



Student Learning Assessment Report: Fall 2015

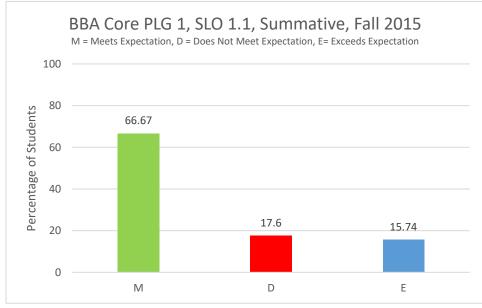
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Fall 2015 Student Learning Assessment Report: BBA Program

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

Program	Student Learning					
Learning Goal	Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
1. Communications	1.1 Communicate	Summative: Exit	Exit Assessment Test:	See	Target: 80% of students should	New faculty member, with expertise in
	ideas and	Assessment Test, and	Meets Expectation: 60%	Figures	meet or exceed expectation.	Research in Communication, joined the
	arguments	Course Embedded	to 80%; Does Not Meet	BBA	Students met the terret	SBE faculty.
	effectively	Assessment (MGT	Expectation < 60%;	Core 1 –	Students met the target.	
		489, integrative	Exceeds Expectation >	4.	Trend: Student performance is	
		capstone course group	80%		improving over time.	
		term projects).				
		Formative: Course	Course-Embedded			
		Embedded	Assessment: Rubric #			
		Assessment(MGT 368	B.1.1.1.1			
		group term projects)				



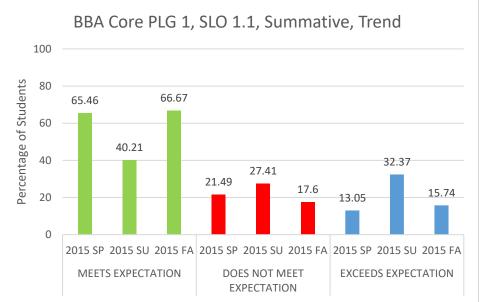


Figure BBA Core- 1 Figure BBA Core- 2

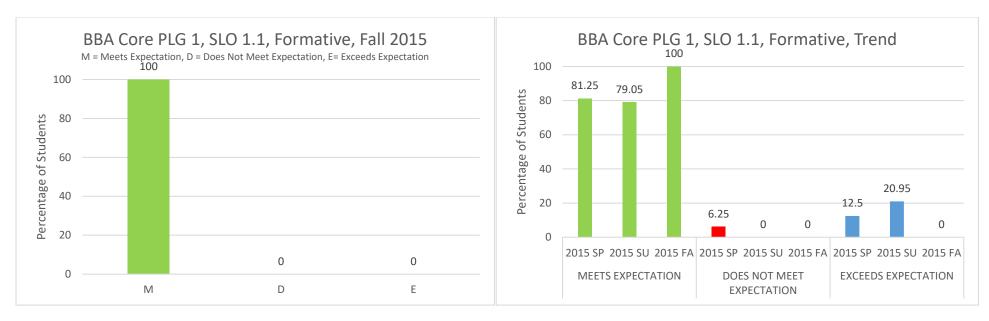


Figure BBA Core- 3 Figure BBA Core- 4

Program	Student					
Learning	Learning	3.6	M	D 14	01 41 ()	Cl. t d T
Goal	Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
2. Critical	2.1	Summative: Exit Assessment Test,	Exit Assessment Test: Meets	See Figures	Target: 70%	A renowned scholar with expertise in
Thinking	Correctly	and Course Embedded Assessment	Expectation: 60% to 80%; Does	BBA Core 5	students should	"Functional Data Analysis" joined the SBE
	apply	(MGT 489, integrative capstone	Not Meet Expectation < 60%;	− 6 .	meet or exceed	faculty.
	foundation	course group term projects).	Exceeds Expectation > 80%	Please see	expectations.	A seminar on the mechanisms of Letter of
	knowledge	Formative: Course Embedded	Course-Embedded Assessment:	the	Students met the	Credit was held.
	gained in	Assessment from the Disciplines:	Rubric # 2.1.1.1 (summative);	following	target with a wide	A lecture was organized on the following topic
	BBA core	FIN 435 group term projects for	A&F.4.R.2 for A&F students,	figures for	· .	- "Monetary Policy in Action: Understanding
	courses	A&F students; HRM 480 group	rubric # HRM.3.R.1 for HRM	the	margin.	How Bangladesh Bank's Monetary Policy
	for	terms projects for HRM students;	students, rubric # INB.2.R.1 for	formative	Trend: The	works."
	analysis	INB 480 group term projects for	INB students, rubric #	results:	percentage of	A panel discussion was held on effective
	and	INB students; MIS 470 group term	MIS.2.R.1 for MIS students,	A&F-3,	students exceeding	recruitment and selection.
	decision	projects for MIS students; and	rubric # MKT.1.R.2 for MKT	HRM-13,	expectation is	
	making	MKT 460 group term projects for	students (formative)	INB-5, MIS-	increasing over	
		MKT students		5, MKT-1	time.	

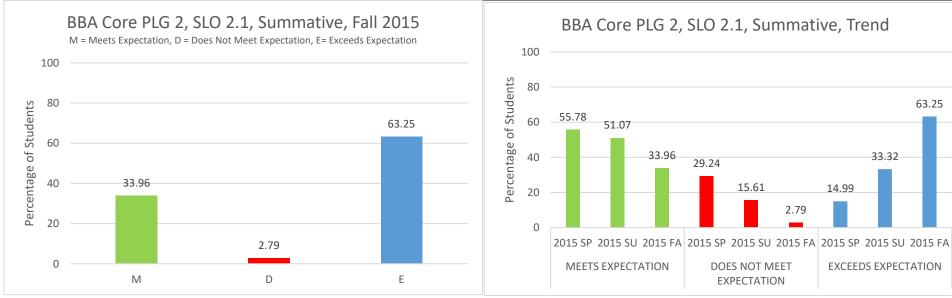
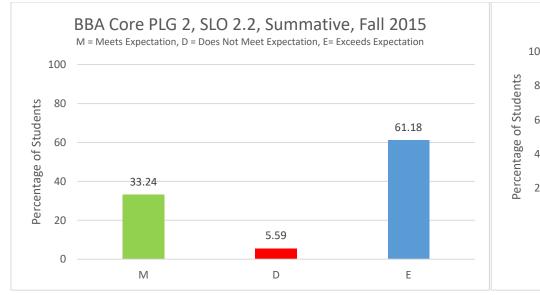


Figure BBA Core- 5 Figure BBA Core- 6

Program Learning	Student Learning		Measurement			
Goal	Outcome	Measure	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	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 met the target. Trend: The percentages of students not meeting expectation is exhibiting a slight downward trend.	An industry expert was brought in as a guest lecture to discuss job roles to achieve operational excellence. New Ph.D. faculty with expertise in BPR has joined the SBE faculty.
		projects)				



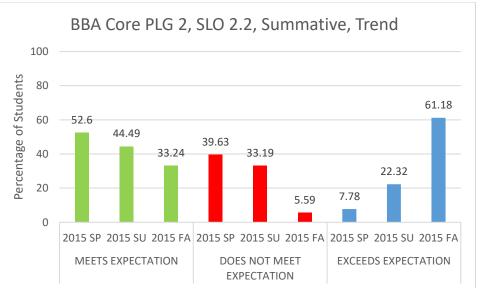


Figure BBA Core- 7 Figure BBA Core- 8

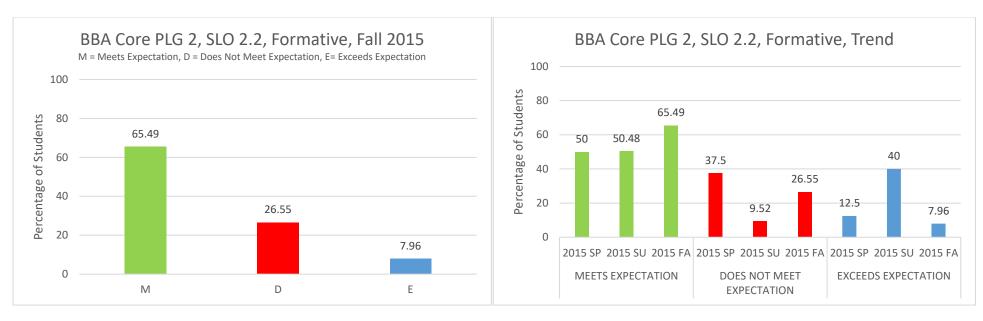
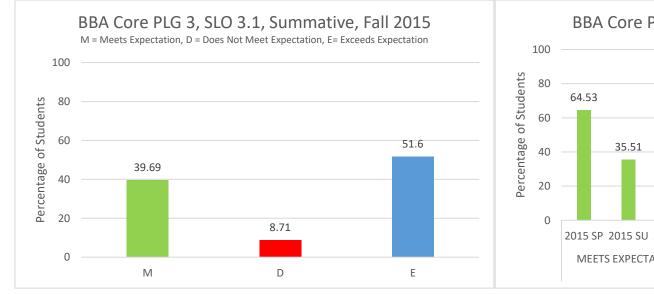


Figure BBA Core- 9 Figure BBA Core- 10

Program Learning	Student Learning		Measurement			
Goal	Outcome	Measure	Criteria	Result	Observation(s)	Closing the Loop
3. Integration	3.1 Utilize knowledge	Summative: Exit	Exit Assessment	See	Target: 80% students	The highly popular entrepreneurship
	in the areas of	Assessment Test, and	Test: Meets	Figures	should meet or exceed	simulation was organized and executed by
	accounting,	Course-Embedded	Expectation 60% to	BBA	expectation.	business students, especially those enrolled in
	management, finance,	Assessment (MGT	80%; Does Not Meet	Core 11	Students met the target.	the required Entrepreneurship course.
	and marketing as	489, integrative	Expectation < 60%,	<i>−</i> 14.	Trend: While the	A senior executive from one of Bangladesh's
	business	capstone course,	Exceeds Expectation		summative assessment	largest telecommunication companies gave a
	professionals.	group term projects)	> 80%		results are somewhat	lecture on amalgamating practical insight and
		Formative: Course-	Course-Embedded		inconsistent, the	theoretical knowledge.
		Embedded	Assessment: Rubric		percentage of students not	
		Assessment(MGT	# 3.1.1.1		meeting expectation in the	
		368 group term			formative assessment is	
		projects)			decreasing over time	



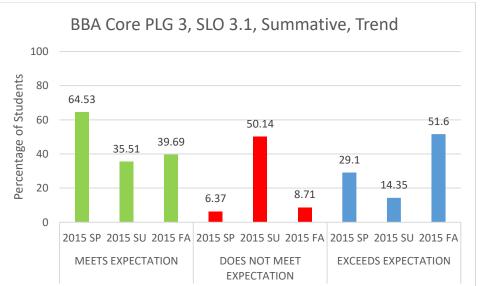


Figure BBA Core- 11 Figure BBA Core- 12

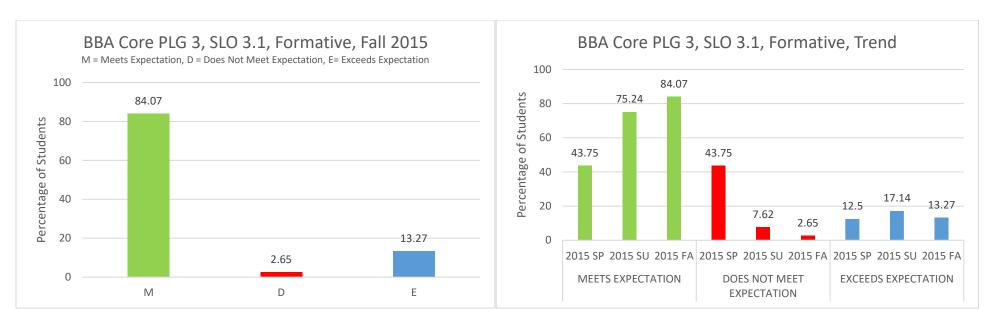
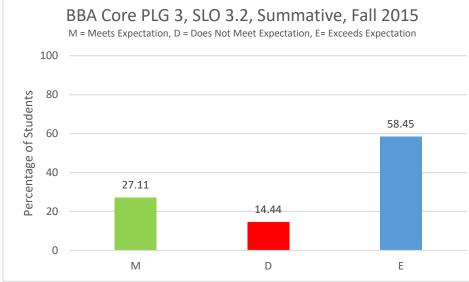


Figure BBA Core- 13 Figure BBA Core- 14

Learning Lea	arning atcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
the late busine tools analyze information to improdu and decision making to ach performation target	ness s to yze rmation, nprove luctivity sion- ing, and chieve ormance ets	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-3, HRM-13, INB-5, MIS-5, MKT-1	Target: 60% students should meet or exceed expectation. Students met the target. Student performance is improving over time.	The ACM-ICPC event held at NSU allowed students the opportunity to utilize latest business and IT tools for problem solving. A workshop on SPSS was held to acquaint scholars with SPPS in a functional context. Several workshops on digital marketing were held.



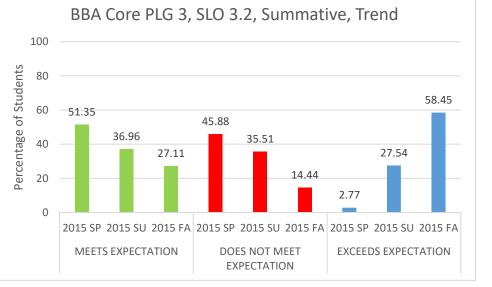


Figure BBA Core- 15 Figure BBA Core- 16

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 rise in the percentage of students not meeting expectation is a matter of concern.	The Department of History and Philosophy conducted a seminar on Ethics. A seminar on "Transformational Leadership" was held. A seminar titled "Ethics in International Business was held."

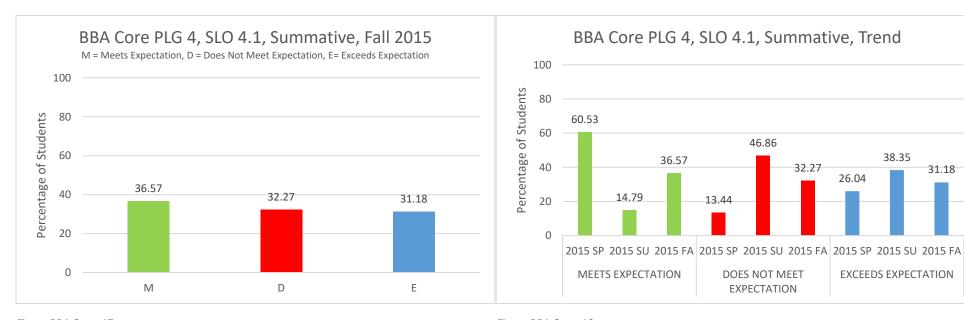
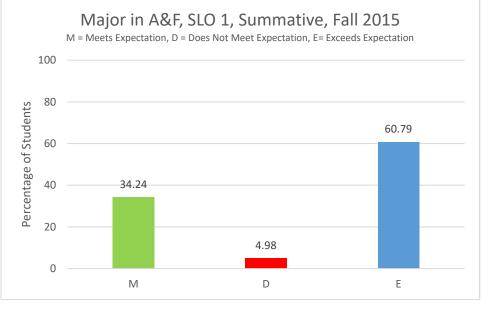


Figure BBA Core- 17 Figure BBA Core- 18

Fall 2015 Student Learning Assessment Report: Major in Accounting and Finance ("A&F")

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
A&F.1. Identify and	Summative:- Exit	Exit Assessment Test	See Figures	Target: 80% students should meet or, exceed	The department faculty mentored students in
classify financial	Assessment Test, and	Meets Expectation:	A&F 1 − 4.	expectation.	financial modeling; these students earned the
information; present	Course Embedded	60% -80%		Students met the target in both summative	top position in an inter university financial
and interpret financial	Assessment (FIN 440,	Does Not Meet		and formative assessments.	modeling competition.
statements	Capstone Course	Expectation < 60%		Trend: The number of students not meeting	
	group term projects)	Exceeds Expectation>		expectation in the summative assessment is	
		80%		exhibiting a slight decreasing trend.	
	Formative: Course			Formative assessment performance is	
	Embedded-	Course-Embedded		fluctuating.	
	Assessment (FIN 254	Assessment: Rubric #			
	group term projects)	A&F.1.R.1			



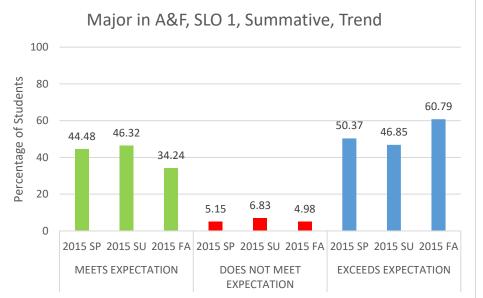
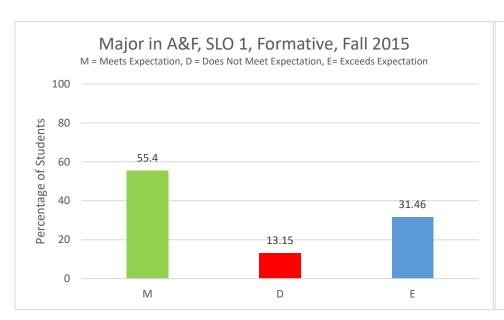


Figure A&F 1 Figure A&F 2



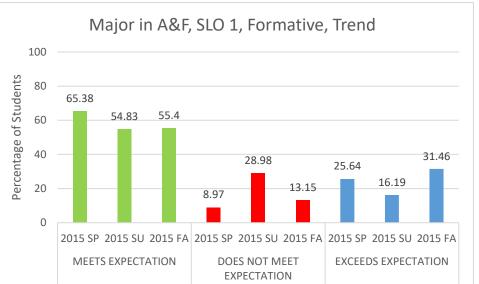


Figure A&F 3 Figure A&F 4

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
A&F.2. Explain cost	Summative:- Exit	Exit Assessment Test	See Figures	Target: 80% students should meet or, exceed	New PhD faculty, who is also a CPA, was
concepts and its	Assessment Test, and	Meets Expectation:	A&F 5 - 8.	expectation.	recruited to the department.
classification and	Course Embedded	60% -80%		Students met the target in the summative	
apply this in	Assessment	Does Not Meet		assessment; students did not meet the target by	
budgeting for specific	(ACT 333 group term	Expectation < 60%		a small margin the formative assessment.	
business situations.	projects)	Exceeds Expectation>		Trend: Students' performance in the	
		80%		summative assessments are improving over	
	Formative: Course-			time. However, formative assessment trend is	
	Embedded	Course-Embedded		a matter of concern.	
	Assessment (ACT	Assessment: Rubric #			
	202 examinations)	A&F.2.R.1			
		(formative),			
		A&F.2.R.2			
		(summative)			

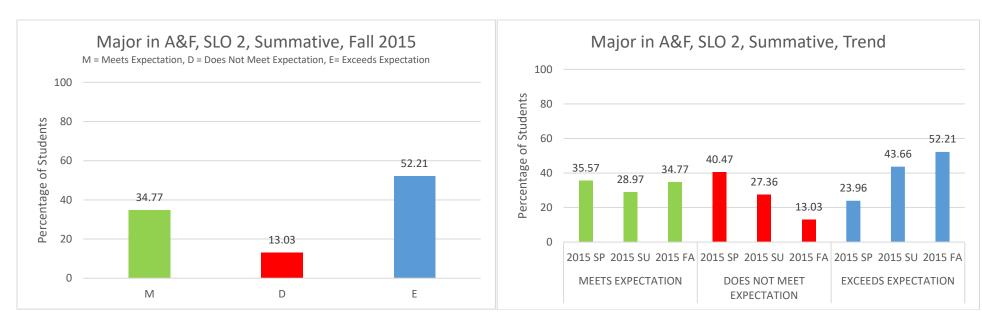
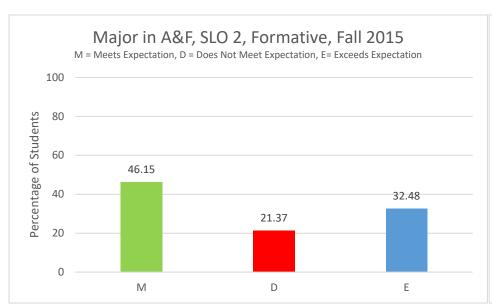


Figure A&F 5 Figure A&F 6



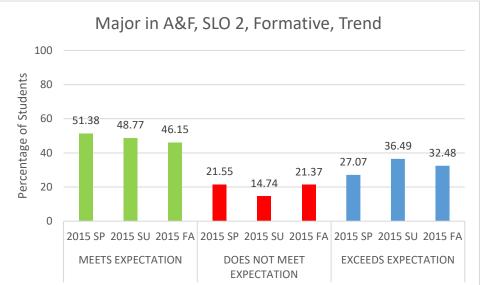
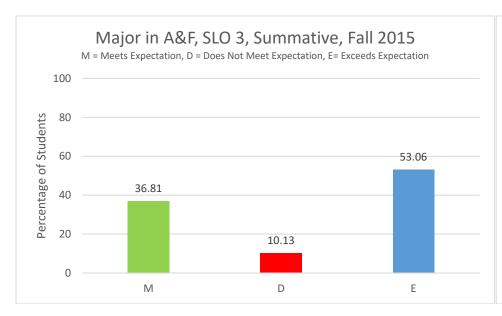


Figure A&F 7 Figure A&F 8

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	See Figures A&F 9 – 12.	Target: 80% students should meet or, exceed expectation. Students met the target in both summative and formative assessments. Trend: Students' performance is improving over time in both assessments.	New Ph. D. faculty, with expertise in information content of price volatility, joined the department.
		(summative)			



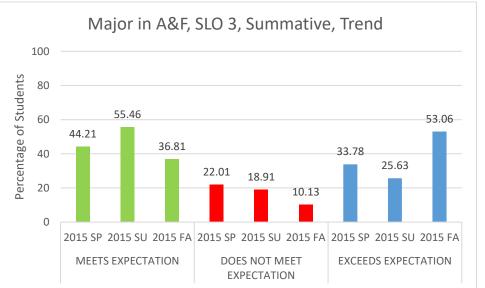


Figure A&F 9 Figure A&F 10

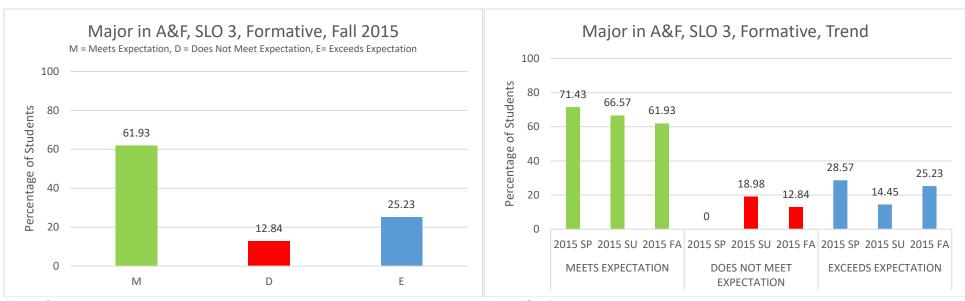
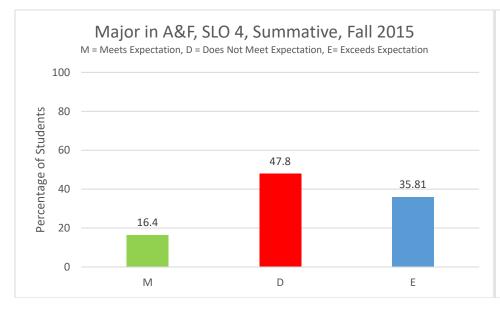


Figure A&F 11 Figure A&F 12

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
A&F.4. Be able to	Summative: - Exit	Exit Assessment Test:	See Figures	Target: 70% students should meet or,	A seminar on comparative analysis of Islamic
calculate and measure risks and its	Assessment Test, and Course-Embedded	Meets Expectation: 60% -80%	A&F 13 – 16.	exceed expectation. Students met the target in the formative	banking and conventional banking was arranged.
application in portfolio	Assessment (FIN 435, Capstone	Does Not Meet Expectation < 60%		assessment, but failed to do so in the summative assessment.	
management.	Course, group term projects)	Exceeds Expectation> 80%		Trend: Increasing percentages of students not meeting expectation in the summative assessments is a matter of concern.	
	Formative: Course Embedded-	Course-Embedded Assessment: Rubric #		Formative assessment performance, although fluctuating, shows a slight	
	Assessment (FIN 254 group term projects)	A&F.4.R.1 (formative),		increase in the percentage of students exceeding expectation.	
		A&F.4.R.2 (summative)			



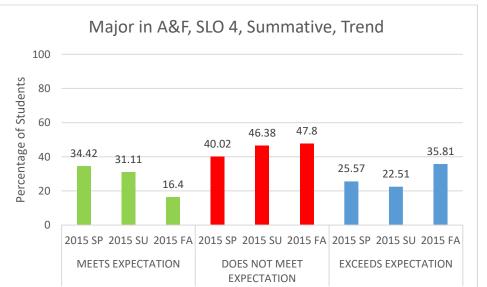


Figure A&F 13 Figure A&F 14

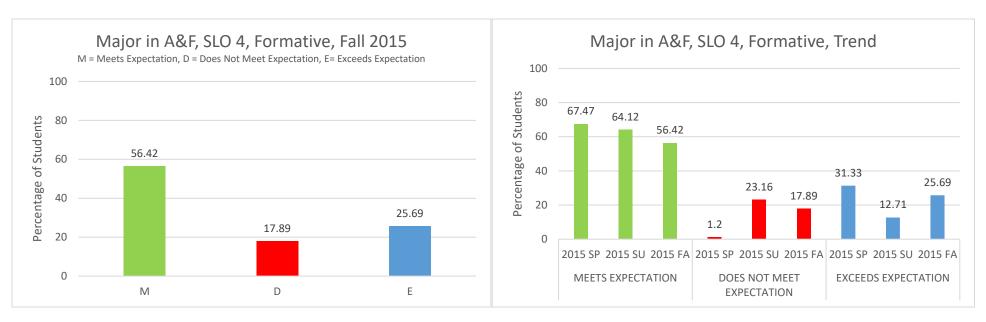
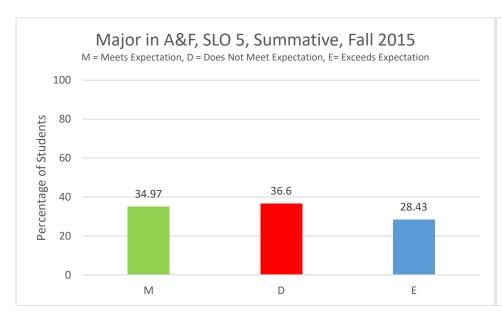


Figure A&F 15 Figure A&F 16

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 did not meet the target, albeit by a small margin the formative assessment. Inconsistent performance over time is a matter of concern.	The department assessment and curriculum committee has decided to emphasize the importance of application of technology in the formative courses offered by the department.



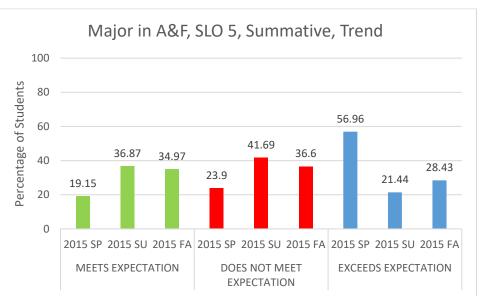


Figure A&F 17 Figure A&F 18

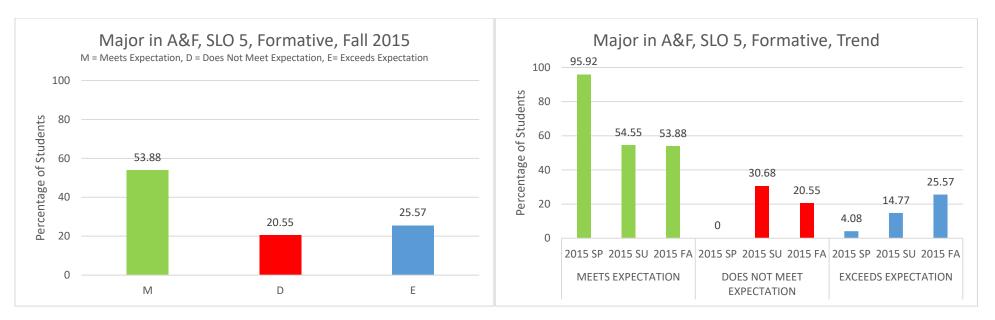
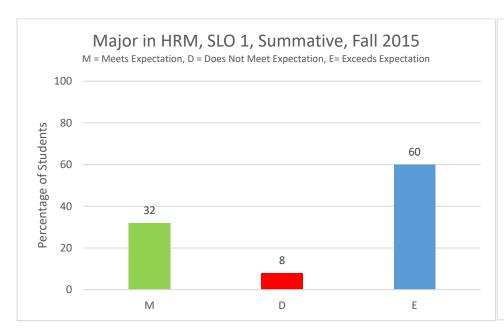


Figure A&F 19 Figure A&F 20

Fall 2015 Student Learning Assessment Report: Major in Human Resource Management ("HRM")

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
1. Understand the	Summative:	Exit Assessment Test:	See Figures	Target: 80% students should meet or exceed	North South University Human Resources
Human Resource	Exit Assessment Test,	Meets Expectation:	HRM $1 - 4$.	expectation.	Club (NSU HRC) conducted a seminar to
Management concepts	and Course	60% to 80%			improve students' understanding and
and theories, and is	Embedded	Does Not Meet		Students comfortably met the target in both	knowledge of general HRM issues.
able to apply these	Assessment	Expectation: <60%		assessments.	
core knowledge in	(HRM480 group term	Exceeds Expectation:			
managing	projects)	>80%		Trend: The increase in percentage of	
organizations.	Formative:			students exceeding expectation in the	
	Course Embedded	Course-Embedded		summative assessment is highly welcome.	
	Assessment	Assessment:		The decrease in the percentage of students	
	(MGT351 group term	Rubric # HRM.1.R.1		not meeting expectation in the formative	
	projects)			assessment is very satisfying.	



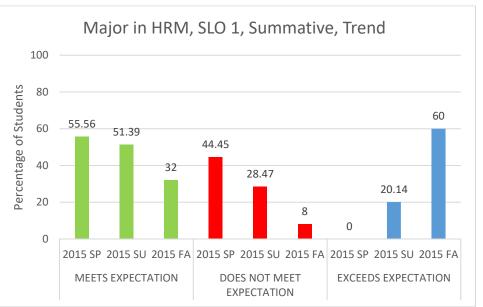


Figure HRM 1 Figure HRM 2

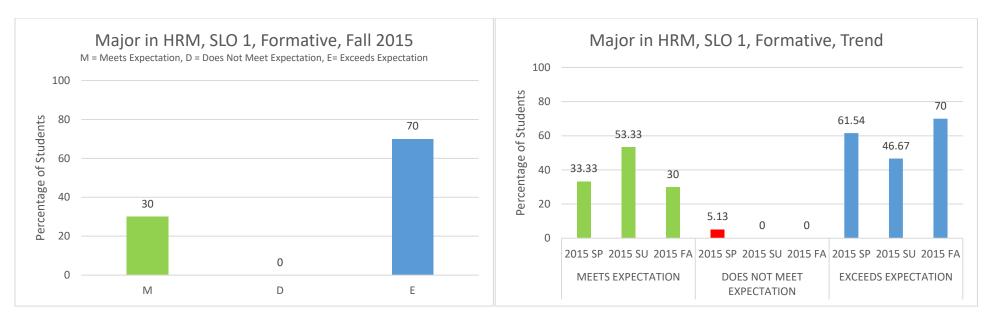
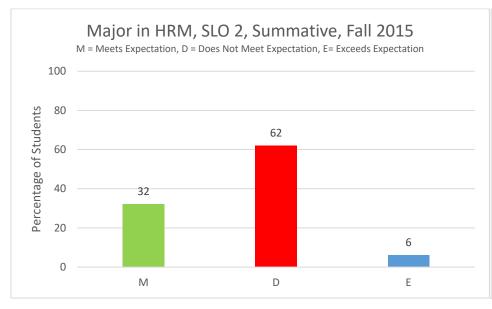


Figure HRM 3 Figure HRM 4

	Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
relations and group/team leadership skills. Embedded Assessment (HRM480 group term projects) Formative: Course Embedded Assessment (MGT351 group term projects) Embedded Assessment (HRM480 group term projects) Students are not meeting the target. Trend: The increases in the percentages of students not meeting expectation: Trend: The increases in the percentages of students not meeting expectation is a matter of concern.	concepts underlying effective interpersonal relations and group/team leadership	Exit Assessment Test, and Course Embedded Assessment (HRM480 group term projects) Formative: Course Embedded Assessment (MGT351 group term	Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80% Course-Embedded Assessment: Rubric #	_	or exceed expectation. Students are not meeting the target. Trend: The increases in the percentages of students not meeting expectation is a matter of	The Chair (IC) of the Department of Management mentored a few HR lecturers by appearing as a guest lecturer.



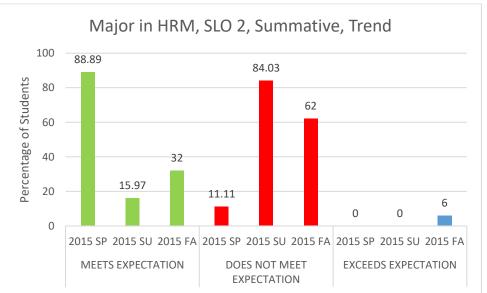


Figure HRM 5 Figure HRM 6

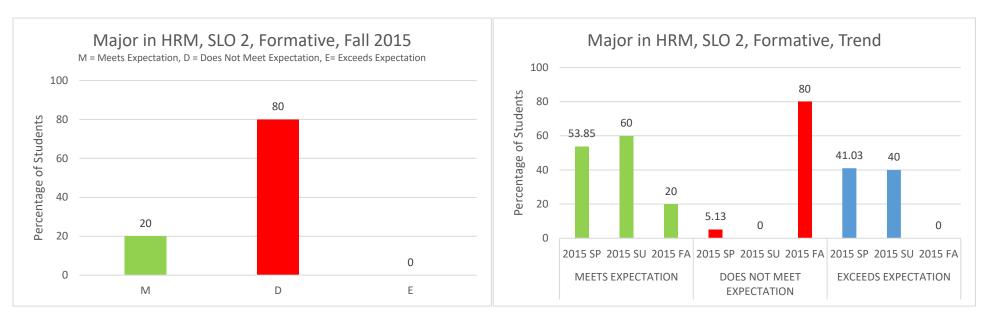
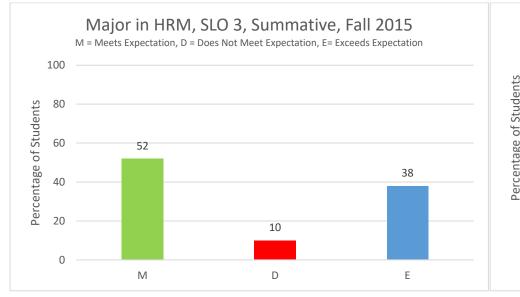


Figure HRM 7 Figure HRM 8

Student Learning Outcomes	Measure	Measurement Criteria	Results	Observation	Closing the Loop
3. Understand and are	Summative:	Exit Assessment Test:	See Figures HRM 9 –	Target: 65% students should	North South University Human Resources Club
able to integrate	Exit Assessment Test,	Meets Expectation:	12.	meet or exceed expectation.	(NSU HRC) invited six top HR professionals of the
Strategic Human	and Course	60% to 80%			country to a spectacular event where each of the
Resource Management	Embedded	Does Not Meet		Students met the target in the	guests had a discussion session with the students of
("SHRM") concepts in	Assessment	Expectation: <60%		summative assessment,	NSU about SHRM and how these professionals and
the context of	(HRM480 group term	Exceeds Expectation:		however, they failed to do so in	experts align HRM practices with their
management of	projects)	>80%		the formative assessment.	organizational strategic goals.
organizations.	Formative:				
	Course Embedded	Course Embedded		Trend: We are pleased with the	
	Assessment	Assessment: Rubric #		decreasing trends in the	
	(MGT351 group term	HRM.3.R.1		percentages of students not	
	projects)			meeting expectation.	



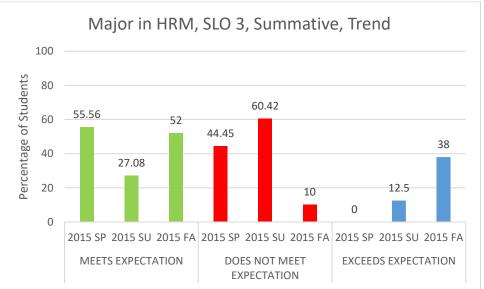


Figure HRM 9 Figure HRM 10

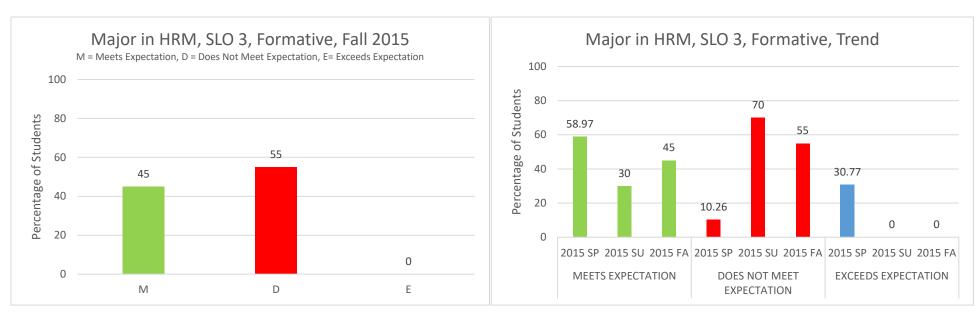
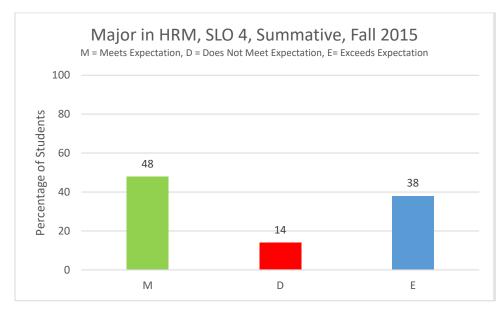


Figure HRM 11 Figure HRM 12

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
4. Be familiar with	Summative:	Exit Assessment Test:	See Figures HRM 13	Target: 70% students should meet	NSU HRC hosted the event "HR Speaks Out" and
the application of	Exit Assessment Test,	Meets Expectation:	- 16 .	or exceed expectation.	the main focus was on recruitment and selection
HRM functional	and Course	60% to 80%		_	processes.
capabilities to select,	Embedded	Does Not Meet		Students have comfortably met	
recruit, motivate, and	Assessment	Expectation: <60%		the target in both assessments.	
retain employees.	(HRM480 group term	Exceeds Expectation:		_	
	projects)	>80%		Trend: The decrease in the	
	Formative:			percentages of students not	
	Course Embedded	Course-Embedded		meeting expectation is satisfying.	
	Assessment	Assessment: Rubric #			
	(MGT351 group term	HRM.4.R.1			
	projects)				



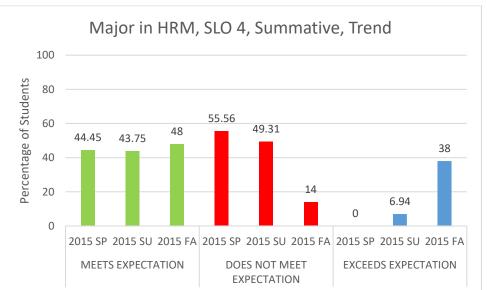


Figure HRM 13 Figure HRM 14

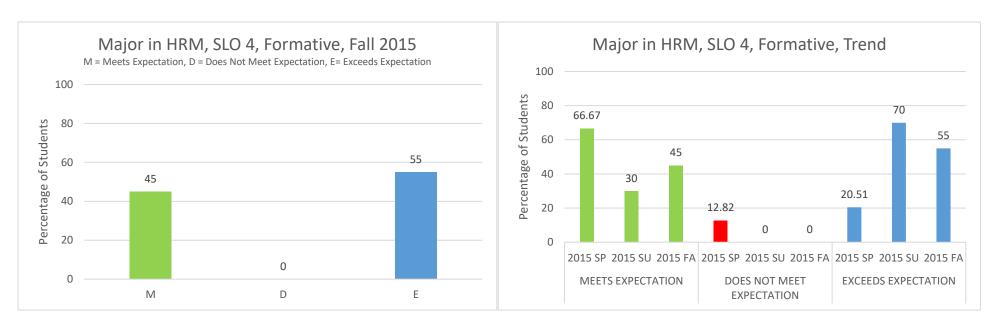
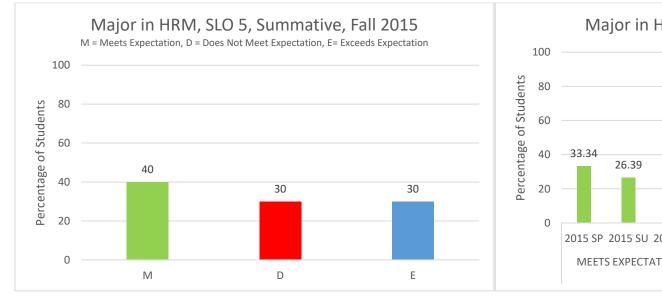


Figure HRM 15 Figure HRM 16

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



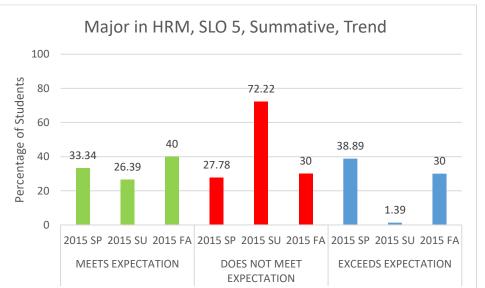


Figure HRM 17 Figure HRM 18

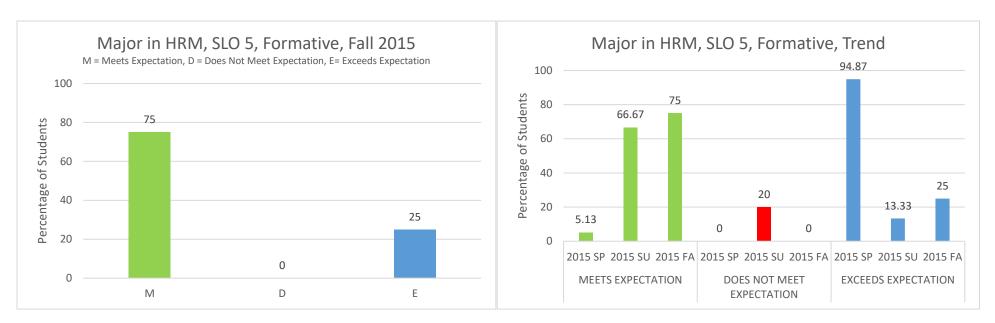
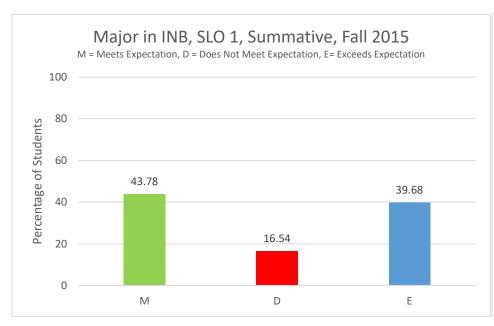


Figure HRM 19 Figure HRM 20

Fall 2015 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	Summative- Exit Assessment Test, and Course-Embedded Assessment (INB 480 group term projects) Formative: Course-	Exit Assessment Test: Meets expectations- 60% to 80%, Does Not Meet expectations- < 60%, Meets expectations-> 80%. Course-Embedded	See Figures INB 1 – 4.	Target: 80% of the students should meet and exceed the expectations of SLO1. Students have met the target in both assessments.	Introducing more interactive and up to date classroom activities has enhanced students' participation in the class.
differences affect the conduct of business.	Embedded Assessment (INB 372 case studies)	Assessment: Rubric # INB.1.R.1 (formative), and rubric # INB.1.R.2 (summative)		Trend: There is an increasing trend in the percentage of students "meeting expectation" criteria; however, a decreasing trend has been observed in the "exceeds expectation" section.	



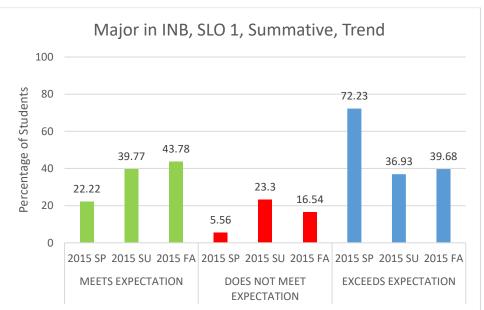
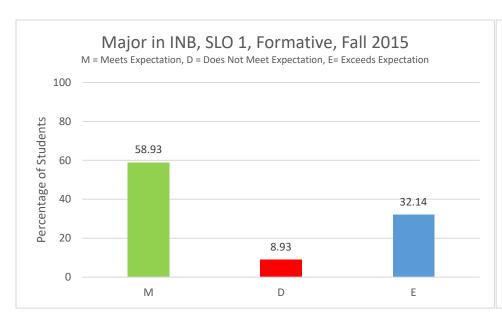


Figure INB- 1 Figure INB- 2



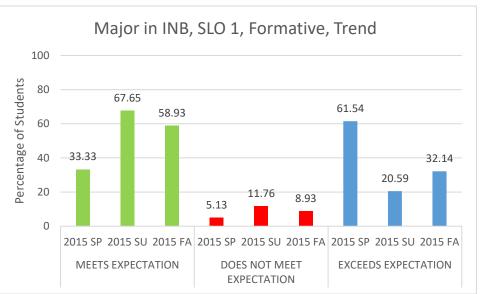
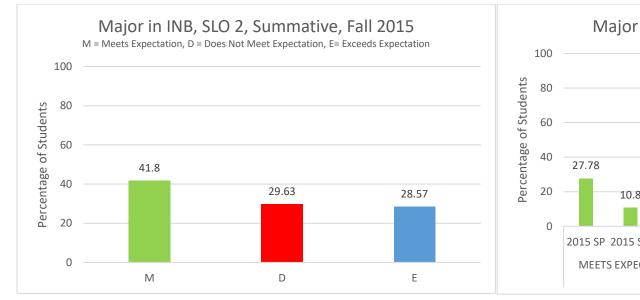


Figure INB- 3 Figure INB- 4

Student Learning Outcomes	Measure	Measurement Criteria	Results	Status	Closing the Loop
2. Demonstrate	Summative: - Exit	Exit Assessment	See	Target: 80% of the students should meet and exceed	Interactive assignments and student
working knowledge	Assessment Test, and	Test: Meets	Figures	the expectations of SLO2.	presentations on relevant topics, introduction of
in the area of	Course-Embedded	expectations- 60%	INB $5 - 8$.		new case based assignments has a positive
marketing, finance	Assessment (INB 480	to 80%, Does Not		While students met the target in the formative	impact on students erformance
and management	group term projects)	Meet expectations-		assessment, summative assessments results were	
from a business		< 60/%, Meets		disappointing.	
perspective in an	Formative: Course-	expectations->			
international	Embedded Assessment	80%		Trend: The summative assessment results are	
context.	(INB 372 case studies)			fluctuating, but we are pleased with the increasing	
		Course-Embedded		percentage of students exceeding expectation in the	
		Assessment:		formative assessment.	
		Rubric #			
		INB.2.R.1			



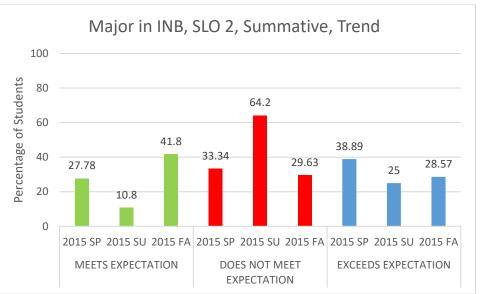


Figure INB- 5 Figure INB- 6

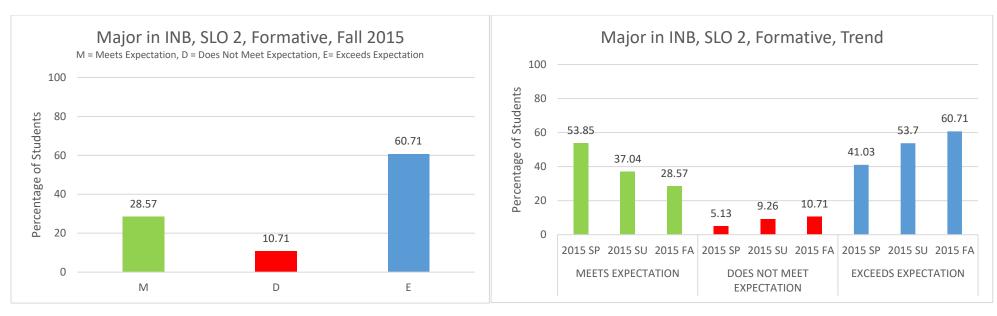


Figure INB- 7 Figure INB- 8

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. Student met the target in both assessments. Trend: the increasing percentage of students exceeding expectation and the corresponding decreasing trend in percentage of students not meeting expectation are encouraging, however, the overall Summative assessment performance looks a bit inconsistent	Students were exposed to more interactive classroom assignments and presentations along with that introduction of new cases as well as conducting seminars on relevant topics like LC has also helped enhance student understanding of issues like international trade patterns and procedures

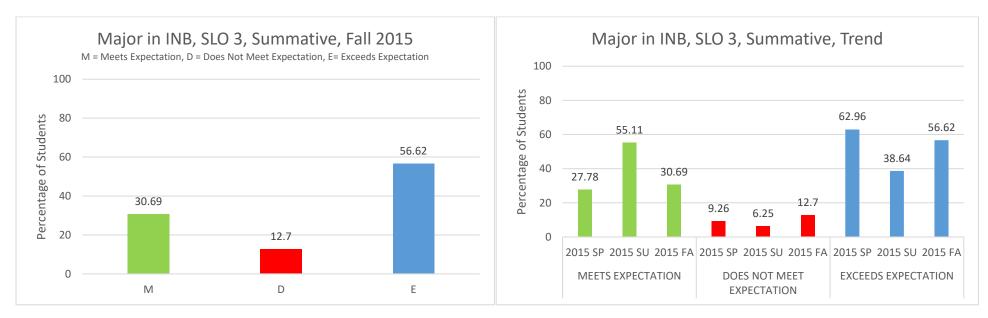


Figure INB- 9 Figure INB- 10

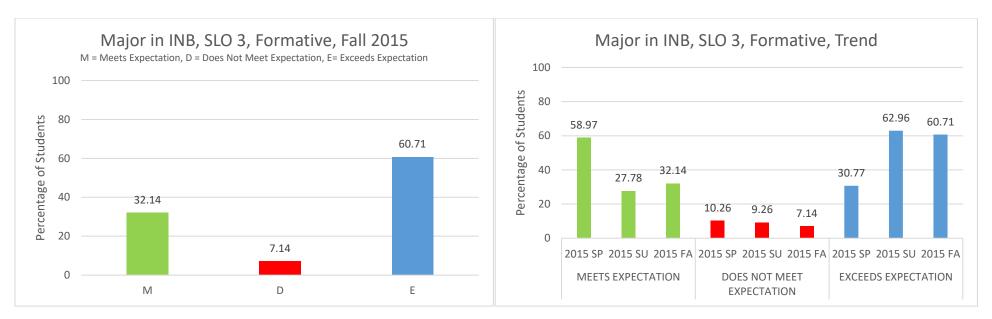


Figure INB- 11 Figure INB- 12

Student Learning Outcomes	Measure	Measurement Criteria	Results	Status	Closing the Loop
4. Identify the	Summative- Exit	Exit Assessment Test:	See Figures	Target: 80% of the students should meet and exceed the	Emphasis on different tools
international	Assessment Test, and	Meets expectations- 60%	INB 13 – 16.	expectations of SLO3.	of assessing country
competitiveness of	Course-Embedded	to 80%, Does Not Meet			competitiveness and
nations and their	Assessment (INB 480	expectations-< 60%,		Students did not meet the target in either assessment.	introduction of new cases as
attractiveness for	group term projects)	Meets expectations->			well as conducting seminars
international		80%.		Trend: The decreasing percentage of students not meeting	on relevant topics like LC has
business.	Formative: Course-			expectation in the summative assessment is encouraging.	also helped enhance student
	Embedded Assessment	Course-Embedded			understanding of issues like
	(INB 372 case studies)	Assessment: Rubric #			international competitiveness
		INB.4.R.1			and location choice.

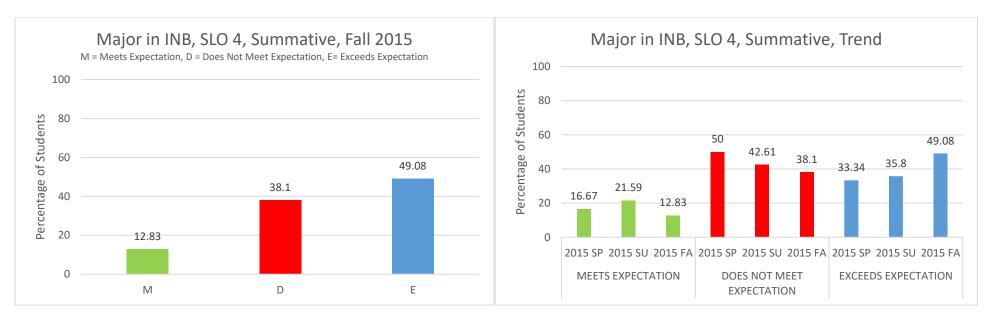


Figure INB- 13 Figure INB- 14

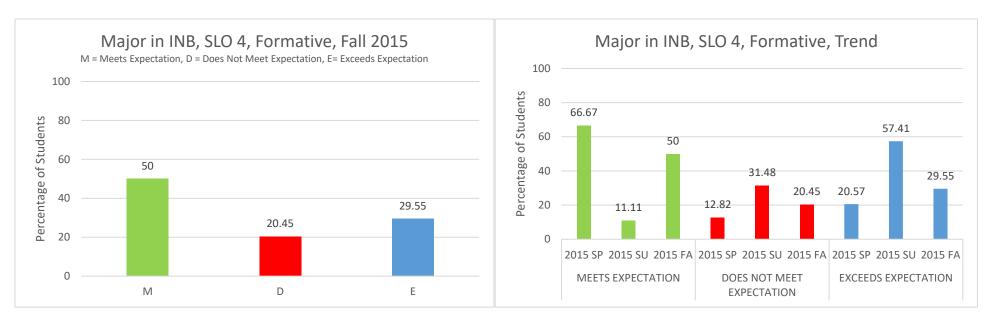


Figure INB- 15 Figure INB- 16

Student Learning Outcomes	Measure	Measurement Criteria	Results	Status	Closing the Loop
5. Exhibit critical	Summative- Exit	Exit Assessment Test:	See Figures	Target: 100% of the students should meet and	A seminar was conducted highlighting
thinking skills to	Assessment Test, and	Meets expectations- 60%	INB $17 - 20$.	exceed the expectations of SLO5.	the key ethical dilemmas of the current
ethically address	Course-Embedded	to 80%, Does Not Meet			global world.
complex real-world	Assessment (INB 480	expectations-< 60%, Meets		Students did not meet the target in either	Continuation of "Turn it in" in order
international	group term projects)	expectations-> 80%.		assessment.	to ensure credibility of students work
business.					
	Formative: Course-	Course-Embedded		Trend: Both assessment shows an increasing	
	Embedded Assessment	Assessment: Rubric #		trend of students not meeting expectation, hence	
	(INB 372 case studies)	INB.5.R.1		more emphasize needs to be put in clarifying the	
				core subject matter	

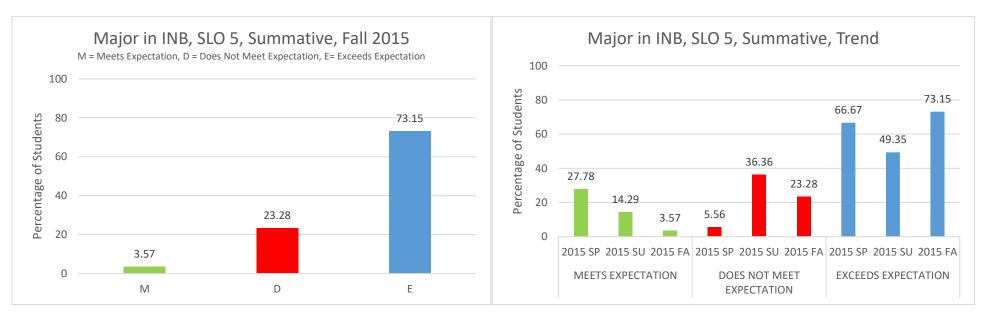


Figure INB- 17 Figure INB- 18

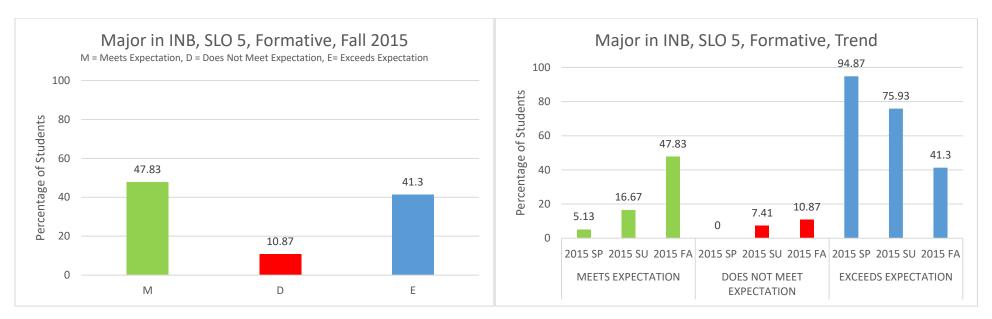
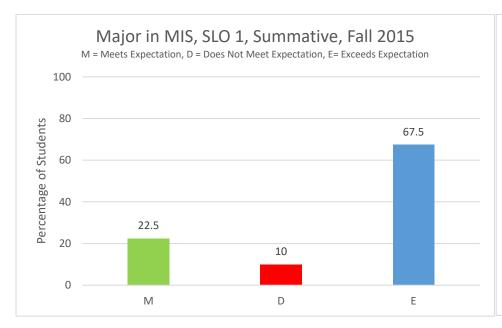


Figure INB- 19 Figure INB- 20xx

Fall 2015 Student Learning Assessment Report: Major in Management Information Systems ("MIS")

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
1. Apply managerial	Summative:	Exit Assessment Test:	See Figures MIS 1 –	Target: 80% students should meet or	Up to date business case studies related to
concepts and decision	Exit Assessment Test,	Meets Expectation:	4.	exceed expectation.	enterprise information systems were included
theories to use	and Course	60% to 80%			and practiced in different MIS courses, so that
enterprise information	Embedded	Does Not Meet		Students met the target in both	students be able to apply these concepts in
systems.	Assessment (MIS470	Expectation: <60%		assessment.	solving complex decision problems.
	group term projects)	Exceeds Expectation:			
		>80%		Trend: The gradual increase in the	
	Formative:			percentages of students not meeting	
	Course Embedded	Course-Embedded		expectation is a matter of concern.	
	Assessment (MIS205	Assessment: Rubric #			
	group term projects)	MIS.1.R.1			



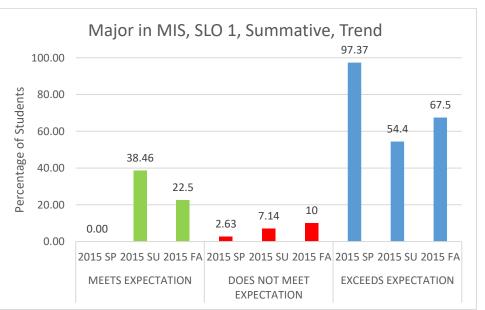


Figure MIS 1 Figure MIS 2

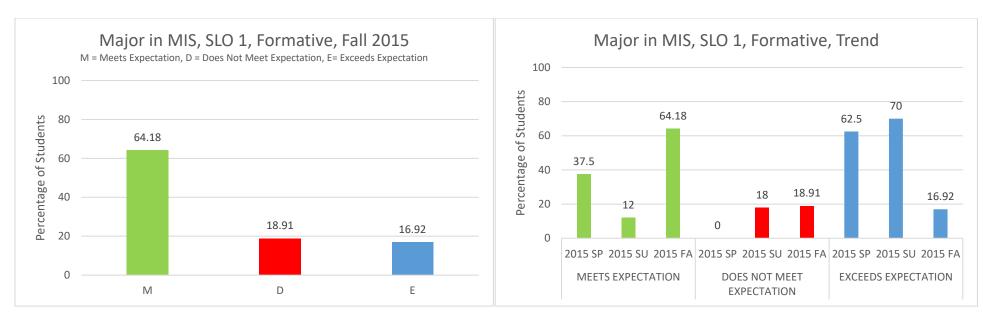
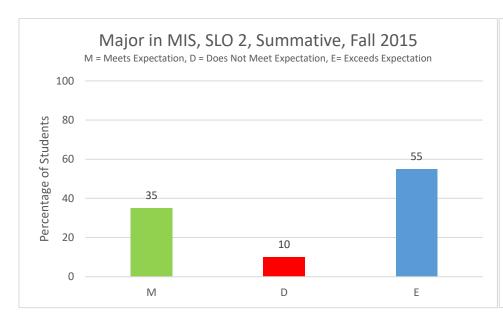


Figure MIS 3 Figure MIS 4

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
2. Demonstrate the	Summative:	Exit Assessment Test	See Figures MIS 5 –	Target: 75% students should meet	A new MIS faculty member was recruited to
understanding about	Exit Assessment Test,	Meets Expectation:	8.	or exceed expectation.	meet the demand and give students more
systems theory,	and Course	60% to 80%			opportunities to interact with faculties.
systems analysis,	Embedded	Does Not Meet		Students met the target in the	
systems design and	Assessment (MIS470	Expectation: <60%		summative assessment, but failed to	There was a change in the Lead course
project management.	group term projects)	Exceeds Expectation:		do so in the formative assessment.	coordinators list for one MIS major course to
		>80%			update the course components as required.
	Formative:			Trend: The gradual increase in the	
	Course Embedded	Course-Embedded		percentages of students not meeting	
	Assessment (MIS205	Assessment: Rubric #		expectation is a matter of concern.	
	group term projects)	MIS.2.R.1			



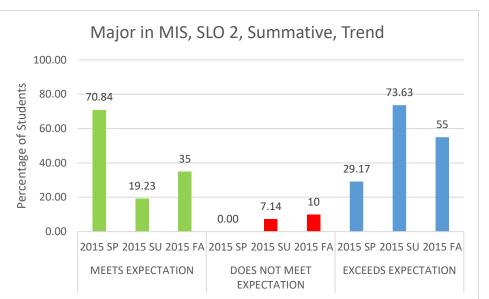
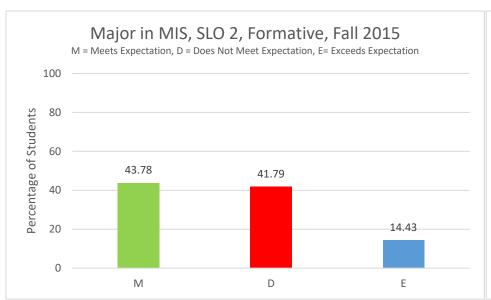


Figure MIS 5 Figure MIS 6



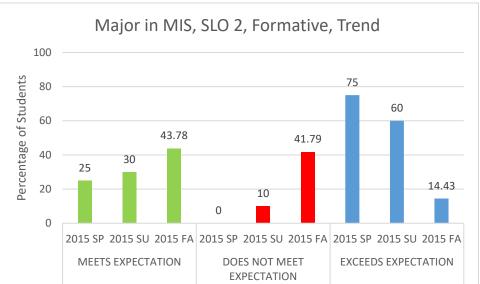
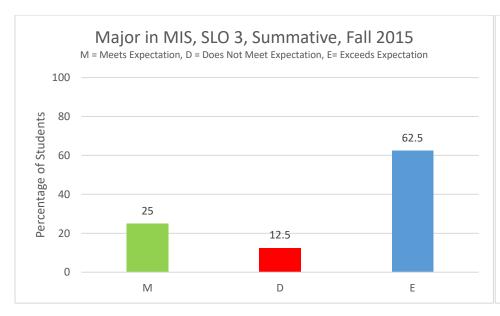


Figure MIS 7 Figure MIS 8

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
3. Exhibit the	Summative:	Exit Assessment Test	See	Target: 80% students should meet or exceed	Exercises and Cases on web-based information
knowledge on web-	Exit Assessment Test,	Meets Expectation:	Figures	expectation.	systems (e.g., E-business, E-commerce) were
based information	and Course	60% to 80%	MIS 9 –		practiced in classes, so that students can gain
systems in business	Embedded	Does Not Meet	12.	Students met the target in the summative	knowledge about different operational
context.	Assessment (MIS470	Expectation: <60%		assessment, but failed to do so in the formative	components of web-based IS.
	group term projects)	Exceeds Expectation:		assessment.	
		>80%			
	Formative:			Trend: While we are pleased with the increase in	
	Course Embedded	Course-Embedded		the percentage of students exceeding expectation	
	Assessment (MIS205	Assessment: Rubric #		in the summative assessment, the trend of	
	group term projects)	MIS.3.R.1		increase in the percentage of students not	
				meeting expectation in the formative assessment	
				is concerning.	



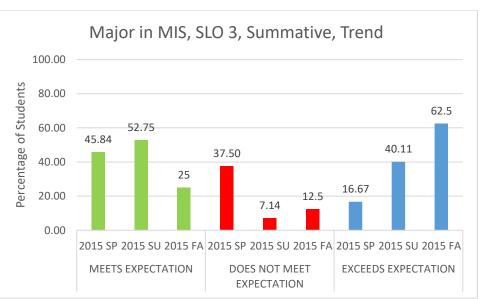


Figure MIS 9 Figure MIS 10

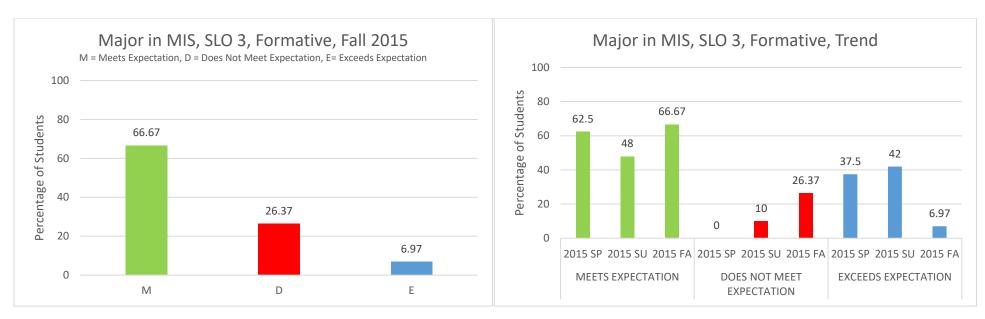
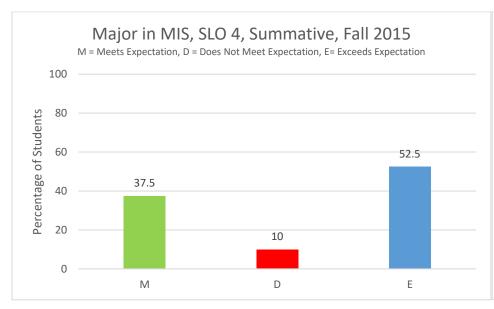


Figure MIS 11 Figure MIS 12

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
4. Develop and	Summative:	Exit Assessment Test	See	Target: 80% students should meet or exceed	Pre-selected business application tools and lab
implement	Exit Assessment Test,	Meets Expectation:	Figures	expectation.	exercises were discussed and demonstrated in theory
information systems	and Course	60% to 80%	MIS 13		and lab classes, so that students can design,
with the help of latest	Embedded	Does Not Meet	<i>−</i> 16.	Students met the target in the summative	implement, and evaluate different systems as per
business tools.	Assessment (MIS470	Expectation: <60%		assessment, but failed to do so by a small	instructions provided and with specific features.
	group term projects)	Exceeds Expectation:		margin in the formative assessment.	
		>80%			
	Formative:			Trend: The increases in the percentages of	
	Course Embedded	Course-Embedded		students meeting or exceeding expectation	
	Assessment (MIS205	Assessment: Rubric #		are satisfying.	
	group term projects)	MIS.4.R.1			



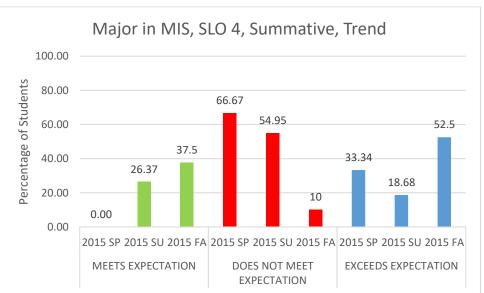


Figure MIS 13 Figure MIS 14

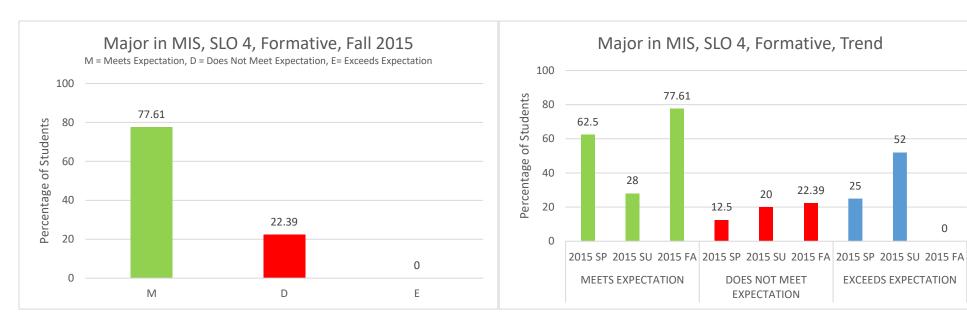


Figure MIS 15 Figure MIS 16

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
5. Illustrate the	Summative:	Exit Assessment Test	See	Target: 80% students should meet or exceed	Along with real world Cases, team activities
familiarity about	Exit Assessment Test,	Meets Expectation:	Figures	expectation.	and problem solving exercises on 'IS privacy,
computer networks	and Course	60% to 80%	MIS 17		security, and protective measures' were done in
and security concepts.	Embedded	Does Not Meet	-20.	Students have met the target in summative	the classes in related MIS courses, so that there
	Assessment (MIS470	Expectation: <60%		assessment, but did not in the formative	was sufficient coverage on these topics, and
	group term projects)	Exceeds Expectation:		assessment.	students can identify and solve different
		>80%			security issues and network threats.
	Formative:			Trend: While we are pleased with the decrease in	
	Course Embedded	Course-Embedded		the percentage of students not meeting expectation	
	Assessment (MIS205	Assessment: Rubric #		in the summative assessment, an opposite trend in	
	group term projects)	MIS.5.R.1		the formative assessment is concerning.	

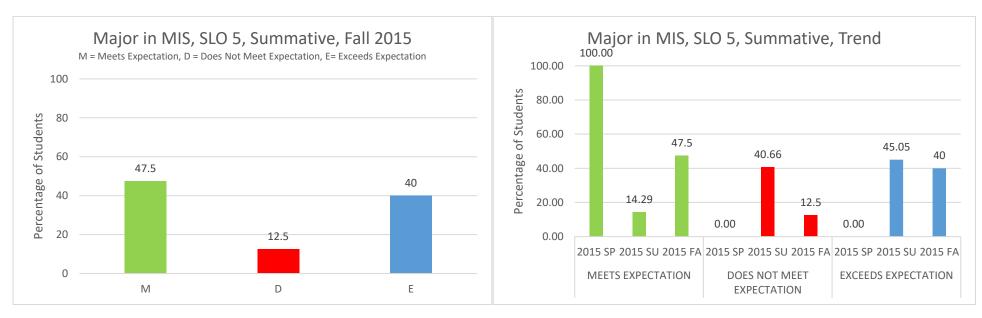


Figure MIS 17 Figure MIS 18

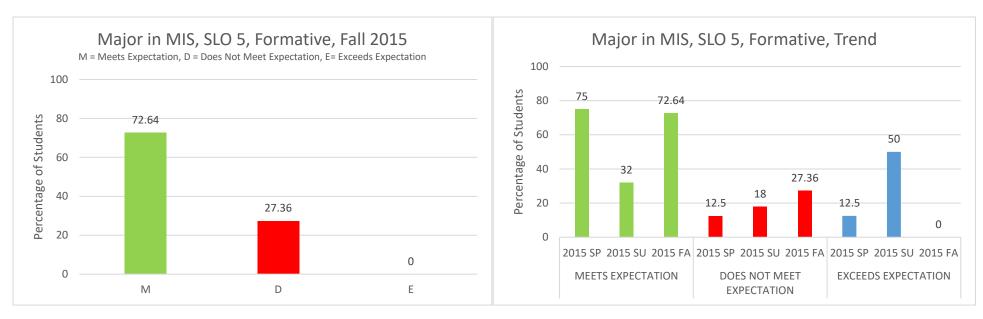
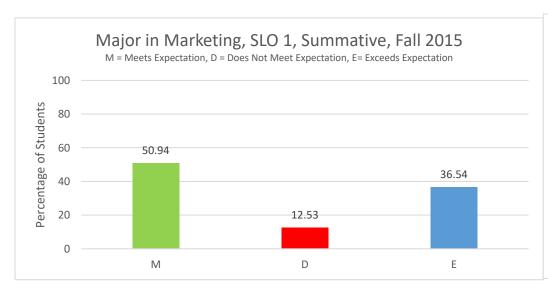


Figure MIS 19 Figure MIS 20

Fall 2015 Student Learning Assessment Report: Major in Marketing ("MKT")

Student Learning Outcomes	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
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 202 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. Students met the target in both assessments. Trend: in both summative and formative assessments, there is an increasing trend of students meeting expectation, and decreasing trend of students exceeding expectations.	The department continued to focus on the standardized syllabi in Fall 2015. Industry interaction was enhanced to augment student learning. The semester also saw increased emphasis on industry engagement where leading figures in the marketing arena from various sectors were invited on campus to share their experience with students. This was done not only through the Student Engagement Committee and individual faculty members but also by the department's co-curricular club. The Marketing Club (TMC) organized competitions, which saw students applying their knowledge in front of judges from the industry. These events played a key role in helping students understand the marketing management process.



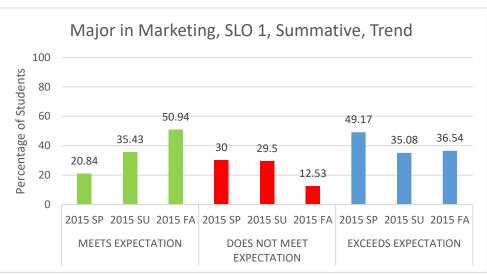


Figure MKT- 1 Figure MKT- 2

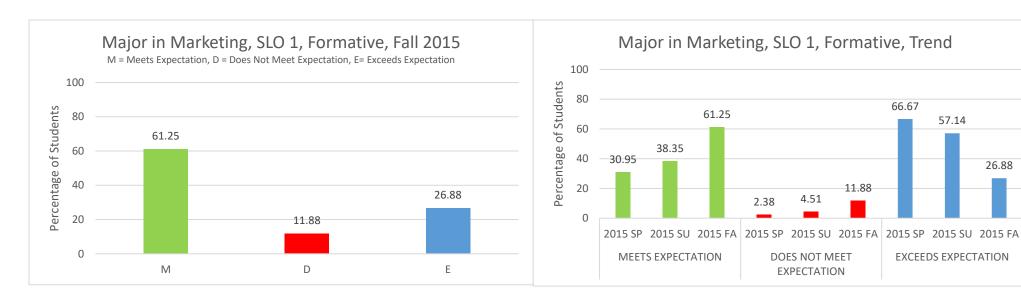


Figure MKT- 4 Figure MKT- 3

66.67

57.14

EXCEEDS EXPECTATION

26.88

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 202 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 be able to meet and exceed the expectation of SLO2. Whereas formative assessment shows an increasing trend of students not meeting expectation, the summative assessment shows a rising trend in exceeding expectation	Emphasis on the communication aspect of Marketing brought about the improvement in the summative segment. Interaction with Marketing specialists through seminars helped enhance student understanding of Marketing Communications. Moreover, faculty initiatives were evident in inviting industry personnel for individual classes as well. This led to better understanding amongst students regarding industry standards.

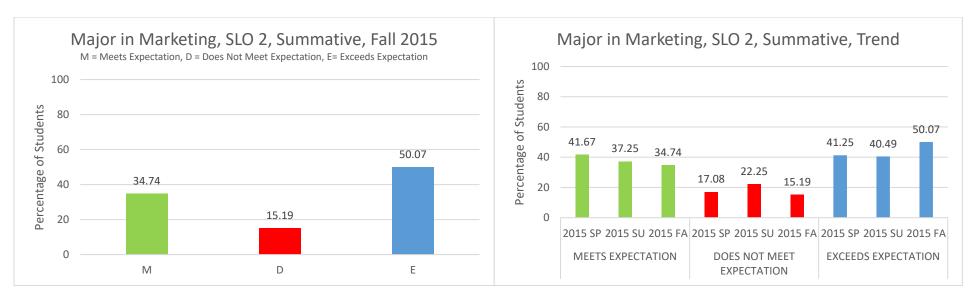


Figure MKT- 5 Figure MKT- 6

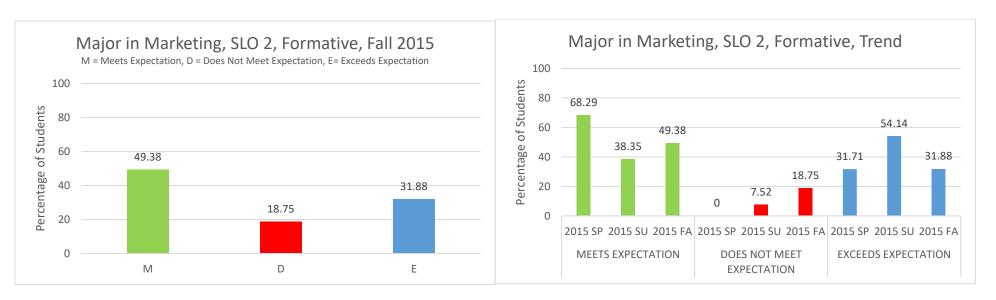
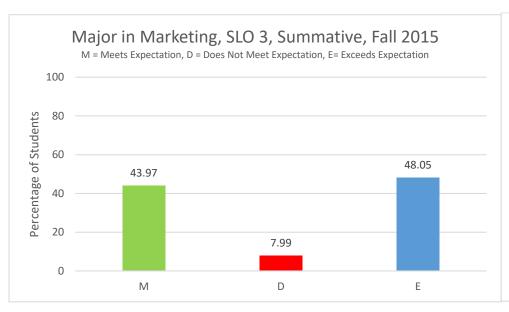


Figure MKT- 7 Figure MKT- 8

Student Learning Outcomes	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
3. Apply concepts of	Summative:- Exit	Exit Assessment Test: Meets	See Figures	Target- 75% of the students	Teaching materials have been
consumer behavior to	Assessment Test, and	Expectations- 60% to 80%,	MKT 9 –	should be able to meet and exceed	augmented with updated contents and
develop marketing strategy.	Course-Embedded	Does Not Meet	12.	the expectation of SLO3.	interesting examples. This has led to
	Assessment (MKT 460	Expectations-< 60%,		The summative segment shows	better understanding and better
	group term projects)	Exceeds Expectations->		and improving trend in students	performance.
	Formative: Course-	80%.		exceeding expectation	
	Embedded Assessment	Course-Embedded			
	(MKT 202 group term	Assessment: Rubric #			
	projects)	MKT.3.R.1			



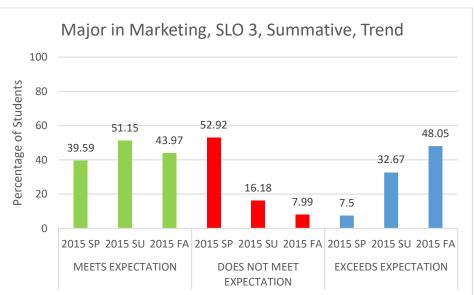


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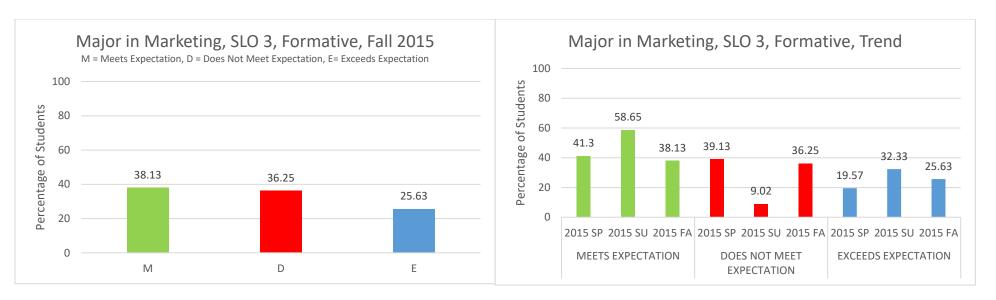
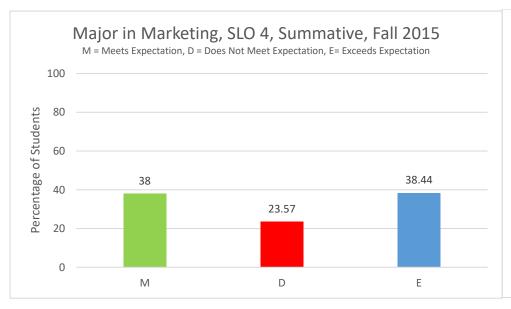


Figure MKT- 11 Figure MKT- 12

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 202 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	See Figures MKT 13 – 16.	Target- 80% of the students should be able to meet and exceed the expectation of SLO4. While in the summative segment there is a decreasing trend in students exceeding expectation, there is an increasing trend for the same in the formative segment	A session on SPSS was conducted amongst faculty members to ensure that tools necessary for research can be utilized easily and effectively. The idea was to guide faculty members guide students to use research tools to make better decisions.
		(summative)			



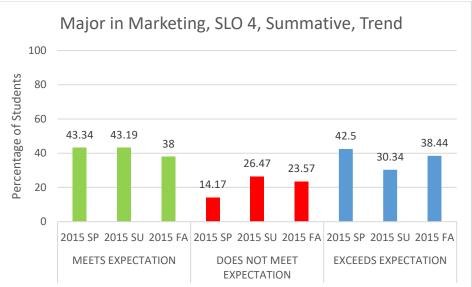


Figure MKT- 13 Figure MKT- 14

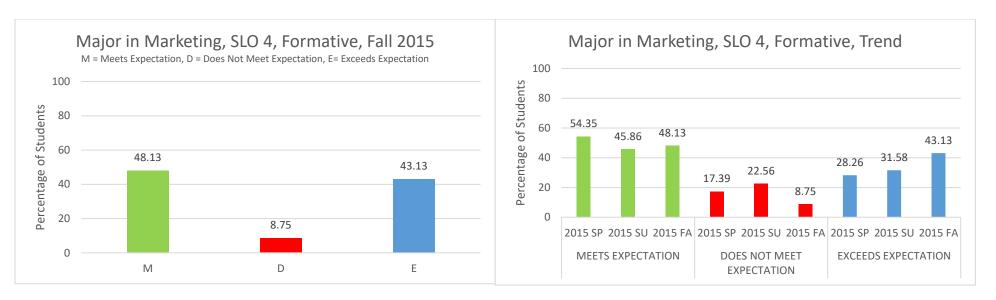
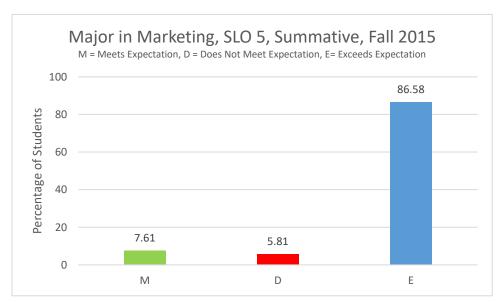


Figure MKT- 15 Figure MKT- 16

on responsible and ethical marketing. Test, and Course-Embedded Assessment (MKT 460 group term projects) Test, and Course-Embedded Assessment (MKT 460 spoup term projects) Expectations- 60% to 80%, Does Not Meet expectations- < 60%, Exceeds MKT 17 – 20. should be able to meet and exceed the expectation of SLO5. MKT 17 – 20. should be able to meet and exceed the expectation of SLO5.	Student Learning Outcomes	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
Embedded Assessment (MKT 202 group term projects) Solution	5. Practice and set examples on responsible and ethical	Test, and Course-Embedded Assessment (MKT 460 group term projects) Formative: Course- Embedded Assessment (MKT 202 group term	Expectations- 60% to 80%, Does Not Meet expectations- < 60%, Exceeds Expectations-> 80% Course-Embedded Assessment: Rubric #	_	should be able to meet and exceed the expectation of SLO5. In the summative segment, 86.5% students exceeded	importance of ethics in students. A seminar on Ethics was conducted amongst students from all over the department in the semester. Moreover, a collective effort was given to roll-out the anti-plagiarism service, Turnitin. The service was explained to faculty members, who in turn started implementing this service in class. This set a good example for students to submit



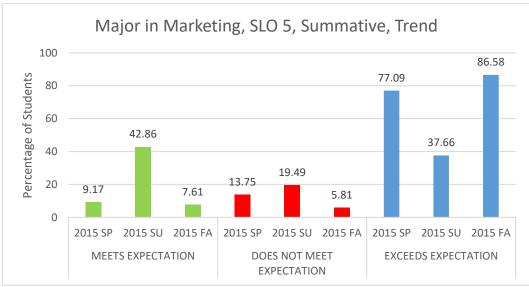
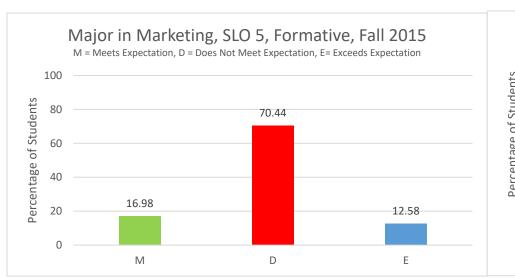


Figure MKT- 17 Figure MKT- 18



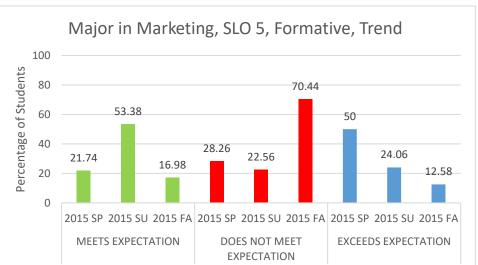
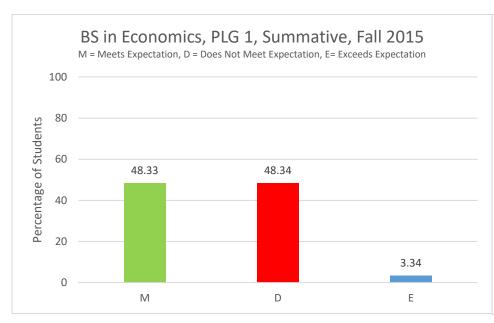


Figure MKT- 19 Figure MKT- 20

Fall 2015 Student Learning Assessment Report: BS in Economics

Program		Measurement			
Learning Goal	Measure	Criteria	Result	Observation(s)	Closing the Loop
1. Knowledge of	Summative: Exit	Exit Assessment Test:	Please	Target: 65% students	A seminar was conducted on
General	Assessment Test,	Meets Expectation	see	should meet or exceed	Bangladeshi monetary policies by an
Economic	and Course-	60% to 80%, Does Not	figures	expectations.	economist from the central bank.
Theories and	Embedded	Meet Expectation <	BSE-1		
Policies	Assessment ECO	60%, Exceeds	through	Students met the target	
	495 (Supervised	Expectation $> 80\%$.	BSE-4.	only in the formative	
	Research Paper) or			assessment.	
	ECO 499 (Thesis)	Course-Embedded			
		Assessment: Rubric #		The increasing trend in the	
	Formative: ECO 450	BS.1.1.1.1		percentages of students not	
	selected question			meeting expectation is	
	from final exam.			concerning.	



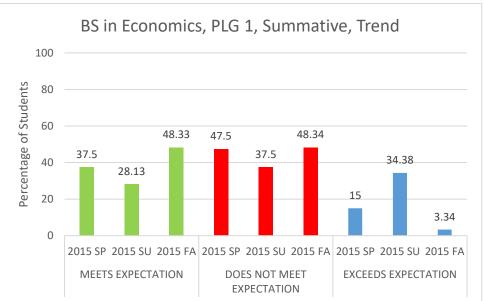


Figure BSE - 1 Figure BSE - 2

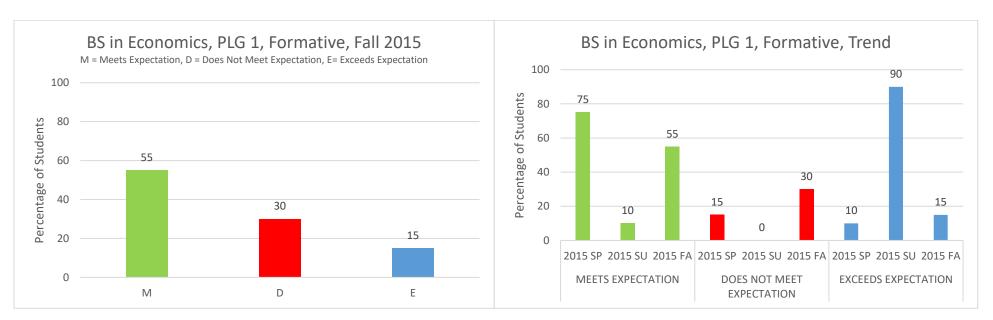
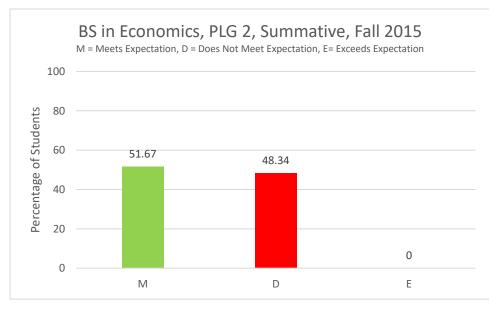


Figure BSE - 3 Figure BSE - 4

Program		Measurement			
Learning Goal	Measure	Criteria	Result	Observation(s)	Closing the Loop
2. Relevant	Summative: Exit	Exit Assessment Test:	Please	Target: 60%	A new faculty, with expertise in
Quantitative Skill	Assessment Test,	Meets Expectation	see		quantitative economic modeling,
Development for	and Course-	60% to 80%, Does Not	figures	Students met the target only in	joined SBE.
theoretical and	Embedded	Meet Expectation <	BSE-5	the formative assessment.	
empirical	Assessment ECO	60%, Exceeds	through		
analyses.	495 (Supervised	Expectation $> 80\%$.	BSE - 8.	The increasing trend in the	
	Research Paper) or			summative assessment of the	
	ECO 499 (Thesis)	Course-Embedded		percentage of students not	
		Assessment: Rubric #		meeting expectation is a source	
	Formative: ECO 450	BS.2.1.1.1		of concern. Formative	
	selected question			assessment performance over	
	from final exam,			time is somewhat inconsistent.	
	ECO 372 term				
	projects				
l					



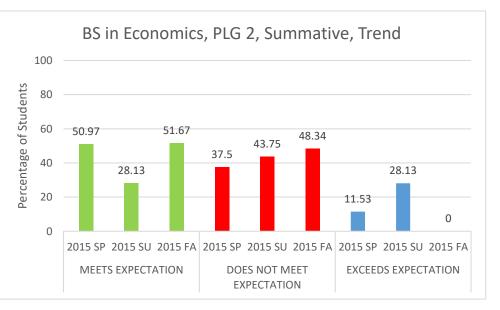


Figure BSE - 5 Figure BSE - 6

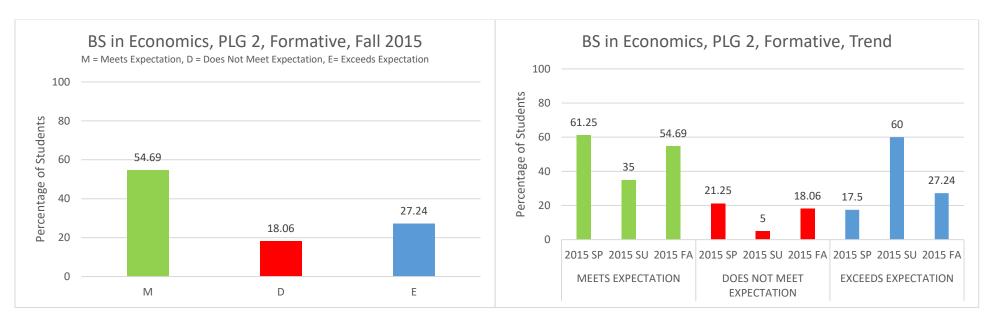


Figure BSE - 7 Figure BSE - 8

Program		Measurement			
Learning Goal	Measure	Criteria	Result	Observation(s)	Closing the Loop
3. Research Skill	Summative: Course-	Exit Assessment Test:	Please	Target: 60% students should meet	The undergraduate research
Development	Embedded	Meets Expectation	see	or exceed expectations.	guidelines was completed and
	Assessment ECO	60% to 80%, Does Not	figures		approved. All research
	495 (Supervised	Meet Expectation <	BSE-9	Students met the target in the	supervisors will utilize this
	Research Paper) or	60%, Exceeds	through	formative assessment. Summative	guideline going forward.
	ECO 499 (Thesis)	Expectation > 80%.	BSE –	assessment performance is quite	
			12.	disappointing.	Multiple research seminars
	Formative: ECO 372	Course-Embedded			where held.
	term project.	Assessment: Rubric #		Summative assessment	
		BS.3.1.1.1		performance over time is	
				inconsistent; however, formative	
				assessment performance is	
				improving over time.	

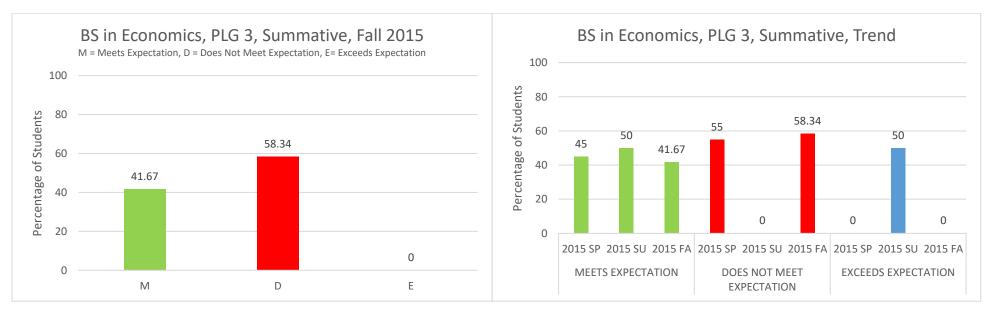


Figure BSE - 9 Figure BSE - 10

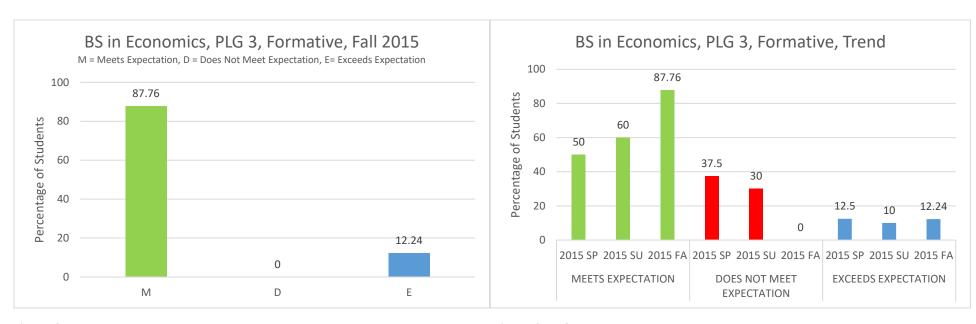


Figure BSE - 11 Figure BSE - 12

		Measurement			
Program Learning Goal	Measure	Criteria	Result	Observation(s)	Closing the Loop
4. Communication Skill	Summative: Exit	Exit Assessment Test:	Please	Target: 70% students should	An inter-university competition to
Development	Assessment Test,	Meets Expectation	see	meet or exceed target.	design policies to meet the
	and Course-	60% to 80%, Does Not	figures		economic needs of Bangladesh was
	Embedded	Meet Expectation <	BSE –	Students met the target.	organized by the department and
	Assessment ECO	60%, Exceeds	13	_	the economics student
	495 (Supervised	Expectation > 80%.	through	Student performance is	organization.
	Research Paper) or	_	BSE –	exhibiting a slightly	
	ECO 499 (Thesis)	Course-Embedded	16.	deteriorating trend.	The economics student
		Assessment: Rubric #		_	organization managed the
	Formative: ECO	BS.4.1.1.1			publication of the only student-
	450) selected				published economics magazine in
	question from final				the country.
	exam.				·

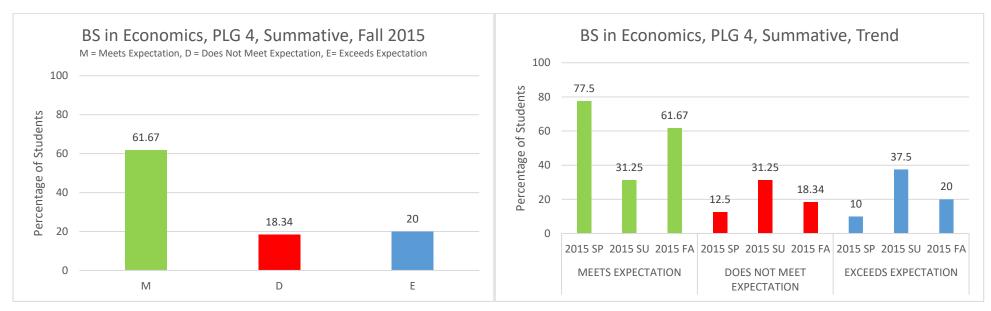


Figure BSE - 13 Figure BSE - 14

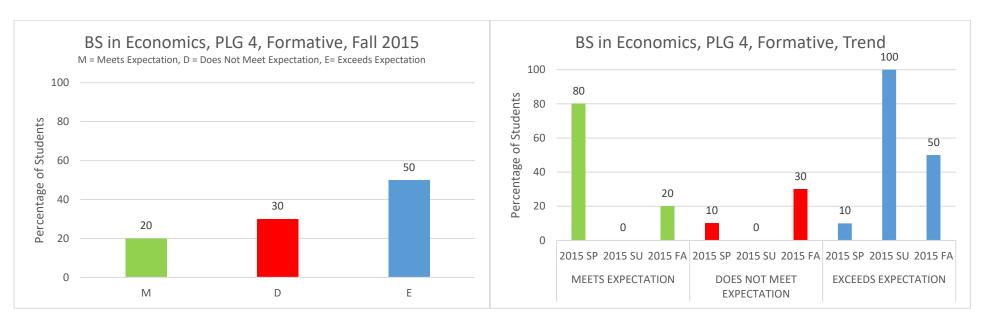


Figure BSE - 15 Figure BSE - 16

Program		Measurement			
Learning Goal	Measure	Criteria	Result	Observation(s)	Closing the Loop
5. Critical	Summative: Exit	Exit Assessment Test:	Please	Target: 60% students should	The department organized a lecture
Thinking and	Assessment Test,	Meets Expectation	see	meet or exceed expectations.	series for students titled "Economics
Analysis	and Course-	60% to 80%, Does Not	figures		at Work."
	Embedded	Meet Expectation <	BSE –	Students met the target.	
	Assessment ECO	60%, Exceeds	17		The department organized a seminar
	495 (Supervised	Expectation $> 80\%$.	through	The percentage of students	on the "Role of Supply-Side
	Research Paper) or		BSE –	not meeting expectation is	Factors."
	ECO 499 (Thesis)	Course-Embedded	20.	exhibiting a downward trend	
		Assessment: Rubric #		in the summative assessment.	
	Formative: ECO 450	BS.5.1.1.1		However, formative	
	selected question			assessment performance over	
	from final exam.			time is inconsistent.	

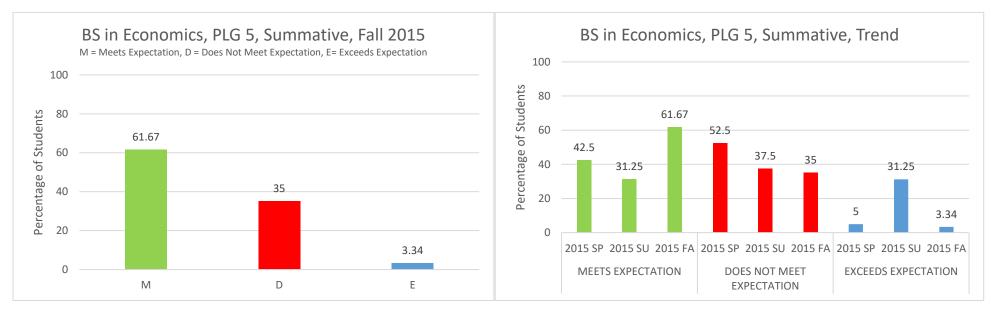


Figure BSE - 17 Figure BSE - 18

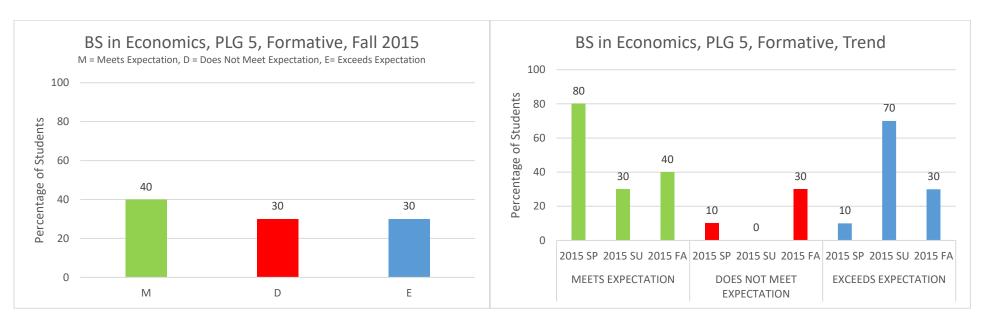


Figure BSE - 19 Figure BSE - 20

Fall 2015 Student Learning Assessment Report: MS in Economics

	Student					
Program	Learning		Measurement			
Learning Goal	Outcome	Measure	Criteria	Result	Observation(s)	Closing the Loop
1. Critical	1.1 Interpret and	Summative:	Rubric # MS.1.1.1.1	Please	Target: 60% students	The department organized a seminar on the
thinking skills in	critically review	Course-Embedded		see	should meet or	"Role of Supply-Side Factors."
relation to	articles in the	Assessment: ECO		figures	exceed expectations.	
microeconomics,	economics	695 or ECO 699		MSE-1		
macroeconomics	research	Literature Review		through	Students met the	
and econometrics	literature.	Section of Thesis or		MSE –	target.	
		Research Papers		4.		
					Student performance	
		Formative: ECO 502			is exhibiting an	
		final term paper			improving trend.	

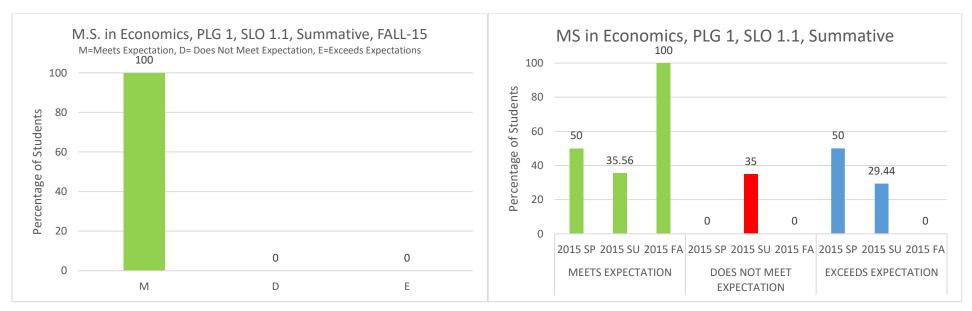


Figure MSE - 1 Figure MSE - 2

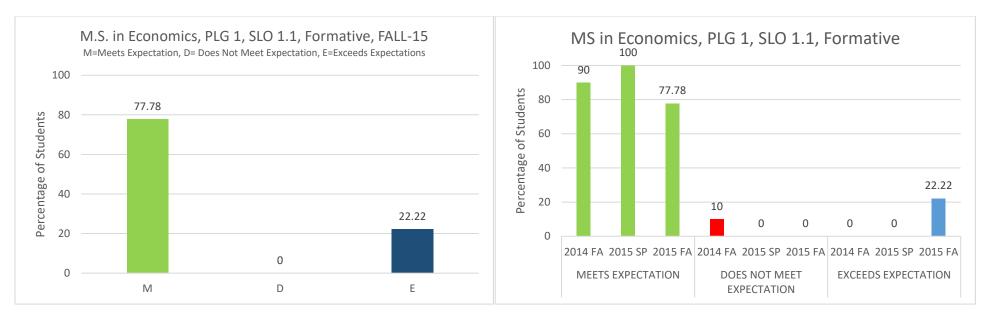


Figure MSE - 3 Figure MSE - 4

	Student					
Program	Learning		Measurement			
Learning Goal	Outcome	Measure	Criteria	Result	Observation(s)	Closing the Loop
2. Quantitative	2.1 Take a	Formative: ECO 502	MS2.1.1.1	Please see	Target: 60% students	A new faculty, with expertise in quantitative
analytical skills	rigorous,	final examination.		figures	should meet or exceed	economic modeling, joined SBE.
in application of	quantitative			MSE-5	expectations.	
economics	approach to			and MSE		
	economic			-6	Students met the target.	
	problems.					
					The percentages of	
					students meeting and	
					exceeding expectations are	
					exhibiting are gradually	
					increasing.	

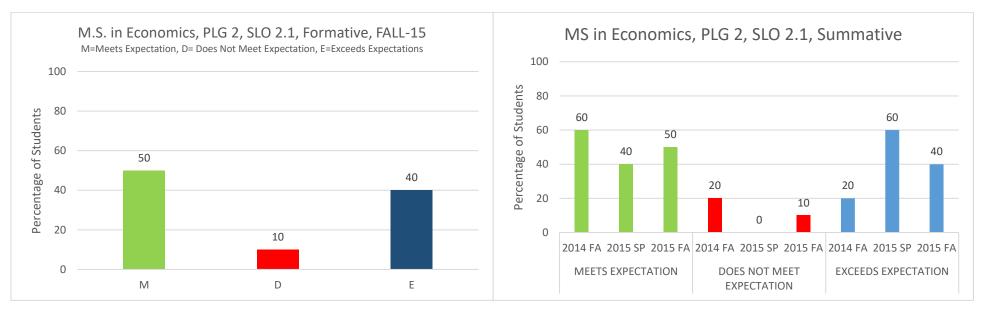
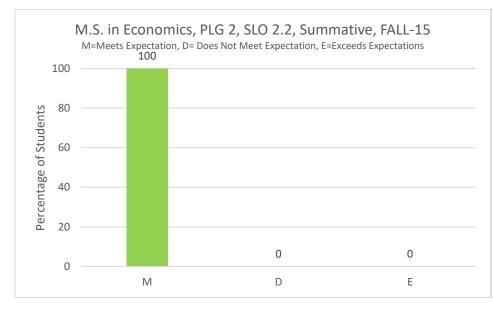


Figure MSE - 5 Figure MSE - 6

	Student					
Program	Learning		Measurement			
Learning Goal	Outcome	Measure	Criteria	Result	Observation(s)	Closing the Loop
2. Quantitative	2.2 Develop basic	Summative: ECO	MS.2.2.1.1	Please	Target: 60% students	The research guideline for graduate students
analytical skills	research skills in	695 or ECO 699:		see	should meet or	was completed and approved. The research
in application of	order to conduct	Economic modeling		figures	exceed expectations.	supervisors will utilize this guideline going
economics	research with	section of research		MSE-7		forward.
	minimal	papers or thesis.		and	Students met the	
	supervision			MSE - 8	target.	
					The percentage of	
					students meeting	
					expectation is	
					increasing over time.	



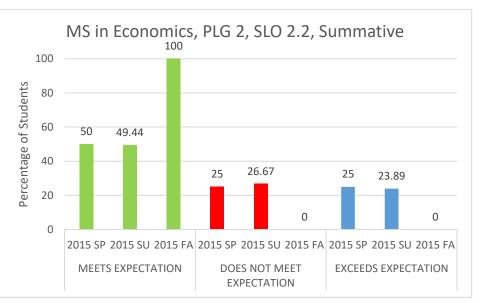


Figure MSE - 7 Figure MSE - 8

	Student					
Program	Learning		Measurement			
Learning Goal	Outcome	Measure	Criteria	Result	Observation(s)	Closing the Loop
3. Problem	3.1 Use economic	Summative: ECO	MS.3.1.1.1	Please	Target: 60% students should	A seminar was conducted on
solving skills for	principles,	695 or ECO 699:		see	meet or exceed expectations.	Bangladeshi monetary policies by an
economic and	theories and	Economic modeling		figures		economist from the central bank,
business decision	models to	section of research		MSE-9	Students met the target.	focusing on decision-making in public
making in public	analyze and	papers or thesis		through		and private sectors.
and private	explain how			MSE -	Student performance is	
sectors	decisions are	Formative: ECO 503		12	somewhat inconsistent.	
	made by	final Exam or ECO				
	individuals,	504 final exam.				
	organizations and					
	societies.					

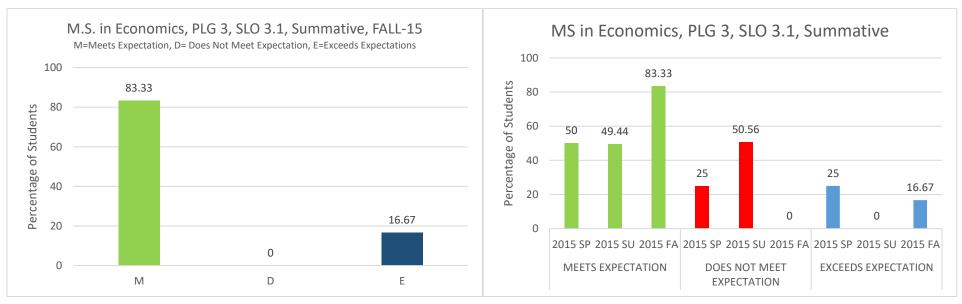


Figure MSE - 9 Figure MSE - 10

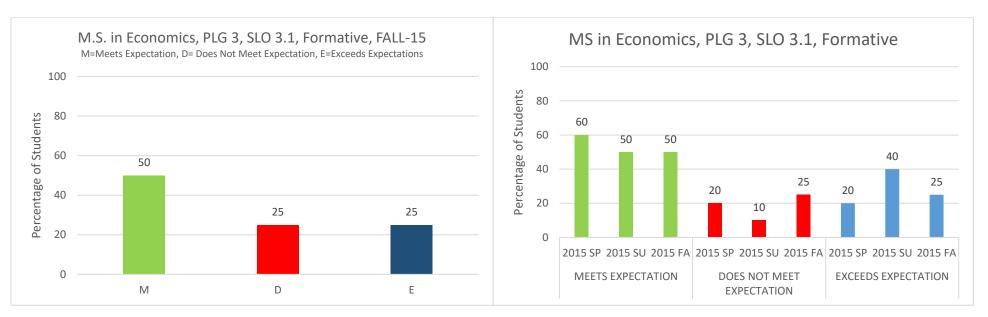
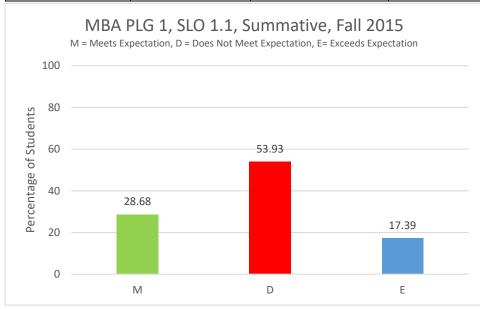


Figure MSE - 11 Figure MSE - 12

Fall 2015 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 did not meet the target. The worsening performance over time is a matter of concern.	New faculty member, with expertise in Research in Communication, joined the SBE faculty.



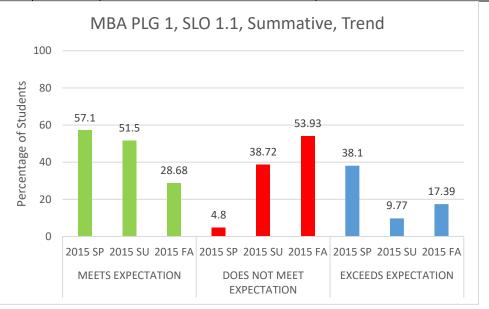


Figure MBA - 1 Figure MBA - 2

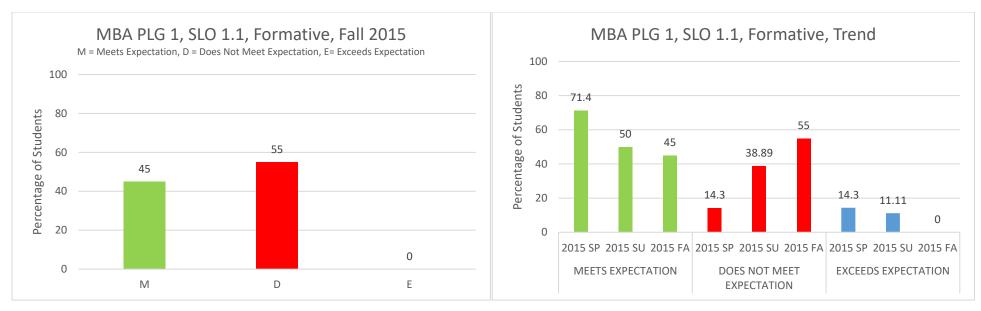
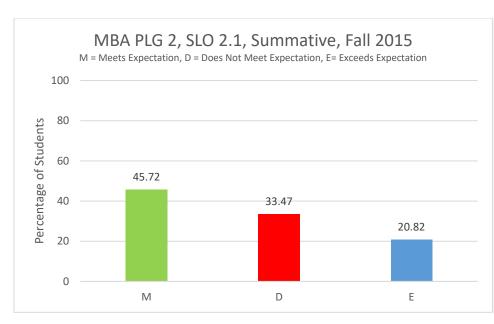


Figure MBA - 3 Figure MBA - 4

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 did not meet the target. Student performance is deteriorating over time.	A renowned scholar with expertise in "Functional Data Analysis" joined the SBE faculty. A seminar on the mechanisms of Letter of Credit was held. A lecture was organized on the following topic - "Monetary Policy in Action: Understanding How Bangladesh Bank's Monetary Policy works." A panel discussion was held on effective recruitment and selection.



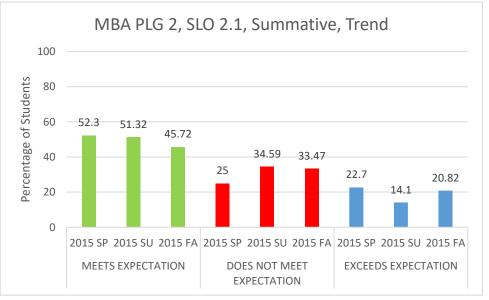


Figure MBA - 5 Figure MBA - 6

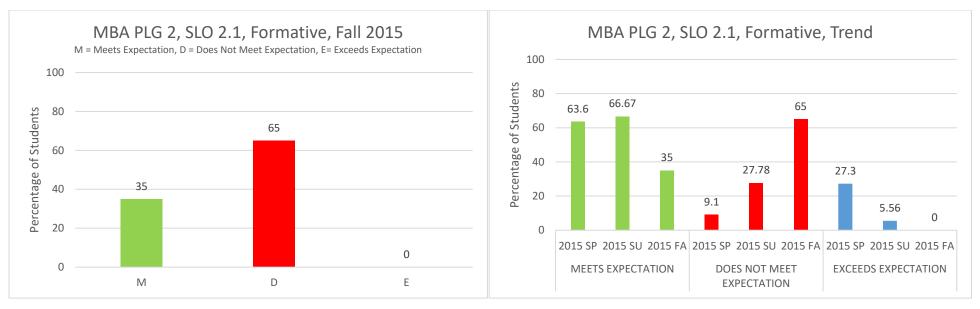
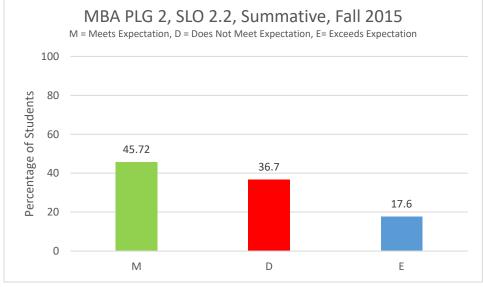


Figure MBA - 7 Figure MBA - 8

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 did not meet the target. The percentages of students not meeting expectation is increasing over time.	An industry expert was brought in as a guest lecture to discuss job roles to achieve operational excellence. New Ph.D. faculty with expertise in BPR has joined the SBE faculty.



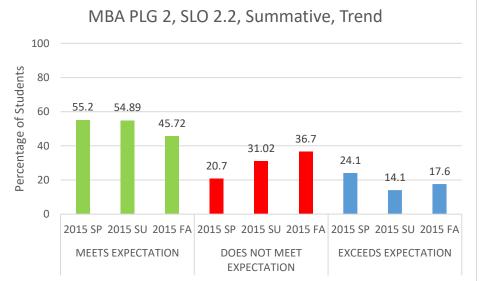


Figure MBA - 9 Figure MBA - 10

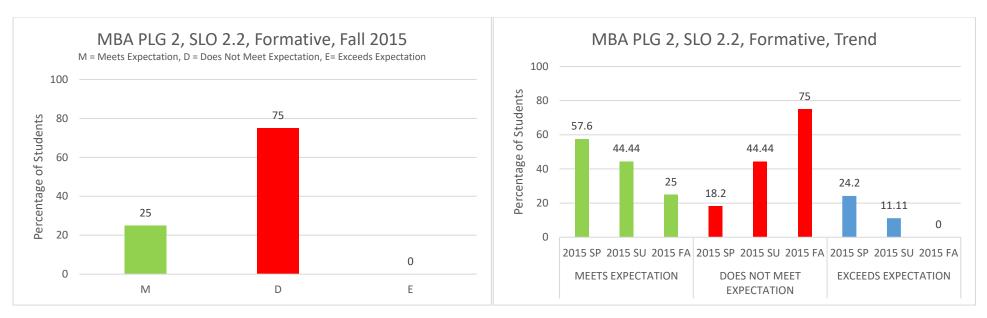
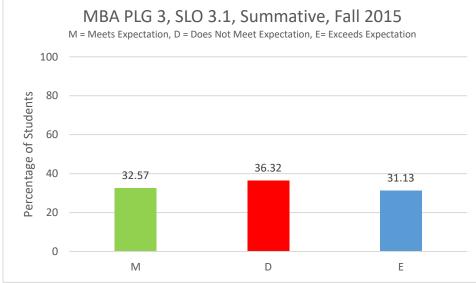


Figure MBA - 11 Figure MBA - 12

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 did not meet the target. The percentages of students not meeting expectation is increasing.	The highly popular entrepreneurship simulation was organized and executed by business students, especially those enrolled in the required Entrepreneurship course. A senior executive from one of Bangladesh's largest telecommunication companies gave a lecture on amalgamating practical insight and theoretical knowledge. The ACM-ICPC event held at NSU allowed students the opportunity to utilize latest business and IT tools for problem solving. A workshop on SPSS was held to acquaint scholars with SPPS in a functional context. Several workshops on digital marketing were held.



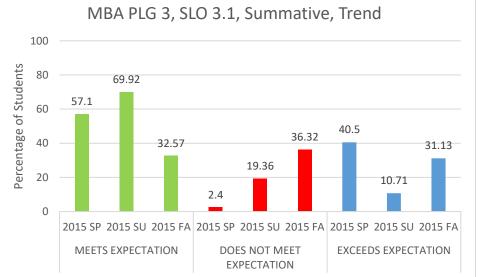


Figure MBA - 13 Figure MBA - 14

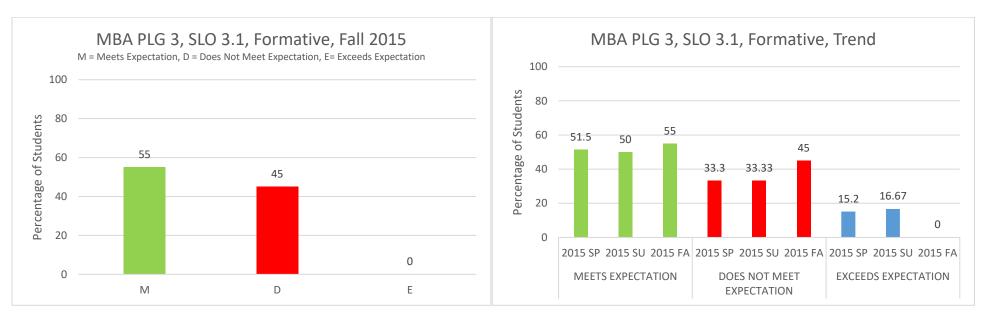


Figure MBA - 15 Figure MBA - 16

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 did not meet the target. The rapid increase in the percentages of students not meeting expectation is very concerning.	A seminar on the mechanisms of the Letter of Credit as a global transactional tool was held. A seminar titled "Ethics in International Business was held."

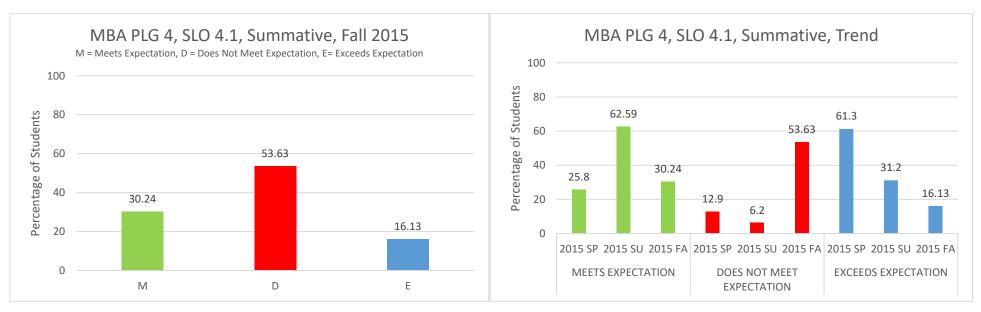


Figure MBA - 17 Figure MBA - 18

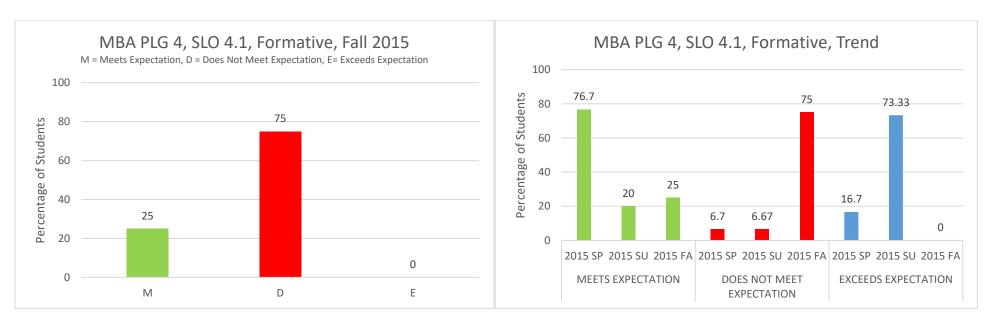


Figure MBA - 19 Figure MBA - 20

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 did not meet the target. Students' performance is worsening over time.	The Department of History and Philosophy conducted a seminar on Ethics. A seminar on "Transformational Leadership" was held.

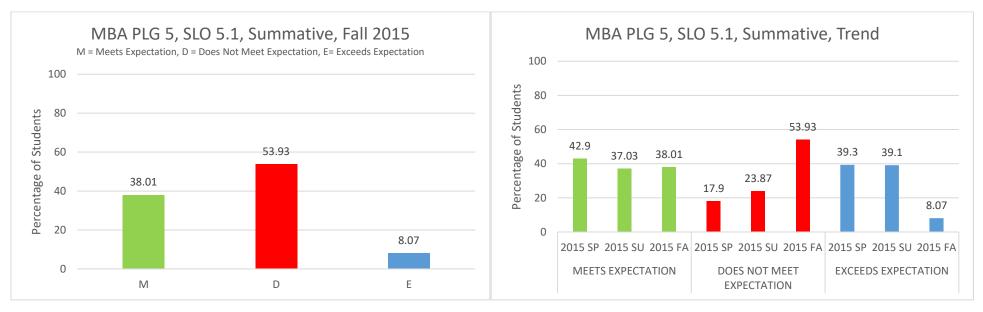
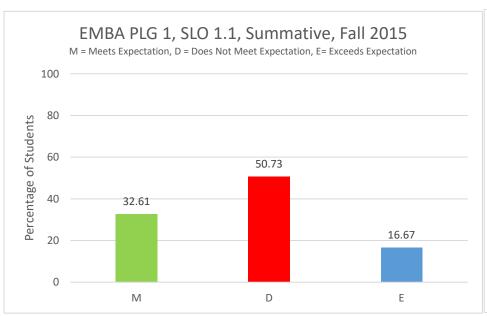


Figure MBA - 21 Figure MBA - 22

Fall 2015 Student Learning Assessment Report: Executive Master of Business Administration

	Student					
Program	Learning		Measurement			
Learning Goal	Outcome	Measure	Criteria	Result	Observation(s)	Closing the Loop
1. Managerial	1.1 Communicate	Summative: Exit	Assessment Tests	See	Target: 80% students	New faculty member, with expertise in
Communications	effectively	Assessment Test	Meets Expectation:	Figures	should meet or,	Research in Communication, joined the
	toward	and Course-	60% -80%; Does Not	EMBA –	exceed expectation.	SBE faculty.
	achieving	Embedded	Meet Expectation <	1		
	managerial	Assessment (EMB	60%; Exceeds	through	Students did not meet	
	objectives.	690 final term	Expectation> 80%	EMBA -	the target.	
		project)		4		
			Course-Embedded		Students'	
		Formative: Course-	Assessment: Rubric #		performance is	
		Embedded	EM.1.1.1.1		deteriorating over	
		Assessment (EMB			time.	
		650 final term				
		project)				



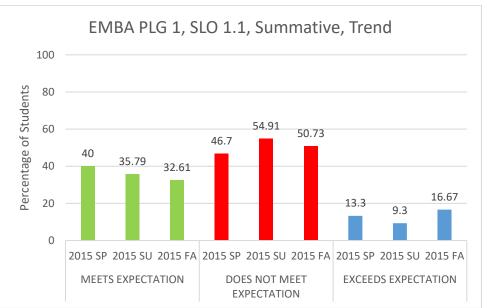


Figure EMBA - 1 Figure EMBA - 2

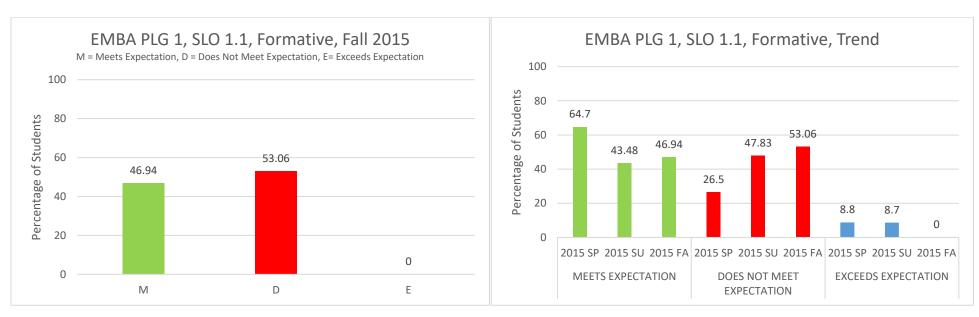


Figure EMBA - 3 Figure EMBA - 4

	Student					
Program	Learning		Measurement			
Learning Goal	Outcome	Measure	Criteria	Result	Observation(s)	Closing the Loop
2. Critical	2.1 Apply	Summative: Exit	Assessment Tests	See	Target: 80% students	A renowned scholar with expertise in
Thinking and	appropriate	Assessment Test and	Meets Expectation:	Figures	should meet or, exceed	"Functional Data Analysis" joined the
Decision	analytic	Course-Embedded	60% -80%; Does Not	EMBA –	expectation.	SBE faculty.
Making	framework to solving management problems, and developing of integrative managerial solutions.	Assessment (EMB 690 final term project) Formative: Course-Embedded Assessment (EMB 650 final term project)	Meet Expectation < 60%; Exceeds Expectation > 80% Course-Embedded Assessment: Rubric # EM.2.1.1.1	5 through EMBA - 8	Students did not meet the target. The percentages of students not meeting expectation are increasing over time	A seminar on the mechanisms of Letter of Credit was held. A lecture was organized on the following topic - "Monetary Policy in Action: Understanding How Bangladesh Bank's Monetary Policy works." A panel discussion was held on effective recruitment and selection.

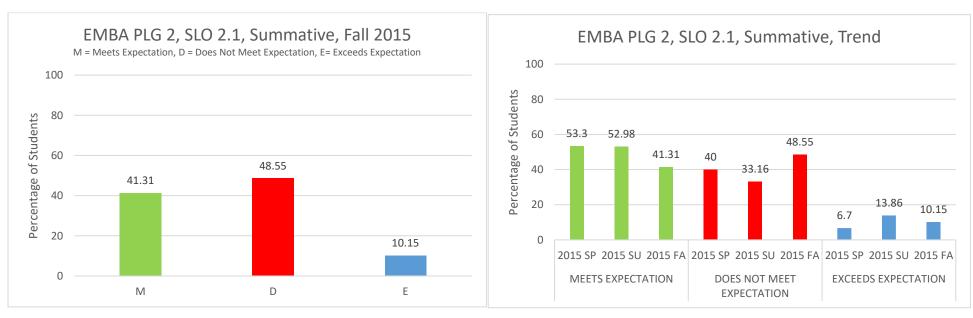


Figure EMBA - 5 Figure EMBA - 6

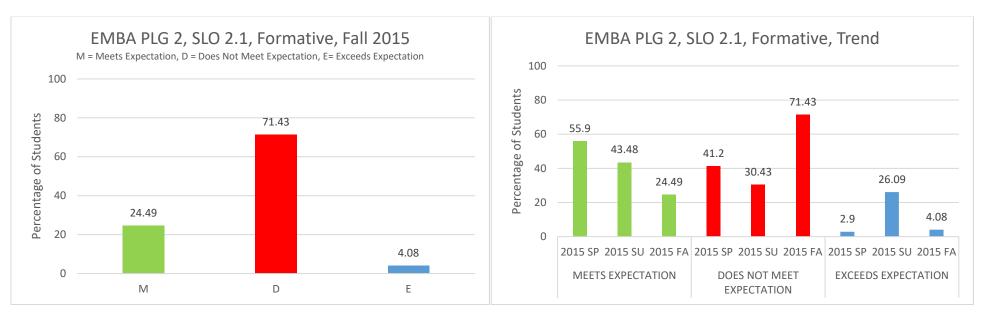
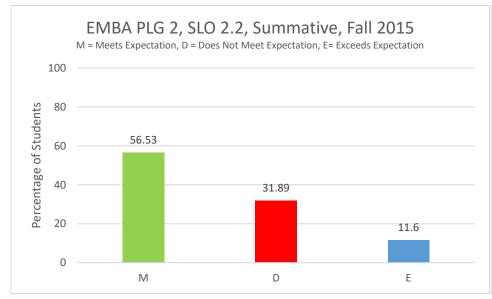


Figure EMBA - 7 Figure EMBA - 8

Program	Student Learning		Measurement			
Learning Goal	Outcome	Measure	Criteria	Result	Observation(s)	Closing the Loop
2. Critical	2.2 Determine	Summative: Exit	Assessment Tests	See	Target: 80% students	An industry expert was brought in as a
Thinking and	relevant	Assessment Test and	Meets Expectation:	Figures	should meet or, exceed	guest lecture to discuss job roles to
Decision	decision	Course-Embedded	60% -80%; Does Not	EMBA –	expectation.	achieve operational excellence.
Making	criteria and	Assessment (EMB	Meet Expectation <	9		1
	alternatives,	690 final term	60%; Exceeds	through	Students did not meet the	New Ph.D. faculty with expertise in
	and identify	project)	Expectation> 80%	EMBA -	target.	BPR has joined the SBE faculty.
	the optimal			12		
	solution.	Formative: Course-	Course-Embedded		The percentages of	
		Embedded	Assessment: Rubric #		students not meeting	
		Assessment (EMB	EM.2.1.1.1		expectation are increasing.	
		650 final term				
		project)				



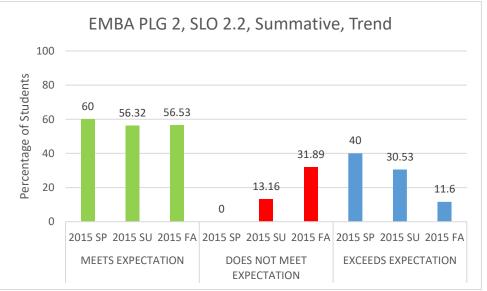


Figure EMBA - 9 Figure EMBA - 10

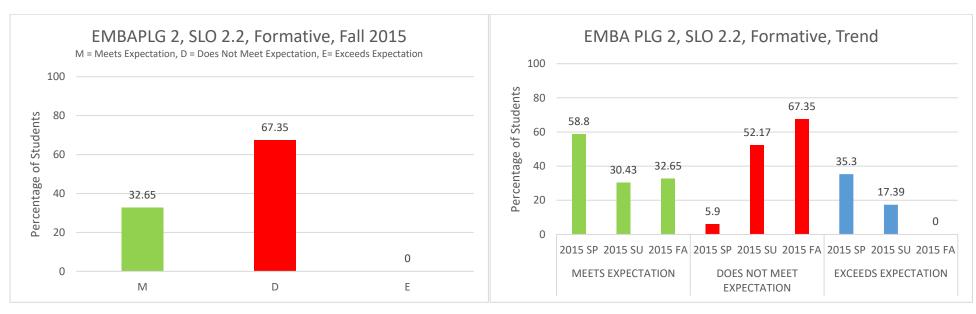
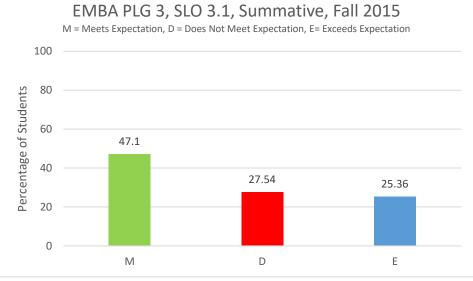


Figure EMBA - 11 Figure EMBA - 12

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 did not meet the target. Students' performance is inconsistent.	The highly popular entrepreneurship simulation was organized and executed by business students, especially those enrolled in the required Entrepreneurship course. A senior executive from one of Bangladesh's largest telecommunication companies gave a lecture on amalgamating practical insight and theoretical knowledge. The ACM-ICPC event held at NSU allowed students the opportunity to utilize latest business and IT tools for problem solving. A workshop on SPSS was held to acquaint scholars with SPPS in a functional context. Several workshops on digital marketing were held.



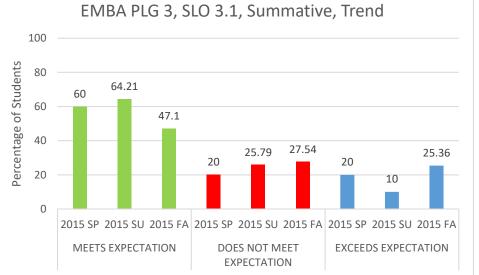


Figure EMBA - 13 Figure EMBA - 14

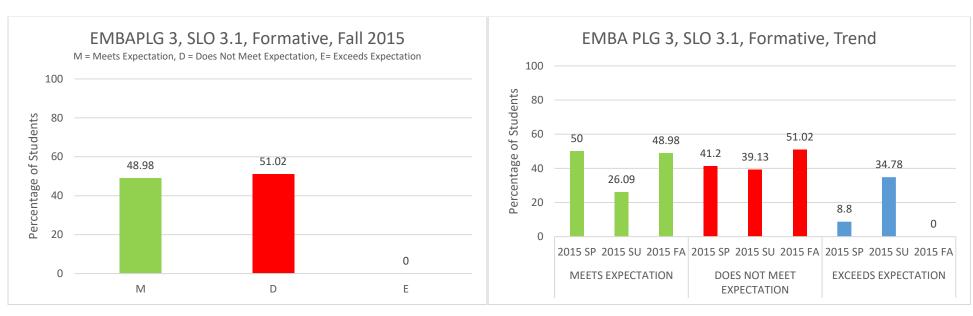
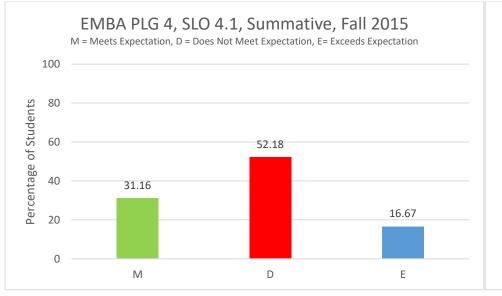


Figure EMBA - 15 Figure EMBA - 16

Program	Student Learning		Measurement			
Learning Goal	Outcome	Measure	Criteria	Result	Observation(s)	Closing the Loop
4. Global	4.1 Augment	Summative: Exit	Assessment Tests	See	Target: 80% students	A seminar on the mechanisms of the Letter
Perspective	business	Assessment Test and	Meets Expectation:	Figures	should meet or,	of Credit as a global transactional tool was
	decisions with	Course-Embedded Assessment (EMB	60% -80%; Does Not Meet Expectation <	EMBA –	exceed expectation.	held.
	global considerations.	690 final term	60%; Exceeds	through	Students did not meet	A seminar titled "Ethics in International
	considerations.	project)	Expectation> 80%	EMBA -	the target.	Business was held."
				20	The rapid increases in	
		<u>Formative</u> : Course-	Course-Embedded		the percentages of	
		Embedded	Assessment: Rubric #		students not meeting	
		Assessment (EMB	EM.4.1.1.1		expectation is a	
		670 final term project)			source for concern.	



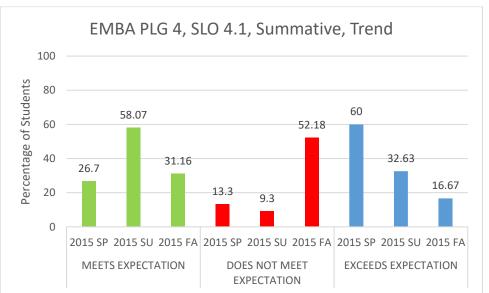


Figure EMBA - 17 Figure EMBA - 18

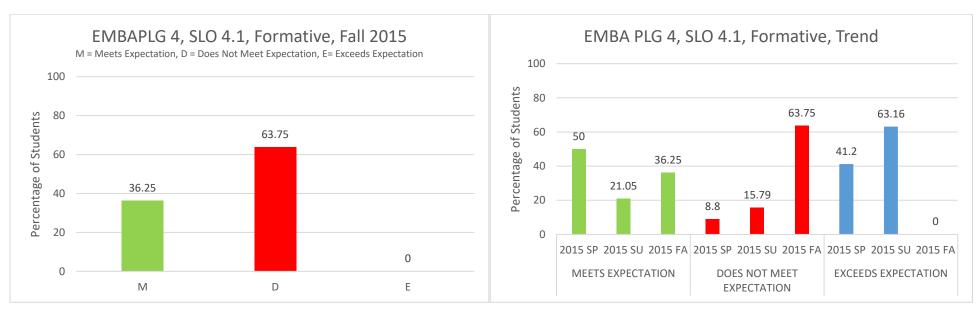


Figure EMBA - 19 Figure EMBA - 20

Program	Student Learning		Measurement			
Learning Goal	Outcome	Measure	Criteria	Result	Observation(s)	Closing the Loop
5. Ethical considerations	5.1 Evaluate and articulate ethical considerations in managerial decision making and in enterprise	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%	See Figures EMBA - 21 and EMBA - 22	Target: 80% students should meet or, exceed expectation Students did not meet the target.	The Department of History and Philosophy conducted a seminar on Ethics. A seminar on "Transformational Leadership" was held.
	management.	projecty	Course-Embedded Assessment: Rubric # EM.5.1.1.1		The percentage of students not meeting expectation is showing an increasing trend.	

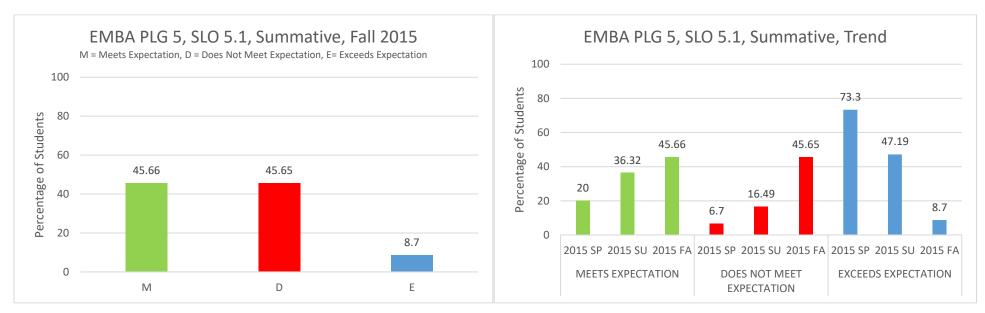


Figure EMBA - 21 Figure EMBA - 22

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