# BBA, MBA, and EMBA Program Student Learning Assessment Report:
# Fall 2017

NSU SBE

**NORTH SOUTH UNIVERSITY**
SCHOOL OF BUSINESS AND ECONOMICS

# Contents

# Fall 2017 Student Learning Assessment Report:  BBA Program

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

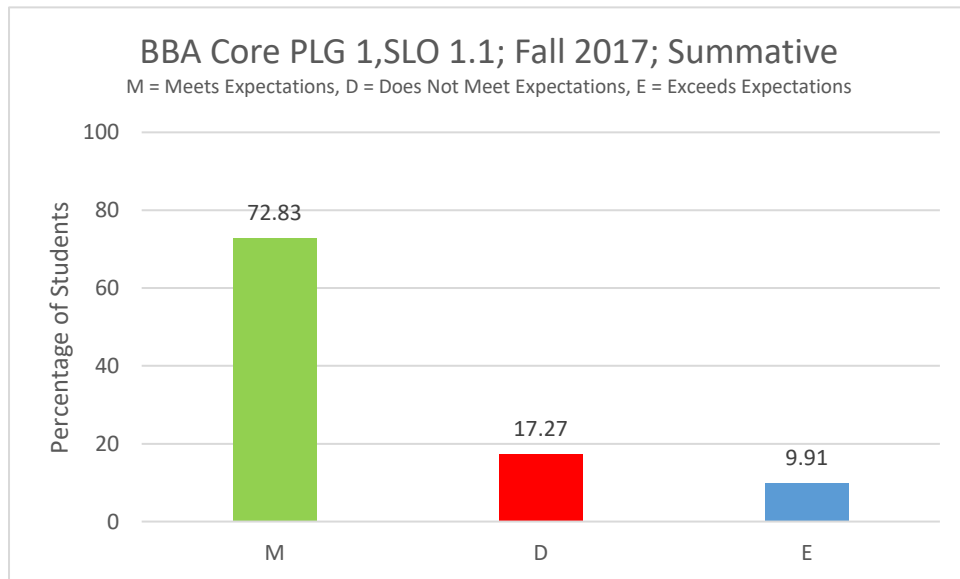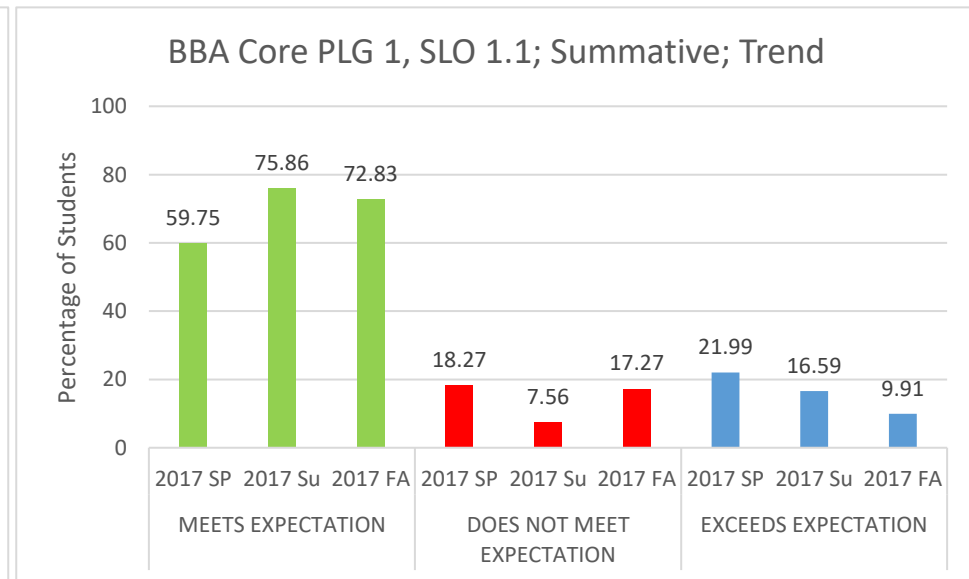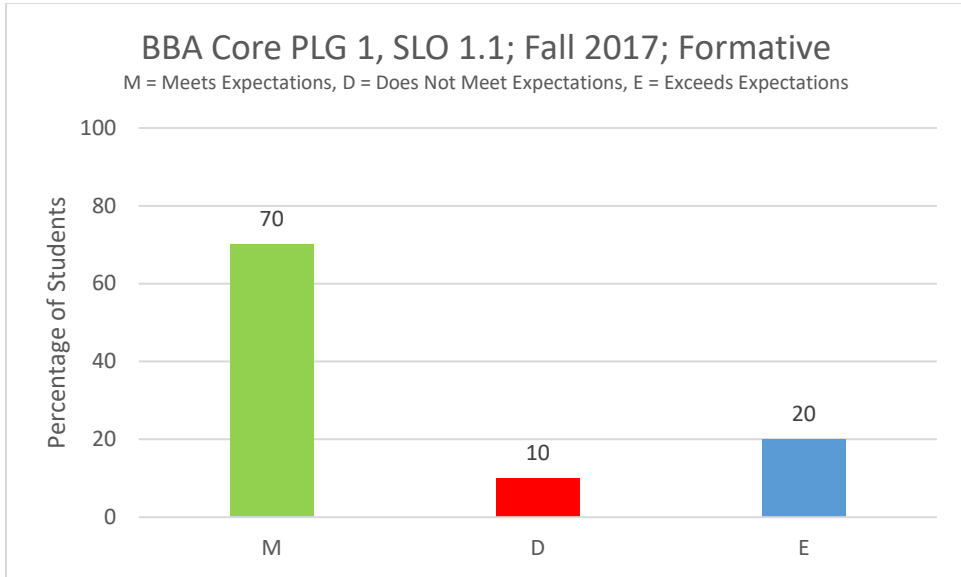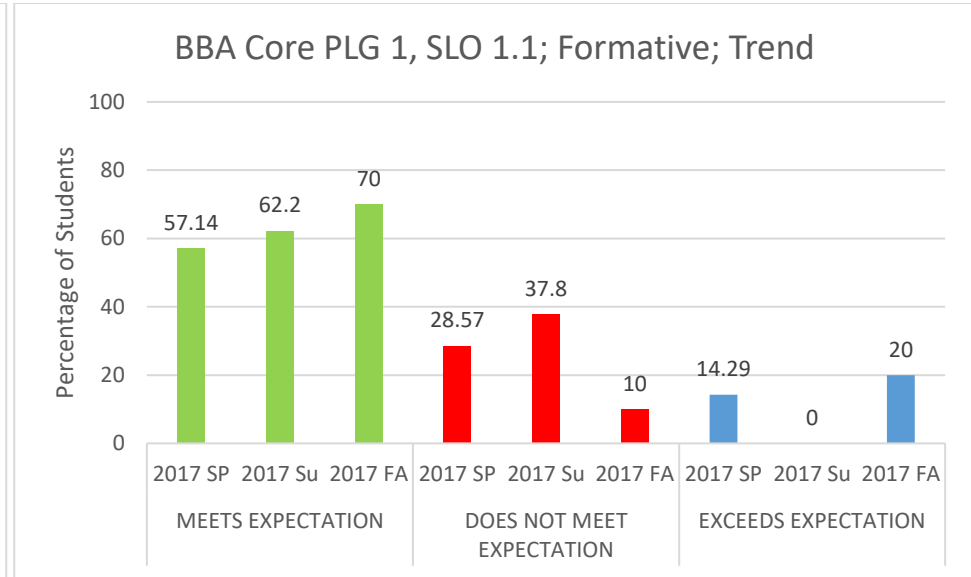| Program Learning Goal | Student Learning Outcome | Measure | Measurement Criteria | Result | Observation(s) | Closing the Loop |
|---|---|---|---|---|---|---|
| 1. Communications | 1.1 Communicate ideas and arguments effectively | Summative: Exit Assessment Test, and Course Embedded Assessment (MGT 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:  Students show an improving trend in formative assessment with a significant increase in percentage of students exceeding expectation. However in summative assessment percentage of students not meeting expectation is showing an increasing trend. | Department of English and Modern Languages continued their Discourse series for students in Fall 2017. Well-known authors were invited to talk about writing process and the craft of writing. |



*Figure BBA Core- 1*



*Figure BBA Core- 2*

Figure BBA Core- 3



Figure BBA Core- 4

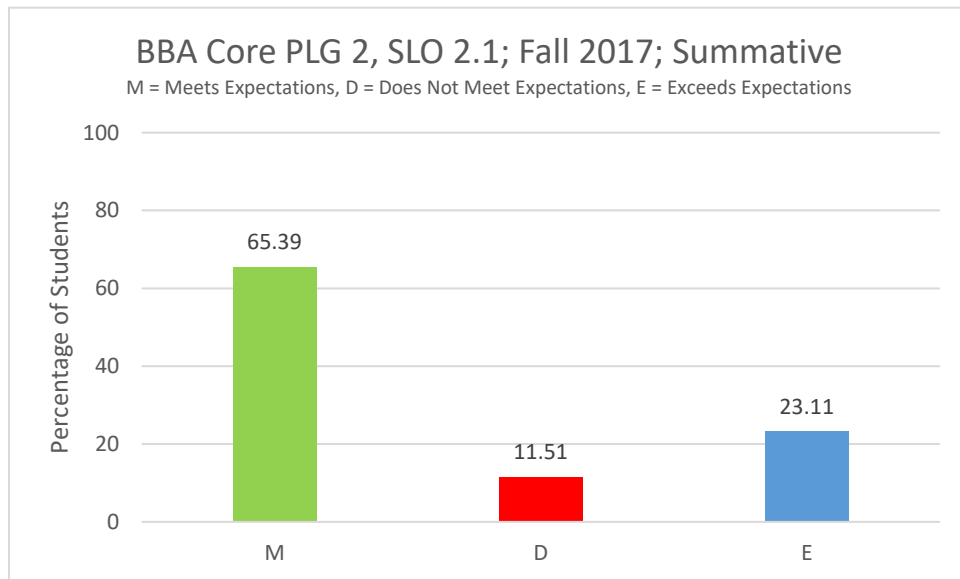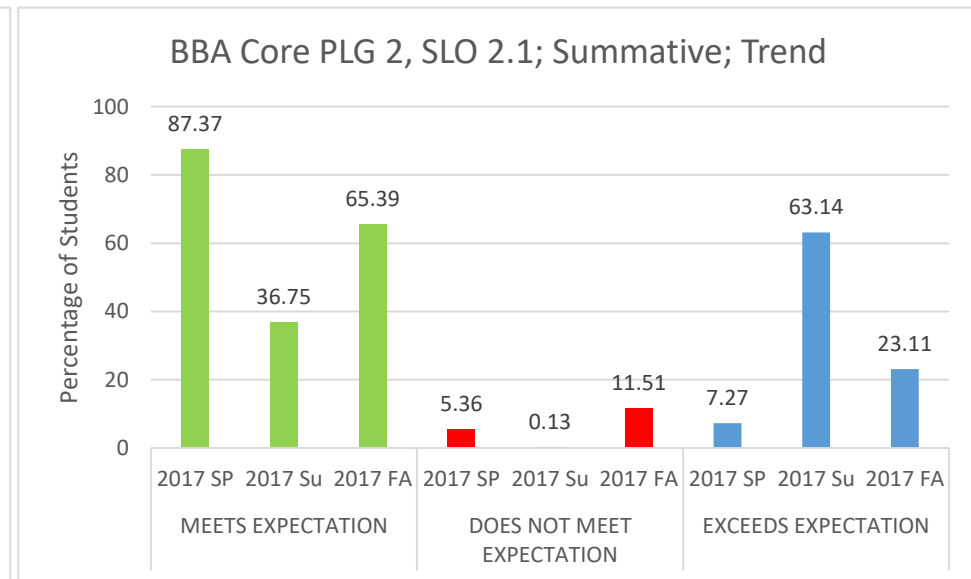| Program Learning Goal | Student Learning Outcome | Measure | Measurement Criteria | Result | Observation(s) | Closing the Loop |
|---|---|---|---|---|---|---|
| 2. Critical Thinking | 2.1 Correctly apply foundation knowledge gained in BBA core courses for analysis and decision making | Summative: Exit 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: The percentage of students exceeding expectation has decreased over the period with a slight increase in percentage of students not meeting expectation. | Students are encouraged to take part in business competitions like Bizmaestros that provides students the opportunities to present their creative minds and apply foundation knowledge gained in academic courses. |



Figure BBA Core- 5



Figure BBA Core- 6

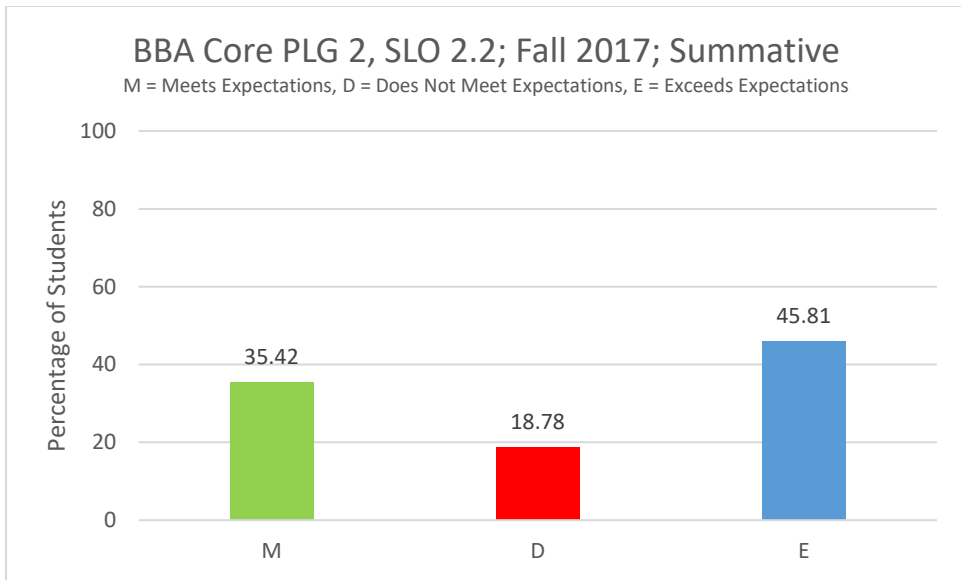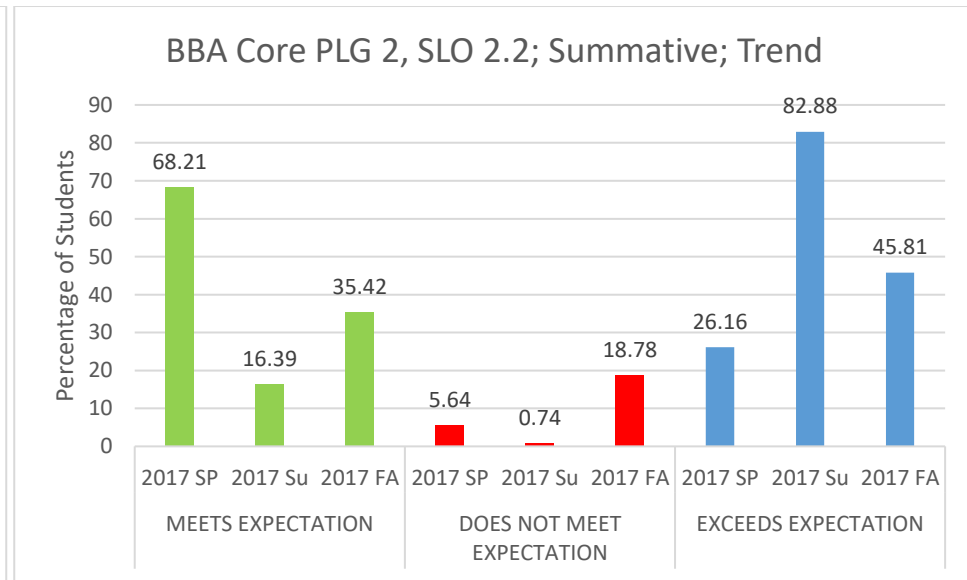| Program Learning Goal | Student Learning Outcome | Measure | Measurement Criteria | Result | Observation(s) | Closing the Loop |
|---|---|---|---|---|---|---|
| 2. Critical Thinking | 2.2. Engage in critical thinking and analysis of business phenomena to realize opportunities for performance improvement 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 met the target Trend: Students performance in formative assessment has improved over the period with a sharp increase in percentage of students exceeding expectation. | NSU organizes different business competitions and also encourages students to take part in external business competitions like Bizmaestros. These competitions provide them a platform to present their creative minds and apply foundation knowledge gained in academic courses in real business scenarios. |



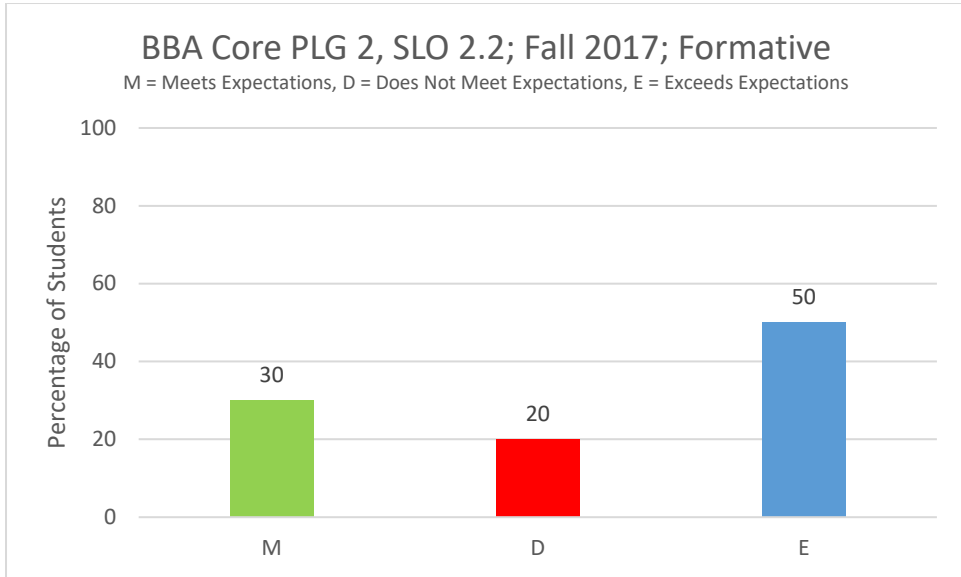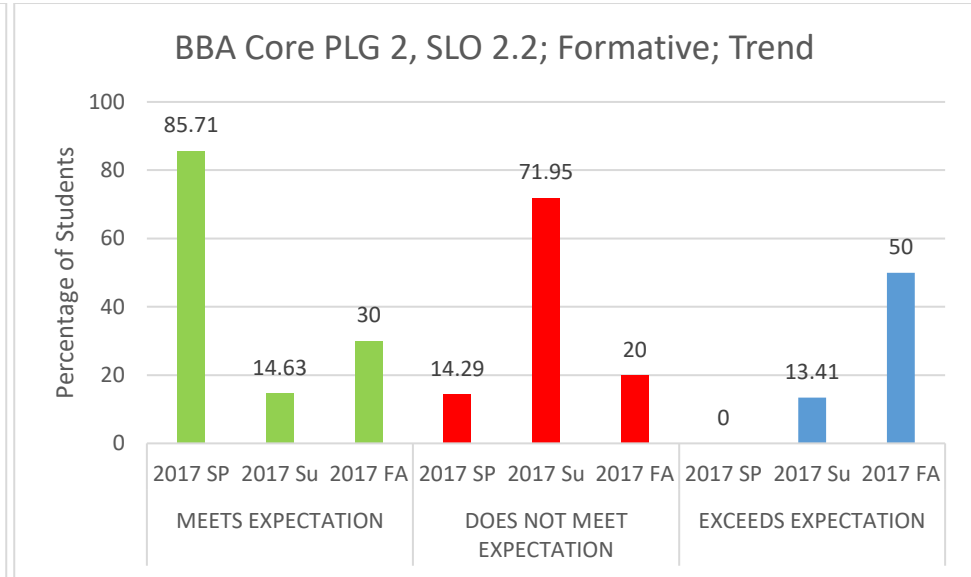Figure BBA Core- 7



Figure BBA Core- 8

Figure BBA Core- 9



Figure BBA Core- 10

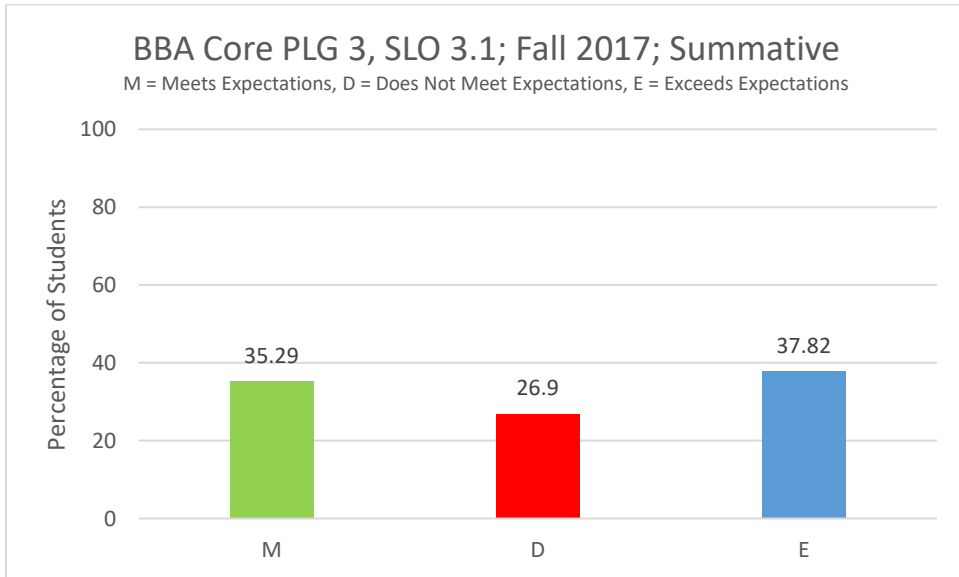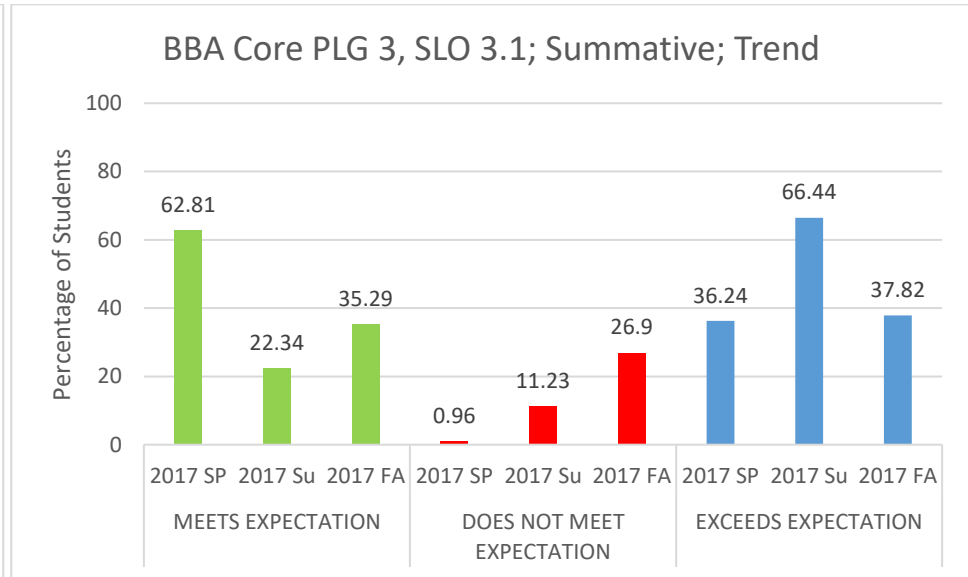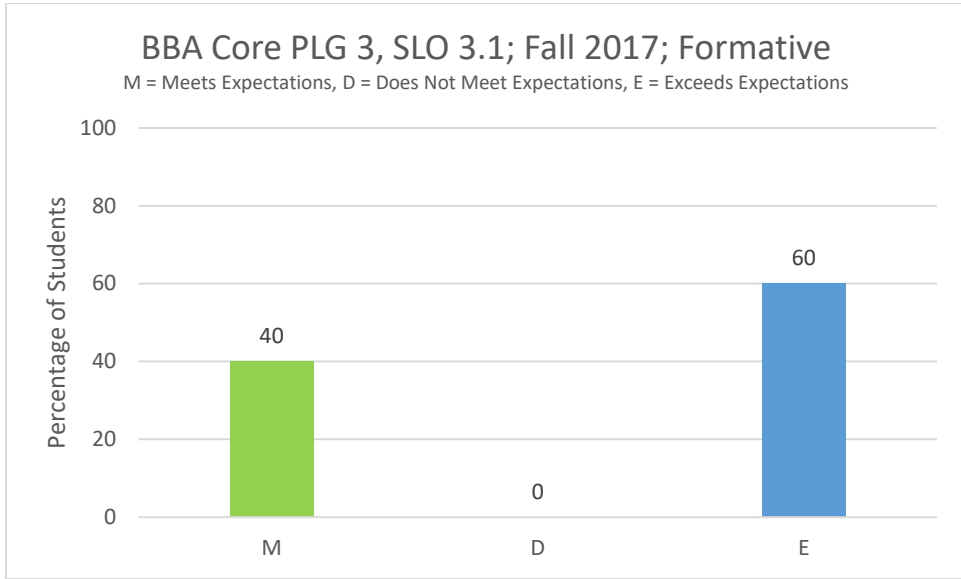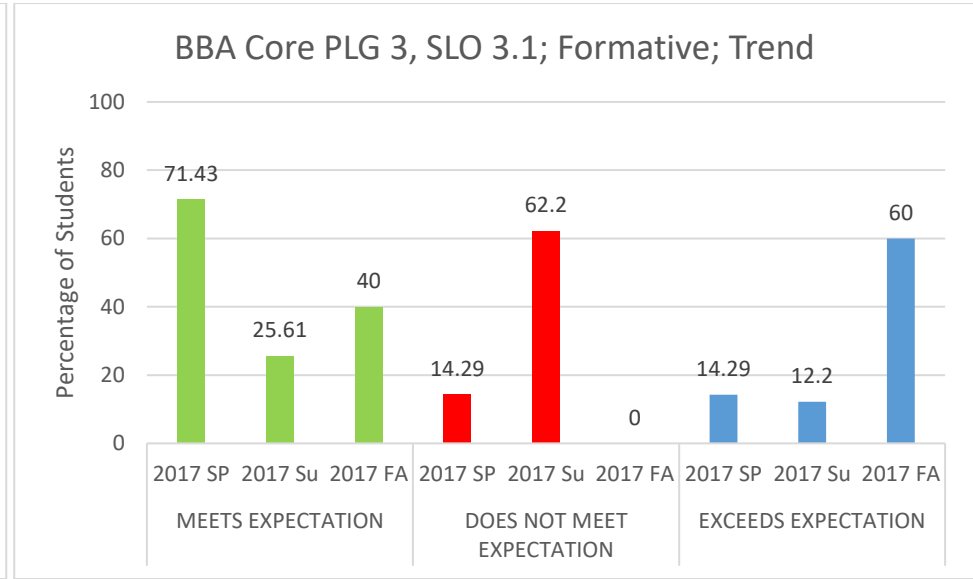| Program Learning Goal | Student Learning Outcome | Measure | Measurement Criteria | Result | Observation(s) | Closing the Loop |
|---|---|---|---|---|---|---|
| 3. Integration | 3.1 Utilize knowledge in the areas of accounting, management, finance, and marketing as business professionals. | Summative: 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 met the target in formative assessment but not in summative assessment. Trend: Students performance has significantly improved in formative assessment however performance in summative assessment has deteriorated. | A number of seminars and workshops were organized by several SBE co-curricular organizations. These seminars and workshops featured industry leaders and experts. These events provide key information about the current business landscapes as well as future issues. |



Figure BBA Core- 11



Figure BBA Core- 12

Figure BBA Core- 13



Figure BBA Core- 14

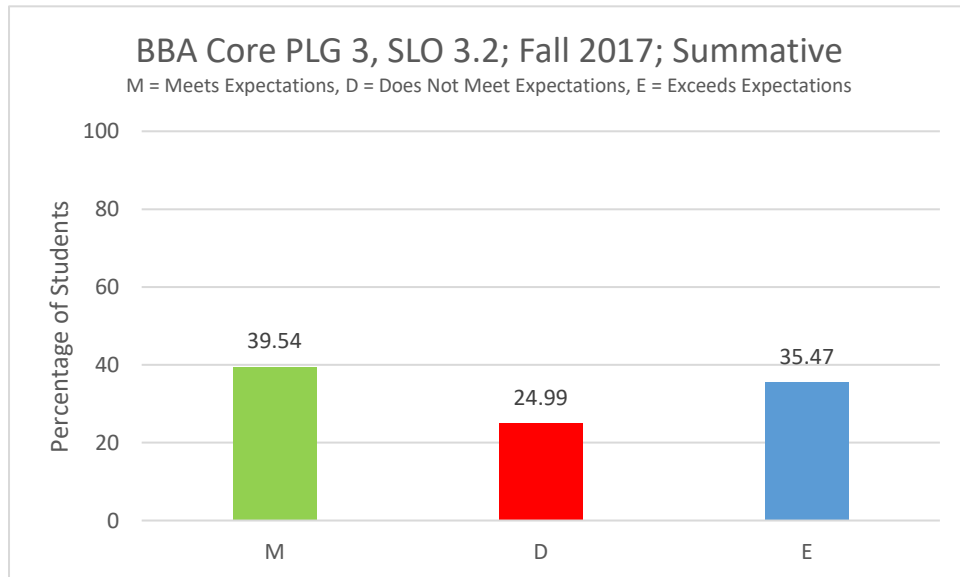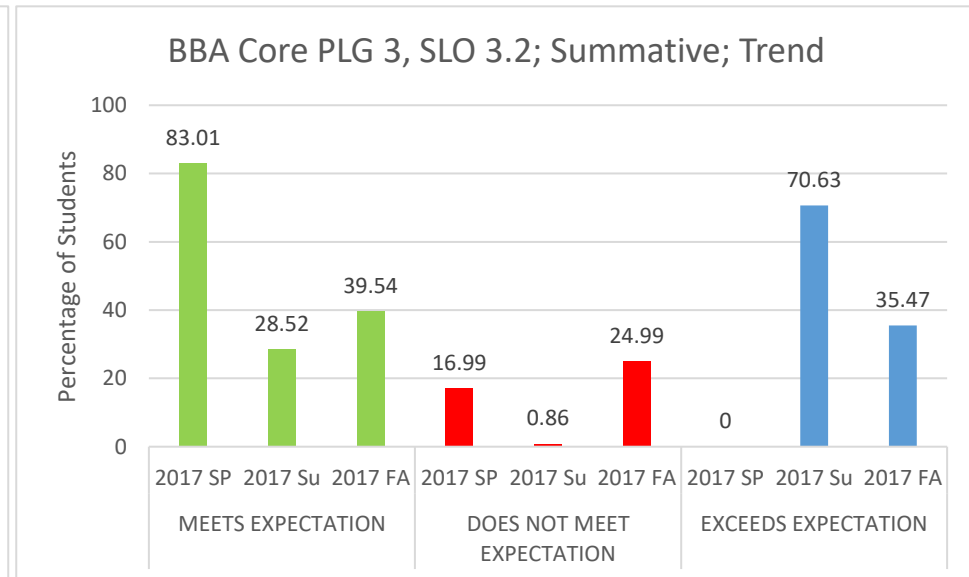| Program Learning Goal | Student Learning Outcome | Measure | Measurement Criteria | Result | Observation(s) | Closing the Loop |
|---|---|---|---|---|---|---|
| 3. Integration | 3.2 Utilize the latest business tools to analyze information, to improve productivity and decision-making, and to achieve performance targets efficiently | Summative: Exit Assessment Test, and Course-Embedded Assessment (MGT 489, integrative capstone course, group term projects)<br><br>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%<br><br>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.<br><br>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.<br><br>Students met the target.<br><br>Trend: Although students have met the target but their performance has deteriorated over the period. | A number of seminars and workshops were organized by several SBE co-curricular organizations. These seminars and workshops featured industry leaders and experts. These events provide key information about the current business landscapes as well as future issues. |



Figure BBA Core- 15



Figure BBA Core- 16

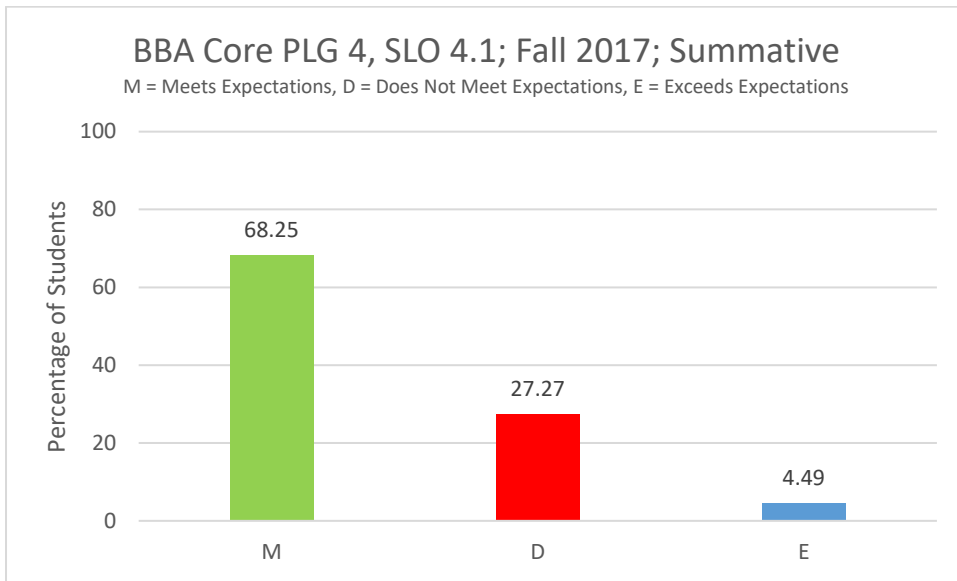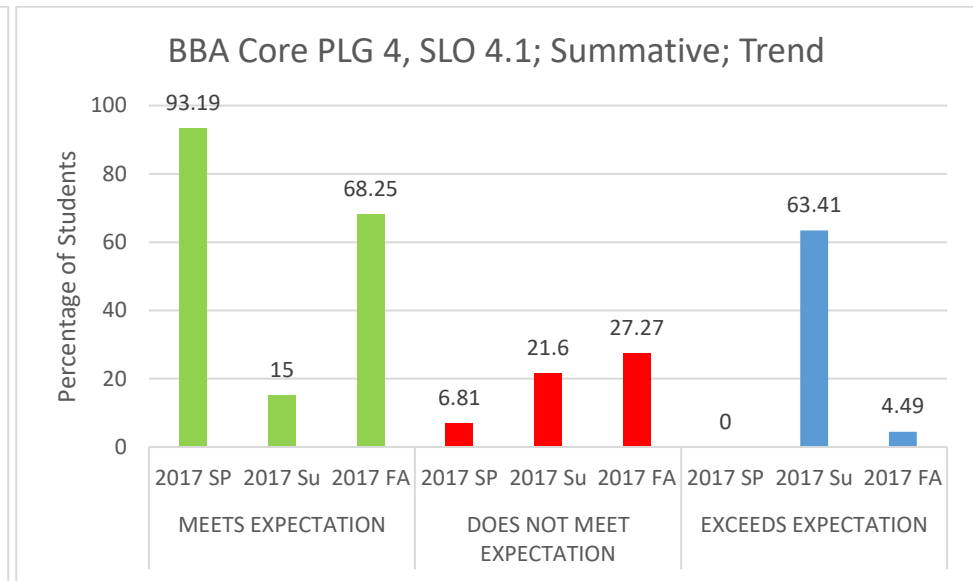| Program Learning Goal | Student Learning Outcome | Measure | Measurement Criteria | Result | Observation(s) | Closing the Loop |
|---|---|---|---|---|---|---|
| 4. Ethics | 4.1 Uphold ethical standards in every professional practice | Summative: Exit Assessment Test, and Course-Embedded Assessment (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 failed to meet the target Trend: There is an increase in percentage of students not meeting expectation. This is an area of concern. | NSU Ethics club organizes different seminars to make students aware about ethical standards. |



Figure BBA Core- 17



Figure BBA Core- 18

# Fall 2017 Student Learning Assessment Report: Major in Accounting and Finance

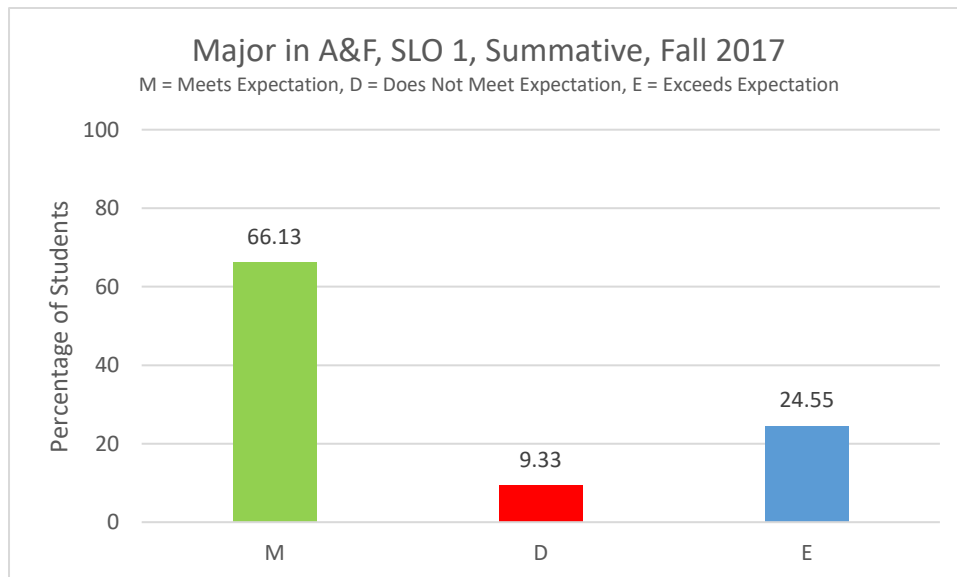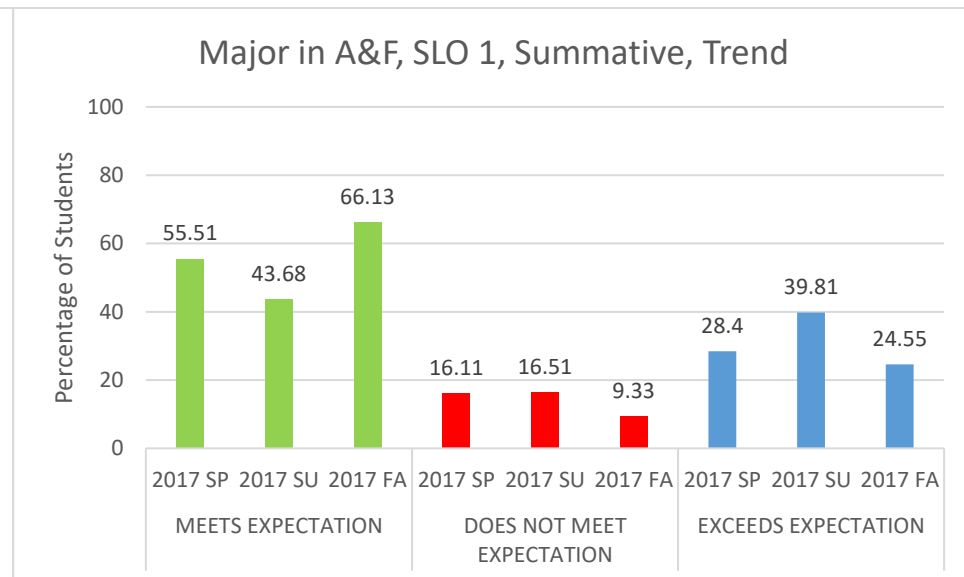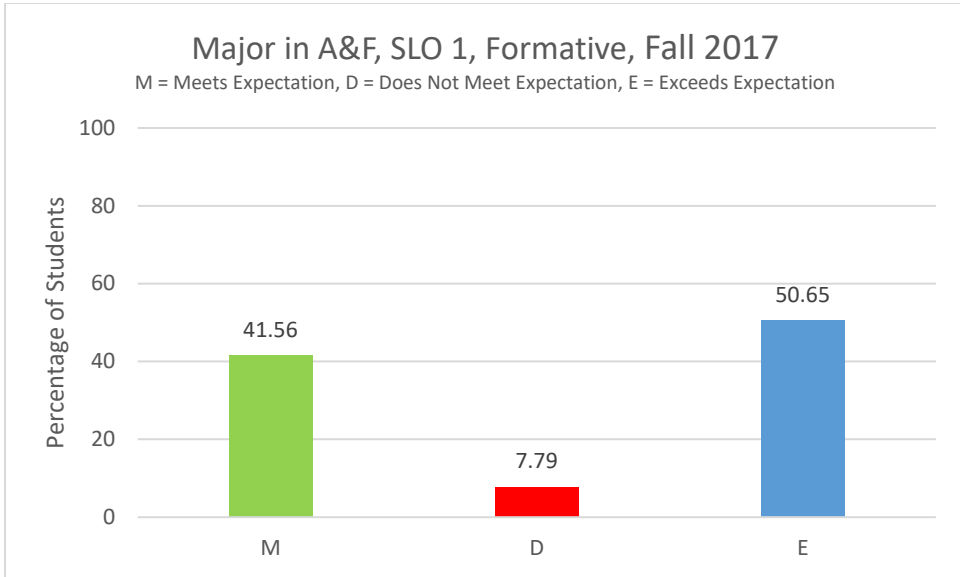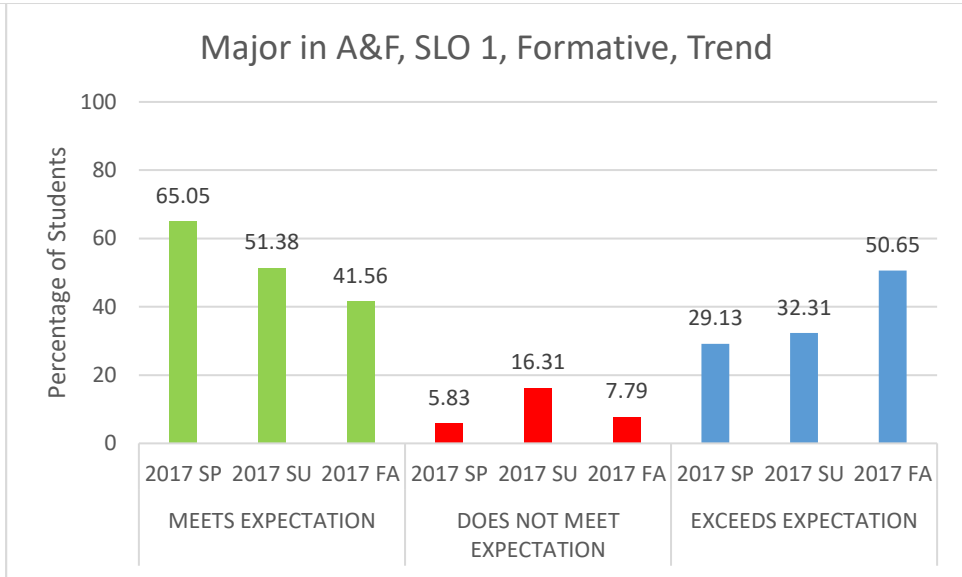| Student Learning Outcome | Measure | Measurement Criteria | Results | Observation(s) | Closing the Loop |
|---|---|---|---|---|---|
| A&F.1. Identify and classify financial information; present and interpret financial statements | Summative: - Exit Assessment Test, and Course Embedded Assessment (FIN 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 met the target.  Trend: Students performance has improved over the period. | As a part of standardized syllabus all students of FIN 440 are given a project that requires them to work in teams on financial statements that demonstrates practical application of income statement, balance sheet and cash flows. They interpret these financial statements using appropriate financial tools. |



Figure A&F 1



Figure A&F 2

Figure A&F 3



Figure A&F 4

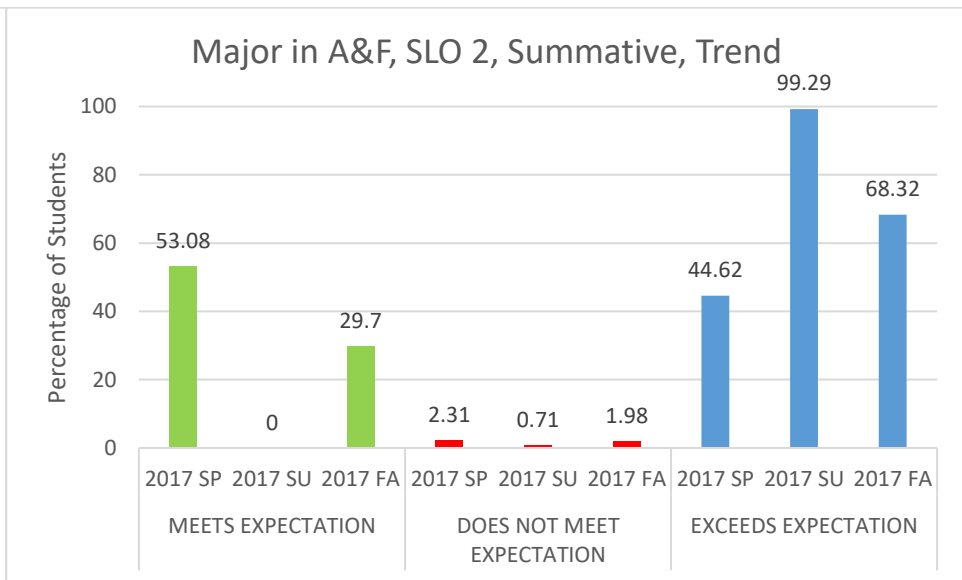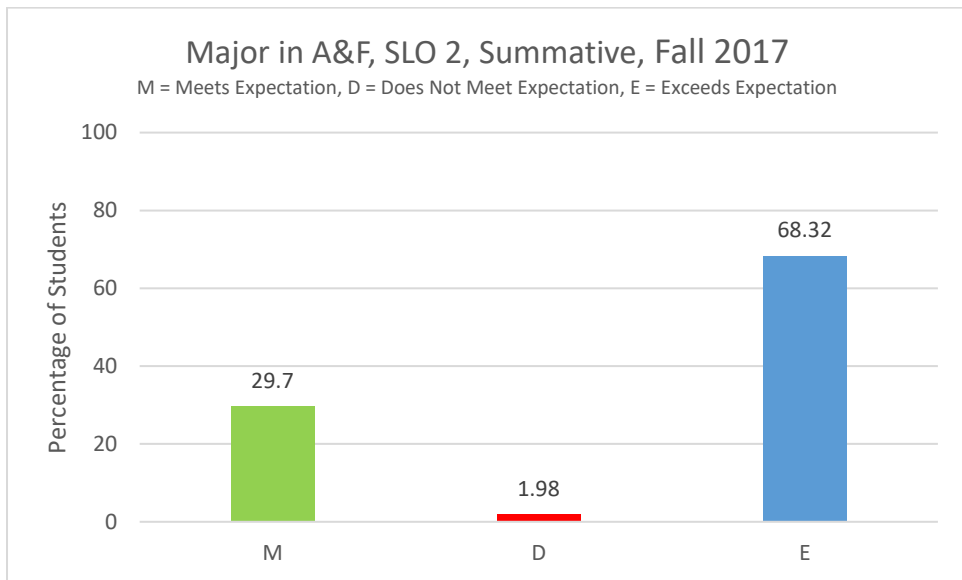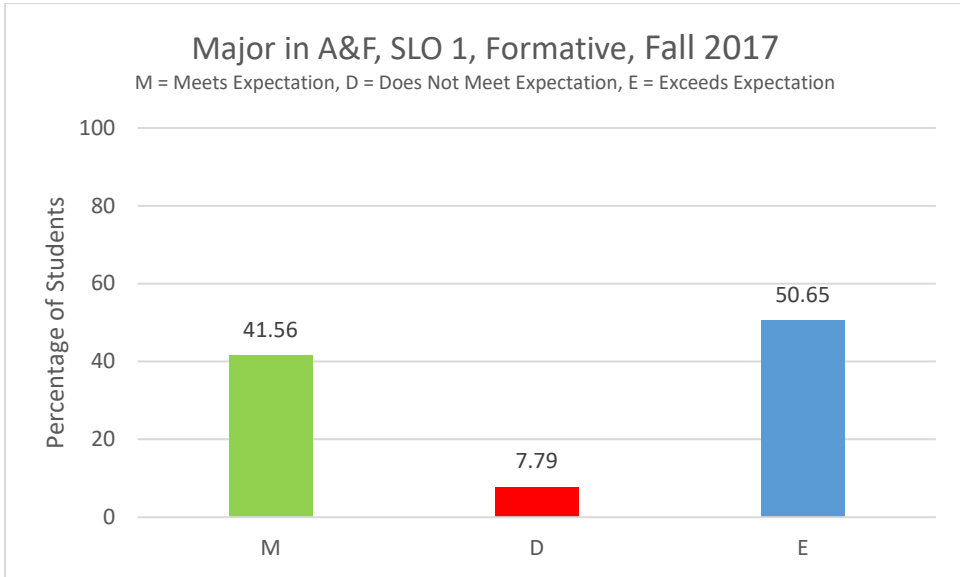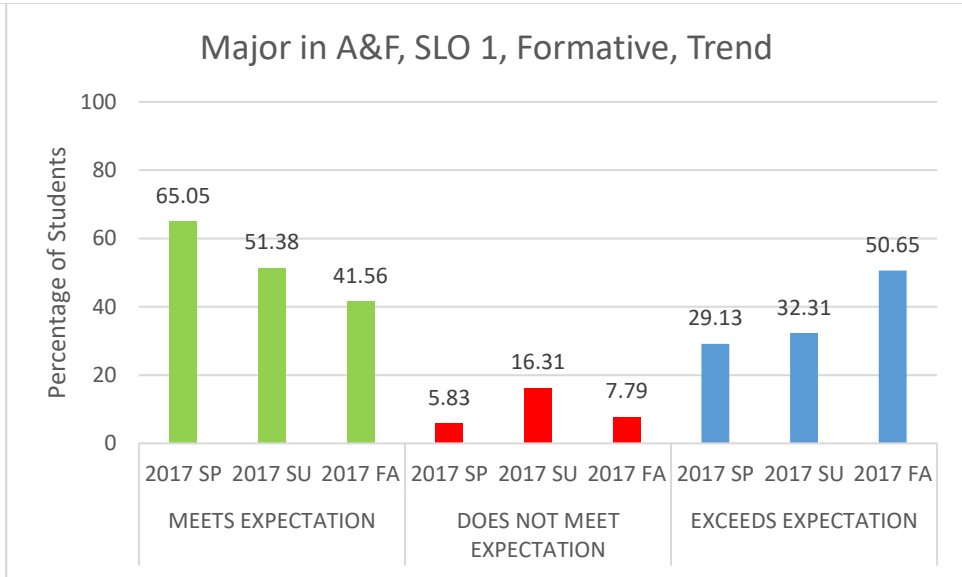| Student Learning Outcome | Measure | Measurement Criteria | Results | Observation(s) | Closing the Loop |
|---|---|---|---|---|---|
| A&F.2. Explain cost concepts and its classification and apply this in budgeting for specific business situations. | Summative: - Exit Assessment Test<br><br>Formative: Course-Embedded Assessment (ACT 202 examinations) | Exit Assessment Test Meets Expectation: 60% -80% Does Not Meet Expectation < 60% Exceeds Expectation> 80%<br><br>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.<br><br>Students met the target.<br><br>Trend: Overall students' performance in this area is very impressive with significant percentage of students exceeding expectation. | Courses have been standardized in terms of content, sequence of coverage, grading, use of text book and other learning resources to ensure students learning outcomes are achieved. |



Figure A&F 5



Figure A&F 6

Figure A&F 7



Figure A&F 8

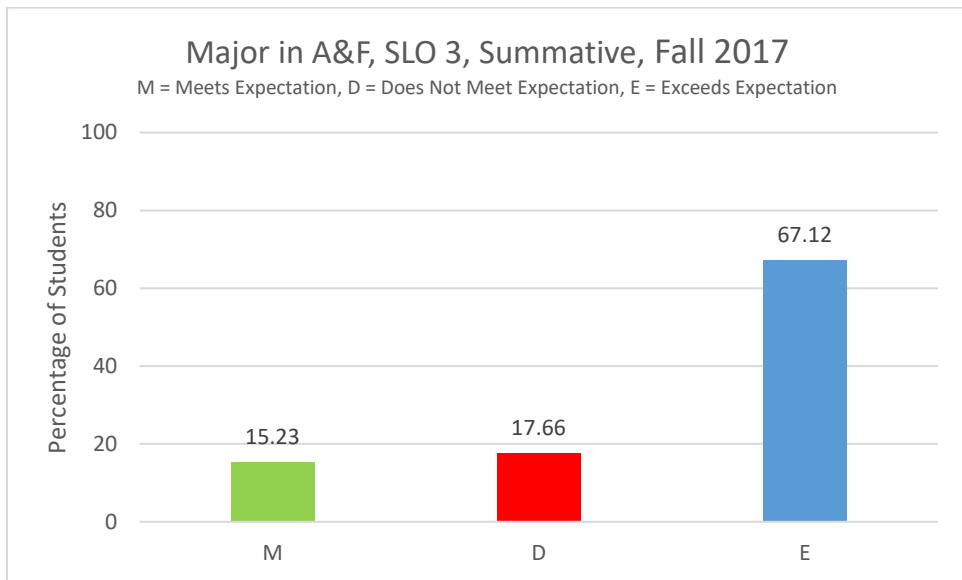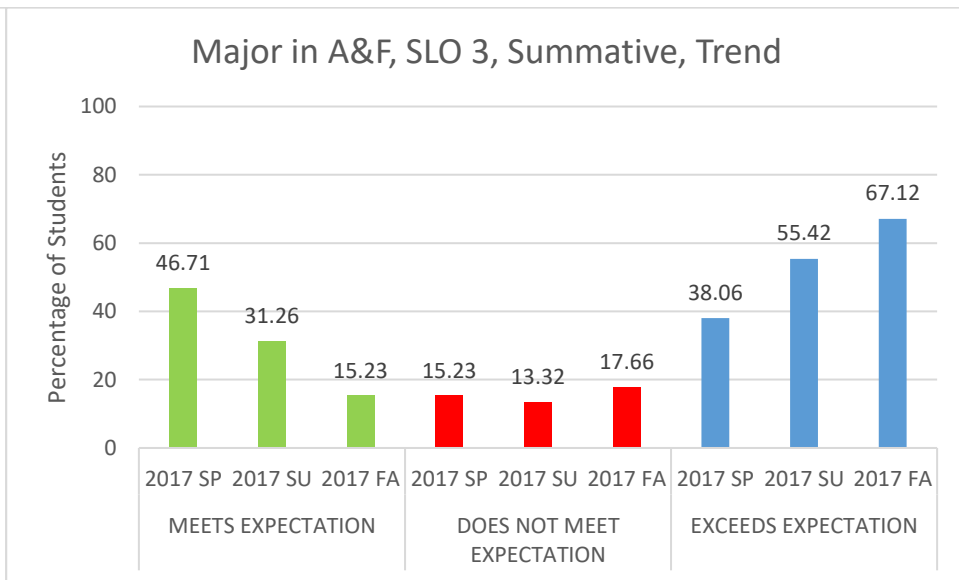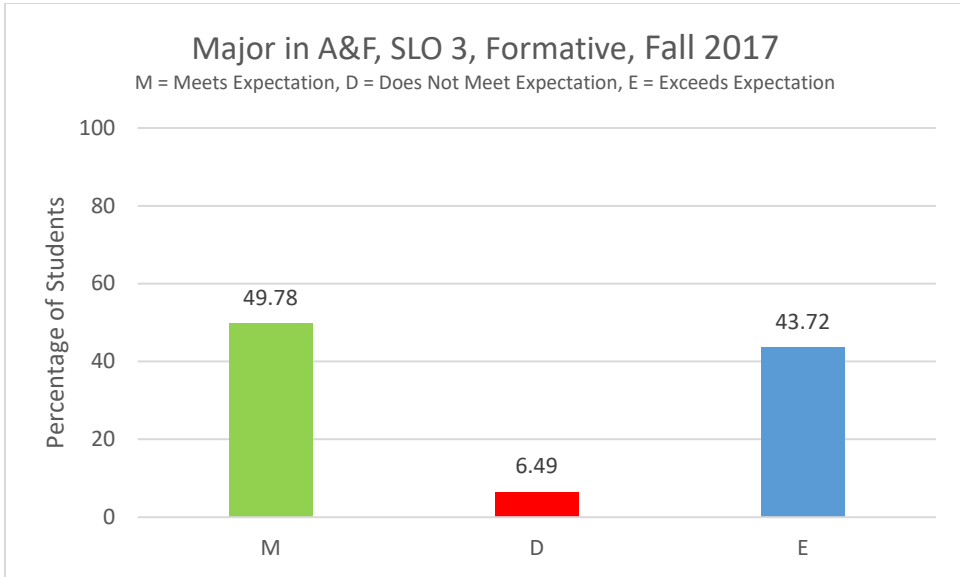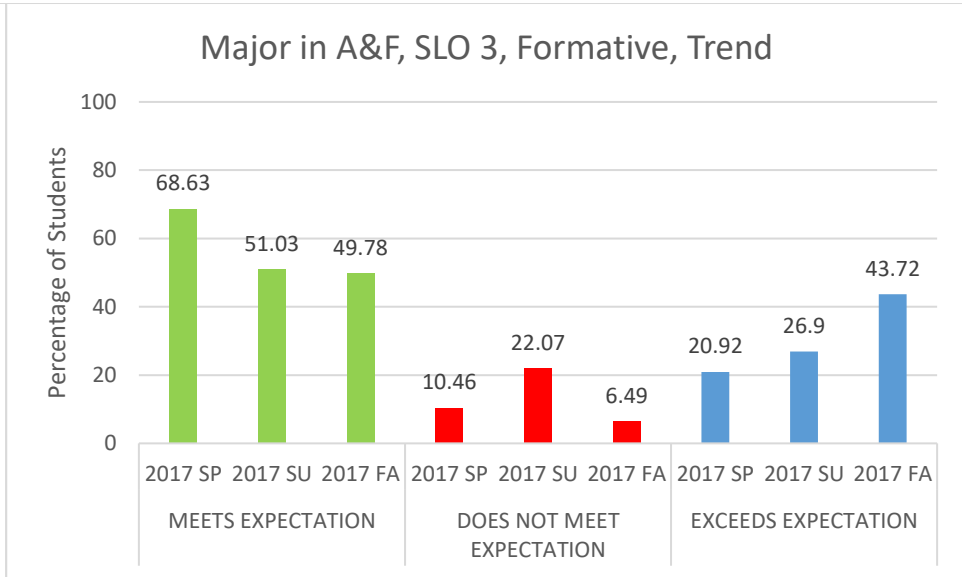| Student Learning Outcome | Measure | Measurement Criteria | Results | Observation(s) | Closing the Loop |
|---|---|---|---|---|---|
| A&F.3. Be able to apply best investment strategy by analyzing various investment options. | Summative: - Exit Assessment Test, and Course-Embedded Assessment (FIN 440, Capstone Course, group term projects)<br><br>Formative: Course-Embedded Assessment (FIN 254 group term projects) | Exit Assessment Test Meets Expectation: 60% -80% Does Not Meet Expectation < 60% Exceeds Expectation> 80%<br><br>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.<br><br>Student met the target.<br><br>Trend: Students performance has improved over the period. | NSU Finance club organized a financial modeling competition, Blueprint 3.0 in Fall 2017 that allowed students to apply their technical financial skills in practical scenarios. |



Figure A&F 9



Figure A&F 10

Figure A&F 11



Figure A&F 12

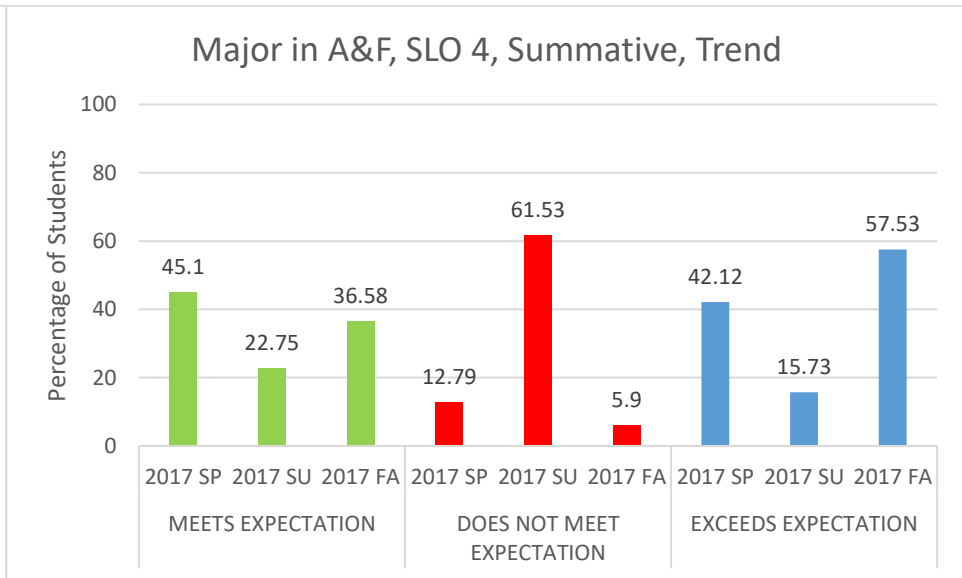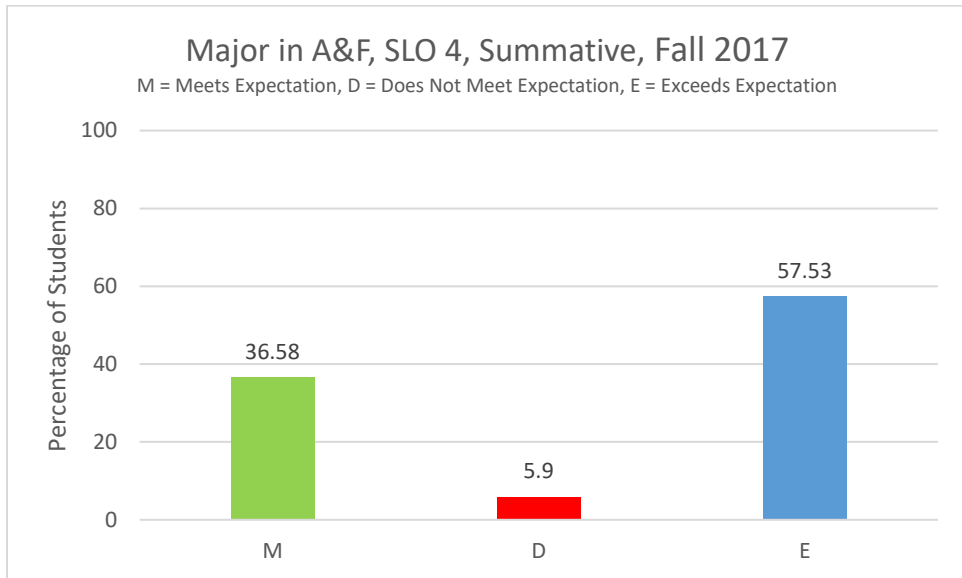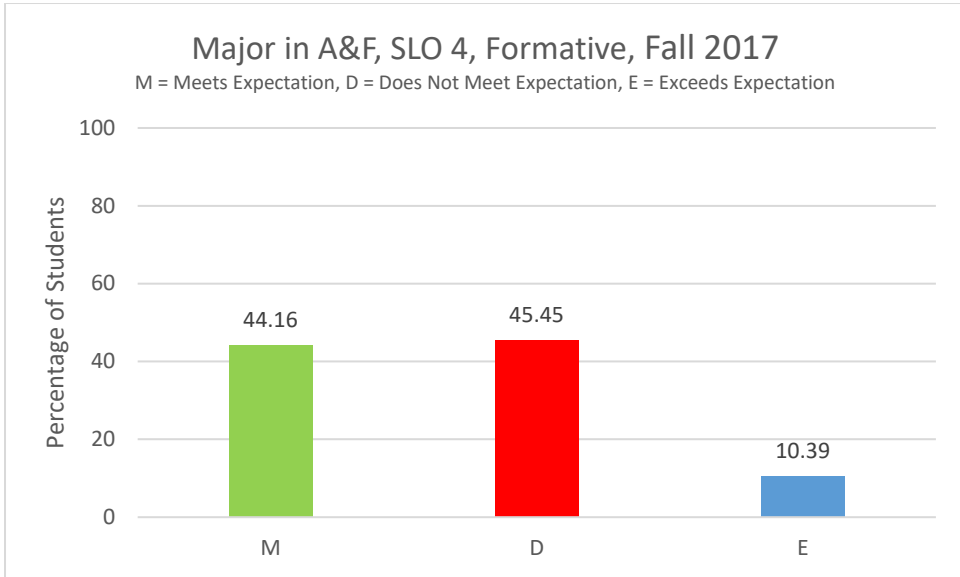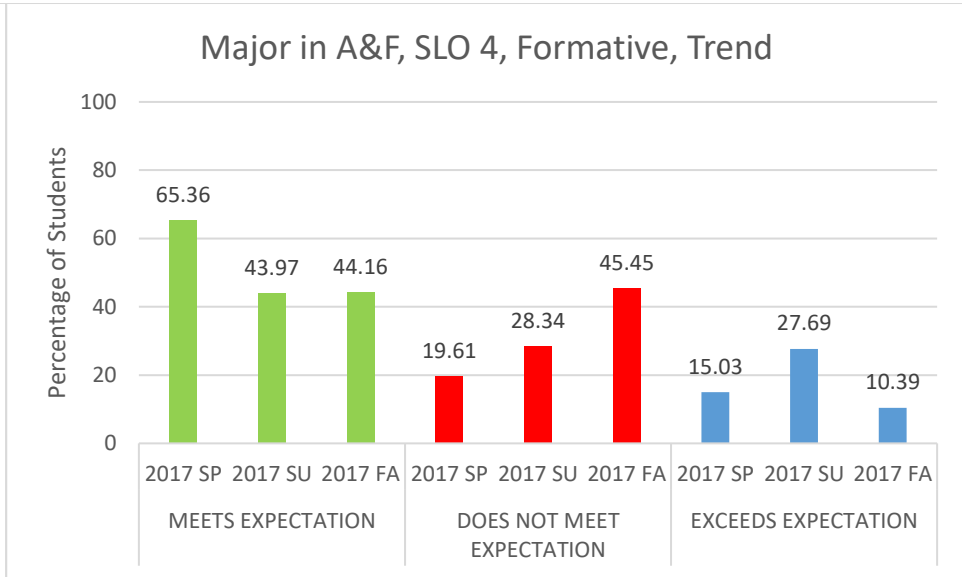| Student Learning Outcome | Measure | Measurement Criteria | Results | Observation(s) | Closing the Loop |
|---|---|---|---|---|---|
| A&F.4. Be able to calculate and measure risks and its application in portfolio management. | Summative: - Exit Assessment Test, and Course-Embedded Assessment (FIN 435, Capstone Course, group term projects)<br><br>Formative: Course Embedded-Assessment (FIN 254 group term projects) | Exit Assessment Test: Meets Expectation: 60% -80% Does Not Meet Expectation < 60% Exceeds Expectation> 80%<br><br>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.<br><br>Students failed to meet the target in formative assessment.<br><br>Trend: Students performance in summative assessment has significantly improved over the period. However performance in formative assessment is alarming There is a high jump in the percentage of students not meeting the expectation. This is an area of major concern. | The department faculty mentored students in financial modeling so that they can take part in the inter university financial modeling competition, Blueprint 3.0 organized by NSU finance club. |



Figure A&F 13



Figure A&F 14

Figure A&F 15



Figure A&F 16

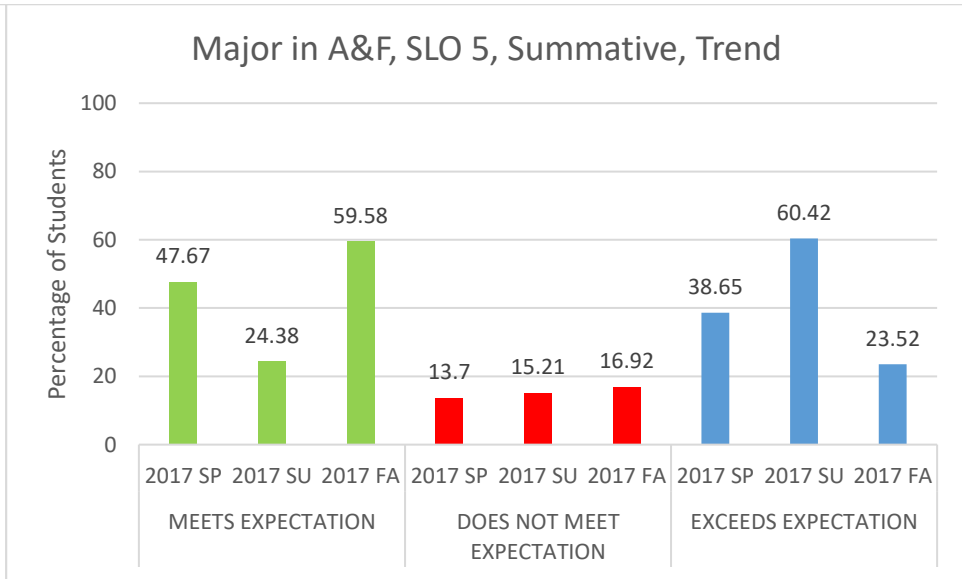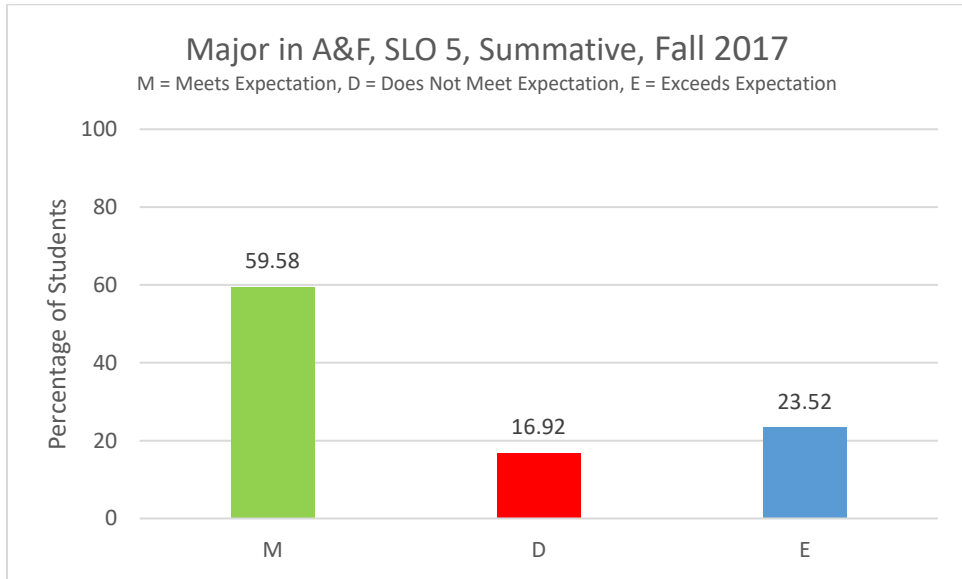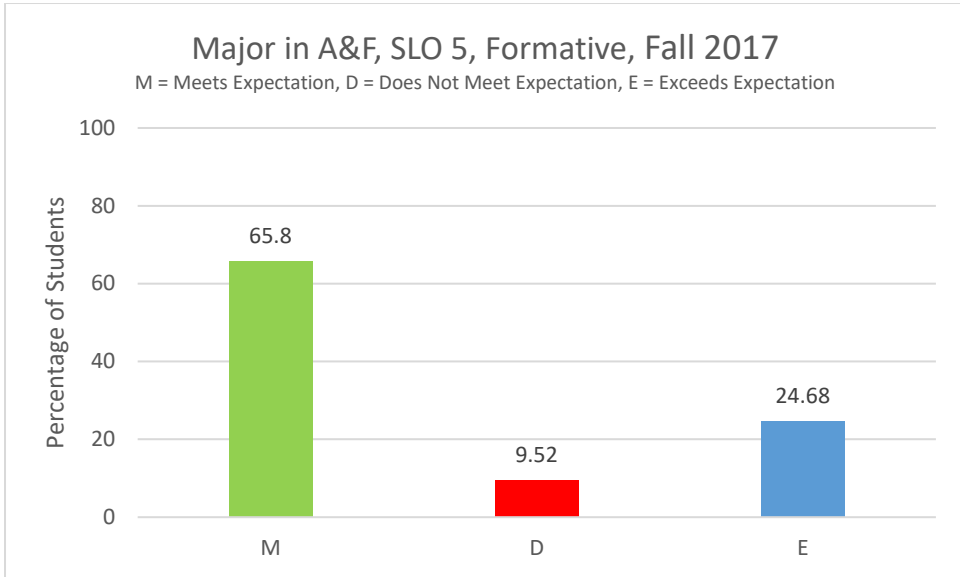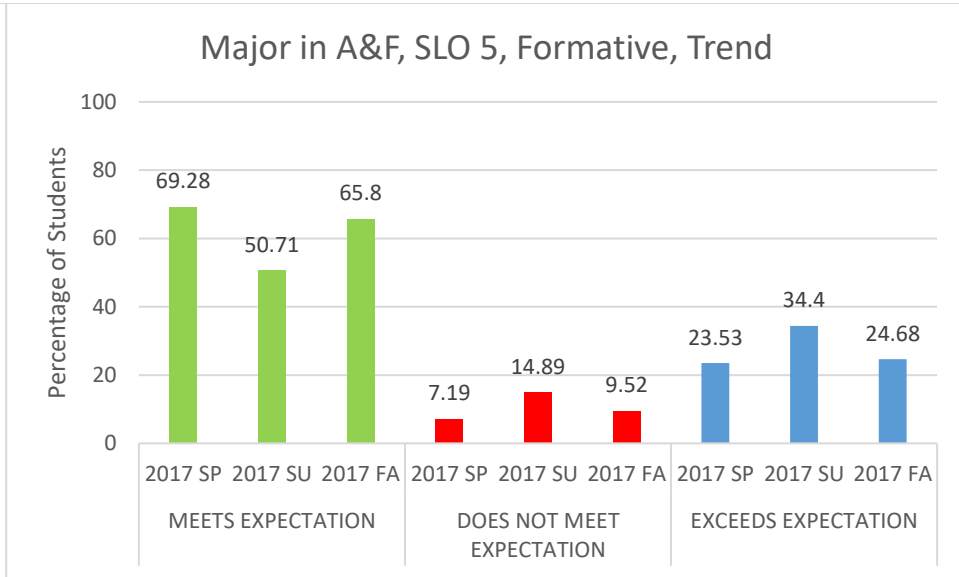| Student Learning Outcome | Measure | Measurement Criteria | Results | Observation(s) | Closing the Loop |
|---|---|---|---|---|---|
| A&F.5. Utilize technology to analyze financial information and to facilitate accounting and financial reporting process. | Summative: - Exit Assessment Test, and Course-Embedded 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: Overall students have shown good performance in both formative and summative assessment. | The department emphasizes on the 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 2017 Student Learning Assessment Report: Major in HRM Program

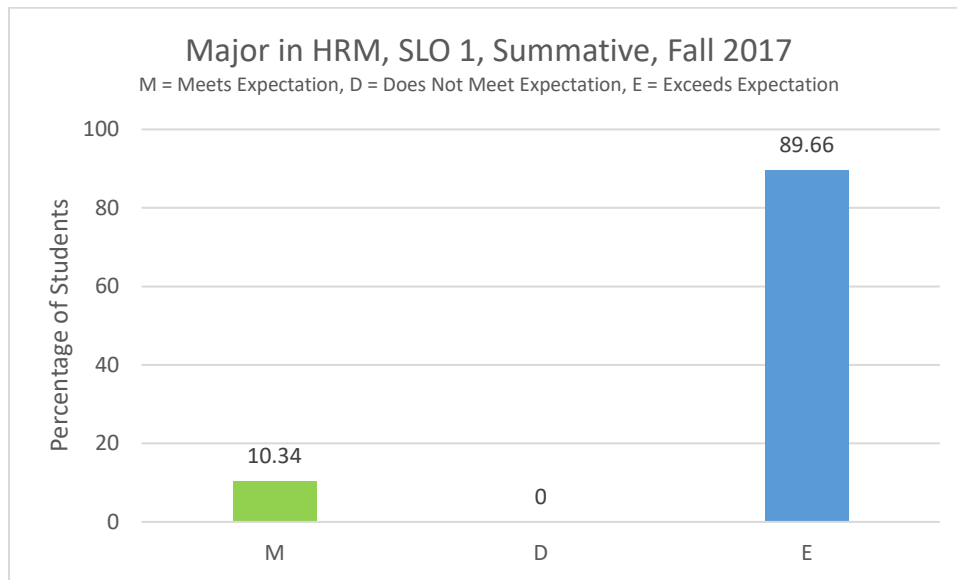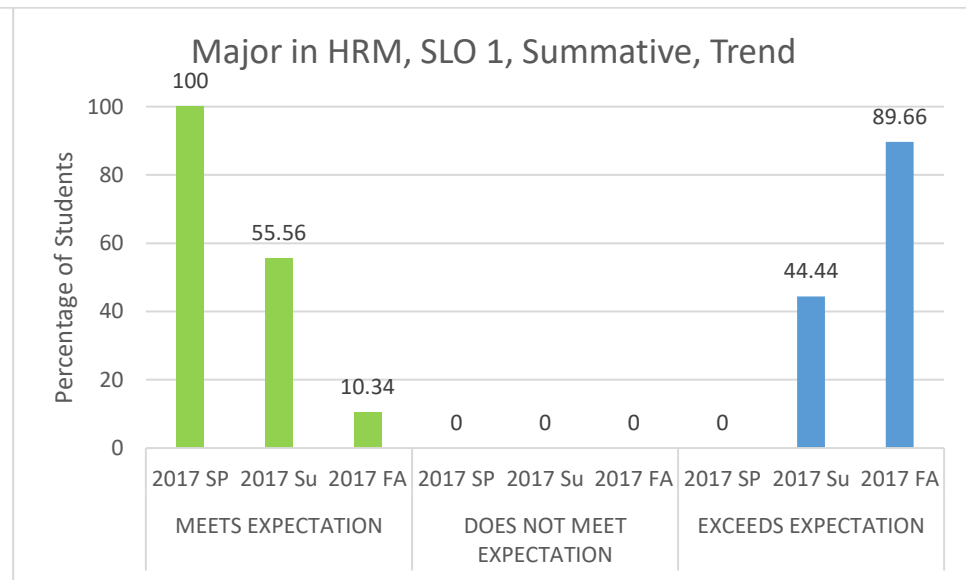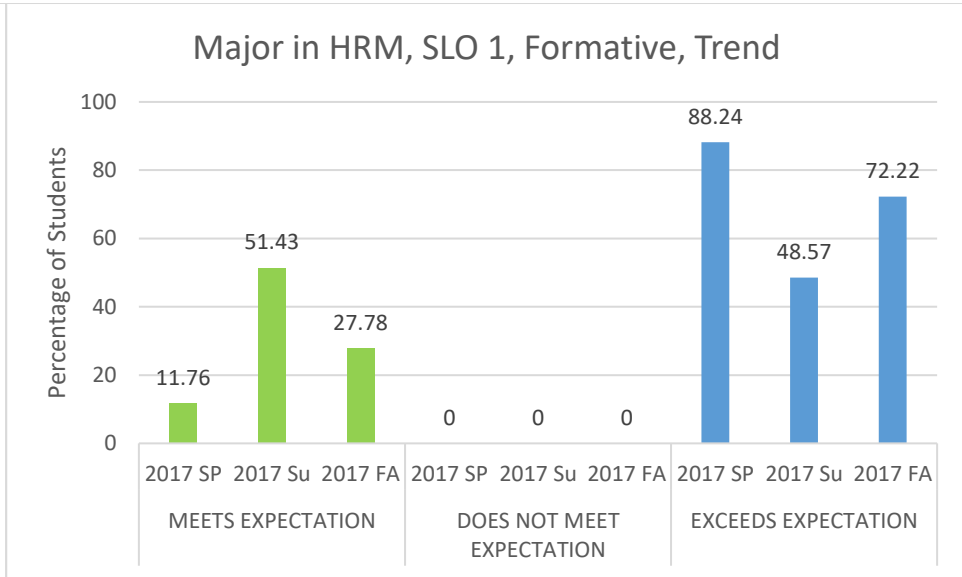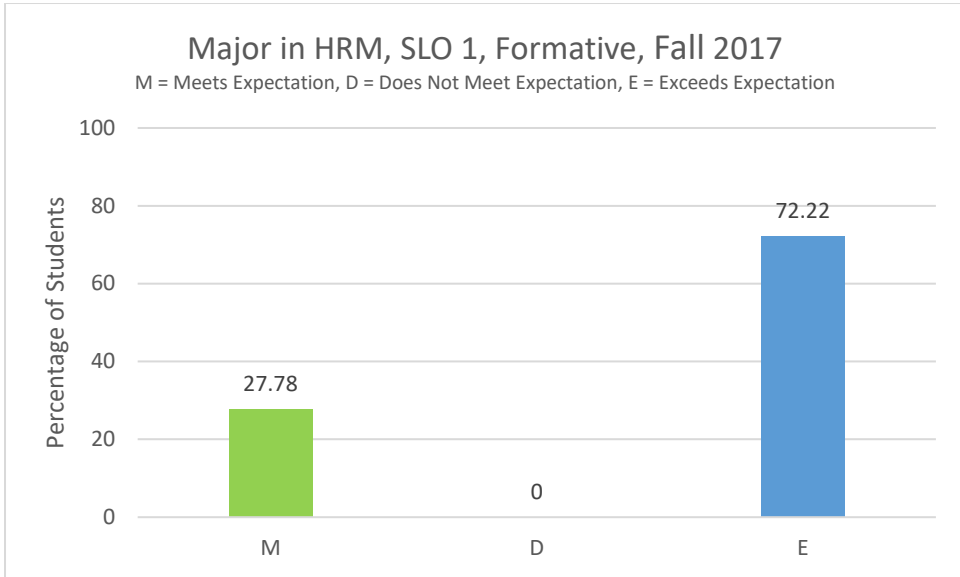| Student Learning Outcome | Measure | Measurement Criteria | Results | Observation | Closing the Loop |
|---|---|---|---|---|---|
| 1. Understand the Human Resource Management concepts and theories, and is able to apply these core knowledge in managing organizations. | Summative: Exit Assessment Test, 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: Overall student performance has improved over time. We are very pleased with the results from both formative and summative assessment as there is an increase in the percentage of students exceeding expectation. | Course components are constantly reviewed to ensure the student learning outcomes are met. |



Figure HRM 1



Figure HRM 2

## Major in HRM, SLO 1, Formative, Fall 2017

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation

Chart showing Percentage of Students by category:
- M: 27.78
- D: 0
- E: 72.22

*Figure HRM 3*

## Major in HRM, SLO 1, Formative, Trend

Chart showing Percentage of Students by category:

MEETS EXPECTATION
- 2017 SP: 11.76
- 2017 Su: 51.43
- 2017 FA: 27.78

DOES NOT MEET EXPECTATION
- 2017 SP: 0
- 2017 Su: 0
- 2017 FA: 0

EXCEEDS EXPECTATION
- 2017 SP: 88.24
- 2017 Su: 48.57
- 2017 FA: 72.22

*Figure HRM 4*

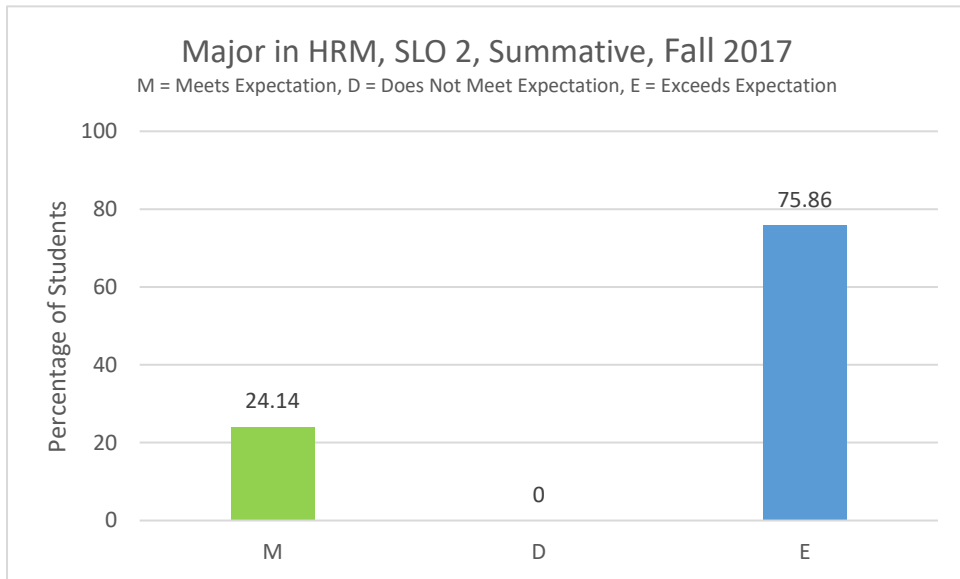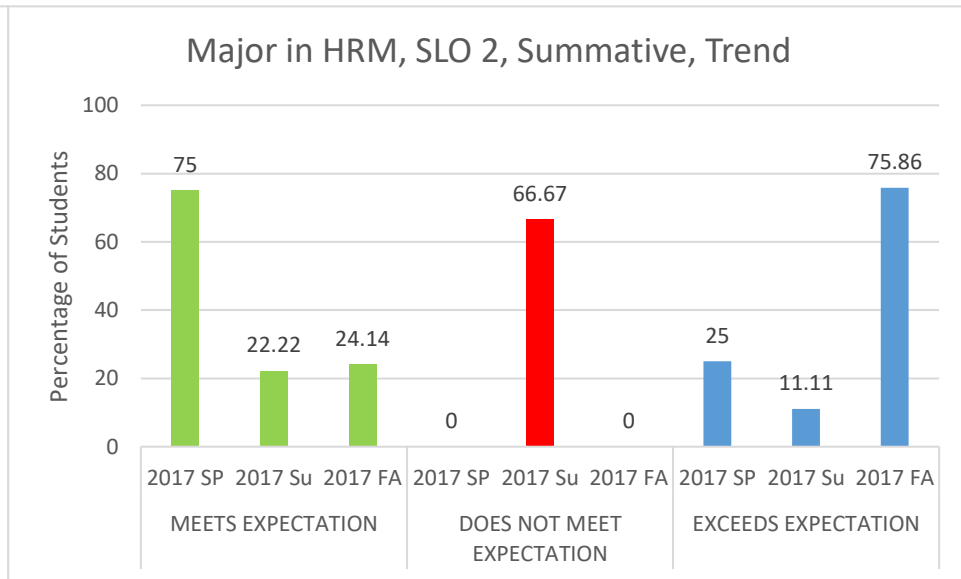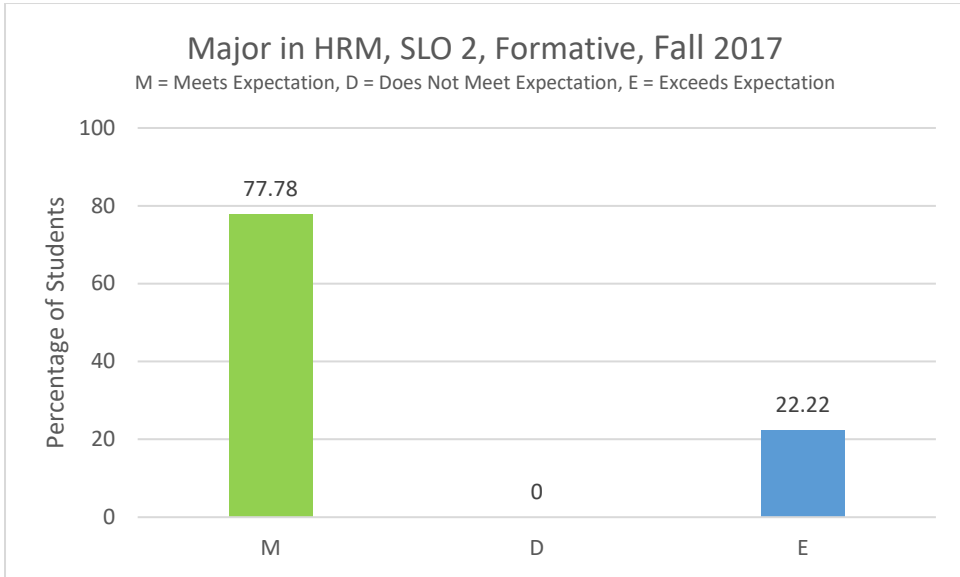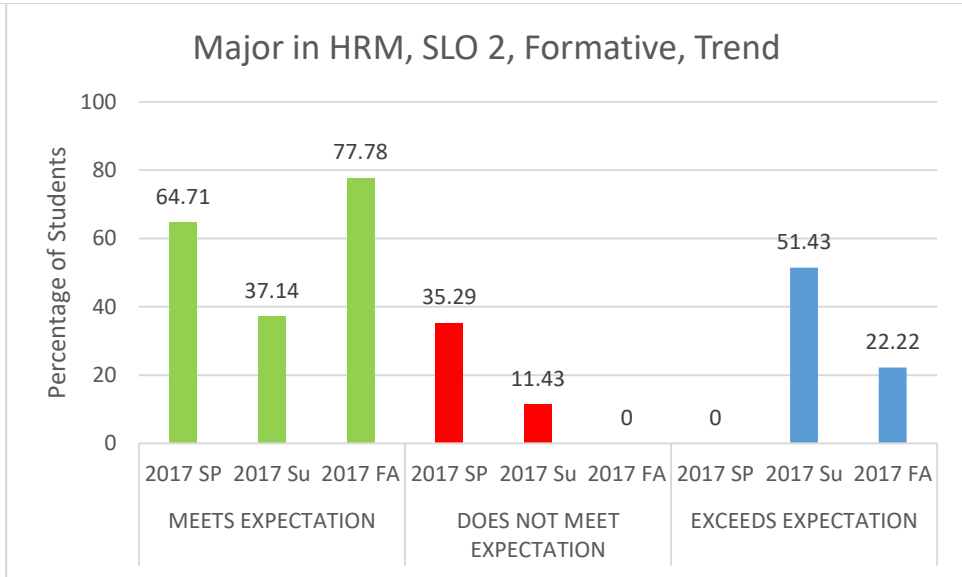| Student Learning Outcome | Measure | Measurement Criteria | Results | Observation | Closing the Loop |
|---|---|---|---|---|---|
| 2. Understand the concepts underlying effective interpersonal relations and group/team leadership skills. | Summative: Exit Assessment Test, and Course Embedded Assessment (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. Students met the target. Trend: Student performance has significantly improved over the period, especially in summative assessment. | Career and Placement Center (CPC) of North South University arranged a session called "Learn to Lead" in collaboration with Unilever Bangladesh. It was a very informative session where the HR Director at Unilever Bangladesh, Mr. Kunal Sharma, spoke about the Unilever Future Leaders Program and shared tips on becoming a good leader. |



Figure HRM 5



Figure HRM 6

Figure HRM 7



Figure HRM 8

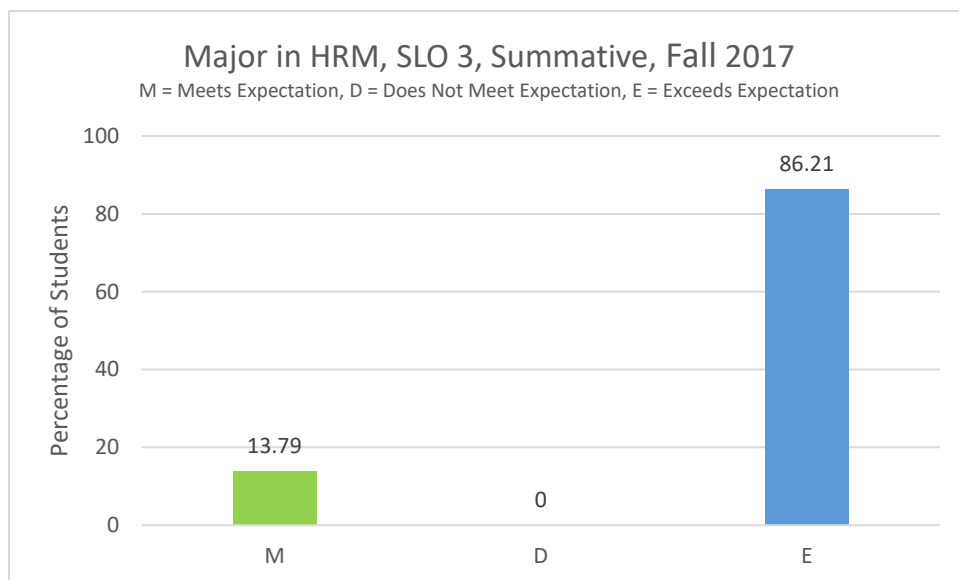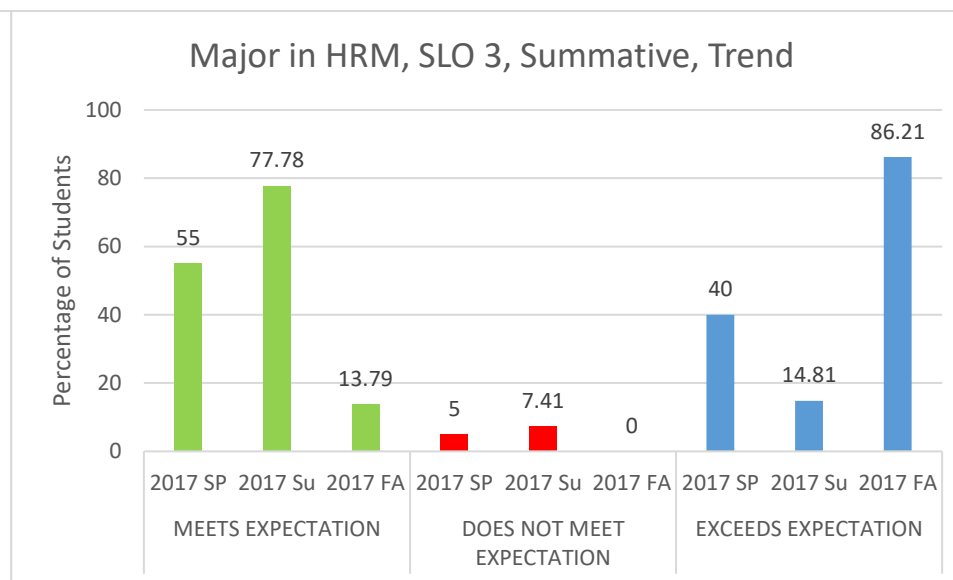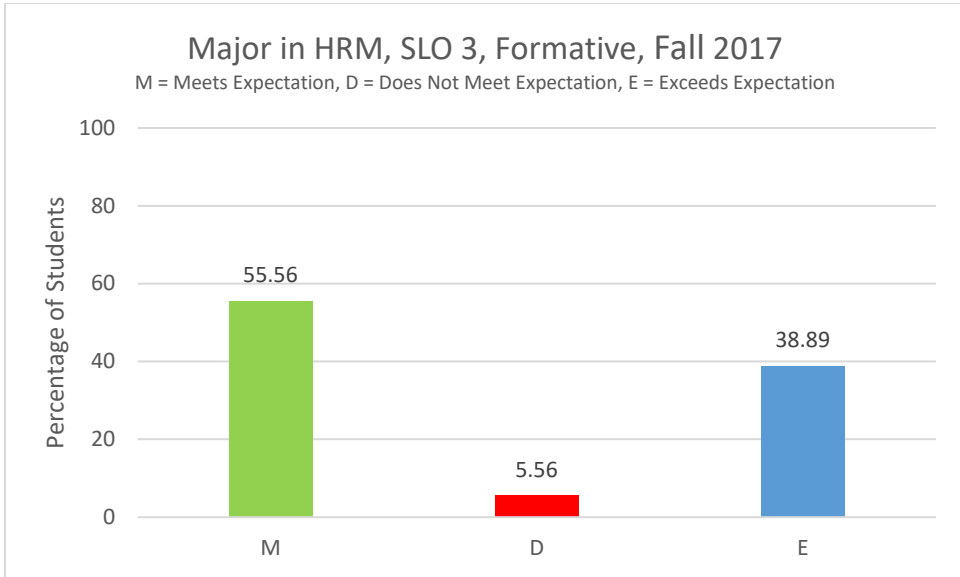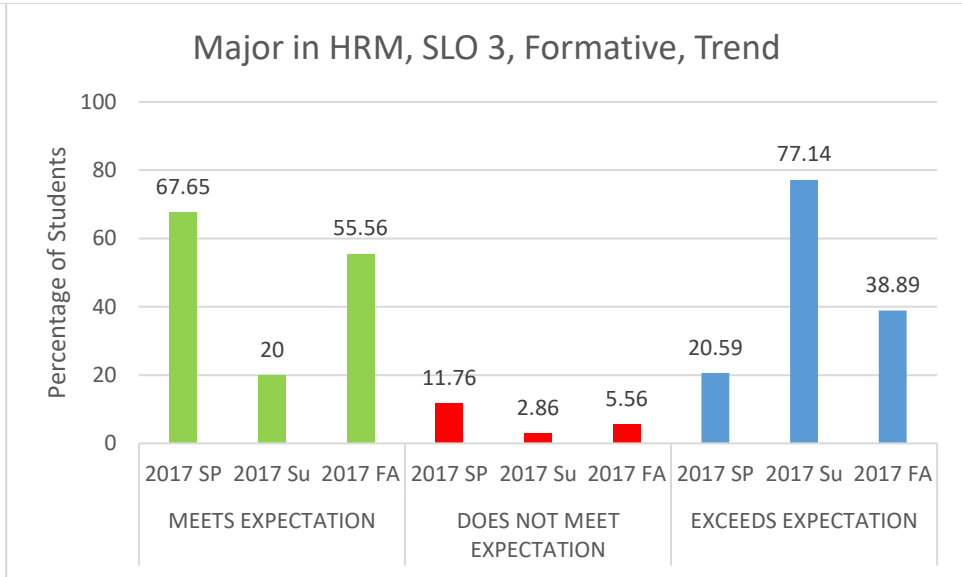| Student Learning Outcomes | Measure | Measurement Criteria | Results | Observation | Closing the Loop |
|---|---|---|---|---|---|
| 3. Understand and are able to integrate Strategic Human Resource Management ("SHRM") concepts in the context of management of organizations. | Summative: Exit Assessment 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 showing a positive trend. In summative assessment the percentage of students exceeding expectation has increased showing a very positive trend. | Courses have been standardized in terms of content, sequence of coverage, grading, use of text book and other learning resources to ensure students learning outcomes are achieved. |



*Figure HRM 9*



*Figure HRM 10*

26

Figure HRM 11



Figure HRM 12

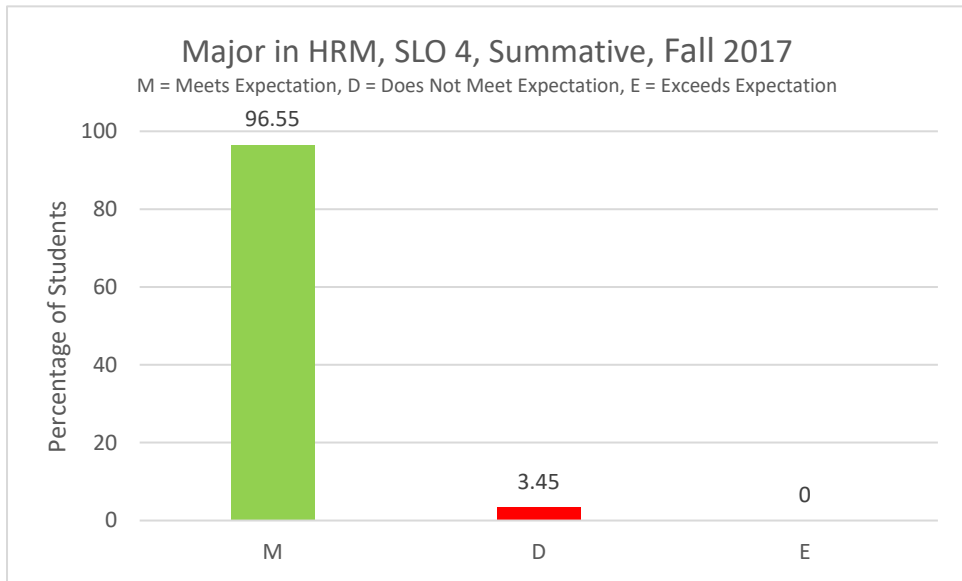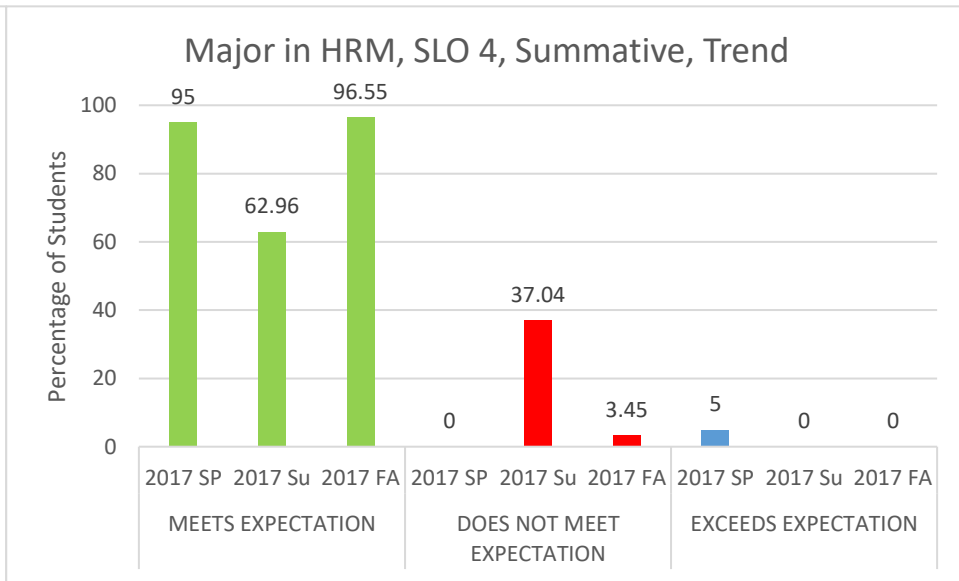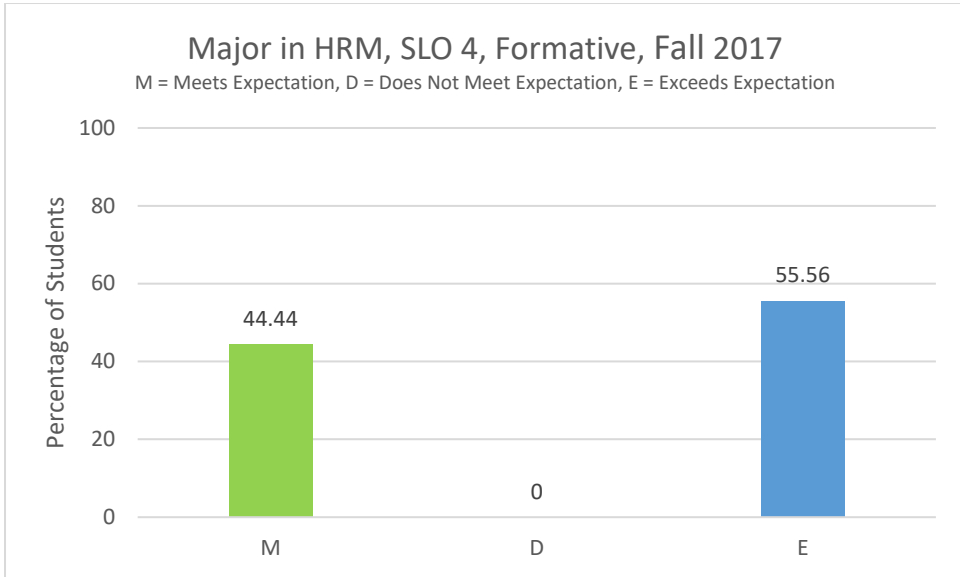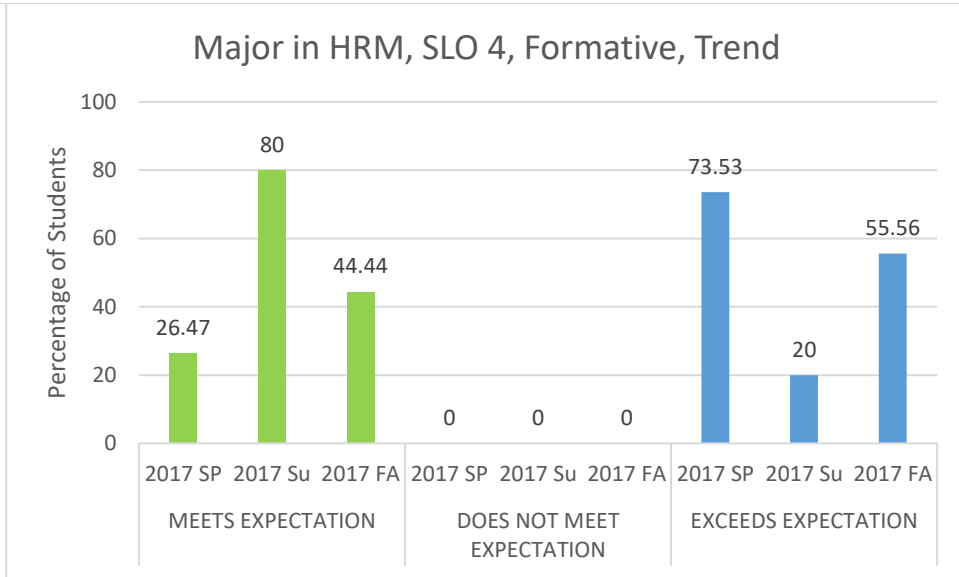| Student Learning Outcome | Measure | Measurement Criteria | Results | Observation | Closing the Loop |
|---|---|---|---|---|---|
| 4. Be familiar with the application of HRM functional capabilities to select, recruit, motivate, and retain employees. | Summative: Exit Assessment Test, and Course Embedded 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: Students performance has improved over the period. | In Fall 2017 NSU Human Resource Club hosted the event "HR Speaks Out 2.0". The purpose of this event was to connect aspiring business students with the illustrious industry representatives so that the students get familiarized with the contemporary HR issues and are able to put the theories into practice. The topics for the discussions were recruitment, selection and leadership. |



Figure HRM 13



Figure HRM 14

Figure HRM 15



Figure HRM 16

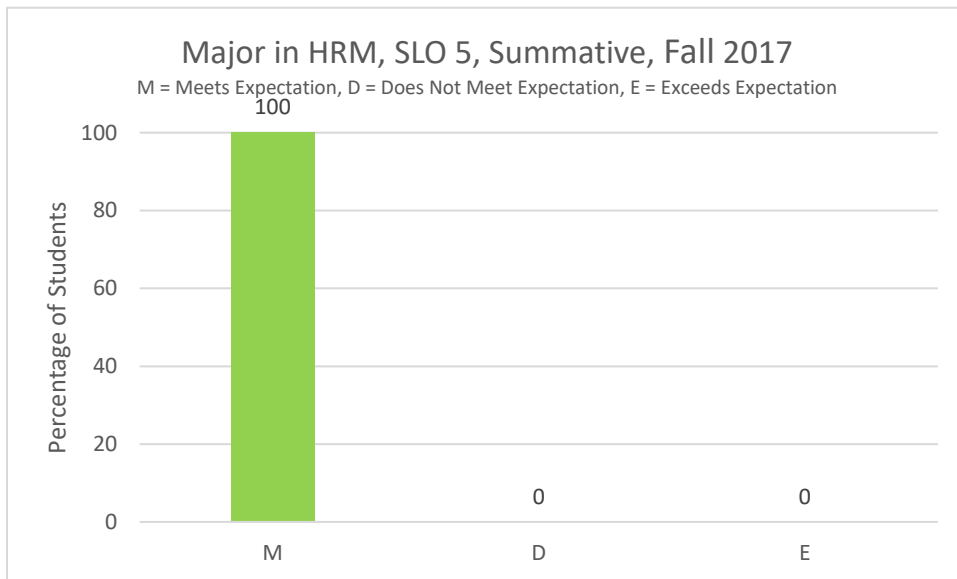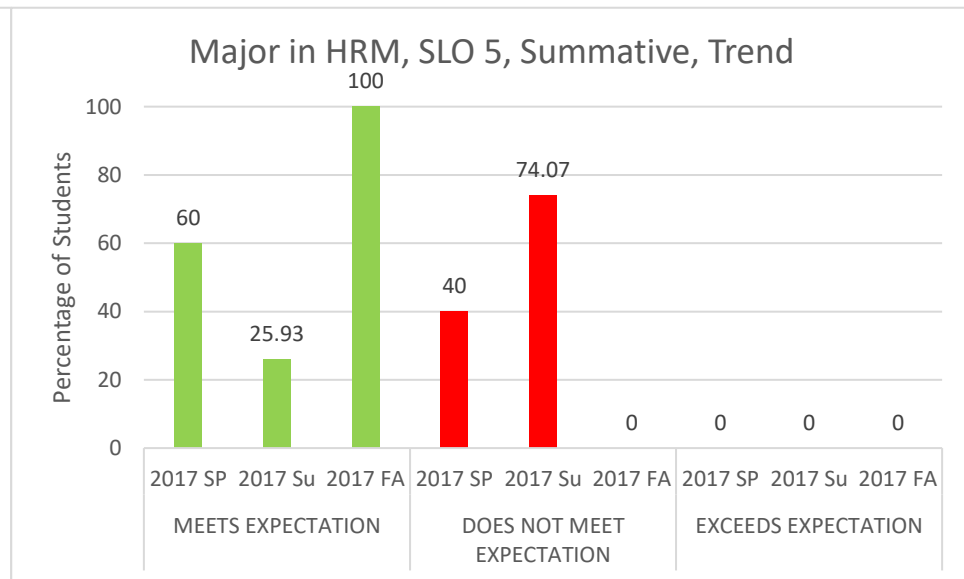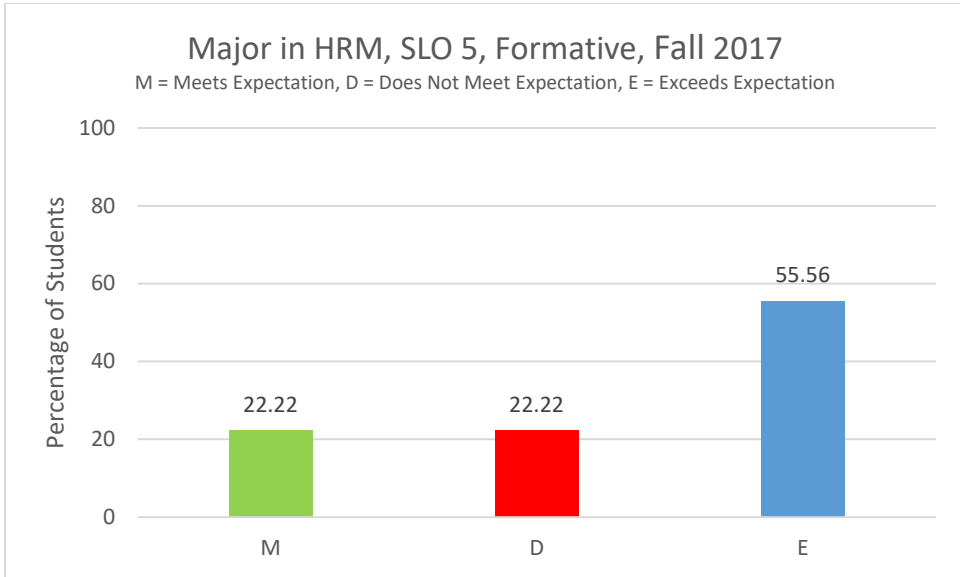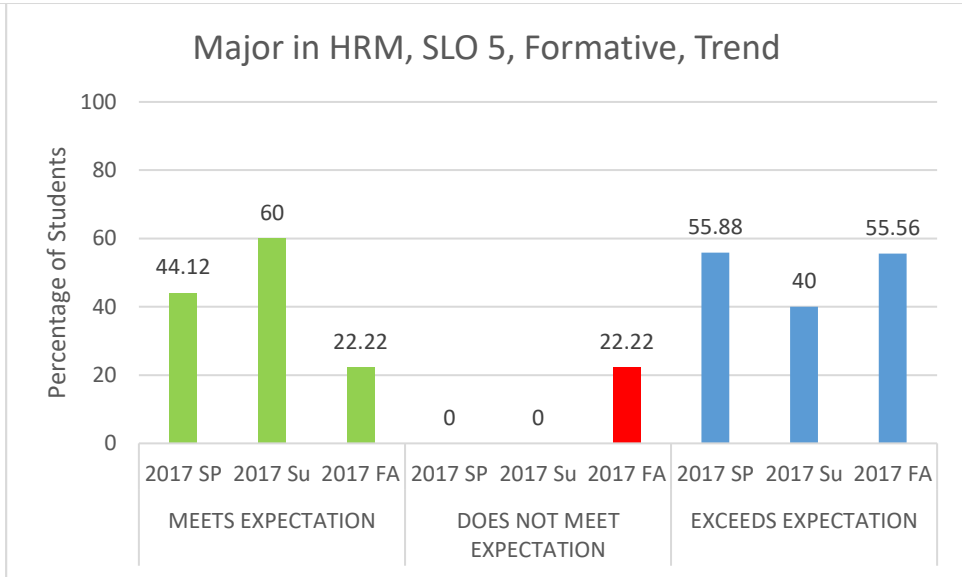| Student Learning Outcome | Measure | Measurement Criteria | Results | Observation | Closing the Loop |
|---|---|---|---|---|---|
| 5. Demonstrate their understanding of compensation practices and tools of benefit in the context of Bangladesh, and are able to demonstrate application using quantitative 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. Trend: Students performance has improved over the period. | NSU organizes different business competitions and also encourages students to take part in external business competitions like Bizmaestros. These competitions provide them a platform to present their creative minds and apply foundation knowledge gained in academic courses in real business scenarios. |



Figure HRM 17



Figure HRM 18

Figure HRM 19



Figure HRM 20

# `Fall 2017 Student Learning Assessment Report:  Major in International Business ("INB")

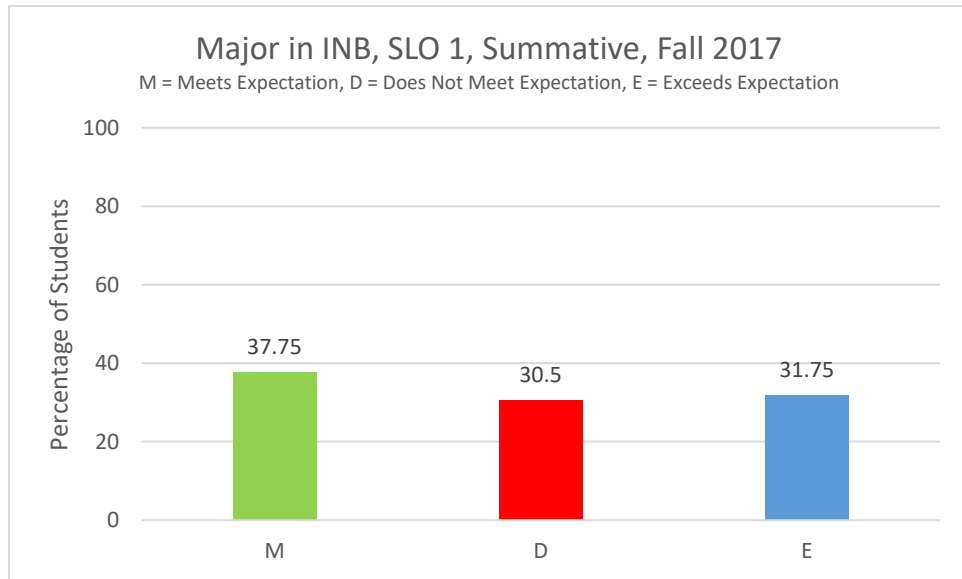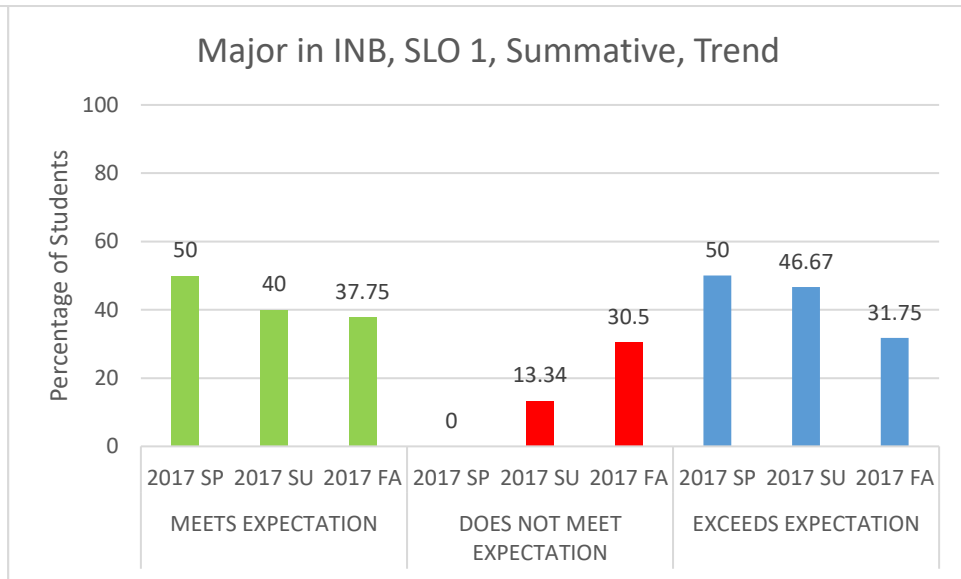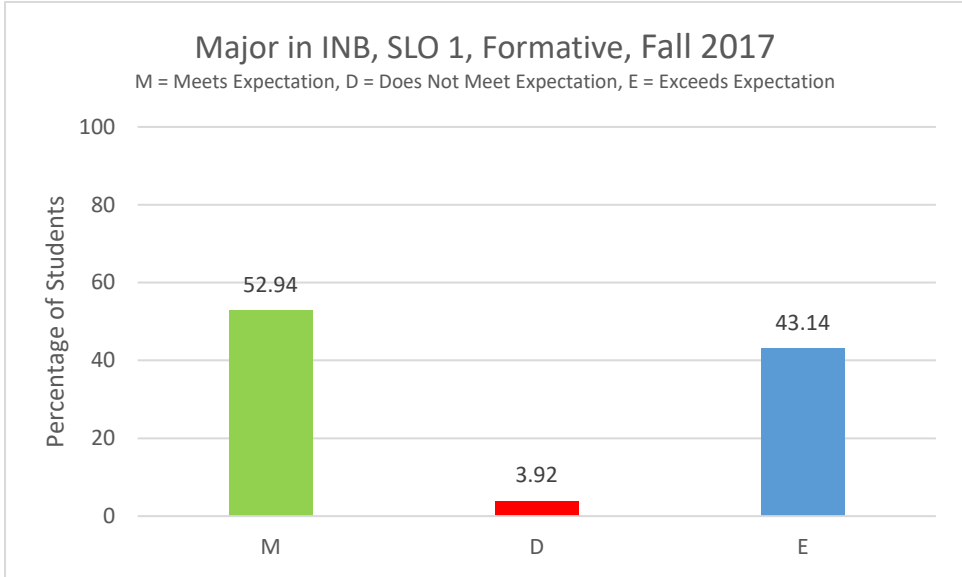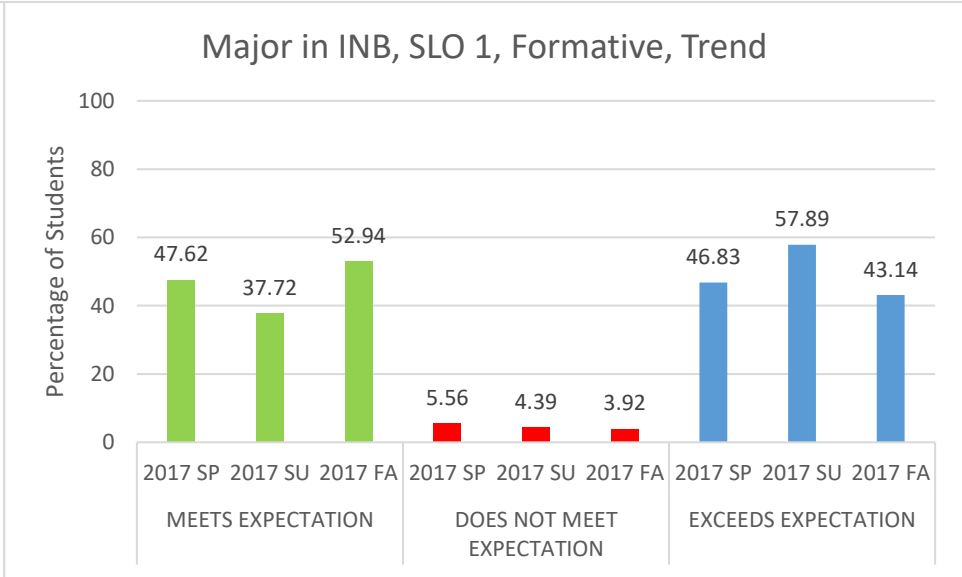| Student Learning Outcomes | Measure | Measurement Criteria | Results | Status | Closing the Loop |
|---|---|---|---|---|---|
| 1. Demonstrate an understanding of global cultural knowledge through a) the identification of major components of international business and b) explanation of how cultural and national differences affect the conduct of business. | Summative- Exit Assessment Test, and Course-Embedded Assessment (INB 480 group term projects)<br><br>Formative: Course-Embedded Assessment (INB 372 case studies) | Exit Assessment Test: Meets expectations- 60% to 80%, Does Not Meet expectations- < 60%, Meets expectations-> 80%.<br><br>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.<br><br>Students met the target in formative assessment but failed to meet the target in summative assessment.<br><br>Trend:  Students performance has deteriorated over the periods in summative assessment with an increase in percentage of students not meeting expectation. This is an area of concern. | The department uses interactive and up to date classroom activities that enhance students' participation in the class. |



Figure INB- 1



Figure INB- 2

Figure INB- 3



Figure INB- 4

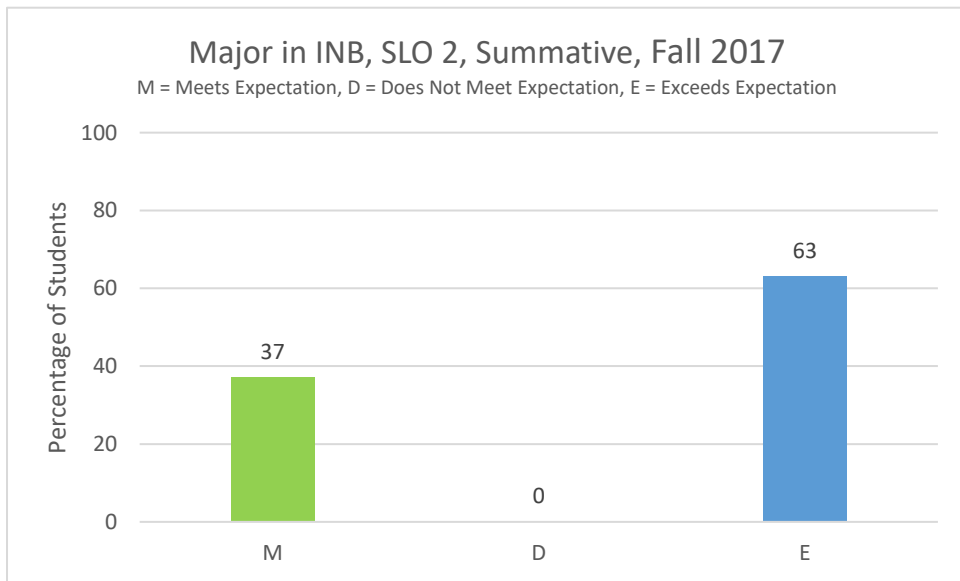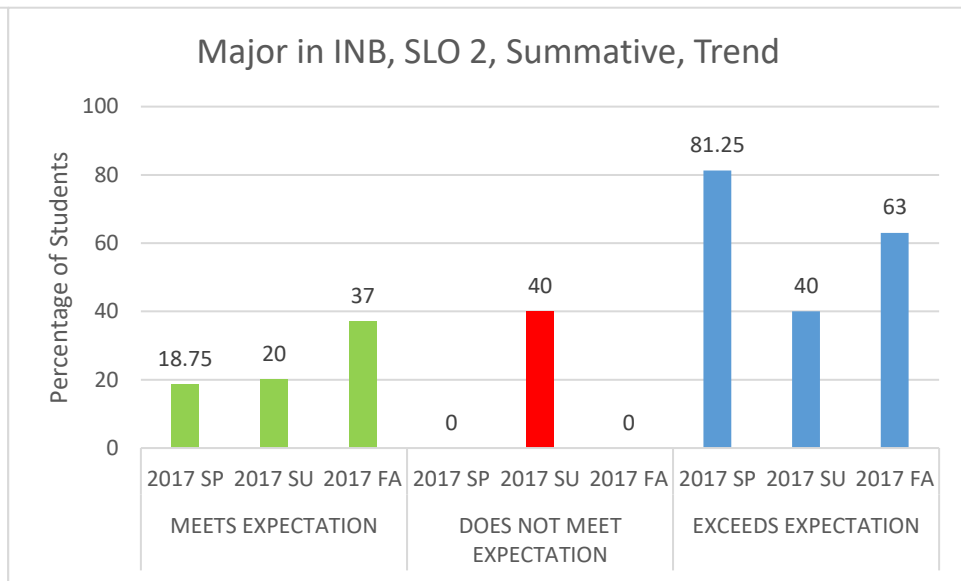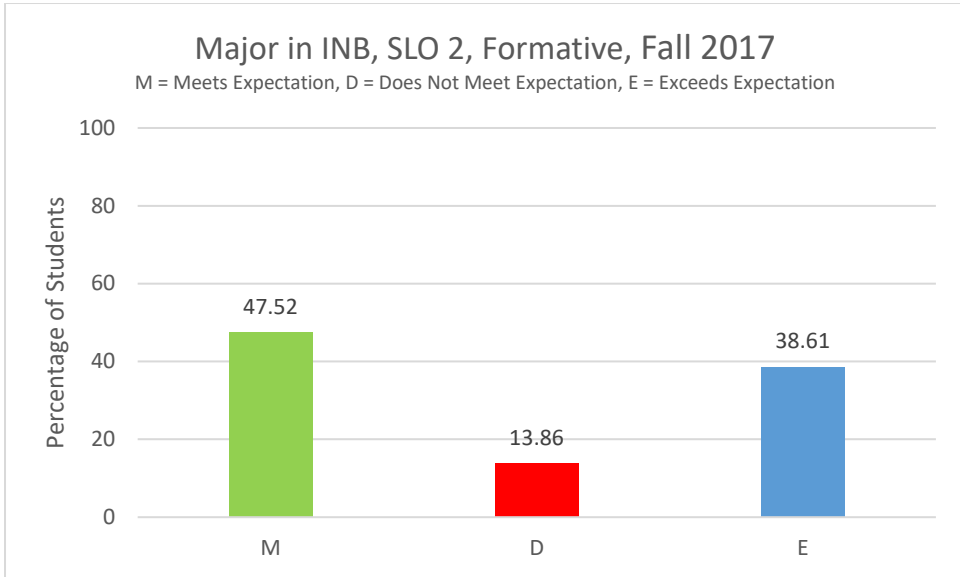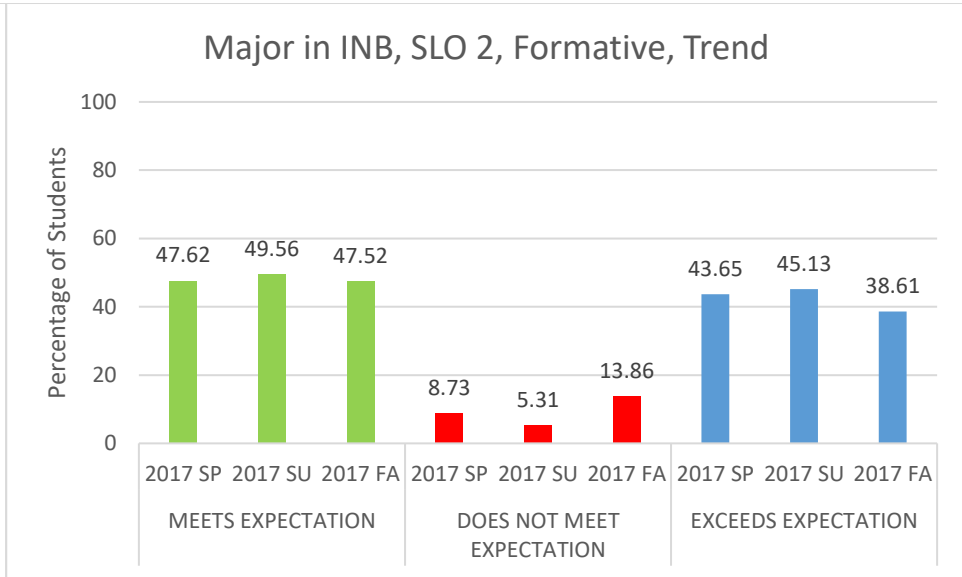| Student Learning Outcomes | Measure | Measurement Criteria | Results | Status | Closing the Loop |
|---|---|---|---|---|---|
| 2. Demonstrate working knowledge in the area of marketing, finance and management from a business perspective in an international context. | Summative: - Exit Assessment Test, and Course-Embedded Assessment (INB 480 group term projects)<br><br>Formative: Course-Embedded Assessment (INB 372 case studies) | Exit Assessment Test: Meets expectations-60% to 80%, Does Not Meet expectations-< 60/%, Meets expectations-> 80%<br><br>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.<br><br>Students met the target.<br><br>Trend:  Students performance has improved over the period in summative assessment. | Interactive assignments and student presentations on relevant topics, introduction of new case based assignments have a positive impact on students' performance. |



Figure INB- 5



Figure INB- 6

Figure INB- 7



Figure INB- 8

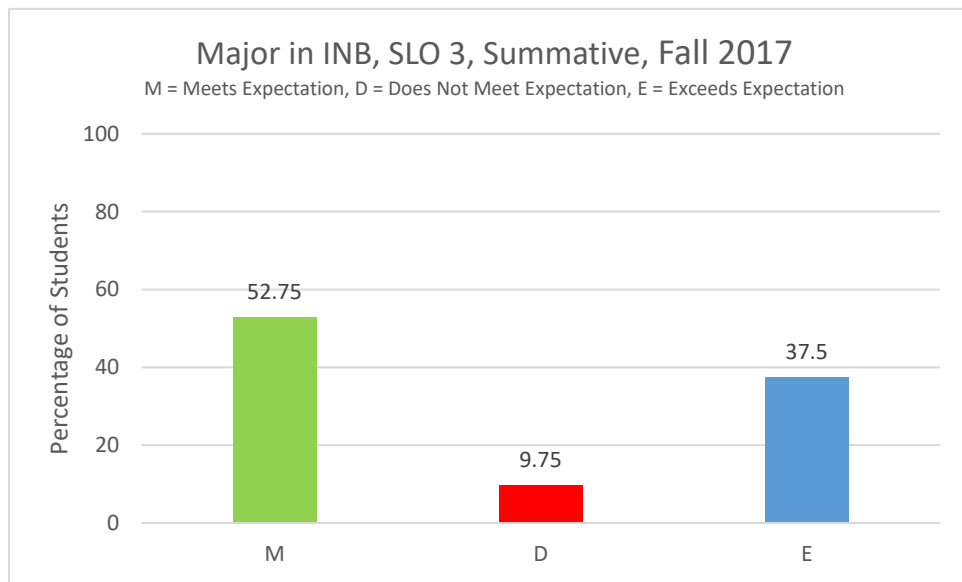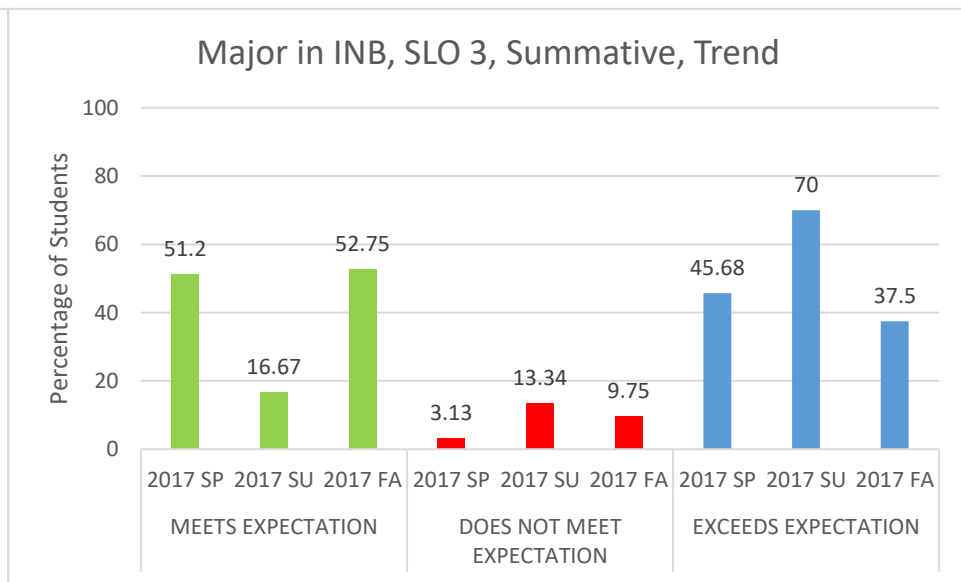| Student Learning Outcomes | Measure | Measurement Criteria | Results | Status | Closing the Loop |
|---|---|---|---|---|---|
| 3. Assess factors that determine international trade patterns & capital flows and the impact of international institutions on global business operations. | Summative- Exit Assessment Test, and Course-Embedded Assessment (INB 480 group term projects)<br><br>Formative: Course-Embedded Assessment (INB 372 case studies) | Exit Assessment Test: Meets expectations- 60% to 80%, Does Not Meet expectations-< 60%, Meets expectations-> 80%.<br><br>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.<br><br>Students met the target.<br><br>Trend: Students performance is positive and consistent over the periods. | Courses have been standardized in terms of content, sequence of coverage, grading, use of text book and other learning resources. |

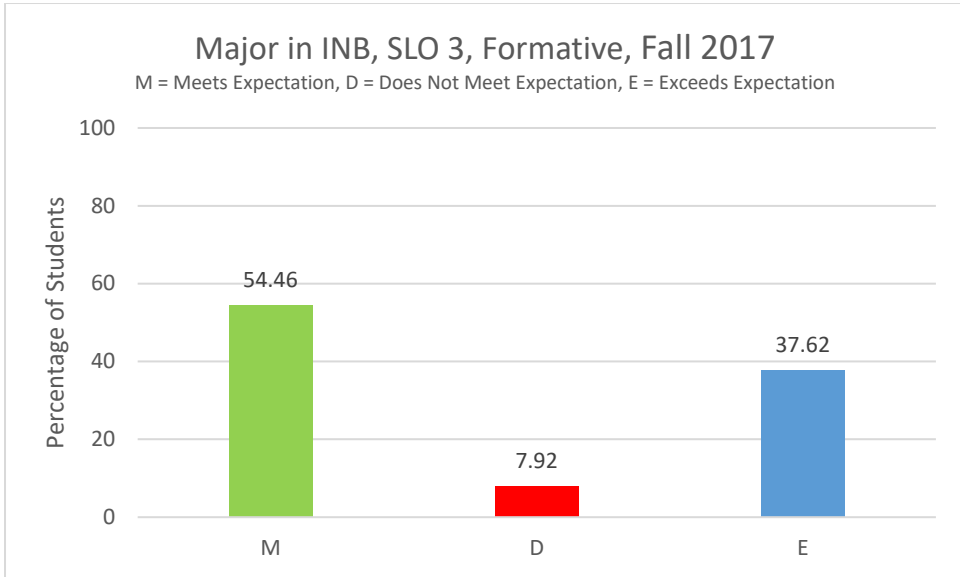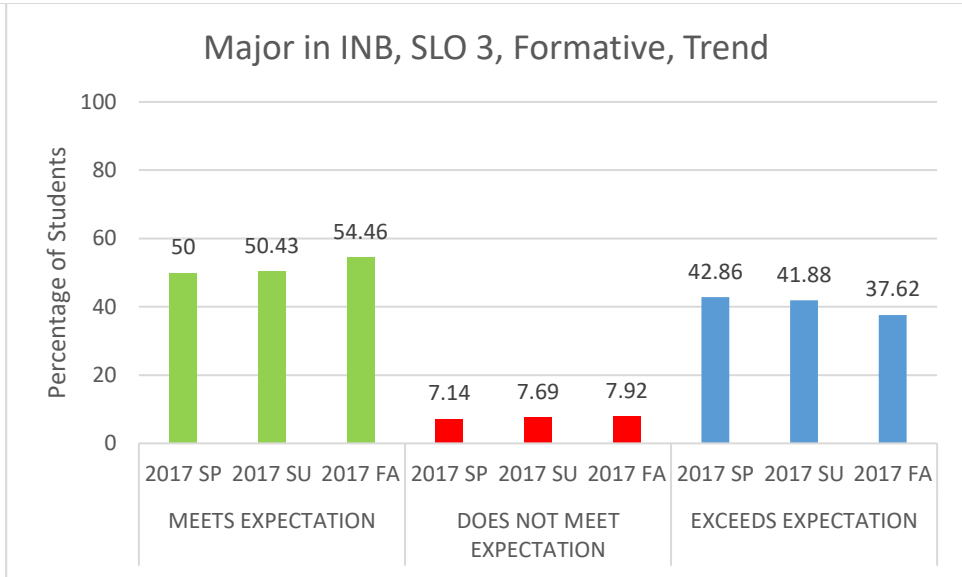

Figure INB- 9



Figure INB- 10

Figure INB- 11



Figure INB- 12

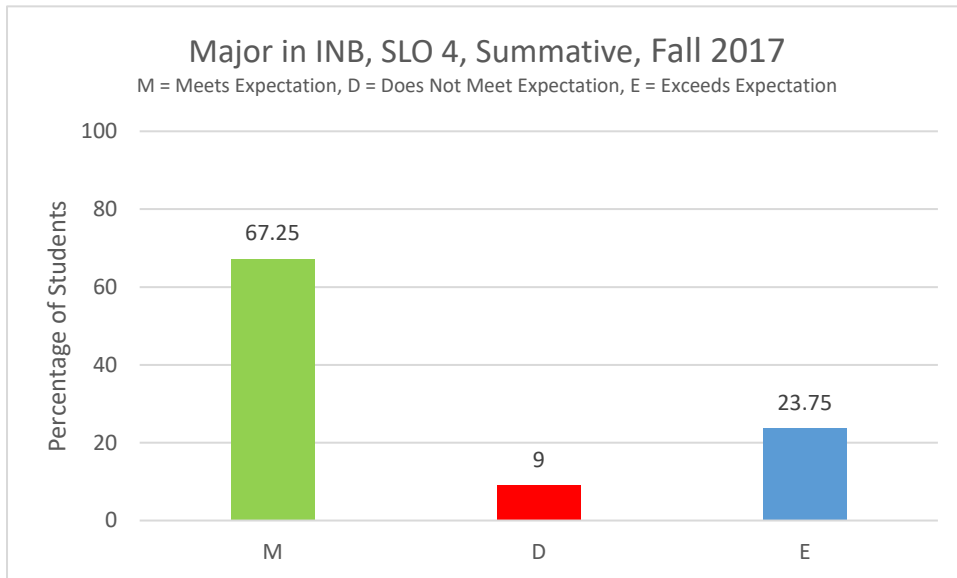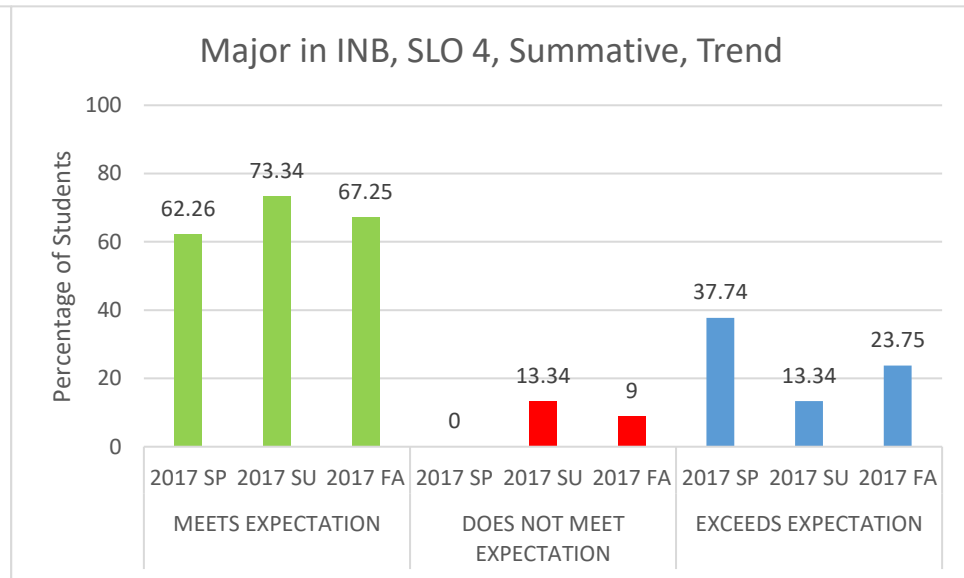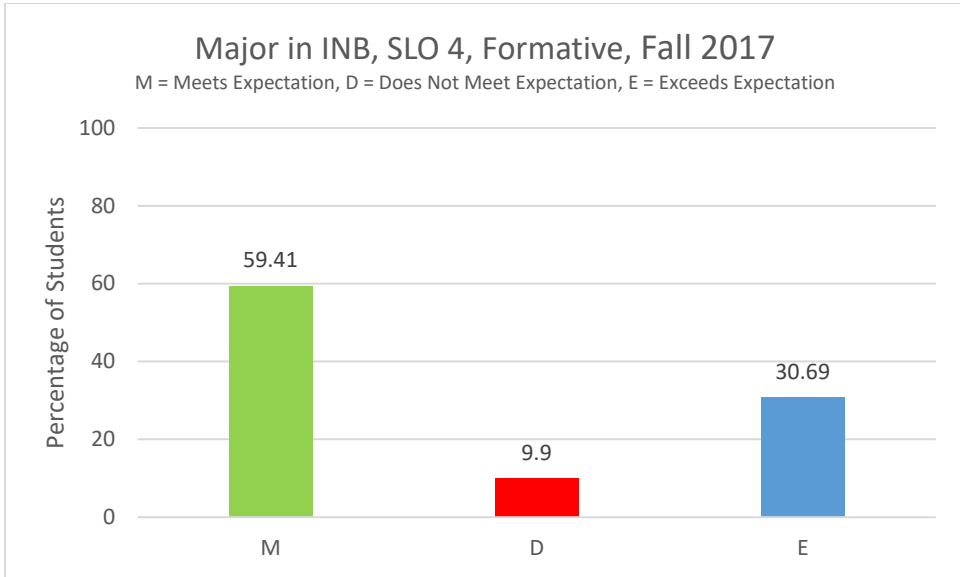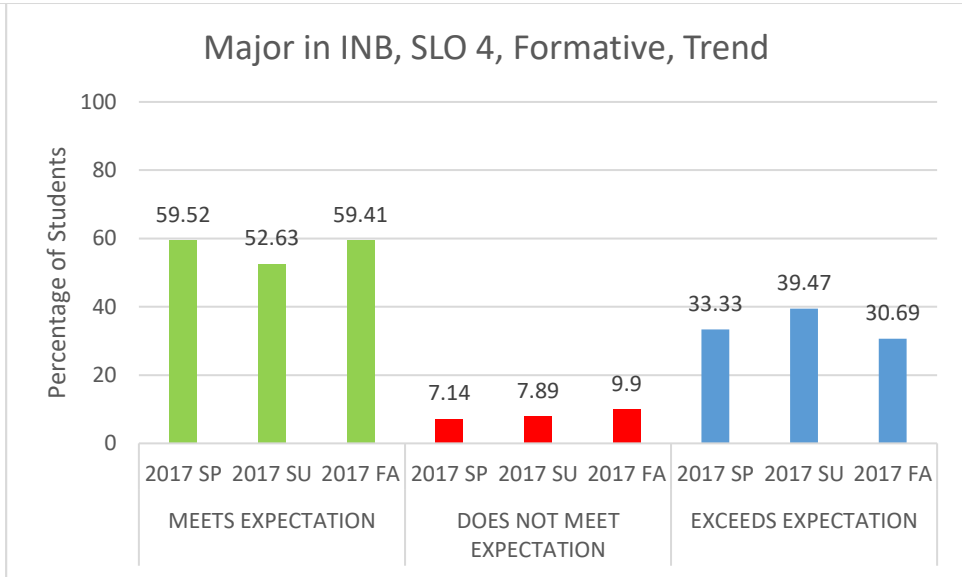| Student Learning Outcomes | Measure | Measurement Criteria | Results | Status | Closing the Loop |
|---|---|---|---|---|---|
| 4. Identify the international competitiveness of nations and their attractiveness for international business. | Summative- Exit Assessment Test, and Course-Embedded Assessment (INB 480 group term projects)<br><br>Formative: Course-Embedded Assessment (INB 372 case studies) | Exit Assessment Test: Meets expectations- 60% to 80%, Does Not Meet expectations-< 60%, Meets expectations-> 80%.<br><br>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.<br><br>Students met the target.<br><br>Trend: Students performance is positive and consistent over the periods. | The Marketing Club of North South University (TMC) hosted six interactive grooming sessions with six different guest speakers, each being the leader of his/her professional field. The sessions aimed to bridge the gap between corporate leaders and marketing enthusiasts. |



Figure INB- 13



Figure INB- 14

**Major in INB, SLO 4, Formative, Fall 2017**

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation

*Figure INB- 15*



**Major in INB, SLO 4, Formative, Trend**

*Figure INB- 16*

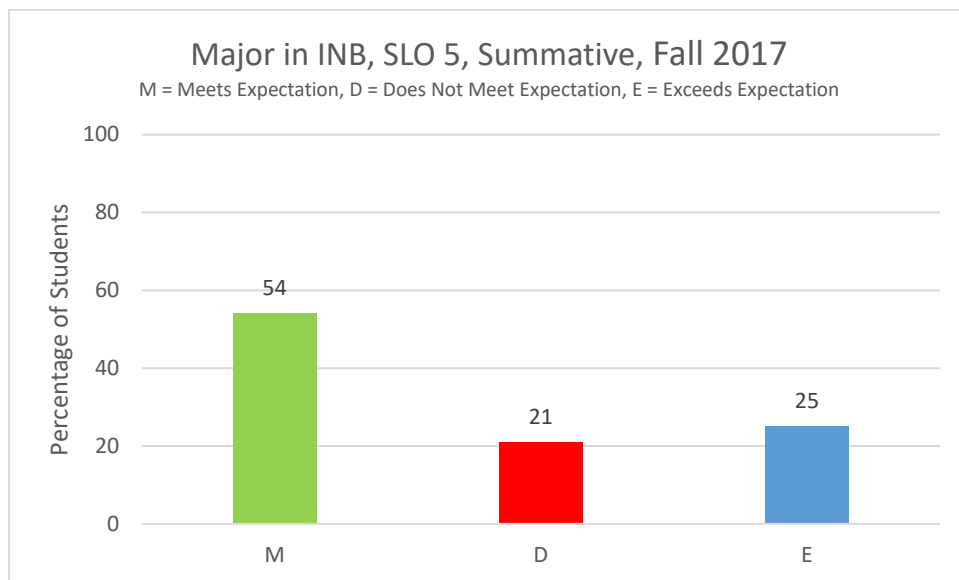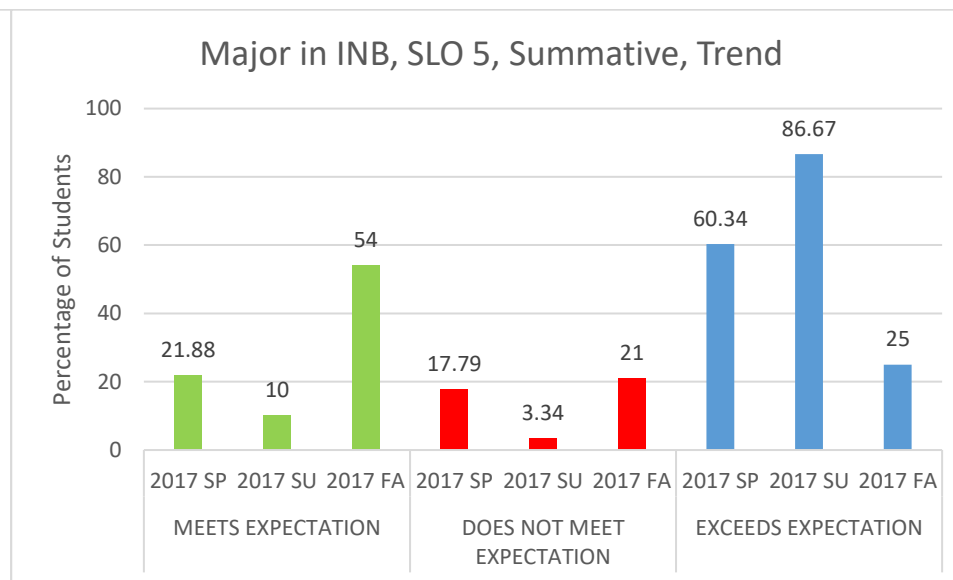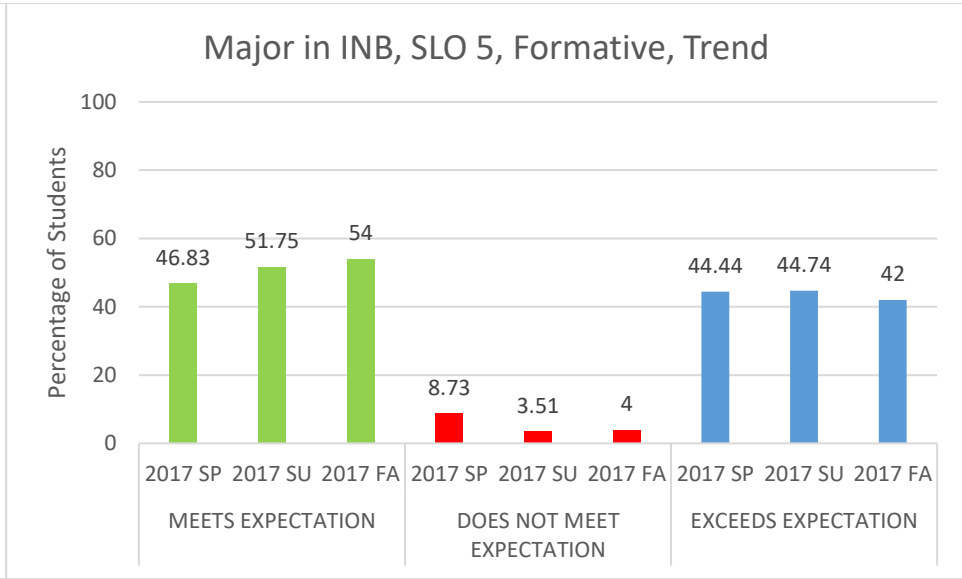| Student Learning Outcomes | Measure | Measurement Criteria | Results | Status | Closing the Loop |
|---|---|---|---|---|---|
| 5. Exhibit critical thinking skills to ethically address complex real-world international business. | Summative- Exit Assessment Test, and Course-Embedded Assessment (INB 480 group term projects)<br><br>Formative: Course-Embedded Assessment (INB 372 case studies) | Exit Assessment Test: Meets expectations- 60% to 80%, Does Not Meet expectations-< 60%, Meets expectations-> 80%.<br><br>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.<br><br>Students failed to meet the target.<br><br>Trend: Students performance in summative assessment has deteriorated over the period with an increase in percentage of students not meeting expectation. This is an area of concern. | Courses have been standardized in terms of content, sequence of coverage, grading, use of text book and other learning resources.<br>Continuation of the use of the software "Turn it in" in order to ensure credibility of students work. Workshops are held for faculties to give them idea about the software and how to use it. |



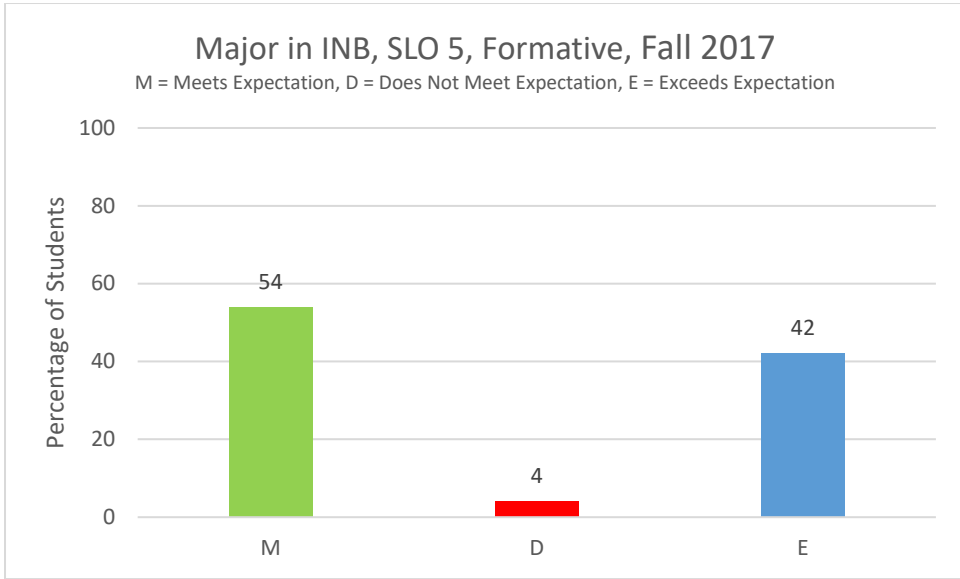*Figure INB- 17*



*Figure INB- 18*

Figure INB- 19



Figure INB- 20xx

# Fall 2017 Student Learning Assessment Report: Major in MIS Program

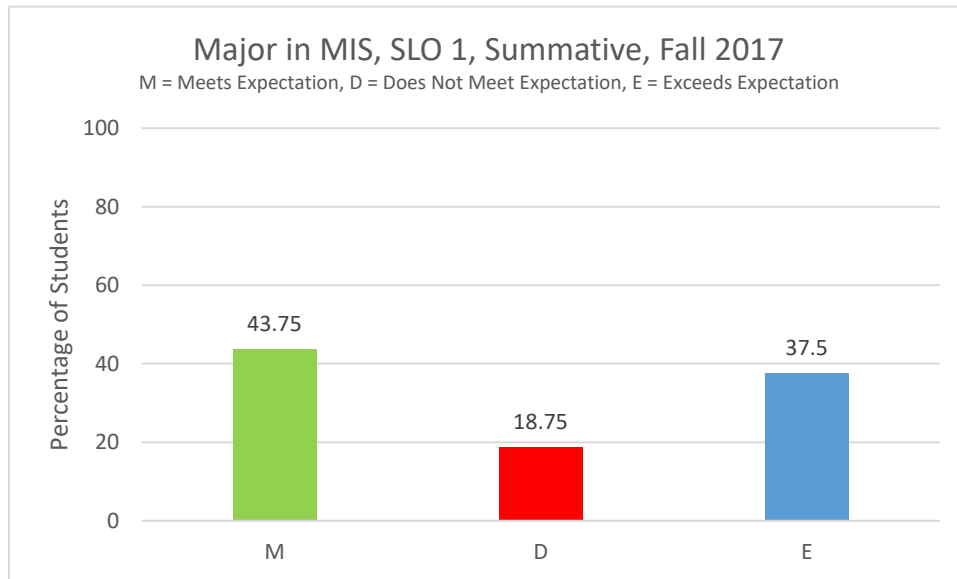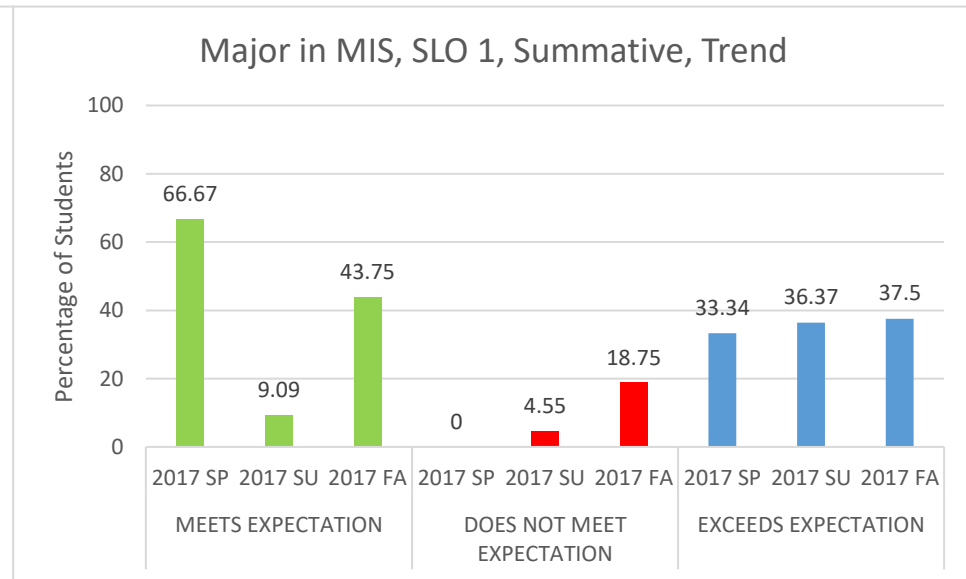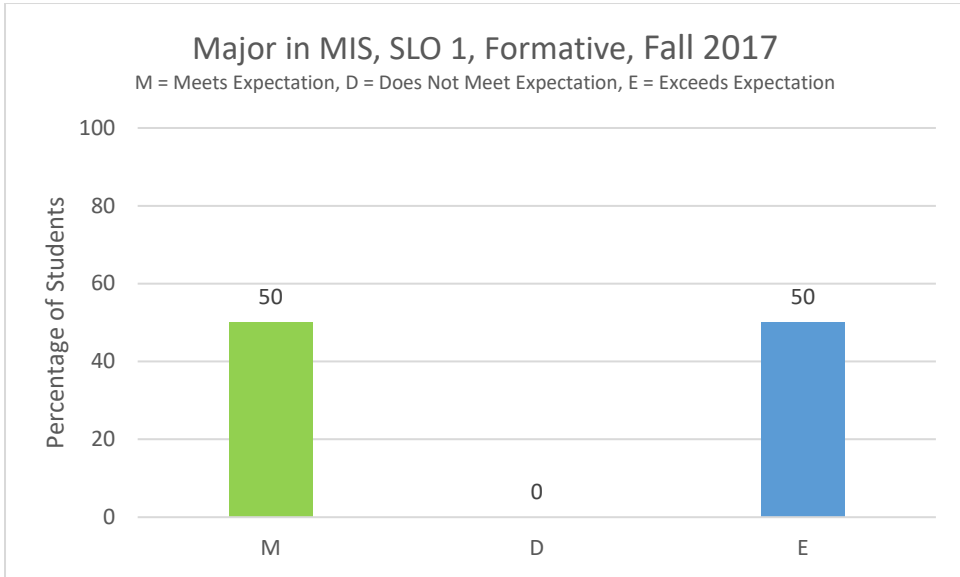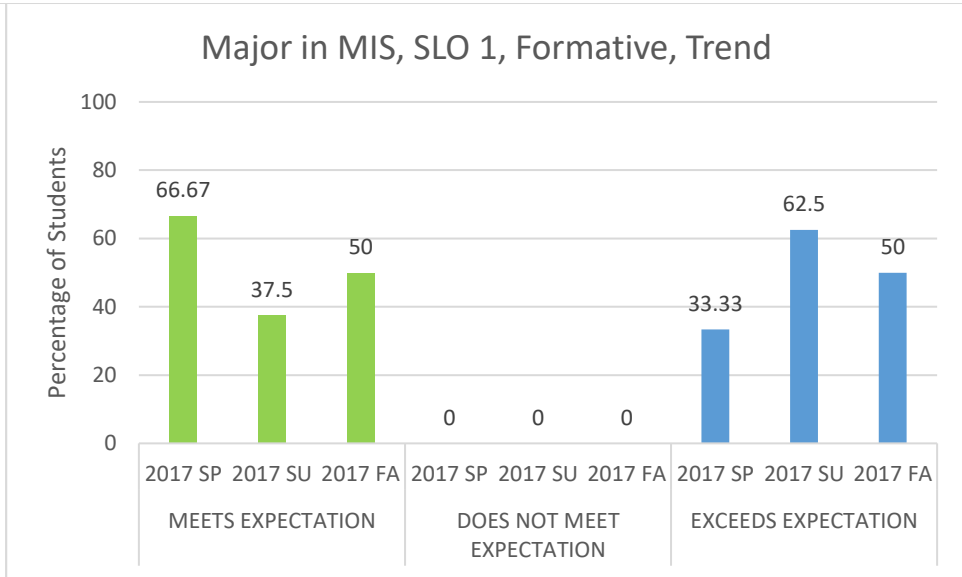| Student Learning Outcome | Measure | Measurement Criteria | Results | Observation | Closing the Loop |
|---|---|---|---|---|---|
| 1. Apply managerial concepts and decision theories to use enterprise information systems. | Summative: Exit Assessment Test, and Course Embedded Assessment (MIS470 group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



*Figure MIS 1*



*Figure MIS 2*

Figure MIS 3



Figure MIS 4

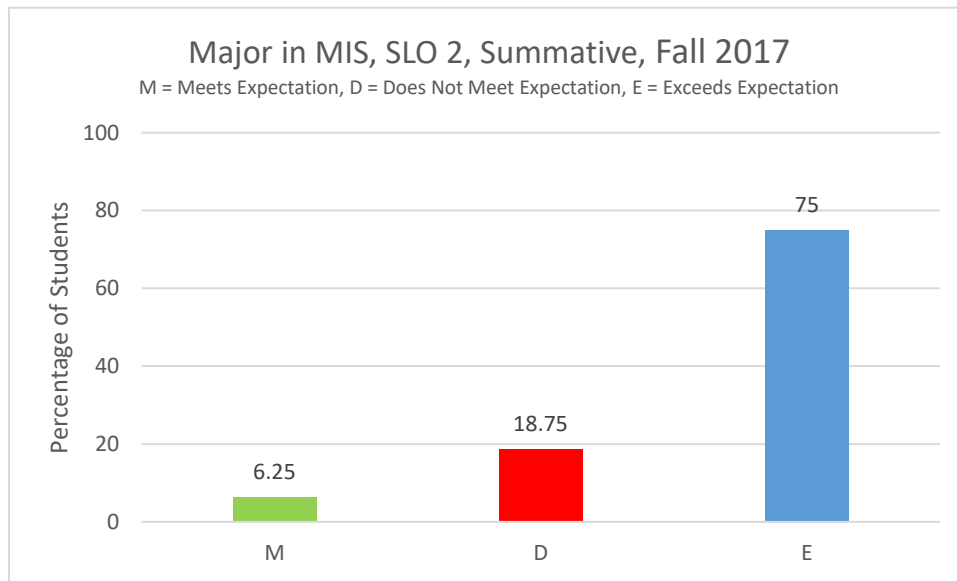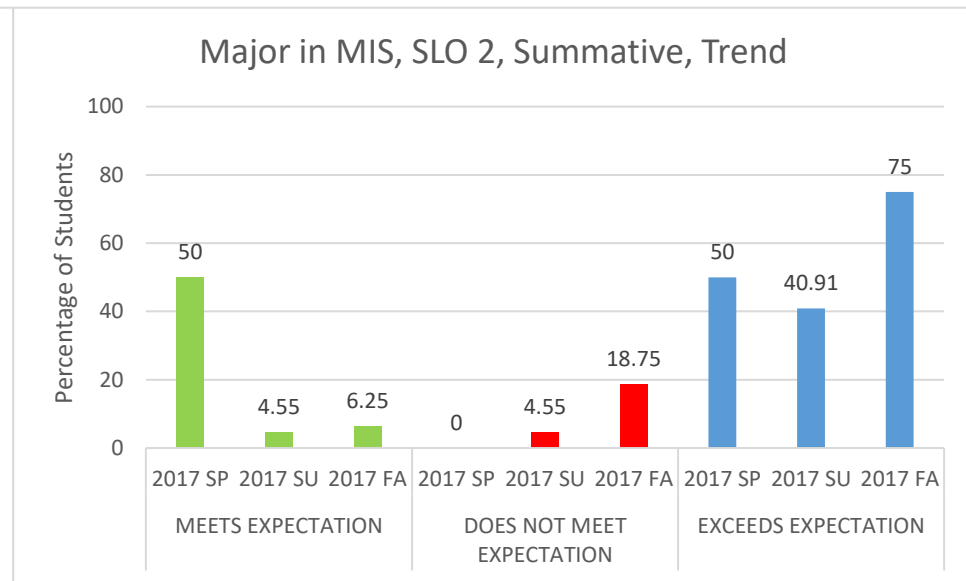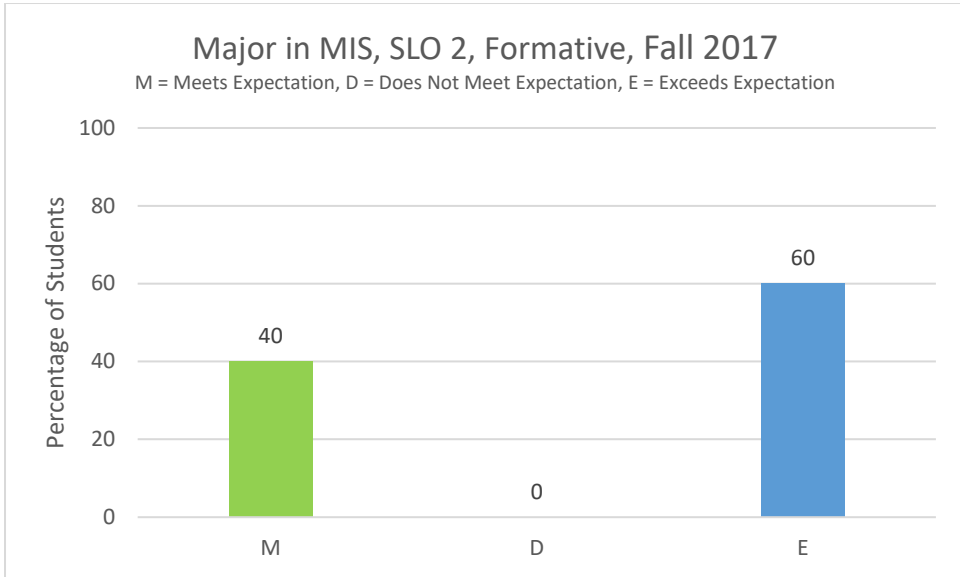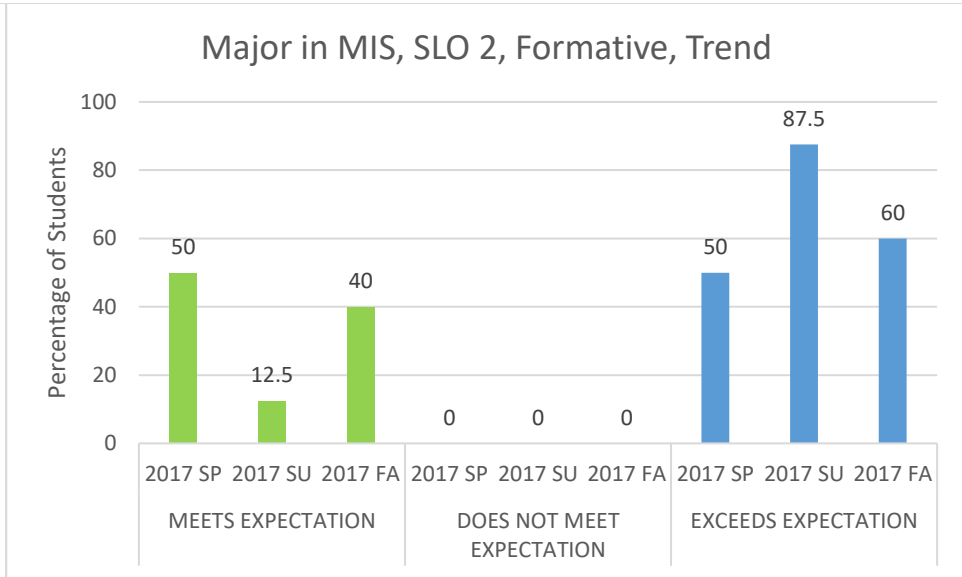| Student Learning Outcome | Measure | Measurement Criteria | Results | Observation | Closing the Loop |
|---|---|---|---|---|---|
| 2. Demonstrate the understanding about systems theory, systems analysis, systems design and project management. | Summative: Exit Assessment Test, and Course Embedded Assessment (MIS470 group term projects)<br><br>Formative: Course Embedded Assessment (MIS205 group term projects) | Exit Assessment Test Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80%<br><br>Course-Embedded Assessment: Rubric # MIS.2.R.1 | See Figures MIS 5 – 8. | Target: 75% students should meet or exceed expectation.<br><br>Student met the target.<br><br>Trend: Although students met the target performance in summative assessment has deteriorated with increase in percentage of students not meeting expectation | Course components are constantly reviewed to ensure that students can continue to critically identify problems and solve those using their knowledge of business studies. |



Figure MIS 5



Figure MIS 6

Figure MIS 7



Figure MIS 8

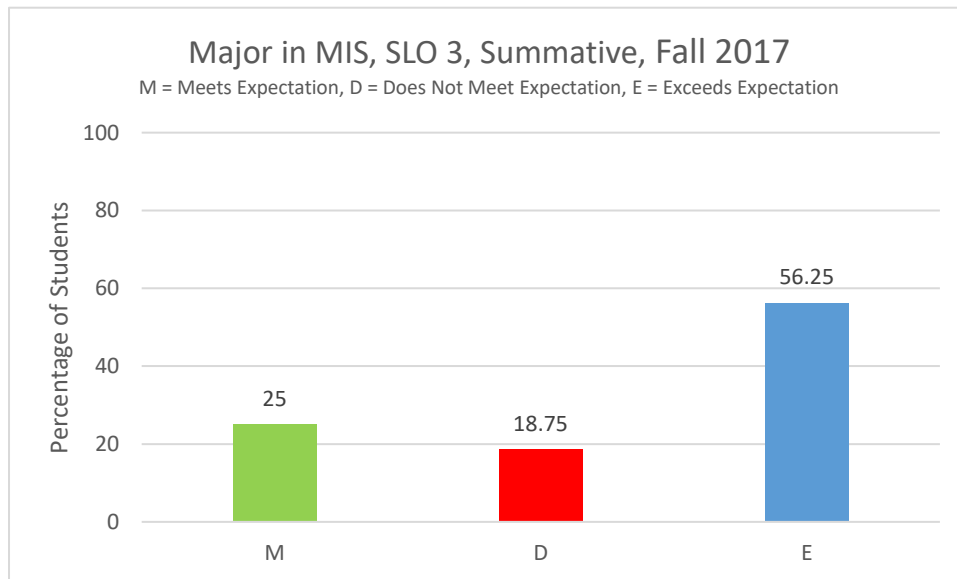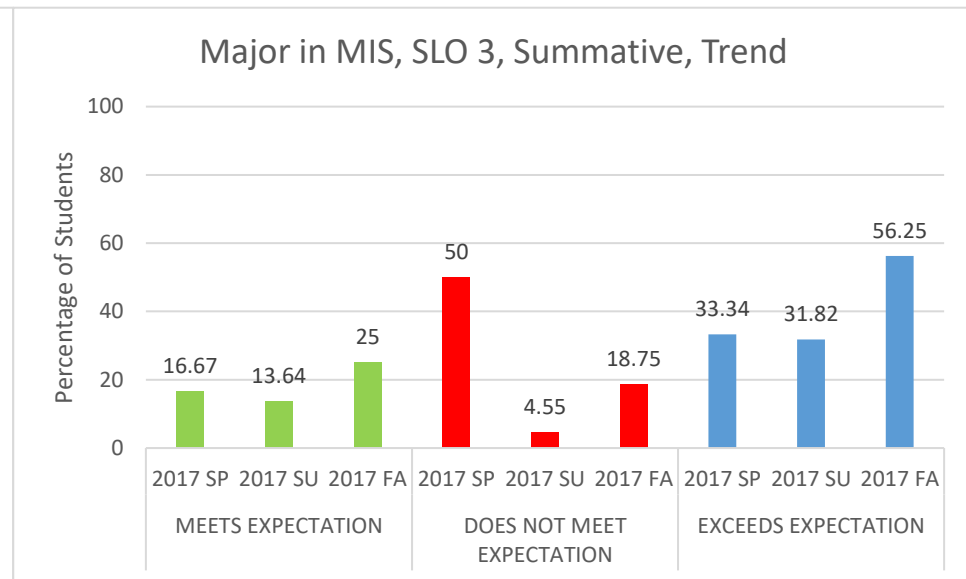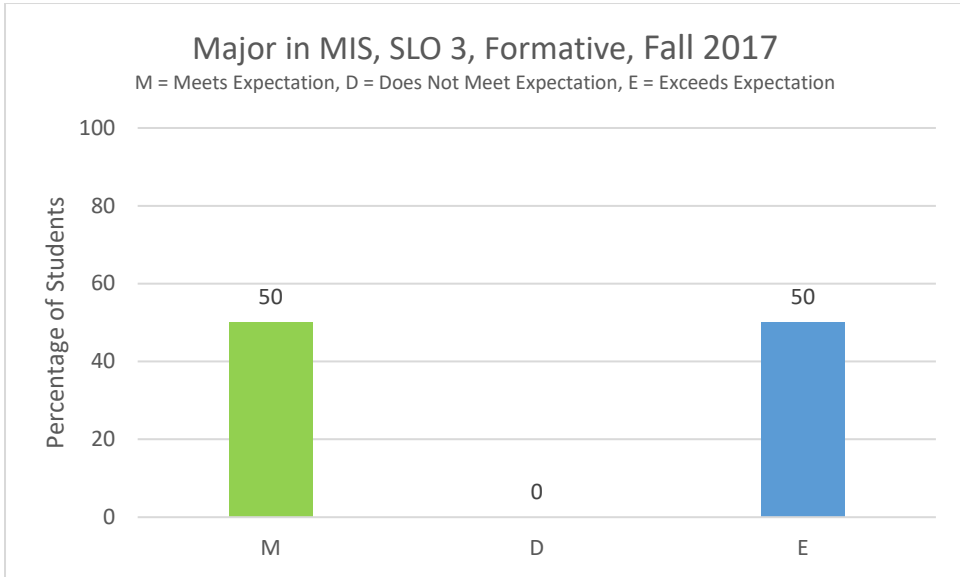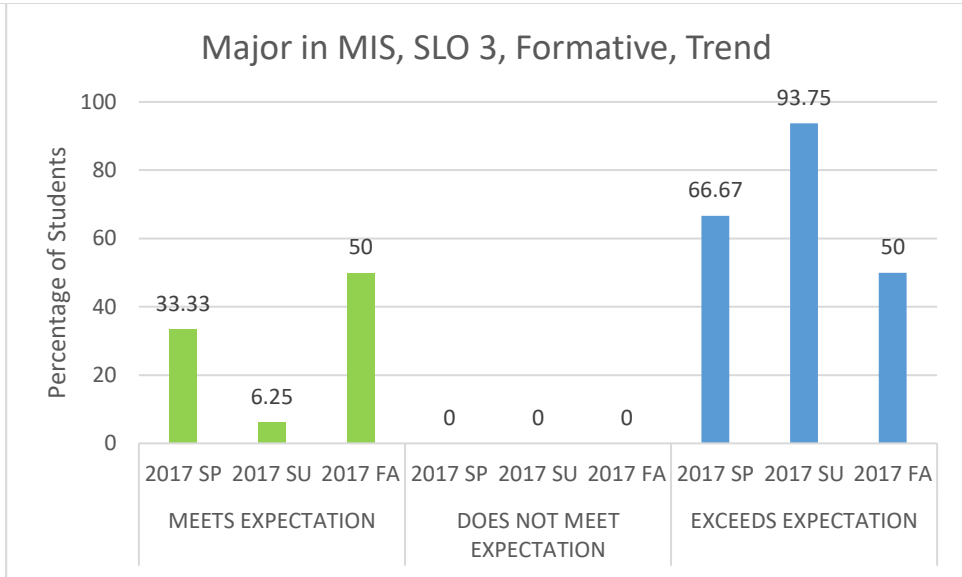| Student Learning Outcome | Measure | Measurement Criteria | Results | Observation | Closing the Loop |
|---|---|---|---|---|---|
| 3. Exhibit the knowledge on web-based information systems in business context. | Summative: Exit Assessment Test, and Course Embedded Assessment (MIS470 group term projects)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



Figure MIS 9



Figure MIS 10

Figure MIS 11



Figure MIS 12

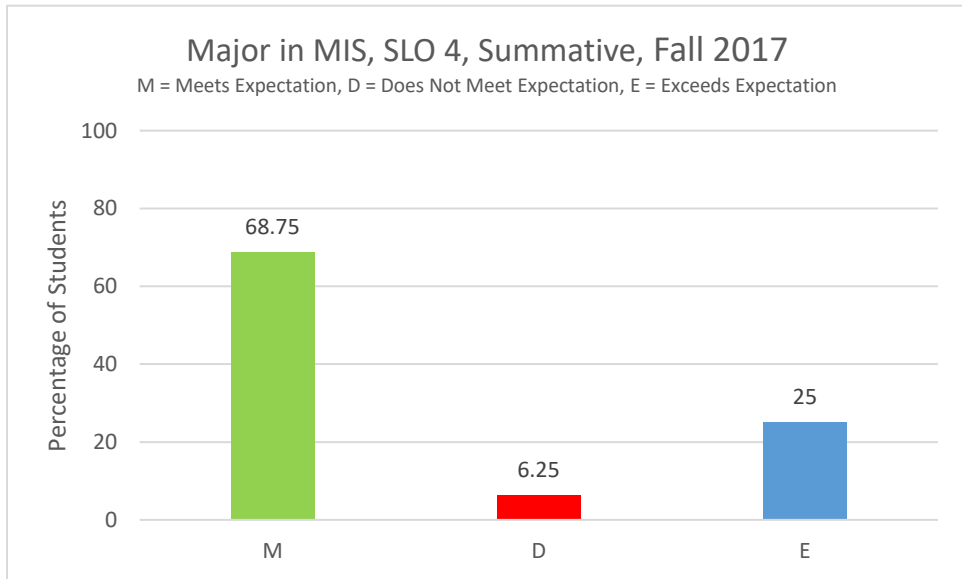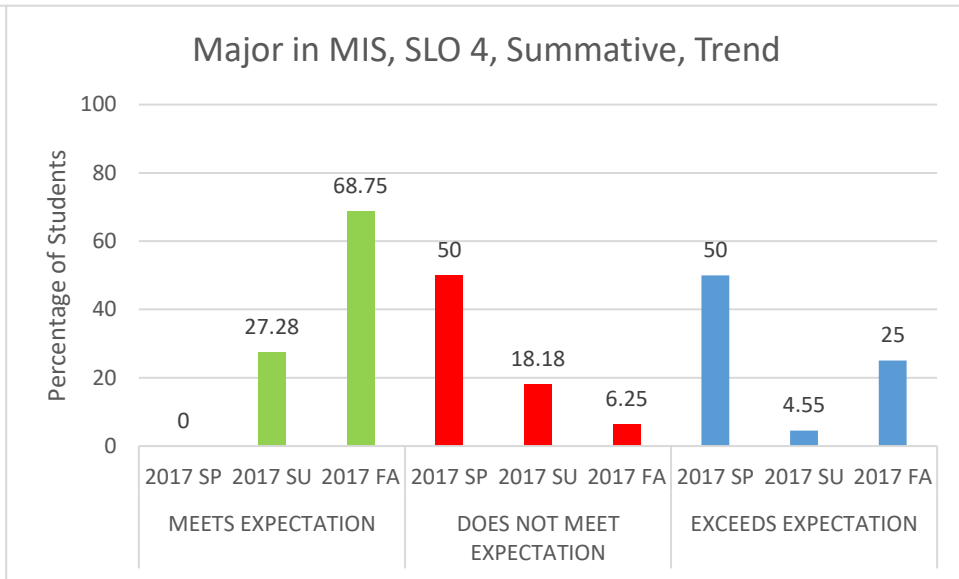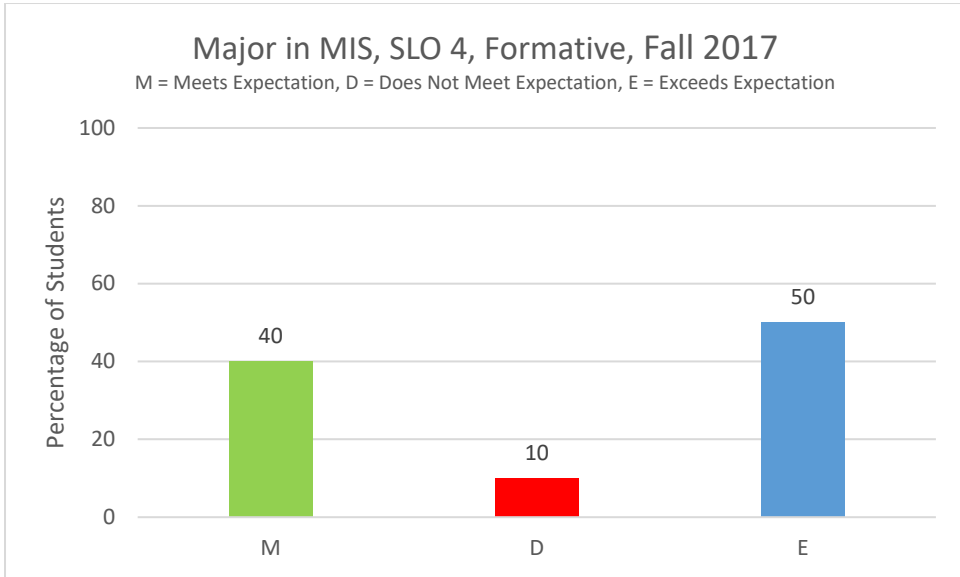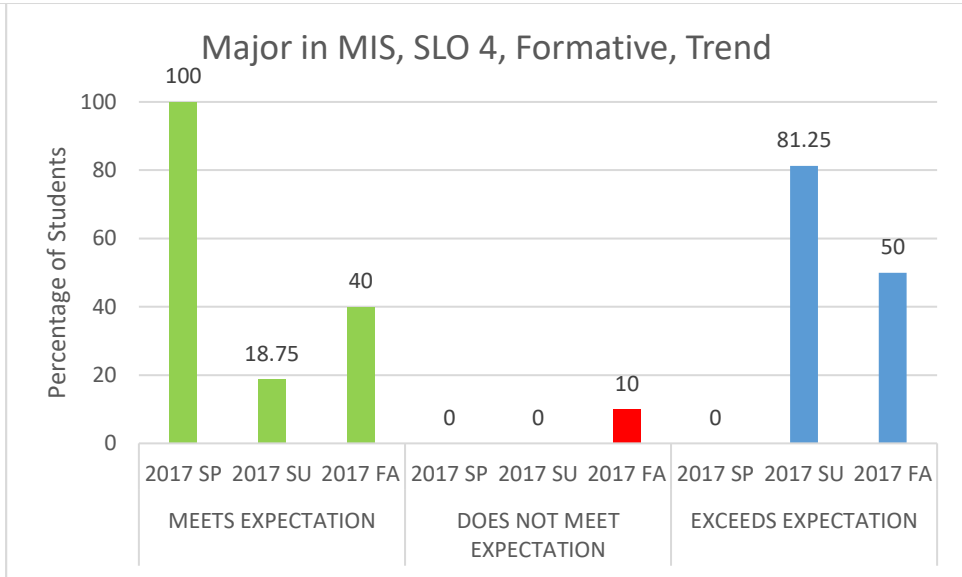| Student Learning Outcome | Measure | Measurement Criteria | Results | Observation | Closing the Loop |
|---|---|---|---|---|---|
| 4. Develop and implement information systems with the help of latest business tools. | Summative: Exit Assessment Test, and Course Embedded Assessment (MIS470 group term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

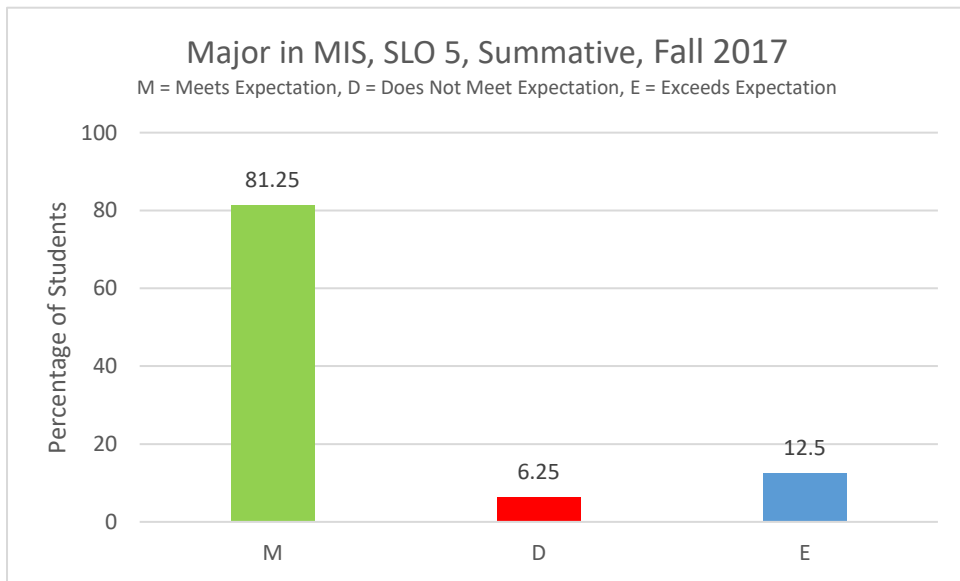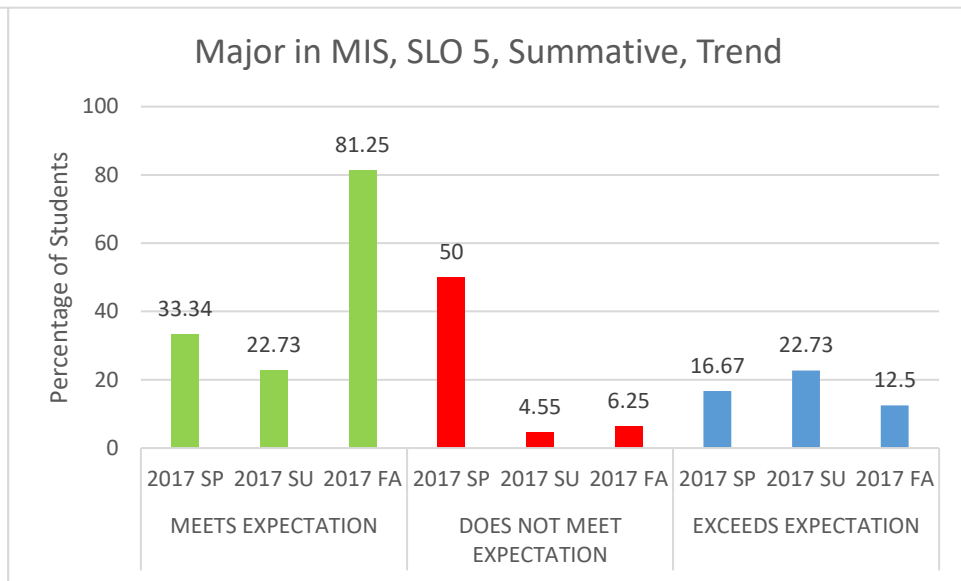| Student Learning Outcome | Measure | Measurement Criteria | Results | Observation | Closing the Loop |
|---|---|---|---|---|---|
| 5. Illustrate the familiarity about computer networks and security concepts. | Summative: Exit Assessment Test, and Course Embedded Assessment (MIS470 group term projects) 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. Student met the target. Trend: Students performance has improved over time | Along with real world Cases, team activities and problem solving exercises on 'IS privacy, security, and protective measures' were done in the classes in related MIS courses, so that there was sufficient coverage on these topics, and students can identify and solve different security issues and network threats. |


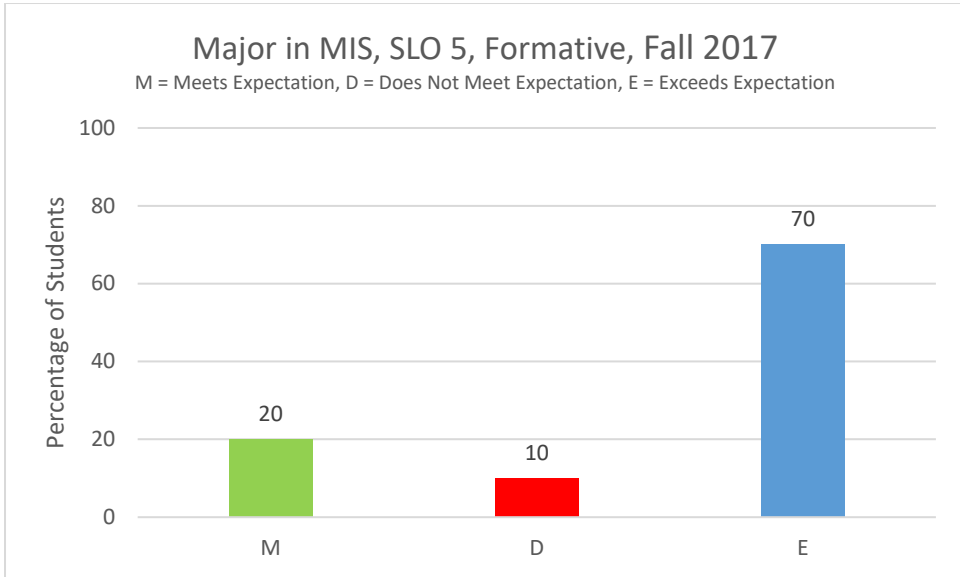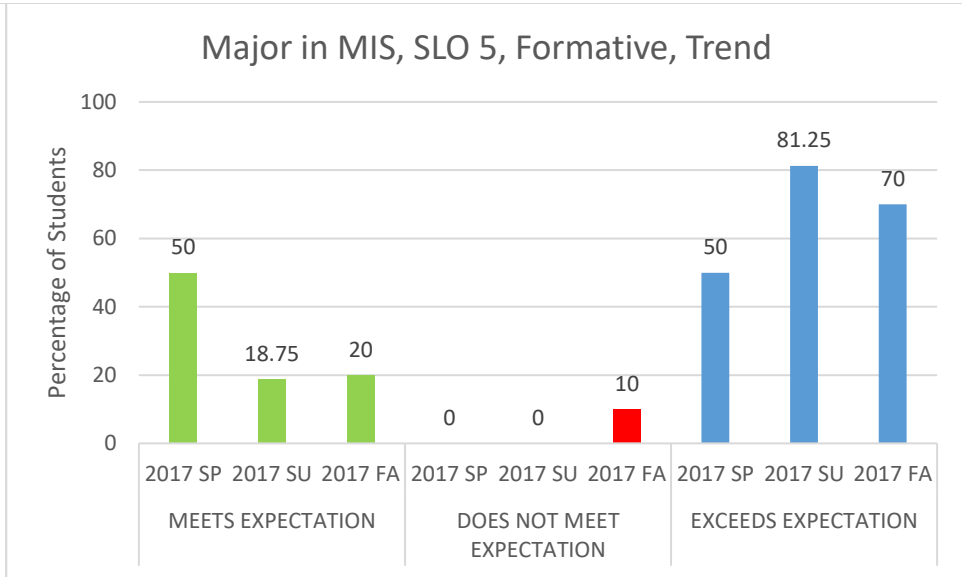
Figure MIS 17



Figure MIS 18

50

Figure MIS 19



Figure MIS 20

# Fall 2017 Student Learning Assessment Report: Major in Marketing ("MKT")

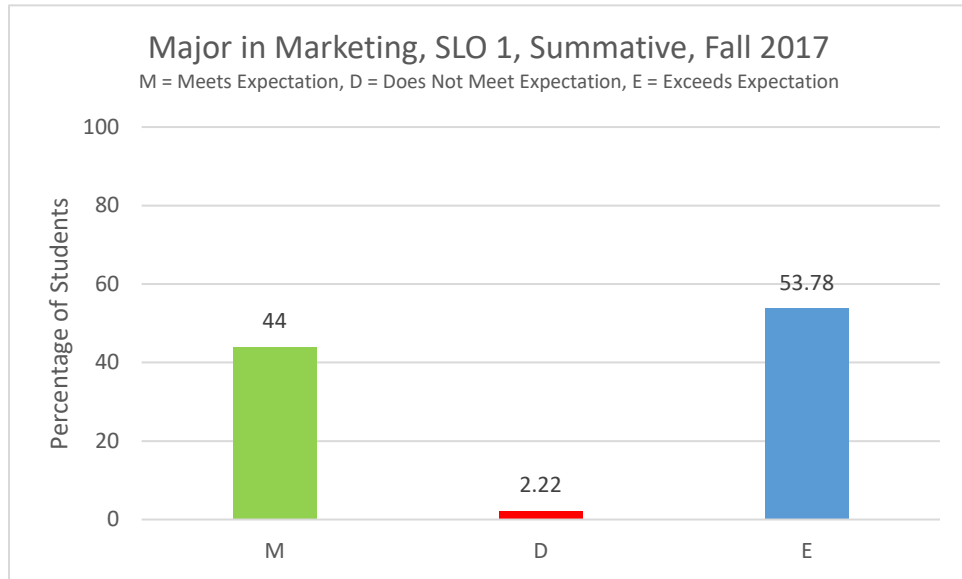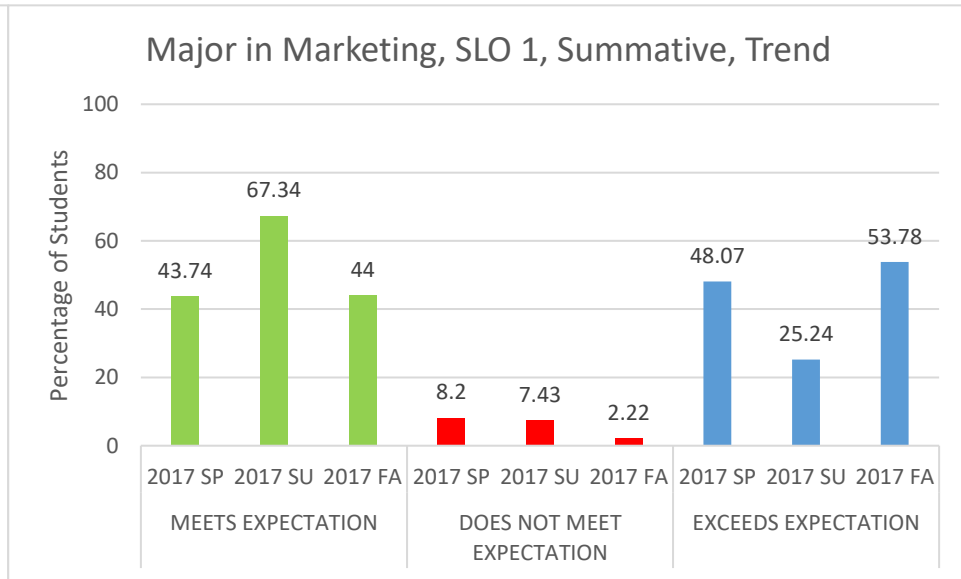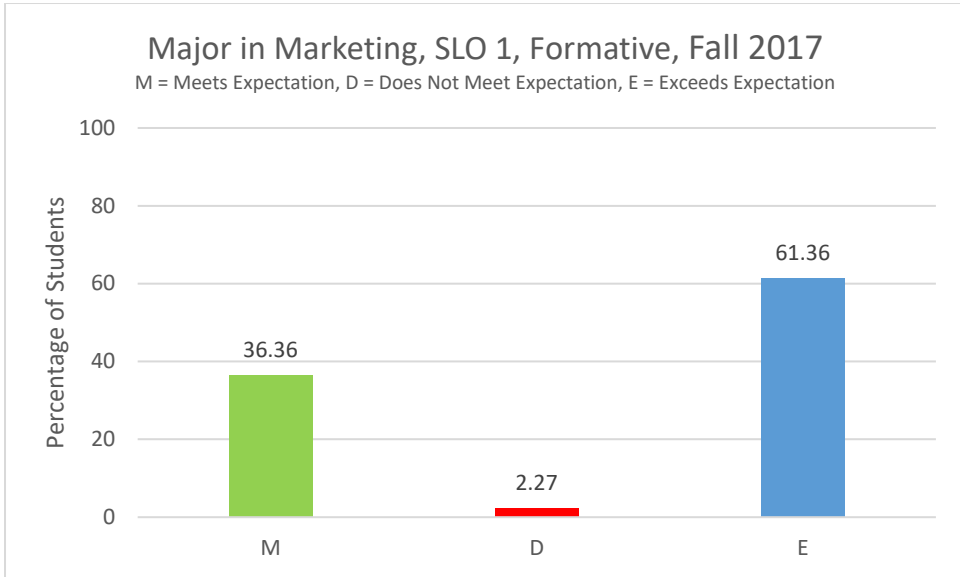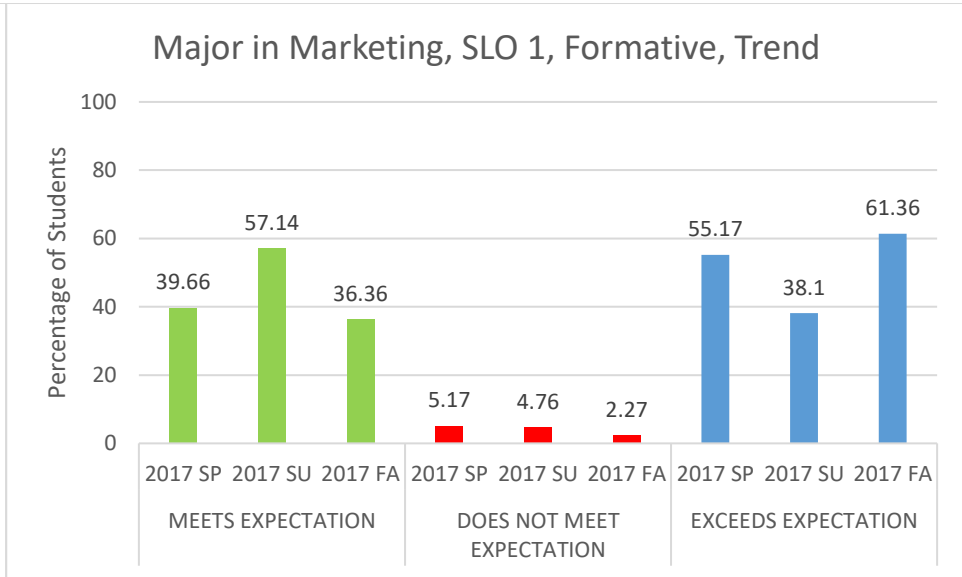| Student Learning Outcomes | Measure | Measurement Criteria | Results | Observation(s) | Closing the Loop |
|---|---|---|---|---|---|
| 1. Demonstrate a thorough understanding of the marketing management process including marketing strategy formulation and marketing plan implementation | Summative- 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: Students performance has improved over time. | 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

Major in Marketing, SLO 1, Formative, Fall 2017

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation

*Figure MKT- 3*



Major in Marketing, SLO 1, Formative, Trend

*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: Student performance has significantly improved over time. | The Marketing Club of North South University has always tried to build good communication between corporate leaders and marketing enthusiasts. With this goal in mind, they hosted six interactive grooming sessions, collectively named "Elemental," with six different guest speakers, each being the leader of his/her professional field. |



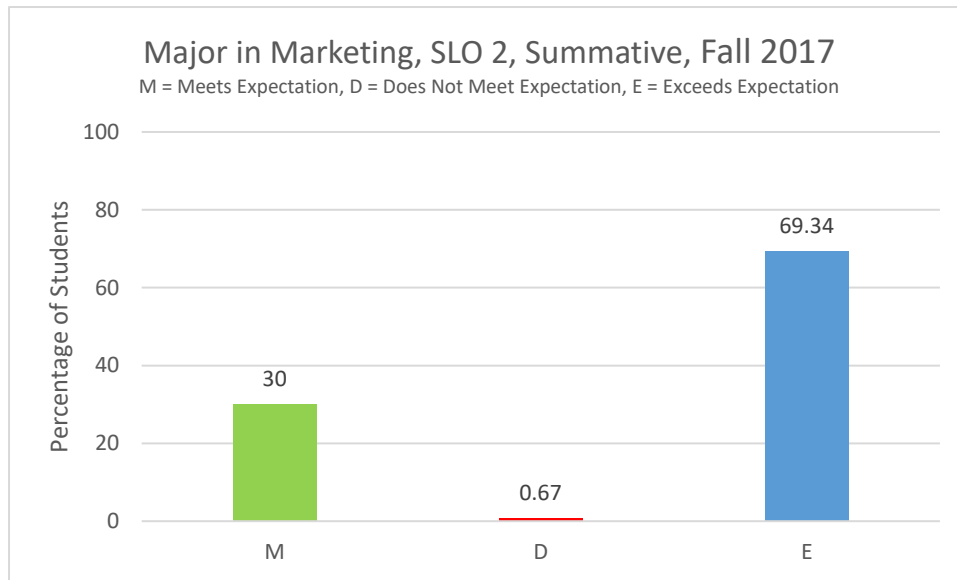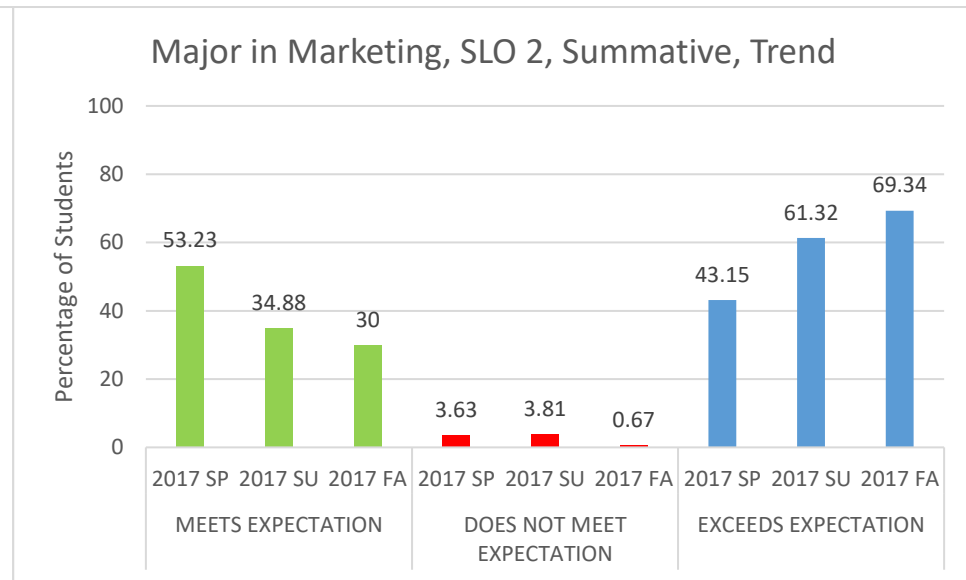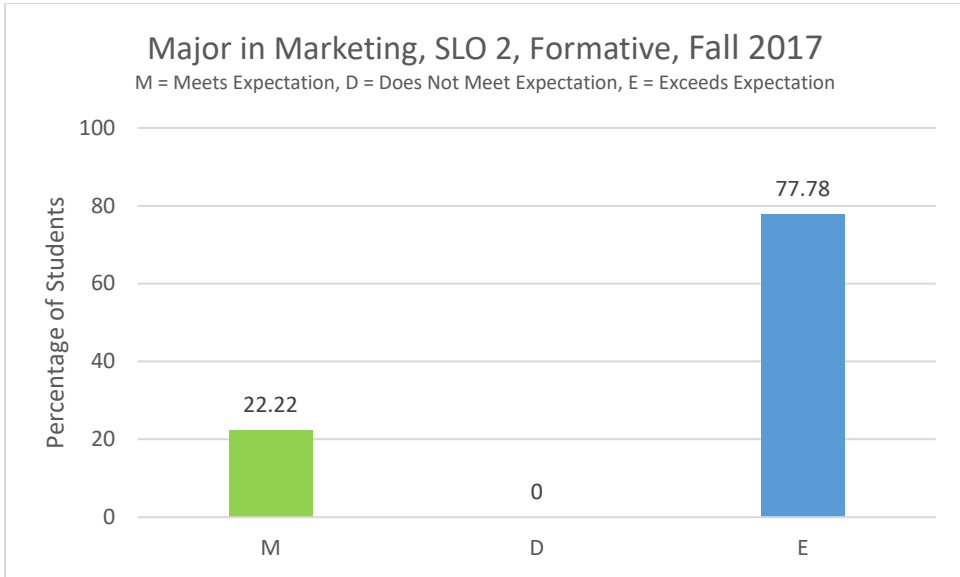*Figure MKT- 5*



*Figure MKT- 6*

## Major in Marketing, SLO 2, Formative, Fall 2017

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation



*Figure MKT- 7*

## Major in Marketing, SLO 2, Formative, Trend
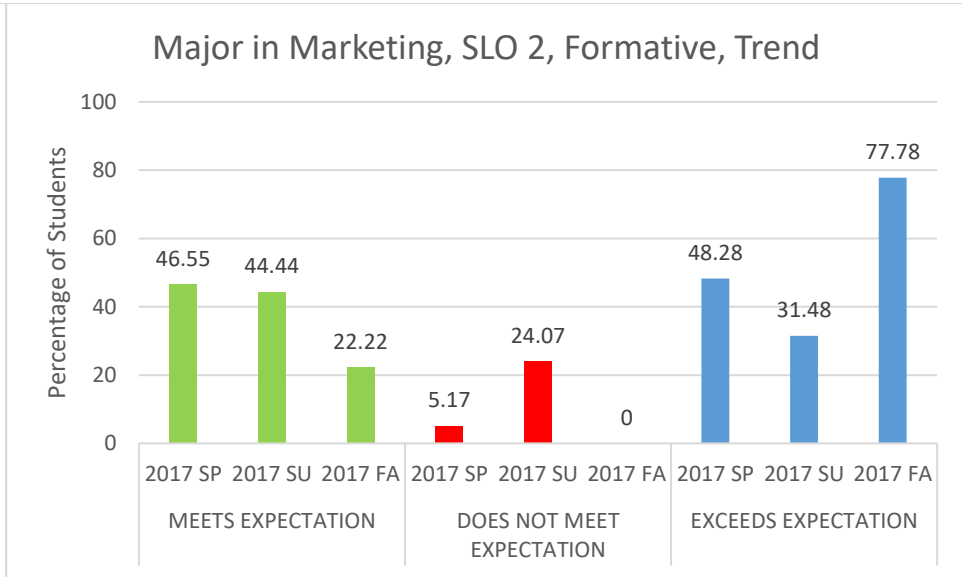


*Figure MKT- 8*

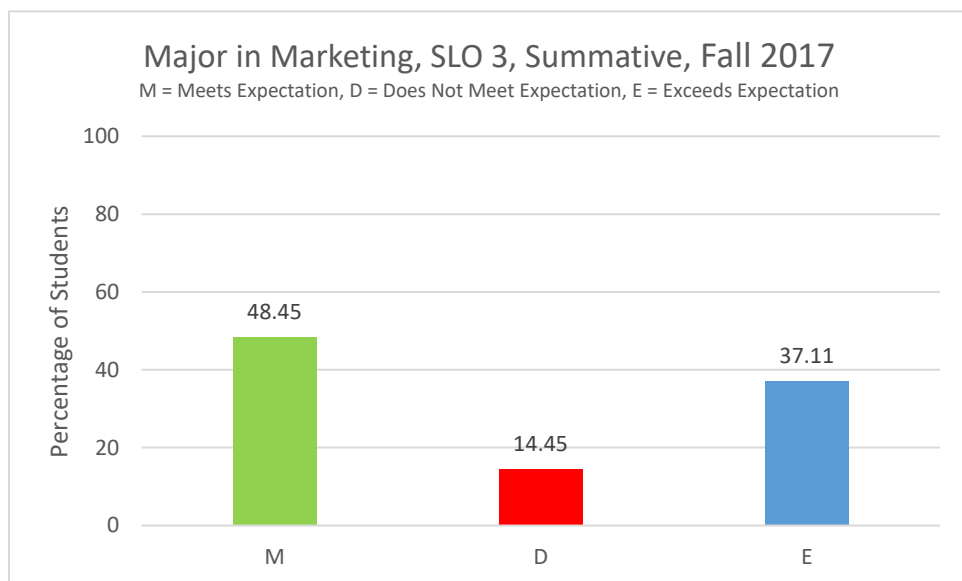| Student Learning Outcomes | Measure | Measurement Criteria | Results | Observation(s) | Closing the Loop |
|---|---|---|---|---|---|
| 3. Apply concepts of consumer behavior to develop marketing strategy. | Summative: - Exit Assessment Test, and Course-Embedded Assessment (MKT 460 group term projects) 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 met the target. Trend: Although students met the target performance in summative assessment is showing a negative trend with an increase in percentage of students not meeting expectation. | Three marketing specialists were invited this semester to equip the participants with knowledge related to the topic of "Customer Loyalty & Customer Value Management". |



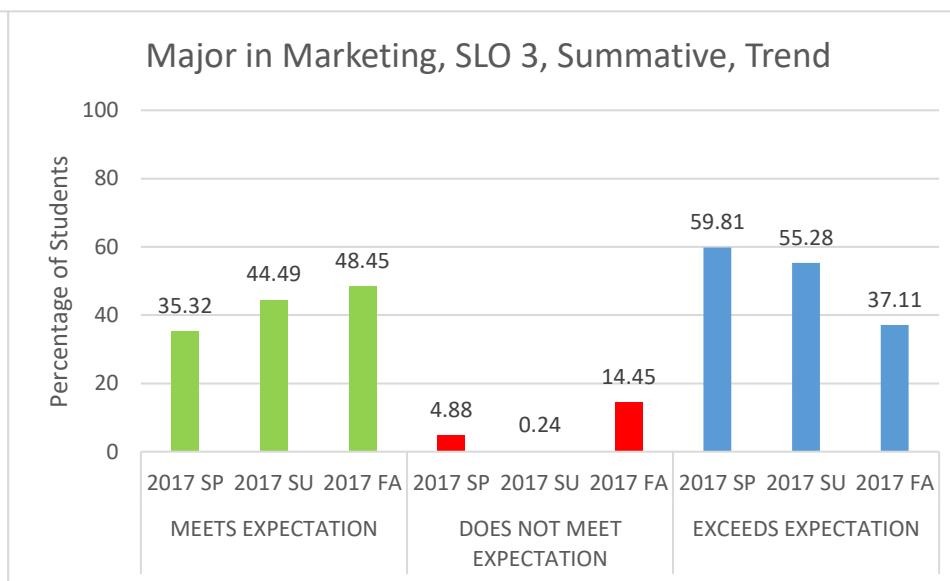Major in Marketing, SLO 3, Summative, Fall 2017
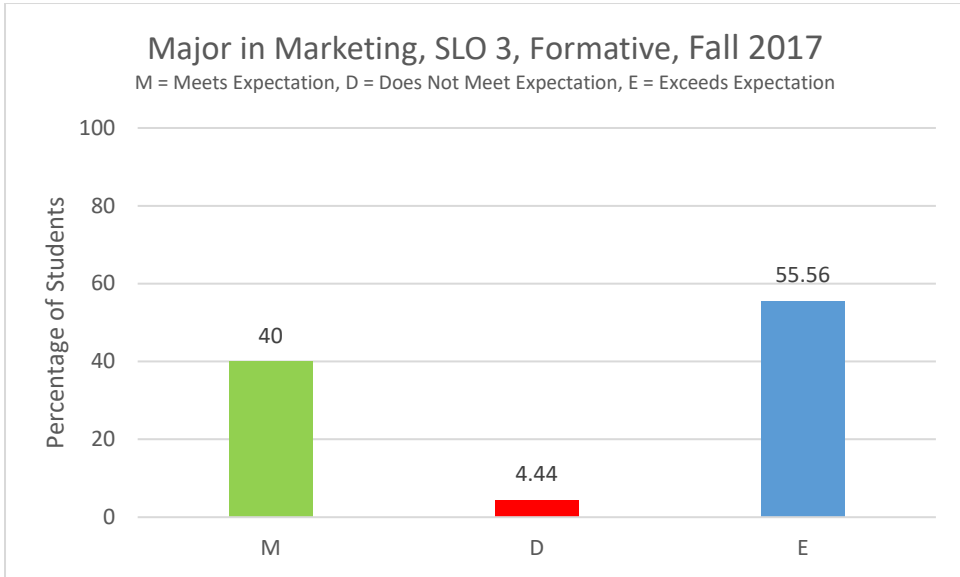M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation

*Figure MKT- 9*



Major in Marketing, SLO 3, Summative, Trend

*Figure MKT- 10*

Figure MKT- 11
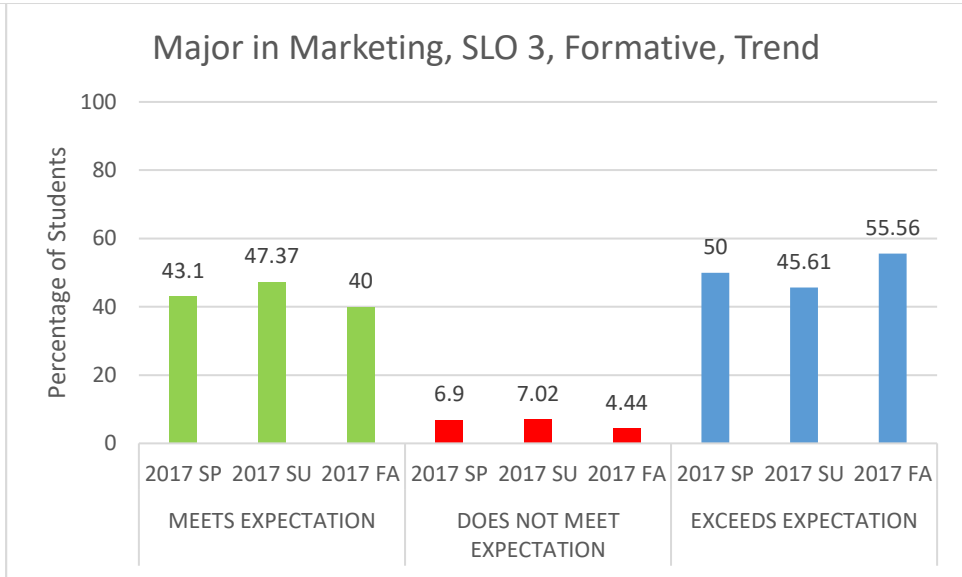


Figure MKT- 12

| 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. | Final year students of MKT 460, Strategic Marketing, were immersed in an hour-long lecture on Innovation, conducted by Mr. Subhajit Mandol, Director, LumenLab of MetLife Innovation Centre, Singapore. The students benefitted immensely from the experience of connecting with an industry expert. |



Figure MKT- 13



Figure MKT- 14

*Figure MKT- 15*



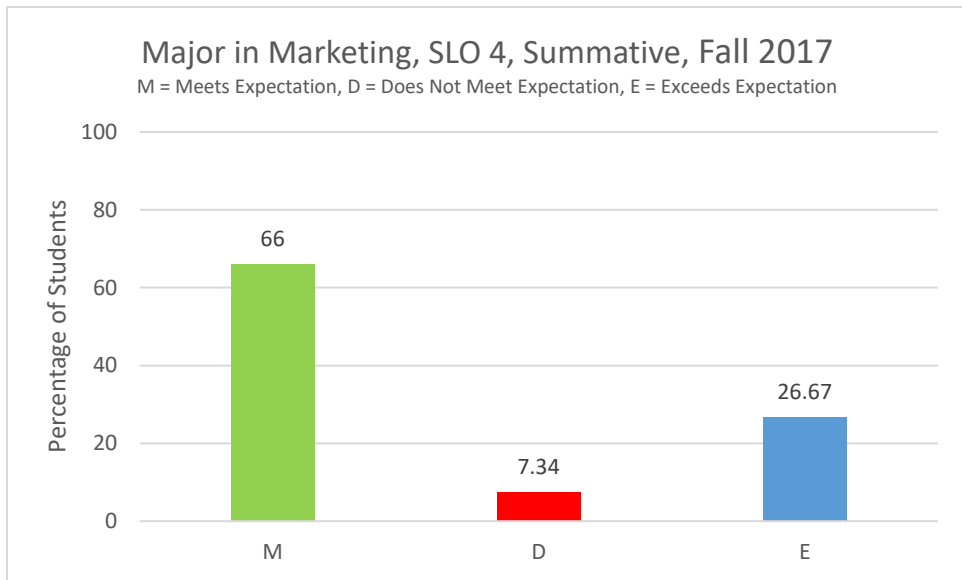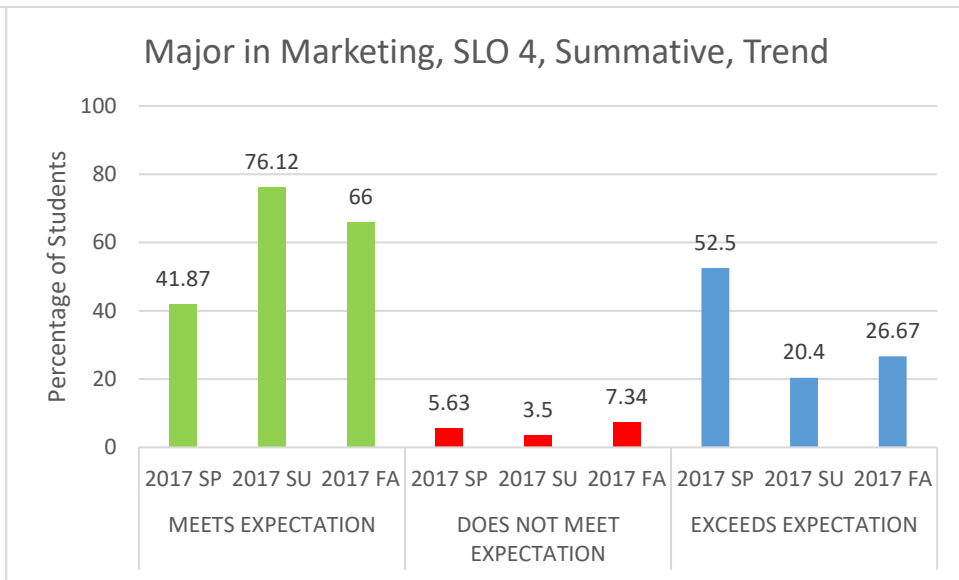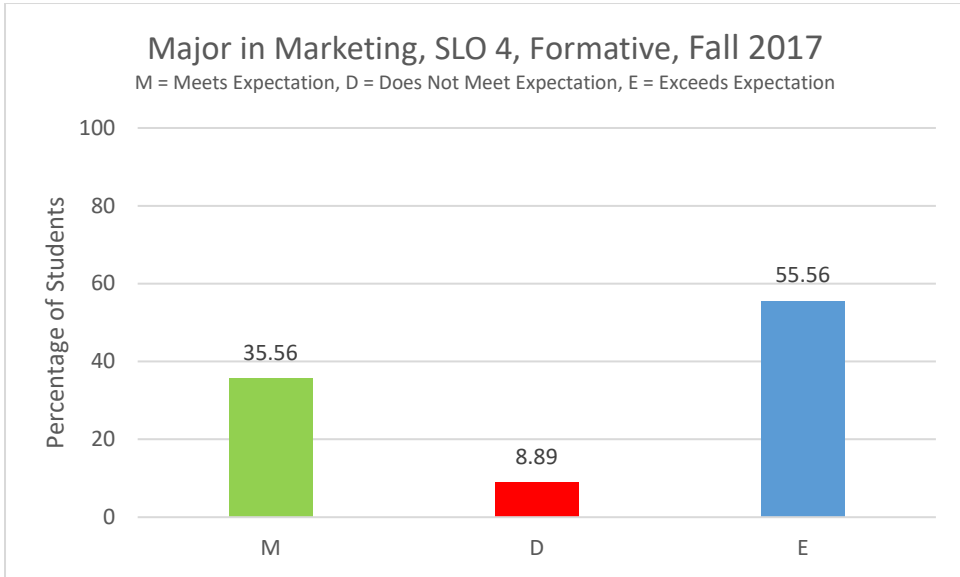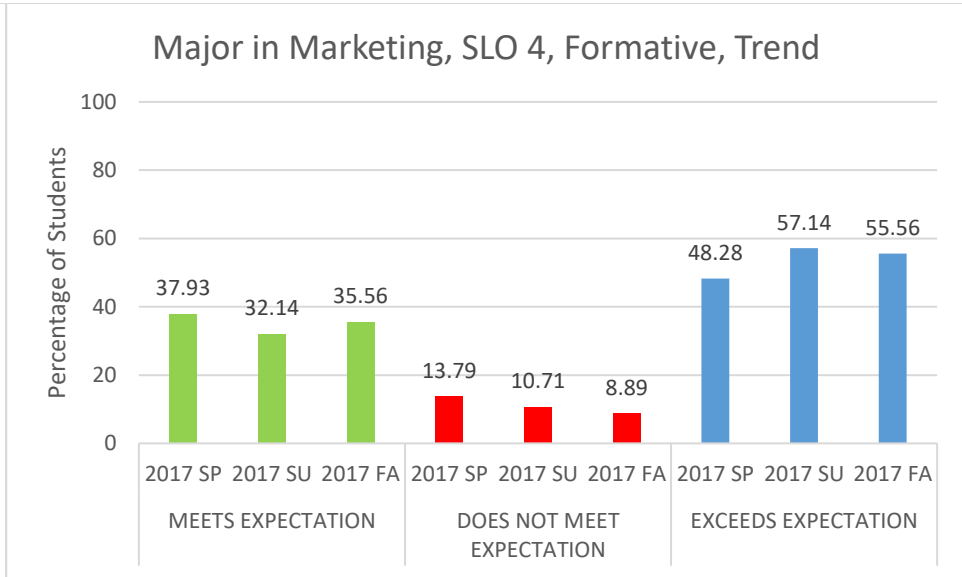*Figure MKT- 16*

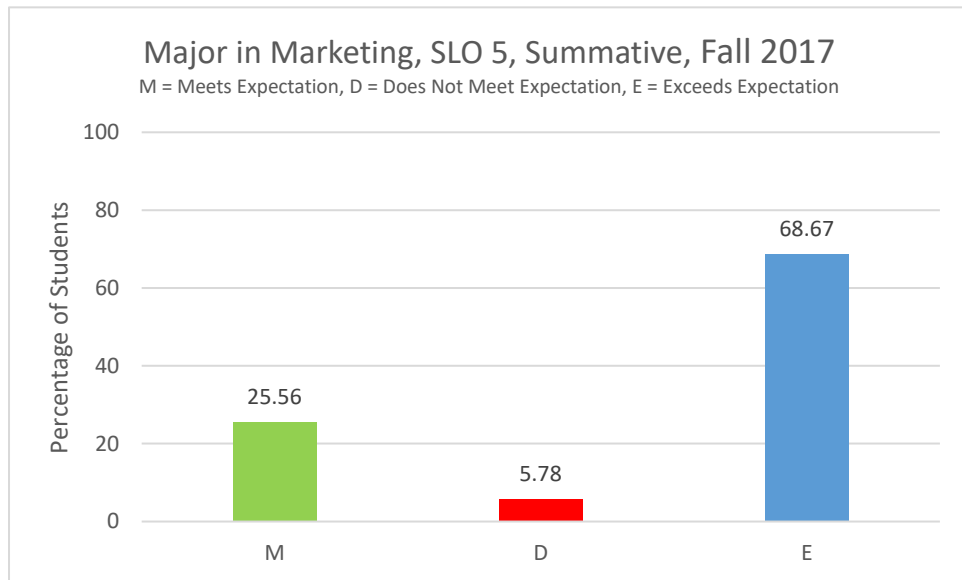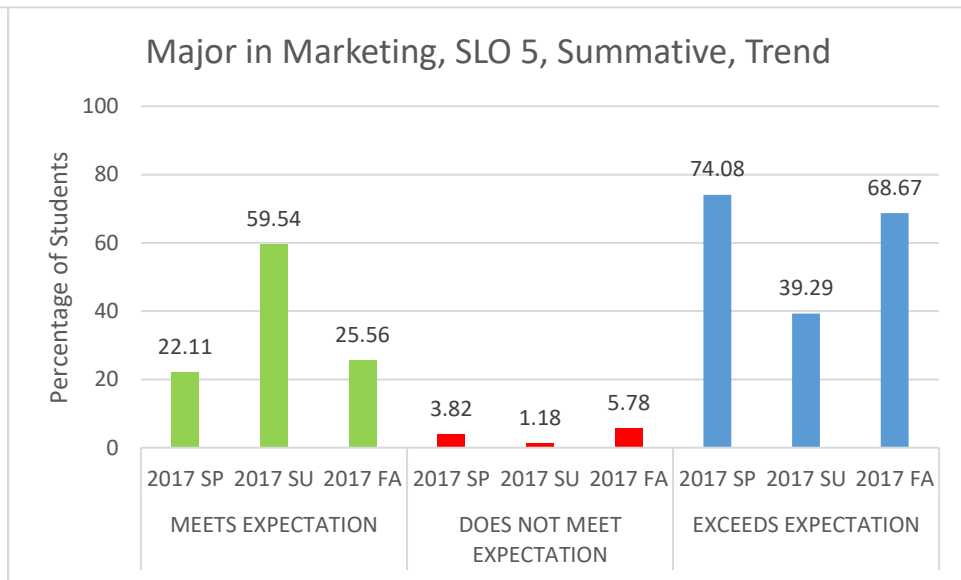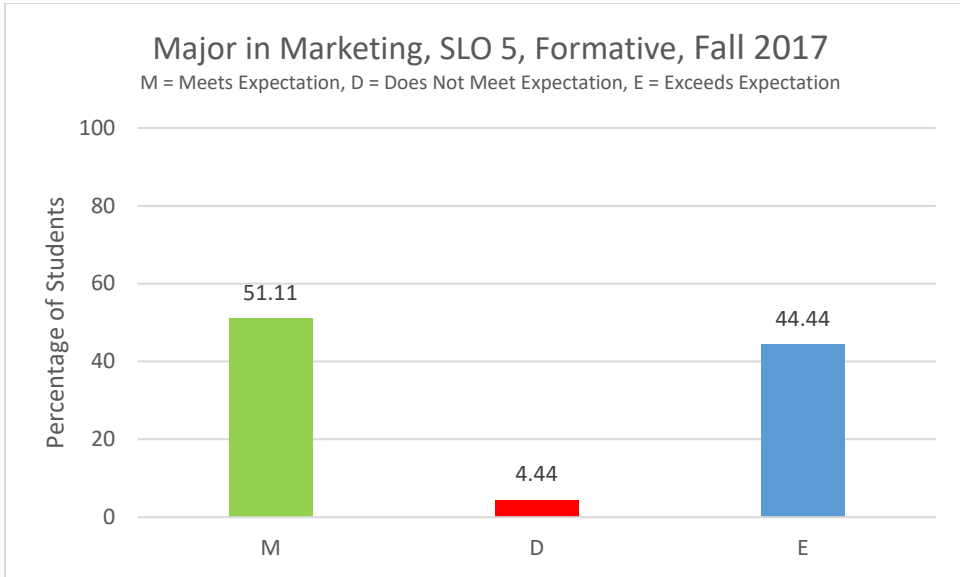| Student Learning Outcomes | Measure | Measurement Criteria | Results | Observation(s) | Closing the Loop |
|---|---|---|---|---|---|
| 5. Practice and set examples on responsible and ethical marketing. | Summative: Exit Assessment Test, and Course-Embedded Assessment (MKT 460 group term projects) Formative: 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 met the target Trend: Although students could not meet the target there is an improving trend in the student performance. | Marketing and International Business Department conducted a workshop titled "Measuring Performance Management & Marketing in Business Environment" as part of the Awareness Building Workshop in Fall 2017. The workshop was facilitated by Mr. Md. Arif Uddin, Director, Head of Business Performance Management, Grameenphone Ltd. and Mr. Golam Mortuza Chowdhury, Deputy Director, Head of Revenue Assurance & Fraud Management, Grameenphone Ltd. |



Figure MKT- 17



Figure MKT- 18

Major in Marketing, SLO 5, Formative, Fall 2017

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation

*Figure MKT- 19*
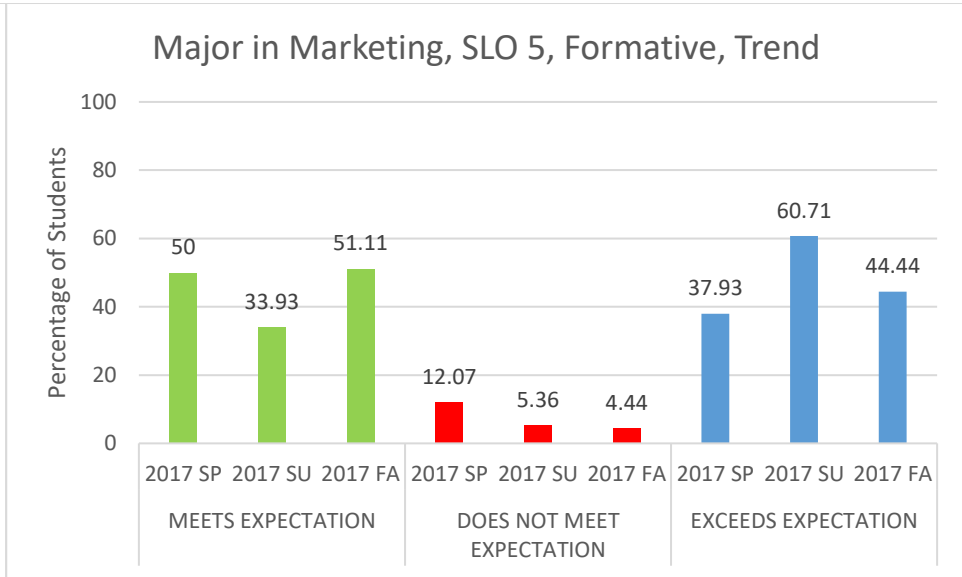


Major in Marketing, SLO 5, Formative, Trend

*Figure MKT- 20*

# Fall 2017 Student Learning Assessment Report: Master of Business Administration

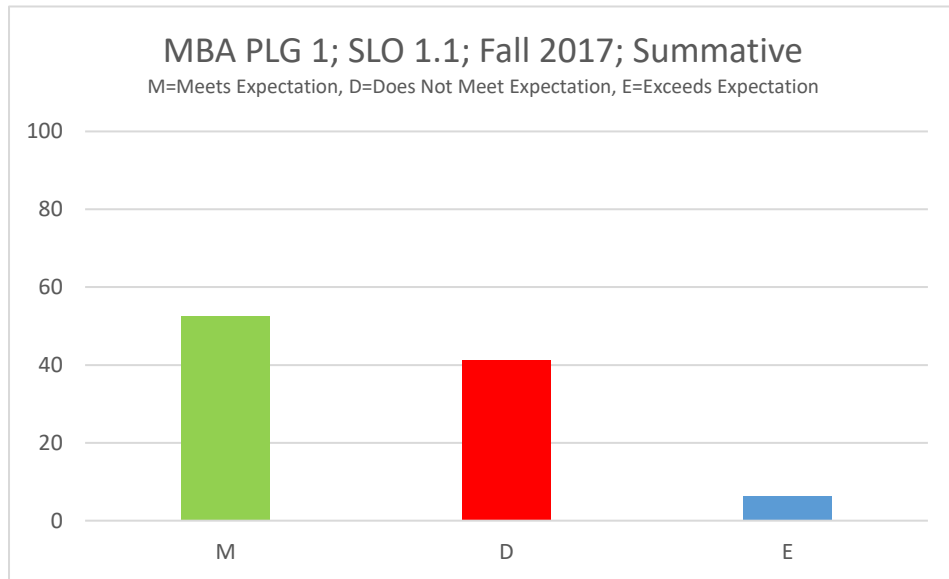| Program Learning Goal | Student Learning Outcome | Measure | Measurement Criteria | Result | Observation(s) | Closing the Loop |
|---|---|---|---|---|---|---|
| 1. Managerial Communications | 1.1 Communicate effectively toward achieving managerial objectives. | Summative: Exit Assessment Test, and Course-Embedded Assessment (BUS 690 final term projects) <br><br> Formative: Course-Embedded Assessment (BUS 650 final term projects) | Assessment Tests: Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation> 80% <br><br> Course-Embedded Assessment: Rubric # MB.1.1.1.1 | See Figures MBA- 1 through MBA-4 | Target: 80% students should meet or, exceed expectation. <br><br> Students failed to meet the target in the summative assessment. <br><br> Trend: Students performance in summative assessment is a major area of concern. There is an increase in percentage of students not meeting the expectation. | Department of English and Modern Languages arranged a Colloquium series for the students. Well-known Bangladeshi authors were invited to talk about writing process and the craft of writing. |



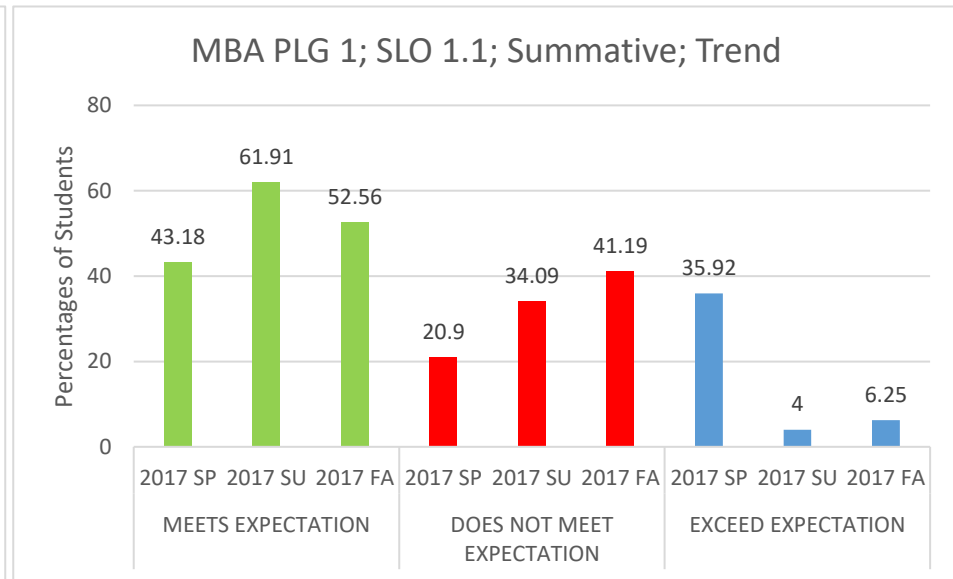MBA PLG 1; SLO 1.1; Fall 2017; Summative
M=Meets Expectation, D=Does Not Meet Expectation, E=Exceeds Expectation

*Figure MBA - 1*



MBA PLG 1; SLO 1.1; Summative; Trend
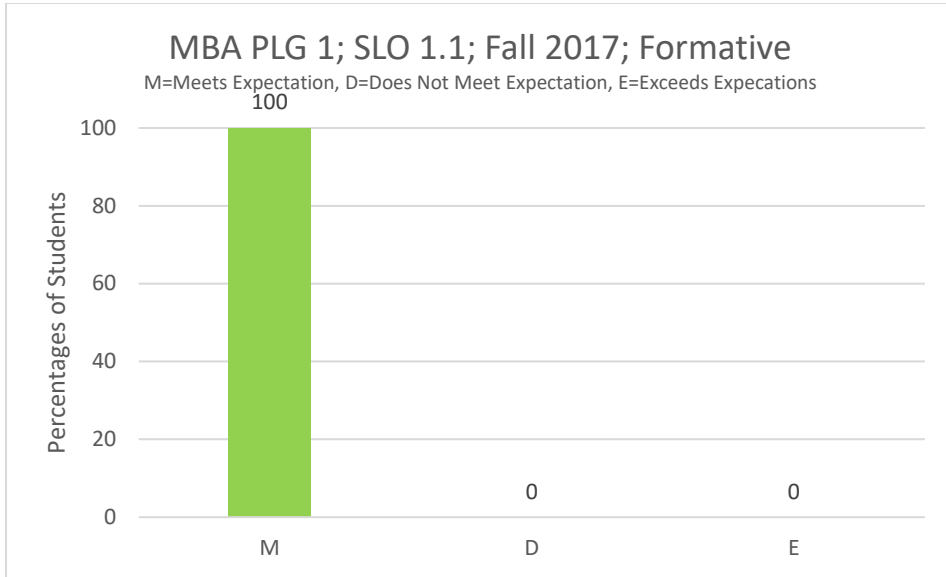
*Figure MBA - 2*

62

*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 in summative assessment is very poor. This is a major area of concern as the students are consistently failing to meet the target. | NSU has taken significant steps towards improving students learning experience. These include establishing a Business Advisory Board, arranging MoU with the Foreign Ministry, updating its curriculum to an international standard, equipping the CPC office, engaging with the EHS+ Center, and creating other offices of excellence for closer engagement with different industries. |



Figure MBA - 5



Figure MBA - 6

Figure MBA - 7



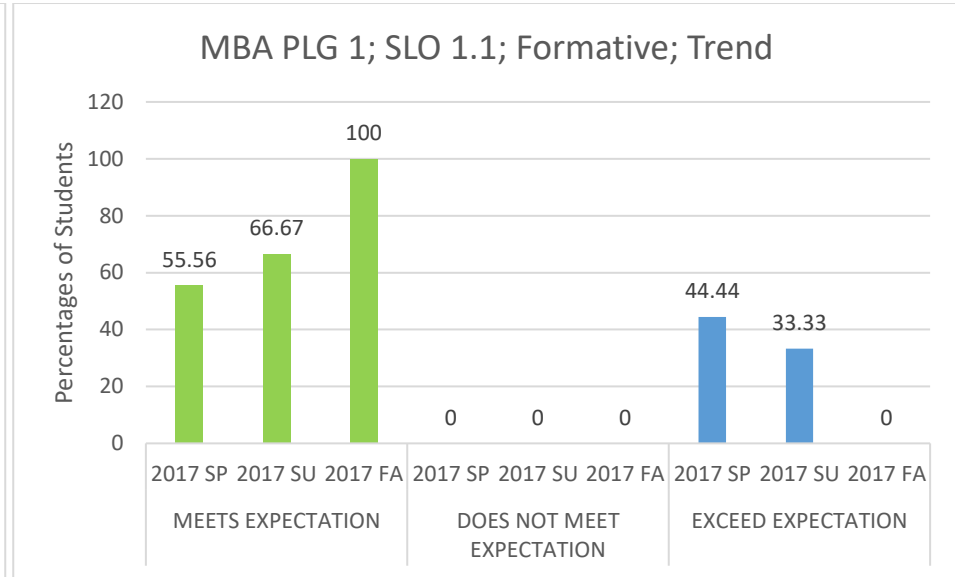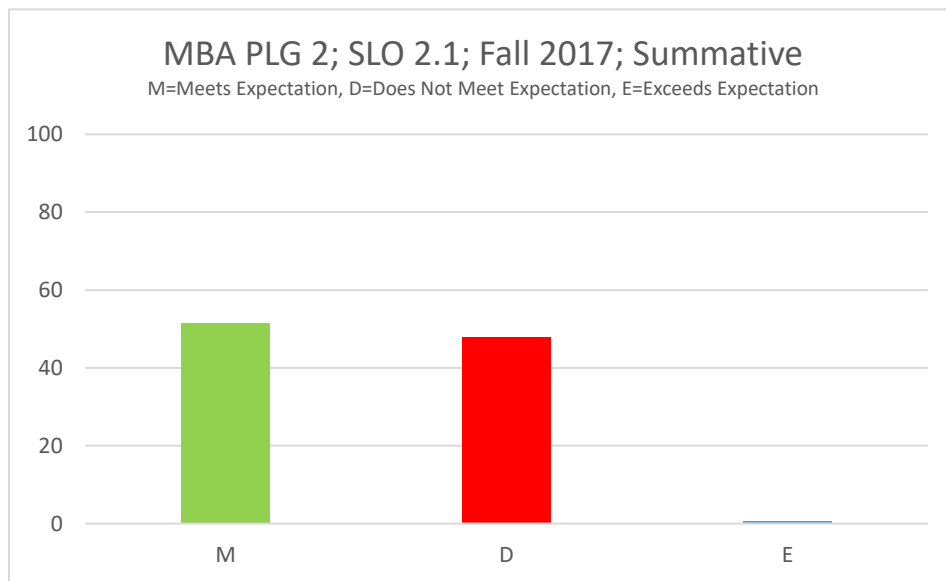Figure MBA - 8

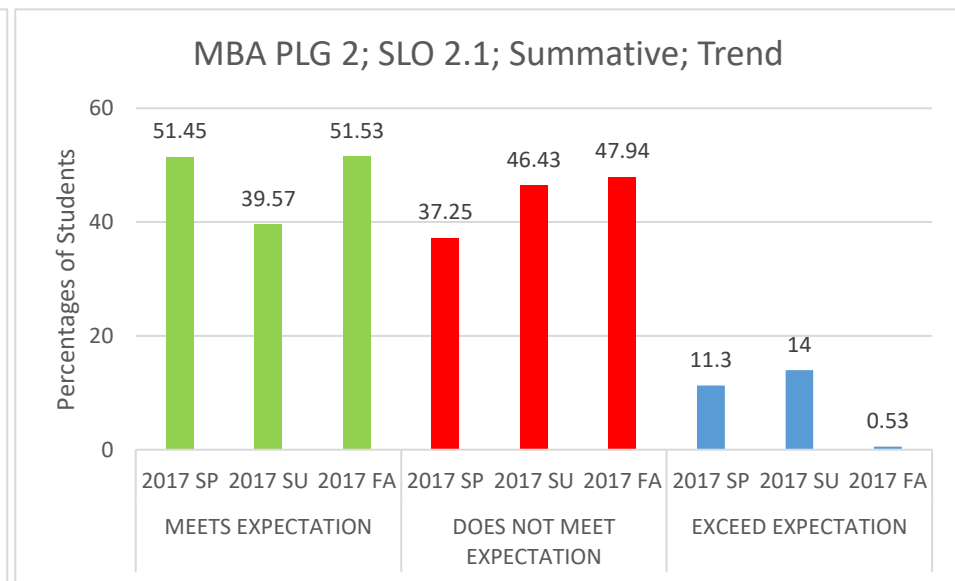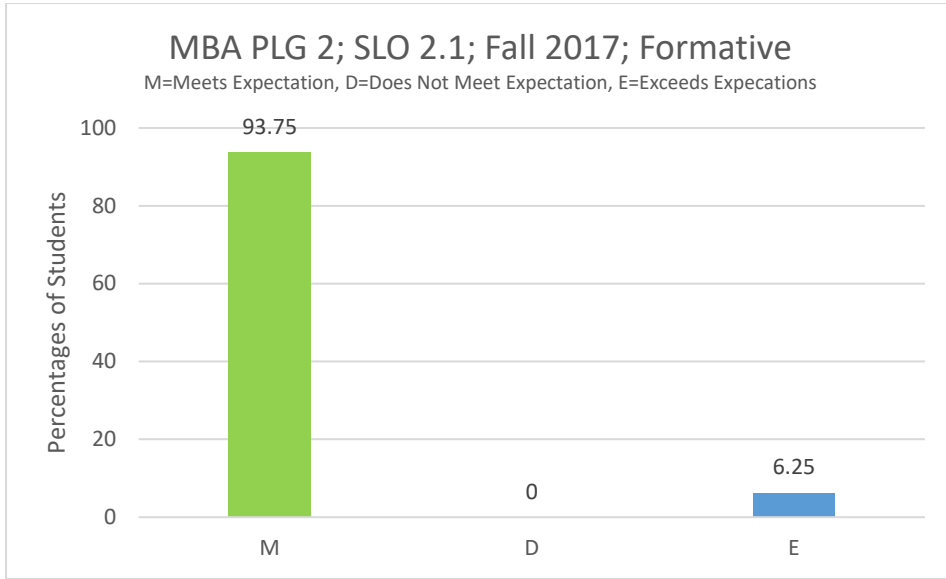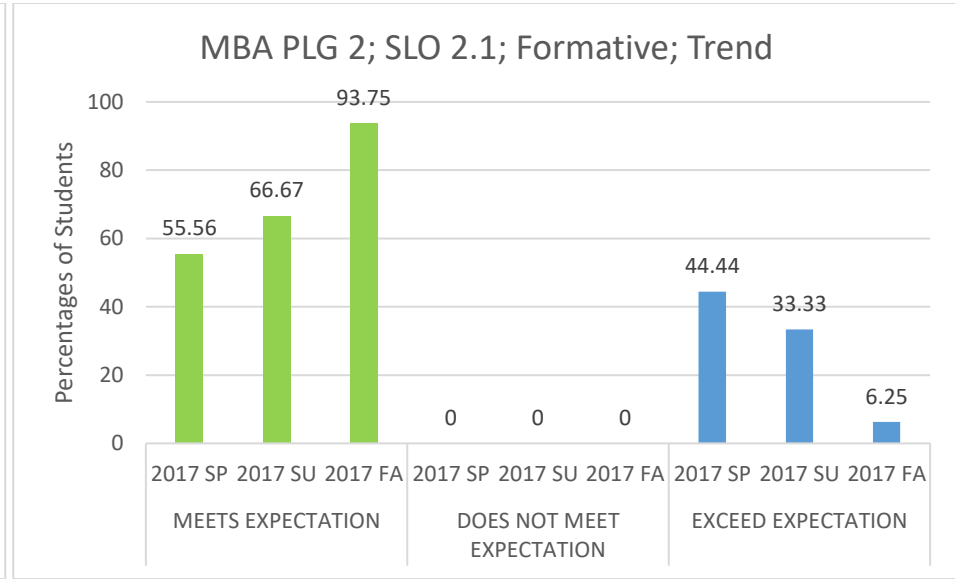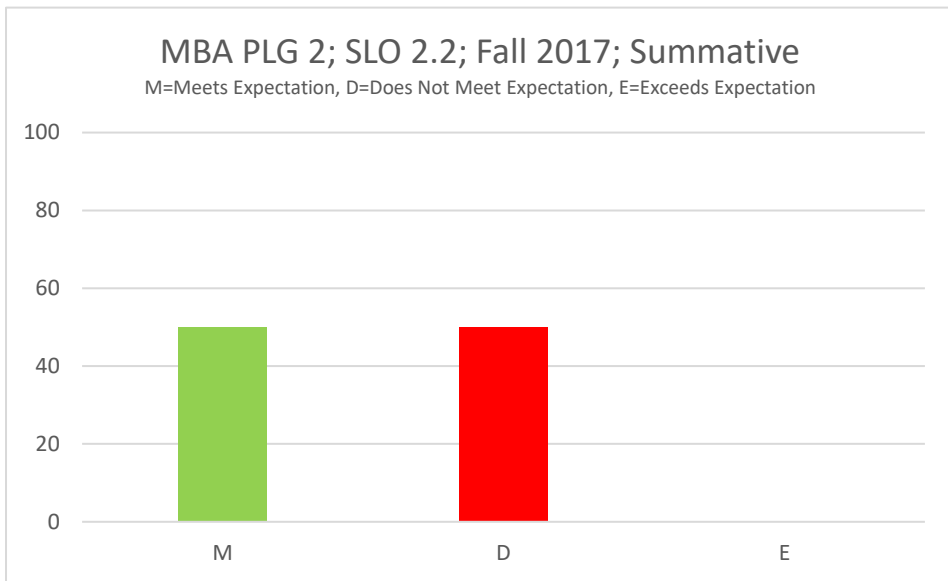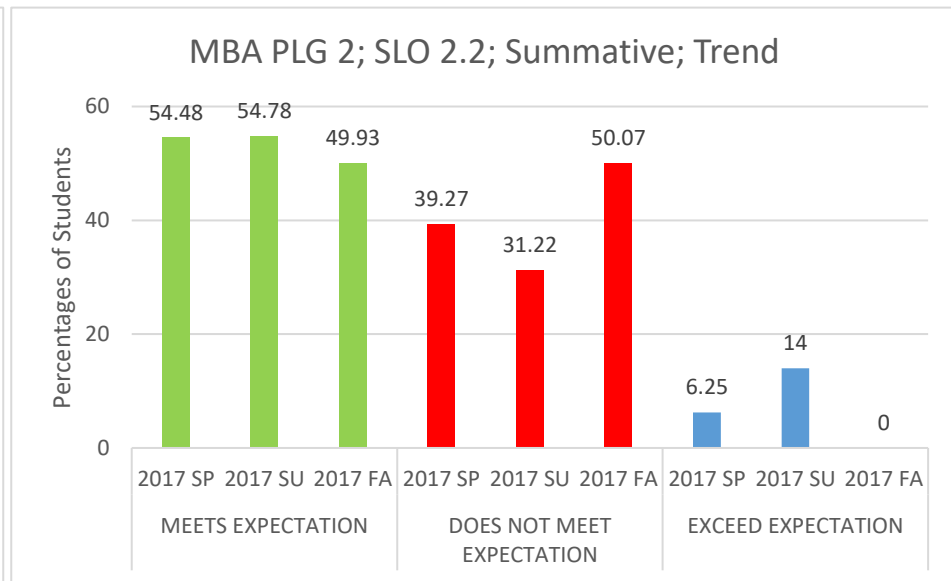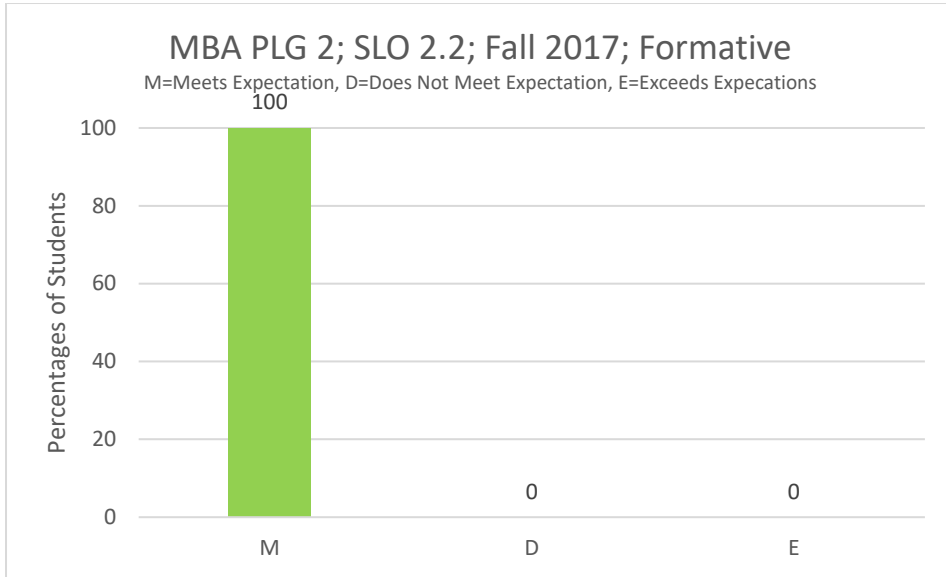| Program Learning Goal | Student Learning Outcome | Measure | Measurement Criteria | Result | Observation(s) | Closing the Loop |
|---|---|---|---|---|---|---|
| 2. Critical Thinking and Decision Making | 2.2 Determine relevant decision criteria and alternatives, and identify the optimal solution | Summative: Exit Assessment Test, and Course-Embedded Assessment (BUS 690 final term projects)<br><br>Formative: Course-Embedded Assessment (BUS 650 final term projects) | Assessment Tests: Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation> 80%<br><br>Course-Embedded Assessment: Rubric # MB.2.1.1.1 | See Figures MBA-9 through MBA-12 | Target: 80% students should meet or, exceed expectation.<br><br>Students failed to meet the target in the summative assessment.<br><br>Trend: Students failed to meet the target in summative assessment. The percentage of students not meeting target is increasing. This is an area of significant concern | NSU has taken significant steps towards improving students learning experience. This include establishing a Business Advisory Board, arranging MoU with the Foreign Ministry, updating its curriculum to an international standard, equipping the CPC office, engaging with the EHS+ Center, and creating other offices of excellence for closer engagement with different industries. |



Figure MBA - 9



Figure MBA - 10

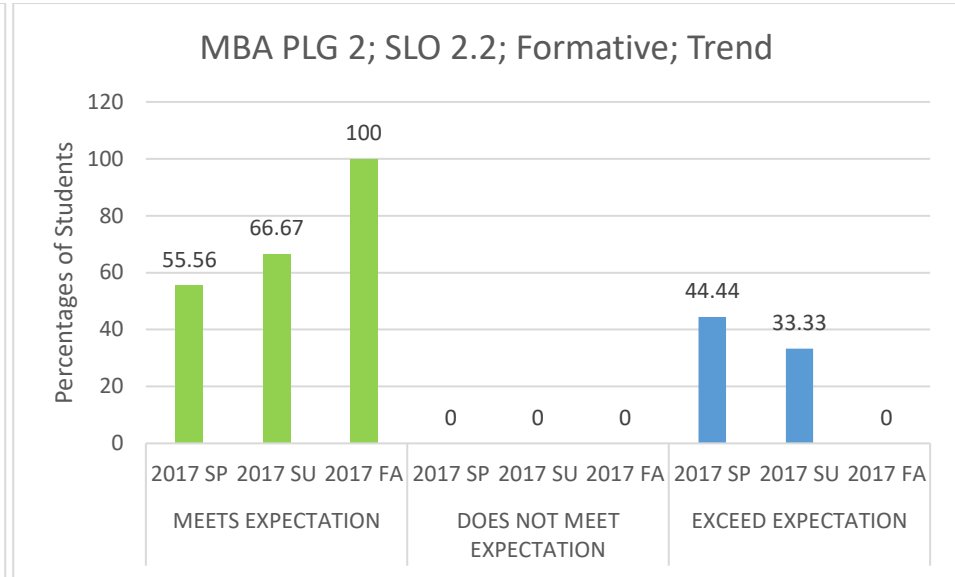MBA PLG 2; SLO 2.2; Fall 2017; Formative

M=Meets Expectation, D=Does Not Meet Expectation, E=Exceeds Expecations

*Figure MBA - 11*



MBA PLG 2; SLO 2.2; Formative; Trend

*Figure MBA - 12*

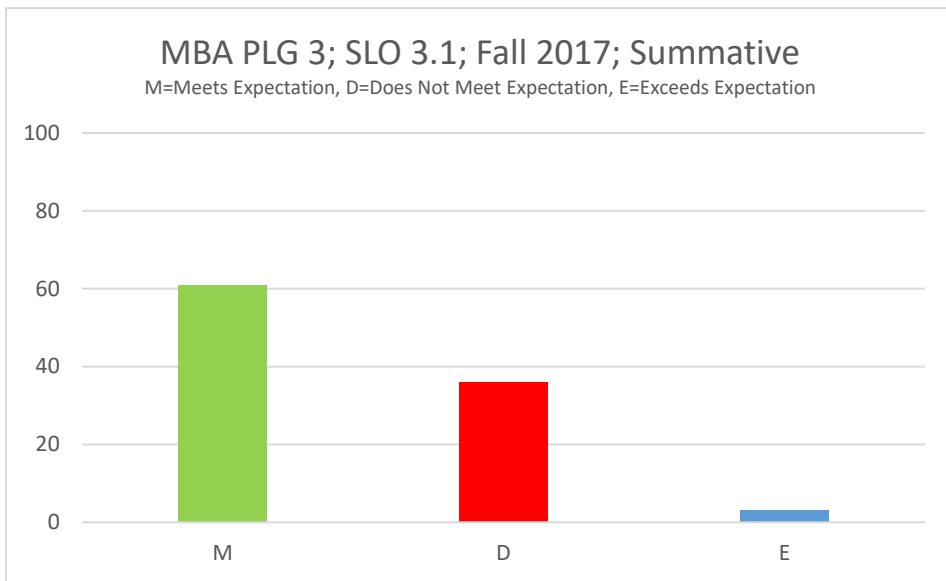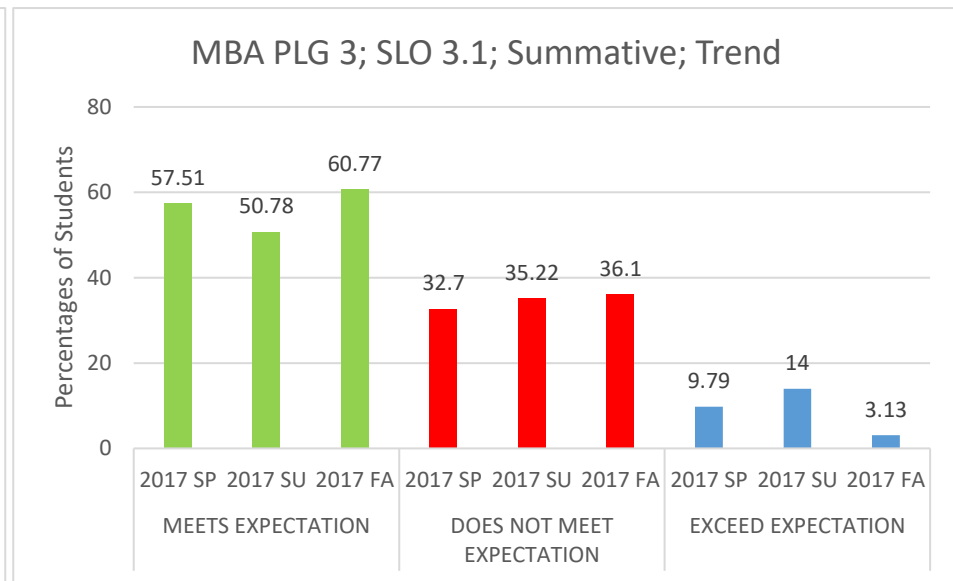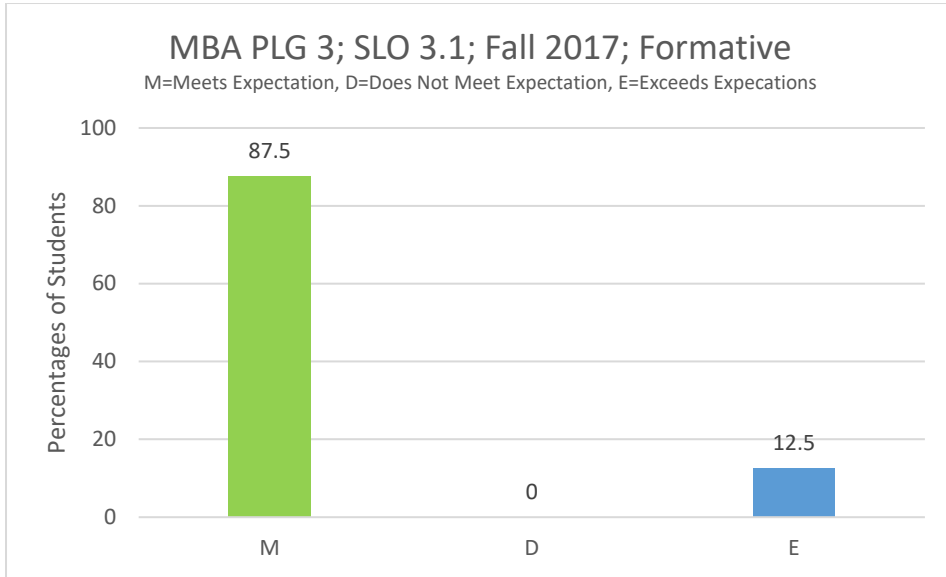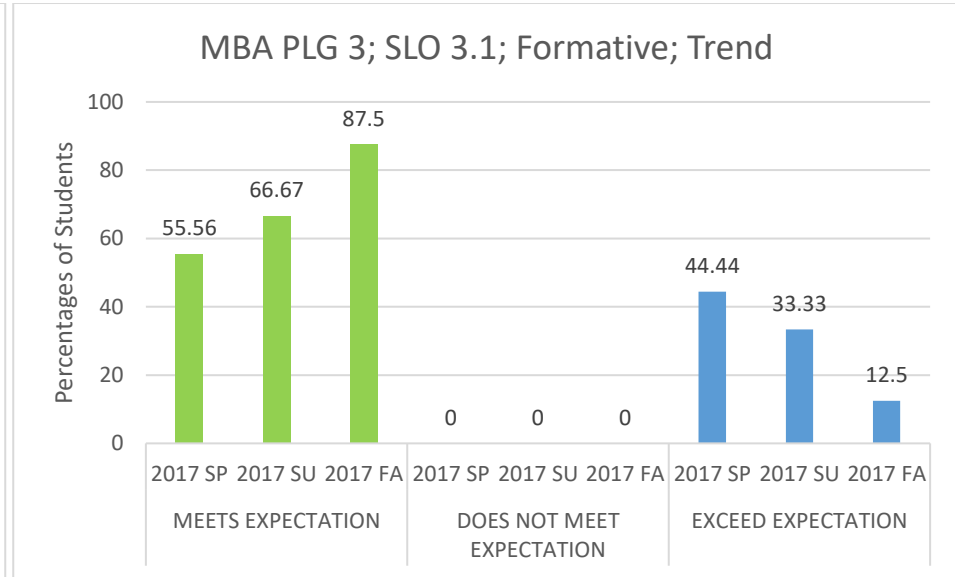| Program Learning Goal | Student Learning Outcome | Measure | Measurement Criteria | Result | Observation(s) | Closing the Loop |
|---|---|---|---|---|---|---|
| 3. Integration of management tools and techniques | 3.1 Integrate and apply the tools and techniques of management, drawing on a broad-based 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)<br><br>Formative: Course-Embedded Assessment (BUS 650 final term projects) | Assessment Tests: Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation> 80%<br><br>Course-Embedded Assessment: Rubric # MB.3.1.1.1 | See Figures MBA-13 through MBA-16 | Target: 80% students should meet or, exceed expectation.<br><br>Students failed to meet the target in the summative assessment.<br><br>Trend: Student performance in summative assessment is very poor. This is a major area of concern as the students are consistently failing to meet the target | North South University held "Career Fair 2017" to welcome notable organizations from all over the country and give its students an opportunity to understand what the job market is looking for. |



*Figure MBA - 13*



*Figure MBA - 14*

Figure MBA - 15


Figure MBA - 16

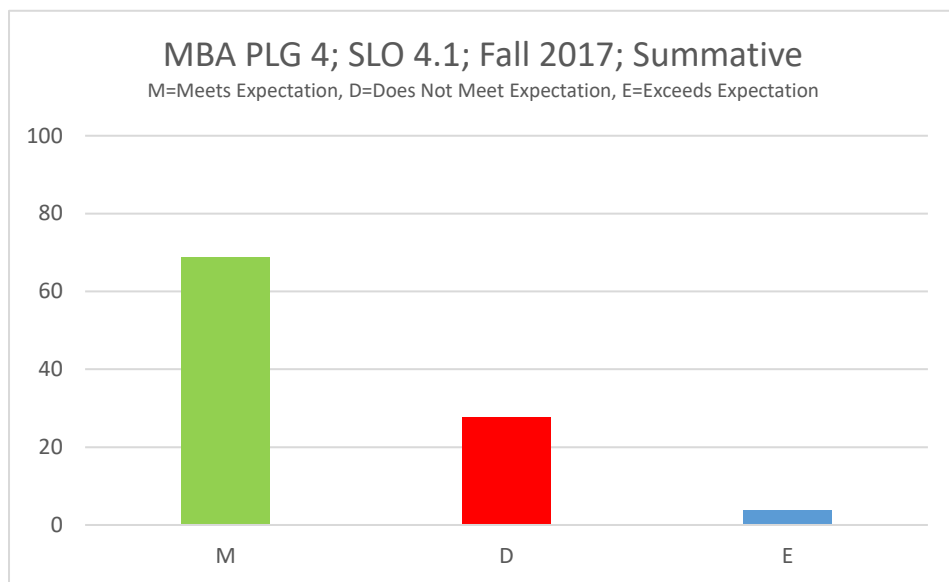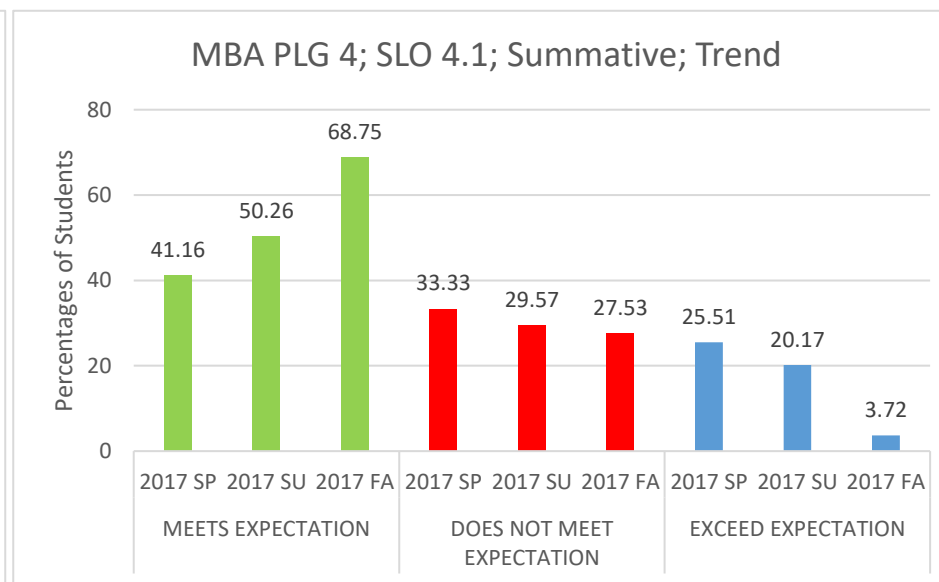| Program Learning Goal | Student Learning Outcome | Measure | Measurement Criteria | Result | Observation(s) | Closing the Loop |
|---|---|---|---|---|---|---|
| 4. Global Perspectives | 4.1 Augment business decisions with global considerations. | Summative: Exit Assessment Test, and Course-Embedded Assessment (BUS 690 final term projects)<br><br>Formative: Course-Embedded Assessment (BUS 685 final term projects) | Assessment Tests: Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation> 80%<br><br>Course-Embedded Assessment: Rubric # MB.4.1.1.1 | See Figures MBA-17 through MBA-20 | Target: 80% students should meet or, exceed expectation.<br><br>Students failed to meet the target in the summative assessment.<br><br>Trend: Performance in summative assessment is very poor. | Career and Placement Center (CPC) in collaboration with Unilever Bangladesh arranged a session called "Learn to Lead" In where the HR Director (Kunal Sharma) spoke about the Unilever Future Leaders Program. This event was very informative for both faculty and students. |



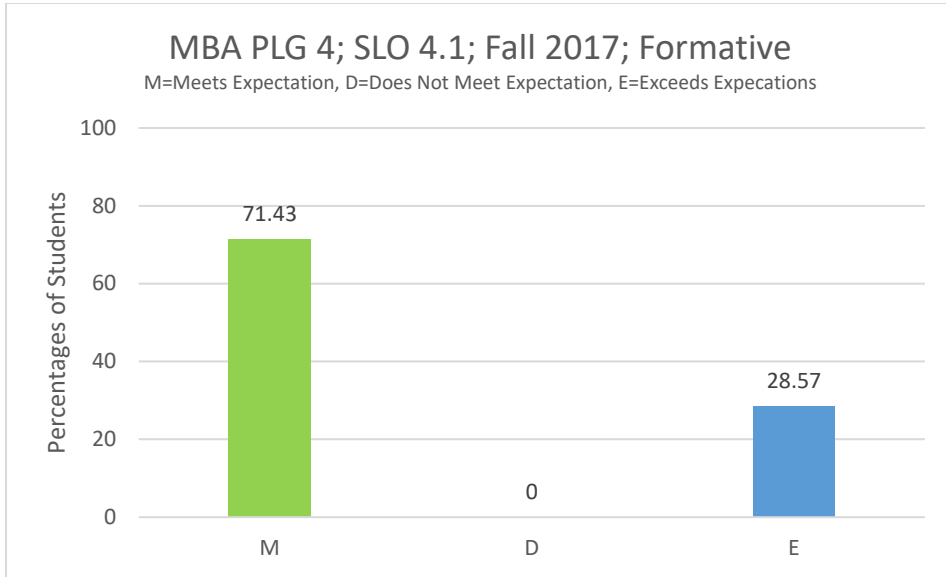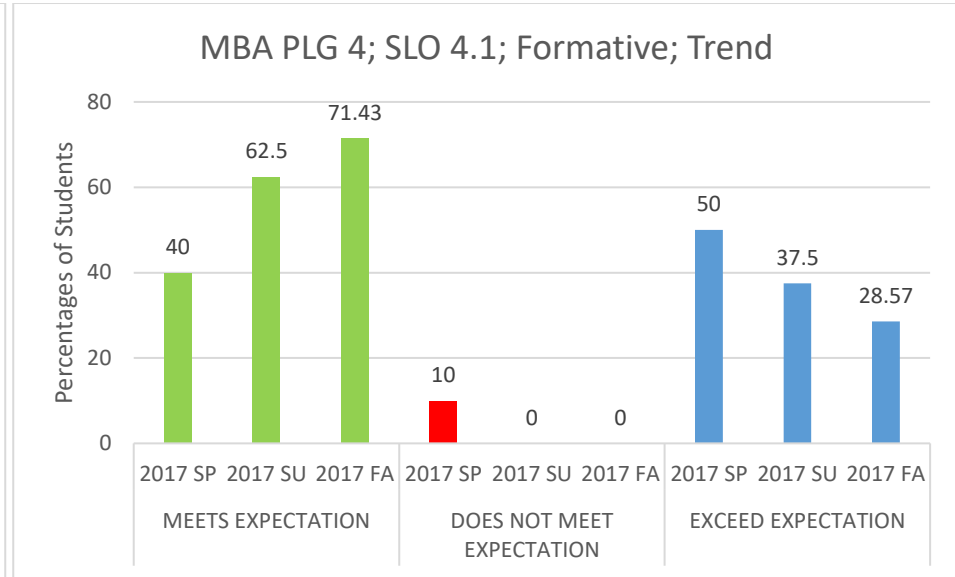Figure MBA - 17



Figure MBA - 18

Figure MBA - 19



Figure MBA - 20

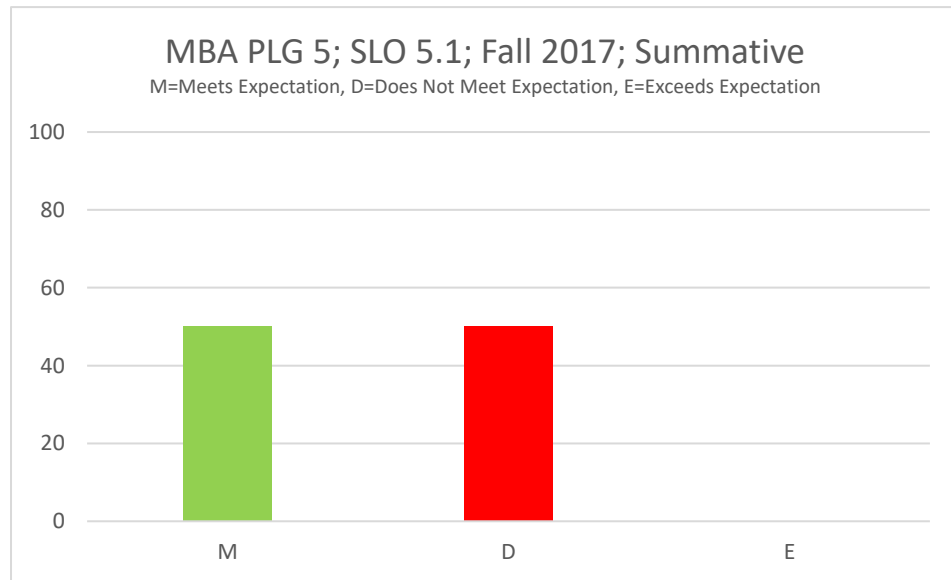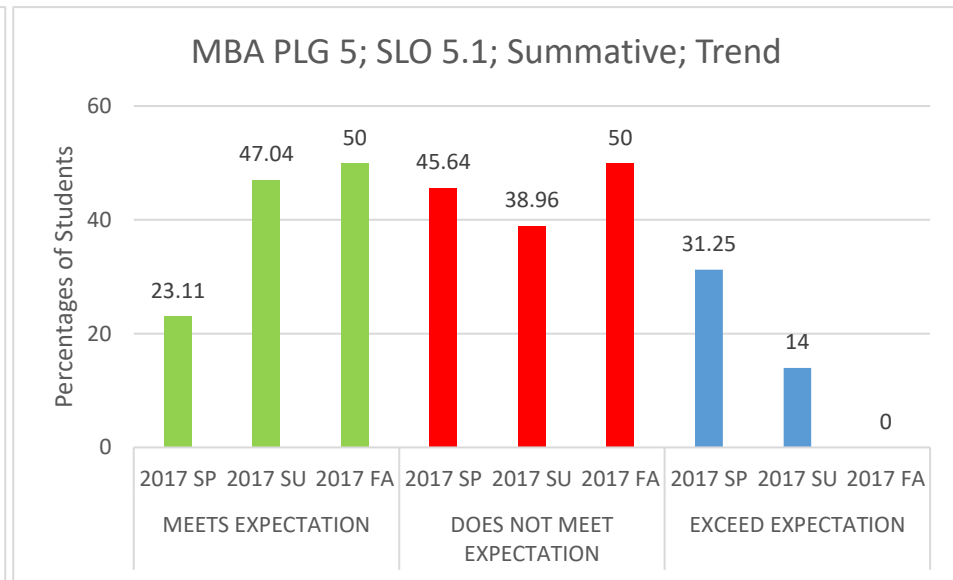| Program Learning Goal | Student Learning Outcome | Measure | Measurement Criteria | Result | Observation(s) | Closing the Loop |
|---|---|---|---|---|---|---|
| 5. Ethical Considerations | 5.1 Evaluate and articulate ethical considerations in managerial decision making and in enterprise management. | 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%<br><br>Course-Embedded Assessment: Rubric # MB.5.1.1.1 | See Figures MBA-21 and MBA-22 | Target: 80% students should meet or, exceed expectation.<br><br>Students failed to meet the target.<br><br>Trend: Student performance is extremely poor in this area. It is a matter of great concern | NSU Ethics club organizes different seminars to make students aware about ethical standards.<br><br>Courses are also designed to include ethical standards in managerial decision making and in enterprise management |



Figure MBA - 21



Figure MBA - 22

**Fall 2017 Student Learning Assessment Report: Executive Master of Business Administration**

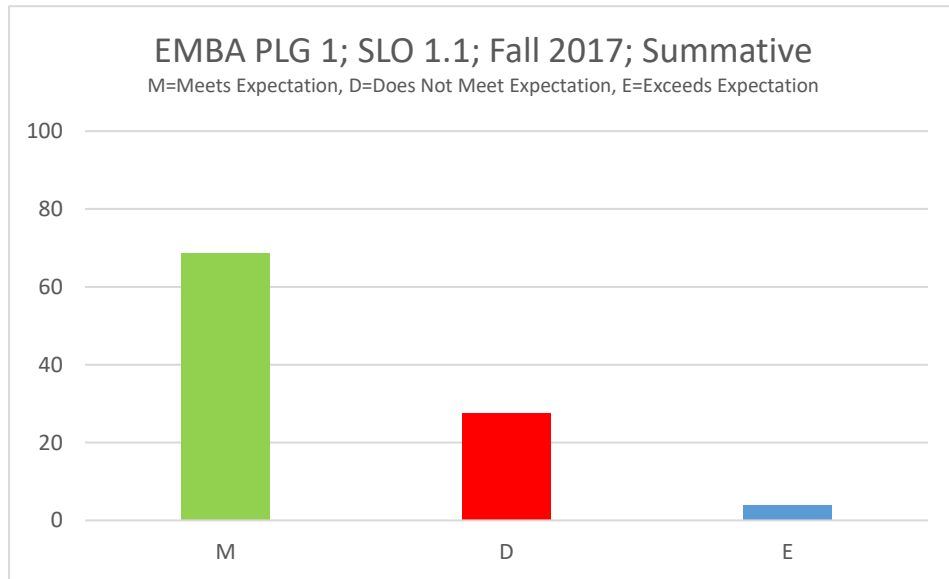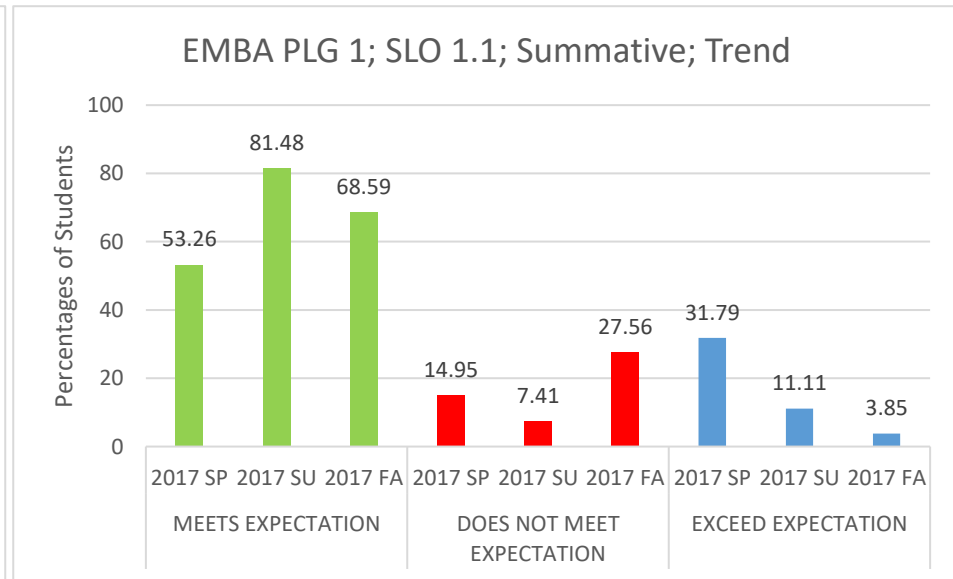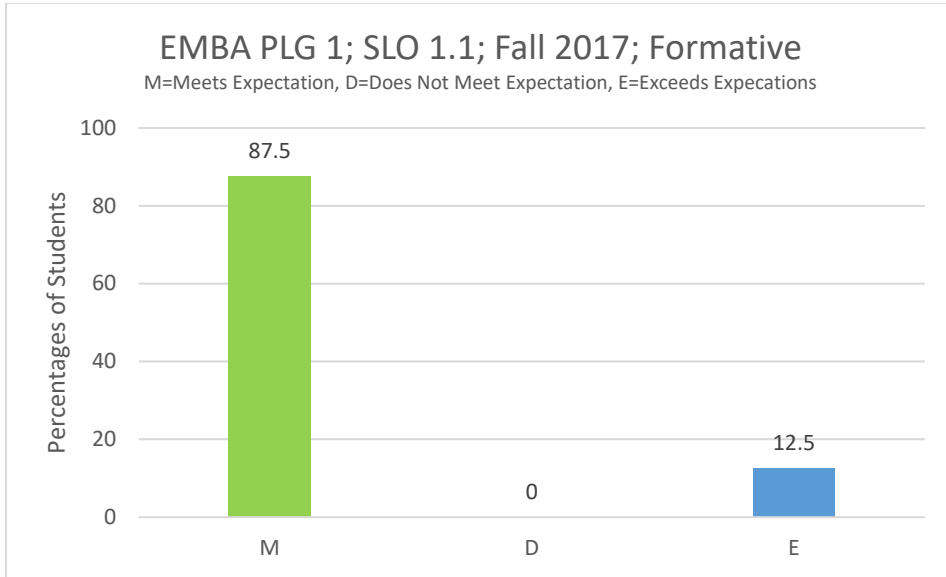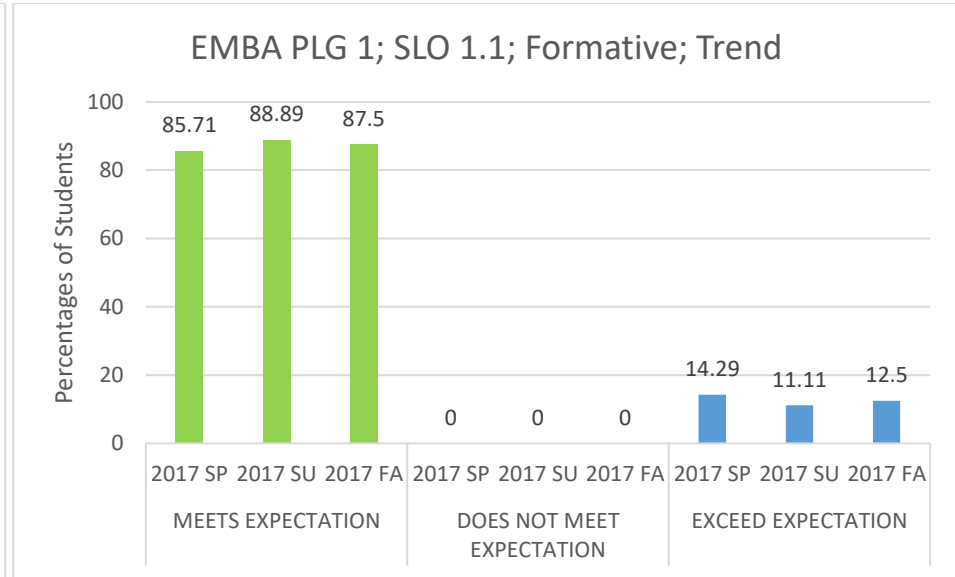| Program Learning Goal | Student Learning Outcome | Measure | Measurement Criteria | Result | Observation(s) | Closing the Loop |
|---|---|---|---|---|---|---|
| 1. Managerial Communications | 1.1 Communicate effectively toward achieving managerial objectives. | Summative: Exit Assessment Test and Course-Embedded Assessment (EMB 690 final term project)<br><br>Formative: Course-Embedded Assessment (EMB 650 final term project) | Assessment Tests Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation> 80%<br><br>Course-Embedded Assessment: Rubric # EM.1.1.1.1 | See Figures EMBA – 1 through EMBA - 4 | Target: 80% students should meet or, exceed expectation.<br><br>Students met the target in formative assessment but failed to meet it in summative assessment.<br><br>Trend: Student performance in summative assessment has deteriorated over the period. This is an area of concern. | NSU organizes different events and encourages students to participate in different business competitions so that they learn how to communicate effectively to achieve a business goal. |



Figure EMBA - 1



Figure EMBA - 2

Figure EMBA - 3



Figure EMBA - 4

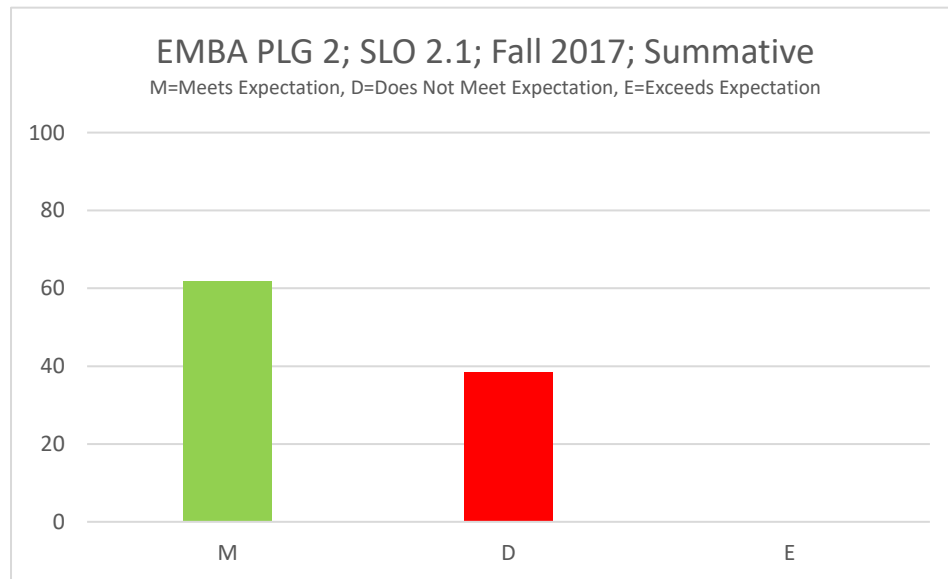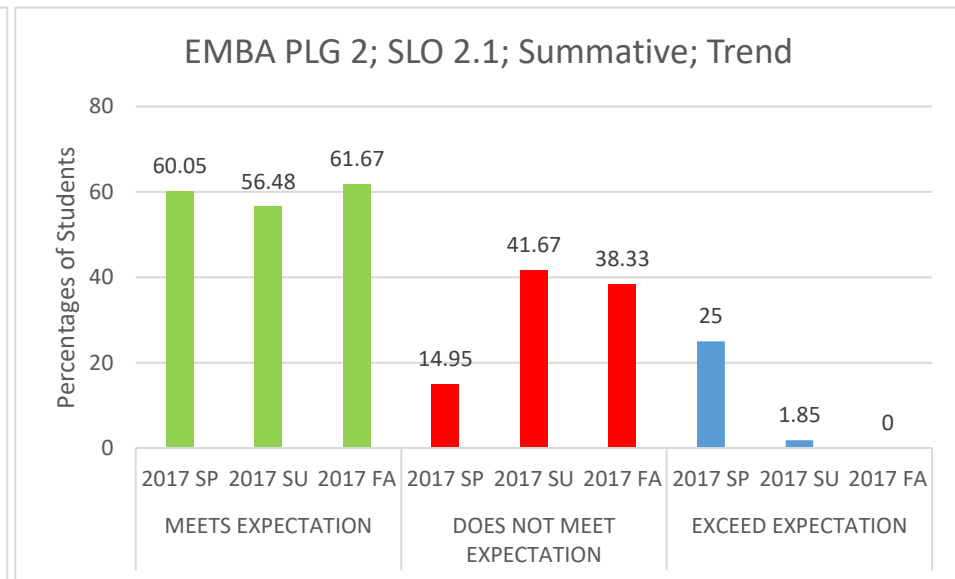| Program Learning Goal | Student Learning Outcome | Measure | Measurement Criteria | Result | Observation(s) | Closing the Loop |
|---|---|---|---|---|---|---|
| 2. Critical Thinking and Decision Making | 2.1 Apply appropriate analytic framework to solving management problems, and developing of integrative managerial solutions. | Summative: Exit Assessment Test and Course-Embedded Assessment (EMB 690 final term project)<br><br>Formative: Course-Embedded Assessment (EMB 650 final term project) | Assessment Tests Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation> 80%<br><br>Course-Embedded Assessment: Rubric # EM.2.1.1.1 | See Figures EMBA – 5 through EMBA - 8 | Target: 80% students should meet or, exceed expectation.<br><br>Students failed to meet the target in the summative assessment.<br><br>Trend: Performance in summative assessment is very poor with a high percentage of students not meeting expectation. | Students are encouraged to take part in different business competitions that provide them the opportunities to present their creative minds and apply foundation knowledge gained in academic courses. |



*Figure EMBA - 5*



*Figure EMBA - 6*

EMBA PLG 2; SLO 2.1; Fall 2017; Formative

M=Meets Expectation, D=Does Not Meet Expectation, E=Exceeds Expecations

*Figure EMBA - 7*



EMBA PLG 2; SLO 2.1; Formative; Trend

*Figure EMBA - 8*

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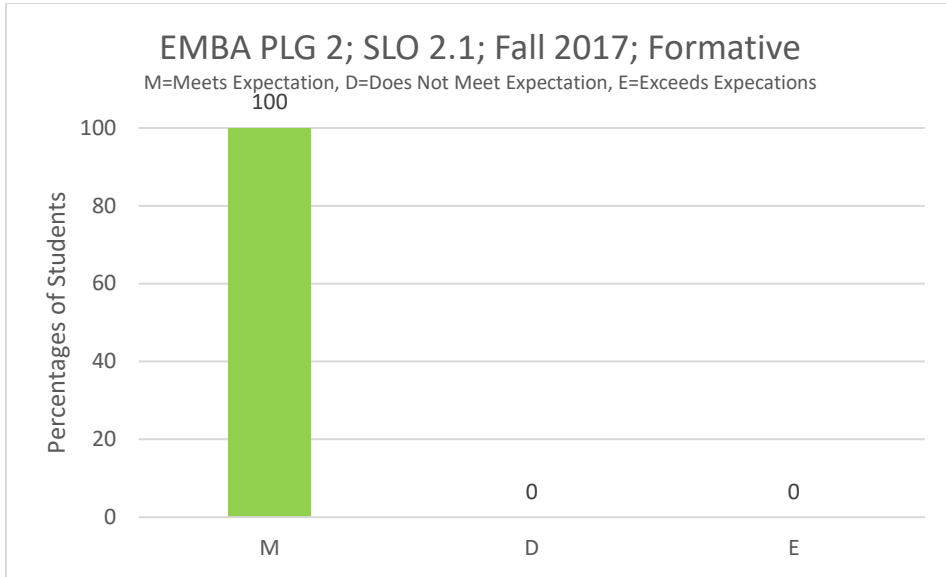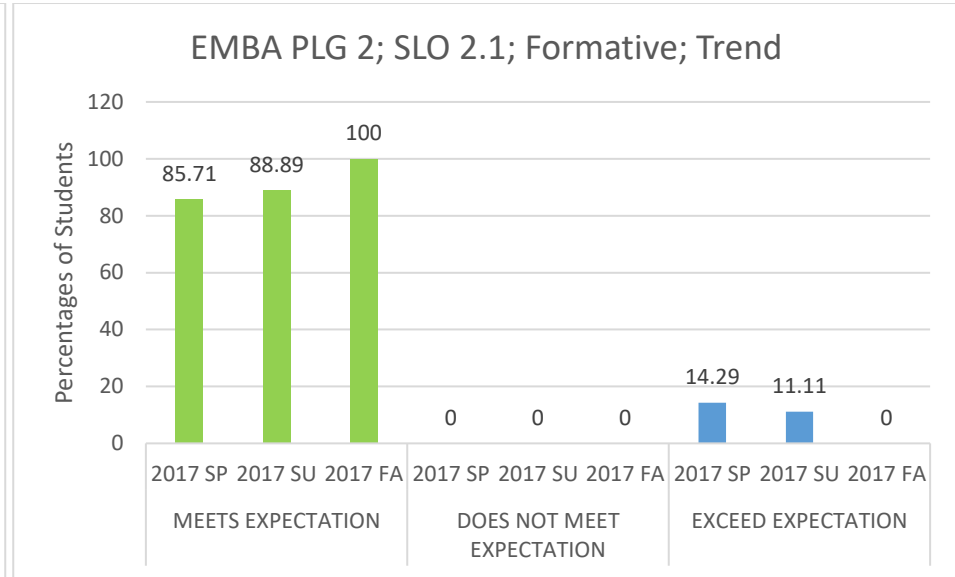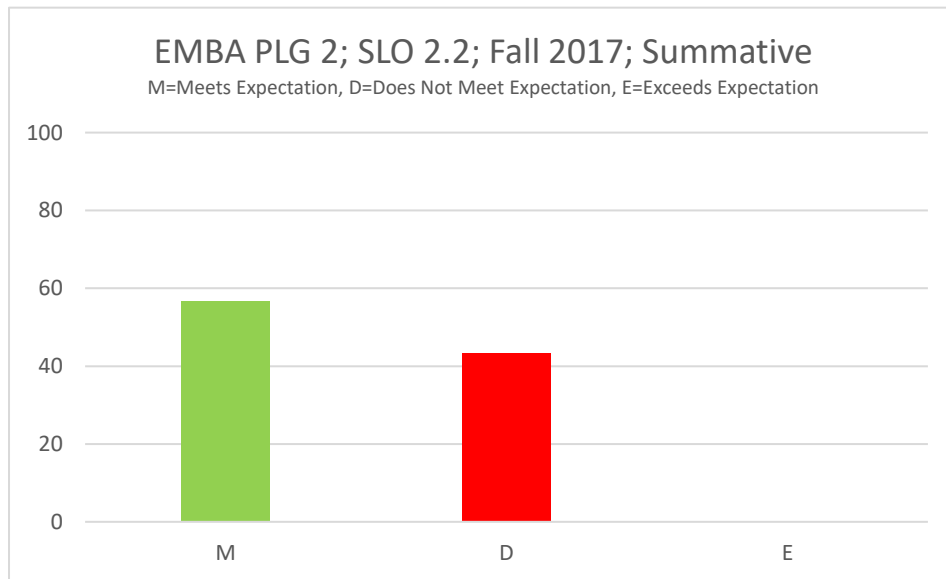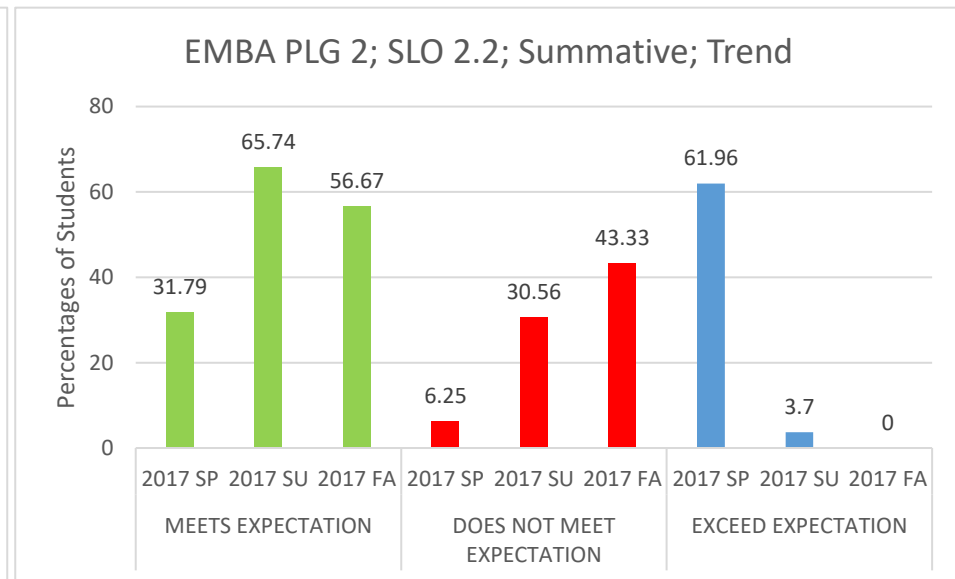| Program Learning Goal | Student Learning Outcome | Measure | Measurement Criteria | Result | Observation(s) | Closing the Loop |
|---|---|---|---|---|---|---|
| 2. Critical Thinking and Decision Making | 2.2 Determine relevant decision criteria and alternatives, and identify the optimal solution. | Summative: Exit Assessment Test and Course-Embedded Assessment (EMB 690 final term project)<br><br>Formative: Course-Embedded Assessment (EMB 650 final term project) | Assessment Tests Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation> 80%<br><br>Course-Embedded Assessment: Rubric # EM.2.1.1.1 | See Figures EMBA – 9 through EMBA - 12 | Target: 80% students should meet or, exceed expectation.<br><br>Students failed to meet the target in the summative assessment.<br><br>Trend: Performance in summative assessment is very poor with an increase in percentage of students not meeting expectation. | Students are encouraged to take part in different business competitions that provide them the opportunities to present their creative minds and apply foundation knowledge gained in academic courses. |



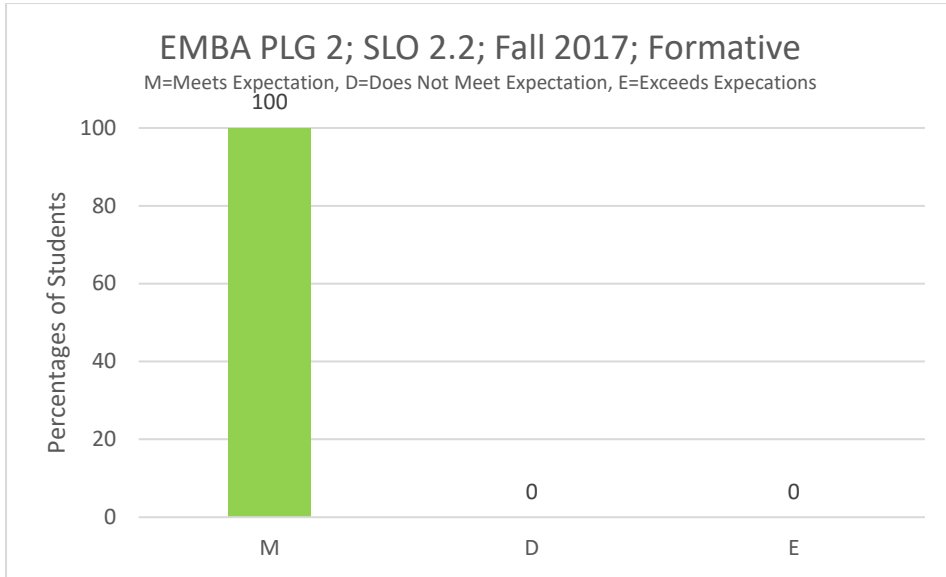*Figure EMBA - 9*



*Figure EMBA - 10*

## EMBA PLG 2; SLO 2.2; Fall 2017; Formative

M=Meets Expectation, D=Does Not Meet Expectation, E=Exceeds Expecations

Percentages of Students

- M: 100
- D: 0
- E: 0

*Figure EMBA - 11*

## EMBA PLG 2; SLO 2.2; Formative; Trend

Percentages of Students

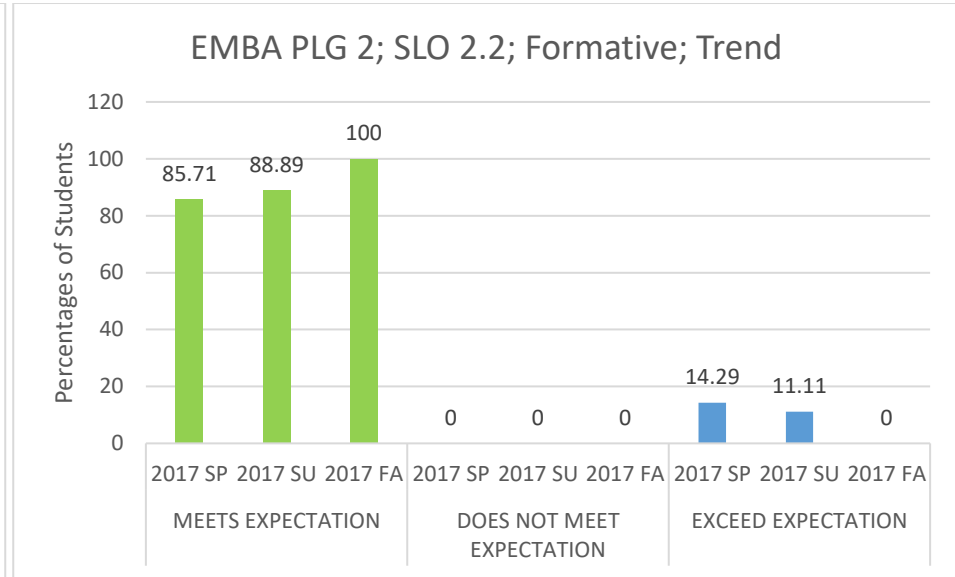| | MEETS EXPECTATION | | | DOES NOT MEET EXPECTATION | | | EXCEED EXPECTATION | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2017 SP | 2017 SU | 2017 FA | 2017 SP | 2017 SU | 2017 FA | 2017 SP | 2017 SU | 2017 FA |
| | 85.71 | 88.89 | 100 | 0 | 0 | 0 | 14.29 | 11.11 | 0 |

*Figure EMBA - 12*

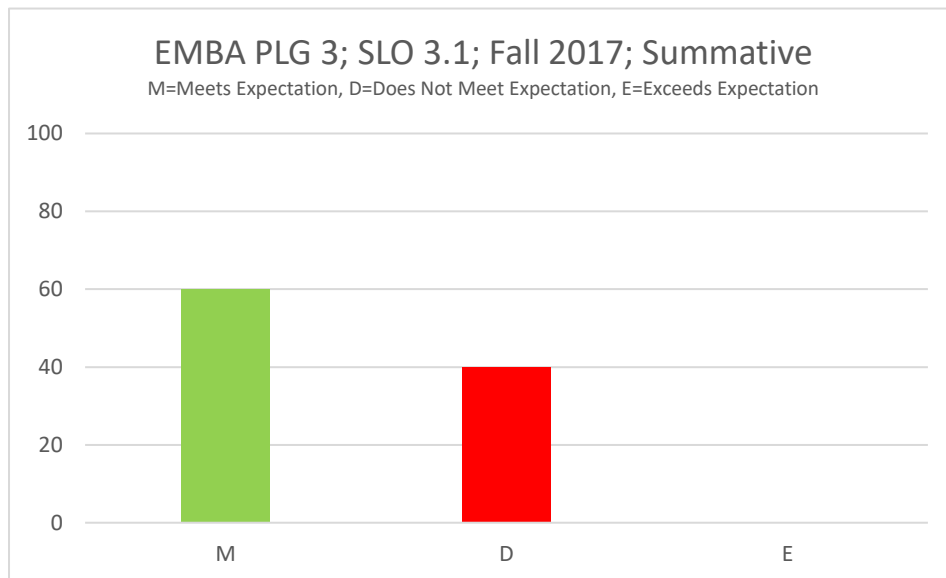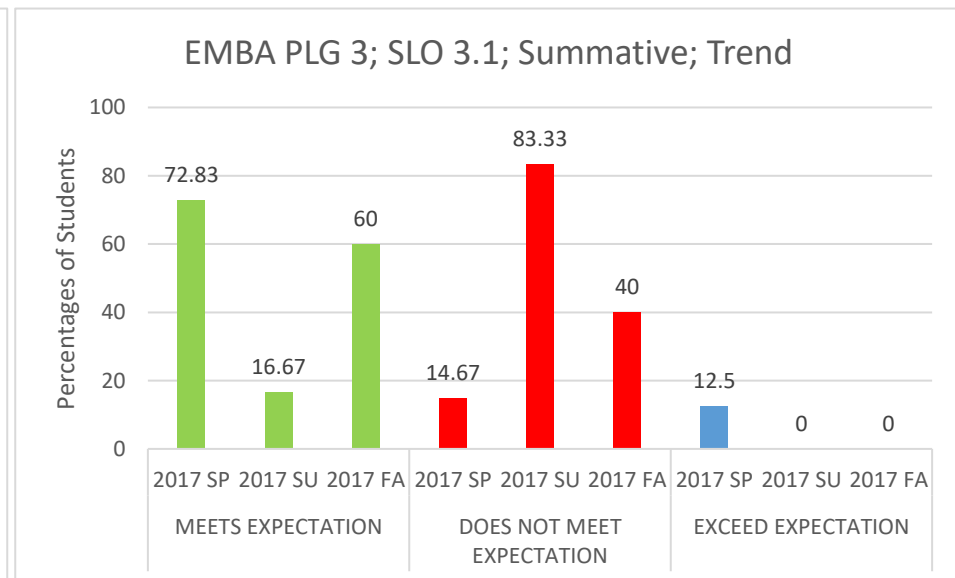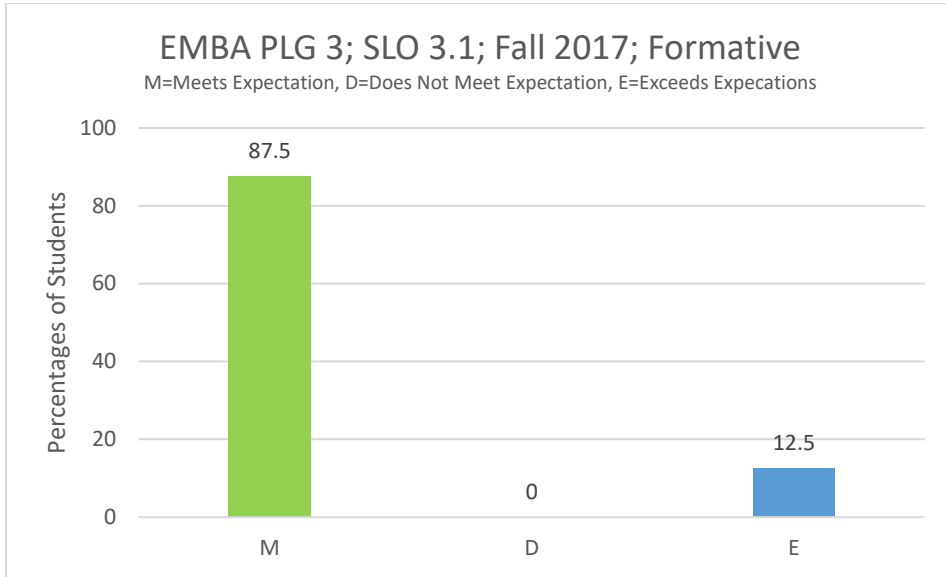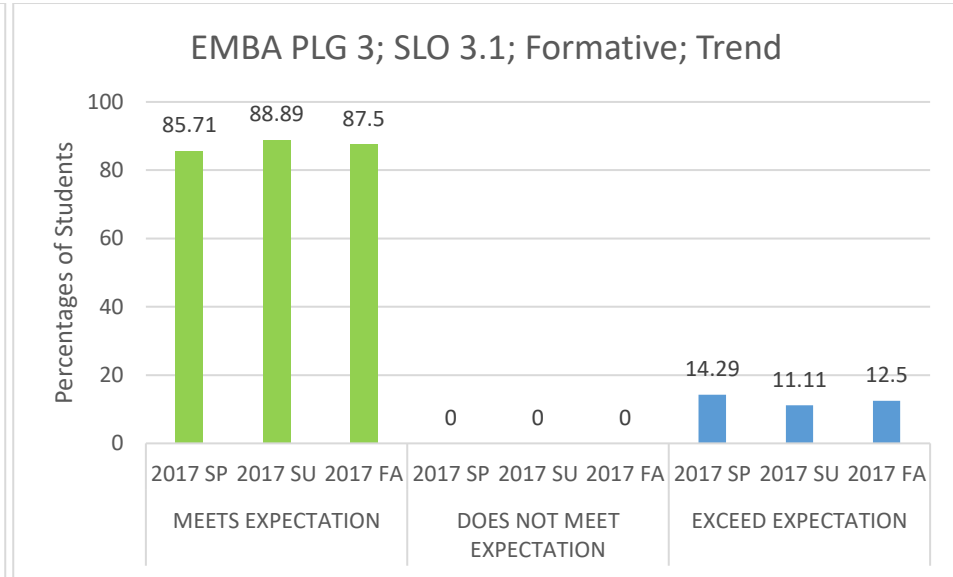| Program Learning Goal | Student Learning Outcome | Measure | Measurement Criteria | Result | Observation(s) | Closing the Loop |
|---|---|---|---|---|---|---|
| 3. Integration of management tools and techniques | 3.1 Integrate and apply the tools and techniques of management, drawing on a broad-based 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)<br><br>Formative: Course-Embedded Assessment (EMB 650 final term project) | Assessment Tests Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation> 80%<br><br>Course-Embedded Assessment: Rubric # EM.3.1.1.1 | See Figures EMBA – 13 through EMBA - 16 | Target: 80% students should meet or, exceed expectation.<br><br>Students failed to meet the target in the summative assessment.<br><br>Trend: Performance in summative assessment is very poor with high percentage of students not meeting expectation. However, performance has improved over the period. This is still an area of major concern. | Courses have been standardized in terms of content, sequence of coverage, grading, use of text book and other learning resources. |



Figure EMBA - 13



Figure EMBA - 14

Figure EMBA - 15



Figure EMBA - 16

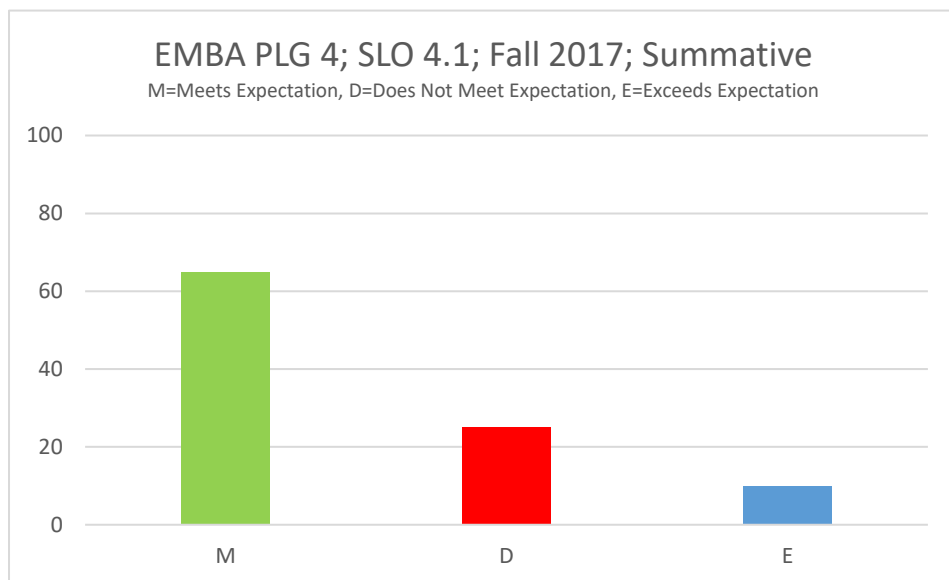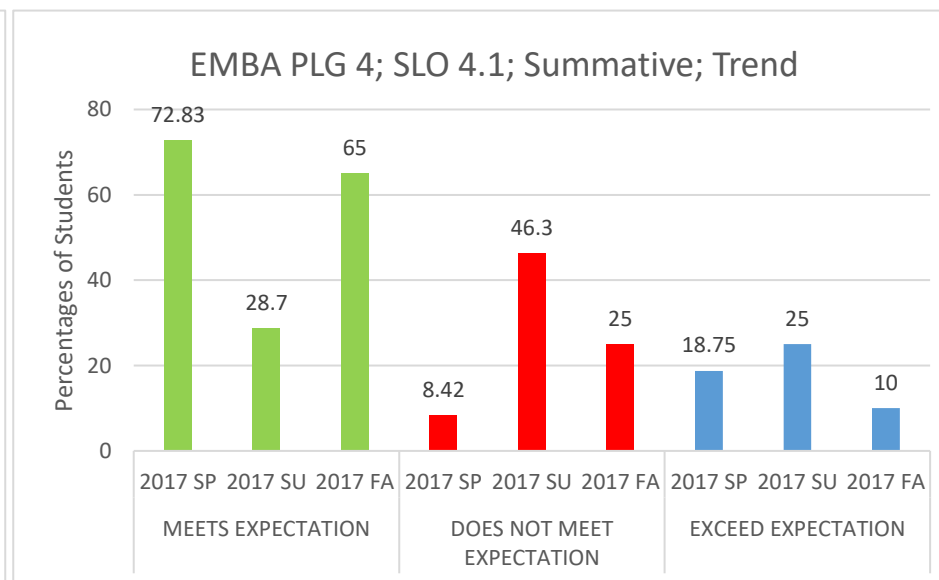| Program Learning Goal | Student Learning Outcome | Measure | Measurement Criteria | Result | Observation(s) | Closing the Loop |
|---|---|---|---|---|---|---|
| 4. Global Perspective | 4.1 Augment business decisions with global considerations. | Summative: Exit Assessment Test and Course-Embedded Assessment (EMB 690 final term project) <br><br> Formative: Course-Embedded Assessment (EMB 670 final term project) | Assessment Tests Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation> 80% <br><br> Course-Embedded Assessment: Rubric # EM.4.1.1.1 | See Figures EMBA – 17 through EMBA - 20 | Target: 80% students should meet or, exceed expectation. <br><br> Students failed to meet the target in the summative assessment. <br><br> Trend: Student performance in summative assessment is very poor and is an area of high concern. | Career and Placement Center (CPC) in collaboration with Unilever Bangladesh arranged a session called "Learn to Lead" In where the HR Director (Kunal Sharma) spoke about the Unilever Future Leaders Program. This event was very informative for both faculty and students. |


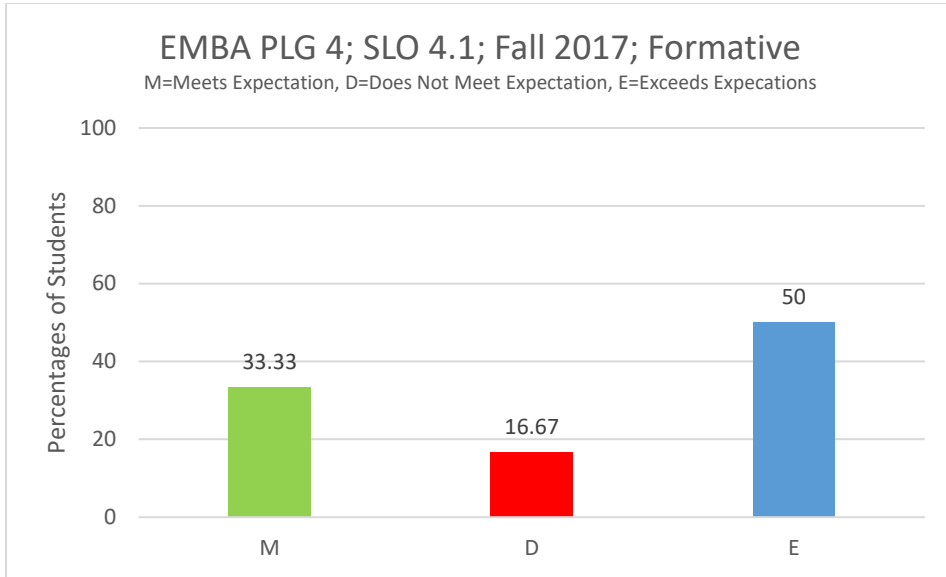
Figure EMBA - 17



Figure EMBA - 18

## EMBA PLG 4; SLO 4.1; Fall 2017; Formative

M=Meets Expectation, D=Does Not Meet Expectation, E=Exceeds Expecations

*Figure EMBA - 19*



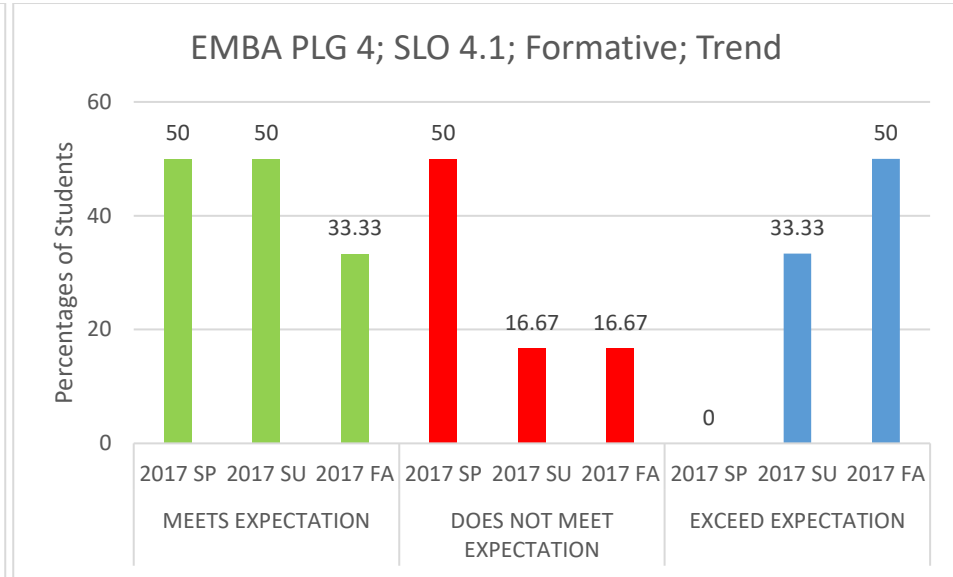## EMBA PLG 4; SLO 4.1; Formative; Trend

*Figure EMBA - 20*

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| 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 failed to meet the target  Trend: Student's performance is poor in this area with a high percentage of students not meeting expectation. | NSU Ethics club organizes different seminars to make students aware about ethical standards. |
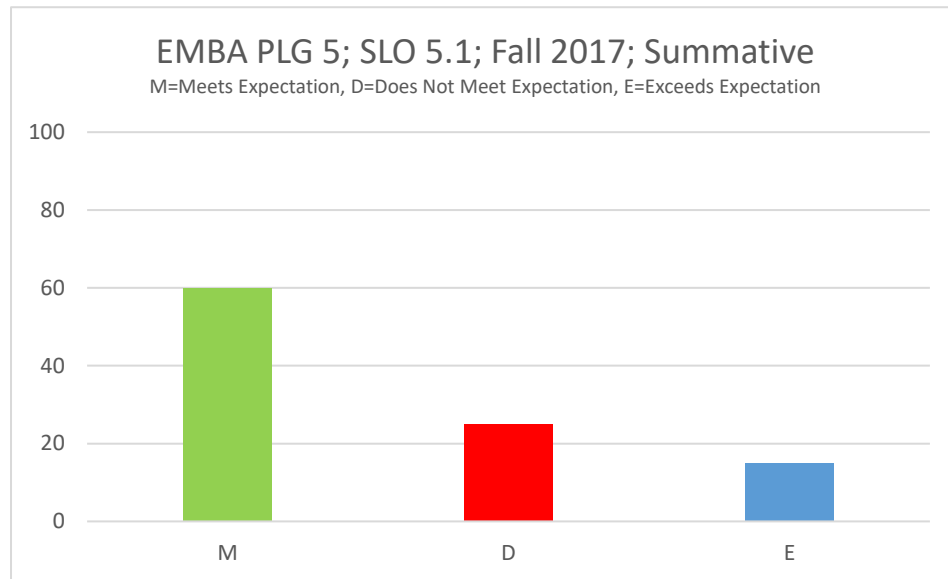


*Figure EMBA - 21*
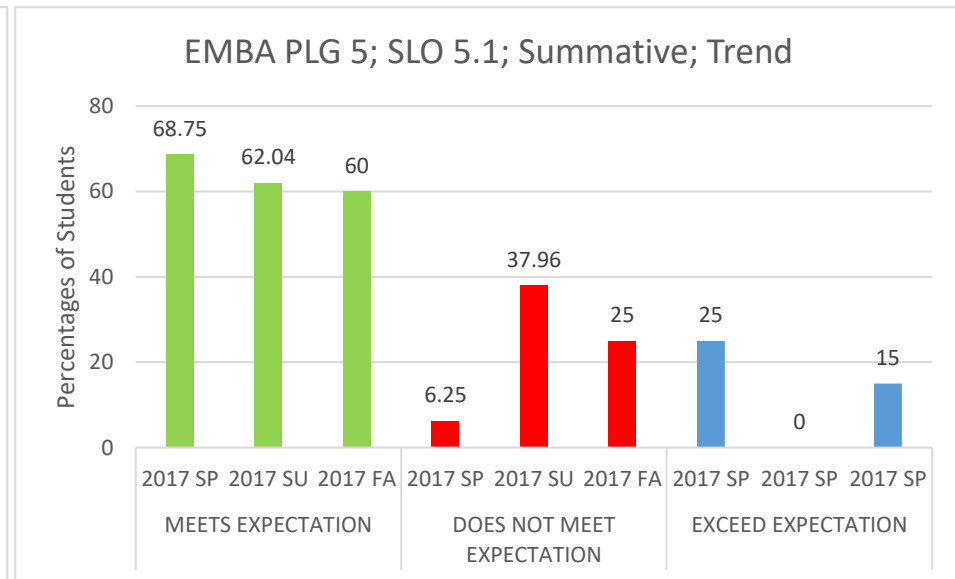


*Figure EMBA - 22*

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