



NORTH SOUTH UNIVERSITY
SCHOOL OF BUSINESS
AND ECONOMICS

Student Learning Assessment Report: Summer 2021

Contents

Summer 2021 Student Learning Assessment Report: BBA Program.....	3
Summer 2021 Student Learning Assessment Report: Major in Accounting	12
Summer 2021 Student Learning Assessment Report: Major in Finance	22
Summer 2021 Student Learning Assessment Report: Major in HRM Program	32
Summer 2021 Student Learning Assessment Report: Major in International Business (“INB”)	42
Summer 2021 Student Learning Assessment Report: Major in MIS Program	52
Summer 2021 Student Learning Assessment Report: Major in Marketing (“MKT”)	62
Summer 2021 Student Learning Assessment Report: Major in SCM Program.....	72
Summer 2021 Student Learning Assessment Report: BS in Economics	82
Summer 2021 Student Learning Assessment Report: MS in Economics	92

Summer 2021 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 did not meet expectation in summative assessment, but students met expectation in formative assessment Trend: Students performance in summative assessment has deteriorated over the period. High number of students did not meet expectation in this area. This is an area of high concern. However, students exhibit good performance in formative assessment	This was also an online semester. However, by this semester the school has mastered the use of online medium to teach students during pandemic. Students were asked to present their reports and projects online so that they can continue to learn how to present and communicate ideas effectively.

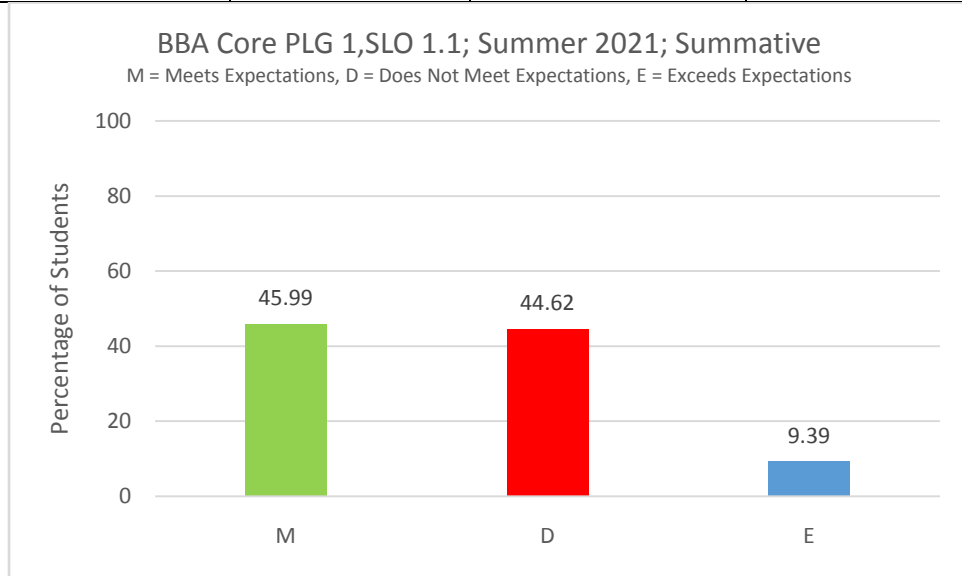


Figure BBA Core- 1

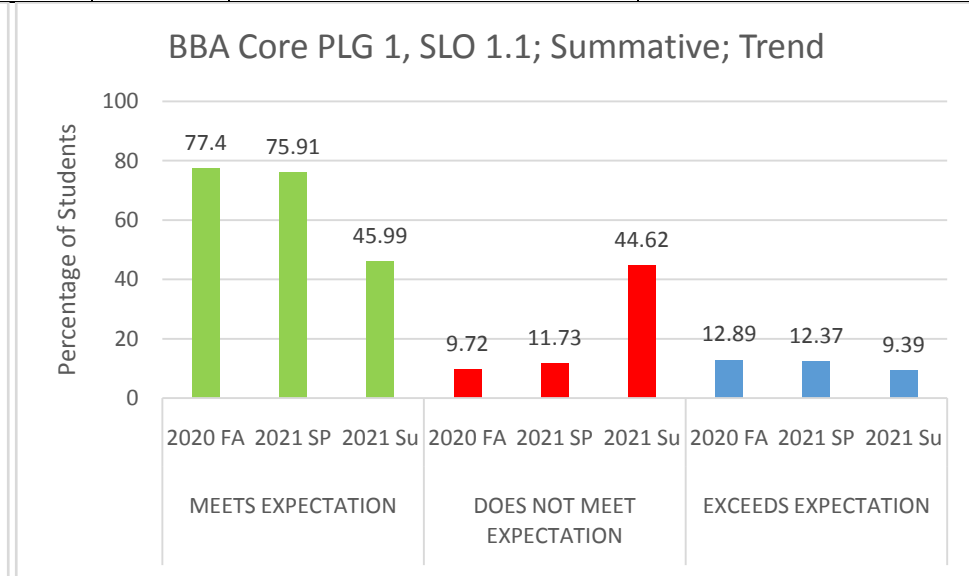


Figure BBA Core- 2

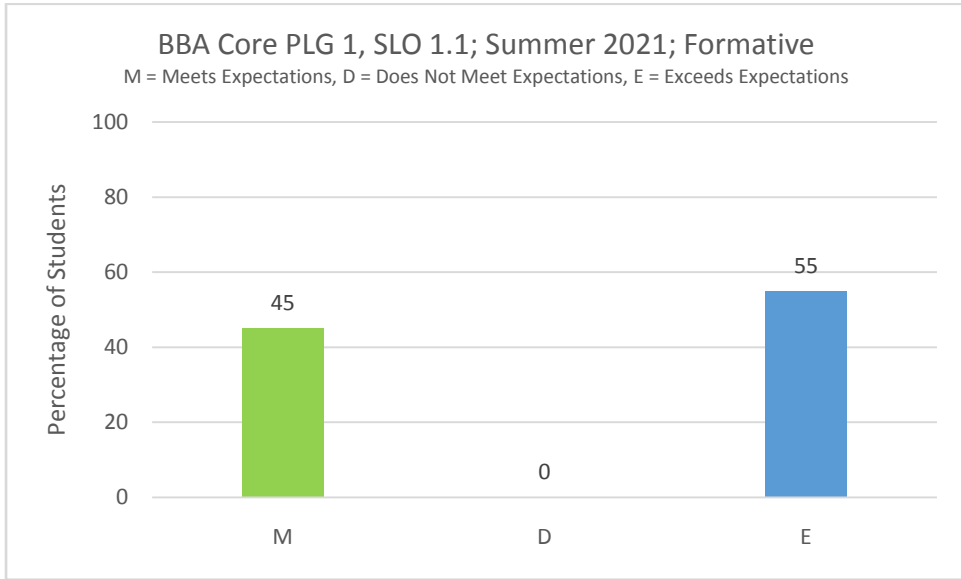


Figure BBA Core- 3

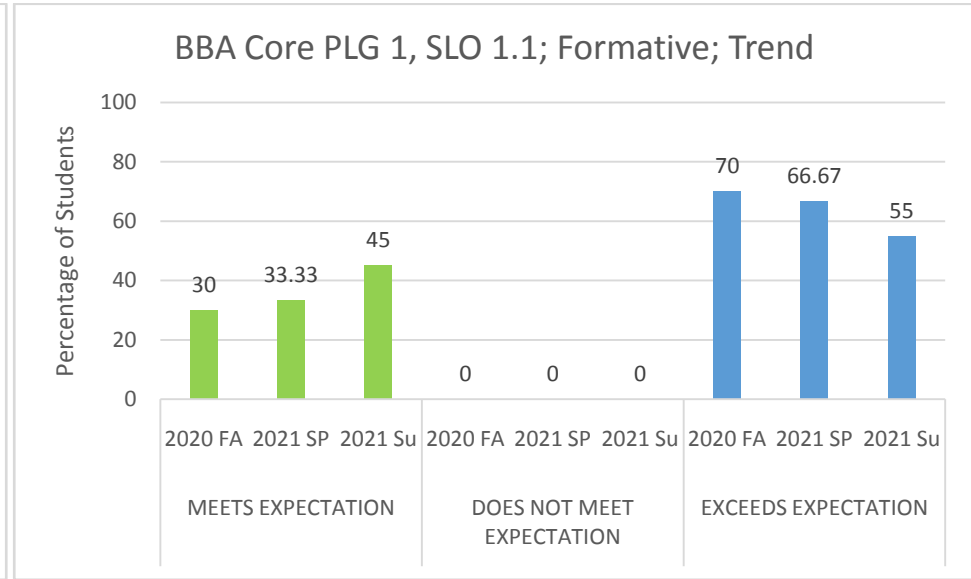


Figure BBA Core- 4

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 met the target. Trend: Students performance in this area has deteriorated over the period. Around 26% of the students did not meet expectation in this area.	Case studies are constantly updated and used in classrooms to help student understand practical scenarios.

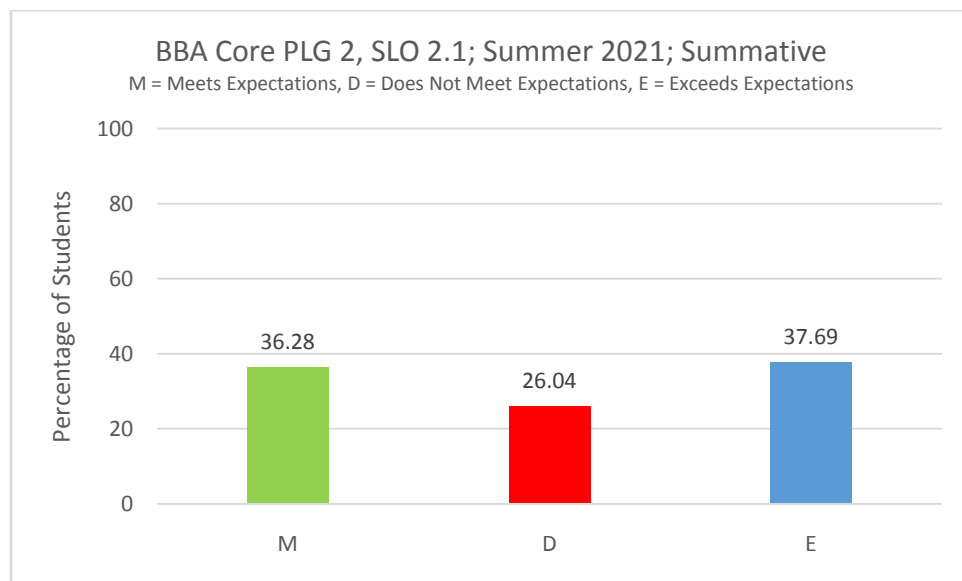


Figure BBA Core- 5

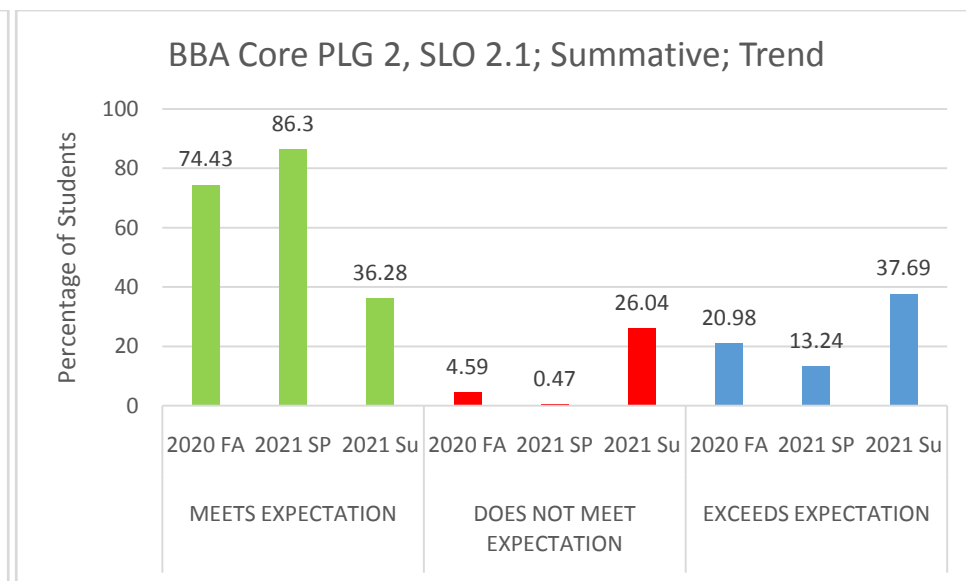


Figure BBA Core- 6

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: Although students met the target in this area performance seemed to decline over the period with increasing number of students not meeting the expectation.</p>	Case studies are constantly updated and used in classrooms to help student understand practical scenarios.

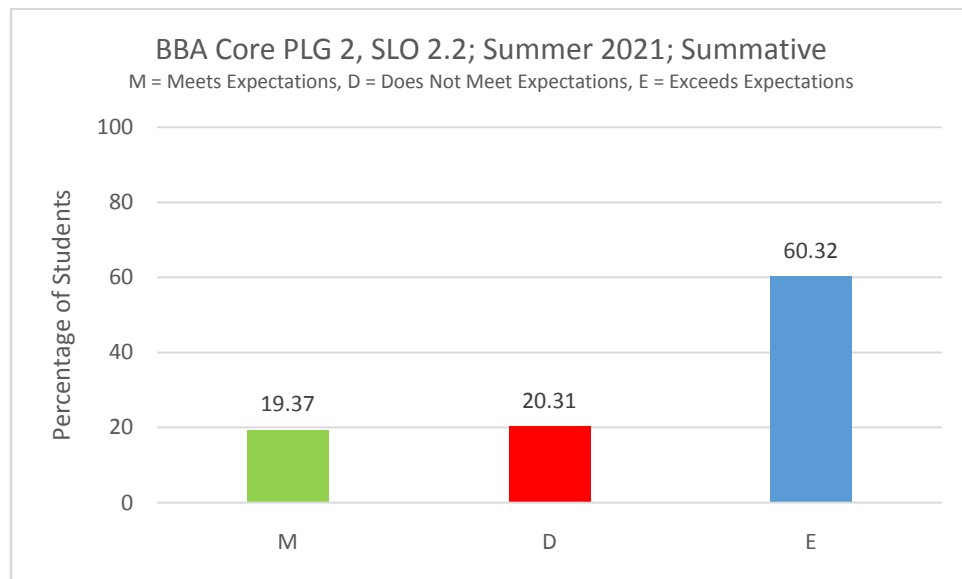


Figure BBA Core- 7

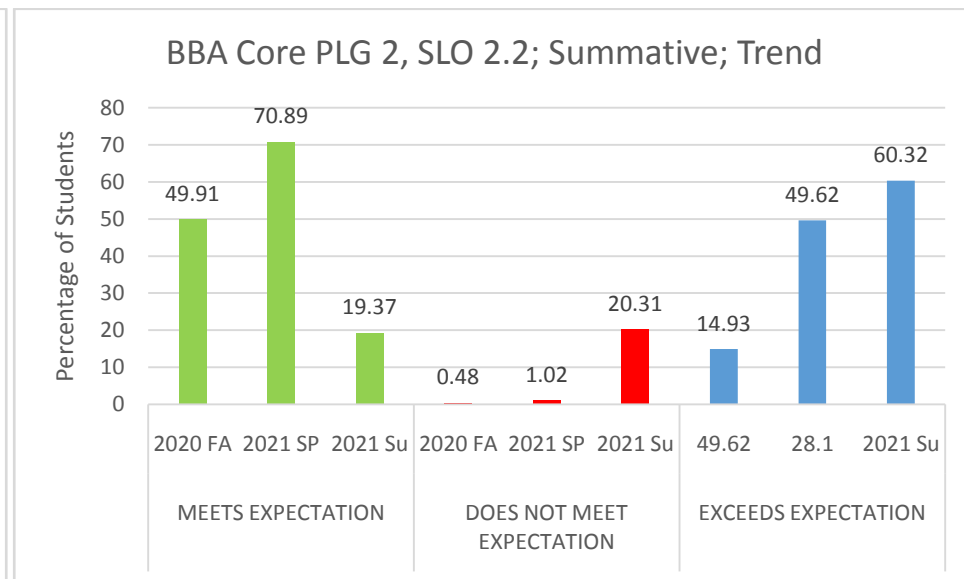


Figure BBA Core- 8

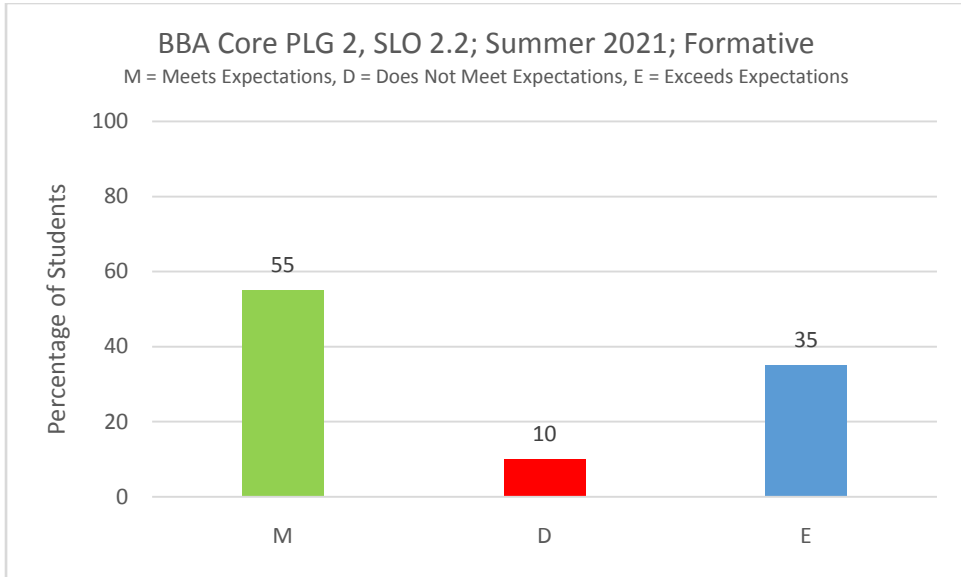


Figure BBA Core-9

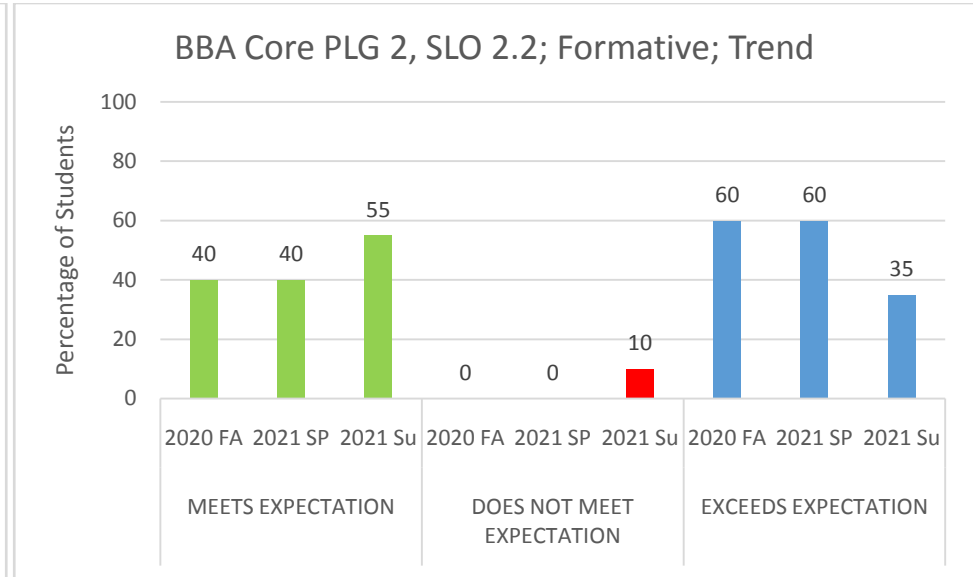


Figure BBA Core-10

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 did not meet the target in summative assessment but met the target in formative assessment. Trend: Students performance has declined over the period in summative assessment. This is an area of high concern. Students exhibit stable performance in formative assessment.	This semester several webinars were held to give students the idea about business and financial situations during the pandemic.

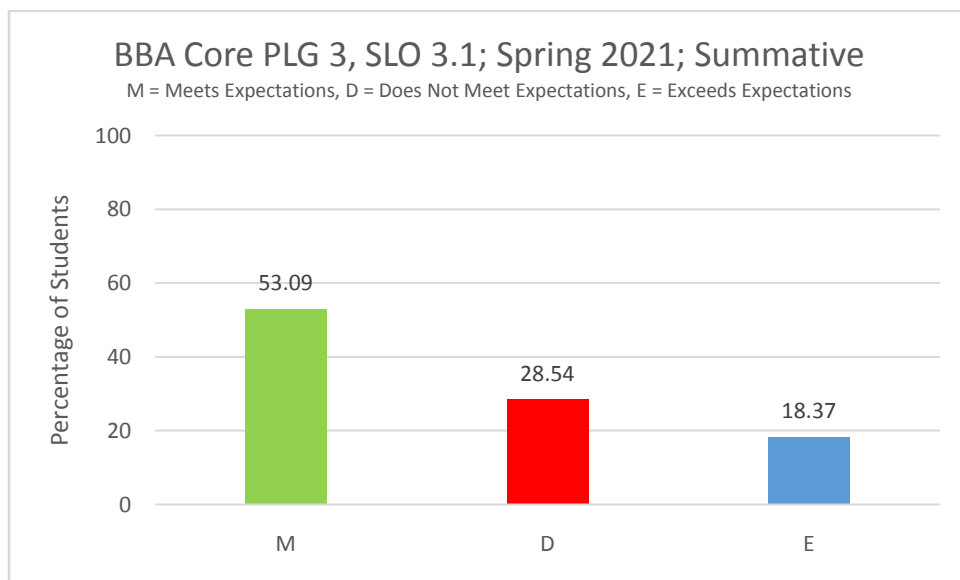


Figure BBA Core- 11

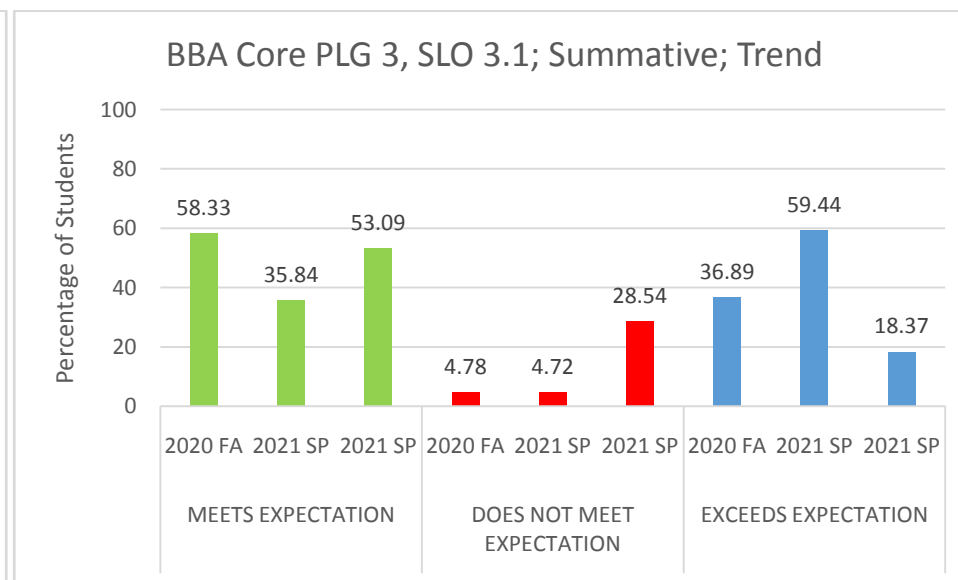


Figure BBA Core- 12

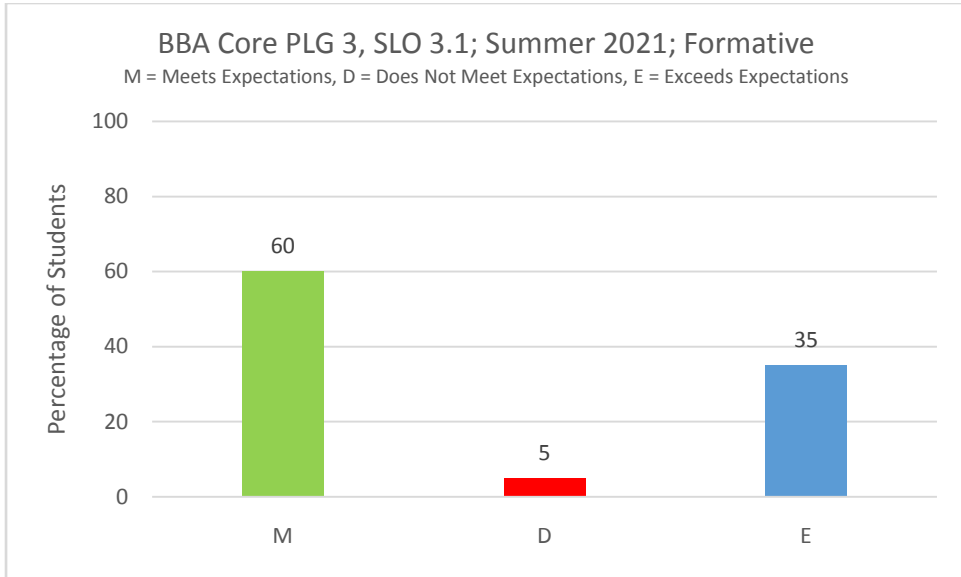


Figure BBA Core- 13

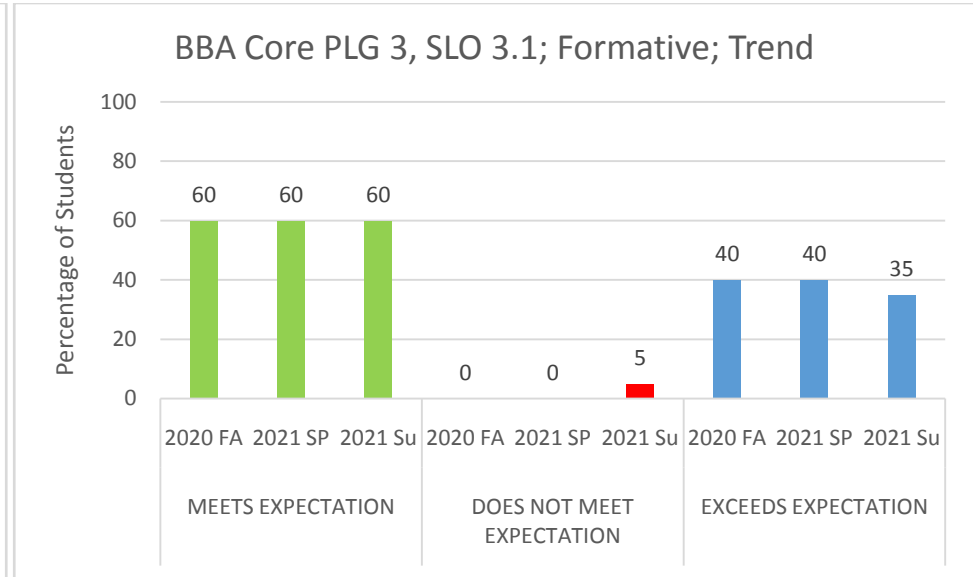


Figure BBA Core- 14

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
3. Integration	3.2 Utilize the latest business tools to analyze information, to improve productivity and decision-making, and to achieve performance targets efficiently	<p><u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment (MGT 489, integrative capstone course, group term projects)</p> <p><u>Formative:</u> Course Embedded Assessment from the Disciplines: FIN 435 group term projects for A&F students; HRM 480 group terms projects for HRM students; INB 480 group term projects for INB students; MIS 470 group term projects for MIS students; and MKT 460 group term projects for MKT students</p>	<p><u>Exit Assessment Test:</u> Meets Expectation: 60% to 80%; Does Not Meet Expectation < 60%; Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # 3.2.1.1 (summative); A&F.4.R.2 for A&F students, rubric # HRM.3.R.1 for HRM students, rubric # INB.2.R.1 for INB students, rubric # MIS.2.R.1 for MIS students, rubric # MKT.1.R.2 for MKT students (formative)</p>	<p>See Figures BBA Core 15 – 16.</p> <p>Please see the following figures for the formative results: A&F-13, HRM-9, INB-5, MIS-5, MKT-1</p>	<p>Target: 60% students should meet or exceed expectation.</p> <p>Students met the target.</p> <p>Trend: Percentage of students not meeting expectation has increased over the period showing a negative trend.</p>	<p>The University introduced Canvas, a Learning Management System (LMS), for students. This is a software application for the administration, documentation, tracking, reporting, automation and delivery of educational courses, training programs, or learning and development programs.</p>

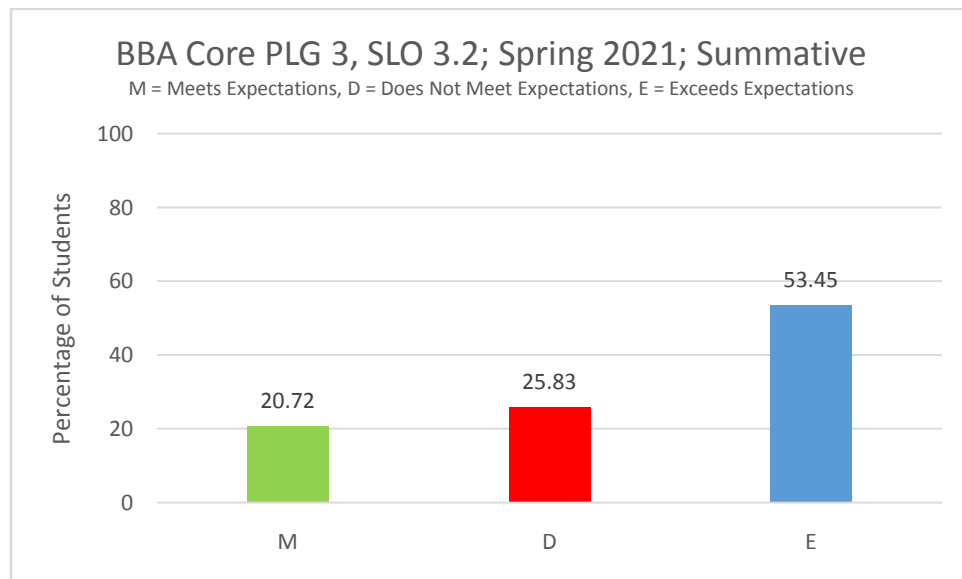


Figure BBA Core- 15

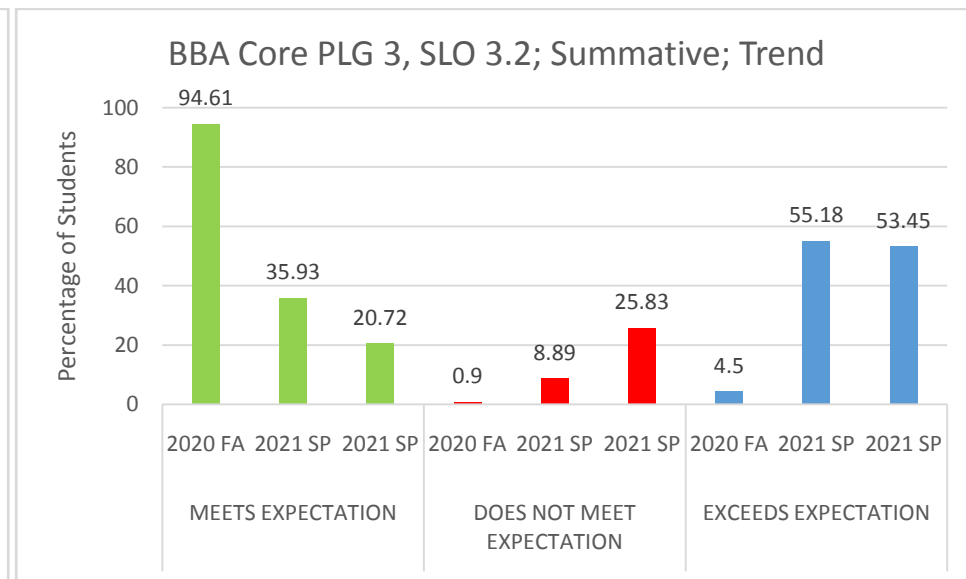


Figure BBA Core- 16

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
4. Ethics	4.1 Uphold ethical standards in every professional practice	<u>Summative</u> : Exit Assessment Test, and Course-Embedded Assessment (MGT 489, integrative capstone course, group term projects)	<u>Exit Assessment Test</u> : Meets Expectation 60% to 80%; Does Not Meet Expectation < 60%, Exceeds Expectation > 80% <u>Course-Embedded Assessment</u> : Rubric # 4.1.1.1	See Figures BBA Core 17 - 18	Target: 80% students should meet or exceed expectation. Students did not meet the target Trend: Overall student's performance has declined over the period with increasing number of students not meeting the expectations. However, number of students exceeding expectations has also increased over the period.	Importance of ethics is embedded in all courses curriculums and the school enforces different rules for students to exhibit ethical behavior.

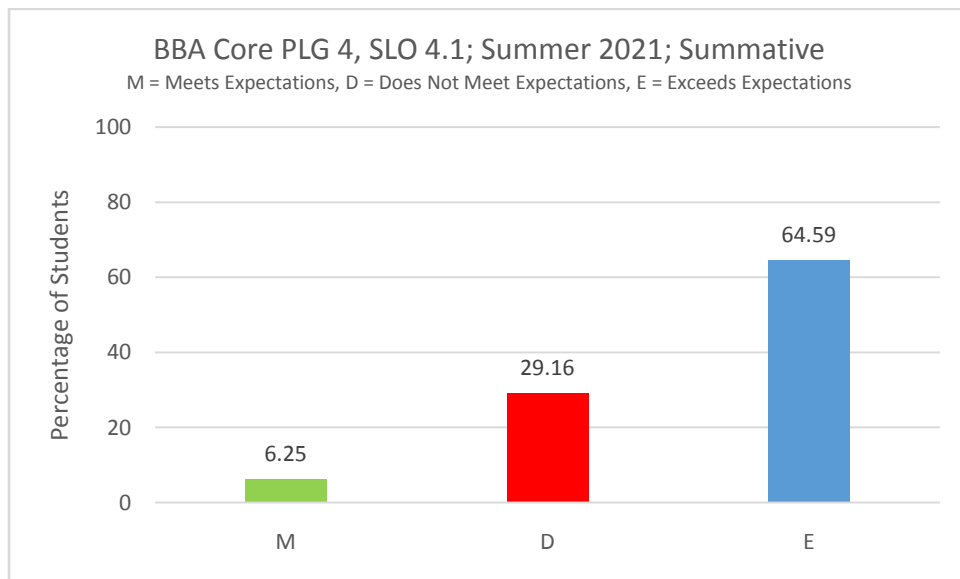


Figure BBA Core- 17

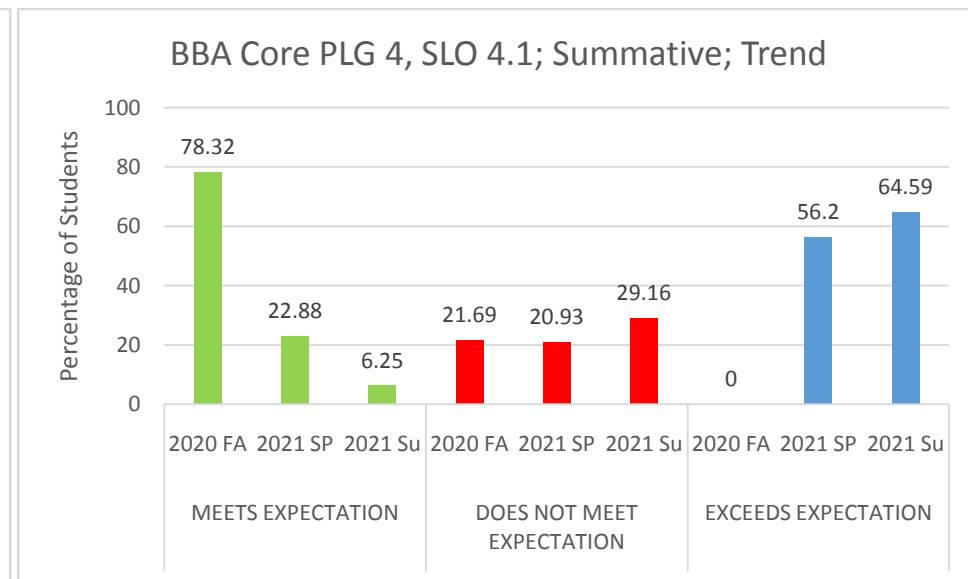


Figure BBA Core- 18

Summer 2021 Student Learning Assessment Report: Major in Accounting

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
ACT.1. Identify and classify financial information; prepare financial statements in accordance with appropriate standards	<p><u>Summative:</u> - Exit Assessment Test, and Course Embedded Assessment (ACT 320 group term projects)</p> <p><u>Formative:</u> Course Embedded-Assessment (ACT201 group term projects)</p>	<p><u>Exit Assessment Test</u> Meets Expectation: 60% -80% Does Not Meet Expectation < 60% Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # ACT.1.R.1</p>	See Figures ACT 1 – 4.	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students met the target.</p> <p>Trend: Students exhibit very good performance in this area with high percentage of students exceeding expectations in summative assessment.</p>	Class projects include understanding and analyzing company's annual report under both IFRS and GAAP.

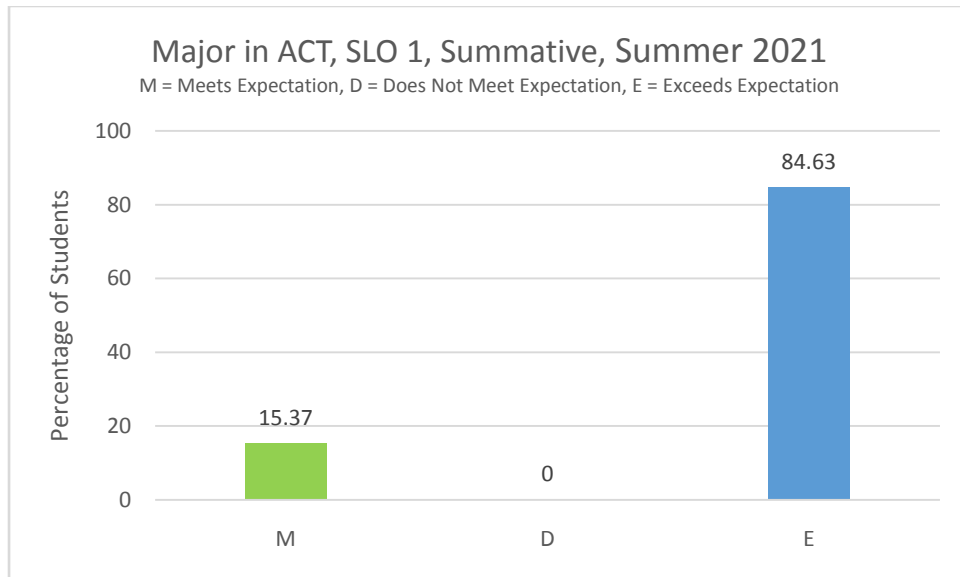


Figure ACT 1

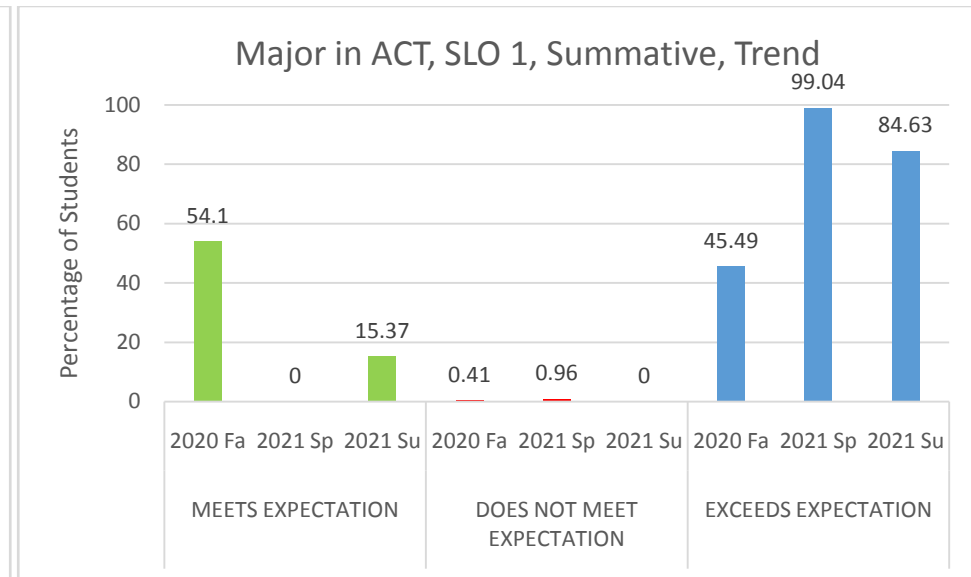


Figure ACT 2

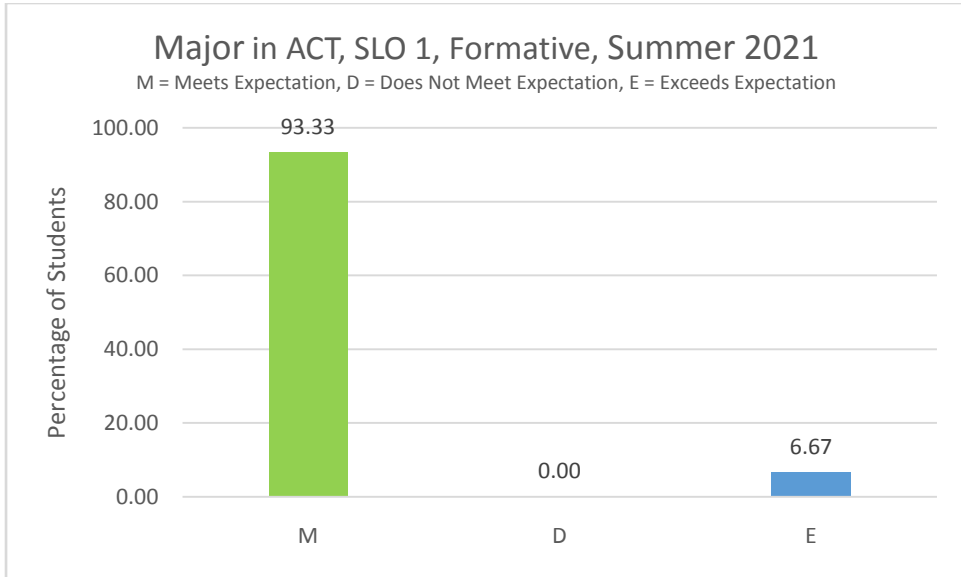


Figure ACT 3

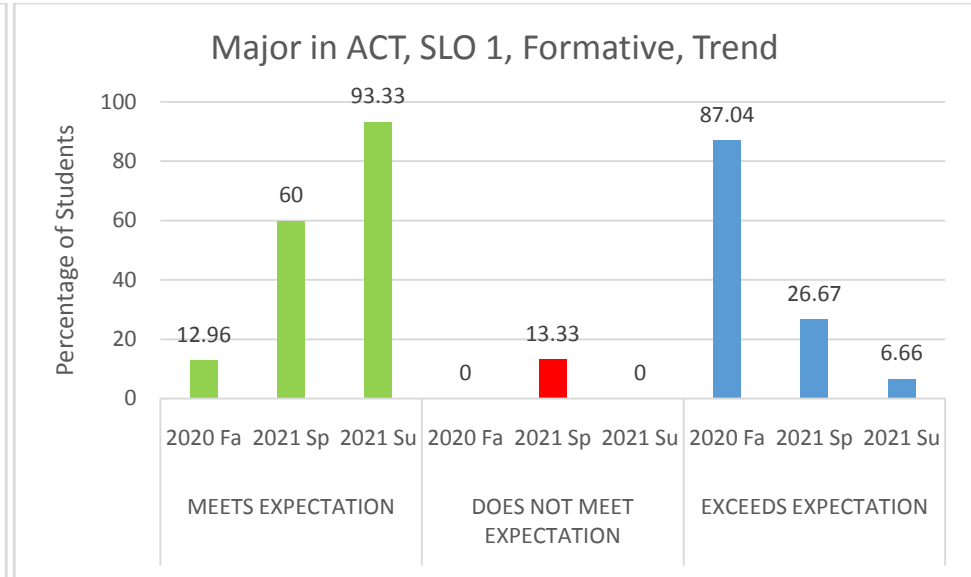


Figure ACT 4

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
ACT.2. Demonstrate critical thinking and problem solving when applying accounting principles and procedures.	<p><u>Summative</u>: - Exit Assessment Test, and Course Embedded Assessment (ACT 320 group term projects)</p> <p><u>Formative</u>: Course Embedded- Assessment (ACT201 group term projects)</p>	<p><u>Exit Assessment Test</u> Meets Expectation: 60% -80% Does Not Meet Expectation < 60% Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment</u>: Rubric # ACT.2.R.1</p>	See Figures ACT 5 – 8.	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students met the target.</p> <p>Trend: Overall students have demonstrated good performance in this area.</p>	Course curriculum is constantly updated to incorporate updated accounting standards requirement.

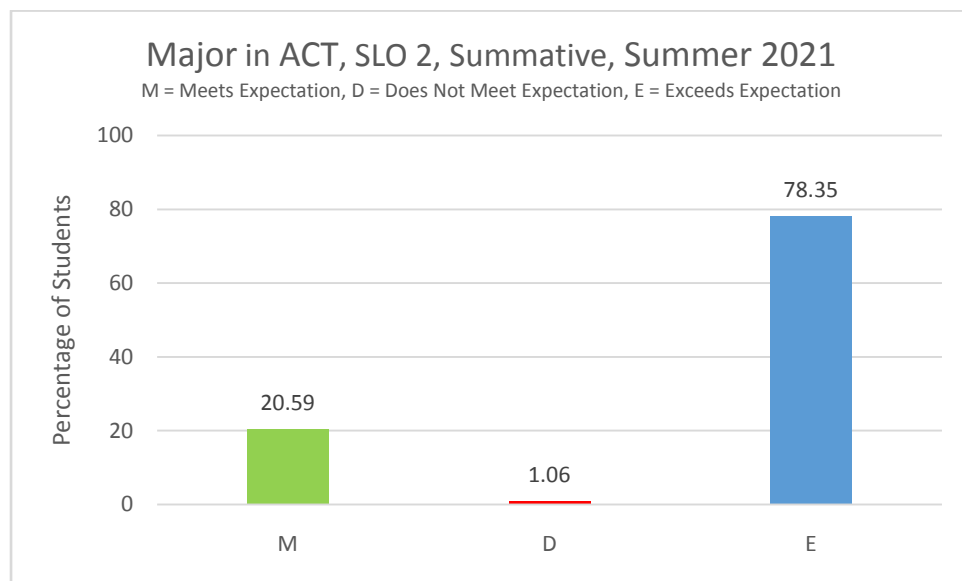


Figure ACT 5

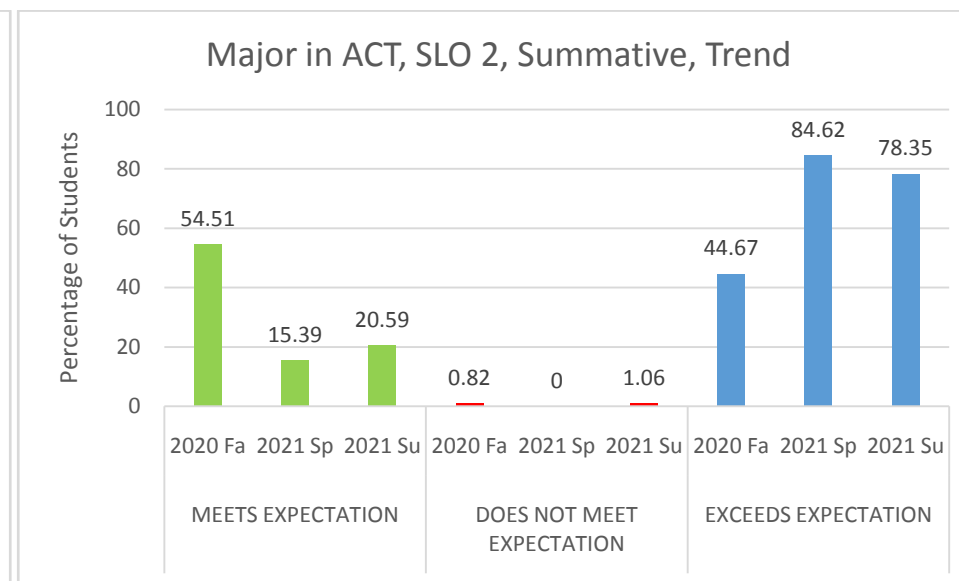


Figure ACT 6

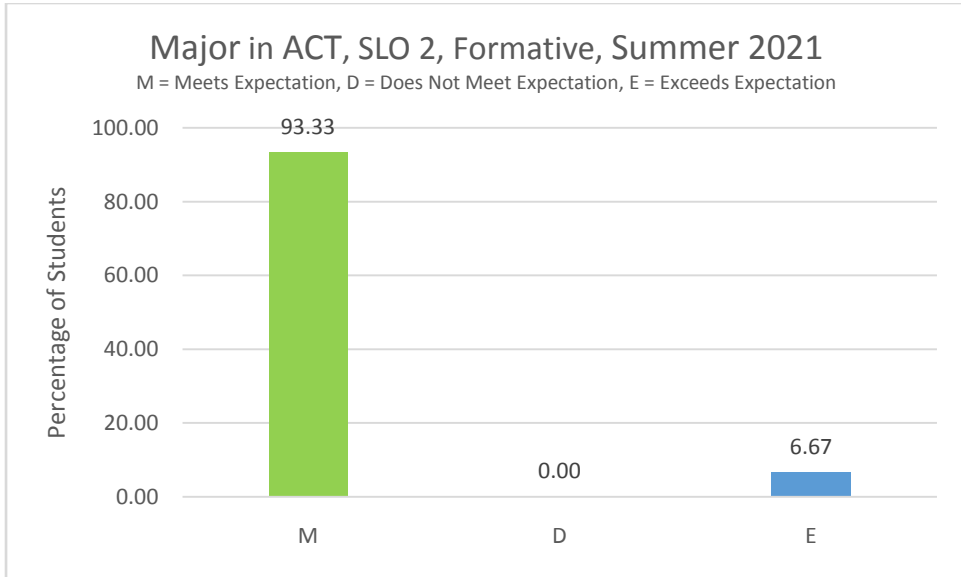


Figure ACT17

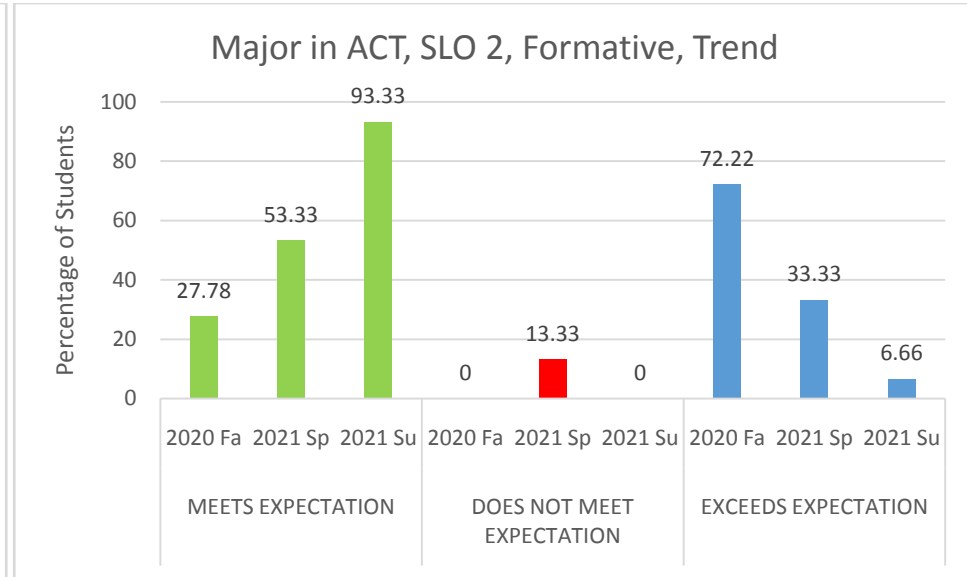


Figure ACT 8

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
ACT.3. Explain cost concepts and its classification and apply this in budgeting for specific business situations.	<p><u>Summative:</u> - Exit Assessment Test, and Course-Embedded Assessment (ACT 360 group term projects)</p> <p><u>Formative:</u> Course-Embedded Assessment (ACT 202 group term projects)</p>	<p><u>Exit Assessment Test</u> Meets Expectation: 60% -80% Does Not Meet Expectation < 60% Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # ACT.3.R.1 & ACT.3.R.2</p>	See Figures ACT 9 – 12.	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students failed to meet the target in summative assessment but met the target in formative assessment</p> <p>Trend: The percentage of students not meeting expectations shows an increasing trend in summative assessment. However, performance in formative assessment has improved over the period with an increase in the percentage of students exceeding expectations.</p>	The South Asian Institute of Policy and Governance (SIPG) and School of Business and Economics (SBE) of NSU jointly organized a Webinar on the role of the budget on Economic growth during Covid-19. Hon'ble Minister, Mr. Muhammad Abdul Mannan, Ministry of Planning, Government of Bangladesh was present in the webinar as the Chief Guest.

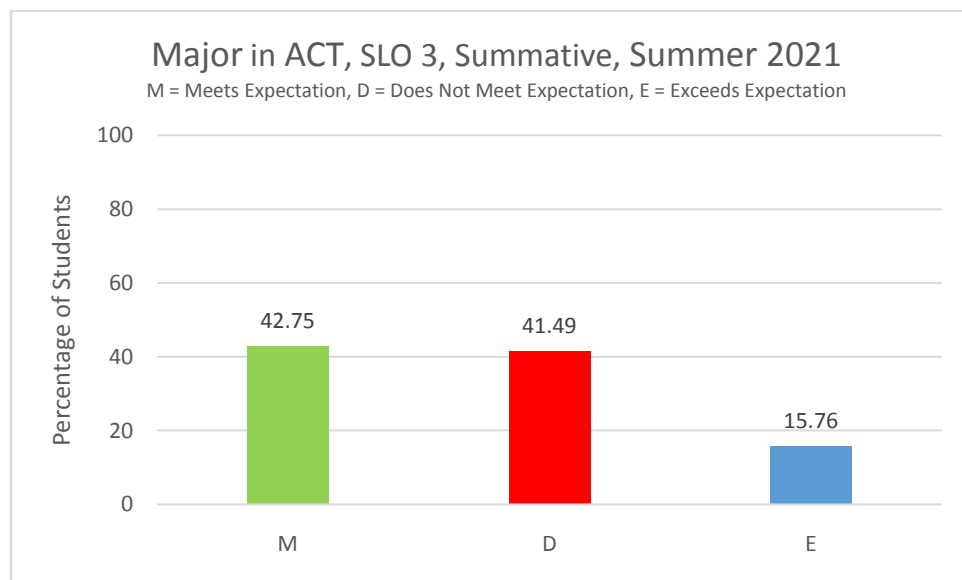


Figure ACT 9

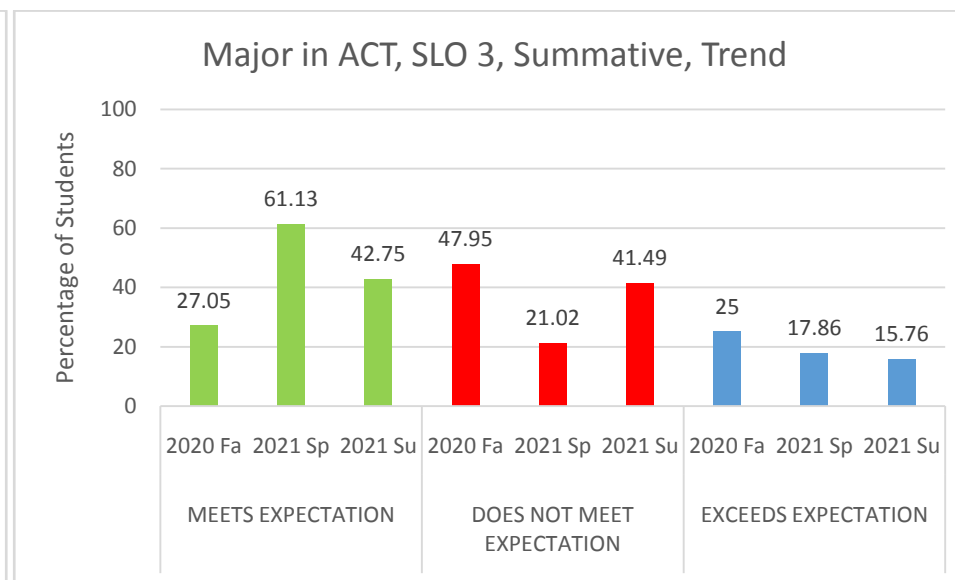


Figure ACT 10

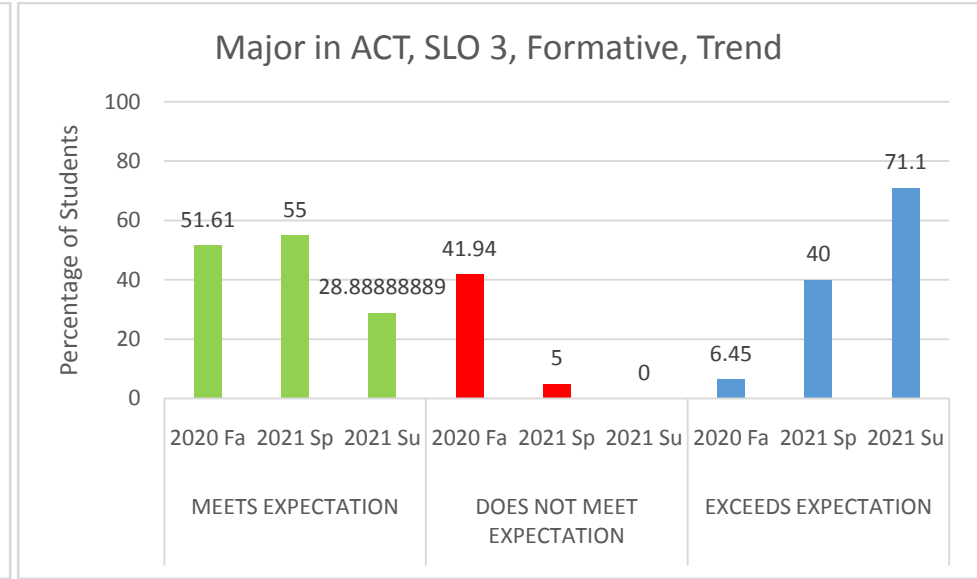
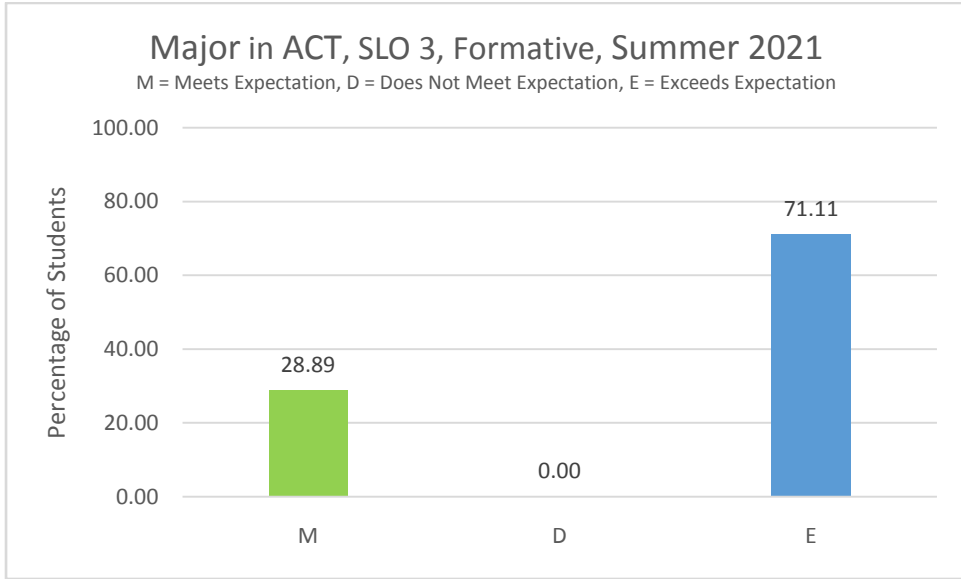


Figure ACT 11

Figure ACT 12

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
ACT.4. Demonstrate an understanding of tax concepts and rules.	<p><u>Summative</u>: - Exit Assessment Test, and Course-Embedded Assessment (ACT 370 group term projects)</p> <p><u>Formative</u>: Course Embedded-Assessment (ACT 320 group term projects)</p>	<p><u>Exit Assessment Test</u>: Meets Expectation: 60% -80% Does Not Meet Expectation < 60% Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment</u>: Rubric # ACT.4.R.1</p>	See Figures ACT 13 – 16.	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students failed to meet the target in summative assessment but met the target in formative assessment.</p> <p>Trend: There is a high percentage of students not meeting expectations in summative assessment. However, performance in formative assessment is showing a positive trend.</p>	Course curriculum is constantly updated to incorporate updated tax laws and requirements.

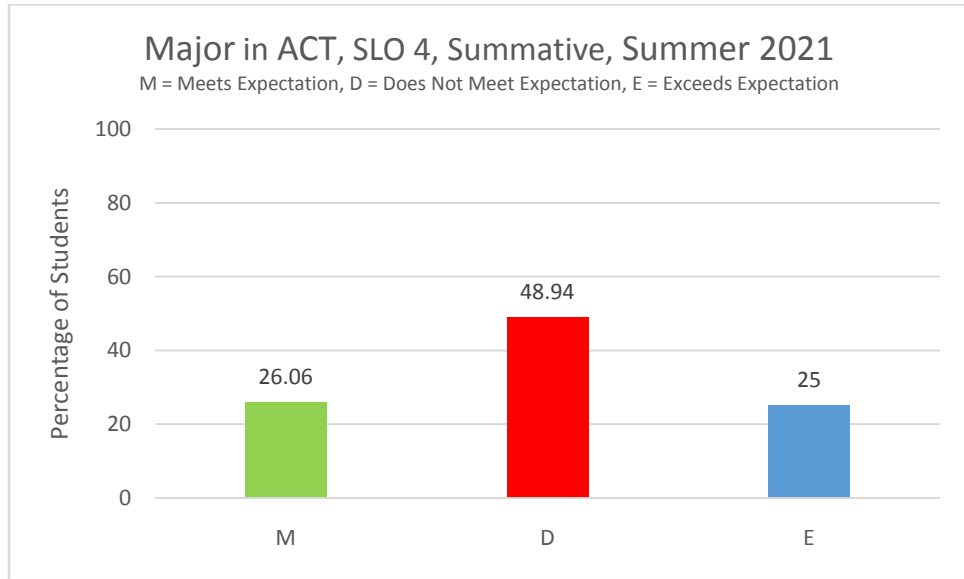


Figure ACT 13

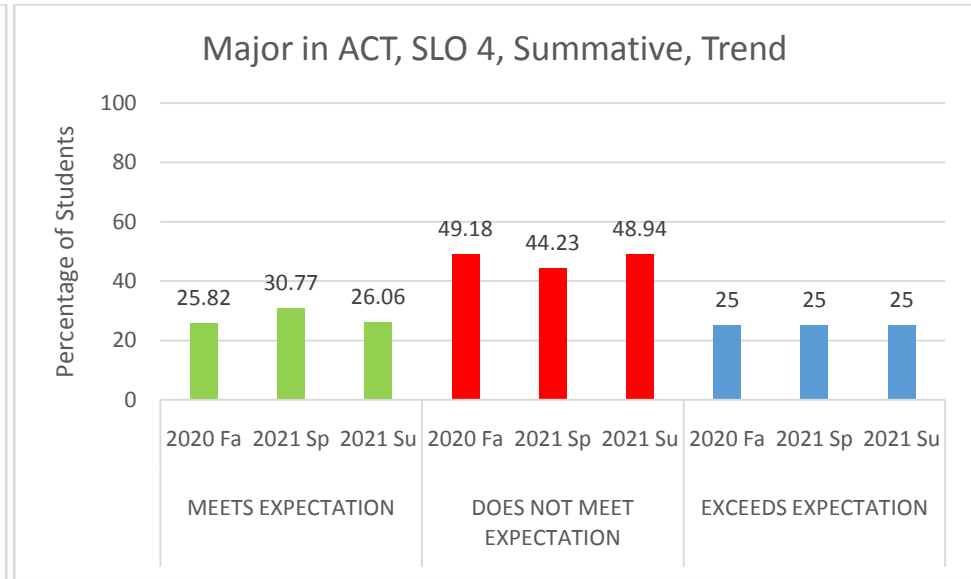


Figure ACT 14

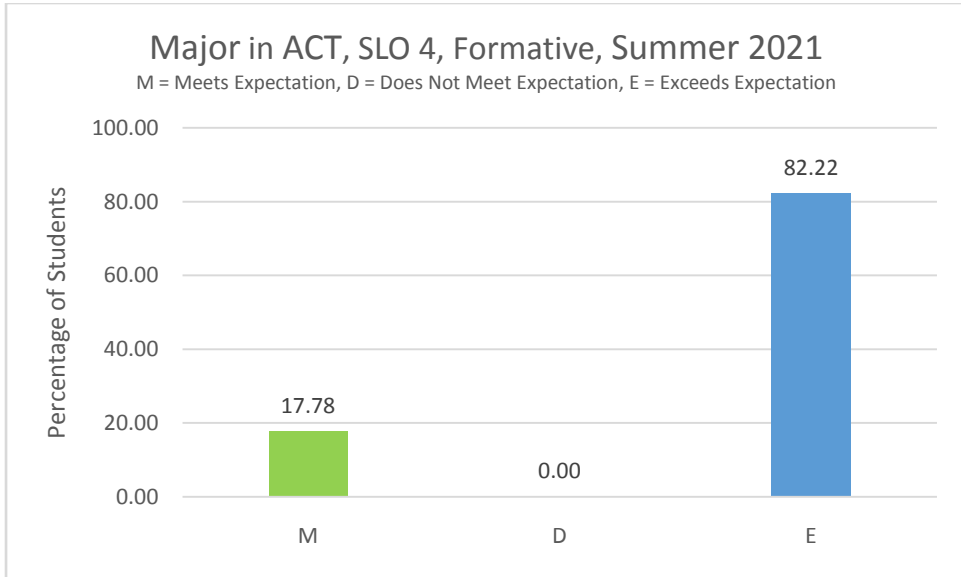


Figure ACT 15

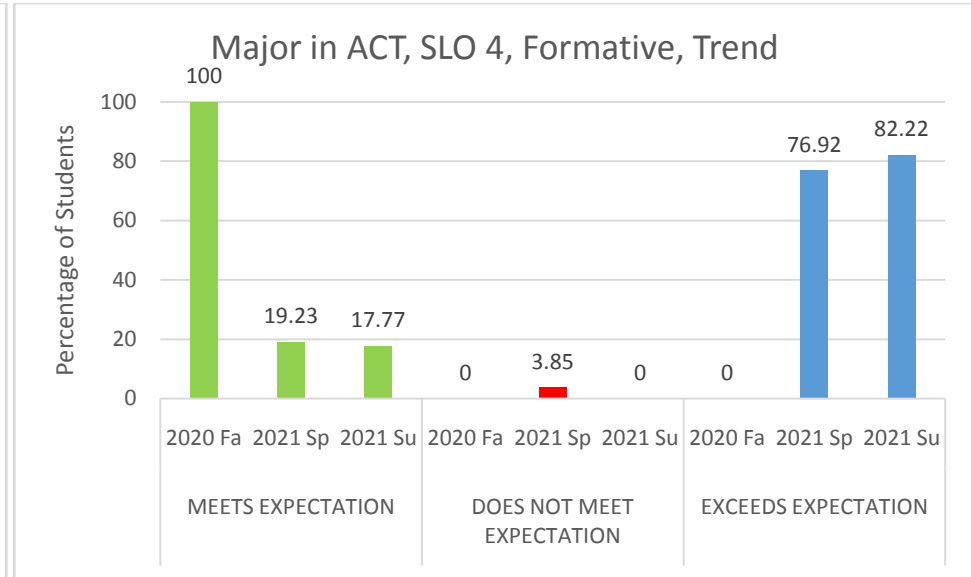


Figure ACT 16

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
ACT.5. Be able to analyze and interpret financial statements and relate the information found within.	<p><u>Summative:</u> - Exit Assessment Test, and Course-Embedded Assessment (ACT 320 group term projects)</p> <p><u>Formative:</u> Course-Embedded Assessment (ACT 201 group term projects)</p>	<p><u>Exit Assessment Test:</u> Meets Expectation: 60% -80% Does Not Meet Expectation < 60% Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # ACT.5.R.1</p>	See Figures ACT 17 – 20.	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students met the target both in formative and summative assessment</p> <p>Trend: Students show good performance in this area. However there is a decline in percentage of students exceeding expectations in summative assessment.</p>	Class work and projects include understanding company’s annual report and analyze the liquidity, profitability and solvency position of companies.

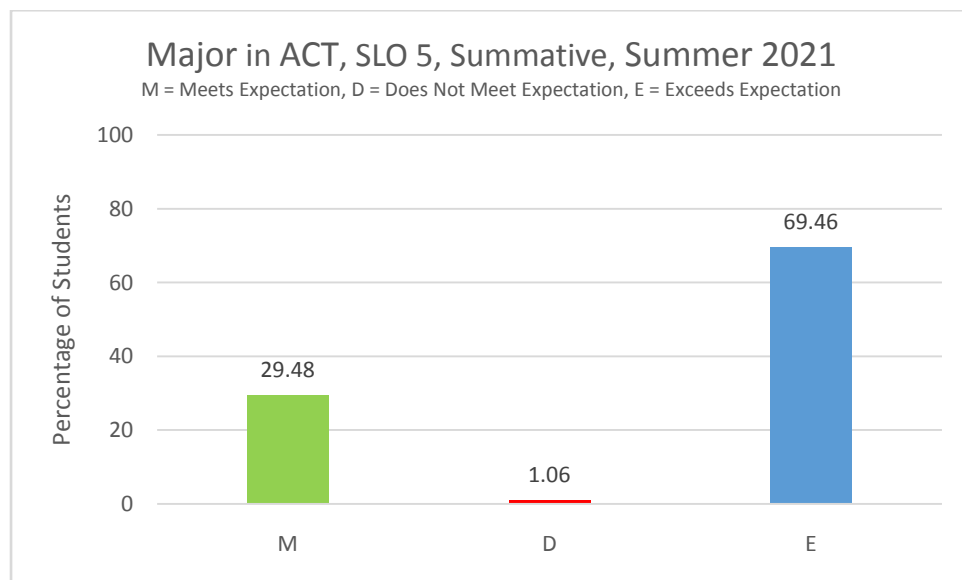


Figure ACT 17

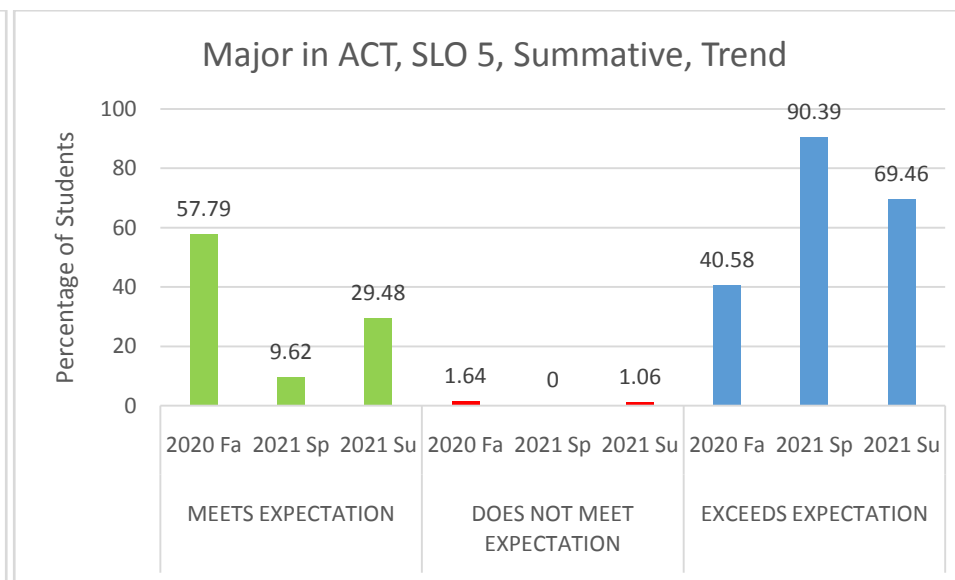


Figure ACT 18

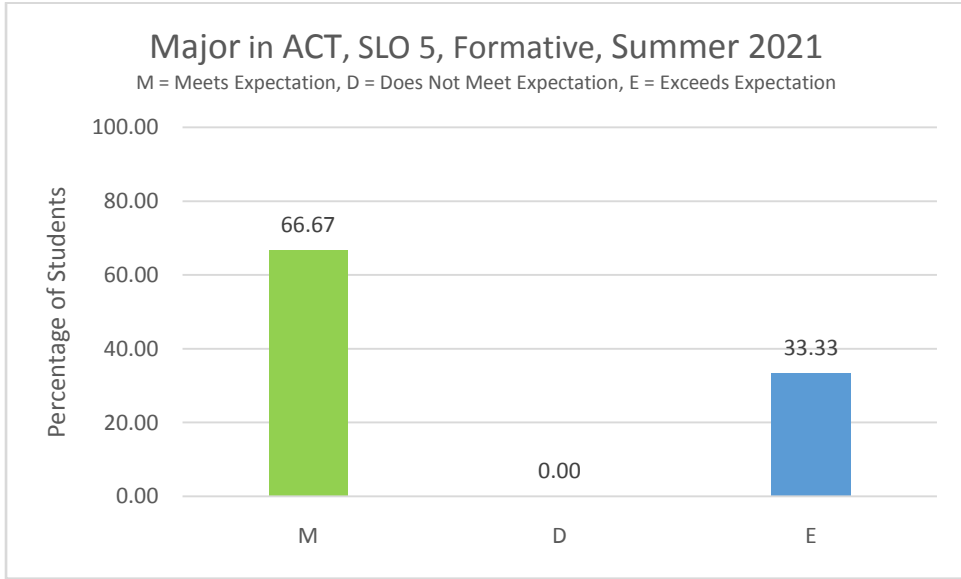


Figure ACT 19

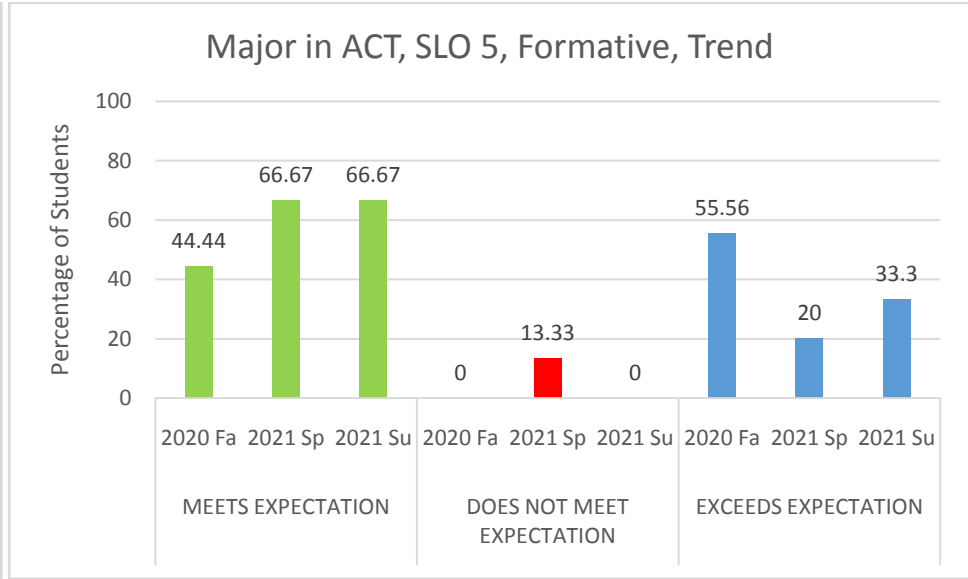


Figure ACT 20

Summer 2021 Student Learning Assessment Report: Major in Finance

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
FIN 1. Demonstrate knowledge of services provided by local and global financial institutions, instrument markets, and their regulatory environment.	<p><u>Summative:</u> - Exit Assessment Test, and Course Embedded Assessment (FIN 444 group term projects)</p> <p><u>Formative:</u> Course Embedded-Assessment (FIN 433 group term projects)</p>	<p><u>Exit Assessment Test</u> Meets Expectation: 60% -80% Does Not Meet Expectation < 60% Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # FIN.1.R.1</p>	See Figures FIN 1 – 4.	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students failed to meet the target in summative assessment.</p> <p>Trend: Students performance has deteriorated over the period with more than half the students not meeting expectations in this area. Attention should be given in this area.</p>	Few webinars were held during the semester where high officials from reputed financial institutions were invited to share their experience with students.

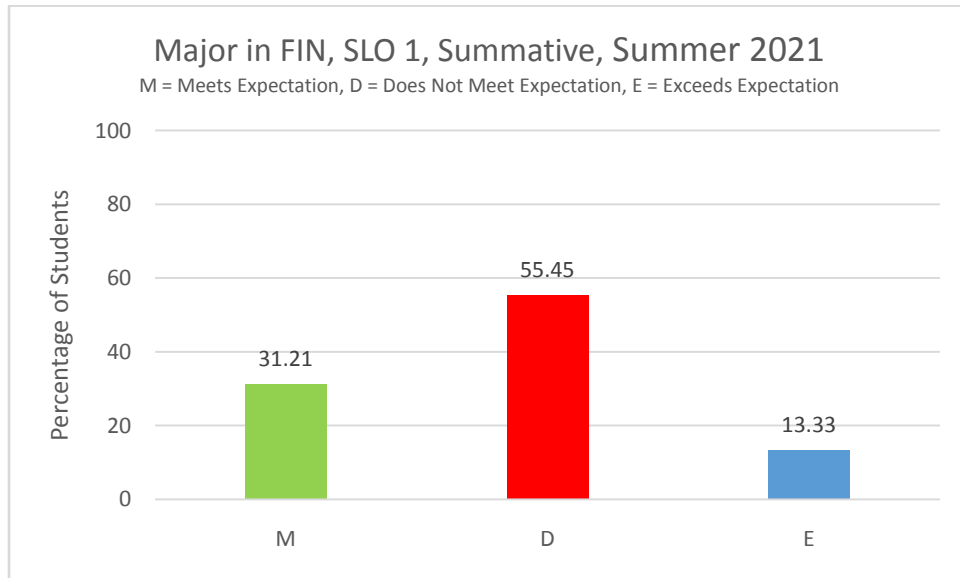


Figure FIN 1

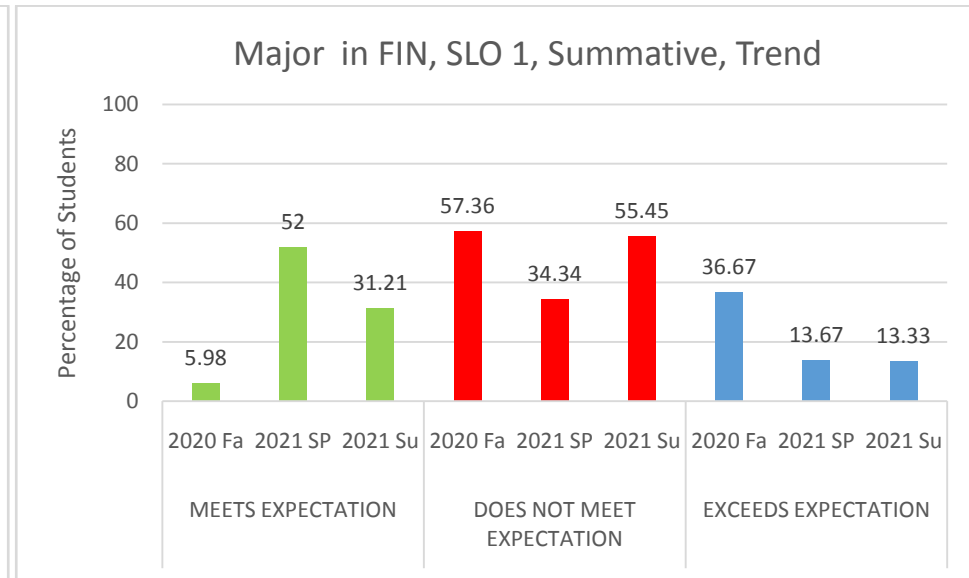


Figure FIN 2

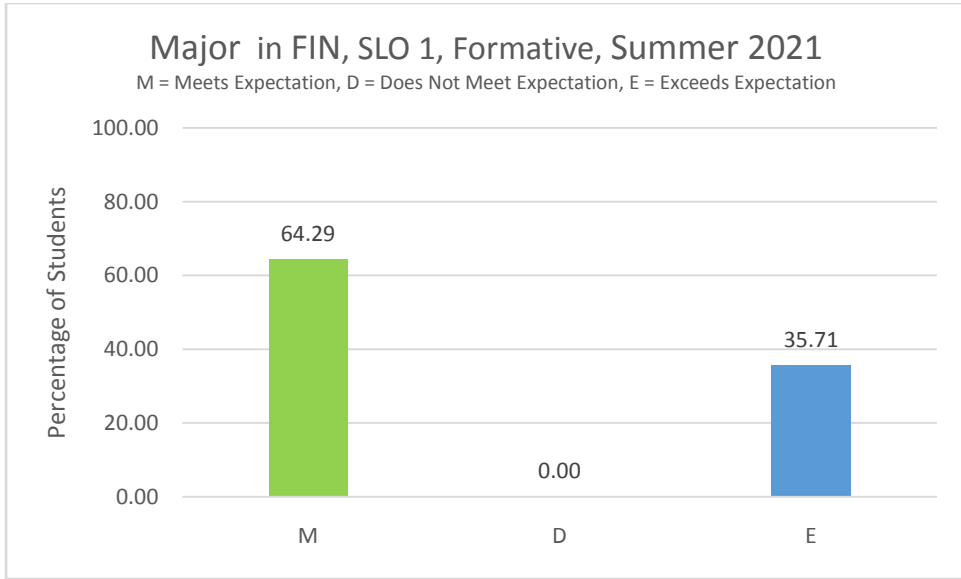


Figure FIN 3

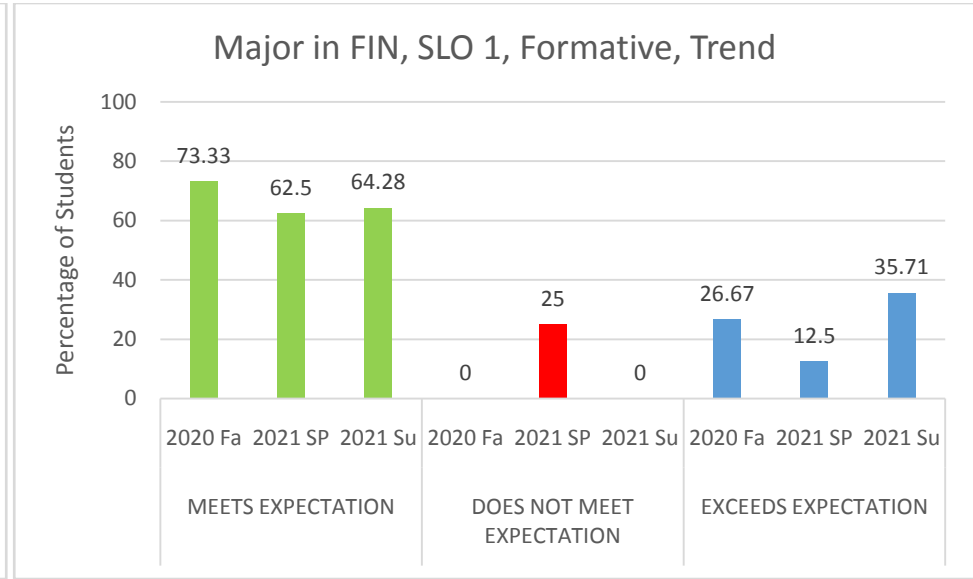


Figure FIN 4

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
FIN.2. Acquire knowledge of and develop essential skills for personal, corporate, and public financial decision making.	<p><u>Summative</u>: - Exit Assessment Test Course-Embedded Assessment (FIN 440, Capstone Course, group term projects)</p> <p><u>Formative</u>: Course-Embedded Assessment (FIN 254 group projects)</p>	<p><u>Exit Assessment Test</u> Meets Expectation: 60% -80% Does Not Meet Expectation < 60% Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment</u>: Rubric # FIN.2.R.1</p>	See Figures FIN 5 – 8.	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students met the target both in formative and summative assessment.</p> <p>Trend: Students performance has improved in formative assessment over the period. There is a steep increase in percentage of students exceeding expectations over the period.</p>	Although during pandemic no business competitions were held, students were continued to be groomed to take part in business competitions were they work on practical scenarios and give recommendations based on their analysis.

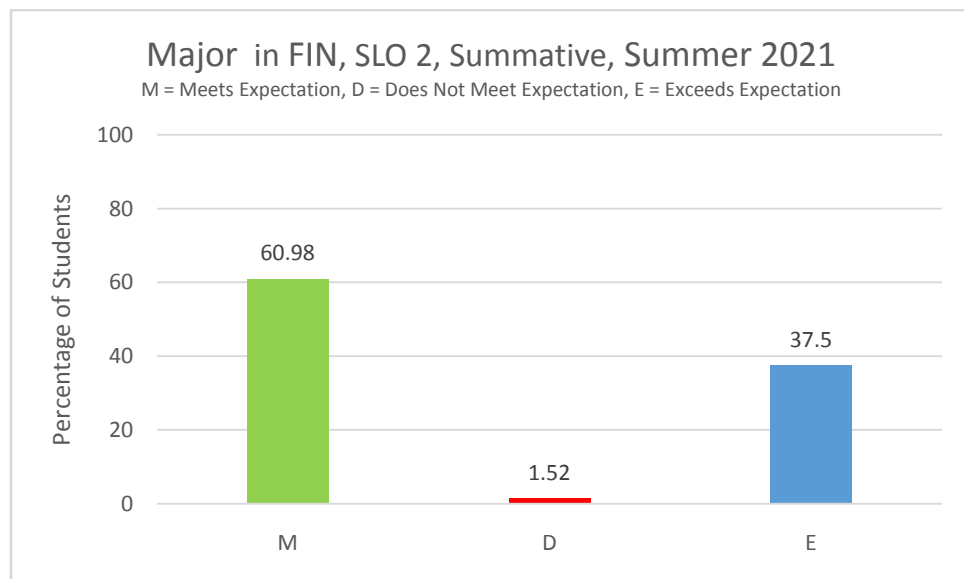


Figure FIN 5

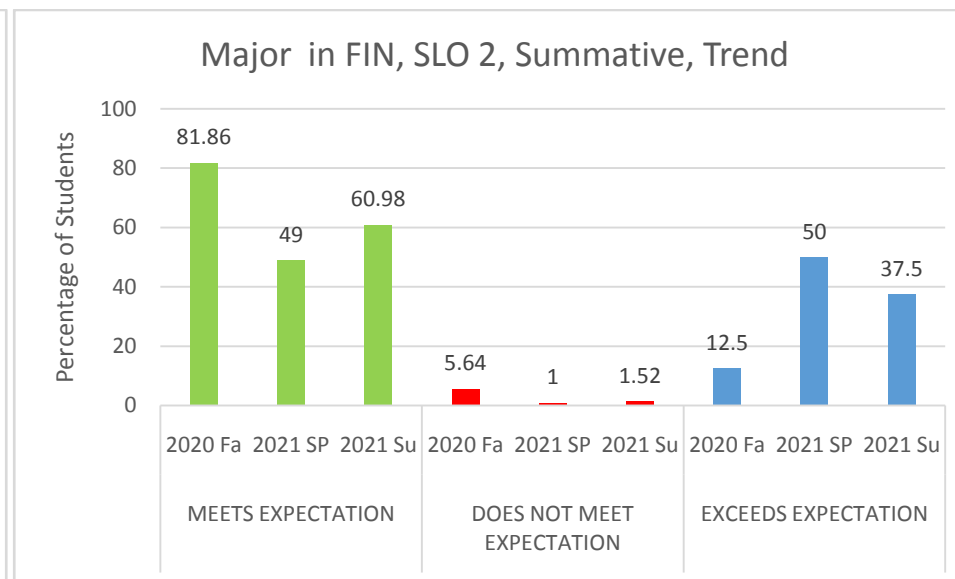


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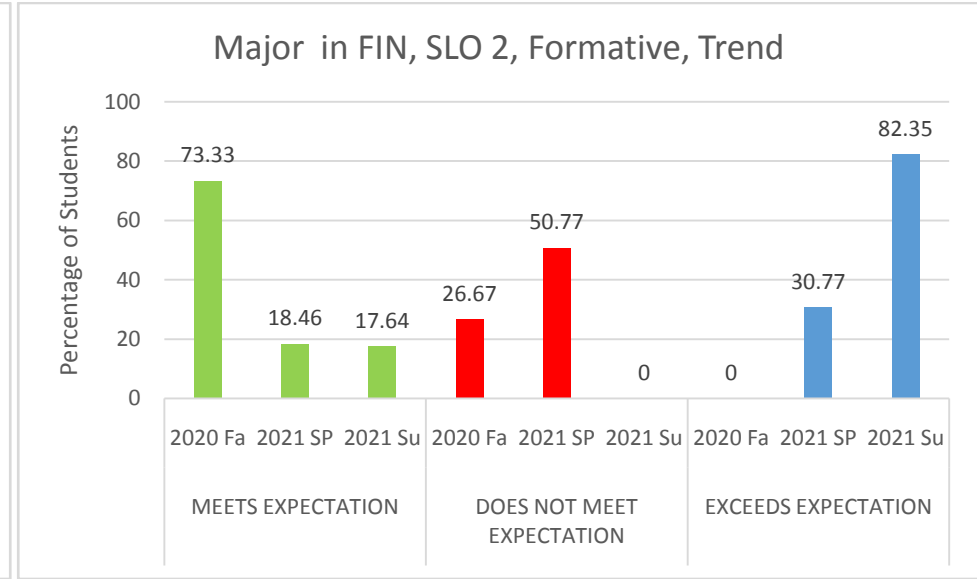
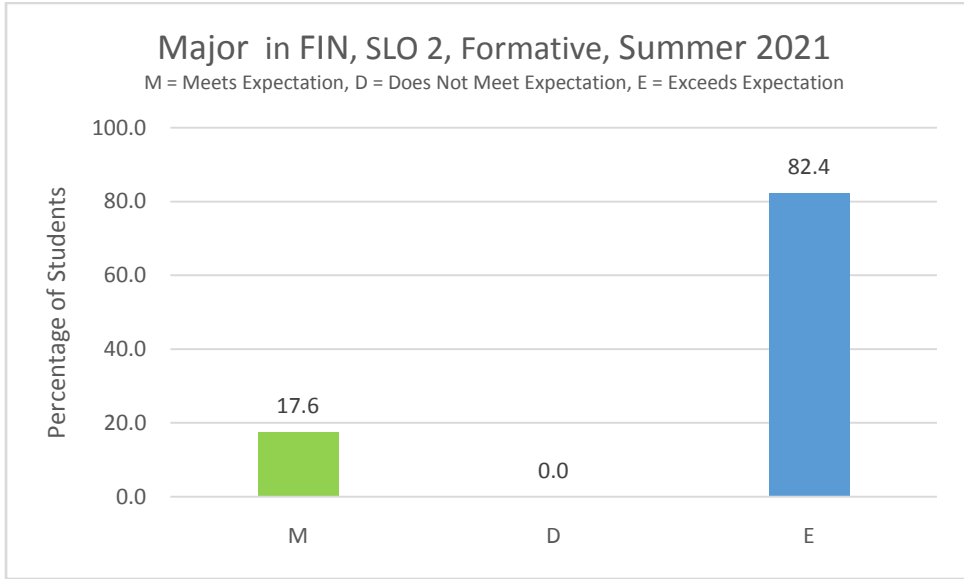


Figure FIN 7

Figure FIN 8

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
FIN.3. Demonstrate an understanding of the risk-return tradeoff and be able to analyze investment alternatives and make portfolio decisions in the face of uncertainty.	<p><u>Summative:</u> - Exit Assessment Test, and Course-Embedded Assessment (FIN 435, Capstone Course, group term projects)</p> <p><u>Formative:</u> Course-Embedded Assessment (FIN 254 group term projects)</p>	<p><u>Exit Assessment Test</u> Meets Expectation: 60% -80% Does Not Meet Expectation < 60% Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # FIN.3.R.1 and FIN.3.R.2</p>	See Figures FIN 9 – 12.	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students met the target both in summative assessment and formative assessment.</p> <p>Trend: Students performance has improved the period with a high increase in percentage of students exceeding expectations over the period.</p>	Along with written exam oral exams were included as student assessment tool during the pandemic.

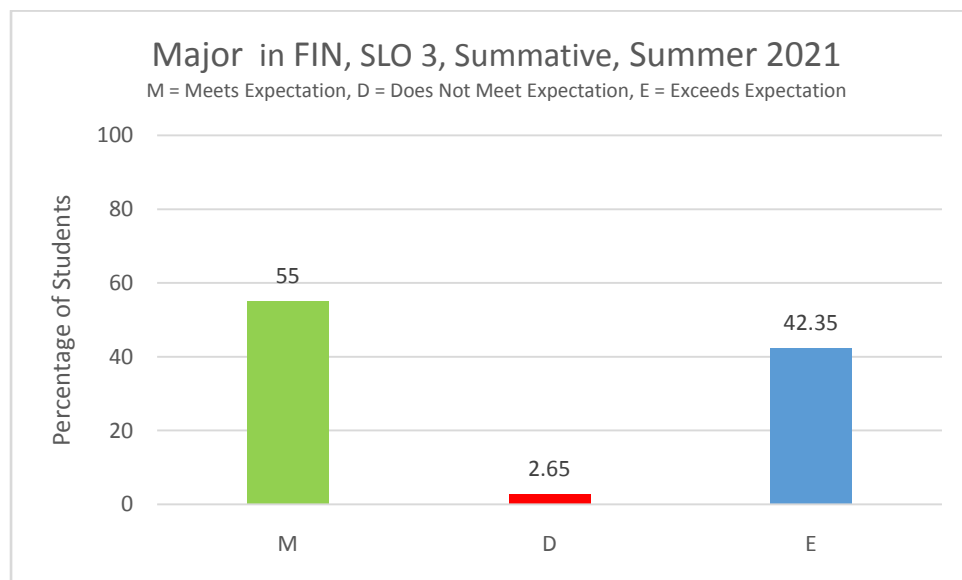


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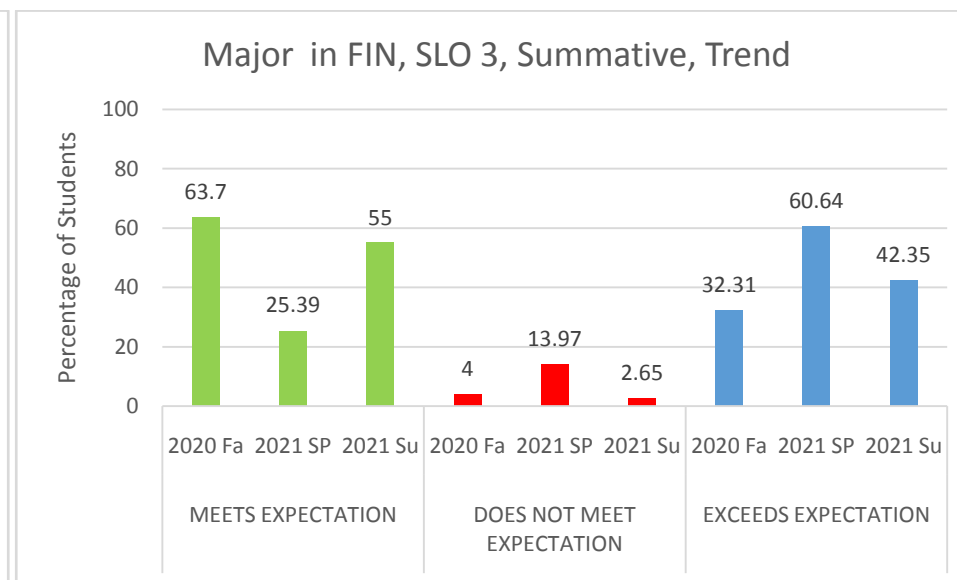


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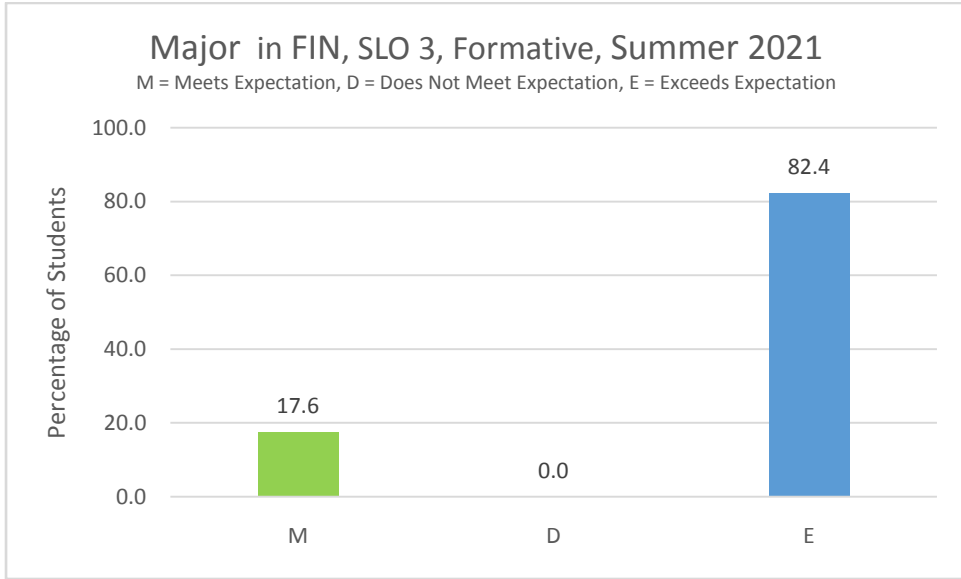


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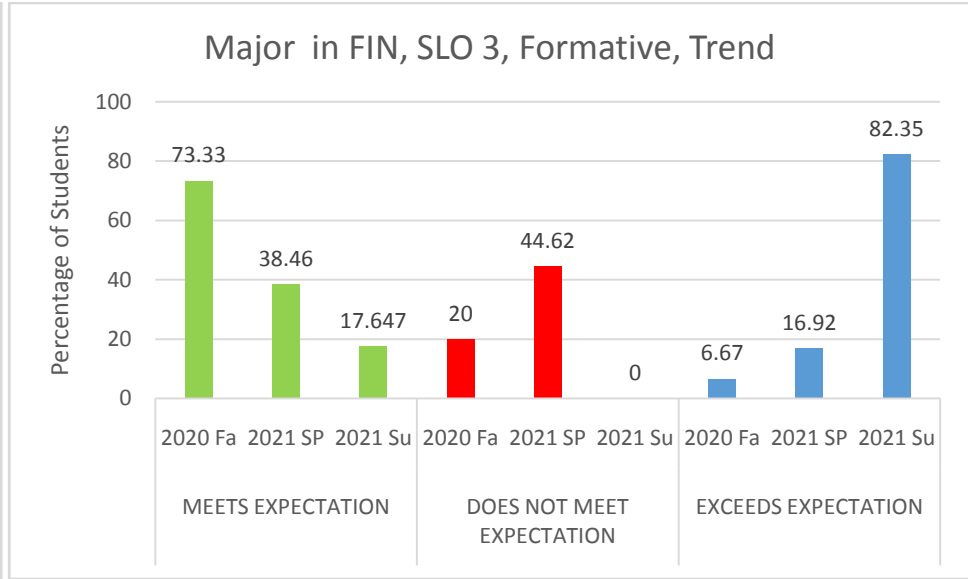


Figure FIN 12

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
FIN.4. Be able to analyze accounting information to support financial decision.	<p><u>Summative:</u> - Exit Assessment Test, and Course-Embedded Assessment (FIN 440, Capstone Course, group term projects)</p> <p><u>Formative:</u> Course Embedded-Assessment (FIN 254 group term projects)</p>	<p><u>Exit Assessment Test:</u> Meets Expectation: 60% -80% Does Not Meet Expectation < 60% Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # FIN.4.R.1</p>	See Figures FIN 13 – 16.	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students failed to meet the target in formative assessment.</p> <p>Trend: Students exhibit extremely poor performance in formative assessment with more than 50% of the students not meeting expectations.</p>	Group projects include understanding and analyzing companies' financial positions using accounting ratios.

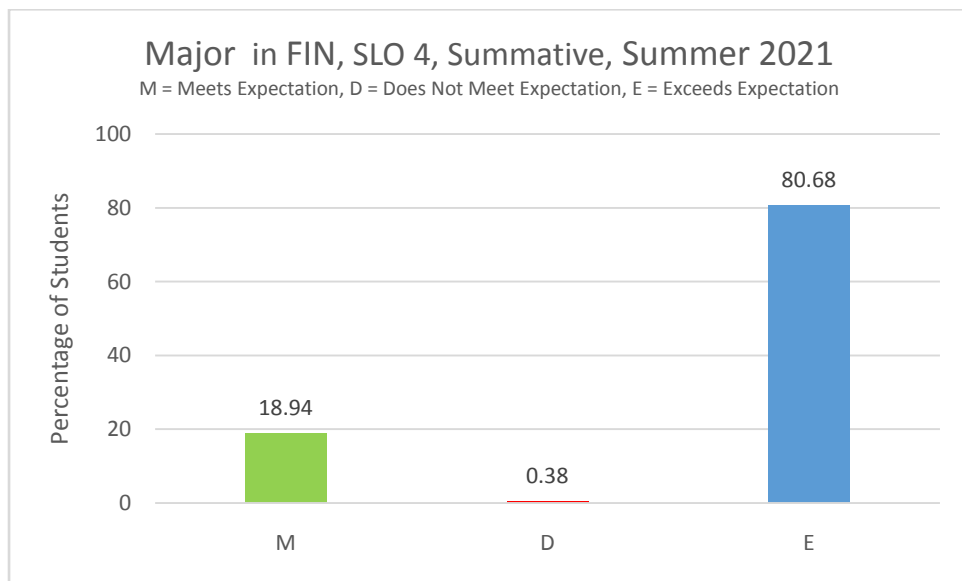


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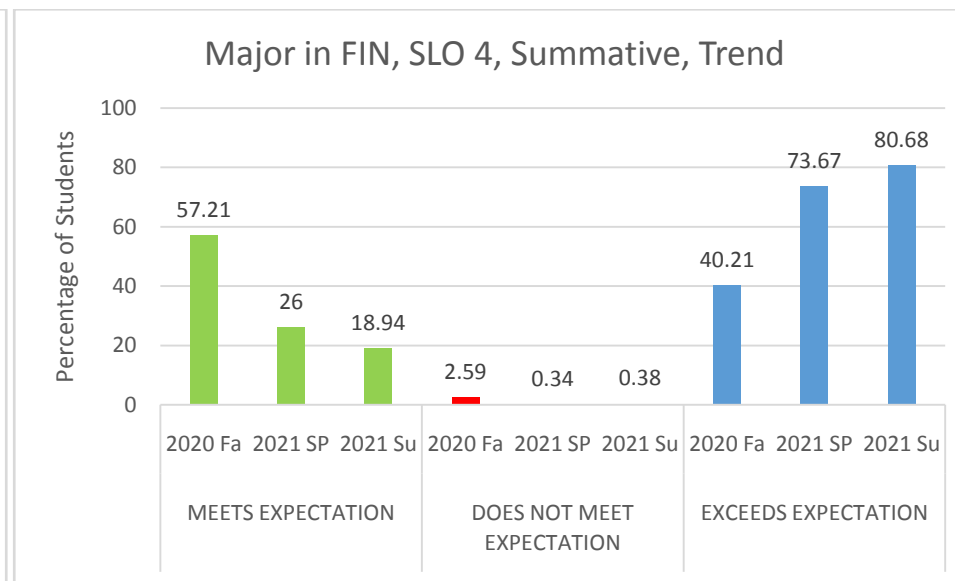


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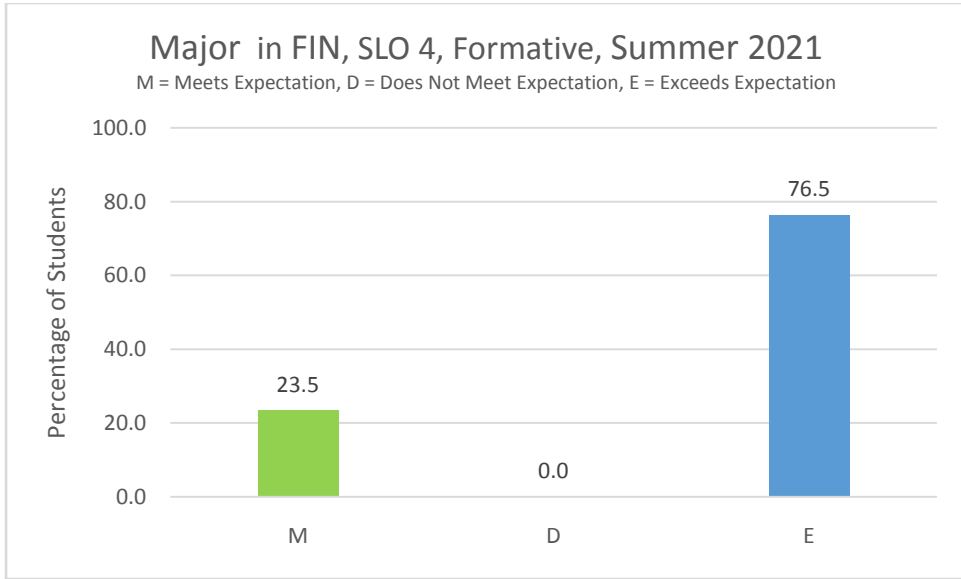


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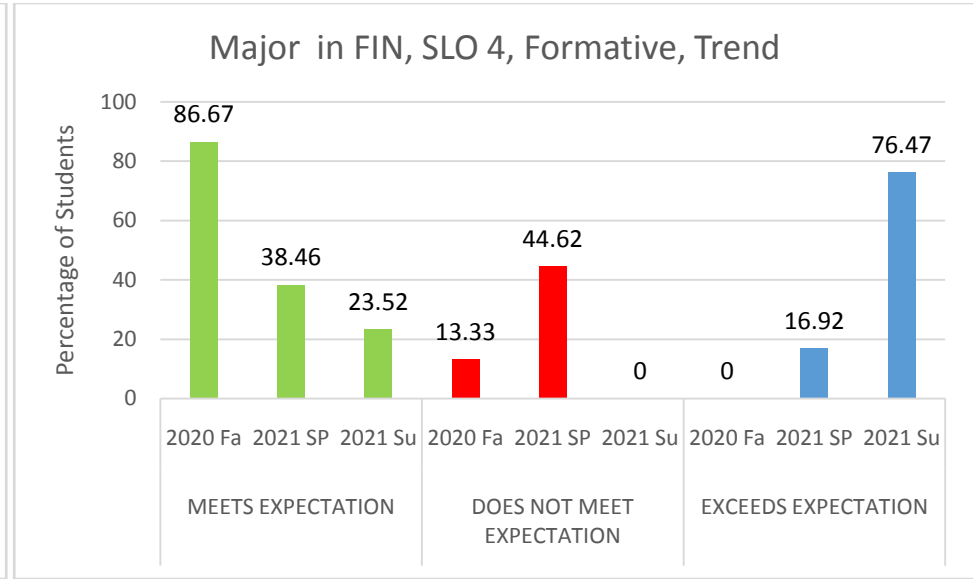


Figure FIN 16

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
FIN.5. Use standard software tools and demonstrate data organization and analytical skills while solving practical finance problems.	<p><u>Summative:</u> - Exit Assessment Test, and Course-Embedded Assessment (FIN 440, Capstone Course, group term projects)</p> <p><u>Formative:</u> Course-Embedded Assessment (FIN 435 group term projects)</p>	<p><u>Exit Assessment Test:</u> Meets Expectation: 60% -80% Does Not Meet Expectation < 60% Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # FIN.5.R.1</p>	See Figures FIN 17 – 20.	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students met the target.</p> <p>Trend: Students exhibit satisfactory performance in this area. However, there is a decline in number of students exceeding expectations over the period.</p>	The Department holds excel boot camp for students so that they know how to analyze data using excel. Courses also include excel lab classes.

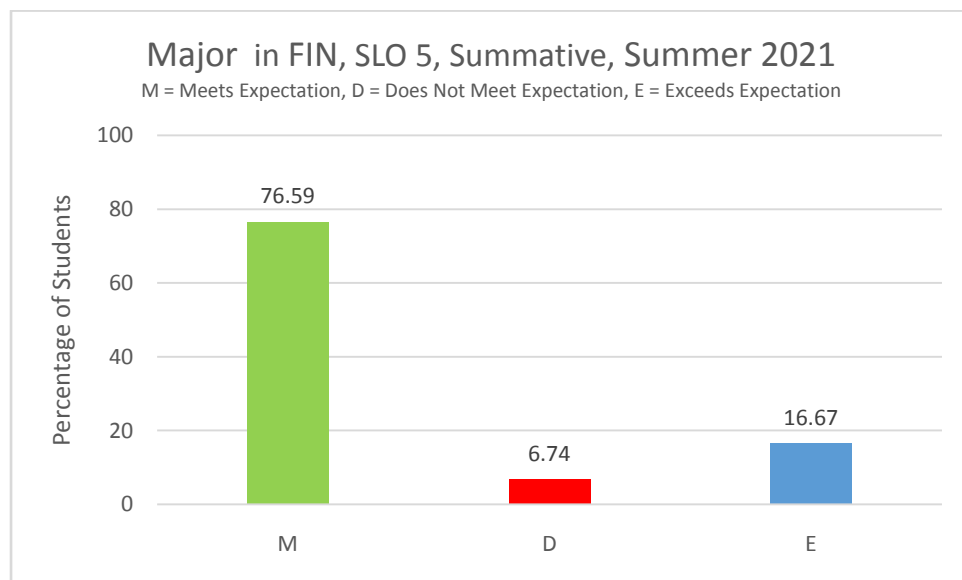


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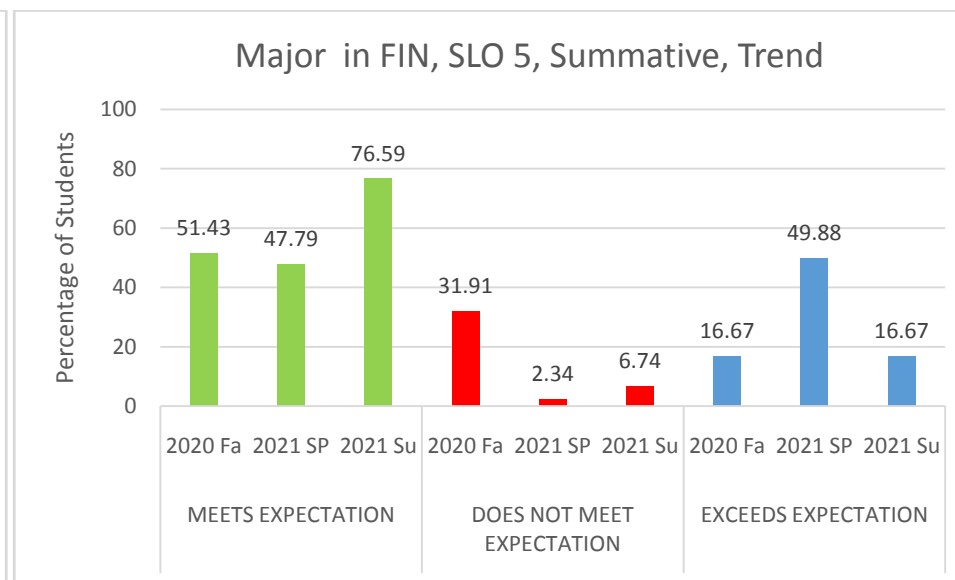


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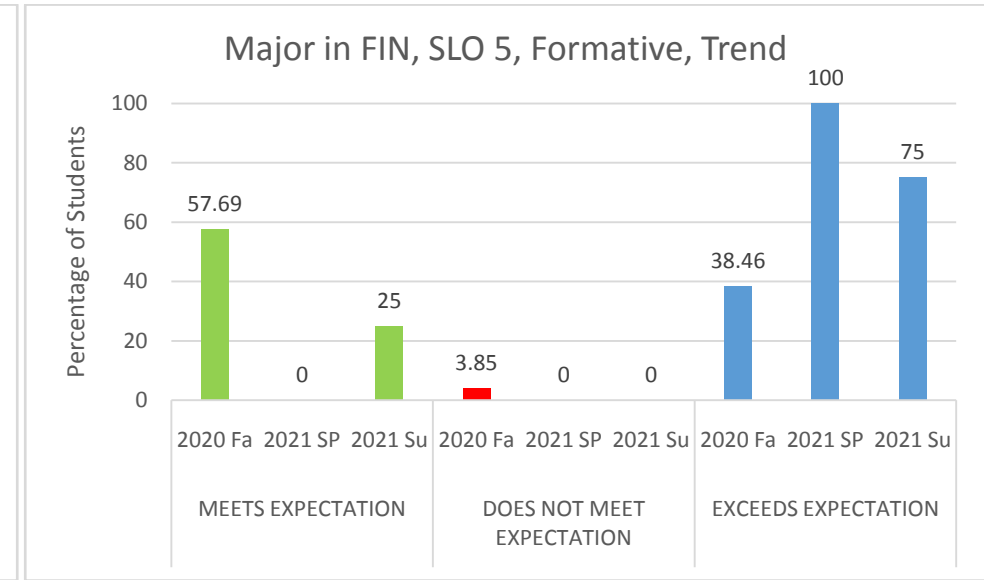
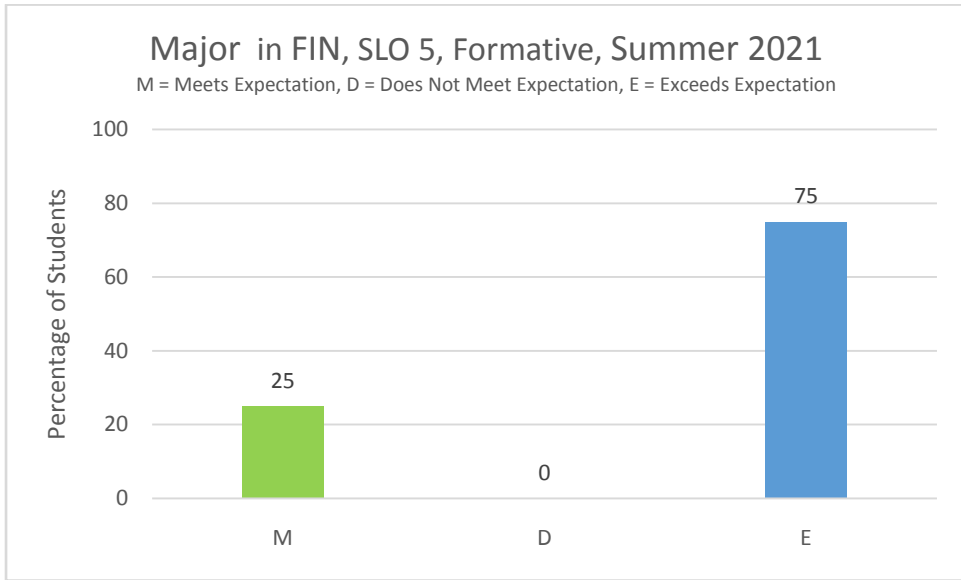


Figure FIN 19

Figure FIN 20

Summer 2021 Student Learning Assessment Report: Major in HRM Program

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
1. Understand the Human Resource Management concepts and theories, and is able to apply these core knowledge in managing organizations.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (HRM480 group term projects)</p> <p><u>Formative:</u> Course Embedded Assessment (MGT351 group term projects)</p>	<p><u>Exit Assessment Test:</u> Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # HRM.1.R.1</p>	See Figures HRM 1 – 4.	<p>Target: 80% students should meet or exceed expectation.</p> <p>Students met the target.</p> <p>Trend: Students performed extremely well in summative assessment with high percentage of students exceeding expectations. A positive trend is observed over the period.</p>	Different webinars were held where HR professionals were invited to educate the students about HR practice in Bangladesh.

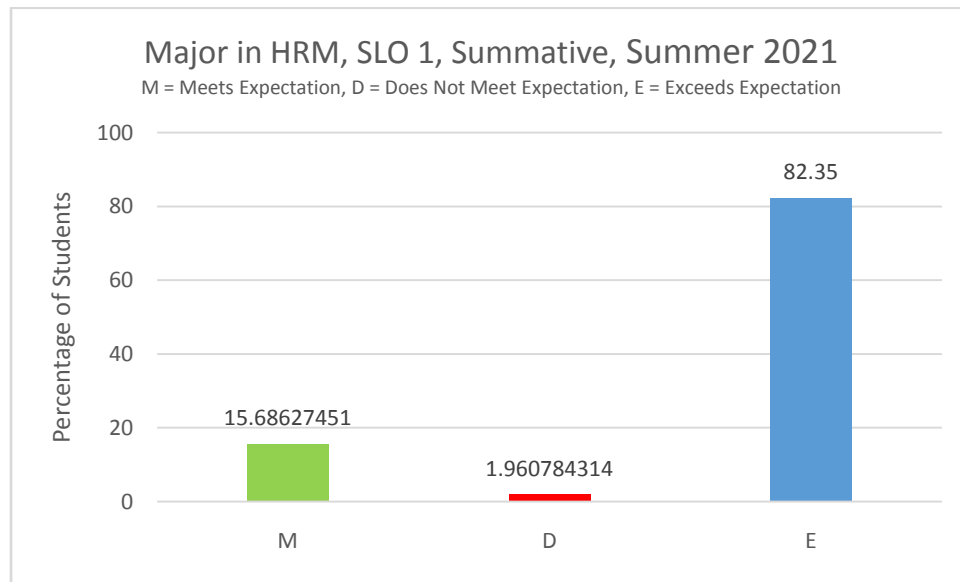


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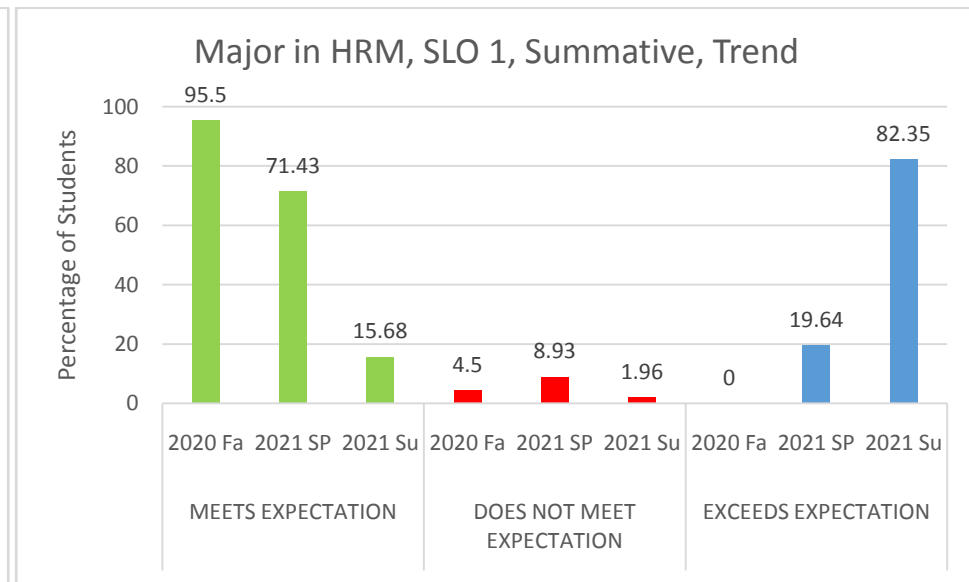


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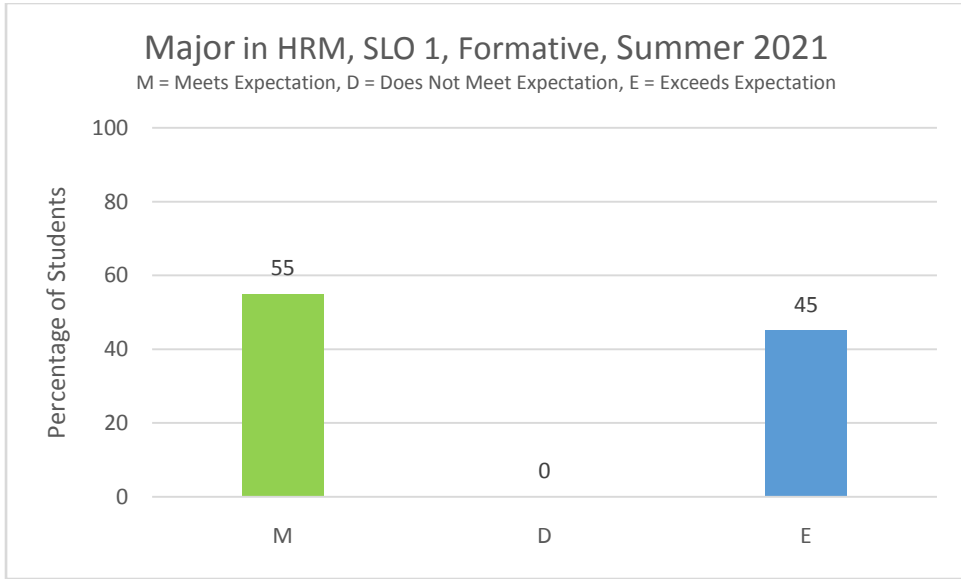


Figure HRM 3

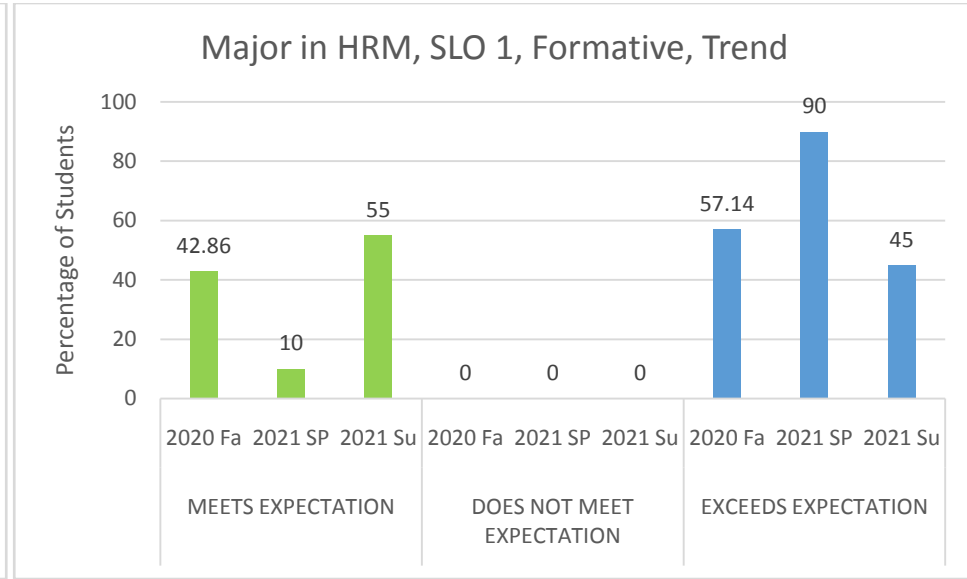


Figure HRM 4

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
2. Understand the concepts underlying effective interpersonal relations and group/team leadership skills.	<u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (HRM480 group term projects) <u>Formative:</u> Course Embedded Assessment (MGT351 group term projects)	<u>Exit Assessment Test:</u> Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80% <u>Course-Embedded Assessment:</u> Rubric # HRM.2.R.1	See Figures HRM 5 – 8.	Target: 75% students should meet or exceed expectation. Students met the target in both summative and formative assessment. Trend: There is significant increase in percentage of students exceeding expectations in summative assessment. Students also exhibit satisfactory performance in formative assessment.	Class projects are given in groups even during pandemic so that students learn how to work in groups and maintain interpersonal relations through online medium.

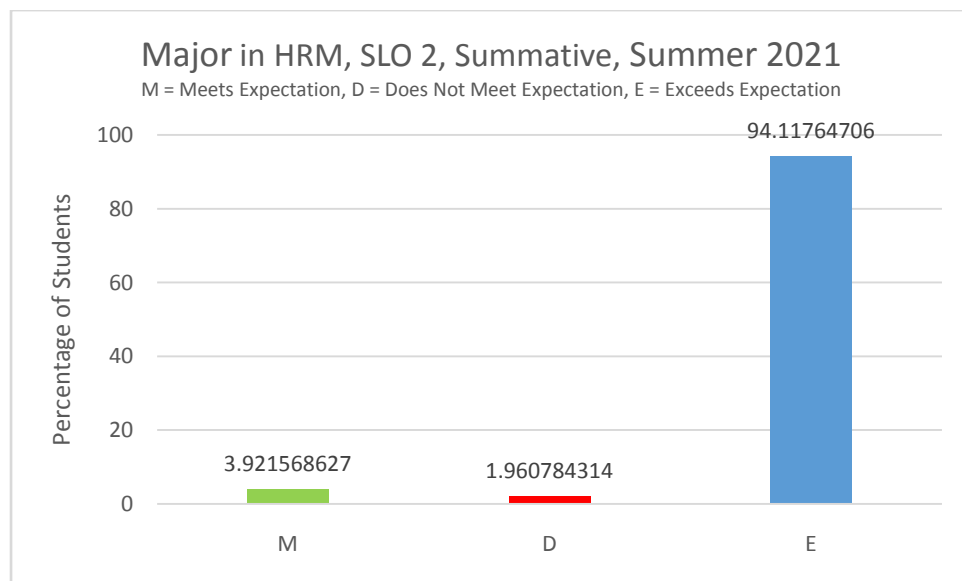


Figure HRM 5

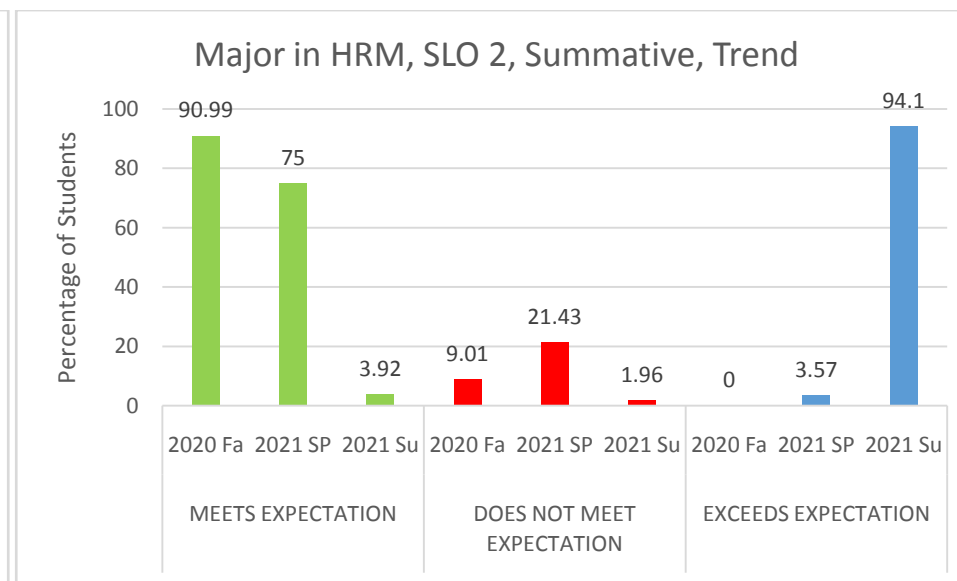


Figure HRM 6

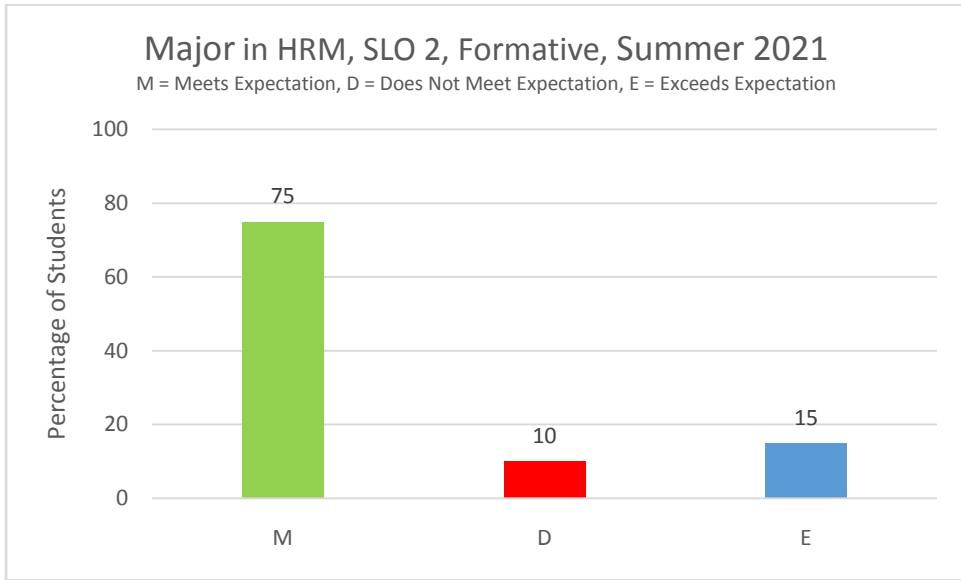


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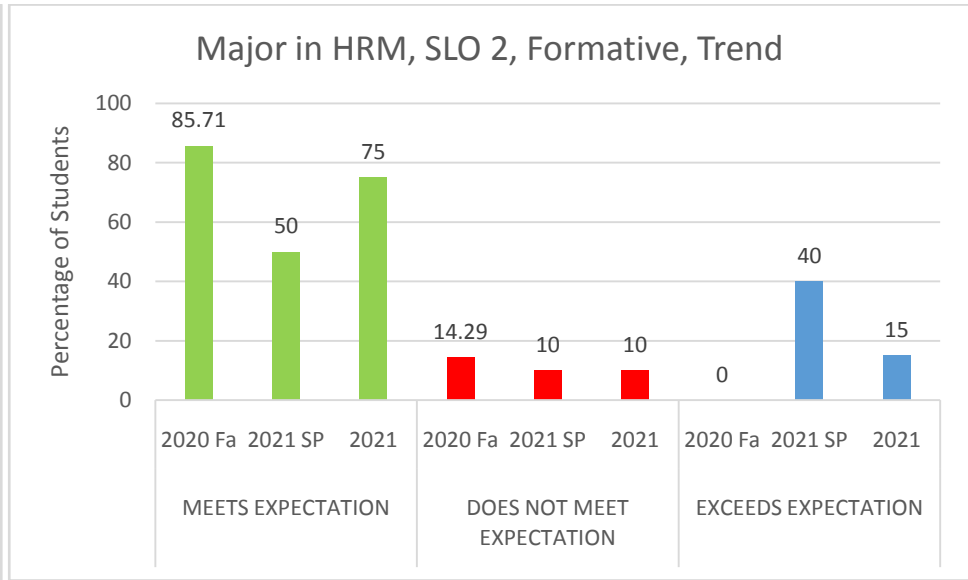


Figure HRM 8

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: Students exhibit very good performance in this area with high percentage of students exceeding expectations in summative assessment.	Deployment of standardized assessment tools was continued even during online classes.

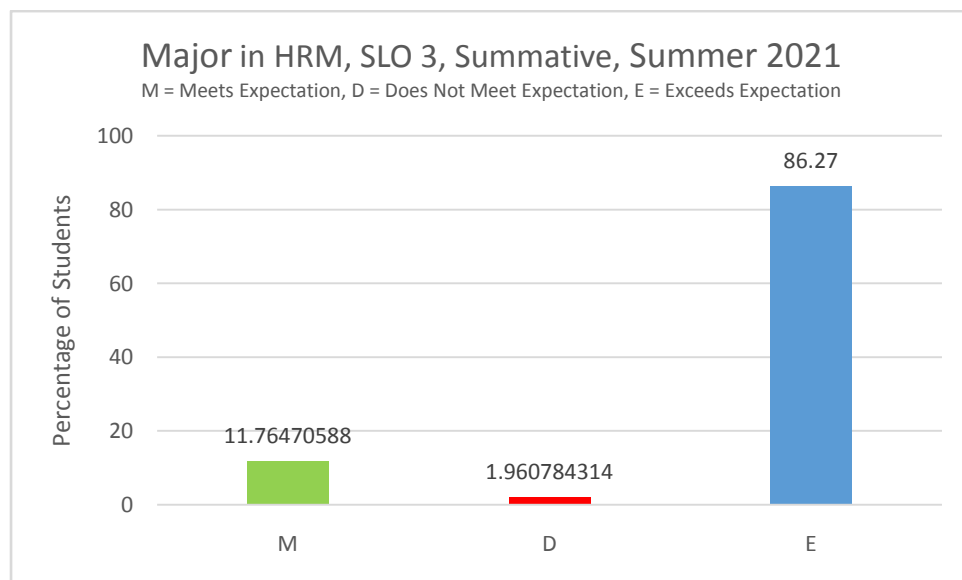


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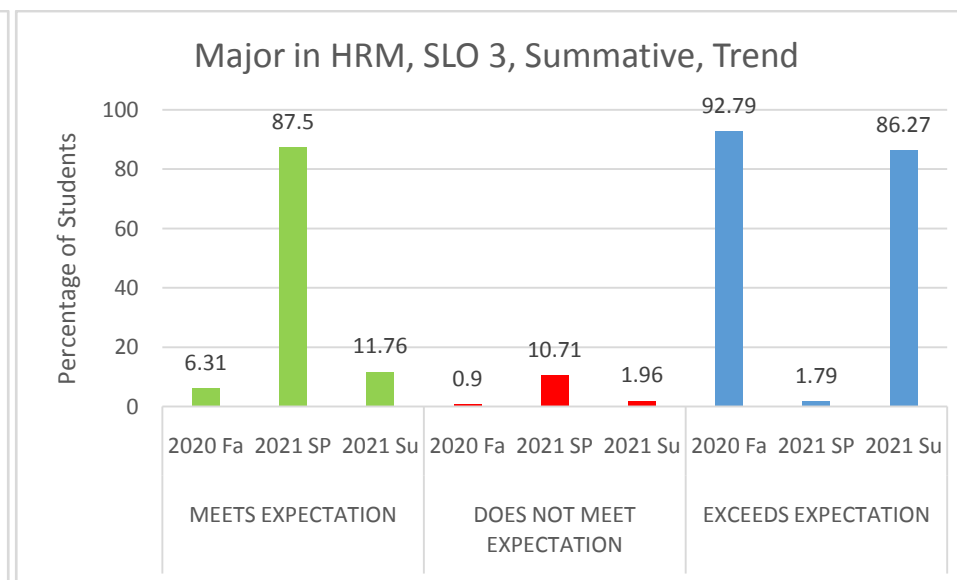


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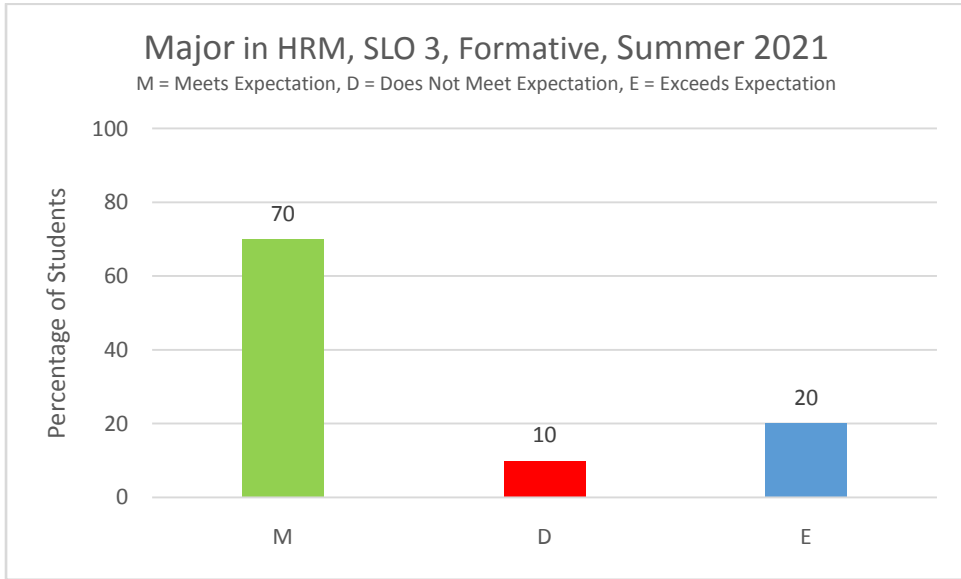


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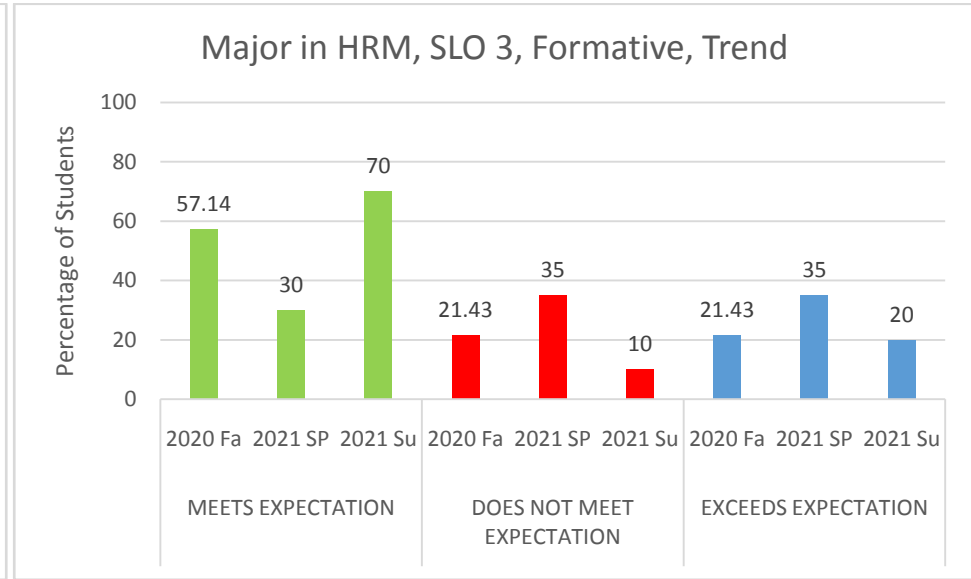


Figure HRM 12

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: Students exhibit very good performance in this area with high percentage of students exceeding expectations in both summative and formative assessment.	Case studies continued to be a part of the course curriculum which gives students the idea about real life scenarios.

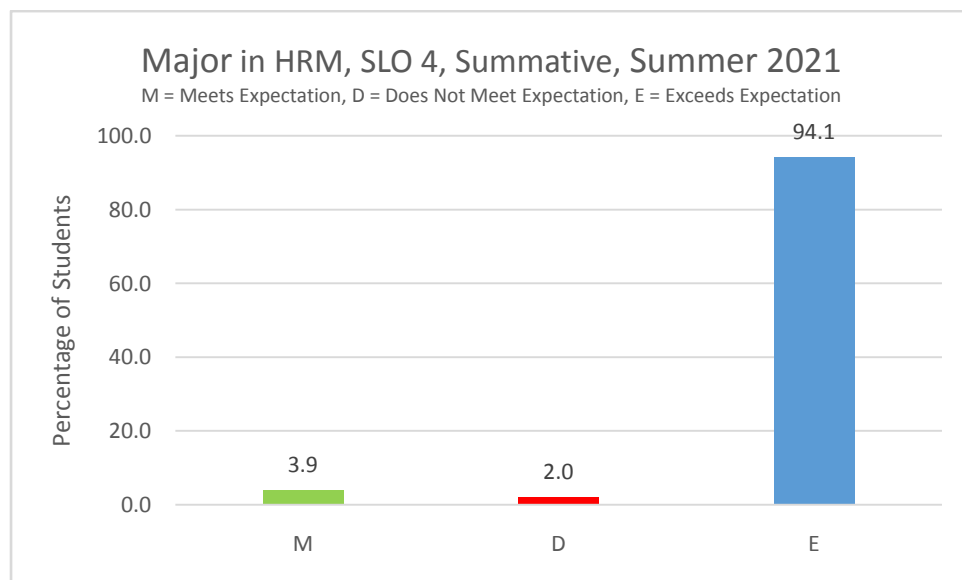


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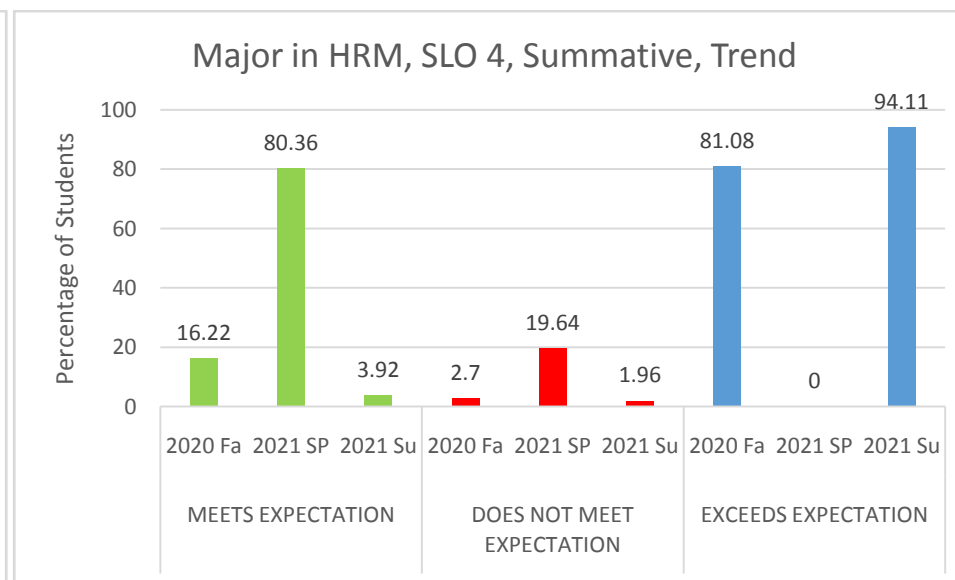


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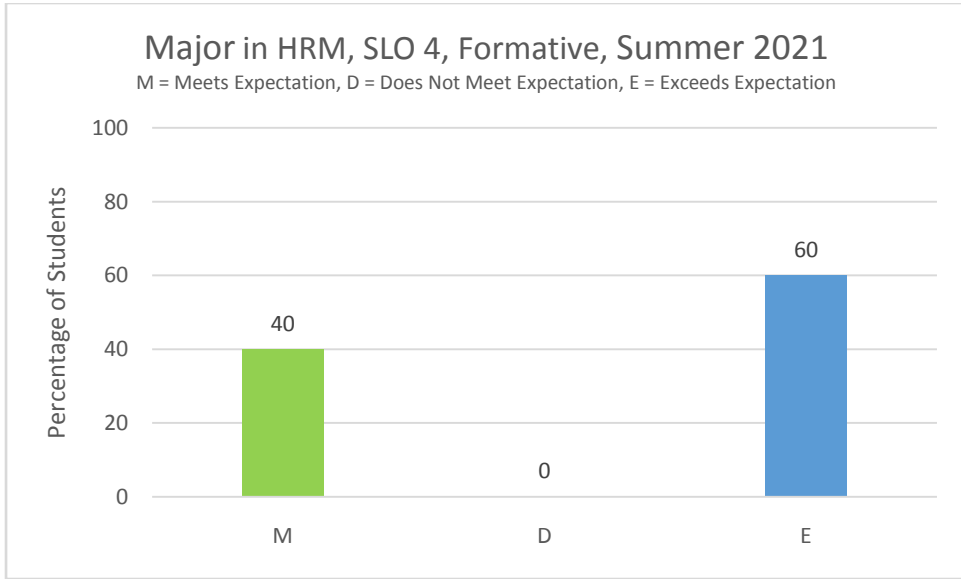


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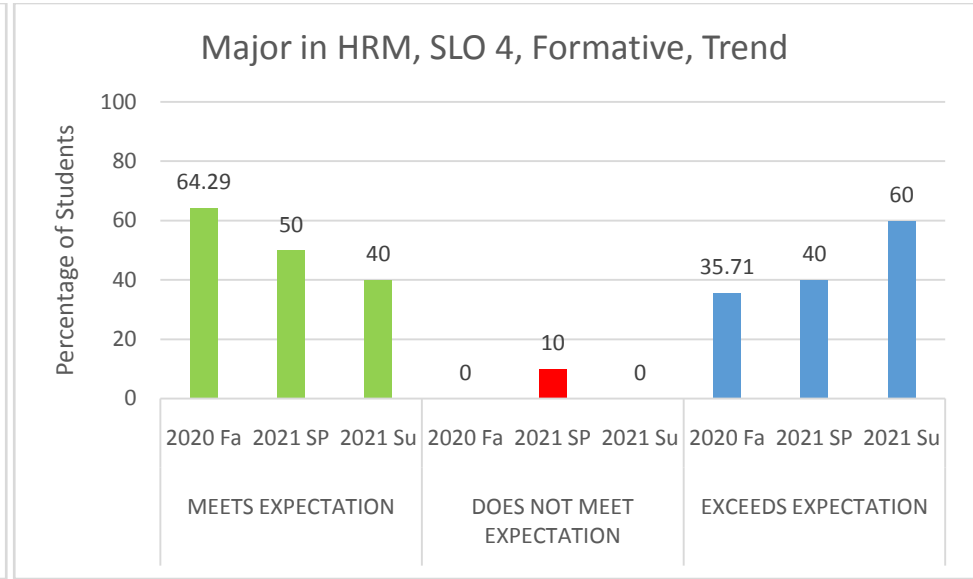


Figure HRM 16

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 exhibit satisfactory performance in this area.	Different webinars were held where HR professionals were invited to educate the students about HR practice in Bangladesh.

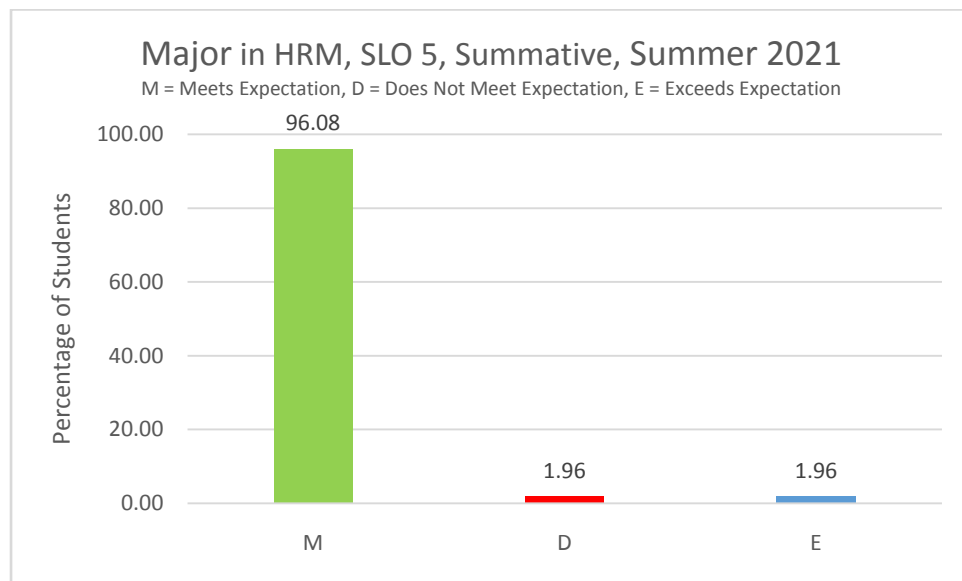


Figure HRM 17

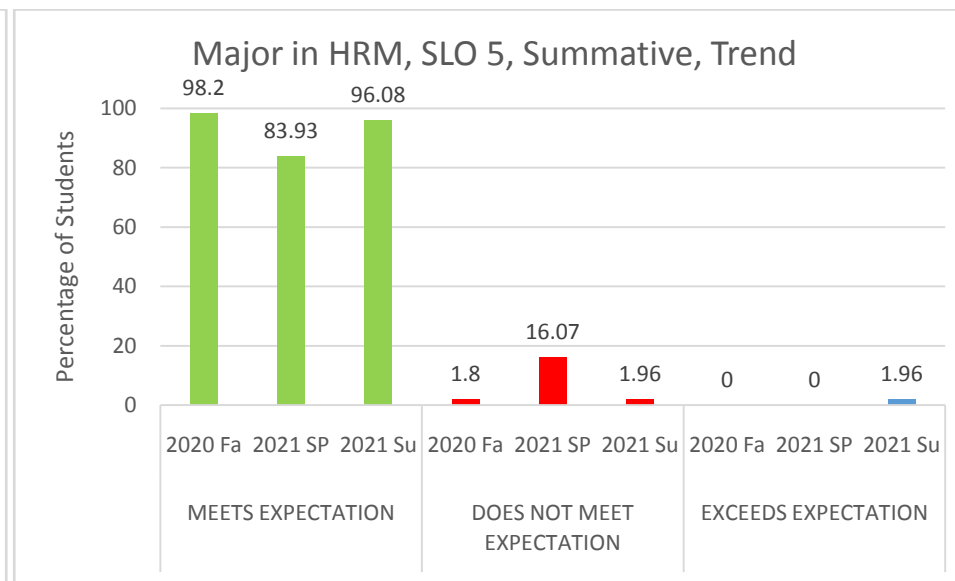


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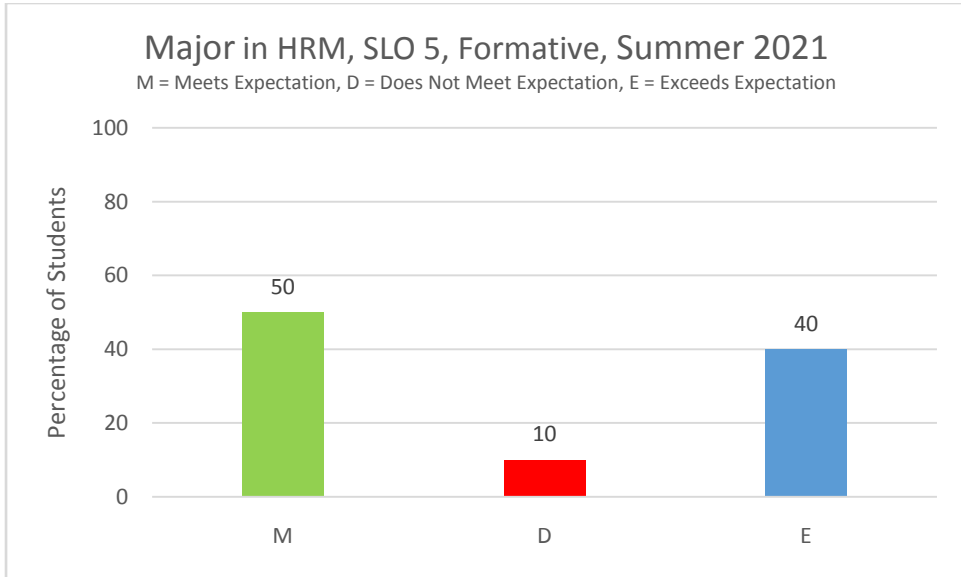


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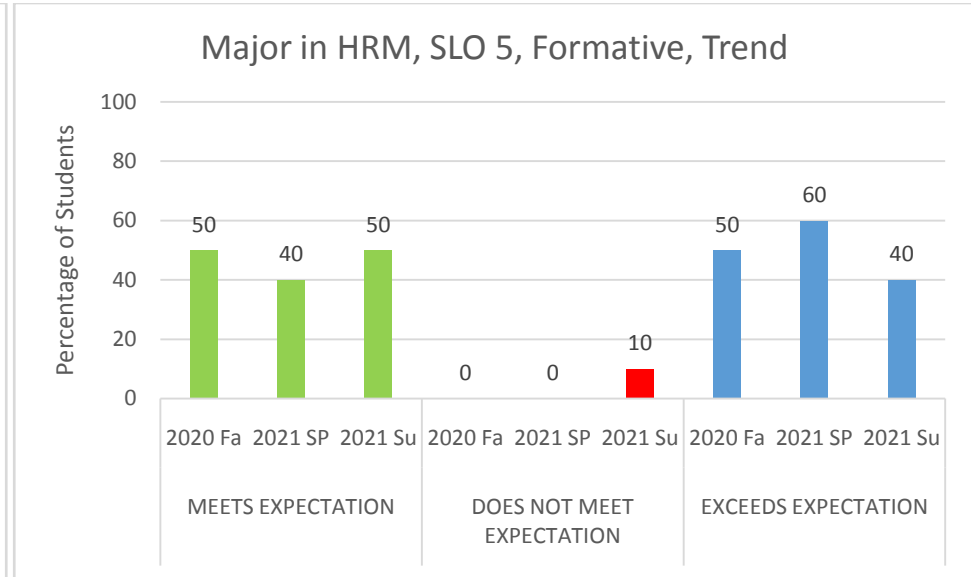


Figure HRM 20

Summer 2021 Student Learning Assessment Report: Major in International Business (“INB”)

Student Learning Outcomes	Measure	Measurement Criteria	Results	Status	Closing the Loop
1. Demonstrate an understanding of global cultural knowledge through a) the identification of major components of international business and b) explanation of how cultural and national differences affect the conduct of business.	<p><u>Summative</u>- Exit Assessment Test, and Course-Embedded Assessment (INB 480 group term projects)</p> <p><u>Formative</u>: Course-Embedded Assessment (INB 372 case studies)</p>	<p><u>Exit Assessment Test</u>: Meets expectations- 60% to 80%, Does Not Meet expectations-< 60%, Meets expectations-> 80%.</p> <p><u>Course-Embedded Assessment</u>: Rubric # INB.1.R.1 (formative), and rubric # INB.1.R.2 (summative)</p>	See Figures INB 1 – 4.	<p>Target: 80% of the students should meet and exceed the expectations of SLO1.</p> <p>Students met the target.</p> <p>Trend: Students exhibit satisfactory performance in this area.</p>	The University introduced Canvas, a Learning Management System (LMS), for students. This is a software application for the administration, documentation, tracking, reporting, automation and delivery of educational courses, training programs, or learning and development programs.

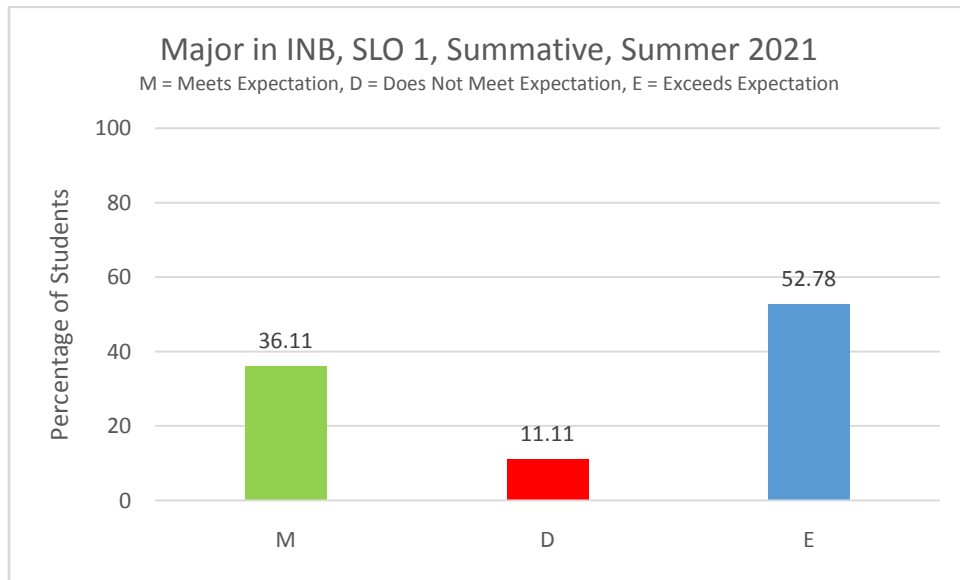


Figure INB- 1

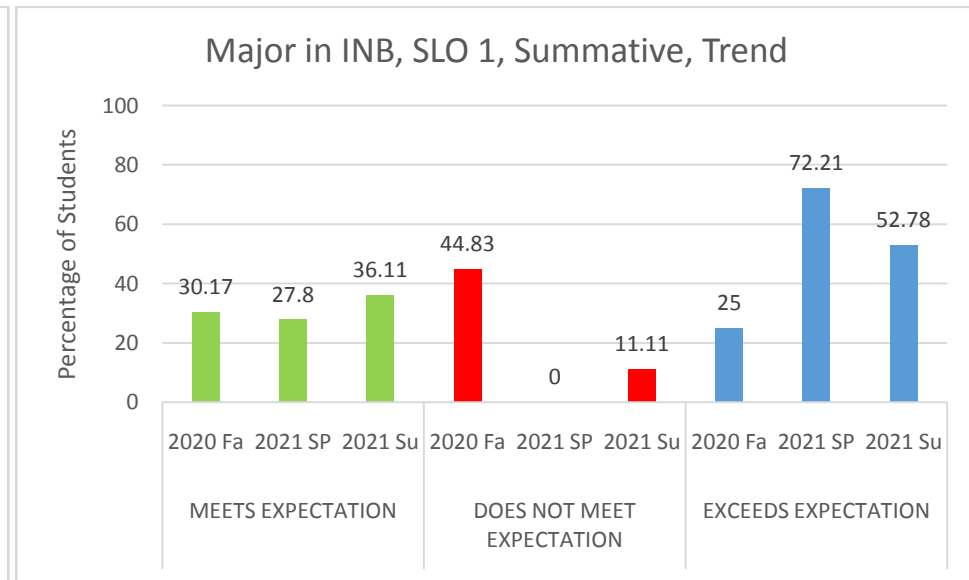


Figure INB- 2

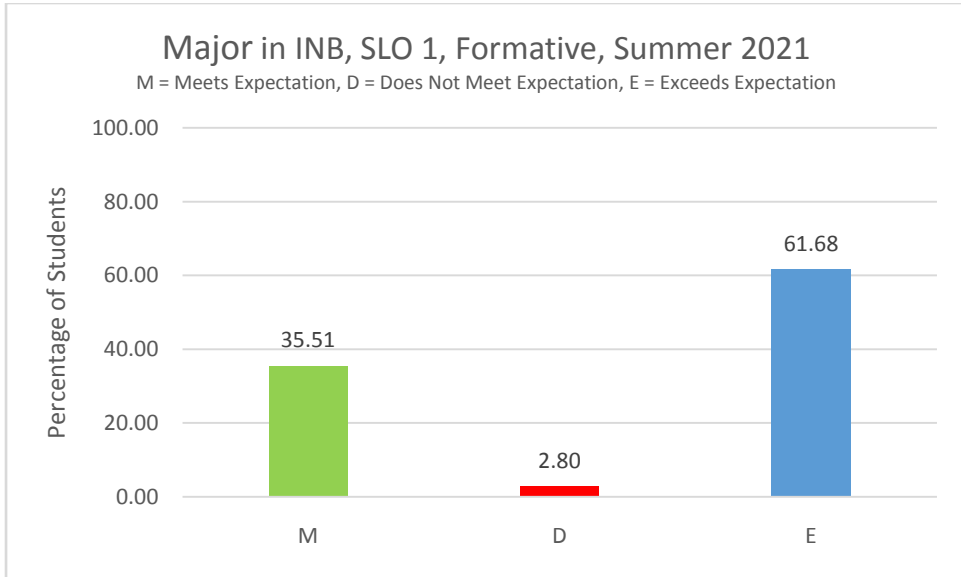


Figure INB- 3

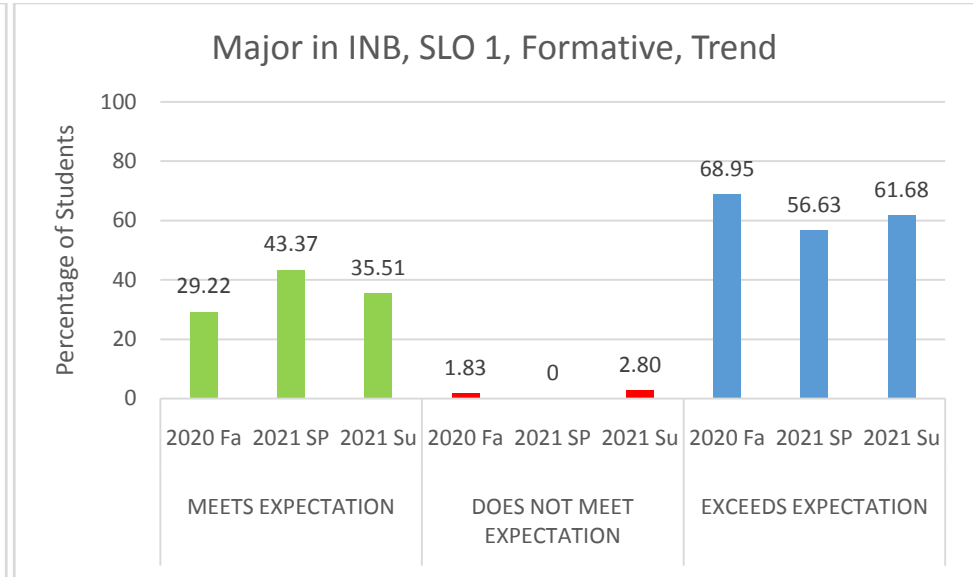


Figure INB- 4

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' performance has significantly improved in both summative and formative assessment with a significant increase in the percentage of students exceeding expectations.	Course components are reviewed continuously to ensure that students can continue to critically identify problems and solve those using their knowledge of business studies.

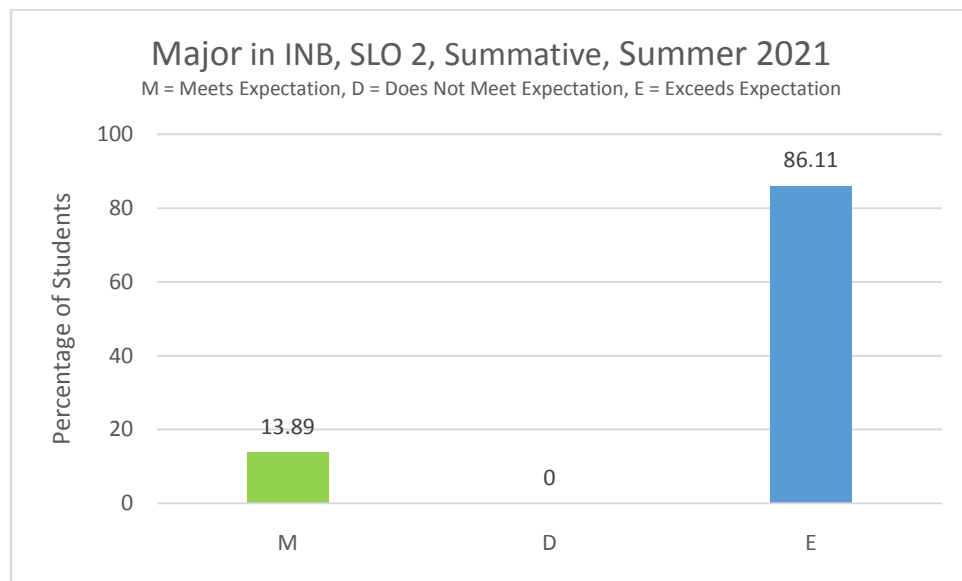


Figure INB- 5

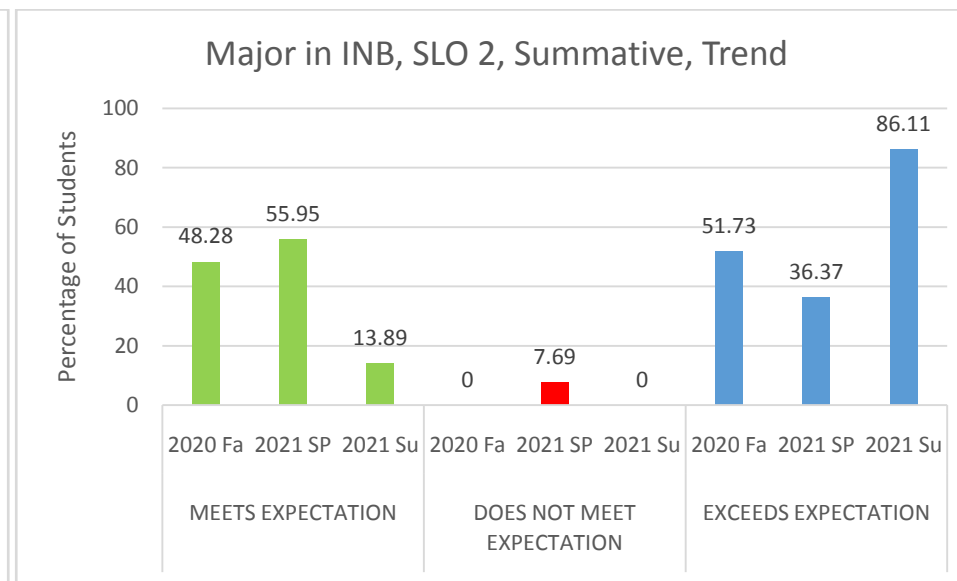


Figure INB- 6

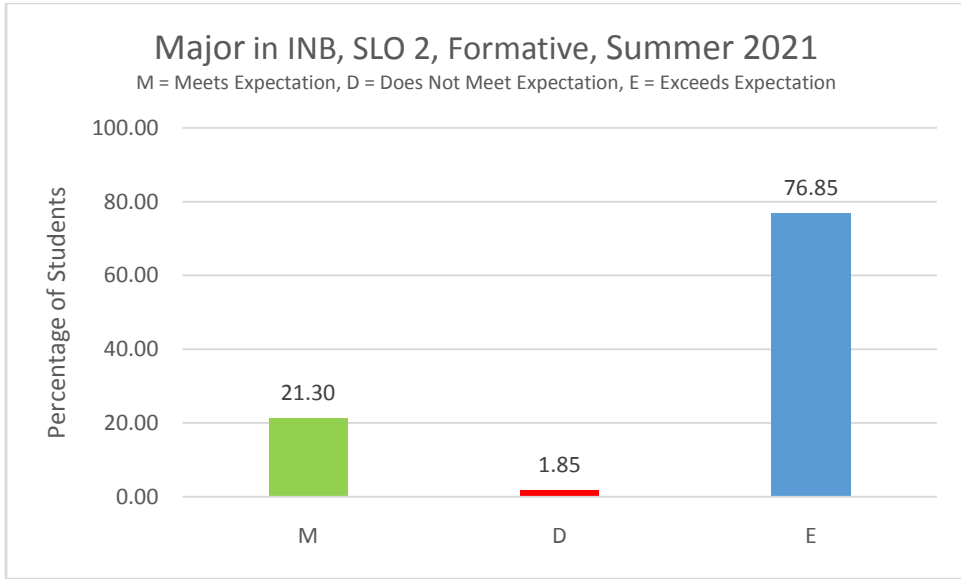


Figure INB- 7

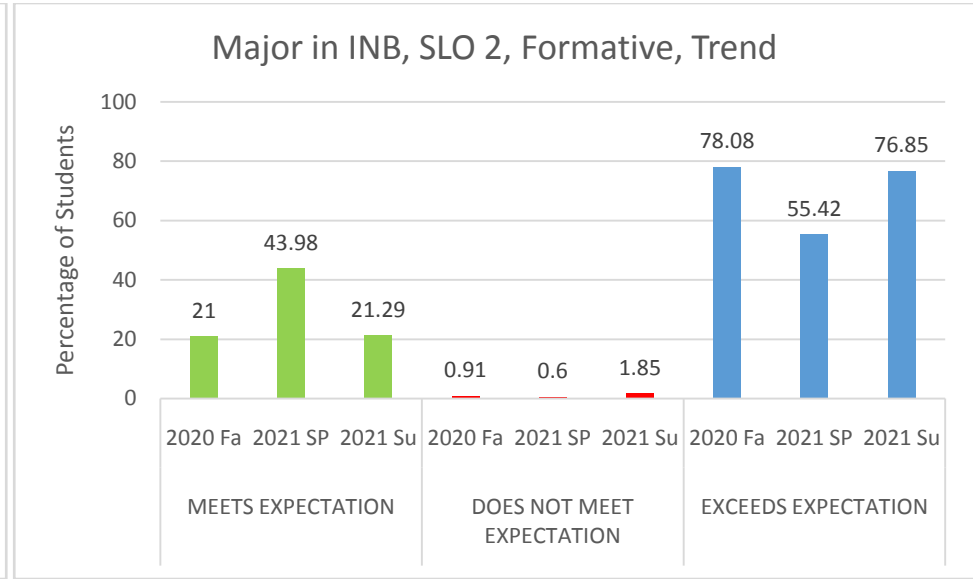


Figure INB- 8

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 in this area has improved over the period with an increase in the percentage of students exceeding expectations in summative assessment.</p>	The Department of Marketing and International Business (MIB) under the School of Business and Economics (SBE), had a day long Regional Conference RCMIB 2021, in collaboration with BML Munjal University, India and Jagdish Sheth School of Management, India, which was sponsored by Social Islami Bank Limited. The theme of the conference was ‘Rethinking the contemporary complexities in the world of Marketing and International Business’.

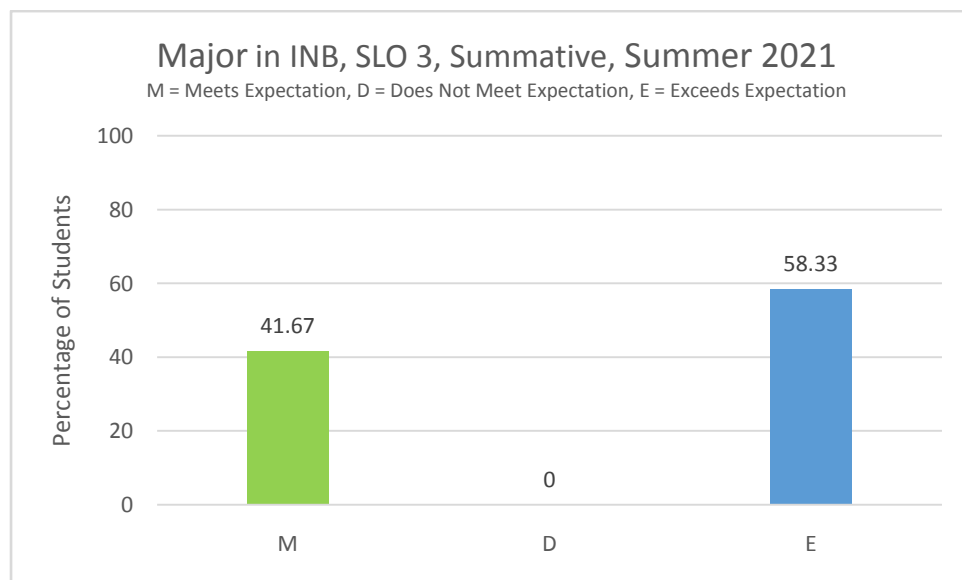


Figure INB- 9

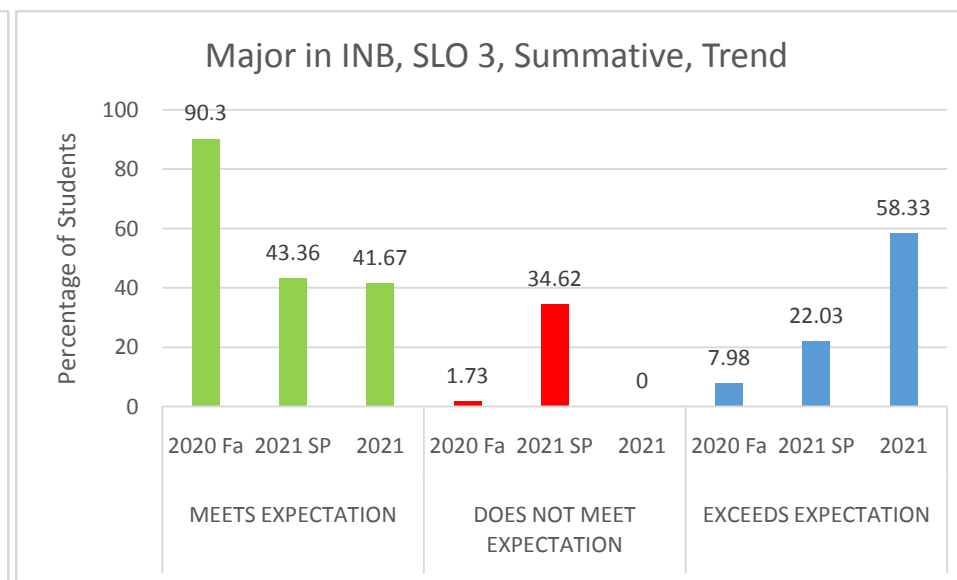


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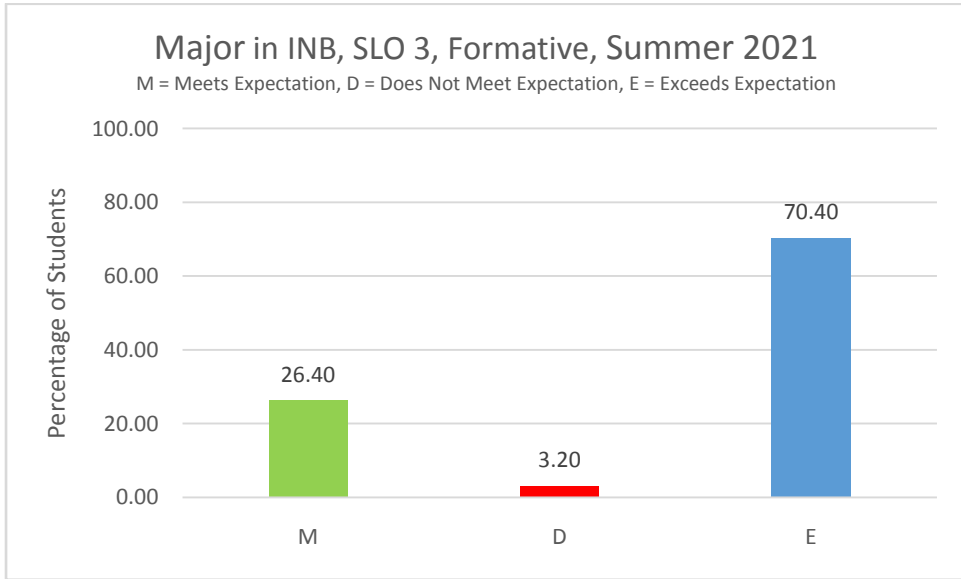


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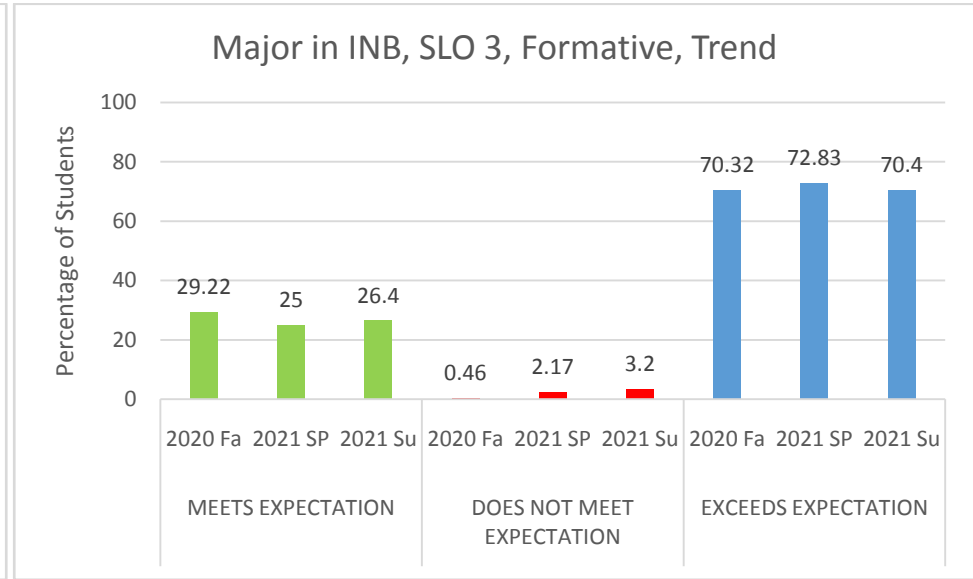


Figure INB- 12

Student Learning Outcomes	Measure	Measurement Criteria	Results	Status	Closing the Loop
4. Identify the international competitiveness of nations and their attractiveness for international business.	<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.4.R.1	See Figures 13 – 16.	Target: 80% of the students should meet and exceed the expectations of SLO3. Students met the target Trend: There is an improvement in performance in summative assessment over the period. Performance in formative assessment has been consistently well over the last three period.	Interactive classroom assignments and cases are used in online classes to enhance students learning.

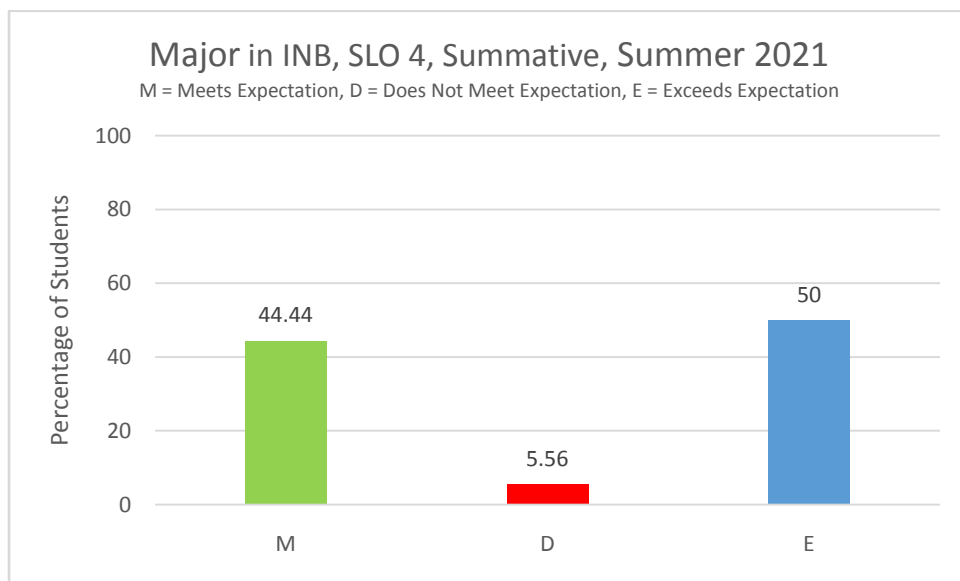


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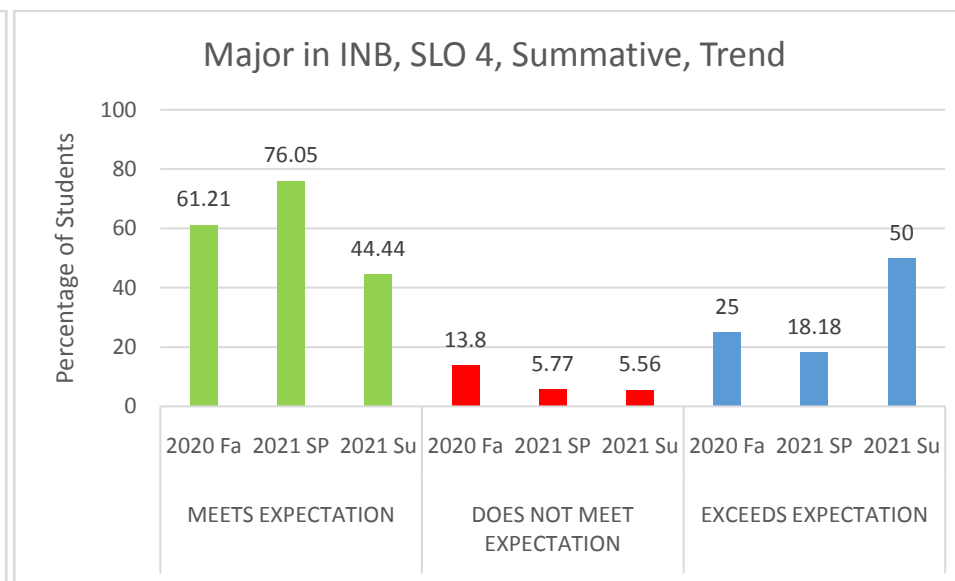


Figure INB- 14

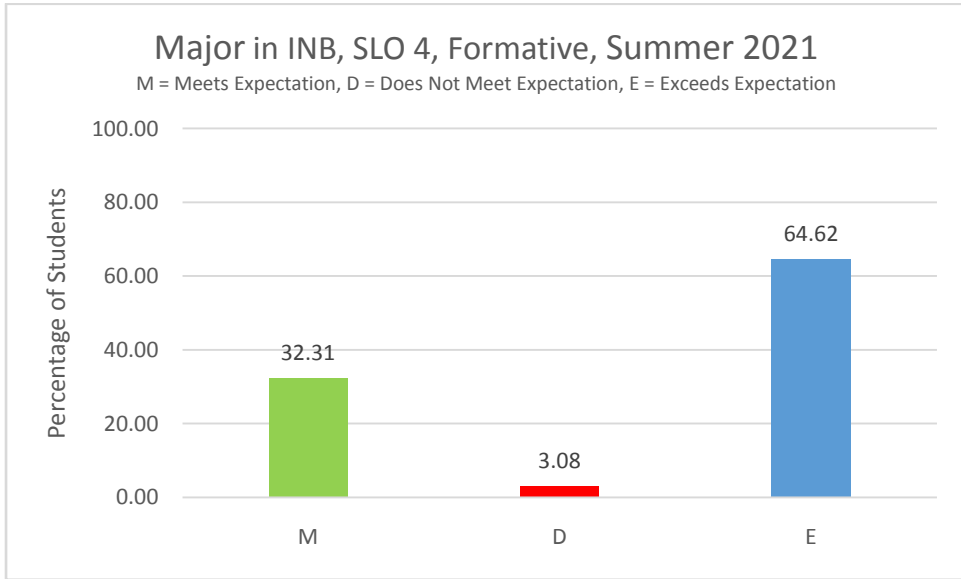


Figure INB- 15

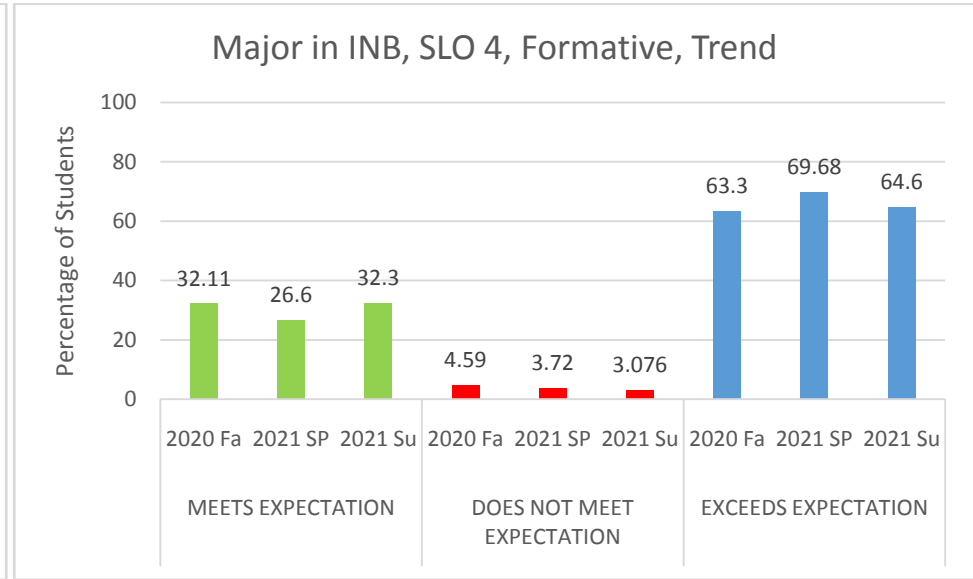


Figure INB- 16

Student Learning Outcomes	Measure	Measurement Criteria	Results	Status	Closing the Loop
5. Exhibit critical thinking skills to ethically address complex real-world international business.	<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.5.R.1	See Figures INB 17 – 20.	Target: 100% of the students should meet and exceed the expectations of SLO5. Students met the target. Trend: Students show satisfactory performance in this area. However, percentage of students exceeding expectations has decreased over the periods in summative assessment.	Importance of ethics is embedded in all course curriculums and the school enforces different rules for students to exhibit ethical behavior.

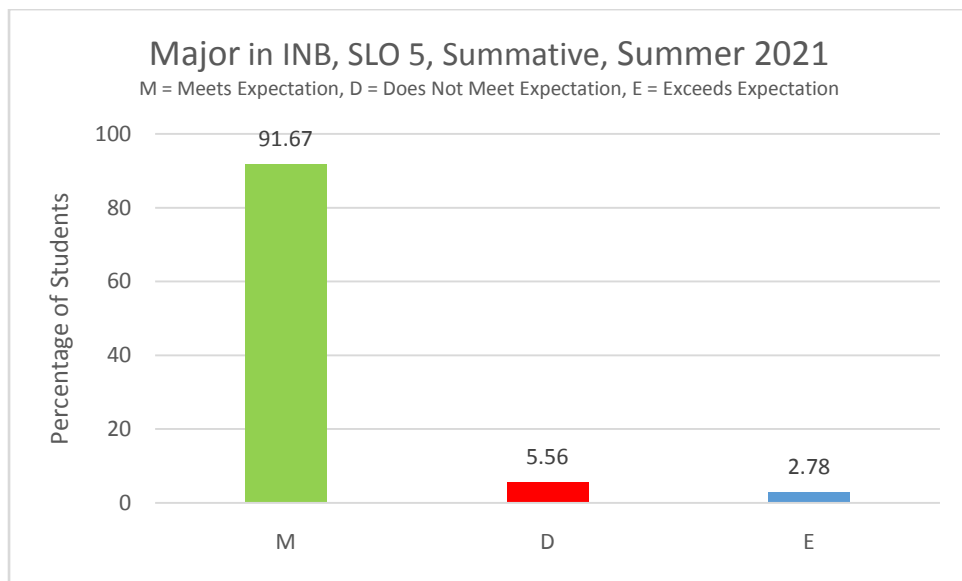


Figure INB- 17

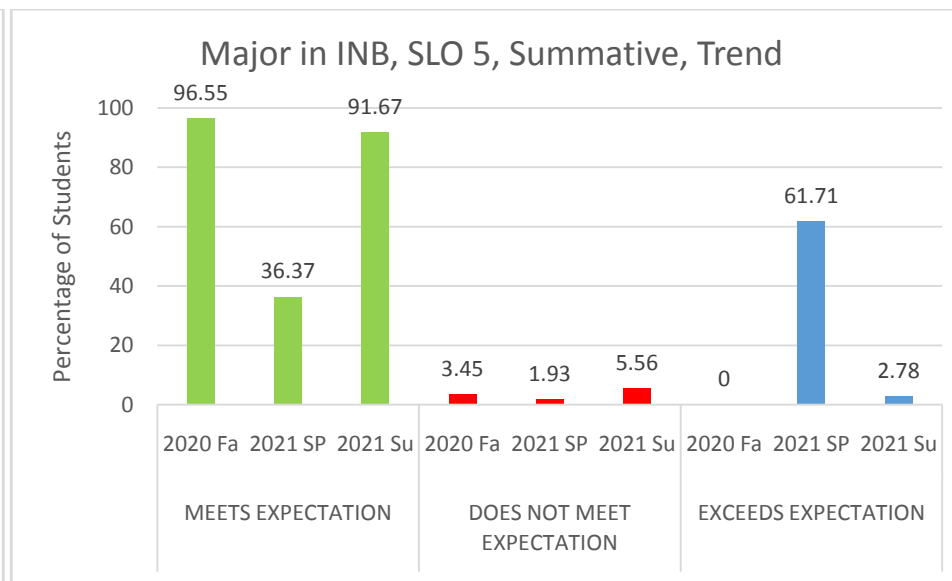


Figure INB- 18

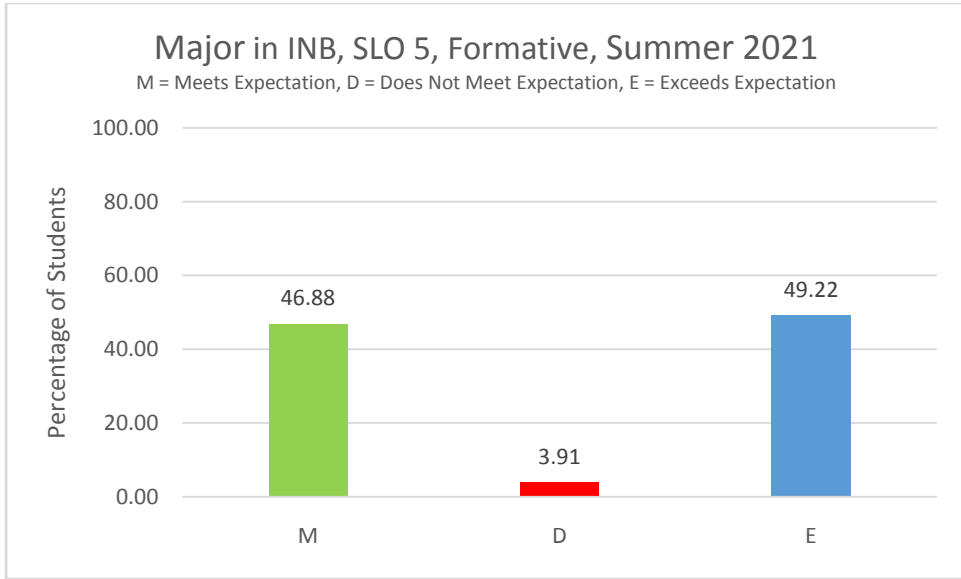


Figure INB- 19

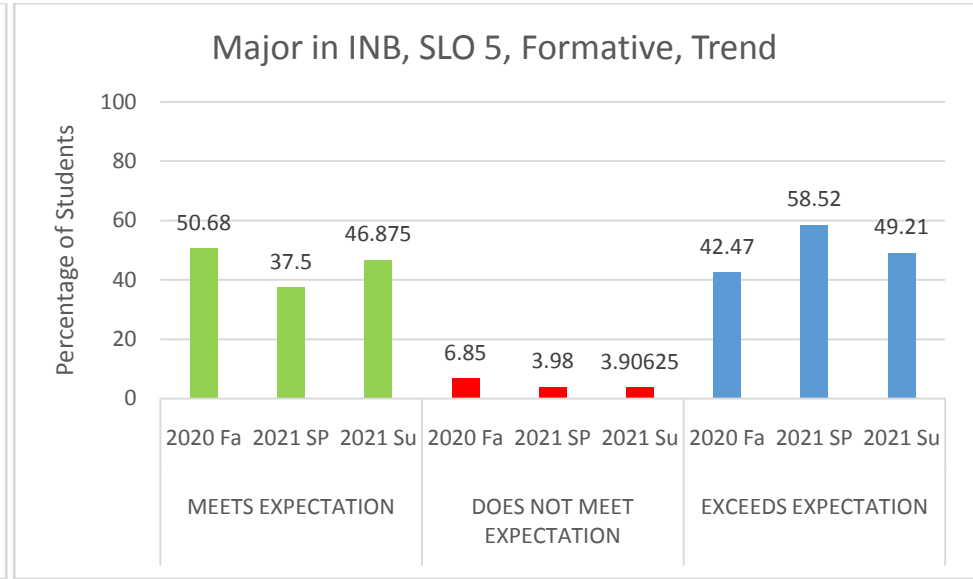


Figure INB- 20

Summer 2021 Student Learning Assessment Report: Major in MIS Program

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
1. Apply managerial concepts and decision theories to use enterprise information systems.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (MIS470 group term projects)</p> <p><u>Formative:</u> Course Embedded Assessment (MIS205 group term projects)</p>	<p><u>Exit Assessment Test:</u> Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MIS.1.R.1</p>	See Figures MIS 1 – 4.	<p>Target: 80% students should meet or exceed expectation.</p> <p>Students failed to meet the target in both formative and summative assessment.</p> <p>Trend: Students exhibit extremely poor performance in this area. There is a significant increase in percentage of students not meeting expectations over the period.</p>	Course contents are constantly updated to include current practices and software tools.

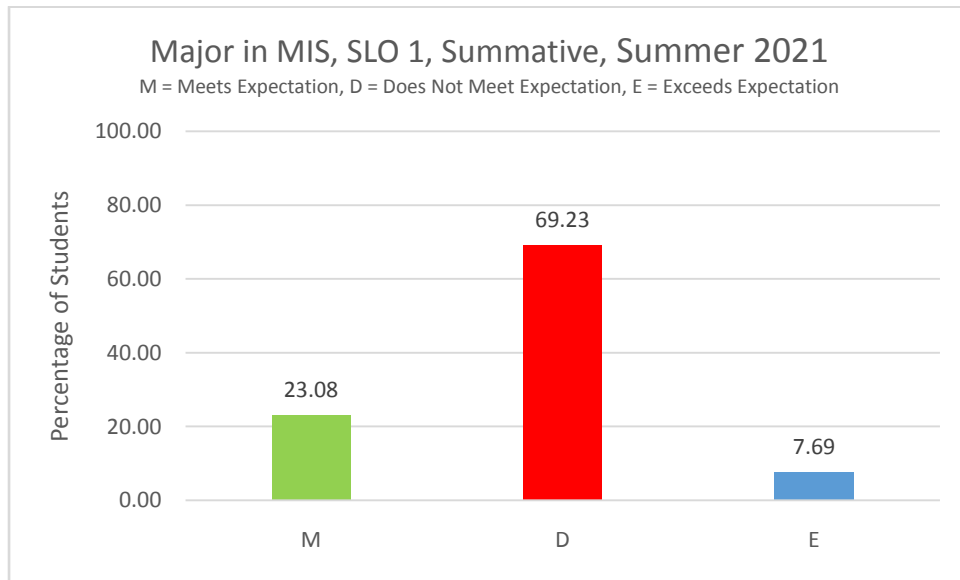


Figure MIS 1

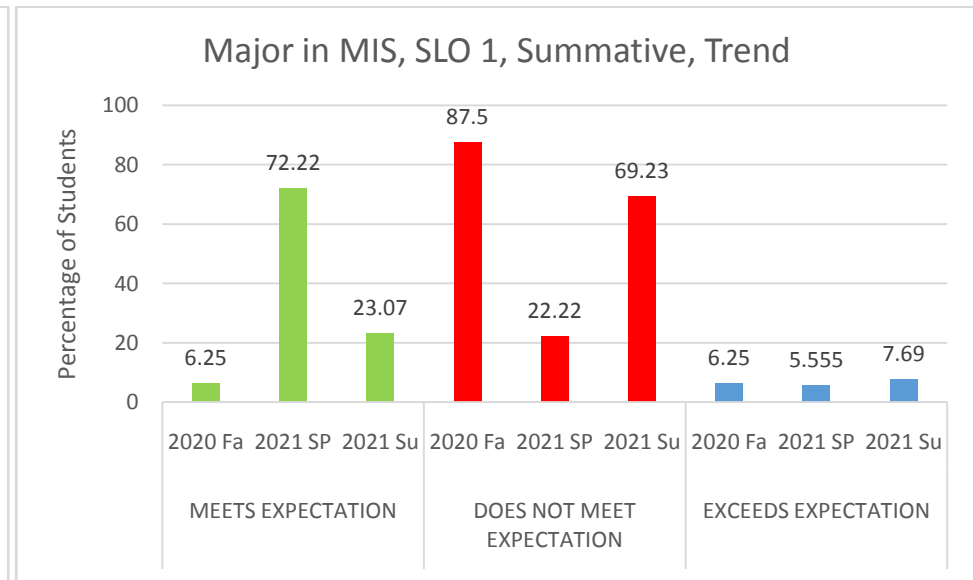


Figure MIS 2

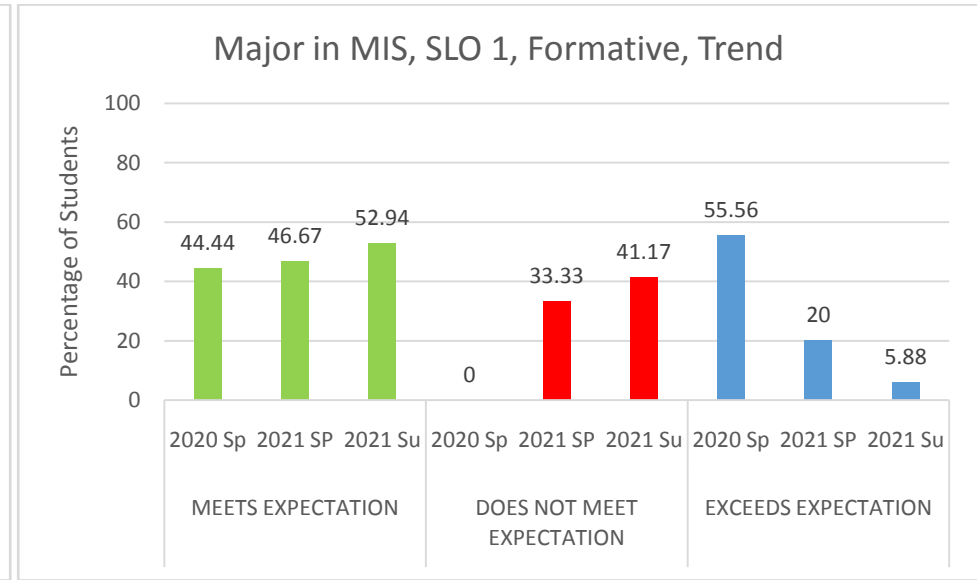
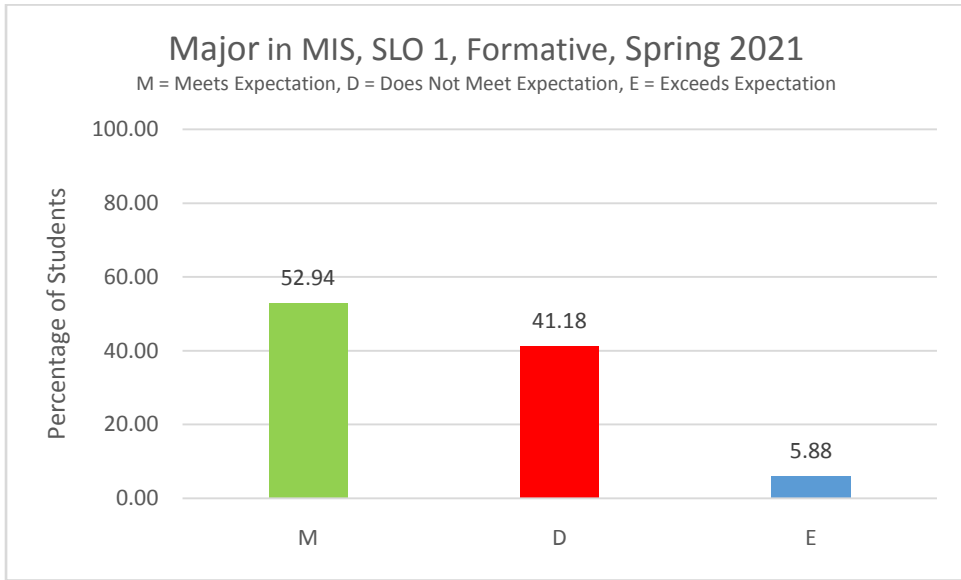


Figure MIS 3

Figure MIS 4

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
2. Demonstrate the understanding about systems theory, systems analysis, systems design and project management.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (MIS470 group term projects)</p> <p><u>Formative:</u> Course Embedded Assessment (MIS205 group term projects)</p>	<p><u>Exit Assessment Test</u> Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MIS.2.R.1</p>	See Figures MIS 5 – 8.	<p>Target: 75% students should meet or exceed expectation.</p> <p>Students failed to meet the target in summative assessment but the met the target in formative assessment.</p> <p>Trend: Students' performance in summative assessment has deteriorated over the period with an increasing trend in the percentage of students not meeting expectations.</p>	Students are taught to understand the Framework for system analysis & design, and Managing Systems Projects.

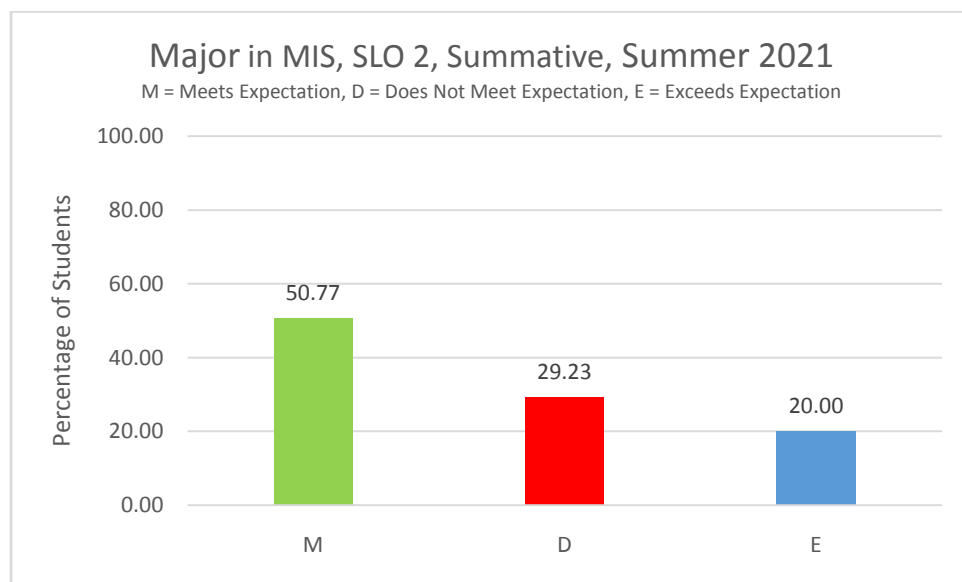


Figure MIS 5

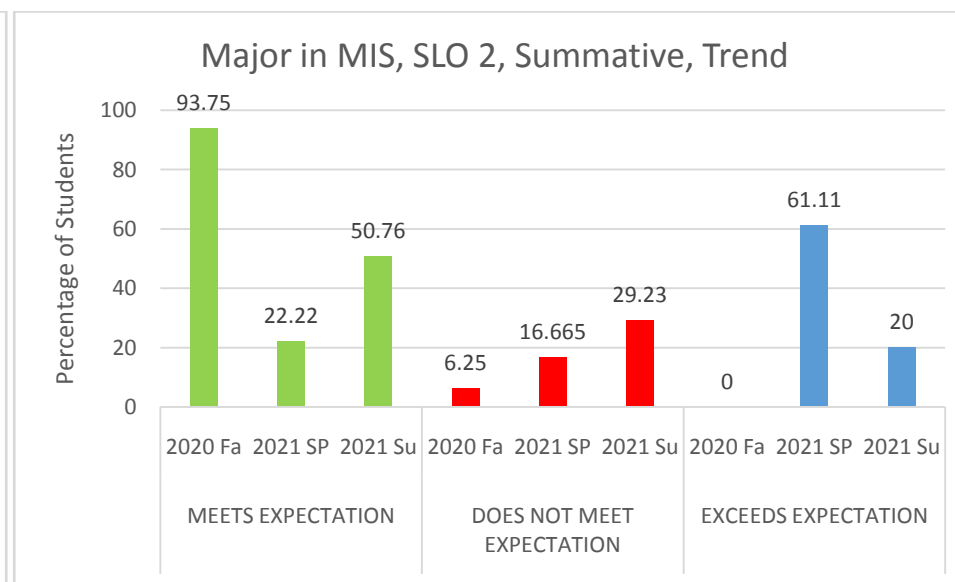


Figure MIS 6

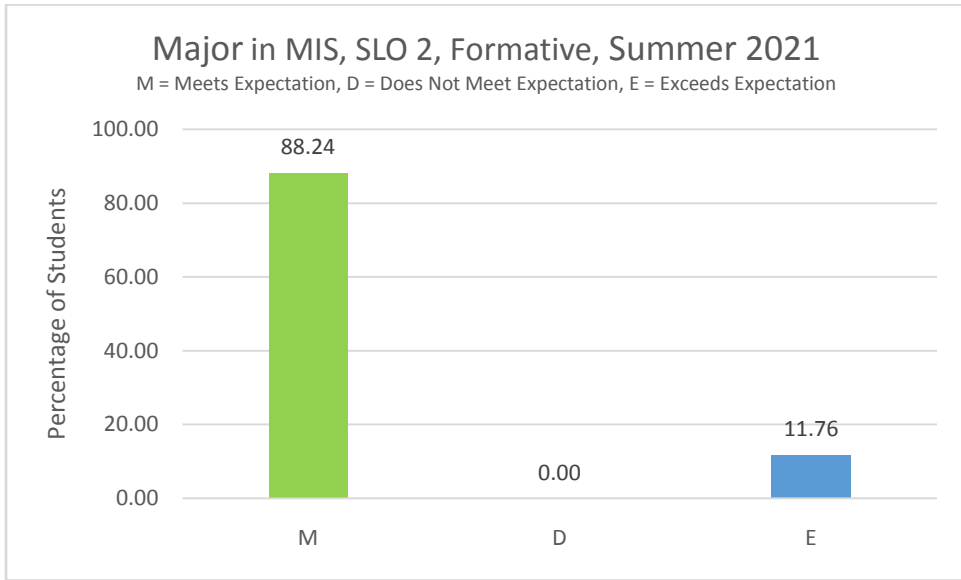


Figure MIS 7

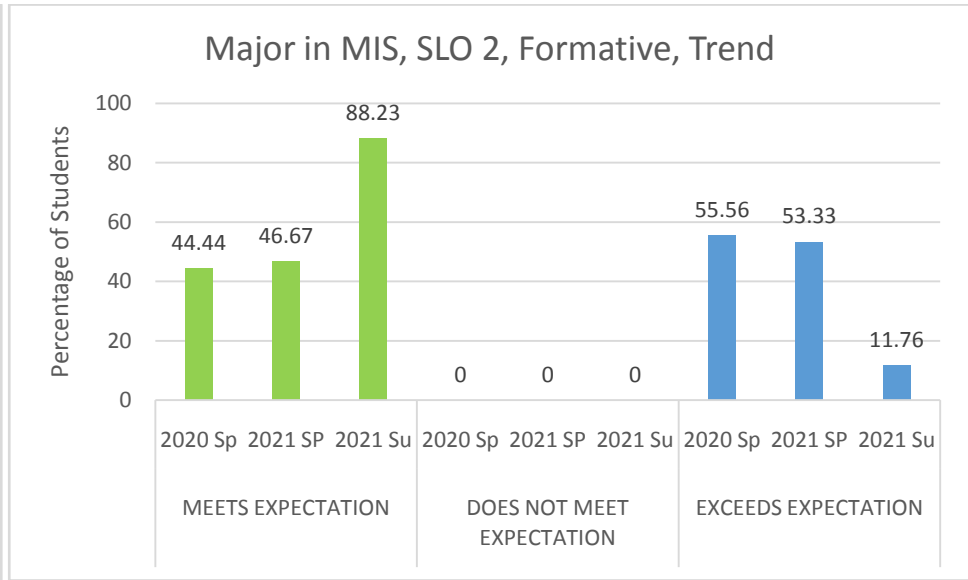


Figure MIS 8

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
3. Exhibit the knowledge on web-based information systems in business context.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (MIS470 group term projects)</p> <p><u>Formative:</u> Course Embedded Assessment (MIS205 group term projects)</p>	<p><u>Exit Assessment Test</u> Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MIS.3.R.1</p>	See Figures MIS 9 – 12.	<p>Target: 80% students should meet or exceed expectation.</p> <p>Students failed to meet the target both in summative and but met the target in formative assessment.</p> <p>Trend: Students' performance in this area is poor. There is a significant percentage of students not meeting expectations in this area.</p>	During pandemic students were encouraged to explore different online tools like Google platform and learn their usefulness.

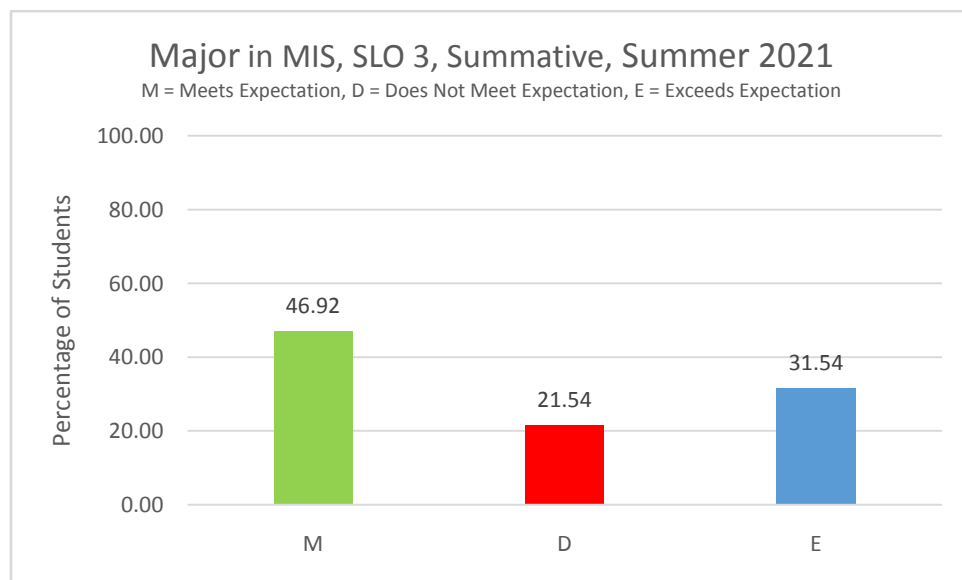


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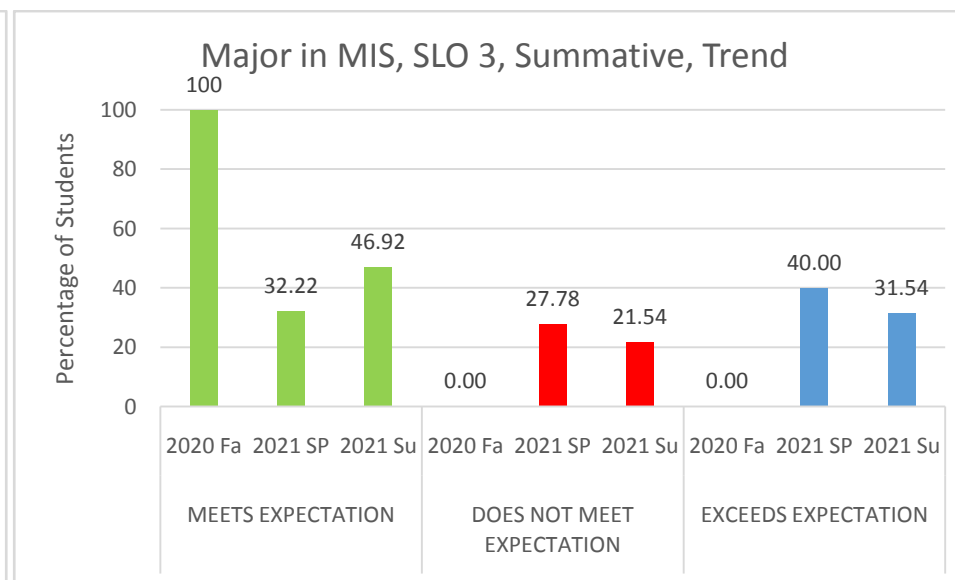


Figure MIS 10

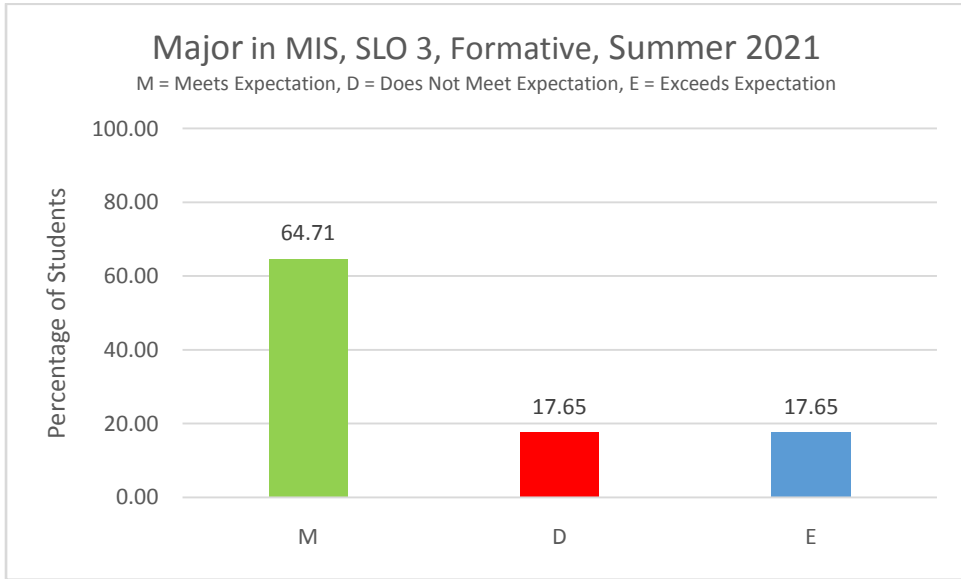


Figure MIS 11

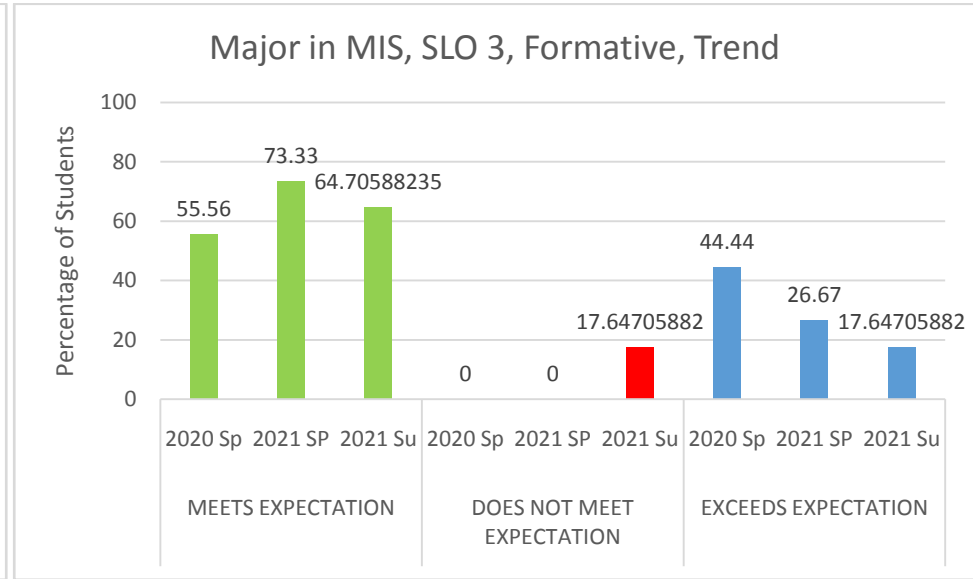


Figure MIS 12

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 in summative assessment but failed to meet the target in formative assessment.</p> <p>Trend: Students' performance in formative assessment is very alarming. 100% of the students did not meet expectations in formative assessment. Focus should be given in this area.</p>	The University introduced Canvas, a Learning Management System (LMS), for students. This is a software application for the administration, documentation, tracking, reporting, automation and delivery of educational courses, training programs, or learning and development programs.

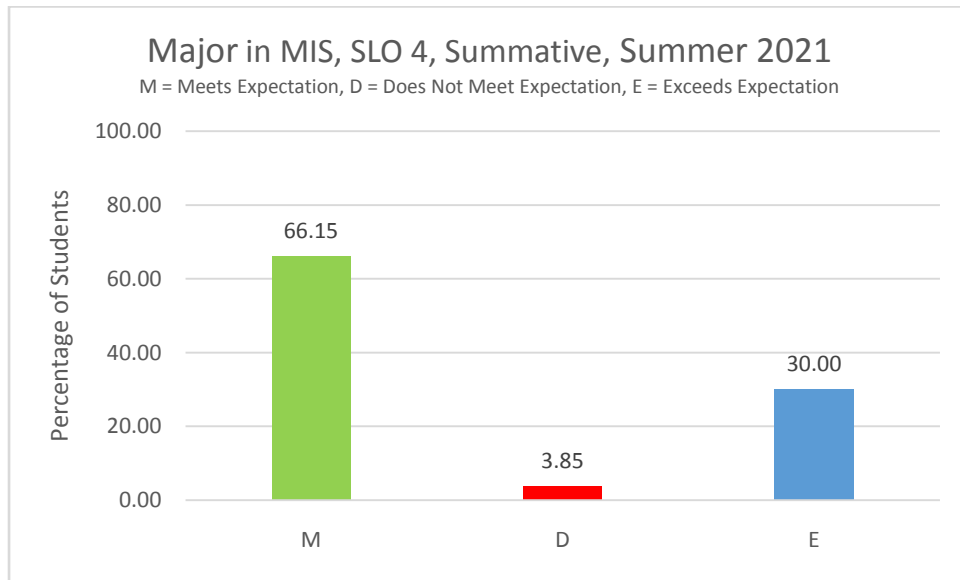


Figure MIS 13

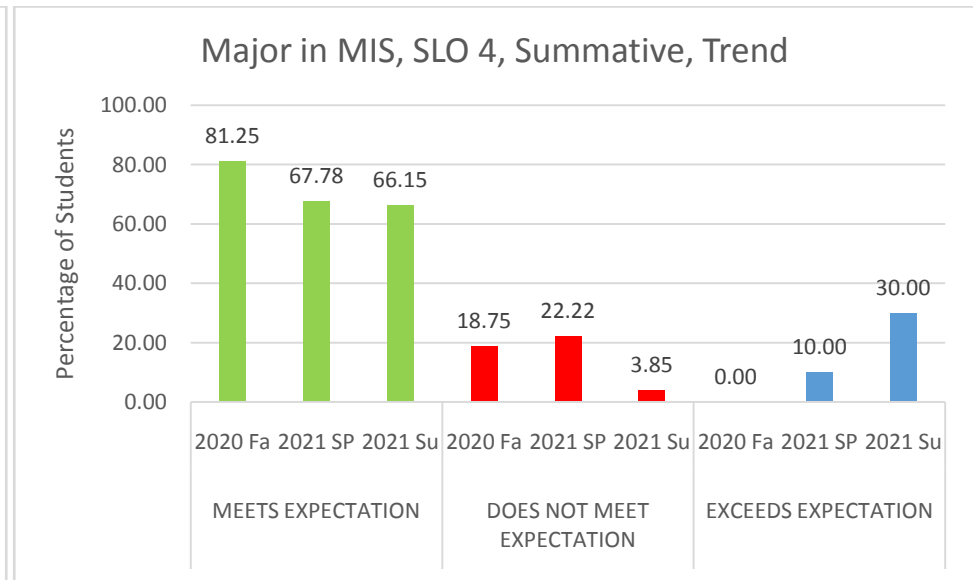


Figure MIS 14

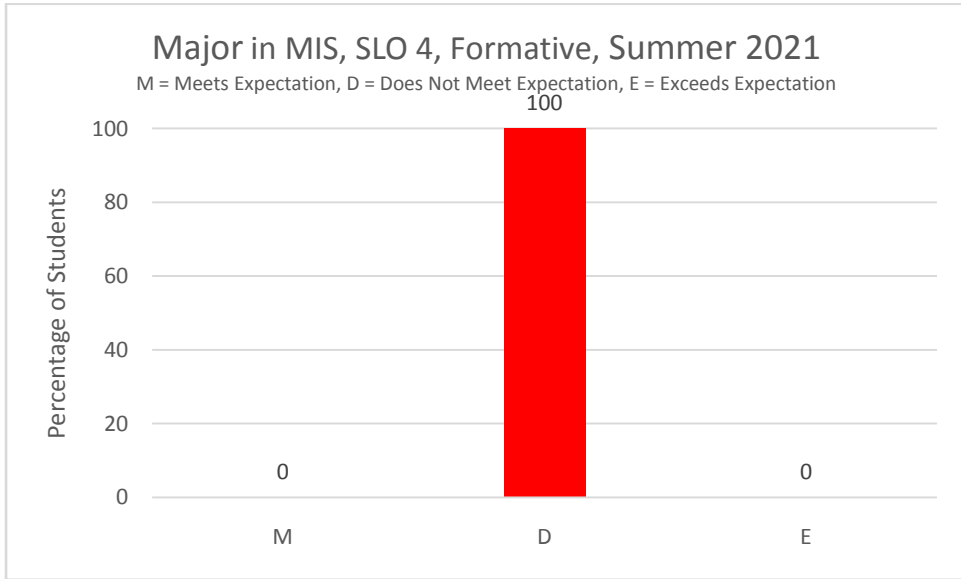


Figure MIS 15

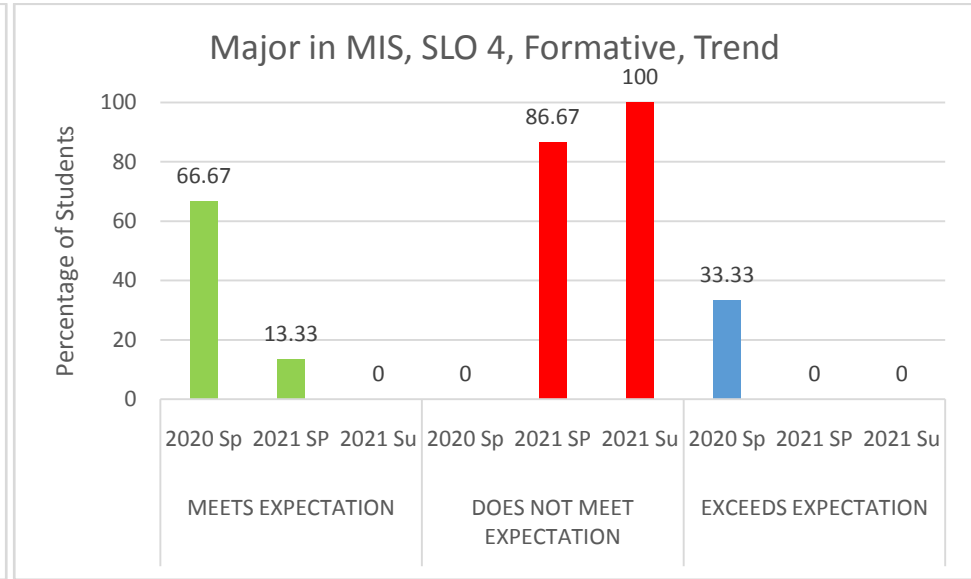


Figure MIS 16

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 failed to meet the target in summative assessment but met the target in formative assessment.</p> <p>Trend: Students' performance in summative assessment is extremely poor. Large percentage of students failed to meet expectations in this area, and this is an increasing trend. This is an area of high concern</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.

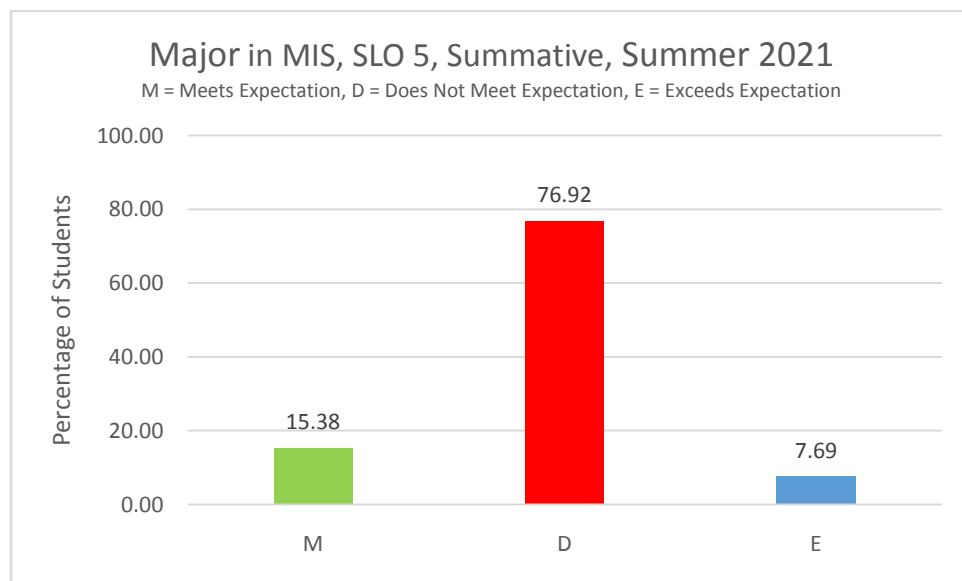


Figure MIS 17

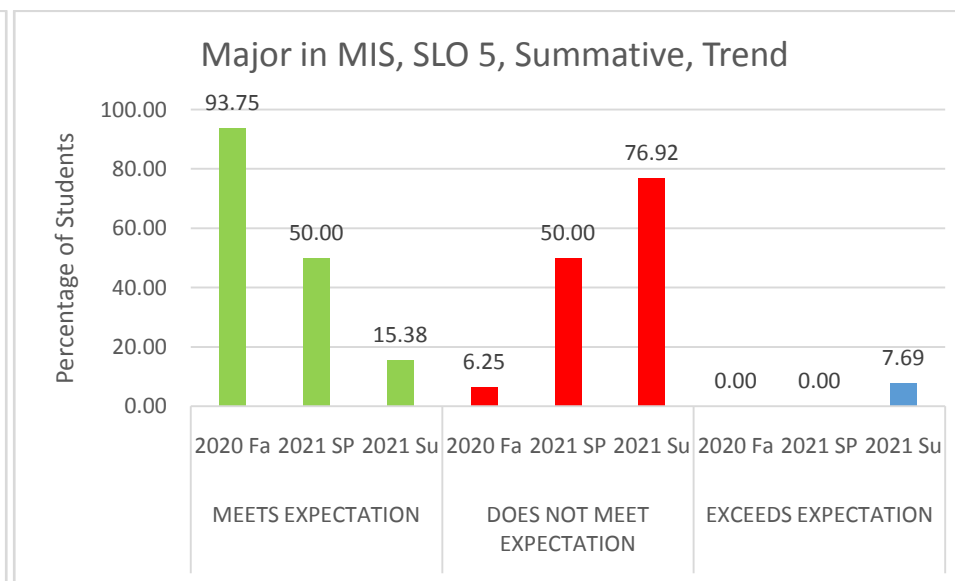


Figure MIS 18

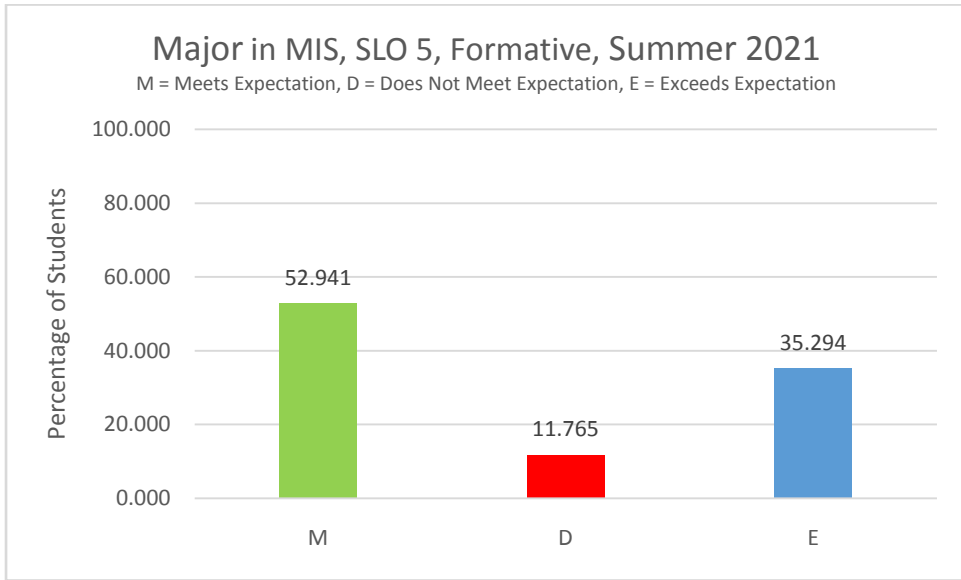


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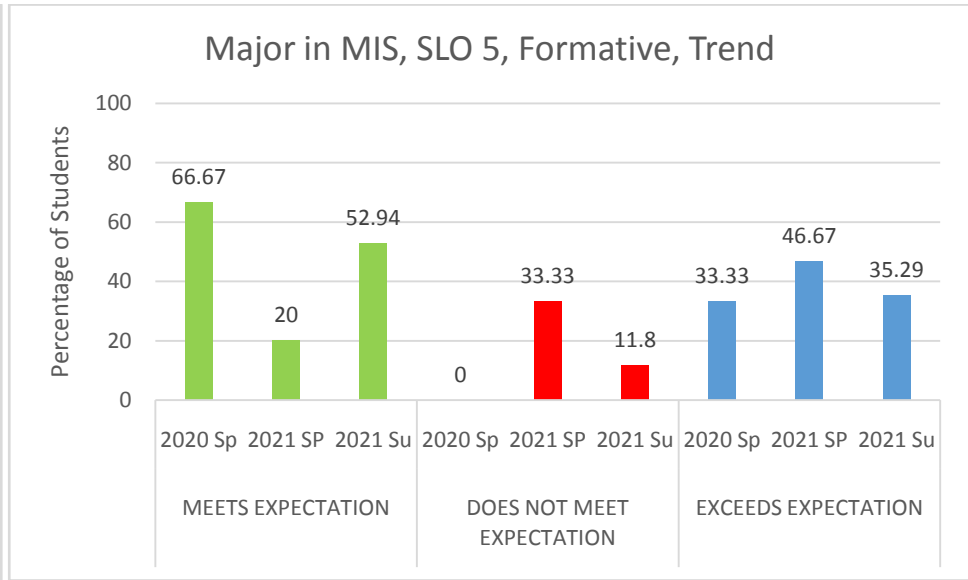


Figure MIS 20

Summer 2021 Student Learning Assessment Report: Major in Marketing (“MKT”)

Student Learning Outcomes	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
1. Demonstrate a thorough understanding of the marketing management process including marketing strategy formulation and marketing plan implementation	<p><u>Summative</u>- Exit Assessment Test, and Course-Embedded Assessment (MKT 460 group term projects.)</p> <p><u>Formative</u>- Course-Embedded Assessment (MKT 337 group term projects)</p>	<p><u>Exit Assessment Test</u>: Meets Expectations- 60% to 80%, Does Not Meet Expectations-< 60%, Exceeds Expectations-> 80%</p> <p><u>Course-Embedded Assessment</u>: Rubric # MKT.1.R.1 (formative), and rubric # MKT.1.R.2 (summative)</p>	See Figures MKT 1 – 4.	<p>Target: 75% of the students should meet and exceed the expectations of SLO1.</p> <p>Student met the target.</p> <p>Trend: Students ‘performance in summative and formative assessments shows a positive trend with an increase in the percentage of students exceeding expectations.</p>	The University introduced Canvas, a Learning Management System (LMS), for students. This is a software application for the administration, documentation, tracking, reporting, automation and delivery of educational courses, training programs, or learning and development programs.

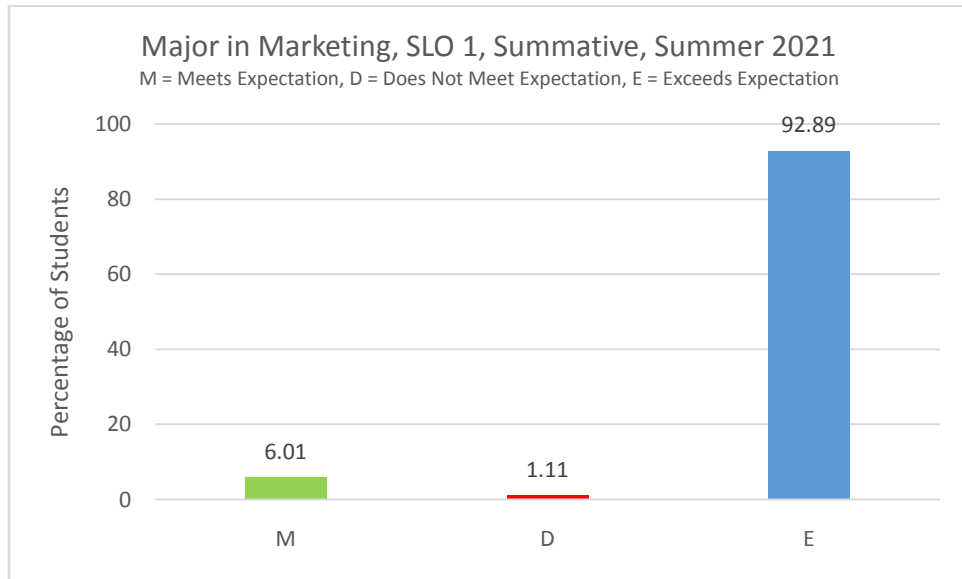


Figure MKT- 1

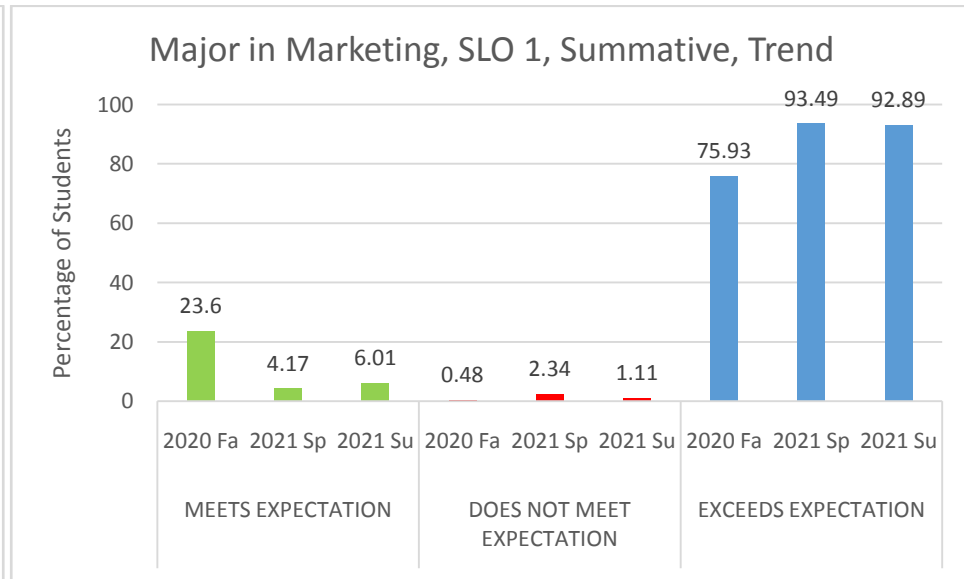


Figure MKT- 2

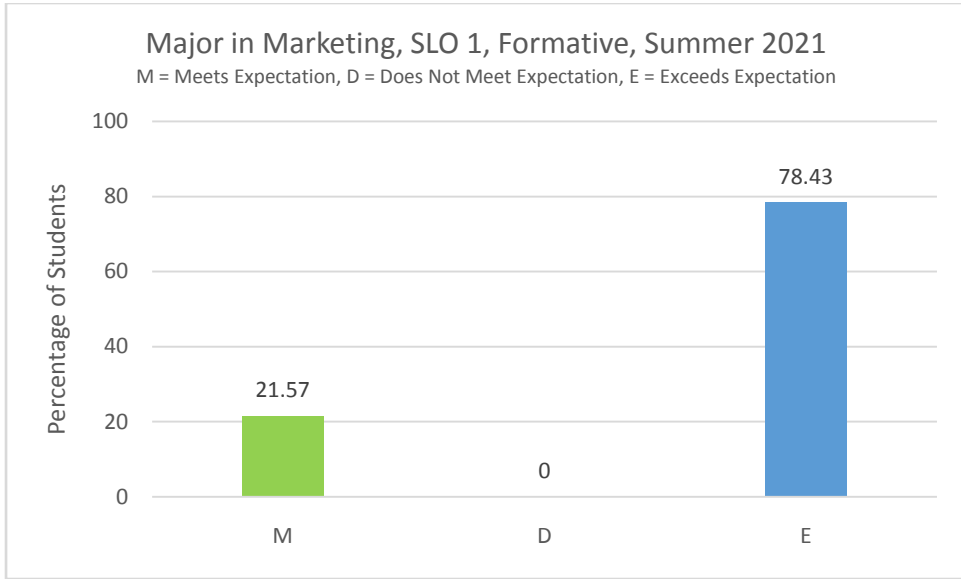


Figure MKT- 3

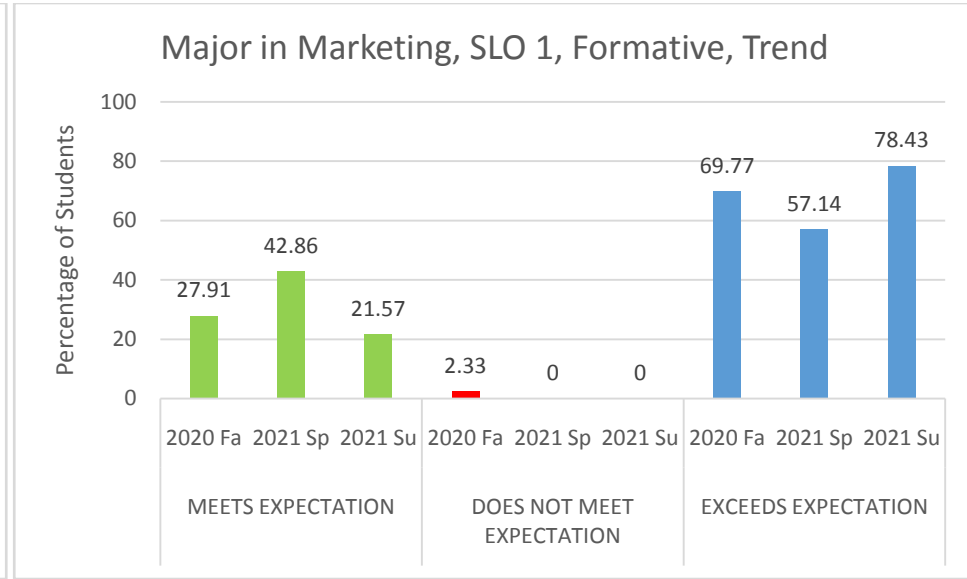


Figure MKT- 4

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: Overall, students exhibit good performance in this area.	During pandemic students use online medium to present and communicate their marketing ideas in several marketing courses.

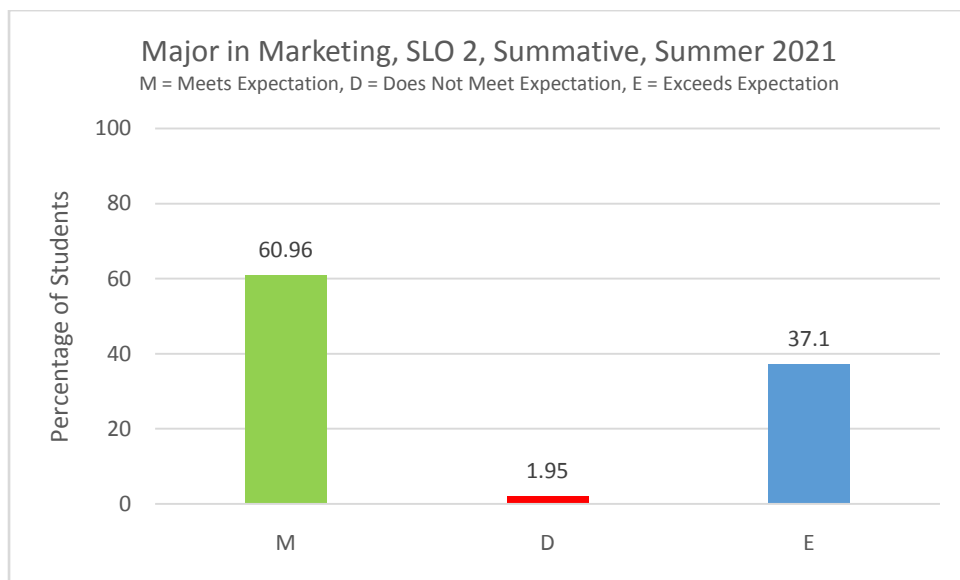


Figure MKT- 5

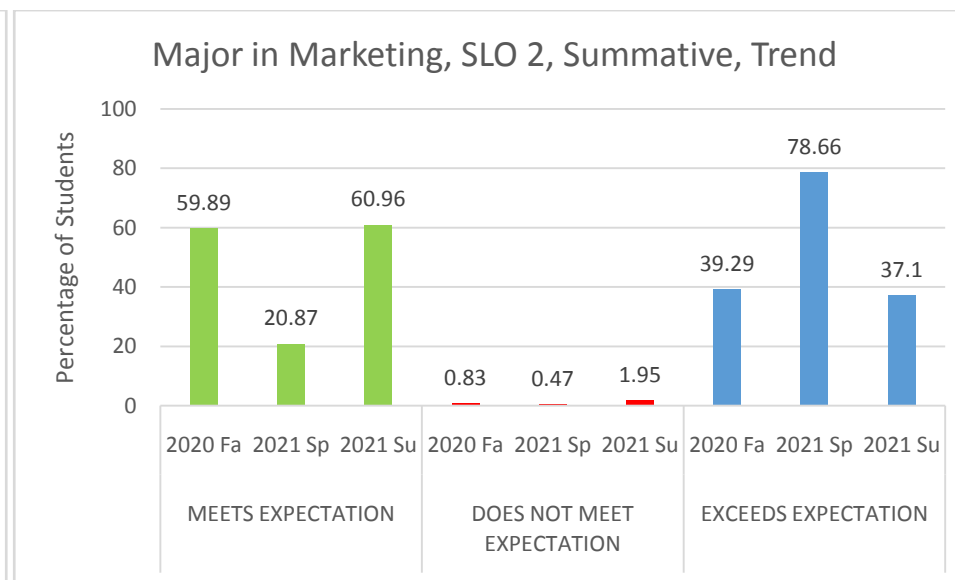


Figure MKT- 6

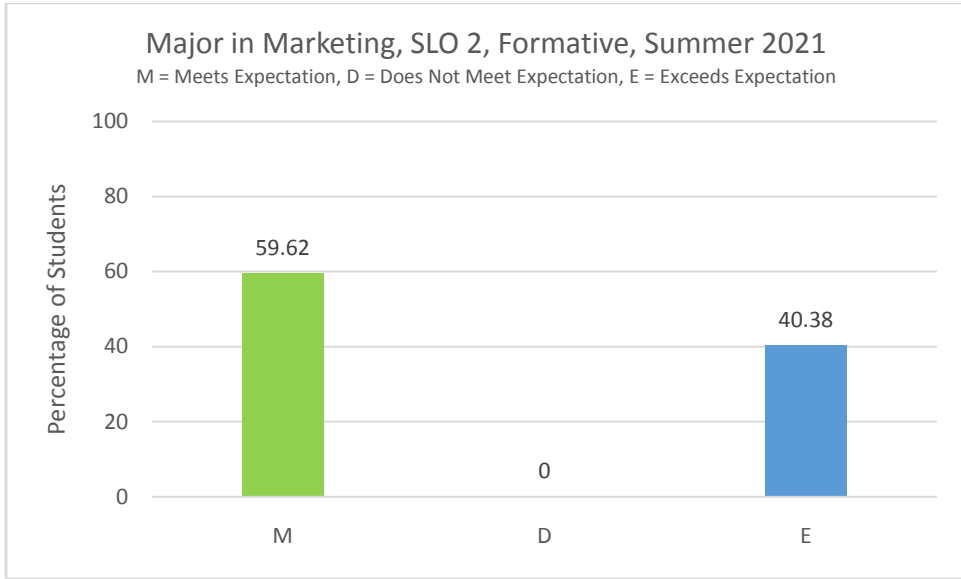


Figure MKT- 7

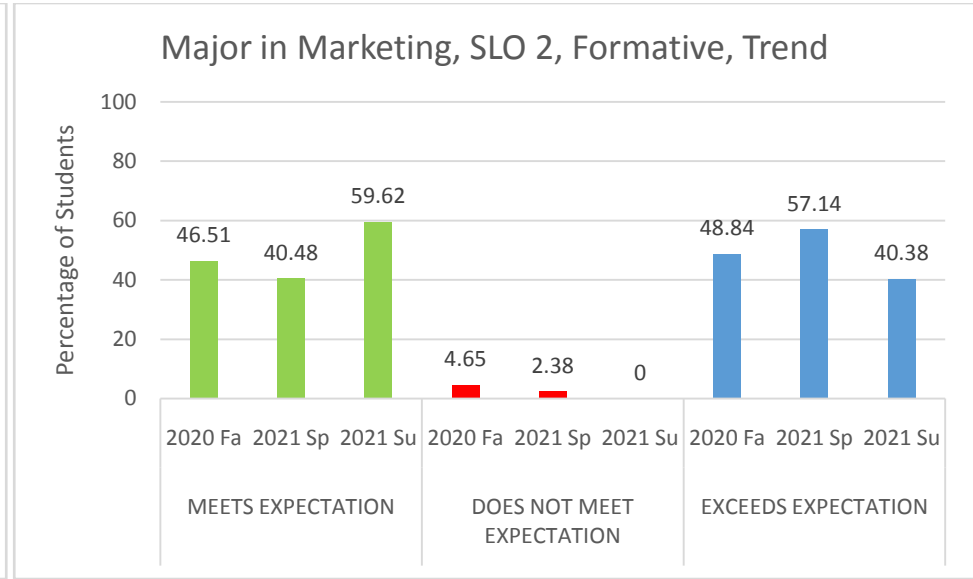


Figure MKT- 8

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 in formative assessment has increased over the period with an increase in the percentage of students exceeding expectations.</p>	The Department of Marketing and International Business (MIB) under the School of Business and Economics (SBE), had a day long Regional Conference RCMIB 2021, in collaboration with BML Munjal University, India and Jagdish Sheth School of Management, India, which was sponsored by Social Islami Bank Limited. The theme of the conference was 'Rethinking the contemporary complexities in the world of Marketing and International Business'.

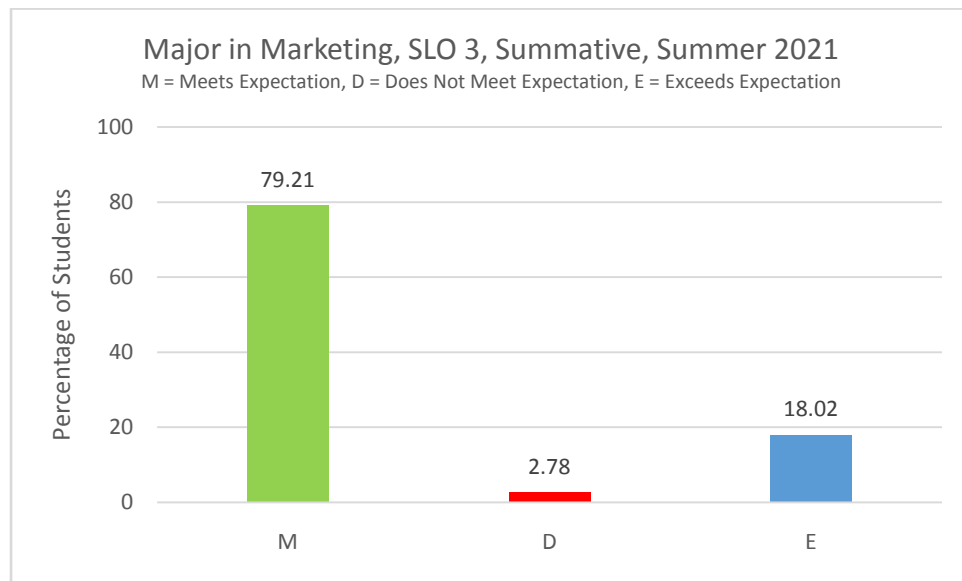


Figure MKT- 9

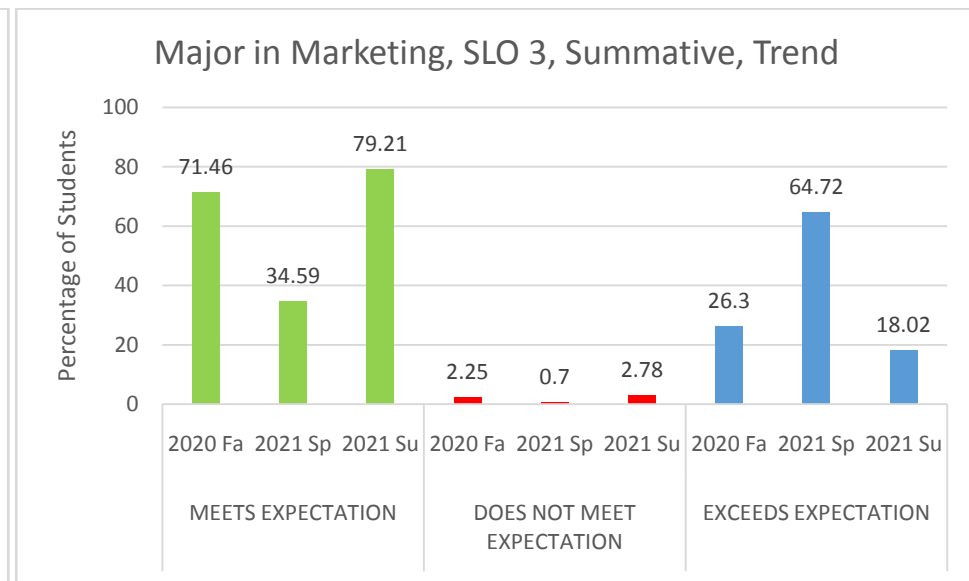


Figure MKT- 10

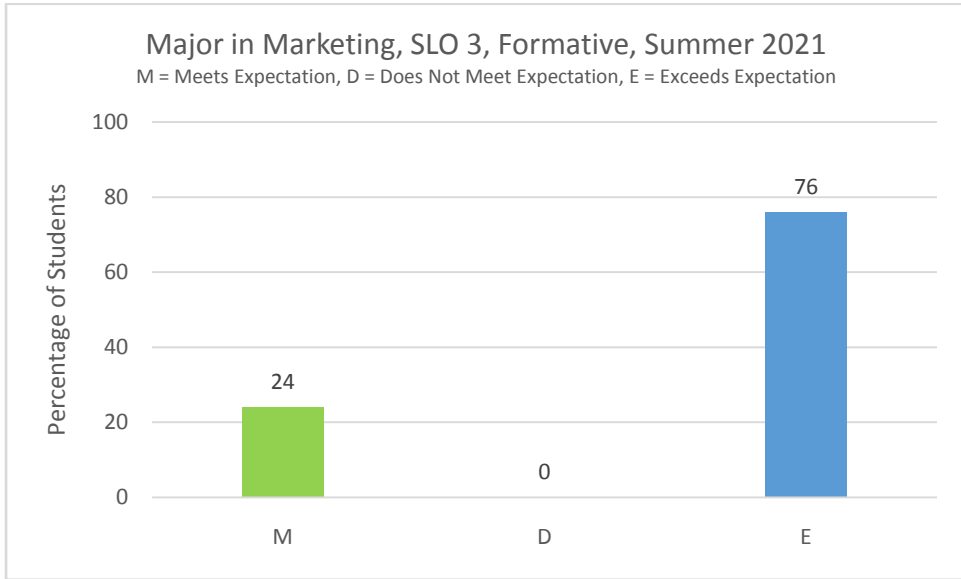


Figure MKT- 11

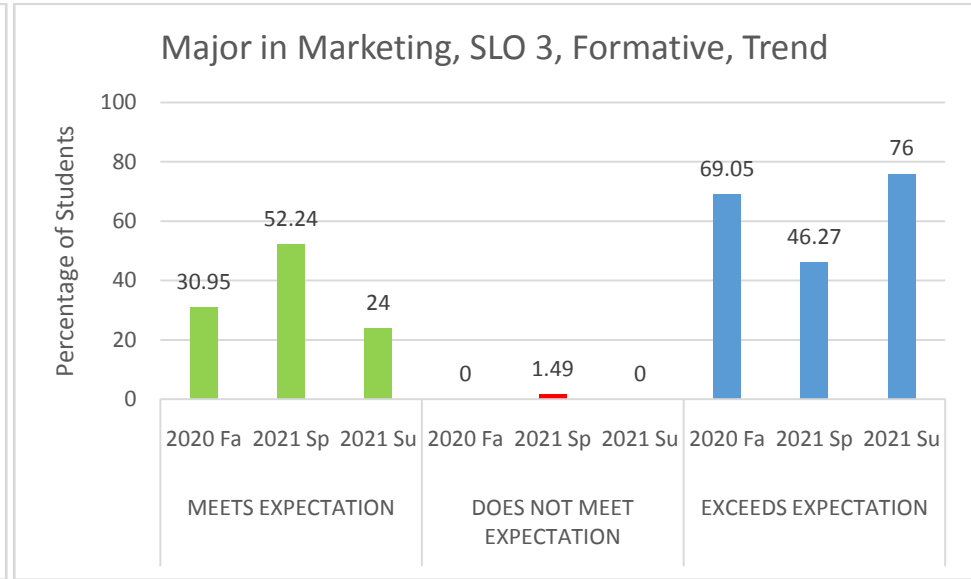


Figure MKT- 12

Student Learning Outcomes	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
4. Demonstrate skills to critically analyze a problem, design and implement appropriate solutions.	<u>Summative:</u> - Exit Assessment Test, and Course-Embedded Assessment (MKT 460 group term projects) <u>Formative:</u> - Course-Embedded Assessment (MKT 337 group term projects)	<u>Exit Assessment Test:</u> Meets Expectations- 60% to 80%, Does Not Meet Expectations-< 60%, Exceeds Expectations-> 80% <u>Course-Embedded Assessment:</u> Rubric # MKT.4.R.1 (formative), and rubric # MKT.4.R.2 (summative)	See Figures 13 – 16.	Target- 80% of the students should be able to meet and exceed the expectation of SLO4. Students met the target. Trend: Students exhibit good performance in this area. In formative assessment there is an increasing trend in the percentage of students exceeding expectations.	Students were continued to be groomed for business competition where they learn how to analyze practical scenarios and give feasible recommendations.

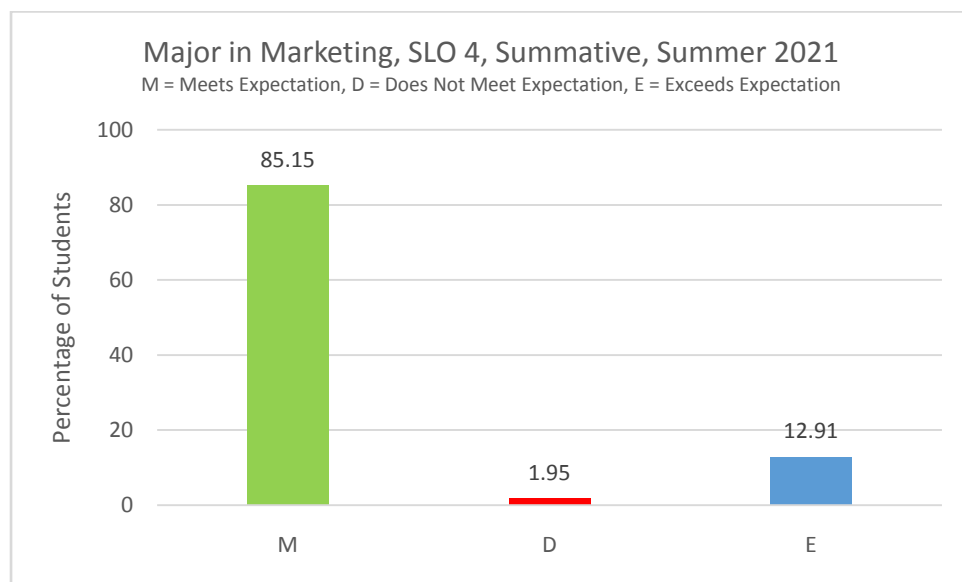


Figure MKT- 13

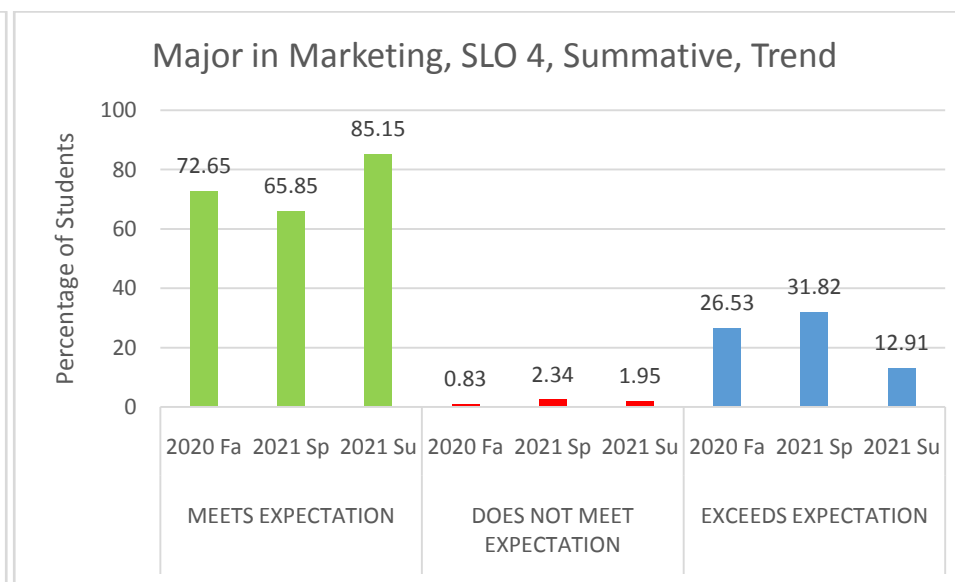


Figure MKT- 14

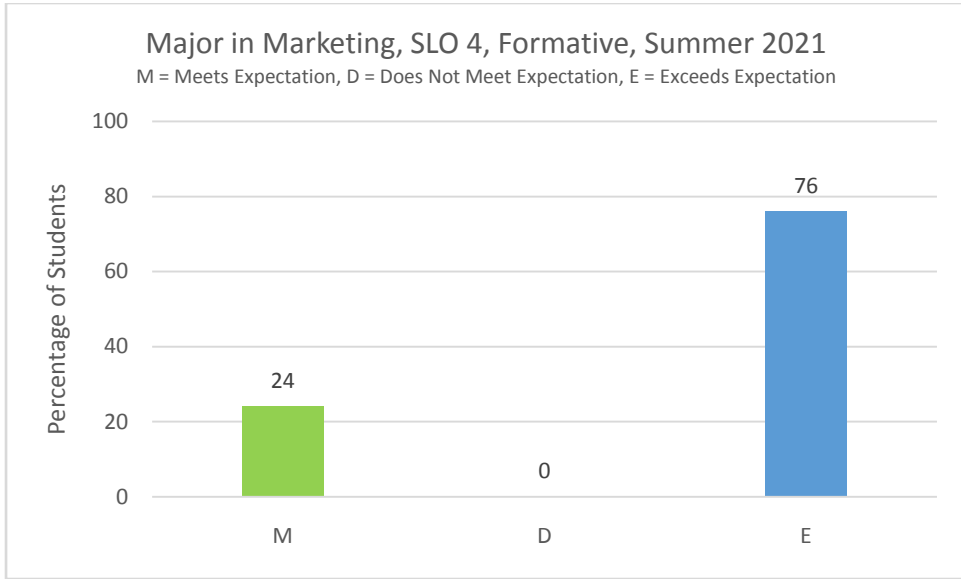


Figure MKT- 15

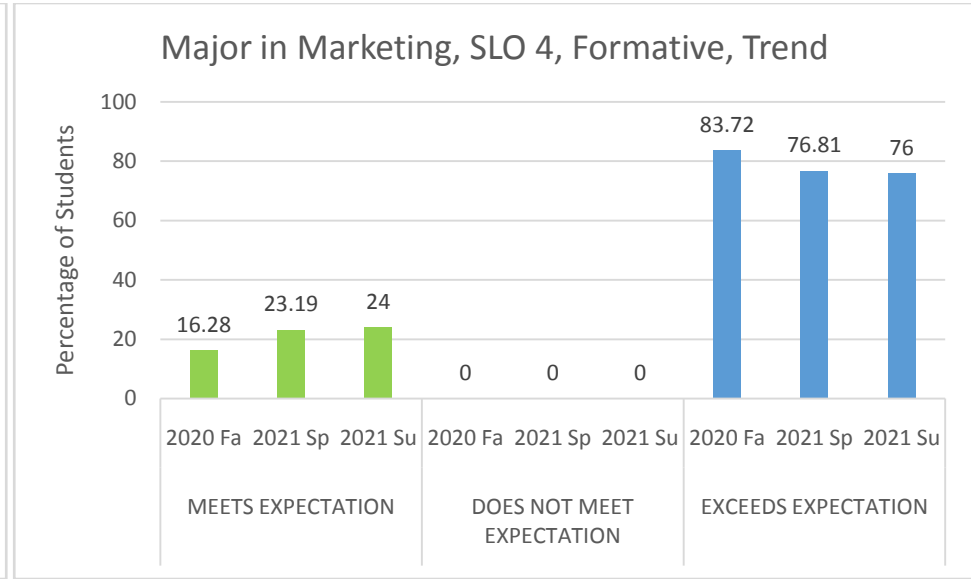


Figure MKT- 16

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: Although students failed to meet the 100% target, performance has significantly improved in this area, with a high percentage of students exceeding expectations.	Importance of ethics is embedded in all course curriculums and the school enforces different rules for students to exhibit ethical behavior.

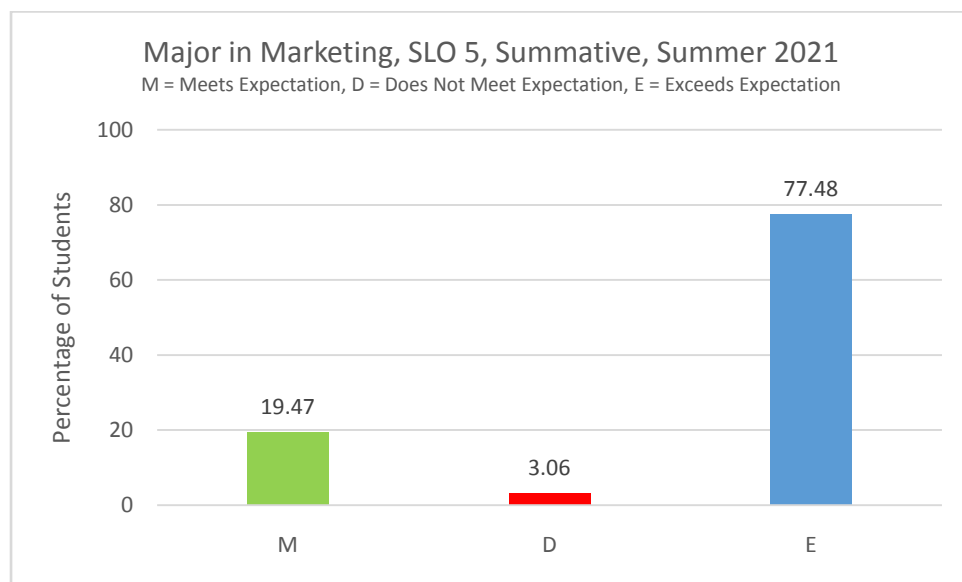


Figure MKT- 17

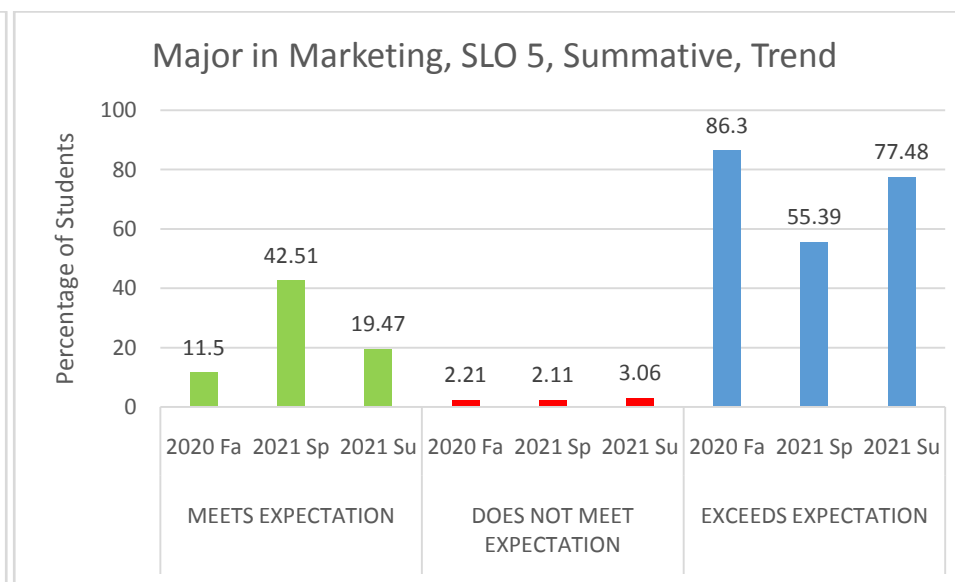


Figure MKT- 18

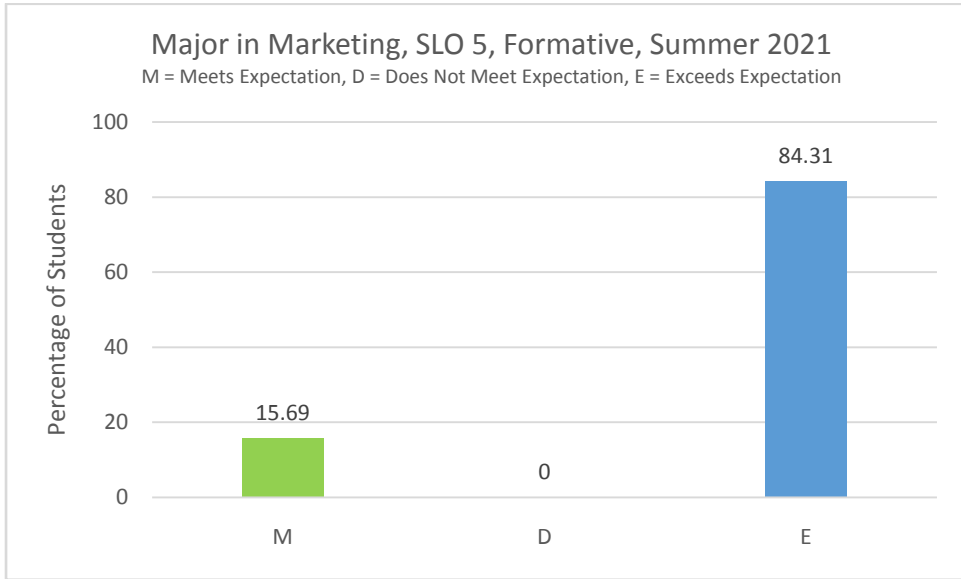


Figure MKT- 19

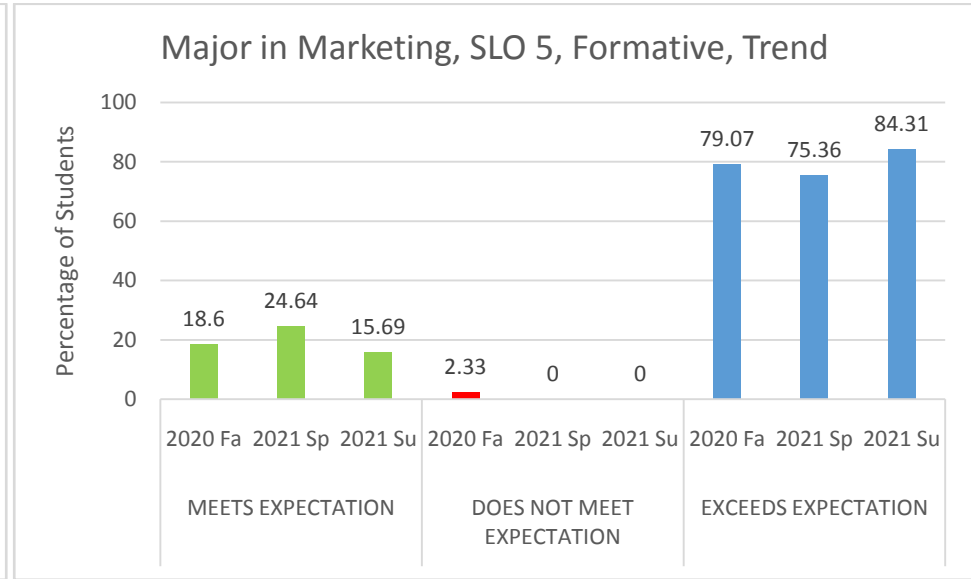


Figure MKT- 20

Summer 2021 Student Learning Assessment Report: Major in SCM Program

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
1. Demonstrate the working knowledge of mode and quality of transportations, and operational and economics of transportation and logistics in local and global contexts.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (SCM 450 group term projects)</p> <p><u>Formative:</u> Course Embedded Assessment (SCM 310 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 # SCM.1.R.1</p>	See Figures SCM 1 – 4.	<p>Target: 80% students should meet or exceed expectation.</p> <p>Students failed to meet the target both in formative and summative assessment.</p> <p>Trend: Students performance is extremely poor in this area. High percentage of students are failing to meet the expectations. This is an area of high concern.</p>	Since this is a new major courses standardized assessment tools are deployed to create uniformity in learning.

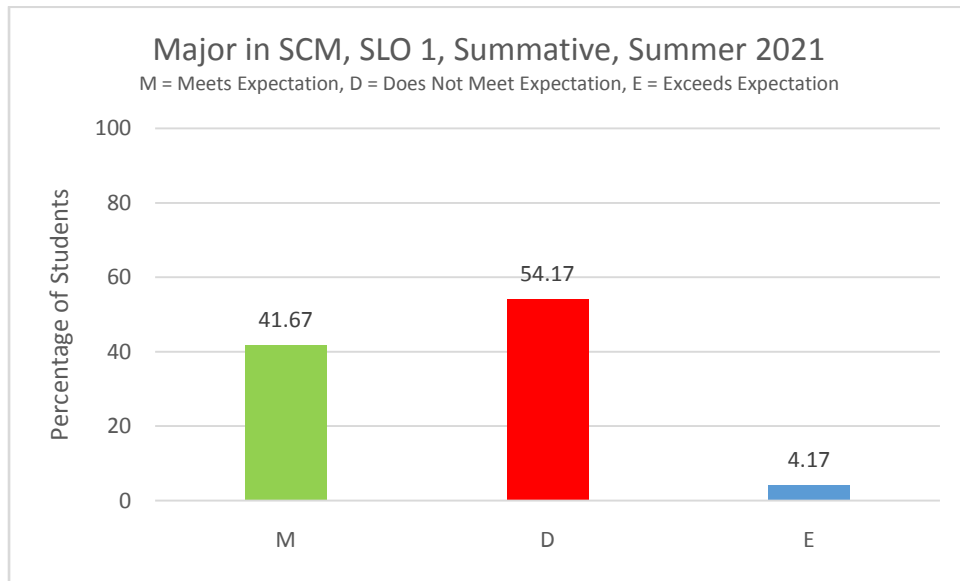


Figure SCM21

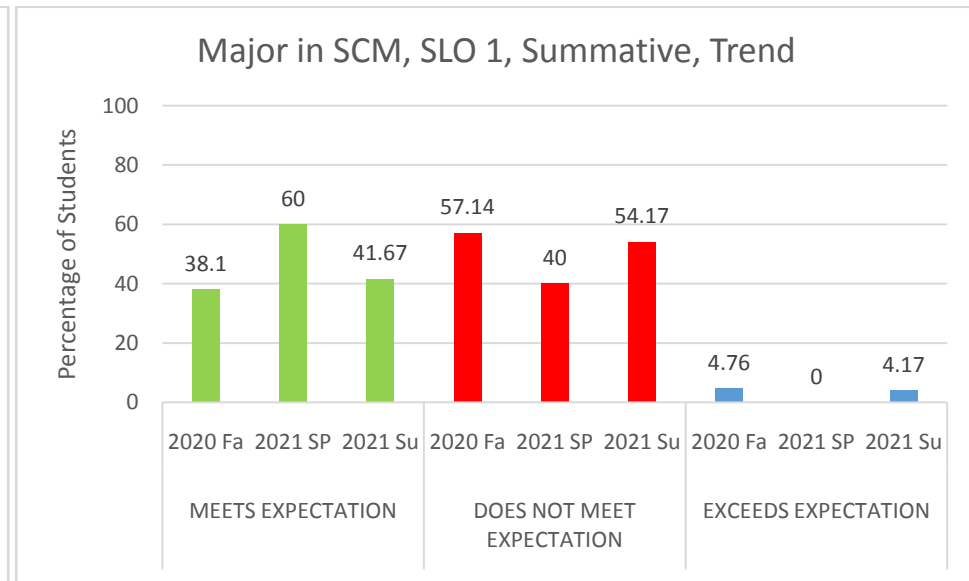


Figure SCM22

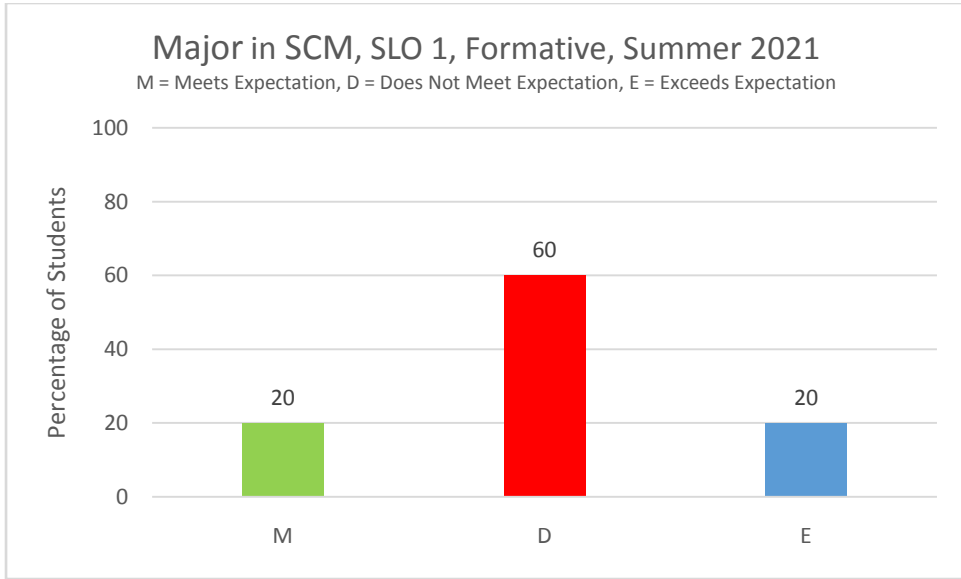


Figure SCM23

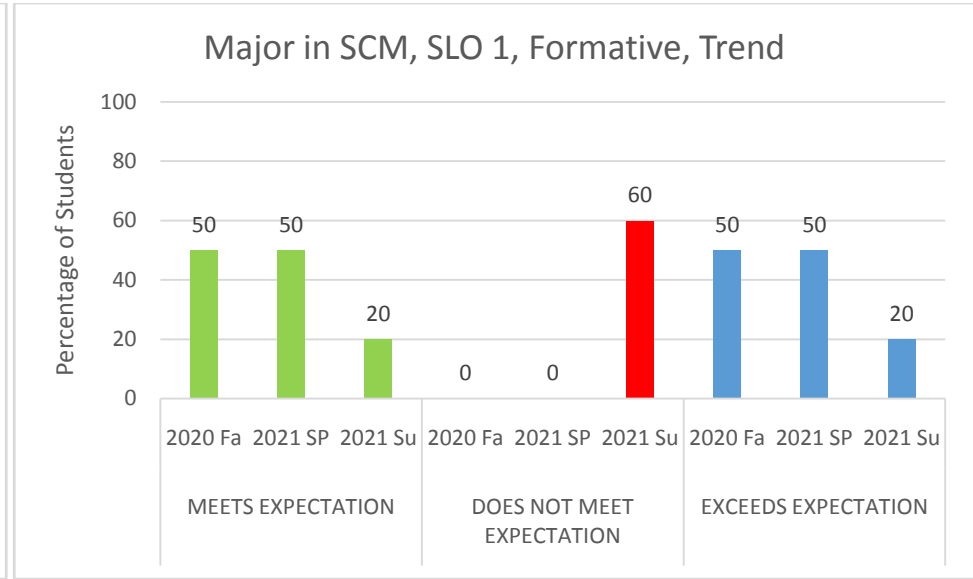


Figure SCM24

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
2. Apply and integrate the models of inventory management with forecasting, distribution, marketing, manufacturing, and schedule and planning.	<u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (SCM 450 group term projects) <u>Formative:</u> Course Embedded Assessment (SCM 310 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 # SCM.2.R.1	See Figures SCM 5 – 8.	Target: 80% students should meet or exceed expectation. Students failed to meet the target. Trend: Students exhibit very poor performance in this area with high percentage of students failing to meet the expectations.	Introducing more interactive and up to date classroom activities has enhanced students' participation in the class.

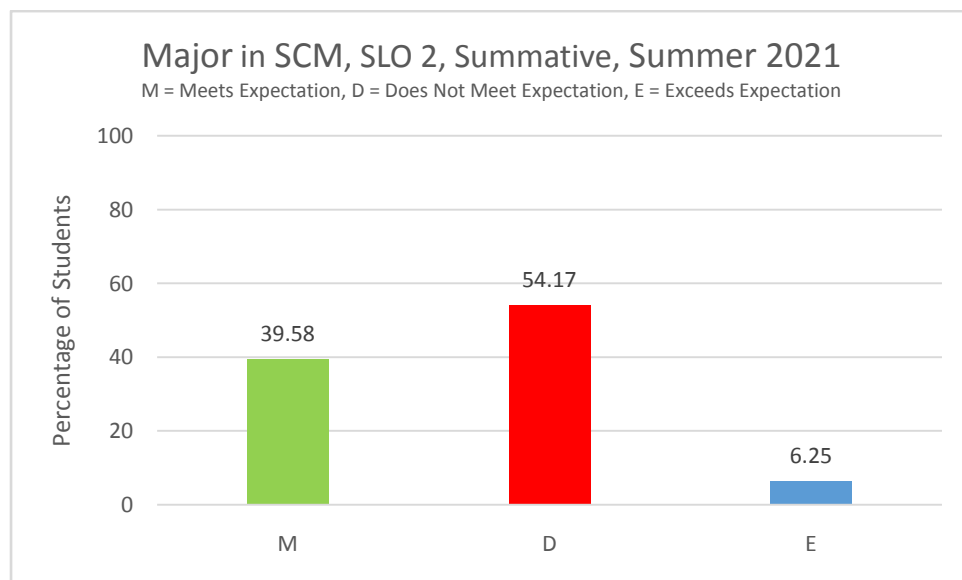


Figure SCM25

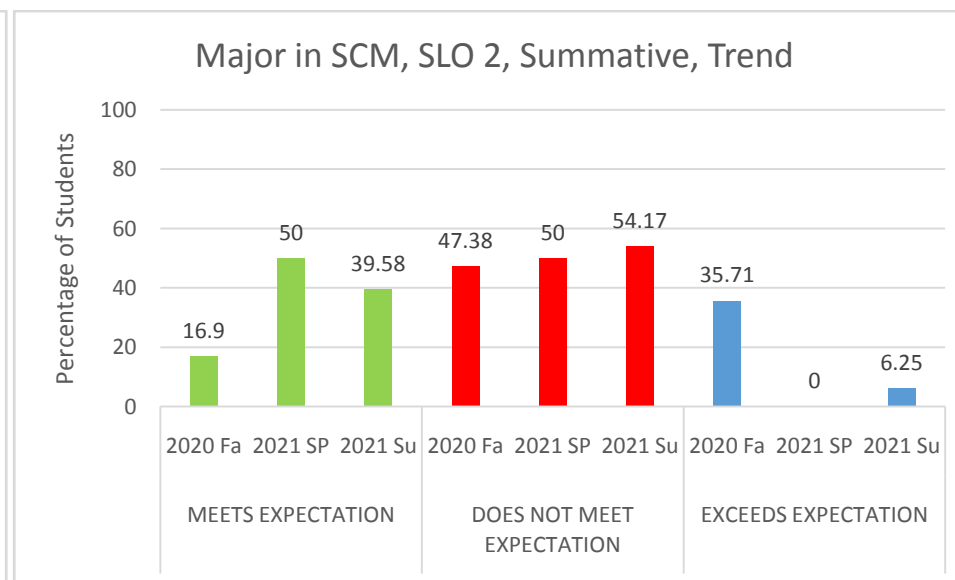


Figure SCM26

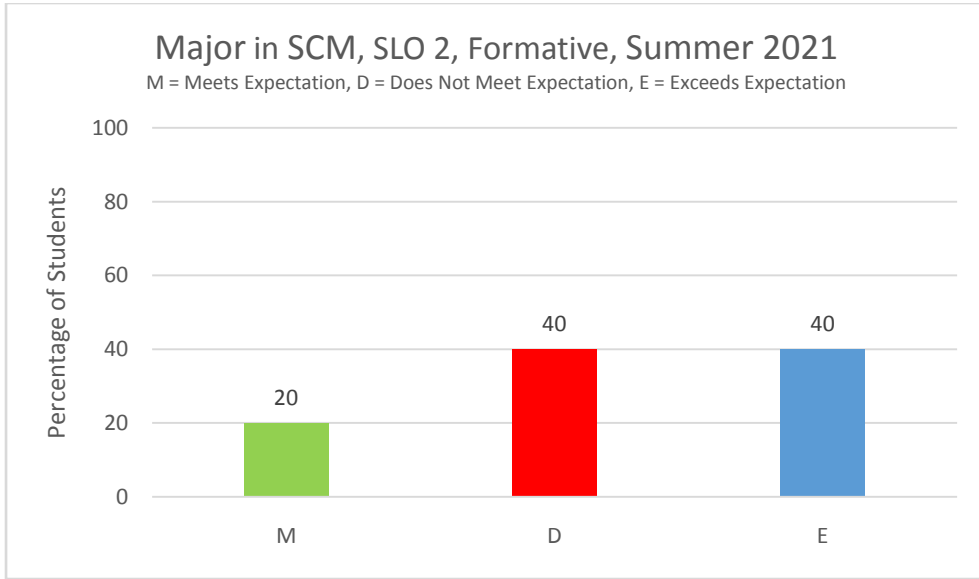


Figure SCM27

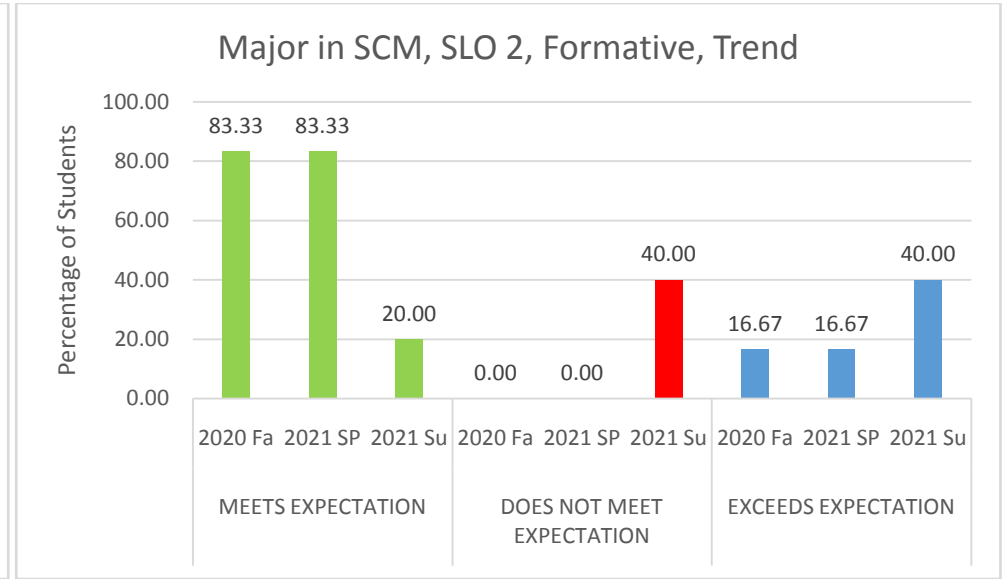


Figure SCM28

Student Learning Outcomes	Measure	Measurement Criteria	Results	Observation	Closing the Loop
3. Apply the concepts of environmental sustainability in designing a supply chain.	<u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (SCM 450 group term projects) <u>Formative:</u> Course Embedded Assessment (SCM 310 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 # SCM.3.R.1	See Figures SCM 9 – 12.	Target: 80% students should meet or exceed expectation. Students failed to meet the target in formative assessment. Trend: Although students failed to meet the target in formative assessment performance has improved as there is decrease in percentage of students not meeting expectations. Students exhibit good performance in summative assessment.	Up to date business case studies related to ESG were included and practiced in different courses.

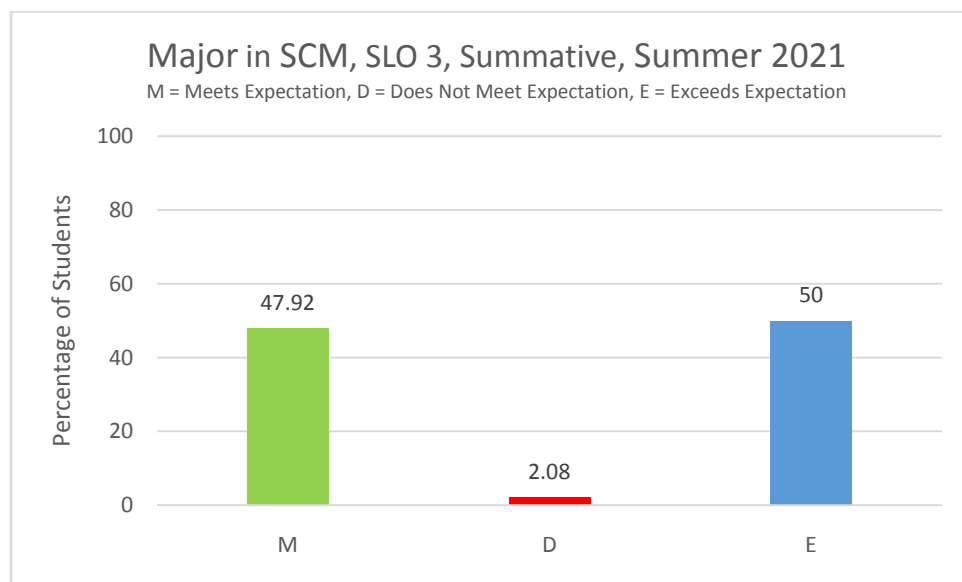


Figure SCM29

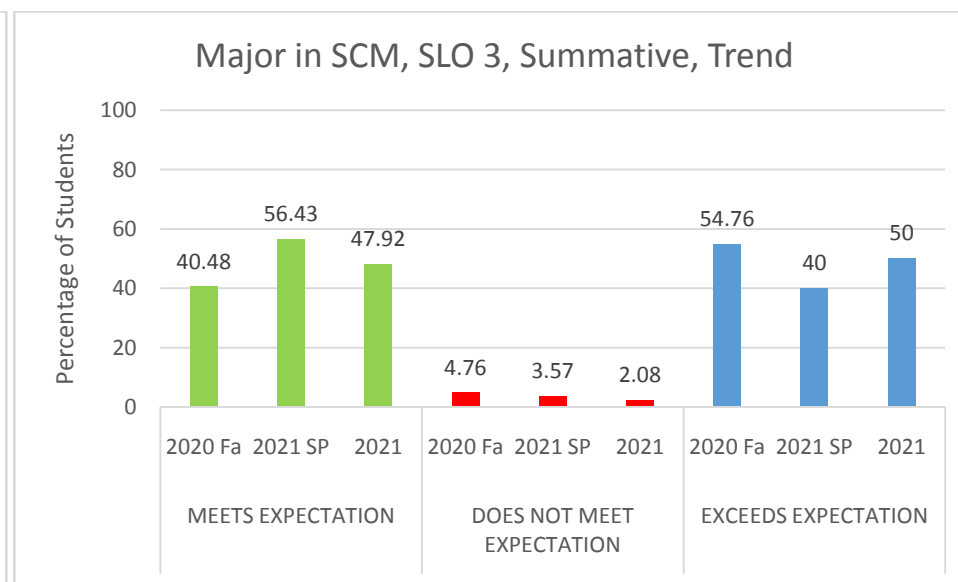


Figure SCM30

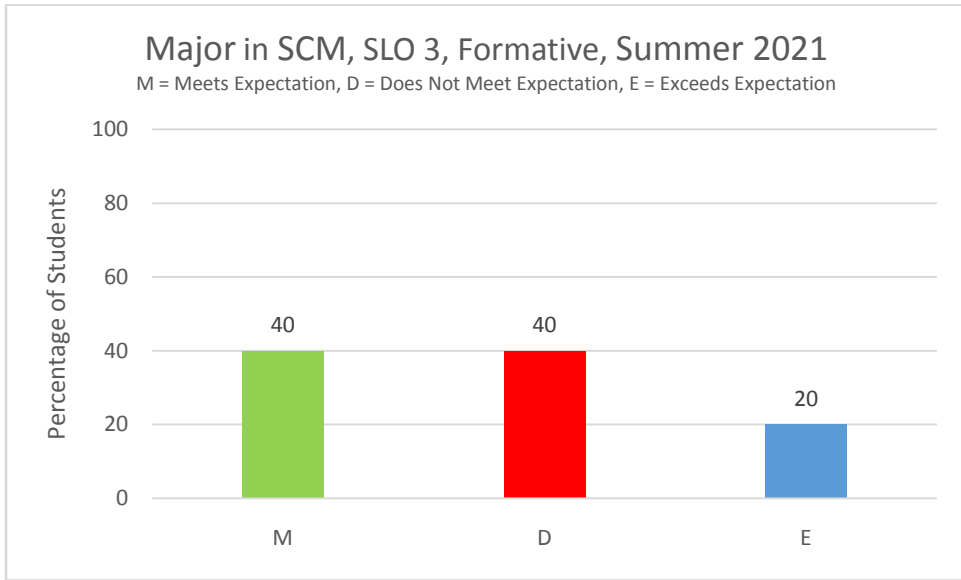


Figure SCM31

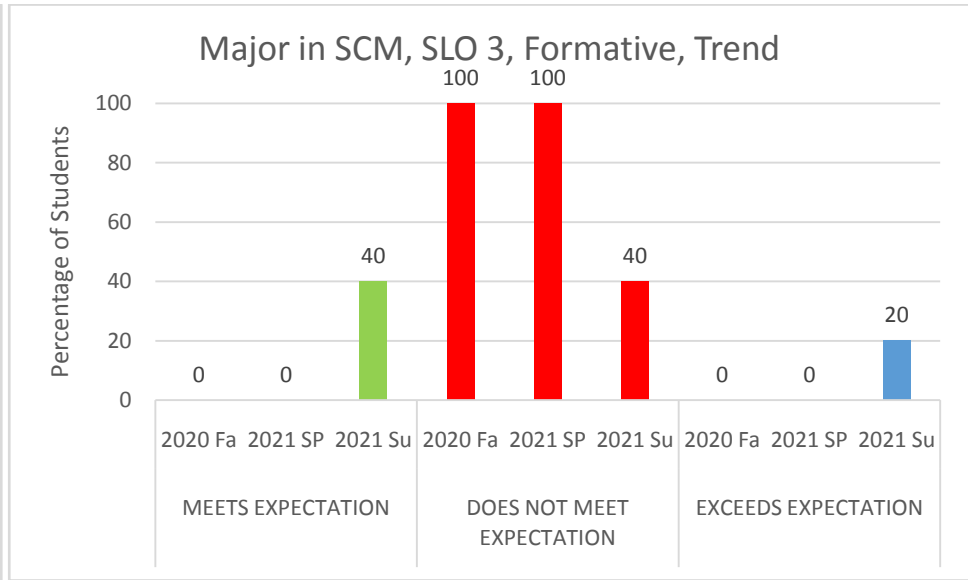


Figure SCM32

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
4. Effectively utilize the integrating capabilities of information technology in strategic supply chain management.	<u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (SCM 450 group term projects) <u>Formative:</u> Course Embedded Assessment (SCM 310 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 # SCM.4.R.1	See Figures SCM 13 – 16.	Target: 80% students should meet or exceed expectation. Students failed to meet the target. Trend: This is an area of high concern as significant percentage of students are constantly failing to meet the expectations over the periods.	Teaching materials have been augmented with updated contents and interesting examples. This has led to better understanding and better performance.

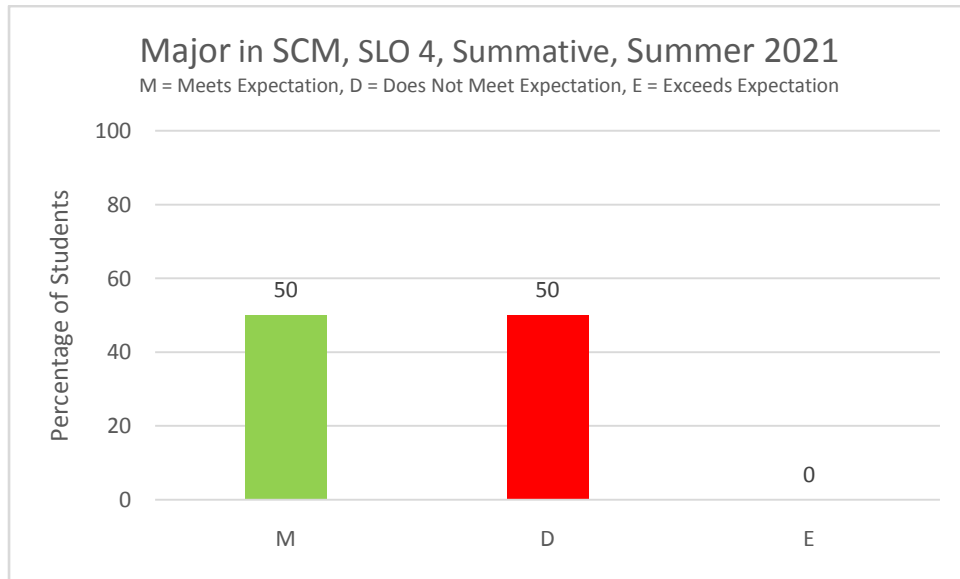


Figure SCM33

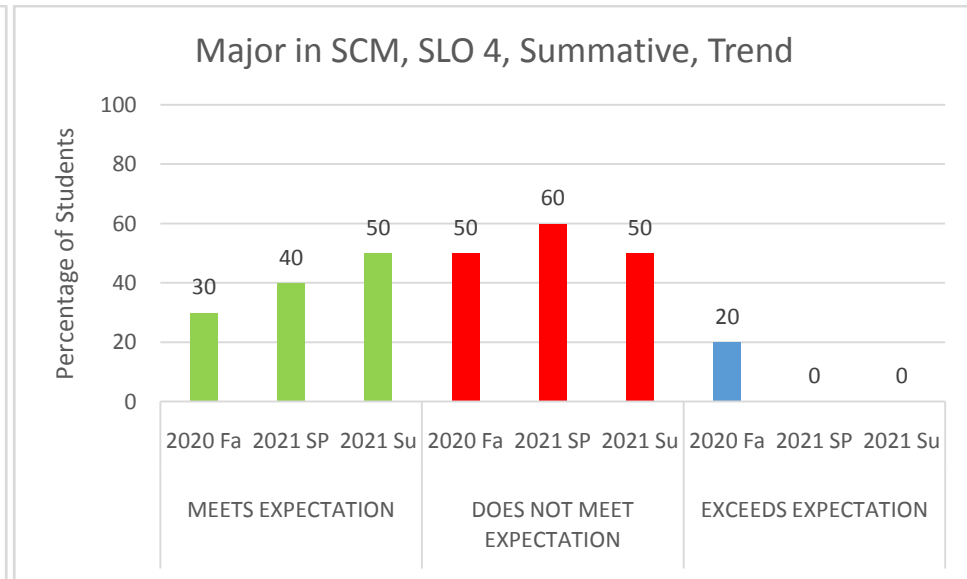


Figure SCM34

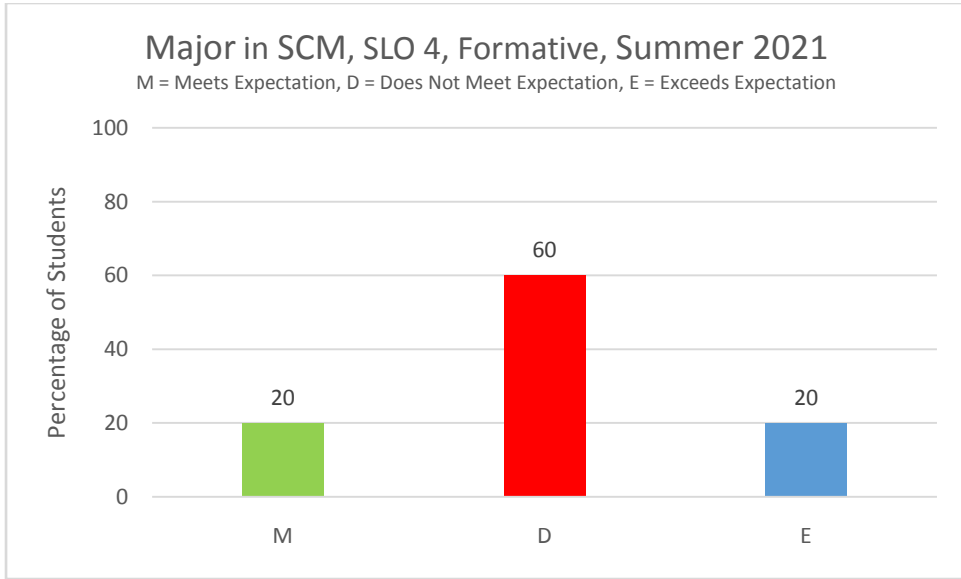


Figure SCM35

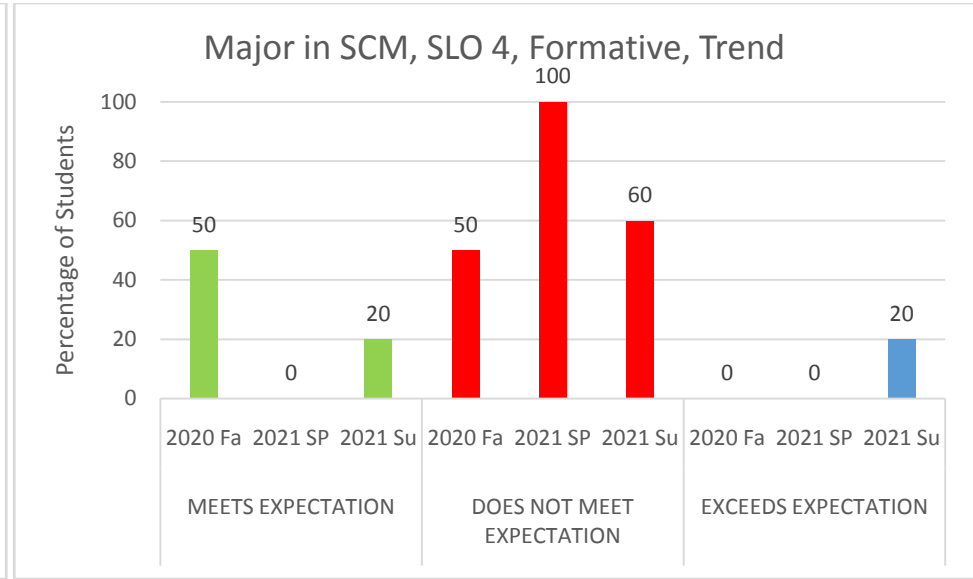


Figure SCM36

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
5. Understand the effects of global market and apply that knowledge in creating competitive advantage through supply chain activities.	<u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (SCM 450 group term projects) <u>Formative:</u> Course Embedded Assessment (SCM 310 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 # SCM.5.R.1	See Figure SCM 17 – 20.	Target: 80% students should meet or exceed expectation. Students met the target in summative assessment but failed to meet the target in formative assessment. Trend: There is an increase in percentage of students not meeting expectations in formative assessment. This is also an area of concern.	Faculties developed different strategies to deliver lecture content in the online environment in ways that engage students and meet the courses' learning objectives.

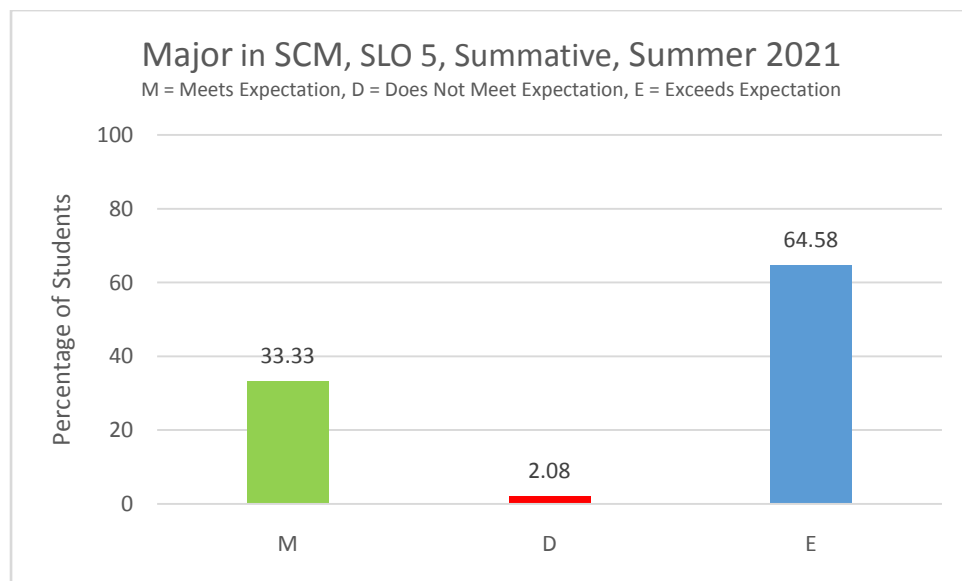


Figure SCM37

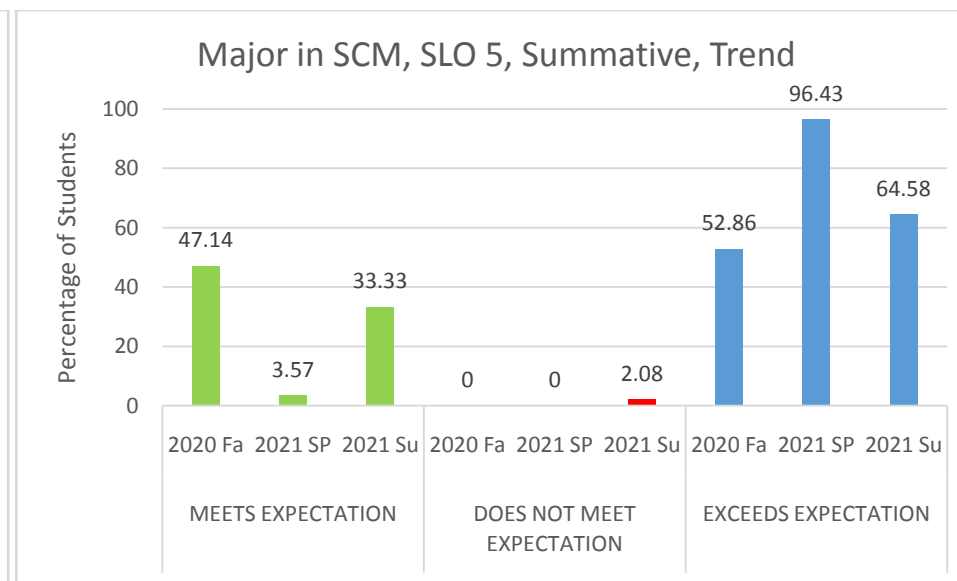


Figure SCM38

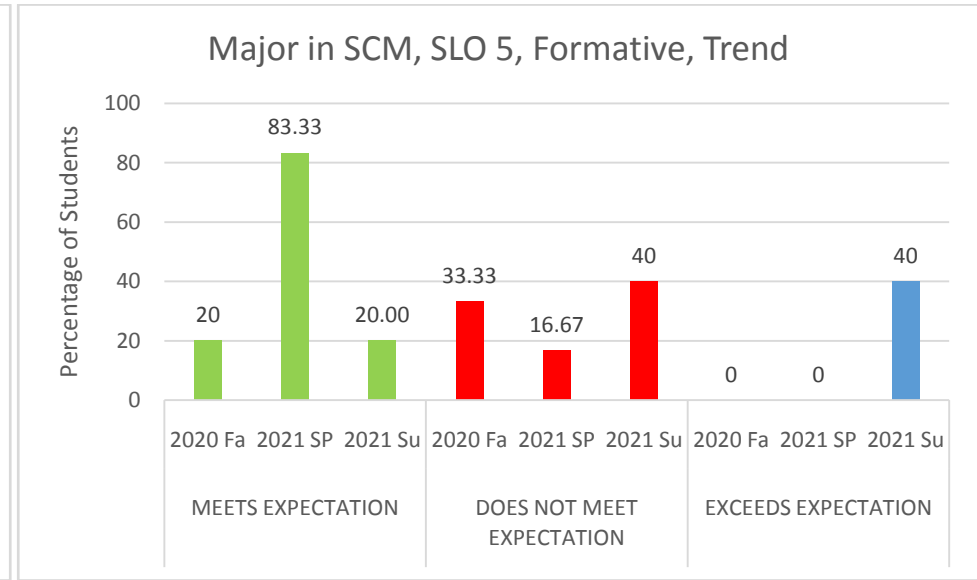
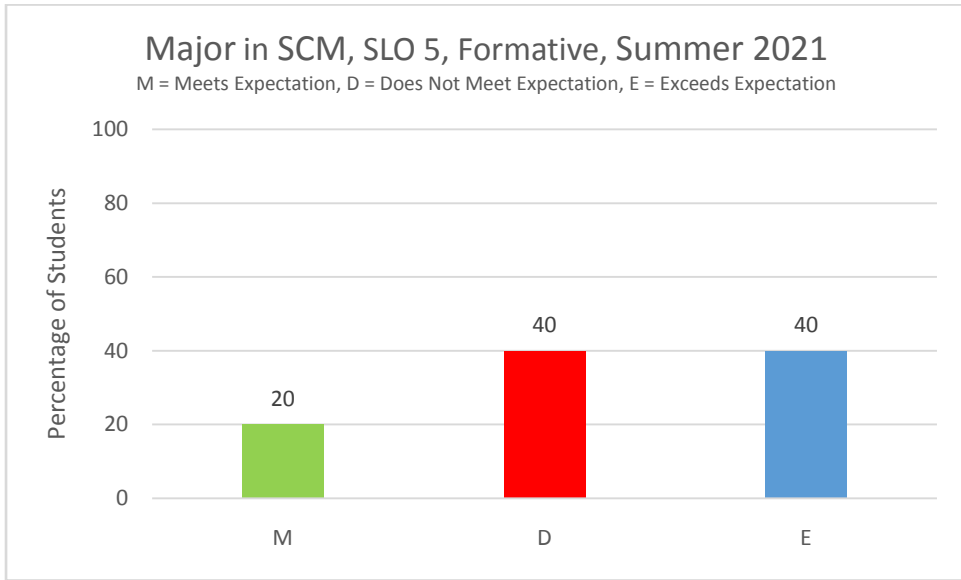


Figure SCM39

Figure SCM 40

Summer 2021 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 the target.</p> <p>Trend: Students' performance has deteriorated over the period with an increase in the percentage of students not meeting the expectations in summative assessment.</p>	The Department of Economics, has formed an academic partnership with Innovision Consulting Private Limited for organizing an integrated dialogue campaign on the theme "The Bangladesh Miracle" to celebrate 50 years of development achievements of Bangladesh. The campaign was composed of two webinar series and op-ed articles, book chapters as well as policy briefs based on each episode of the two webinar series

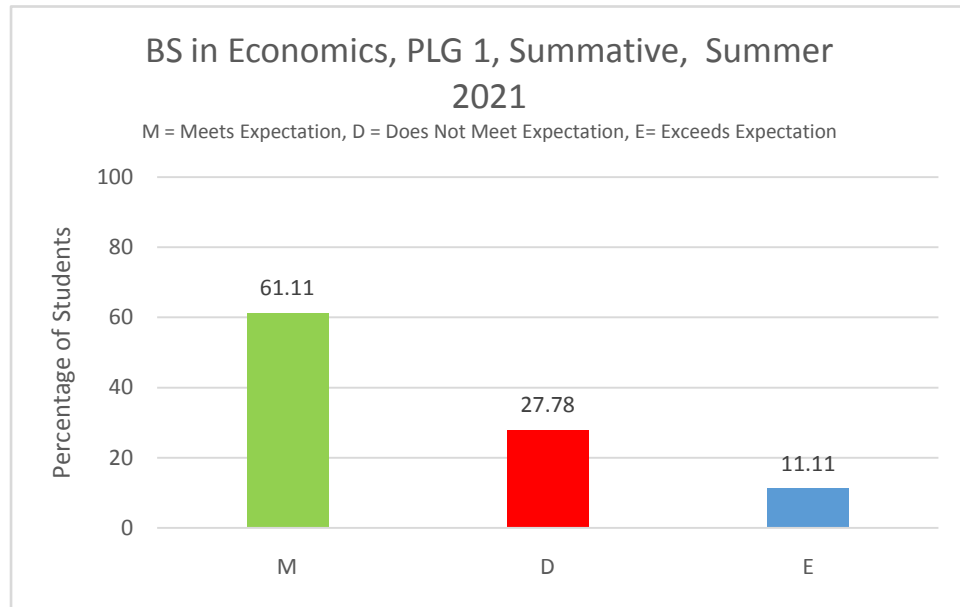


Figure BSE - 1

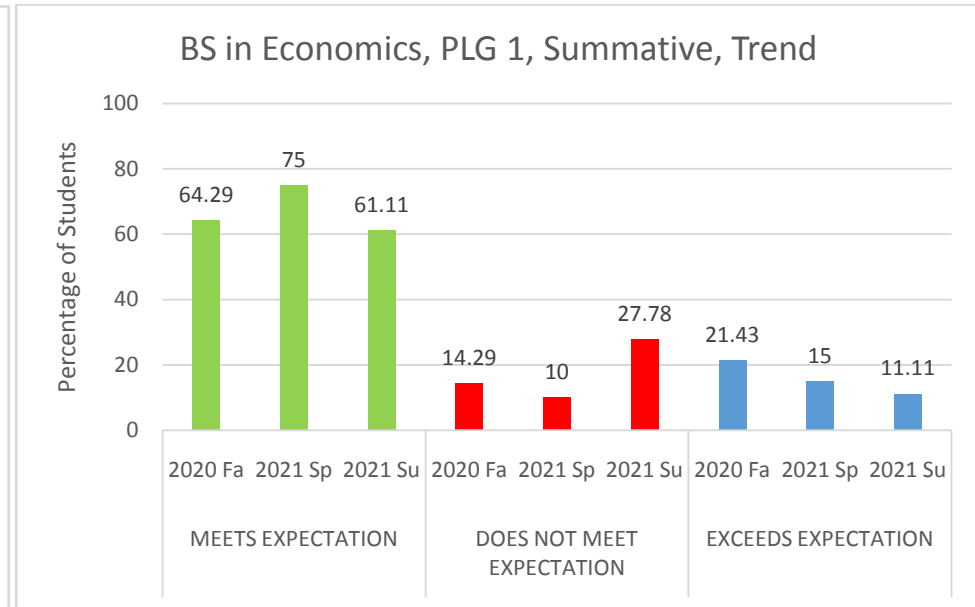


Figure BSE - 2

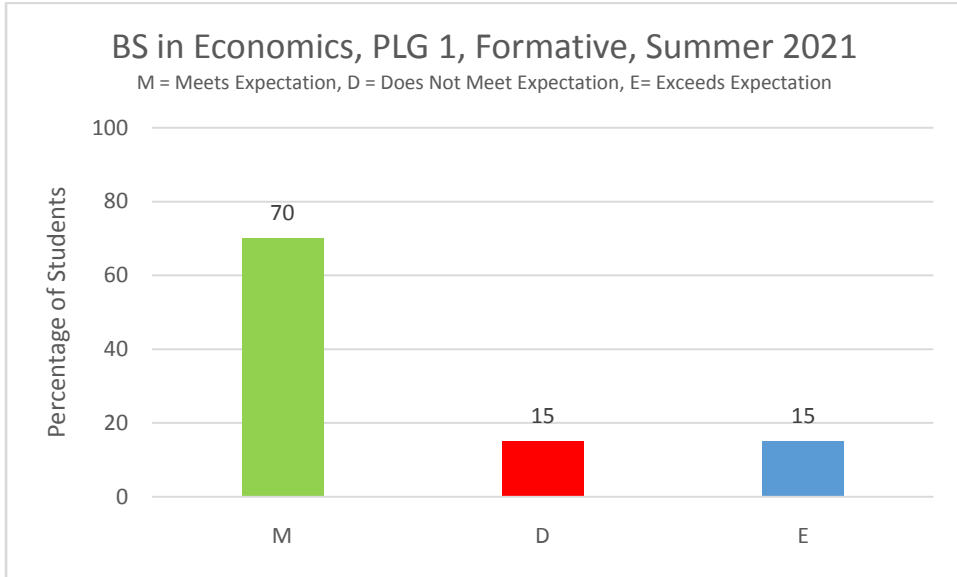


Figure BSE - 3

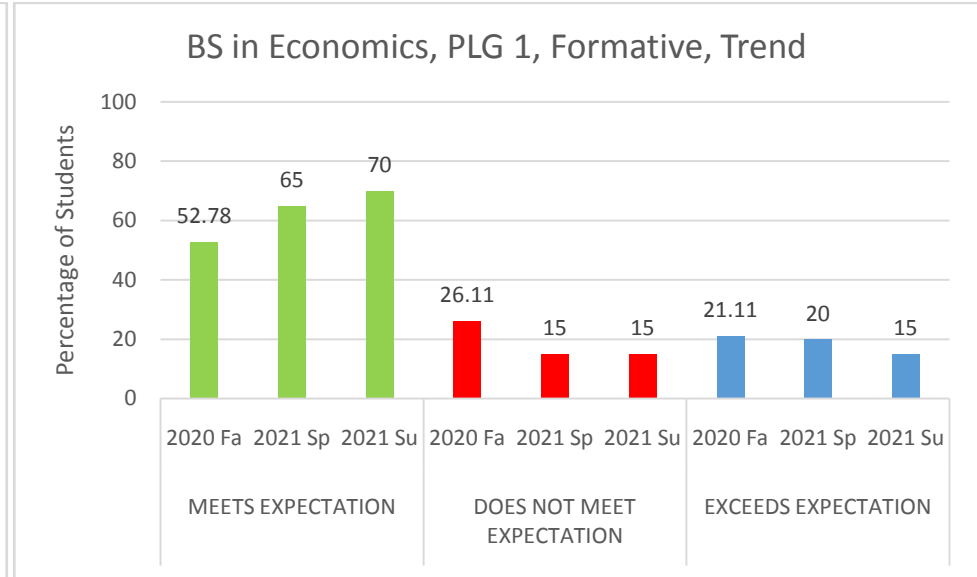


Figure BSE - 4

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: Students performance has improved over the period with increase in percentage of students meeting or exceeding expectations.</p>	The Department of Economics held a CDES webinar series on "Addressing learning gaps due to COVID-19"

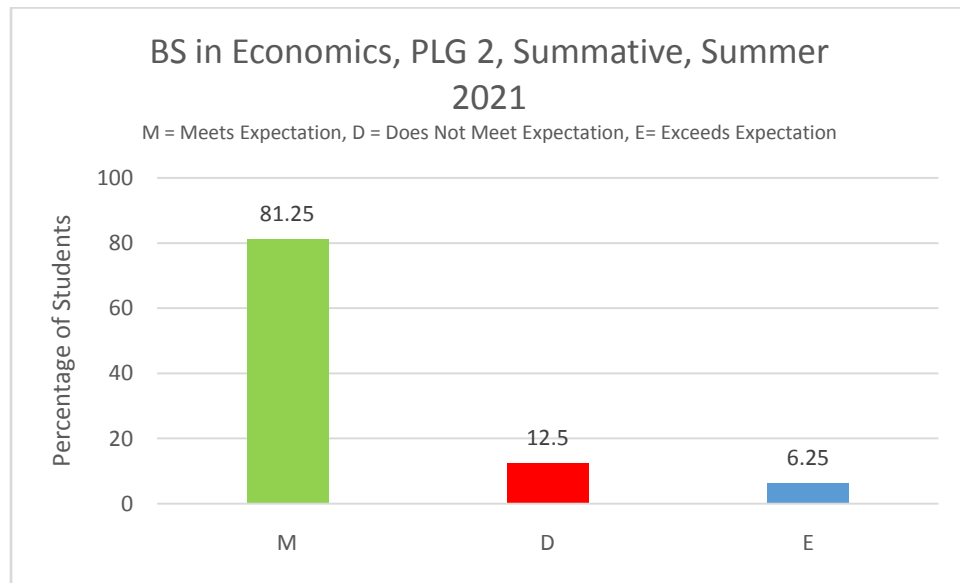


Figure BSE - 5

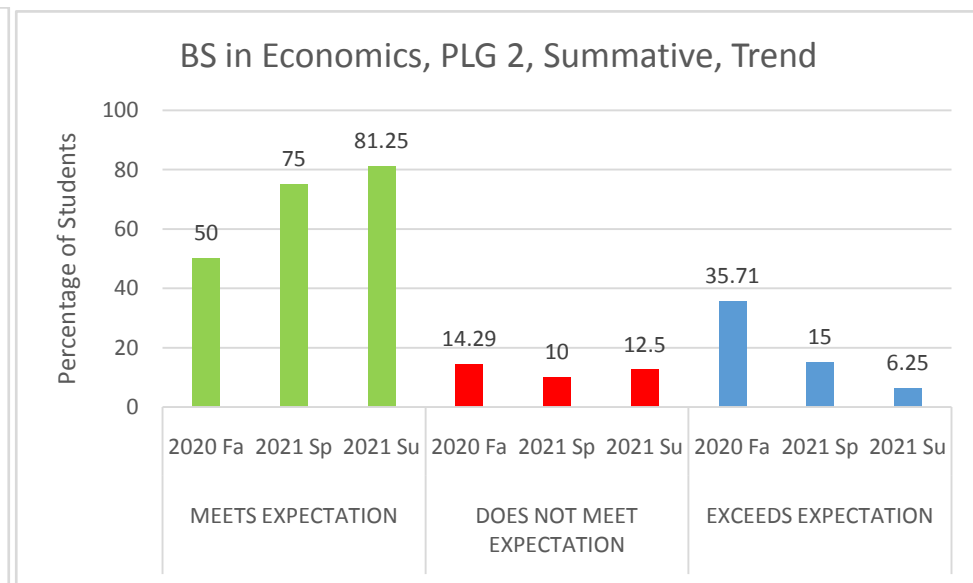


Figure BSE - 6

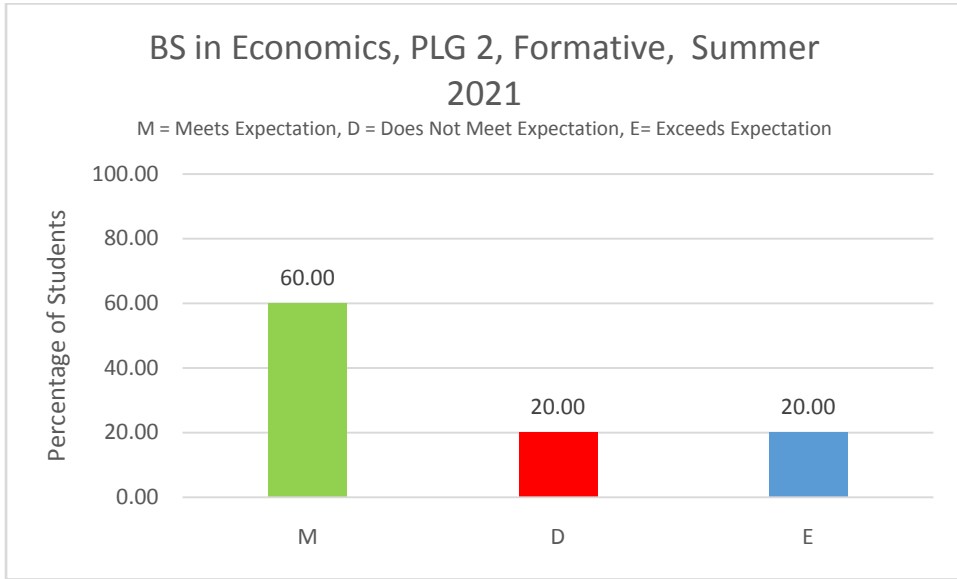


Figure BSE - 7

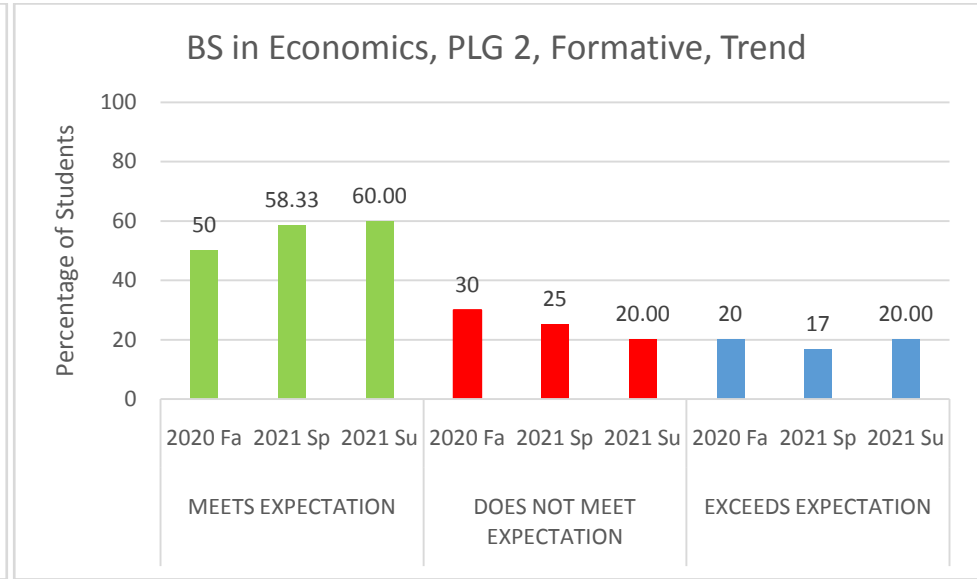


Figure BSE - 8

Program Learning Goal	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
3. Research Skill Development	<p><u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment ECO 495 (Supervised Research Paper) or ECO 499 (Thesis)</p> <p><u>Formative:</u> ECO 372 term project.</p>	<p><u>Exit Assessment Test:</u> Meets Expectation 60% to 80%, Does Not Meet Expectation < 60%, Exceeds Expectation > 80%.</p> <p><u>Course-Embedded Assessment:</u> Rubric # BS.3.1.1.1</p>	Please see figures BSE – 9 through BSE – 12.	<p>Target: 60% students should meet or exceed expectations.</p> <p>Students met the target.</p> <p>Trend: Students' performance has improved over the period with an increase in the percentage of students exceeding expectations.</p>	The Department produced several academic articles which were published in well reputed scopus indexed journals

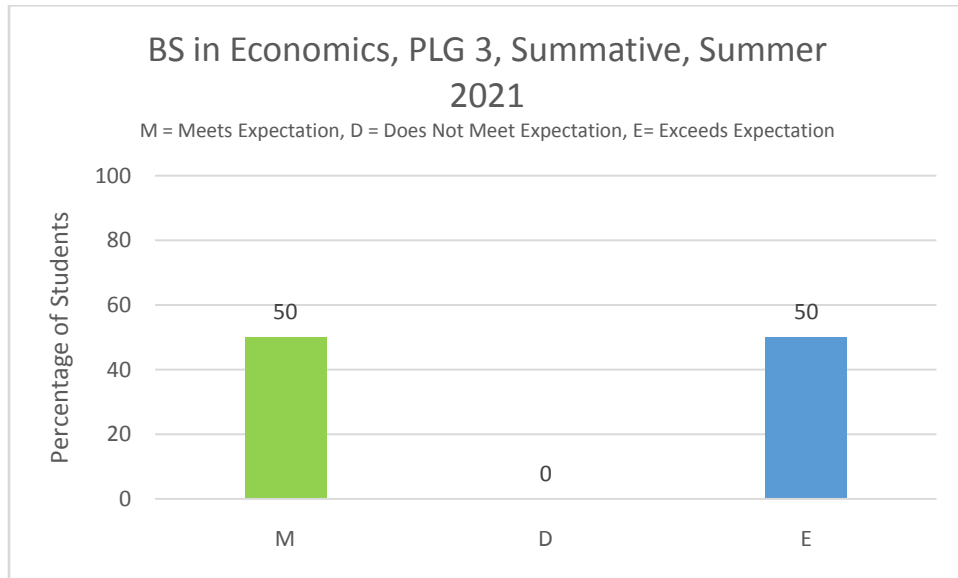


Figure BSE - 9

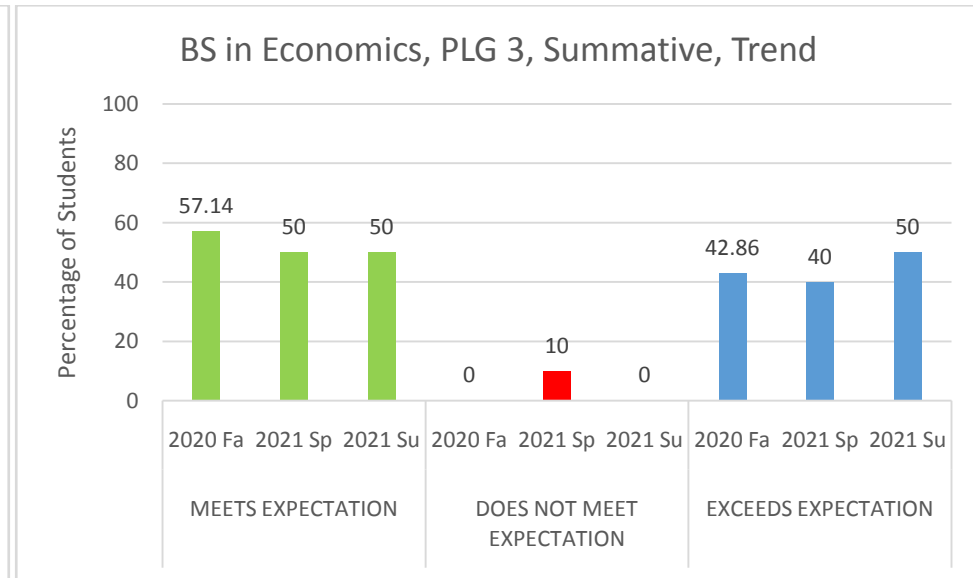


Figure BSE - 10

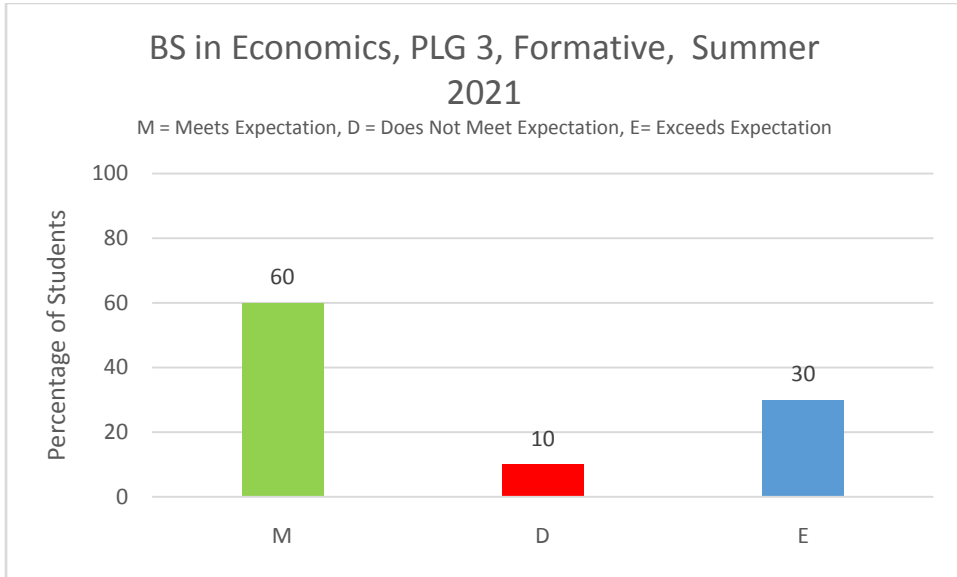


Figure BSE - 11

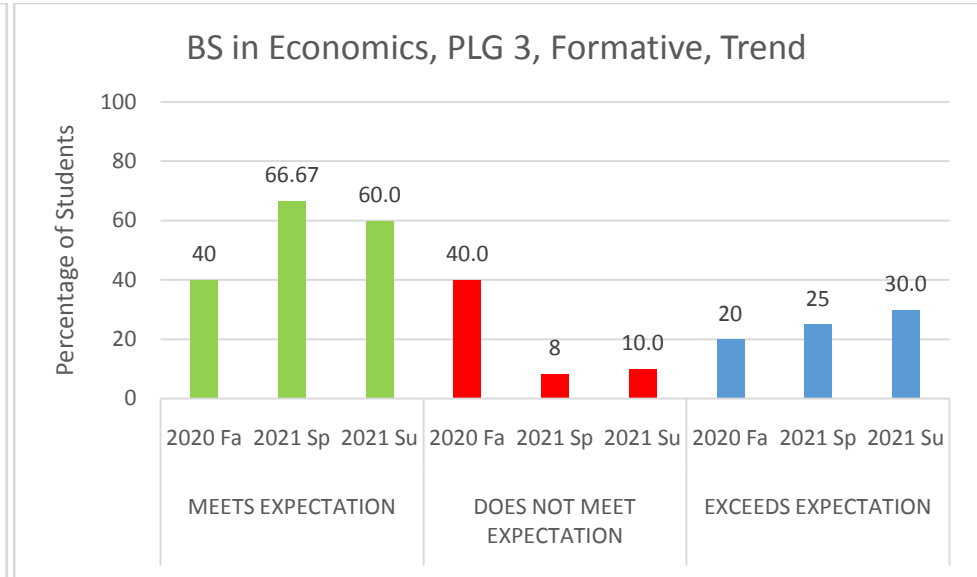


Figure BSE - 12

Program Learning Goal	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
4. Communication Skill Development	<p><u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment ECO 495 (Supervised Research Paper) or ECO 499 (Thesis)</p> <p><u>Formative:</u> ECO 304 selected question from final exam.</p>	<p><u>Exit Assessment Test:</u> Meets Expectation 60% to 80%, Does Not Meet Expectation < 60%, Exceeds Expectation > 80%.</p> <p><u>Course-Embedded Assessment:</u> Rubric # BS.4.1.1.1</p>	Please see figures BSE – 13 through BSE – 16.	<p>Target: 70% students should meet or exceed target.</p> <p>Students met the target.</p> <p>Trend: Students' performance has improved over the period with an increase in the percentage of students meeting or exceeding expectations.</p>	Students learned to use online medium to present and communicate their ideas effectively.

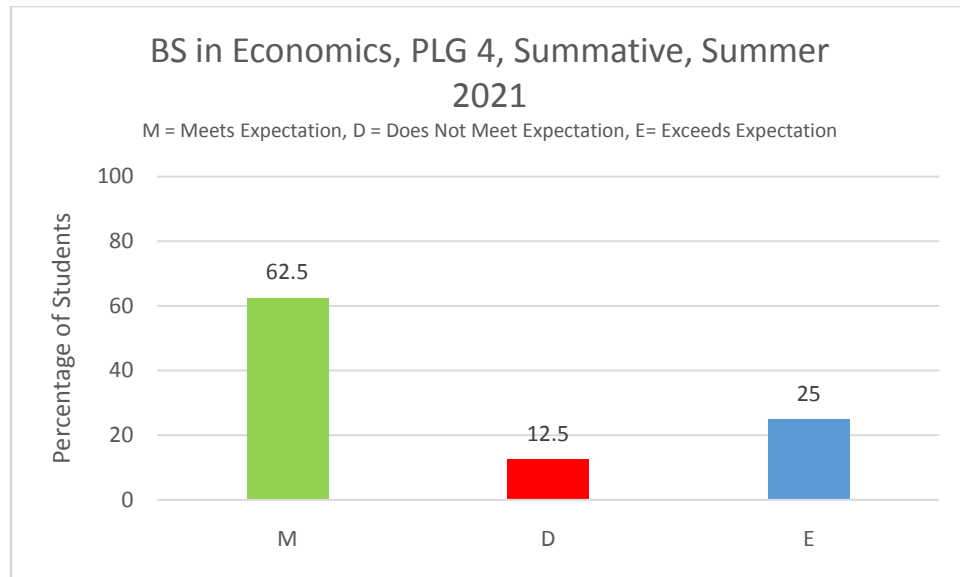


Figure BSE - 13

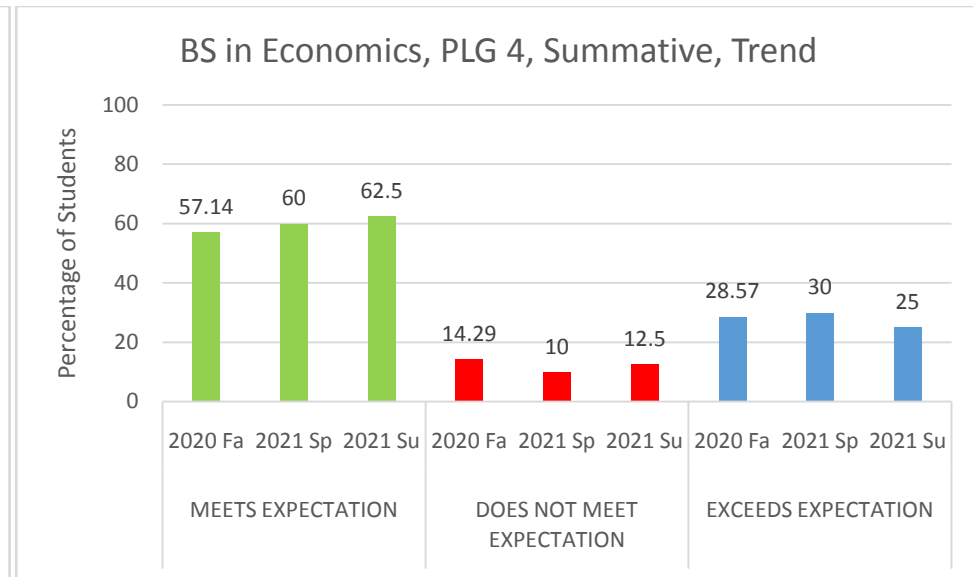


Figure BSE - 14

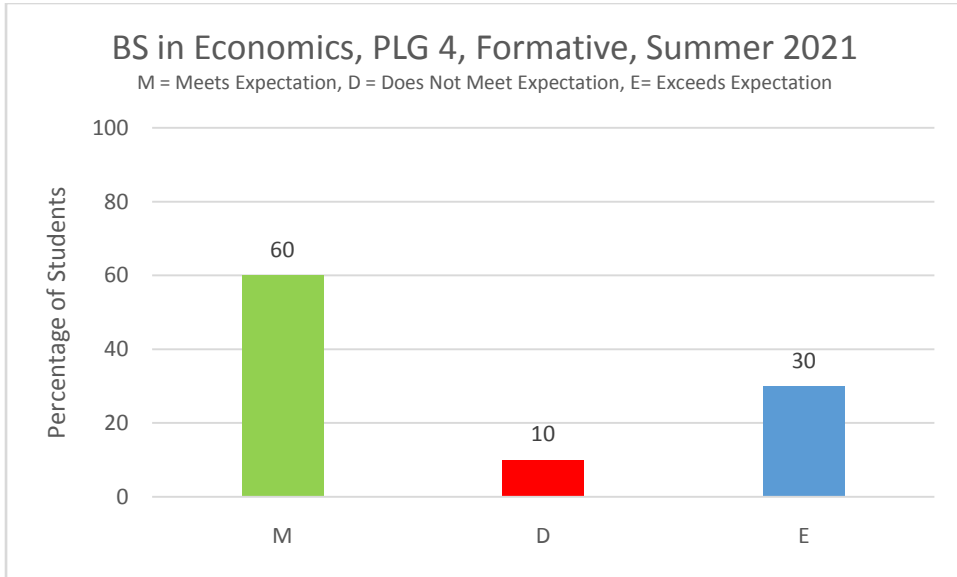


Figure BSE - 15

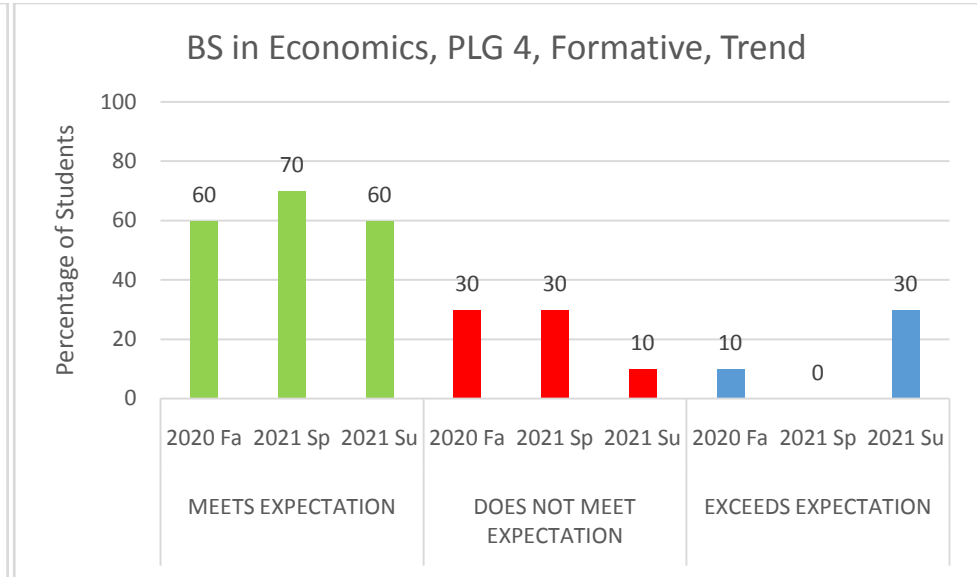


Figure BSE - 16

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: Although students met the target there is an increase in percentage of students not meeting expectations in formative assessment.</p>	The department several webinars for students. The webinars were followed by virtual café for participants to further discuss and engage on the points brought up in the discussion.

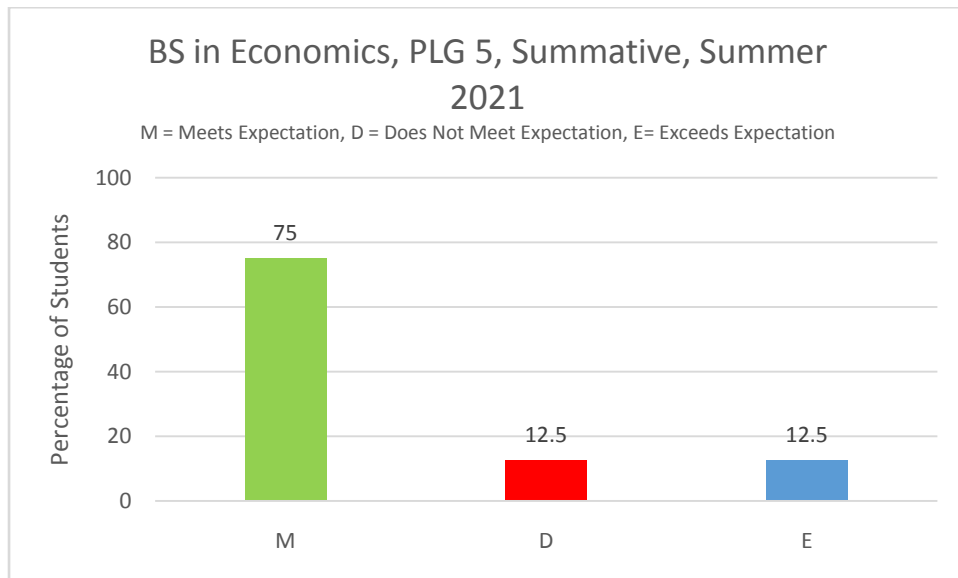


Figure BSE - 17

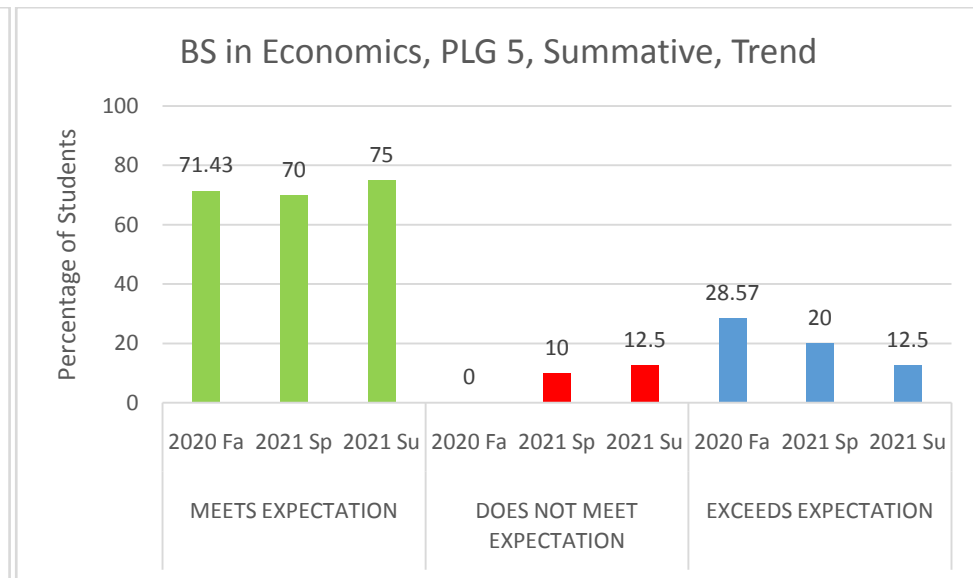


Figure BSE - 18

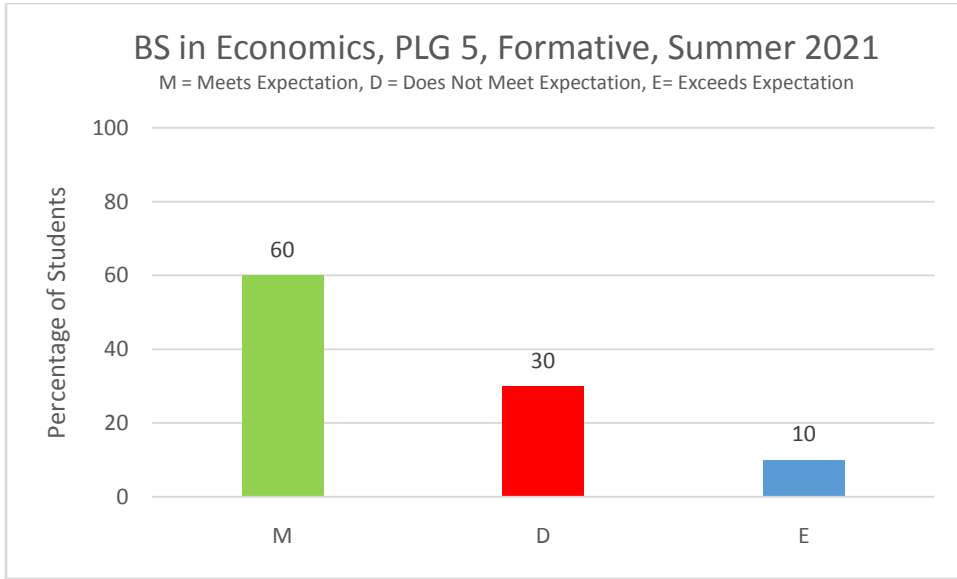


Figure BSE - 19

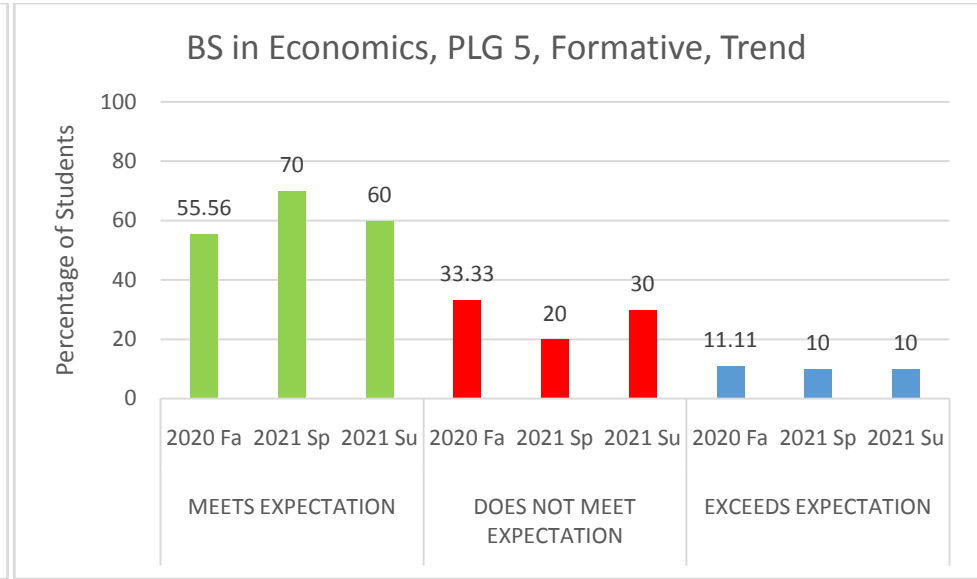


Figure BSE - 19

Summer 2021 Student Learning Assessment Report: MS in Economics

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
1. Critical thinking skills in relation to microeconomics, macroeconomics and econometrics	1.1 Interpret and critically review articles in the economics research literature.	<p><u>Summative:</u> Course-Embedded Assessment: ECO 695 or ECO 699 Literature Review Section of Thesis or Research Papers</p> <p><u>Formative:</u> ECO 502 final term paper.</p>	Rubric # MS.1.1.1.1	Please see figures MSE – 1 through MSE – 2.	<p>Target: 60% students should meet or exceed expectations.</p> <p>Students met the target.</p> <p>Trend: Students exhibit good performance in this area. Formative assessment could not be measured for this period as Eco 502 was not offered in this semester.</p>	The Department of Economics has formed an academic partnership with Innovision Consulting Private Limited for organizing an integrated dialogue campaign on the theme "The Bangladesh Miracle" to celebrate 50 years of development achievements of Bangladesh. The campaign was composed of two webinar series and op-ed articles, book chapters as well as policy briefs based on each episode of the two webinar series

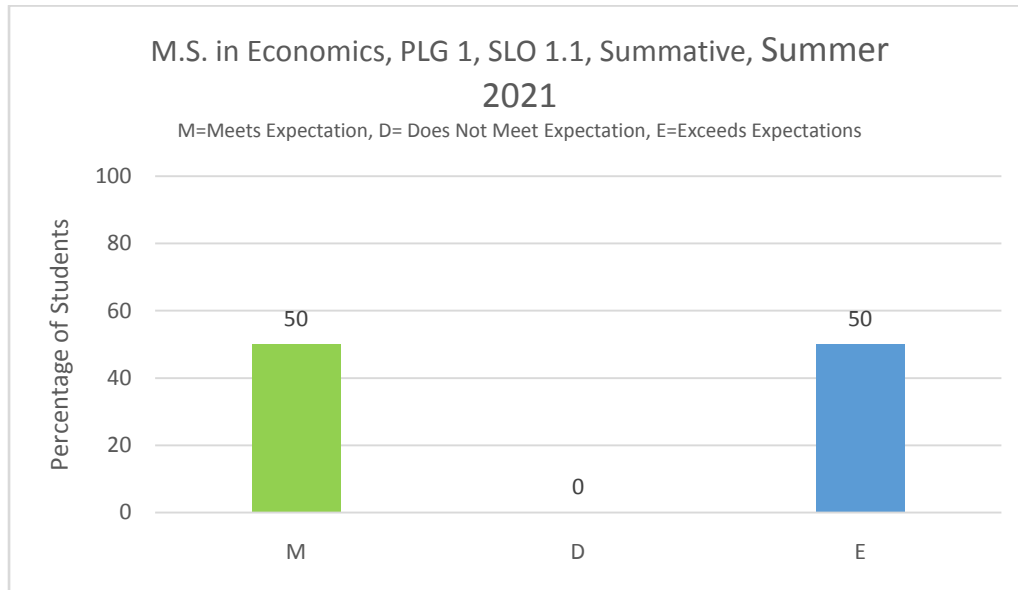


Figure MSE - 1

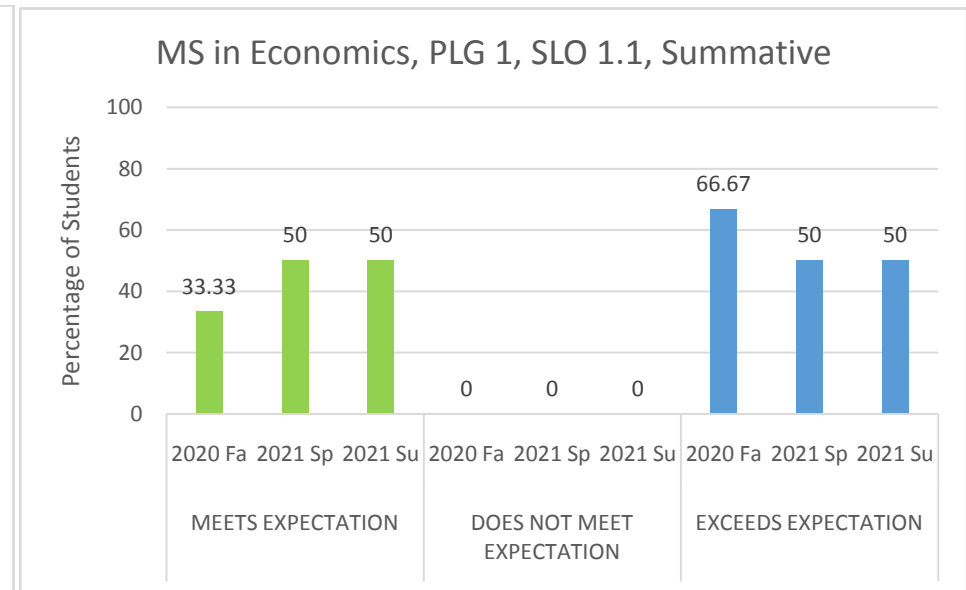


Figure MSE - 2

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
2. Quantitative analytical skills in application of economics	2.2 Develop basic research skills in order to conduct research with minimal supervision	<u>Summative</u> : ECO 695 or ECO 699: Economic modeling section of research papers or thesis.	MS.2.2.1.1	Please see figures MSE - 3 and MSE - 4	<p>Target: 60% students should meet or exceed expectations.</p> <p>Students met the target.</p> <p>Trend: Students exhibit extremely well performance in this area with an increase in percentage of students exceeding expectations.</p>	Deployment of standardized tools were continued.

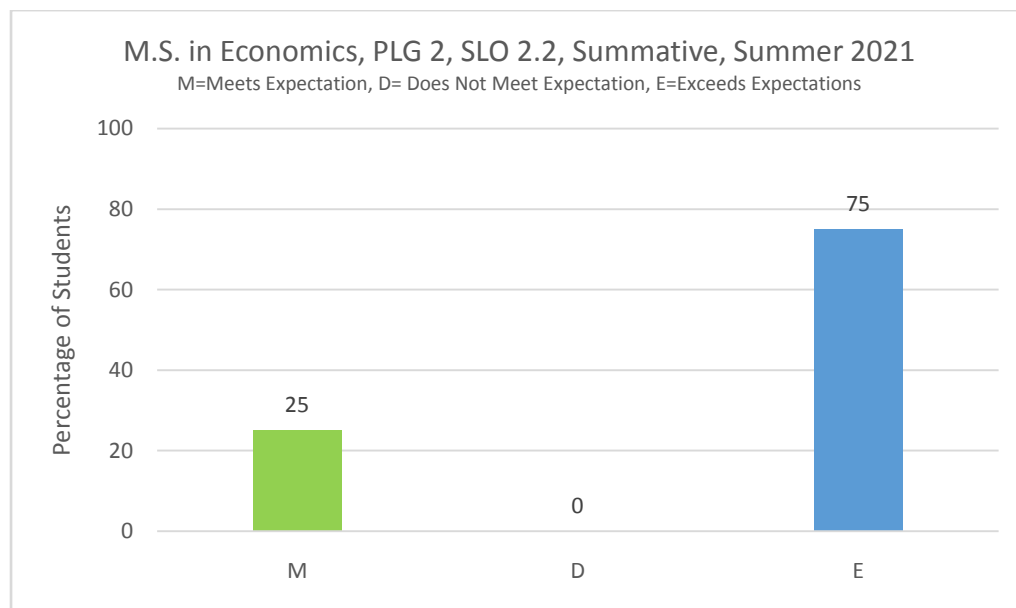


Figure MSE - 3

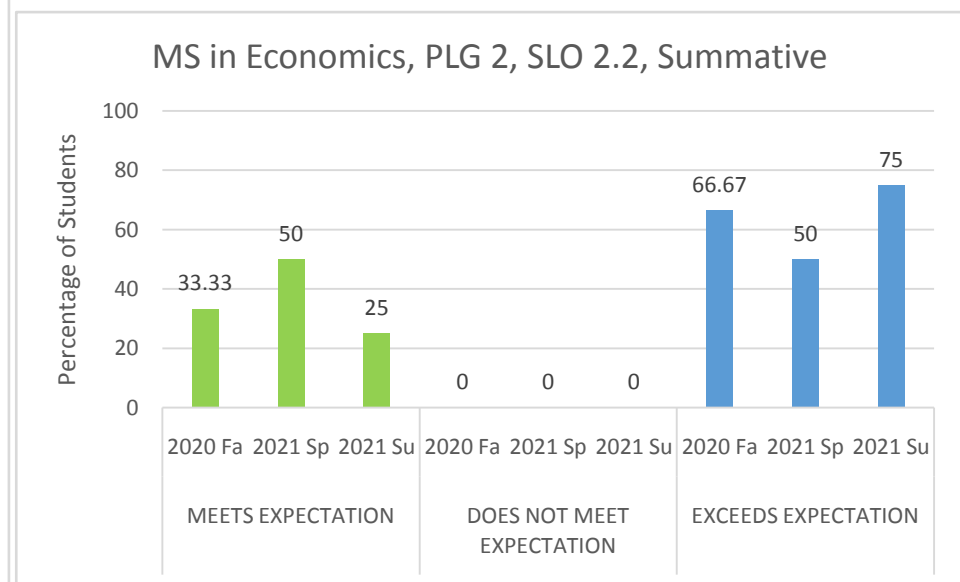


Figure MSE - 4

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
3. Problem solving skills for economic and business decision making in public and private sectors	3.1 Use economic principles, theories and models to analyze and explain how decisions are made by individuals, organizations and societies.	<u>Summative:</u> ECO 695 or ECO 699: Economic modeling section of research papers or thesis <u>Formative:</u> ECO 503 final Exam or ECO 504 final exam.	MS.3.1.1.1	Please see figures MSE – 5 through MSE - 8	Target: 60% students should meet or exceed expectations. Students met the target. Trend: Students exhibit satisfactory performance in this area. However, there is a sudden increase in percentage of students not meeting expectations.	The department several webinars for students. The webinars were followed by virtual café for participants to further discuss and engage on the points brought up in the discussion.

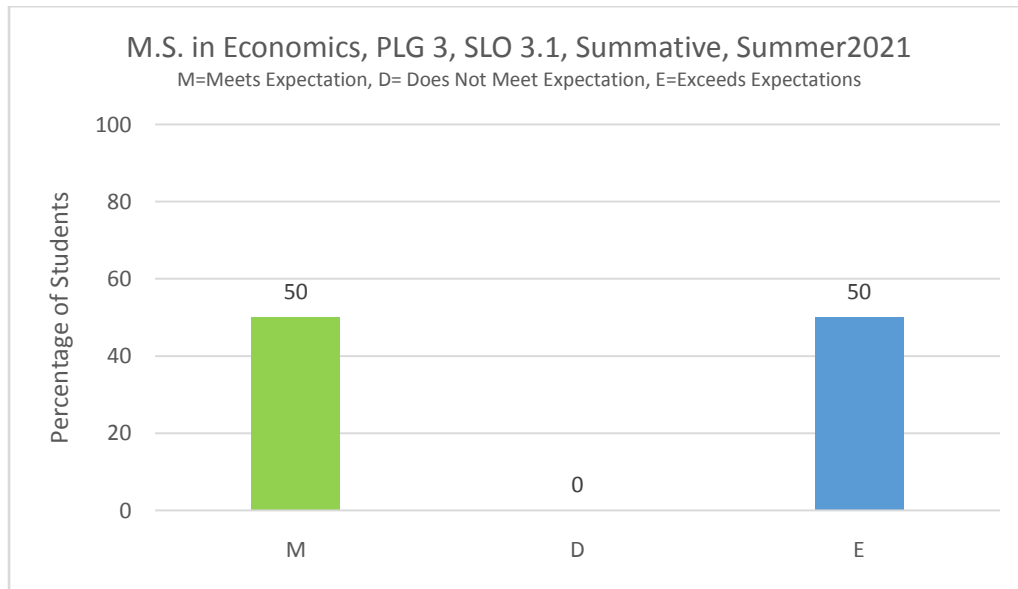


Figure MSE - 5

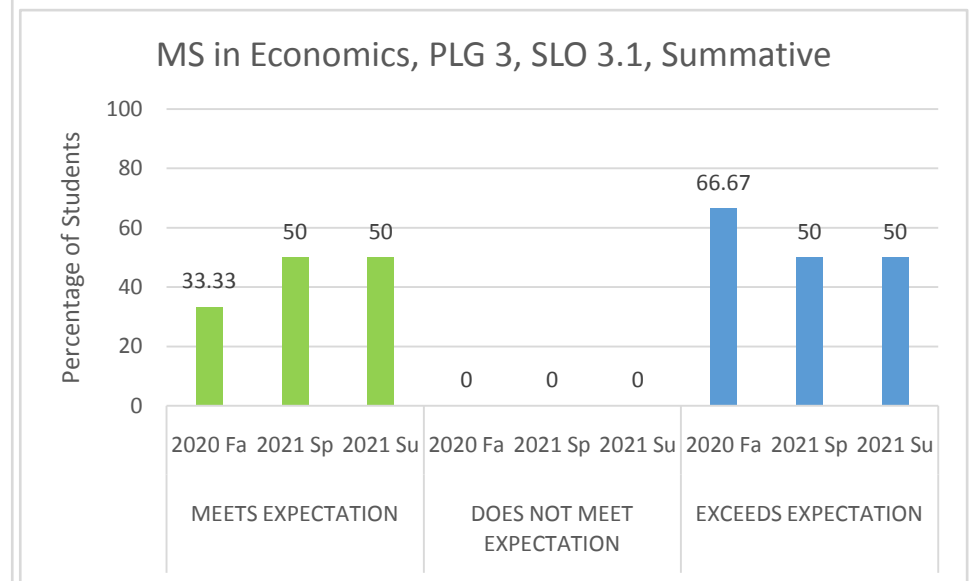


Figure MSE - 6

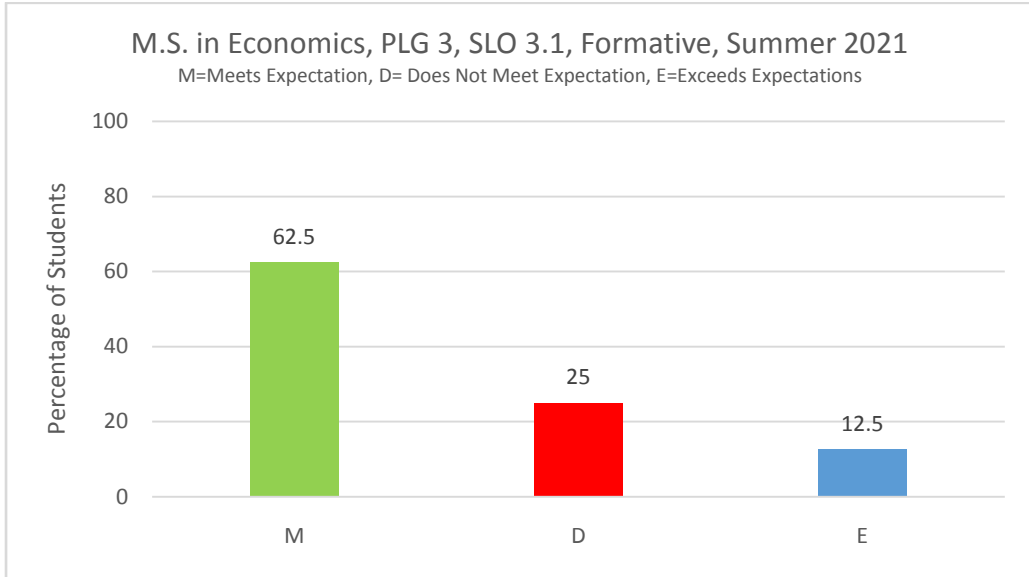


Figure MSE - 7

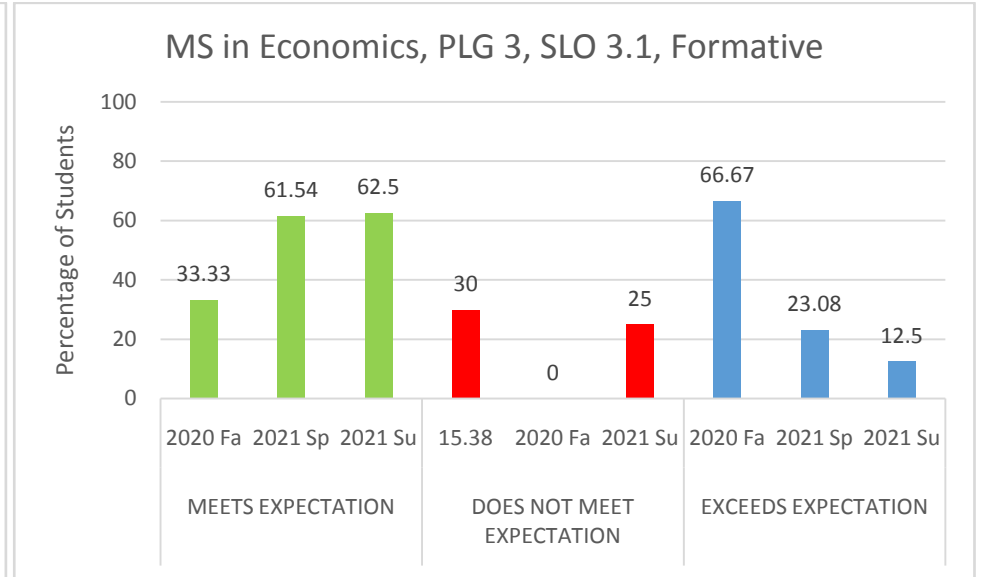


Figure MSE - 8

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