

IRQA NEWSLETTER

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15th of MAY 2025



Preface

The Institutional Research and Quality Assurance (IRQA) Office is pleased to share key academic quality activities undertaken at the end of Spring 2025. This issue highlights the active engagement of faculty and academic leaders in ensuring continuous improvement in teaching and learning through rigorous analysis of course learning outcomes, systematic auditing of course documentation, and data-informed assessment of program performance.

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IRQA Facilitates Focus Group Discussion among Students

The Department of Student Affairs recently held a focus group session with students to gather feedback on academic and student services. IRQA supported the activity by facilitating the discussion. The session aimed to identify strengths, address challenges, and explore improvement opportunities. Student input will be used to support future planning and decision-making as part of the department's commitment to continuous improvement and student engagement.

- The session was marked by active student engagement, reflecting their awareness and willingness to contribute to institutional development. The outcomes of the session will be incorporated into internal analysis and evaluation reports to guide future decisions in a student-centered manner.
- This initiative is part of a broader strategy by the department to promote stakeholder involvement in continuous quality improvement processes.



Faculty-Led Analysis of Course Learning Outcomes: Spring 2025 Review

At the end of the Spring 2025 semester, all academic staff of the academic departments took time to review and analyze Course Learning Outcomes (CLOs) achievement. The Learning Outcome Tracker (LOT) Dashboard provided the faculty with aggregated data to examine the collective achievement of CLOs by the students in the course.

This initiative is part of MCBS's commitment to academic quality and continuous improvement. Faculty evaluated how well students achieved the expected learning outcomes, based on performance data from different course sections.

Each instructor submitted a Course Review Report, highlighting successes and areas for improvement. Departments then reviewed the reports to identify common trends and develop targeted improvement plans.

The outcomes of this analysis will help improve curriculum design, teaching methods, and academic support—and will also inform the broader Program Learning Outcome (PLO) review to ensure alignment across all levels of learning.

This collaborative effort reflects MCBS's ongoing dedication to quality education and student success.

Faculty Review Course Learning Outcomes – Spring 2025



Spring 2025 Course File Audit Highlights Progress in Academic Quality

At the end of the Spring 2025 semester, IRQA, alongside academic departments, conducted a thorough audit of course files to ensure compliance and support continuous quality improvement. The audit evaluated five key areas: continuous assessments and final exams, course analysis reports, course information sheets and syllabi, faculty course review reports, and instructional materials. Department heads used a standardized template for the review.



Results showed notable improvements in submission timeliness, clarity of Course Learning Outcomes (CLOs), and incorporation of student feedback in course enhancements. However, there remain opportunities for improvement in moderation documentation and the alignment between assessments and learning outcomes. These insights will guide faculty development efforts and enhance future course delivery, underscoring MCBS's commitment to academic quality and integrity.



With the Learning Outcome Tracker dashboard, academic performance data becomes more than just numbers – it's the key to improving education quality and ensuring student success.

PROGRAM LEARNING OUTCOME ACHIEVEMENT ANALYSIS USING THE LOT DASHBOARD



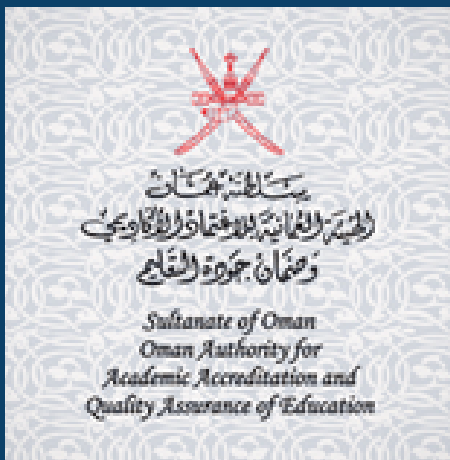
In Spring 2025, Heads of Departments led the annual Program Learning Outcome (PLO) achievement analysis, guided by the Learning Outcome Tracker (LOT) Dashboard. This dashboard-driven approach supports MCBS's Assurance of Learning process and facilitates evidence-based quality improvement.

The LOT Dashboard aggregates and visualizes data on CLO achievement and its alignment with PLOs, allowing departments to identify performance patterns and learning gaps. Departments engaged faculty in data analysis sessions, documented results in PLO Achievement Reports, and proposed action plans for curriculum and assessment improvements.

The use of the dashboard has empowered departments to make informed decisions, strengthen accountability, and enhance transparency in outcome reporting. This initiative underscores the institution's data-driven approach to academic quality and reinforces its commitment to student success.

Accreditation Update: Progress in OAAAQA Reaccreditation Efforts

Over the past few months, the Modern College of Business and Science (MCBS) has been deeply engaged in preparing for its upcoming institutional reaccreditation by the Oman Authority for Academic Accreditation and Quality Assurance of Education (OAAAQA). This significant undertaking has involved extensive collaboration across departments, with faculty and staff dedicating their time and effort to gather, organize, and verify the necessary documentation and evidence required to demonstrate compliance with national quality standards.



OAAAQA

"The Oman Authority for Academic Accreditation and Quality Assurance of Education (OAAAQA), formerly the Oman Academic Accreditation Authority (OAAA), is charged with assisting in the development of the higher education sector in Oman through institutional quality audits and institutional and program accreditation processes. Also, in collaboration with the Ministry of Higher Education, it has responsibilities for establishing academic standards, and providing training and networking opportunities."

The Institutional Research and Quality Assurance (IRQA) Department has led the charge by coordinating the collection of materials and compiling them into the formal Reaccreditation Application. These efforts culminated in the submission of the first complete draft of the application on May 20, 2025, marking a major milestone in the reaccreditation timeline.

Despite the challenges encountered in the process, the MCBS community has demonstrated commendable commitment and resilience. The focus now shifts to addressing the final gaps, integrating reviewer feedback, and preparing for the next stages of the reaccreditation cycle.

The IRQA Department extends its sincere appreciation to all contributors and looks forward to continued cooperation as MCBS works toward reaffirming its accredited status and sustaining a culture of quality and continuous improvement.

MEET THE TEAM

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