



NORTH SOUTH UNIVERSITY
SCHOOL OF BUSINESS
AND ECONOMICS

Student Learning Assessment Report: Spring 2017

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Spring 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	<u>Summative</u> : Exit Assessment Test, and Course Embedded Assessment (MGT 489, integrative capstone course group term projects). <u>Formative</u> : Course Embedded Assessment(MGT 368 group term projects)	<u>Exit Assessment Test</u> : Meets Expectation: 60% to 80%; Does Not Meet Expectation < 60%; Exceeds Expectation > 80% <u>Course-Embedded Assessment</u> : 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 in summative assessment but not in formative assessment. Trend: Students are failing to meet the targeting formative assessment over the reported periods. Although target has been met in summative assessment percentage of students not meeting expectation is showing an increasing trend. Overall this is an area of concern.	Department of English and Modern Languages arranged a discourse series for the students. Speakers like Dr. Garga Chatterjee, PHD from Harvard, were invited to talk about the reality of linguistic discrimination

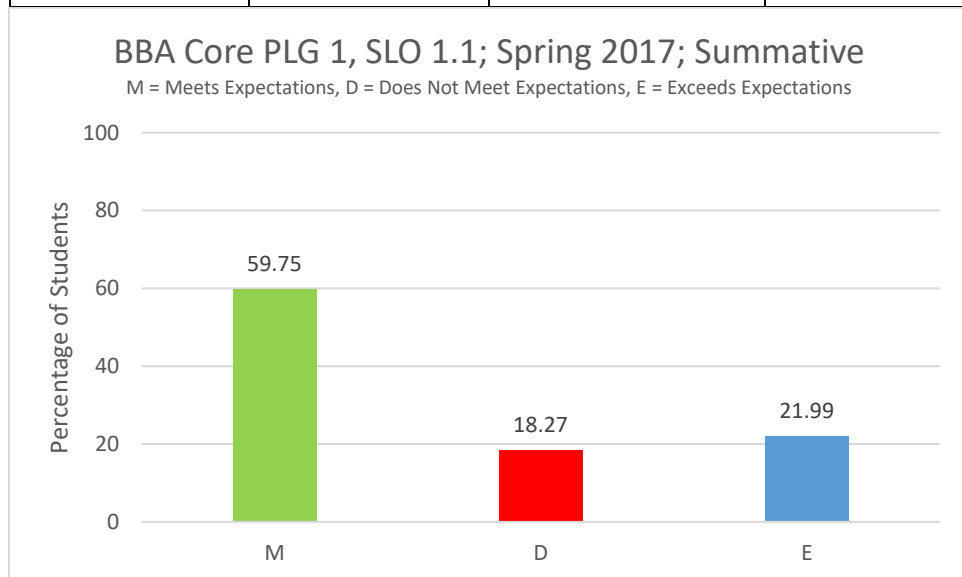


Figure BBA Core- 1

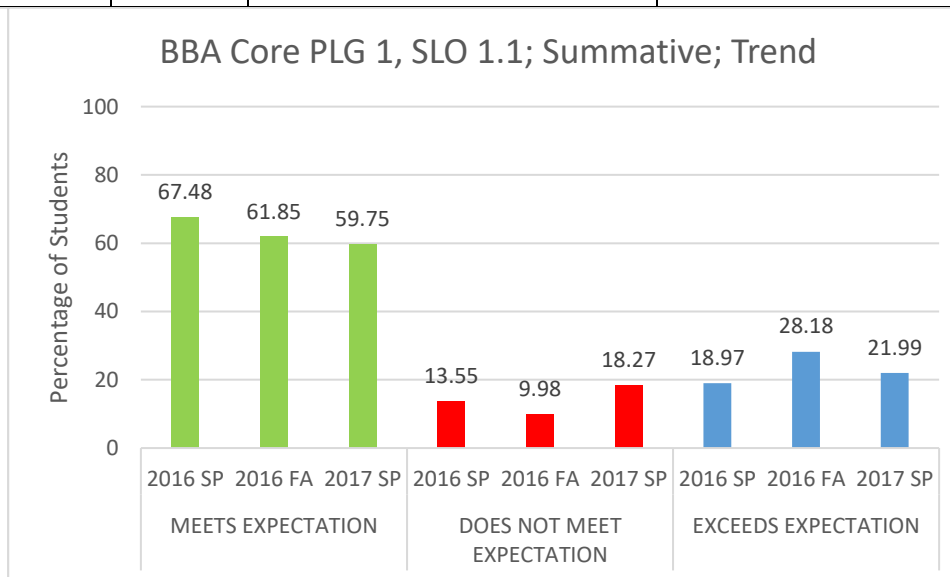


Figure BBA Core- 2

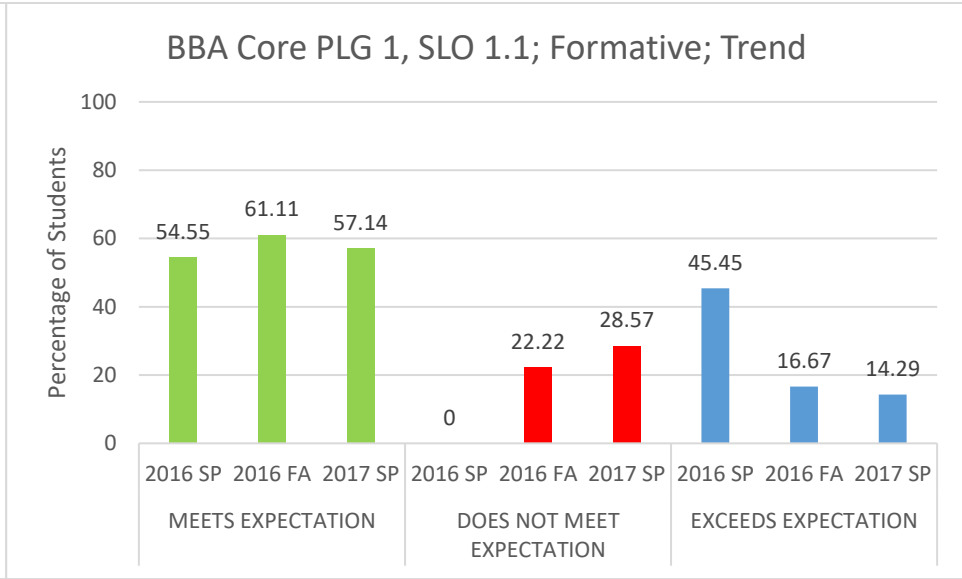
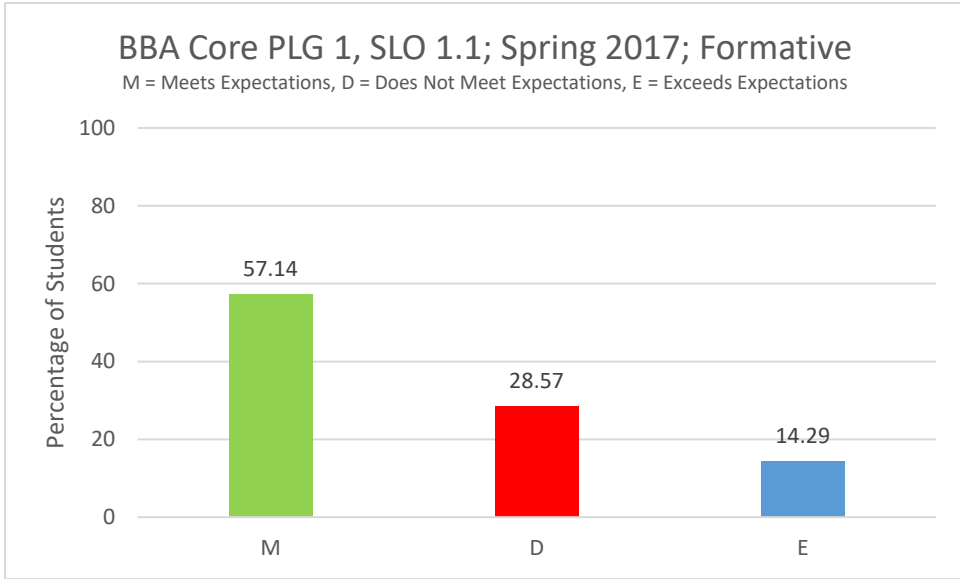


Figure BBA Core- 3

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	<u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (MGT 489, integrative capstone course group term projects). <u>Formative:</u> 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	<u>Exit Assessment Test:</u> Meets Expectation: 60% to 80%; Does Not Meet Expectation < 60%; Exceeds Expectation > 80% <u>Course-Embedded Assessment:</u> 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 meeting and exceeding expectation is exhibiting a positive trend.	NSU Young Entrepreneur Society (NSU YES!) organized a business case competition, Masters of Ideation 2017. The participants worked on a real life business problem. They learned how to apply their knowledge of business studies and develop problem solving and team building skills required addressing real life business challenges.

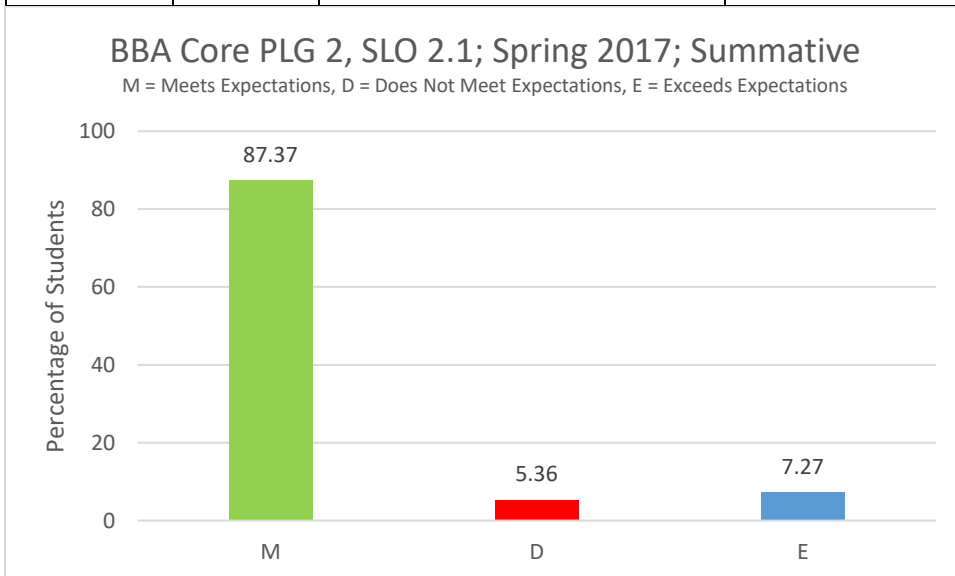


Figure BBA Core- 5

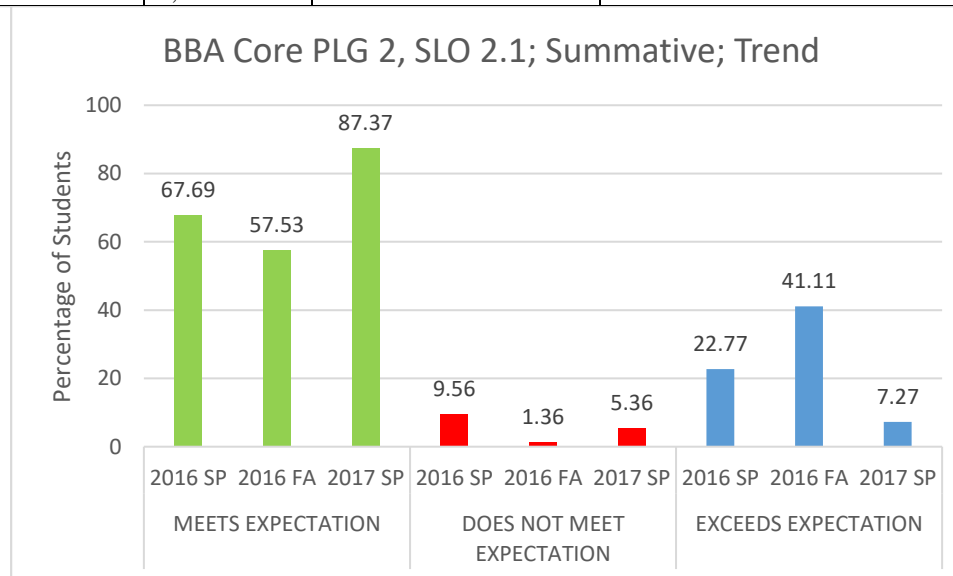


Figure BBA Core- 6

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	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (MGT 489, integrative capstone course group term projects).</p> <p><u>Formative:</u> Course Embedded Assessment(MGT 368 group term projects)</p>	<p><u>Exit Assessment Test:</u> Meets Expectation: 60% to 80%; Does Not Meet Expectation < 60%; Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # B.2.2.1.1</p>	See Figures BBA Core 7 – 10.	<p>Target: 60% students should meet or exceed expectation.</p> <p>Students have met the target.</p> <p>Trend: Although overall student performance has improved in this area, but the increasing trend of student not meeting expectation in the formative assessment is a concern.</p>	NSU Young Entrepreneur Society (NSU YES!) organized a business case competition, Masters of Ideation 2017. The participants worked on a real life business problem. They learned how to apply their knowledge of business studies and develop problem solving and team building skills required addressing real life business challenges.

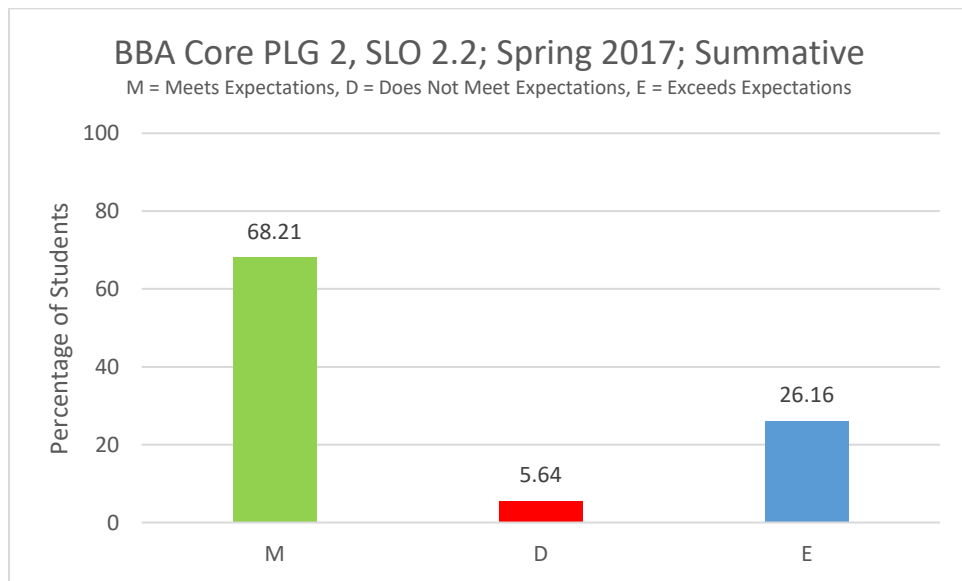


Figure BBA Core- 7

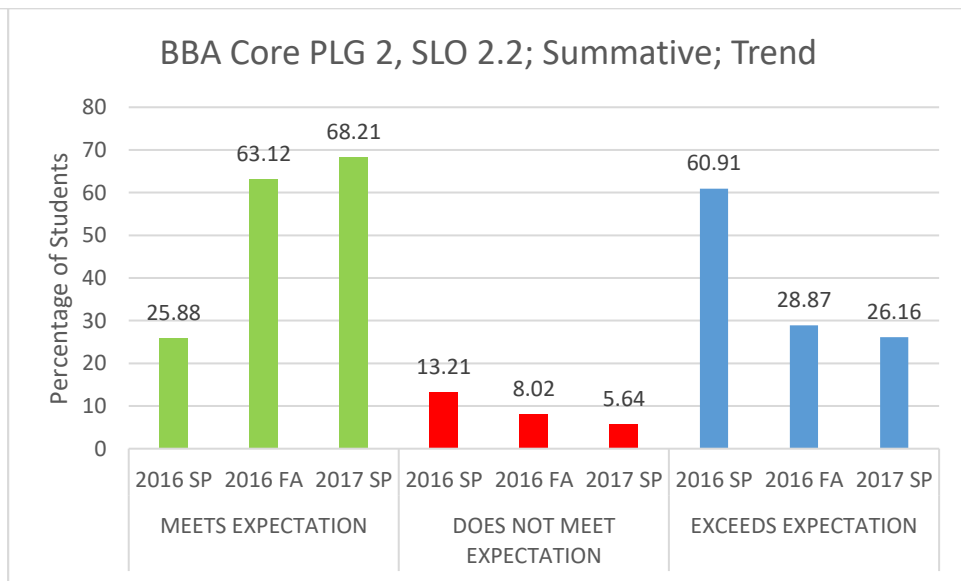


Figure BBA Core- 8

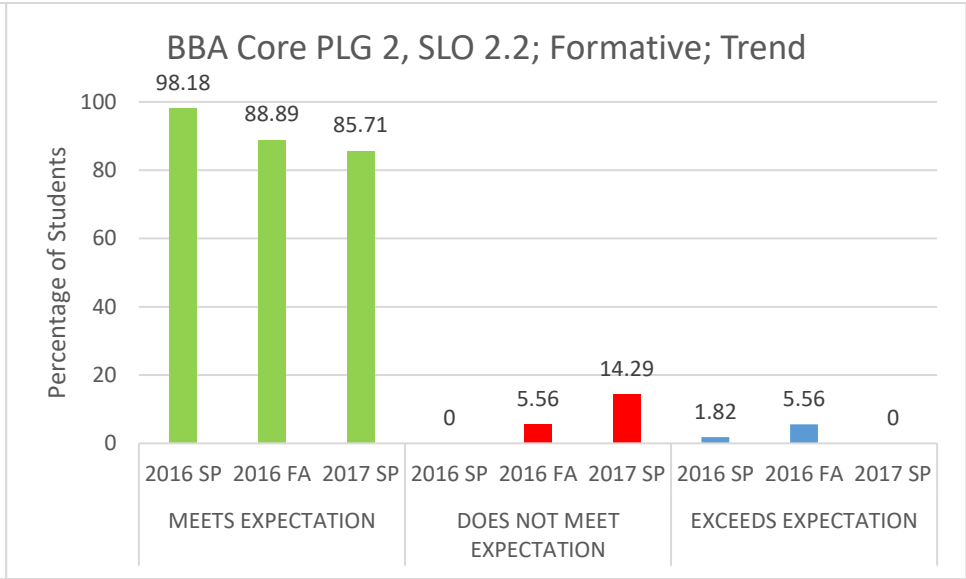
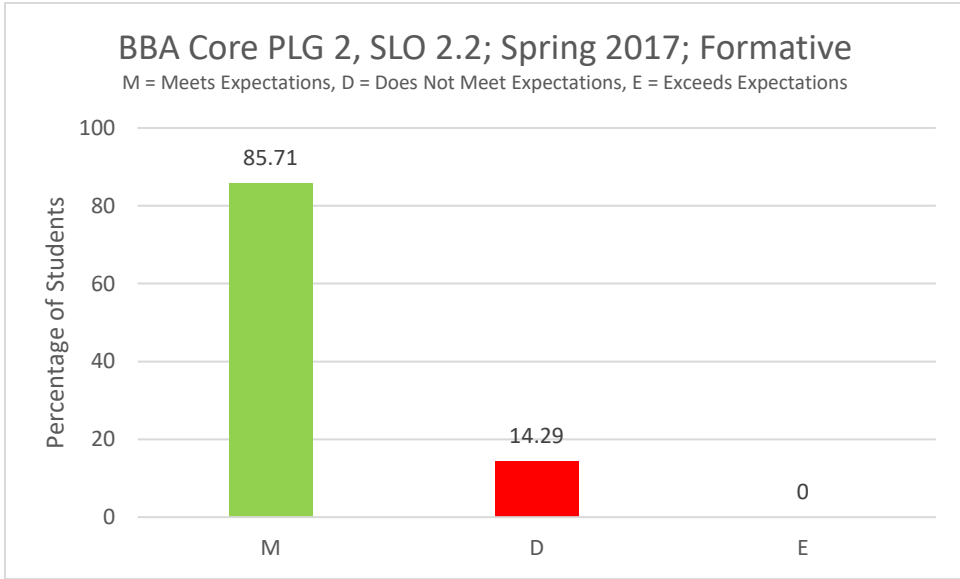


Figure BBA Core- 9

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.	<u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment (MGT 489, integrative capstone course, group term projects) <u>Formative:</u> Course-Embedded Assessment(MGT 368 group term projects)	<u>Exit Assessment Test:</u> Meets Expectation 60% to 80%; Does Not Meet Expectation < 60%, Exceeds Expectation > 80% <u>Course-Embedded Assessment:</u> Rubric # 3.1.1.1	See Figures BBA Core 11 – 14.	Target: 80% students should meet or exceed expectation. Students have met the target. Trend: Student performance is showing a positive trend with increase in percentage of students meeting and exceeding expectation.	Mr. Manas Paul, Associate Director at Asiatic EXP, was invited to speak to NSU SBE students. He spoke from his decade of experience spanning organizations such as Banglalink, Spellbound and Interspeed, and helped students understand how theories learnt in class are applied in real life.

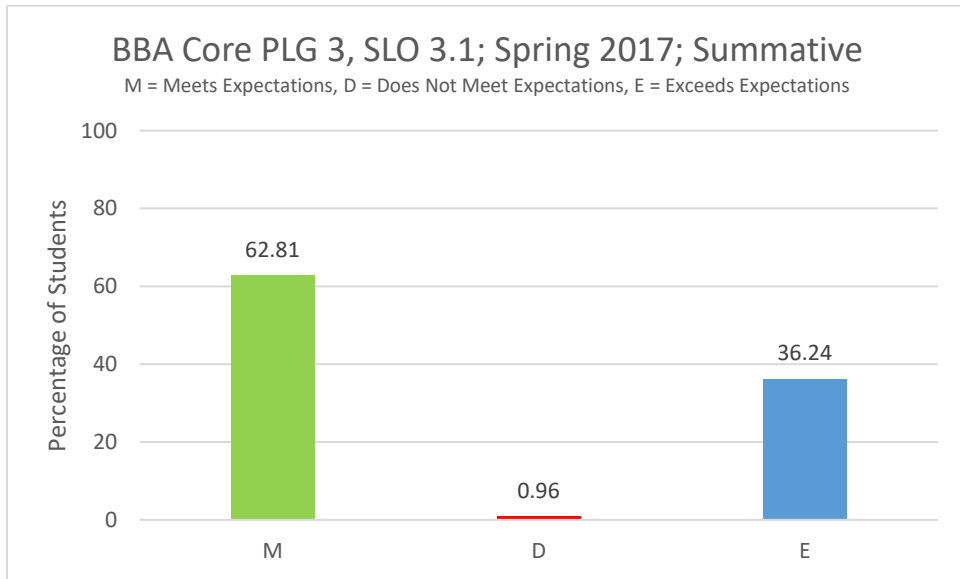


Figure BBA Core- 11

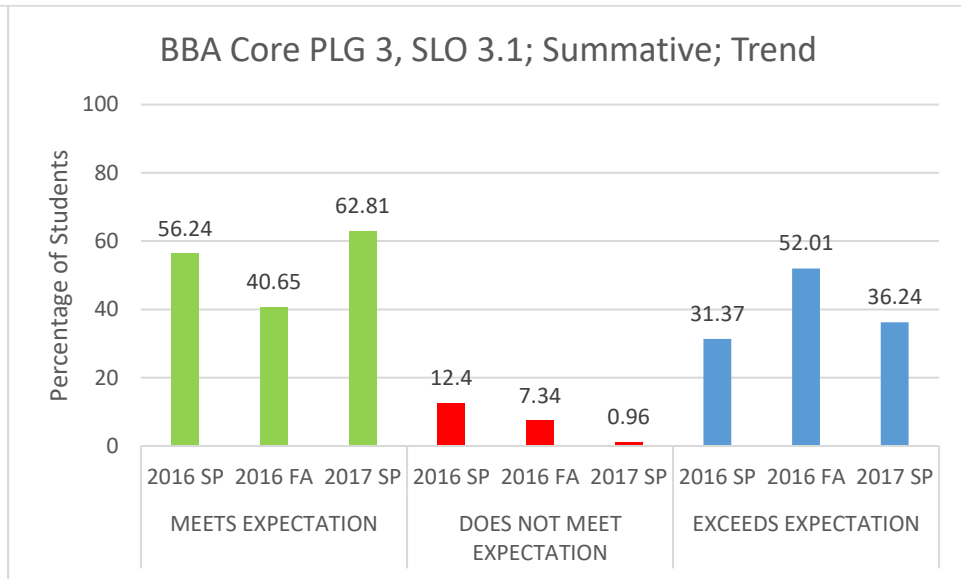


Figure BBA Core- 12

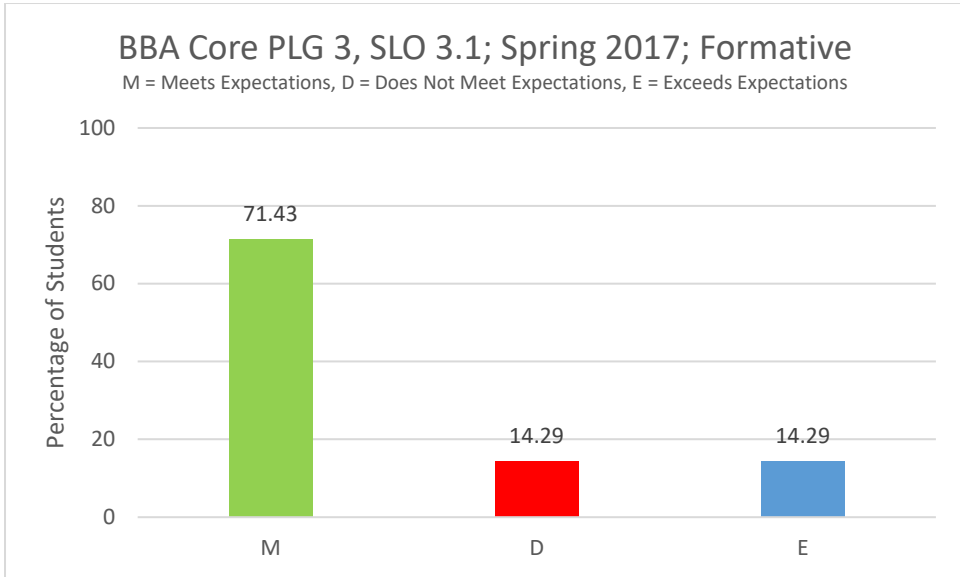


Figure BBA Core- 13

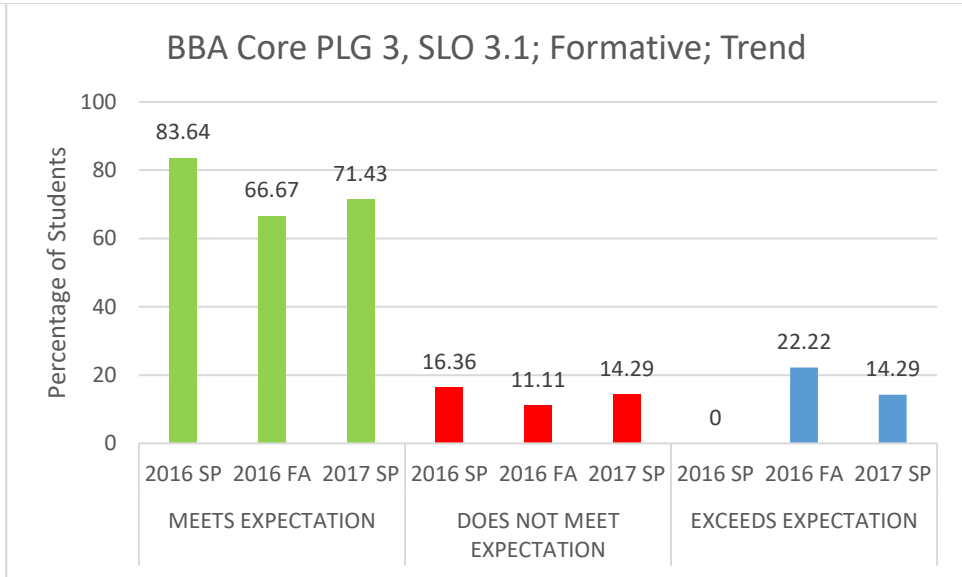


Figure BBA Core- 14

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	<p><u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment (MGT 489, integrative capstone course, group term projects)</p> <p><u>Formative:</u> 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</p>	<p><u>Exit Assessment Test:</u> Meets Expectation: 60% to 80%; Does Not Meet Expectation < 60%; Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment:</u> 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)</p>	<p>See Figures BBA Core 15 – 16.</p> <p>Please see the following figures for the formative results: A&F-13, HRM-9, INB-5, MIS-5, MKT-1</p>	<p>Target: 60% students should meet or exceed expectation.</p> <p>Students met target.</p> <p>Trend: Student performance has improved over this period. However, the percentage of students not meeting expectation is still a significant number and should be looked at.</p>	<p>Mr. Manas Paul, Associate Director at Asiatic EXP, was invited to speak to NSU SBE students. He spoke from his decade of experience spanning organizations such as Banglalink, Spellbound and Interspeed, and helped students understand how theories learnt in class are applied in real life.</p>

BBA Core PLG 3, SLO 3.2; Spring 2017; Summative

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

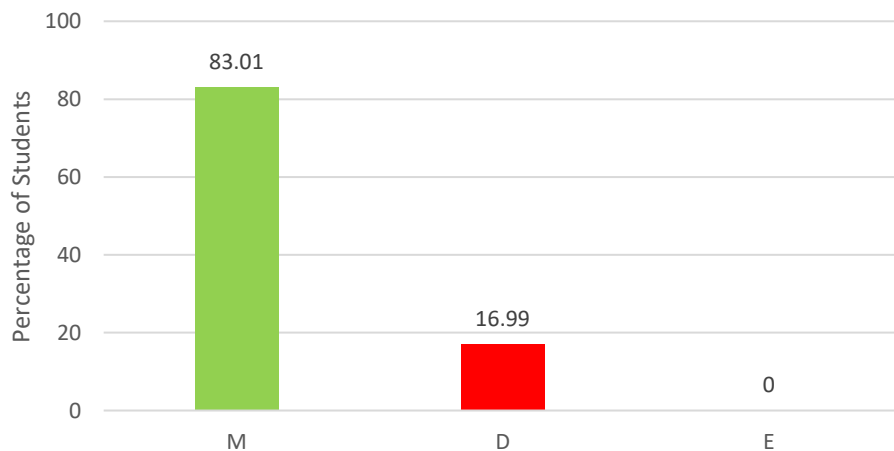


Figure BBA Core- 15

BBA Core PLG 3, SLO 3.2; Summative; Trend

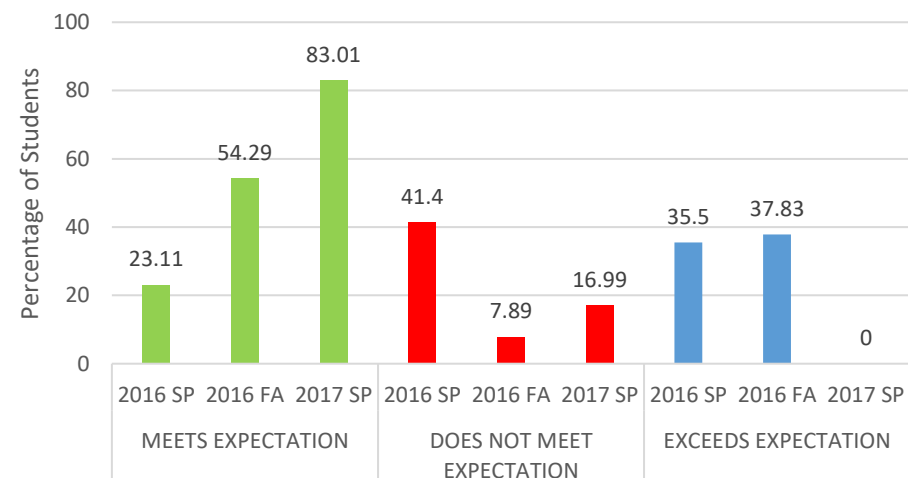


Figure BBA Core- 16

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	<u>Summative</u> : Exit Assessment Test, and Course-Embedded Assessment (MGT 489, integrative capstone course, group term projects)	<u>Exit Assessment Test</u> : Meets Expectation 60% to 80%; Does Not Meet Expectation < 60%, Exceeds Expectation > 80% <u>Course-Embedded Assessment</u> : Rubric # 4.1.1.1	See Figures BBA Core 17 - 18	Target: 80% students should meet or exceed expectation. Students met the target Trend: The percentage of student meeting expectation has increased over the period showing a positive trend.	NSU Ethics club organizes different seminars to make students aware about ethical standards.

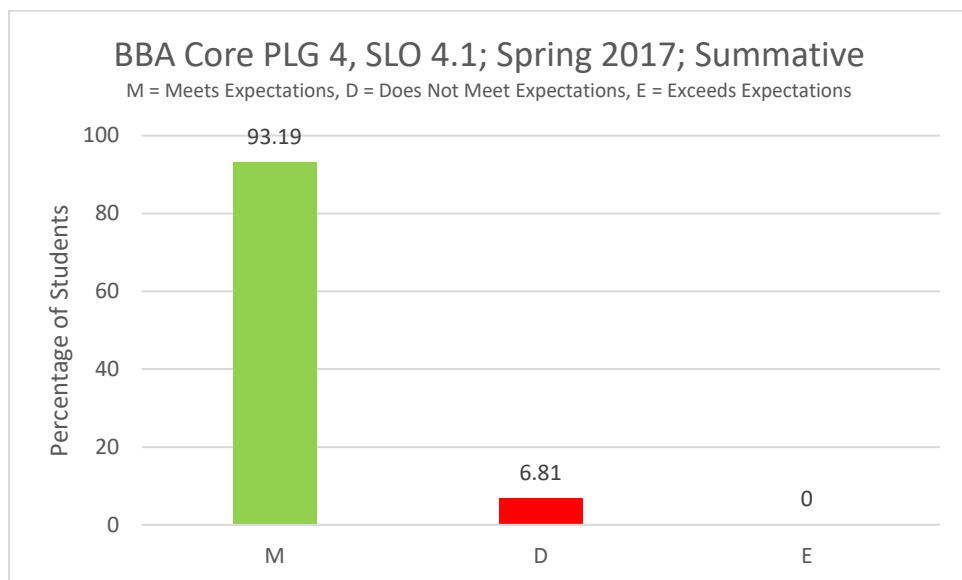


Figure BBA Core- 17

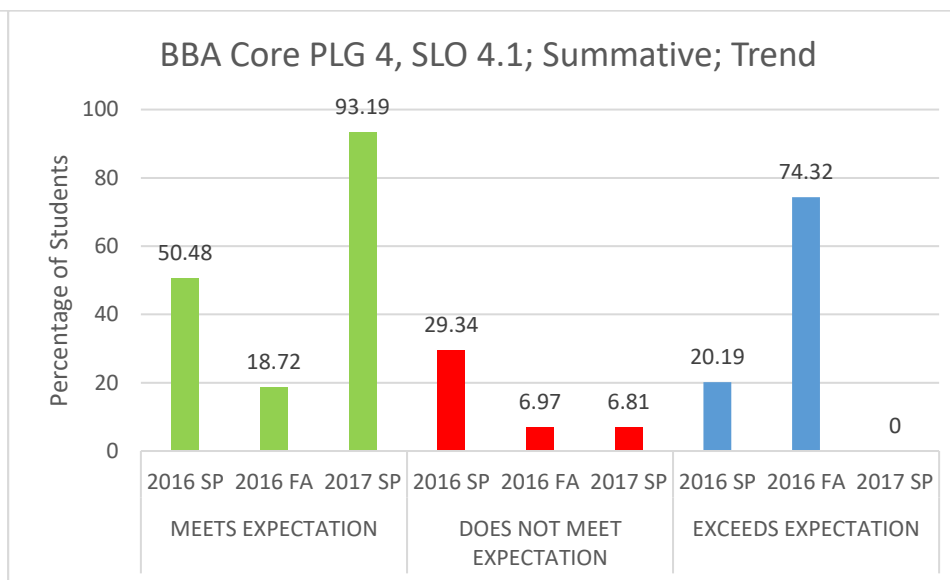


Figure BBA Core- 18

Spring 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	<p><u>Summative:</u> - Exit Assessment Test, and Course Embedded Assessment (FIN 440, Capstone Course group term projects)</p> <p><u>Formative:</u> Course Embedded-Assessment (FIN 254 group term projects)</p>	<p><u>Exit Assessment Test</u> Meets Expectation: 60% -80% Does Not Meet Expectation < 60% Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # A&F.1.R.1</p>	See Figures A&F 1 – 4.	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students met the target.</p> <p>Trend: Although the percentage of students meeting and exceeding expectation is increasing, the percentage of students not meeting expectation in summative assessment is still matter for concern.</p>	Courses have been standardized in terms of content, sequence of coverage, grading, use of text book and other learning resources.

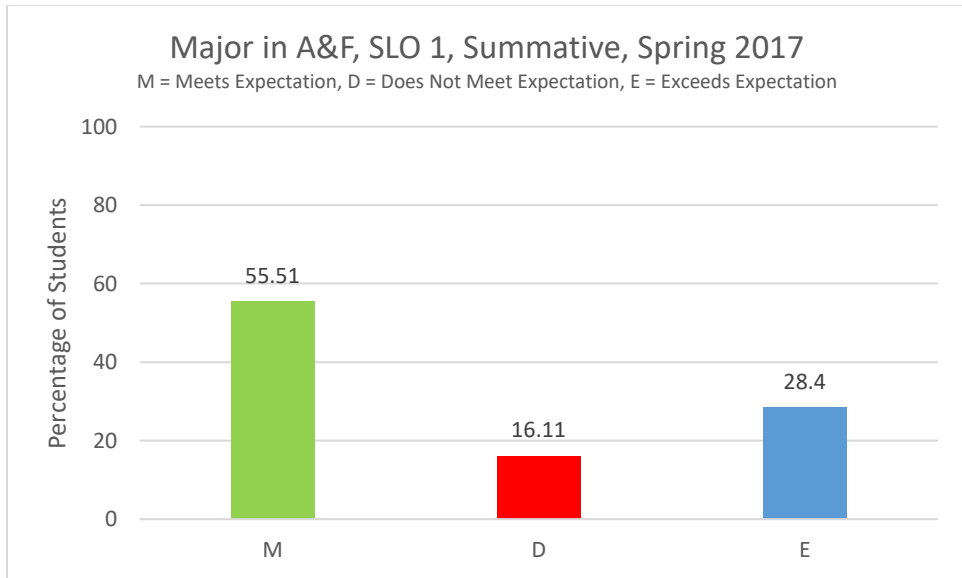


Figure A&F 1

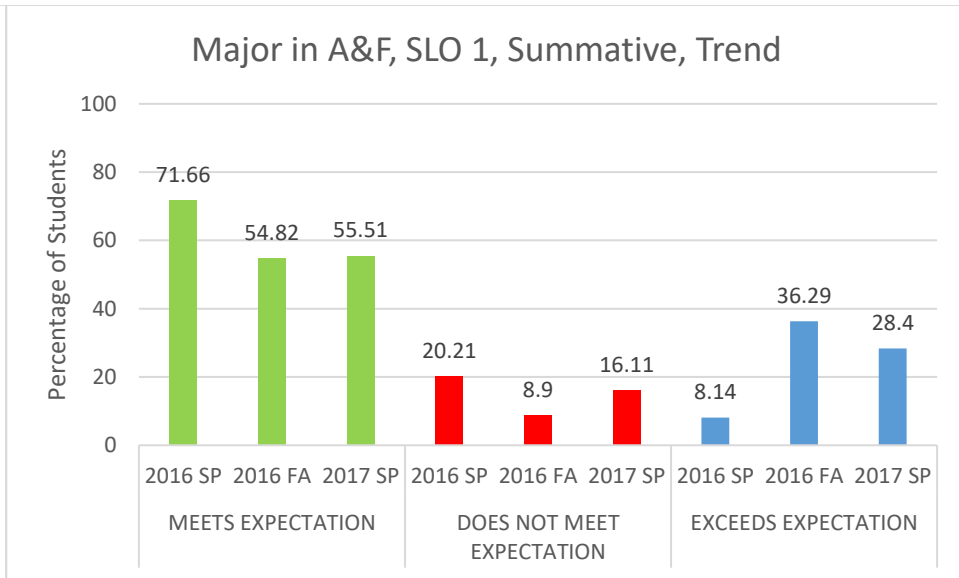


Figure A&F 2

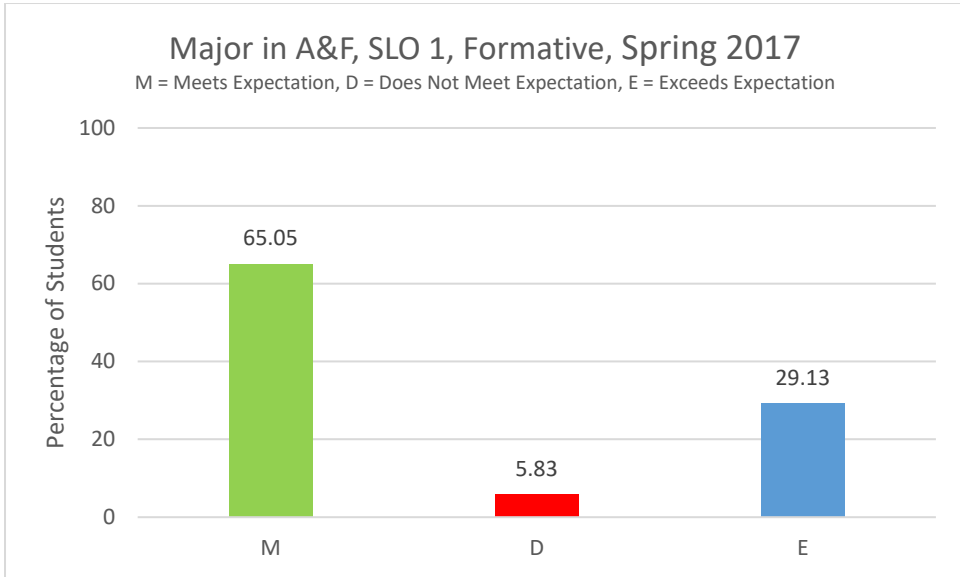


Figure A&F 3

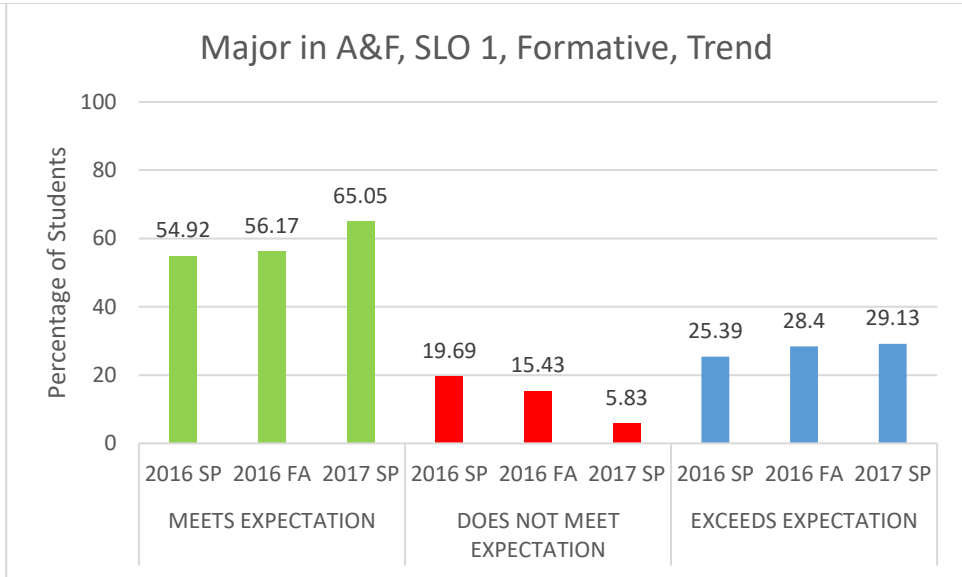


Figure A&F 4

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.	<p><u>Summative</u>: - Exit Assessment Test</p> <p><u>Formative</u>: Course-Embedded Assessment (ACT 202 examinations)</p>	<p><u>Exit Assessment Test</u> Meets Expectation: 60% -80% Does Not Meet Expectation < 60% Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment</u>: Rubric # A&F.2.R.1 (formative), A&F.2.R.2 (summative)</p>	See Figures A&F 5 – 8.	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students met the target in summative assessment but not in formative assessment.</p> <p>Trend: Although student performance has improved in summative assessment performance in formative assessment is showing a negative picture with increase in percentage of students not meeting expectation. This is an area of concern and more focused should be given in this area.</p>	NSU Young Entrepreneur Society (NSU YES!) organized a business case competition, Masters of Ideation 2017. The participants worked on a real life business scenario. Based on that scenario they had to make a perfect business plan with an estimated budget which was given by the company. This helped them apply their cost concepts and budgeting knowledge in real life business situations.

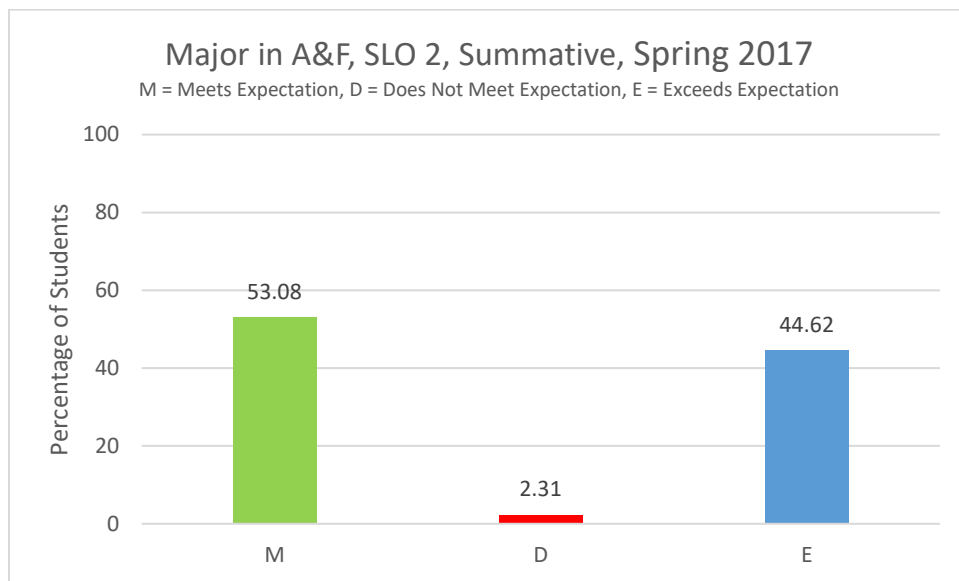


Figure A&F 5

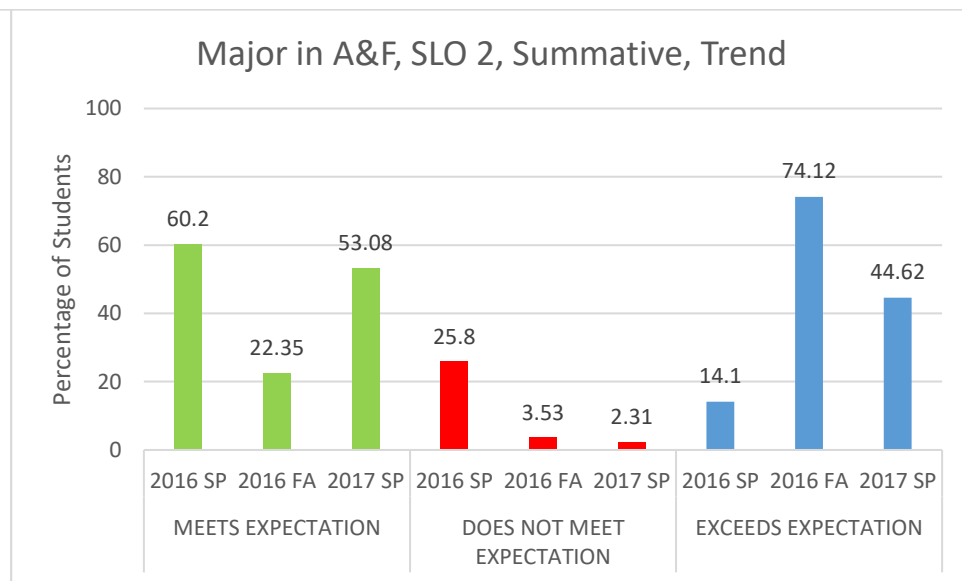


Figure A&F 6

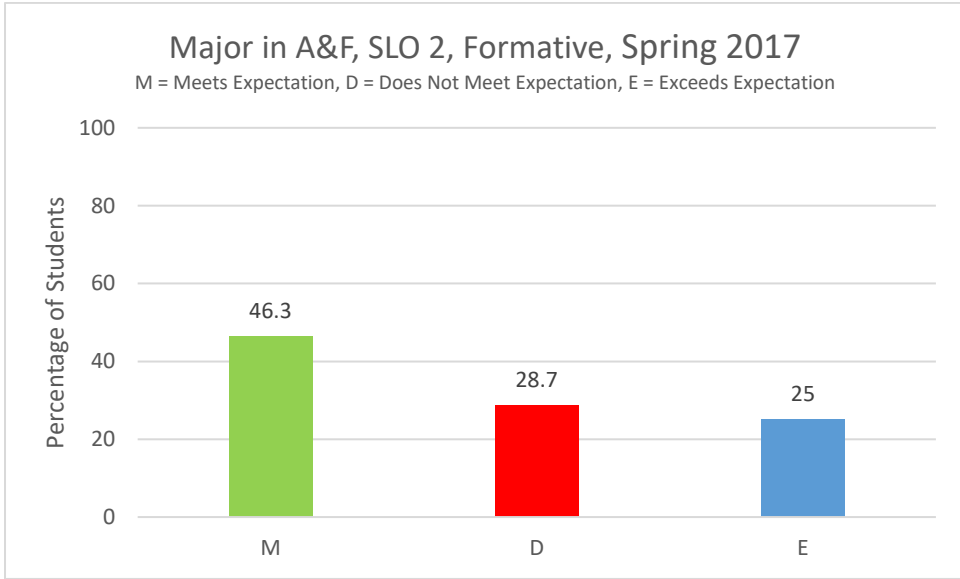


Figure A&F 7

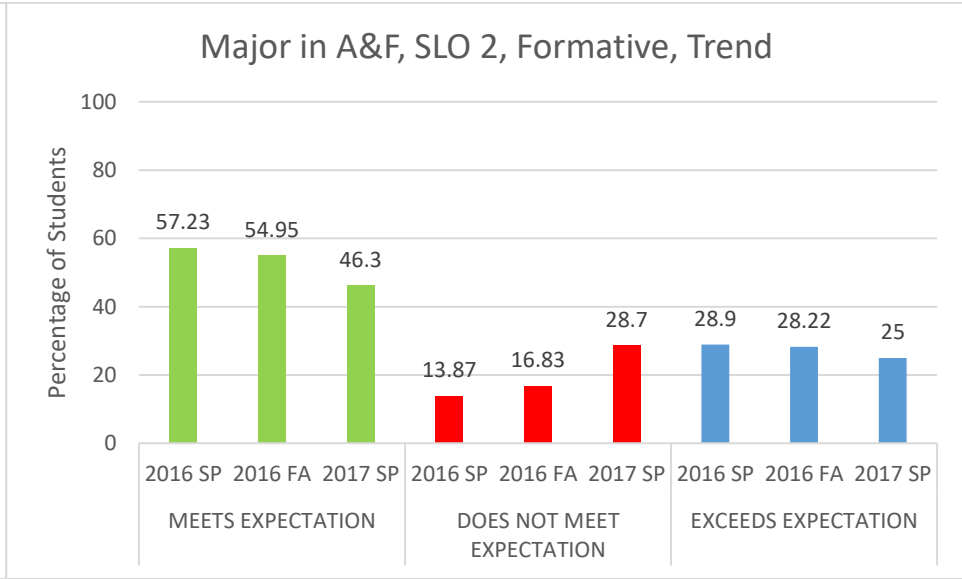


Figure A&F 8

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.	<p><u>Summative</u>: - Exit Assessment Test, and Course-Embedded Assessment (FIN 440, Capstone Course, group term projects)</p> <p><u>Formative</u>: Course-Embedded Assessment (FIN 254 group term projects)</p>	<p><u>Exit Assessment Test</u> Meets Expectation: 60% -80% Does Not Meet Expectation < 60% Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment</u>: Rubric # A&F.3.R.1 (formative), A&F.3.R.2 (summative)</p>	See Figures A&F 9 – 12.	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Student met the target.</p> <p>Trend: Students performance has improved over the period.</p>	Dr. Mohammad Riaz Uddin, a Ph.D. from University of Texas at Arlington, USA, joined the department as an Associate Professor. He is an expert in Investments, Asset Management, Asset pricing, Insider trading, and Behavioral finance.

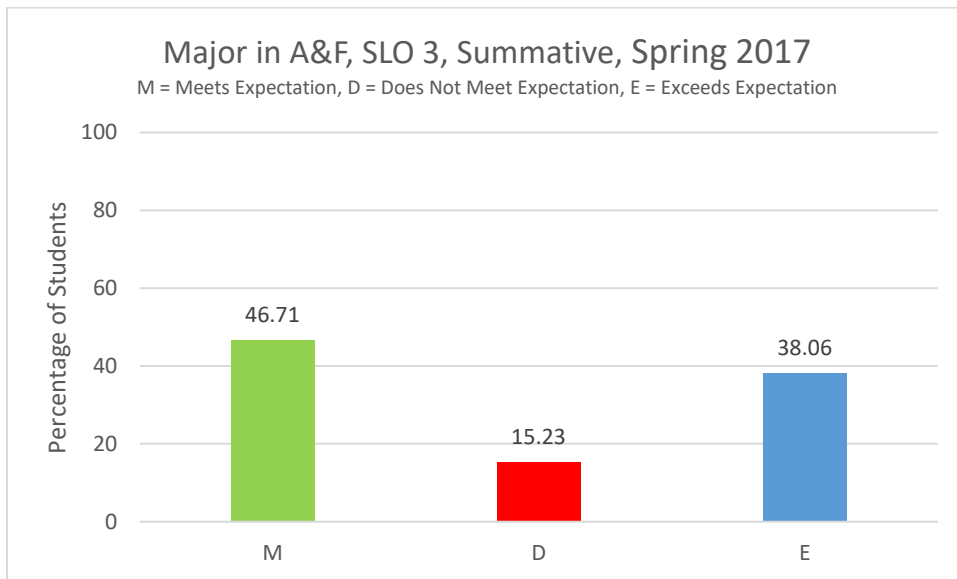


Figure A&F 9

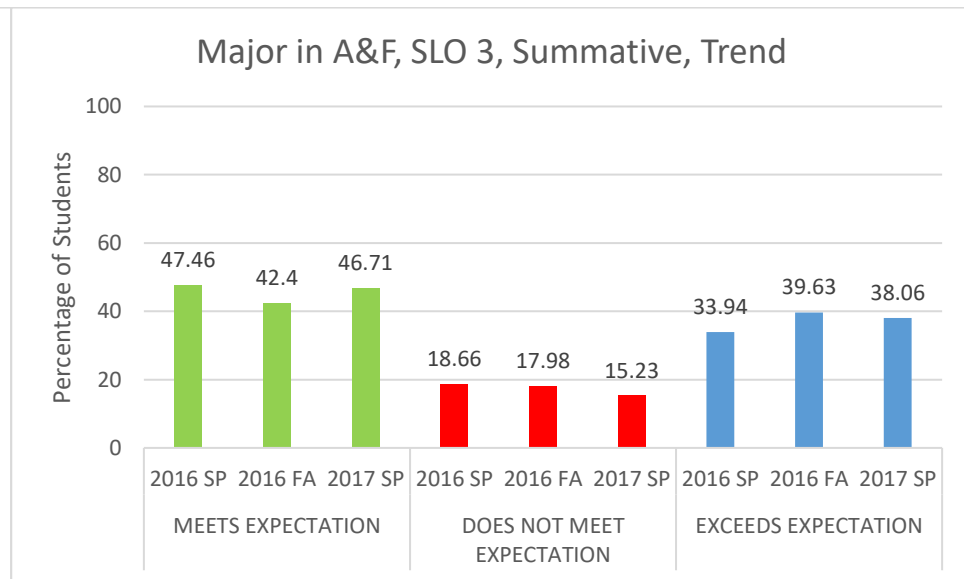


Figure A&F 10

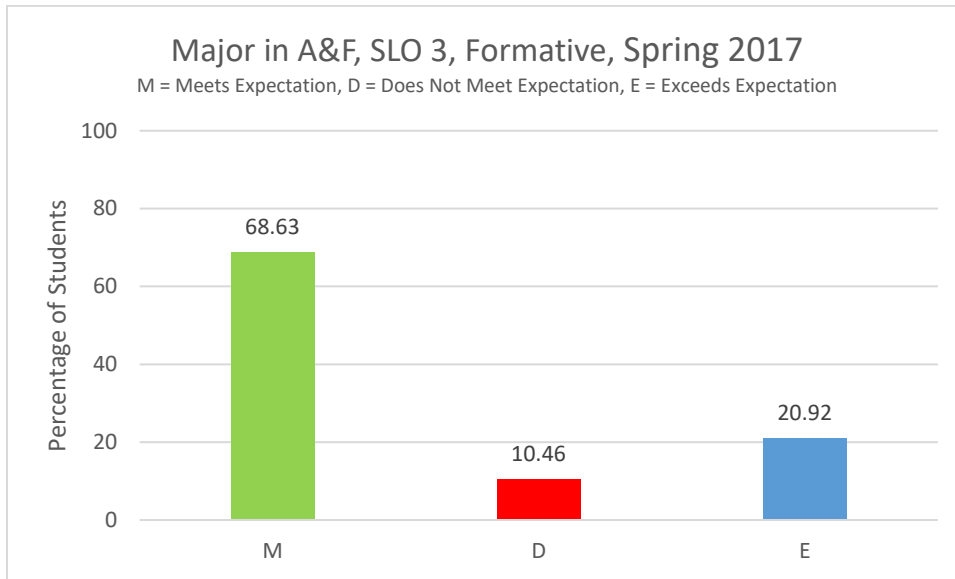


Figure A&F 11

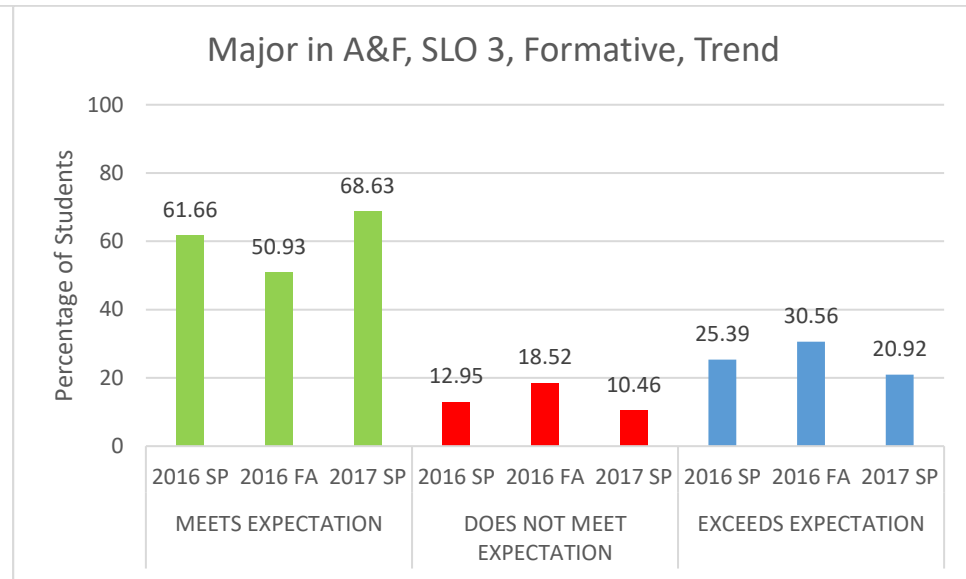


Figure A&F 12

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.	<p><u>Summative:</u> - Exit Assessment Test, and Course-Embedded Assessment (FIN 435, Capstone Course, group term projects)</p> <p><u>Formative:</u> Course Embedded-Assessment (FIN 254 group term projects)</p>	<p><u>Exit Assessment Test:</u> Meets Expectation: 60% -80% Does Not Meet Expectation < 60% Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # A&F.4.R.1 (formative), A&F.4.R.2 (summative)</p>	See Figures A&F 13 – 16.	<p>Target: 70% students should meet or, exceed expectation.</p> <p>Students met the target.</p> <p>Trend: Although students met the target, the increase in percentage of students not meeting expectation in formative assessment is a matter for concern.</p>	NSU Career & Placement Center, Department of Accounting & Finance and Finance Club of NSU jointly organized a seminar entitled Industry Experience Sharing on "Capital Market & Portfolio Management" by IDLC Investment Limited. Managing Director and Head of Discretionary Portfolio Management of IDLC Investments Limited were invited to speak on Capital Market & Portfolio Management.

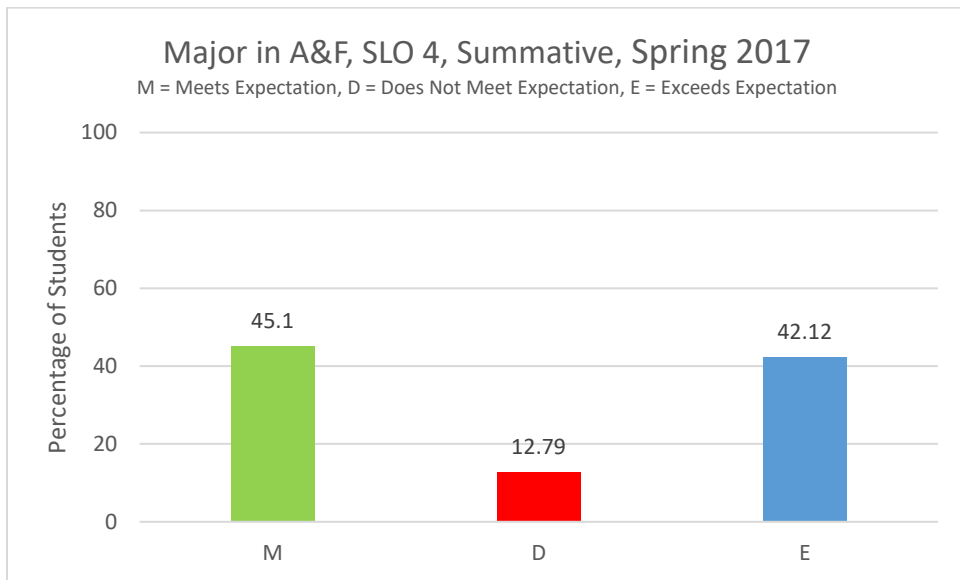


Figure A&F 13

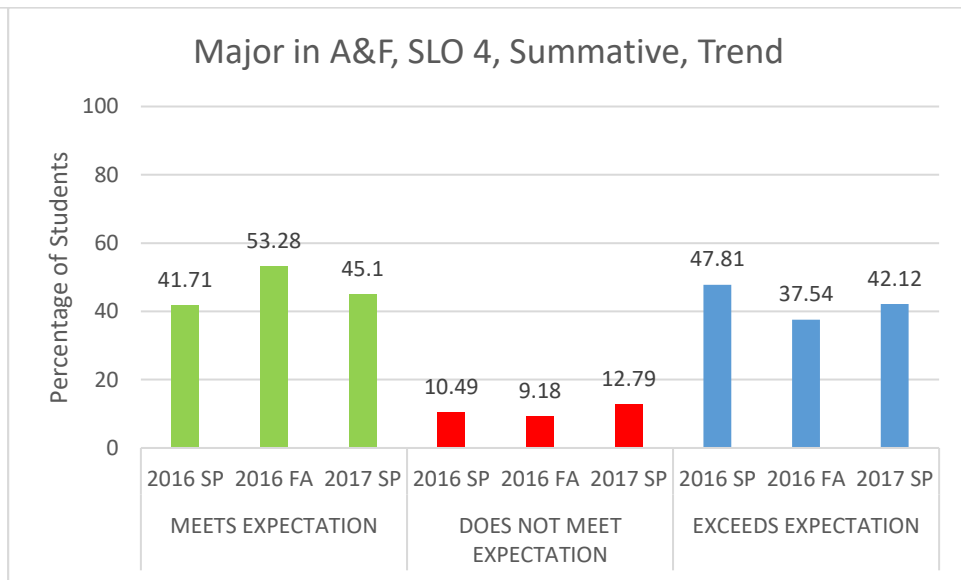


Figure A&F 14

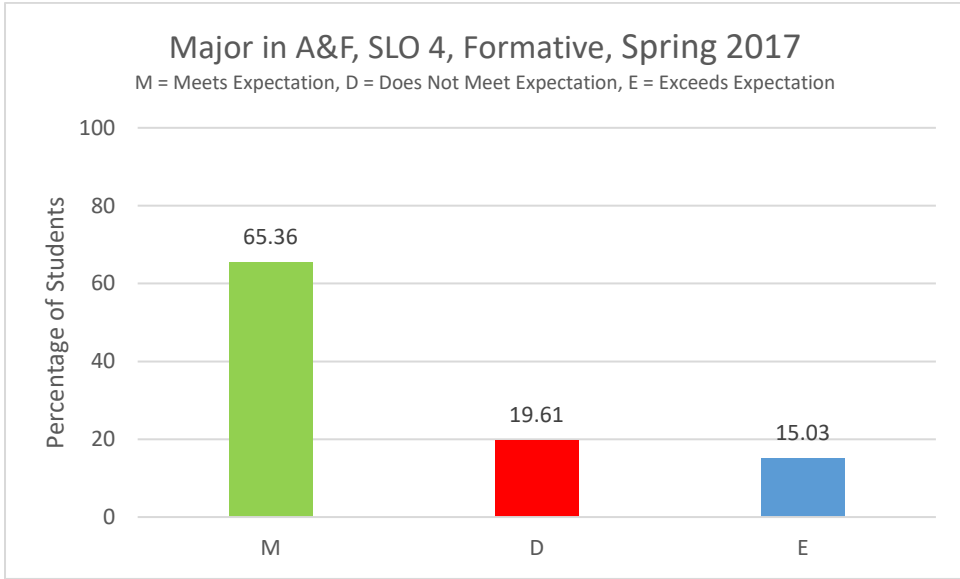


Figure A&F 15

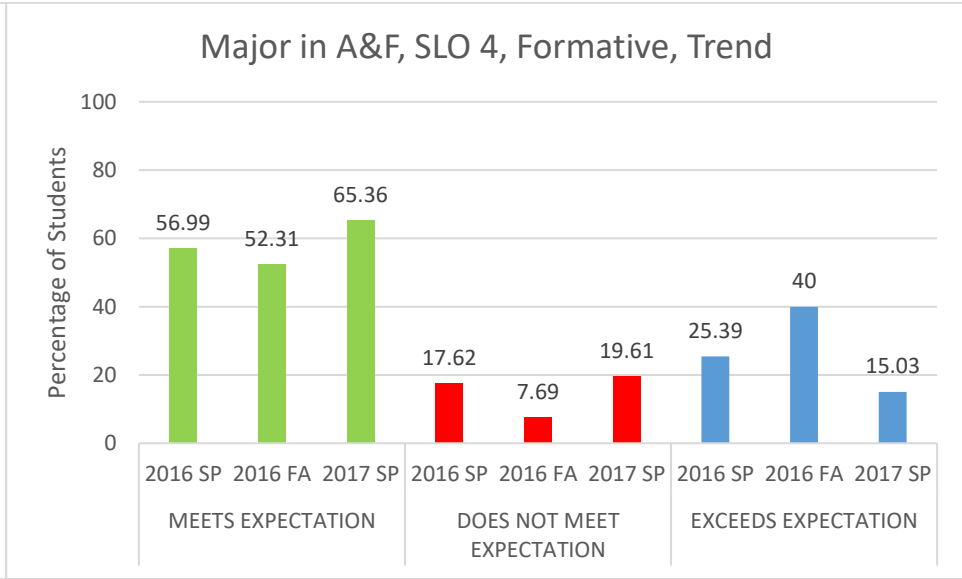


Figure A&F 16

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.	<p><u>Summative</u>: - Exit Assessment Test, and Course-Embedded Assessment (FIN 440, Capstone Course, group term projects)</p> <p><u>Formative</u>: Course-Embedded Assessment (FIN 254 group term projects)</p>	<p><u>Exit Assessment Test</u>: Meets Expectation: 60% -80% Does Not Meet Expectation < 60% Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment</u>: Rubric # A&F.5.R.1</p>	See Figures A&F 17 – 20.	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students met the target.</p> <p>Trend: We are pleased with increasing trends in the percentage of students meeting and exceeding expectation.</p>	Course components are constantly reviewed to ensure that students can continue to critically identify problems and solve those using their knowledge of business studies.

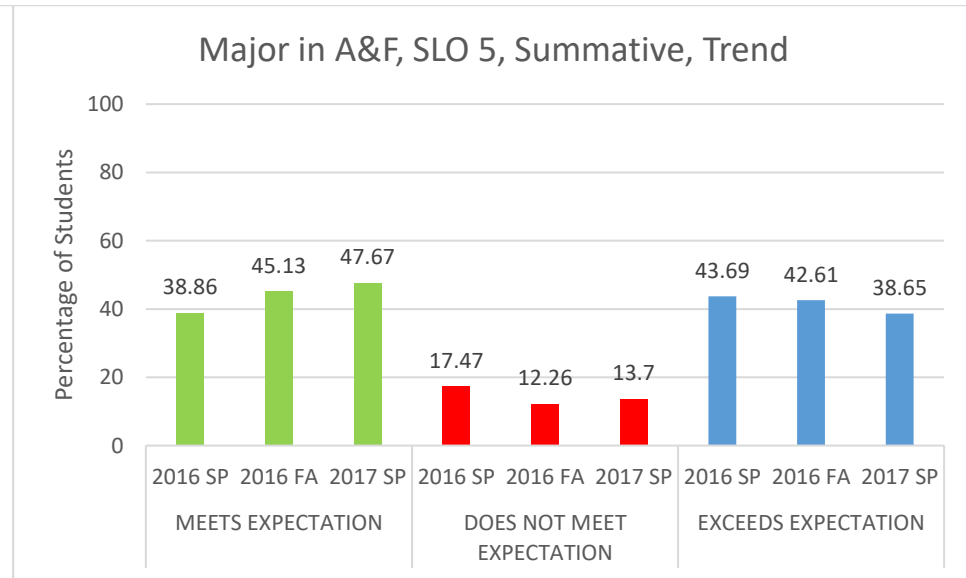
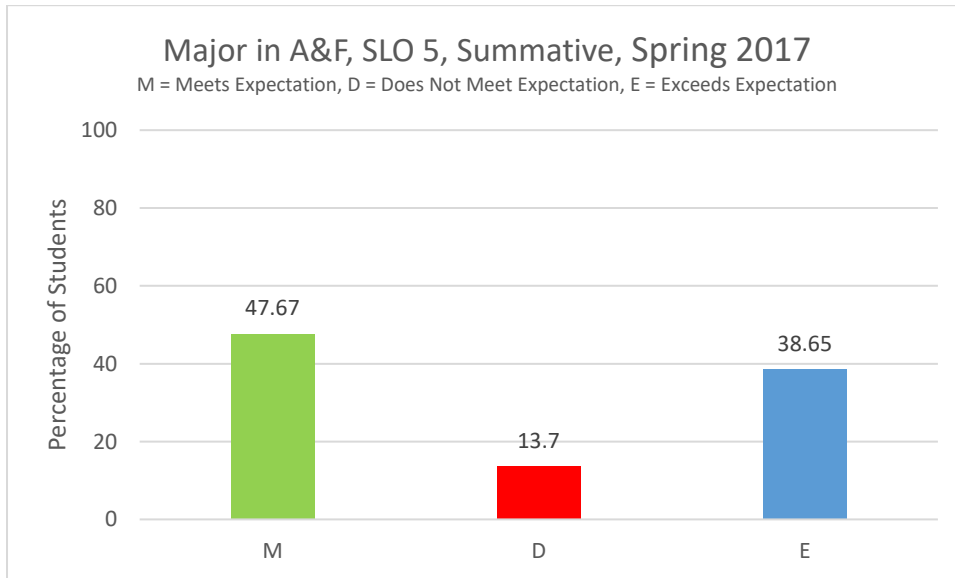


Figure A&F 17

Figure A&F 18

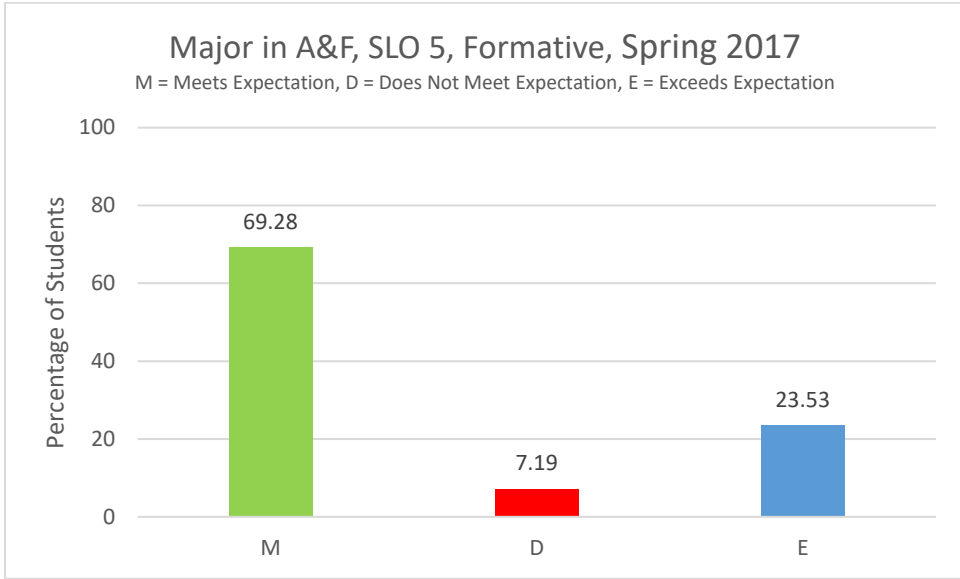


Figure A&F 19

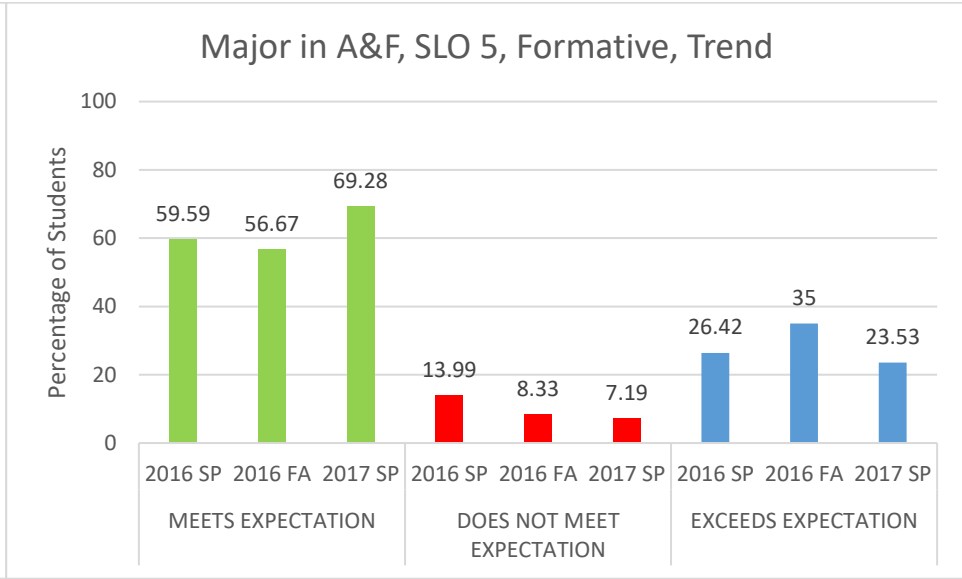


Figure A&F 20

Spring 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.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (HRM480 group term projects)</p> <p><u>Formative:</u> Course Embedded Assessment (MGT351 group term projects)</p>	<p><u>Exit Assessment Test:</u> Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # HRM.1.R.1</p>	See Figures HRM 1 – 4.	<p>Target: 80% students should meet or exceed expectation.</p> <p>Students met the target.</p> <p>Trend: Overall student performance has improved over time. We are very pleased with the results from the formative assessment. Although summative assessment shows an overall improvement, the percentage of students exceeding expectation is showing a decreasing trend.</p>	Course components are constantly reviewed to ensure that students can continue to critically identify problems and solve those using their knowledge of business studies.

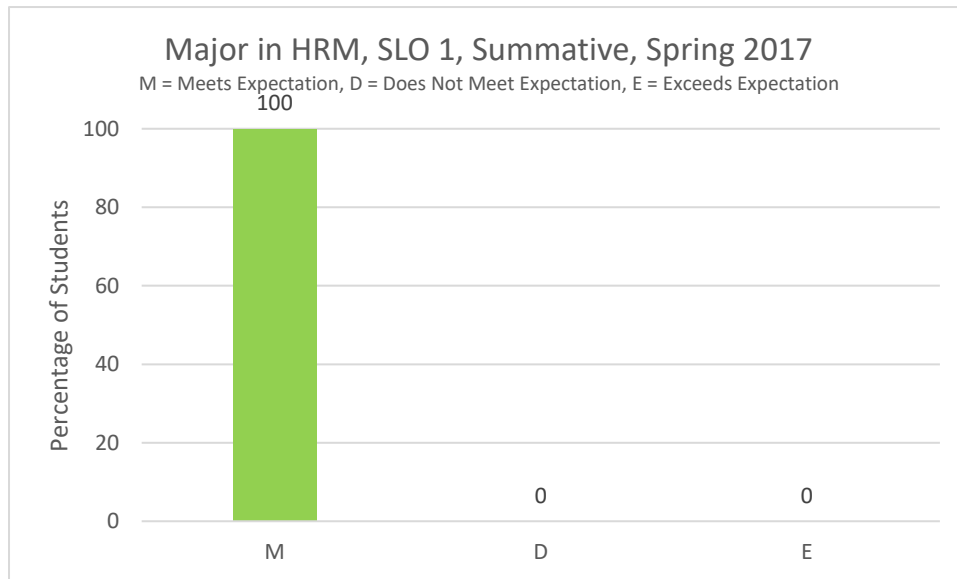


Figure HRM 1

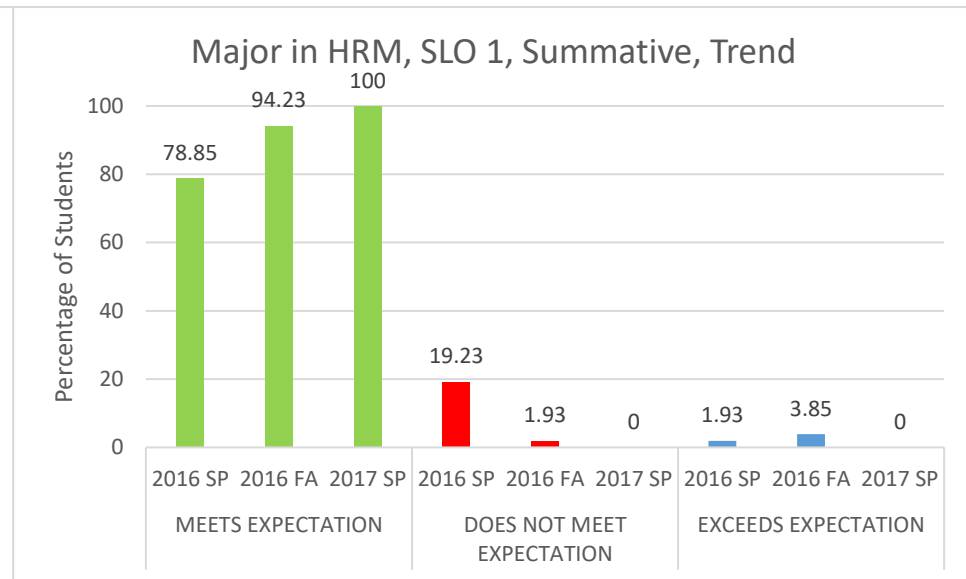


Figure HRM 2

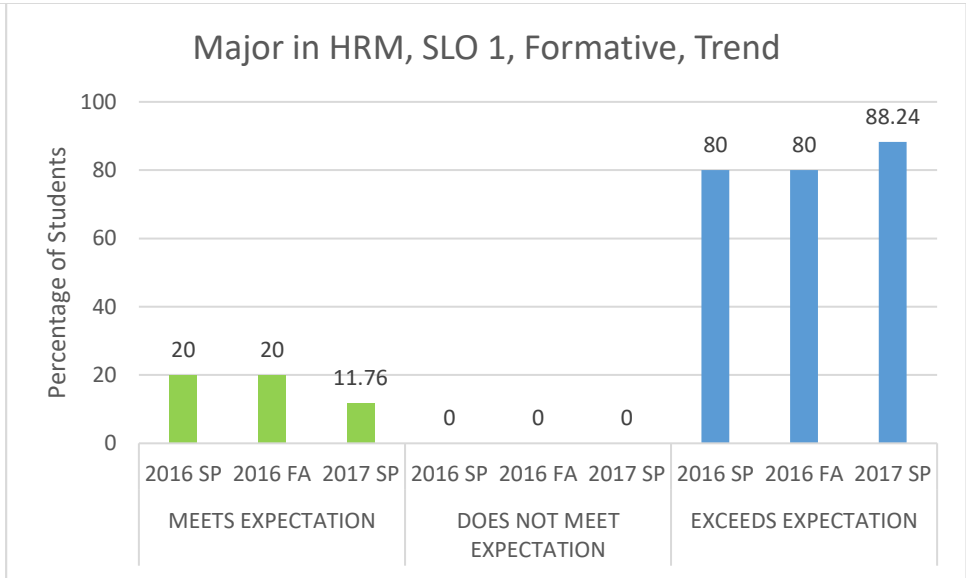
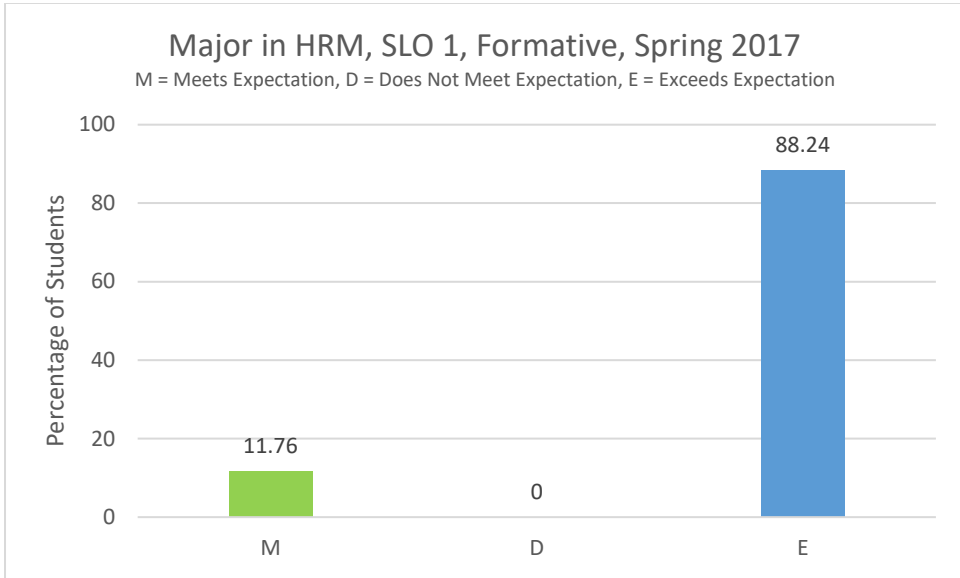


Figure HRM 3

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.	<u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (HRM480 group term projects) <u>Formative:</u> Course Embedded Assessment (MGT351 group term projects)	<u>Exit Assessment Test:</u> Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80% <u>Course-Embedded Assessment:</u> Rubric # HRM.2.R.1	See Figures HRM 5 – 8.	Target: 75% students should meet or exceed expectation. Student failed to meet the target in formative assessment. Trend: Student performance is very poor in formative assessment. Inconsistent student performance over time is a matter of concern.	NSU HR club supported BSHRM in organizing an Inter University HR Debate Competition for the students. Students were able to apply their HR knowledge and demonstrate effective team work.

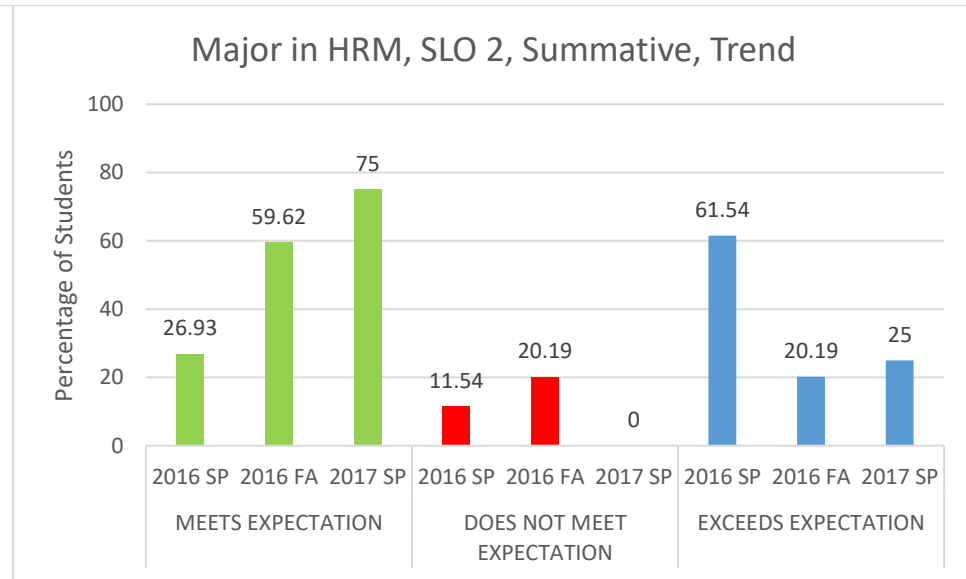
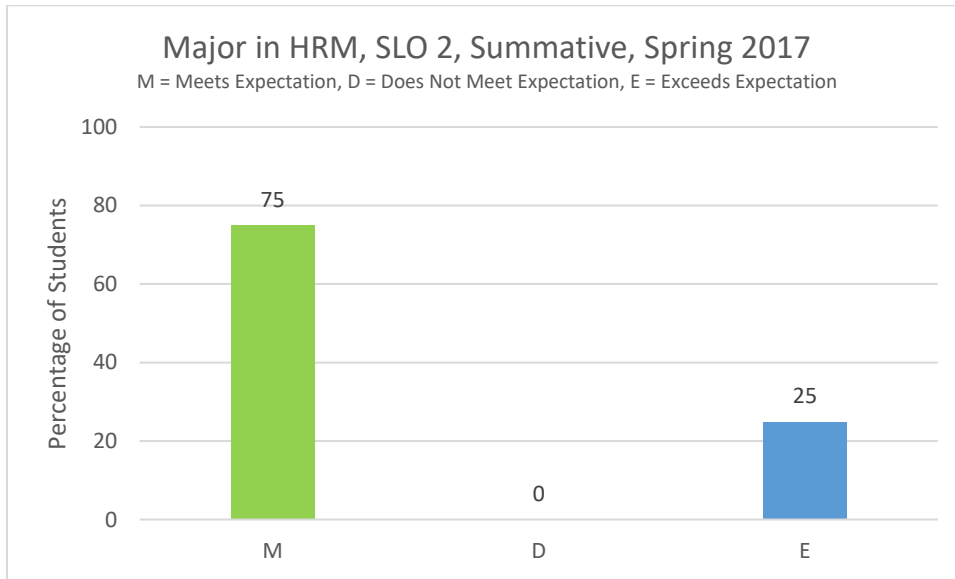


Figure HRM 5

Figure HRM 6

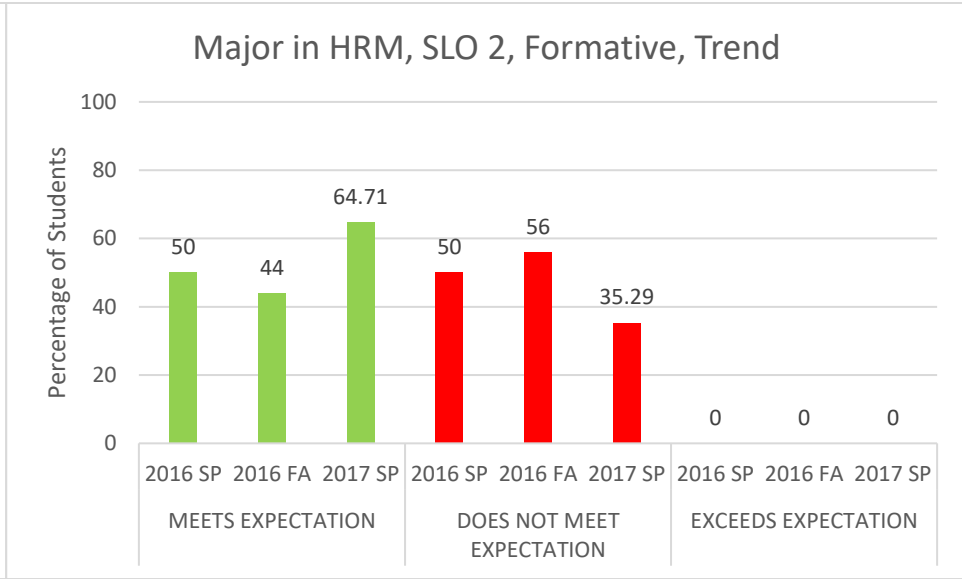
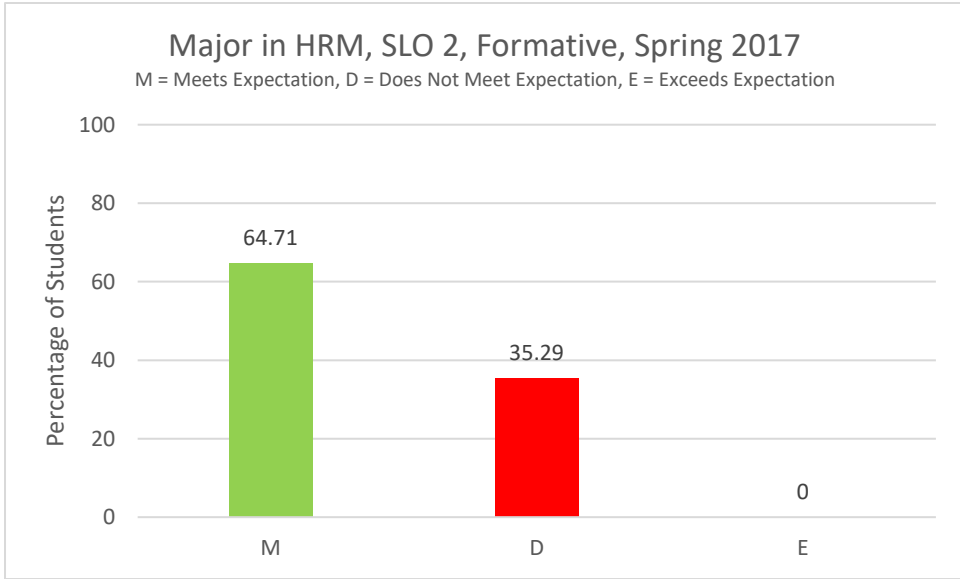


Figure HRM 7

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.	<u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (HRM480 group term projects) <u>Formative:</u> Course Embedded Assessment (MGT351 group term projects)	<u>Exit Assessment Test:</u> Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80% <u>Course Embedded Assessment:</u> 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.	Courses have been standardized in terms of content, sequence of coverage, grading, use of text book and other learning resources.

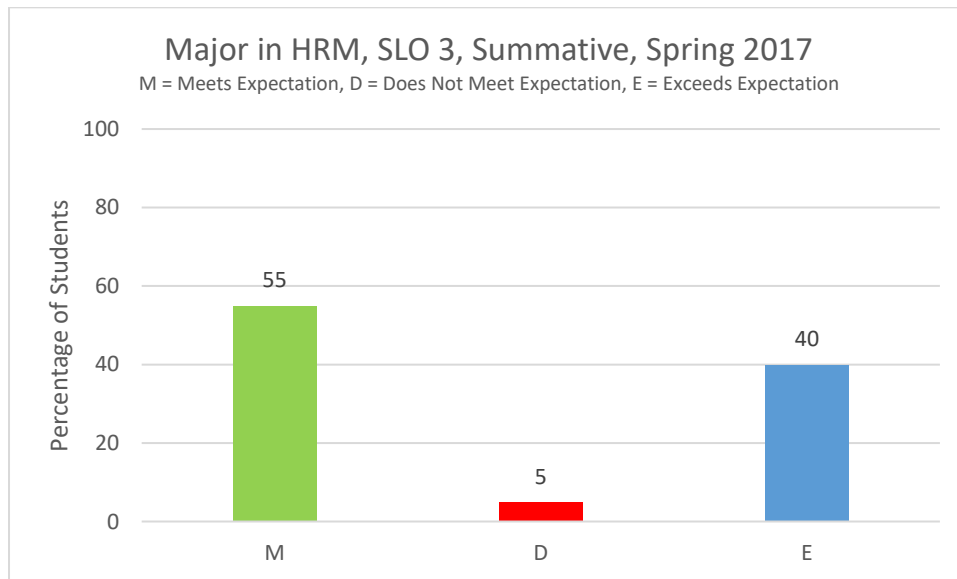


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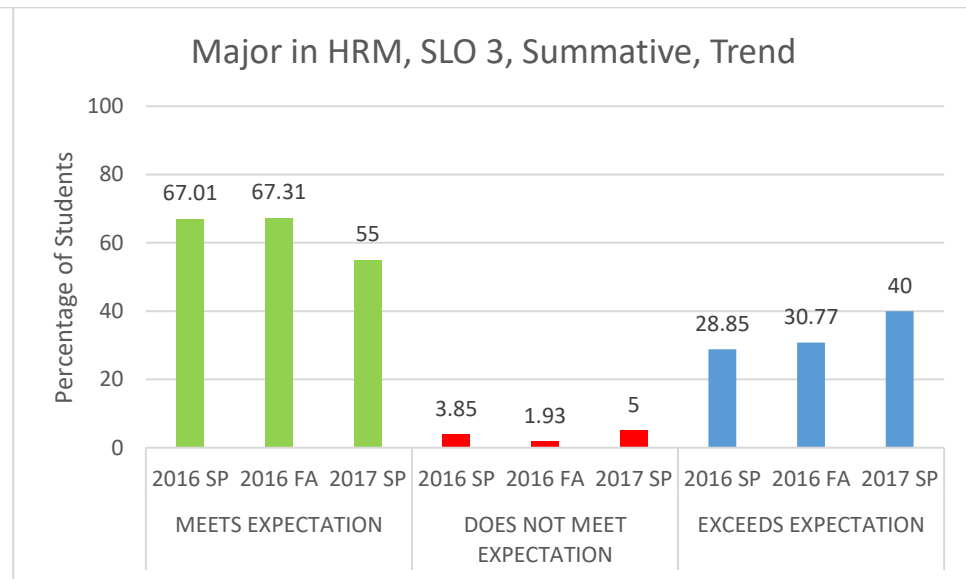


Figure HRM 10

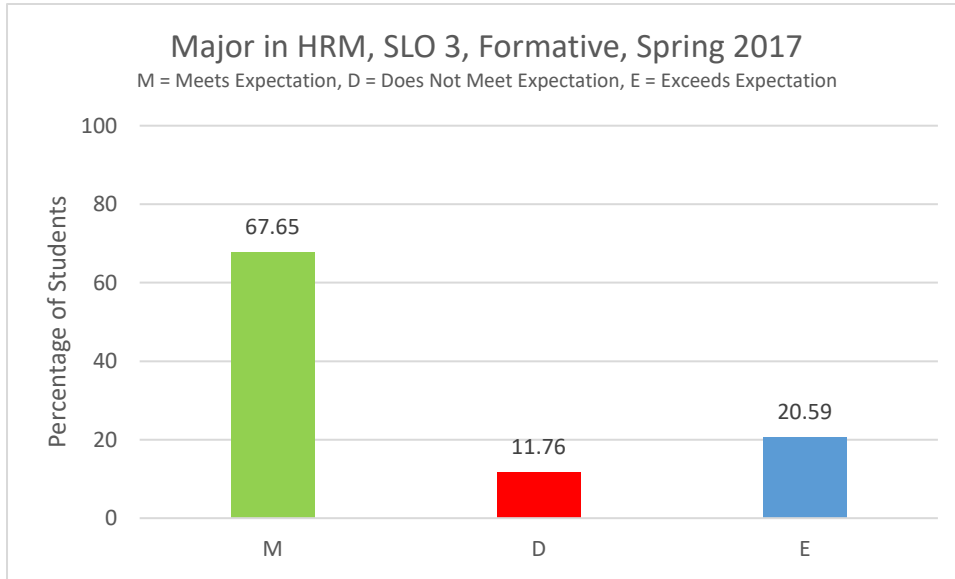


Figure HRM 11

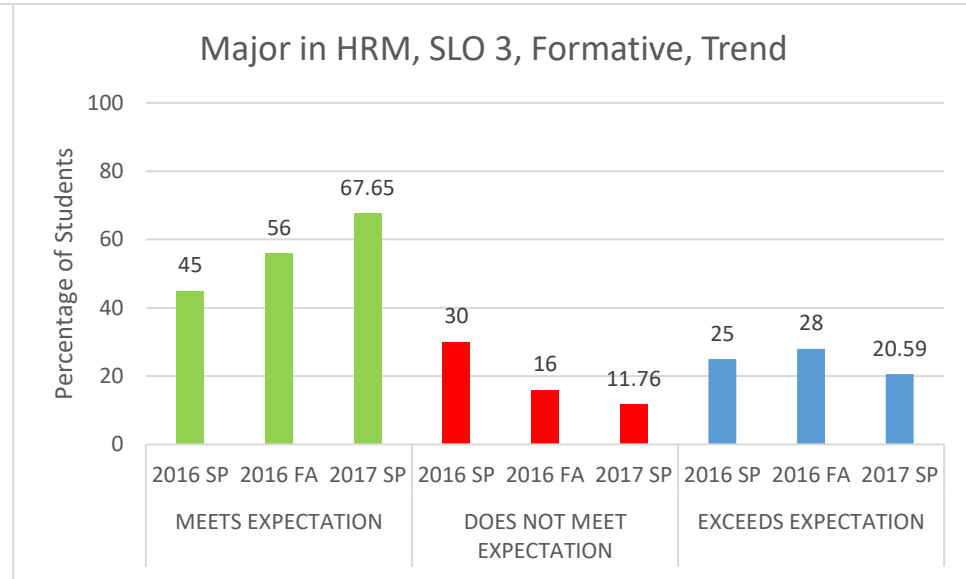


Figure HRM 12

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.	<u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (HRM480 group term projects) <u>Formative:</u> Course Embedded Assessment (MGT351 group term projects)	<u>Exit Assessment Test:</u> Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80% <u>Course-Embedded Assessment: Rubric # HRM.4.R.1</u>	See Figures HRM 13 – 16.	Target: 70% students should meet or exceed expectation. Students met the target. Trend: We are very pleased with students' performance in this area.	NSU Career & Placement Center organized a seminar, "Winning & Road Show" for prospective future leaders by EBL. Mr. Monjurul Alam, Head of HR of EBL, facilitated the session. He shared valuable insights and real life experiences on the ground to face real corporate. The speaker also talked about professional CV writing, interview techniques and tips with HR and corporate culture.

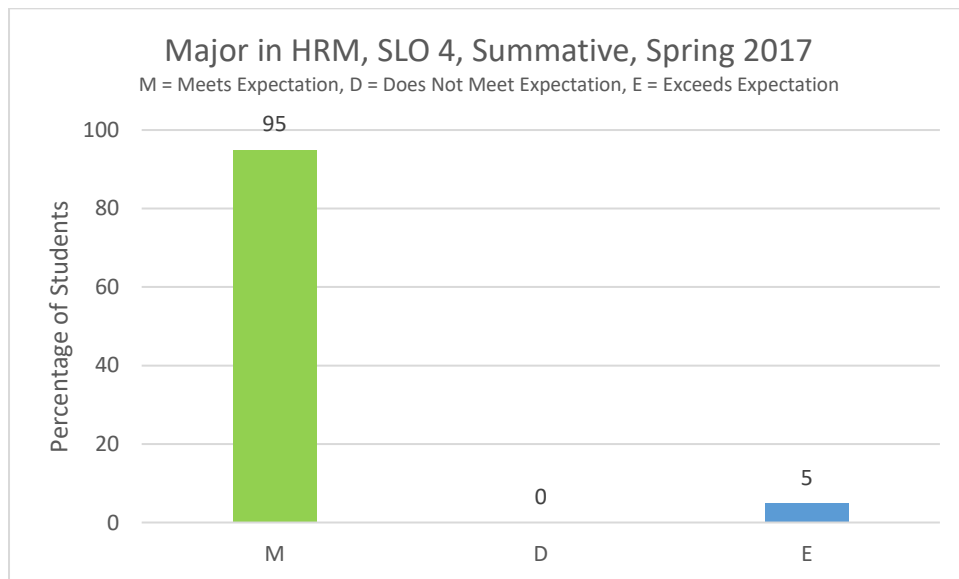


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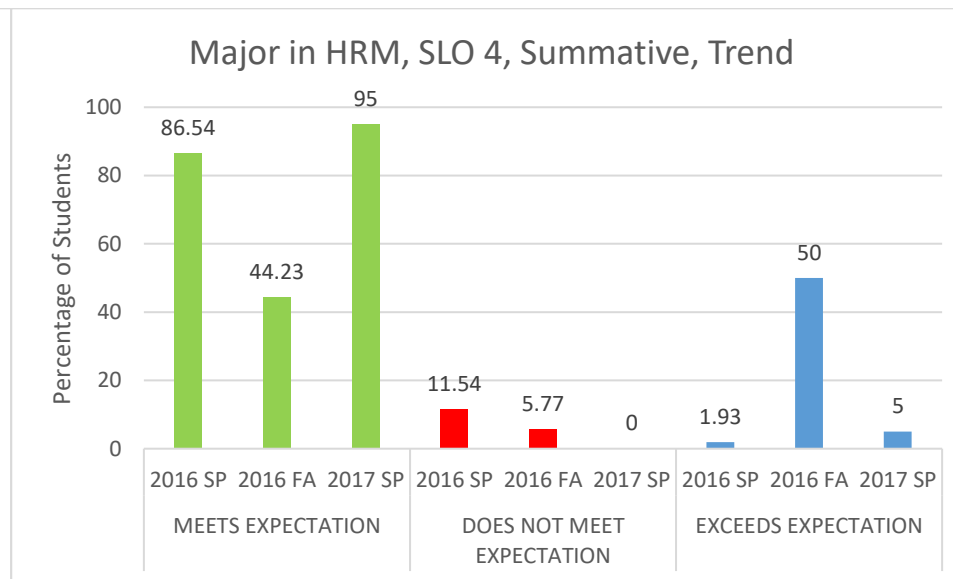


Figure HRM 14

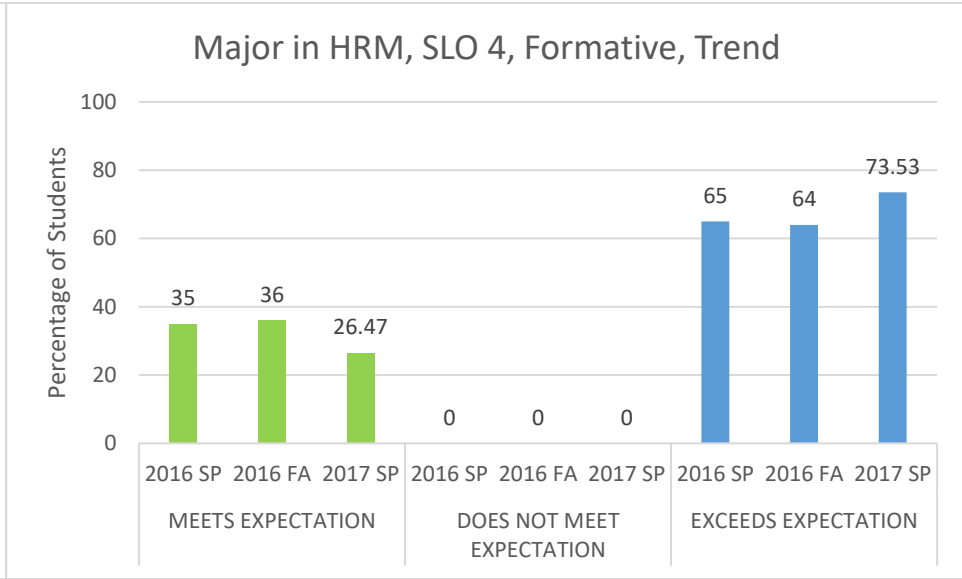
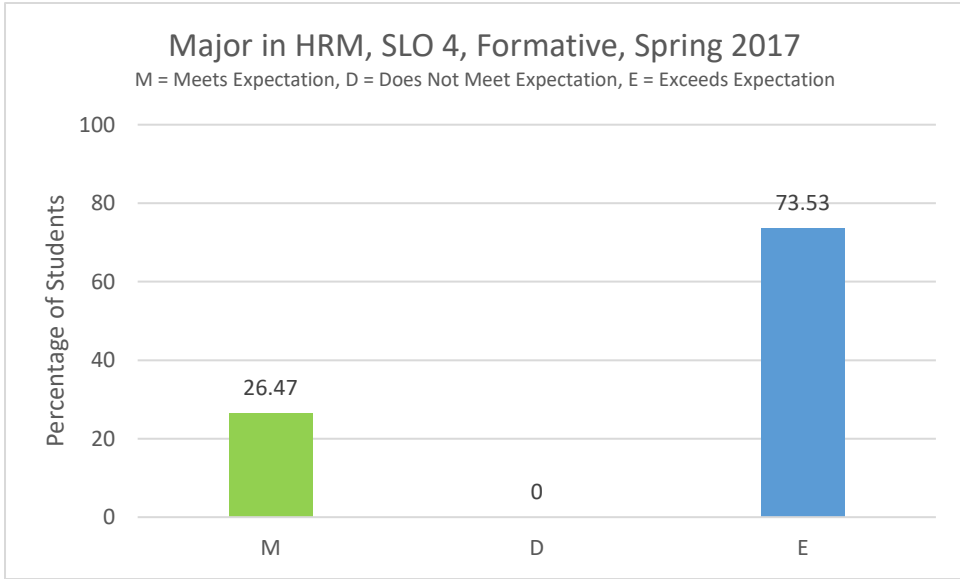


Figure HRM 15

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.	<u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (HRM480 group term projects) <u>Formative:</u> Course Embedded Assessment (MGT351 group term projects)	<u>Exit Assessment Test:</u> Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80% <u>Course-Embedded Assessment:</u> Rubric # HRM.5.R.1	See Figure HRM 17 – 20.	Target: 60% students should meet or exceed expectation. Students met the target. Trend: Although students' performance is tremendous in the formative assessment with increase in percentage of students exceeding expectation, performance in summative assessment is very alarming.	Courses have been standardized in terms of content, sequence of coverage, grading, use of text book and other learning resources.

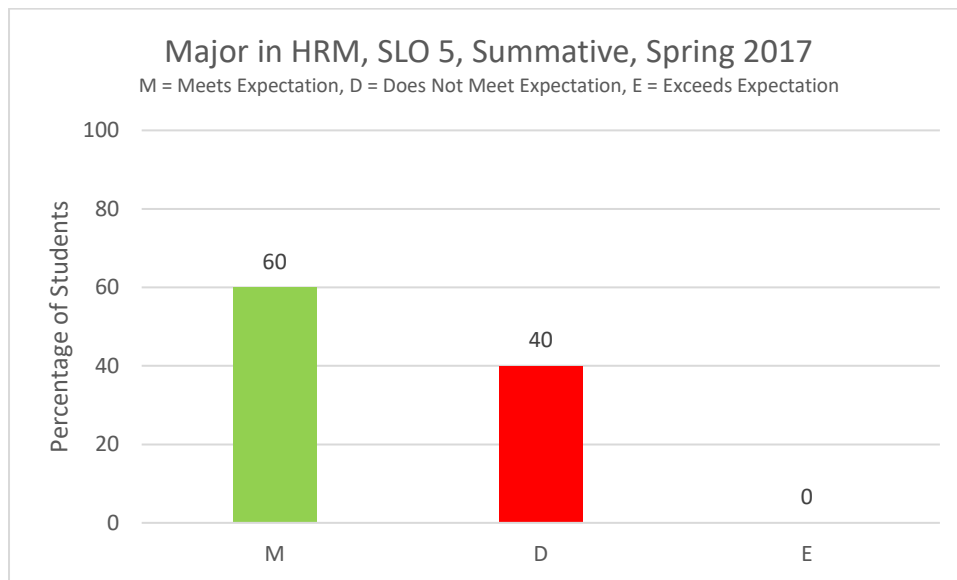


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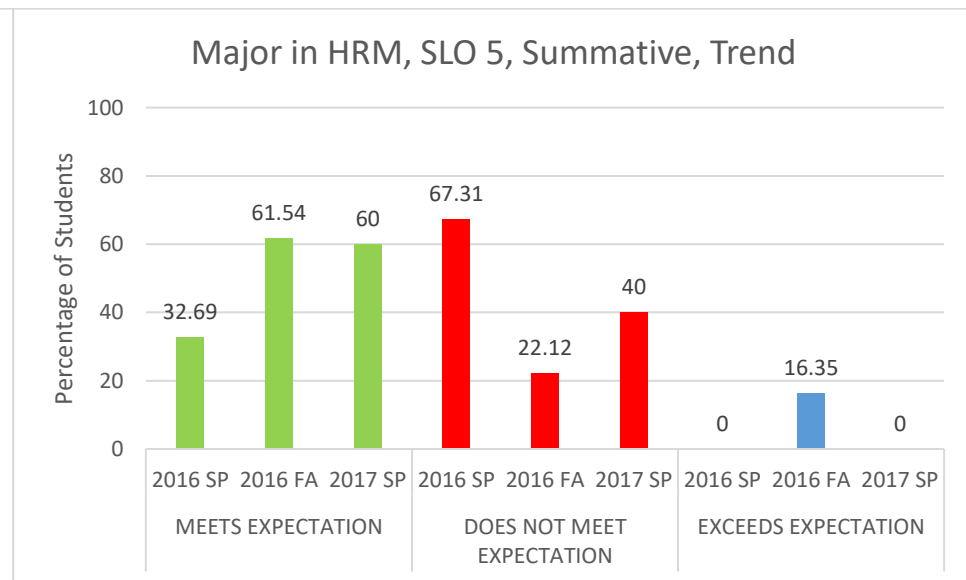


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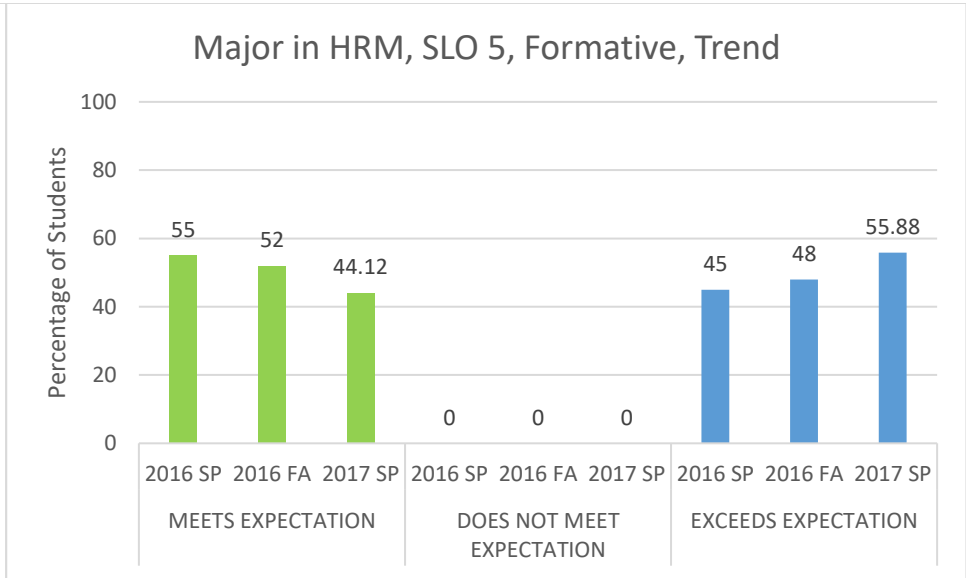
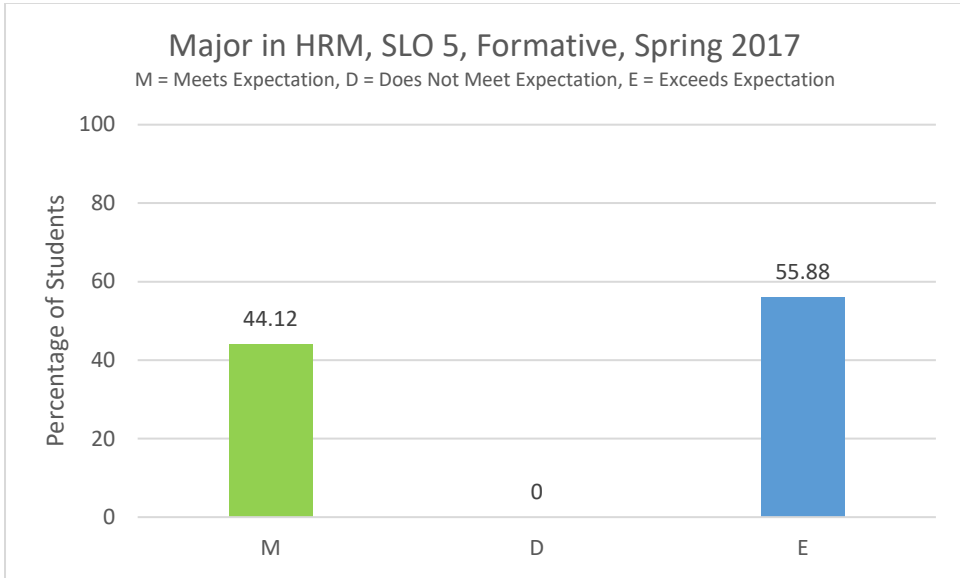


Figure HRM 19

Figure HRM 20

Spring 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.	<p><u>Summative</u>- Exit Assessment Test, and Course-Embedded Assessment (INB 480 group term projects)</p> <p><u>Formative</u>: Course-Embedded Assessment (INB 372 case studies)</p>	<p><u>Exit Assessment Test</u>: Meets expectations- 60% to 80%, Does Not Meet expectations-< 60%, Meets expectations-> 80%.</p> <p><u>Course-Embedded Assessment</u>: Rubric # INB.1.R.1 (formative), and rubric # INB.1.R.2 (summative)</p>	See Figures INB 1 – 4.	<p>Target: 80% of the students should meet and exceed the expectations of SLO1.</p> <p>Students met the target.</p> <p>Trend: Students performance has improved over the years</p>	the International Business Club (NSUIBC) of North South University organized an event called Globescope 2.0 “Breakthrough to Excellence”. The seminar was organized with the objective to instill an insight on the topic “INTERNATIONAL BUSINESS” to all the attendees. Speakers from different multinational companies such as MGH Group, Telenor Health and British American Tobacco took to the stage to discuss issues related to international business and share their own success stories.

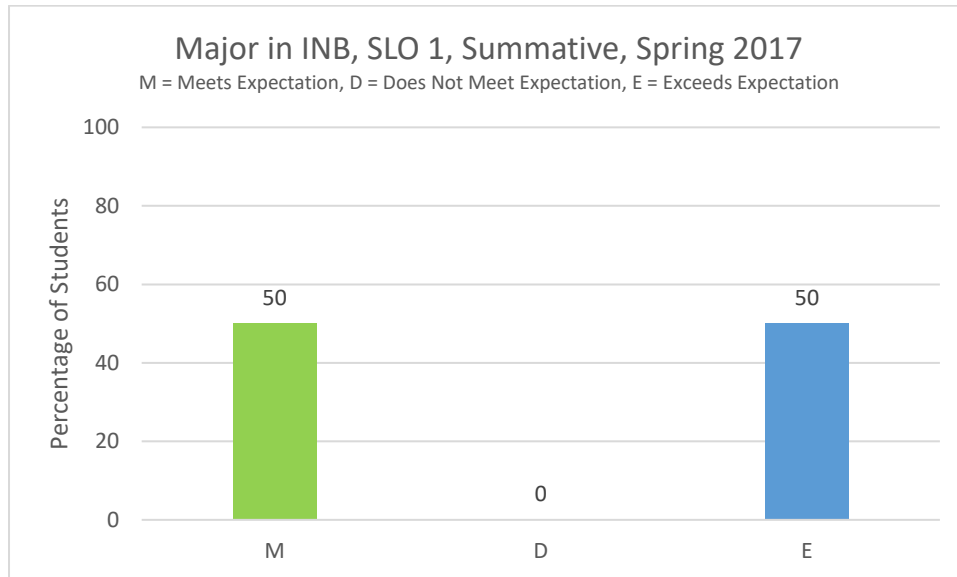


Figure INB- 1

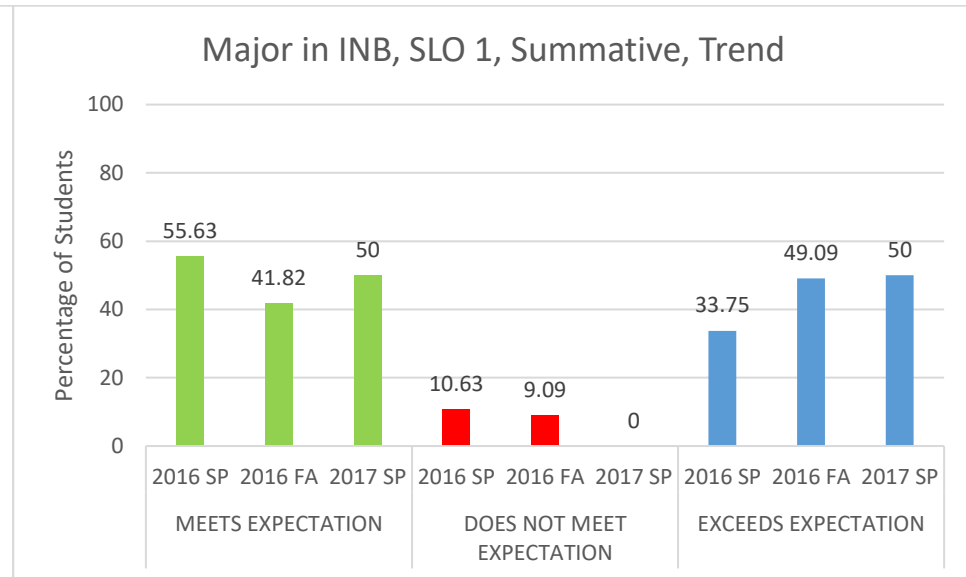


Figure INB- 2

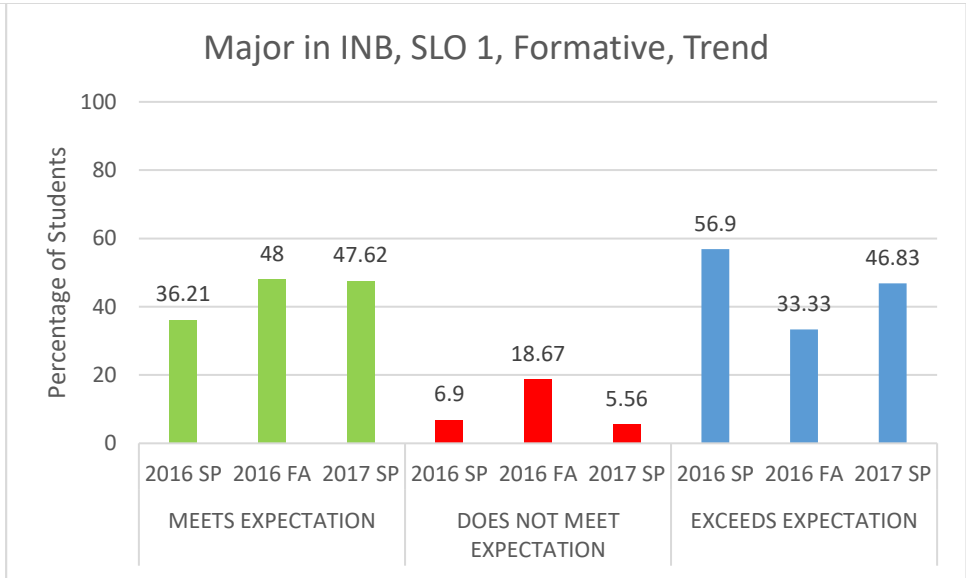
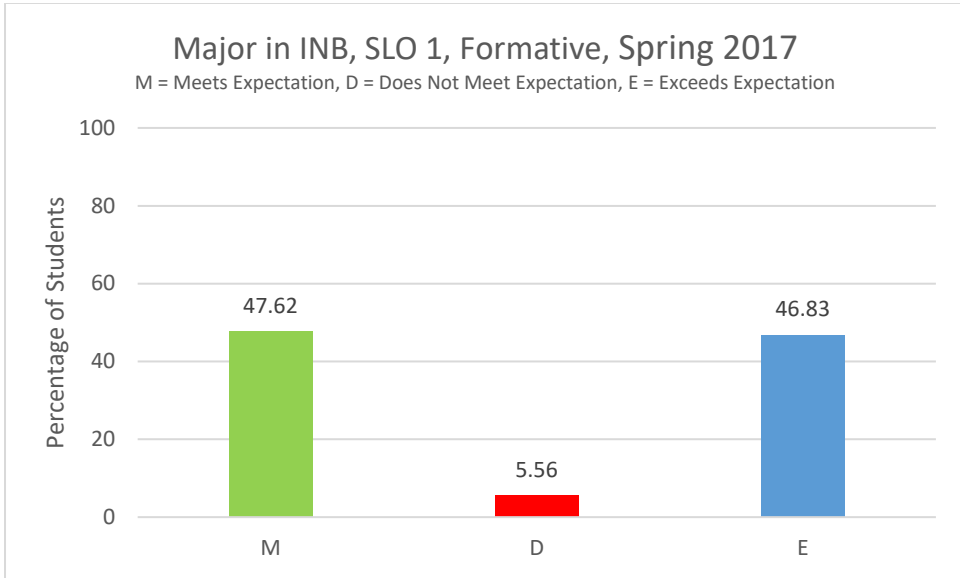


Figure INB- 3

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.	<p><u>Summative</u>: - Exit Assessment Test, and Course-Embedded Assessment (INB 480 group term projects)</p> <p><u>Formative</u>: Course-Embedded Assessment (INB 372 case studies)</p>	<p><u>Exit Assessment Test</u>: Meets expectations- 60% to 80%, Does Not Meet expectations-< 60%, Meets expectations-> 80%</p> <p><u>Course-Embedded Assessment</u>: Rubric # INB.2.R.1</p>	See Figures INB 5 – 8.	<p>Target: 80% of the students should meet and exceed the expectations of SLO2.</p> <p>Students met the target.</p> <p>Trend: Student performance is improving over time with an increase in percentage of students exceeding expectations.</p>	NSU organized DigiSkill Expo 2017, a two-day digital innovation and entrepreneurship fest, to inspire the young minds into the world of digitization. The event focused on Digital Marketing, Information Systems, SME online startup and a detail ICT industry insight.

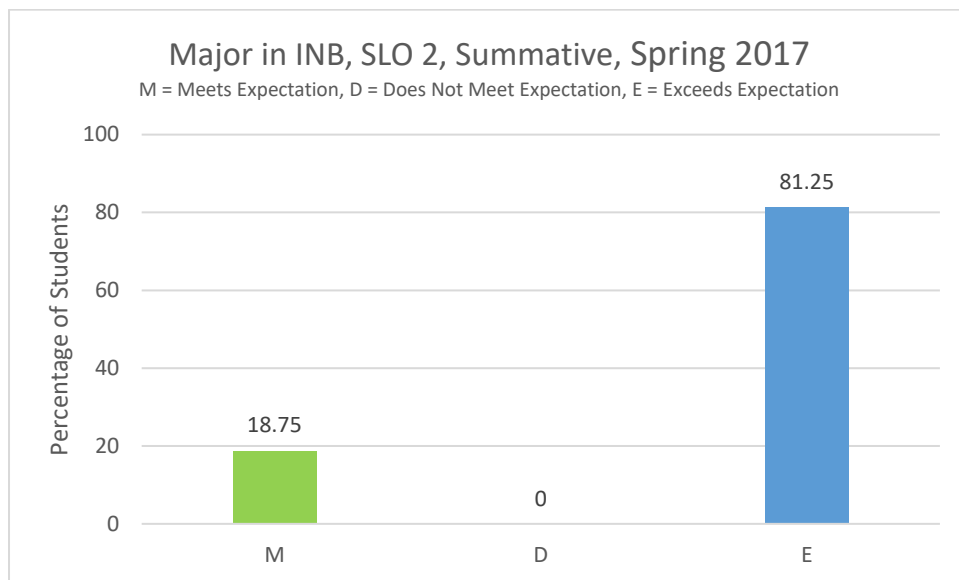


Figure INB- 5

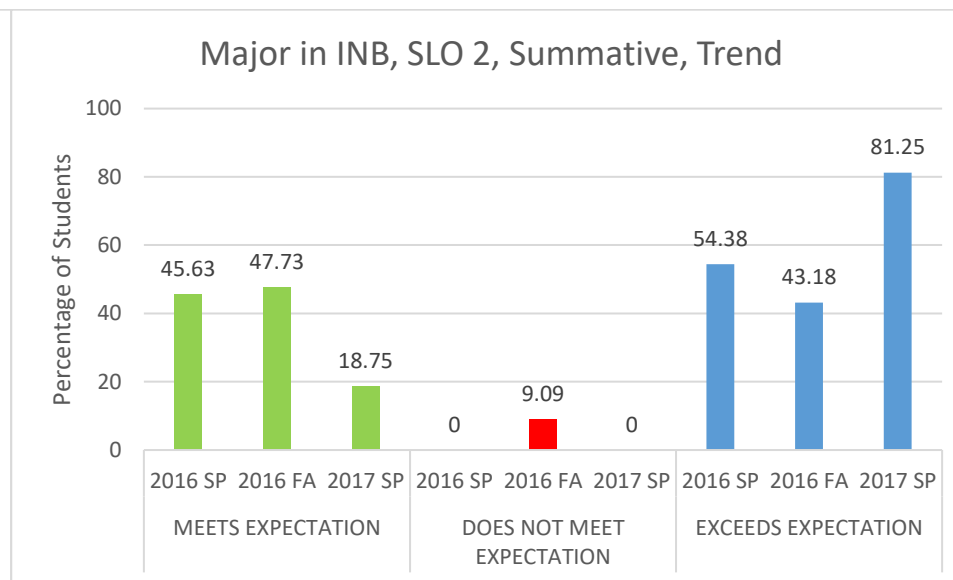


Figure INB- 6

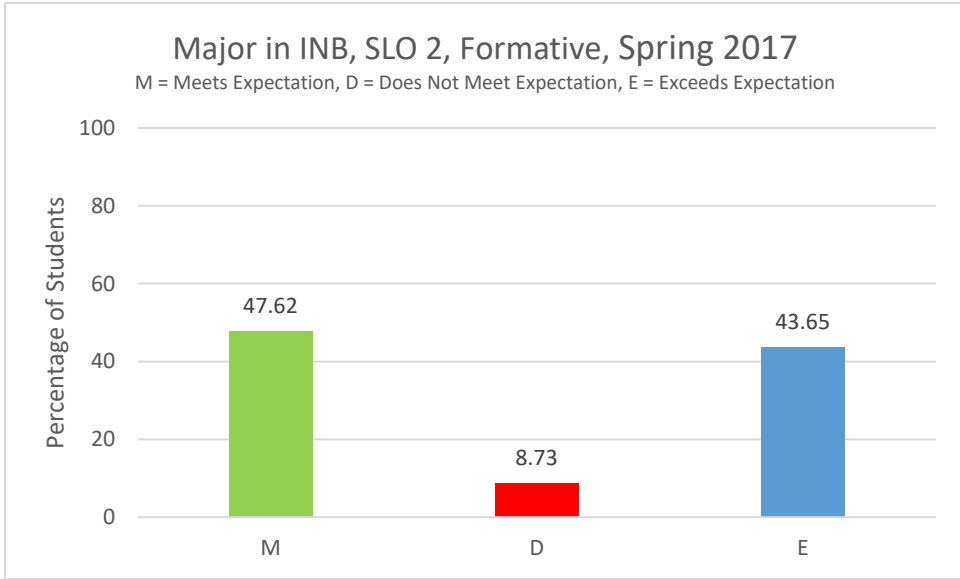


Figure INB- 7

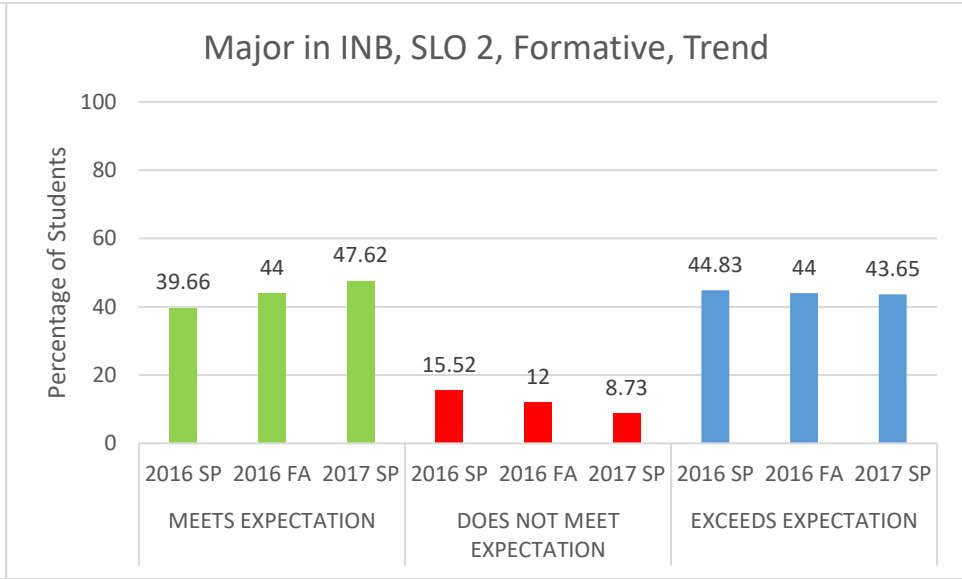


Figure INB- 8

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.	<p><u>Summative</u>- Exit Assessment Test, and Course-Embedded Assessment (INB 480 group term projects)</p> <p><u>Formative</u>: Course-Embedded Assessment (INB 372 case studies)</p>	<p><u>Exit Assessment Test</u>: Meets expectations- 60% to 80%, Does Not Meet expectations-< 60%, Meets expectations-> 80%.</p> <p><u>Course-Embedded Assessment</u>: Rubric # INB.3.R.1</p>	See Figures INB 9 – 12.	<p>Target: 80% of the students should meet and exceed the expectations of SLO3.</p> <p>Students met the target.</p> <p>Trend: Students performance is showing a positive trend with increase in percentage of students meeting and exceeding expectations.</p>	Courses have been standardized in terms of content, sequence of coverage, grading, use of text book and other learning resources.

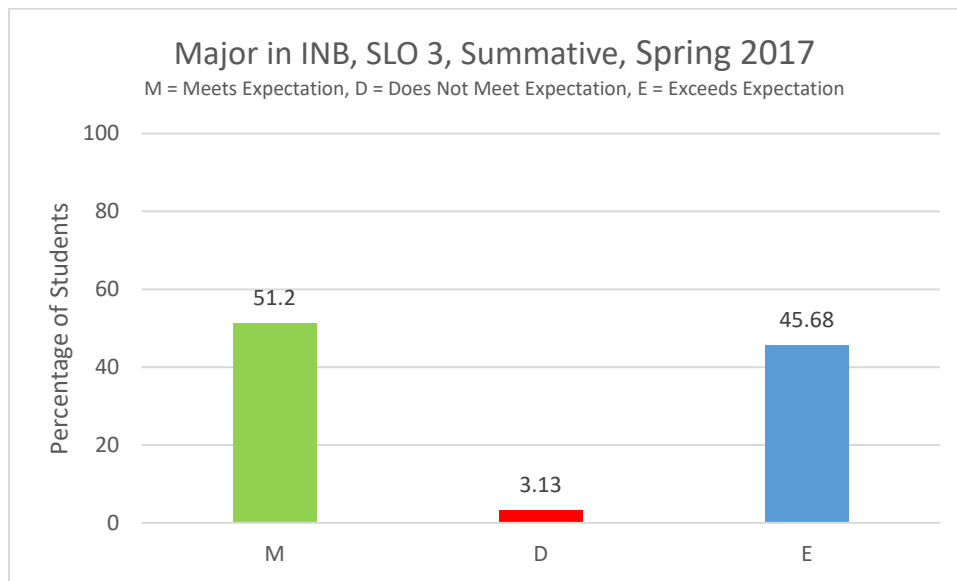


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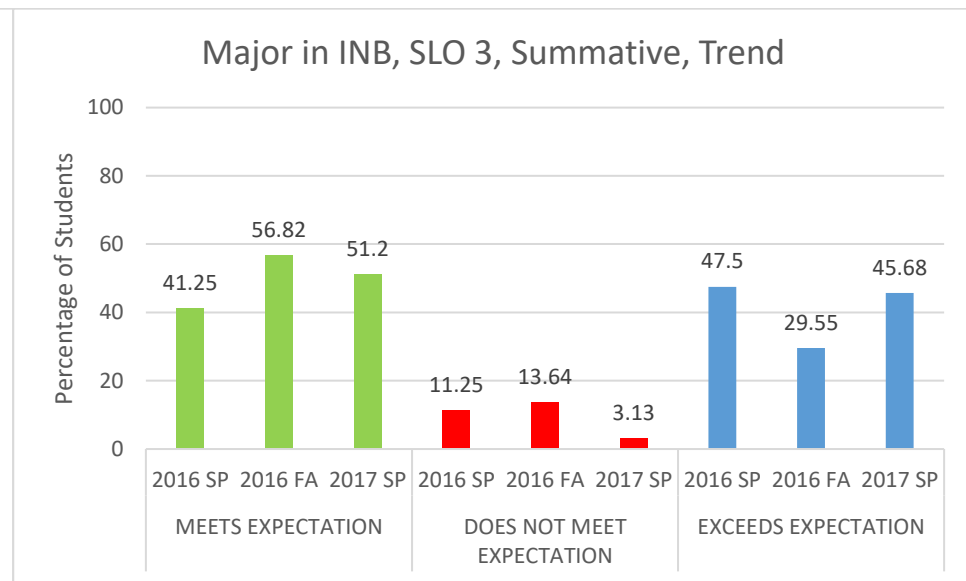


Figure INB- 10

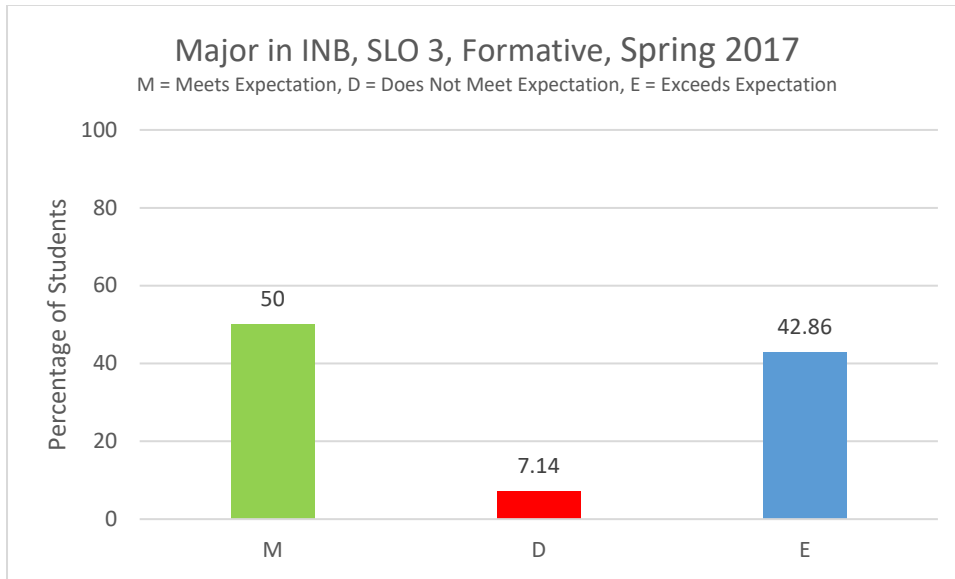


Figure INB- 11

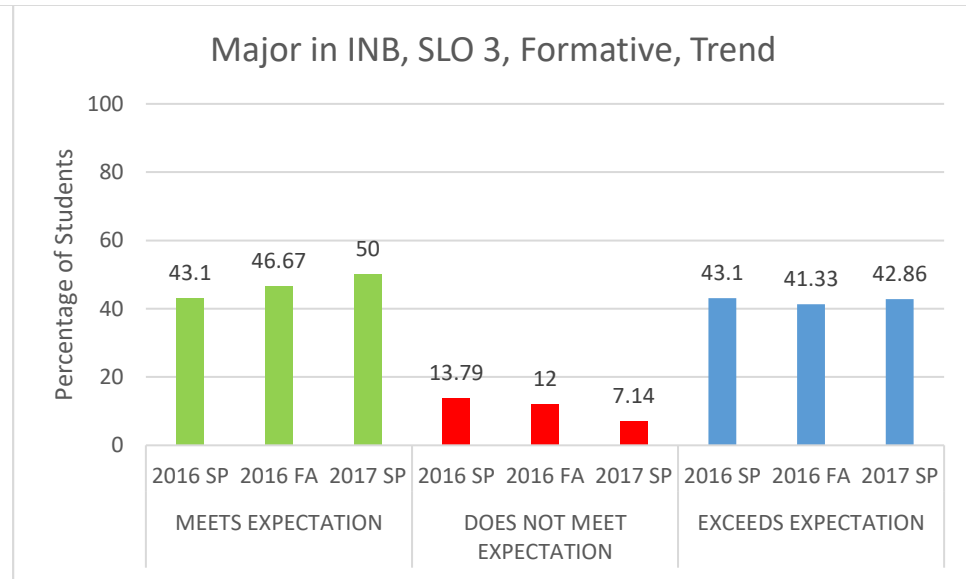


Figure INB- 12

Student Learning Outcomes	Measure	Measurement Criteria	Results	Status	Closing the Loop
4. Identify the international competitiveness of nations and their attractiveness for international business.	<p><u>Summative</u>- Exit Assessment Test, and Course-Embedded Assessment (INB 480 group term projects)</p> <p><u>Formative</u>: Course-Embedded Assessment (INB 372 case studies)</p>	<p><u>Exit Assessment Test</u>: Meets expectations- 60% to 80%, Does Not Meet expectations-< 60%, Meets expectations-> 80%.</p> <p><u>Course-Embedded Assessment</u>: Rubric # INB.4.R.1</p>	See Figures 13 – 16.	<p>Target: 80% of the students should meet and exceed the expectations of SLO3.</p> <p>Students met the target.</p> <p>Trend: Students performance has improved over the period.</p>	Course components are constantly reviewed to ensure that students can continue to critically identify problems and solve those using their knowledge of business studies

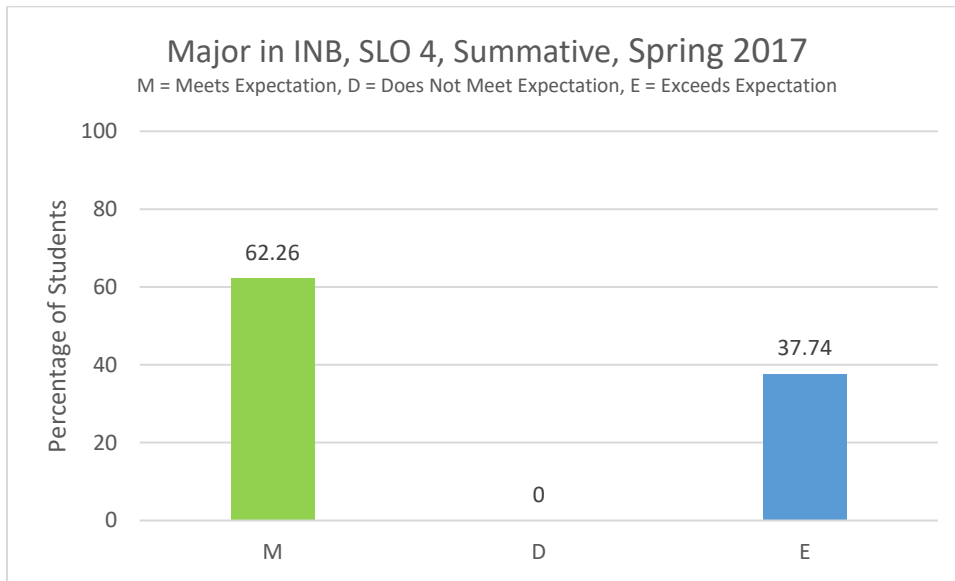


Figure INB- 13

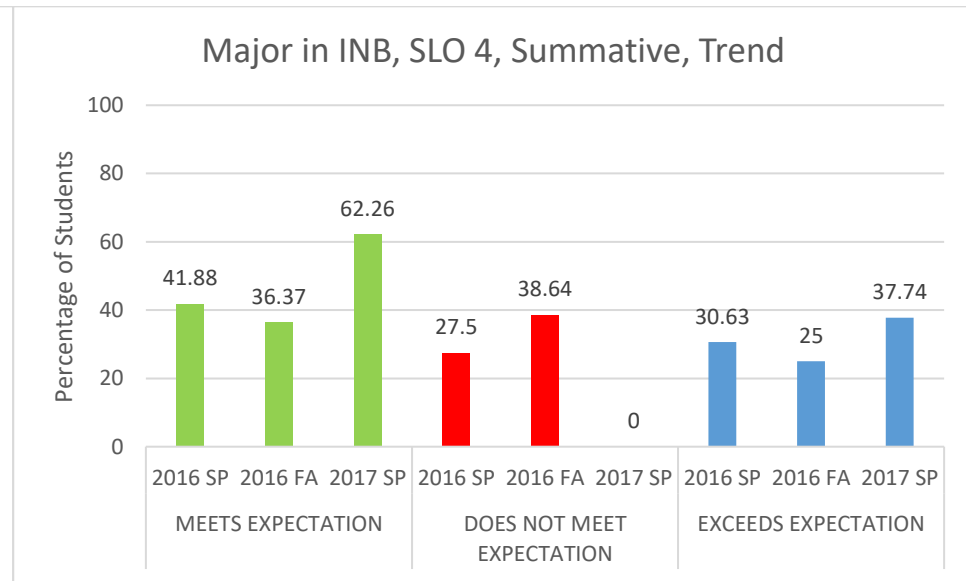


Figure INB- 14

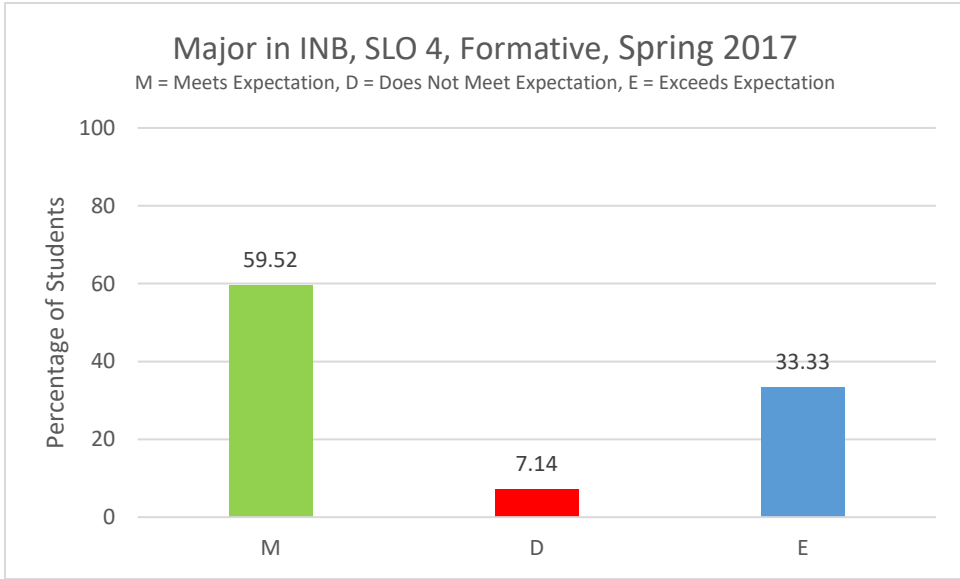


Figure INB- 15

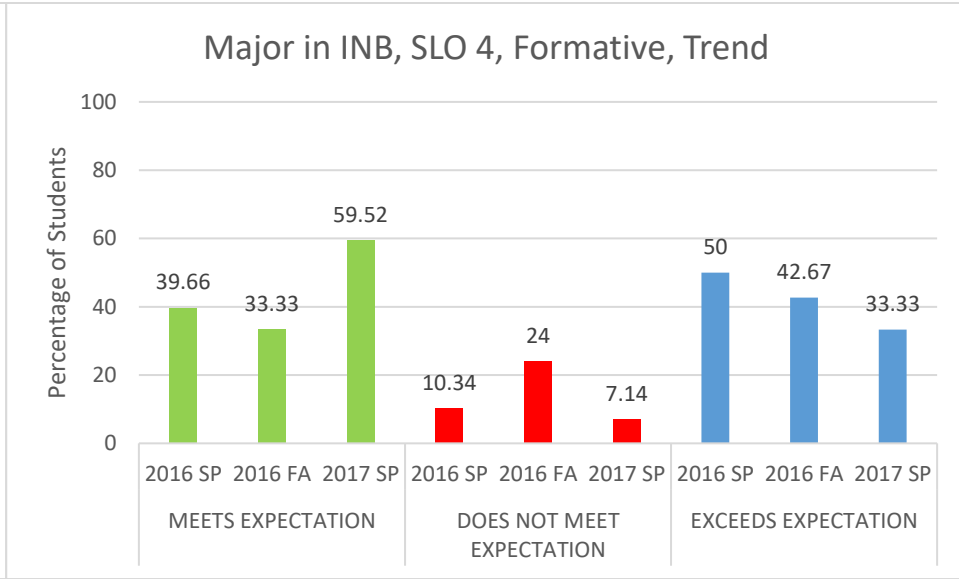


Figure INB- 16

Student Learning Outcomes	Measure	Measurement Criteria	Results	Status	Closing the Loop
5. Exhibit critical thinking skills to ethically address complex real-world international business.	<p><u>Summative</u>- Exit Assessment Test, and Course-Embedded Assessment (INB 480 group term projects)</p> <p><u>Formative</u>: Course-Embedded Assessment (INB 372 case studies)</p>	<p><u>Exit Assessment Test</u>: Meets expectations- 60% to 80%, Does Not Meet expectations-< 60%, Meets expectations-> 80%.</p> <p><u>Course-Embedded Assessment</u>: Rubric # INB.5.R.1</p>	See Figures INB 17 – 20.	<p>Target: 100% of the students should meet and exceed the expectations of SLO5.</p> <p>Students failed to meet the target.</p> <p>Trend: Student performance is poor in this area. Although this year there is a decrease in percentage of students not meeting expectation, the area is still a matter of concern.</p>	NSU organized an event, “The Art of Compliance—Business in the 21st Century” where the Managing Director of British American Tobacco Bangladesh was invited as the key speaker. He engaged with students in discussions on the importance of compliance.

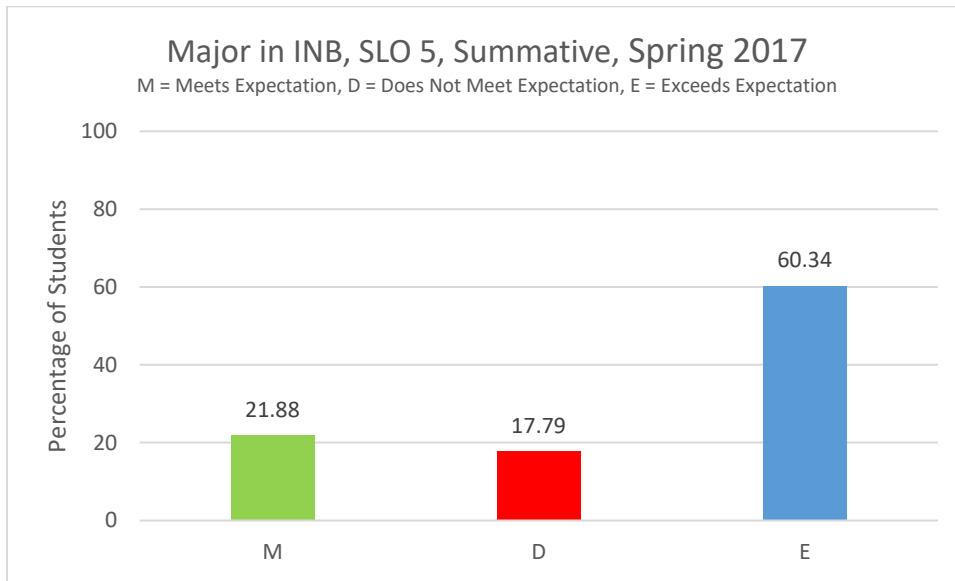


Figure INB- 17

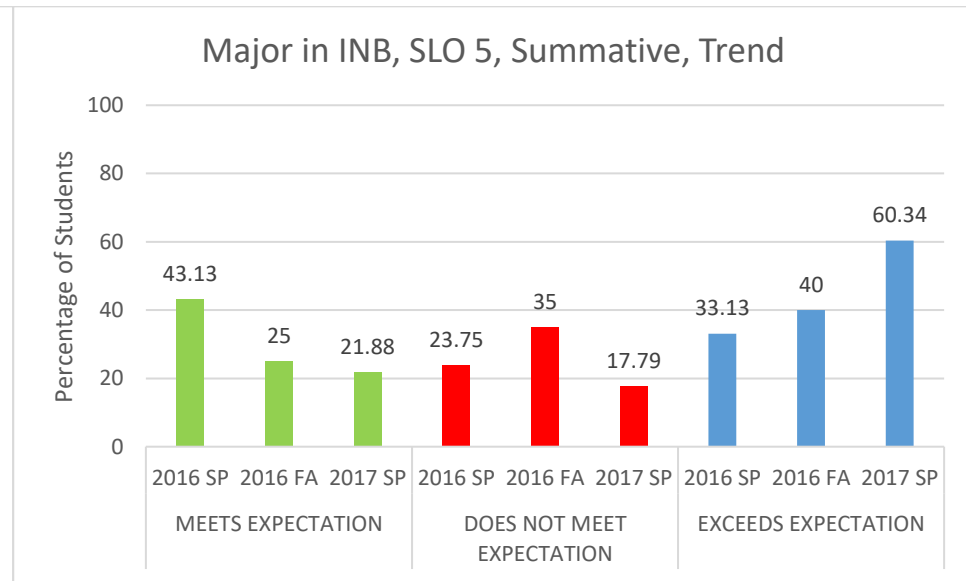


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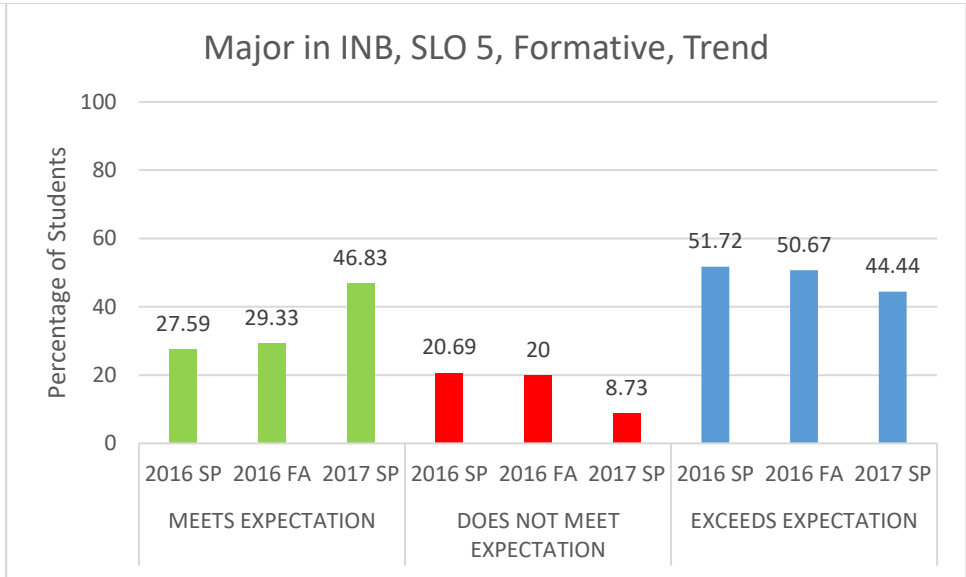
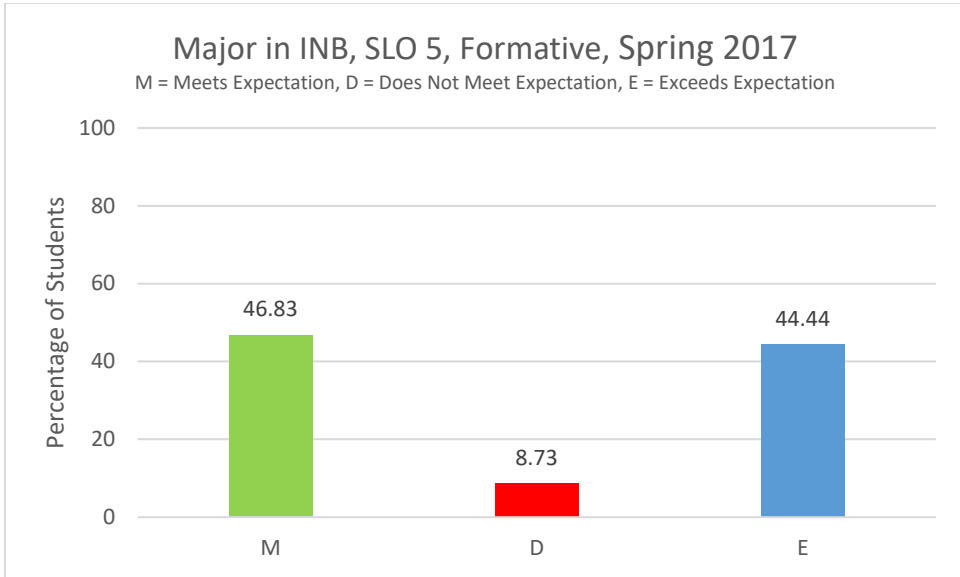


Figure INB- 19

Figure INB- 20xx

Spring 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.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (MIS470 group term projects)</p> <p><u>Formative:</u> Course Embedded Assessment (MIS205 group term projects)</p>	<p><u>Exit Assessment Test:</u> Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MIS.1.R.1</p>	See Figures MIS 1 – 4.	<p>Target: 80% students should meet or exceed expectation.</p> <p>Students met the target.</p> <p>Trend: We are pleased with the improving trend in the student performance.</p>	Course components are constantly reviewed to ensure that students can continue to critically identify problems and solve those using their knowledge of business studies

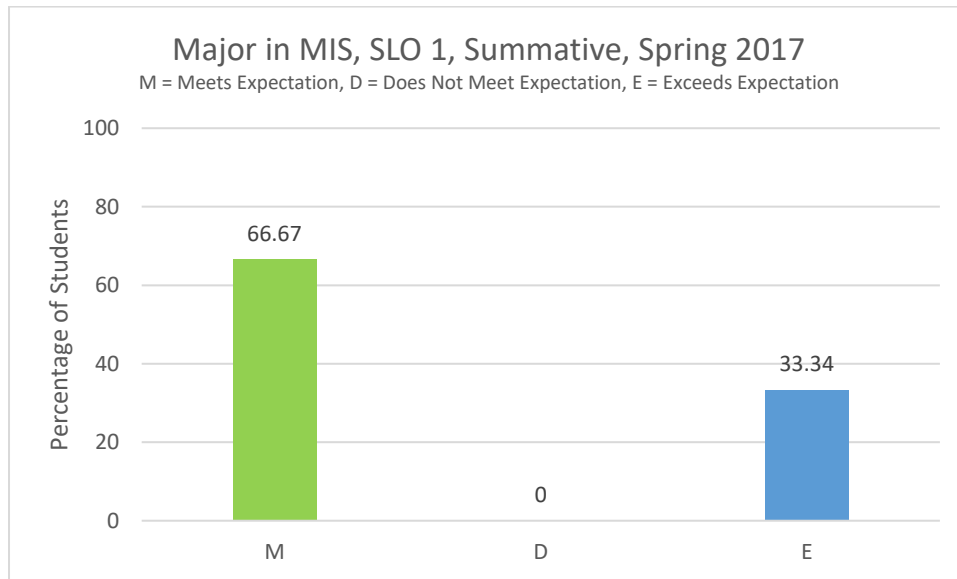


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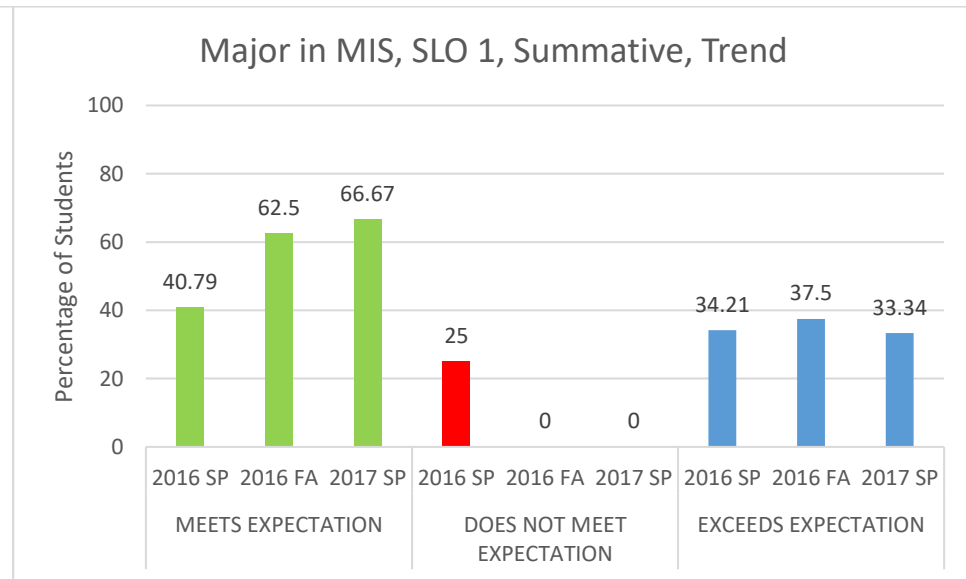


Figure MIS 2

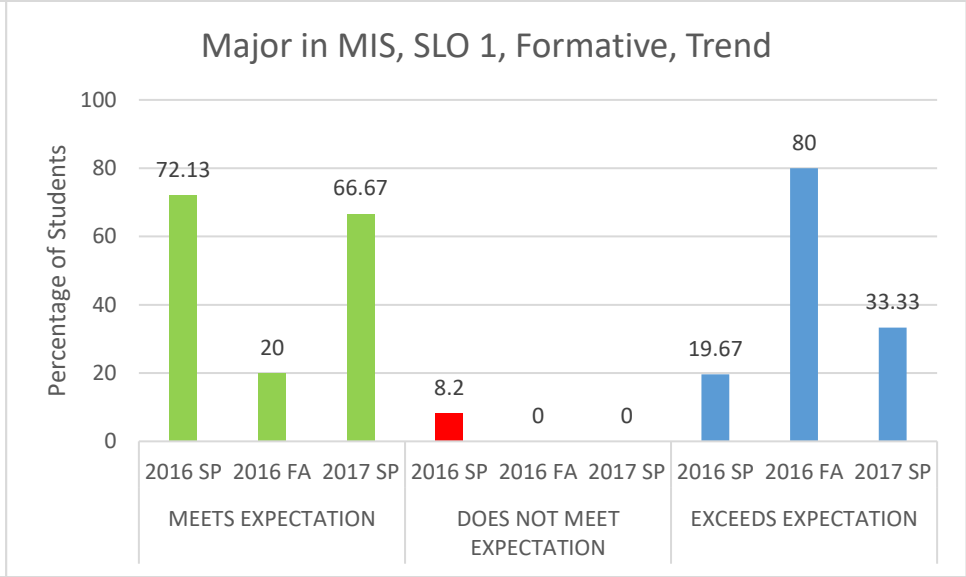
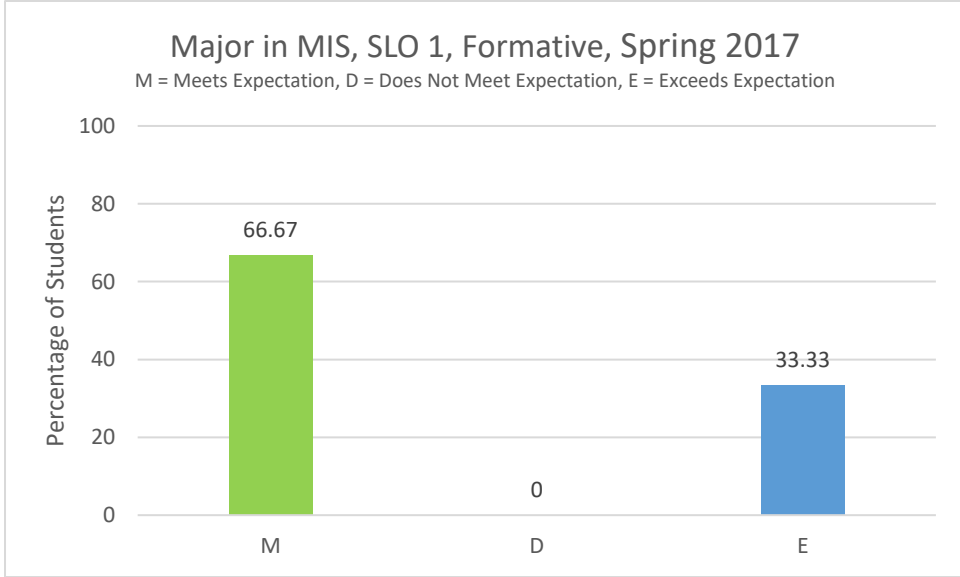


Figure MIS 3

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.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (MIS470 group term projects)</p> <p><u>Formative:</u> Course Embedded Assessment (MIS205 group term projects)</p>	<p><u>Exit Assessment Test</u> Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MIS.2.R.1</p>	See Figures MIS 5 – 8.	<p>Target: 75% students should meet or exceed expectation.</p> <p>Student met the target.</p> <p>Trend: Students performance has improved over time</p>	The practice to demonstrate the understanding on different application software and practically use them in solving specific problems was continued in the semester.

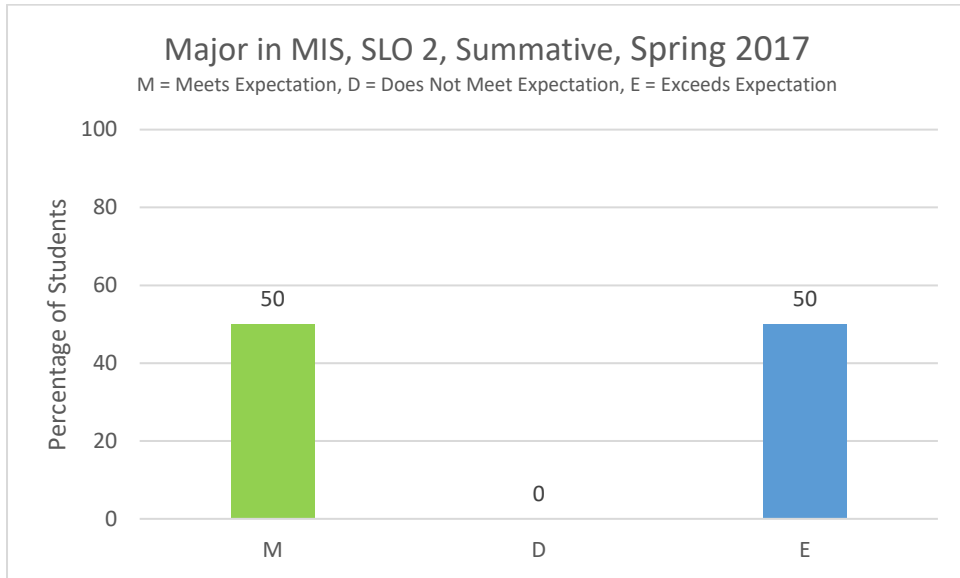


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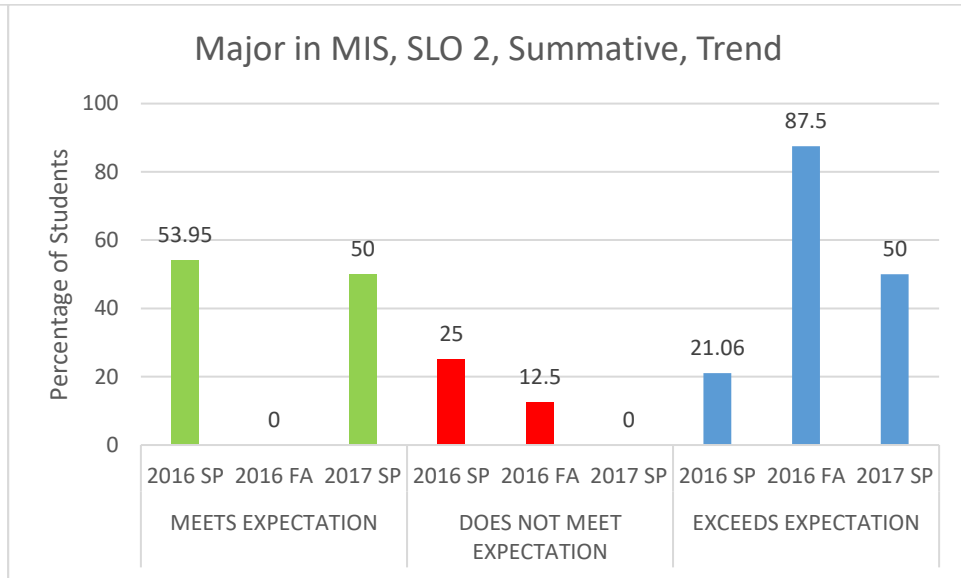


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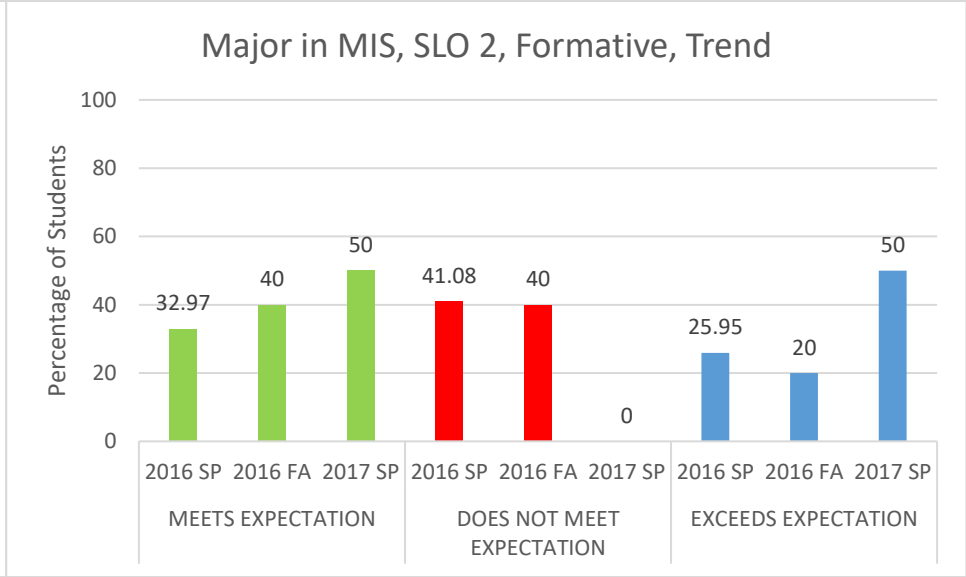
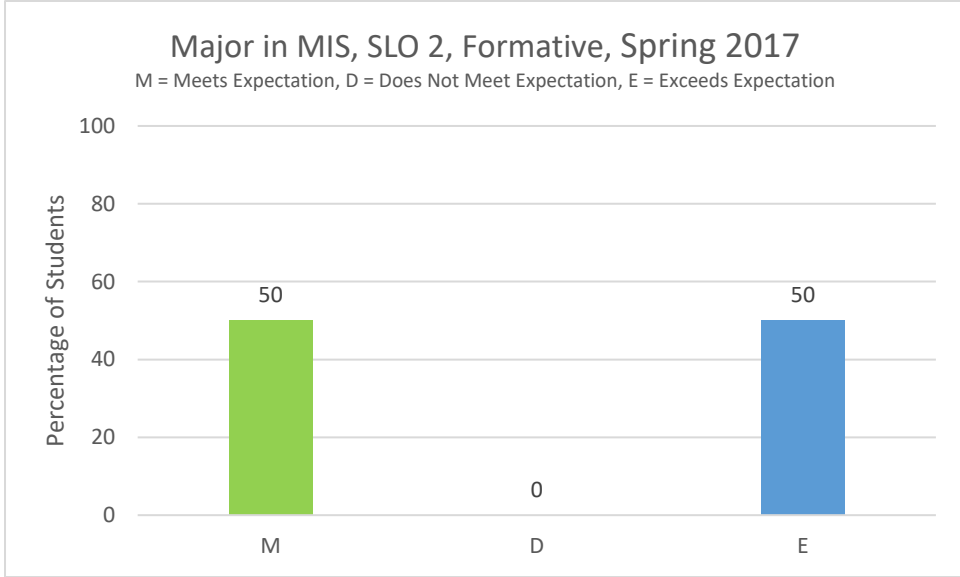


Figure MIS 7

Figure MIS 8

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
3. Exhibit the knowledge on web-based information systems in business context.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (MIS470 group term projects)</p> <p><u>Formative:</u> Course Embedded Assessment (MIS205 group term projects)</p>	<p><u>Exit Assessment Test</u> Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MIS.3.R.1</p>	See Figures MIS 9 – 12.	<p>Target: 80% students should meet or exceed expectation.</p> <p>Students did not meet the target in summative assessment.</p> <p>Trend: The high percentage of students not meeting expectation in the summative assessment is a matter of concern.</p>	Courses have been standardized in terms of content, sequence of coverage, grading, use of text book and other learning resources.

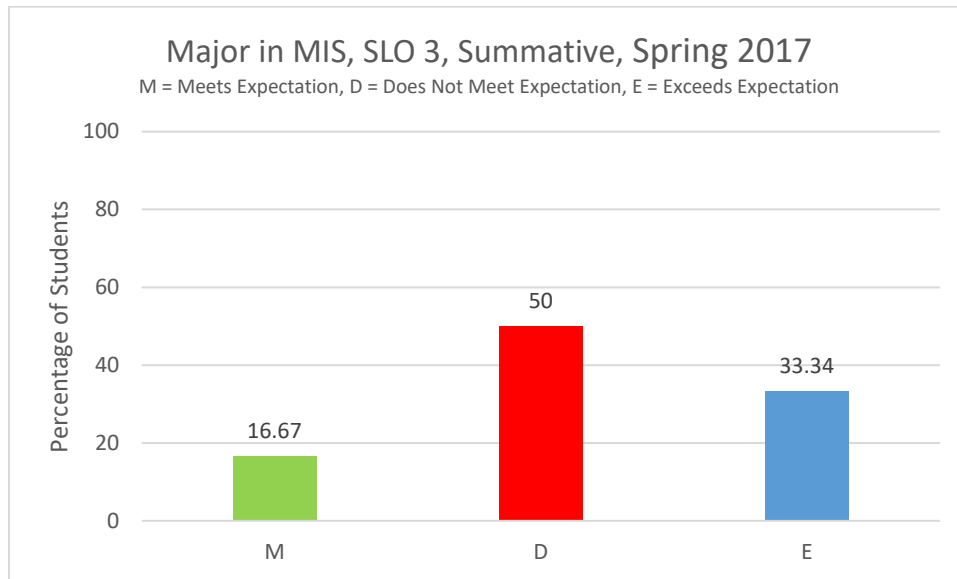


Figure MIS 9

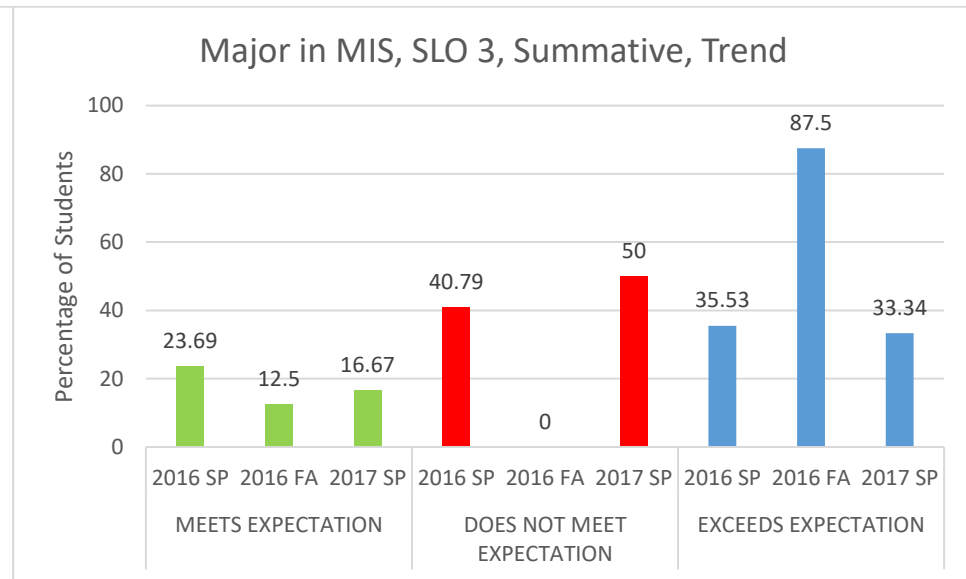


Figure MIS 10

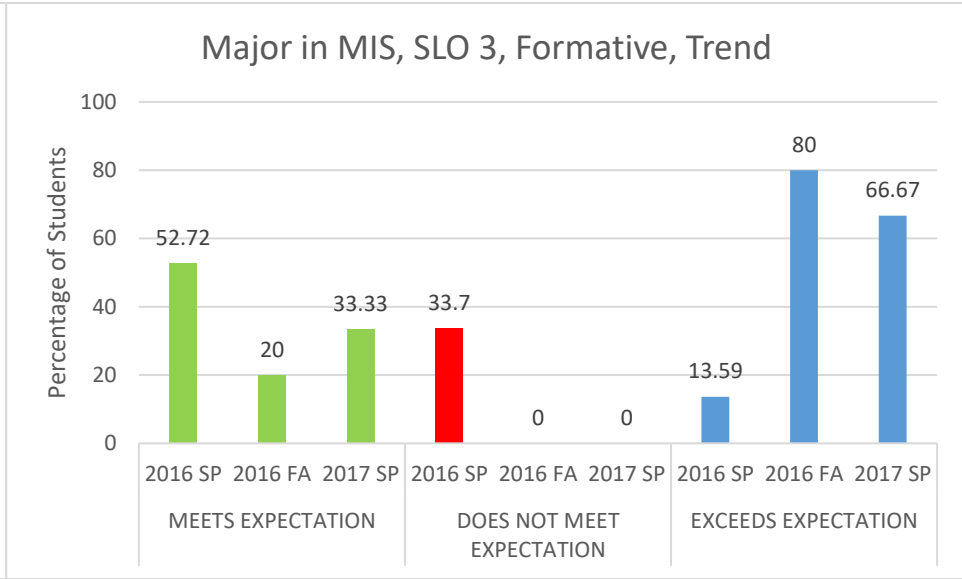
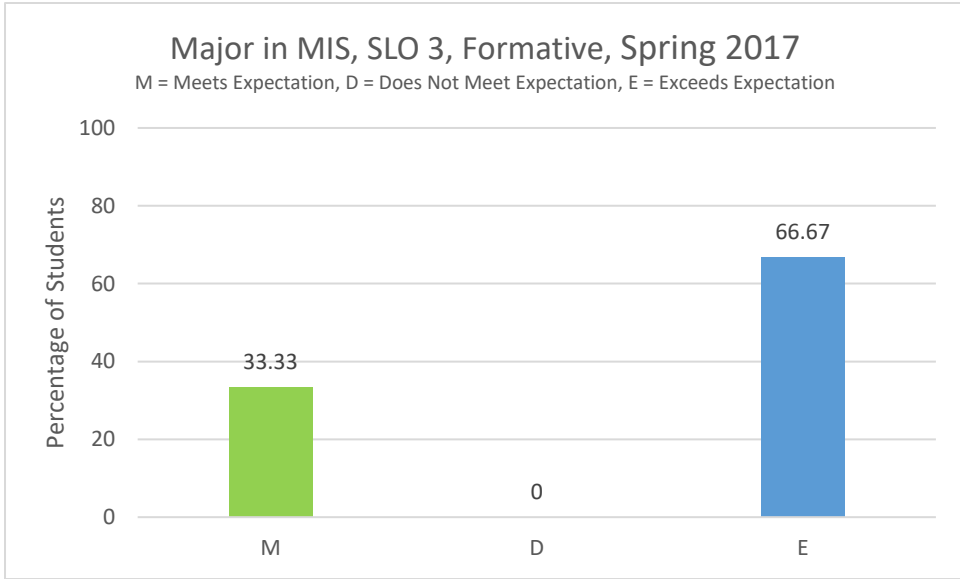


Figure MIS 11

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.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (MIS470 group term projects)</p> <p><u>Formative:</u> Course Embedded Assessment (MIS205 group term projects)</p>	<p><u>Exit Assessment Test</u> Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MIS.4.R.1</p>	See Figures MIS 13 – 16.	<p>Target: 80% students should meet or exceed expectation.</p> <p>Students failed to meet the target in the summative assessment.</p> <p>Trend: The high percentage of students not meeting expectation in the summative assessment is a matter of concern.</p>	NSU organized DigiSkill Expo, a two-day digital innovation and entrepreneurship fest, to inspire the young minds into the world of digitization. The seminar was conducted by Honorable State Minister of Power, Energy and Mineral Resources, Member of Parliament; Mr. Nasrul Hamid followed by panel discussions with IT experts and youth inspirational speakers. The event focused on Digital Marketing, Information Systems, SME online startup and a detail ICT industry insight.

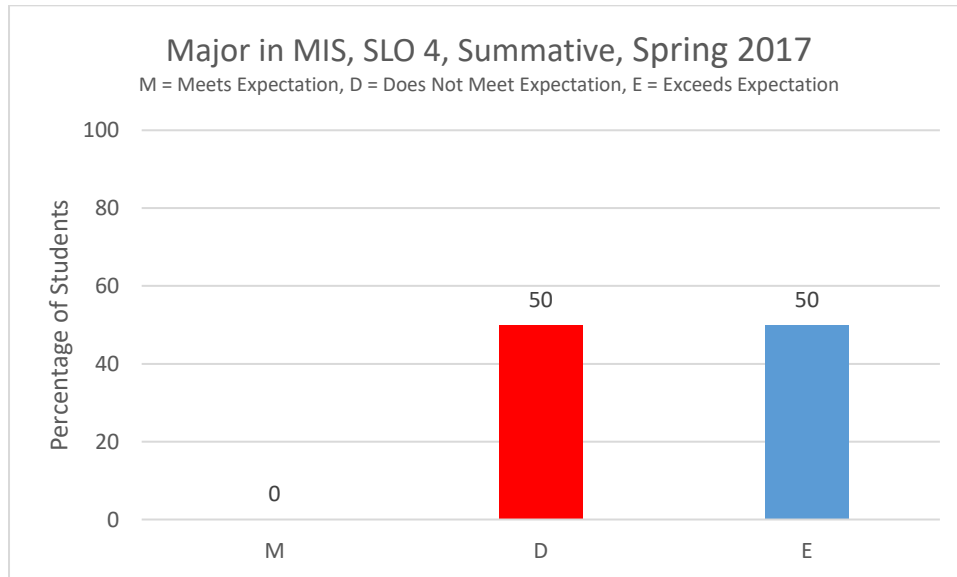


Figure MIS 13

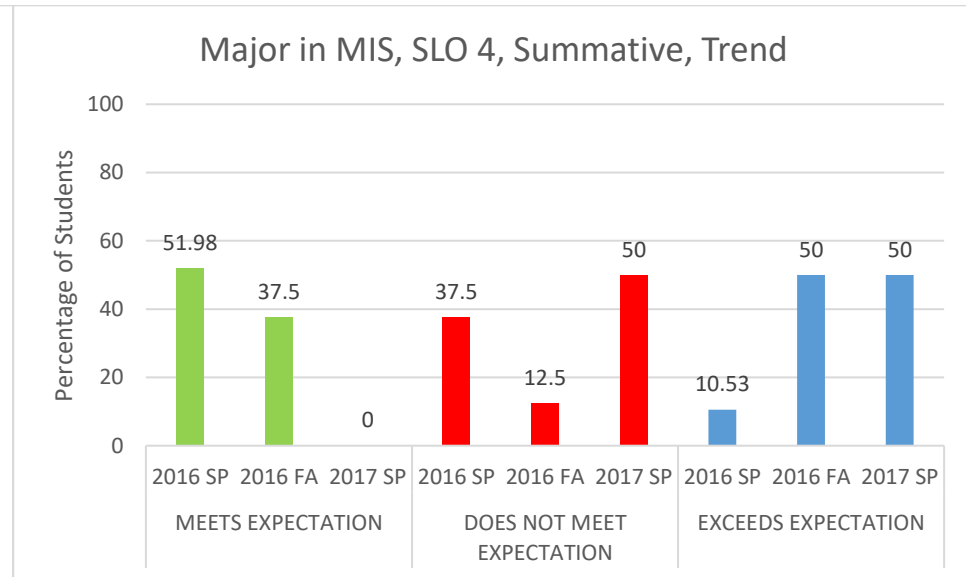


Figure MIS 14

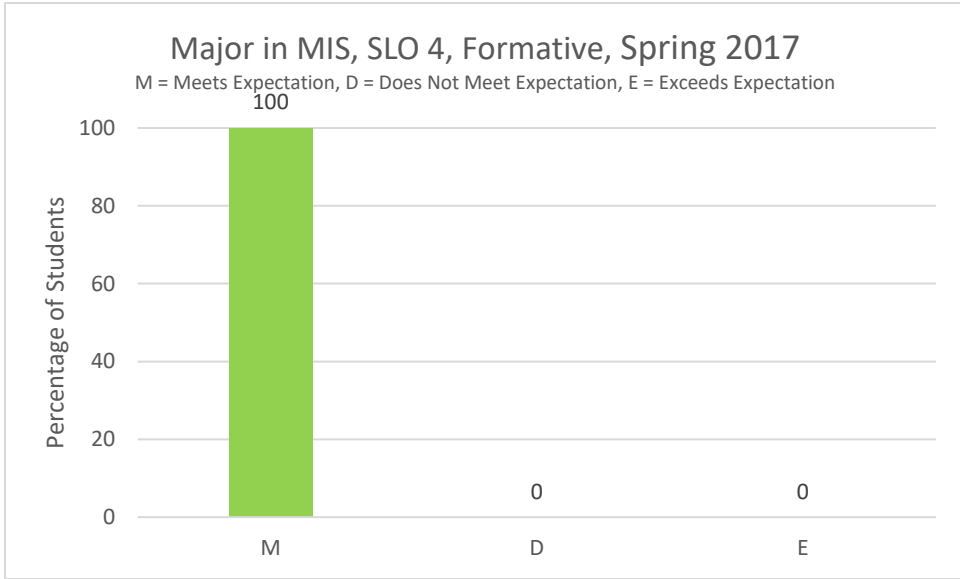


Figure MIS 15

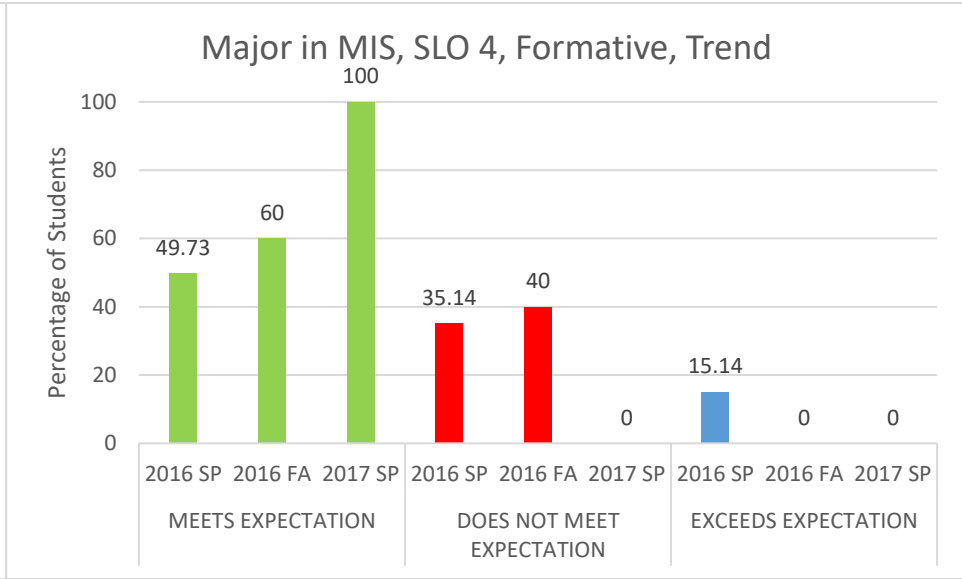


Figure MIS 16

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
5. Illustrate the familiarity about computer networks and security concepts.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (MIS470 group term projects)</p> <p><u>Formative:</u> Course Embedded Assessment (MIS205 group term projects)</p>	<p><u>Exit Assessment Test</u> Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MIS.5.R.1</p>	See Figures MIS 17 – 20.	<p>Target: 80% students should meet or exceed expectation.</p> <p>Students did not meet the target in summative assessment.</p> <p>Trend: The high percentage of students not meeting expectation in the summative assessment is a matter of concern.</p>	Courses have been standardized in terms of content, sequence of coverage, grading, use of text book and other learning resources.

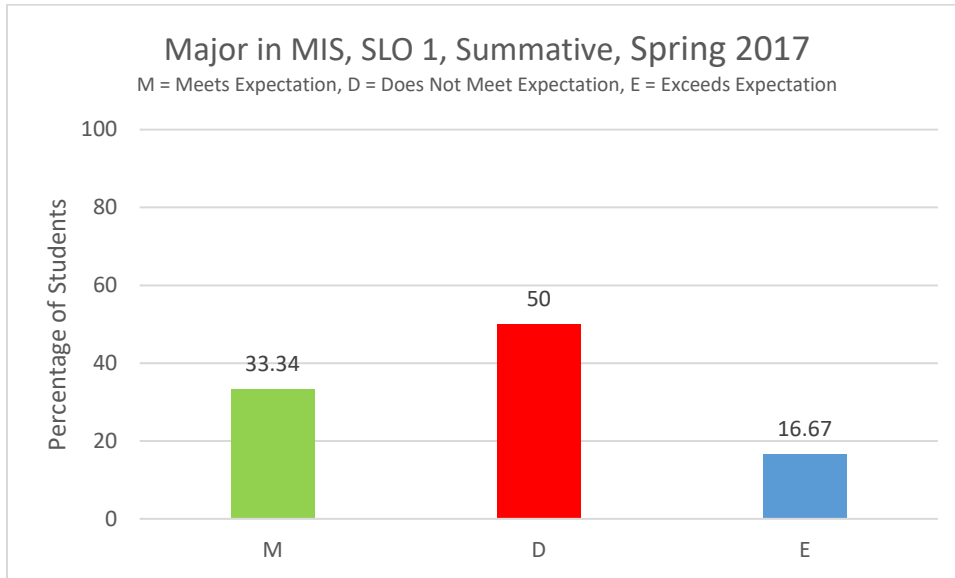


Figure MIS 17

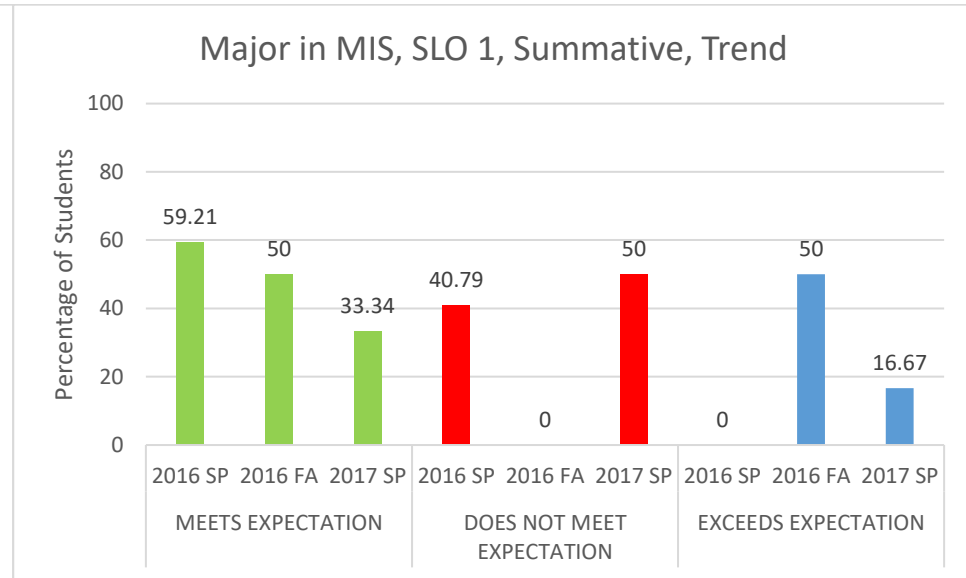


Figure MIS 18

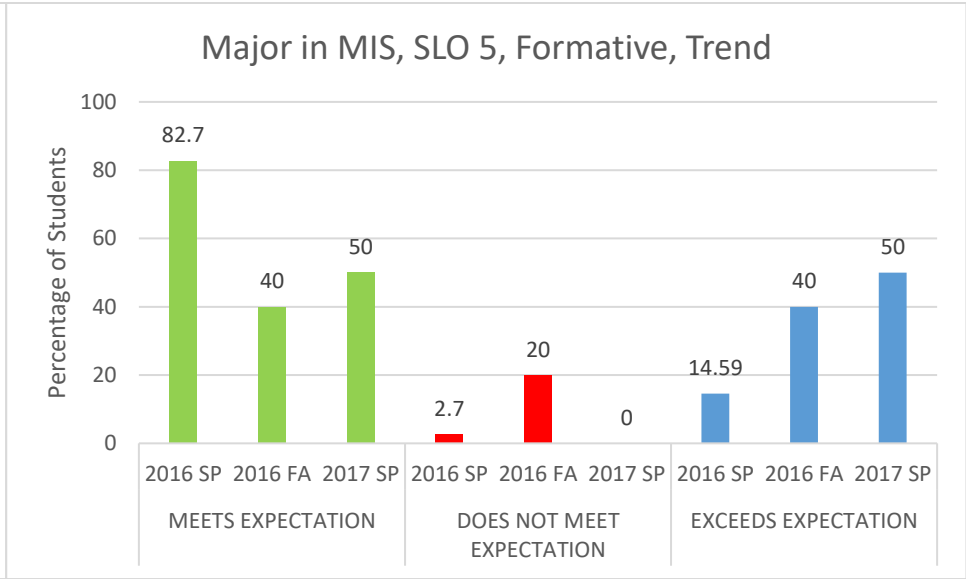
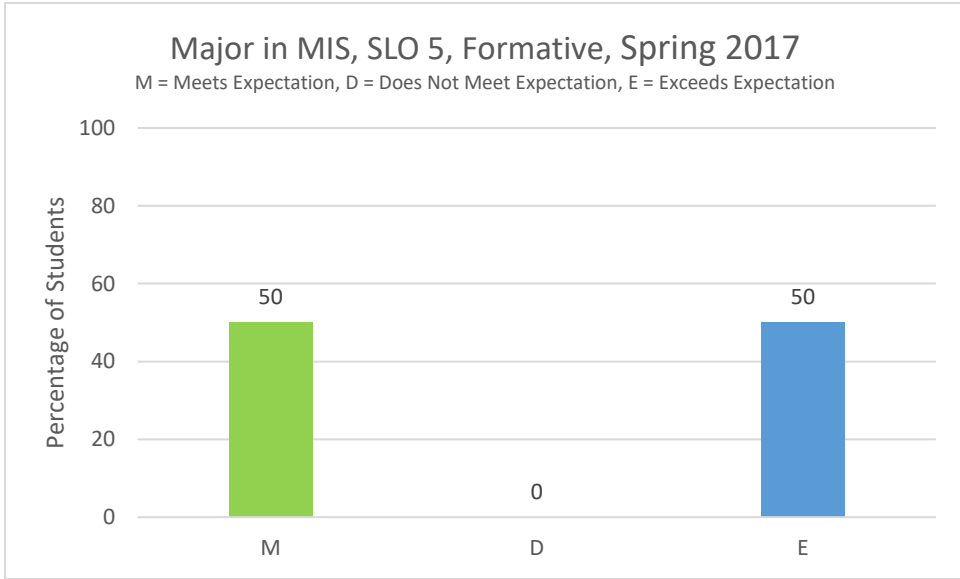


Figure MIS 19

Figure MIS 20

Spring 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	<p><u>Summative</u>- Exit Assessment Test, and Course-Embedded Assessment (MKT 460 group term projects.)</p> <p><u>Formative</u>- Course-Embedded Assessment (MKT 337 group term projects)</p>	<p><u>Exit Assessment Test</u>: Meets Expectations- 60% to 80%, Does Not Meet Expectations-< 60%, Exceeds Expectations-> 80%</p> <p><u>Course-Embedded Assessment</u>: Rubric # MKT.1.R.1 (formative), and rubric # MKT.1.R.2 (summative)</p>	See Figures MKT 1 – 4.	<p>Target: 75% of the students should meet and exceed the expectations of SLO1.</p> <p>Student met the target.</p> <p>Trend: Students performance has improved over time.</p>	The Marketing Club of North South University (TMC) launched its event “#marketing V.2” with the aim of inviting creative digital marketing campaigns to solve business problems effectively.

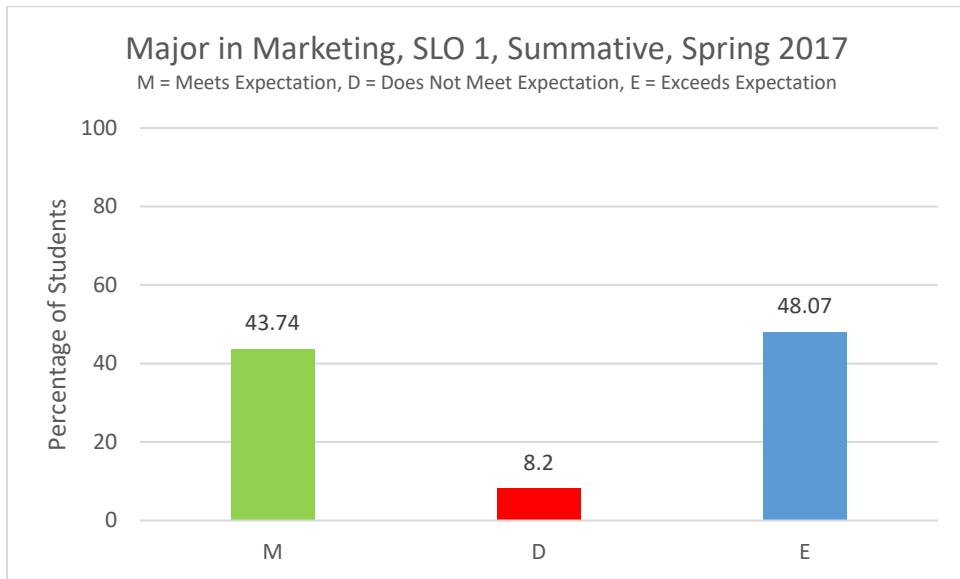


Figure MKT- 1

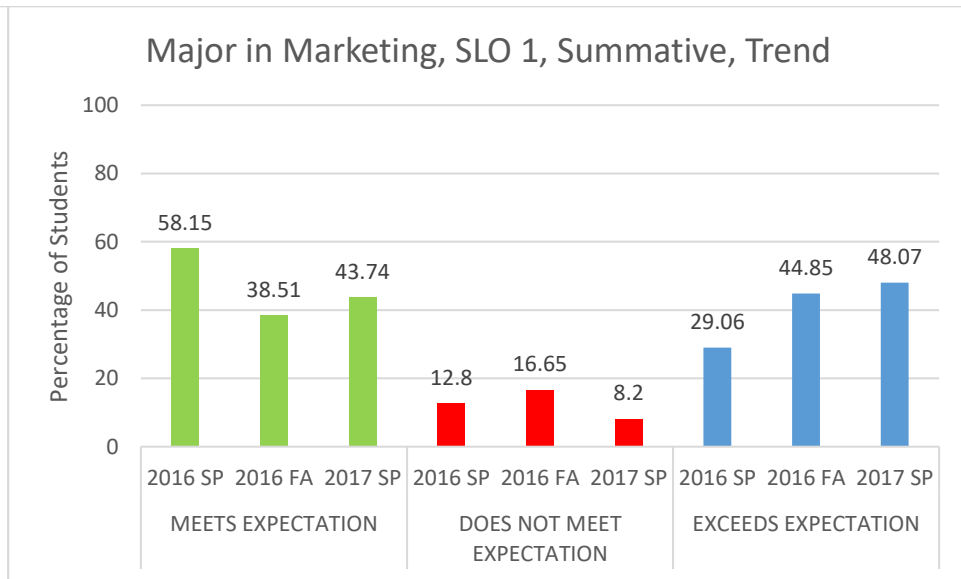


Figure MKT- 2

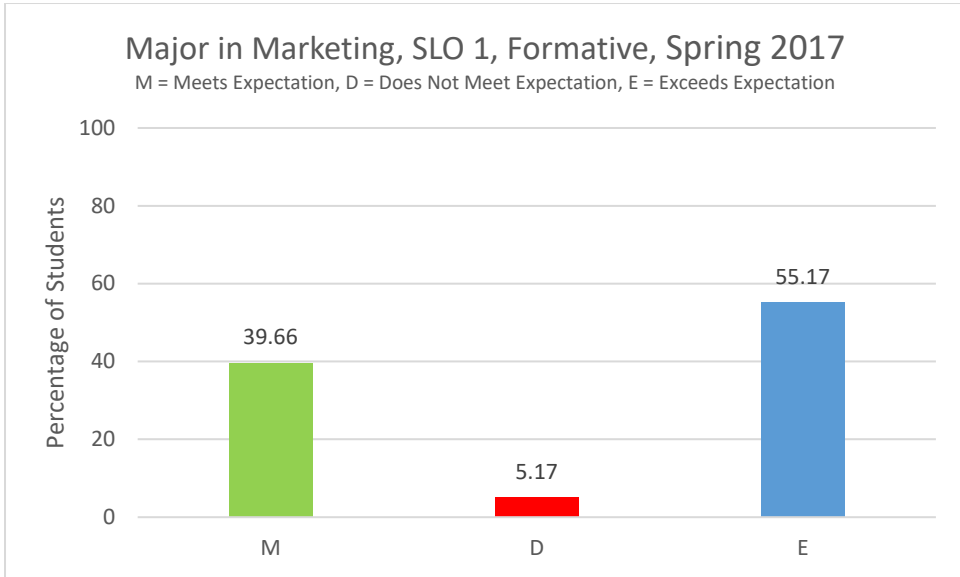


Figure MKT- 3

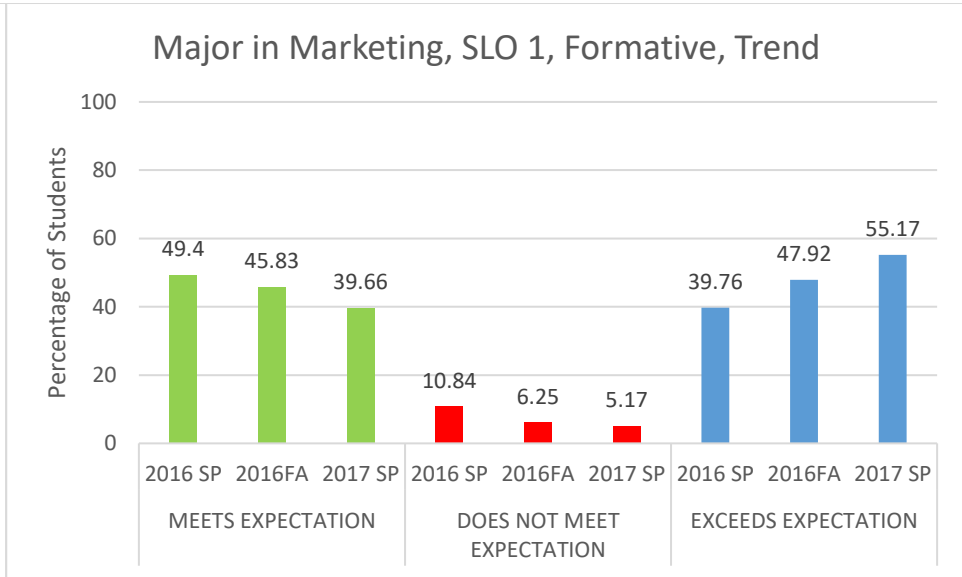


Figure MKT- 4

Student Learning Outcomes	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
2. Understand the roles of different areas of Marketing Communications.	<u>Summative</u> - Exit Assessment Test, and Course-Embedded Assessment (MKT 460 group term projects) <u>Formative</u> : Course-Embedded Assessment (MKT 337 group term projects)	<u>Exit Assessment Test</u> : Meets Expectations- 60% to 80%, Does Not Meet Expectations-< 60%, Exceeds expectations-> 80% <u>Course-Embedded Assessment</u> : 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 is improving over time.	Ms. Khadija Rahman, Design Consultant for Aarong, visited a section of Brand Management course to share her experience on branding.

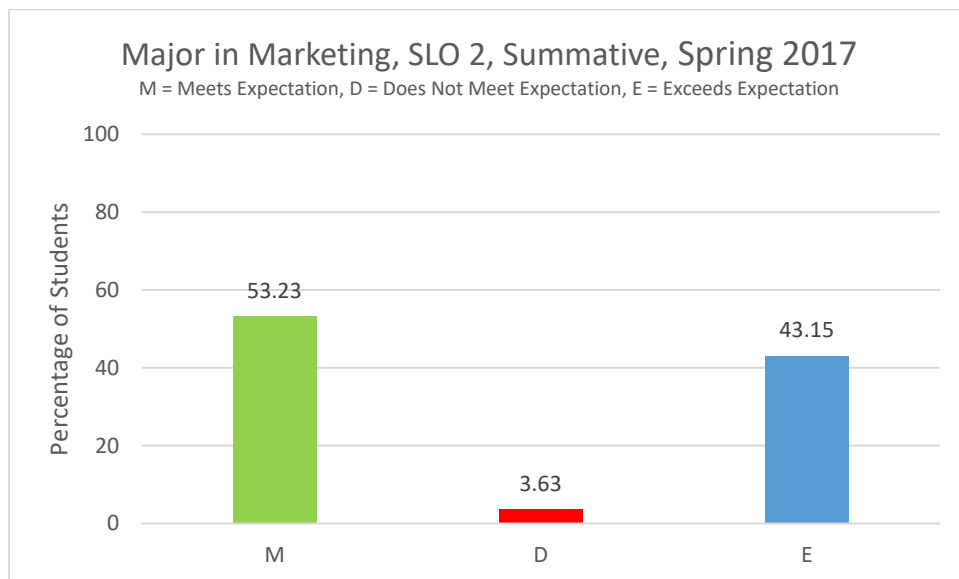


Figure MKT- 5

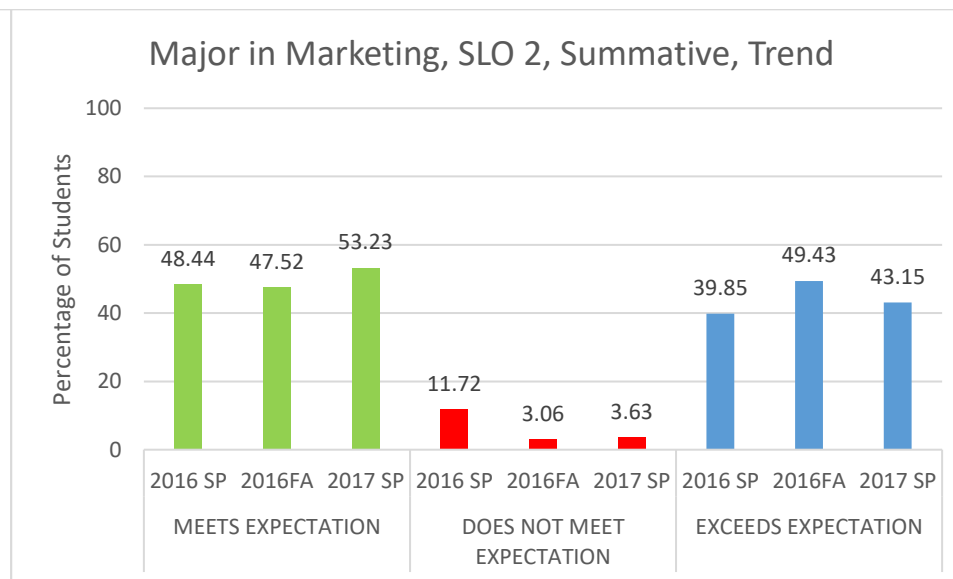


Figure MKT- 6

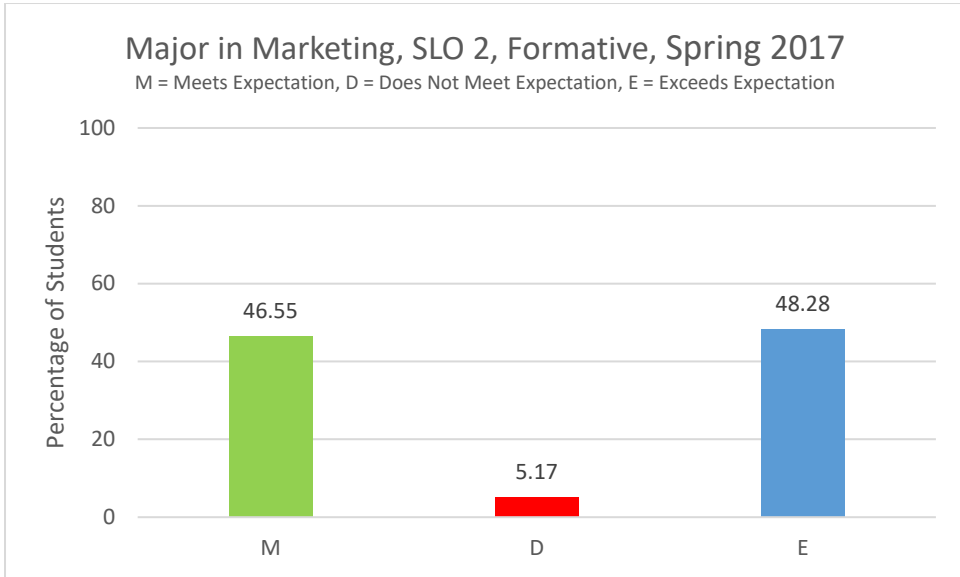


Figure MKT- 7

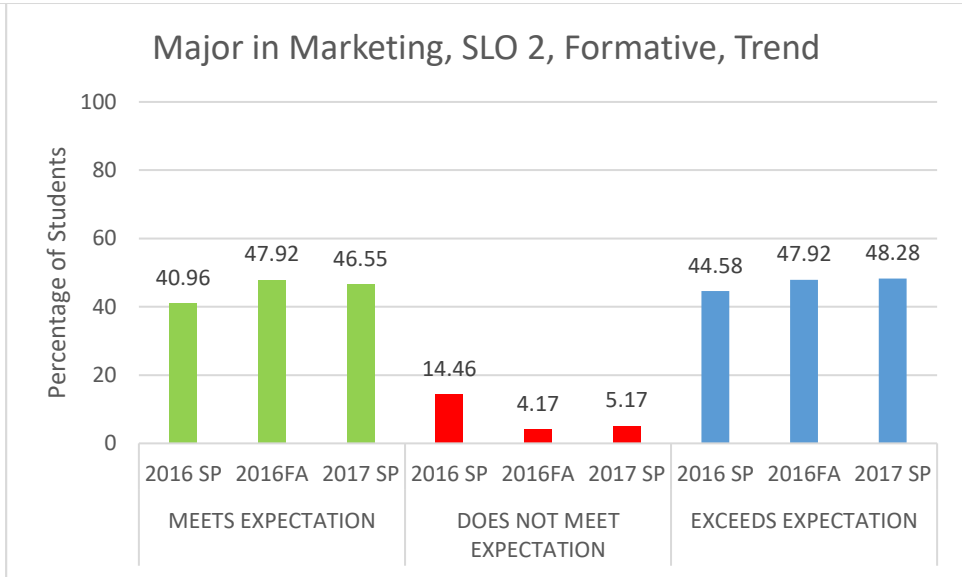


Figure MKT- 8

Student Learning Outcomes	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
3. Apply concepts of consumer behavior to develop marketing strategy.	<u>Summative:</u> - Exit Assessment Test, and Course-Embedded Assessment (MKT 460 group term projects) <u>Formative:</u> Course-Embedded Assessment (MKT 337 group term projects)	<u>Exit Assessment Test:</u> Meets Expectations- 60% to 80%, Does Not Meet Expectations-< 60%, Exceeds Expectations-> 80%. <u>Course-Embedded Assessment:</u> 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: Student has improved over the period.	Mr. Manas Paul, Associate Director at Asiatic EXP, was invited to speak to NSU SBE students. He spoke from his decade of experience spanning organizations such as Banglalink, Spellbound and Interspeed, and helped students understand how theories learnt in class are applied in real life. His take on topics of STP and ATL/BTL promotions drew a lively participation from the students of Strategic Marketing (MKT 460).

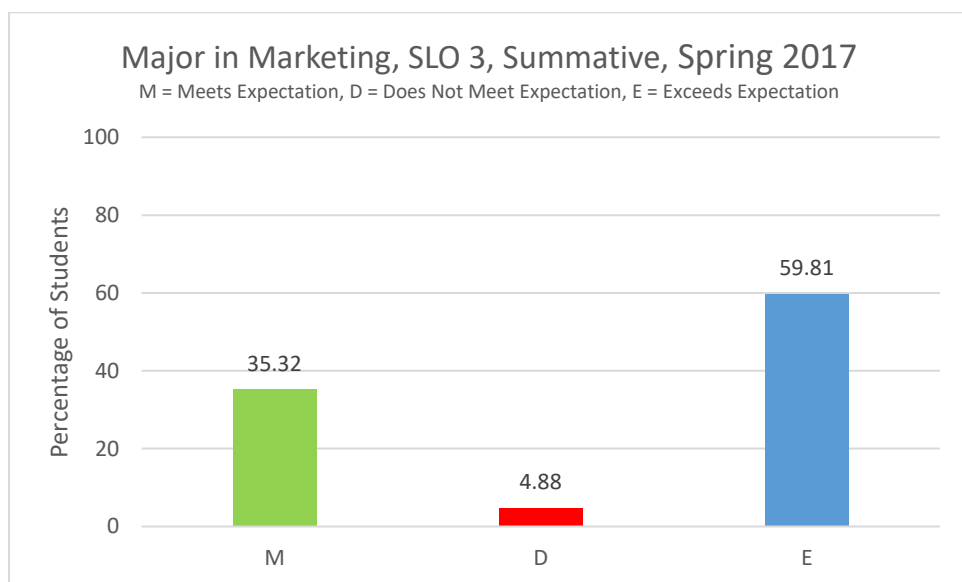


Figure MKT- 9

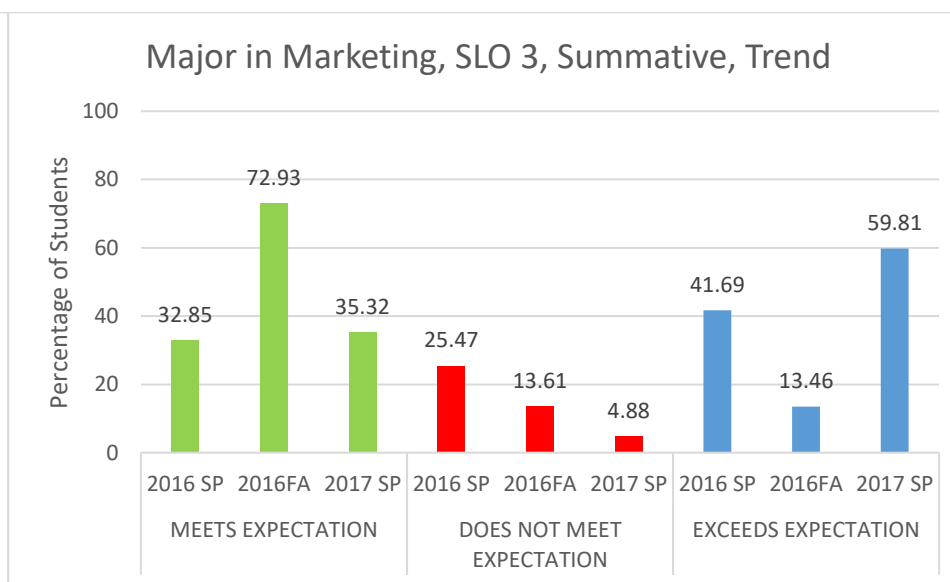


Figure MKT- 10

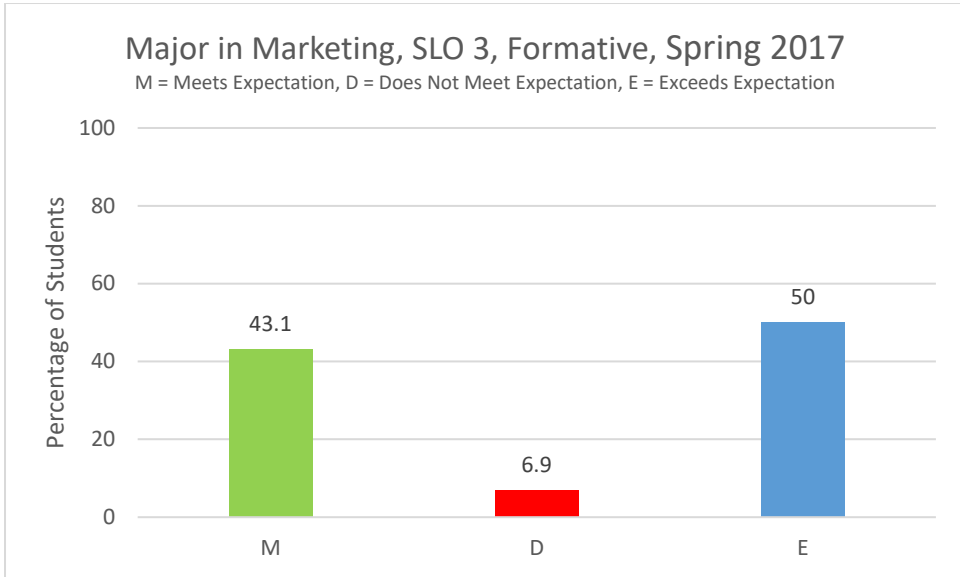


Figure MKT- 11

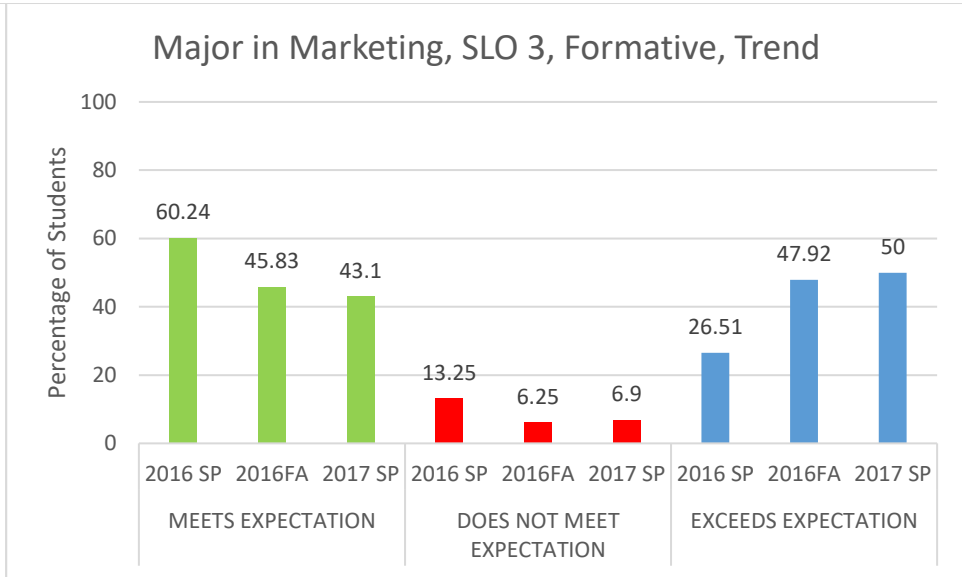


Figure MKT- 12

Student Learning Outcomes	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
4. Demonstrate skills to critically analyze a problem, design and implement appropriate solutions.	<p><u>Summative</u>: - Exit Assessment Test, and Course-Embedded Assessment (MKT 460 group term projects)</p> <p><u>Formative</u>:- Course-Embedded Assessment (MKT 337 group term projects)</p>	<p><u>Exit Assessment Test</u>: Meets Expectations- 60% to 80%, Does Not Meet Expectations-< 60%, Exceeds Expectations-> 80%</p> <p><u>Course-Embedded Assessment</u>: Rubric # MKT.4.R.1 (formative), and rubric # MKT.4.R.2 (summative)</p>	See Figures 13 – 16.	<p>Target- 80% of the students should be able to meet and exceed the expectation of SLO4.</p> <p>Students met the target.</p> <p>Trend: Student performance is improving over time.</p>	Mr. Syed Ibrahim Sajeed, a specialist in pricing strategy from Grameenphone Limited, conducted a workshop on the topics of pricing and forecasting for students of MKT 460. The workshop focused heavily on practical applications and students learnt how to set the right price for products in a practical context and were shown how to come up with correct sales projections.

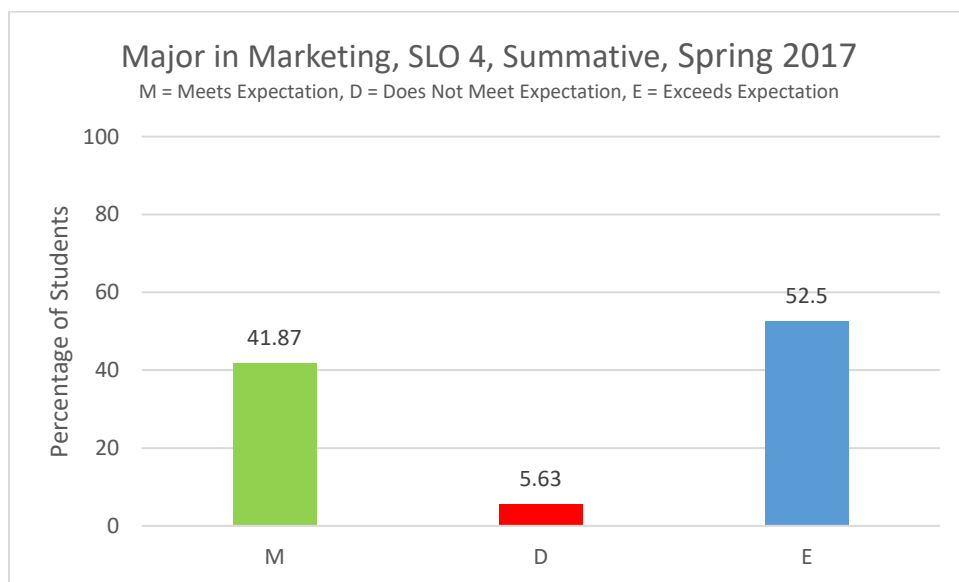


Figure MKT- 13

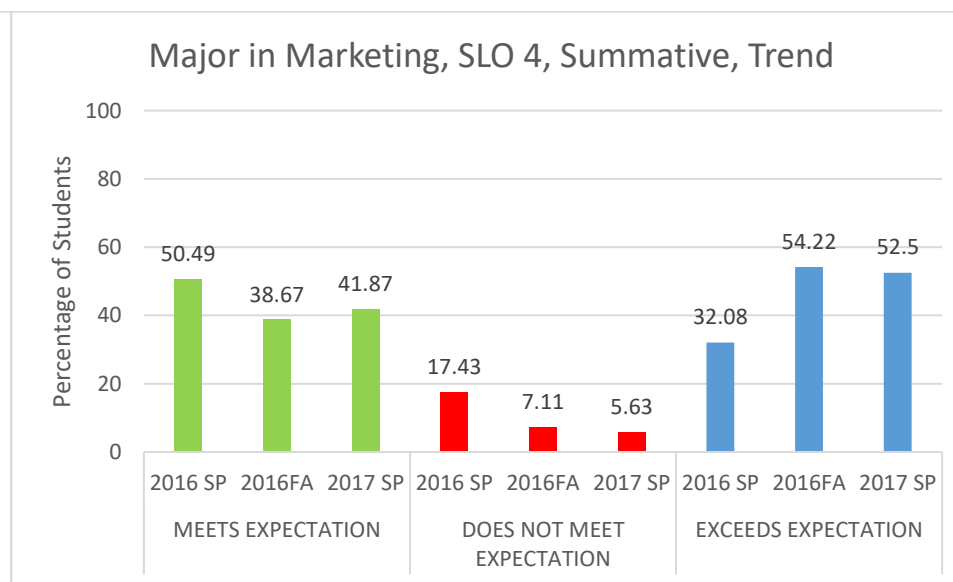


Figure MKT- 14

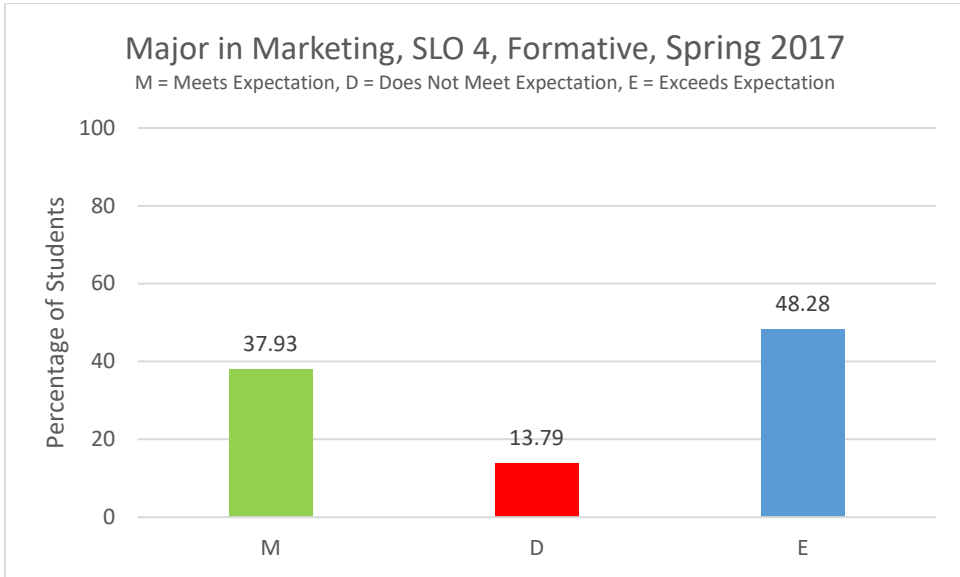


Figure MKT- 15

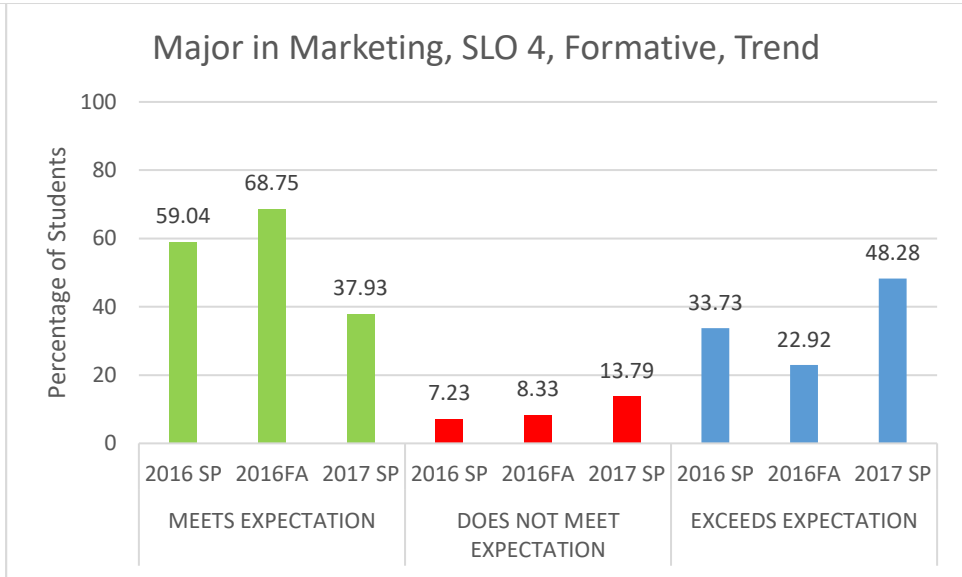


Figure MKT- 16

Student Learning Outcomes	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
5. Practice and set examples on responsible and ethical marketing.	<p><u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment (MKT 460 group term projects)</p> <p><u>Formative:</u> Course-Embedded Assessment (MKT 337 group term projects)</p>	<p><u>Exit Assessment Test:</u> Meets Expectations- 60% to 80%, Does Not Meet expectations- < 60%, Exceeds Expectations-> 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MKT.5.R.1</p>	See Figure 17 – 20.	<p>Target- 100% of the students should be able to meet and exceed the expectation of SLO5.</p> <p>Students did not meet the target.</p> <p>Trend: Although students could not meet the target there is an improving trend in the student performance in the summative assessment. Students' performance in formative assessment is still an area of concern.</p>	Mr. Shehzad Munim, Managing Director of British American Tobacco Bangladesh was invited to an event named “The Art of Compliance—Business in the 21st Century” to talk about the importance of compliance.

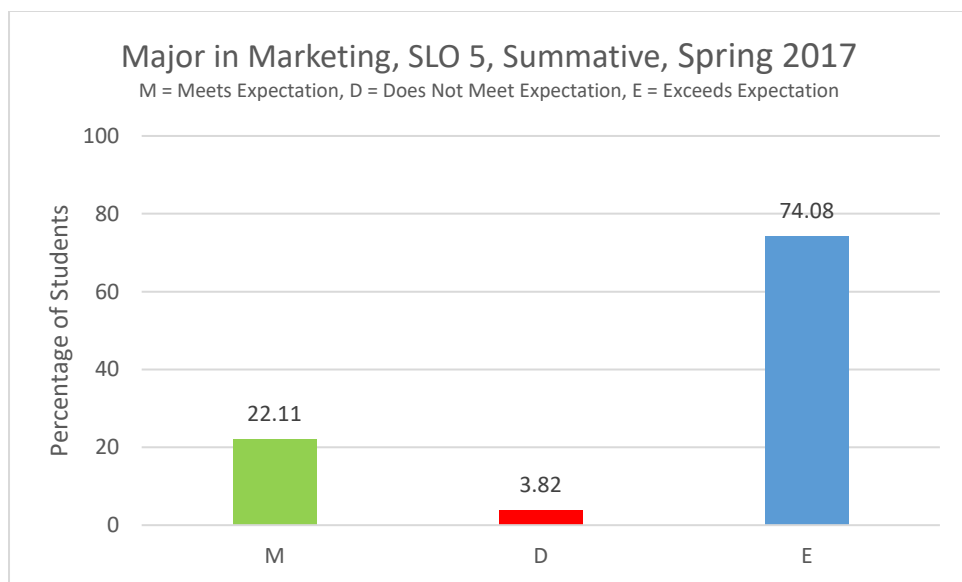


Figure MKT- 17

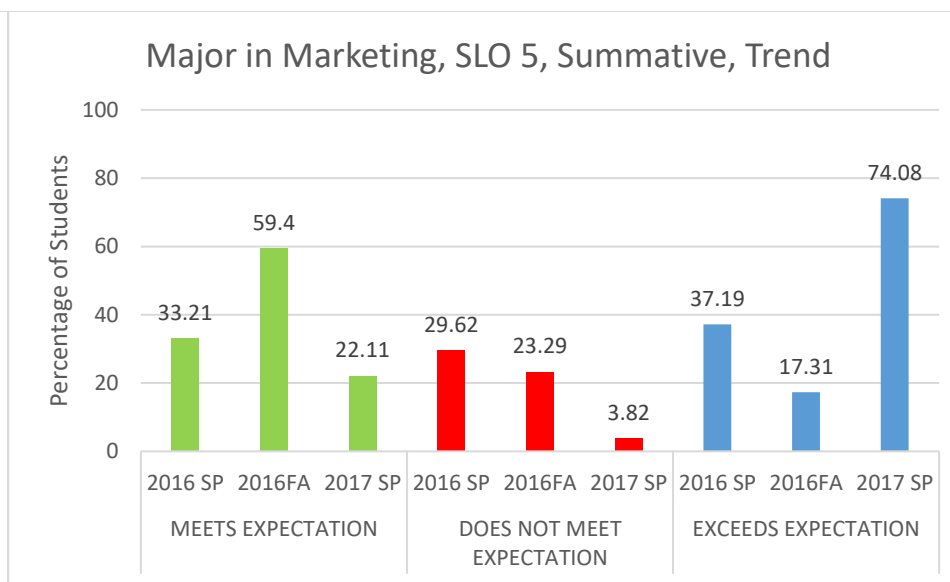


Figure MKT- 18

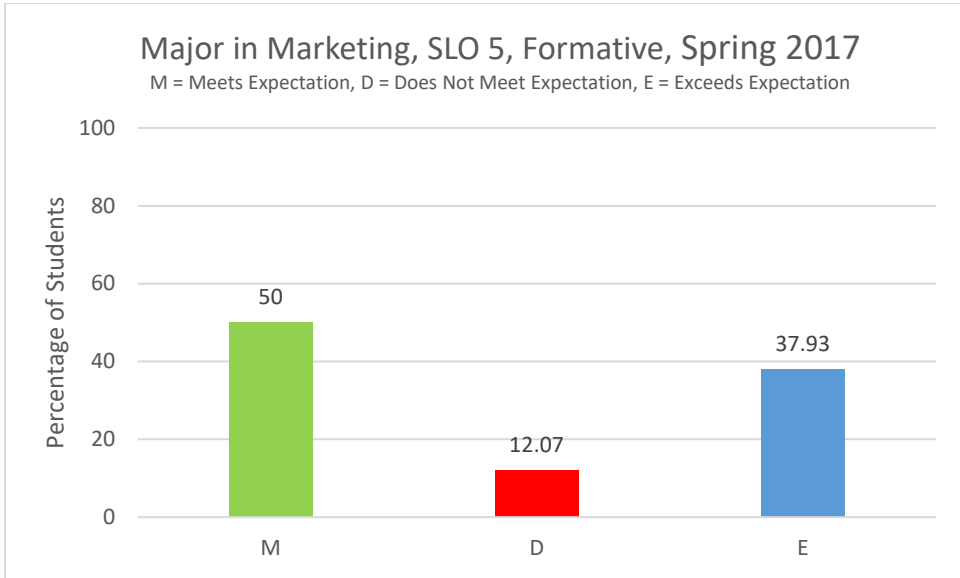


Figure MKT- 19

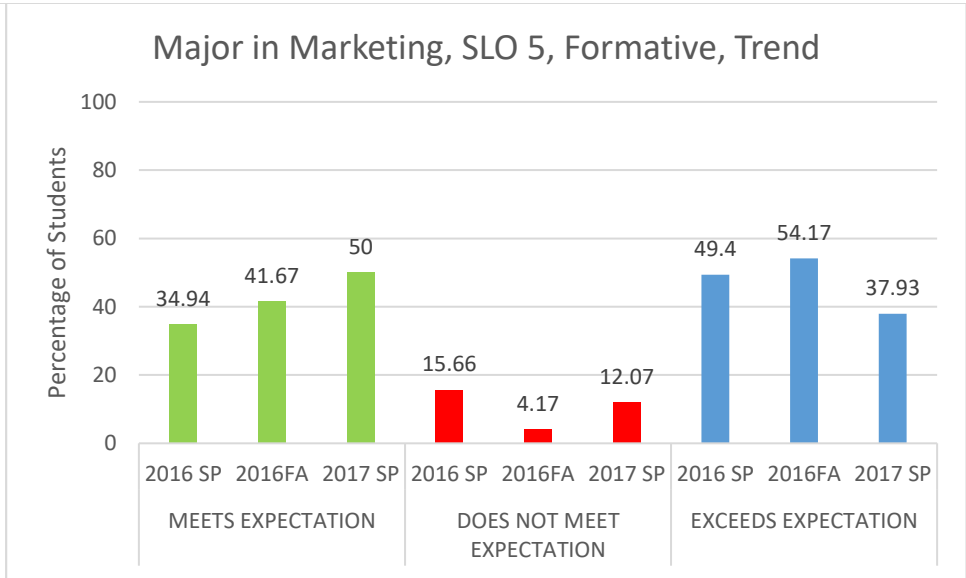


Figure MKT- 20

Spring 2017 Student Learning Assessment Report: BS in Economics

Program Learning Goal	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
1. Knowledge of General Economic Theories and Policies	<p><u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment ECO 495 (Supervised Research Paper) or ECO 499 (Thesis)</p> <p><u>Formative:</u> ECO 303 and ECO 304 selected questions from final exam.</p>	<p><u>Exit Assessment Test:</u> Meets Expectation 60% to 80%, Does Not Meet Expectation < 60%, Exceeds Expectation > 80%.</p> <p><u>Course-Embedded Assessment:</u> Rubric # BS.1.1.1.1</p>	Please see figures BSE – 1 through BSE – 4.	<p>Target: 65% students should meet or exceed expectations.</p> <p>Students met target.</p> <p>Trend: Percentage of students exceeding expectations has increased over the years showing a good progress.</p>	Course components are constantly reviewed to ensure that students can continue to critically identify problems and solve those using their knowledge of business studies.

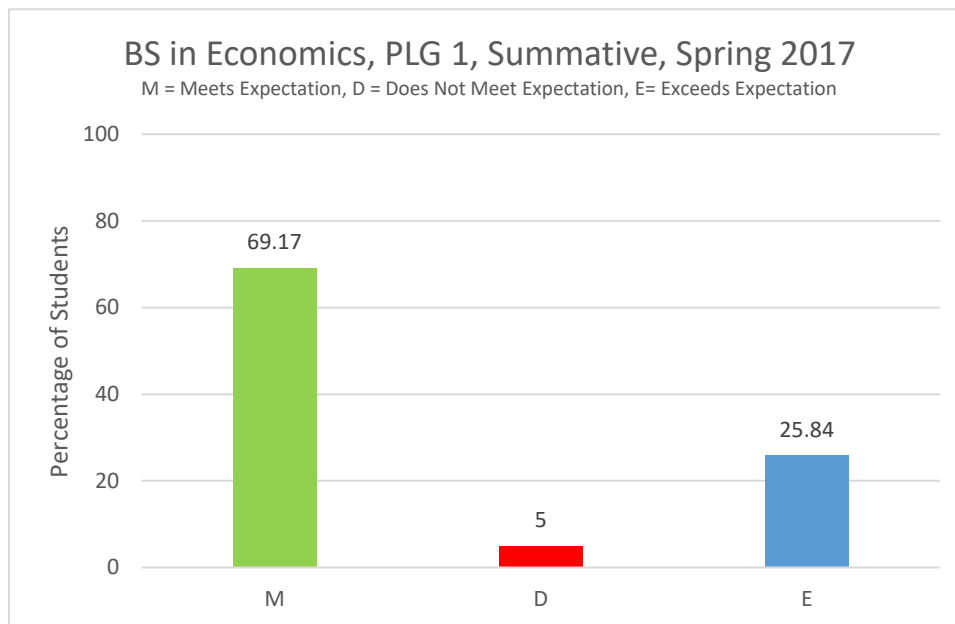


Figure BSE - 1

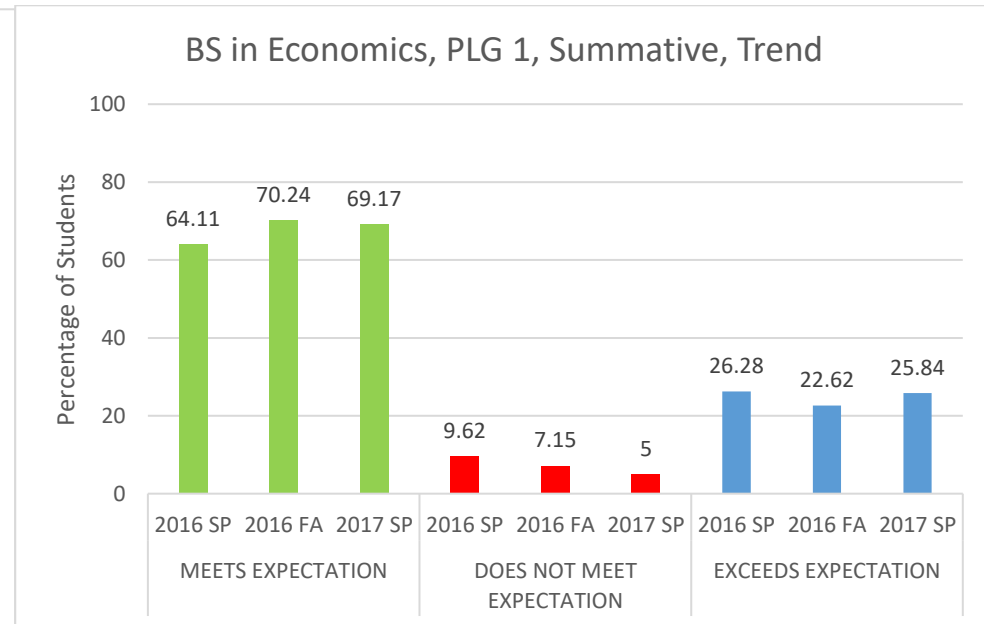


Figure BSE - 2

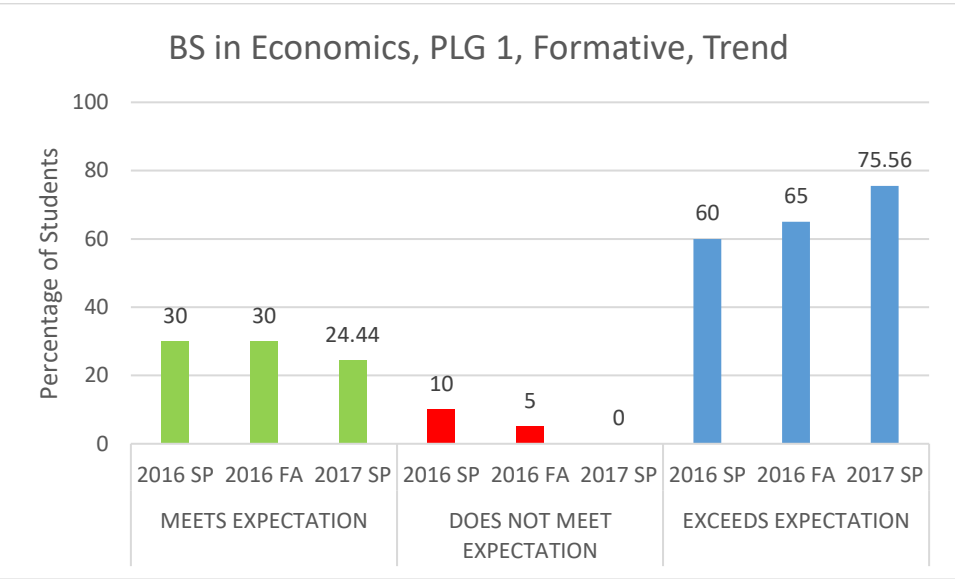
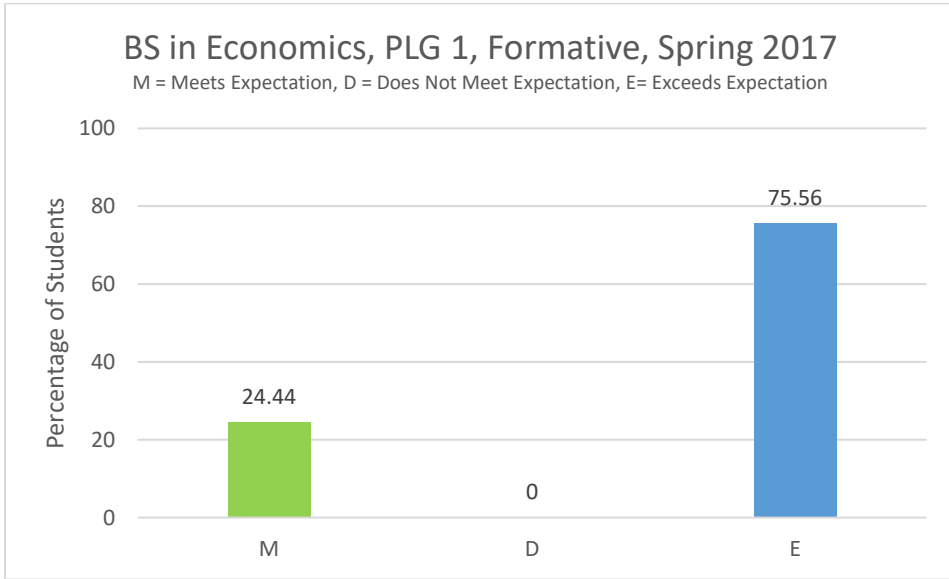


Figure BSE - 3

Figure BSE - 4

Program Learning Goal	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
2. Relevant Quantitative Skill Development for theoretical and empirical analyses.	<p><u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment ECO 495 (Supervised Research Paper) or ECO 499 (Thesis)</p> <p><u>Formative:</u> ECO 303 selected question from final exam, ECO 372 term projects</p>	<p><u>Exit Assessment Test:</u> Meets Expectation 60% to 80%, Does Not Meet Expectation < 60%, Exceeds Expectation > 80%.</p> <p><u>Course-Embedded Assessment:</u> Rubric # BS.2.1.1.1</p>	Please see figures BSE – 5 through BSE – 8.	<p>Target: 60% students should meet or exceed expectations.</p> <p>Students met the target.</p> <p>Trend: The percentages of students meeting and exceeding expectations have increased over the years showing a positive trend.</p>	Courses have been standardized in terms of content, sequence of coverage, grading, use of text book and other learning resources.

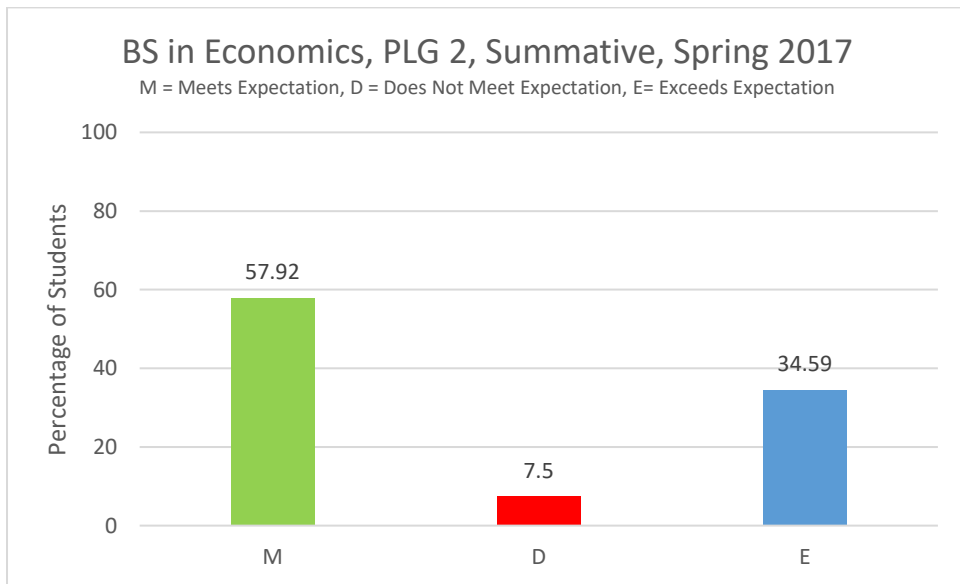


Figure BSE - 5

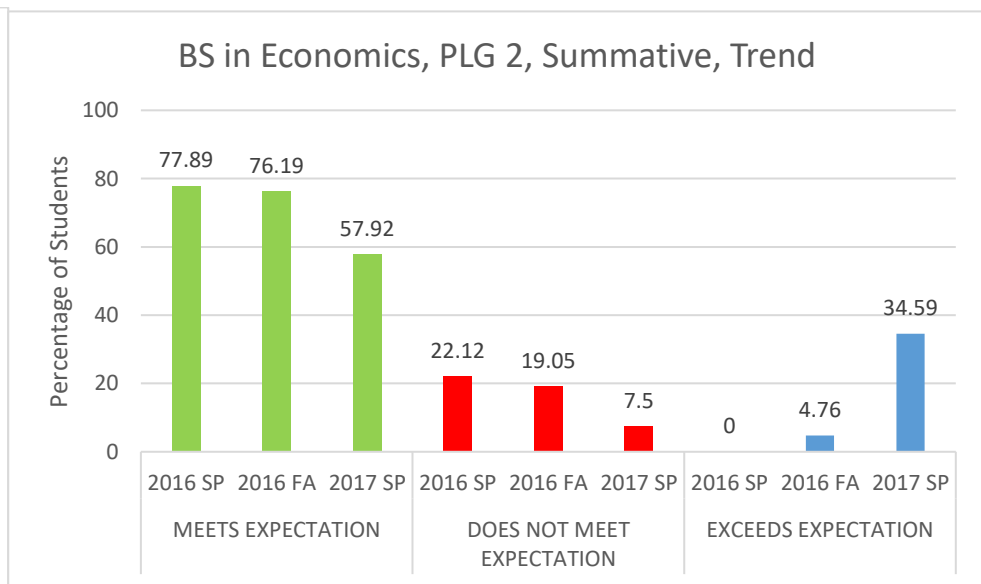


Figure BSE - 6

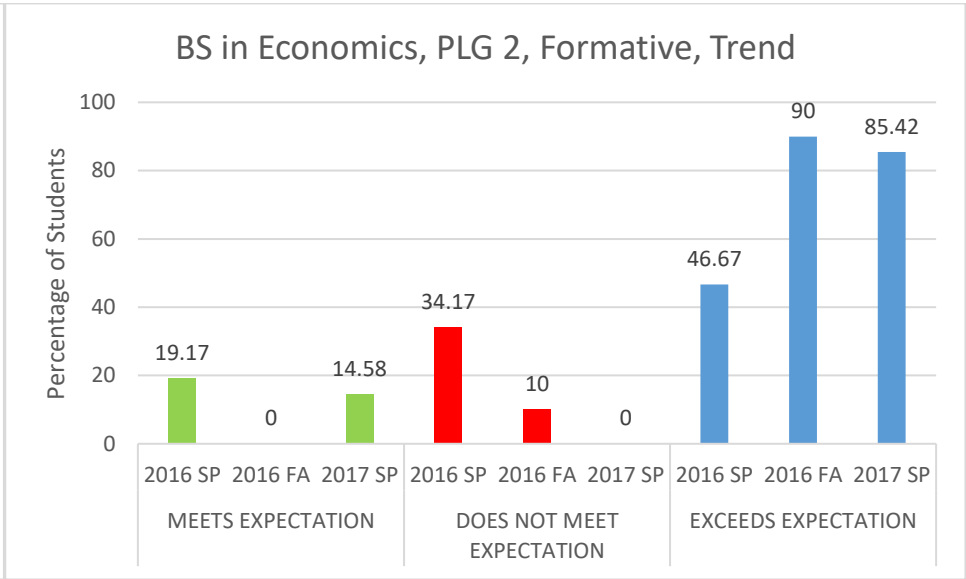
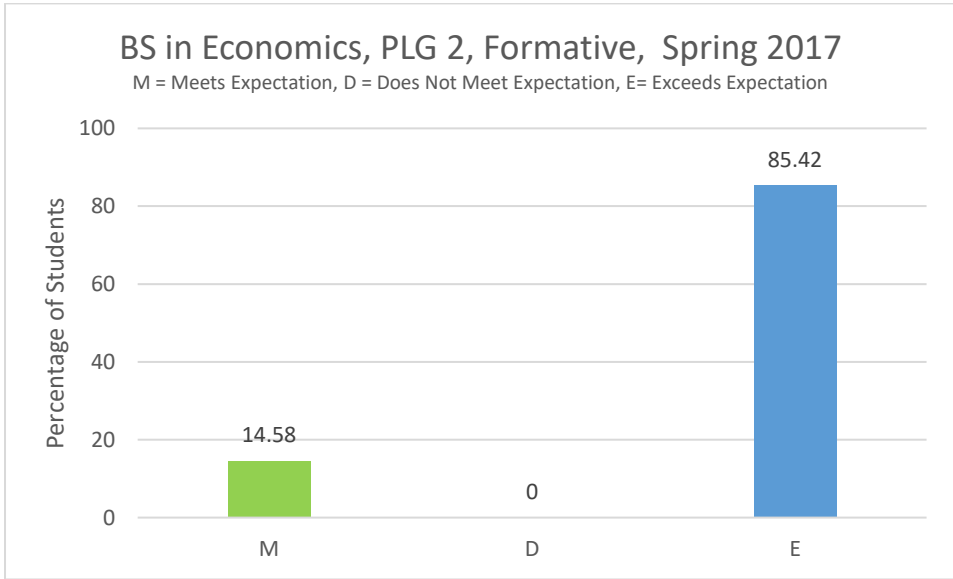


Figure BSE - 7

Figure BSE - 8

Program Learning Goal	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
3. Research Skill Development	<p><u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment ECO 495 (Supervised Research Paper) or ECO 499 (Thesis)</p> <p><u>Formative:</u> ECO 372 term project.</p>	<p><u>Exit Assessment Test:</u> Meets Expectation 60% to 80%, Does Not Meet Expectation < 60%, Exceeds Expectation > 80%.</p> <p><u>Course-Embedded Assessment:</u> Rubric # BS.3.1.1.1</p>	Please see figures BSE – 9 through BSE – 12.	<p>Target: 60% students should meet or exceed expectations.</p> <p>Students met the target in formative assessment but not in summative assessment.</p> <p>Trend: Students performance is very poor in summative assessment. This is a major area of concern. However, the performance in formative assessment has improved over the year.</p>	The Department of Economics is organizing a two-day long Economics Conference on the theme "Bangladesh toward Upper Middle Income Country Status: Challenges and Opportunities". More than 40 papers were presented from different institutions at home as well as abroad. This gave students an opportunity to know about different research papers and learn different research techniques.

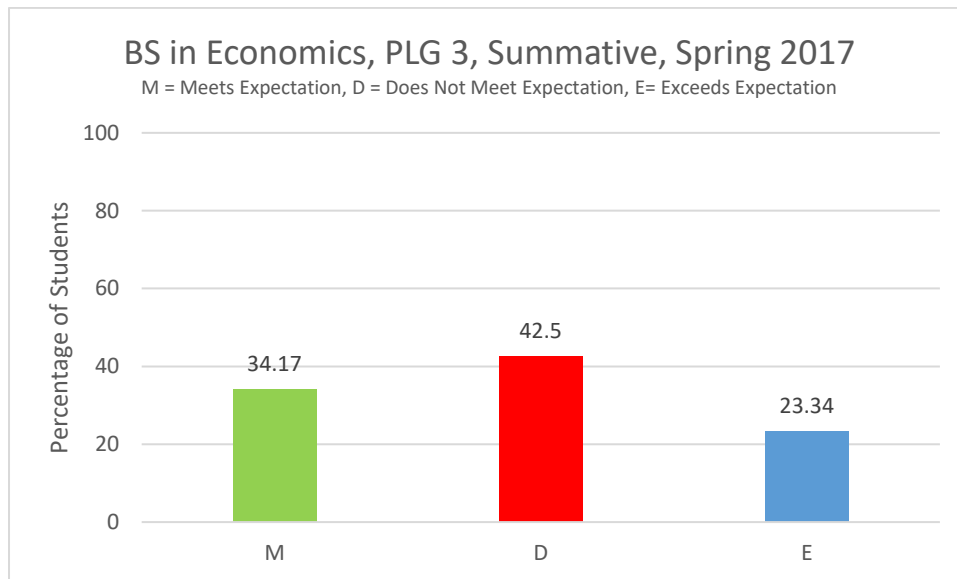


Figure BSE - 9

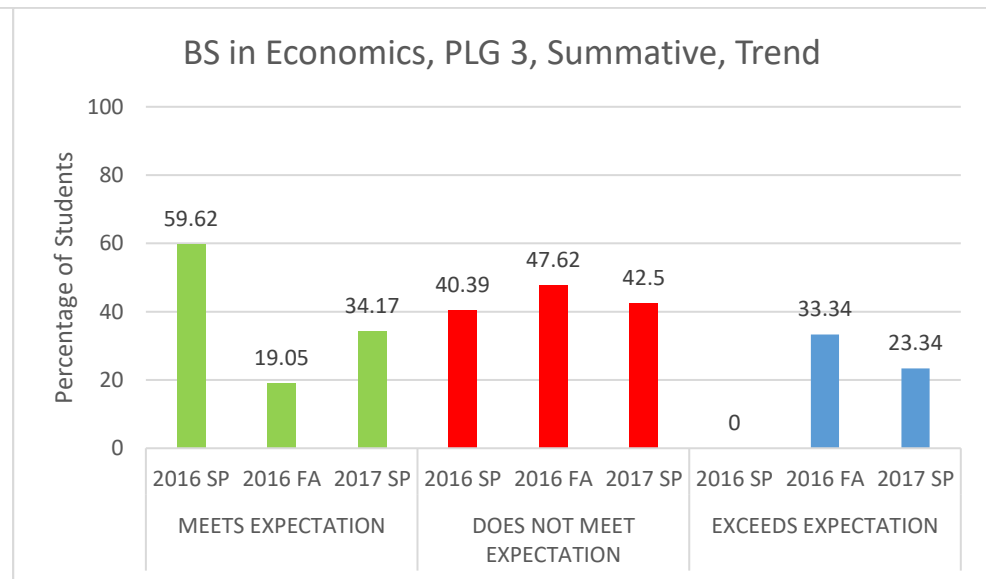


Figure BSE - 10

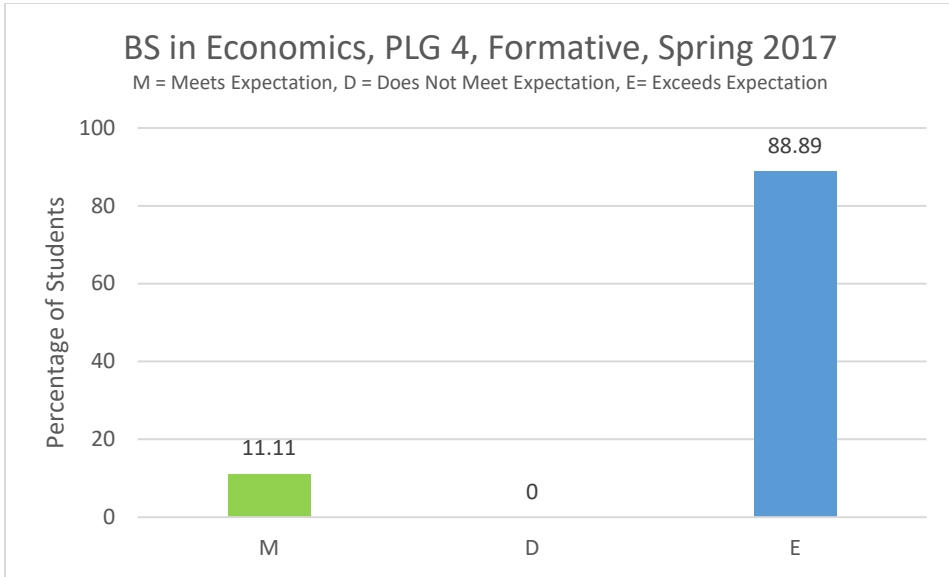


Figure BSE - 11

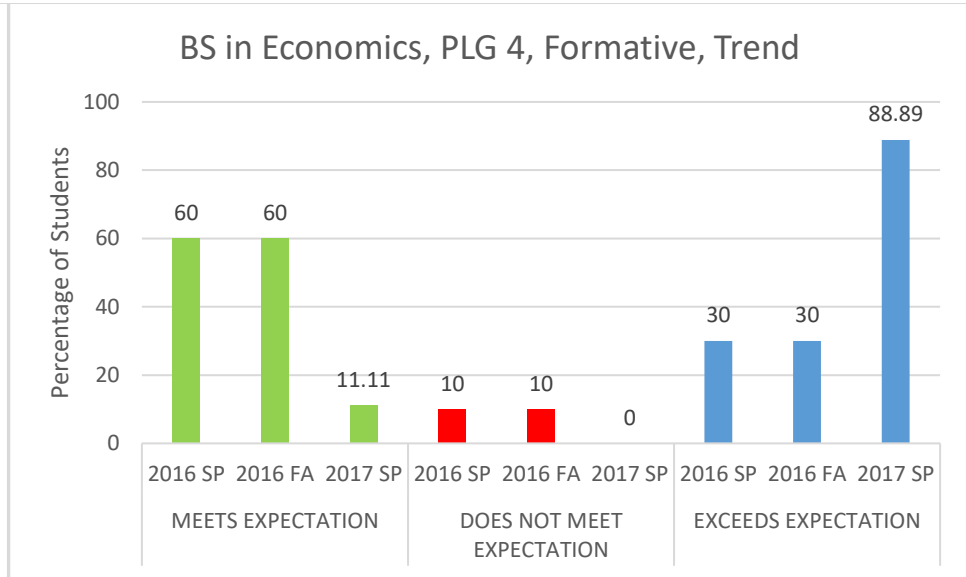


Figure BSE - 12

Program Learning Goal	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
4. Communication Skill Development	<p><u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment ECO 495 (Supervised Research Paper) or ECO 499 (Thesis)</p> <p><u>Formative:</u> ECO 304 selected question from final exam.</p>	<p><u>Exit Assessment Test:</u> Meets Expectation 60% to 80%, Does Not Meet Expectation < 60%, Exceeds Expectation > 80%.</p> <p><u>Course-Embedded Assessment:</u> Rubric # BS.4.1.1.1</p>	Please see figures BSE – 13 through BSE – 16.	<p>Target: 70% students should meet or exceed target.</p> <p>Students met target in formative assessment but not in summative assessment.</p> <p>Trend: The percentage of students not meeting expectation in summative assessment has increased over the years marking an area of concern.</p>	NSU Career & Placement Center organized a seminar, "Winning" & Road Show for prospective future leaders by EBL. Mr. Monjurul Alam, Head of HR of EBL, facilitated the session. The speaker talked about professional CV writing, interview techniques and tips with HR and corporate culture.

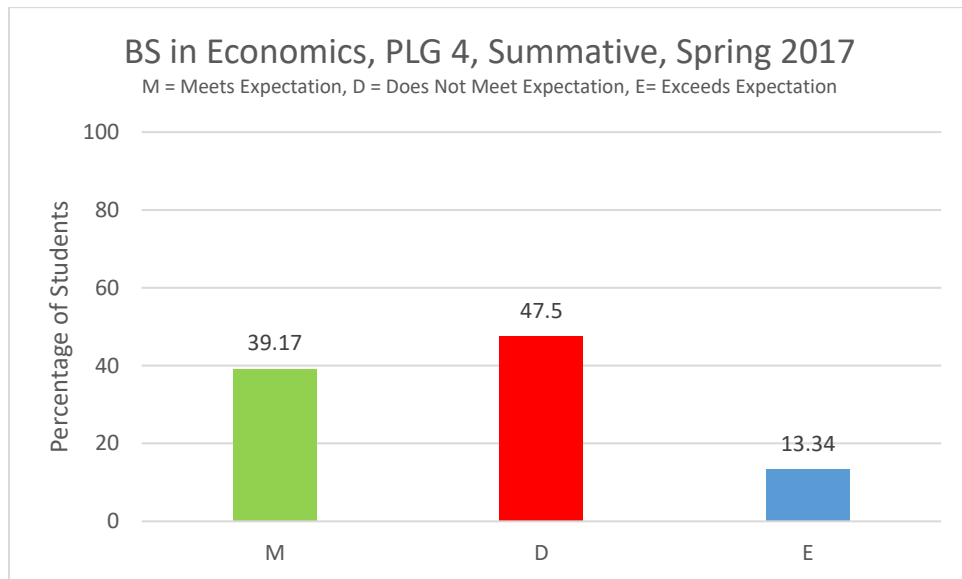


Figure BSE - 13

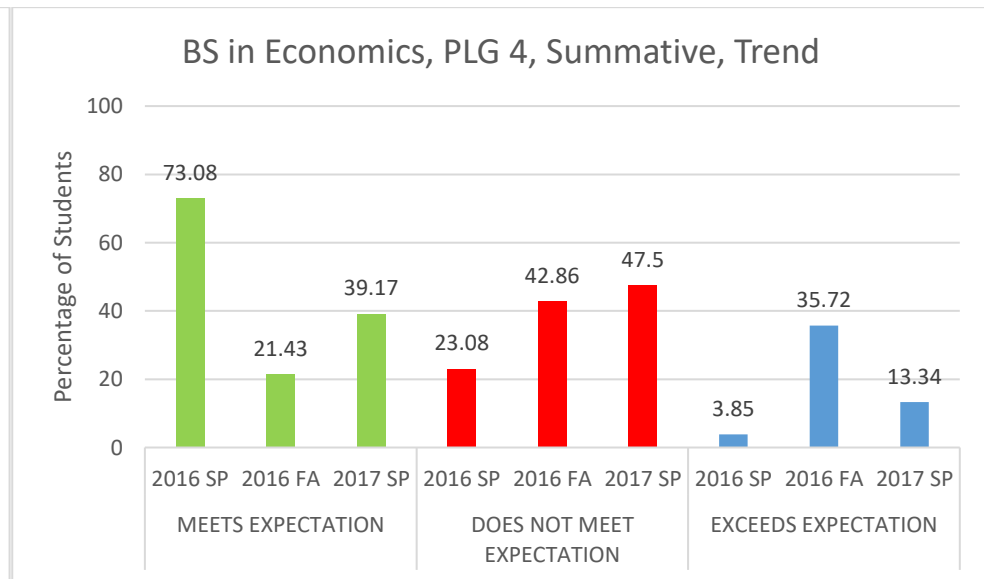


Figure BSE - 14

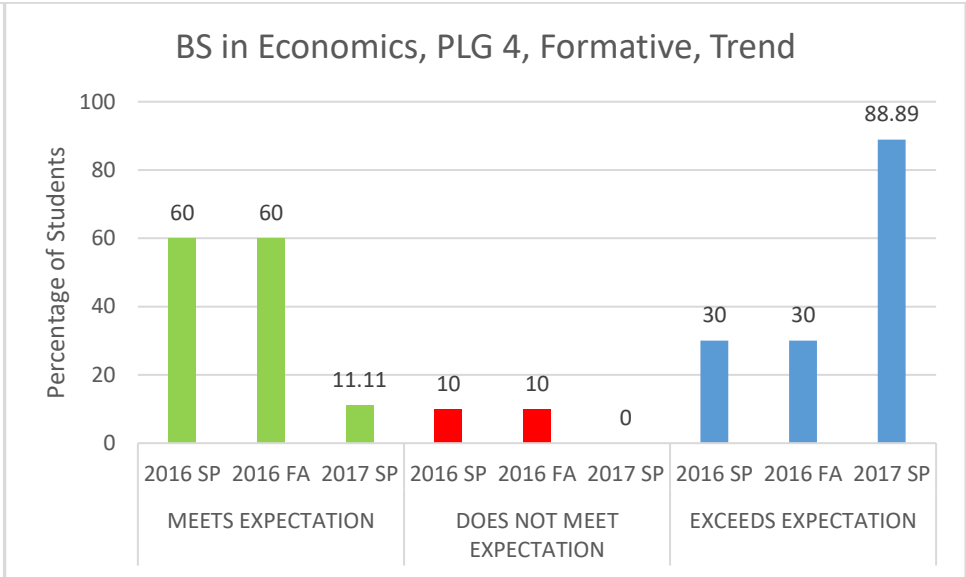
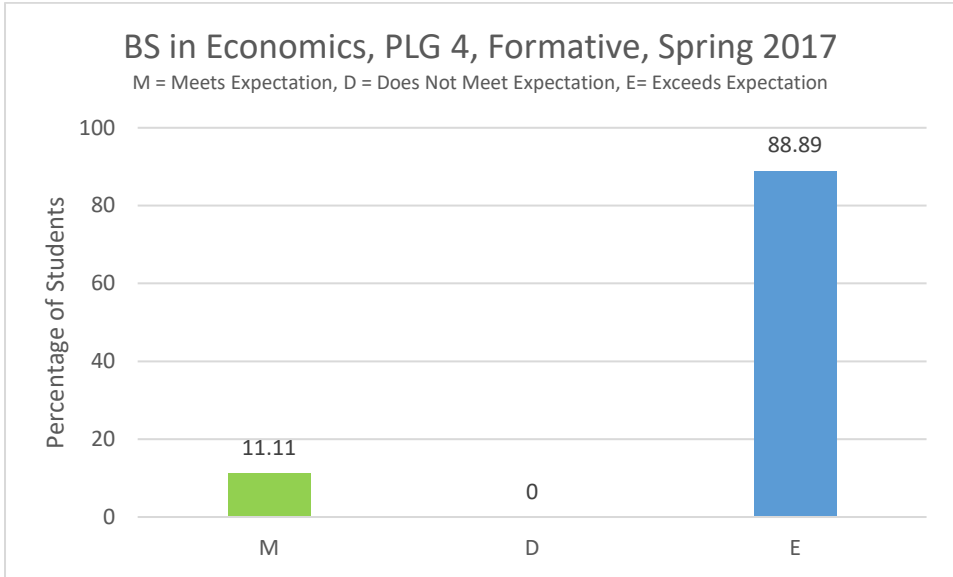


Figure BSE - 15

Figure BSE - 16

Program Learning Goal	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
5. Critical Thinking and Analysis	<p><u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment ECO 495 (Supervised Research Paper) or ECO 499 (Thesis)</p> <p><u>Formative:</u> ECO 303 selected question from final exam.</p>	<p><u>Exit Assessment Test:</u> Meets Expectation 60% to 80%, Does Not Meet Expectation < 60%, Exceeds Expectation > 80%.</p> <p><u>Course-Embedded Assessment:</u> Rubric # BS.5.1.1.1</p>	Please see figures BSE – 17 through BSE – 20.	<p>Target: 60% students should meet or exceed expectations.</p> <p>Students met the target.</p> <p>Trend: Performance shows an improving trend. The percentages of students meeting expectation and exceeding expectation in formative assessment have increased over the years.</p>	Young Economists' Forum of Economics Department arranged EconFest 3.0 for the economics students. This event provided a platform for aspiring economists to share their thoughts and interact with some of country's finest economists.

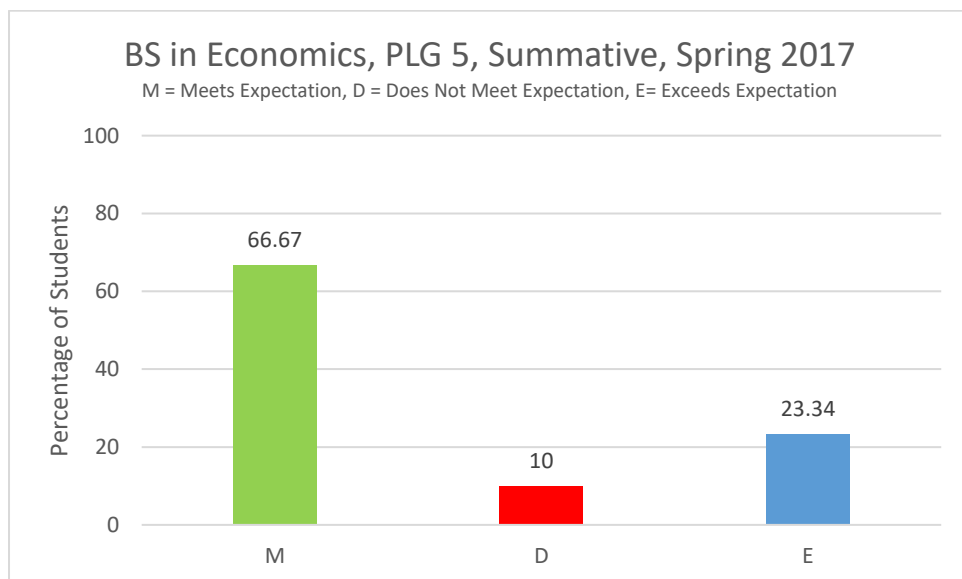


Figure BSE - 17

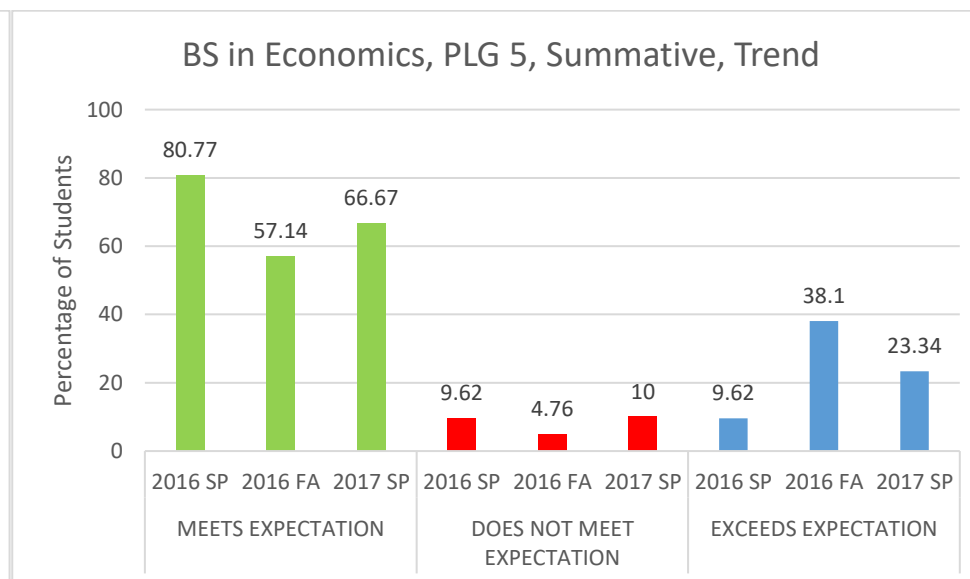


Figure BSE - 18

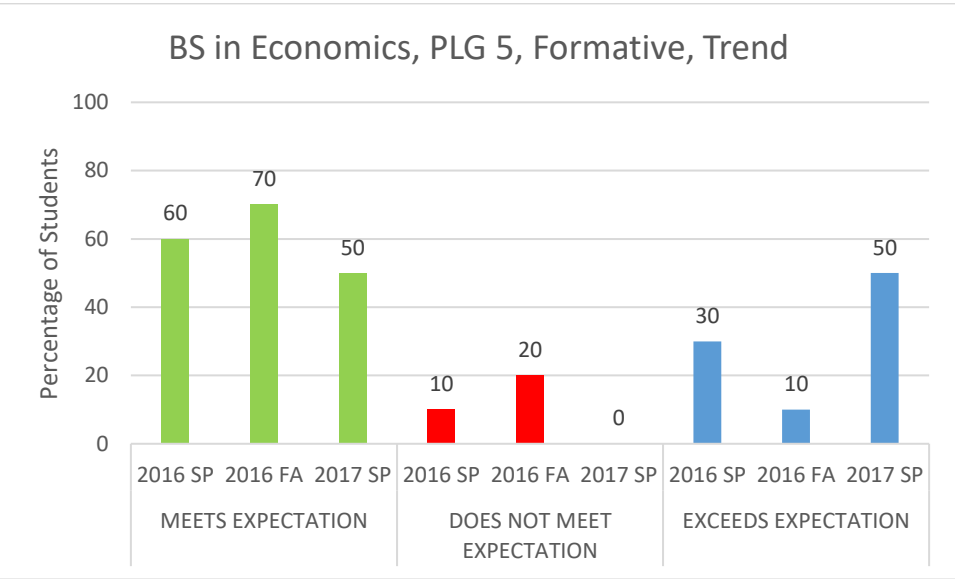
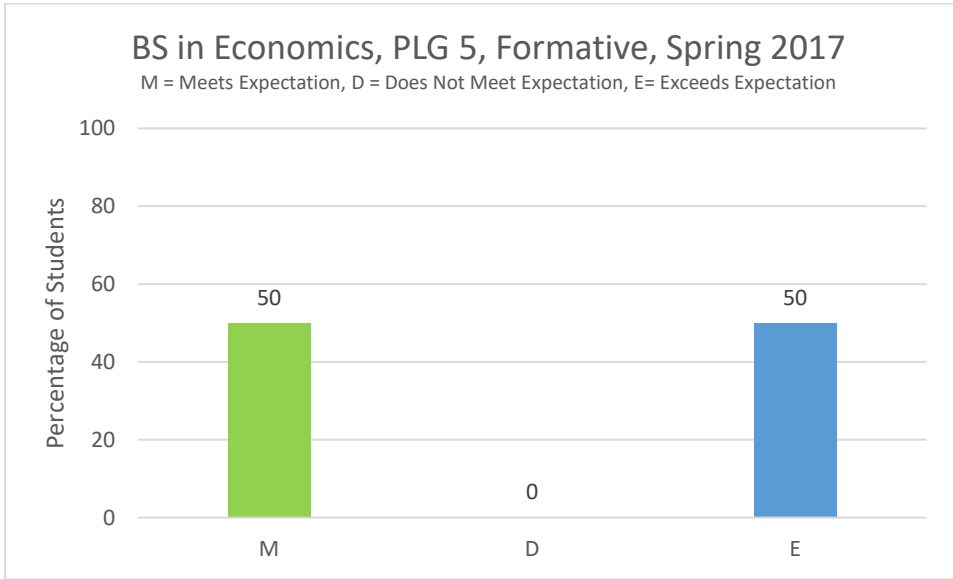


Figure BSE - 19

Figure BSE - 20

Spring 2017 Student Learning Assessment Report: MS in Economics

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
1. Critical thinking skills in relation to microeconomics, macroeconomics and econometrics	1.1 Interpret and critically review articles in the economics research literature.	<p><u>Summative:</u> Course-Embedded Assessment: ECO 695 or ECO 699 Literature Review Section of Thesis or Research Papers</p> <p><u>Formative:</u> ECO 502 final term paper</p>	Rubric # MS.1.1.1.1	Please see figures MSE – 1 through MSE – 4.	<p>Target: 60% students should meet or exceed expectations.</p> <p>Students met the target.</p> <p>Trend: Students performance is very good in this area. However the percentage of students exceeding expectation has decreased over the year and this should be looked at.</p>	Courses have been standardized in terms of content, sequence of coverage, grading, use of text book and other learning resources.

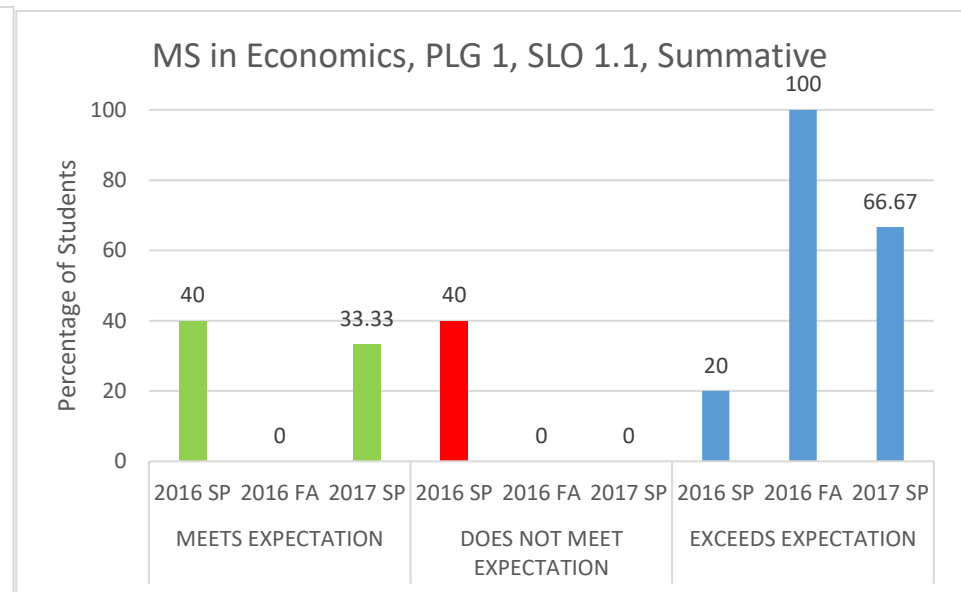
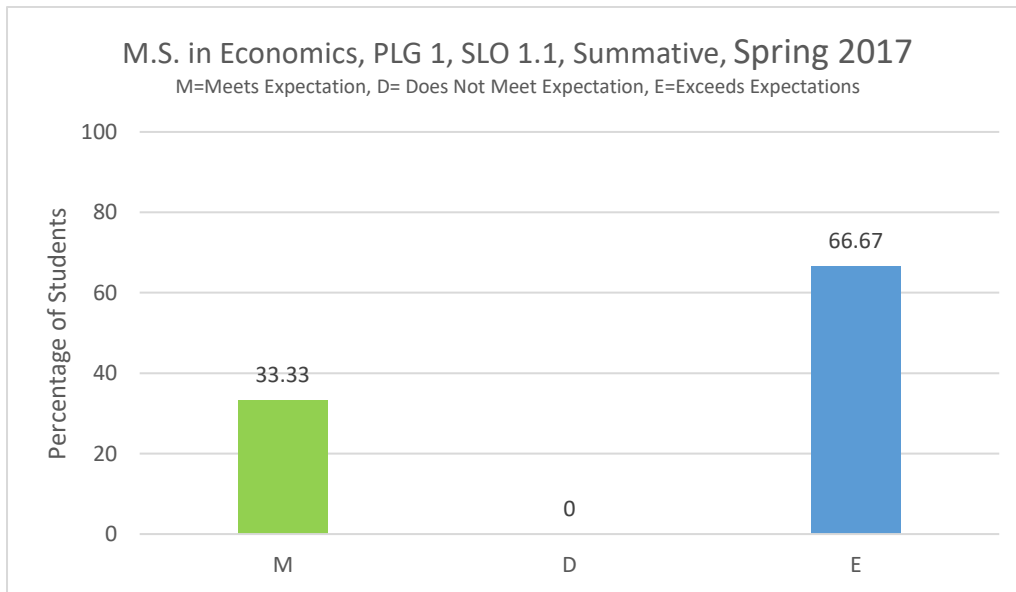


Figure MSE - 1

Figure MSE - 2

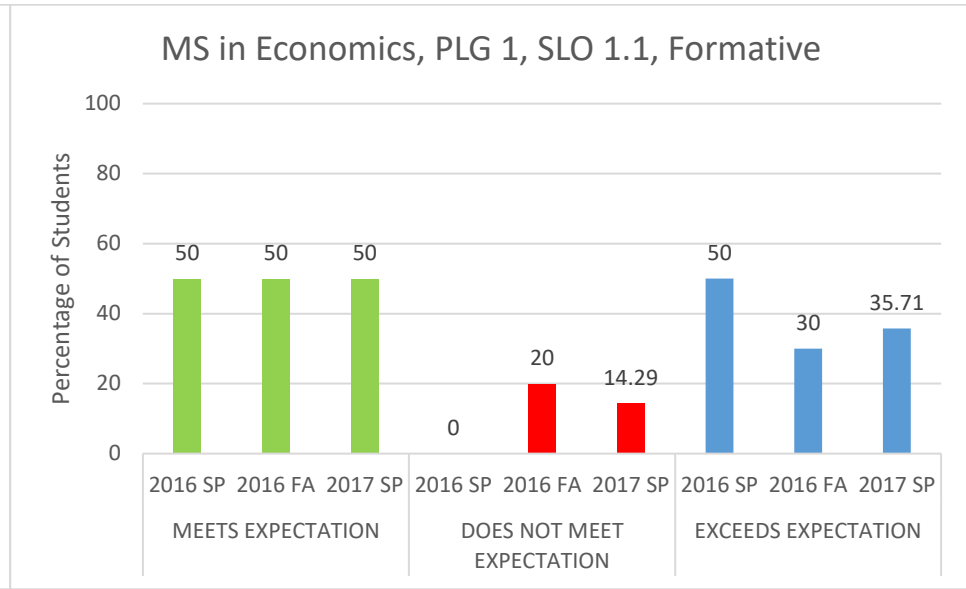
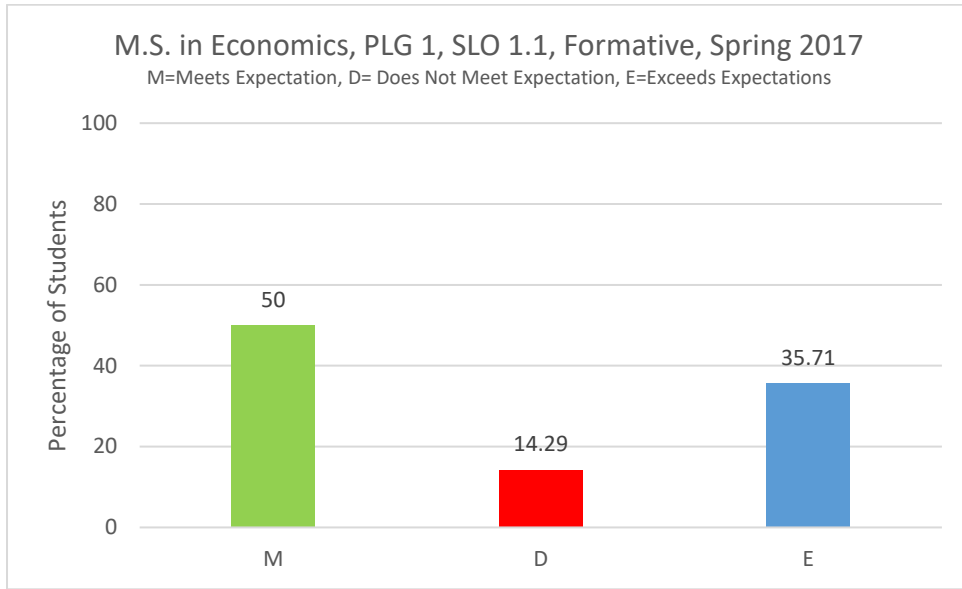


Figure MSE - 3

Figure MSE - 4

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
2. Quantitative analytical skills in application of economics	2.1 Take a rigorous, quantitative approach to economic problems.	<u>Summative:</u> Course-Embedded Assessment: ECO 695 or ECO 699 Literature Review Section of Thesis or Research Papers <u>Formative:</u> ECO 502 final examination.	MS2.1.1.1	Please see figures MSE – 5 through MSE – 8.	Target: 60% students should meet or exceed expectations. Students met the target. Trend: Performance shows an improving trend. The percentages of students meeting expectation and exceeding expectation have increased over the years.	Young Economists' Forum of Economics Department arranged EconFest 3.0 for the economics students. This event provided a platform for aspiring economists to share their thoughts and interact with some of country's finest economists

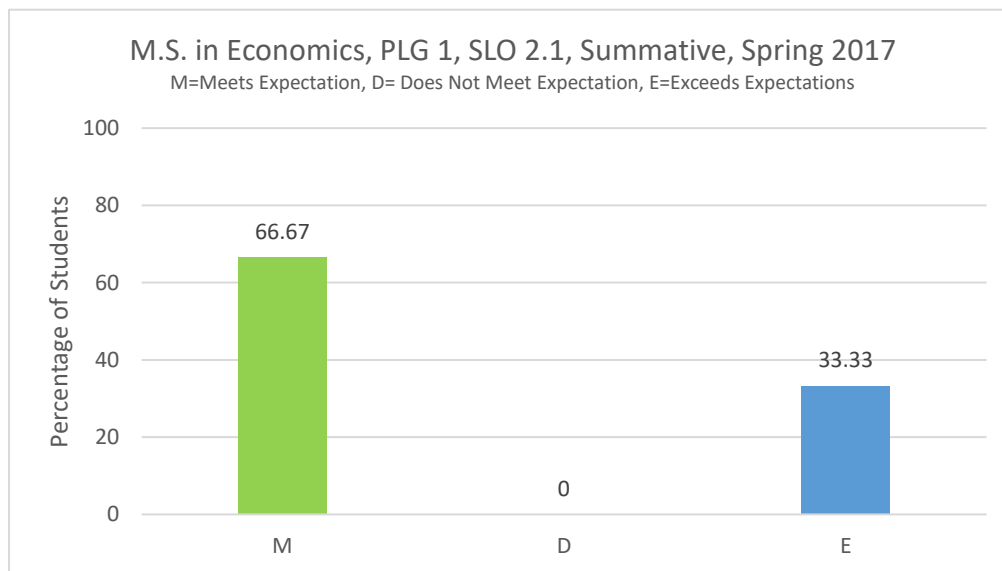


Figure MSE - 5

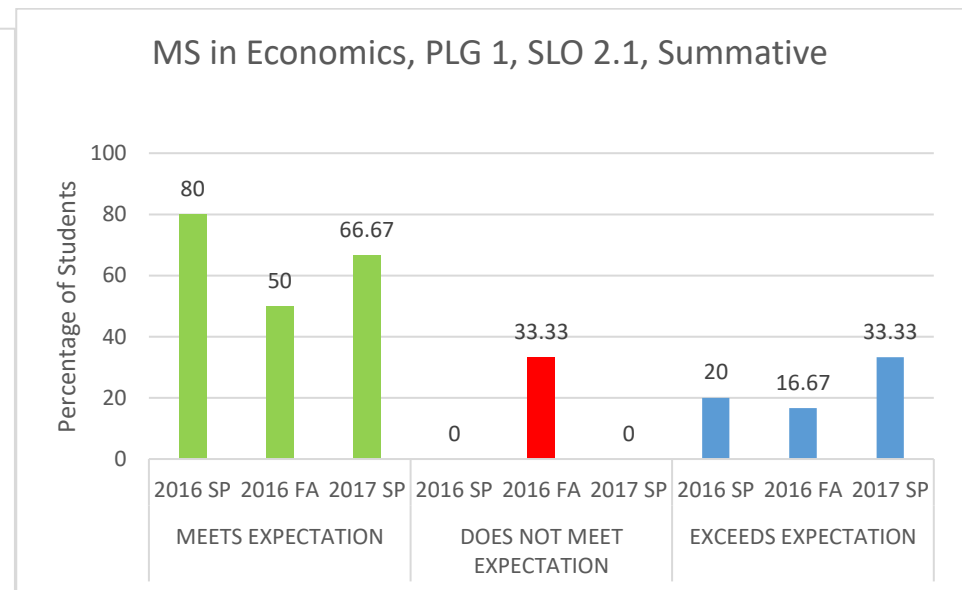


Figure MSE - 6

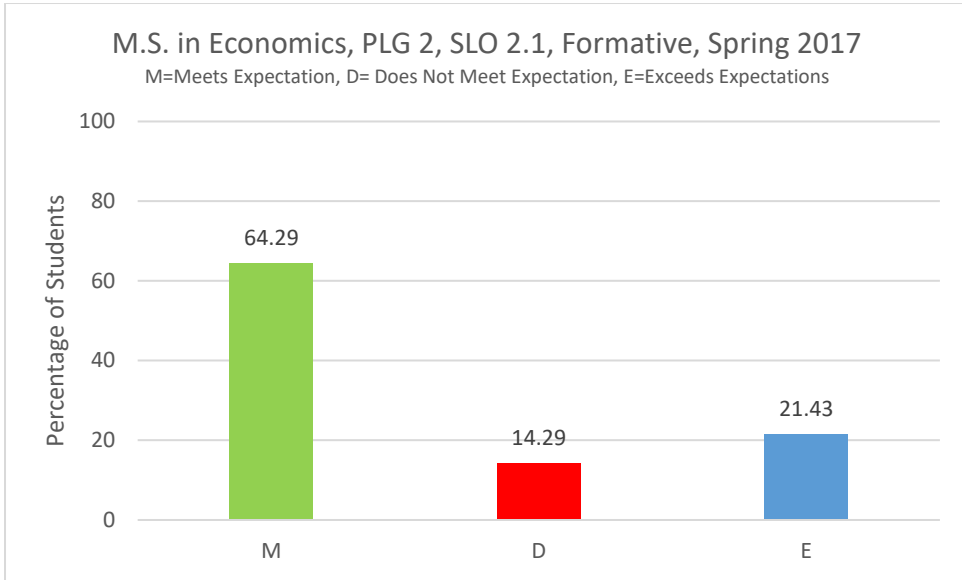


Figure MSE - 7

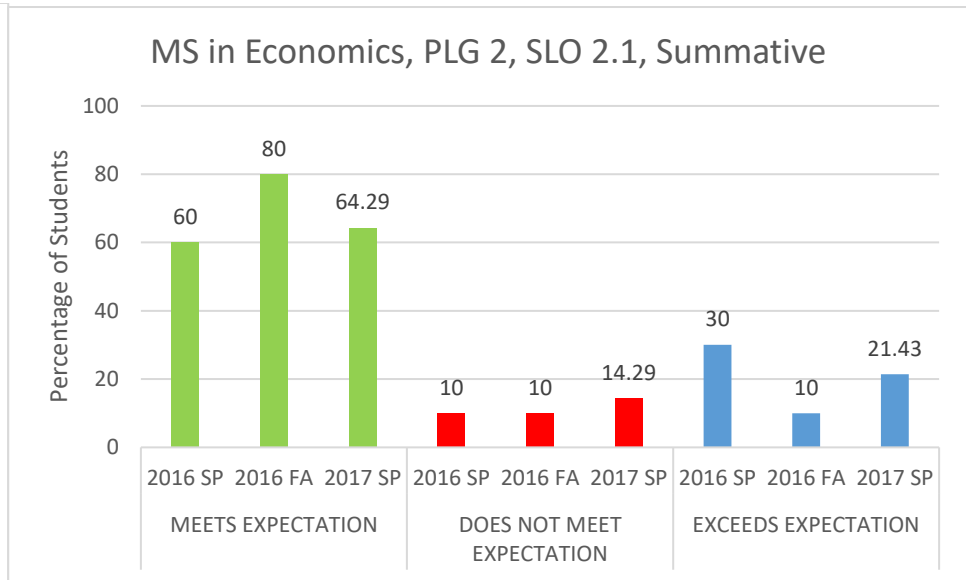


Figure MSE - 8

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
2. Quantitative analytical skills in application of economics	2.2 Develop basic research skills in order to conduct research with minimal supervision	Summative: ECO 695 or ECO 699: Economic modeling section of research papers or thesis.	MS.2.2.1.1	Please see figures MSE – 9 and MSE - 10	Target: 60% students should meet or exceed expectations. Students met the target. Trend: Percentage of students exceeding expectation has increased over the years showing an improving trend.	Young Economists' Forum of Economics Department arranged EconFest 3.0 for the economics students. This event provided a platform for aspiring economists to share their thoughts and interact with some of country's finest economists

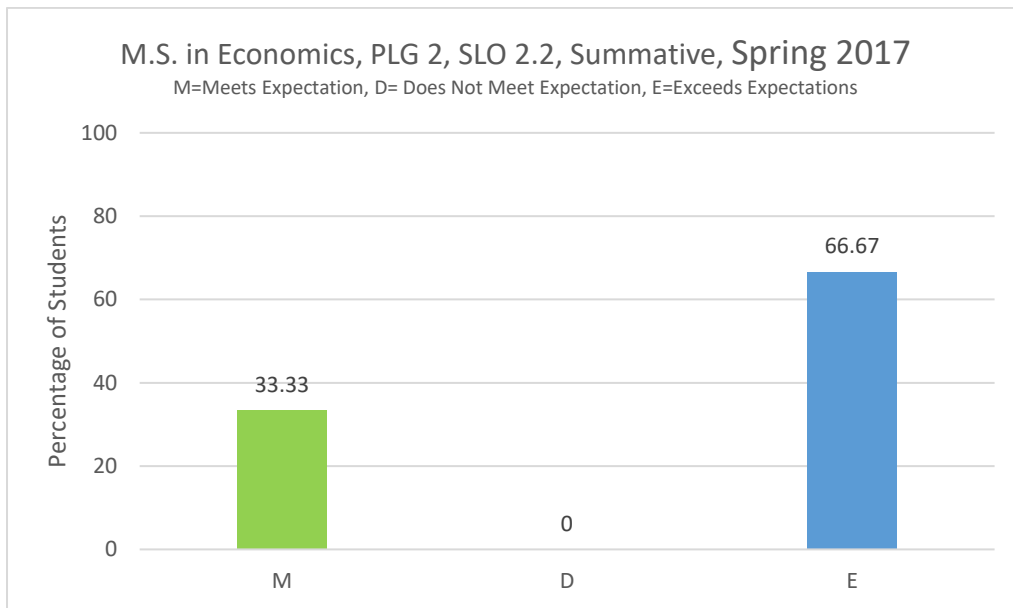


Figure MSE - 9

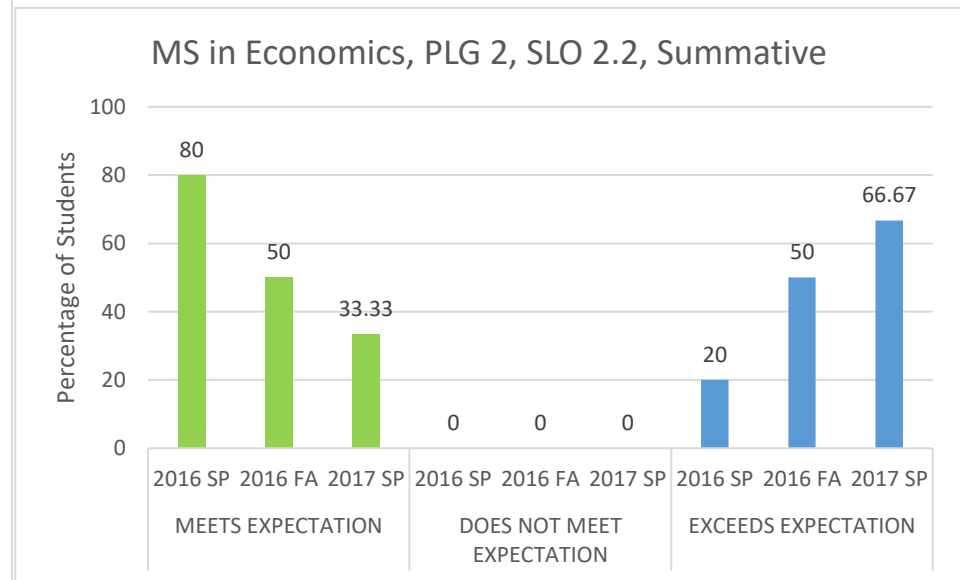


Figure MSE - 10

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
3. Problem solving skills for economic and business decision making in public and private sectors	3.1 Use economic principles, theories and models to analyze and explain how decisions are made by individuals, organizations and societies.	<p><u>Summative</u>: ECO 695 or ECO 699: Economic modeling section of research papers or thesis</p> <p><u>Formative</u>: ECO 503 final Exam or ECO 504 final exam.</p>	MS.3.1.1.1	Please see figures MSE – 11 through MSE - 14	<p>Target: 60% students should meet or exceed expectations.</p> <p>Students met the target.</p> <p>Trend: Percentage of students exceeding expectation has increased over the years showing a positive trend in students' performance. However, in formative assessment there is also an increasing trend in the percentage of students not meeting expectations and this should be looked at.</p>	Economics Department organized a seminar where a Professor from Rutgers Business School, USA presented a paper titled “ Bangladesh Pharmaceutical Industry: Challenges for Sustainable Growth”.

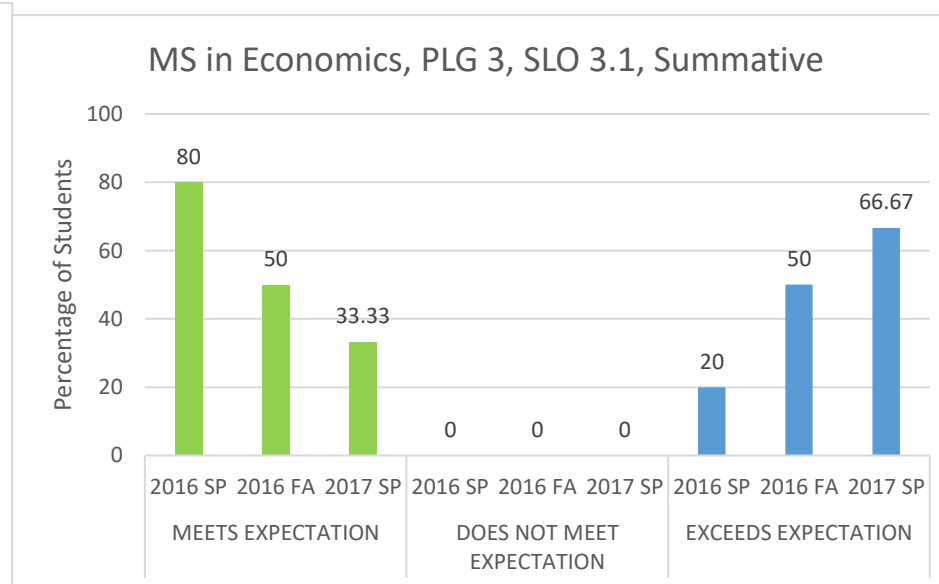
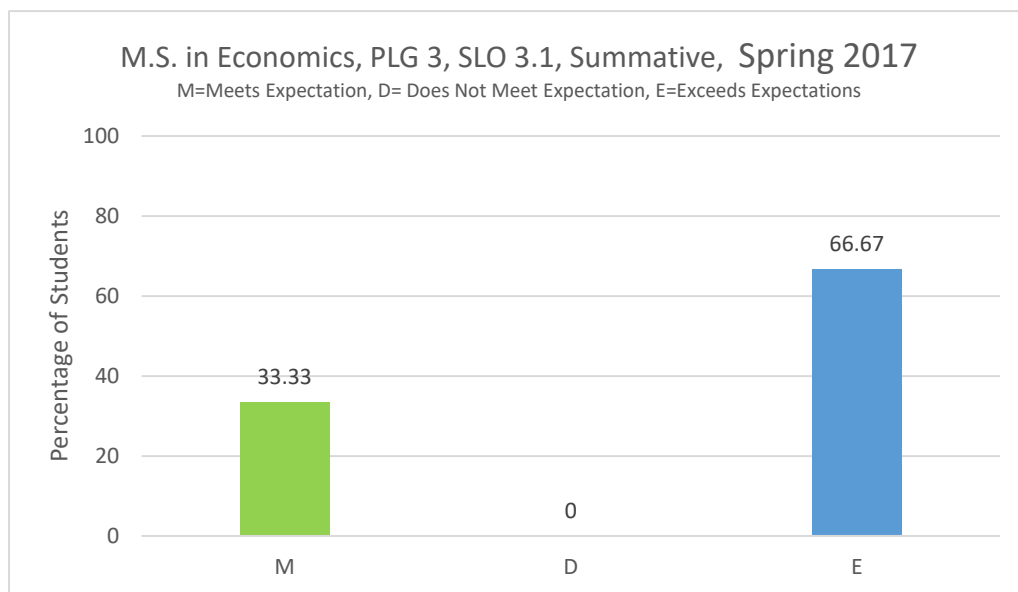


Figure MSE - 11

Figure MSE - 5

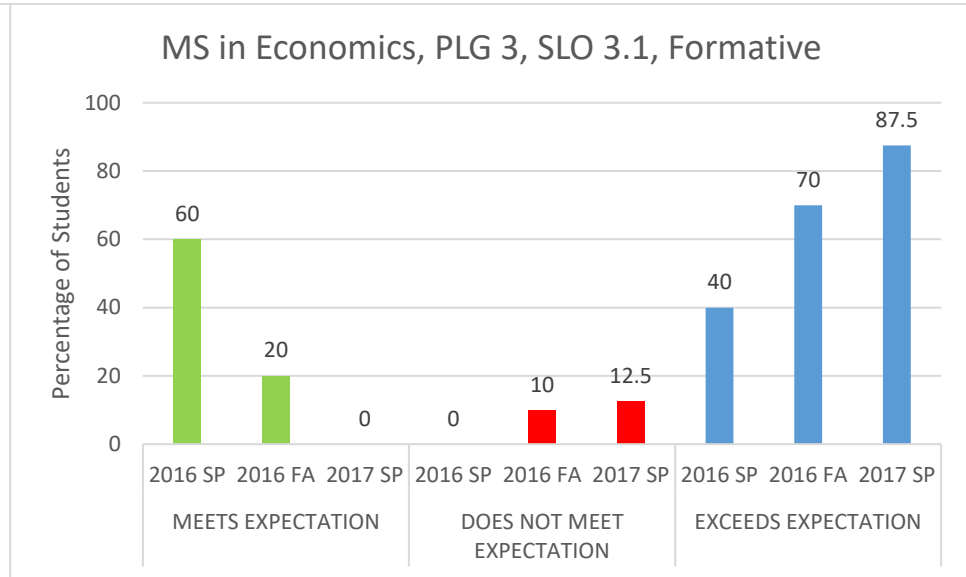
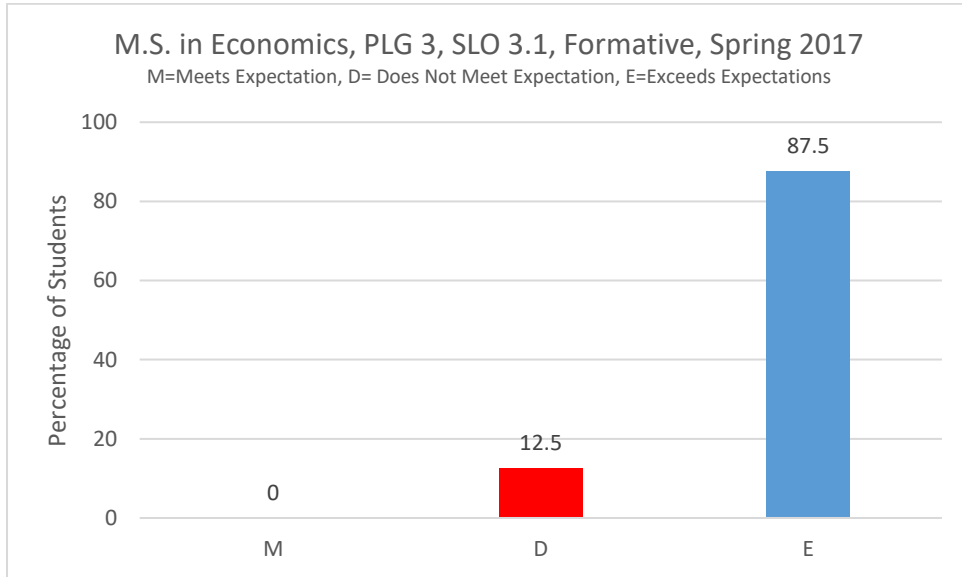


Figure MSE - 6

Figure MSE - 14

Spring 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.	<p><u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment (BUS 690 final term projects)</p> <p><u>Formative:</u> Course-Embedded Assessment (BUS 650 final term projects)</p>	<p><u>Assessment Tests:</u> Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation> 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MB.1.1.1.1</p>	See Figures MBA-1 through MBA-4	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students failed to meet the target in the summative assessment.</p> <p>Trend: Although students did not meet target in summative assessment it is showing a positive trend. The percentages of students meeting expectation in both summative and formative assessment are increasing; This shows student performance is improving over time.</p>	NSU Career & Placement Center organized a seminar, "Winning & Road Show" for prospective future leaders by EBL. Mr. Monjurul Alam, Head of HR of EBL, facilitated the session. The speaker talked about professional CV writing, interview techniques and tips with HR and corporate culture.

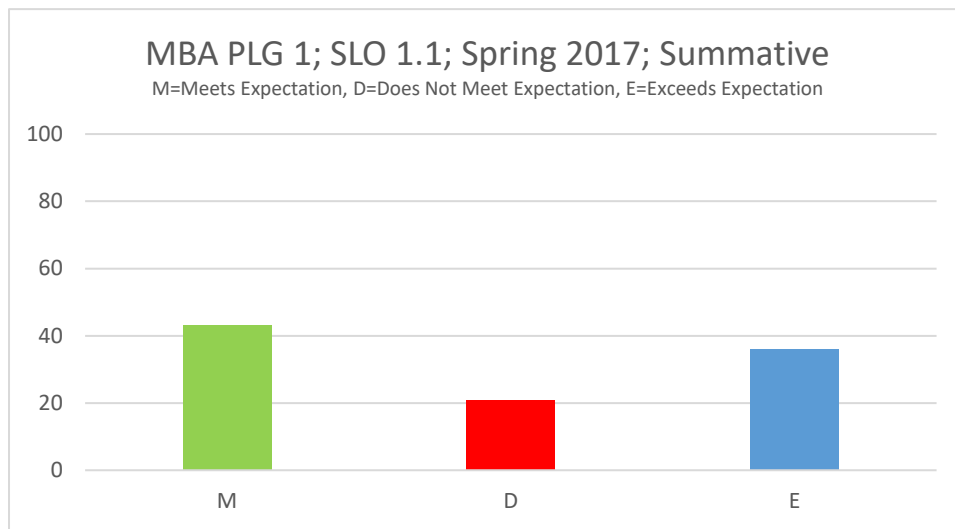


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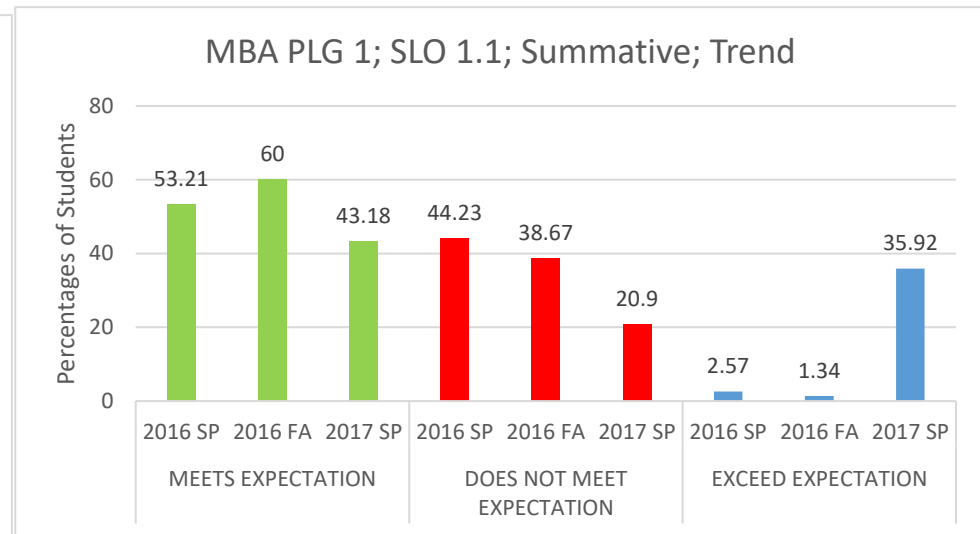


Figure MBA - 2

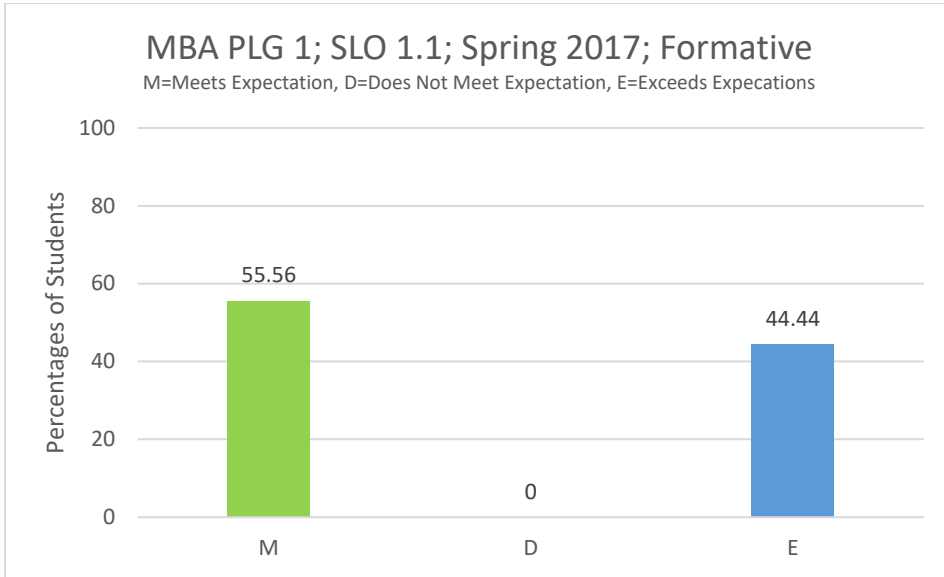


Figure MBA - 3

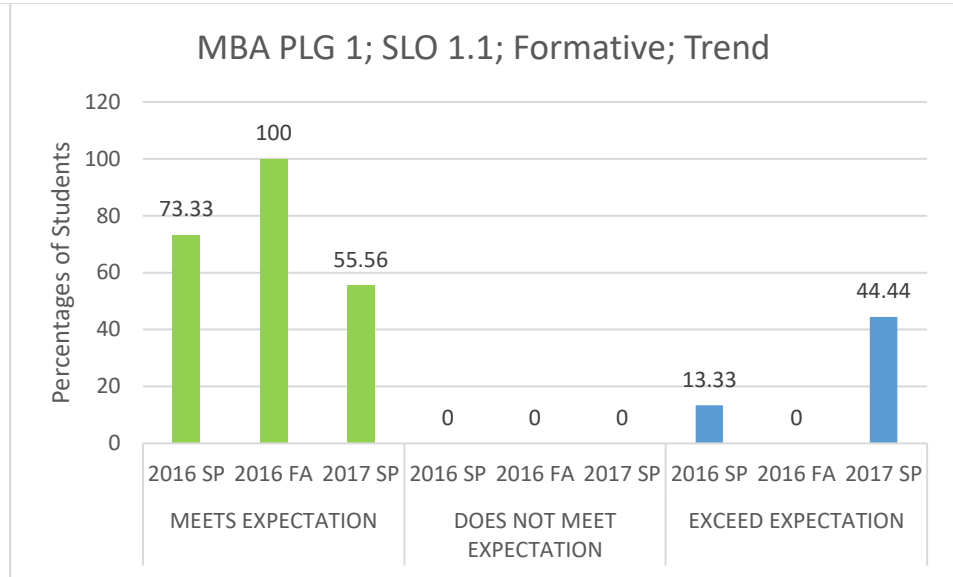


Figure MBA - 4

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.	<p><u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment (BUS 690 final term projects)</p> <p><u>Formative:</u> Course-Embedded Assessment (BUS 650 final term projects)</p>	<p><u>Assessment Tests:</u> Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MB.2.1.1.1</p>	See Figures MBA-5 through MBA-8	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students failed to meet the target in the summative assessment.</p> <p>Trend: Student performance in summative assessment is very poor. However performance in formative assessment has improved over time with an increase in percentage of students exceeding expectations.</p>	NSU MBA Club organized seminar on "Leadership Insights: Entrepreneurs' Secrets' for students.

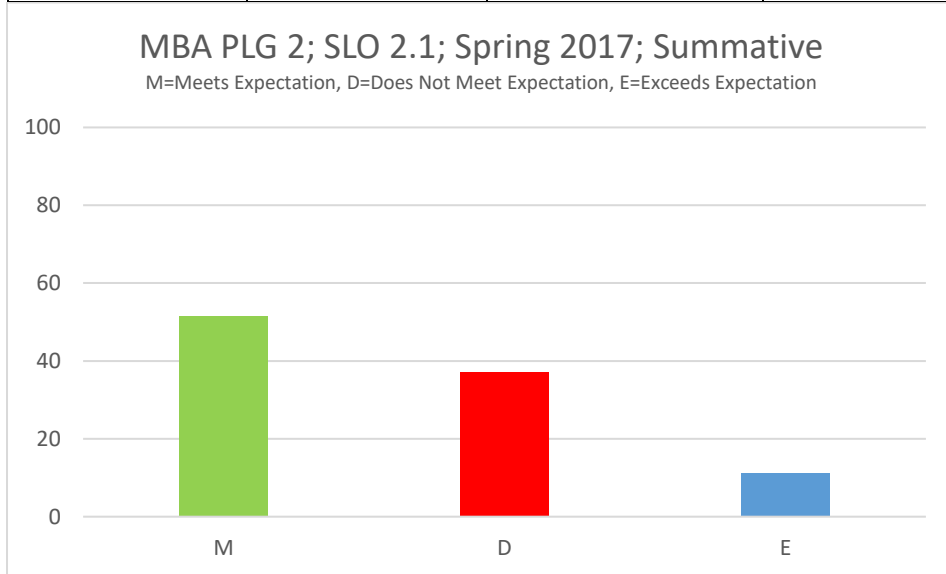


Figure MBA - 5

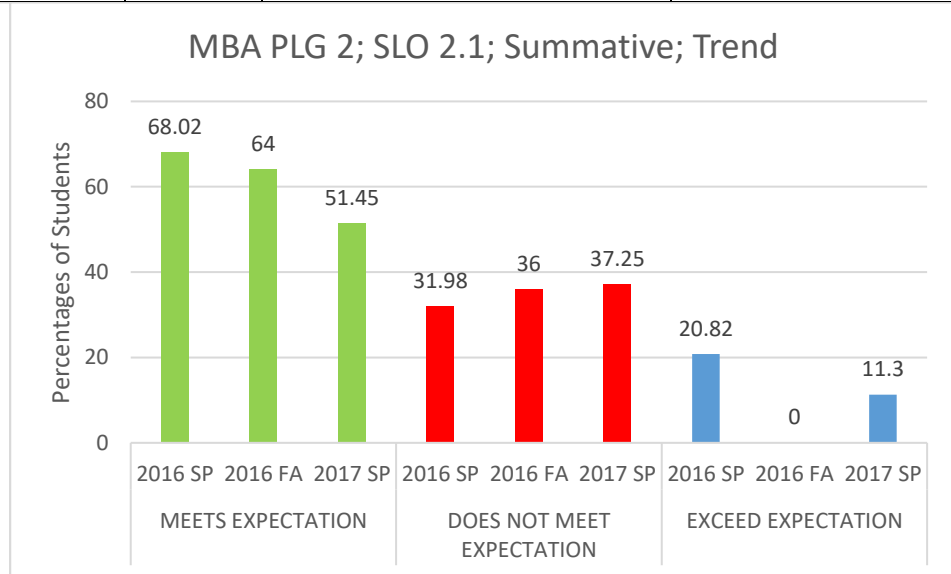


Figure MBA - 6

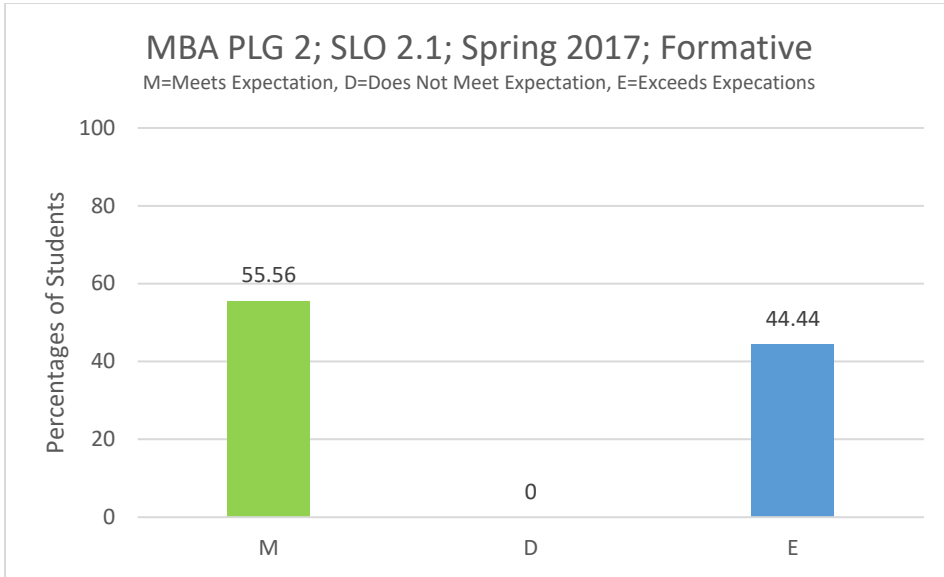


Figure MBA - 7

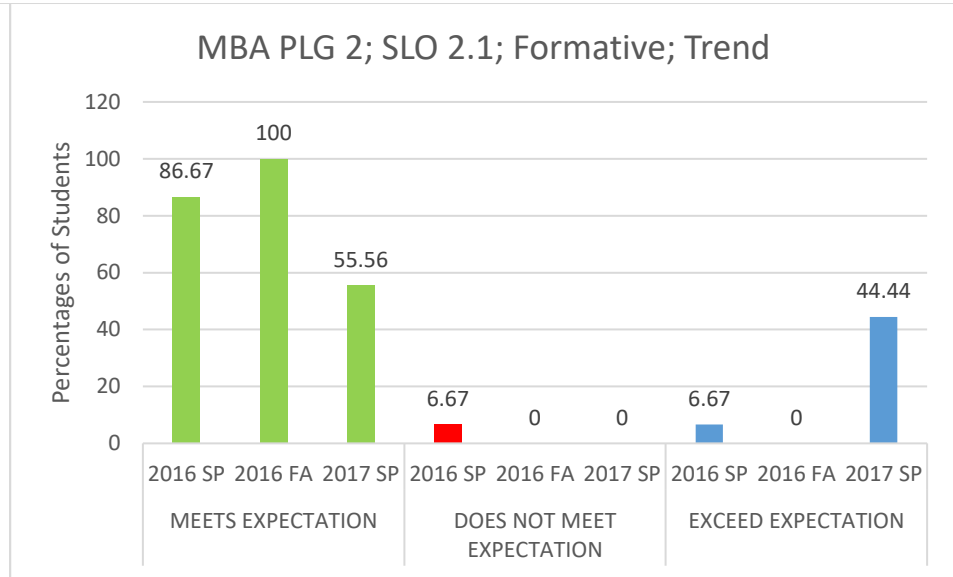


Figure MBA - 8

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	<p><u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment (BUS 690 final term projects)</p> <p><u>Formative:</u> Course-Embedded Assessment (BUS 650 final term projects)</p>	<p><u>Assessment Tests:</u> Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MB.2.1.1.1</p>	See Figures MBA-9 through MBA-12	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students failed to meet the target in the summative assessment.</p> <p>Trend: Student performance in summative assessment is very poor. However performance in formative assessment has improved over time with an increase in percentage of students exceeding expectations.</p>	NSU MBA Club organized a seminar on "Leadership Insights: Entrepreneurs' Secrets' for students.

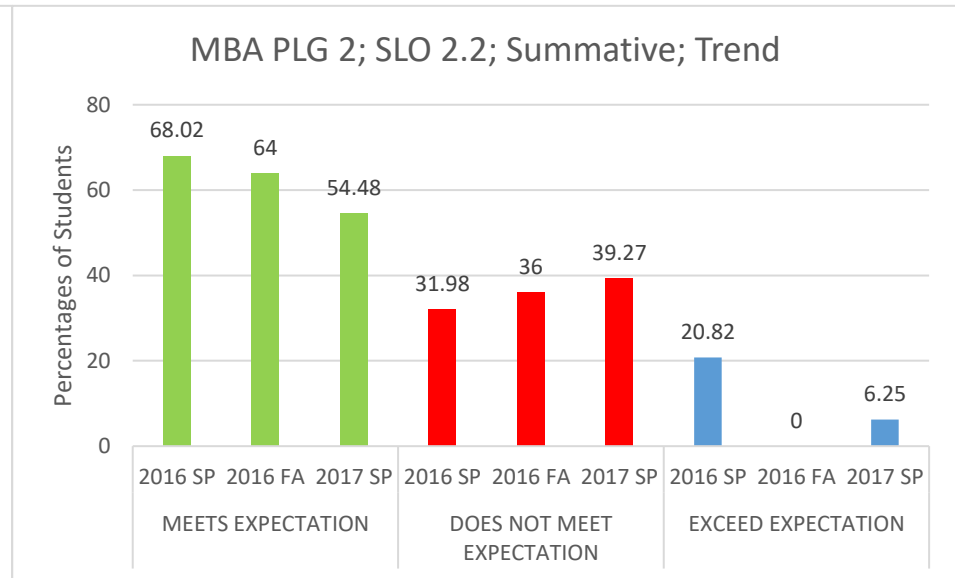
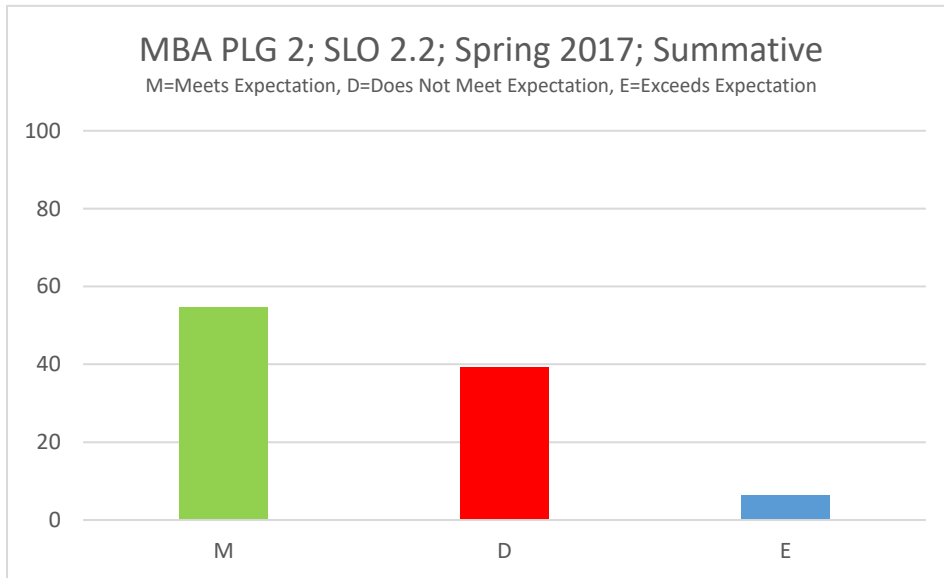


Figure MBA - 9

Figure MBA - 10

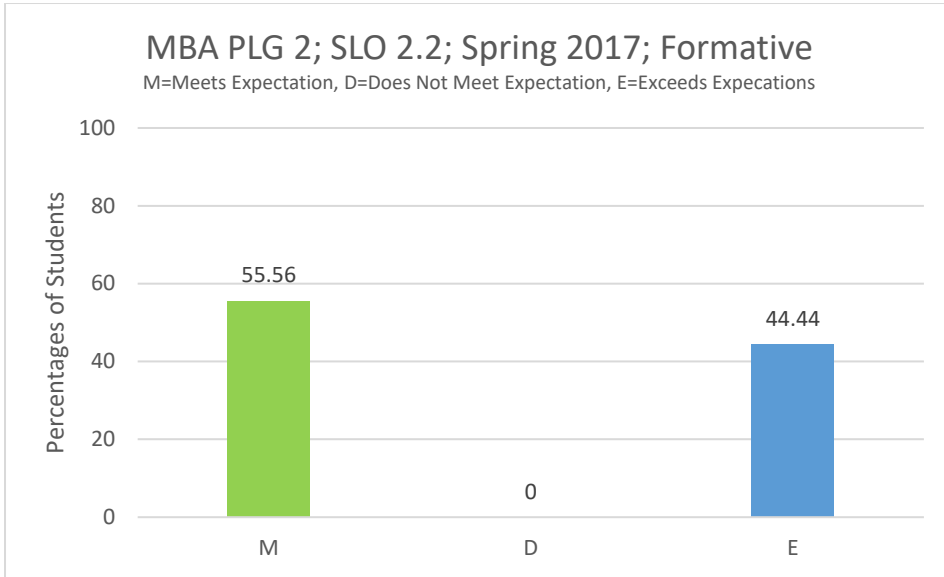


Figure MBA - 11

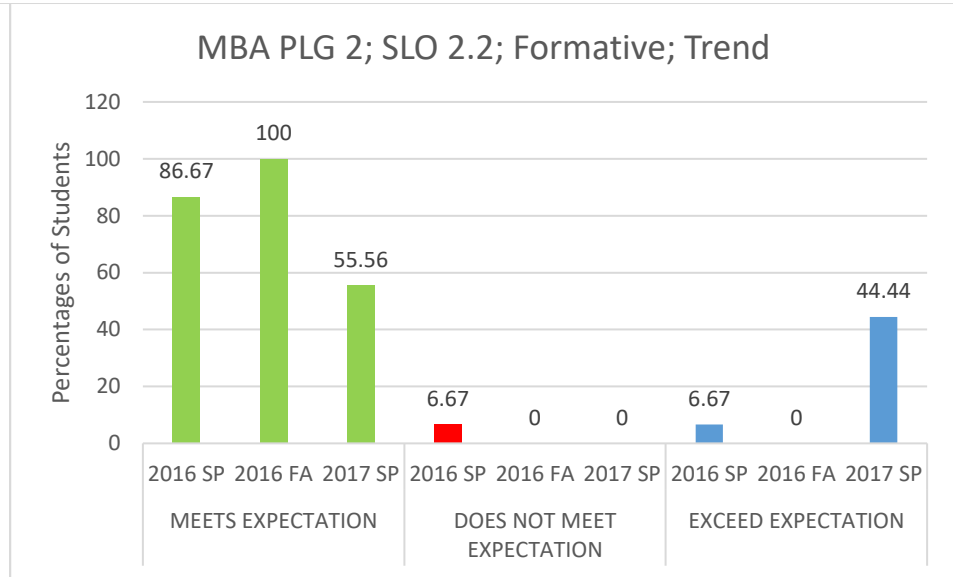


Figure MBA - 12

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.	<p><u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment (BUS 690 final term projects)</p> <p><u>Formative:</u> Course-Embedded Assessment (BUS 650 final term projects)</p>	<p><u>Assessment Tests:</u> Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MB.3.1.1.1</p>	See Figures MBA-13 through MBA-16	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students failed to meet the target in the summative assessment.</p> <p>Trend: Student performance in summative assessment is very poor. However performance in formative assessment has improved over time with an increase in percentage of students exceeding expectations.</p>	Courses have been standardized in terms of content, sequence of coverage, grading, use of text book and other learning resources.

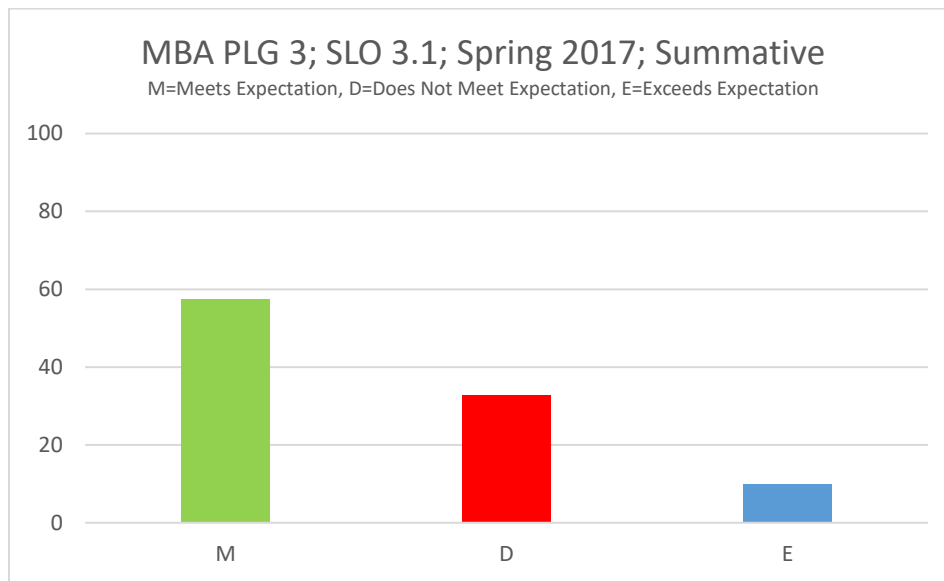


Figure MBA - 13

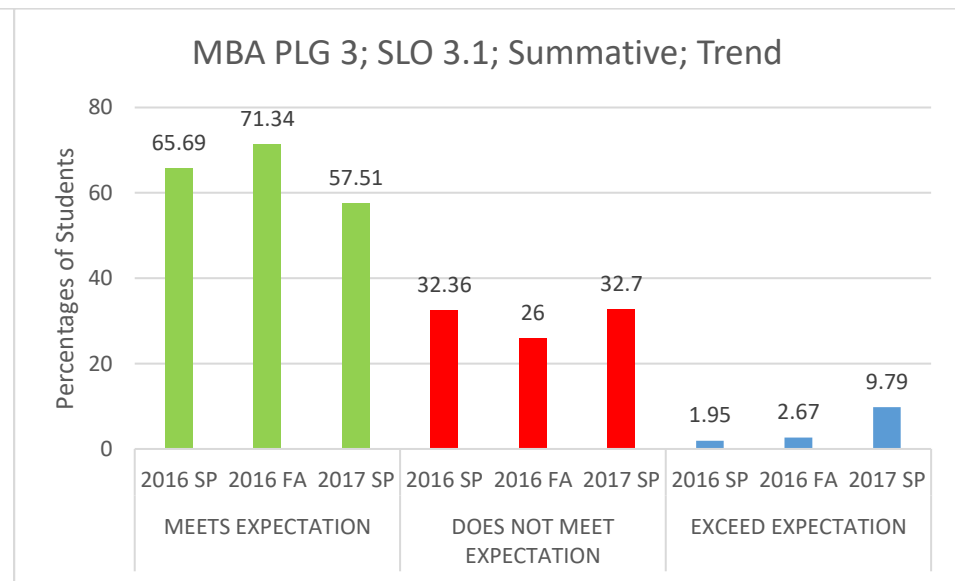


Figure MBA - 14

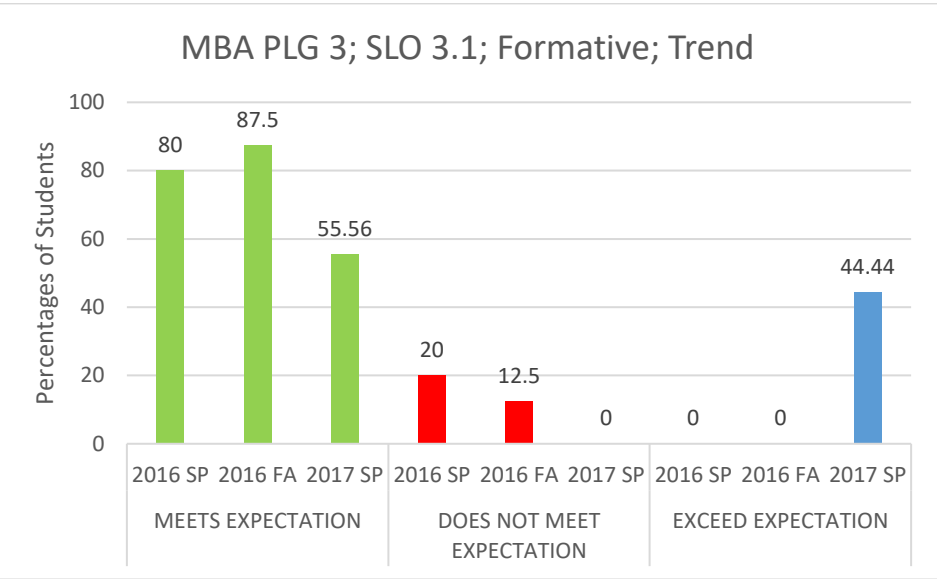
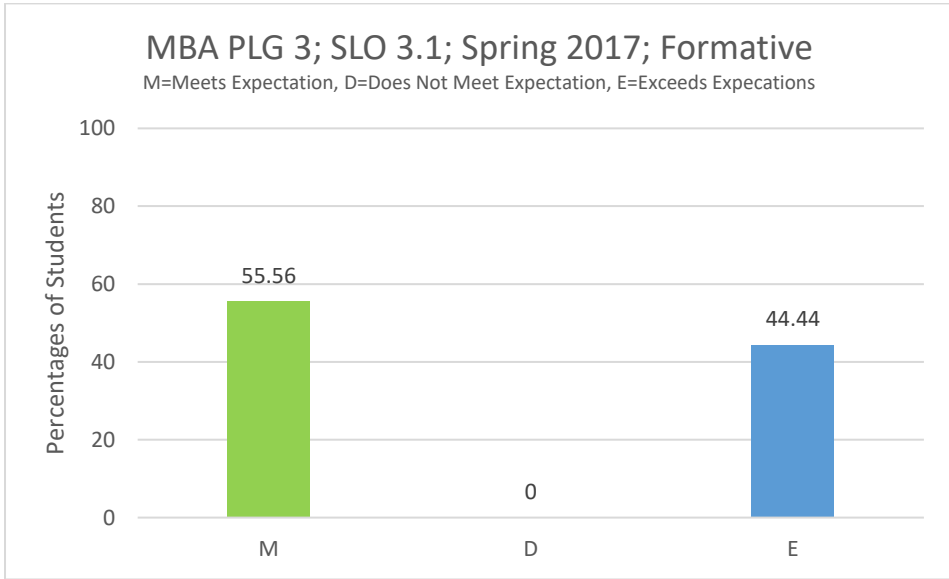


Figure MBA - 15

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.	<u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment (BUS 690 final term projects) <u>Formative:</u> Course-Embedded Assessment (BUS 685 final term projects)	<u>Assessment Tests:</u> Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation> 80% <u>Course-Embedded Assessment:</u> Rubric # MB.4.1.1.1	See Figures MBA-17 through MBA-20	Target: 80% students should meet or, exceed expectation. Students failed to meet the target in the summative assessment. Trend: Performance is inconsistent.	Courses have been standardized in terms of content, sequence of coverage, grading, use of text book and other learning resources.

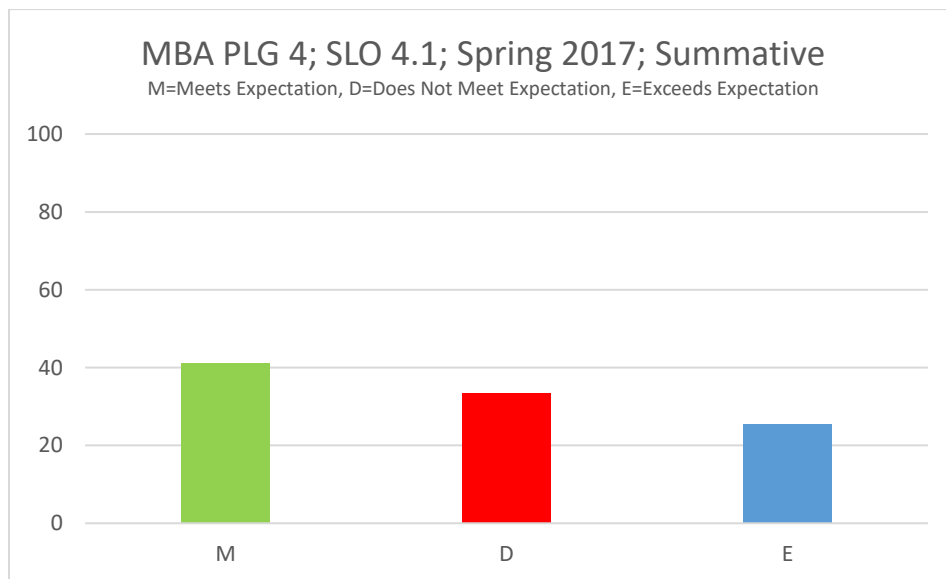


Figure MBA - 17

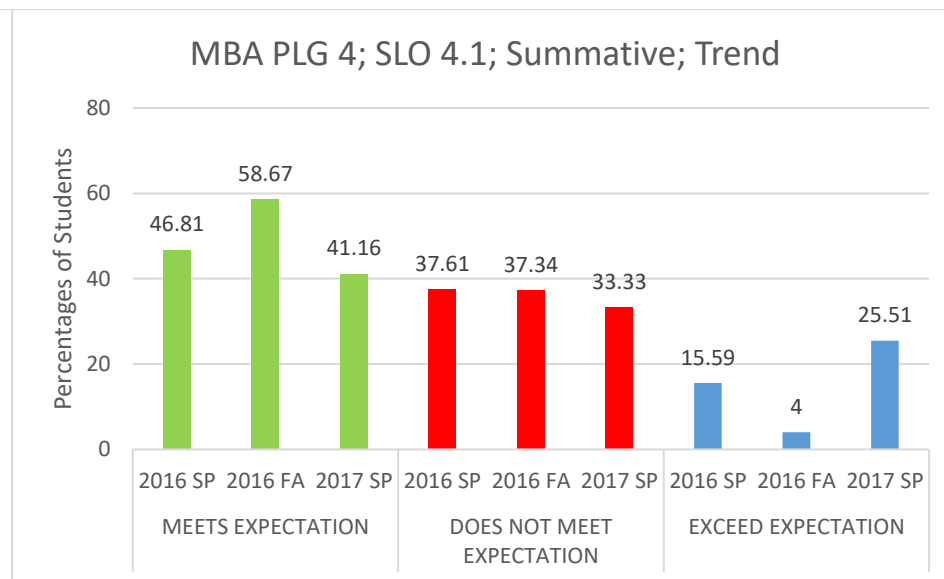


Figure MBA - 18

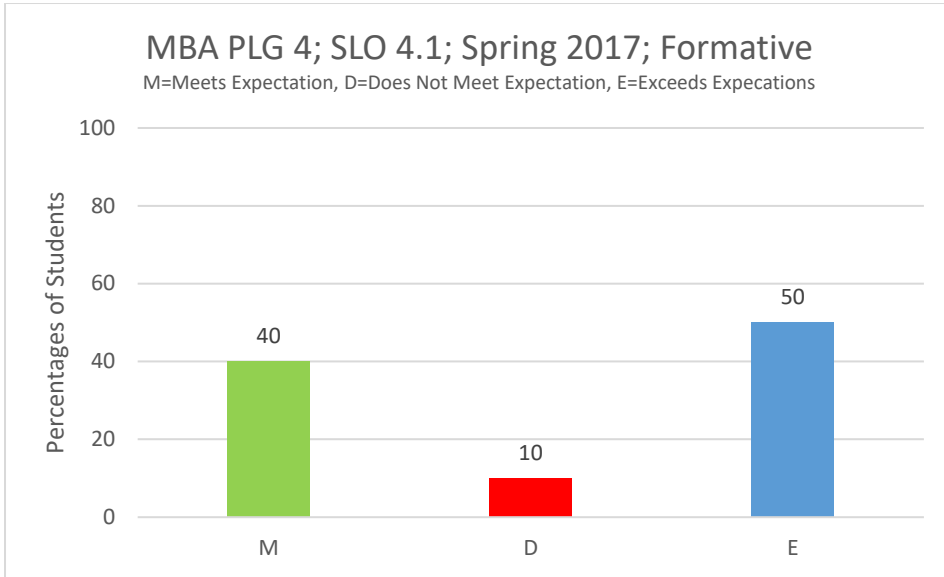


Figure MBA - 19

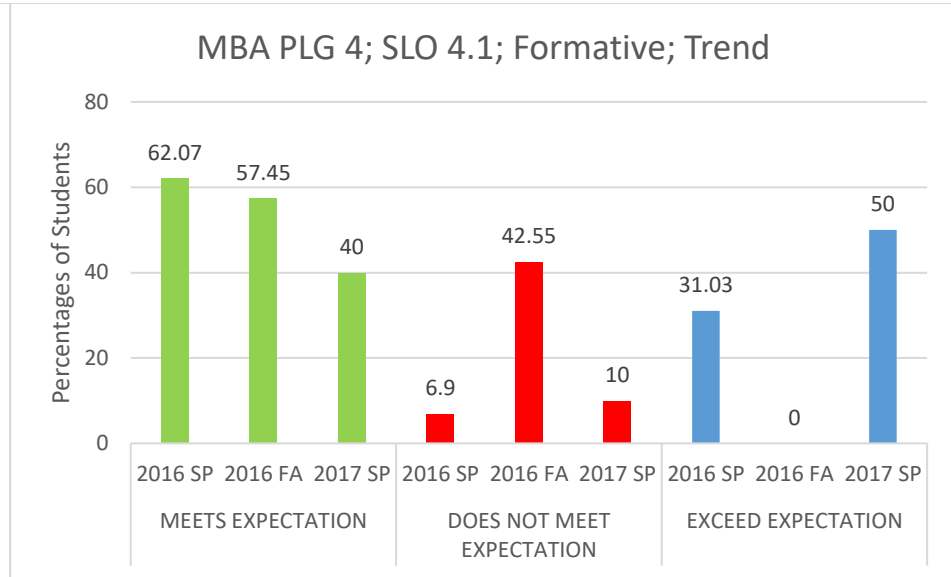


Figure MBA - 20

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)	<u>Assessment Tests:</u> Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation > 80% <u>Course-Embedded Assessment:</u> Rubric # MB.5.1.1.1	See Figures MBA-21 and MBA-22	Target: 80% students should meet or, exceed expectation. Students failed to meet the target. Trend: Student performance is deteriorating over time and is an area of high concern.	NSU Ethics club organizes different seminars to make students aware about ethical standards.

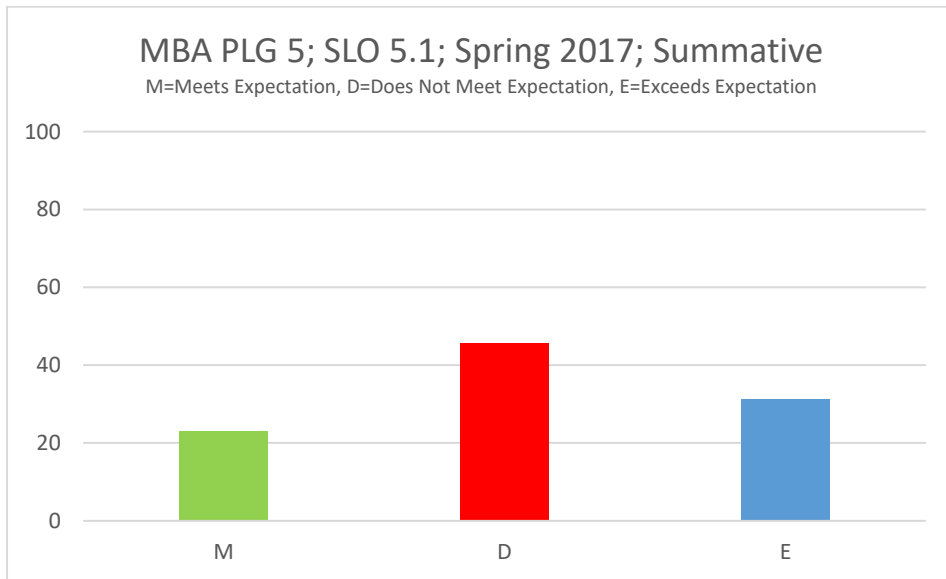


Figure MBA - 21

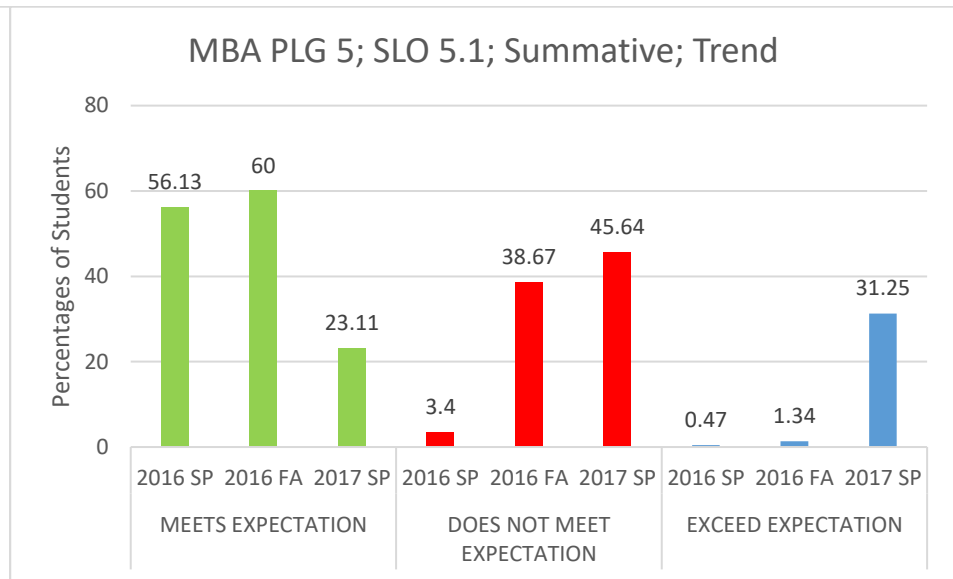


Figure MBA - 22

Spring 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.	<p><u>Summative:</u> Exit Assessment Test and Course-Embedded Assessment (EMB 690 final term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (EMB 650 final term project)</p>	<p><u>Assessment Tests</u> Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # EM.1.1.1.1</p>	See Figures EMBA – 1 through EMBA - 4	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students met the target.</p> <p>Trend: Student performance has improved over time.</p>	NSU Career & Placement Center organized a seminar, "Winning" & Road Show for prospective future leaders by EBL. Mr. Monjurul Alam, Head of HR of EBL, facilitated the session. The speaker talked about professional CV writing, interview techniques and tips with HR and corporate culture.

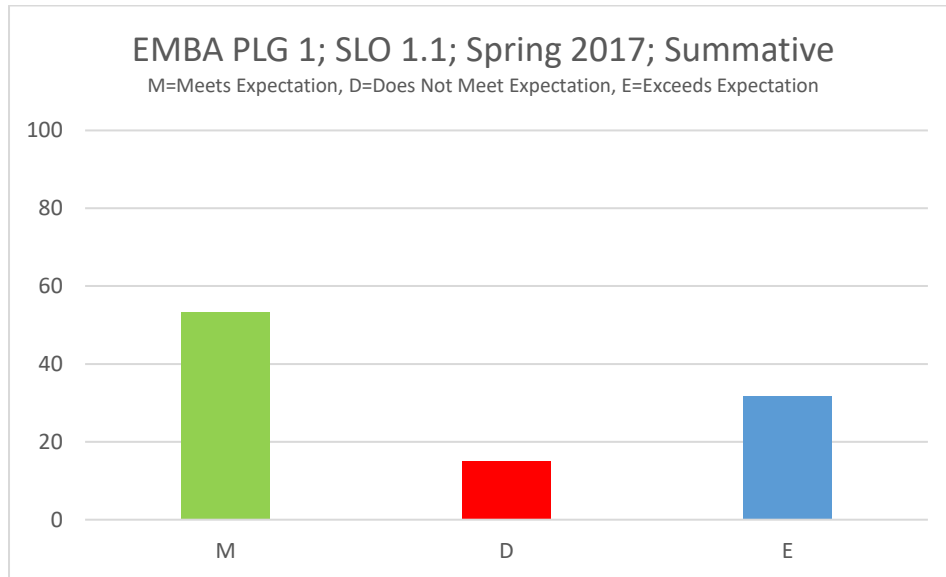


Figure EMBA - 1

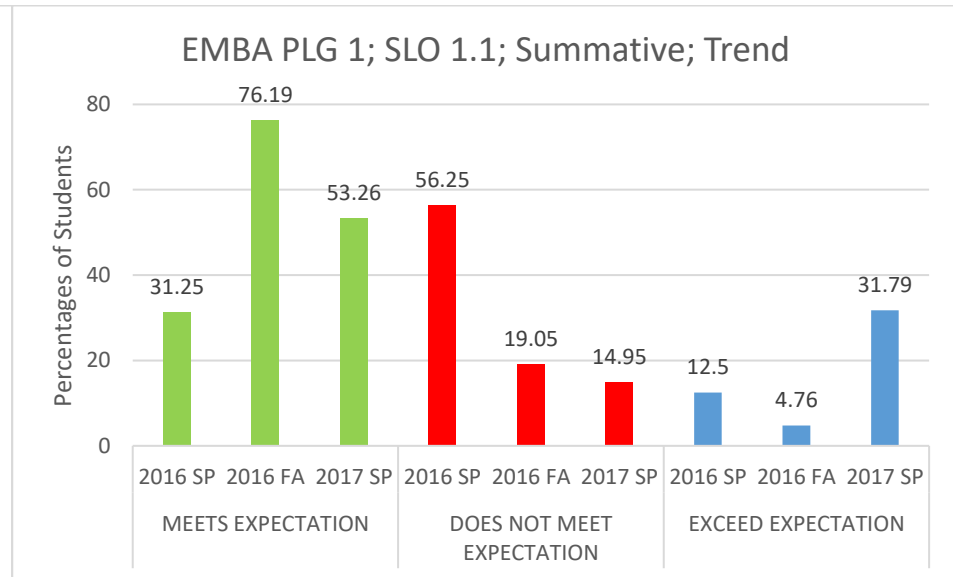


Figure EMBA - 2

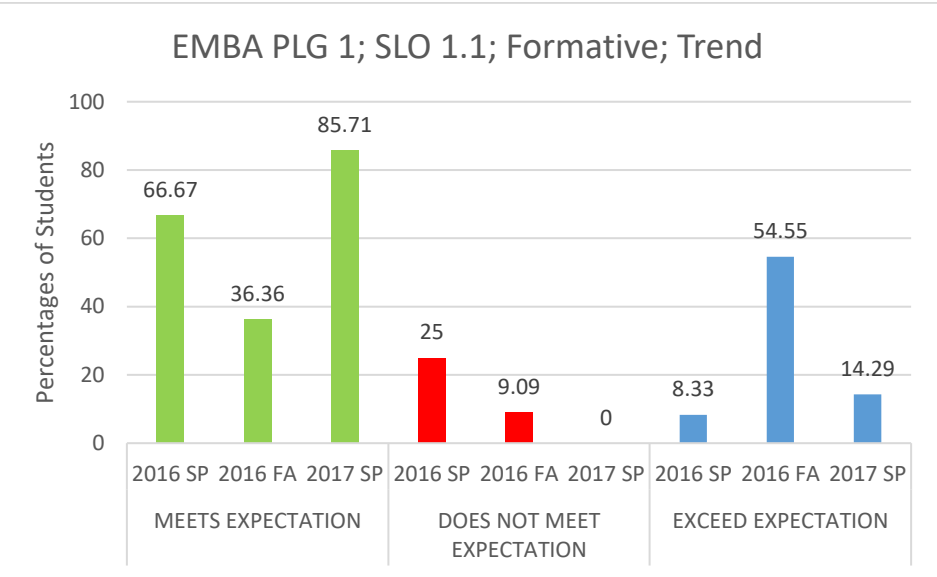
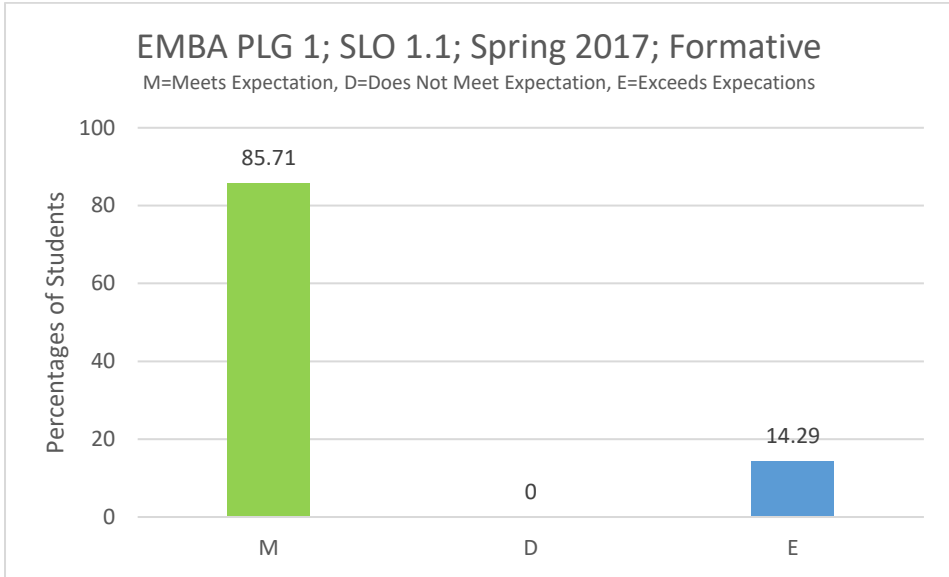


Figure EMBA - 3

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.	<p><u>Summative:</u> Exit Assessment Test and Course-Embedded Assessment (EMB 690 final term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (EMB 650 final term project)</p>	<p><u>Assessment Tests</u> Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation> 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # EM.2.1.1.1</p>	See Figures EMBA – 5 through EMBA - 8	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students met the target.</p> <p>Trend: Student performance has improved over time.</p>	NSU MBA Club organized a seminar on 'Leadership Insights: Entrepreneurs' Secrets' for students.

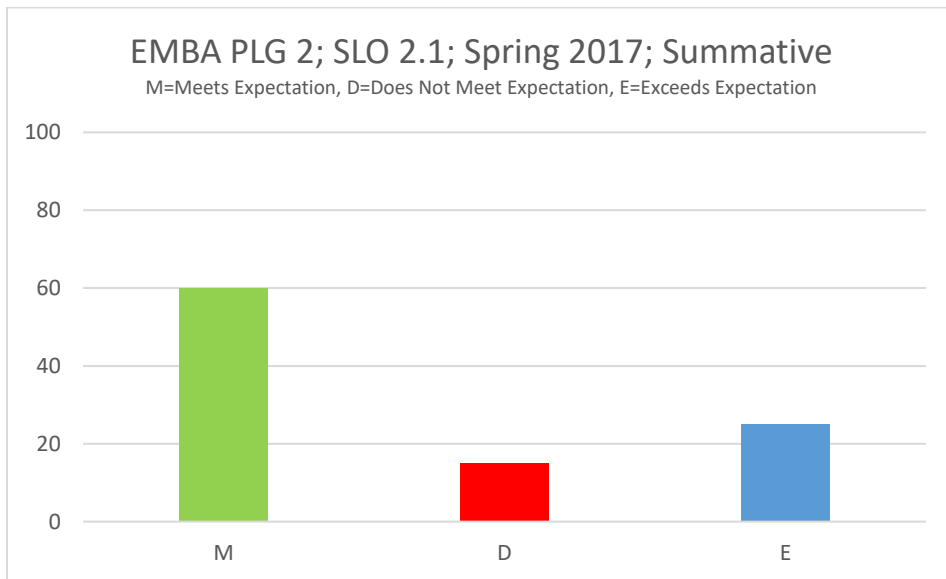


Figure EMBA - 5

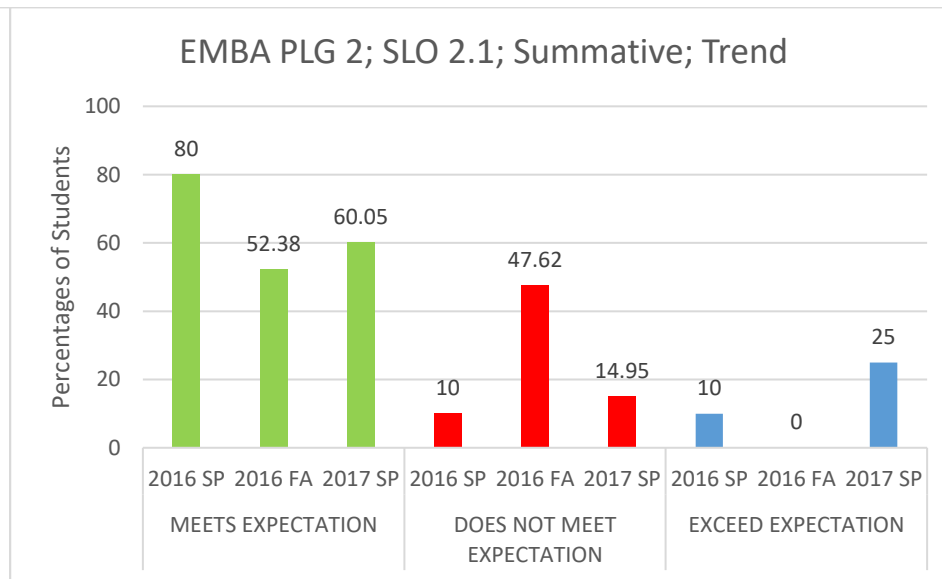


Figure EMBA - 6

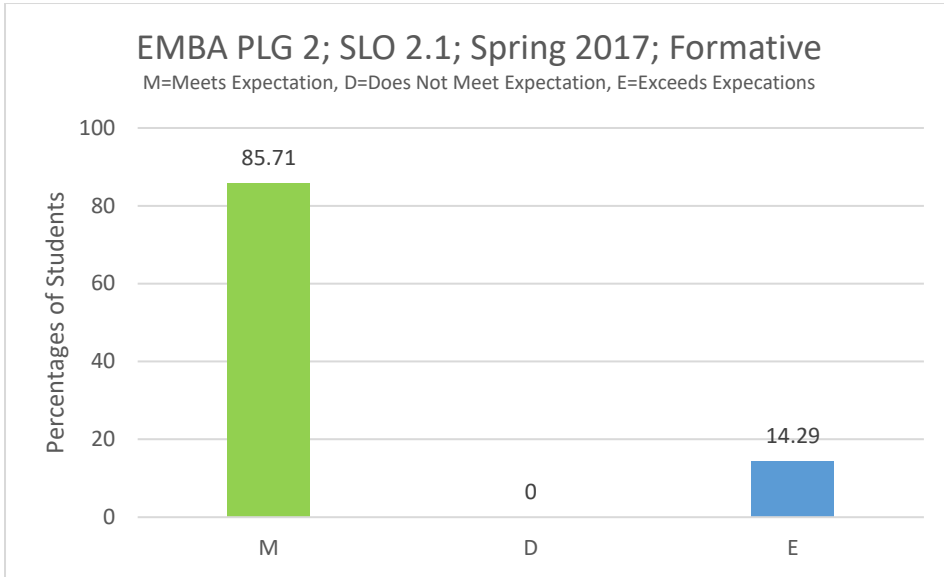


Figure EMBA - 7

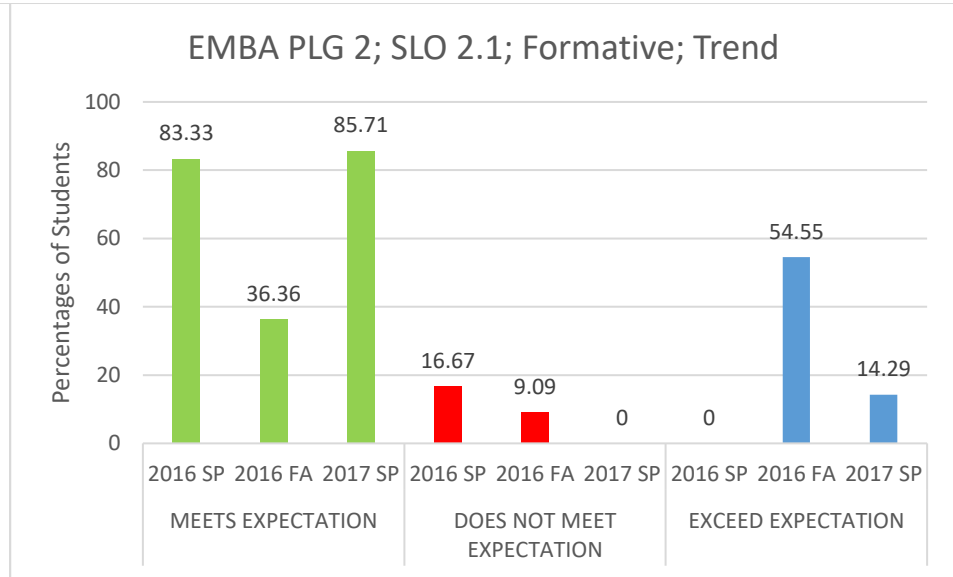


Figure EMBA - 8

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
2. Critical Thinking and Decision Making	2.2 Determine relevant decision criteria and alternatives, and identify the optimal solution.	<p><u>Summative:</u> Exit Assessment Test and Course-Embedded Assessment (EMB 690 final term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (EMB 650 final term project)</p>	<p><u>Assessment Tests</u> Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # EM.2.1.1.1</p>	See Figures EMBA – 9 through EMBA - 12	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students met the target.</p> <p>Trend: Student performance has improved over the period.</p>	NSU MBA Club organized a seminar on "Leadership Insights: Entrepreneurs' Secrets' for students.

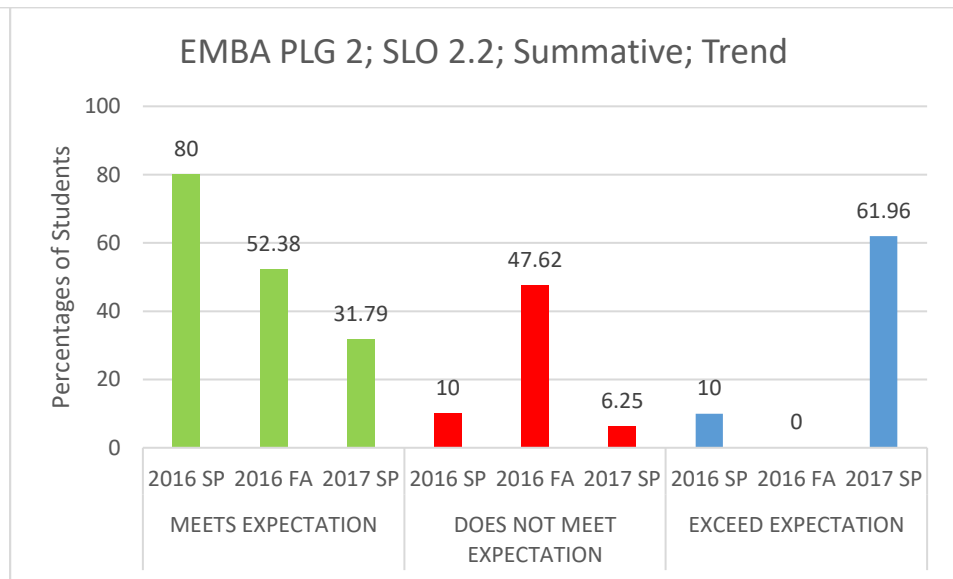
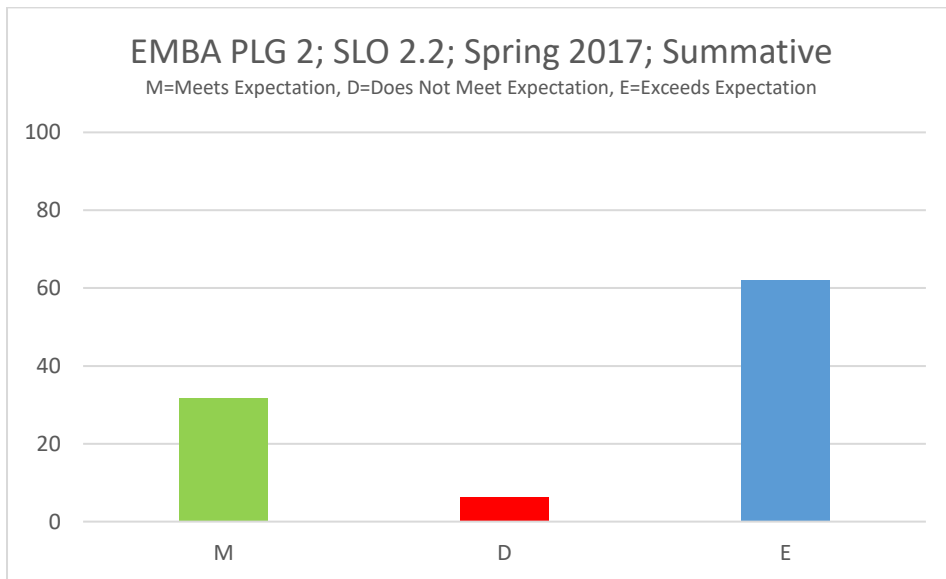


Figure EMBA - 9

Figure EMBA - 10

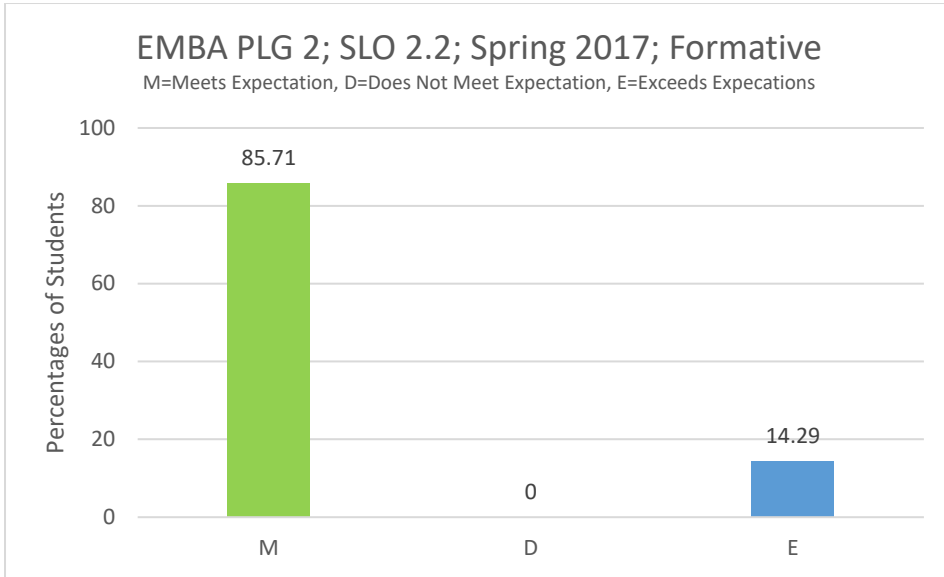


Figure EMBA - 11

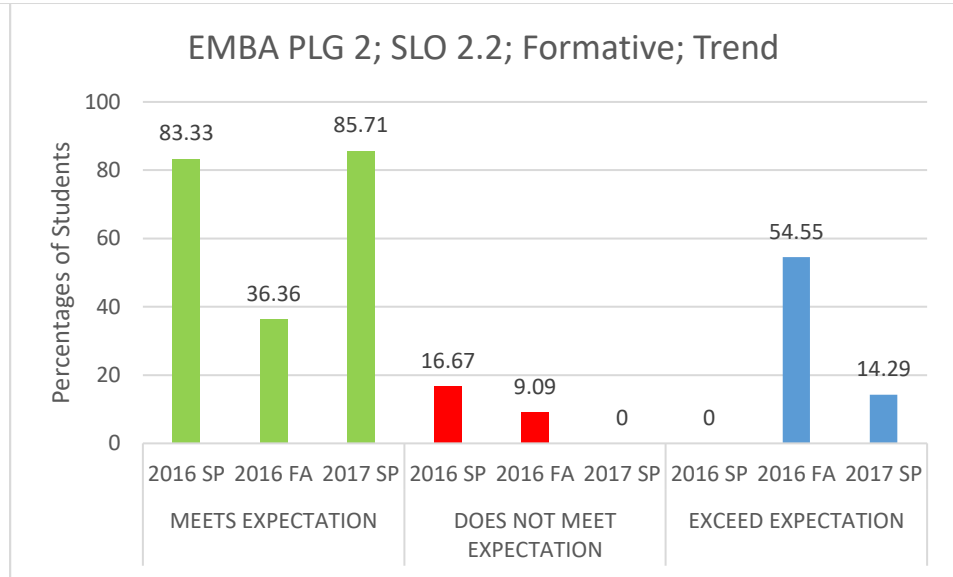


Figure EMBA - 12

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.	<u>Summative:</u> Exit Assessment Test and Course-Embedded Assessment (EMB 690 final term project) <u>Formative:</u> Course-Embedded Assessment (EMB 650 final term project)	<u>Assessment Tests Meets Expectation:</u> 60% -80%; <u>Does Not Meet Expectation < 60%; Exceeds Expectation > 80%</u> <u>Course-Embedded Assessment:</u> Rubric # EM.3.1.1.1	See Figures EMBA – 13 through EMBA - 16	Target: 80% students should meet or, exceed expectation. Students met the target. Trend: Student performance is improving.	Courses have been standardized in terms of content, sequence of coverage, grading, use of text book and other learning resources.

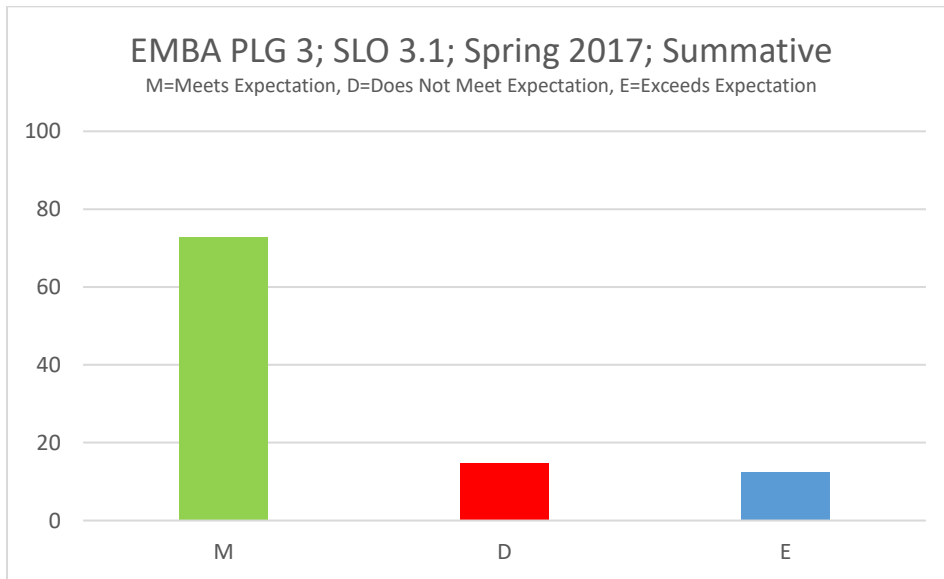


Figure EMBA - 13

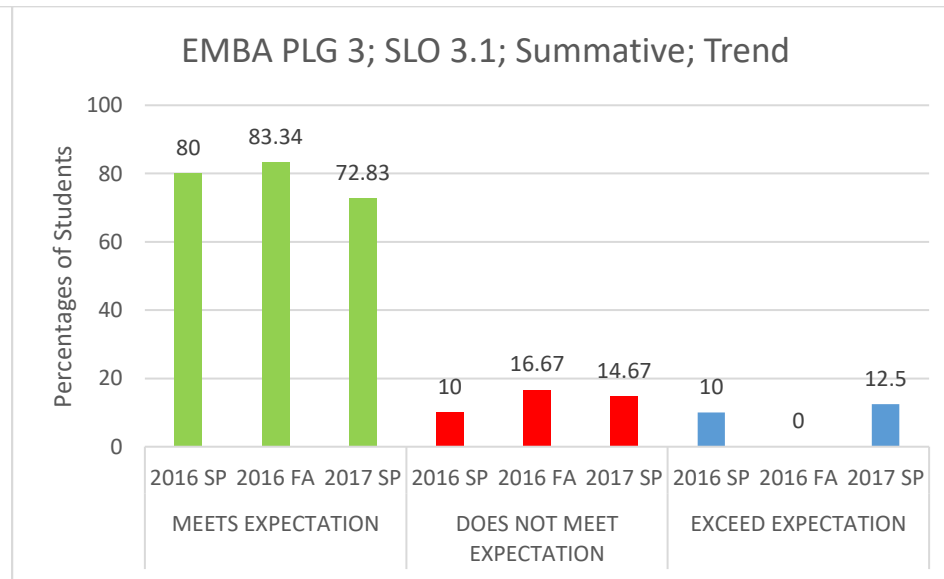


Figure EMBA - 14

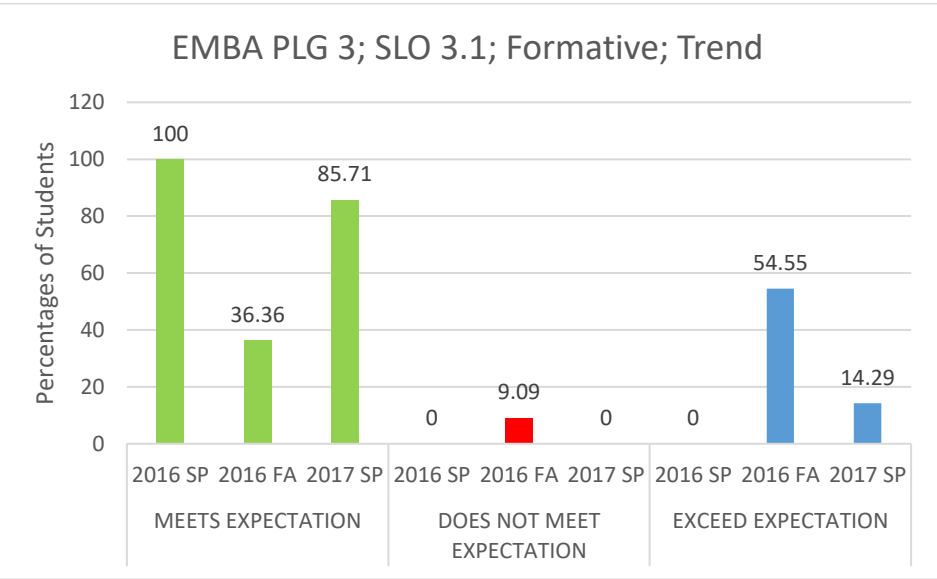
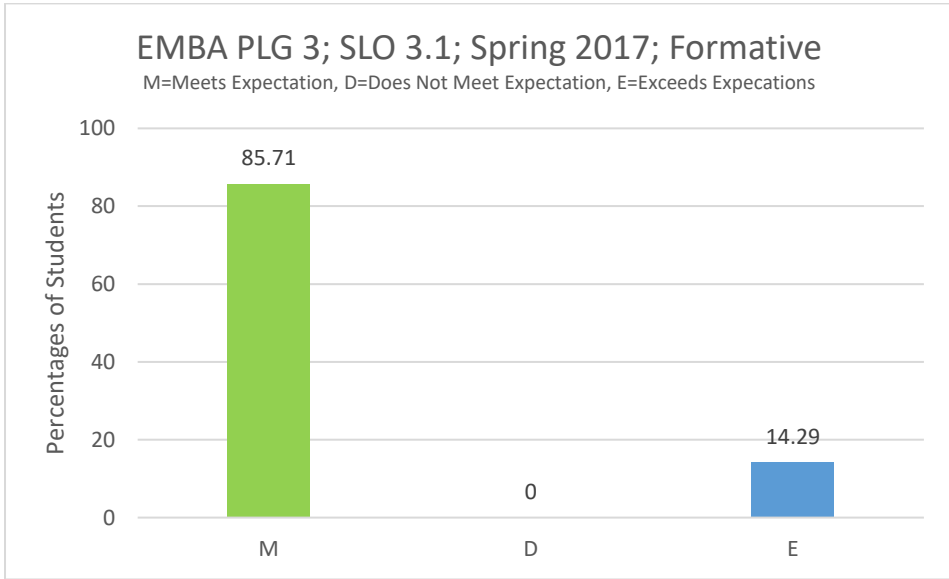


Figure EMBA - 15

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.	<p><u>Summative:</u> Exit Assessment Test and Course-Embedded Assessment (EMB 690 final term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (EMB 670 final term project)</p>	<p><u>Assessment Tests</u> Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # EM.4.1.1.1</p>	See Figures EMBA – 17 through EMBA - 20	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students failed to meet the target in the formative assessment.</p> <p>Trend: Student performance in formative assessment is deteriorating over time and is an area of high concern.</p>	Courses have been standardized in terms of content, sequence of coverage, grading, use of text book and other learning resources.

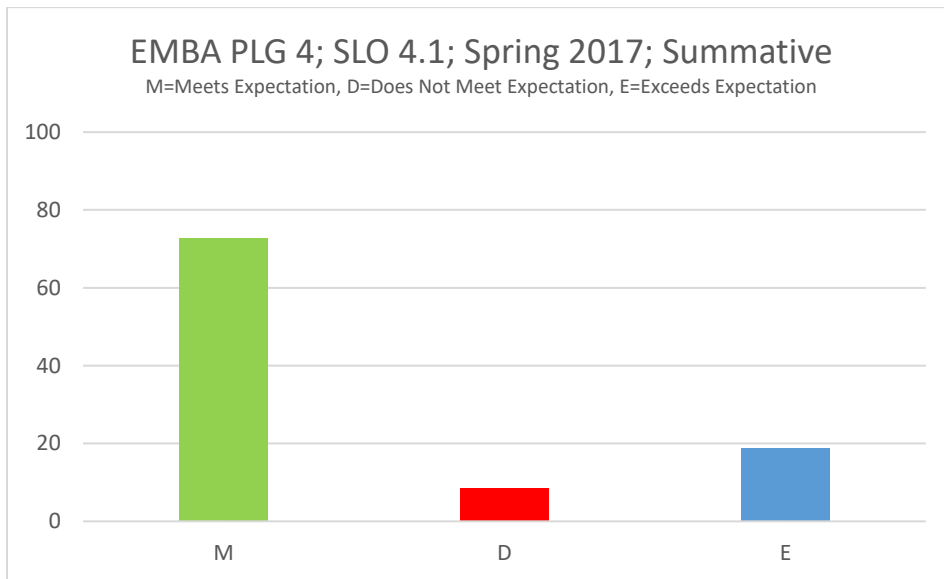


Figure EMBA - 17

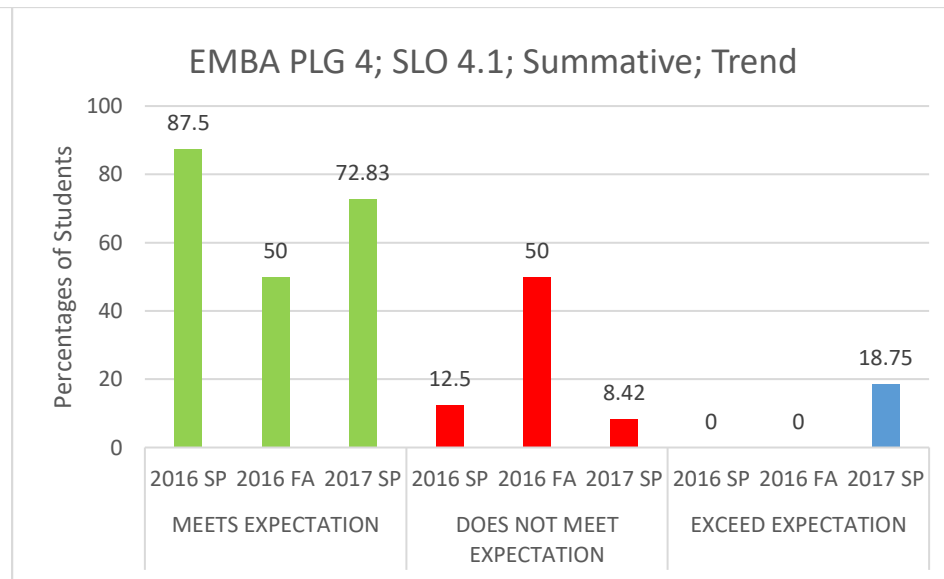


Figure EMBA - 18

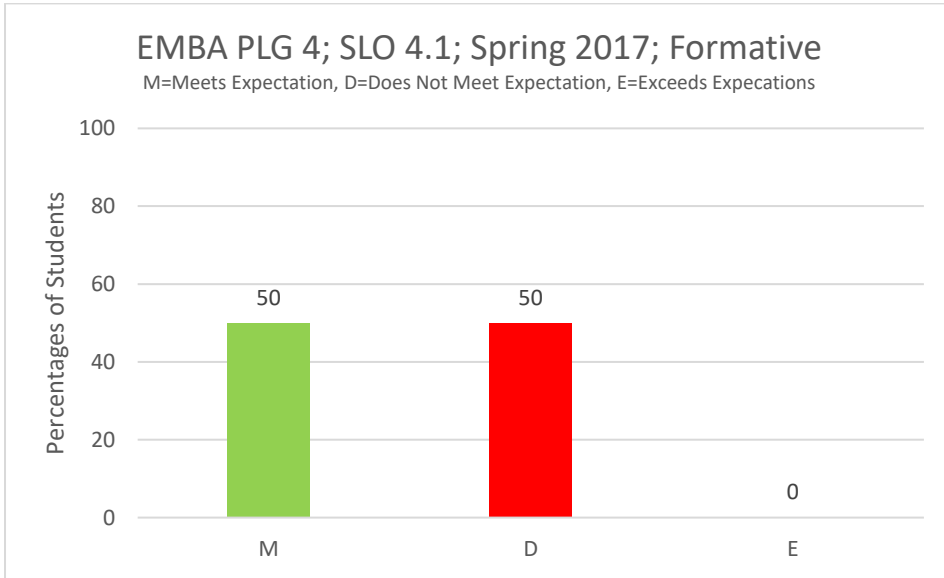


Figure EMBA - 19

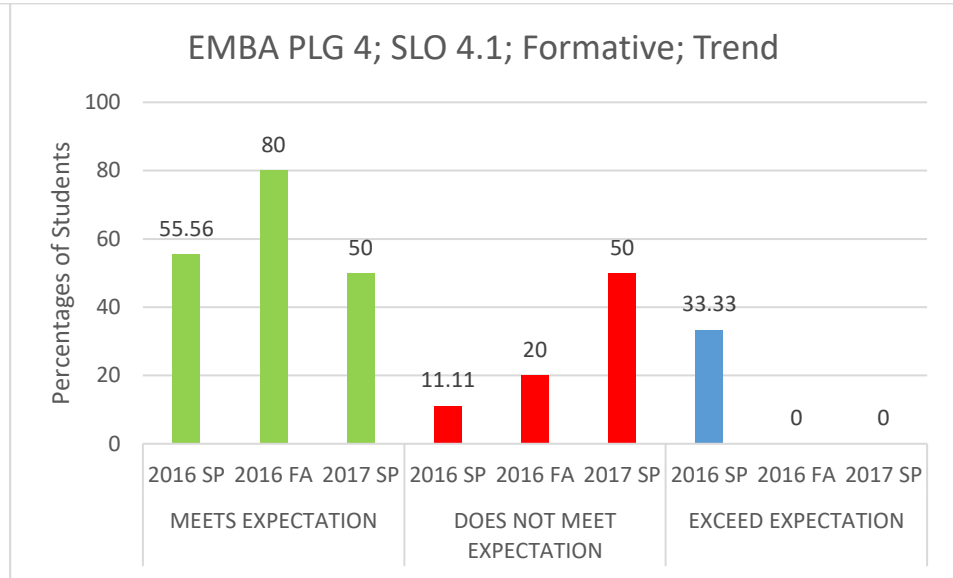


Figure EMBA - 20

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
5. Ethical considerations	5.1 Evaluate and articulate ethical considerations in managerial decision making and in enterprise management.	<u>Summative</u> : Exit Assessment Test and Course-Embedded Assessment (EMB 690 final term project)	<u>Assessment Tests</u> Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation > 80% <u>Course-Embedded Assessment</u> : Rubric # EM.5.1.1.1	See Figures EMBA - 21 and EMBA - 22	Target: 80% students should meet or, exceed expectation Students met the target Trend: Student's performance has improved over the last period.	NSU Ethics club organizes different seminars to make students aware about ethical standards.

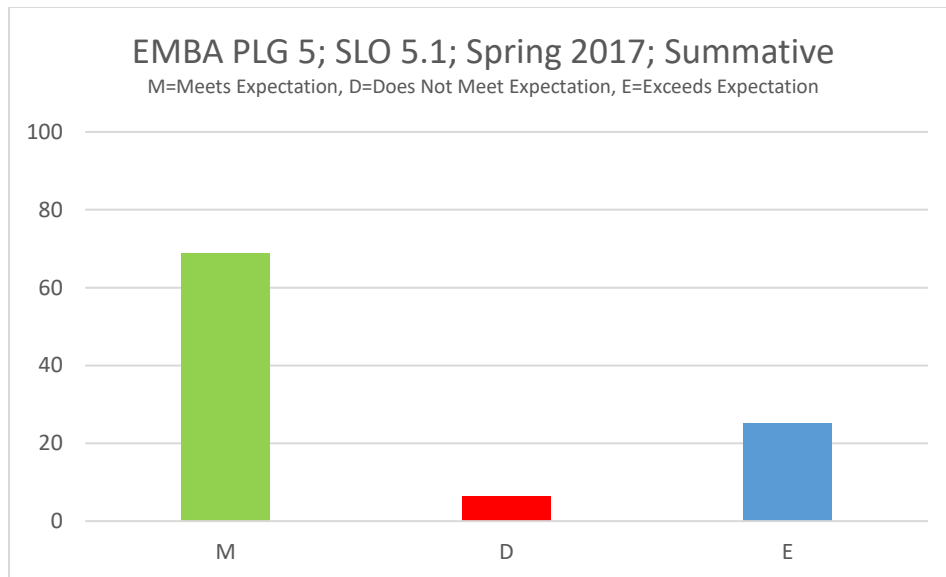


Figure EMBA - 21

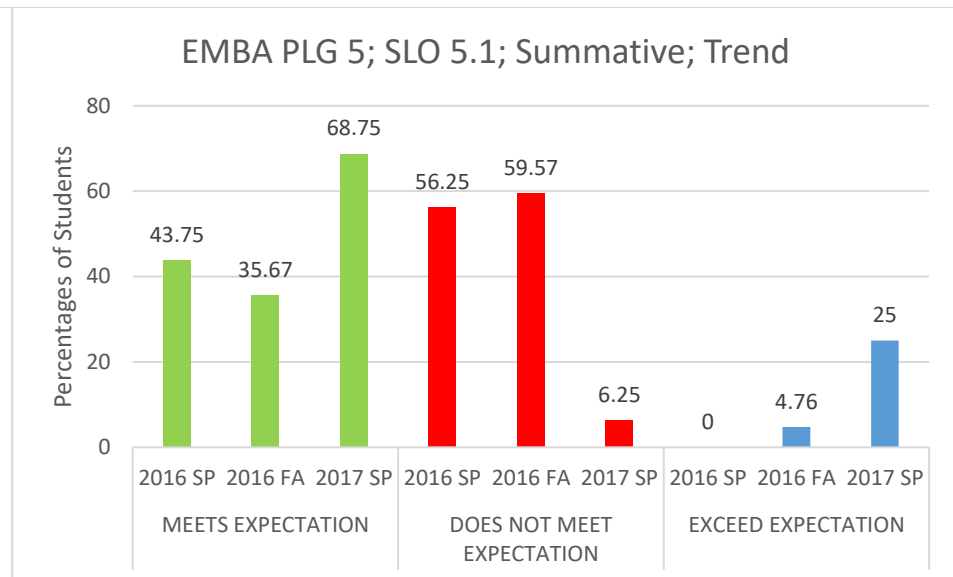


Figure EMBA - 22

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