



NORTH SOUTH UNIVERSITY
SCHOOL OF BUSINESS
AND ECONOMICS

Student Learning Assessment Report: Fall 2016

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Fall 2016 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	<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.1.1.1.1</p>	See Figures BBA Core 1 – 4.	<p>Target: 80% of students should meet or exceed expectation.</p> <p>Students failed to meet target I formative assessment.</p> <p>Trend: We are pleased to note that the percentage of students not meeting expectation is decreasing over time in the summative assessment. However in formative assessment students failed to meet the target over the reported periods.</p>	The Communication Club hosted a series of Bangla debating events under the title “NSU Dialogue”. It featured an interactive debate workshop, a public speaking competition and an open Bangla debate tournament. The workshops were conducted by renowned debaters of the past and presents.

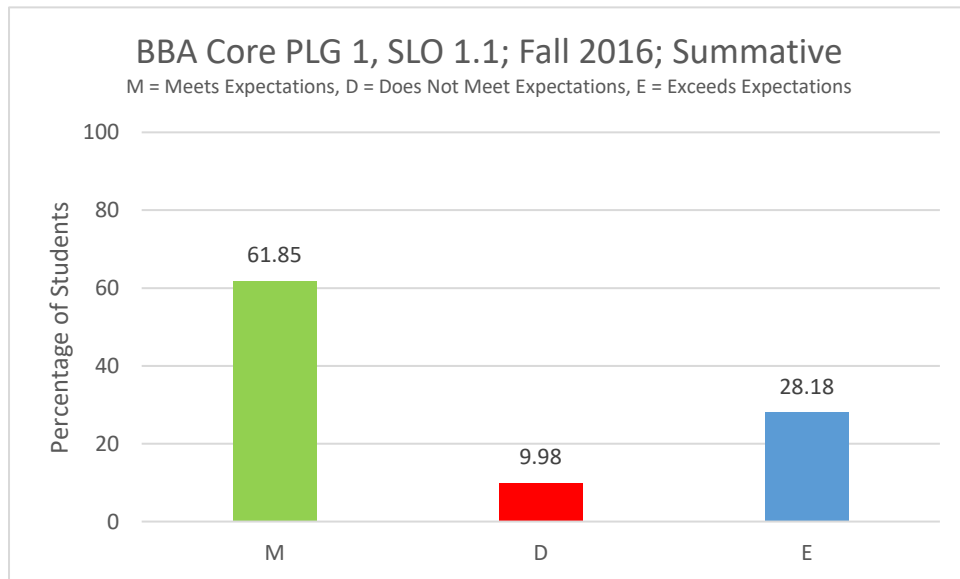


Figure BBA Core- 1

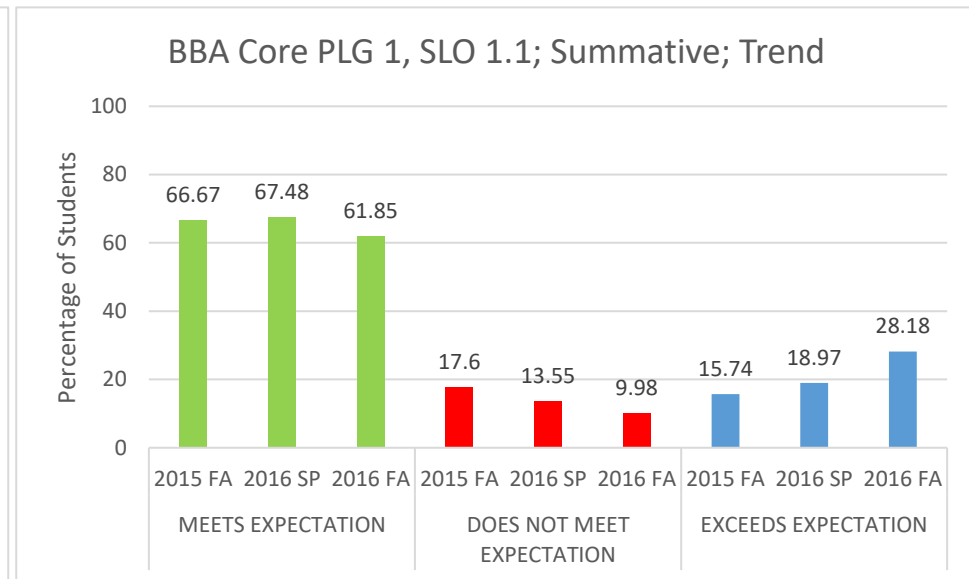


Figure BBA Core- 2

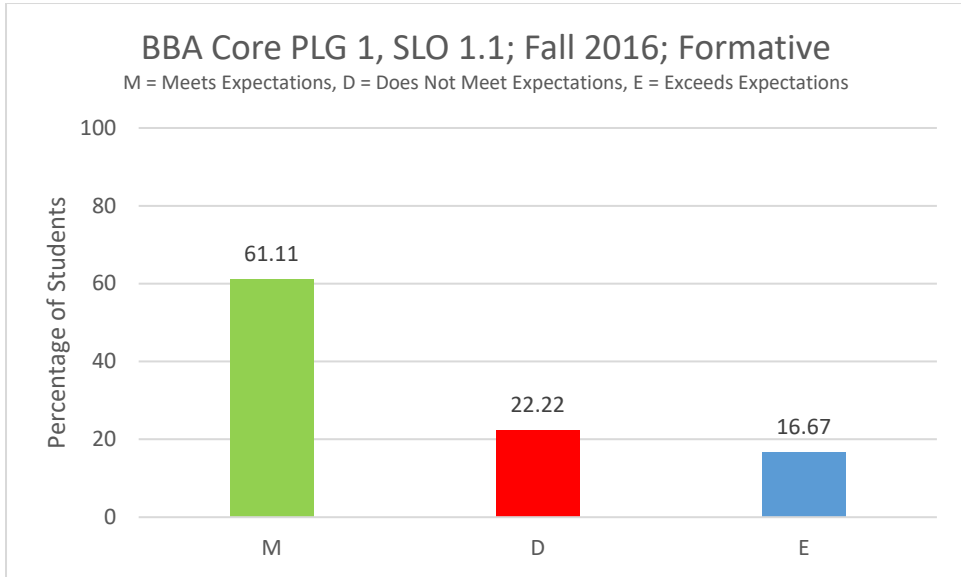


Figure BBA Core- 3

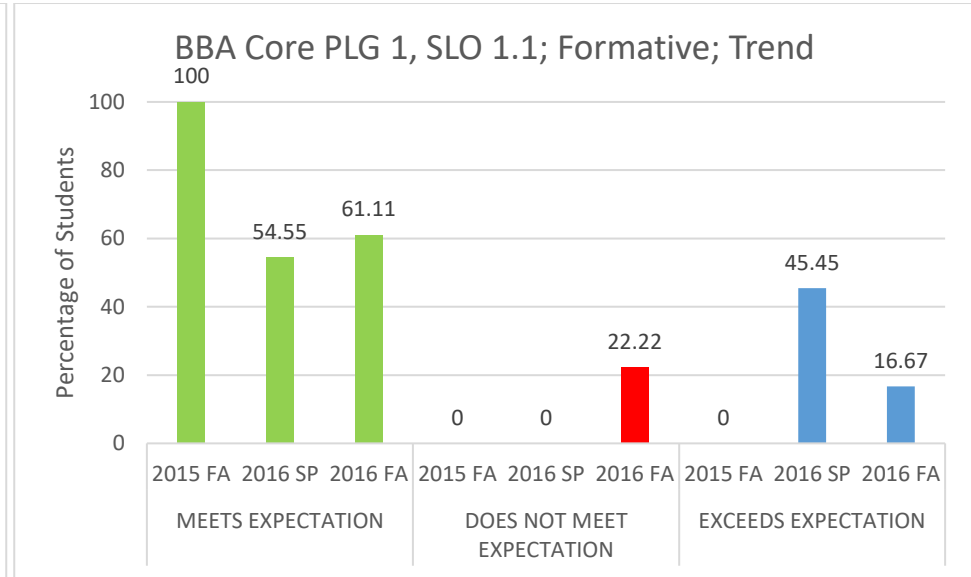


Figure BBA Core- 4

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
2. Critical Thinking	2.1 Correctly apply foundation knowledge gained in BBA core courses for analysis and decision making	<u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (MGT 489, integrative capstone course group term projects). <u>Formative:</u> Course Embedded Assessment from the Disciplines: FIN 435 group term projects for A&F students; HRM 480 group terms projects for HRM students; INB 480 group term projects for INB students; MIS 470 group term projects for MIS students; and MKT 460 group term projects for MKT students	<u>Exit Assessment Test:</u> Meets Expectation: 60% to 80%; Does Not Meet Expectation < 60%; Exceeds Expectation > 80% <u>Course-Embedded Assessment:</u> Rubric # 2.1.1.1 (summative); A&F.4.R.2 for A&F students, rubric # HRM.3.R.1 for HRM students, rubric # INB.2.R.1 for INB students, rubric # MIS.2.R.1 for MIS students, rubric # MKT.1.R.2 for MKT students (formative)	See Figures BBA Core 5 – 6. Please see the following figures for the formative results: A&F-13, HRM-9, INB-5, MIS-5, MKT-1	Target: 70% students should meet or exceed expectations. Students have met the target. Trend: The percentage of students meeting and exceeding expectation is exhibiting a positive trend.	Over the years NSU organizes different business competitions to help student apply their knowledge of business studies and develop problem solving and team building skills required to address future business challenges.

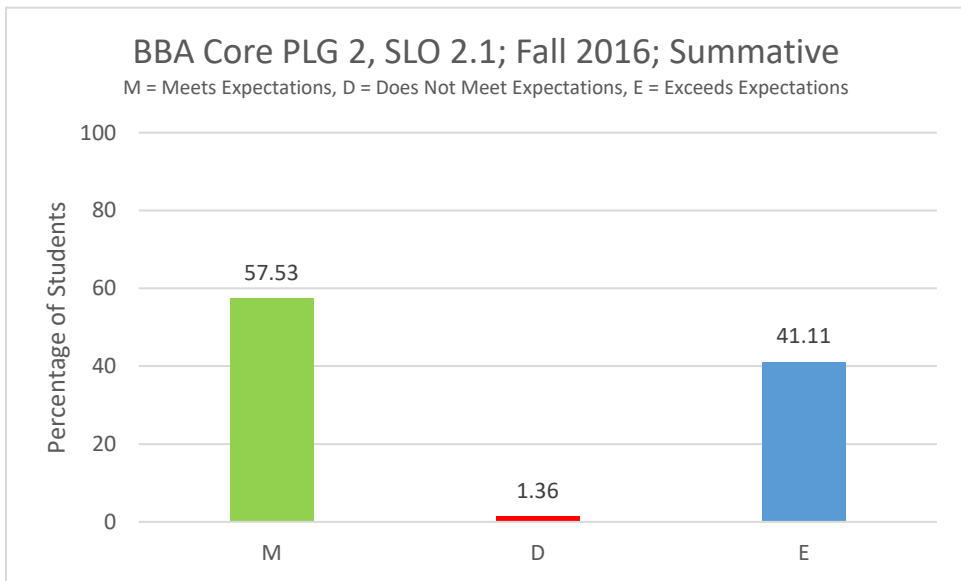


Figure BBA Core- 5

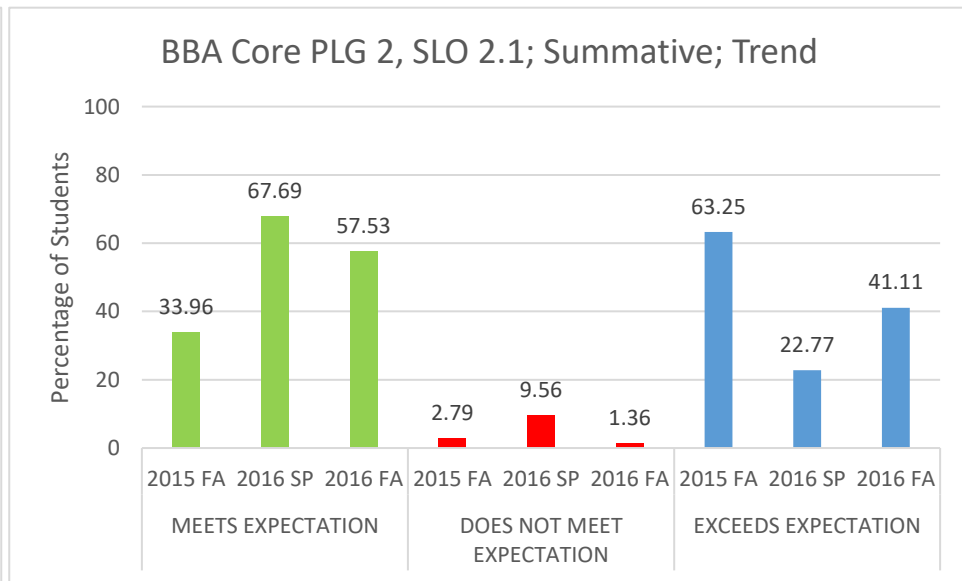


Figure BBA Core- 6

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
2. Critical Thinking	2.2. Engage in critical thinking and analysis of business phenomena to realize opportunities for performance improvement at all levels	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (MGT 489, integrative capstone course group term projects).</p> <p><u>Formative:</u> Course Embedded Assessment(MGT 368 group term projects)</p>	<p><u>Exit Assessment Test:</u> Meets Expectation: 60% to 80%; Does Not Meet Expectation < 60%; Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # B.2.2.1.1</p>	See Figures BBA Core 7 – 10.	<p>Target: 60% students should meet or exceed expectation.</p> <p>Students have met the target.</p> <p>Trend: Although overall student performance has improved in this area, the decreasing trend of students exceeding expectation is a concern.</p>	Over the years NSU organizes different business competitions to help student apply their knowledge of business studies and develop problem solving and team building skills required to address future business challenges.

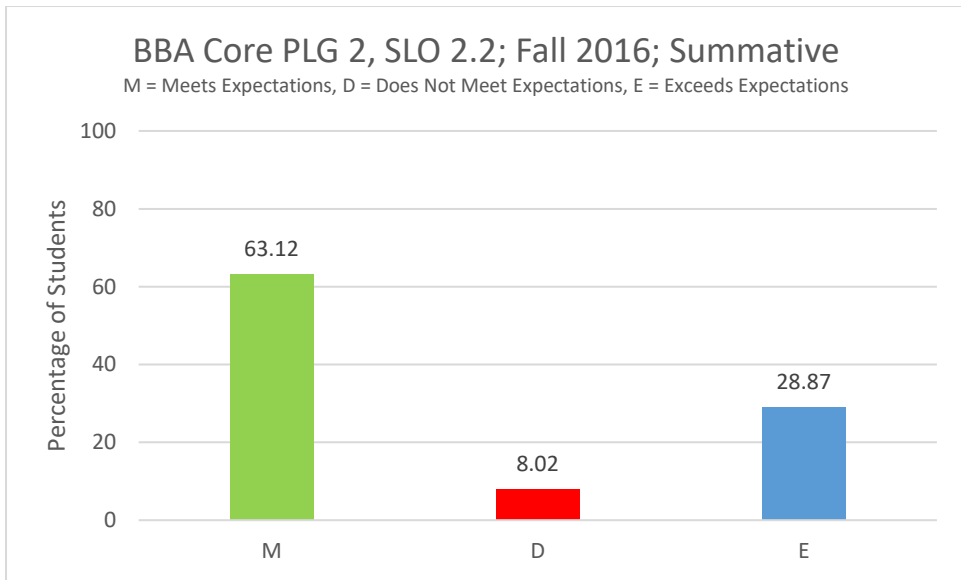


Figure BBA Core- 7

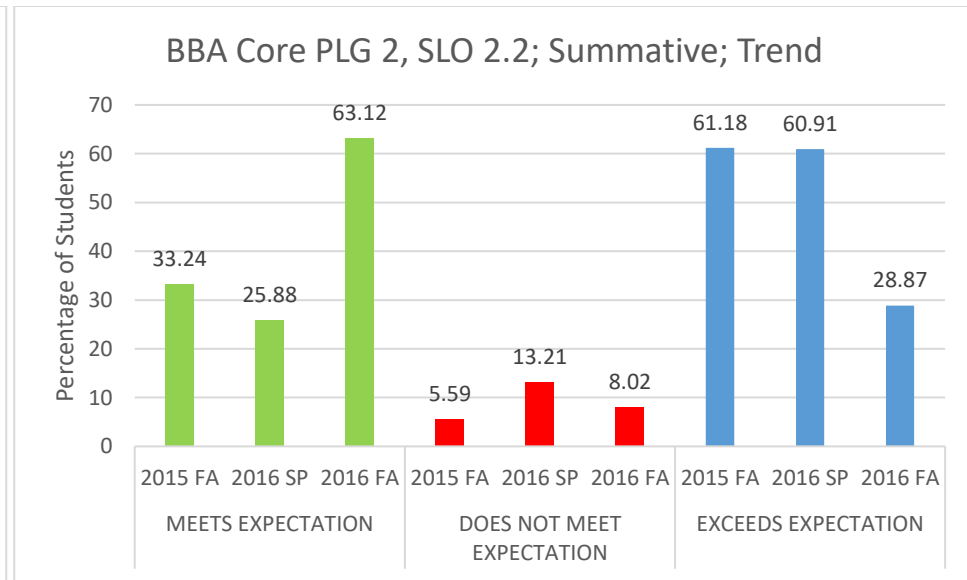


Figure BBA Core- 8

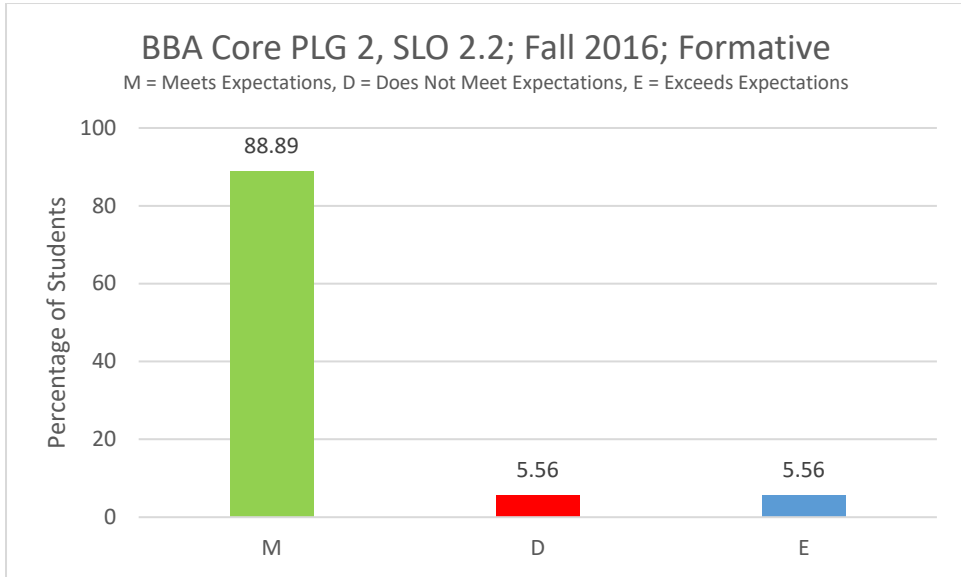


Figure BBA Core- 9

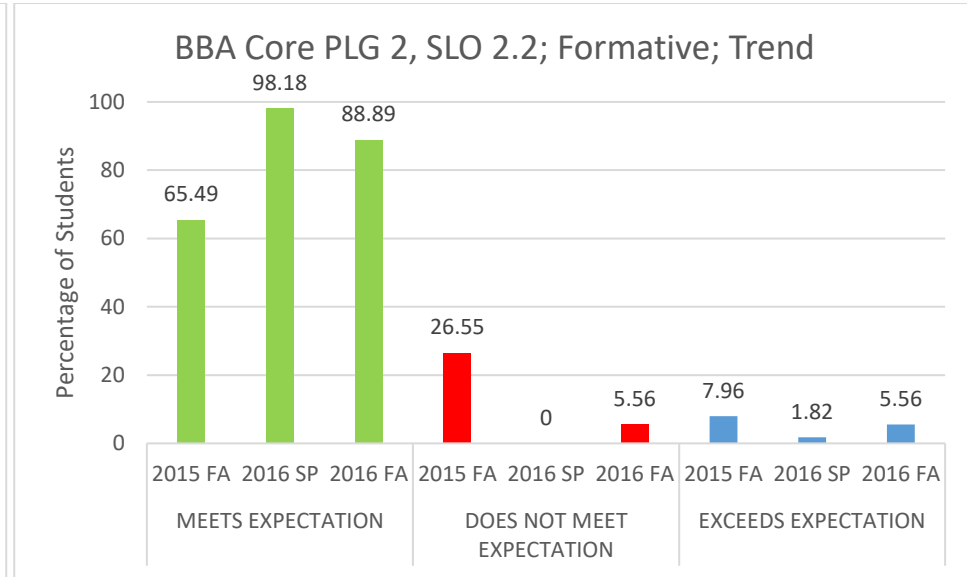


Figure BBA Core- 10

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
3. Integration	3.1 Utilize knowledge in the areas of accounting, management, finance, and marketing as business professionals.	<u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment (MGT 489, integrative capstone course, group term projects) <u>Formative:</u> Course-Embedded Assessment(MGT 368 group term projects)	<u>Exit Assessment Test:</u> Meets Expectation 60% to 80%; Does Not Meet Expectation < 60%, Exceeds Expectation > 80% <u>Course-Embedded Assessment:</u> Rubric # 3.1.1.1	See Figures BBA Core 11 – 14.	Target: 80% students should meet or exceed expectation. Students have met the target. Trend: The percentage of students meeting and exceeding expectation, in both assessments, are improving over time.	NSU organized an inter-university Skill-based Competition called “HR Calibration”. The competition serve as a platform for students to apply their knowledge of business studies and develop the communication, problem solving and team building skills required to address future challenges of global business.

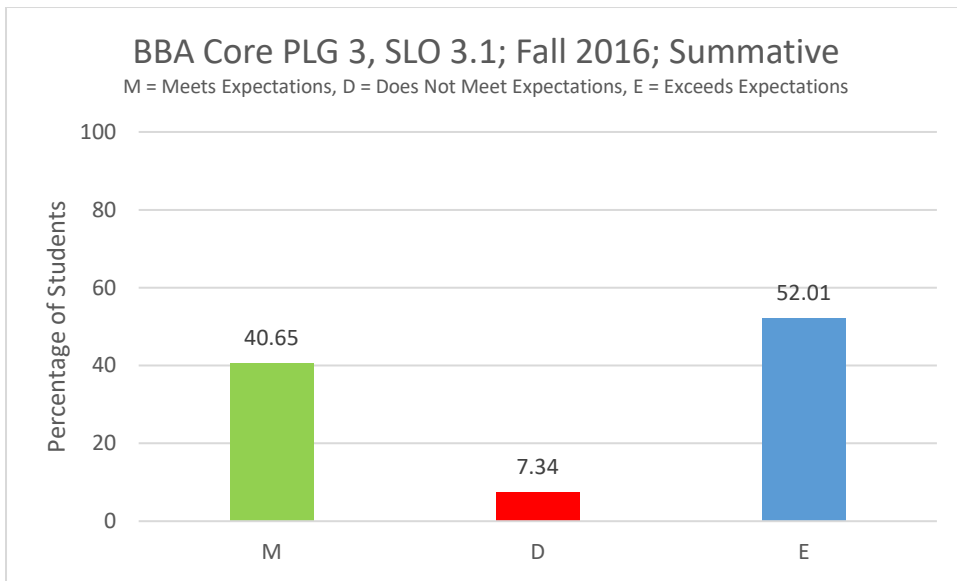


Figure BBA Core- 11

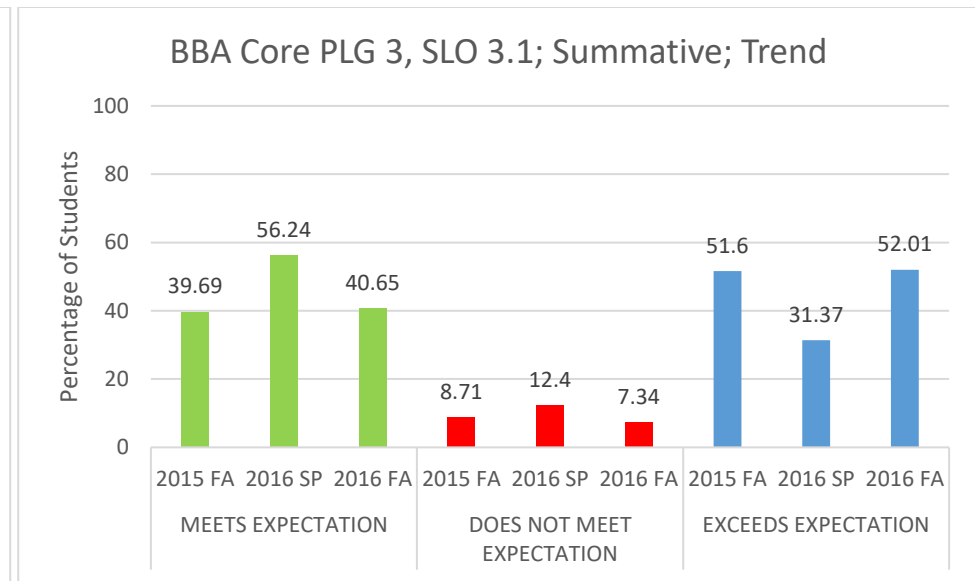


Figure BBA Core- 12

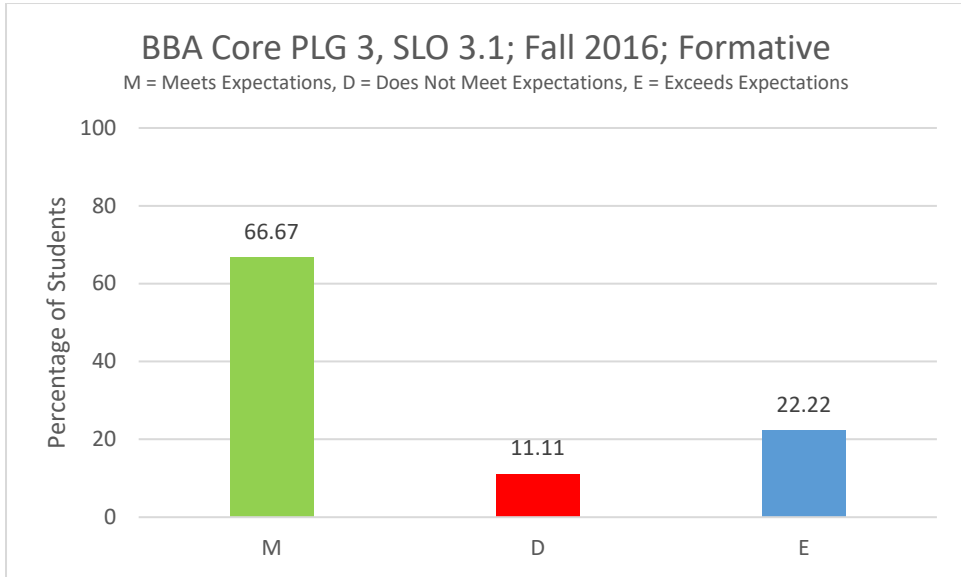


Figure BBA Core- 13

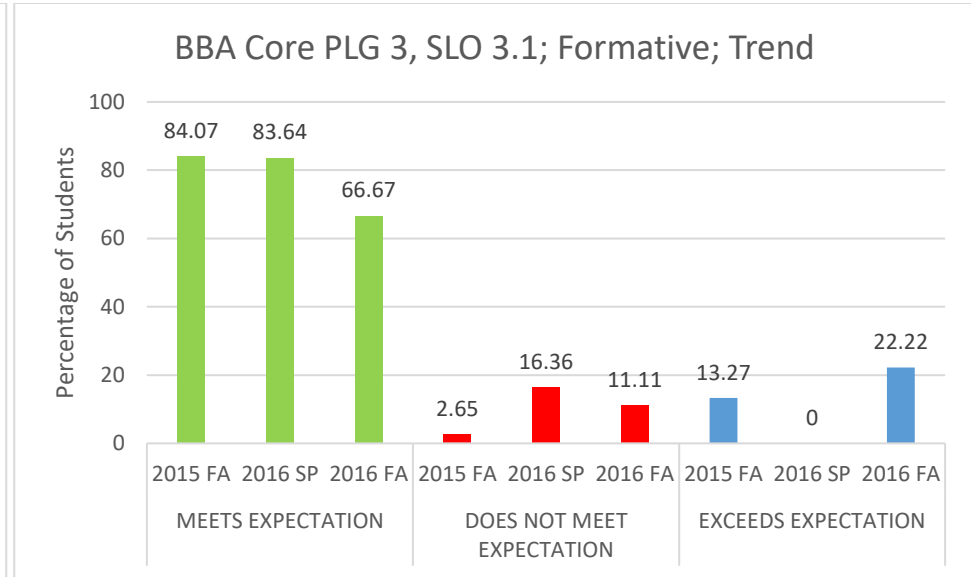


Figure BBA Core- 14

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
3. Integration	3.2 Utilize the latest business tools to analyze information, to improve productivity and decision-making, and to achieve performance targets efficiently	<p>Summative: Exit Assessment Test, and Course-Embedded Assessment (MGT 489, integrative capstone course, group term projects)</p> <p>Formative: Course Embedded Assessment from the Disciplines: FIN 435 group term projects for A&F students; HRM 480 group terms projects for HRM students; INB 480 group term projects for INB students; MIS 470 group term projects for MIS students; and MKT 460 group term projects for MKT students</p>	<p>Exit Assessment Test: Meets Expectation: 60% to 80%; Does Not Meet Expectation < 60%; Exceeds Expectation > 80%</p> <p>Course-Embedded Assessment: Rubric # 3.2.1.1 (summative); A&F.4.R.2 for A&F students, rubric # HRM.3.R.1 for HRM students, rubric # INB.2.R.1 for INB students, rubric # MIS.2.R.1 for MIS students, rubric # MKT.1.R.2 for MKT students (formative)</p>	<p>See Figures BBA Core 15 – 16.</p> <p>Please see the following figures for the formative results: A&F-13, HRM-9, INB-5, MIS-5, MKT-1</p>	<p>Target: 60% students should meet or exceed expectation.</p> <p>Students met the target.</p> <p>Trend: Student performance has improved over this period.</p>	<p>NSU organized an inter-university Skill-based Competition called “HR Calibration”. The competition serve as a platform for students to apply their knowledge of business studies and develop the communication, problem solving and team building skills required to address future challenges of global business.</p>

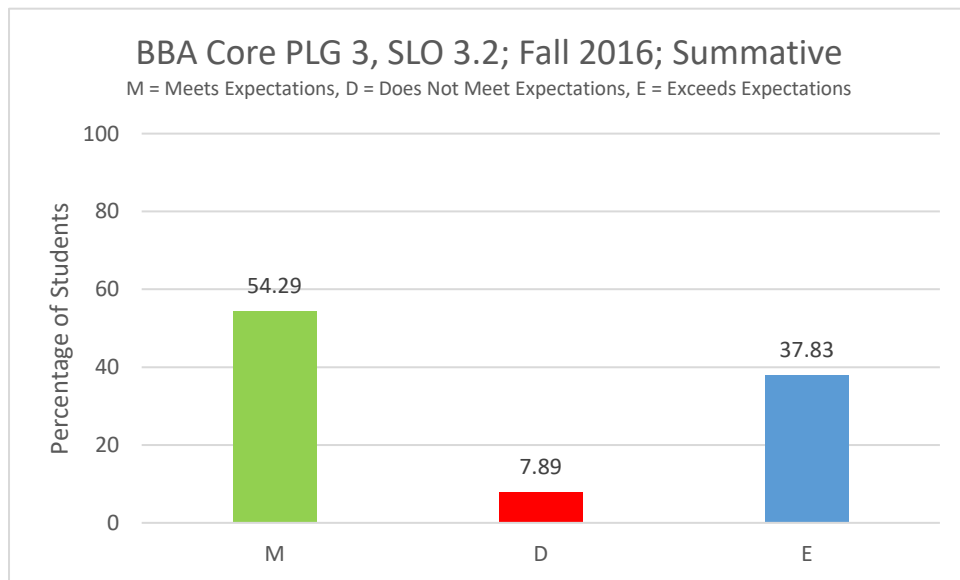


Figure BBA Core- 15

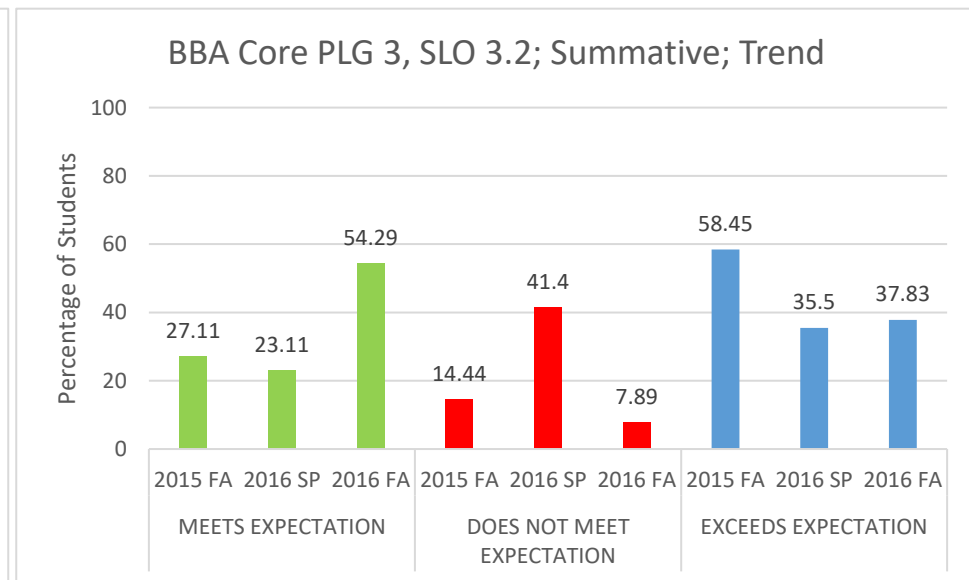


Figure BBA Core- 16

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 met the target Trend: The percentage of student exceeding the expectation has increased over the period which is a good improvement.	NSU is very strict about complying with ethical matters. Faculties are asked to uphold strict ethical standards in every matter acting as a role model for the students.

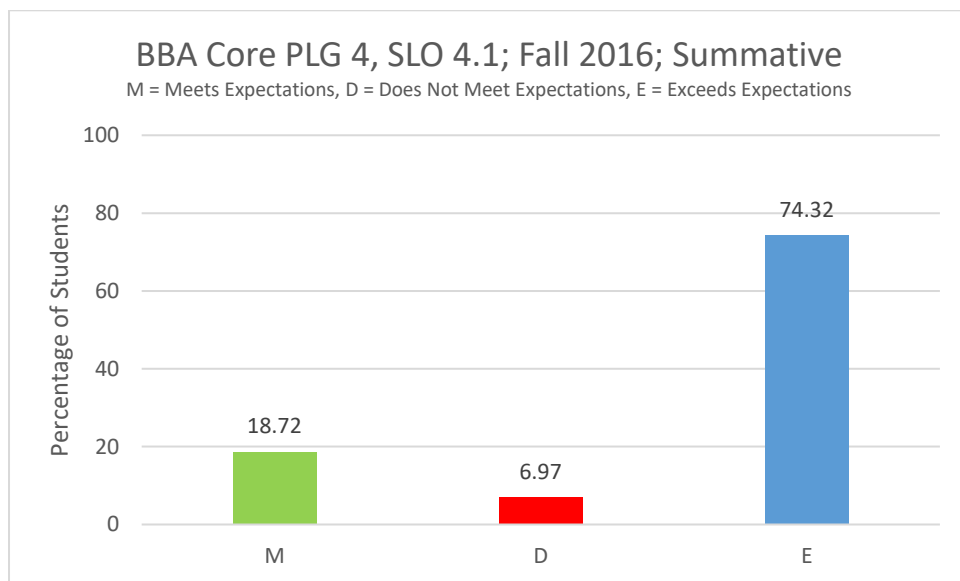


Figure BBA Core- 17

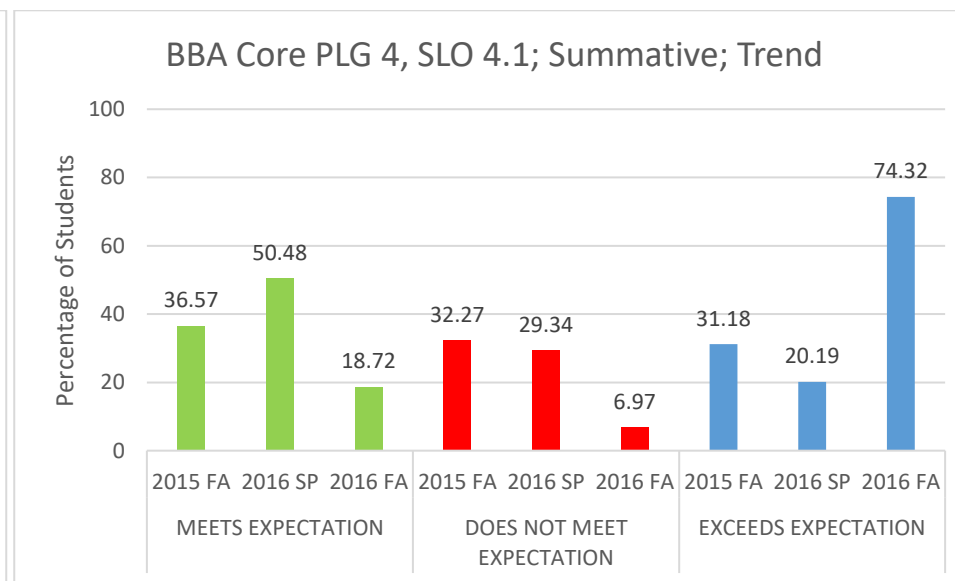


Figure BBA Core- 18

Fall 2016 Student Learning Assessment Report: Major in Accounting and Finance

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
A&F.1. Identify and classify financial information; present and interpret financial statements	<p><u>Summative</u>: - Exit Assessment Test, and Course Embedded Assessment (FIN 440, Capstone Course group term projects)</p> <p><u>Formative</u>: Course Embedded-Assessment (FIN 254 group term projects)</p>	<p><u>Exit Assessment Test</u> Meets Expectation: 60% -80% Does Not Meet Expectation < 60% Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment</u>: Rubric # A&F.1.R.1</p>	See Figures A&F 1 – 4.	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students met the target.</p> <p>Trend: Although the percentages of students meeting and exceeding expectation is increasing, the percentage of students not meeting expectation in formative assessment is still matter for concern.</p>	Dr. Sharif Nurul Ahkam, DBA from Kent University, USA, joined the department as a Professor. He is an expert in International Economics, and Financial Economics.

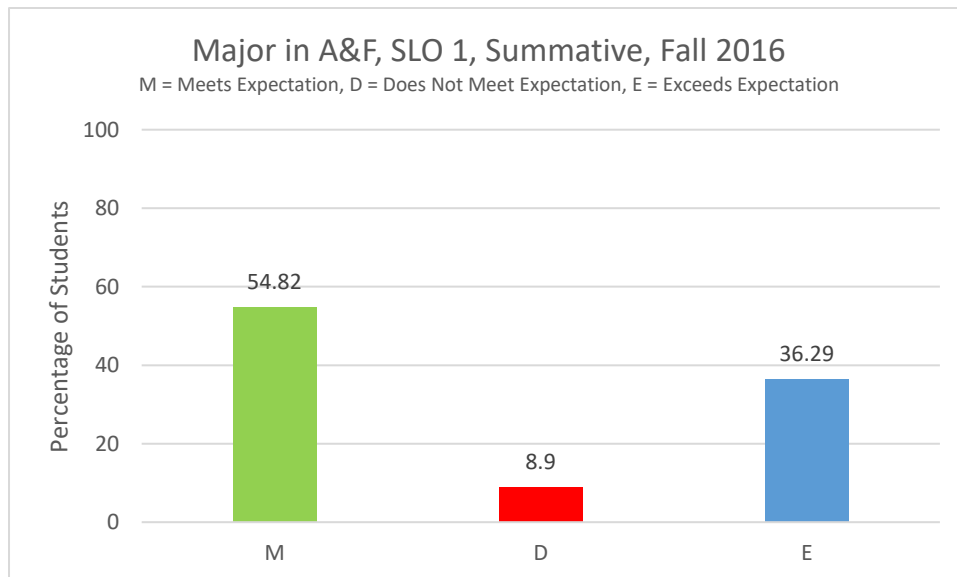


Figure A&F 1

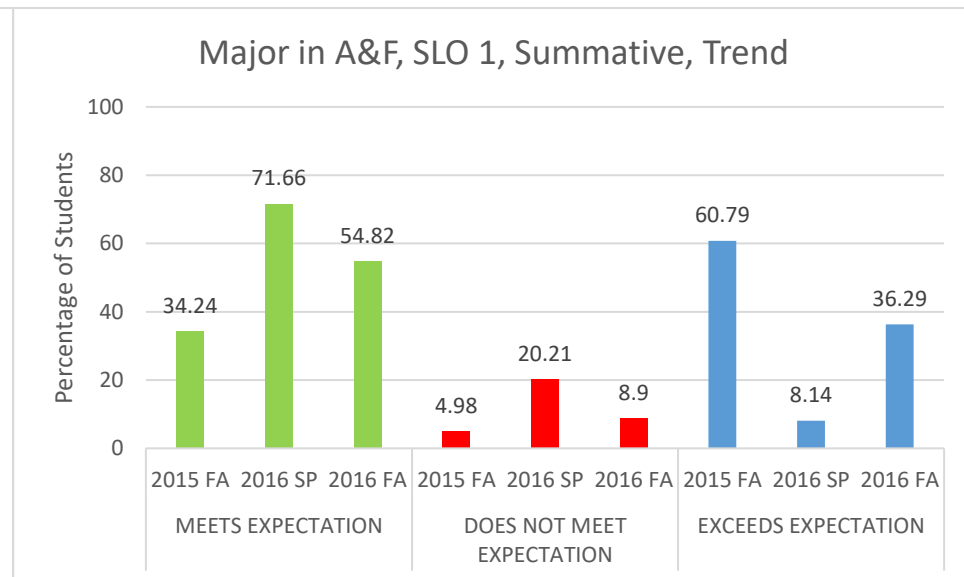


Figure A&F 2

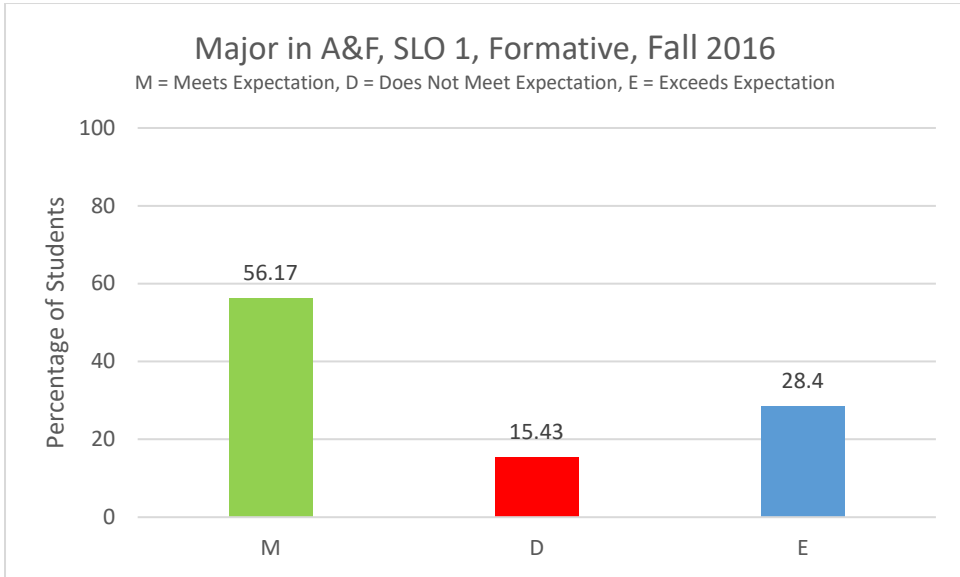


Figure A&F 3

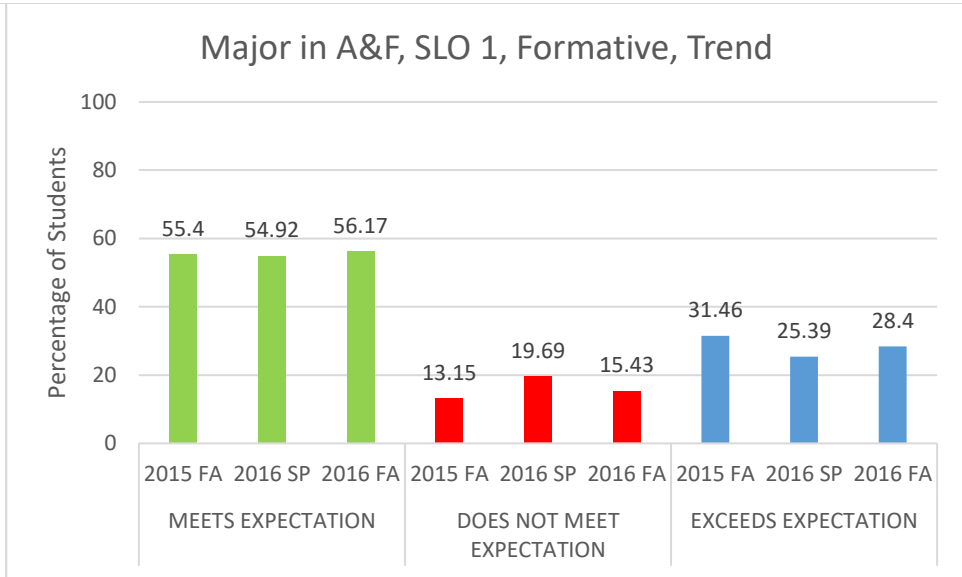


Figure A&F 4

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
A&F.2. Explain cost concepts and its classification and apply this in budgeting for specific business situations.	<p><u>Summative</u>: - Exit Assessment Test</p> <p><u>Formative</u>: Course-Embedded Assessment (ACT 202 examinations)</p>	<p><u>Exit Assessment Test</u></p> <p>Meets Expectation: 60% -80%</p> <p>Does Not Meet Expectation < 60%</p> <p>Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment</u>: Rubric # A&F.2.R.1 (formative), A&F.2.R.2 (summative)</p>	See Figures A&F 5 – 8.	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students met the target.</p> <p>Trend: Student performance has improved over the period. However the percentage of students not meeting expectation in formative assessment is still a matter of concern.</p>	NSU Finance Club brought together some of the nation’s finest business competition torchbearers in the seminar Business Competition Hacks to share their secrets behind success and ideas. Students could learn how to use financial concepts in real life scenarios.

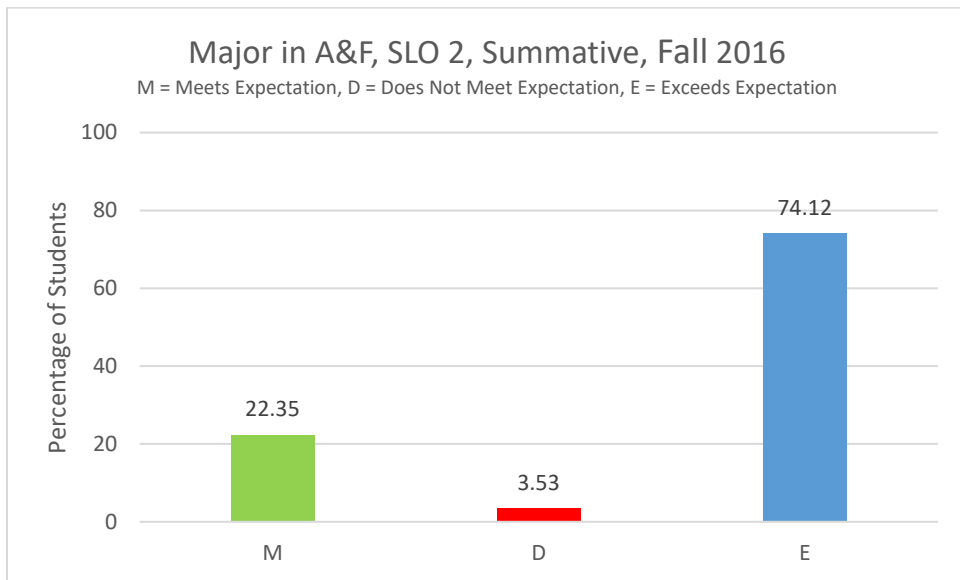


Figure A&F 5

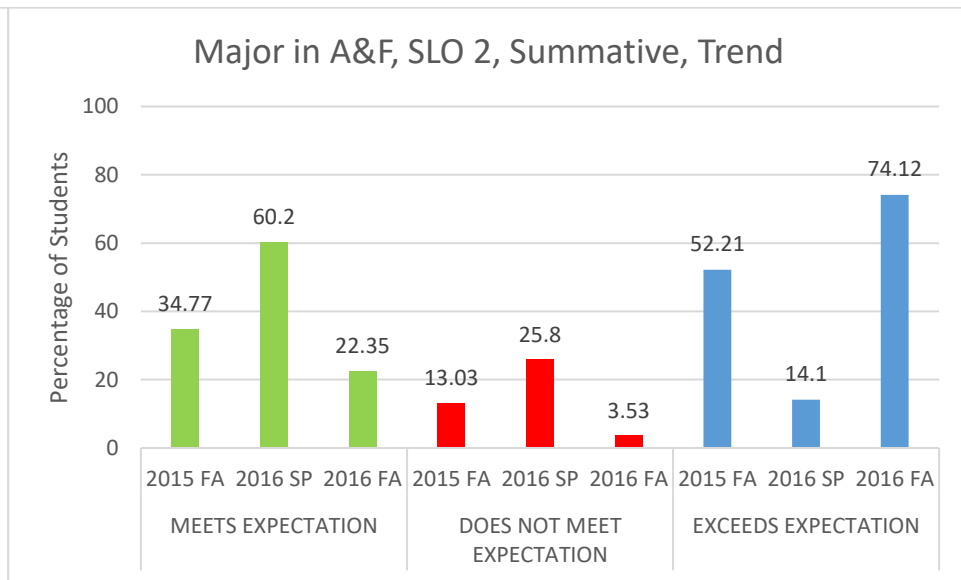


Figure A&F 6

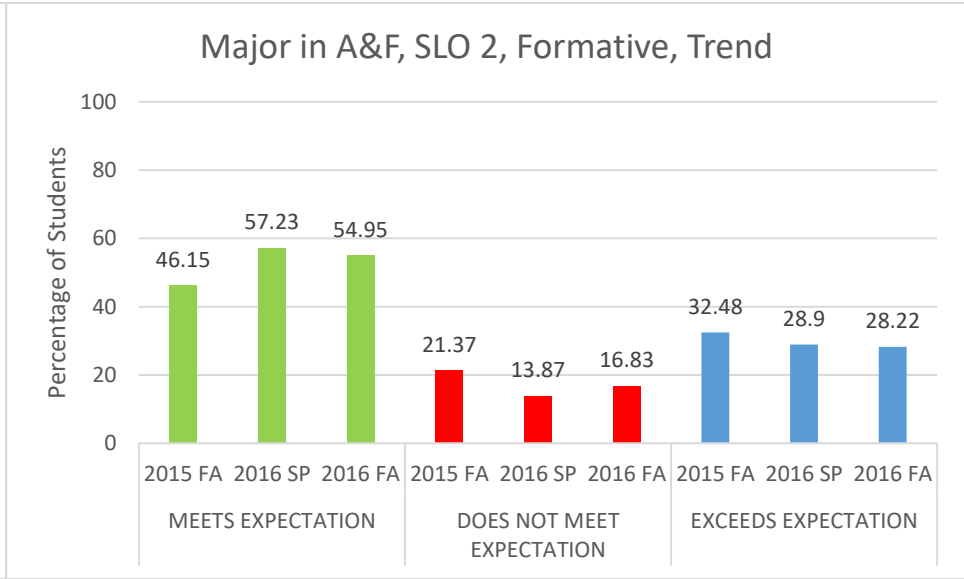
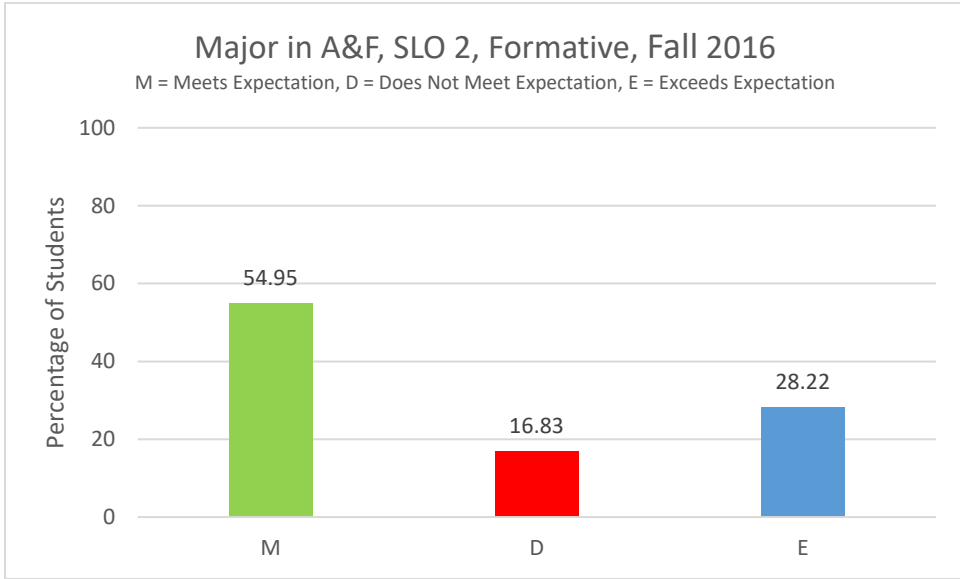


Figure A&F 7

Figure A&F 8

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
A&F.3. Be able to apply best investment strategy by analyzing various investment options.	<p><u>Summative:</u> - Exit Assessment Test, and Course-Embedded Assessment (FIN 440, Capstone Course, group term projects)</p> <p><u>Formative:</u> Course-Embedded Assessment (FIN 254 group term projects)</p>	<p><u>Exit Assessment Test</u> Meets Expectation: 60% -80% Does Not Meet Expectation < 60% Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # A&F.3.R.1 (formative), A&F.3.R.2 (summative)</p>	See Figures A&F 9 – 12.	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Student met the target.</p> <p>Trend: Although students are meeting the target, the increasing trend of the percentage of student not meeting expectation specially in the formative assessment is a matter of concern..</p>	NSU Finance club organized a financial modelling competition, Blueprint 2.0 in Fall 2016 with the vision of equipping students with technical financial skills and be able to apply them practically.

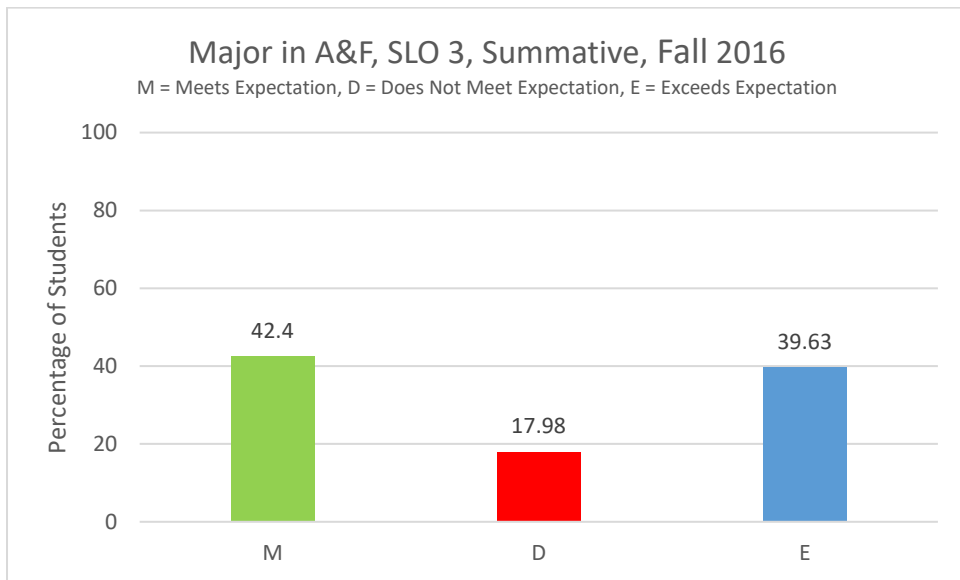


Figure A&F 9

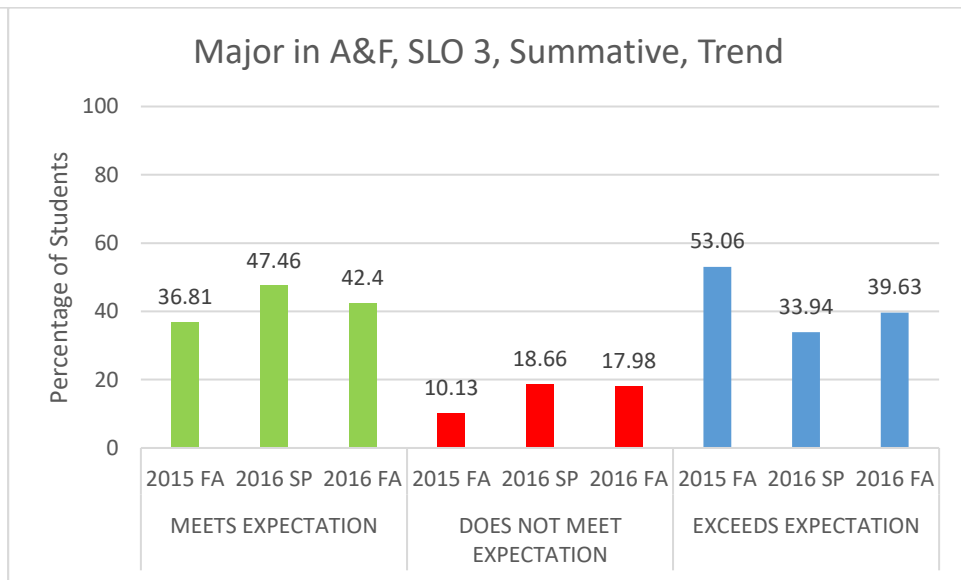


Figure A&F 10

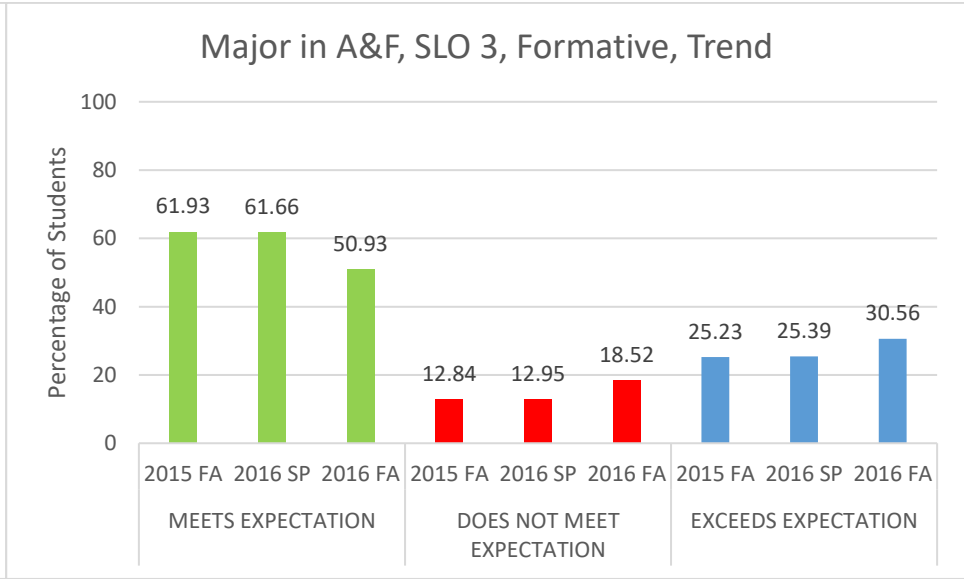
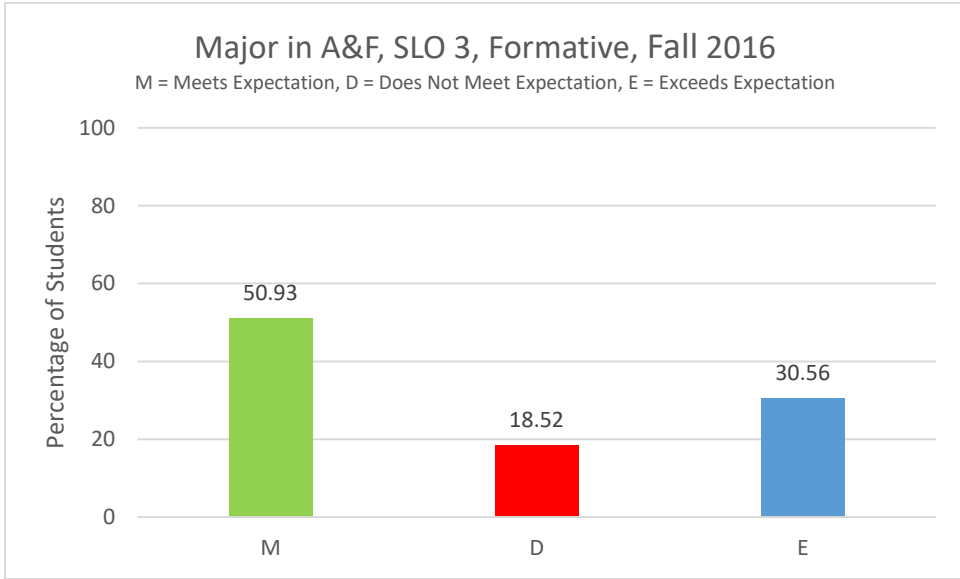


Figure A&F 11

Figure A&F 12

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
A&F.4. Be able to calculate and measure risks and its application in portfolio management.	<p><u>Summative</u>: - Exit Assessment Test, and Course-Embedded Assessment (FIN 435, Capstone Course, group term projects)</p> <p><u>Formative</u>: Course Embedded-Assessment (FIN 254 group term projects)</p>	<p><u>Exit Assessment Test</u>: Meets Expectation: 60% -80% Does Not Meet Expectation < 60% Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment</u>: Rubric # A&F.4.R.1 (formative), A&F.4.R.2 (summative)</p>	See Figures A&F 13 – 16.	<p>Target: 70% students should meet or, exceed expectation.</p> <p>Students met the target.</p> <p>Trend: We are pleased with increasing trends in the percentage of students meeting and exceeding expectation.</p>	Course components are constantly reviewed to ensure that students can continue to critically identify problems and solve those using their business studies knowledge.

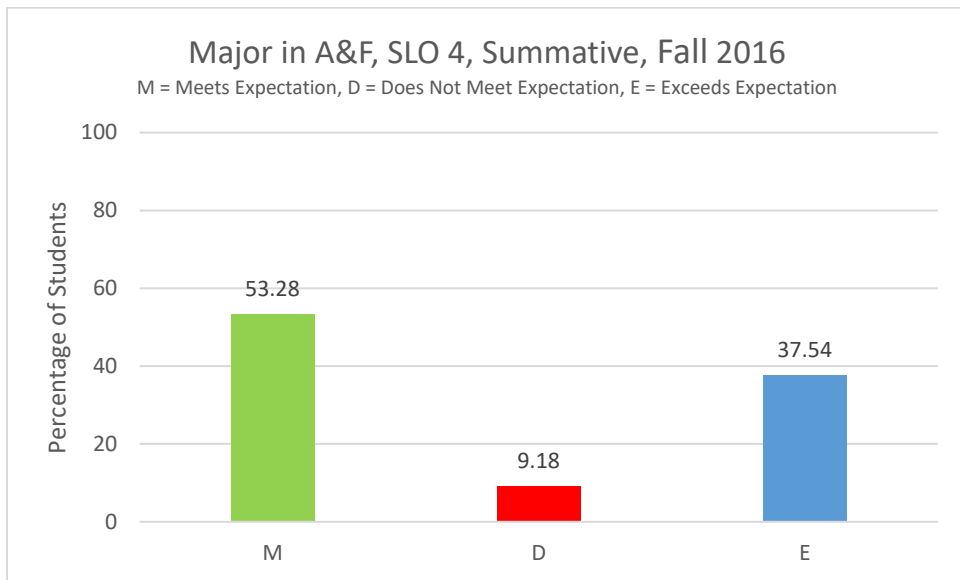


Figure A&F 13

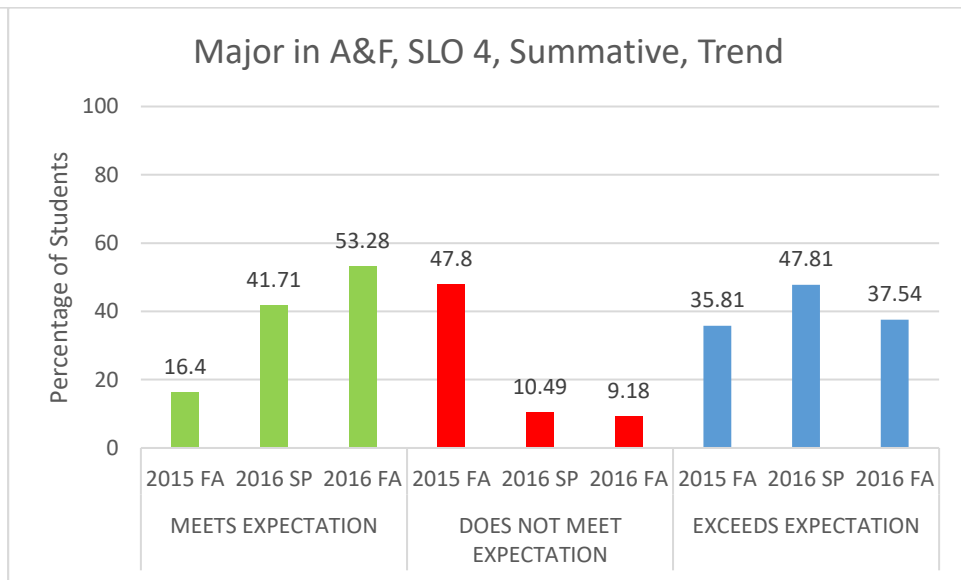


Figure A&F 14

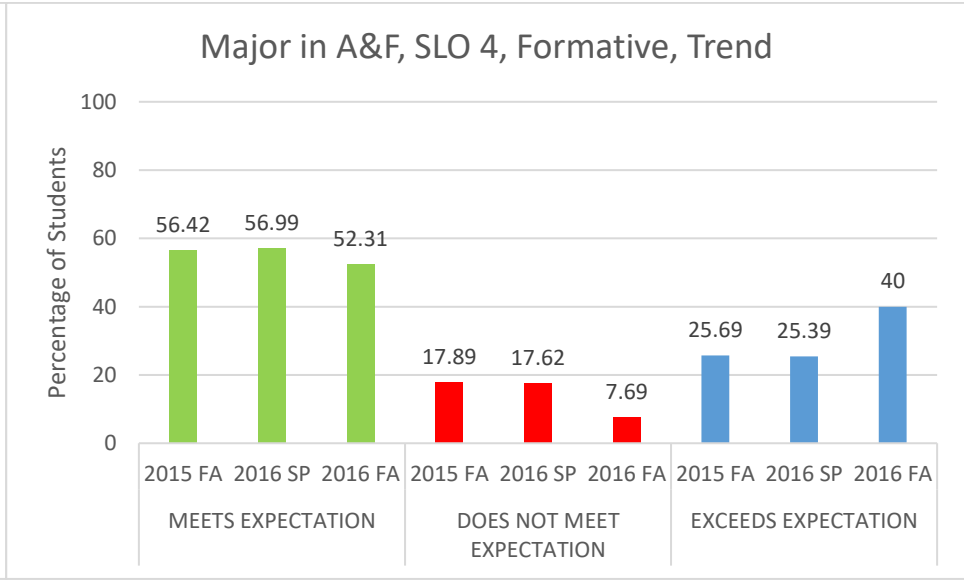
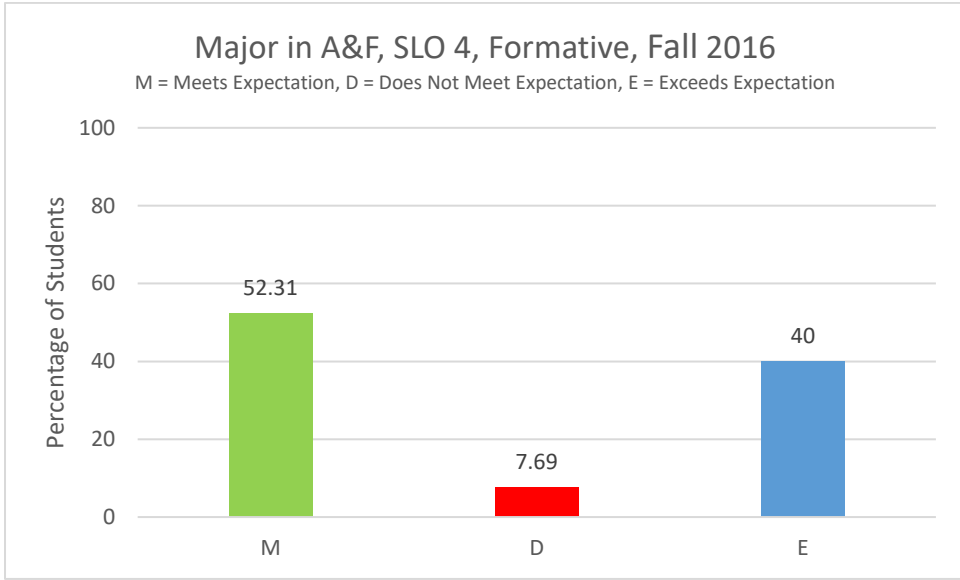


Figure A&F 15

Figure A&F 16

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

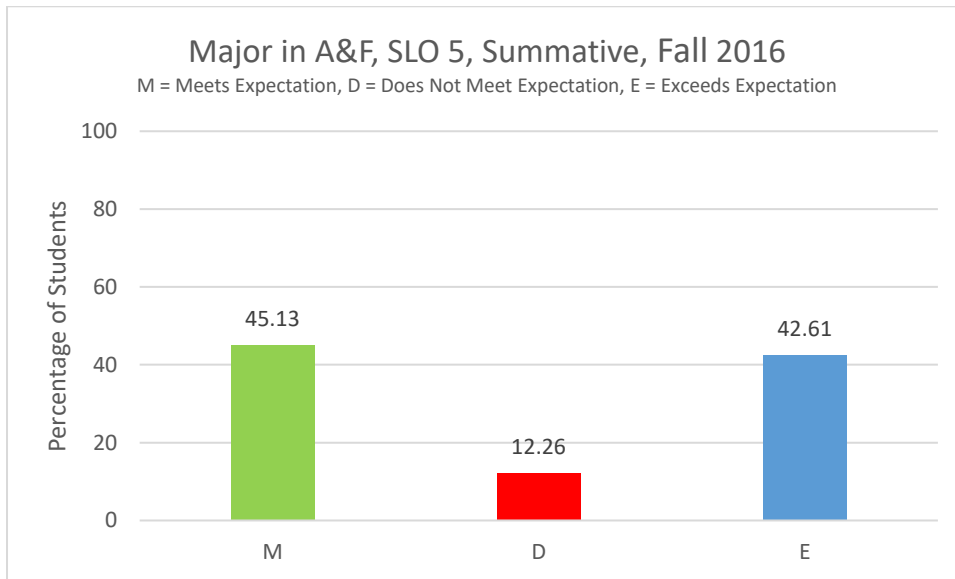


Figure A&F 17

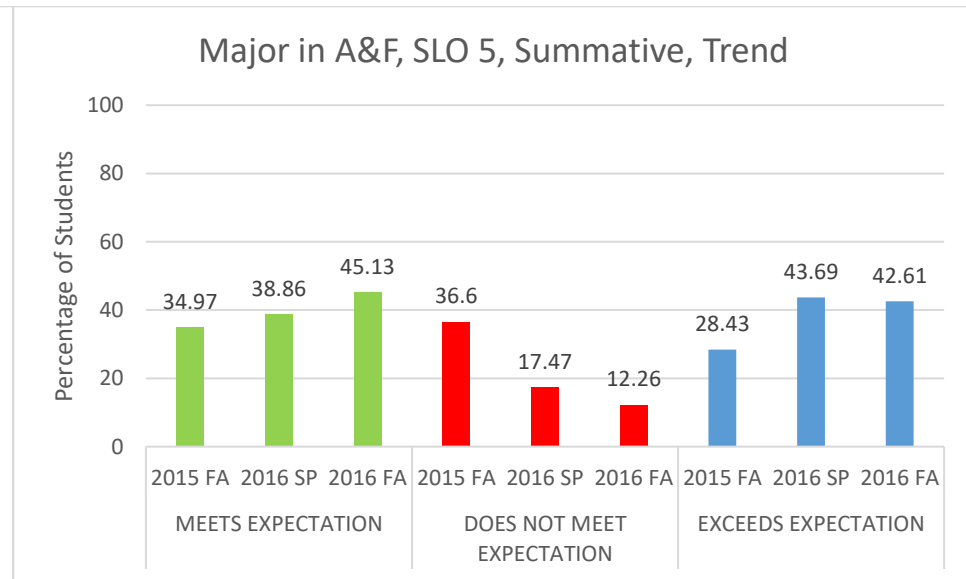


Figure A&F 18

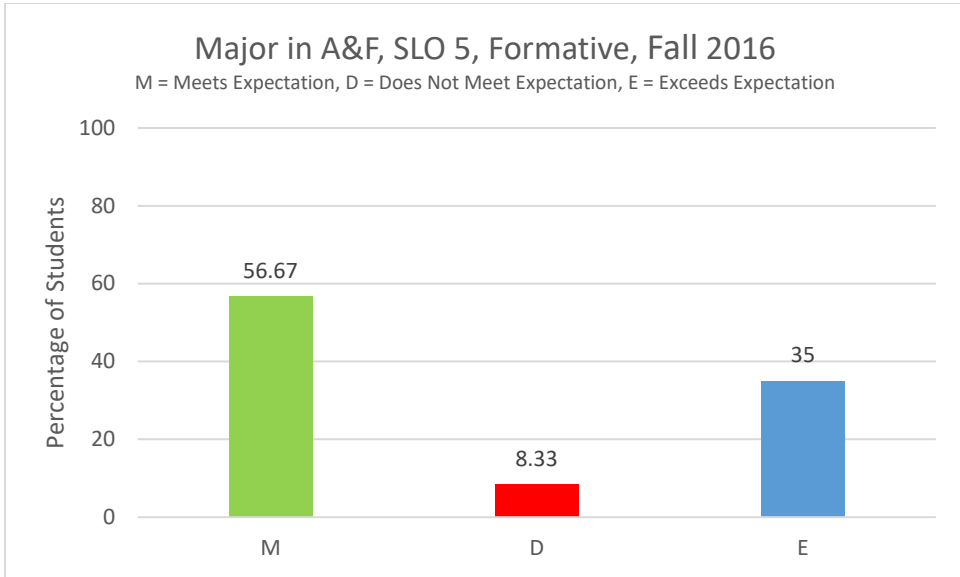


Figure A&F 19

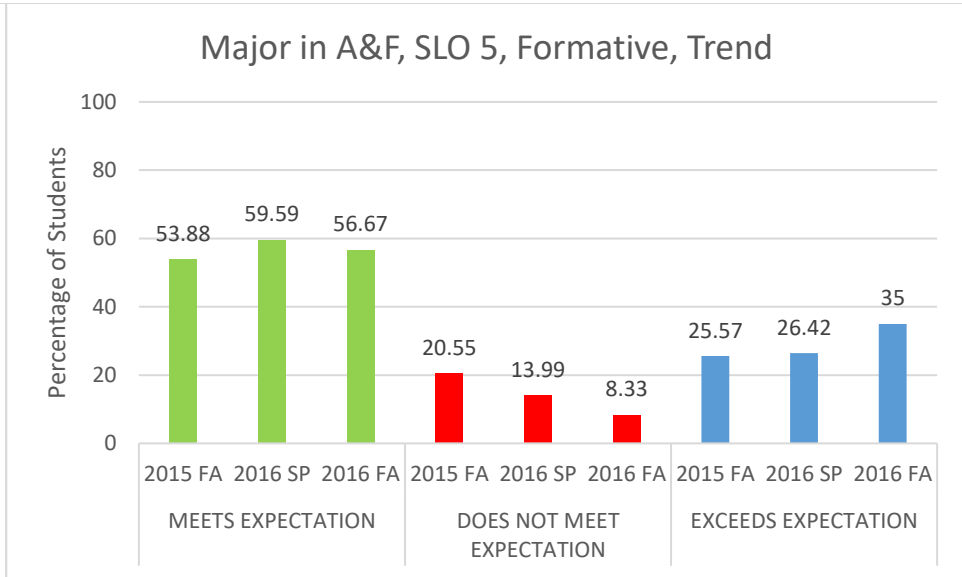


Figure A&F 20

Fall 2016 Student Learning Assessment Report: Major in HRM Program

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
1. Understand the Human Resource Management concepts and theories, and is able to apply these core knowledge in managing organizations.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (HRM480 group term projects)</p> <p><u>Formative:</u> Course Embedded Assessment (MGT351 group term projects)</p>	<p><u>Exit Assessment Test:</u> Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # HRM.1.R.1</p>	See Figures HRM 1 – 4.	<p>Target: 80% students should meet or exceed expectation.</p> <p>Students met the target.</p> <p>Trend: Overall student performance has improved over time. We are very pleased with the results from the formative assessment. Although summative assessment shows an overall improvement, the percentage of students exceeding expectation is showing a decreasing trend.</p>	<p>This fall NSU Young Entrepreneurs Society (YES!) organized the event Haat Bazar, an initiative of the Career and Placement Centre (CPC) and the Department of Management. This event is held to give the students a taste of what it feels like to be an entrepreneur for a day. The students get a platform to apply their knowledge in real life scenarios.</p>

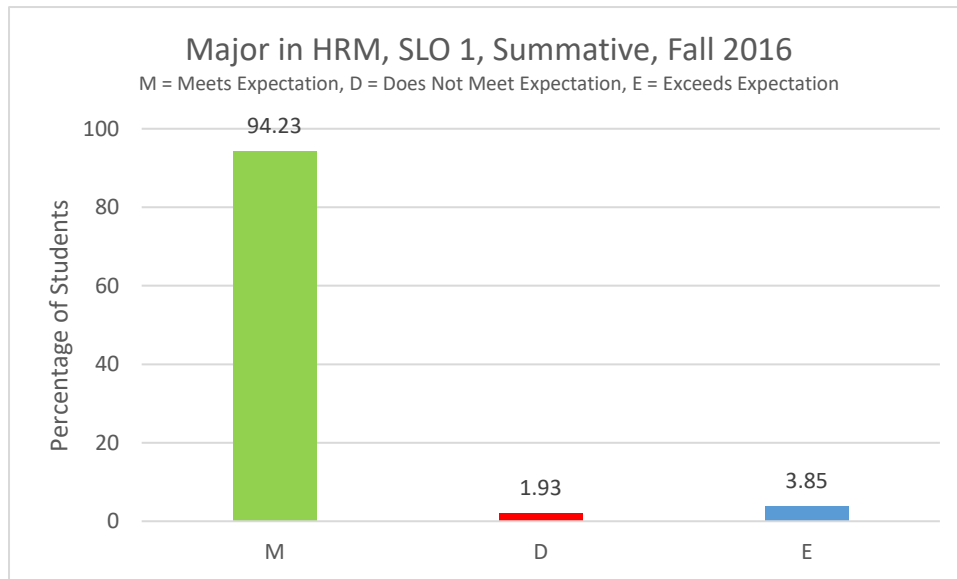


Figure HRM 1

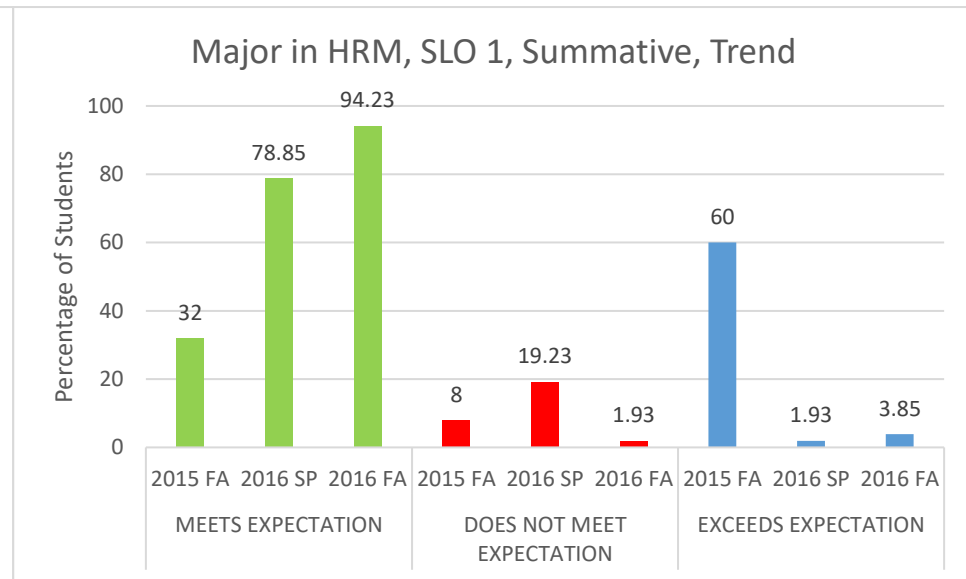


Figure HRM 2

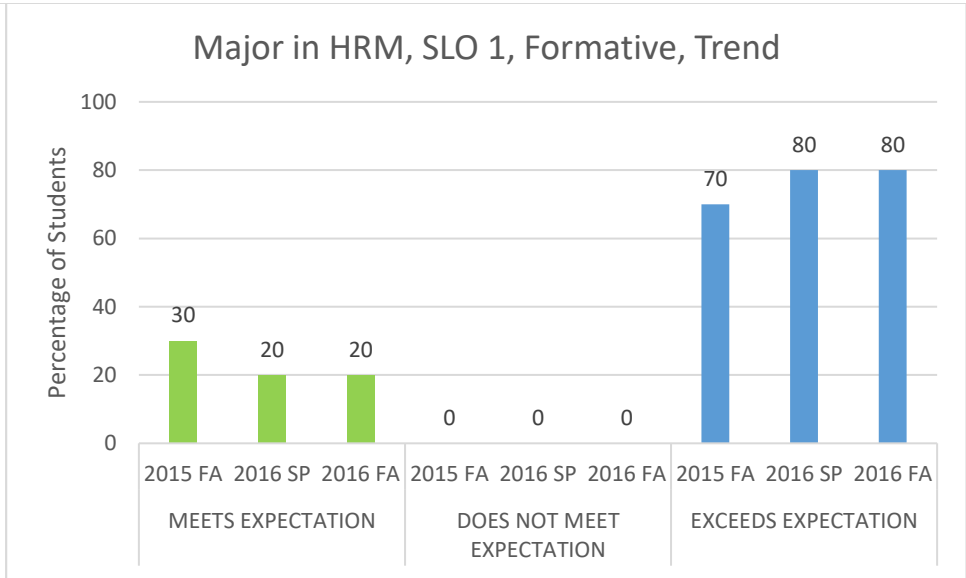
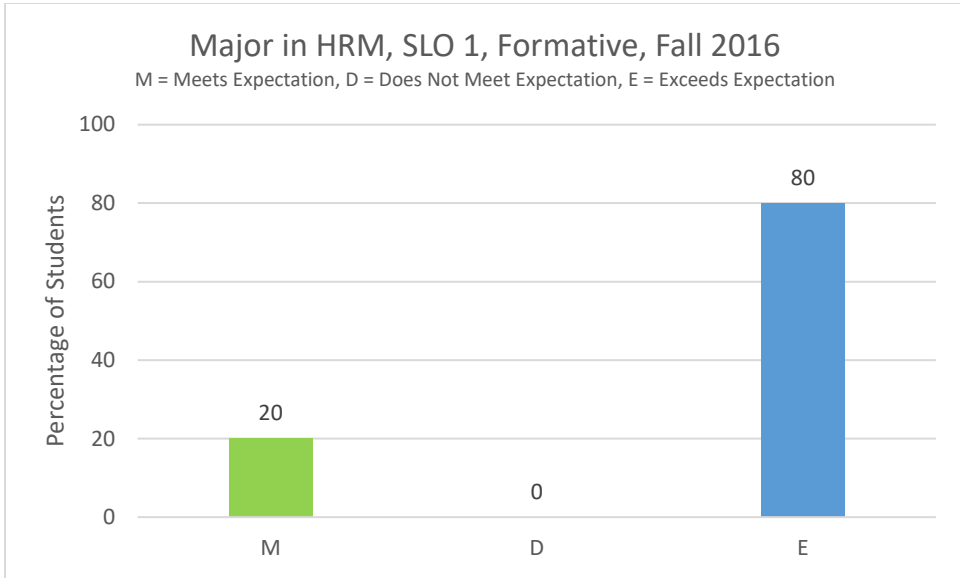


Figure HRM 3

Figure HRM 4

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
2. Understand the concepts underlying effective interpersonal relations and group/team leadership skills.	<u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (HRM480 group term projects) <u>Formative:</u> Course Embedded Assessment (MGT351 group term projects)	<u>Exit Assessment Test:</u> Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80% <u>Course-Embedded Assessment:</u> Rubric # HRM.2.R.1	See Figures HRM 5 – 8.	Target: 75% students should meet or exceed expectation. Student failed to meet the target in formative assessment. Trend: Student performance is very poor in formative assessment. Inconsistent student performance over time is a matter of concern.	NSU organized an inter-university Skill-based Competition called “HR Calibration”. More than 300 business students from across the country participated in the competition. The competition serve as a platform for students to apply their knowledge of business studies and develop the communication, problem solving and team building skills required to address future challenges of global business.

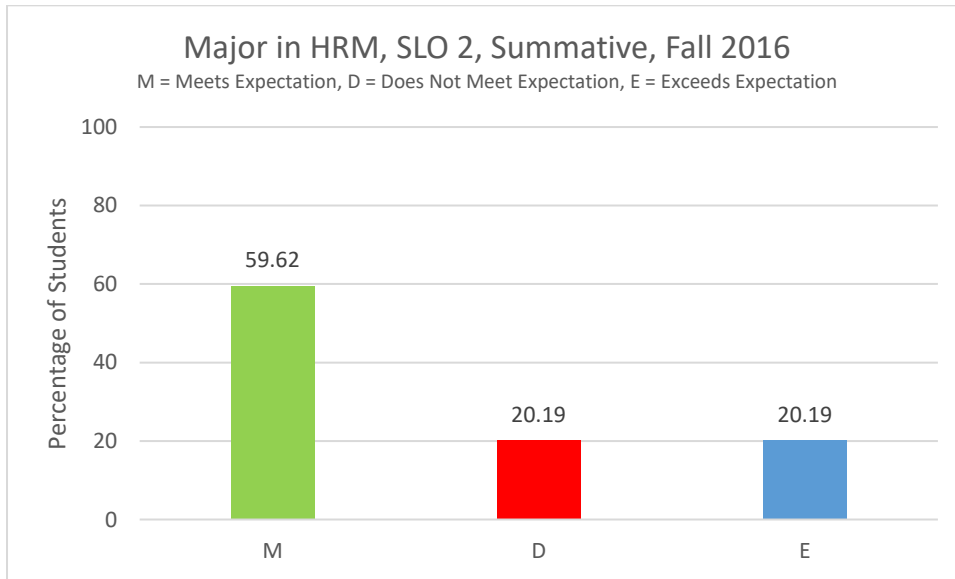


Figure HRM 5

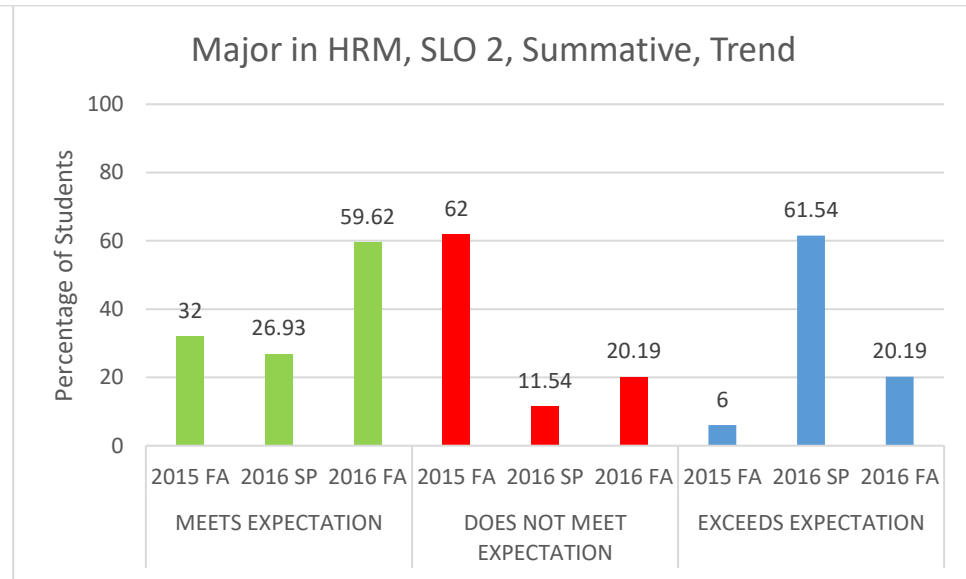


Figure HRM 6

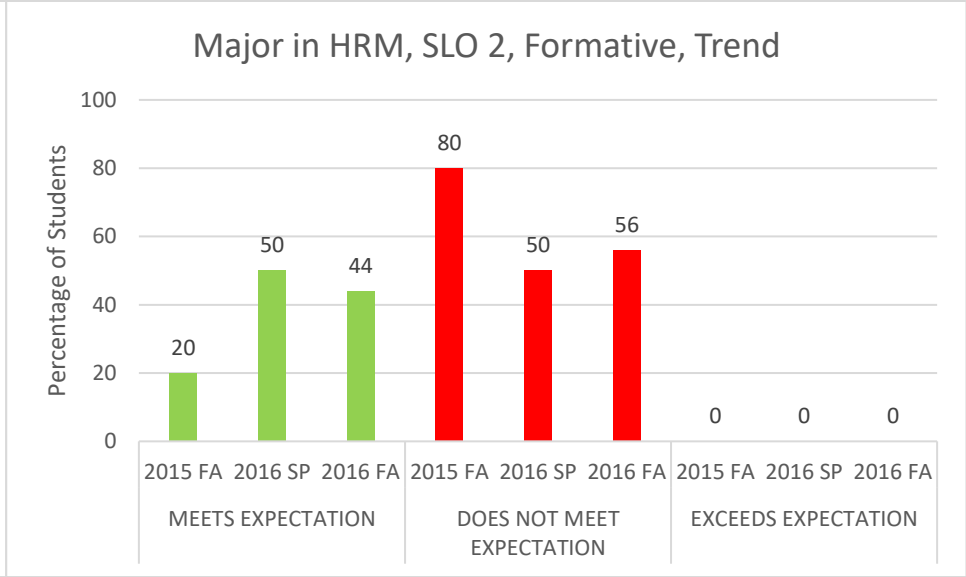
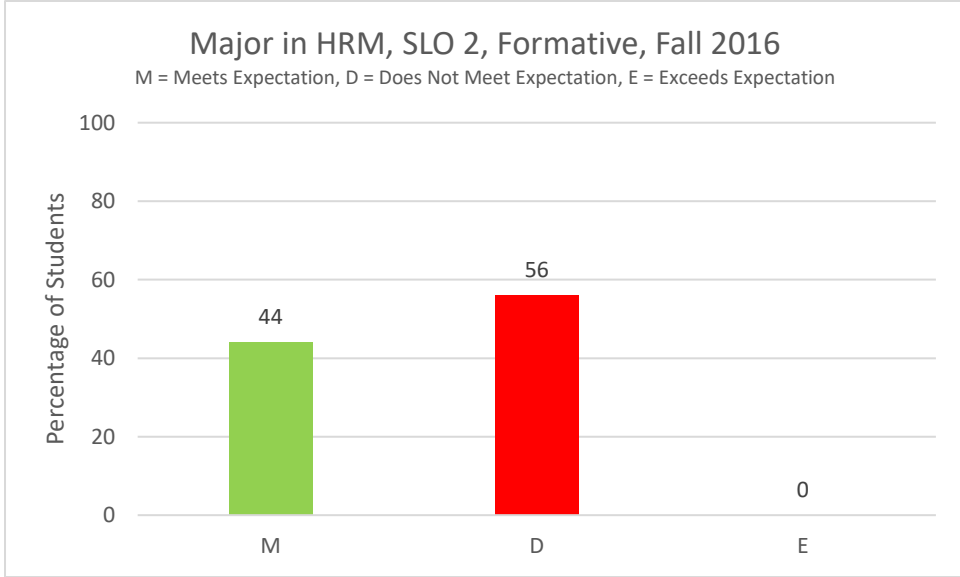


Figure HRM 7

Figure HRM 8

Student Learning Outcomes	Measure	Measurement Criteria	Results	Observation	Closing the Loop
3. Understand and are able to integrate Strategic Human Resource Management (“SHRM”) concepts in the context of management of organizations.	<u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (HRM480 group term projects) <u>Formative:</u> Course Embedded Assessment (MGT351 group term projects)	<u>Exit Assessment Test:</u> Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80% <u>Course Embedded Assessment:</u> Rubric # HRM.3.R.1	See Figures HRM 9 – 12.	Target: 65% students should meet or exceed expectation. Students met the target. Trend: Student performance is showing a positive trend.	Course components are constantly reviewed to ensure that students can continue to critically identify problems and solve those using their business studies knowledge.

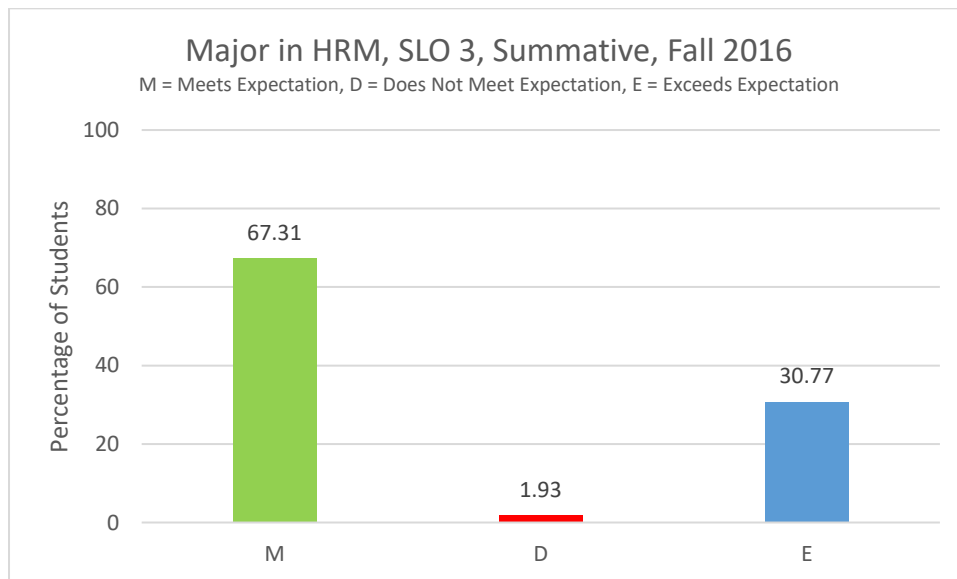


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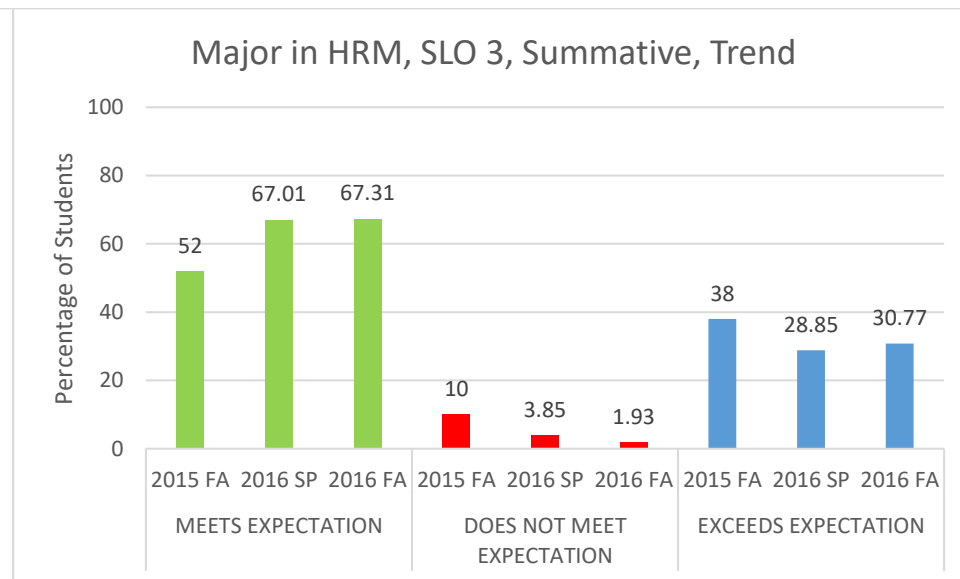


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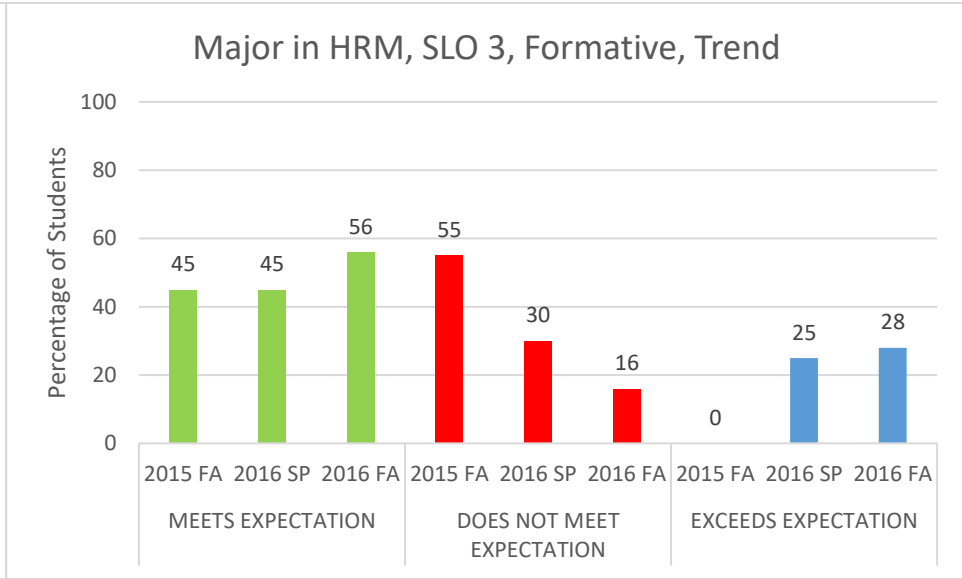
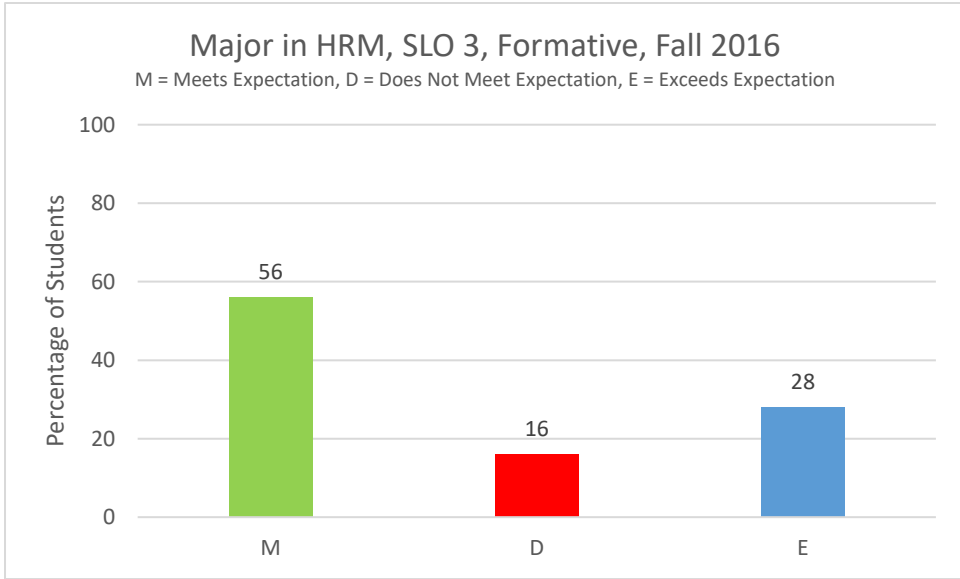


Figure HRM 11

Figure HRM 12

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
4. Be familiar with the application of HRM functional capabilities to select, recruit, motivate, and retain employees.	<u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (HRM480 group term projects) <u>Formative:</u> Course Embedded Assessment (MGT351 group term projects)	<u>Exit Assessment Test:</u> Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80% <u>Course-Embedded Assessment: Rubric # HRM.4.R.1</u>	See Figures HRM 13 – 16.	Target: 70% students should meet or exceed expectation. Students met the target. Trend: Student performance is improving.	NSU HR organized an event called <i>HR Calibration</i> , in which the club introduced a case competition focusing on several HR areas (e.g. recruitment, selection, motivation, retention).

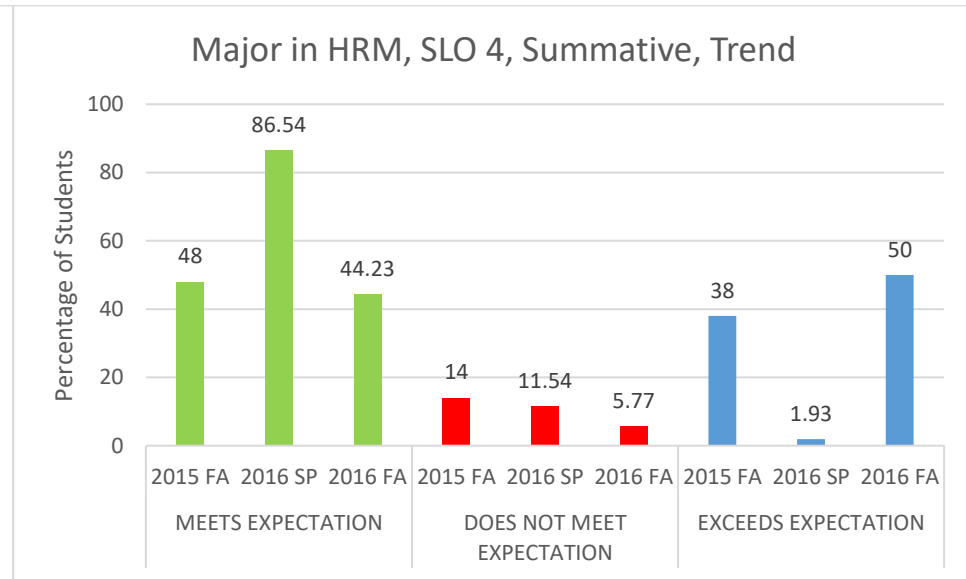
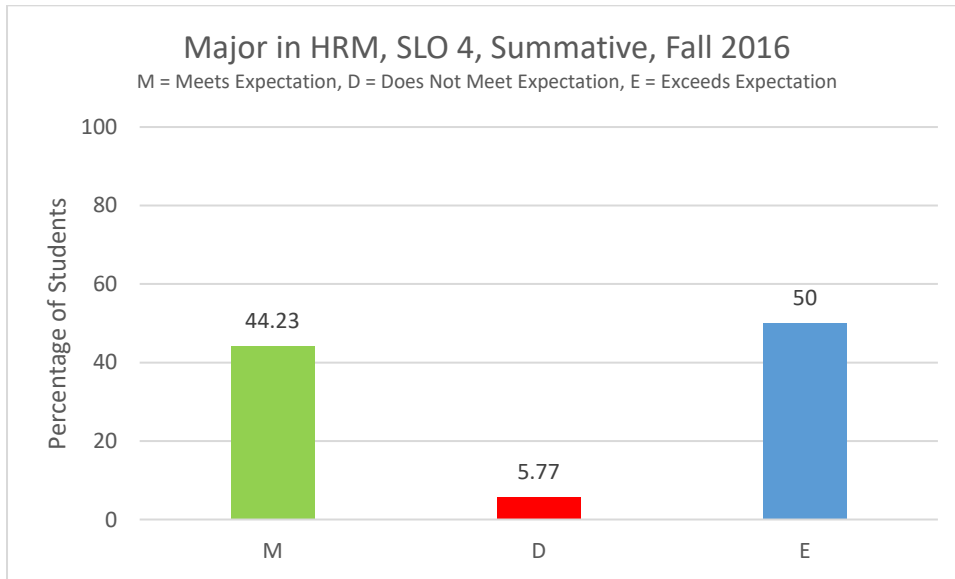


Figure HRM 13

Figure HRM 14

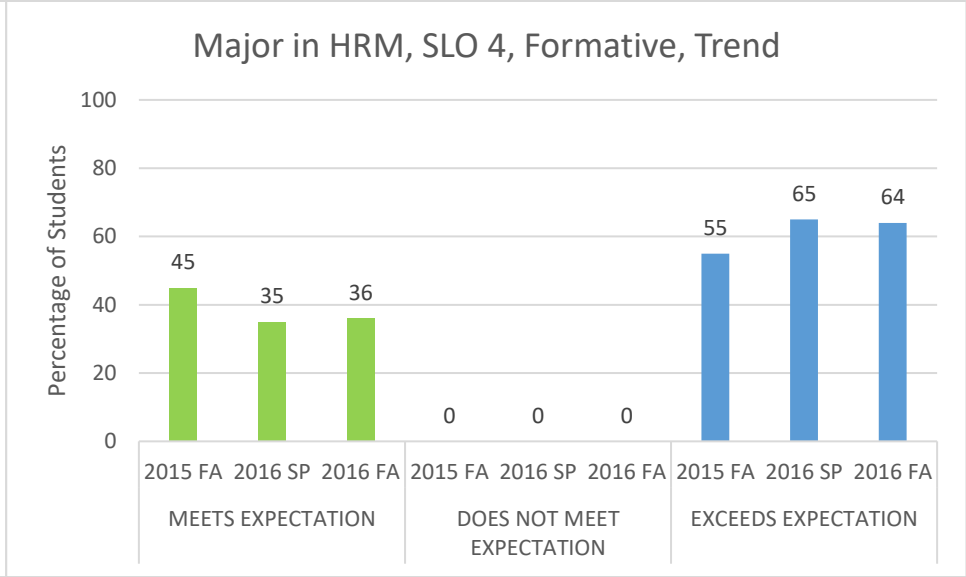
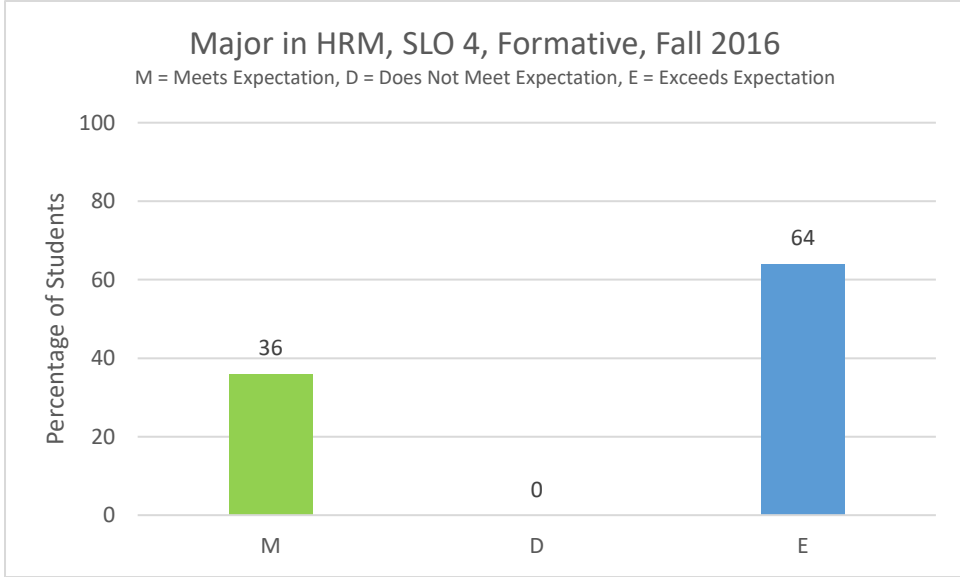


Figure HRM 15

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.	<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.5.R.1</p>	See Figure HRM 17 – 20.	<p>Target: 60% students should meet or exceed expectation.</p> <p>Students met the target.</p> <p>Trend: Students performance is showing an improving trend over the period. However, the percentage of students not meeting expectation in summative assessment is still significant and is a matter of concern.</p>	The Career and the placement center (CPC) and the NSU HR club jointly organized a seminar entitled “Conquer Your Career”. Managing Directors and Founders of top companies in Bangladesh were invited to share their real life experiences and corporate cultures and encourage entrepreneurial activities among the students. This gave students key insights about organizations in Bangladesh.

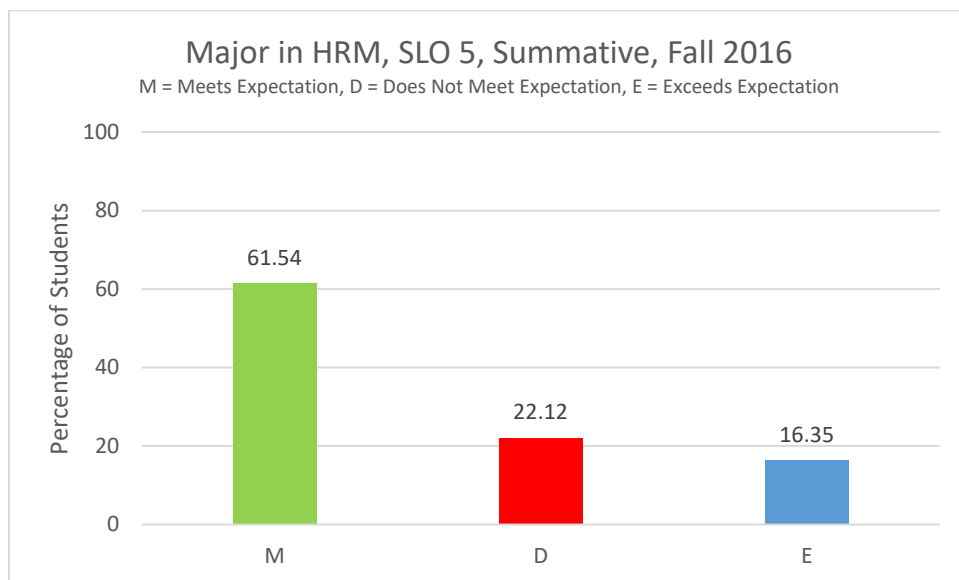


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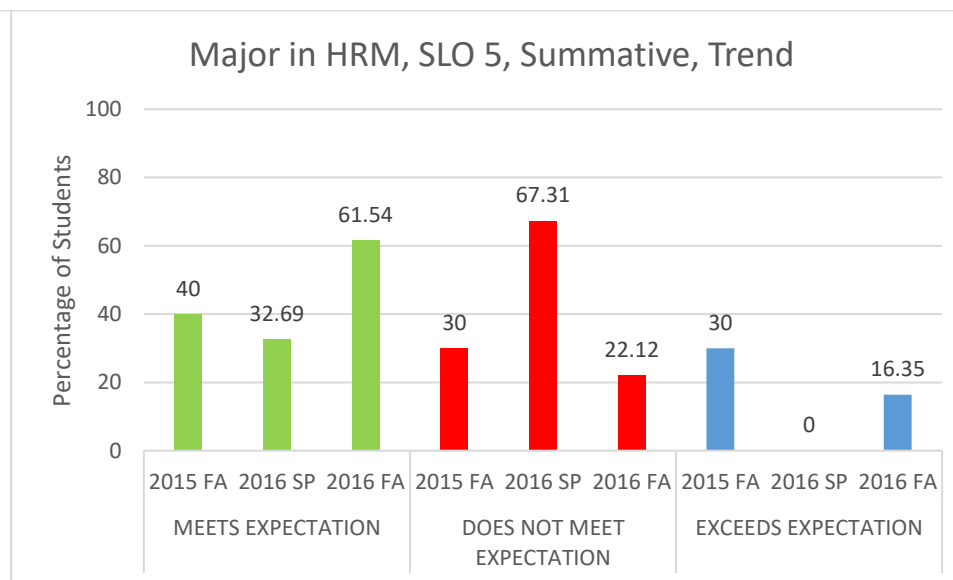


Figure HRM 18

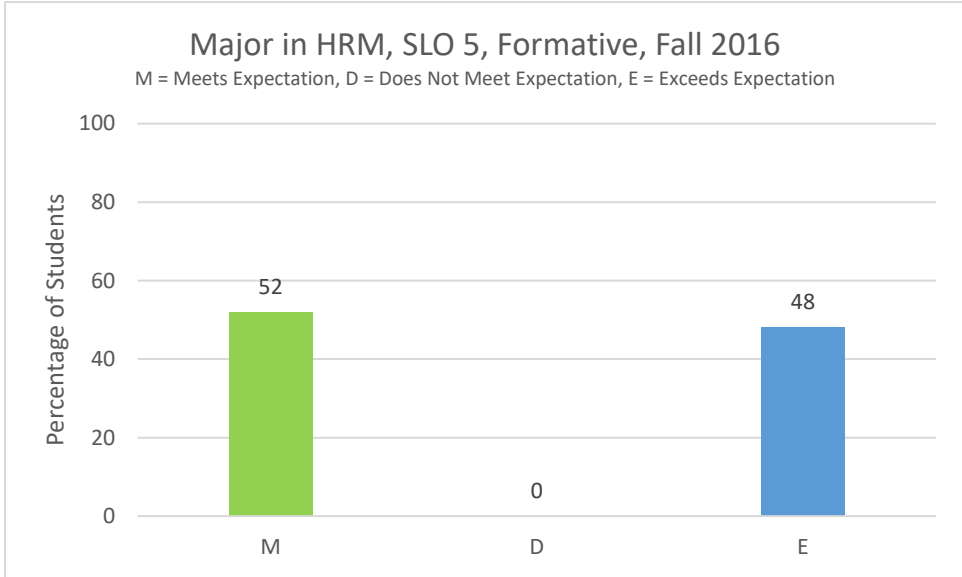


Figure HRM 19

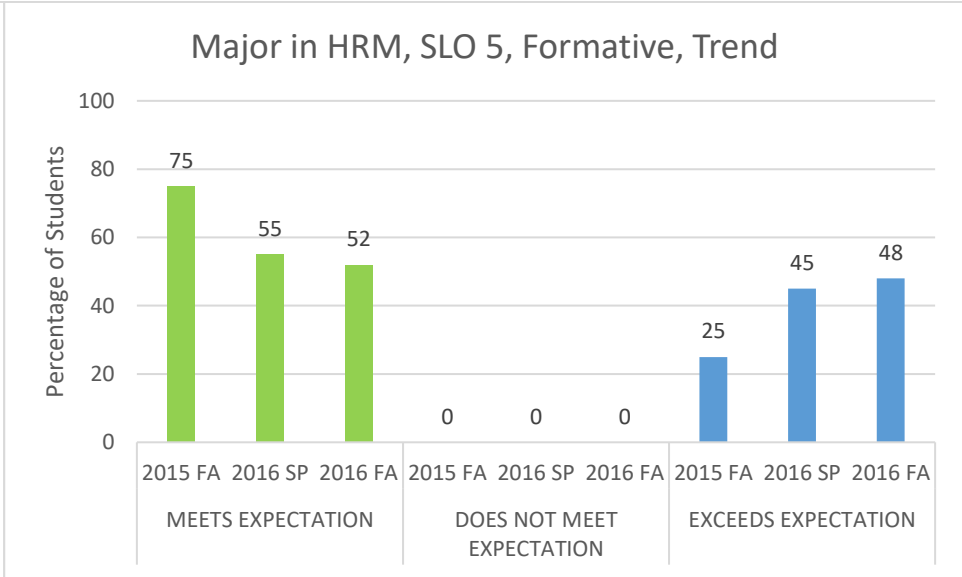


Figure HRM 20

Fall 2016 Student Learning Assessment Report: Major in International Business (“INB”)

Student Learning Outcomes	Measure	Measurement Criteria	Results	Status	Closing the Loop
1. Demonstrate an understanding of global cultural knowledge through a) the identification of major components of international business and b) explanation of how cultural and national differences affect the conduct of business.	<p><u>Summative</u>- Exit Assessment Test, and Course-Embedded Assessment (INB 480 group term projects)</p> <p><u>Formative</u>: Course-Embedded Assessment (INB 372 case studies)</p>	<p><u>Exit Assessment Test</u>: Meets expectations- 60% to 80%, Does Not Meet expectations-< 60%, Meets expectations-> 80%.</p> <p><u>Course-Embedded Assessment</u>: Rubric # INB.1.R.1 (formative), and rubric # INB.1.R.2 (summative)</p>	See Figures INB 1 – 4.	<p>Target: 80% of the students should meet and exceed the expectations of SLO1.</p> <p>Students met the target.</p> <p>Trend: 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 a matter of concern.</p>	The Department of Marketing and International Business, with support from the International Business Club (NSU IBC), introduced a multi-cultural event, called ‘Global Village’. Students enrolled in INB 372 participated in the event. They were asked to represent a country as an investment destination and promote their destination to potential investors. This gave the students a platform to sharpen their understanding of global cultural knowledge.

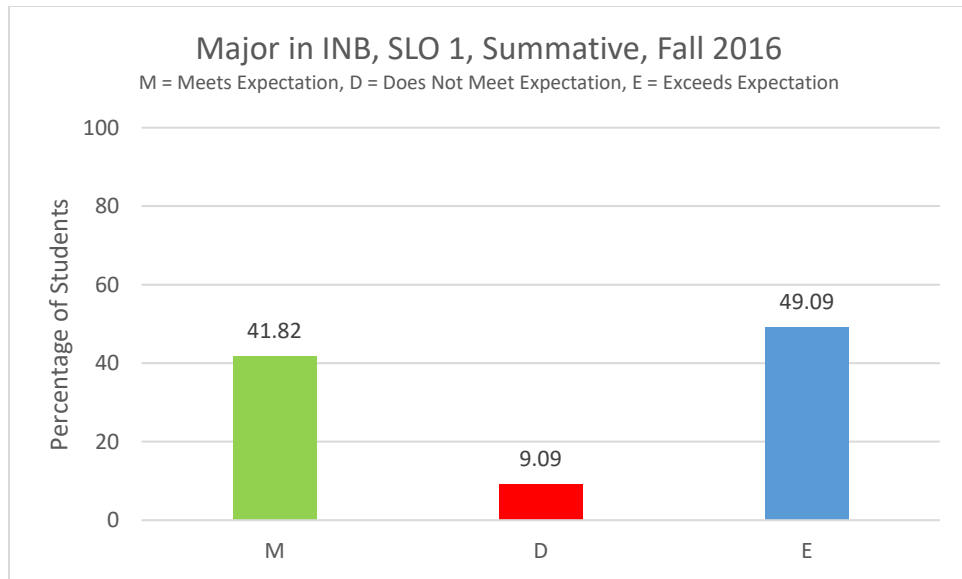


Figure INB- 1

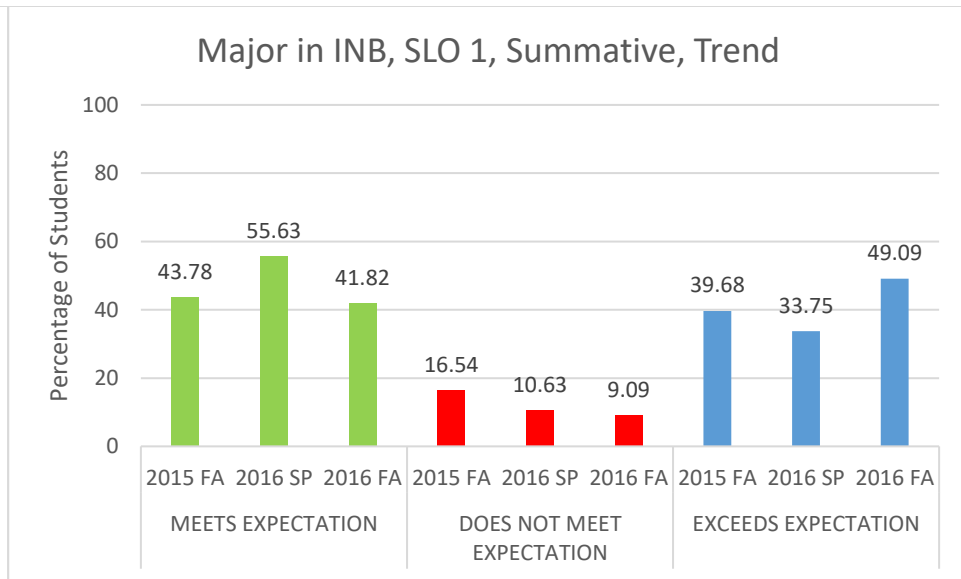


Figure INB- 2

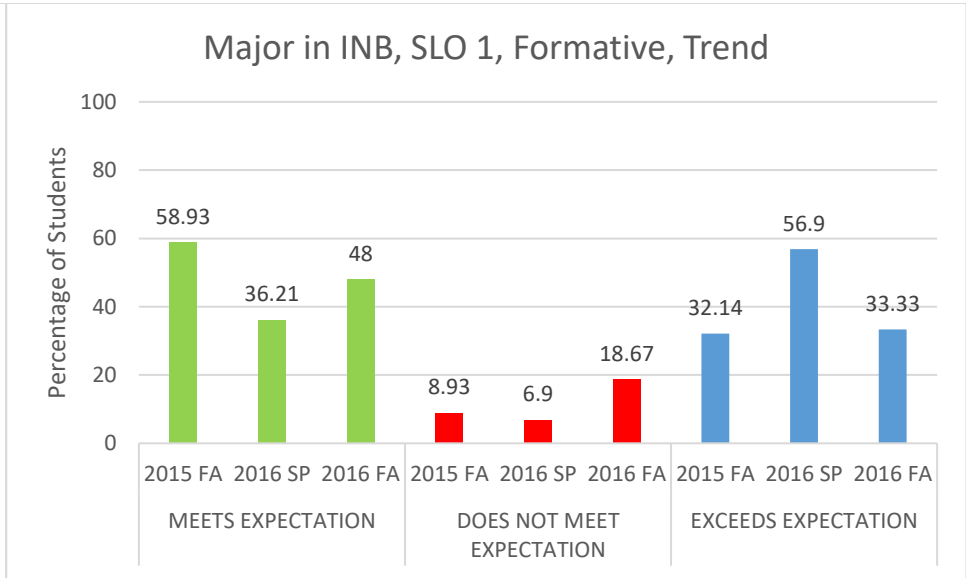
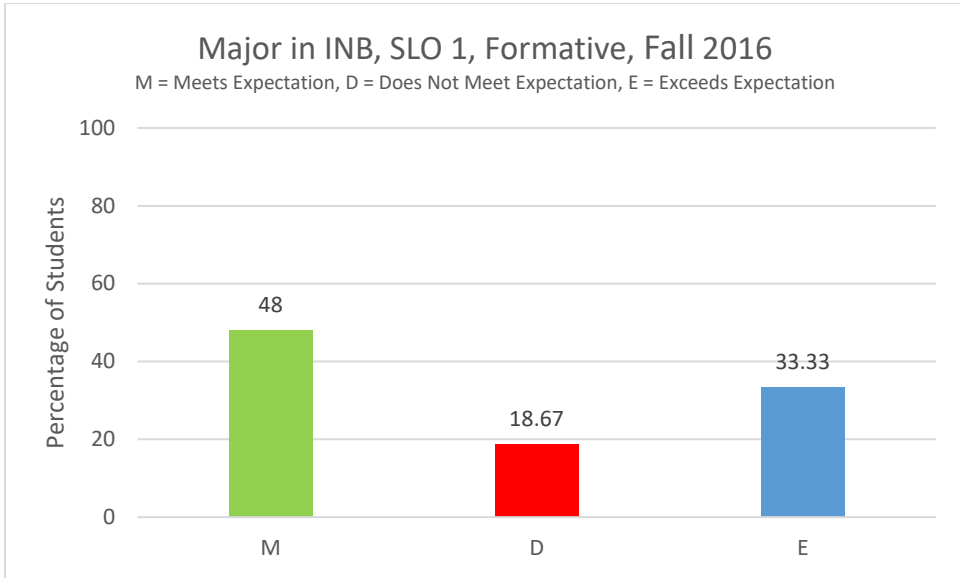


Figure INB- 3

Figure INB- 4

Student Learning Outcomes	Measure	Measurement Criteria	Results	Status	Closing the Loop
2. Demonstrate working knowledge in the area of marketing, finance and management from a business perspective in an international context.	<p><u>Summative</u>: - Exit Assessment Test, and Course-Embedded Assessment (INB 480 group term projects)</p> <p><u>Formative</u>: Course-Embedded Assessment (INB 372 case studies)</p>	<p><u>Exit Assessment Test</u>: Meets expectations- 60% to 80%, Does Not Meet expectations-< 60%, Meets expectations-> 80%</p> <p><u>Course-Embedded Assessment</u>: Rubric # INB.2.R.1</p>	See Figures INB 5 – 8.	<p>Target: 80% of the students should meet and exceed the expectations of SLO2.</p> <p>Students met the target.</p> <p>Trend: Student performance is improving over time.</p>	Over the years NSU organizes different business competitions to help student apply their knowledge of business studies and develop problem solving and team building skills required to address future challenges of global business.

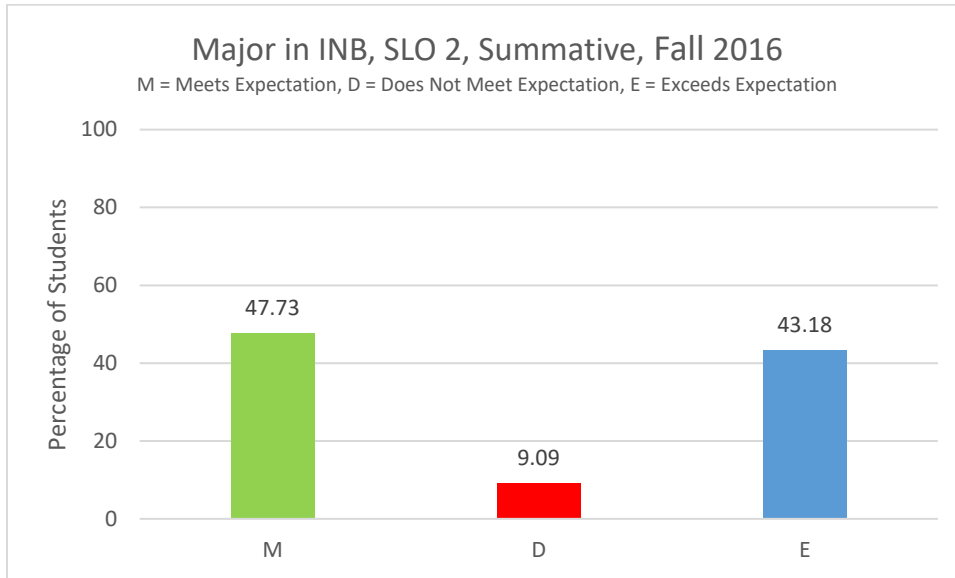


Figure INB- 5

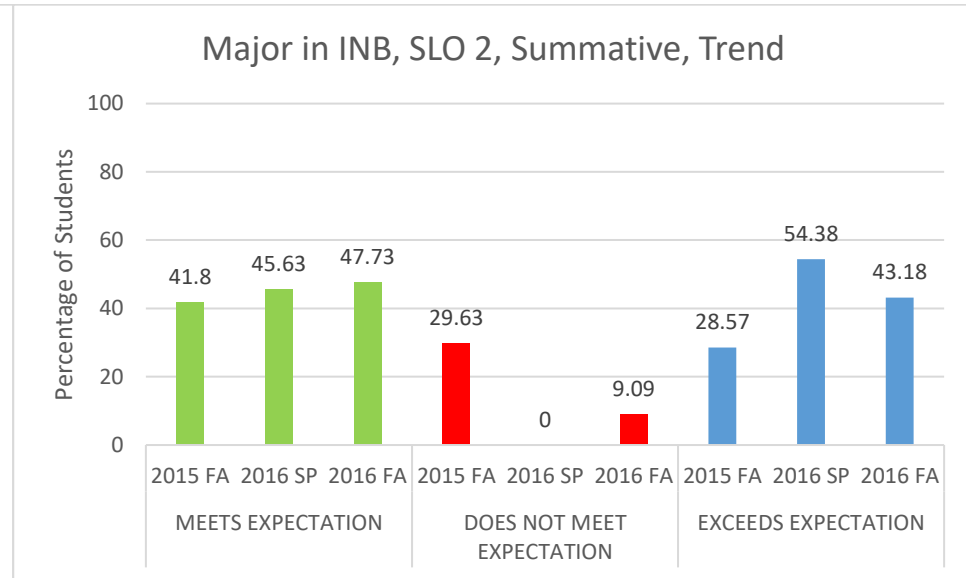


Figure INB- 6

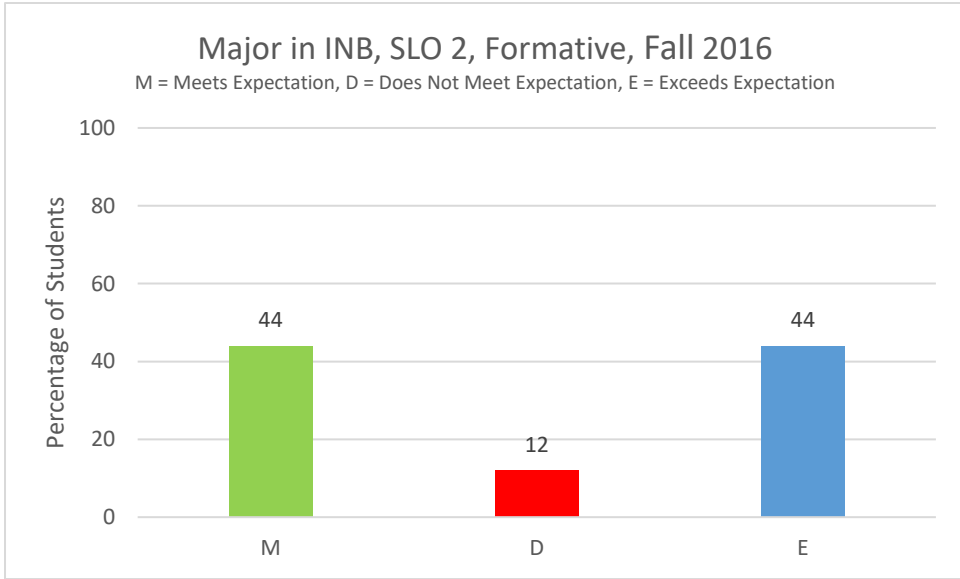


Figure INB- 7

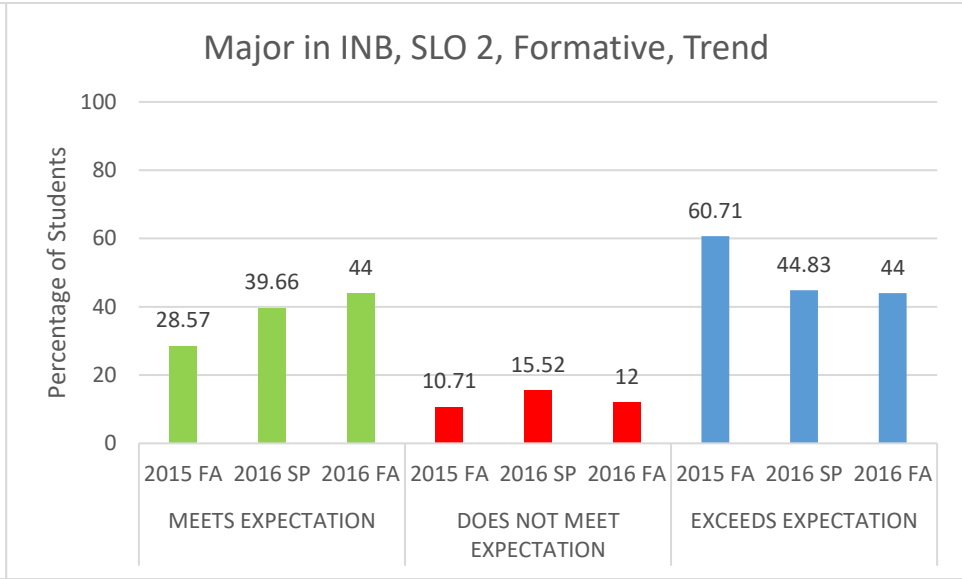


Figure INB- 8

Student Learning Outcomes	Measure	Measurement Criteria	Results	Status	Closing the Loop
3. Assess factors that determine international trade patterns & capital flows and the impact of international institutions on global business operations.	<p><u>Summative</u>- Exit Assessment Test, and Course-Embedded Assessment (INB 480 group term projects)</p> <p><u>Formative</u>: Course-Embedded Assessment (INB 372 case studies)</p>	<p><u>Exit Assessment Test</u>: Meets expectations- 60% to 80%, Does Not Meet expectations-< 60%, Meets expectations-> 80%.</p> <p><u>Course-Embedded Assessment</u>: Rubric # INB.3.R.1</p>	See Figures INB 9 – 12.	<p>Target: 80% of the students should meet and exceed the expectations of SLO3.</p> <p>Students met the target.</p> <p>Trend: The percentage of students not meeting expectation are showing slightly increasing trend in summative assessment. This is an area of concern.</p>	Dr. M. Sabbir Rahman joined the department as an Assistant Professor. Dr. Rahman has worked under various local and international projects making him an expert in international business. Students will be able to learn a lot from him.

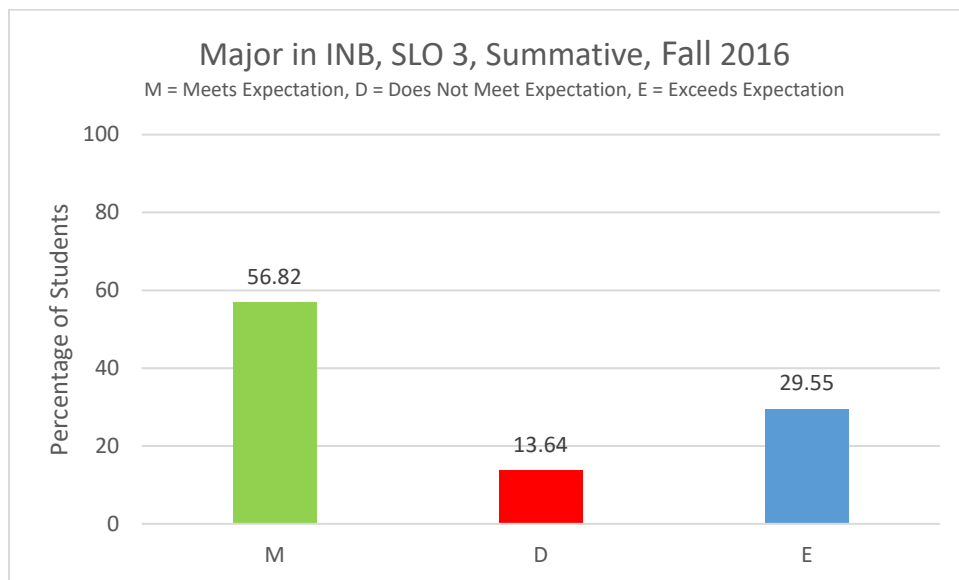


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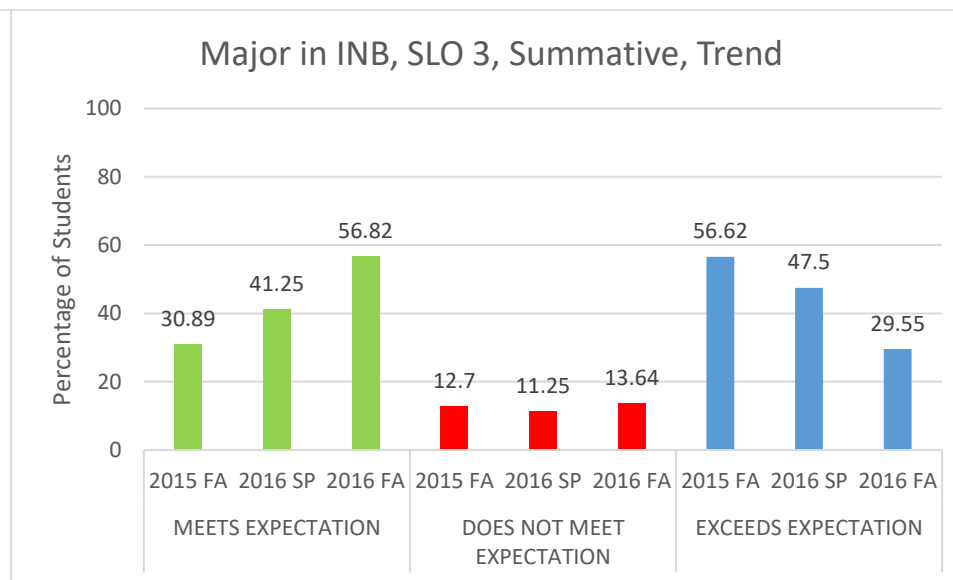


Figure INB- 10

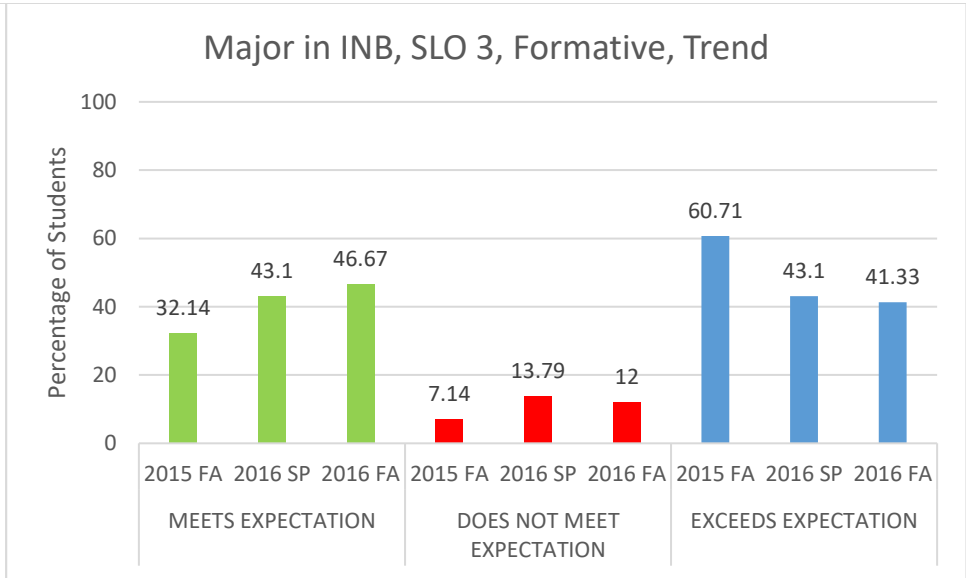
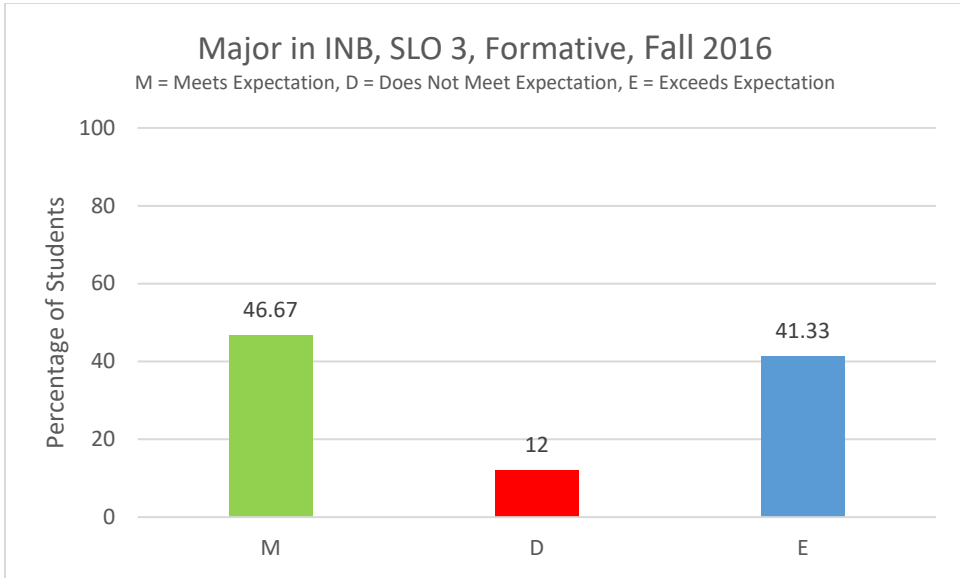


Figure INB- 11

Figure INB- 12

Student Learning Outcomes	Measure	Measurement Criteria	Results	Status	Closing the Loop
4. Identify the international competitiveness of nations and their attractiveness for international business.	<p><u>Summative</u>- Exit Assessment Test, and Course-Embedded Assessment (INB 480 group term projects)</p> <p><u>Formative</u>: Course-Embedded Assessment (INB 372 case studies)</p>	<p><u>Exit Assessment Test</u>: Meets expectations- 60% to 80%, Does Not Meet expectations-< 60%, Meets expectations-> 80%.</p> <p><u>Course-Embedded Assessment</u>: Rubric # INB.4.R.1</p>	See Figures 13 – 16.	<p>Target: 80% of the students should meet and exceed the expectations of SLO3.</p> <p>Students failed to meet the target in both the assessment.</p> <p>Trend: Percentage of students not meeting expectation is showing an increasing trend and it is a matter of concern.</p>	The Department of Marketing and International Business, with support from the International Business Club (NSU IBC), introduced a multi-cultural event, called ‘Global Village’. The students were asked to promote a destination to potential investors. This gave the students a platform to identify the international competitiveness of different destination and their attractiveness for international investors.

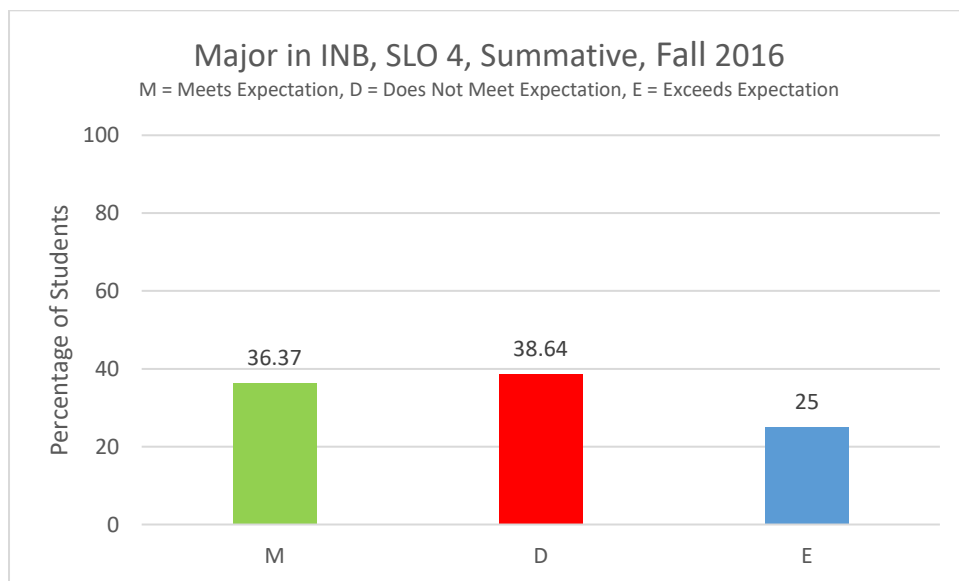


Figure INB- 13

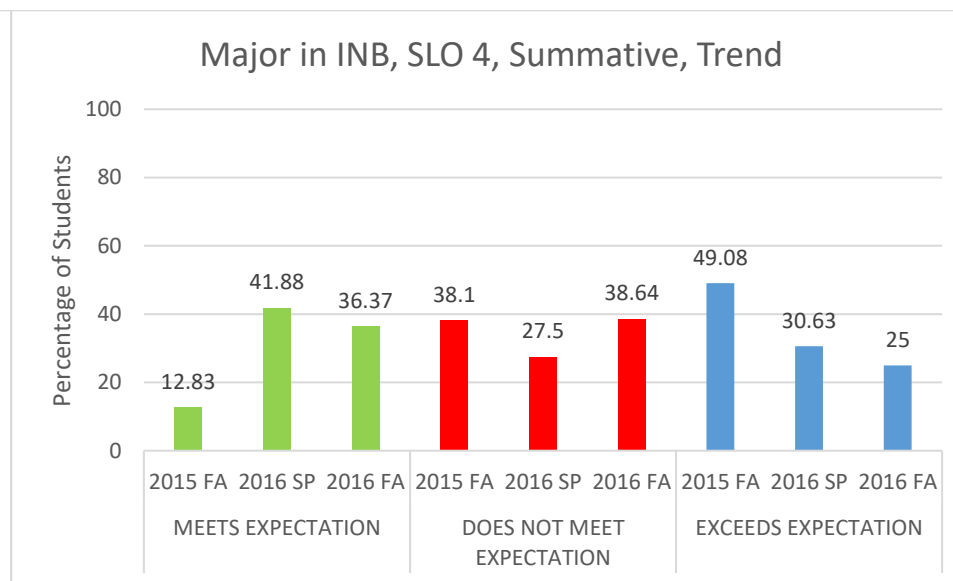


Figure INB- 14

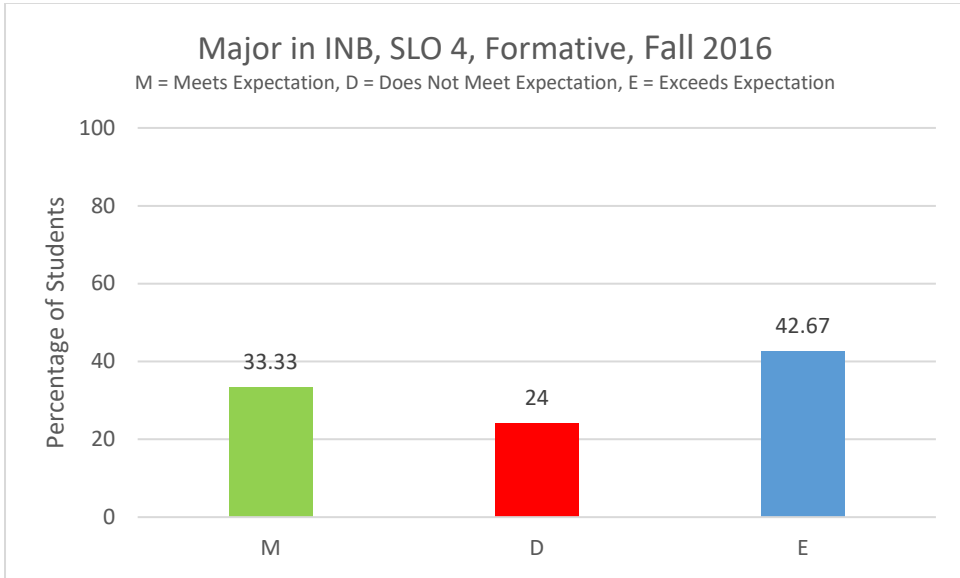


Figure INB- 15

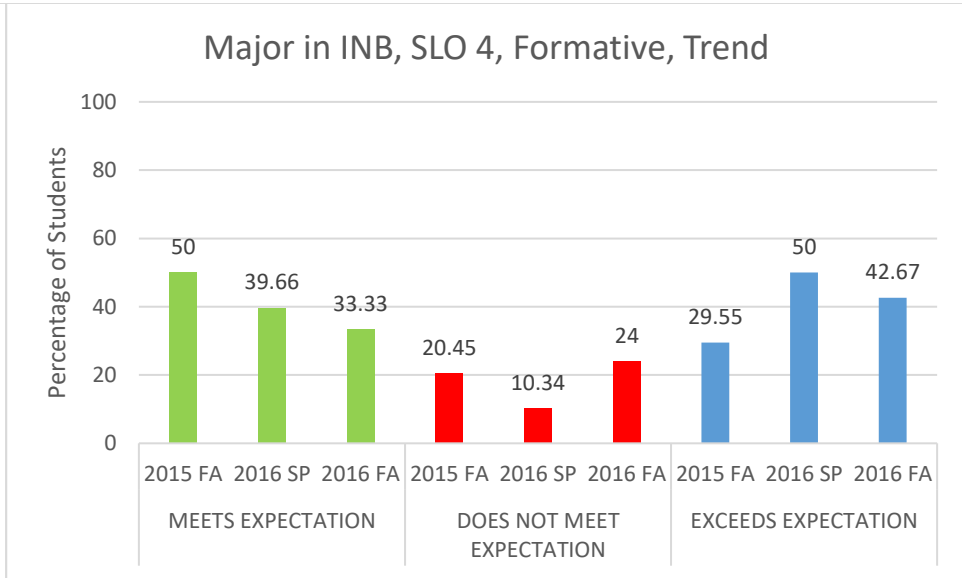


Figure INB- 16

Student Learning Outcomes	Measure	Measurement Criteria	Results	Status	Closing the Loop
5. Exhibit critical thinking skills to ethically address complex real-world international business.	<p><u>Summative</u>- Exit Assessment Test, and Course-Embedded Assessment (INB 480 group term projects)</p> <p><u>Formative</u>: Course-Embedded Assessment (INB 372 case studies)</p>	<p><u>Exit Assessment Test</u>: Meets expectations- 60% to 80%, Does Not Meet expectations-< 60%, Meets expectations-> 80%.</p> <p><u>Course-Embedded Assessment</u>: Rubric # INB.5.R.1</p>	See Figures INB 17 – 20.	<p>Target: 100% of the students should meet and exceed the expectations of SLO5.</p> <p>Students failed to meet the target.</p> <p>Trend: Student performance is very poor in this area. The increasing trend of percentage of student not meeting expectation is a matter of concern.</p>	Over the years NSU organizes different business competitions to help student apply their knowledge of business studies and develop problem solving and team building skills required to address future challenges of global business.

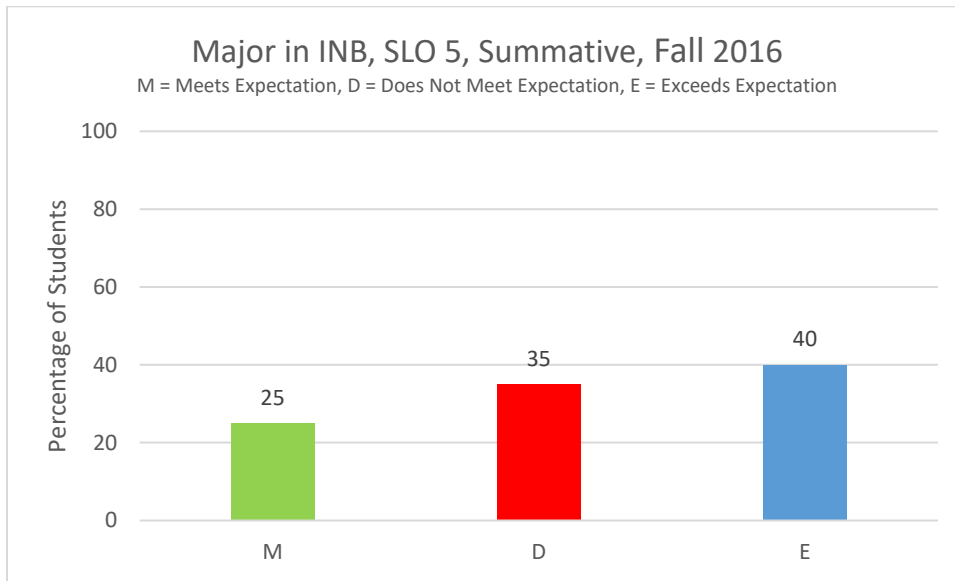


Figure INB- 17

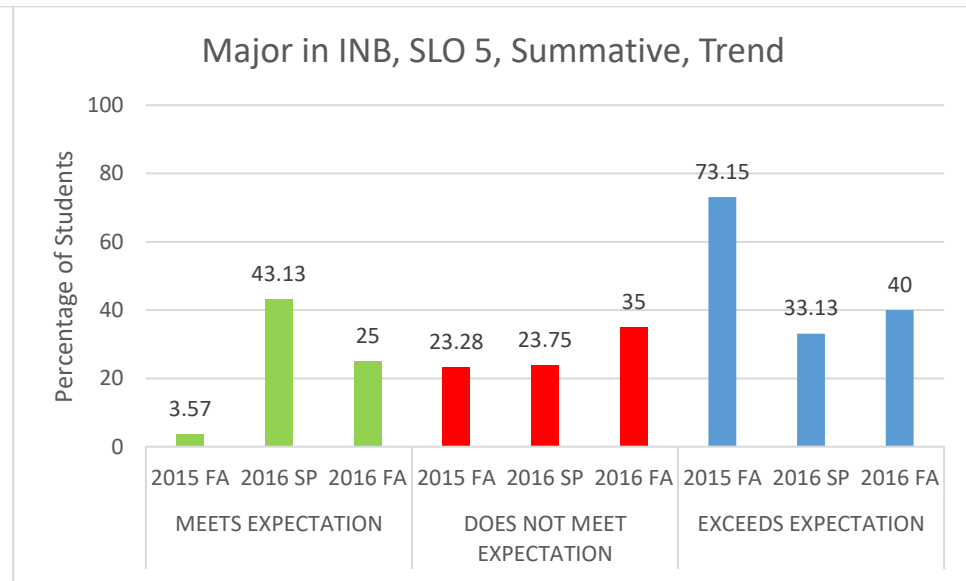


Figure INB- 18

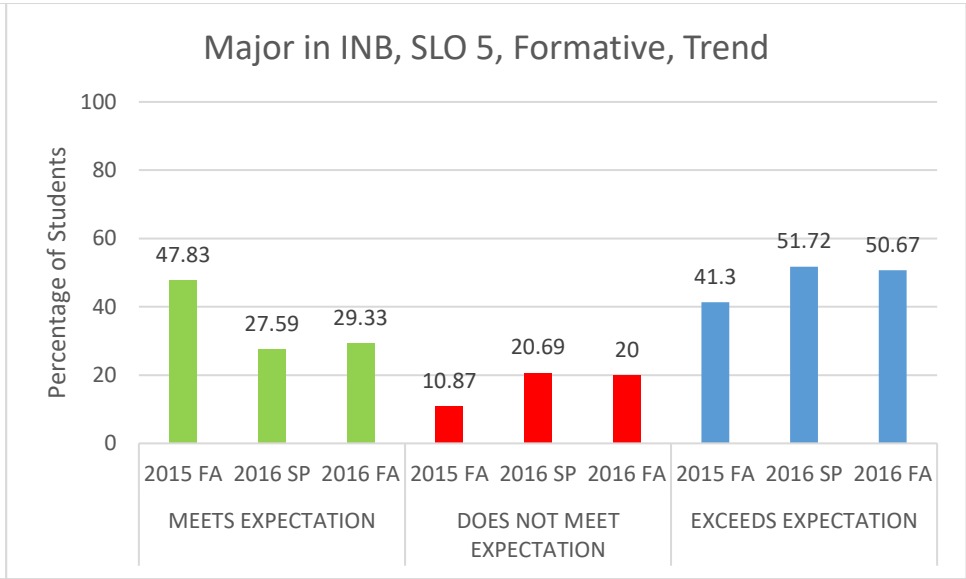
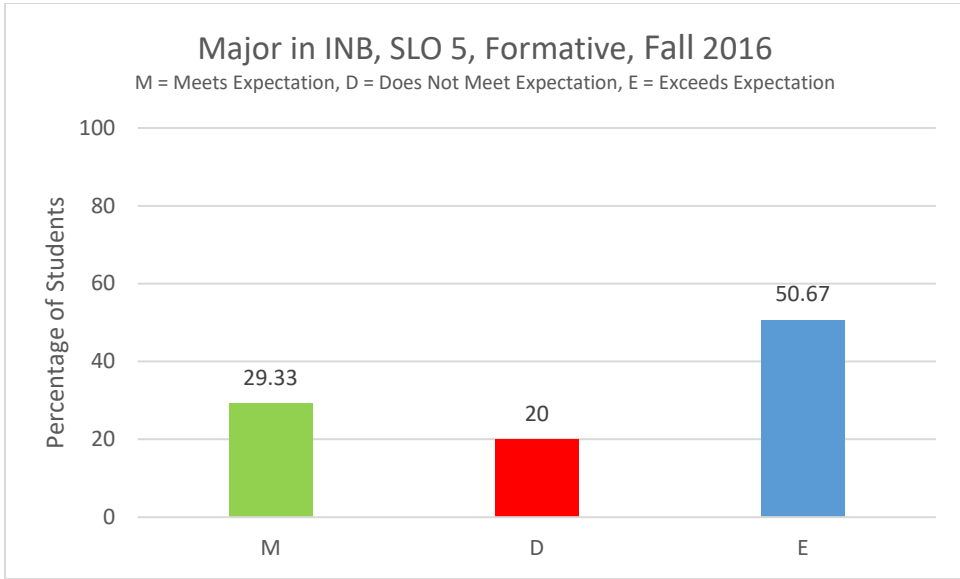


Figure INB- 19

Figure INB- 20xx

Fall 2016 Student Learning Assessment Report: Major in MIS Program

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
1. Apply managerial concepts and decision theories to use enterprise information systems.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (MIS470 group term projects)</p> <p><u>Formative:</u> Course Embedded Assessment (MIS205 group term projects)</p>	<p><u>Exit Assessment Test:</u> Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MIS.1.R.1</p>	See Figures MIS 1 – 4.	<p>Target: 80% students should meet or exceed expectation.</p> <p>Students met the target.</p> <p>Trend: We are pleased with the improving trend in the student performance.</p>	Course are constantly reviewed to ensure that students can continue to critically identify problems and solve those using systematic thinking.

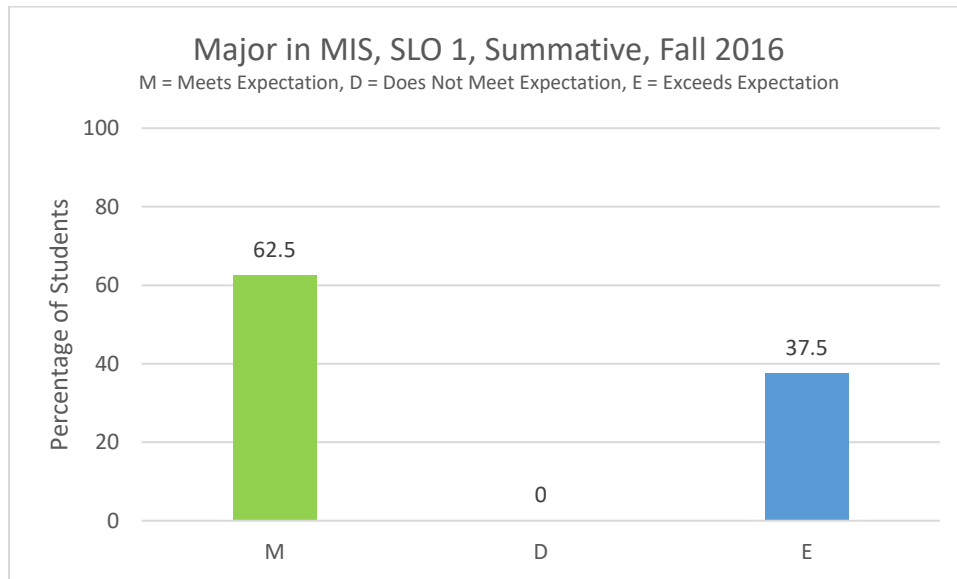


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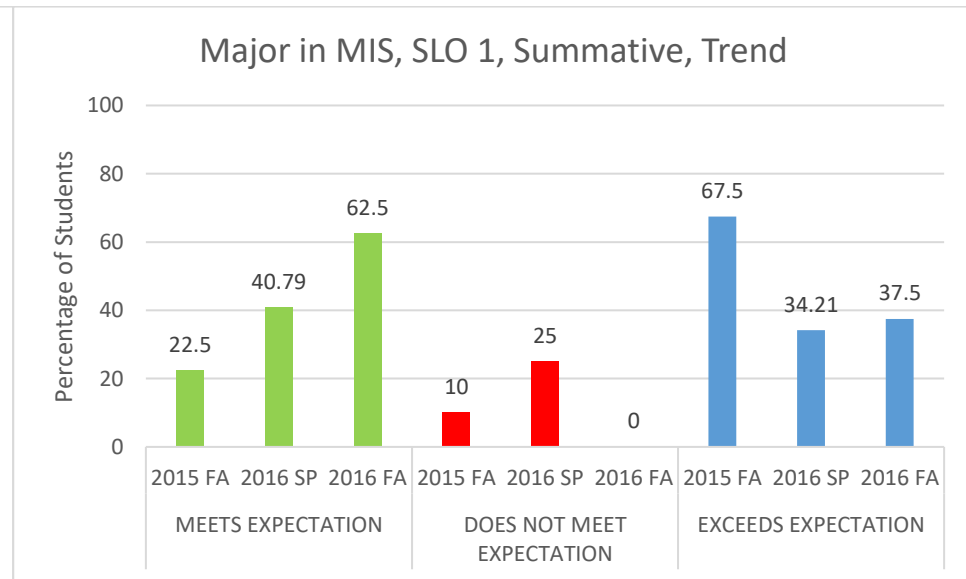


Figure MIS 2

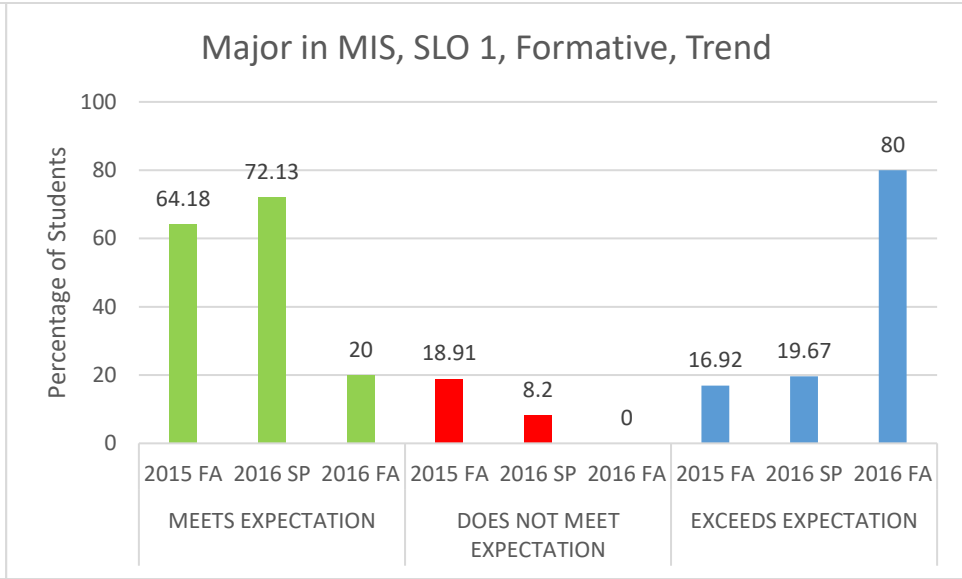
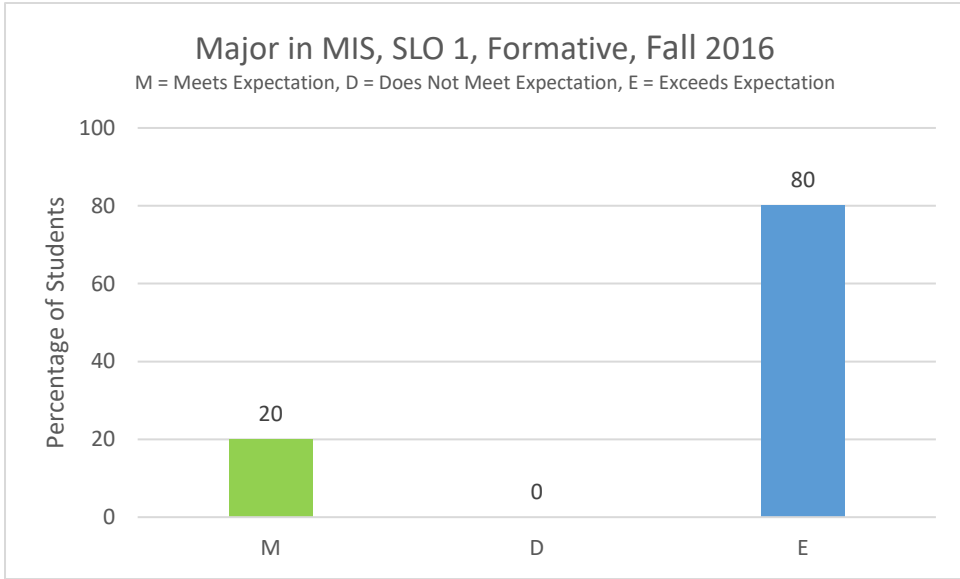


Figure MIS 3

Figure MIS 4

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
2. Demonstrate the understanding about systems theory, systems analysis, systems design and project management.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (MIS470 group term projects)</p> <p><u>Formative:</u> Course Embedded Assessment (MIS205 group term projects)</p>	<p><u>Exit Assessment Test</u> Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MIS.2.R.1</p>	See Figures MIS 5 – 8.	<p>Target: 75% students should meet or exceed expectation.</p> <p>Student failed to meet the target in the formative assessment.</p> <p>Trend: Although students performed tremendously in summative assessment the highpercentage of students not meeting expectation in the formative assessment is a matter of concern.</p>	The practice to demonstrate the understanding on different application software and practically use them in solving specific problems was continued in the semester.

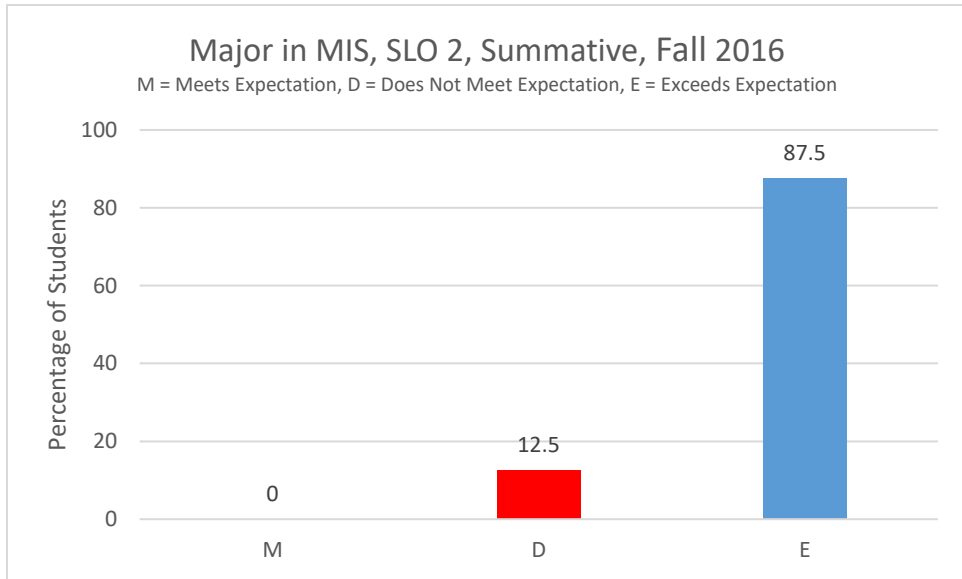


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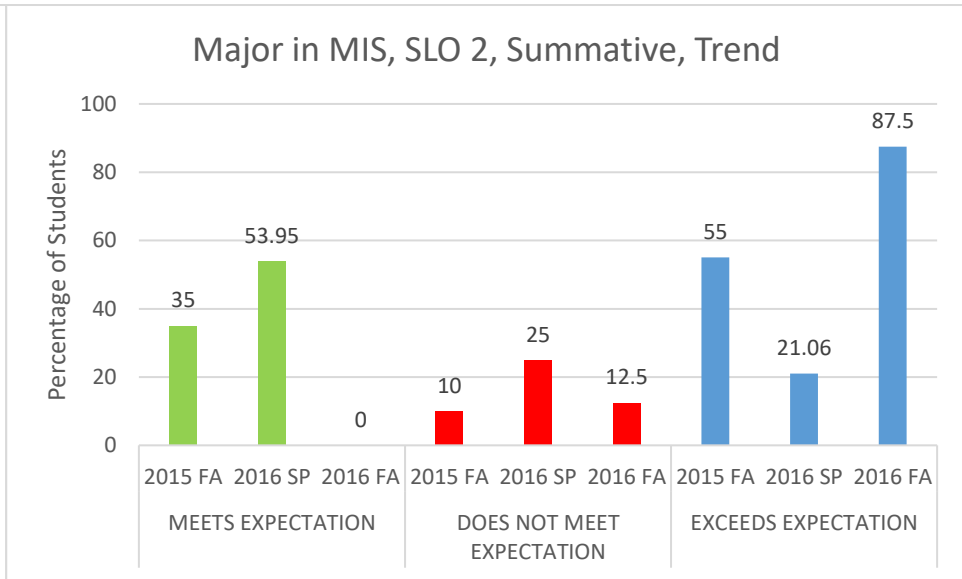


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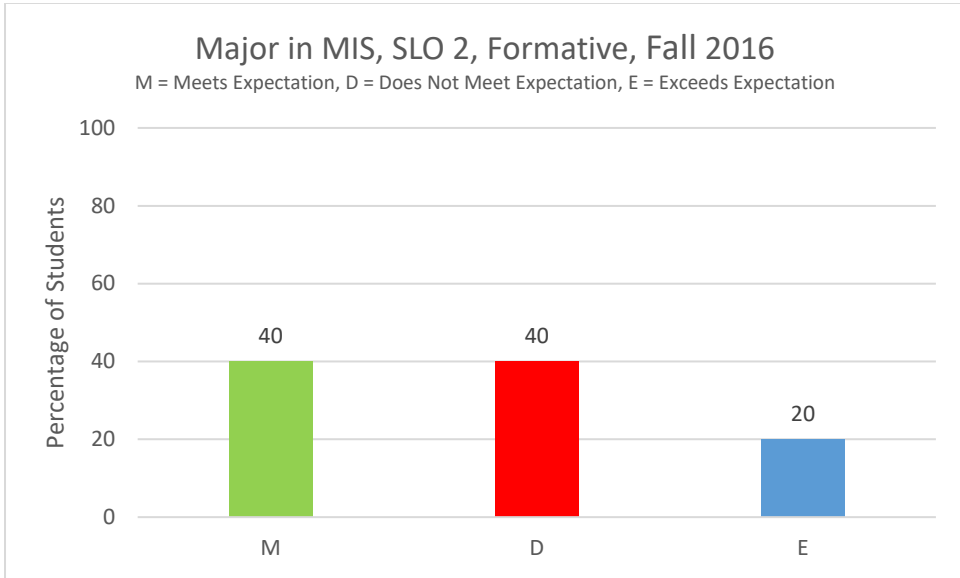


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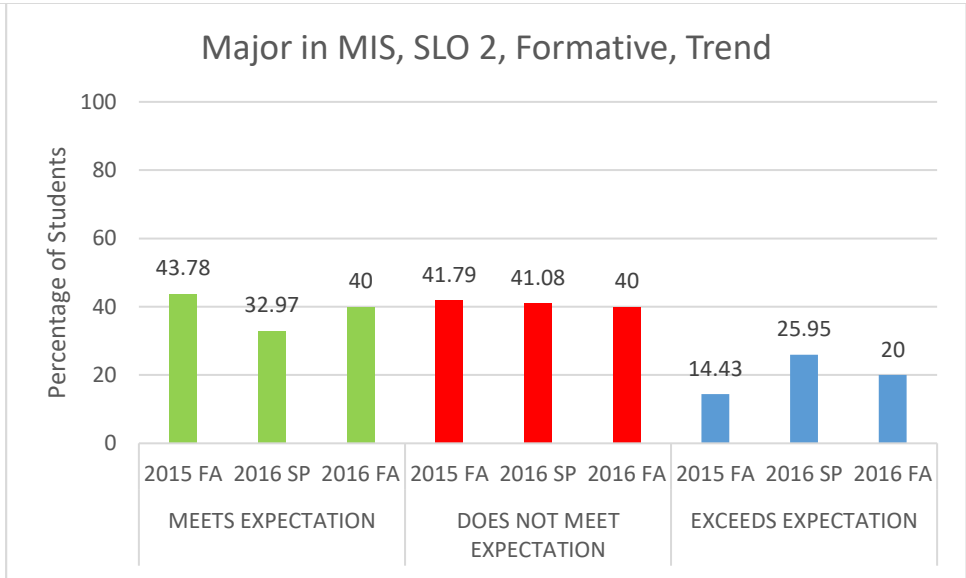


Figure MIS 8

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.</p> <p>Trend: Student performance has significantly improved over the period.</p>	The Career and placement Centre (CPC) organized a seminar entitled “GenNext Leader Program-2017”. In the event The CEO of bKash, financial mobile service company, shared his genesis as an innovator and entrepreneur in creating an electronic marketplace for the first time in Bangladesh.

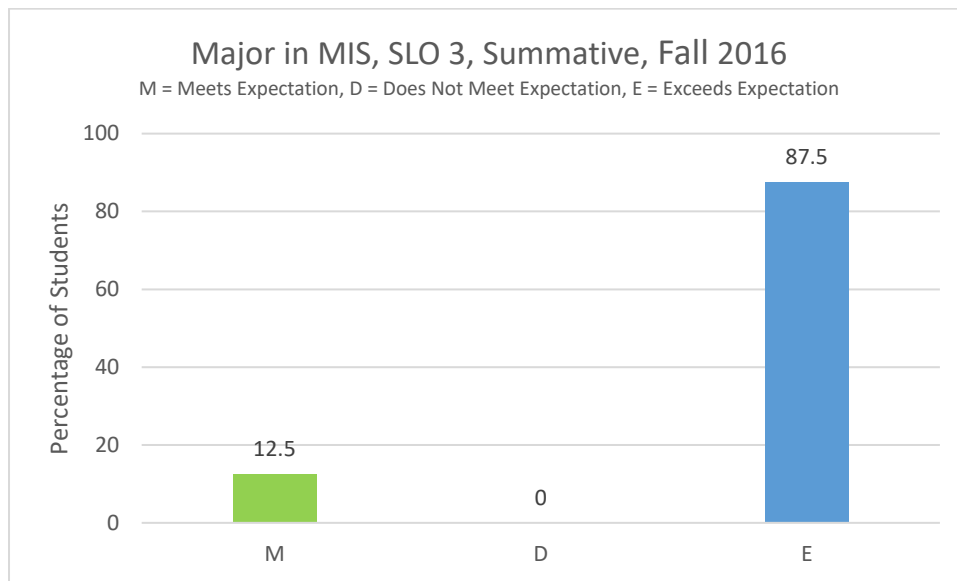


Figure MIS 9

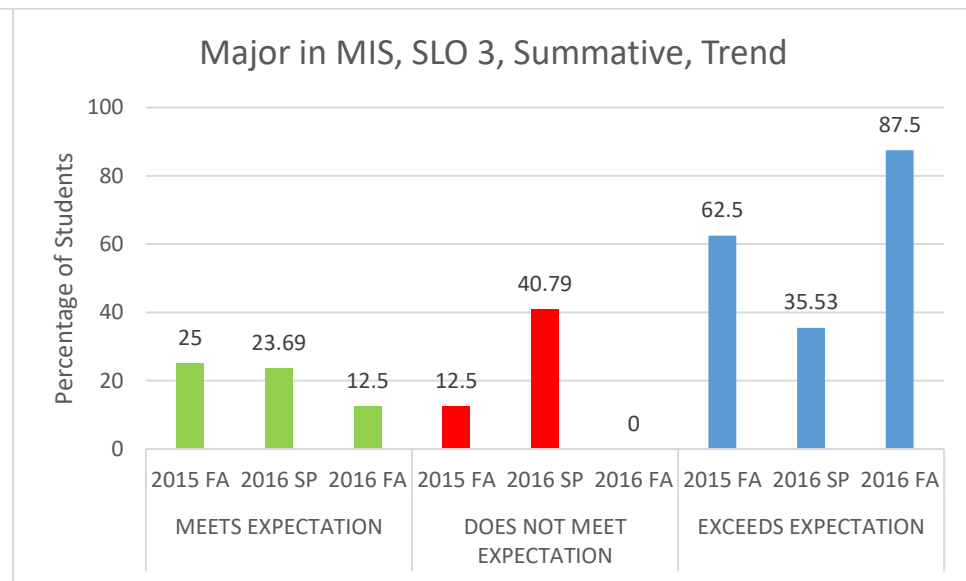


Figure MIS 10

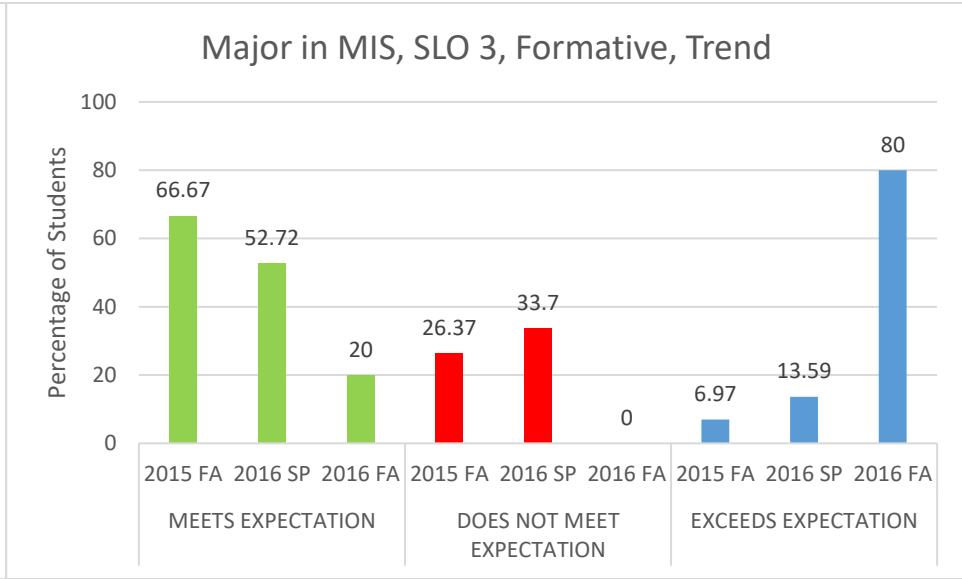
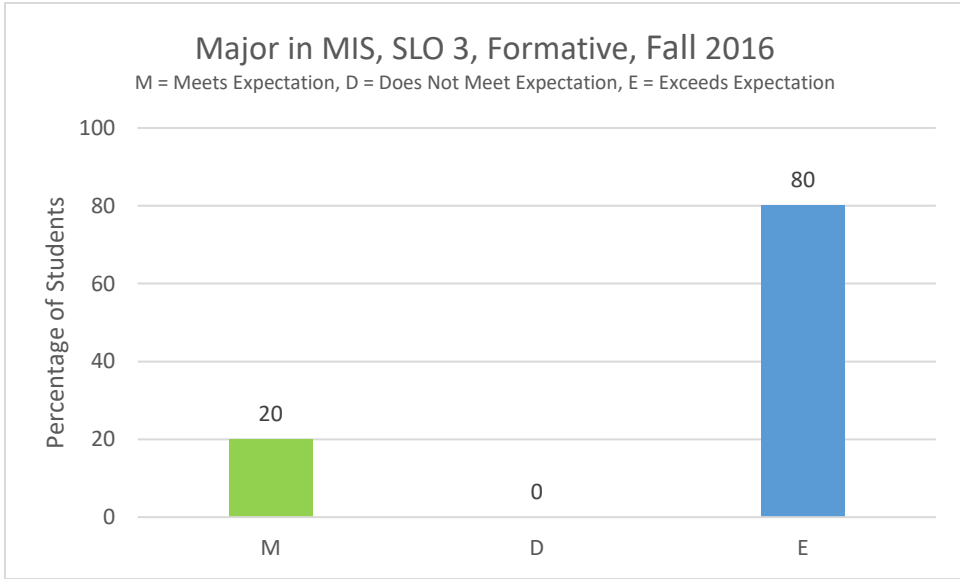


Figure MIS 11

Figure MIS 12

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
4. Develop and implement information systems with the help of latest business tools.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (MIS470 group term projects)</p> <p><u>Formative:</u> Course Embedded Assessment (MIS205 group term projects)</p>	<p><u>Exit Assessment Test</u> Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MIS.4.R.1</p>	See Figures MIS 13 – 16.	<p>Target: 80% students should meet or exceed expectation.</p> <p>Students failed to meet the target in the formative assessment.</p> <p>Trend: Student performance is deteriorating over time in the formative assessment.</p>	Pre-selected business application tools are used in building or assessing different Information Systems in different MIS course-projects.

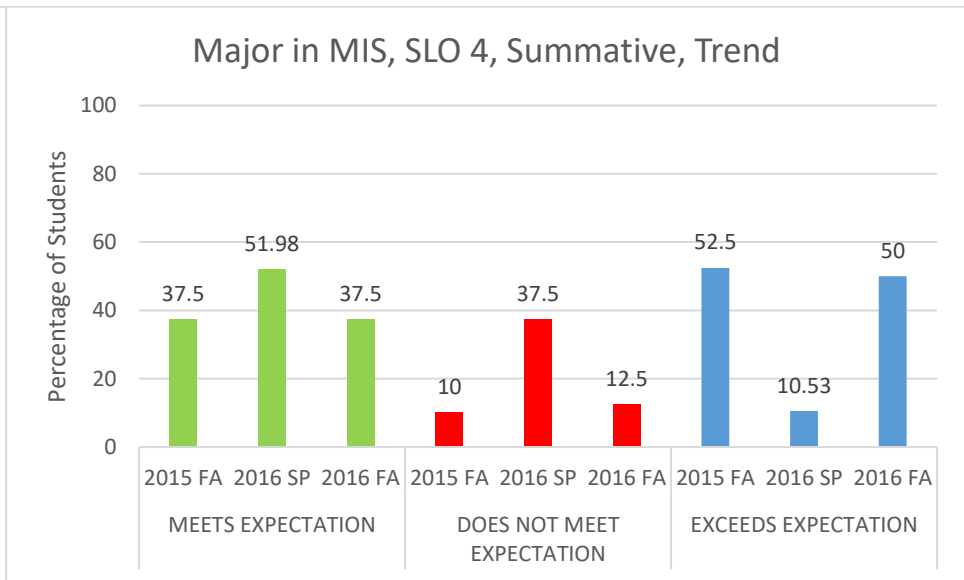
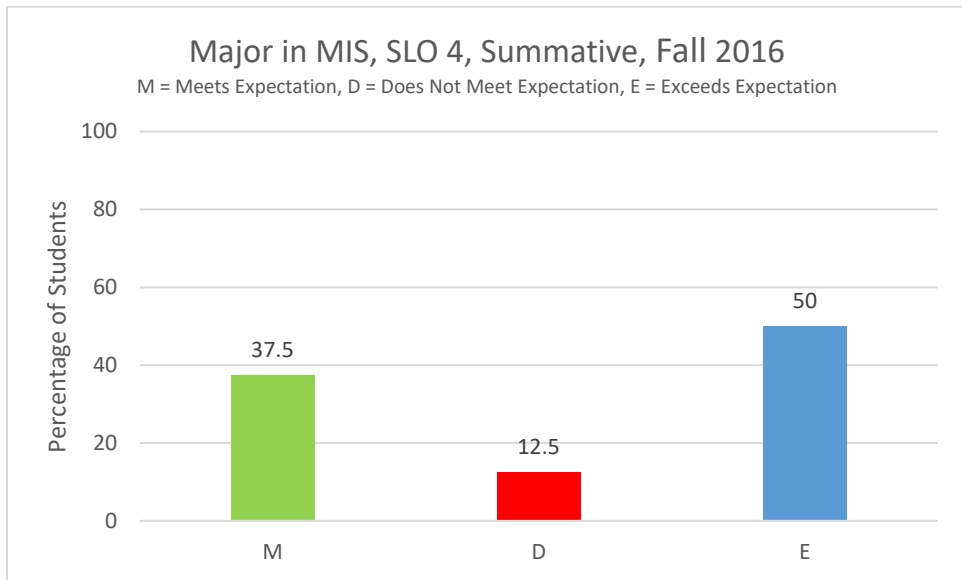


Figure MIS 13

Figure MIS 14

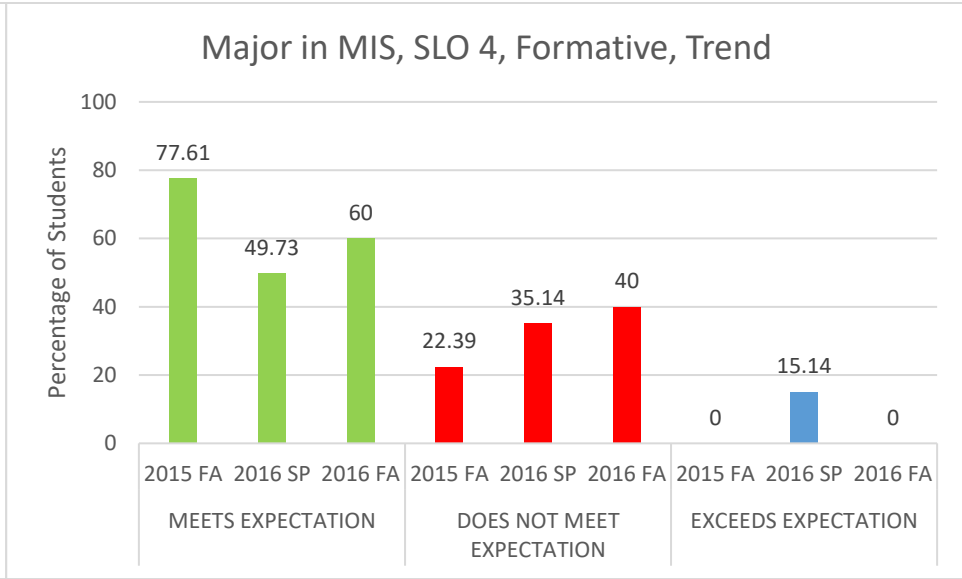
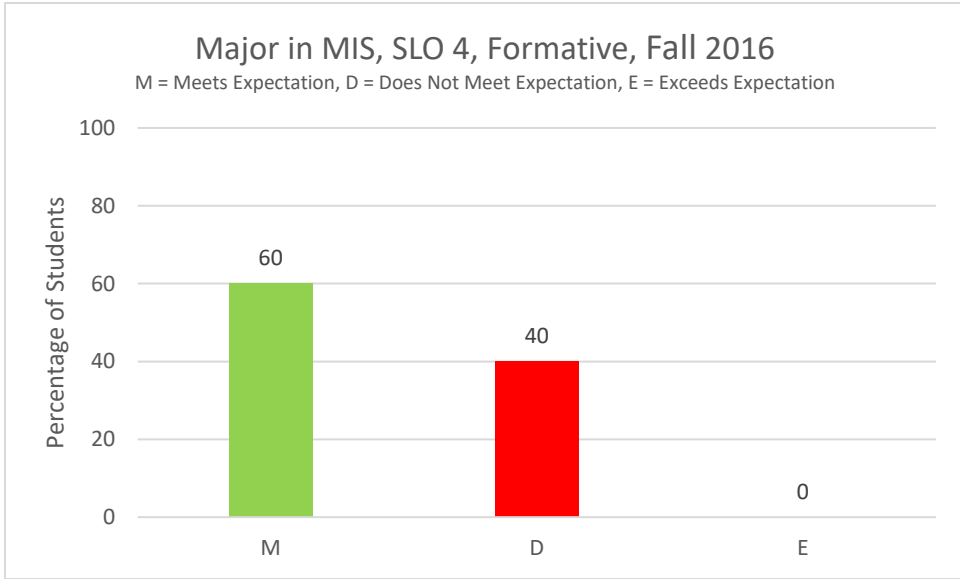


Figure MIS 15

Figure MIS 16

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
5. Illustrate the familiarity about computer networks and security concepts.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (MIS470 group term projects)</p> <p><u>Formative:</u> Course Embedded Assessment (MIS205 group term projects)</p>	<p><u>Exit Assessment Test</u> Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MIS.5.R.1</p>	See Figures MIS 17 – 20.	<p>Target: 80% students should meet or exceed expectation.</p> <p>Students met the target</p> <p>Trend: Inconsistent performance over time is a matter for concern.</p>	Courses sufficiently covered Information Systems privacy, security, and protective measures and students were able to identify and solve different security issues and network threats.

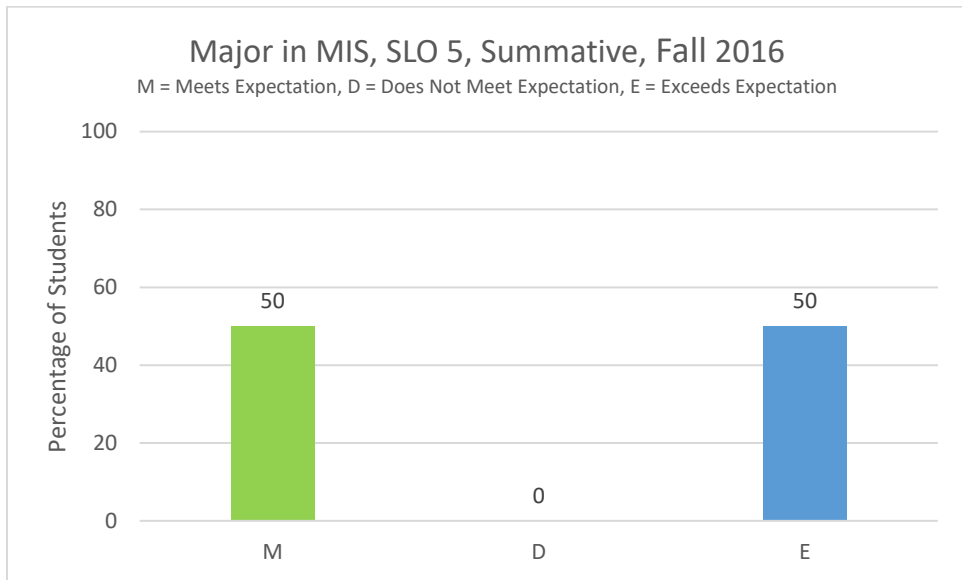


Figure MIS 17

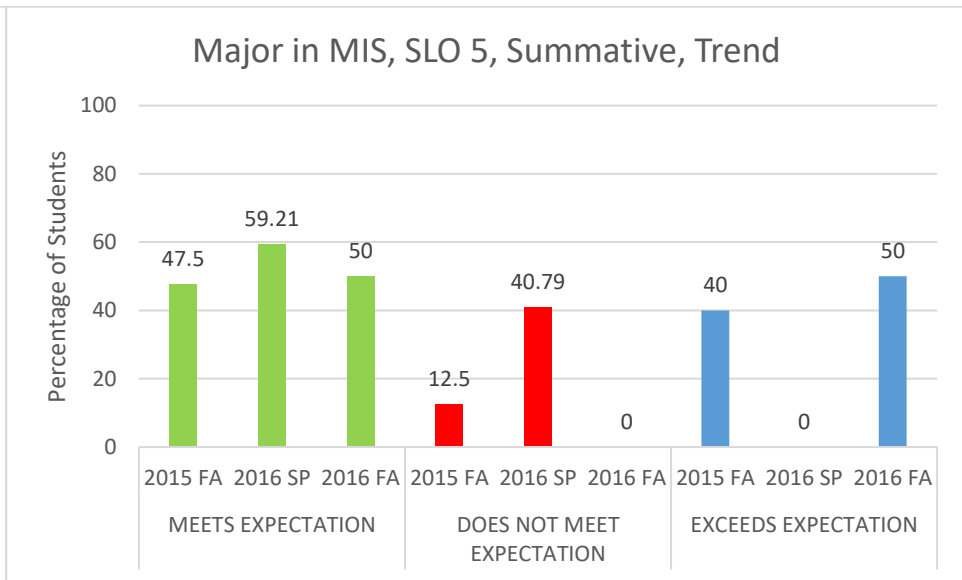


Figure MIS 18

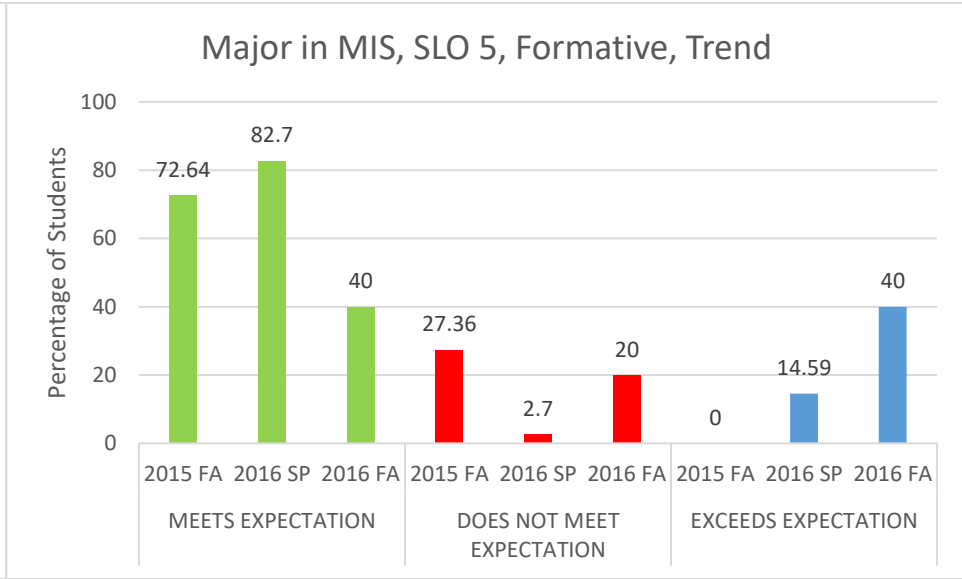
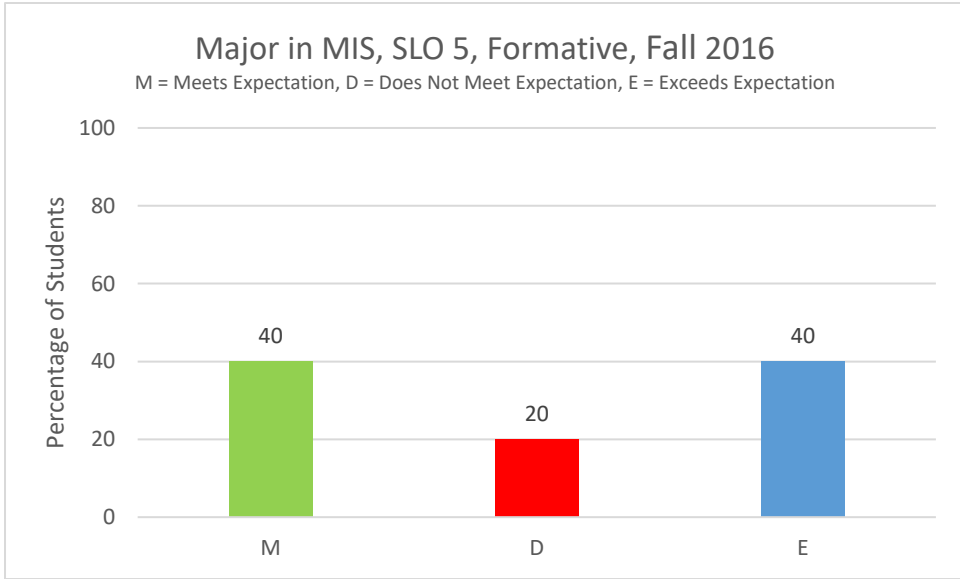


Figure MIS 19

Figure MIS 20

Fall 2016 Student Learning Assessment Report: Major in Marketing (“MKT”)

Student Learning Outcomes	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
1. Demonstrate a thorough understanding of the marketing management process including marketing strategy formulation and marketing plan implementation	<p><u>Summative</u>- Exit Assessment Test, and Course-Embedded Assessment (MKT 460 group term projects.)</p> <p><u>Formative</u>- Course-Embedded Assessment (MKT 337 group term projects)</p>	<p><u>Exit Assessment Test</u>: Meets Expectations- 60% to 80%, Does Not Meet Expectations-< 60%, Exceeds Expectations-> 80%</p> <p><u>Course-Embedded Assessment</u>: Rubric # MKT.1.R.1 (formative), and rubric # MKT.1.R.2 (summative)</p>	See Figures MKT 1 – 4.	<p>Target: 75% of the students should meet and exceed the expectations of SLO1.</p> <p>Student met the target.</p> <p>Trend: Although formative assessment performance is improving, there is a slight inconsistency in student performance in summative assessment.</p>	NSU organizes different business competitions and also encourages the students to participate in nationwide competitions like Urban Innovation Challenge and Unilever’s “Bizmaestros” to help student apply their knowledge of business studies in real life scenarios.

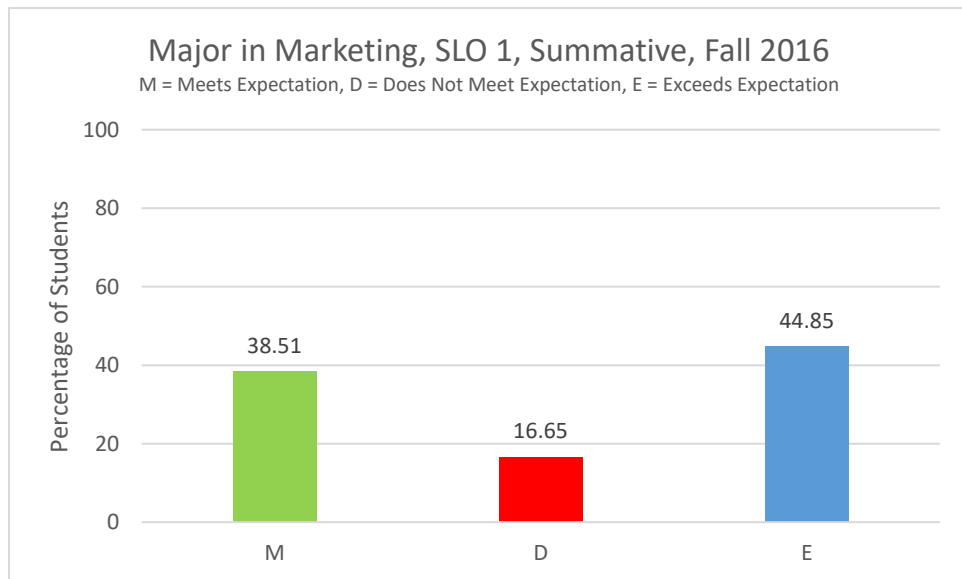


Figure MKT- 1

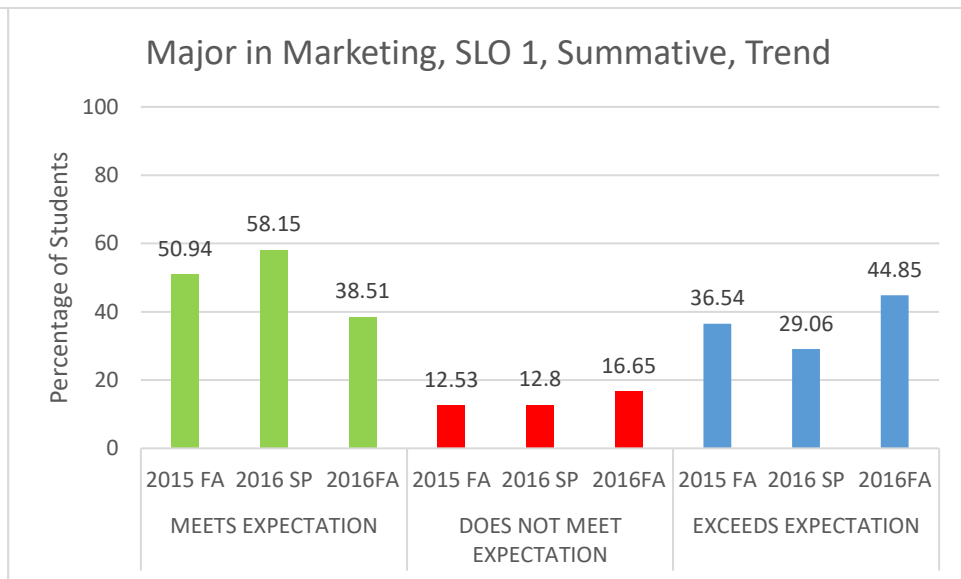


Figure MKT- 2

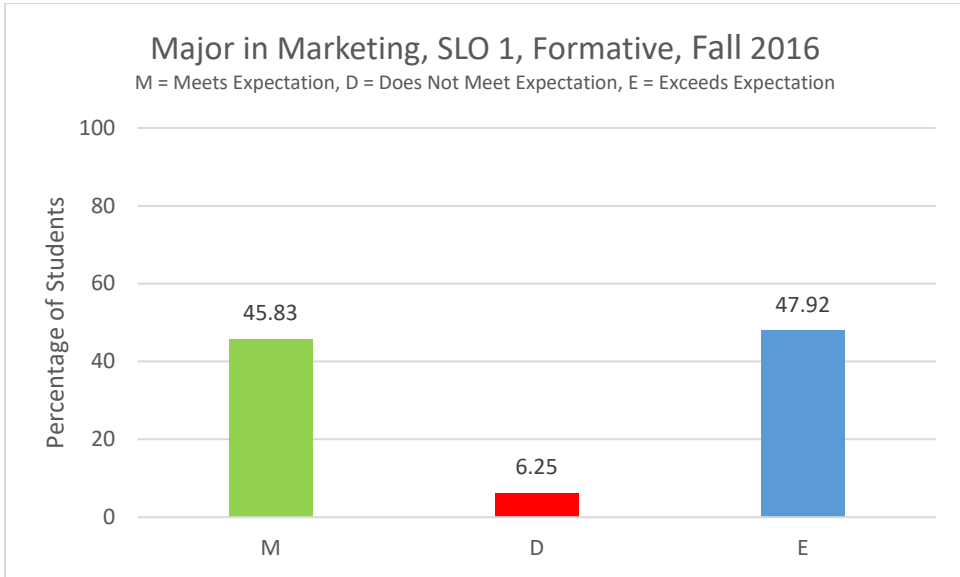


Figure MKT- 3

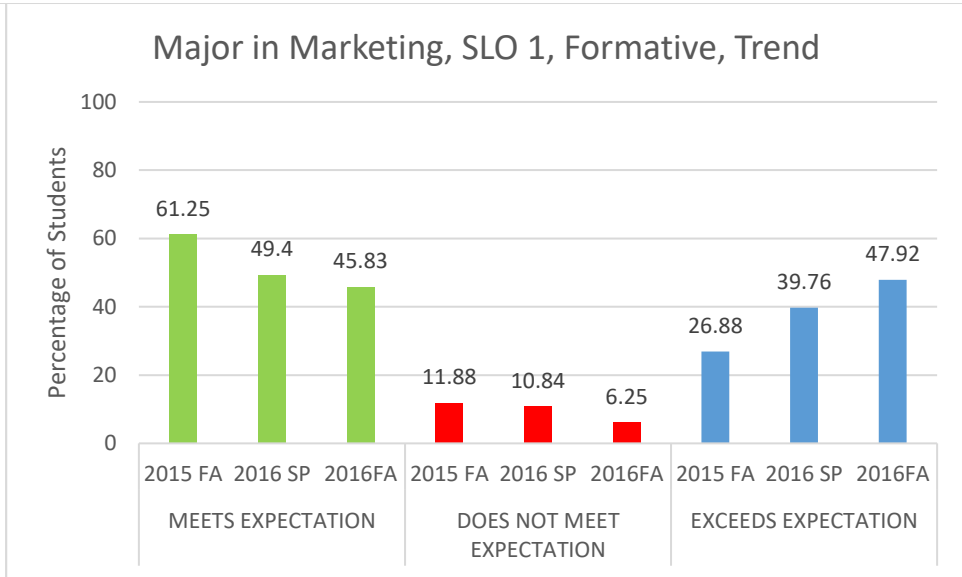


Figure MKT- 4

Student Learning Outcomes	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
2. Understand the roles of different areas of Marketing Communications.	<u>Summative</u> - Exit Assessment Test, and Course-Embedded Assessment (MKT 460 group term projects) <u>Formative</u> : Course-Embedded Assessment (MKT 337 group term projects)	<u>Exit Assessment Test</u> : Meets Expectations- 60% to 80%, Does Not Meet Expectations-< 60%, Exceeds expectations-> 80% <u>Course-Embedded Assessment</u> : Rubric # MKT.2.R.1	See Figures MKT 5 – 8.	Target: 80% of the students should meet and exceed the expectations of SLO2 Students met the target. Trend: Student performance in improving over time.	Faculties from Marketing and International Business department attended the Best of Global Digital Marketing Conference held in Dhaka. The faculties learned about varying practices of digital marketing across countries and cases on digital marketing. Students will be able to learn about digital marketing from these faculties.

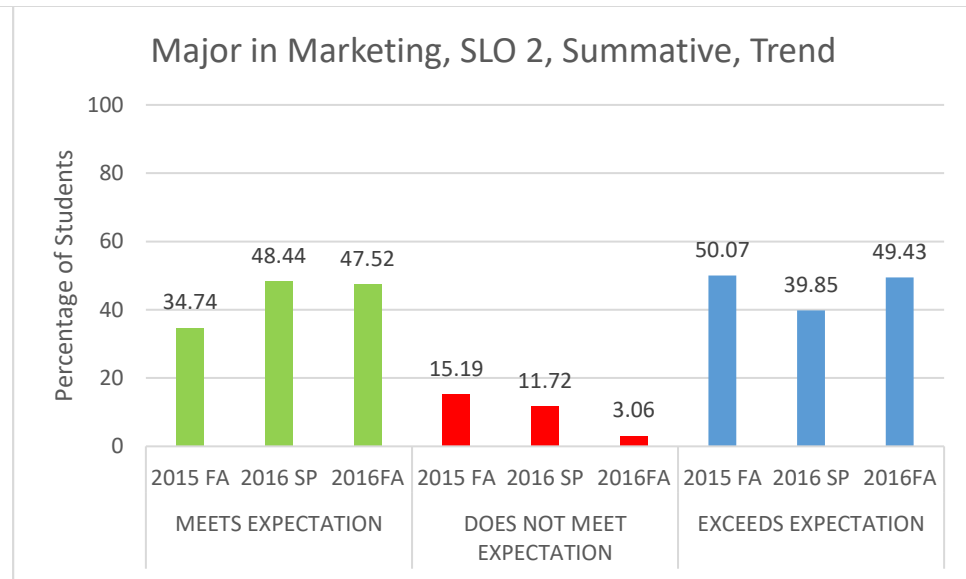
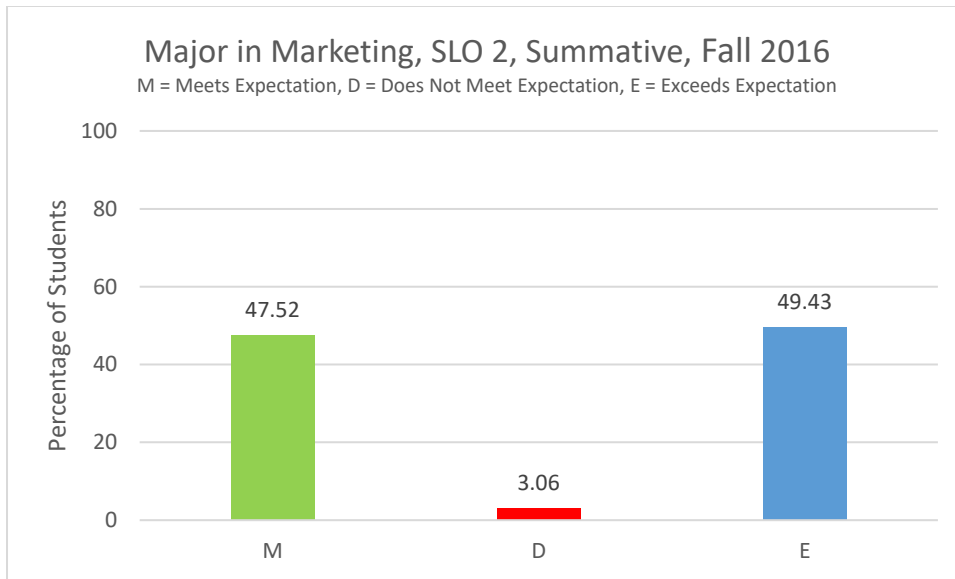


Figure MKT- 5

Figure MKT- 6

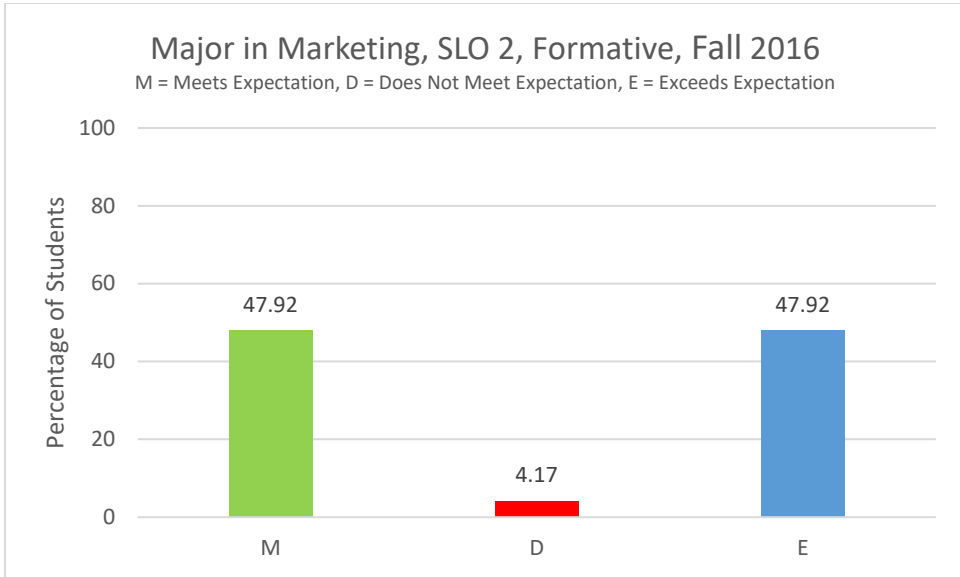


Figure MKT- 7

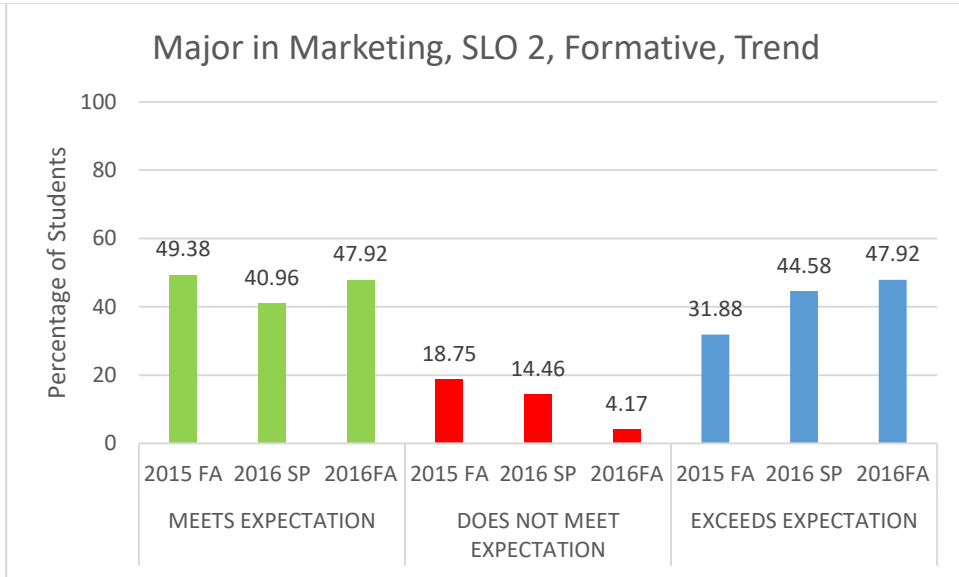


Figure MKT- 8

Student Learning Outcomes	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
3. Apply concepts of consumer behavior to develop marketing strategy.	<u>Summative:</u> - Exit Assessment Test, and Course-Embedded Assessment (MKT 460 group term projects) <u>Formative:</u> Course-Embedded Assessment (MKT 337 group term projects)	<u>Exit Assessment Test:</u> Meets Expectations- 60% to 80%, Does Not Meet Expectations-< 60%, Exceeds Expectations-> 80%. <u>Course-Embedded Assessment:</u> Rubric # MKT.3.R.1	See Figures 9 – 12.	Target- 75% of the students should be able to meet and exceed the expectation of SLO3. Students met the target. Trend: Student performance has improved over the period.	Course are constantly reviewed to ensure that students can continue to critically identify problems and solve those using their business studies knowledge.

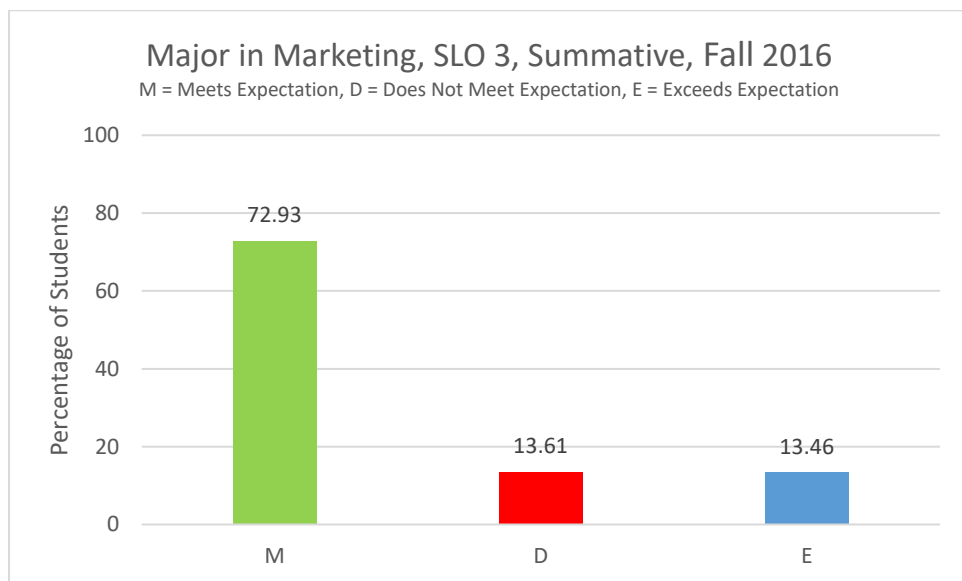


Figure MKT- 9

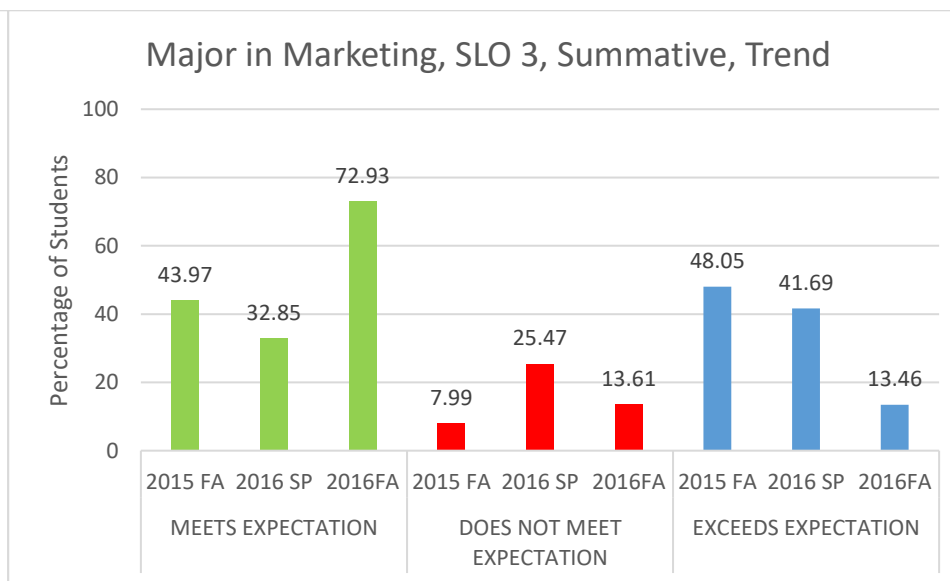


Figure MKT- 10

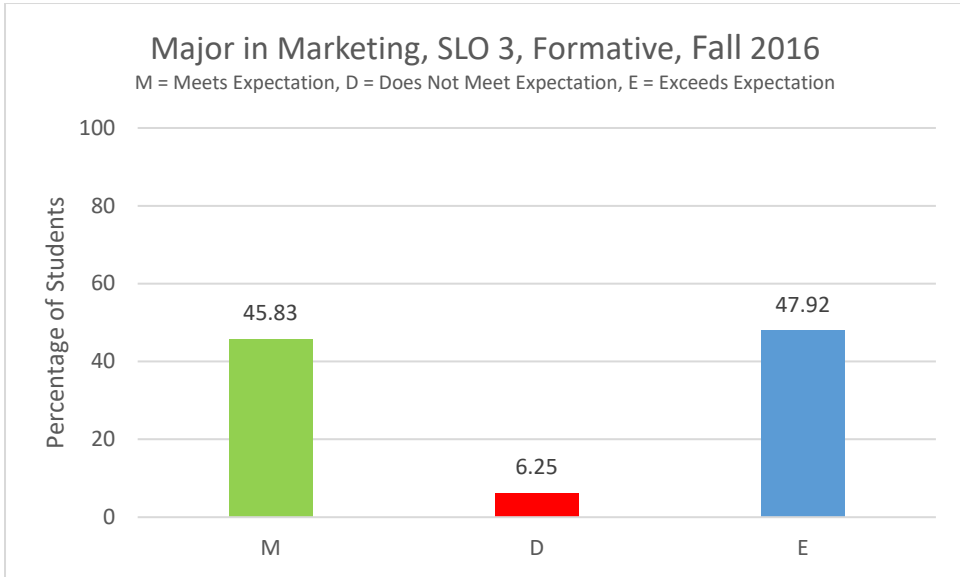


Figure MKT- 11

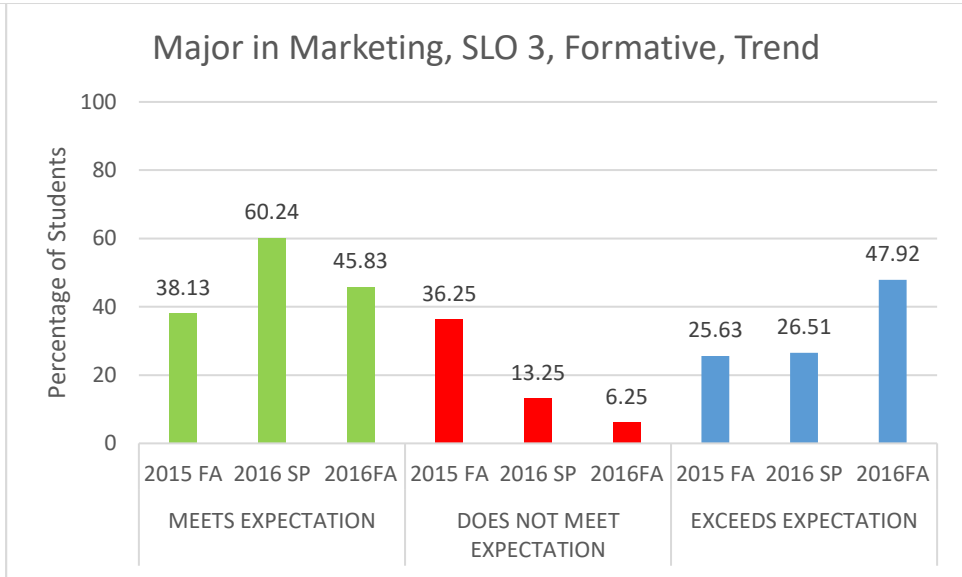


Figure MKT- 12

Student Learning Outcomes	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
4. Demonstrate skills to critically analyze a problem, design and implement appropriate solutions.	<u>Summative:</u> - Exit Assessment Test, and Course-Embedded Assessment (MKT 460 group term projects) <u>Formative:</u> - Course-Embedded Assessment (MKT 337 group term projects)	<u>Exit Assessment Test:</u> Meets Expectations- 60% to 80%, Does Not Meet Expectations-< 60%, Exceeds Expectations-> 80% <u>Course-Embedded Assessment:</u> Rubric # MKT.4.R.1 (formative), and rubric # MKT.4.R.2 (summative)	See Figures 13 – 16.	Target- 80% of the students should be able to meet and exceed the expectation of SLO4. Students met the target. Trend: Student performance is improving over time.	Course are constantly reviewed to ensure that students can continue to critically identify problems and solve those using their business studies knowledge.

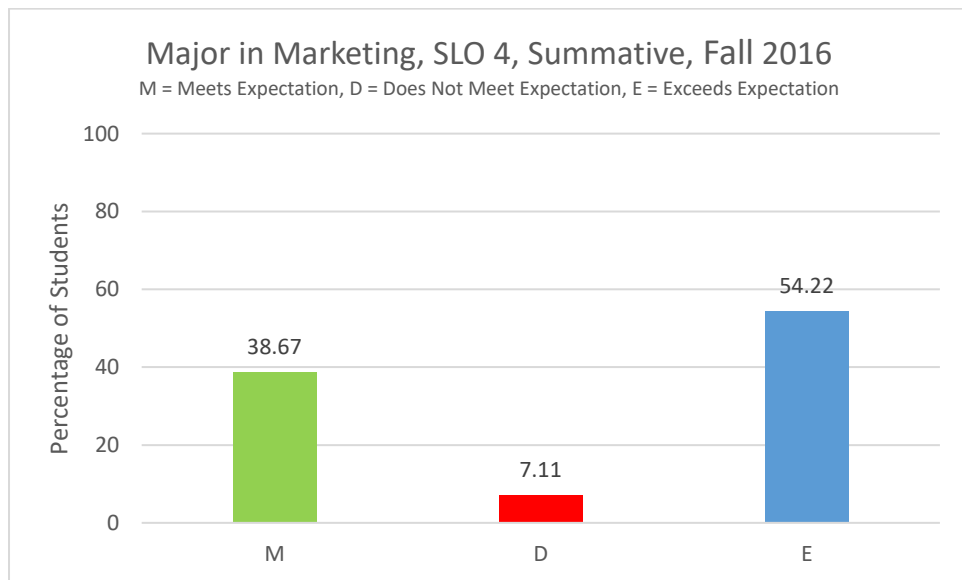


Figure MKT- 13

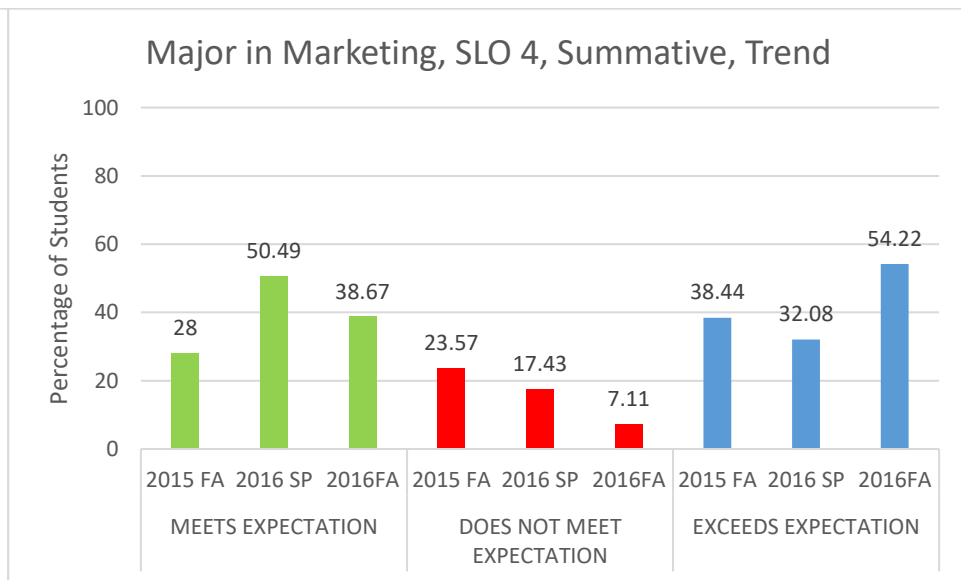


Figure MKT- 14

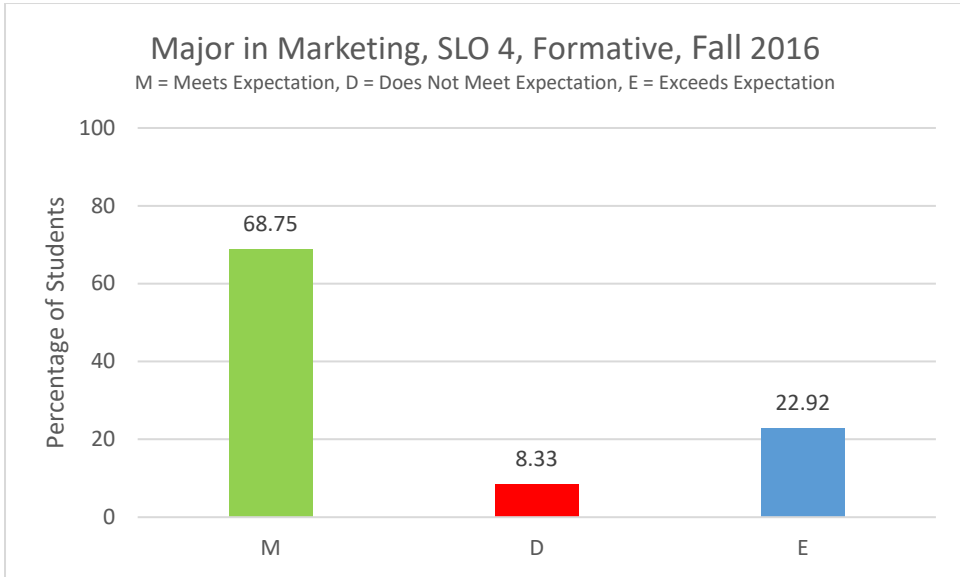


Figure MKT- 15

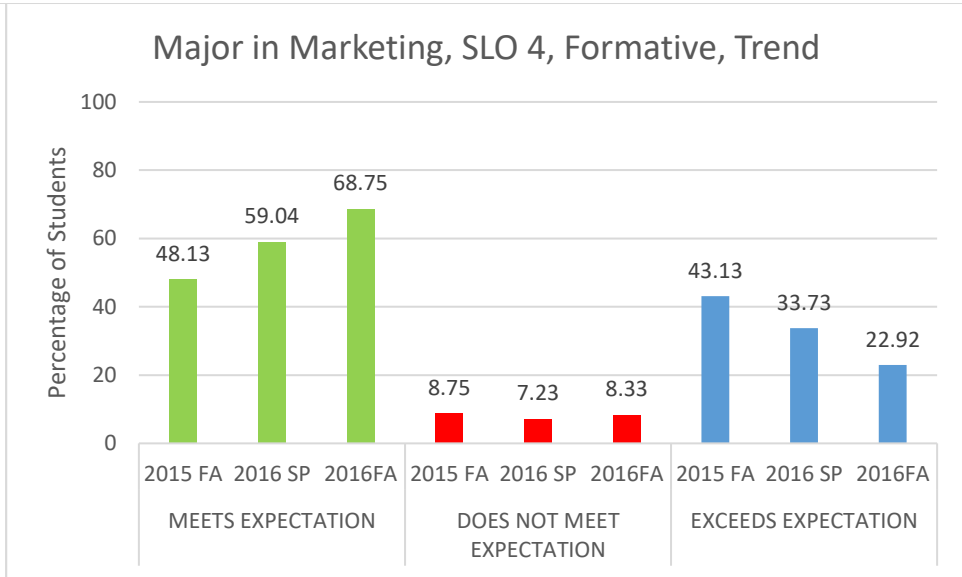


Figure MKT- 16

Student Learning Outcomes	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
5. Practice and set examples on responsible and ethical marketing.	<p><u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment (MKT 460 group term projects)</p> <p><u>Formative:</u> Course-Embedded Assessment (MKT 337 group term projects)</p>	<p><u>Exit Assessment Test:</u> Meets Expectations- 60% to 80%, Does Not Meet expectations- < 60%, Exceeds Expectations-> 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MKT.5.R.1</p>	See Figure 17 – 20.	<p>Target- 100% of the students should be able to meet and exceed the expectation of SLO5.</p> <p>Students did not meet the target.</p> <p>Trend: Although students could not meet the target there is an improving trend in the student performance.</p>	This semester NSU organized an event called NSUers Meet Corporate Icon (NMCI). The event consists of a series of seminars where renowned corporate icons share their experiences and give valuable advices to NSU students.

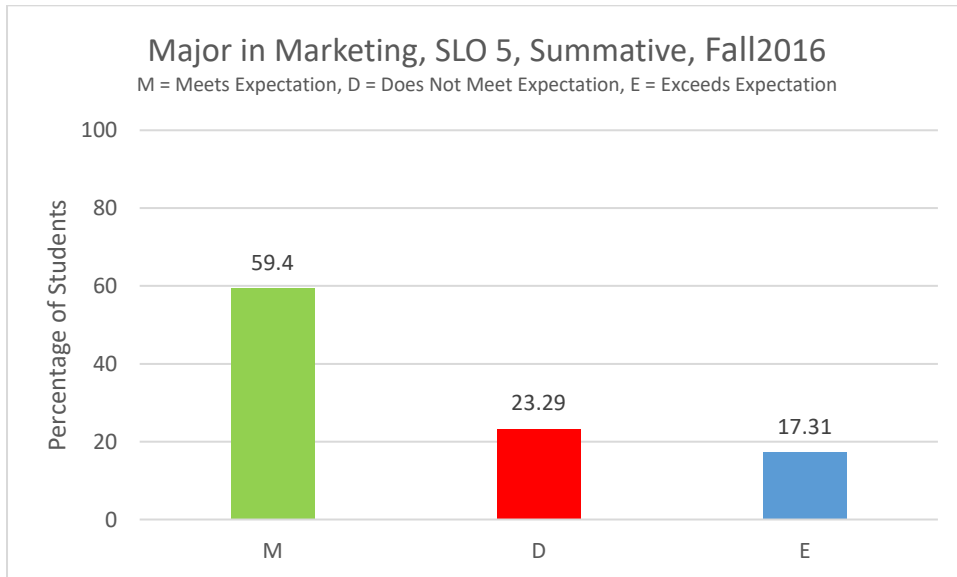


Figure MKT- 17

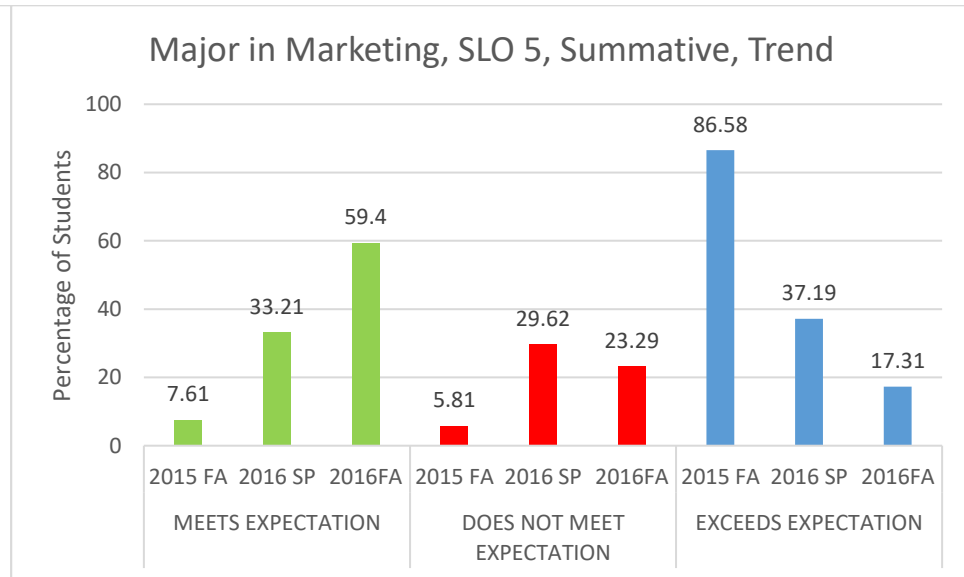


Figure MKT- 18

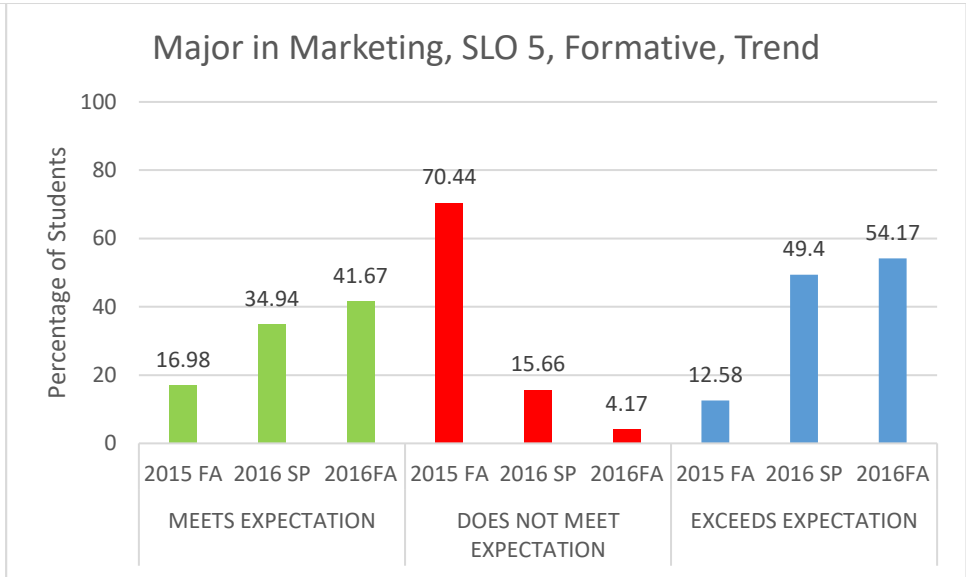
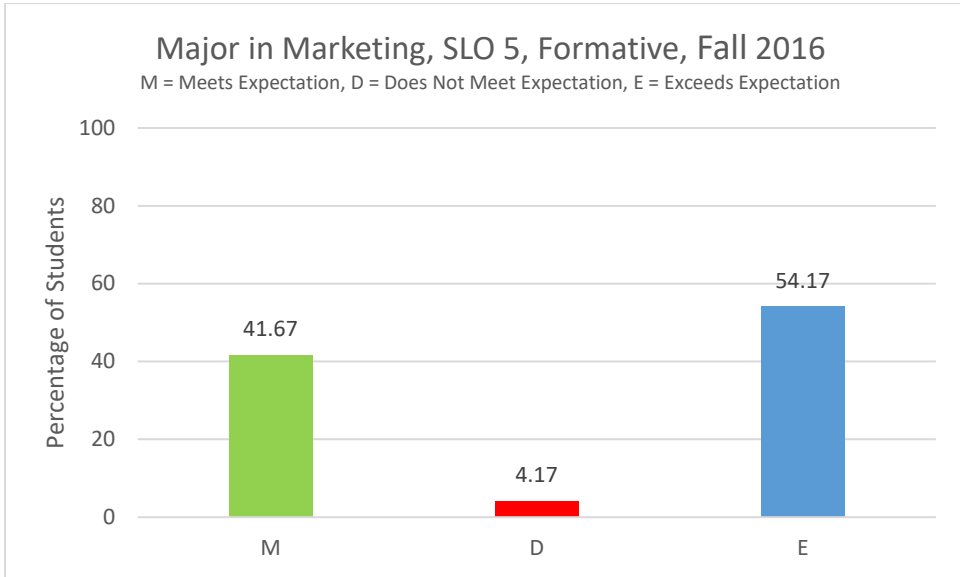


Figure MKT- 19

Figure MKT- 20

Fall 2016 Student Learning Assessment Report: BS in Economics

Program Learning Goal	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
1. Knowledge of General Economic Theories and Policies	<p><u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment ECO 495 (Supervised Research Paper) or ECO 499 (Thesis)</p> <p><u>Formative:</u> ECO 303 and ECO 304 selected questions from final exam.</p>	<p><u>Exit Assessment Test:</u> Meets Expectation 60% to 80%, Does Not Meet Expectation < 60%, Exceeds Expectation > 80%.</p> <p><u>Course-Embedded Assessment:</u> Rubric # BS.1.1.1.1</p>	Please see figures BSE – 1 through BSE – 4.	<p>Target: 65% students should meet or exceed expectations.</p> <p>Students met target.</p> <p>Trend: Percentage of students meeting expectation in summative assessment has increased over the years showing a good progress. Formative assessment result has also improved over the years.</p>	Course are constantly reviewed to ensure coverage of core economics theories.

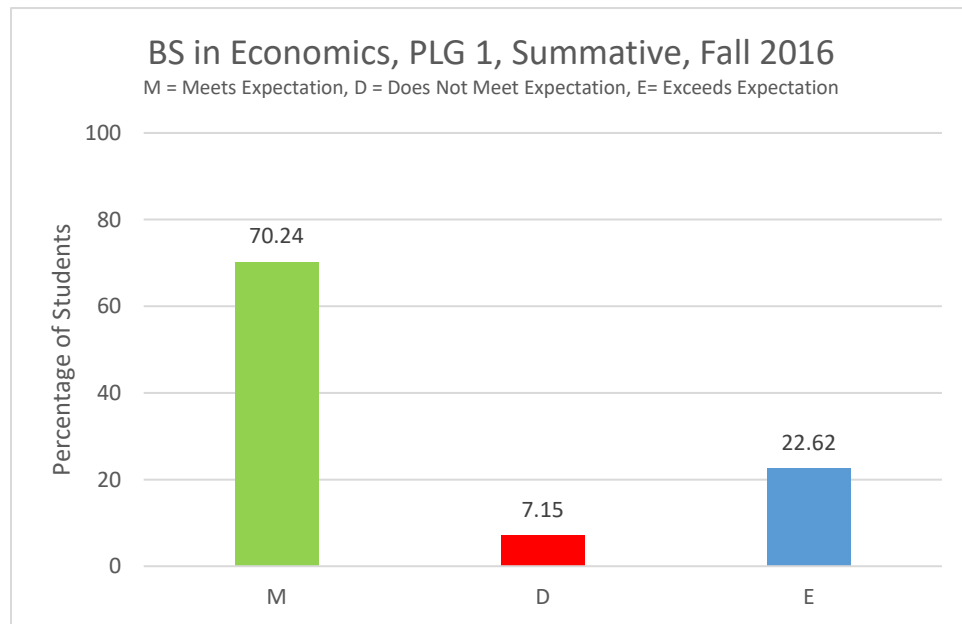


Figure BSE - 1

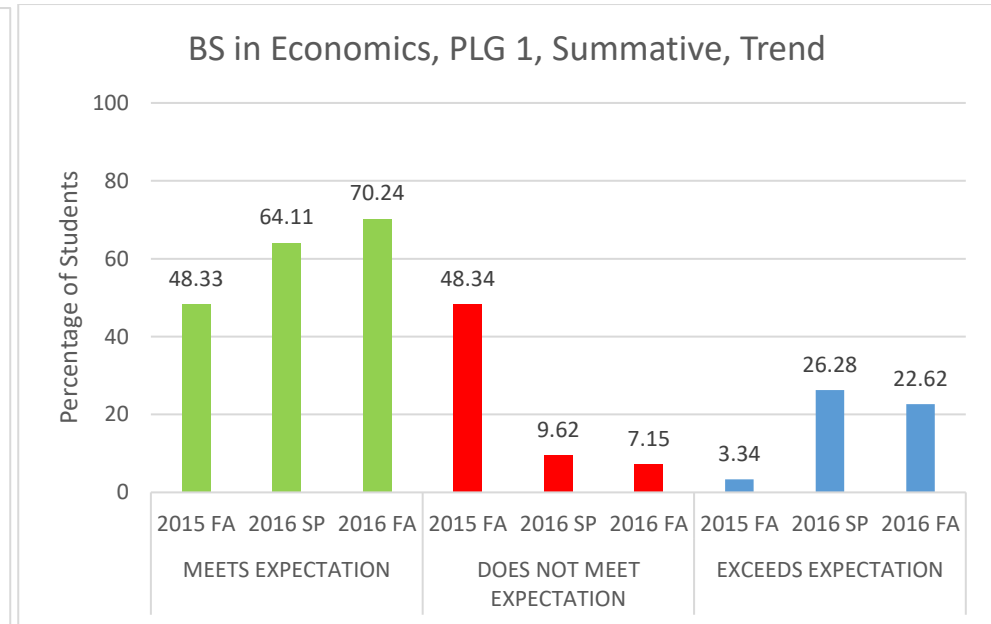


Figure BSE - 2

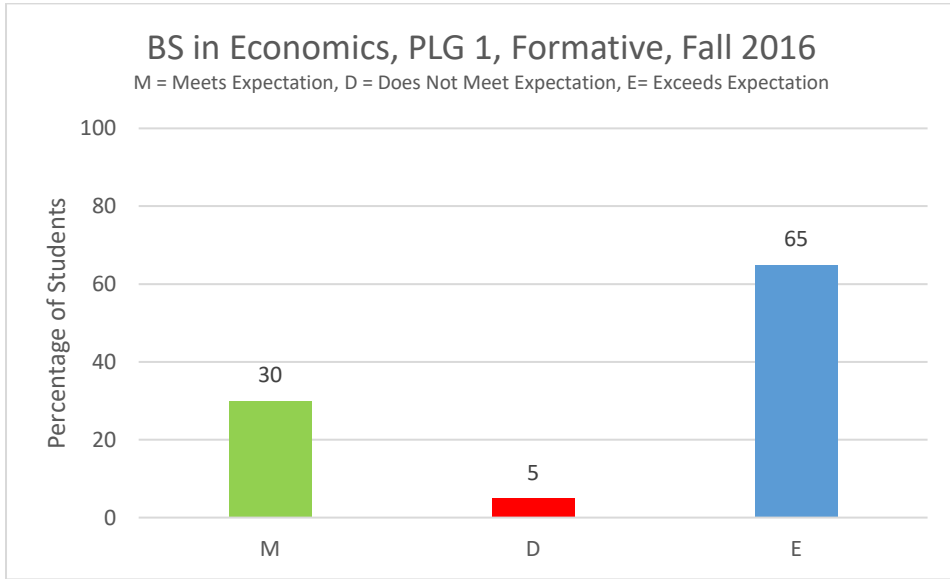


Figure BSE - 3

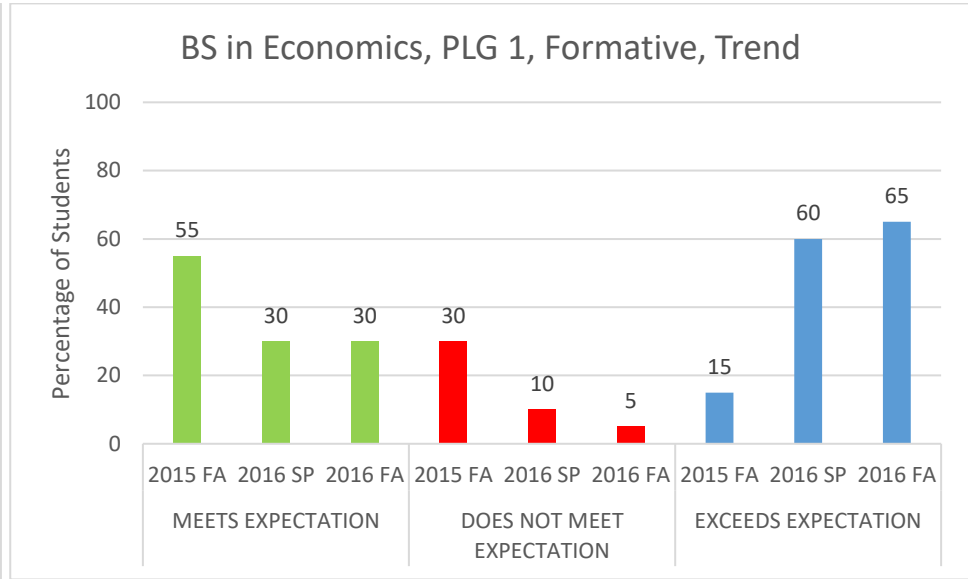


Figure BSE - 4

Program Learning Goal	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
2. Relevant Quantitative Skill Development for theoretical and empirical analyses.	<p><u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment ECO 495 (Supervised Research Paper) or ECO 499 (Thesis)</p> <p><u>Formative:</u> ECO 303 selected question from final exam, ECO 372 term projects</p>	<p><u>Exit Assessment Test:</u> Meets Expectation 60% to 80%, Does Not Meet Expectation < 60%, Exceeds Expectation > 80%.</p> <p><u>Course-Embedded Assessment:</u> Rubric # BS.2.1.1.1</p>	Please see figures BSE – 5 through BSE – 8.	<p>Target: 60% students should meet or exceed expectations.</p> <p>Students met the target.</p> <p>Trend: The percentage of students meeting and exceeding expectation has increased over the years showing a positive trend.</p>	Course are constantly reviewed to ensure that students can continue to critically identify problems and solve those using their business studies knowledge.

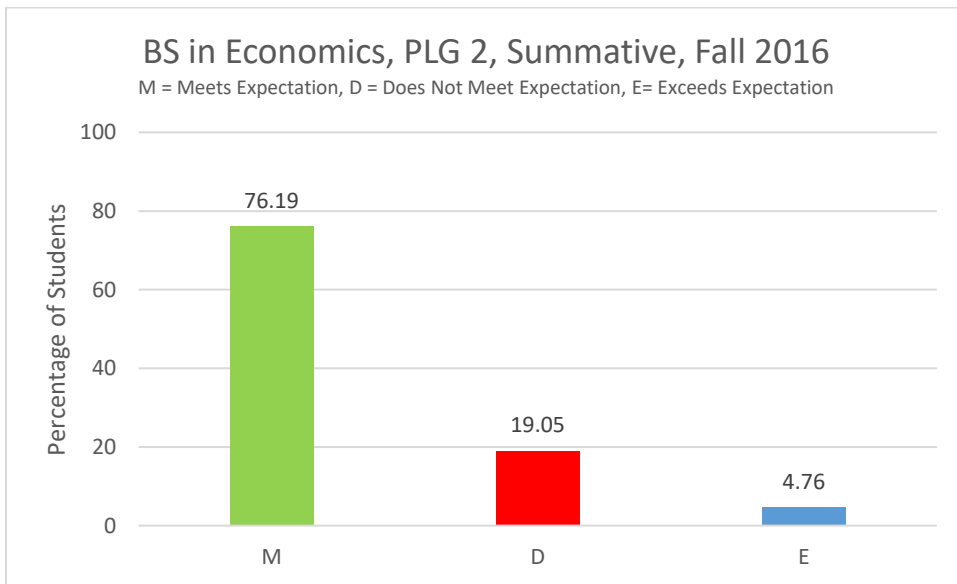


Figure BSE - 5

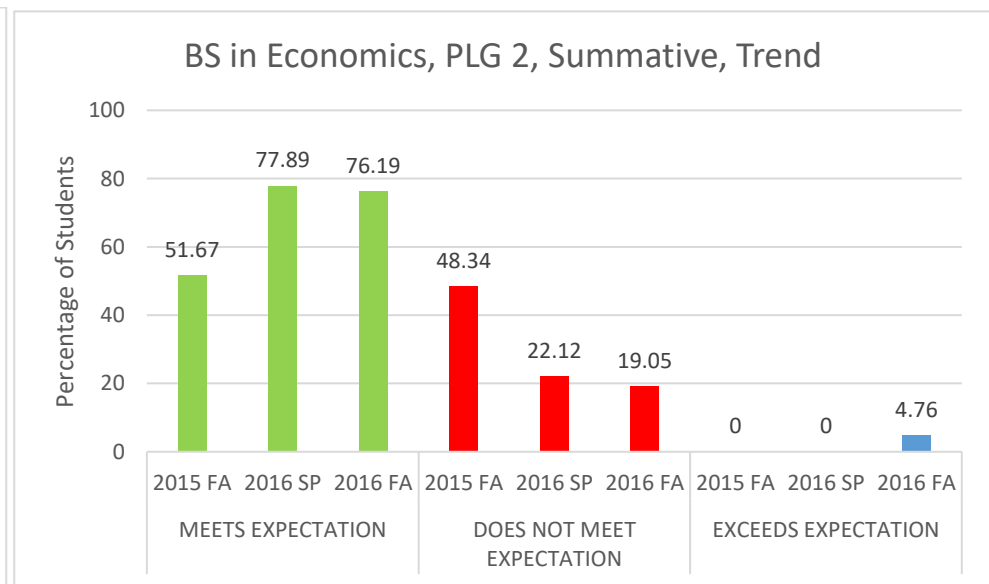


Figure BSE - 6

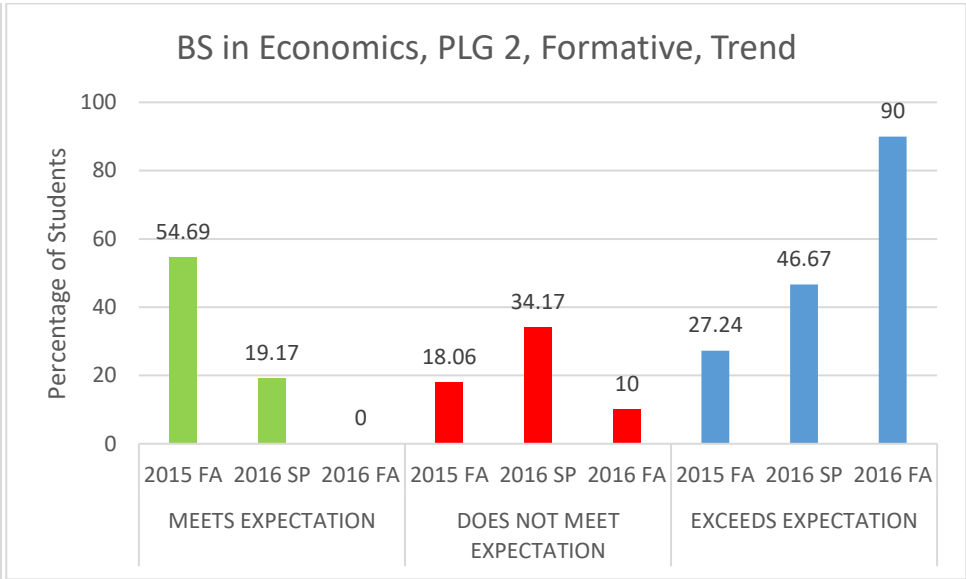
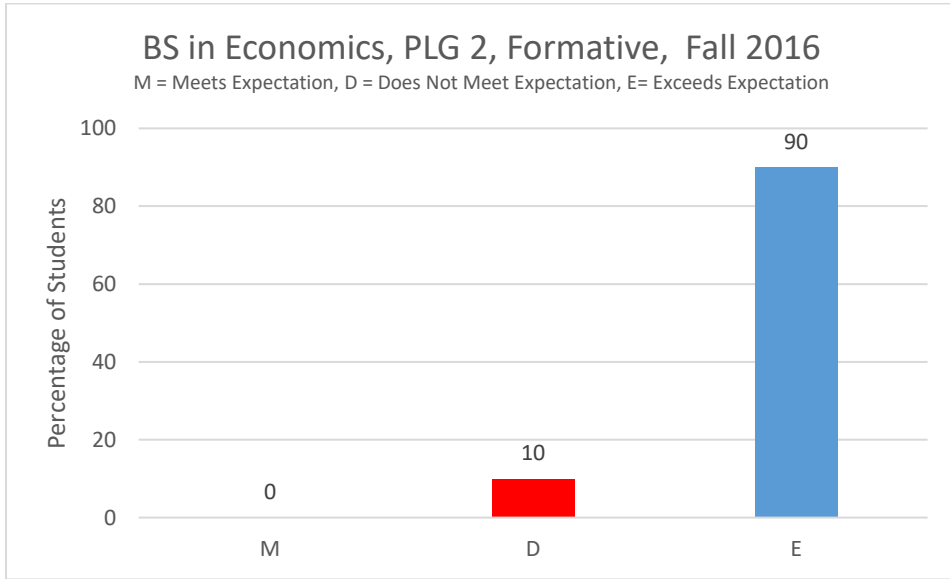


Figure BSE - 7

Figure BSE - 8

Program Learning Goal	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
3. Research Skill Development	<p><u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment ECO 495 (Supervised Research Paper) or ECO 499 (Thesis)</p> <p><u>Formative:</u> ECO 372 term project.</p>	<p><u>Exit Assessment Test:</u> Meets Expectation 60% to 80%, Does Not Meet Expectation < 60%, Exceeds Expectation > 80%.</p> <p><u>Course-Embedded Assessment:</u> Rubric # BS.3.1.1.1</p>	Please see figures BSE – 9 through BSE – 12.	<p>Target: 60% students should meet or exceed expectations.</p> <p>Students met the target in formative assessment but not in summative assessment.</p> <p>Trend: Students performance has deteriorated in summative assessment over the years. This is a major area of concern. However, the performance in formative assessment has improved over the year.</p>	Department of Economics with the support of HEQEP launched Economic Research Platform. This platform will facilitate economic research in Bangladesh.

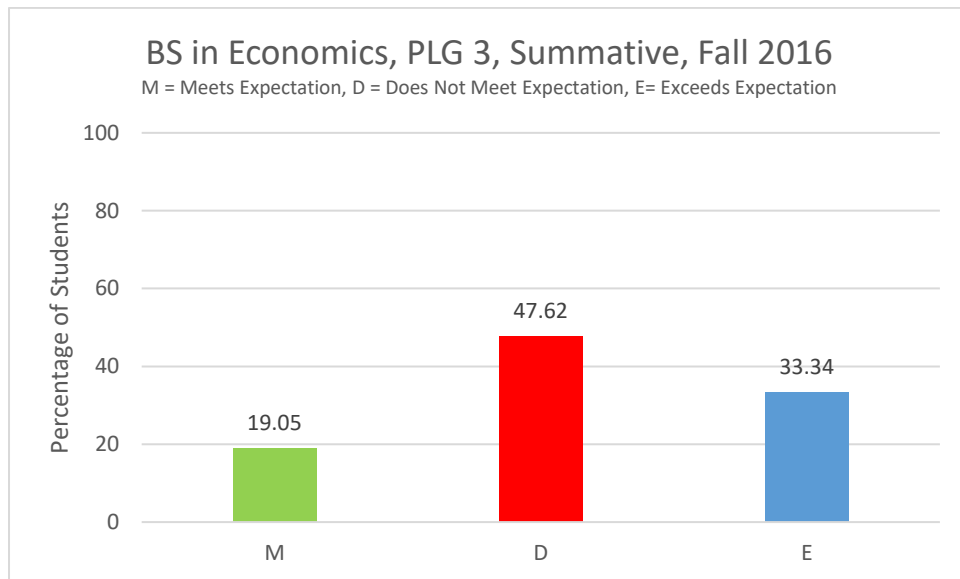


Figure BSE - 9

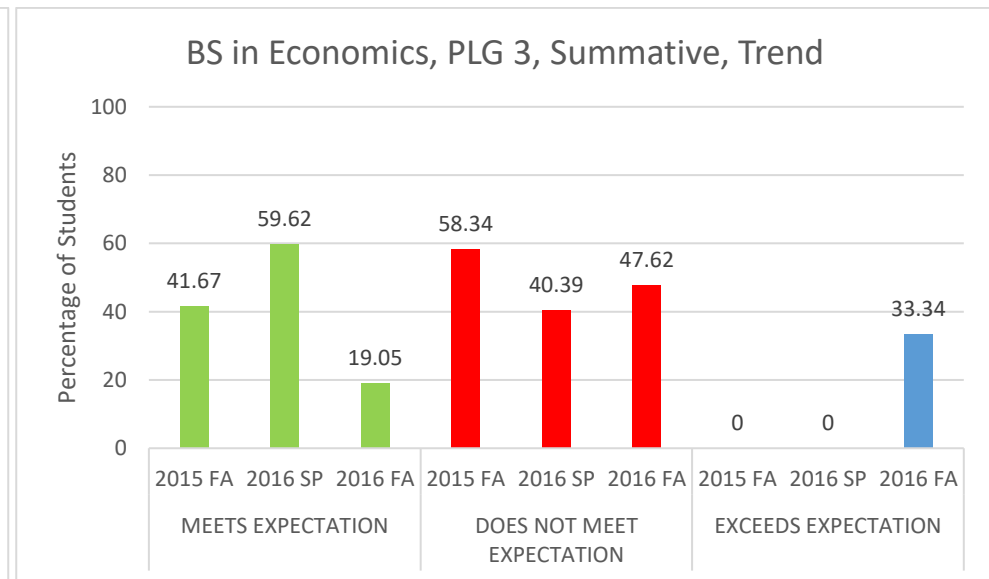


Figure BSE - 10

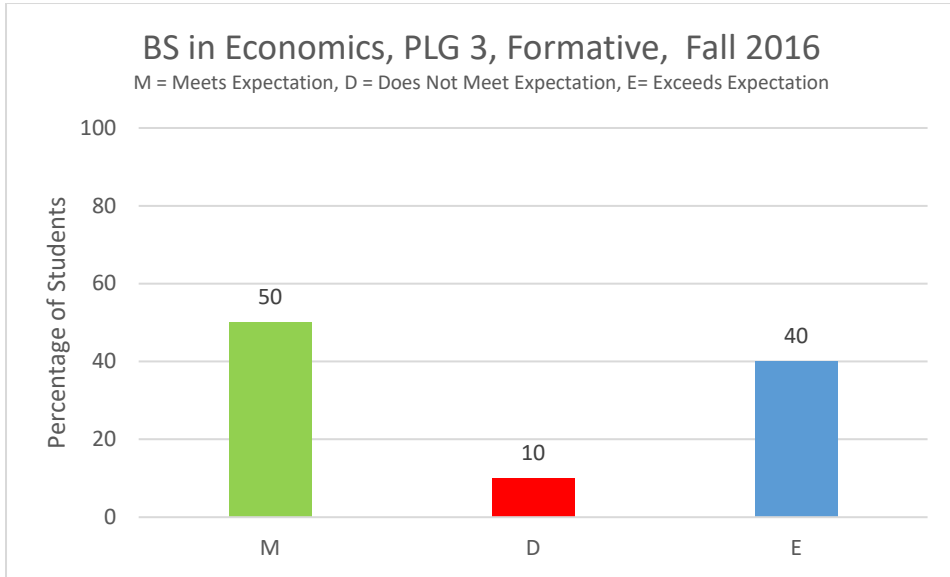


Figure BSE - 11

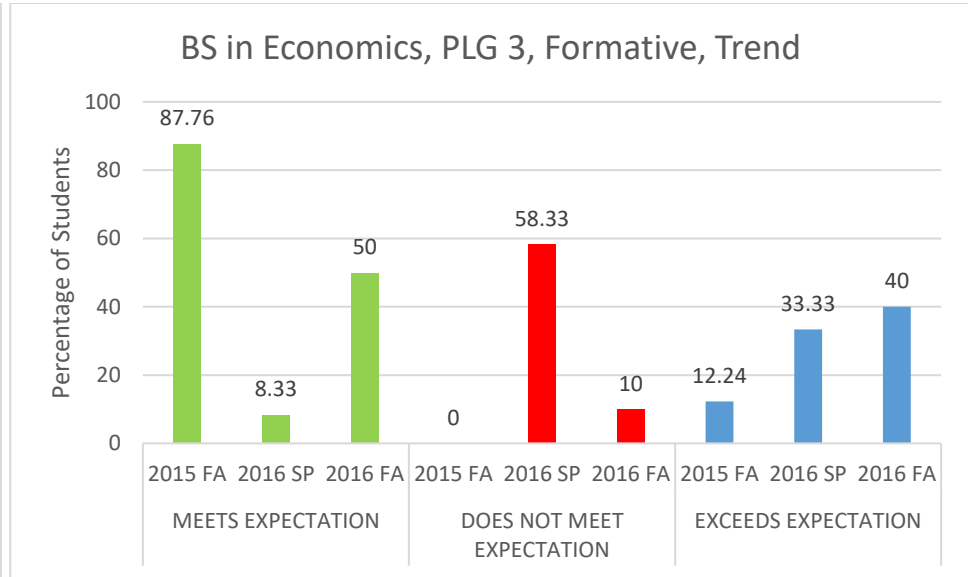


Figure BSE - 12

Program Learning Goal	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
4. Communication Skill Development	<p><u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment ECO 495 (Supervised Research Paper) or ECO 499 (Thesis)</p> <p><u>Formative:</u> ECO 304 selected question from final exam.</p>	<p><u>Exit Assessment Test:</u> Meets Expectation 60% to 80%, Does Not Meet Expectation < 60%, Exceeds Expectation > 80%.</p> <p><u>Course-Embedded Assessment:</u> Rubric # BS.4.1.1.1</p>	Please see figures BSE – 13 through BSE – 16.	<p>Target: 70% students should meet or exceed target.</p> <p>Students met target in formative assessment but not in summative assessment.</p> <p>Trend: The percentage of students not meeting expectation in summative assessment has increased over the years marking an area of concern.</p>	The Communication Club hosted a series of Bangla debating events under the title “NSU Dialogue”. The It featured an interactive debate workshop, a public speaking competition and an open Bangla debate tournament. The workshops were conducted by renowned debaters of the past and presents.

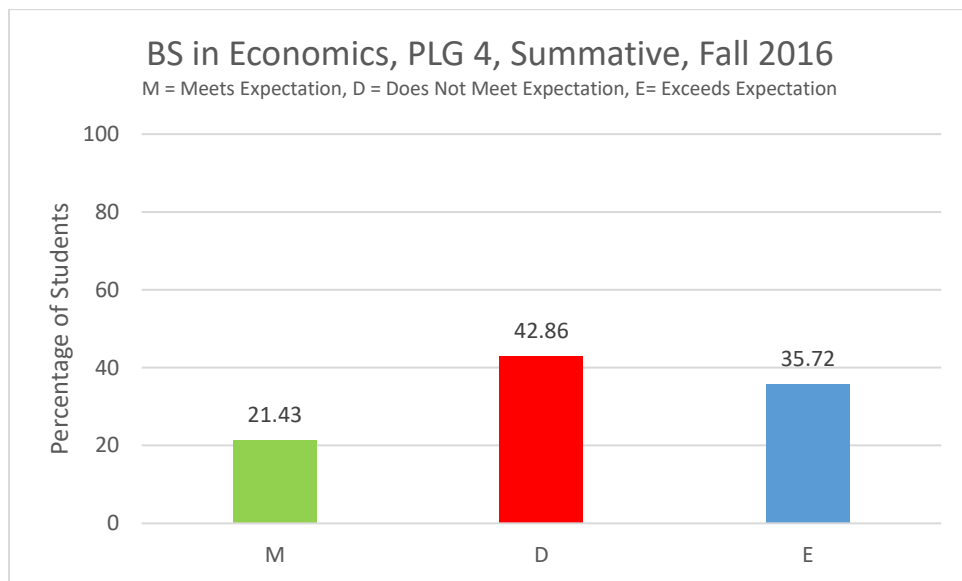


Figure BSE - 13

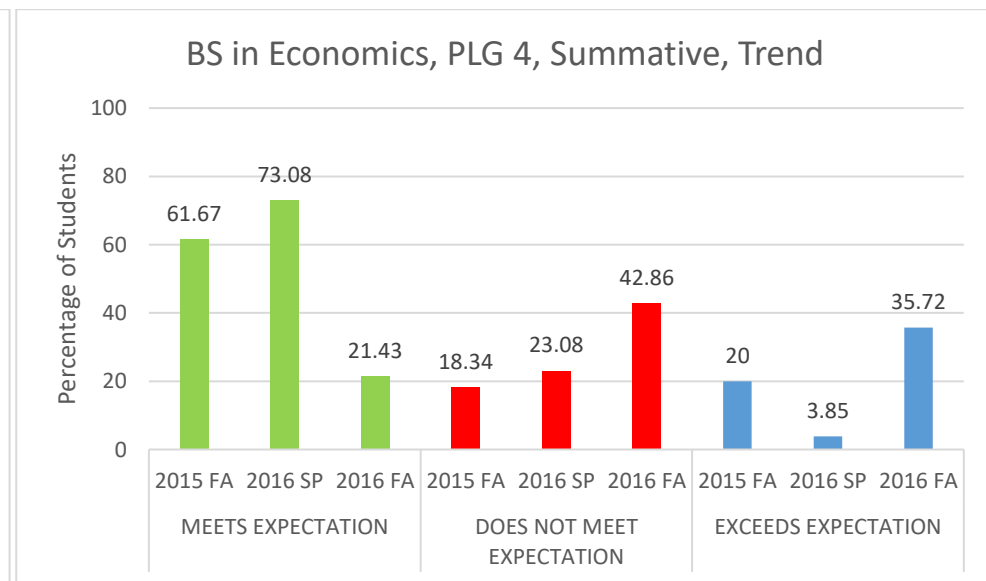


Figure BSE - 14

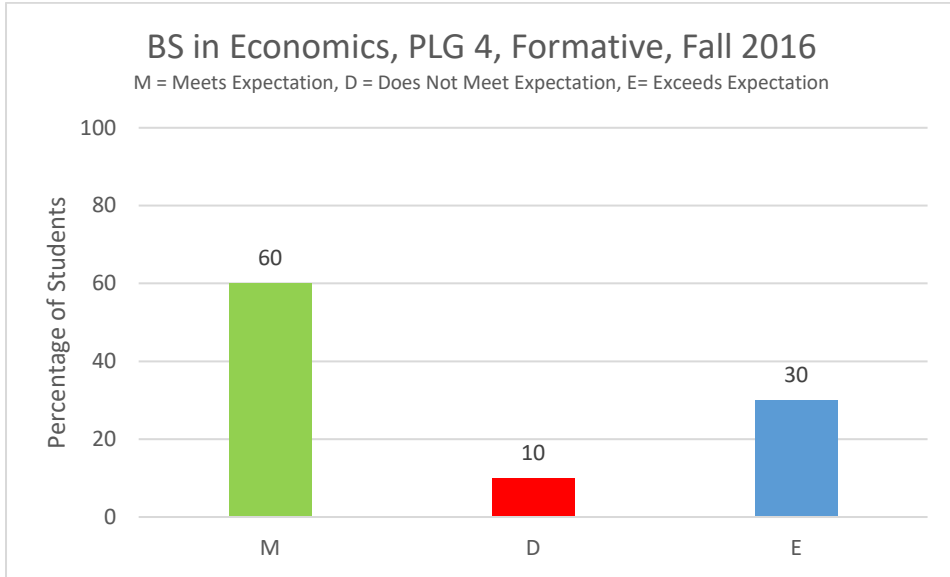


Figure BSE - 15

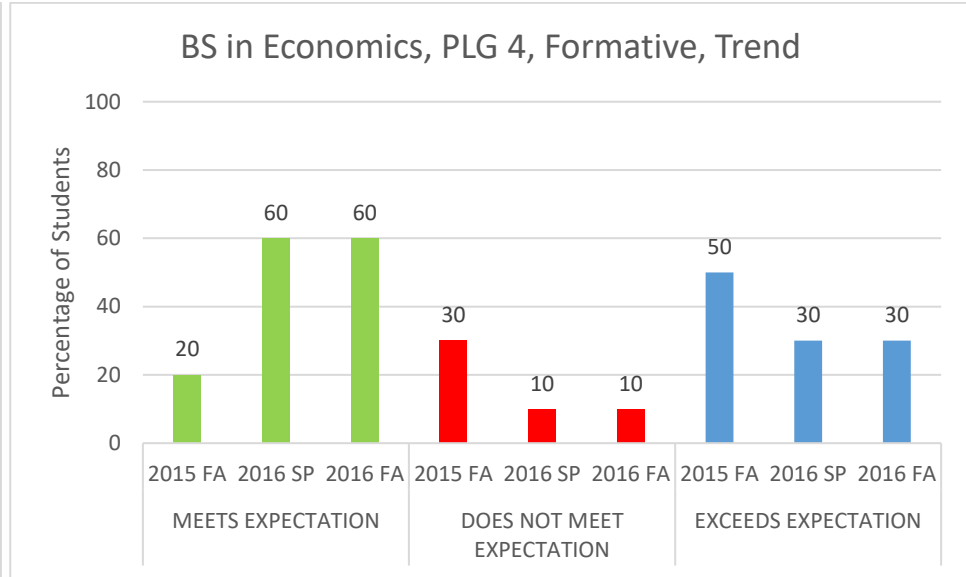


Figure BSE - 16

Program Learning Goal	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
5. Critical Thinking and Analysis	<p><u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment ECO 495 (Supervised Research Paper) or ECO 499 (Thesis)</p> <p><u>Formative:</u> ECO 303 selected question from final exam.</p>	<p><u>Exit Assessment Test:</u> Meets Expectation 60% to 80%, Does Not Meet Expectation < 60%, Exceeds Expectation > 80%.</p> <p><u>Course-Embedded Assessment:</u> Rubric # BS.5.1.1.1</p>	Please see figures BSE – 17 through BSE – 20.	<p>Target: 60% students should meet or exceed expectations.</p> <p>Students met the target.</p> <p>Trend: Performance shows an improving trend. The percentage of students meeting expectation and exceeding expectation has increased over the years.</p>	NSU Young Economists' Forum (YEF) organized EconProdigy 2.0 this semester. This competition engages the participants in debate, formal presentation, formulation and policy analysis.

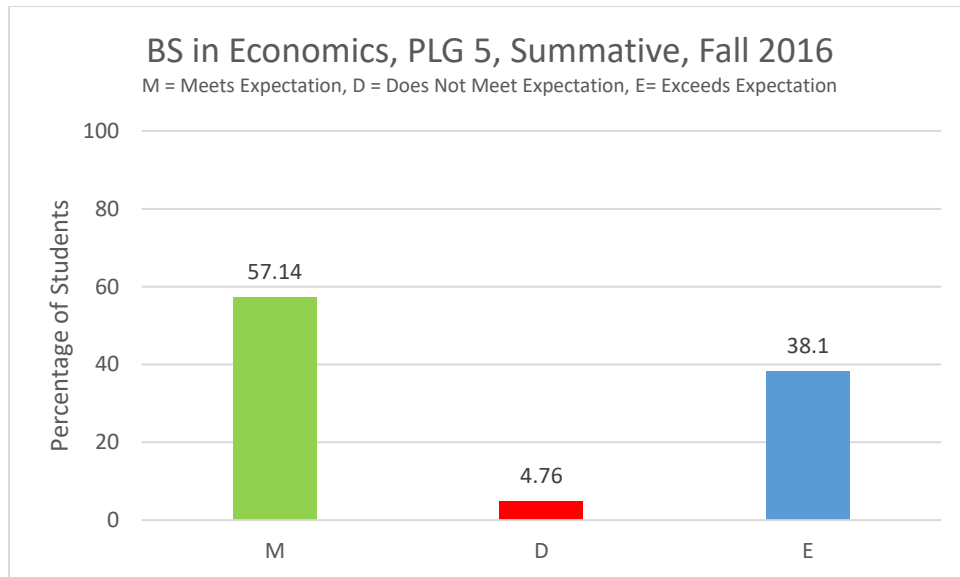


Figure BSE - 17

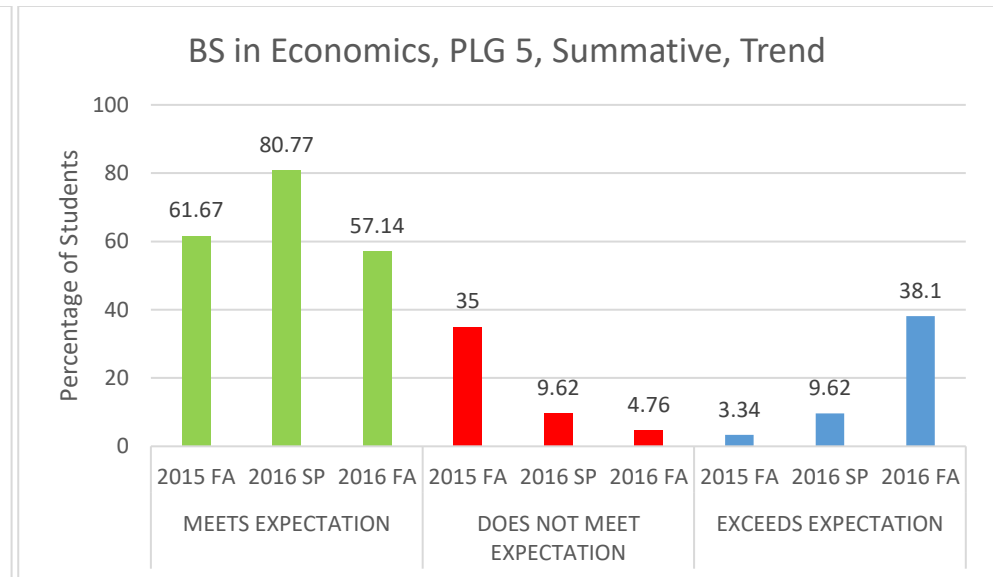


Figure BSE - 18

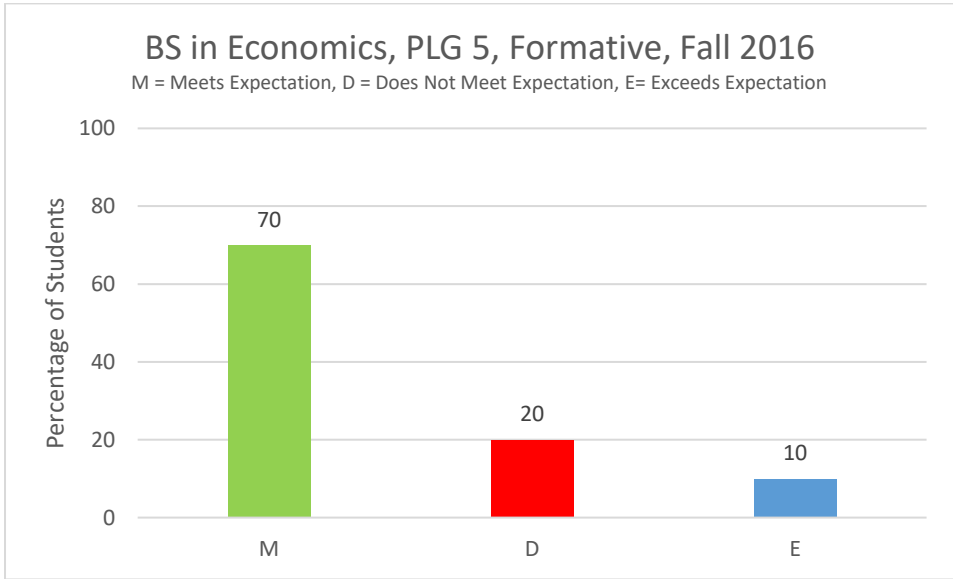


Figure BSE - 19

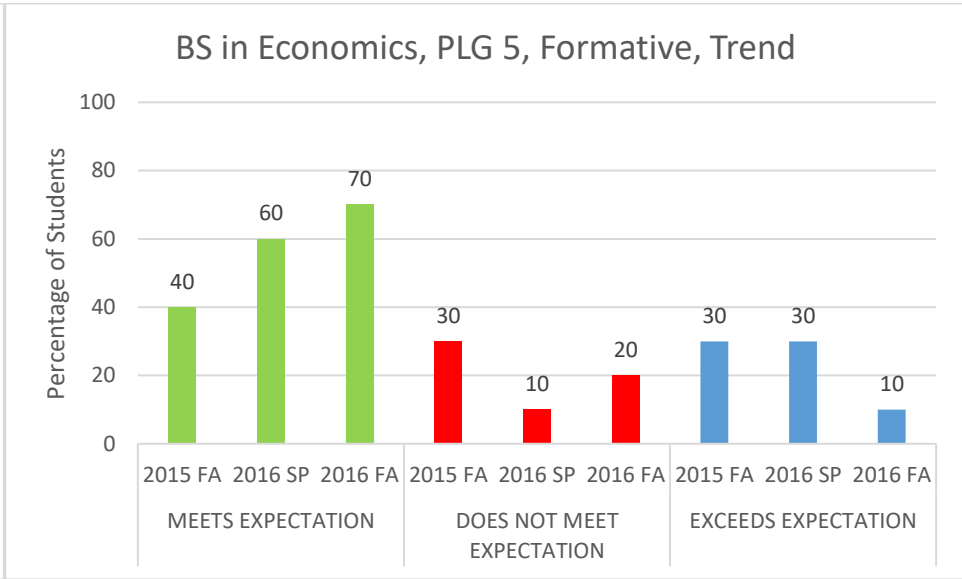


Figure BSE - 20

Fall 2016 Student Learning Assessment Report: MS in Economics

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
1. Critical thinking skills in relation to microeconomics, macroeconomics and econometrics	1.1 Interpret and critically review articles in the economics research literature.	<p><u>Summative:</u> Course-Embedded Assessment: ECO 695 or ECO 699 Literature Review Section of Thesis or Research Papers</p> <p><u>Formative:</u> ECO 502 final term paper</p>	Rubric # MS.1.1.1.1	Please see figures MSE – 1 through MSE – 4.	<p>Target: 60% students should meet or exceed expectations.</p> <p>Students met the target.</p> <p>Trend: Percentage of students exceeding expectation in summative assessment has increased over the years.</p>	NSU Young Economists' Forum (YEF) organized EconProdigy 2.0 this semester. This competition engages the participants in debate, formal presentation, formulation and policy analysis.

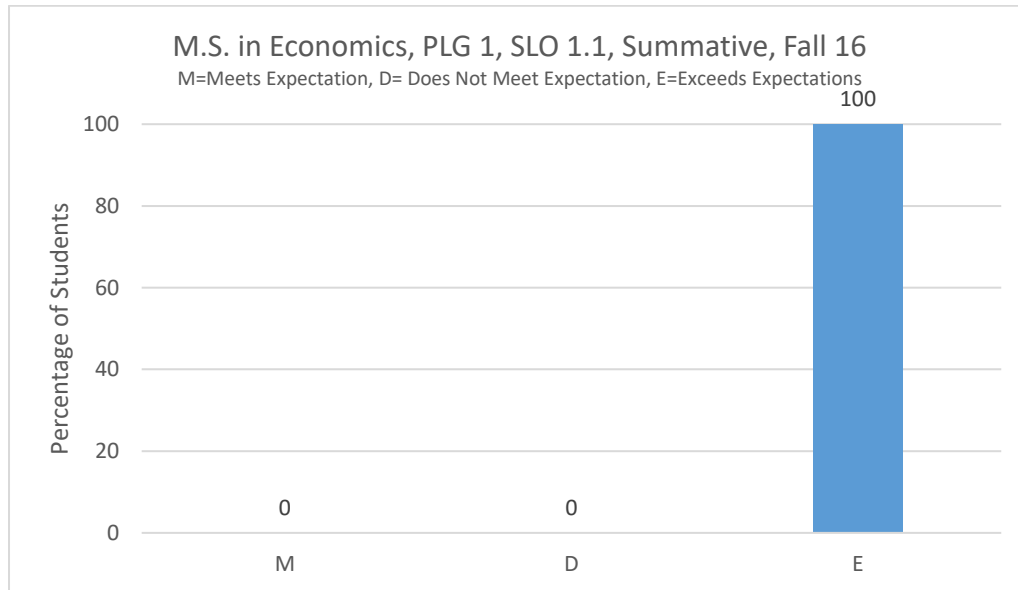


Figure MSE - 1

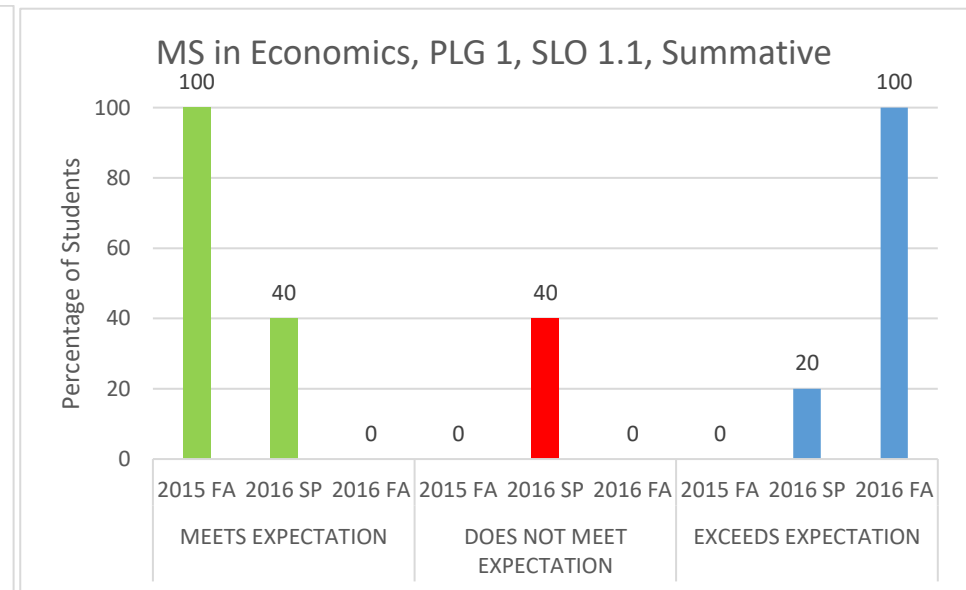


Figure MSE - 2

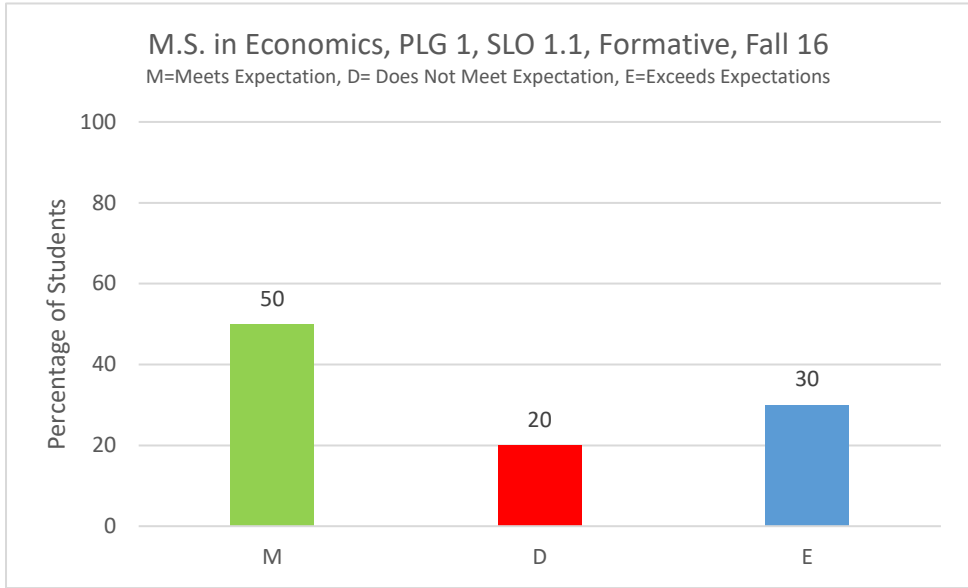


Figure MSE - 3

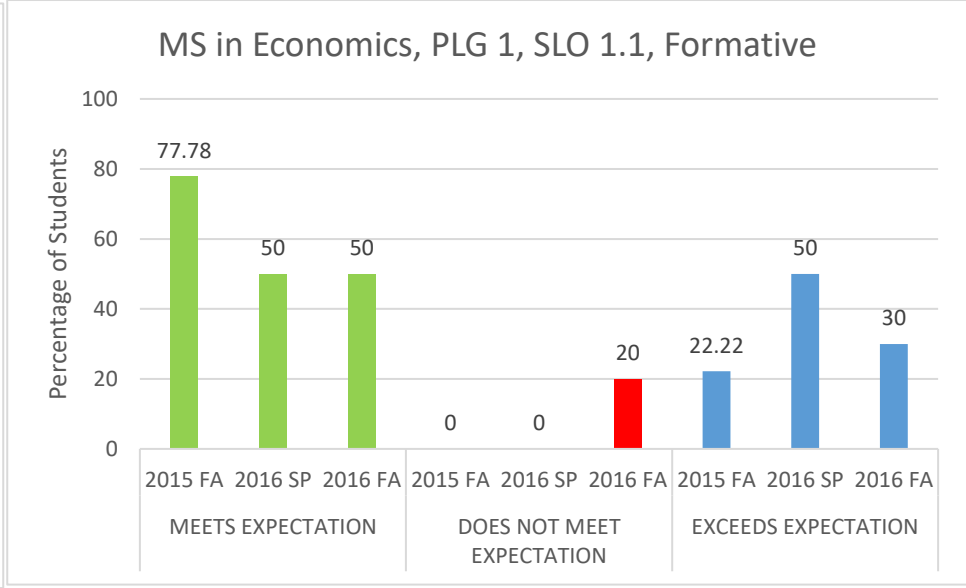


Figure MSE - 4

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.	<p><u>Summative:</u> Course-Embedded Assessment: ECO 695 or ECO 699 Literature Review Section of Thesis or Research Papers</p> <p><u>Formative:</u> ECO 502 final examination.</p>	MS2.1.1.1	Please see figures MSE – 5 through MSE – 8.	<p>Target: 60% students should meet or exceed expectations.</p> <p>Students met the target.</p> <p>Trend: Percentage of students meeting expectation in formative assessment has increased over the years. However, there is also an increase in percentage of students not meeting expectations in summative assessment. This is an area of concern.</p>	Economics students along with a faculty visited Bangladesh Institute of Government and Management (BIGM) office in Dhaka. The purpose was to introduce students to the budgeting process and financing of the Government of Bangladesh.

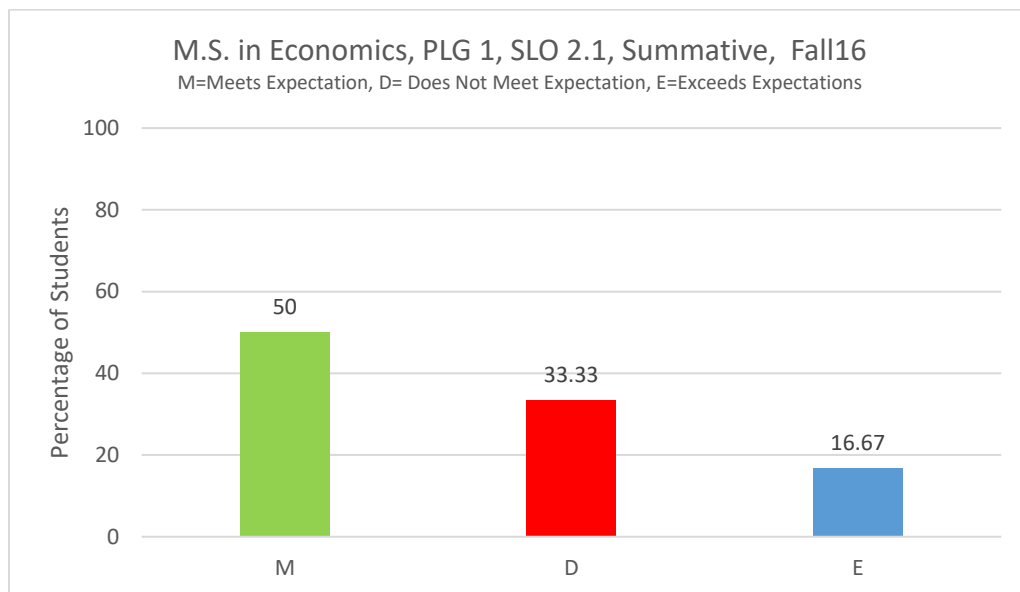


Figure MSE - 5

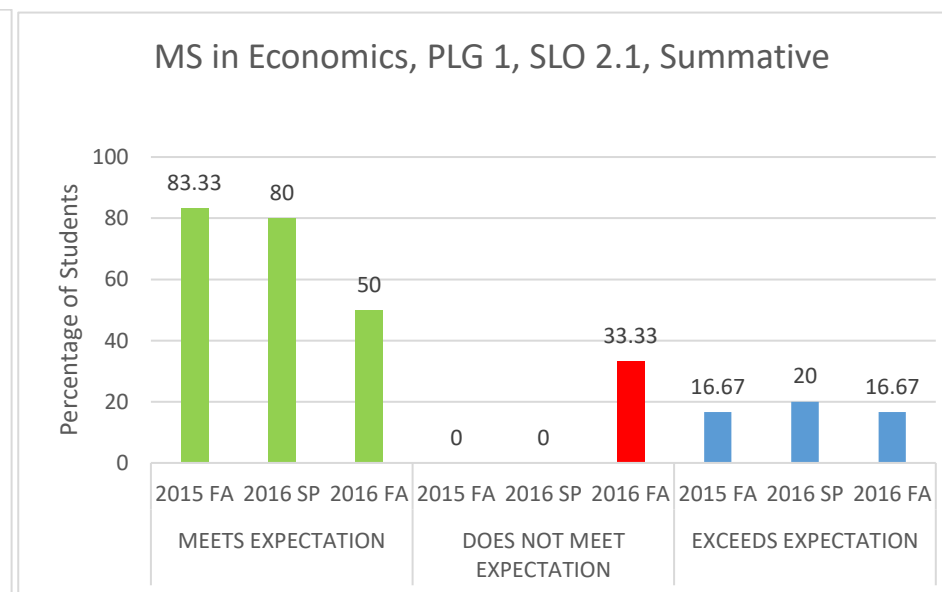


Figure MSE - 6

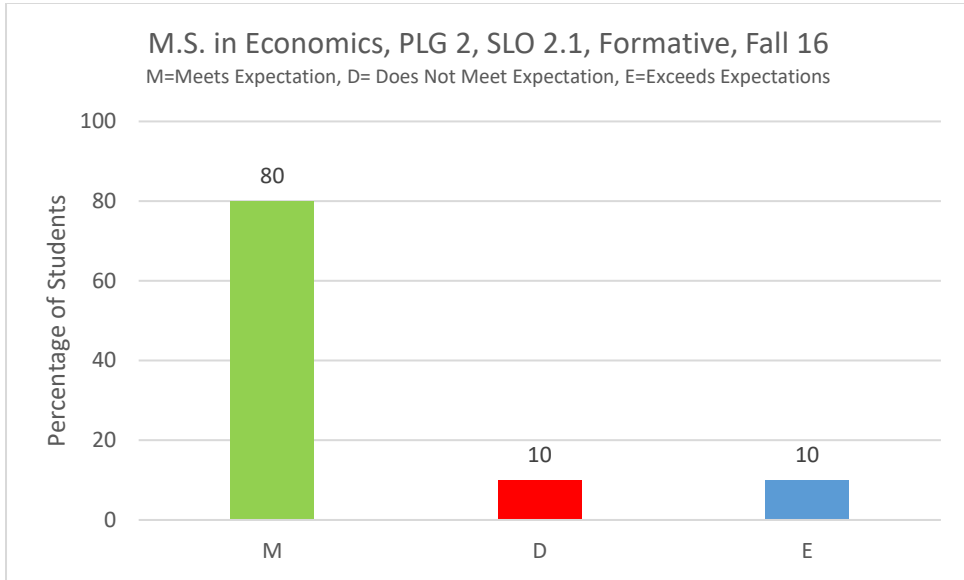


Figure MSE - 7

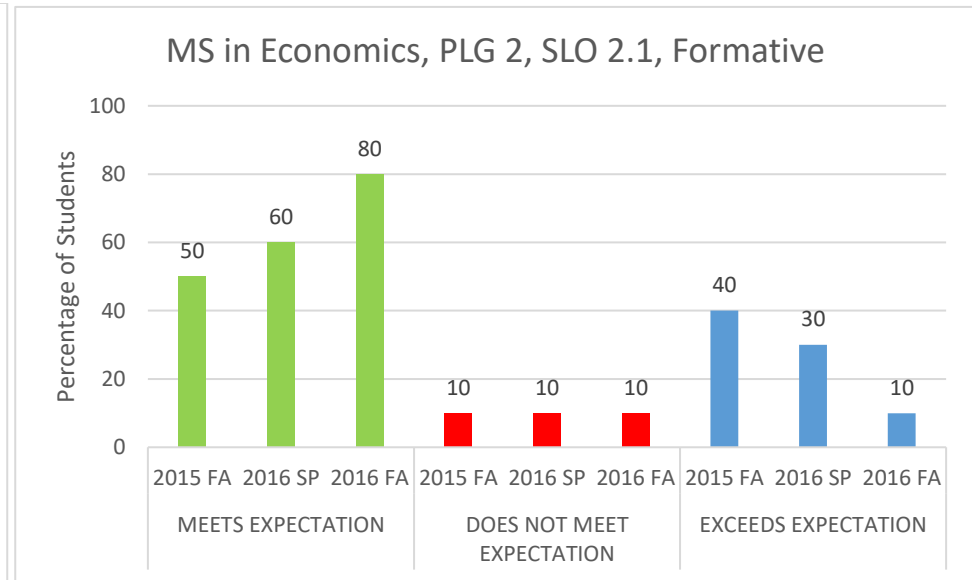


Figure MSE - 8

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
2. Quantitative analytical skills in application of economics	2.2 Develop basic research skills in order to conduct research with minimal supervision	<u>Summative</u> : ECO 695 or ECO 699: Economic modeling section of research papers or thesis.	MS.2.2.1.1	Please see figures MSE – 9 and MSE - 10	Target: 60% students should meet or exceed expectations. Students met the target. Trend: Percentage of students exceeding expectation has increased over the years showing an improving trend.	Economics students along with a faculty visited Bangladesh Institute of Government and Management (BIGM) office in Dhaka. The purpose was to introduce students to the budgeting process and financing of the Government of Bangladesh.

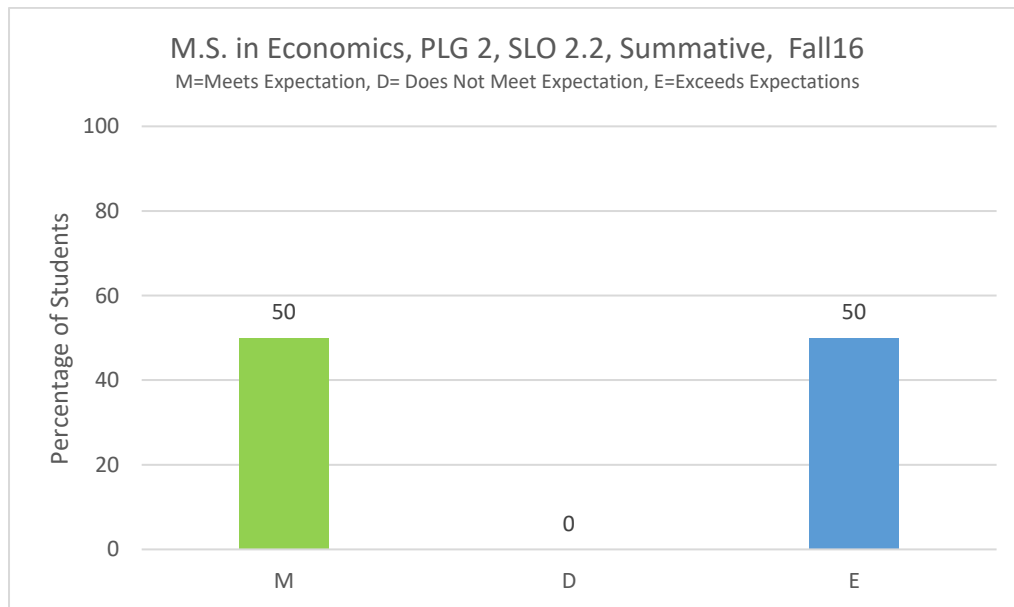


Figure MSE - 9

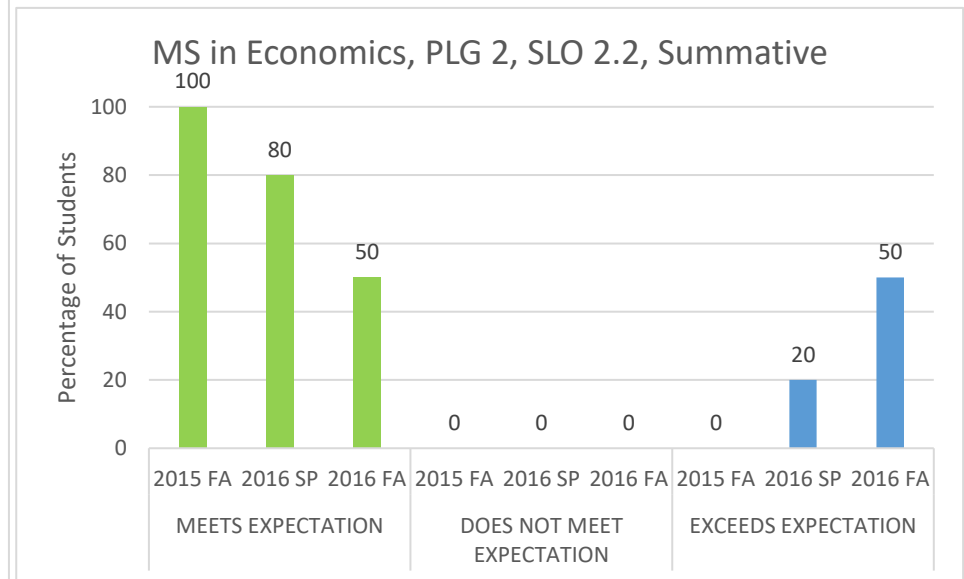


Figure MSE - 10

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
3. Problem solving skills for economic and business decision making in public and private sectors	3.1 Use economic principles, theories and models to analyze and explain how decisions are made by individuals, organizations and societies.	<u>Summative:</u> ECO 695 or ECO 699: Economic modeling section of research papers or thesis <u>Formative:</u> ECO 503 final Exam or ECO 504 final exam.	MS.3.1.1.1	Please see figures MSE – 11 through MSE - 14	Target: 60% students should meet or exceed expectations. Students met the target. Trend: Percentage of students exceeding expectation has increased over the years showing a positive trend in students' performance.	NSU Young Economists' Forum (YEF) organized EconProdigy 2.0 this semester. This competition engages the participants in debate, formal presentation, formulation and policy analysis

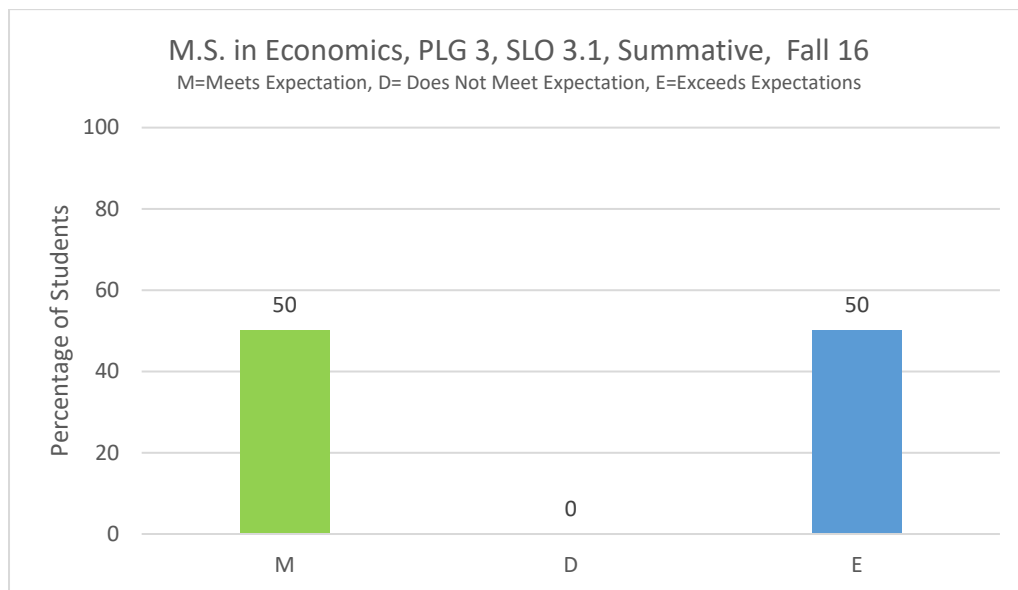


Figure MSE - 11

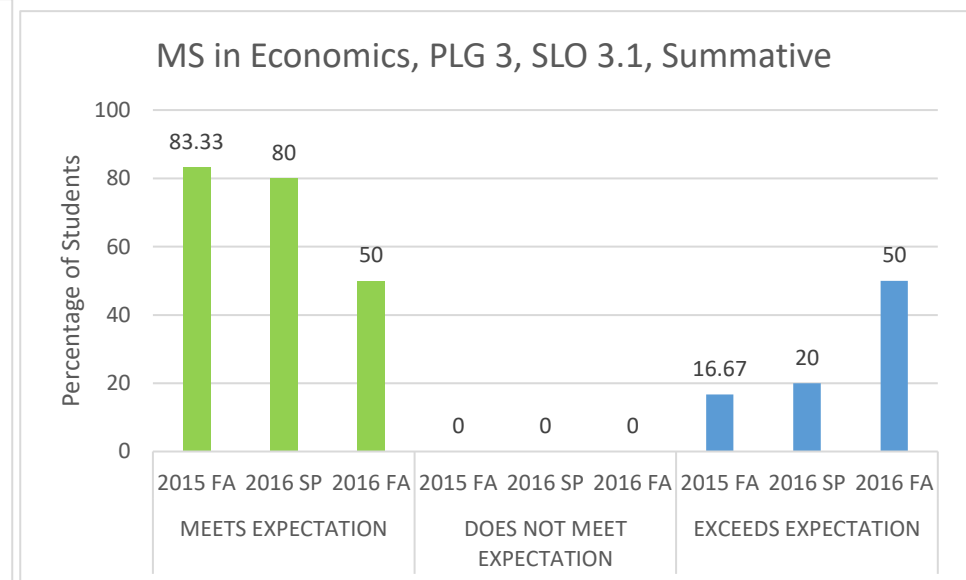


Figure MSE - 5

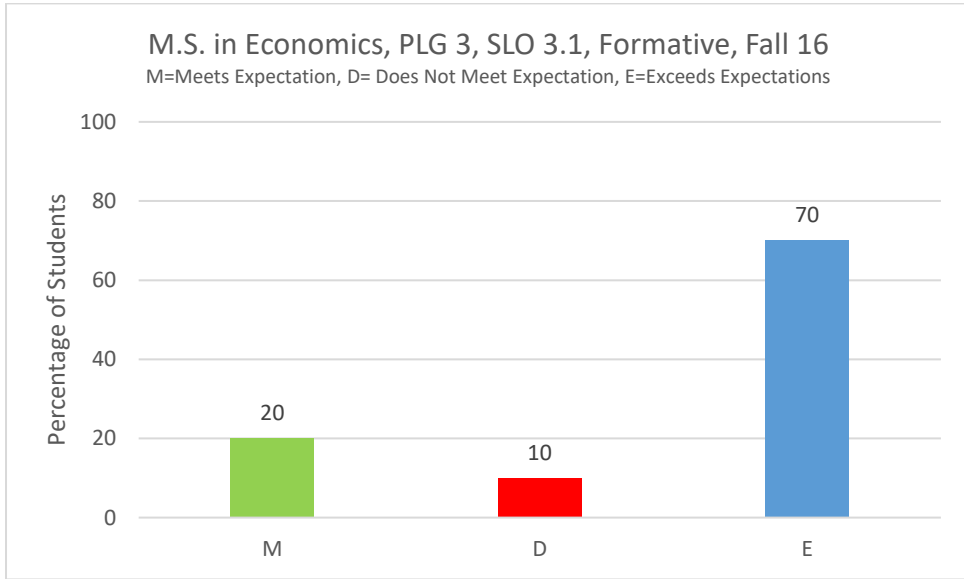


Figure MSE - 6

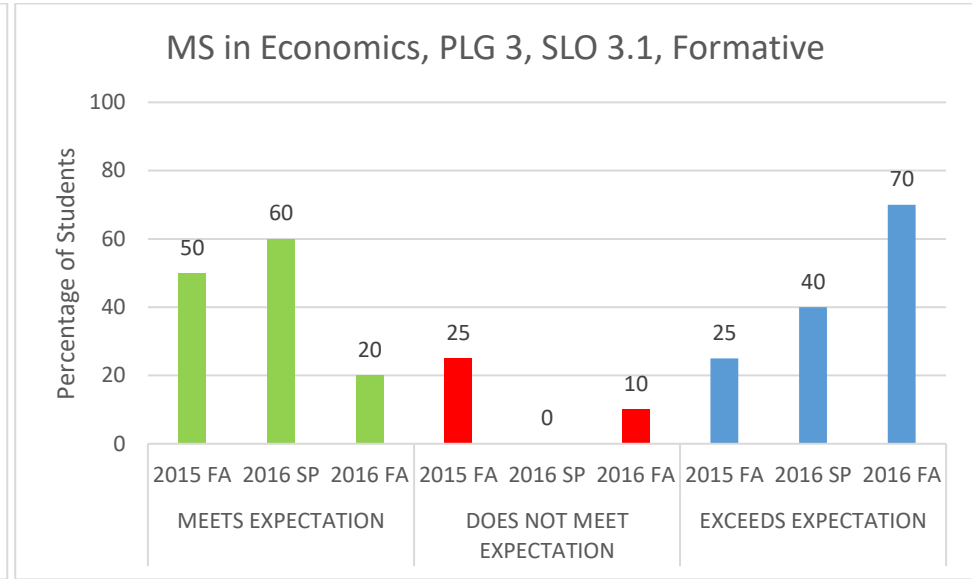


Figure MSE - 14

Fall 2016 Student Learning Assessment Report: Master of Business Administration

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
1. Managerial Communications	1.1 Communicate effectively toward achieving managerial objectives.	<p><u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment (BUS 690 final term projects)</p> <p><u>Formative:</u> Course-Embedded Assessment (BUS 650 final term projects)</p>	<p><u>Assessment Tests:</u> Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MB.1.1.1.1</p>	See Figures MBA- 1 through MBA-4	<p>Target: 80% students should meet or exceed expectation.</p> <p>Students failed to meet the target in the summative assessment. However, the target is reached in formative assessment.</p> <p>Trend: The percentage of students meeting expectation in both summative and formative assessment are increasing; This shows student performance is improving over time.</p>	This semester NSU organized an event called NSUers Meet Corporate Icon (NMCI). The consists of a series of seminars where renowned corporate icons share their experiences and give valuable advices to NSU students.

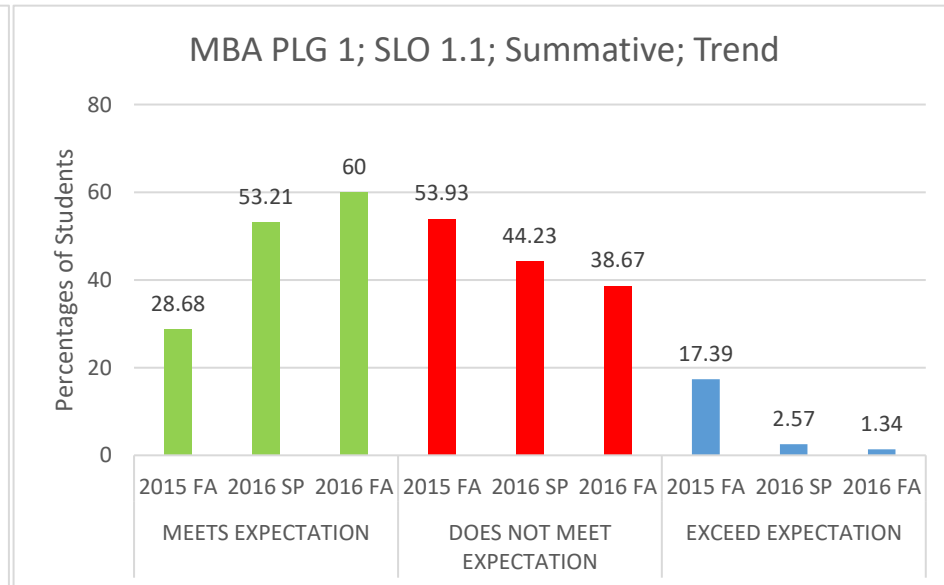
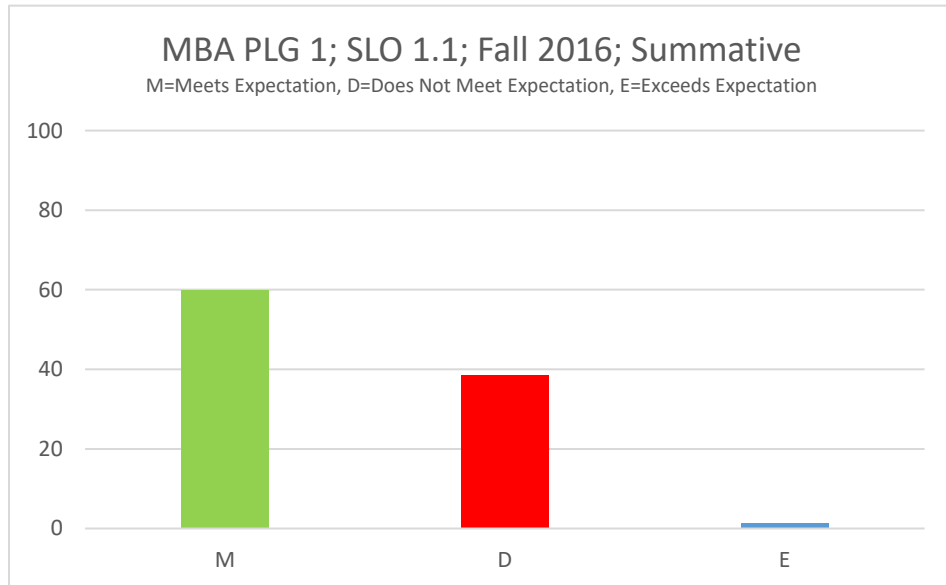


Figure MBA - 1

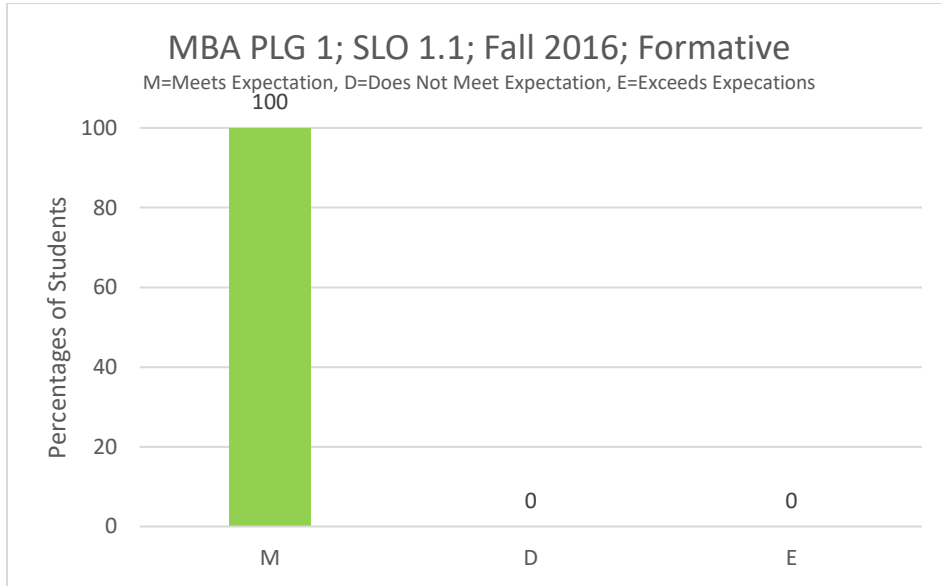


Figure MBA - 2

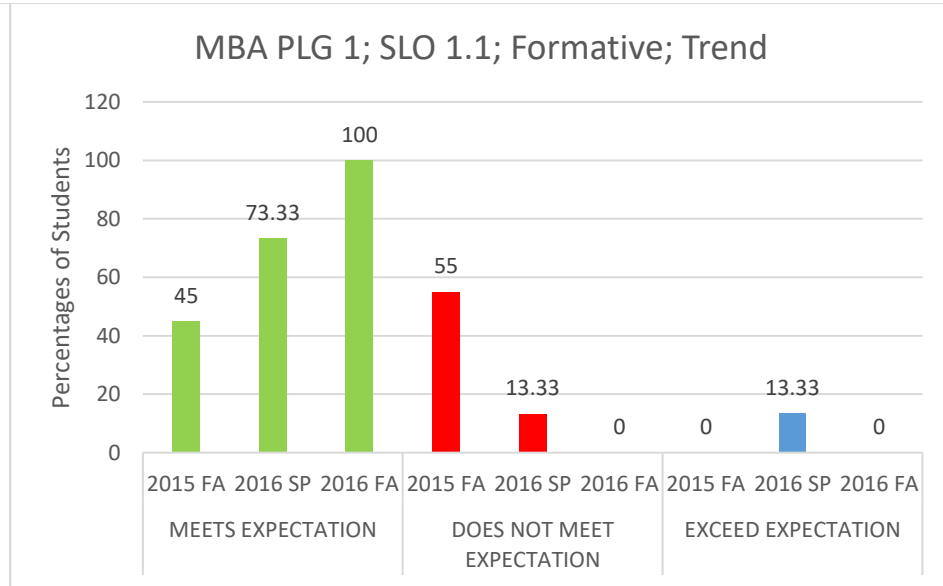


Figure MBA - 3

Figure MBA - 4

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
2. Critical Thinking and Decision Making	2.1 Apply appropriate analytic framework to solving management problems, and developing of integrative managerial solutions.	<p><u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment (BUS 690 final term projects)</p> <p><u>Formative:</u> Course-Embedded Assessment (BUS 650 final term projects)</p>	<p><u>Assessment Tests:</u> Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation> 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MB.2.1.1.1</p>	See Figures MBA-5 through MBA-8	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students failed to meet the target in the summative assessment.</p> <p>Trend: Although student performance is exhibiting a gradual improvement trend in formative assessment performance in summative assessment is very poor.</p>	Course are constantly reviewed to ensure that students can continue to critically identify problems and solve those using their business studies knowledge..

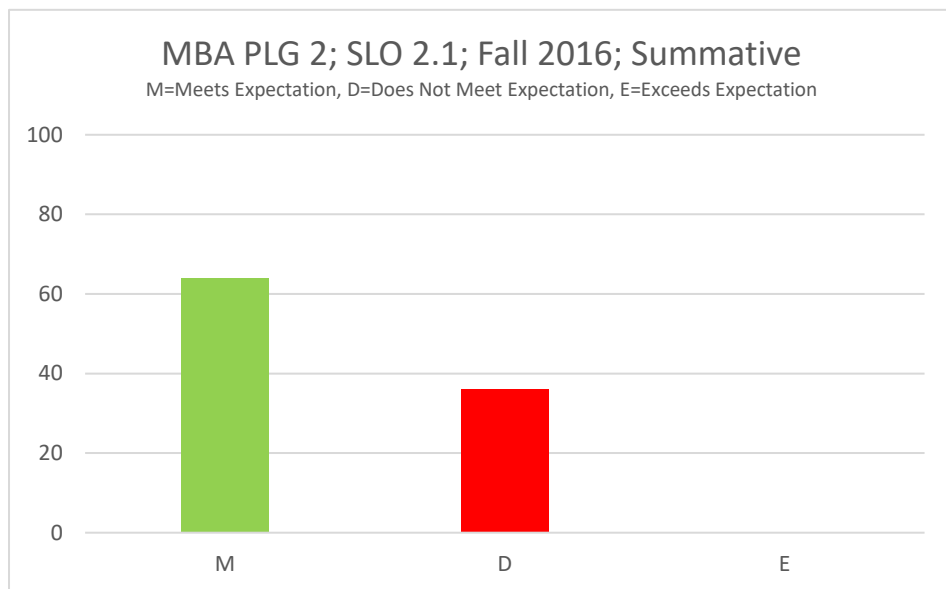


Figure MBA - 5

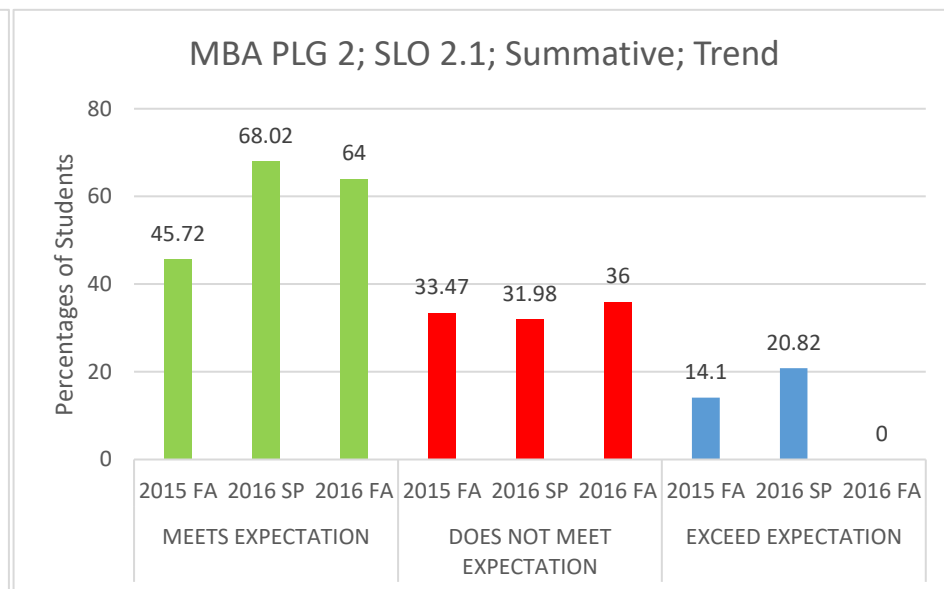


Figure MBA - 6

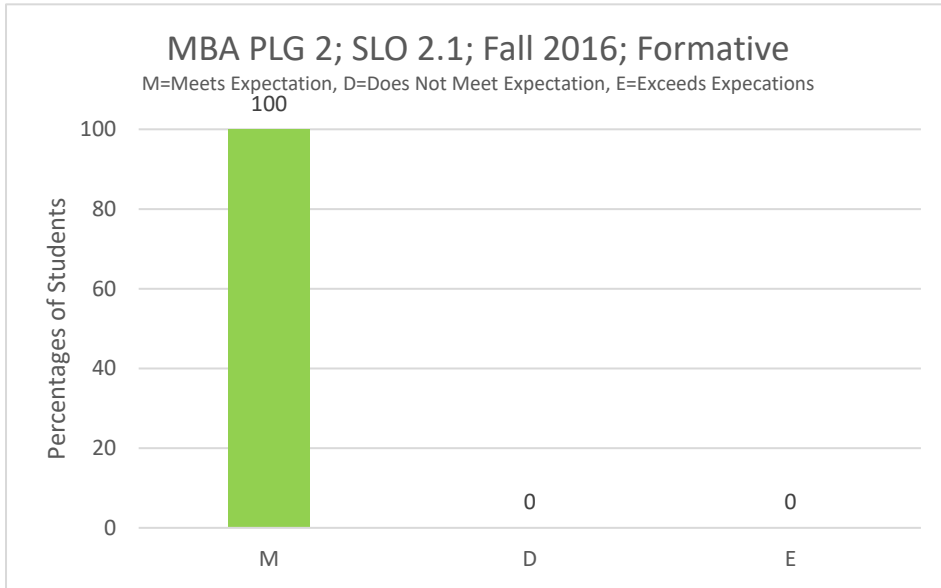


Figure MBA - 7

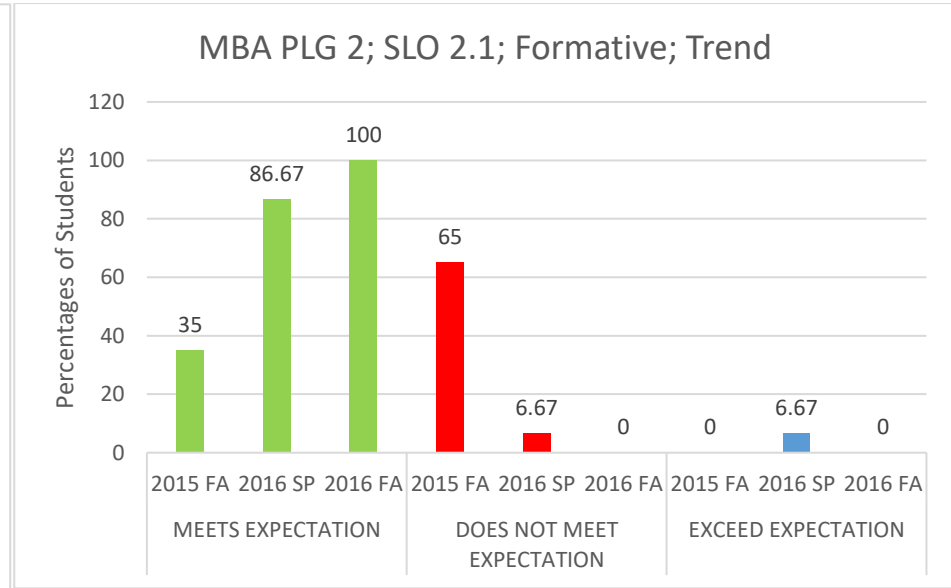


Figure MBA - 8

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
2. Critical Thinking and Decision Making	2.2 Determine relevant decision criteria and alternatives, and identify the optimal solution	<p><u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment (BUS 690 final term projects)</p> <p><u>Formative:</u> Course-Embedded Assessment (BUS 650 final term projects)</p>	<p><u>Assessment Tests:</u> Meets Expectation: 60%-80%; Does Not Meet Expectation < 60%; Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MB.2.1.1.1</p>	See Figures MBA-9 through MBA-12	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students failed to meet the target in the summative assessment.</p> <p>Trend: Although student performance is exhibiting a gradual improvement trend in formative assessment performance in summative assessment is very poor.</p>	Course are constantly reviewed to ensure that students can continue to critically identify problems and solve those using their business studies knowledge..

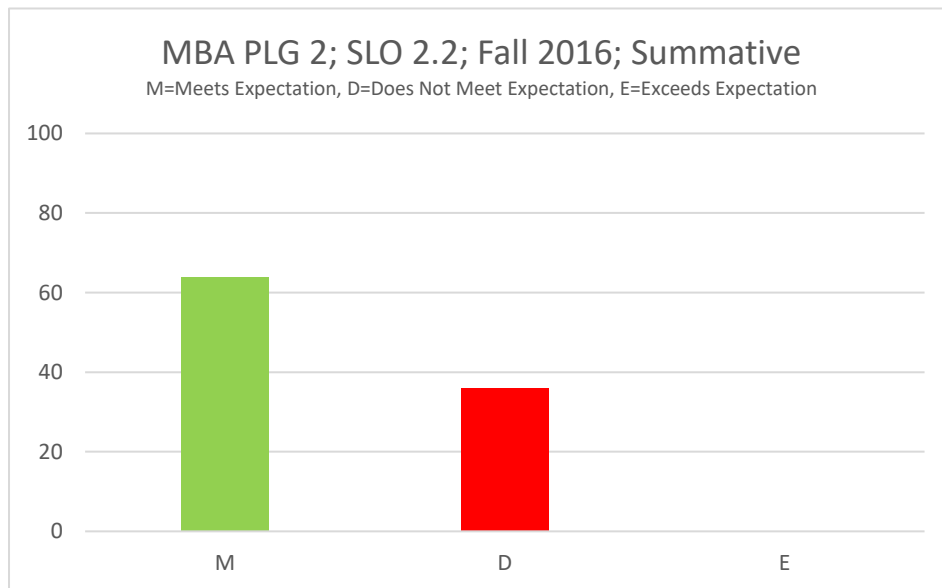


Figure MBA - 9

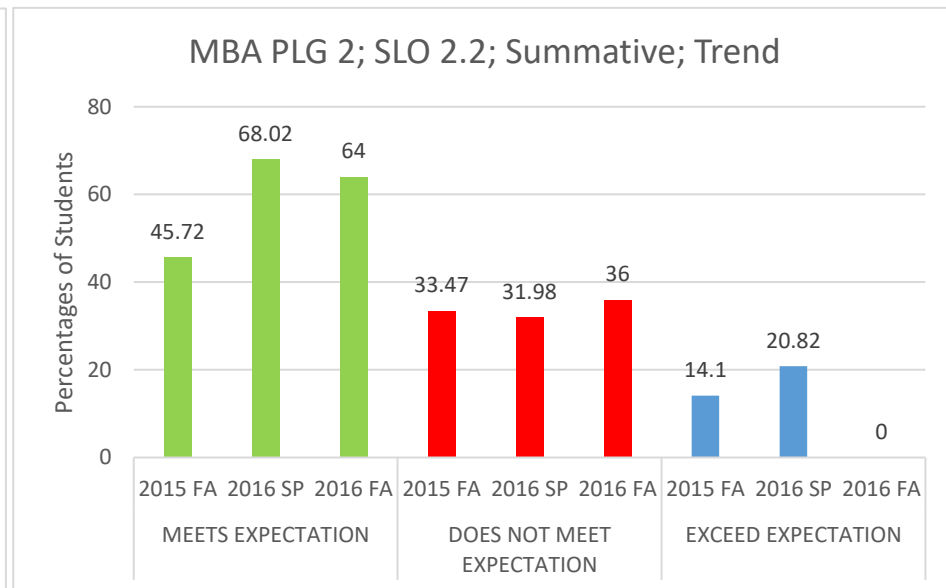


Figure MBA - 10

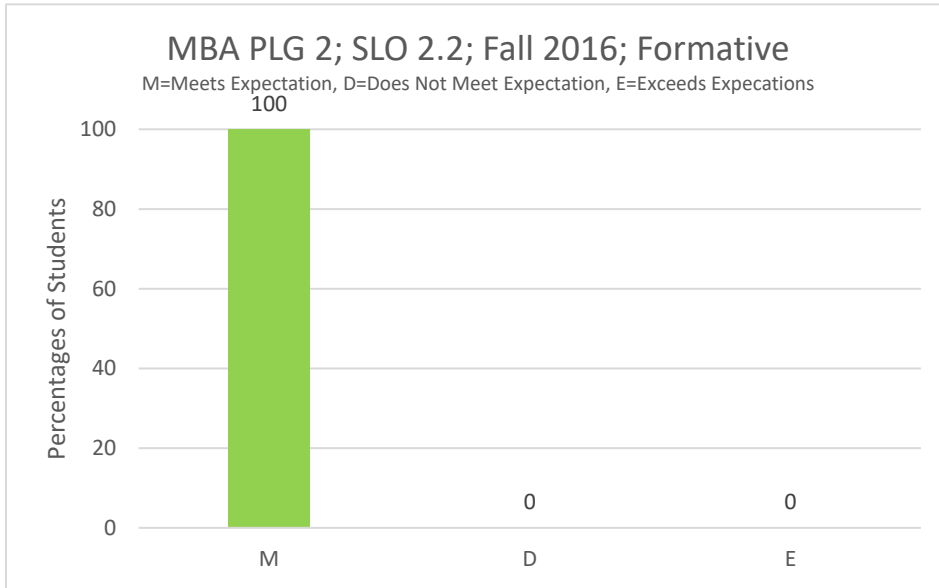


Figure MBA - 11

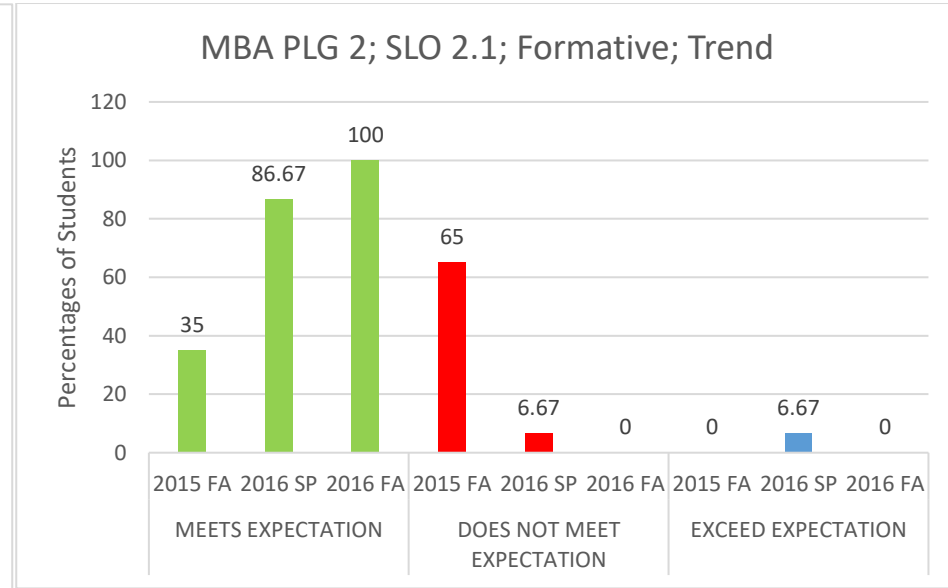


Figure MBA - 12

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
3. Integration of management tools and techniques	3.1 Integrate and apply the tools and techniques of management, drawing on a broad-based knowledge of the major functions (accounting, economics, finance, information systems, marketing, operations management, and strategy) to solve complex management problems and render sound business decisions.	<p><u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment (BUS 690 final term projects)</p> <p><u>Formative:</u> Course-Embedded Assessment (BUS 650 final term projects)</p>	<p><u>Assessment Tests:</u> Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MB.3.1.1.1</p>	See Figures MBA-13 through MBA-16	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students failed to meet the target in the summative assessment. However, the target is reached in formative assessment.</p> <p>Trend: Student performance is improving over time.</p>	The MBA club organized a seminar entitled Digital Marketing. Head of Marketing of Daily star and the CEO of WebAble Digital were invited to speak in the event.

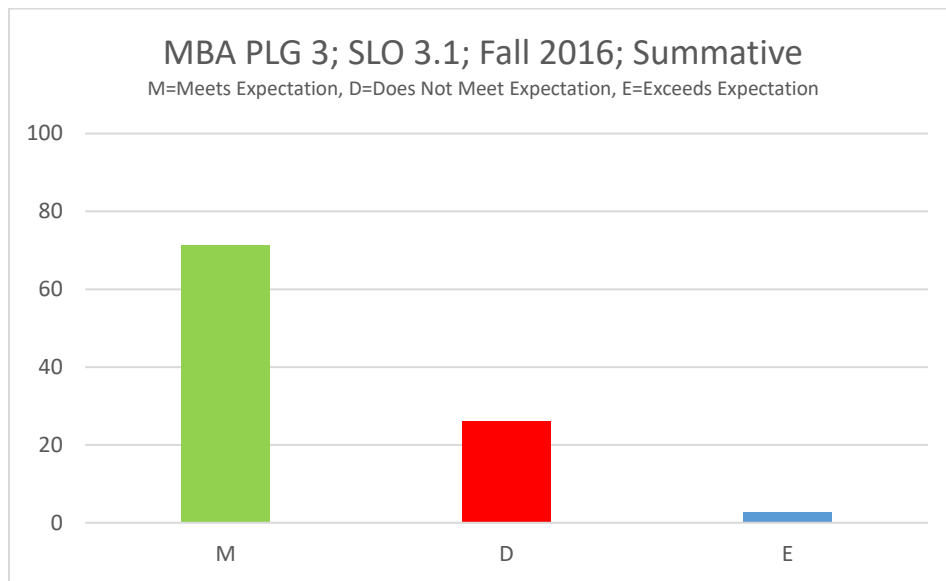


Figure MBA - 13

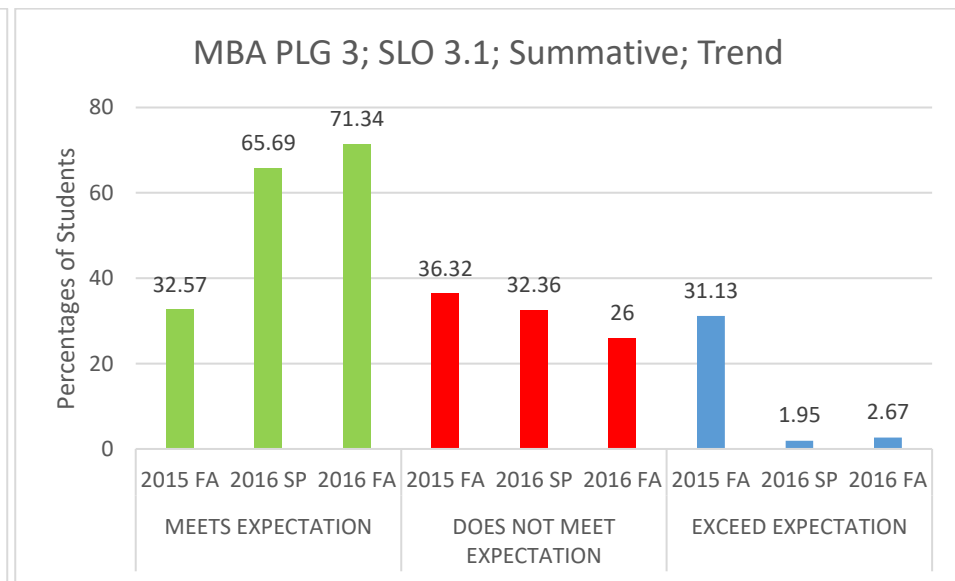


Figure MBA - 14

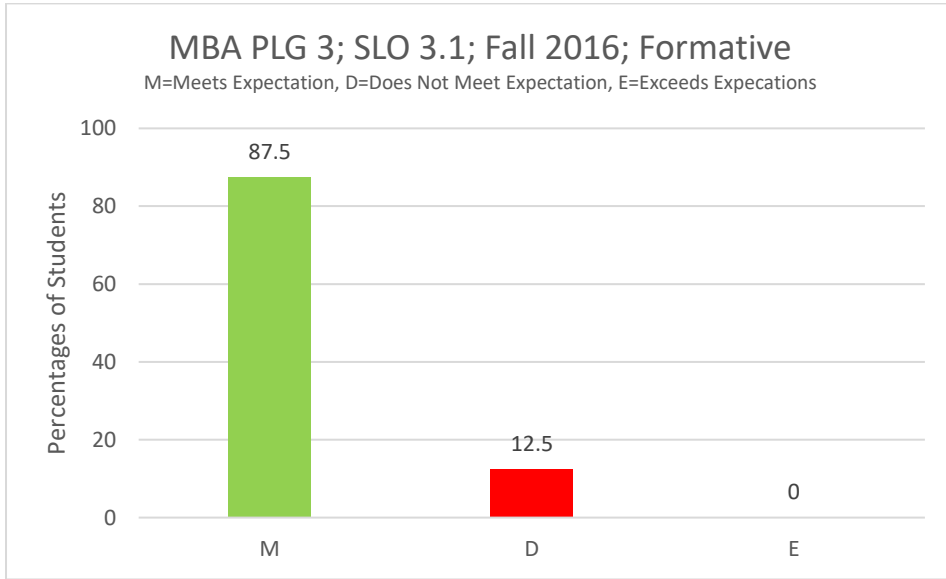


Figure MBA - 15

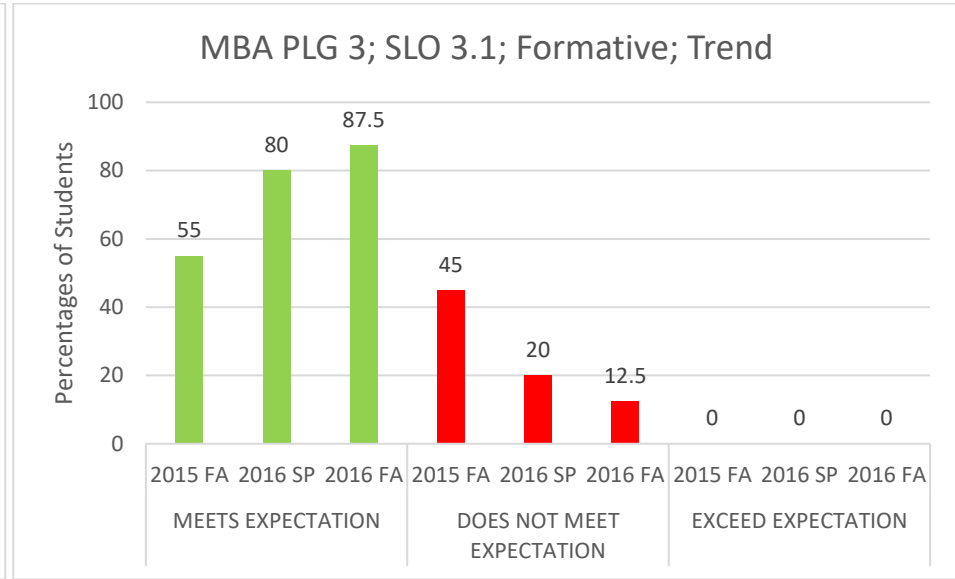


Figure MBA - 16

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
4. Global Perspectives	4.1 Augment business decisions with global considerations.	<u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment (BUS 690 final term projects) <u>Formative:</u> Course-Embedded Assessment (BUS 685 final term projects)	<u>Assessment Tests:</u> Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation> 80% <u>Course-Embedded Assessment:</u> Rubric # MB.4.1.1.1	See Figures MBA-17 through MBA-20	Target: 80% students should meet or, exceed expectation. Students failed to meet the target Trend: Performance is inconsistent and very poor.	Over the years NSU organizes different business competitions to help student apply their knowledge of business studies and develop problem solving and team building skills required to address future challenges of global business.

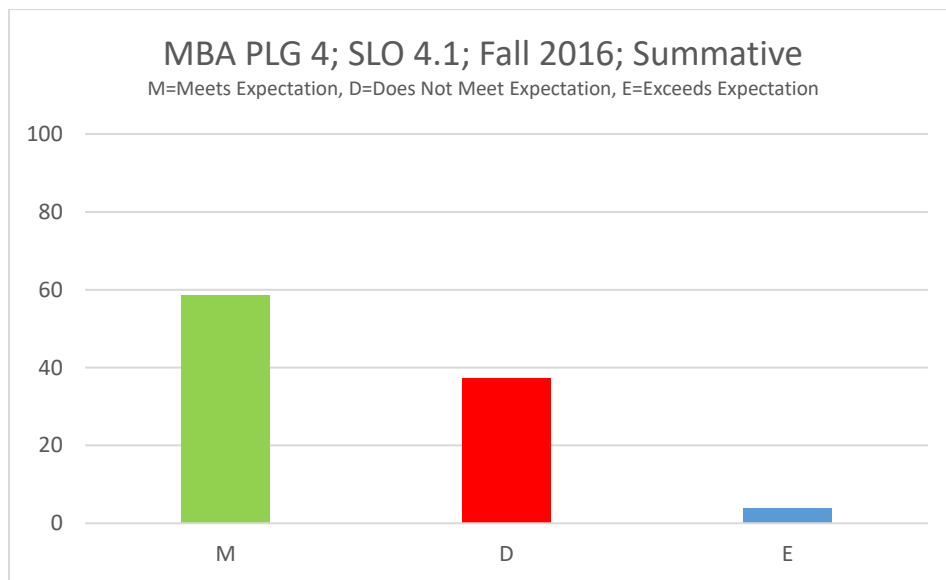


Figure MBA - 17

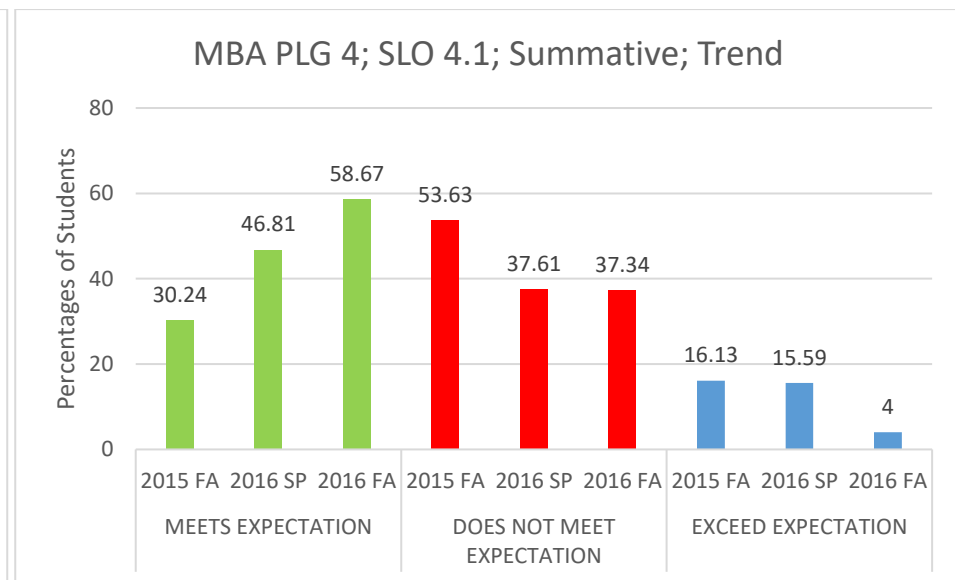


Figure MBA - 18

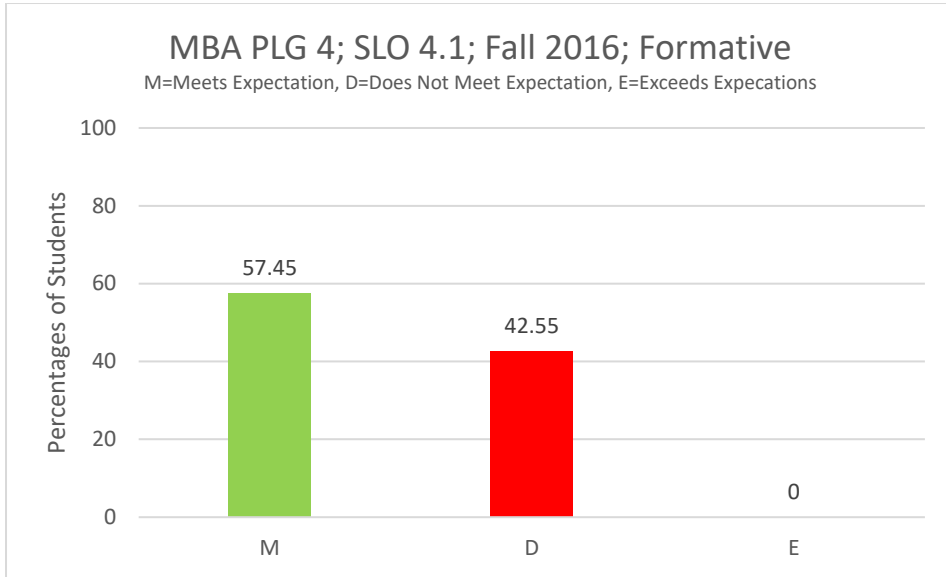


Figure MBA - 19

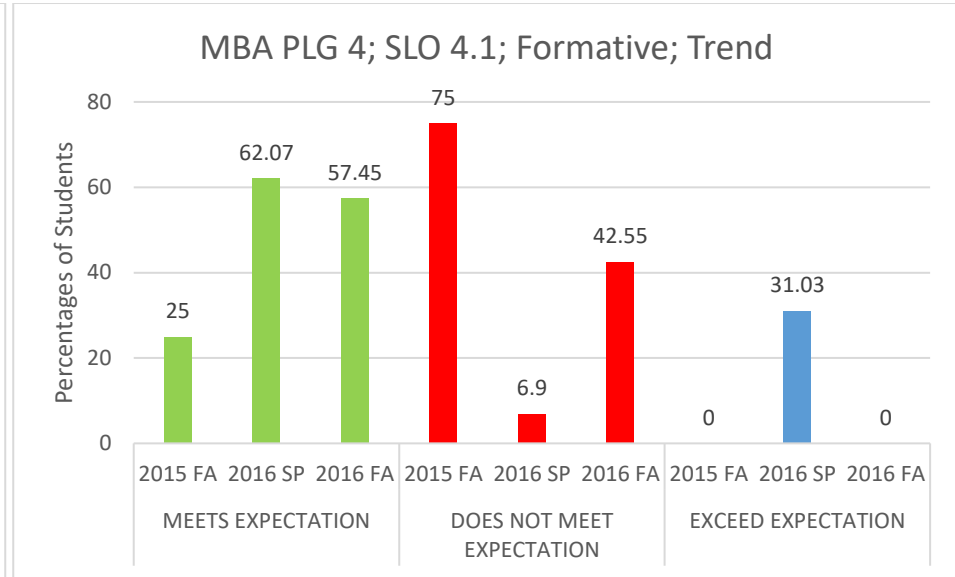


Figure MBA - 20

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 failed to meet the target. Trend: Students performance has deteriorated over time.	NSU is very strict about complying with ethical matters. Faculties are asked to uphold strict ethical standards in every matter acting as a role model for the students.

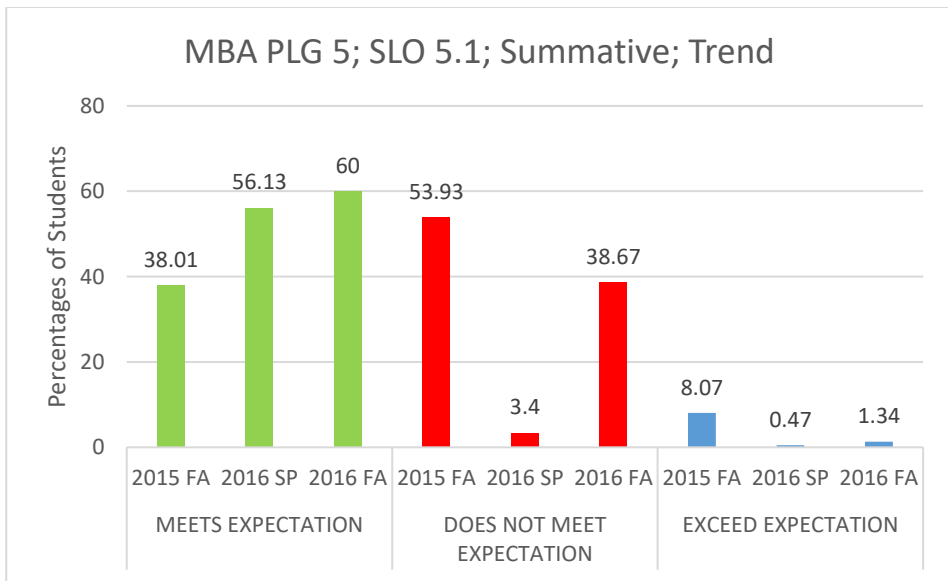
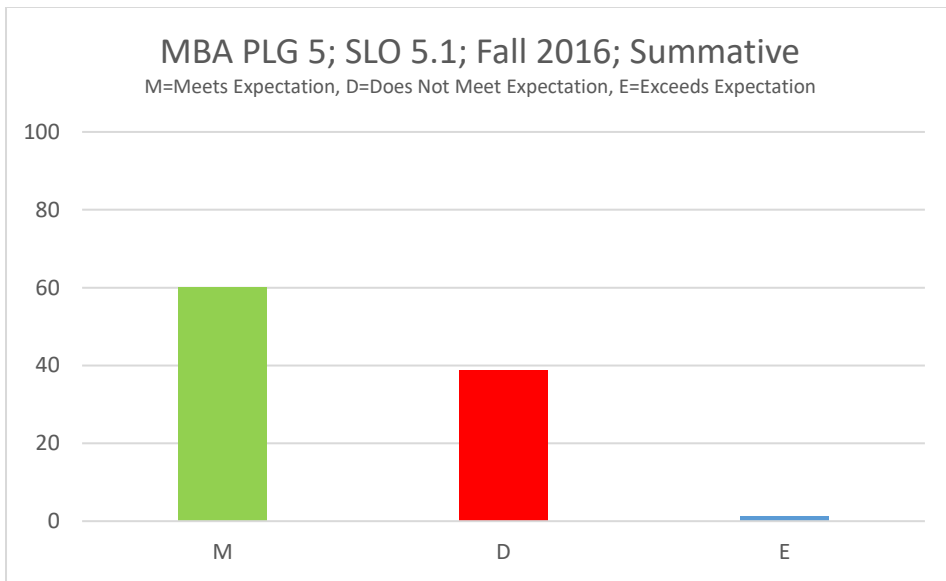


Figure MBA - 21

Figure MBA - 22

Fall 2016 Student Learning Assessment Report: Executive Master of Business Administration

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
1. Managerial Communications	1.1 Communicate effectively toward achieving managerial objectives.	<p><u>Summative:</u> Exit Assessment Test and Course-Embedded Assessment (EMB 690 final term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (EMB 650 final term project)</p>	<p><u>Assessment Tests</u> Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # EM.1.1.1.1</p>	See Figures EMBA - 1 through EMBA - 4	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students met the target.</p> <p>Trend: Student performance has improved over time.</p>	This semester NSU organized an event called NSUers Meet Corporate Icon (NMCI). The consists of a series of seminars where renowned corporate icons share their experiences and give valuable advices to NSU students.

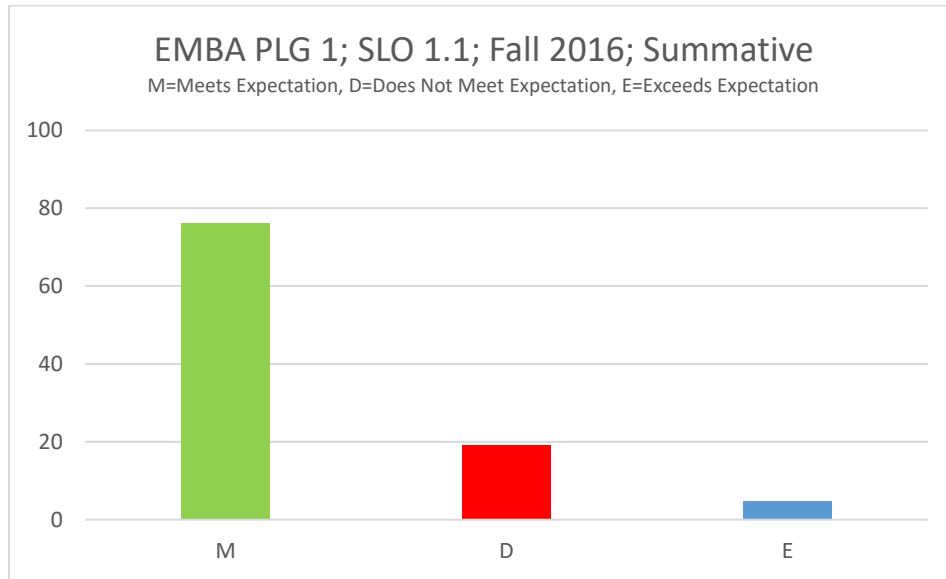


Figure EMBA - 1

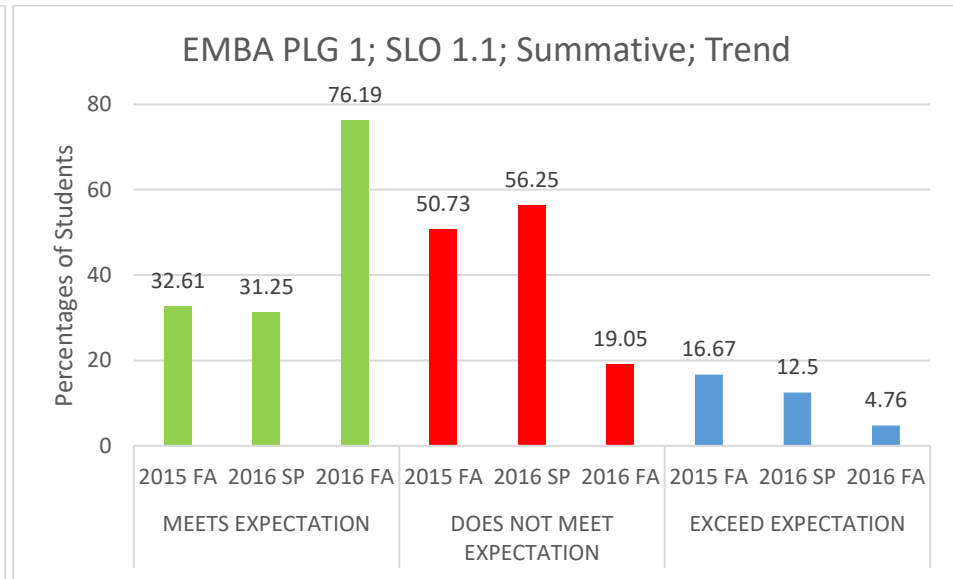


Figure EMBA - 2

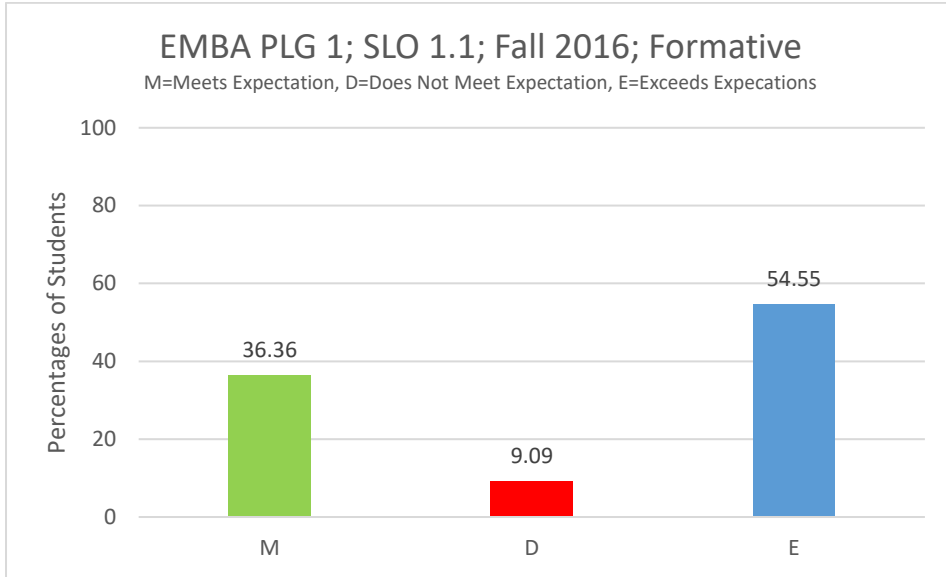


Figure EMBA - 3

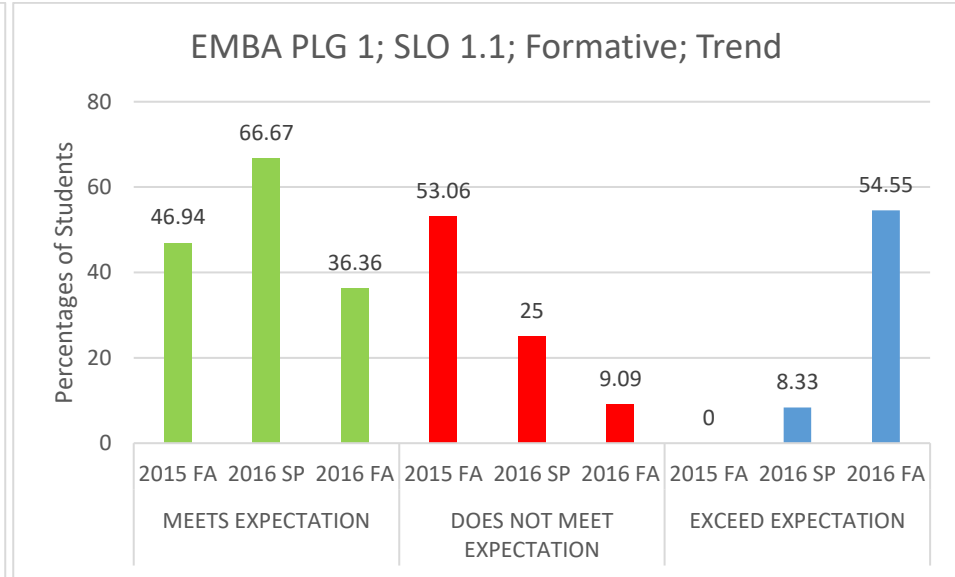


Figure EMBA - 4

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
2. Critical Thinking and Decision Making	2.1 Apply appropriate analytic framework to solving management problems, and developing of integrative managerial solutions.	<p><u>Summative:</u> Exit Assessment Test and Course-Embedded Assessment (EMB 690 final term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (EMB 650 final term project)</p>	<p><u>Assessment Tests</u> Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # EM.2.1.1.1</p>	See Figures EMBA – 5 through EMBA - 8	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students failed to meet the target in the summative assessment.</p> <p>Trend: The percentage of students not meeting expectation in summative assessment has increased and is very alarming. However, student showed improvement in formative assessment.</p>	Course are constantly reviewed to ensure that students can continue to critically identify problems and solve those using their business studies knowledge.

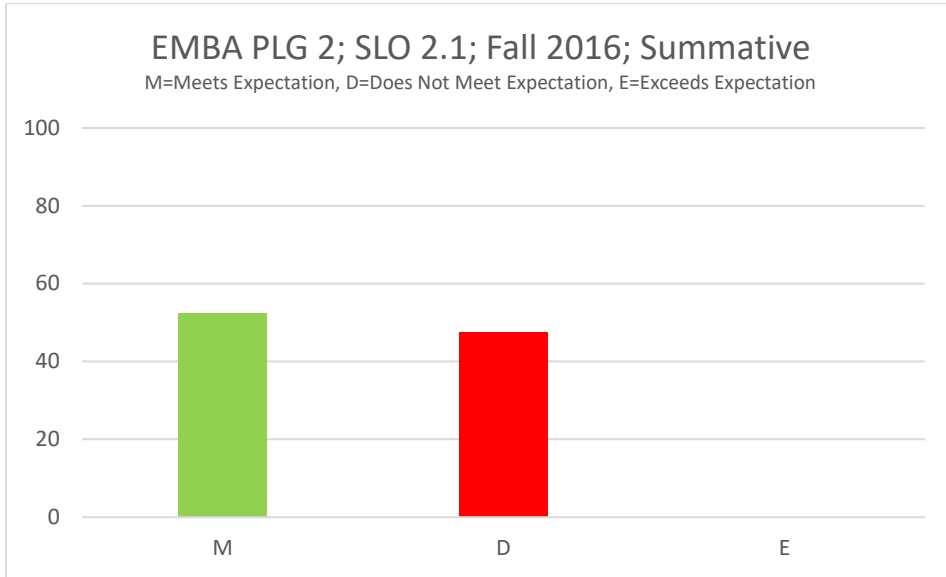


Figure EMBA - 5

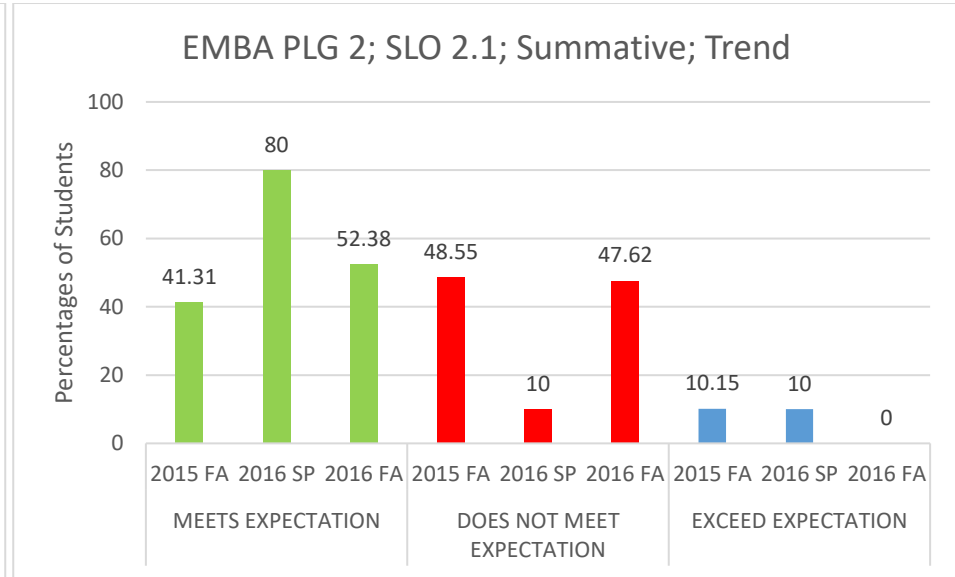


Figure EMBA - 6

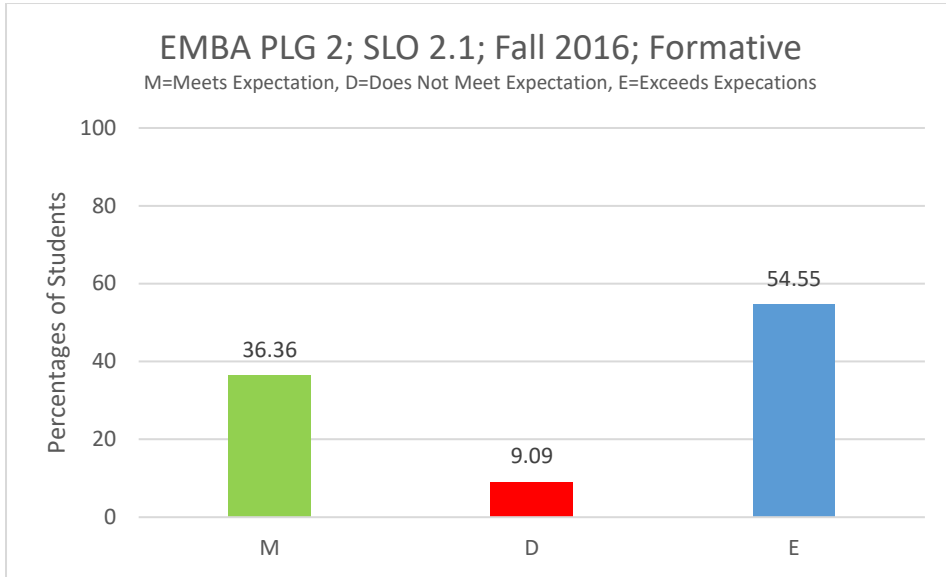


Figure EMBA - 7

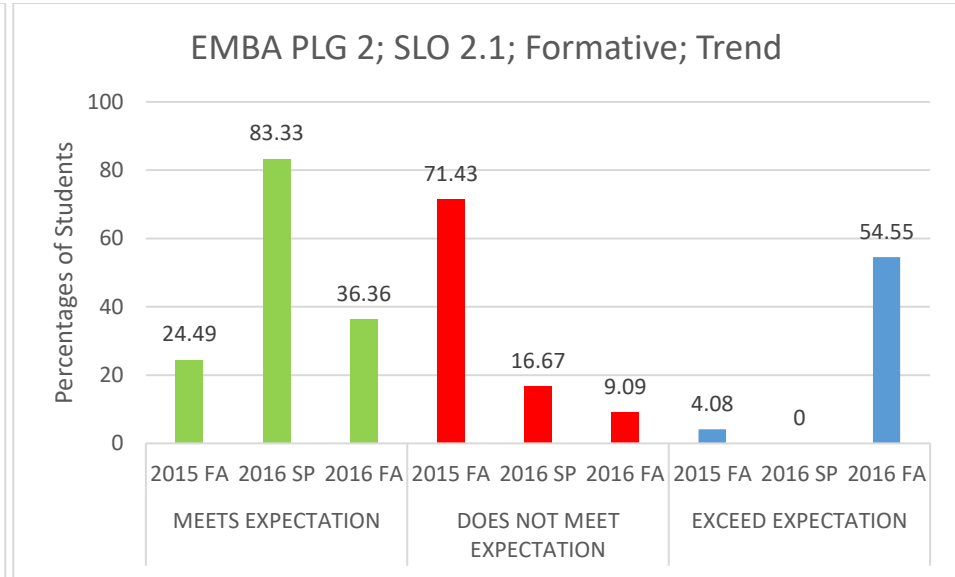


Figure EMBA - 8

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
2. Critical Thinking and Decision Making	2.2 Determine relevant decision criteria and alternatives, and identify the optimal solution.	<p><u>Summative:</u> Exit Assessment Test and Course-Embedded Assessment (EMB 690 final term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (EMB 650 final term project)</p>	<p><u>Assessment Tests</u> Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # EM.2.1.1.1</p>	See Figures EMBA – 9 through EMBA - 12	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students failed to meet the target in the summative assessment.</p> <p>Trend: Summative assessment performance is deteriorating; however, in formative assessment, the percentage of students exceeding expectation is increasing.</p>	Course are constantly reviewed to ensure that students can continue to critically identify problems and solve those using their business studies knowledge.

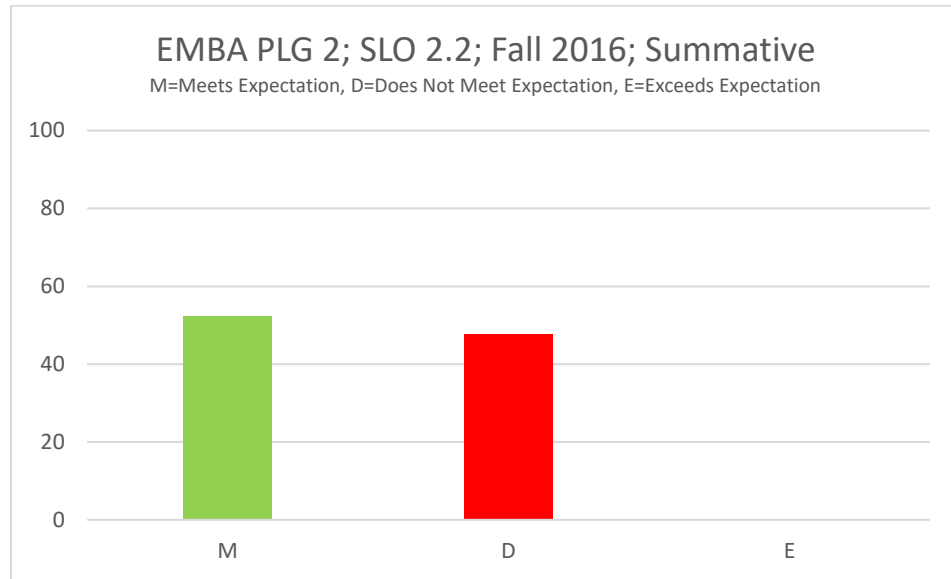


Figure EMBA - 9

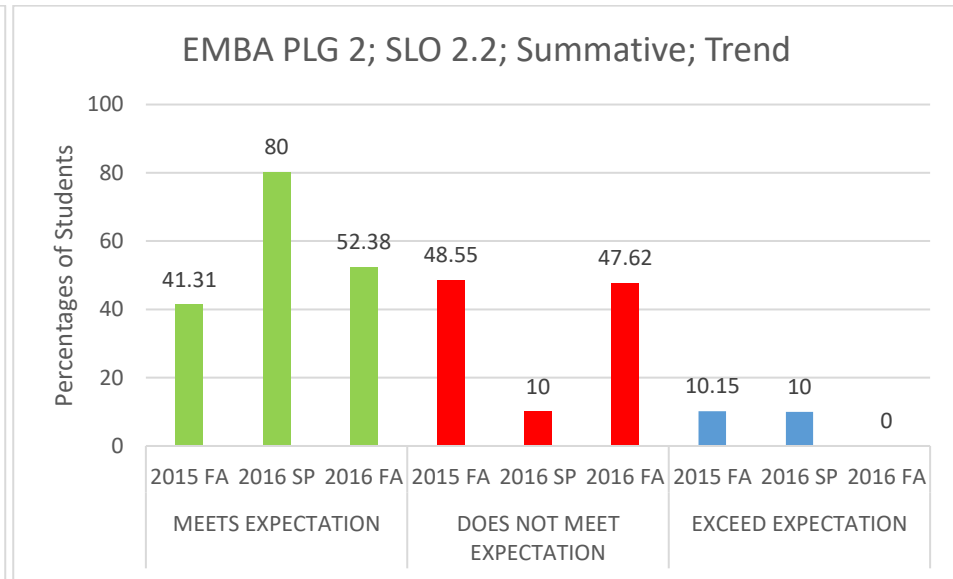


Figure EMBA - 10

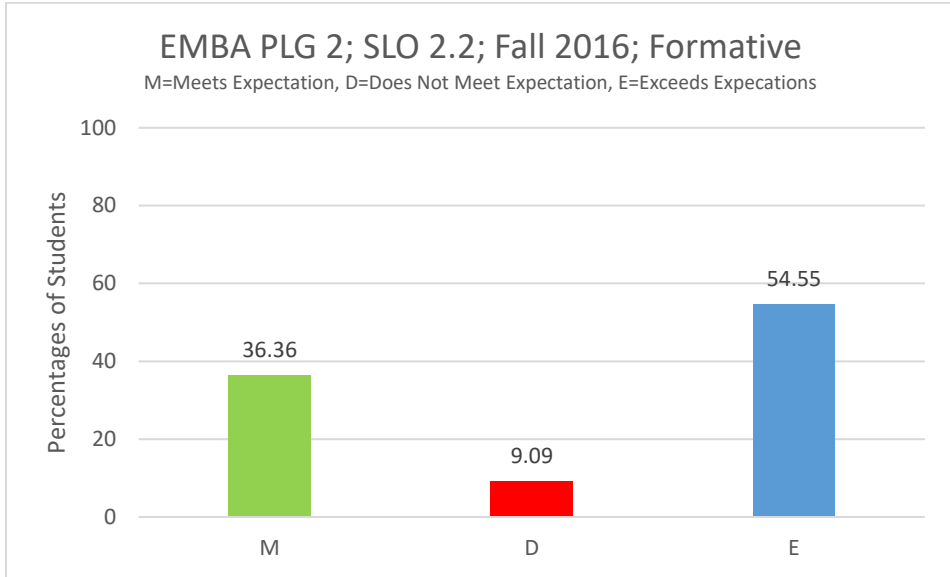


Figure EMBA - 11

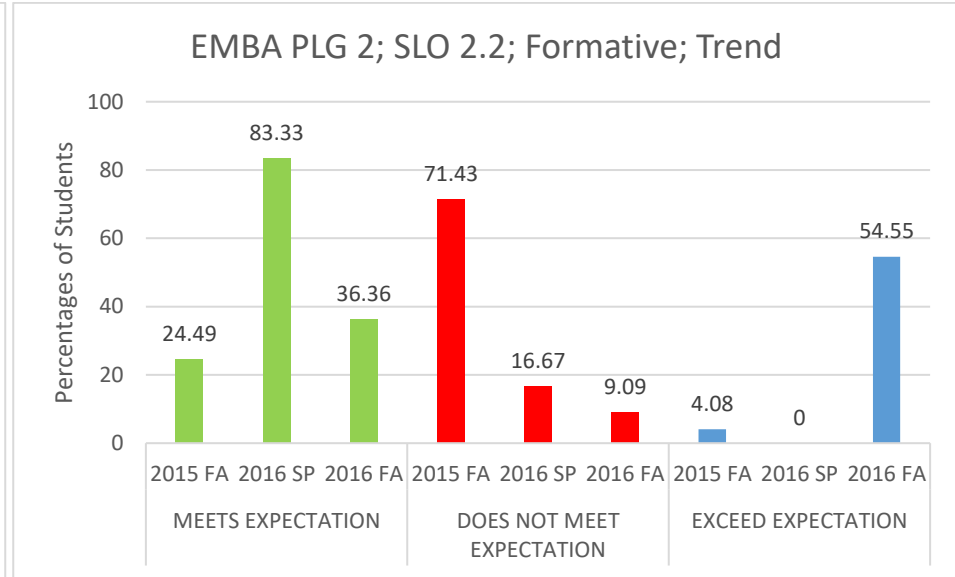


Figure EMBA - 12

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
3. Integration of management tools and techniques	3.1 Integrate and apply the tools and techniques of management, drawing on a broad-based knowledge of the major functions (accounting, economics, finance, information systems, marketing, operations management, and strategy) to solve complex management problems and render sound business decisions.	<p><u>Summative:</u> Exit Assessment Test and Course-Embedded Assessment (EMB 690 final term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (EMB 650 final term project)</p>	<p><u>Assessment Tests Meets</u> Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # EM.3.1.1.1</p>	See Figures EMBA – 13 through EMBA - 16	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students met the target.</p> <p>Trend: Student performance is improving.</p>	The MBA club organized a seminar entitled Digital Marketing. Head of Marketing of Daily star and the CEO of WebAble Digital were invited to speak in the event.

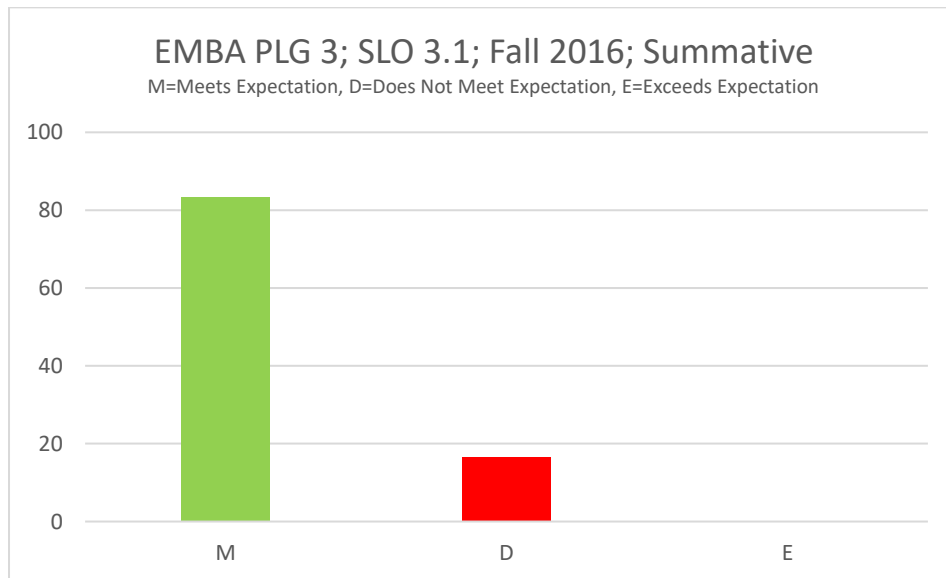


Figure EMBA - 13

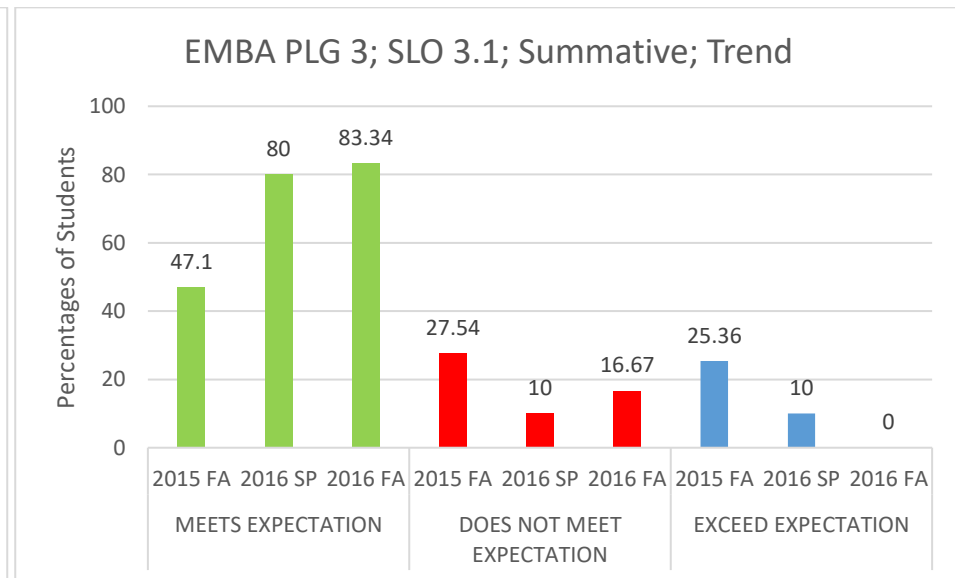


Figure EMBA - 14

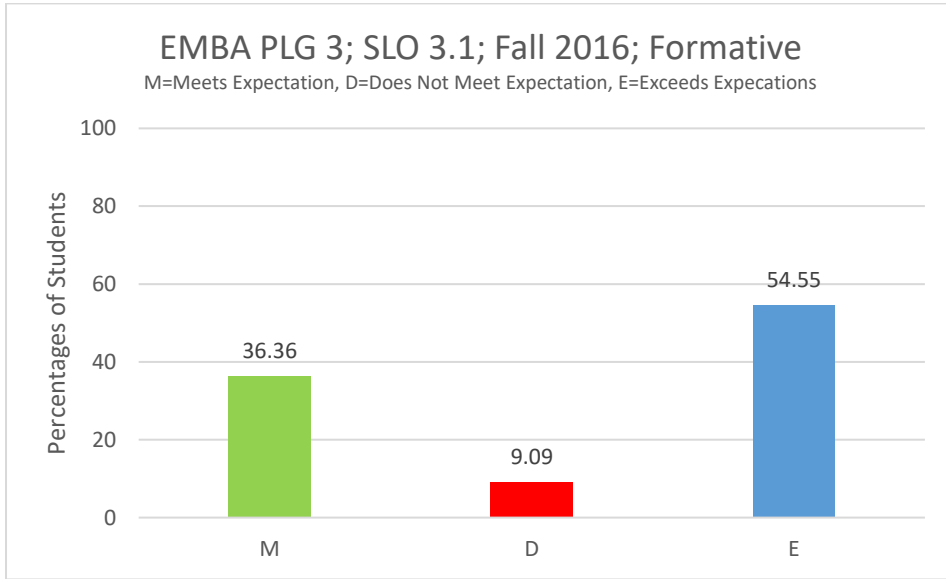


Figure EMBA - 15

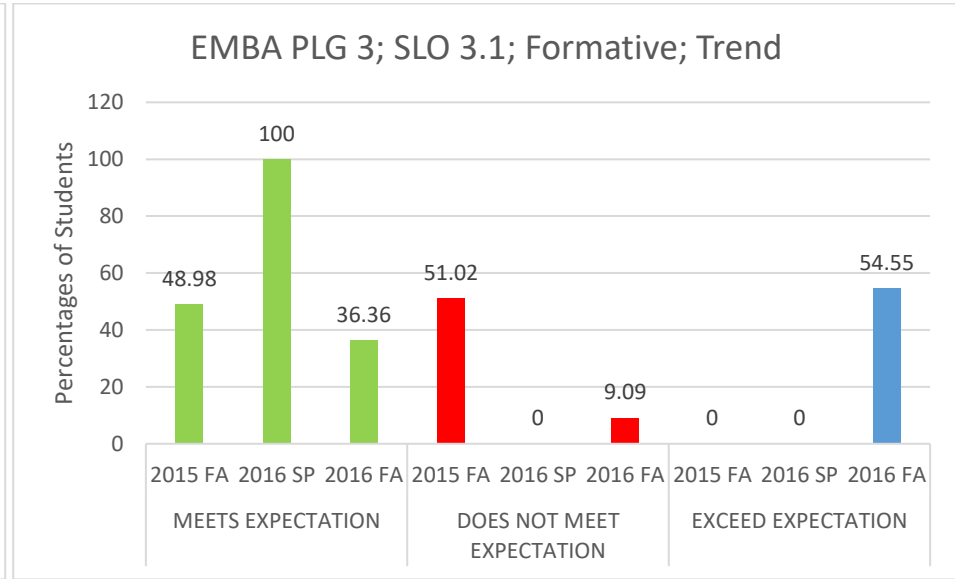


Figure EMBA - 16

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
4. Global Perspective	4.1 Augment business decisions with global considerations.	<p><u>Summative:</u> Exit Assessment Test and Course-Embedded Assessment (EMB 690 final term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (EMB 670 final term project)</p>	<p><u>Assessment Tests</u> Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # EM.4.1.1.1</p>	See Figures EMBA – 17 through EMBA - 20	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students failed to meet the target in the summative assessment.</p> <p>Trend: Performance is inconsistent and very poor in summative assessment.</p>	Over the years NSU organizes different business competitions to help student apply their knowledge of business studies and develop problem solving and team building skills required to address future challenges of global business.

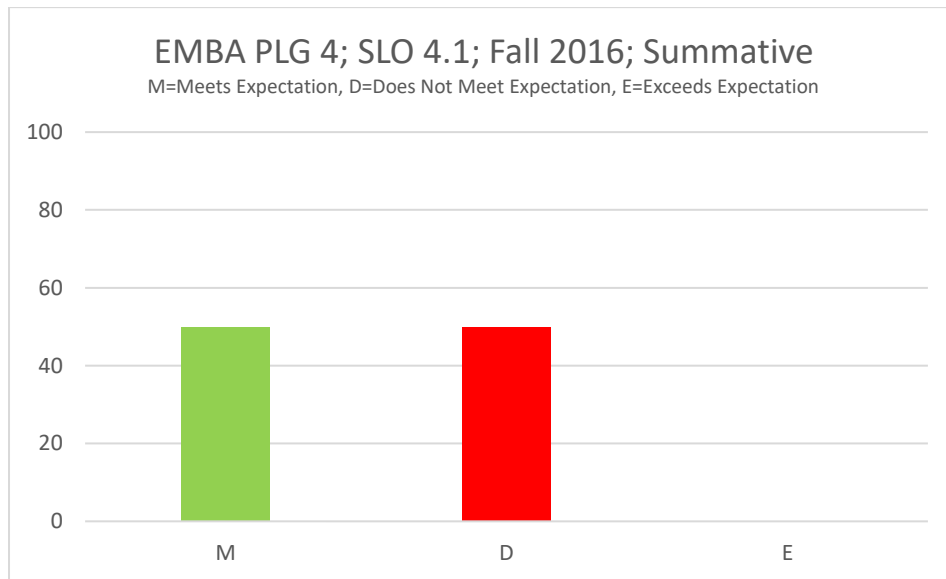


Figure EMBA - 17

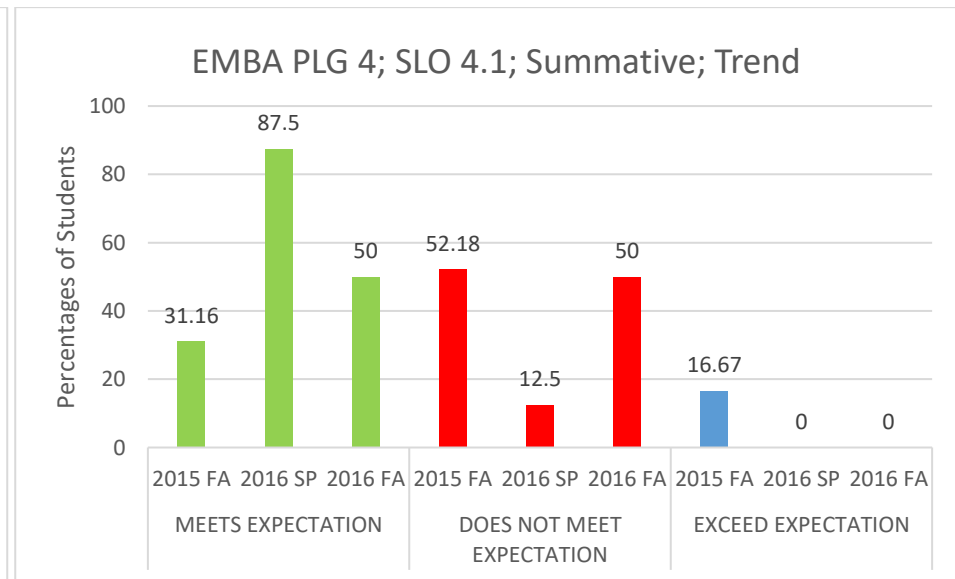


Figure EMBA - 18

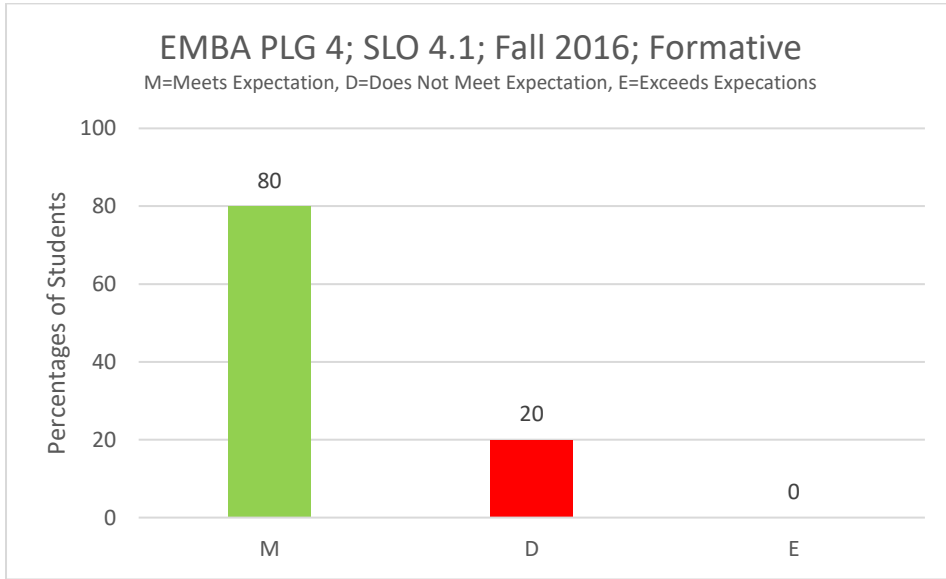


Figure EMBA - 19

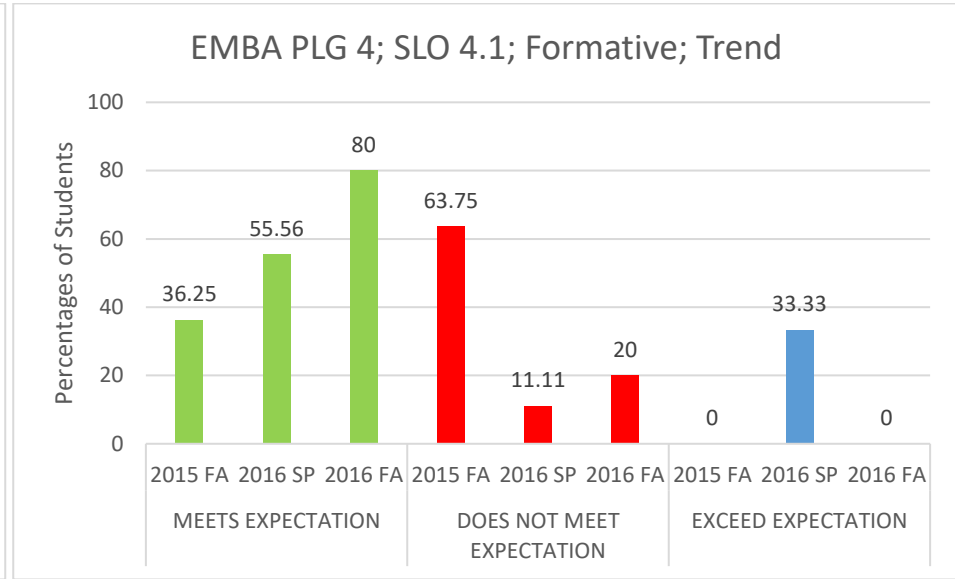


Figure EMBA - 20

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 Trend: Student's performance is deteriorating.	NSU is very strict about complying with ethical matters. Faculties are asked to uphold strict ethical standards in every matter acting as a role model for the students.

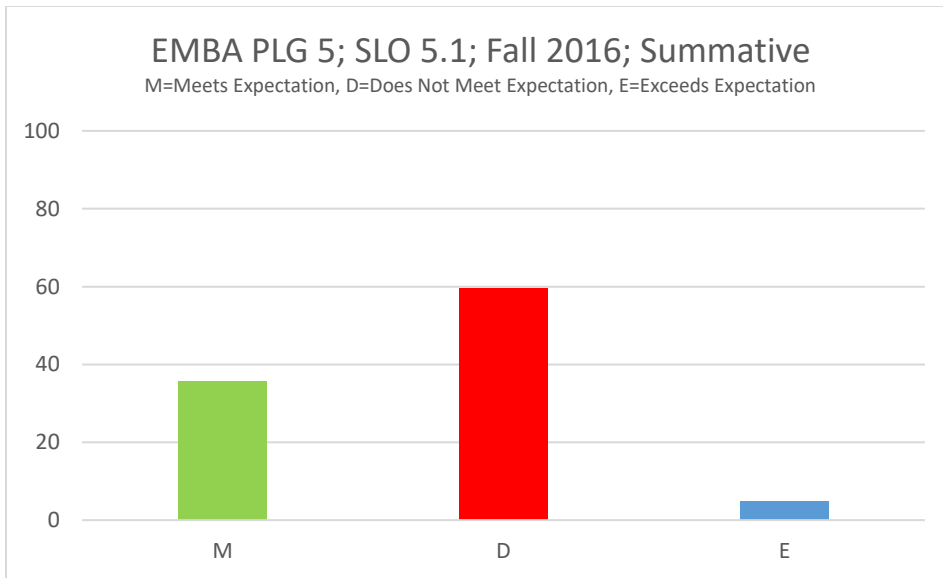


Figure EMBA - 21

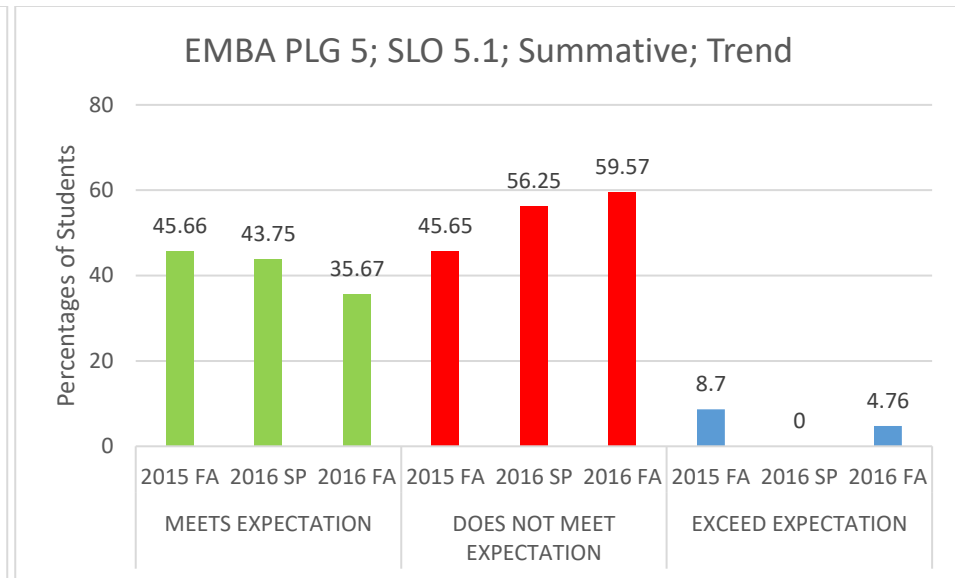


Figure EMBA - 22

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