



NORTH SOUTH UNIVERSITY
SCHOOL OF BUSINESS
AND ECONOMICS

Student Learning Assessment Report: Spring 2018

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Spring 2018 Student Learning Assessment Report: BBA Program

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

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
1. Communications	1.1 Communicate ideas and arguments effectively	<u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (MGT 489, integrative capstone course group term projects). <u>Formative:</u> Course Embedded Assessment(MGT 368 group term projects)	<u>Exit Assessment Test:</u> Meets Expectation: 60% to 80%; Does Not Meet Expectation < 60%; Exceeds Expectation > 80% <u>Course-Embedded Assessment:</u> Rubric # B.1.1.1.1	See Figures BBA Core 1 – 4.	Target: 80% of students should meet or exceed expectation. Students met the target. Trend: Students performance has improved in formative assessment over the period.	PowerPoint presentations and in class debates are included in many courses to teach students how to communicate their ideas effectively.

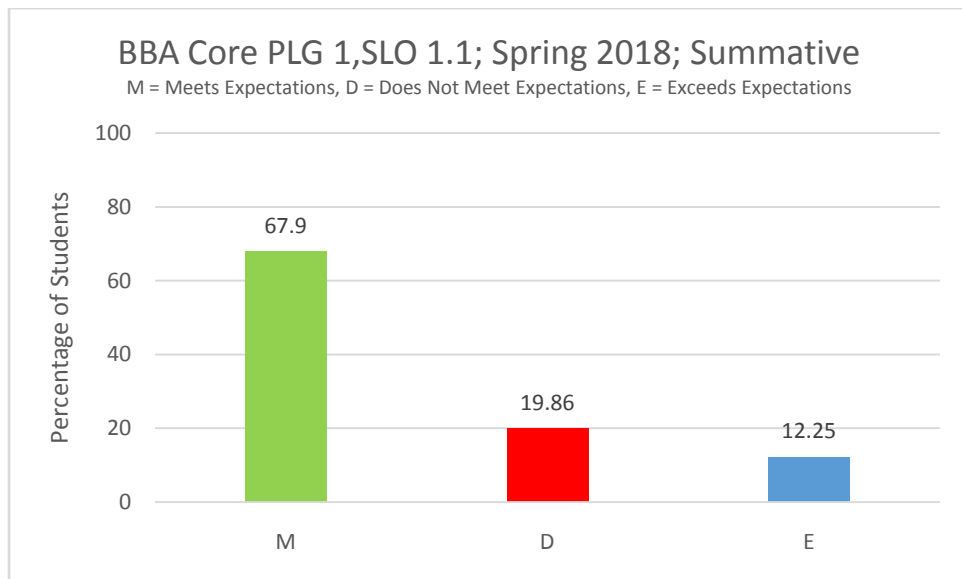


Figure BBA Core- 1

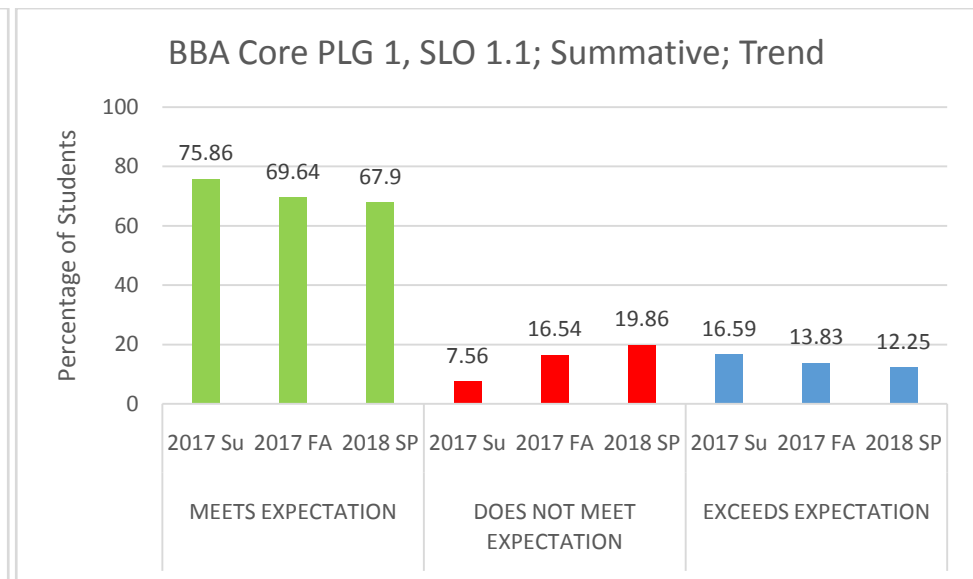


Figure BBA Core- 2

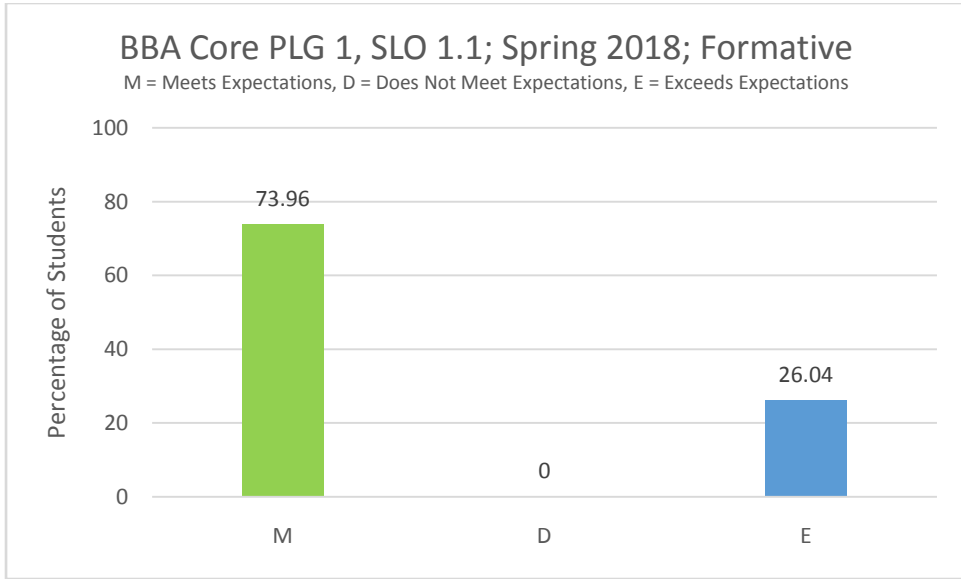


Figure BBA Core- 3

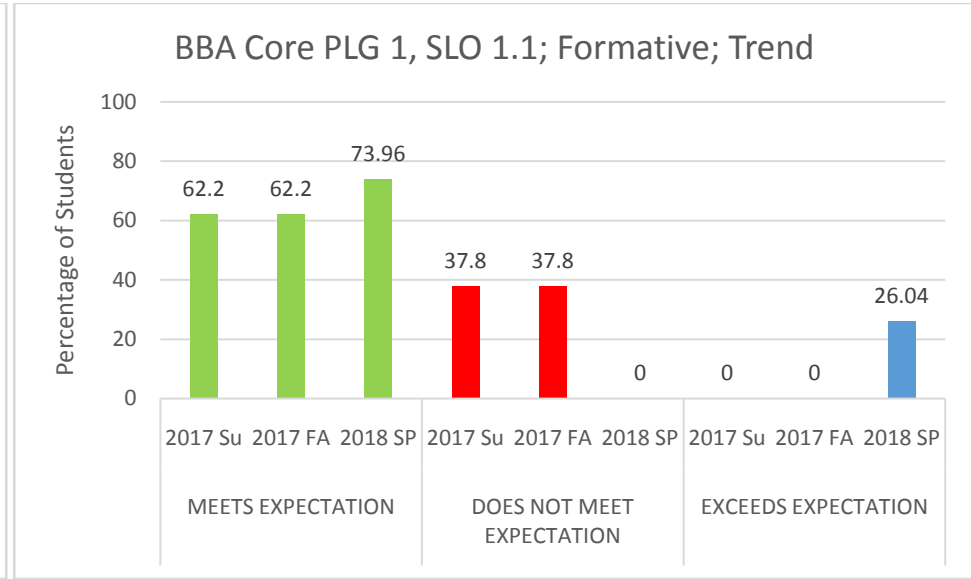


Figure BBA Core- 4

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
2. Critical Thinking	2.1 Correctly apply foundation knowledge gained in BBA core courses for analysis and decision making	<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 exceeding expectation has increased over the period showing an improvement in this area.	NSU student affairs in association with various student clubs organize different competitions for students to give them the platform to apply their theoretical knowledge into practice.

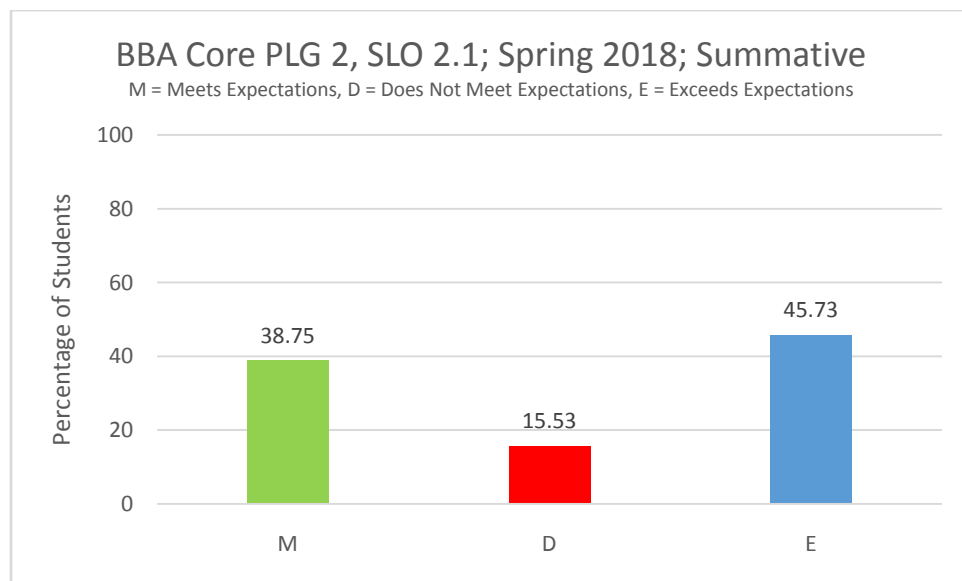


Figure BBA Core- 5

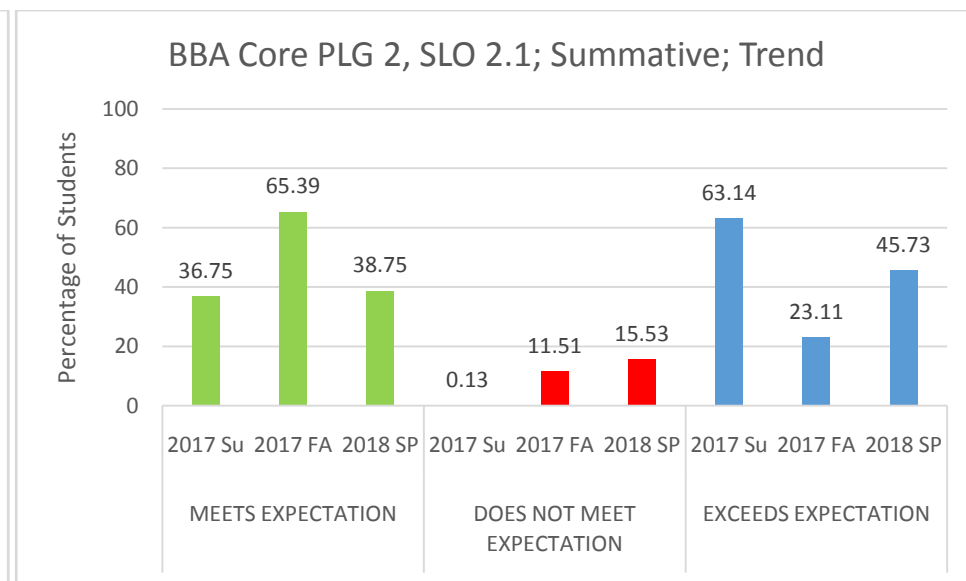


Figure BBA Core- 6

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
2. Critical Thinking	2.2. Engage in critical thinking and analysis of business phenomena to realize opportunities for performance improvement at all levels	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (MGT 489, integrative capstone course group term projects).</p> <p><u>Formative:</u> Course Embedded Assessment(MGT 368 group term projects)</p>	<p><u>Exit Assessment Test:</u> Meets Expectation: 60% to 80%; Does Not Meet Expectation < 60%; Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # B.2.2.1.1</p>	See Figures BBA Core 7 – 10.	<p>Target: 60% students should meet or exceed expectation.</p> <p>Students met the target.</p> <p>Trend: Students performance has improved over the period. In formative assessment there is a tremendous improvement in students' performance with a high percentage of students meeting the expectation.</p>	The in-class learning of students is augmented with industry engagement. Class projects include real life business problems.

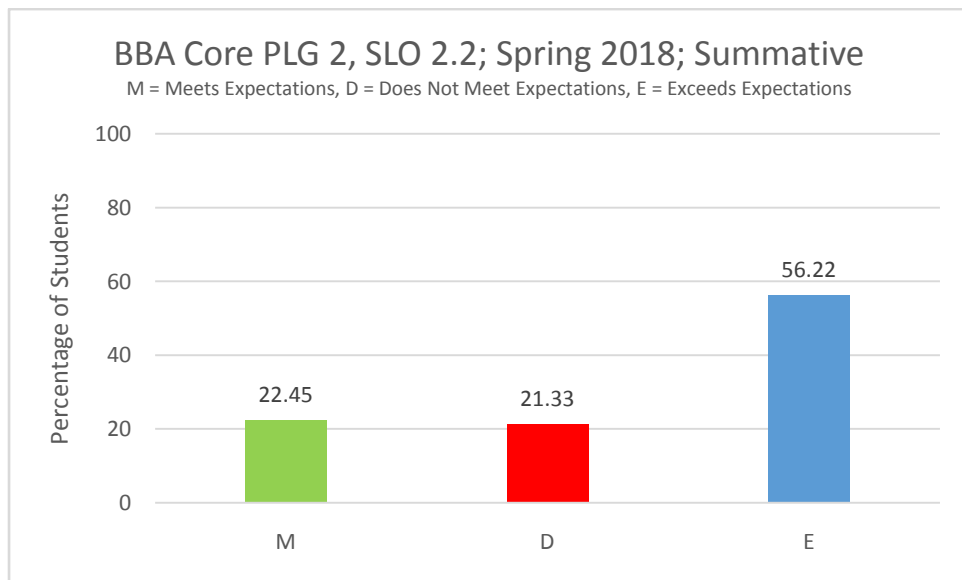


Figure BBA Core- 7

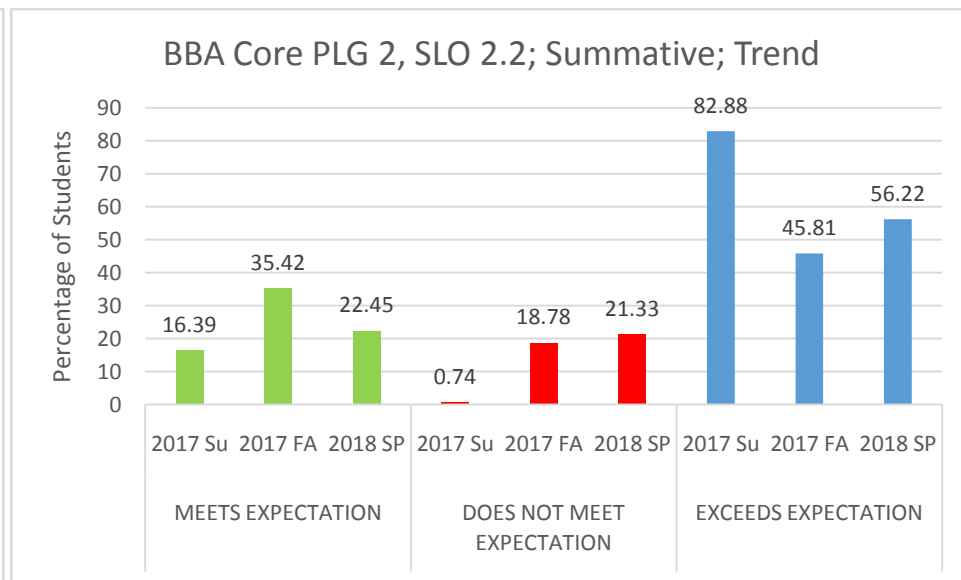


Figure BBA Core- 8

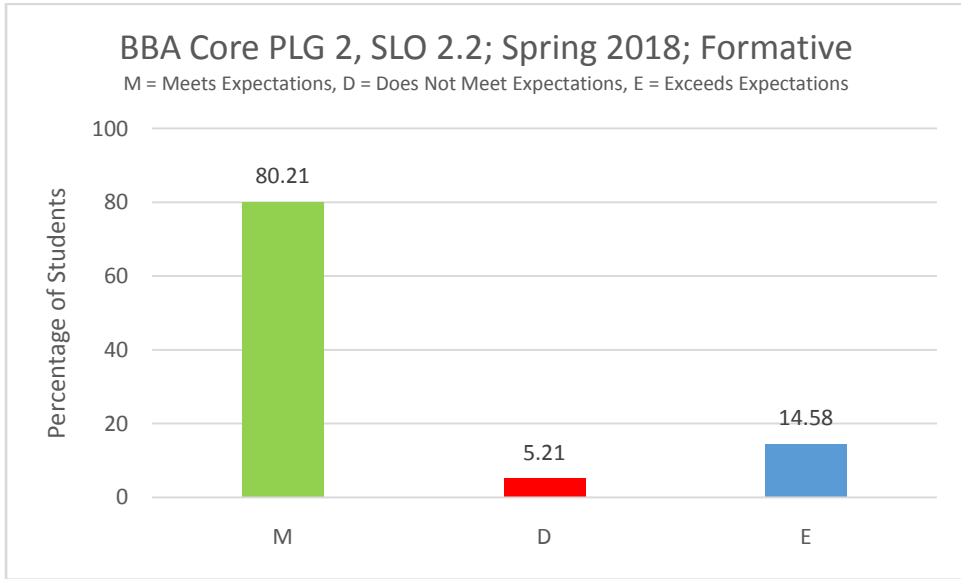


Figure BBA Core- 9

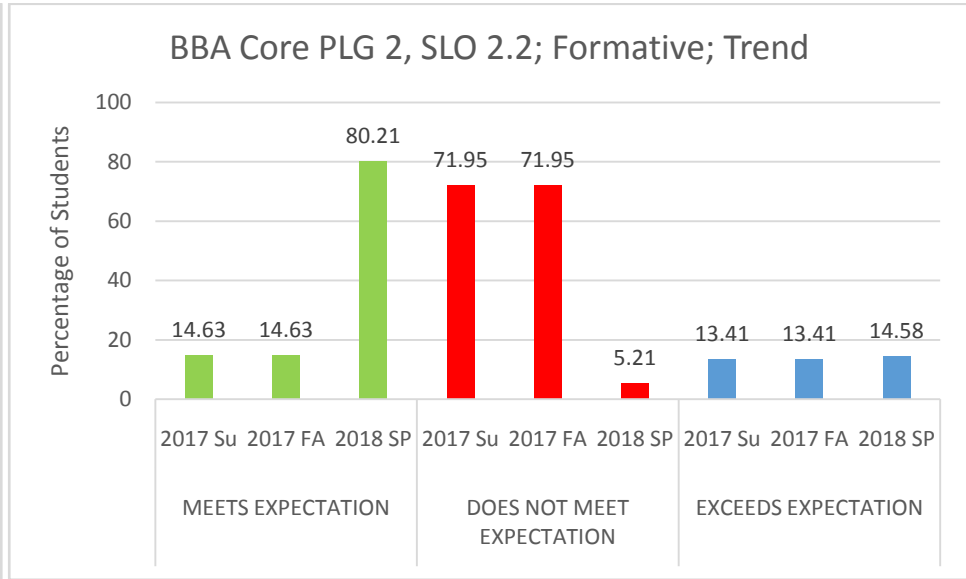


Figure BBA Core- 10

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
3. Integration	3.1 Utilize knowledge in the areas of accounting, management, finance, and marketing as business professionals.	<u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment (MGT 489, integrative capstone course, group term projects) <u>Formative:</u> Course-Embedded Assessment(MGT 368 group term projects)	<u>Exit Assessment Test:</u> Meets Expectation 60% to 80%; Does Not Meet Expectation < 60%, Exceeds Expectation > 80% <u>Course-Embedded Assessment:</u> Rubric # 3.1.1.1	See Figures BBA Core 11 – 14.	Target: 80% students should meet or exceed expectation. Students have met the target in summative assessment but failed to meet the target in formative assessment. Trend: Student performance is showing a positive trend in summative assessment with increase in percentage of students exceeding expectation. Although students failed to meet the target in formative assessment, there is also a positive trend in students' performance.	A number of grooming sessions were organized by several SBE co-curricular organizations. These grooming sessions featured industry leaders and experts. These events provided key information about the current business landscapes as well as future issues.

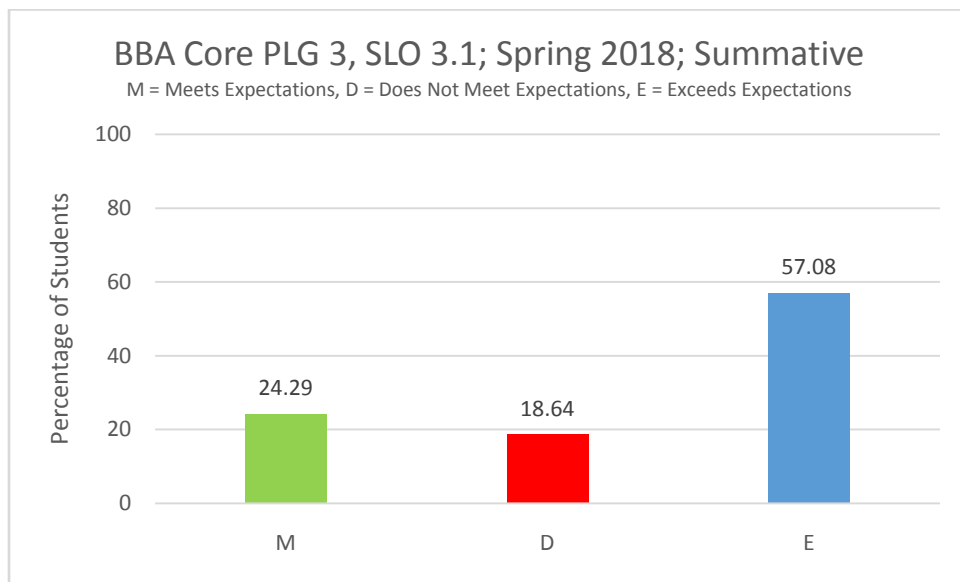


Figure BBA Core- 11

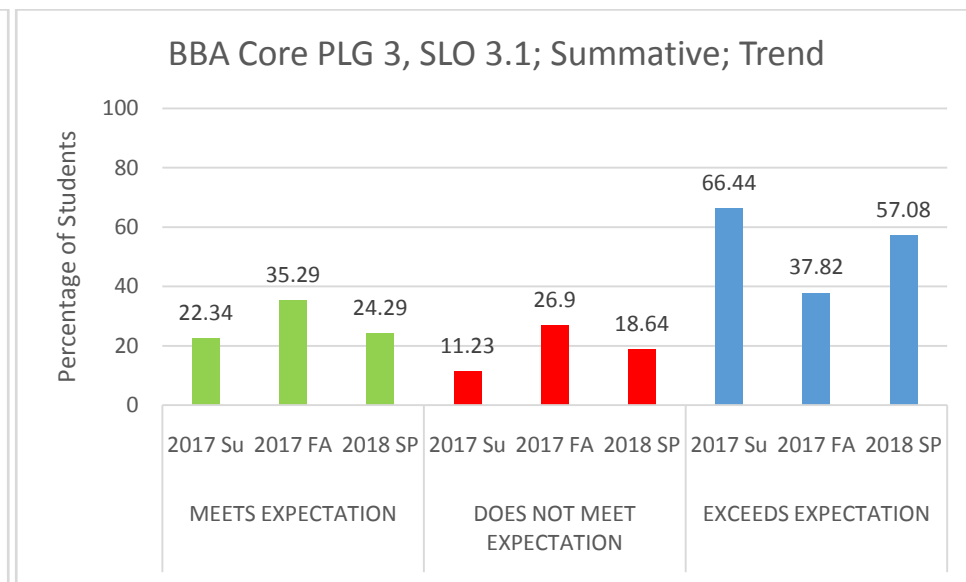


Figure BBA Core- 12

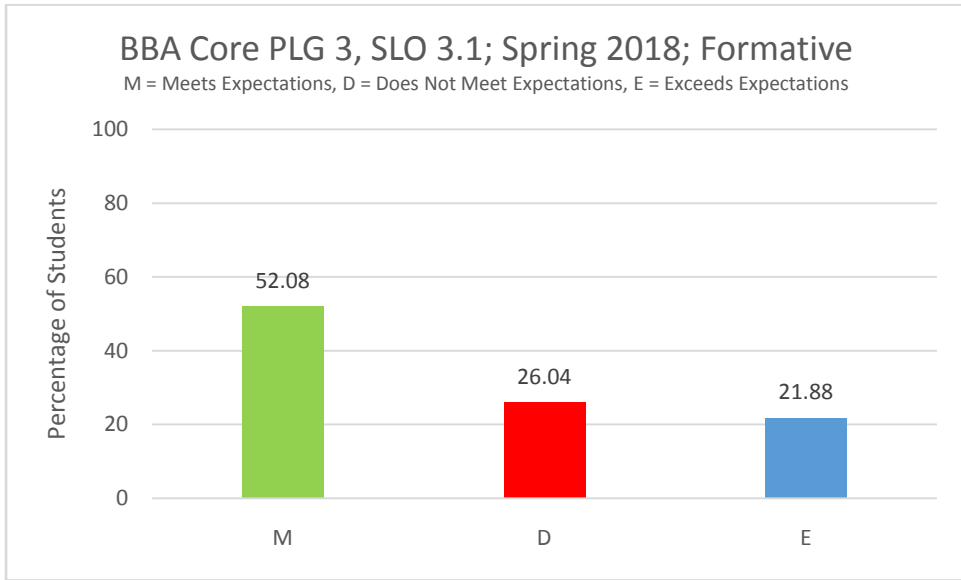


Figure BBA Core- 13

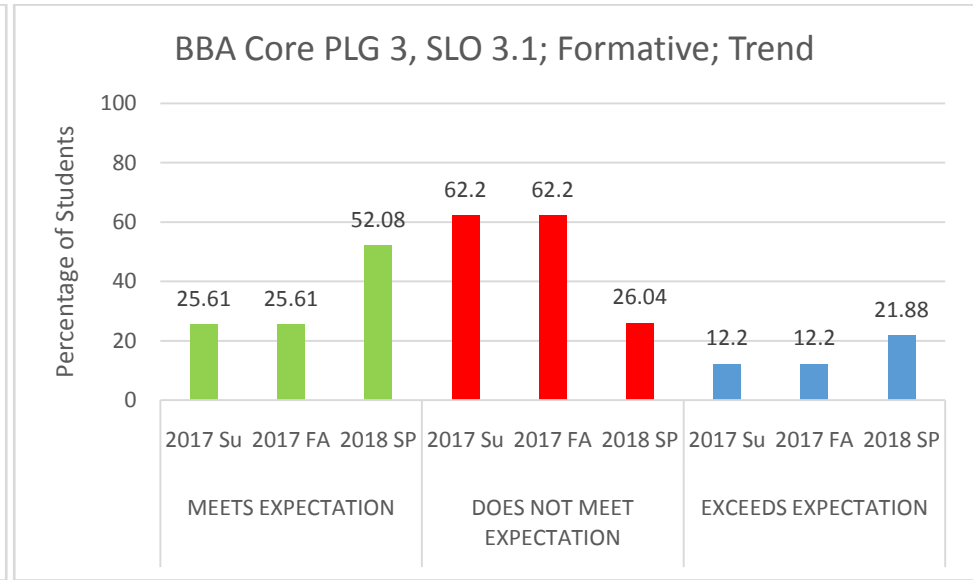


Figure BBA Core- 14

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
3. Integration	3.2 Utilize the latest business tools to analyze information, to improve productivity and decision-making, and to achieve performance targets efficiently	<p><u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment (MGT 489, integrative capstone course, group term projects)</p> <p><u>Formative:</u> Course Embedded Assessment from the Disciplines: FIN 435 group term projects for A&F students; HRM 480 group terms projects for HRM students; INB 480 group term projects for INB students; MIS 470 group term projects for MIS students; and MKT 460 group term projects for MKT students</p>	<p><u>Exit Assessment Test:</u> Meets Expectation: 60% to 80%; Does Not Meet Expectation < 60%; Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # 3.2.1.1 (summative); A&F.4.R.2 for A&F students, rubric # HRM.3.R.1 for HRM students, rubric # INB.2.R.1 for INB students, rubric # MIS.2.R.1 for MIS students, rubric # MKT.1.R.2 for MKT students (formative)</p>	<p>See Figures BBA Core 15 – 16.</p> <p>Please see the following figures for the formative results: A&F-13, HRM-9, INB-5, MIS-5, MKT-1</p>	<p>Target: 60% students should meet or exceed expectation.</p> <p>Students failed to meet the target.</p> <p>Trend: Students have been failing to meet the target in this area for the last two periods with an increasing trend in percentage of students not meeting the expectations. This is an area of concern.</p>	<p>Google Business Groups (GBG) Sonargaon in partnership with North South University organized “GDay 2018 Bangladesh: Entrepreneurial success through technology and leadership skills” at North South University on February 10, 2018. The day long program consisted of several sessions taken by a panel of very inspirational speakers from the industry.</p>

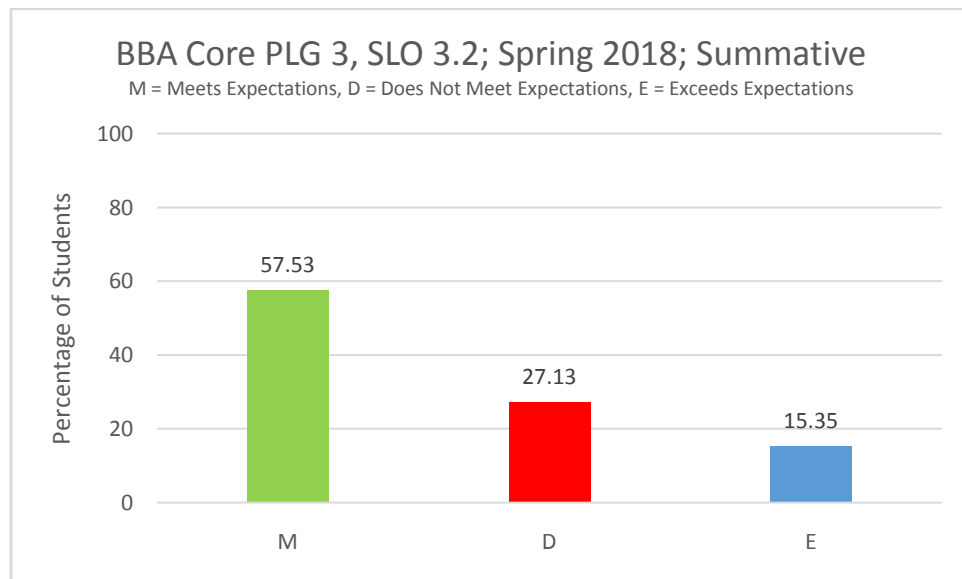


Figure BBA Core- 15

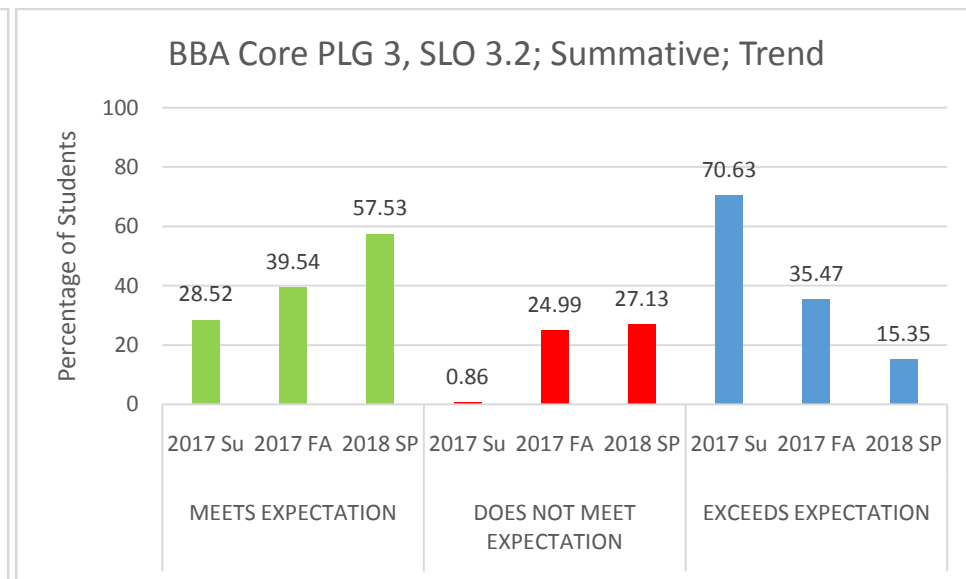


Figure BBA Core- 16

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 failed to meet the target Trend: Students are constantly failing to meet the target in this area. This is an area of major concern.	Office of External Affairs organized a session where Mr. Mahbulul Hasan, President of the Graduate Student Association at the University of Memphis, Tennessee talked about Culture, Ethics and Practices in U.S. Graduate Level Studies.

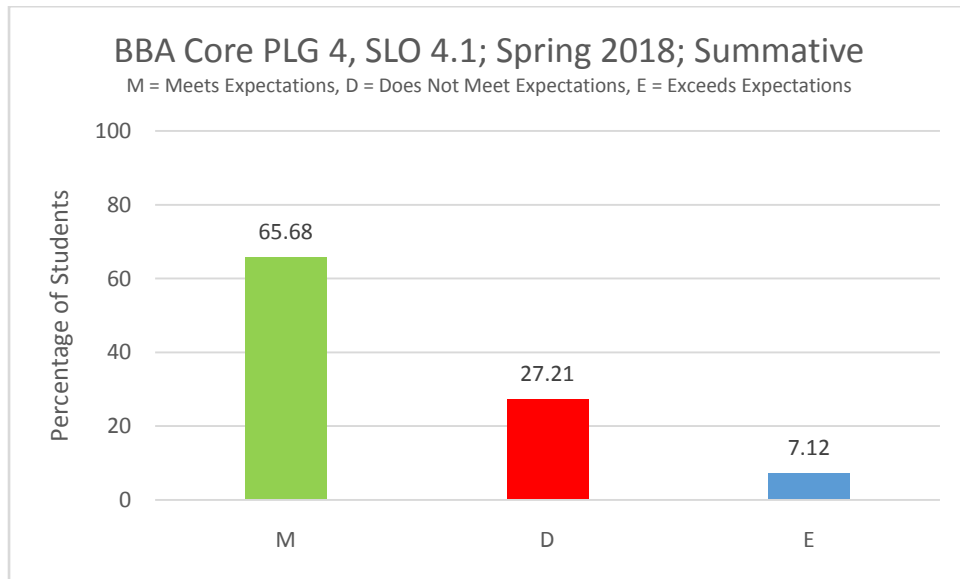


Figure BBA Core- 17

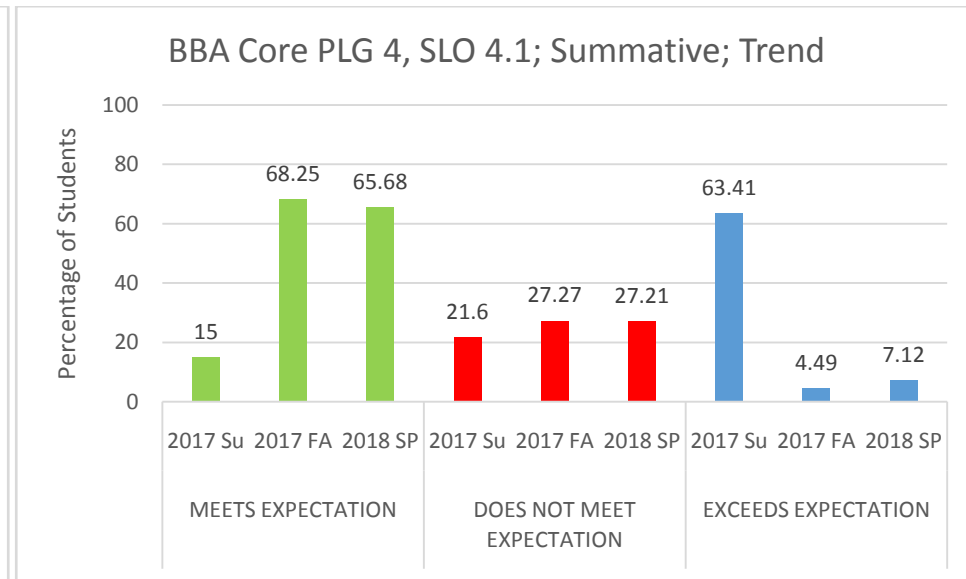


Figure BBA Core- 18

Spring 2018 Student Learning Assessment Report: BBA 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: There is an increasing trend in the percentage of students meeting expectations.</p>	Deployment of standardized assessment tools was continued. The in-class learning of students was augmented with industry engagement.

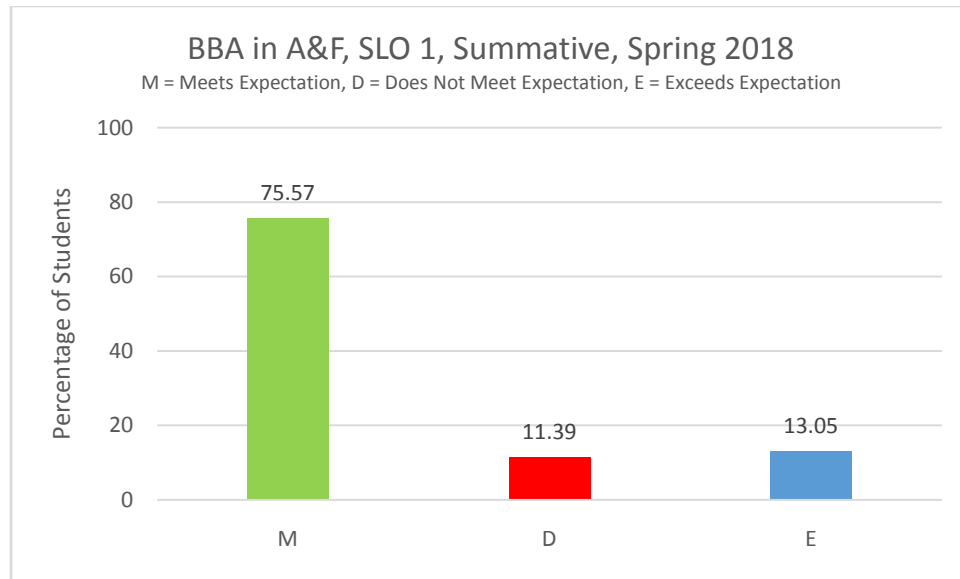


Figure A&F 1

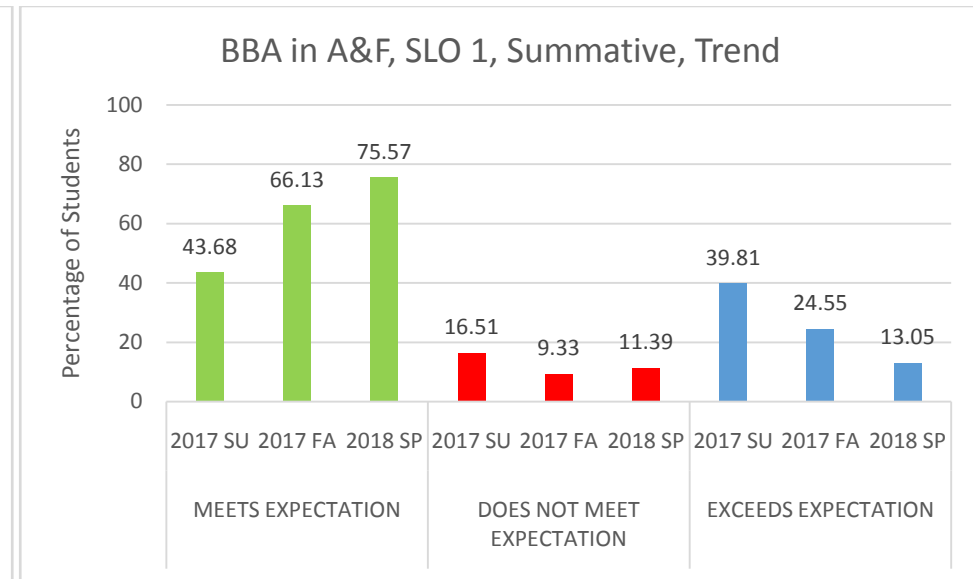


Figure A&F 2

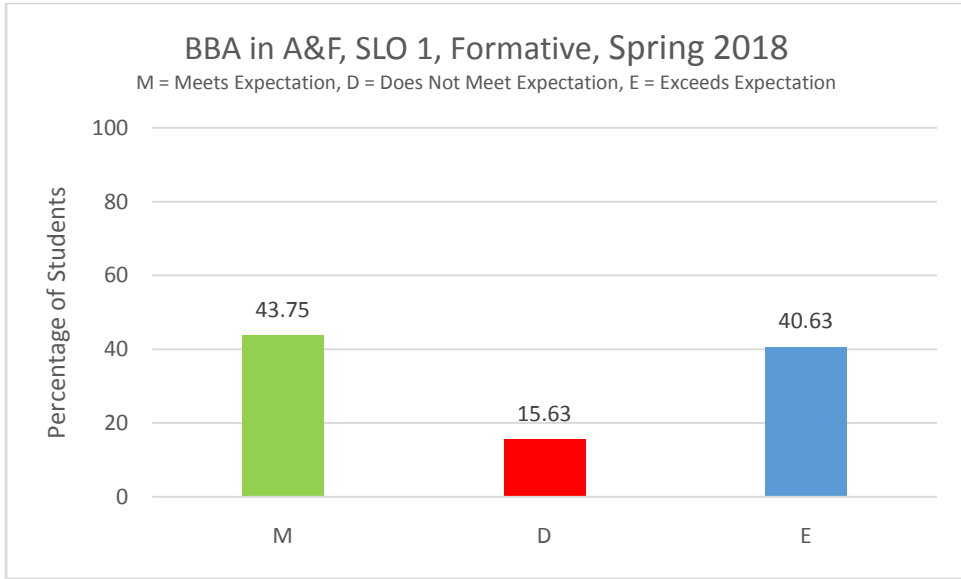


Figure A&F 3

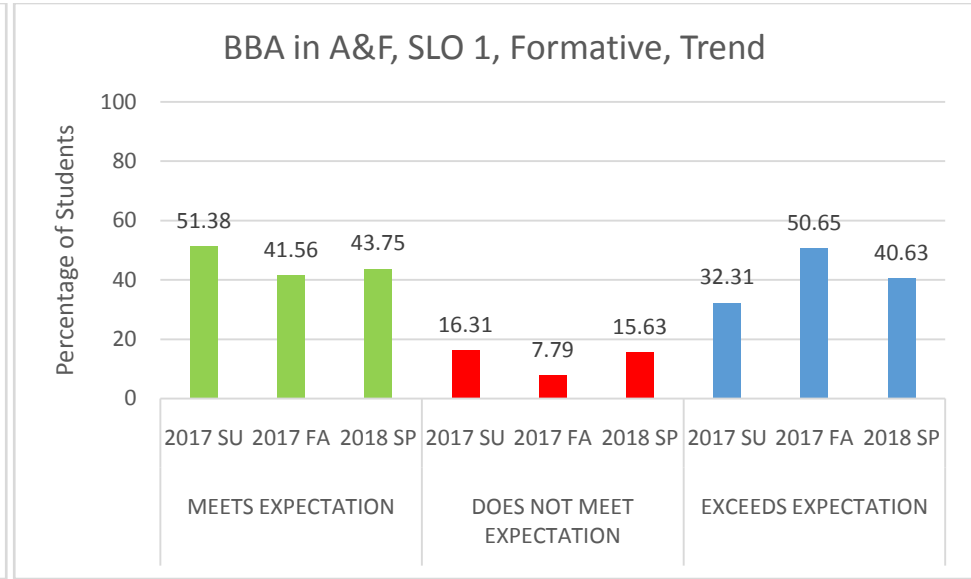


Figure A&F 4

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
A&F.2. Explain cost concepts and its classification and apply this in budgeting for specific business situations.	<p><u>Summative</u>: - Exit Assessment Test</p> <p><u>Formative</u>: Course-Embedded Assessment (ACT 202 examinations)</p>	<p><u>Exit Assessment Test</u></p> <p>Meets Expectation: 60% -80%</p> <p>Does Not Meet Expectation < 60%</p> <p>Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment</u>: Rubric # A&F.2.R.1 (formative), A&F.2.R.2 (summative)</p>	See Figures A&F 5 – 8.	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students met the target in summative assessment but not in formative assessment.</p> <p>Trend: Students performance in summative assessment is excellent with a high percentage of students exceeding expectation. However performance in formative assessment is showing a negative picture with increase in percentage of students not meeting expectation. This is an area of concern and more focused should be given in this area.</p>	Course components are constantly reviewed to ensure that students can continue to critically identify problems and solve those using their knowledge of business studies.

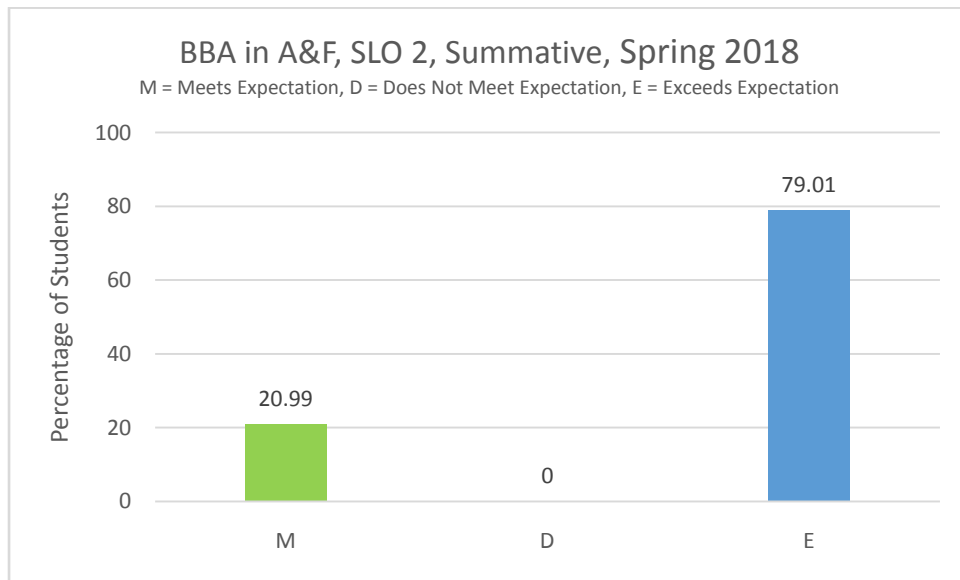


Figure A&F 5

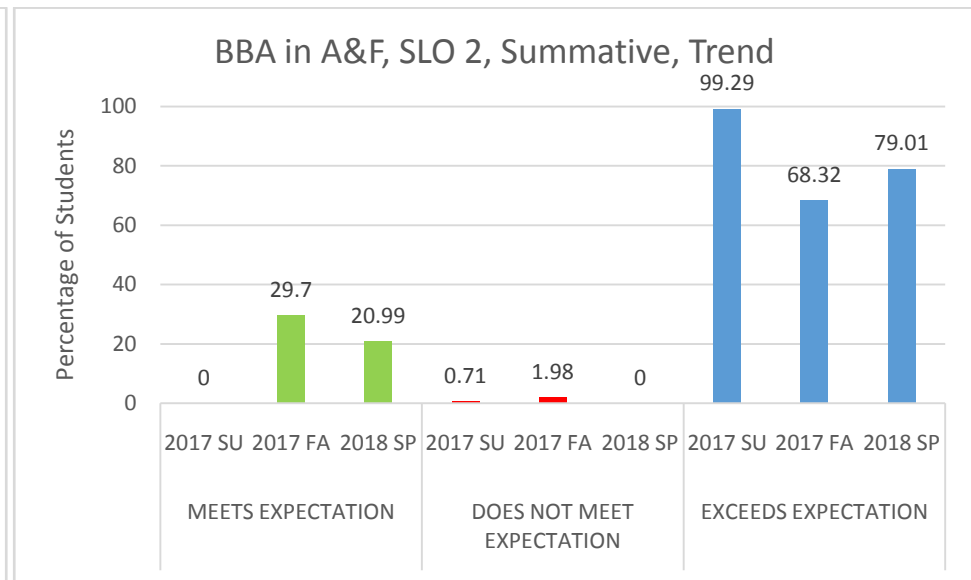


Figure A&F 6

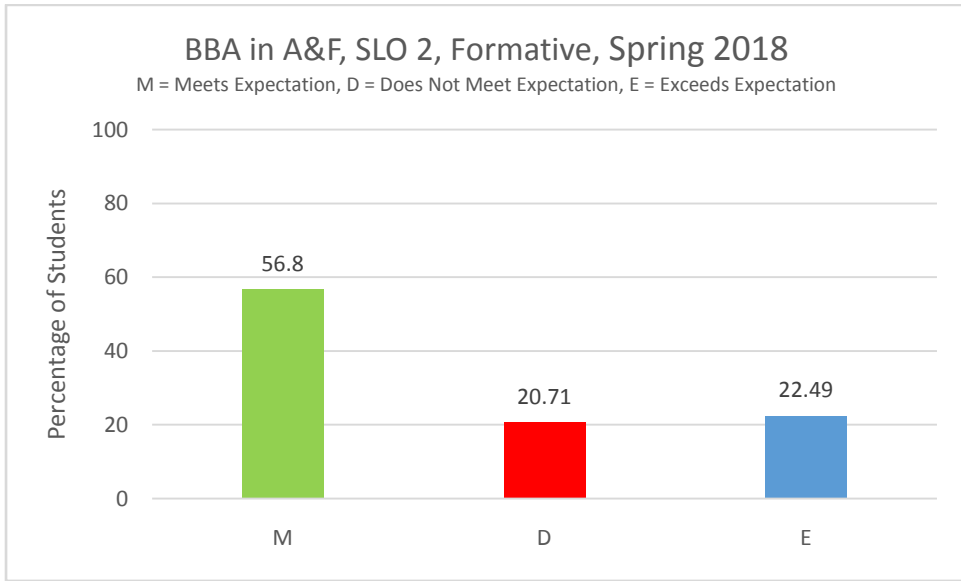


Figure A&F 7

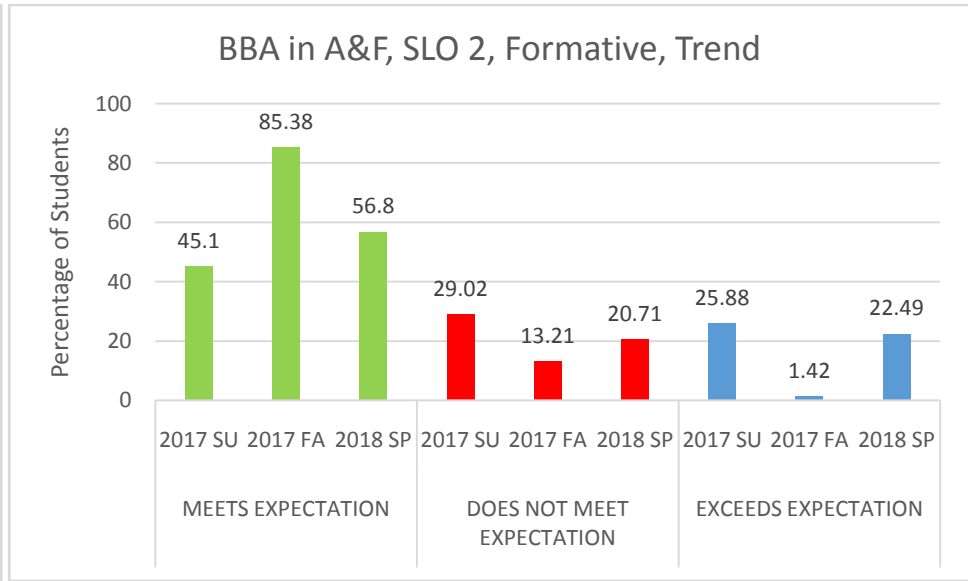


Figure A&F 8

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
A&F.3. Be able to apply best investment strategy by analyzing various investment options.	<p><u>Summative</u>: - Exit Assessment Test, and Course-Embedded Assessment (FIN 440, Capstone Course, group term projects)</p> <p><u>Formative</u>: Course-Embedded Assessment (FIN 254 group term projects)</p>	<p><u>Exit Assessment Test</u> Meets Expectation: 60% -80% Does Not Meet Expectation < 60% Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment</u>: Rubric # A&F.3.R.1 (formative), A&F.3.R.2 (summative)</p>	See Figures A&F 9 – 12.	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Student met the target.</p> <p>Trend: Students performance in formative assessment has improved over the period. Students exhibit good performance in this area for both summative and formative assessment.</p>	North South University became the first private university in Bangladesh to be welcomed into the American-based Chartered Financial Analyst (CFA) Institute University Affiliation Program. The Bachelor of Business Administration in Finance Program has incorporated at least 70 percent of the CFA Program Candidate Body of Knowledge and placing sufficient emphasis on the CFA Institute Code of Ethics and Standards of Practice.

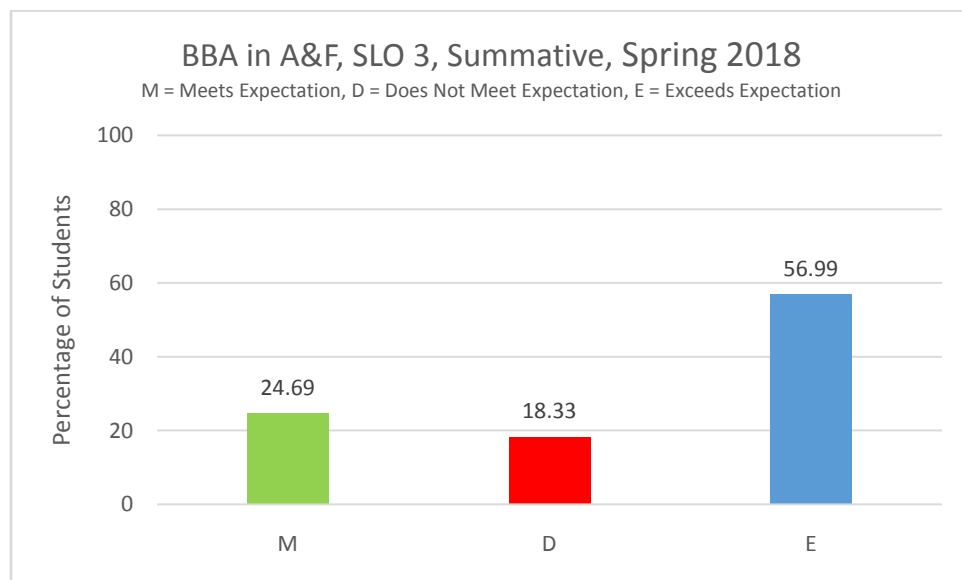


Figure A&F 9

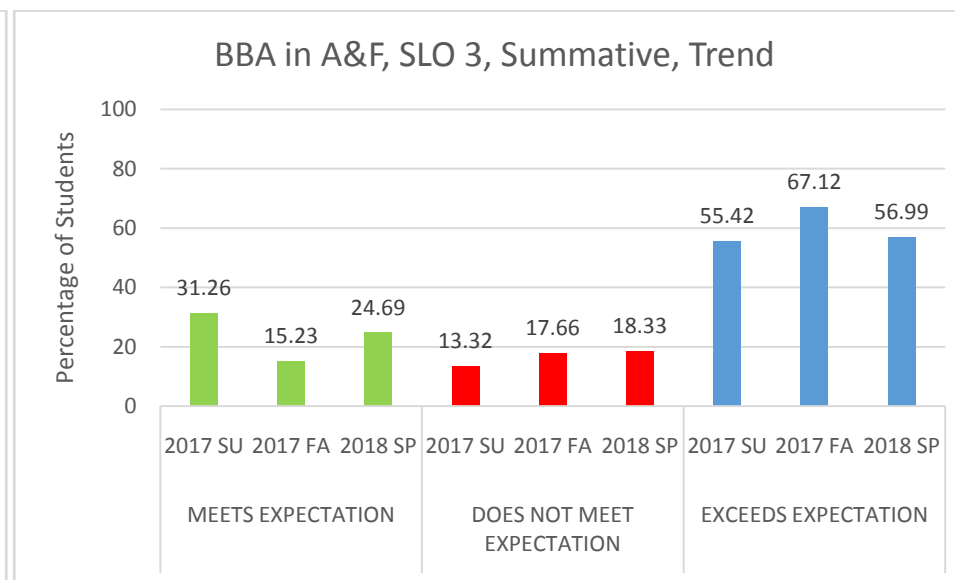


Figure A&F 10

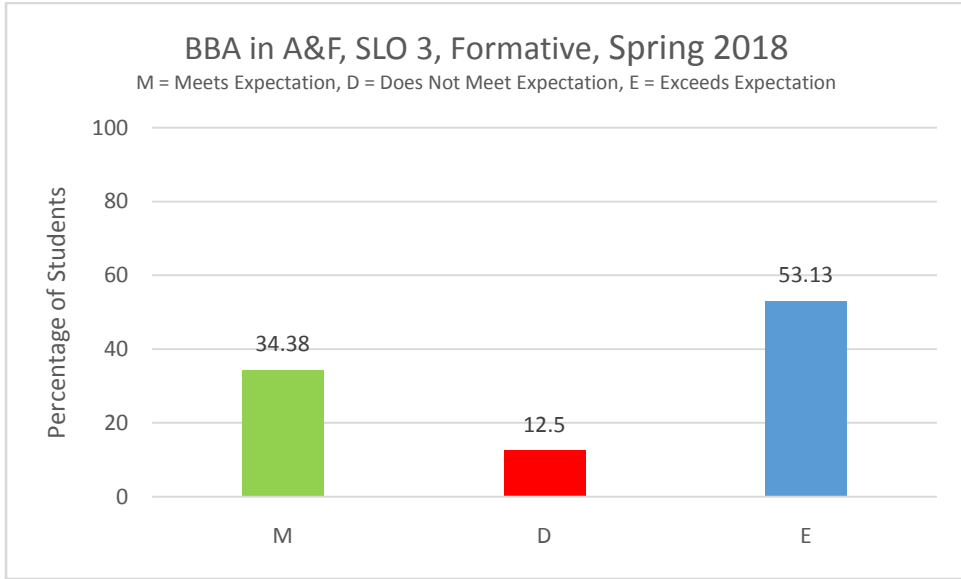


Figure A&F 11

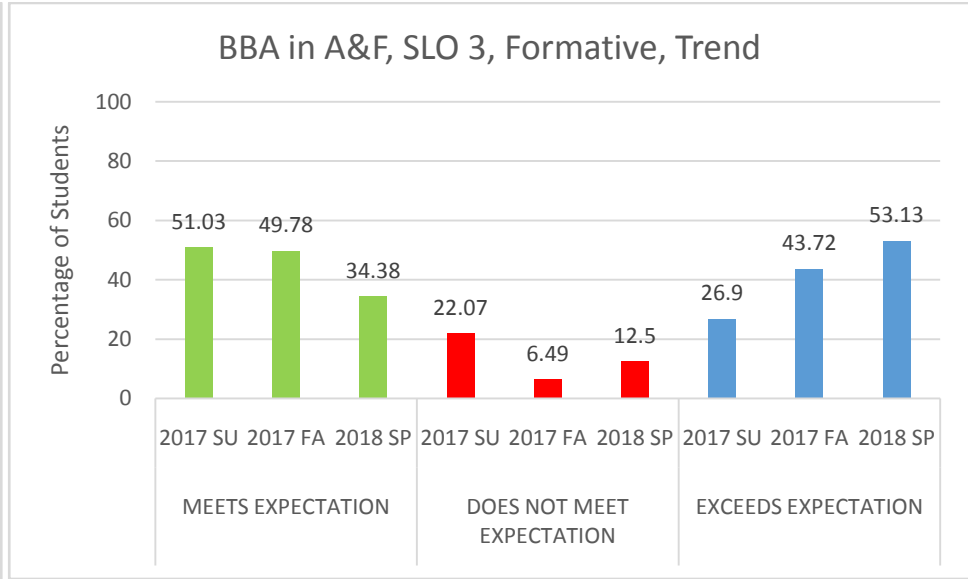


Figure A&F 12

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: There is an increase in percentage of students exceeding expectations in both formative and summative assessment.</p>	Entry into the CFA Institute University Affiliation Program made NSU curriculum closely tied to professional practice and also preparing students to sit for the CFA examinations.

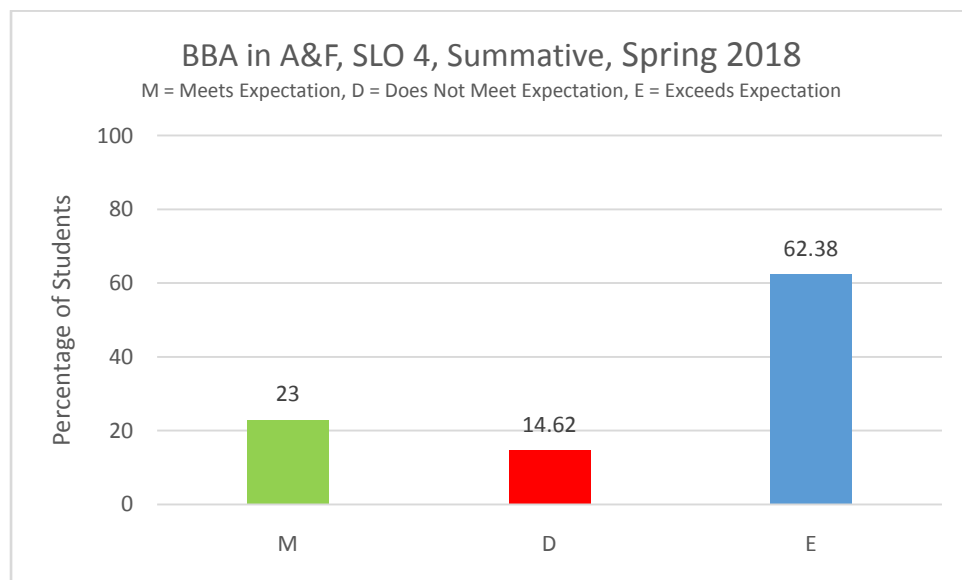


Figure A&F 13

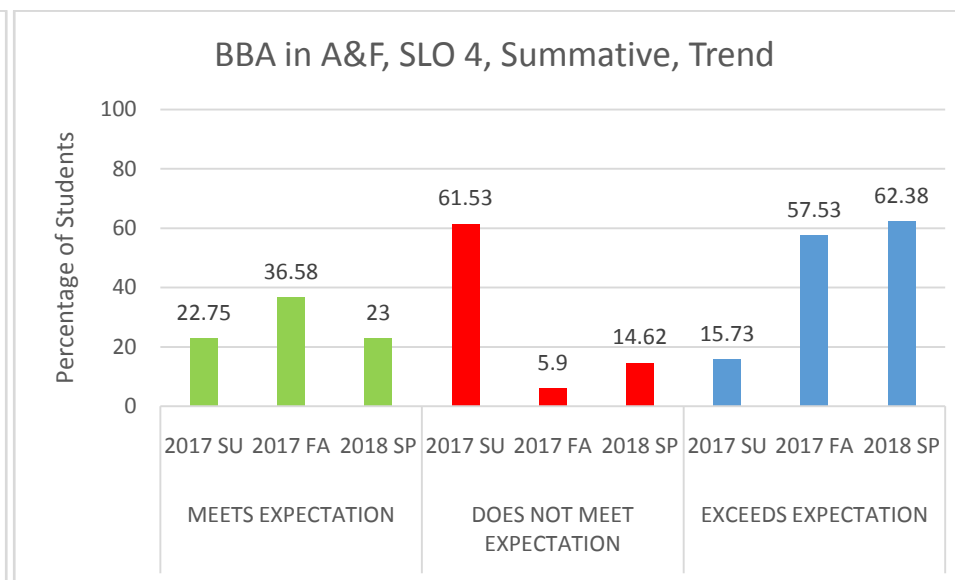


Figure A&F 14

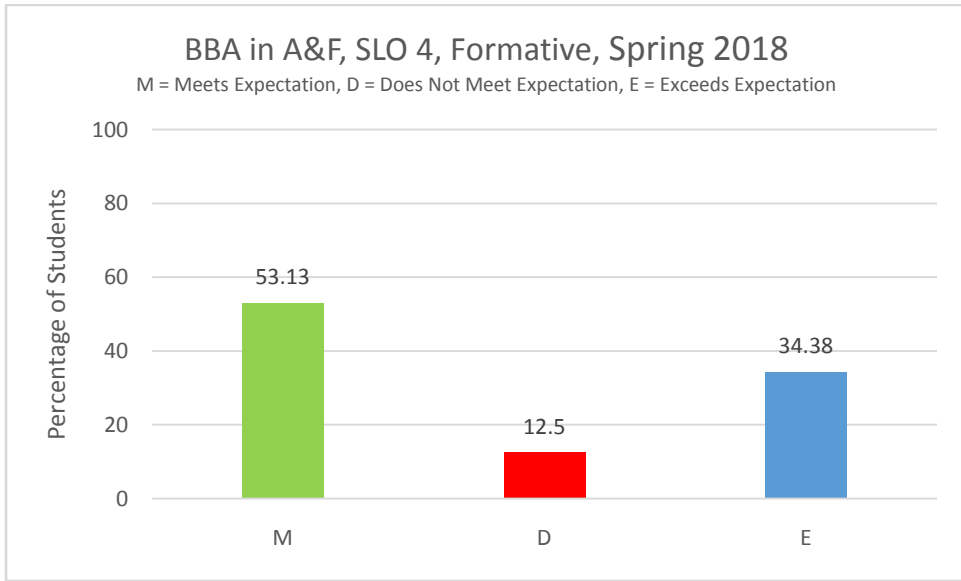


Figure A&F 15

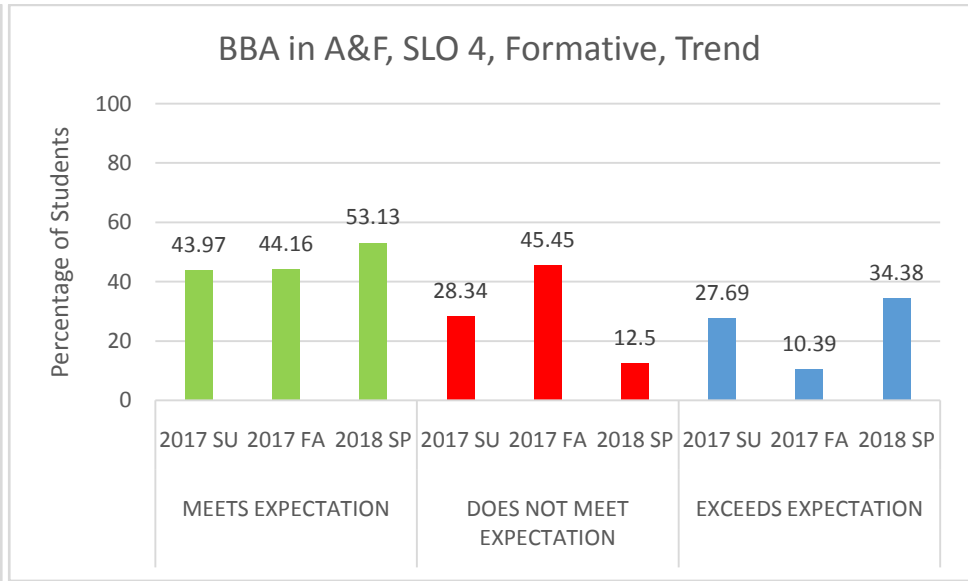


Figure A&F 16

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
A&F.5. Utilize technology to analyze financial information and to facilitate accounting and financial reporting process.	<p><u>Summative</u>: - Exit Assessment Test, and Course-Embedded Assessment (FIN 440, Capstone Course, group term projects)</p> <p><u>Formative</u>: Course-Embedded Assessment (FIN 254 group term projects)</p>	<p><u>Exit Assessment Test</u>: Meets Expectation: 60% -80% Does Not Meet Expectation < 60% Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment</u>: Rubric # A&F.5.R.1</p>	See Figures A&F 17 – 20.	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students met the target.</p> <p>Trend: We are pleased with increasing trends in the percentage of students meeting and exceeding expectation.</p>	“GDay 2018 Bangladesh” organized by Google Business Groups (GBG) Sonargaon in partnership with North South University consisted of a seminar on data mining insights using Google technology to make informed strategic decisions.

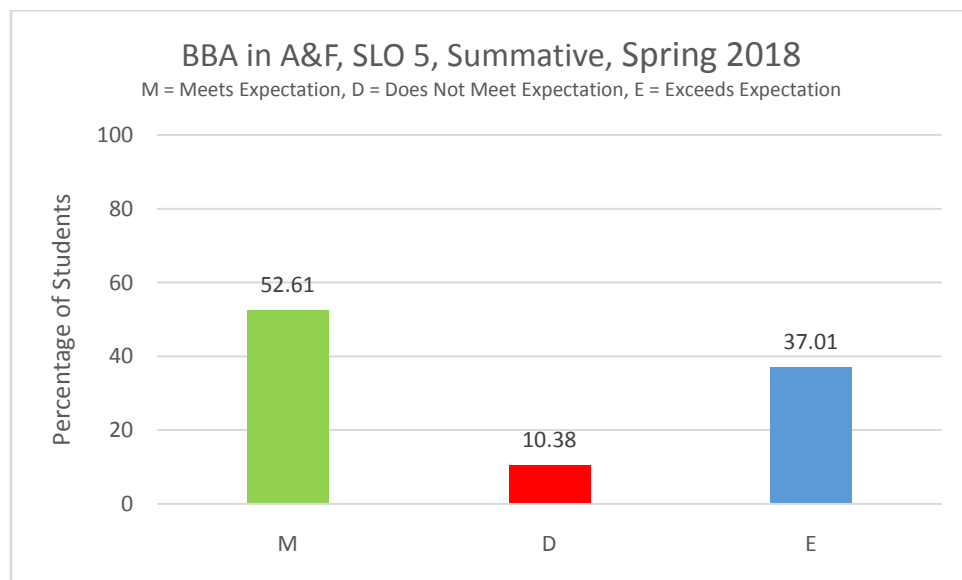


Figure A&F 17

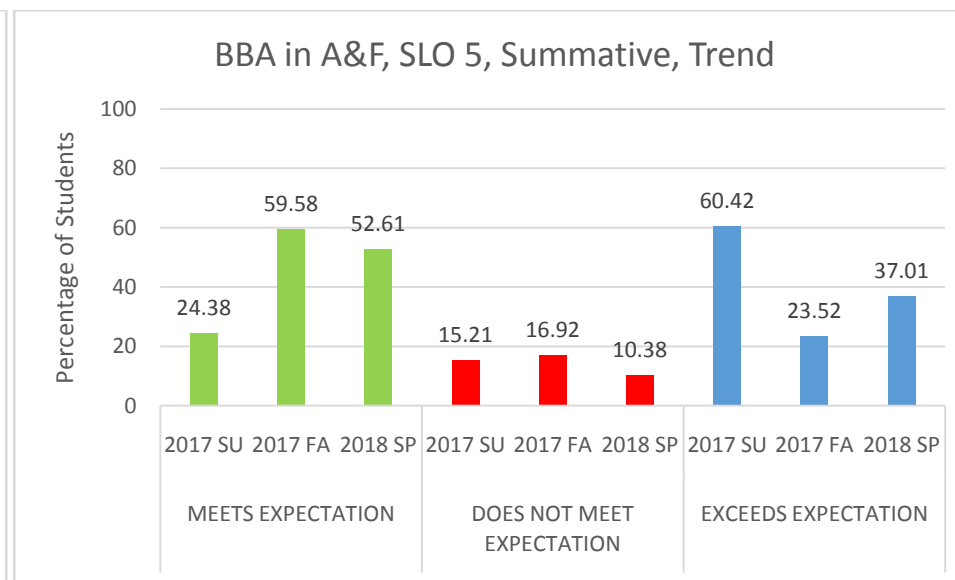


Figure A&F 18

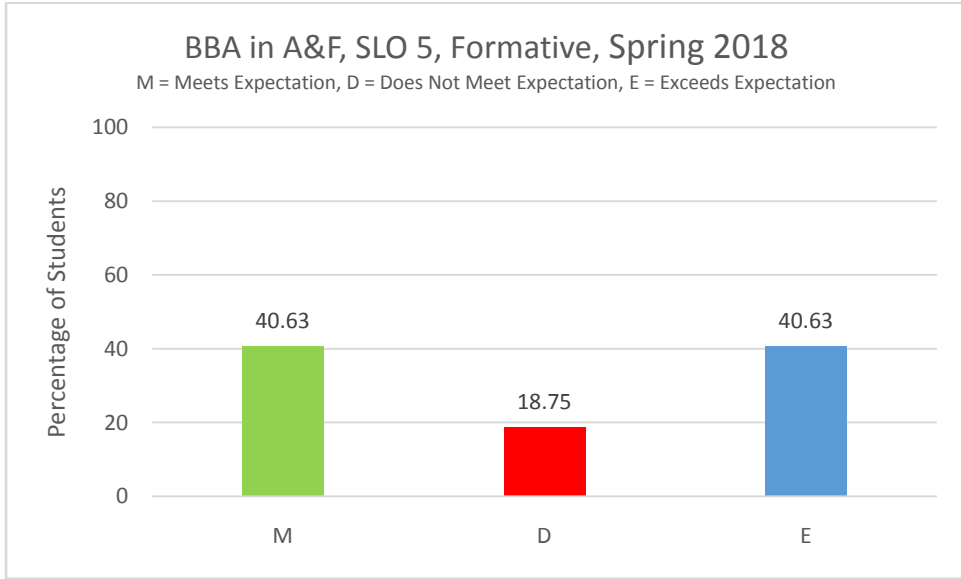


Figure A&F 19

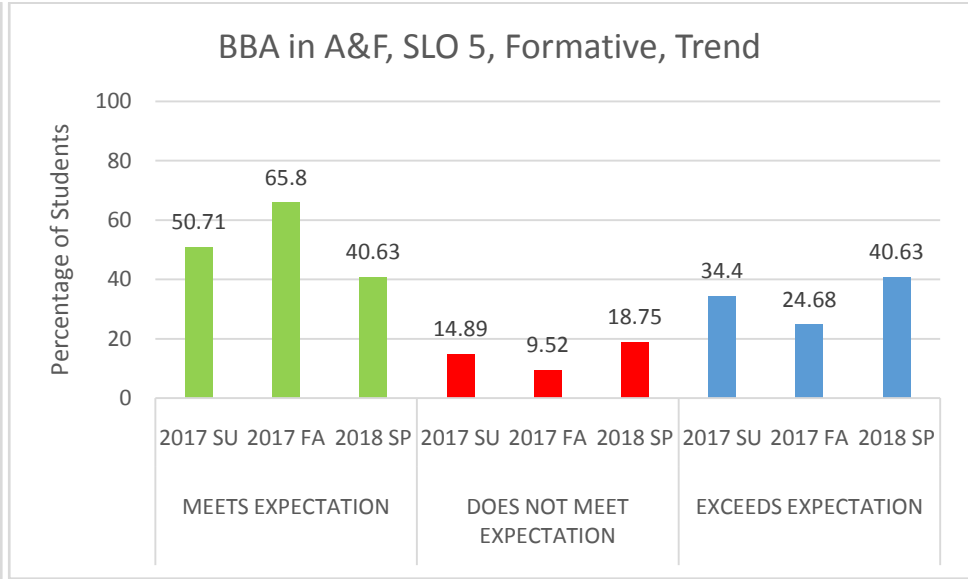


Figure A&F 20

Spring 2018 Student Learning Assessment Report: BBA in HRM Program

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
1. Understand the Human Resource Management concepts and theories, and is able to apply these core knowledge in managing organizations.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (HRM480 group term projects)</p> <p><u>Formative:</u> Course Embedded Assessment (MGT351 group term projects)</p>	<p><u>Exit Assessment Test:</u> Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # HRM.1.R.1</p>	See Figures HRM 1 – 4.	<p>Target: 80% students should meet or exceed expectation.</p> <p>Students met the target.</p> <p>Trend: Overall the students exhibit a very good performance in the area.</p>	Course components are constantly reviewed to ensure that students can continue to critically identify problems and solve those using their knowledge of business studies.

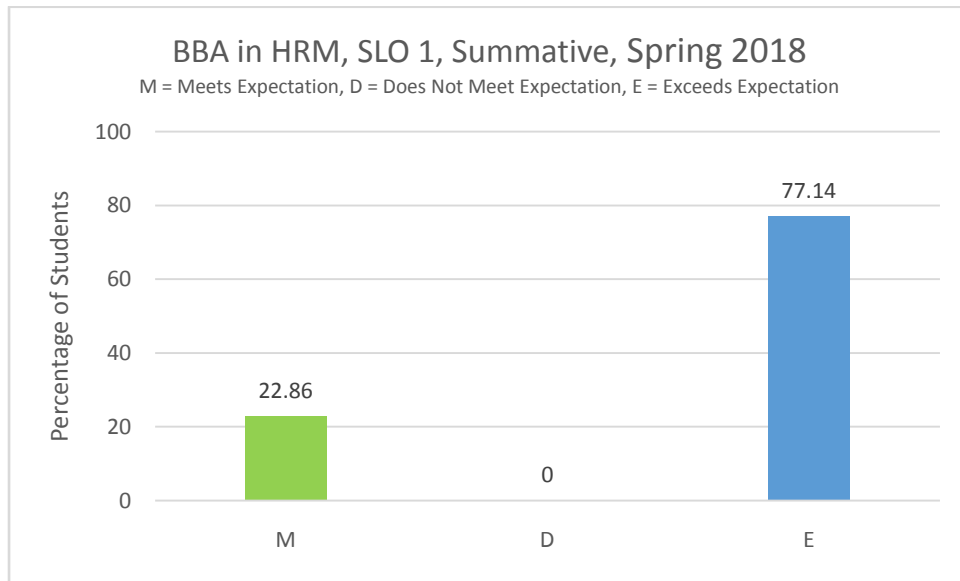


Figure HRM 1

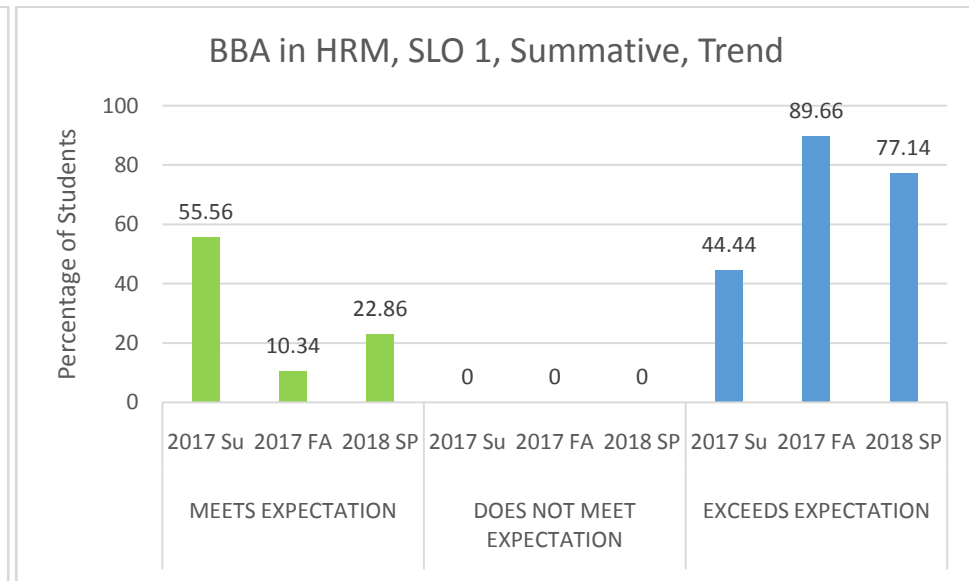


Figure HRM 2

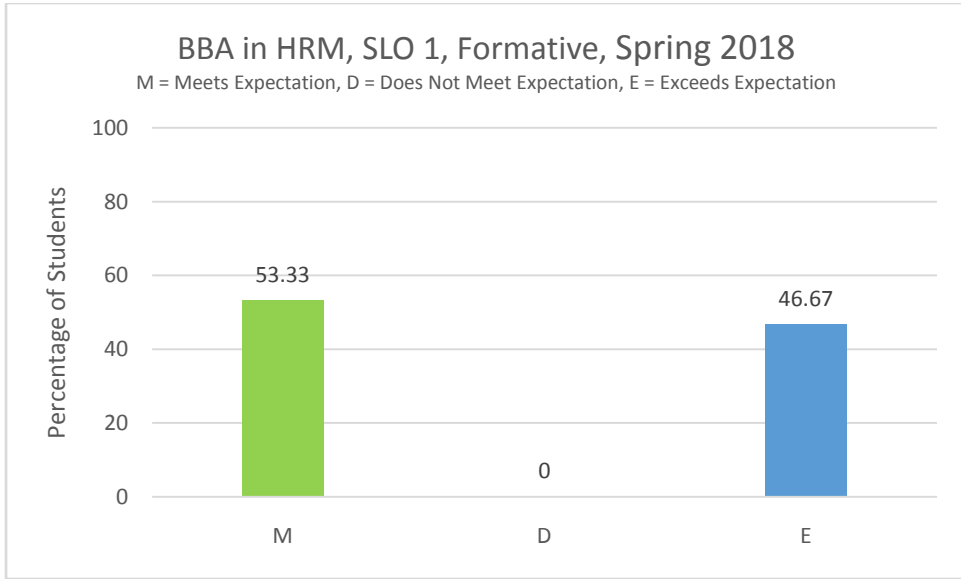


Figure HRM 3

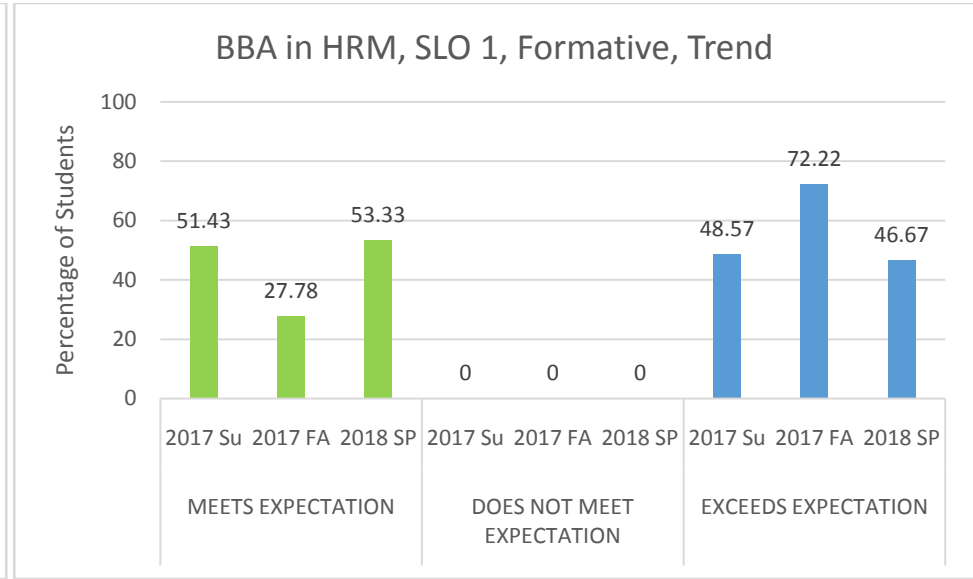


Figure HRM 4

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
2. Understand the concepts underlying effective interpersonal relations and group/team leadership skills.	<u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (HRM480 group term projects) <u>Formative:</u> Course Embedded Assessment (MGT351 group term projects)	<u>Exit Assessment Test:</u> Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80% <u>Course-Embedded Assessment:</u> Rubric # HRM.2.R.1	See Figures HRM 5 – 8.	Target: 75% students should meet or exceed expectation. Student met the target in both assessments. Trend: Student performance has significantly improved in this area over the last two periods with an increasing trend in the percentage of students exceeding expectations.	North South University Human Resources Club (NSU HRC) conducted a seminar to improve students' understanding and knowledge of general HRM issues.

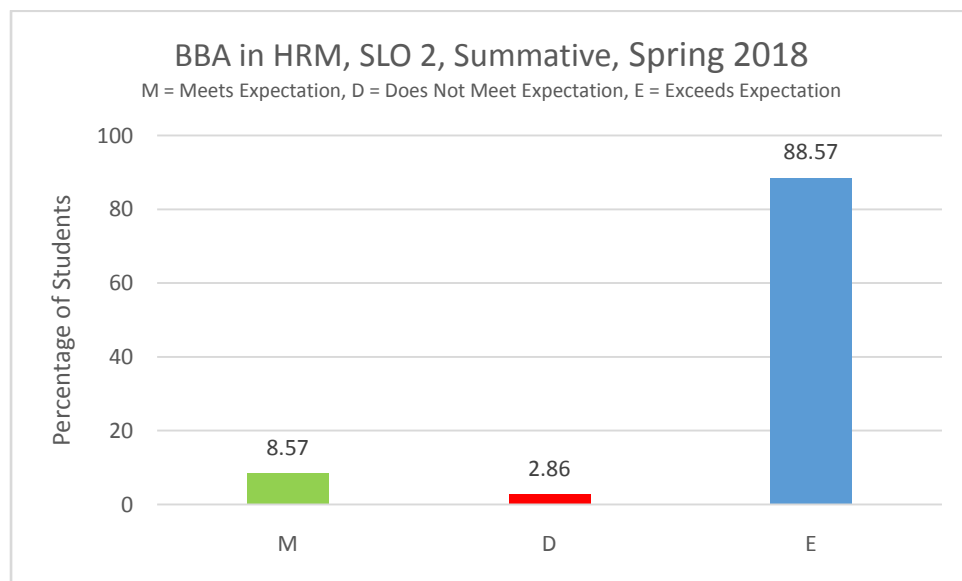


Figure HRM 5

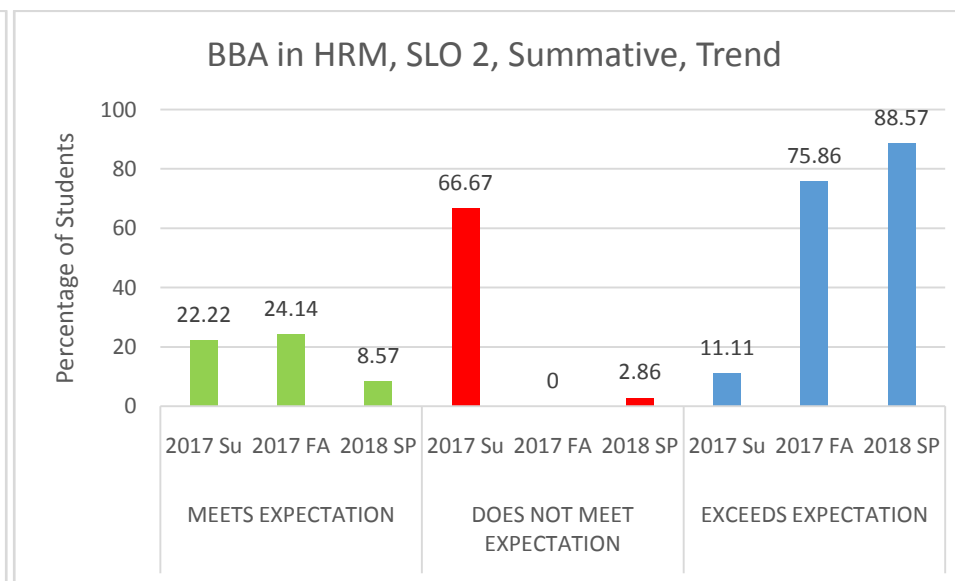


Figure HRM 6

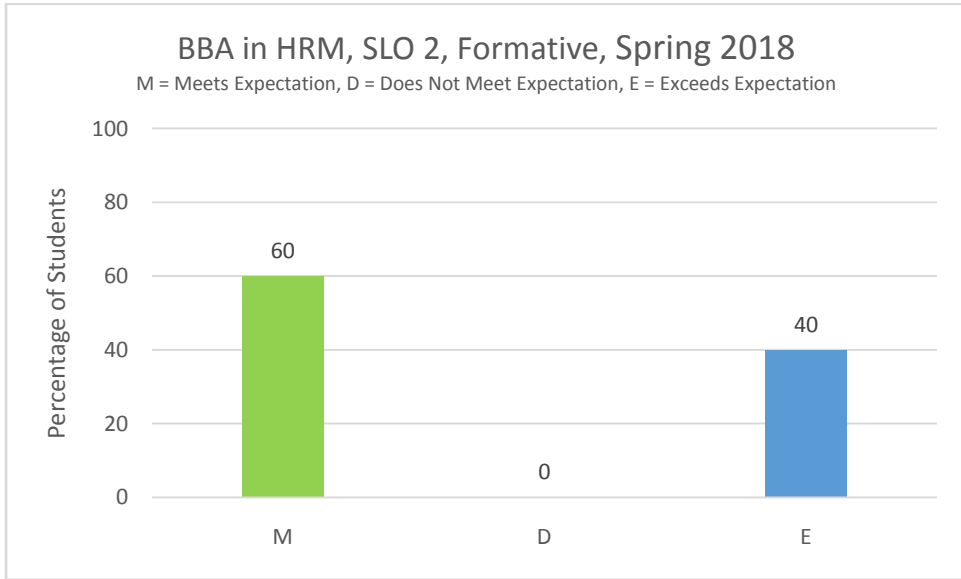


Figure HRM 7

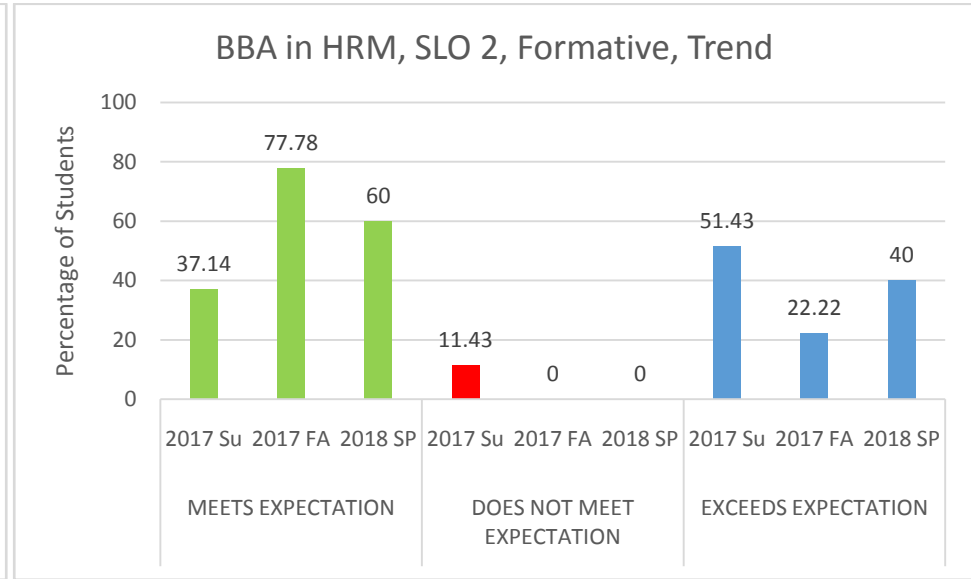


Figure HRM 8

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 with a high percentage of students exceeding expectations.	North South University Human Resources Club (NSU HRC) conducted a seminar to improve students’ understanding and knowledge of general HRM issues.

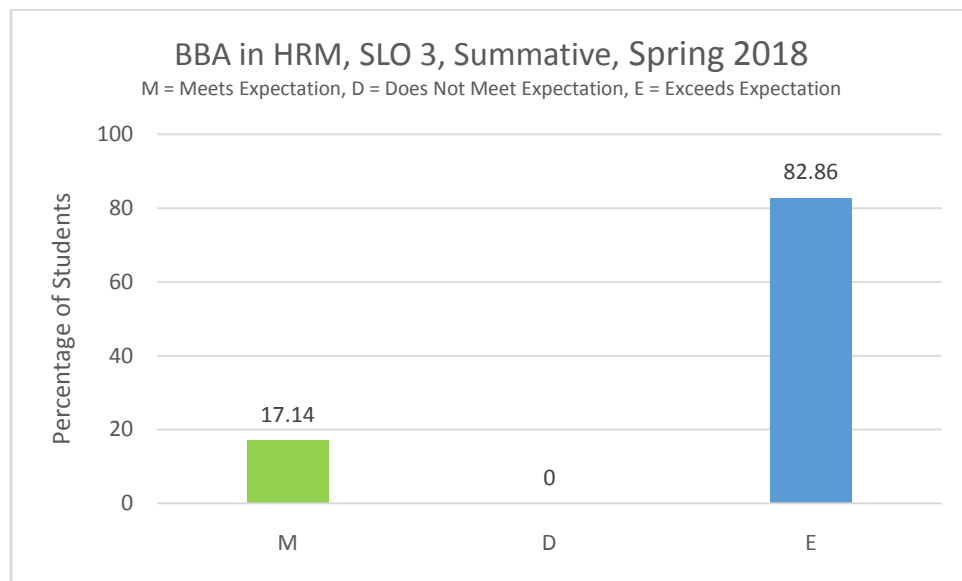


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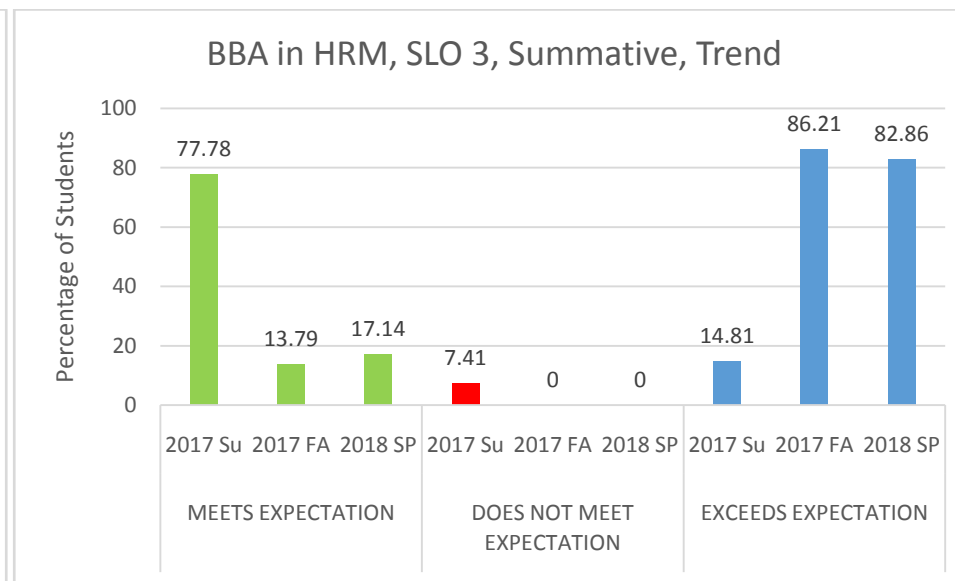


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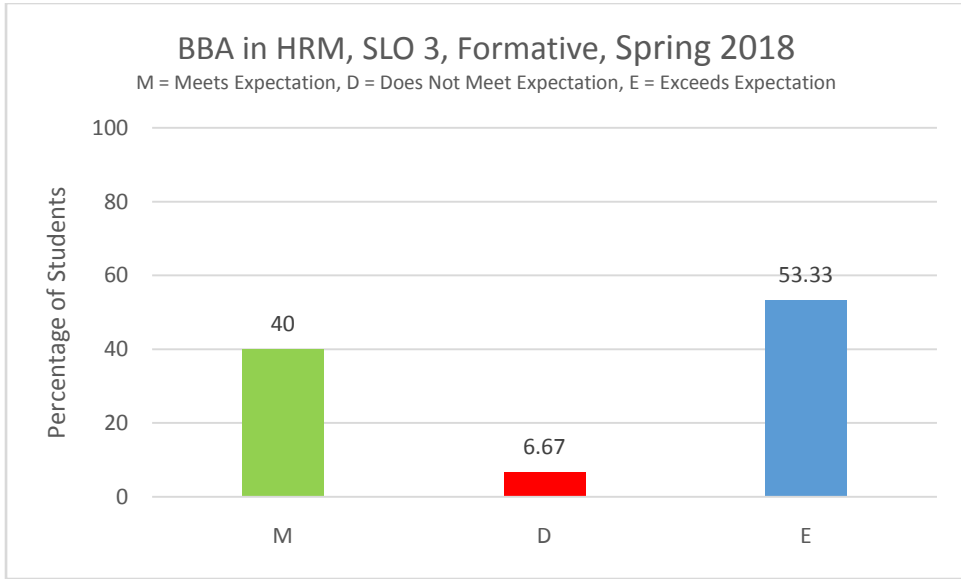


Figure HRM 11

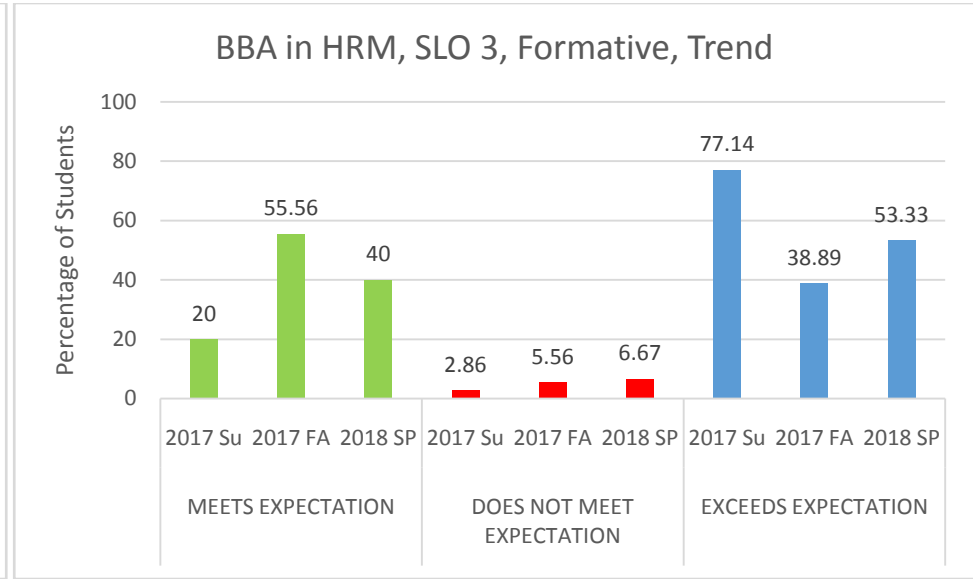


Figure HRM 12

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:</u> Rubric # HRM.4.R.1	See Figures HRM 13 – 16.	Target: 70% students should meet or exceed expectation. Students met the target. Trend: We are very pleased with students' performance in this area.	NSU Office of External Affairs (OEA) organized an event called "Next Generation Leadership Program" where NSU Alumni talked about their success and leadership in their respective sectors. This event was inspiring for the students as they got to learn about leadership. They also got the guidance to develop their leadership skills which will help them become successful young leaders in the future.

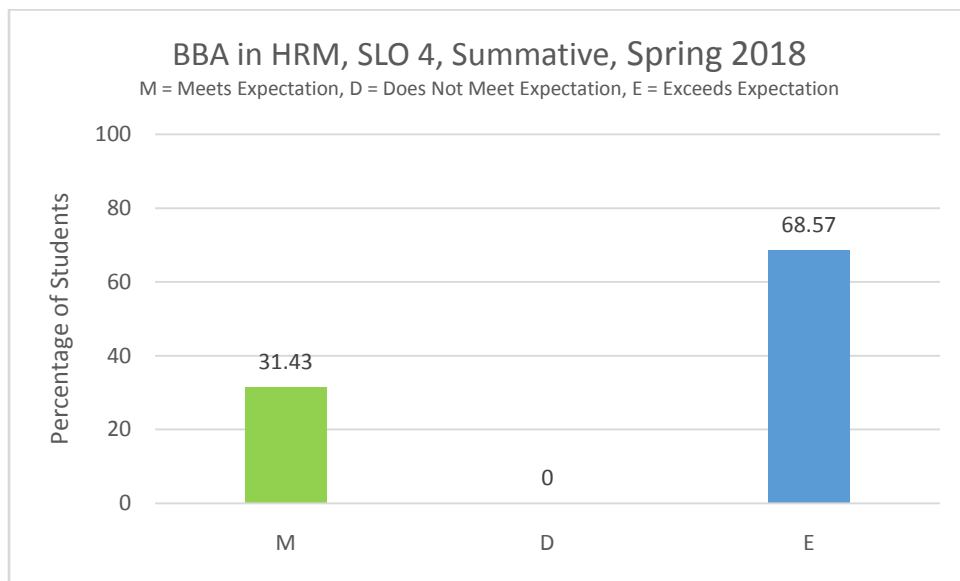


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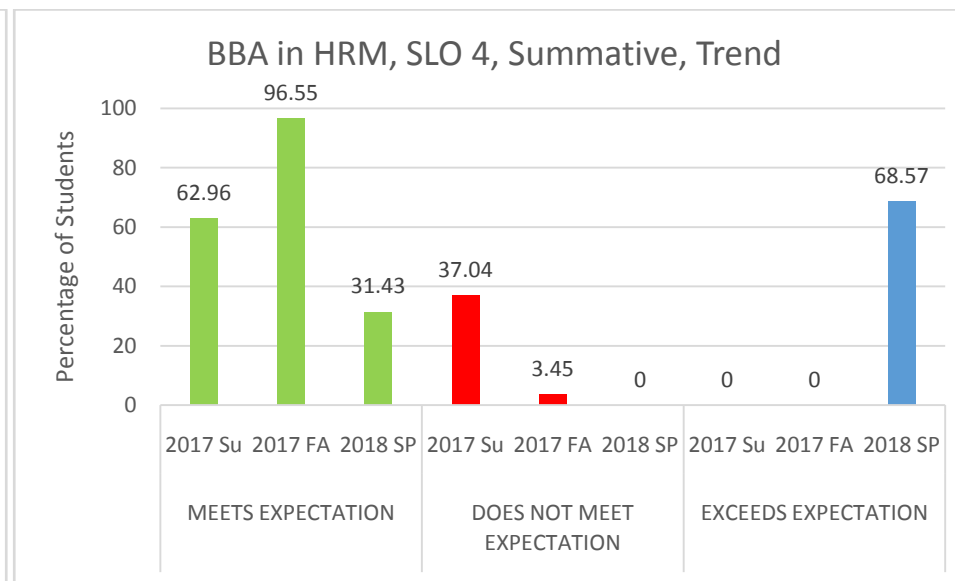


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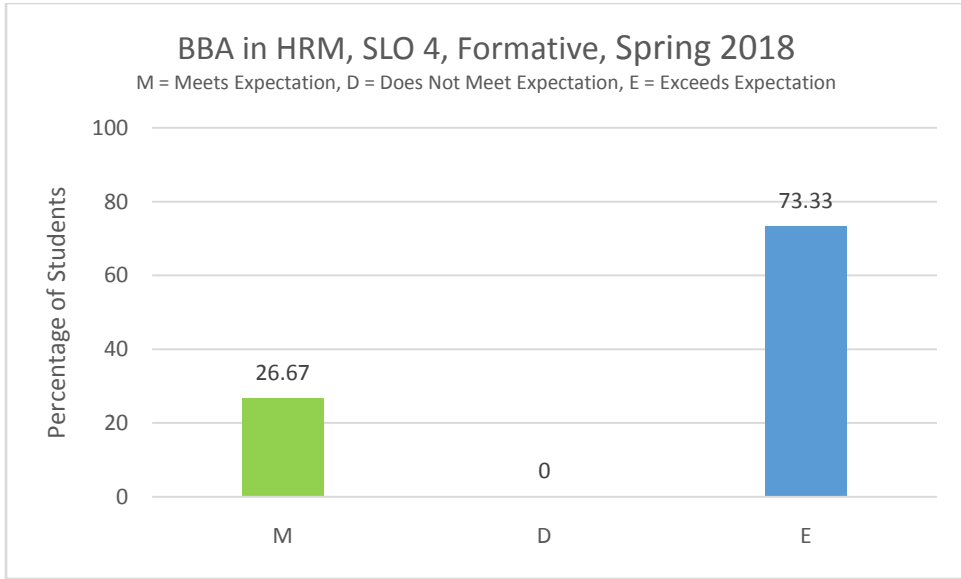


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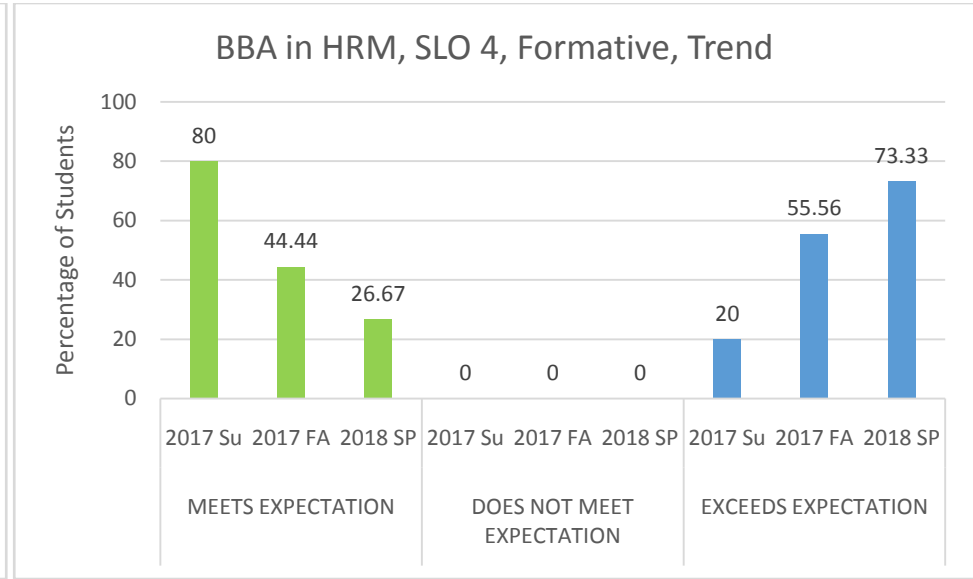


Figure HRM 16

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
5. Demonstrate their understanding of compensation practices and tools of benefit in the context of Bangladesh, and are able to demonstrate application using quantitative methods.	<u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (HRM480 group term projects) <u>Formative:</u> Course Embedded Assessment (MGT351 group term projects)	<u>Exit Assessment Test:</u> Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80% <u>Course-Embedded Assessment:</u> Rubric # HRM.5.R.1	See Figure HRM 17 – 20.	Target: 60% students should meet or exceed expectation. Students met the target. Trend: Students have exhibited good performance in summative assessment over the last two periods. Performance in formative assessment has also improved over the period.	Introducing more interactive and up to date classroom activities has enhanced students' participation in the class.

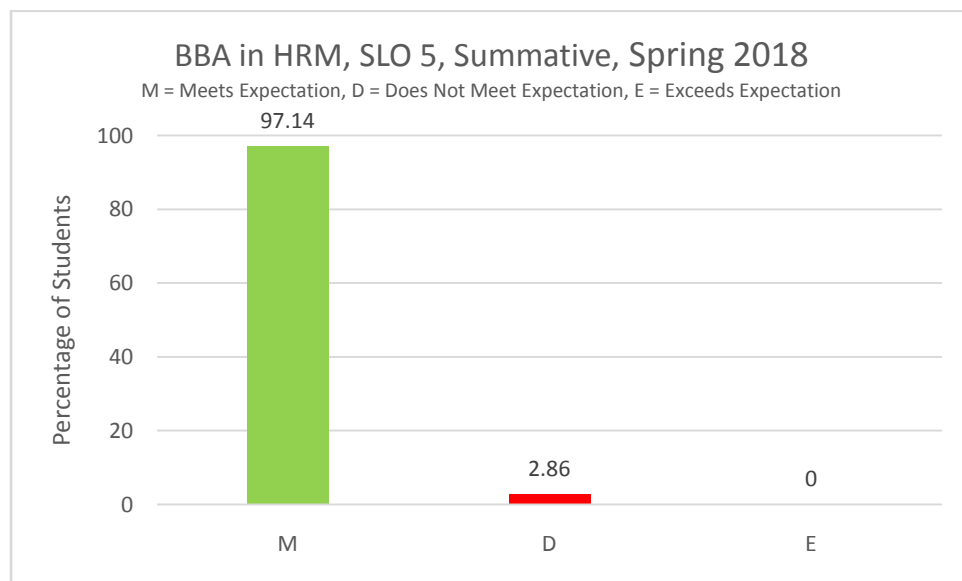


Figure HRM 17

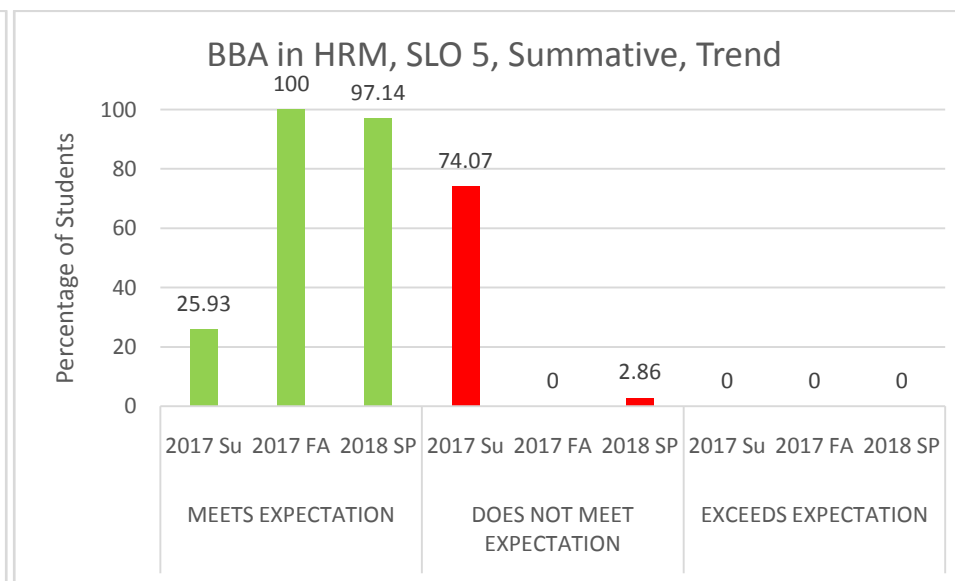


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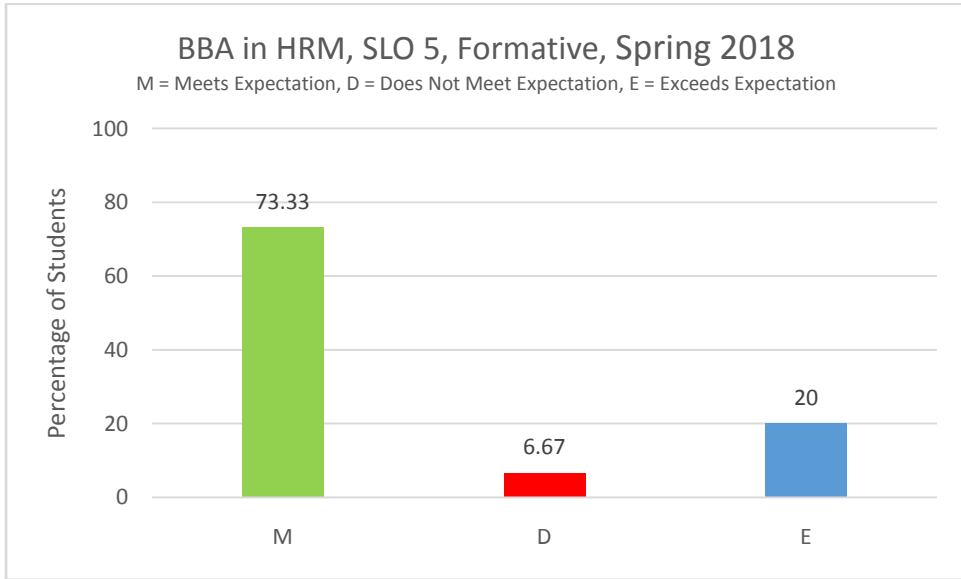


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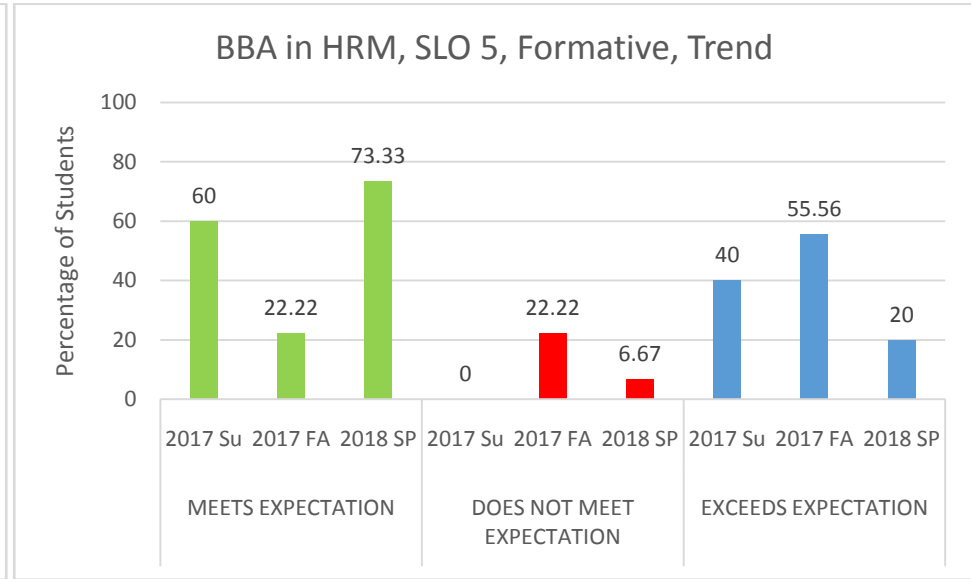


Figure HRM 20

Spring 2018 Student Learning Assessment Report: BBA 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 the target in formative assessment but failed to meet it in summative assessment.</p> <p>Trend: Students performance in formatting assessment is deteriorating over the period. This is an area of concern.</p>	<p>Outreach committee of MIB department organized a seminar session where Mr. Shamim Kabir the CEO of Step Footwear shared his experience with the students. He discussed how a firm could be internationalized and within local market how late comers become a key player in the Footwear industry. Students asked him critical questions regarding the importance of comprehending the nature of “International Business” and different aspects of marketing competencies that “Step Footwear” uses for long-run profitability achievement.</p>

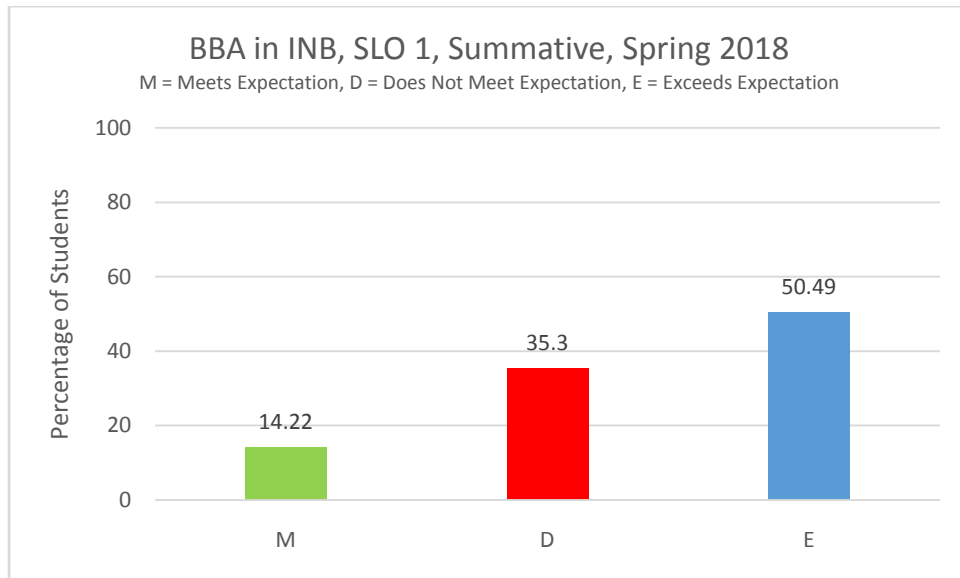


Figure INB- 1

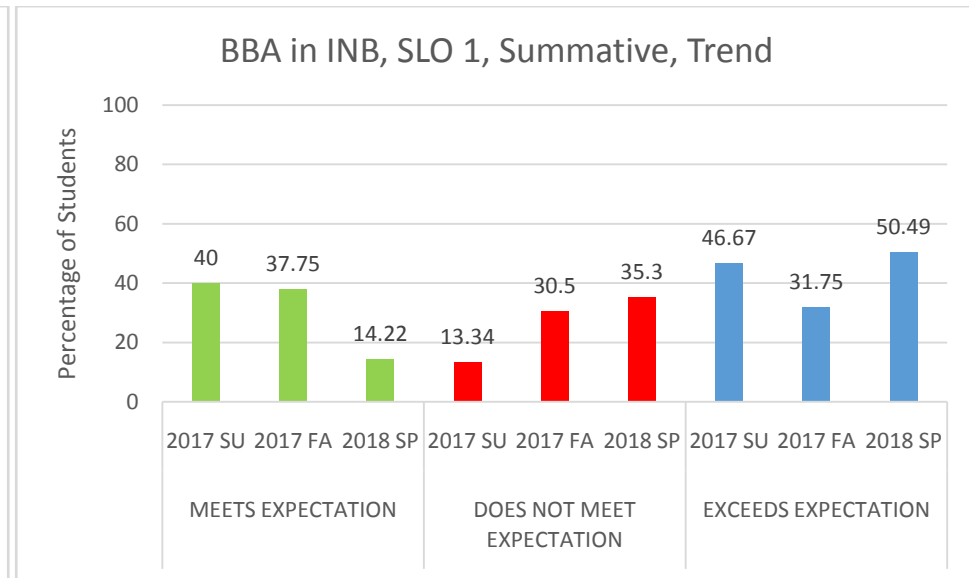


Figure INB- 2

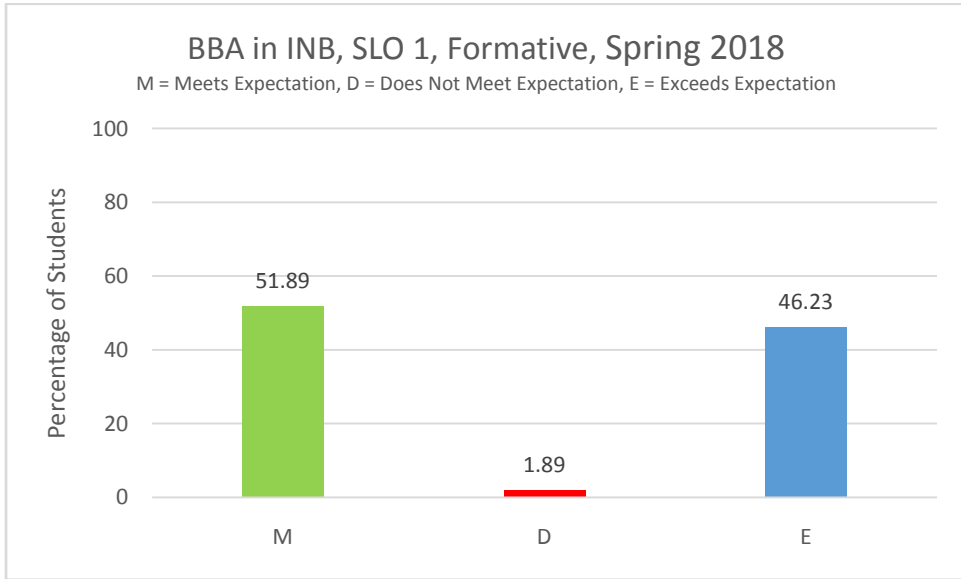


Figure INB- 3

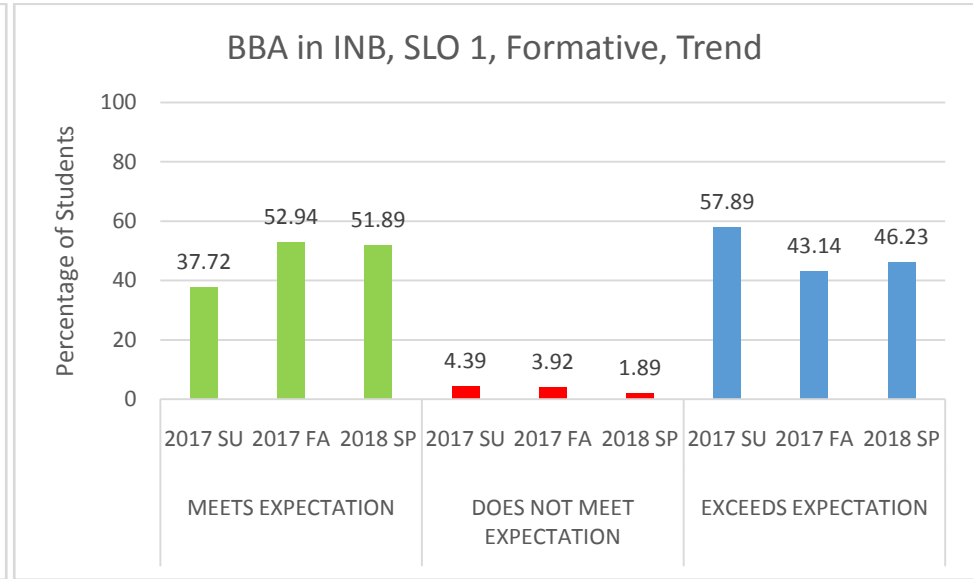


Figure INB- 4

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.	<u>Summative:</u> - Exit Assessment Test, and Course-Embedded Assessment (INB 480 group term projects) <u>Formative:</u> Course-Embedded Assessment (INB 372 case studies)	<u>Exit Assessment Test:</u> Meets expectations- 60% to 80%, Does Not Meet expectations-< 60%, Meets expectations-> 80% <u>Course-Embedded Assessment:</u> Rubric # INB.2.R.1	See Figures INB 5 – 8.	Target: 80% of the students should meet and exceed the expectations of SLO2. Students met the target. Trend: Students exhibit satisfactory performance in this area.	Course components are constantly reviewed to ensure that students can continue to critically identify problems and solve those using their knowledge of business studies.

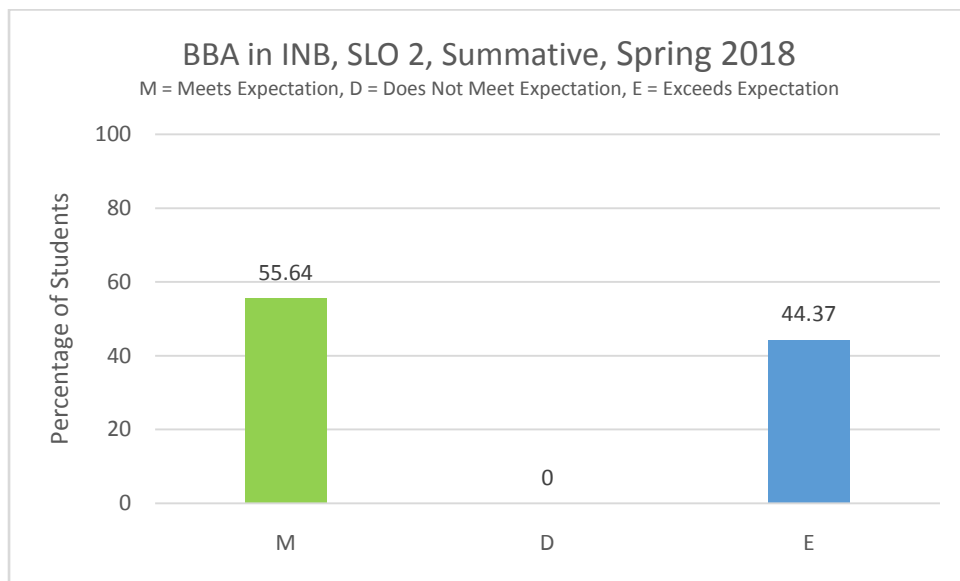


Figure INB- 5

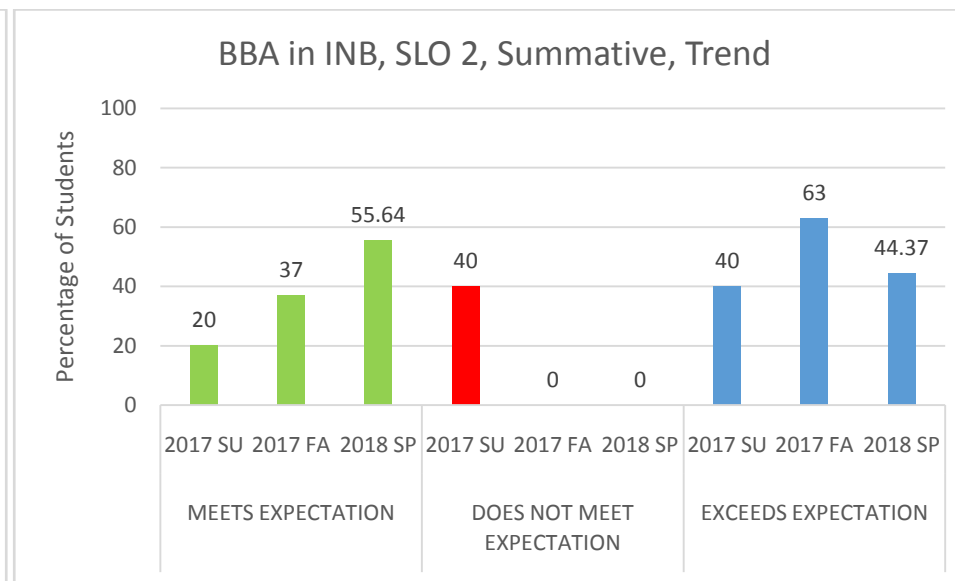


Figure INB- 6

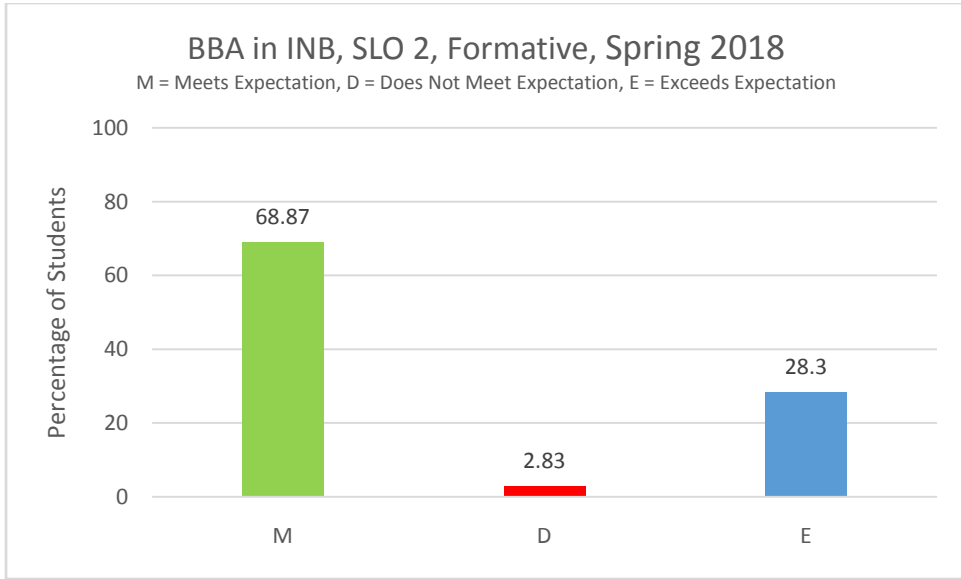


Figure INB- 7

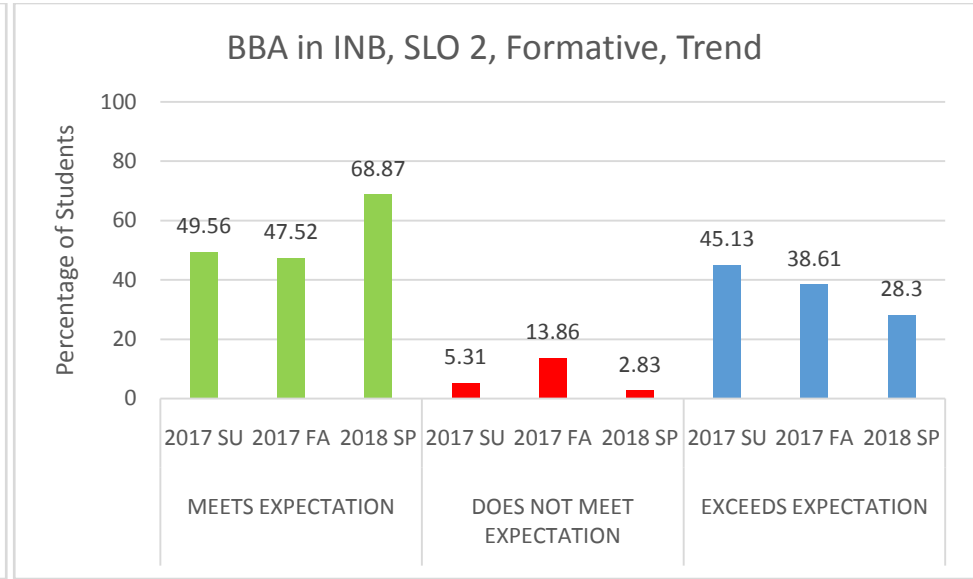


Figure INB- 8

Student Learning Outcomes	Measure	Measurement Criteria	Results	Status	Closing the Loop
3. Assess factors that determine international trade patterns & capital flows and the impact of international institutions on global business operations.	<p><u>Summative</u>- Exit Assessment Test, and Course-Embedded Assessment (INB 480 group term projects)</p> <p><u>Formative</u>: Course-Embedded Assessment (INB 372 case studies)</p>	<p><u>Exit Assessment Test</u>: Meets expectations- 60% to 80%, Does Not Meet expectations-< 60%, Meets expectations-> 80%.</p> <p><u>Course-Embedded Assessment</u>: Rubric # INB.3.R.1</p>	See Figures INB 9 – 12.	<p>Target: 80% of the students should meet and exceed the expectations of SLO3.</p> <p>Students met the target.</p> <p>Trend: Students performance is showing a positive trend, especially in formative assessment where there is an increase in percentage of students exceeding expectations.</p>	A seminar was organized for students where the Head of Marketing of HATIL Complex Limited, Mr. Firoz Al Mamun talked about the hurdles and opportunities of operating in an international environment. Mr. Mamun advised the students first to know the market they are in along with the competitors, and then come up with a counter plan.

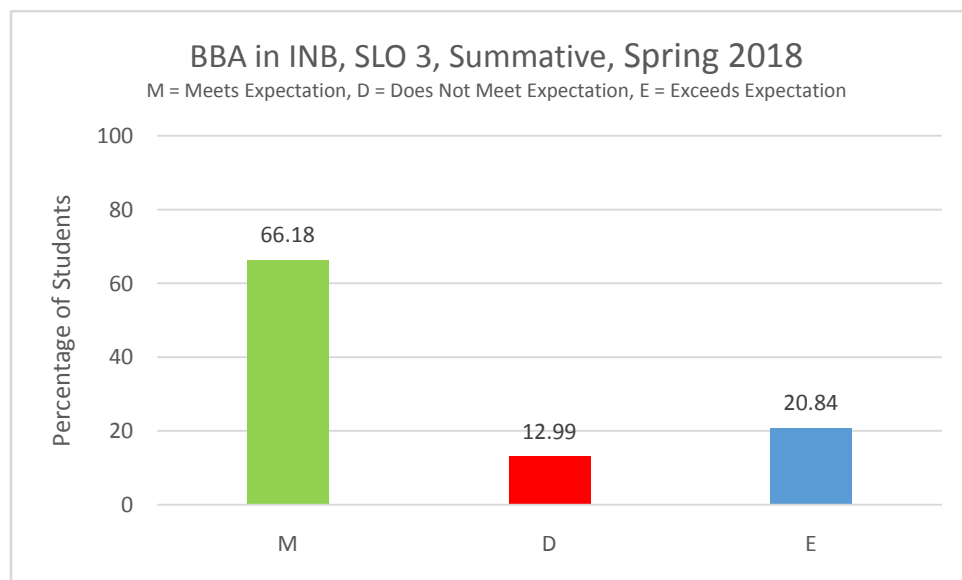


Figure INB- 9

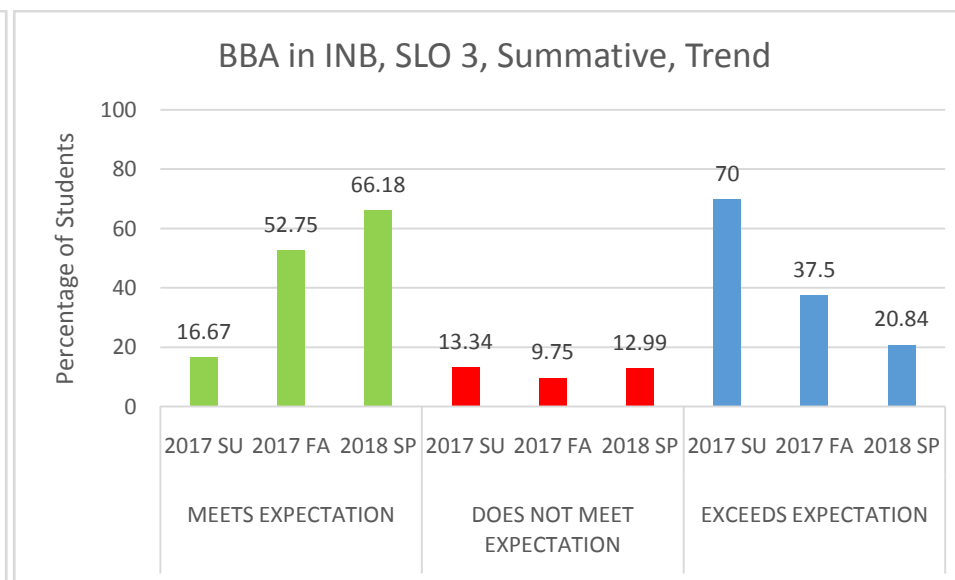


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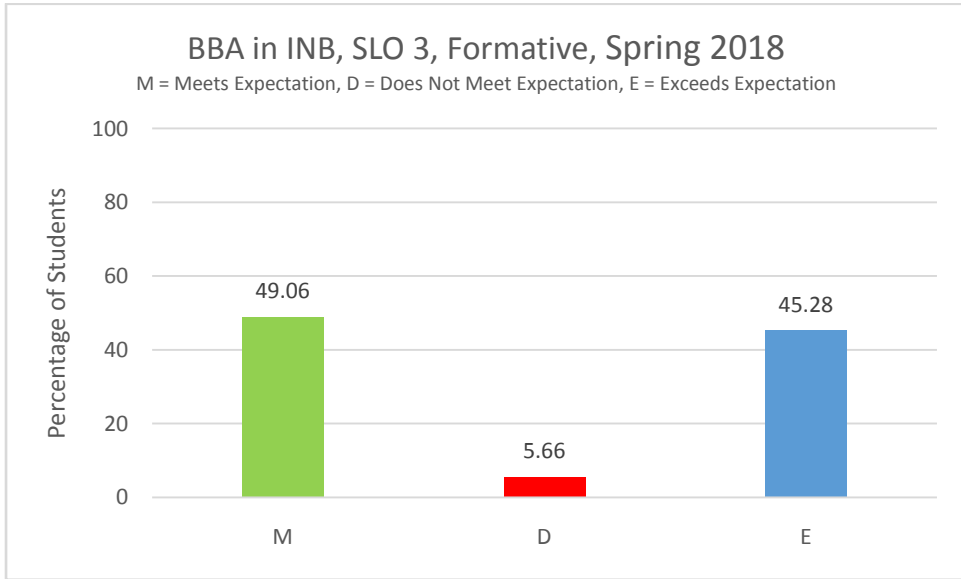


Figure INB- 11

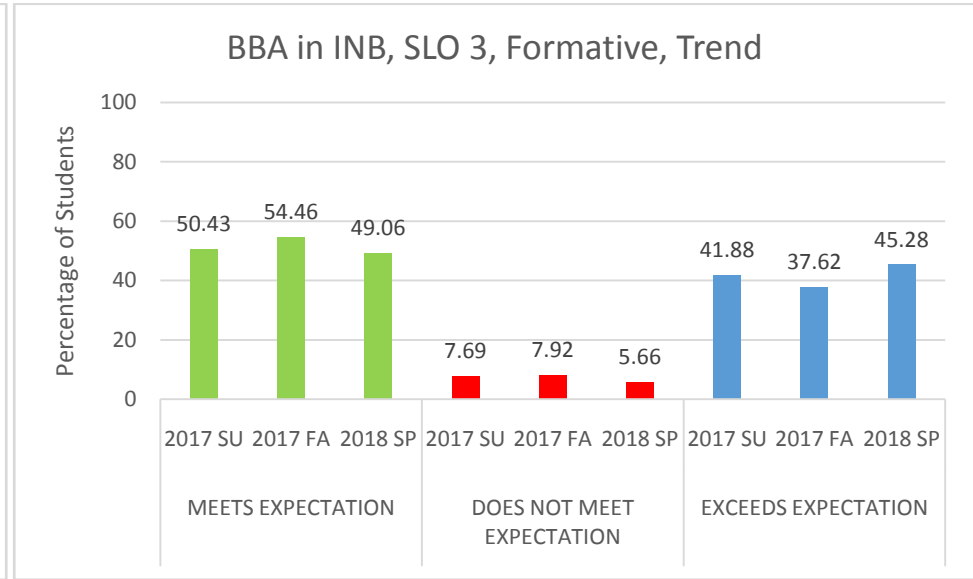


Figure INB- 12

Student Learning Outcomes	Measure	Measurement Criteria	Results	Status	Closing the Loop
4. Identify the international competitiveness of nations and their attractiveness for international business.	<p><u>Summative</u>- Exit Assessment Test, and Course-Embedded Assessment (INB 480 group term projects)</p> <p><u>Formative</u>: Course-Embedded Assessment (INB 372 case studies)</p>	<p><u>Exit Assessment Test</u>: Meets expectations- 60% to 80%, Does Not Meet expectations-< 60%, Meets expectations-> 80%.</p> <p><u>Course-Embedded Assessment</u>: Rubric # INB.4.R.1</p>	See Figures 13 – 16.	<p>Target: 80% of the students should meet and exceed the expectations of SLO3.</p> <p>Students met the target.</p> <p>Trend: Students performance has improved over the period, especially in summative assessment where there is an increase in percentage of students exceeding expectations.</p>	Students were exposed to more interactive classroom assignments and presentations along with that introduction of new cases as well as conducting seminars on relevant topics.

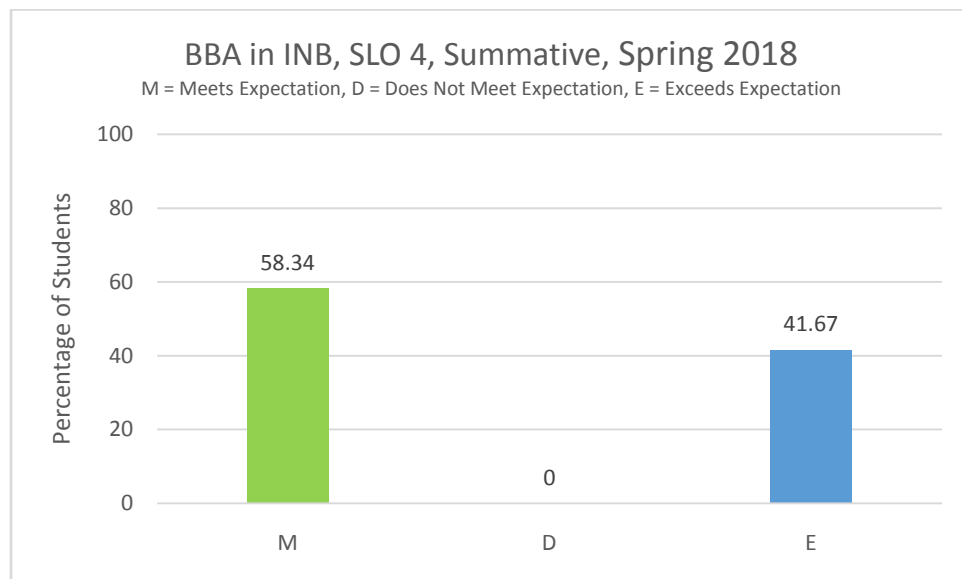


Figure INB- 13

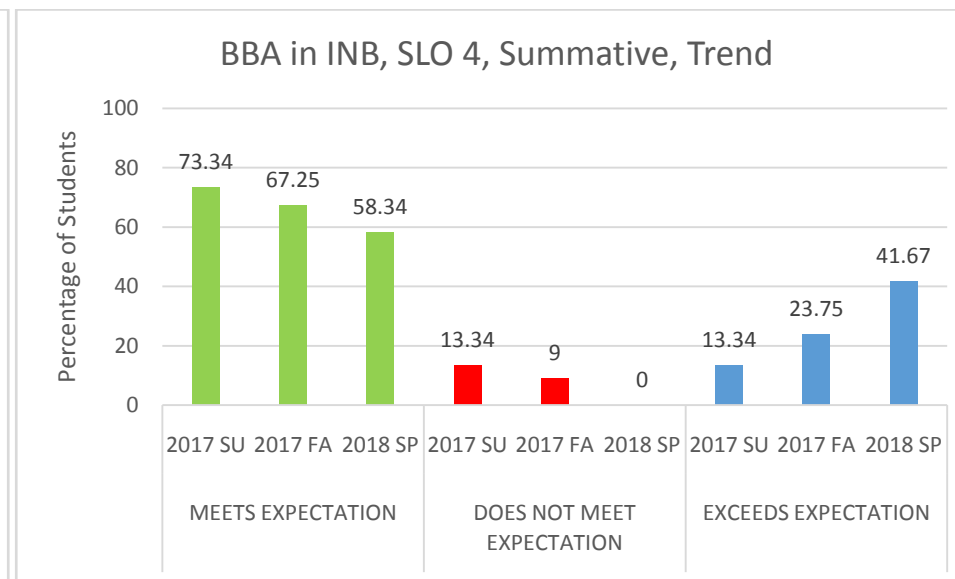


Figure INB- 14

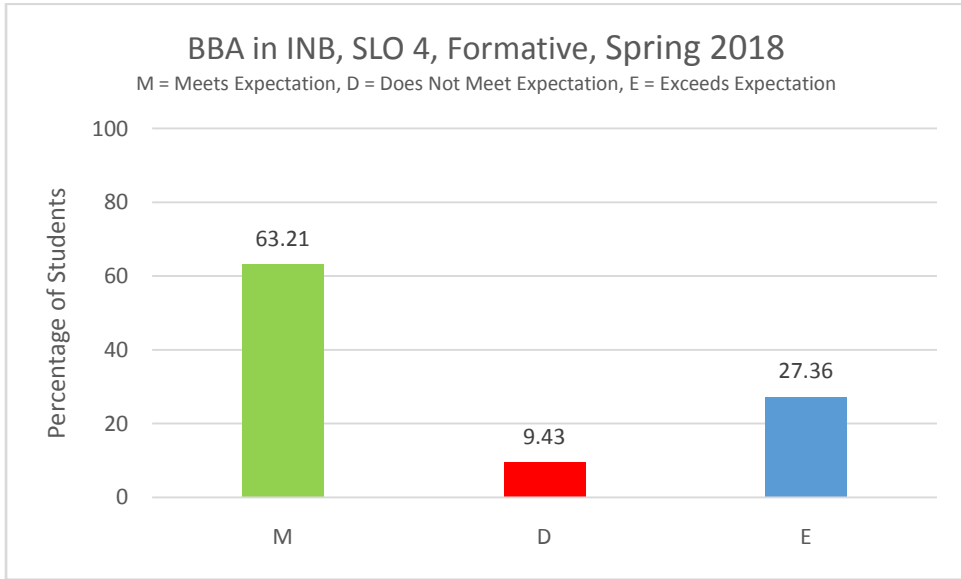


Figure INB- 15

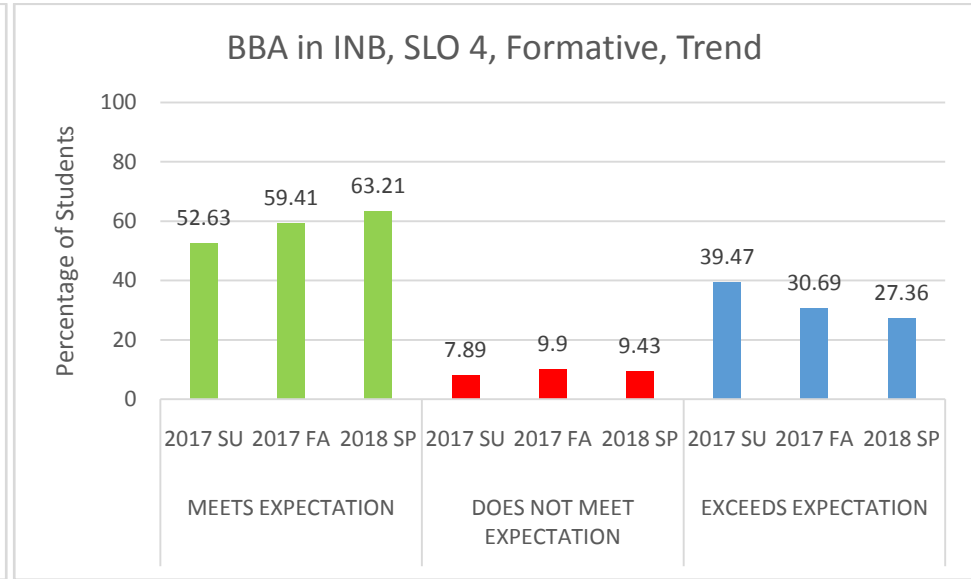


Figure INB- 16

Student Learning Outcomes	Measure	Measurement Criteria	Results	Status	Closing the Loop
5. Exhibit critical thinking skills to ethically address complex real-world international business.	<p><u>Summative</u>- Exit Assessment Test, and Course-Embedded Assessment (INB 480 group term projects)</p> <p><u>Formative</u>: Course-Embedded Assessment (INB 372 case studies)</p>	<p><u>Exit Assessment Test</u>: Meets expectations- 60% to 80%, Does Not Meet expectations-< 60%, Meets expectations-> 80%.</p> <p><u>Course-Embedded Assessment</u>: Rubric # INB.5.R.1</p>	See Figures INB 17 – 20.	<p>Target: 100% of the students should meet and exceed the expectations of SLO5.</p> <p>Students failed to meet the target.</p> <p>Trend: Student performance is poor in summative assessment. However, in formative assessment performance has improved over the periods with an increase in percentage of students exceeding expectations.</p>	A seminar titled “International Journey of HATIL: Hurdles and Opportunities of Operating in an International Environment” was organized and hosted by the Student Engagement Committee of the Department of Marketing & International Business, NSUSBE with the collaboration of “The Marketing Club” (TMC) and “International Business Club” (IBC).

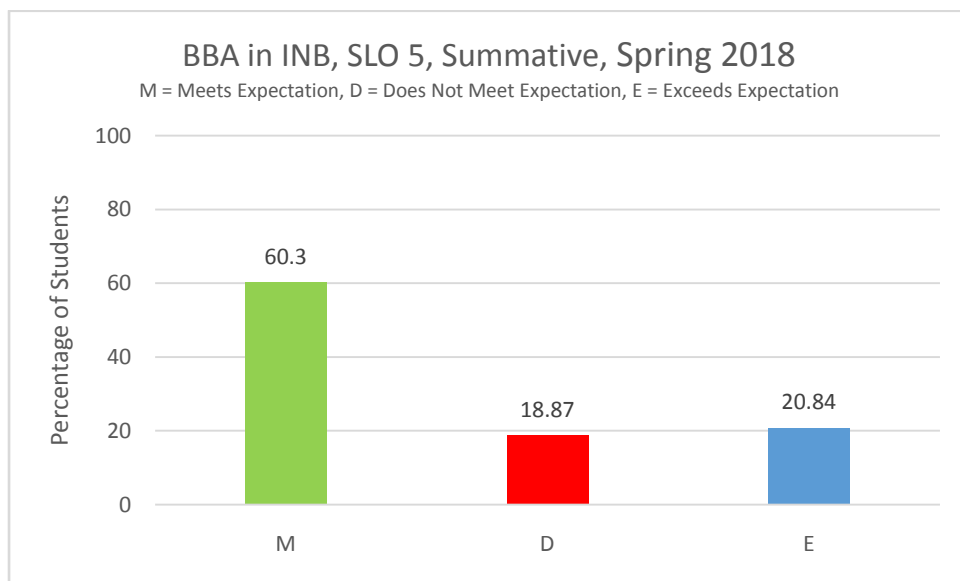


Figure INB- 17

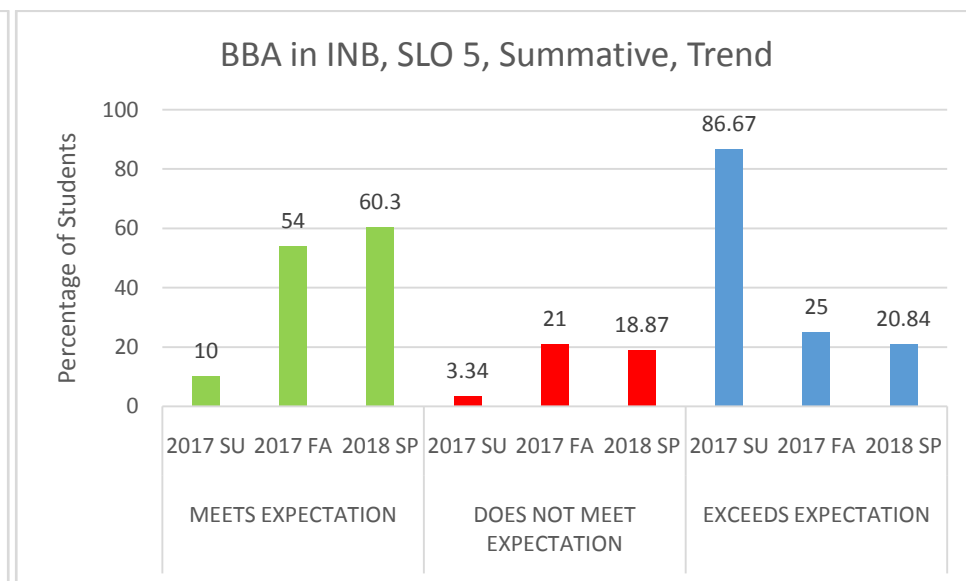


Figure INB- 18

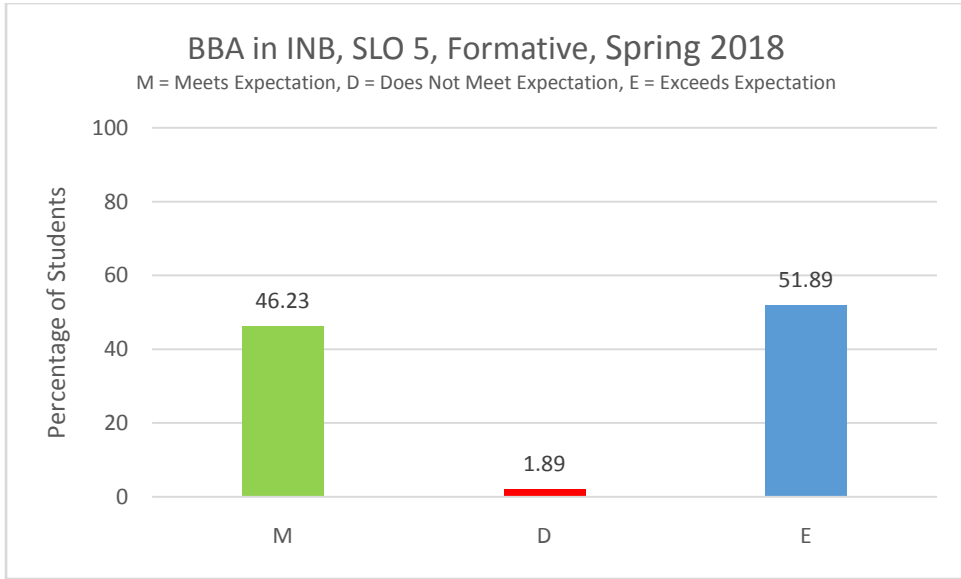


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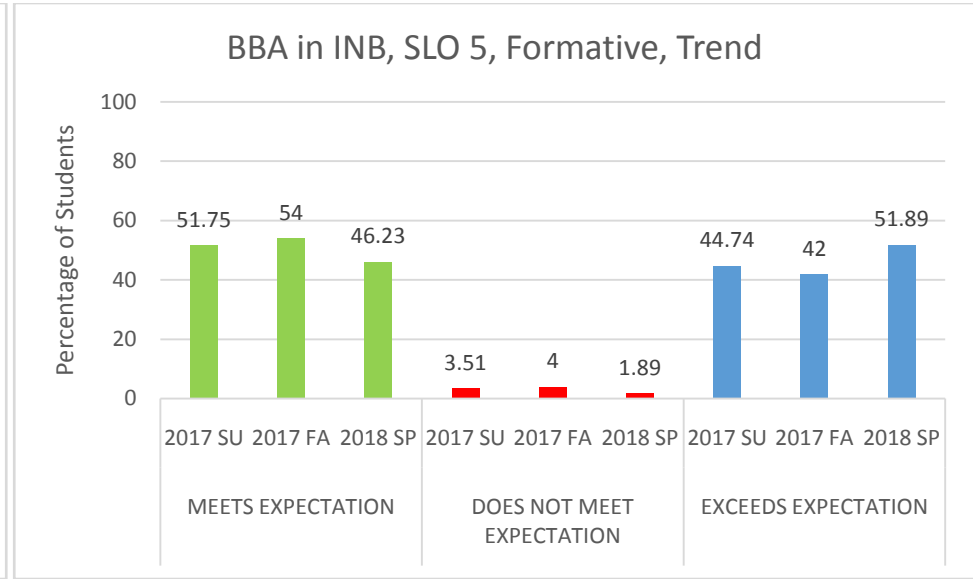


Figure INB- 20

Spring 2018 Student Learning Assessment Report: BBA 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 students' performance in this area.</p>	Up to date business case studies related to enterprise information systems are included and practiced in different MIS courses, so that students be able to apply these concepts in solving complex decision problems.

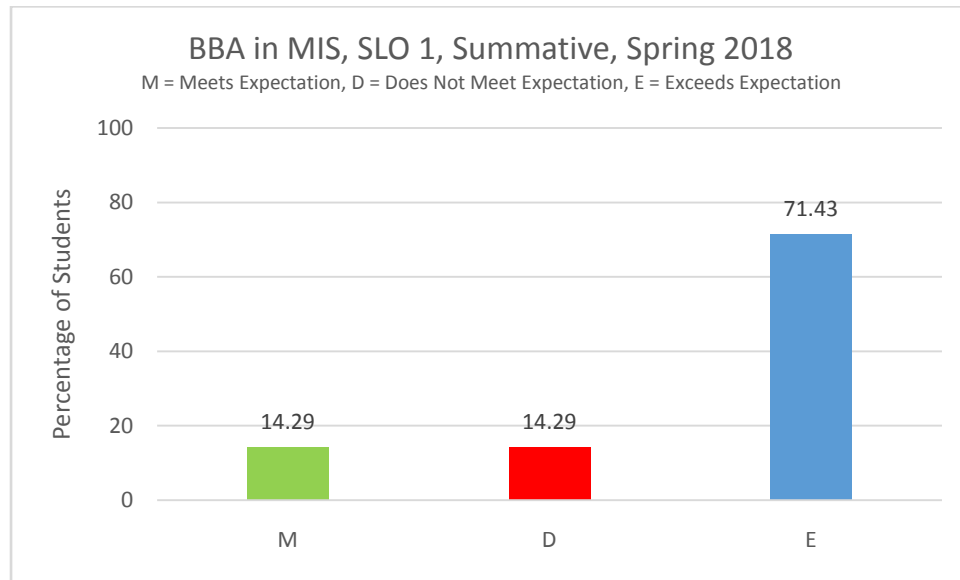


Figure MIS 1

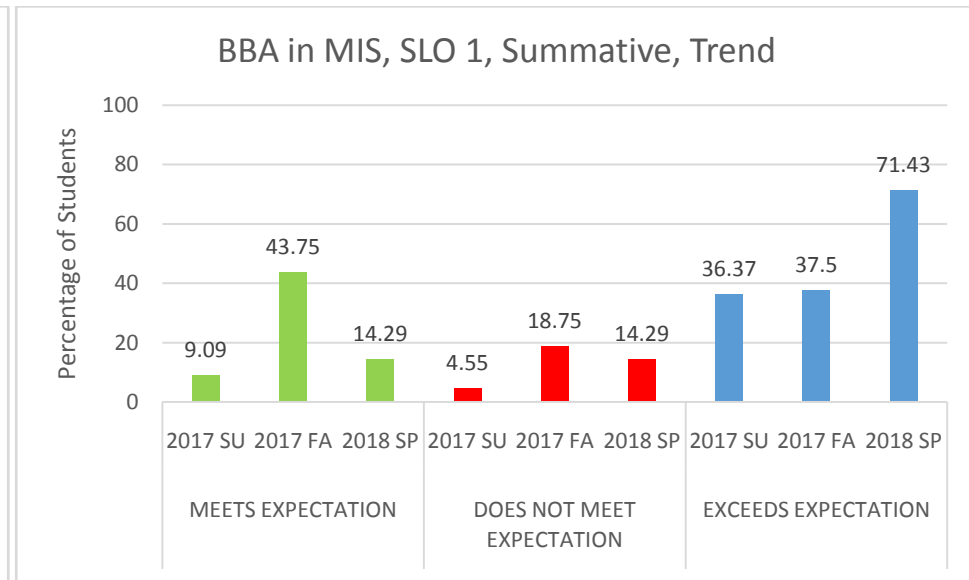


Figure MIS 2

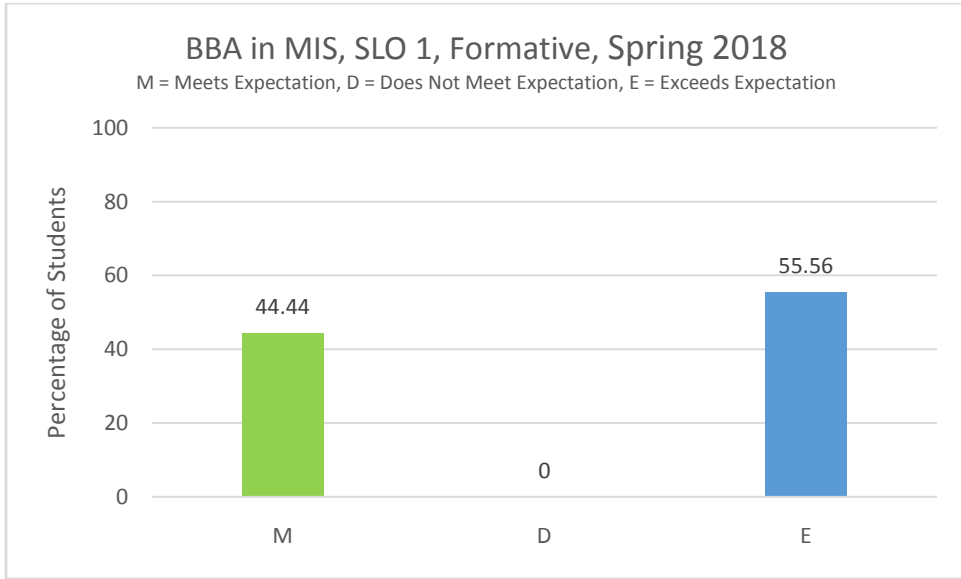


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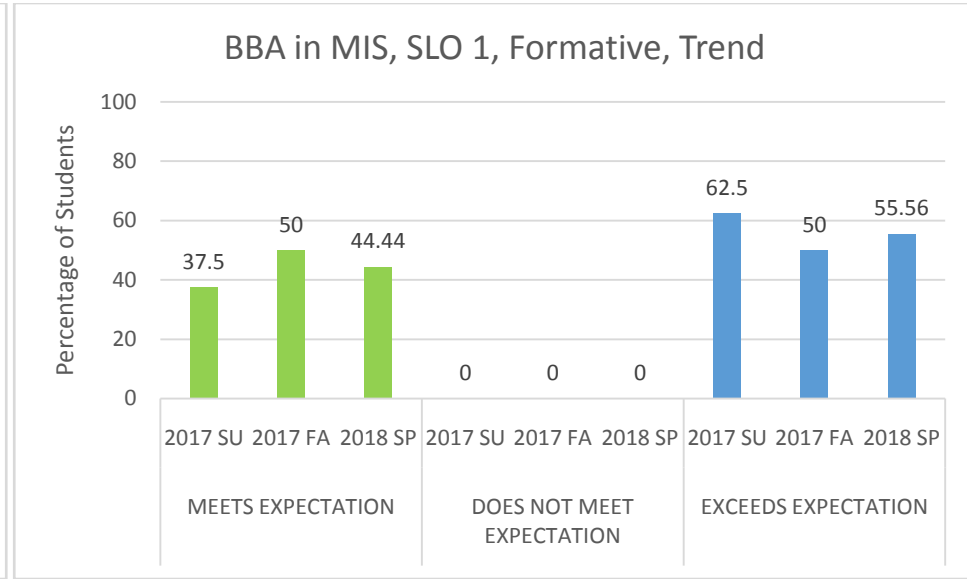


Figure MIS 4

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
2. Demonstrate the understanding about systems theory, systems analysis, systems design and project management.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (MIS470 group term projects)</p> <p><u>Formative:</u> Course Embedded Assessment (MIS205 group term projects)</p>	<p><u>Exit Assessment Test</u> Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MIS.2.R.1</p>	See Figures MIS 5 – 8.	<p>Target: 75% students should meet or exceed expectation.</p> <p>Student met the target.</p> <p>Trend: Students exhibit good performance in this area with significant percentage of students exceeding expectations.</p>	The practice to demonstrate the understanding on different application software and practically use them in solving specific problems continued in the semester.

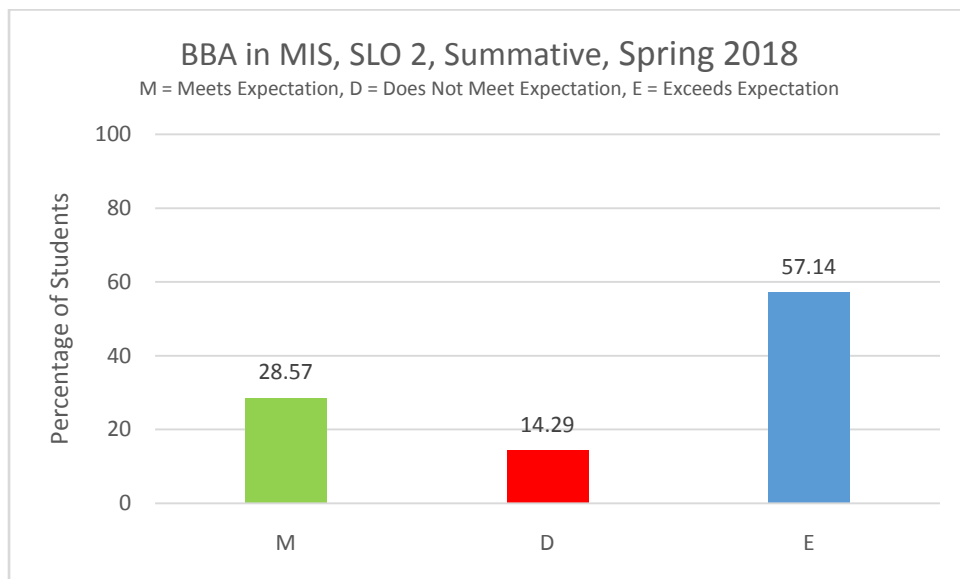


Figure MIS 5

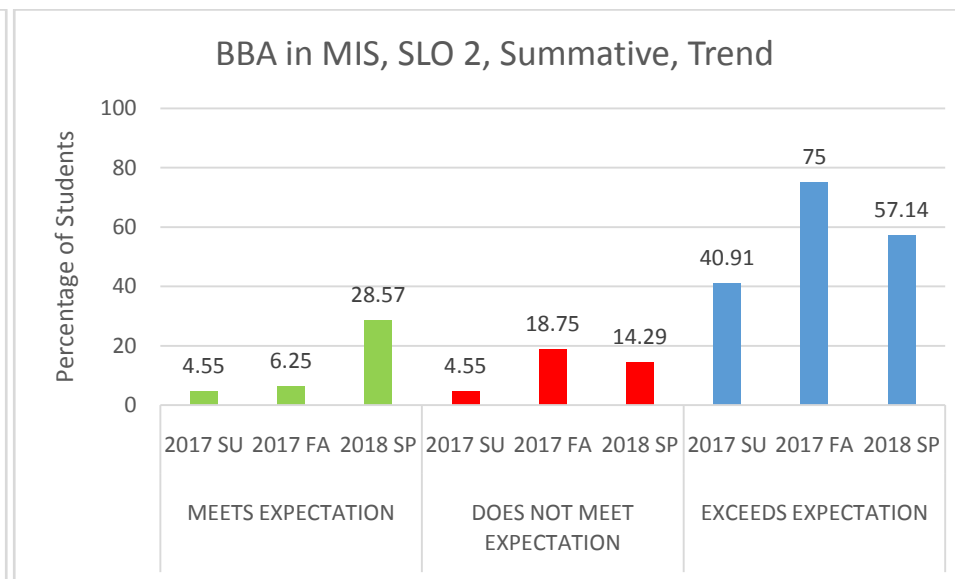


Figure MIS 6

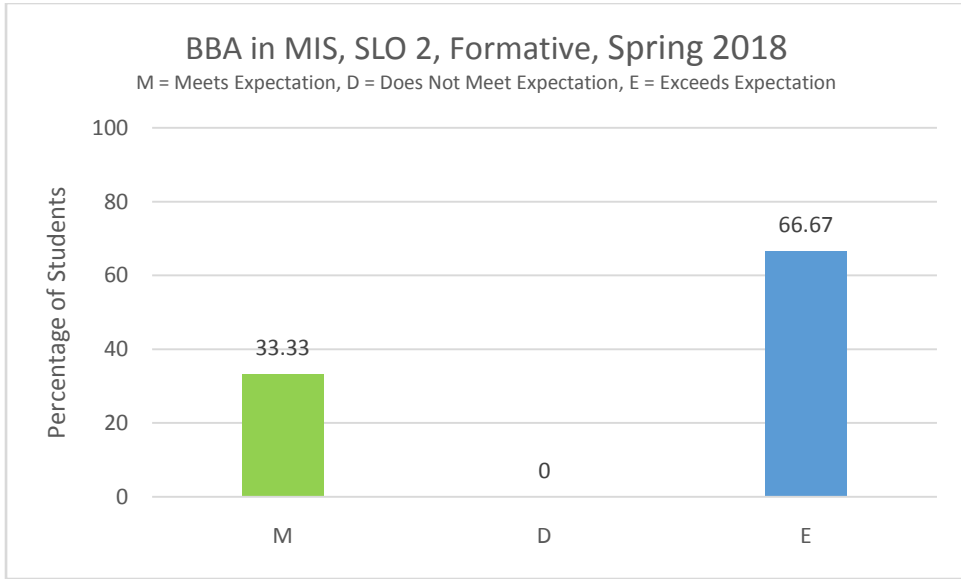


Figure MIS 7

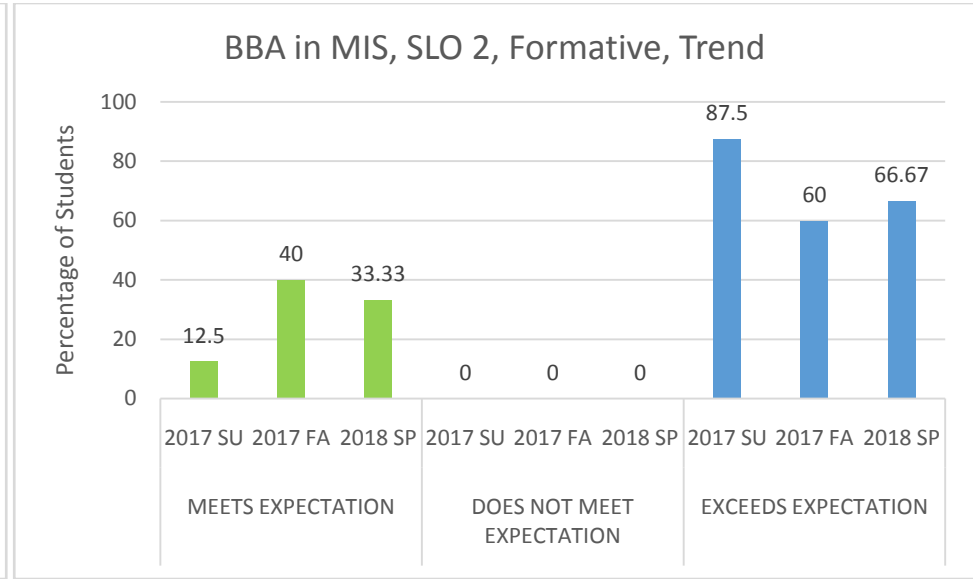


Figure MIS 8

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
3. Exhibit the knowledge on web-based information systems in business context.	<u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (MIS470 group term projects) <u>Formative:</u> Course Embedded Assessment (MIS205 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 # MIS.3.R.1	See Figures MIS 9 – 12.	Target: 80% students should meet or exceed expectation. Students did not meet the target in summative assessment. Trend: There is an increase in percentage of students not meeting expectations in summative assessment. This is an area of great concern.	Exercises and Cases on web-based information systems (e.g., E-business, E-commerce) are practiced in classes, so that students can gain knowledge about different operational components of web-based IS.

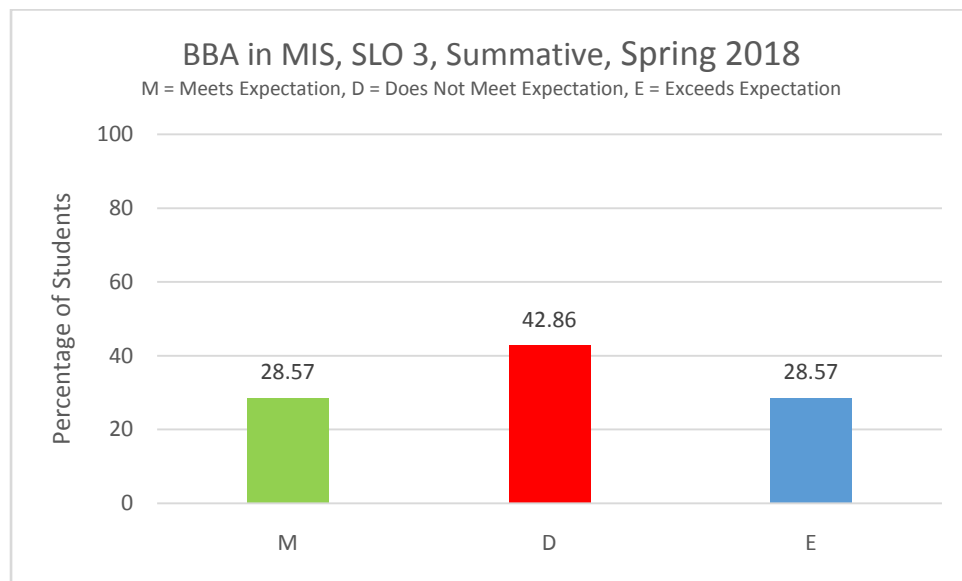


Figure MIS 9

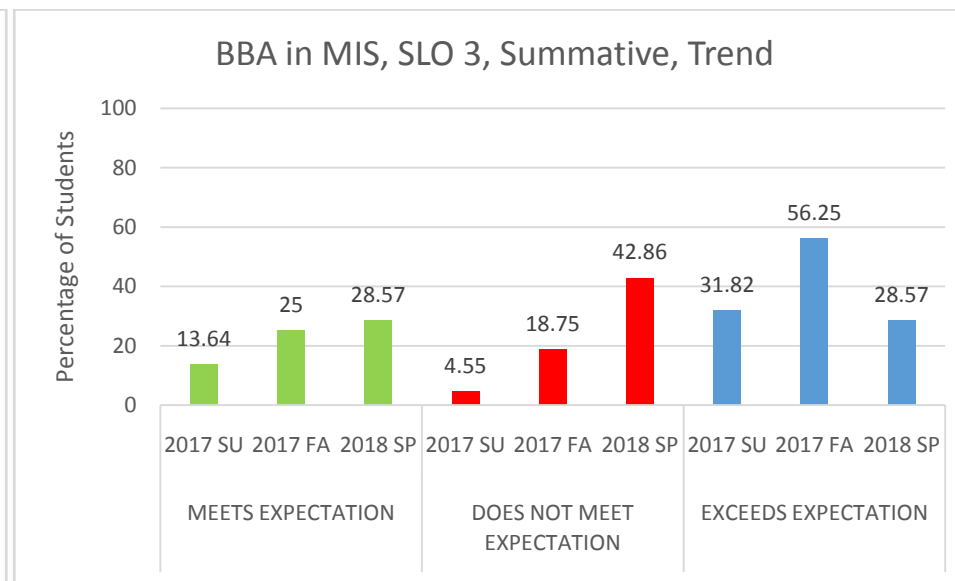


Figure MIS 10

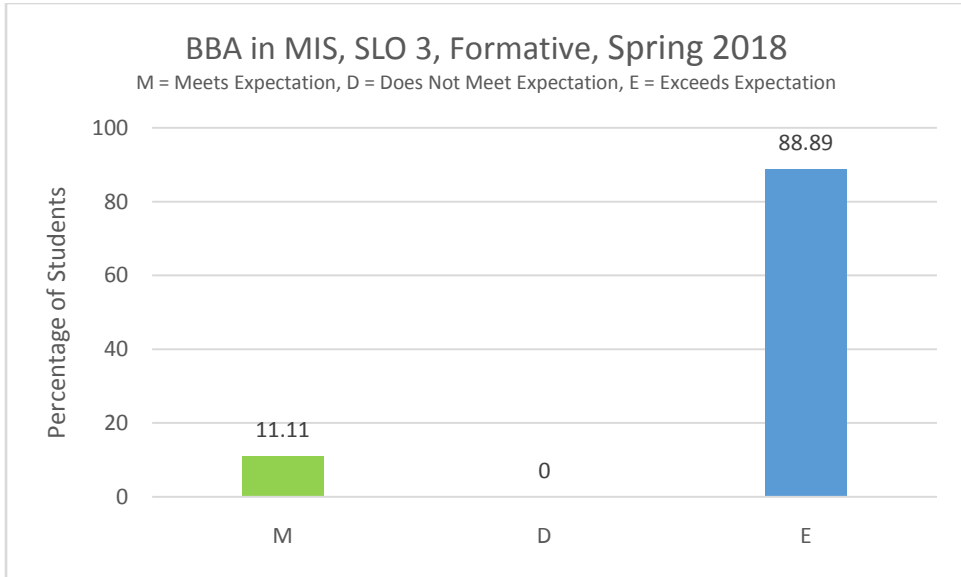


Figure MIS 11

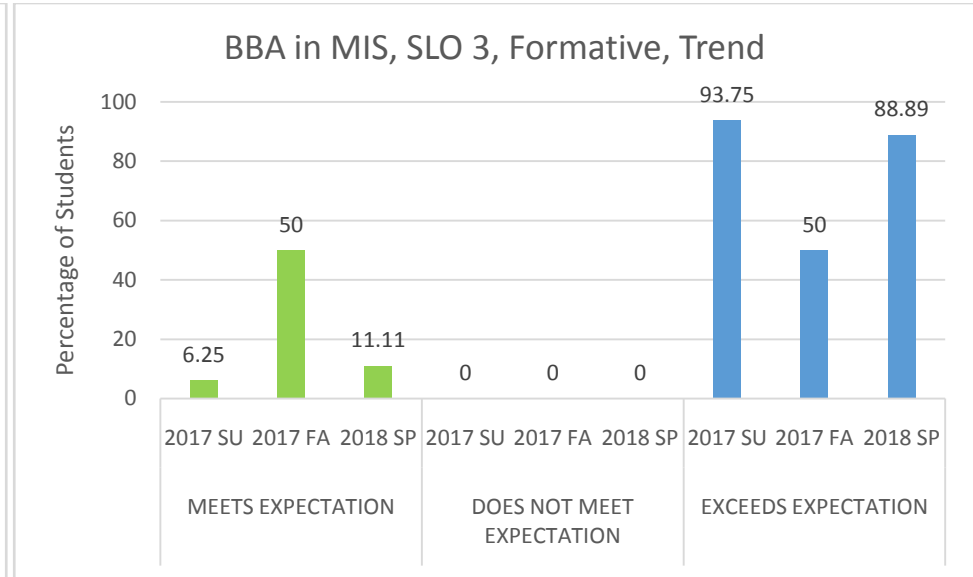


Figure MIS 12

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 met the target</p> <p>Trend: Students performance has improved over the period in formative assessment with an increase in percentage of students exceeding expectations.</p>	Pre-selected business application tools and lab exercises are discussed and demonstrated in theory and lab classes, so that students can design, implement, and evaluate different systems as per instructions provided and with specific features.

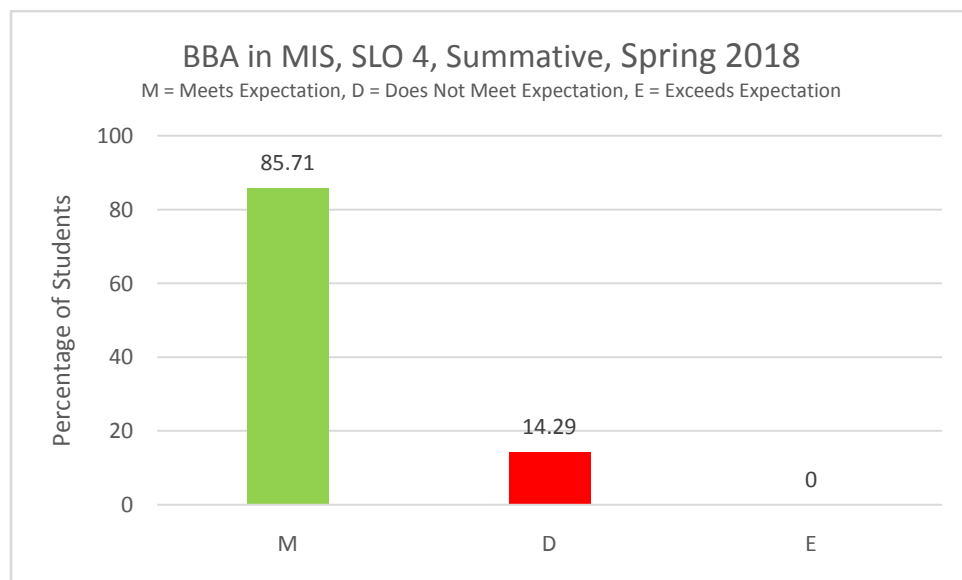


Figure MIS 13

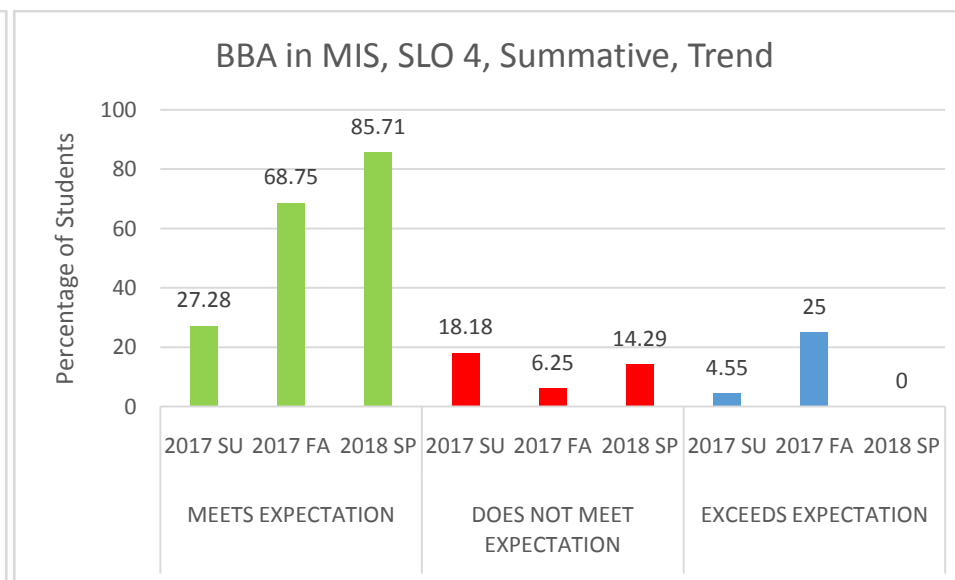


Figure MIS 14

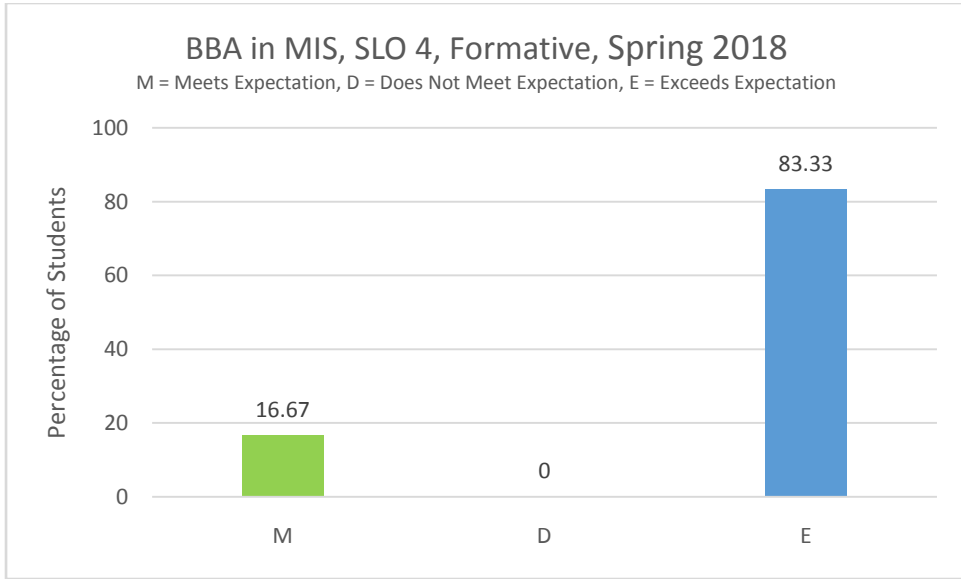


Figure MIS 15

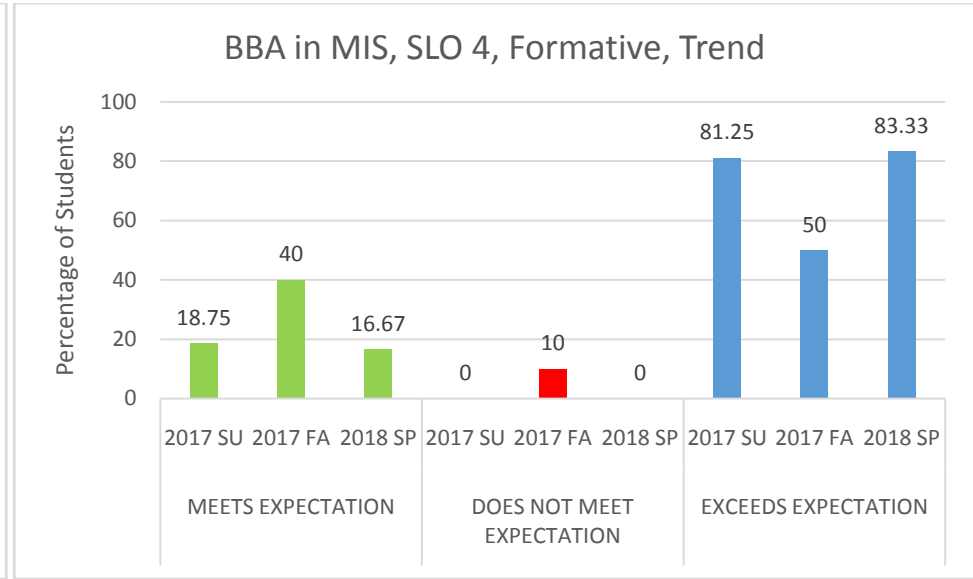


Figure MIS 16

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
5. Illustrate the familiarity about computer networks and security concepts.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (MIS470 group term projects)</p> <p><u>Formative:</u> Course Embedded Assessment (MIS205 group term projects)</p>	<p><u>Exit Assessment Test</u> Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MIS.5.R.1</p>	See Figures MIS 17 – 20.	<p>Target: 80% students should meet or exceed expectation.</p> <p>Students met the target.</p> <p>Trend: Students performance has improved over the period both in summative and formative assessment with an increase in percentage of students exceeding expectations.</p>	There is sufficient coverage on Information Systems privacy, security, and protective measures so that students can identify and solve different security issues and network threats.

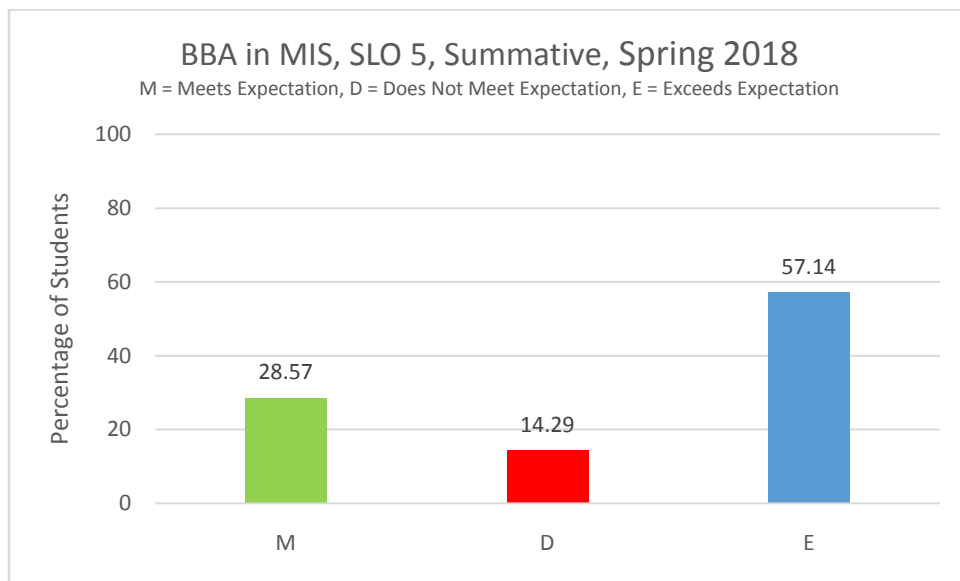


Figure MIS 17

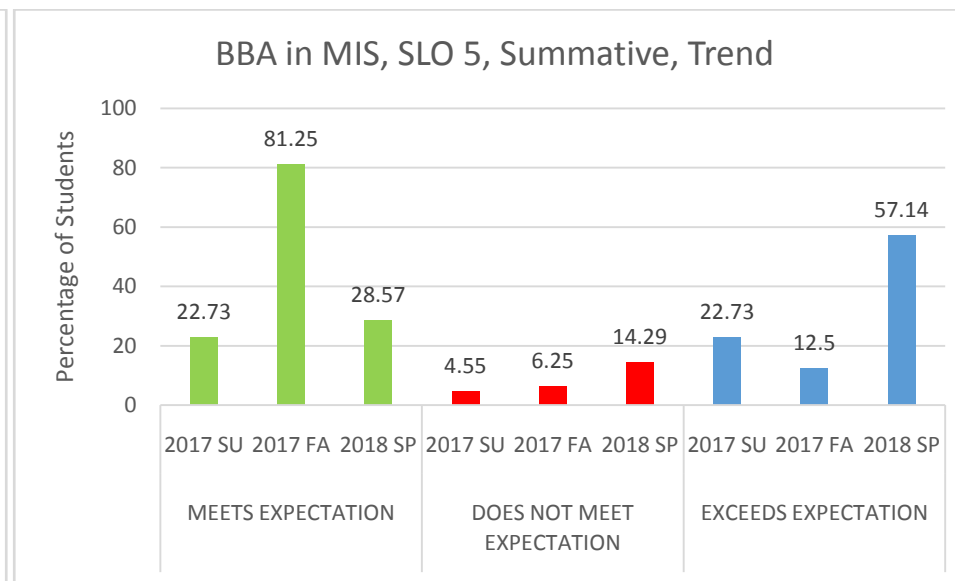


Figure MIS 18

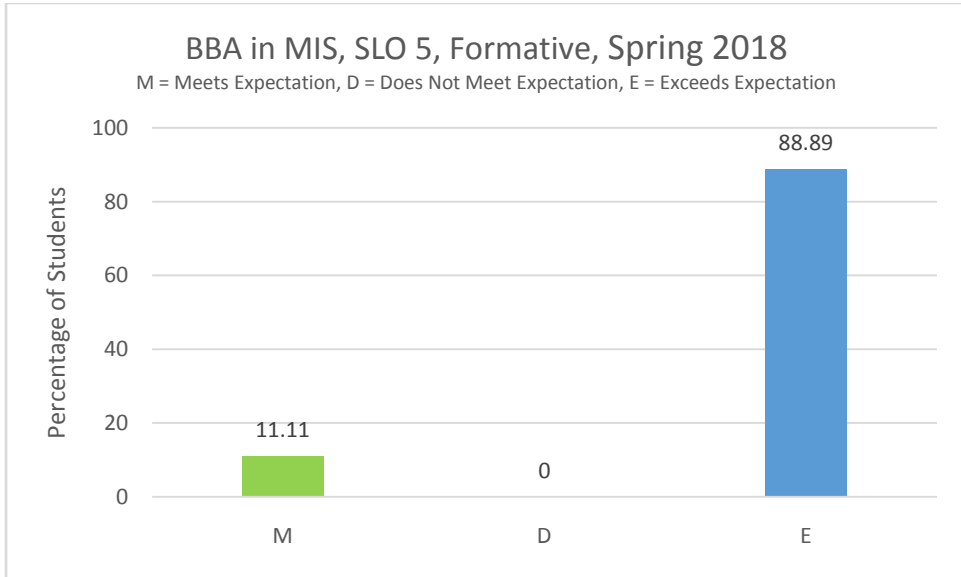


Figure MIS 19

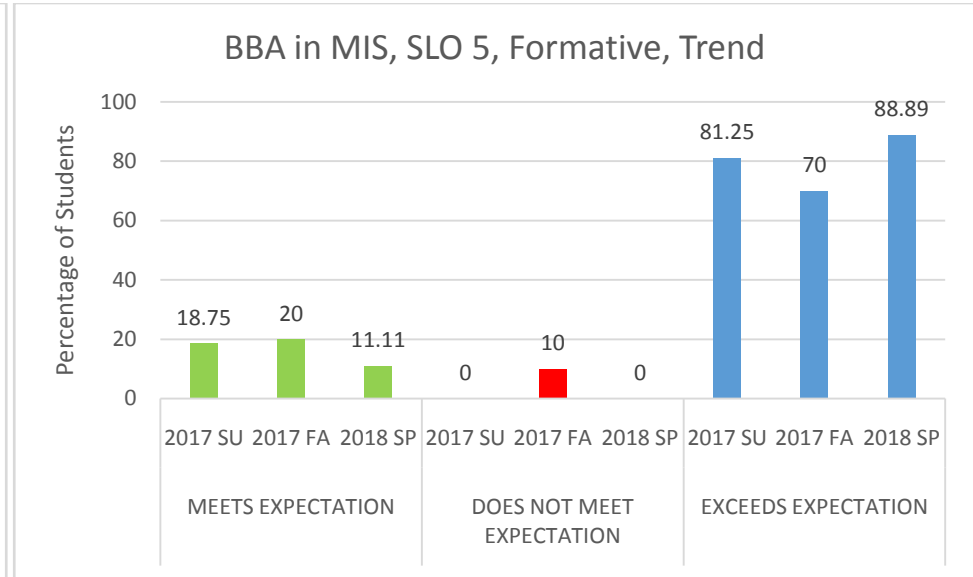


Figure MIS 20

Spring 2018 Student Learning Assessment Report: BBA in Marketing (“MKT”)

Student Learning Outcomes	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
1. Demonstrate a thorough understanding of the marketing management process including marketing strategy formulation and marketing plan implementation	<p><u>Summative</u>- Exit Assessment Test, and Course-Embedded Assessment (MKT 460 group term projects.)</p> <p><u>Formative</u>- Course-Embedded Assessment (MKT 337 group term projects)</p>	<p><u>Exit Assessment Test</u>: Meets Expectations- 60% to 80%, Does Not Meet Expectations-< 60%, Exceeds Expectations-> 80%</p> <p><u>Course-Embedded Assessment</u>: Rubric # MKT.1.R.1 (formative), and rubric # MKT.1.R.2 (summative)</p>	See Figures MKT 1 – 4.	<p>Target: 75% of the students should meet and exceed the expectations of SLO1.</p> <p>Student met the target.</p> <p>Trend: Students performance has improved over time.</p>	NSU hosted the Grand Finale of Ad Maker Bangladesh organized by NSU YES!. The month-long event gave students a platform to showcase their marketing skills. The event was spread over several rounds of case solving, presenting, ad making, activation phases and campaigns, all of which educated the participants and gave them a platform to learn the core concepts of marketing and develop their skills.

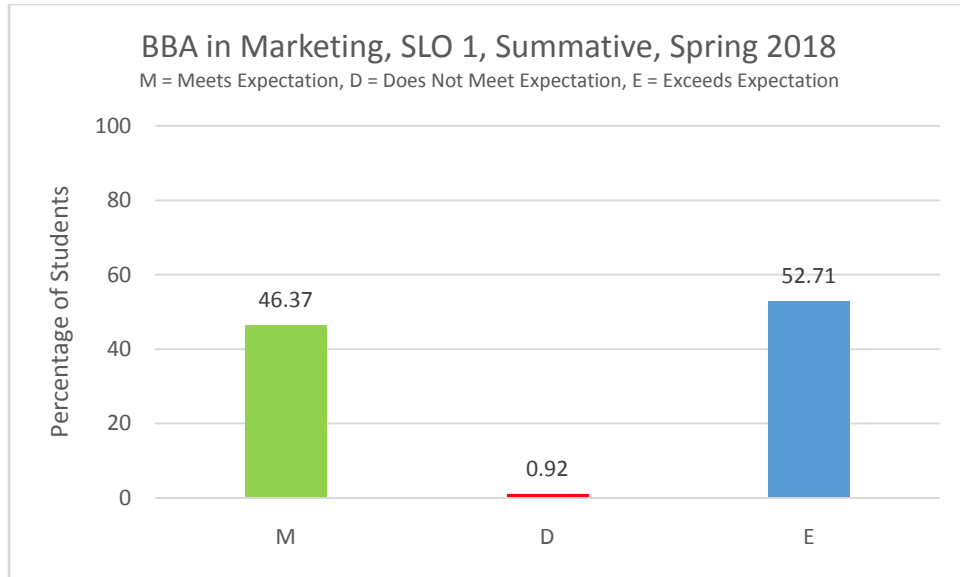


Figure MKT- 1

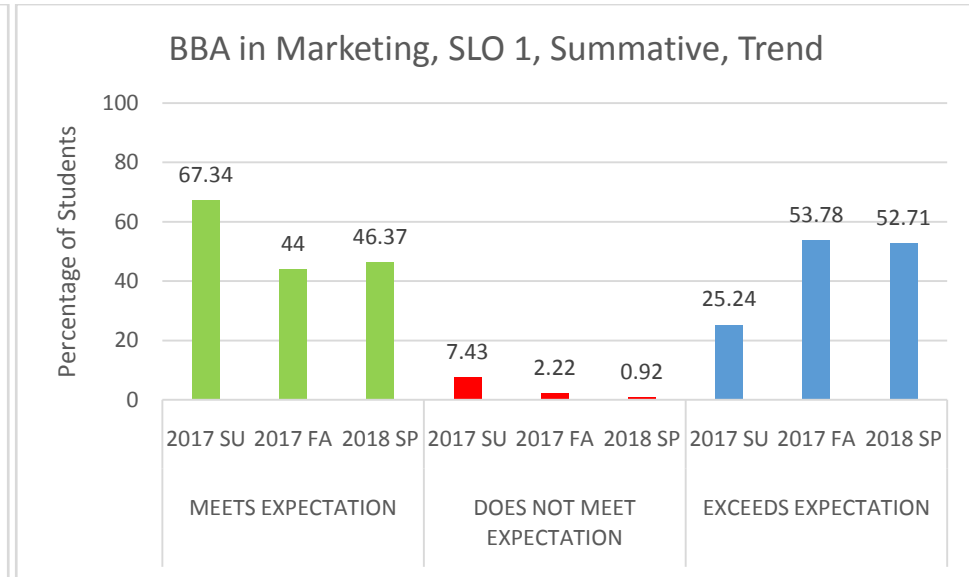


Figure MKT- 2

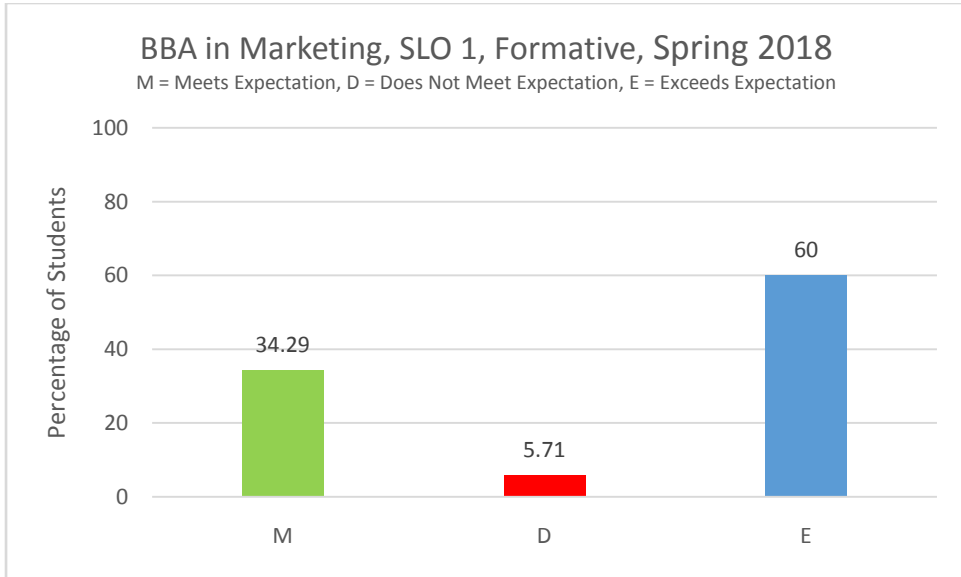


Figure MKT- 3

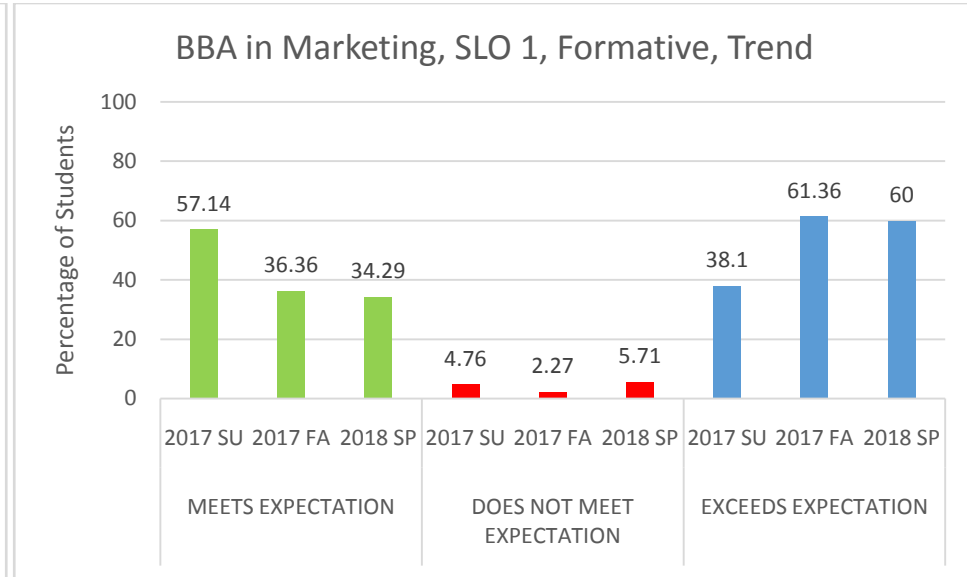


Figure MKT- 4

Student Learning Outcomes	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
2. Understand the roles of different areas of Marketing Communications.	<u>Summative-</u> Exit Assessment Test, and Course-Embedded Assessment (MKT 460 group term projects) <u>Formative:</u> Course-Embedded Assessment (MKT 337 group term projects)	<u>Exit Assessment Test:</u> Meets Expectations- 60% to 80%, Does Not Meet Expectations-< 60%, Exceeds expectations-> 80% <u>Course-Embedded Assessment:</u> Rubric # MKT.2.R.1	See Figures MKT 5 – 8.	Target: 80% of the students should meet and exceed the expectations of SLO2 Students met the target. Trend: Students exhibit satisfactory performance in this area.	A Seminar entitled ‘The Impact of Digital Marketing’ on March 13 was organized by the Department of Marketing & International Business and ADN Digital. The seminar intended to bring industry insights into the classroom especially for the students of marketing with courses like Promotional Management, Digital Marketing, and Brand Management.

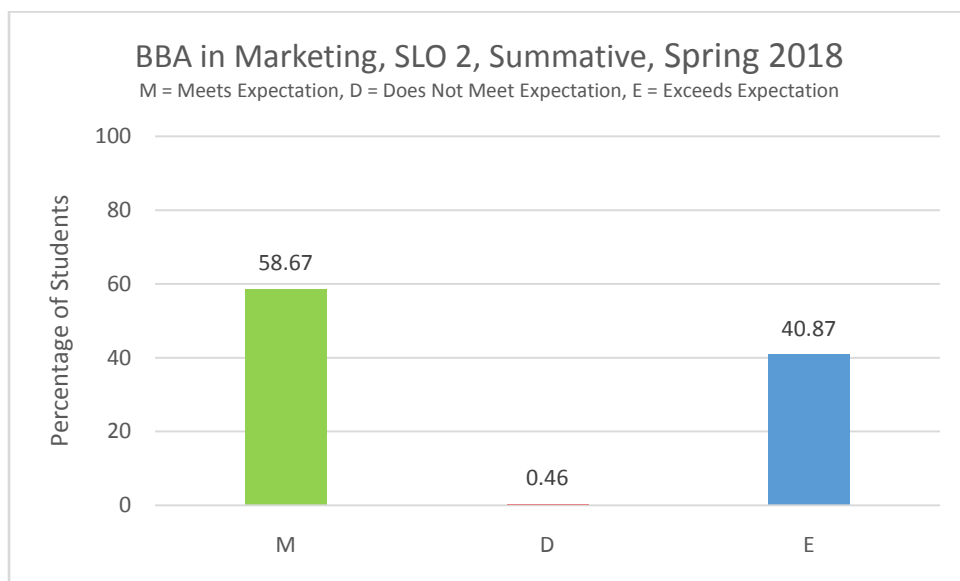


Figure MKT- 5

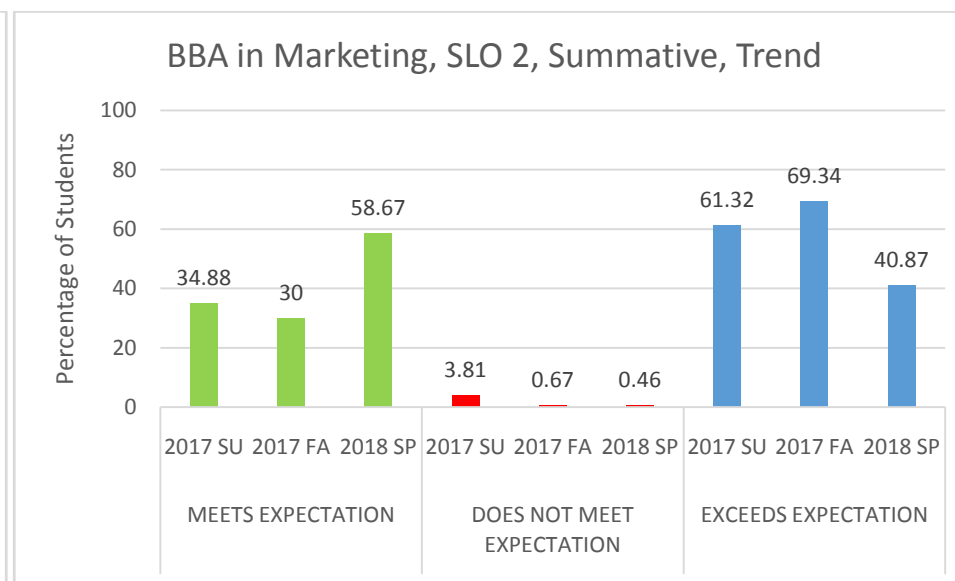


Figure MKT- 6

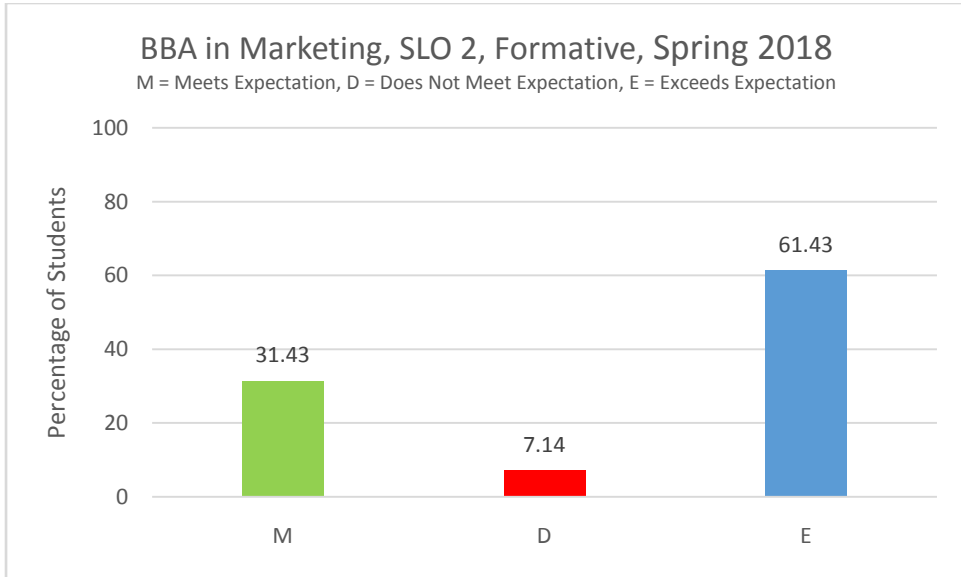


Figure MKT- 7

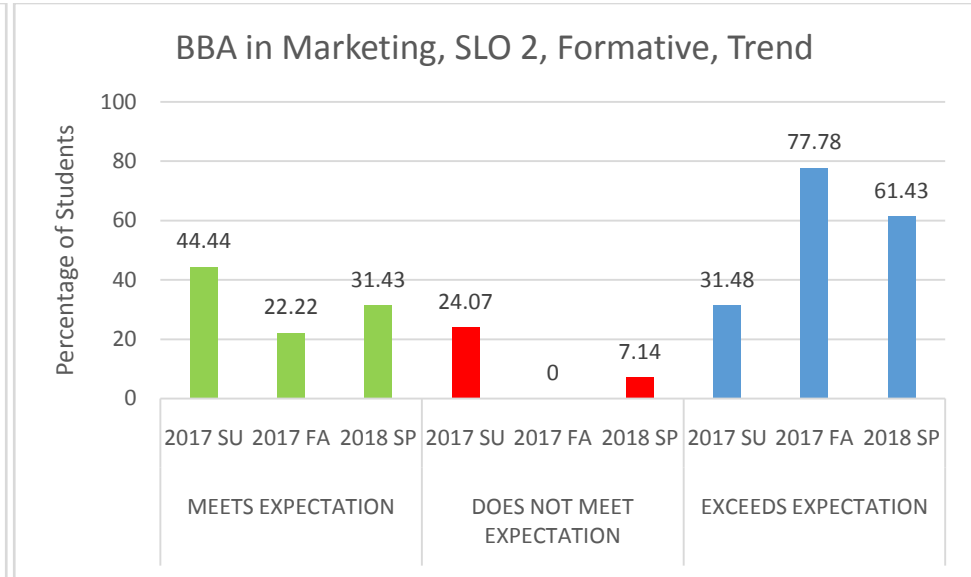


Figure MKT- 8

Student Learning Outcomes	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
3. Apply concepts of consumer behavior to develop marketing strategy.	<p><u>Summative:</u> - Exit Assessment Test, and Course-Embedded Assessment (MKT 460 group term projects)</p> <p><u>Formative:</u> Course-Embedded Assessment (MKT 337 group term projects)</p>	<p><u>Exit Assessment Test:</u> Meets Expectations- 60% to 80%, Does Not Meet Expectations-< 60%, Exceeds Expectations-> 80%.</p> <p><u>Course-Embedded Assessment:</u> Rubric # MKT.3.R.1</p>	See Figures 9 – 12.	<p>Target- 75% of the students should be able to meet and exceed the expectation of SLO3.</p> <p>Students met the target.</p> <p>Trend: Students performance has deteriorated over the period in formative assessment with an increase in percentage of students not meeting expectations.</p>	<p>Ms. Narmin Tartila Banu, Senior Lecturer of the Department of Marketing & International Business, invited two industry experts to address the students taking her Brand management course. The first speaker, Chowdhury Asifuzzaman, Senior Manager, Boomerang Digital, discussed the basics of Digital Marketing and how Digital Marketing is a major aspect of modern day marketing. The second speaker, Manas Paul, Associate Director, Asiatic EXP, discussed how BTL activations are designed to build brand equity.</p>

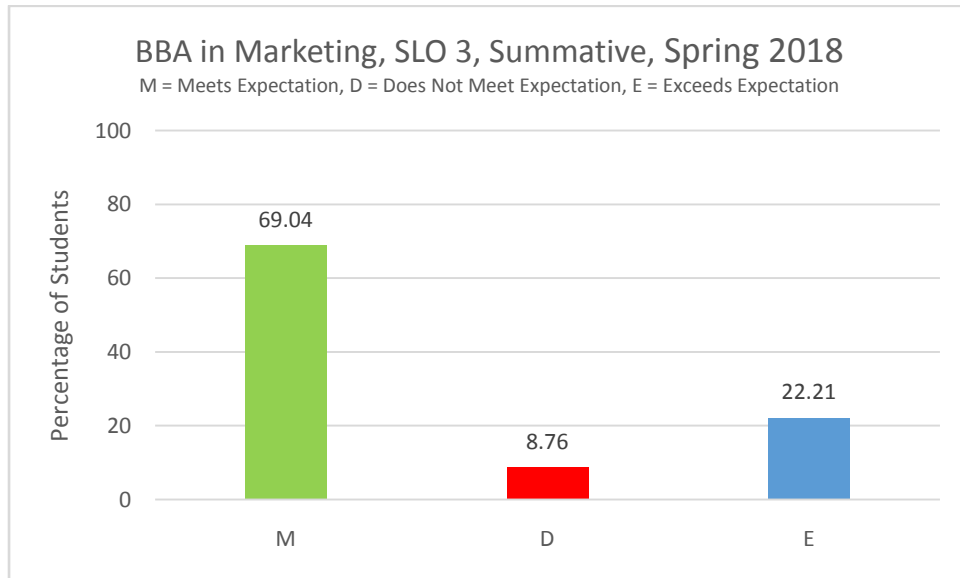


Figure MKT- 9

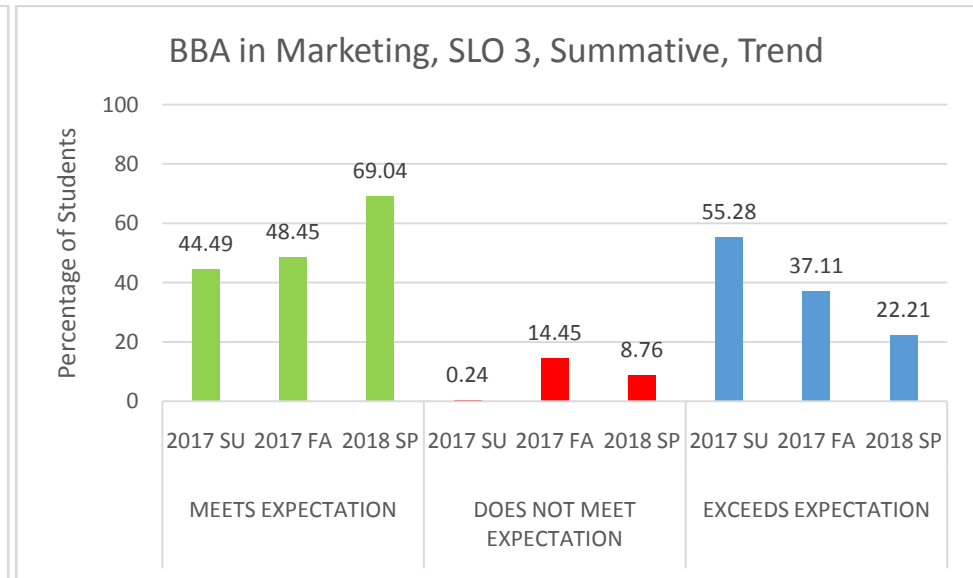


Figure MKT- 10

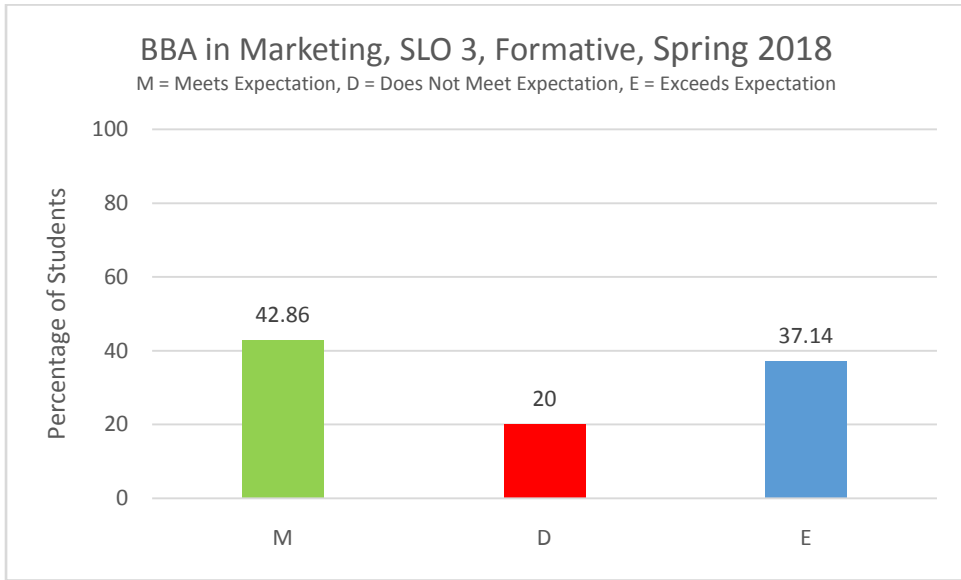


Figure MKT- 11

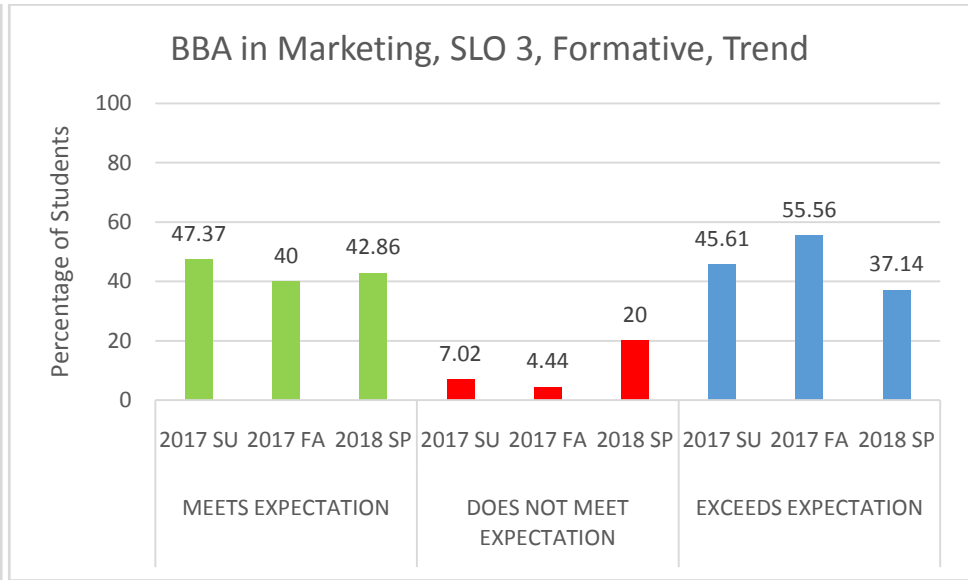


Figure MKT- 12

Student Learning Outcomes	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
4. Demonstrate skills to critically analyze a problem, design and implement appropriate solutions.	<p><u>Summative</u>: - Exit Assessment Test, and Course-Embedded Assessment (MKT 460 group term projects)</p> <p><u>Formative</u>:- Course-Embedded Assessment (MKT 337 group term projects)</p>	<p><u>Exit Assessment Test</u>: Meets Expectations- 60% to 80%, Does Not Meet Expectations-< 60%, Exceeds Expectations-> 80%</p> <p><u>Course-Embedded Assessment</u>: Rubric # MKT.4.R.1 (formative), and rubric # MKT.4.R.2 (summative)</p>	See Figures 13 – 16.	<p>Target- 80% of the students should be able to meet and exceed the expectation of SLO4.</p> <p>Students met the target.</p> <p>Trend: Student performance is improving over time.</p>	The Marketing Club of North South University launched their first inter-university digital marketing competition of Bangladesh ‘#Marketing V.3’ with the tagline “Join the Webolution”, sponsored by Linkus and powered by Index Group. This competition gave students the opportunity to evaluate real life scenarios and use different marketing tools to develop a marketing strategy.

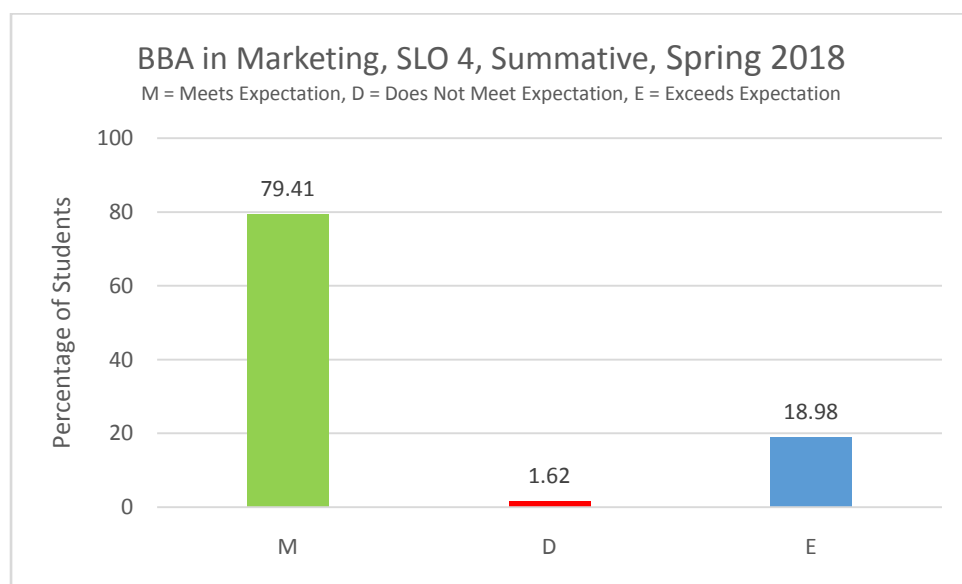


Figure MKT- 13

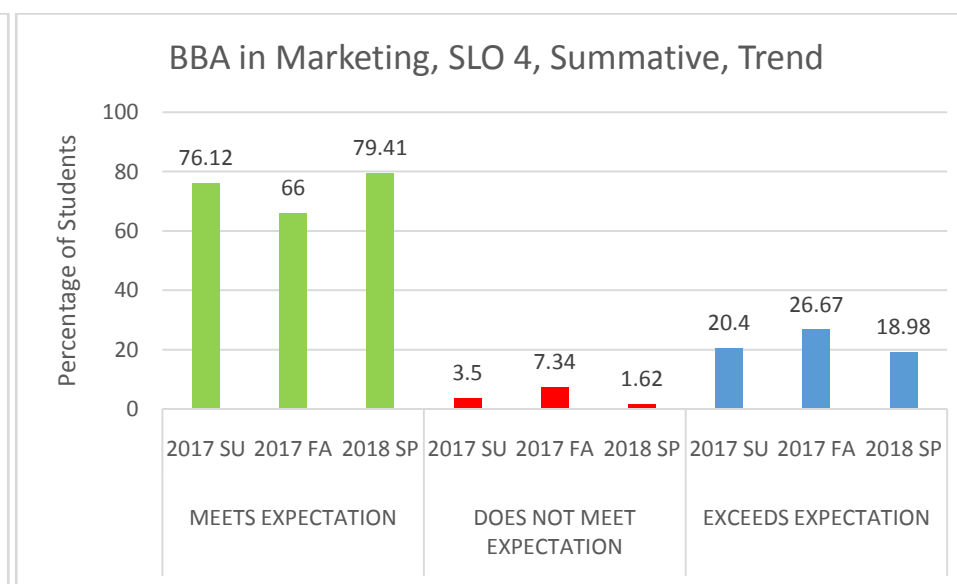


Figure MKT- 14

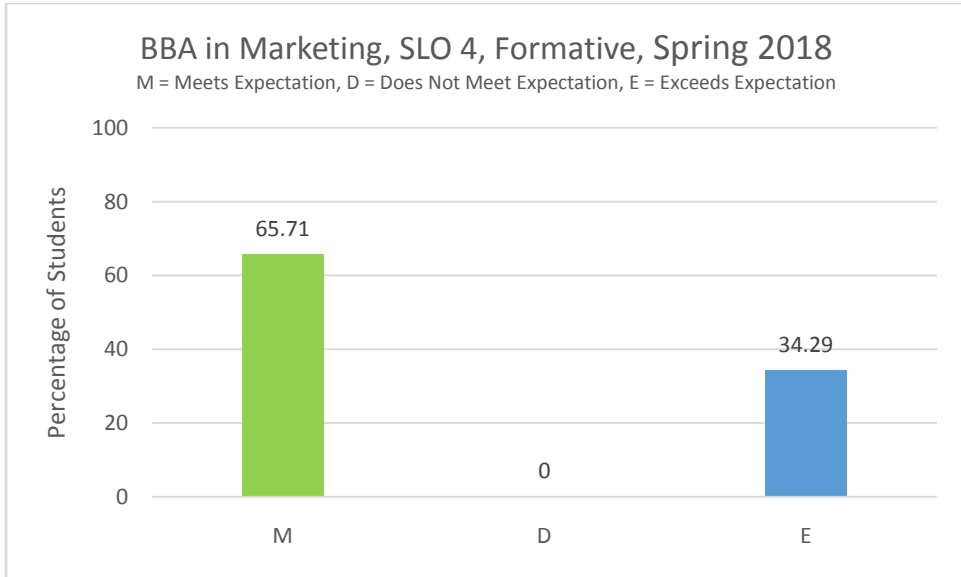


Figure MKT- 15

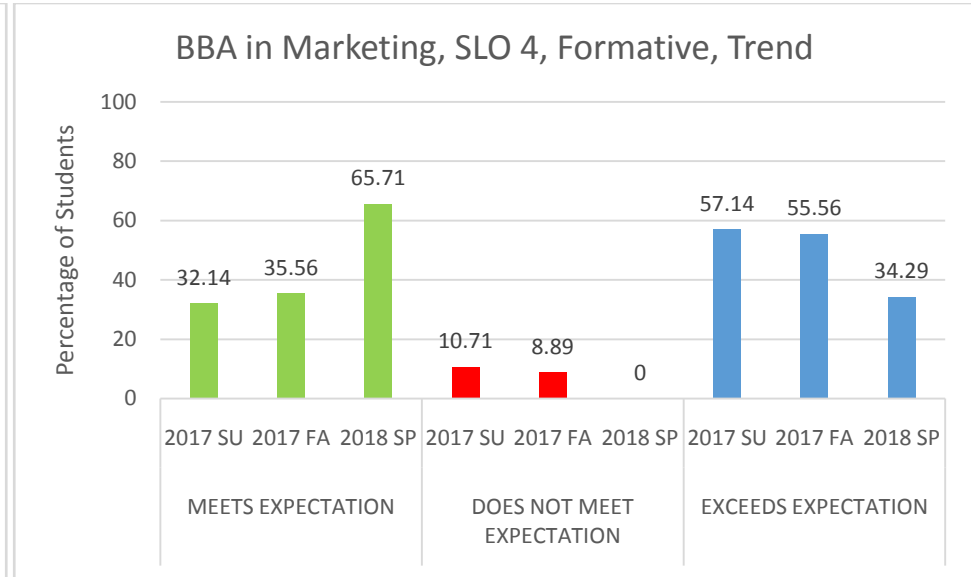


Figure MKT- 16

Student Learning Outcomes	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
5. Practice and set examples on responsible and ethical marketing.	<u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment (MKT 460 group term projects) <u>Formative:</u> Course-Embedded Assessment (MKT 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.5.R.1	See Figure 17 – 20.	Target- 100% of the students should be able to meet and exceed the expectation of SLO5. Students failed to meet the target. Trend: Students performance is improving over time with an increase in percentage of students exceeding expectations.	The Self Assessment Committee (SAC) of the Marketing & International Business (MIB) hosted a session titled "Session on Innovation and marketing at the Bottom of the Pyramid" for students.

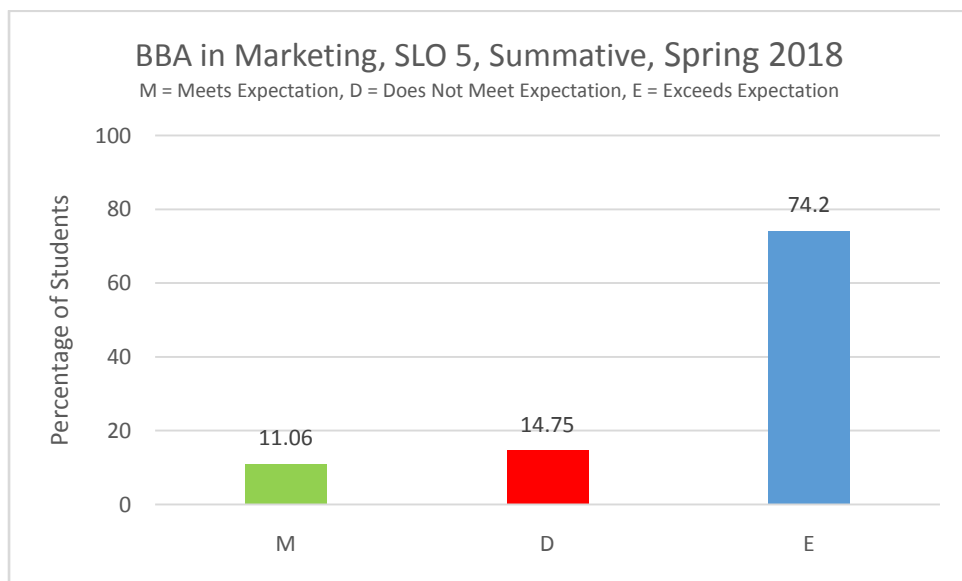


Figure MKT- 17

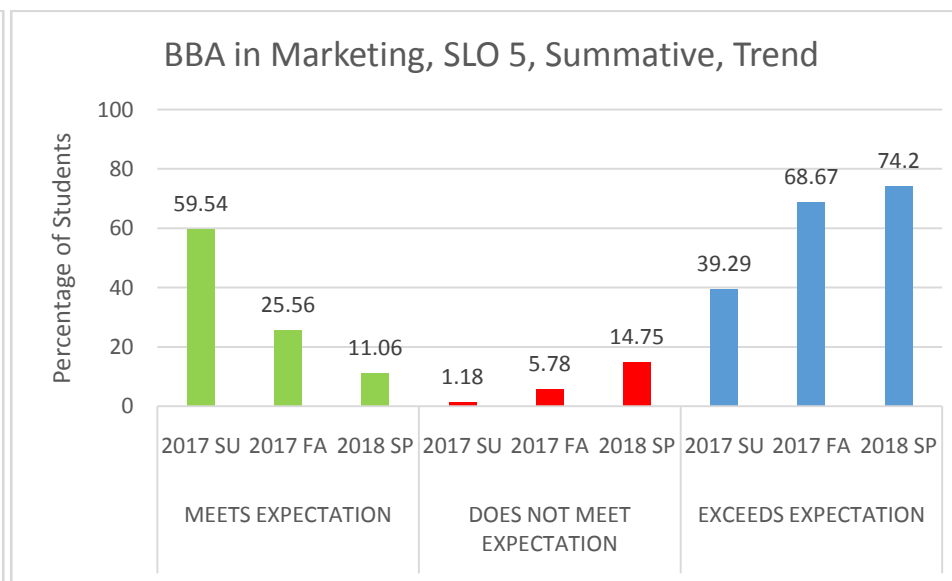


Figure MKT- 18

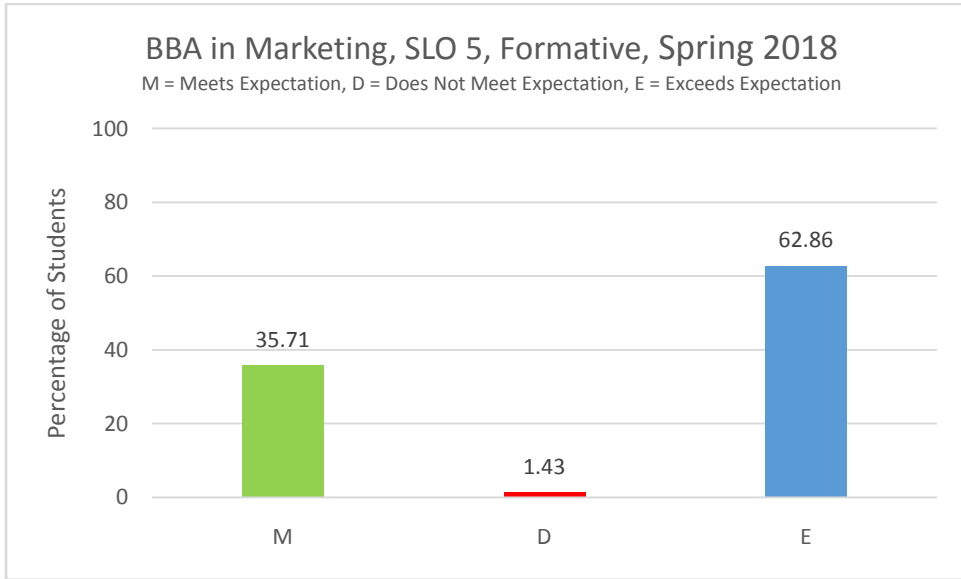


Figure MKT- 19

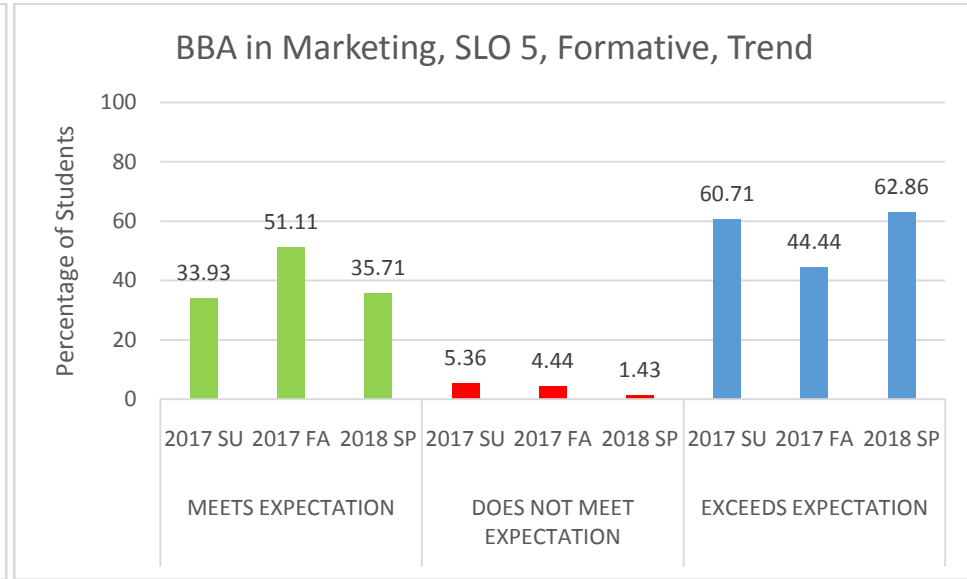


Figure MKT- 20

Spring 2018 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: Although students met the target the percentage of students' not meeting expectations has increased over the year.</p>	Course components are constantly reviewed to ensure that students can continue to critically identify problems and solve those using their knowledge of business studies.

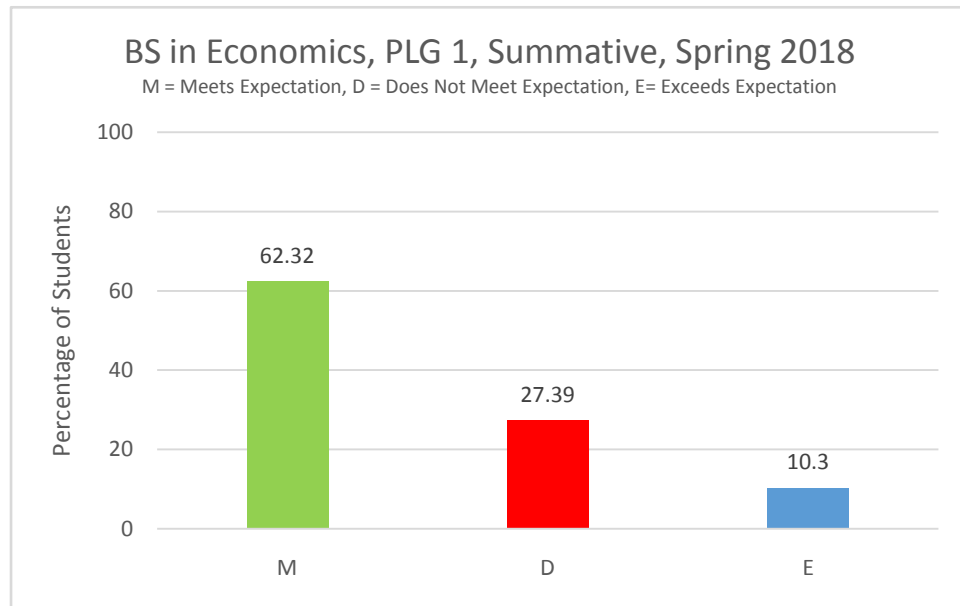


Figure BSE - 1

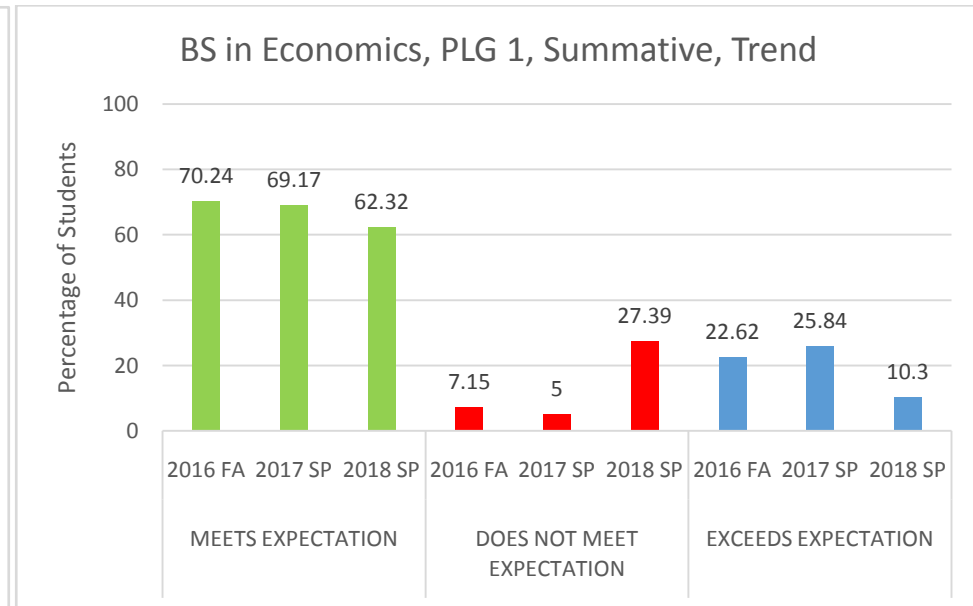


Figure BSE - 2

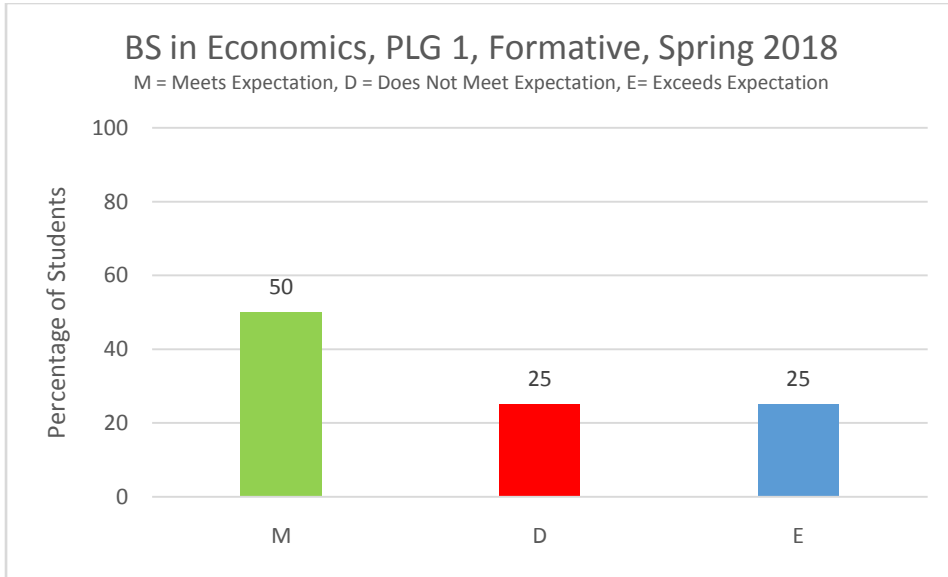


Figure BSE - 3

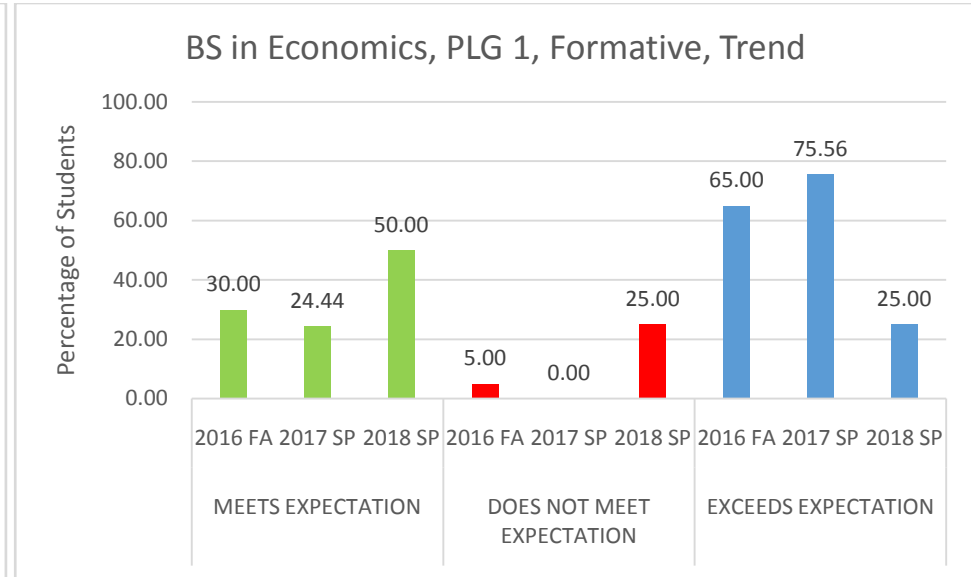


Figure BSE - 4

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

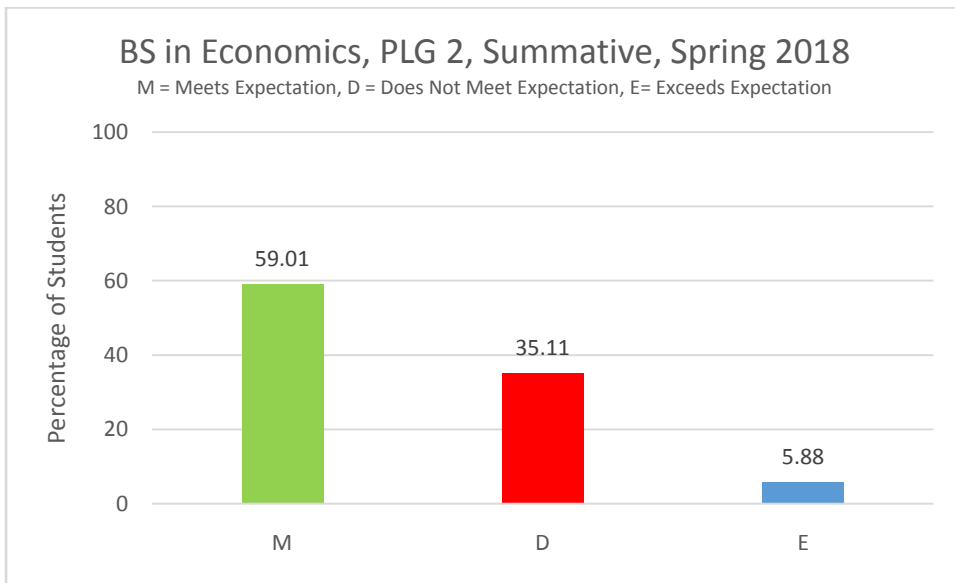


Figure BSE - 5

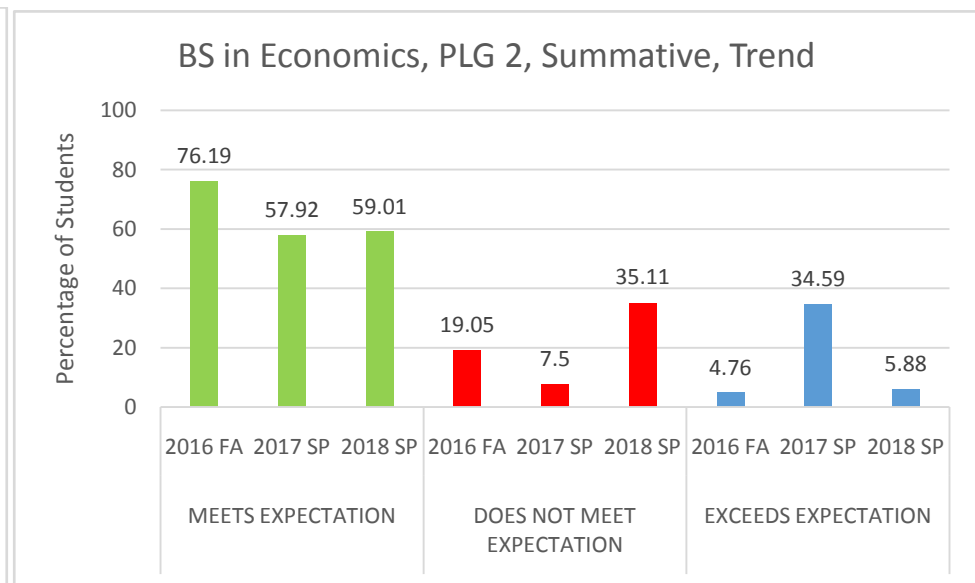


Figure BSE - 6

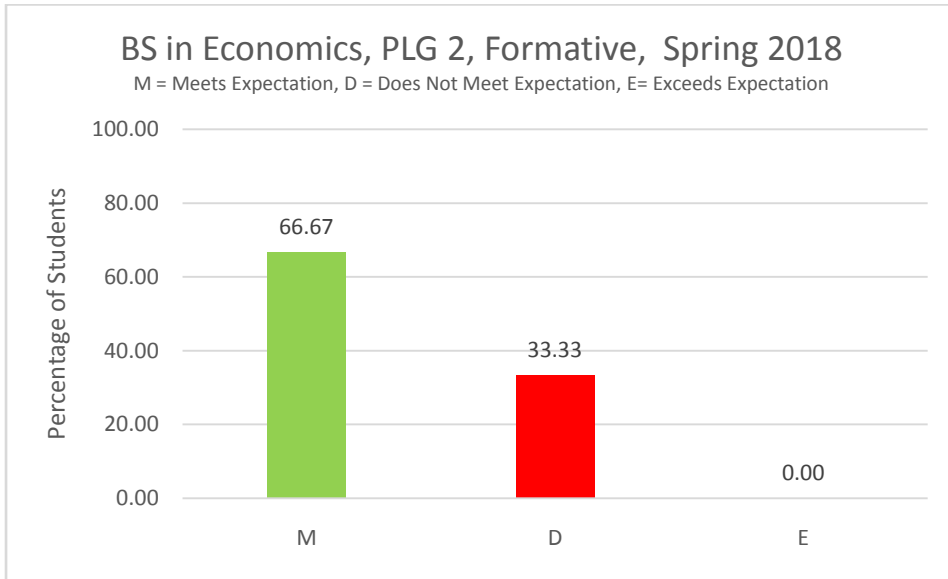


Figure BSE - 7

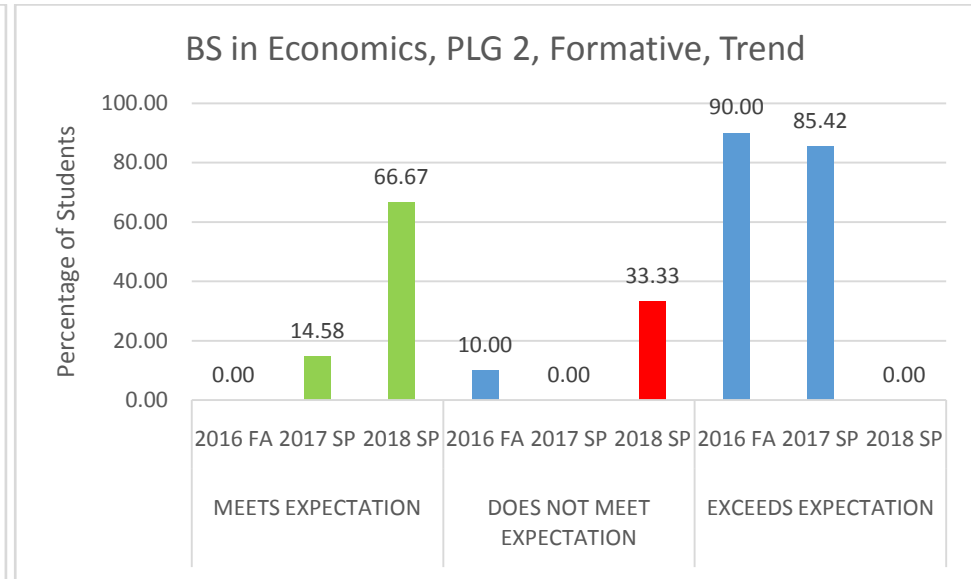


Figure BSE - 8

Program Learning Goal	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
3. Research Skill Development	<p><u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment ECO 495 (Supervised Research Paper) or ECO 499 (Thesis)</p> <p><u>Formative:</u> ECO 372 term project.</p>	<p><u>Exit Assessment Test:</u> Meets Expectation 60% to 80%, Does Not Meet Expectation < 60%, Exceeds Expectation > 80%.</p> <p><u>Course-Embedded Assessment:</u> Rubric # BS.3.1.1.1</p>	Please see figures BSE – 9 through BSE – 12.	<p>Target: 60% students should meet or exceed expectations.</p> <p>Students met the target in formative assessment but not in summative assessment.</p> <p>Trend: Students performance is very poor in summative assessment. This is a major area of concern.</p>	This semester NSU Young Economists' Forum (YEF) organized the event EconFest 4.0 for the students. It was a two-day event aimed to provide a platform for economic discussion on all levels, to enrich the knowledge of people from varied age groups and encourage growth in awareness of current economic concerns for the youth of the nation.

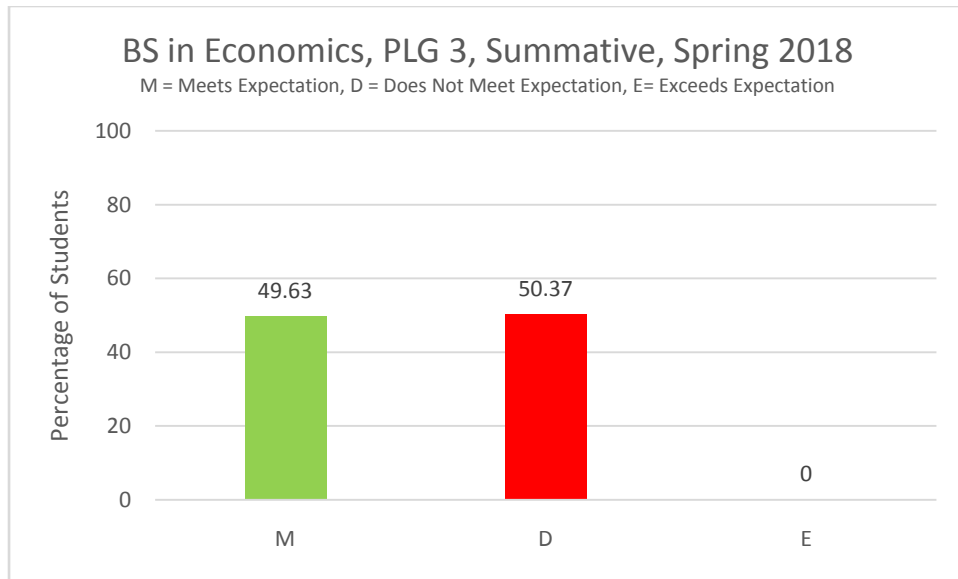


Figure BSE - 9

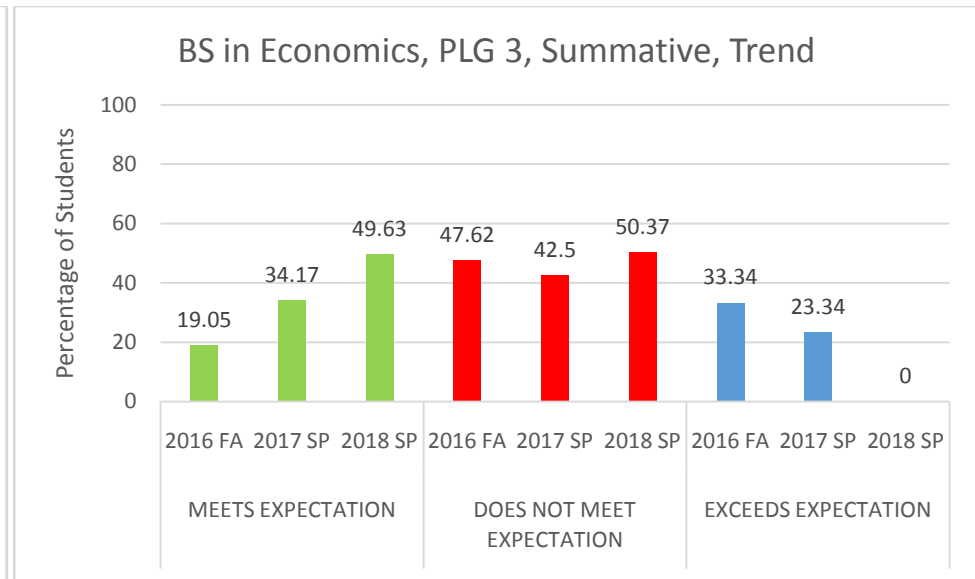


Figure BSE - 10

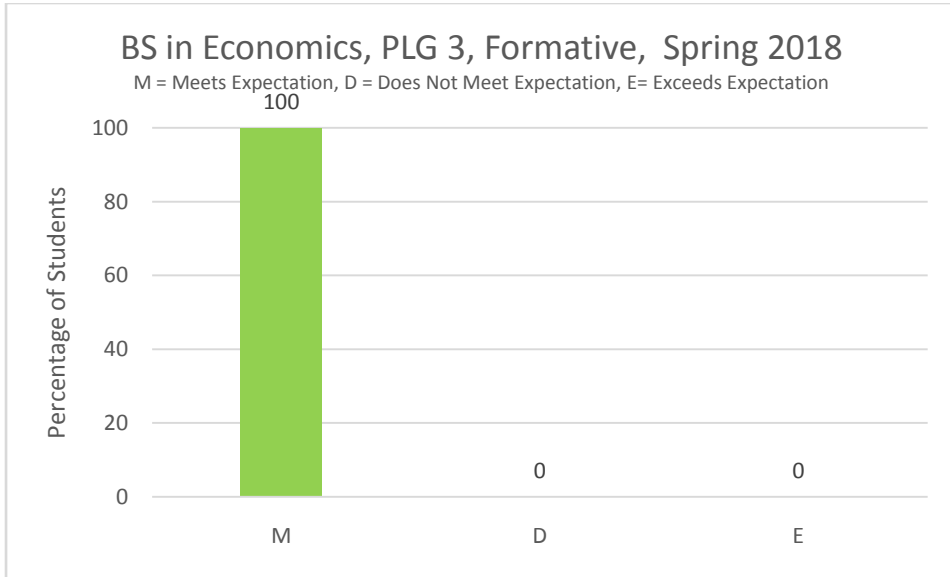


Figure BSE - 11

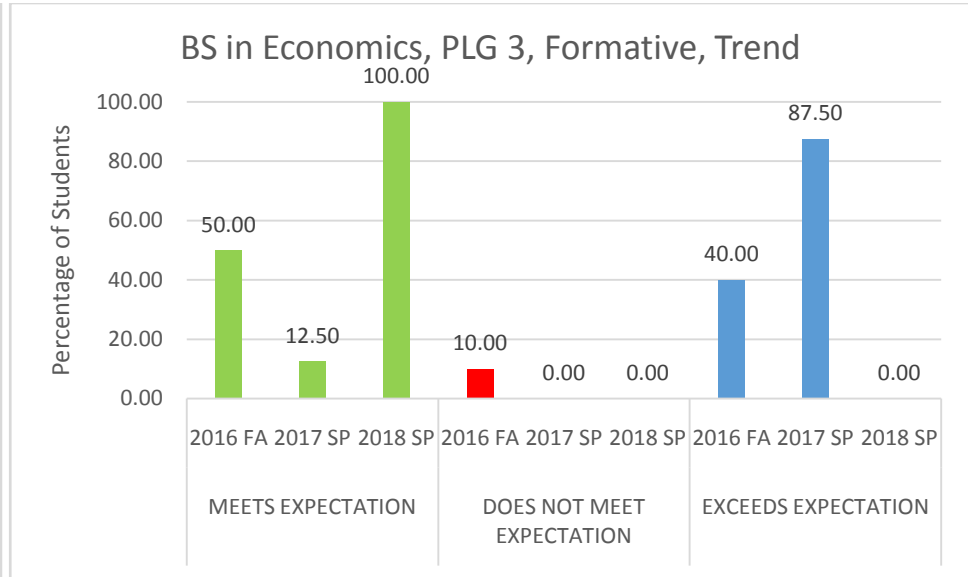


Figure BSE - 12

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 failed to meet the target.</p> <p>Trend: The percentages of students’ not meeting expectation in both summative and formative assessment have increased over the years. This is also an area of major concern.</p>	This semester in EconFest 4.0 there was an inter-university paper presentation competition titled Speakonomics Senior where undergraduate students presented their Research paper’s abstracts on “Is Higher Education an Effective way to close the 21st Century Skills Gap in Bangladesh”. The topic challenged writers and aspiring Economists to delve into the analysis of higher education and its potential in bridging market gaps.

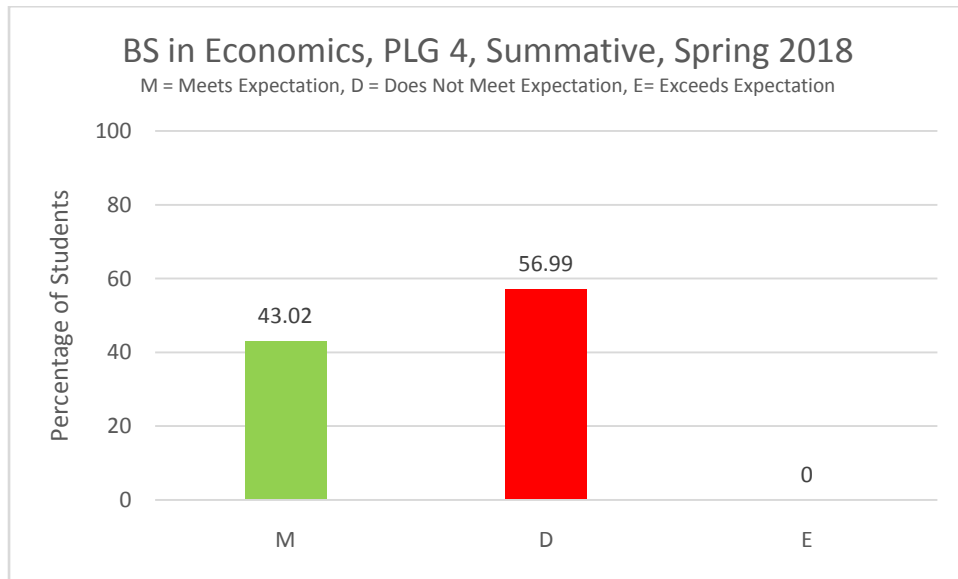


Figure BSE - 13

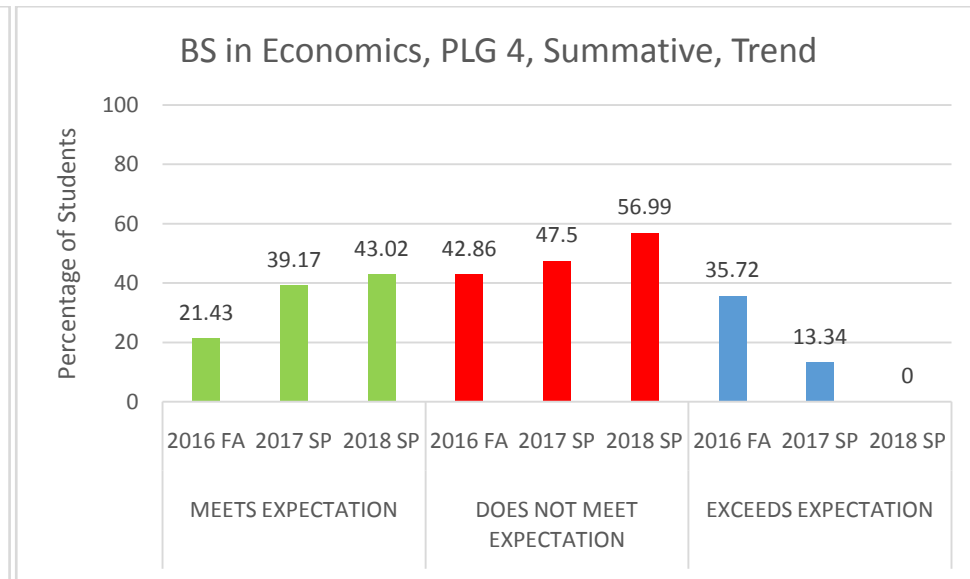


Figure BSE - 14

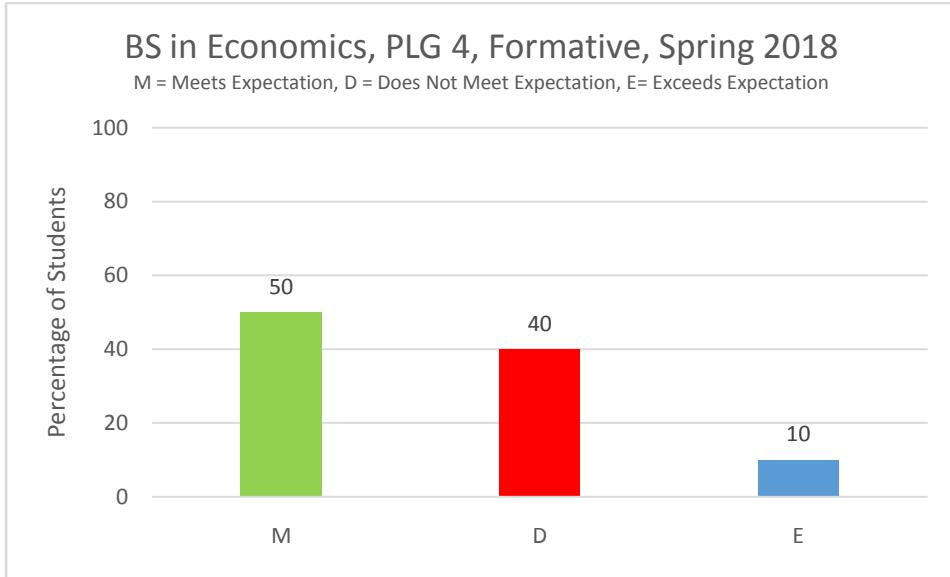


Figure BSE - 15

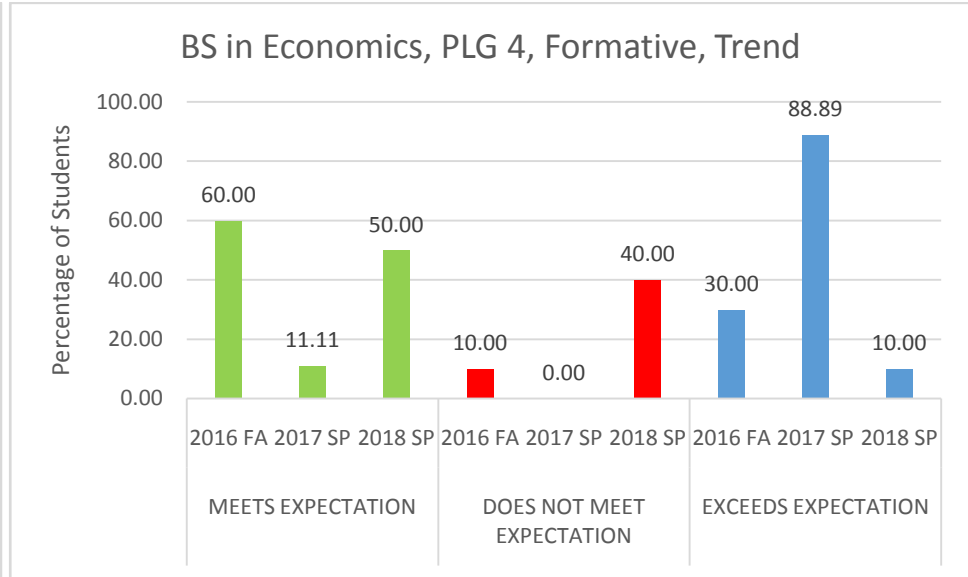


Figure BSE - 16

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: The percentage of students meeting expectation has increased over the years.</p>	EconFest 4.0, organized by YEF, consisted of a session titled Expert's Dialogue where eminent economists conducted a panel discussion relevant to the theme of the event, "Education in Bangladesh". The session followed up with a Q&A session where esteemed guests interacted with students and answered their questions.

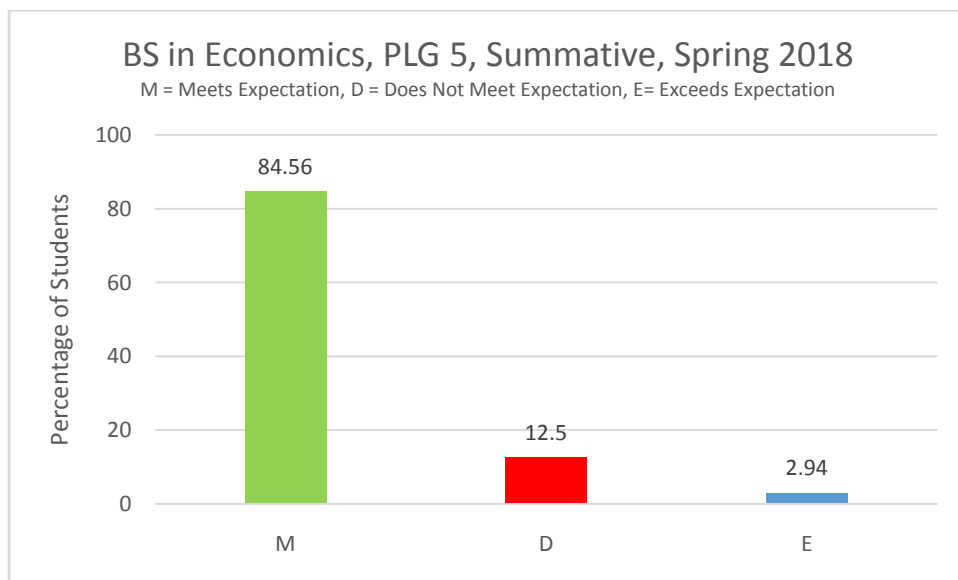


Figure BSE - 17

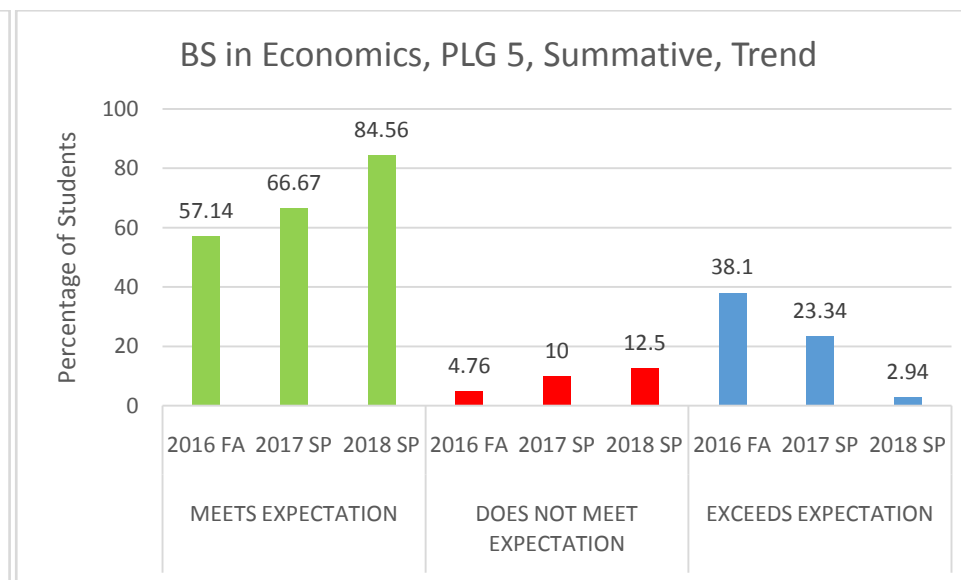


Figure BSE - 18

Spring 2018 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: We are pleased with students' performance in this area. Formative assessment could not be measured for this period as Eco 502 was not offered in this semester.</p>	The Office of External Affairs of NSU organized an event for the students where Daniel M. Kammen, Professor of Energy at the University of California, Berkeley, talked about the "Profitably Powering the Clean Energy Economy".

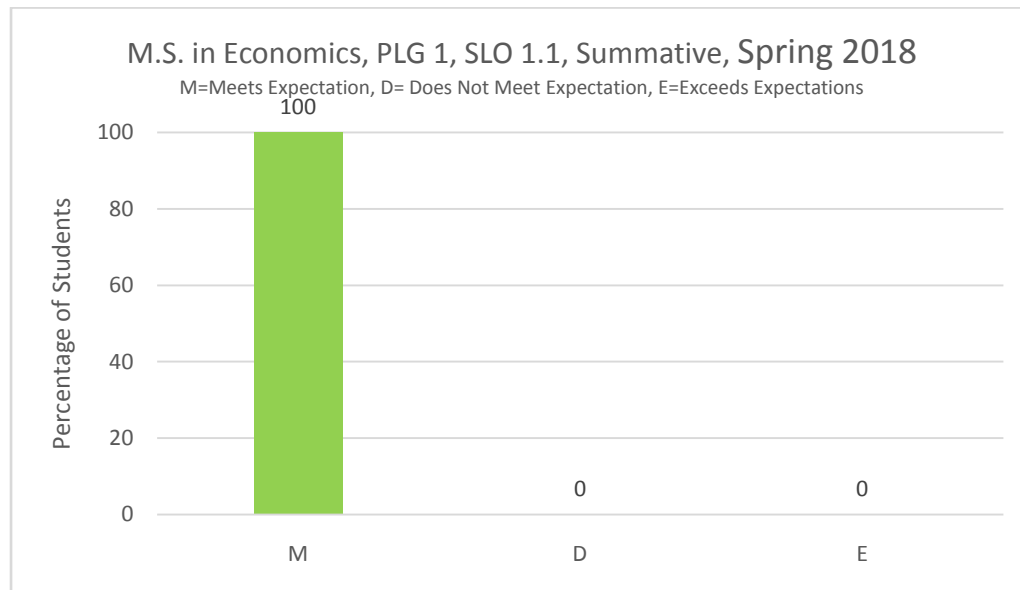


Figure MSE - 1

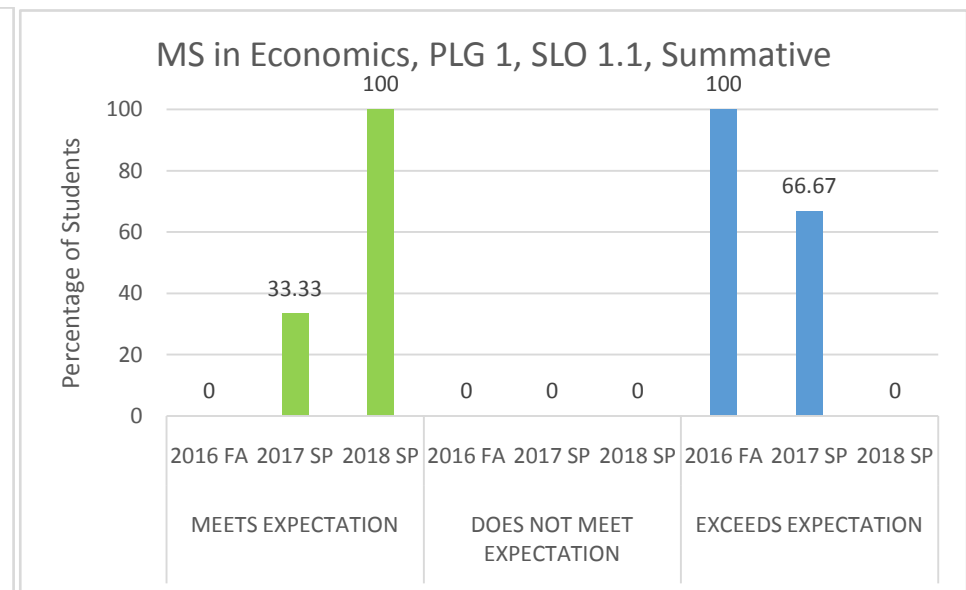


Figure MSE - 2

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
2. Quantitative analytical skills in application of economics	2.1 Take a rigorous, quantitative approach to economic problems.	<u>Summative:</u> Course-Embedded Assessment: ECO 695 or ECO 699 Literature Review Section of Thesis or Research Papers <u>Formative:</u> ECO 502 final examination.	MS2.1.1.1	Please see figures MSE – 5 through MSE – 8.	Target: 60% students should meet or exceed expectations. Students met the target. Trend: Students performance is alarming in this area. Significant proportion of students failed to meet the expectations. Formative assessment could not be measured for this period as Eco 502 was not offered in this semester	Young Economists' Forum of Economics Department arranged EconFest 4.0 for the economics students. This event provided a platform for aspiring economists to share their thoughts and interact with some of country's finest economists

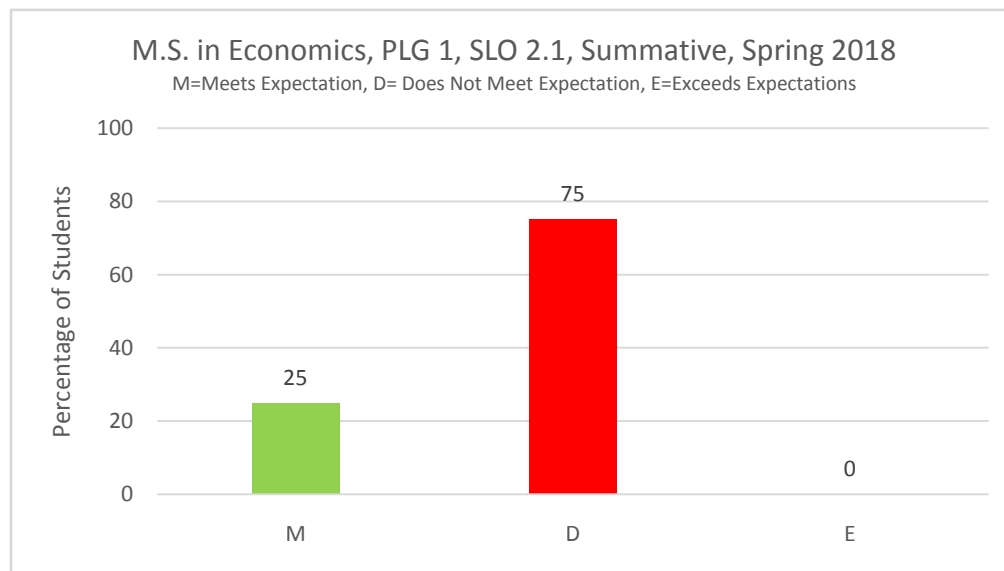


Figure MSE - 3

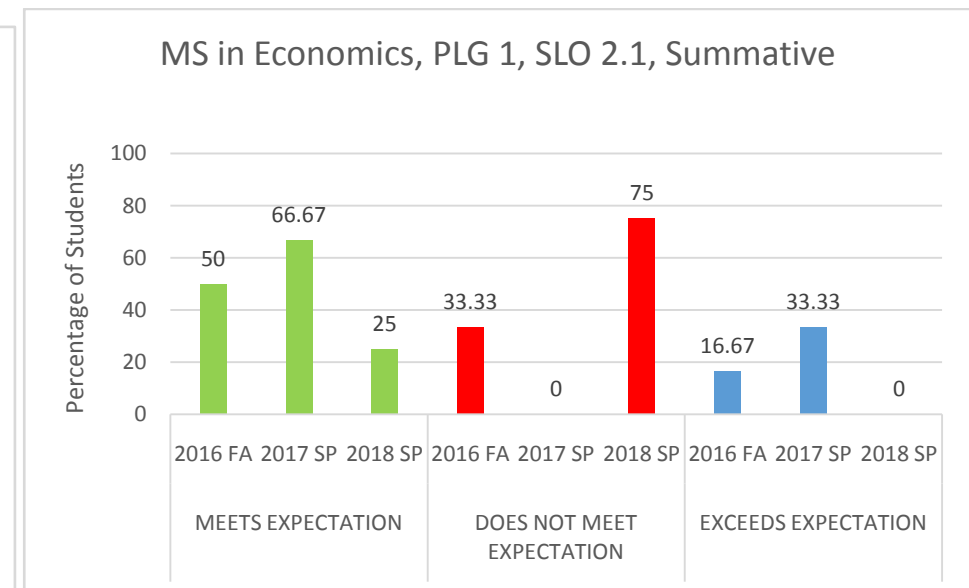


Figure MSE - 4

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
2. Quantitative analytical skills in application of economics	2.2 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: Although students exhibited a good performance there is a decrease in percentage of students exceeding expectation.	Young Economists' Forum of Economics Department arranged EconFest 4.0 for the economics students. This event provided a platform for aspiring economists to share their thoughts and interact with some of country's finest economists

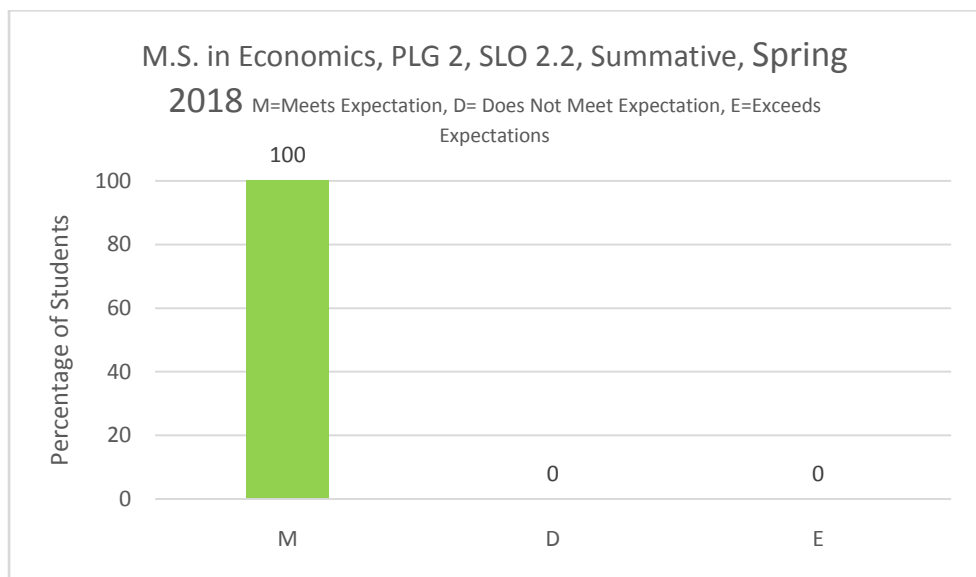


Figure MSE - 5

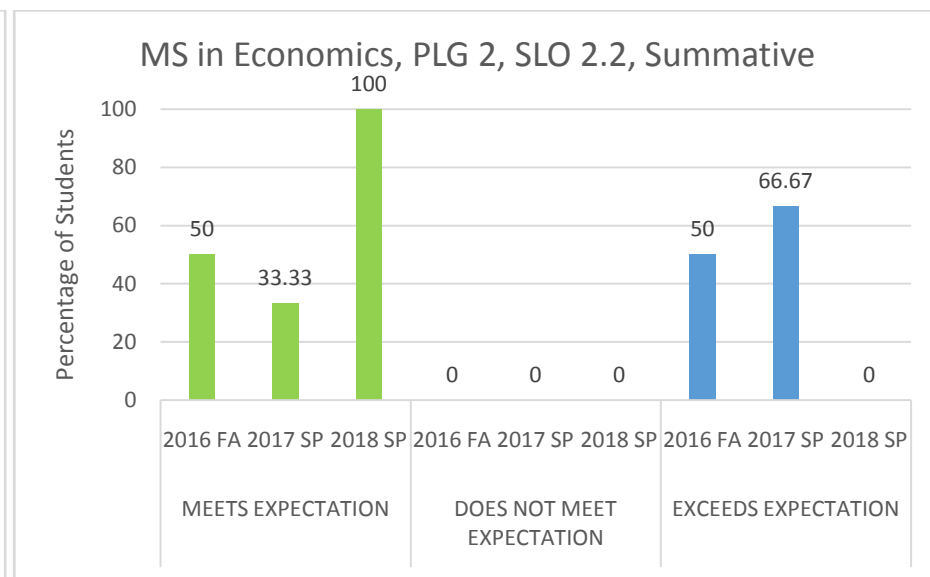


Figure MSE - 6

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 in summative assessment but not in formative assessment. Trend: In formative assessment there is a significant increase in the percentage of students not meeting expectations. This is an area of concern.	Course components are constantly reviewed to ensure that students can continue to critically identify problems and solve those using their knowledge of business studies.

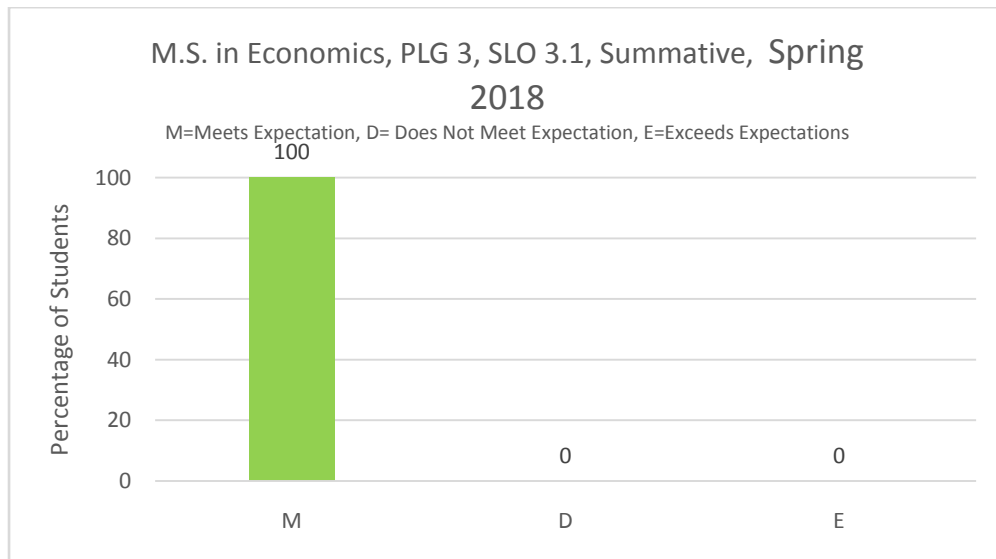


Figure MSE - 7

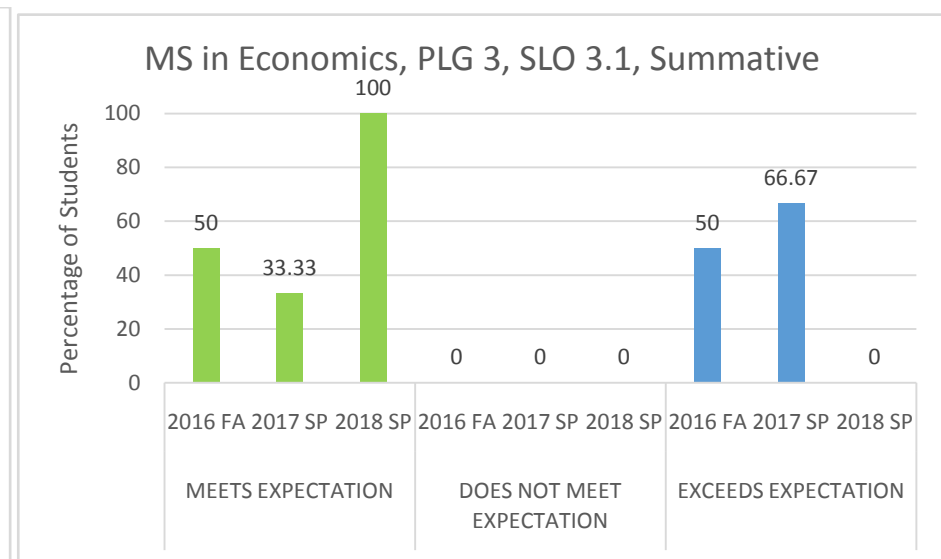


Figure MSE - 8

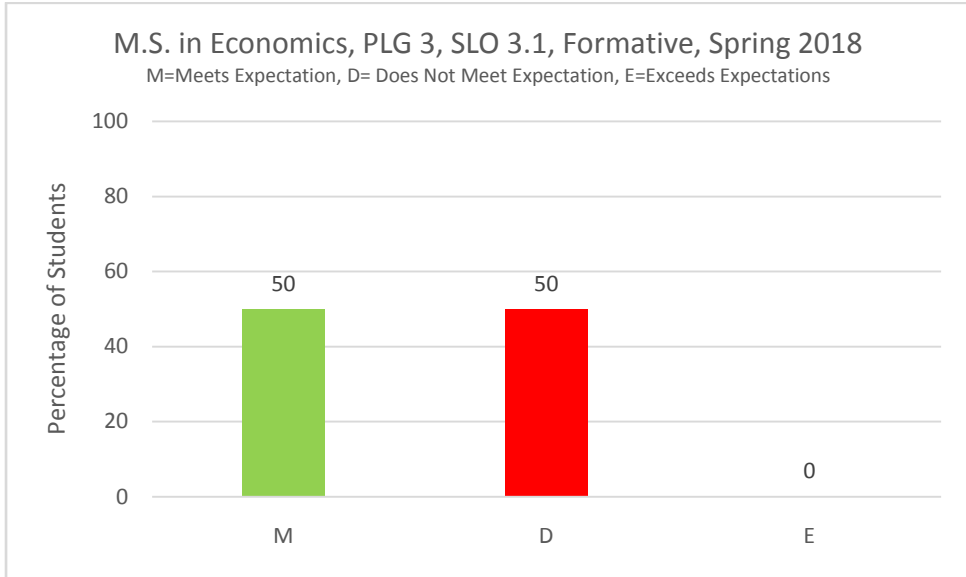


Figure MSE - 9

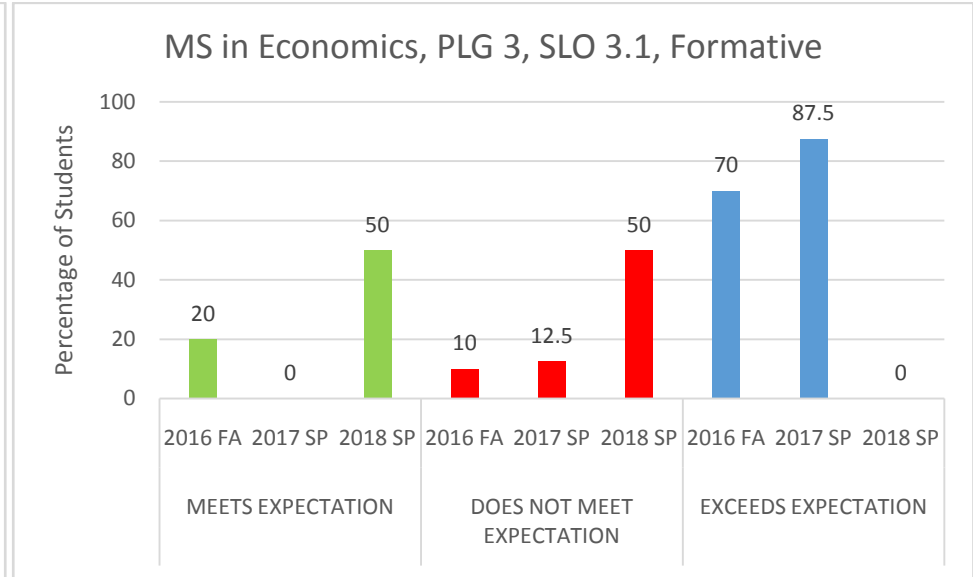


Figure MSE - 10

Spring 2018 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: Rubric #</u> 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. Students met the target in formative assessment.</p> <p>Trend: Students performance in summative assessment is still a major area of concern. However percentage of students meeting and exceeding expectation has increase showing an improvement in the area over the periods.</p>	Dr. Farzana, Assistant Professor of MIB (Department) invited Mr. A S M Faisal, General Manager, Enterprise PMO, Robi Axiata Ltd. to lead a session of Promotional Management course at MBA level. This practical session was highly influential for students to realize the different pattern of integrated marketing communication competencies within high-tech industry.

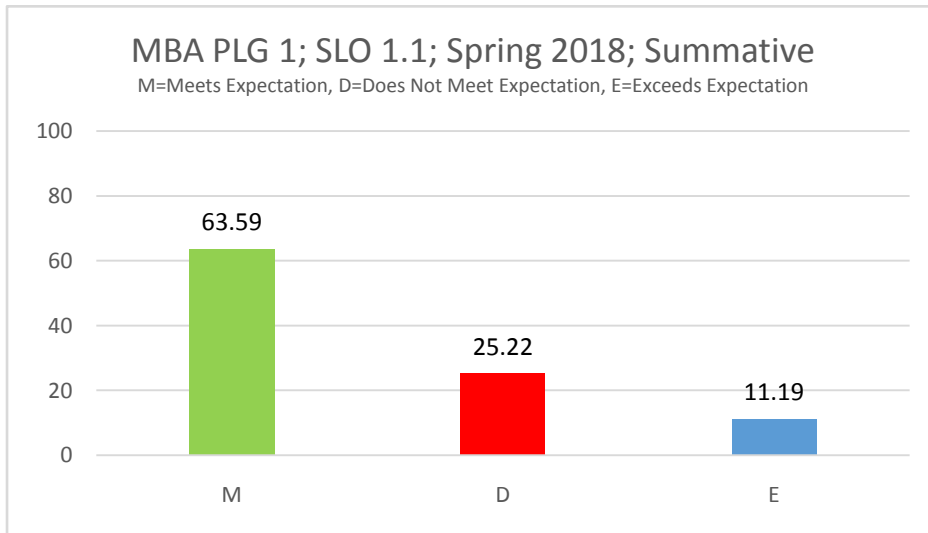


Figure MBA - 1

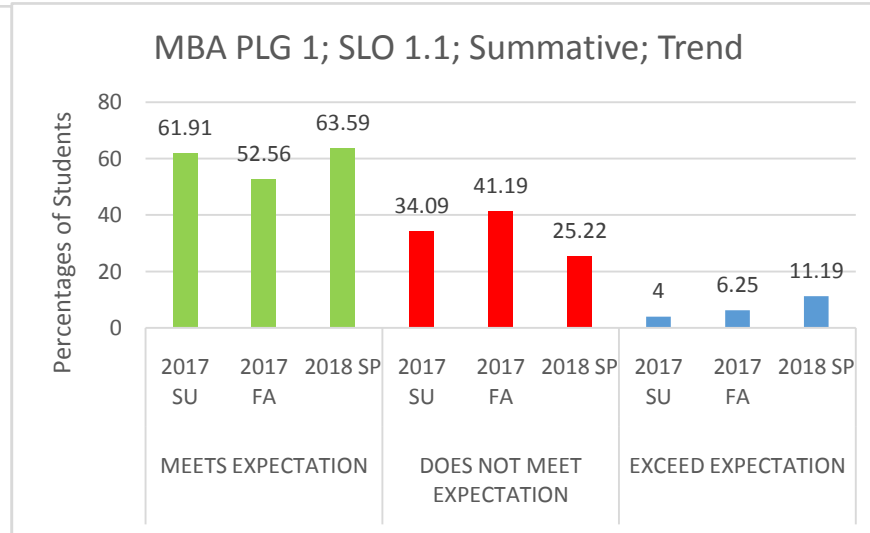


Figure MBA - 2

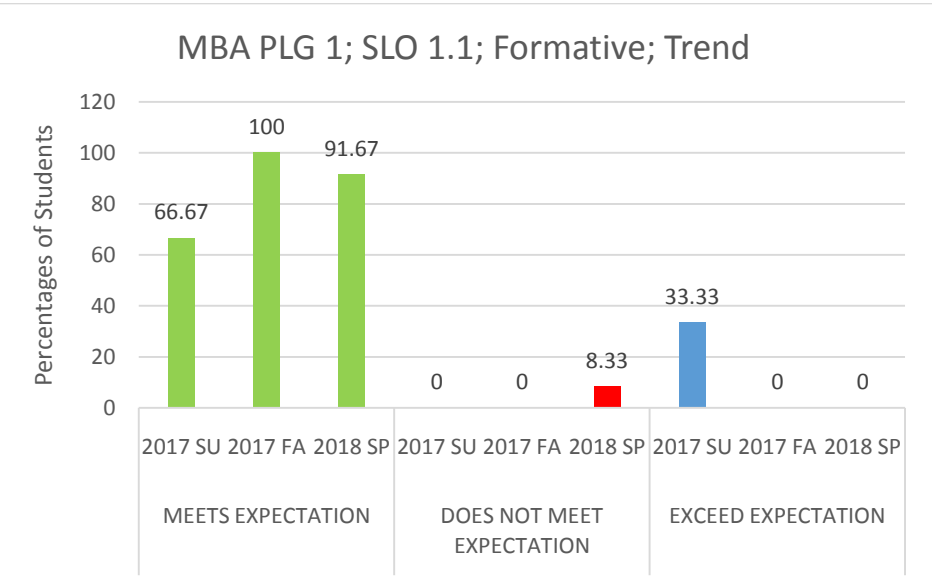
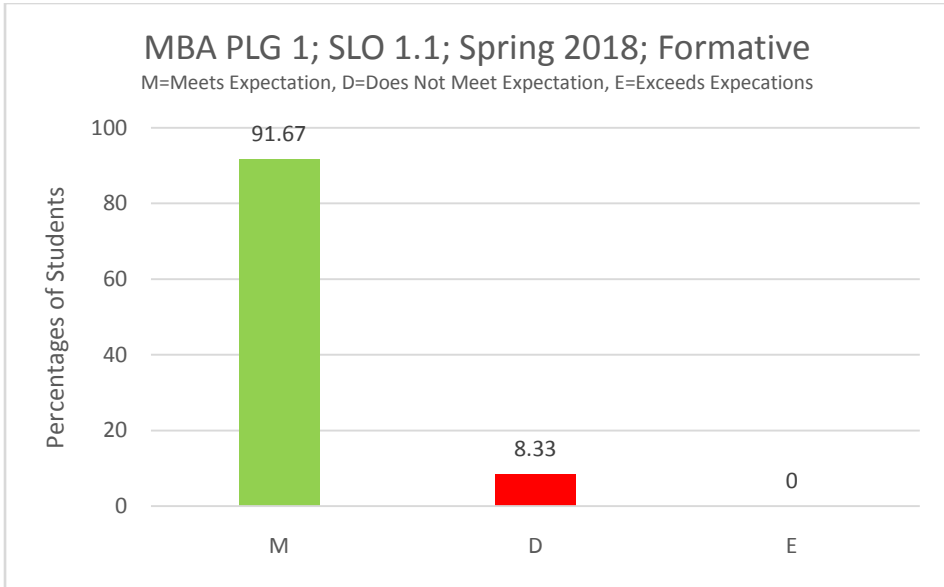


Figure MBA - 3

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. Students met the target in formative assessment.</p> <p>Trend: Student performance in summative assessment is very poor. This is a major area of concern as the students are consistently failing to meet the target. However a slight improvement in performance is seen compared to the previous periods</p>	The Office of External Affairs organized the program called "Next Generation Leadership" where NSU alumni from different fields shared their personal/professional stories about leadership. It helped the students to acquire an understanding about the current and future trends in leadership and learn about different leadership styles and values

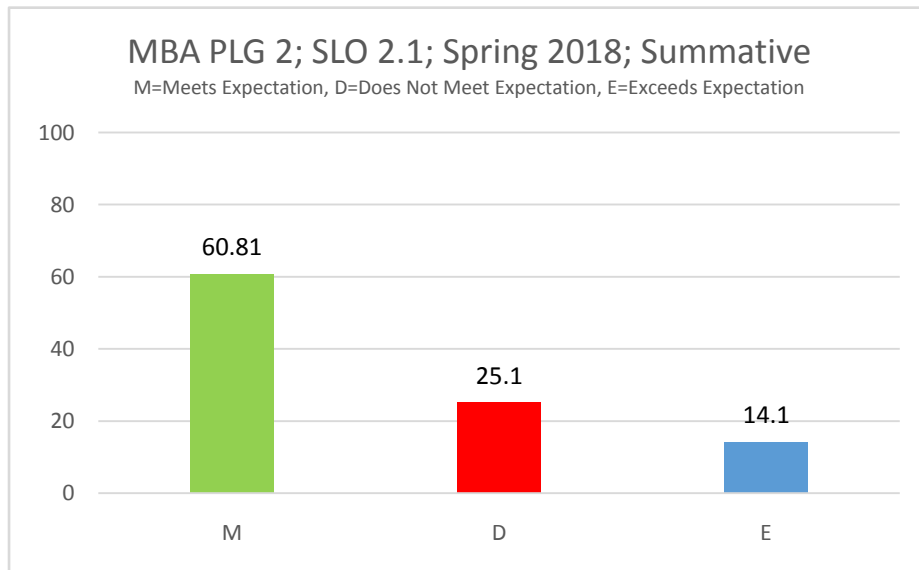


Figure MBA - 5

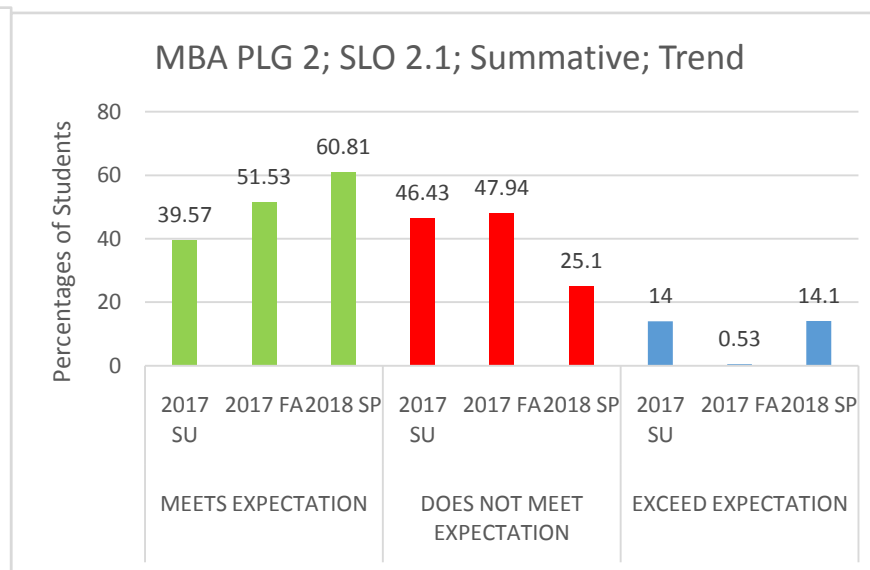


Figure MBA - 6

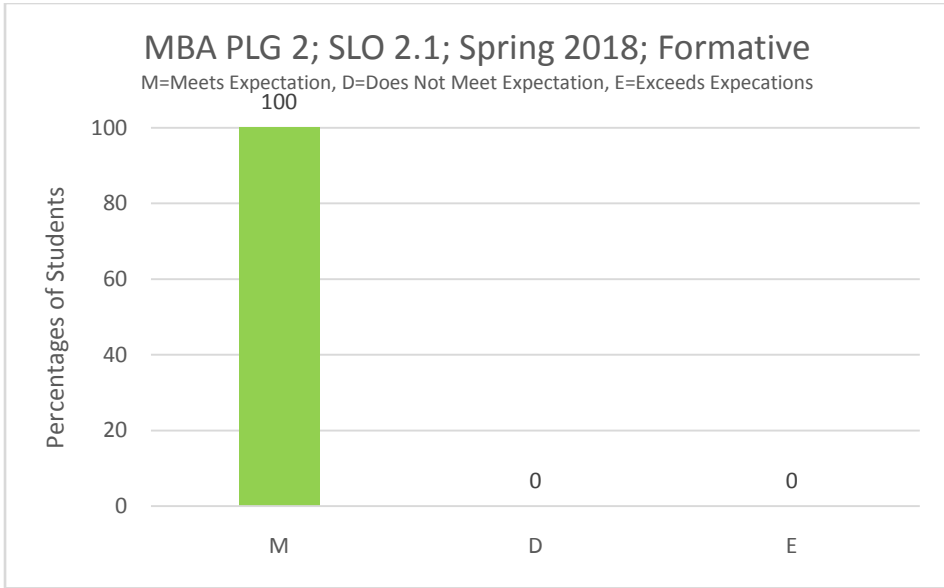


Figure MBA - 7

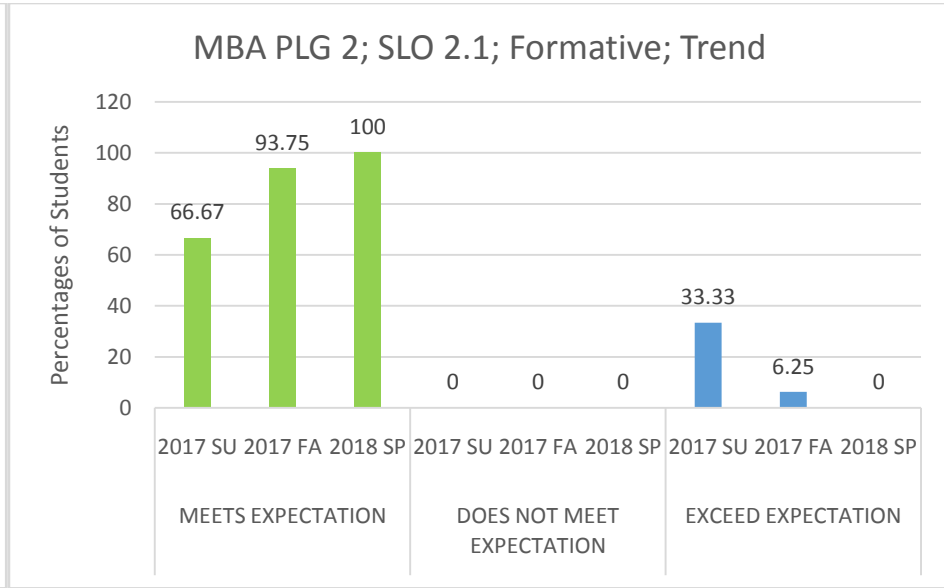


Figure MBA - 8

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. Students met the target in formative assessment.</p> <p>Trend: Students failed to meet the target in summative assessment. The percentage of students not meeting target is still high. However a slight improvement in performance is seen compared to the previous periods.</p>	NSU has taken significant steps towards improving students learning experience. This include establishing a Business Advisory Board, arranging MoU with the Foreign Ministry, updating its curriculum to an international standard, equipping the CPC office, engaging with the EHS+ Center, and creating other offices of excellence for closer engagement with different industries.

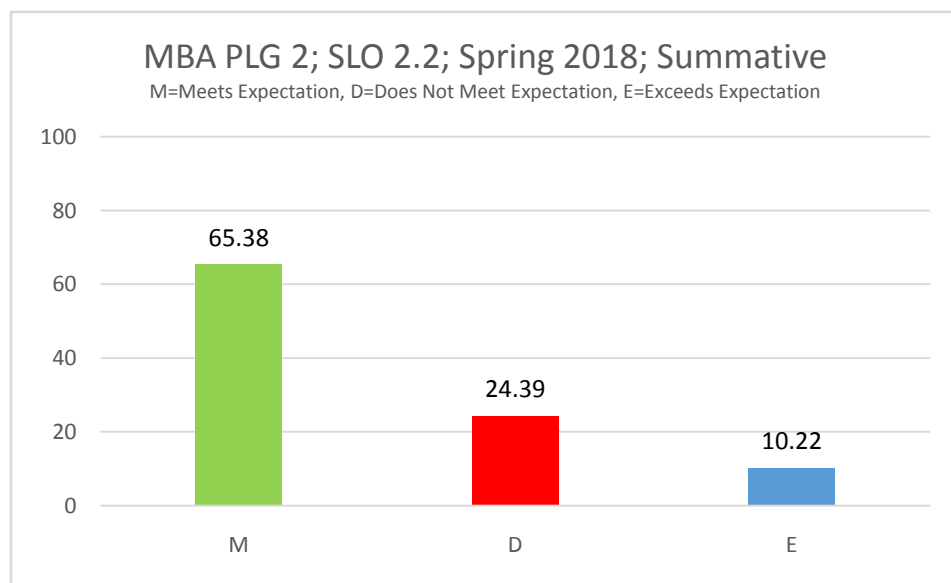


Figure MBA - 9

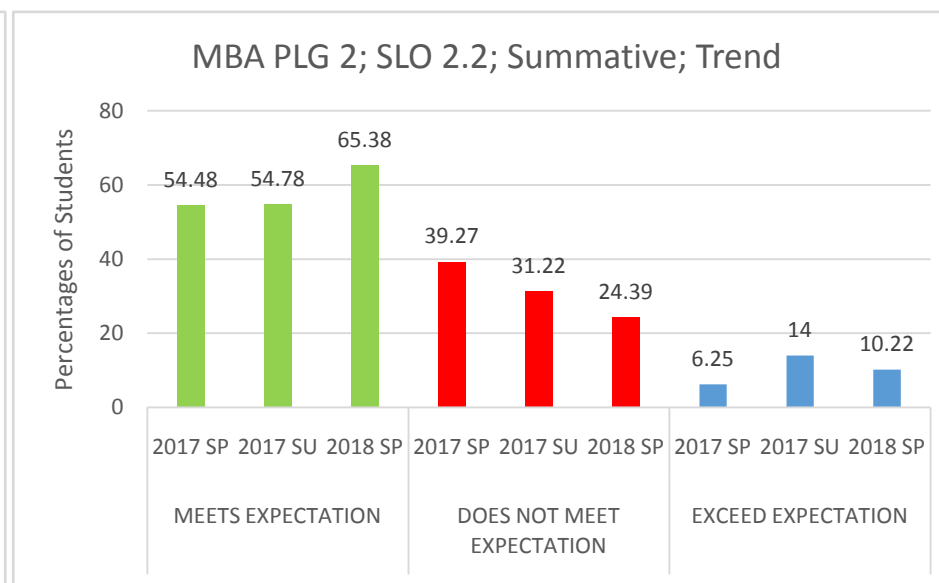


Figure MBA - 10

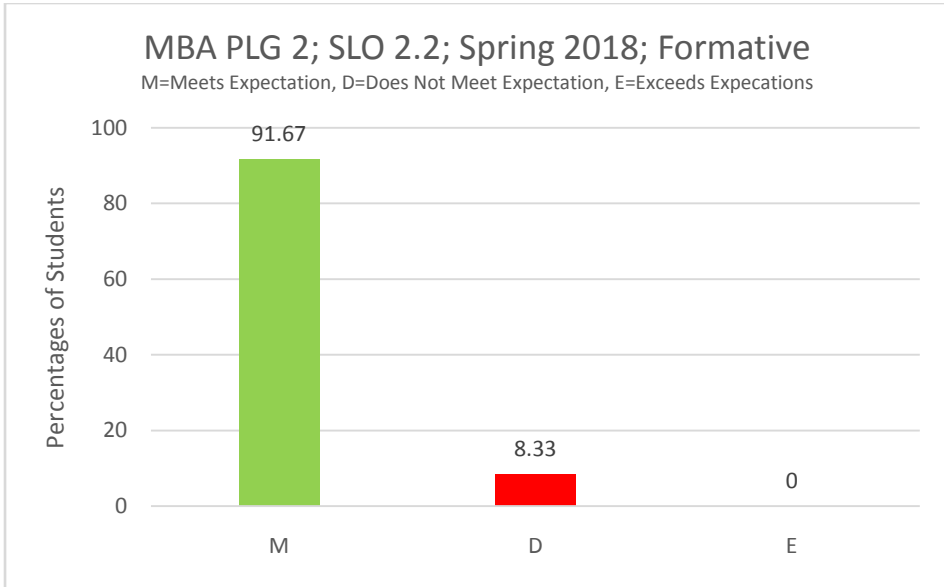


Figure MBA - 11

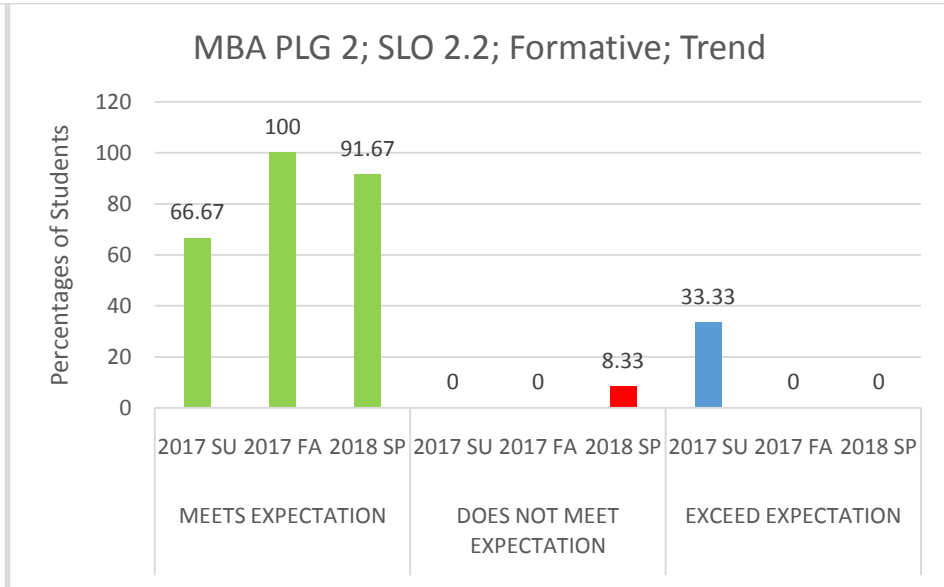


Figure MBA - 12

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
3. Integration of management tools and techniques	3.1 Integrate and apply the tools and techniques of management, drawing on a broad-based knowledge of the major functions (accounting, economics, finance, information systems, marketing, operations management, and strategy) to solve complex management problems and render sound business decisions.	<p><u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment (BUS 690 final term projects)</p> <p><u>Formative:</u> Course-Embedded Assessment (BUS 650 final term projects)</p>	<p><u>Assessment Tests:</u> Meets Expectation: 60%-80%; Does Not Meet Expectation < 60%; Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MB.3.1.1.1</p>	See Figures MBA-13 through MBA-16	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students failed to meet the target in the summative assessment. Target is met in formative assessment.</p> <p>Trend: Student performance in summative assessment is very poor. This is a major area of concern as the students are consistently failing to meet the target.</p>	This semester MBA Club hosted a seminar on “Follow Your Passion” where influent speakers like Mr. Qazi M Ahmed, President, Bangladesh Organization for Learning and Development; Mr. Sunny Sanwar, Additional SP Chief Bomb Disposal Unit, Bangladesh Police; and Mr. Sadman Sadik, Chief Content Creator, Ten Minutes School; were presented as keynote speakers.

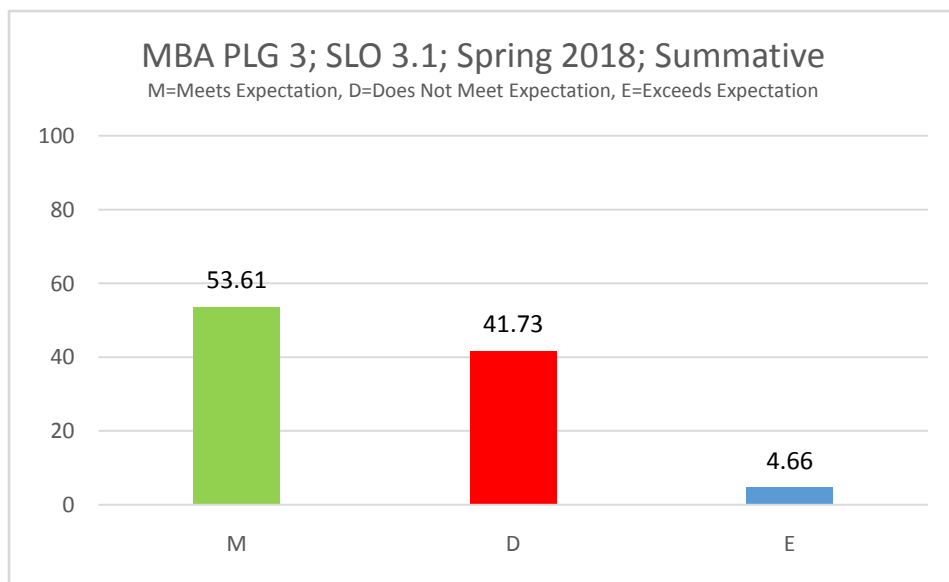


Figure MBA - 13

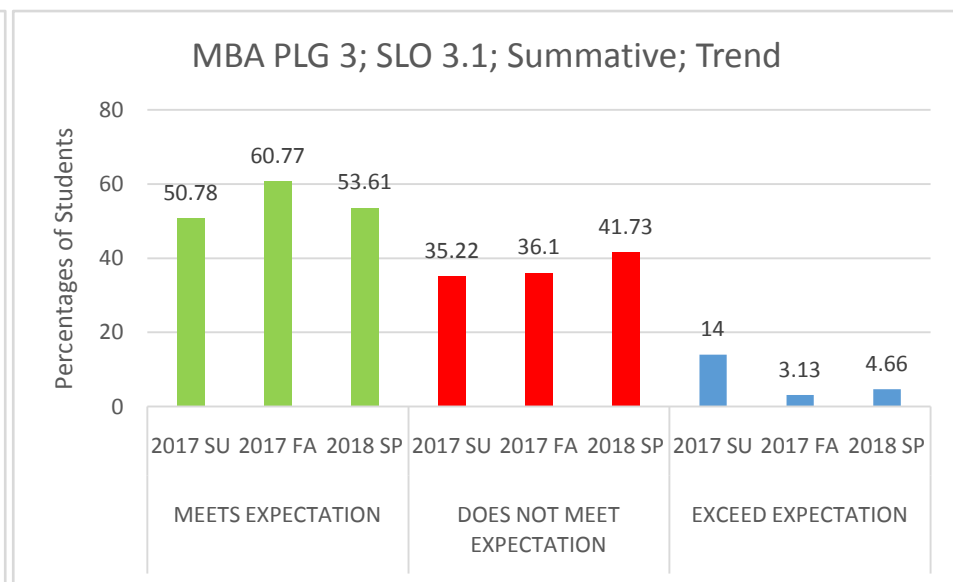


Figure MBA - 14

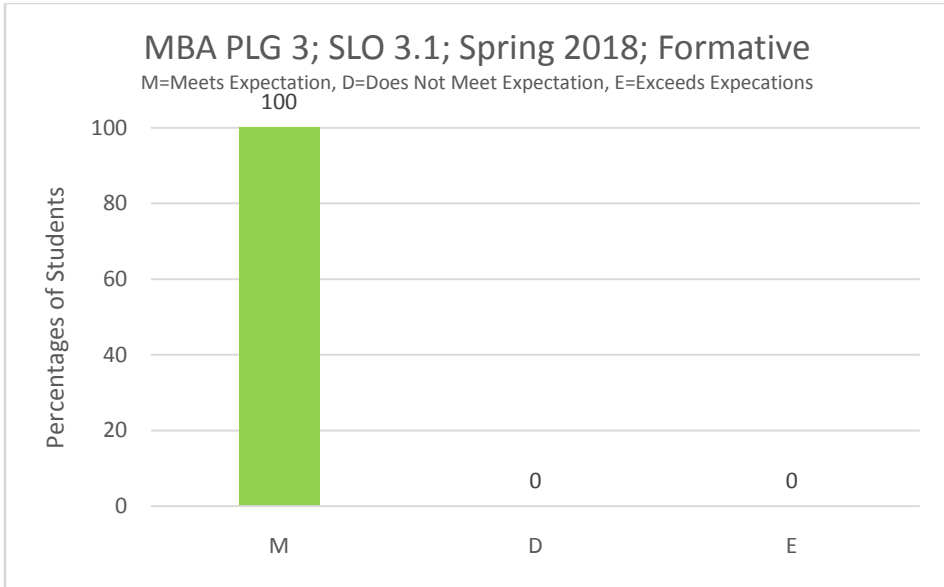


Figure MBA - 15

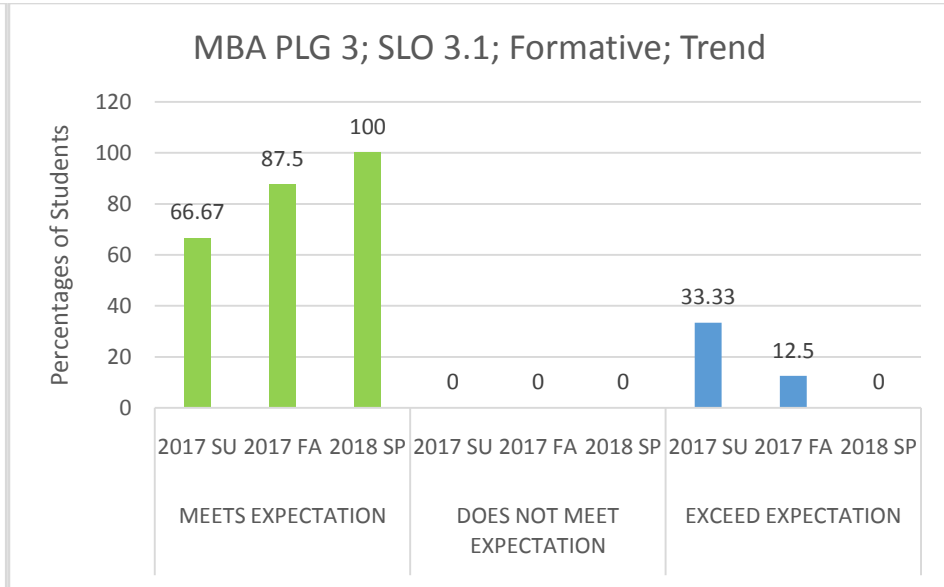


Figure MBA - 16

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
4. Global Perspectives	4.1 Augment business decisions with global considerations.	<p><u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment (BUS 690 final term projects)</p> <p><u>Formative:</u> Course-Embedded Assessment (BUS 685 final term projects)</p>	<p><u>Assessment Tests:</u> Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation> 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MB.4.1.1.1</p>	<p>See Figures</p> <p>MBA-17 through MBA-20</p>	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students failed to meet the target in the summative assessment. Target is met in formative assessment.</p> <p>Trend: Performance in summative assessment is very poor. Although target has been met in formative assessment focus should also be given in that area as the percentage of student's not meeting expectation has drastically increased over the periods.</p>	<p>Realistic illustrations from the business world, case studies and research articles are used in classroom teaching to provide students better understanding of the subject matter.</p>

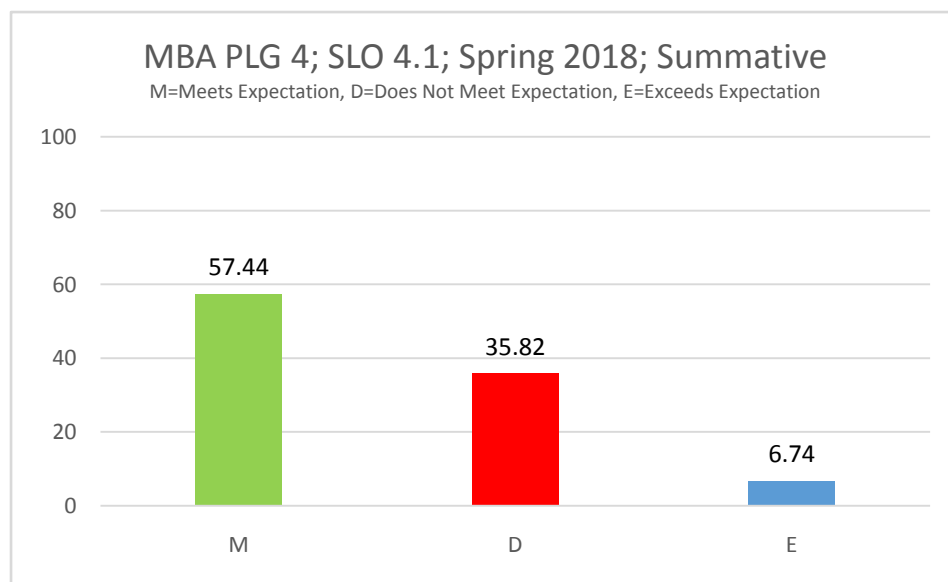


Figure MBA - 17

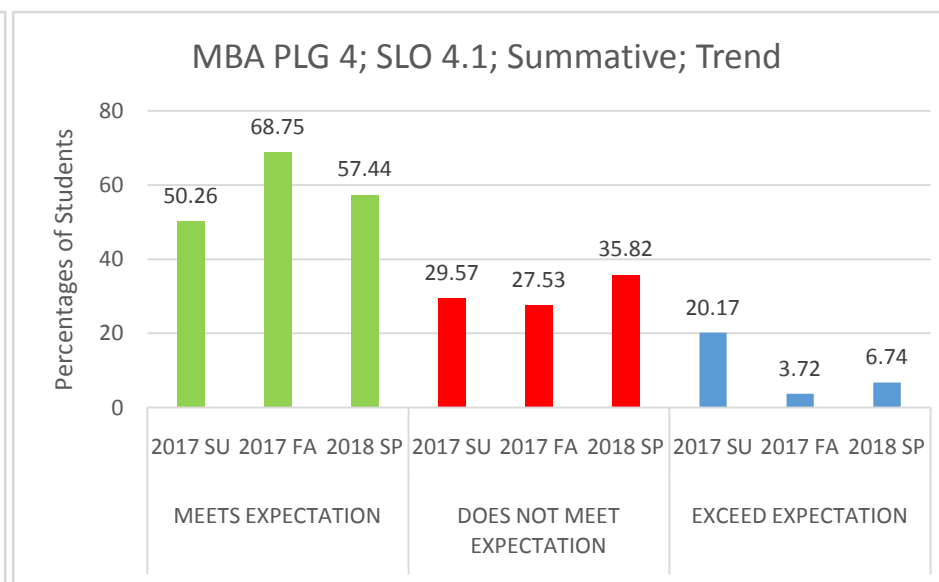


Figure MBA - 18

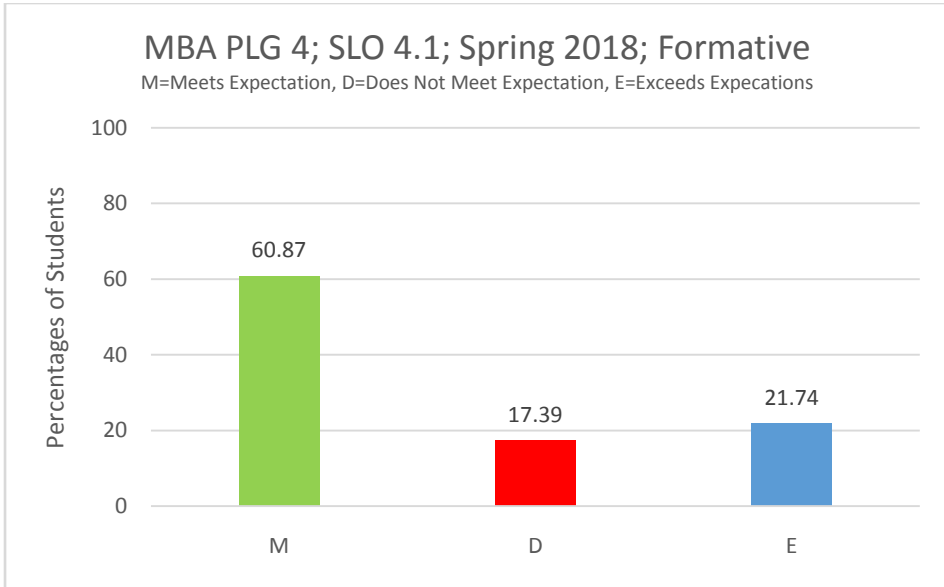


Figure MBA - 19

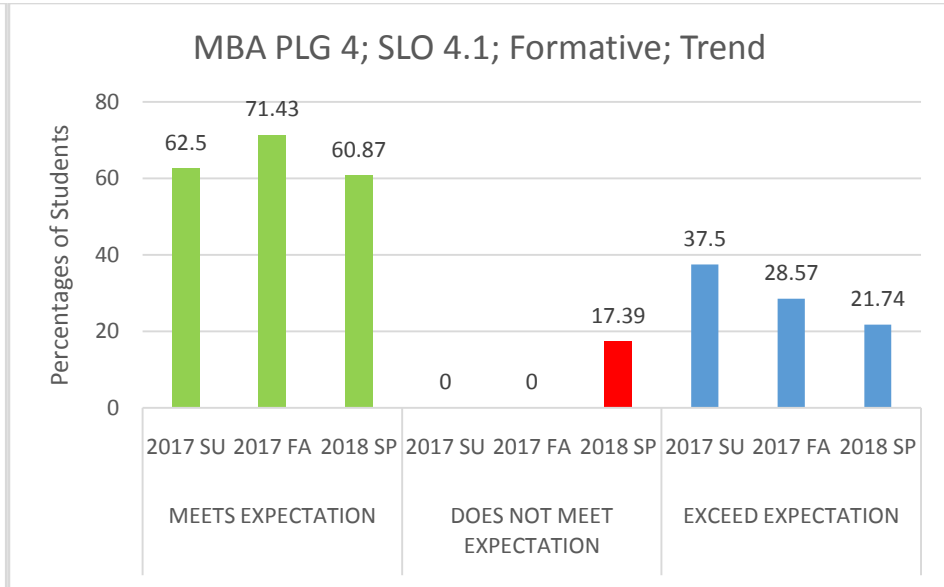


Figure MBA - 20

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

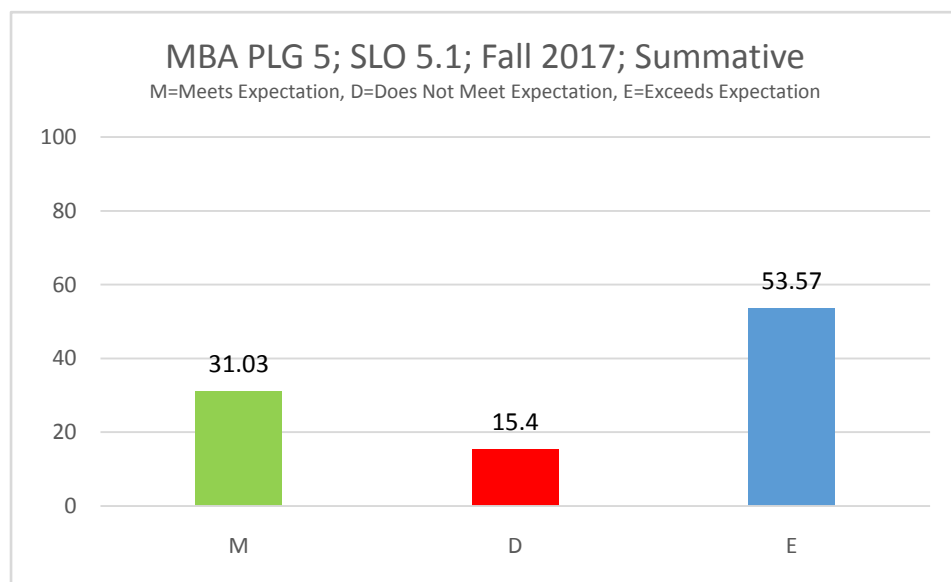


Figure MBA - 21

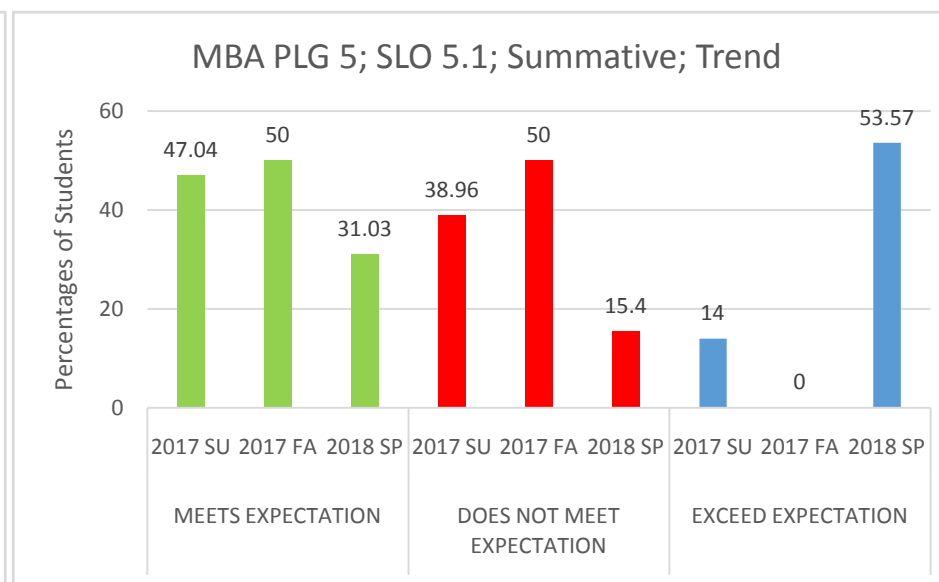


Figure MBA - 22

Spring 2018 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 in formative assessment but failed to meet it in summative assessment.</p> <p>Trend: Student performance in summative assessment is very poor. This is an area of concern. Although target has been met in formative assessment there is an increase in percentage of students not meeting expectation over the periods.</p>	Interactive assignments are used in the courses. Students are required to present on relevant topics which help them develop better communication skills.

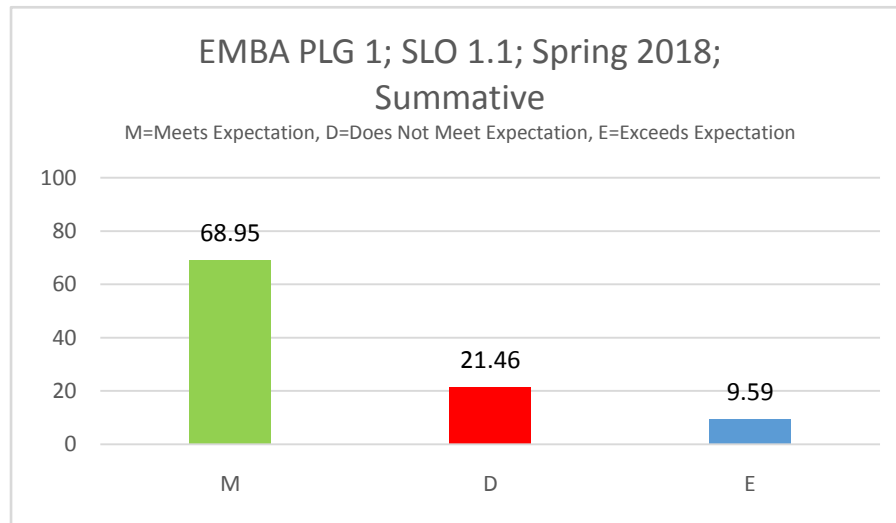


Figure EMBA - 1

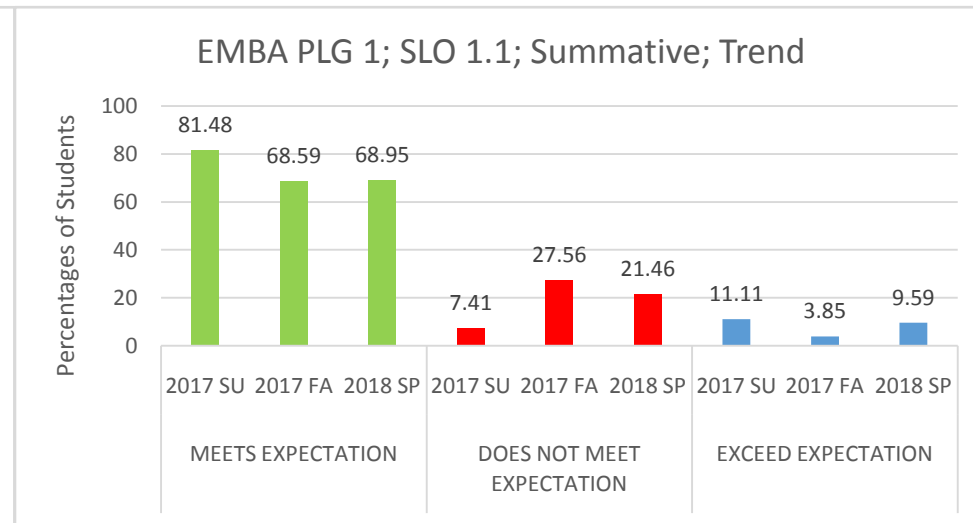


Figure EMBA - 2

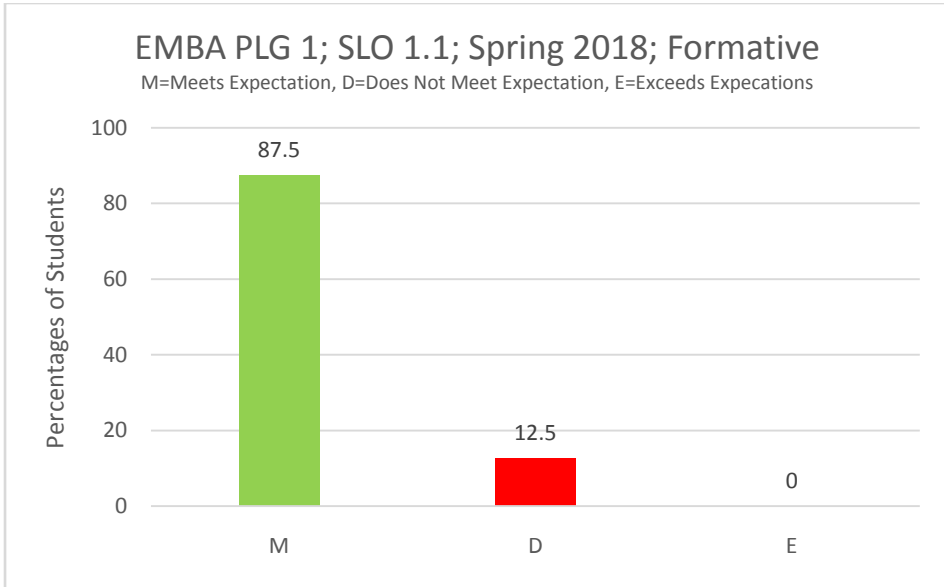


Figure EMBA - 3

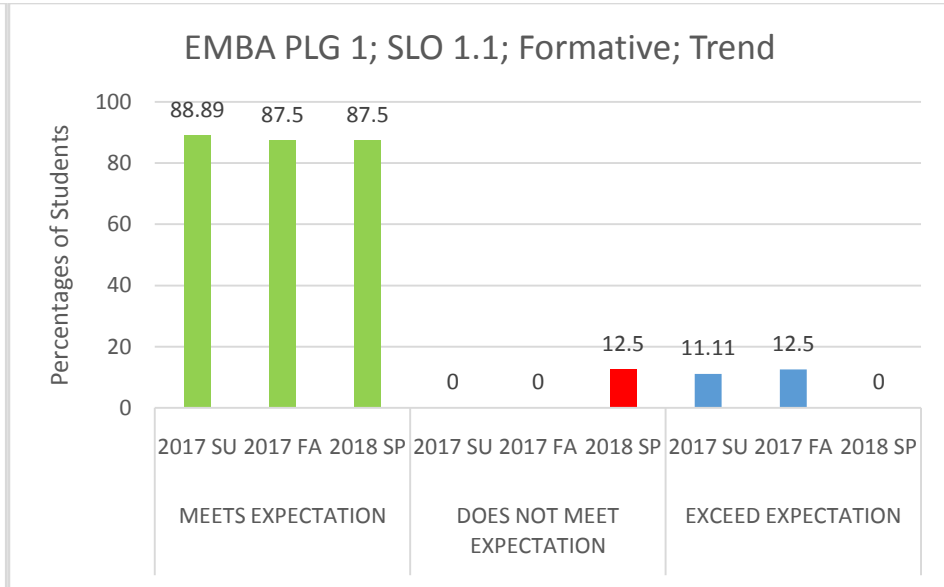


Figure EMBA - 4

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
2. Critical Thinking and Decision Making	2.1 Apply appropriate analytic framework to solving management problems, and developing of integrative managerial solutions.	<p><u>Summative:</u> Exit Assessment Test and Course-Embedded Assessment (EMB 690 final term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (EMB 650 final term project)</p>	<p><u>Assessment Tests</u> Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # EM.2.1.1.1</p>	See Figures EMBA – 5 through EMBA - 8	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students met the target.</p> <p>Trend: Students’ performance has improved over the periods with a significant drop in the percentage of students not meeting expectations.</p>	The Office of External Affairs organized the program called “Next Generation Leadership" where NSU alumni from different fields shared their personal/professional stories about leadership. It helped the students to acquire an understanding about the current and future trends in leadership and learn about different leadership styles and values.

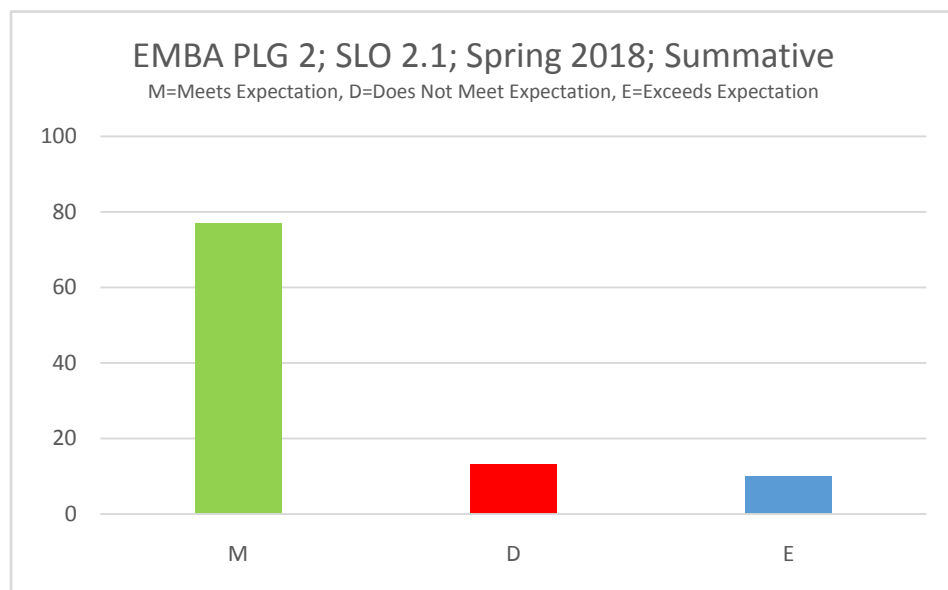


Figure EMBA - 5

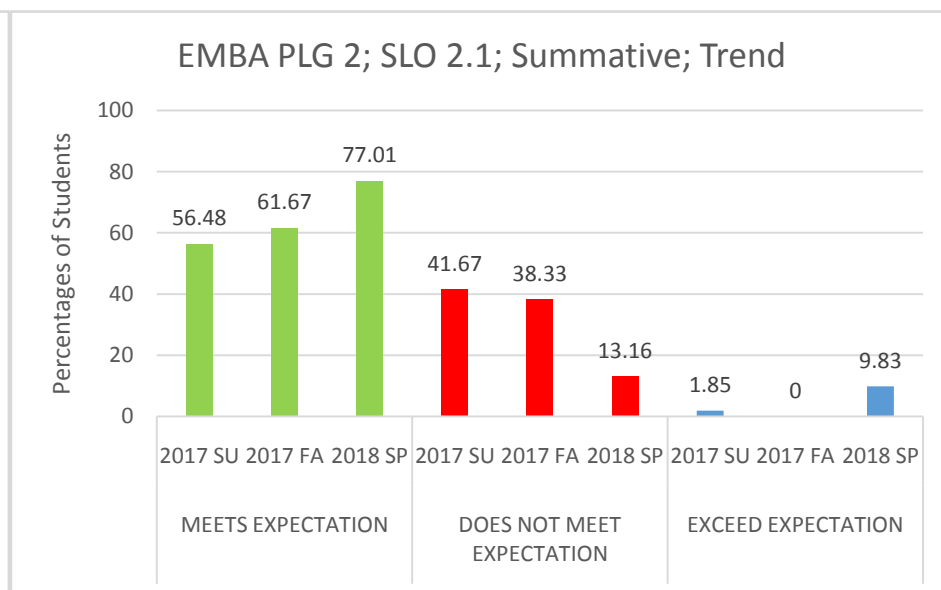


Figure EMBA - 6

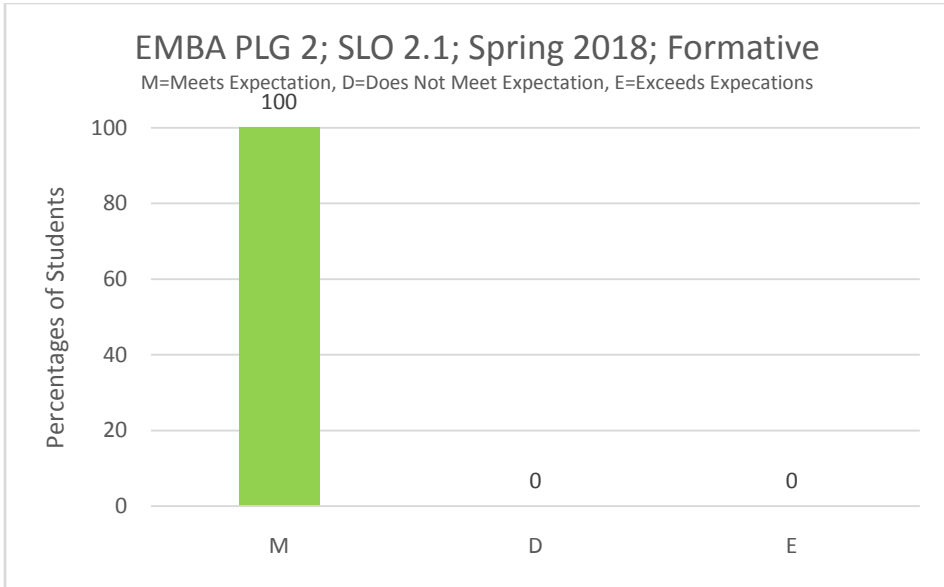


Figure EMBA - 7

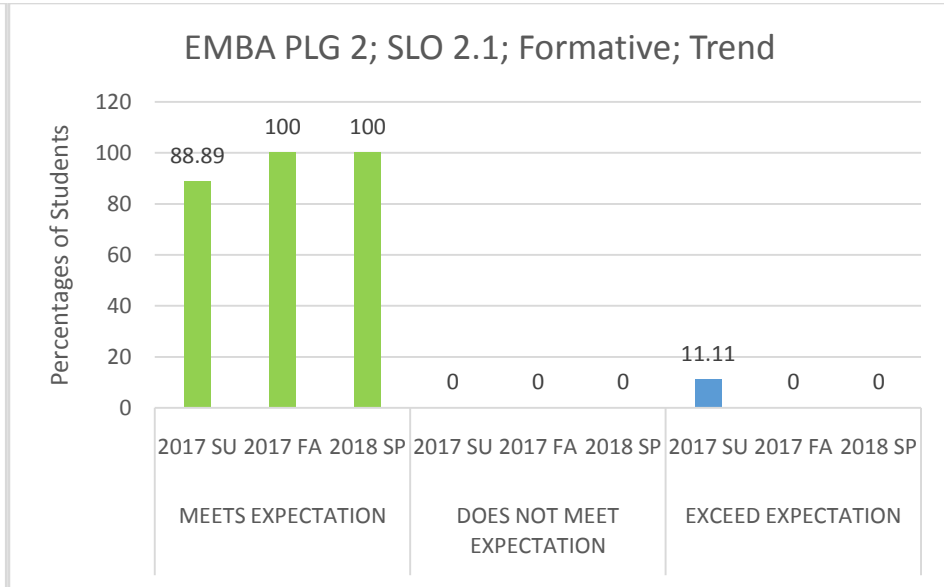


Figure EMBA - 8

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. Students met the target in formative assessment.</p> <p>Trend: Performance in summative assessment is very poor. However, there is an increase in percentage of students meeting and exceeding expectations. This shows a sign of improvement in this area.</p>	Realistic illustrations from the business world, case studies and research articles are used in classroom teaching to provide students better understanding of the subject matter.

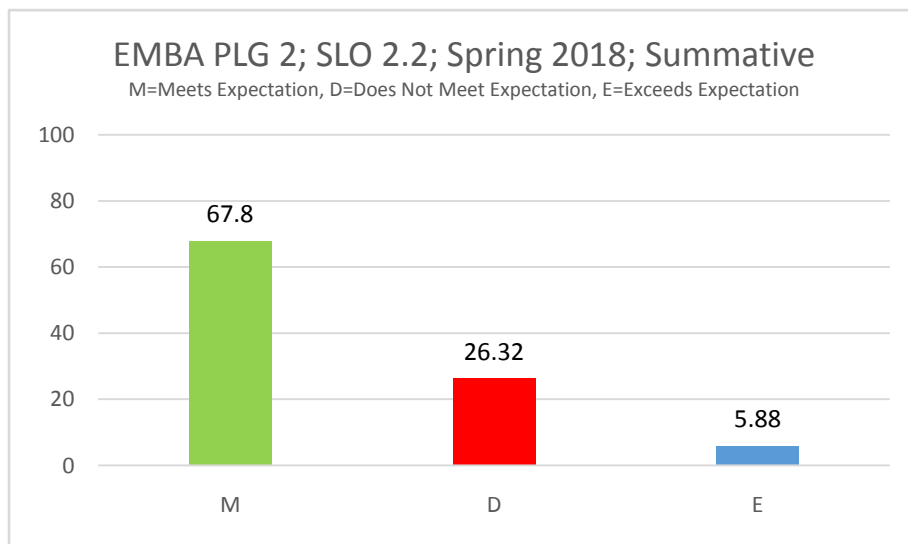


Figure EMBA - 9

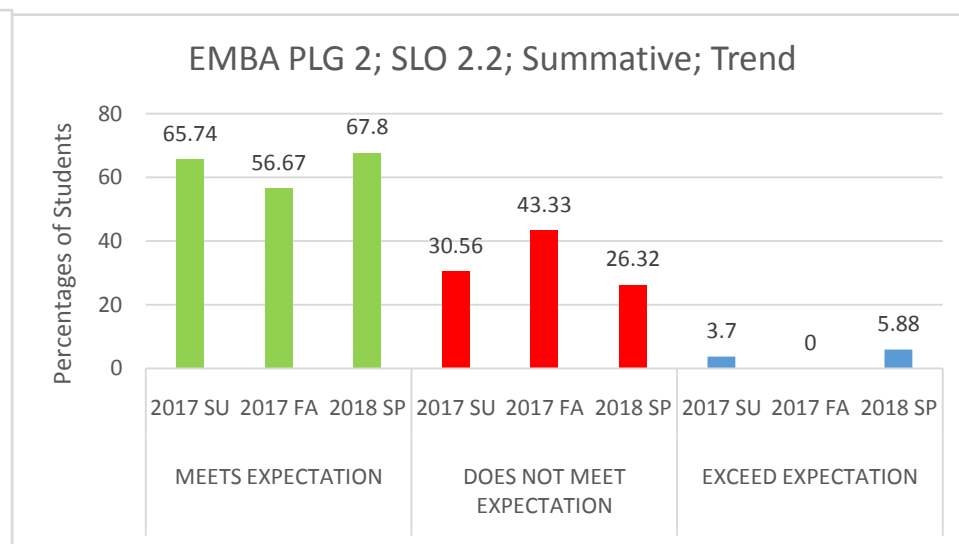


Figure EMBA - 10

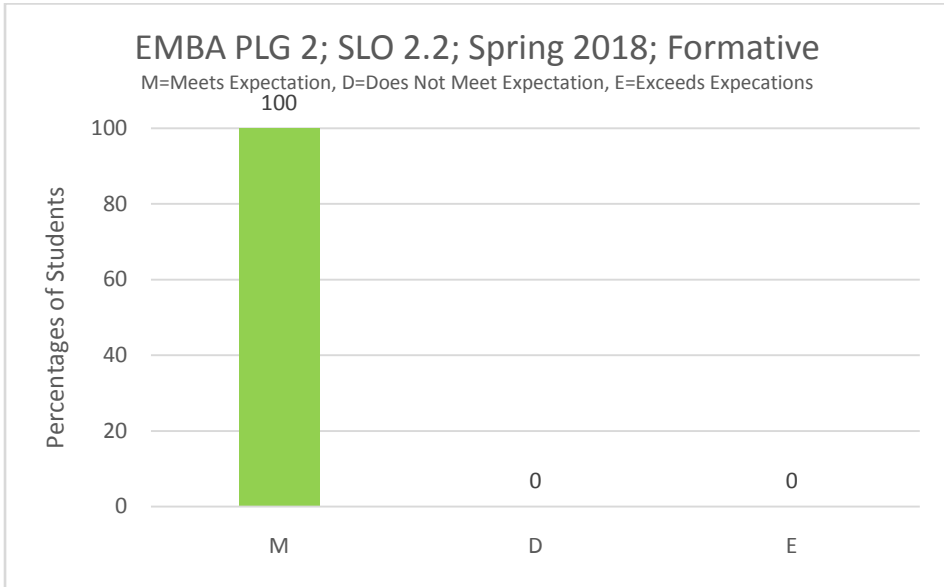


Figure EMBA - 11

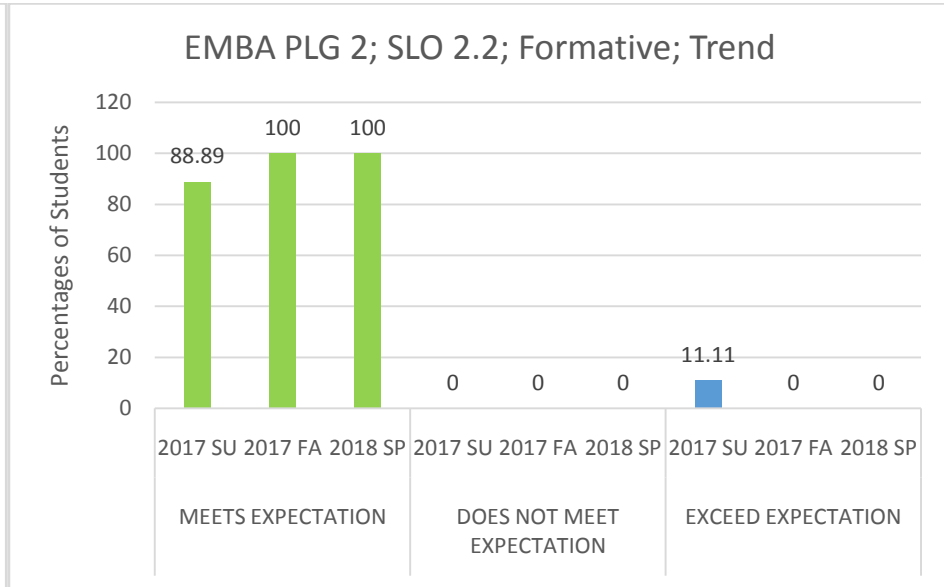


Figure EMBA - 12

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
3. Integration of management tools and techniques	3.1 Integrate and apply the tools and techniques of management, drawing on a broad-based knowledge of the major functions (accounting, economics, finance, information systems, marketing, operations management, and strategy) to solve complex management problems and render sound business decisions.	<p><u>Summative:</u> Exit Assessment Test and Course-Embedded Assessment (EMB 690 final term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (EMB 650 final term project)</p>	<p><u>Assessment Tests Meets</u> Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation> 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # EM.3.1.1.1</p>	See Figures EMBA – 13 through EMBA - 16	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students failed to meet the target in the summative assessment but met the target in formative assessment.</p> <p>Trend: Performance in summative assessment is very poor with high percentage of students not meeting expectation. However, performance has improved over the period with a decrease in percentage of students not meeting expectations.</p>	Faculties with Ph.D. from North America or equivalent universities and long industry experience at top-level corporations, teach in the EMBA program.

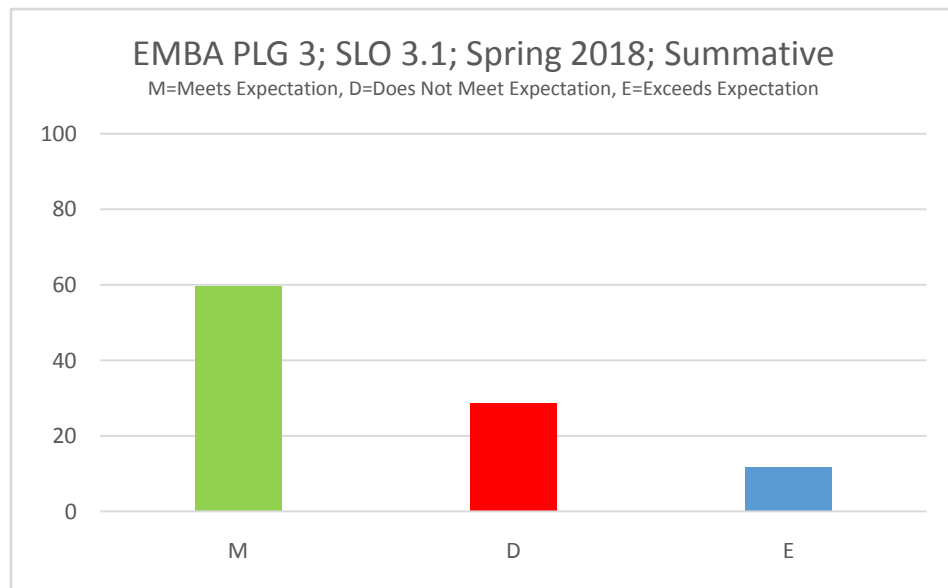


Figure EMBA - 13

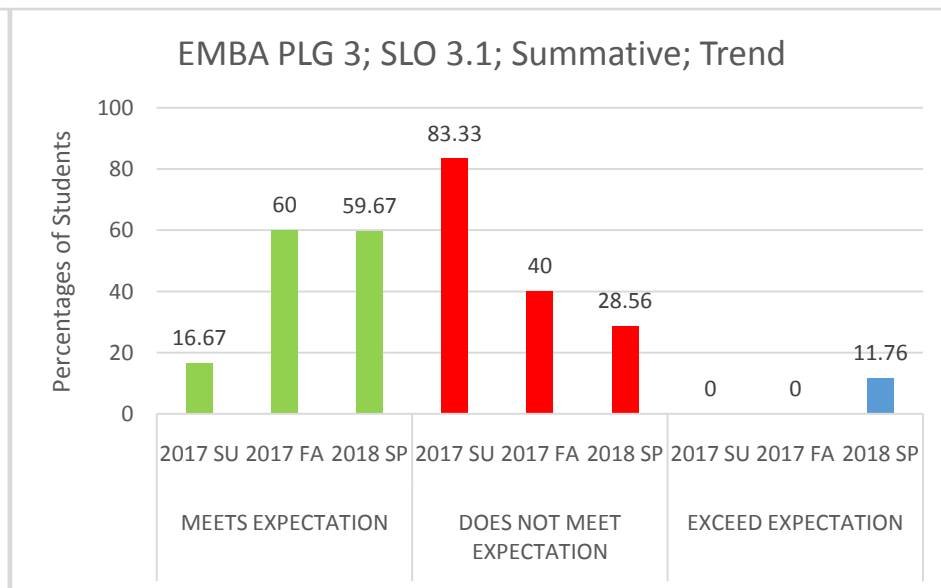


Figure EMBA - 14

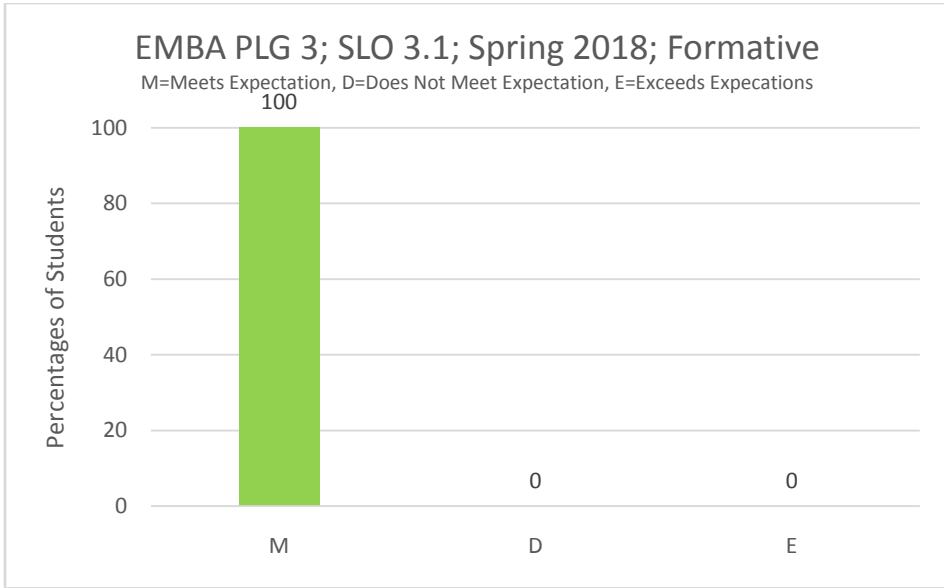


Figure EMBA - 15

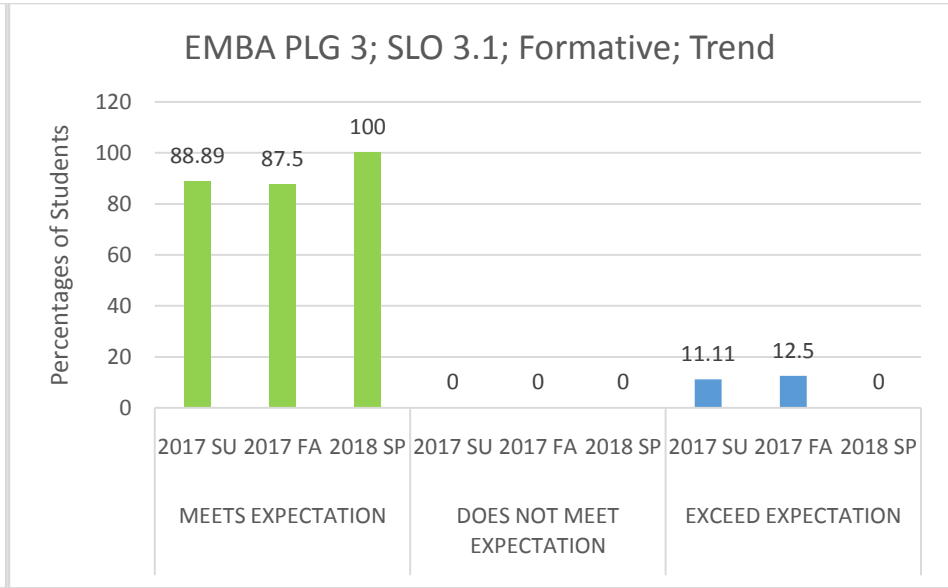


Figure EMBA - 16

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
4. Global Perspective	4.1 Augment business decisions with global considerations.	<p><u>Summative:</u> Exit Assessment Test and Course-Embedded Assessment (EMB 690 final term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (EMB 670 final term project)</p>	<p><u>Assessment Tests</u> Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # EM.4.1.1.1</p>	See Figures EMBA – 17 through EMBA - 20	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students failed to meet the target in both summative and formative assessment.</p> <p>Trend: Student performance in summative assessment is very poor and is an area of high concern. Performance in formative assessment has drastically fall in this period making it an area of major concern</p>	<p>The EMBA curriculum recognizes and incorporates emerging trends, concepts, and issues of globalization. This is reflected in course design and pedagogy.</p> <p>Interdisciplinary integration with globalization is attained through a global capstone course.</p>

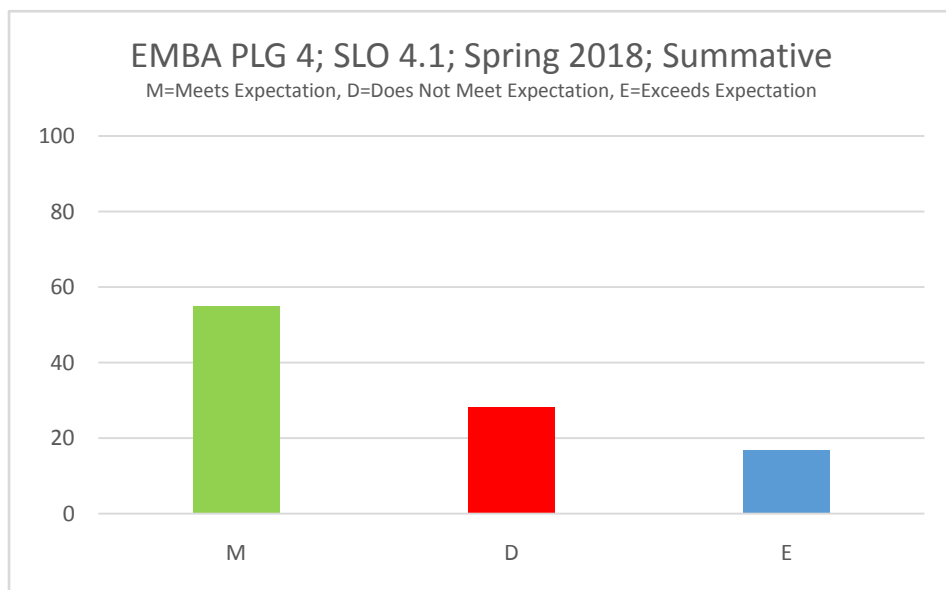


Figure EMBA - 17

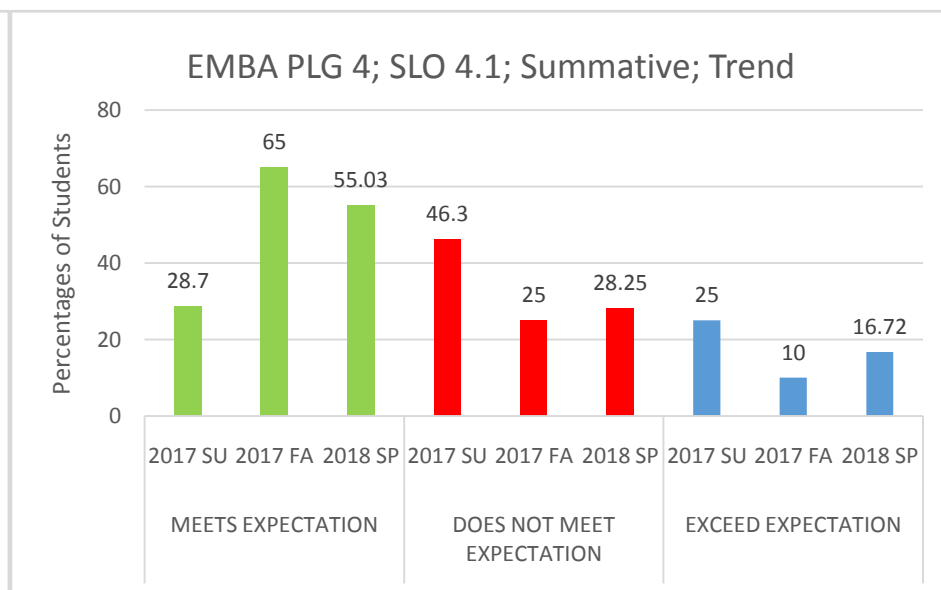


Figure EMBA - 18

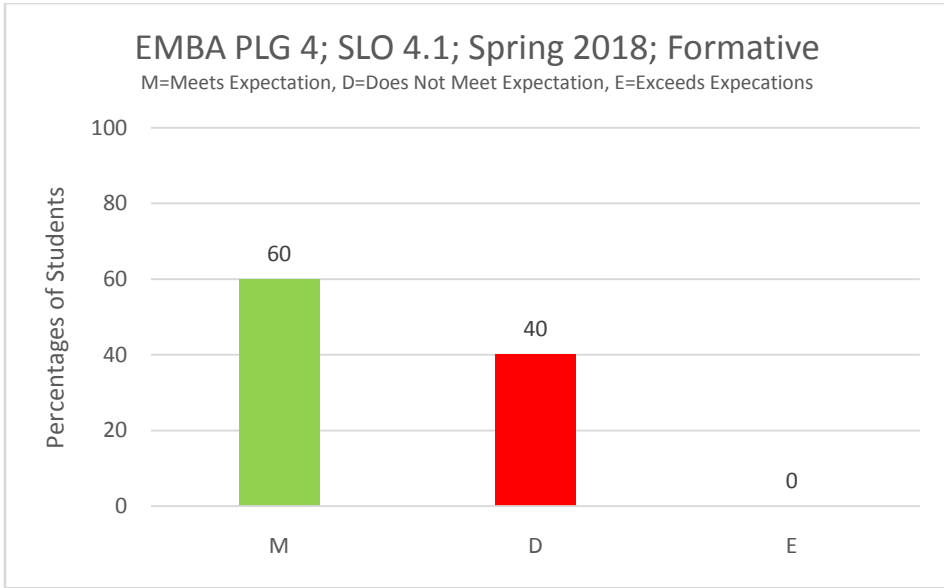


Figure EMBA - 19

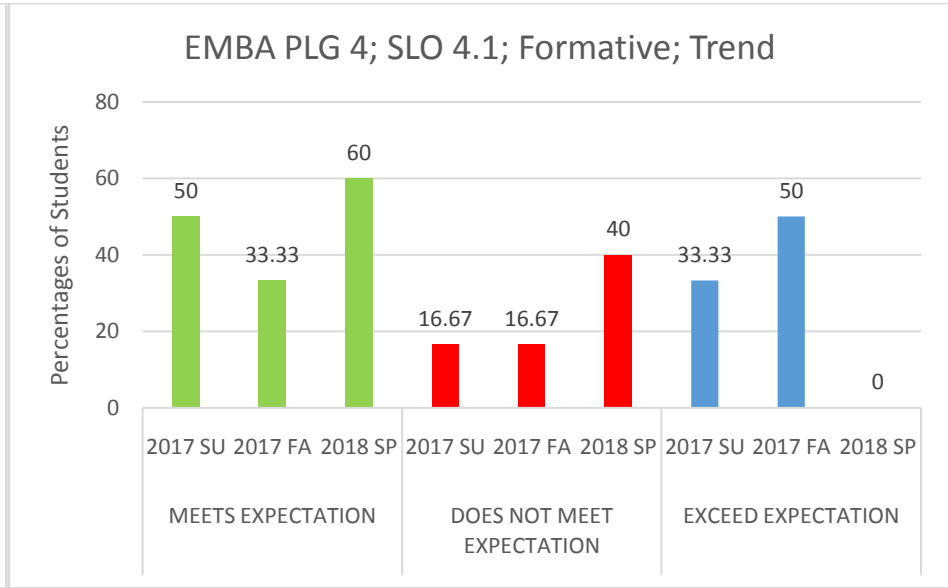


Figure EMBA - 20

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

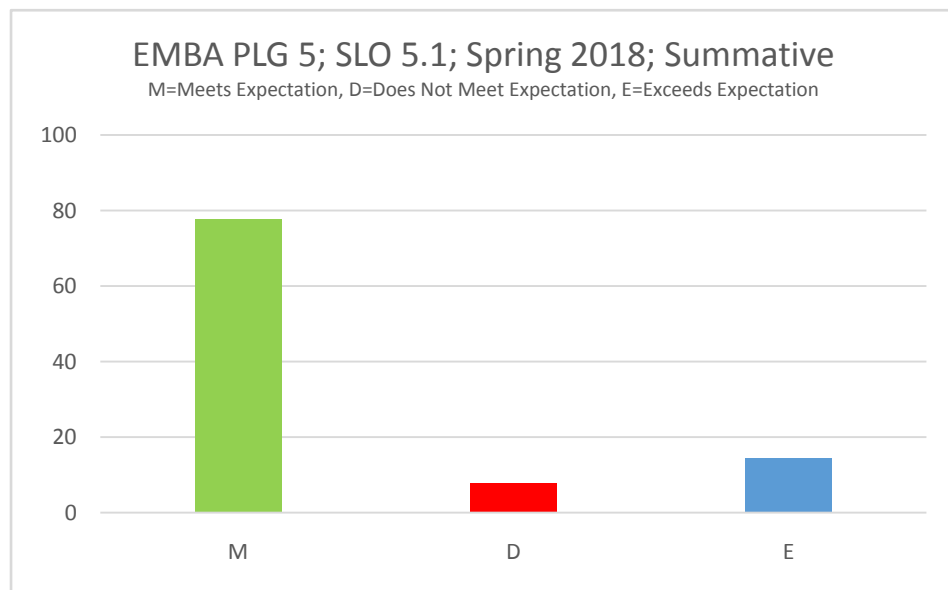


Figure EMBA - 21

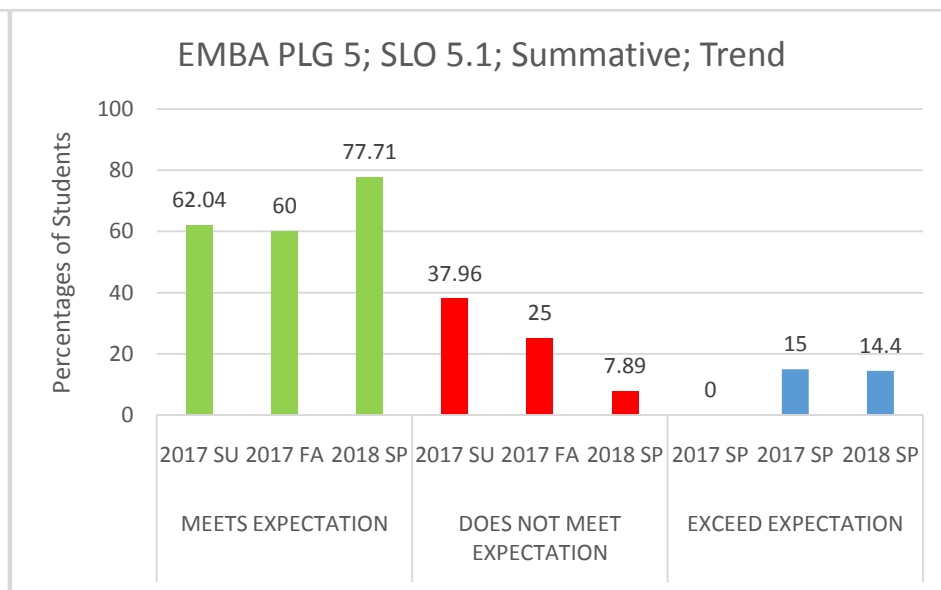


Figure EMBA - 22

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