



NORTH SOUTH UNIVERSITY
SCHOOL OF BUSINESS
AND ECONOMICS

Student Learning Assessment Report: Summer 2019

(Consolidated results of Fall
2018, Spring 2019, and Summer
2019)

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Summer 2019 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 formative assessment but failed to meet the target in summative assessment. Trend: Students' performance has improved in formative assessment over the period. However, performance in summative assessment has deteriorated over the period.	PowerPoint presentations and in class debates are included in many courses to teach students how to communicate their ideas effectively.

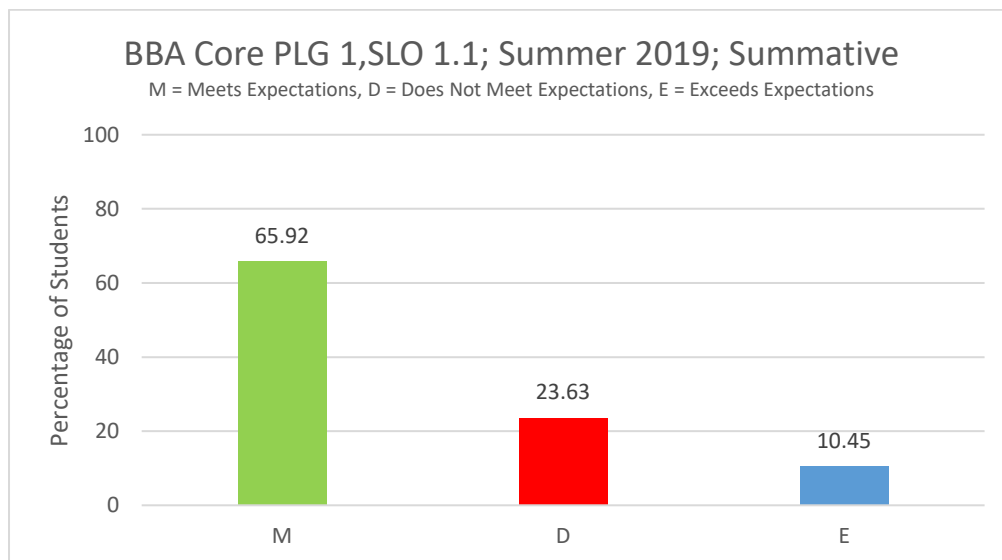


Figure BBA Core- 1

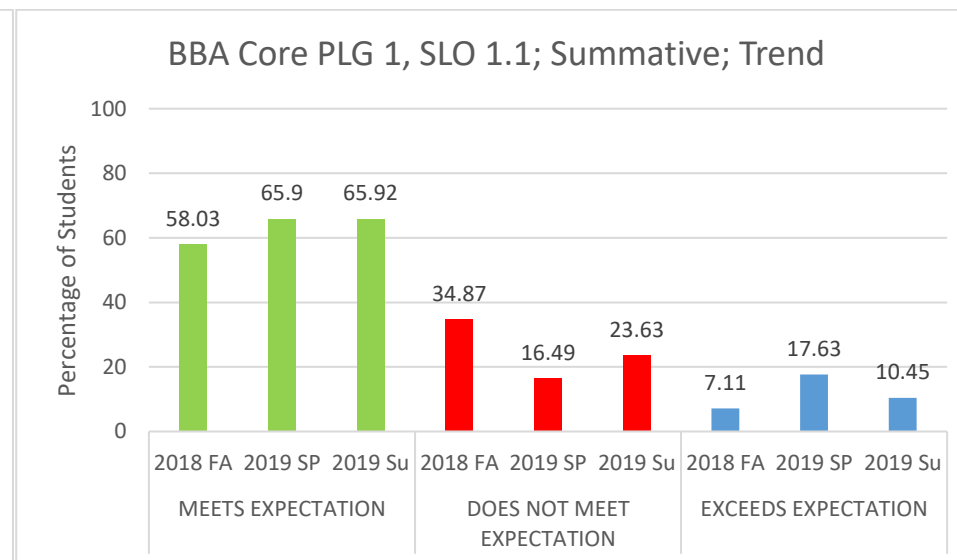


Figure BBA Core- 2

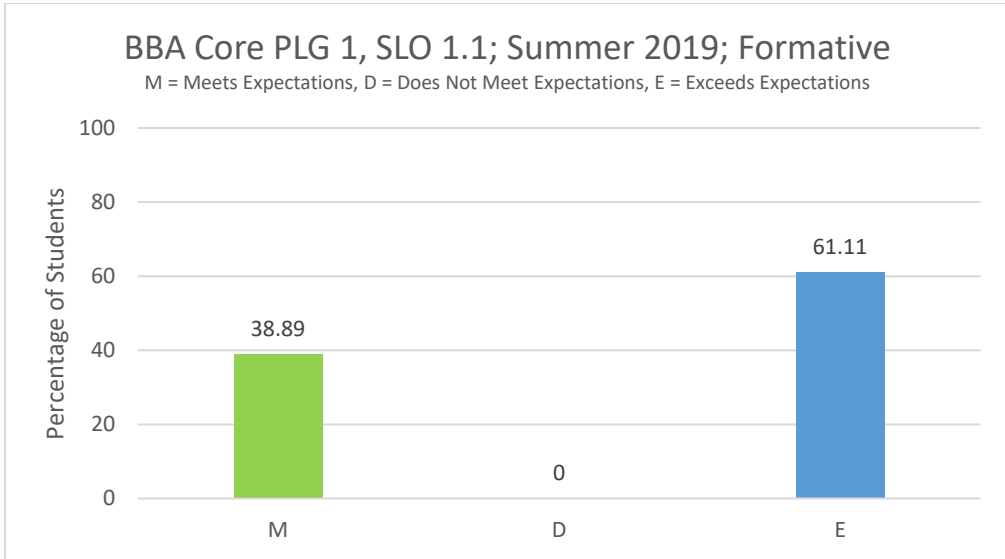


Figure BBA Core- 3

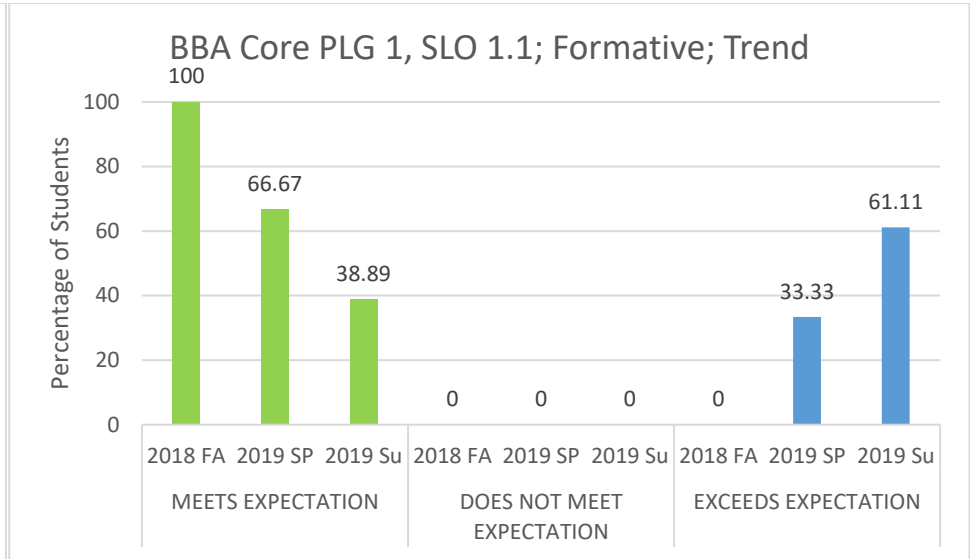


Figure BBA Core- 4

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	<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 # 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)</p>	<p>See Figures BBA Core 5 – 6.</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: 70% students should meet or exceed expectations.</p> <p>Students met the target.</p> <p>Trend: The percentage of students meeting expectations has increased over the period showing an improvement in this area.</p>	<p>In association with various student clubs, NSU student affairs organize different competitions for students to give them the platform to apply their theoretical knowledge into practice.</p>

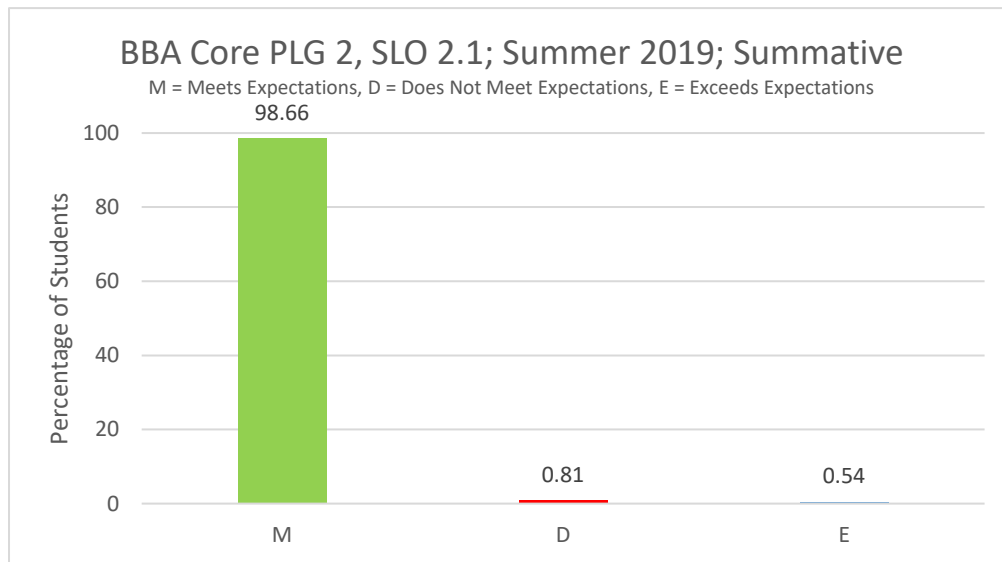


Figure BBA Core- 5

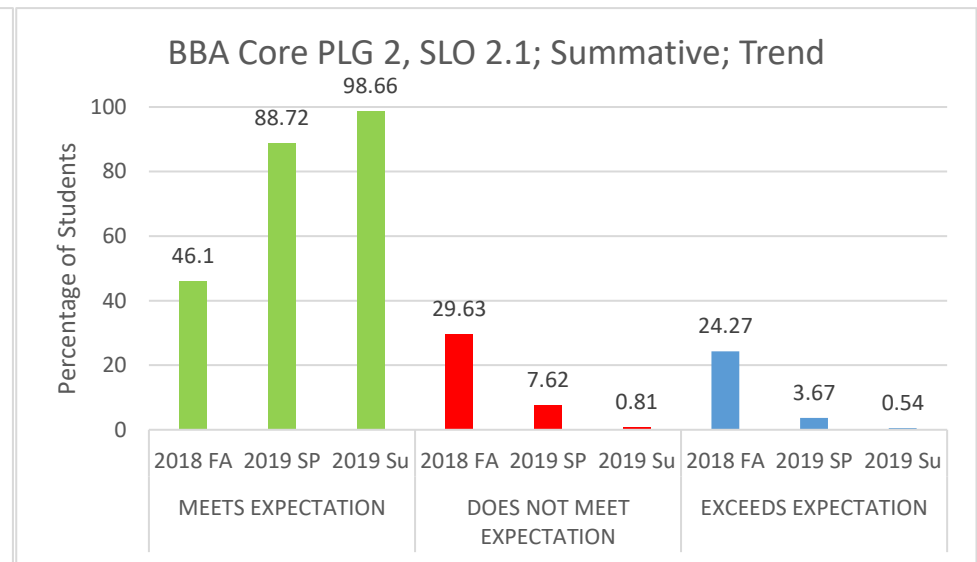


Figure BBA Core- 6

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 met the target.</p> <p>Trend: In formative assessment there is a tremendous improvement in students' performance, with a high percentage of students exceeding expectations.</p>	The in-class learning of students is augmented with industry engagement. Class projects include real-life business problems.

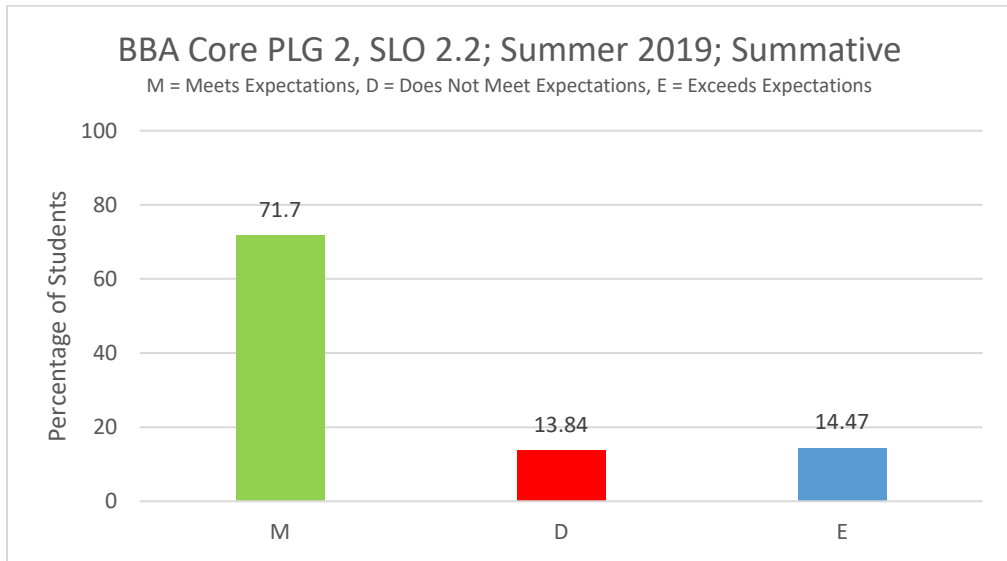


Figure BBA Core- 7

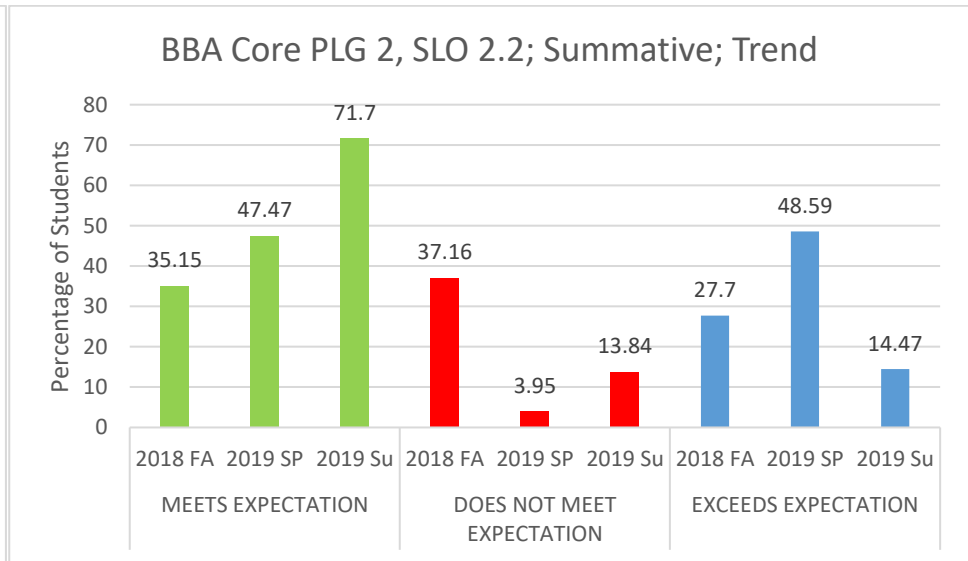


Figure BBA Core- 8

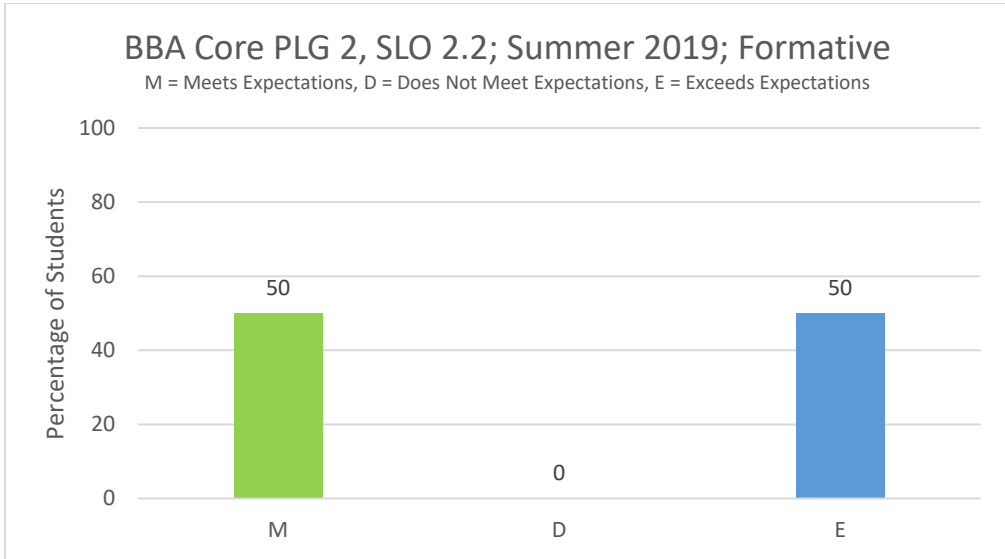


Figure BBA Core-9

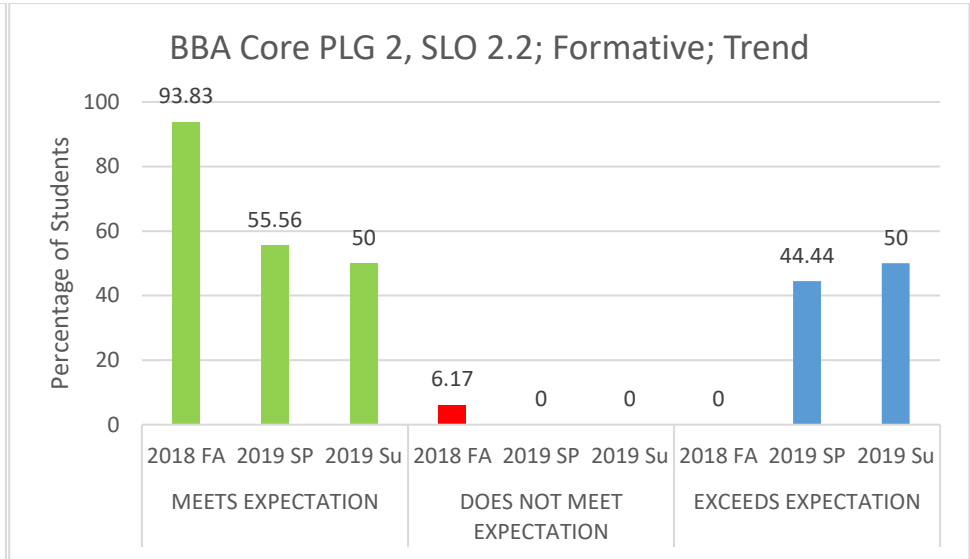


Figure BBA Core-10

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 met the target. Trend: Student performance is showing a positive trend in both summative and formative assessment.	A number of grooming sessions were organized by several SBE co-curricular organizations. These grooming sessions featured industry leaders and experts. These events provide key information about the current business landscapes as well as future issues.

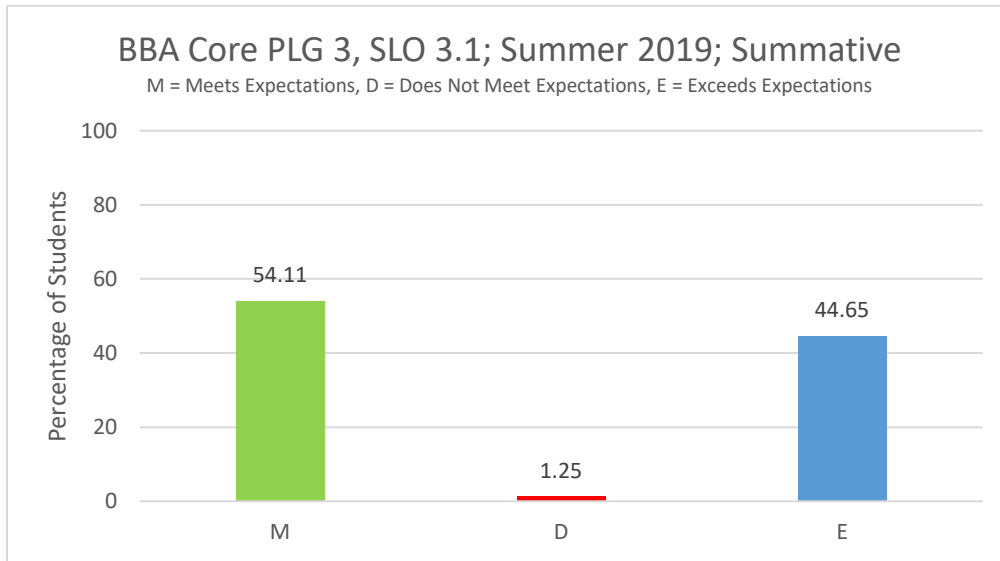


Figure BBA Core- 11

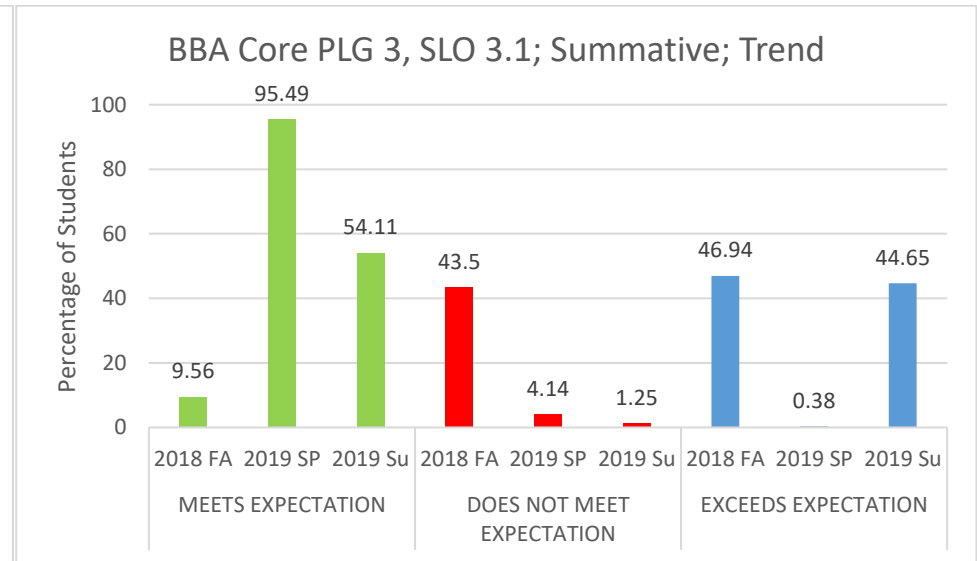


Figure BBA Core- 12

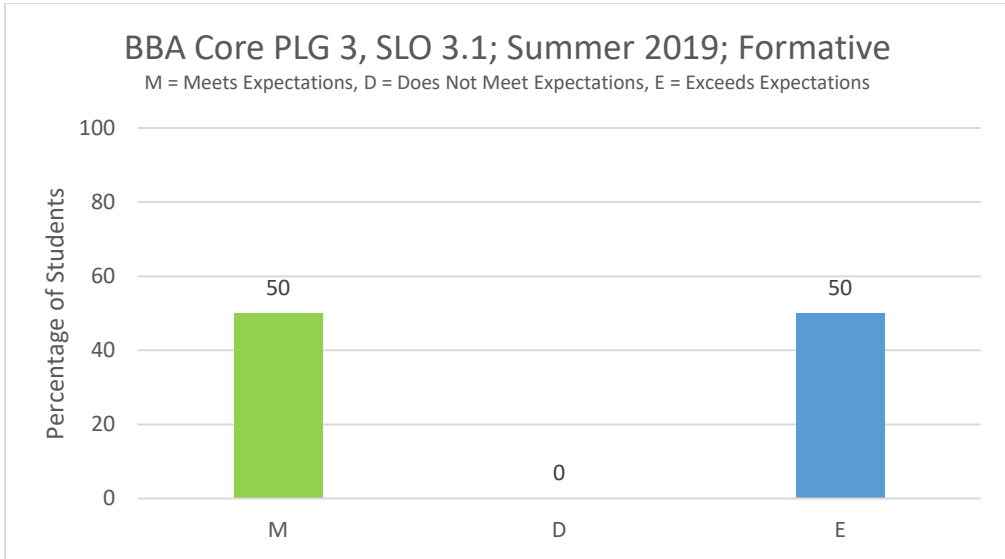


Figure BBA Core- 13

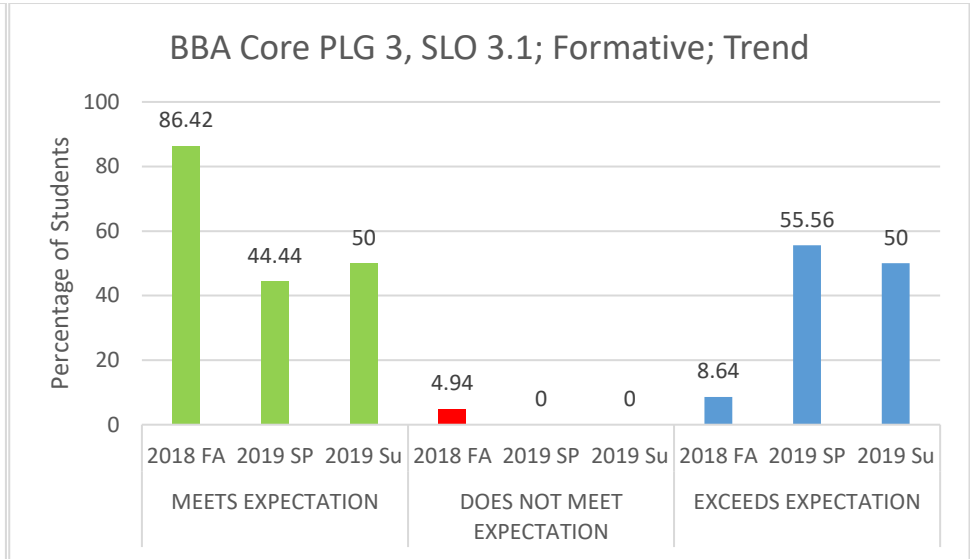


Figure BBA Core- 14

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
3. Integration	3.2 Utilize the latest business tools to analyze information, to improve productivity and decision-making, and to achieve performance targets efficiently	<p>Summative: Exit Assessment Test, and Course-Embedded Assessment (MGT 489, integrative capstone course, group term projects)</p> <p>Formative: Course Embedded Assessment from the Disciplines: FIN 435 group term projects for A&F students; HRM 480 group terms projects for HRM students; INB 480 group term projects for INB students; MIS 470 group term projects for MIS students; and MKT 460 group term projects for MKT students</p>	<p>Exit Assessment Test: Meets Expectation: 60% to 80%; Does Not Meet Expectation < 60%; Exceeds Expectation > 80%</p> <p>Course-Embedded Assessment: Rubric # 3.2.1.1 (summative); A&F.4.R.2 for A&F students, rubric # HRM.3.R.1 for HRM students, rubric # INB.2.R.1 for INB students, rubric # MIS.2.R.1 for MIS students, rubric # MKT.1.R.2 for MKT students (formative)</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 the target.</p> <p>Trend: Students performance has tremendously improved over the period with increase in percentage of students exceeding expectations.</p>	<p>Deployment of standardized assessment tools was continued. The in-class learning of students was augmented with industry engagement.</p>

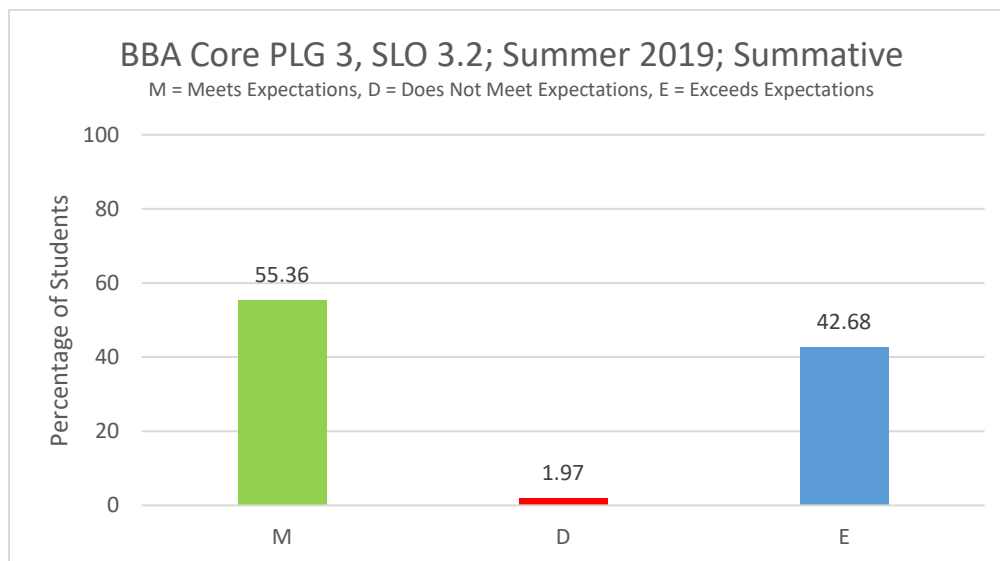


Figure BBA Core- 15

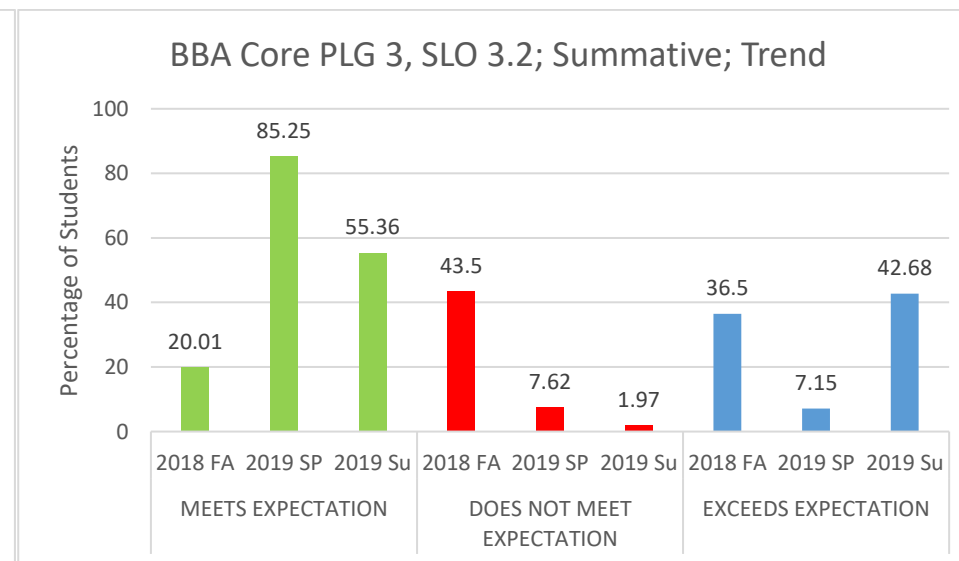


Figure BBA Core- 16

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
4. Ethics	4.1 Uphold ethical standards in every professional practice	<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 have the target Trend: The percentage of students exceeding expectations has increased over the period showing a positive trend in students' performance	The university has a course on Ethics under General education to promote a university-wide culture in understanding the role of ethics to make students a more informed human being.

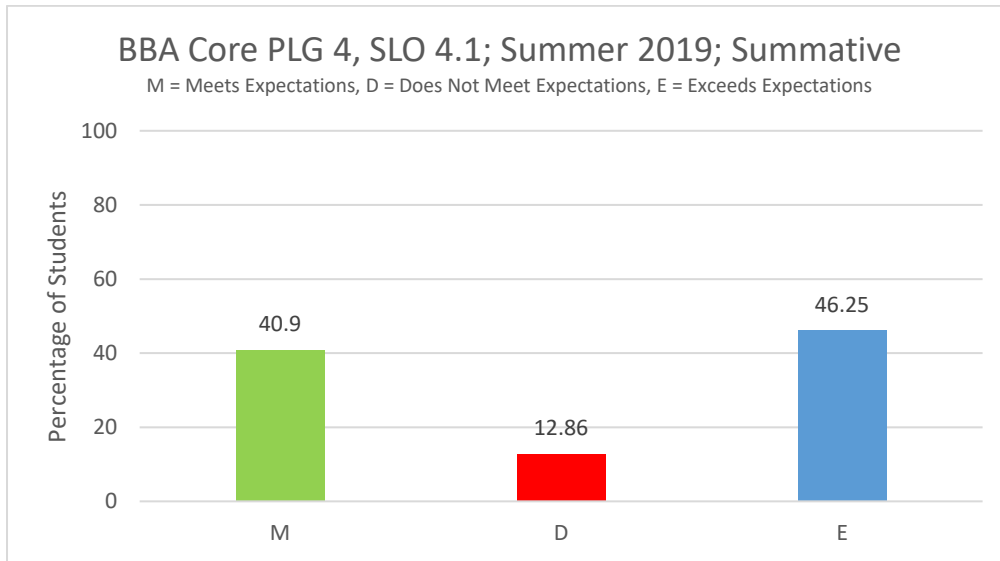


Figure BBA Core- 17

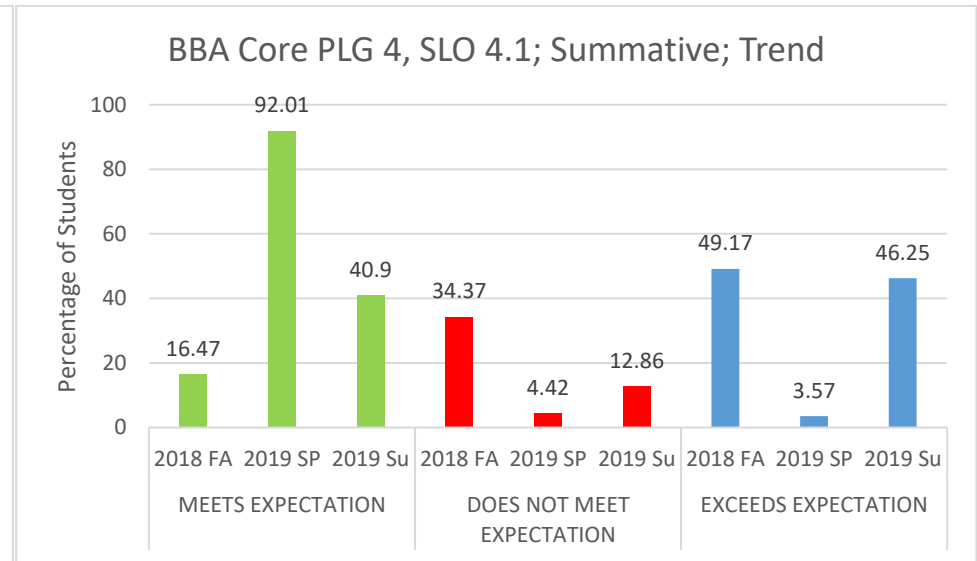


Figure BBA Core- 18

Summer 2019 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>Summative: - Exit Assessment Test, and Course Embedded Assessment (FIN 440, Capstone Course group term projects)</p> <p>Formative: 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: Students' performance has increased over the period, with an increasing number of students meeting or exceeding expectations.</p>	As a part of the standardized syllabus all students of FIN 440 are given a project that requires them to work in teams on financial statements that demonstrates the practical application of income statement, balance sheet, and cash flows. They interpret these financial statements using appropriate financial tools.

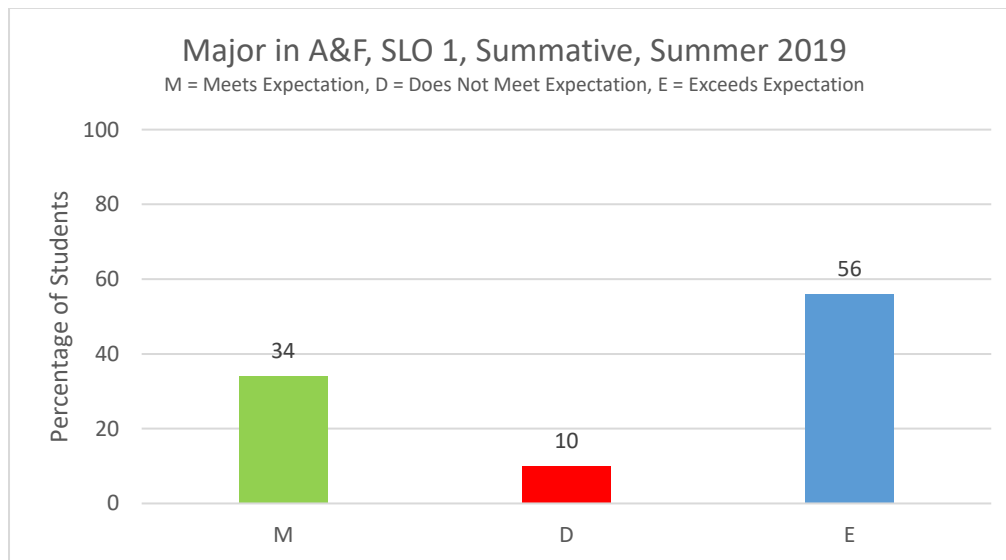


Figure A&F 1

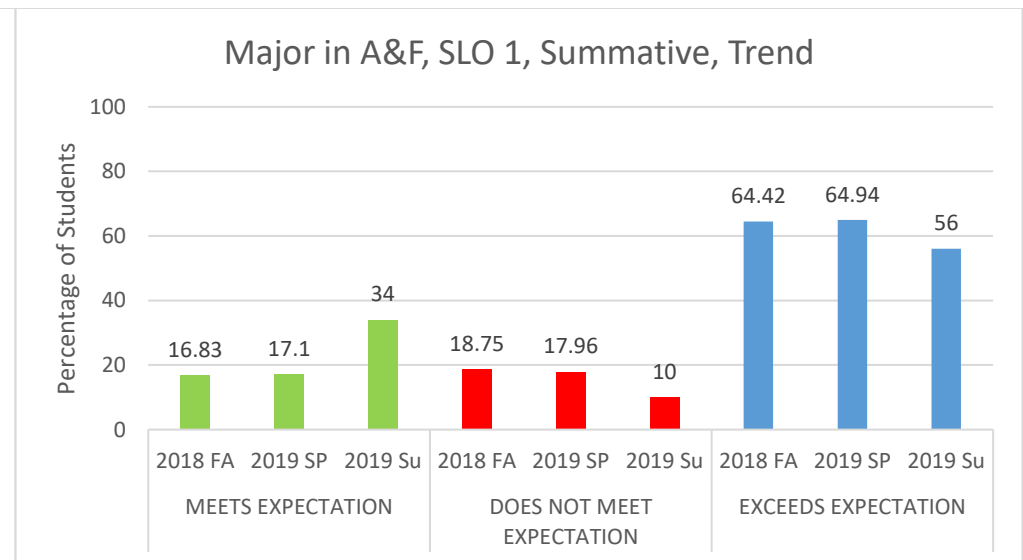


Figure A&F 2

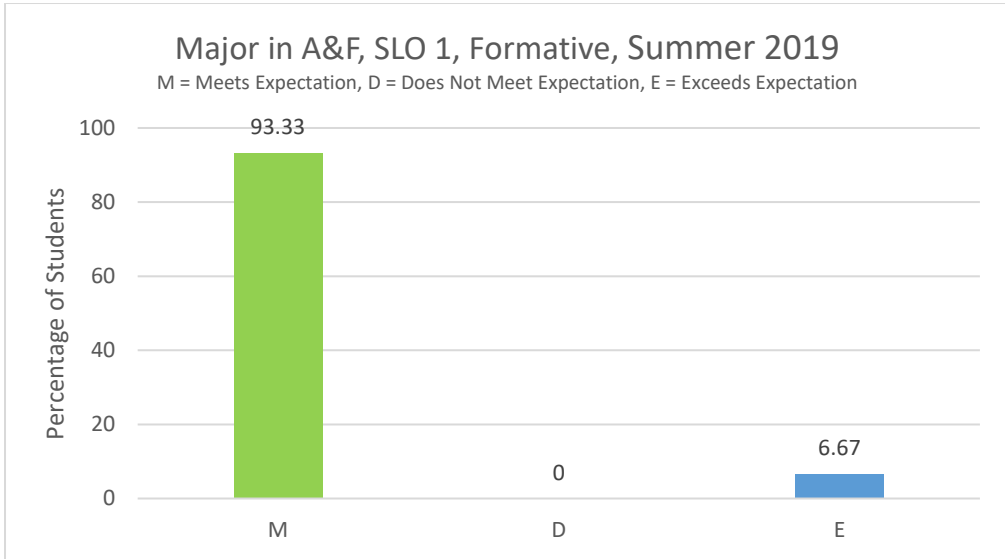


Figure A&F 3

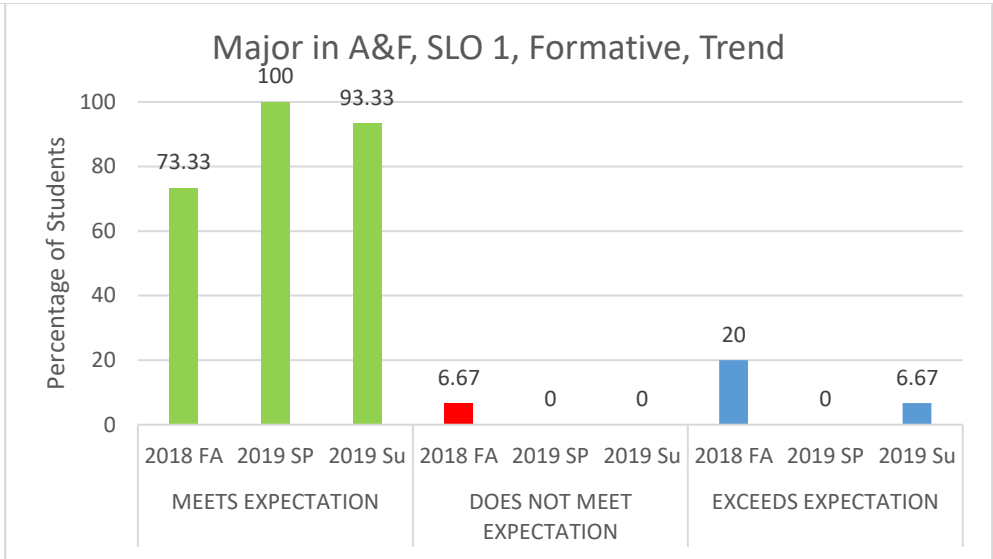


Figure A&F 4

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
A&F.2. Explain cost concepts and its classification and apply this in budgeting for specific business situations.	<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></p> <p>Meets Expectation: 60% -80%</p> <p>Does Not Meet Expectation < 60%</p> <p>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: Students 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>	Along with standardized courses, different clubs organize different competitions to allow students to apply their academic knowledge in real business scenarios.

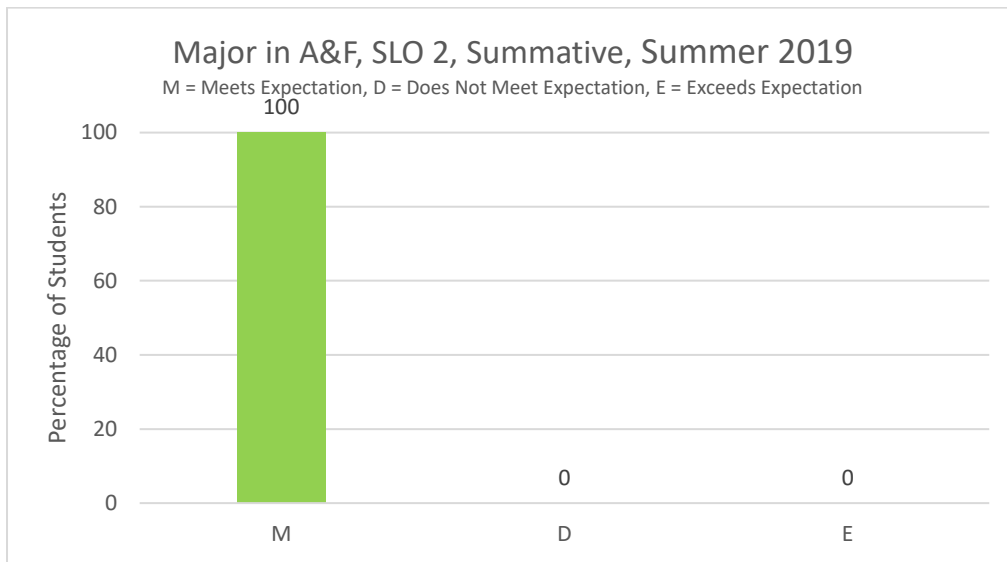


Figure A&F 5

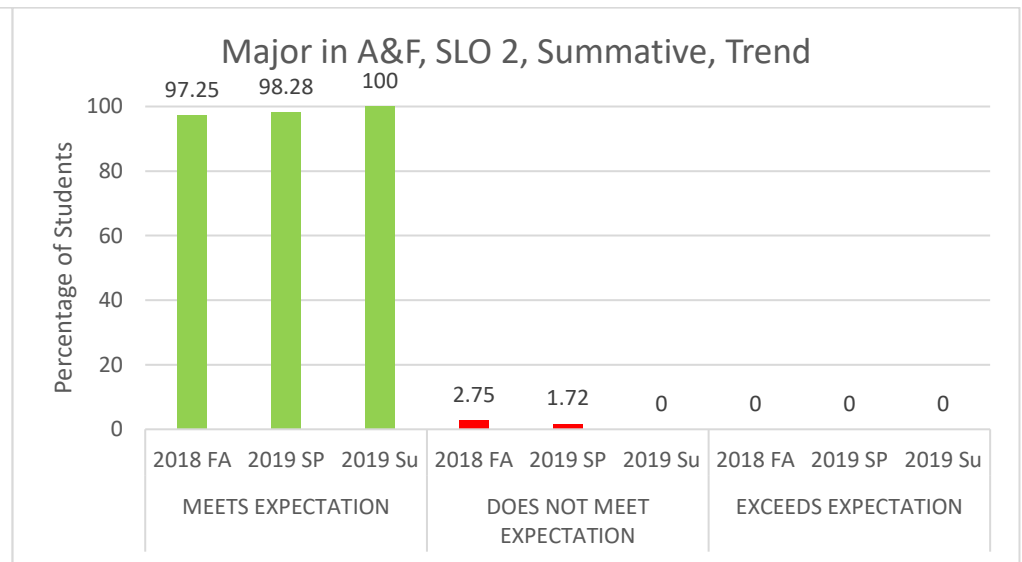


Figure A&F 6

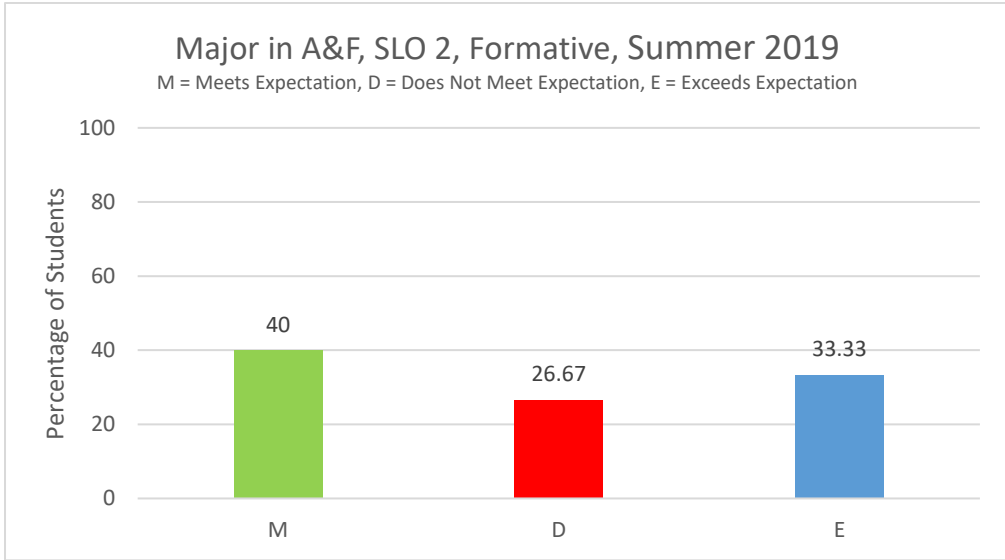


Figure A&F 7

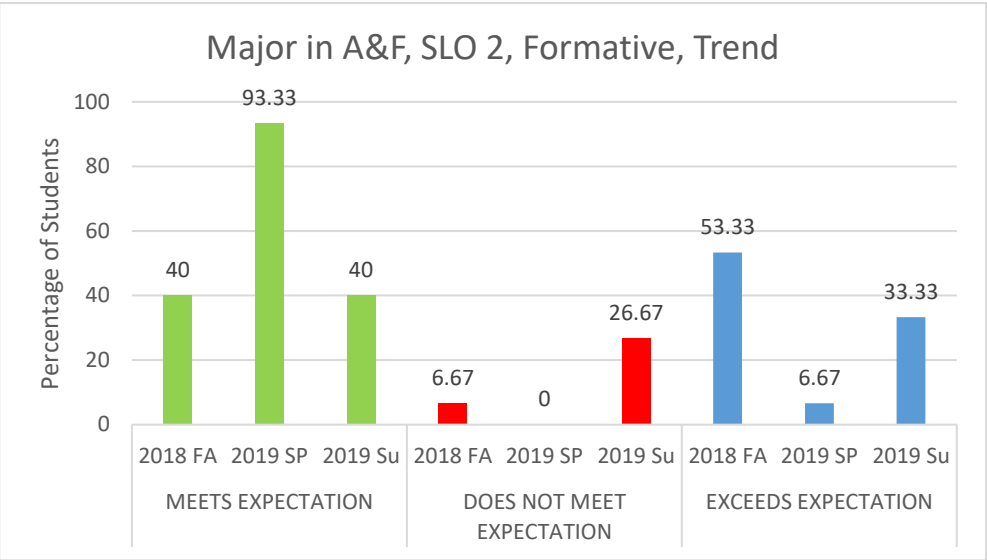


Figure A&F 8

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>Students met the target.</p> <p>Trend: Although students met the target, there is an increase in the percentage of students not meeting expectations in formative assessment. More focus should be given in that area.</p>	The NSU Finance club organized an investment and portfolio management competition, Optimity, for students to apply their investment strategy by analyzing various investment options.

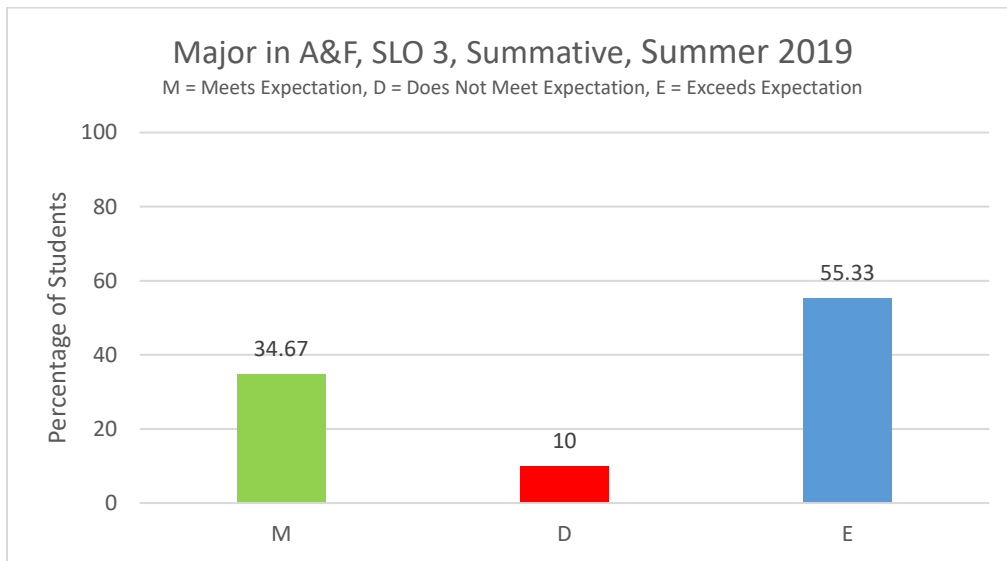


Figure A&F 9

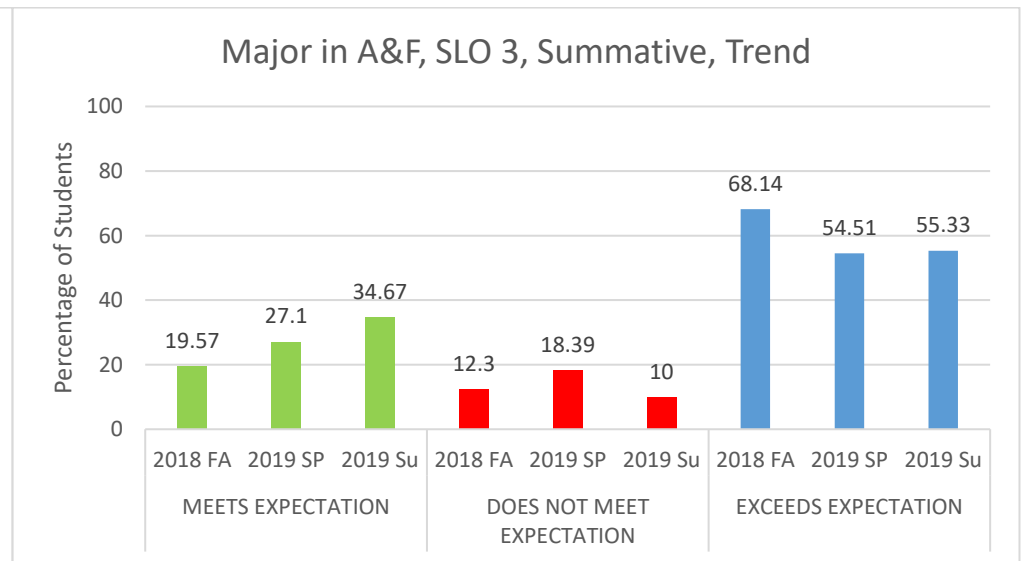


Figure A&F 10

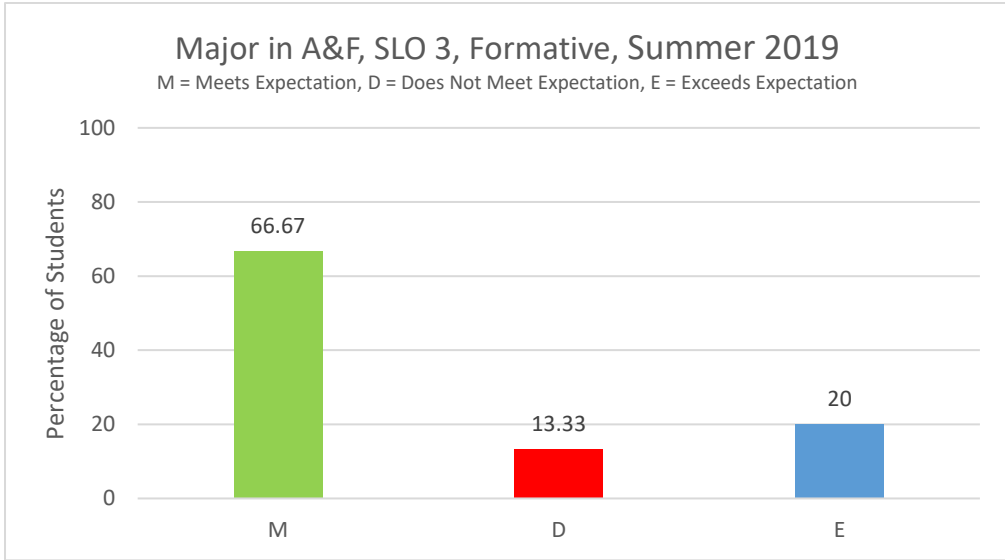


Figure A&F 11

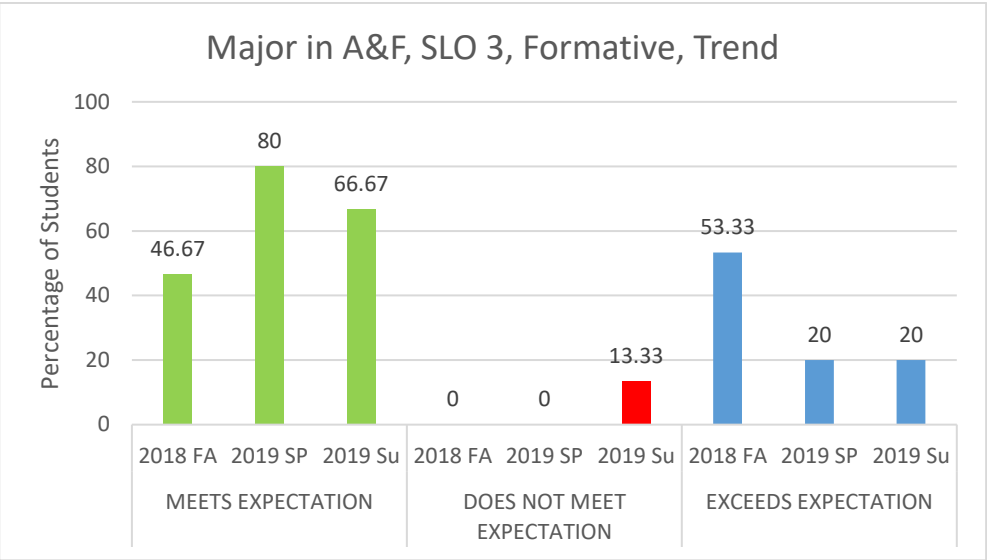


Figure A&F 12

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 failed to meet the target.</p> <p>Trend: Students exhibit extremely poor performance in this area. 100% of the students did not meet the expectations in formative assessment. There is also a significant increase in percentage of students not meeting expectations in summative assessment. This is an area of major concern</p>	Entry into the CFA Institute University Affiliation Program made NSU curriculum closely tied to professional practice and also preparing students to sit for the CFA examinations.

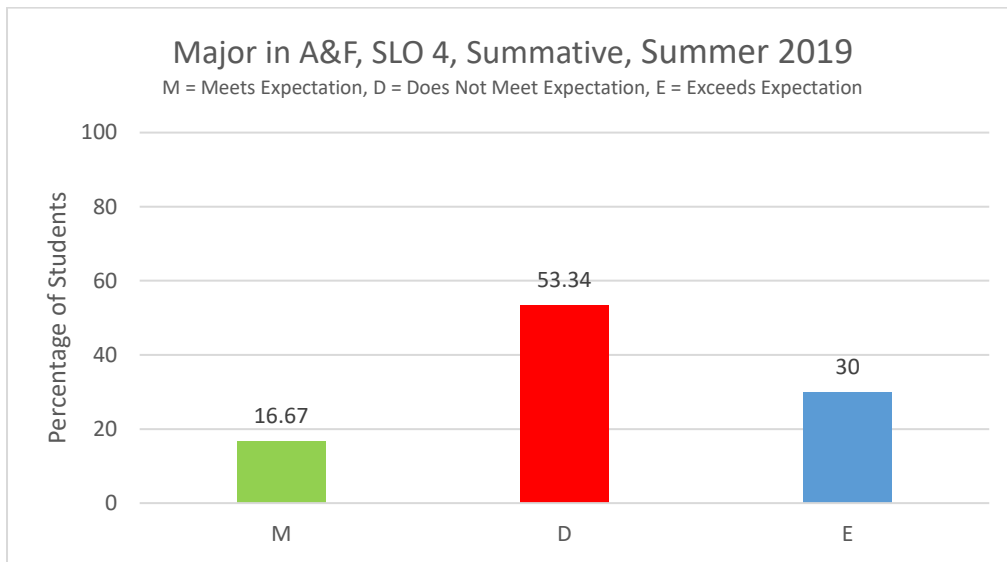


Figure A&F 13

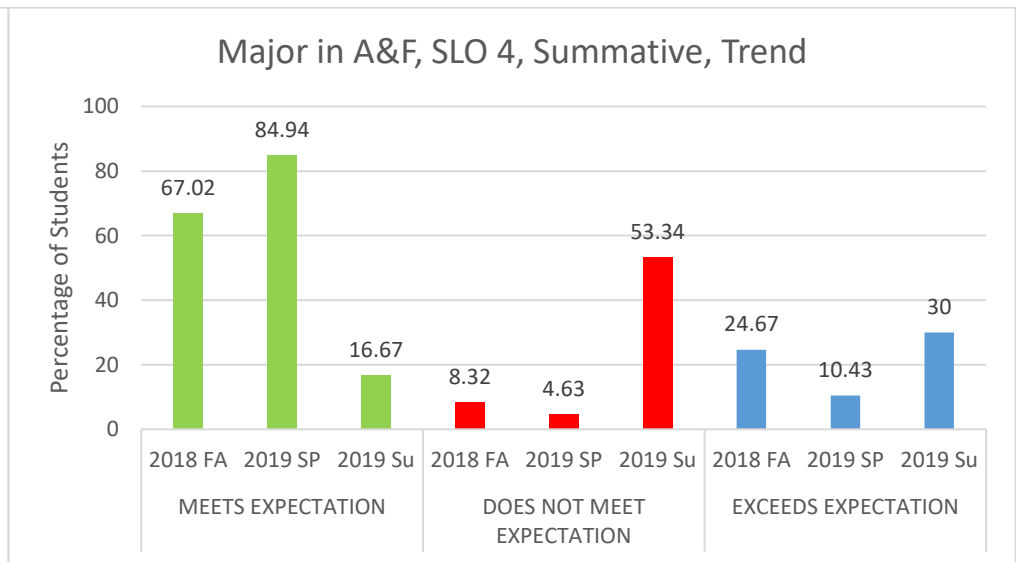


Figure A&F 14

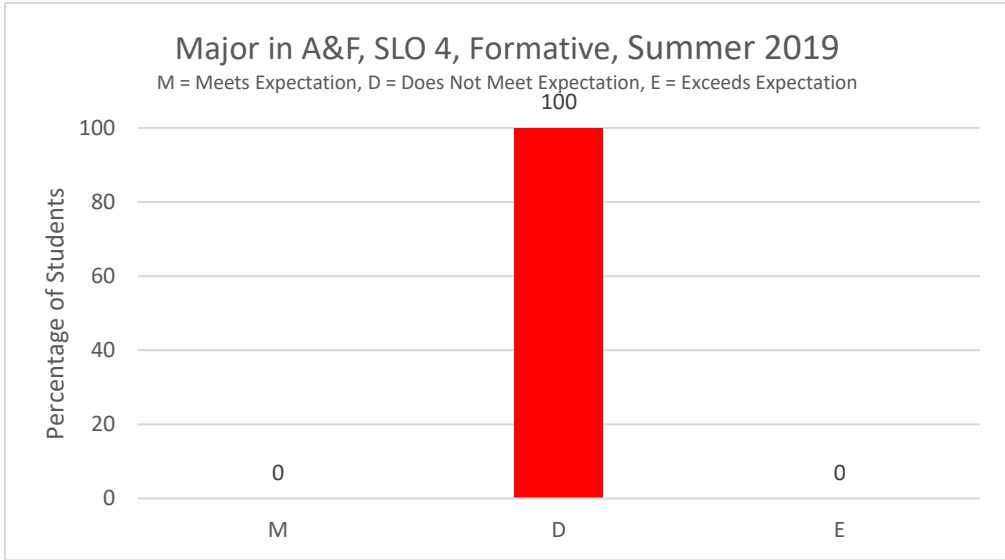


Figure A&F 15

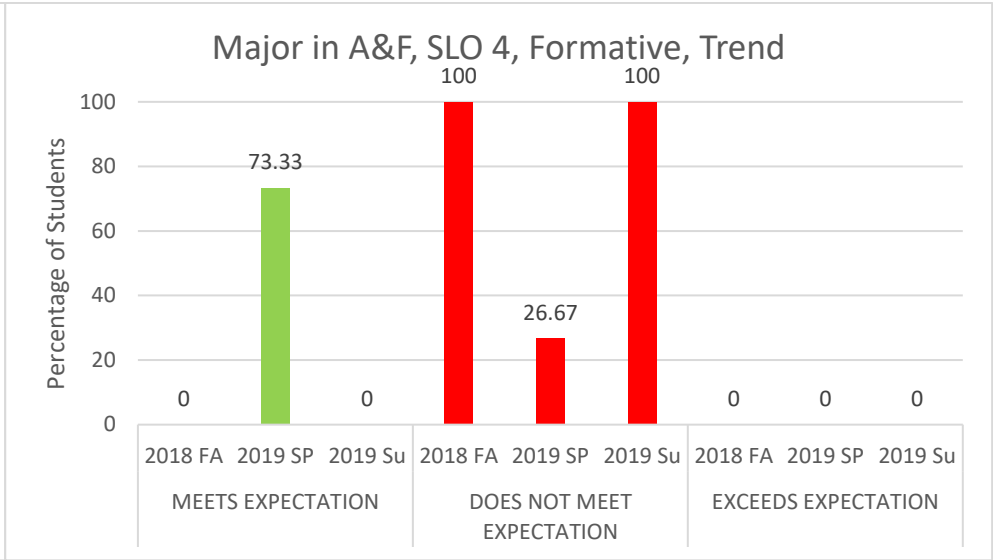


Figure A&F 16

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 failed to meet the target.</p> <p>Trend: There is a high percentage of students not meeting expectations in summative assessment. Percentage of students not meeting expectations has also increased in formative assessment. This is an area of significant concern.</p>	The IQAC formed two committees, Institutional Curriculum Formatting Committee (ICFC) and Improvement Plan Implementation Committee (IPIC), in each Department. Each committee has two members from each Department who work along with IQAC to improve departmental activities. ICFC works on curriculum under IQAC’s supervision, and IPIC works on implementing improvements targets at the departmental level.

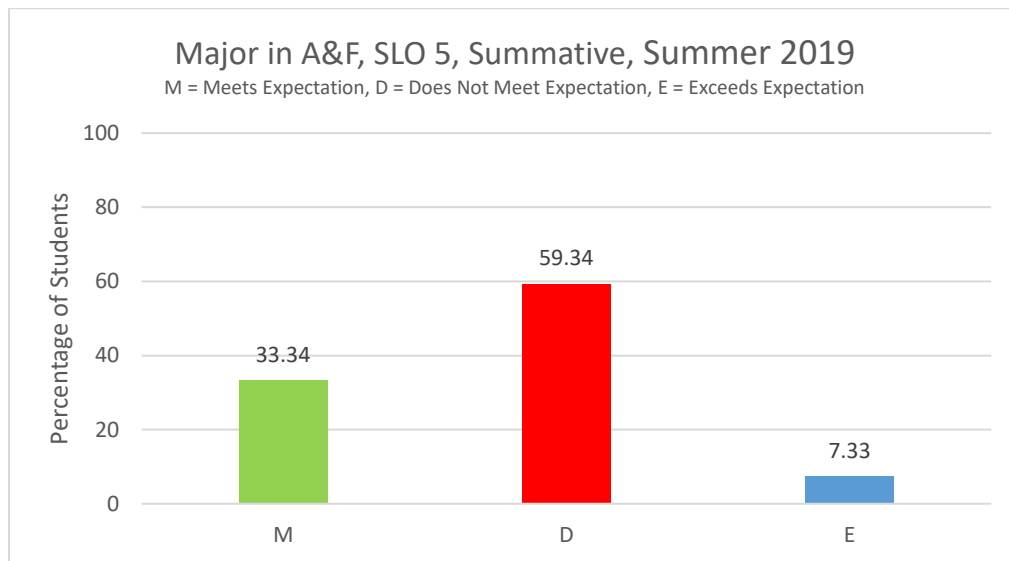


Figure A&F 17

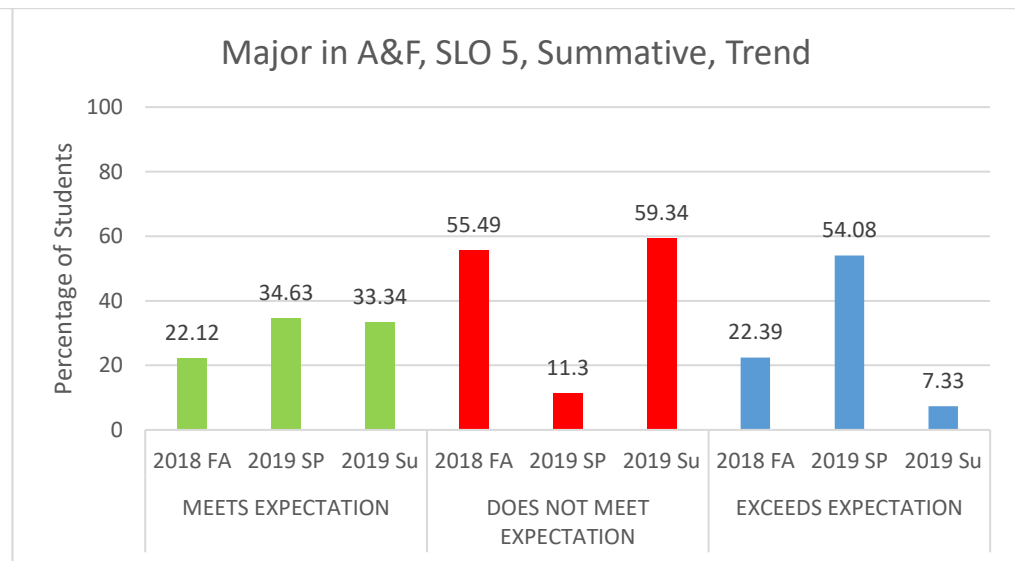


Figure A&F 18

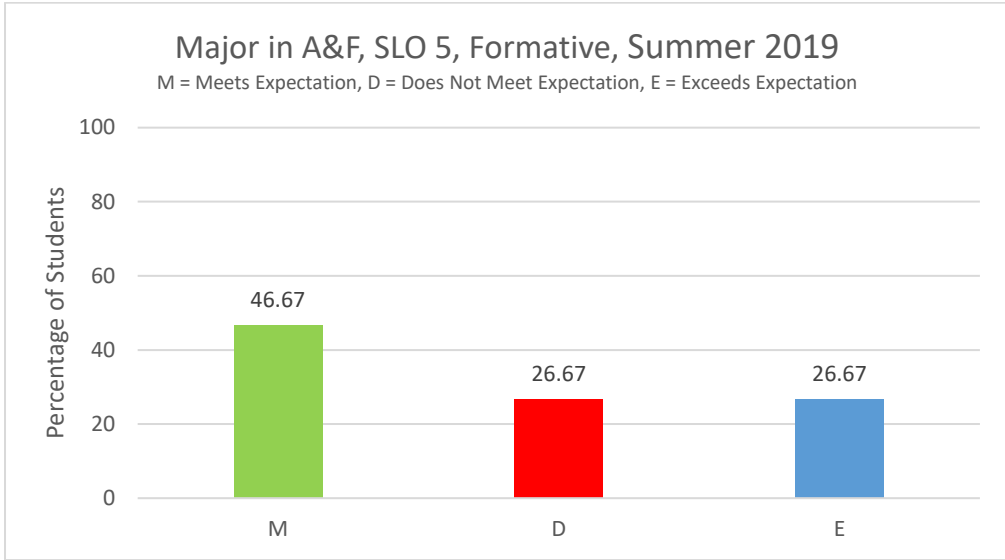


Figure A&F 19

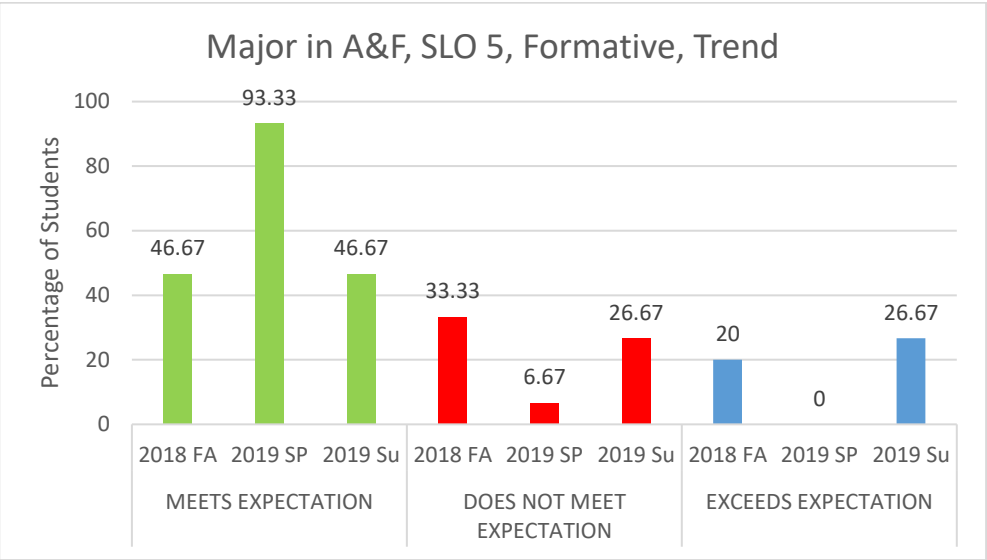


Figure A&F 20

Summer 2019 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, the students exhibit excellent performance in the area.</p>	Course components are reviewed continuously to ensure that students can continue to critically identify problems and solve those using their knowledge of business studies.

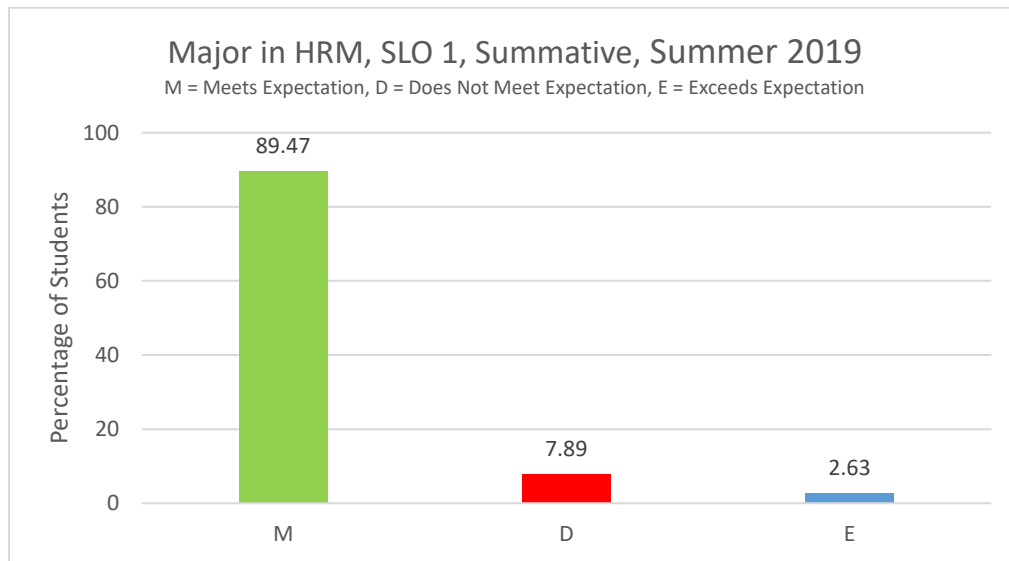


Figure HRM 1

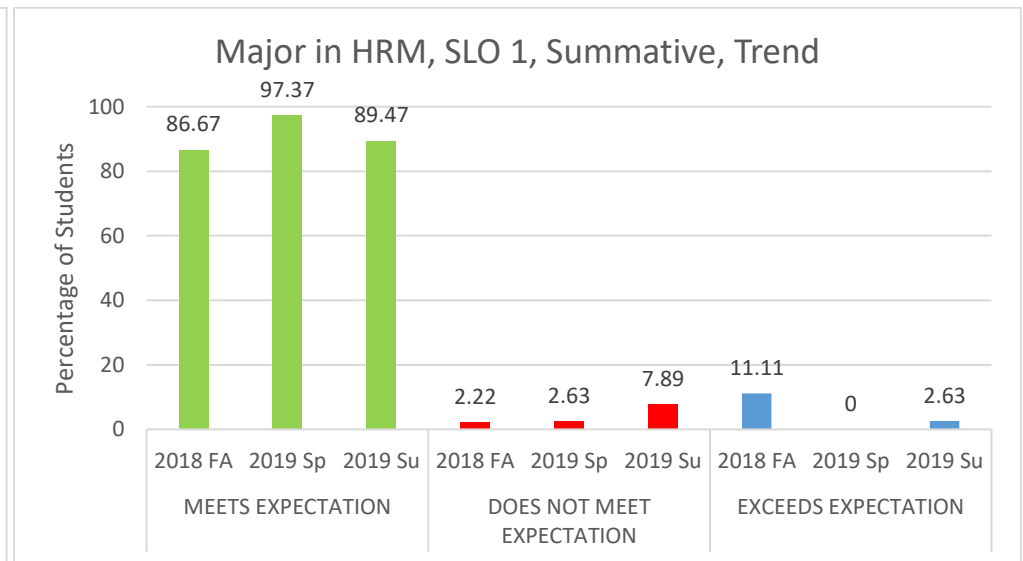


Figure HRM 2

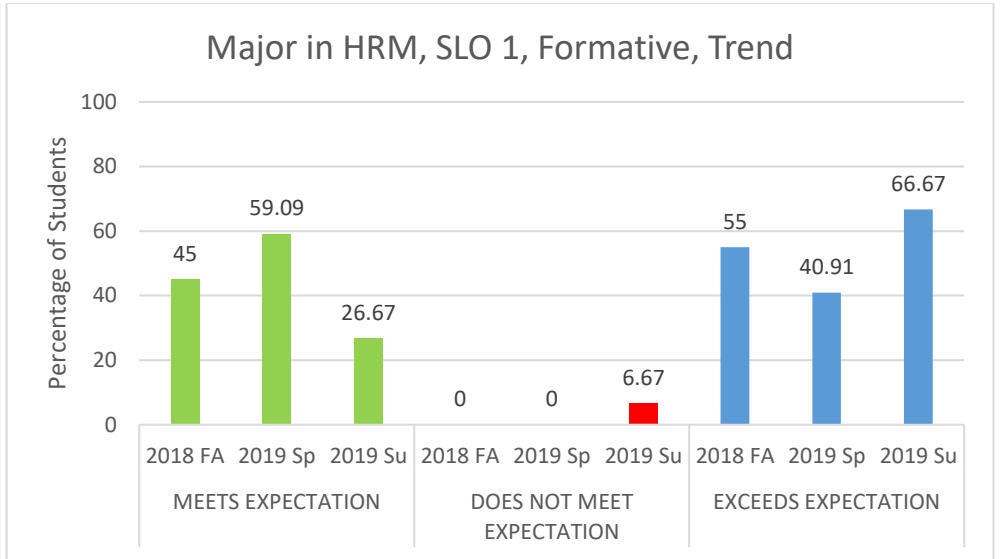
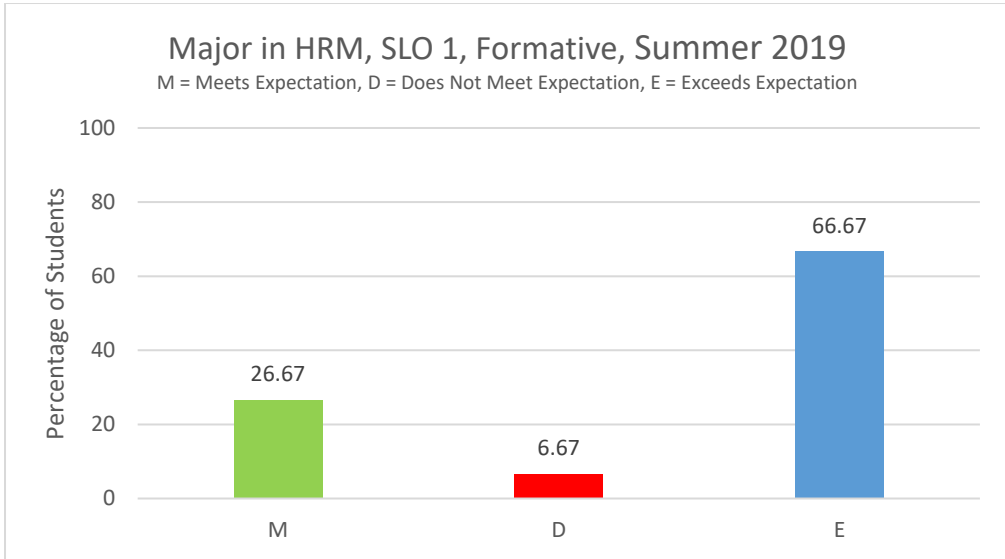


Figure HRM 3

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 met the target in both the assessments. Trend: Students' performance has improved over the period with an increase in the percentage of students meeting expectations.	The IQAC formed two committees, Institutional Curriculum Formatting Committee (ICFC) and Improvement Plan Implementation Committee (IPIC), in each Department. Each committee has two members from each Department who work along with IQAC to improve departmental activities. ICFC works on curriculum under IQAC's supervision, and IPIC works on implementing improvement targets at the departmental level.

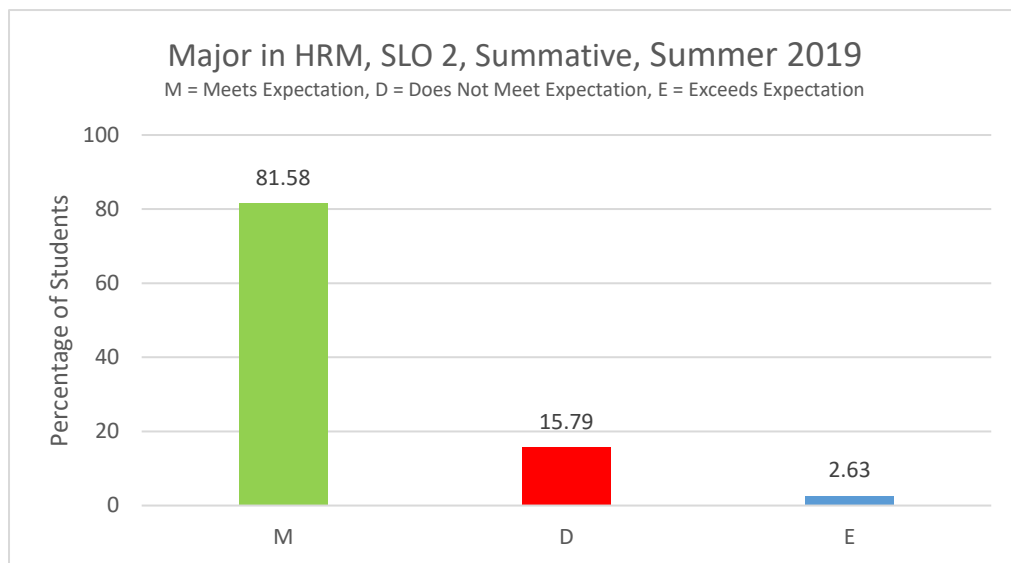


Figure HRM 5

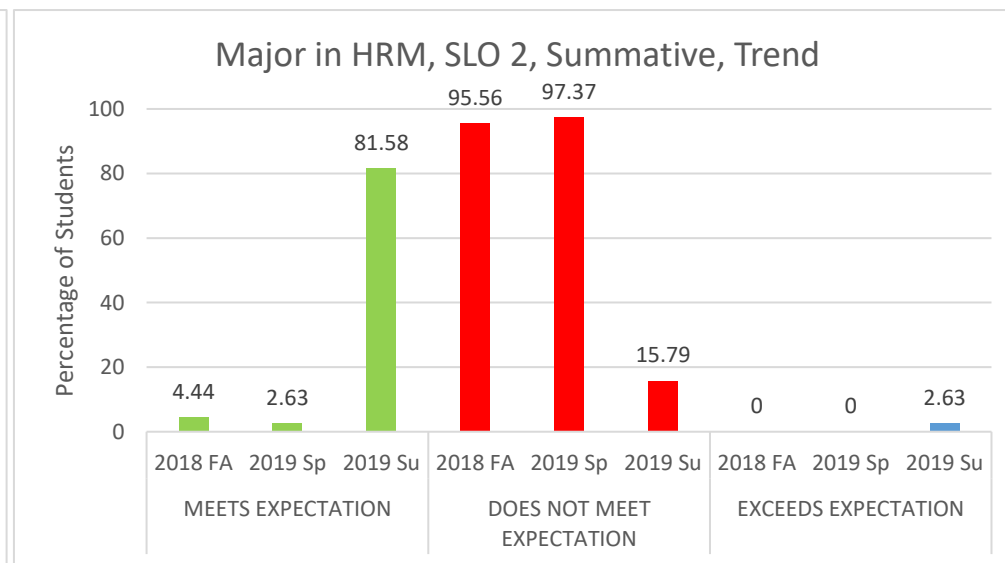


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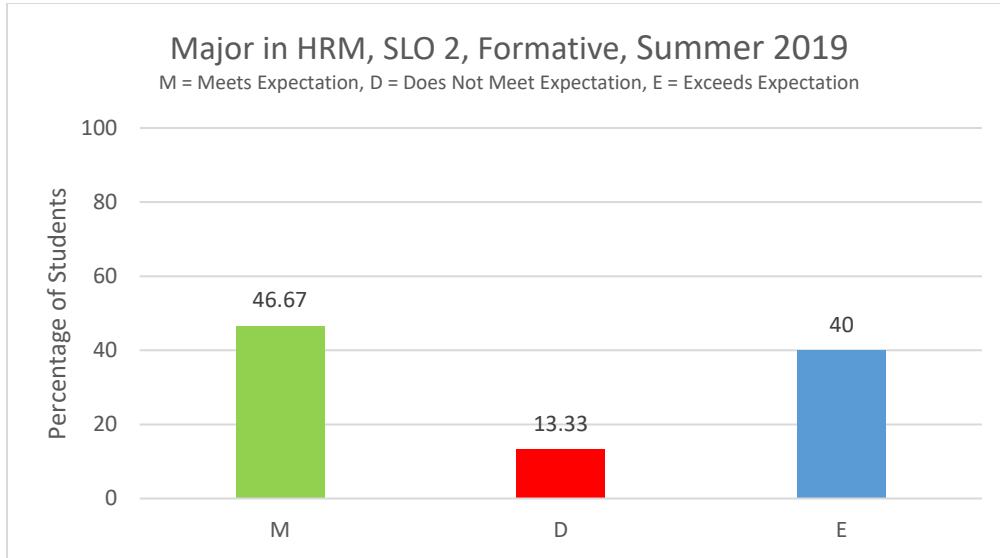


Figure HRM 7

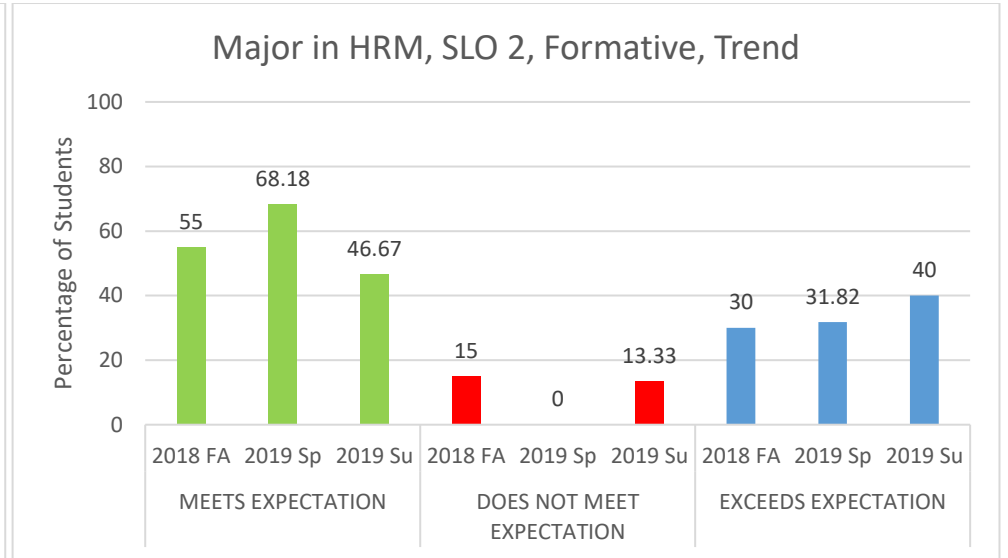


Figure HRM 8

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 shows a positive trend with an increase in students' percentage exceeding expectations in formative assessment.	NSU organizes different business competitions and also encourages students to take part in external business competitions like Bizmaestros. These competitions provide them a platform to present their creative minds and apply foundation knowledge gained in academic courses in real business scenarios.

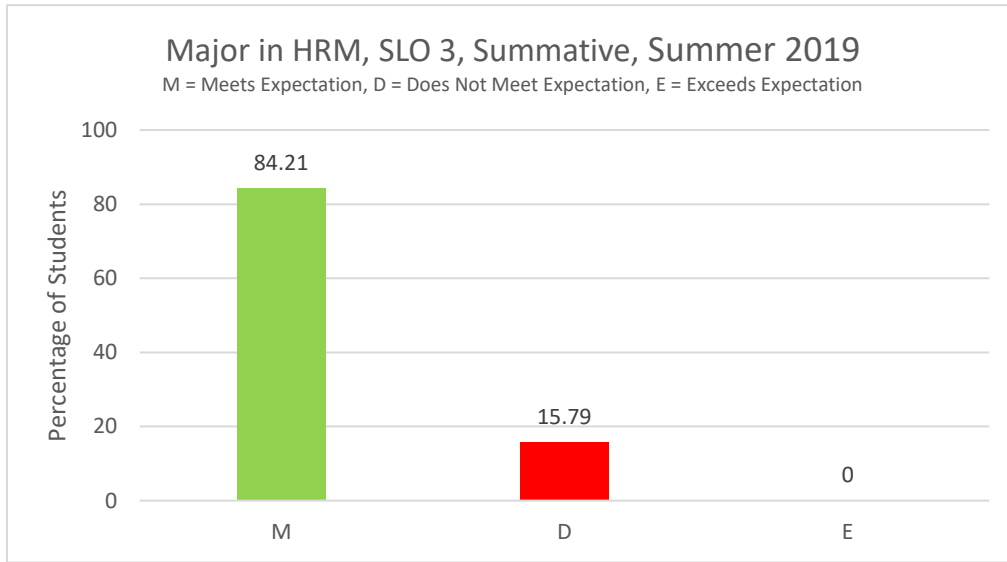


Figure HRM 9

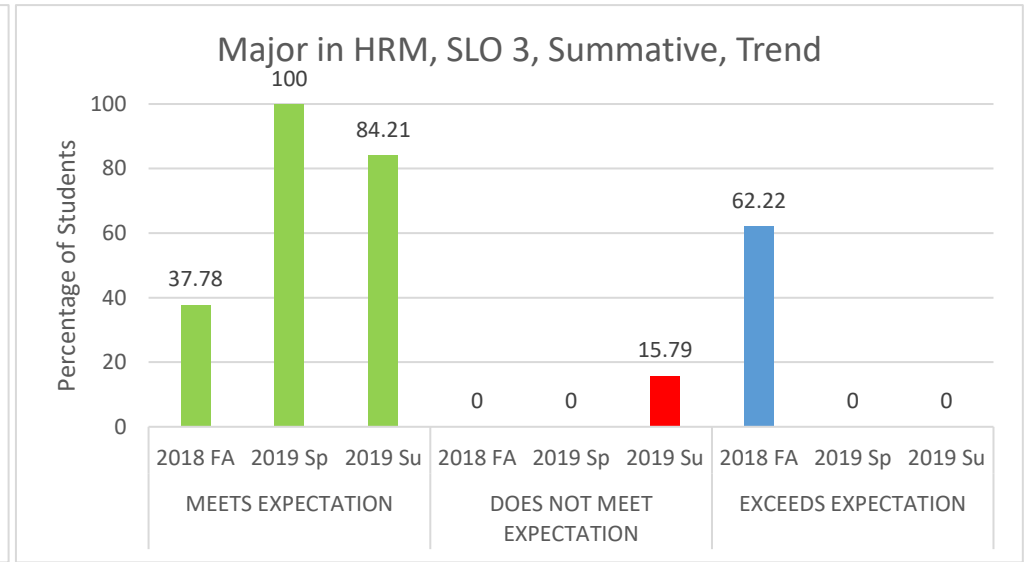


Figure HRM 10

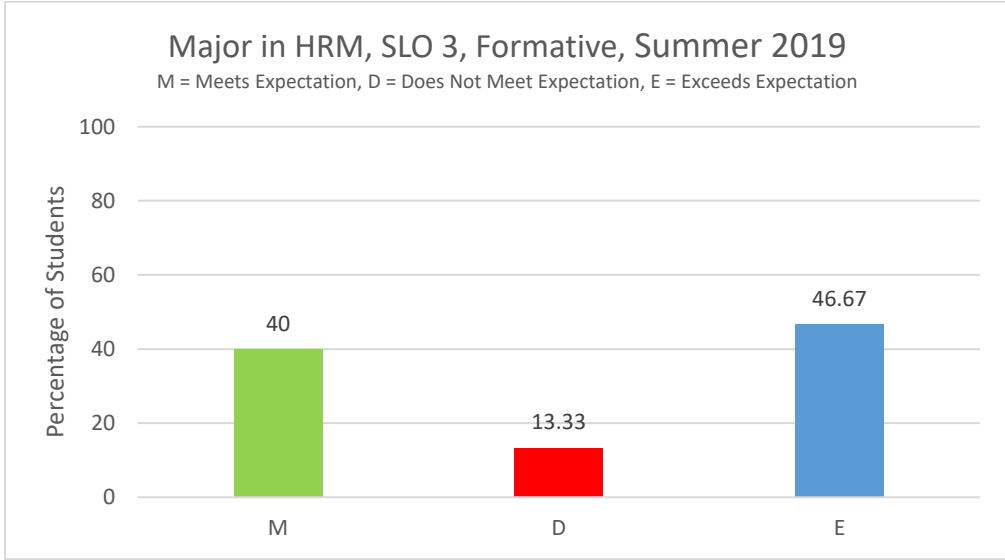


Figure HRM 11

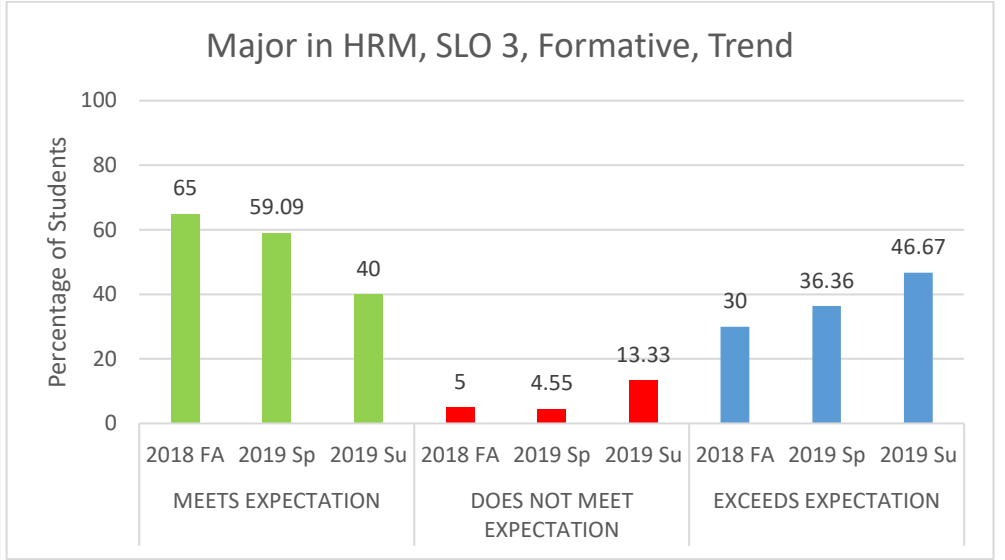


Figure HRM 12

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
4. Be familiar with 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.	North South University Human Resources Club (NSU HRC) conducted several students meetings to promote their knowledge in the area of people management.

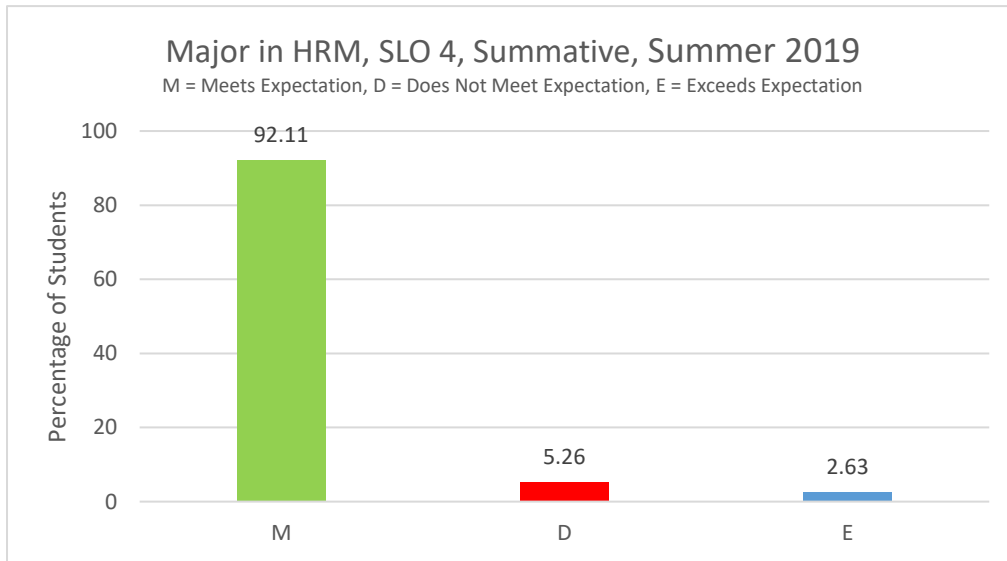


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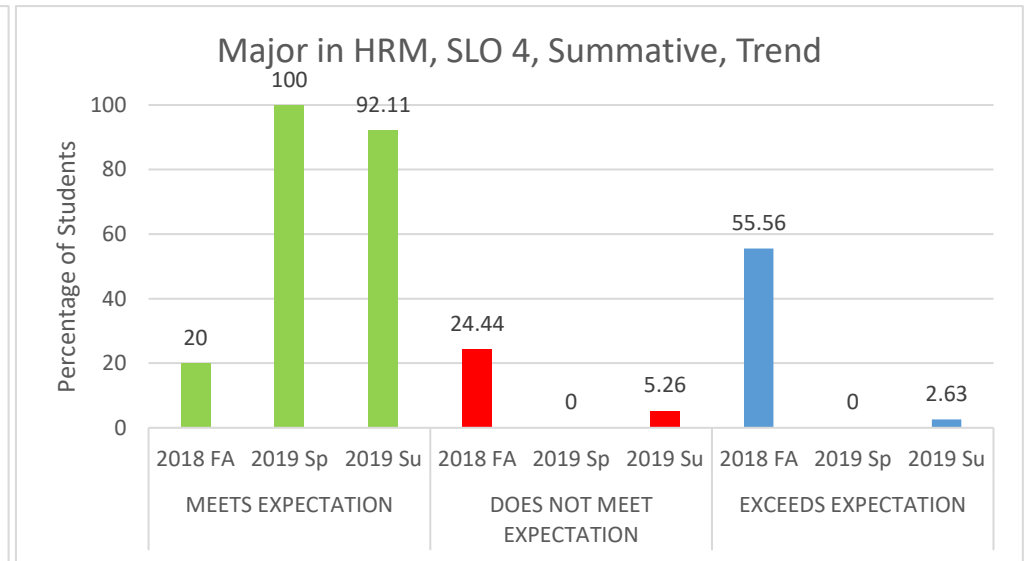


Figure HRM 14

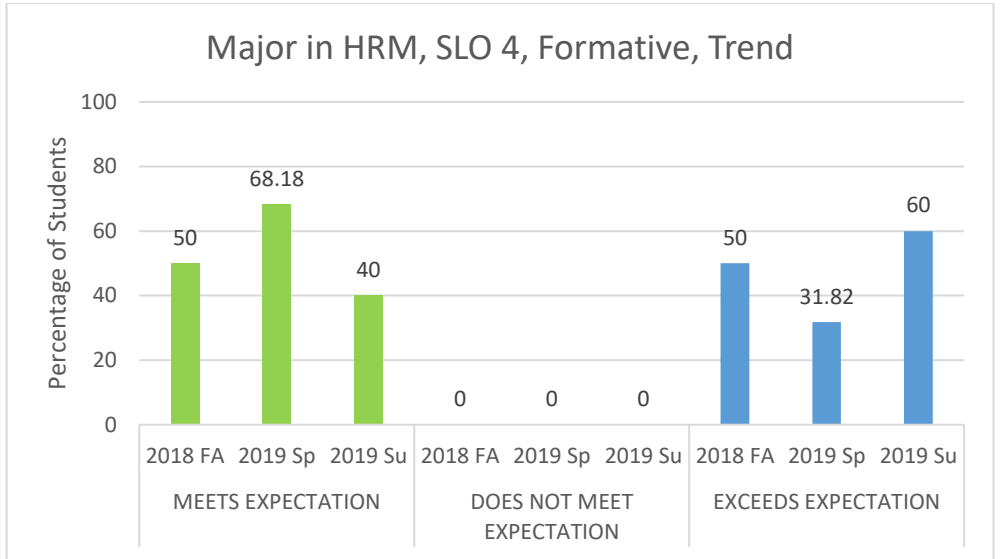
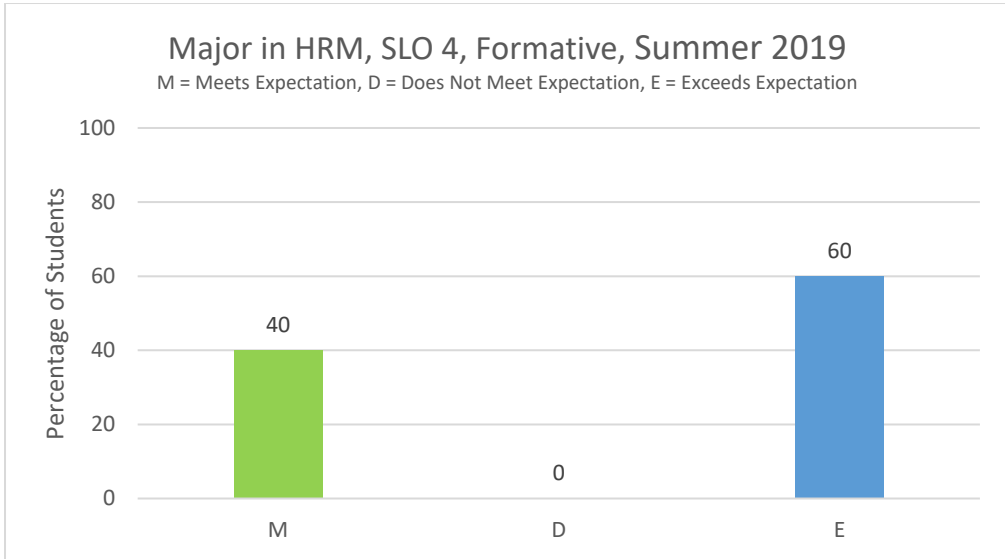


Figure HRM 15

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: Students' performance in summative assessment has significantly improved with an increase in percentage of students meeting expectations.	The courses are taught by faculties who are highly qualified with advanced degrees and have significant industry experience.

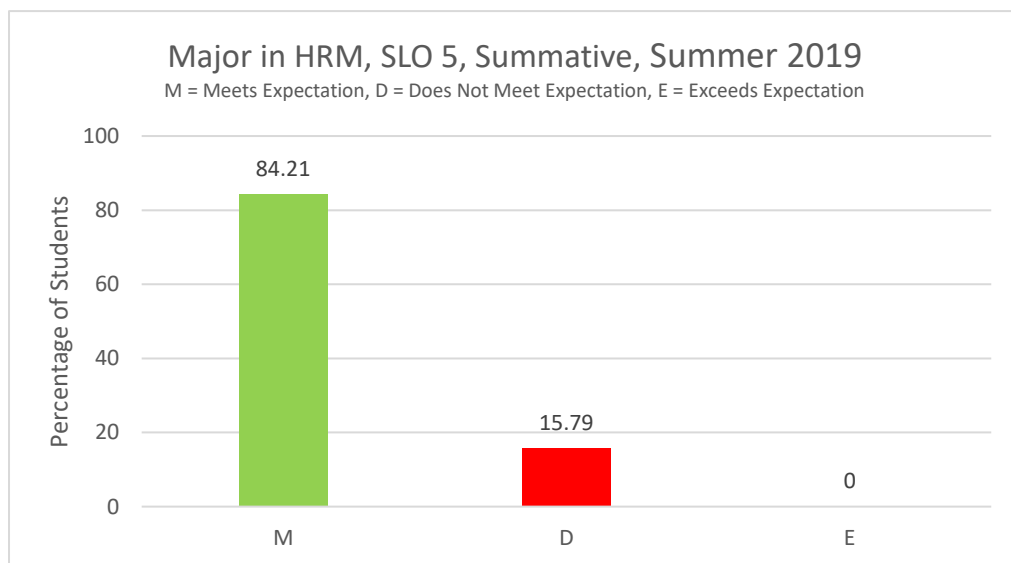


Figure HRM 17

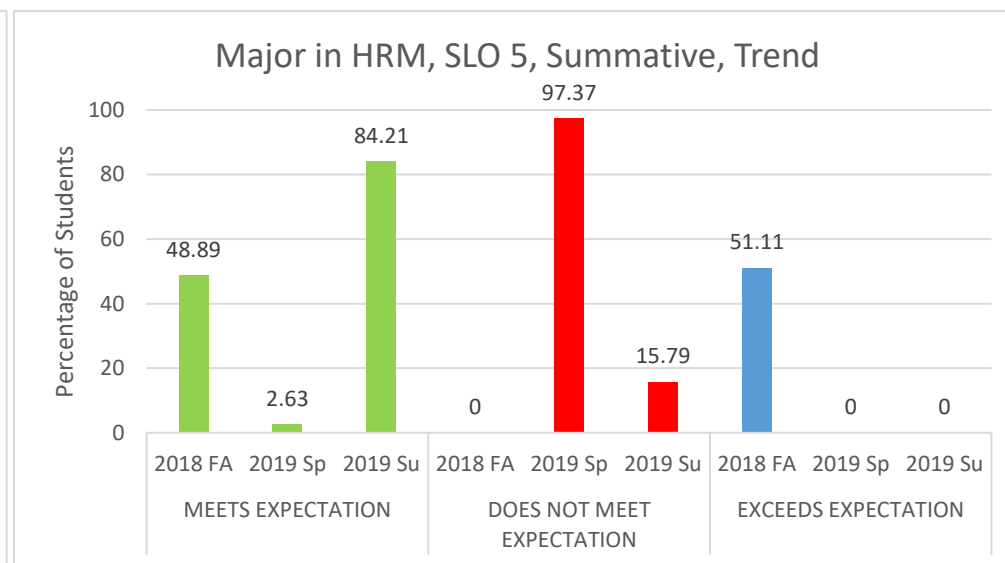


Figure HRM 18

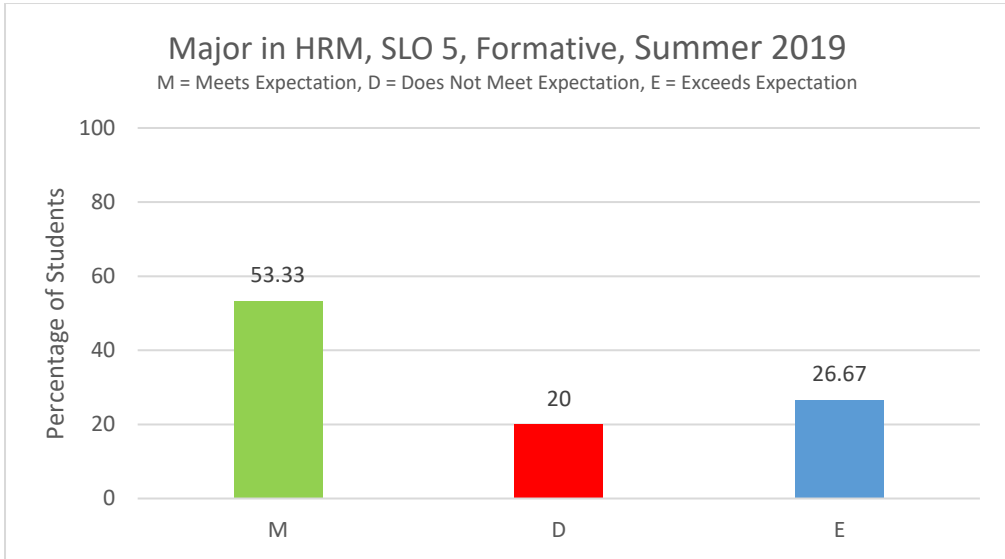


Figure HRM 19

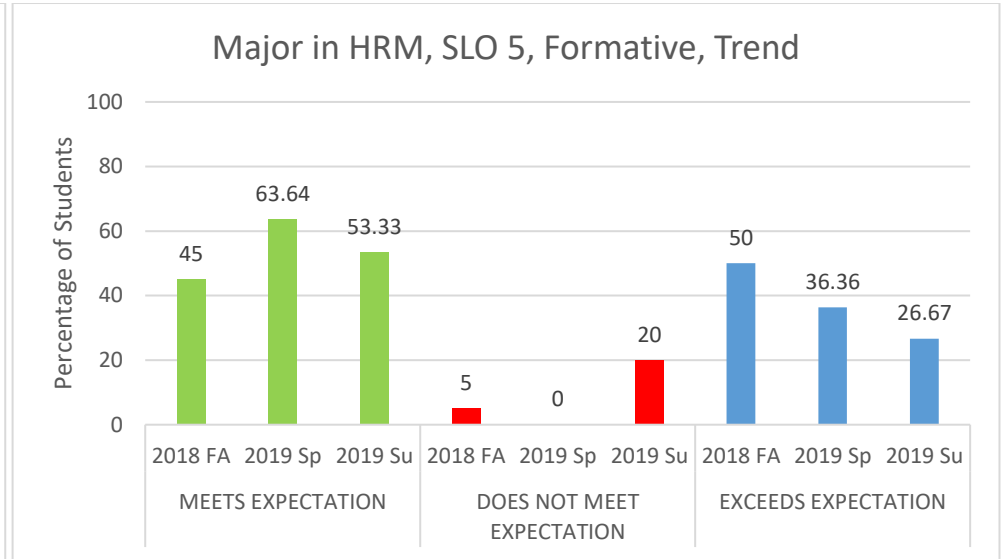


Figure HRM 20

Summer 2019 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 in summative assessment has improved with significant decrease in percentage of students not meeting expectations.</p>	The Student Engagement Committee of The Department of Marketing and International Business is dedicated to organizing sessions for students, giving them a slice of real corporate life. The students are exposed to sessions that not only covers the theoretical concepts taught in class but also how marketing strategies are used practically in the workplace.

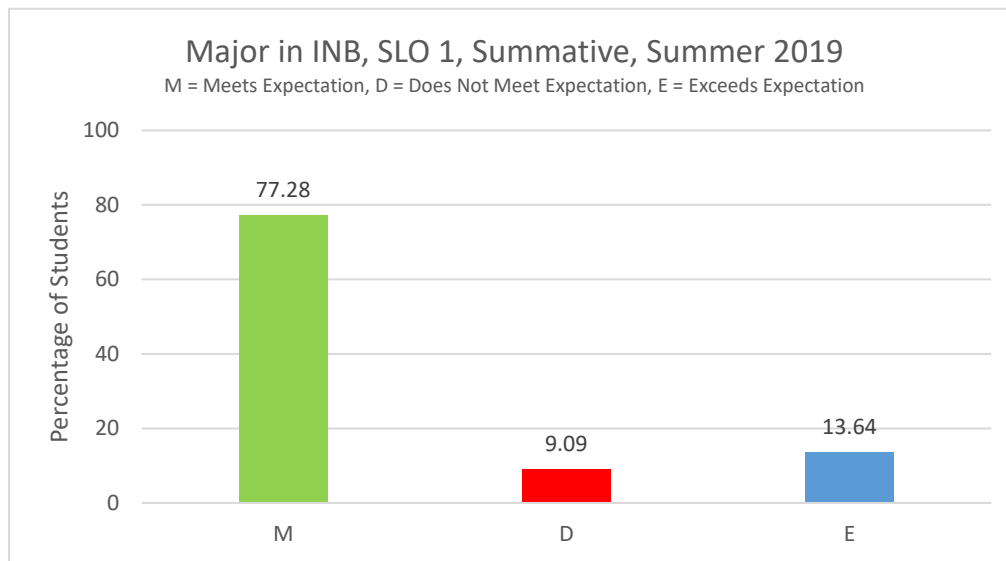


Figure INB- 1

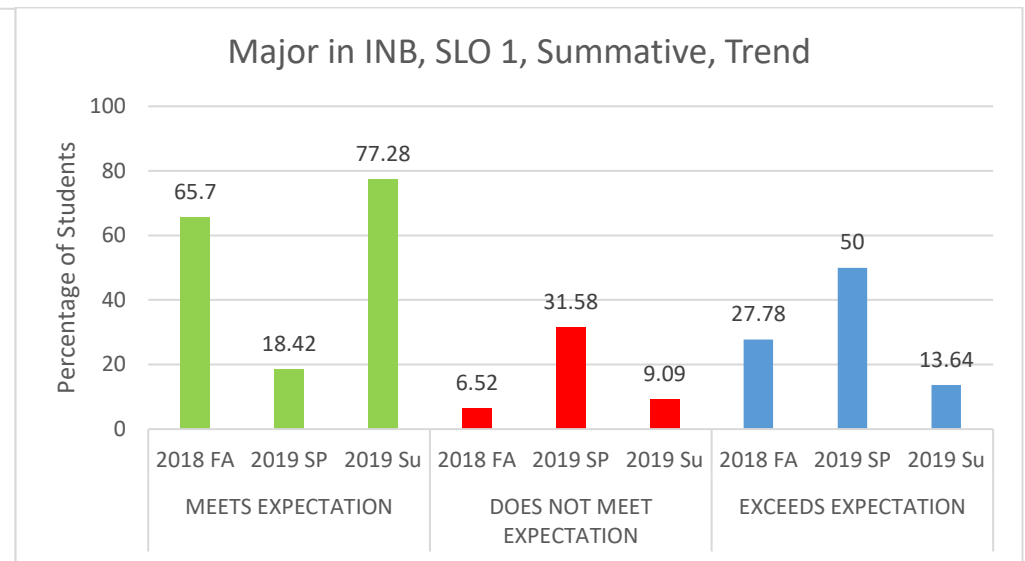


Figure INB- 2

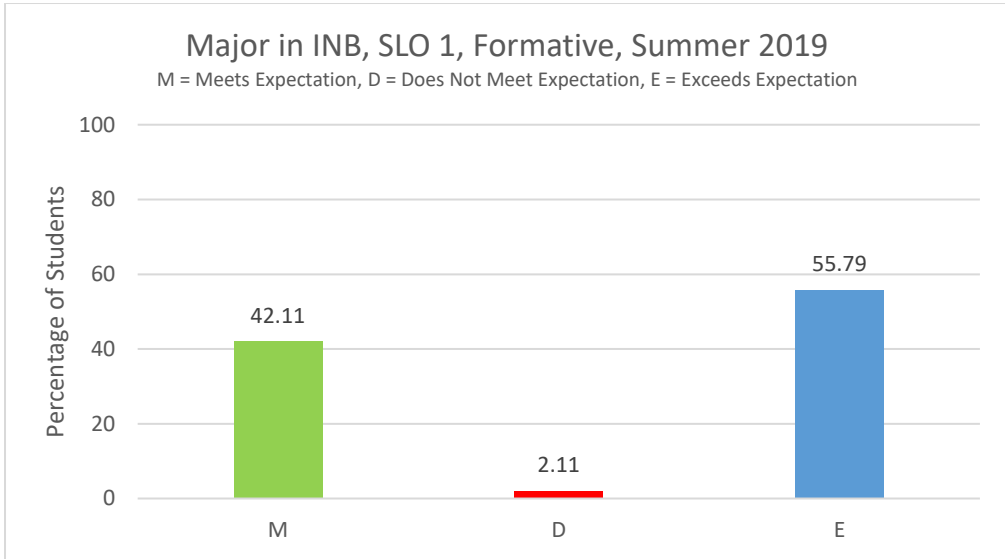


Figure INB- 3

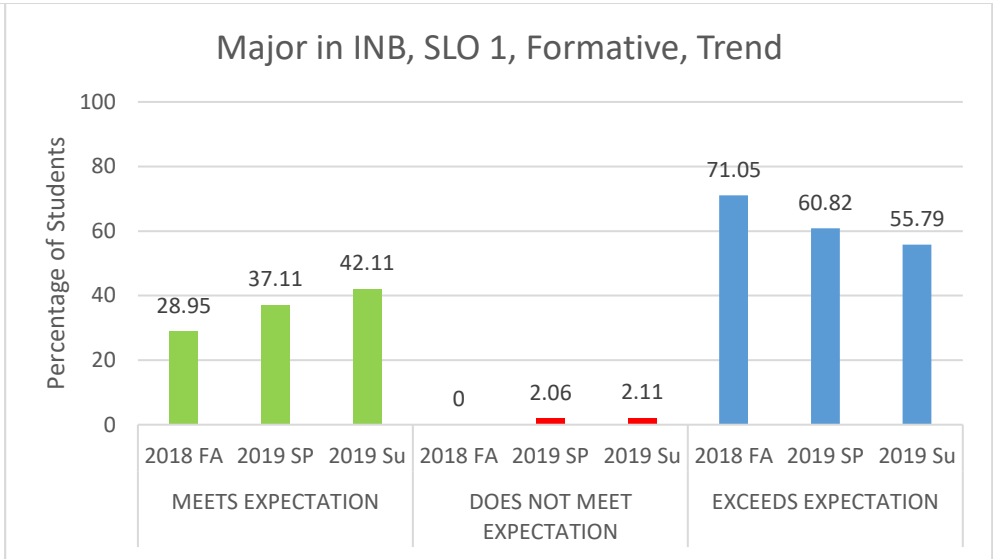


Figure INB- 4

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 failed to meet the target in summative assessment.</p> <p>Trend: Students performance has significantly deteriorated in this area, with significant increase in percentage of students not meeting expectations. This is an area of significant concern.</p>	As a part of the MOU with Macquarie University, Australia, a student delegation team from SBE went to MQU for an exchange program for two weeks. The purpose of the trip was to make students experience a global approach to tertiary education.

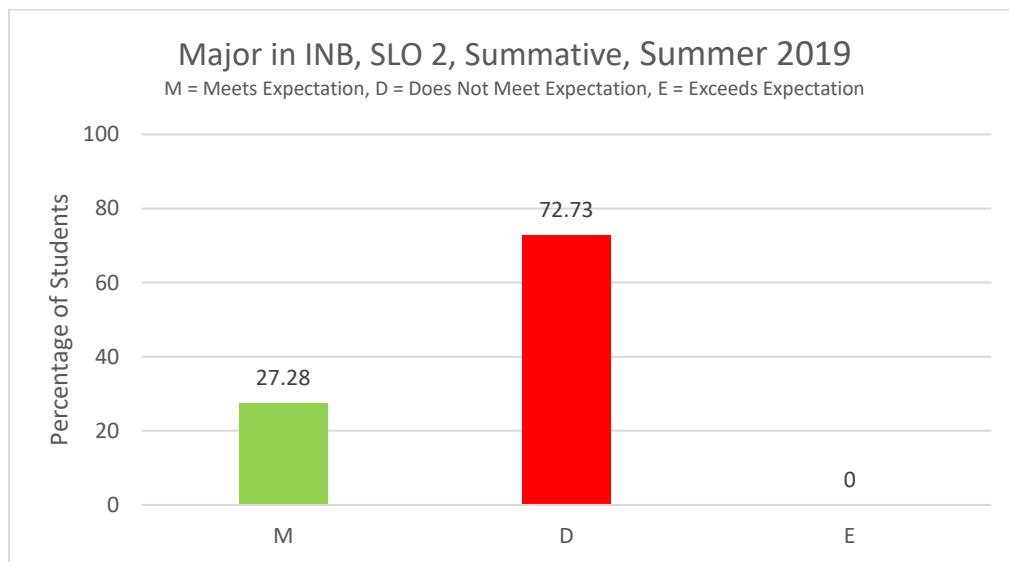


Figure INB- 5

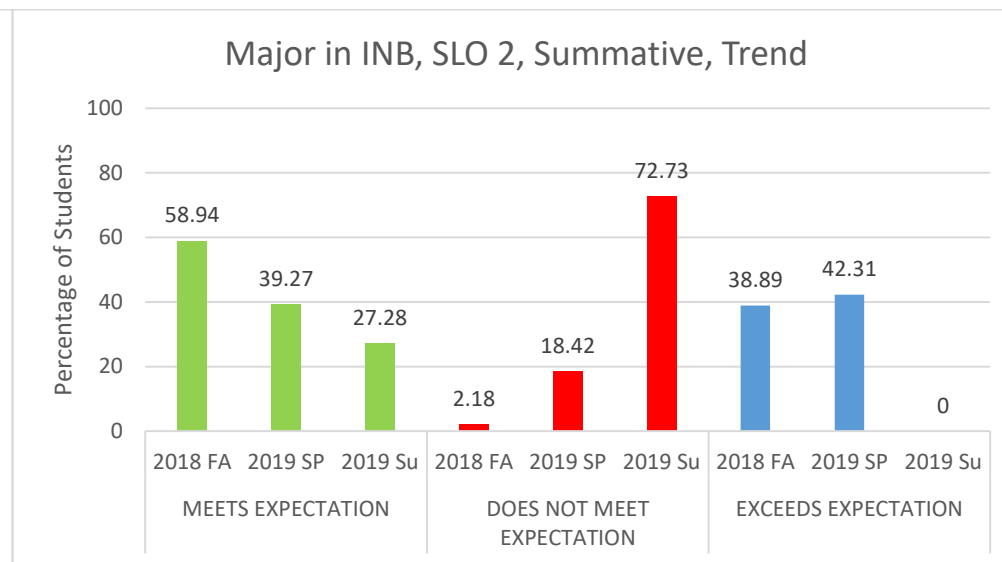


Figure INB- 6

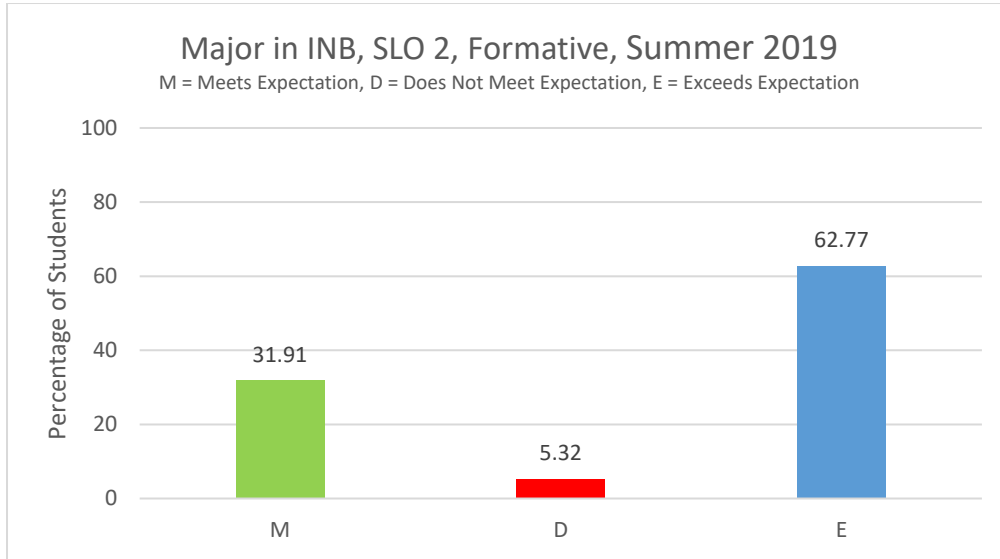


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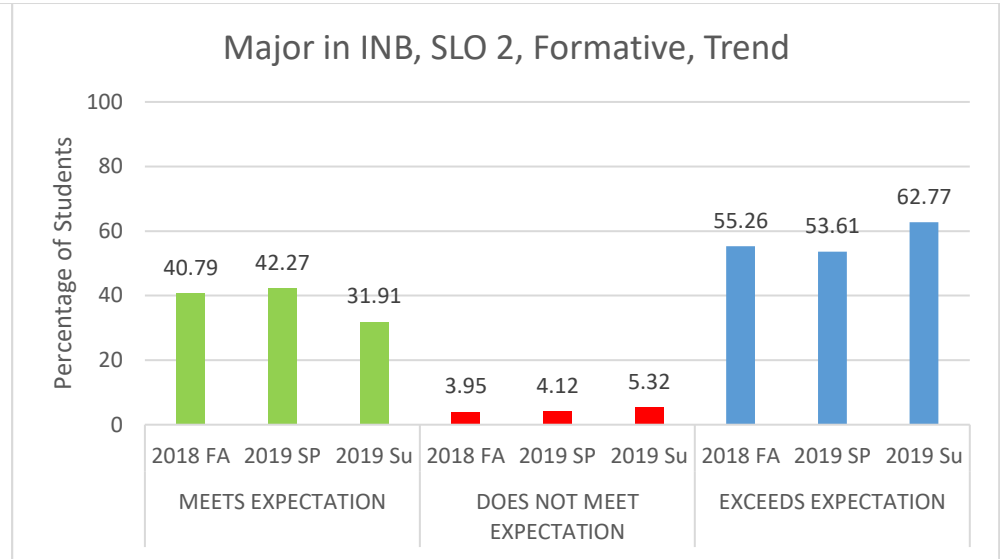


Figure INB- 8

Student Learning Outcomes	Measure	Measurement Criteria	Results	Status	Closing the Loop
3. Assess factors that determine international trade patterns & capital flows and the impact of international institutions on global business operations.	<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 failed to meet the target in summative assessment.</p> <p>Trend: Students performance in summative assessment has deteriorated over the period with an increase in percentage of students not meeting expectations</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.

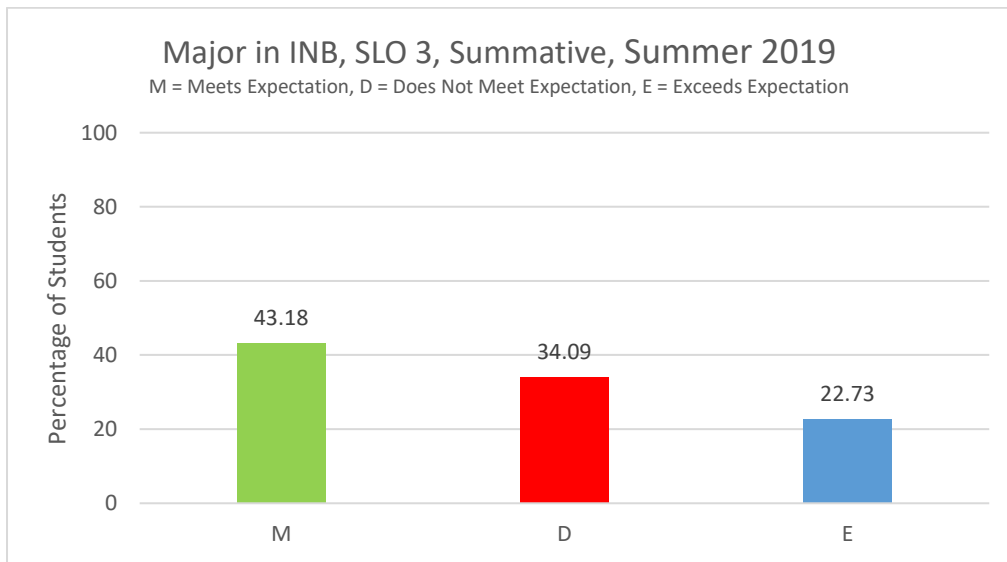


Figure INB- 9

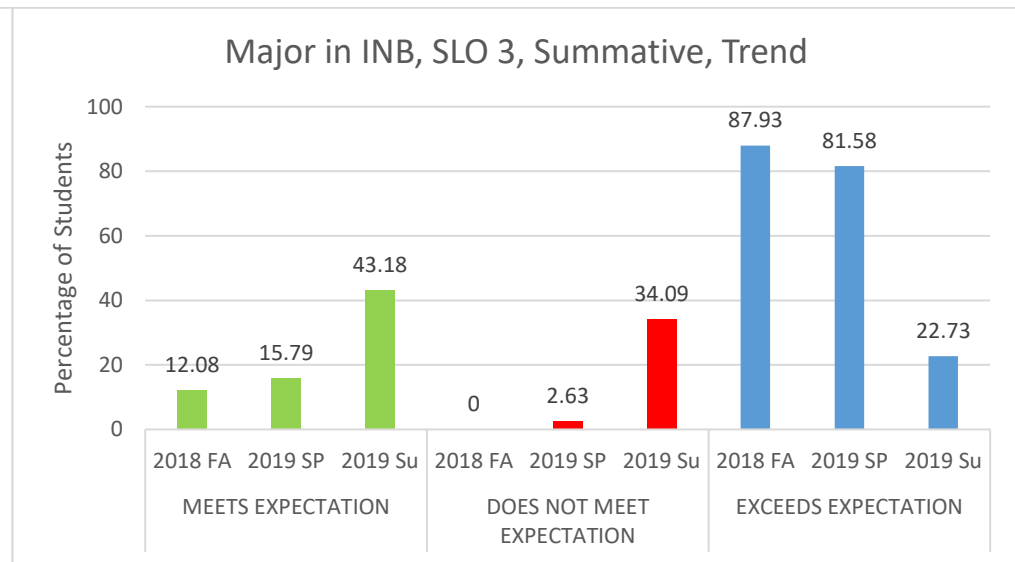


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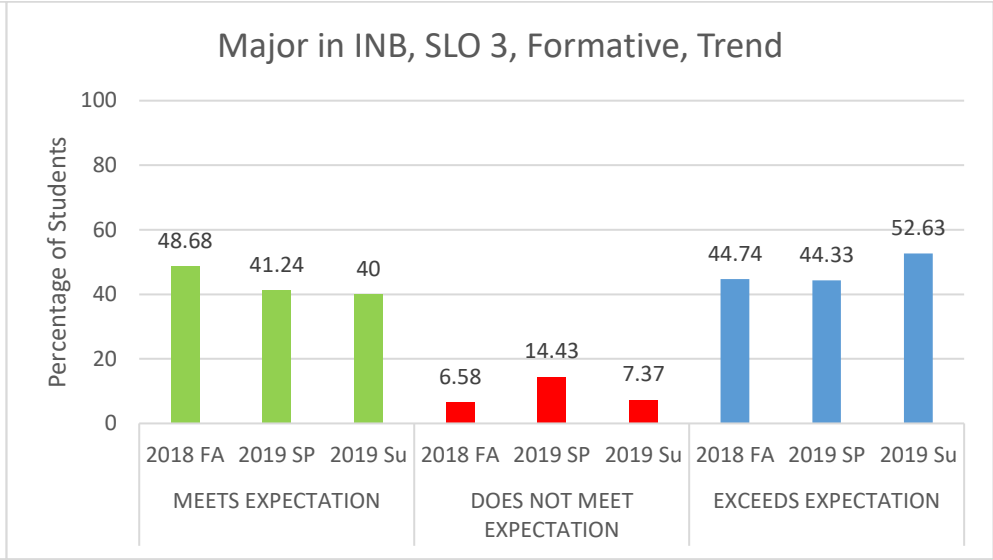
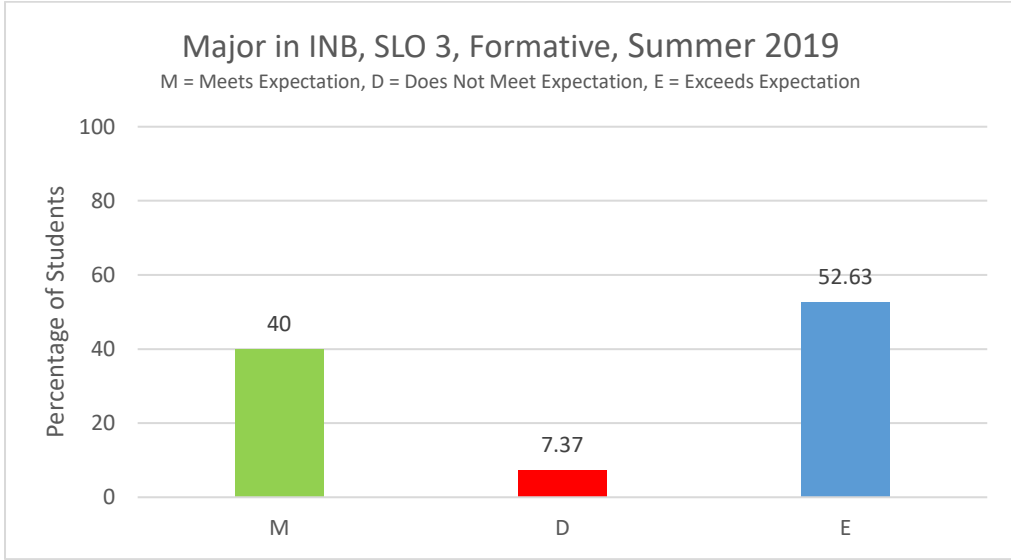


Figure INB- 11

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 failed to meet the target in summative assessment</p> <p>Trend: Students exhibit extremely poor performance in summative assessment with high percentage of students not meeting expectations. This is an area of major concern.</p>	Students were exposed to more interactive classroom assignments and presentations along with new cases as well as seminars on relevant topics.

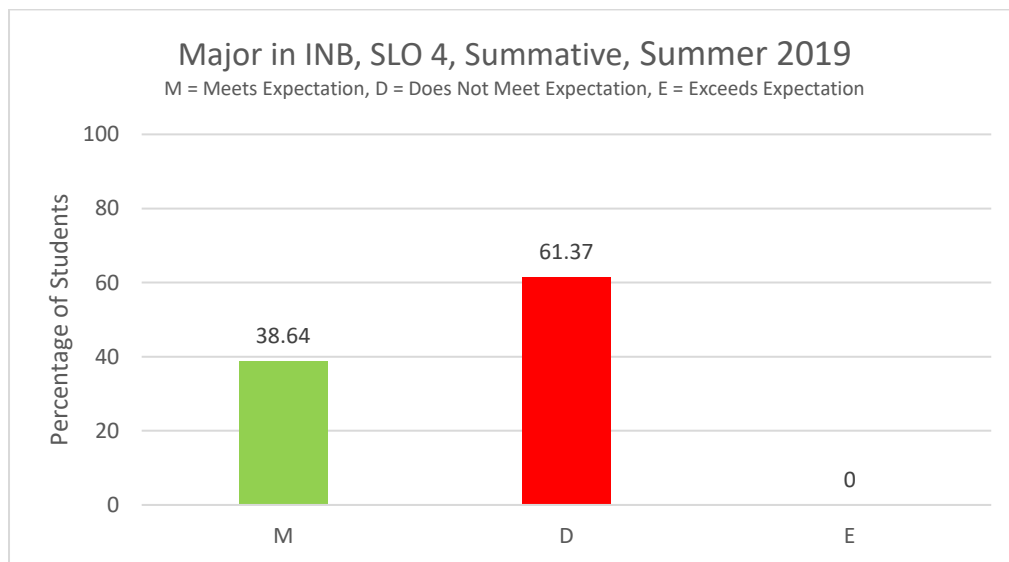


Figure INB- 13

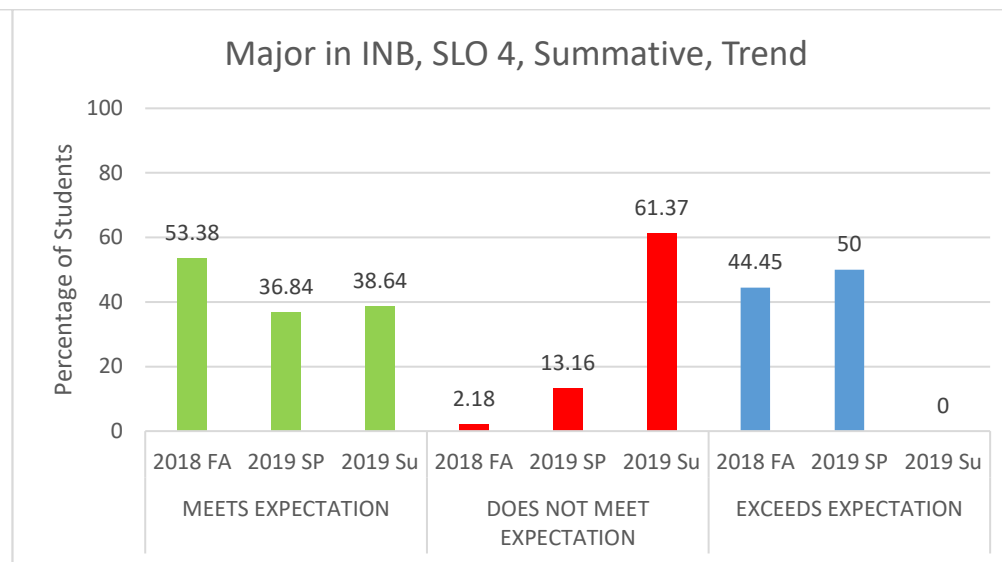


Figure INB- 14

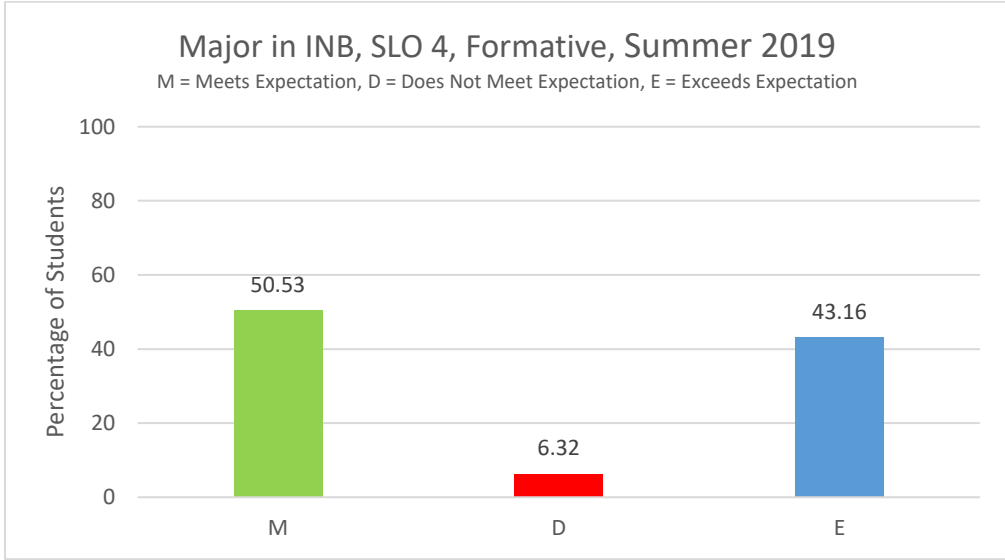


Figure INB- 15

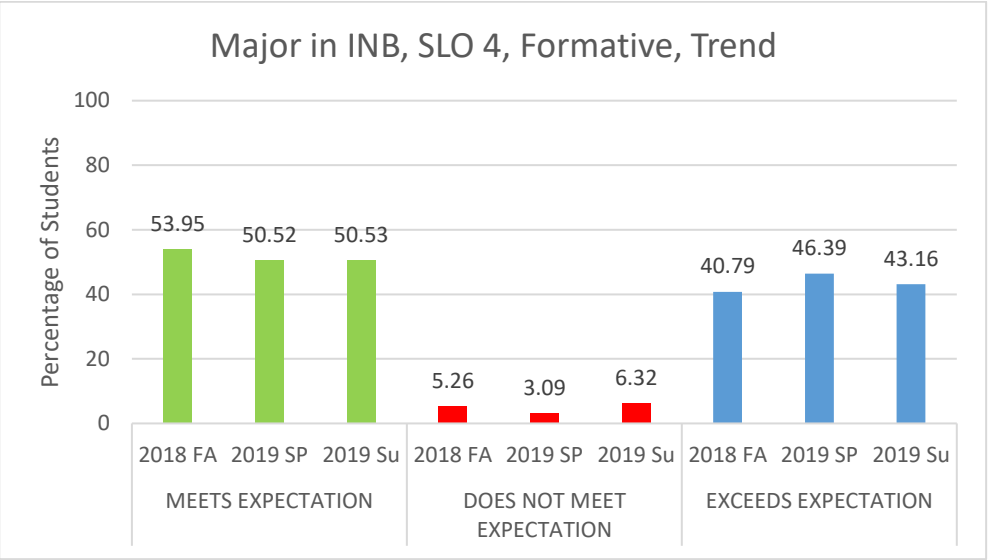


Figure INB- 16

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 in summative assessment.</p> <p>Trend: Students' performance is extremely poor in summative assessment. Focus should be given to this area to improve students' performance.</p>	NSU organizes different business competitions and encourages students to take part in external business competitions like Bizmaestros. These competitions provide them a platform to present their creative minds and apply foundation knowledge gained in academic courses in real business scenarios.

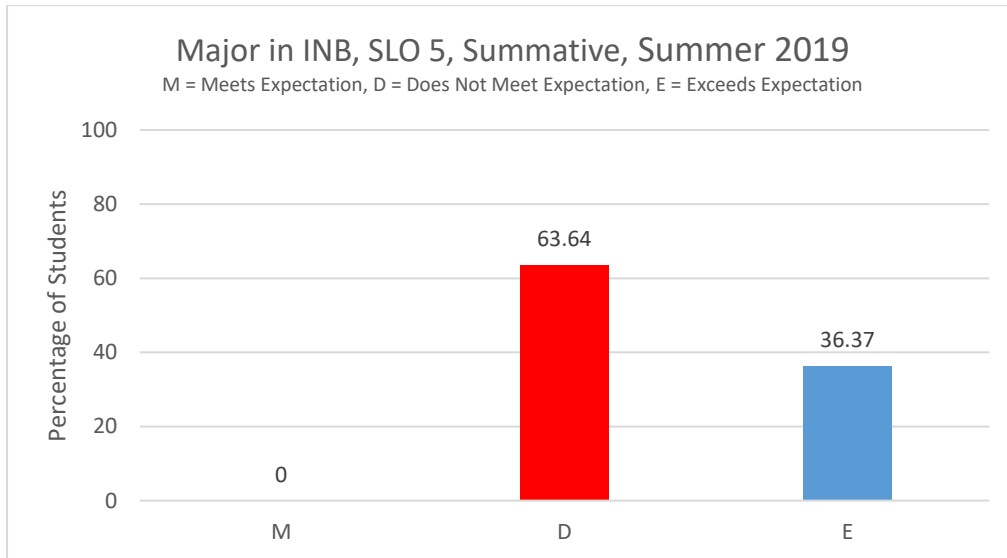


Figure INB- 17

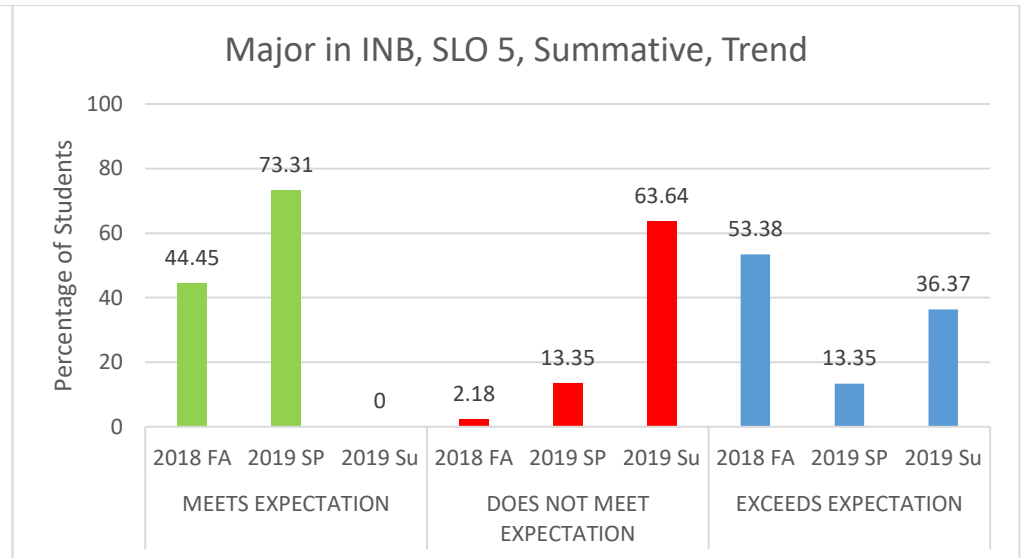


Figure INB- 18

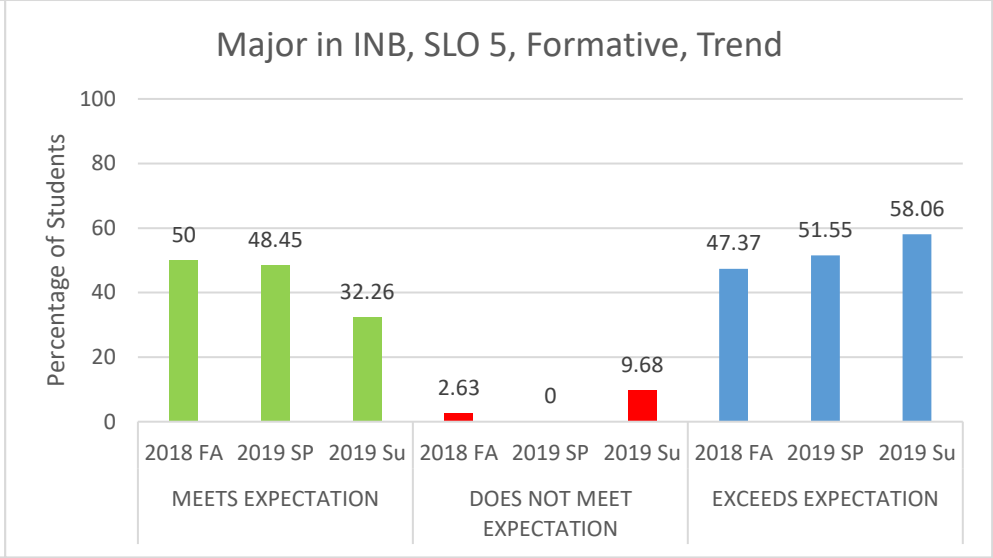
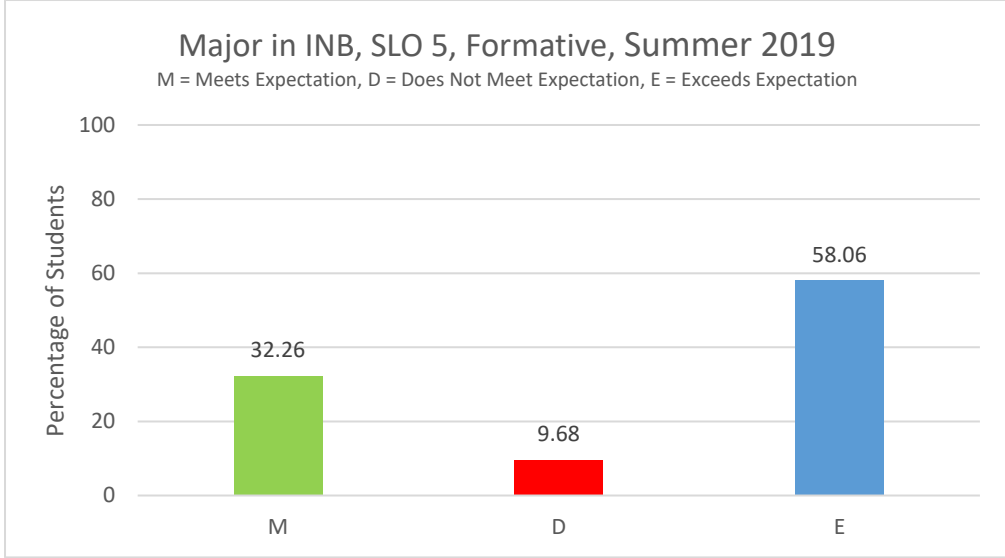


Figure INB- 19

Figure INB- 20

Summer 2019 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 failed to meet the target in summative assessment.</p> <p>Trend: Students' performance in summative assessment has deteriorated over the period with high increase in percentage of students not meeting the expectations.</p>	The IQAC at NSU organizing series of training programs for Faculty Members to enhance quality teaching and learning.

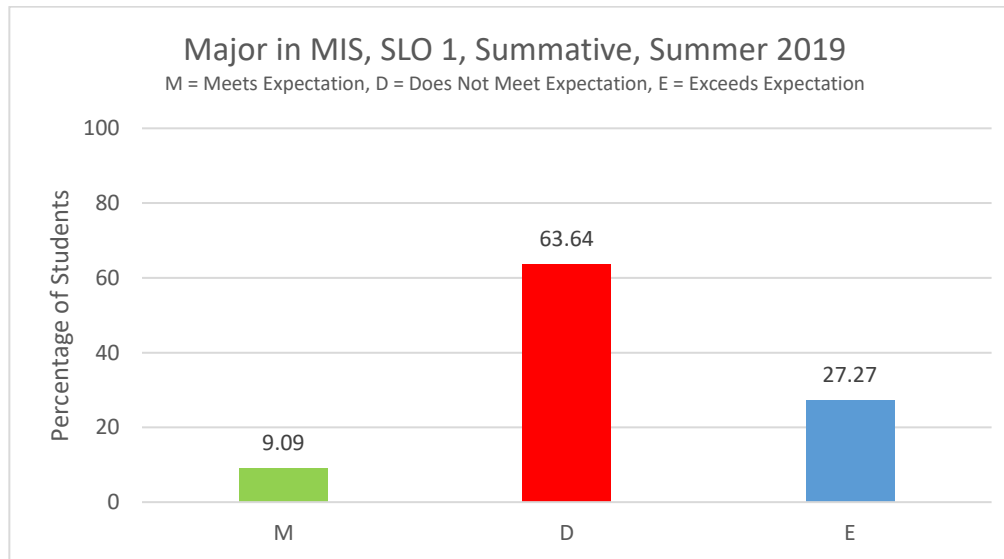


Figure MIS 1

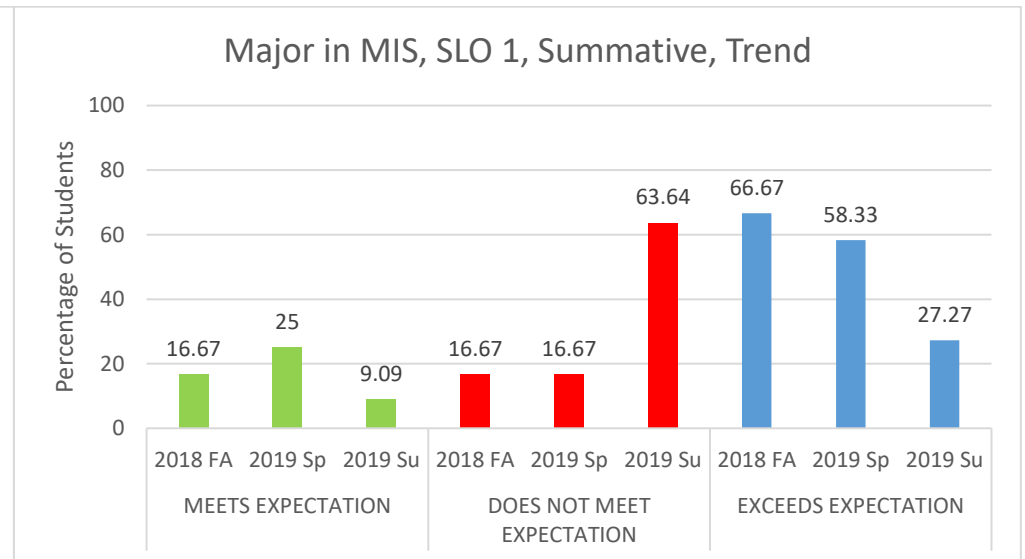


Figure MIS 2

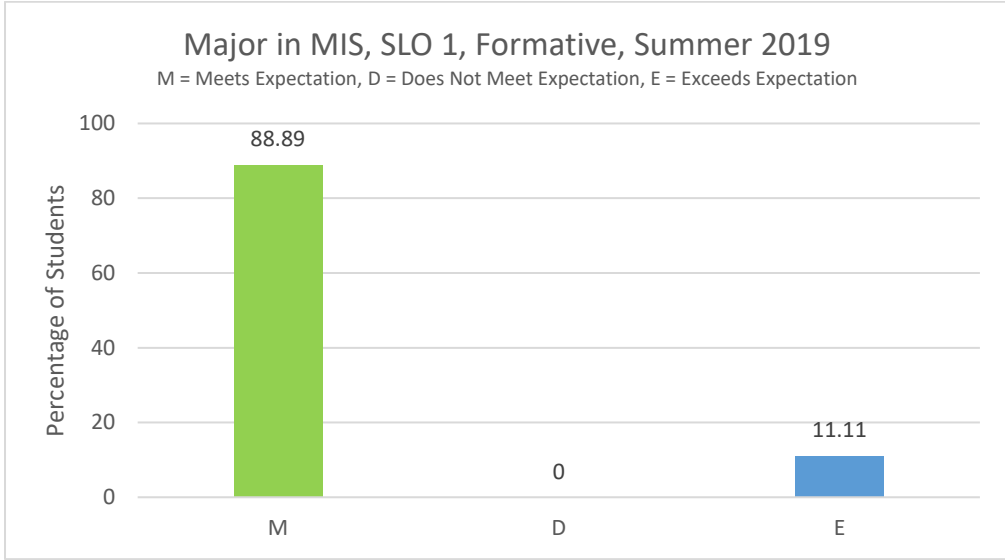


Figure MIS 3

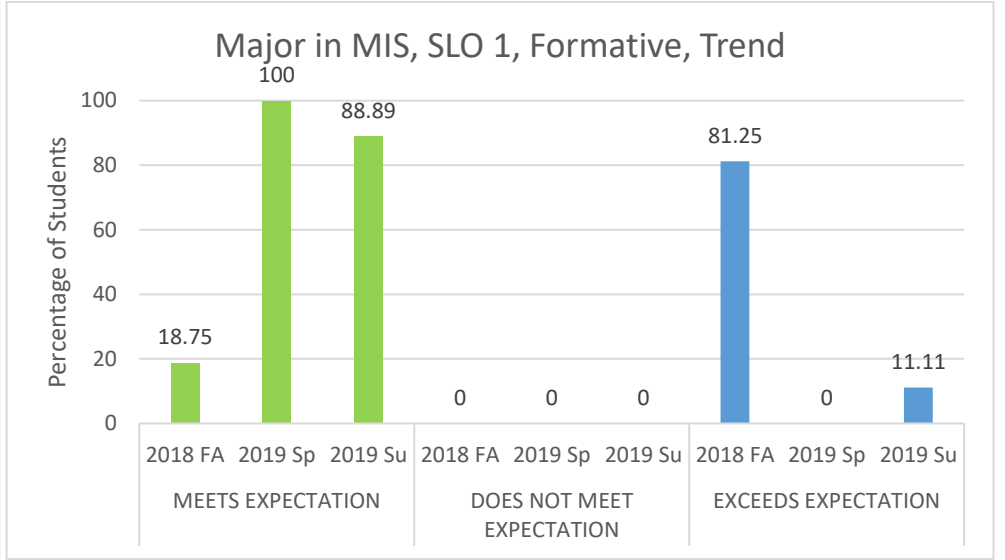


Figure MIS 4

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
2. Demonstrate the understanding about systems theory, systems analysis, systems design and project management.	<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>Students failed to meet the target in summative assessment.</p> <p>Trend: Students performance in summative assessment has deteriorated over the period with increase in percentage of students not meeting the expectations.</p>	The practice to demonstrate the understanding on different application software and practically use them in solving specific problems continued in the semester.

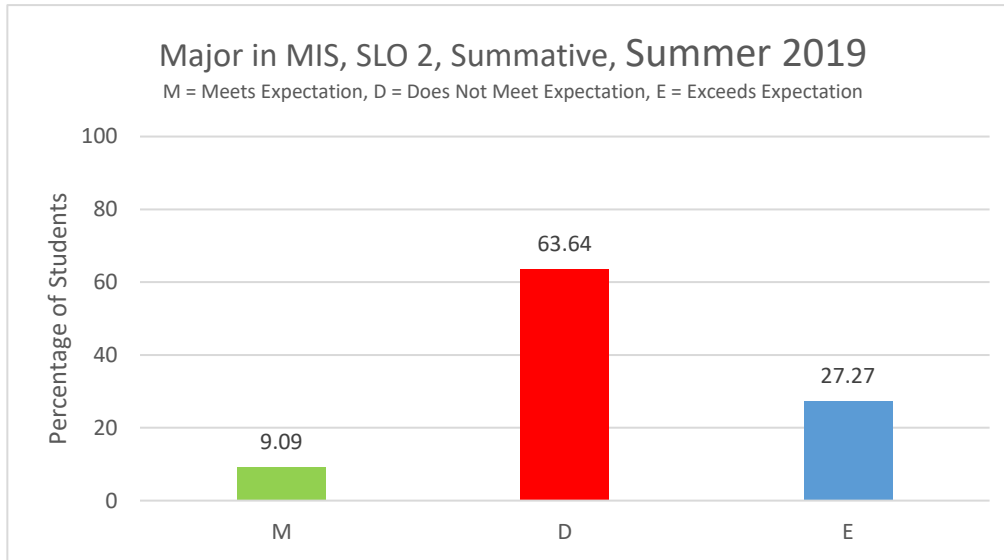


Figure MIS 5

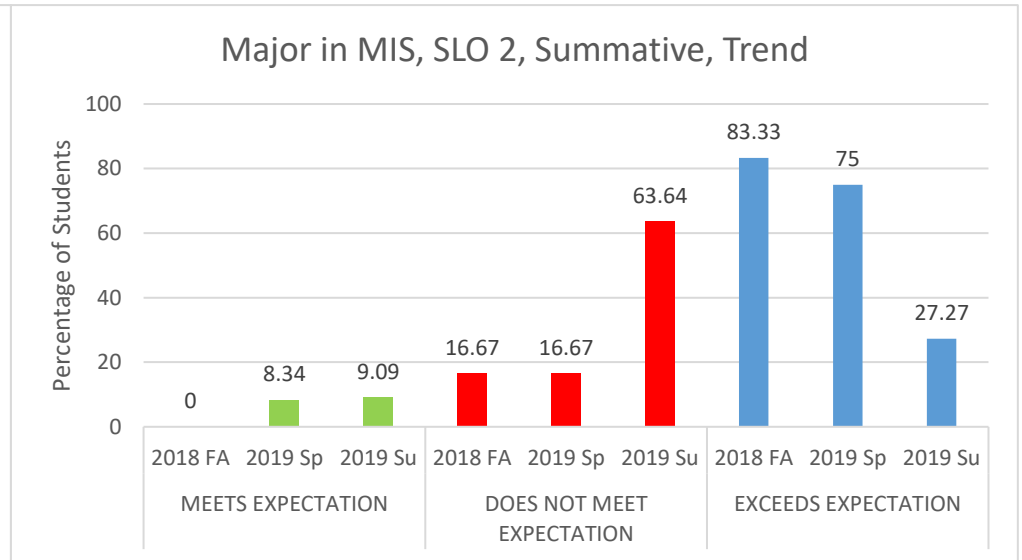


Figure MIS 6

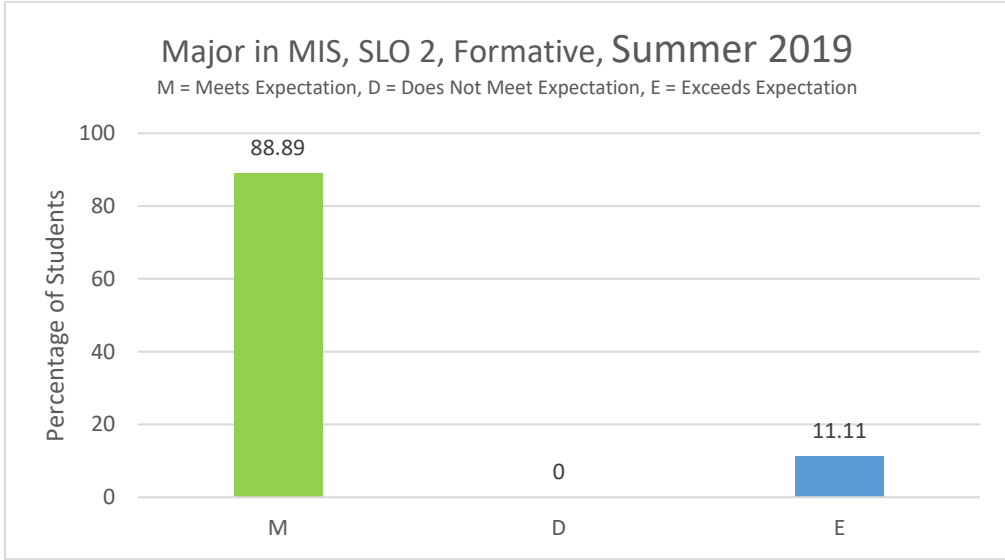


Figure MIS 7

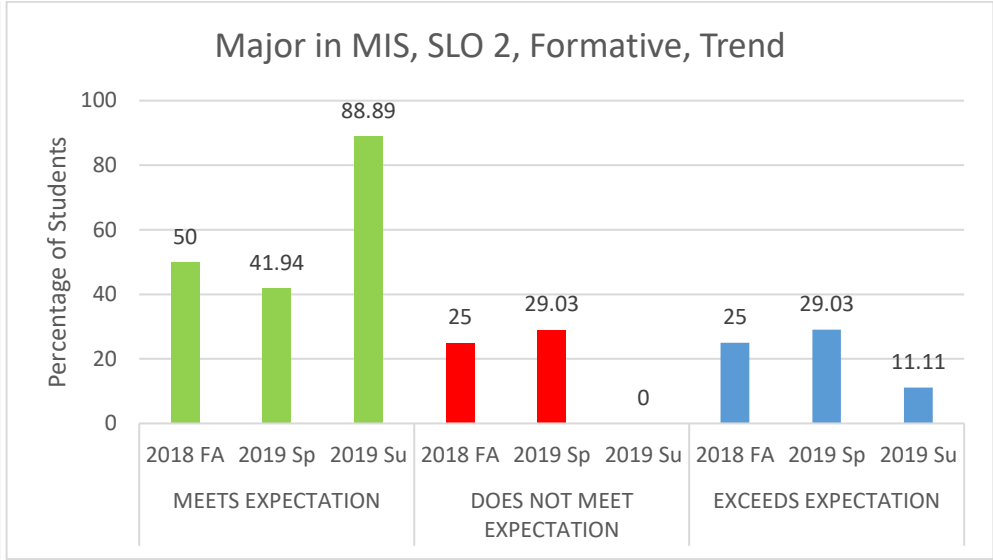


Figure MIS 8

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
3. Exhibit the knowledge on web-based information systems in business context.	<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: There is an increase in percentage of students not meeting expectations in summative assessment. This is an area of great concern.</p>	Practical cases and exercises are practiced in class so that students can gain knowledge about different operational components of web-based IS.

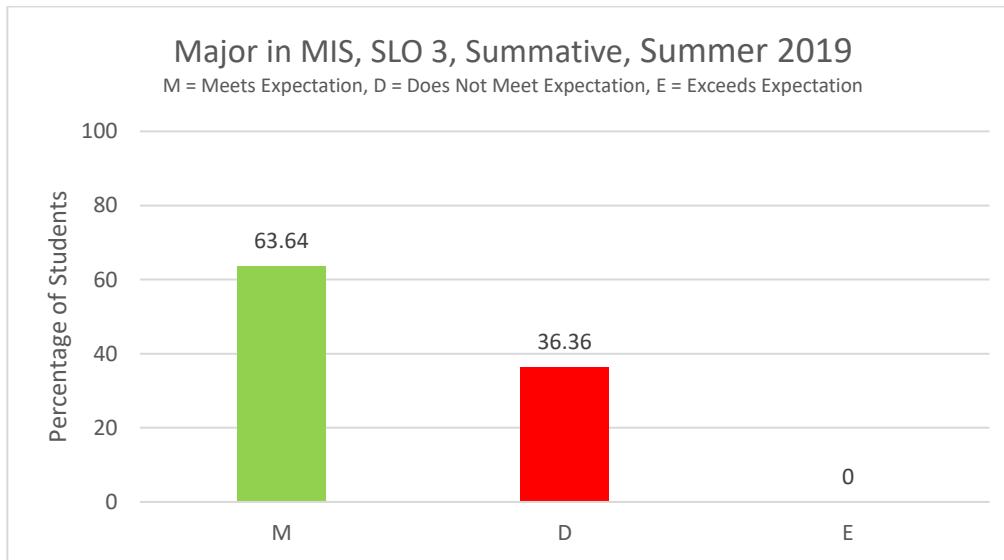


Figure MIS 9

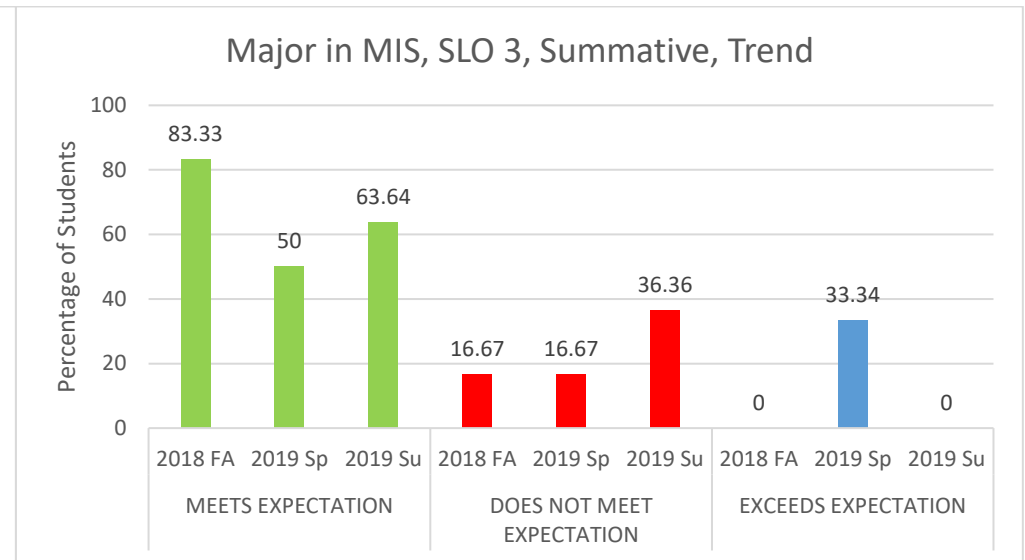


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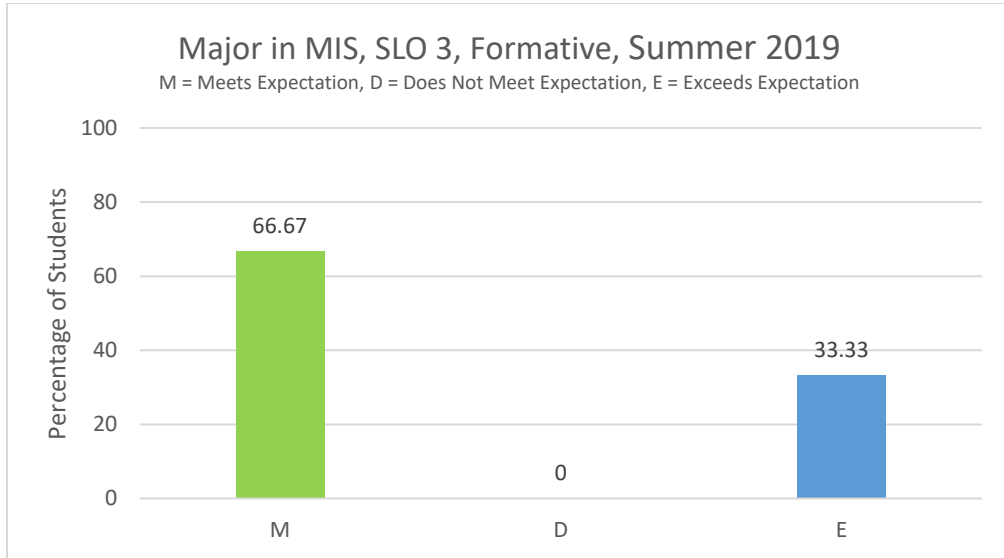


Figure MIS 11

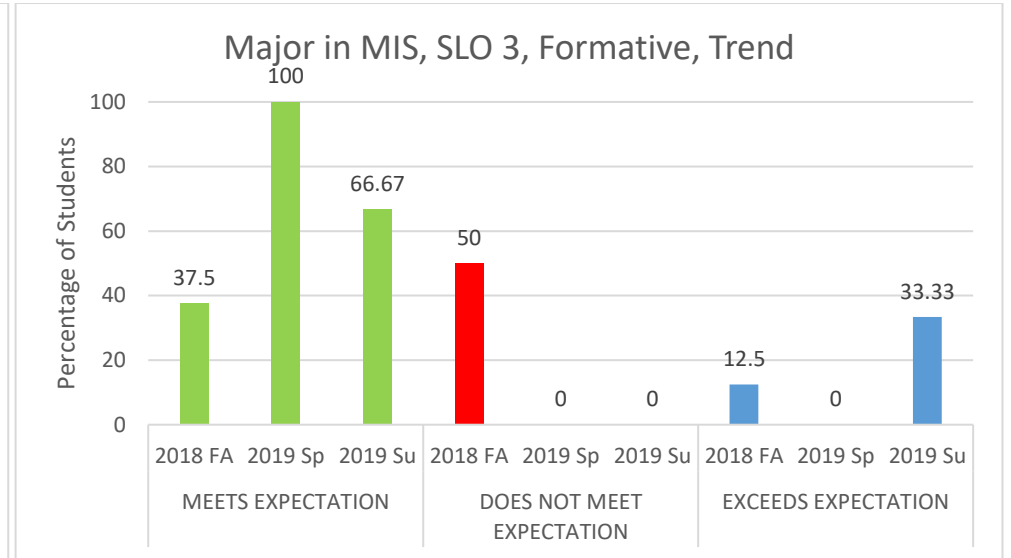


Figure MIS 12

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.</p> <p>Trend: Students' performance both in summative and formative assessment is extremely poor. In formative assessment there is a high percentage of students not meeting expectations. This is an area of major concern.</p>	Pre-selected business application tools and lab exercises are discussed and demonstrated in theory and lab classes, so that students can design, implement, and evaluate different systems as per instructions provided and with specific features.

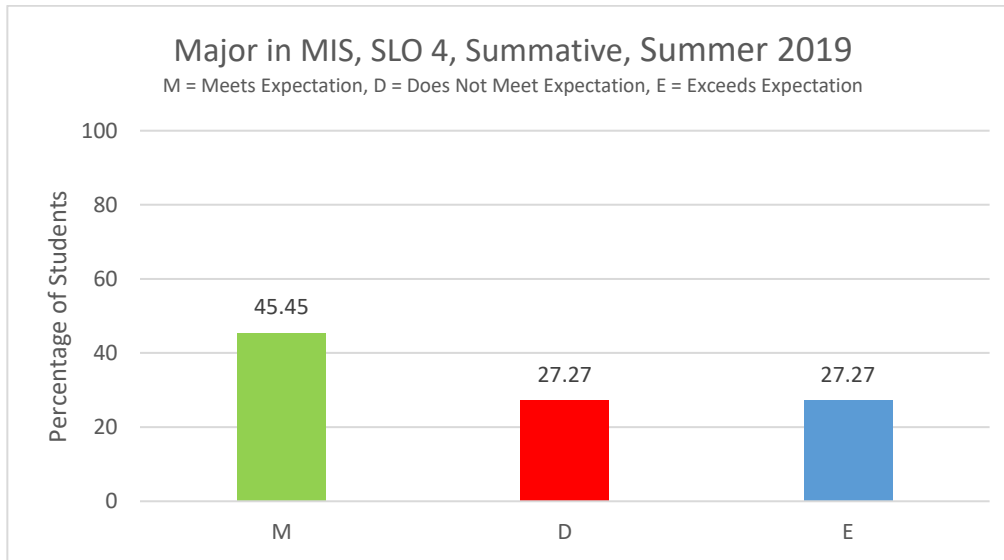


Figure MIS 13

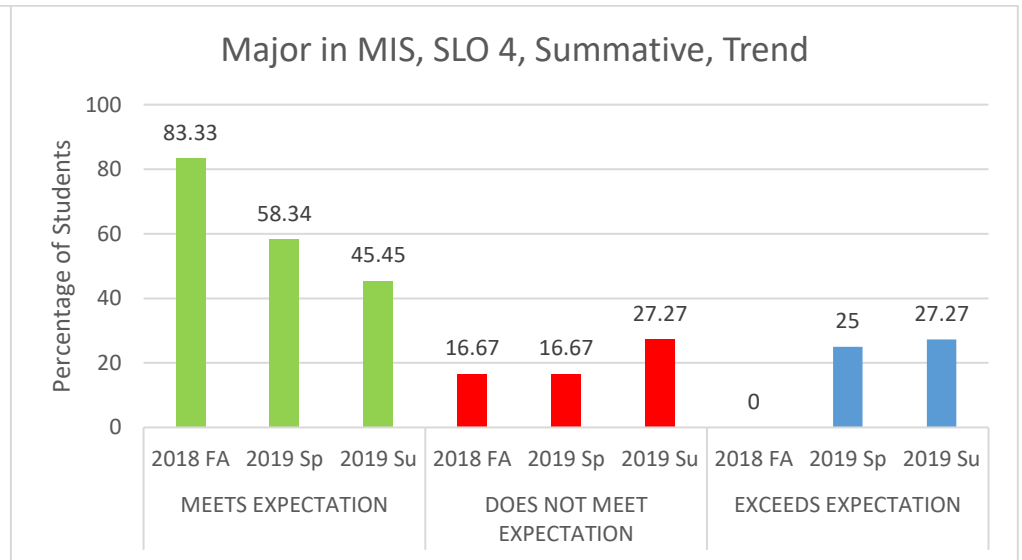


Figure MIS 14

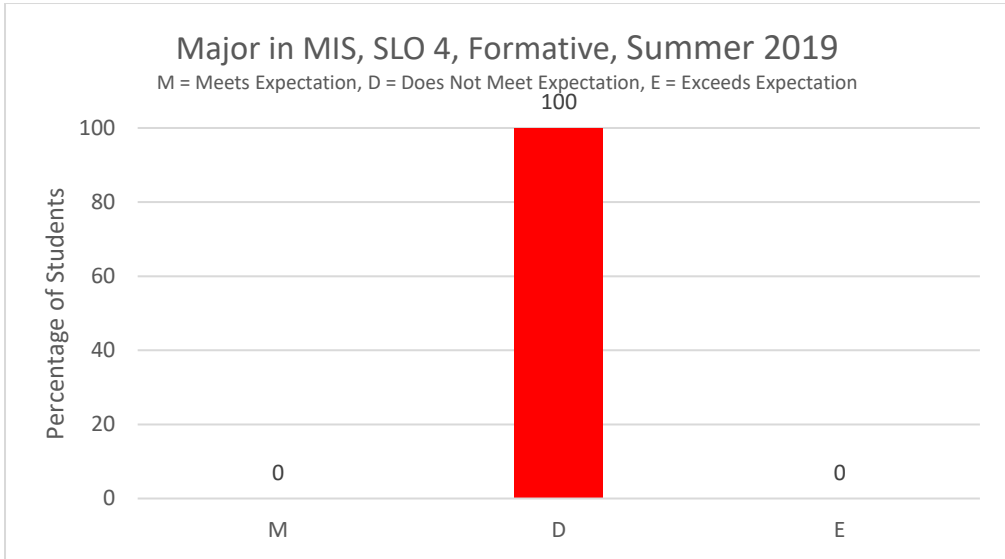


Figure MIS 15

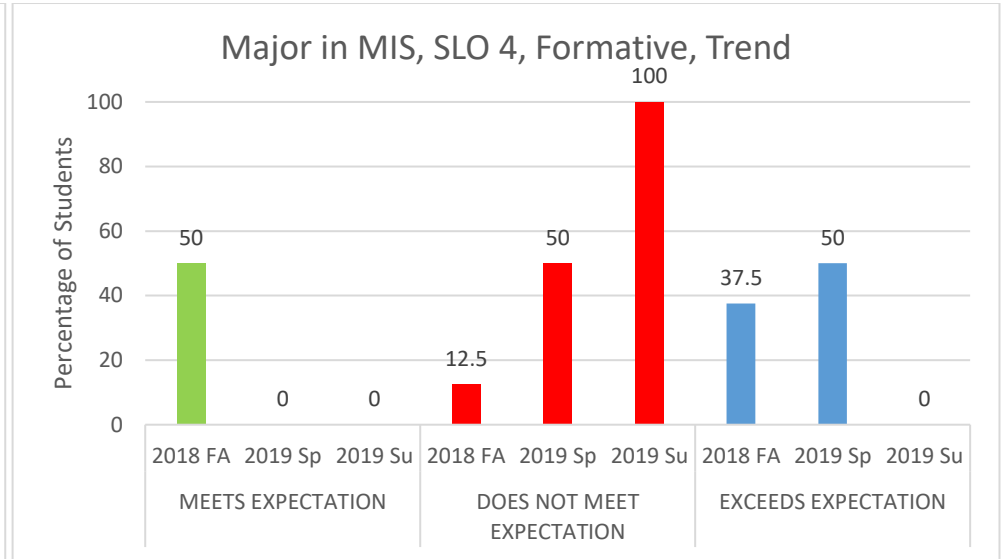


Figure MIS 16

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 met the target.</p> <p>Trend: Students' performance has improved over the period both in summative and formative assessment with an increase in the percentage of students exceeding expectations.</p>	Course components were reviewed to ensure that students can continue to critically identify problems and solve those using systems thinking.

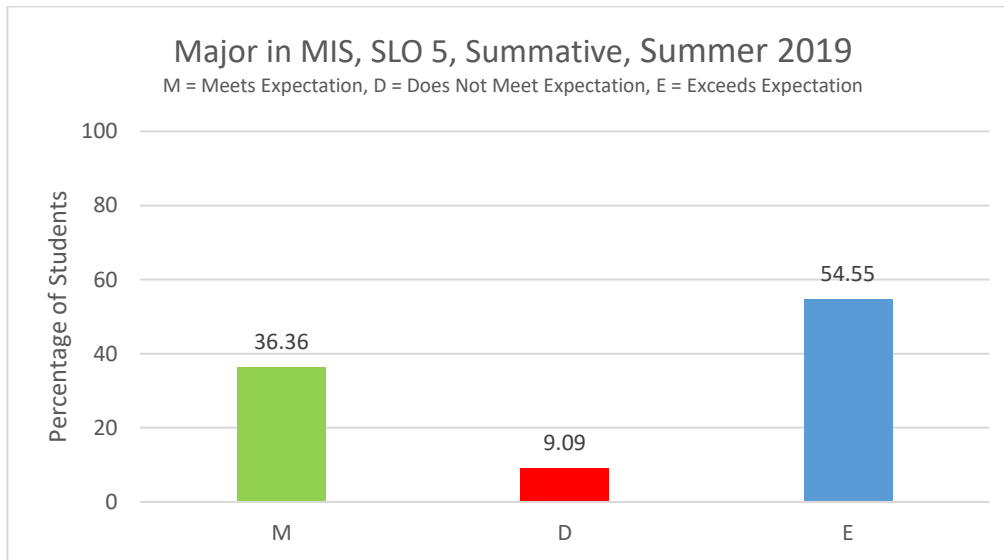


Figure MIS 17

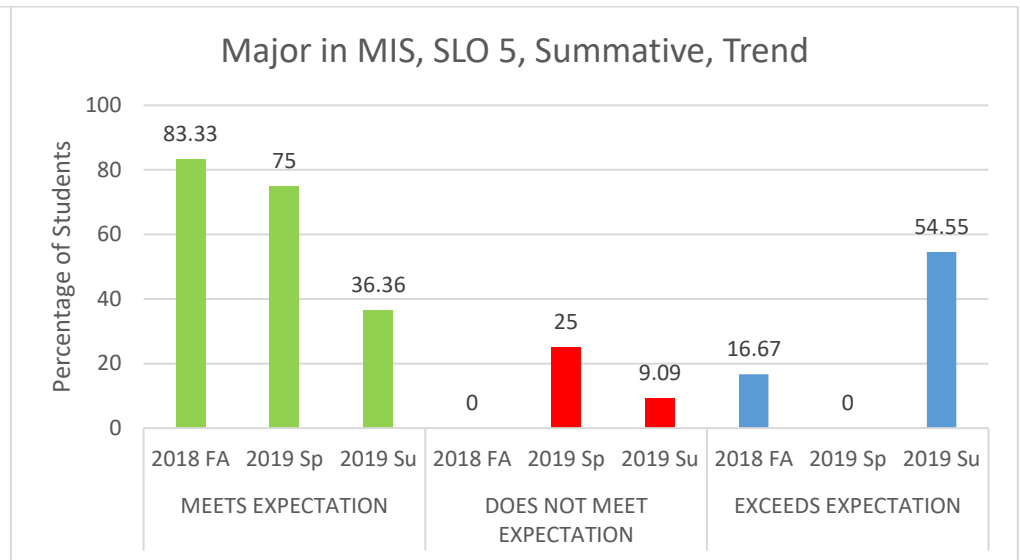


Figure MIS 18

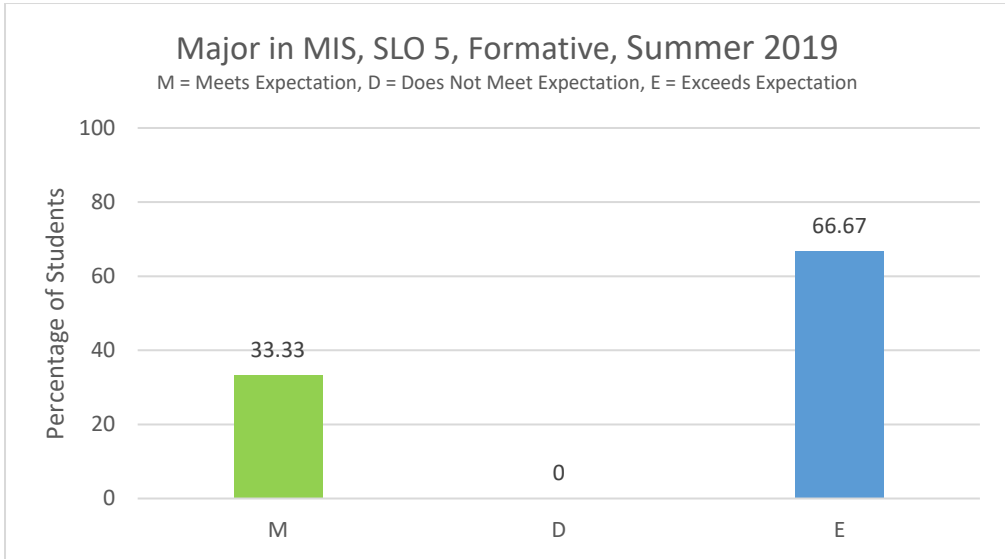


Figure MIS 19

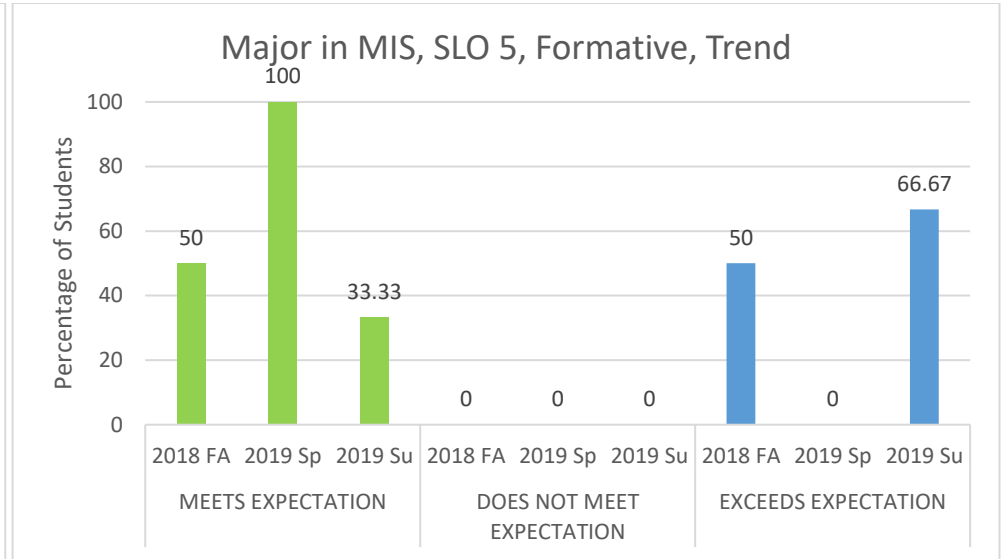


Figure MIS 20

Summer 2019 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 exhibit good performance in this area.</p>	The Student Engagement Committee of The Department of Marketing and International Business is dedicated to organizing sessions for students, giving them a slice of real corporate life. The students are exposed to sessions that not only covers the theoretical concepts taught in class but also how marketing strategies are used practically in the workplace.

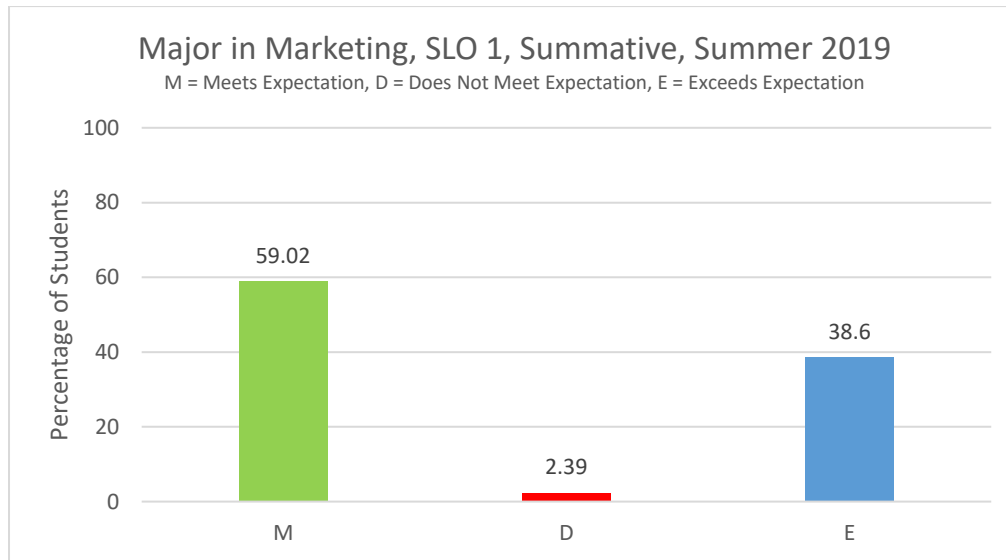


Figure MKT- 1

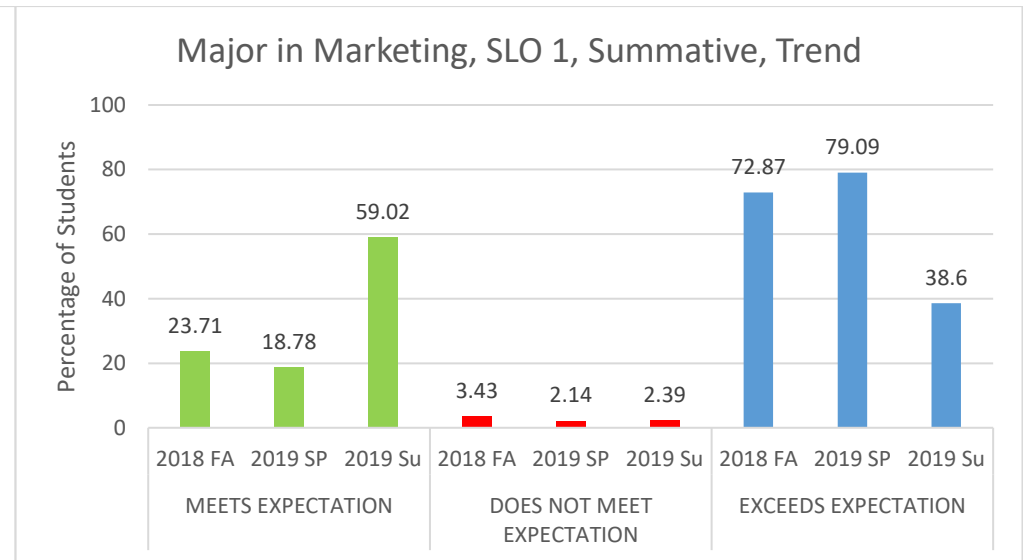


Figure MKT- 2

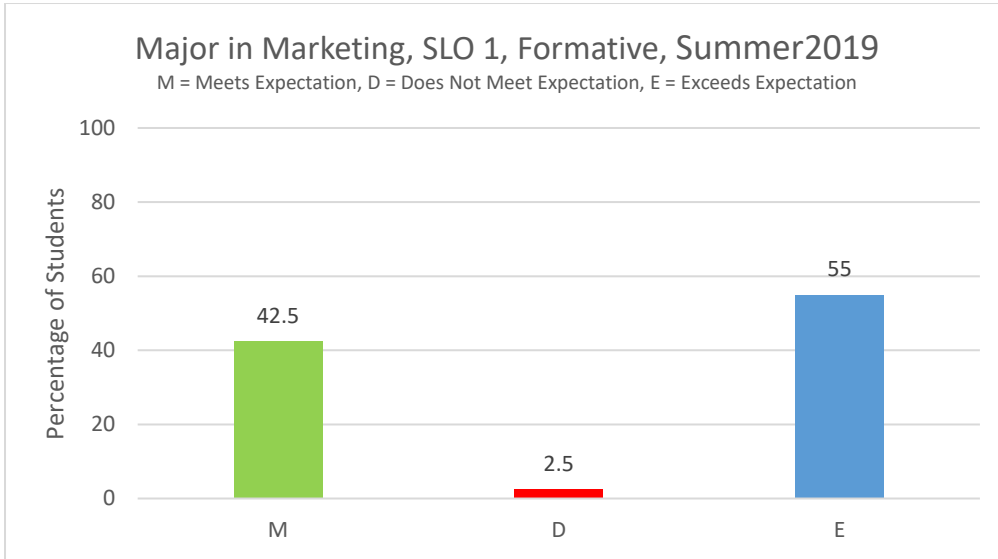


Figure MKT- 3

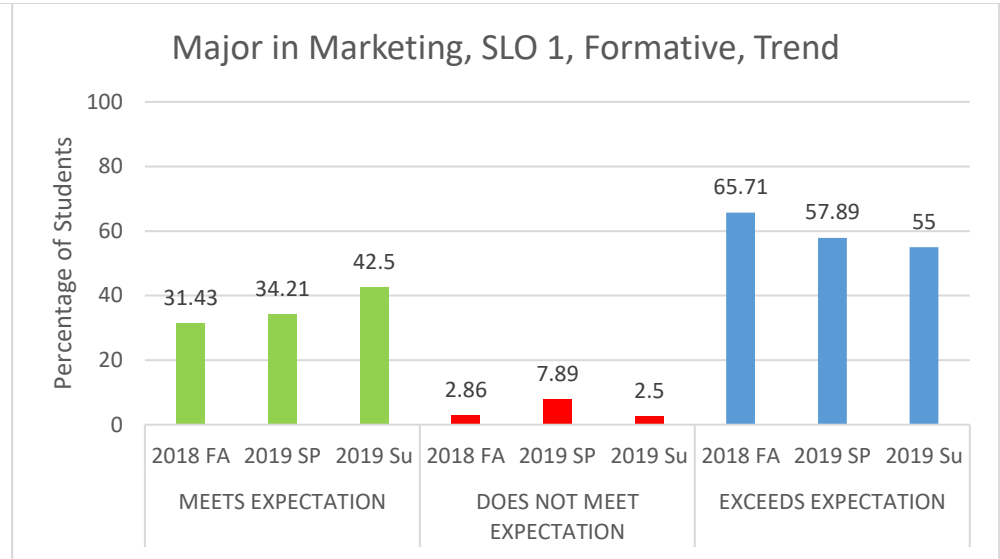


Figure MKT- 4

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: Students exhibit good performance in this area.	The courses are taught by faculties who are highly qualified with advanced degrees and have significant industry experience.

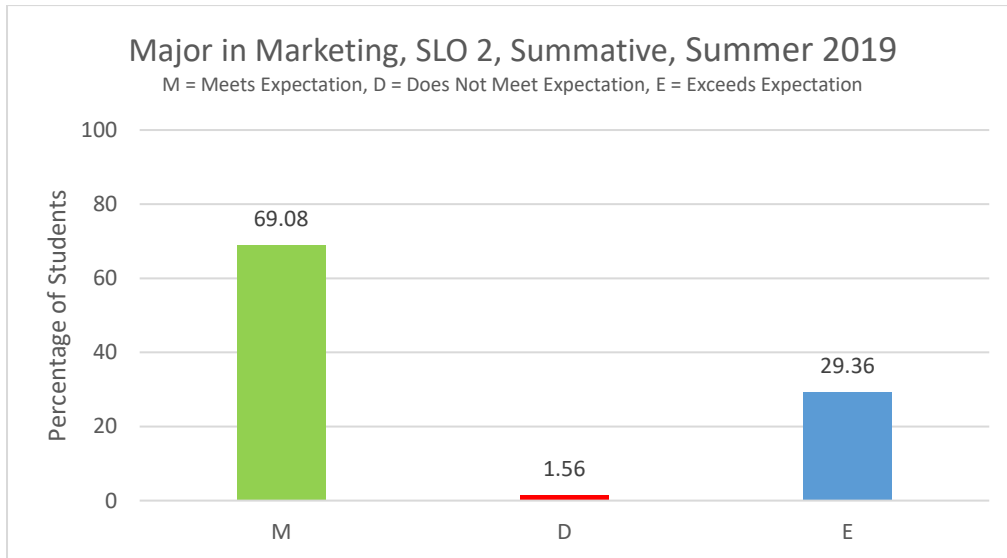


Figure MKT- 5

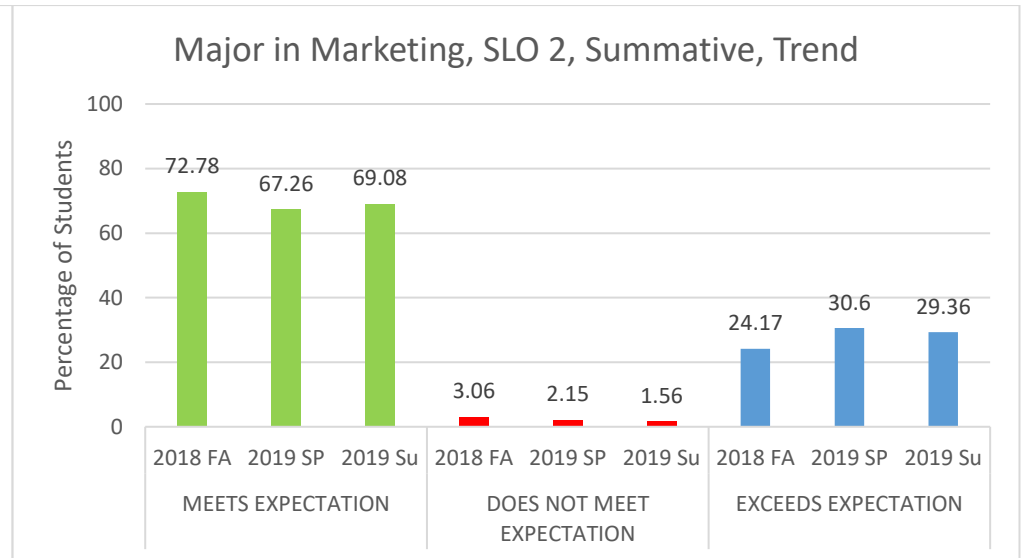


Figure MKT- 6

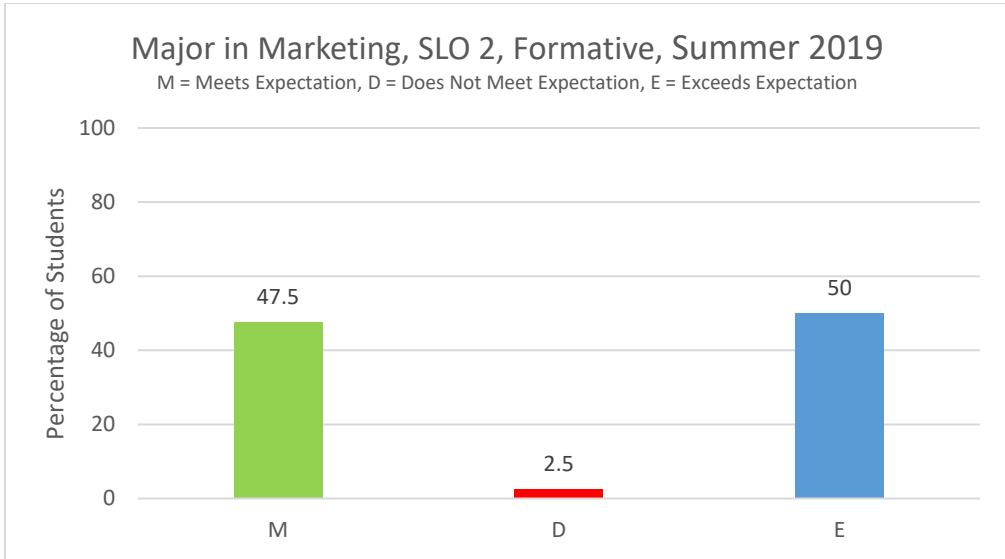


Figure MKT- 7

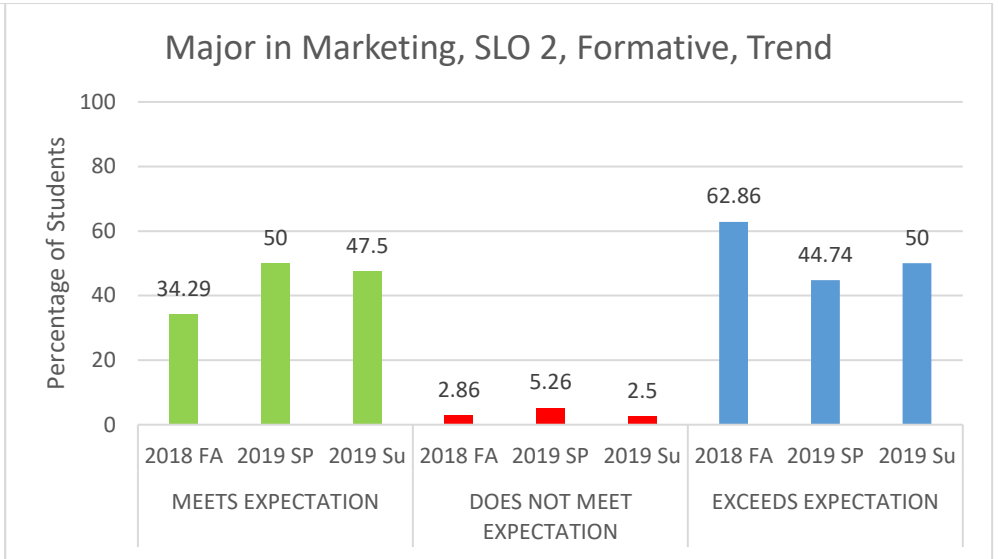


Figure MKT- 8

Student Learning Outcomes	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
3. Apply concepts of consumer behavior to develop marketing strategy.	<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.3.R.1</p>	See Figures 9 – 12.	<p>Target- 75% of the students should be able to meet and exceed the expectation of SLO3.</p> <p>Students met the target.</p> <p>Trend: Students' performance has increased over the period with an increase in the percentage of students exceeding expectations.</p>	The IQAC formed two committees, Institutional Curriculum Formatting Committee (ICFC) and Improvement Plan Implementation Committee (IPIC), in each Department. Each committee has two members from each Department who work along with IQAC to improve departmental activities. ICFC works on curriculum under IQAC's supervision and IPIC works on implementing improvements targets at the departmental level.

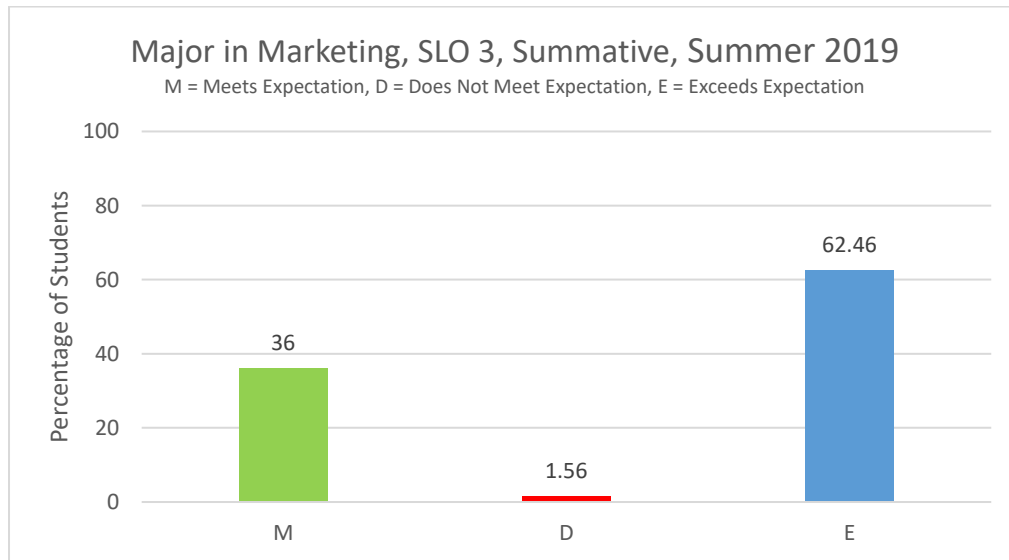


Figure MKT- 9

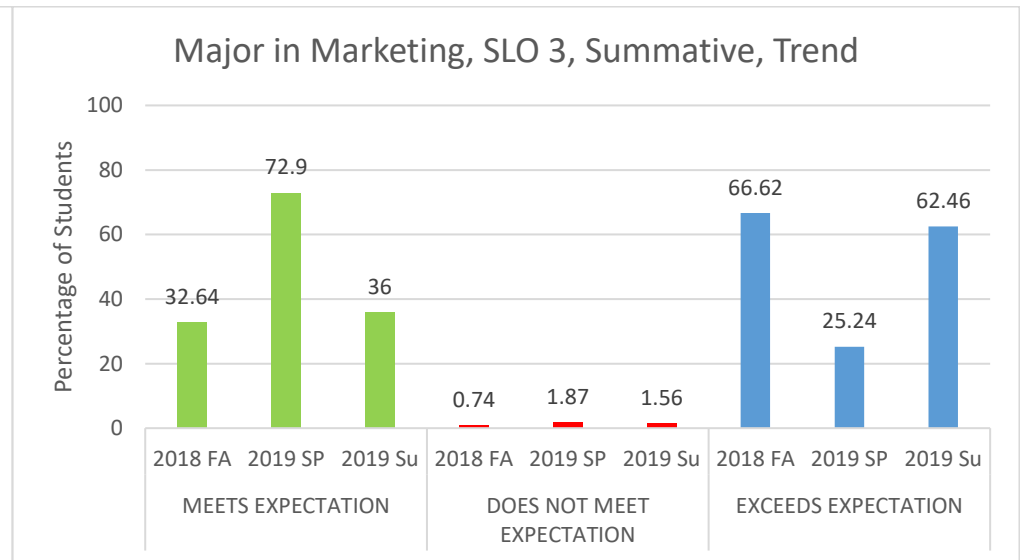


Figure MKT- 10

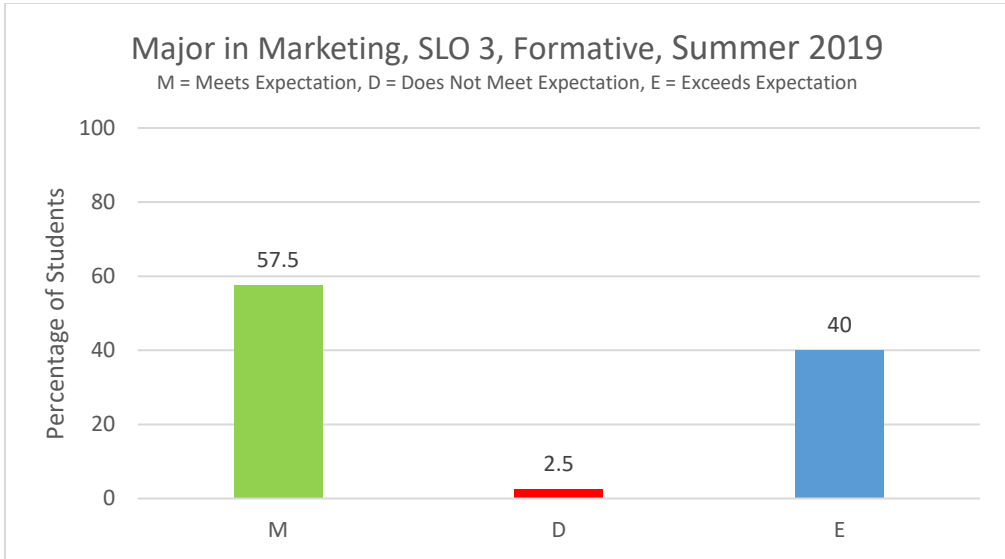


Figure MKT- 11

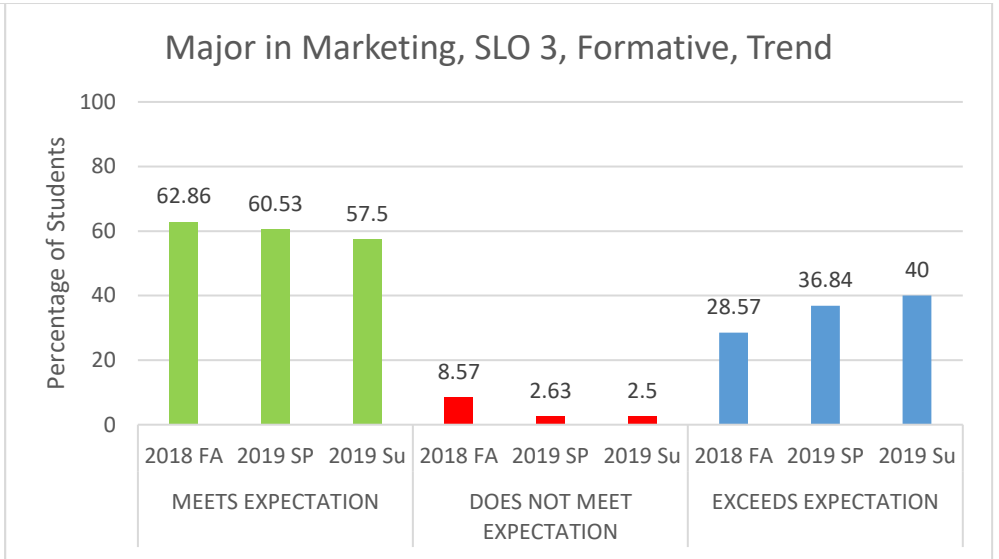


Figure MKT- 12

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.	<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.4.R.1 (formative), and rubric # MKT.4.R.2 (summative)	See Figures 13 – 16.	Target- 80% of the students should be able to meet and exceed the expectation of SLO4. Students met the target. Trend: Students exhibit satisfactory performance in this area.	The Department holds series of academic seminars and workshops for faculty members and students. In those workshops, academics and practitioners visit NSU to deliver formal and informal talks. The main objective of the seminars is improving students' business knowledge through real-world corporate examples

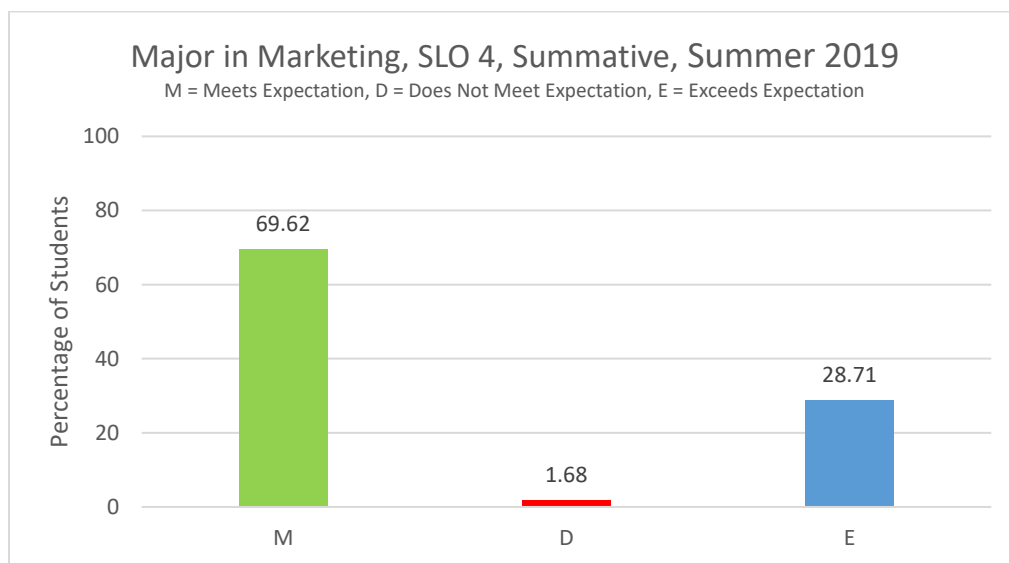


Figure MKT- 13

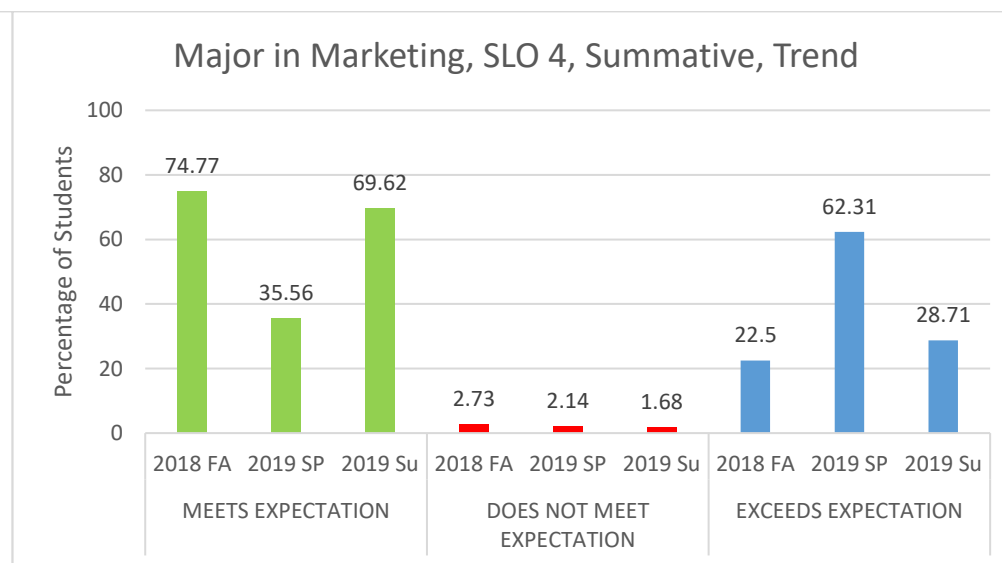


Figure MKT- 14

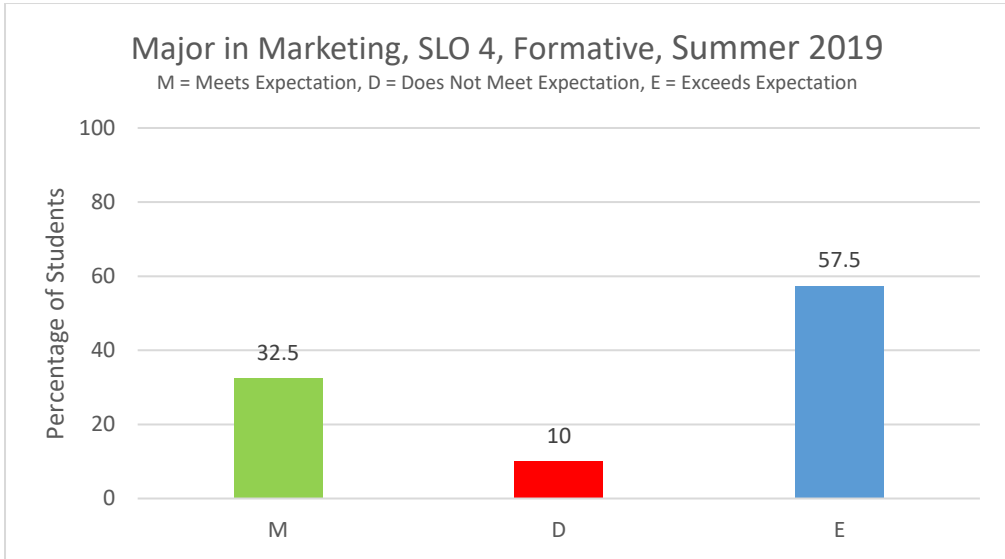


Figure MKT- 15

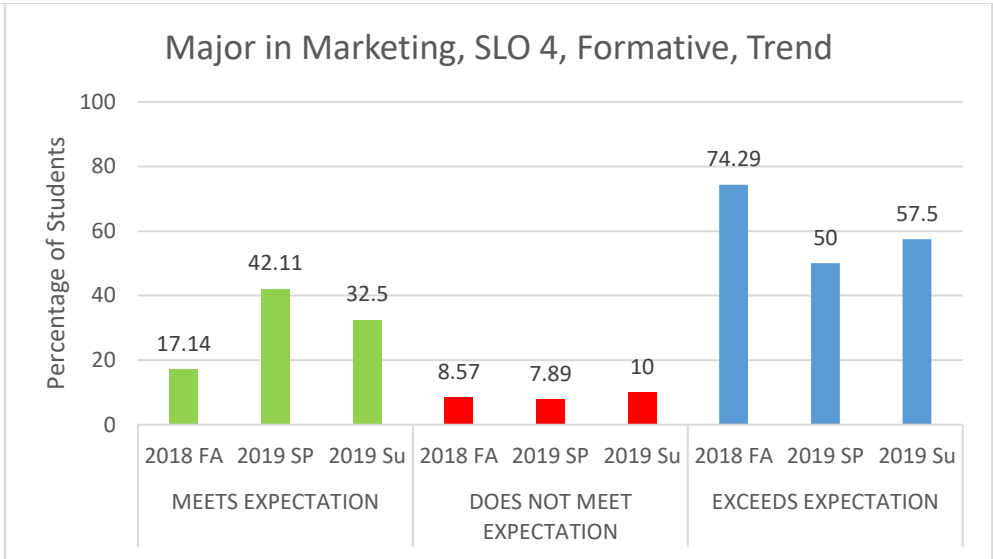


Figure MKT- 16

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 failed to meet the target.</p> <p>Trend: Although students failed to meet the 100% target, performance has significantly improved in this area with high percentage of students exceeding expectations.</p>	NSU organizes different business competitions and encourages students to take part in external business competitions like Bizmaestros. These competitions provide them a platform to present their creative minds and apply foundation knowledge gained in academic courses in real business scenarios.

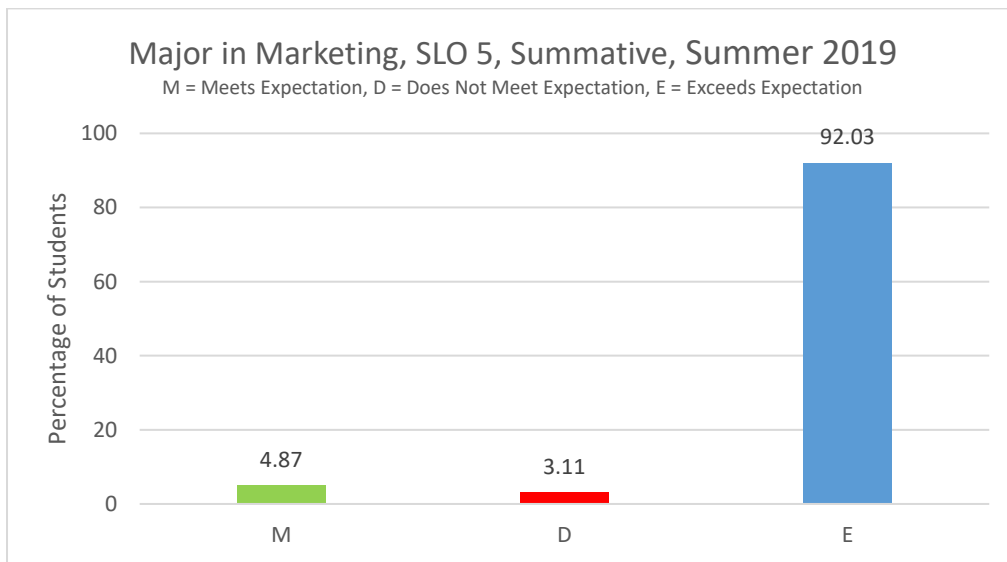


Figure MKT- 17

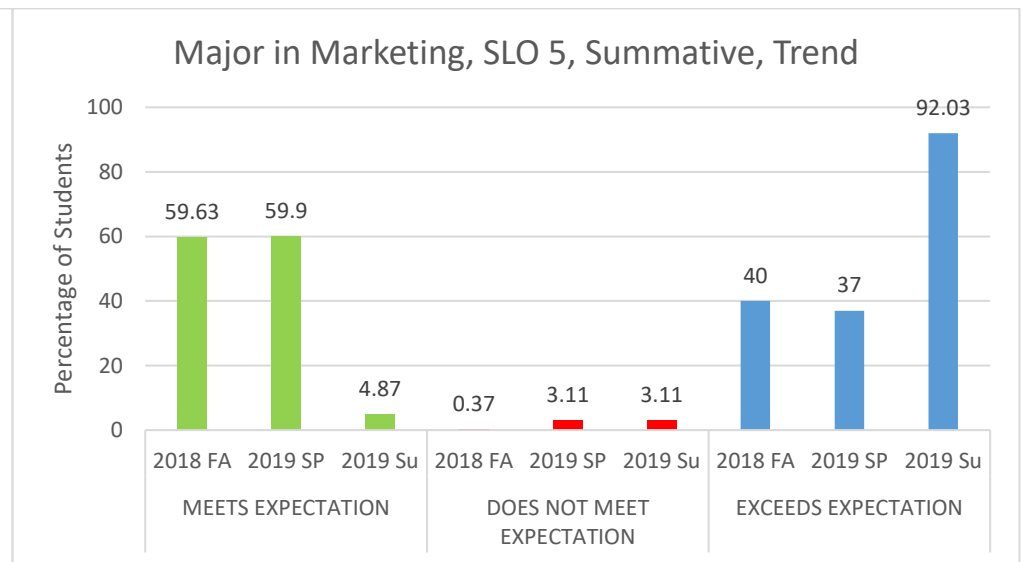


Figure MKT- 18

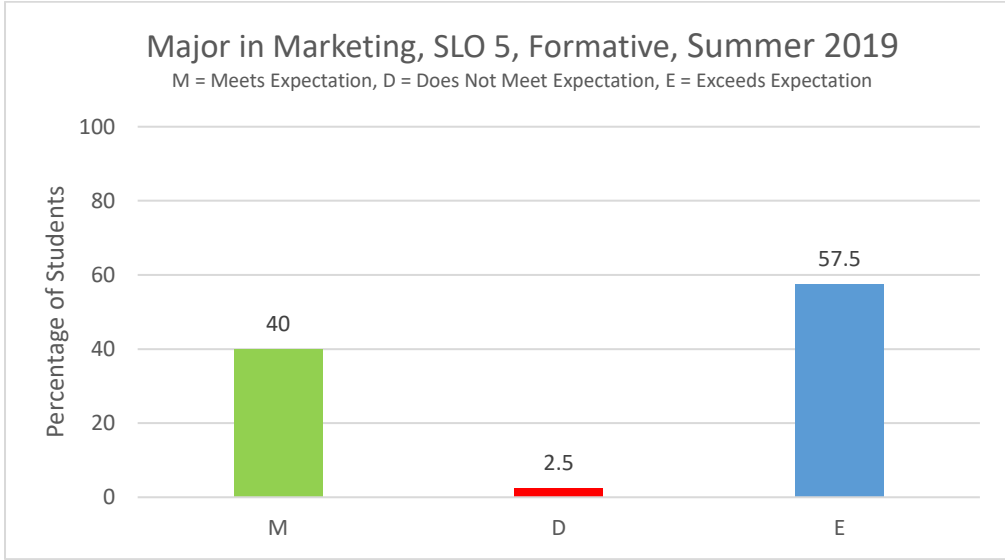


Figure MKT- 19

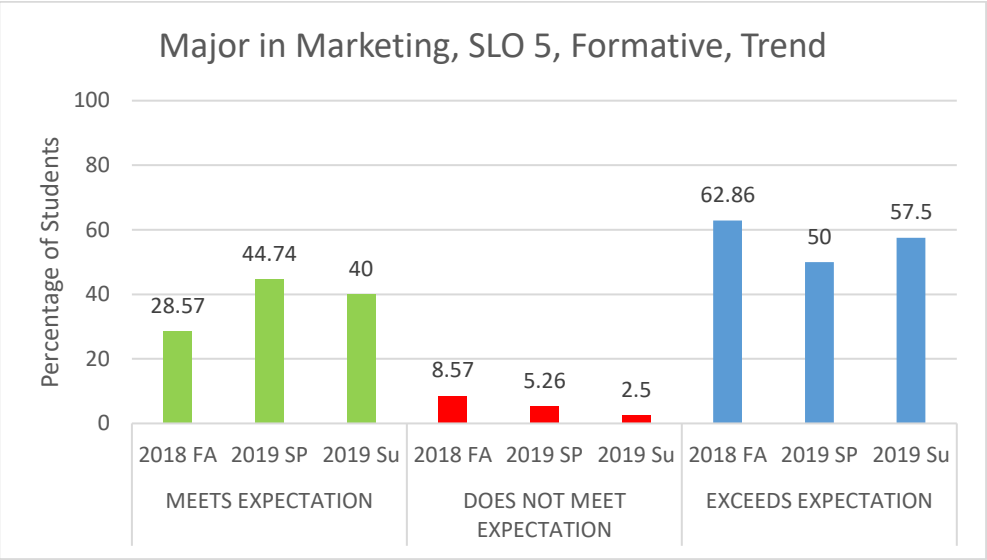


Figure MKT- 20

Summer 2019 Student Learning Assessment Report: Major in Finance

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
FIN 1. Demonstrate knowledge of services provided by local and global financial institutions, instrument markets, and their regulatory environment.	<p><u>Summative:</u> - Exit Assessment Test, and Course Embedded Assessment (FIN 444 group term projects)</p> <p><u>Formative:</u> Course Embedded-Assessment (FIN 433 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 # FIN.1.R.1</p>	See Figures FIN 1 – 4.	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students met the target.</p> <p>Trend: Students' performance has improved over the period with a decrease in the percentage of students not meeting expectations and an increase in the percentage of students exceeding expectations.</p>	The Major in Finance is CFA partnered with at least 70 percent of the CFA Program Candidate Body of Knowledge incorporated in the degree program.

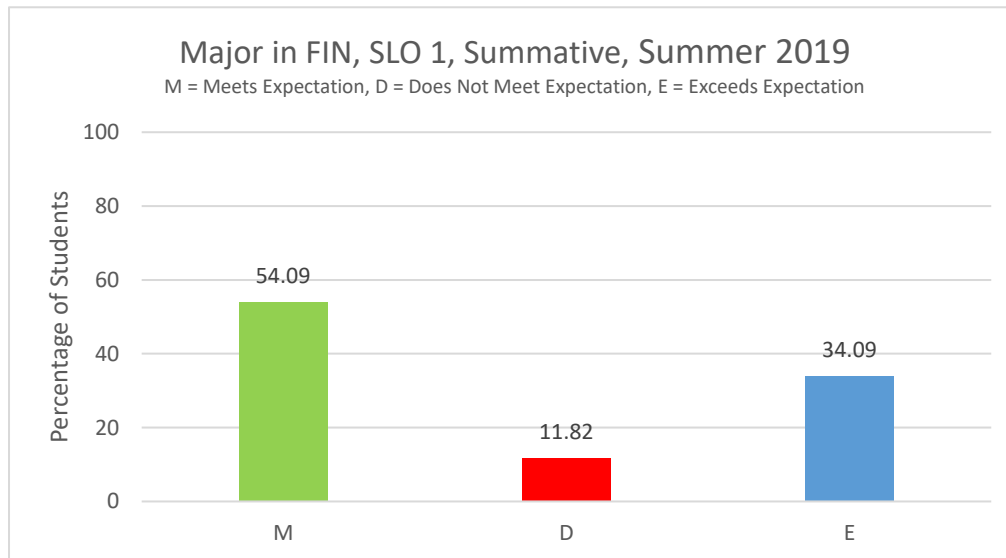


Figure FIN 1

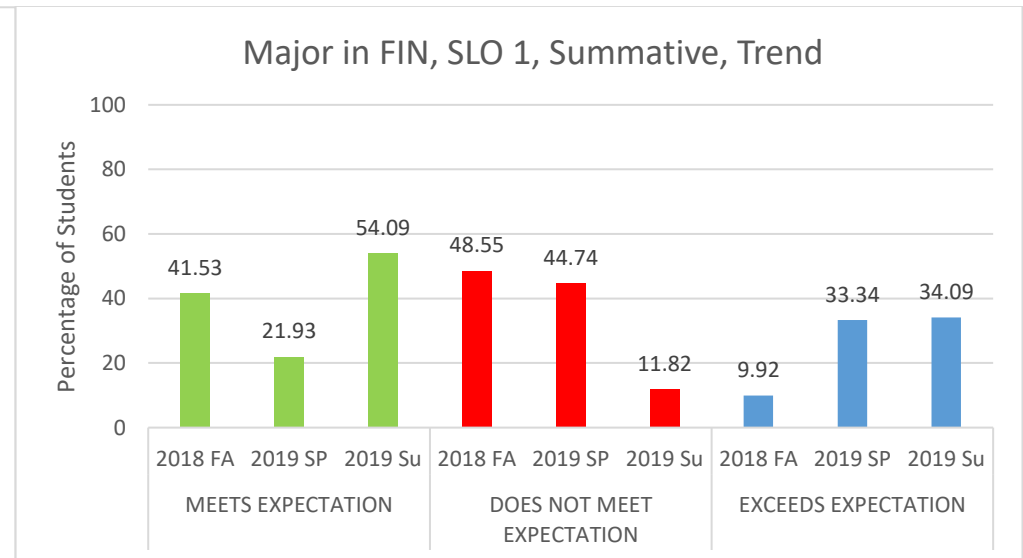


Figure FIN 2

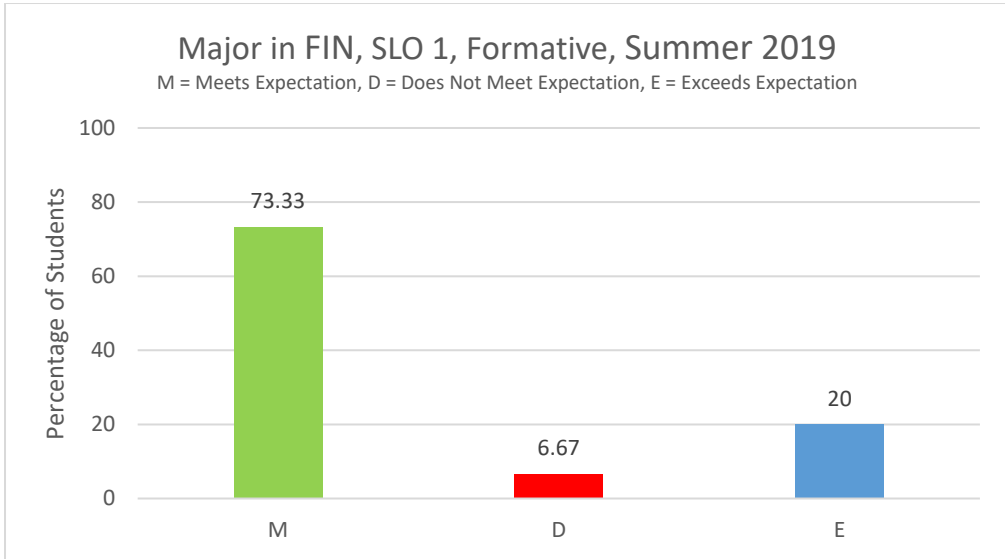


Figure FIN 321

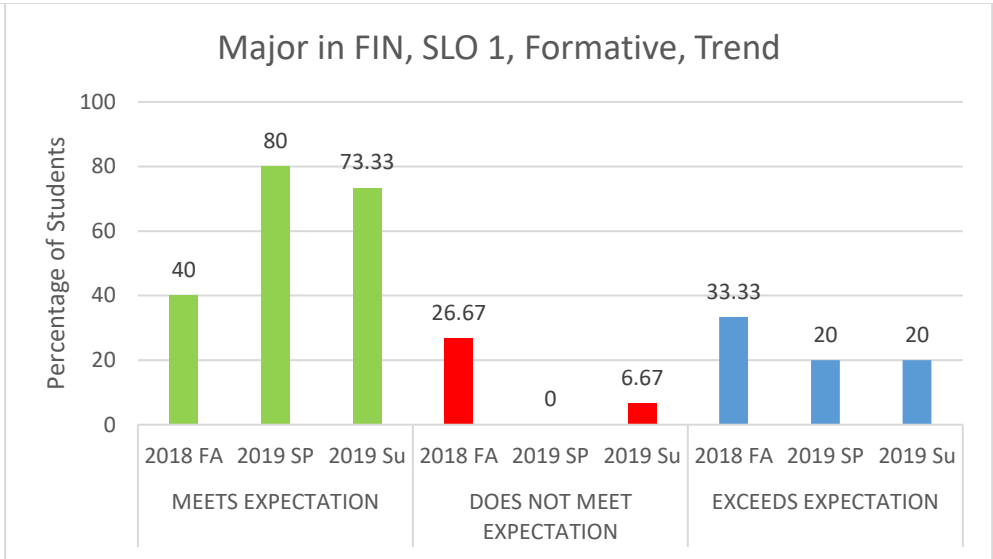


Figure FIN 4

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
FIN.2. Acquire knowledge of and develop essential skills for personal, corporate, and public financial decision making.	<p><u>Summative</u>: - Exit Assessment Test Course-Embedded Assessment (FIN 440, Capstone Course, group term projects)</p> <p><u>Formative</u>: Course-Embedded Assessment (FIN 254 group 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 # FIN.2.R.1</p>	See Figures FIN 5 – 8.	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students met the target.</p> <p>Trend: Students' performance has improved in this area with increase in percentage of students meeting expectations.</p>	The curriculum is closely tied to professional practice which is well suited in preparing students to sit for the CFA exams. The Department carryout the nomination for CFA exam and then screen, assess and select students for CFA exam.

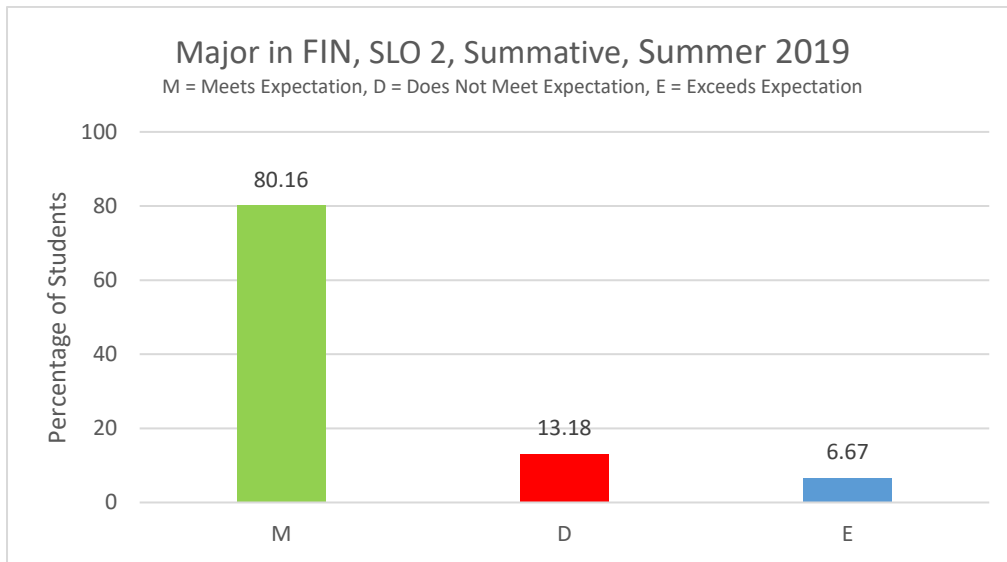


Figure FIN22

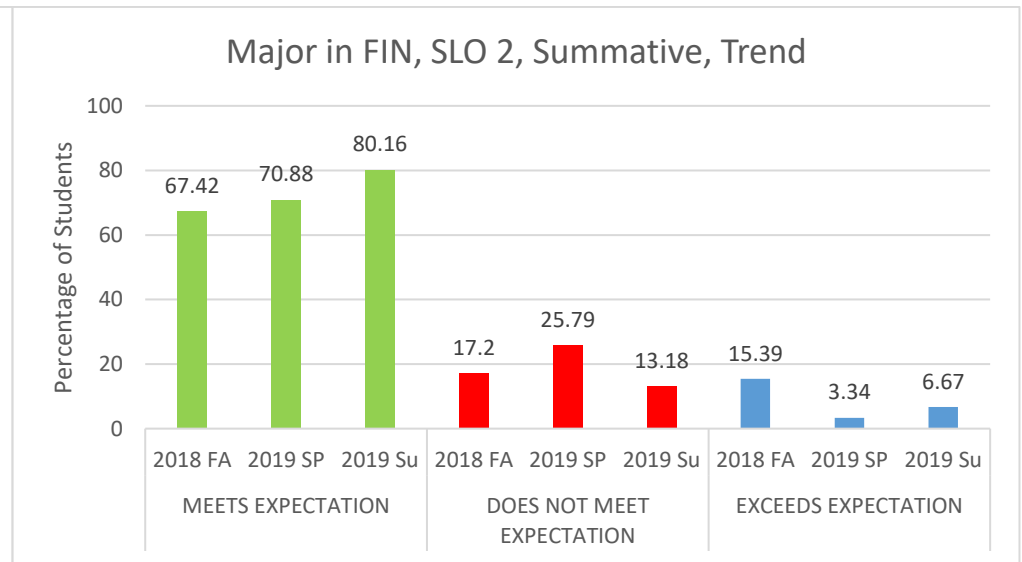


Figure FIN 6

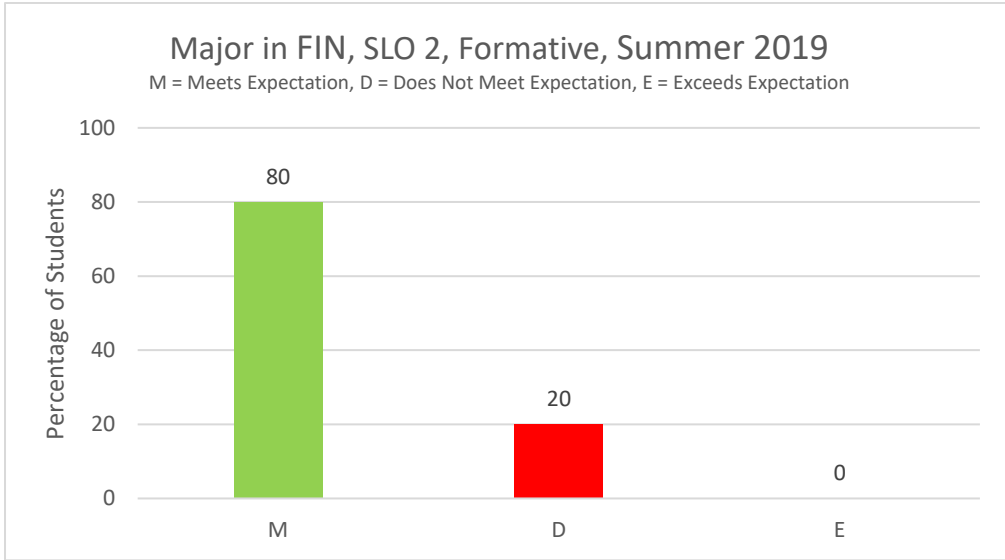


Figure FIN 7

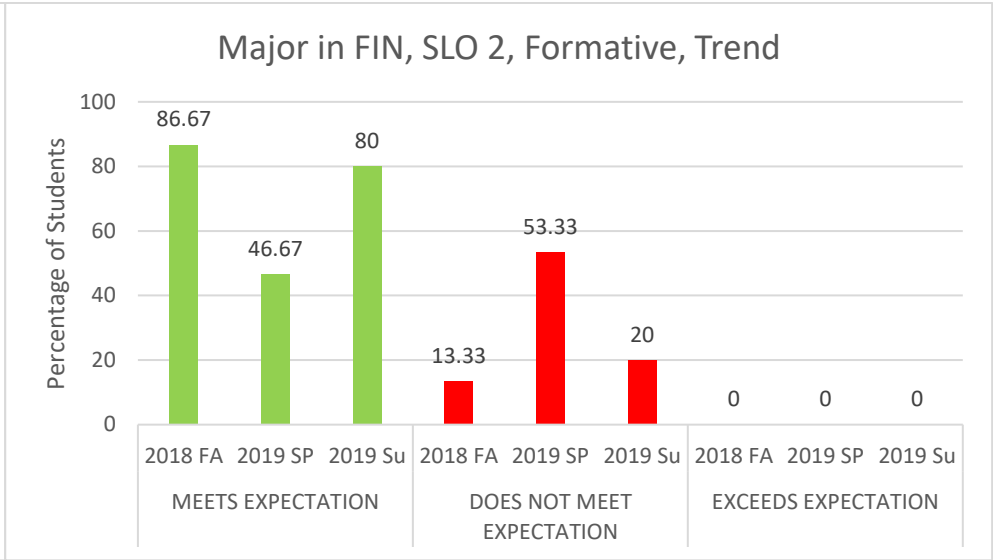


Figure FIN 8

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
FIN.3. Demonstrate an understanding of the risk-return tradeoff and be able to analyze investment alternatives and make portfolio decisions in the face of uncertainty.	<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 # FIN.3.R.1 and FIN.3.R.2</p>	See Figures FIN 9 – 12.	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Student met the target in summative assessment but failed to meet the target in formative assessment.</p> <p>Trend: Students' performance in formative assessment is extremely poor. This is an area of significant concern.</p>	The NSU Finance club organized an investment and portfolio management competition, Optimity, for students to apply their investment strategy by analyzing various investment options.

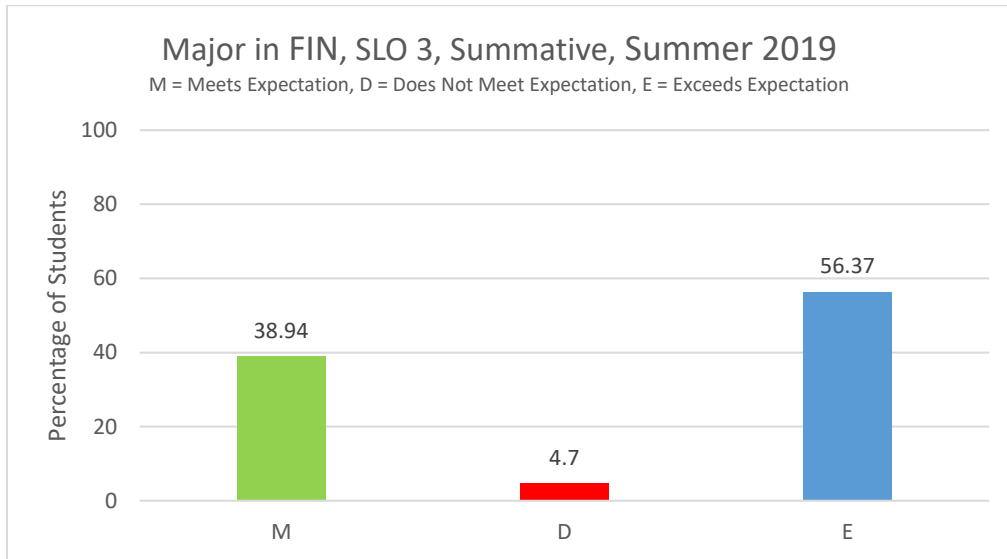


Figure FIN23

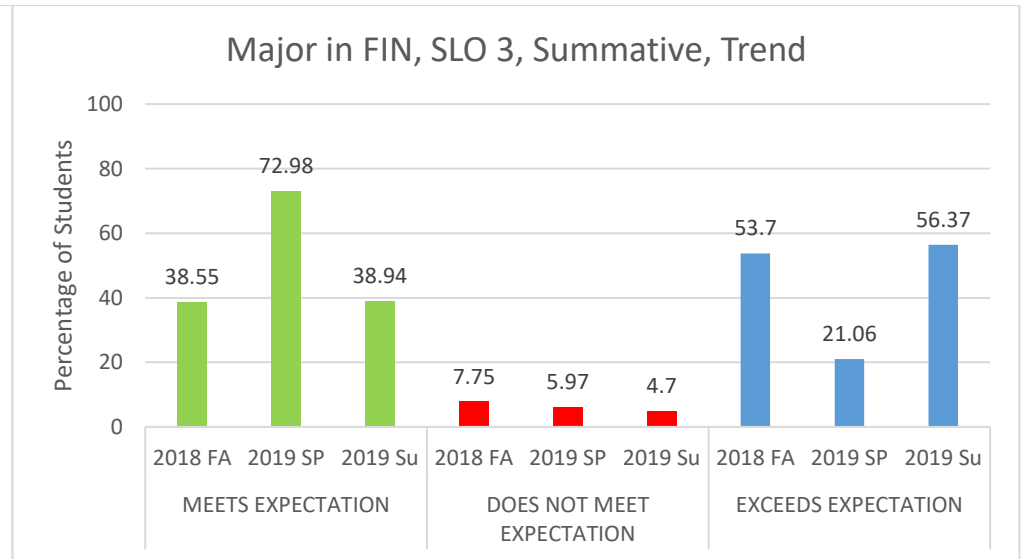


Figure FIN 10

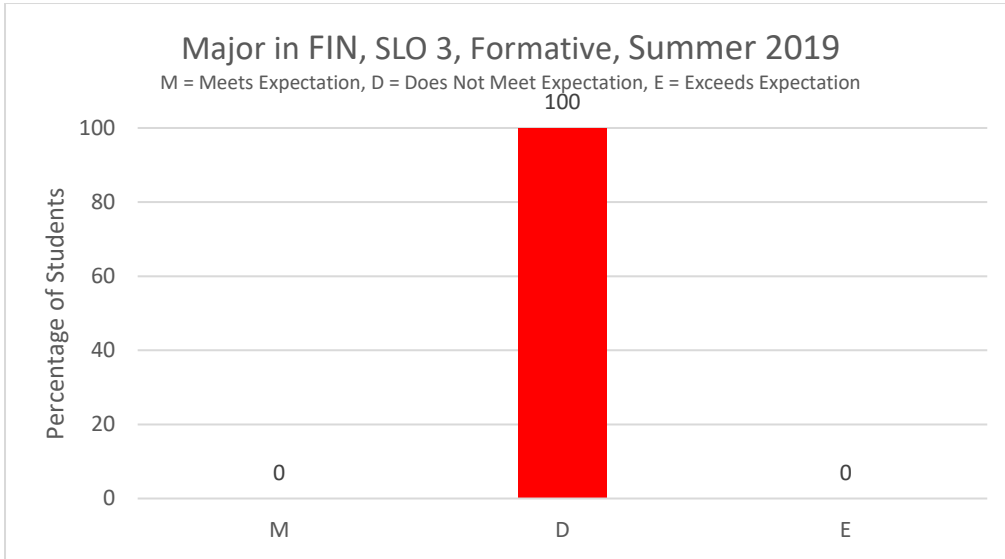


Figure FIN 11

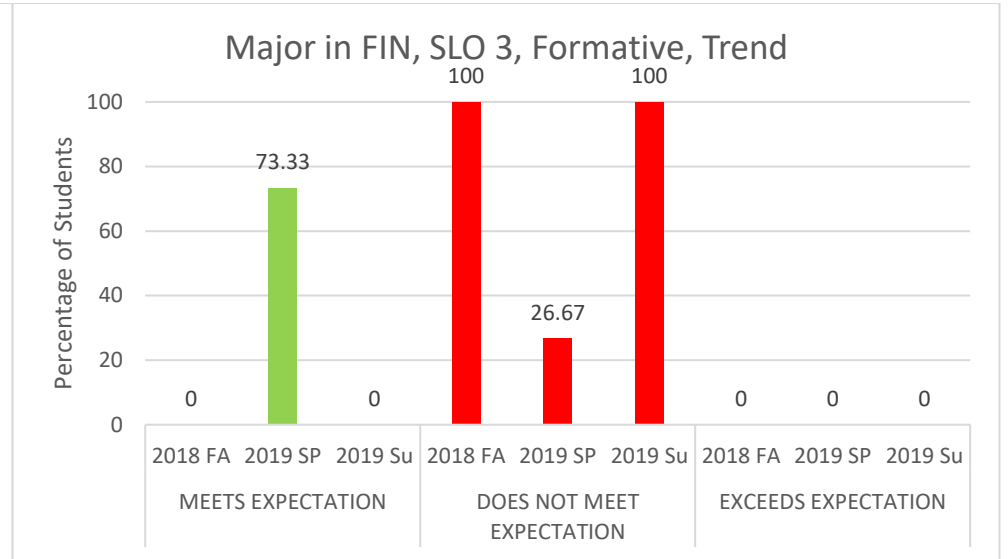


Figure FIN 12

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
FIN.4. Be able to analyze accounting information to support financial decision.	<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 # FIN.4.R.1</p>	See Figures FIN 13 – 16.	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students met the target.</p> <p>Trend: Students exhibit satisfactory performance in this area.</p>	As a part of the standardized syllabus, all students of FIN 440 are given a project that requires them to work in teams on financial statements that demonstrates the practical application of income statement, balance sheet, and cash flows. They interpret these financial statements using appropriate financial tools.

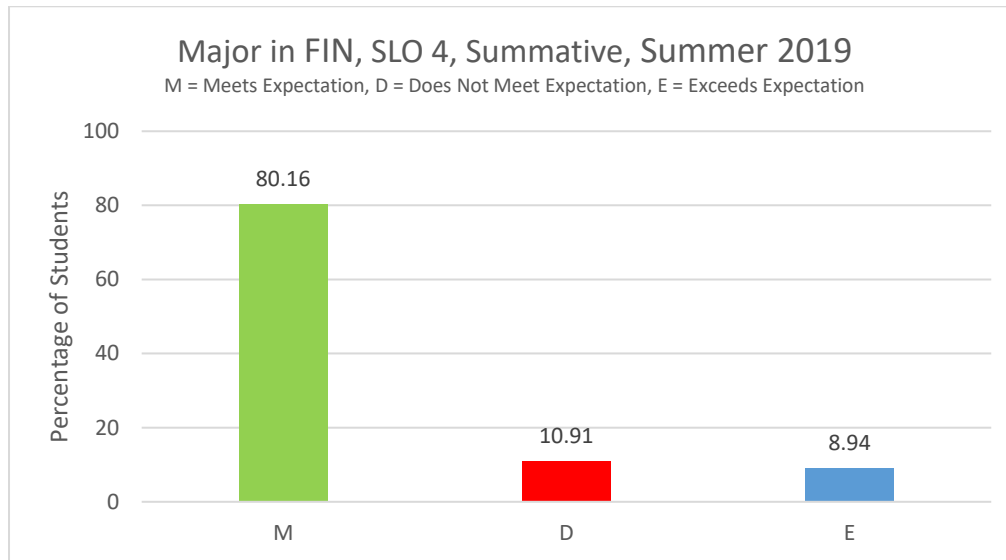


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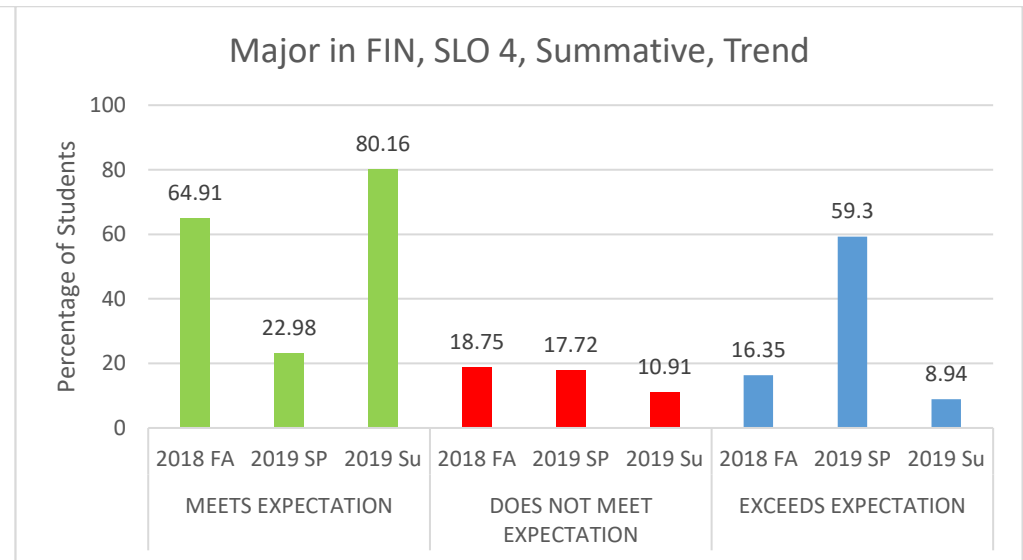


Figure FIN 14

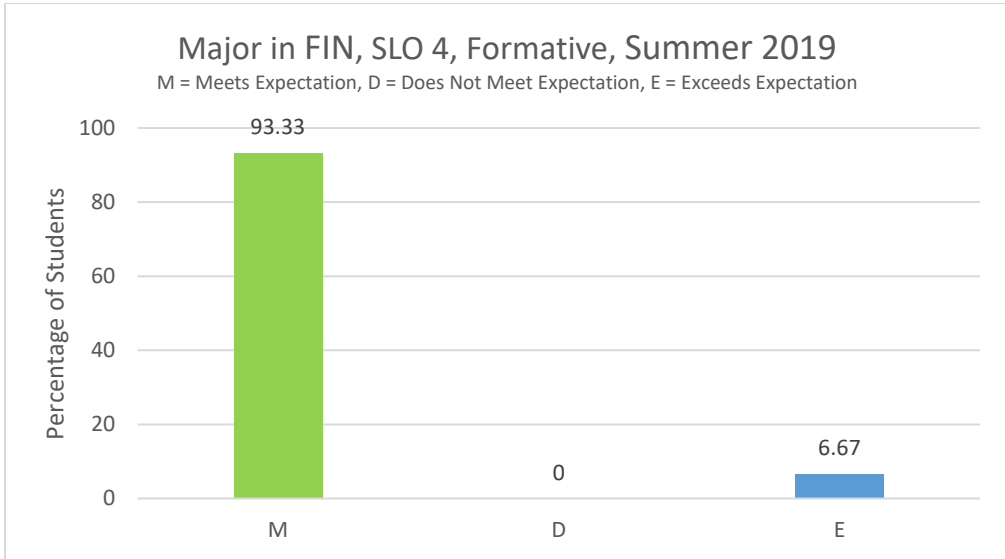


Figure FIN 15

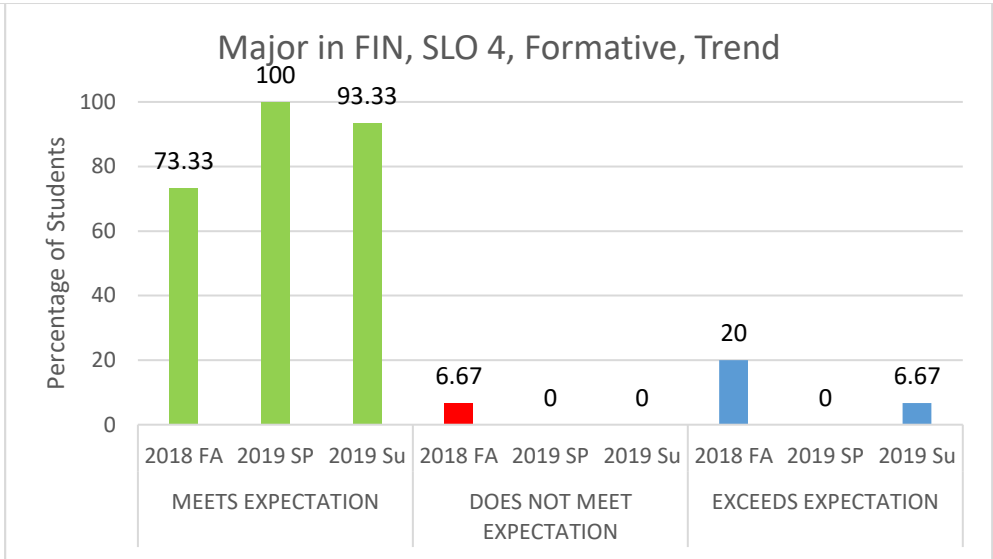


Figure FIN 16

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
FIN.5. Use standard software tools and demonstrate data organization and analytical skills while solving practical finance problems.	<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 435 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 # FIN.5.R.1</p>	See Figures FIN 17 – 20.	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students fail to meet the target in summative assessment.</p> <p>Trend: Although students did not meet the target, performance in summative assessment has improved with an increase in the percentage of students meeting expectations.</p>	The Department has highly qualified faculties with advanced degrees and significant industry experience.

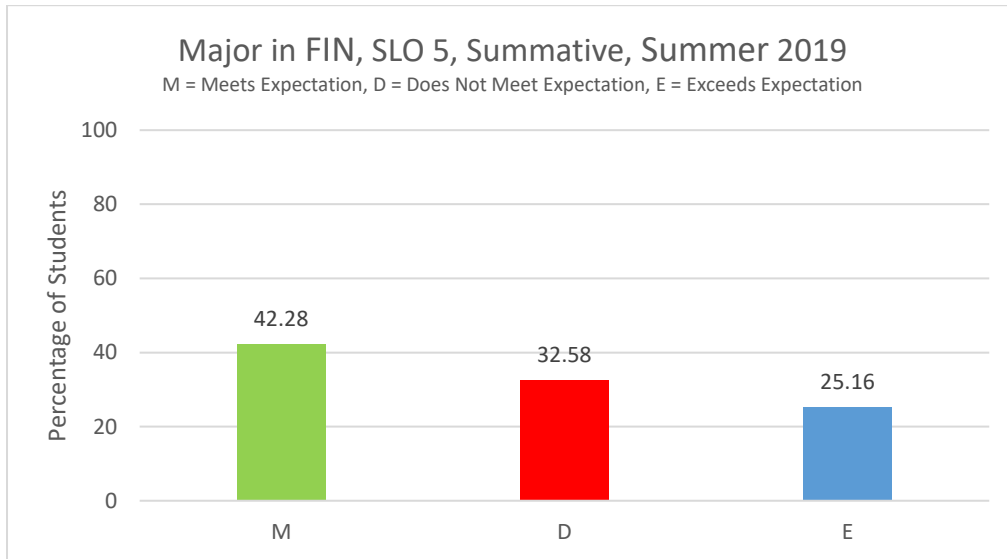


Figure FIN 17

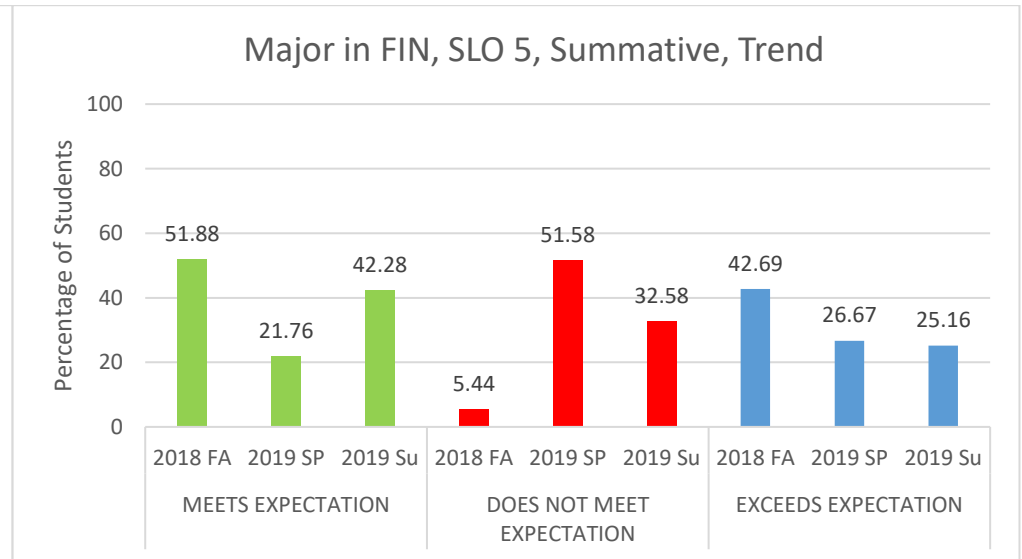


Figure FIN 18

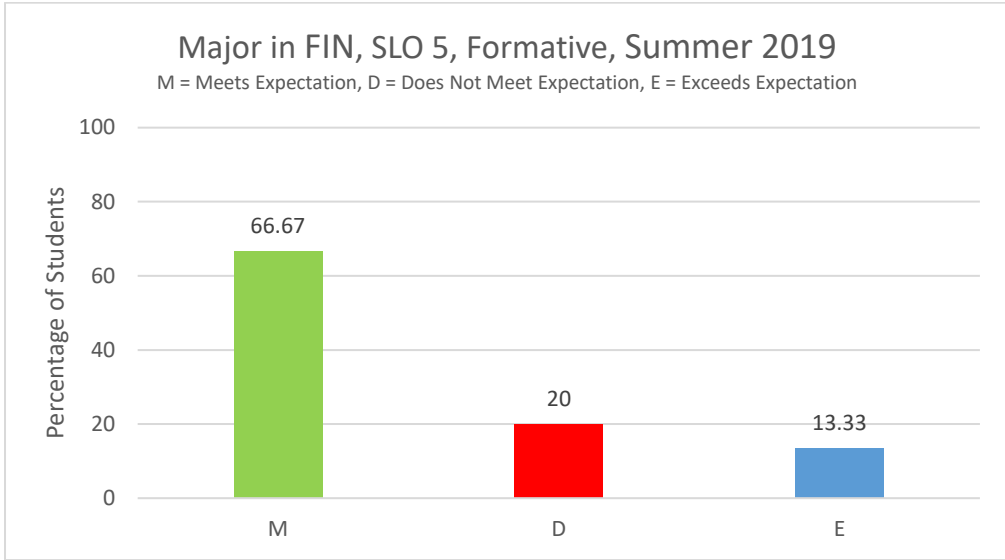


Figure FIN 19

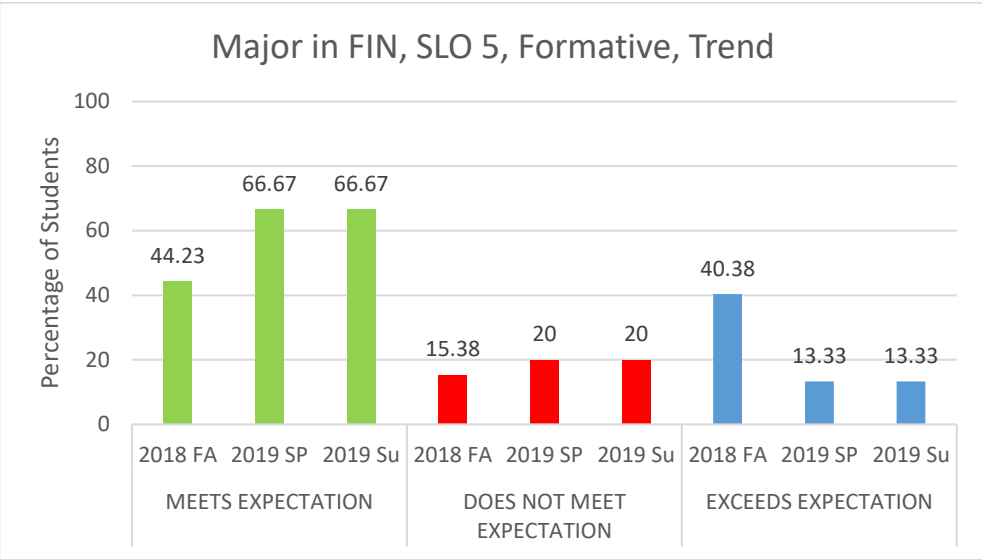


Figure FIN 20

Summer 2019 Student Learning Assessment Report: Major in Accounting

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
ACT.1. Identify and classify financial information; prepare financial statements in accordance with appropriate standards	<p>Summative: - Exit Assessment Test, and Course Embedded Assessment (ACT 320 group term projects)</p> <p>Formative: Course Embedded- Assessment (ACT201 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 # ACT.1.R.1</p>	See Figures ACT 1 – 4.	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students met the target.</p> <p>Trend: Students exhibit satisfactory performance in this area.</p>	Final projects in ACT 201 and ACT 320 have been standardized across all sections.

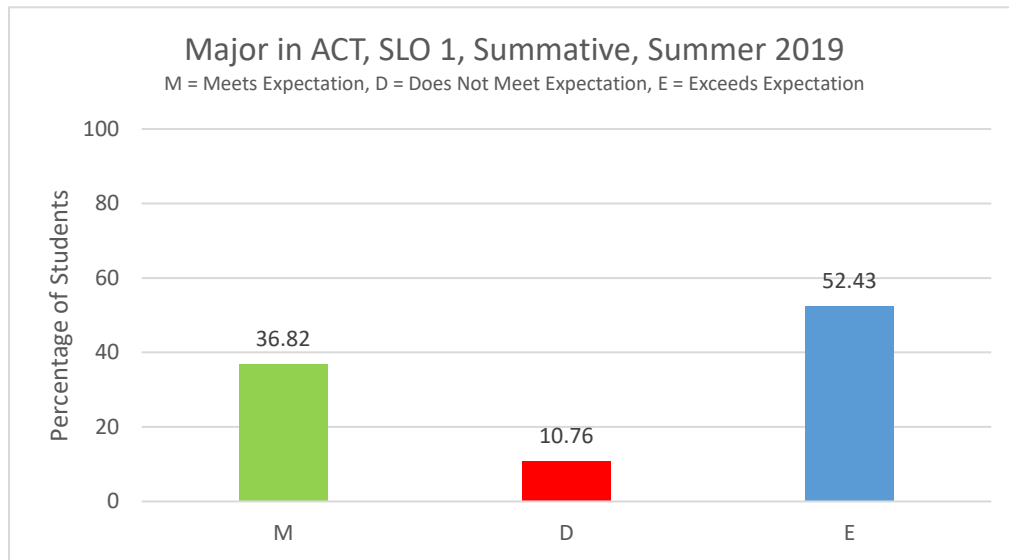


Figure ACT 1

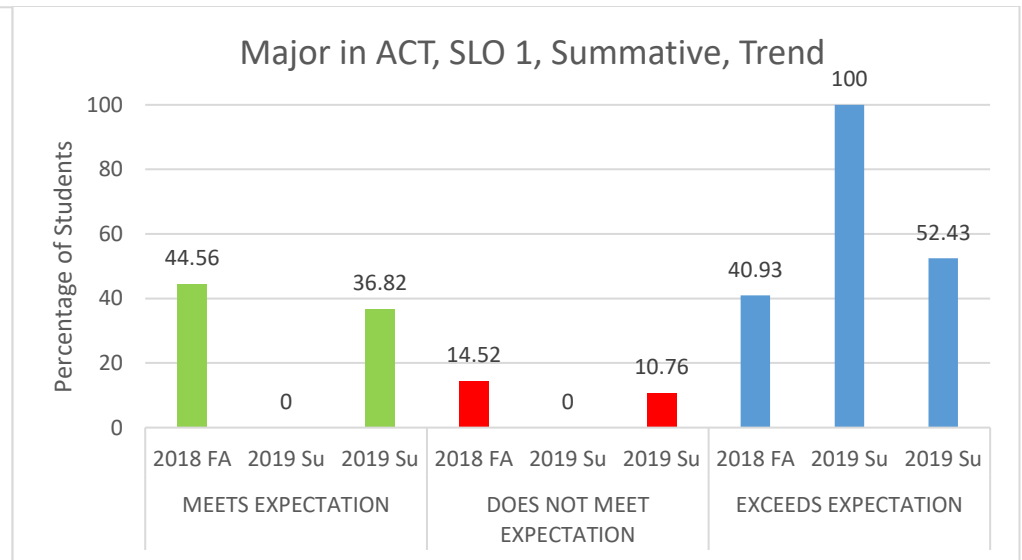


Figure ACT 1

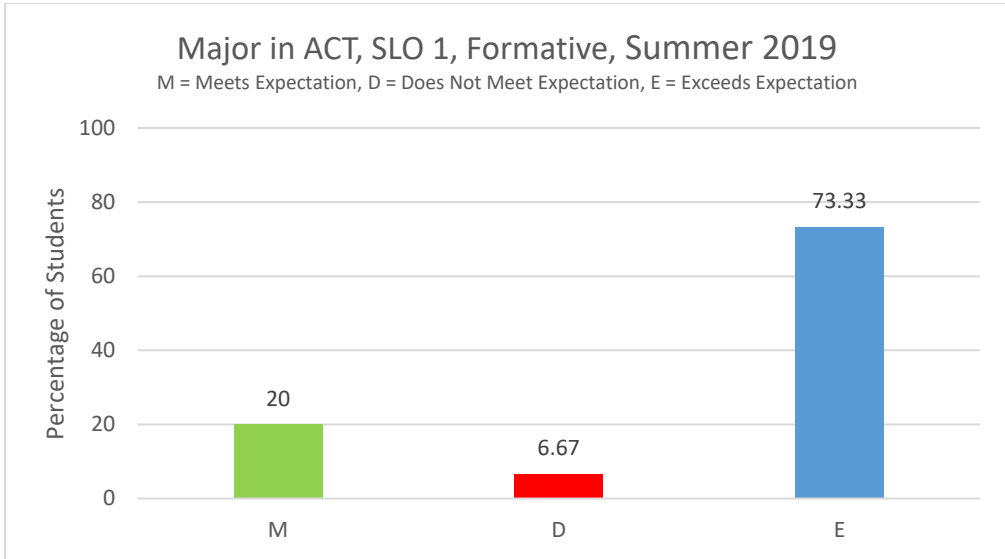


Figure ACT 3

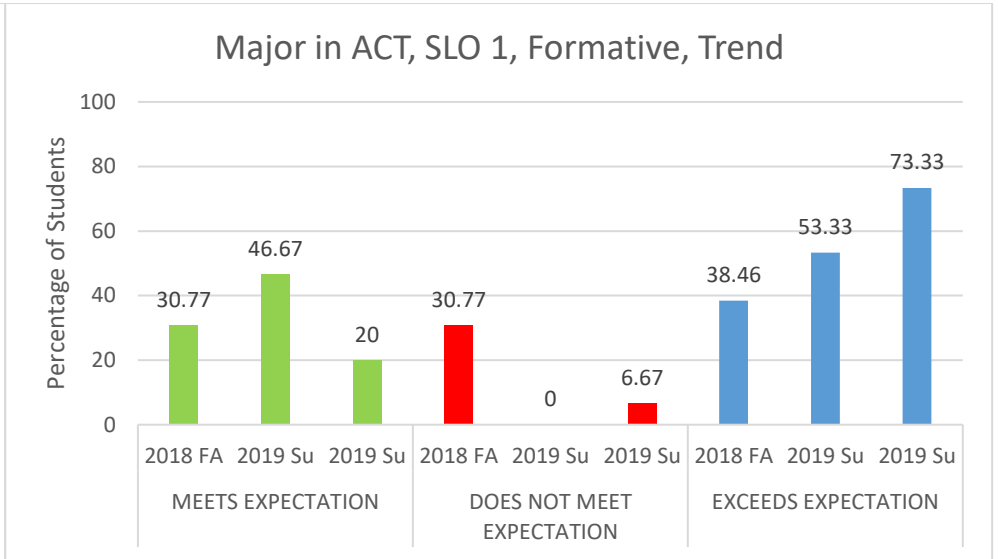


Figure ACT24

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
ACT.2. Demonstrate critical thinking and problem solving when applying accounting principles and procedures.	<p><u>Summative:</u> - Exit Assessment Test, and Course Embedded Assessment (ACT 320 group term projects)</p> <p><u>Formative:</u> Course Embedded-Assessment (ACT201 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 # ACT.2.R.1</p>	See Figures ACT 5 – 8.	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students met the target.</p> <p>Trend: Students exhibit satisfactory performance in this area.</p>	The Department continuously review and update existing curricula based on assessment of effectiveness and stakeholder feedback (students, alumni, employers).

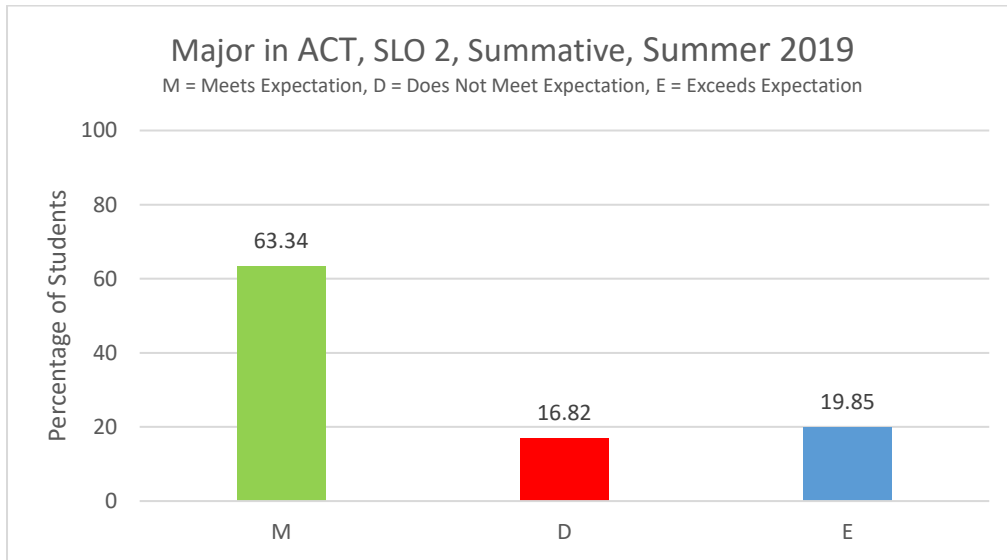


Figure ACT 5

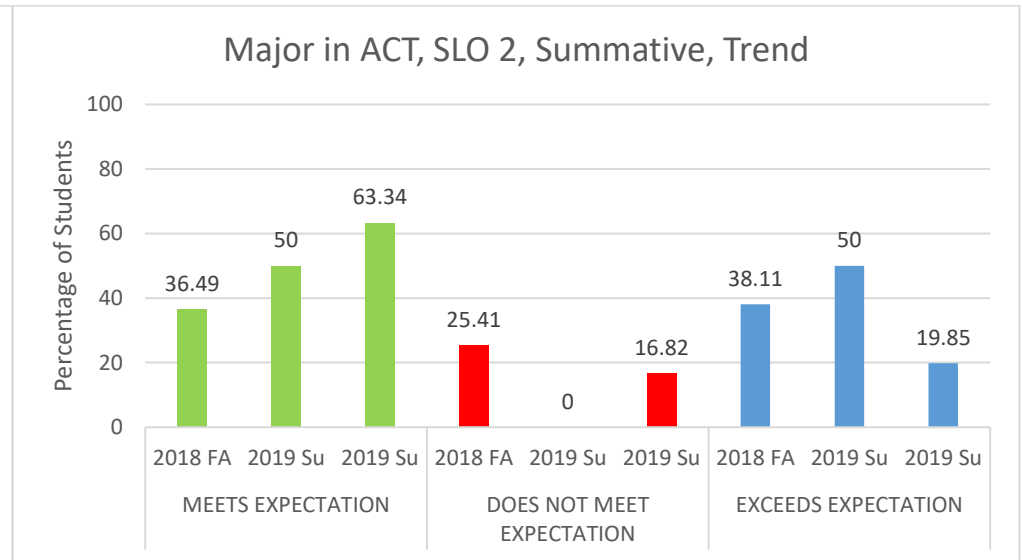


Figure ACT 6

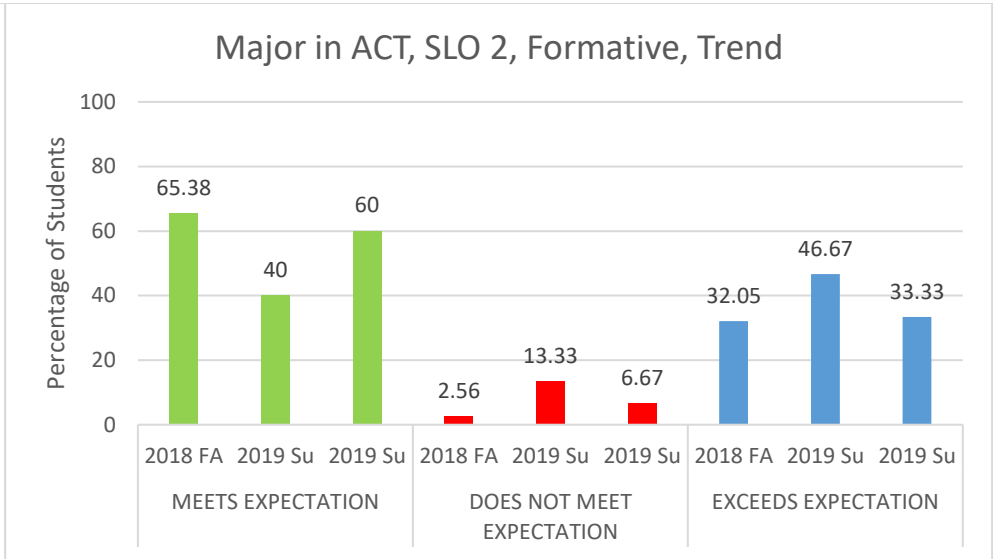
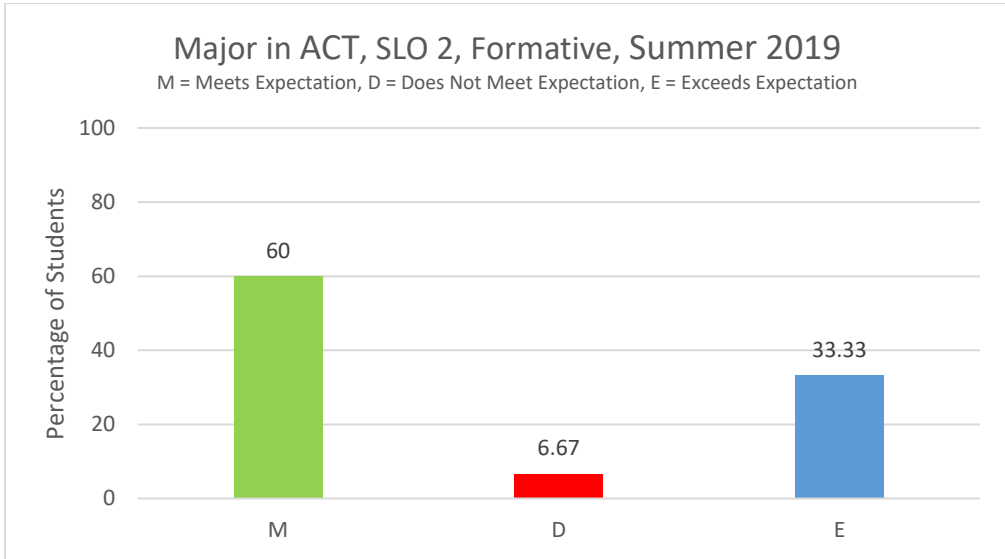


Figure ACT 7

Figure ACT 8

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
ACT.3. Explain cost concepts and its classification and apply this in budgeting for specific business situations.	<p><u>Summative</u>: - Exit Assessment Test, and Course-Embedded Assessment (ACT 333 group term projects)</p> <p><u>Formative</u>: Course-Embedded Assessment (ACT 202 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 # ACT.3.R.1 &ACT.3.R.2</p>	See Figures ACT 9 – 12.	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students failed to meet the target.</p> <p>Trend: The percentage of students not meeting expectations has increased over the period. This is an area of concern and more focused should be given in this area.</p>	The faculties of the Department regularly interact with the students both in and outside the classroom. Each faculty maintains specific consultation or office hours during which time the students visit them for questions they may have and for tutorial help, and career advice.

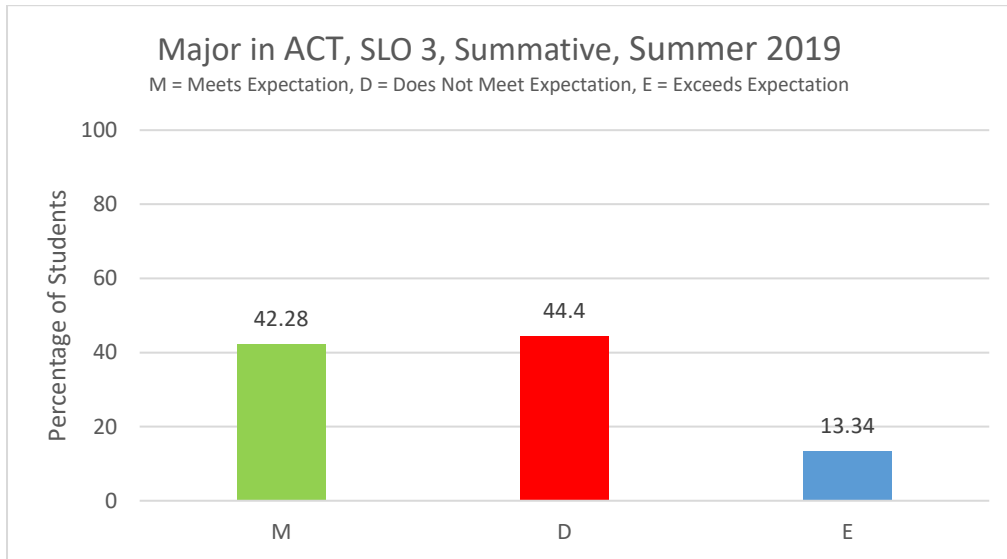


Figure ACT 9

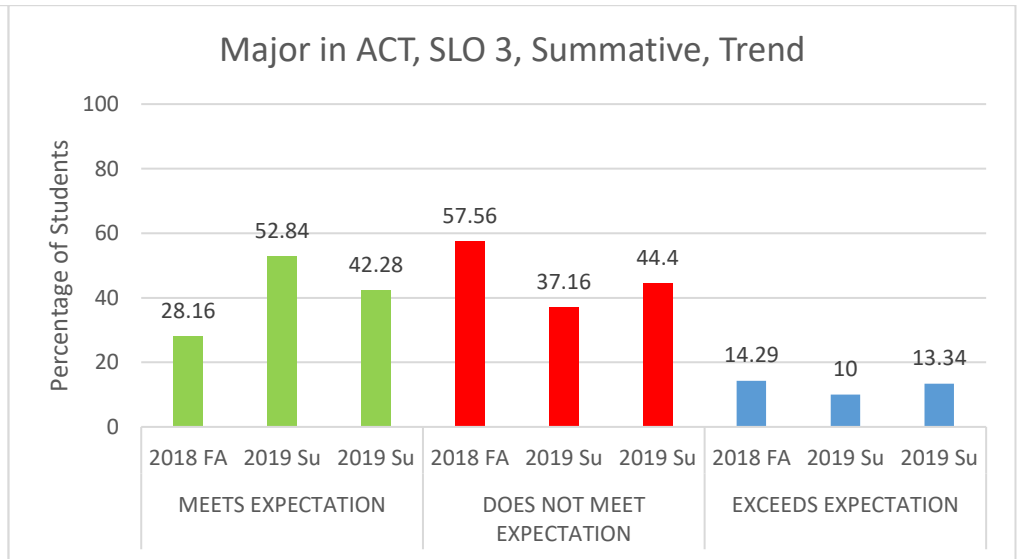


Figure ACT 10

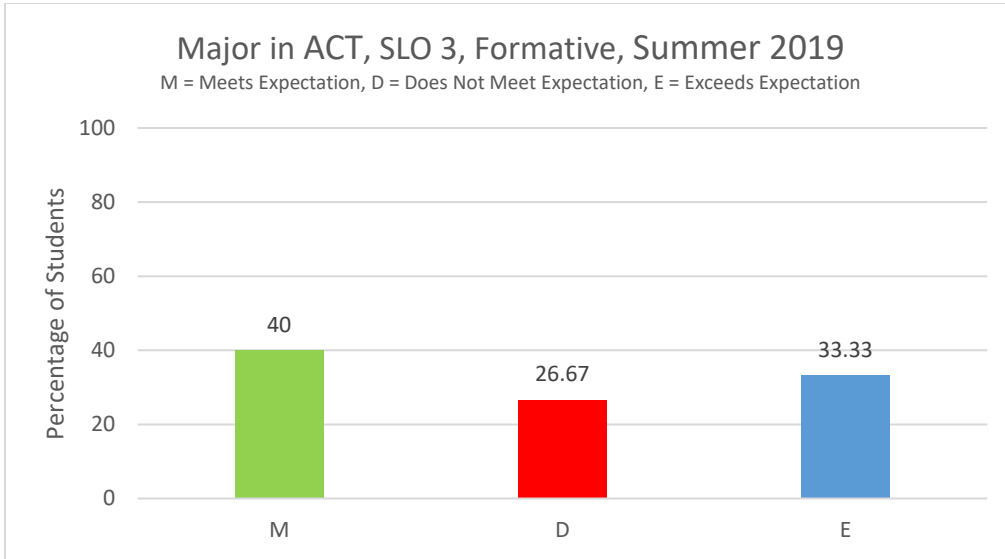


Figure ACT 11

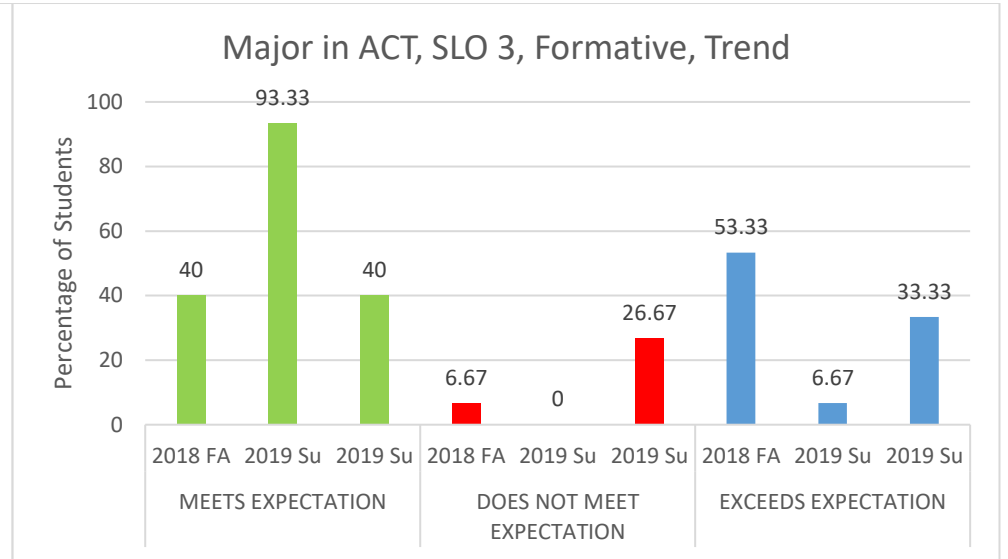


Figure ACT 12

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
ACT.4. Demonstrate an understanding of tax concepts and rules.	<p><u>Summative:</u> - Exit Assessment Test, and Course-Embedded Assessment (ACT 370 group term projects)</p> <p><u>Formative:</u> Course Embedded-Assessment (ACT 320 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 # ACT.4.R.1</p>	See Figures ACT 13 – 16.	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students failed to meet the target in summative assessment.</p> <p>Trend: There is a high percentage of students not meeting expectations in summative assessment. This is an area of major concern.</p>	The Department has highly qualified faculties with advanced degrees and significant industry experience.

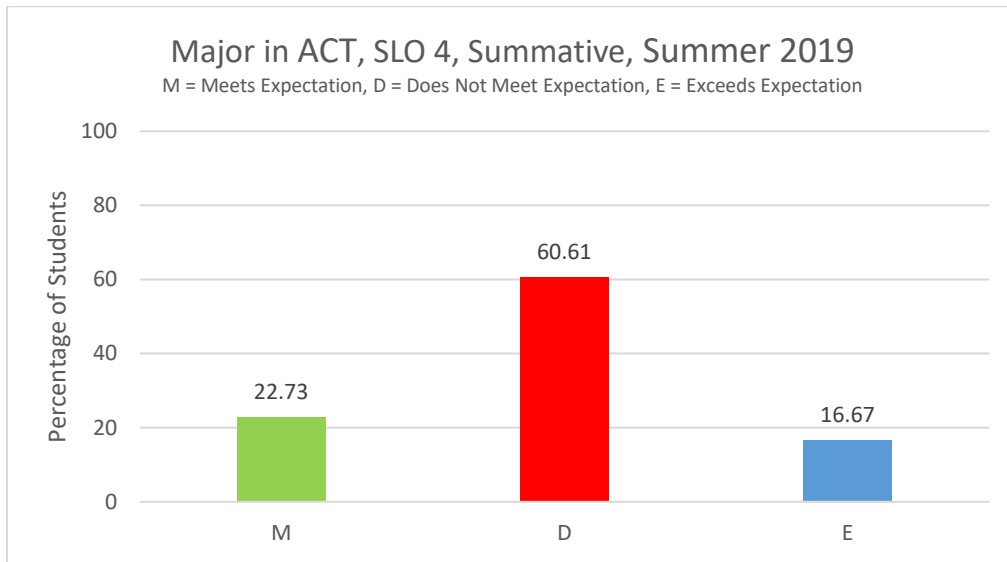


Figure ACT 13

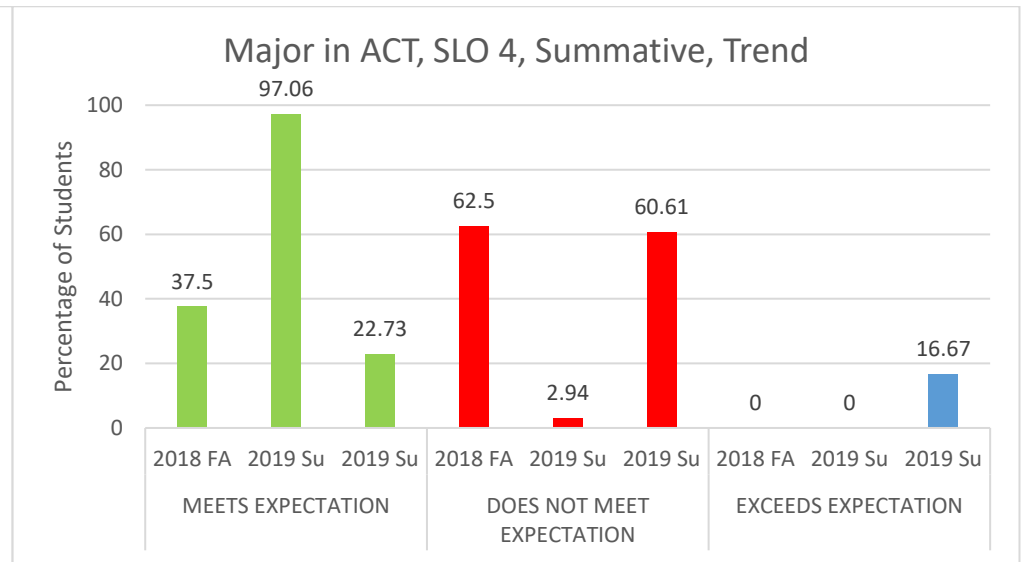


Figure ACT 14

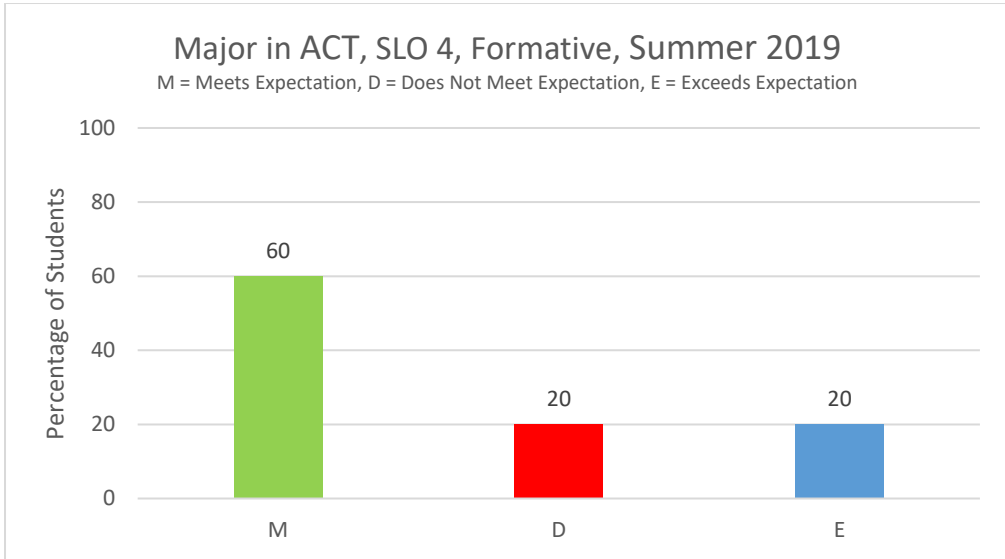


Figure ACT 15

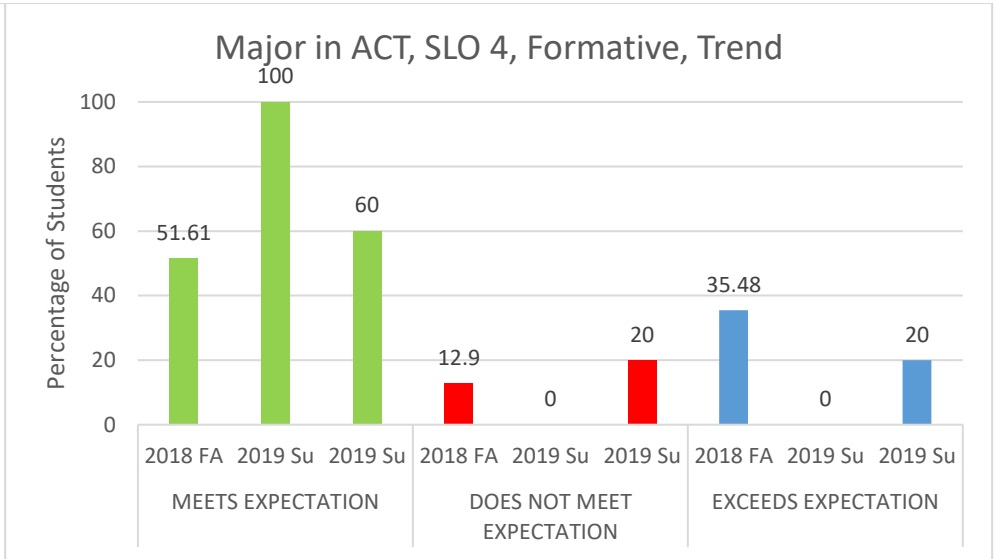


Figure ACT 16

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
ACT.5. Be able to analyze and interpret financial statements and relate the information found within.	<p><u>Summative</u>: - Exit Assessment Test, and Course-Embedded Assessment (ACT 320 group term projects)</p> <p><u>Formative</u>: Course-Embedded Assessment (ACT 201 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 # ACT.5.R.1</p>	See Figures ACT 17 – 20.	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students failed to meet the target in formative assessment.</p> <p>Trend: Although students failed to meet the target, performance has improved in formative assessment with a decrease in the percentage of students not meeting expectations.</p>	The faculties of the Department regularly interact with the students both in and outside the classroom. Each faculty maintains specific consultation or office hours during which time the students visit them for questions they may have and for tutorial help, and career advice.

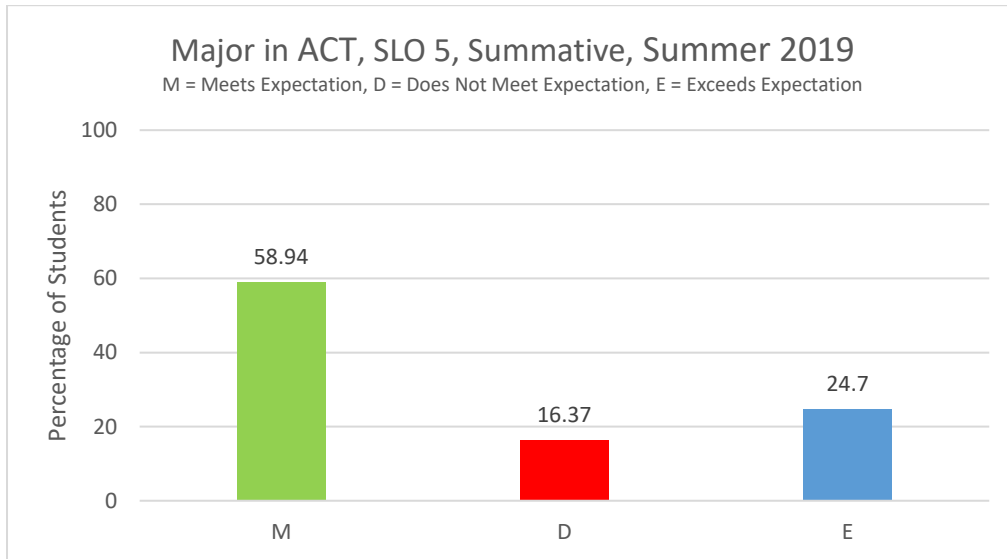


Figure ACT 17

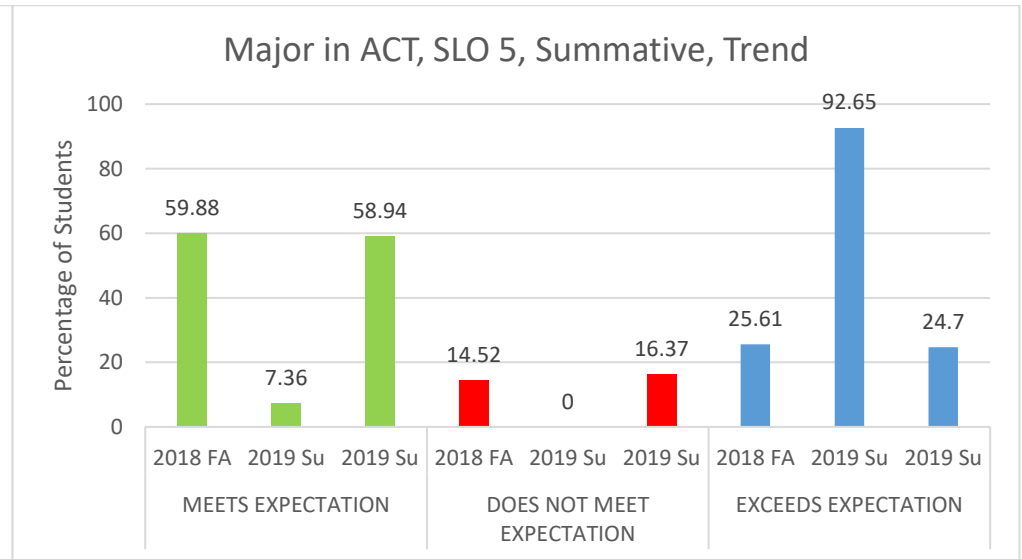


Figure ACT 18

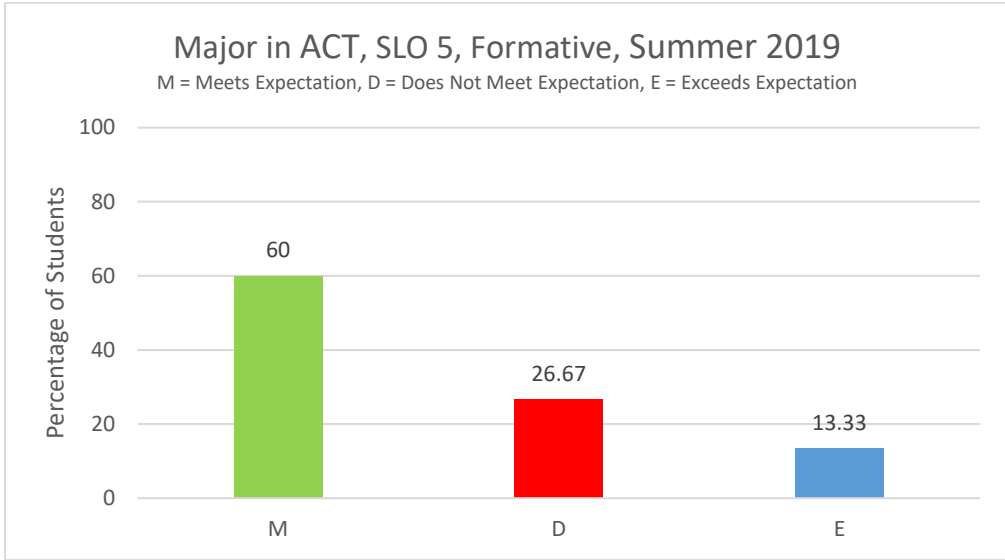


Figure ACT 19

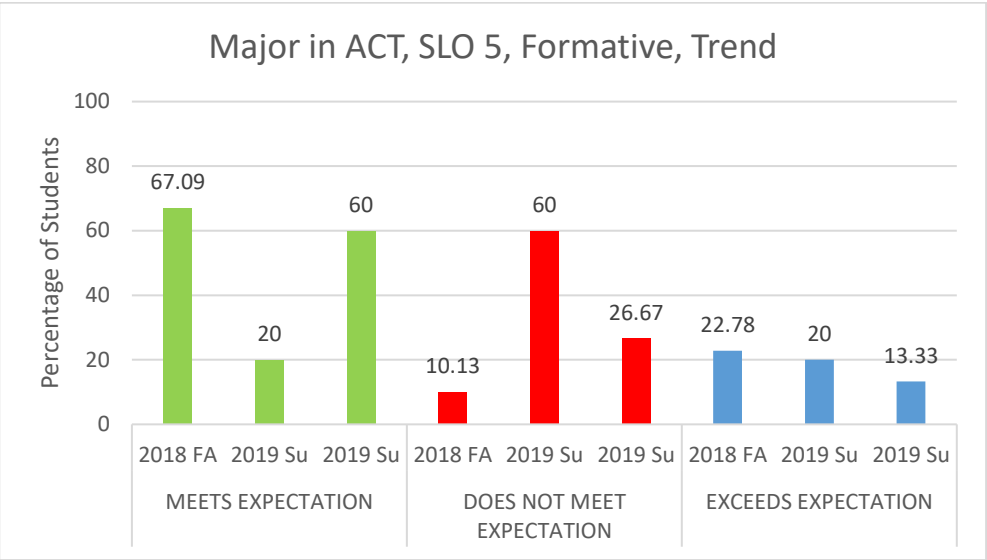


Figure ACT 20

Summer 2019 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 201 and ECO 204 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: Students’ performance has slightly improved over the period with a slight decrease in percentage of students not meeting expectations.</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.

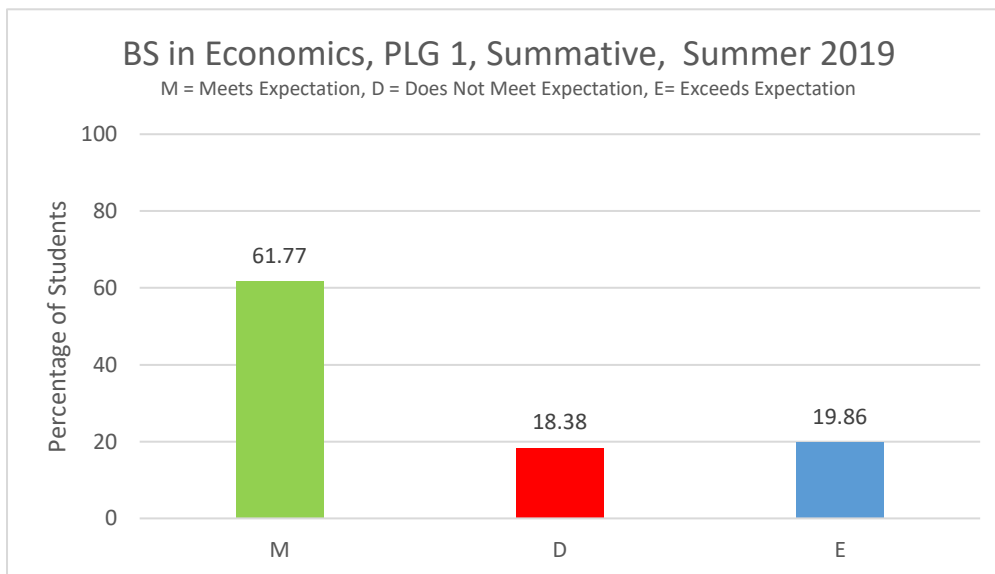


Figure BSE - 1

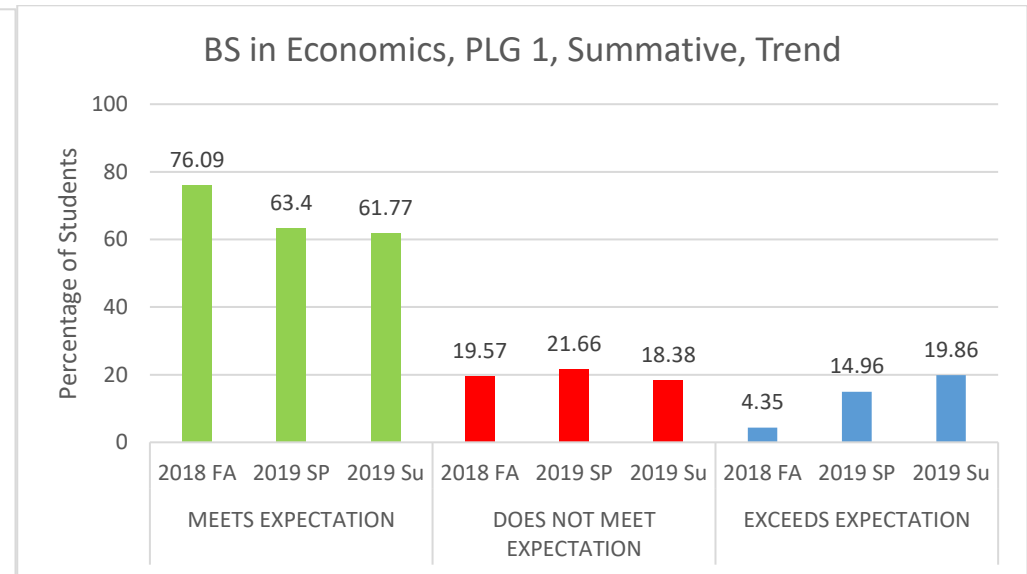


Figure BSE - 2

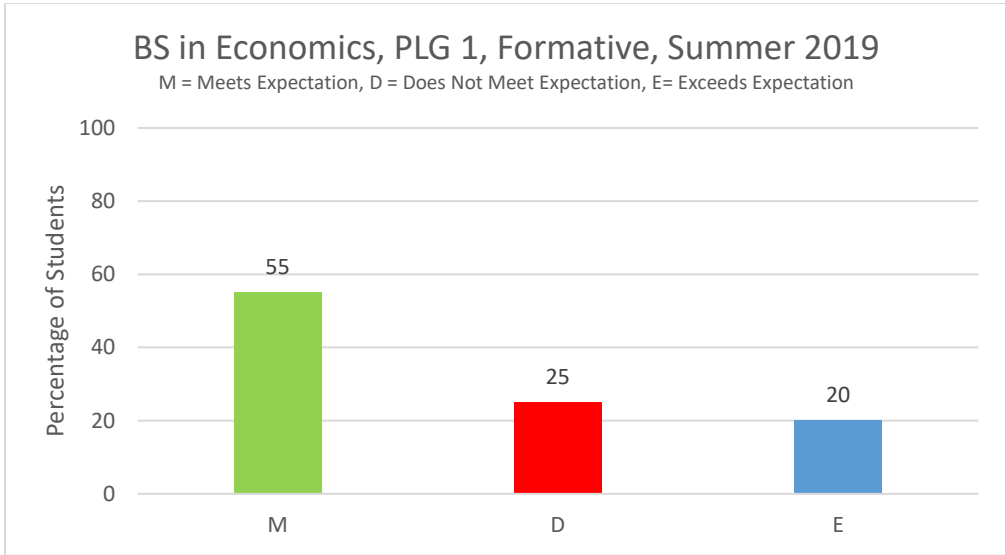


Figure BSE - 3

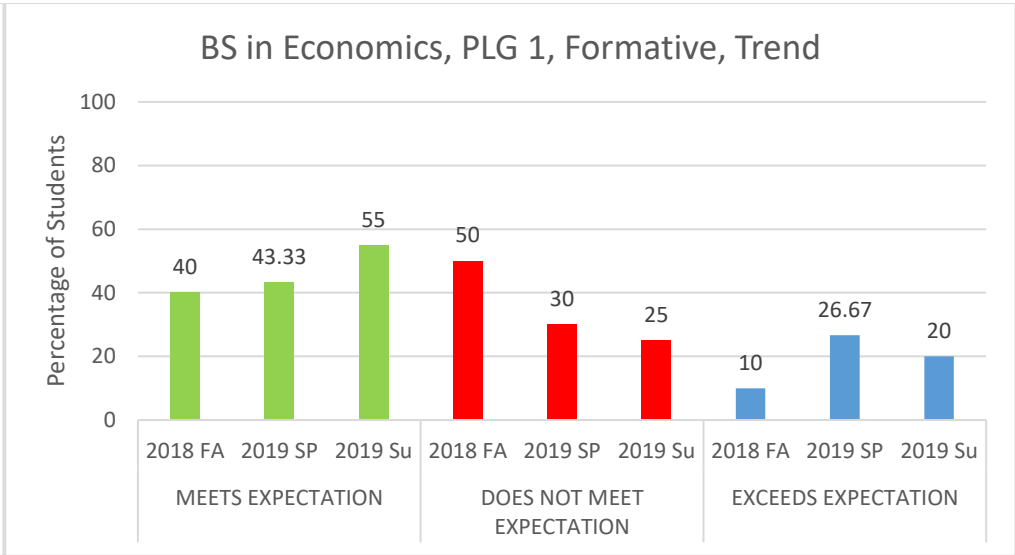


Figure BSE - 4

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 201 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: Students’ performance has improved over the period with an increase in percentage of students exceeding expectations.</p>	The IQAC formed two committees, Institutional Curriculum Formatting Committee (ICFC) and Improvement Plan Implementation Committee (IPIC) in each Department. Each committee has two members from each Department who work along with IQAC to improve departmental activities. ICFC work on curriculum under IQAC’s supervision and IPIC work on implementing improvements targets at departmental level.

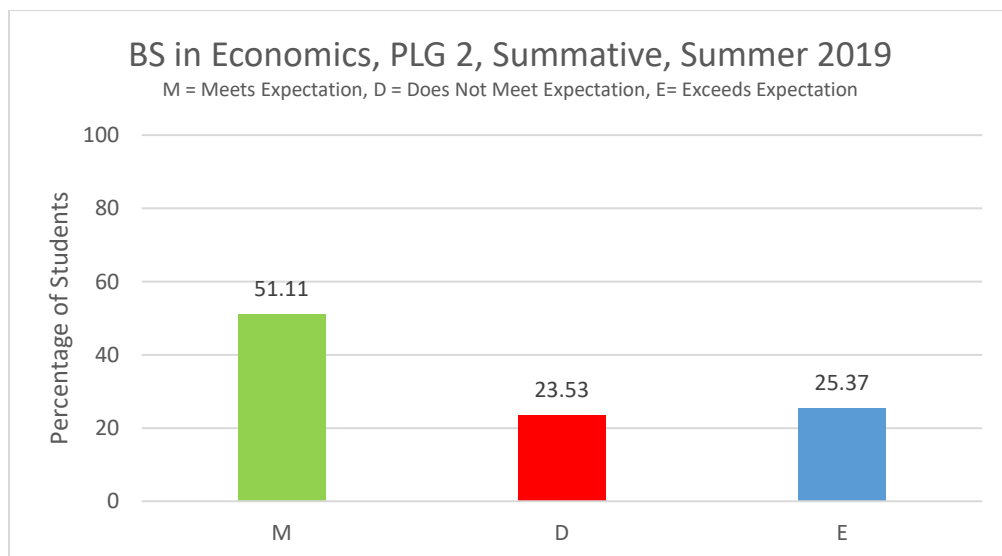


Figure BSE - 5

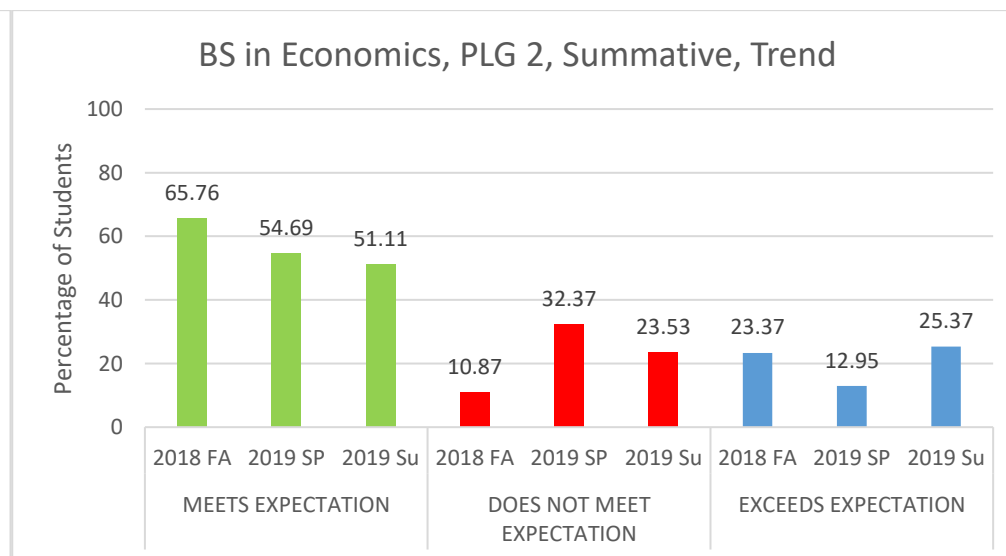


Figure BSE - 6

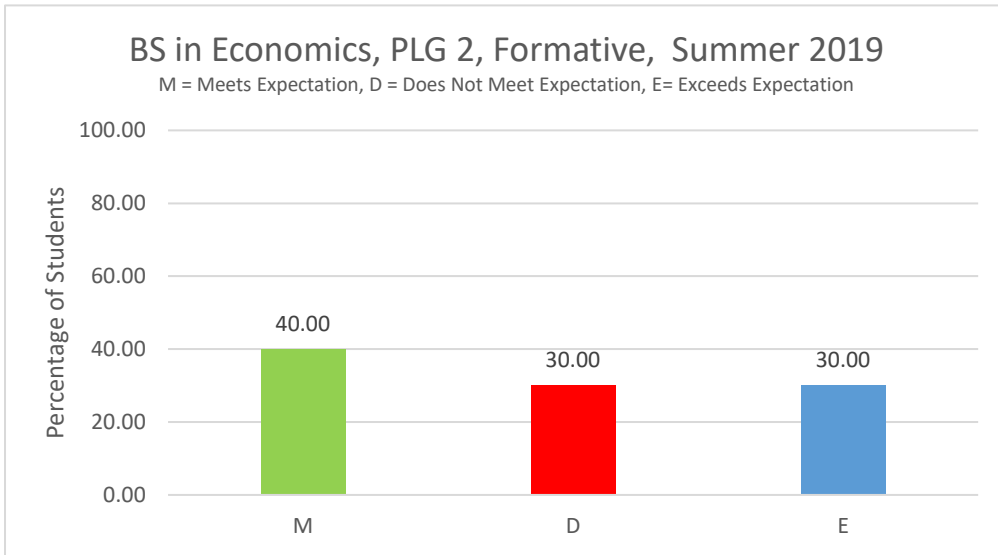


Figure BSE - 7

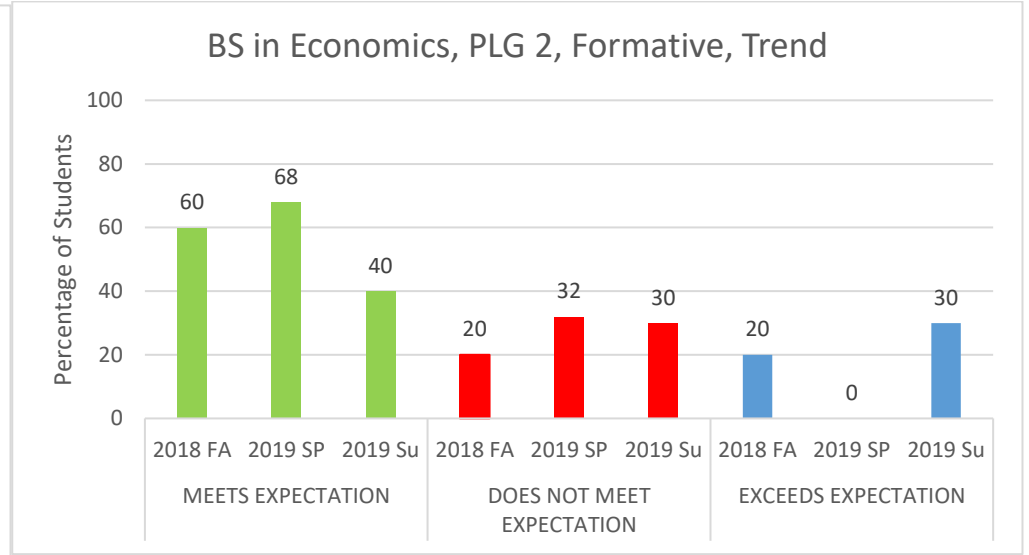


Figure BSE - 8

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.</p> <p>Trend: Although students met the target in summative assessment, the percentage of students not meeting expectations has increased over the period. Focus should be given in this area.</p>	Department of Economics with the support of HEQEP grant has setup up an Economic Research Platform for students. ERP undertakes and facilitates economic research and policy analysis and hosts seminar series, workshops and conferences.

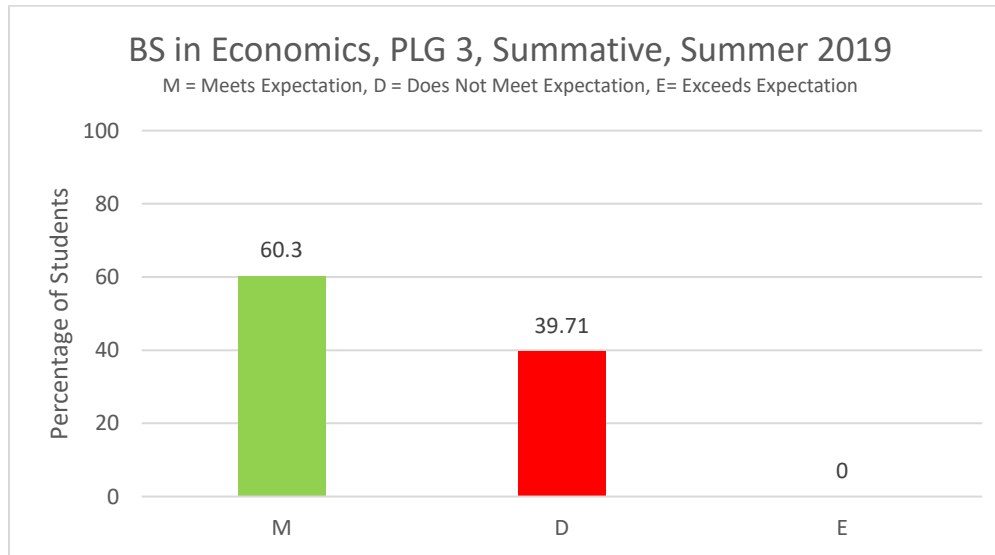


Figure BSE - 9

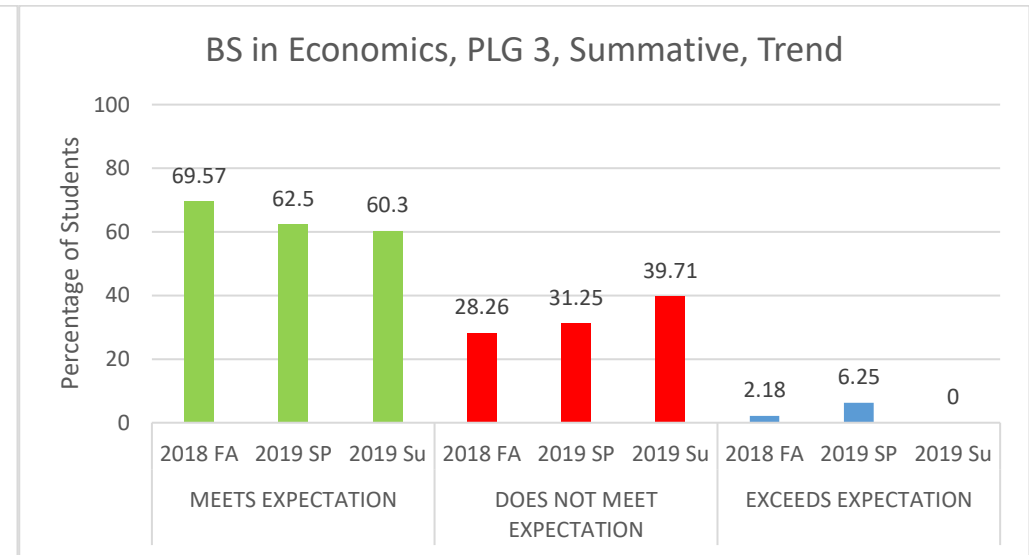


Figure BSE - 10

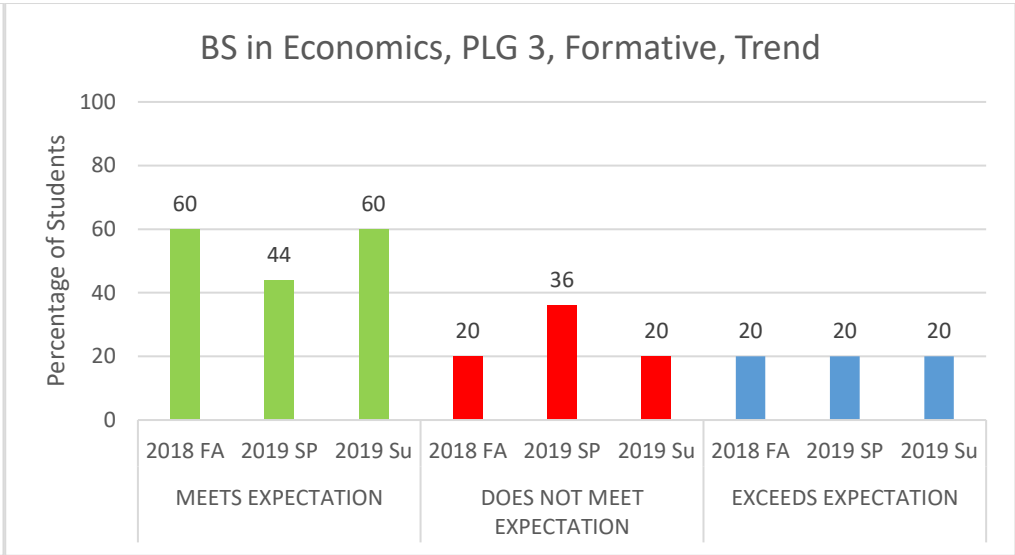
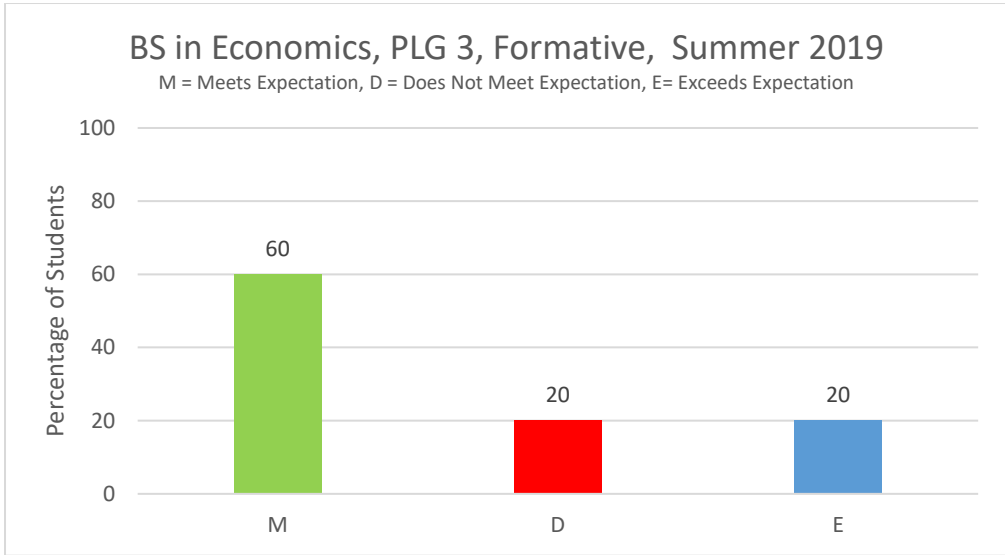


Figure BSE - 11

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 204 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 failed to meet the target in summative assessment.</p> <p>Trend: Although students did not meet the target in summative assessment, performance over the period has improved with increase in percentage of students exceeding expectations in both formative and summative assessment.</p>	The Department hosts the Young Economists Forum, which is a vibrant co-curricular student organization that organizes various co-curricular events and invites high-calibers internal and external speakers to present on a variety of topics.

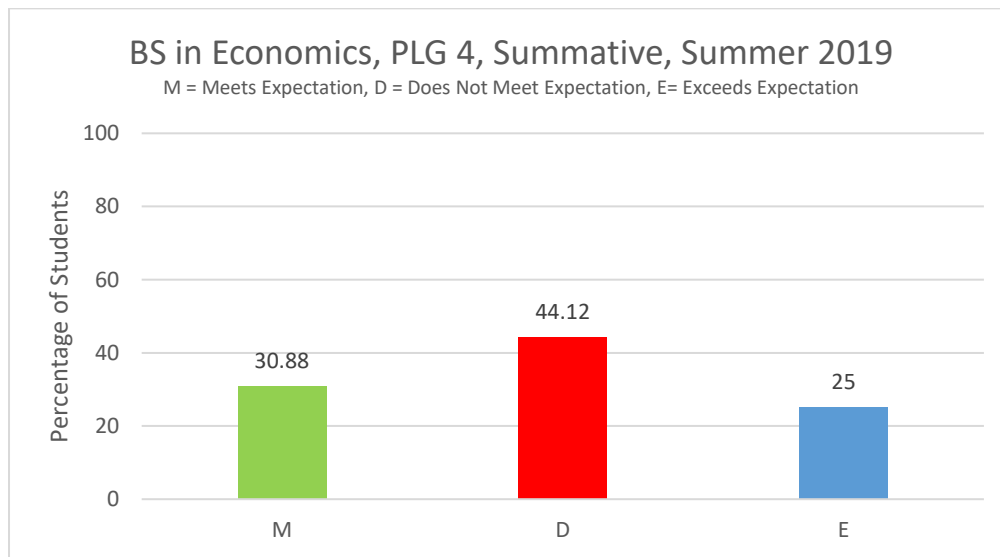


Figure BSE - 13

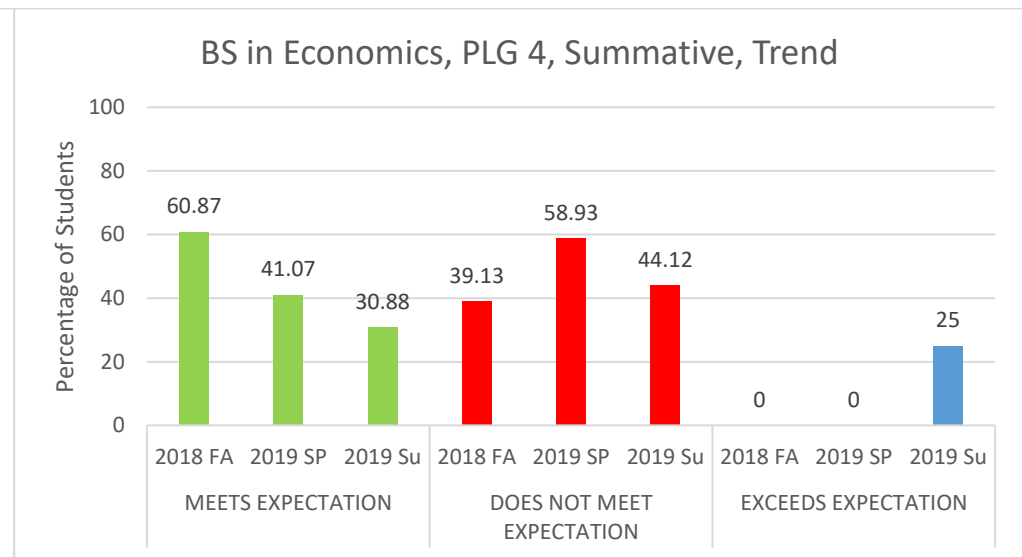


Figure BSE - 14

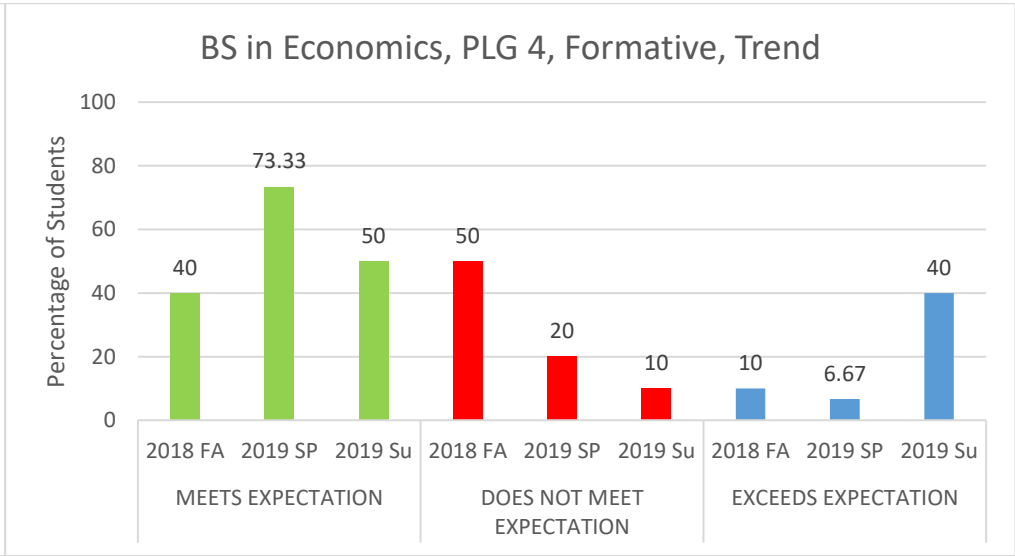
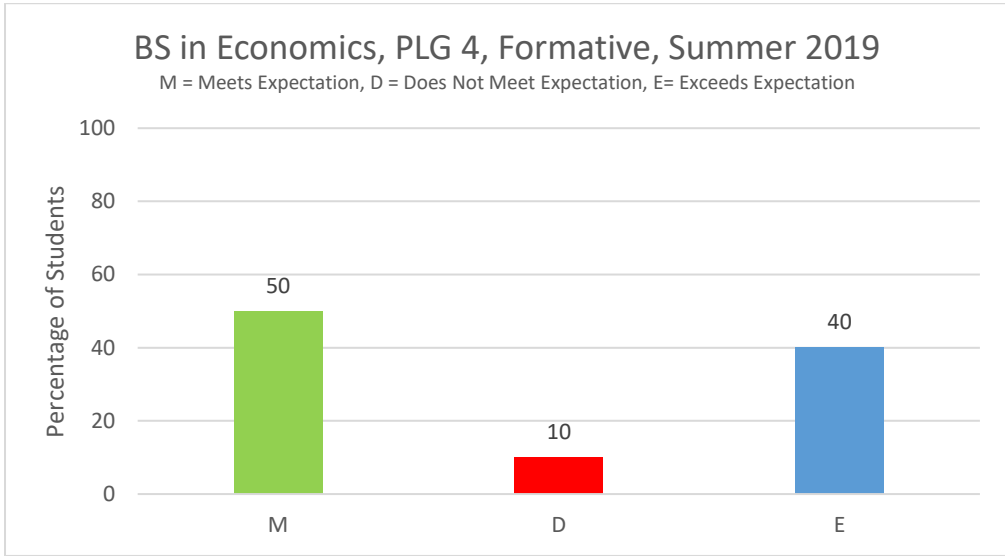


Figure BSE - 15

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 201 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: Percentage of students not meeting expectations has increased in summative assessment. However, performance in formative assessment has improved over the period with increase in percentage of students meeting or exceeding expectations</p>	The courses are taught by highly skilled faculty members who have outstanding academic records in their Masters and PhD degrees from top ranked Universities world-wide.

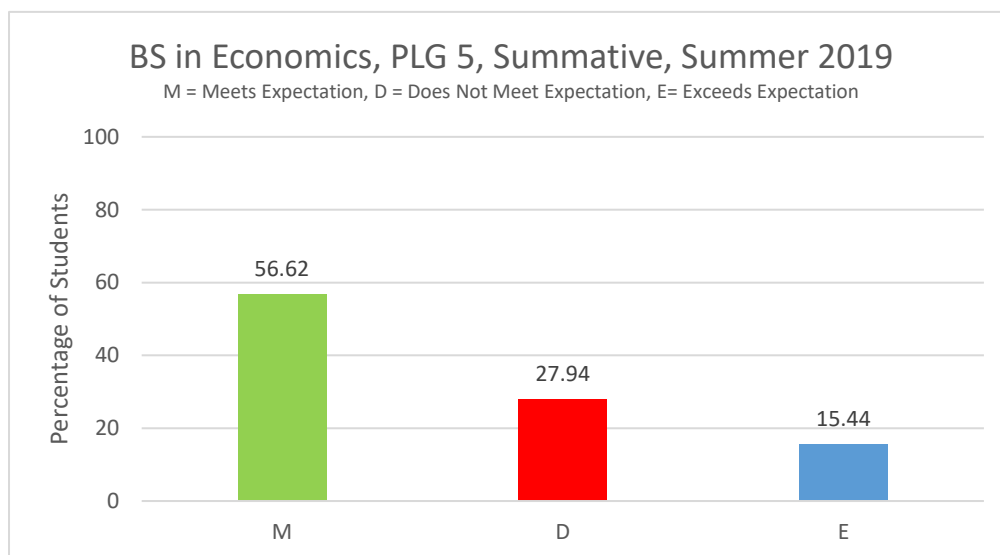


Figure BSE - 17

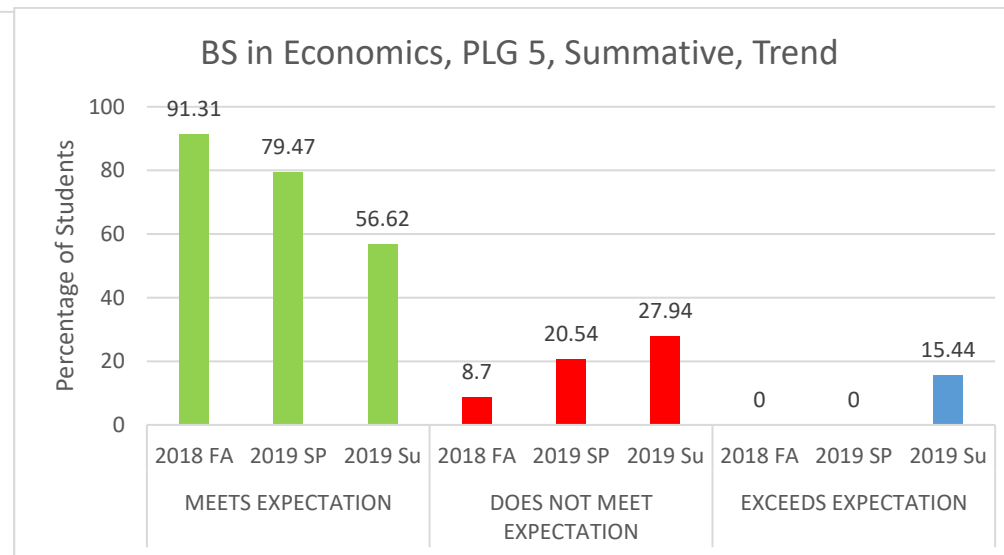


Figure BSE - 18

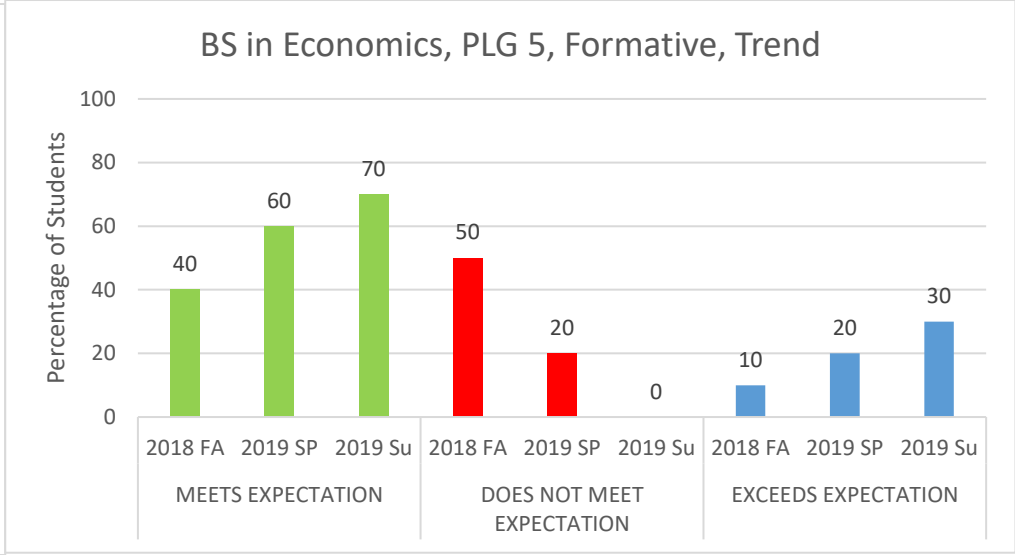
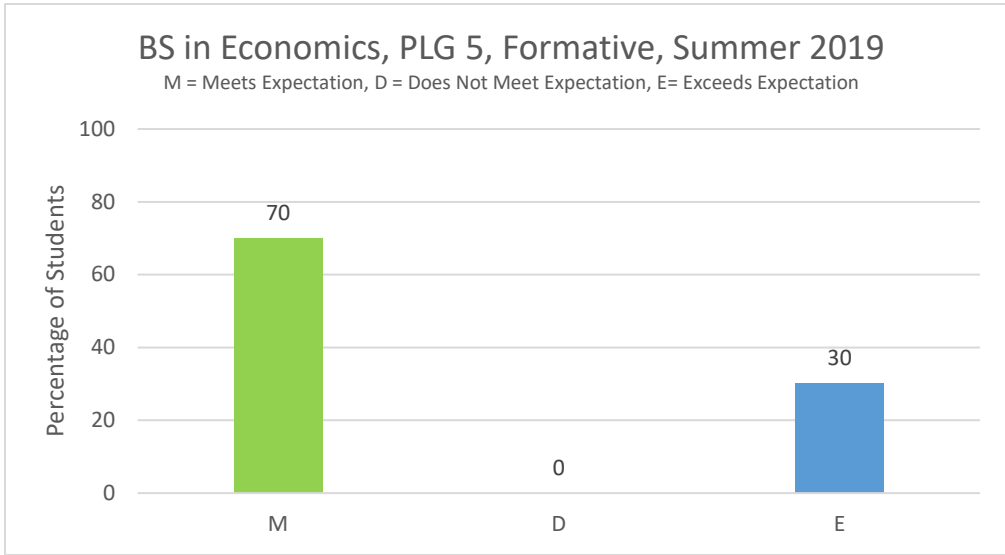


Figure BSE - 19

Figure BSE - 20

Summer 2019 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 – 2.	<p>Target: 60% students should meet or exceed expectations.</p> <p>Students met the target.</p> <p>Trend: We are pleased with students' performance in this area. Formative assessment could not be measured for this period as Eco 502 was not offered in this semester.</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.

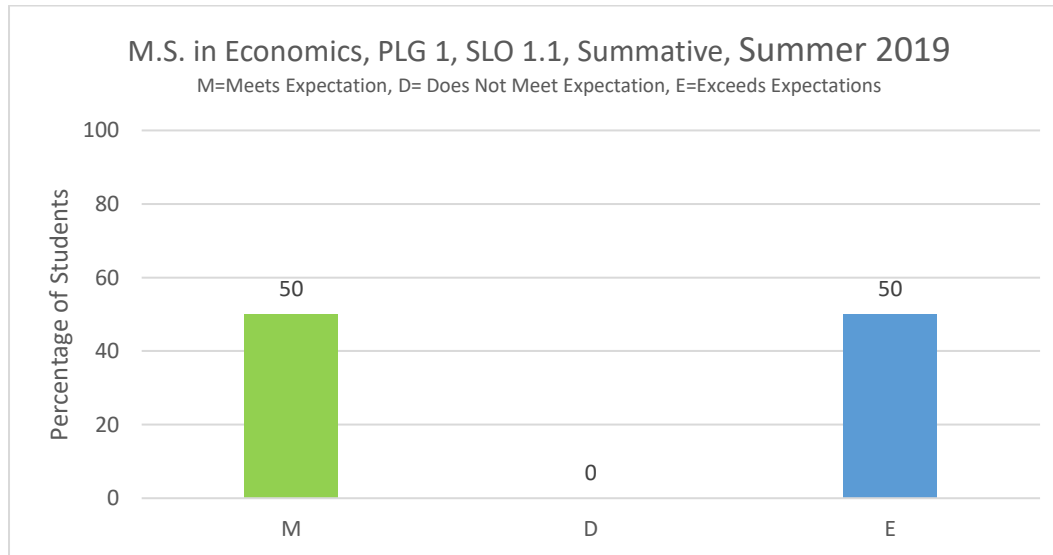


Figure MSE - 1

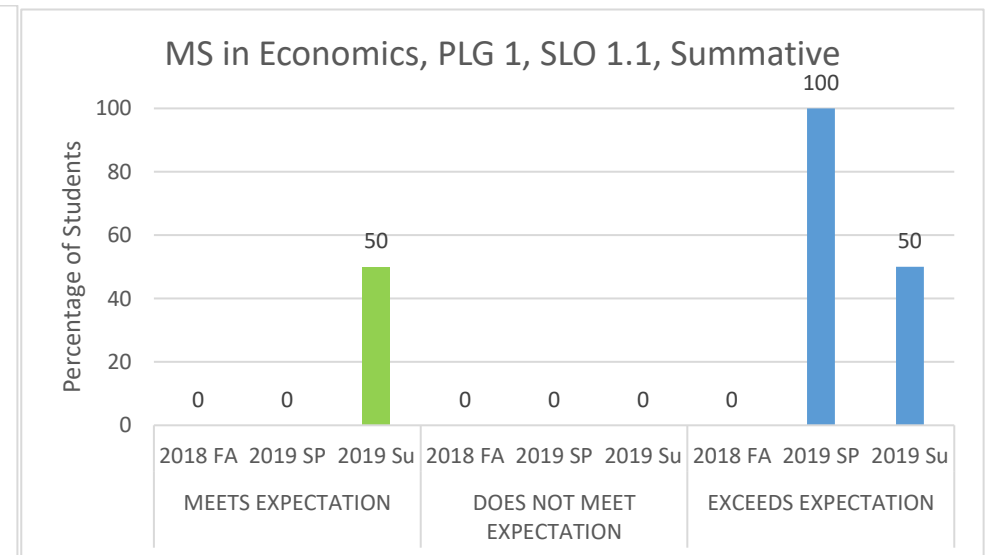


Figure MSE - 2

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	<u>Summative</u> : ECO 695 or ECO 699: Economic modeling section of research papers or thesis.	MS.2.2.1.1	Please see figures MSE – 3 and MSE - 4	Target: 60% students should meet or exceed expectations. Students met the target. Trend: Students performance has significantly improved over the period.	Department of Economics with the support of HEQEP grant has setup up an Economic Research Platform for students. ERP undertakes and facilitates economic research and policy analysis and hosts seminar series, workshops and conferences.

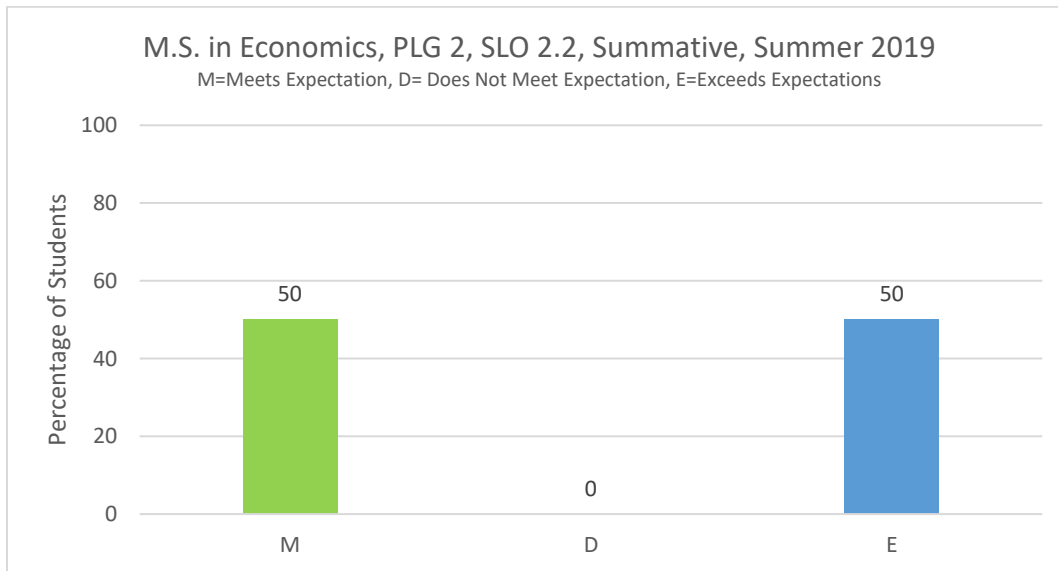


Figure MSE - 3

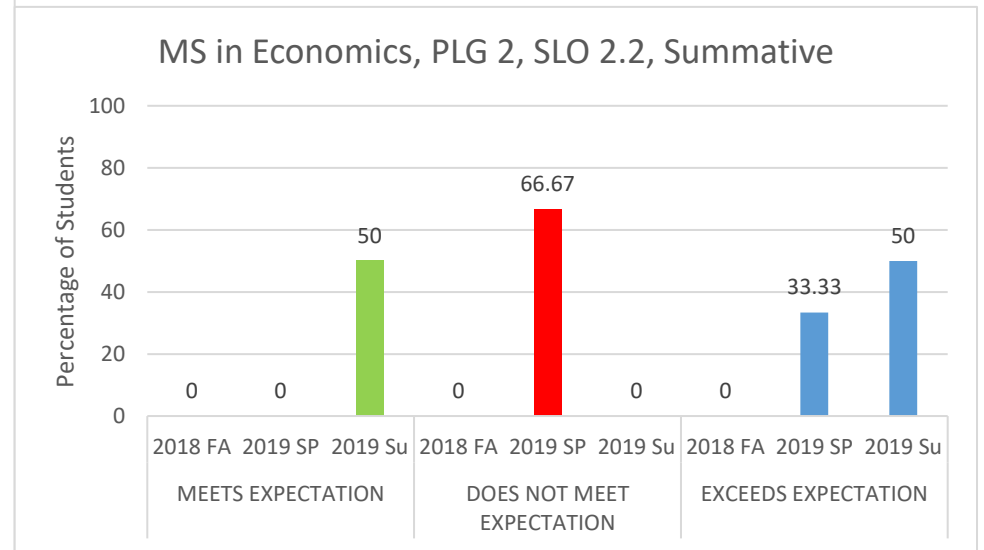


Figure MSE - 4

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.	<u>Summative:</u> ECO 695 or ECO 699: Economic modeling section of research papers or thesis <u>Formative:</u> ECO 503 final Exam or ECO 504 final exam.	MS.3.1.1.1	Please see figures MSE – 5 through MSE - 8	Target: 60% students should meet or exceed expectations. Students met the target. Trend: Students performance has significantly improved over the period. Formative assessment could not be measured for this period as Eco 502 was not offered in this semester.	The courses are taught by highly skilled faculty members who have outstanding academic records in their Masters and PhD degrees from top ranked Universities world-wide

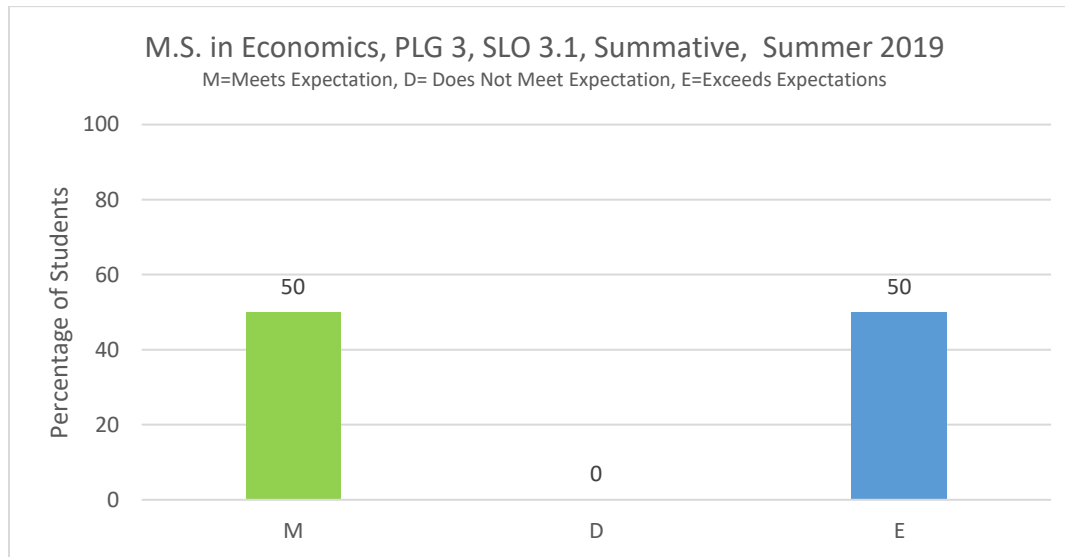


Figure MSE - 5

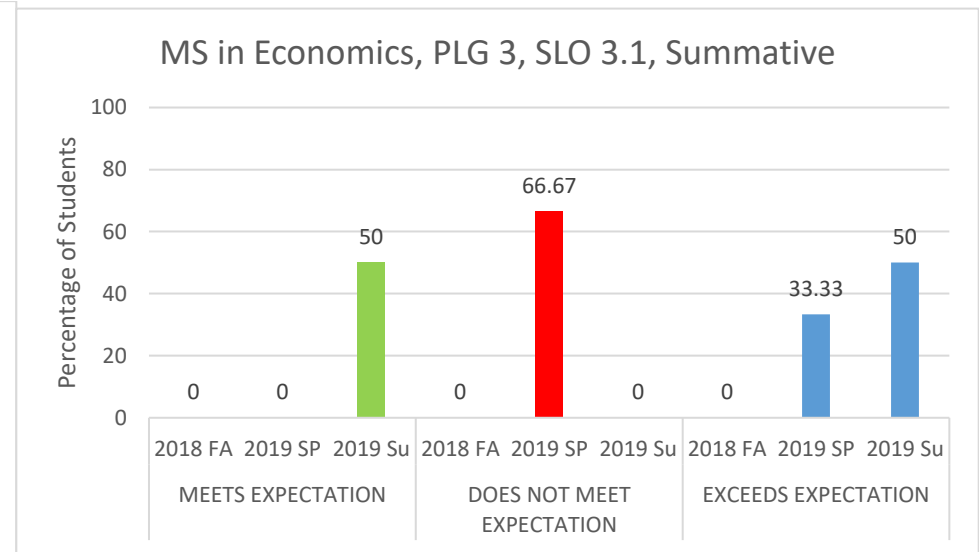


Figure MSE - 6

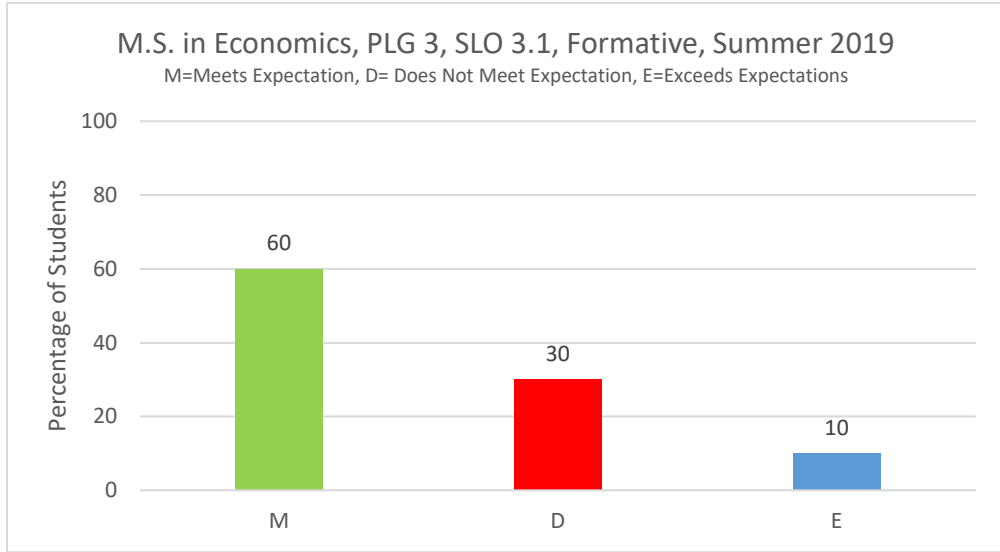


Figure MSE - 7

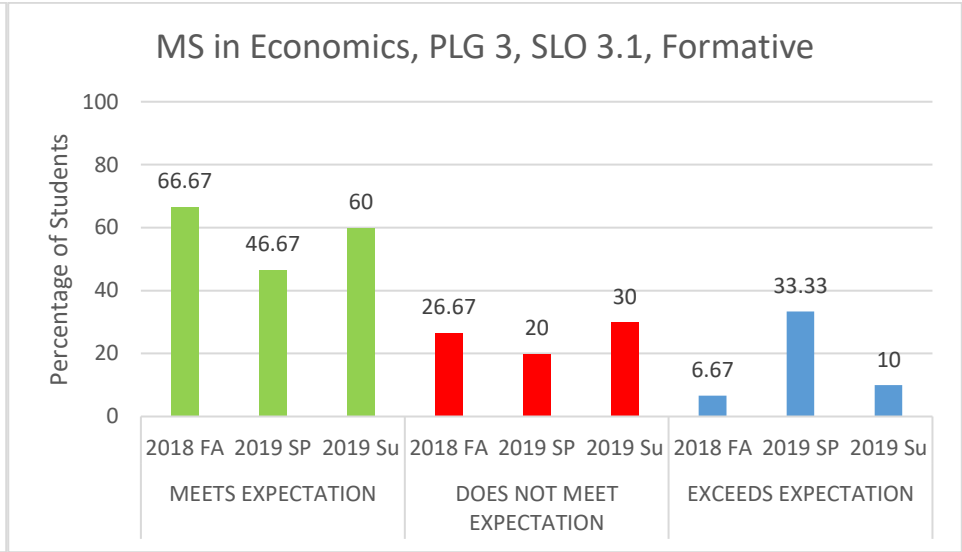


Figure MSE - 8

Summer 2019 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 met the target.</p> <p>Trend: Students performance has improved over the period with an increase in percentage of students meeting or exceeding expectations.</p>	The MBA club in the Department creates a platform for students for networking, leadership training and making them a team player. The club has helped the students to improve their managerial skills along with fostering mutually beneficial relationships among the business world and obtain better opportunities.

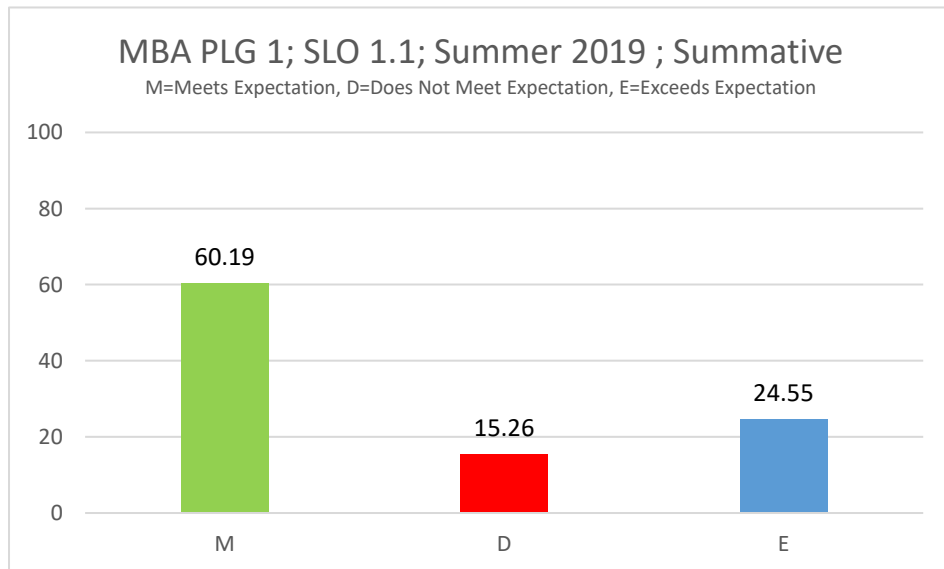


Figure MBA - 1

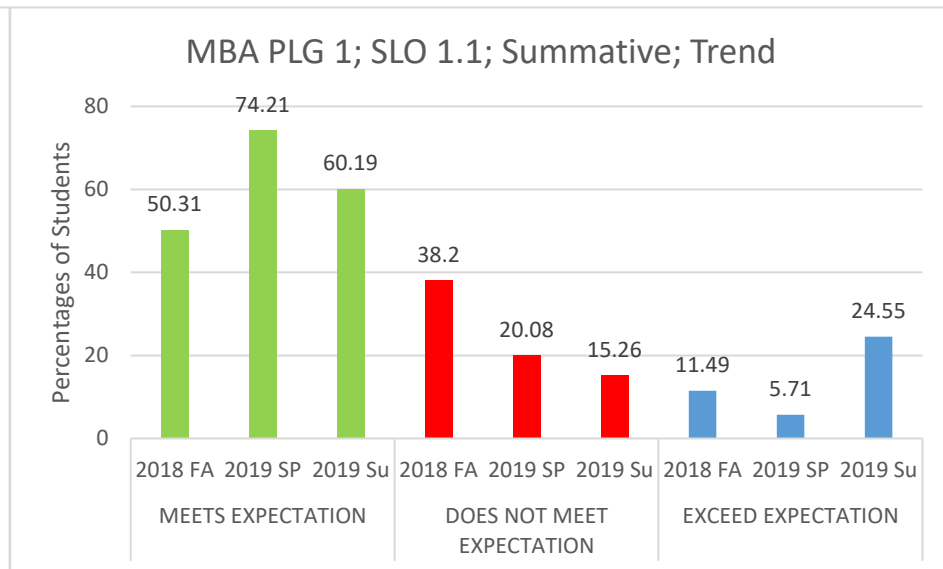


Figure MBA - 2

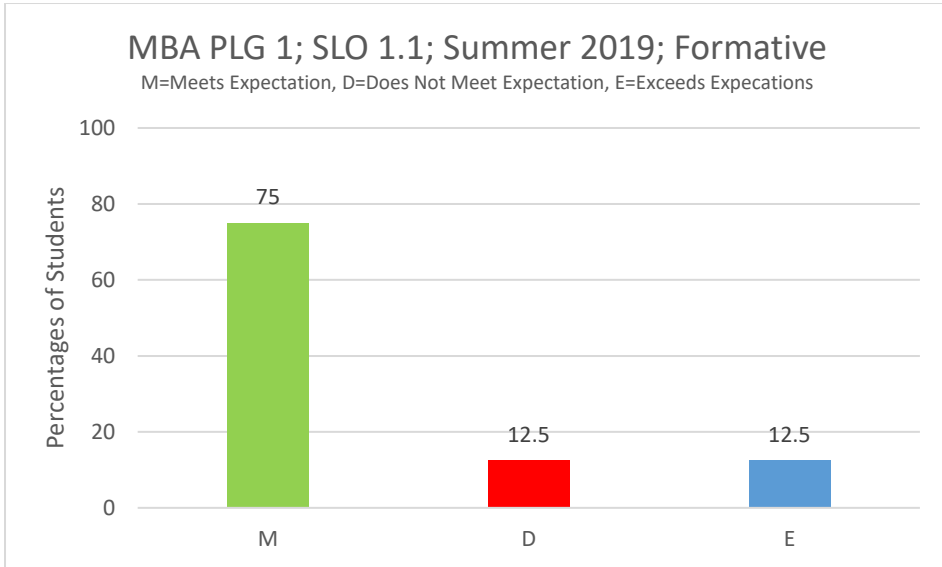


Figure MBA - 3

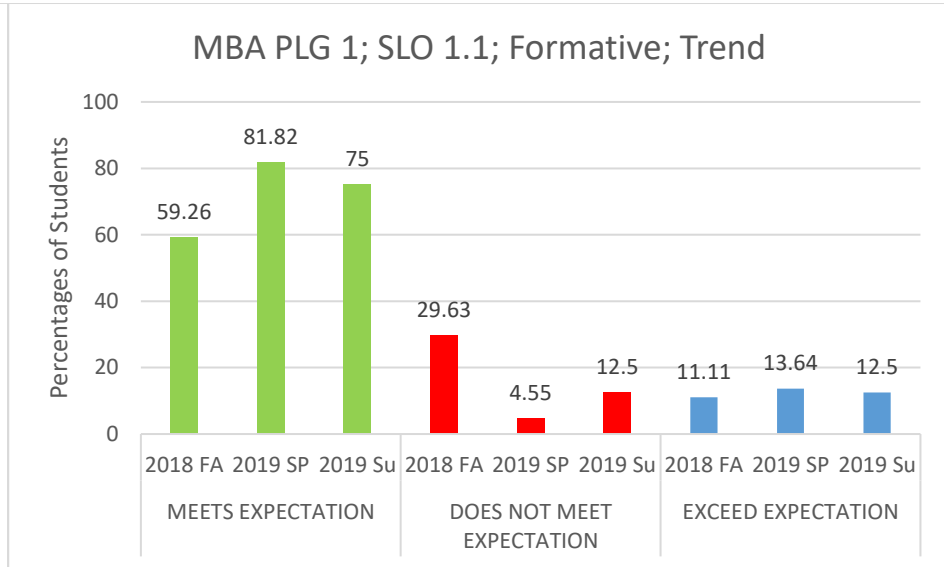


Figure MBA - 4

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
2. Critical Thinking and Decision Making	2.1 Apply appropriate analytic framework to solving management problems, and developing of integrative managerial solutions.	<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 formative assessment.</p> <p>Trend: Students performance in the area is extremely poor. Percentage of students not meeting expectations has increased over the period in both formative and summative assessment. This is an area of concern.</p>	Corporate managers are regularly taking special classes in individual courses to give students insight about the practical world.

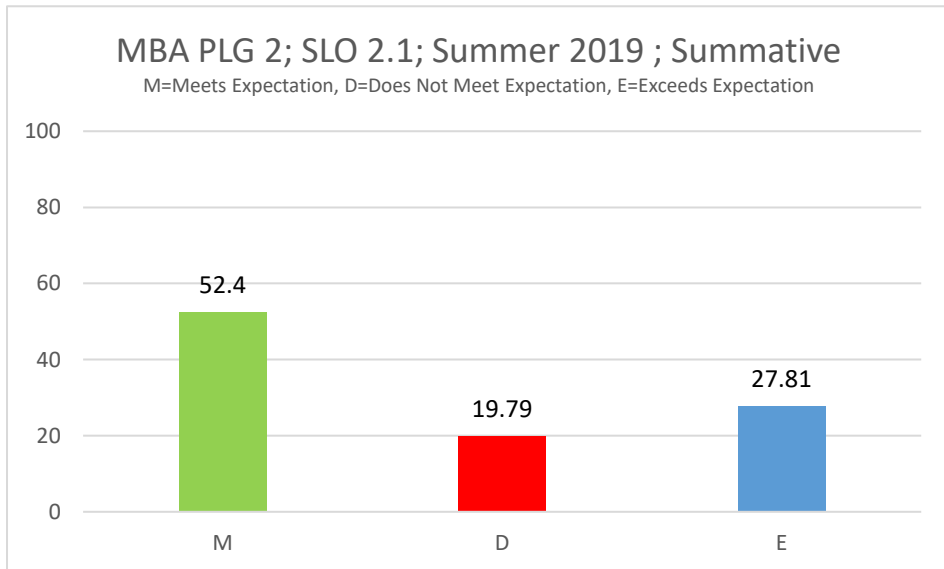


Figure MBA - 5

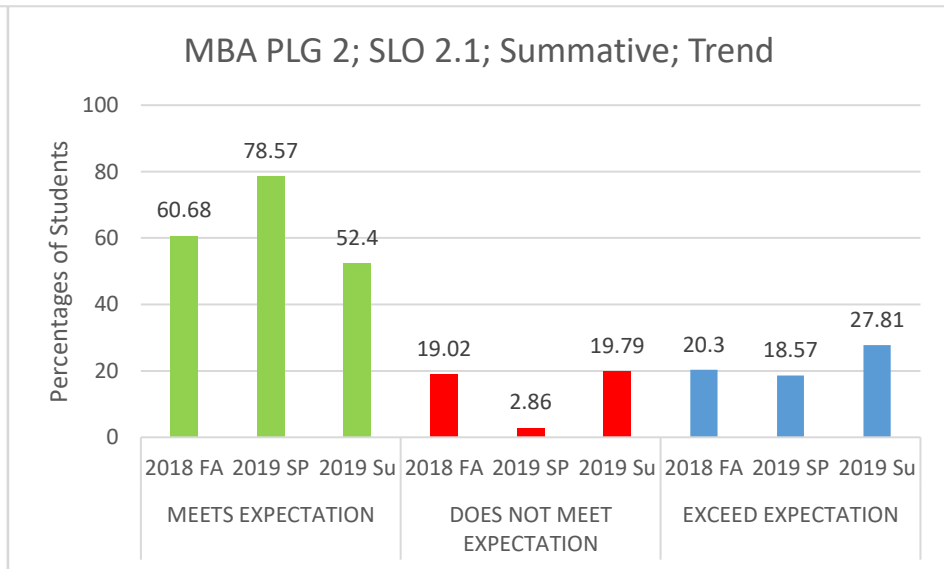


Figure MBA - 6

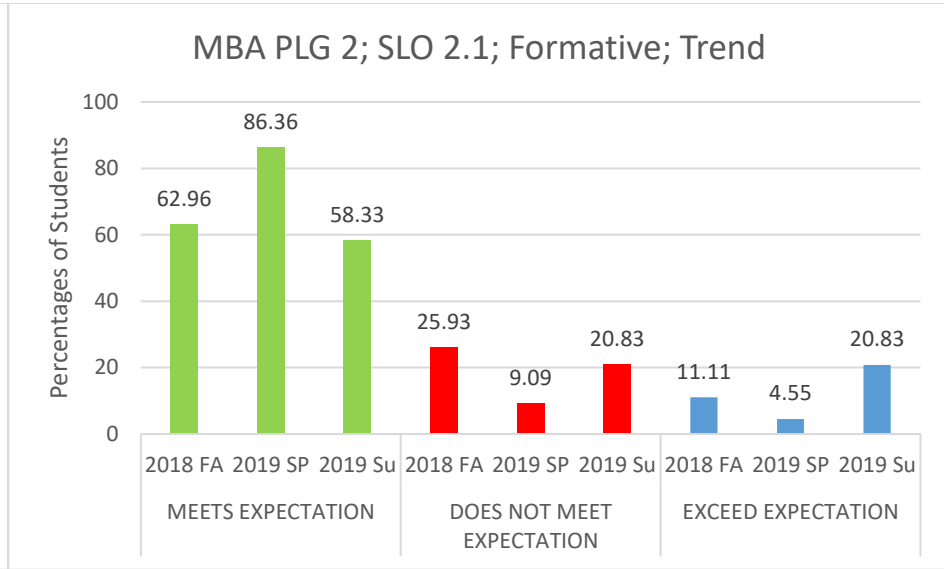
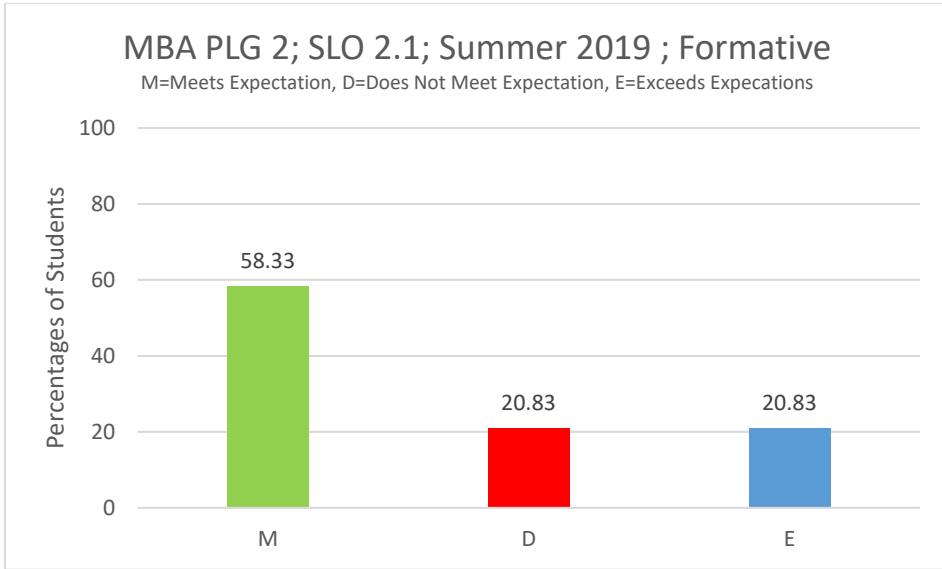


Figure MBA - 7

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: Students failed to meet the target in summative assessment. The percentage of students not meeting expectations has increased over the period for both summative and formative assessment. This is an area of concern</p>	Corporate managers are regularly taking special classes in individual courses to give students insight about the practical world.

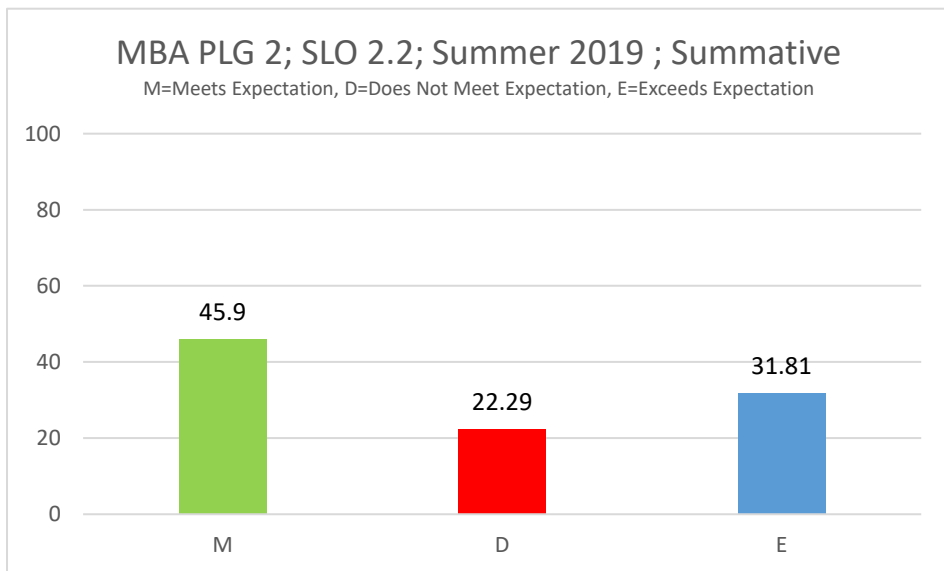


Figure MBA - 9

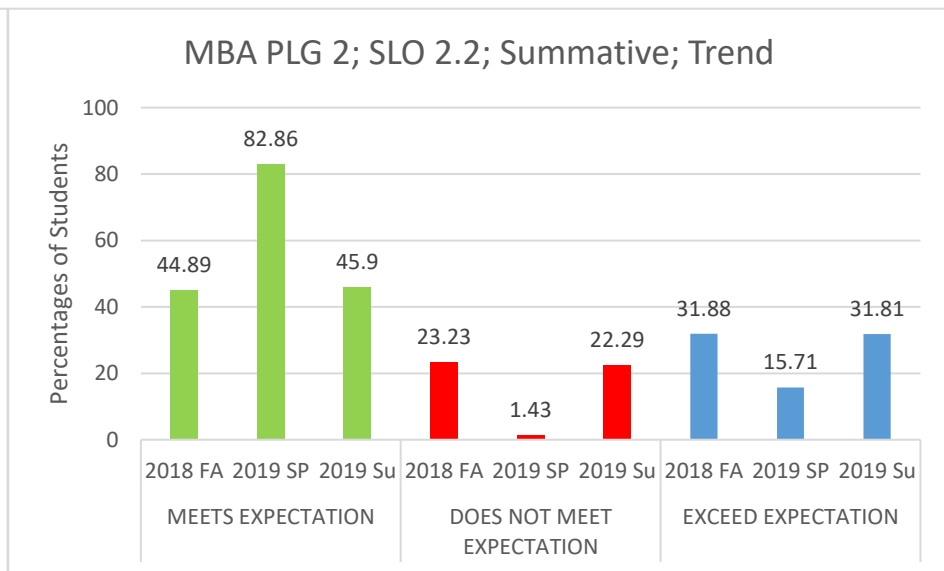


Figure MBA - 10

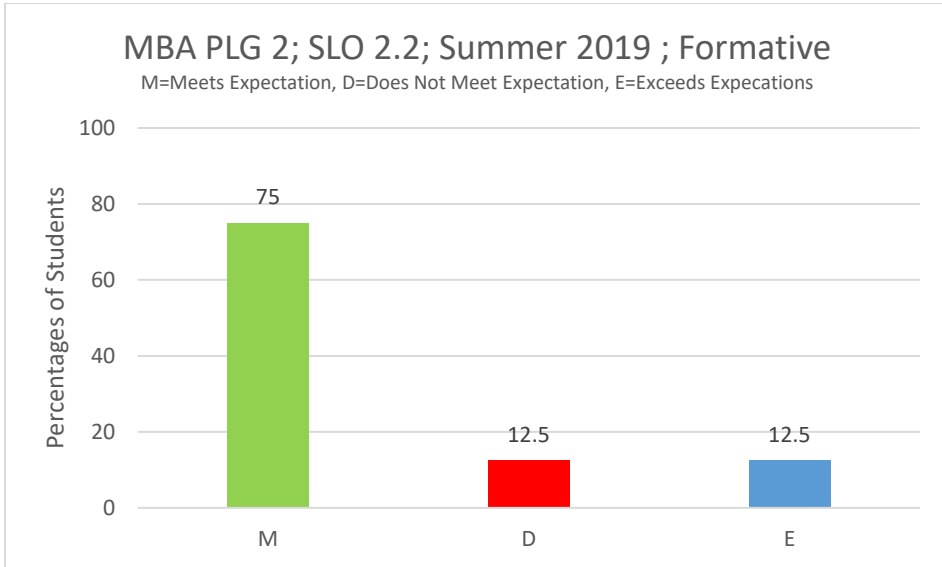


Figure MBA - 11

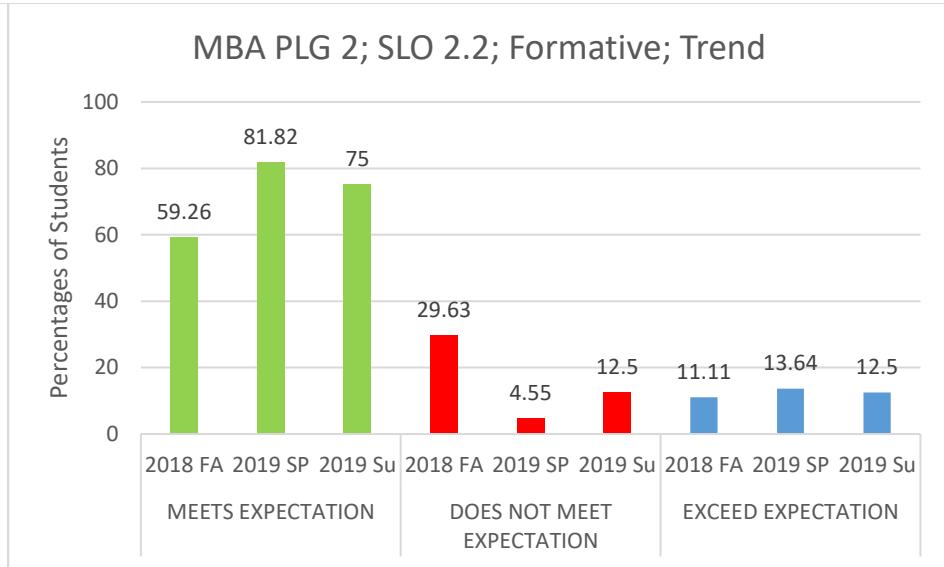


Figure MBA - 12

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. Target is met in formative assessment.</p> <p>Trend: Student performance in summative assessment is very poor. This is a area of major concern as the students are consistently failing to meet the target.</p>	Higher government officials (such as, Secretaries, NBR Officials, and Bangladesh Bank Joint Director) with PhD are taking classes in E/MBA programs.

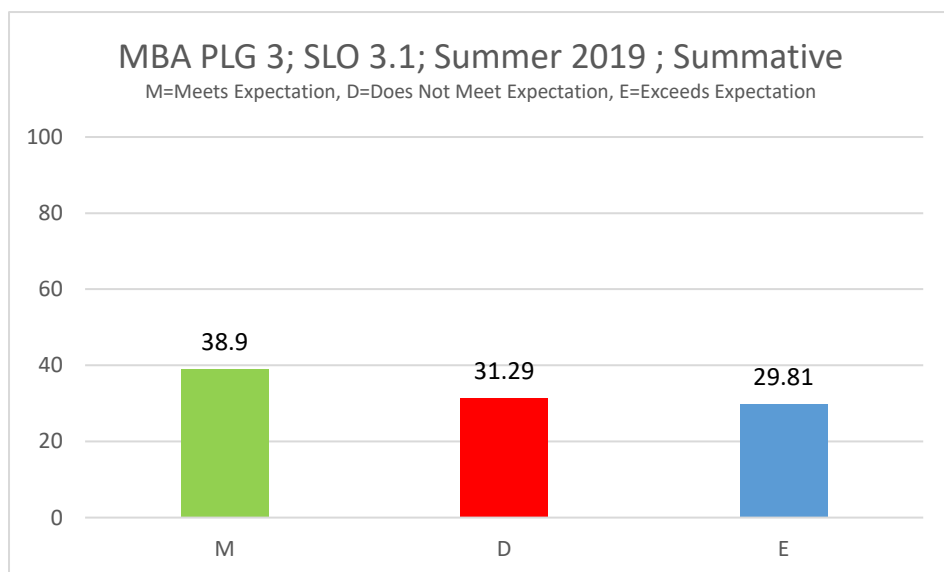


Figure MBA - 13

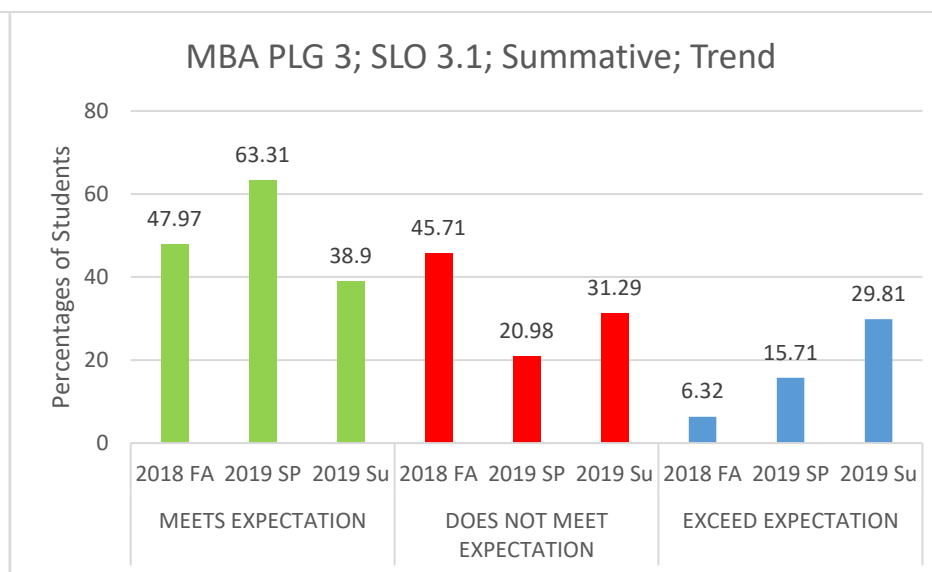


Figure MBA - 14

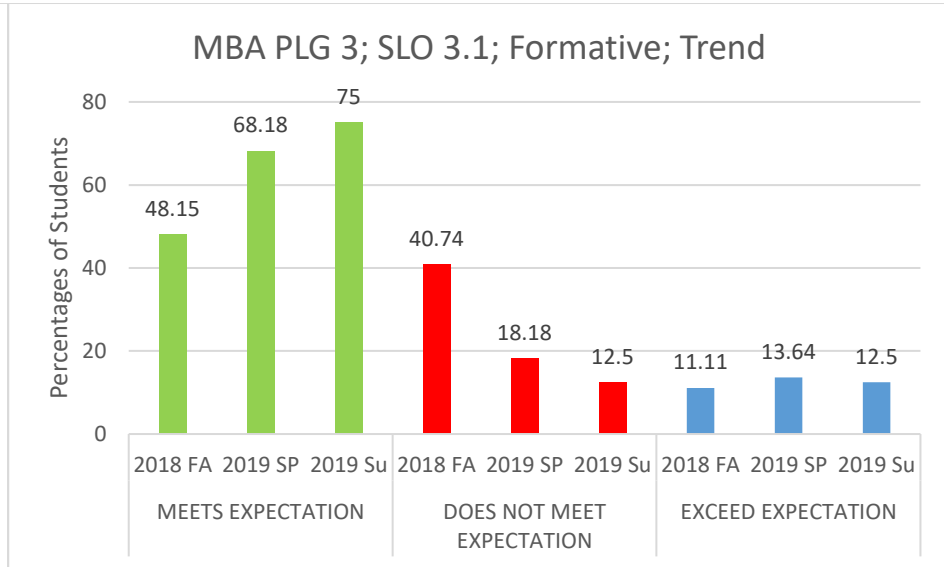
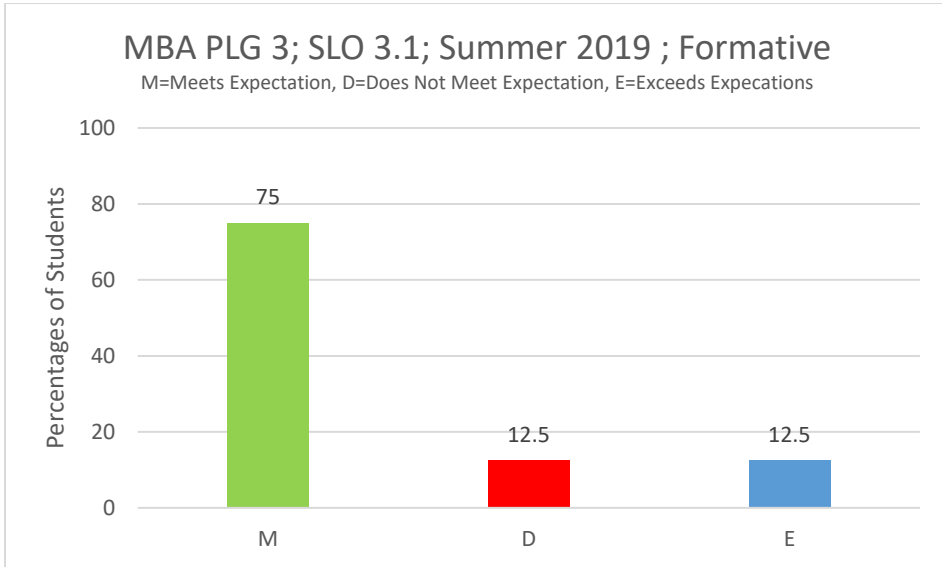


Figure MBA - 15

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.	<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 685 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.4.1.1.1</p>	<p>See Figures</p> <p>MBA-17 through MBA-20</p>	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students failed to meet the target in the summative assessment. Target is met in formative assessment.</p> <p>Trend: Performance in summative assessment is extremely poor. More than 50% of the students did not meet the expectations. This is an area of major concern.</p>	<p>Realistic illustrations from the business world, case studies and research articles are used in classroom teaching to provide students better understanding of the subject matter.</p>

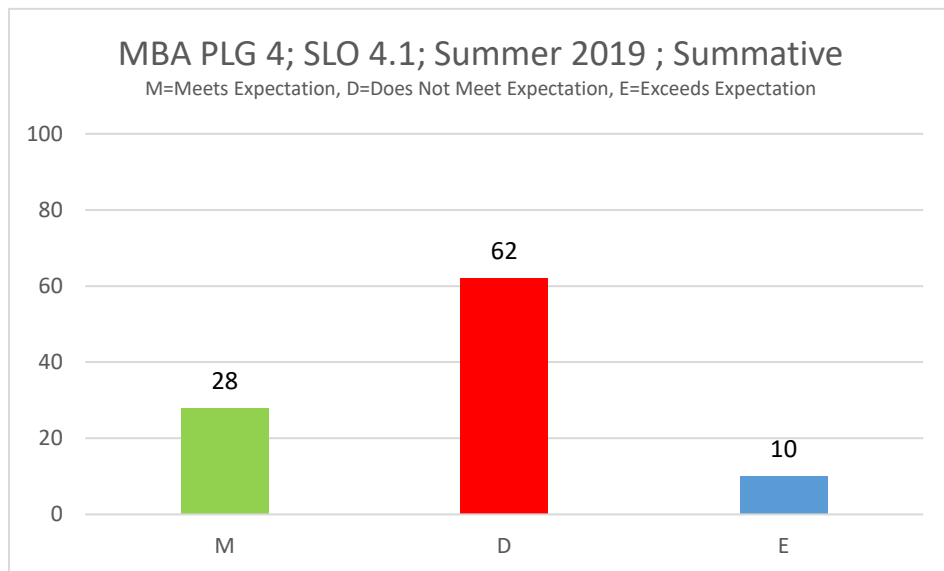


Figure MBA - 17

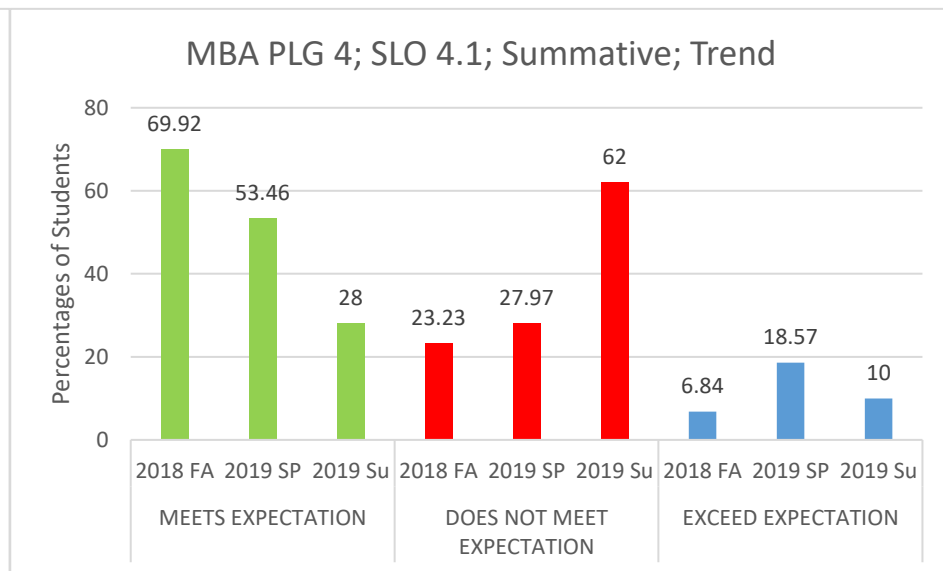


Figure MBA - 18

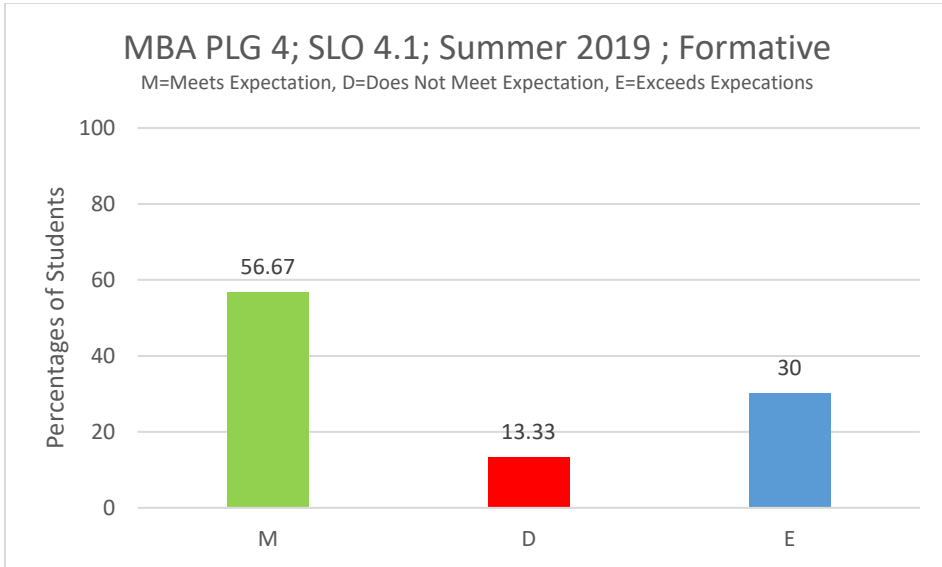


Figure MBA - 19

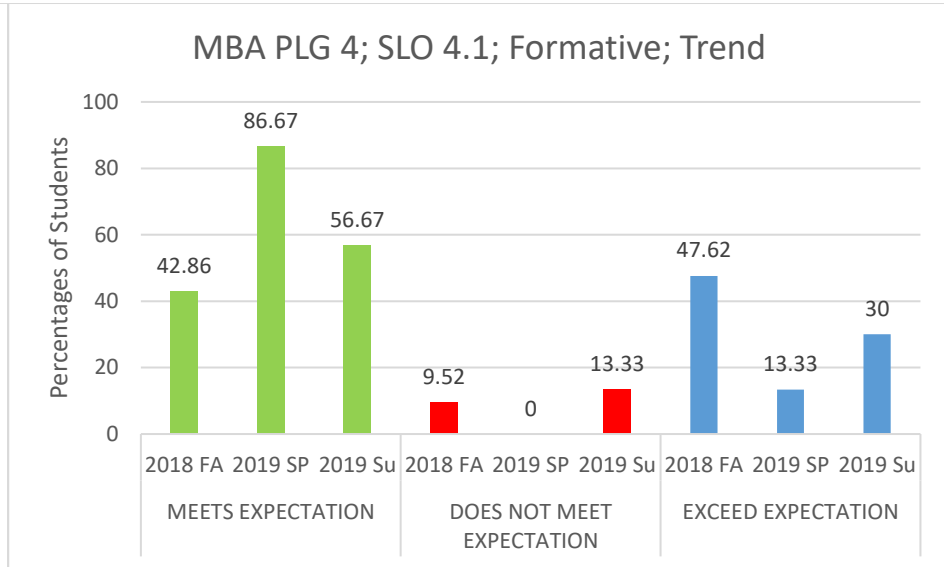


Figure MBA - 20

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.	<u>Summative:</u> 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: Students are continuously failing to meet the target in this area. A significant percentage of students did not meet the expectations and it has an increasing trend. This is an area of major concern.	NSU Ethics club organizes different seminars to make students aware about ethical standards.

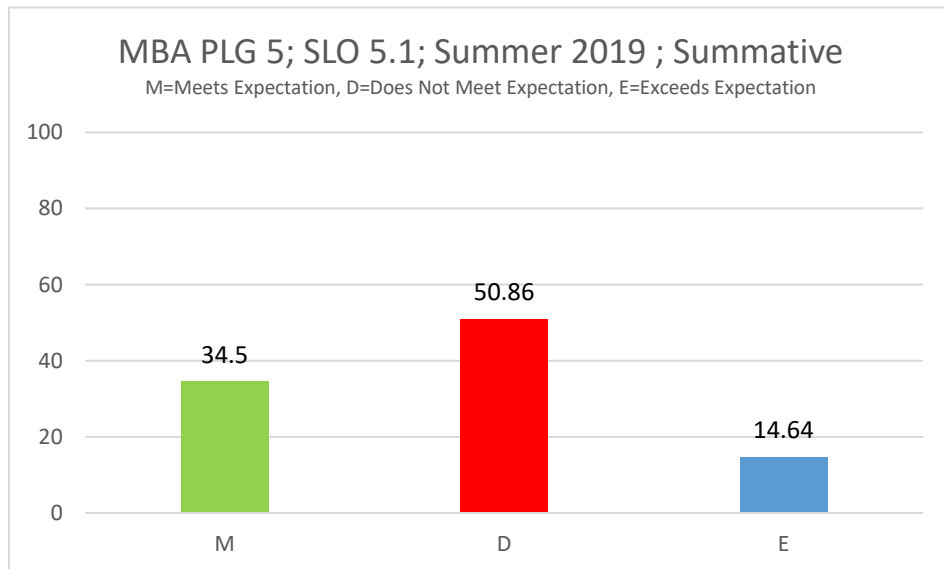


Figure MBA - 21

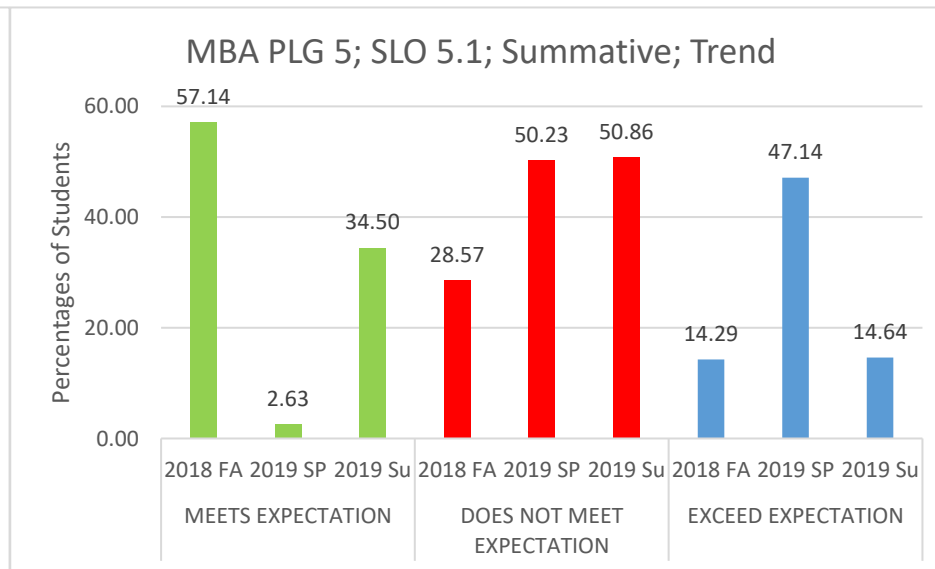


Figure MBA - 22

Summer 2019 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: Students performance has significantly improved in this area with increase in percentage of students meeting and exceeding expectations.</p>	Interactive assignments are used in the courses. Students are required to present on relevant topics which help them develop better communication skills.

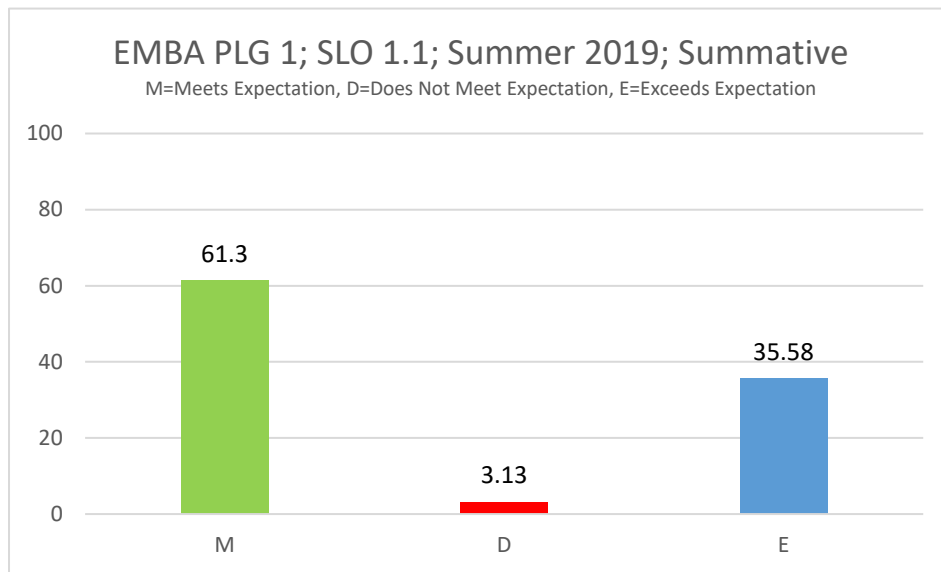


Figure EMBA - 1

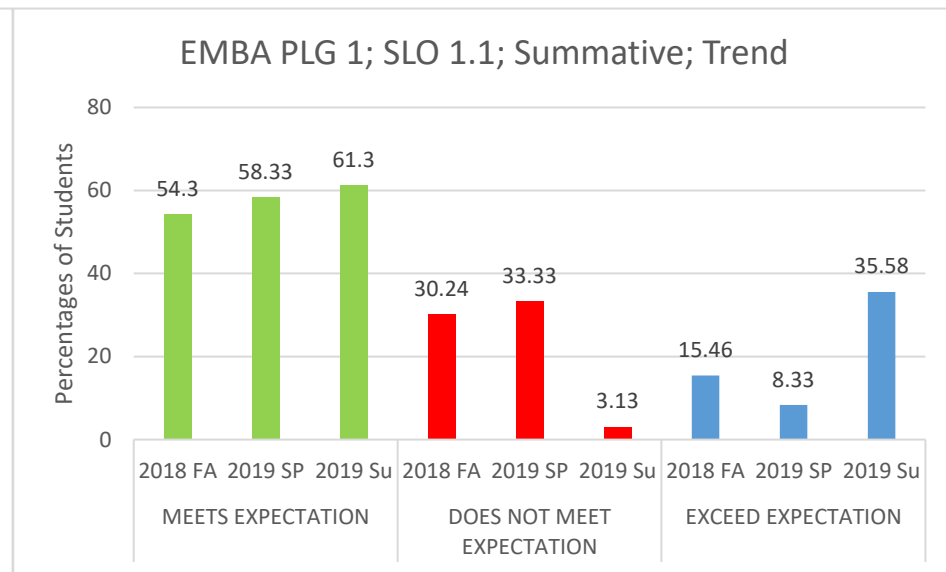


Figure EMBA - 2

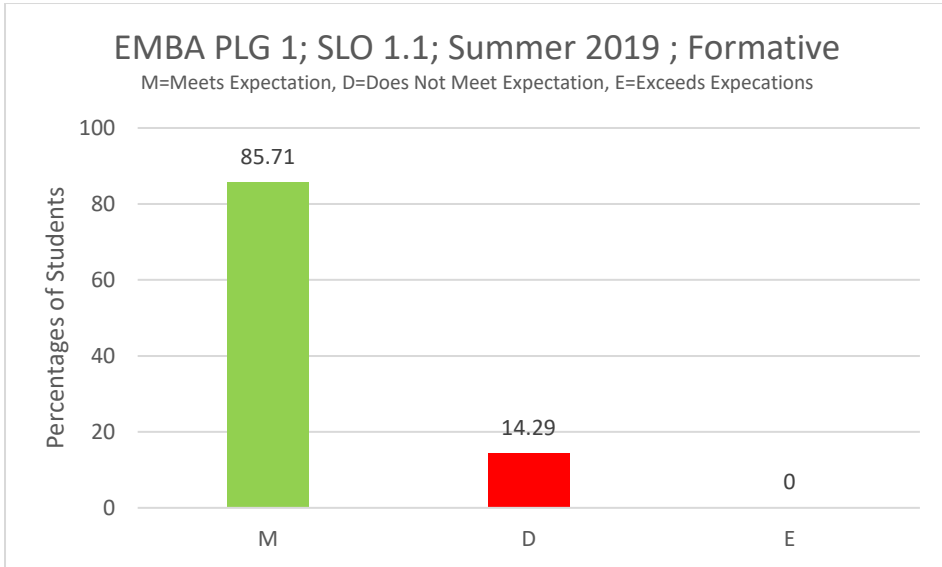


Figure EMBA - 3

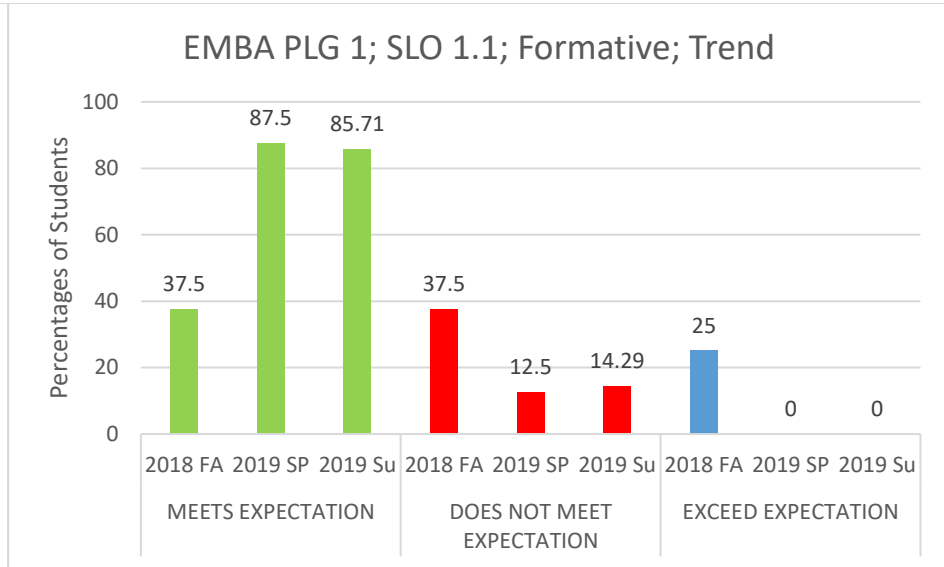


Figure EMBA - 4

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 failed to meet the target.</p> <p>Trend: Students’ performance in formative assessment has deteriorated over the period. However, performance in summative assessment is showing a positive trend with increase in percentage of students exceeding expectations.</p>	Higher government officials (such as, Secretaries, NBR Officials, and Bangladesh Bank Joint Director) with PhD are taking classes in E/MBA programs.

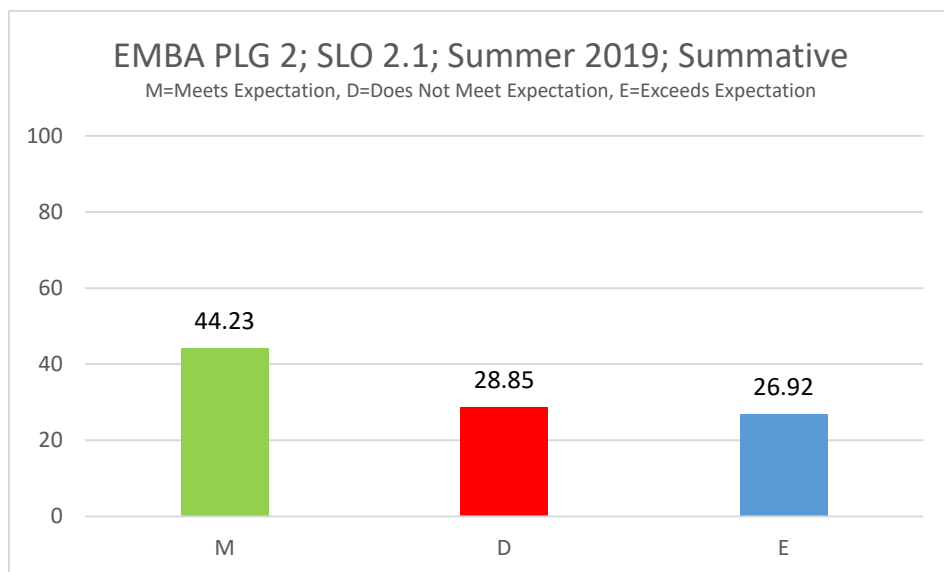


Figure EMBA - 5

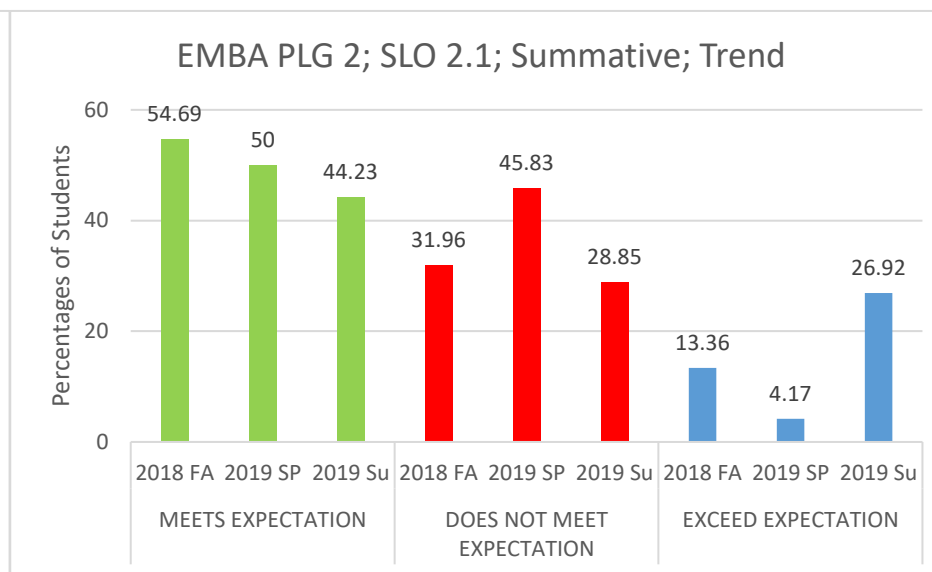


Figure EMBA - 6

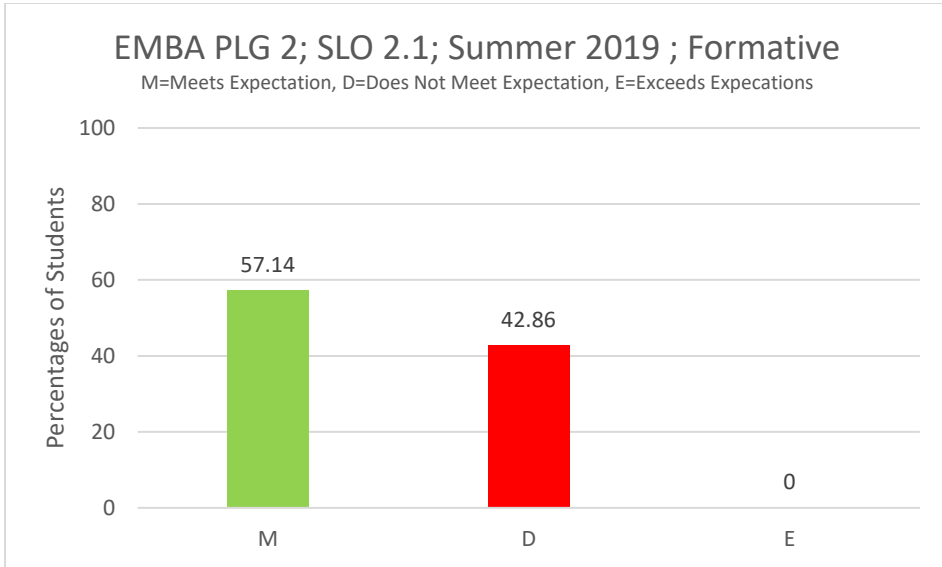


Figure EMBA - 7

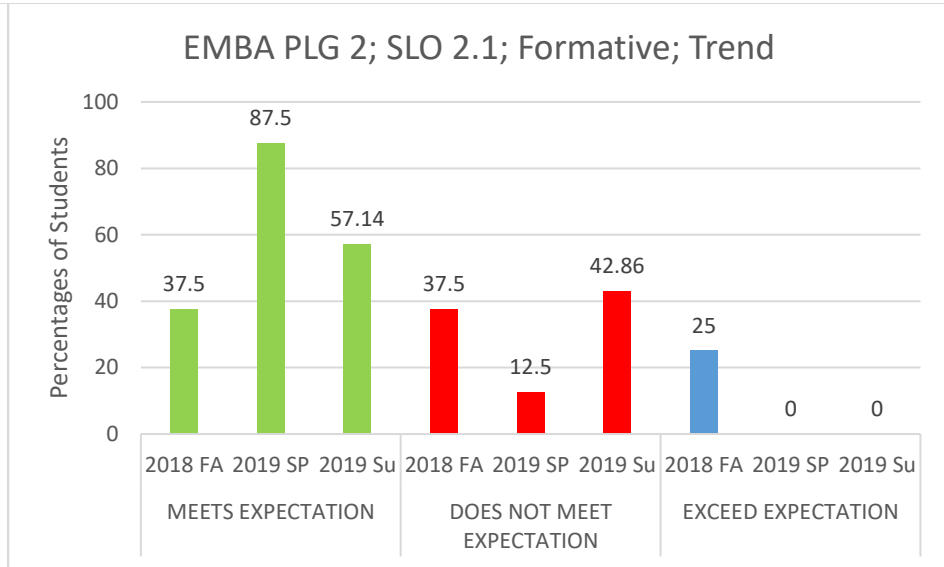


Figure EMBA - 8

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 failed to meet the target in the formative assessment.</p> <p>Trend: Performance in formative assessment is very poor with increase in percentage of students not meeting expectations. However, performance in summative assessment has improved with an increase in percentage of students meeting or exceeding expectations.</p>	Realistic illustrations from the business world, case studies and research articles are used in classroom teaching to provide students better understanding of the subject matter.

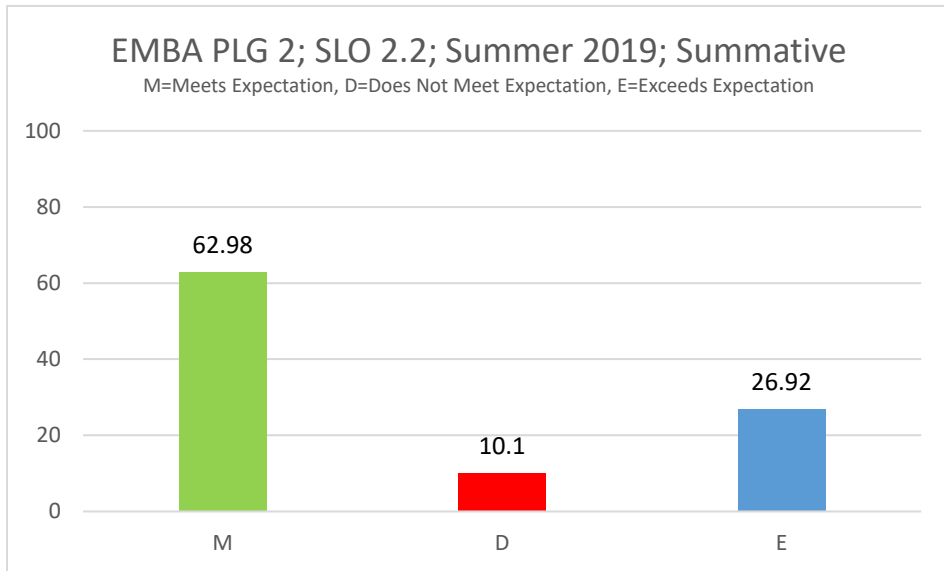


Figure EMBA - 9

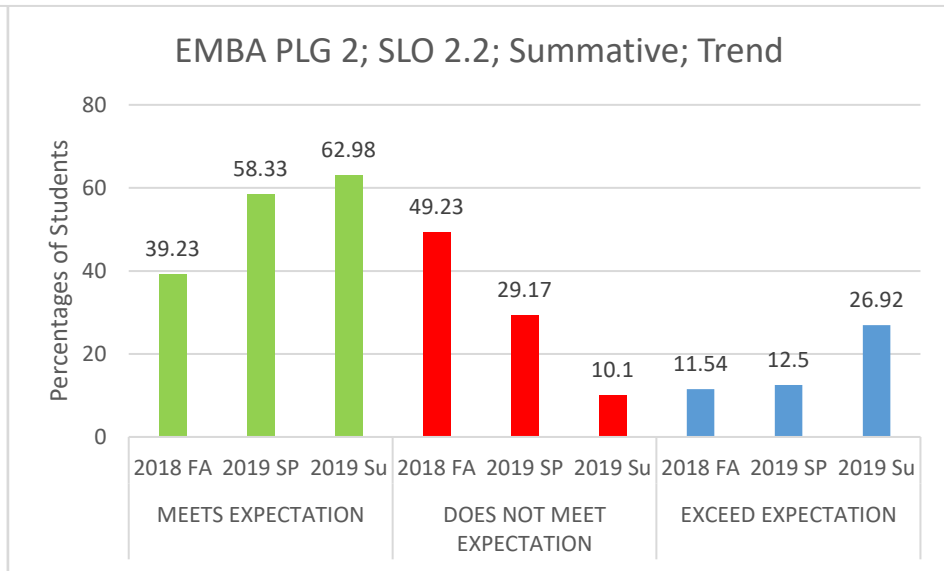


Figure EMBA - 10

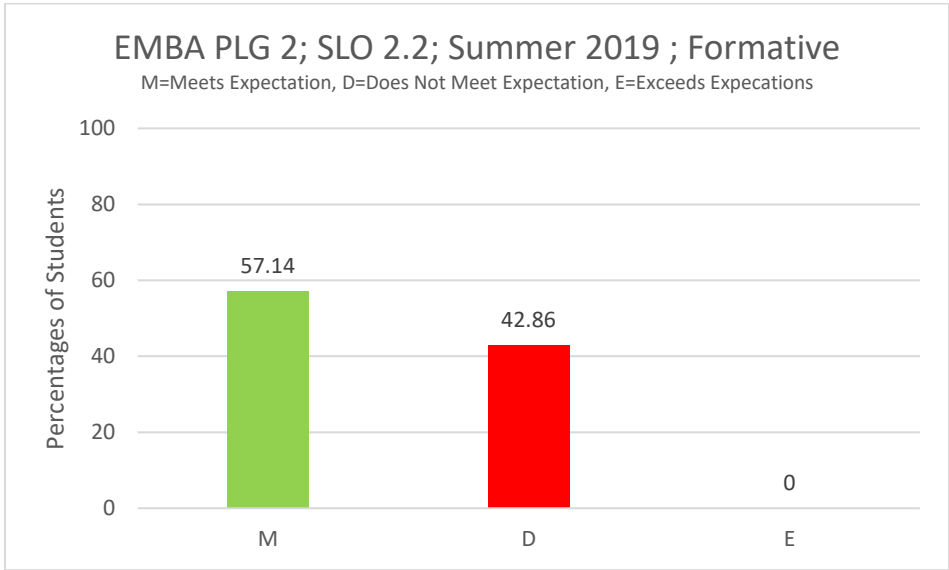


Figure EMBA - 11

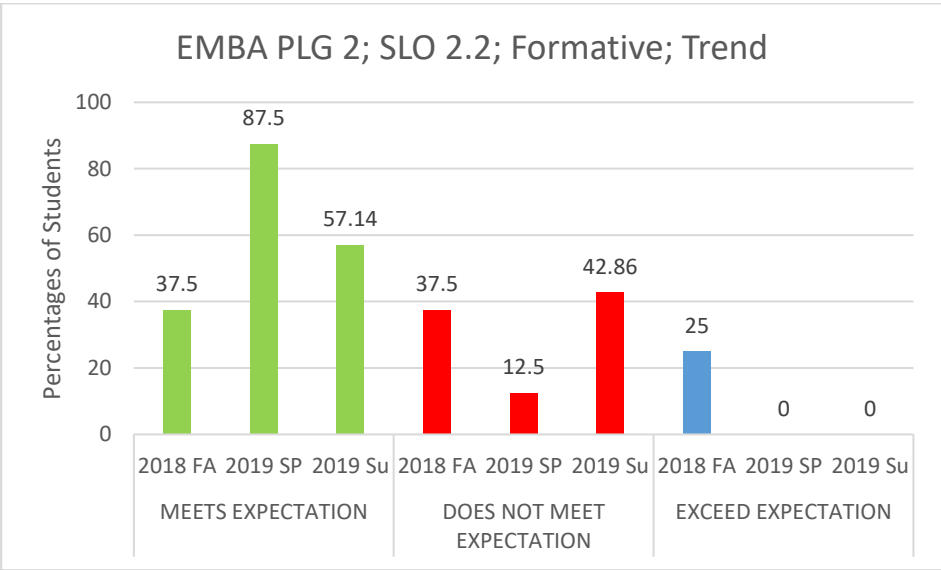


Figure EMBA - 12

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.	<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 Meets</u> Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # EM.3.1.1.1</p>	See Figures EMBA – 13 through EMBA - 16	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students met the target</p> <p>Trend: Students performance has significantly improved in this area with an increase in percentage of students meeting or exceeding expectations.</p>	Faculties with Ph.D. from North America or equivalent universities and long industry experience at top-level corporations, teach in the EMBA program.

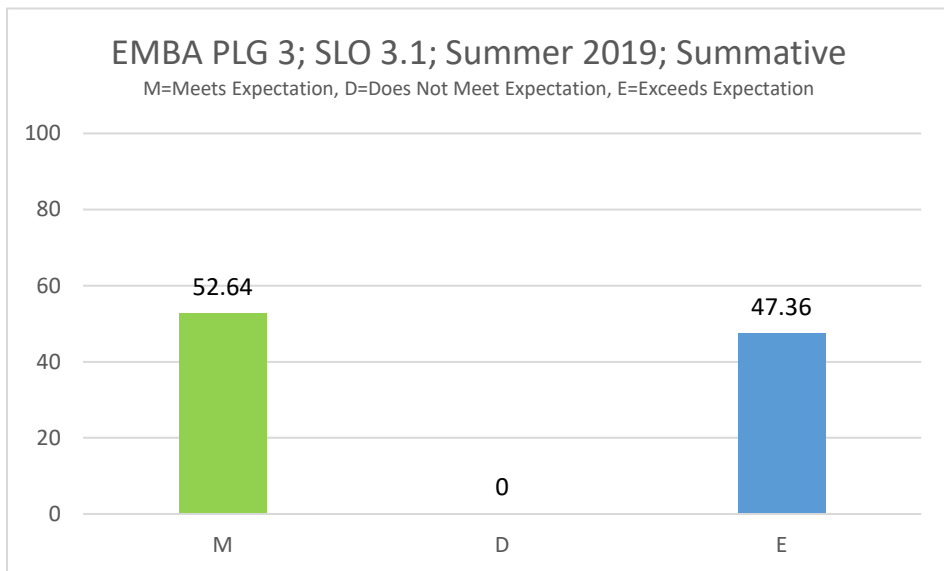


Figure EMBA - 13

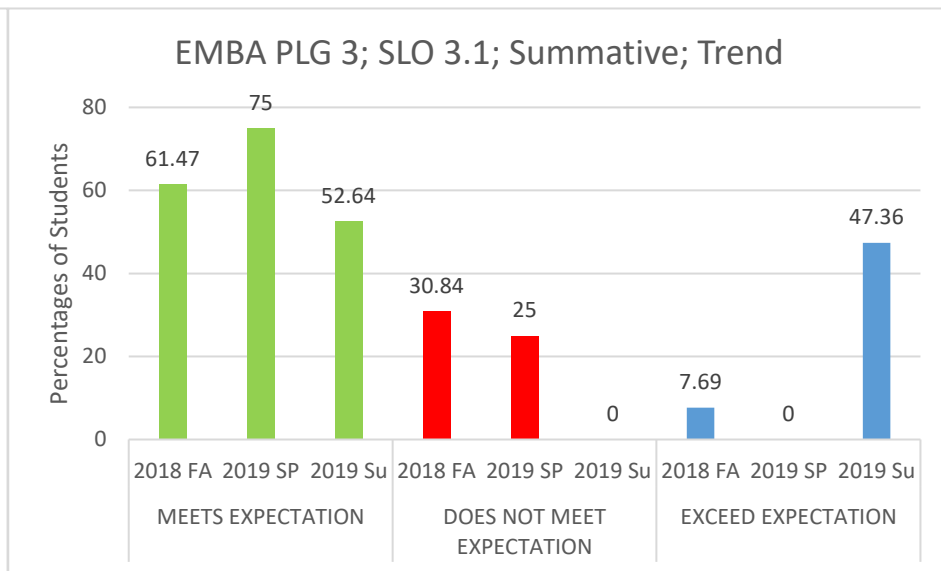


Figure EMBA - 14

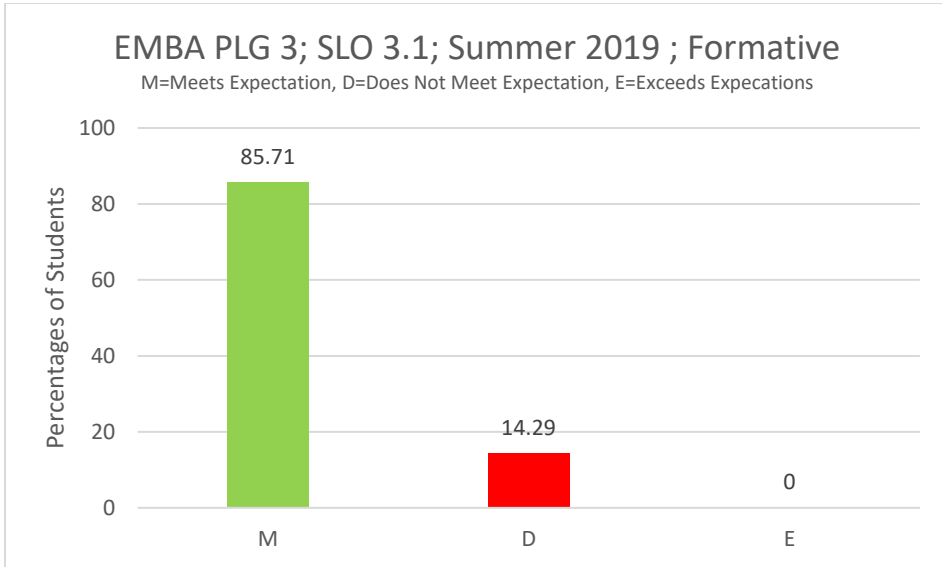


Figure EMBA - 15

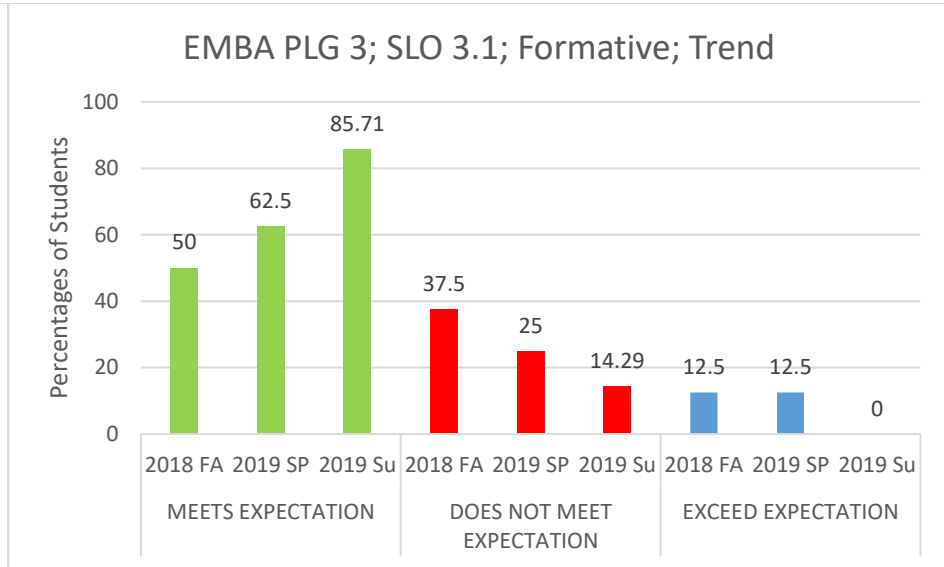


Figure EMBA - 16

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 both summative and formative assessment.</p> <p>Trend: Student performance in summative assessment is very poor and is an area of high concern. Performance in formative assessment has drastically fall in this period making it an area of major concern</p>	The Department is revising and updating the existing curriculum to make it more industry oriented.

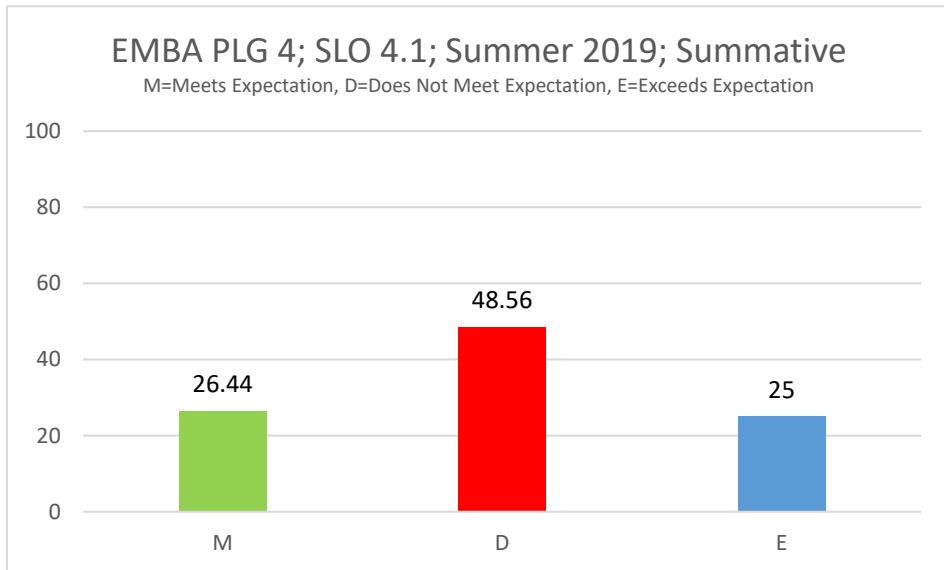


Figure EMBA - 17

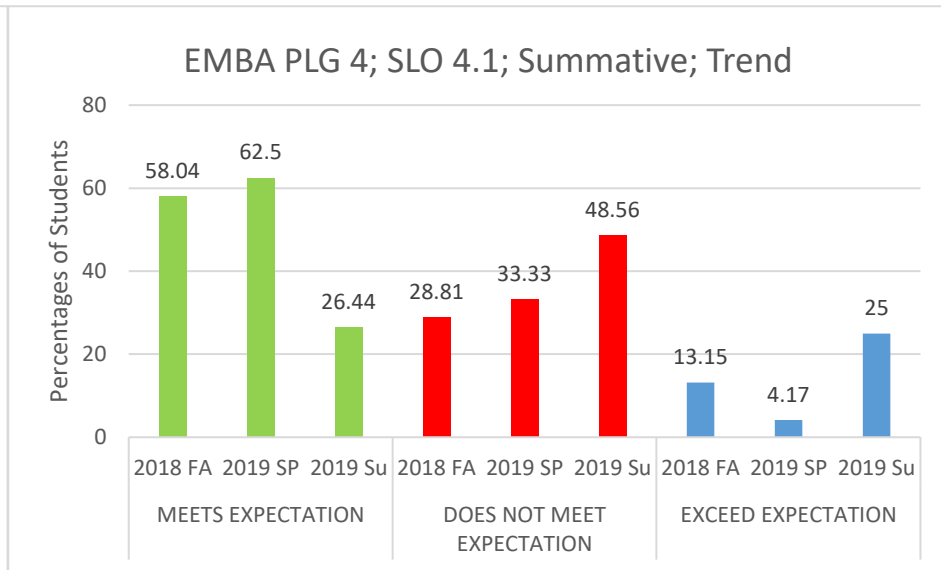


Figure EMBA - 18

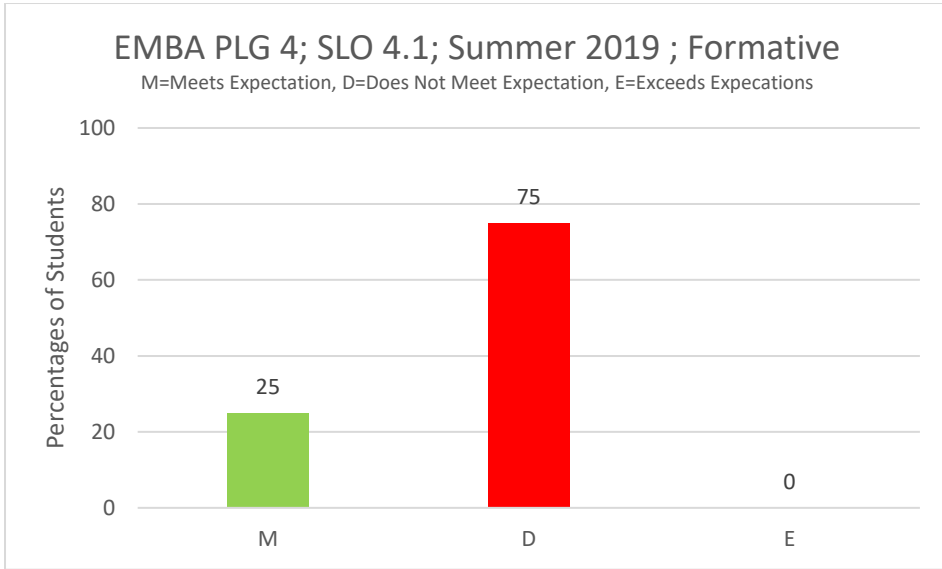


Figure EMBA - 19

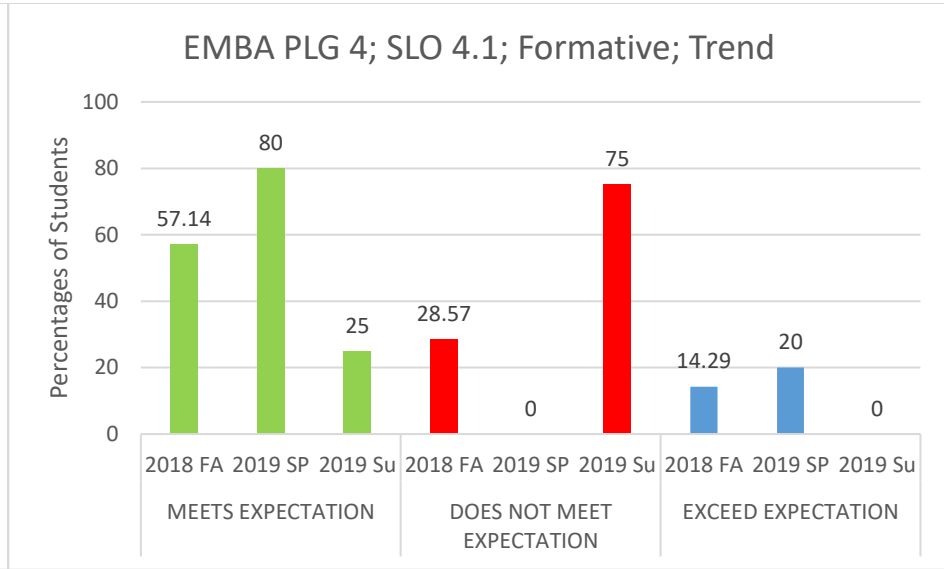


Figure EMBA - 20

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 failed to meet the target. Trend: Students performance in this area is extremely poor with high percentage of students not meeting expectations. This is an of high concern.	NSU Ethics club organizes different seminars to make students aware about ethical standards.

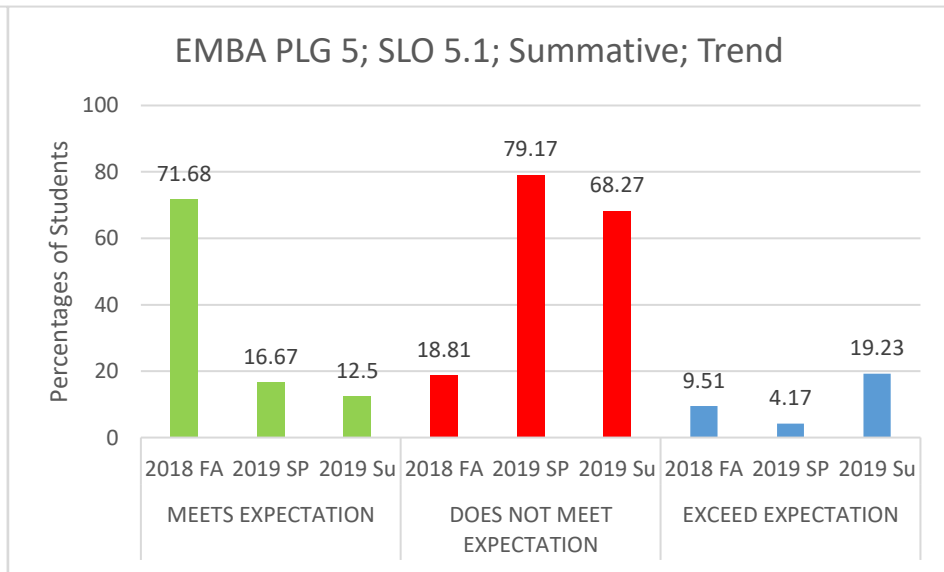
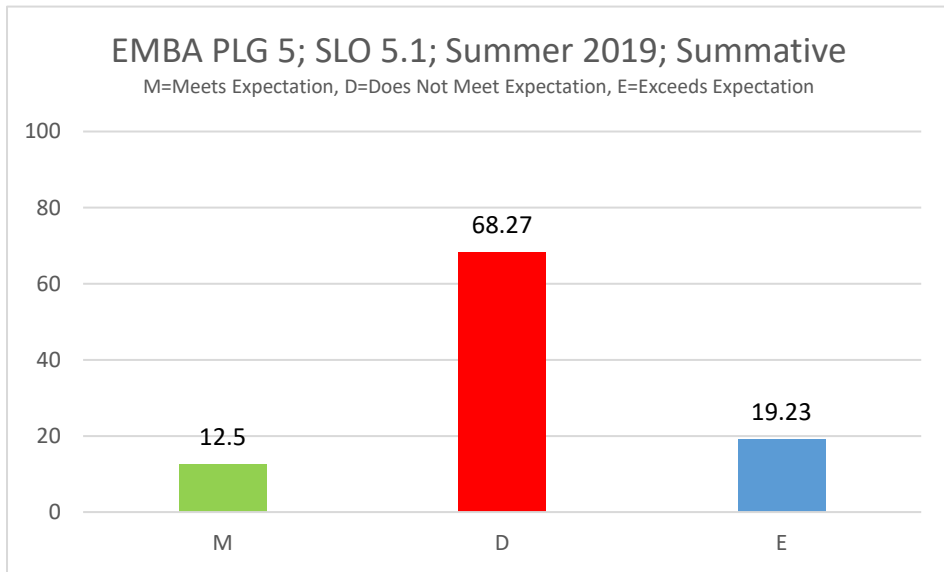


Figure EMBA - 21

Figure EMBA - 22

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