MANUAL

CLOSING THE LOOP (CDL)

VERSION 10.32

Unit Hal Ehwal Kurikulum (UHEK)
Bahagian Hal Ehwal Akademik (HEA)
Universiti Teknologi MARA (UiTM)

AUGUST 2015

FOREWORD

This Manual is intended to guide users in completing the CDL/CQI Version 10.32. This tool has been developed by UHEK with the help of Hj Mohamed Nadzri Mohd Yusoff from Faculty of Health Sciences. Closing the Loop or CDL is a mechanism to measure the effectiveness of OBE-SCL curriculum of all courses under a program. CDL indicates whether there are alignments among CO-PO-LO-KI (Course outcomes-Program outcomes-Lesson Outcomes and *Kemahiran Insaniah* (soft skills)). The results of the CDL analysis can be used for quality improvement purpose.

CDL v10.32 is an extension of CDL v9. CDL v9 consists of 6 sections; the first section is the CDL outcomes attainment report (automatically generated from other sections), Course CGPA, CO-PO-LO-KI (lecturer's perception), frequency gap of EXIT-ENTRANCE survey, SuFO and OBE-SCL implementation section. CDL v9 is meant to be used by individual lecturers for course or courses they taught in each semester. These files will be submitted to programme coordinators to be compiled in a single file, so that analysis for a particular semester of the programme can be analysed and reported. Hence, a few CDL v9 files have to be analysed separately, in order to analyse the whole programme for a particular cohort/ intake.

CDL v10.32 will enable the programme coordinator to analyse the whole programme for a particular cohort/ intake ***using a single file***. CDL v10.32 will still consists of the CDL indicators, but with the inclusion of 2(two) more indicators, namely: Course vs PLO, PLO attainment, together with a Summative Report.

The Summative Report will have 2(two) graphs generated, which will be used to analyse a programme's outcome achievement or attainment.

This Manual hopefully will serve as a quick guideline to users in completing the CDL v10.32.

PROF DR ROZIAH MOHD JANOR

DIRECTOR OF UHEK

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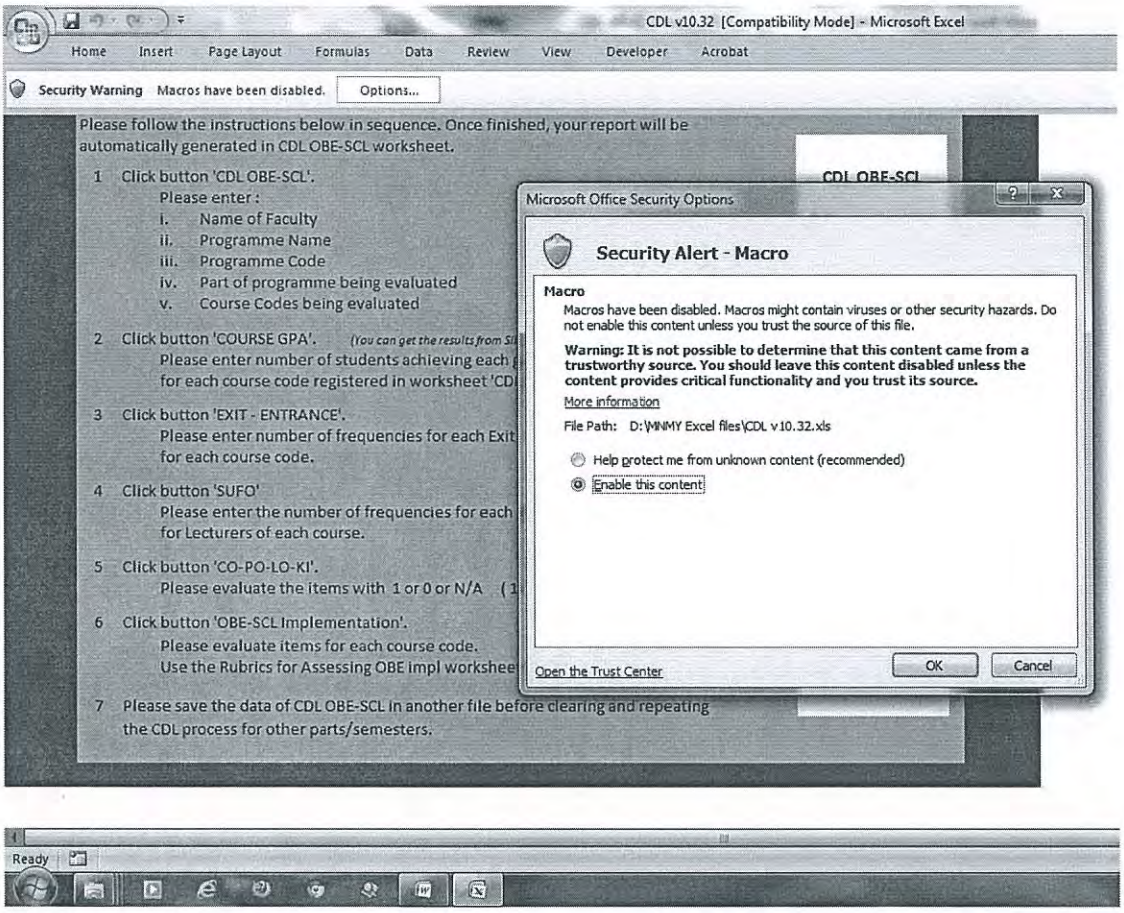
USERS GUIDELINE

CDL v10.32

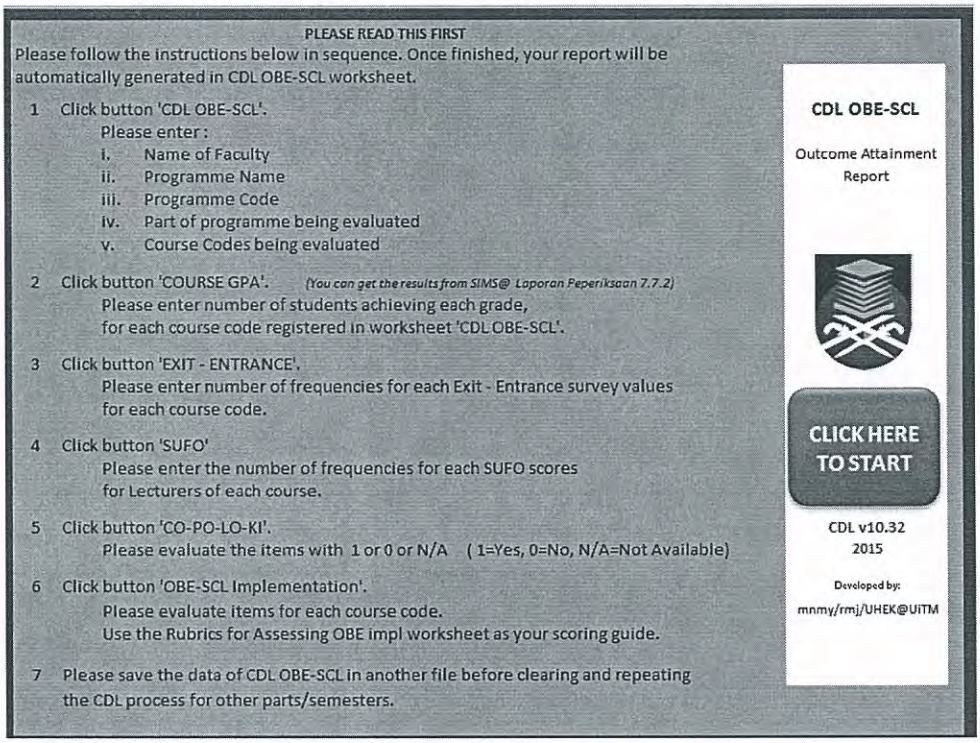
Preliminary Step: Enable macro

Click "Options..." button in the "Security Warning" bar.

A "Security Alert - Macro" dialogue box will appear. In the dialogue box, click button "Enable this content", then click button "OK".



Step 1 : If you are from the READ ME view, click button "CLICK HERE TO START"



PLEASE READ THIS FIRST

Please follow the instructions below in sequence. Once finished, your report will be automatically generated in CDL OBE-SCL worksheet.

1 Click button 'CDL OBE-SCL'.
Please enter :
i. Name of Faculty
ii. Programme Name
iii. Programme Code
iv. Part of programme being evaluated
v. Course Codes being evaluated

2 Click button 'COURSE GPA'. *(You can get the results from SIMS@ Laporan Peperiksaan 7.7.2)*
Please enter number of students achieving each grade,
for each course code registered in worksheet 'CDL OBE-SCL'.

3 Click button 'EXIT - ENTRANCE'.
Please enter number of frequencies for each Exit - Entrance survey values for each course code.

4 Click button 'SUFO'
Please enter the number of frequencies for each SUFO scores for Lecturers of each course.

5 Click button 'CO-PO-LO-KI'.
Please evaluate the items with 1 or 0 or N/A (1=Yes, 0=No, N/A=Not Available)

6 Click button 'OBE-SCL Implementation'.
Please evaluate items for each course code.
Use the Rubrics for Assessing OBE impl worksheet as your scoring guide.

7 Please save the data of CDL OBE-SCL in another file before clearing and repeating the CDL process for other parts/semesters.

CDL OBE-SCL

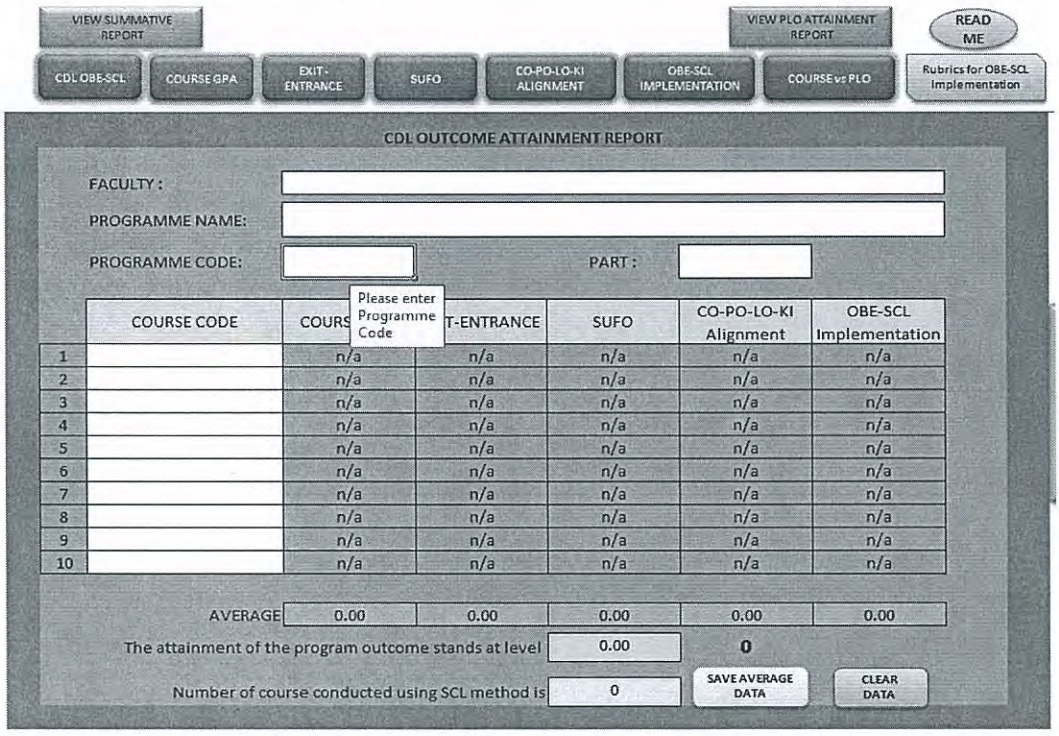
Outcome Attainment Report

CLICK HERE TO START

CDL v10.32
2015

Developed by:
mnmy/rmj/UHEK@UiTM

You will be brought to the following view :



VIEW SUMMATIVE REPORT | VIEW PLO ATTAINMENT REPORT | READ ME

CDL OBE-SCL | COURSE GPA | EXIT - ENTRANCE | SUFO | CO-PO-LO-KI ALIGNMENT | OBE-SCL IMPLEMENTATION | COURSE vs PLO | Rubrics for OBE-SCL Implementation

CDL OUTCOME ATTAINMENT REPORT

FACULTY :

PROGRAMME NAME:

PROGRAMME CODE: PART :

Please enter Programme Code

	COURSE CODE	COURS	T-ENTRANCE	SUFO	CO-PO-LO-KI Alignment	OBE-SCL Implementation
1		n/a	n/a	n/a	n/a	n/a
2		n/a	n/a	n/a	n/a	n/a
3		n/a	n/a	n/a	n/a	n/a
4		n/a	n/a	n/a	n/a	n/a
5		n/a	n/a	n/a	n/a	n/a
6		n/a	n/a	n/a	n/a	n/a
7		n/a	n/a	n/a	n/a	n/a
8		n/a	n/a	n/a	n/a	n/a
9		n/a	n/a	n/a	n/a	n/a
10		n/a	n/a	n/a	n/a	n/a
	AVERAGE	0.00	0.00	0.00	0.00	0.00

The attainment of the program outcome stands at level 0.00 0

Number of course conducted using SCL method is 0

SAVE AVERAGE DATA | CLEAR DATA

If you are from any other view, click button "CDL OBE-SCL" in top row.

Step 2 : Please fill in the details for one particular part/semester, for one particular cohort/intake. You can only type in the white-coloured cells.

VIEW SUMMATIVE REPORT | VIEW PLO ATTAINMENT REPORT | READ ME

CDL OBE-SCL | COURSE GPA | EXIT - ENTRANCE | SUFO | CO-PO-LO-KI ALIGNMENT | OBE-SCL IMPLEMENTATION | COURSE vs PLO | Rubrics for OBE-SCL Implementation

CDL OUTCOME ATTAINMENT REPORT

FACULTY : HEALTH SCIENCES

PROGRAMME NAME: BSC MEDICAL IMAGING

PROGRAMME CODE: HS222 PART : 1

	COURSE CODE	COURSE GPA	EXIT-ENTRANCE	SUFO	CO-PO-LO-KI Alignment	OBE-SCL Implementation
1	MRD110	3	n/a	n/a	n/a	n/a
2	MRD111	2	n/a	n/a	n/a	n/a
3	MRD112	5	n/a	n/a	n/a	n/a
4	MRD113	1	n/a	n/a	n/a	n/a
5	MRD114	2	n/a	n/a	n/a	n/a
6	MRD115	4	n/a	n/a	n/a	n/a
7		n/a	n/a	n/a	n/a	n/a
8		n/a	n/a	n/a	n/a	n/a
9		n/a	n/a	n/a	n/a	n/a
10		n/a	n/a	n/a	n/a	n/a
	AVERAGE	2.83	0.00	0.00	0.00	0.00

Please enter Course Code

The attainment of the program outcome stands at level 0.57 0

Number of course conducted using SCL method is 0 SAVE AVERAGE DATA CLEAR DATA

Step 3 : Click button "COURSE GPA" in top row. You will be brought to the following view:

VIEW SUMMATIVE REPORT | VIEW PLO ATTAINMENT REPORT | READ ME

CDL OBE-SCL | COURSE GPA | EXIT - ENTRANCE | SUFO | CO-PO-LO-KI ALIGNMENT | OBE-SCL IMPLEMENTATION | COURSE vs PLO | Rubrics for OBE-SCL Implementation

PROG.CODE 0

PART 0

Please enter number of students achieving each grade, for each course code registered in worksheet 'CDL OBE-SCL'.

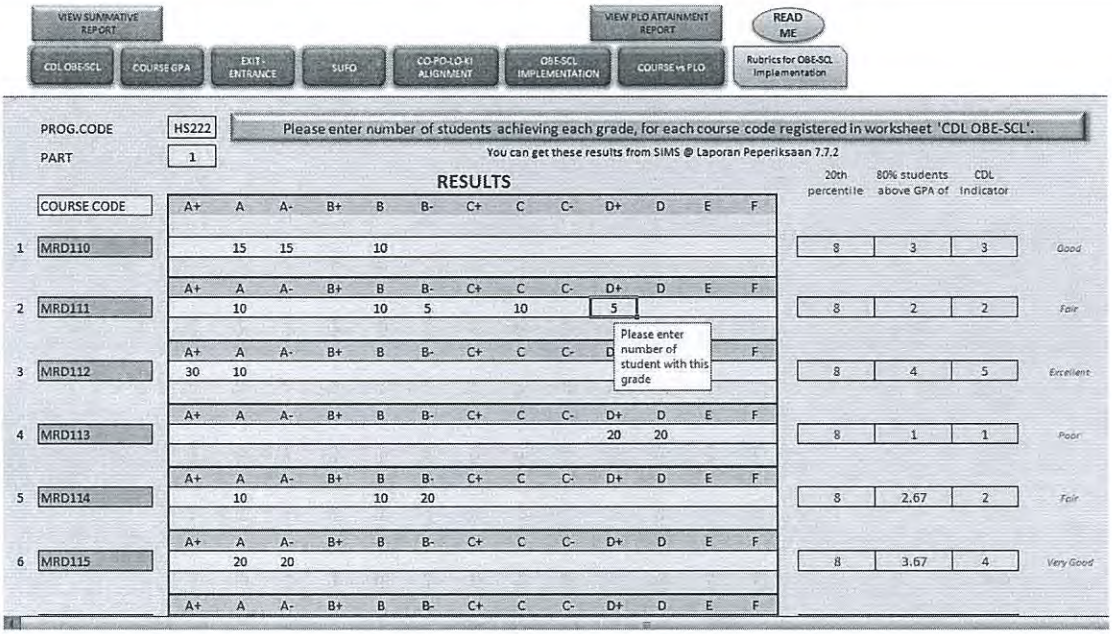
You can get these results from SIMS @ Laporan Peperiksaan 7.7.2

RESULTS

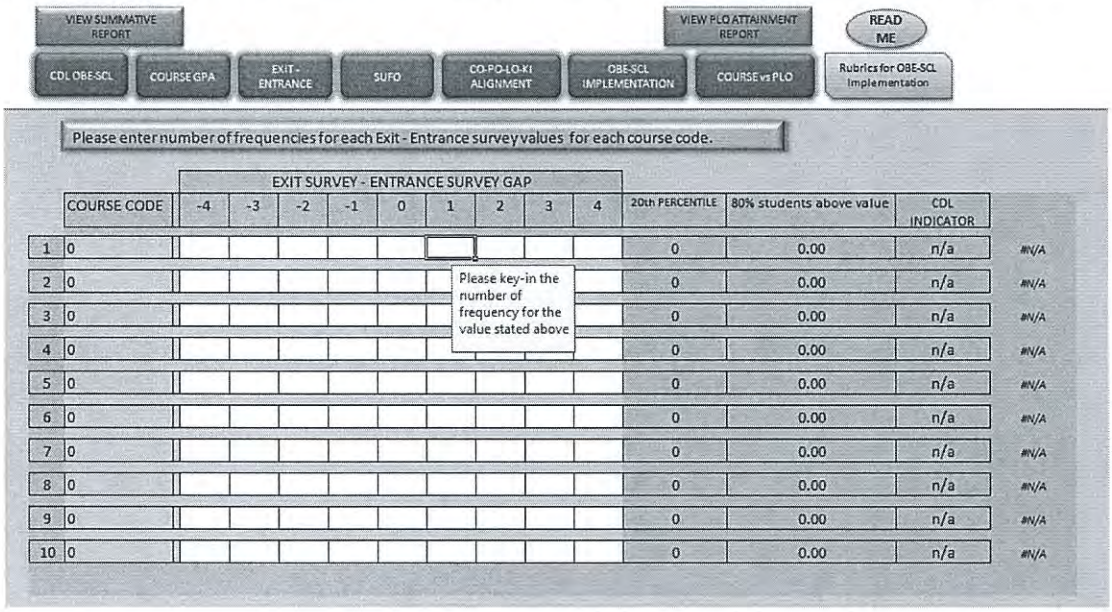
	COURSE CODE	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	E	F	20th percentile	80% students above GPA of	CDL Indicator	
1	0														0	0	n/a	#N/A
2	0														0	0	n/a	#N/A
3	0														0	0	n/a	#N/A
4	0														0	0	n/a	#N/A
5	0														0	0	n/a	#N/A
6	0														0	0	n/a	#N/A

Please enter number of student with this grade

You have to enter the number of students achieving each grade, for each course code registered in worksheet 'CDL OBE-SCL'. You can get the results from iSIS system @ 7.7.2 Laporan Peperiksaan. Please scroll down to complete the worksheet.



Step 4 : Click button "EXIT - ENTRANCE" in top row. You will be brought to the following view :



You are required to enter the **number of frequencies** for each Exit survey ***minus*** Entrance survey **GAP VALUES** for each course code. The GAP VALUES is obtained when you minus the values for course outcomes attained in EXIT SURVEY minus the values attained in ENTRANCE SURVEY.

Example, if in Entrance Survey for question 1, value obtained is 3; and in Exit Survey the same item was given a value of 4, thus the gap is 4-3 =1.

Repeat the process for ALL items in the survey for ALL students or a convenient sampling of students. Find the number of frequencies for each GAP VALUE, and input the numbers in the worksheet.

If the students have done ONLY the EXIT SURVEY, please assume they answered "1" for all items in ENTRANCE SURVEY. Do the above processes to obtain your frequencies of GAP values.

VIEW SUMMATIVE REPORT | VIEW PLO ATTAINMENT REPORT | READ ME

CDL OBE-SCL | COURSE GPA | EXIT - ENTRANCE | SUFO | CO-PO-LO-KI ALIGNMENT | OBE-SCL IMPLEMENTATION | COURSE vs PLO | Rubrics for OBE-SCL Implementation

Please enter number of frequencies for each Exit - Entrance survey values for each course code.

	COURSE CODE	EXIT SURVEY - ENTRANCE SURVEY GAP									20th PERCENTILE	80% students above value	CDL INDICATOR	
		-4	-3	-2	-1	0	1	2	3	4				
1	MRD110				10	20	280	100			82	1.00	2	Fair
2	MRD111					50	200	50	50		70	1.00	2	Fair
3	MRD112					20	20	200	160		80	2.00	3	Good
4	MRD113				5	5	100	290	100		100	1.00	2	Fair
5	MRD114						80	120	200		80	2.00	3	Good
6	MRD115					5	5	5	275	100	78	3.00	4	Very Good
7	0										0	0.00	n/a	#N/A
8	0										0	0.00	n/a	#N/A
9	0										0	0.00	n/a	#N/A
10	0										0	0.00	n/a	#N/A

Please key-in the number of frequency for the value stated above

Step 5 : Click button "SUFO" in top row.

VIEW SUMMATIVE REPORT | VIEW PLO ATTAINMENT REPORT | READ ME

CDL OBE-SCL | COURSE GPA | EXIT - ENTRANCE | SUFO | CO-PO-LO-KI ALIGNMENT | OBE-SCL IMPLEMENTATION | COURSE vs PLO | Rubrics for OBE-SCL Implementation

For each courses, please key-in the number of frequency for each SUFO score values **

	COURSE CODE	4 (Sangat Setuju)	3 (Setuju)	2 (Tidak Setuju)	1 (Sangat Tidak Setuju)	20th PERCENTILE	80% students chose this category and above	CDL INDICATOR	
1	0					0.00	0	n/a	#N/A
2	0					0.00	0	n/a	#N/A
3	0					0.00	0	n/a	#N/A
4	0					0.00	0	n/a	#N/A
5	0					0.00	0	n/a	#N/A
6	0					0.00	0	n/a	#N/A
7	0					0.00	0	n/a	#N/A
8	0					0.00	0	n/a	#N/A
9	0					0.00	0	n/a	#N/A
10	0					0.00	0	n/a	#N/A

Please enter the frequencies for each SUFO score values

* SUFO score is 1-4

In SUFO results, each question in SUFO will be analysed for frequencies of score values given by the students. You are needed to obtain the TOTAL number of frequencies for each score values in SUFO (for **PART B** and **C** ONLY). Example, **TOTAL frequency** of SUFO score value of "4" for PART B and PART C is 92, please enter "92" in the worksheet.

VIEW SUMMATIVE REPORT | VIEW PLO ATTAINMENT REPORT | READ ME

CDL OBE-SCL | COURSE GPA | EXIT - ENTRANCE | SUFO | CO-PO-LO-KI ALIGNMENT | OBE-SCL IMPLEMENTATION | COURSE vs PLO | Rubrics for OBE-SCL Implementation

For each courses, please key-in the number of frequency for each SUFO score values **

	COURSE CODE	4 (Sangat Setuju)	3 (Setuju)	2 (Tidak Setuju)	1 (Sangat Tidak Setuju)	20th PERCENTILE	80% students chose this category and above	CDL INDICATOR	
1	MRD110	100	200	10		62.00	3	3	Good
2	MRD111	200	100	5	5	62.00	3	3	Good
3	MRD112	300	50	10		72.00	4	5	Excellent
4	MRD113			100	200	60.00	1	1	Poor
5	MRD114	200	100			60.00	3	3	Good
6	MRD115	300	100			80.00	3	3	Good
7	0					0.00	0	n/a	#N/A
8	0						0	n/a	#N/A
9	0						0	n/a	#N/A
10	0					0.00	0	n/a	#N/A

Please enter the frequencies for each SUFO score values

* SUFO score is 1-4

** You can get the number of frequency for SUFO values from SUFO results.

Step 6: Click button "CO-PO-LO-KI ALIGNMENT" in top row. The following view will appear:

VIEW SUMMATIVE REPORT | VIEW PLO ATTAINMENT REPORT | READ ME

CDL OBE-SCL | COURSE GPA | EXIT - ENTRANCE | SUFO | CO-PO-LO-KI ALIGNMENT | OBE-SCL IMPLEMENTATION | COURSE vs PLO | Rubrics for OBE-SCL Implementation

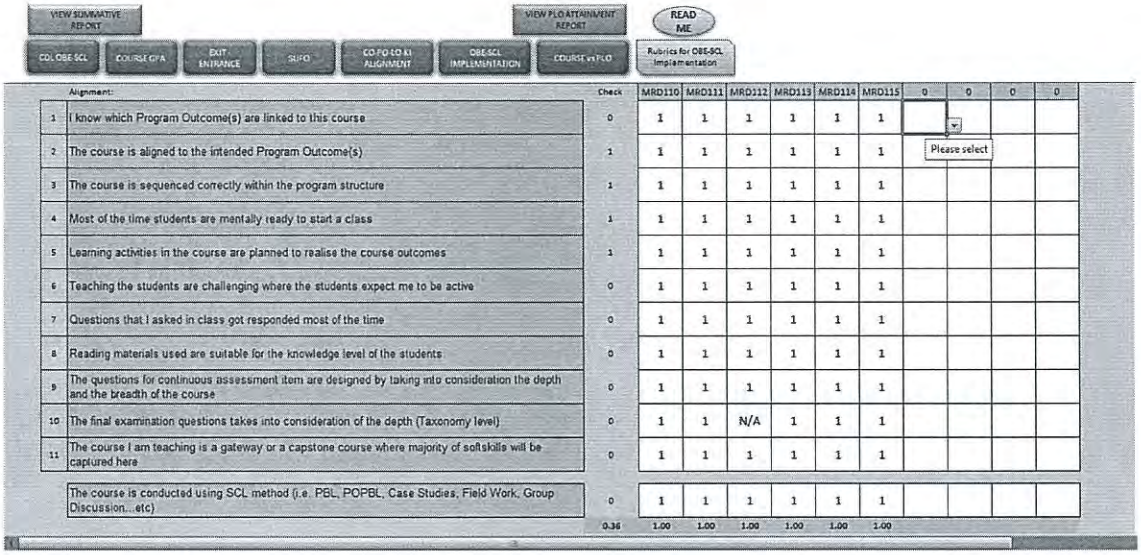
Please evaluate each item with "1" for YES or "0" for NO

	Alignment:	Example Check	COURSE CODES									
			0	0	0	0	0	0	0	0	0	0
1	I know which Program Outcome(s) are linked to this course	0										
2	The course is aligned to the intended Program Outcome(s)	1										
3	The course is sequenced correctly within the program structure	1										
4	Most of the time students are mentally ready to start a class	1										
5	Learning activities in the course are planned to realise the course outcomes	1										
6	Teaching the students are challenging where the students expect me to be active	0										
7	Questions that I asked in class got responded most of the time	0										
8	Reading materials used are suitable for the knowledge level of the students	0										
9	The questions for continuous assessment item are designed by taking into consideration the depth and the breadth of the course	0										
10	The final examination questions takes into consideration of the depth (Taxonomy level)	0										
11	The course I am teaching is a gateway or a capstone course where majority of softskills will be captured here	0										
	The course is conducted using SCL method (i.e. PBL, POPBL, Case Studies, Field Work, Group Discussion...etc)	0										
		0.36										

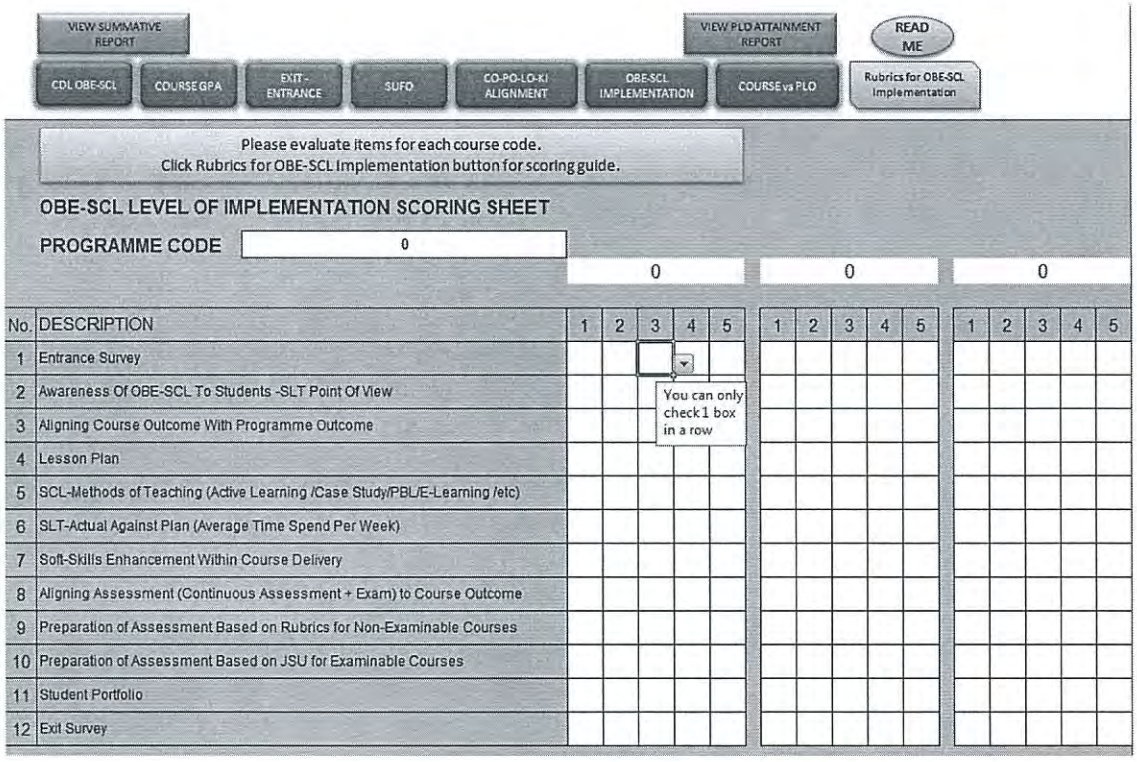
Please select

You have to evaluate all eleven items related to alignment of course outcomes to program outcomes, MOE learning outcomes and Kemahiran Insaniah (Soft-skills). Please enter "1" if you answer "yes" to the item, enter "0" if you answer "no", and enter "n/a" for "not applicable".

You are also required to declare whether the course is conducted using SCL method (i.e. PBL, POPBL, Case Studies, Field Work, Group Discussion...etc)



Step 7 : Click button "OBE-SCL Implementation" in top row.

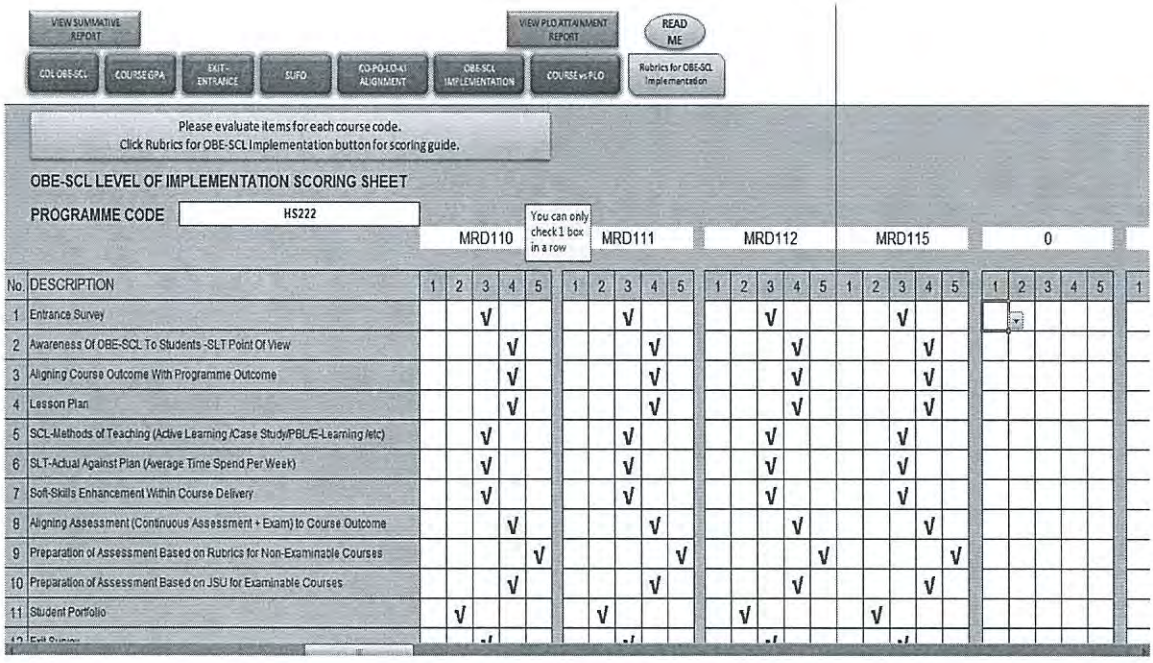


Please use the Rubrics supplied to evaluate the items, by clicking the button "Rubrics for OBE-SCL Implementation"

RUBRICS FOR ASSESSING OBE-SCL IMPLEMENTATION

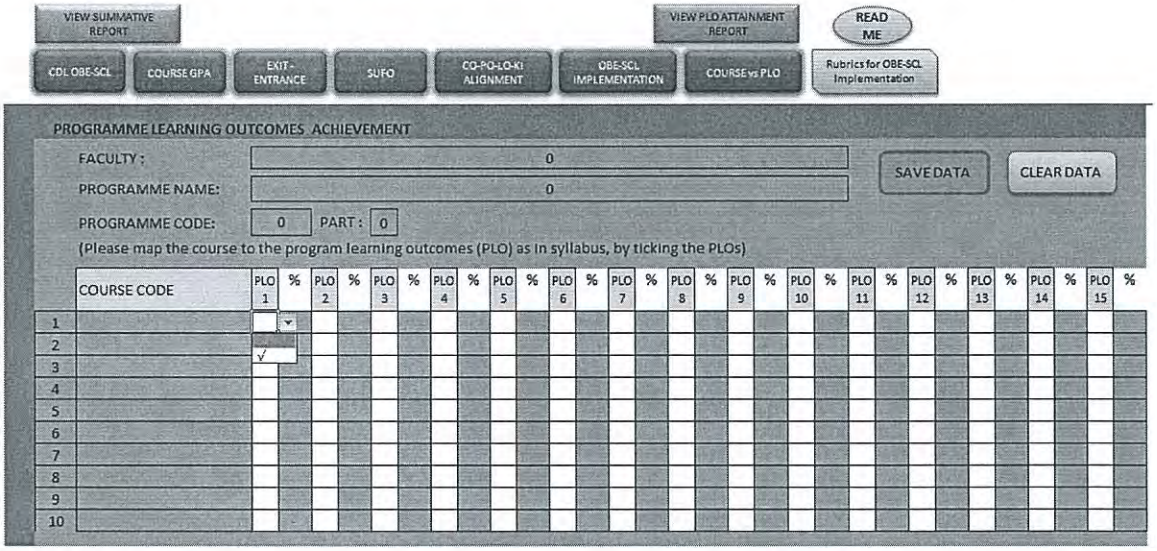
No	Description	1	2	3	4	5
1	Entrance Survey	Not Conducted	Plan to Conduct	Conducted	Analysed	Reported
2	Awareness Of OBE-SCL To Students –SLT Point of View	Not Aware	Slightly Aware	Aware	Internalised	Engaged
3	Aligning Course Outcome with Programme Outcomes	Not Aligned	Slightly Aligned	Moderately Aligned	Almost Aligned	Completely Aligned
4	Lesson Plan	Not Visible	Plan to Use	In Existence	Creatively Planned	Well Used
5	SCL-Methods of Teaching (Active Learning /Case Study/PBL/ E-Learning /etc)	Not Visible	Slightly Visible	Visible	Mostly Visible	Always Visible
6	SLT-Actual Against Plan (Average Time Spend Per Week)	Less Than 6 Hours	6-8 Hours	8 Hours	8-10 Hours	More Than 10 Hours
7	Soft-Skills Enhancement Within Course Delivery	Not Visible	Slightly Visible	Visible	Mostly Visible	Always Visible
8	Aligning Assessment (Continuous Assessment + Exam) to Course Outcomes	Not Aligned	Slightly Aligned	Moderately Aligned	Almost Aligned	Completely Aligned
9	Preparation of Assessment Based on Rubrics for Non-Examinable Courses	Not Visible	Plan to Develop	In Existence	Creatively Developed	Well Used
10	Preparation of Assessment Based on JSU for Examinable Courses	Not Visible	Plan to Develop	In Existence	Creatively Developed	Well Used
11	Student Portfolio	Not Visible	Plan to Develop	In Existence	Creatively Developed	Well Used

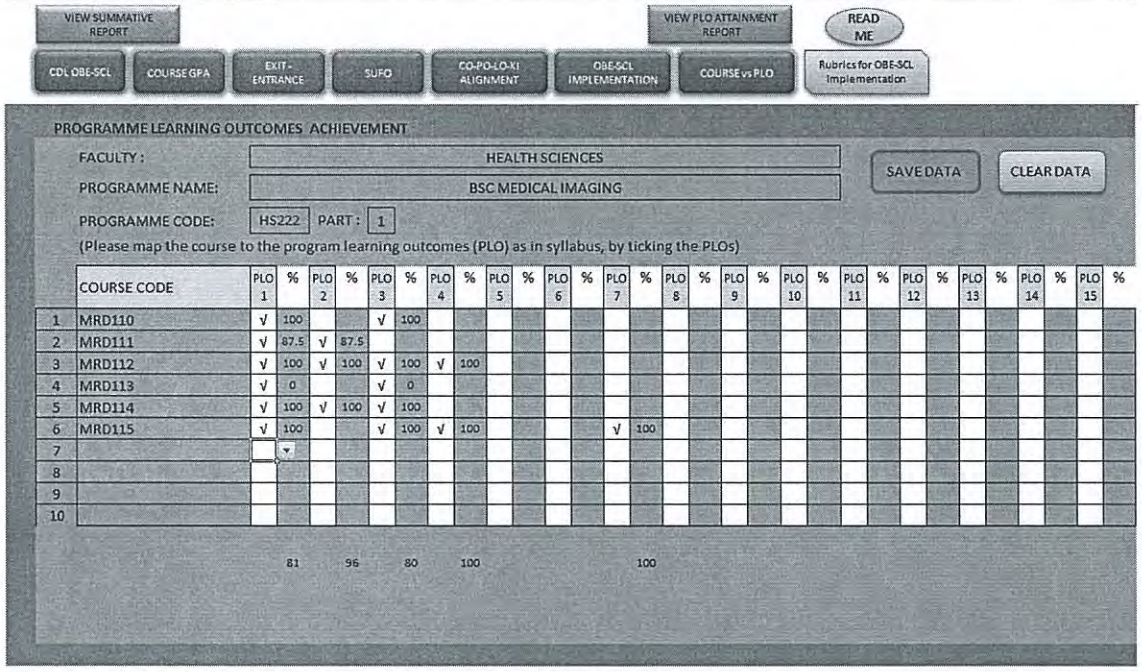
Please evaluate the items in the worksheet by ticking the scale of 1-5. You have to scroll to the right to complete the worksheet.



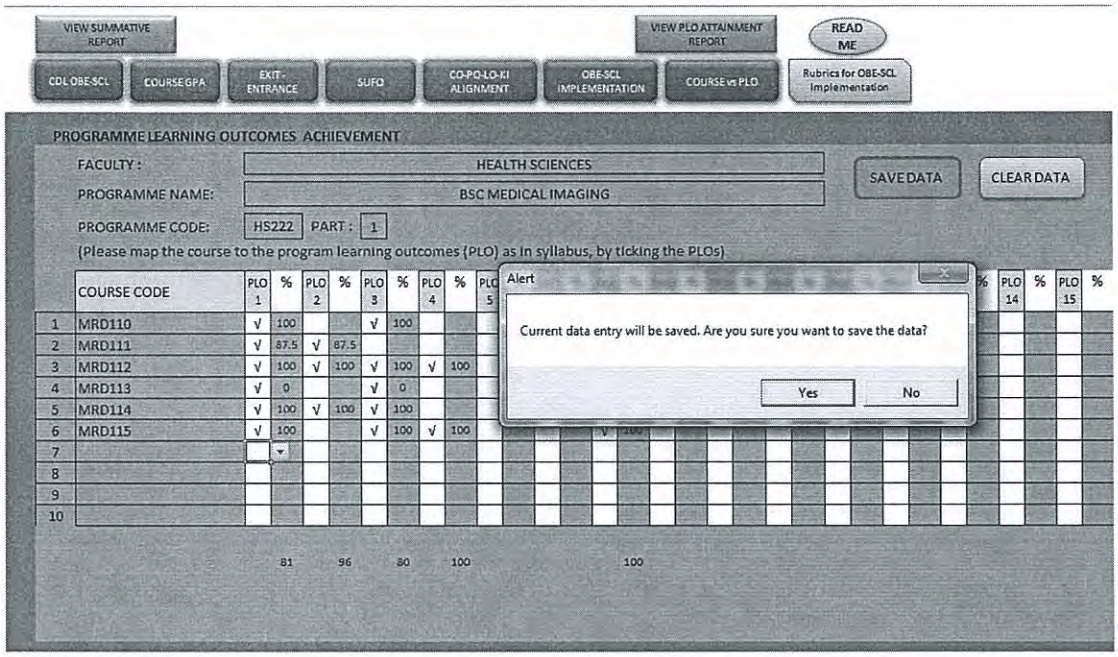
Step 8: Click button "Course vs PLO" in top row.

You have to map each course to the PLOs of the program. To map to a particular PLO, click the arrow button in the particular PLO, and select "√".

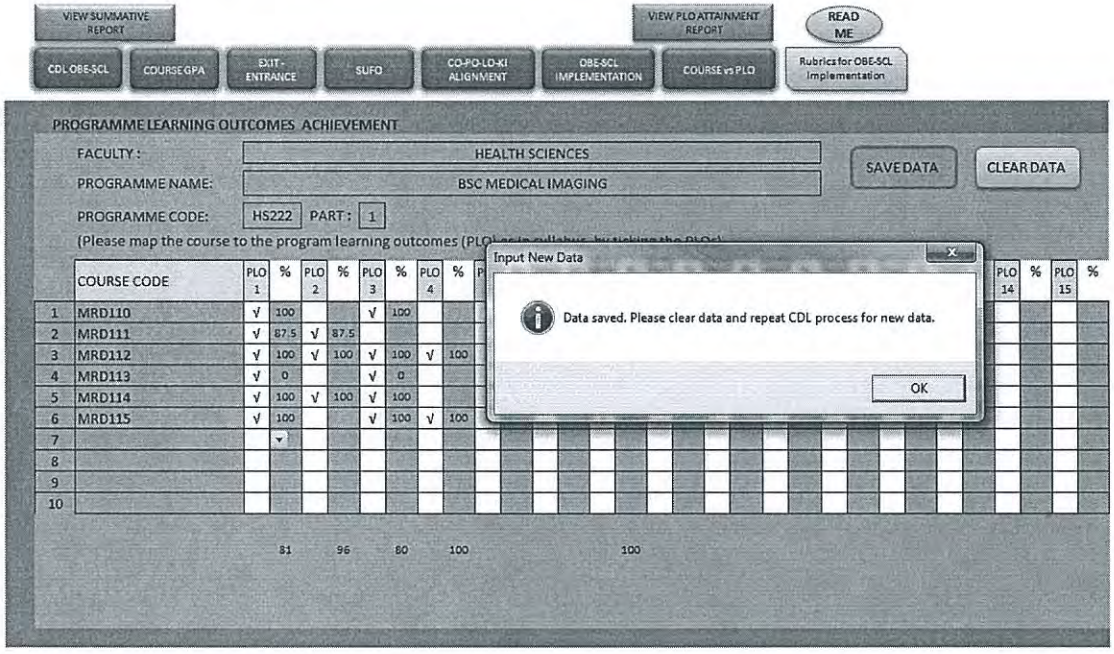




Once you have finished mapping for one particular part/semester, of a particular cohort/intake, click button "SAVE DATA". A dialog box will appear, informing that an operation to save the current data has been selected. Click the button "Yes" if you agree to save the data.

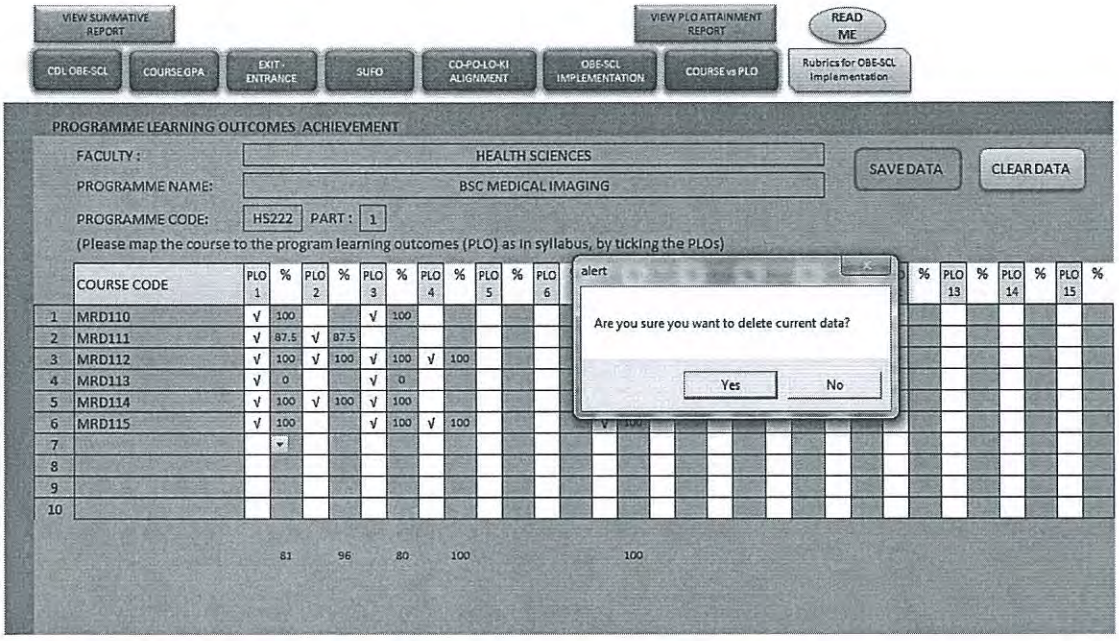


If the button "Yes" is clicked, a dialog box will appear confirming that the data has been saved.

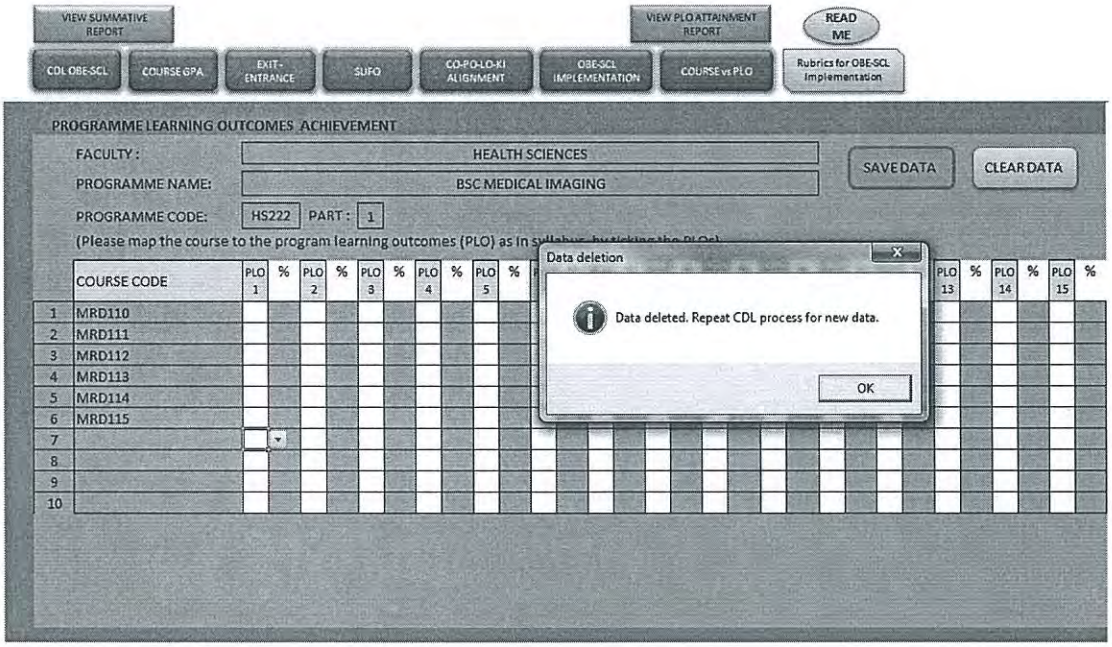


Click button "OK" to continue.

You have to clear this data to process new data for the next semester. Click "CLEAR DATA" to do this. A dialog box will appear to confirm whether you want to delete the current data.



Click "Yes", if you are sure, you want to delete the current data. A dialog box will appear confirming the data has been deleted, if you click "Yes".



Step 9: Click button "CDL OBE-SCL" to view the summary for the semester. You will be brought to the following page.

VIEW SUMMATIVE REPORT | VIEW PLO ATTAINMENT REPORT | READ ME

CDL OBE-SCL | COURSE GPA | EXIT - ENTRANCE | SUFO | CO-PO-LO-KI ALIGNMENT | OBE-SCL IMPLEMENTATION | COURSE vs PLO | Rubrics for OBE-SCL Implementation

CDL OUTCOME ATTAINMENT REPORT

FACULTY : HEALTH SCIENCES

PROGRAMME NAME: BSC MEDICAL IMAGING

PROGRAMME CODE: HS222 PART : 1

	COURSE CODE	COURSE GPA	EXIT-ENTRANCE	SUFO	CO-PO-LO-KI Alignment	OBE-SCL Implementation
1	MRD110	3	2	3	5	3
2	MRD111	2	2	3	5	3
3	MRD112	5	3	5	5	3
4	MRD113	1	2	1	5	3
5	MRD114	2	3	3	5	3
6	MRD115	4	4	3	5	3
7		n/a	n/a	n/a	n/a	n/a
8		n/a	n/a	n/a	n/a	n/a
9		n/a	n/a	n/a	n/a	n/a
10		n/a	n/a	n/a	n/a	n/a
	AVERAGE	2.83	2.67	3.00	5.00	3.00

Please enter Course Code

The attainment of the program outcome stands at level 3.30 GOOD

Number of course conducted using SCL method is 6

SAVE AVERAGE DATA | CLEAR DATA

Step 10: Click the button "SAVE AVERAGE DATA".

VIEW SUMMATIVE REPORT | VIEW PLO ATTAINMENT REPORT | READ ME

CDL OBE-SCL | COURSE GPA | EXIT - ENTRANCE | SUFO | CO-PO-LO-KI ALIGNMENT | OBE-SCL IMPLEMENTATION | COURSE vs PLO | Rubrics for OBE-SCL Implementation

CDL OUTCOME ATTAINMENT REPORT

FACULTY : HEALTH SCIENCES

PROGRAMME NAME: BSC MEDICAL IMAGING

PROGRAMME CODE: HS222 PART : 1

	COURSE CODE	COURSE GPA	EXIT-ENTRANCE			
1	MRD110	3	2			
2	MRD111	2	2			
3	MRD112	5	3			
4	MRD113	1	2			
5	MRD114	2	3			
6	MRD115	4	4	3	5	3
7		n/a	n/a	n/a	n/a	n/a
8		n/a	n/a	n/a	n/a	n/a
9		n/a	n/a	n/a	n/a	n/a
10		n/a	n/a	n/a	n/a	n/a
	AVERAGE	2.83	2.67	3.00	5.00	3.00

Please enter Course Code

The attainment of the program outcome stands at level 3.30 GOOD

Number of course conducted using SCL method is 6

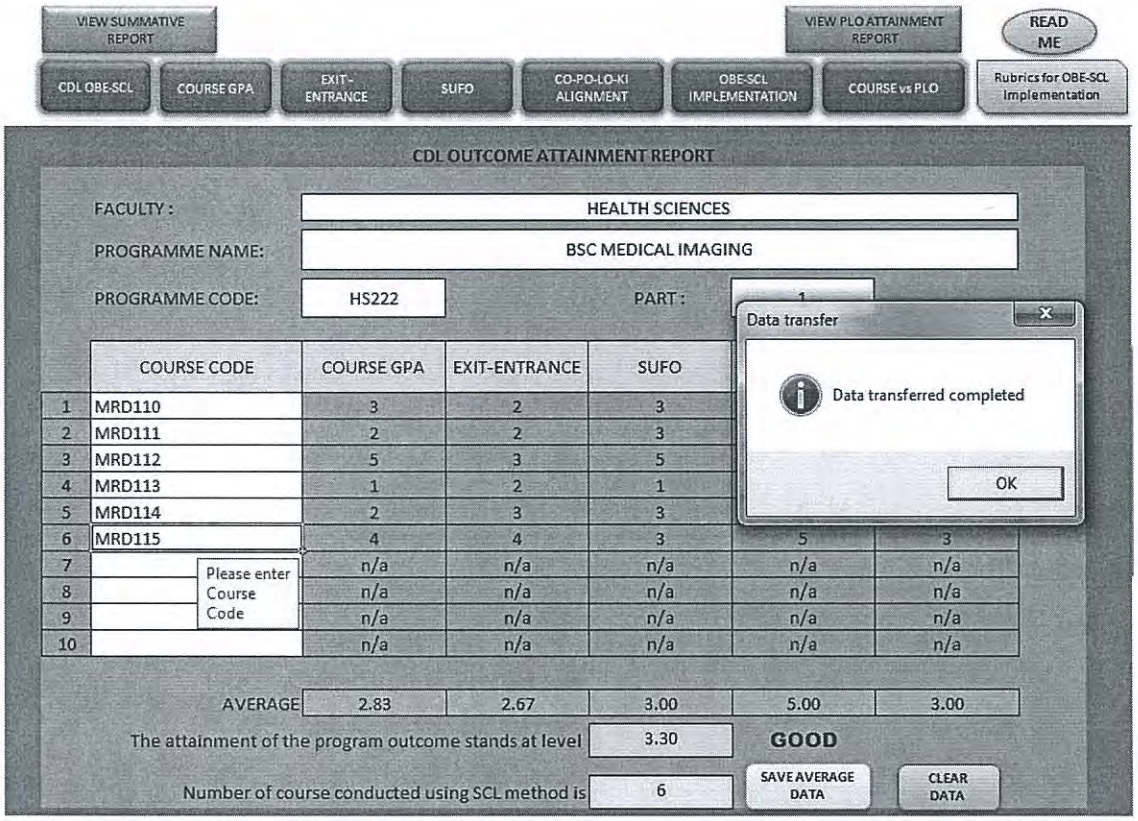
SAVE AVERAGE DATA | CLEAR DATA

alert

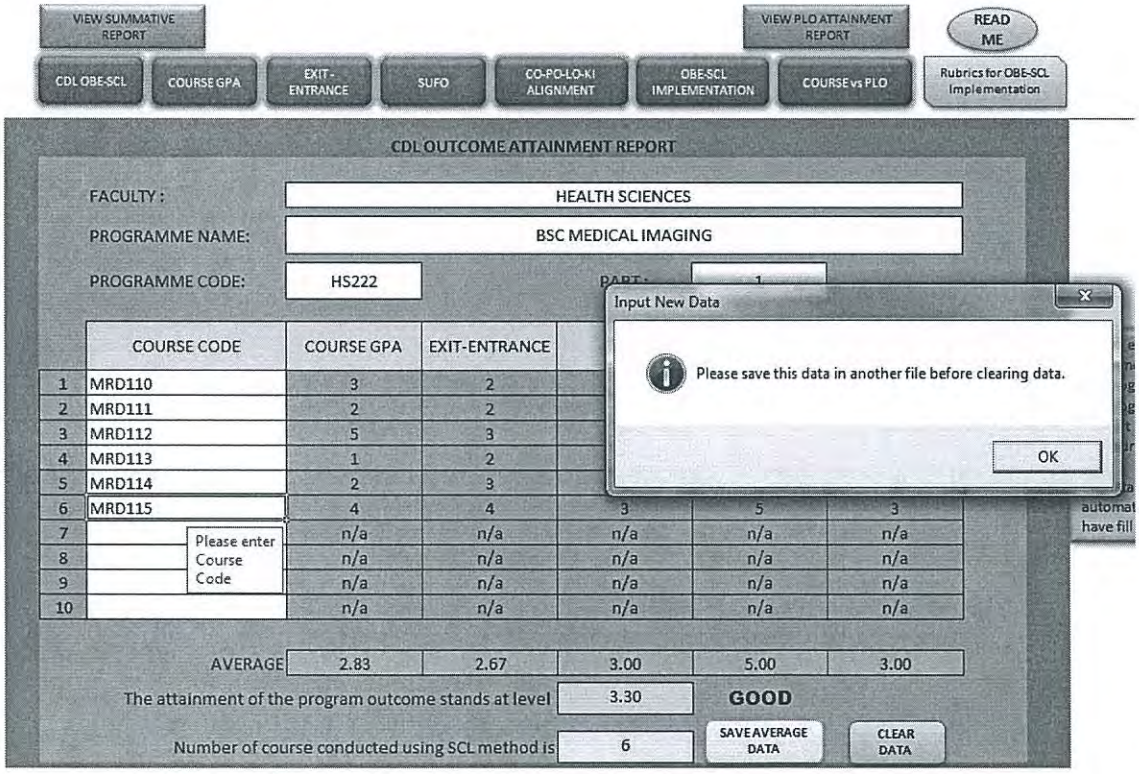
Current data entry will be saved. Are you sure you want to save the data?

Yes | No

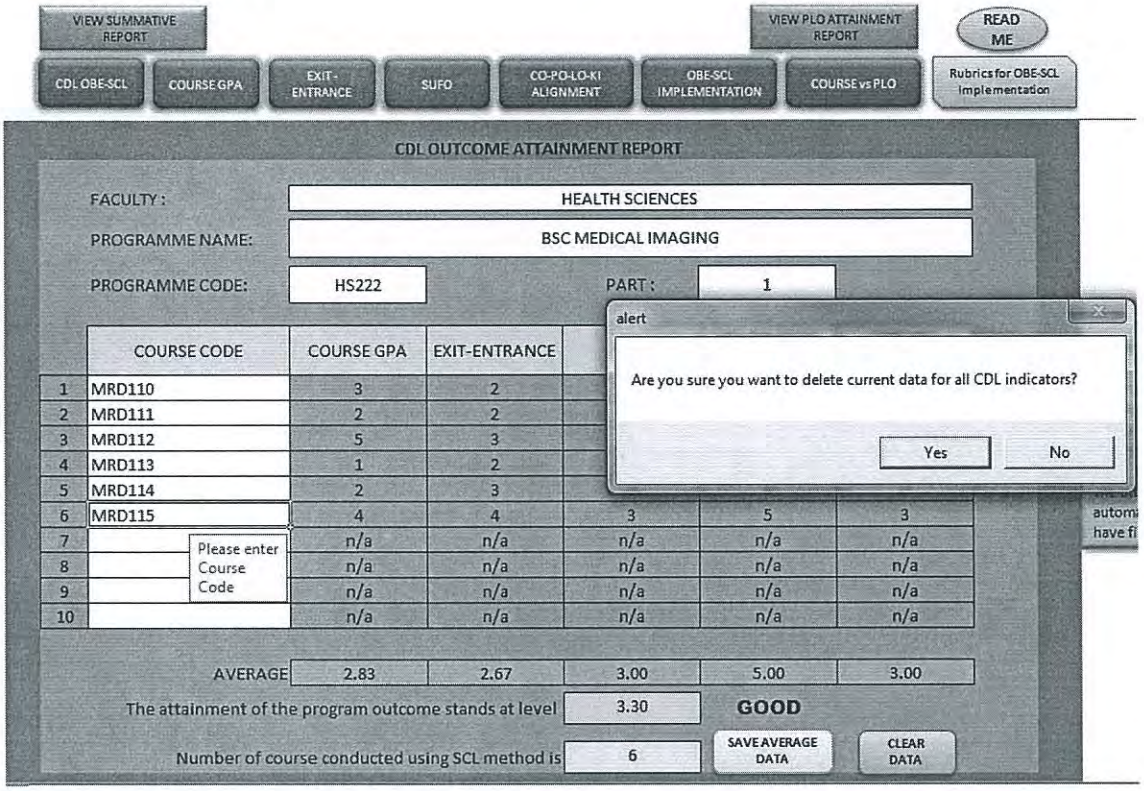
Click "Yes" if you are sure to save the data.



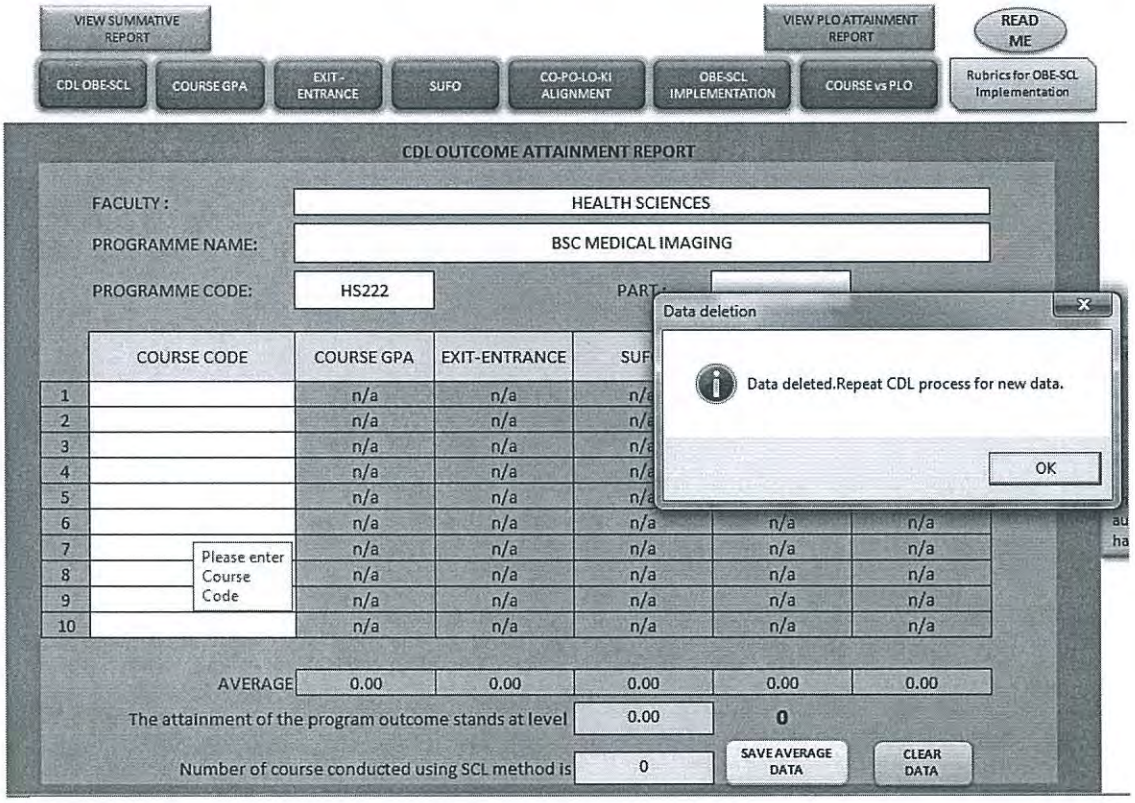
If the button "Yes" is clicked, a dialog box will appear confirming the data has been saved. Click "OK" to continue. A dialog box will appear to remind you to save the FILE as another name in order to save the CDL indicators data, for the current semester.



Step 11: Click the button "CLEAR DATA". A dialog box will appear to confirm whether you are sure to delete the current data.

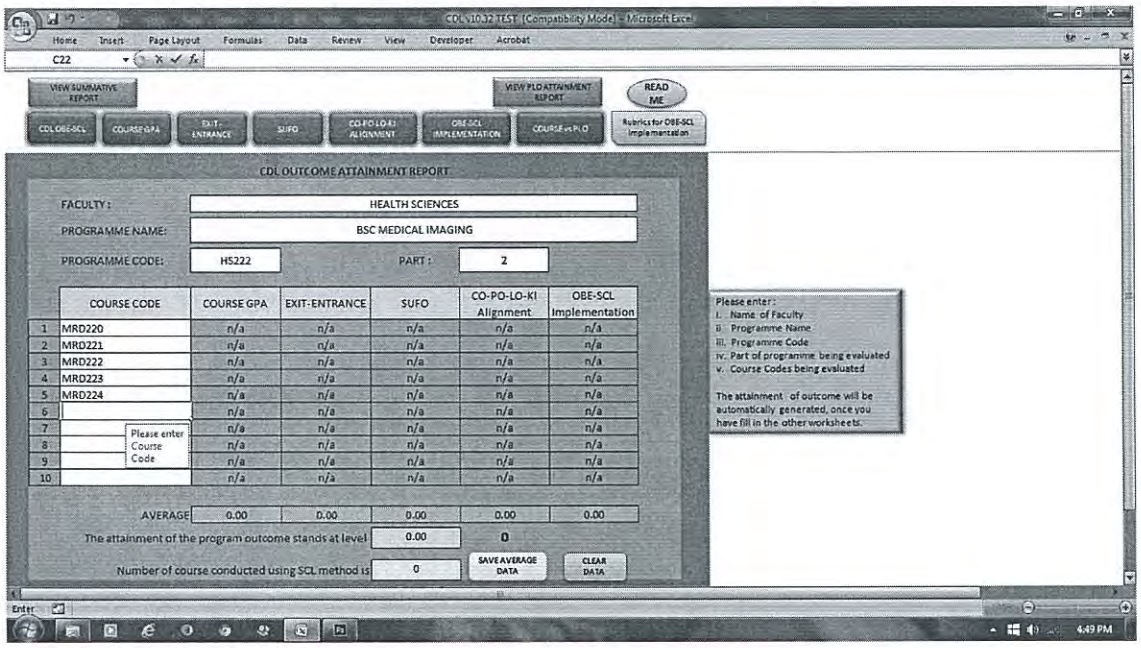


Click "Yes" if you are sure to delete the current data.

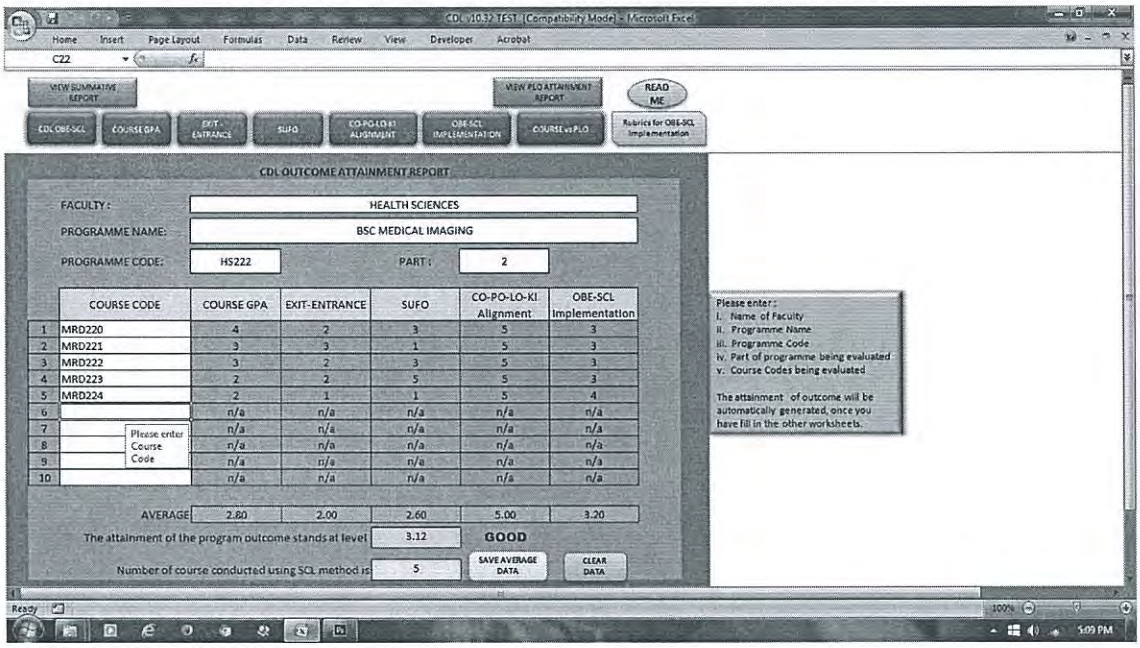


A dialog box will appear confirming deletion of data. Click "OK" to continue.

Step 12: Repeat the whole process from Step 1 to Step 11, for the next semester.



Once you have finished, proceed to process for the next semester, until the final semester.



Step 13: Viewing the Summative Report and PLO Attainment Report.

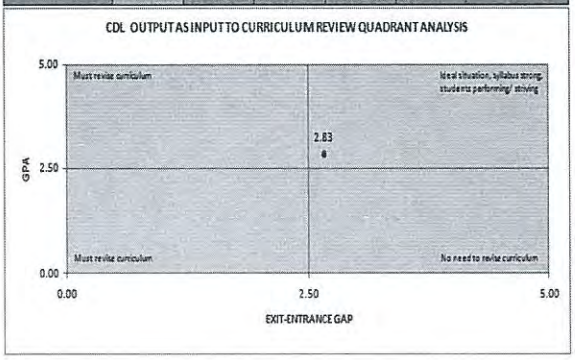
Click "VIEW SUMMATIVE REPORT" and "PLO ATTAINMENT REPORT". The following views will appear according to the buttons clicked.

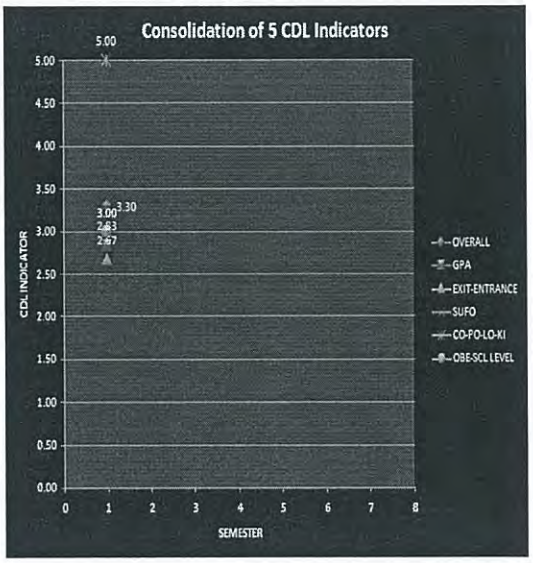
EDIT SAVE CLEAR DATA

SUMMATIVE REPORT

BACK

Semester	OVERALL	COURSE GPA	EXIT-ENTRANCE	SUFO	CO-PO-LO-KI ALIGNMENT	OBE-SCL IMPLEMENTATION
1	3.30	2.83	2.67	3.00	5.00	3.00





Programme Name: BSC MEDICAL IMAGING

Programme Code: HS222 Intake (e.g. Jan 2007)

BACK EDIT SAVE CLEAR DATA

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PLO13	PLO14	PLO15
Average % of PLO Attainment	81.25	95.83	80.00	100.00			100.00								

	Course Code	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PLO13	PLO14	PLO15
1	MRD110	100		100												
2	MRD111	87.5	87.5													
3	MRD112	100	100	100	100											
4	MRD113	0		0												
5	MRD114	100	100	100												
6	MRD115	100		100	100			100								

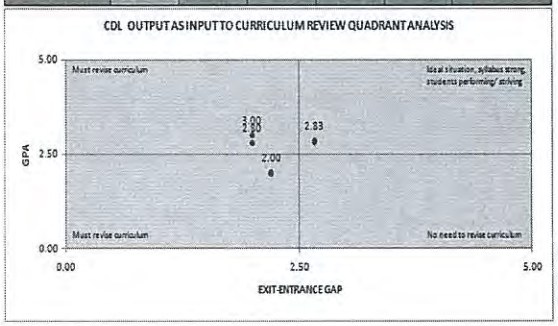
If you have processed data from other semesters, according to the above steps, you will eventually have accumulated the summative data for the programme to be analysed, as follows:

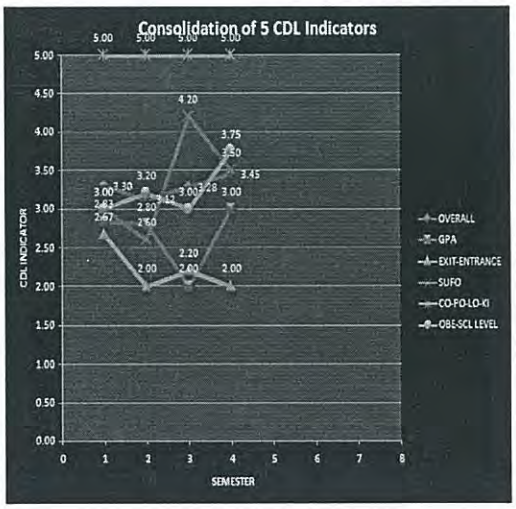
EDIT | SAVE | CLEAR DATA

SUMMATIVE REPORT

BACK

Semester	OVERALL	COURSE GPA	EXIT-ENTRANCE	SUFO	CO-PO-LO-KI ALIGNMENT	OBE-SCL IMPLEMENTATION
1	3.30	2.83	2.67	3.00	5.00	3.00
2	3.12	2.80	2.00	2.60	5.00	3.20
3	3.28	2.00	2.20	4.20	5.00	3.00
4	3.45	3.00	2.00	3.50	5.00	3.75





Programme Name: BSC MEDICAL IMAGING

Programme Code: HS222 Intake (e.g. Jan 2007)

BACK | EDIT | file:///D:\ | CLEAR DATA

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PLO13	PLO14	PLO15
Average % of PLO Attainment	93.19	97.22	92.34	97.50	87.50		93.75								

	Course Code	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PLO13	PLO14	PLO15
1	MRD110	100		100												
2	MRD111	87.5	87.5													
3	MRD112	100	100	100	100											
4	MRD113	0		0												
5	MRD114	100	100	100												
6	MRD115	100		100	100			100								
7	MRD220	100	100	100												
8	MRD221	100	100													
9	MRD222	100	100	100												
10	MRD223		100	100	100											
11	MRD224		87.5	87.5	87.5	87.5		87.5								
12	MRD330	100		100												
13	MRD331	100		100												
14	MRD332	100		100												
15	MRD333	100		100												
16	MRD334	90		90												
17	MRD440	100			100											
18	MRD441	100	100													

CDL OUTCOME ATTAINMENT INDICATORS

<table>
<tr><th>INDICATOR</th><th>Description</th><th>CDL SCORE AND DESCRIPTOR</th></tr>
<tr><td>COURSE GPA</td><td>▪ Indicating learning through direct measure (GPA and CGPA) of a course and program
▪ Determining the GPA (course) or CGPA (program)where 80% of the students are above it</td><td><table>
<tr><th>GPA/CGPA</th><th>Score</th><th>Descriptor</th></tr>
<tr><td>4</td><td>5</td><td>Excellent</td></tr>
<tr><td>3.50-3.99</td><td>4</td><td>Very good</td></tr>
<tr><td>3.00-3.45</td><td>3</td><td>Good</td></tr>
<tr><td>2.00-2.99</td><td>2</td><td>Fair</td></tr>
<tr><td>0.00-1.99</td><td>1</td><td>Poor</td></tr>
</table></td></tr>
<tr><td>CO-PO-LO-KI</td><td>▪ Assessing alignment of course outcomes to program outcomes to MOHE Learning Outcomes and Kemahiran Insaniah
▪ Determining whether constructive alignment has been met
▪ Determining the average of all criteria to get CDL score</td><td><table>
<tr><th>Check Average</th><th>SCORE</th></tr>
<tr><td>0</td><td>0</td></tr>
<tr><td>0</td><td>1</td></tr>
<tr><td>0.2</td><td>2</td></tr>
<tr><td>0.4</td><td>3</td></tr>
<tr><td>0.6</td><td>4</td></tr>
<tr><td>0.8</td><td>5</td></tr>
<tr><td>1</td><td>5</td></tr>
</table></td></tr>
</table>

<table>
<tr>
<td>EXIT - ENTRANCE</td>
<td>

- **Indicating learning through indirect measure (survey score)**
- **Determining the gap by getting the difference (Exit-Entrance) score**
- **Determining the score where 80% of total responses are above a certain GAP VALUE**

</td>
<td>

Exit Survey	Entrance Survey	Gap Value	CDL Score	Descriptor
5	1	4	5	Excellent
4	2	3	4	Very good
3	3	2	3	Good
2	4	1	2	Fair
1	5	0	1	Poor
		-1		
		-2		
		-3		
		-4		

</td>
</tr>
<tr>
<td>SUFO</td>
<td>

- **Indicating students perceptions of teaching and learning through indirect measure (survey score)**
- **Determine the score where 80% of total responses are above a certain SUFO value**

</td>
<td>

SUFO Value	CDL Score	Descriptor
0.0	0.0	Poor
1	1	Poor
2	2	Fair
3	3	Good
3.5	4	Very Good
4	5	Excellent

</td>
</tr>
<tr>
<td>OBE-SCL Level</td>
<td>

- **Indicating OBE-SCL level of implementation through indirect measure (survey score)**
- **Determining score achieved through Rubrics assessment of OBE-SCL criteria**
- **Comparing total score achieved to a range to get CDL score**

</td>
<td>

Total achieved	CDL SCORE	Descriptor
0	0	0
23	1	Level 1
35	2	Level 2
47	3	Level 3
59	4	Level 4
60	5	Level 5

</td>
</tr>
</table>

PRODUCING THE CQI REPORT

The real benefits of OBE are:

- More directed & coherent curriculum
- Graduates will be more "relevant" to industry & other stakeholders (more well rounded graduates)
- Continuous Quality Improvement (CQI) is an inevitable consequence

Continual Quality Improvement (CQI) is defined as:

"... assessment and evaluation processes that provide critical information to faculty (lecturers) and administrators on the effectiveness of the design, delivery, and direction of an educational program". Improvements based on feedback from evaluations will close the system loop and the process will continue year after year.

Once you have attained the CDL report:

- Discuss and Interpret analysed data
- Find strength and weaknesses
- Make recommendations and suggestions
- Make conclusions

You can use the following template for your CQI report. (CQI Report Template.xls)

Continuous Quality Improvement (CQI) Report

FACULTY	UITM MERBOK	EVALUATION FOR SEMESTER	MEI - SEPT 2011
CAMPUS	UITM KEDAH	NUMBER OF STUDENTS	45
PROGRAM DESCRIPTION		NUMBER OF ACADEMIC STAFF	6
HS113 DIPLOMA KESIHATAN PERSEKITARAN			

LEVEL	ISSUE	POSSIBLE FACTORS	POSSIBLE SOLUTIONS TO ISSUE	Person(s) to take up the initiatives and responsibilities to solve issue	Timeline to solve issue
Course	The GPA result for BMD451 is below expectation (15% failure)	The lecturer is a part-time lecturer whose mother-tongue is NOT Mandarin	Lecturer from APB must be attached to the campus	Rektor	Next semester

Comments by the Resource Person	This is the first time the lecturer has taken up the subject	Name	Mohamed Nedzri Md Tuaff
Comments by OBE Committee	SUFO results for this subject is abnormal	Name	Muhammad Habbas Md Nedzri
Comments by TDA/TDR		Name	
Comments by Dekan/Rektor		Name	

Date of Submission (dd/mm/yyyy): 28-Aug-2011

OBE GLOSSARY

Item	Description
9 Areas in MQA Quality Assurance	▪ Institutional Vision, Mission and Educational Goals ▪ Programme Aims, Learning Outcomes, Curriculum Design and Delivery ▪ Assessment of Students ▪ Student Selection and Support Services ▪ Academic Staff ▪ Educational Resources ▪ Programme Leadership and Administration ▪ Programme Monitoring and Review ▪ Continual Quality Improvement
Academic Load	a quantitative measure of all learning activities required to achieve a defined set of learning outcomes. These activities include lecture, tutorial, seminar, practical, self-study, retrieval of information, research, fieldwork, as well as preparing for and sitting of an examination.
Assessment Method	measurement tools for evaluation of student learning.
Assessment Rubrics	Holistic Rubric – scoring of the whole process or product without judging the component part separately Analytic Rubric – scoring separately the individual parts of the product or performance first, and then summing up the individual score to obtain a total score
Benchmarked Standards	standards that must be met and its compliance demonstrated during a programme accreditation exercise and expressed as a "must".
Bloom's Taxonomy of Learning	a classification of learning objectives within education and divided into three domains: Cognitive, Psychomotor and Cognitive.
Closing the Loop	an action plan to improve the program and student learning based on the assessment results.
Constructive Alignment	aligning one's COs to the Teaching Learning Activities (TLAs) and the Assessment Tasks (ATs). This is to ensure the attainment of the COs through each lesson known as Lesson Outcomes.

COPIA	(Code of Practice for Institutional Audit) is a document dedicated for the purpose of external evaluation of an institution to determine whether it is achieving its mission and goals, to identify strengths and areas of concern, and to enhance quality.
COPPA	(Code of Practice for Program Accreditation) is a document dedicated for the purpose of programme accreditation which uses the nine areas of evaluation to assist HEPs attain at least benchmarked standards for the said purpose and continuously improve the quality of the programme. It contains Benchmarked Standards and Enhanced Standards for the nine QA areas.
Course Delivery	a process in the pursuit of learning outcomes of the programmes and should be supported by assessments. It involves planning for teaching and assessment, teaching, assessing, moderating, recording, and reporting. Lecturers should be able to device the appropriate modes of delivery to achieve the learning outcomes and to make sure students take responsibility for their own learning.
Course Entrance Survey	measure the student's level of knowledge at the beginning of the course.
Course Exit Survey	assess individual student's attainment of course outcomes at the end of the course.
Course Lesson Outcomes (CLO)	describe what students should know, understand and can do upon the completion of a particular lesson in a course
Course Objectives	describe what a teacher needs to do to teach, and what needs to be planned to teach. They require the use of basic thinking skills such as knowledge, comprehension, and application. Objectives do not necessarily result in a product -- often, they are synthesized or combined to produce something that measures an outcome.
Course Outcomes (CO)	describe what students should know, understand and can do upon the completion of a course. Outcomes require the use of higher thinking skills such as analysis, synthesis, and evaluation (as described in Bloom's Taxonomy). Outcomes result in a product that can be measured and assessed.
Course Syllabus/ Information	a description of a course consisting of objectives, outcomes, teaching and learning activities and assessments.
Credit	the quantitative measure that represents the volume of learning or academic load to attain the set learning outcomes
Curriculum Design Cycle	consists of Planning, Developing, Implementing and Evaluating
Direct Measures	include national standardized tests; licensing or certification exams; local content or competency exams, papers, or projects; skills tests, projects, reports,

	demonstrations, or performances; portfolio analysis; capstone projects, experiences, or performances; email or online discussion board content; and so forth.
Enhanced Standards	standards that should be met as the institution strives to continuously improve itself that reflects international and national consensus on good practices in higher education and expressed by a "should".
Formative/ Continuous Assessment	the assessment of student progress throughout a course, in which the feedback from the learning activities is used to improve student attainment
Indirect Measures	include surveys of students, alumni, or employers; student or graduate profiles, interviews, or focus groups; transcript analysis; periodic review of syllabi, textbooks, exams, or other curricular materials; and so forth.
Learning Outcomes (LO)	statement on what students should know, understand and can do upon completion of a period of study. In other words, specific, understandable, measurable, assessable and student-centered statements as to what a student will be able to do at the end of a period of study.
Learning-Teaching Delivery Modes	consist of face-to-face, active, cooperative/collaborative, technology based delivery, experiential method and work-based learning.
Malaysian Qualification Agency (MQA)	a single quality assurance agency in Malaysia responsible to assure quality of programs offered by higher education providers.
Malaysian Qualification Framework (MQF)	an instrument that develops and classifies qualifications based on a set of criteria that is approved nationally and at par with international practices, and which clarifies the earned academic levels, learning outcomes of study areas and credit system based on student academic load.
Malaysian Qualification Register (MQR)	a registry of all higher education qualifications accredited by the MQA.
Ministry of Higher Education's 9 Learning Outcomes (graduate attributes)	▪ Knowledge ▪ Practical Skills ▪ Thinking and Scientific Skills ▪ Communication Skills ▪ Social Skills, Teamwork and Responsibility ▪ Values, Ethics, Moral and Professionalism ▪ Information Management and Lifelong Learning Skills ▪ Managerial and Entrepreneurial Skills ▪ Leadership Skills

Notional credit hour	40 hours of student learning time or academic load is valued as one credit
Outcome Based Education (OBE) Concept	It is not what is being taught; It is what the students learn. It involves documenting the intended results, how the results will be measured and monitored and taking action to make real learning happen. A process that involves the restructuring of curriculum, assessment and reporting practices in education to reflect the achievement of higher order learning and mastery rather than accumulation of course credits. In other words, OBE is an educational method that focuses on what students can actually do after they are taught. OBE addresses the following key questions: • What do you want the students to have or to be able to do? • How can you best help students achieve it? • How will you know whether they have achieved it? • How do you measure the attainment (close the loop)?
Programme Discipline Standards	guidelines on the criteria and standards for higher education in various disciplines
Programme Educational Objective (PEO)	Attributes of graduates 3 to 5 years after graduation (what students will be able to do upon graduation)
Programme Outcomes (PO)	the specific and general knowledge, skill, attitude and abilities demonstrated by the program graduate. The program outcomes incorporate technical skills and soft skills ability statements. Program graduates are expected to have mastered the outcomes by the time they finish all the coursework in their program.
Quality Assurance in Higher Education	comprises planned and systematic actions (policies, strategies, attitudes, procedures and activities) to provide adequate demonstration that quality is being achieved, maintained and enhanced, and meets the specified standards of teaching, scholarship and research as well as student learning experience.
Rubrics	descriptive scoring schemes that are developed by lecturers or other evaluators to guide the analysis of the products or processes of students' efforts
Soft skills Attributes	personal attributes that enhance an individual's interactions, job performance and career prospects.
Student Centred Learning (SCL) Approach	An environment where students will be equally responsible for their own learning and engagement of both students and lecturers will be visible. methods in teaching and learning that put students in the spotlight and

	encourages students to be independent learners.
Student Learning Time (SLT)	the calculation of learning activities that include official contact time, supervised or guided learning time, independent/self/group learning time and assessment time where one (1) credit equals to forty (40) hours of SLT for every semester.
Summative Assessment	the assessment of learning, which summarizes the progress of the learner at a particular time and is used to assign the learner a course grade
Table of Test Specifications	A two-way table designed to include all learning topics and the levels of Bloom's Taxonomy to construct a test and serves as a test blueprint.