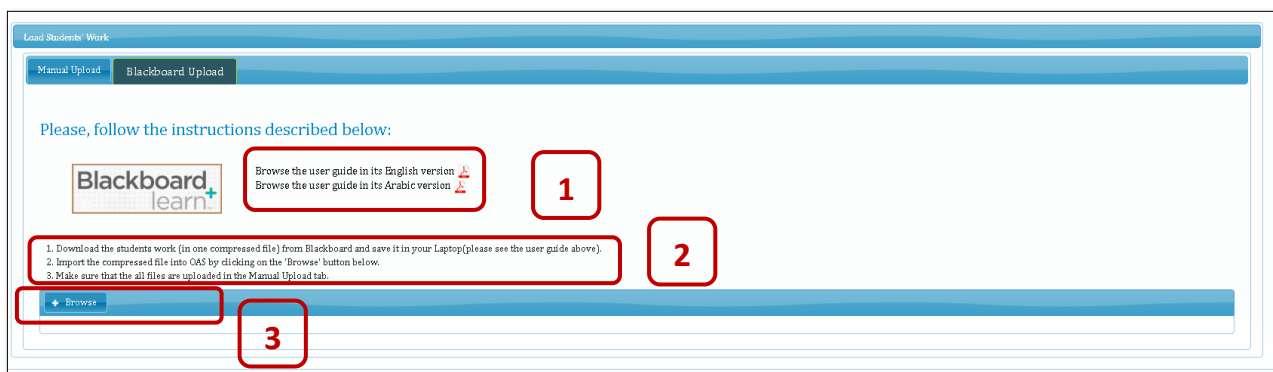
1- Click on “Add” button next to a specified student name to add him/her to the list of selected students.

- 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”.

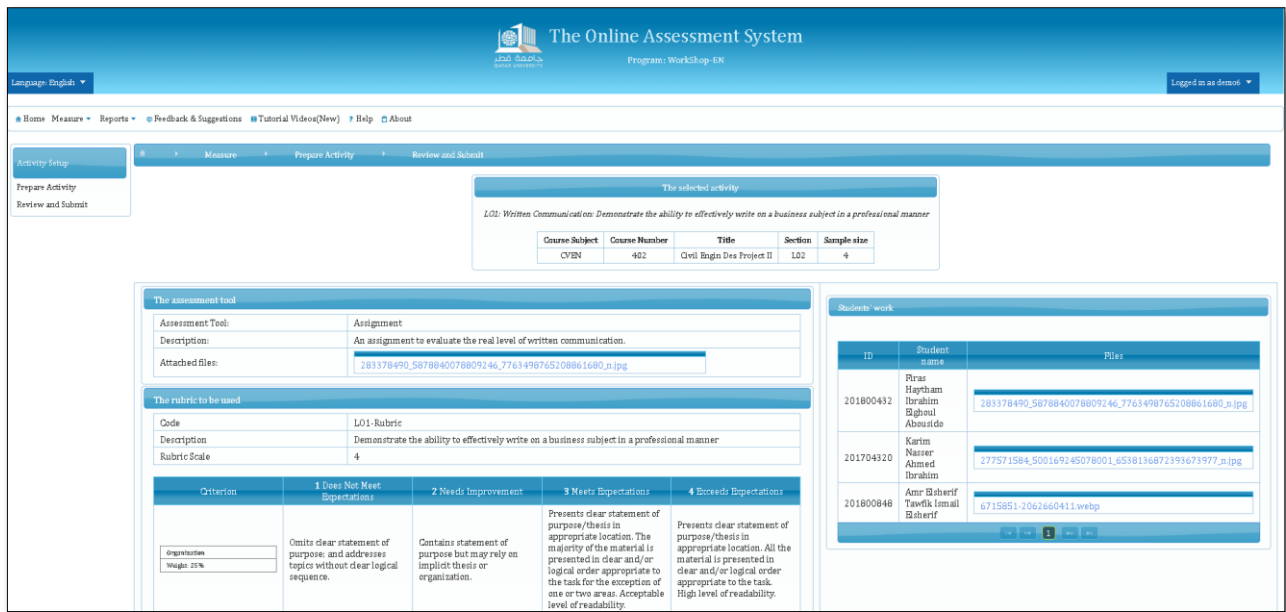
After uploading all students' work, to finish the activity setup, please click Review and Submit.

| ID # | Name # | Student's files |
|-----------|--------------------------------------|-----------------|
| 201800432 | Piras Haytham Ibrahim Eghoul Abouido | + Browse |
| 201704320 | Karim Nasser Ahmed Ibrahim | + Browse |
| 201800848 | Amr Elsherif Tawfik Imail Elsherif | + Browse |

- 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.



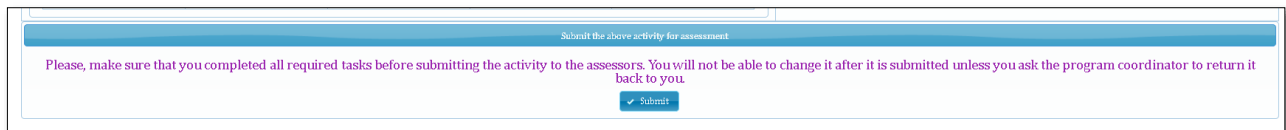
- 1- The integration with Blackboard system is detailed in the user guide, downloadable in pdf format (English and Arabic versions are available).
 - 2- Three steps to upload in batch the students’ work are described in this paragraph.
 - 3- In the **“Blackboard Upload”** tab, click on **“Browse”** button 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:



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

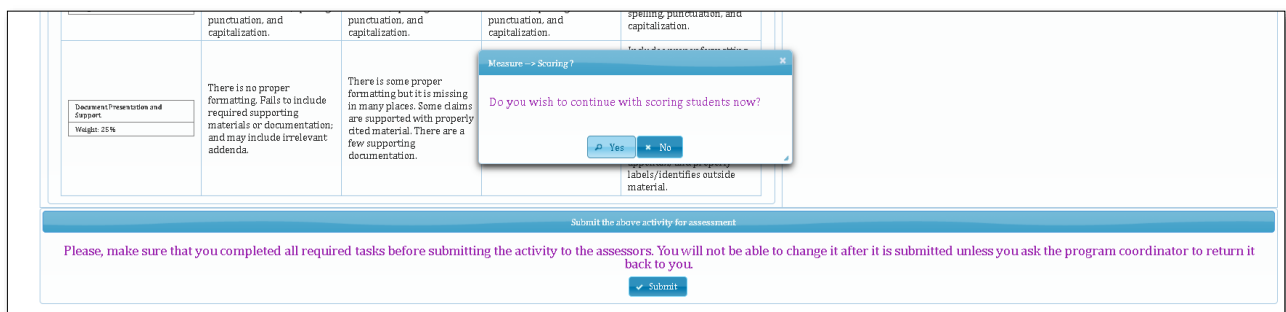
- The selected assessment tool,
- The rubric to be used in assessing (scoring) student work,
- The selected sample of students with their uploaded work.

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:



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:



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.

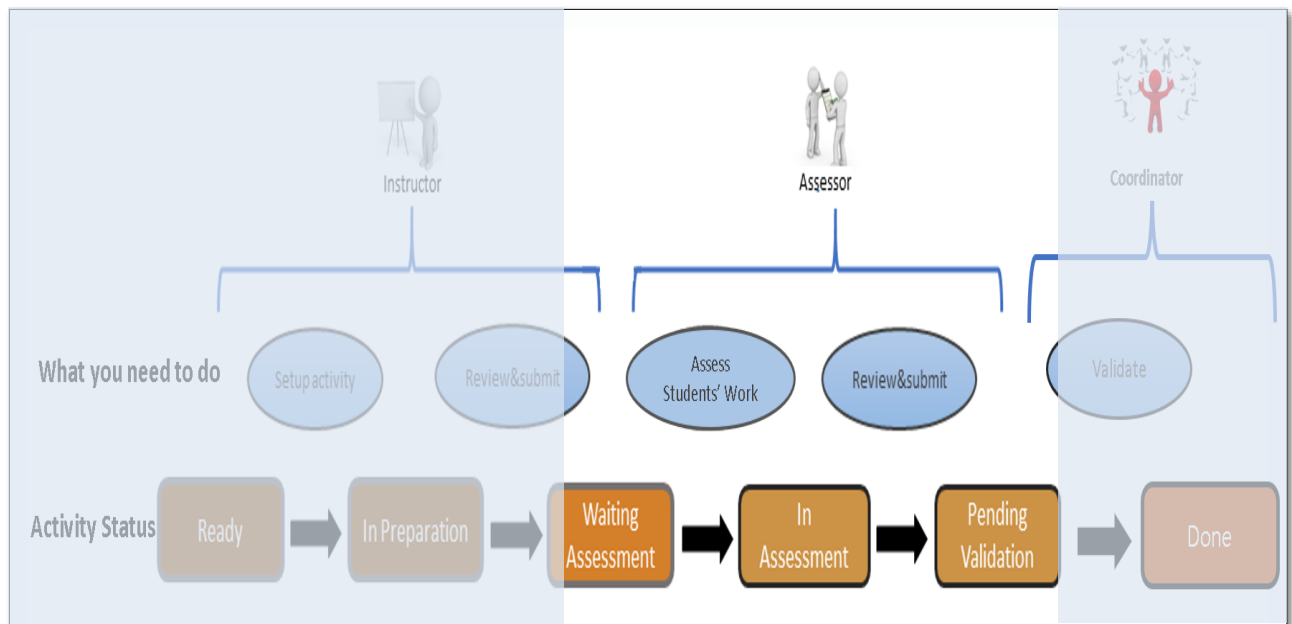
If needed, the OAS coordinator may return back the assessment activity to the preparation phase in order to apply your changes.

IV. Assessor’s Functionalities

1. Functionalities overview

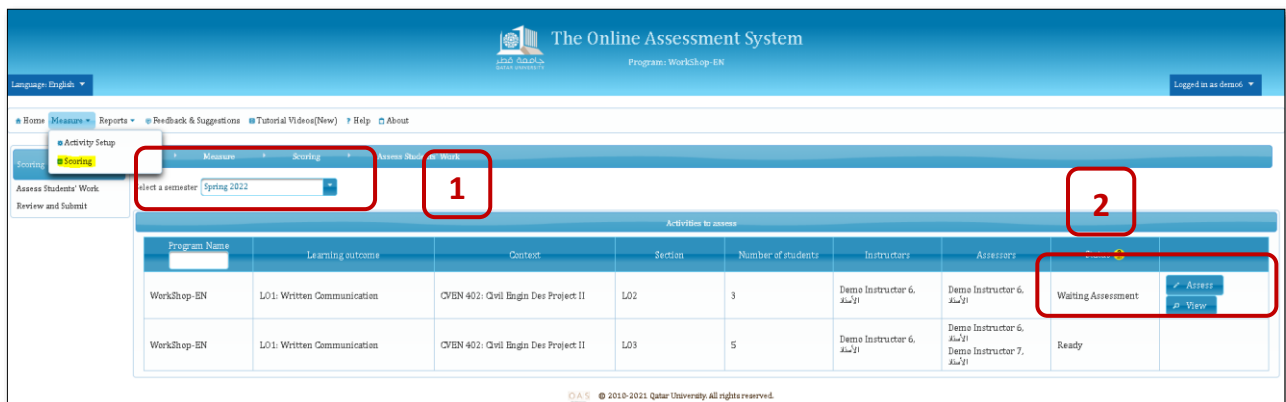
An assessor is ought to:

- 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”.



- 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.

The screenshot displays the 'The selected student' scoring page. At the top, there are navigation buttons for 'previous' and 'next', with a '1' highlighting the 'next' button. Below this, a box labeled '2' contains the student's name 'Firas Haythem Ibrahim Elghod Aboussida' and student number '201800422'. A 'Student's file' link is also present. The main area is a table with five columns: 'Does Not Meet Expectations', 'Needs Improvement', 'Meets Expectations', 'Exceeds Expectations', and 'Dimension Score'. The 'Dimension Score' column shows star ratings (1-5) and a '3' in a box labeled '3'. To the right, a summary box labeled '4' shows 'Average score: 3.25' and 'Rounded score: 3'. At the bottom right, a 'Save & Next' button is highlighted with a box labeled '5'.

- 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.jpg

The rubric to be used

Code: L01-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 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. 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. |
| Documents/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 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 analyze results

| ID # | Student name # | Score | File |
|-----------|--|-------|--|
| 201800432 | Firas Raytham Ibrahim Elghoul Abouaido | 3 | 283378490_5878840078809246_7763498765208861680_n.jpg |
| 201704920 | Karim Nasser Ahmed Ibrahim | 3 | 377571584_500149245079001_6538136872393673977_n.jpg |
| 201800940 | Amr Baherif Fawik Ismail Baherif | 1 | 7193950_3063960411_wmpg |

Score summary:

| NB Students scoring | NB Students scoring | NB Students scoring | NB Students scoring |
|---------------------|---------------------|---------------------|---------------------|
| 1 | 2 | 3 | 4 |
| 1 | 0 | 2 | 0 |

Detailed scores summary:

| Criterion | NB Students scoring | NB Students scoring | NB Students scoring | NB Students scoring |
|---|---------------------|---------------------|---------------------|---------------------|
| Organization Weight 25% | 1 | 2 | 1 | 0 |
| Structure Weight 25% | 1 | 0 | 1 | 1 |
| Mechanics Weight 25% | 1 | 0 | 2 | 0 |
| Documents/Presentation and Support Weight 25% | 1 | 0 | 1 | 1 |

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

Save & Submit Later Submit

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

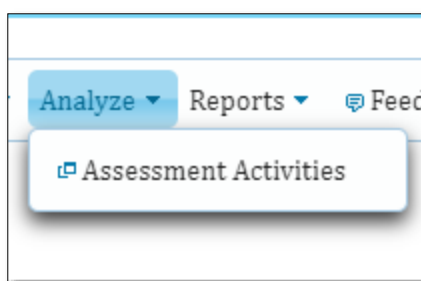
students before clicking the “Submit” button. OAS does not allow the scores to be submitted if at least one student is not given a valid score.

- 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).

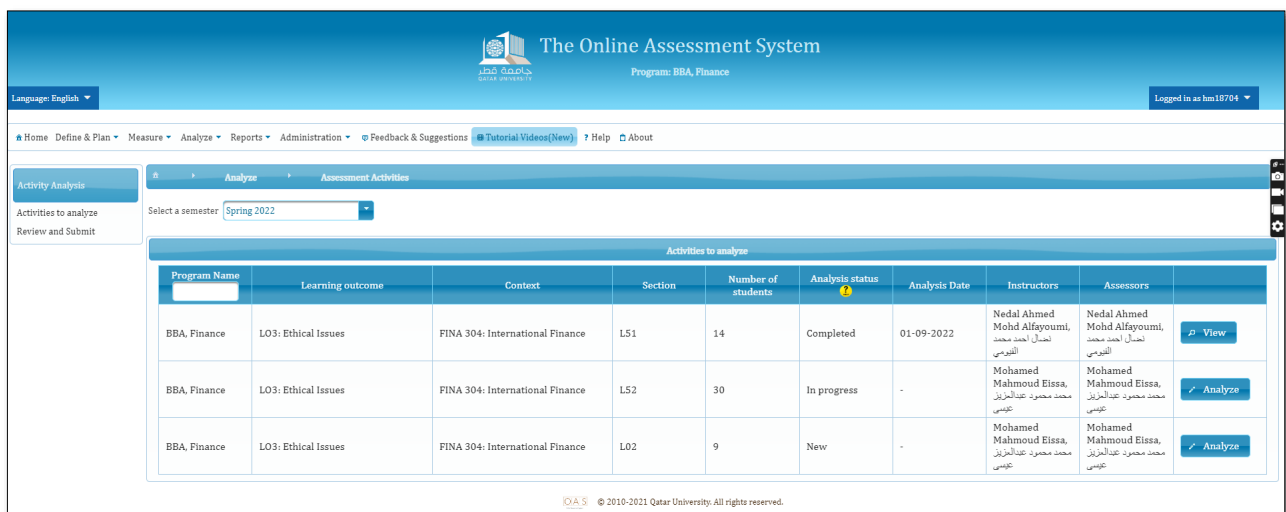
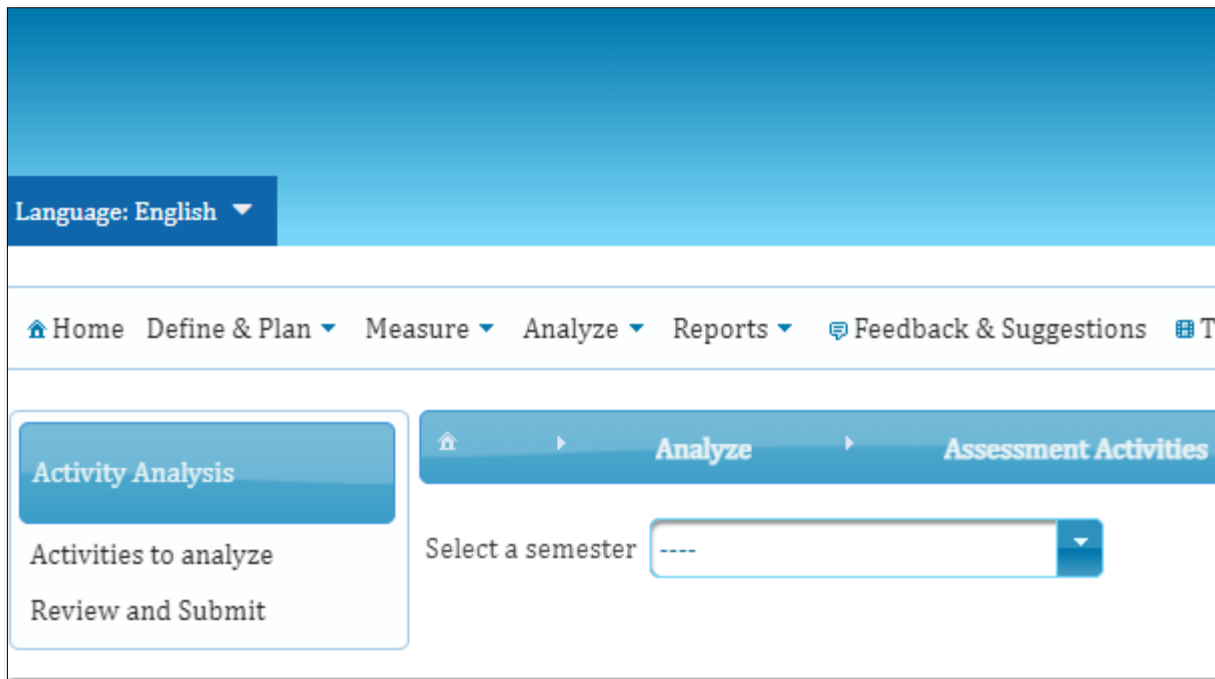



By default, every faculty member has access to the sub-menu (Assessment activities) for eventually activities assignment for analysis.

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.



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, it says 'The Online Assessment System' and 'Program: BBA, Finance'. There is a language dropdown set to 'English' and a user login 'Logged in as hm18704'. The main content area has a navigation menu with 'Home', 'Define & Plan', 'Measure', and 'Analyze'. Under 'Analyze', there are options for 'Activity Analysis', 'Activities to analyze', and 'Review and Submit'. A central pop-up window titled 'Analysis Activity Status Flowchart' shows a flowchart with four stages: 'New', 'In Progress', 'Done', and 'Completed'. Above these stages are three circular icons labeled 'Analyze', 'Evaluate & Assess', and 'Review & Save'. Below the flowchart, there are buttons for 'New', 'In Progress', 'Done', and 'Completed'. The background table lists analysis activities for 'BBA, Finance' with columns for 'Number of students', 'Analysis status', 'Analysis Date', 'Instructors', and 'Assessors'. The table contains three rows of data, with the first row showing 'Completed' status and the last row showing 'New' status. At the bottom, there is a copyright notice: 'OAS © 2010-2021 Qatar University. All rights reserved.'

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
Students' Sample
Assessment Tools
Rubrics
Performance

Context Description

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

Assessment Tool

Assessment Tool: Case Study

Description: 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.

| 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 |

Assessment Tool

2

Assessment Tool: Case Study

Description: 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

3

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

4

Context Evaluation:

In general the context of the assessment activity is:

- Needing Improvement
- Satisfactory
- Exemplary

[Save](#)

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

Assessment Tool: Case Study

Description: Many Multinational Enterprises (MNE) investment and business model and structure are important, and managers have to strike a balance between the two.

Attached files:

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

Rubric Description

| | |
|--------------|---|
| Code | LO3: Ethical D |
| Description | Identify ethica recommend appropriate action. |
| Rubric Scale | 4 |

[View Rubric](#)

Add or Update Finding

Minor revision is scheduled during the next semester.

[Update](#) [Cancel](#)

4

Context of the assessment activity is:

- Needing Improvement
- Satisfactory
- Exemplary

[Save](#)

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: L03: Ethical Issues

Learning Outcomes Statements

- L03: Ethical Issues:** Identify ethical implications in a business situation, analyze alternatives and recommend an appropriate action

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

Students' Sample

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

Students' Sample per Major and Gender

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

(1 of 1) ← → 1 → →

Findings:

+ Add finding

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

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-Maadead | 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:

- Needing 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: L03: Ethical Issues

Learning Outcomes Statements

- L03: 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 2

Assessment Tool

Assessment Tool: Case Study

Description: 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 |

Findings:

[+ Add finding](#)

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

Rubric Description

| | |
|--------------|---|
| Code | L03. Ethical Decision Making |
| Description | Identify ethical implications in a business situation, analyze alternatives and recommend appropriate action. |
| Rubric Scale | 4 |

[View Rubric](#)

Assessment Tool Evaluation:

In general the assessment tool of the assessment activity is:

Needing 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: L03: Ethical Issues
-

Learning Outcomes Statements

- L03: Ethical Issues:** Identify ethical implications in a business situation, analyze alternatives and recommend an appropriate action

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

Rubric Description

| | |
|--------------|---|
| Code | L03. 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 | |

Rubric Evaluation:

In general the rubric of the assessment activity is:

Needing 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: L03: Ethical Issues

Learning Outcomes Statements

- L03: 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 🔍 Findings:

| Rubric | Number of Students Scoring 1 | Number of Students Scoring 2 | Number of Students Scoring 3 | Number of Students Scoring 4 |
|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|
| L03. Ethical Decision Making | 0 | 3 | 21 | 6 |

+ Add finding

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

Rubric Dimensions

| Dimension (Weight) | Mohamed Mahmoud Eissa, 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:

● Needing Improvement

● Satisfactory

● Exemplary

Save

Analysis Context Description Title: L03: Ethical Issues

Learning Outcomes Statements

- L03: 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.

+ Review and Submit Analysis Activity

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 |
|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|
| L03. Ethical Decision Making | 0 | 3 | 21 | 6 |

Rubric Dimensions

| Dimension (Weight) | Mohamed Mahmoud Eissa, 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 |

Findings:

+ Add finding

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

Performance Evaluation:

In general the performance of the assessment activity is:

● Needing Improvement
● Satisfactory
● Exemplary

Save

This is the last axe 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](#)

8

Context
Students' Sample
Assessment Tools
Rubrics
Performance

Context Description

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

Assessment Tool

Assessment 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:

| 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:

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

Context Evaluation:

In general the context of the assessment activity is:


- Needing Improvement
- Satisfactory
- Exemplary

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](#)

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

Activities to analyze

Review and Submit

Analyze > Assessment Activities

Select a semester: Spring 2022

Activities to analyze

| Program Name | Learning outcome | Context | Section | Number of students | Analysis status | Analysis Date | Instructors | Assessors | |
|--------------|---------------------|---------------------------------|---------|--------------------|-----------------|---------------|---|---|-------------------------|
| BBA, Finance | L03: Ethical Issues | FINA 304: International Finance | L51 | 9 | Completed | 01-09-2022 | Nedal Ahmed Mohd Alfayoumi, نضال أحمد محمد النوي | Nedal Ahmed Mohd Alfayoumi, نضال أحمد محمد النوي | View |
| BBA, Finance | L03: Ethical Issues | FINA 304: International Finance | L52 | 30 | In progress | - | Mohamed Mahmoud Eissa, محمد محمود عبدالمزیز عيسى | Mohamed Mahmoud Eissa, محمد محمود عبدالمزیز عيسى | Analyze |
| BBA, Finance | L03: Ethical Issues | FINA 304: International Finance | L02 | 9 | New | - | Mohamed Mahmoud Eissa, محمد محمود عبدالمزیز عيسى | Mohamed Mahmoud Eissa, محمد محمود عبدالمزیز عيسى | Analyze |

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