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Student Learning Assessment Report: Fall 2015

Contents

Fall 2015 Student Learning Assessment Report: BBA Program	3
Fall 2015 Student Learning Assessment Report: Major in Accounting and Finance (“A&F”)	12
Fall 2015 Student Learning Assessment Report: Major in Human Resource Management (“HRM”)	22
Fall 2015 Student Learning Assessment Report: Major in International Business (“INB”)	32
Fall 2015 Student Learning Assessment Report: Major in Management Information Systems (“MIS”)	42
Fall 2015 Student Learning Assessment Report: Major in Marketing (“MKT”)	52
Fall 2015 Student Learning Assessment Report: BS in Economics	62
Fall 2015 Student Learning Assessment Report: MS in Economics	72
Fall 2015 Student Learning Assessment Report: Master of Business Administration	78
Fall 2015 Student Learning Assessment Report: Executive Master of Business Administration	89

Fall 2015 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. Trend: Student performance is improving over time.	New faculty member, with expertise in Research in Communication, joined the SBE faculty.

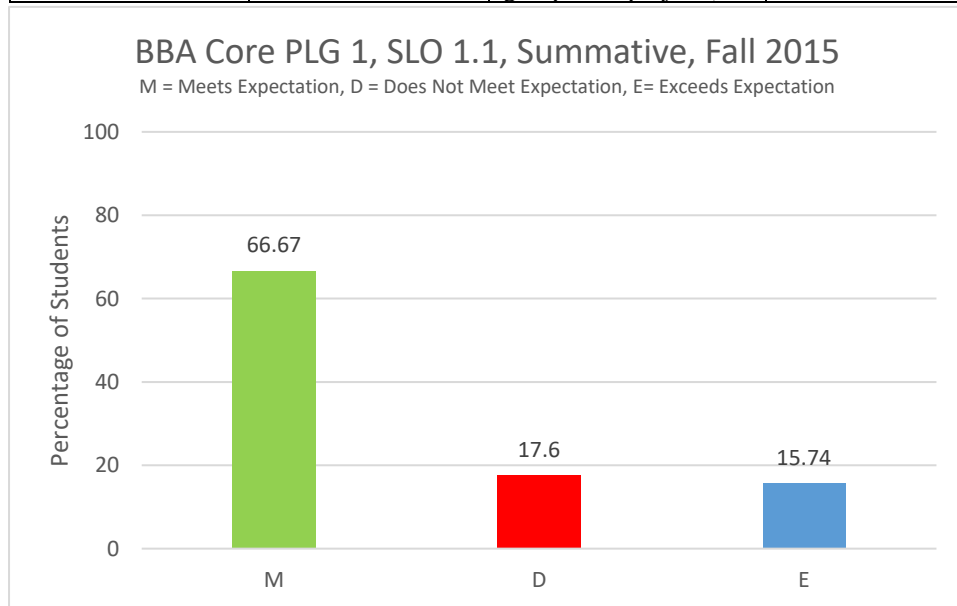


Figure BBA Core- 1

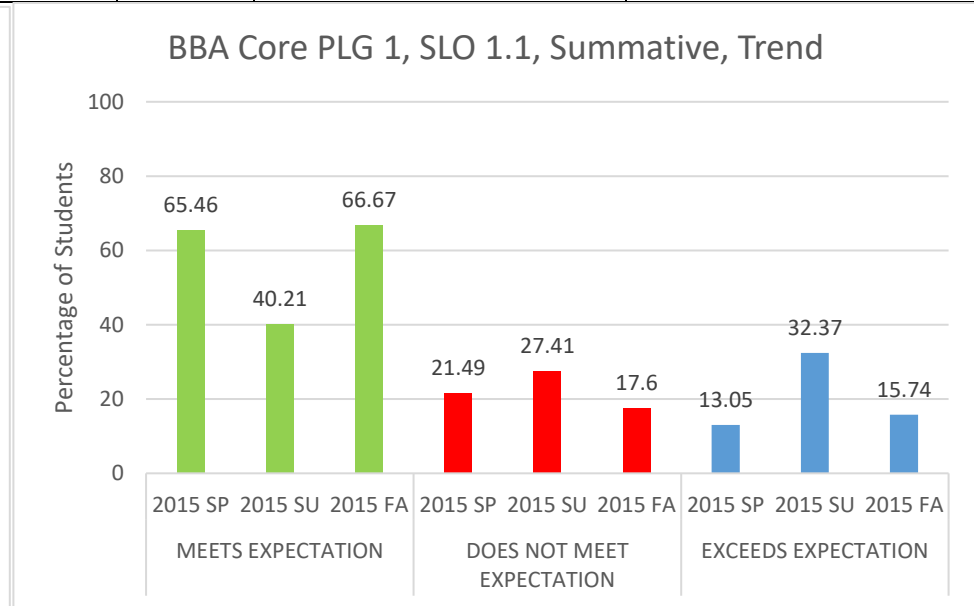


Figure BBA Core- 2

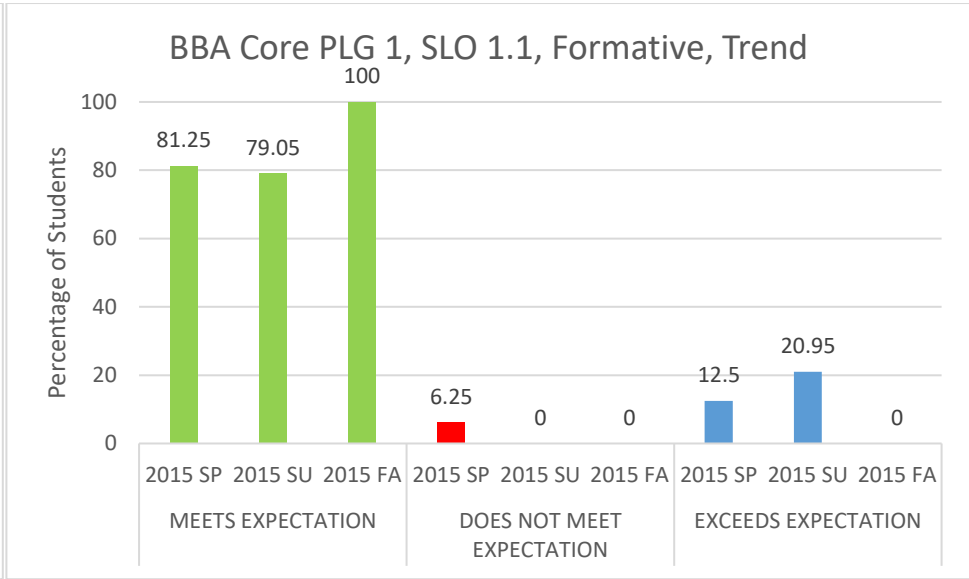
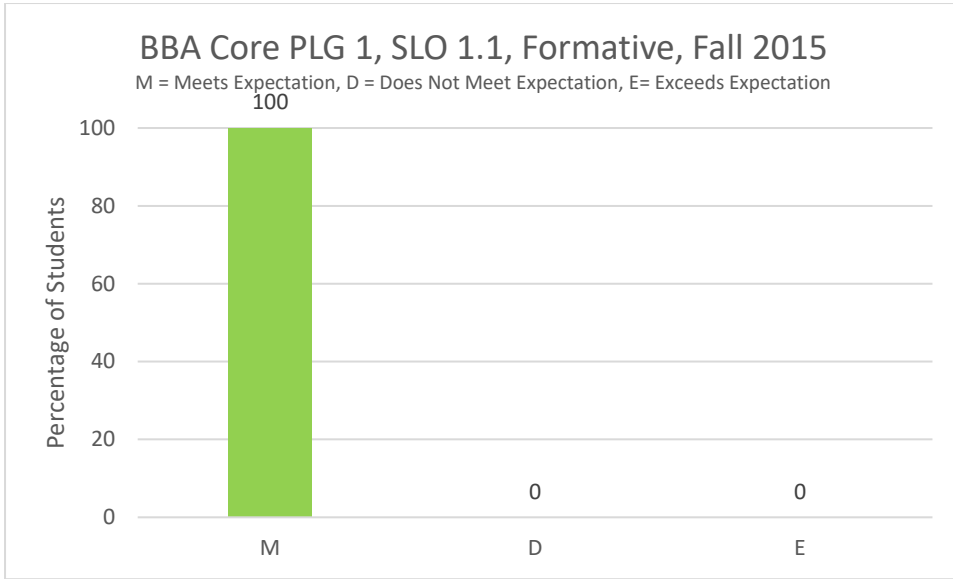


Figure BBA Core- 3

Figure BBA Core- 4

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

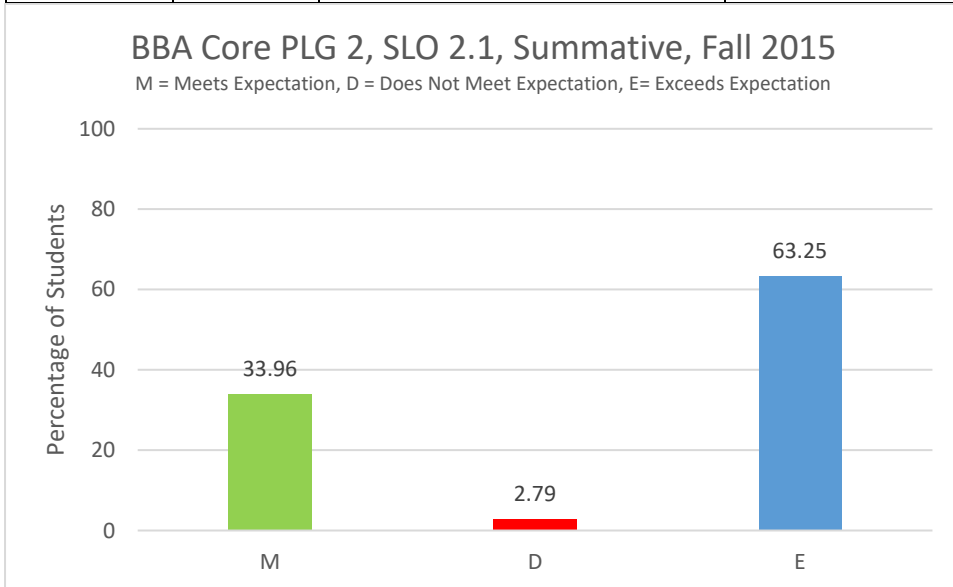


Figure BBA Core- 5

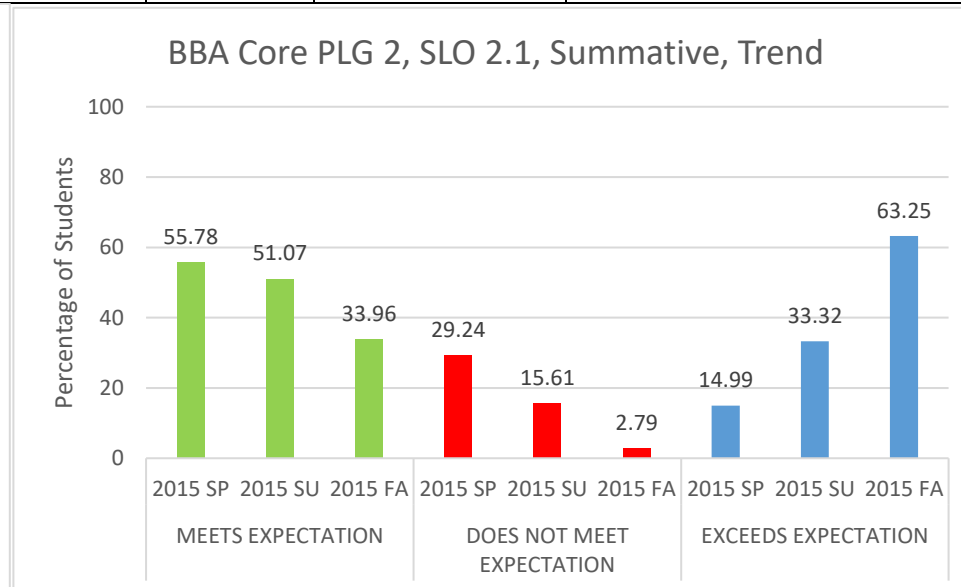


Figure BBA Core- 6

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: The percentages of students not meeting expectation is exhibiting a slight downward trend.</p>	<p>An industry expert was brought in as a guest lecture to discuss job roles to achieve operational excellence.</p> <p>New Ph.D. faculty with expertise in BPR has joined the SBE faculty.</p>

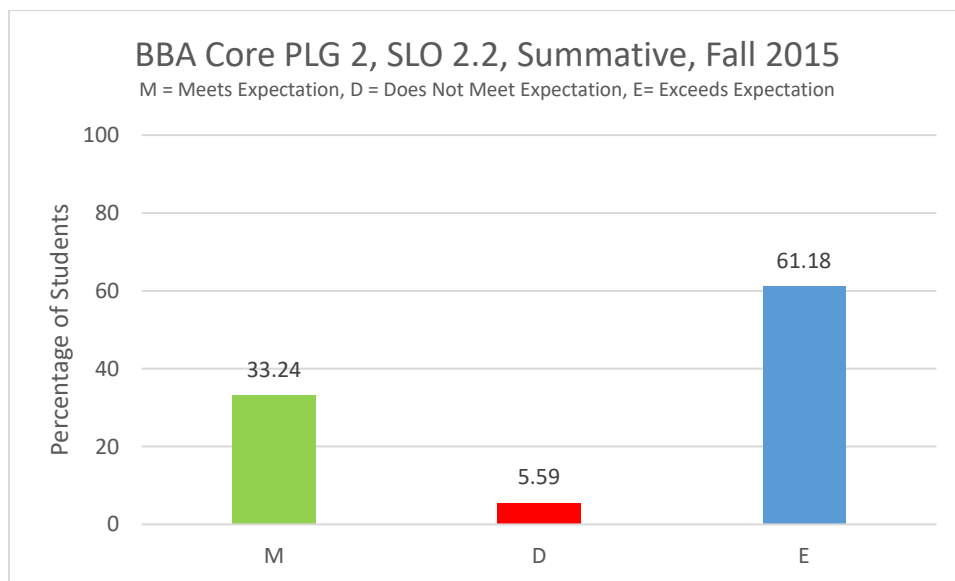


Figure BBA Core- 7

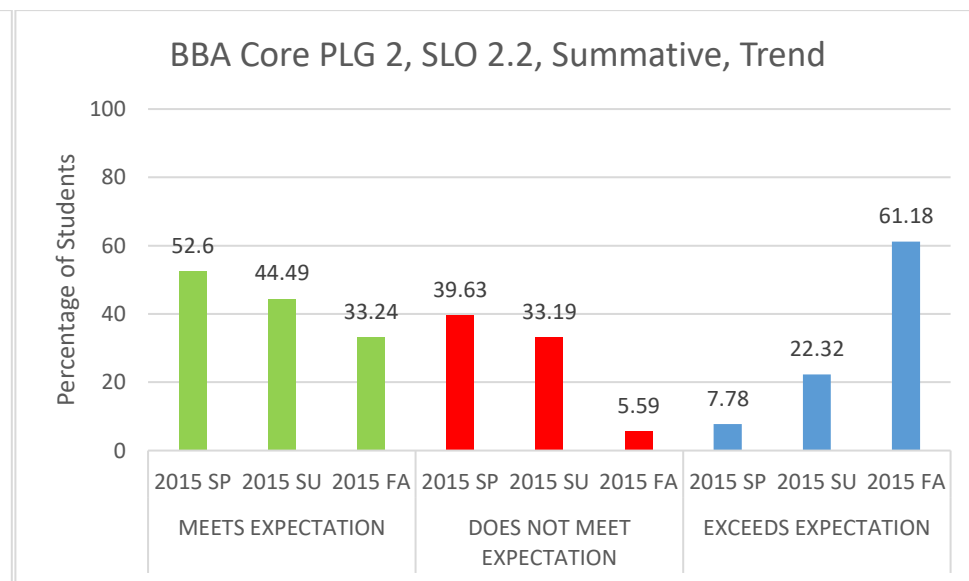


Figure BBA Core- 8

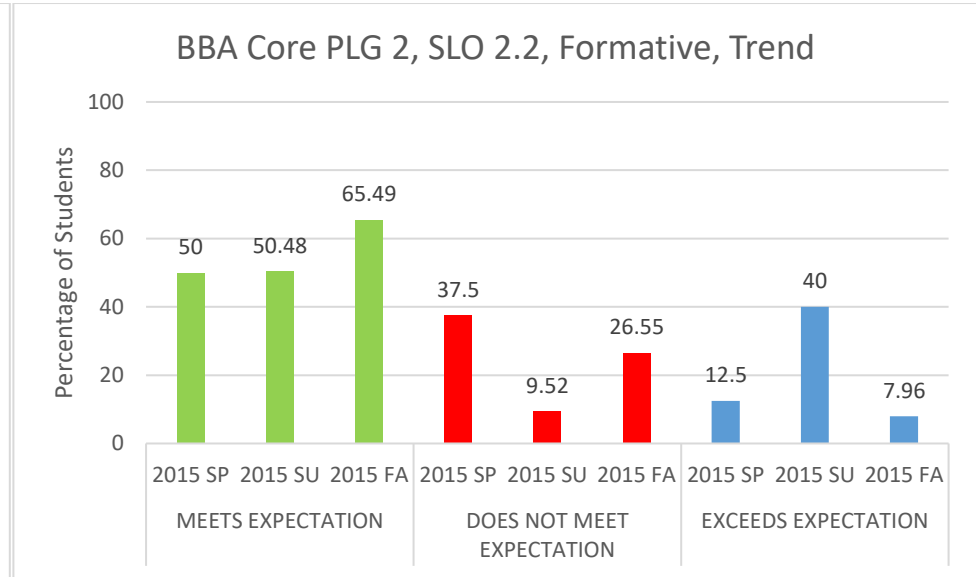
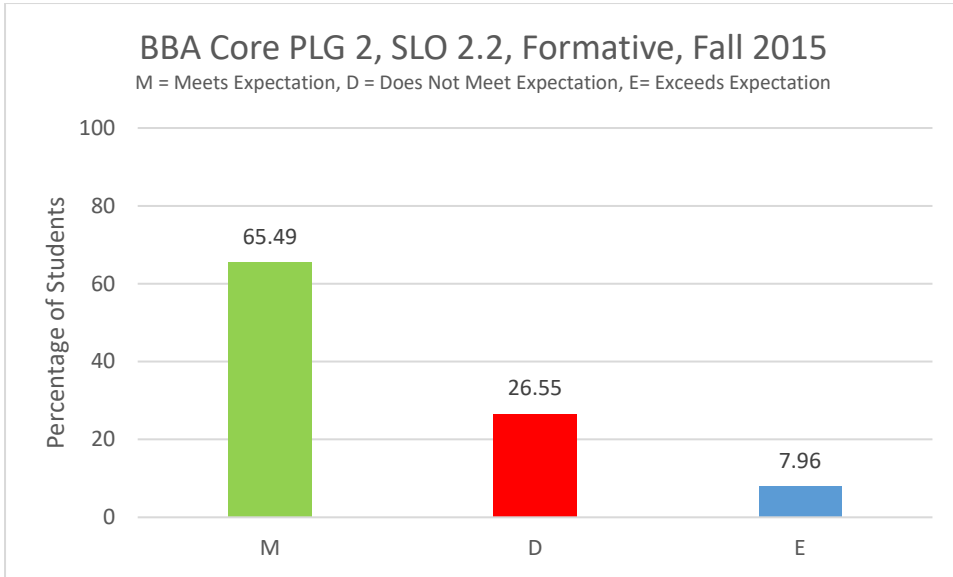


Figure BBA Core- 9

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: While the summative assessment results are somewhat inconsistent, the percentage of students not meeting expectation in the formative assessment is decreasing over time	The highly popular entrepreneurship simulation was organized and executed by business students, especially those enrolled in the required Entrepreneurship course. A senior executive from one of Bangladesh’s largest telecommunication companies gave a lecture on amalgamating practical insight and theoretical knowledge.

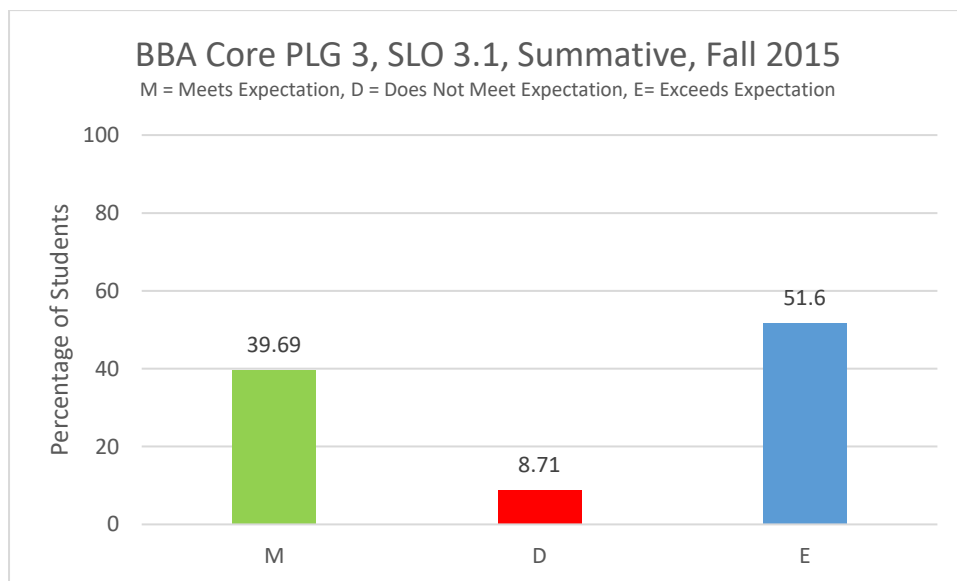


Figure BBA Core- 11

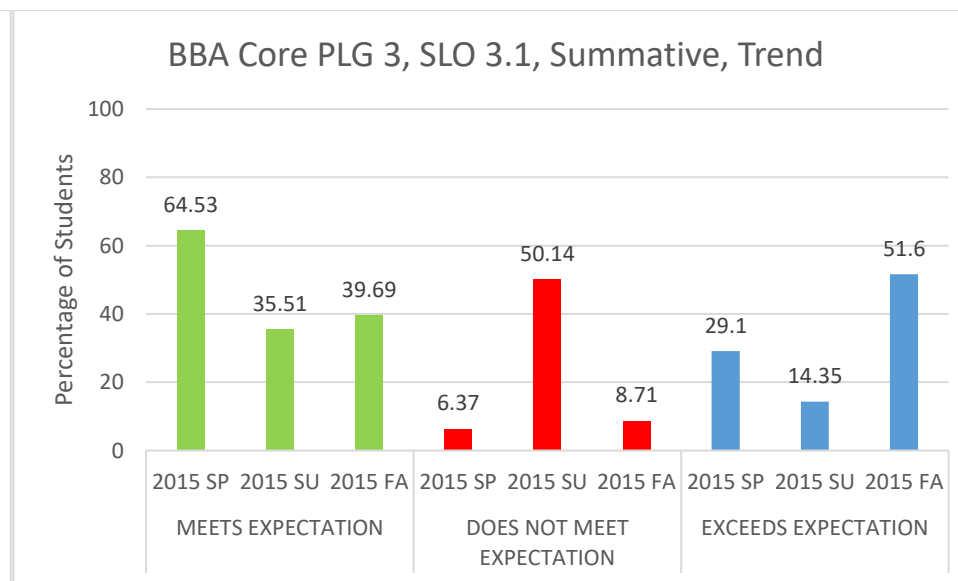


Figure BBA Core- 12

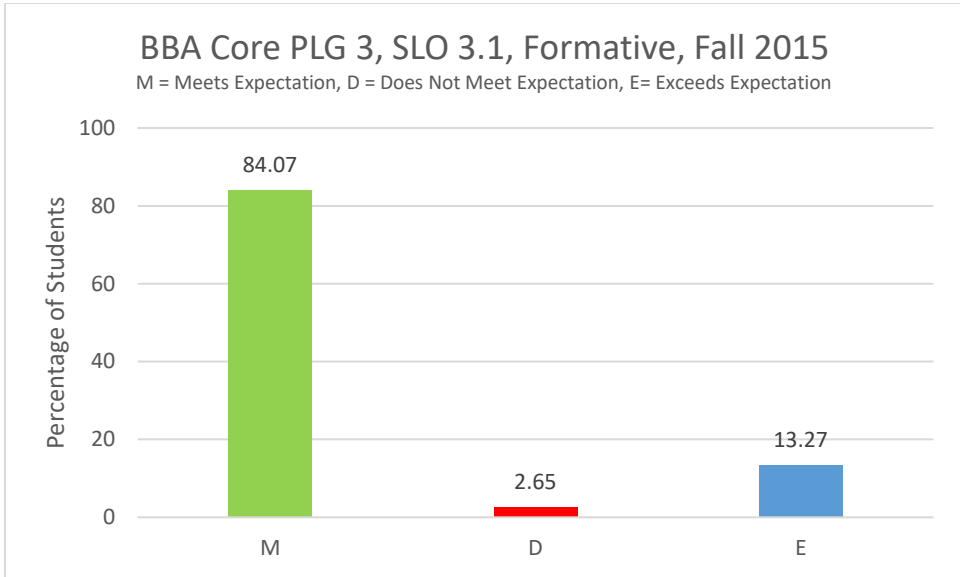


Figure BBA Core- 13

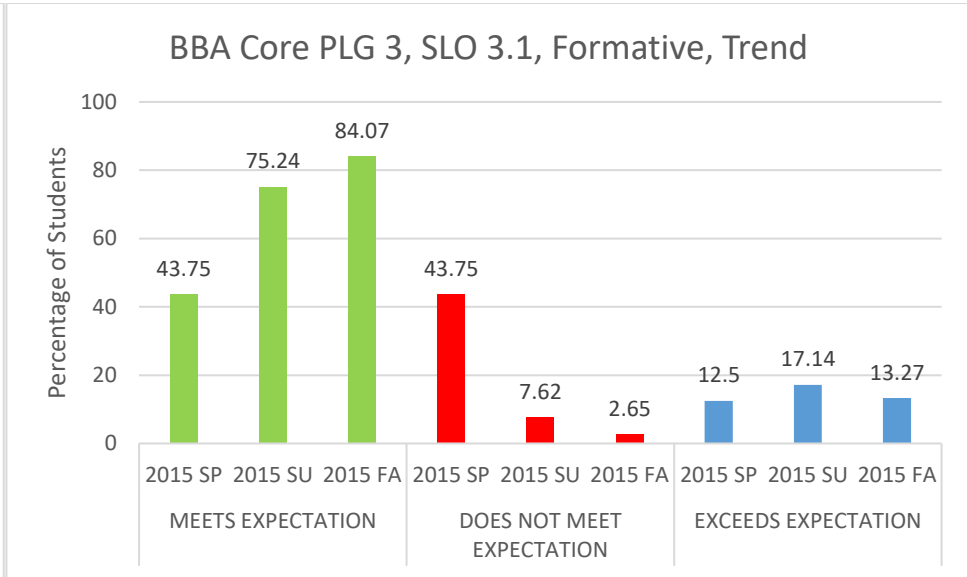


Figure BBA Core- 14

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
3. Integration	3.2 Utilize the latest business tools to analyze information, to improve productivity and decision-making, and to achieve performance targets efficiently	<p><u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment (MGT 489, integrative capstone course, group term projects)</p> <p><u>Formative:</u> Course Embedded Assessment from the Disciplines: FIN 435 group term projects for A&F students; HRM 480 group terms projects for HRM students; INB 480 group term projects for INB students; MIS 470 group term projects for MIS students; and MKT 460 group term projects for MKT students</p>	<p><u>Exit Assessment Test:</u> Meets Expectation: 60% to 80%; Does Not Meet Expectation < 60%; Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # 3.2.1.1 (summative); A&F.4.R.2 for A&F students, rubric # HRM.3.R.1 for HRM students, rubric # INB.2.R.1 for INB students, rubric # MIS.2.R.1 for MIS students, rubric # MKT.1.R.2 for MKT students (formative)</p>	<p>See Figures BBA Core 15 – 16.</p> <p>Please see the following figures for the formative results: A&F-3, HRM-13, INB-5, MIS-5, MKT-1</p>	<p>Target: 60% students should meet or exceed expectation. Students met the target. Student performance is improving over time.</p>	<p>The ACM-ICPC event held at NSU allowed students the opportunity to utilize latest business and IT tools for problem solving. A workshop on SPSS was held to acquaint scholars with SPSS in a functional context. Several workshops on digital marketing were held.</p>

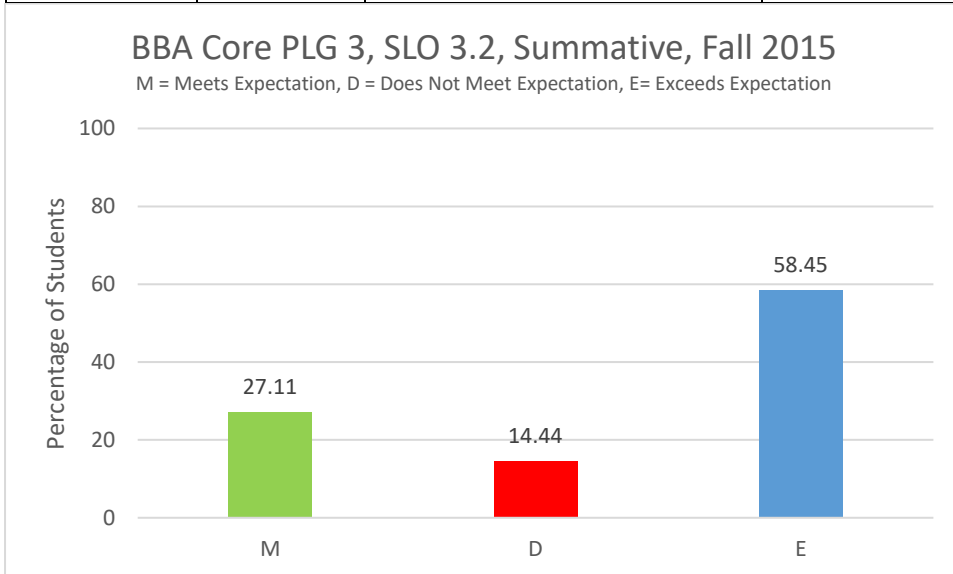


Figure BBA Core- 15

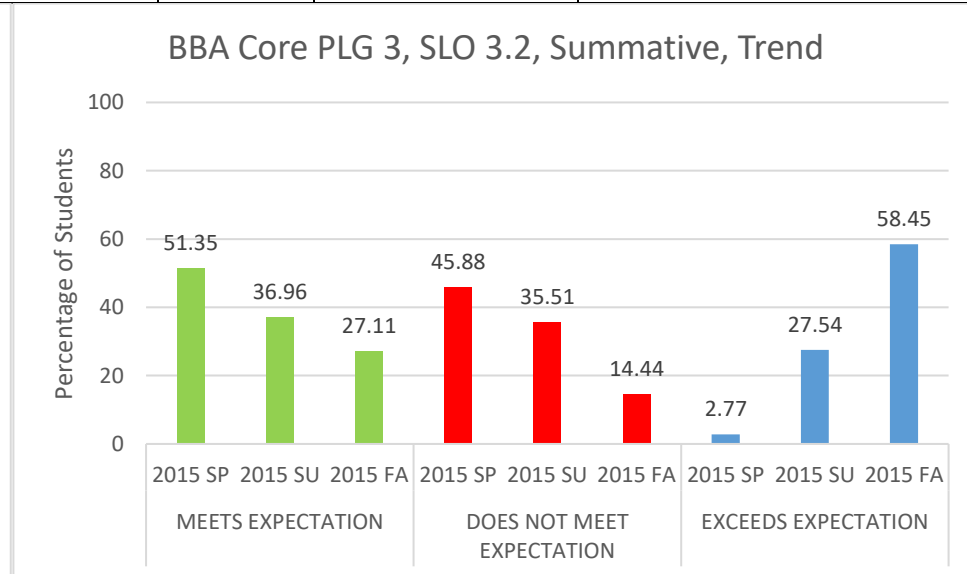


Figure BBA Core- 16

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 did not meet the target. Trend: The rise in the percentage of students not meeting expectation is a matter of concern.	The Department of History and Philosophy conducted a seminar on Ethics. A seminar on “Transformational Leadership” was held. A seminar titled “Ethics in International Business was held.”

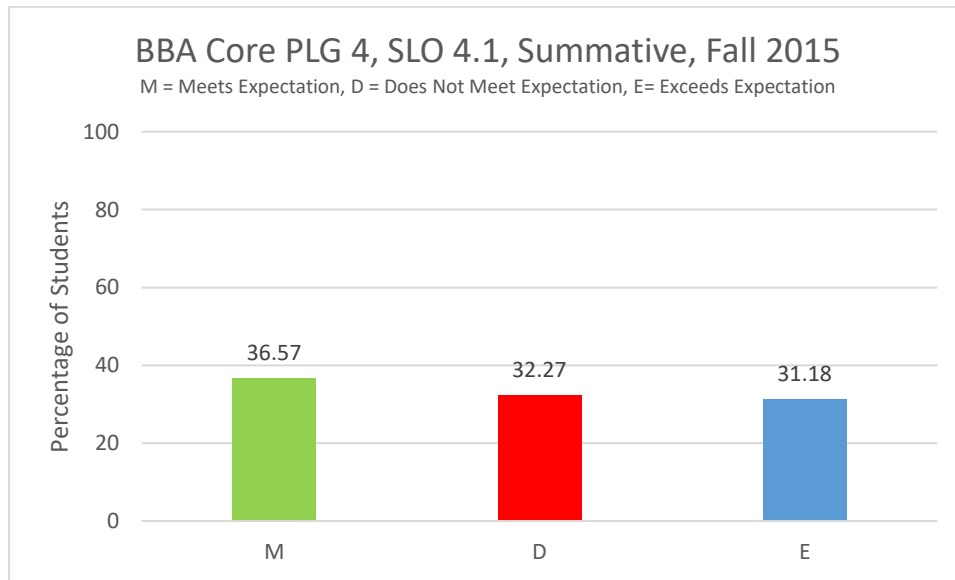


Figure BBA Core- 17

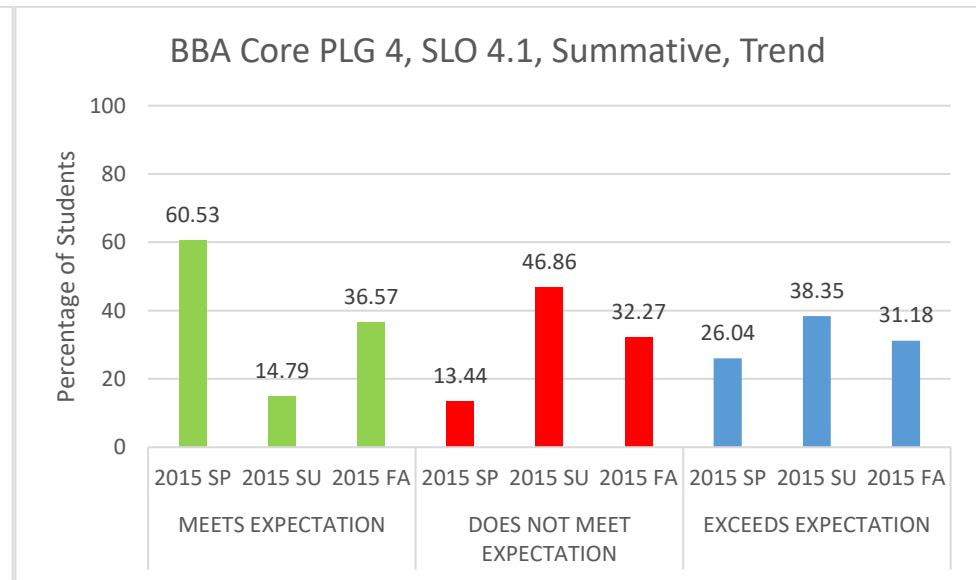


Figure BBA Core- 18

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

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

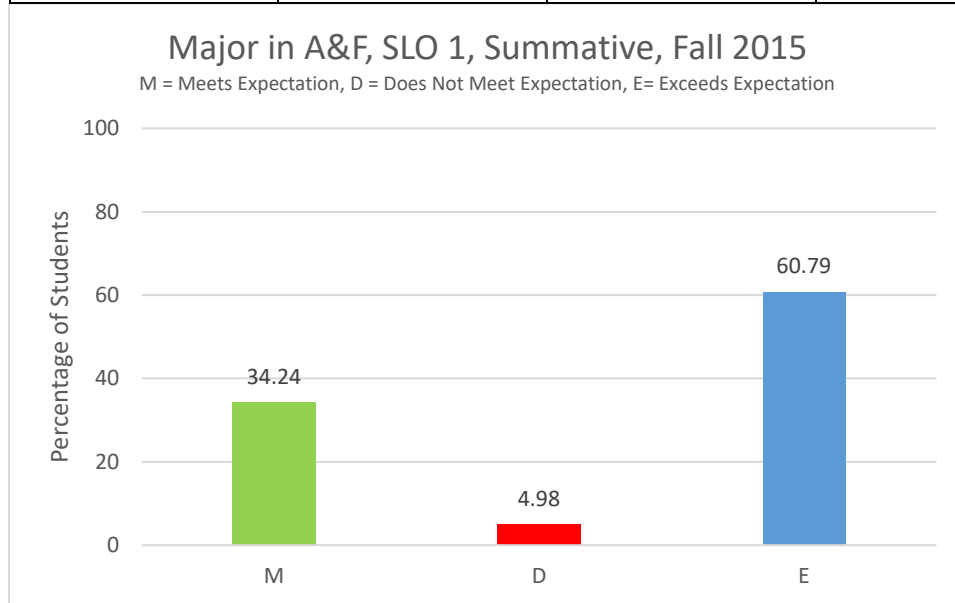


Figure A&F 1

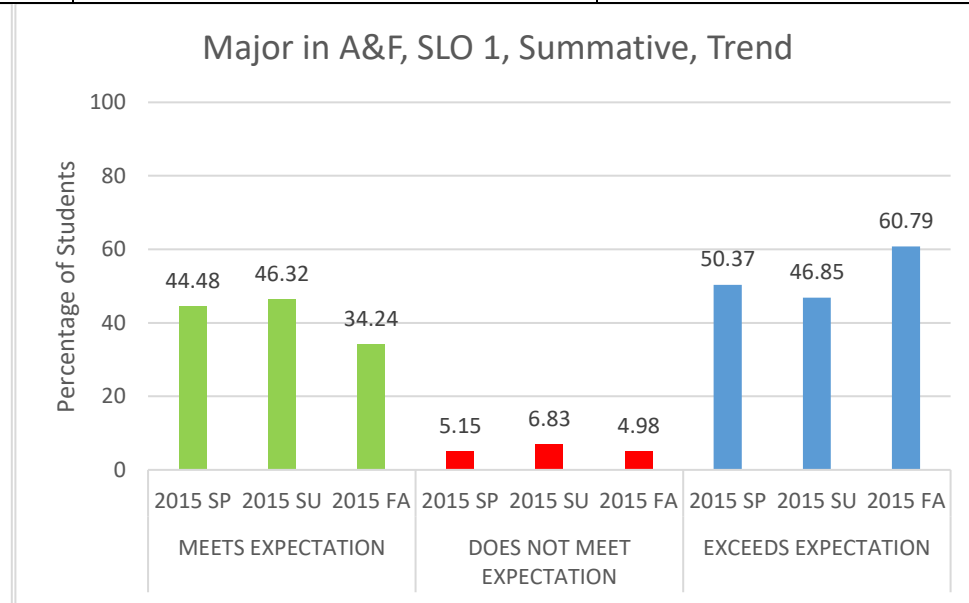


Figure A&F 2

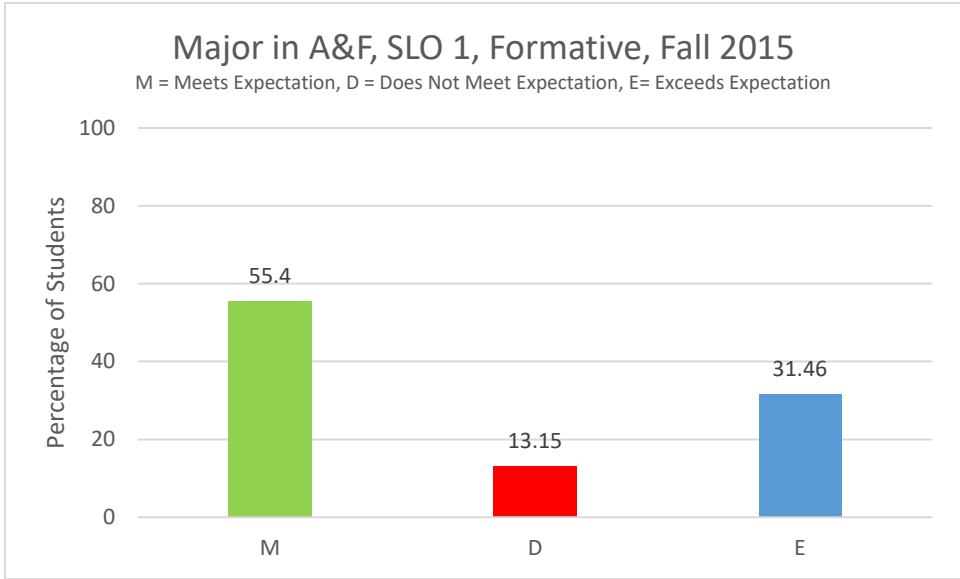


Figure A&F 3

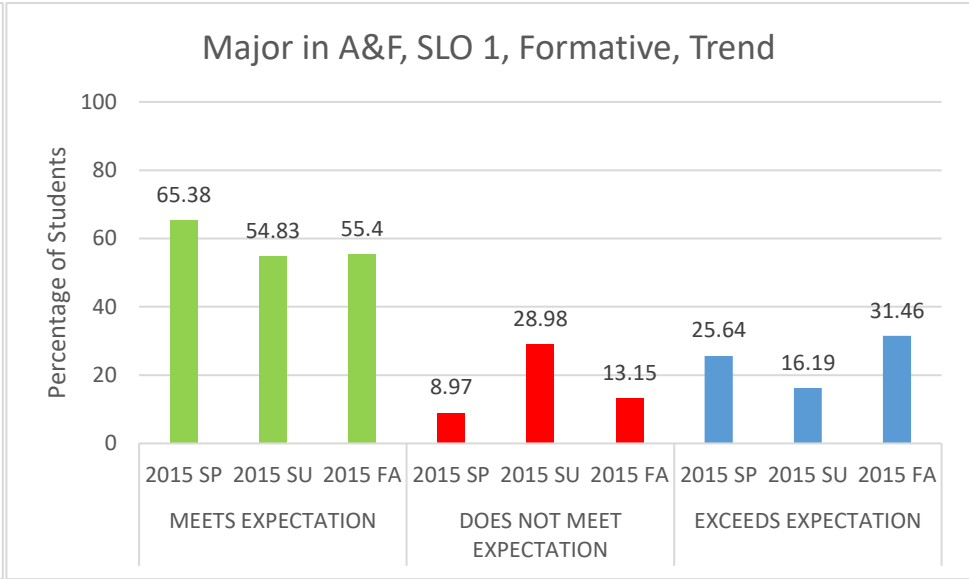


Figure A&F 4

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, and Course Embedded Assessment (ACT 333 group term projects)</p> <p><u>Formative</u>: Course-Embedded Assessment (ACT 202 examinations)</p>	<p><u>Exit Assessment Test</u> Meets Expectation: 60% -80% Does Not Meet Expectation < 60% Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment</u>: Rubric # A&F.2.R.1 (formative), A&F.2.R.2 (summative)</p>	See Figures A&F 5 – 8.	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students met the target in the summative assessment; students did not meet the target by a small margin the formative assessment.</p> <p>Trend: Students' performance in the summative assessments are improving over time. However, formative assessment trend is a matter of concern.</p>	New PhD faculty, who is also a CPA, was recruited to the department.

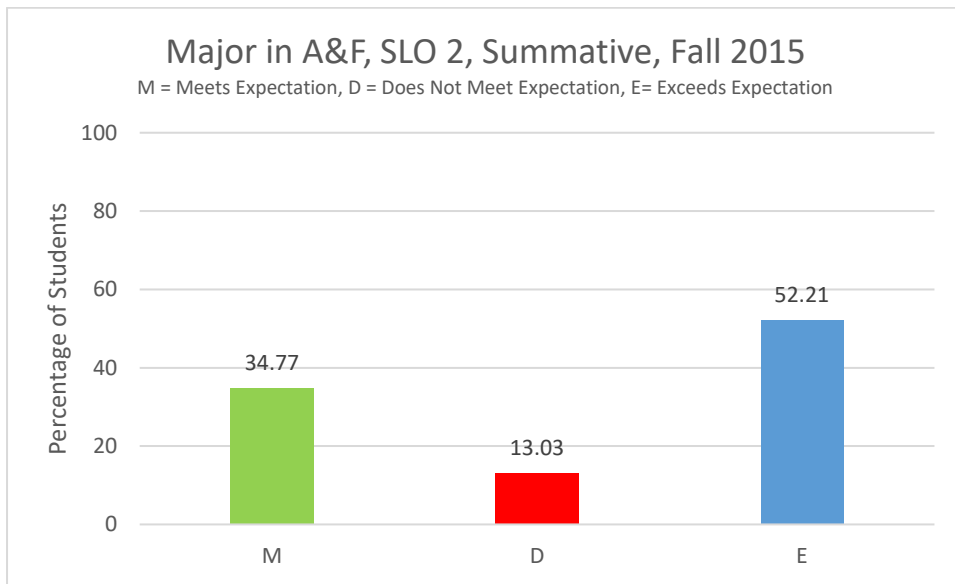


Figure A&F 5

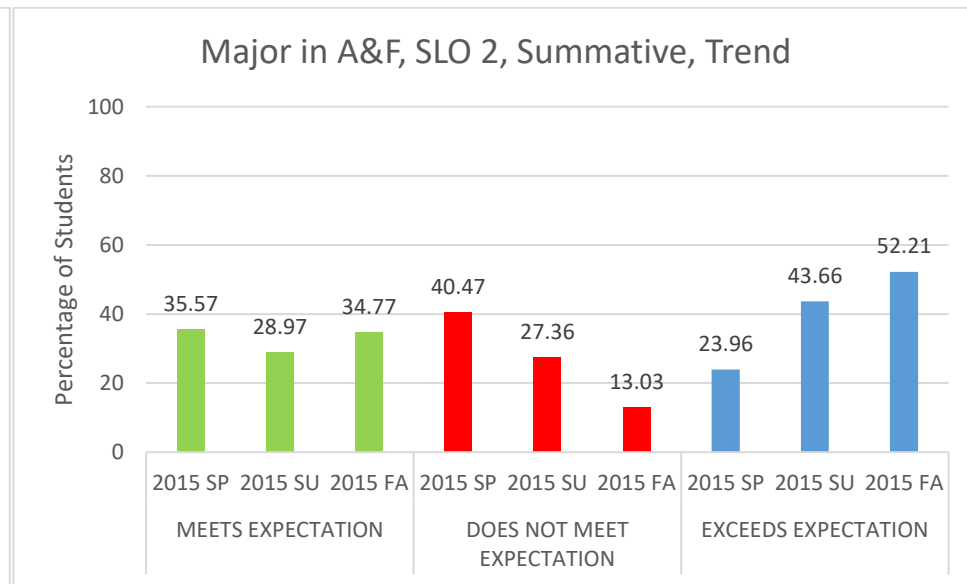


Figure A&F 6

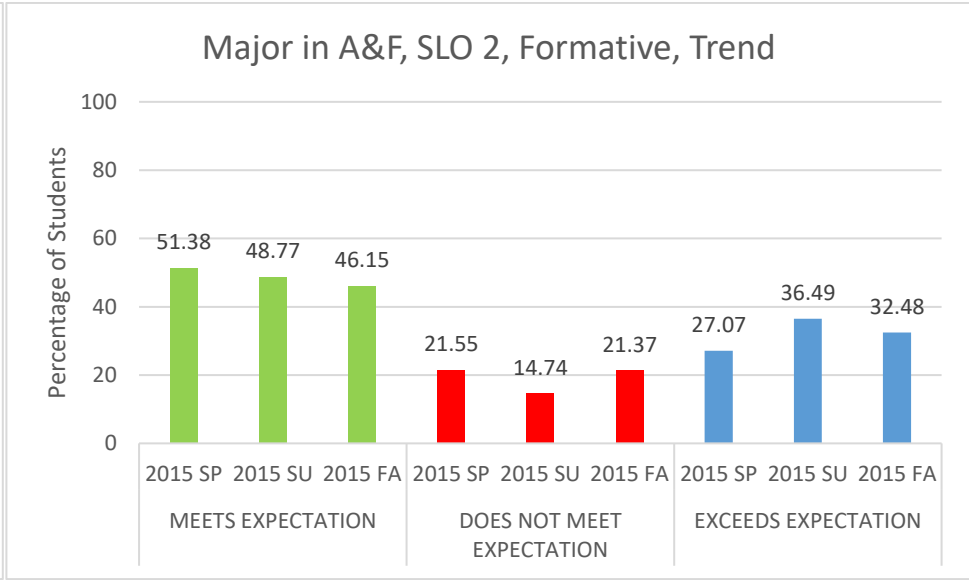
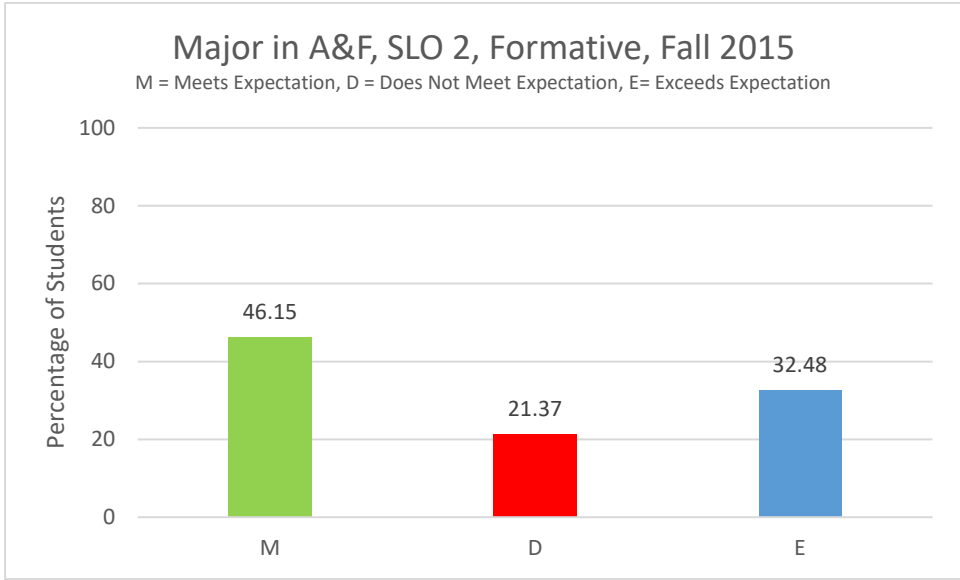


Figure A&F 7

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 in both summative and formative assessments.</p> <p>Trend: Students' performance is improving over time in both assessments.</p>	New Ph. D. faculty, with expertise in information content of price volatility, joined the department.

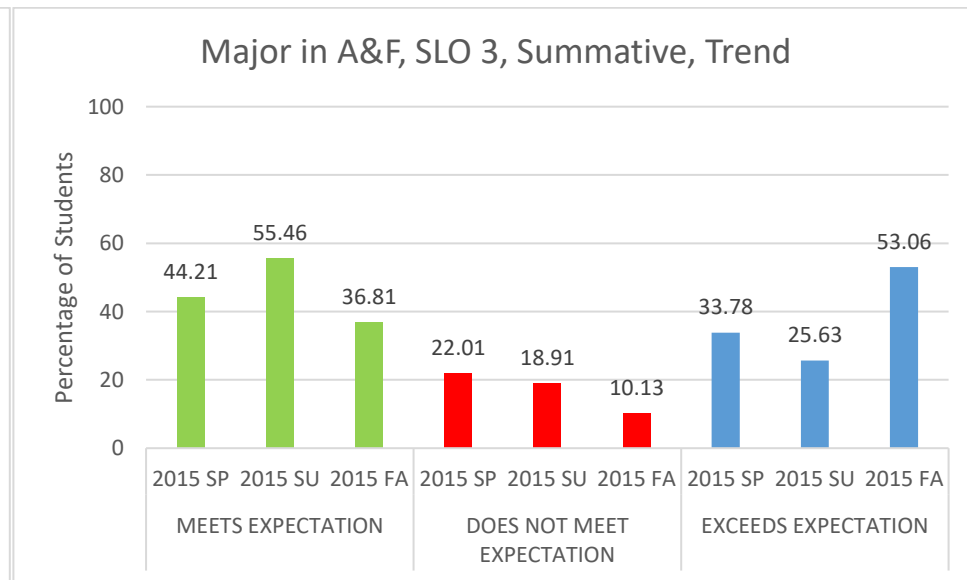
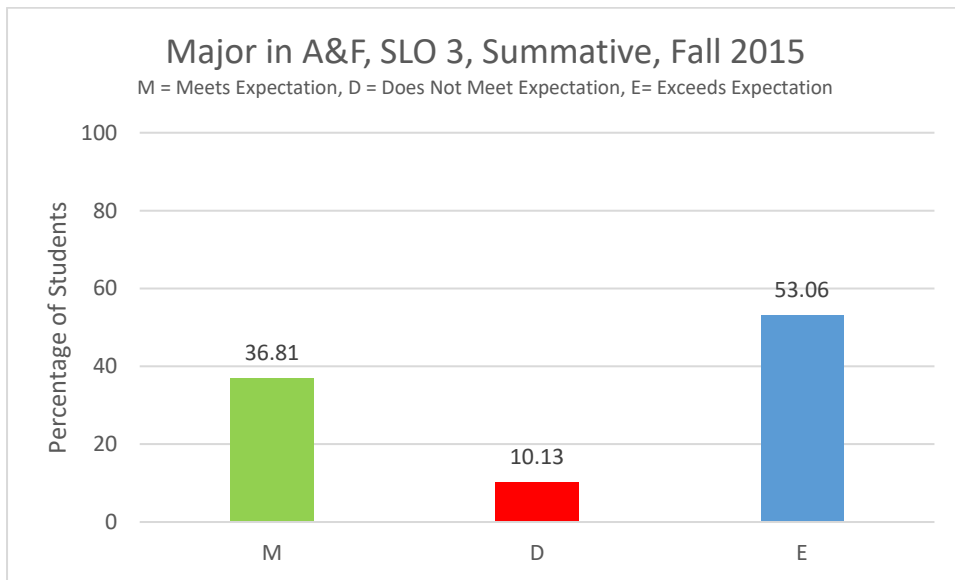


Figure A&F 9

Figure A&F 10

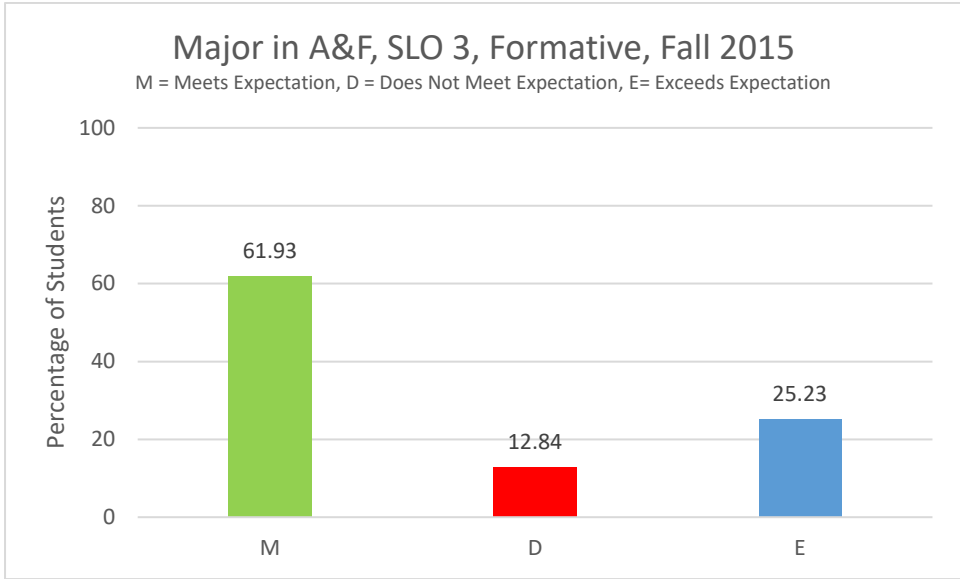


Figure A&F 11

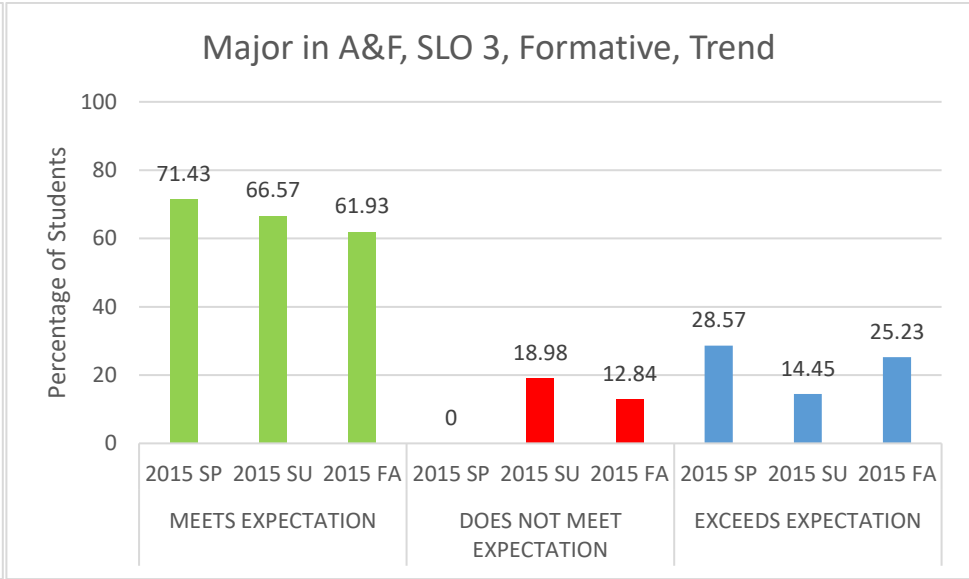


Figure A&F 12

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

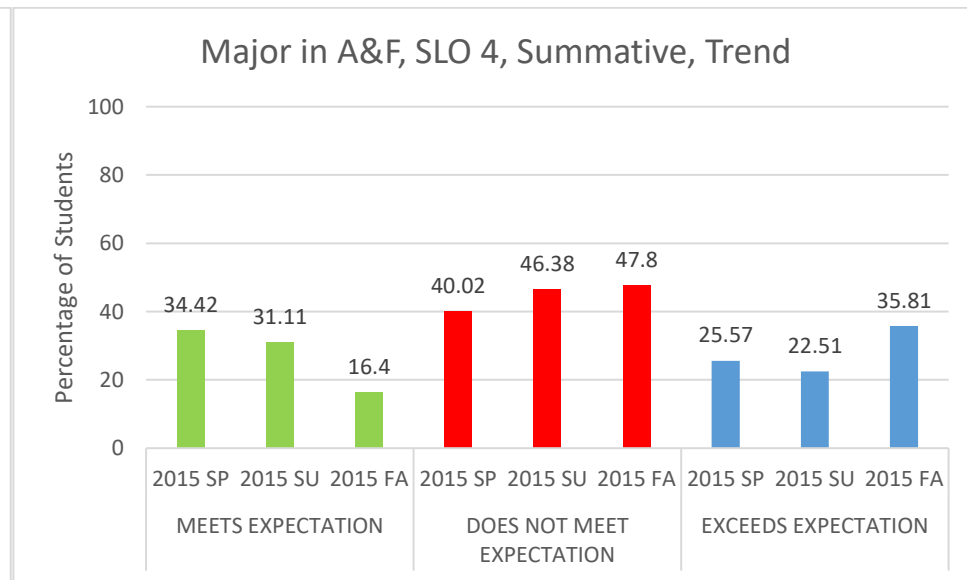
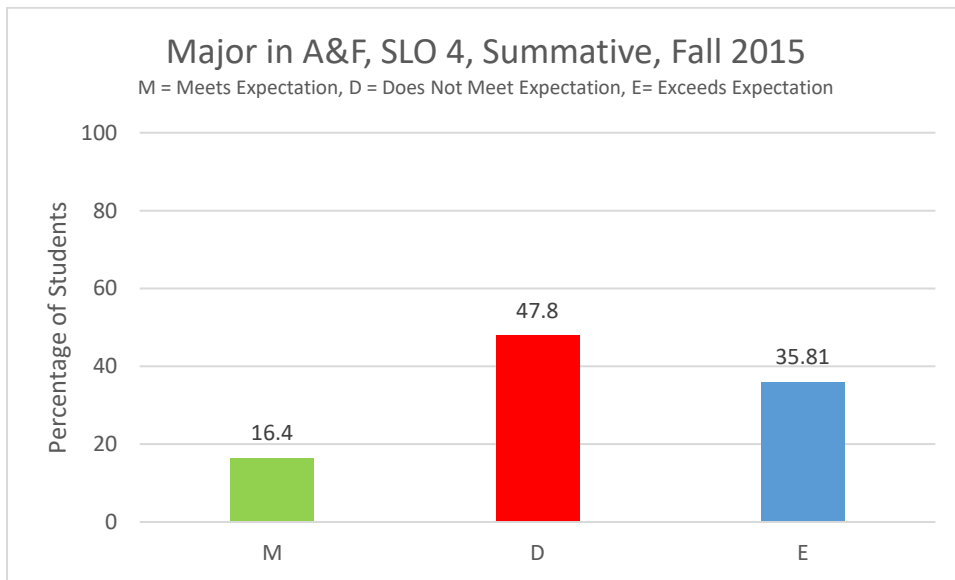


Figure A&F 13

Figure A&F 14

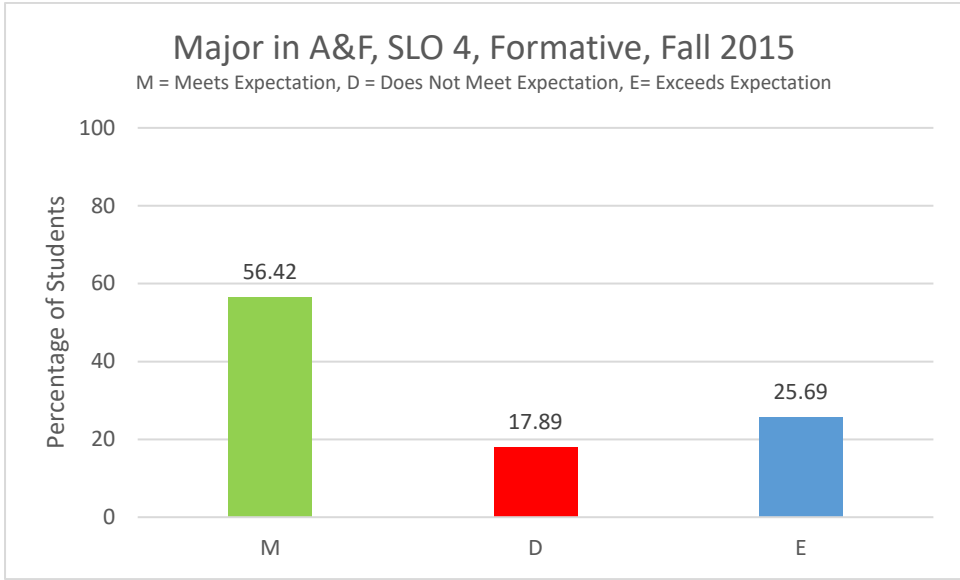


Figure A&F 15

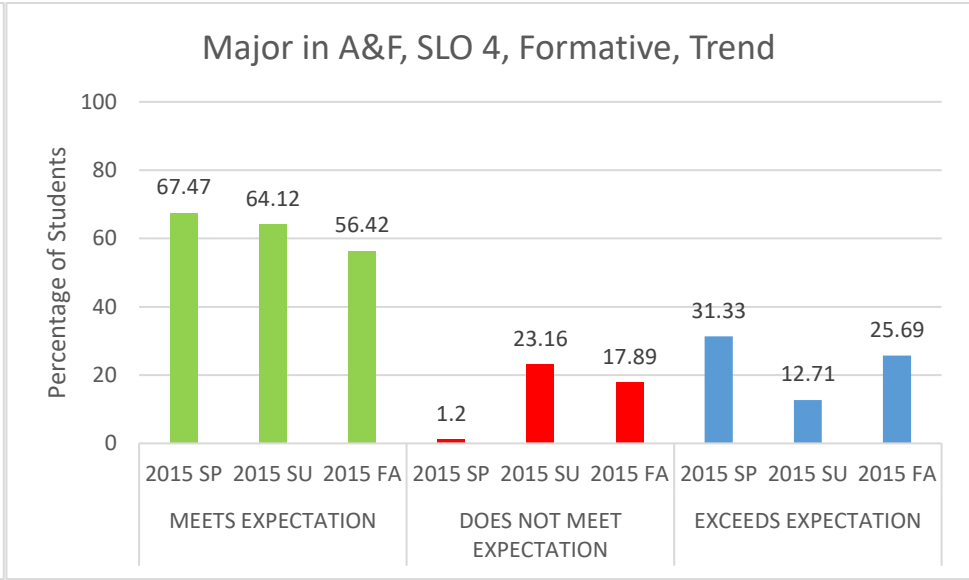


Figure A&F 16

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

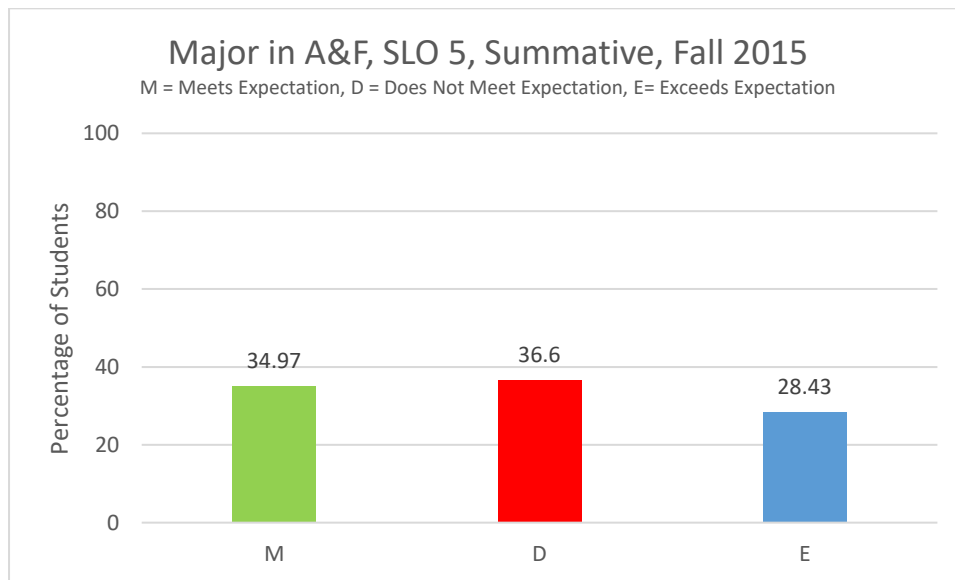


Figure A&F 17

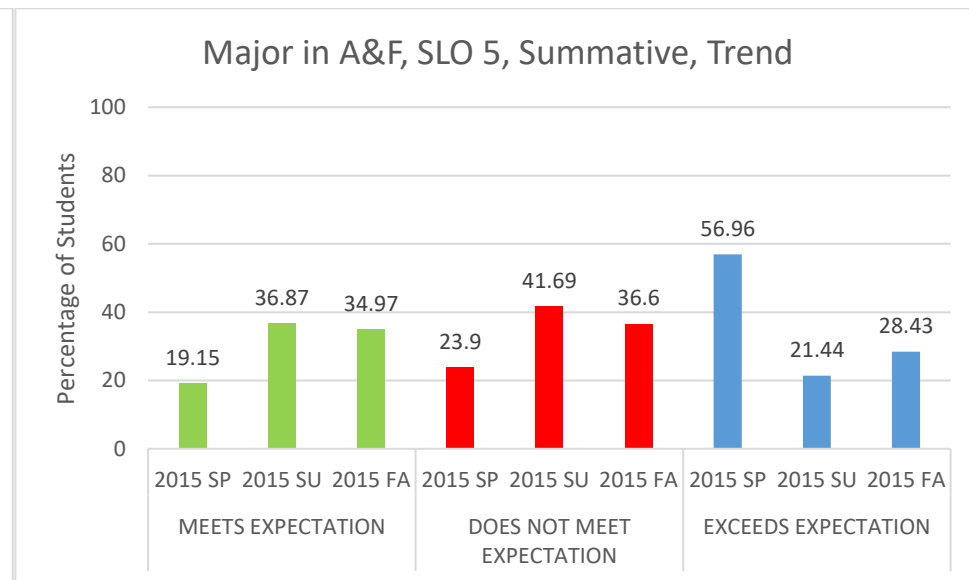


Figure A&F 18

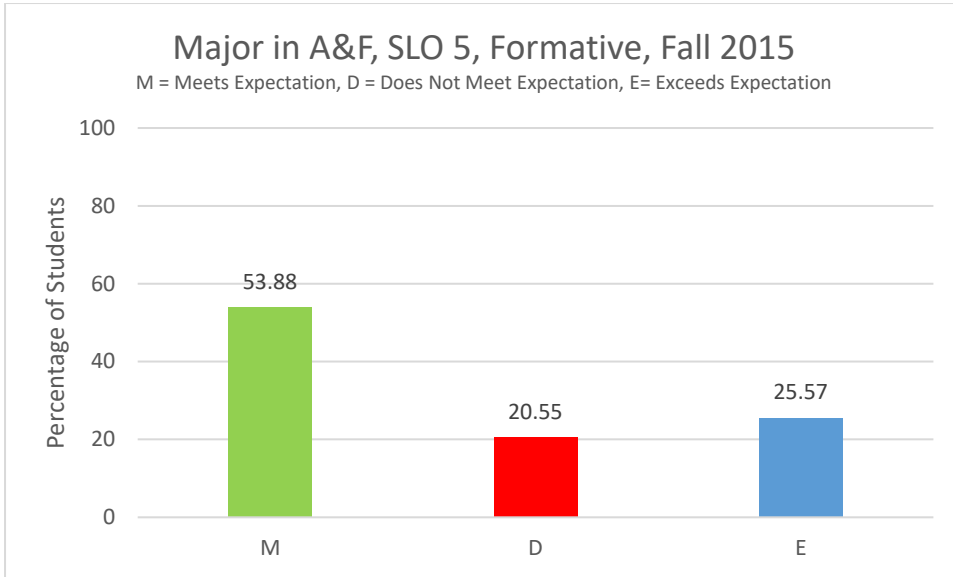


Figure A&F 19

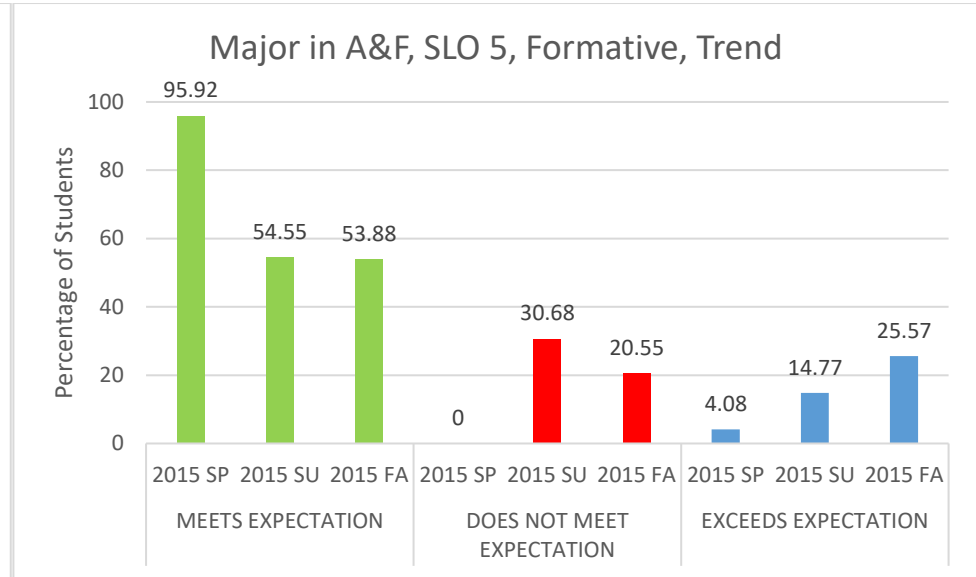


Figure A&F 20

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

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
1. Understand the 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 comfortably met the target in both assessments.</p> <p>Trend: The increase in percentage of students exceeding expectation in the summative assessment is highly welcome. The decrease in the percentage of students not meeting expectation in the formative assessment is very satisfying.</p>	North South University Human Resources Club (NSU HRC) conducted a seminar to improve students’ understanding and knowledge of general HRM issues.

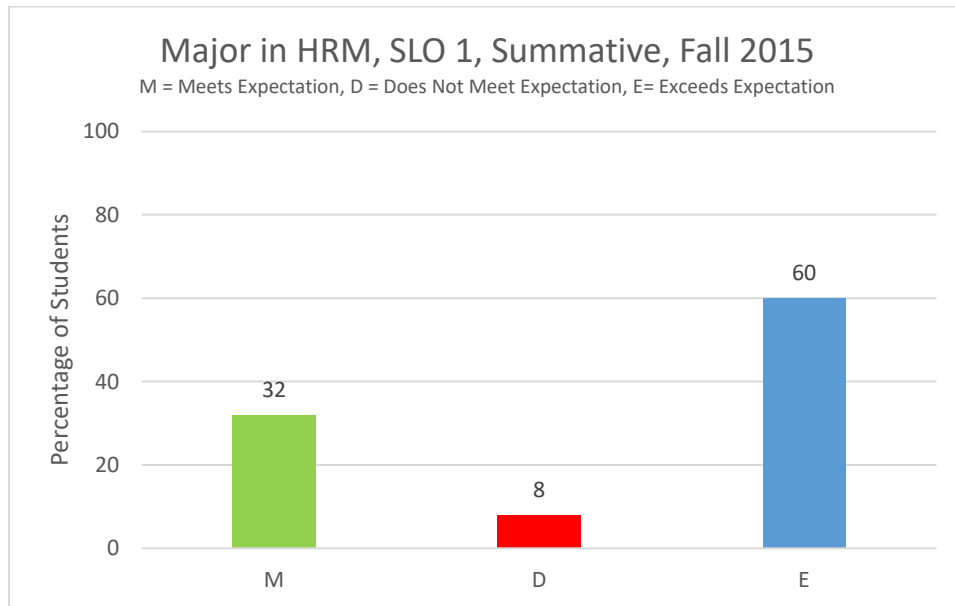


Figure HRM 1

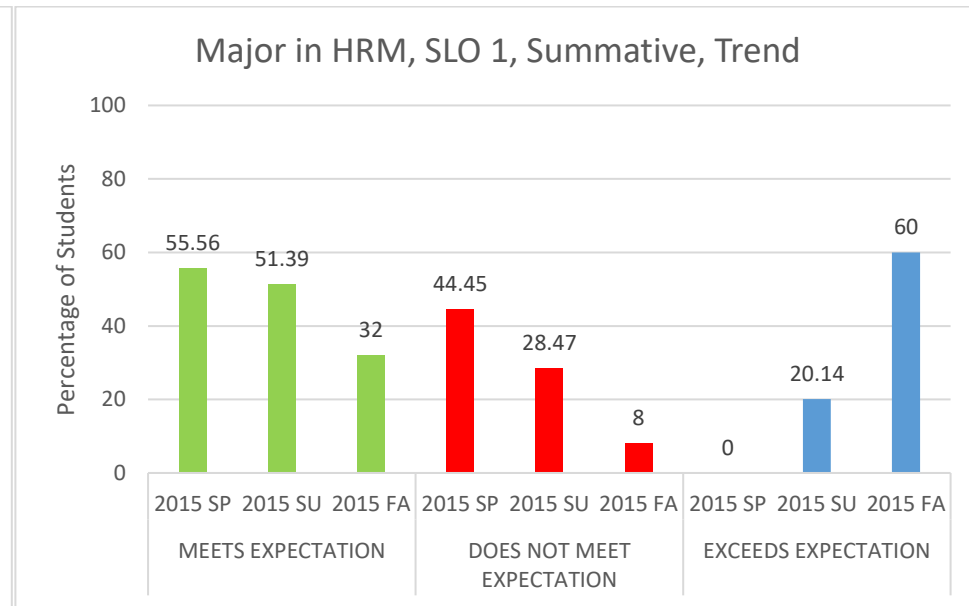


Figure HRM 2

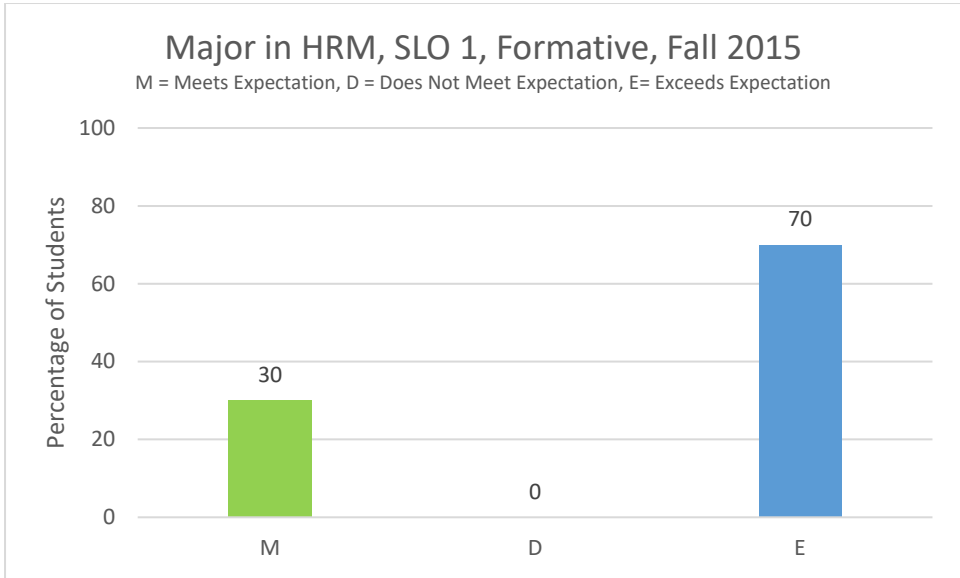


Figure HRM 3

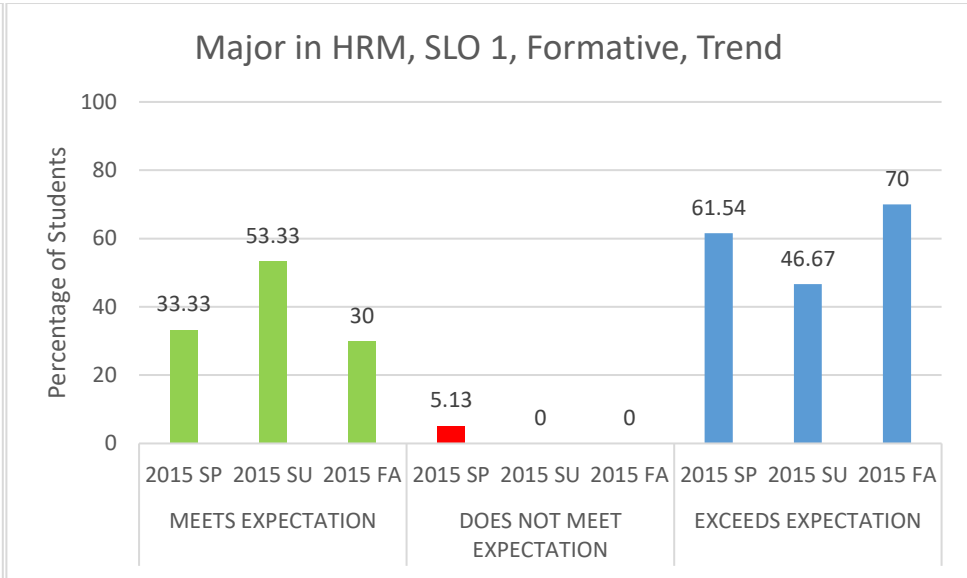


Figure HRM 4

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. Students are not meeting the target. Trend: The increases in the percentages of students not meeting expectation is a matter of concern.	The Chair (IC) of the Department of Management mentored a few HR lecturers by appearing as a guest lecturer.

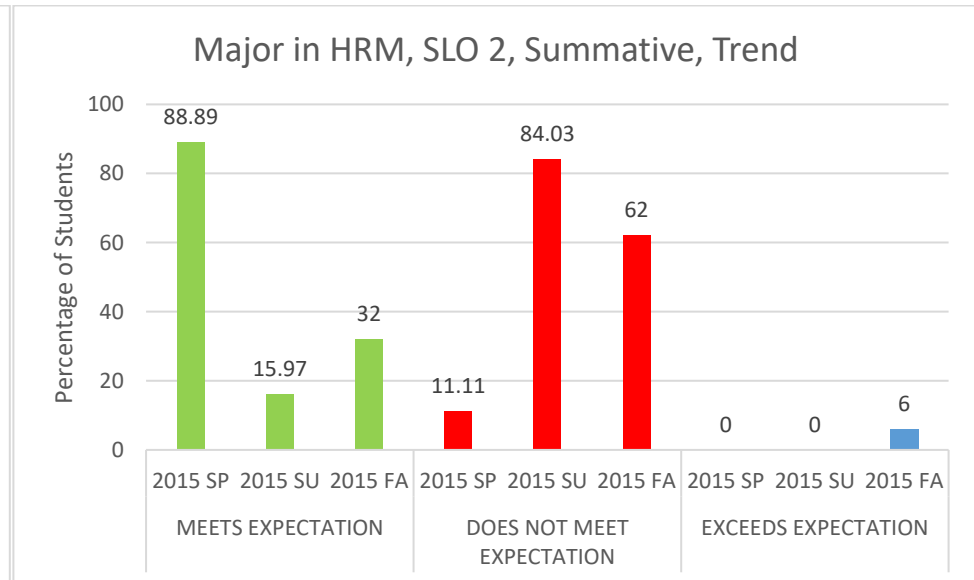
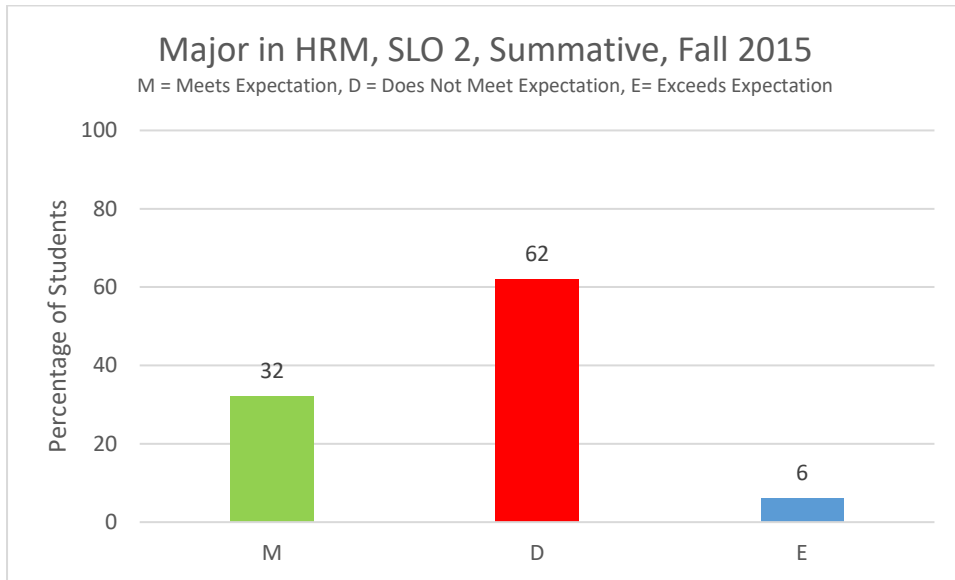


Figure HRM 5

Figure HRM 6

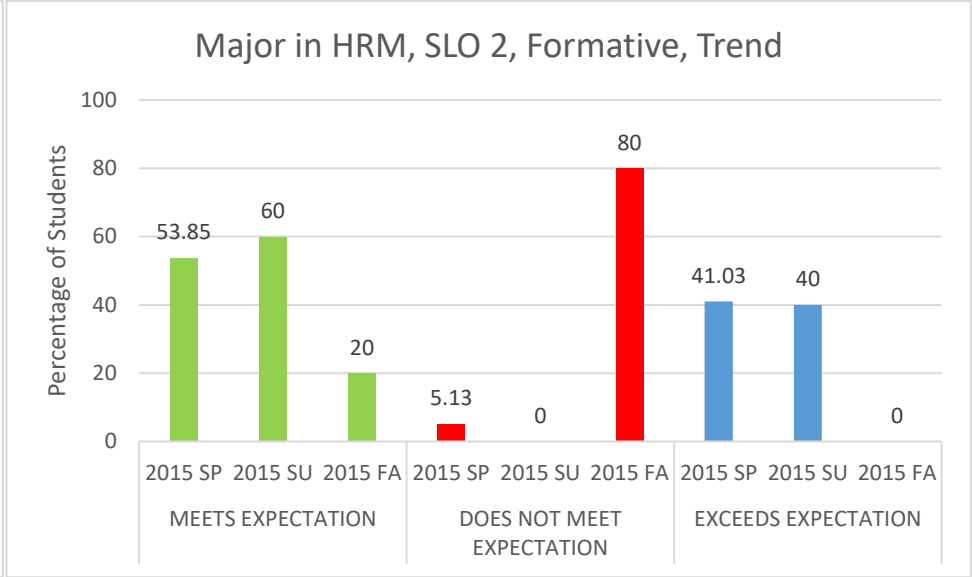
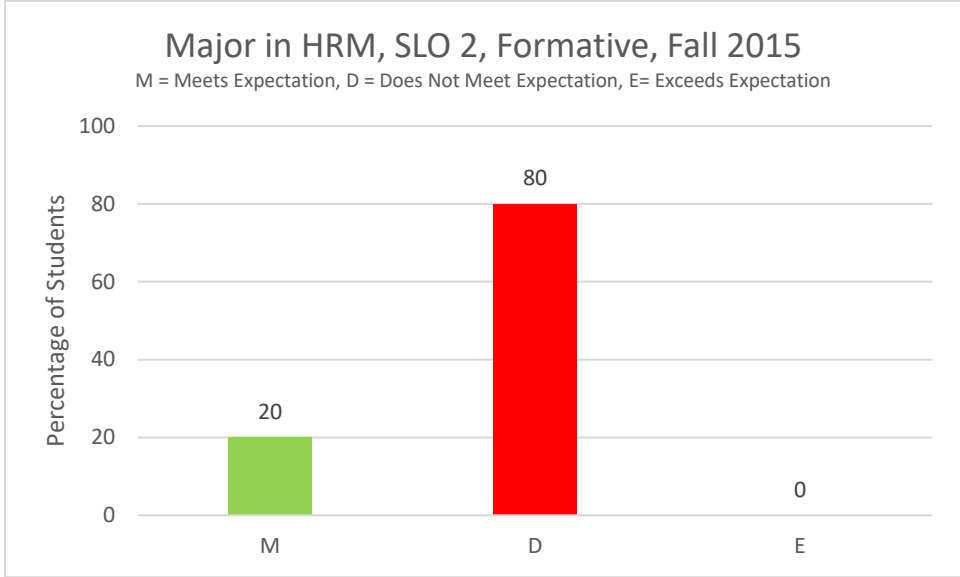


Figure HRM 7

Figure HRM 8

Student Learning Outcomes	Measure	Measurement Criteria	Results	Observation	Closing the Loop
3. Understand and are 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 in the summative assessment, however, they failed to do so in the formative assessment. Trend: We are pleased with the decreasing trends in the percentages of students not meeting expectation.	North South University Human Resources Club (NSU HRC) invited six top HR professionals of the country to a spectacular event where each of the guests had a discussion session with the students of NSU about SHRM and how these professionals and experts align HRM practices with their organizational strategic goals.

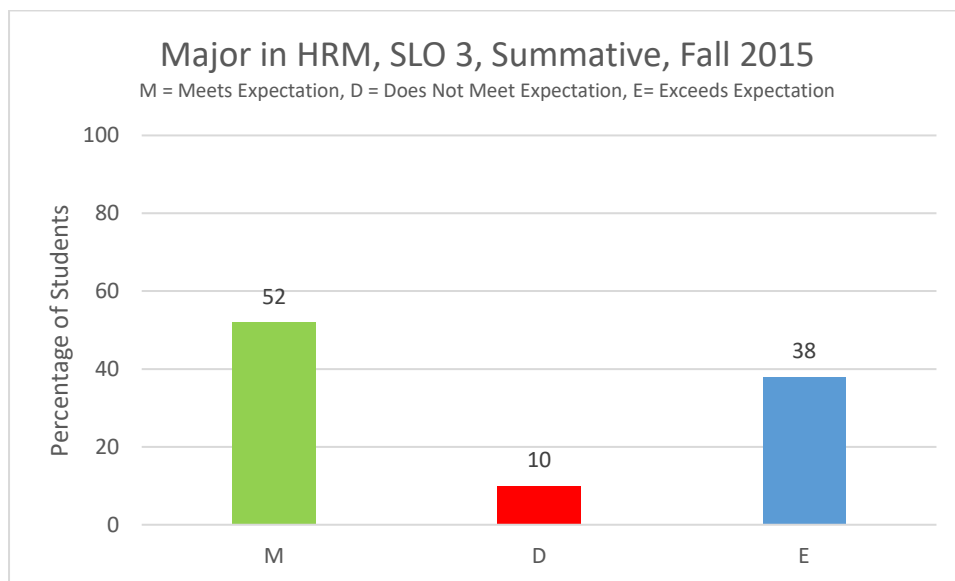


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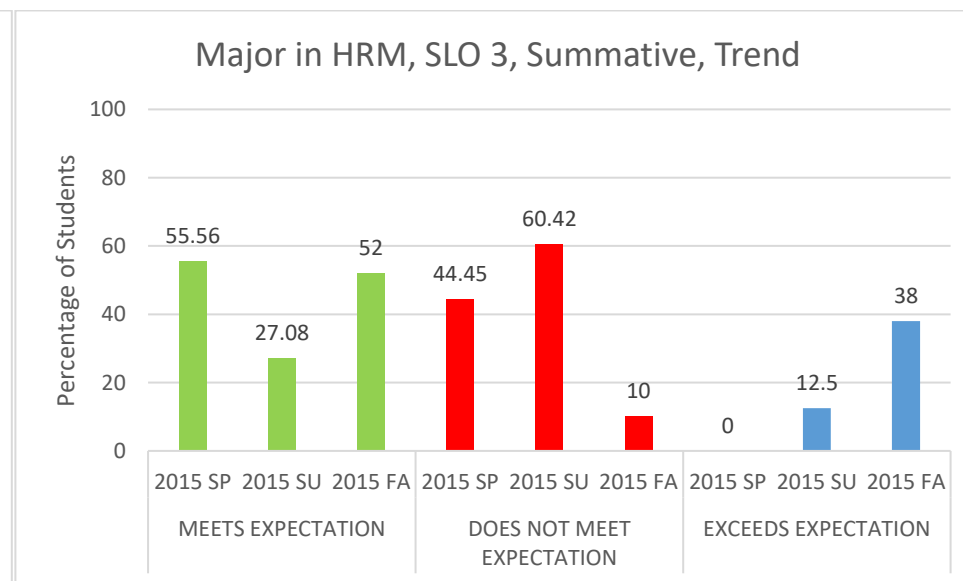


Figure HRM 10

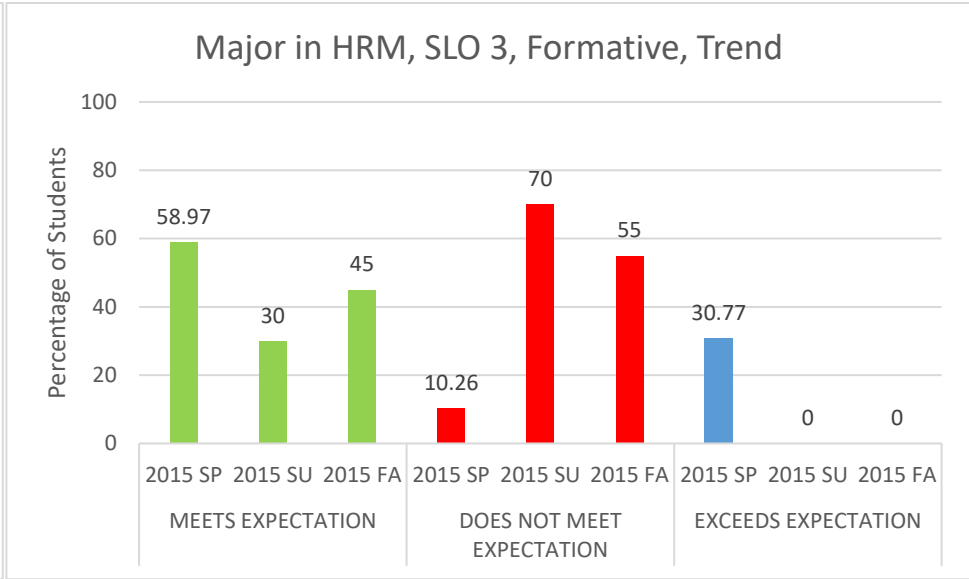
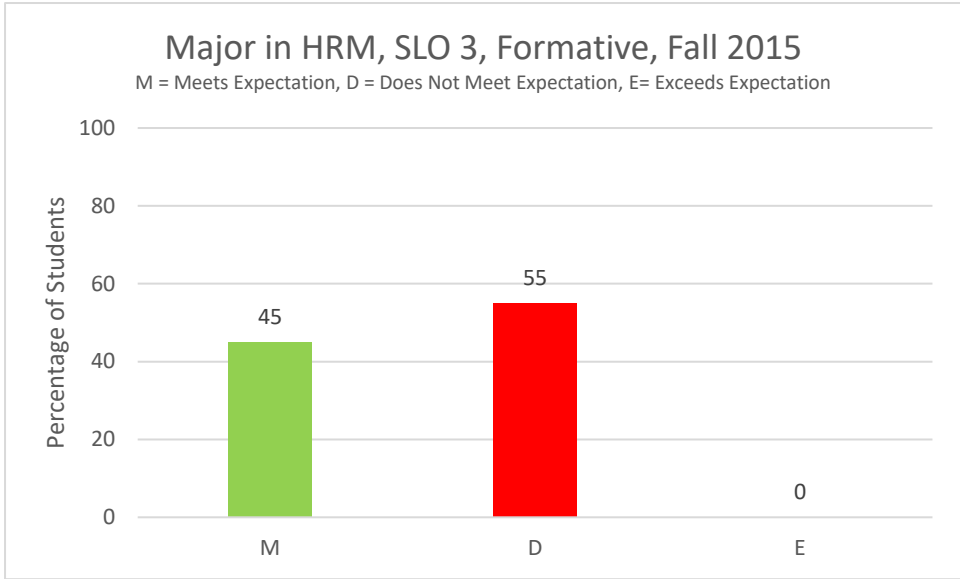


Figure HRM 11

Figure HRM 12

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

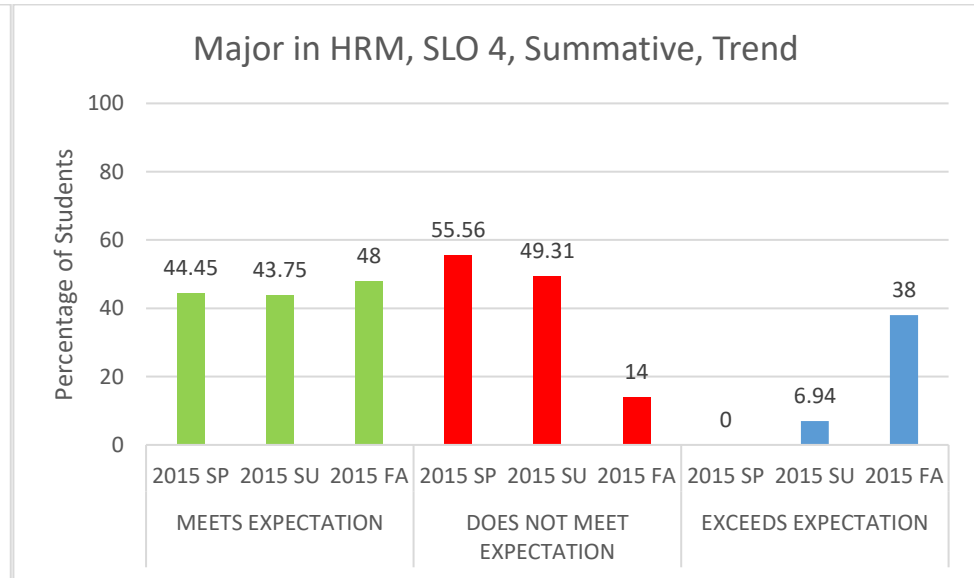
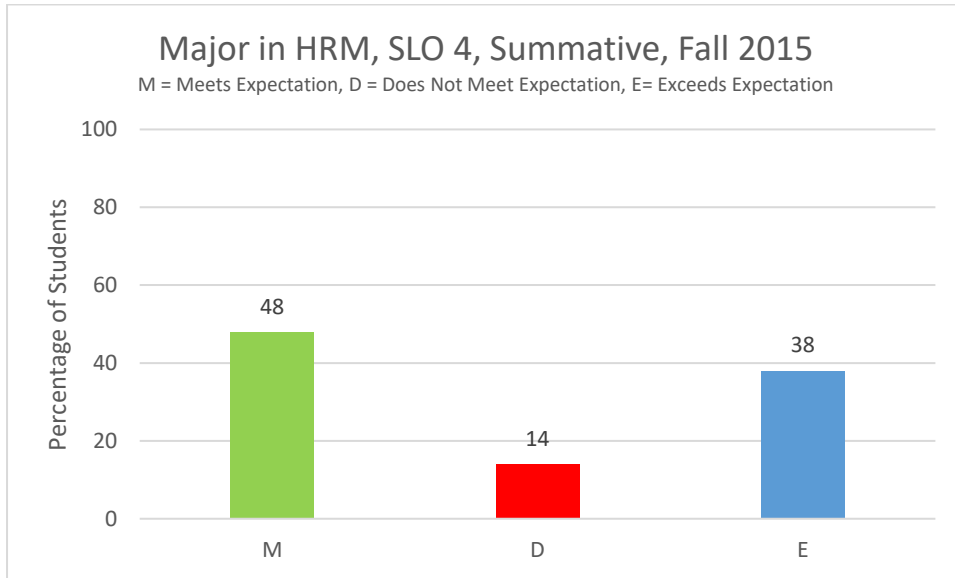


Figure HRM 13

Figure HRM 14

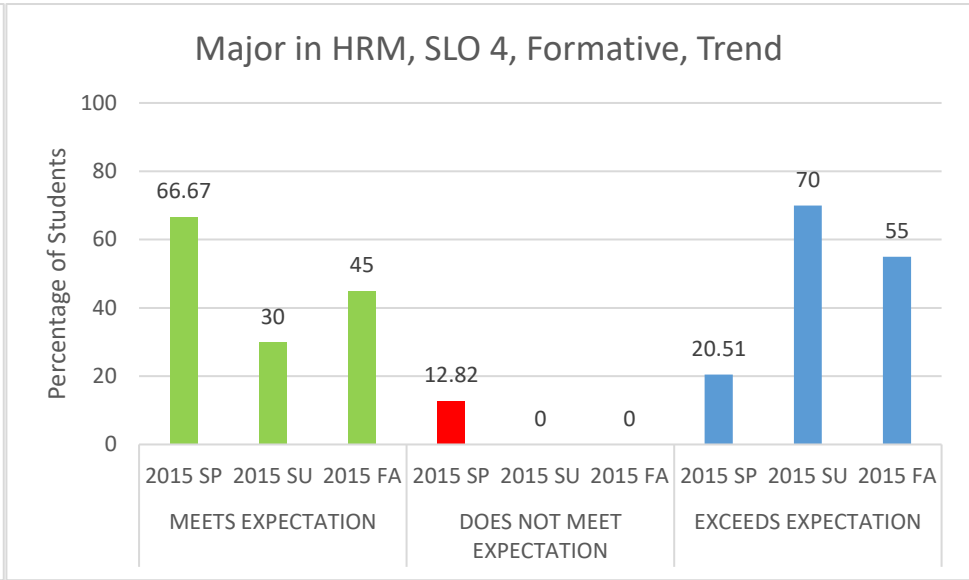
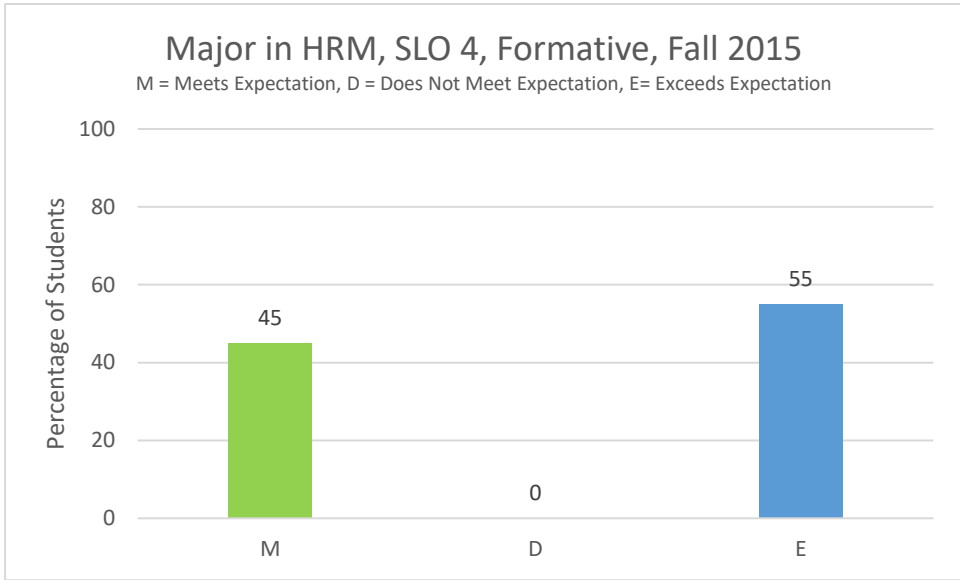


Figure HRM 15

Figure HRM 16

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
5. Demonstrate their understanding of compensation practices and tools of benefit in the context of Bangladesh, and are able to demonstrate application using quantitative methods.	<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 have met the target in both assessments. Trend: The increases in the percentages of students meeting expectation is welcome.	The Chair (IC) of the department conducted a workshop that was designed to demonstrate the appropriate implementation of qualitative tools in order to calculate compensation, benefits etc.

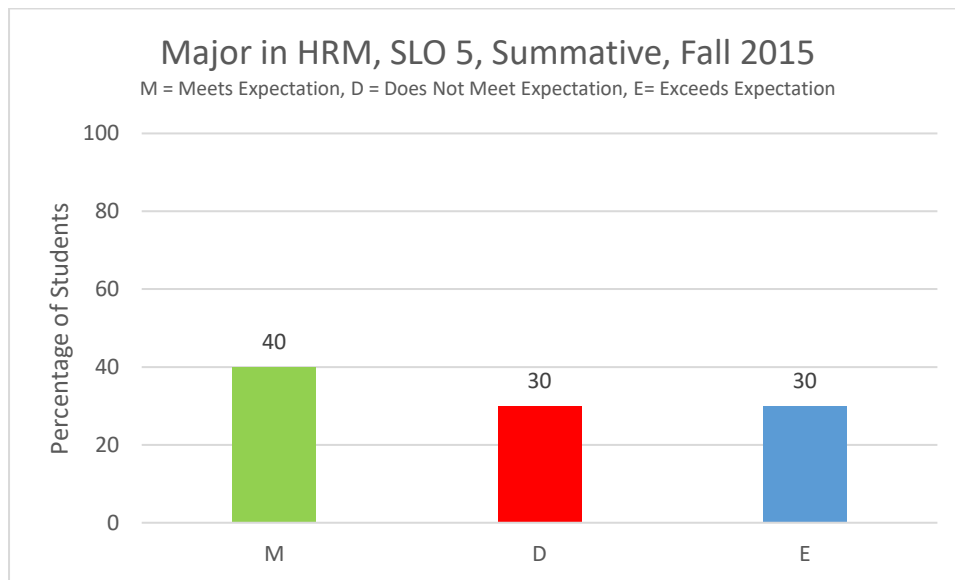


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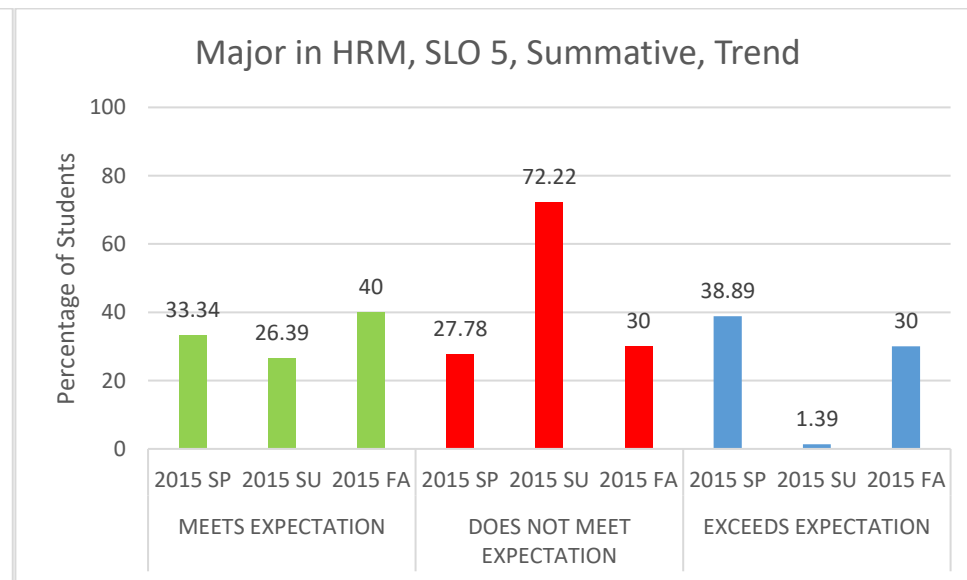


Figure HRM 18

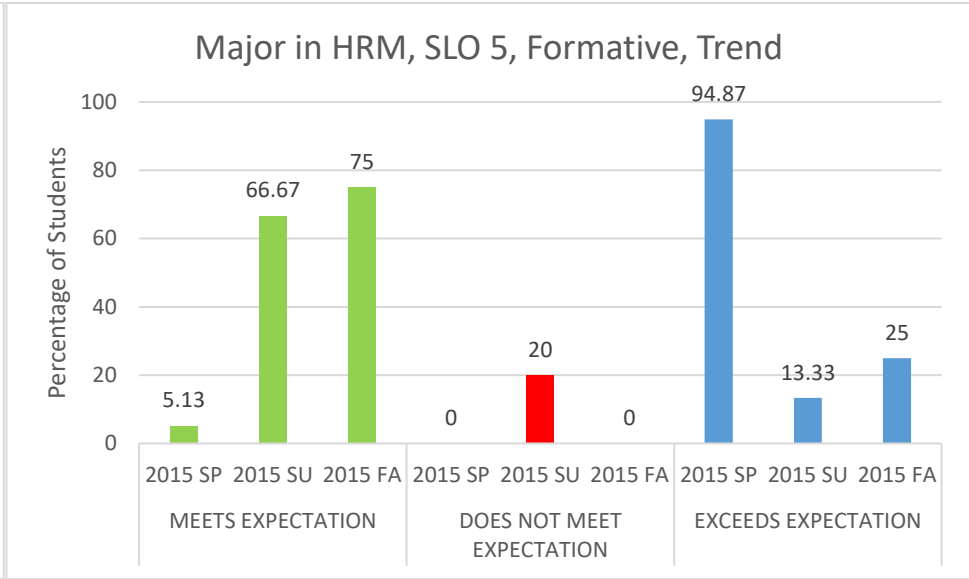
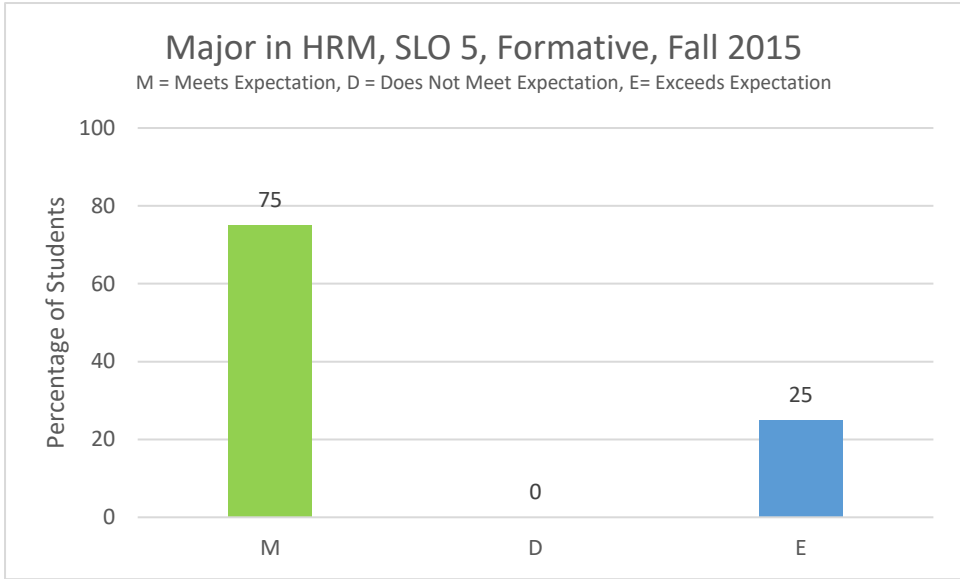


Figure HRM 19

Figure HRM 20

Fall 2015 Student Learning Assessment Report: Major in International Business (“INB”)

Student Learning Outcomes	Measure	Measurement Criteria	Results	Status	Closing the Loop
1. Demonstrate an understanding of global cultural knowledge through a) the identification of major components of international business and b) explanation of how cultural and national 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 have met the target in both assessments.</p> <p>Trend: There is an increasing trend in the percentage of students “meeting expectation” criteria; however, a decreasing trend has been observed in the “exceeds expectation” section.</p>	Introducing more interactive and up to date classroom activities has enhanced students’ participation in the class.

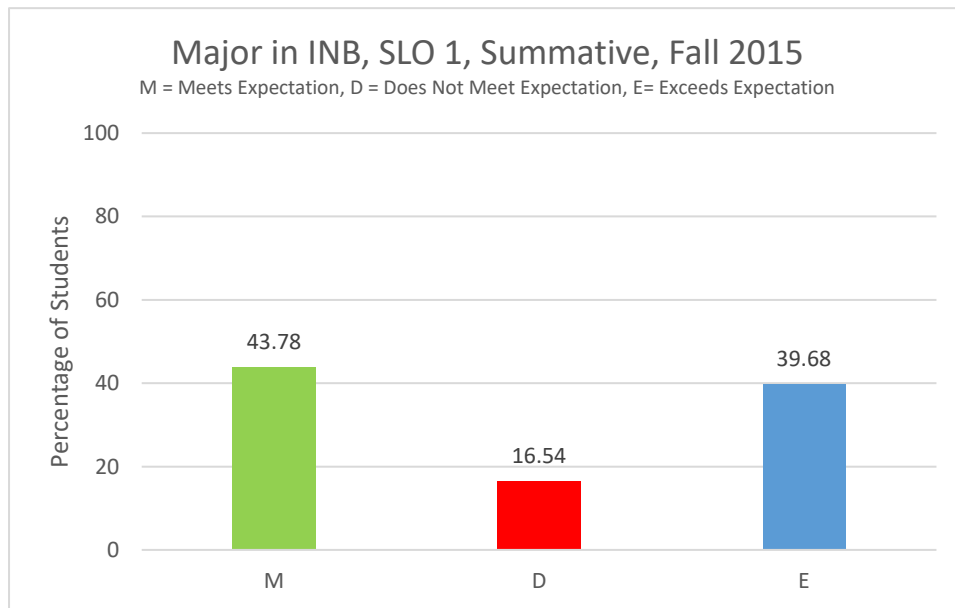


Figure INB- 1

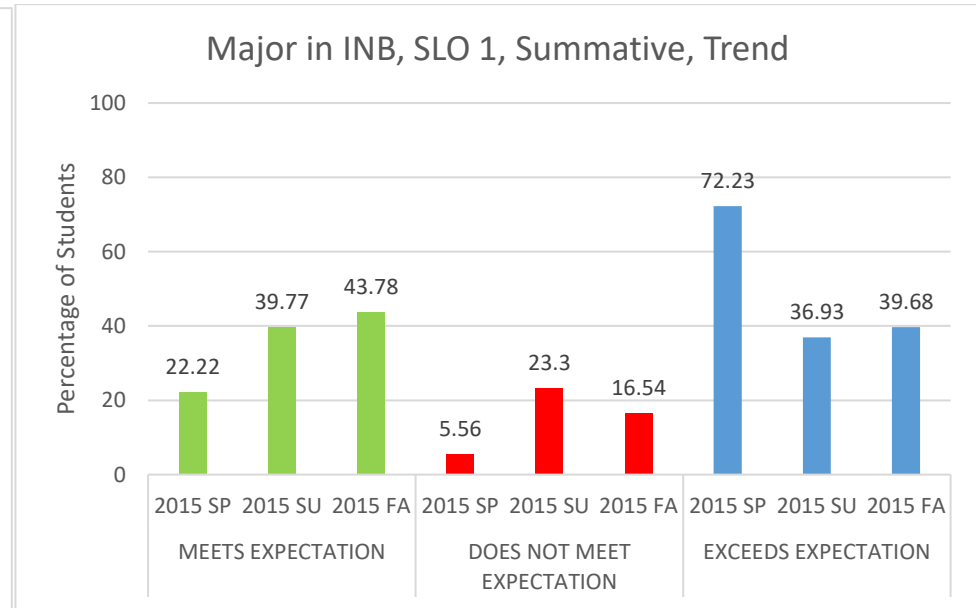


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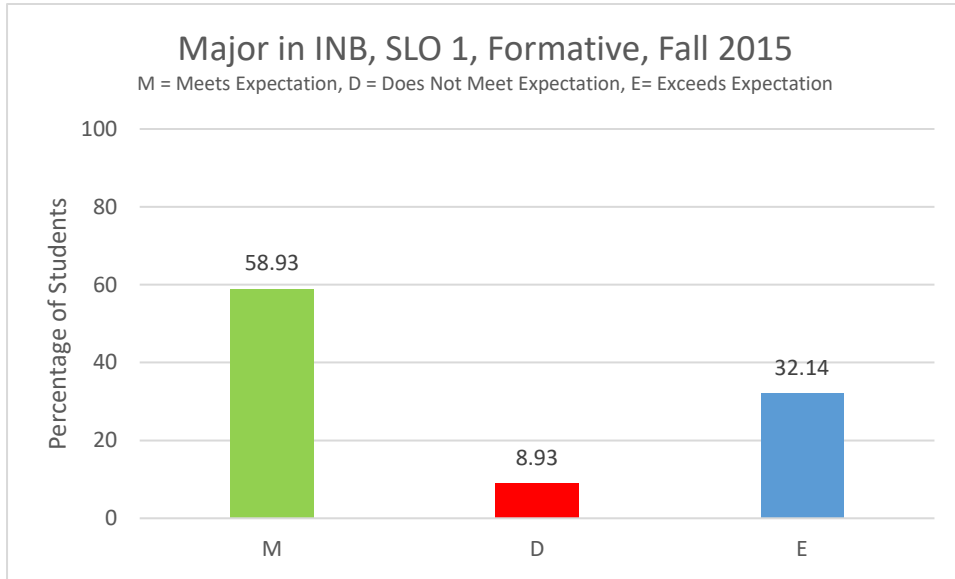


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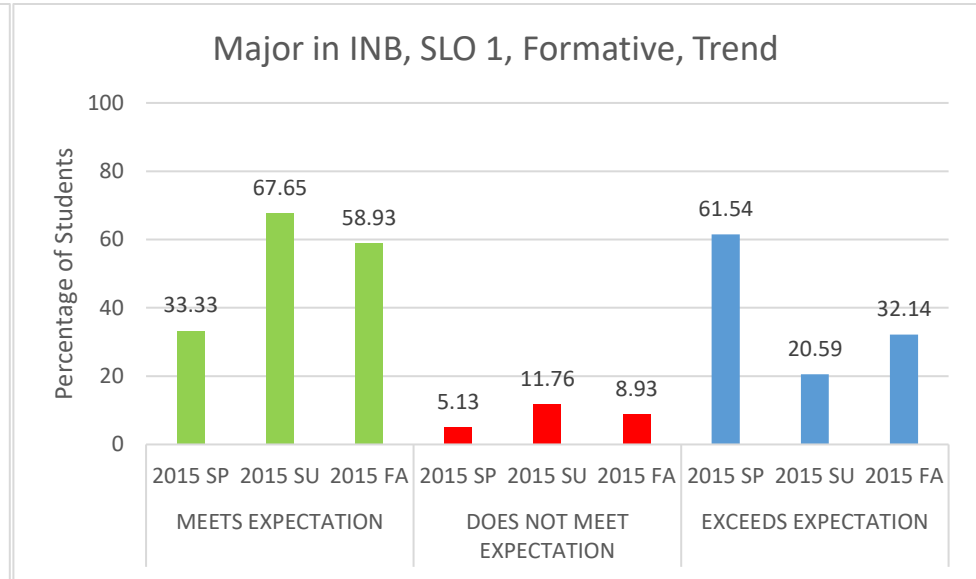


Figure INB- 4

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>While students met the target in the formative assessment, summative assessments results were disappointing.</p> <p>Trend: The summative assessment results are fluctuating, but we are pleased with the increasing percentage of students exceeding expectation in the formative assessment.</p>	Interactive assignments and student presentations on relevant topics, introduction of new case based assignments has a positive impact on students performance

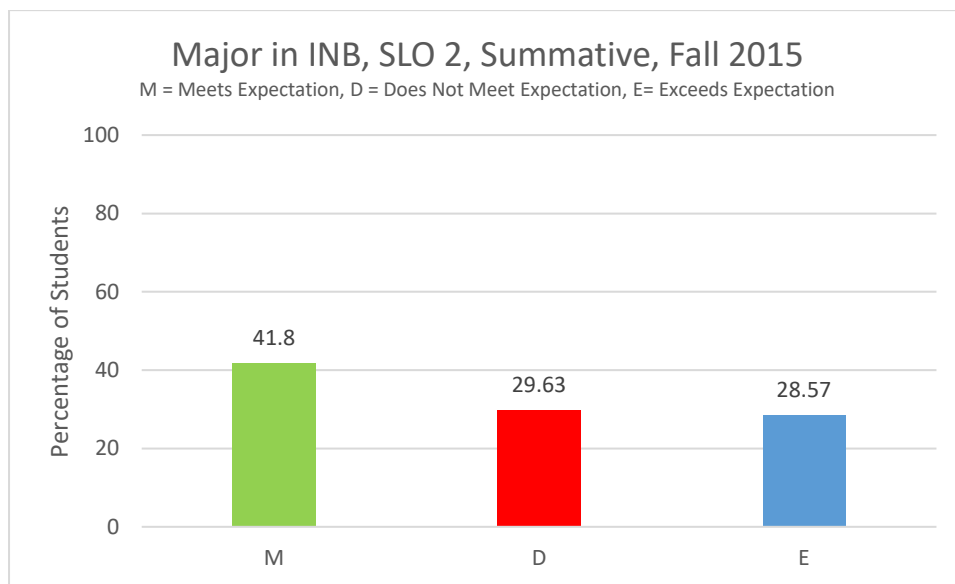


Figure INB- 5

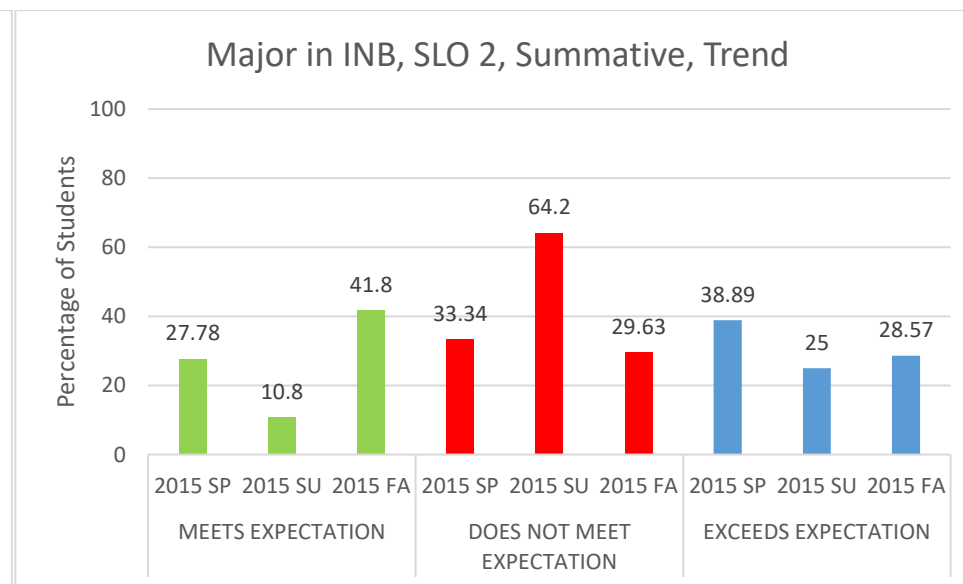


Figure INB- 6

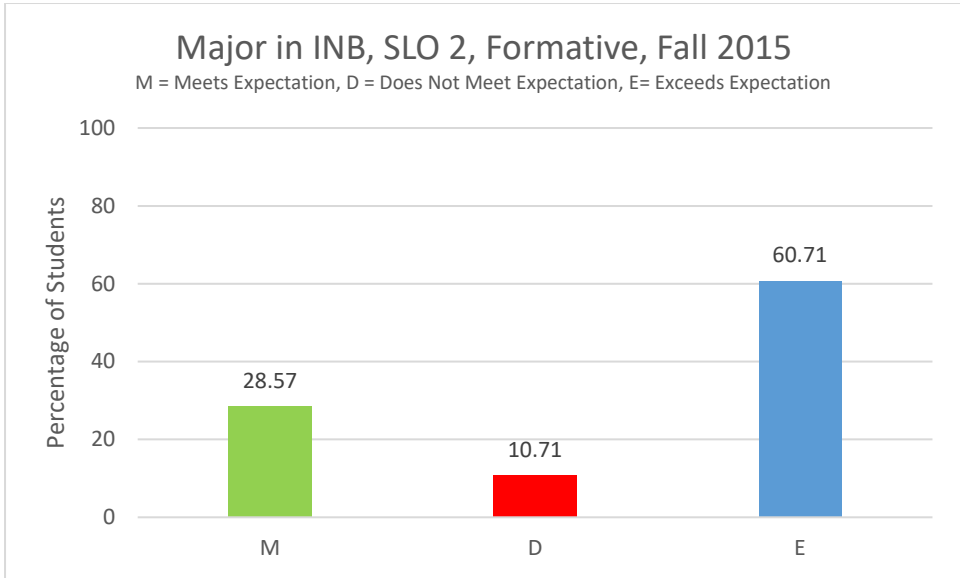


Figure INB- 7

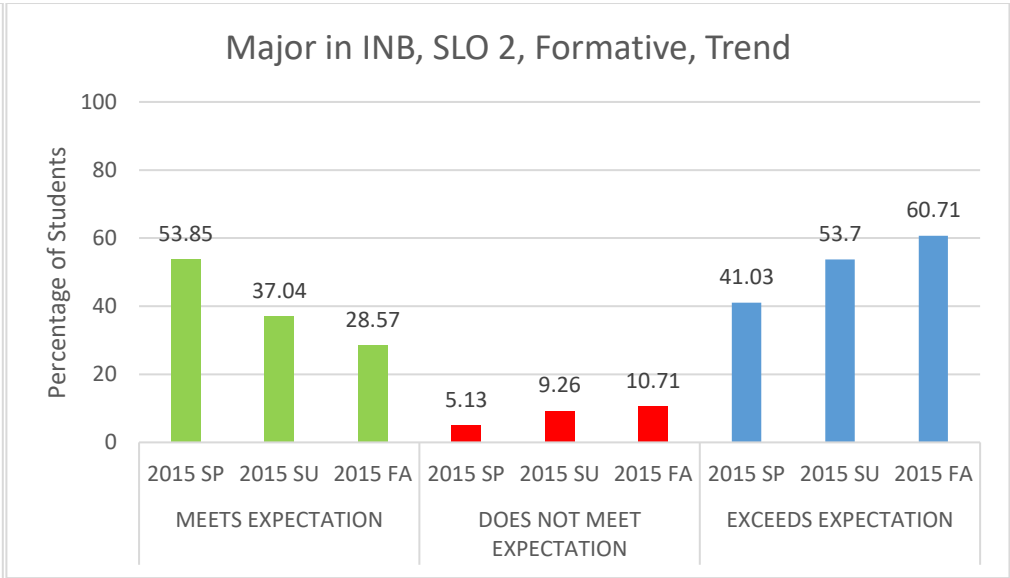


Figure INB- 8

Student Learning Outcomes	Measure	Measurement Criteria	Results	Status	Closing the Loop
3. Assess factors that determine international trade patterns & capital flows and the impact of international institutions on global business operations.	<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>Student met the target in both assessments.</p> <p>Trend: the increasing percentage of students exceeding expectation and the corresponding decreasing trend in percentage of students not meeting expectation are encouraging , however, the overall Summative assessment performance looks a bit inconsistent</p>	Students were exposed to more interactive classroom assignments and presentations along with that introduction of new cases as well as conducting seminars on relevant topics like LC has also helped enhance student understanding of issues like international trade patterns and procedures

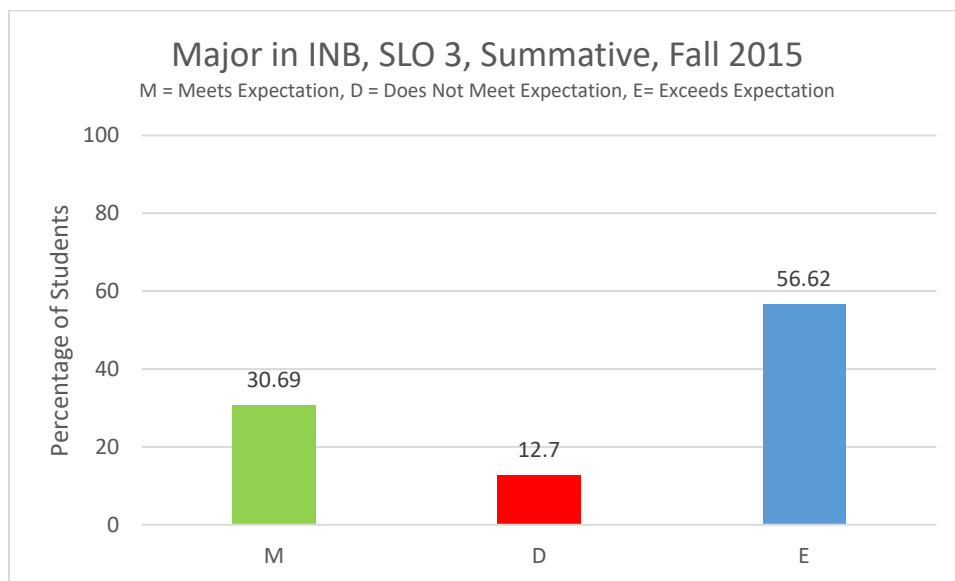


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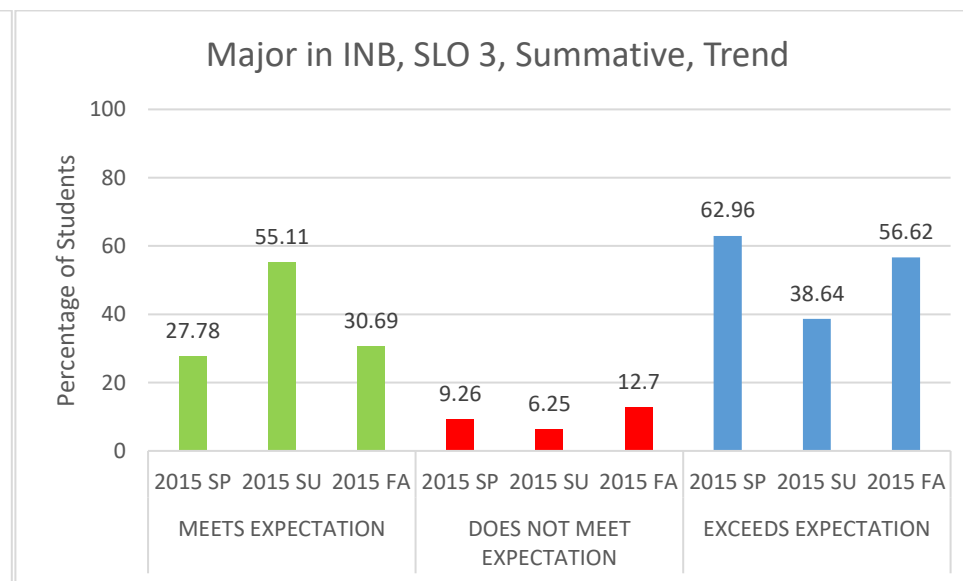


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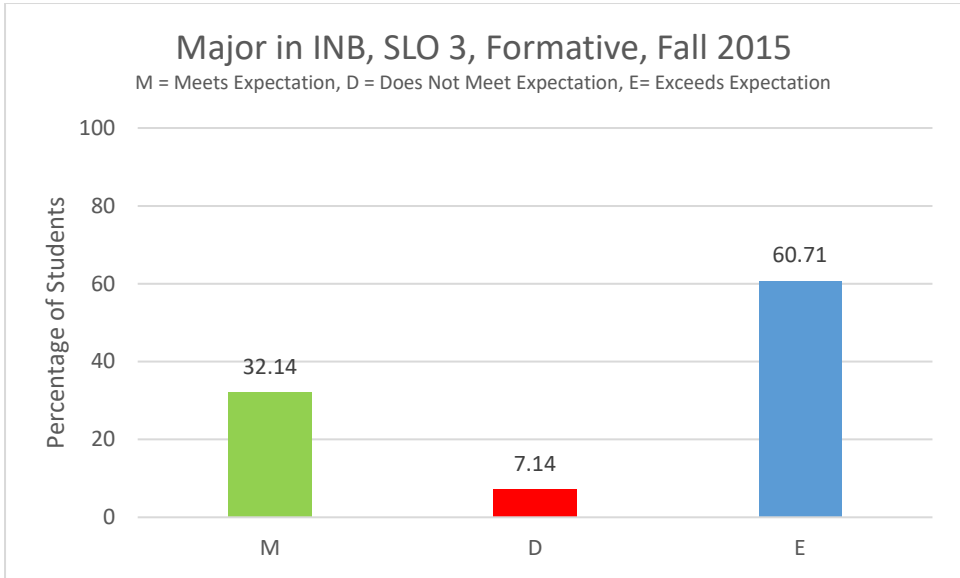


Figure INB- 11

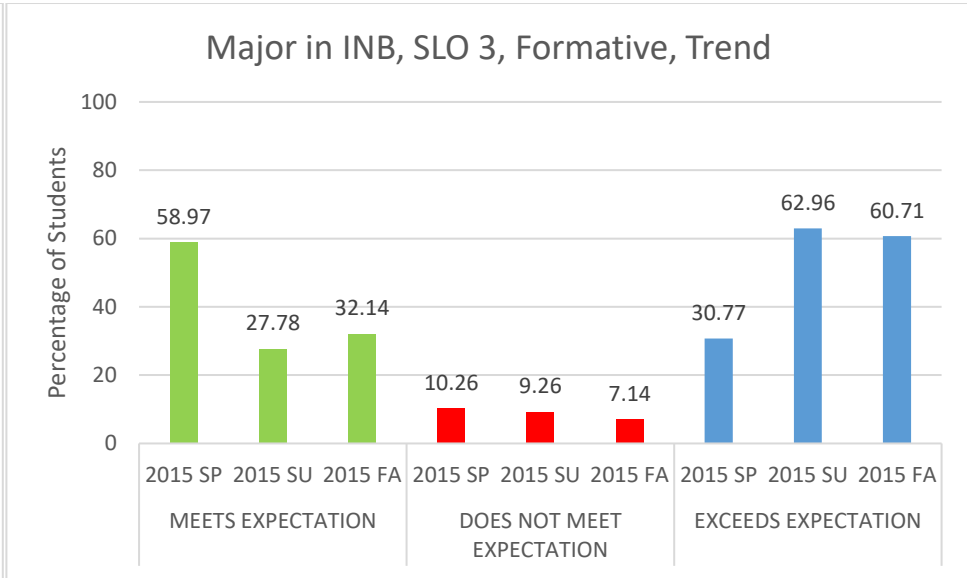


Figure INB- 12

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 INB 13 – 16.	<p>Target: 80% of the students should meet and exceed the expectations of SLO3.</p> <p>Students did not meet the target in either assessment.</p> <p>Trend: The decreasing percentage of students not meeting expectation in the summative assessment is encouraging.</p>	Emphasis on different tools of assessing country competitiveness and introduction of new cases as well as conducting seminars on relevant topics like LC has also helped enhance student understanding of issues like international competitiveness and location choice.

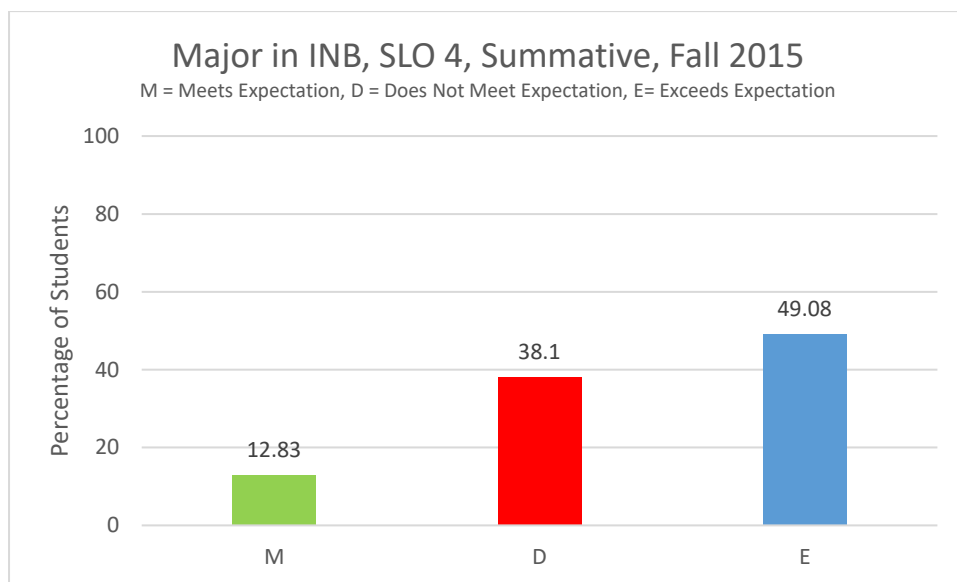


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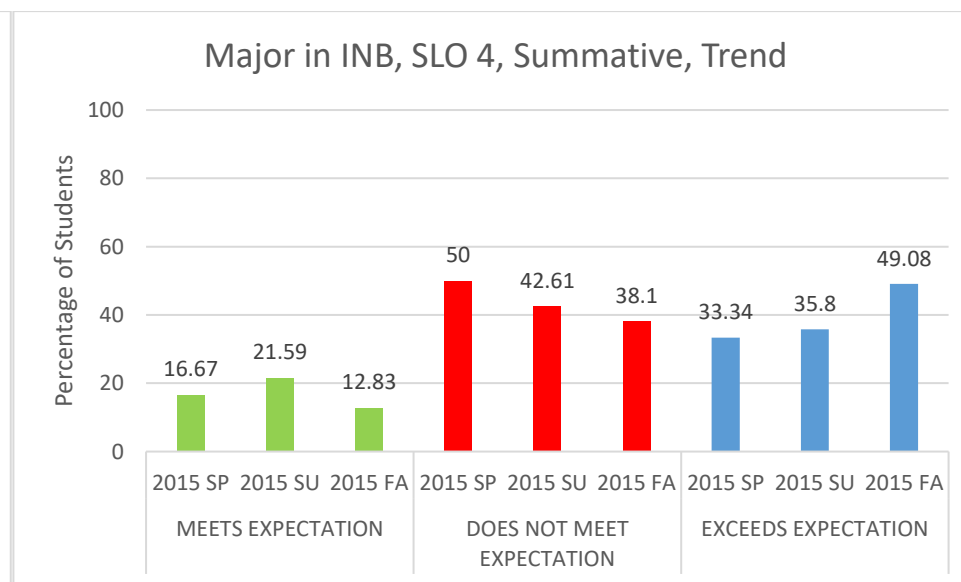


Figure INB- 14

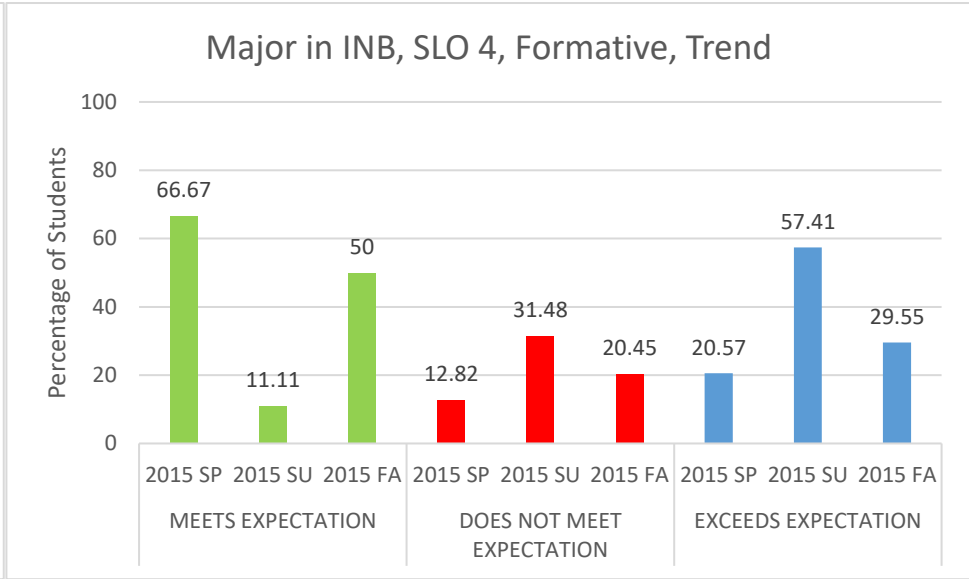
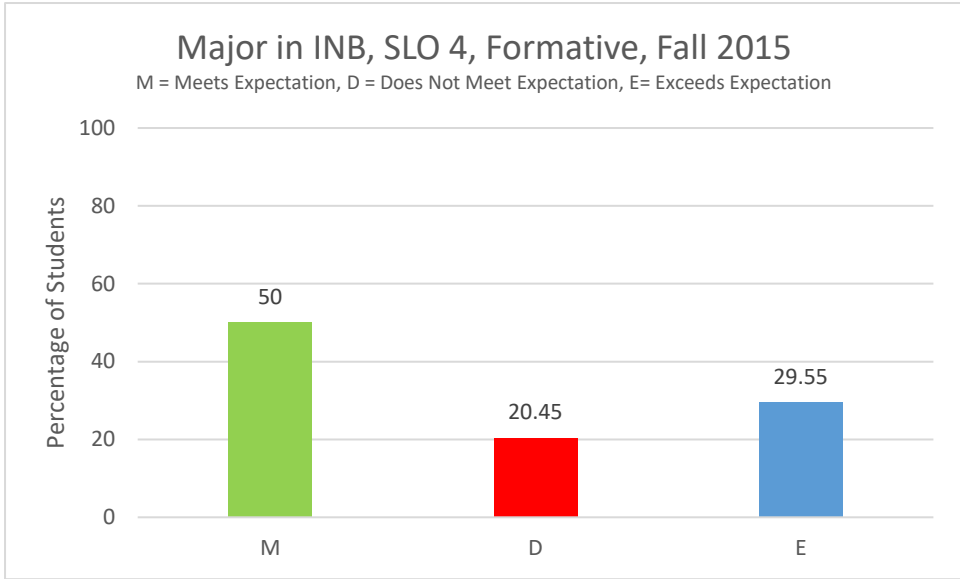


Figure INB- 15

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 did not meet the target in either assessment.</p> <p>Trend: Both assessment shows an increasing trend of students not meeting expectation, hence more emphasize needs to be put in clarifying the core subject matter</p>	<p>A seminar was conducted highlighting the key ethical dilemmas of the current global world.</p> <p>Continuation of “Turn it in” in order to ensure credibility of students work</p>

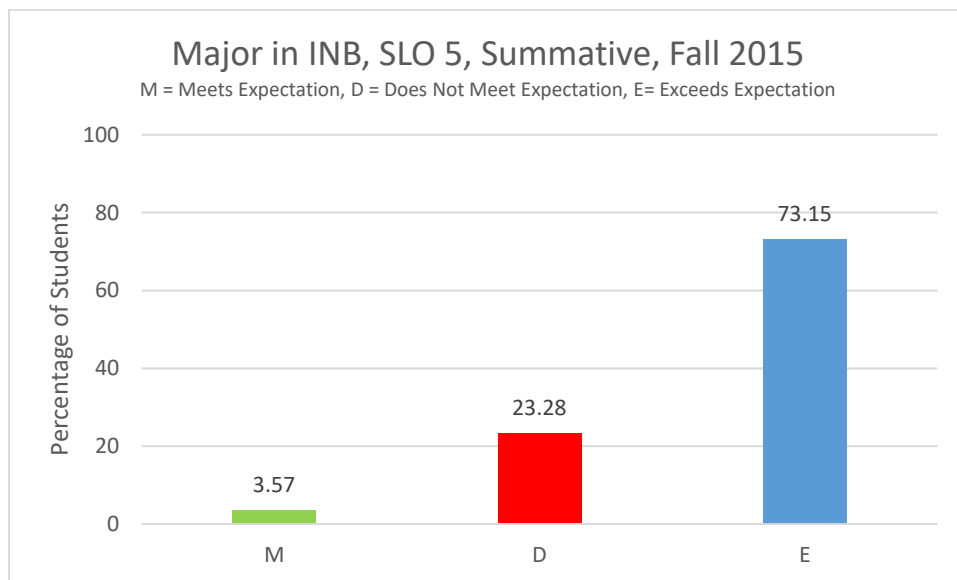


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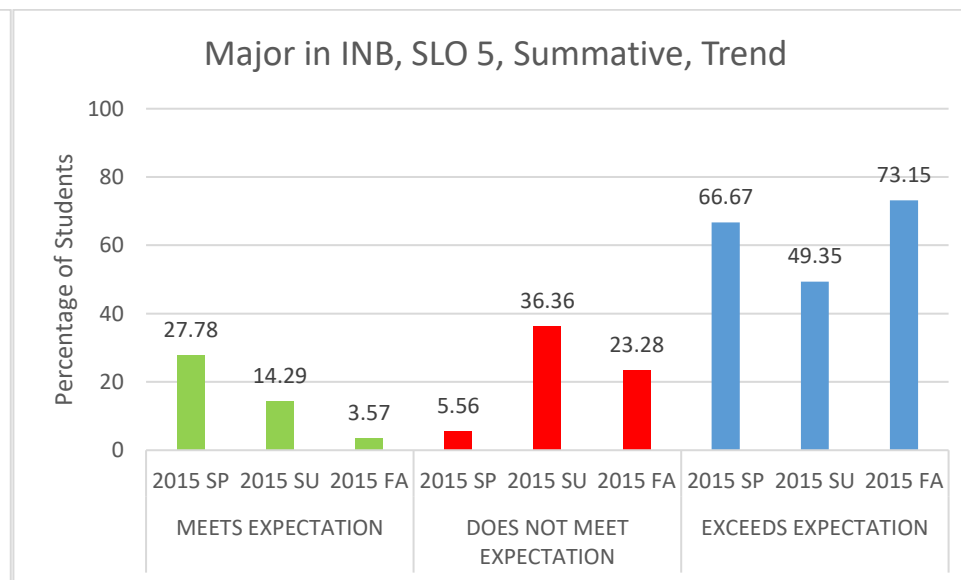


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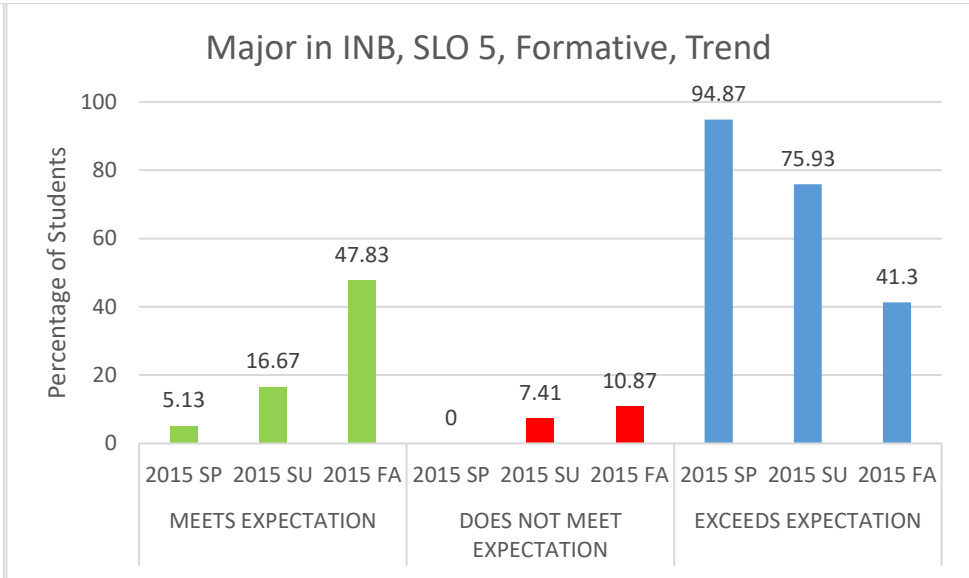
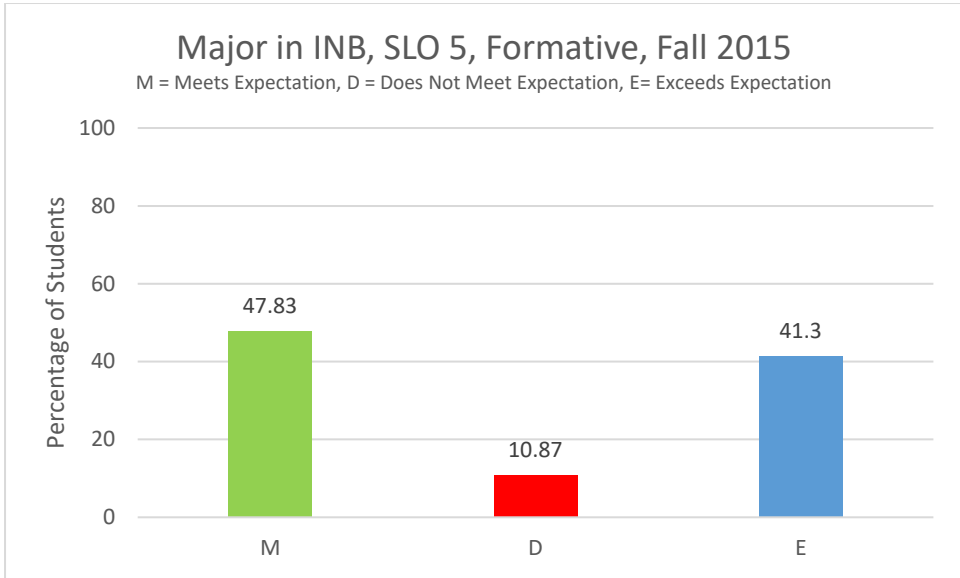


Figure INB- 19

Figure INB- 20xx

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

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

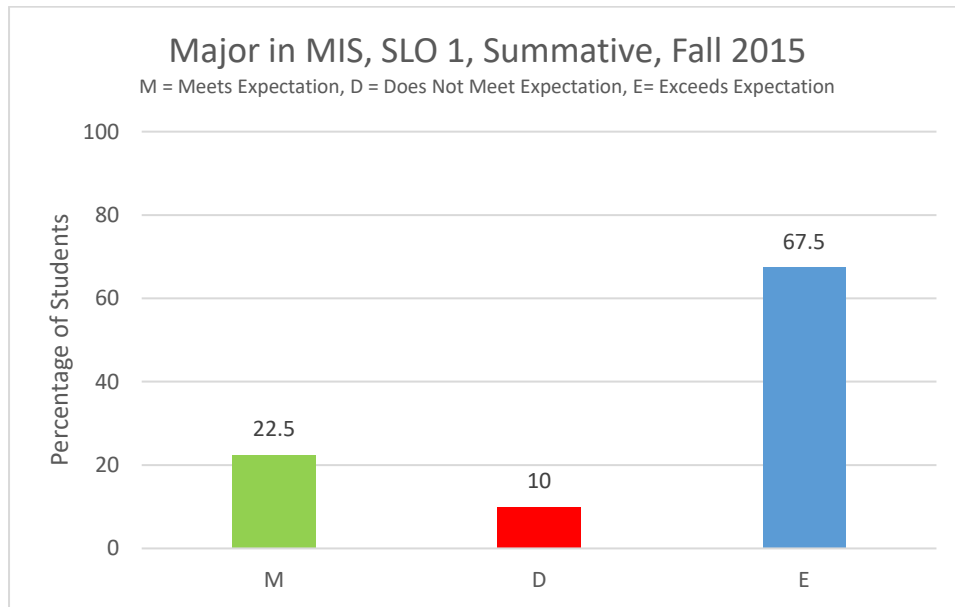


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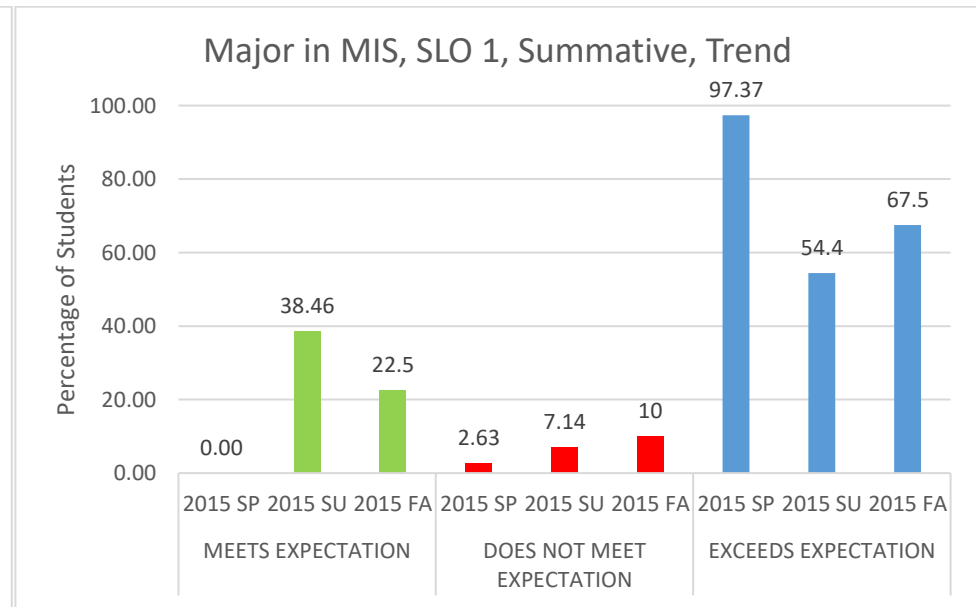


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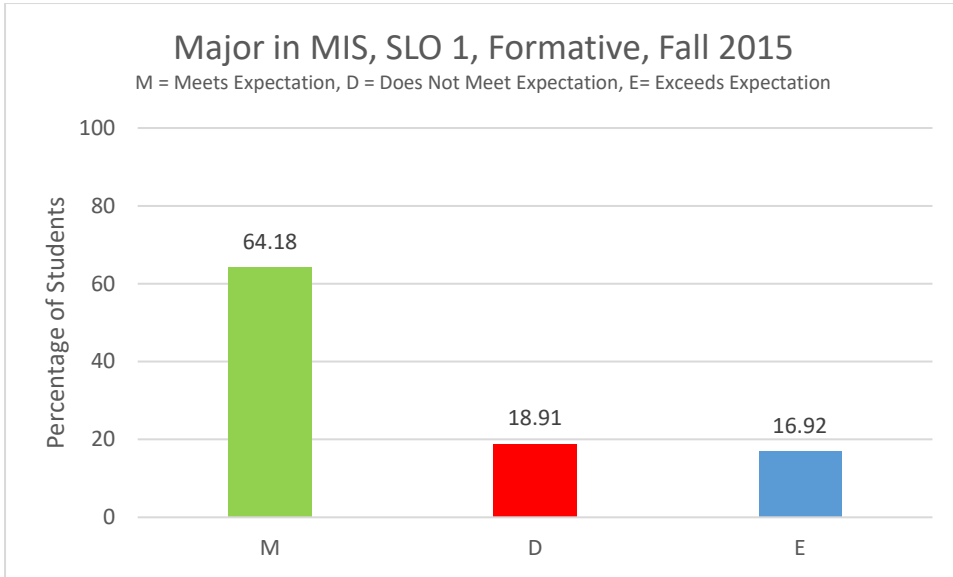


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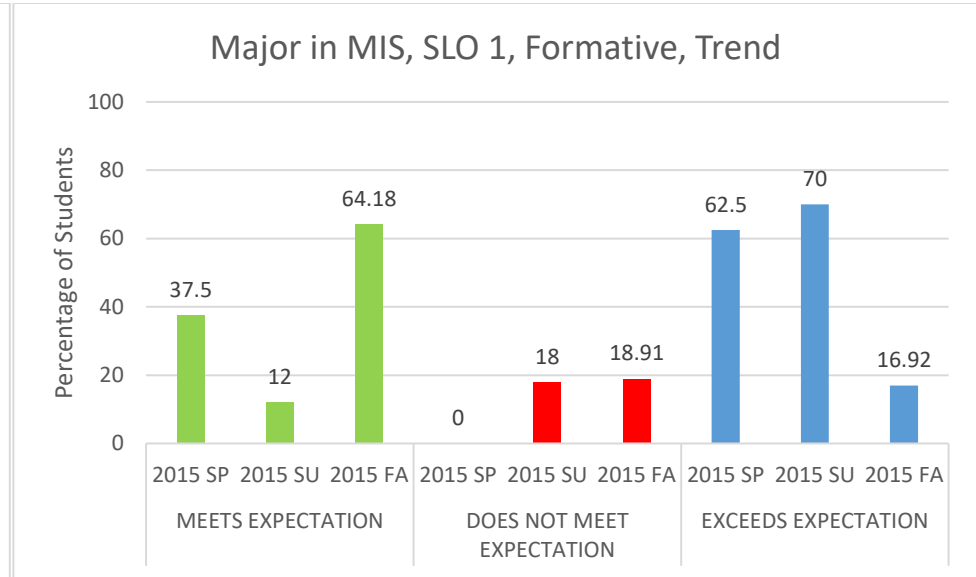


Figure MIS 4

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
2. Demonstrate the understanding about systems theory, systems analysis, systems design and project management.	<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 met the target in the summative assessment, but failed to do so in the formative assessment.</p> <p>Trend: The gradual increase in the percentages of students not meeting expectation is a matter of concern.</p>	<p>A new MIS faculty member was recruited to meet the demand and give students more opportunities to interact with faculties.</p> <p>There was a change in the Lead course coordinators list for one MIS major course to update the course components as required.</p>

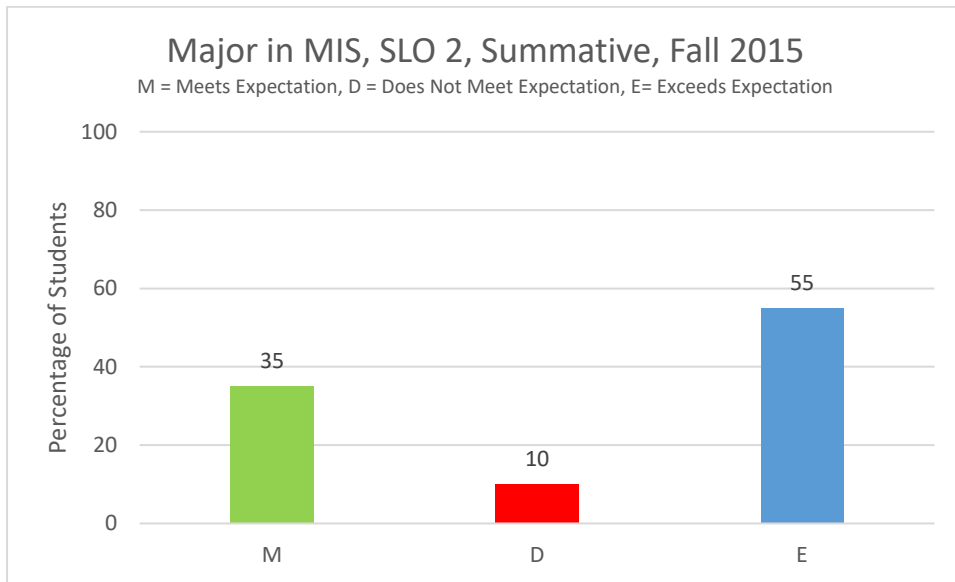


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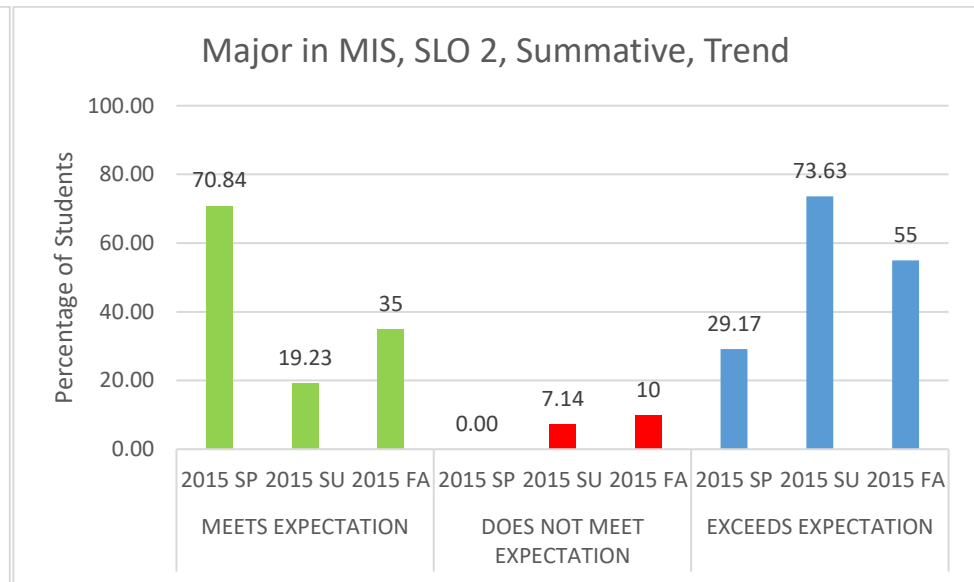


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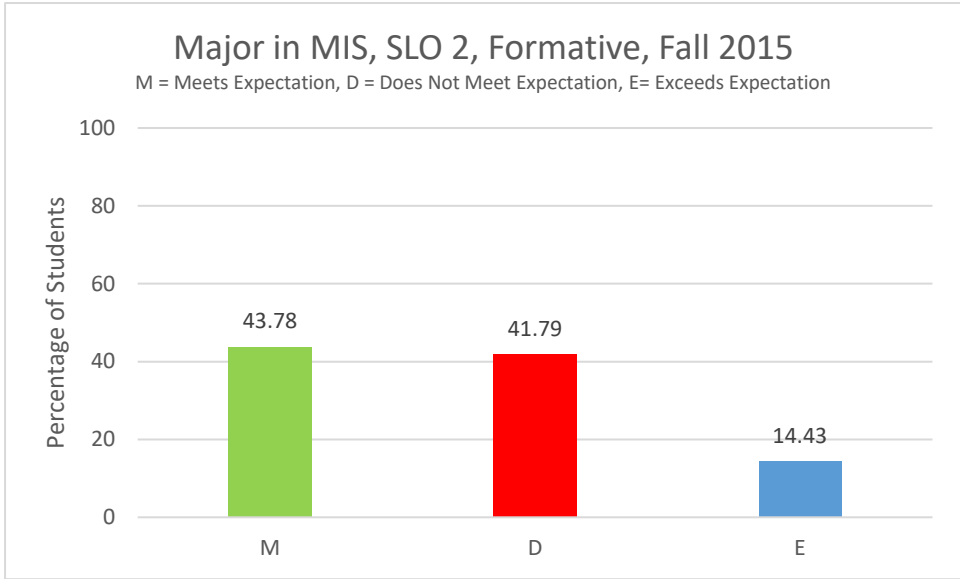


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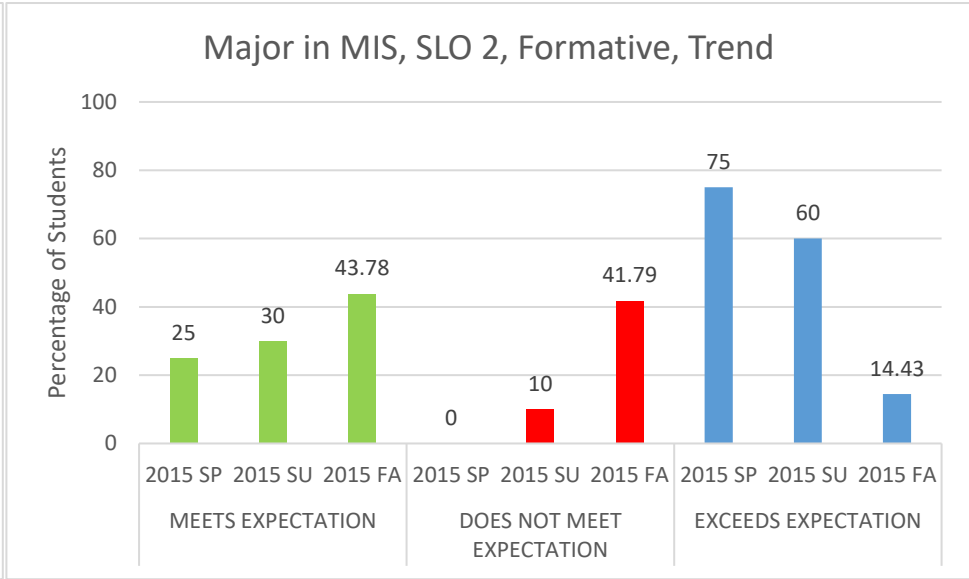


Figure MIS 8

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 met the target in the summative assessment, but failed to do so in the formative assessment.</p> <p>Trend: While we are pleased with the increase in the percentage of students exceeding expectation in the summative assessment, the trend of increase in the percentage of students not meeting expectation in the formative assessment is concerning.</p>	Exercises and Cases on web-based information systems (e.g., E-business, E-commerce) were practiced in classes, so that students can gain knowledge about different operational components of web-based IS.

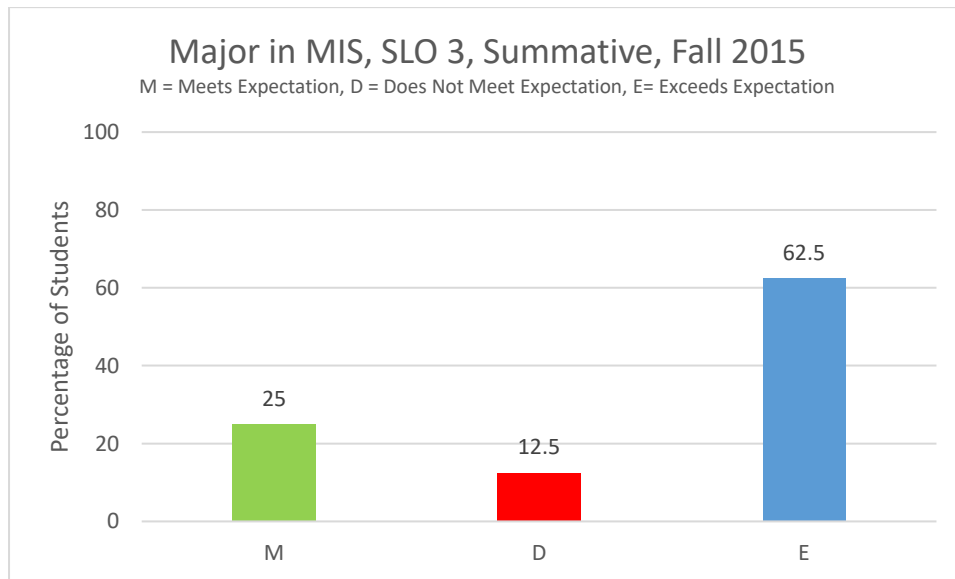


Figure MIS 9

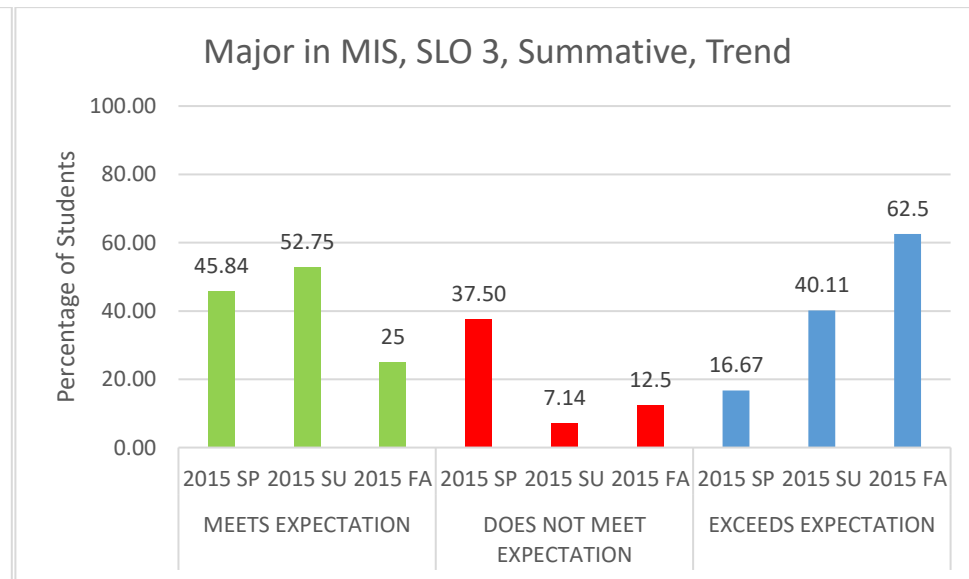


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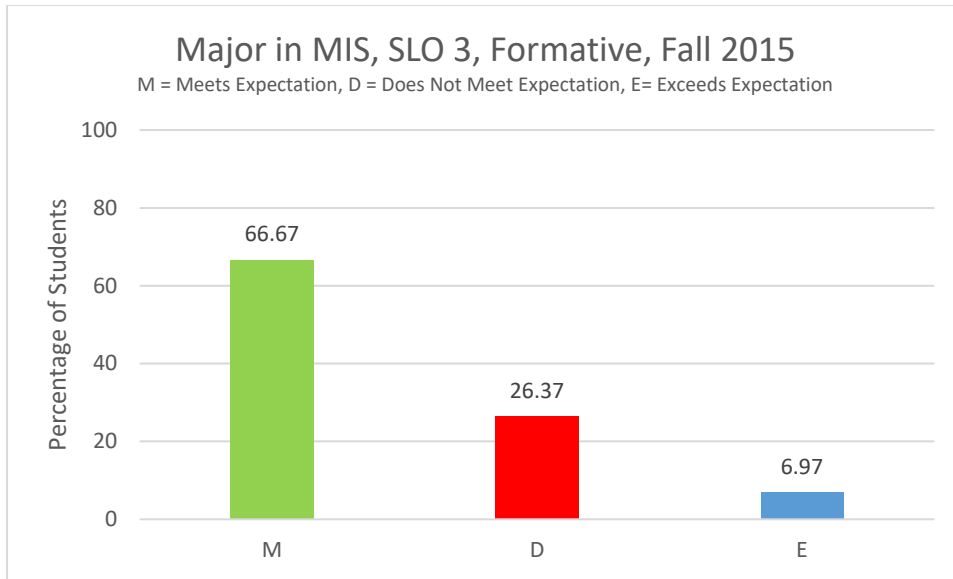


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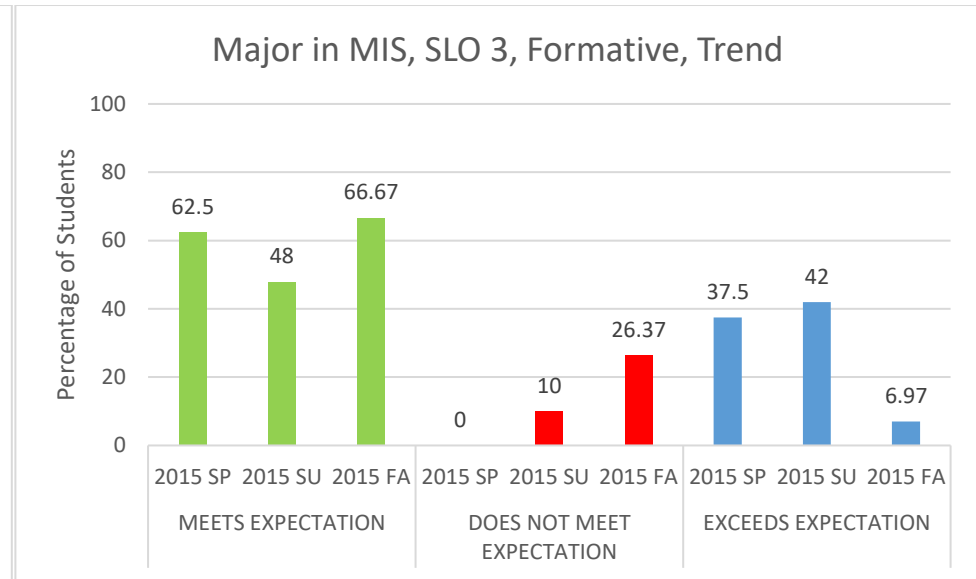


Figure MIS 12

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
4. Develop and implement information systems with the help of latest business tools.	<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 met the target in the summative assessment, but failed to do so by a small margin in the formative assessment.</p> <p>Trend: The increases in the percentages of students meeting or exceeding expectation are satisfying.</p>	Pre-selected business application tools and lab exercises were 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.

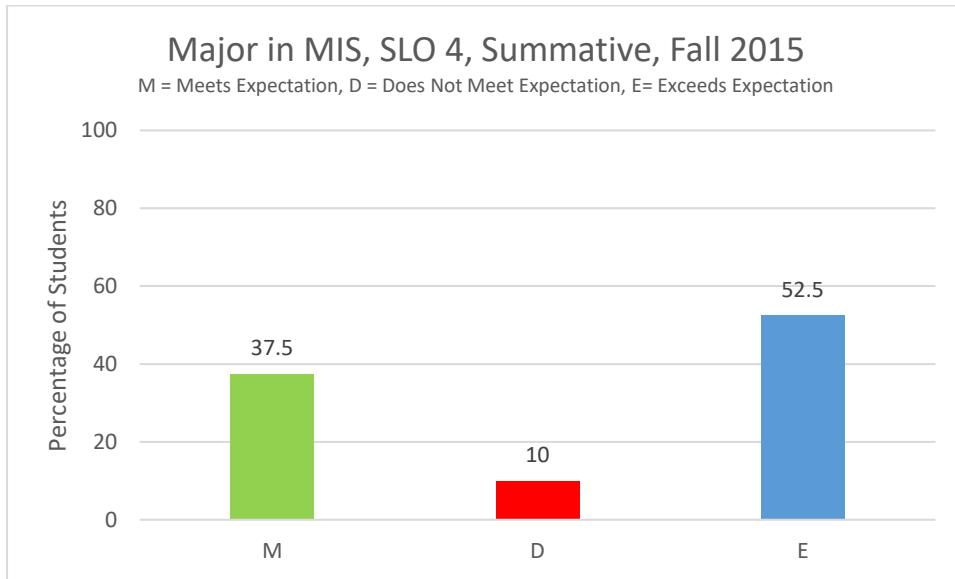


Figure MIS 13

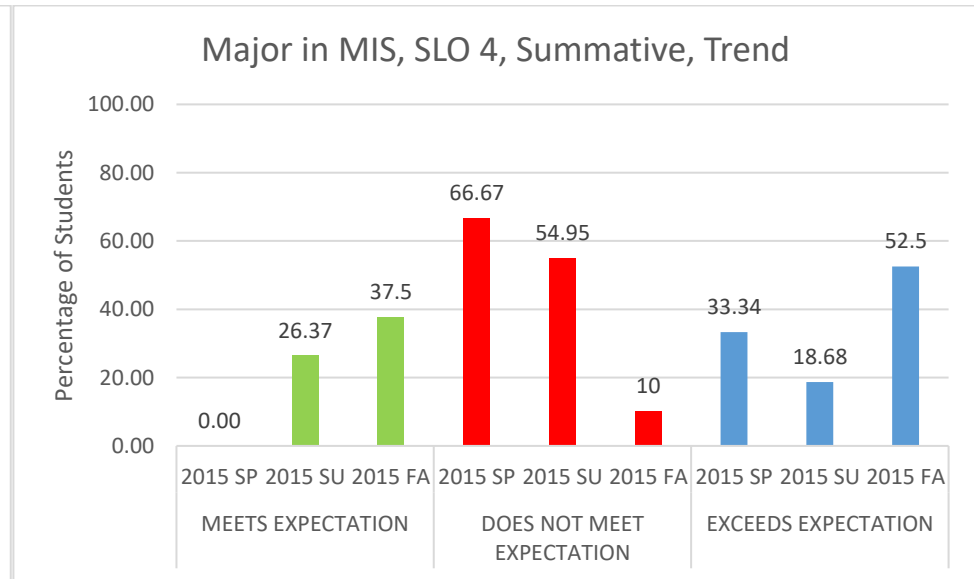


Figure MIS 14

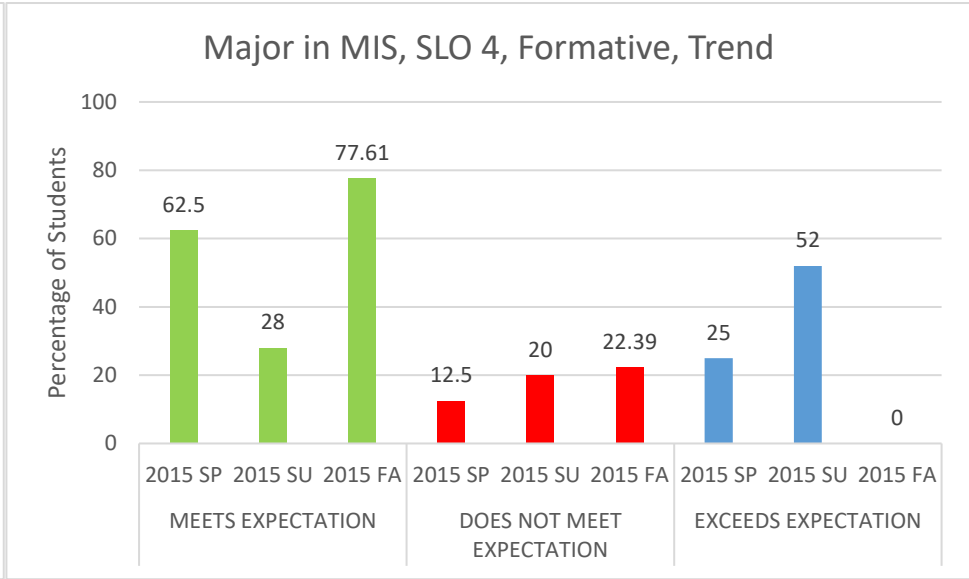
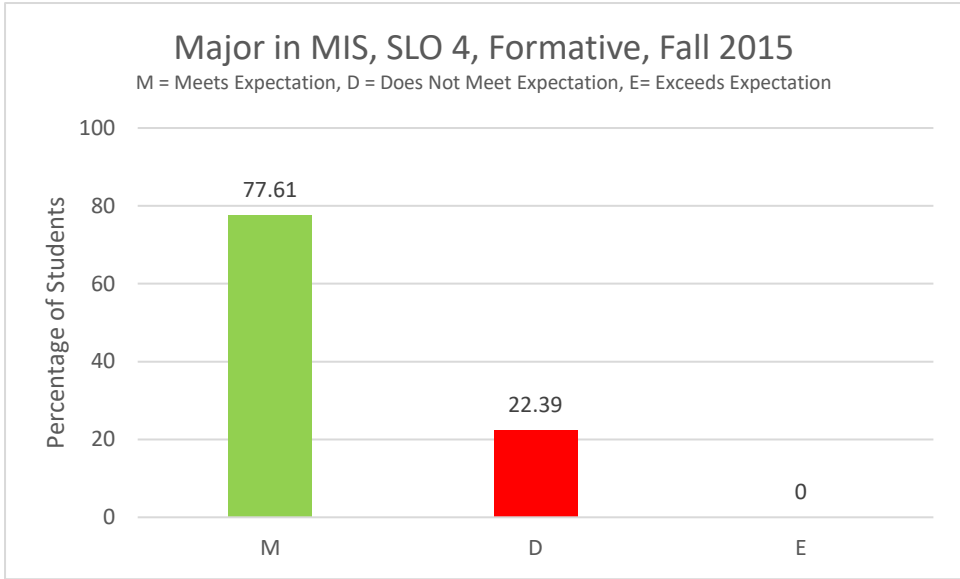


Figure MIS 15

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 have met the target in summative assessment, but did not in the formative assessment.</p> <p>Trend: While we are pleased with the decrease in the percentage of students not meeting expectation in the summative assessment, an opposite trend in the formative assessment is concerning.</p>	Along with real world Cases, team activities and problem solving exercises on ‘IS privacy, security, and protective measures’ were done in the classes in related MIS courses, so that there was sufficient coverage on these topics, and students can identify and solve different security issues and network threats.

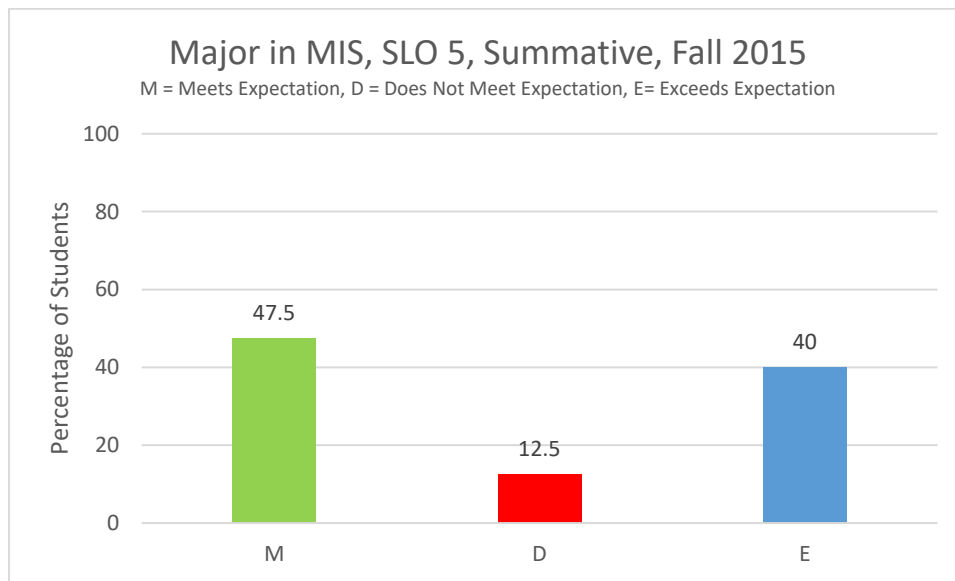


Figure MIS 17

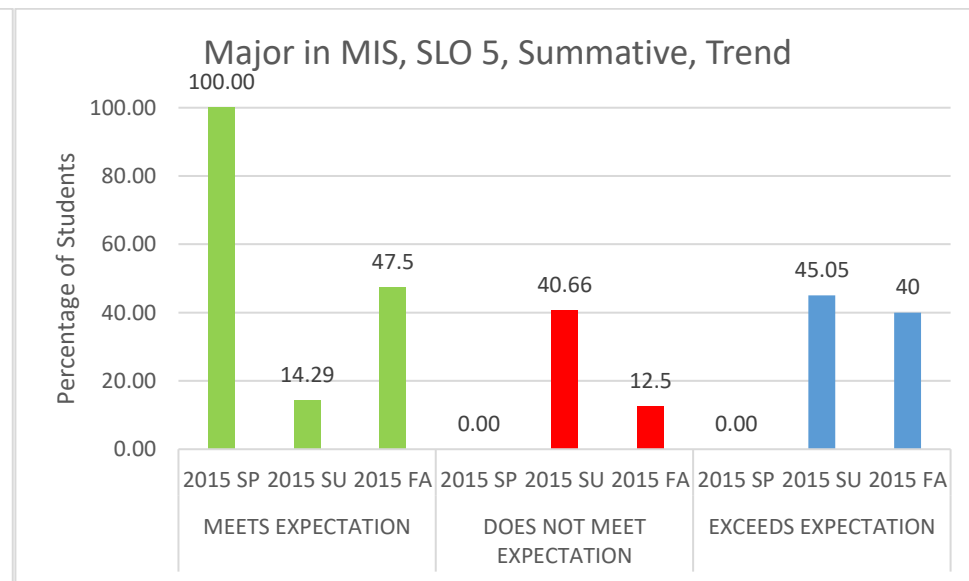


Figure MIS 18

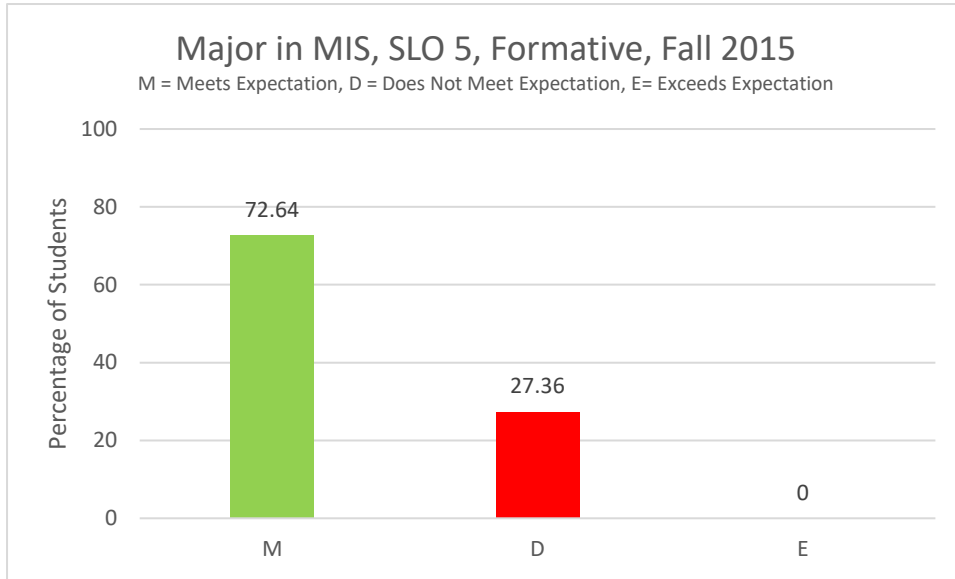


Figure MIS 19

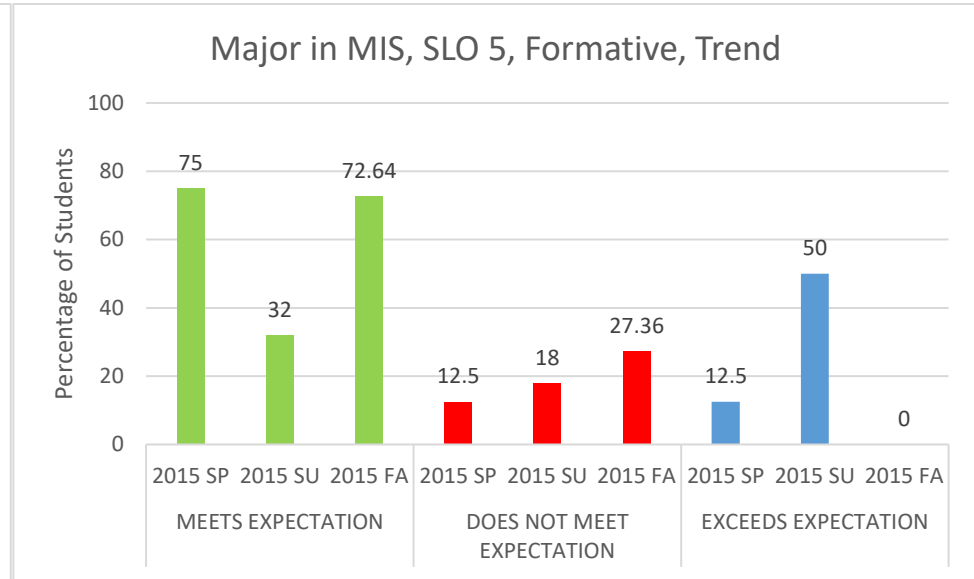


Figure MIS 20

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

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

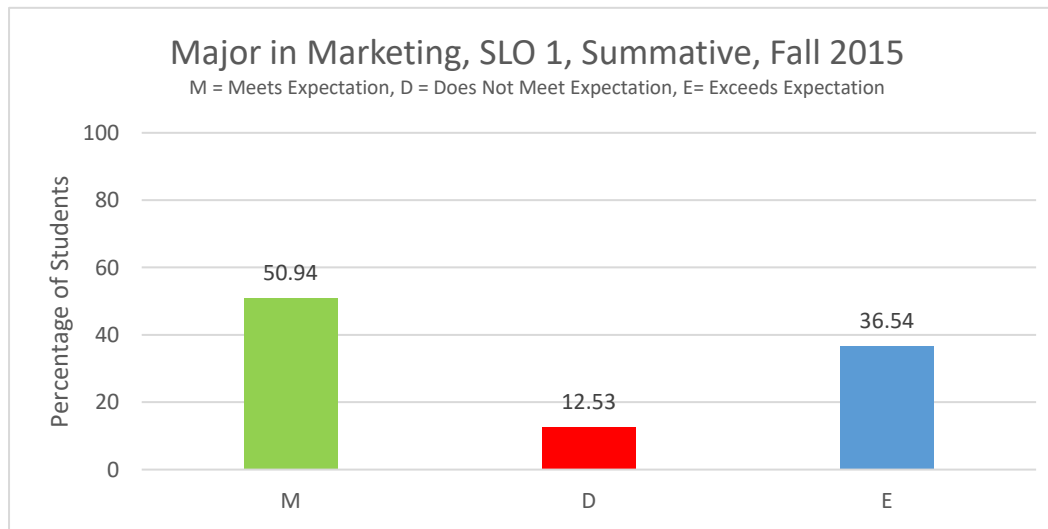


Figure MKT- 1

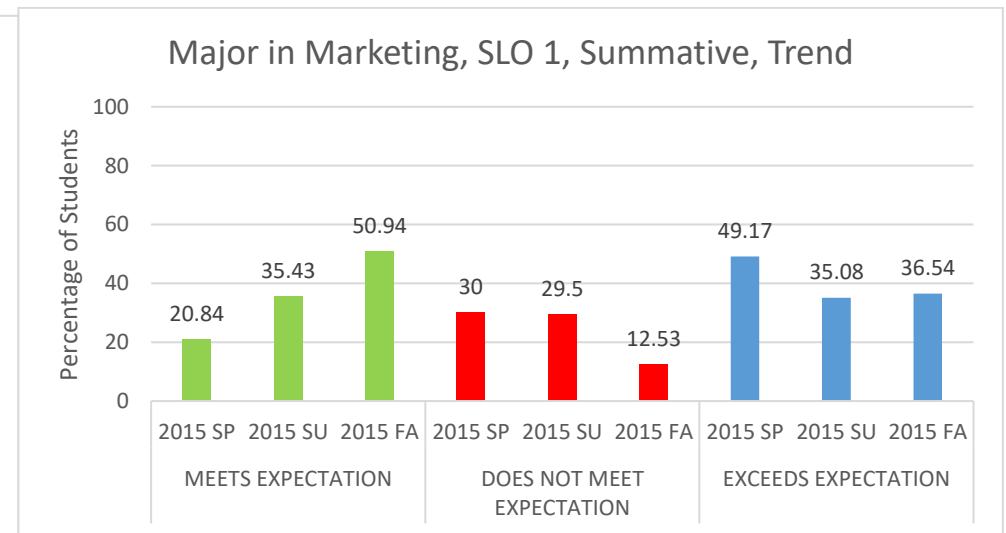


Figure MKT- 2

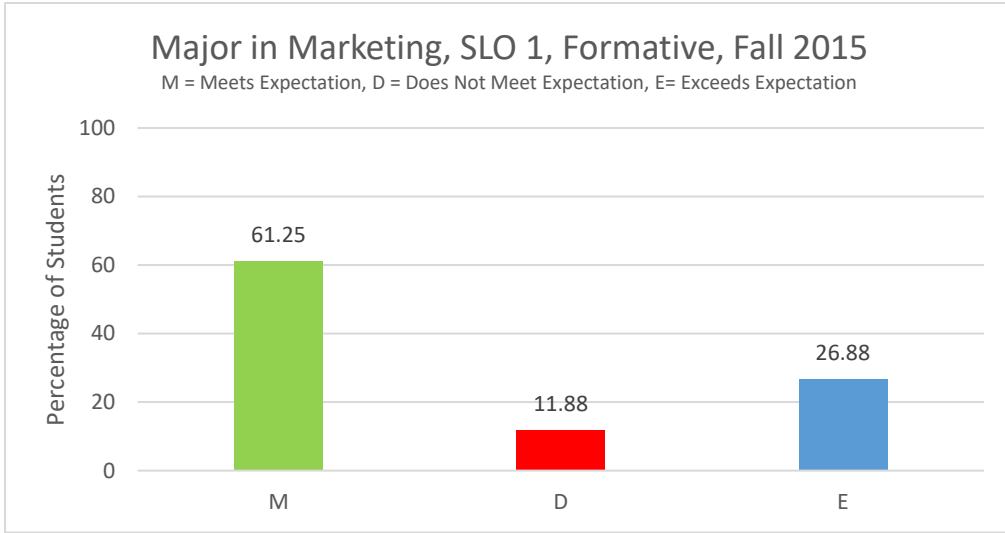


Figure MKT- 3

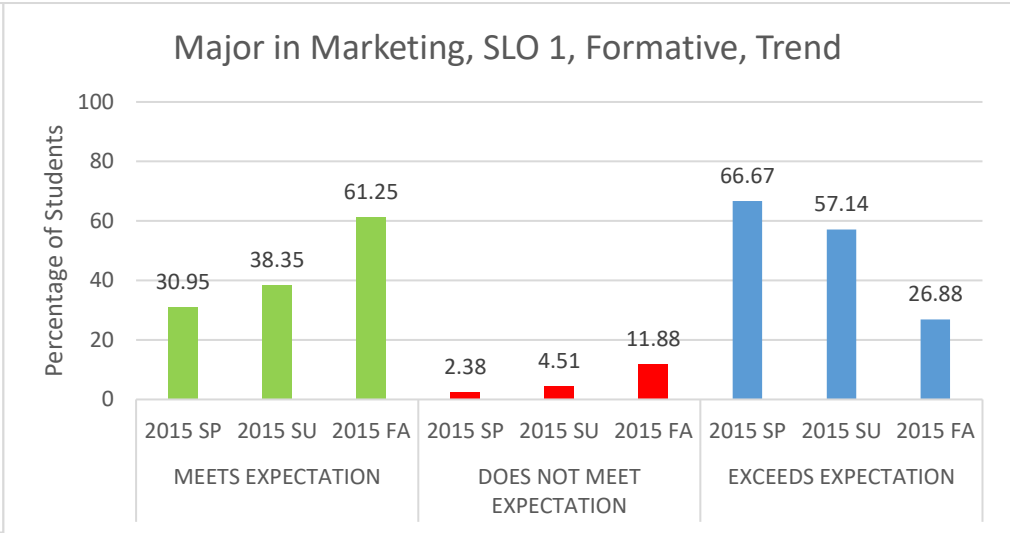


Figure MKT- 4

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

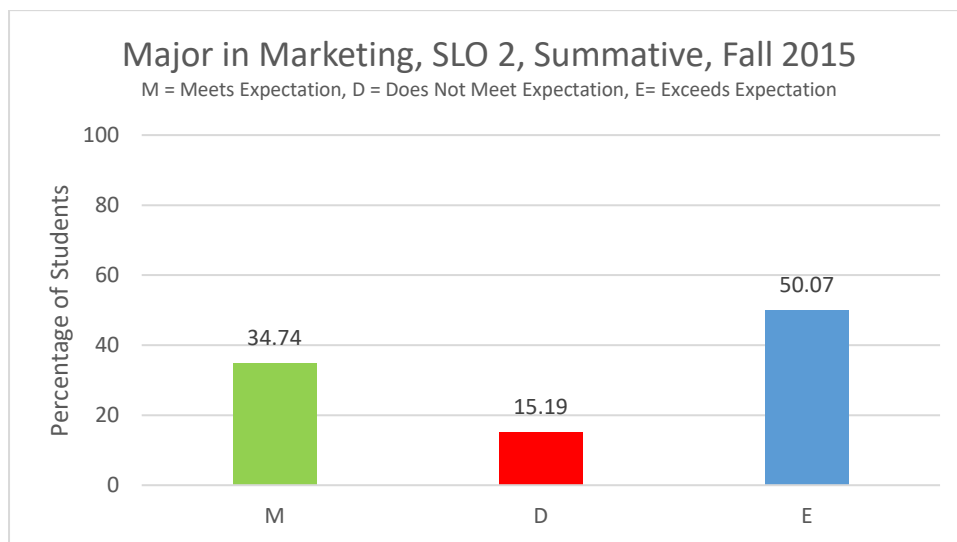


Figure MKT- 5

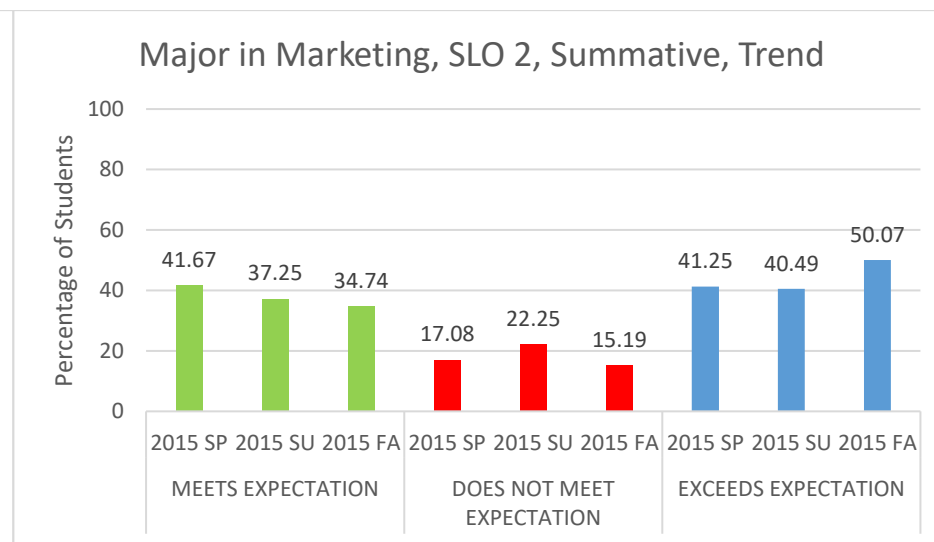


Figure MKT- 6

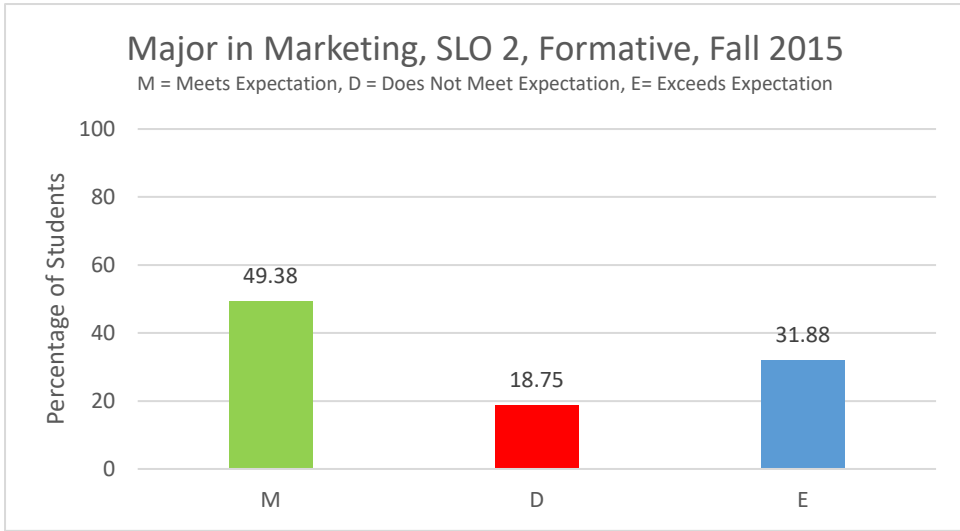


Figure MKT- 7

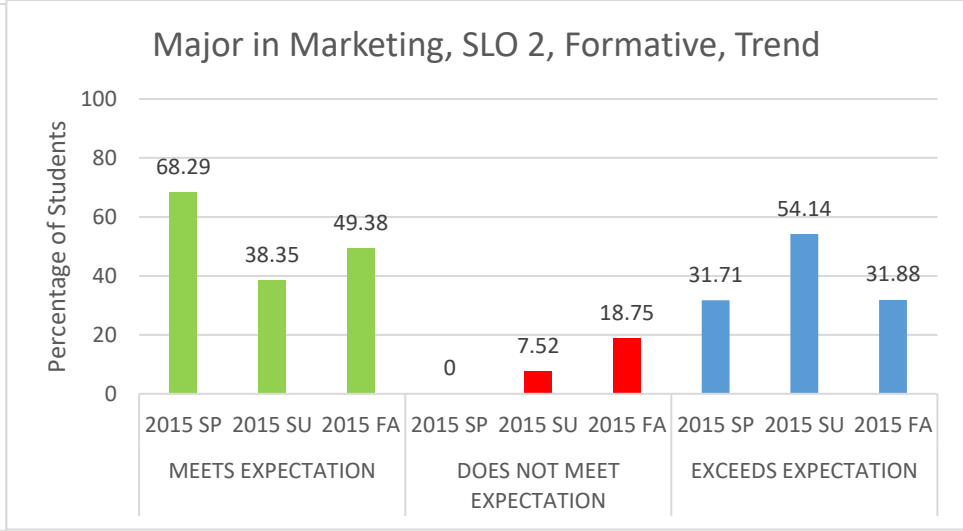


Figure MKT- 8

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

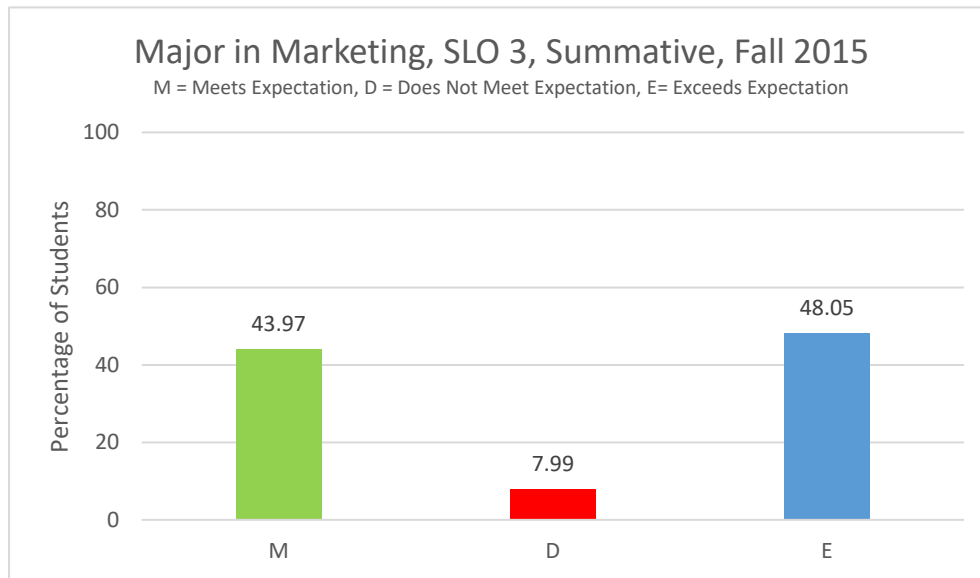


Figure MKT- 9

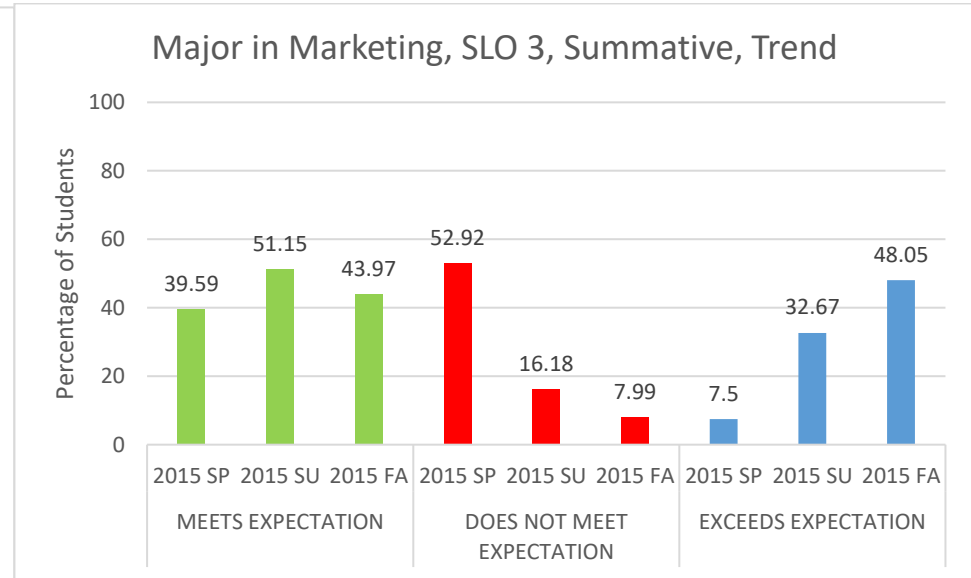


Figure MKT- 10

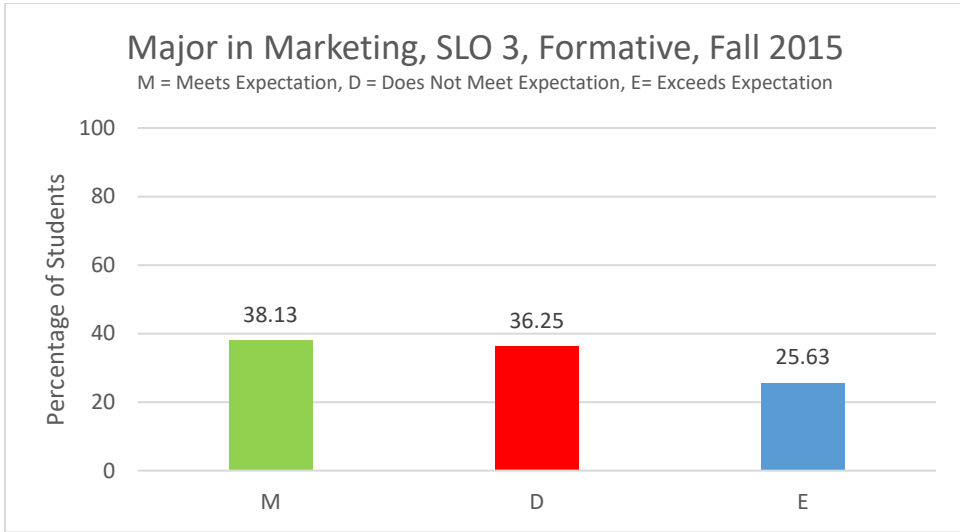


Figure MKT- 11

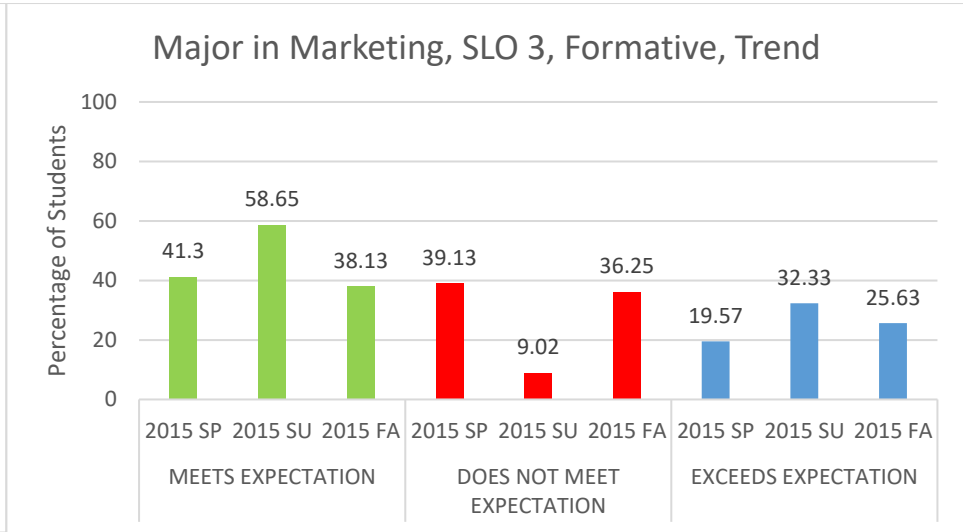


Figure MKT- 12

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

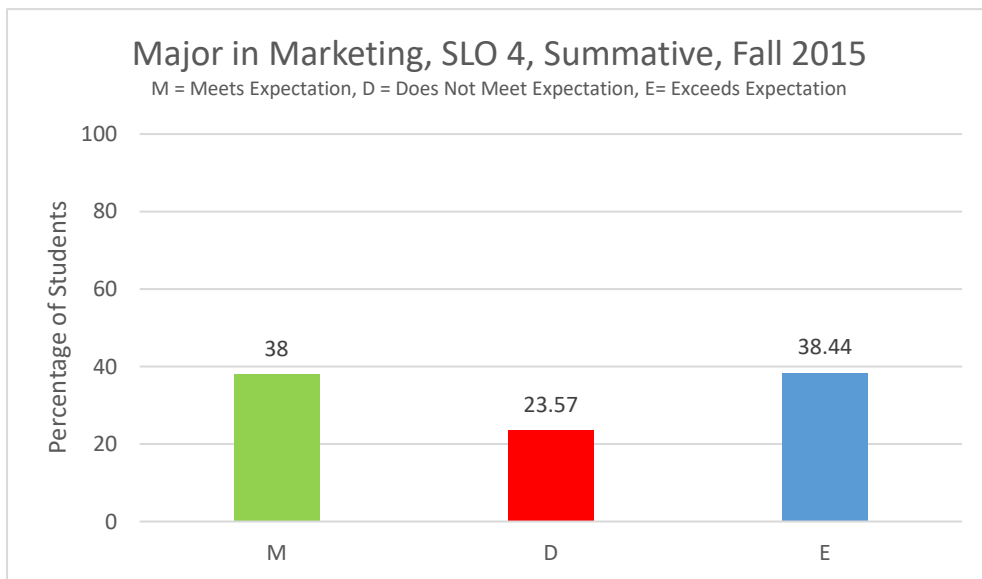


Figure MKT- 13

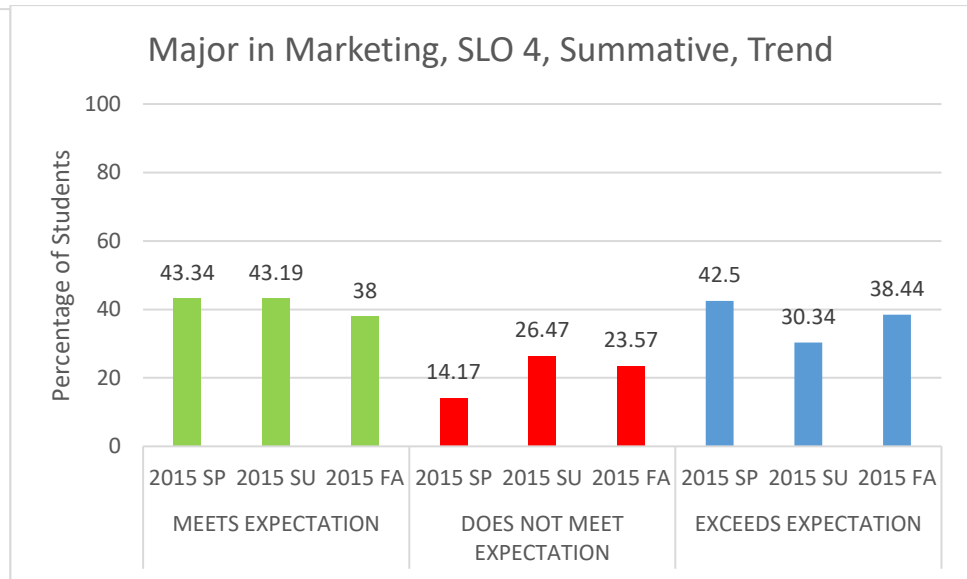


Figure MKT- 14

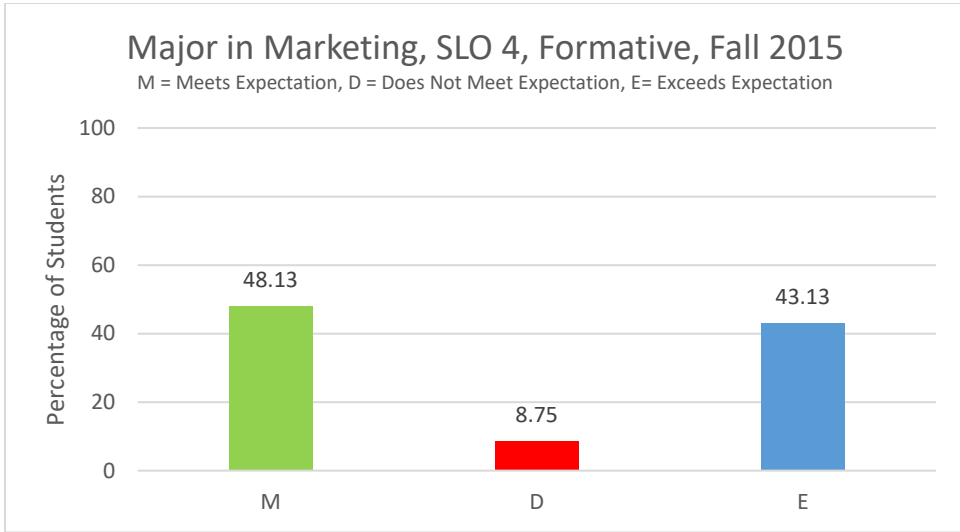


Figure MKT- 15

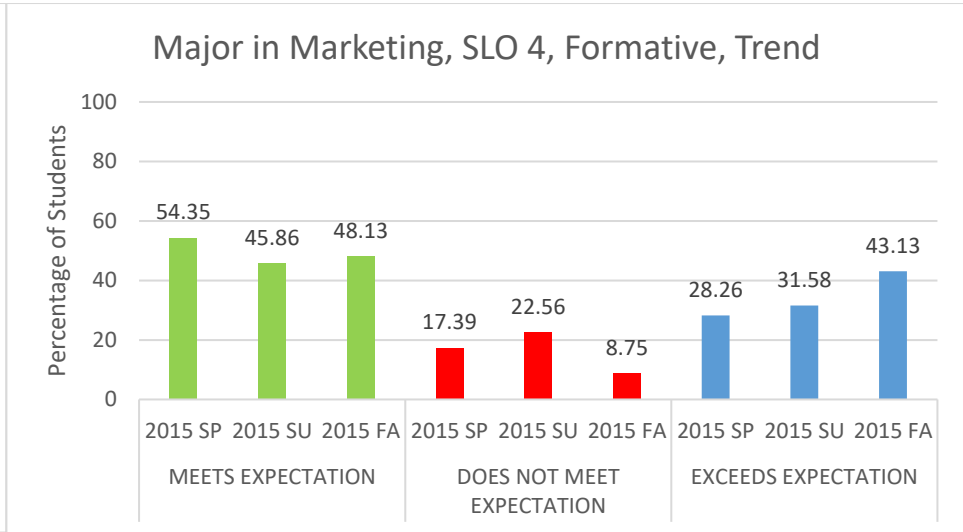


Figure MKT- 16

Student Learning Outcomes	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
5. Practice and set examples on responsible and ethical marketing.	<u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment (MKT 460 group term projects) <u>Formative:</u> Course-Embedded Assessment (MKT 202 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.5.R.1	See Figure MKT 17 – 20.	Target- 100% of the students should be able to meet and exceed the expectation of SLO5. In the summative segment, 86.5% students exceeded expectation for this SLO.	While efforts to instill ethics has been ongoing, Fall 2015 saw a department-wide collective drive to instill the importance of ethics in students. A seminar on Ethics was conducted amongst students from all over the department in the semester. Moreover, a collective effort was given to roll-out the anti-plagiarism service, Turnitin. The service was explained to faculty members, who in turn started implementing this service in class. This set a good example for students to submit genuine project works.

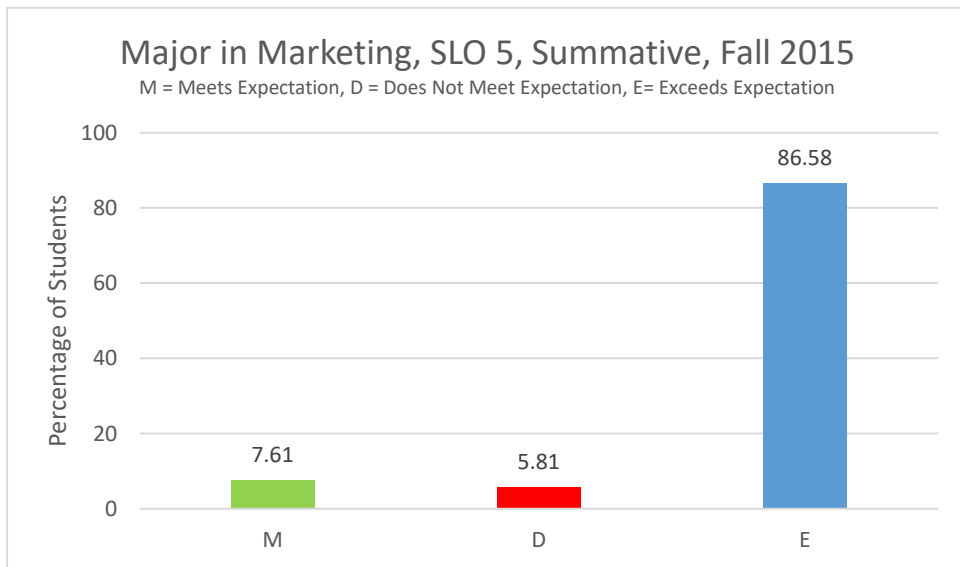


Figure MKT- 17

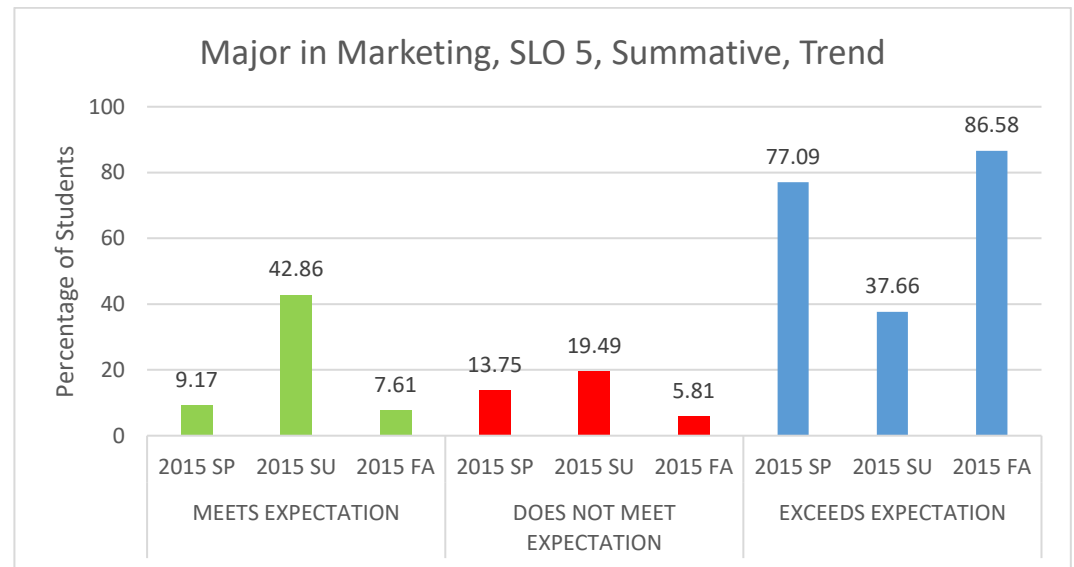


Figure MKT- 18

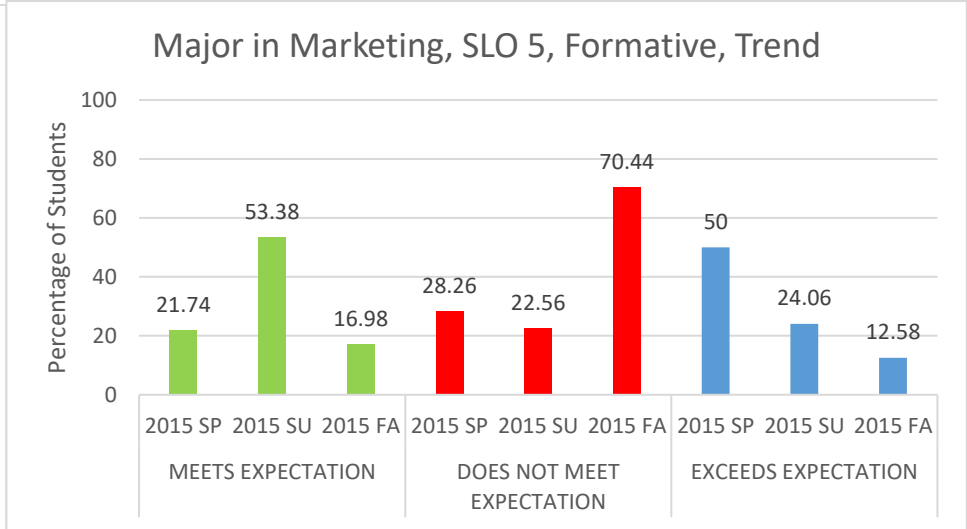
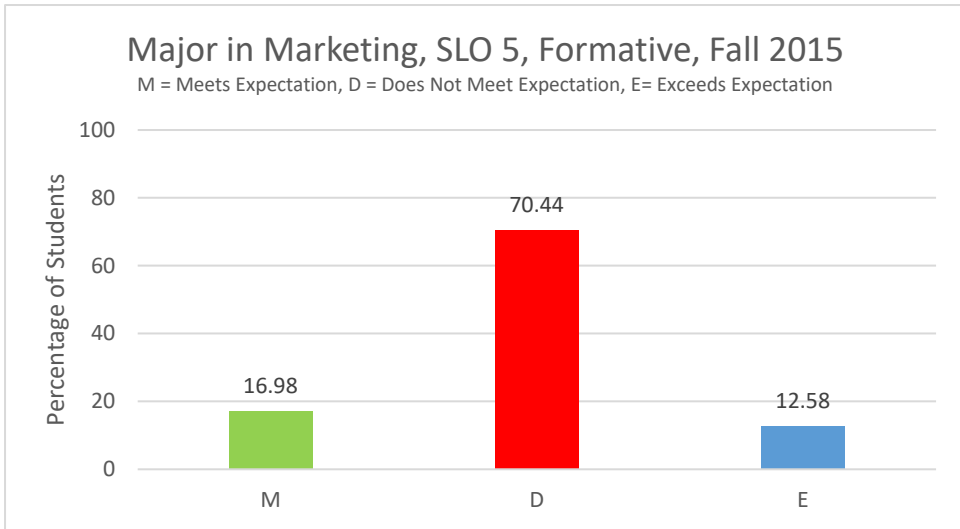


Figure MKT- 19

Figure MKT- 20

Fall 2015 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 450 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.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 the target only in the formative assessment.</p> <p>The increasing trend in the percentages of students not meeting expectation is concerning.</p>	A seminar was conducted on Bangladeshi monetary policies by an economist from the central bank.

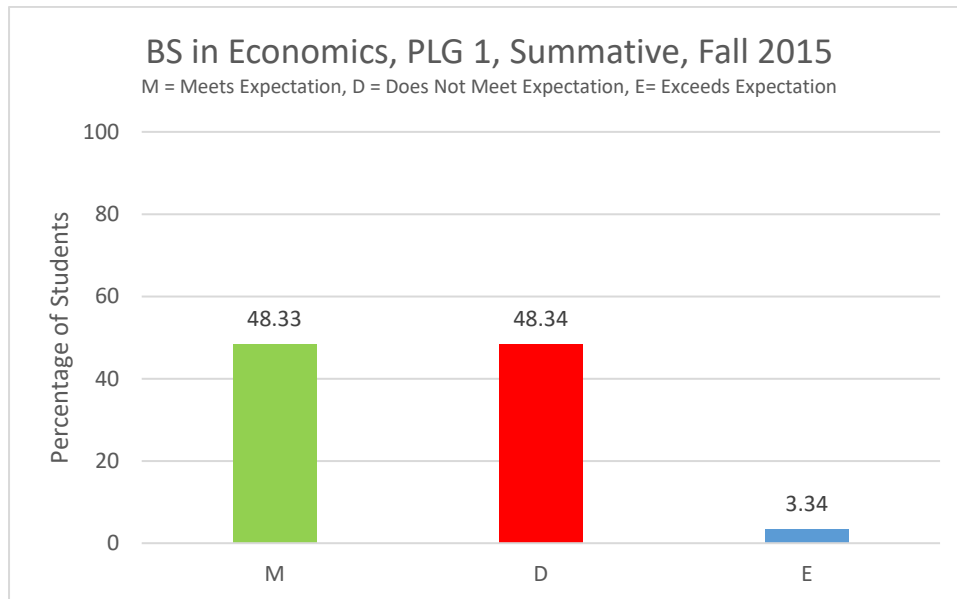


Figure BSE - 1

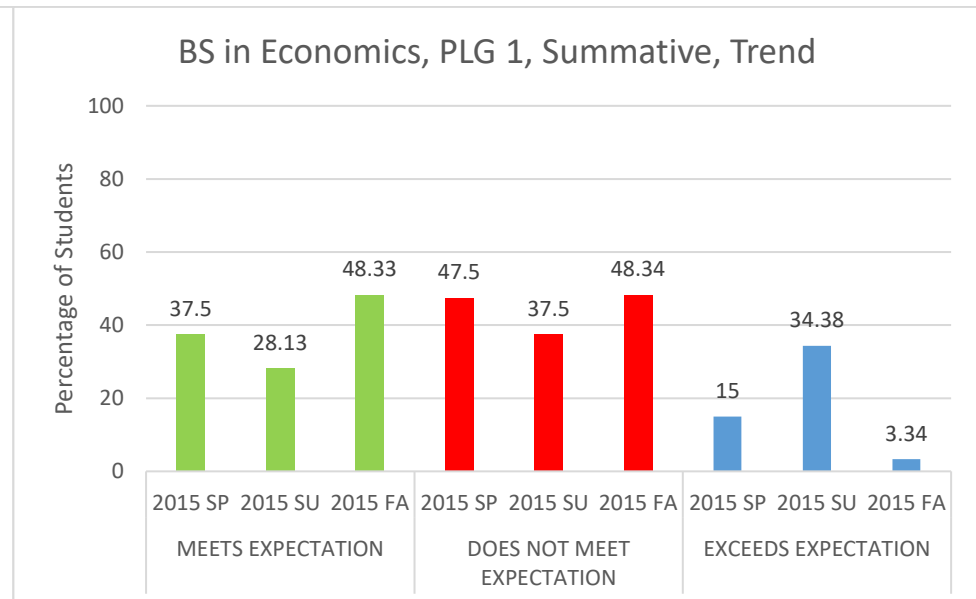


Figure BSE - 2

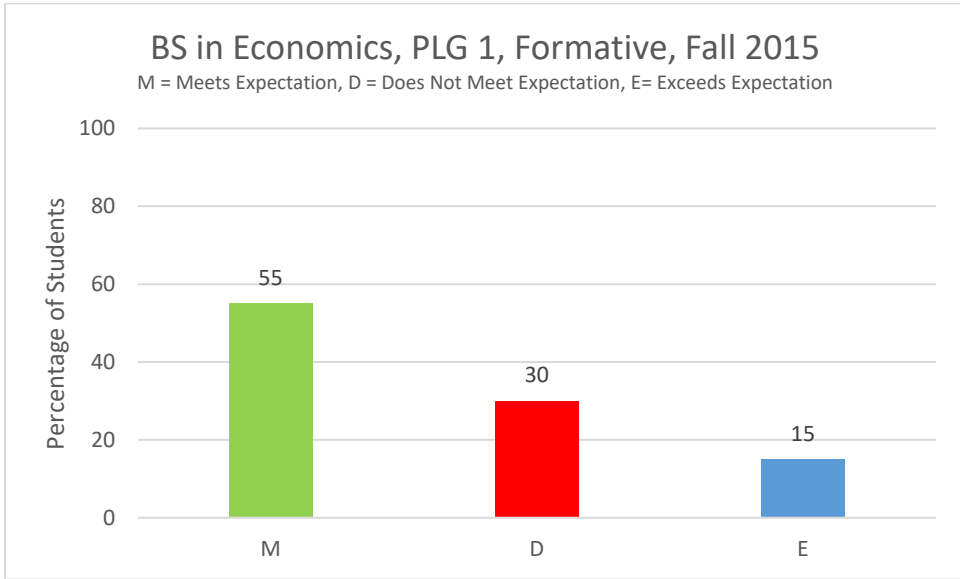


Figure BSE - 3

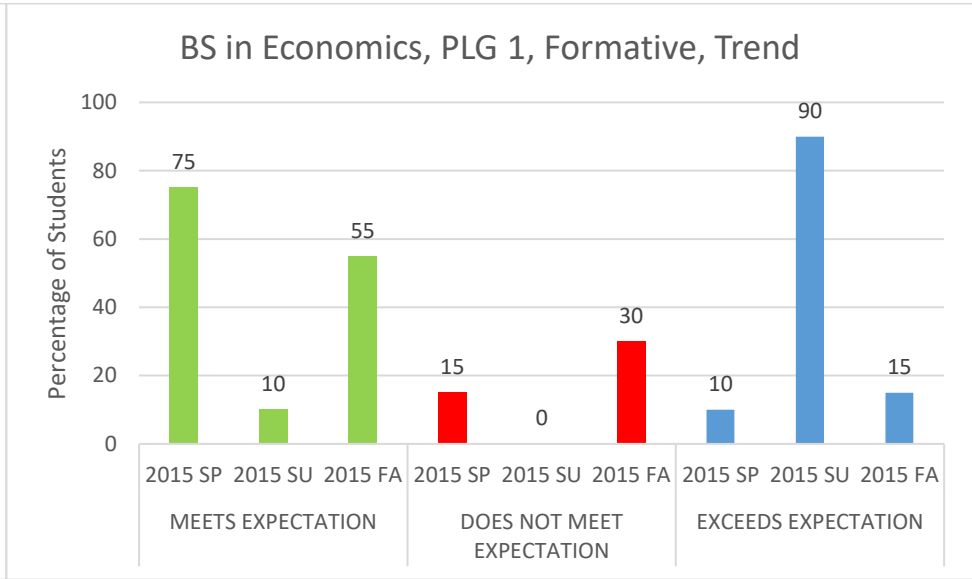


Figure BSE - 4

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 450 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%</p> <p>Students met the target only in the formative assessment.</p> <p>The increasing trend in the summative assessment of the percentage of students not meeting expectation is a source of concern. Formative assessment performance over time is somewhat inconsistent.</p>	A new faculty, with expertise in quantitative economic modeling, joined SBE.

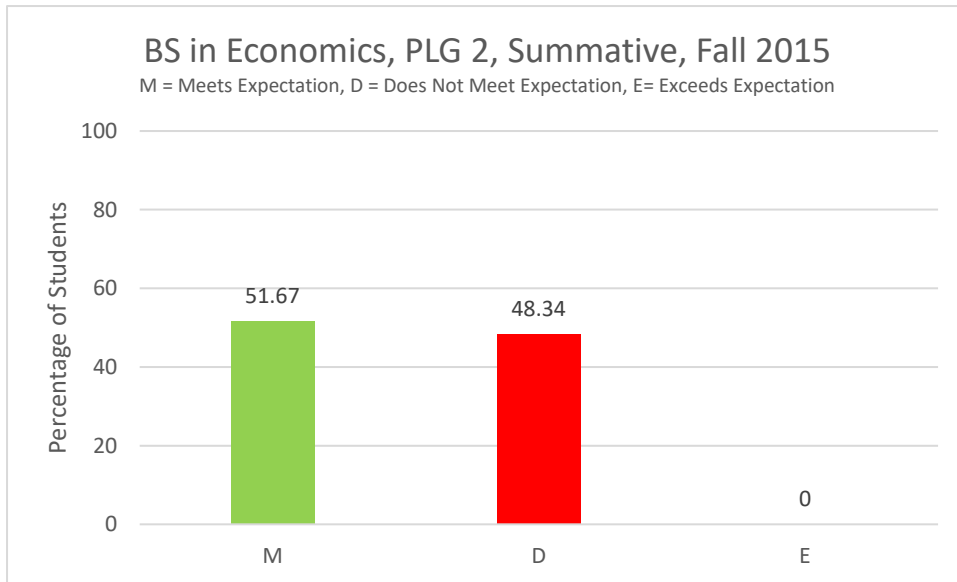


Figure BSE - 5

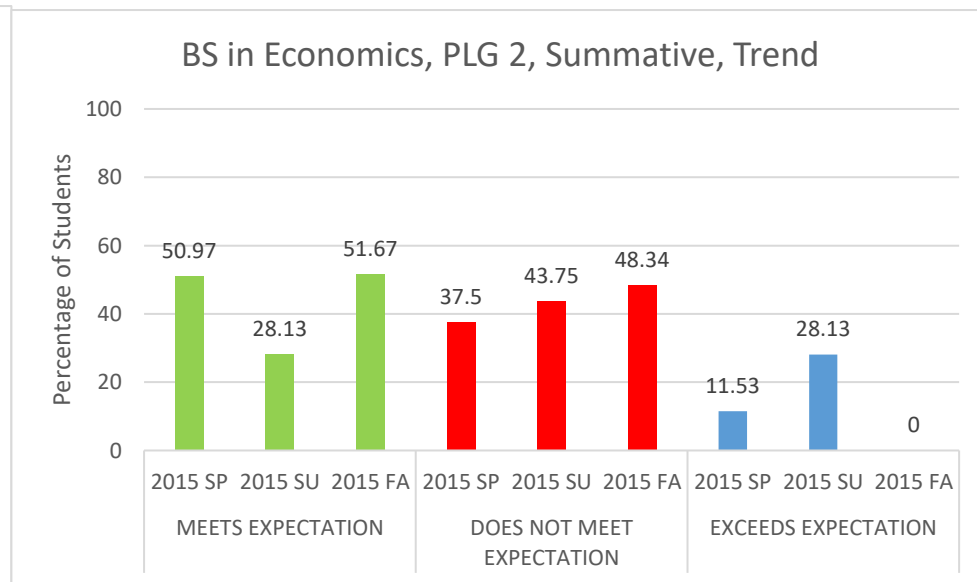


Figure BSE - 6

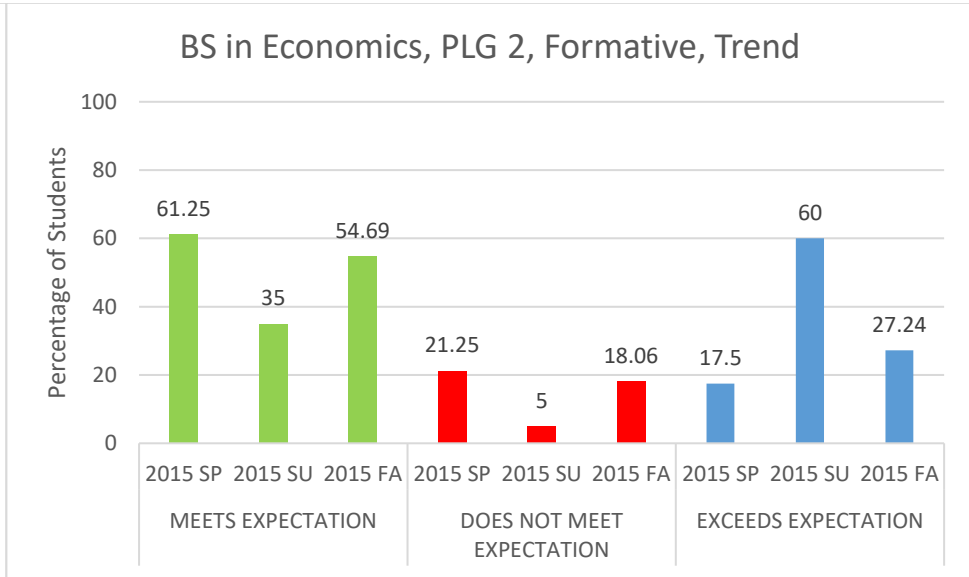
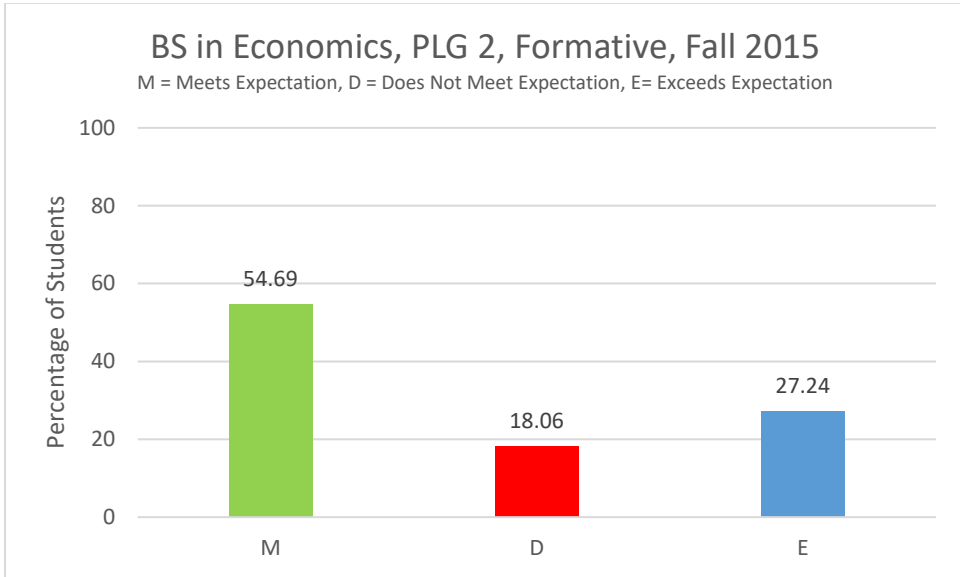


Figure BSE - 7

Figure BSE - 8

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

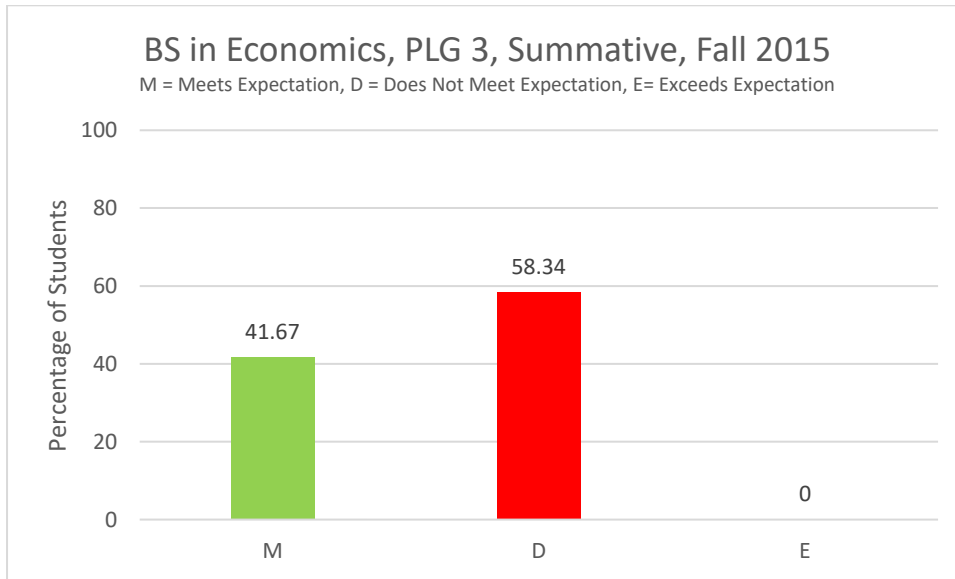


Figure BSE - 9

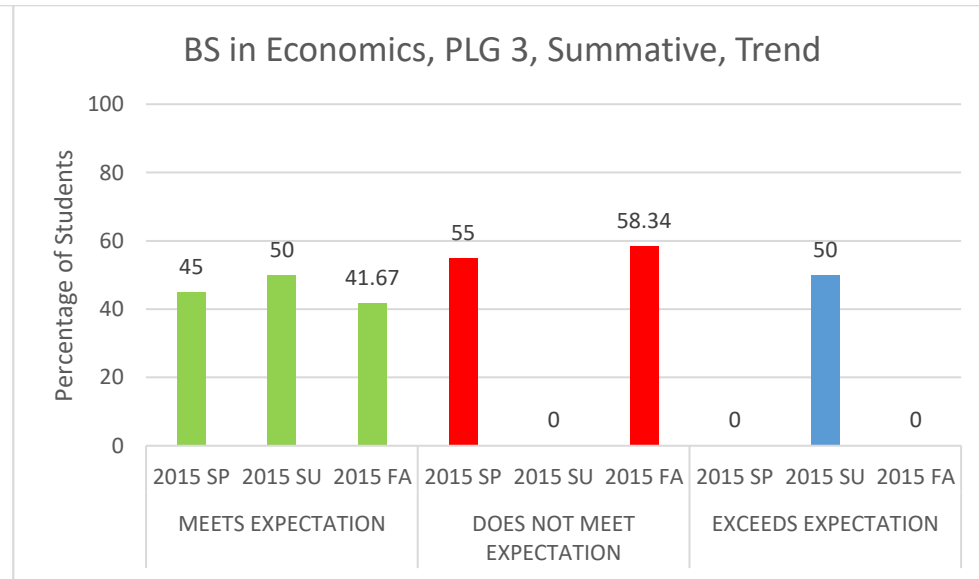


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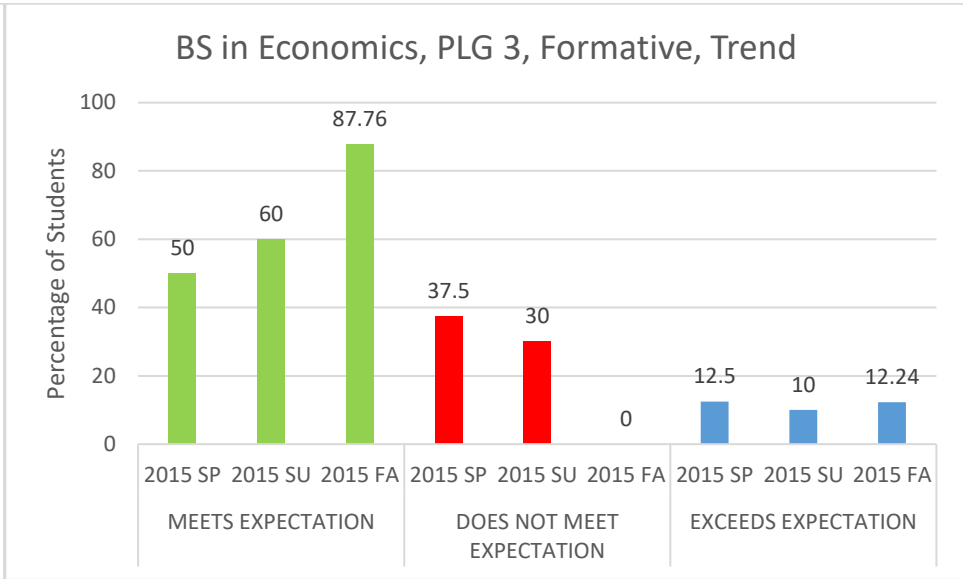
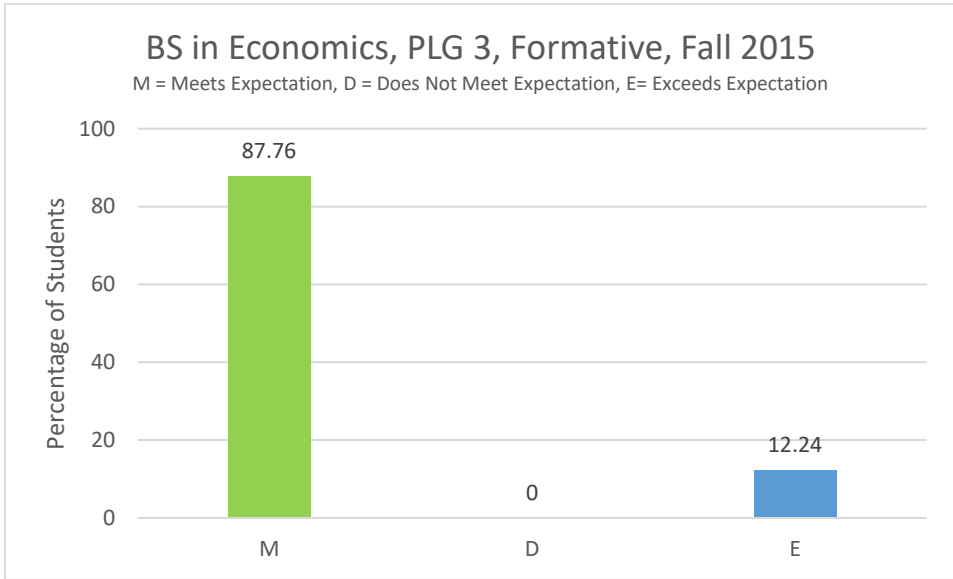


Figure BSE - 11

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 450) selected question from final exam.</p>	<p><u>Exit Assessment Test:</u> Meets Expectation 60% to 80%, Does Not Meet Expectation < 60%, Exceeds Expectation > 80%.</p> <p><u>Course-Embedded Assessment:</u> Rubric # BS.4.1.1.1</p>	Please see figures BSE – 13 through BSE – 16.	<p>Target: 70% students should meet or exceed target.</p> <p>Students met the target.</p> <p>Student performance is exhibiting a slightly deteriorating trend.</p>	<p>An inter-university competition to design policies to meet the economic needs of Bangladesh was organized by the department and the economics student organization.</p> <p>The economics student organization managed the publication of the only student-published economics magazine in the country.</p>

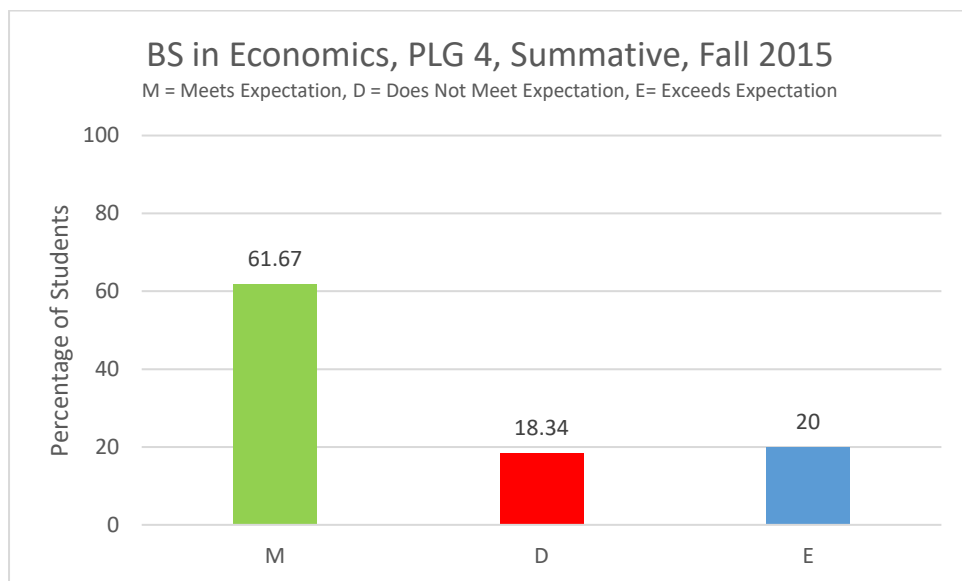


Figure BSE - 13

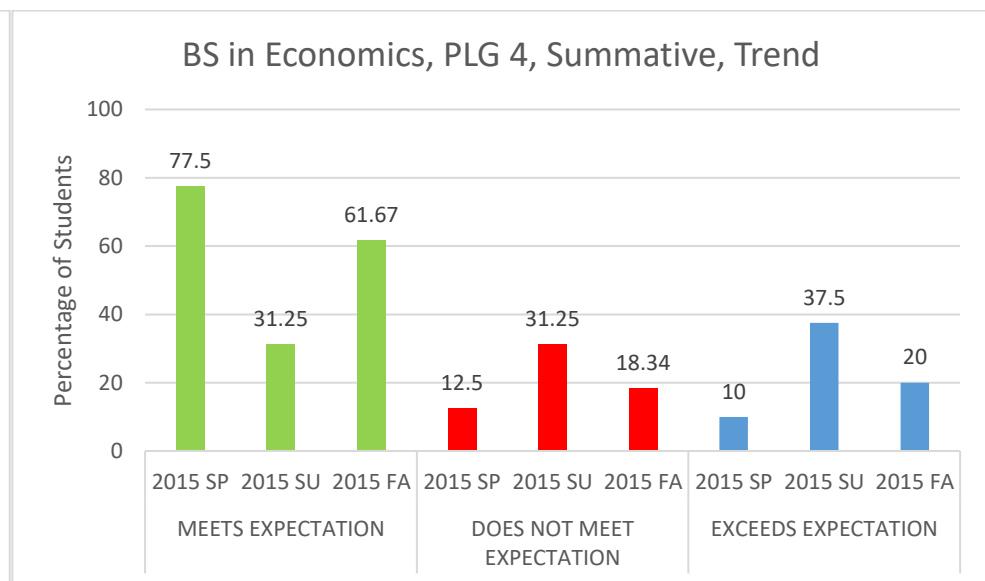


Figure BSE - 14

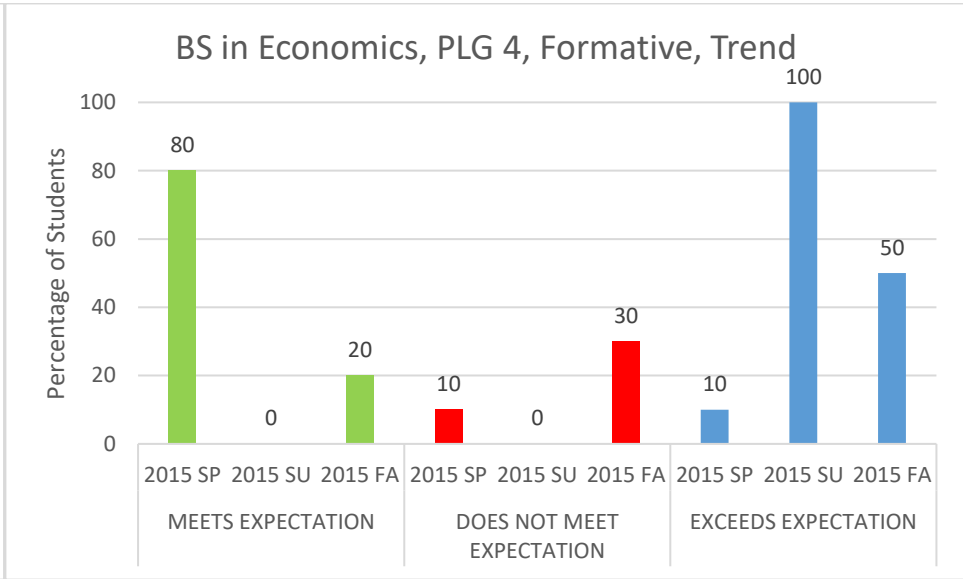
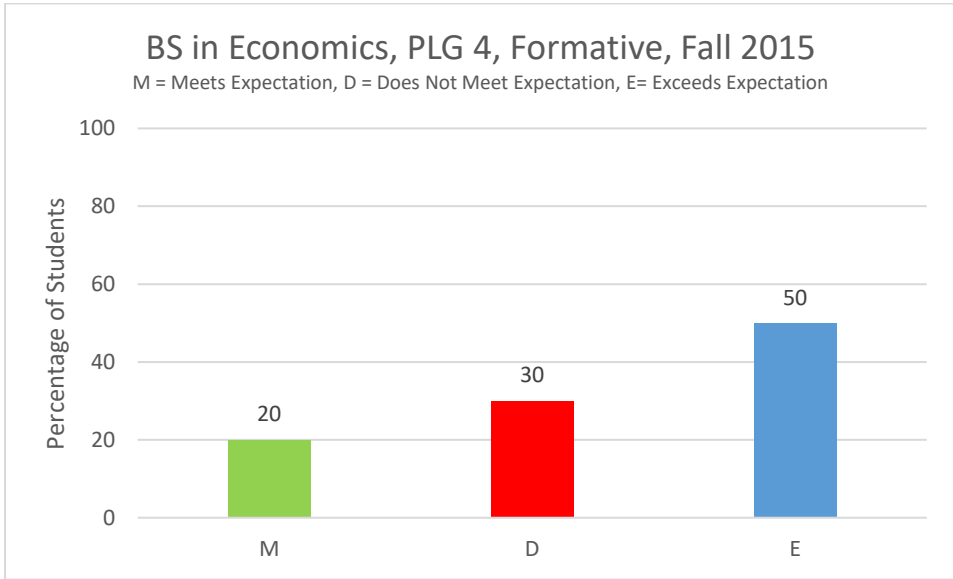


Figure BSE - 15

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 450 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>The percentage of students not meeting expectation is exhibiting a downward trend in the summative assessment. However, formative assessment performance over time is inconsistent.</p>	<p>The department organized a lecture series for students titled “Economics at Work.”</p> <p>The department organized a seminar on the “Role of Supply-Side Factors.”</p>

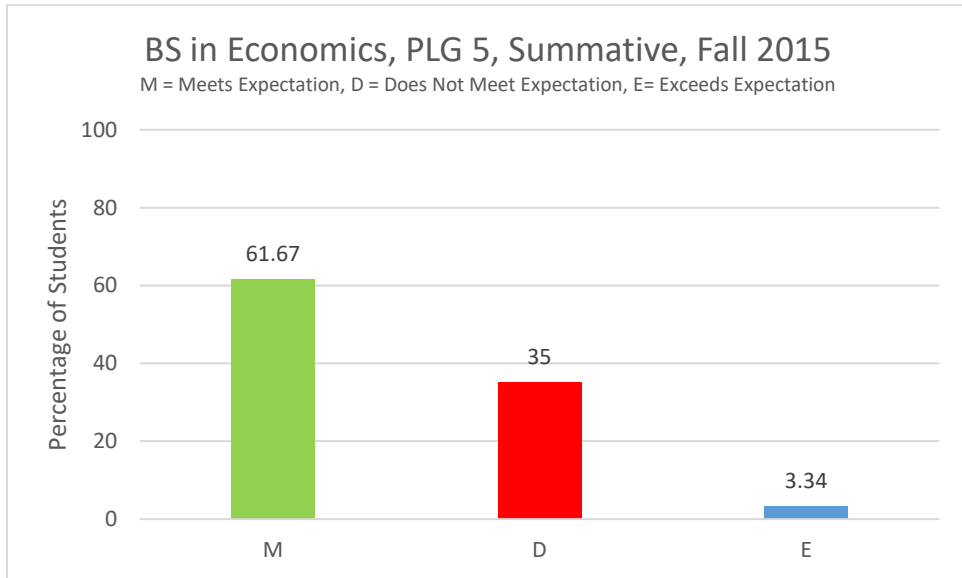


Figure BSE - 17

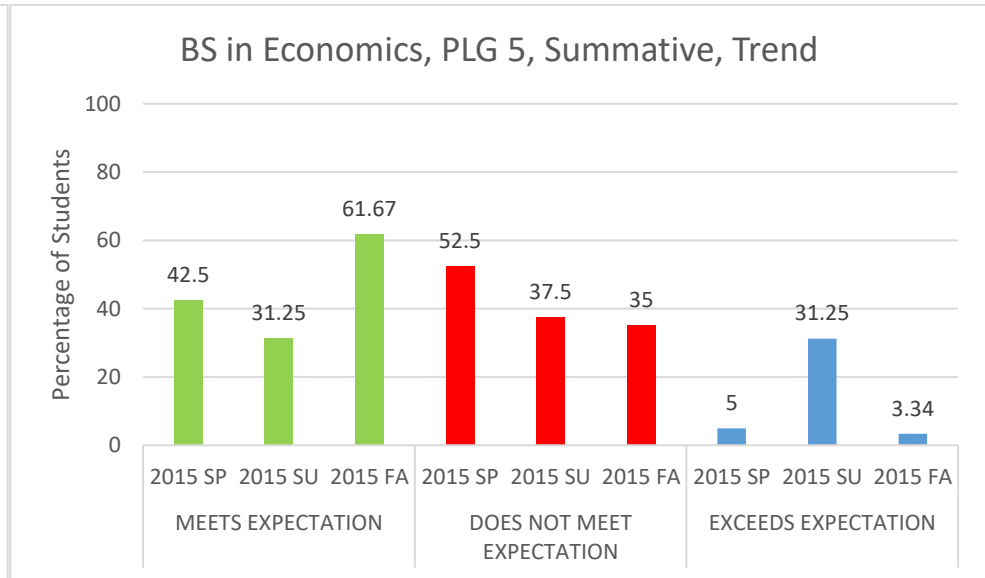


Figure BSE - 18

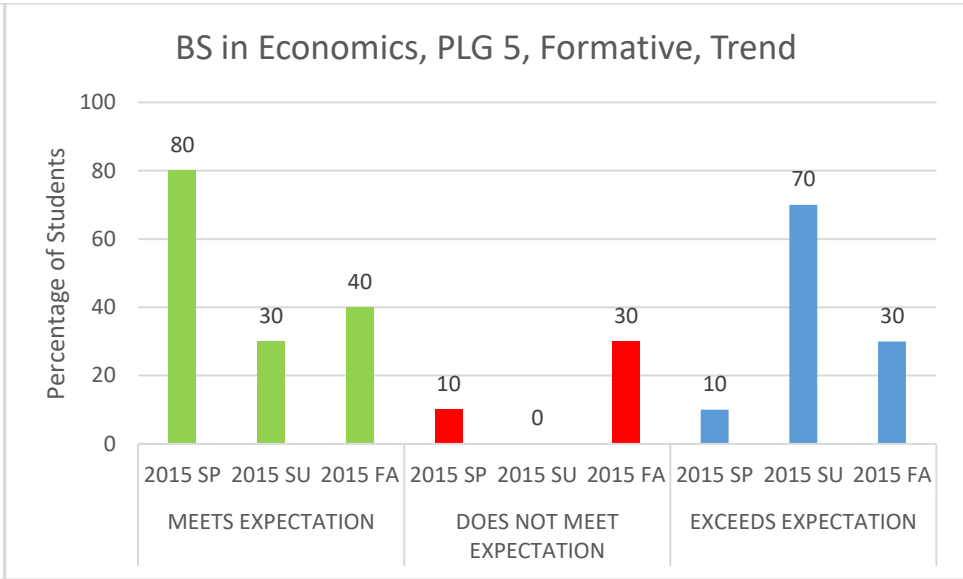
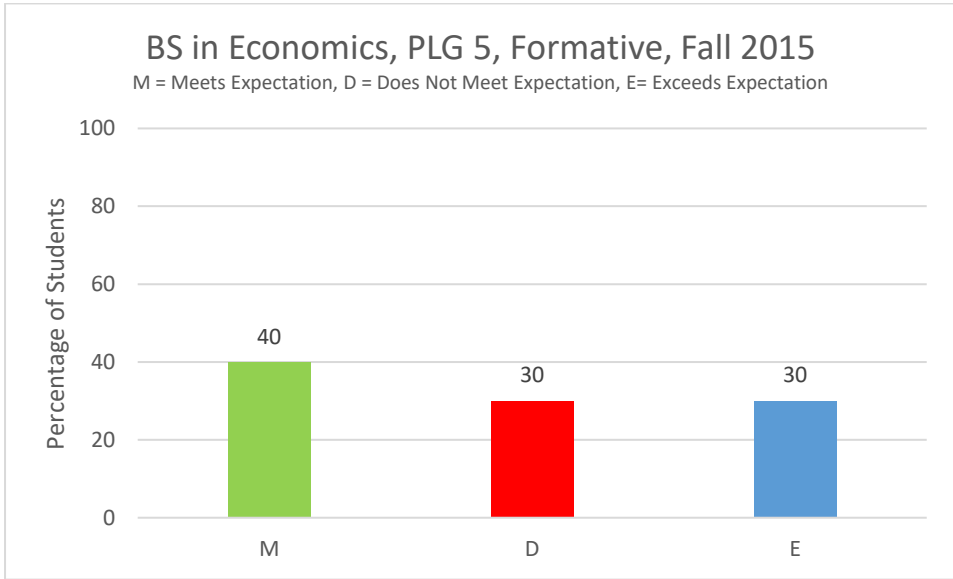


Figure BSE - 19

Figure BSE - 20

Fall 2015 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.	<u>Summative:</u> Course-Embedded Assessment: ECO 695 or ECO 699 Literature Review Section of Thesis or Research Papers <u>Formative:</u> ECO 502 final term paper	Rubric # MS.1.1.1.1	Please see figures MSE – 1 through MSE – 4.	Target: 60% students should meet or exceed expectations. Students met the target. Student performance is exhibiting an improving trend.	The department organized a seminar on the “Role of Supply-Side Factors.”

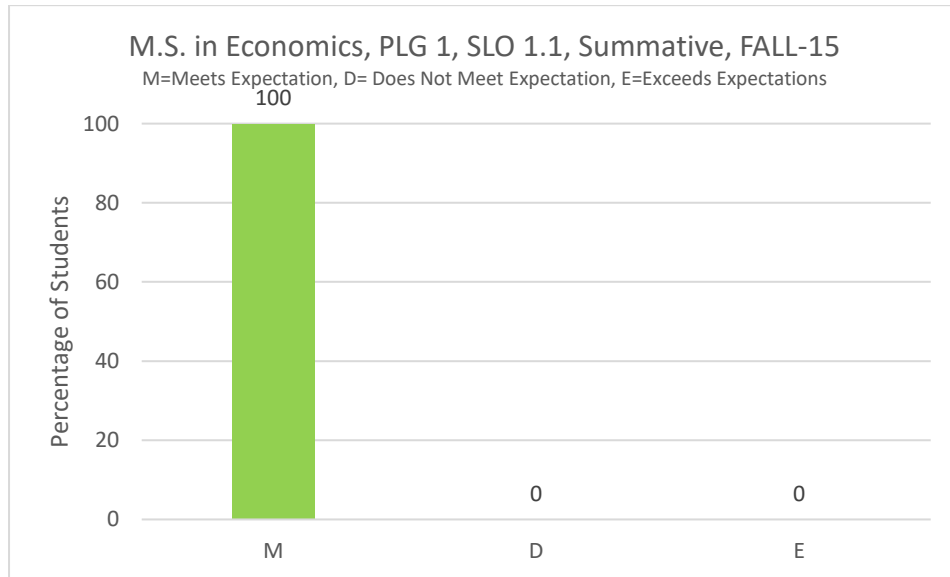


Figure MSE - 1

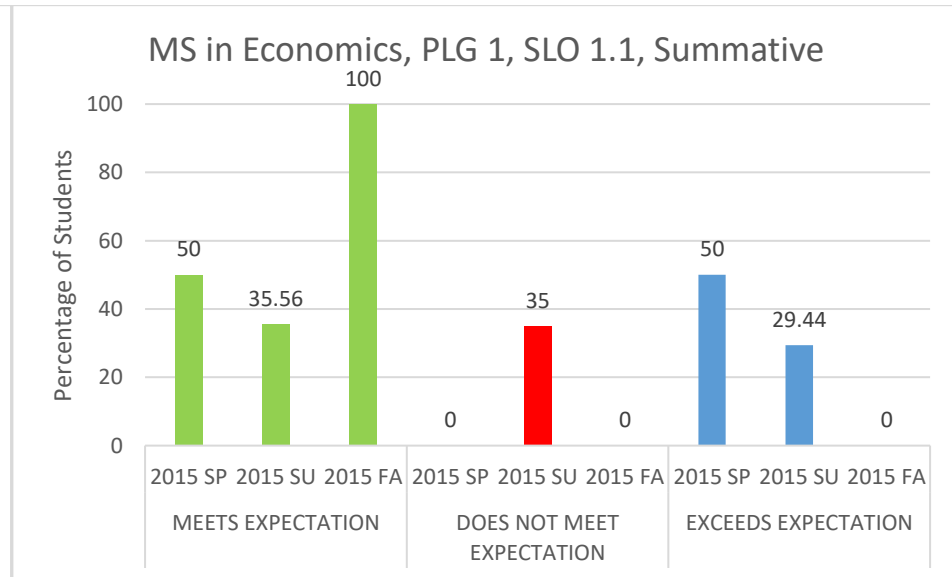


Figure MSE - 2

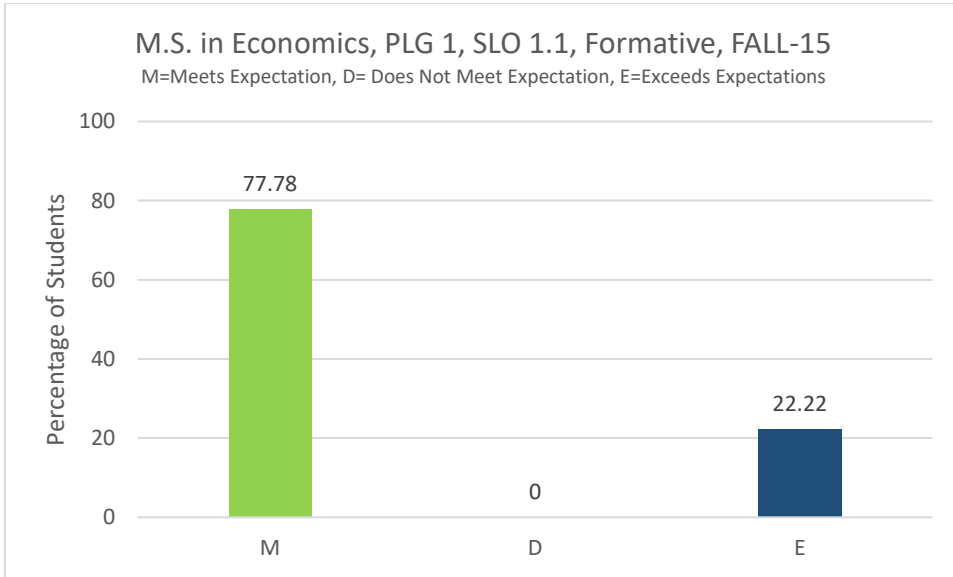


Figure MSE - 3

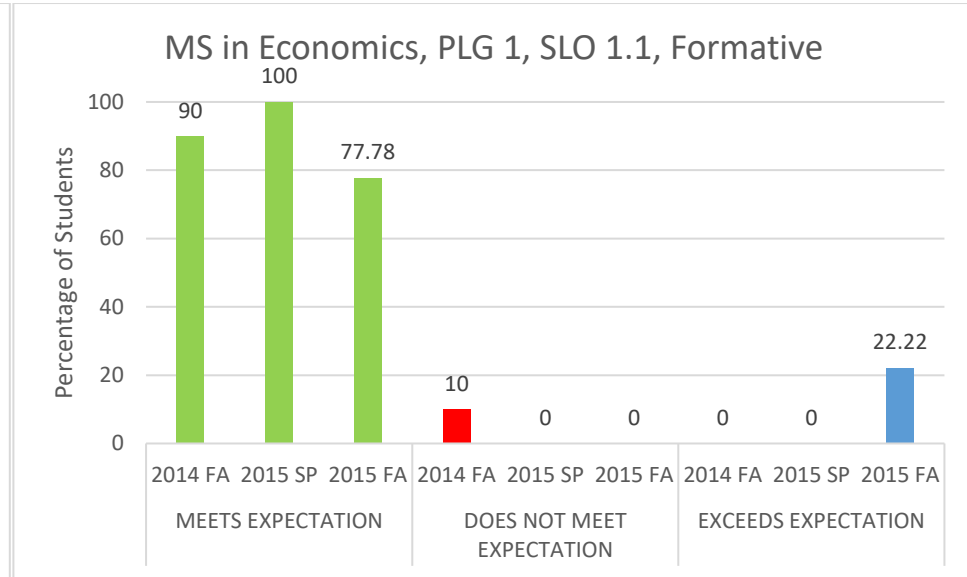


Figure MSE - 4

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

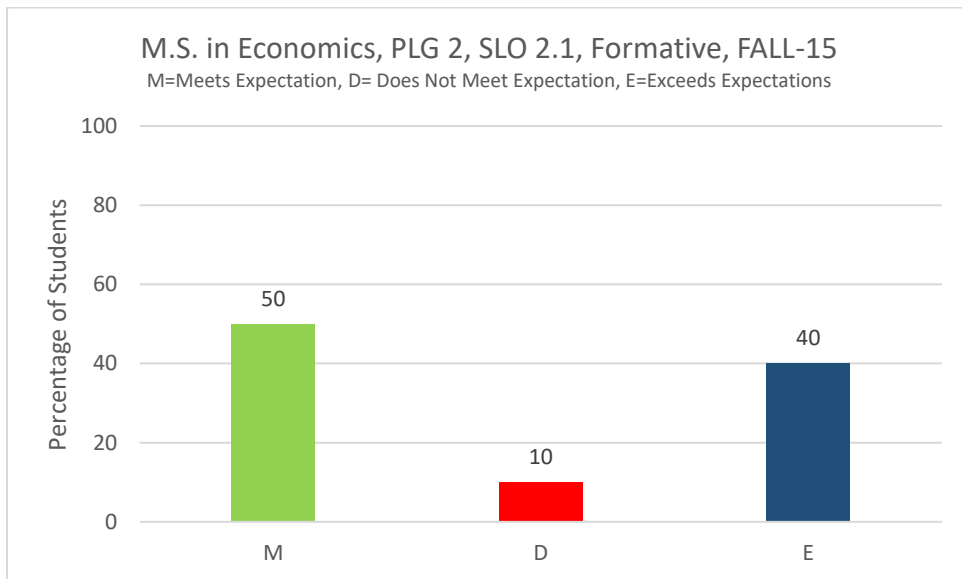


Figure MSE - 5

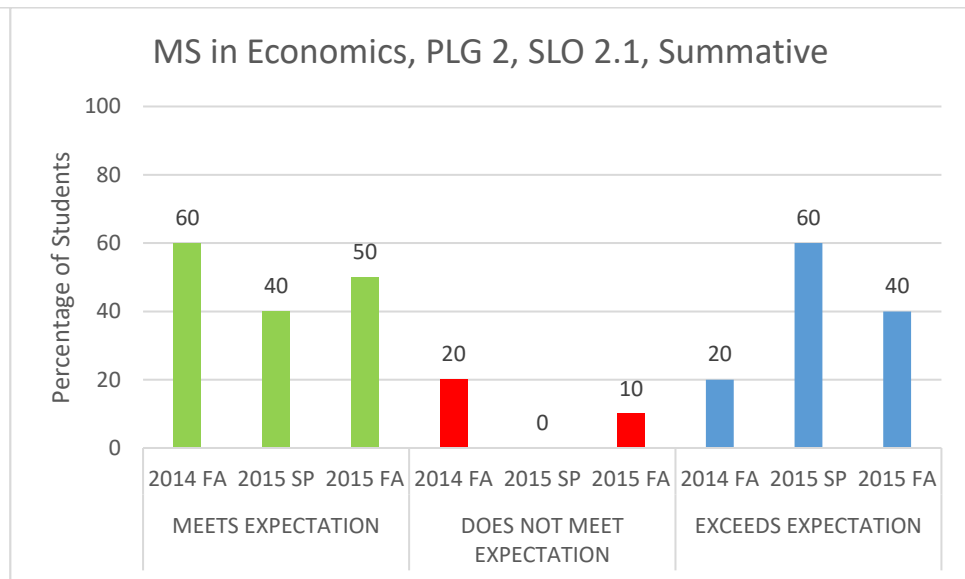


Figure MSE - 6

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



Figure MSE - 7

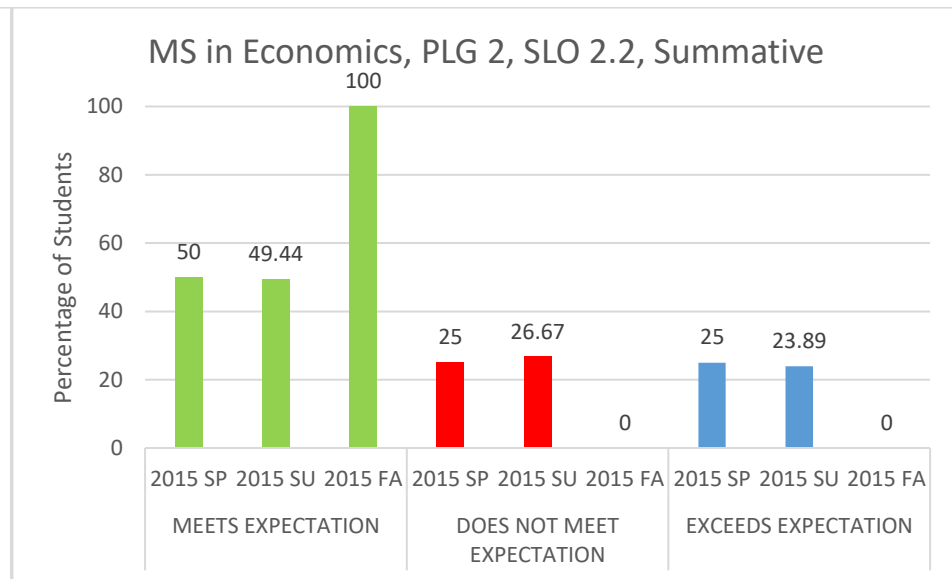


Figure MSE - 8

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

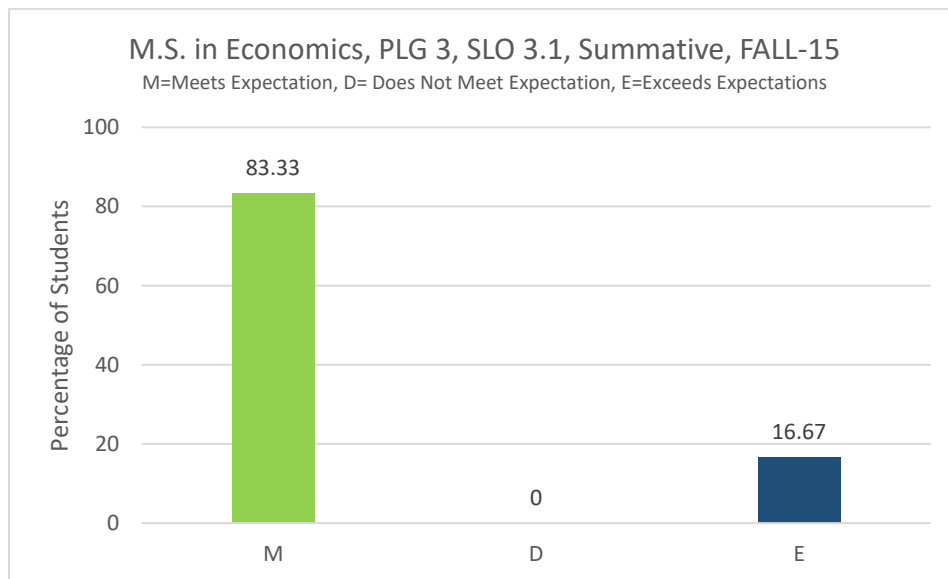


Figure MSE - 9

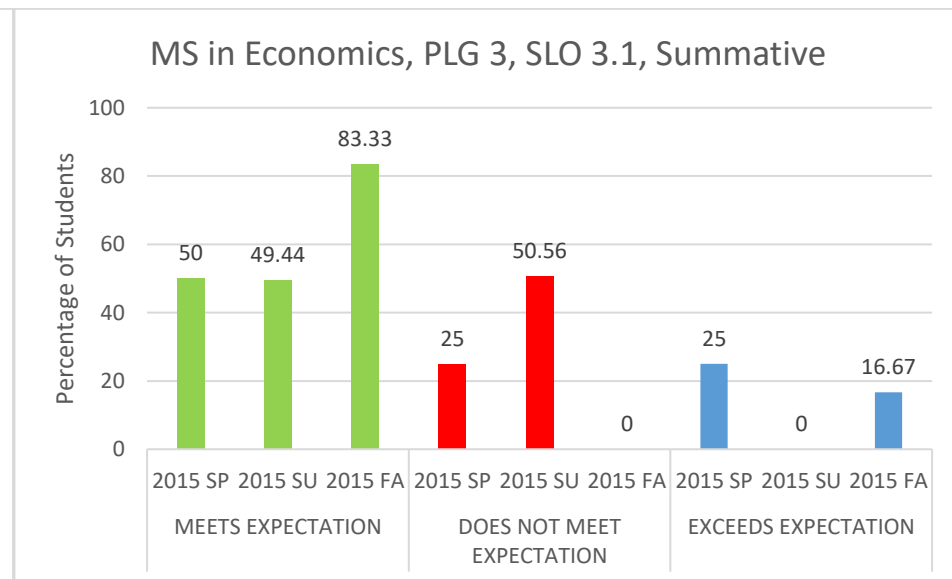


Figure MSE - 10

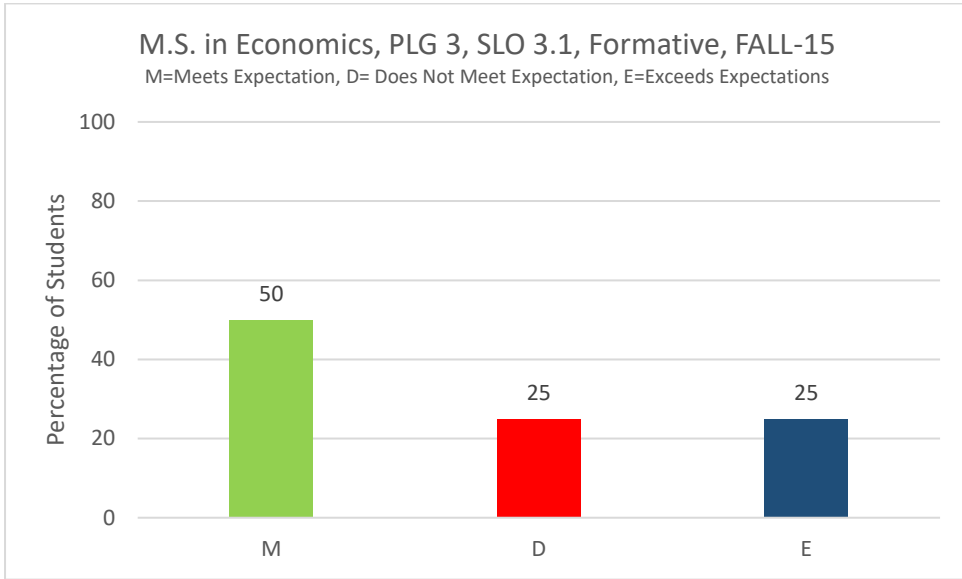


Figure MSE - 11

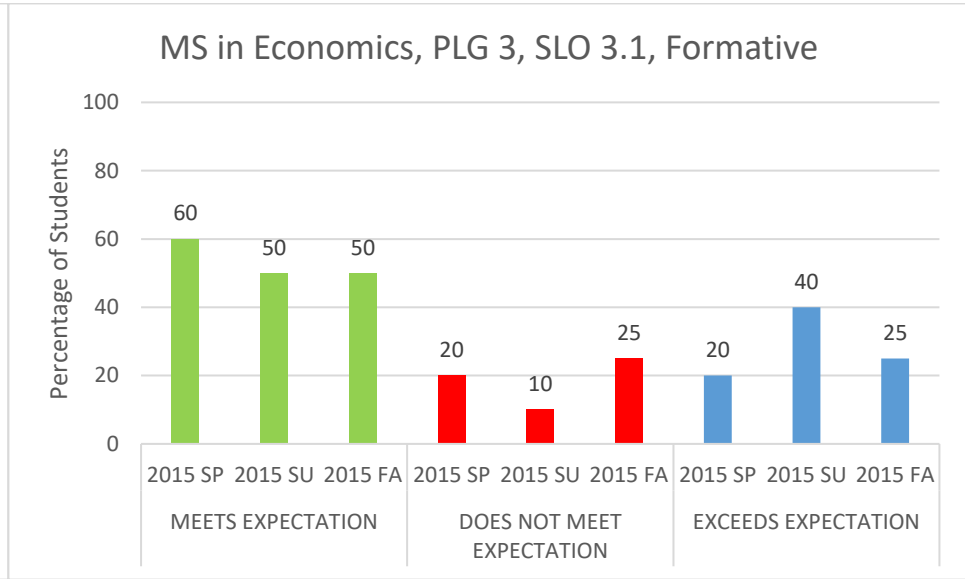


Figure MSE - 12

Fall 2015 Student Learning Assessment Report: Master of Business Administration

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
1. Managerial Communications	1.1 Communicate effectively toward achieving managerial objectives.	<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 did not meet the target.</p> <p>The worsening performance over time is a matter of concern.</p>	New faculty member, with expertise in Research in Communication, joined the SBE faculty.

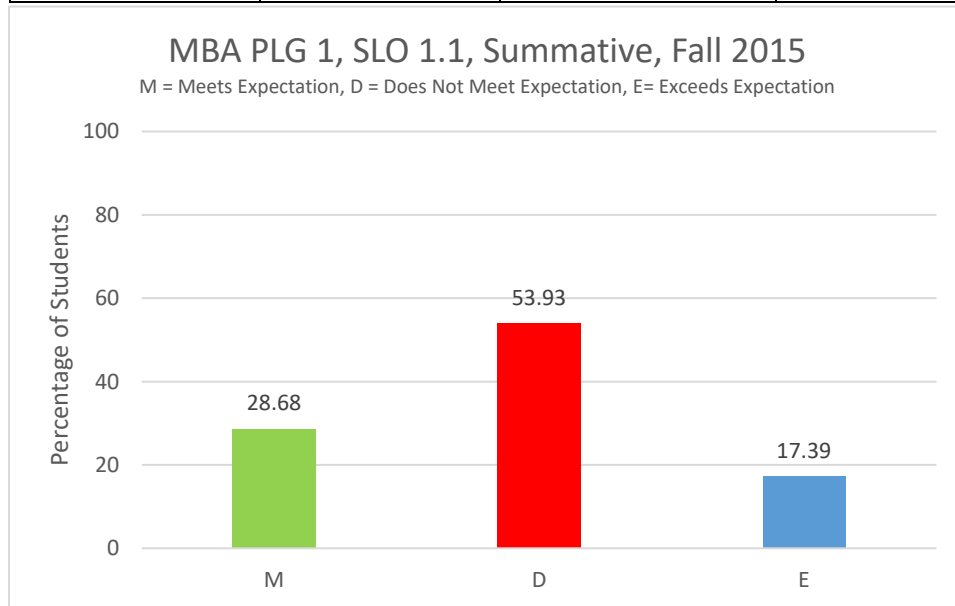


Figure MBA - 1

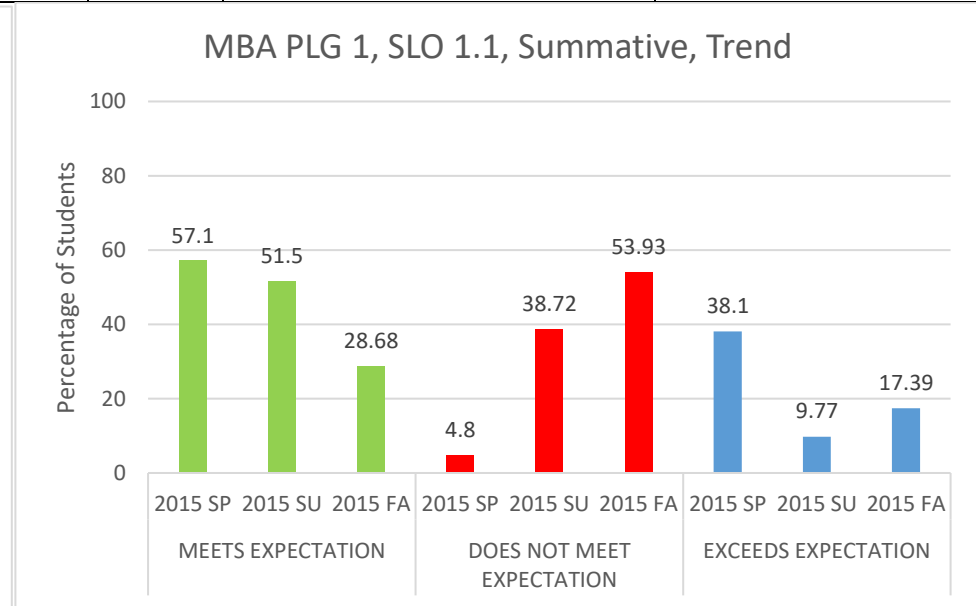


Figure MBA - 2

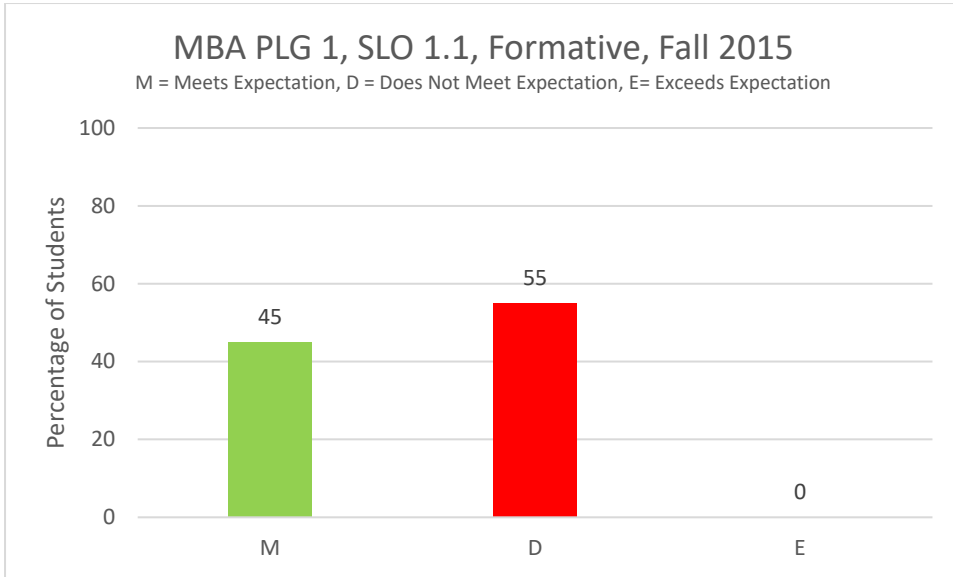


Figure MBA - 3

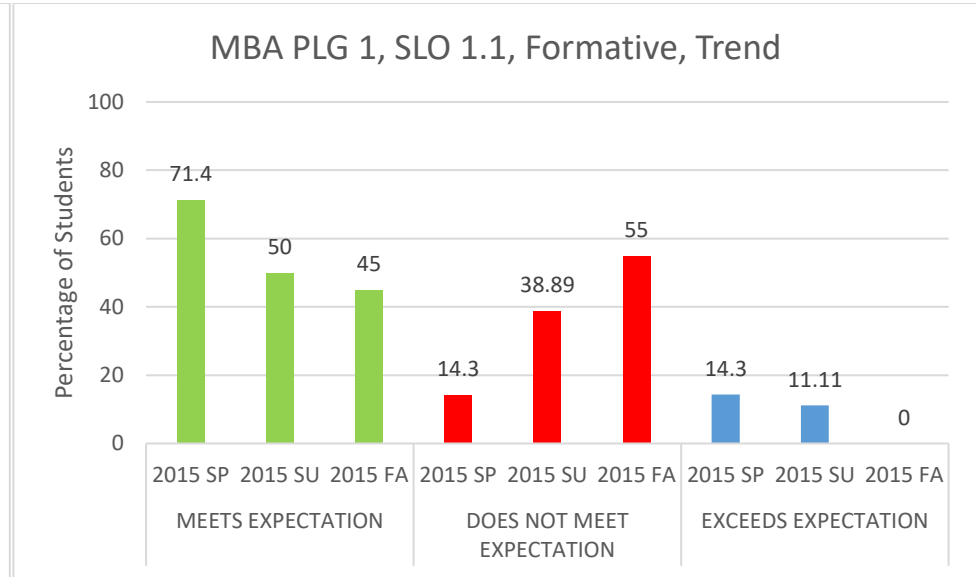


Figure MBA - 4

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
2. Critical Thinking and Decision Making	2.1 Apply appropriate analytic framework to solving management problems, and developing of integrative managerial solutions.	<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 did not meet the target.</p> <p>Student performance is deteriorating over time.</p>	<p>A renowned scholar with expertise in “Functional Data Analysis” joined the SBE faculty.</p> <p>A seminar on the mechanisms of Letter of Credit was held.</p> <p>A lecture was organized on the following topic - “Monetary Policy in Action: Understanding How Bangladesh Bank’s Monetary Policy works.”</p> <p>A panel discussion was held on effective recruitment and selection.</p>

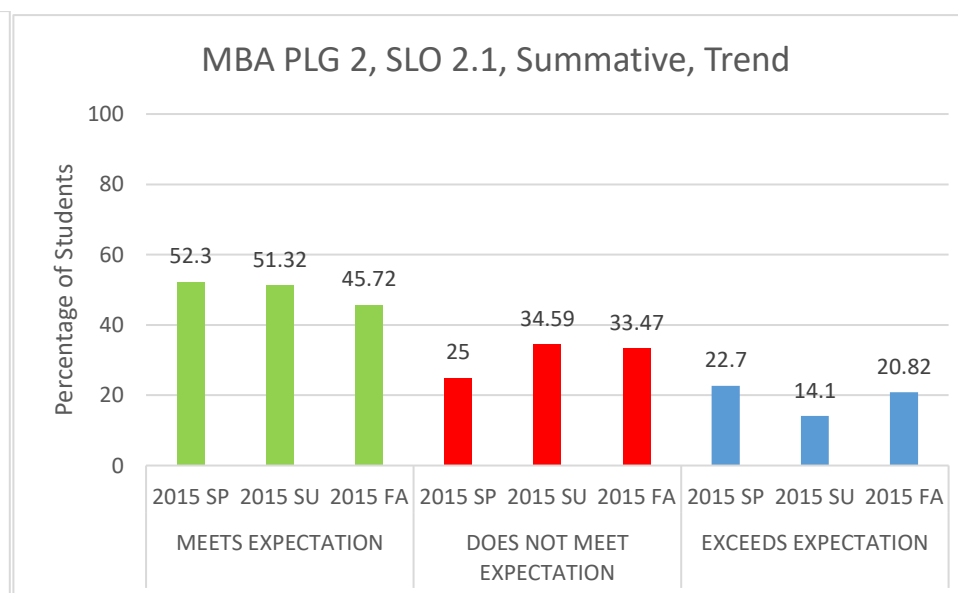
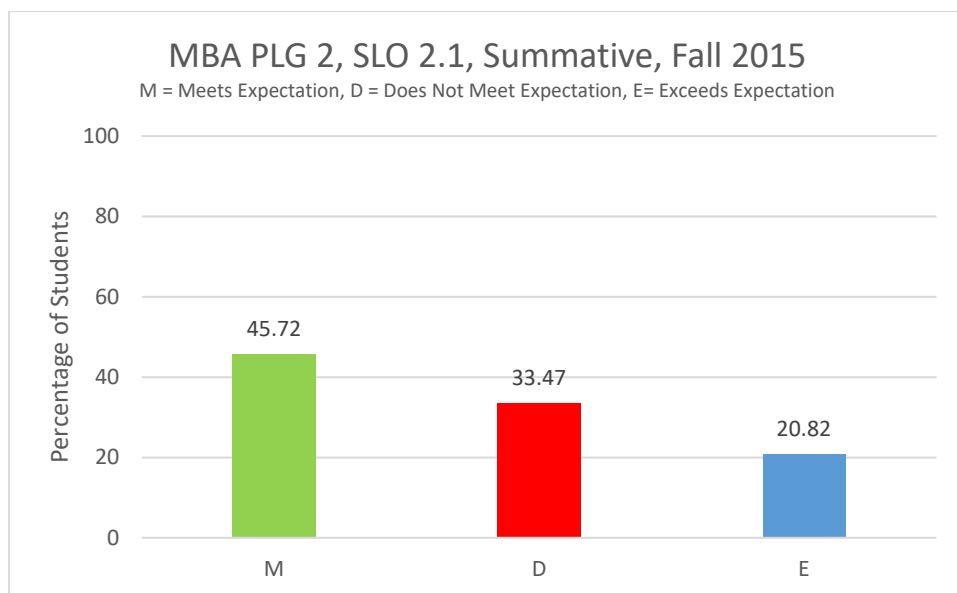


Figure MBA - 5

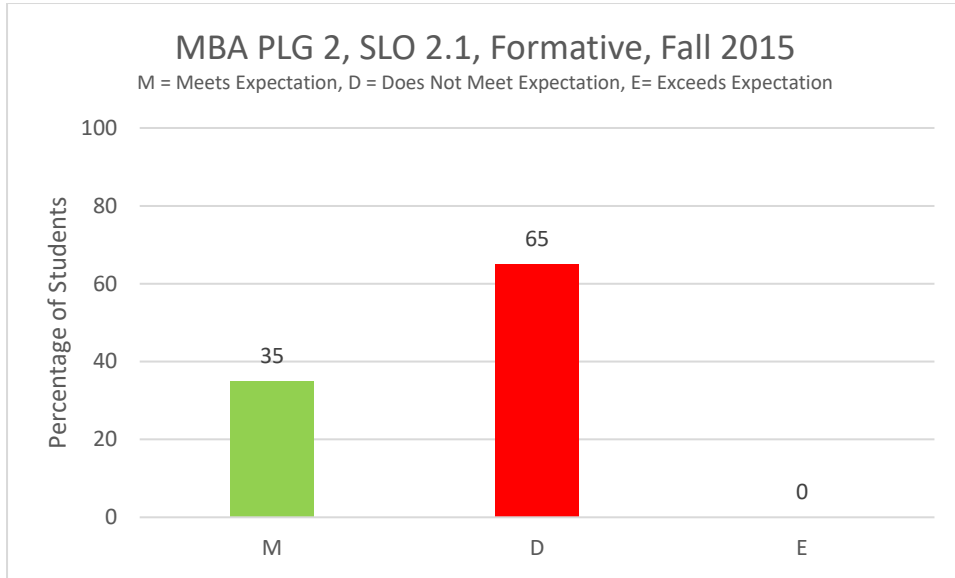


Figure MBA - 7

Figure MBA - 6

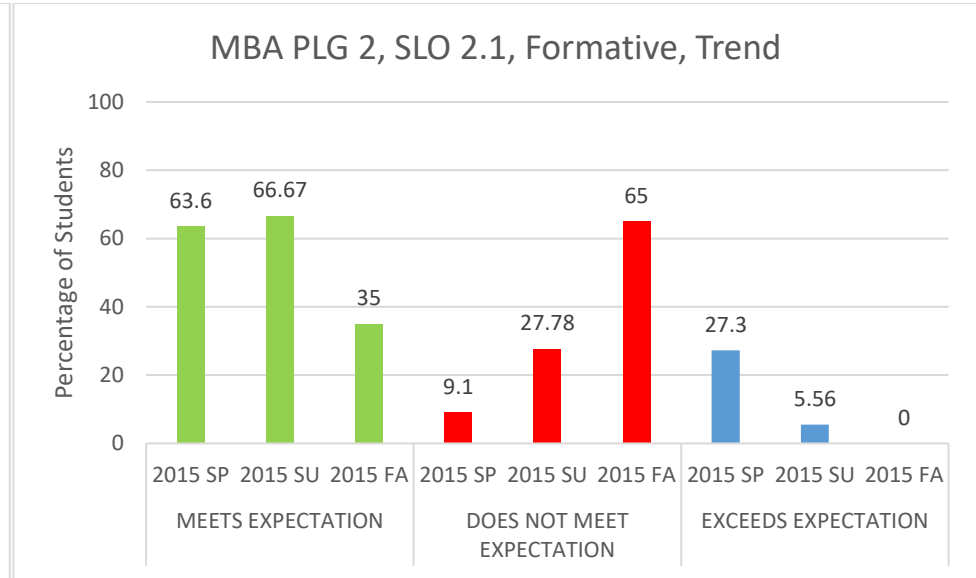


Figure MBA - 8

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

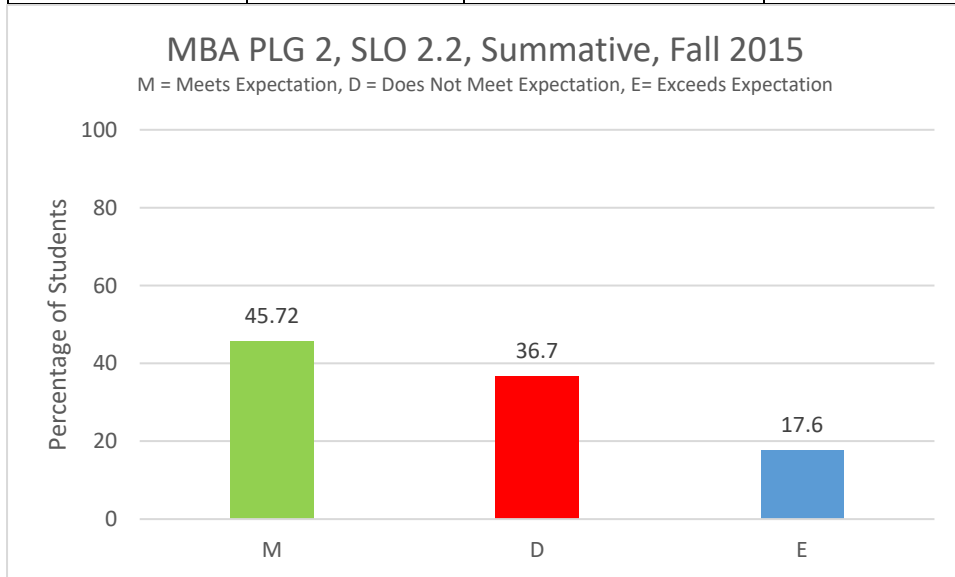


Figure MBA - 9

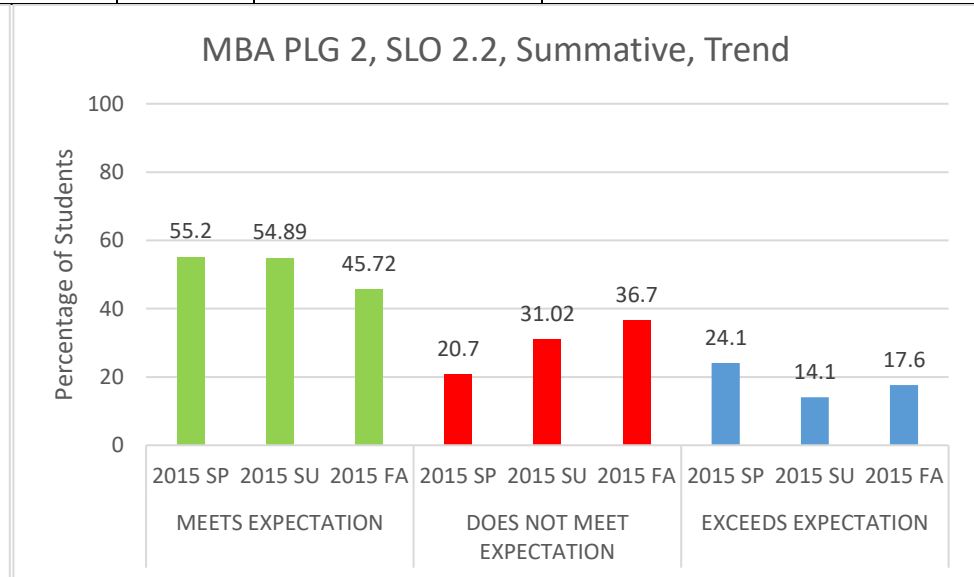


Figure MBA - 10

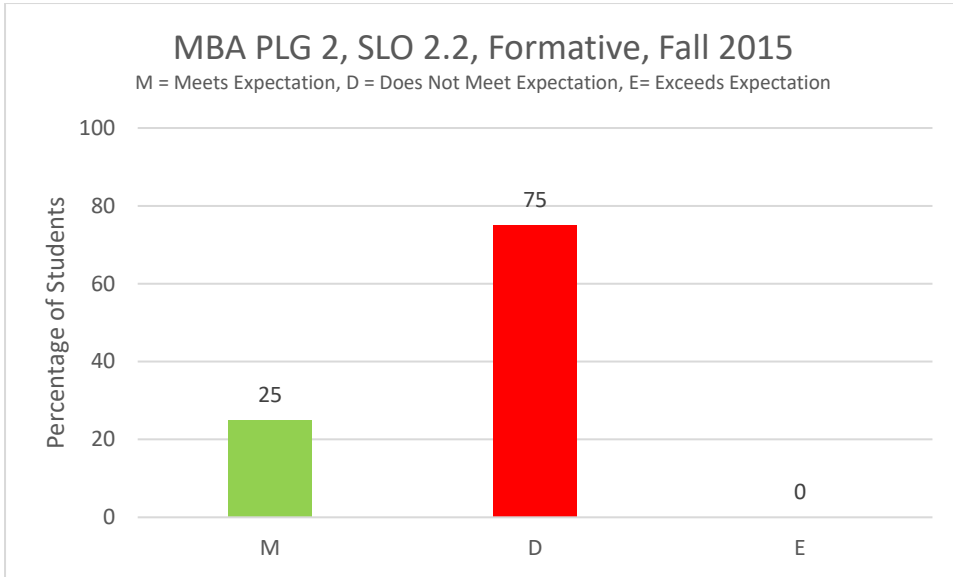


Figure MBA - 11

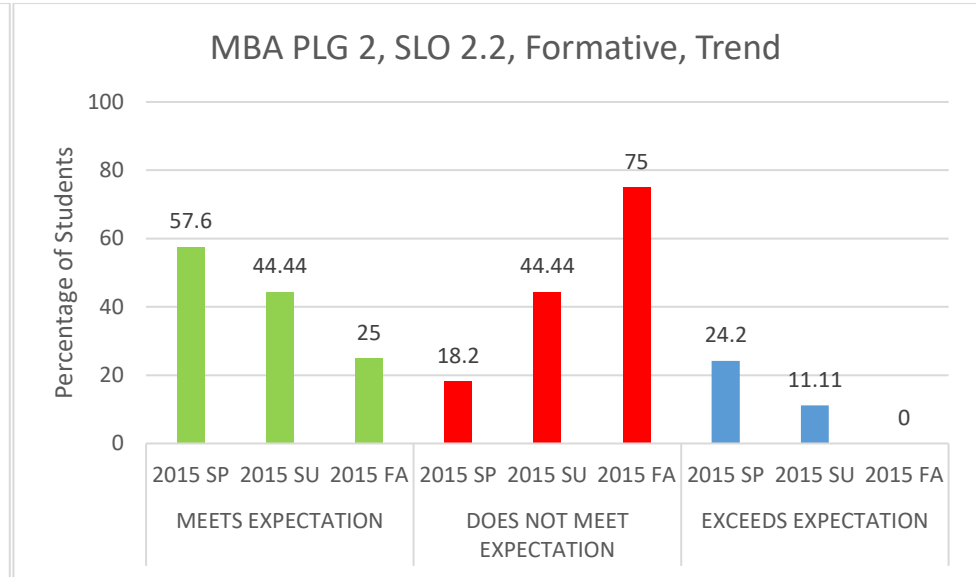


Figure MBA - 12

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.	<u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment (BUS 690 final term projects) <u>Formative:</u> Course-Embedded Assessment (BUS 650 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.3.1.1.1	See Figures MBA-13 through MBA-16	Target: 80% students should meet or, exceed expectation. Students did not meet the target. The percentages of students not meeting expectation is increasing.	The highly popular entrepreneurship simulation was organized and executed by business students, especially those enrolled in the required Entrepreneurship course. A senior executive from one of Bangladesh's largest telecommunication companies gave a lecture on amalgamating practical insight and theoretical knowledge. The ACM-ICPC event held at NSU allowed students the opportunity to utilize latest business and IT tools for problem solving. A workshop on SPSS was held to acquaint scholars with SPSS in a functional context. Several workshops on digital marketing were held.

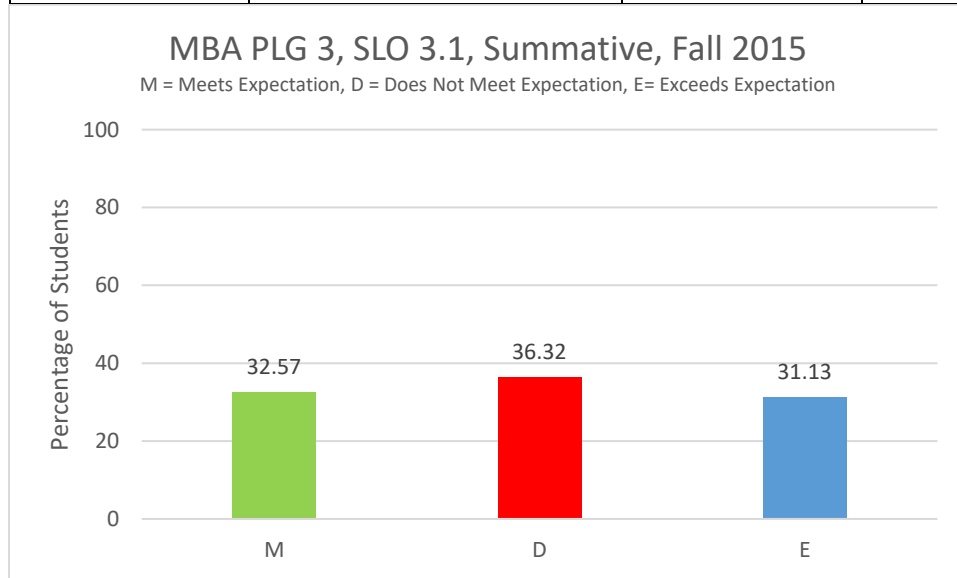


Figure MBA - 13

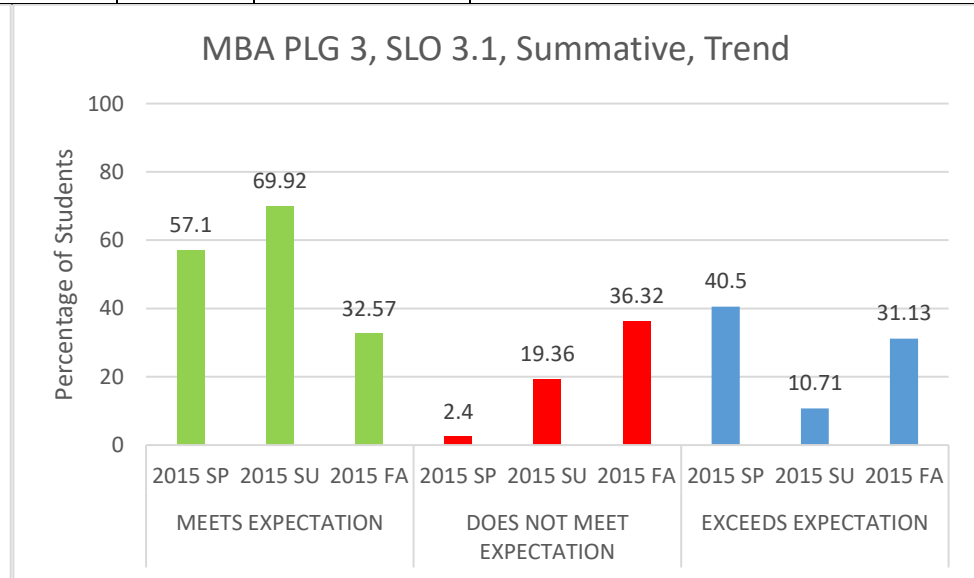


Figure MBA - 14

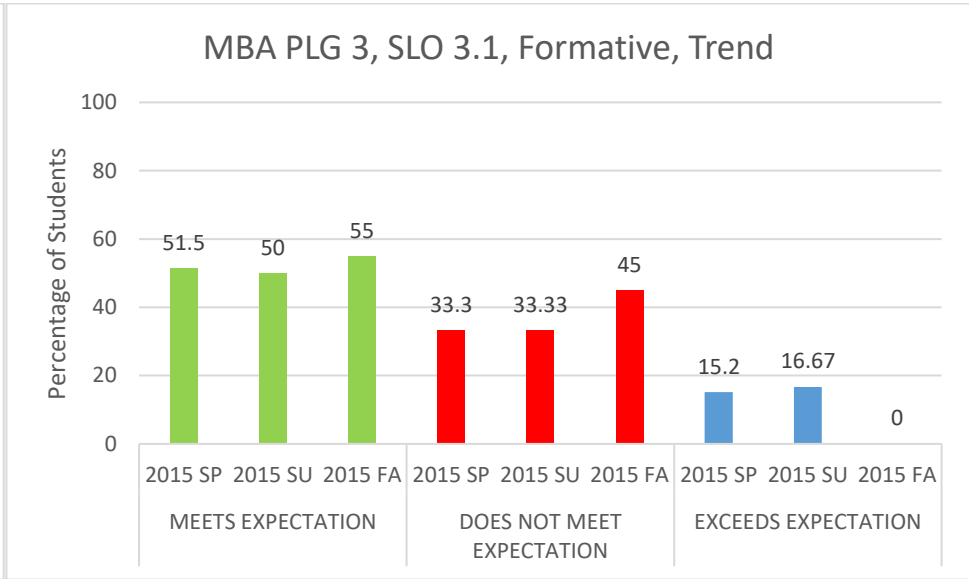
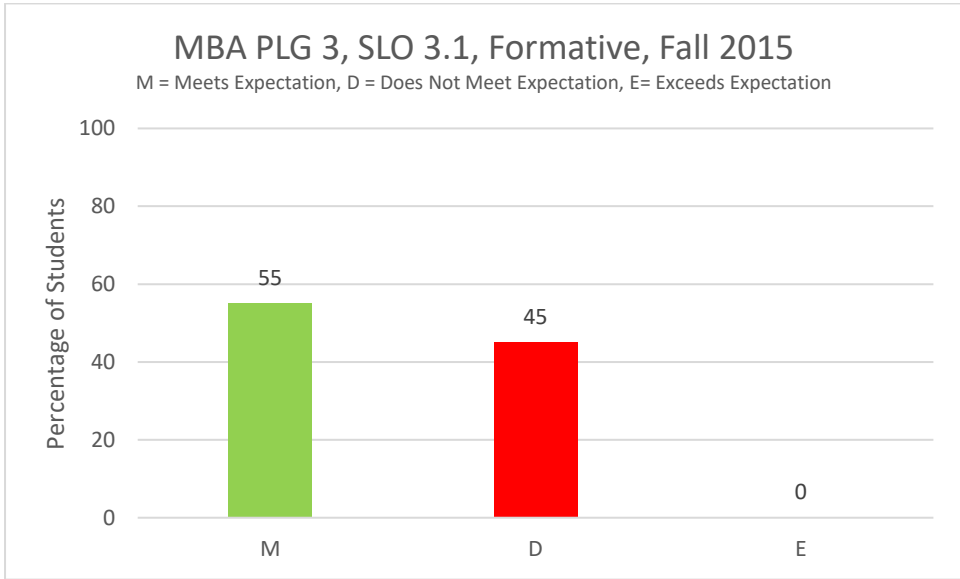


Figure MBA - 15

Figure MBA - 16

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
4. Global Perspectives	4.1 Augment business decisions with global considerations.	<u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment (BUS 690 final term projects) <u>Formative:</u> Course-Embedded Assessment (BUS 685 final term projects)	<u>Assessment Tests:</u> Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation > 80% <u>Course-Embedded Assessment:</u> Rubric # MB.4.1.1.1	See Figures MBA-17 through MBA-20	Target: 80% students should meet or, exceed expectation. Students did not meet the target. The rapid increase in the percentages of students not meeting expectation is very concerning.	A seminar on the mechanisms of the Letter of Credit as a global transactional tool was held. A seminar titled “Ethics in International Business was held.”

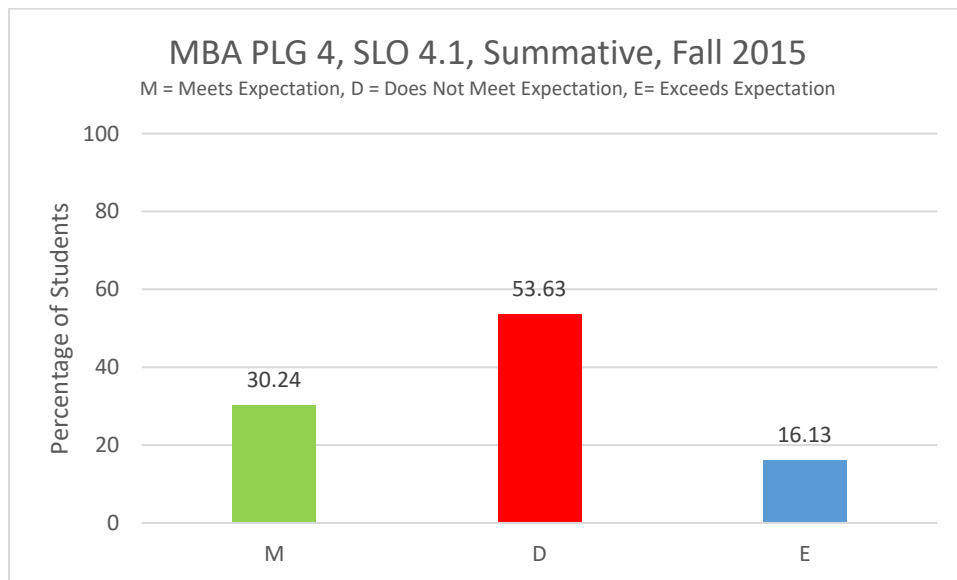


Figure MBA - 17

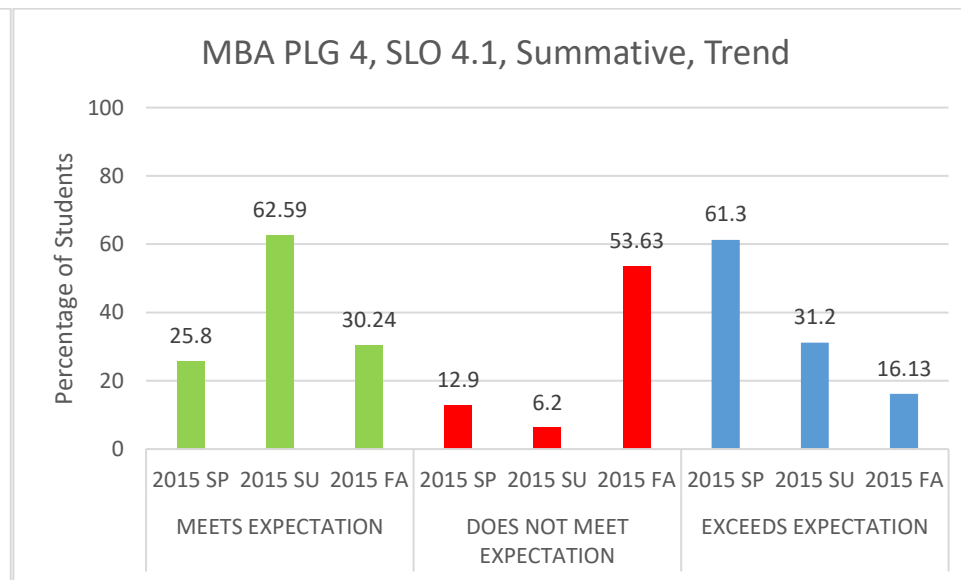


Figure MBA - 18

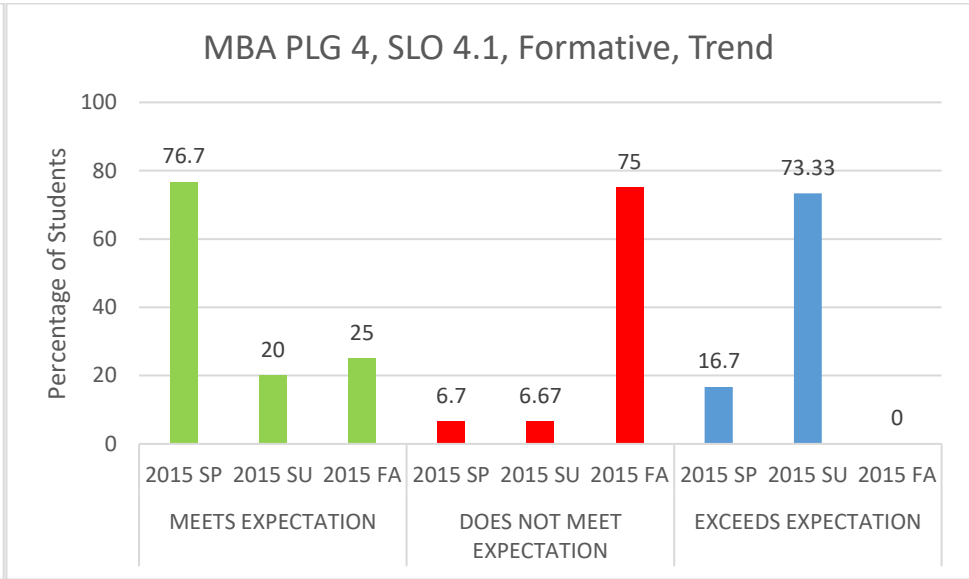
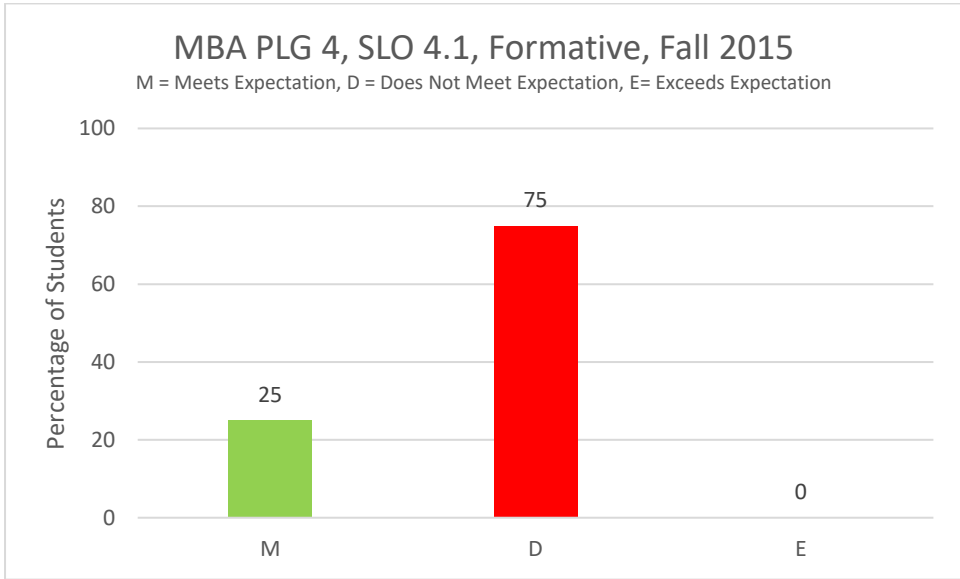


Figure MBA - 19

Figure MBA - 20

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
5. Ethical Considerations	5.1 Evaluate and articulate ethical considerations in managerial decision making and in enterprise management.	<u>Summative: Exit Assessment Test, and Course-Embedded Assessment (BUS 690 final term projects)</u>	<u>Assessment Tests:</u> Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation > 80% <u>Course-Embedded Assessment: Rubric # MB.5.1.1.1</u>	See Figures MBA-21 and MBA-22	Target: 80% students should meet or, exceed expectation. Students did not meet the target. Students' performance is worsening over time.	The Department of History and Philosophy conducted a seminar on Ethics. A seminar on "Transformational Leadership" was held.

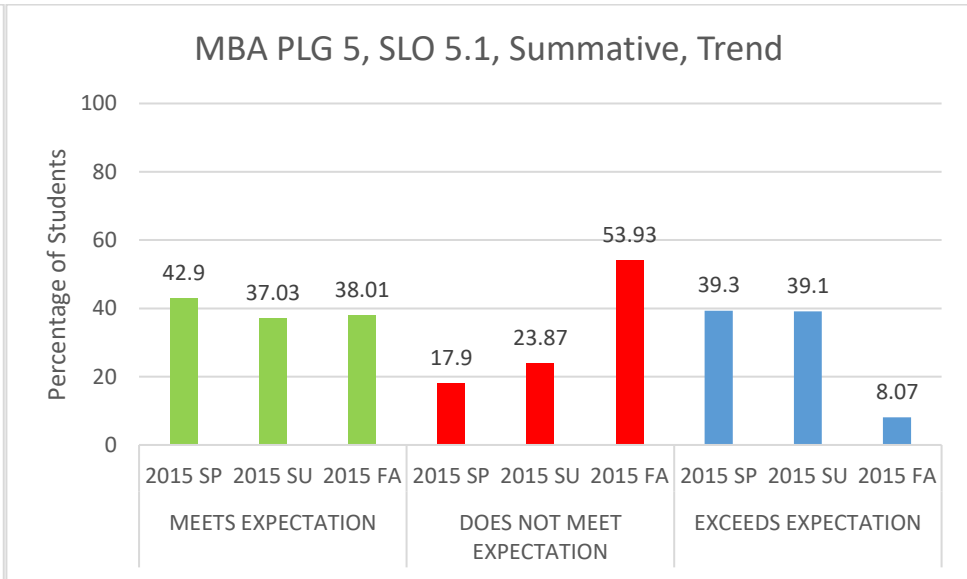
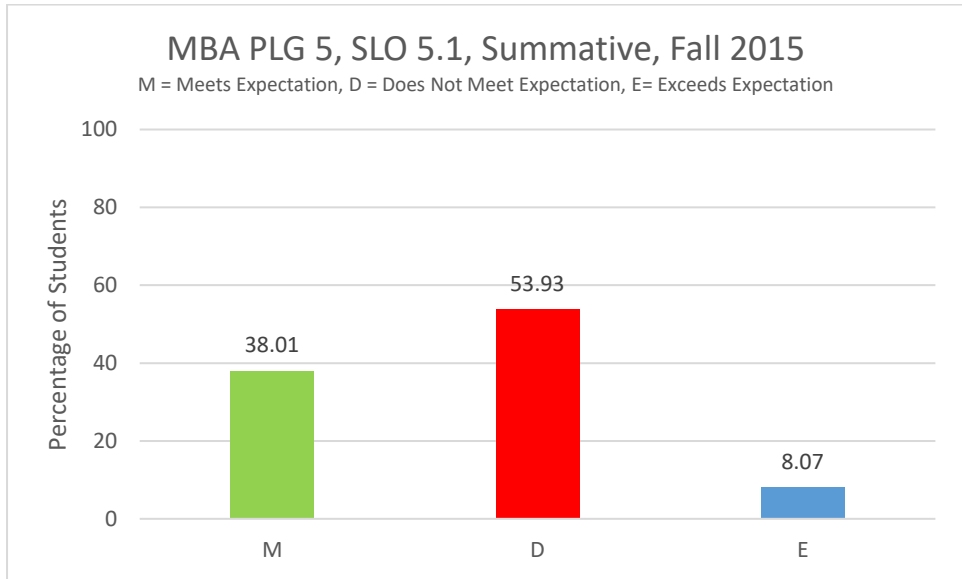


Figure MBA - 21

Figure MBA - 22

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

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 did not meet the target.</p> <p>Students' performance is deteriorating over time.</p>	New faculty member, with expertise in Research in Communication, joined the SBE faculty.

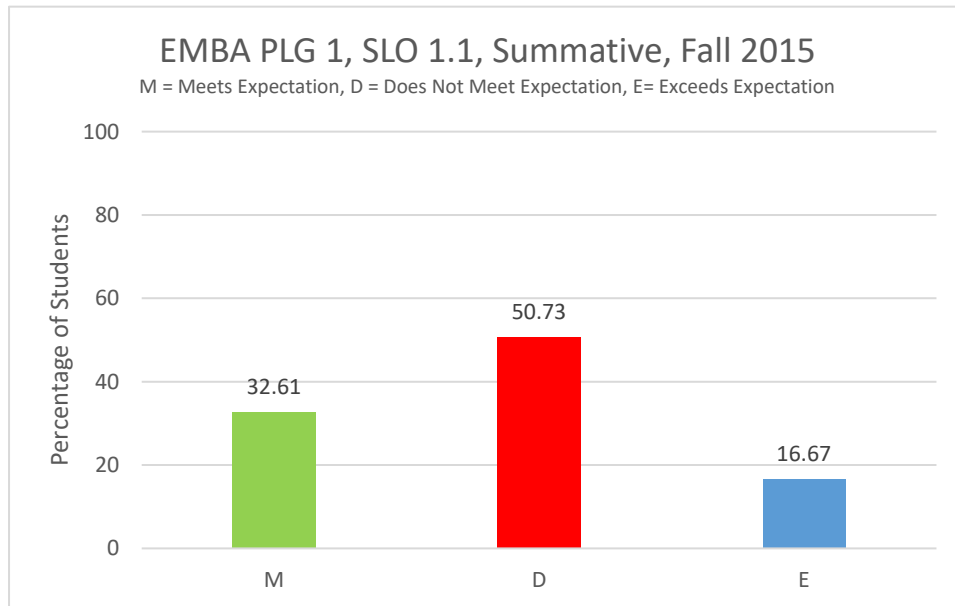


Figure EMBA - 1

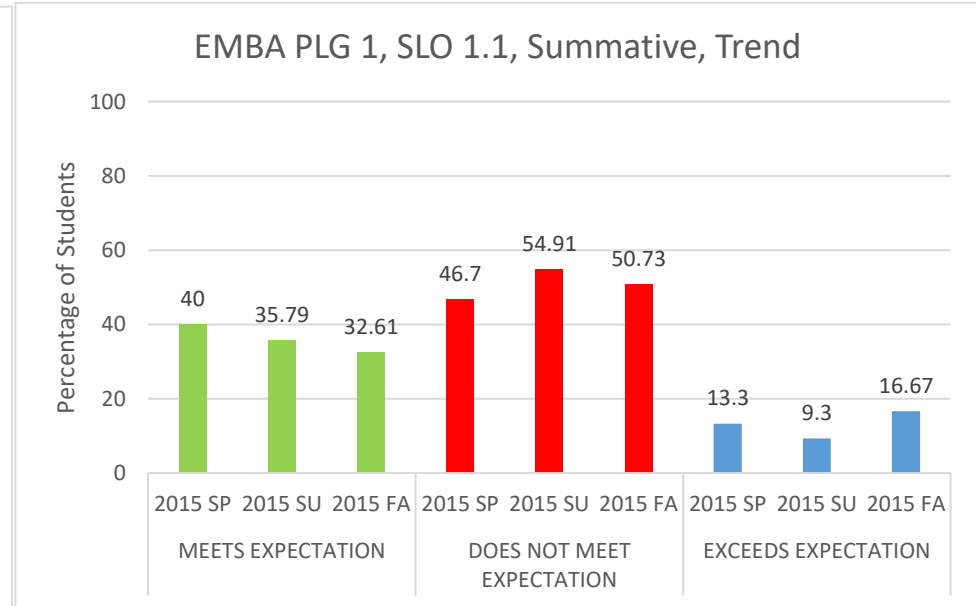


Figure EMBA - 2

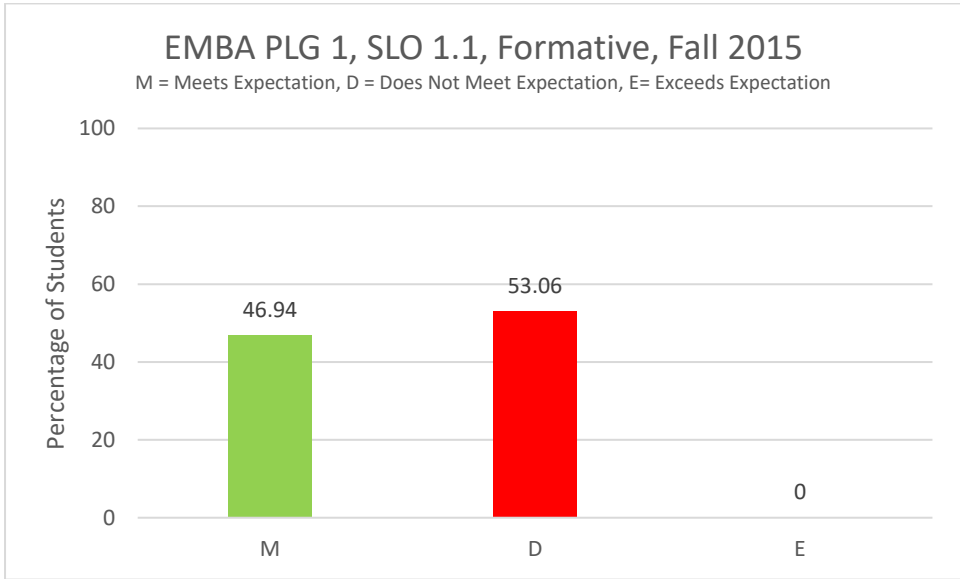


Figure EMBA - 3

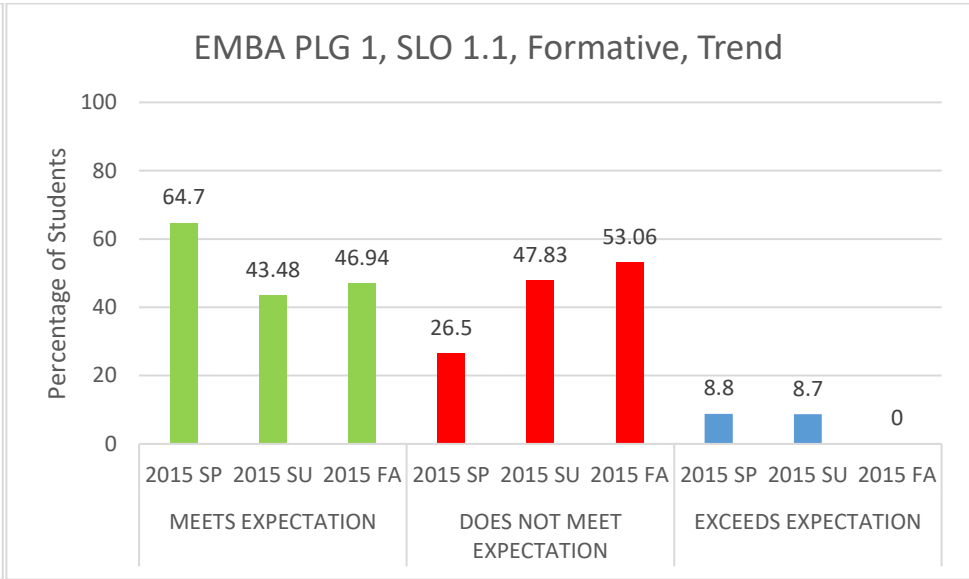


Figure EMBA - 4

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 did not meet the target.</p> <p>The percentages of students not meeting expectation are increasing over time</p>	<p>A renowned scholar with expertise in “Functional Data Analysis” joined the SBE faculty.</p> <p>A seminar on the mechanisms of Letter of Credit was held.</p> <p>A lecture was organized on the following topic - “Monetary Policy in Action: Understanding How Bangladesh Bank’s Monetary Policy works.”</p> <p>A panel discussion was held on effective recruitment and selection.</p>

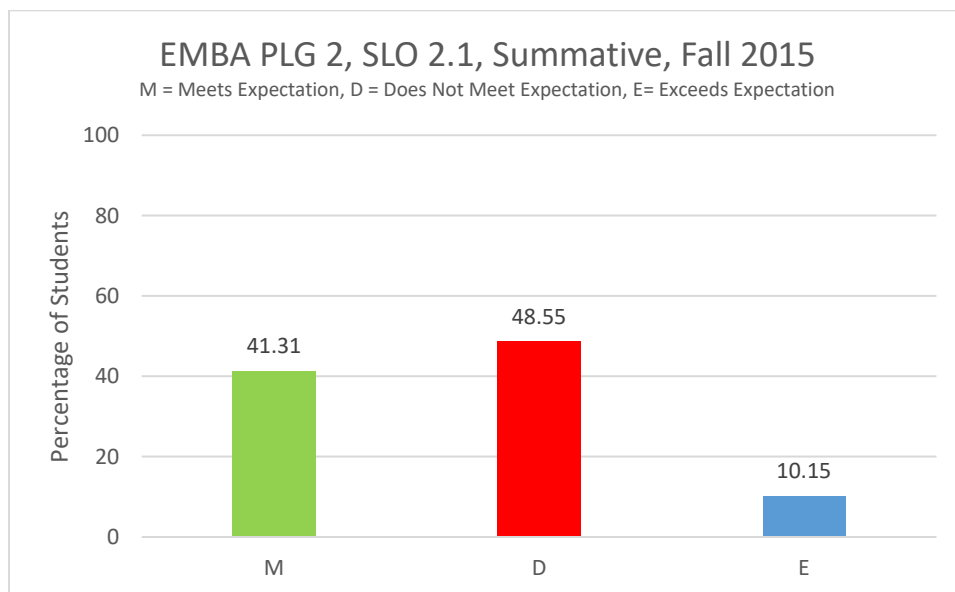


Figure EMBA - 5

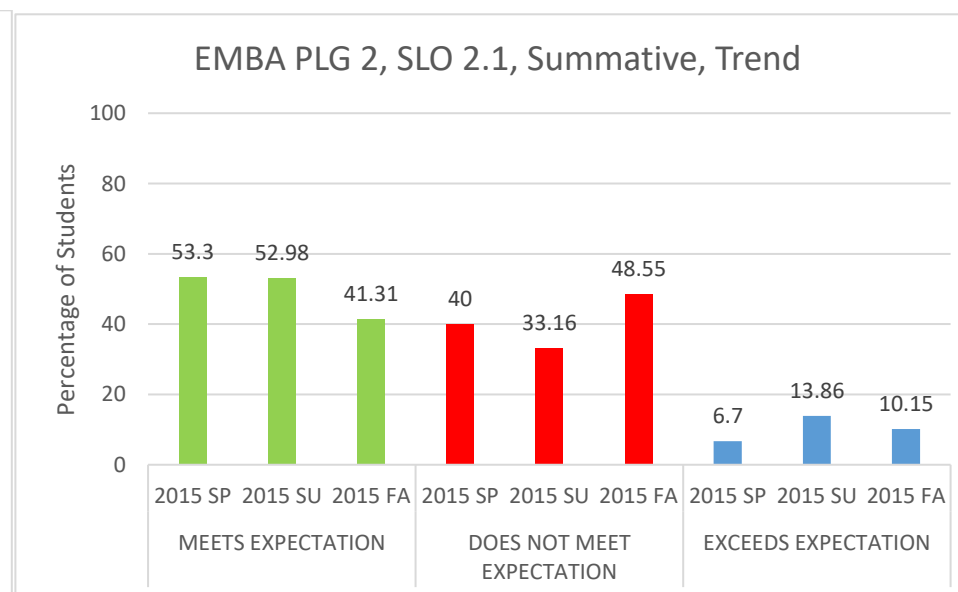


Figure EMBA - 6

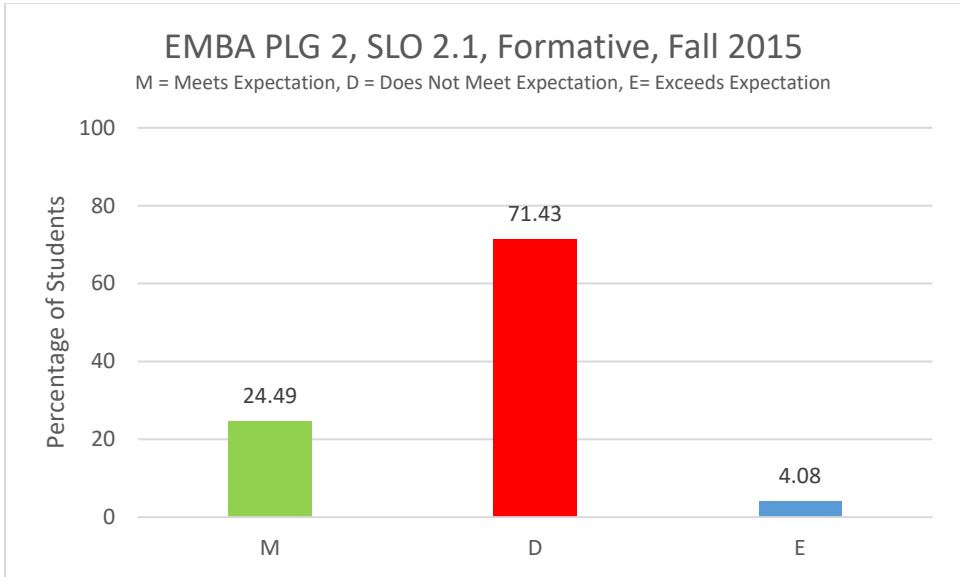


Figure EMBA - 7

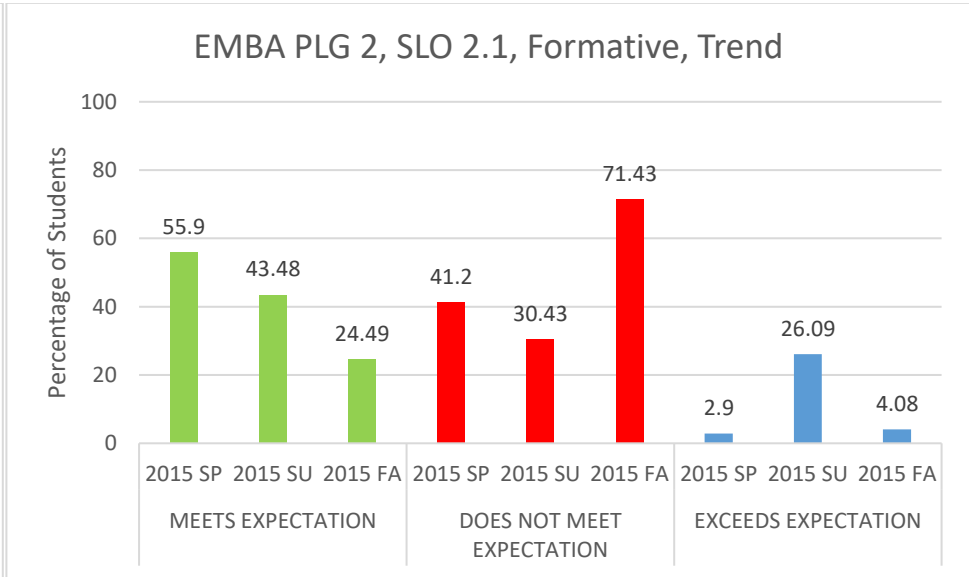


Figure EMBA - 8

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

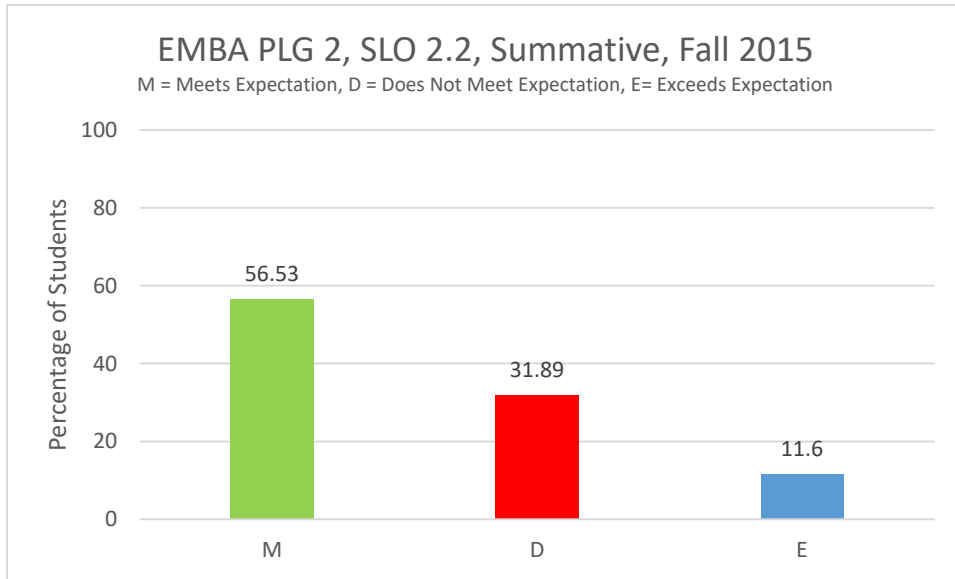


Figure EMBA - 9

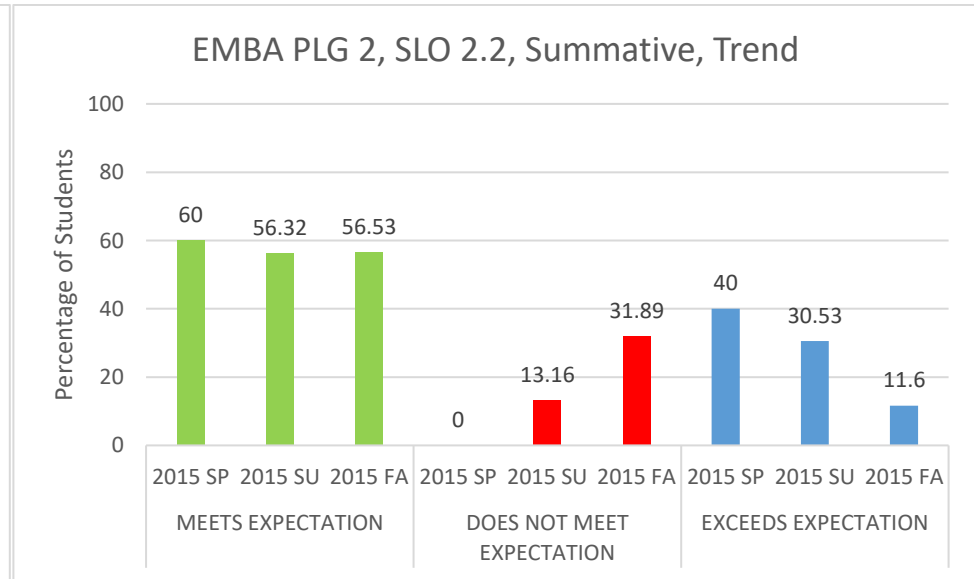


Figure EMBA - 10

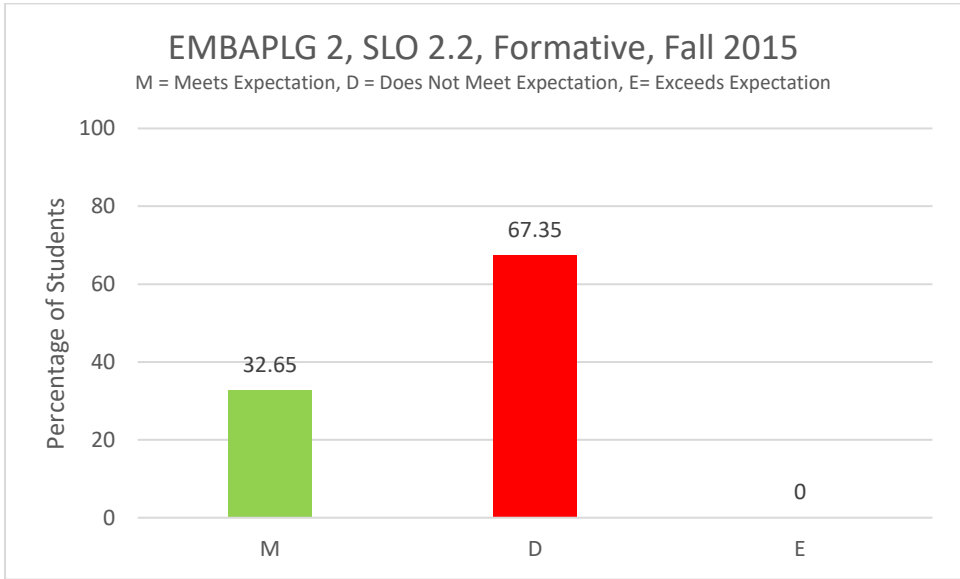


Figure EMBA - 11

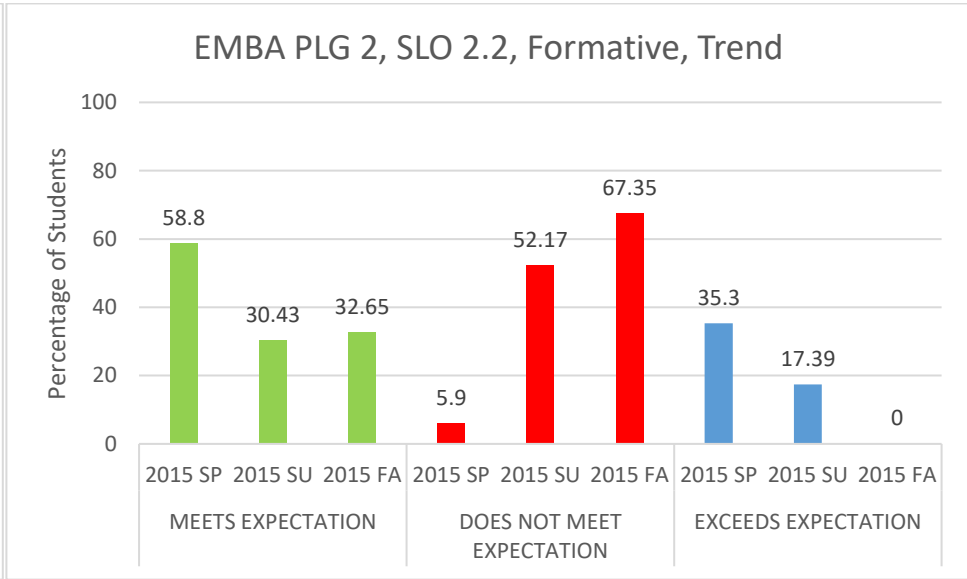


Figure EMBA - 12

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

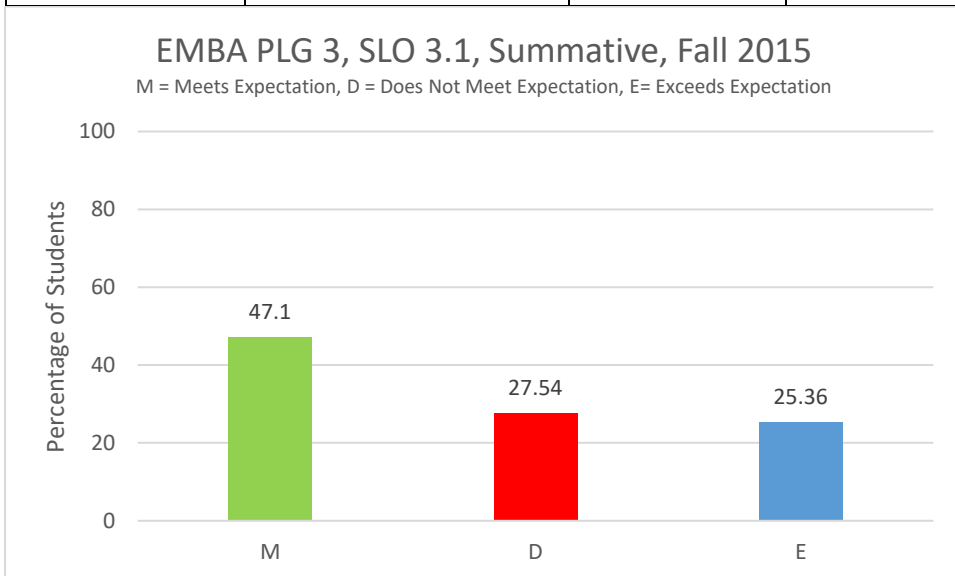


Figure EMBA - 13

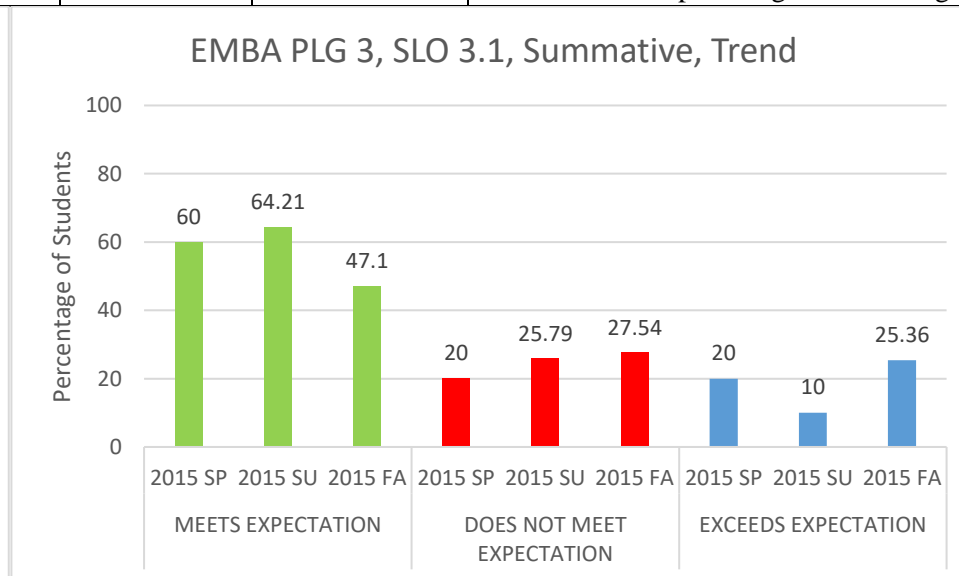


Figure EMBA - 14

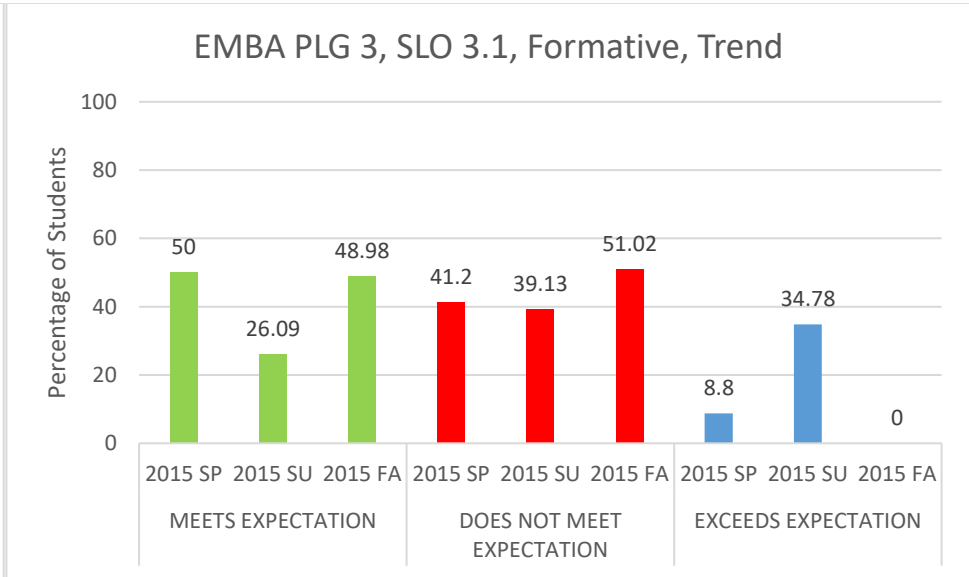
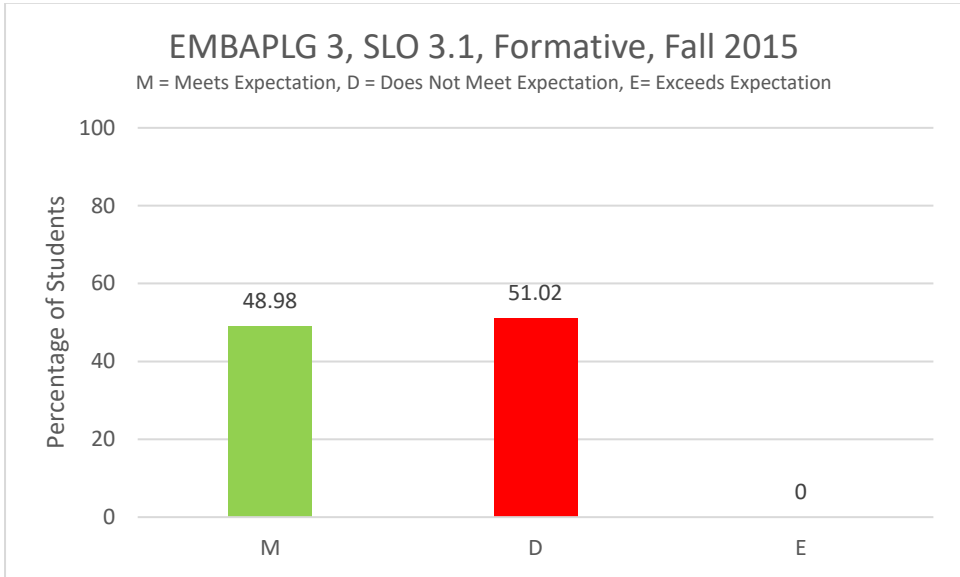


Figure EMBA - 15

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 did not meet the target.</p> <p>The rapid increases in the percentages of students not meeting expectation is a source for concern.</p>	<p>A seminar on the mechanisms of the Letter of Credit as a global transactional tool was held.</p> <p>A seminar titled “Ethics in International Business was held.”</p>

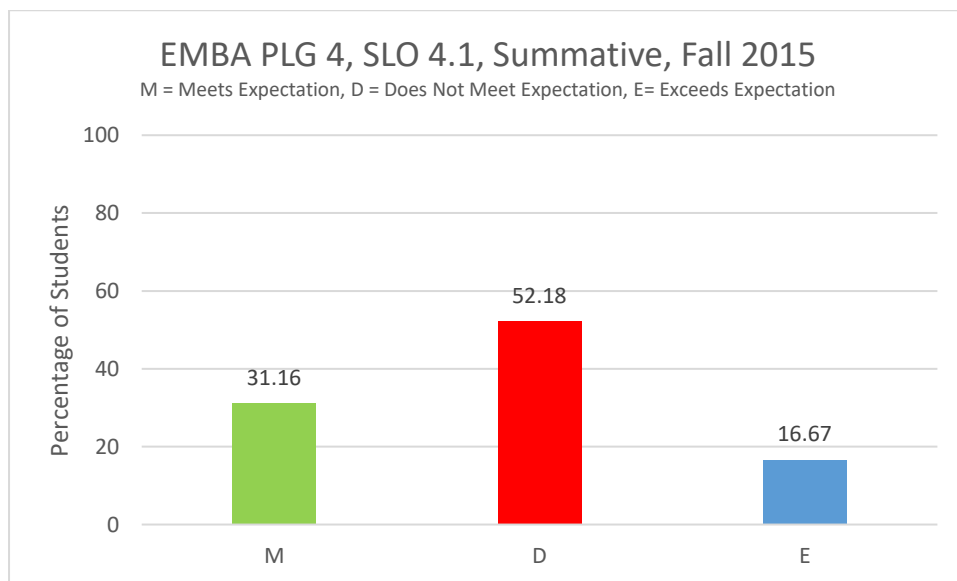


Figure EMBA - 17

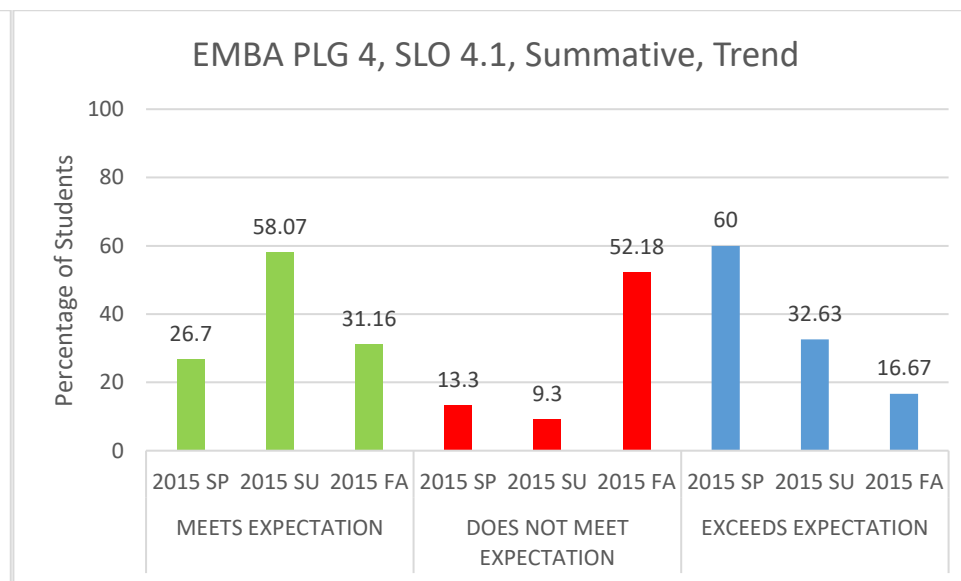


Figure EMBA - 18

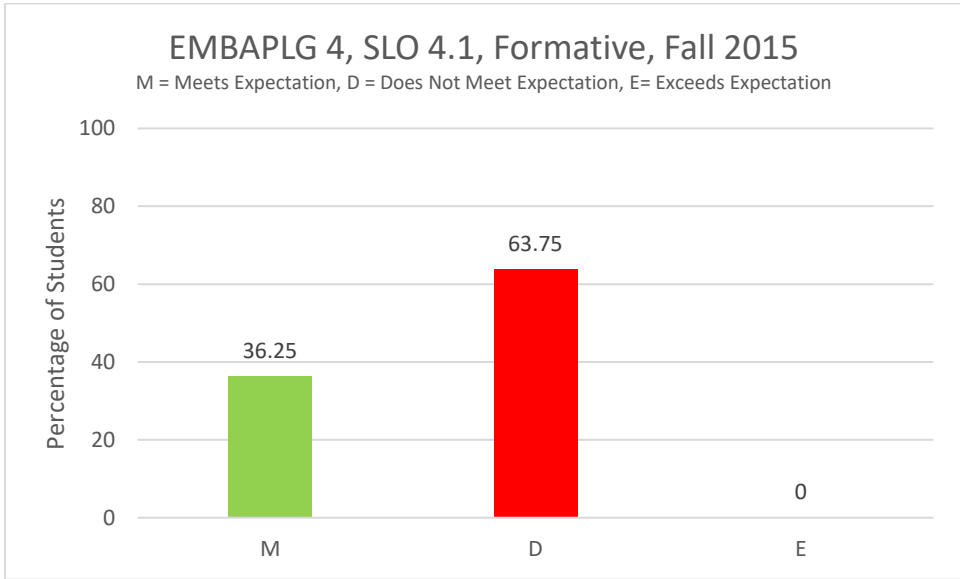


Figure EMBA - 19

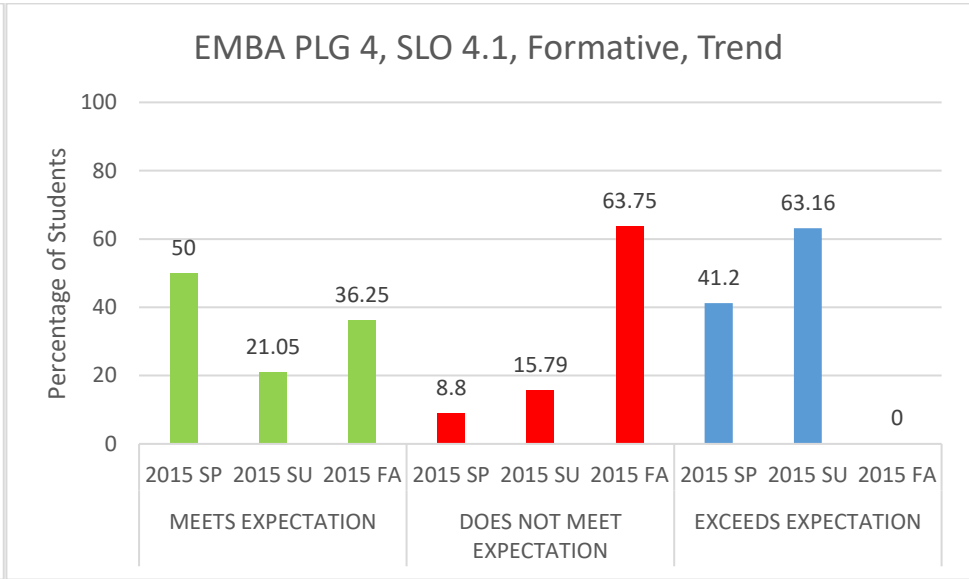


Figure EMBA - 20

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 did not meet the target. The percentage of students not meeting expectation is showing an increasing trend.	The Department of History and Philosophy conducted a seminar on Ethics. A seminar on “Transformational Leadership” was held.

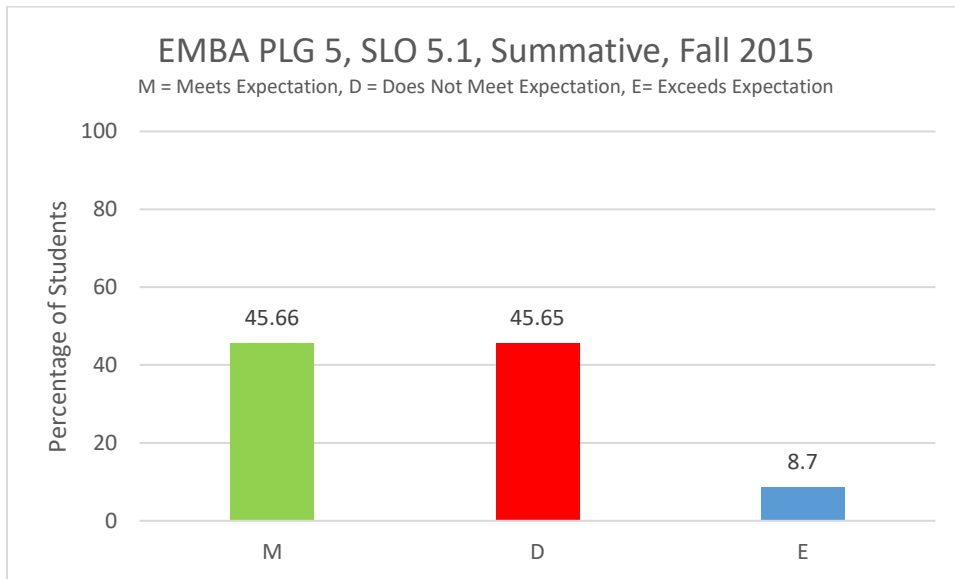


Figure EMBA - 21

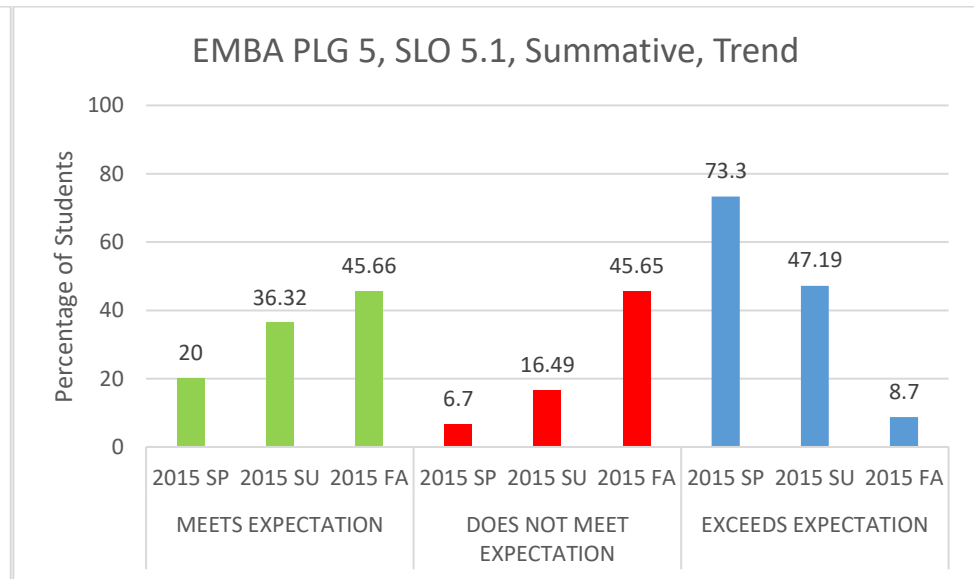


Figure EMBA - 22

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