

DAFFODIL INTERNATIONAL UNIVERSITY
Faculty of Business and Entrepreneurship

ASSURANCE OF LEARNING (AoL) POLICY

Measuring and Improving Student Learning Outcomes

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Policy Owner	Associate Dean (Academic), FBE
Responsible Office	FBE Quality Assurance Office
Approved by	Academic Council, DIU
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VERSION HISTORY

Version	Date	Author	Changes
1.0	Feb 2026	FBE AoL Committee	Initial Release

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1 LIST OF ABBREVIATIONS

Abbreviation	Full Term
AACSB	Association to Advance Collegiate Schools of Business
AoL	Assurance of Learning
BBA	Bachelor of Business Administration
BAC	Bangladesh Accreditation Council
CLO	Course Learning Outcome
CTL	Closing the Loop
DIU	Daffodil International University
EMBA	Executive Master of Business Administration
FBE	Faculty of Business and Entrepreneurship
HoD	Head of Department
KPI	Key Performance Indicator
LG	Learning Goal
LO	Learning Objective
MBA	Master of Business Administration
OBE	Outcome-Based Education
PC	Program Coordinator
PLO	Program Learning Outcome
QAO	Quality Assurance Office
SLO	Student Learning Outcome

2 POLICY STATEMENT

The Faculty of Business and Entrepreneurship (FBE) at Daffodil International University (DIU) is committed to demonstrating that students achieve the learning goals established for their academic programs. This Assurance of Learning (AoL) Policy establishes a systematic framework for defining, measuring, analyzing, and improving student learning outcomes across all FBE programs.

AoL is not about individual student assessment for grading purposes, but rather about evaluating the effectiveness of academic programs in achieving their intended learning goals. This policy ensures compliance with AACSB Standard 5 (Assurance of Learning) and supports FBE's mission to develop ethical business leaders through high-quality, outcome-based education.

All degree programs under FBE shall implement a robust AoL process that includes clearly defined learning goals, appropriate assessment methods, systematic data collection, thoughtful analysis, and meaningful curricular improvements based on results. The AoL process is designed to ensure alignment between program learning goals, the FBE mission, and the competencies required by employers and society. The process supports a culture of continuous improvement through systematic assessment, analysis, and evidence-based curriculum enhancement prescribe FBE Industry Advisory Board (IAB).

3 BACKGROUND AND AACSB CONTEXT

3.1 AACSB Standard 5: Assurance of Learning

AACSB Standard 5 requires that business schools demonstrate that students achieve the learning goals established for their programs. Key requirements include:

- Learning goals are clearly defined for each degree program
- Assessment methods directly measure the stated learning goals
- Results are used to improve curricula and enhance learning
- The AoL process is systematic, documented, and ongoing
- Learning goals are periodically reviewed with input from faculty, industry advisory boards, alumni, and employers to ensure relevance and alignment with evolving business competencies

3.2 Strategic Importance of AoL

- Demonstrates accountability for student learning to stakeholders
- Provides evidence for accreditation and quality assurance
- Drives continuous improvement in teaching and curriculum
- Ensures graduates possess competencies valued by employers
- Supports FBE's goal of AACSB accreditation by 2030

4 DEFINITIONS

Term	Definition
Assurance of Learning (AoL)	A systematic process for defining, measuring, and improving student learning at the program level.
Learning Goal (LG)	A broad statement of what students should know, understand, or be able to do upon completing a program.
Learning Objective (LO)	A specific, measurable outcome that supports a learning goal and can be directly assessed.
Competency	An integrated set of knowledge, skills, and attitudes required for effective professional performance.

Rubric	A scoring guide that describes performance levels for each learning objective.
Direct Assessment	Assessment based on actual student work (exams, projects, presentations, case analyses).
Indirect Assessment	Assessment based on perceptions or proxies (surveys, focus groups, employer feedback).
Assessment Cycle	A structured period during which learning goals are measured, analyzed, and improved.
Closing the Loop (CTL)	The process of using assessment results to make meaningful improvements to curriculum, pedagogy, or assessment methods.
Curriculum Mapping	A matrix showing how courses address learning goals at Introductory, Reinforcement, and Mastery levels.

5. SCOPE AND PURPOSE

5.1 Scope

This policy applies to all degree programs offered by FBE:

Program Level	Programs
Undergraduate	BBA (all majors), BBA (Honours)
Graduate	MBA (all specializations), EMBA
Executive Education	Certificate programs, Micro-credentials

5.2 Purpose

- I. Each degree program maintains its own AoL plan, learning goals, assessment methods, and improvement documentation.
- II. Establish a systematic framework for measuring student learning outcomes for each program
- III. Ensure compliance with AACSB Standard 5 requirements
- IV. Provide clear guidelines for assessment design, data collection, and analysis
- V. Drive continuous improvement through closing the loop
- VI. Assign clear responsibilities for AoL activities at all levels

6. PRINCIPLES OF THE POLICY

SL	Principle	Description
1	Program Focus	AoL assesses program effectiveness, not individual student grades or faculty performance.
2	Mission Alignment	Learning goals derive from and support FBE's mission and strategic objectives.
3	Direct Measurement	Primary reliance on direct assessment of actual student work products.
4	Evidence-Based Decision Making	Curriculum improvements should be based on systematic evidence derived from AoL assessment results.
5	Continuous Improvement	Assessment results drive meaningful curricular and pedagogical changes.

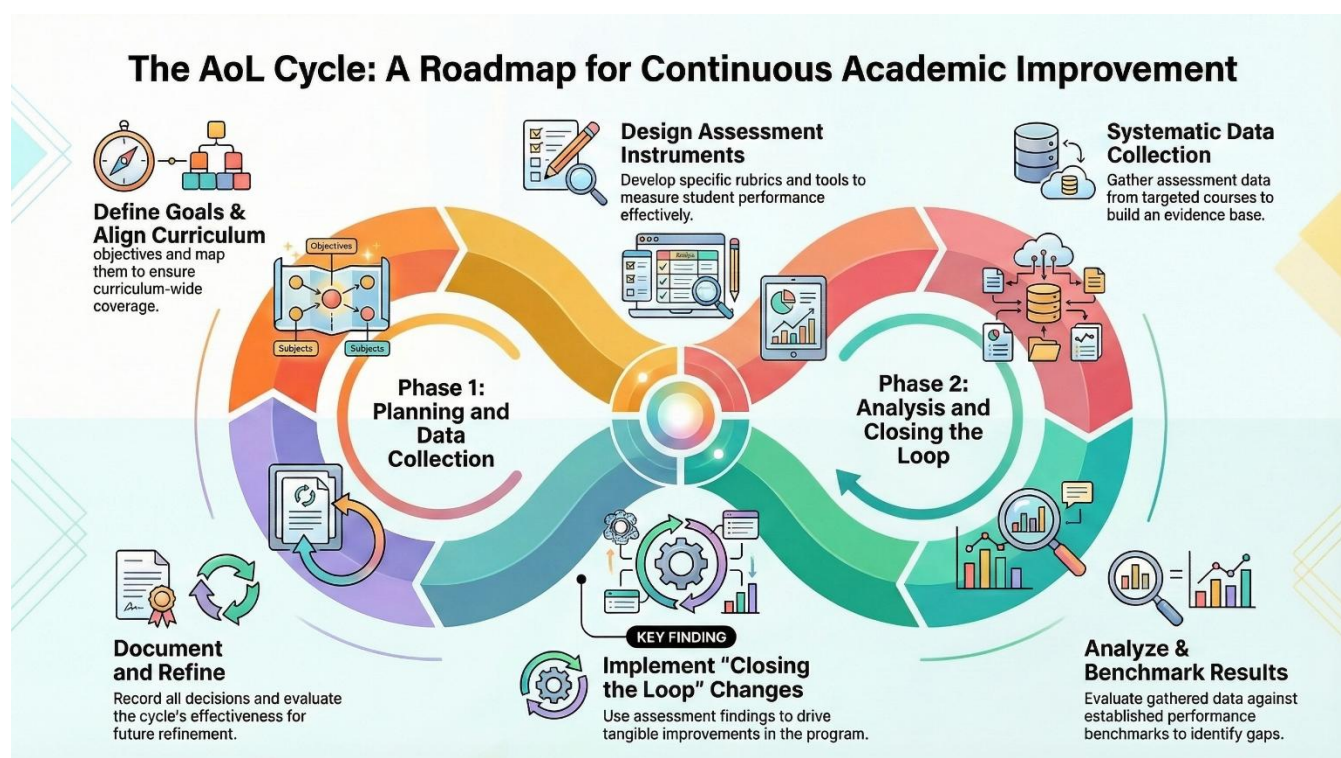
6	Faculty Ownership	Faculty collectively own and drive the AoL process.
7	Transparency	AoL processes and results are documented and shared with stakeholders.
8	Manageable Scope	Assessment is sustainable with reasonable demands on faculty and resources.

7. AOL FRAMEWORK AND PROCESS

7.1 The AoL Cycle

FBE follows a continuous improvement cycle for Assurance of Learning:

Step	Phase	Activities
1	Define	Establish learning goals and measurable objectives for each program
2	Align	Map curriculum to ensure all goals are addressed at appropriate levels
3	Assess	Design and implement assessment instruments with rubrics
4	Collect	Gather assessment data from designated courses
5	Analyze	Evaluate results against performance benchmarks
6	Improve	Implement changes based on findings (Closing the Loop)
7	Document	Record all activities, decisions, and results
8	Review	Evaluate effectiveness of changes and refine process



7.2 Assessment Schedule

Learning Goal	Assessment Cycle	Data Collection	CTL Review
LG1: Knowledge Application	Annual	Fall/Spring	Summer
LG2: Critical Thinking	Annual	Fall/Spring	Summer
LG3: Communication	Annual	Fall/Spring	Summer
LG4: Ethics & Responsibility	Biennial	Spring	Summer
LG5: Global Perspective	Biennial	Fall	Summer

8. LEARNING GOALS AND OBJECTIVES

8.1 FBE Bachelor Programs Learning Goals

Goal	Title	Description
LG1	Business Knowledge (FS)	Students will demonstrate knowledge of key business concepts and their application to business problems.
LG2	Critical Thinking [Identify business problems, Apply analytical tools, Evaluate alternative solutions] TS	Students will apply analytical and critical thinking skills to evaluate business situations and develop solutions. [Tech-based issues]
LG3	Communication SS	Students will communicate effectively in written and oral formats appropriate for business contexts.
LG4	Ethics PS	Students will identify ethical issues in business and apply ethical reasoning to decision-making.
LG5	Global Awareness SS	Students will demonstrate awareness of global business issues and cross-cultural considerations.

8.2 FBE Master's Programs Learning Goals

Goal	Title	Description
LG1	Strategic Thinking	Students will integrate functional knowledge to analyze complex business problems and formulate strategic recommendations.
LG2	Leadership	Students will demonstrate leadership competencies including team management, influence, and organizational development.
LG3	Data-Driven Decision Making	Students will apply quantitative and qualitative analysis to support evidence-based business decisions.
LG4	Ethics	Students will evaluate ethical implications of business decisions and demonstrate responsible leadership.
LG5	Entrepreneurship mind set	Students will identify opportunities and develop innovative solutions to business challenges.

9. ASSESSMENT METHODS AND RUBRICS

9.1 Direct Assessment Methods

Method	Description	Suitable For
Course-Embedded Assessments	Specific assignments designed to measure learning objectives within regular courses	All learning goals
Capstone Projects	Comprehensive projects demonstrating integration of knowledge	LG1, LG2
Case Analysis	Written or oral analysis of business cases	LG2, LG4
Presentations	Individual or team oral presentations	LG3
Simulations	Business simulation performance metrics	LG1, LG2, LG5
Internship Evaluations	Supervisor assessments of student performance	All learning goals

9.2 Rubric Performance Levels

Level	Score	Description
Exceeds Expectations	4	Performance clearly exceeds the stated expectations; demonstrates exceptional understanding
Meets Expectations	3	Performance meets the stated expectations; demonstrates competent understanding
Approaches Expectations	2	Performance approaches but does not fully meet expectations; some gaps in understanding
Does Not Meet	1	Performance does not meet expectations; significant gaps in understanding

Performance Benchmark: At least 70% of assessed students should score 'Meets Expectations' (3) or higher for each learning objective.

10. CLOSING THE LOOP

10.1 Definition and Importance

Closing the Loop (CTL) is the process of using assessment results to make meaningful improvements. It is the most critical element of AoL, demonstrating that assessment data drives actual change. Without CTL, AoL becomes a compliance exercise rather than a continuous improvement process. Each program must demonstrate at least one curriculum or pedagogical improvement per AoL cycle based on assessment results.

10.2 Types of Closing the Loop Actions

Action Type	Examples
Curriculum Changes	Adding/removing courses, resequencing courses, adding new topics, changing prerequisites
Pedagogy Changes	New teaching methods, additional practice opportunities, enhanced learning resources

Assessment Changes	Revised rubrics, new assessment instruments, different data collection points
Faculty Development	Training on specific topics, sharing best practices, enhanced support
Resource Changes	New textbooks, technology tools, learning materials

10.3 CTL Documentation Requirements

- What was the assessment finding that prompted the change?
- What specific action was taken?
- When was the change implemented?
- How was the effectiveness of the change evaluated?
- What were the results after the change?

11. RESPONSIBILITIES AND ROLES

Role	Key Responsibilities
FBE AoL Committee	Develops and maintains AoL policy and procedures; Reviews assessment results and recommends improvements; Prepares annual AoL reports for AACSB; Coordinates closing the loop activities
Associate Dean (Academic)	Chairs the AoL Committee; Ensures policy implementation across programs; Reports to Dean on AoL progress; Allocates resources for AoL activities
Program Coordinators	Implement AoL for their respective programs; Coordinate data collection in designated courses; Lead program-level CTL discussions; Submit program AoL reports to committee
Department Heads	Ensure faculty participation in AoL; Facilitate curriculum changes based on AoL findings; Support faculty in assessment activities
Faculty Members/Course Instructors	Faculty members participate in AoL discussions during departmental meetings and program review workshops. Administer assessments in designated courses; Apply rubrics consistently and fairly; Submit assessment data on time; Participate in CTL discussions
Quality Assurance Office	Maintains AoL documentation and records; Provides technical support for data analysis; Coordinates training on AoL processes; Ensures compliance with policy

12. KEY PERFORMANCE INDICATORS

KPI	Baseline	Target	Freq.	Owner
Programs with active AoL process	60%	100%	Annual	AoL Committee
Learning goals meeting benchmark (70%)	—	70%+	Annual	PC
CTL actions documented per cycle	2	3+ per program	Annual	PC
Assessment data collection rate	70%	95%	Semester	Instructor
Curriculum mapping completeness	—	100%	Annual	PC
Faculty trained in AoL	70%	100%	Annual	QAO
AoL report submitted on time	80%	100%	Annual	AoL Committee

13. REFERENCES AND APPROVAL

13.1 References

1. AACSB International. (2024). 2024 AACSB Standards for Business Accreditation.
2. AACSB International. Assurance of Learning Community Resources.
3. FBE Strategic Plan 2025-2030, Daffodil International University.
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5. UGC Self-Assessment Manual for Public and Private Universities.
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13.2 Approval

Role	Name/Title	Signature/Date
Prepared by	FBE AoL Committee	
Reviewed by	Dean, FBE	
Endorsed by	Academic Meeting, FBE	
Approved by	Academic Council, DIU	

APPENDIX A: LEARNING GOAL/OBJECTIVE TEMPLATE*Form Reference: FBE-AOL-004.1*

Program Name	
Degree Level	☐ BBA ☐ MBA ☐ EMBA ☐ Other: _____
Date Developed	
Last Revised	

Learning Goal Definition

Learning Goal #	
Goal Title	
Goal Statement	"Students will..."
Mission Alignment	

Learning Objectives (Measurable)

LO #	Objective Statement	Bloom's Level
LO 1.1		☐ Remember ☐ Understand ☐ Apply ☐ Analyze ☐ Evaluate ☐ Create
LO 1.2		☐ Remember ☐ Understand ☐ Apply ☐ Analyze ☐ Evaluate ☐ Create
LO 1.3		☐ Remember ☐ Understand ☐ Apply ☐ Analyze ☐ Evaluate ☐ Create

Assessment Plan

LO	Assessment Method	Course	Timing	Frequency
LO 1.1				
LO 1.2				
LO 1.3				

APPENDIX B: ASSESSMENT RUBRIC TEMPLATE*Form Reference: FBE-AOL-004.2*

Learning Goal	
Learning Objective	
Program	
Course	

Rubric Criteria and Performance Levels

Criteria	Exceeds (4)	Meets (3)	Approaches (2)	Does Not Meet (1)
Criterion 1:				
Criterion 2:				
Criterion 3:				

APPENDIX C: AOL DATA COLLECTION FORM*Form Reference: FBE-AOL-004.3*

Program	
Learning Goal	
Course	
Instructor	
Semester	
Assessment Method	

Assessment Results

Total Students Assessed	
Students Exceeds Expectations (4)	
Students Meets Expectations (3)	
Students Approaches Expectations (2)	
Students Does Not Meet (1)	
% Meeting/Exceeding Benchmark	
Benchmark (70%)	☐ Met ☐ Not Met

APPENDIX D: COURSE-EMBEDDED ASSESSMENT FORM*Form Reference: FBE-AOL-004.4*

Course Code & Title	
Instructor	
Semester/Year	
Section	
Learning Goal Assessed	
Learning Objective	
Assessment Activity	
Rubric Used	☐ Standard FBE Rubric ☐ Course-Specific Rubric

Student Performance Data

#	Student ID	Crit. 1	Crit. 2	Crit. 3	Total	Level
1						
2						
3						
4						
5						

APPENDIX E: CLOSING THE LOOP REPORT*Form Reference: FBE-AOL-004.5*

Program	
Learning Goal	
Academic Year	
Report Date	

Section 1: Assessment Findings

Summary of assessment results that prompted action:

Section 2: Actions Taken

#	Action Taken	Type	Implemented	Responsible
1				
2				
3				

Section 3: Results of Actions

Evidence of improvement or other outcomes following the actions:

Section 4: Next Steps

Further actions planned or adjustments needed:

APPENDIX F: CURRICULUM MAPPING MATRIX*Form Reference: FBE-AOL-004.6*

Program Name	
Date Updated	

Legend: I = Introduced | R = Reinforced | M = Mastery | A = Assessed for AoL

Course	LG1	LG2	LG3	LG4	LG5
Core Course 1					
Core Course 2					
Core Course 3					
Core Course 4					
Major Course 1					
Major Course 2					
Capstone					

Mapping Guidelines:

- Each learning goal should be Introduced early, Reinforced in intermediate courses, and reach Mastery in advanced courses
- Mark 'A' in courses where formal AoL assessment takes place
- Assessment should occur at the Mastery level, typically in capstone or advanced courses
- Review and update the curriculum map annually.