# Construction of a Dual Closed-Loop Collaborative-Driven Educational Administration Management and Operation Mode from the Perspective of AACSB Accreditation: A Case Study of Shanghai Sanda University

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**Abstract: In the wave of internationalization of higher education, AACSB accreditation has become an important standard for measuring the quality of business education in colleges and universities. Taking Shanghai Shanda University as the research object, this paper focuses on the innovation of educational administration management and operation mode, and deeply explores how to construct a dual closed-loop collaborative-driven educational administration management and operation mode from the perspective of AACSB(The Association to Advance Collegiate Schools of Business) accreditation. Through the theoretical analysis and practical path research of the dual closed-loop collaborative-driven mode, this paper reveals how the mode realizes the efficient allocation of teaching resources, the refined management of teaching processes, and the continuous improvement of teaching quality through the collaborative operation of the internal quality assurance closed-loop and the external feedback optimization closed-loop. It provides referenceable practical experience and theoretical reference for colleges and universities to improve their educational administration management systems and enhance educational quality under the AACSB accreditation framework.**

**Keywords: AACSB (The Association to Advance Collegiate Schools of Business); Closed-Loop Thinking; Educational Administration Management; Continuous Improvement**

## 1. Introduction

With the continuous development of higher education, improving teaching quality has become a core task for colleges and universities. As an application-oriented undergraduate university with distinctive characteristics, Shanghai Shanda University has always adhered to the "student-centered" educational philosophy, actively promoted educational and teaching reforms, and strived to enhance the quality of talent cultivation. Since the Shengxiang Business School of Shanghai Shanda University launched the AACSB accreditation process in 2023, the traditional educational administration management model has been increasingly unable to meet the university's needs for refined management of teaching quality, continuous improvement, and alignment with international educational standards. Against this backdrop, it has become extremely urgent to construct a new educational administration management and operation model that adapts to AACSB accreditation standards.

The dual closed-loop [1] collaborative-driven model emphasizes the realization of dynamic adjustment and continuous optimization of management processes through the collaborative operation of internal quality assurance and external feedback optimization. Introducing the concept of dual closed-loop collaborative driving into the field of educational administration management and exploring its application under the AACSB accreditation framework hold significant theoretical value and practical significance for improving the efficiency of university educational administration management and promoting the continuous enhancement of teaching quality.

## 2. The Coupling Logic between AACSB Accreditation and Closed-Loop Management

### 2.1 Analysis of Core Standards for AACSB Accreditation

 

AACSB (Association to Advance Collegiate Schools of Business) accreditation is an authoritative certification for the quality of business school education worldwide. Its core standards cover multiple aspects of business schools, including mission, strategy, academic programs, faculty, and student learning outcomes. The core logic of AACSB accreditation emphasizes being mission-oriented and prioritizing continuous improvement. Through regular evaluation and feedback mechanisms, it continuously optimizes teaching and management processes to ensure the sustained enhancement of educational quality [2].

### 2.2 Core Concept of Closed-Loop Thinking

Closed-loop thinking (As shown in Figure 1) originates from the PDCA (Plan-Do-Check-Act) cycle theory and is characterized by systematicness, dynamics, and continuity. Through continuous cyclic iteration, it realizes the optimization of management processes and the continuous improvement of goals. In educational administration management, closed-loop thinking requires forming a complete closed loop from the setting of teaching objectives, plan formulation, organization and implementation, effect evaluation to feedback and improvement, ensuring the orderly progress of various tasks and the timely resolution of problems.


**Figure 1. Closed-loop Thinking Flowchart**

### 2.3 Analysis of Compatibility between AACSB Accreditation and Closed-Loop Thinking in Educational Administration

(1) Consistency in core concepts

AACSB accreditation emphasizes being mission-oriented and achieves continuous improvement of teaching quality through closed-loop management encompassing "goal setting—process monitoring—result evaluation—feedback optimization". This highly aligns with the closed-loop management of educational administration based on the PDCA cycle, as both focus on systematic management and continuous improvement.

(2) Integration of continuous improvement mechanisms

The requirement for continuous improvement in AACSB accreditation is highly consistent with the PDCA cycle concept in the closed-loop thinking of educational administration management. Both emphasize that the improvement of educational quality is not achieved overnight, but rather a process of continuously identifying problems, solving problems, and making ongoing optimizations. In AACSB accreditation, business schools carry out continuous improvement of educational and teaching activities through regular evaluation and feedback mechanisms; while the closed-loop thinking in educational administration management continuously adjusts and improves teaching management strategies through the PDCA cycle to ensure the steady enhancement of teaching quality [3].

## 3. Core Architecture of the Dual Closed-Loop Collaborative Mechanism in Educational Administration Management

### 3.1 Inner Loop: Teaching Implementation Closed-Loop (As shown in Figure 2)

(1) Teaching objective setting (planning phase): clarify "what to teach" and "what to learn" to provide direction for teaching activities.

(2) Teaching process implementation (execution phase): design and implement teaching links around objectives, with a focus on student participation.

(3) Teaching Evaluation and Feedback (Checking Phase): Construct a multi-dimensional monitoring system (including teaching supervision, peer observation, student evaluation of teaching, etc.) to assess the achievement of objectives and timely identify problems in teaching and learning.

(4) Teaching Improvement and Optimization (Improvement Phase): Adjust teaching strategies based on evaluation results to achieve continuous optimization.

### 3.2 Outer Loop: Teaching Quality Evaluation Closed-Loop (As shown in Figure 3)

(1) Construction of evaluation index system: centering on teaching objectives, a comprehensive and scientific evaluation index system is built from dimensions such as

 

teaching process, effect, and student development, covering teacher competence, curriculum construction, learning outcomes, resource utilization, etc [4].

(2) Collection of evaluation data: data is collected through multiple methods with the participation of diverse subjects.

(3) Evaluation analysis and diagnosis: statistical and data analysis methods are used to conduct in-depth analysis of evaluation data, identify strengths and weaknesses, and diagnose key influencing factors.

(4) Application of evaluation results: the evaluation results are fed back to the teaching implementation link, providing a basis for teaching adjustment and optimization of resource allocation.


**Figure 2. Teaching Implementation Closed-loop Process**

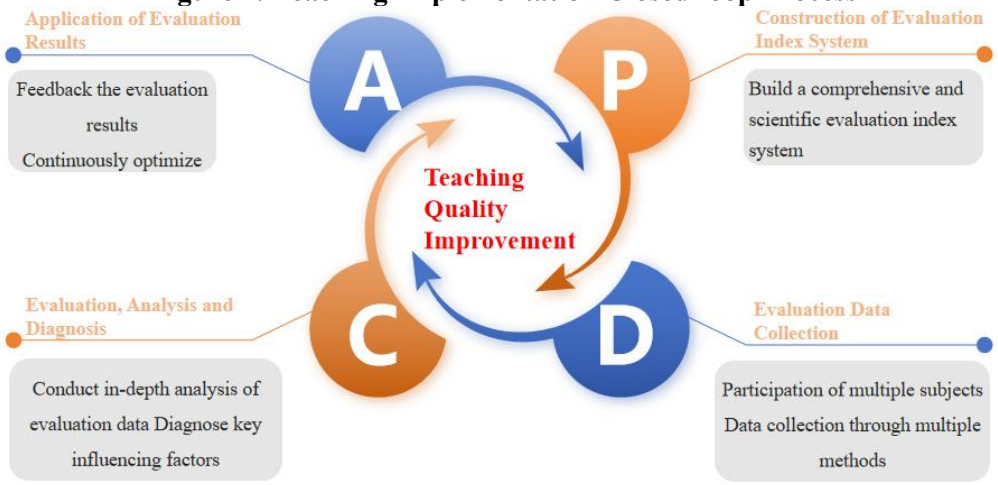


**Figure 3. Closed-loop Process of Teaching Quality Evaluation**

## 4. Operational Mechanism of Dual Closed-Loop Collaboration in Educational Administration Management (As shown in Figure 4)

The dual closed-loops refer to the closed-loop of teaching implementation process (inner loop) and the closed-loop of teaching quality evaluation (outer loop). Educational administration management closely connects these two closed-loops through a series of measures such as overall planning, resource allocation, process supervision, organizational evaluation, and promotion of improvement, enabling them to operate collaboratively and jointly ensure the improvement of teaching quality. The collaborative operation of the dual closed-loops is mainly reflected in the following two processes [5].

The collaborative operation of the teaching implementation closed-loop and the quality evaluation closed-loop essentially realizes the continuous optimization of teaching quality through a spiral ascending mechanism of "planning - execution - evaluation - improvement". Teaching implementation is the "trunk": it carries specific teaching activities and serves as the practical carrier for quality improvement; quality evaluation is the "nerve center": it perceives problems, transmits signals, and guides the precise adjustment of teaching implementation. The ultimate goal of dual

 

closed-loop collaboration is to form a benign ecology where "evaluation drives implementation and implementation feeds back to evaluation", promoting the transformation of educational administration management from "experience-based" to "scientific and intelligent".

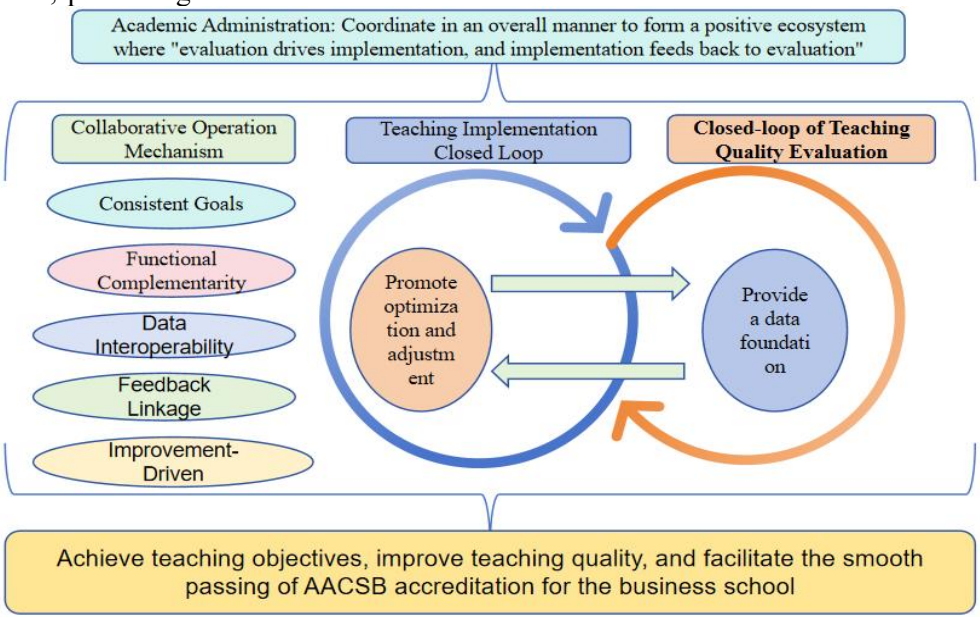


**Figure 4. The Operation Mechanism of Dual Closed-Loop Collaborative Operation in Academic Affairs Management**

## 5. Construction of the Educational Administration Management and Operation Model Driven by the Dual-closed-loop Collaborative Mechanism

### 5.1 Inner Loop: Closed Loop for Monitoring the Teaching Process

The essence of the closed loop of the teaching implementation module is to continuously improve the teaching quality through the cycle of "precise planning, standardized execution, real-time monitoring, dynamic adjustment, and scientific evaluation". The main processes are as follows:

(1) Formulation of teaching plans: scientific planning and dynamic adjustment (plan)

Core objective: To clarify teaching objectives, teaching contents and implementation standards, and provide a basis for teaching implementation.

The formulation of teaching plans at Shanghai Sanda University adheres to the top-level design principle of "student demand orientation". In formulating teaching plans, it is oriented by social needs and talent cultivation goals, and a collaborative mechanism with multiple parties involved has been established. Through sufficient investigations, multiple rounds of discussions and certifications, the scientificity and feasibility of teaching plans are ensured. Meanwhile, in order to adapt to the changes in social economy and discipline development, a dynamic update mechanism is implemented for teaching plans.

At the same time, fine-grained review and monitoring are carried out on course syllabi. After the course syllabi are formulated, they need to go through a three-level review process, namely the initial review by the professional director, the second review by the college teaching committee, and the final review by the Academic Affairs Office of the school. All-round control is exerted from aspects such as the degree of fit between teaching objectives and the talent cultivation orientation of the college, the connection between the course syllabus and the professional course system, the rationality of teaching contents, and the diversity of teaching methods.

(2) Execution and monitoring of the teaching process (do & check)

Core objective: To ensure that teaching activities are carried out as planned and to discover and solve problems in the implementation in a timely manner.

Teachers conduct teaching activities through such links as classroom teaching, practical teaching, assessments and assignments. The university and colleges achieve comprehensive

 

and dynamic management of the teaching process through a multi-level supervision system and a real-time data tracking mechanism. Currently, Shanghai Sanda University mainly conducts supervision from three dimensions: at the university level, at the department level and through student evaluations of teaching. A hierarchical and classified classroom observation system has been established. Through the online and offline classroom observation modes, the comprehensiveness and pertinence of classroom observation and monitoring are ensured. Meanwhile, modern information technology is actively introduced to empower the monitoring of the teaching process [6]. Some classrooms are equipped with intelligent teaching monitoring devices. Through high-definition cameras and microphones, the classroom teaching process can be recorded and played back in real time, which not only provides materials for teachers' teaching reflection but also provides an objective basis for the evaluation of teaching quality

(3) Teaching feedback and adjustment (act)

Based on the monitoring data and feedback information, optimize the teaching process and strategies.

(4) Evaluation of teaching effects (check & act)

Through diversified evaluations, such as student academic evaluations, teacher teaching evaluations and professional and course evaluations, measure the achievement degree of teaching objectives and provide a basis for continuous improvement.

### 5.2 Outer Loop: Closed Loop of Teaching Quality Evaluation

The closed loop of teaching quality evaluation at Shanghai Sanda University takes "full-chain coverage, multi-subject collaboration, data-driven, and continuous improvement" as its core logic. Its essence is to discover the "bottlenecks" and "highlights" in the teaching system through scientific evaluation, and promote the spiral upward of quality through precise improvement [7].

(1) Setting of evaluation objectives and standards (plan)

The teaching quality evaluation at Shanghai Sanda University aims to accurately grasp the actual situation of teaching work through scientific and comprehensive assessments, discover the problems and deficiencies existing in the teaching process, and then promote teaching reforms and improve teaching quality. For example, in terms of classroom observation, different evaluation standards are formulated for different course types, such as theoretical courses, experimental courses and physical education courses.

(2) Multiple evaluation subjects and approaches (do)

Collect evaluation data from multiple perspectives and by multiple methods to ensure that the results are comprehensive and objective. Currently, the teaching evaluation at Shanghai Sanda University is mainly carried out from the following dimensions:

1) Mid-term teaching inspection: comprehensive diagnosis and problem sorting

The mid-term teaching inspection at Shanghai Sanda University covers multiple dimensions such as the implementation of teaching plans, the fulfillment of course syllabuses, the quality of classroom teaching, and students' learning status. The university has established a three-level collaborative inspection mechanism of "university - college - major". Student representatives are also invited to participate in the inspection process to provide feedback on problems in teaching from the students' perspective, forming an all-round and multi-level inspection network. After the inspection, each college shall submit a mid-term teaching inspection report within the specified time, which details the problems found during the inspection and the rectification measures. The Academic Affairs Office summarizes and analyzes the reports of each college, formulates school-wide rectification plans for common problems, and urges colleges to rectify individual problems within a time limit. A rectification tracking ledger is established, and return visits are conducted regularly to ensure that problems are effectively solved.

2) Examination paper inspection: standardized management and quality control

Shanghai Sanda University has formulated strict full-process standards for examination paper inspection, covering various links such as proposition setting, review, examination, marking, and analysis. It has also established a regular random inspection mechanism for examination papers, with a certain proportion of course papers randomly selected for special inspection every semester. The contents of the random inspection include the quality of

 

examination paper propositions, the standardization of marking, and the completeness of examination paper analysis reports. For problems found in the random inspection, feedback is promptly given to the relevant colleges and teachers, and they are required to rectify within a time limit.

3) Classroom observation: stratified classification and in-depth feedback

Shanghai Sanda University has established a stratified and classified classroom observation system to ensure the comprehensiveness and pertinence of classroom observation work. To guarantee the scientificity and objectivity of classroom observation evaluation, the university has formulated a detailed classroom observation evaluation index system, covering multiple dimensions such as teaching objectives, teaching content, teaching methods, teaching organization, and teaching effects. After conducting classroom observations, observers are required to fill in observation records and evaluation opinions in a timely manner, detailing the highlights and existing problems in classroom teaching, and putting forward specific improvement suggestions. The results of classroom observations are not only used for teachers' teaching assessment but also deeply integrated into teachers' professional development and teaching management decisions [8].

4) In-depth application of teaching evaluation results and continuous improvement

Taking the application of teaching evaluation results as an opportunity, Shanghai Sanda University actively cultivates a quality culture and promotes the continuous improvement of teaching quality. It has established a continuous improvement cycle mechanism of "evaluation - feedback - improvement - re-evaluation". After each round of teaching evaluation, the university, colleges, teachers, and students formulate and implement improvement plans for existing problems, test the improvement effects in the next round of evaluation, and continuously optimize the teaching process and talent training quality, making teaching quality monitoring an important driving force for promoting the connotative development of the university.

### 5.3 Data Integration and Analysis (Check)

In the closed-loop of teaching quality evaluation at Shanghai Sanda University, the "Data Integration and Analysis (Check)" link is the key connecting the monitoring and improvement of the teaching process. It aims to evaluate teaching quality by systematically collecting and integrating multi-dimensional data and applying scientific analysis methods, so as to provide a basis for subsequent improvement (Act). To comprehensively reflect the teaching quality, data integration needs to cover the entire chain of "teaching, learning, management, and evaluation", mainly including the following categories: teaching process data, learning outcome data, evaluation feedback data, and management support data.

### 5.4 Feedback, Improvement and Action (Act)

Core goal: Transform evaluation results into teaching improvement measures and promote the implementation of the closed loop. Shanghai Sanda University currently adopts a hierarchical feedback mechanism, through which evaluation results are fed back at the micro level (individual teachers), meso level (departments/majors) and macro level (university), so as to convert the evaluation results into teaching improvement measures and promote the implementation of the closed loop.

## 6. Conclusion

The educational administration management operation mode based on closed-loop thinking can effectively meet the requirements of AACSB international accreditation. This mode clarifies the goals and tasks of educational administration management in the planning stage, which is consistent with the strategic planning requirements of AACSB accreditation; in the implementation stage, it strictly promotes various work in accordance with the plan and emphasizes the cycle of continuous improvement, which meets the requirements of AACSB accreditation for continuous quality improvement. Driven by the dual closed-loop collaborative mechanism of teaching implementation and teaching quality evaluation, educational administration management dynamically links various links, avoids "disconnection between planning and execution, and separation between evaluation and improvement", and forms an interlocking management chain. At the same time, it should be driven by data and feedback to reduce subjective judgment deviations and realize scientific decision-making. In addition, it is

 

necessary to implement the orientation of continuous improvement: through each round of closed-loop iteration, accumulate teaching experience, promote the innovation of teaching modes and the improvement of talent training quality. Through this framework, educational administration management has transformed from "passively responding to problems" to "proactively optimizing teaching", and ultimately serves the achievement of the university's talent training goals.

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