NORTH SOUTH UNIVERSITY
SCHOOL OF BUSINESS
AND ECONOMICS

BBA, MBA, and EMBA Program Student Learning Assessment Report:

Spring 2016

Contents

Spring 2016 Student Learning Assessment Report: BBA Program 3
Spring 2016 Student Learning Assessment Report: Major in Accounting and Finance 12
Spring 2016 Student Learning Assessment Report: Major in HRM Program 22
`Spring 2016 Student Learning Assessment Report: Major in International Business (“INB”) 32
Spring 2016 Student Learning Assessment Report: Major in MIS Program 42
Spring 2016 Student Learning Assessment Report: Major in Marketing (“MKT”) 52
Spring 2016 Student Learning Assessment Report: Master of Business Administration 62
Spring 2016 Student Learning Assessment Report: Executive Master of Business Administration 73

Spring 2016 Student Learning Assessment Report: BBA Program

(Common Program Learning Goals and Student Learning Outcomes for all BBA Disciplines)

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
1. Communications	1.1 Communicate ideas and arguments effectively	Summative: Exit Assessment Test, and Course Embedded Assessment (MGT 489, integrative capstone course group term projects). Formative: Course Embedded Assessment(MGT 368 group term projects)	Exit Assessment Test: Meets Expectation: 60% to 80%; Does Not Meet Expectation < 60%; Exceeds Expectation > 80% Course-Embedded Assessment: Rubric # B.1.1.1.1	See Figures BBA Core 1 – 4.	Target: 80% of students should meet or exceed expectation. Students met the target. Trend: We are pleased to note that the percentages of students not meeting expectation is decreasing over time in the summative assessment. Formative assessment results have 100% of students meeting the target over the reported periods.	The Department of English and Modern Languages organized an international conference featuring the advancement of creative practices in English Language Teaching.

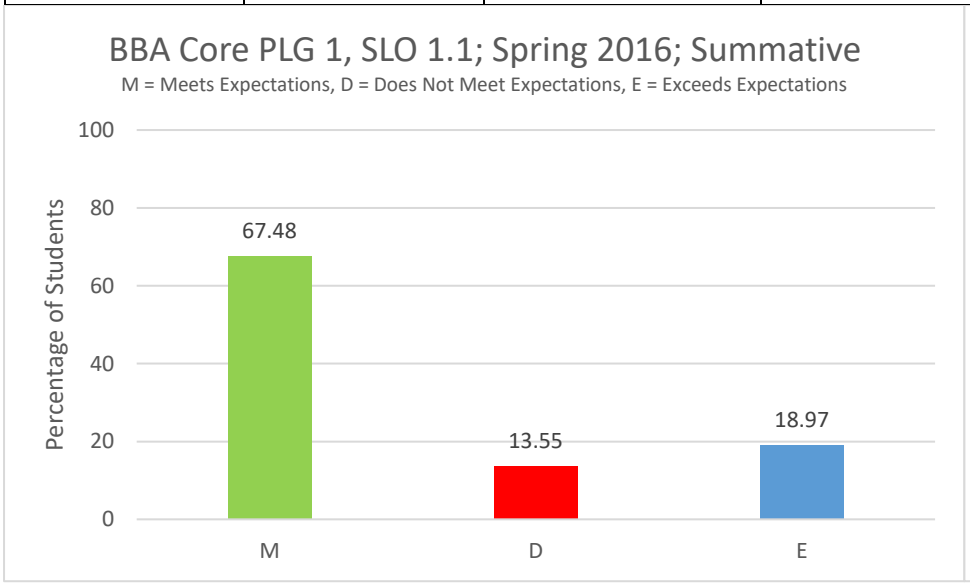


Figure BBA Core- 1

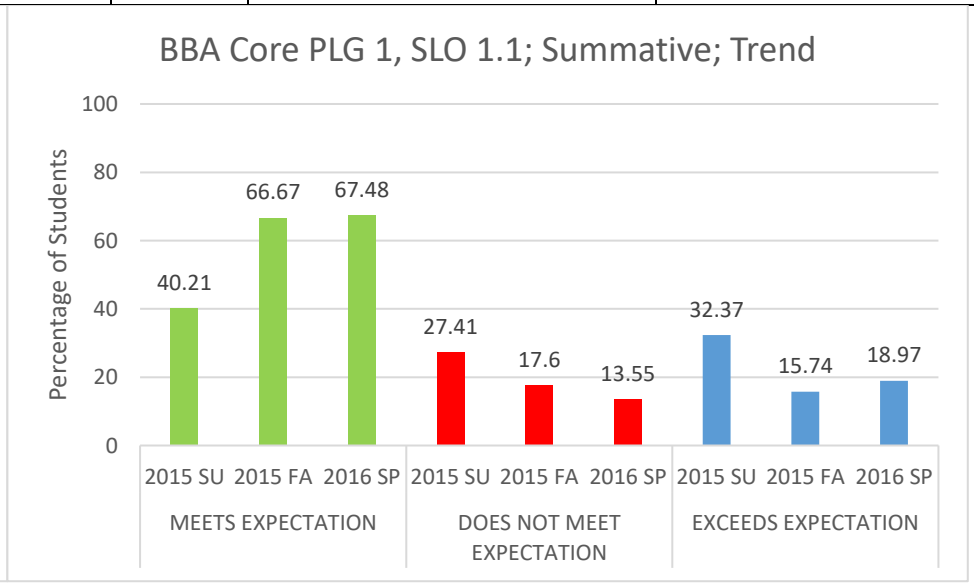


Figure BBA Core- 2

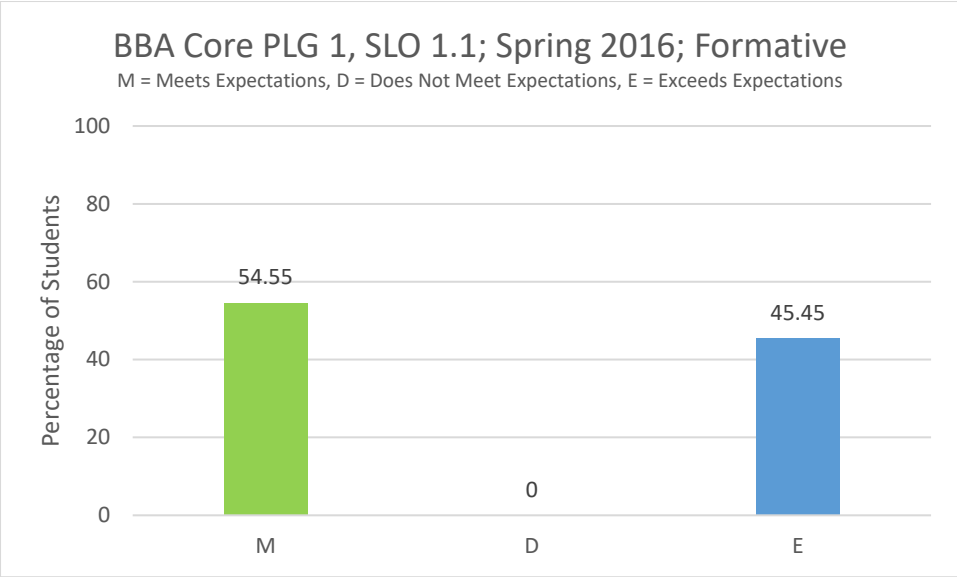


Figure BBA Core- 3

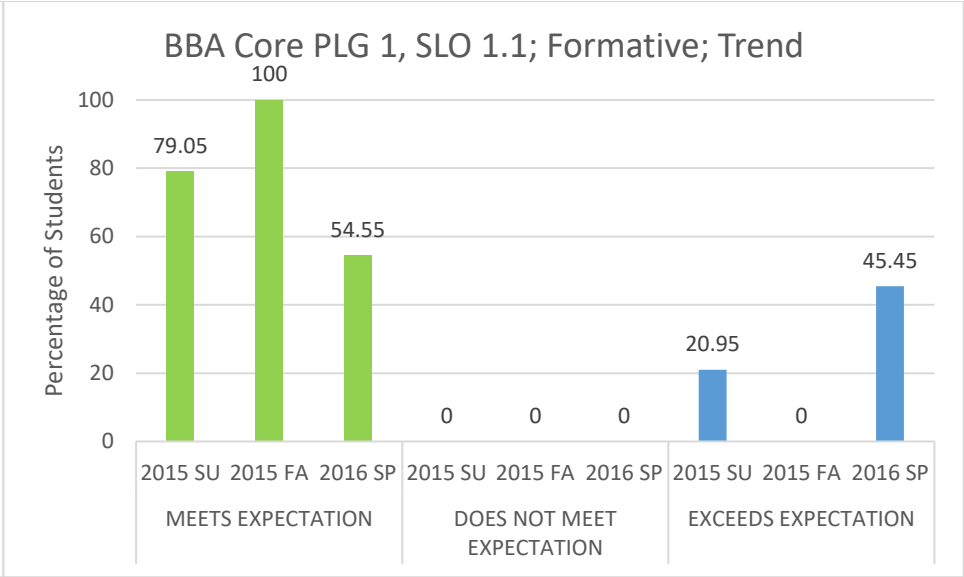


Figure BBA Core- 4

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
2. Critical Thinking	2.1 Correctly apply foundation knowledge gained in BBA core courses for analysis and decision making	Summative: Exit Assessment Test, and Course Embedded Assessment (MGT 489, integrative capstone course group term projects). Formative: Course Embedded Assessment from the Disciplines: FIN 435 group term projects for A&F students; HRM 480 group terms projects for HRM students; INB 480 group term projects for INB students; MIS 470 group term projects for MIS students; and MKT 460 group term projects for MKT students	Exit Assessment Test: Meets Expectation: 60% to 80%; Does Not Meet Expectation < 60%; Exceeds Expectation > 80% Course-Embedded Assessment: Rubric # 2.1.1.1 (summative); A&F.4.R.2 for A&F students, rubric # HRM.3.R.1 for HRM students, rubric # INB.2.R.1 for INB students, rubric # MIS.2.R.1 for MIS students, rubric # MKT.1.R.2 for MKT students (formative)	See Figures BBA Core 5 – 6. Please see the following figures for the formative results: A&F-13, HRM-9, INB-5, MIS-5, MKT-1	Target: 70% students should meet or exceed expectations. Students have met the target. Trend: Although the percentage of students meeting expectation is exhibiting a positive trend, the inconsistent performance is a concern.	The Department of Management had organized a workshop on Supply Chain Management with leading supply chain specialists in Bangladesh, to support the recently launched degree in Supply Chain Management. The student co-curricular arm of the Department of Economics had organized an inter-university economic-policy generating competition with the following theme: "Youth Unemployment in Bangladesh."

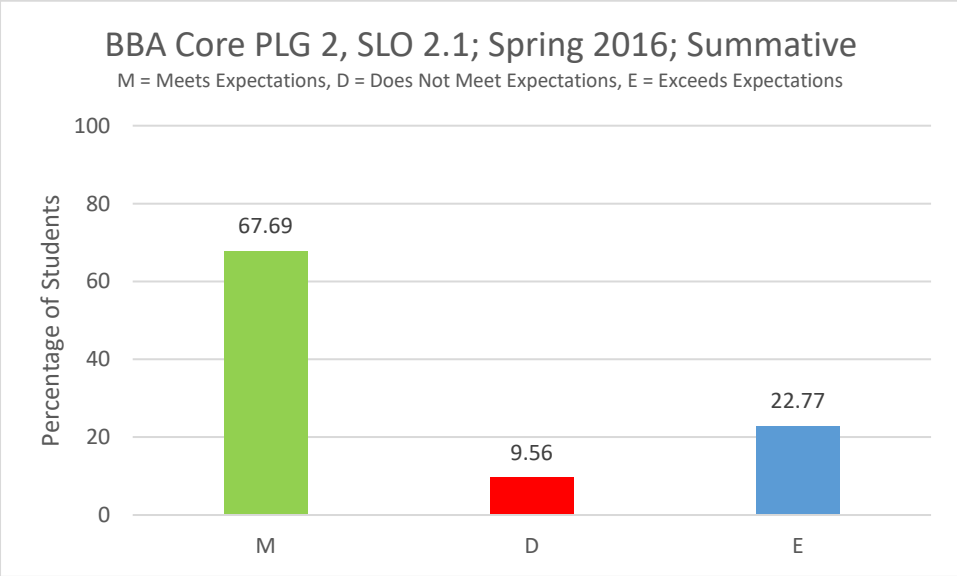


Figure BBA Core- 5

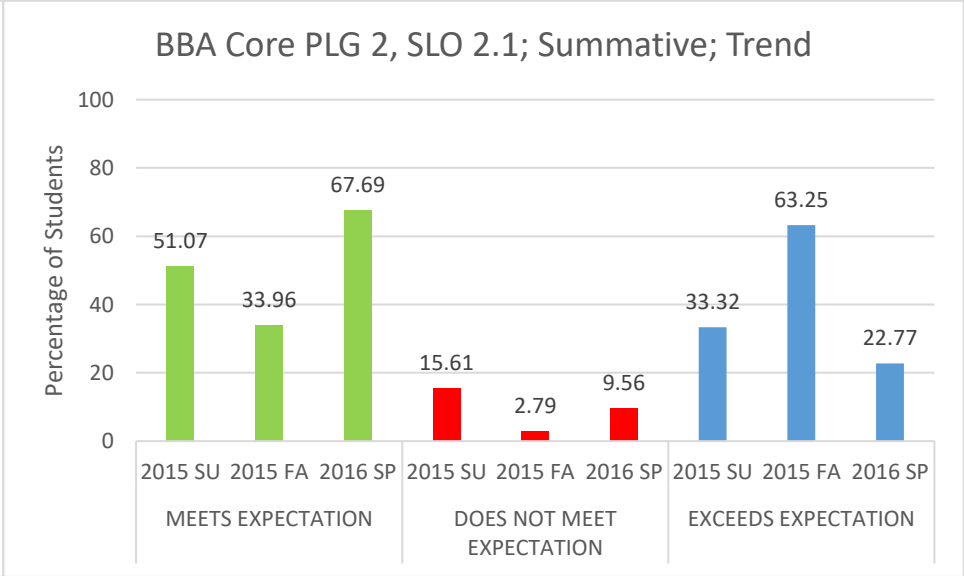


Figure BBA Core- 6

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
2. Critical Thinking	2.2. Engage in critical thinking and analysis of business phenomena to realize opportunities for performance improvement at all levels	Summative: Exit Assessment Test, and Course Embedded Assessment (MGT 489, integrative capstone course group term projects). Formative: Course Embedded Assessment(MGT 368 group term projects)	Exit Assessment Test: Meets Expectation: 60% to 80%; Does Not Meet Expectation < 60%; Exceeds Expectation > 80% Course-Embedded Assessment: Rubric # B.2.2.1.1	See Figures BBA Core 7 – 10.	Target: 60% students should meet or exceed expectation. Students have met the target. Trend: Student performance has improved in this area.	The Department of Marketing had organized a seminar on "The Future of Business Analytics." A digital marketing expert spoke with SBE students regarding the increased prominence and significance of digital marketing. A seminar on "Trade Based Money Laundering and International Trade" was organized by the Student and Engagement Support Committee.

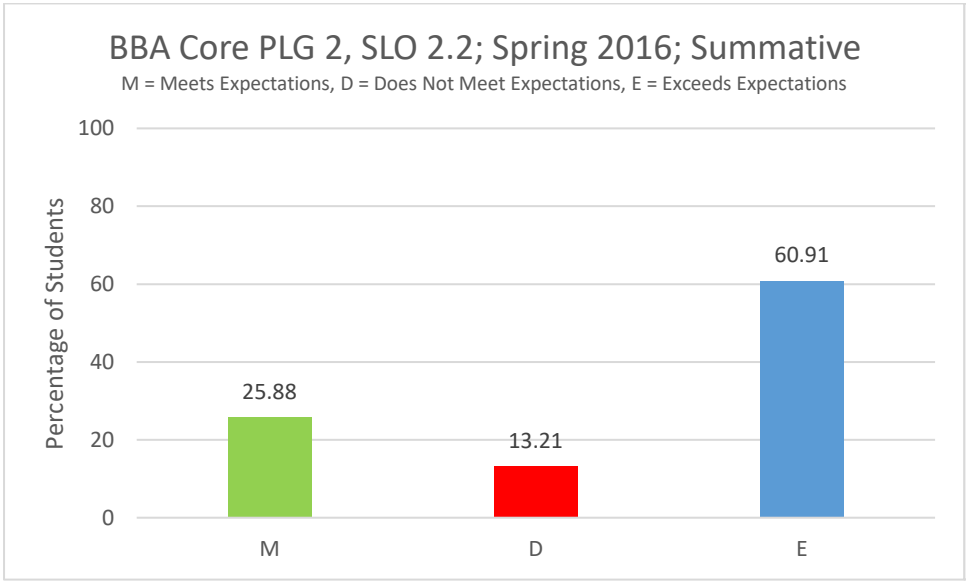


Figure BBA Core- 7

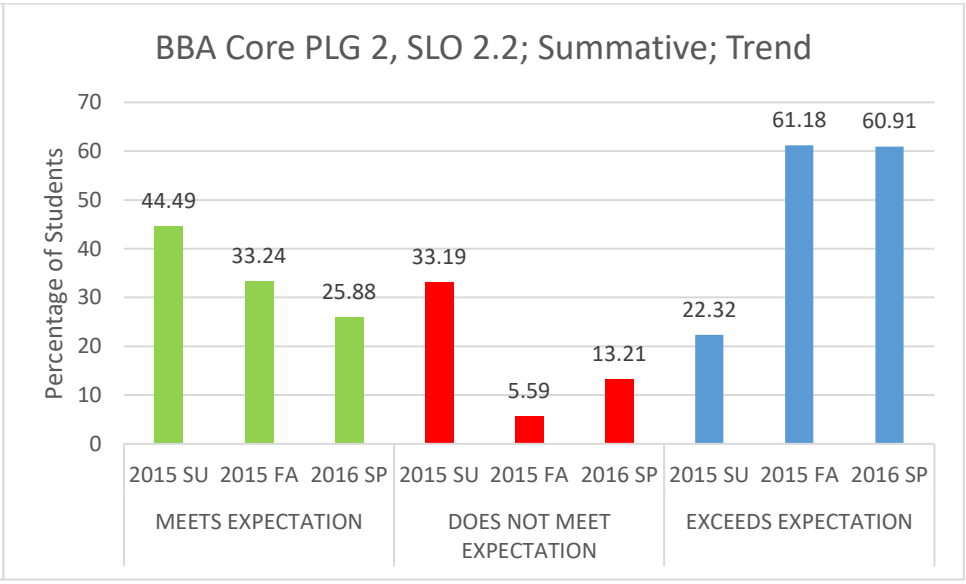


Figure BBA Core- 8

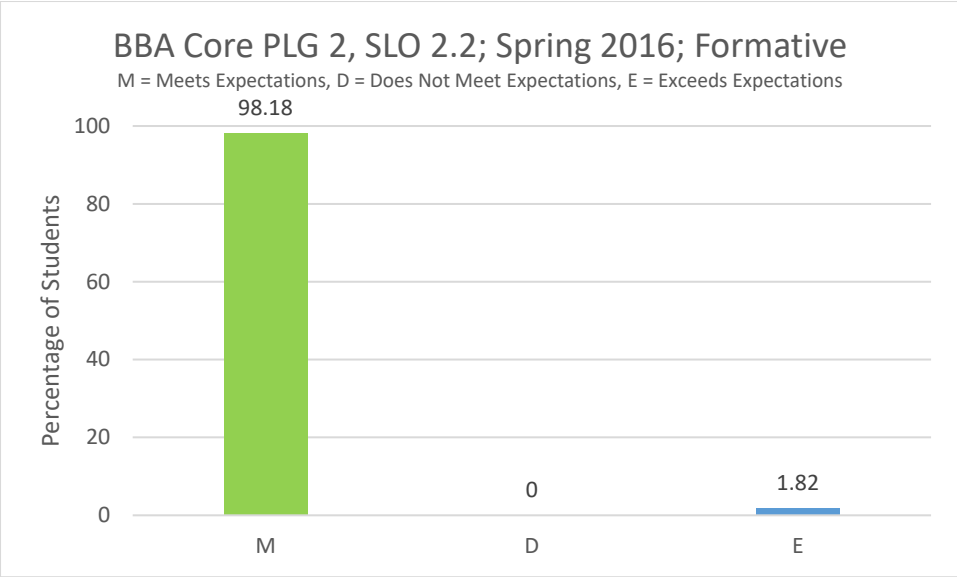


Figure BBA Core- 9

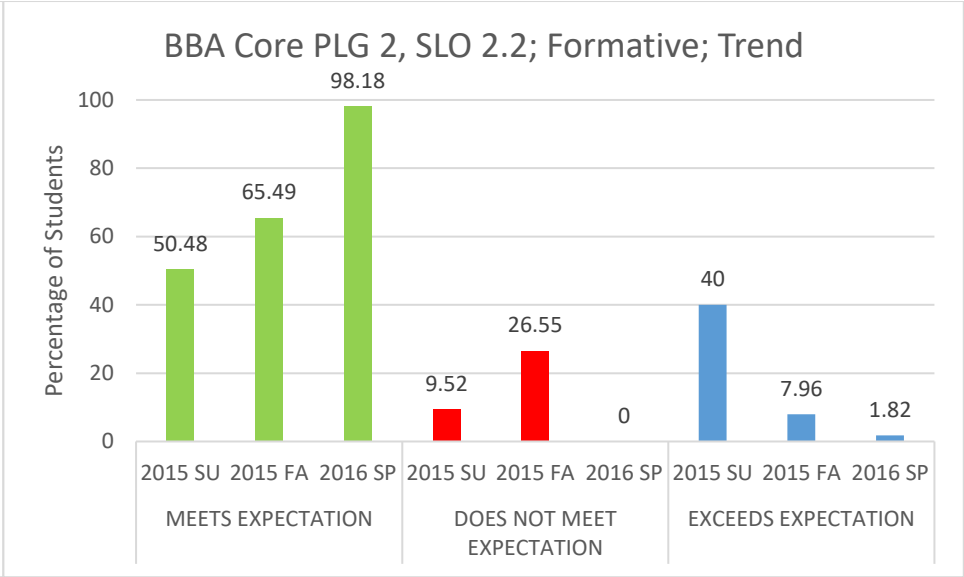


Figure BBA Core- 10

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
3. Integration	3.1 Utilize knowledge in the areas of accounting, management, finance, and marketing as business professionals.	Summative: Exit Assessment Test, and Course-Embedded Assessment (MGT 489, integrative capstone course, group term projects) Formative: Course-Embedded Assessment(MGT 368 group term projects)	Exit Assessment Test: Meets Expectation 60% to 80%; Does Not Meet Expectation < 60%, Exceeds Expectation > 80% Course-Embedded Assessment: Rubric # 3.1.1.1	See Figures BBA Core 11 – 14.	Target: 80% students should meet or exceed expectation. Students have met the target Trend: The percentages of students meeting expectation, in both assessments, are improving over time.	A number of grooming sessions were organized by several SBE co-curricular organizations. These grooming sessions featured industry leaders and experts. These events provided key information about the current business landscapes as well as future issues. The SBE Outreach Office had organized a lecture and open dialogue session on "The Power of Economic Relationships in Making the World More Secure."

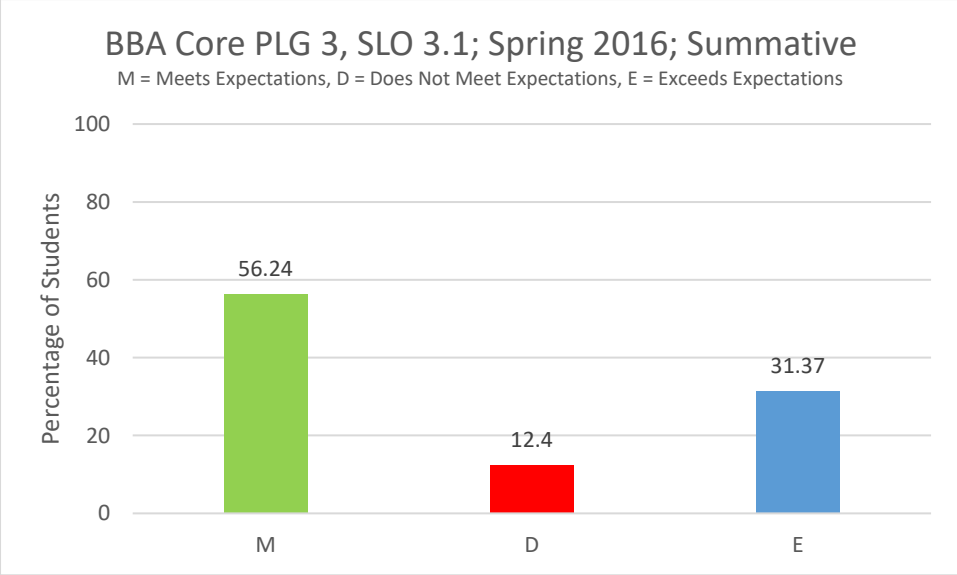


Figure BBA Core- 11

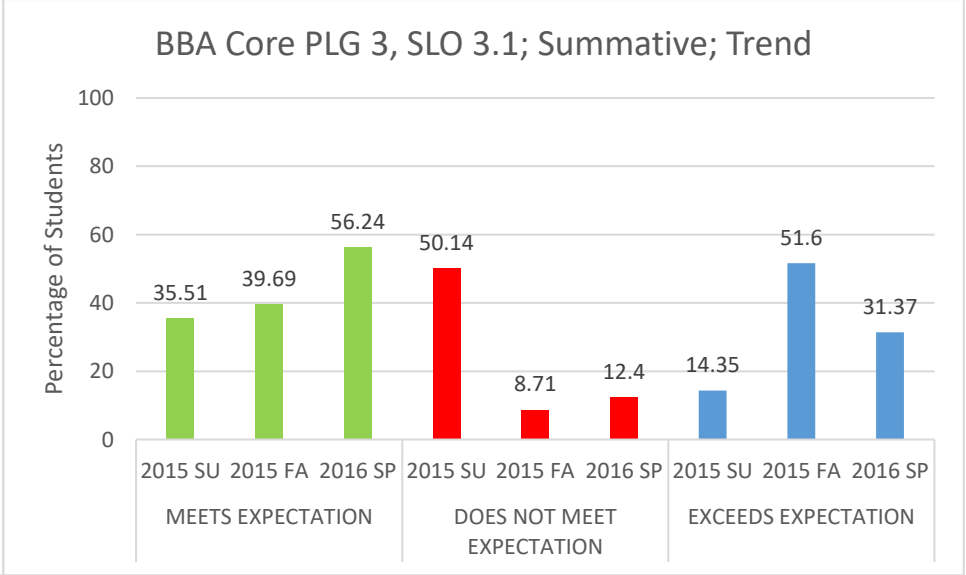


Figure BBA Core- 12

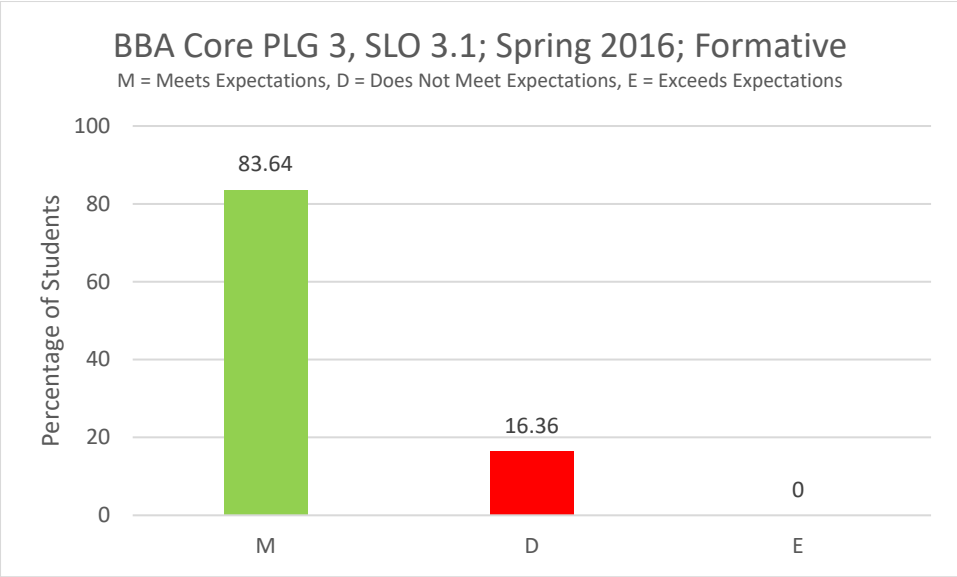


Figure BBA Core- 13

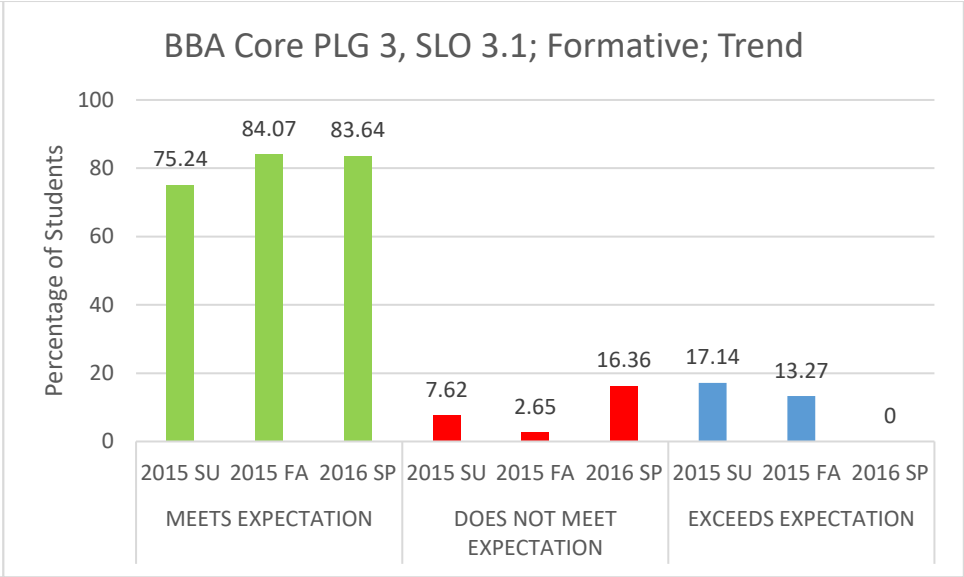


Figure BBA Core- 14

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
3. Integration	3.2 Utilize the latest business tools to analyze information, to improve productivity and decision-making, and to achieve performance targets efficiently	Summative: Exit Assessment Test, and Course-Embedded Assessment (MGT 489, integrative capstone course, group term projects) Formative: Course Embedded Assessment from the Disciplines: FIN 435 group term projects for A&F students; HRM 480 group terms projects for HRM students; INB 480 group term projects for INB students; MIS 470 group term projects for MIS students; and MKT 460 group term projects for MKT students	Exit Assessment Test: Meets Expectation: 60% to 80%; Does Not Meet Expectation < 60%; Exceeds Expectation > 80% Course-Embedded Assessment: Rubric # 3.2.1.1 (summative); A&F.4.R.2 for A&F students, rubric # HRM.3.R.1 for HRM students, rubric # INB.2.R.1 for INB students, rubric # MIS.2.R.1 for MIS students, rubric # MKT.1.R.2 for MKT students (formative)	See Figures BBA Core 15 – 16. Please see the following figures for the formative results: A&F-13, HRM-9, INB-5, MIS-5, MKT-1	Target: 60% students should meet or exceed expectation. Students did not meet the target. Trend: Inconsistency in results and the decrease in the percentages of students meeting expectation are concerning.	The Department of Management organized a seminar titled "Information Systems Building the Youth for Tomorrow."

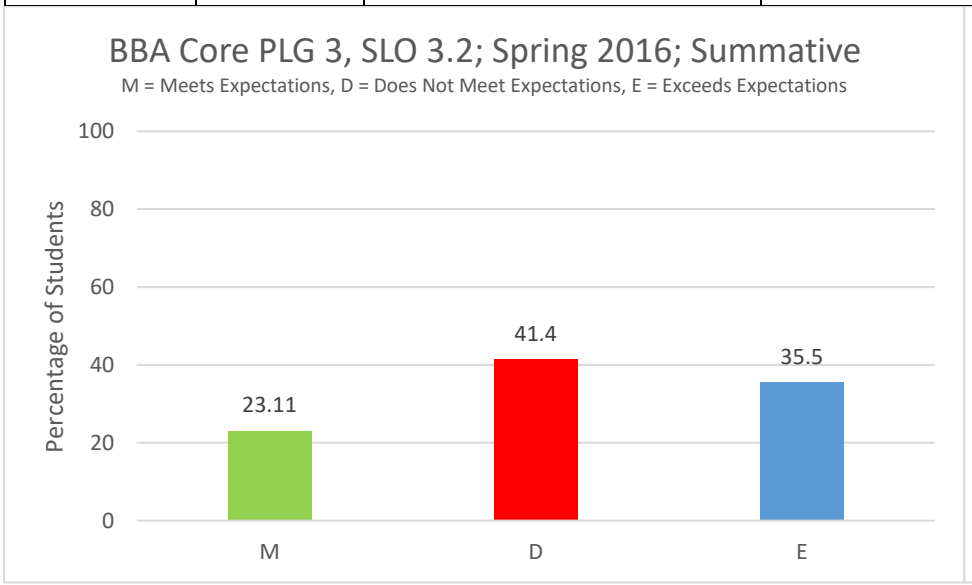


Figure BBA Core- 15

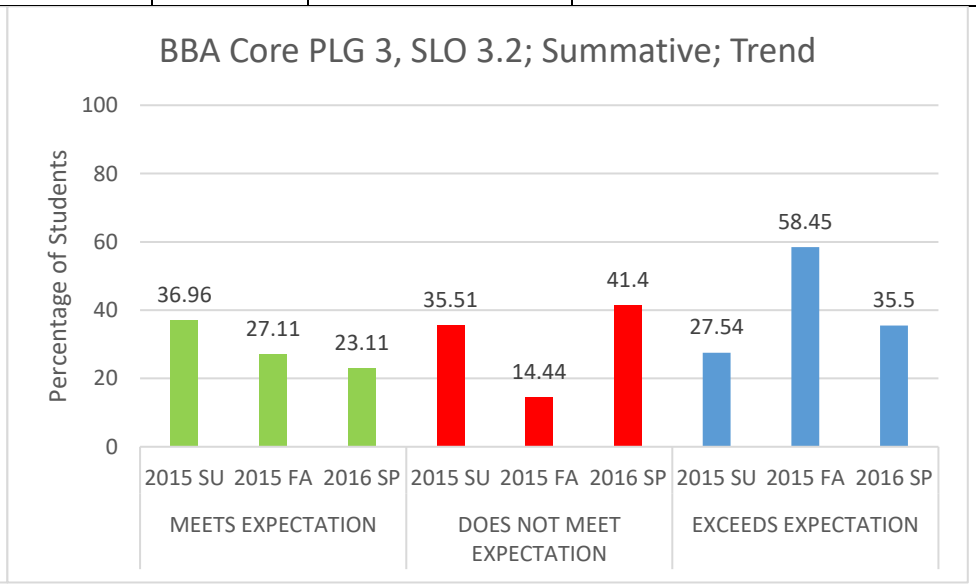


Figure BBA Core- 16

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
4. Ethics	4.1 Uphold ethical standards in every professional practice	Summative: Exit Assessment Test, and Course-Embedded Assessment (MGT 489, integrative capstone course, group term projects)	Exit Assessment Test: Meets Expectation 60% to 80%; Does Not Meet Expectation < 60%, Exceeds Expectation > 80% Course-Embedded Assessment: Rubric # 4.1.1.1	See Figures BBA Core 17 - 18	Target: 80% students should meet or exceed expectation. Students did not meet the target Trend: The percentage of students not meeting expectations is exhibiting a declining trend.	A leading Bangladeshi scholar emphasized ethical values in for-profit and non-profit organizations in a lecture titled "Economics of Social Business."

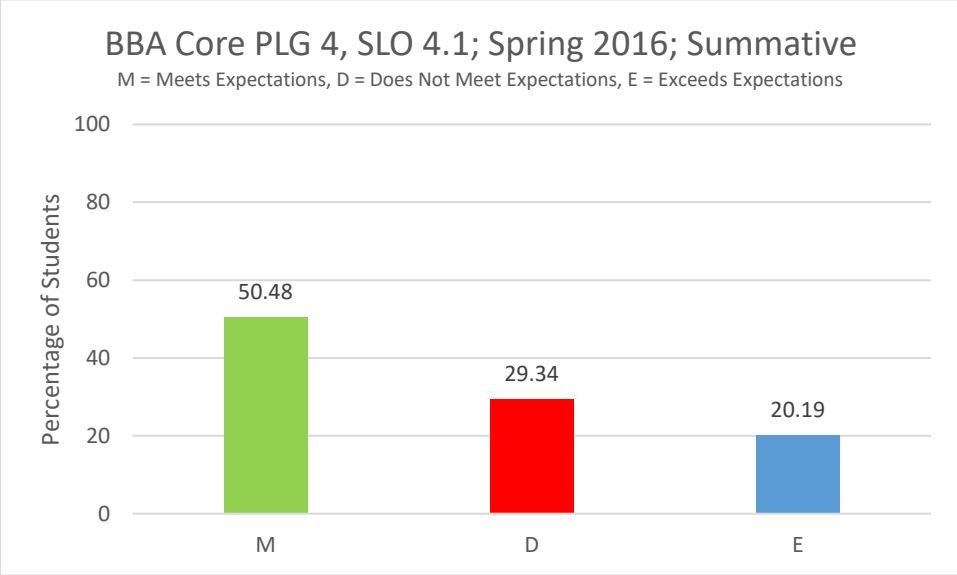


Figure BBA Core- 17

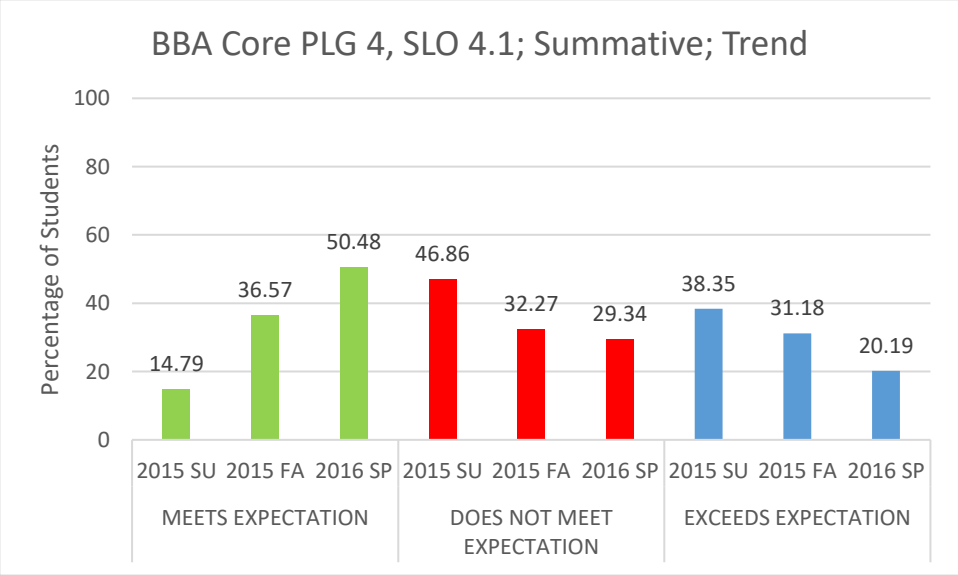


Figure BBA Core- 18

Spring 2016 Student Learning Assessment Report: Major in Accounting and Finance

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
A&F.1. Identify and classify financial information; present and interpret financial statements	Summative:- Exit Assessment Test, and Course Embedded Assessment (FIN 440, Capstone Course group term projects) Formative: Course Embedded- Assessment (FIN 254 group term projects)	Exit Assessment Test Meets Expectation: 60% -80% Does Not Meet Expectation < 60% Exceeds Expectation> 80% Course-Embedded Assessment: Rubric # A&F.1.R.1	See Figures A&F 1 – 4.	Target: 80% students should meet or, exceed expectation. Students missed the target by a small margin, Trend: Although the percentages of students meeting expectation is increasing, the sudden increase in the percentage of students not meeting expectation is matter for concern. Formative assessment performance is stable over time.	The department organized a workshop on the professional requirements of a Chartered Financial Analyst (CFA).

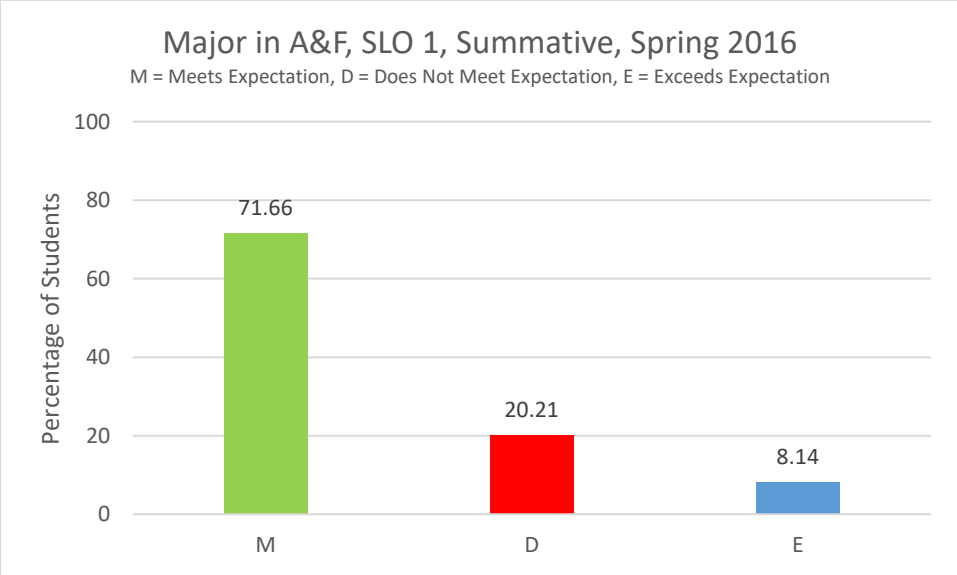


Figure A&F 1

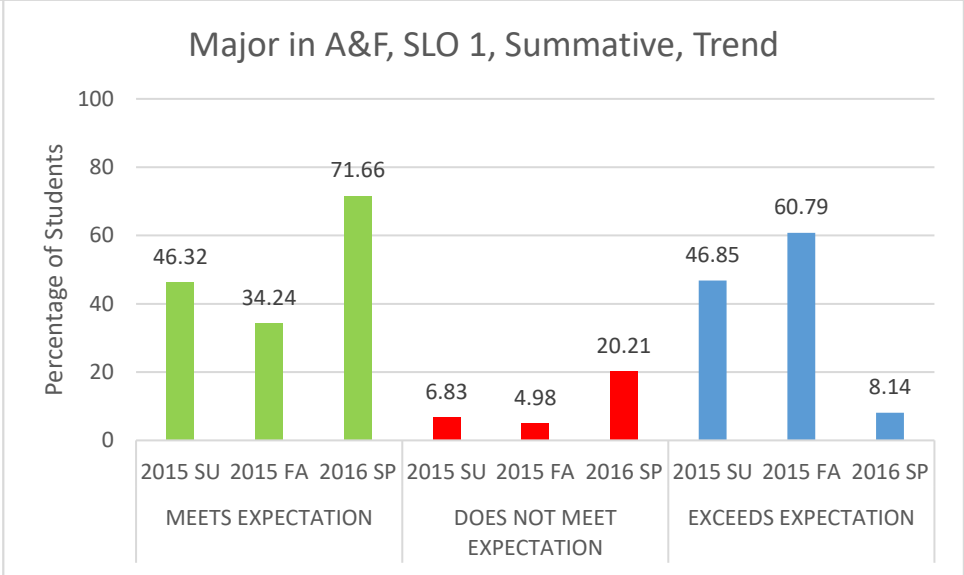


Figure A&F 2

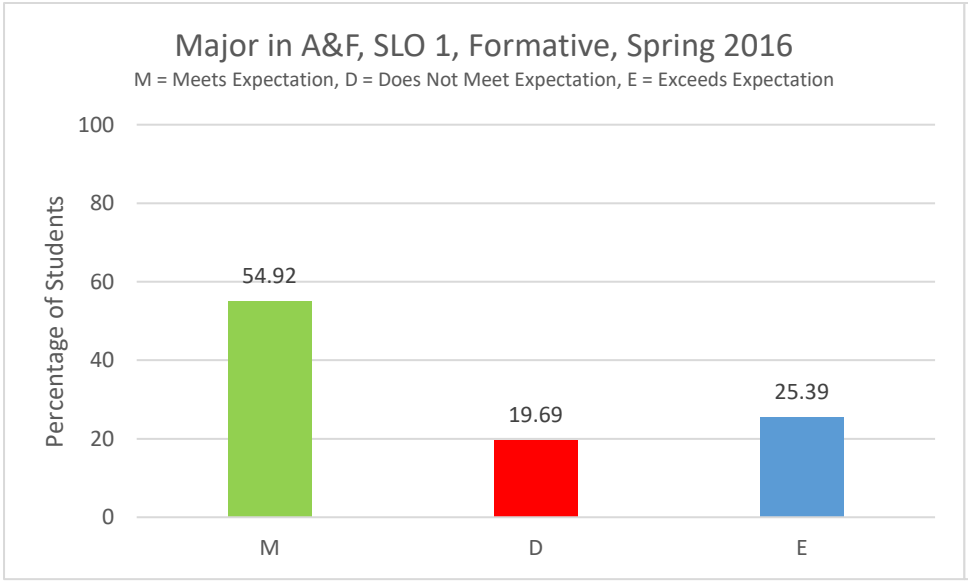


Figure A&F 3

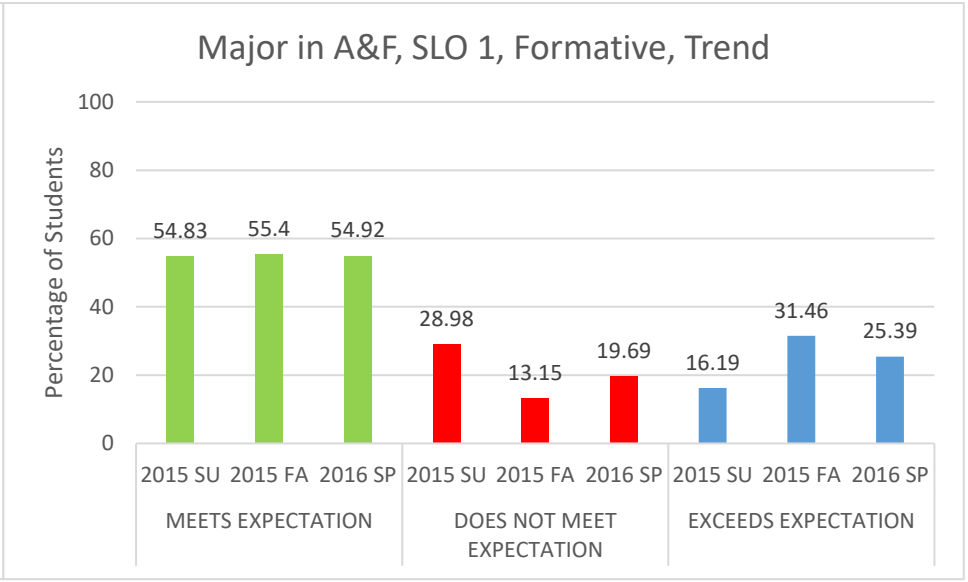


Figure A&F 4

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
A&F.2. Explain cost concepts and its classification and apply this in budgeting for specific business situations.	Summative:- Exit Assessment Test Formative: Course-Embedded Assessment (ACT 202 examinations)	Exit Assessment Test Meets Expectation: 60% -80% Does Not Meet Expectation < 60% Exceeds Expectation> 80% Course-Embedded Assessment: Rubric # A&F.2.R.1 (formative), A&F.2.R.2 (summative)	See Figures A&F 5 – 8.	Target: 80% students should meet or, exceed expectation. Students failed to meet the target. Trend: Student performance is inconsistent.	The department has developed a new course in accounting bringing a higher focus to financial accounting concepts.

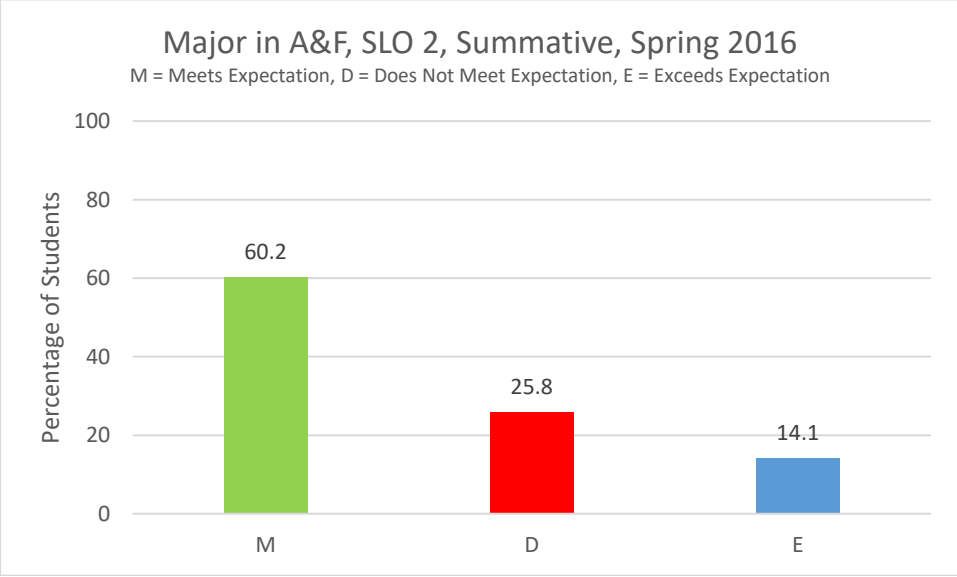


Figure A&F 5

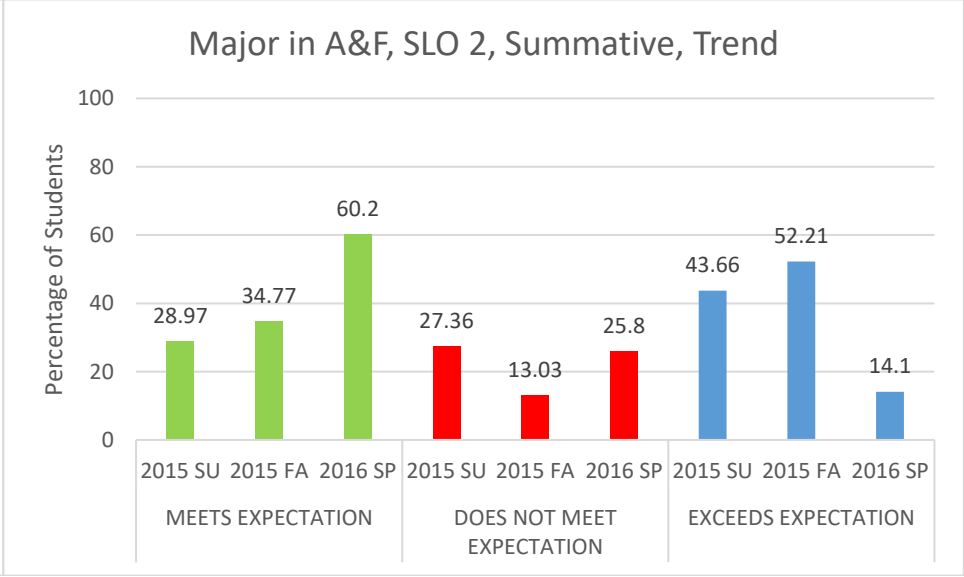


Figure A&F 6

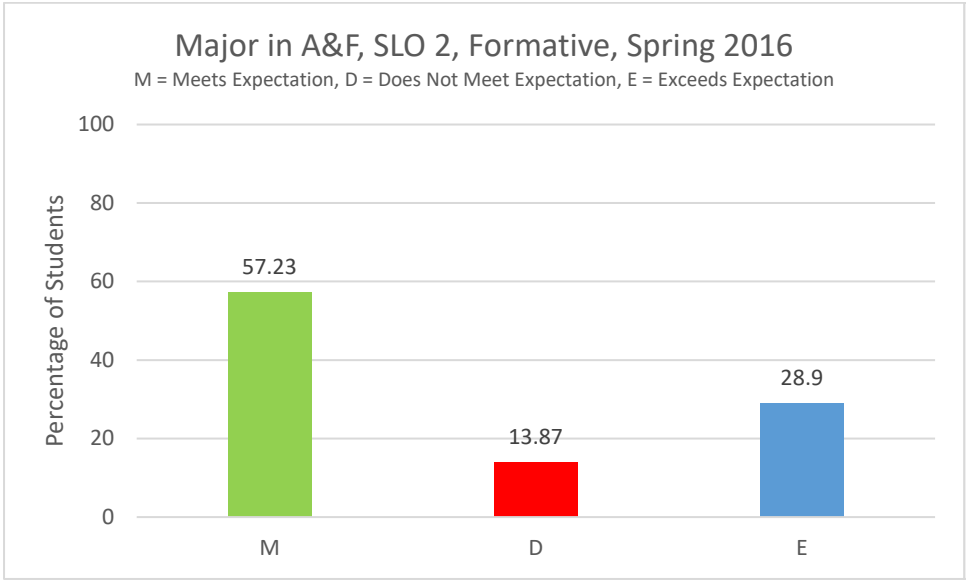


Figure A&F 7

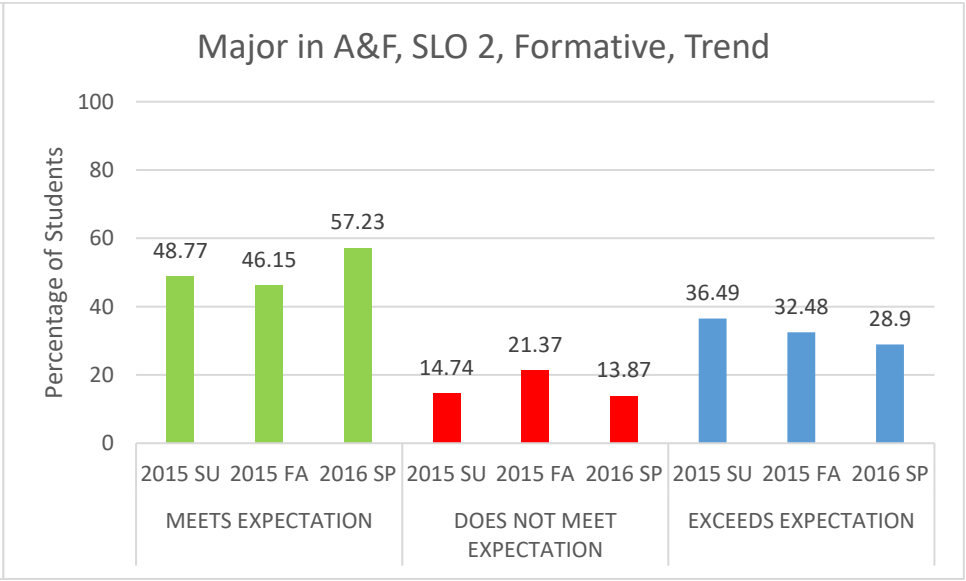


Figure A&F 8

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
A&F.3. Be able to apply best investment strategy by analyzing various investment options.	Summative:- Exit Assessment Test, and Course-Embedded Assessment (FIN 440, Capstone Course, group term projects) Formative: Course-Embedded Assessment (FIN 254 group term projects)	Exit Assessment Test Meets Expectation: 60% -80% Does Not Meet Expectation < 60% Exceeds Expectation> 80% Course-Embedded Assessment: Rubric # A&F.3.R.1 (formative), A&F.3.R.2 (summative)	See Figures A&F 9 – 12.	Target: 80% students should meet or, exceed expectation. Student met the target. Trend: Formative assessment results are stable over time. Summative assessment results are exhibiting parabolic behaviors.	The department is developing a new course on financial modeling.

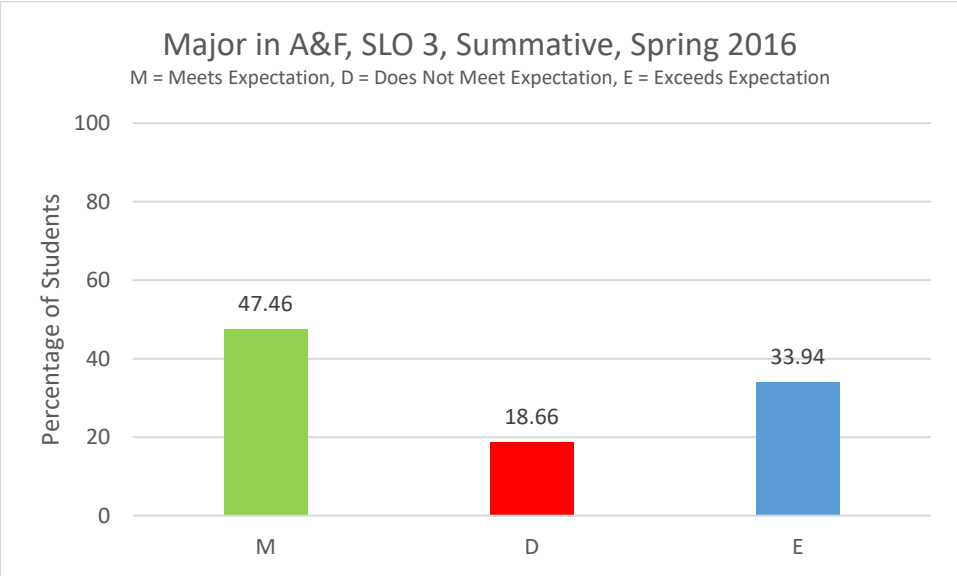


Figure A&F 9

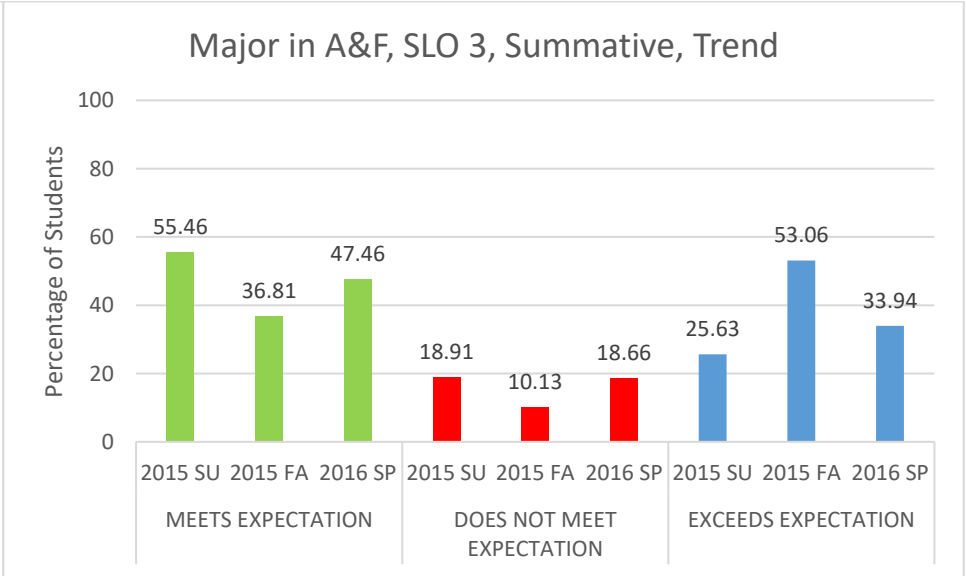


Figure A&F 10

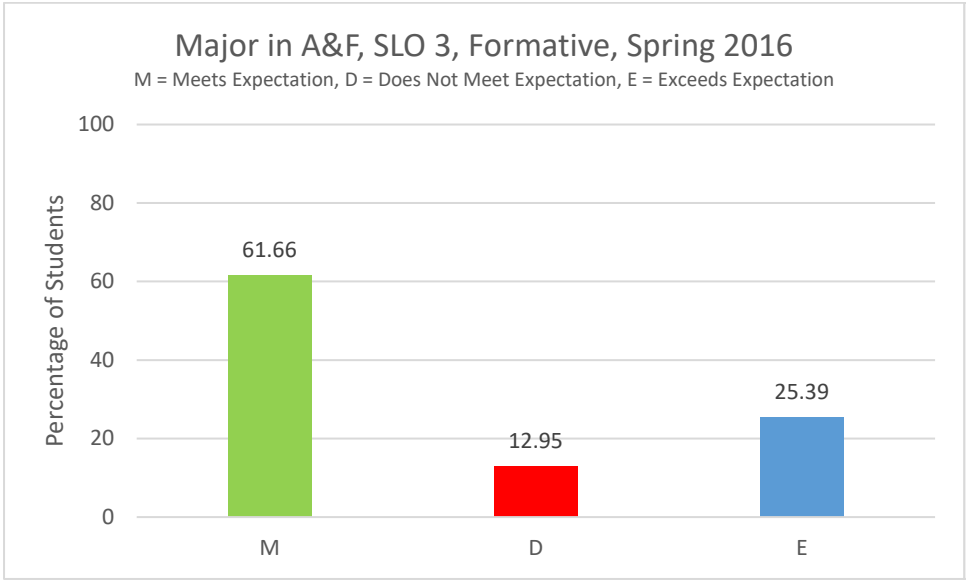


Figure A&F 11

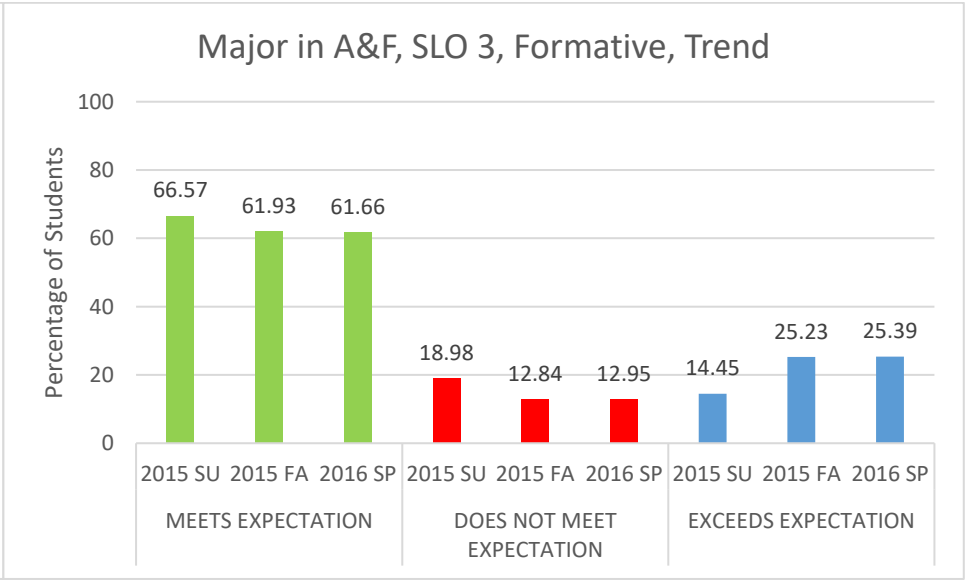


Figure A&F 12

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
A&F.4. Be able to calculate and measure risks and its application in portfolio management.	Summative:- Exit Assessment Test, and Course-Embedded Assessment (FIN 435, Capstone Course, group term projects) Formative: Course Embedded-Assessment (FIN 254 group term projects)	Exit Assessment Test: Meets Expectation: 60% -80% Does Not Meet Expectation < 60% Exceeds Expectation> 80% Course-Embedded Assessment: Rubric # A&F.4.R.1 (formative), A&F.4.R.2 (summative)	See Figures A&F 13 – 16.	Target: 70% students should meet or, exceed expectation. Students met the target. Trend: We are pleased with increasing trends in the percentages of students exceeding expectation.	A visiting faculty who has expertise in investment, risk management, and financial derivatives has joined the department.

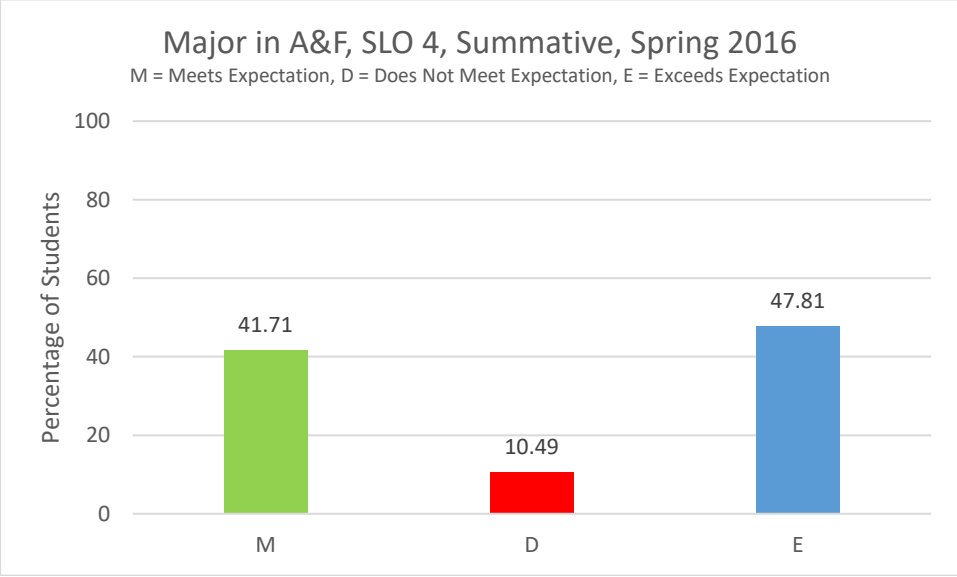


Figure A&F 13

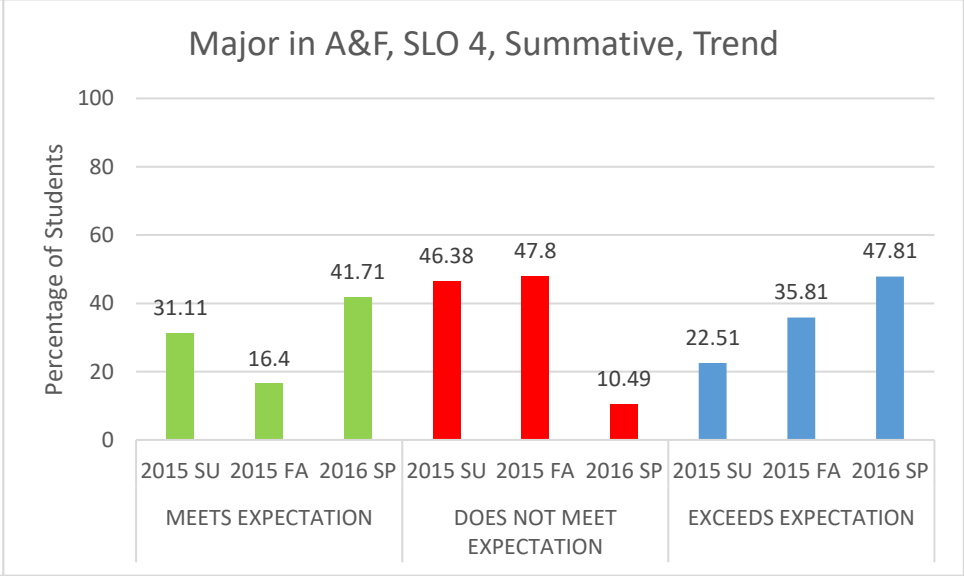


Figure A&F 14

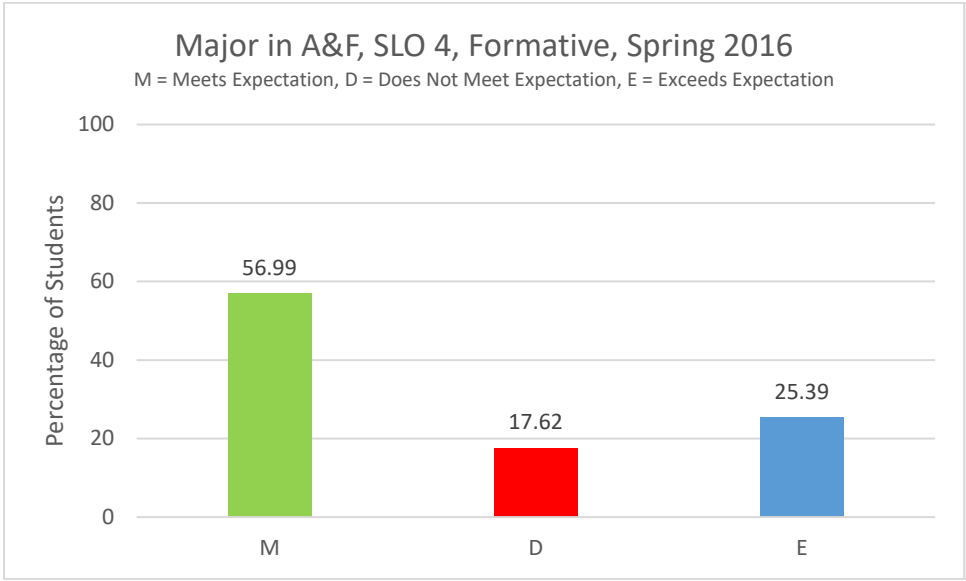


Figure A&F 15

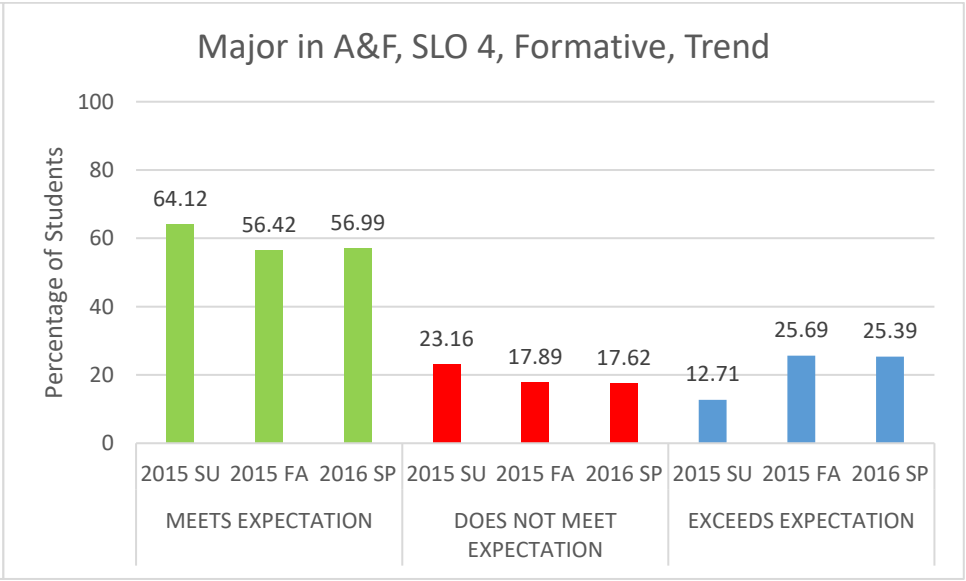


Figure A&F 16

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
A&F.5. Utilize technology to analyze financial information and to facilitate accounting and financial reporting process.	Summative:- Exit assessment Test, and Course-Embedded Assessment (FIN 440, Capstone Course, group term projects) Formative: Course-Embedded Assessment (FIN 254 group term projects)	Exit Assessment Test: Meets Expectation: 60% -80% Does Not Meet Expectation < 60% Exceeds Expectation> 80% Course-Embedded Assessment: Rubric # A&F.5.R.1	See Figures A&F 17 – 20.	Target: 80% students should meet or, exceed expectation. Students met the target. Trend: We are pleased with increasing trends in the percentages of students exceeding expectation.	Finance club organized a workshop to demonstrate the utility of popular productivity software to solve accounting and finance related problems.

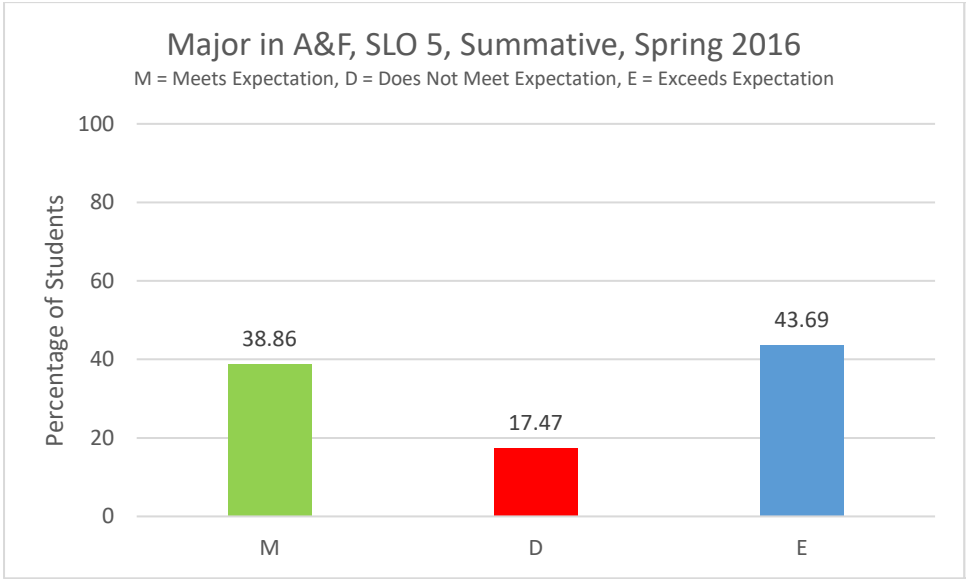


Figure A&F 17

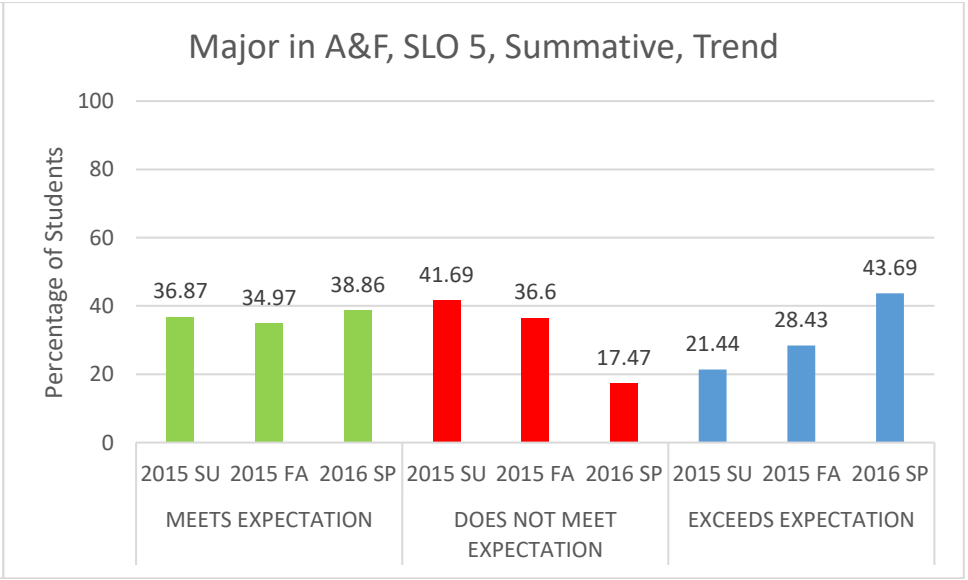


Figure A&F 18

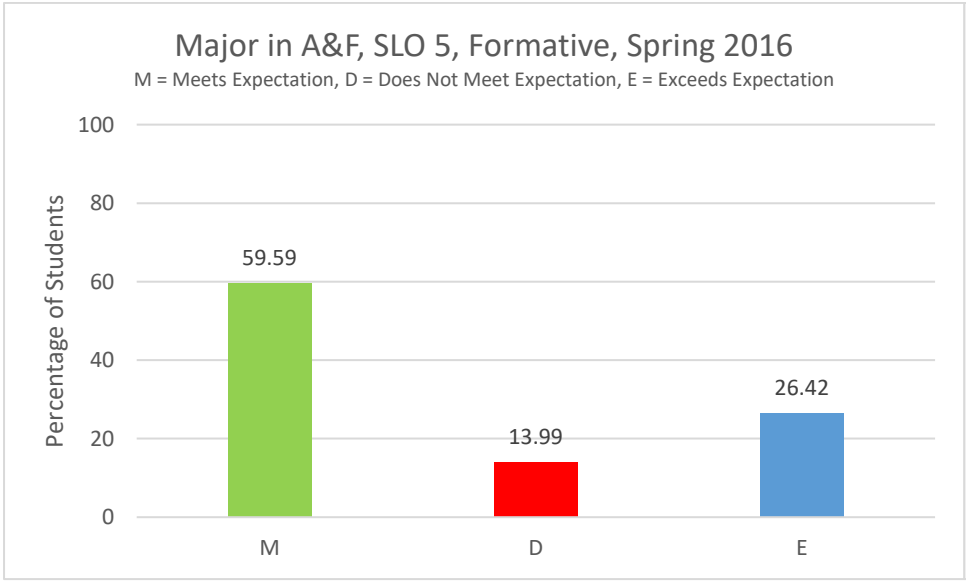


Figure A&F 19

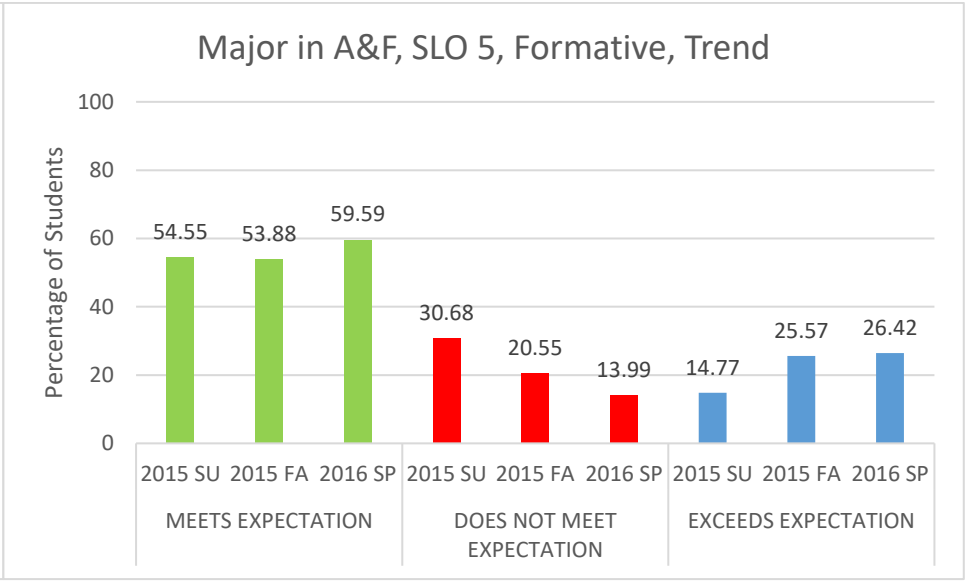


Figure A&F 20

Spring 2016 Student Learning Assessment Report: Major in HRM Program

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
1. Understand the Human Resource Management concepts and theories, and is able to apply these core knowledge in managing organizations.	Summative: Exit Assessment Test, and Course Embedded Assessment (HRM480 group term projects) Formative: Course Embedded Assessment (MGT351 group term projects)	Exit Assessment Test: Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80% Course-Embedded Assessment: Rubric # HRM.1.R.1	See Figures HRM 1 – 4.	Target: 80% students should meet or exceed expectation. Students met the target. Trend: Although summative performance is inconsistent, we are very pleased the results from the formative assessment.	North South University Human Resources Club (NSU HRC) conducted a several students meetings to promote their knowledge in the area of people management.

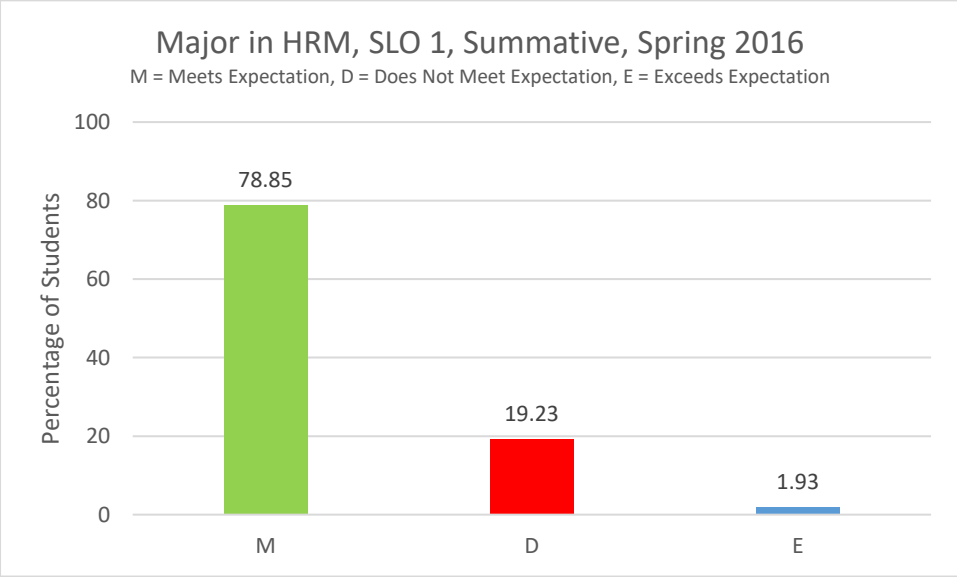


Figure HRM 1

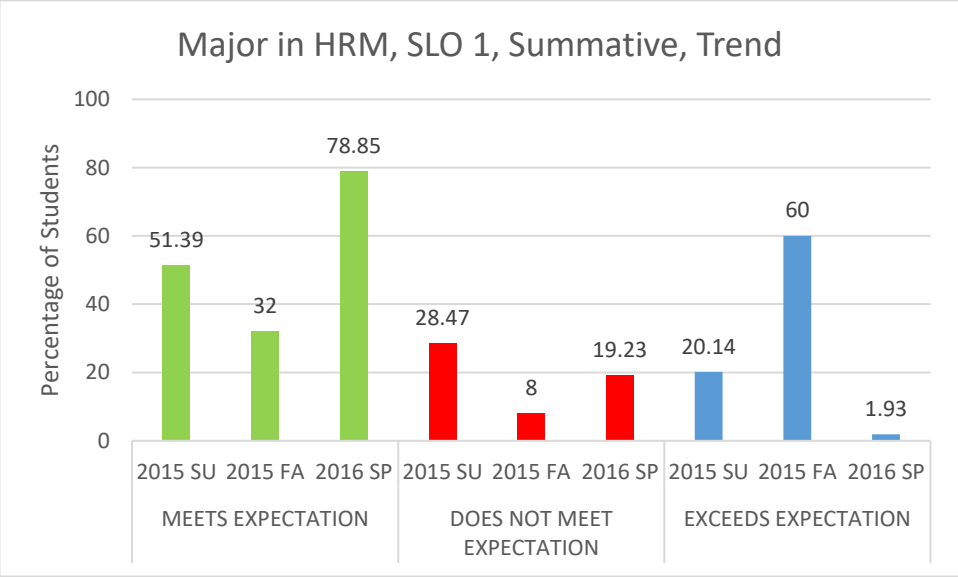
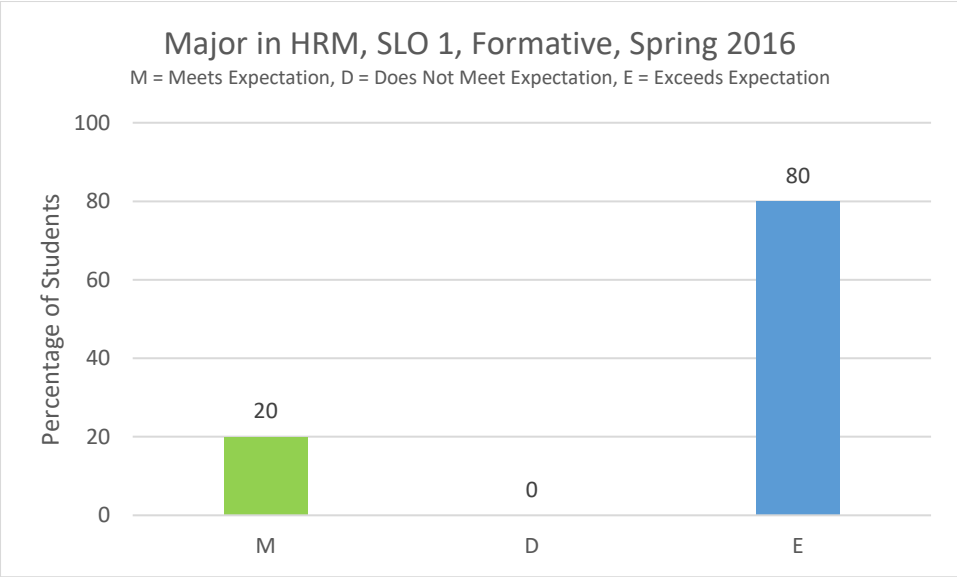


Figure HRM 2



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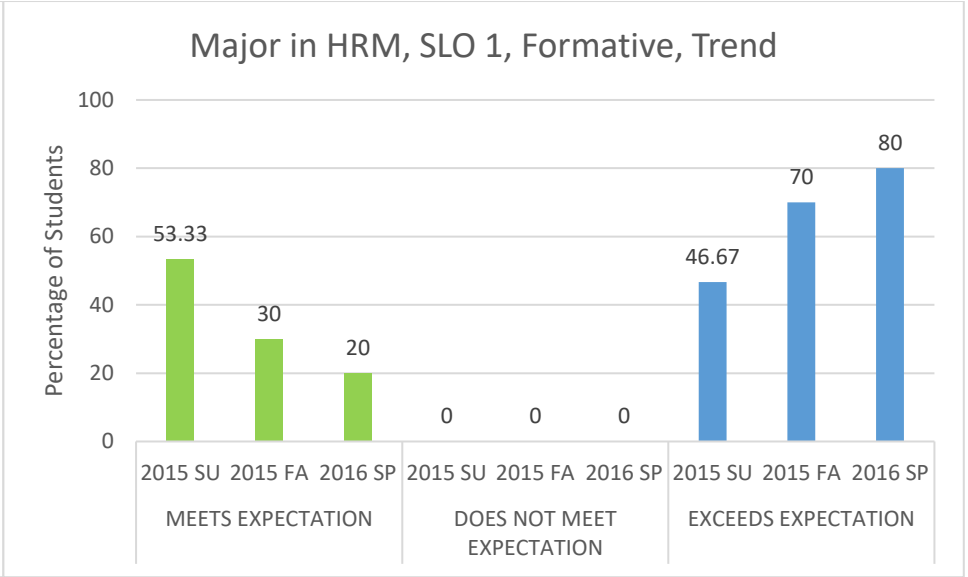


Figure HRM 4

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
2. Understand the concepts underlying effective interpersonal relations and group/team leadership skills.	Summative: Exit Assessment Test, and Course Embedded Assessment (HRM480 group term projects) Formative: Course Embedded Assessment (MGT351 group term projects)	Exit Assessment Test: Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80% Course-Embedded Assessment: Rubric # HRM.2.R.1	See Figures HRM 5 – 8.	Target: 75% students should meet or exceed expectation. Student failed to meet the target in formative assessment. Trend: Inconsistent student performance over time is a matter for concern.	The Chair of the Department of Management mentored few HR faculties by appearing as a guest lecturer.

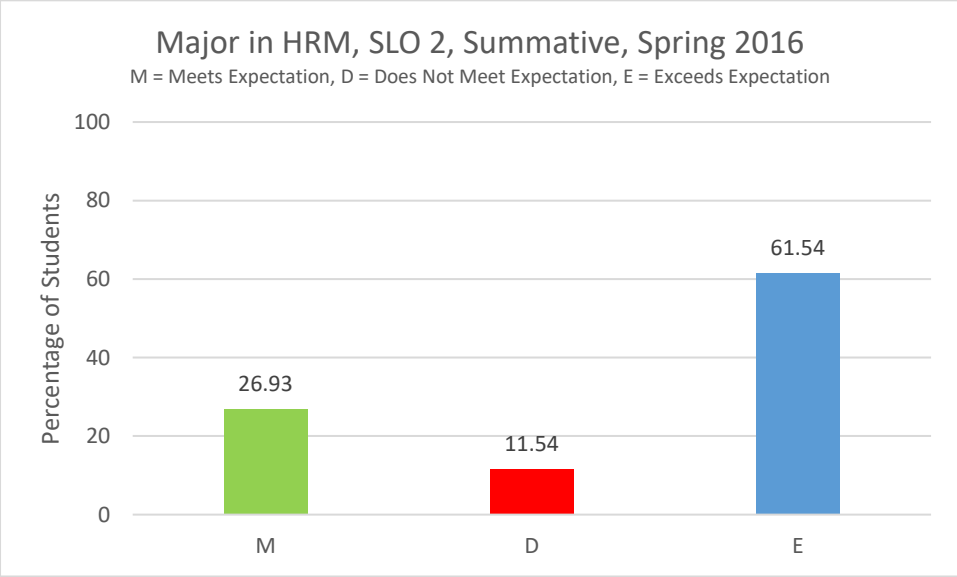
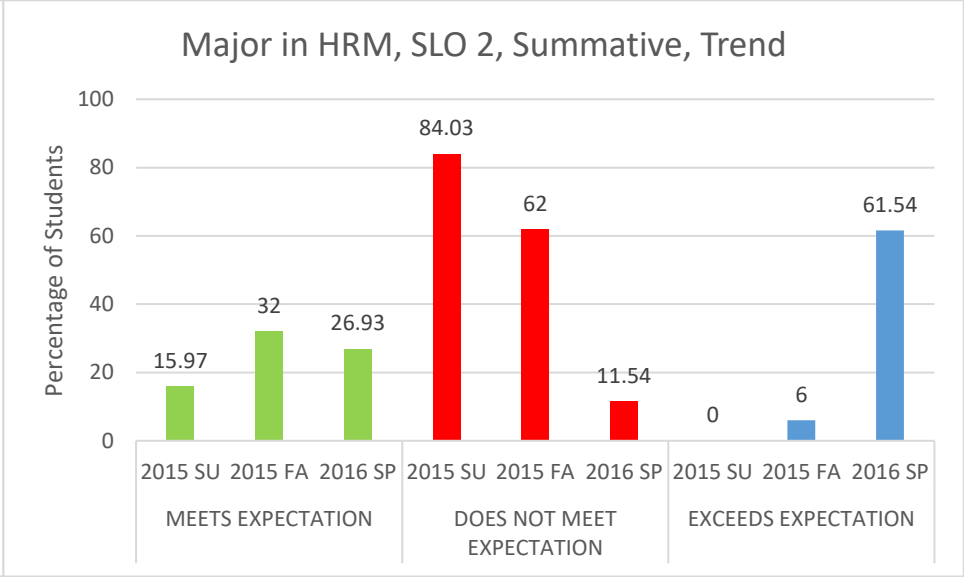


Figure HRM 5



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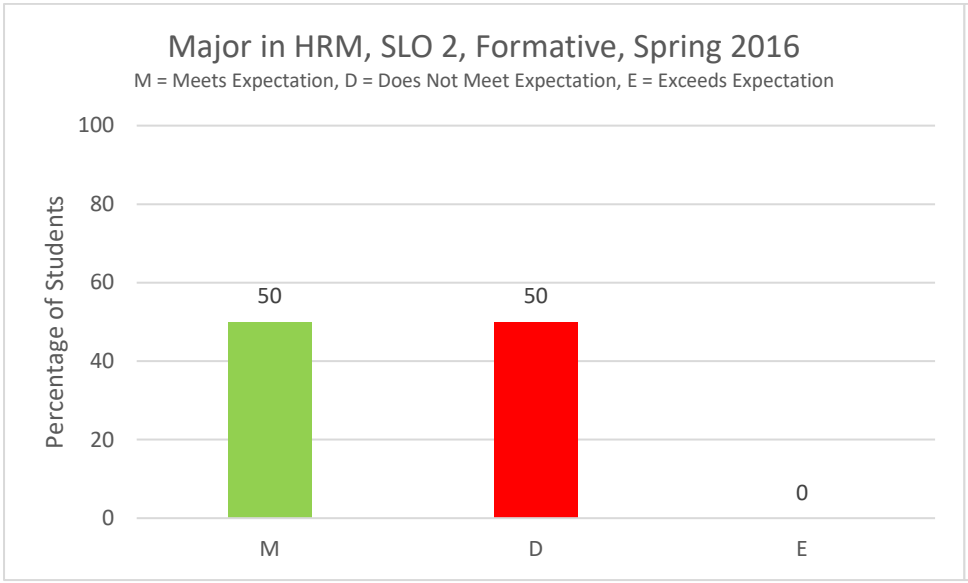

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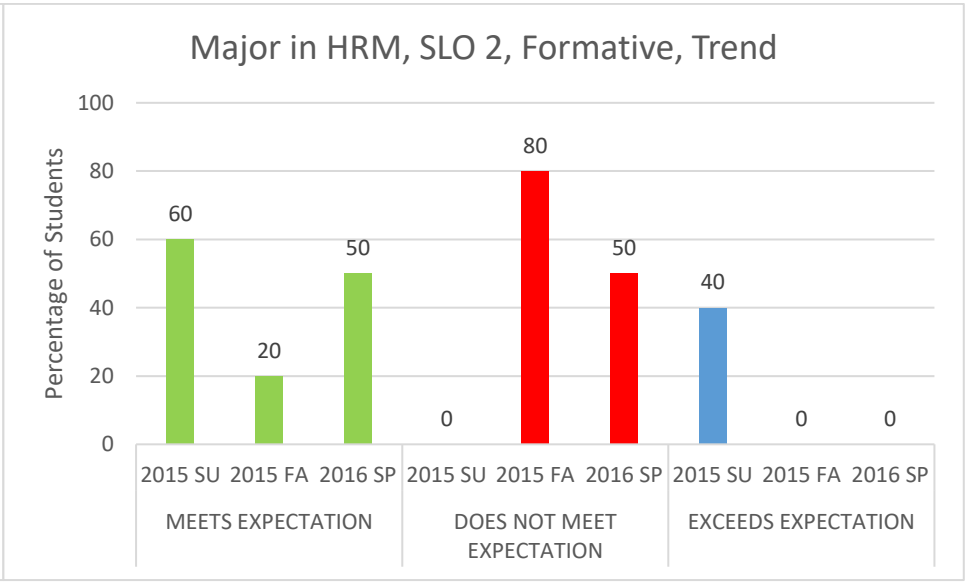


Figure HRM 8

Student Learning Outcomes	Measure	Measurement Criteria	Results	Observation	Closing the Loop
3. Understand and are able to integrate Strategic Human Resource Management ("SHRM") concepts in the context of management of organizations.	Summative: Exit Assessment Test, and Course Embedded Assessment (HRM480 group term projects) Formative: Course Embedded Assessment (MGT351 group term projects)	Exit Assessment Test: Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80% Course Embedded Assessment: Rubric # HRM.3.R.1	See Figures HRM 9 – 12.	Target: 65% students should meet or exceed expectation. Students met the target. Trend: Student performance is improving.	NSU HR club conducted a seminar which actively focused on the key roles of supply chain management and how it is aligned with the concept of SHRM in the context of a business organization.

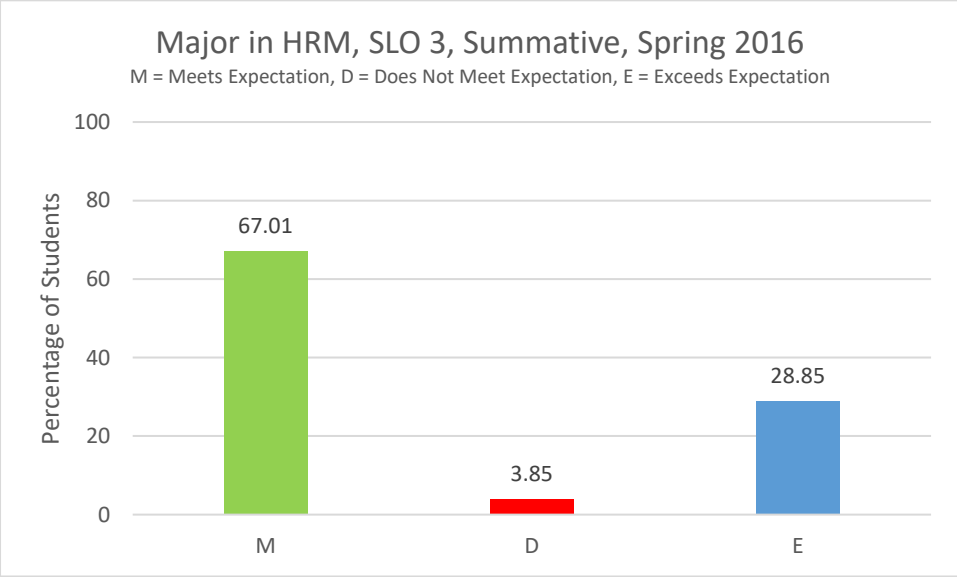


Figure HRM 9

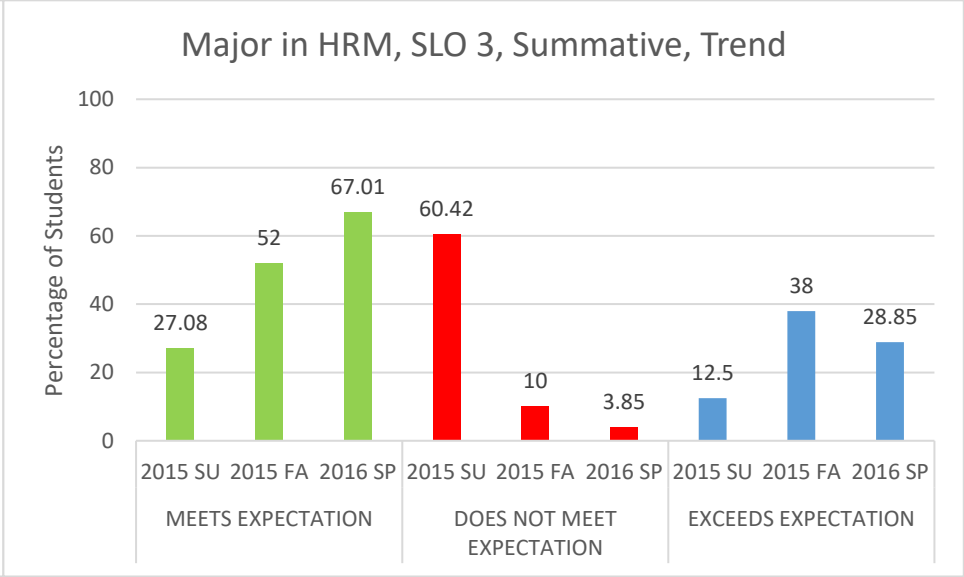
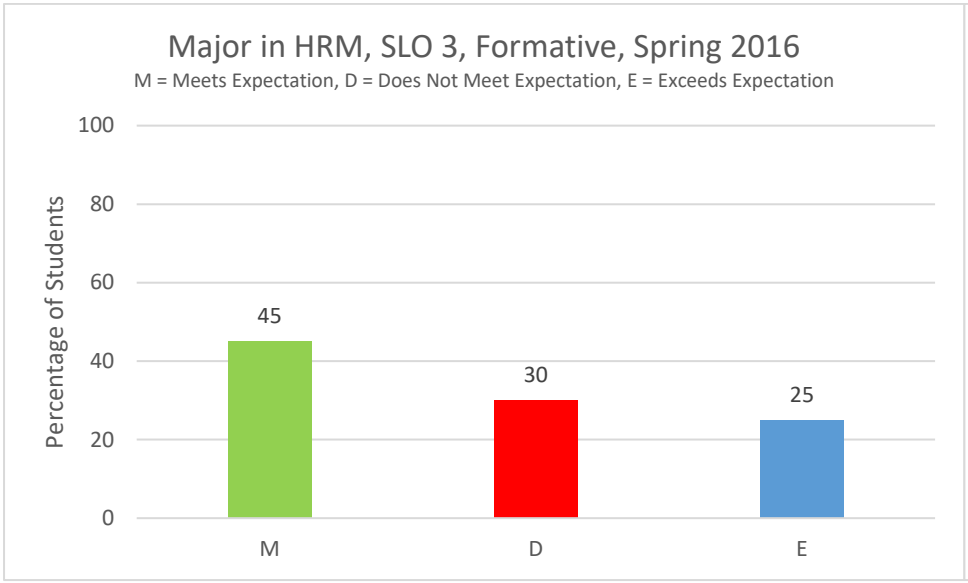


Figure HRM 10



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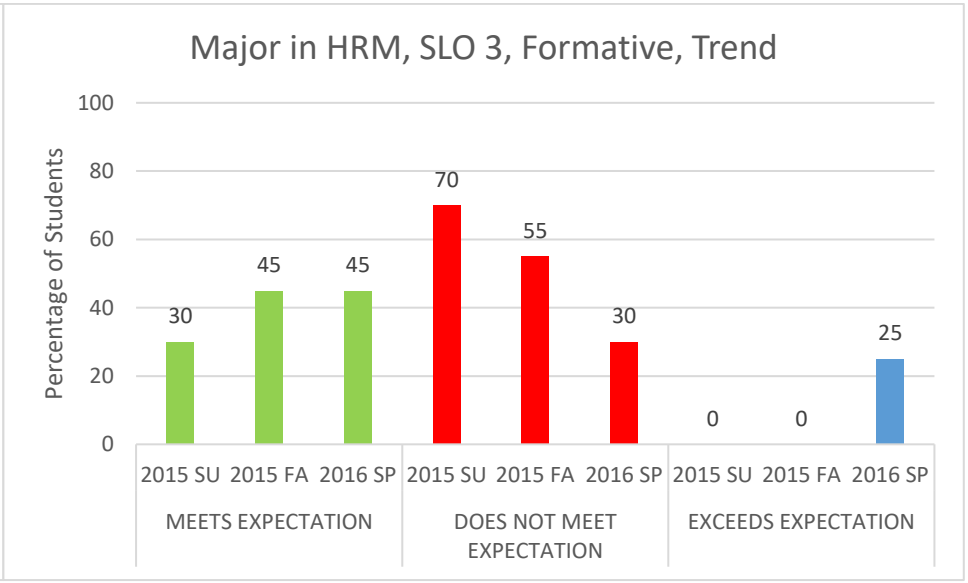


Figure HRM 12

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
4. Be familiar with the application of HRM functional capabilities to select, recruit, motivate, and retain employees.	Summative: Exit Assessment Test, and Course Embedded Assessment (HRM480 group term projects) Formative: Course Embedded Assessment (MGT351 group term projects)	Exit Assessment Test: Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80% Course-Embedded Assessment: Rubric # HRM.4.R.1	See Figures HRM 13 – 16.	Target: 70% students should meet or exceed expectation. Students met the target. Trend: Student performance is improving.	NSU HR club has planned and designed its signature event called *HR Calibration*, in which the club will introduce a case competition focusing on several HR areas (e.g. recruitment, selection, motivation, retention).

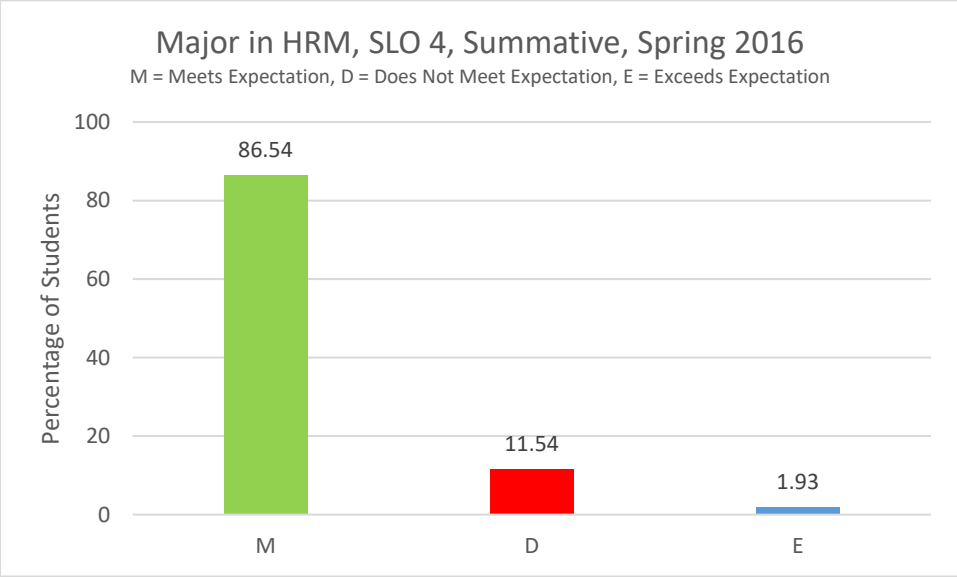


Figure HRM 13

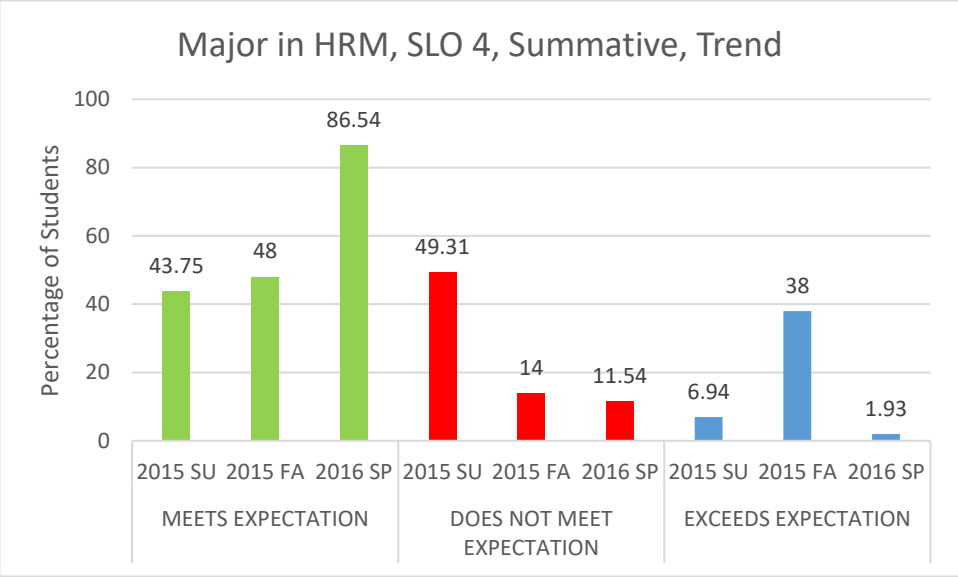


Figure HRM 14

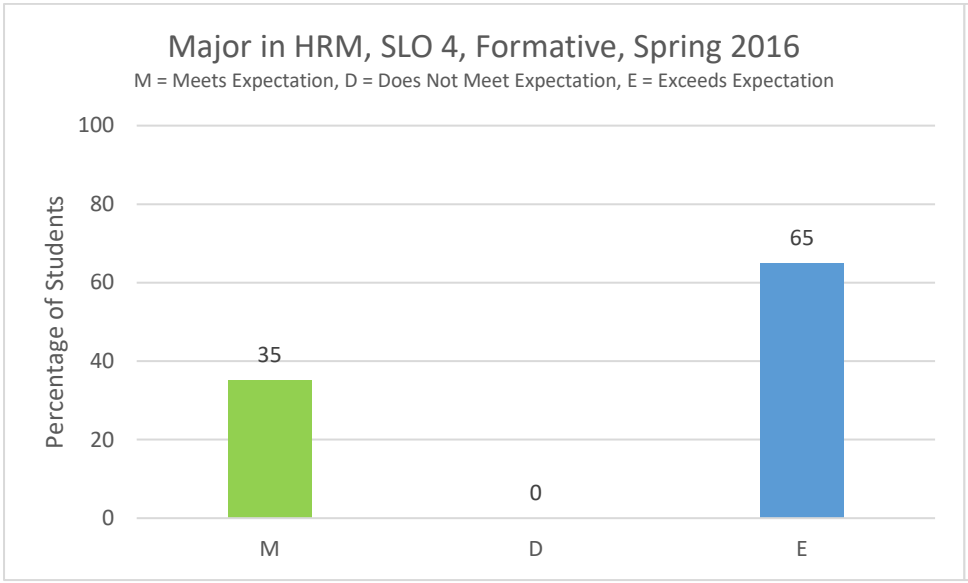


Figure HRM 15

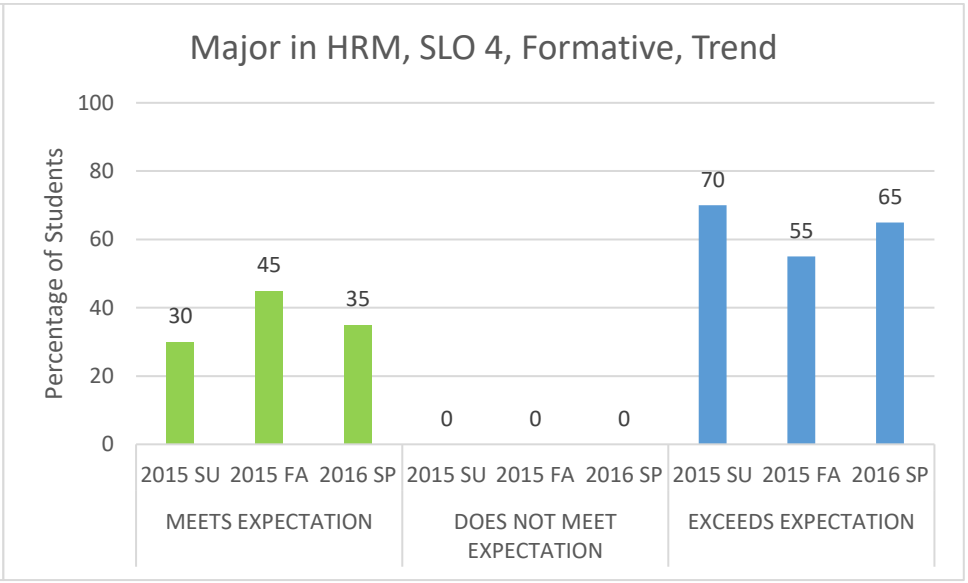


Figure HRM 16

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
5. Demonstrate their understanding of compensation practices and tools of benefit in the context of Bangladesh, and are able to demonstrate application using quantitative methods.	Summative: Exit Assessment Test, and Course Embedded Assessment (HRM480 group term projects) Formative: Course Embedded Assessment (MGT351 group term projects)	Exit Assessment Test: Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80% Course-Embedded Assessment: Rubric # HRM.5.R.1	See Figure HRM 17 – 20.	Target: 60% students should meet or exceed expectation. Students met the target only in the formative assessment. Trend: Student performance over time is inconsistent and is a matter of concern.	The Chair of the department conducted a workshop that was designed to demonstrate the appropriate implementation of qualitative tools in order to calculate compensation, benefits etc.

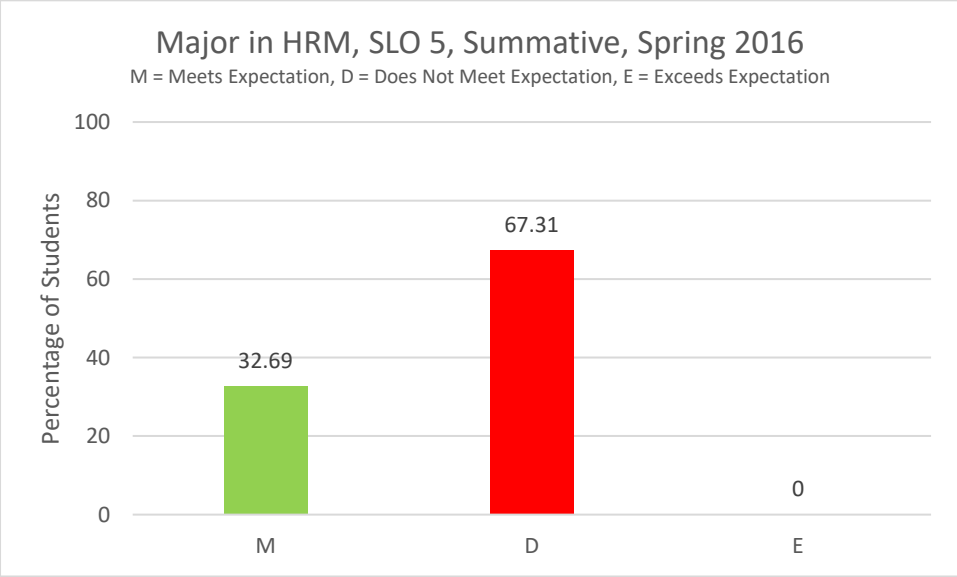


Figure HRM 17

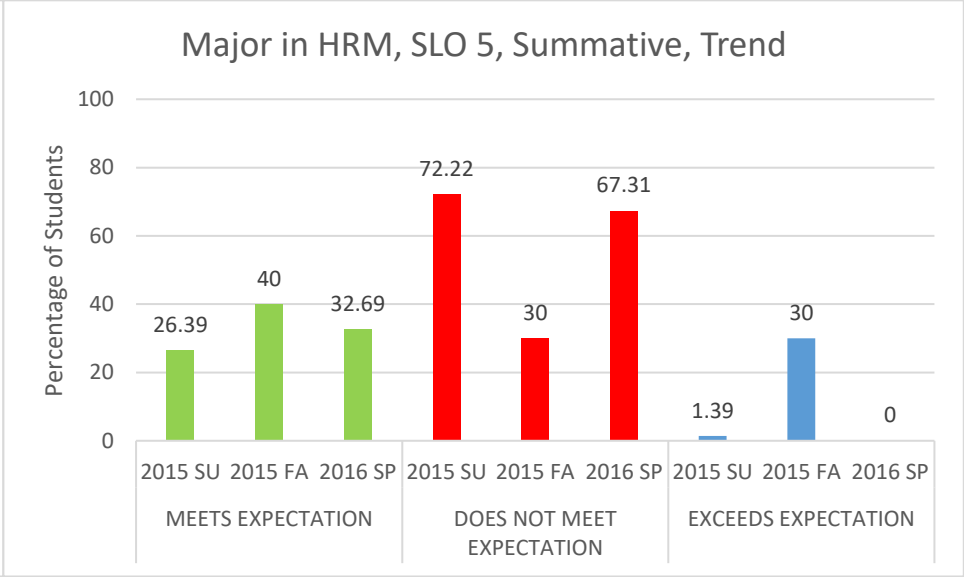


Figure HRM 18

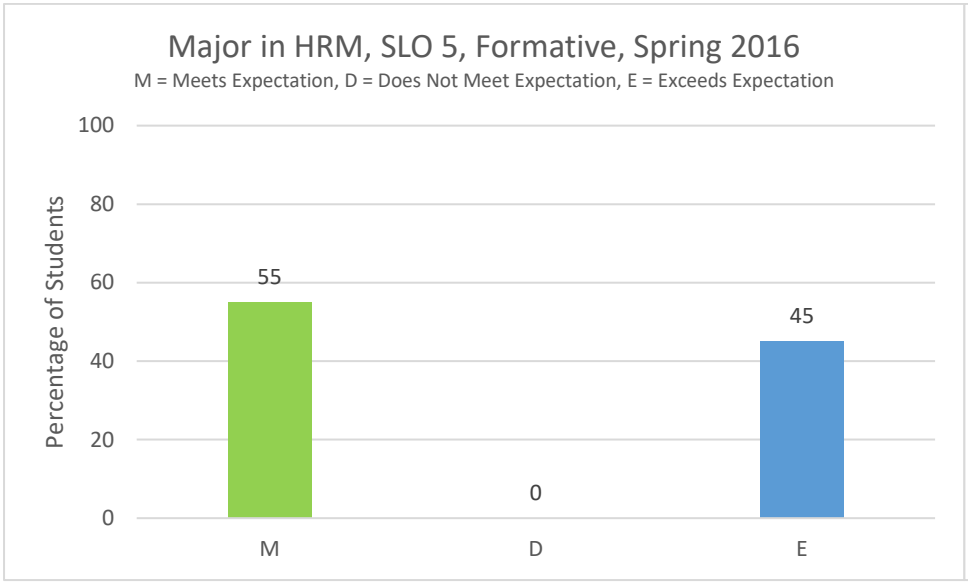


Figure HRM 19

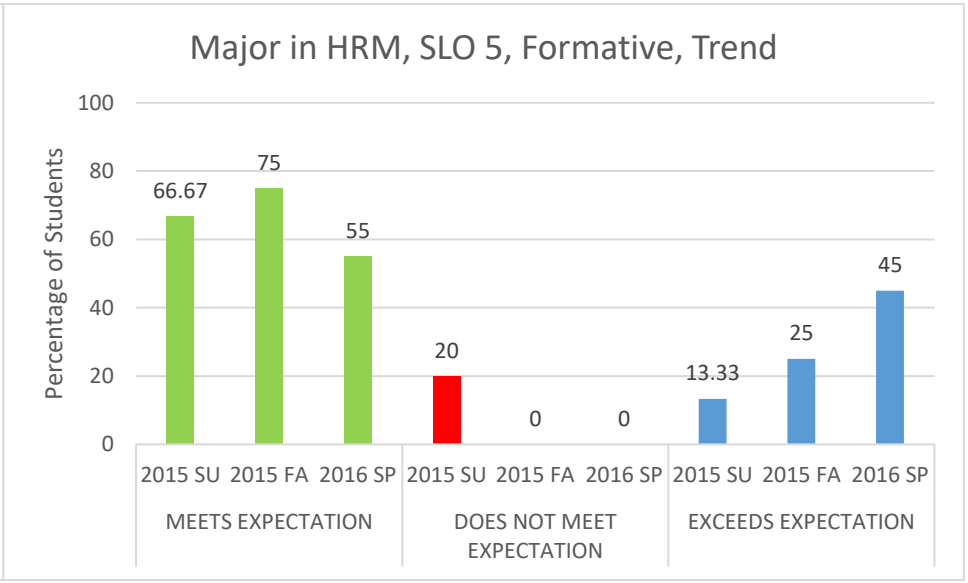


Figure HRM 20

`Spring 2016 Student Learning Assessment Report: Major in International Business ("INB")

Student Learning Outcomes	Measure	Measurement Criteria	Results	Status	Closing the Loop
1. Demonstrate an understanding of global cultural knowledge through a) the identification of major components of international business and b) explanation of how cultural and national differences affect the conduct of business.	Summative- Exit Assessment Test, and Course-Embedded Assessment (INB 480 group term projects) Formative: Course-Embedded Assessment (INB 372 case studies)	Exit Assessment Test: Meets expectations- 60% to 80%, Does Not Meet expectations- < 60%, Meets expectations-> 80%. Course-Embedded Assessment: Rubric # INB.1.R.1 (formative), and rubric # INB.1.R.2 (summative)	See Figures INB 1 – 4.	Target: 80% of the students should meet and exceed the expectations of SLO1. Students met the target. Trend: Student performance is improving over time.	Deployment of standardized assessment tools was continued. The in-class learning of students was augmented with industry engagement. A seminar on "Trade Based Money Laundering and International Trade" was organized for the students which enhanced student learning of international business.

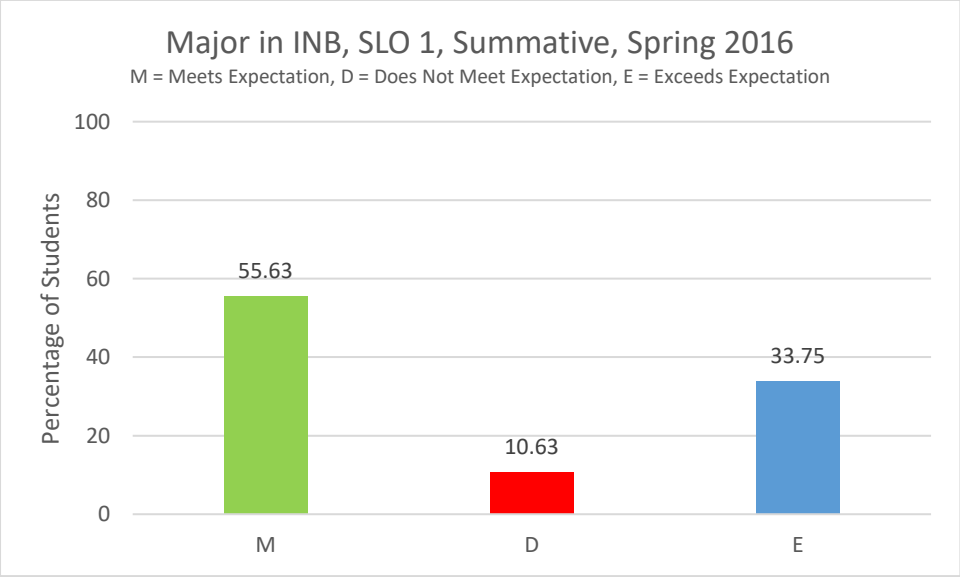


Figure INB- 1

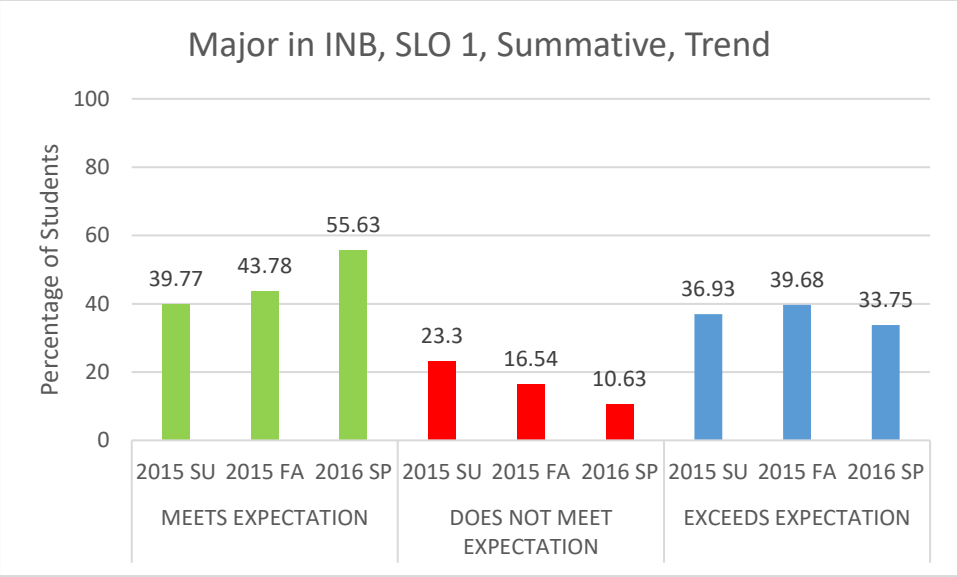


Figure INB- 2

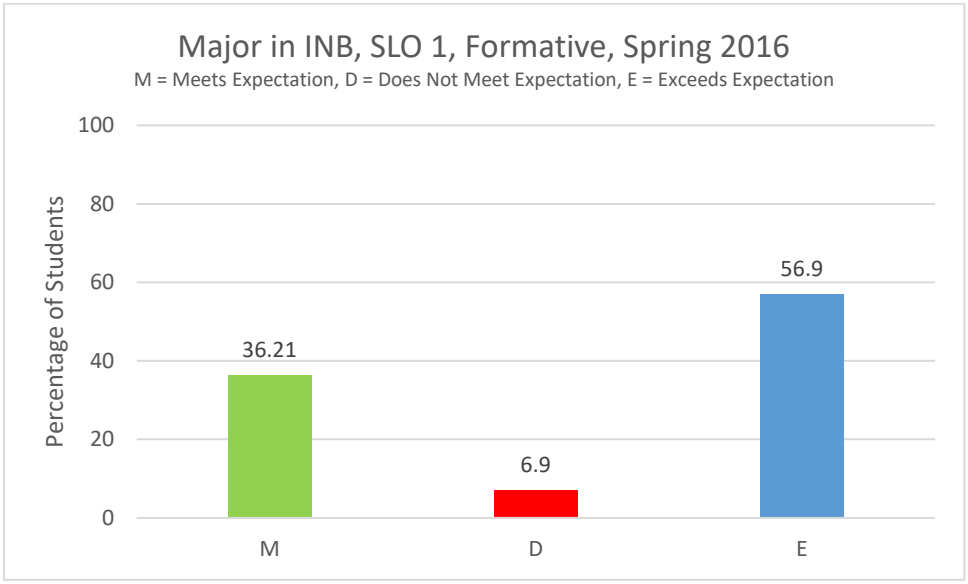


Figure INB- 3

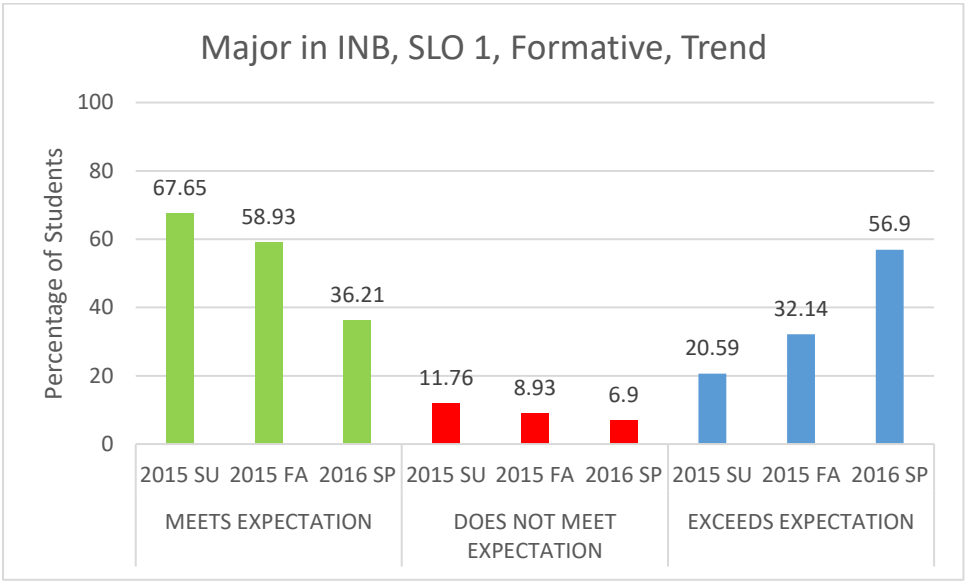


Figure INB- 4

Student Learning Outcomes	Measure	Measurement Criteria	Results	Status	Closing the Loop
2. Demonstrate working knowledge in the area of marketing, finance and management from a business perspective in an international context.	Summative:- Exit Assessment Test, and Course-Embedded Assessment (INB 480 group term projects) Formative: Course-Embedded Assessment (INB 372 case studies)	Exit Assessment Test: Meets expectations- 60% to 80%, Does Not Meet expectations-< 60/%, Meets expectations-> 80% Course-Embedded Assessment: Rubric # INB.2.R.1	See Figures INB 5 – 8.	Target: 80% of the students should meet and exceed the expectations of SLO2. Students met the target. Trend: While we are pleased with the decrease in the percentages of students not meeting expectation in the summative assessment, an opposite trend in the formative assessment is a matter of concern.	In the summative assessment, the same stringent criteria of assessment were continued. Assessment criteria were revised and made more challenging for the formative assessment.

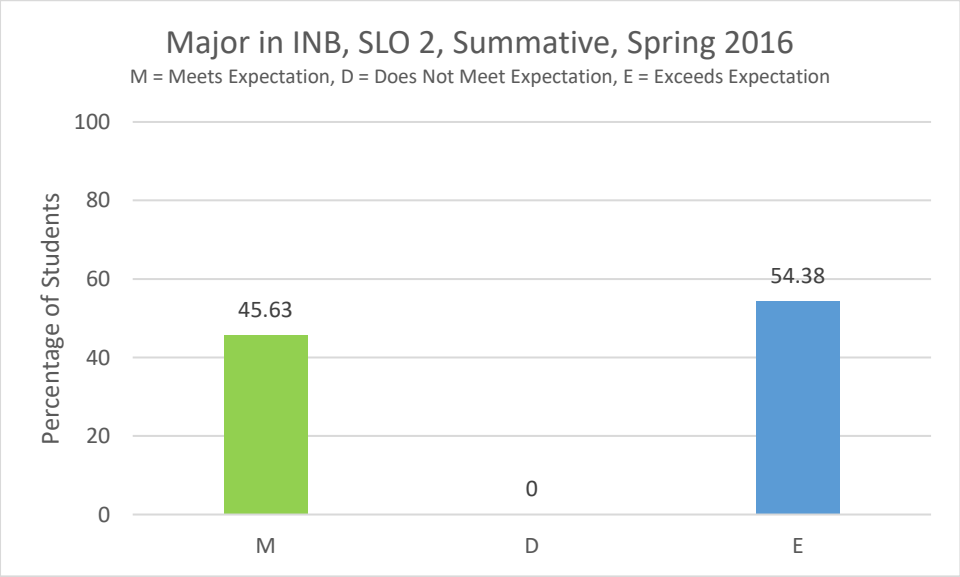


Figure INB- 5

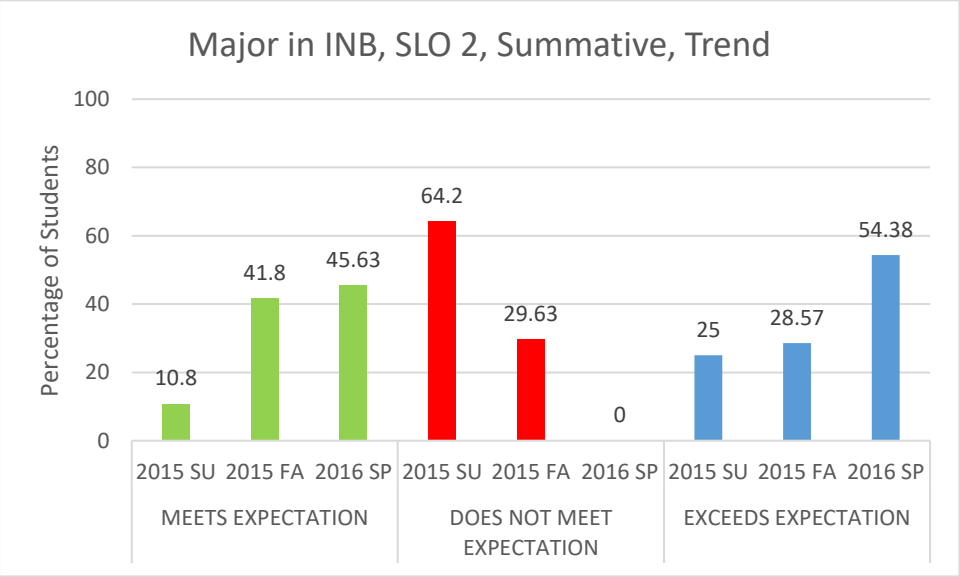
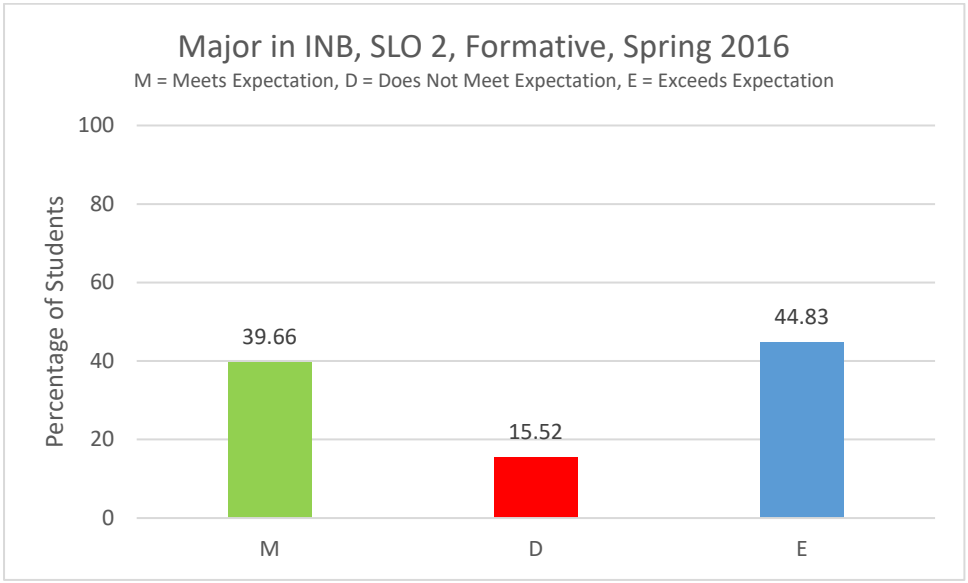


Figure INB- 6



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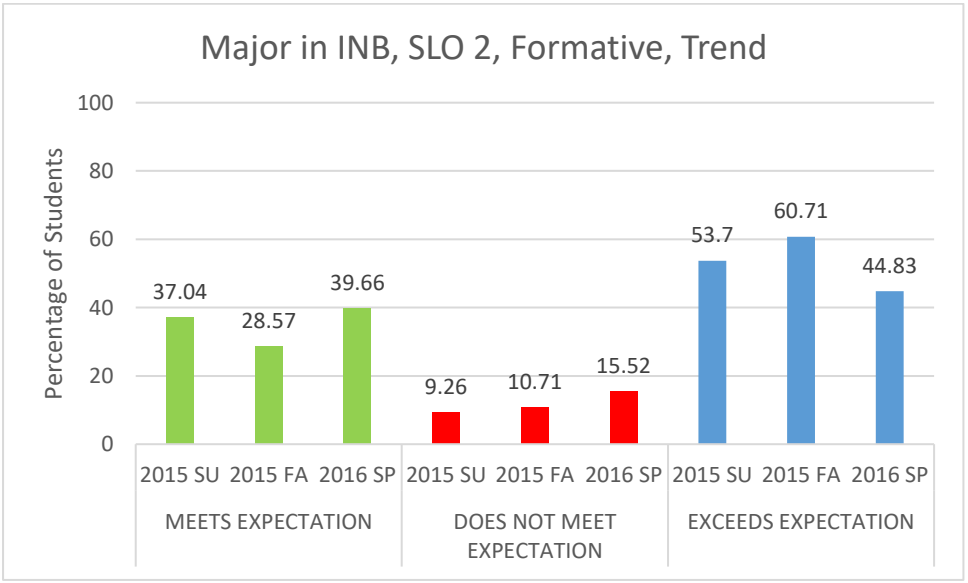


Figure INB- 8

Student Learning Outcomes	Measure	Measurement Criteria	Results	Status	Closing the Loop
3. Assess factors that determine international trade patterns & capital flows and the impact of international institutions on global business operations.	Summative- Exit Assessment Test, and Course-Embedded Assessment (INB 480 group term projects) Formative: Course-Embedded Assessment (INB 372 case studies)	Exit Assessment Test: Meets expectations- 60% to 80%, Does Not Meet expectations-< 60%, Meets expectations-> 80%. Course-Embedded Assessment: Rubric # INB.3.R.1	See Figures INB 9 – 12.	Target: 80% of the students should meet and exceed the expectations of SLO3. Students met the target. Trend: The percentages of students not meeting expectation are showing slightly increasing tendencies.	For the formative section new tools have been administered for the evaluation purpose; along with that a seminar on "Trade Based Money Laundering and International Trade" was organized to facilitate comprehensive student learning.

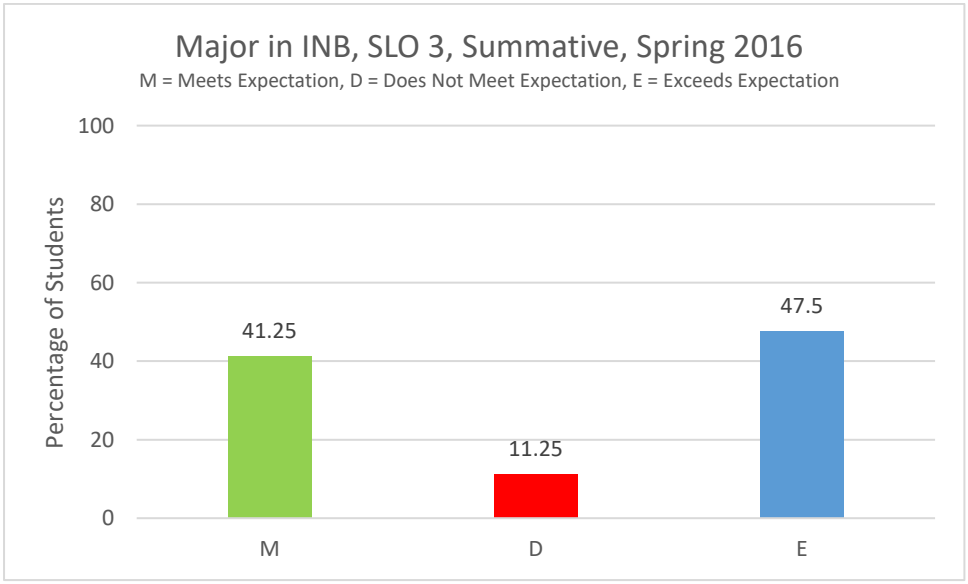


Figure INB- 9

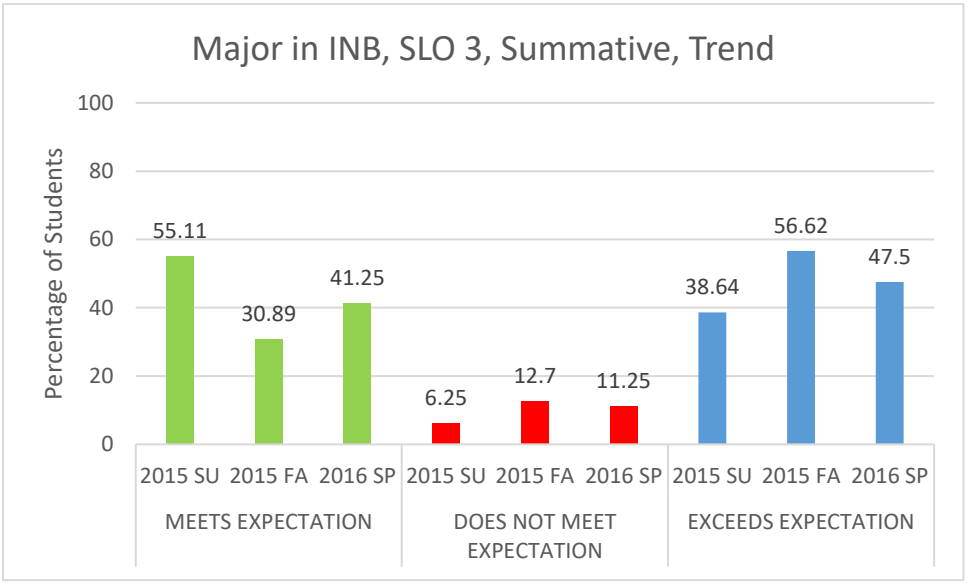
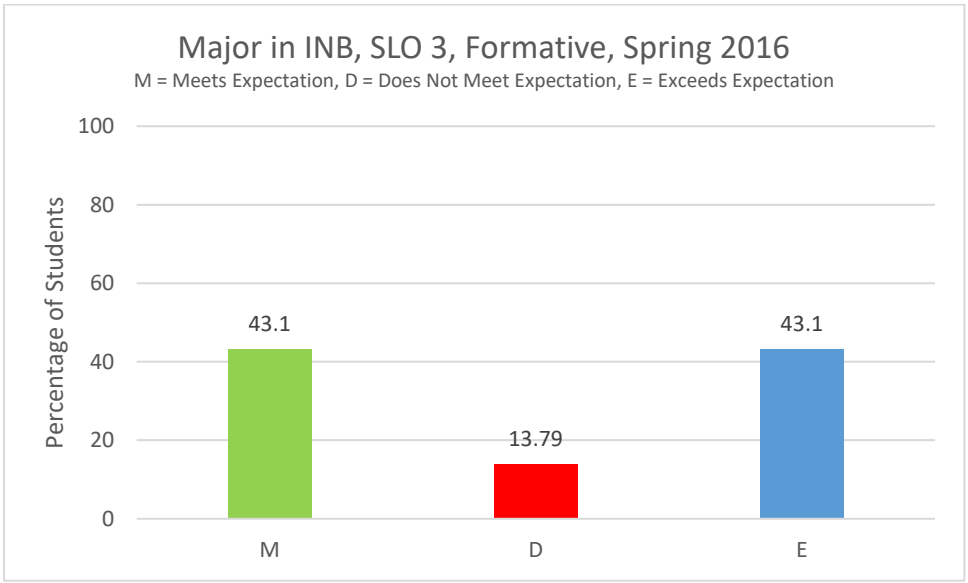


Figure INB- 10



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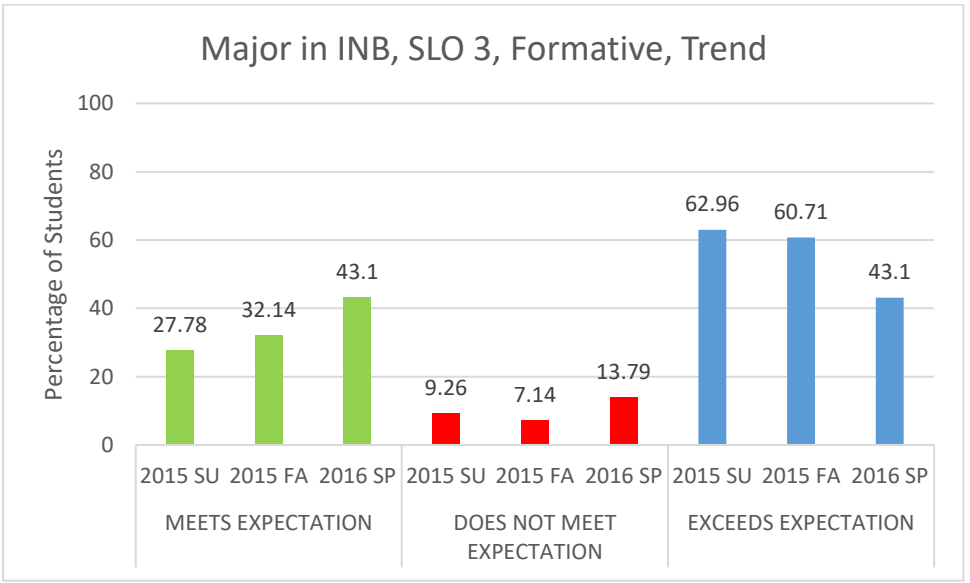


Figure INB- 12

Student Learning Outcomes	Measure	Measurement Criteria	Results	Status	Closing the Loop
4. Identify the international competitiveness of nations and their attractiveness for international business.	Summative- Exit Assessment Test, and Course-Embedded Assessment (INB 480 group term projects) Formative: Course-Embedded Assessment (INB 372 case studies)	Exit Assessment Test: Meets expectations- 60% to 80%, Does Not Meet expectations-< 60%, Meets expectations-> 80%. Course-Embedded Assessment: Rubric # INB.4.R.1	See Figures 13 – 16.	Target: 80% of the students should meet and exceed the expectations of SLO3. Students failed to meet the target in the summative assessment. Trend: We are pleased with the declining trends in the percentages of students not meeting expectation.	In the summative assessment, the same stringent criteria of assessment were continued. Assessment criteria were revised and made more challenging for the formative assessment.

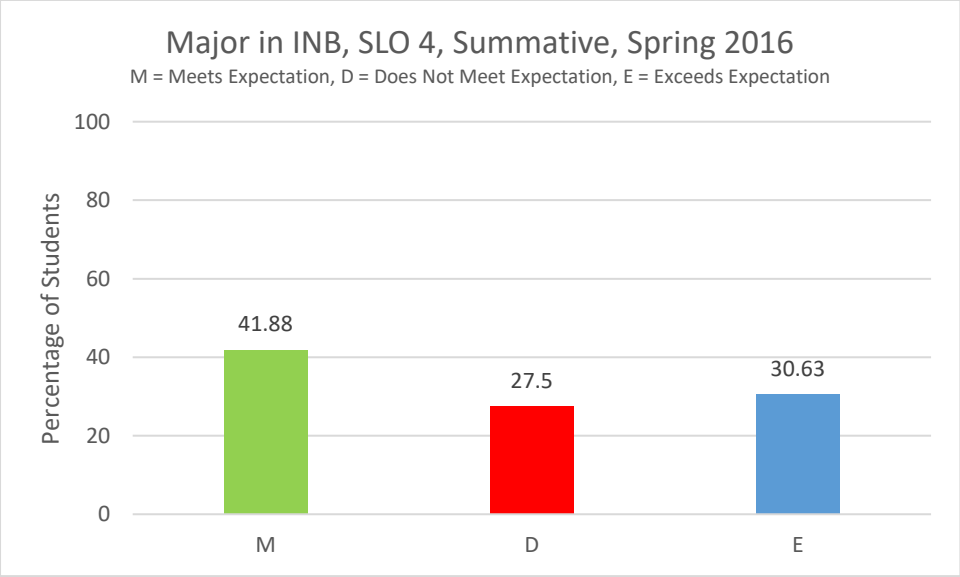
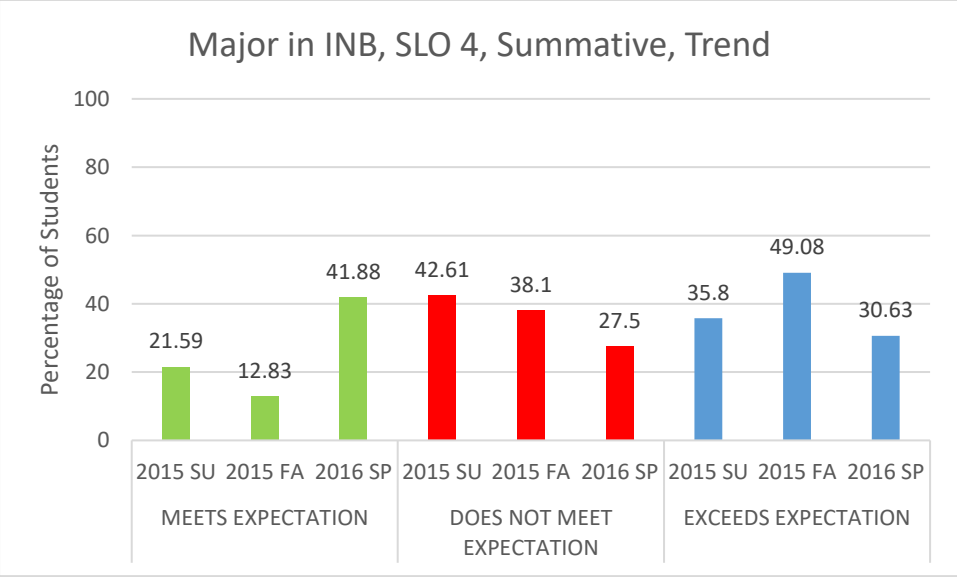


Figure INB- 13



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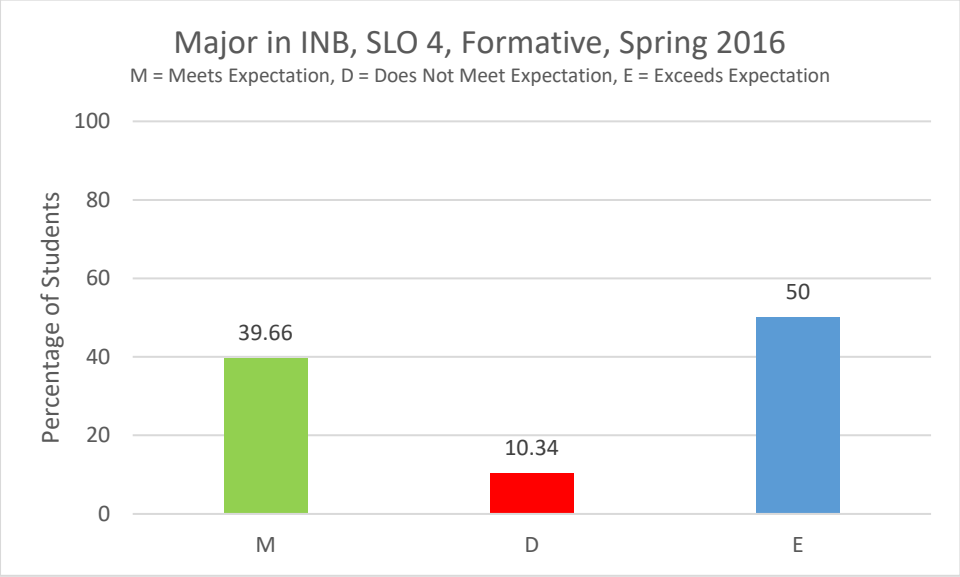

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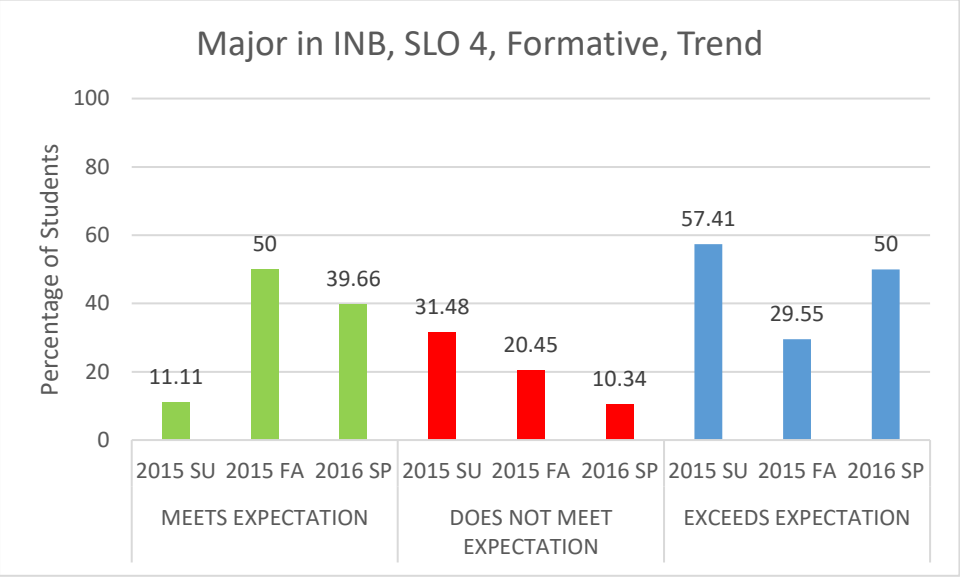


Figure INB- 16

Student Learning Outcomes	Measure	Measurement Criteria	Results	Status	Closing the Loop
5. Exhibit critical thinking skills to ethically address complex real-world international business.	Summative- Exit Assessment Test, and Course-Embedded Assessment (INB 480 group term projects) Formative: Course-Embedded Assessment (INB 372 case studies)	Exit Assessment Test: Meets expectations- 60% to 80%, Does Not Meet expectations-< 60%, Meets expectations-> 80%. Course-Embedded Assessment: Rubric # INB.5.R.1	See Figures INB 17 – 20.	Target: 100% of the students should meet and exceed the expectations of SLO5. Students failed to meet the target. Trend: While we are pleased with the decrease in the percentages of students not meeting expectation in the summative assessment, an opposite trend in the formative assessment is a matter of concern.	In the new formative assessment tool more contemporary ethical issues has been addressed to give students a better disclosure to the real life concerns.

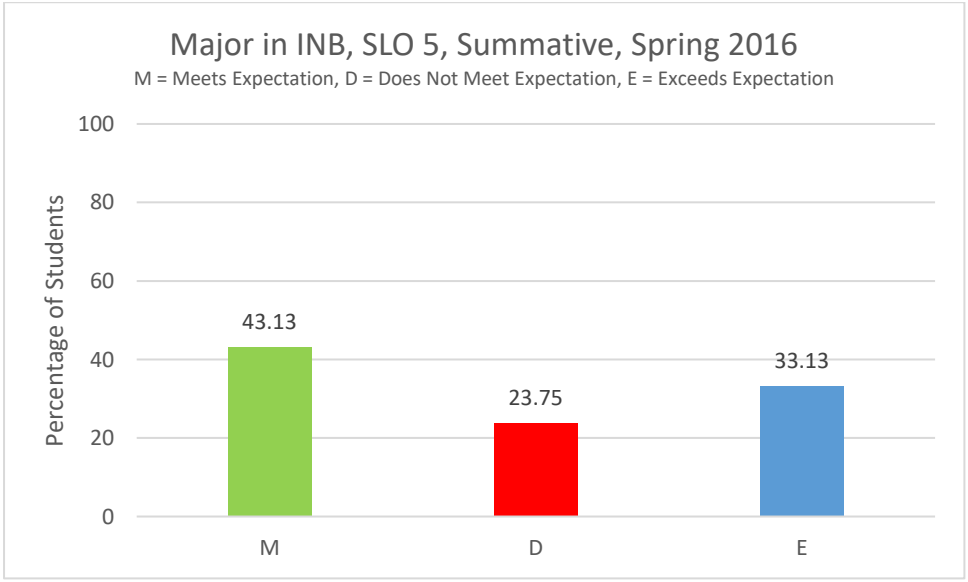


Figure INB- 17

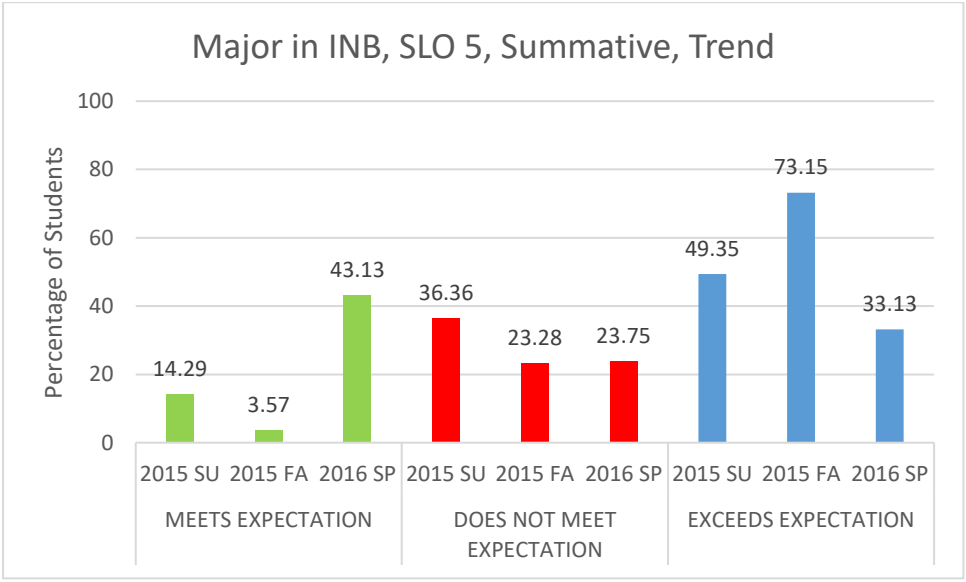


Figure INB- 18

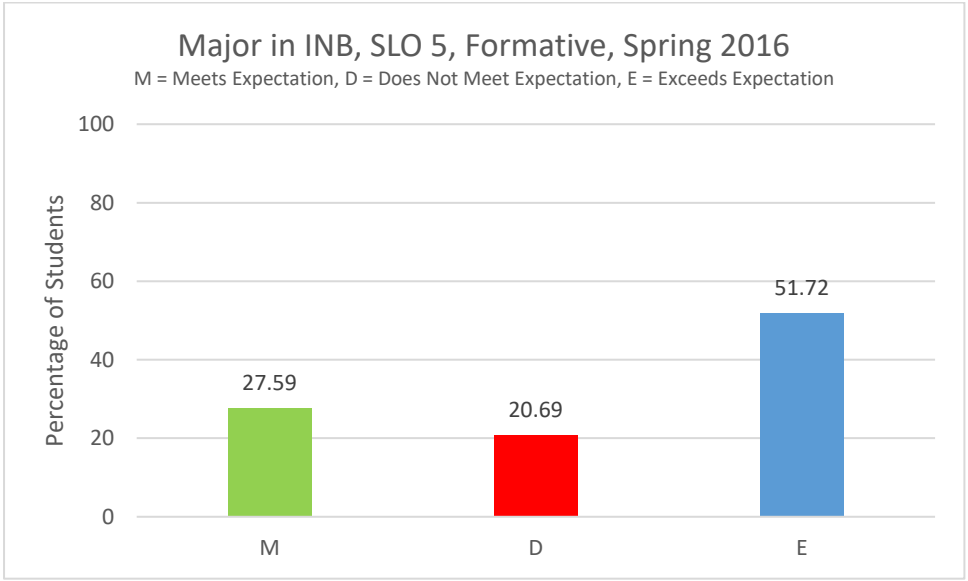


Figure INB- 19

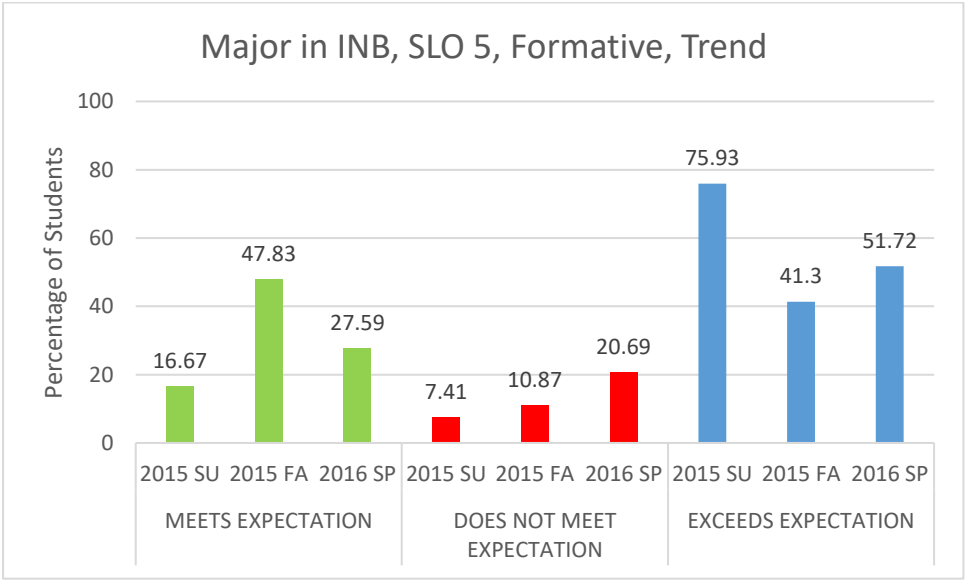


Figure INB- 20xx

Spring 2016 Student Learning Assessment Report: Major in MIS Program

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
1. Apply managerial concepts and decision theories to use enterprise information systems.	Summative: Exit Assessment Test, and Course Embedded Assessment (MIS470 group term projects) Formative: Course Embedded Assessment (MIS205 group term projects)	Exit Assessment Test: Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80% Course-Embedded Assessment: Rubric # MIS.1.R.1	See Figures MIS 1 – 4.	Target: 80% students should meet or exceed expectation. Students failed to meet the target in the summative assessment. Trend: Although we are concerned with the increasing percentages of students not meeting expectation in the summative assessment, we are pleased with an opposite trend in the formative assessment.	Course syllabi for MIS 105 and MIS 205 courses were updated and standardized. Course components were reviewed to ensure that students can continue to critically identify problems and solve those using systems thinking.

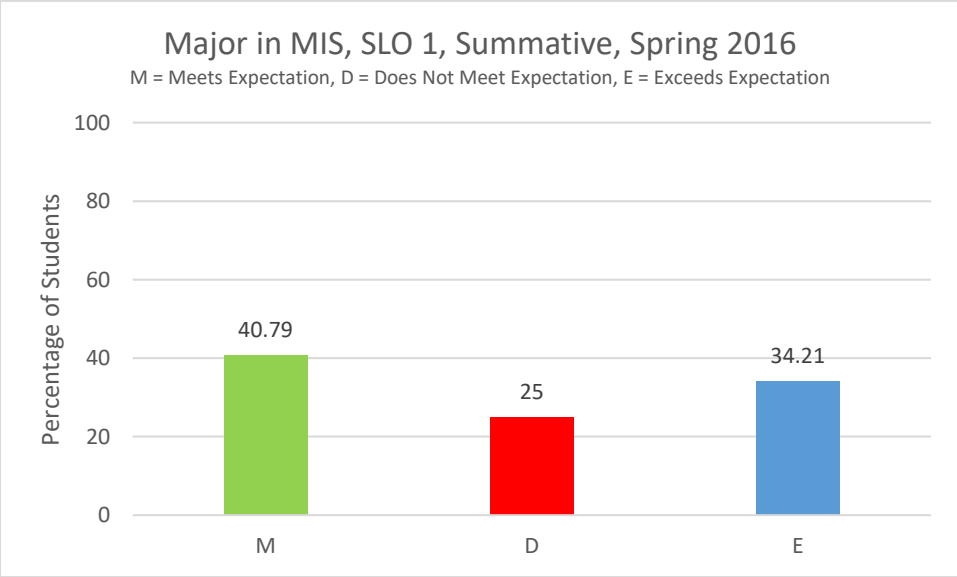


Figure MIS 1

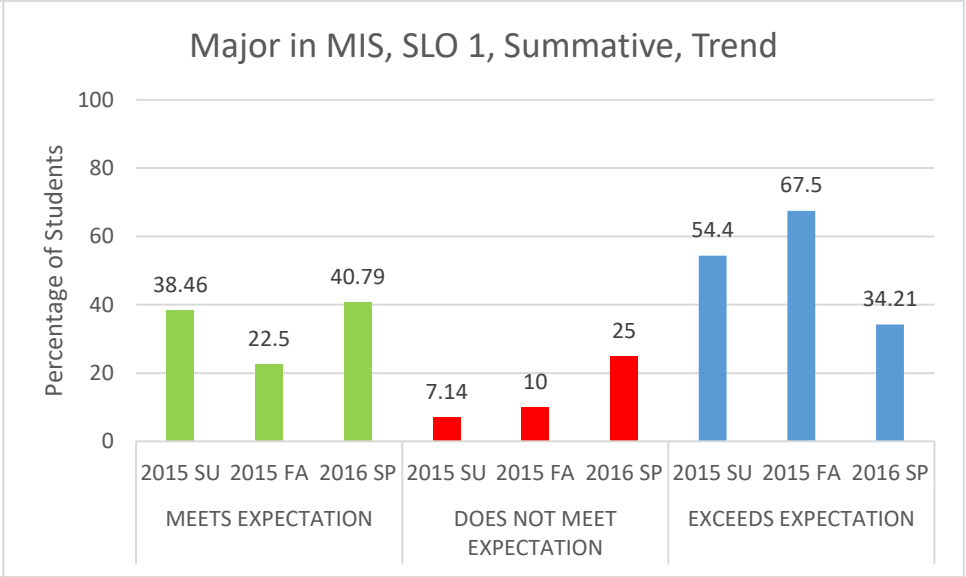
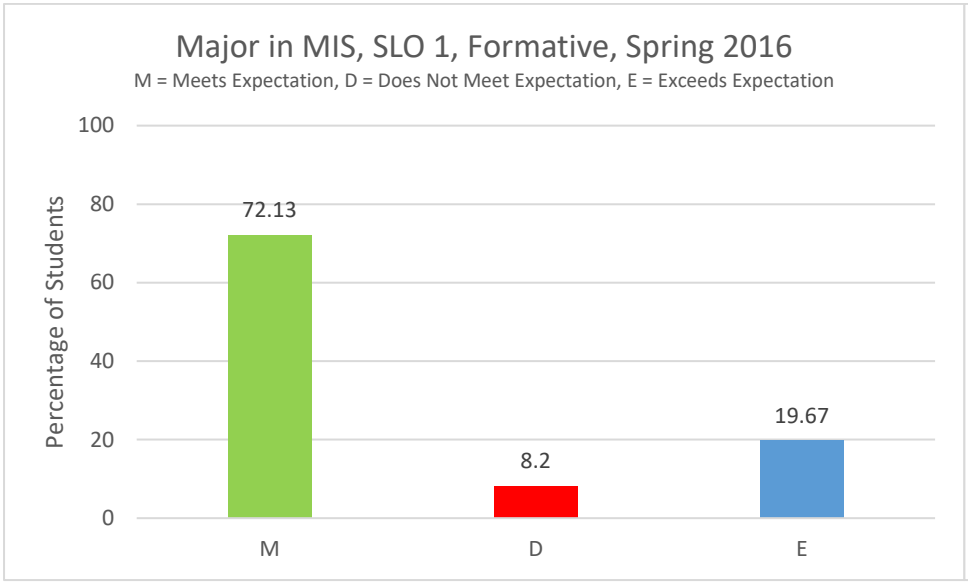


Figure MIS 2



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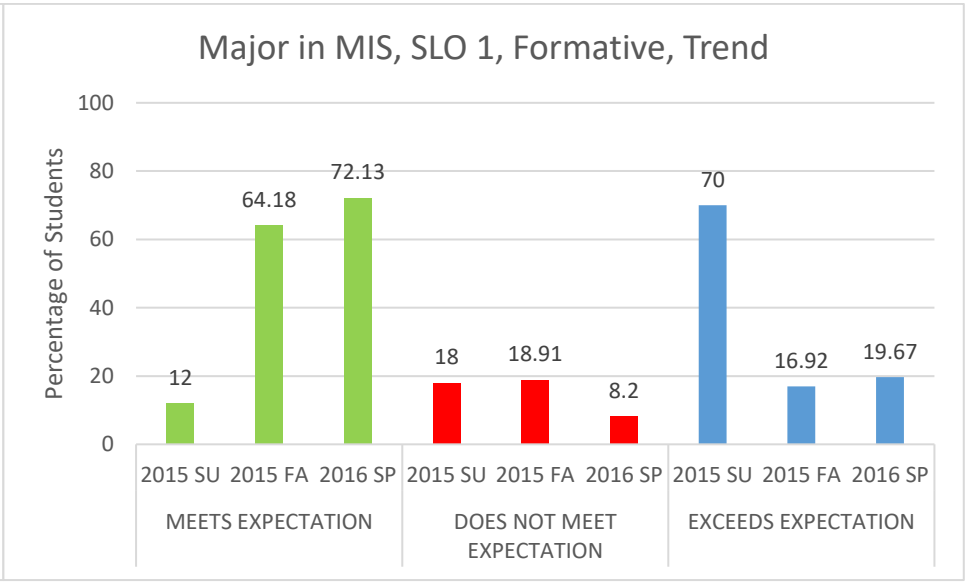


Figure MIS 4

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
2. Demonstrate the understanding about systems theory, systems analysis, systems design and project management.	Summative: Exit Assessment Test, and Course Embedded Assessment (MIS470 group term projects) Formative: Course Embedded Assessment (MIS205 group term projects)	Exit Assessment Test Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80% Course-Embedded Assessment: Rubric # MIS.2.R.1	See Figures MIS 5 – 8.	Target: 75% students should meet or exceed expectation. Student failed to meet the target in the formative assessment. Trend: The increasing percentages of students not meeting expectation is a matter of concern.	The practice to demonstrate the understanding on different application software and practically use them in solving specific problems was continued in the semester.

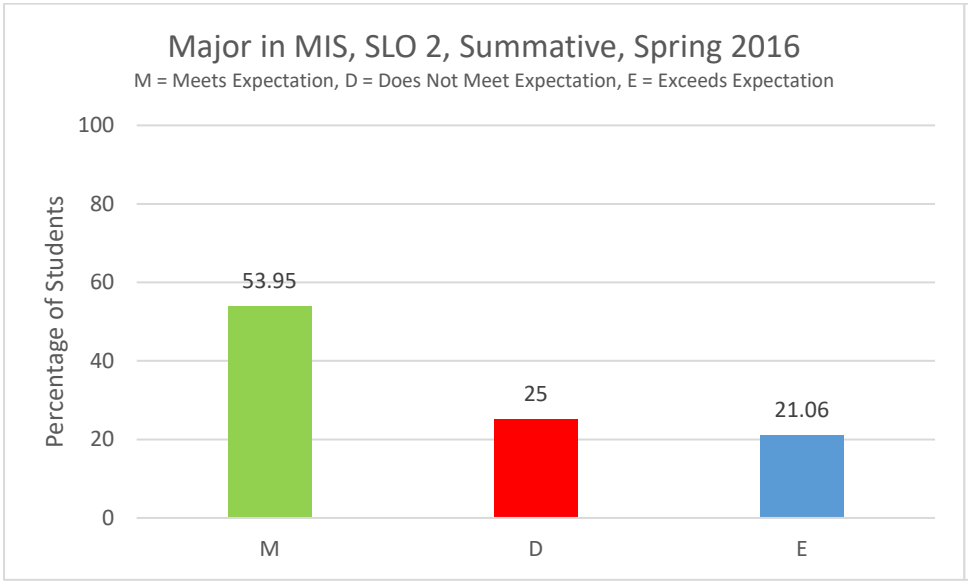
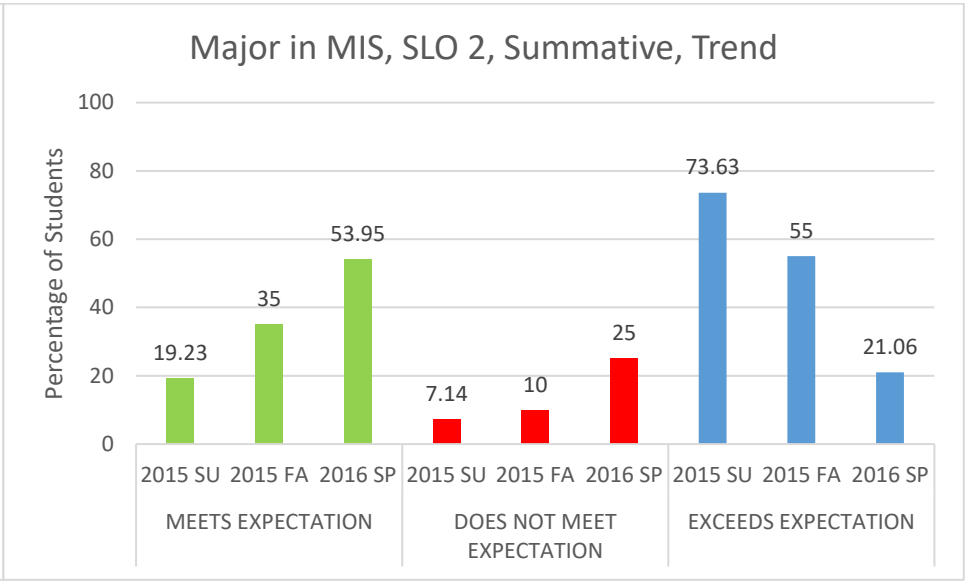


Figure MIS 5



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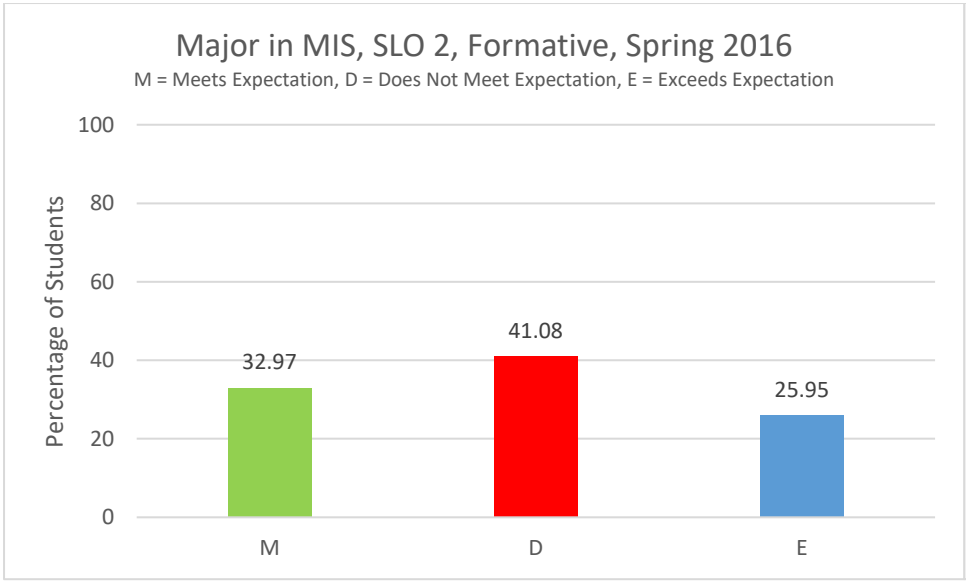


Figure MIS 7

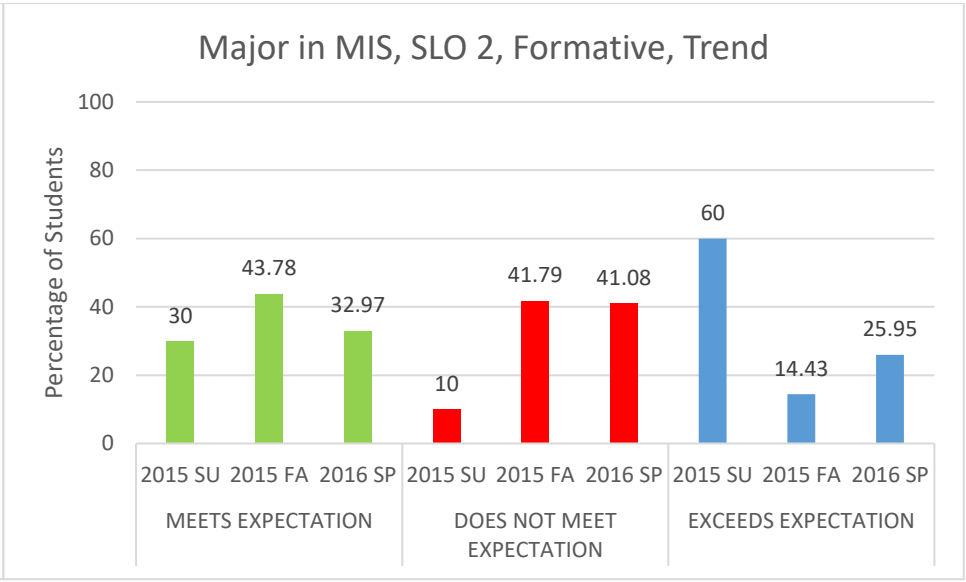


Figure MIS 8

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
3. Exhibit the knowledge on web-based information systems in business context.	Summative: Exit Assessment Test, and Course Embedded Assessment (MIS470 group term projects) Formative: Course Embedded Assessment (MIS205 group term projects)	Exit Assessment Test Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80% Course-Embedded Assessment: Rubric # MIS.3.R.1	See Figures MIS 9 – 12.	Target: 80% students should meet or exceed expectation. Students failed to meet the target. Trend: Student performance is deteriorating over time.	Cases and Laboratory tasks on web-based information systems (e.g., e-business, e-commerce) were included and practiced in the classes of relevant MIS courses.

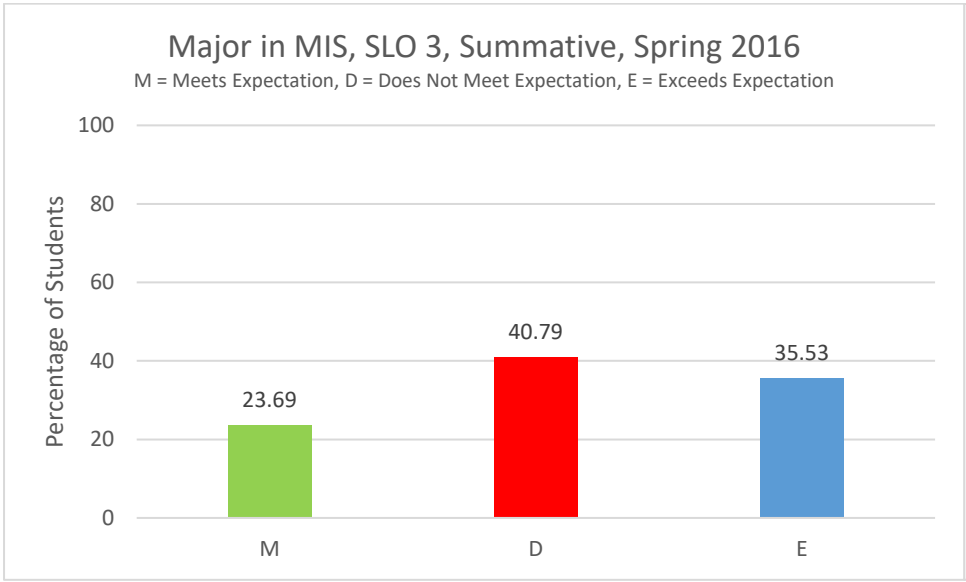
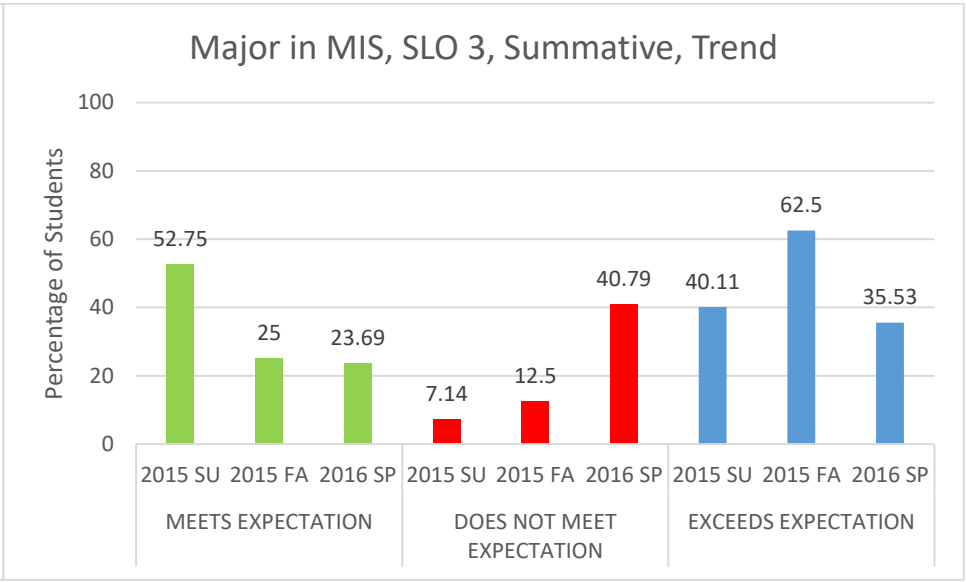


Figure MIS 9



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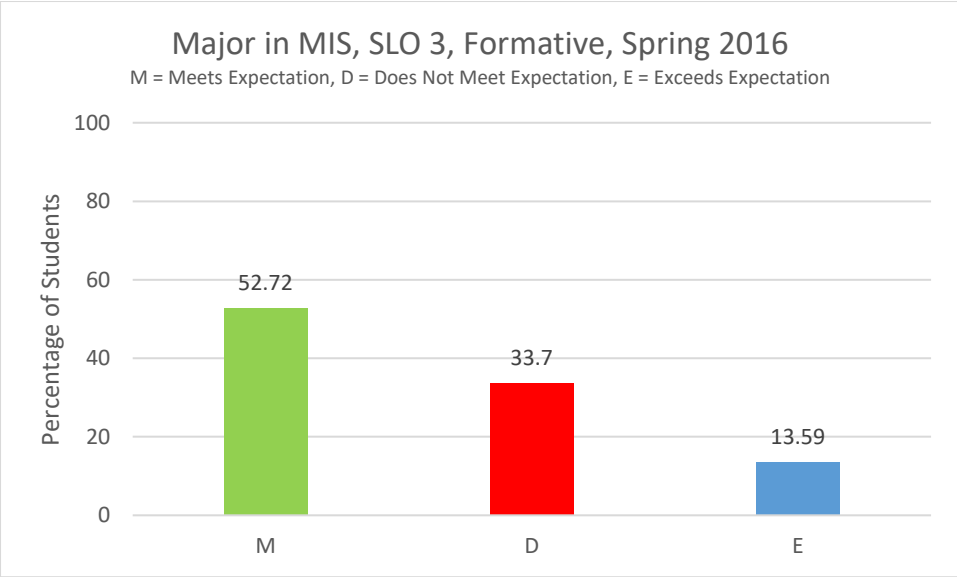

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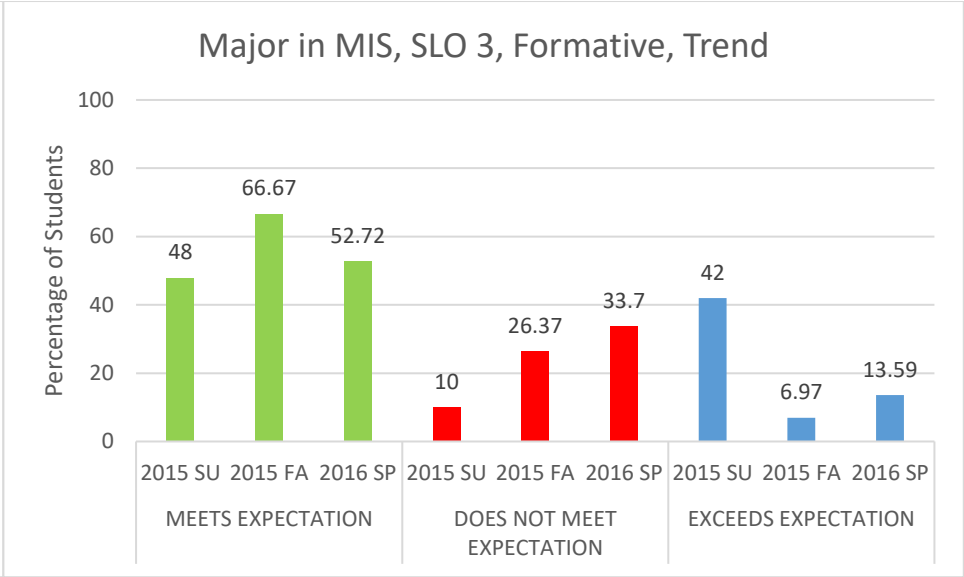


Figure MIS 12

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
4. Develop and implement information systems with the help of latest business tools.	Summative: Exit Assessment Test, and Course Embedded Assessment (MIS470 group term projects) Formative: Course Embedded Assessment (MIS205 group term projects)	Exit Assessment Test Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80% Course-Embedded Assessment: Rubric # MIS.4.R.1	See Figures MIS 13 – 16.	Target: 80% students should meet or exceed expectation. Students failed to meet the target. Trend: Student performance is deteriorating over time.	Pre-selected business application tools were used in building or assessing different Information Systems in different MIS course-projects.

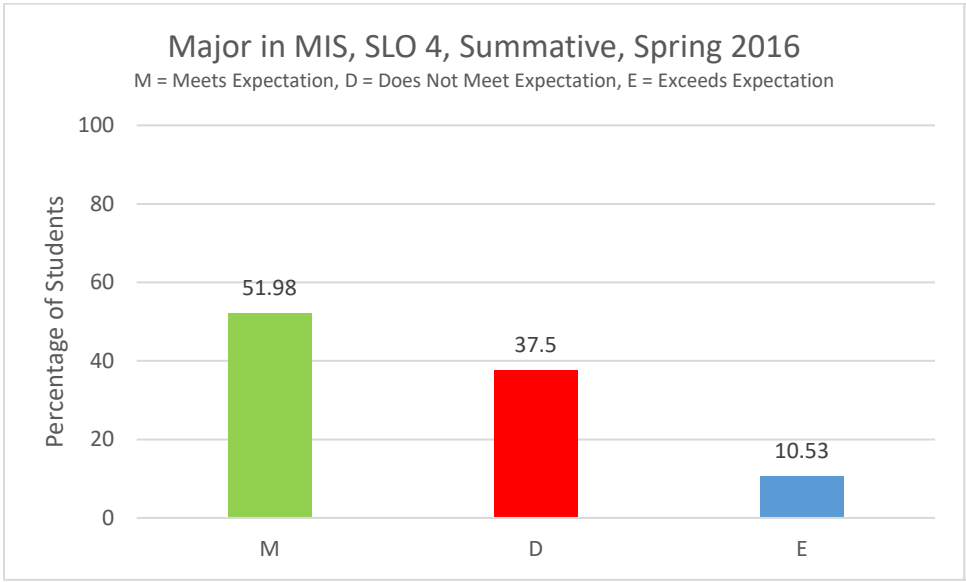


Figure MIS 13

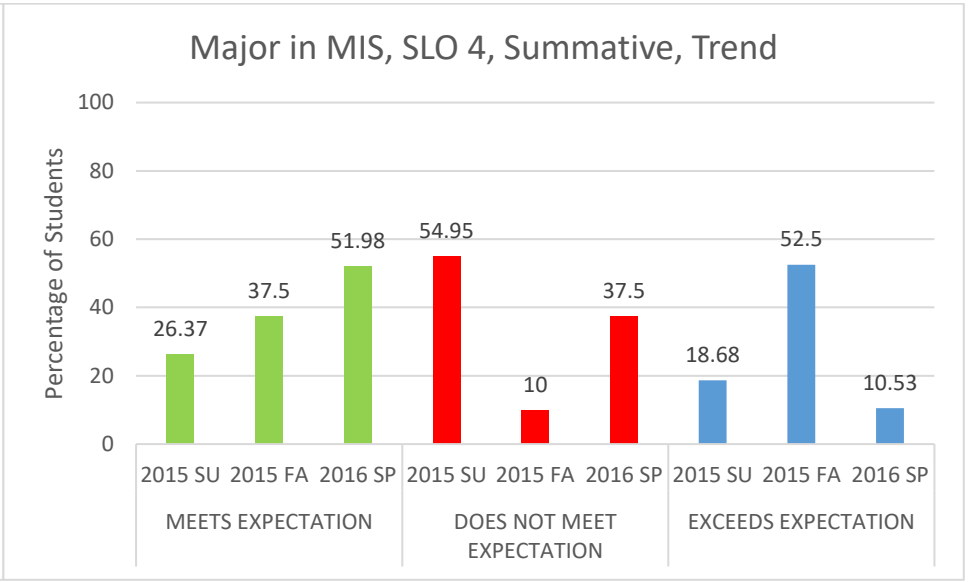


Figure MIS 14

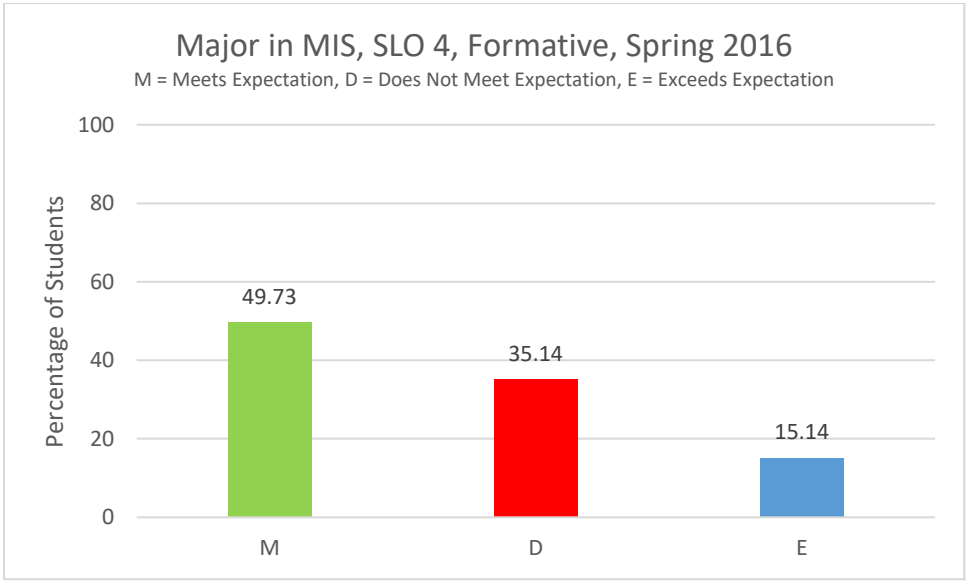


Figure MIS 15

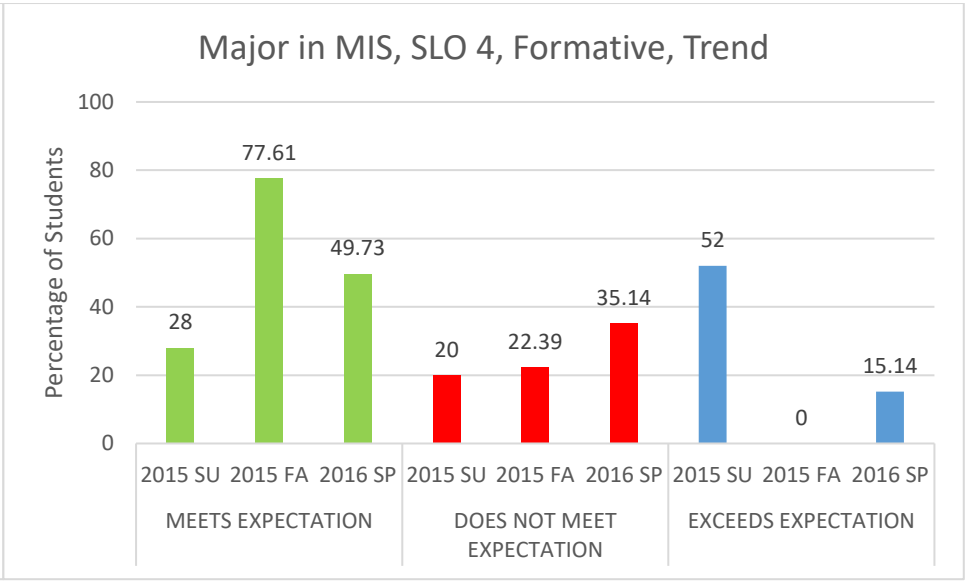
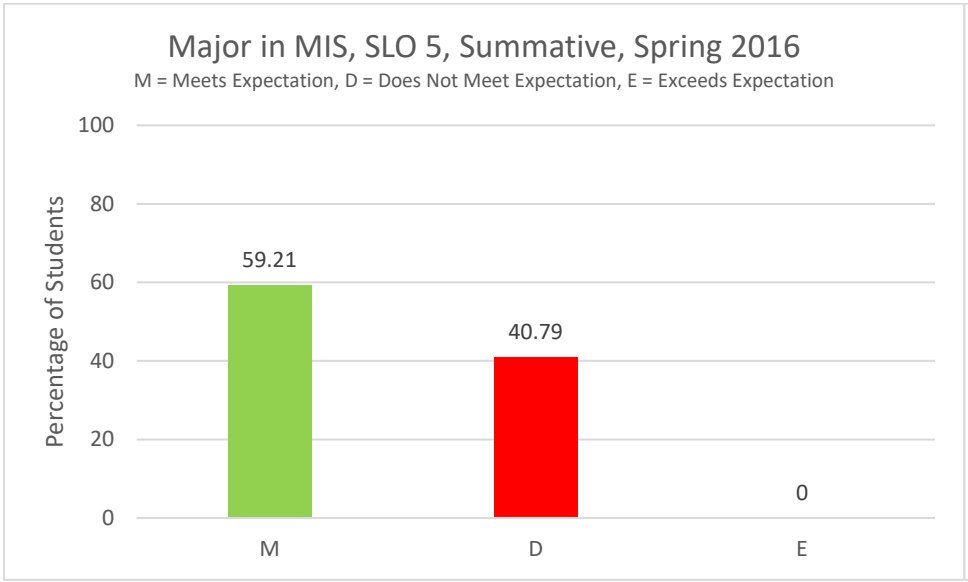


Figure MIS 16

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
5. Illustrate the familiarity about computer networks and security concepts.	Summative: Exit Assessment Test, and Course Embedded Assessment (MIS470 group term projects) Formative: Course Embedded Assessment (MIS205 group term projects)	Exit Assessment Test Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80% Course-Embedded Assessment: Rubric # MIS.5.R.1	See Figures MIS 17 – 20.	Target: 80% students should meet or exceed expectation. Students failed to meet the target in the formative assessment. Trend: Inconsistent performance over time is a matter for concern.	There were sufficient coverage on Information Systems privacy, security, and protective measures and students were able to identify and solve different security issues and network threats.



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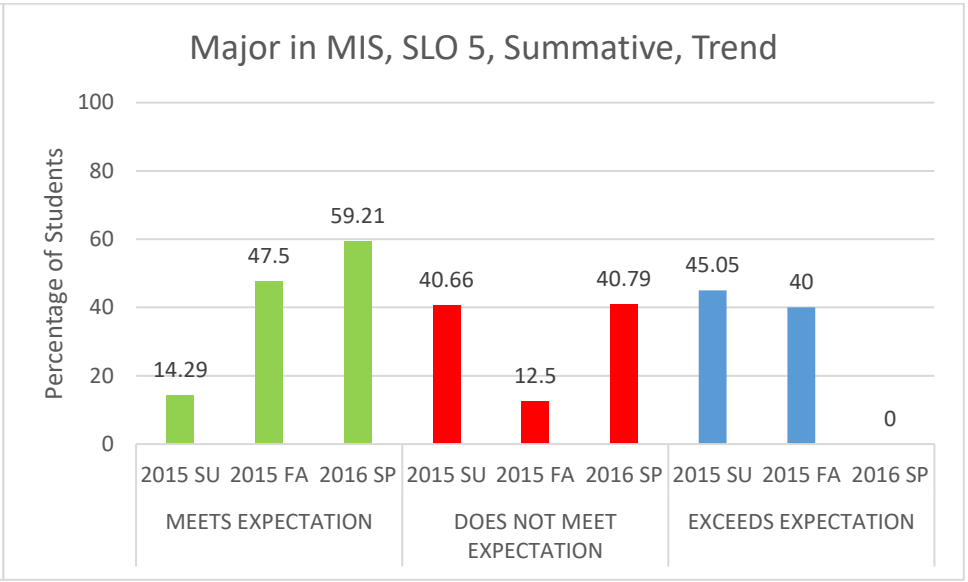

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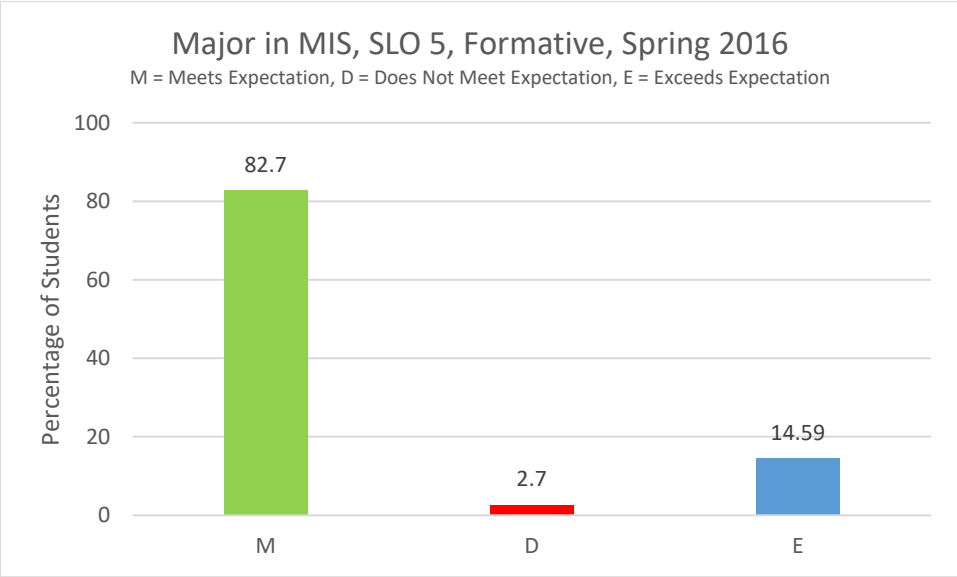


Figure MIS 19

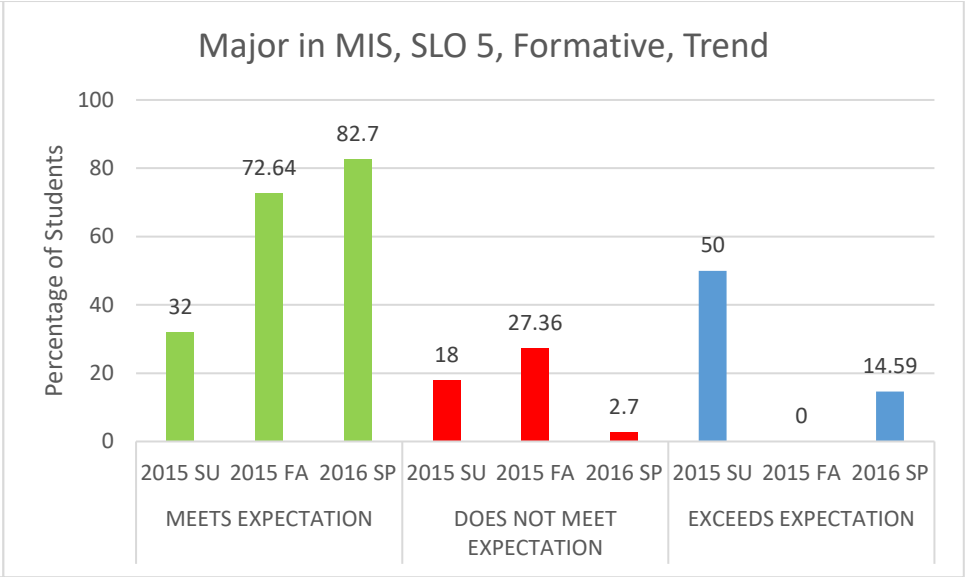


Figure MIS 20

Spring 2016 Student Learning Assessment Report: Major in Marketing ("MKT")

Student Learning Outcomes	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
1. Demonstrate a thorough understanding of the marketing management process including marketing strategy formulation and marketing plan implementation	Summative- Exit Assessment Test, and Course-Embedded Assessment (MKT 460 group term projects.) Formative- Course-Embedded Assessment (MKT 337 group term projects)	Exit Assessment Test: Meets Expectations- 60% to 80%, Does Not Meet Expectations-< 60%, Exceeds Expectations-> 80% Course-Embedded Assessment: Rubric # MKT.1.R.1 (formative), and rubric # MKT.1.R.2 (summative)	See Figures MKT 1 – 4.	Target: 75% of the students should meet and exceed the expectations of SLO1. Student met the target. Trend: Although summative assessment performance is improving, inconsistent student performance in formative assessment is concerning.	The formative assessment tool was changed in Spring 2016, a higher level course having replaced the previous one. The assessment questions have also been improvised and made more challenging. Faculty adaptation is expected to improve the student performance going forward. The summative assessment shows improvement since the regular lecture-based classes were augmented via several interactive seminars and workshops which improved student understanding of the marketing management process.

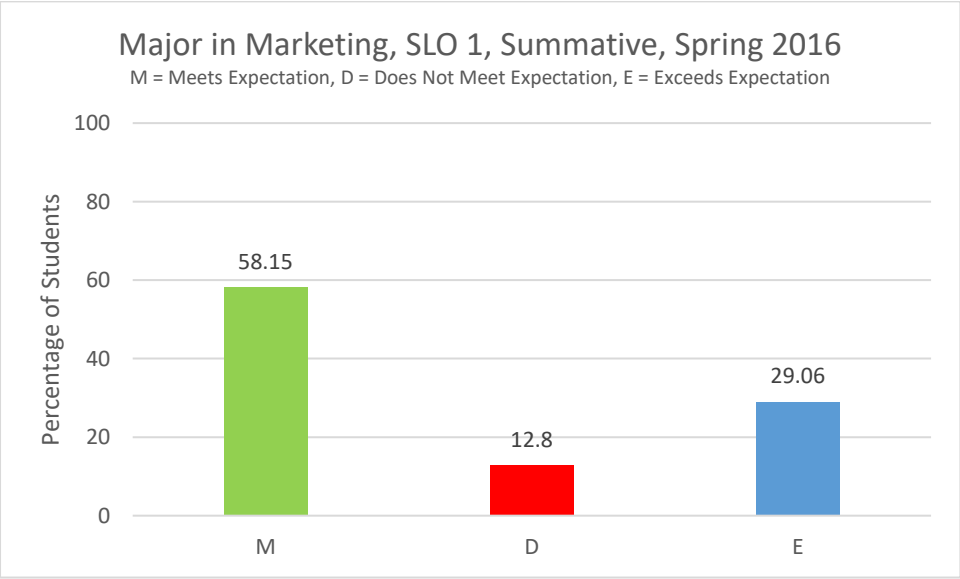


Figure MKT- 1

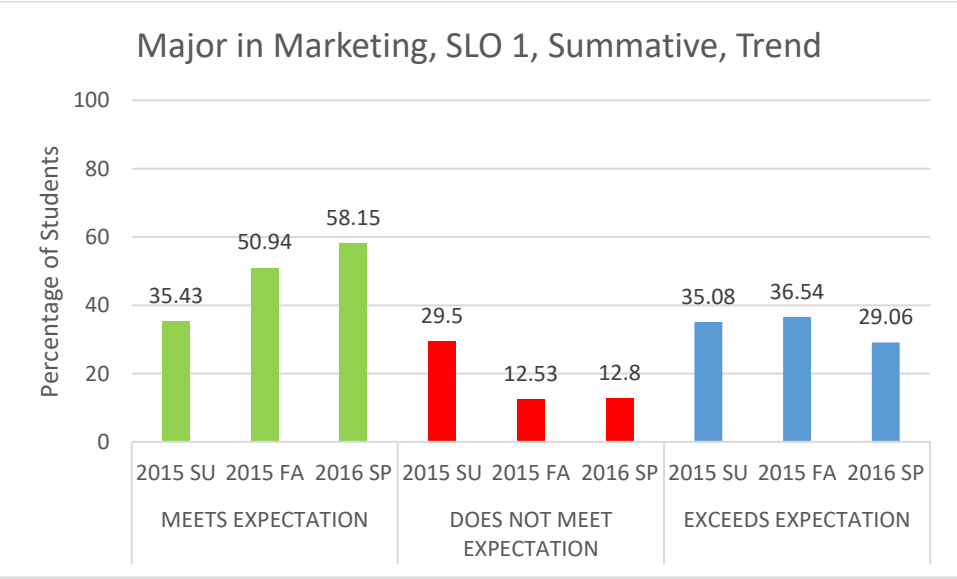


Figure MKT- 2

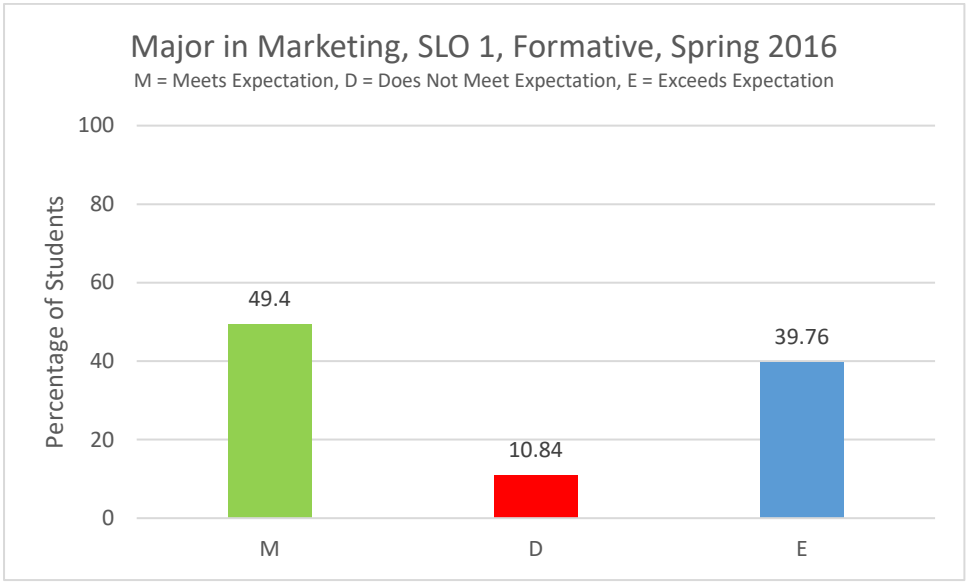


Figure MKT- 3

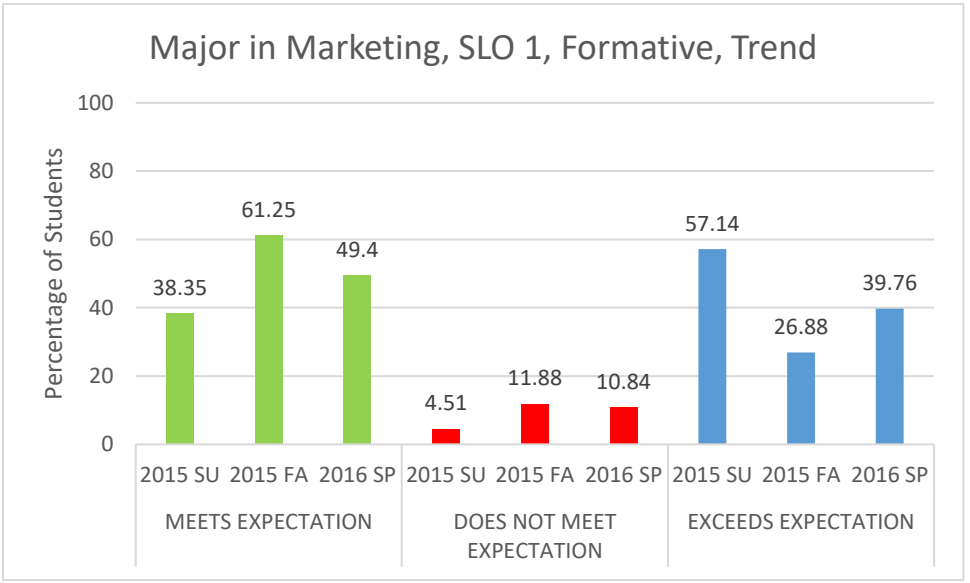


Figure MKT- 4

Student Learning Outcomes	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
2. Understand the roles of different areas of Marketing Communications.	Summative- Exit Assessment Test , and Course-Embedded Assessment (MKT 460 group term projects) Formative: Course-Embedded Assessment (MKT 337 group term projects)	Exit Assessment Test: Meets Expectations- 60% to 80%, Does Not Meet Expectations-< 60%, Exceeds expectations-> 80% Course-Embedded Assessment: Rubric # MKT.2.R.1	See Figures MKT 5 – 8.	Target: 80% of the students should meet and exceed the expectations of SLO2 Students met the target. Trend: Although summative assessment performance is improving, inconsistent student performance in formative assessment is concerning.	The formative assessment tool was changed in Spring 2016, a higher level course having replaced the previous one. The assessment questions have also been improvised and made more challenging. Faculty adaptation is expected to improve student performance going forward. A seminar on fashion marketing was organized for final year students who were benefitted from direct interaction with industry personnel on important aspects of communications within the purview of marketing.

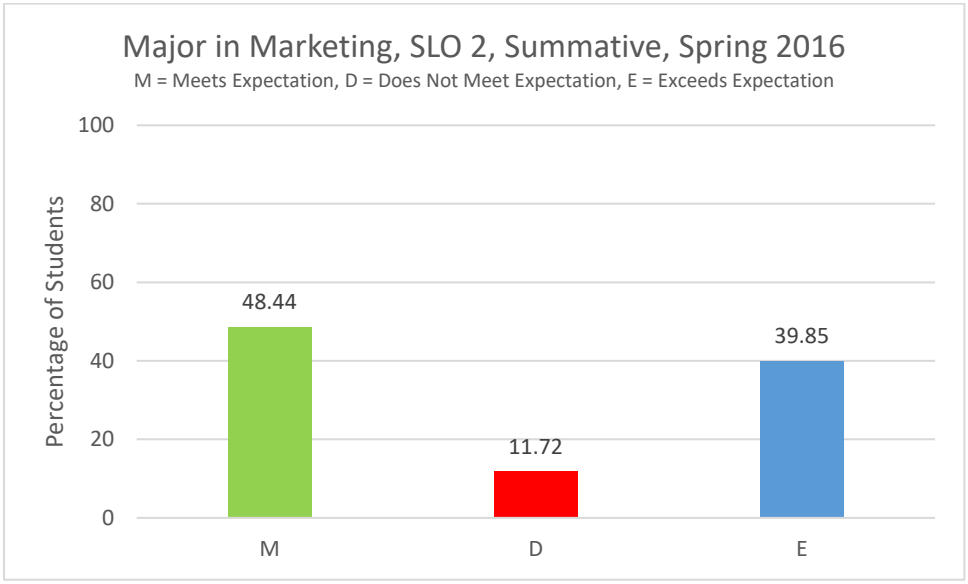


Figure MKT- 5

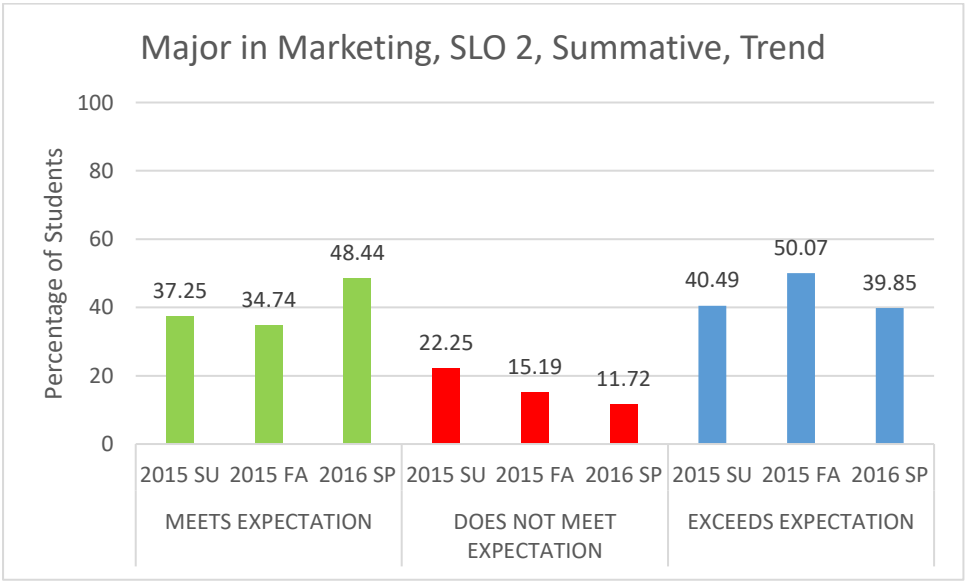


Figure MKT- 6

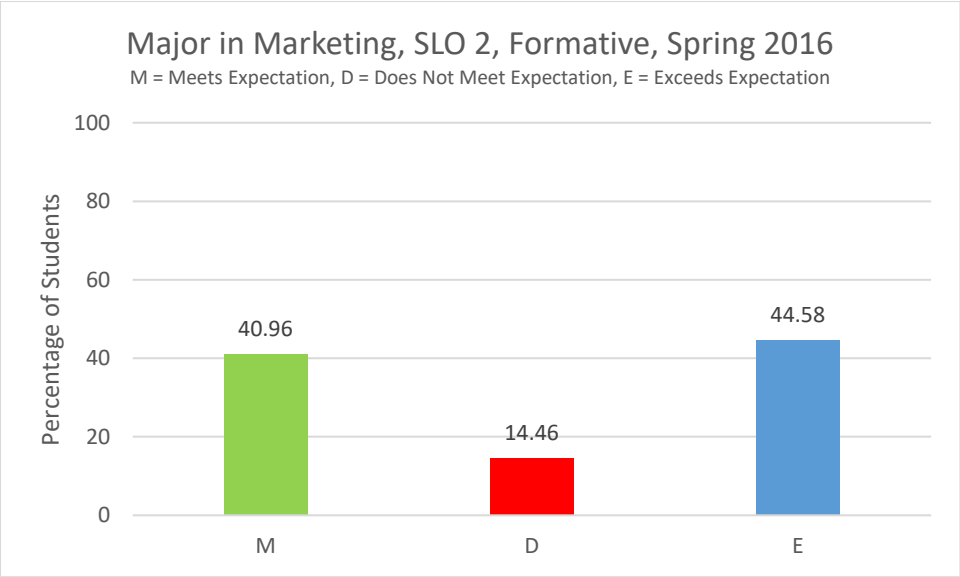


Figure MKT- 7

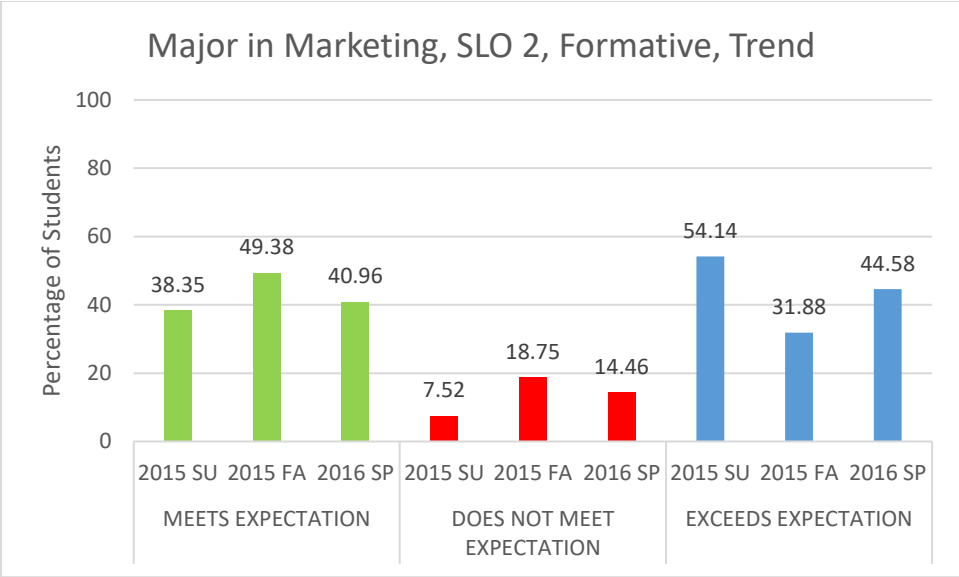


Figure MKT- 8

Student Learning Outcomes	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
3. Apply concepts of consumer behavior to develop marketing strategy.	Summative:- Exit Assessment Test, and Course-Embedded Assessment (MKT 460 group term projects) Formative: Course-Embedded Assessment (MKT 337 group term projects)	Exit Assessment Test: Meets Expectations- 60% to 80%, Does Not Meet Expectations-< 60%, Exceeds Expectations-> 80%. Course-Embedded Assessment: Rubric # MKT.3.R.1	See Figures 9 – 12.	Target- 75% of the students should be able to meet and exceed the expectation of SLO3. Students failed to meet the target, albeit a small margin, in the summative assessment. Trend: Student performance is inconsistent.	The formative assessment tool was changed in Spring 2016, a higher level course having replaced the previous one. The assessment questions have also been improvised and made more challenging. Faculty adaptation is expected to improve the performance going forward. The same summative assessment tool was used for assessing this SLO.

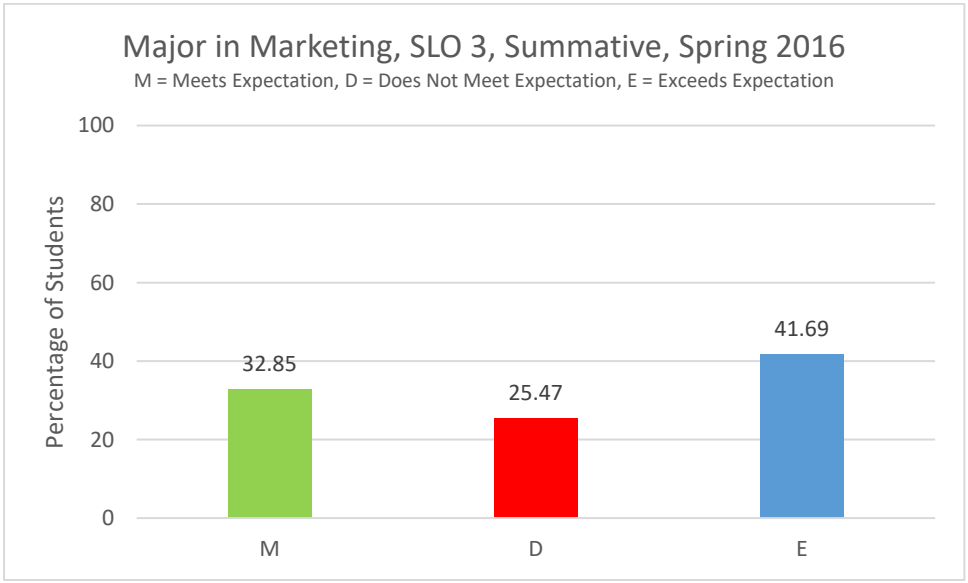


Figure MKT- 9

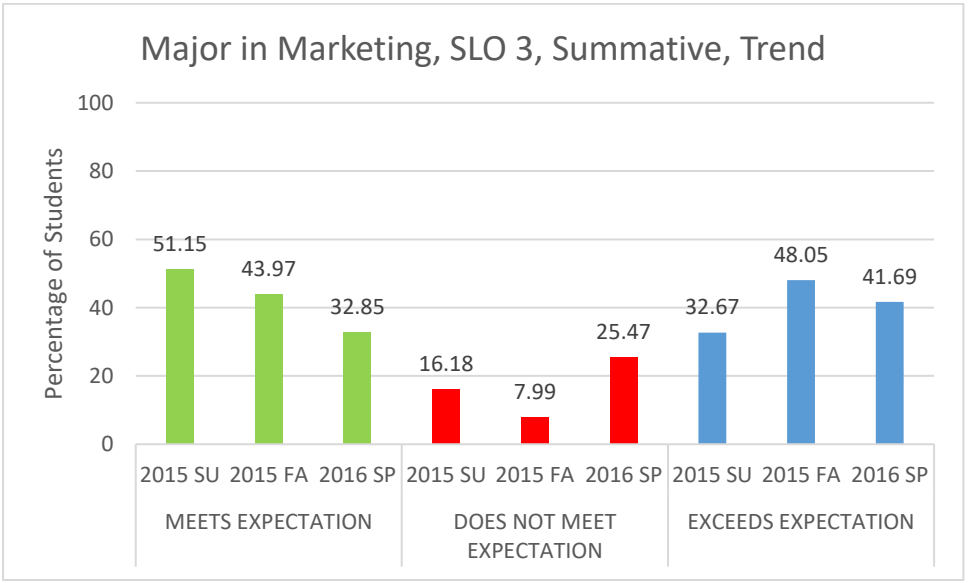


Figure MKT- 10

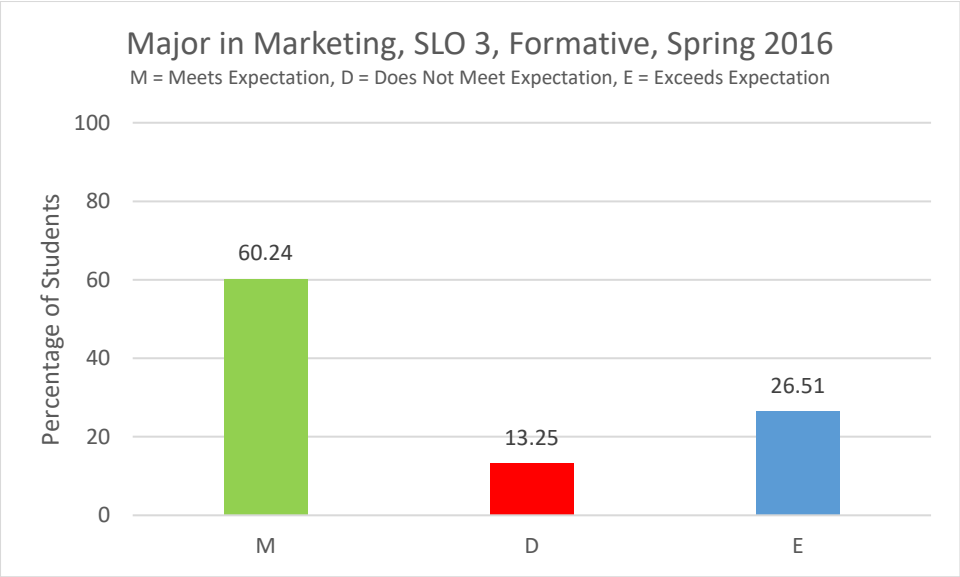


Figure MKT- 11

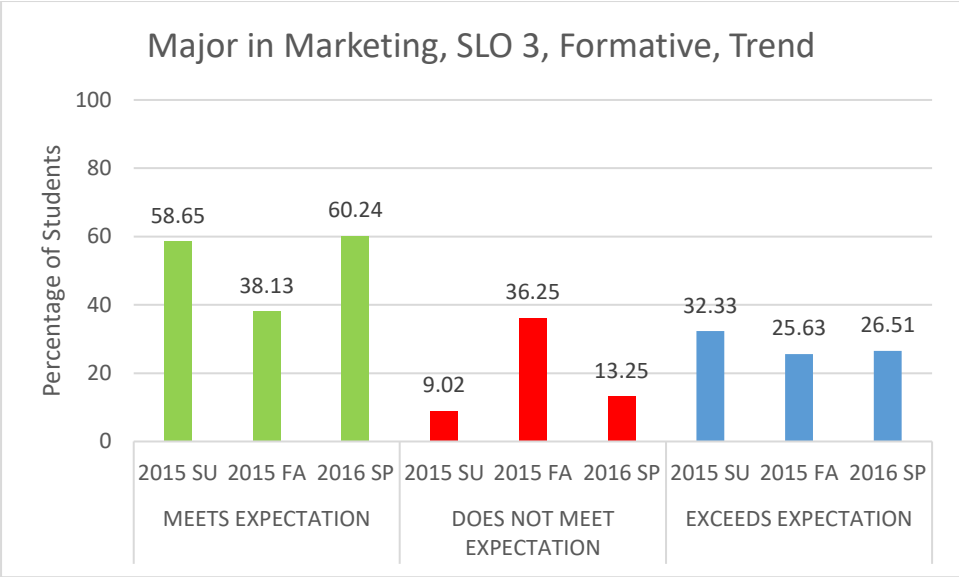


Figure MKT- 12

Student Learning Outcomes	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
4. Demonstrate skills to critically analyze a problem, design and implement appropriate solutions.	Summative:- Exit Assessment Test, and Course-Embedded Assessment (MKT 460 group term projects) Formative:- Course-Embedded Assessment (MKT 337 group term projects)	Exit Assessment Test: Meets Expectations- 60% to 80%, Does Not Meet Expectations-< 60%, Exceeds Expectations-> 80% Course-Embedded Assessment: Rubric # MKT.4.R.1 (formative), and rubric # MKT.4.R.2 (summative)	See Figures 13 – 16.	Target- 80% of the students should be able to meet and exceed the expectation of SLO4. Students met the target. Trend: Student performance is improving over time.	Regular class lectures were augmented with a series of seminars and workshops. A very topical session that was conducted covered the future of business analytics and how concepts such as big data can help businesses capture higher customer value. The regular Digibuzz session gave students insights into the world of digital marketing helping them develop a mindset to critically analyze problems, design and implement solutions in the digital landscape. Furthermore, programs such as Elemental, a departmental club-led initiative, provided students with further insights into the corporate life as they witnessed senior level management members from sought-after companies speak about marketing dynamics.

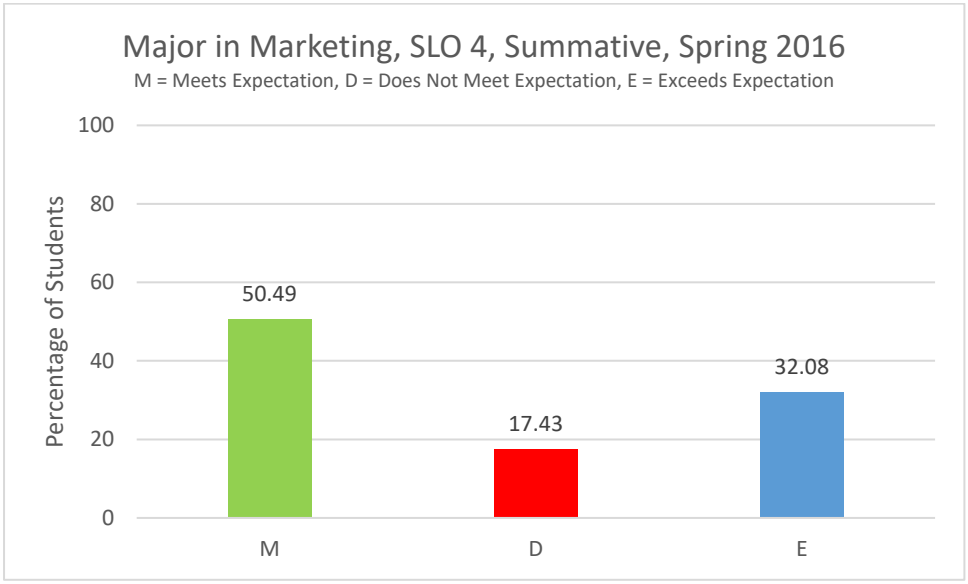


Figure MKT- 13

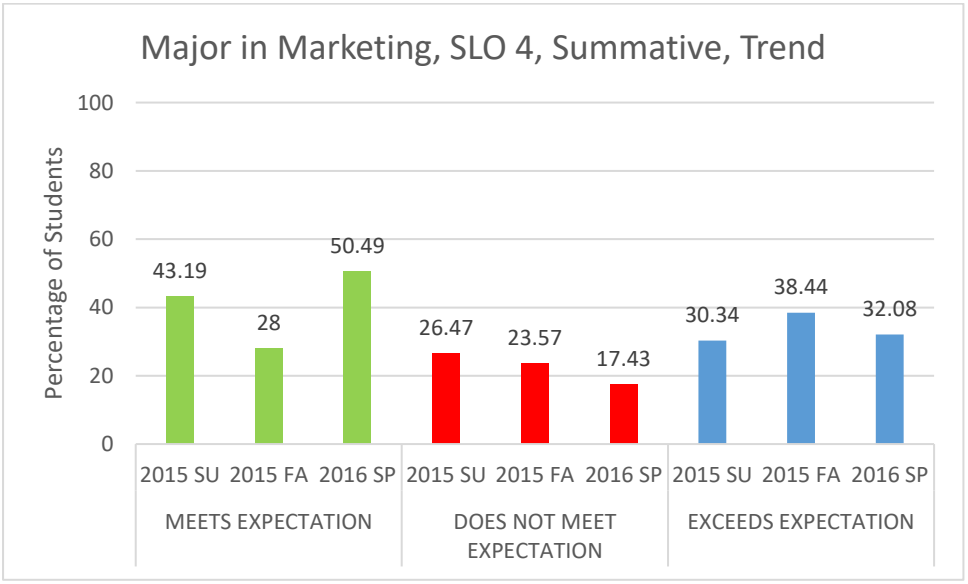


Figure MKT- 14

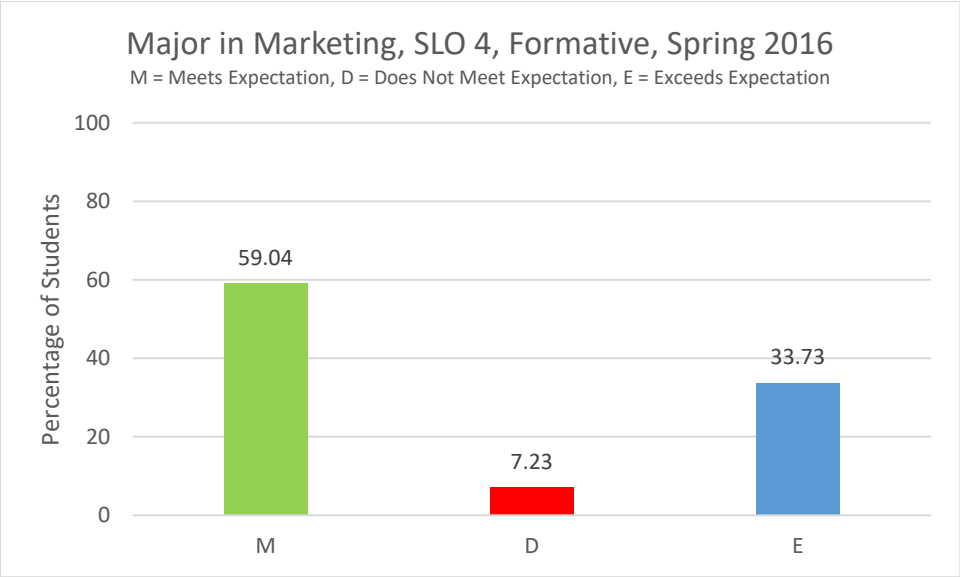


Figure MKT- 15

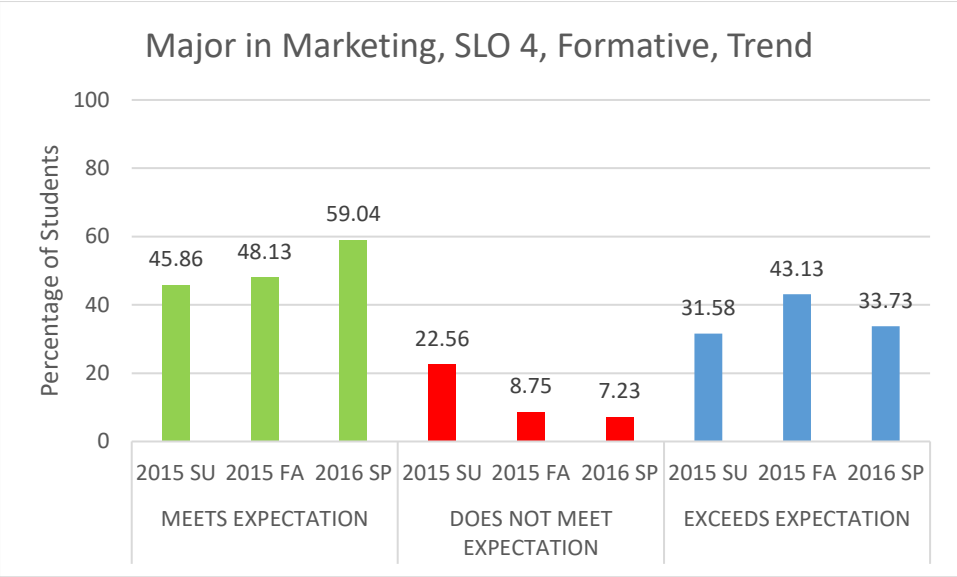


Figure MKT- 16

Student Learning Outcomes	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
5. Practice and set examples on responsible and ethical marketing.	Summative: Exit Assessment Test, and Course-Embedded Assessment (MKT 460 group term projects) Formative: Course-Embedded Assessment (MKT 337 group term projects)	Exit Assessment Test: Meets Expectations- 60% to 80%, Does Not Meet expectations- < 60%, Exceeds Expectations-> 80% Course-Embedded Assessment: Rubric # MKT.5.R.1	See Figure 17 – 20.	Target- 100% of the students should be able to meet and exceed the expectation of SLO5. Students did not meet the target. Trend: Inconsistent performance history is concerning.	The formative assessment tool was changed in Spring 2016, a higher level course having replaced the previous one. The assessment questions have also been improvised and made more challenging. Faculty adaptation is expected to improve student performance going forward. The same summative assessment tool was used for assessing this SLO.

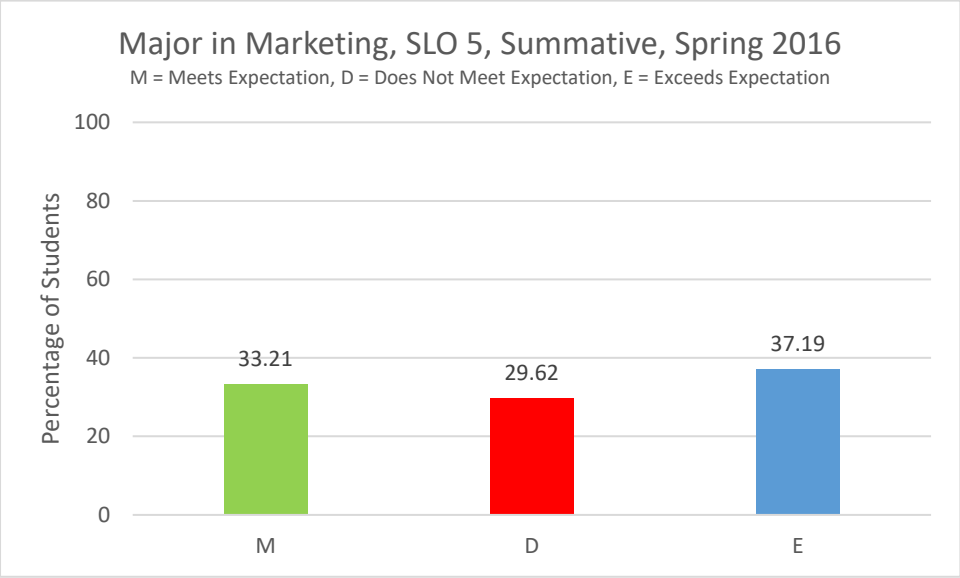


Figure MKT- 17

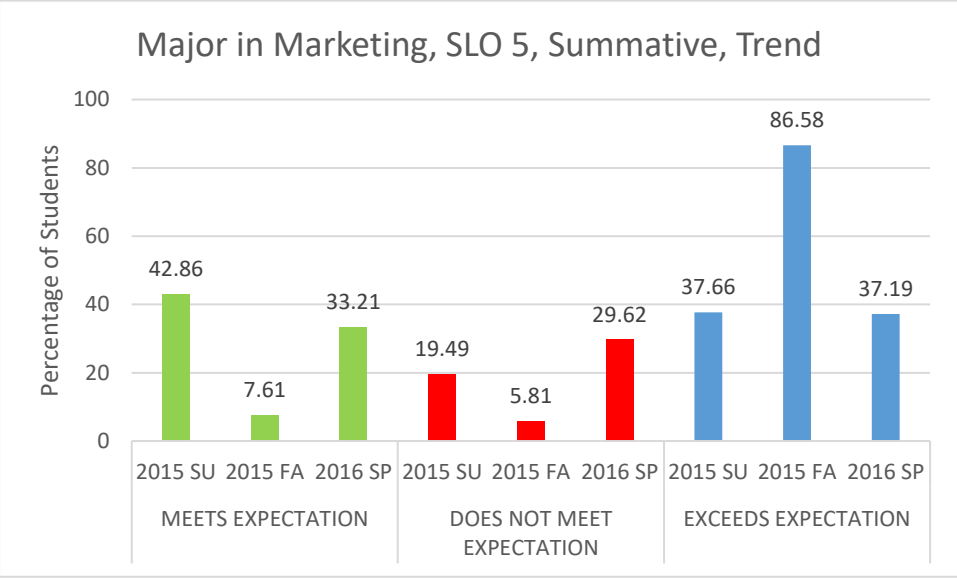


Figure MKT- 18

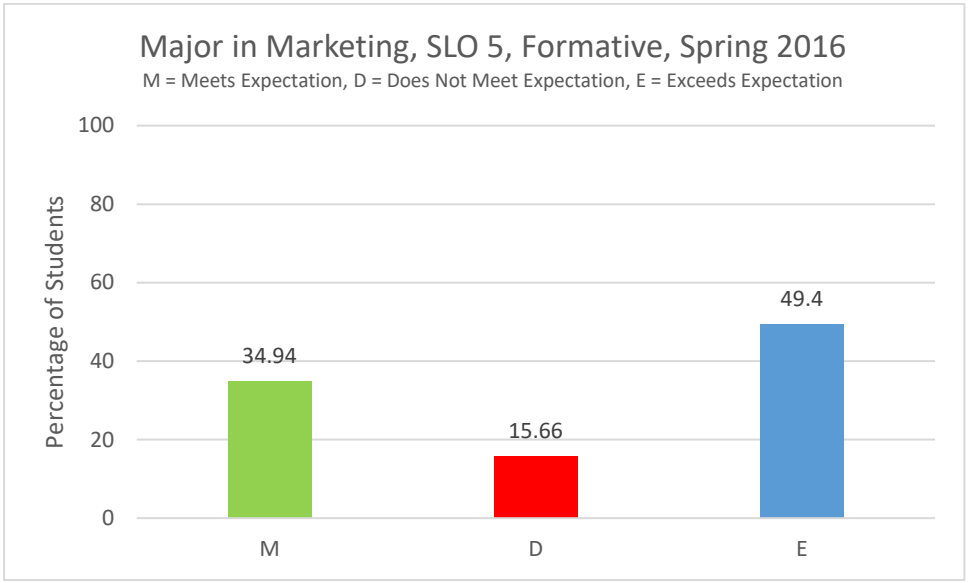


Figure MKT- 19

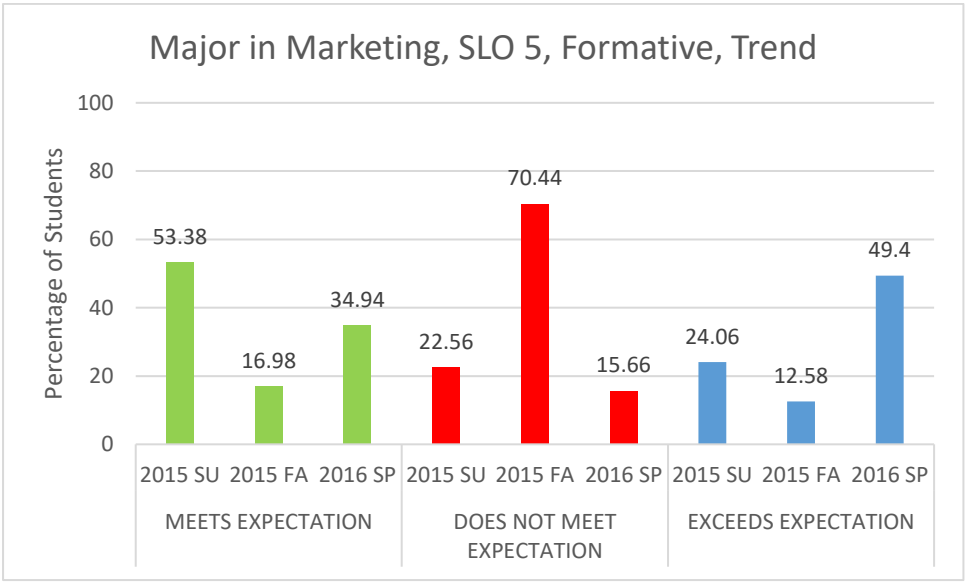


Figure MKT- 20

Spring 2016 Student Learning Assessment Report: Master of Business Administration

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
1. Managerial Communications	1.1 Communicate effectively toward achieving managerial objectives.	Summative: Exit Assessment Test, and Course-Embedded Assessment (BUS 690 final term projects) Formative: Course-Embedded Assessment (BUS 650 final term projects)	Assessment Tests: Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation> 80% Course-Embedded Assessment: Rubric # MB.1.1.1.1	See Figures MBA- 1 through MBA-4	Target: 80% students should meet or, exceed expectation. Students failed to meet the target in the summative assessment. Trend: The percentages of students not meeting expectation in the summative assessment is increasing; however, student performance is improving in the formative assessment.	The Department of English and Modern Languages had organized an international workshop featuring the advancement of creative practices in English Language Teaching.

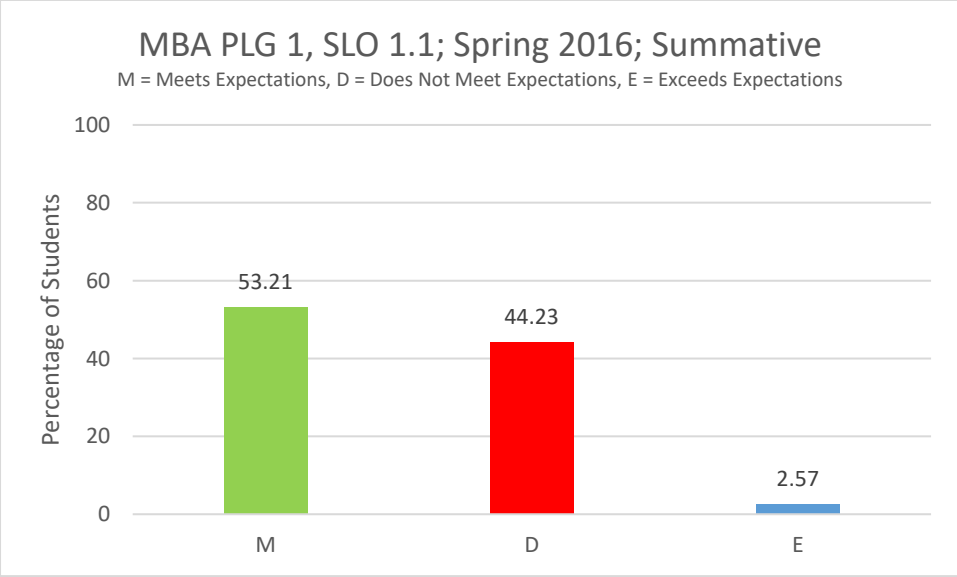


Figure MBA - 1

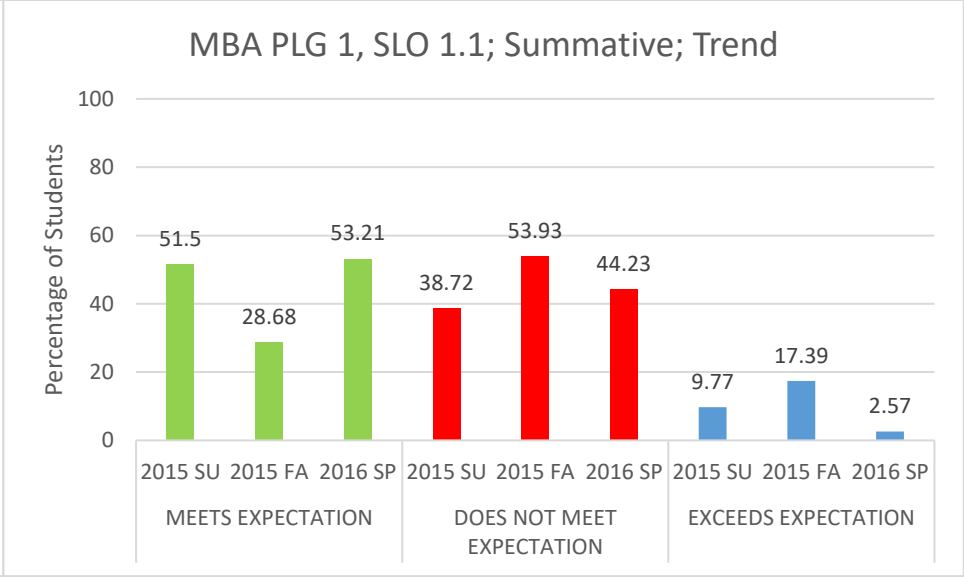


Figure MBA - 2

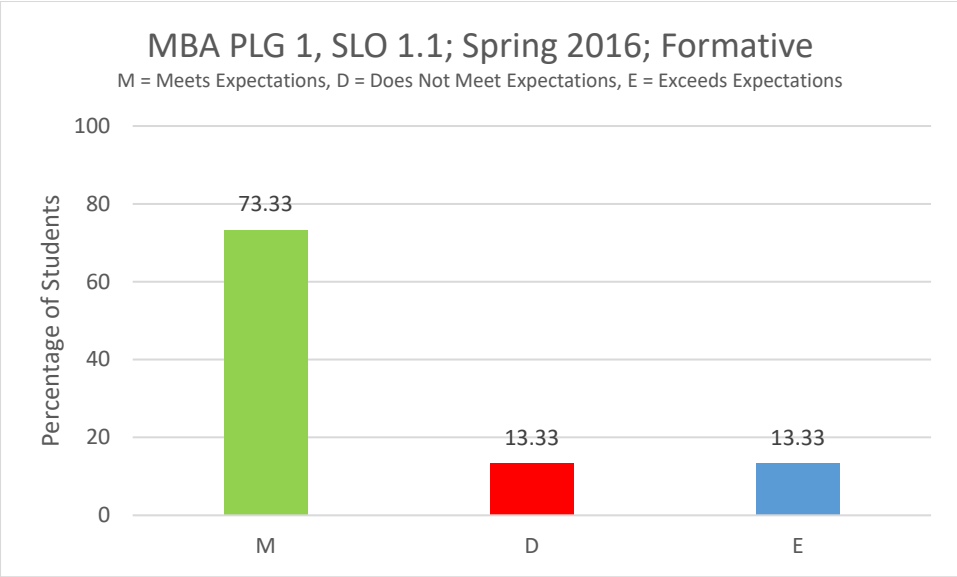


Figure MBA - 3

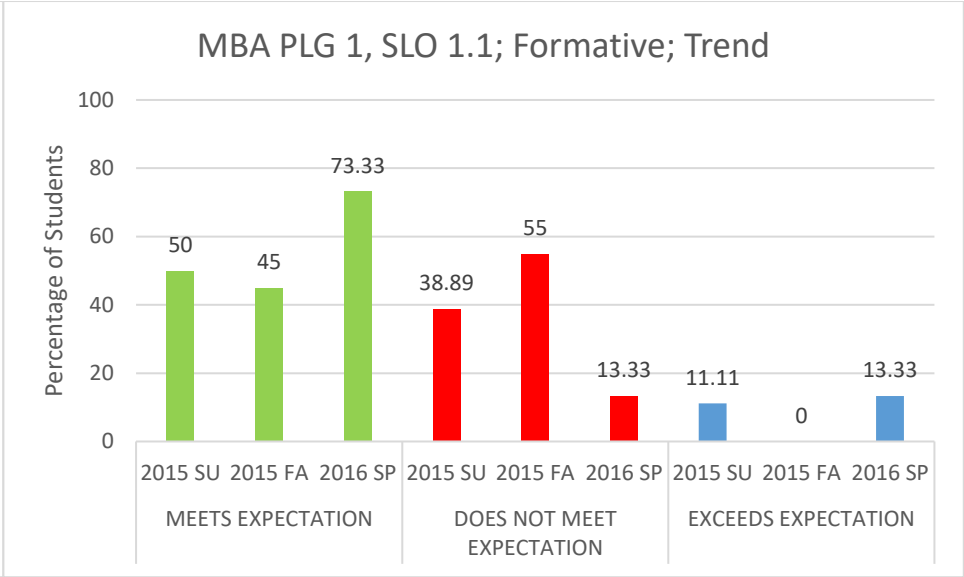


Figure MBA - 4

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
2. Critical Thinking and Decision Making	2.1 Apply appropriate analytic framework to solving management problems, and developing of integrative managerial solutions.	Summative: Exit Assessment Test, and Course-Embedded Assessment (BUS 690 final term projects) Formative: Course-Embedded Assessment (BUS 650 final term projects)	Assessment Tests: Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation> 80% Course-Embedded Assessment: Rubric # MB.2.1.1.1	See Figures MBA-5 through MBA-8	Target: 80% students should meet or, exceed expectation. Students failed to meet the target in the summative assessment. Trend: Student performance is exhibiting a gradual improvement trend.	The Department of Economics had organized an event to discuss national unemployment and resulting economic challenges. Corporate and industry leaders from the following specialties visited with students to discuss the bridge between curricular and professional expectations: Accounting, Finance, Human Resource Management, Marketing, and Supply Chain Management.

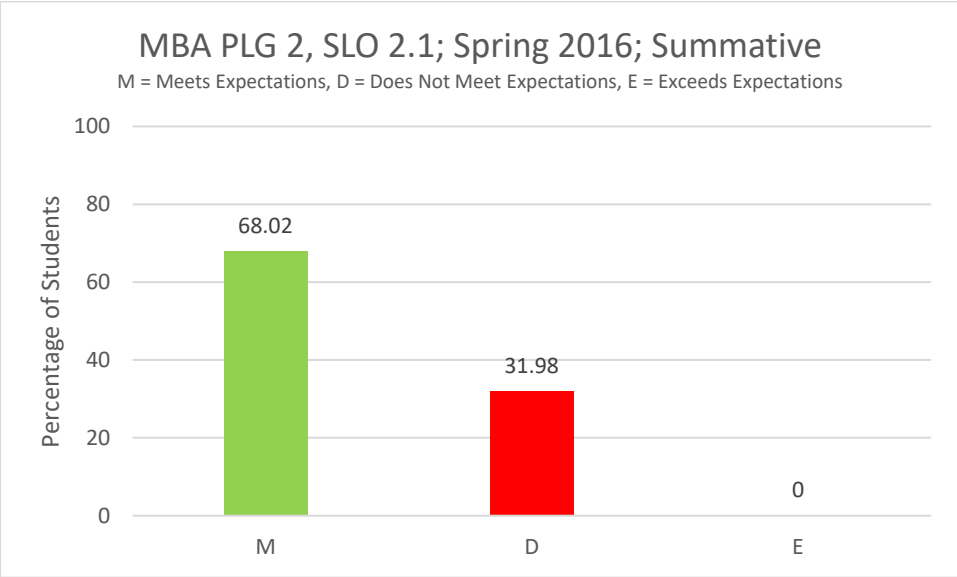


Figure MBA - 5

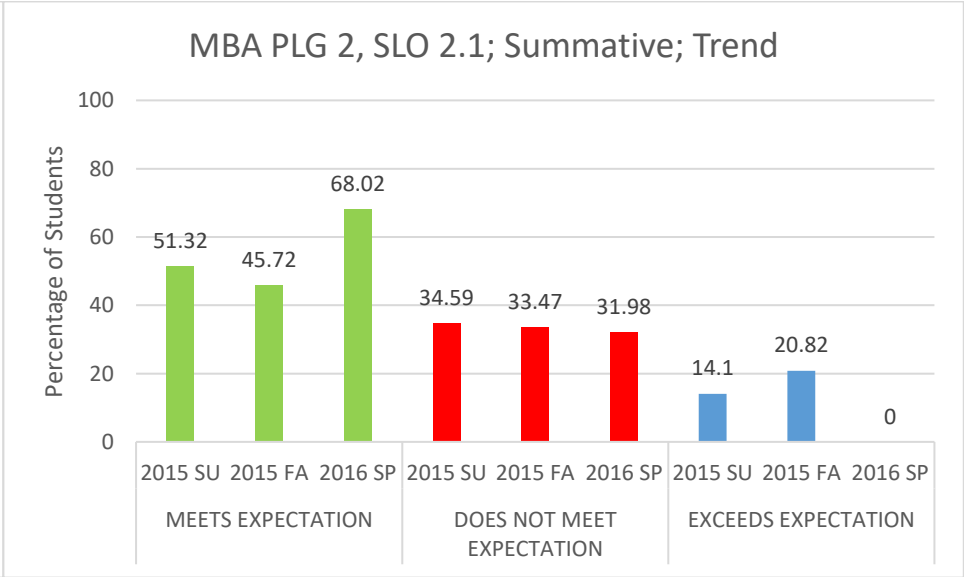


Figure MBA - 6

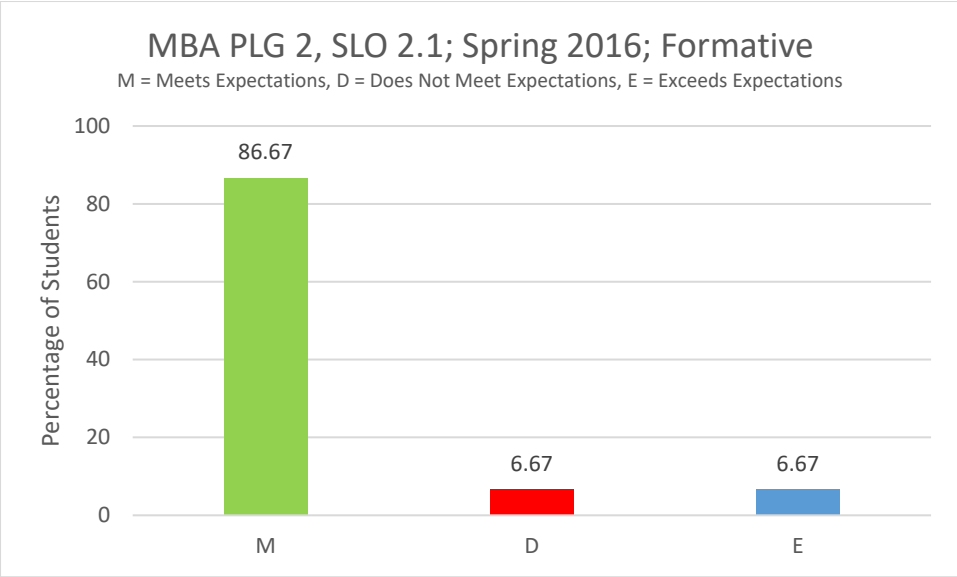


Figure MBA - 7

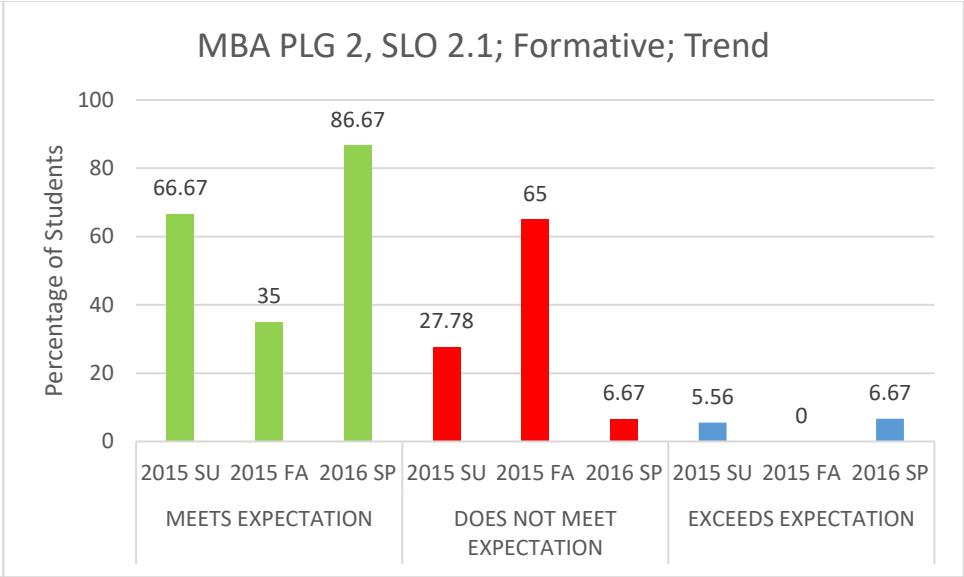


Figure MBA - 8

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
2. Critical Thinking and Decision Making	2.2 Determine relevant decision criteria and alternatives, and identify the optimal solution	Summative: Exit Assessment Test, and Course-Embedded Assessment (BUS 690 final term projects) Formative: Course-Embedded Assessment (BUS 650 final term projects)	Assessment Tests: Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation> 80% Course-Embedded Assessment: Rubric # MB.2.1.1.1	See Figures MBA-9 through MBA-12	Target: 80% students should meet or, exceed expectation. Students failed to meet the target in the summative assessment. Trend: Student performance is improving slowly over time.	Several seminar and workshops were offered for students: business analytics, digital marketing, supply chain management, and global transactions. A skill development program in leadership and entrepreneurship was held. Three separate events focusing on "Technology for the Future" were held on campus.

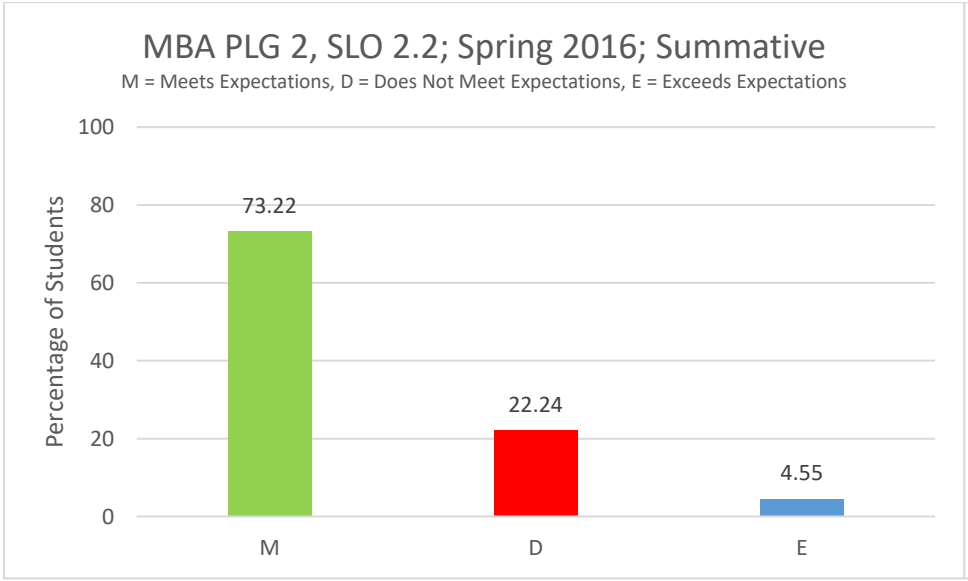


Figure MBA - 9

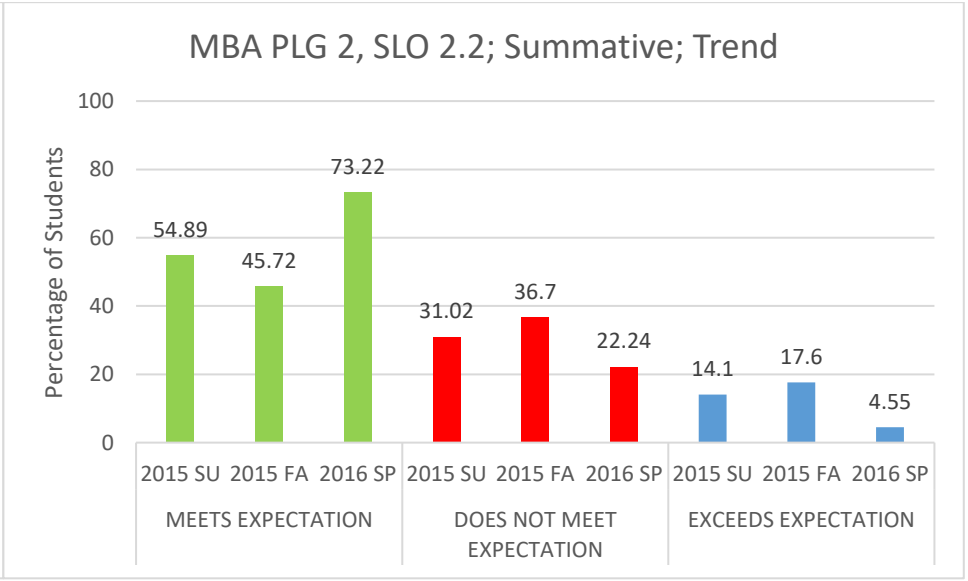


Figure MBA - 10

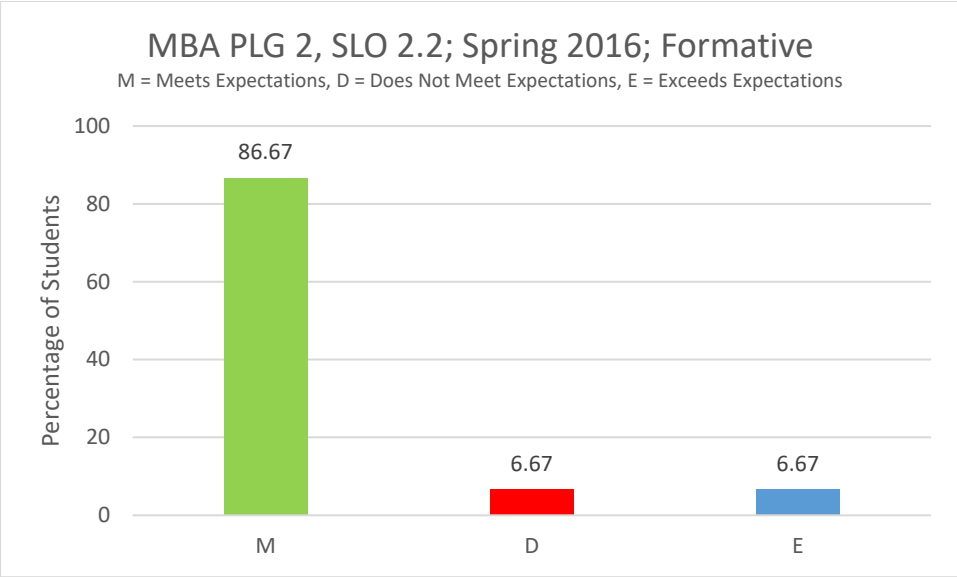


Figure MBA - 11

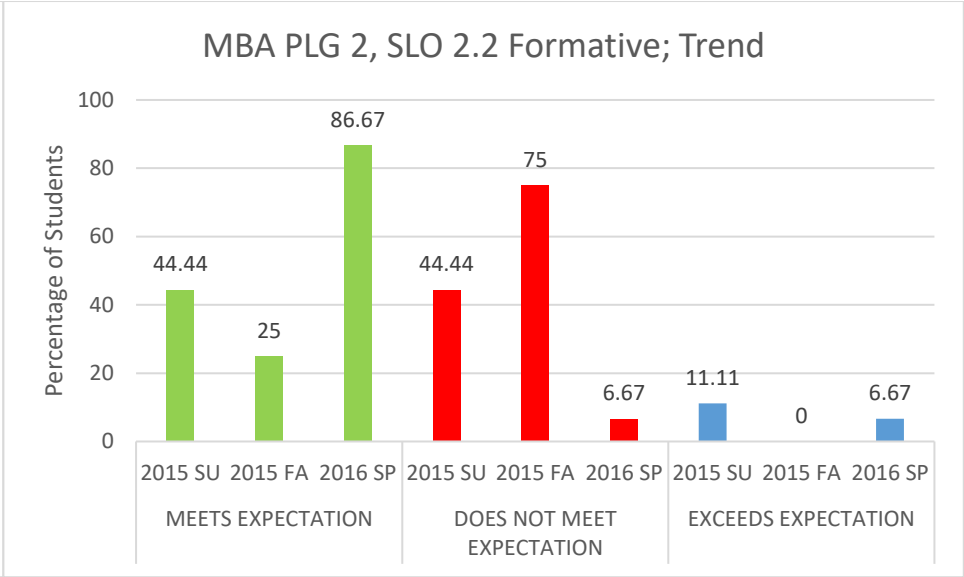


Figure MBA - 12

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
3. Integration of management tools and techniques	3.1 Integrate and apply the tools and techniques of management, drawing on a broad-based knowledge of the major functions (accounting, economics, finance, information systems, marketing, operations management, and strategy) to solve complex management problems and render sound business decisions.	Summative: Exit Assessment Test, and Course-Embedded Assessment (BUS 690 final term projects) Formative: Course-Embedded Assessment (BUS 650 final term projects)	Assessment Tests: Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation> 80% Course-Embedded Assessment: Rubric # MB.3.1.1.1	See Figures MBA-13 through MBA-16	Target: 80% students should meet or, exceed expectation. Students failed to meet the target in the summative assessment. Trend: Summative assessment performance is deteriorating; however formative assessment performance is exhibiting gradual improvement.	Several sessions were offered to allow students and industry experts to share views on the current business landscape and emerging issues. The SBE Outreach Office had organized a lecture and open dialogue on "The Power of Economic Relationships in Making the World More Secure."

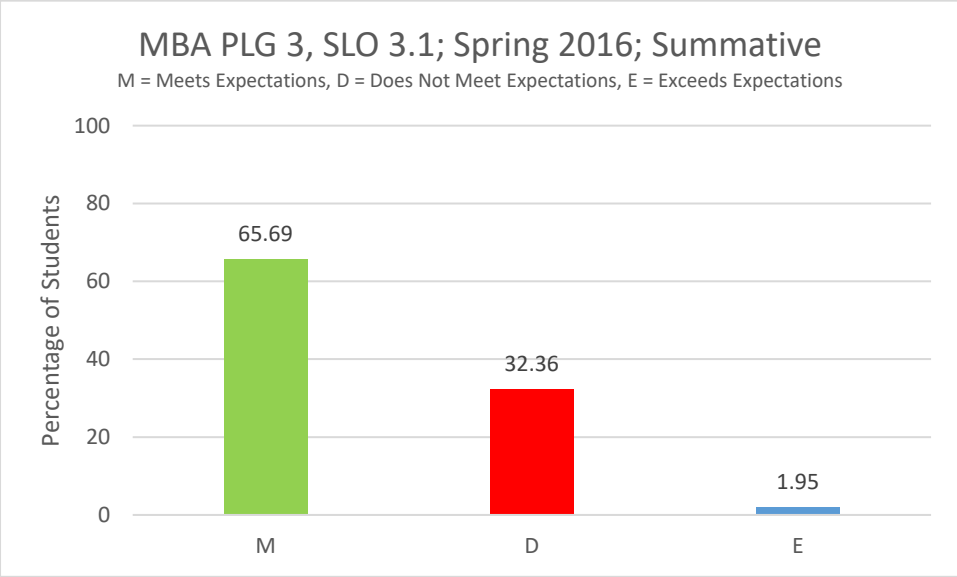


Figure MBA - 13

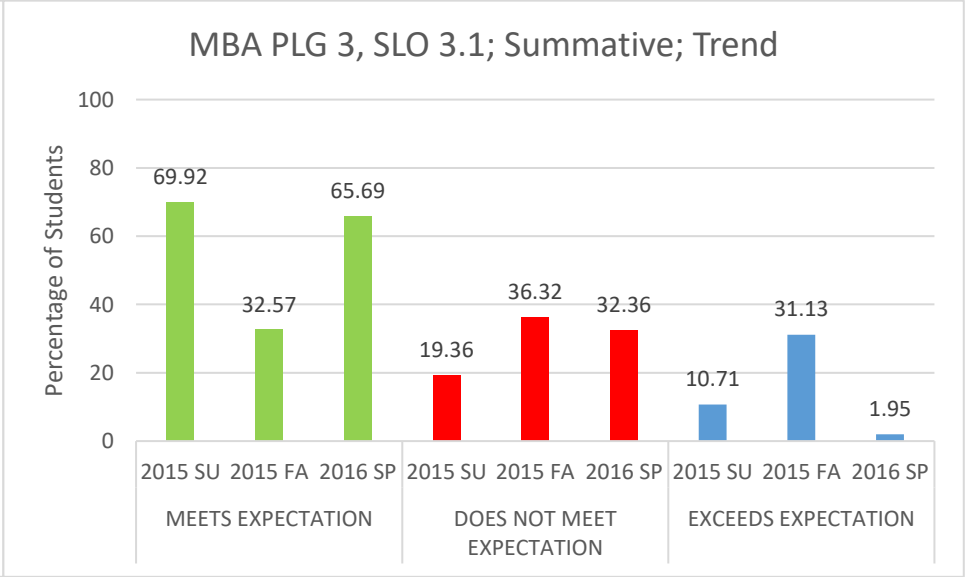


Figure MBA - 14

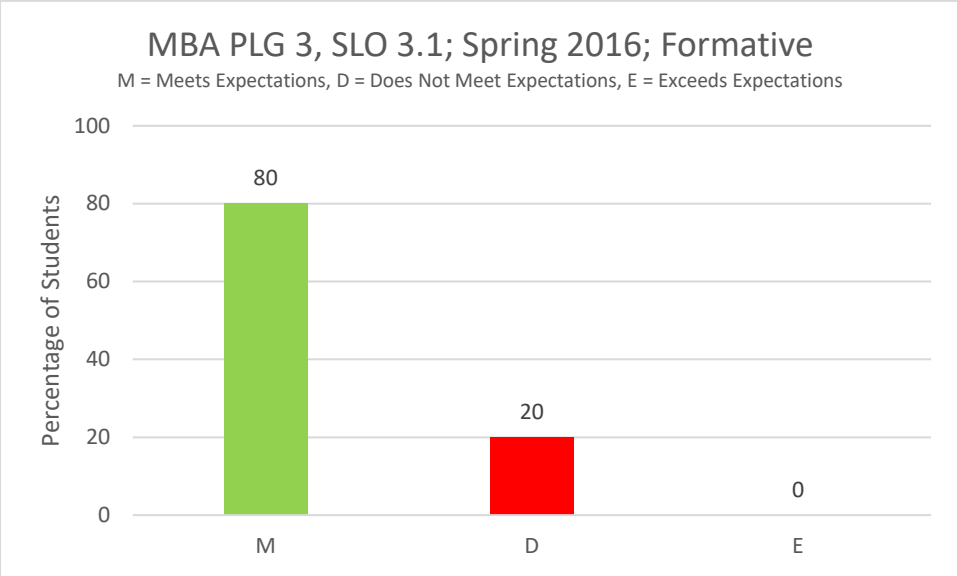


Figure MBA - 15

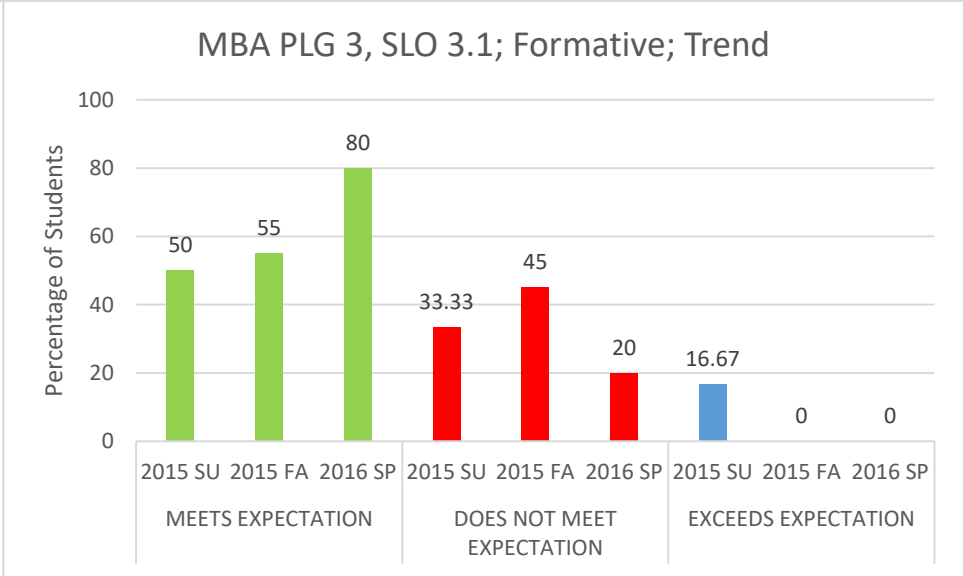


Figure MBA - 16

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
4. Global Perspectives	4.1 Augment business decisions with global considerations.	Summative: Exit Assessment Test, and Course-Embedded Assessment (BUS 690 final term projects) Formative: Course-Embedded Assessment (BUS 685 final term projects)	Assessment Tests: Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation> 80% Course-Embedded Assessment: Rubric # MB.4.1.1.1	See Figures MBA-17 through MBA-20	Target: 80% students should meet or, exceed expectation. Students failed to meet the target in the summative assessment. Trend: Performance is inconsistent.	The Department of Marketing and International Business conducted a seminar on "Trade Based Money Laundering and International Trade."

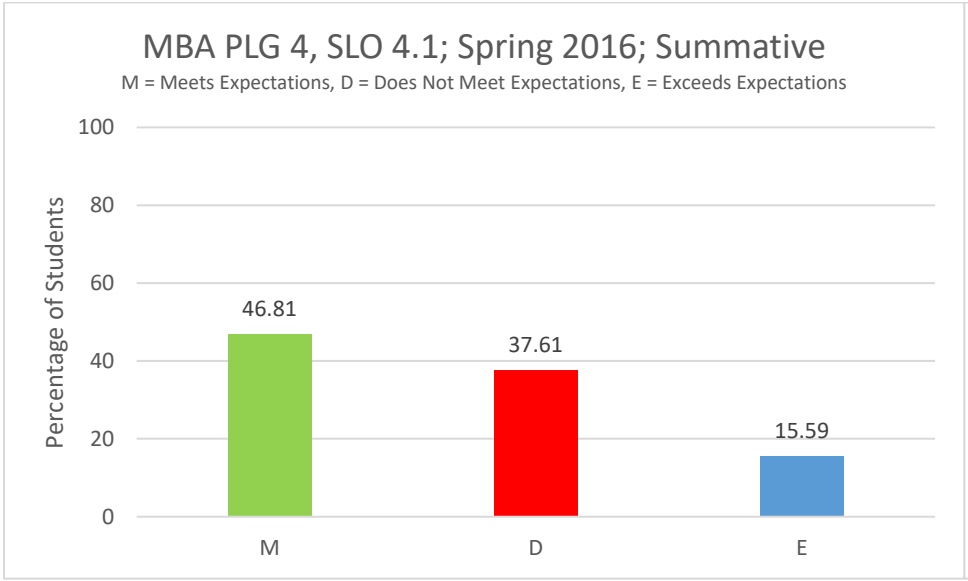


Figure MBA - 17

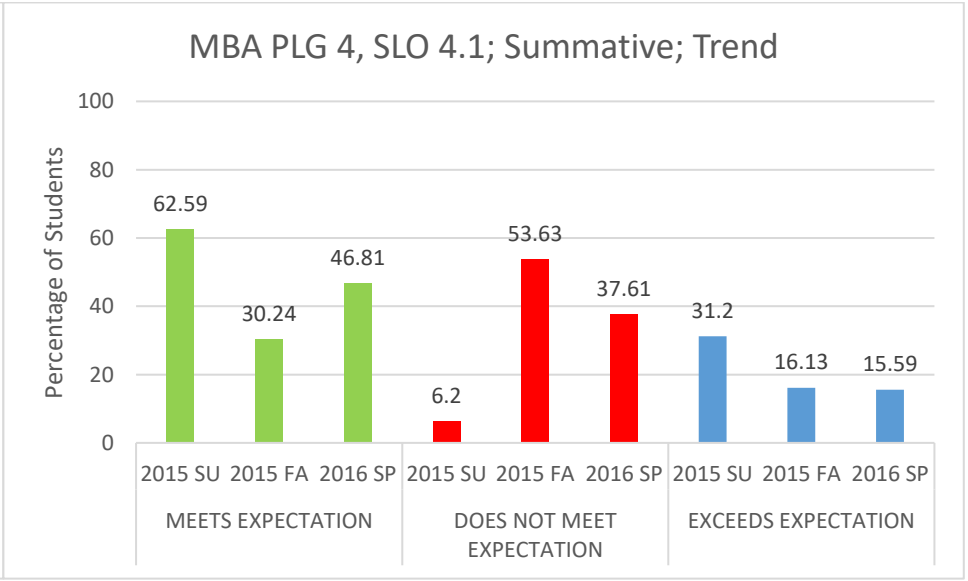


Figure MBA - 18

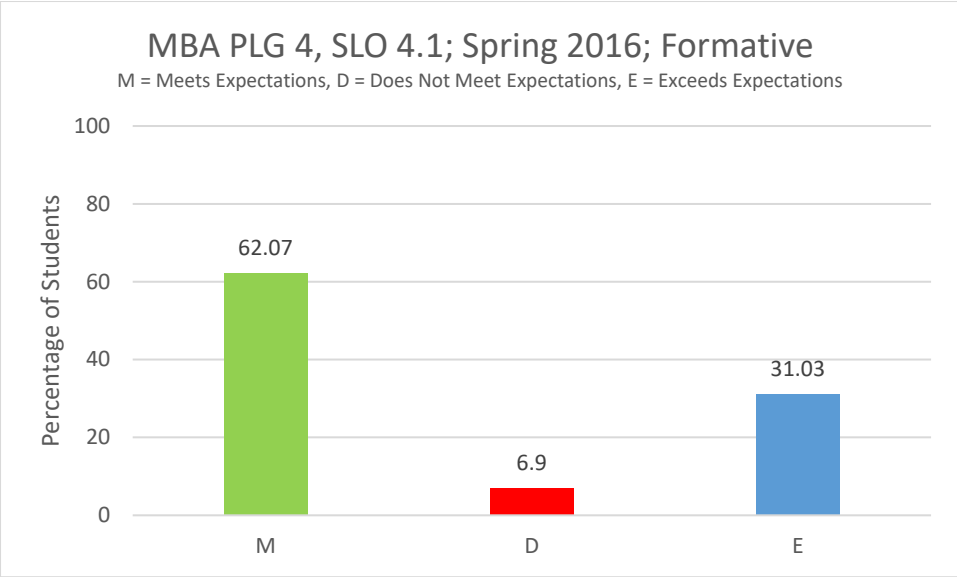


Figure MBA - 19

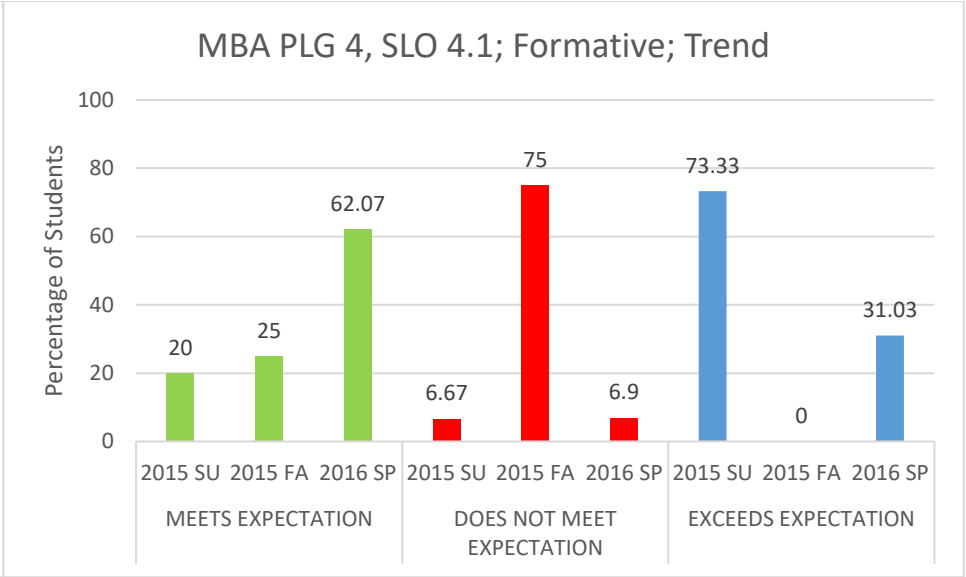


Figure MBA - 20

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
5. Ethical Considerations	5.1 Evaluate and articulate ethical considerations in managerial decision making and in enterprise management.	Summative: Exit Assessment Test, and Course-Embedded Assessment (BUS 690 final term projects)	Assessment Tests: Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation> 80% Course-Embedded Assessment: Rubric # MB.5.1.1.1	See Figures MBA-21 and MBA-22	Target: 80% students should meet or, exceed expectation. Students failed to meet the target. Trend: Student performance is deteriorating over time.	The University conducted a seminar on Leadership and Governance Challenges in South Asia. A leading Bangladeshi scholar emphasized ethical values in for-profit and non-profit organizations in lecture titled "Economics of Social Business."

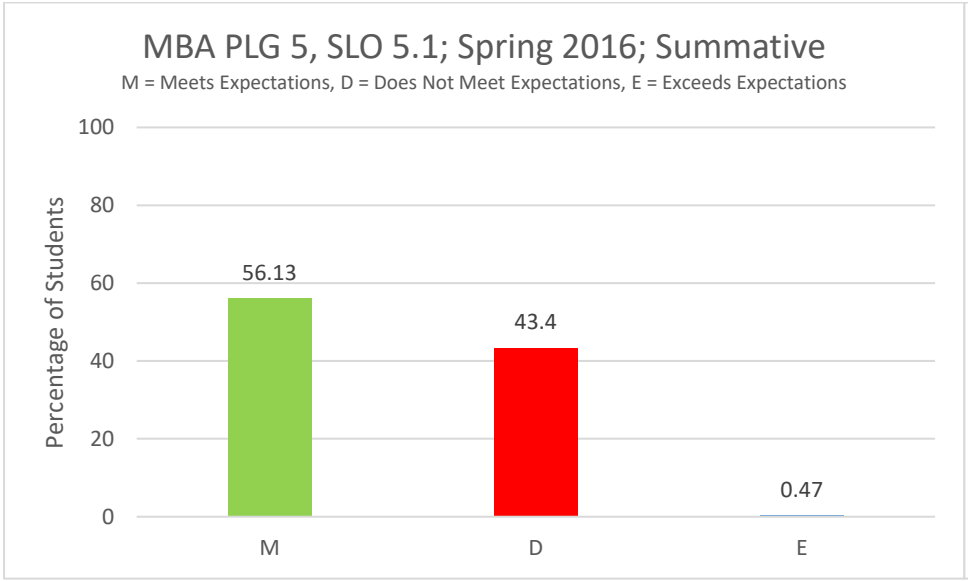


Figure MBA - 21

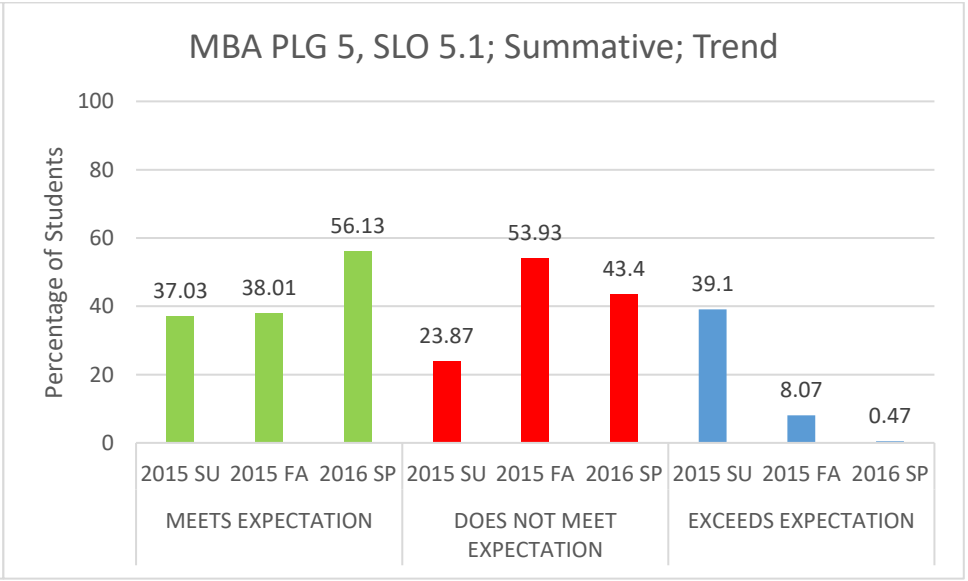


Figure MBA - 22

Spring 2016 Student Learning Assessment Report: Executive Master of Business Administration

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
1. Managerial Communications	1.1 Communicate effectively toward achieving managerial objectives.	Summative: Exit Assessment Test and Course-Embedded Assessment (EMB 690 final term project) Formative: Course-Embedded Assessment (EMB 650 final term project)	Assessment Tests Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation> 80% Course-Embedded Assessment: Rubric # EM.1.1.1.1	See Figures EMBA – 1 through EMBA - 4	Target: 80% students should meet or, exceed expectation. Students failed to meet the target. Trend: Although performance in the summative assessment is deteriorating over time, the formative assessment performances is improving.	The Department of English and Modern Languages had organized an international workshop featuring the advancement of creative practices in English Language Teaching.

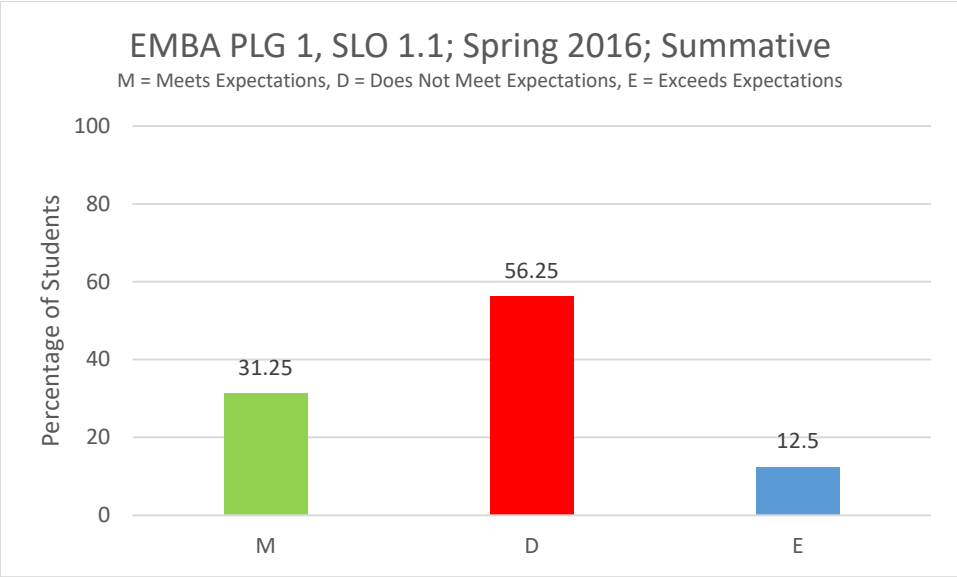


Figure EMBA - 1

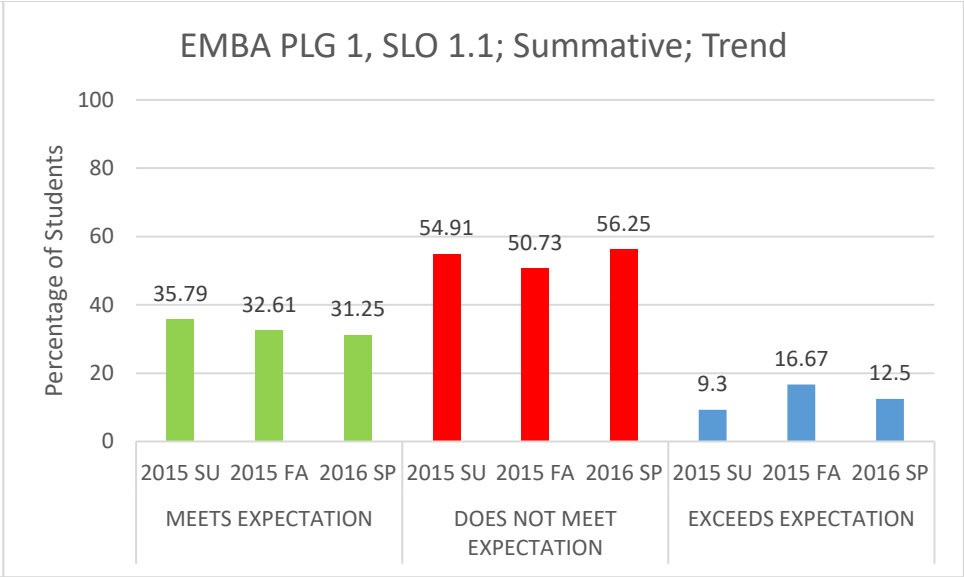


Figure EMBA - 2

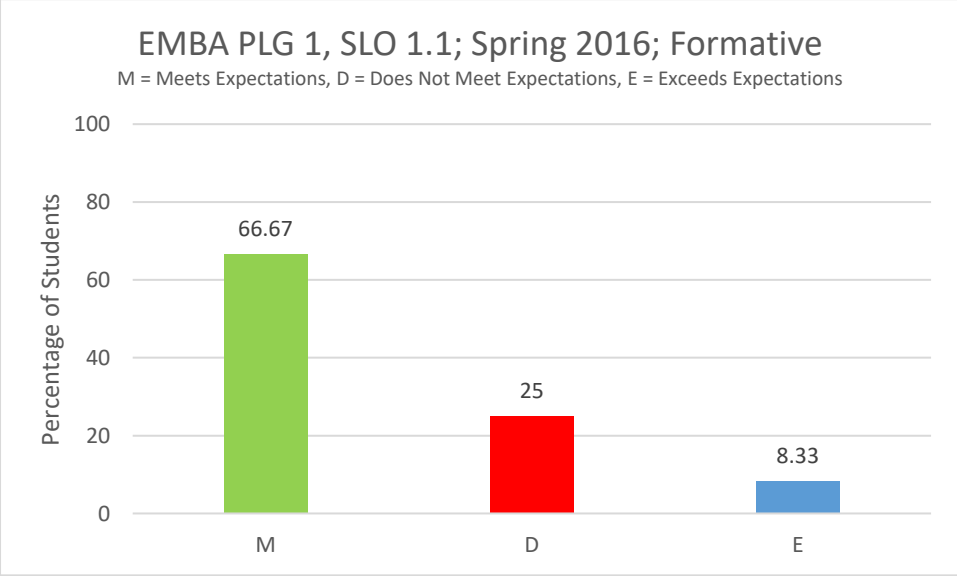


Figure EMBA - 3

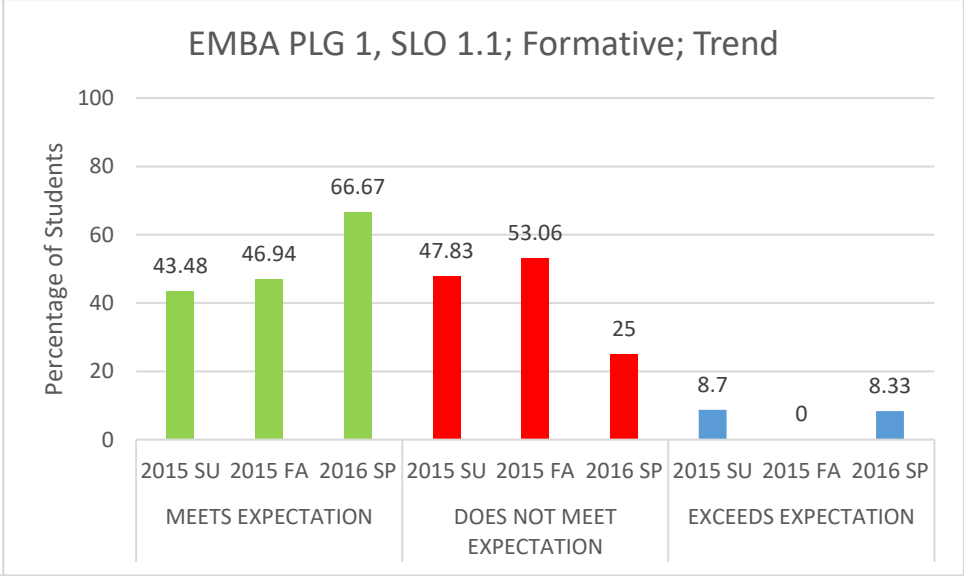
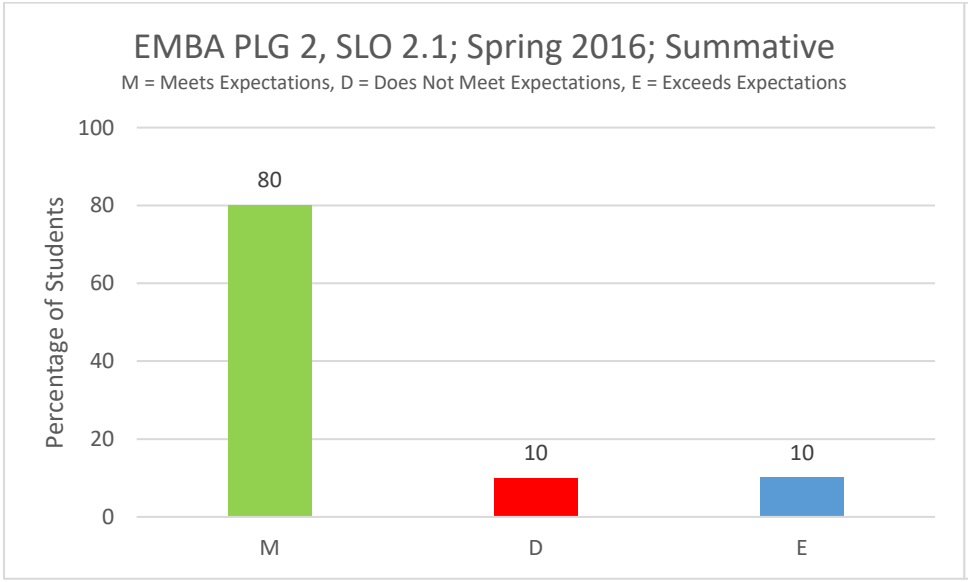


Figure EMBA - 4

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
2. Critical Thinking and Decision Making	2.1 Apply appropriate analytic framework to solving management problems, and developing of integrative managerial solutions.	Summative: Exit Assessment Test and Course-Embedded Assessment (EMB 690 final term project) Formative: Course-Embedded Assessment (EMB 650 final term project)	Assessment Tests Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation> 80% Course-Embedded Assessment: Rubric # EM.2.1.1.1	See Figures EMBA – 5 through EMBA - 8	Target: 80% students should meet or, exceed expectation. Students met the target. Trend: The percentages of students meeting expectation are exhibiting a positive trend.	The Department of Economics had organized an event to discuss national unemployment and resulting economic challenges. Corporate and industry leaders from the following specialties visited with students to discuss the bridge between curricular and professional expectations: Accounting, Finance, Human Resource Management, Marketing, and Supply Chain Management.



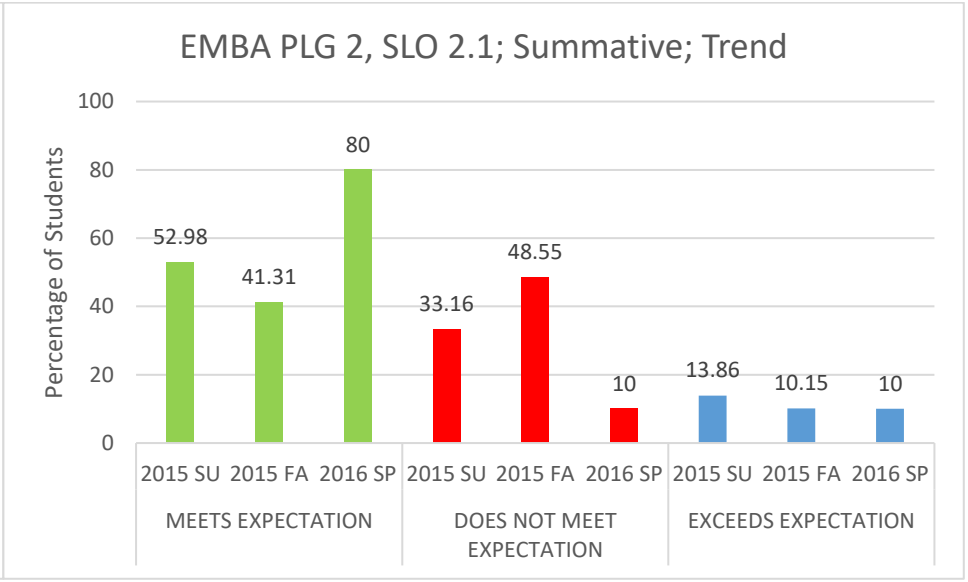
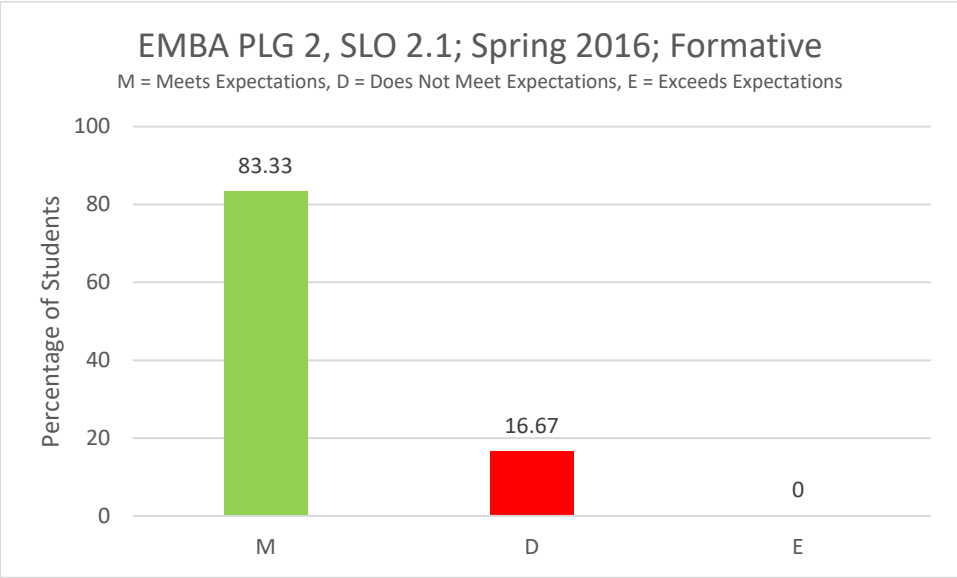


Figure EMBA - 5

Figure EMBA - 6



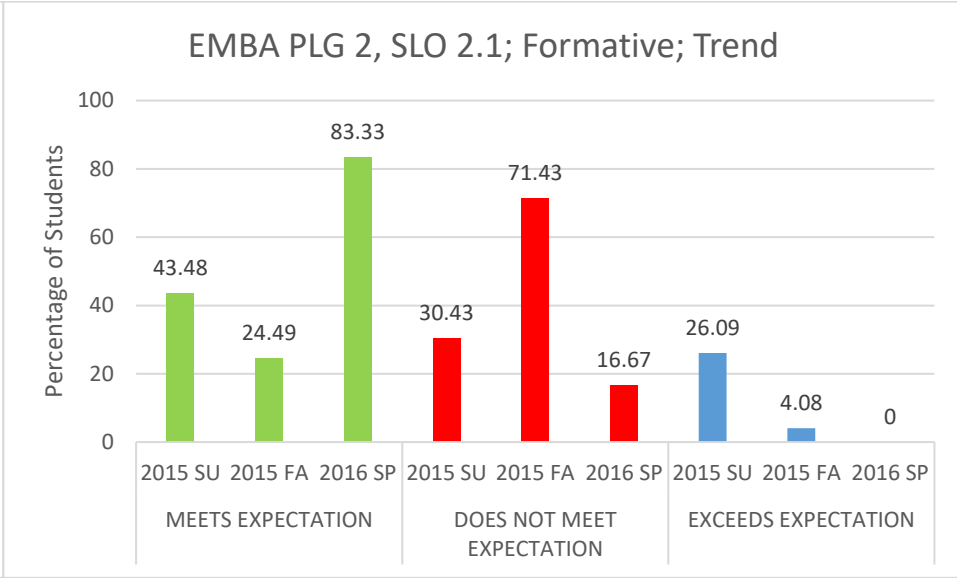


Figure EMBA - 7

Figure EMBA - 8

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
2. Critical Thinking and Decision Making	2.2 Determine relevant decision criteria and alternatives, and identify the optimal solution.	Summative: Exit Assessment Test and Course-Embedded Assessment (EMB 690 final term project) Formative: Course-Embedded Assessment (EMB 650 final term project)	Assessment Tests Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation> 80% Course-Embedded Assessment: Rubric # EM.2.1.1.1	See Figures EMBA – 9 through EMBA - 12	Target: 80% students should meet or, exceed expectation. Students failed to meet the target in the summative assessment. Trend: Summative assessment performance is deteriorating; however, in formative assessment, the percentages of students meeting expectation is increasing.	Several seminar and workshops were offered for students: business analytics, digital marketing, supply chain management, and global transactions. A skill development program in leadership and entrepreneurship was held. Three separate events focusing on "Technology for the Future" were held on campus.

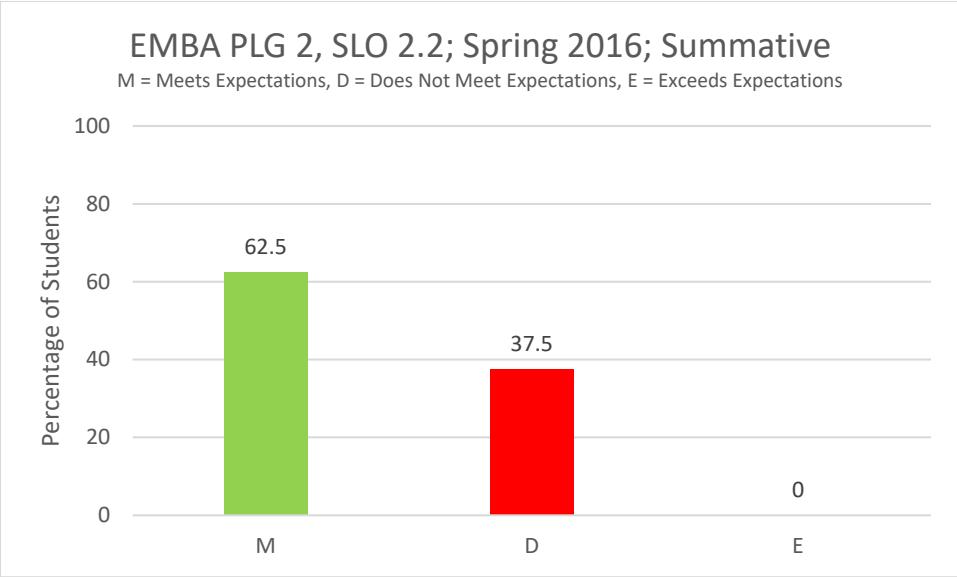


Figure EMBA - 9

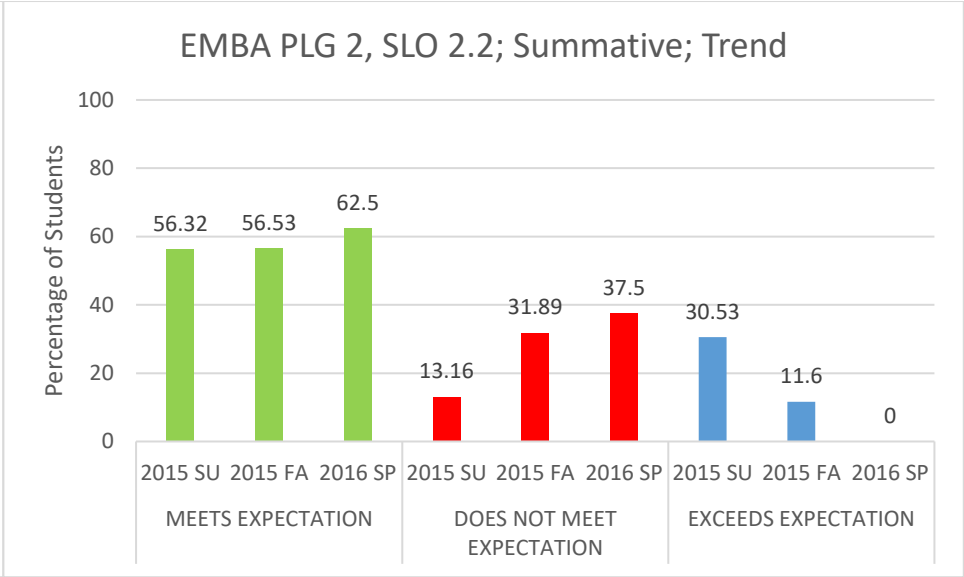


Figure EMBA - 10

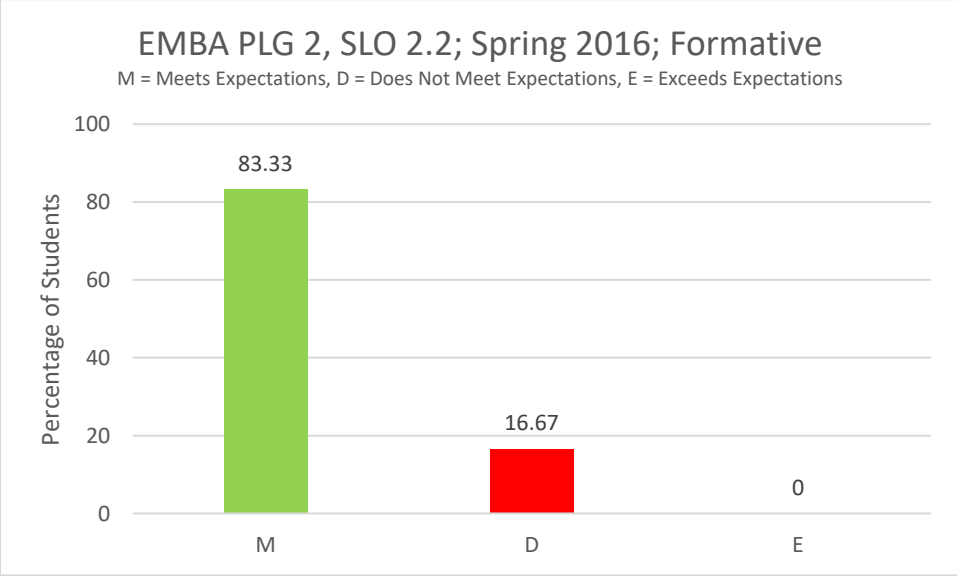


Figure EMBA - 11

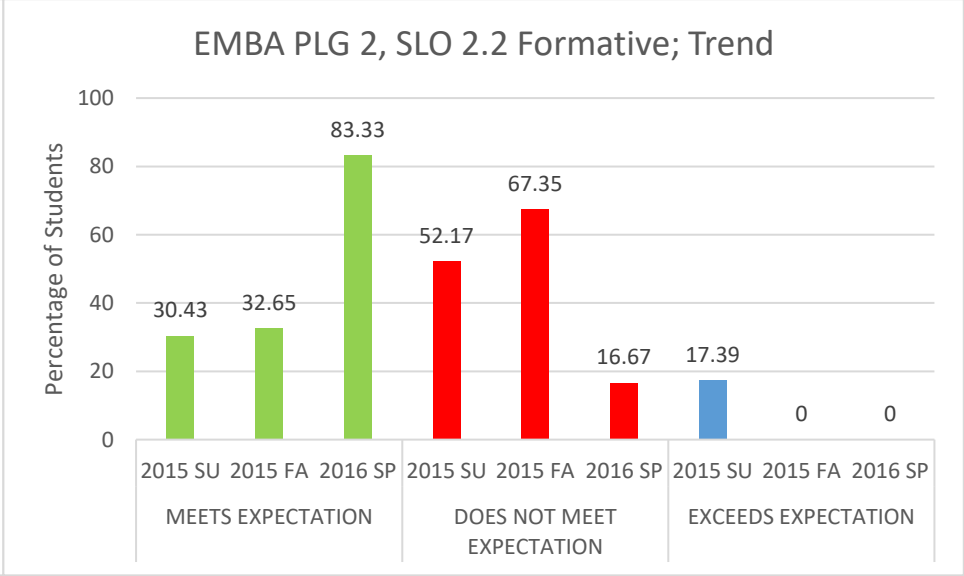


Figure EMBA - 12

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
3. Integration of management tools and techniques	3.1 Integrate and apply the tools and techniques of management, drawing on a broad-based knowledge of the major functions (accounting, economics, finance, information systems, marketing, operations management, and strategy) to solve complex management problems and render sound business decisions.	Summative: Exit Assessment Test and Course-Embedded Assessment (EMB 690 final term project) Formative: Course-Embedded Assessment (EMB 650 final term project)	Assessment Tests Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation> 80% Course-Embedded Assessment: Rubric # EM.3.1.1.1	See Figures EMBA – 13 through EMBA - 16	Target: 80% students should meet or, exceed expectation. Students met the target. Trend: Student performance is improving.	Several sessions were offered to allow students and industry experts to share views on the current business landscape and emerging issues. The SBE Outreach Office had organized a lecture and open dialogue on "The Power of Economic Relationships in Making the World More Secure."

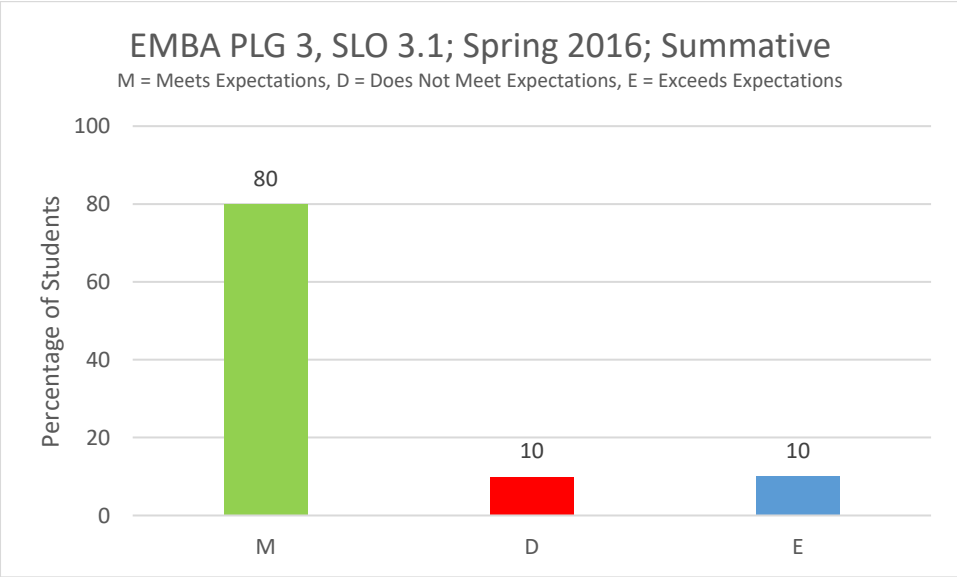


Figure EMBA - 13

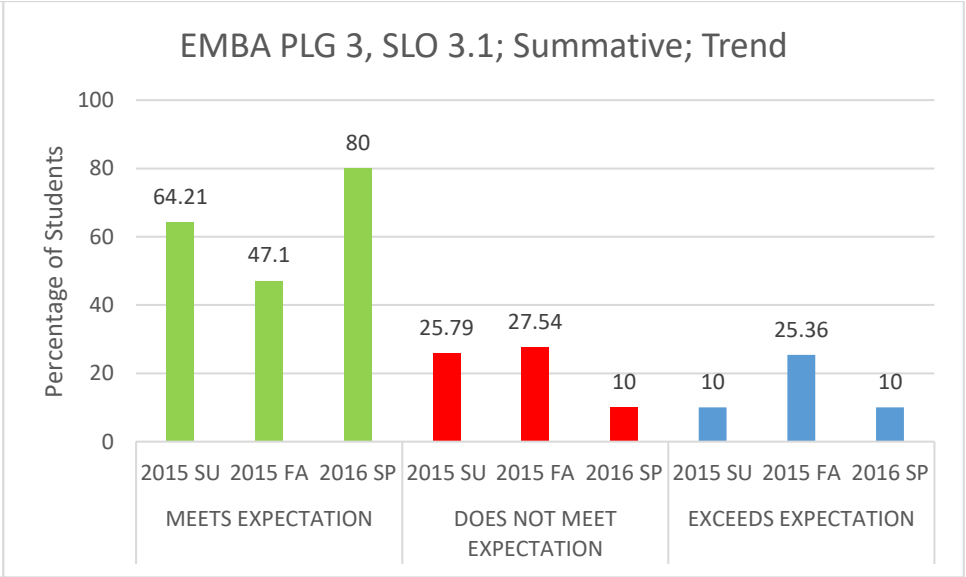


Figure EMBA - 14

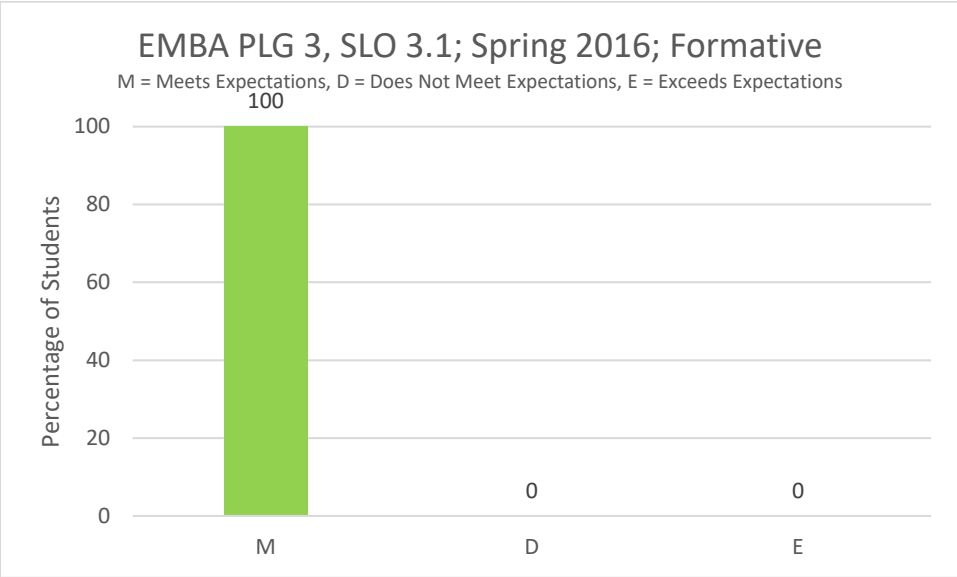


Figure EMBA - 15

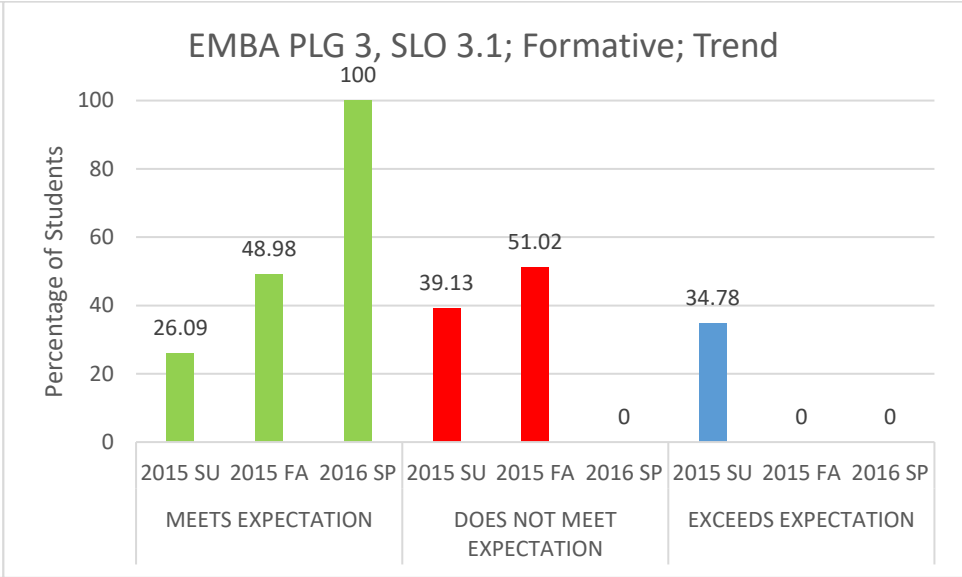


Figure EMBA - 16

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
4. Global Perspective	4.1 Augment business decisions with global considerations.	Summative: Exit Assessment Test and Course-Embedded Assessment (EMB 690 final term project) Formative: Course-Embedded Assessment (EMB 670 final term project)	Assessment Tests Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation> 80% Course-Embedded Assessment: Rubric # EM.4.1.1.1	See Figures EMBA – 17 through EMBA - 20	Target: 80% students should meet or, exceed expectation. Students met the target. Trend: Performance is inconsistent.	The Department of Marketing and International Business conducted a seminar on "Trade Based Money Laundering and International Trade."

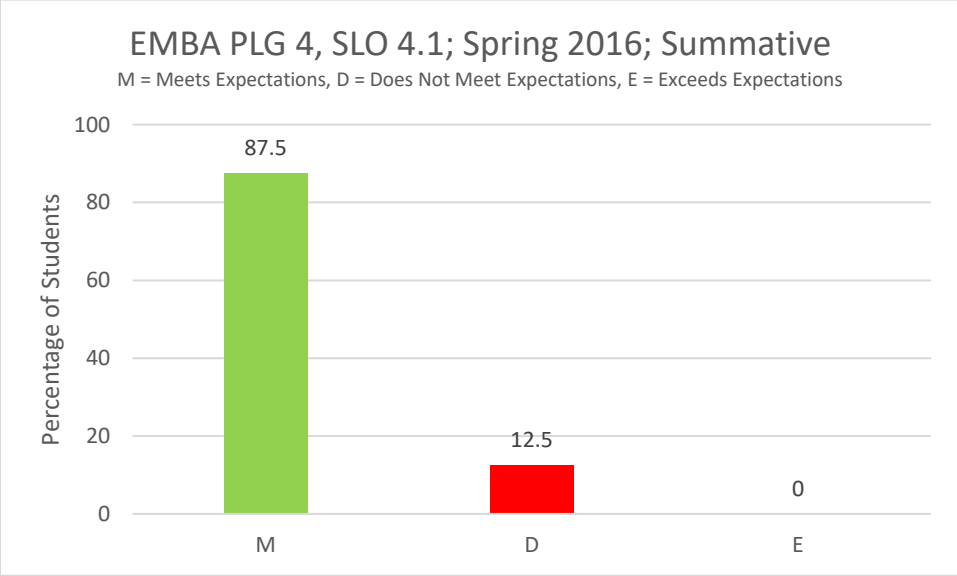


Figure EMBA - 17

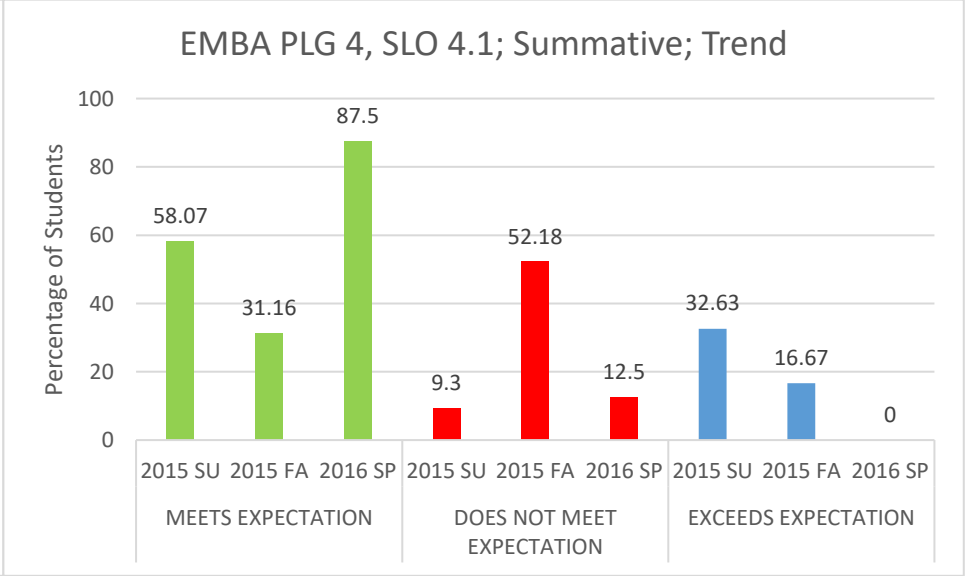


Figure EMBA - 18

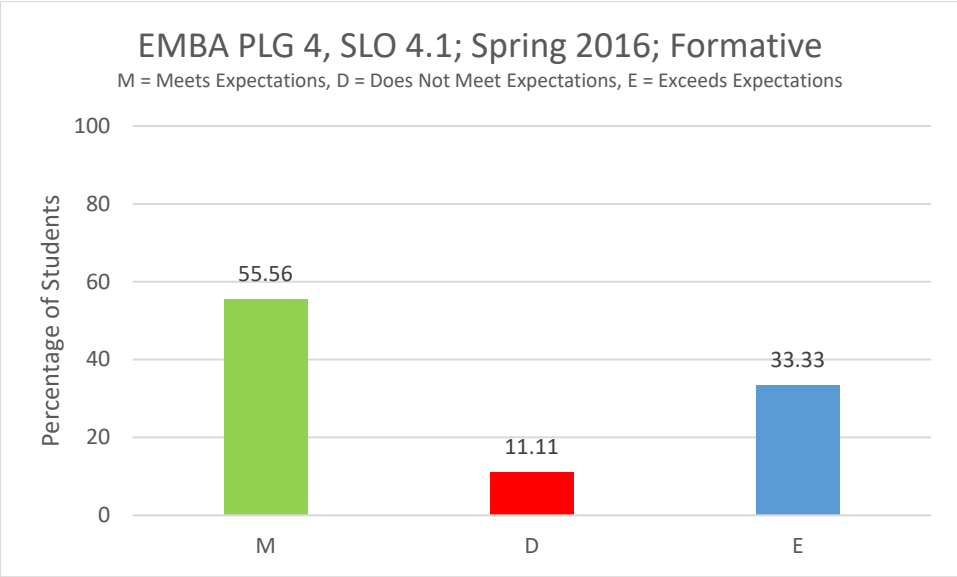


Figure EMBA - 19

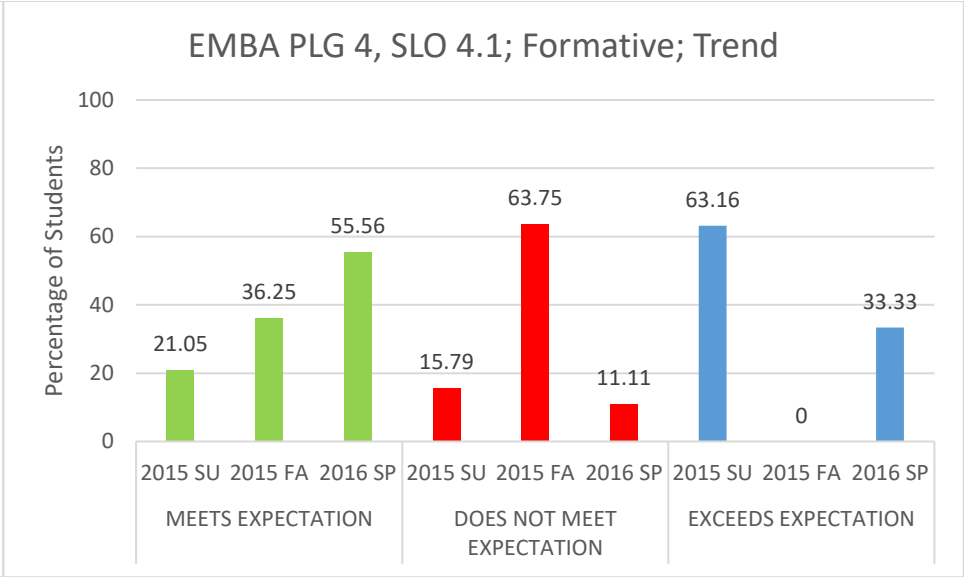


Figure EMBA - 20

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
5. Ethical considerations	5.1 Evaluate and articulate ethical considerations in managerial decision making and in enterprise management.	Summative: Exit Assessment Test and Course-Embedded Assessment (EMB 690 final term project)	Assessment Tests Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation> 80% Course-Embedded Assessment: Rubric # EM.5.1.1.1	See Figures EMBA - 21 and EMBA - 22	Target: 80% students should meet or, exceed expectation Students did not meet the target Trend: Student's performance is deteriorating.	The University conducted a seminar on Leadership and Governance Challenges in South Asia. A leading Bangladeshi scholar emphasized ethical values in for-profit and non-profit organizations in lecture titled "Economics of Social Business."

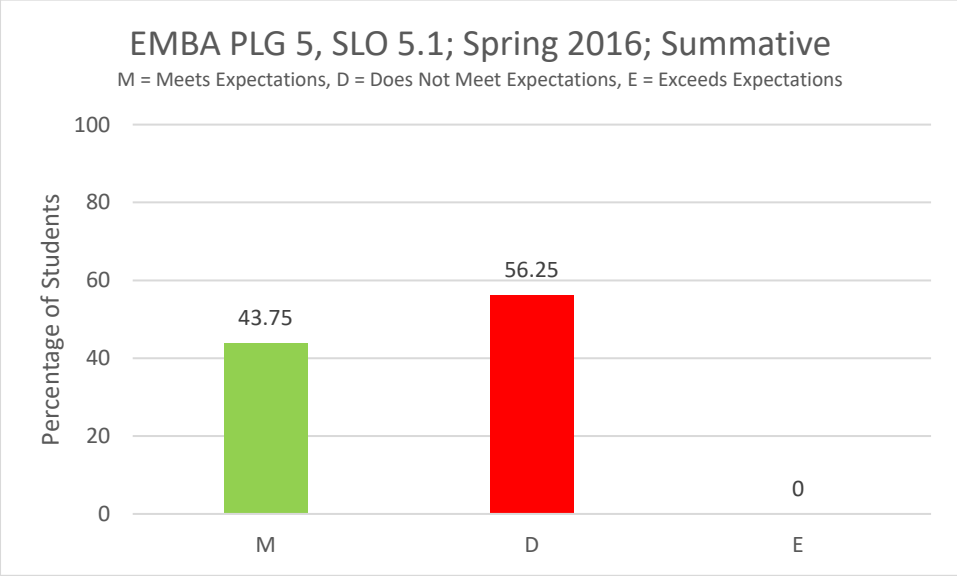


Figure EMBA - 21

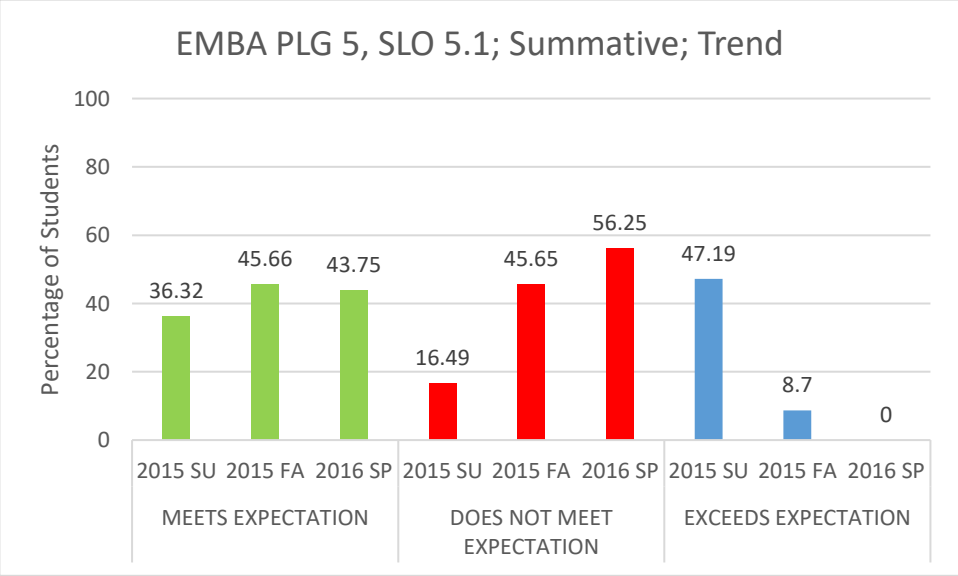


Figure EMBA - 22

School of Business and Economics Assessment Team

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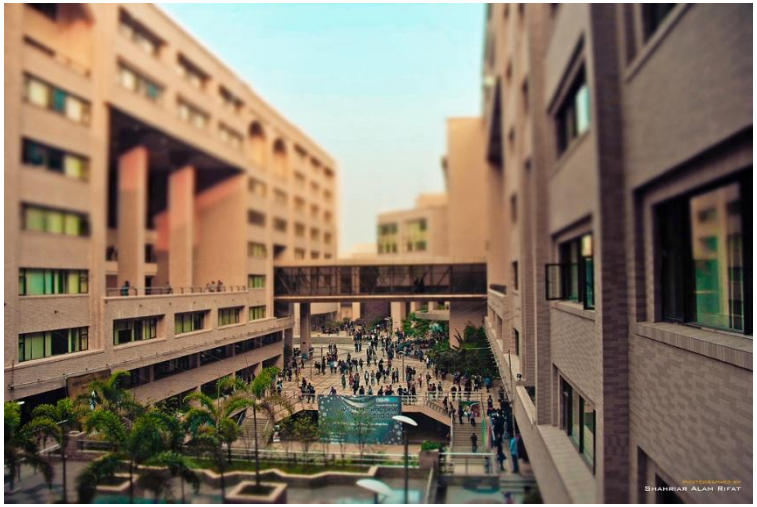
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