



NORTH SOUTH UNIVERSITY
SCHOOL OF BUSINESS
AND ECONOMICS

Student Learning Assessment Report: Spring 2020

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Spring 2020 Student Learning Assessment Report: BBA Program

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

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
1. Communications	1.1 Communicate ideas and arguments effectively	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (MGT 489, integrative capstone course group term projects).</p> <p><u>Formative:</u> Course Embedded Assessment(MGT 368 group term projects)</p>	<p><u>Exit Assessment Test:</u> Meets Expectation: 60% to 80%; Does Not Meet Expectation < 60%; Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # B.1.1.1.1</p>	See Figures BBA Core 1 – 4.	<p>Target: 80% of students should meet or exceed expectation.</p> <p>Students met the target.</p> <p>Trend: Students' performance has improved over the period with an increase in the percentage of students exceeding expectations. Students exhibit excellent performance in formative assessment.</p>	Due to the onset of Covid19 NSU had to transition from in-person class to online class to complete the spring semester. The University successfully managed online courses through extensive faculty training and supplied all the necessary resources to conduct online classes.

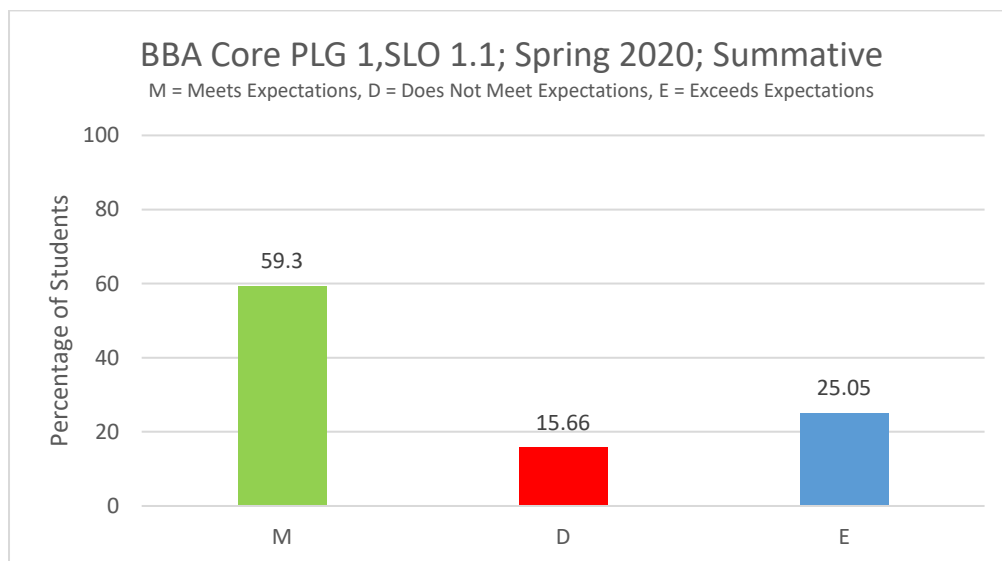


Figure BBA Core- 1

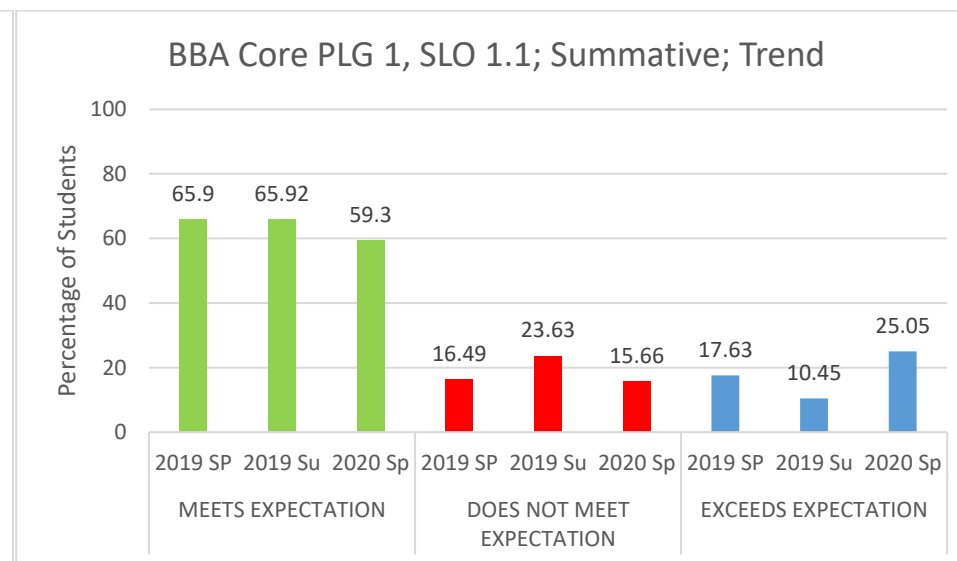


Figure BBA Core- 2

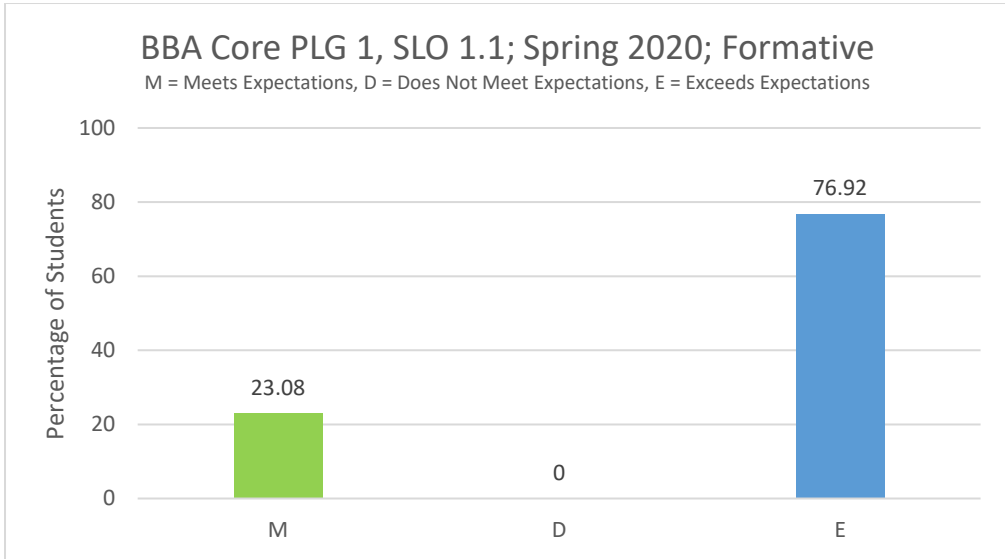


Figure BBA Core- 3

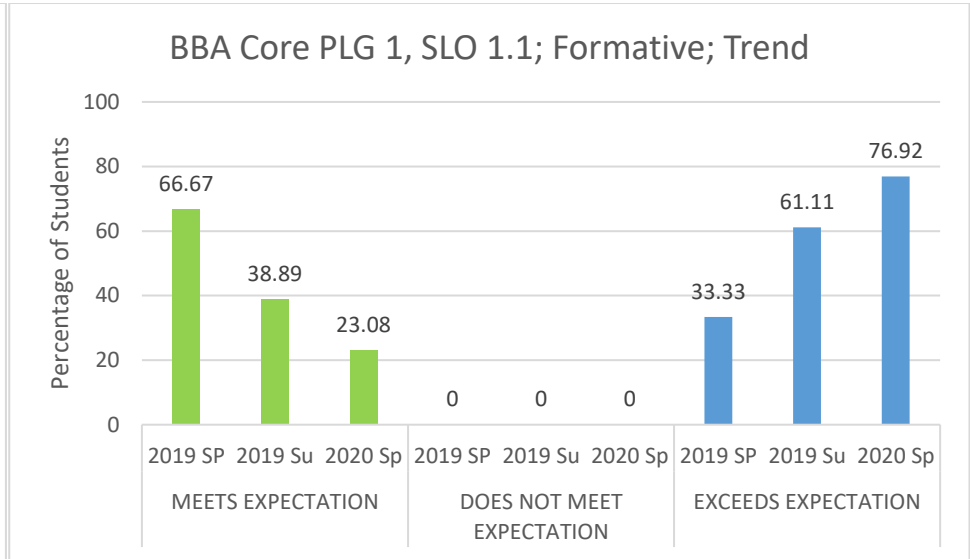


Figure BBA Core- 4

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 have consistently performed well in this area.	The University arranged various online seminars to boost students' morale and motivate them to focus on studies despite the current crisis.

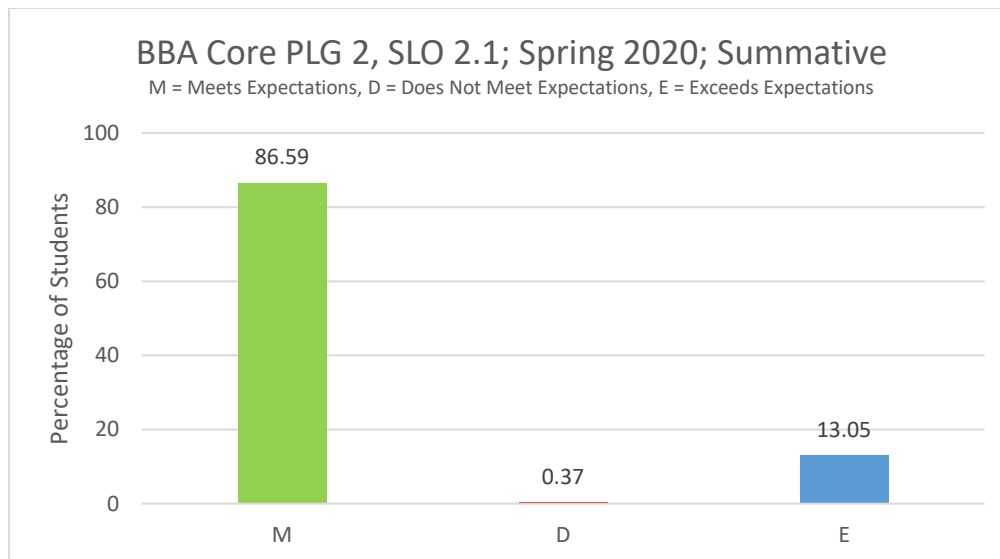


Figure BBA Core- 5

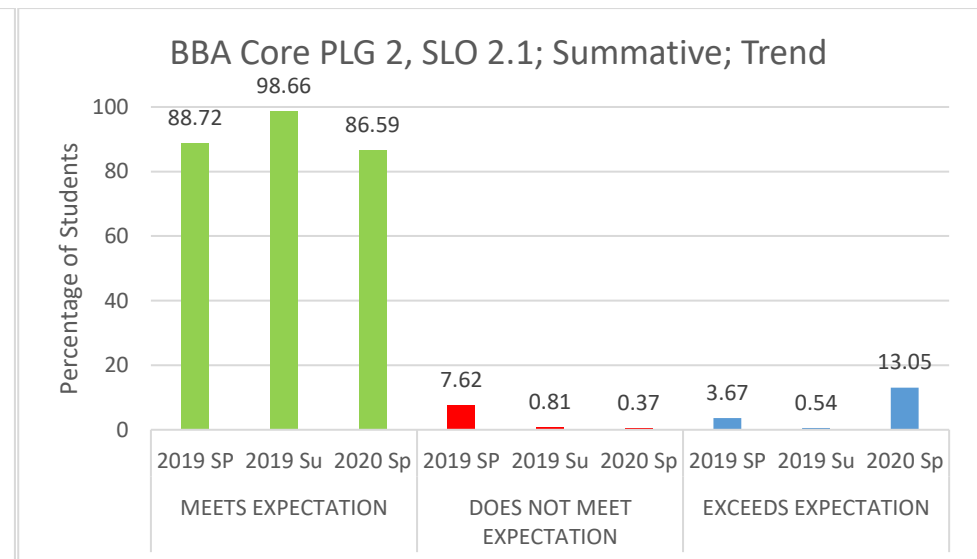


Figure BBA Core- 6

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 with an increase in the percentage of students meeting or exceeding expectations.</p>	By applying uniformity in their approach to the online classrooms, the school managed to ensure satisfactory student learning across all courses taught.

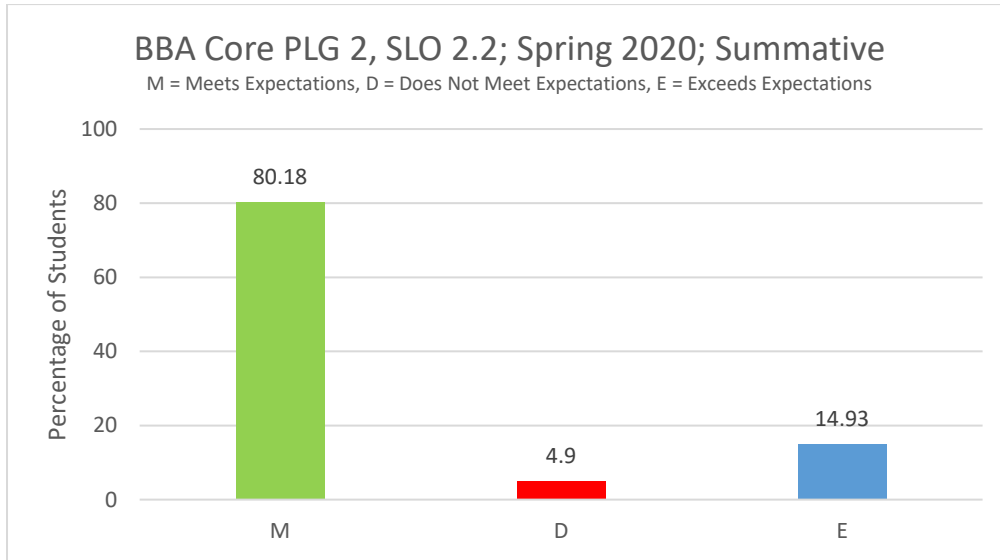


Figure BBA Core- 7

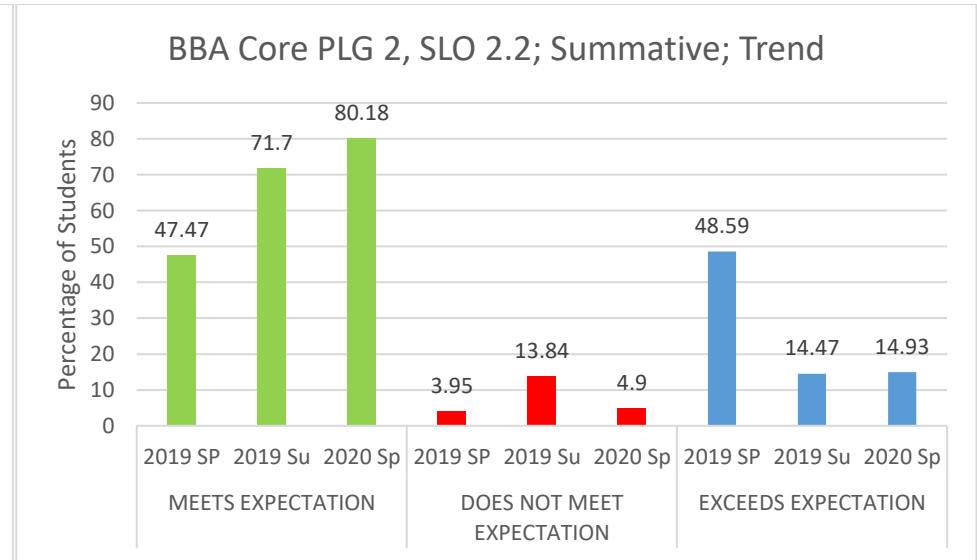


Figure BBA Core- 8

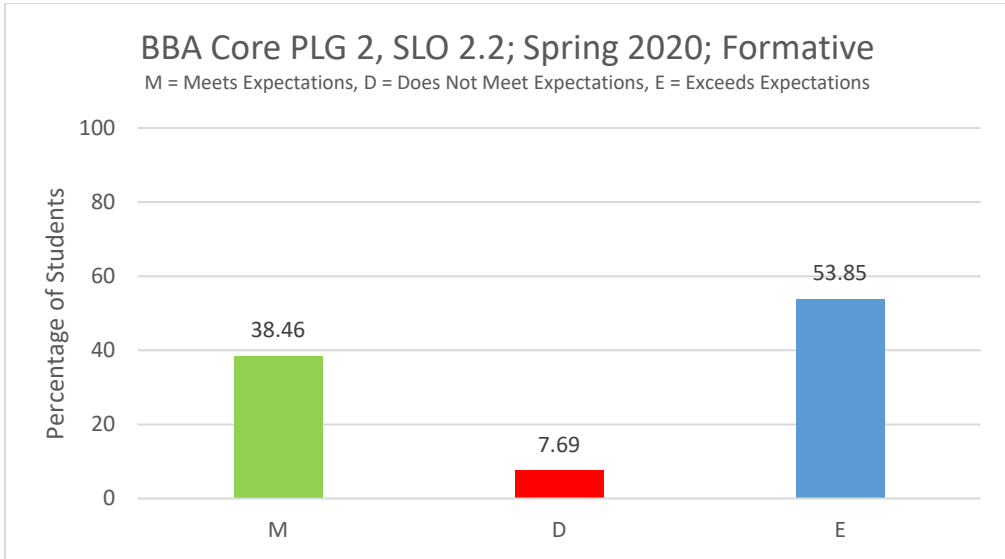


Figure BBA Core-9

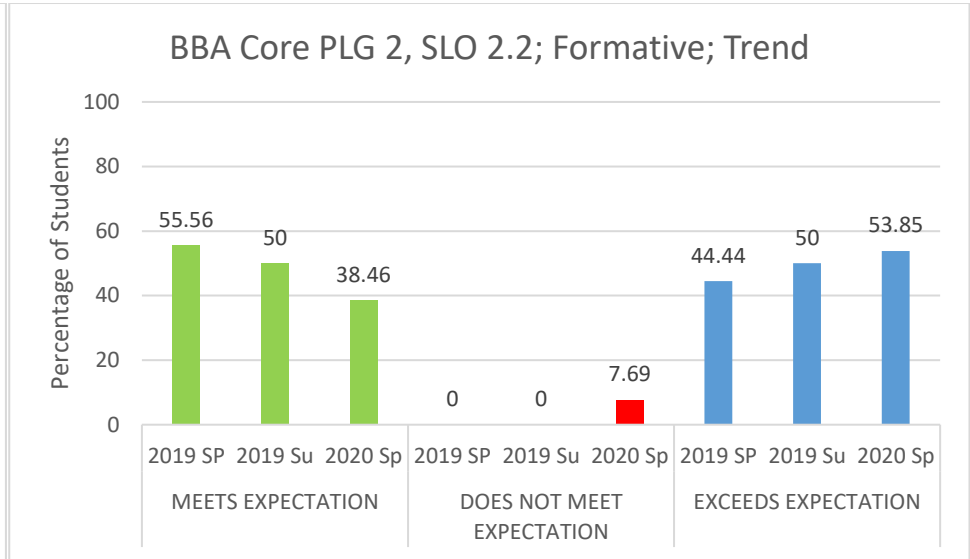


Figure BBA Core-10

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
3. Integration	3.1 Utilize knowledge in the areas of accounting, management, finance, and marketing as business professionals.	<u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment (MGT 489, integrative capstone course, group term projects) <u>Formative:</u> Course-Embedded Assessment (MGT 368 group term projects)	<u>Exit Assessment Test:</u> Meets Expectation 60% to 80%; Does Not Meet Expectation < 60%, Exceeds Expectation > 80% <u>Course-Embedded Assessment:</u> Rubric # 3.1.1.1	See Figures BBA Core 11 – 14.	Target: 80% students should meet or exceed expectation. Students met the target. Trend: Student performance is showing a positive trend in both summative and formative assessment.	Faculties developed different strategies to deliver lecture content in the online environment in ways that engage students and meet the courses' learning objectives.

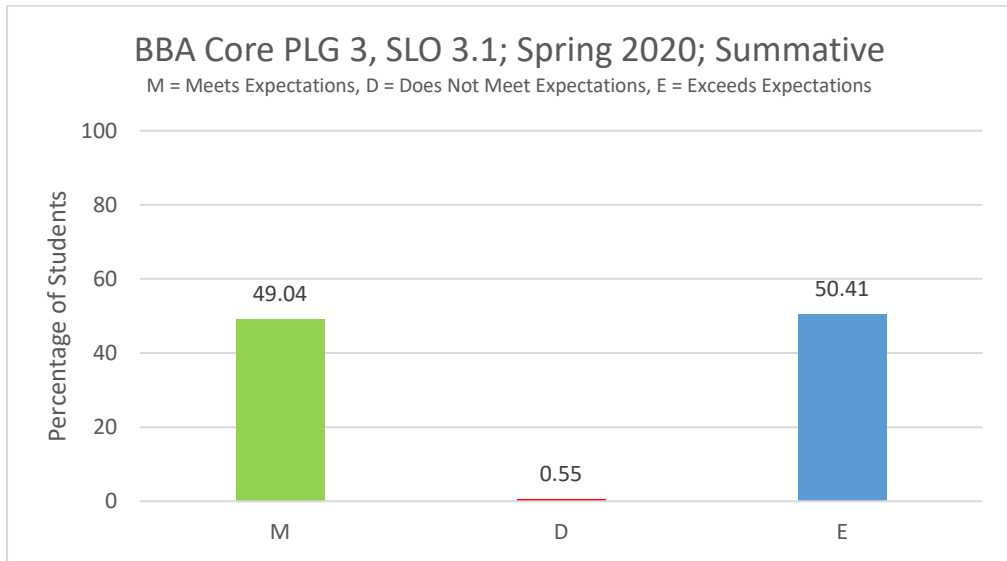


Figure BBA Core- 11

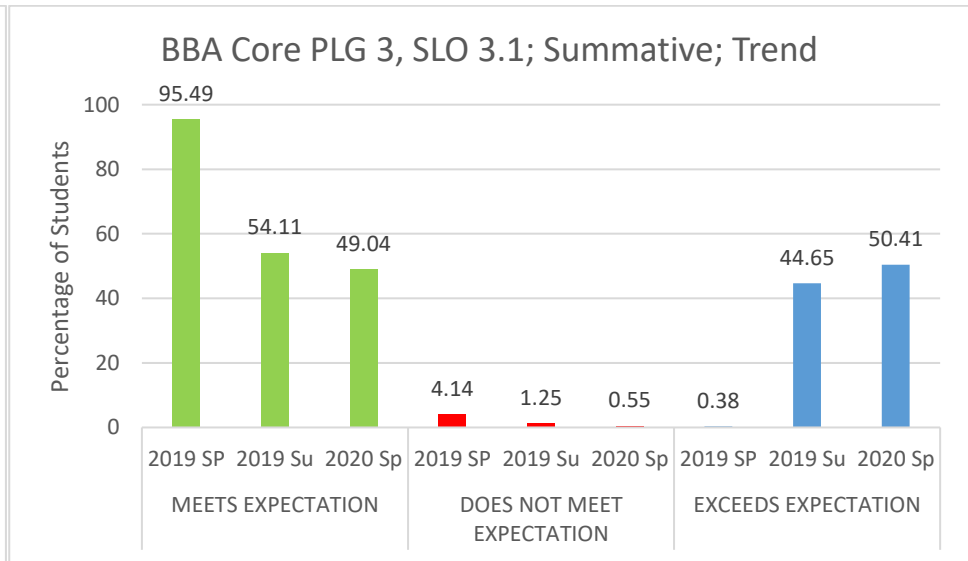


Figure BBA Core- 12

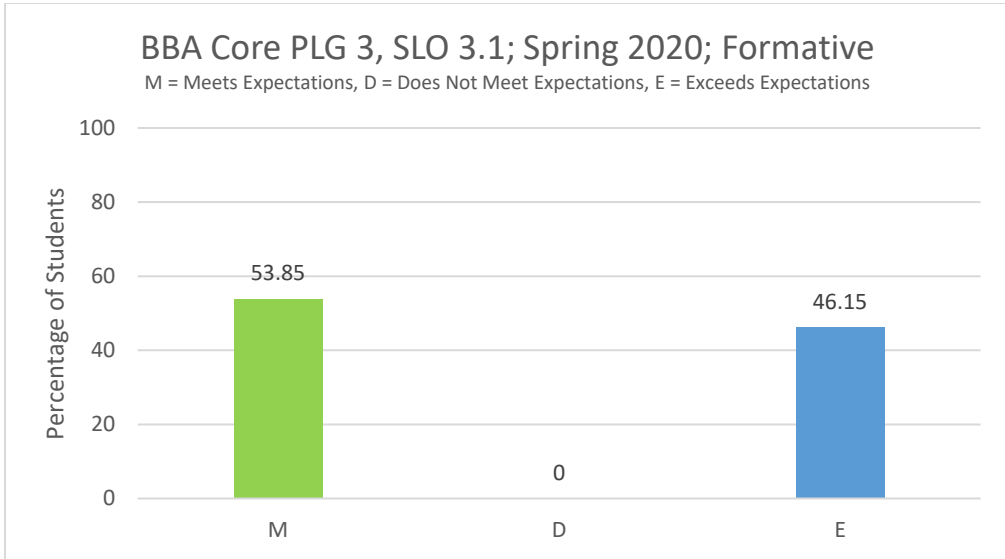


Figure BBA Core- 13

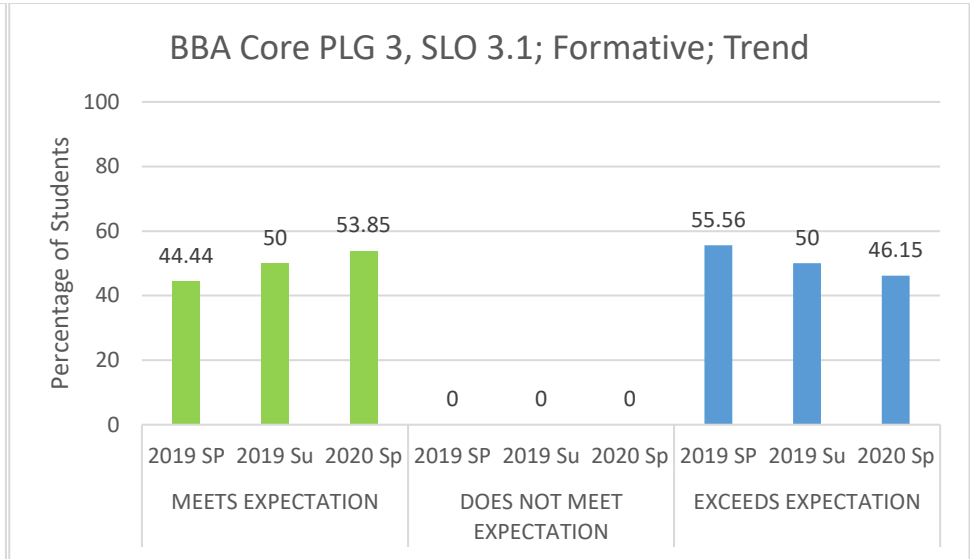


Figure BBA Core- 14

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 exceeding expectations has increased over the period exhibiting a positive trend.</p>	<p>NSU launched a newly established incubation program, North South University Startups Next, to create the next generation of startup founders in the country. The program will nurture future leaders with guided mentorship, networking, and funding opportunities to help their startups grow into a scalable business.</p>

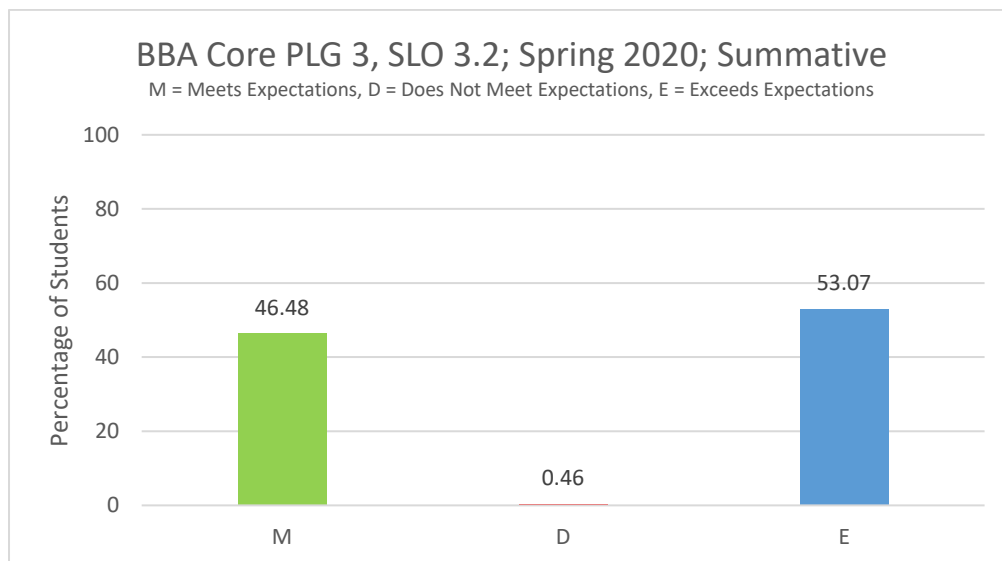


Figure BBA Core- 15

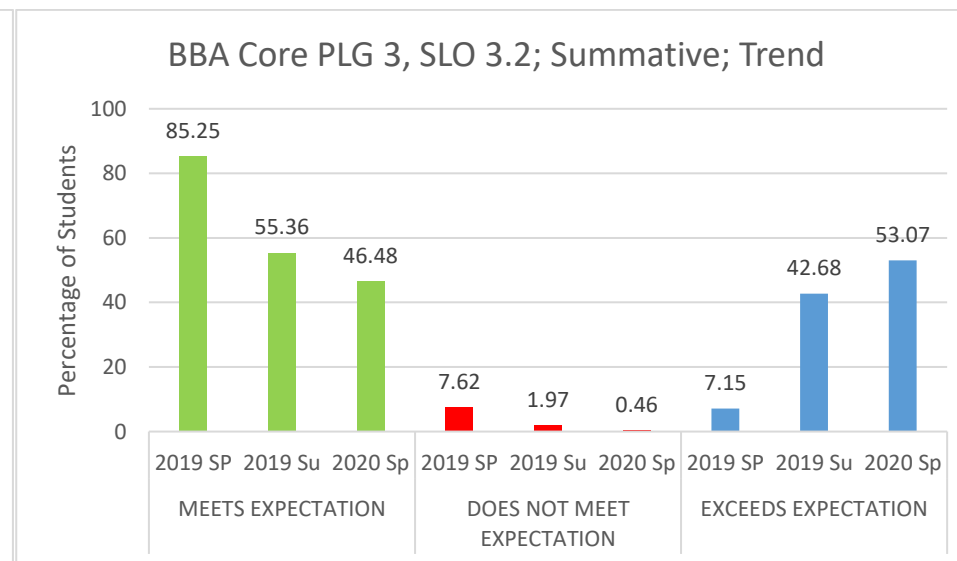


Figure BBA Core- 16

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
4. Ethics	4.1 Uphold ethical standards in every professional practice	<u>Summative</u> : Exit Assessment Test, and Course-Embedded Assessment (MGT 489, integrative capstone course, group term projects)	<u>Exit Assessment Test</u> : Meets Expectation 60% to 80%; Does Not Meet Expectation < 60%, Exceeds Expectation > 80% <u>Course-Embedded Assessment</u> : Rubric # 4.1.1.1	See Figures BBA Core 17 - 18	Target: 80% students should meet or exceed expectation. Students have the target Trend: The percentage of students exceeding expectations has increased over the period. However, there is also a slight increase in the percentage of students not meeting expectations.	The University has anti-plagiarism software for assignment submission. Students are penalized for any academic dishonesty.

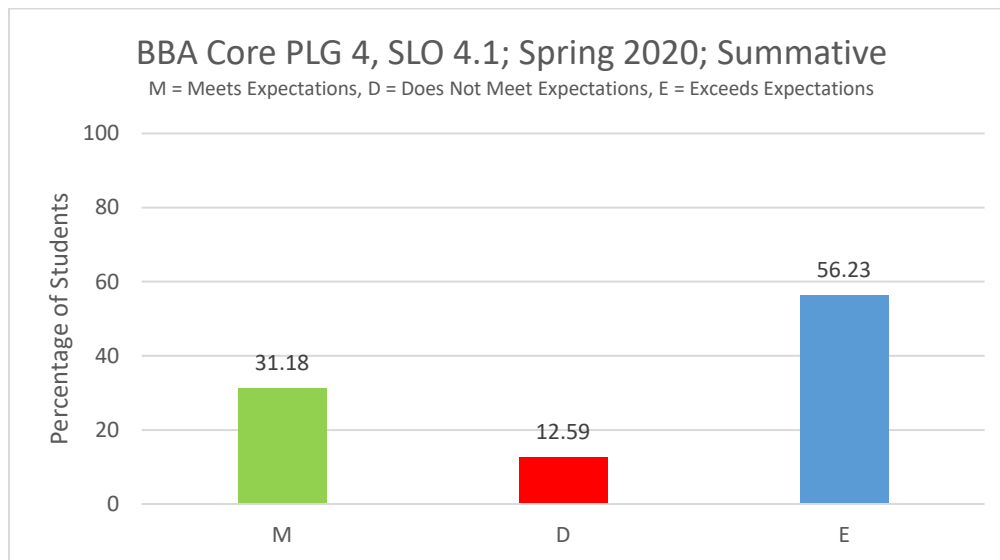


Figure BBA Core- 17

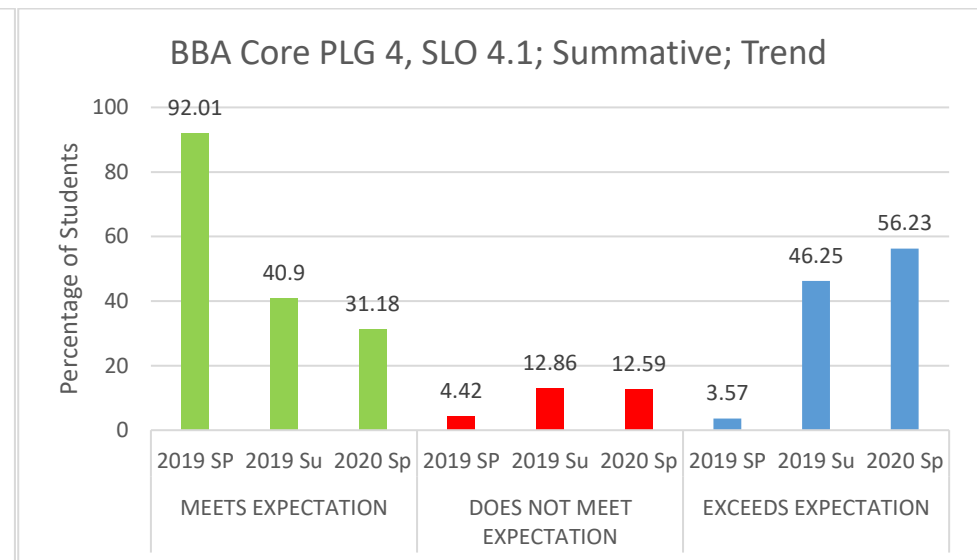


Figure BBA Core- 18

Spring 2020 Student Learning Assessment Report: Major in Accounting and Finance

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
A&F.1. Identify and classify financial information; present and interpret financial statements	<p><u>Summative</u>: - Exit Assessment Test, and Course Embedded Assessment (FIN 440, Capstone Course group term projects)</p> <p><u>Formative</u>: Course Embedded- Assessment (FIN 254 group term projects)</p>	<p><u>Exit Assessment Test</u> Meets Expectation: 60% -80% Does Not Meet Expectation < 60% Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment</u>: Rubric # A&F.1.R.1</p>	See Figures A&F 1 – 4.	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students met the target in summative assessment but failed to meet the target in formative assessment.</p> <p>Trend: Students' performance in summative assessment has improved over the period with an increase in the percentage of students exceeding expectations. However, performance in formative assessment has drastically deteriorated over the period, with a significant increase in the percentage of students not meeting expectations.</p>	The University used Google Classroom and Google meet to conduct online classes. Lecture materials were shared with students before the online classes were delivered

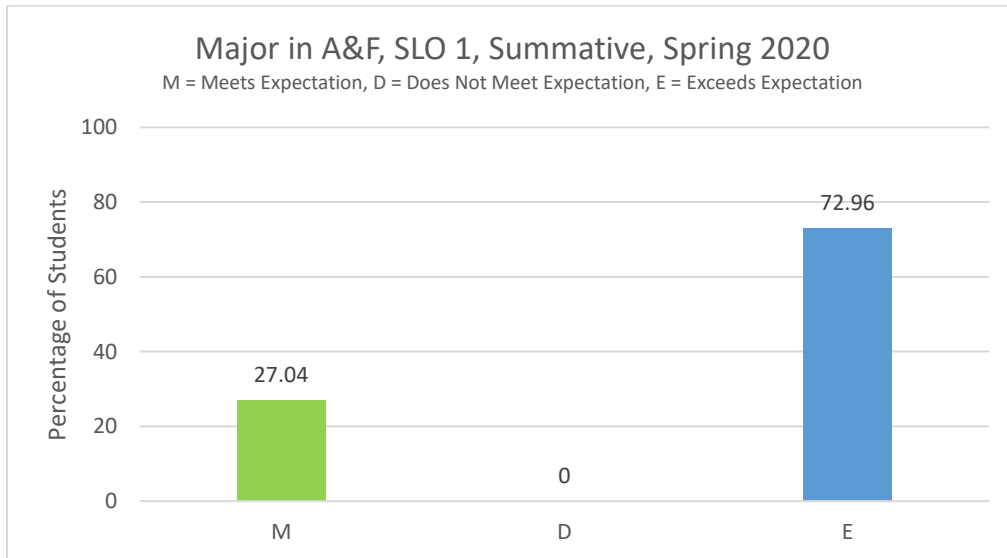


Figure A&F 1

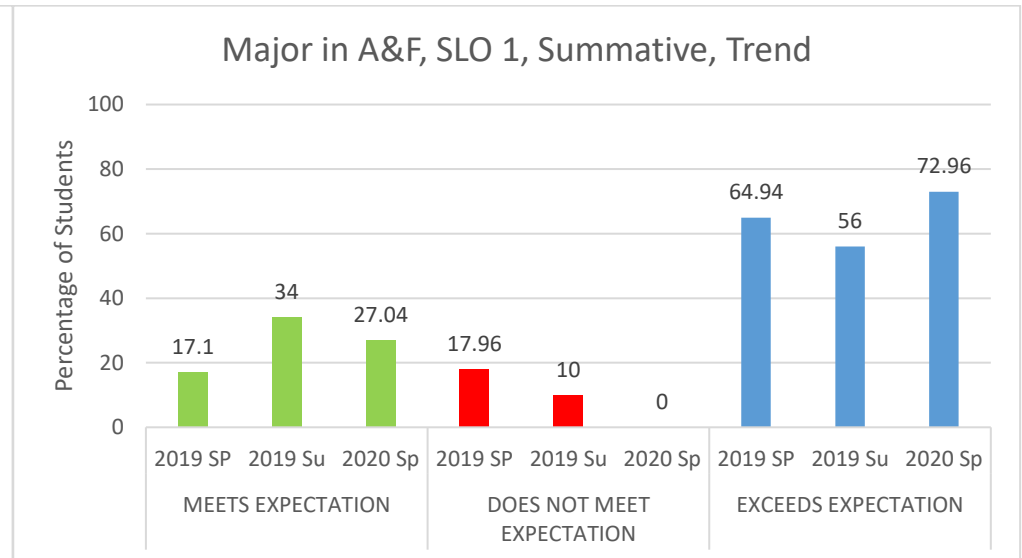


Figure A&F 2

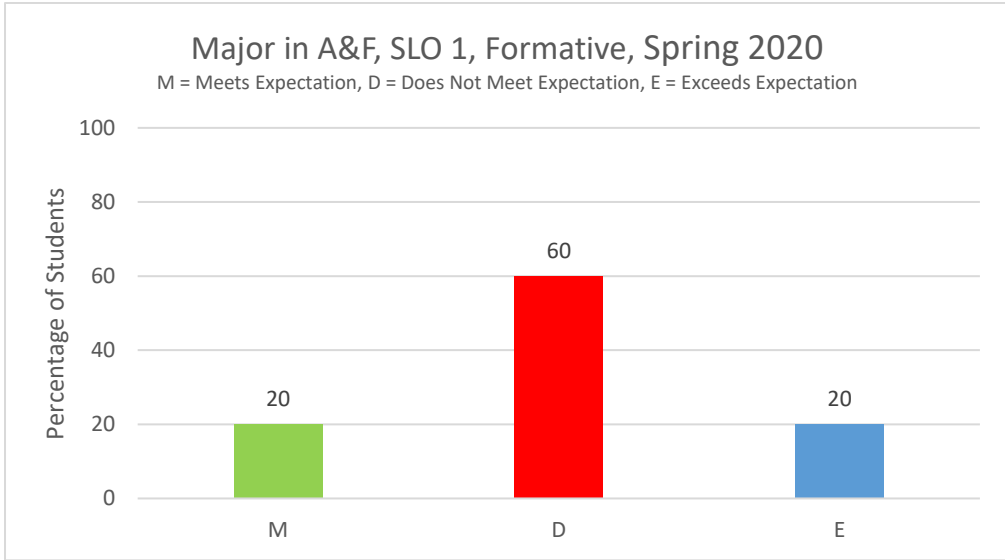


Figure A&F 3

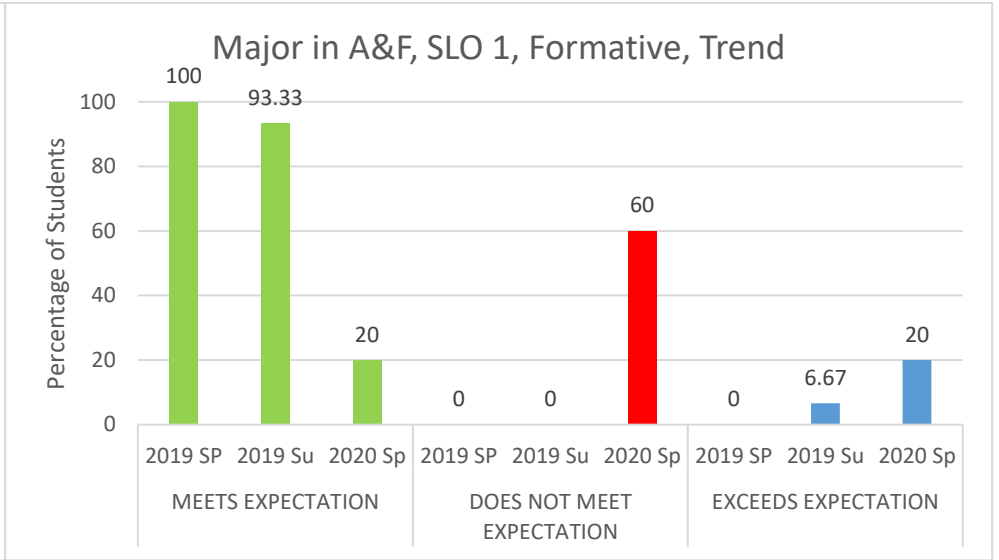


Figure A&F 4

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>Summative: - Exit Assessment Test, and Course Embedded Assessment (ACT 360 group term projects)</p> <p>Formative: Course-Embedded Assessment (ACT 202 examinations)</p>	<p><u>Exit Assessment Test</u> Meets Expectation: 60% -80% Does Not Meet Expectation < 60% Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # A&F.2.R.1 (formative), A&F.2.R.2 (summative)</p>	See Figures A&F 5 – 8.	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students met the target.</p> <p>Trend: In formative assessment, there is a tremendous improvement in students' performance with an increase in the percentage of students meeting or exceeding expectations.</p>	As Google meet allowed institutional users like NSU to record meetings, online lectures were recorded and uploaded in Google classroom to help students who miss classes due to interruptions.

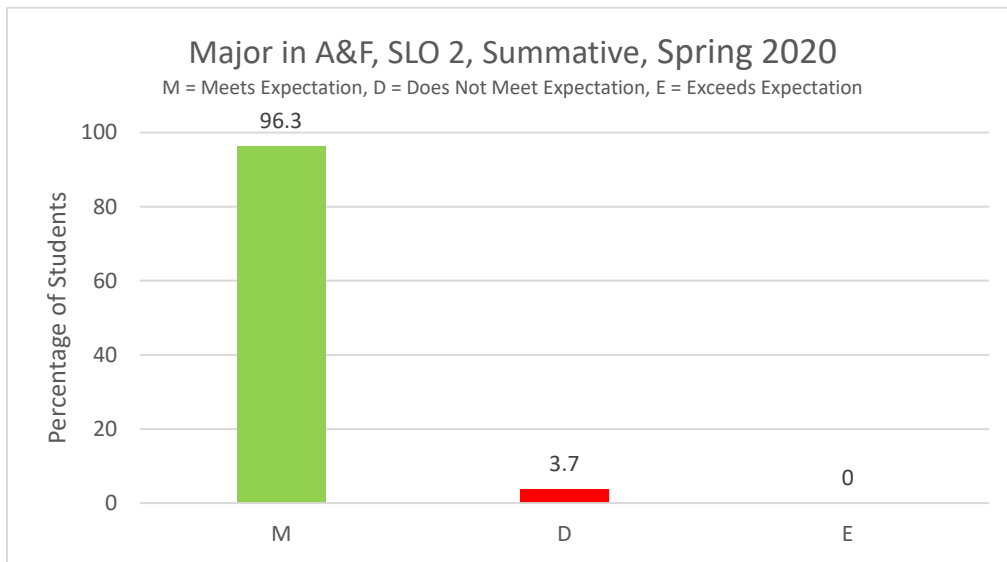


Figure A&F 5

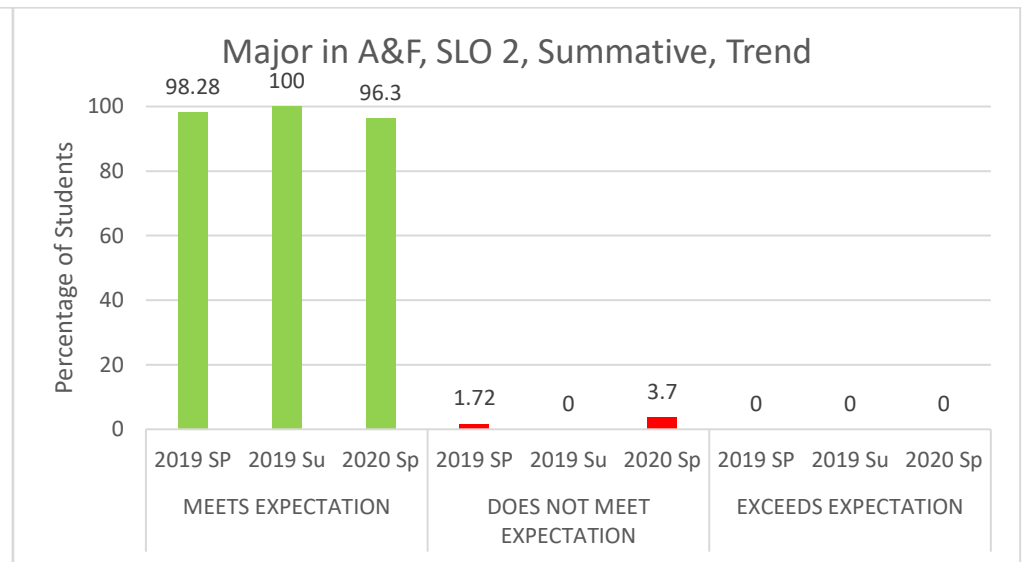


Figure A&F 6

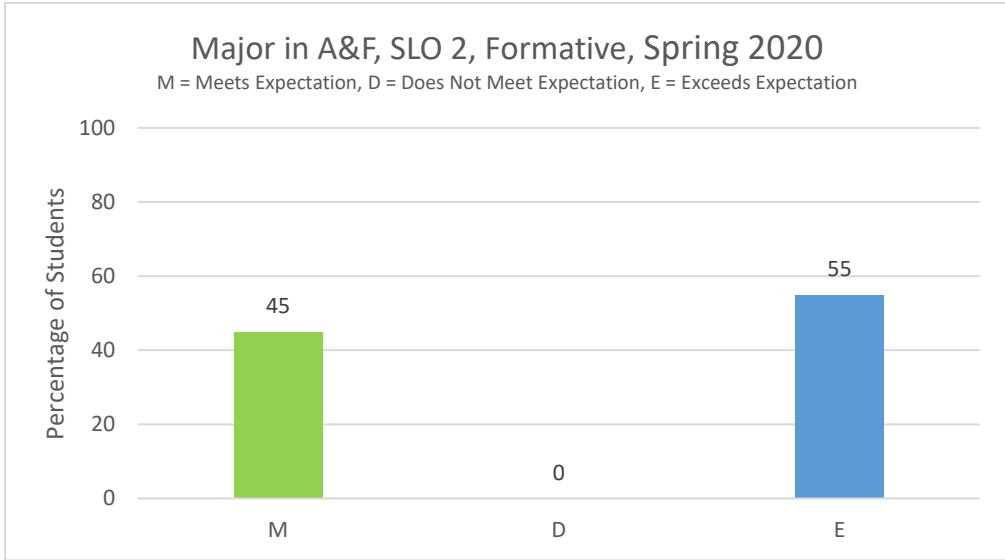


Figure A&F 7

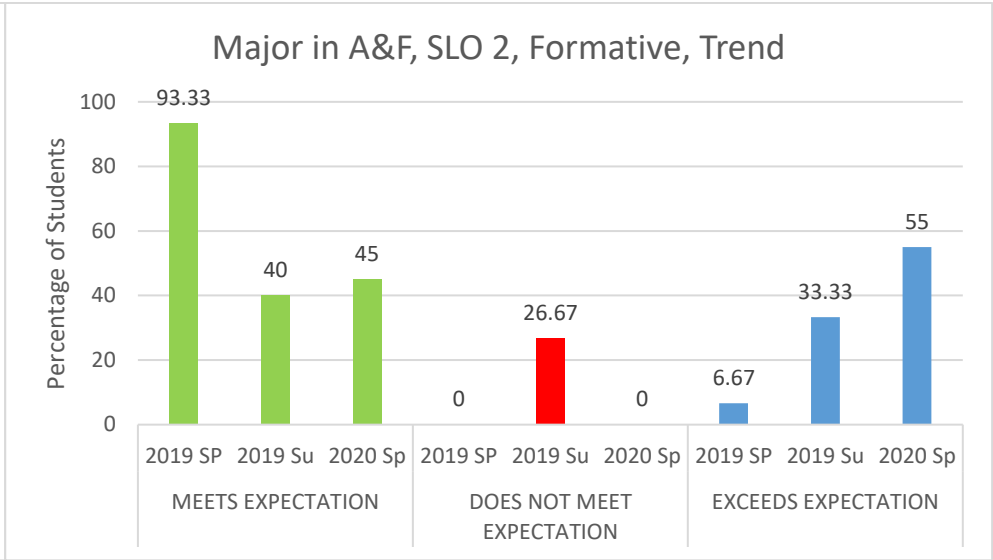


Figure A&F 8

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
A&F.3. Be able to apply best investment strategy by analyzing various investment options.	<p><u>Summative</u>: - Exit Assessment Test, and Course-Embedded Assessment (FIN 440, Capstone Course, group term projects)</p> <p><u>Formative</u>: Course-Embedded Assessment (FIN 254 group term projects)</p>	<p><u>Exit Assessment Test</u> Meets Expectation: 60% -80% Does Not Meet Expectation < 60% Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment</u>: Rubric # A&F.3.R.1 (formative), A&F.3.R.2 (summative)</p>	See Figures A&F 9 – 12.	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students met the target.</p> <p>Trend: Students' performance exhibits a positive trend.</p>	By applying uniformity in their approach to the online classroom, the Department and the School managed to ensure satisfactory student learning across all courses taught.

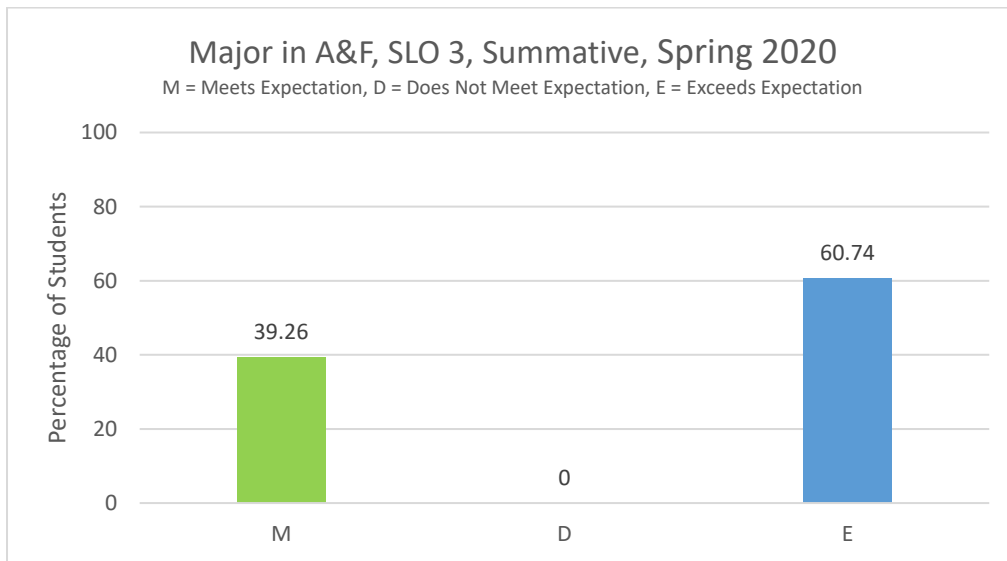


Figure A&F 9

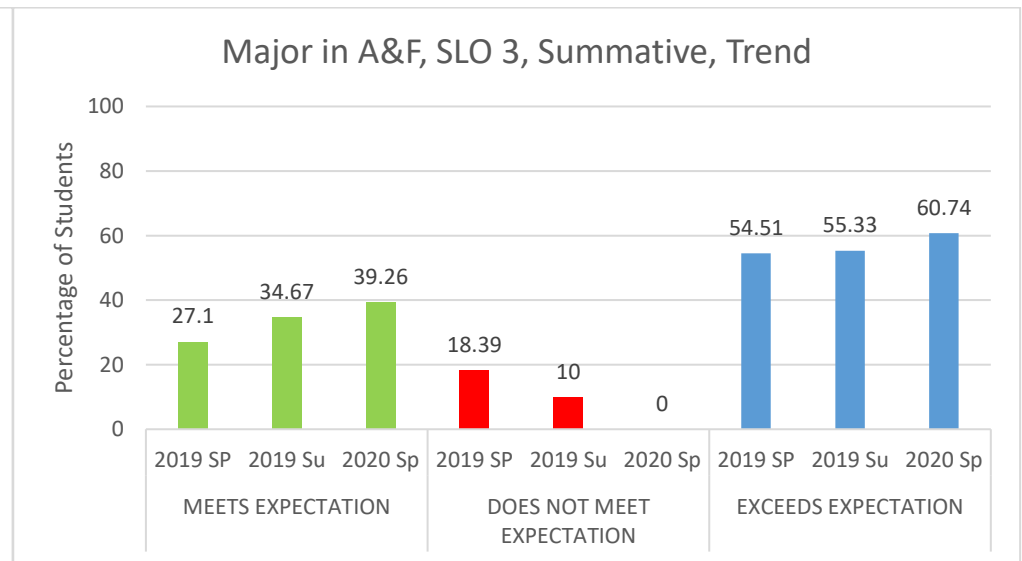


Figure A&F 10

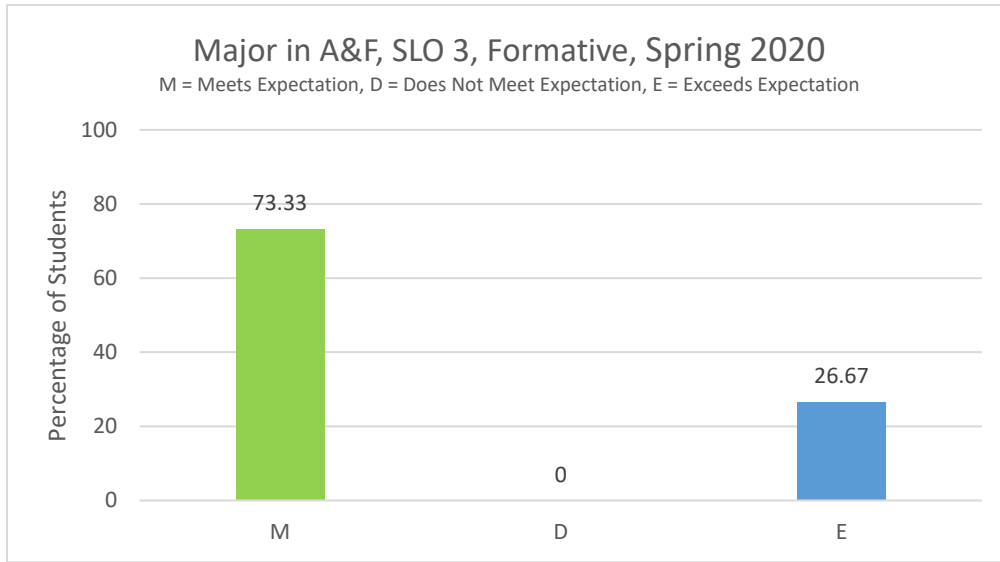


Figure A&F 11

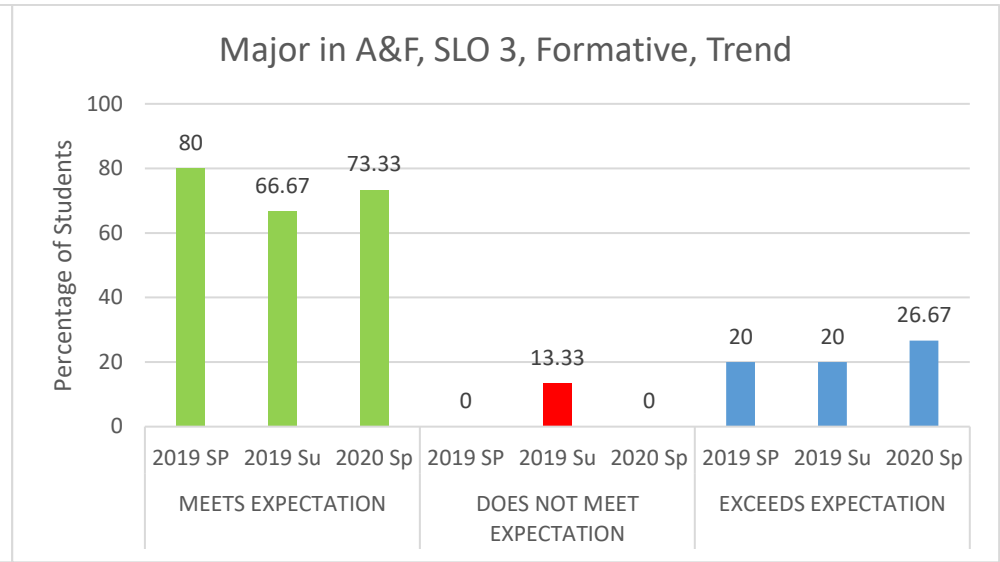


Figure A&F 12

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
A&F.4. Be able to calculate and measure risks and its application in portfolio management.	<p><u>Summative:</u> - Exit Assessment Test, and Course-Embedded Assessment (FIN 435, Capstone Course, group term projects)</p> <p><u>Formative:</u> Course Embedded-Assessment (FIN 254 group term projects)</p>	<p><u>Exit Assessment Test:</u> Meets Expectation: 60% -80% Does Not Meet Expectation < 60% Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # A&F.4.R.1 (formative), A&F.4.R.2 (summative)</p>	See Figures A&F 13 – 16.	<p>Target: 70% students should meet or exceed expectation.</p> <p>Students failed to meet the target both in summative and formative assessment.</p> <p>Trend: Students performance is extremely poor in this area, with high percentage of students not meeting expectations. However, students' performance in formative assessment has improved over the period with a significant decrease in percentage of students not meeting expectations.</p>	Faculties developed different strategies to deliver lecture content in the online environment in ways that engage students and meet the courses' learning objectives.

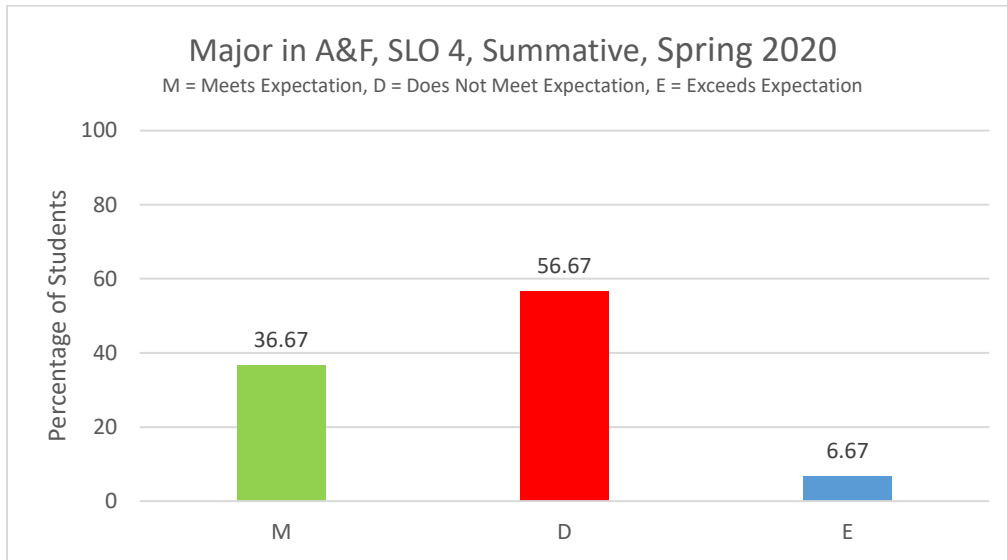


Figure A&F 13

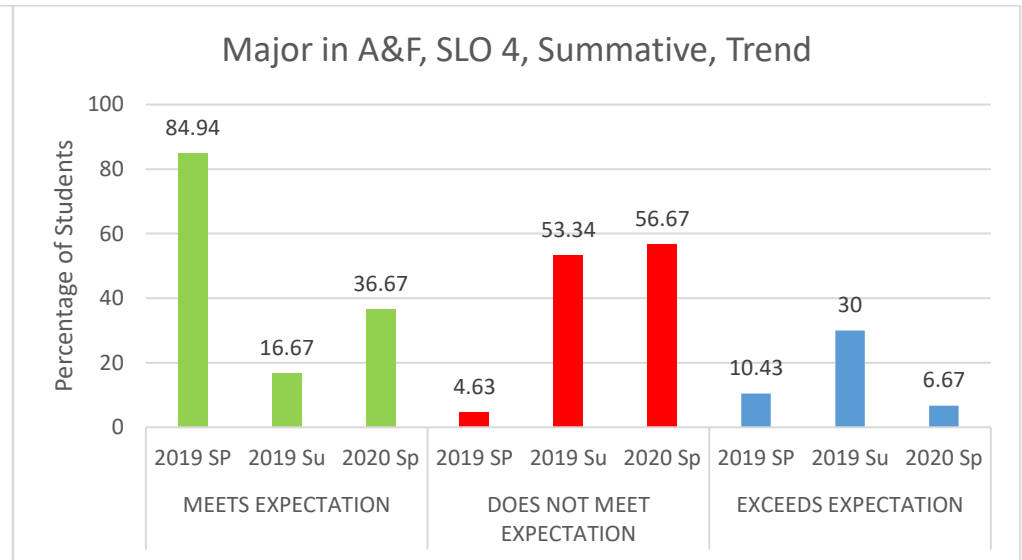


Figure A&F 14

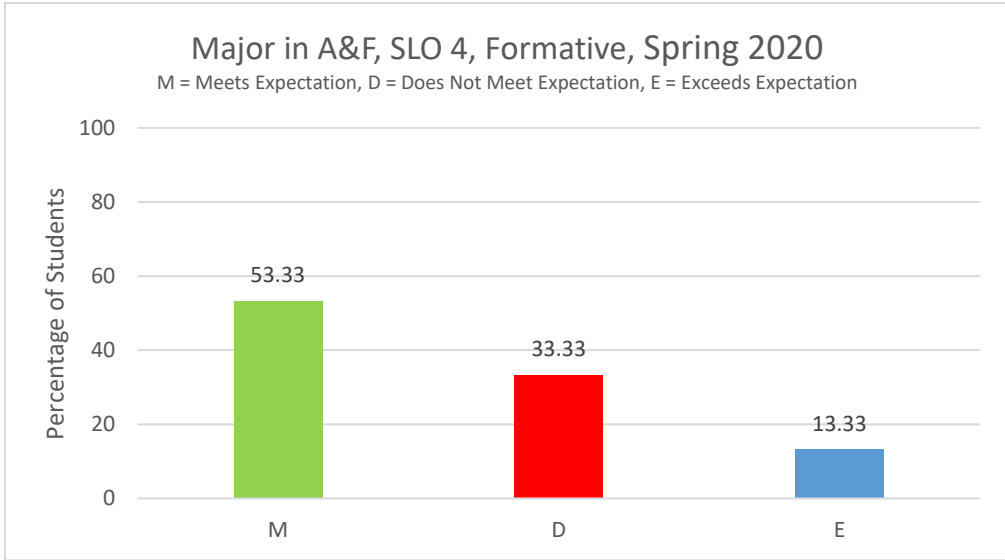


Figure A&F 15

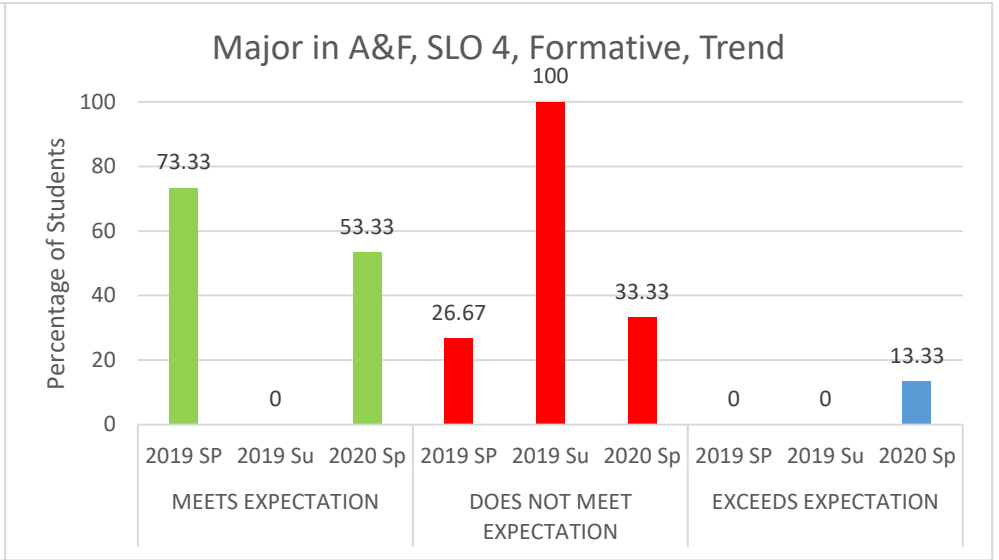


Figure A&F 16

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

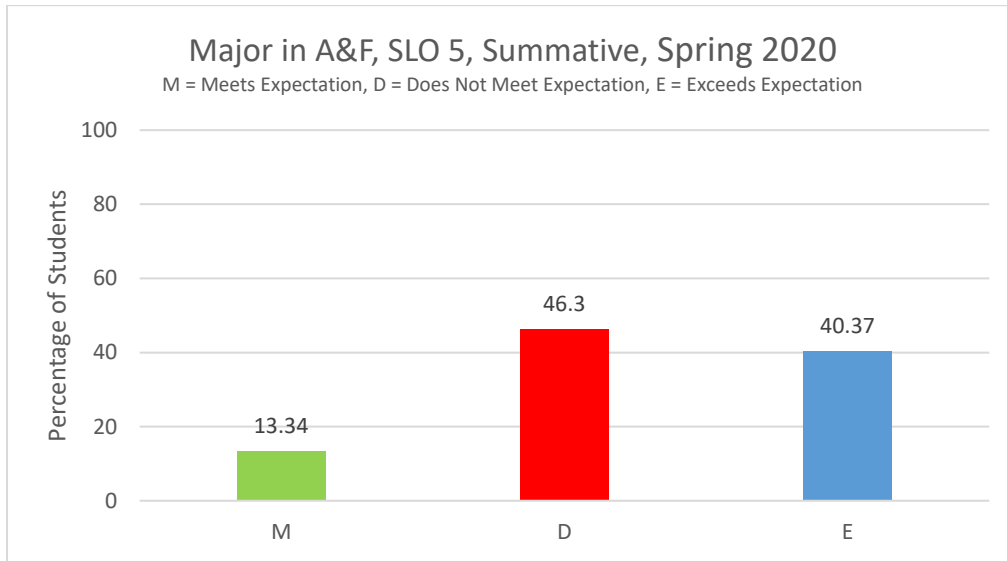


Figure A&F 17

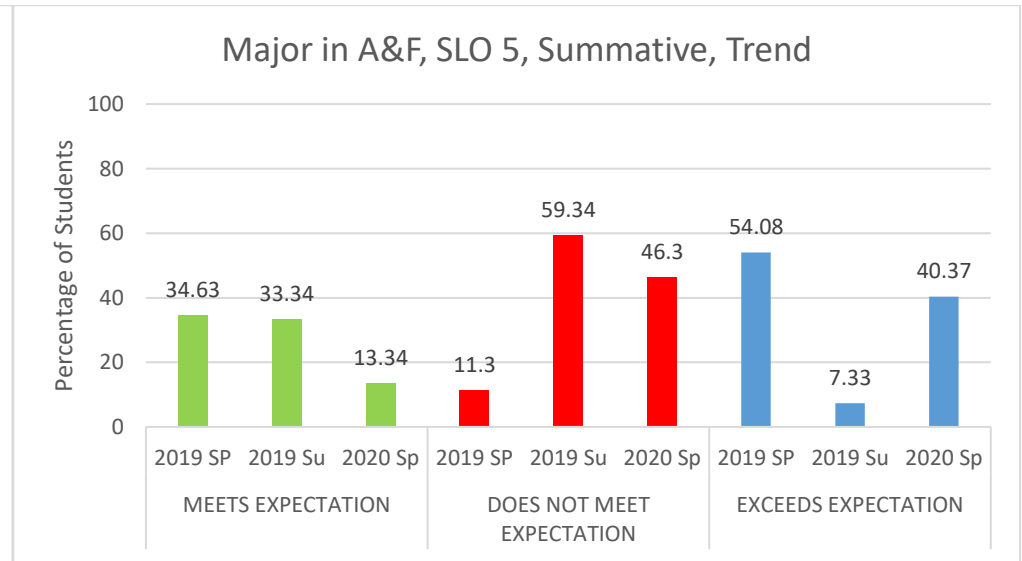


Figure A&F 18

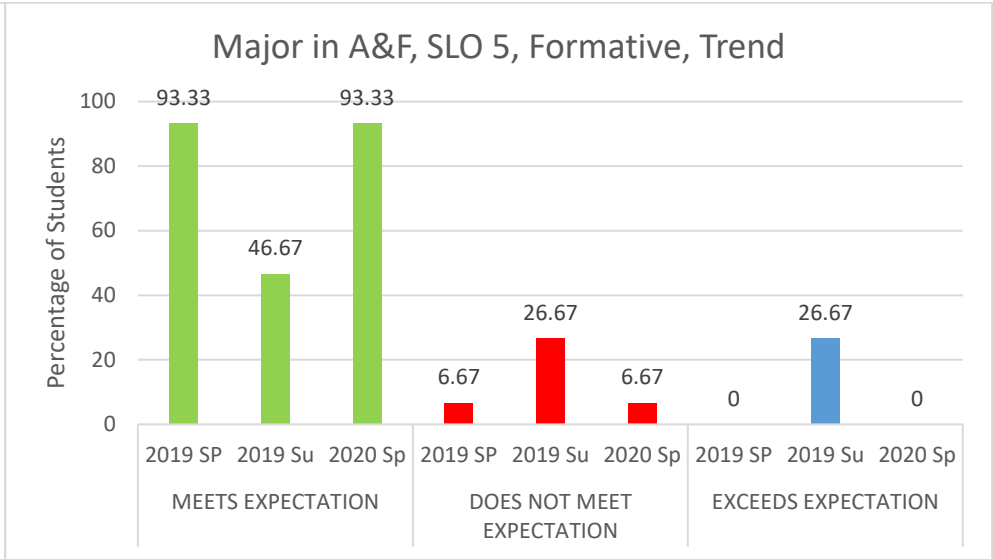
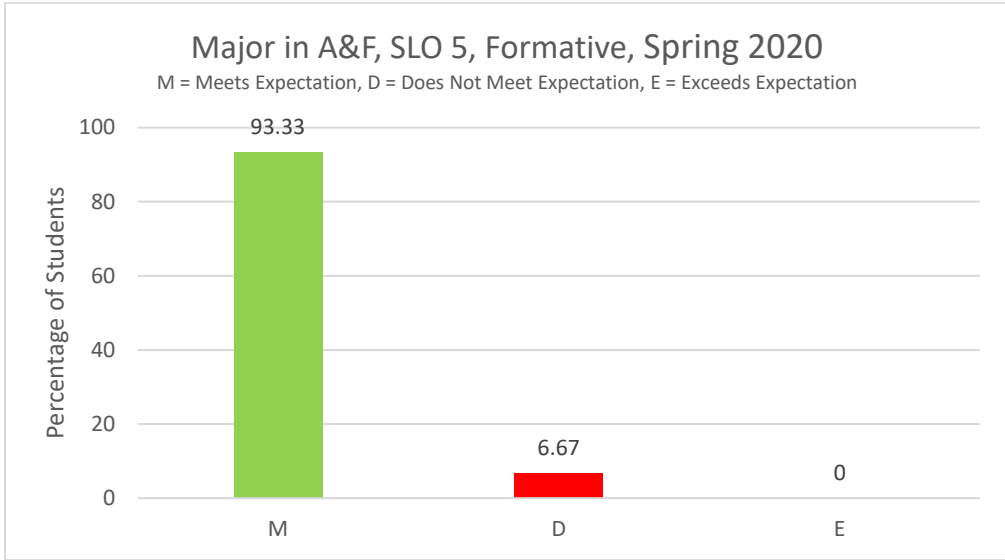


Figure A&F 19

Figure A&F 20

Spring 2020 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.</p>	Due to the onset of Covid19 NSU had to transition from in-person class to online class to complete the spring semester. The University successfully managed online classes through extensive faculty training and supplied all the necessary resources to conduct online classes.

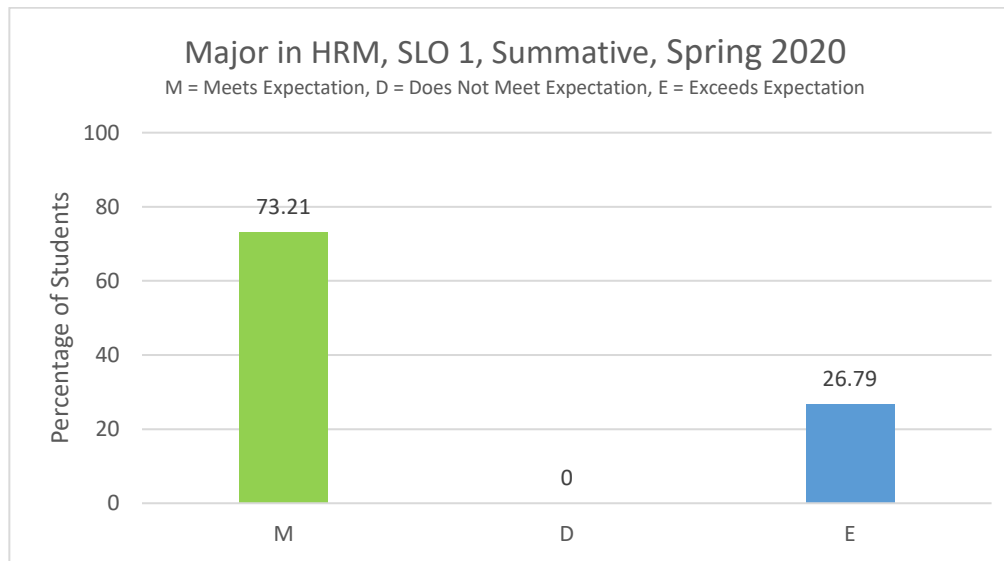


Figure HRM 1

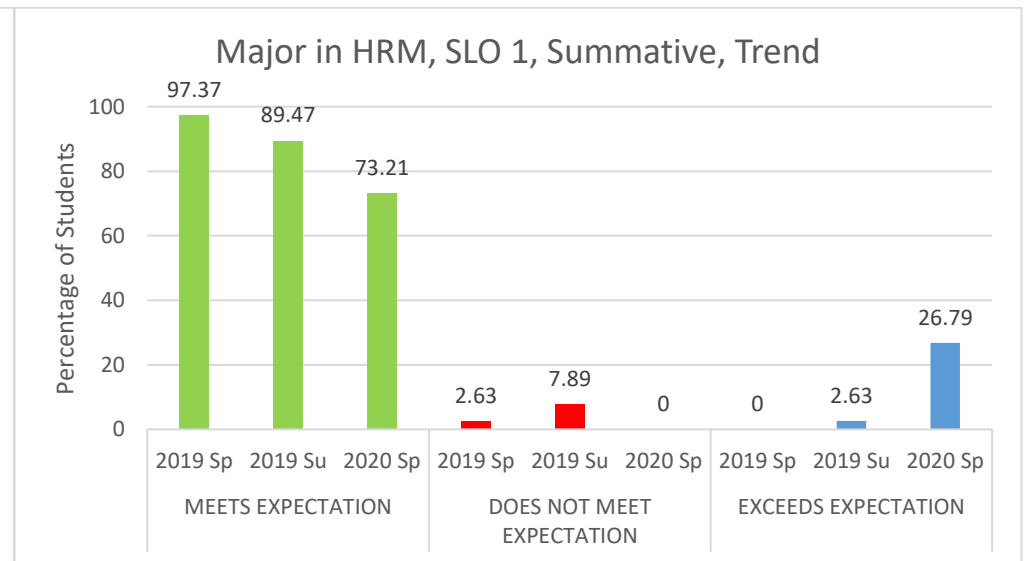


Figure HRM 2

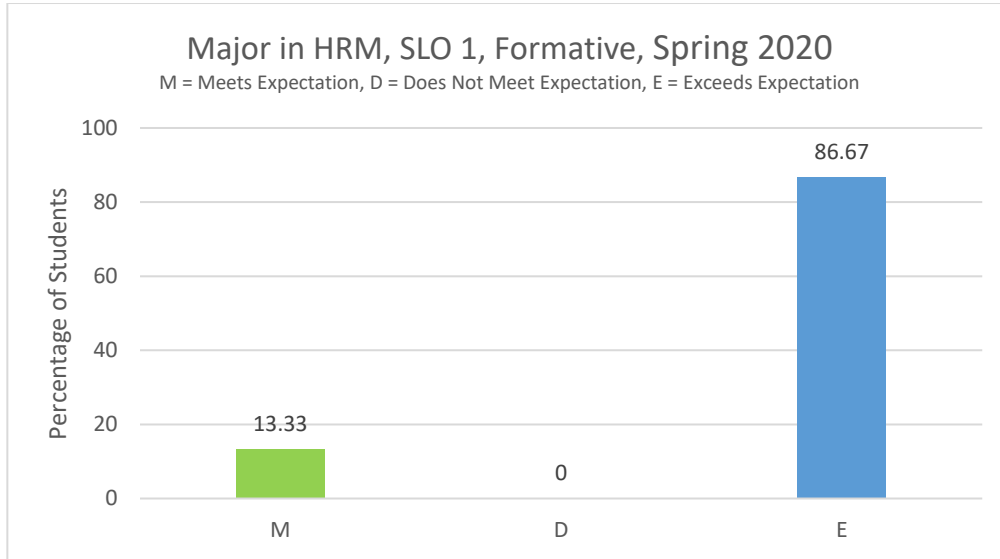


Figure HRM 3

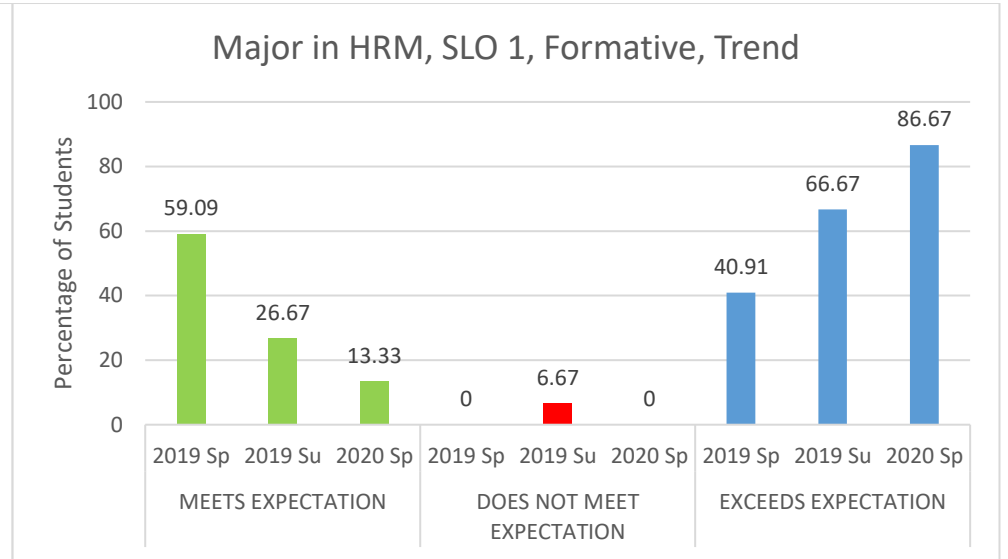


Figure HRM 4

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
2. Understand the concepts underlying effective interpersonal relations and group/team leadership skills.	<u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (HRM480 group term projects) <u>Formative:</u> Course Embedded Assessment (MGT351 group term projects)	<u>Exit Assessment Test:</u> Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80% <u>Course-Embedded Assessment:</u> Rubric # HRM.2.R.1	See Figures HRM 5 – 8.	Target: 75% students should meet or exceed expectation. Students failed to meet the target in summative assessment. Trend: Students' performance in summative assessment has deteriorated over the period with a high increase in the percentage of students not meeting expectations. This is an area of concern.	The University's IT Office developed and shared videos as well as text tutorials for online classes.

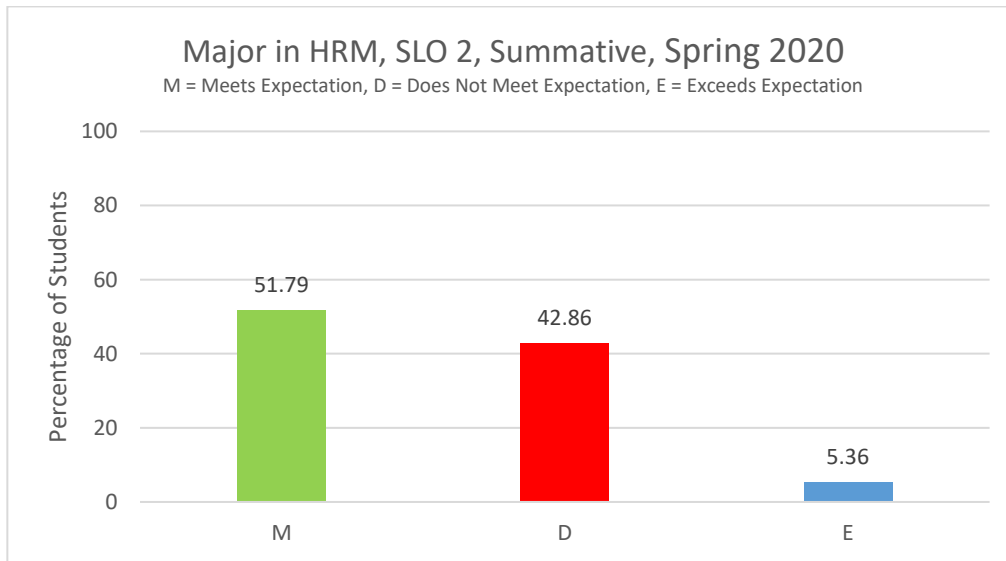


Figure HRM 5

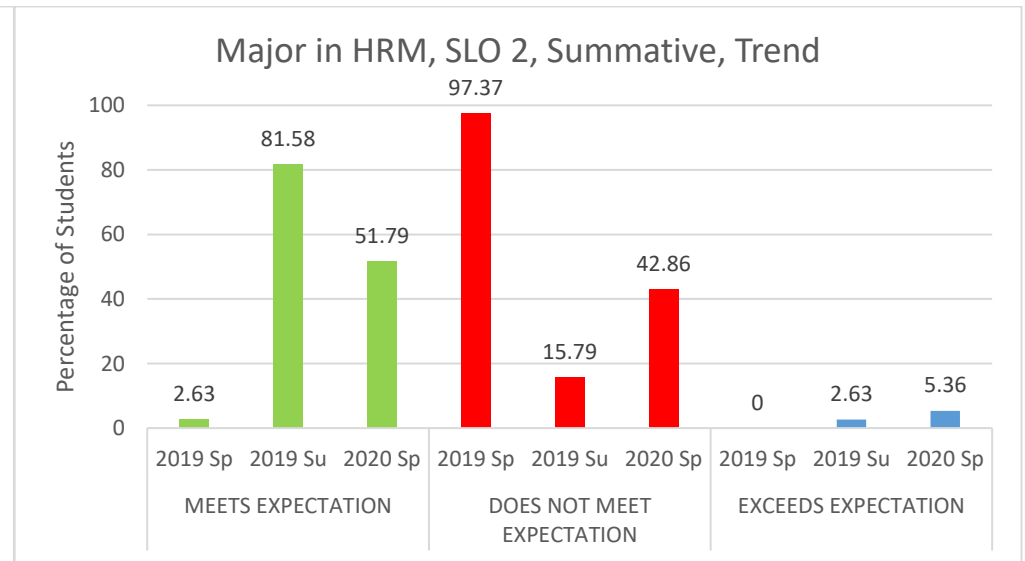


Figure HRM 6

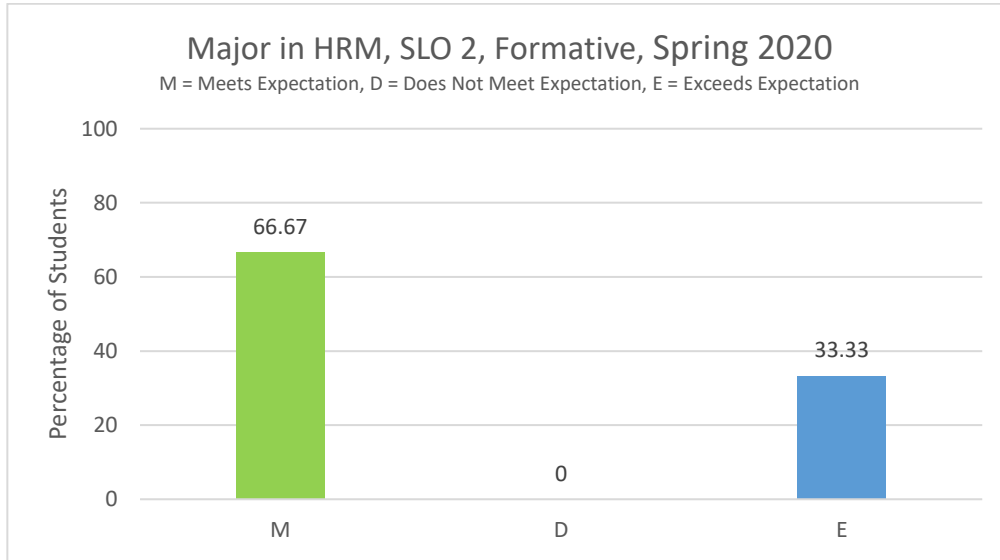


Figure HRM 7

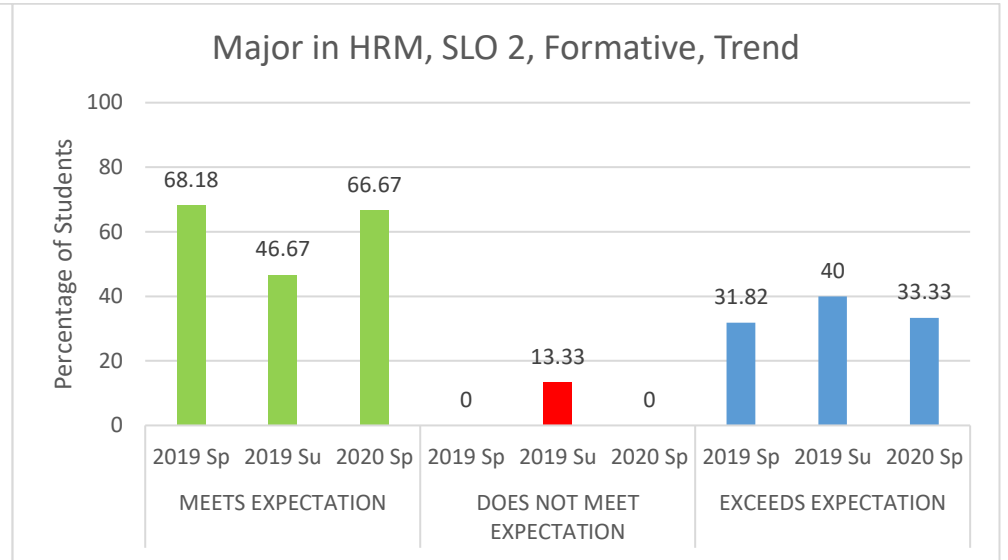


Figure HRM 8

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 failed to meet the target in formative assessment. Trend: There is a significant increase in the percentage of students not meeting expectations in formative assessment. This is an area of high concern.	Deployment of standardized assessment tools was continued.

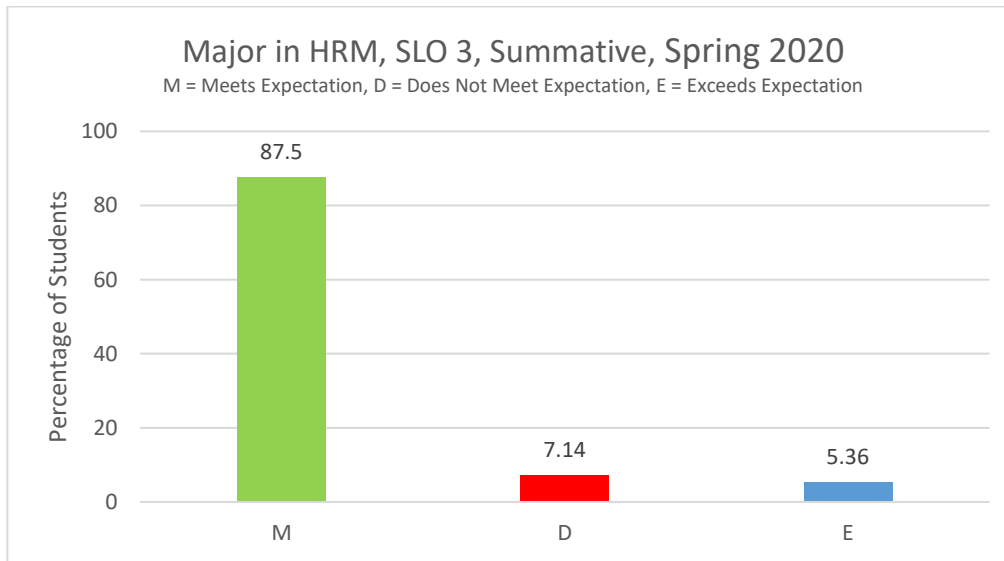


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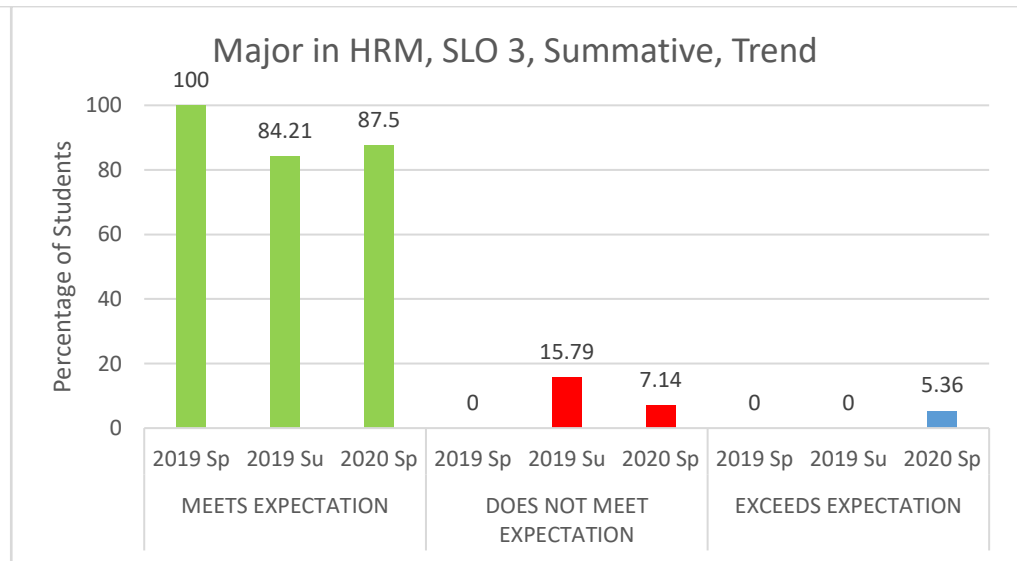


Figure HRM 10

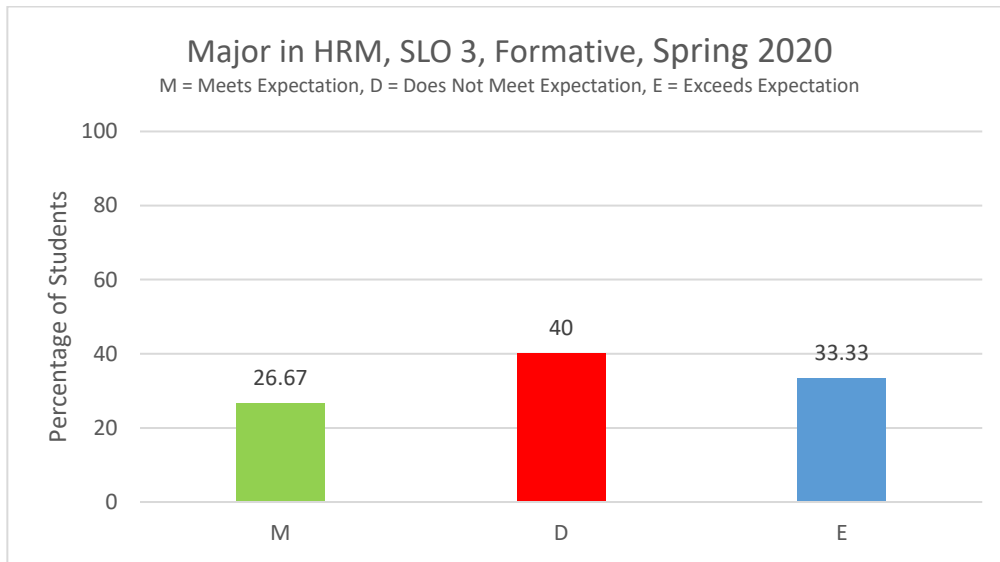


Figure HRM 11

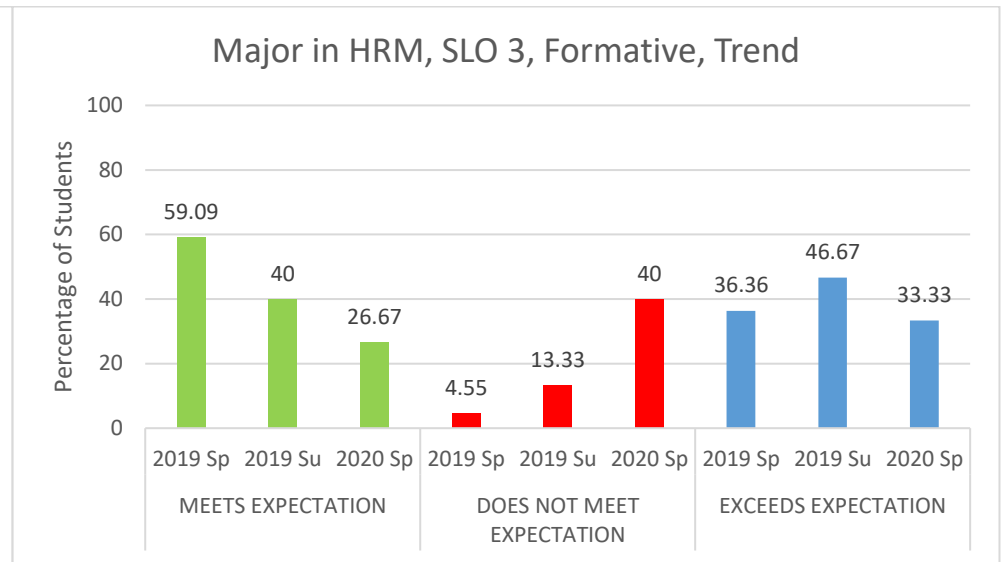


Figure HRM 12

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
4. Be familiar with the application of HRM functional capabilities to select, recruit, motivate, and retain employees.	<u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (HRM480 group term projects) <u>Formative:</u> Course Embedded Assessment (MGT351 group term projects)	<u>Exit Assessment Test:</u> Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80% <u>Course-Embedded Assessment:</u> Rubric # HRM.4.R.1	See Figures HRM 13 – 16.	Target: 70% students should meet or exceed expectation. Students met the target. Trend: Although students met the target, there is an increase in the percentage of students not meeting expectations in summative assessment. More focus should be given in that area.	The University used Google Classroom and Google meet to conduct online classes. Lecture materials were shared with students before the online classes were delivered

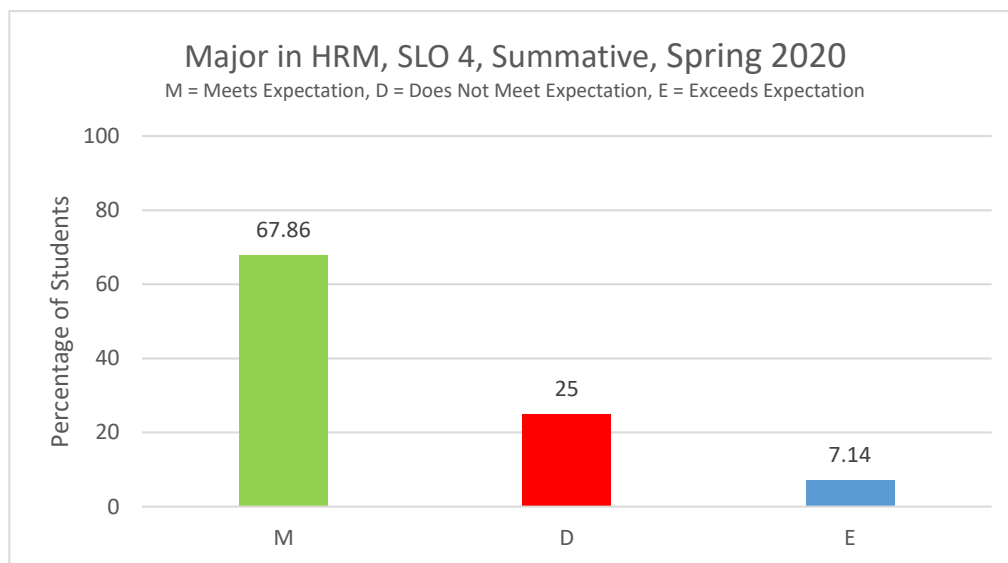


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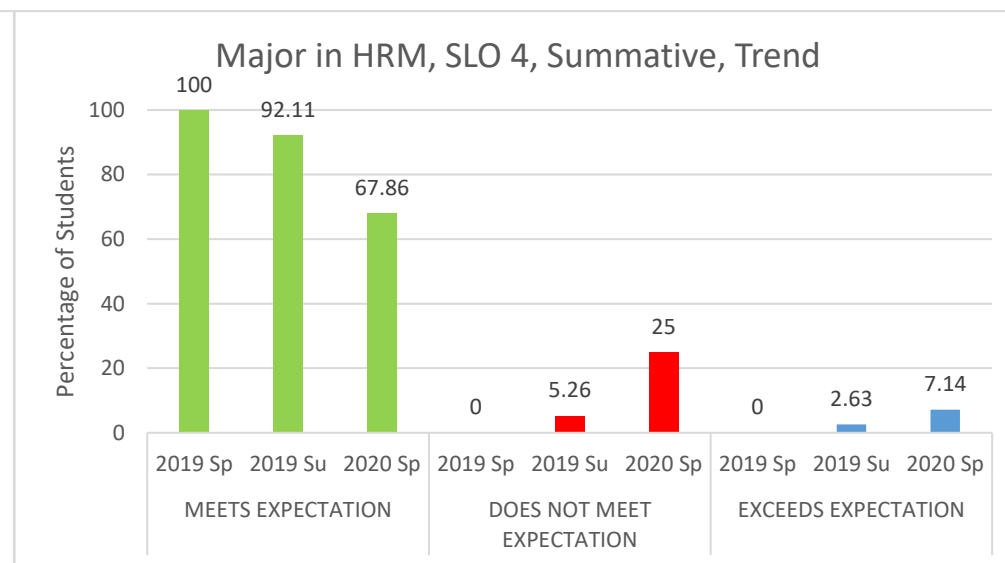


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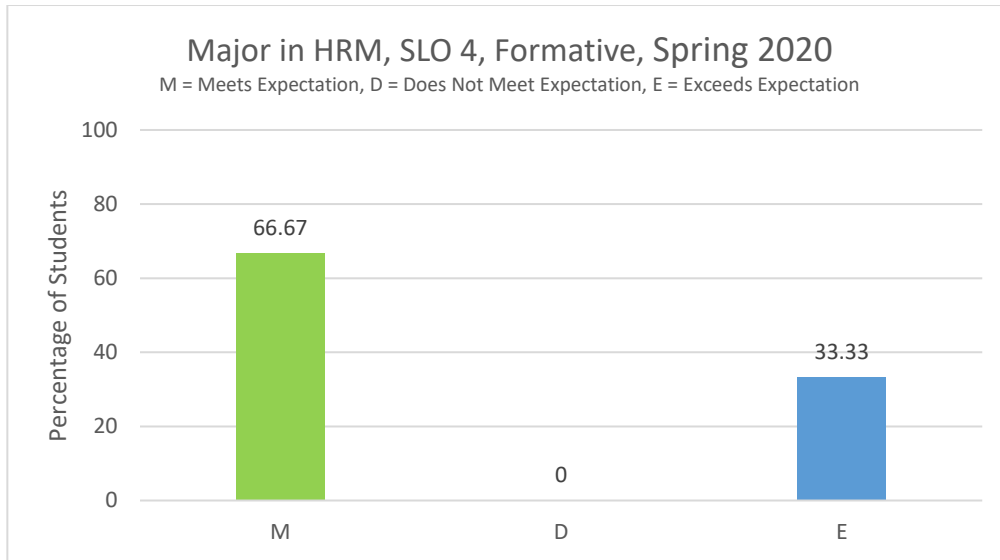


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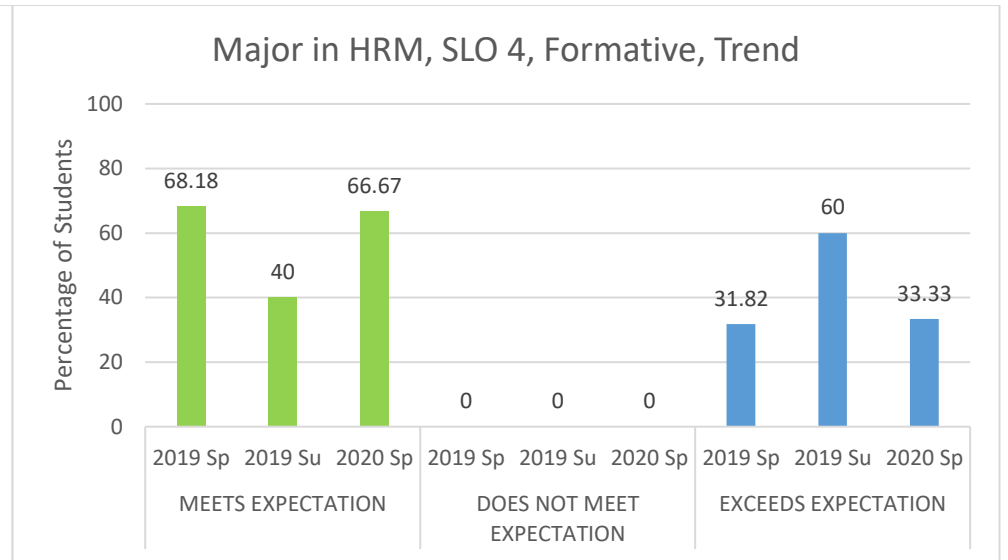


Figure HRM 16

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: Although students met the target, there is an increase in percentage of students not meeting expectations in summative 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.

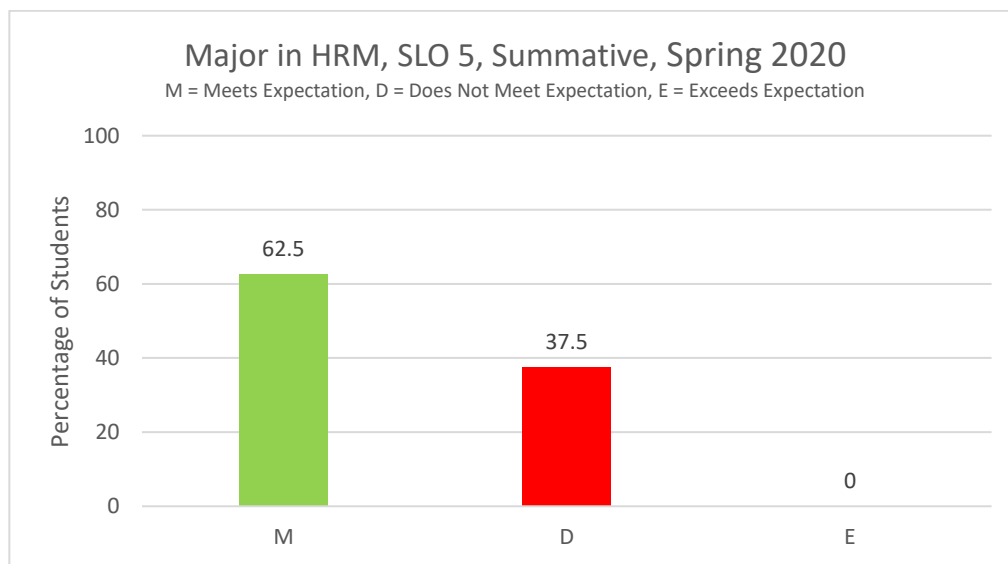


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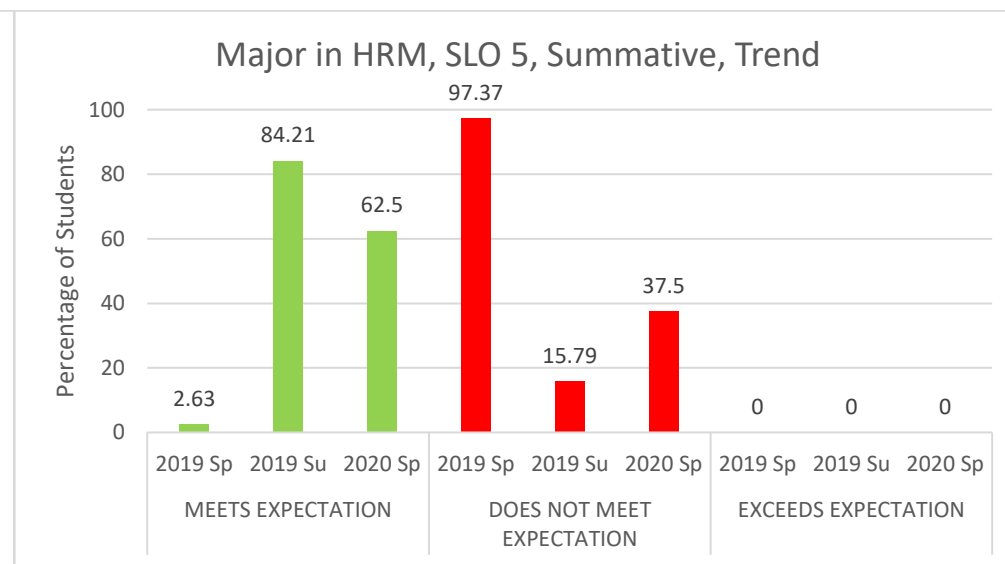


Figure HRM 18

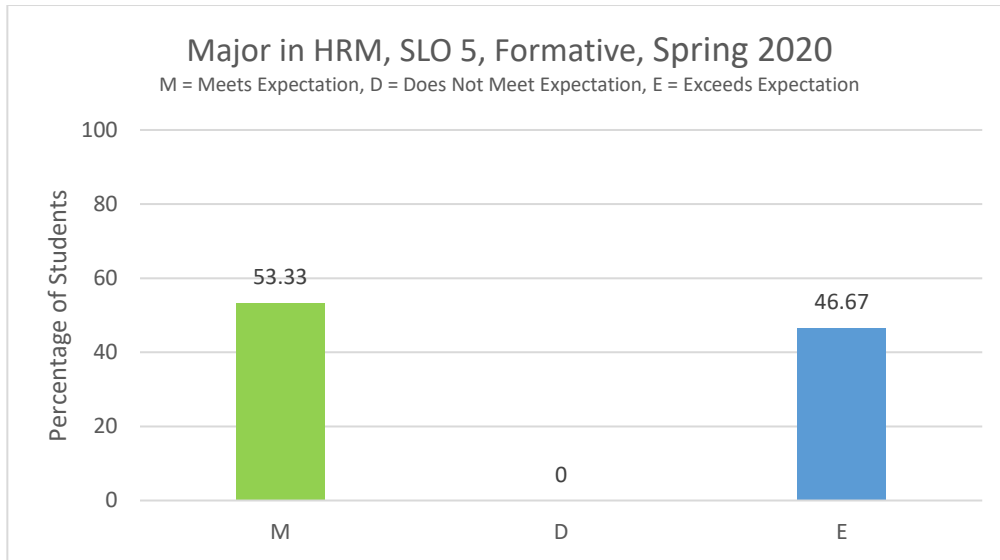


Figure HRM 19

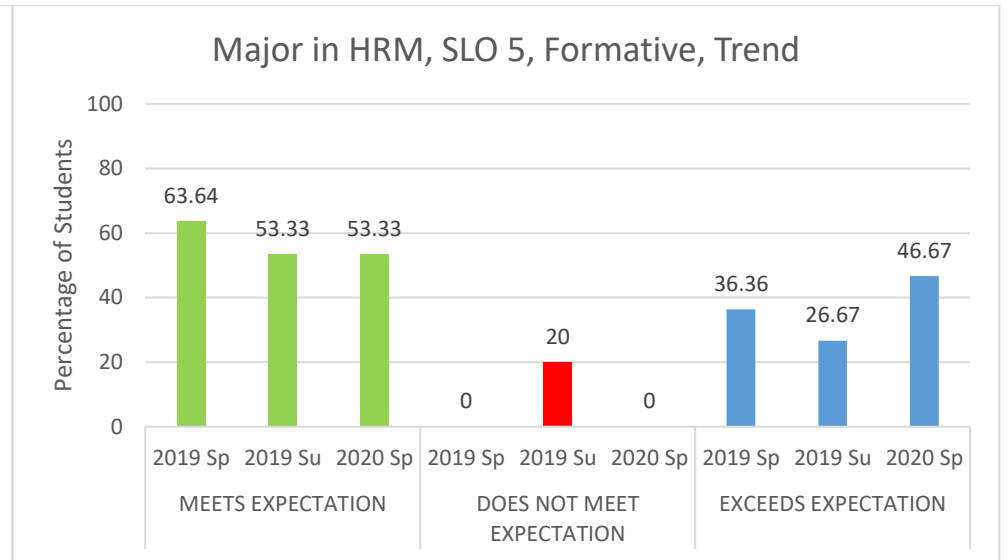


Figure HRM 20

Spring 2020 Student Learning Assessment Report: Major in International Business (“INB”)

Student Learning Outcomes	Measure	Measurement Criteria	Results	Status	Closing the Loop
1. Demonstrate an understanding of global cultural knowledge through a) the identification of major components of international business and b) explanation of how cultural and national differences affect the conduct of business.	<p><u>Summative</u>- Exit Assessment Test, and Course-Embedded Assessment (INB 480 group term projects)</p> <p><u>Formative</u>: Course-Embedded Assessment (INB 372 case studies)</p>	<p><u>Exit Assessment Test</u>: Meets expectations- 60% to 80%, Does Not Meet expectations-< 60%, Meets expectations-> 80%.</p> <p><u>Course-Embedded Assessment</u>: Rubric # INB.1.R.1 (formative), and rubric # INB.1.R.2 (summative)</p>	See Figures INB 1 – 4.	<p>Target: 80% of the students should meet and exceed the expectations of SLO1.</p> <p>Students met the target.</p> <p>Trend: Students' performance in summative assessment has improved with a significant decrease in the percentage of students exceeding expectations.</p>	Despite the pandemic, NSU IQAC continued to develop the overall performance of the institution via performance evaluation, assessment, and teaching quality up-gradation.

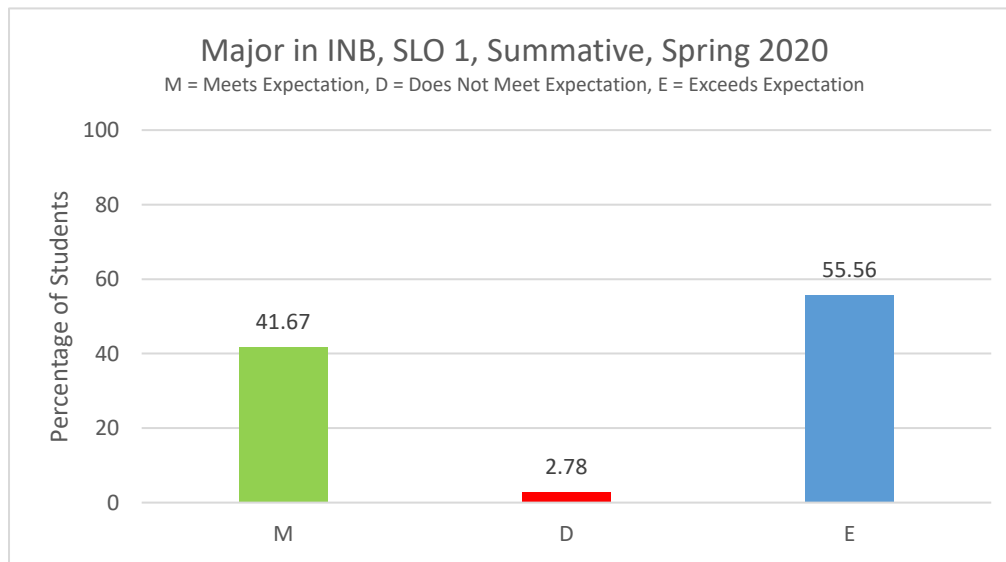


Figure INB- 1

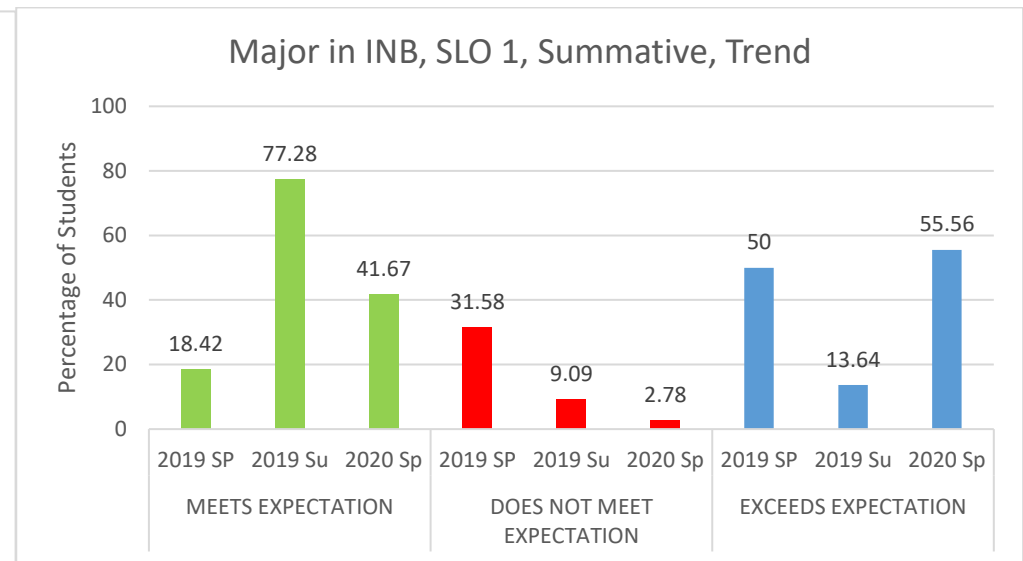


Figure INB- 2

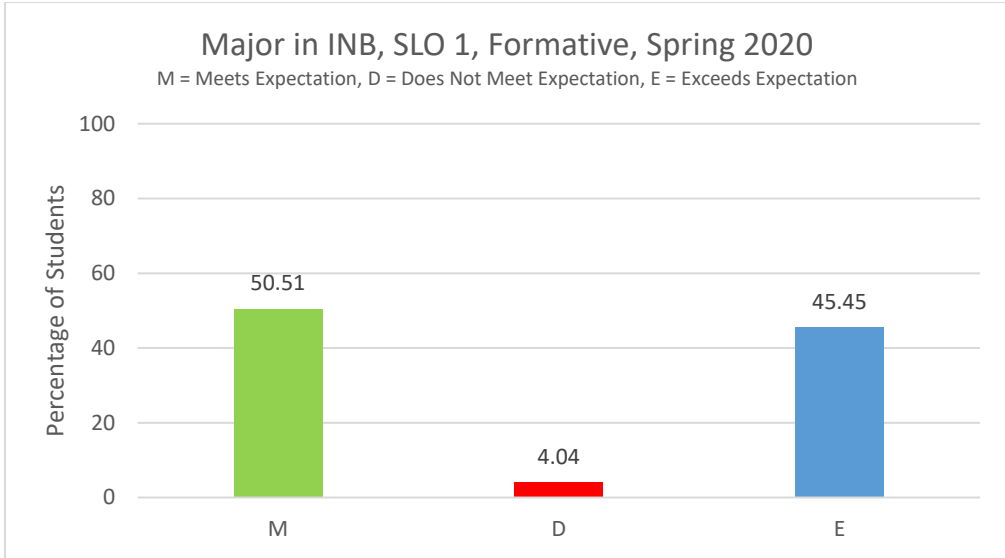


Figure INB- 3

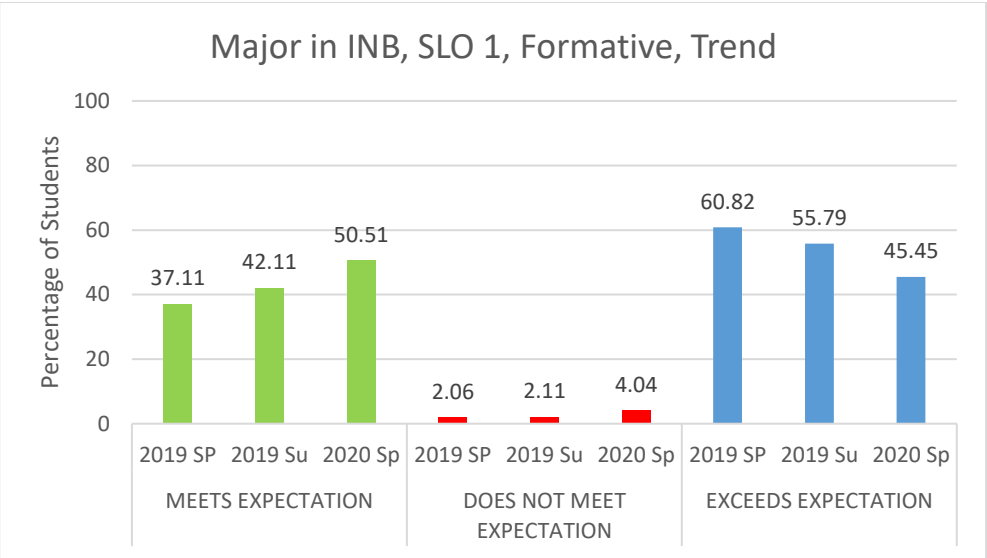


Figure INB- 4

Student Learning Outcomes	Measure	Measurement Criteria	Results	Status	Closing the Loop
2. Demonstrate working knowledge in the area of marketing, finance and management from a business perspective in an international context.	<p><u>Summative:</u> - Exit Assessment Test, and Course-Embedded Assessment (INB 480 group term projects)</p> <p><u>Formative:</u> Course-Embedded Assessment (INB 372 case studies)</p>	<p><u>Exit Assessment Test:</u> Meets expectations- 60% to 80%, Does Not Meet expectations-< 60%, Meets expectations-> 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # INB.2.R.1</p>	See Figures INB 5 – 8.	<p>Target: 80% of the students should meet and exceed the expectations of SLO2.</p> <p>Students met the target.</p> <p>Trend: Students' performance has significantly improved in summative assessment with a significant decrease in the percentage of students not meeting expectations. Performance in formative assessment has been consistently well over the last three period.</p>	Course components are reviewed continuously to ensure that students can continue to critically identify problems and solve those using their knowledge of business studies.

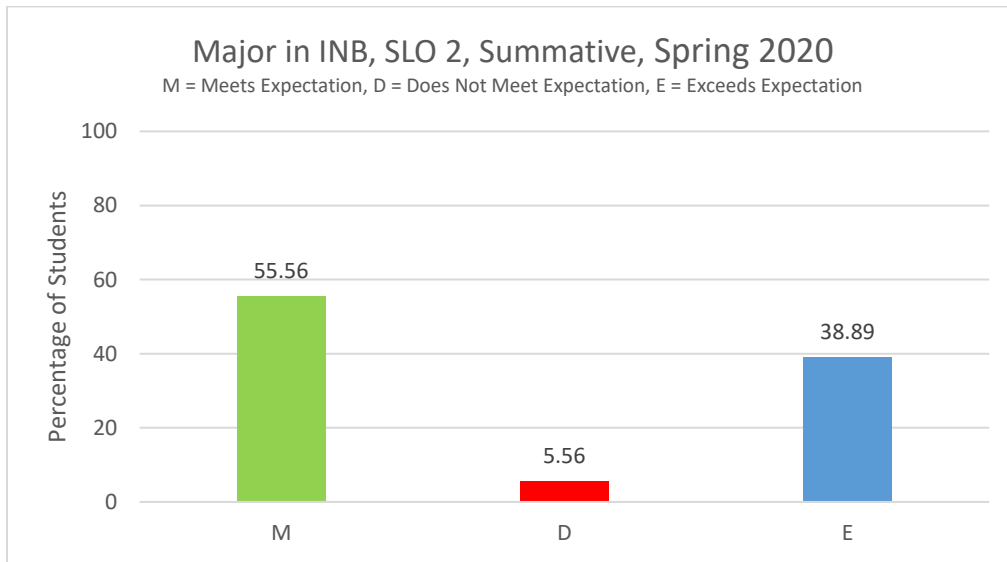


Figure INB- 5

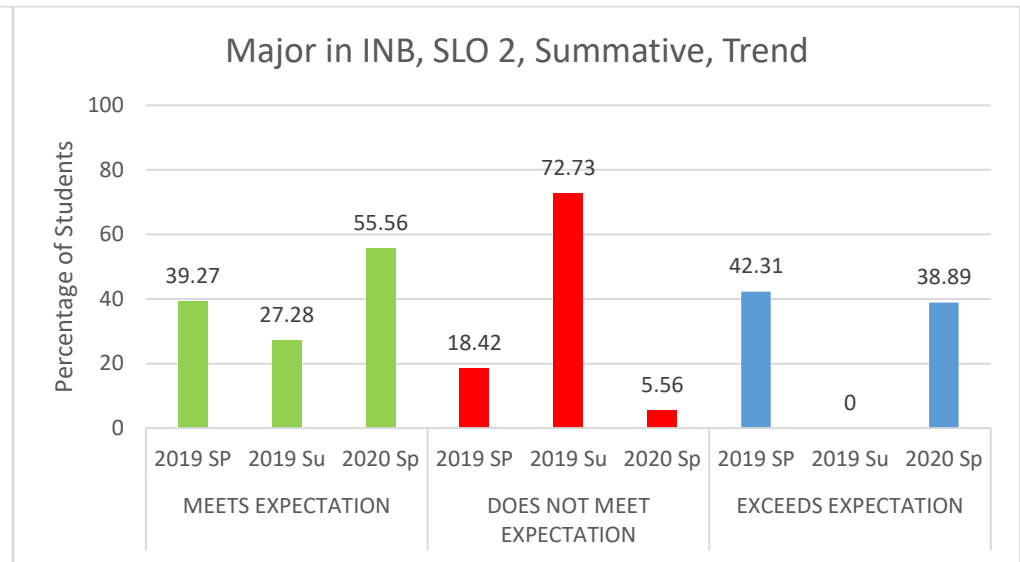


Figure INB- 6

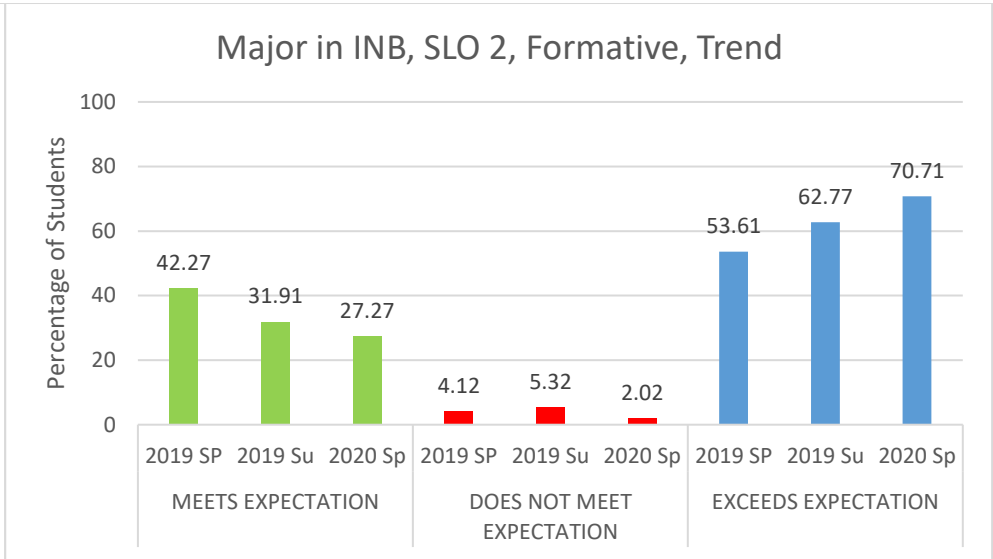
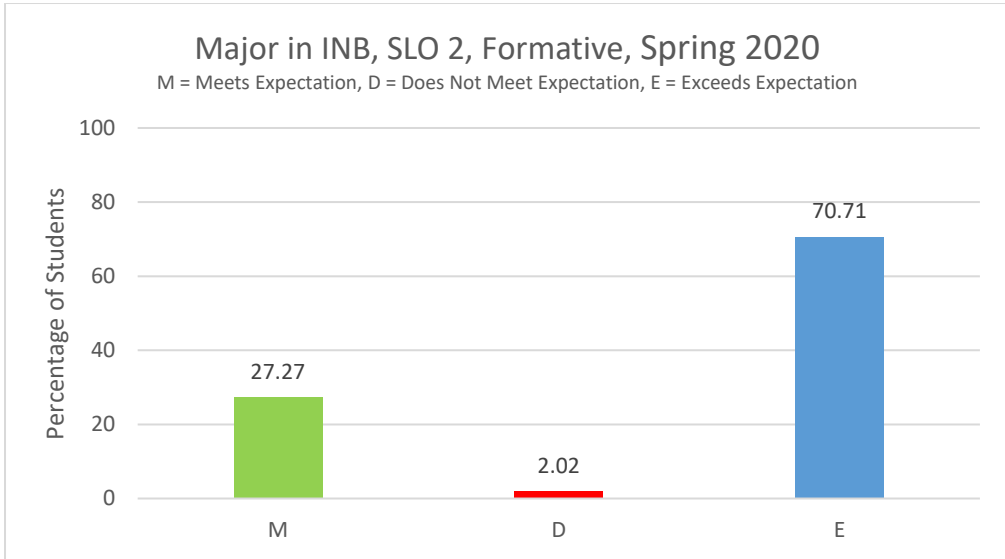


Figure INB- 7

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 meeting or exceeding expectations.</p>	Online lectures were recorded and uploaded in Google classroom to help students who miss classes due to interruptions.

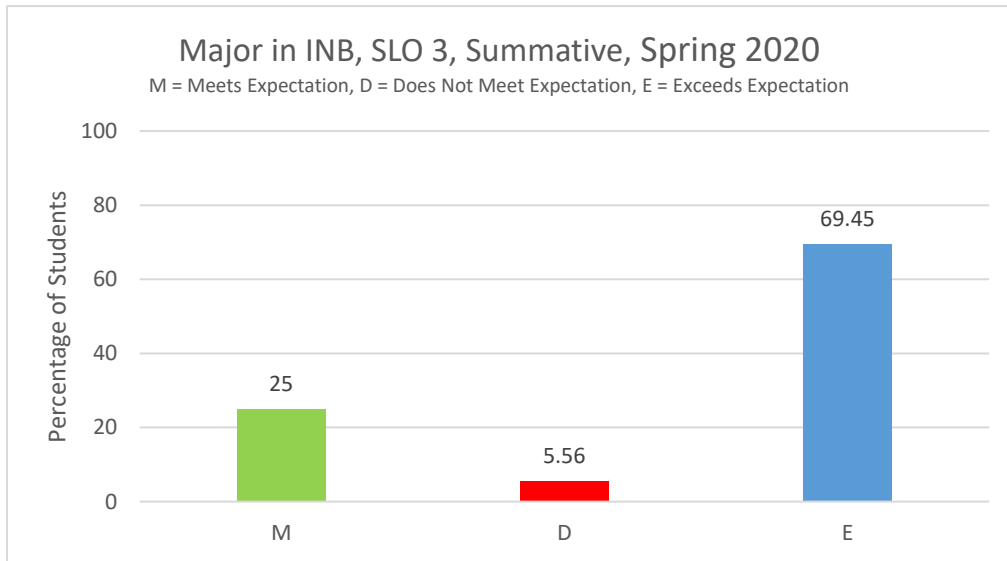


Figure INB- 9

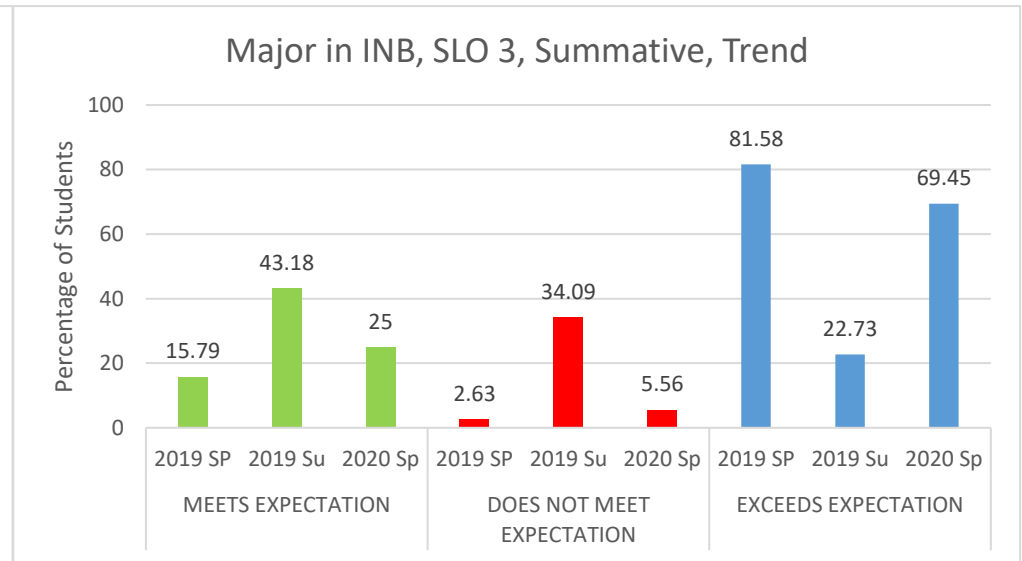


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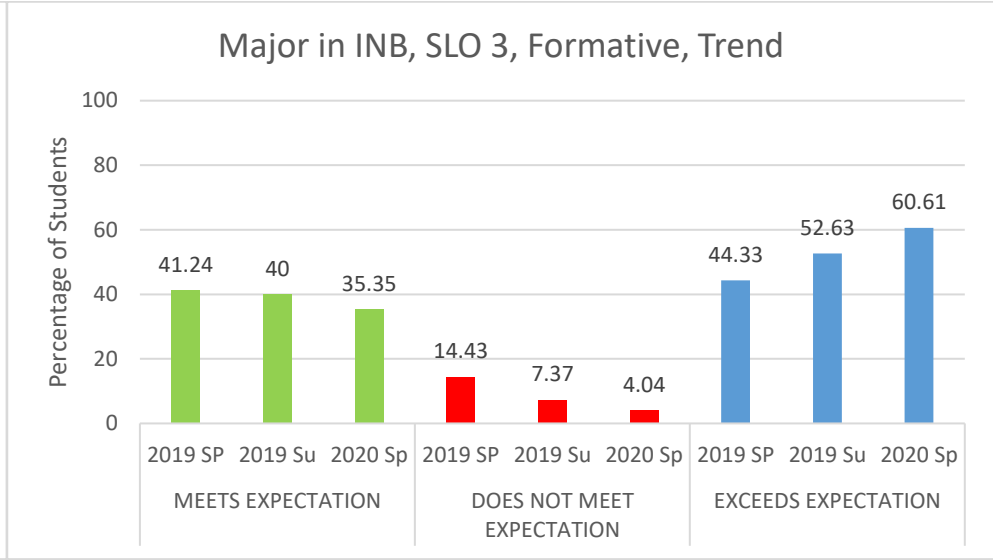
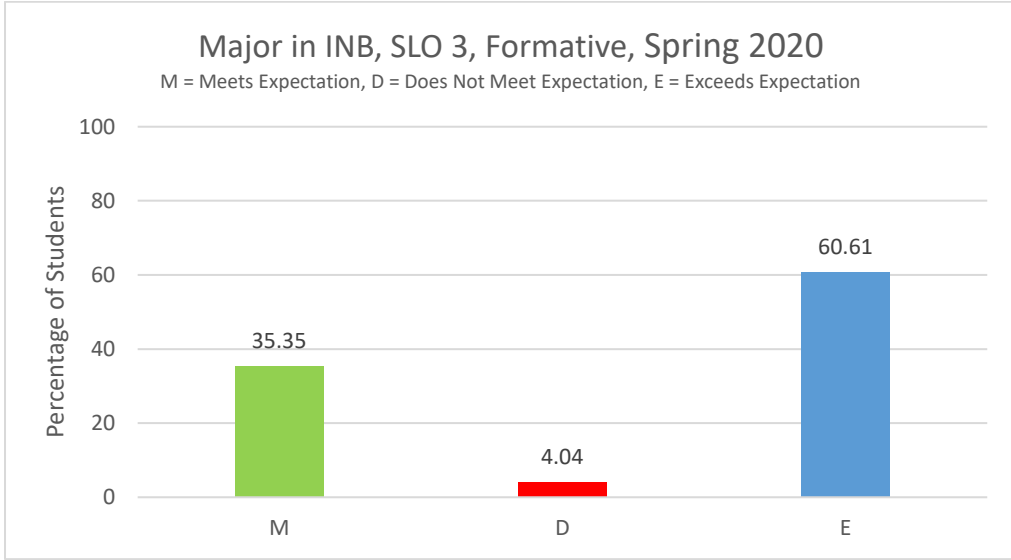


Figure INB- 11

Figure INB- 12

Student Learning Outcomes	Measure	Measurement Criteria	Results	Status	Closing the Loop
4. Identify the international competitiveness of nations and their attractiveness for international business.	<p><u>Summative</u>- Exit Assessment Test, and Course-Embedded Assessment (INB 480 group term projects)</p> <p><u>Formative</u>: Course-Embedded Assessment (INB 372 case studies)</p>	<p><u>Exit Assessment Test</u>: Meets expectations- 60% to 80%, Does Not Meet expectations-< 60%, Meets expectations-> 80%.</p> <p><u>Course-Embedded Assessment</u>: Rubric # INB.4.R.1</p>	See Figures 13 – 16.	<p>Target: 80% of the students should meet and exceed the expectations of SLO3.</p> <p>Students failed to meet the target in summative assessment</p> <p>Trend: Students exhibit poor performance in summative assessment. However, there is a decrease in the percentage of students not meeting expectations over the period.</p>	Interactive classroom assignments and cases are used in online classes to enhance students learning.

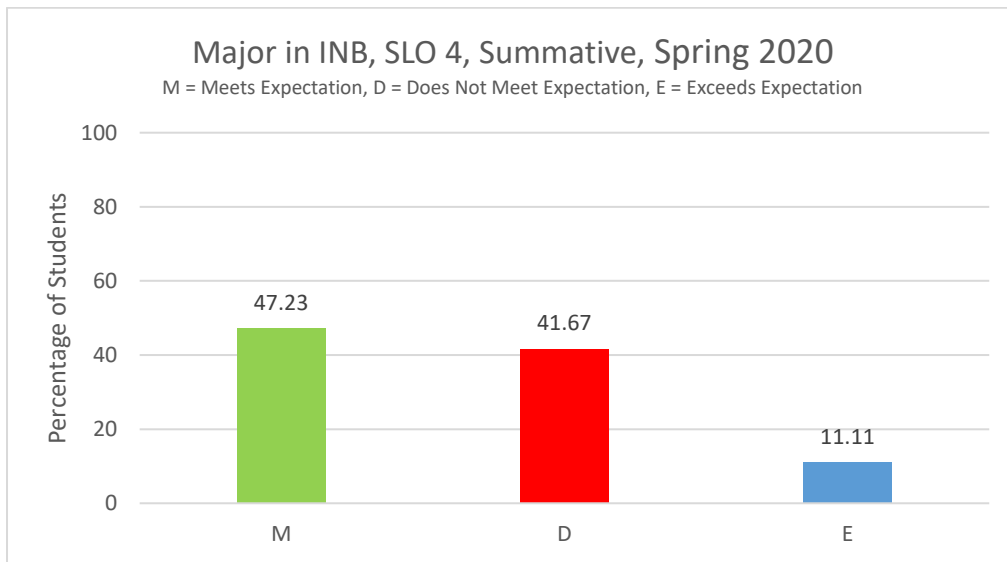


Figure INB- 13

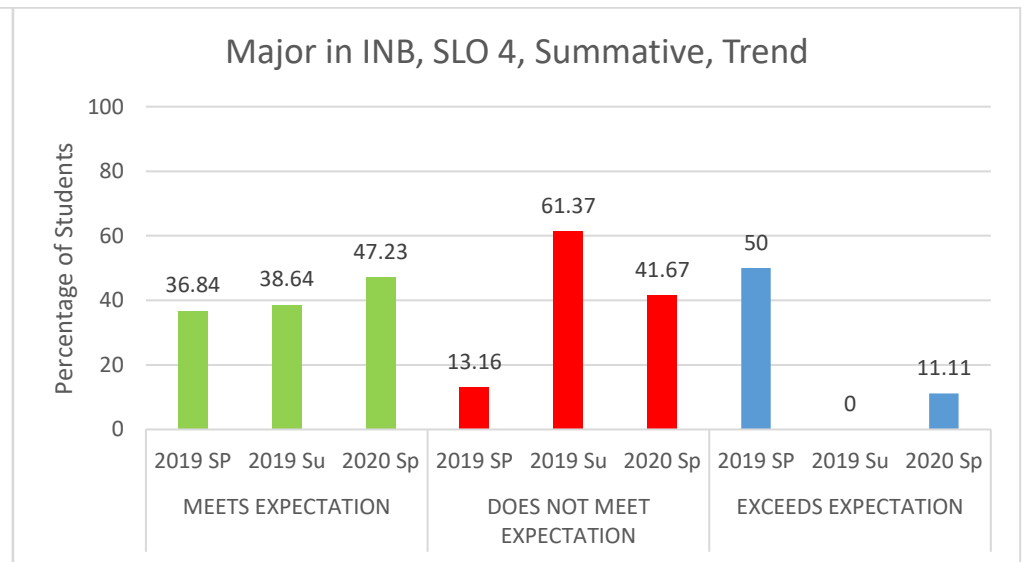


Figure INB- 14

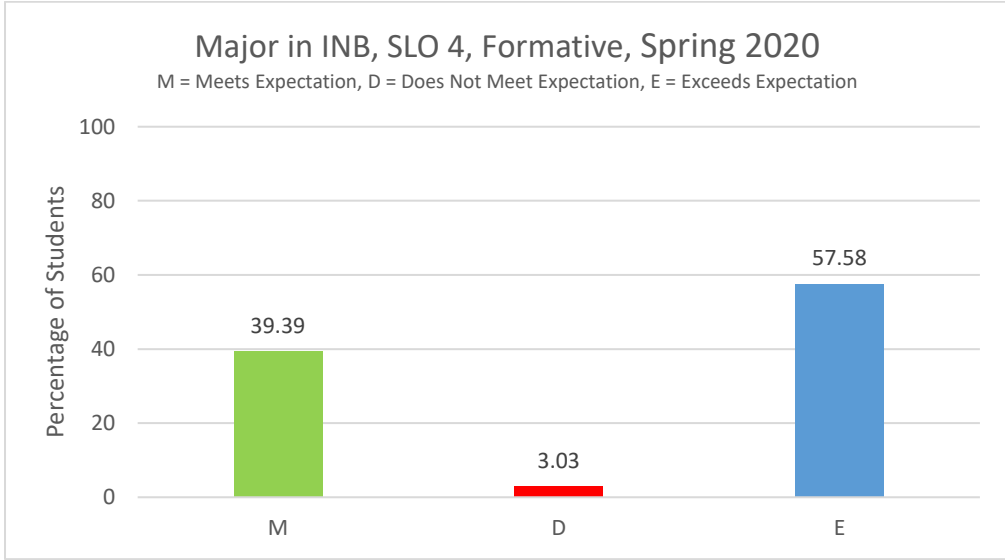


Figure INB- 15

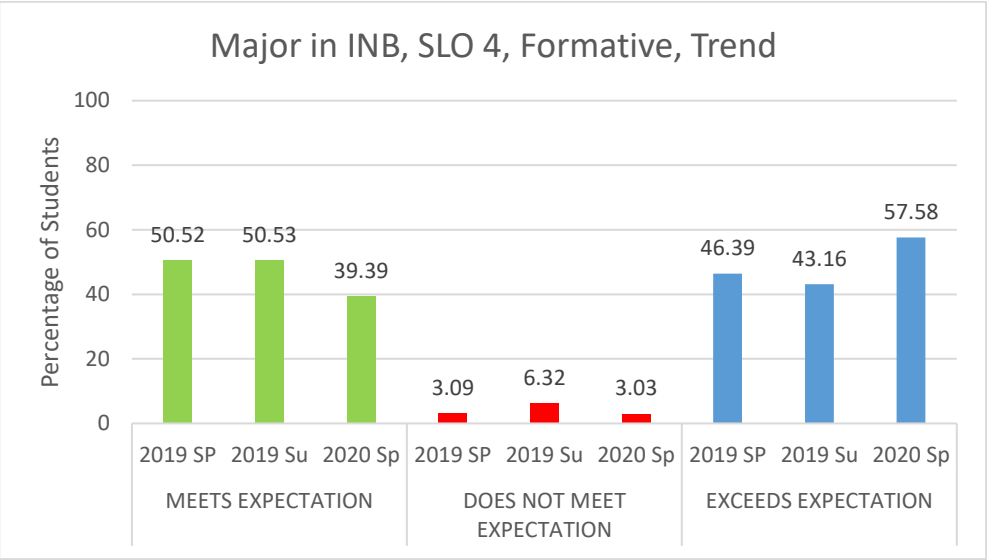


Figure INB- 16

Student Learning Outcomes	Measure	Measurement Criteria	Results	Status	Closing the Loop
5. Exhibit critical thinking skills to ethically address complex real-world international business.	<p><u>Summative</u>- Exit Assessment Test, and Course-Embedded Assessment (INB 480 group term projects)</p> <p><u>Formative</u>: Course-Embedded Assessment (INB 372 case studies)</p>	<p><u>Exit Assessment Test</u>: Meets expectations- 60% to 80%, Does Not Meet expectations-< 60%, Meets expectations-> 80%.</p> <p><u>Course-Embedded Assessment</u>: Rubric # INB.5.R.1</p>	See Figures INB 17 – 20.	<p>Target: 100% of the students should meet and exceed the expectations of SLO5.</p> <p>Students failed to meet the target in both summative and formative assessment.</p> <p>Trend: Although students failed to meet the target, performance has drastically improved over the period with a significant decrease in the percentage of students not meeting expectations and an increase in the percentage of students exceeding expectations.</p>	By applying uniformity in their approach to the online classroom the Department along with the University managed to ensure satisfactory students learning across all courses taught.

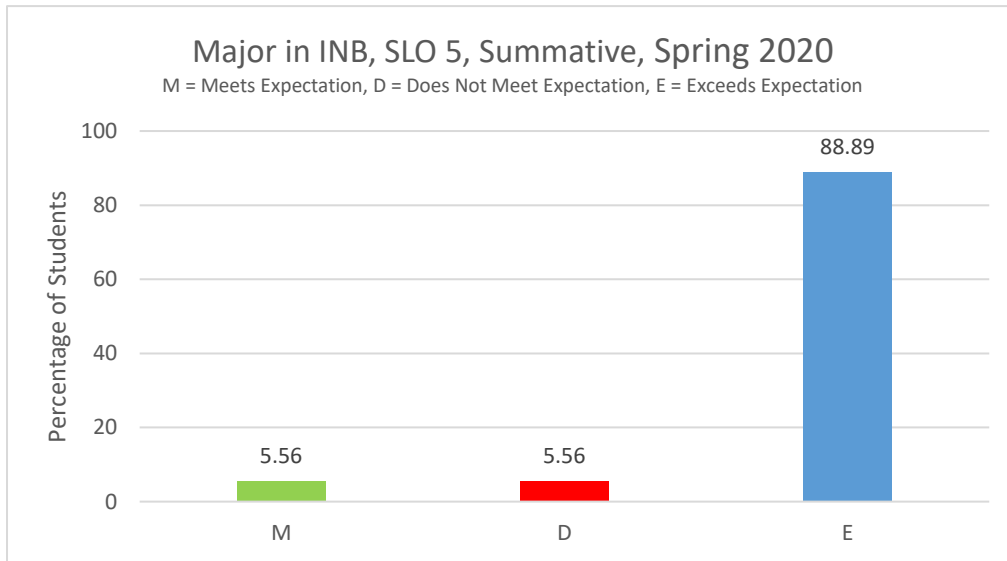


Figure INB- 17

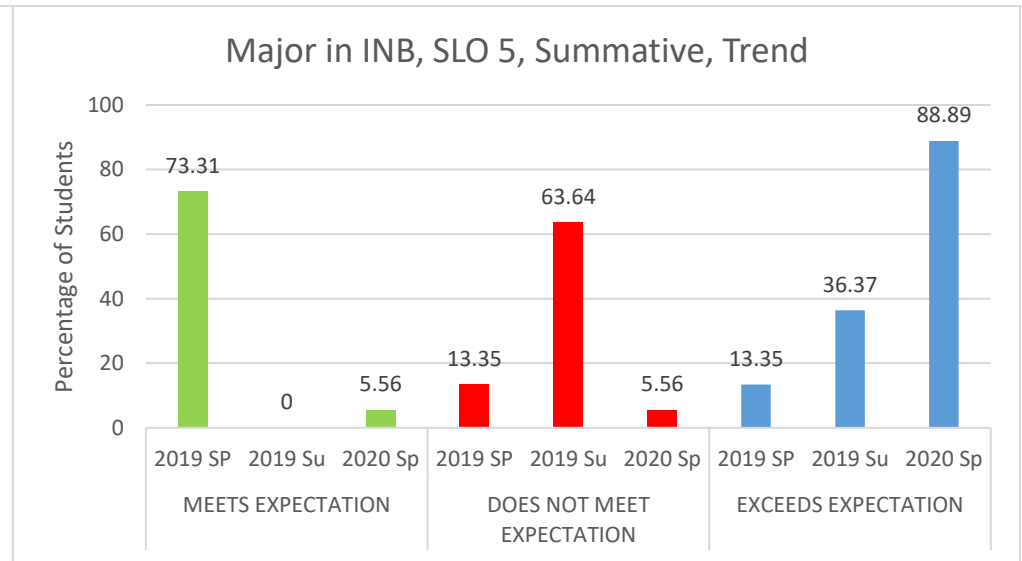


Figure INB- 18

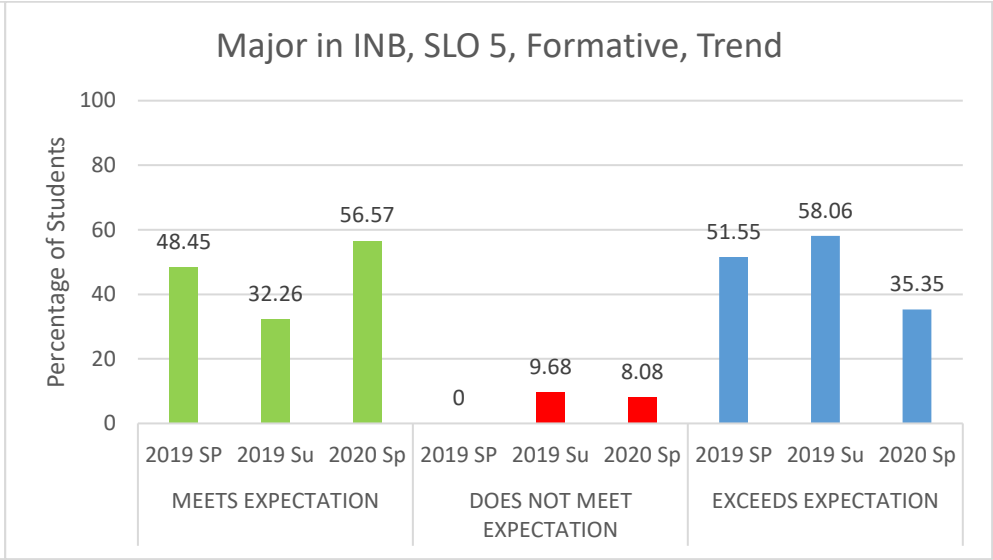
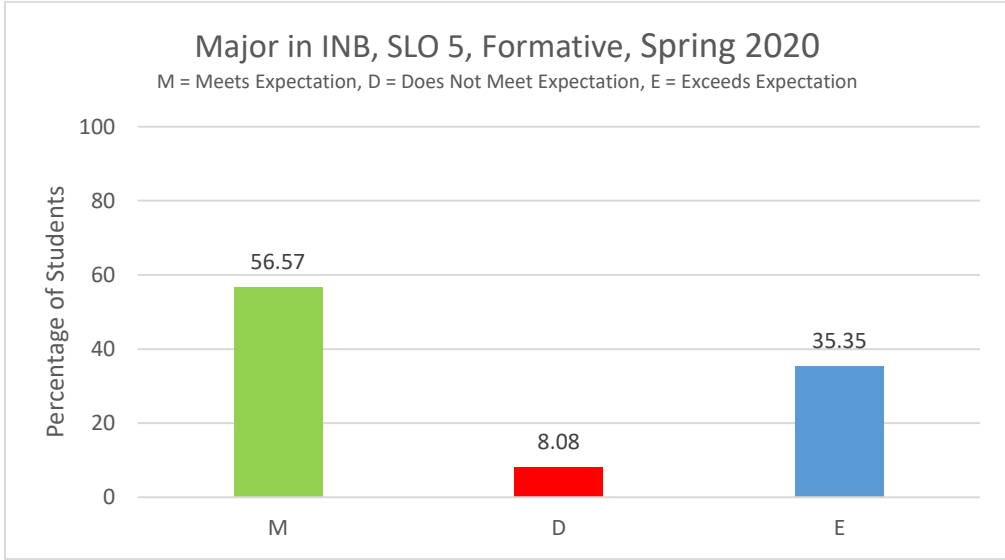


Figure INB- 19

Figure INB- 20

Spring 2020 Student Learning Assessment Report: Major in MIS Program

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
1. Apply managerial concepts and decision theories to use enterprise information systems.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (MIS470 group term projects)</p> <p><u>Formative:</u> Course Embedded Assessment (MIS205 group term projects)</p>	<p><u>Exit Assessment Test:</u> Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MIS.1.R.1</p>	See Figures MIS 1 – 4.	<p>Target: 80% students should meet or exceed expectation.</p> <p>Students met the target.</p> <p>Trend: Students' performance has improved over the period with a significant decrease in the percentage of students not meeting expectations.</p>	Course components were reviewed to ensure that students can continue to critically identify problems and solve those using systems thinking.

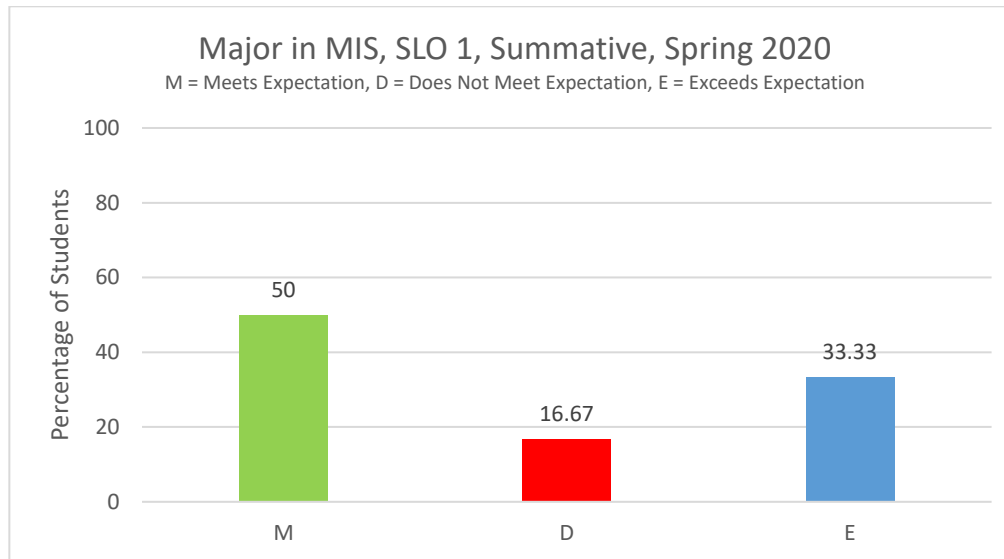


Figure MIS 1

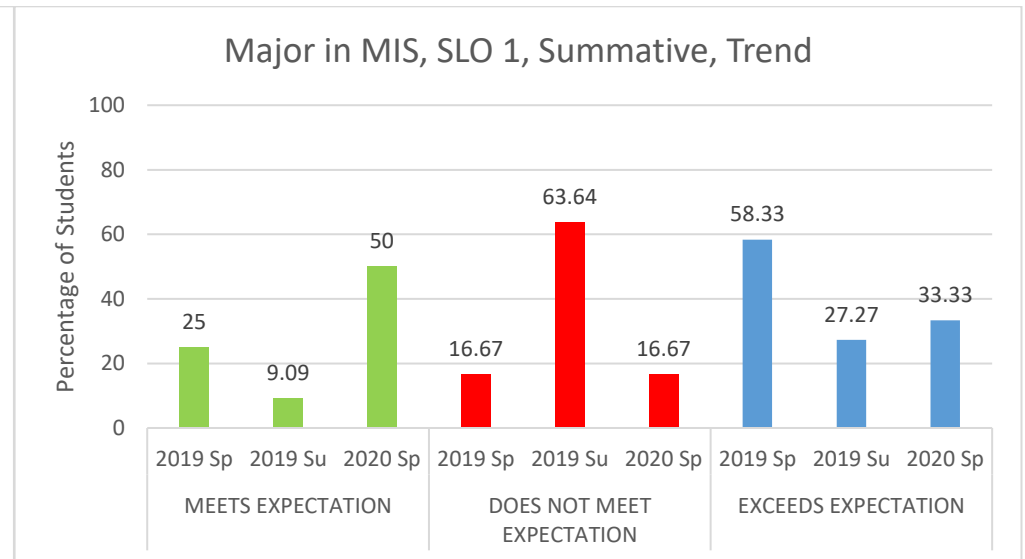


Figure MIS 2

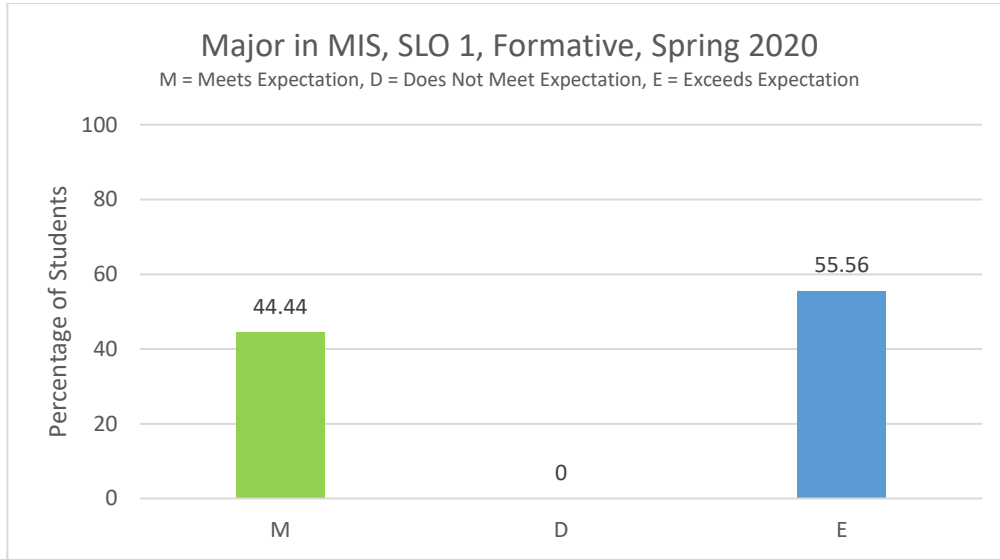


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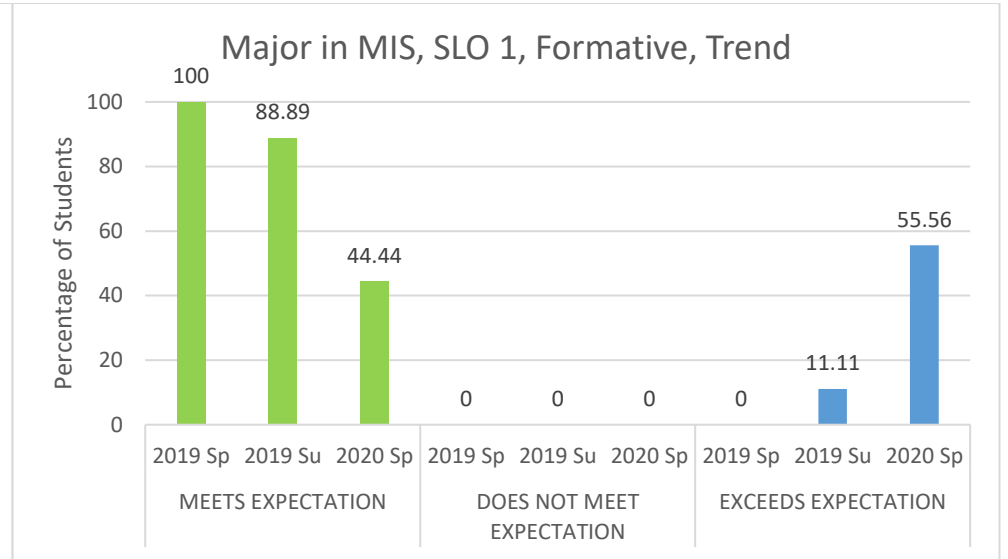


Figure MIS 4

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>Students met the target.</p> <p>Trend: Students' performance has improved over the period with a significant decrease in the percentage of students not meeting expectations.</p>	The University's IT Office developed and shared videos as well as text tutorials for online classes.

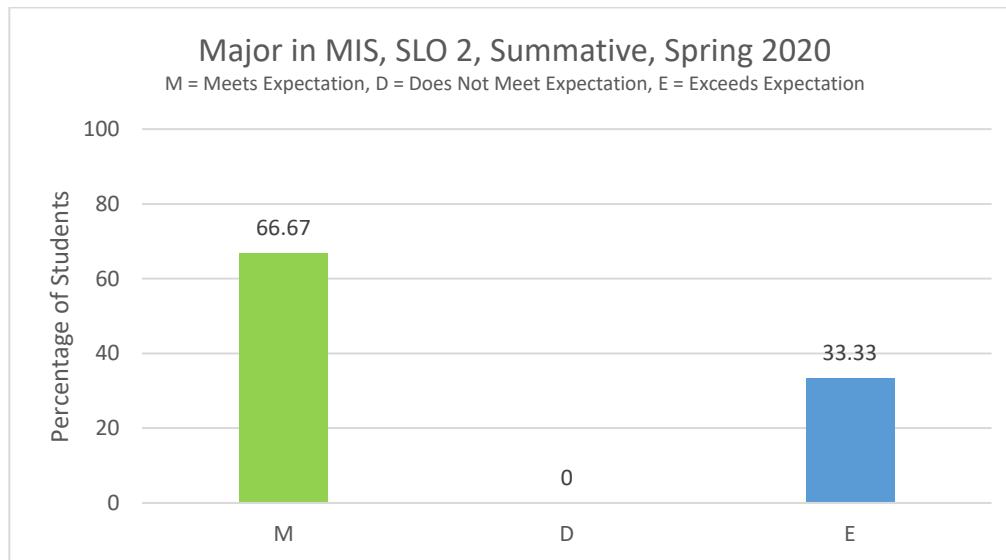


Figure MIS 5

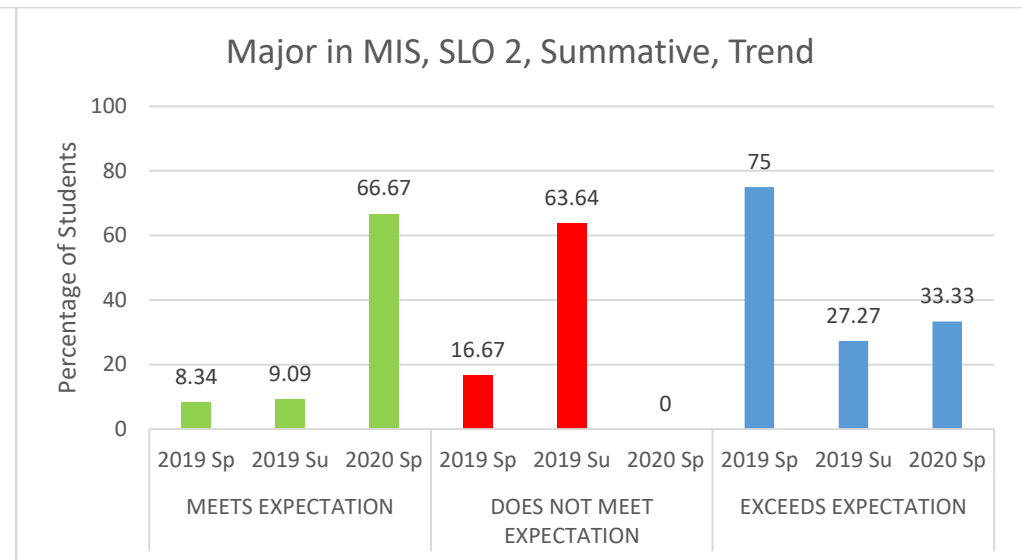


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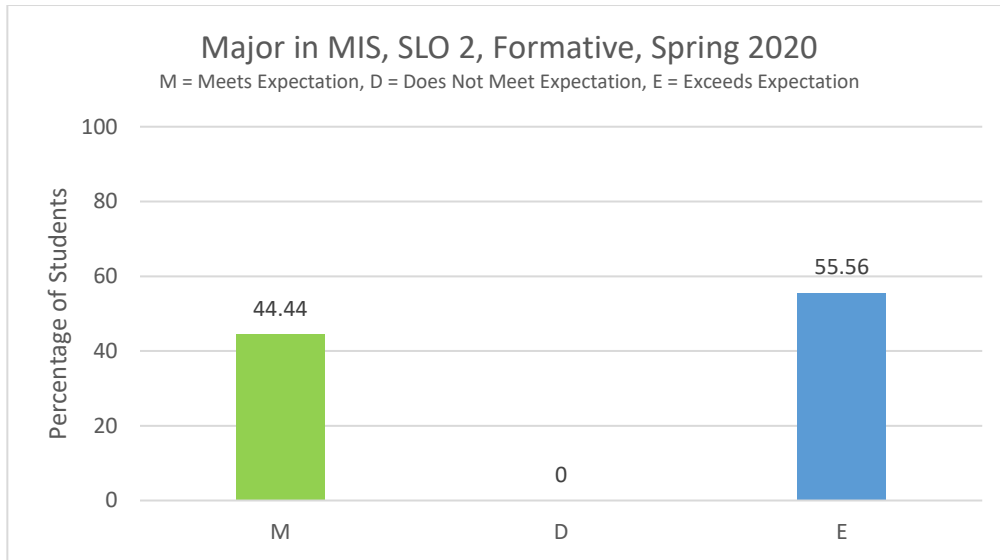


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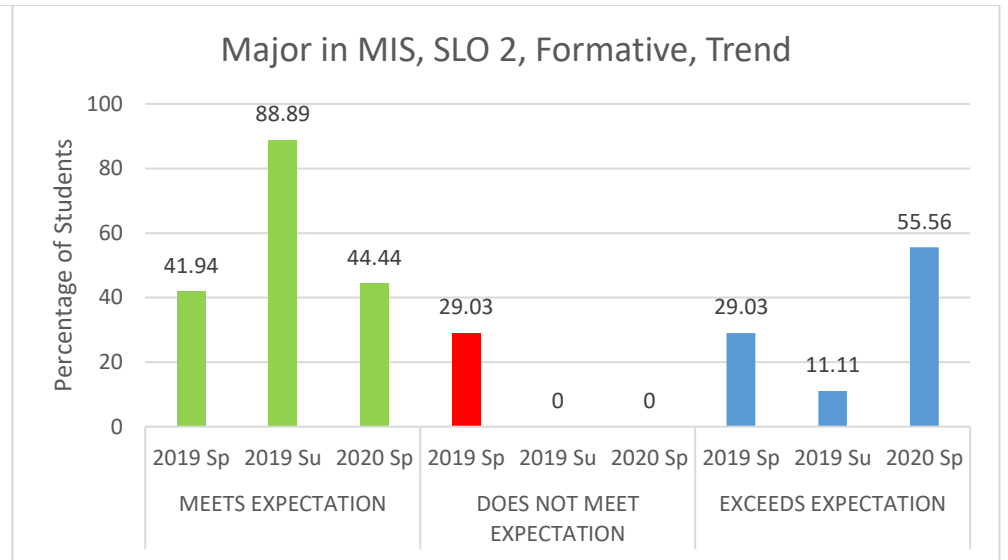


Figure MIS 8

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
3. Exhibit the knowledge on web-based information systems in business context.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (MIS470 group term projects)</p> <p><u>Formative:</u> Course Embedded Assessment (MIS205 group term projects)</p>	<p><u>Exit Assessment Test</u> Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MIS.3.R.1</p>	See Figures MIS 9 – 12.	<p>Target: 80% students should meet or exceed expectation.</p> <p>Students met the target.</p> <p>Trend: Students' performance has improved over the period with an increase in the percentage of students meeting or exceeding expectations.</p>	The NSU IQAC arranged an online workshop for all faculty members where Dr Shyam Sharma from State University of New York at Stony Brook talked about online teaching challenges and solutions.

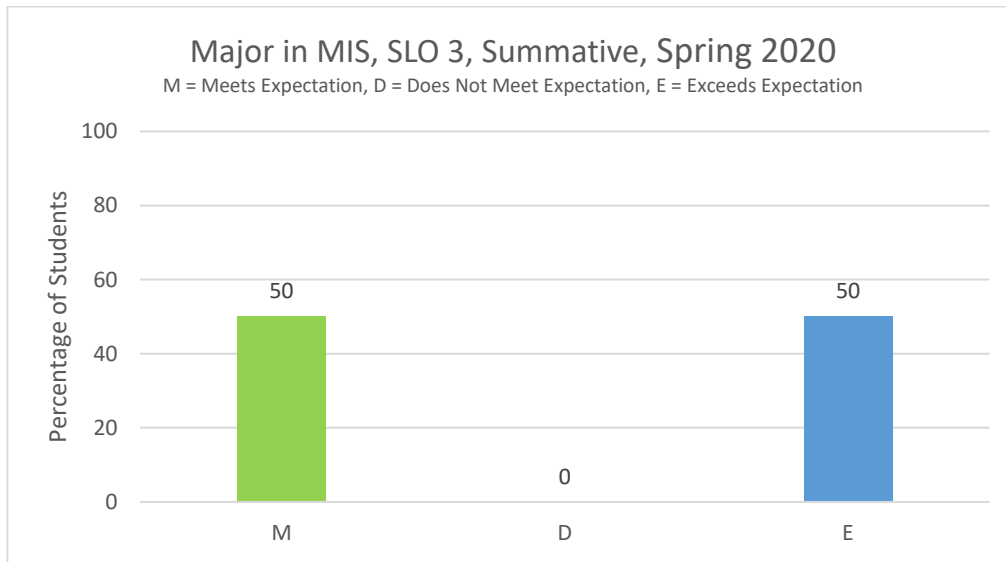


Figure MIS 9

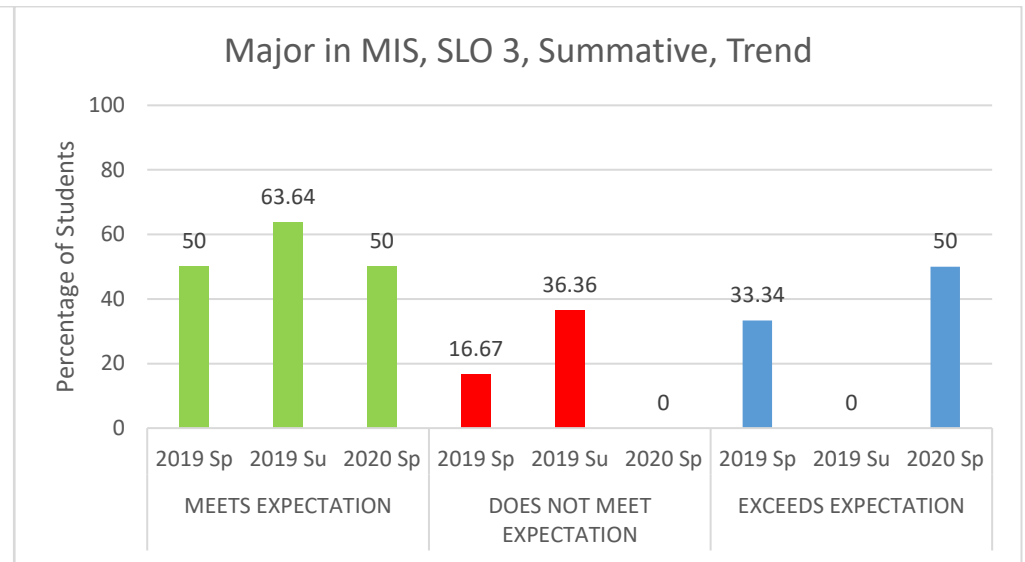


Figure MIS 10

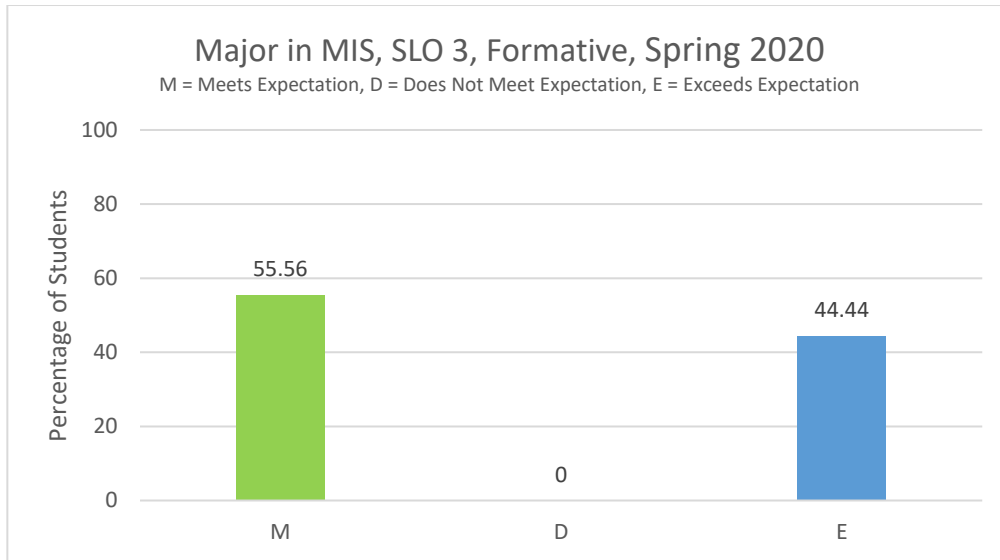


Figure MIS 11

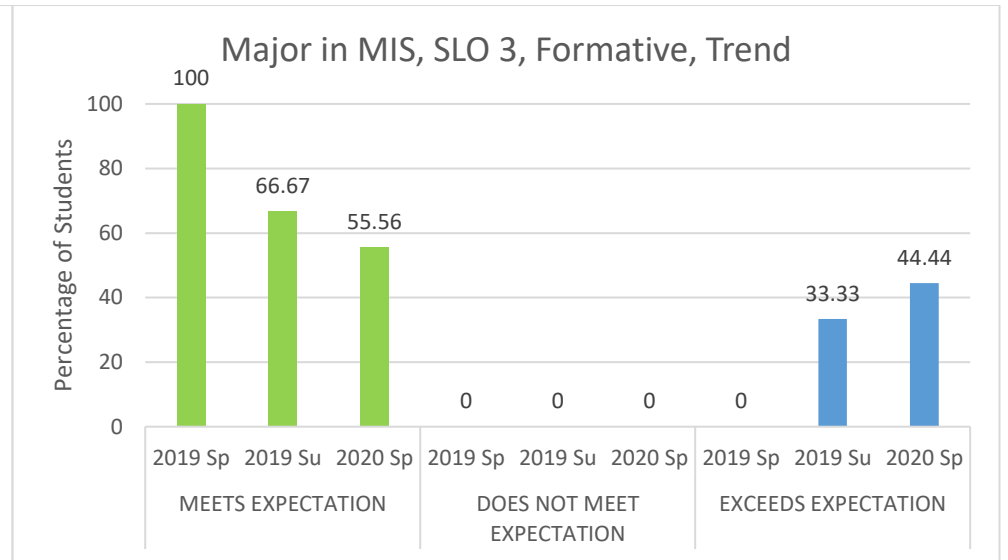


Figure MIS 12

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 in formative assessment has considerably improved over the period with a significant decrease in the percentage of students not meeting expectations.</p>	The University arranged a virtual conference on Digital Bangladesh: Technology for Covid 19 response. The conference was on the extensive use of automation, Information technology, and online facilities in different sectors such as education, government/non-government offices, industry, business, shopping and banking, etc., to run the economy smoothly during this Corona period.

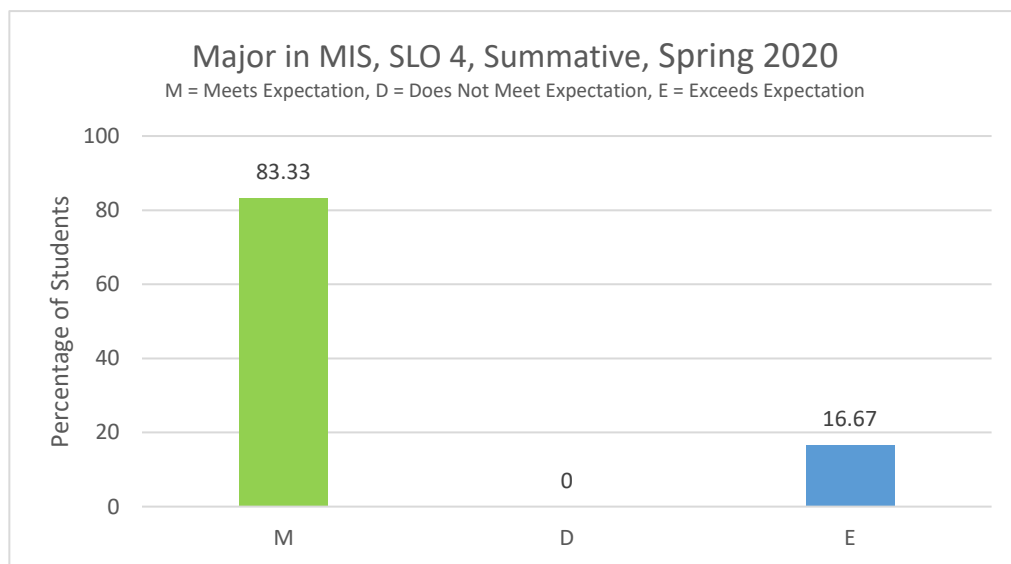


Figure MIS 13

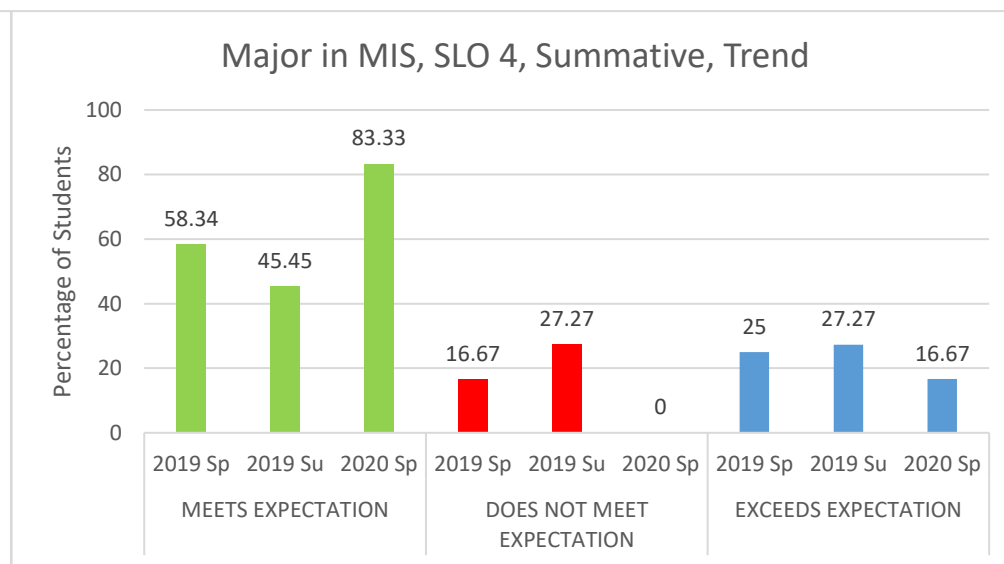


Figure MIS 14

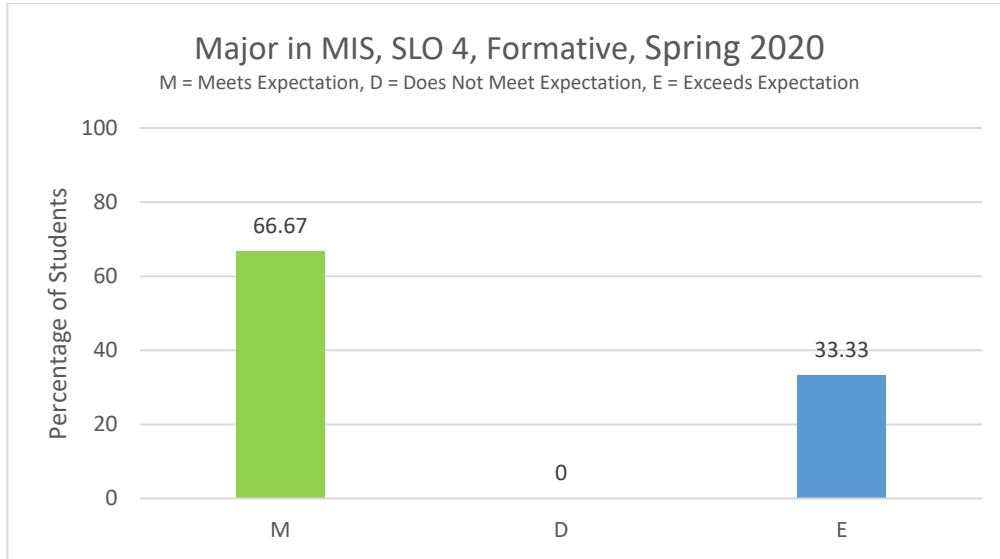


Figure MIS 15

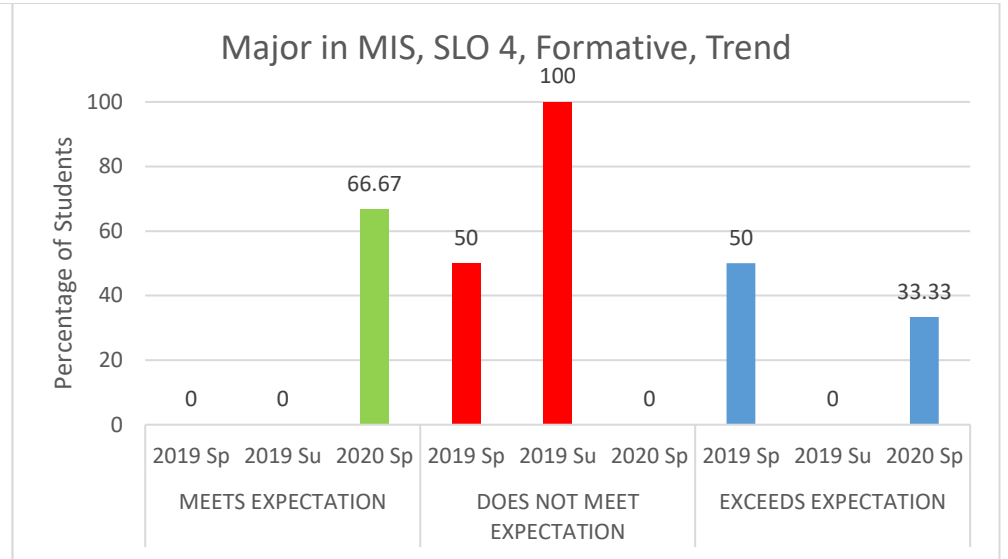


Figure MIS 16

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 with an increase in the percentage of students meeting or 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.

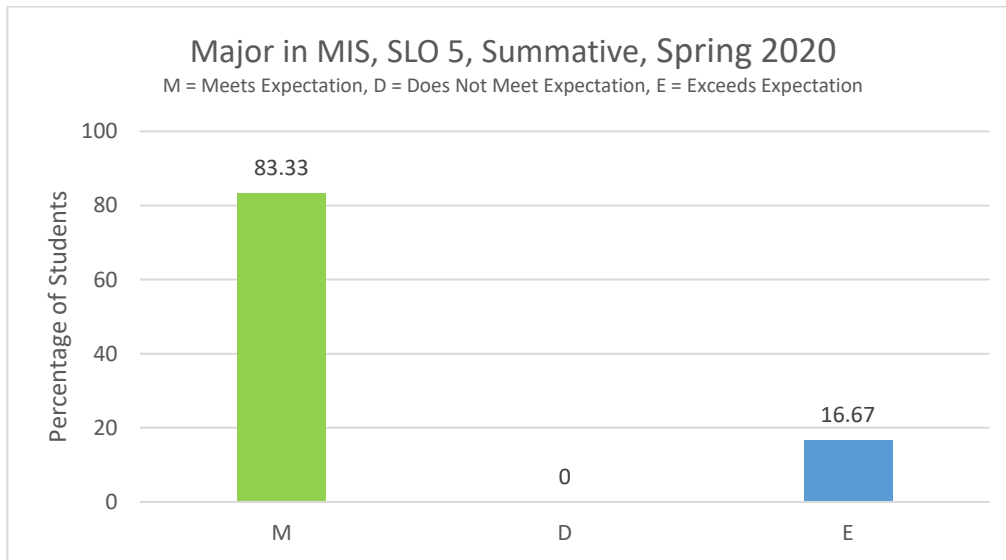


Figure MIS 17

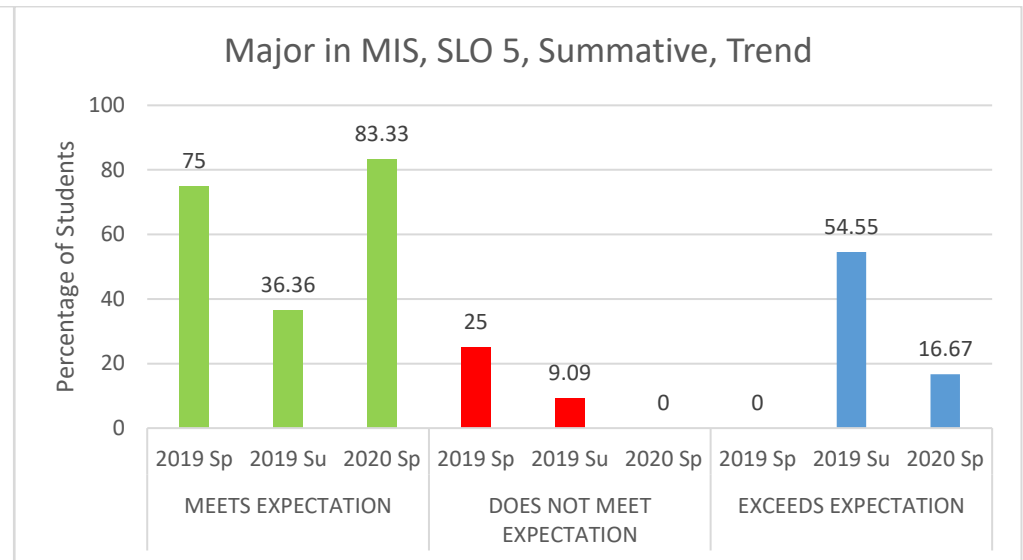


Figure MIS 18

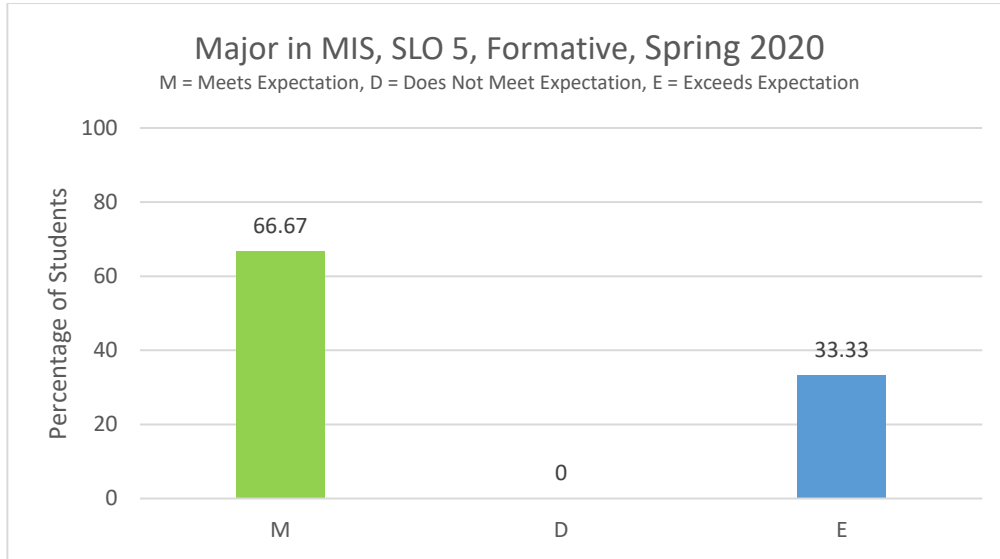


Figure MIS 19

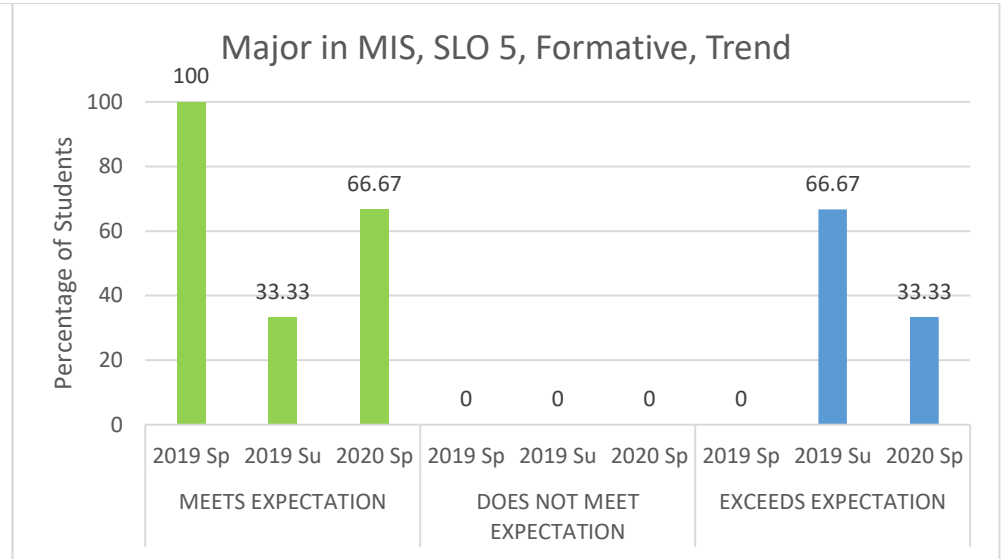


Figure MIS 20

Spring 2020 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: Overall, students exhibit good performance in this area.</p>	Due to the onset of Covid19 NSU had to transition from in-person class to online class to complete the spring semester. The University successfully managed online courses through extensive faculty training and supplied all the necessary resources to conduct online classes.

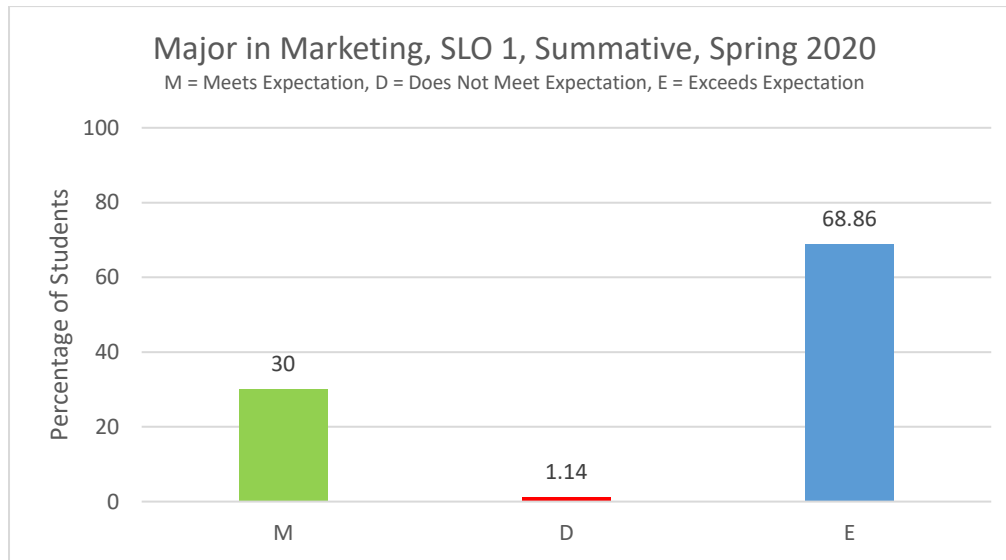


Figure MKT- 1

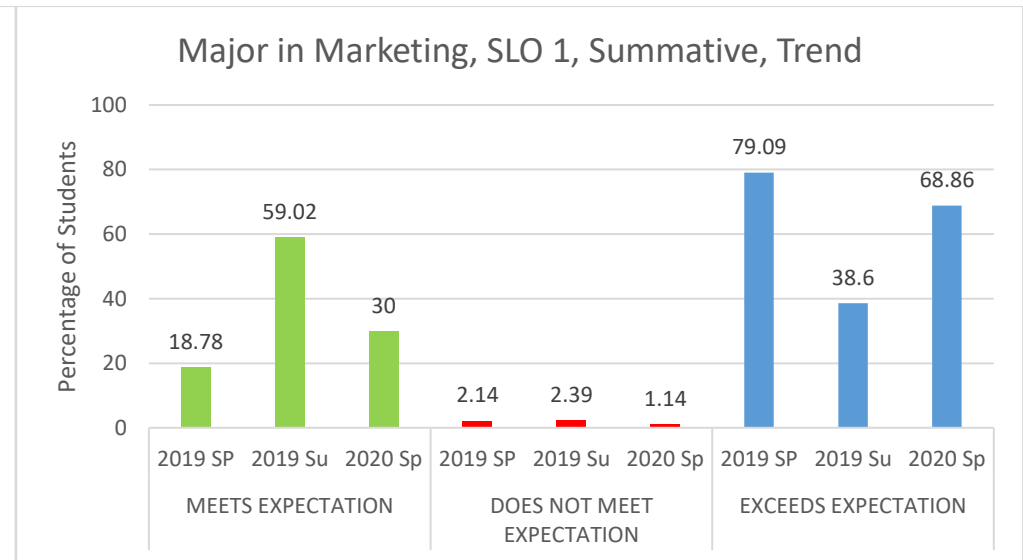


Figure MKT- 2

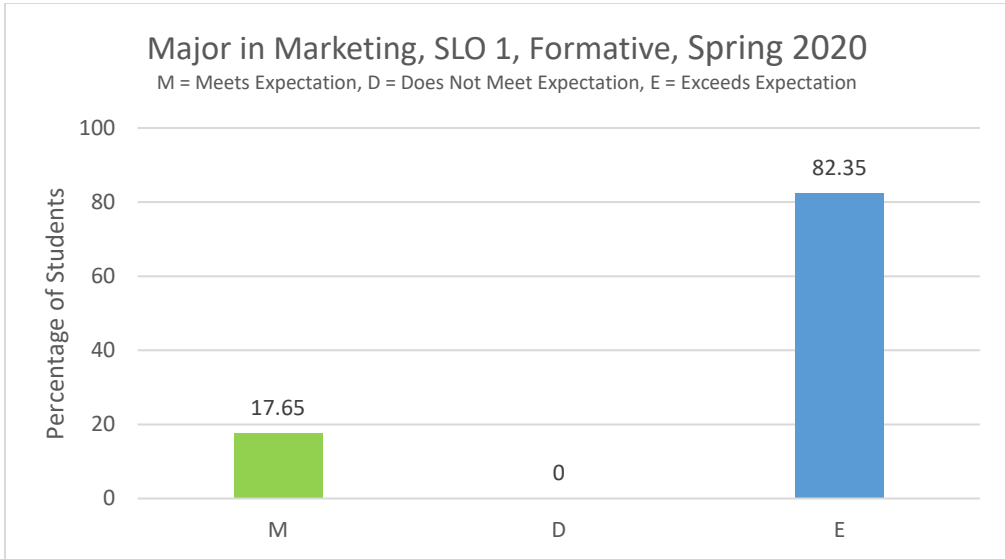


Figure MKT- 3

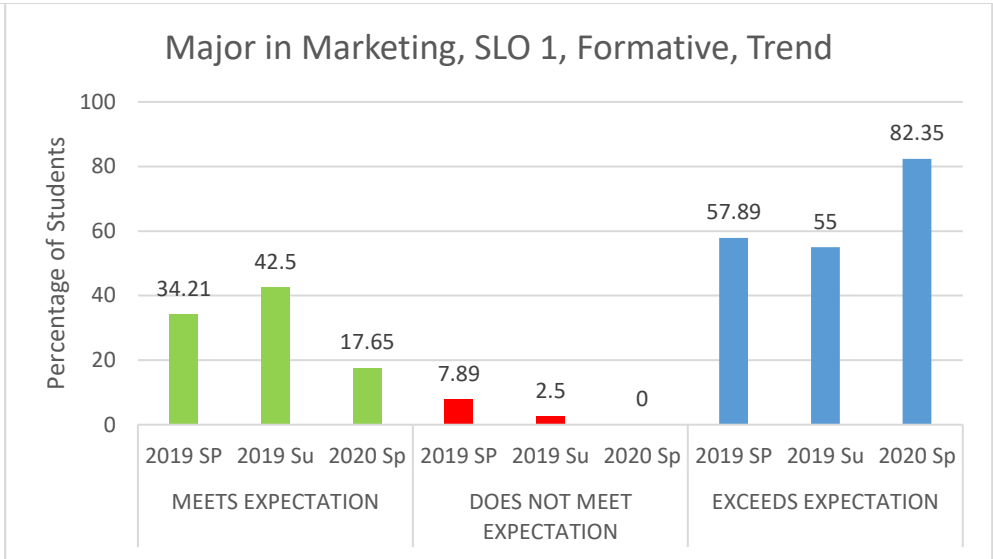


Figure MKT- 4

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' performance in summative and formative assessments shows a positive trend with an increase in the percentage of students exceeding expectations.	Considering the pandemic situation, NSU IQAC prepared and shared an 'Online Teaching Guideline for Faculty members'

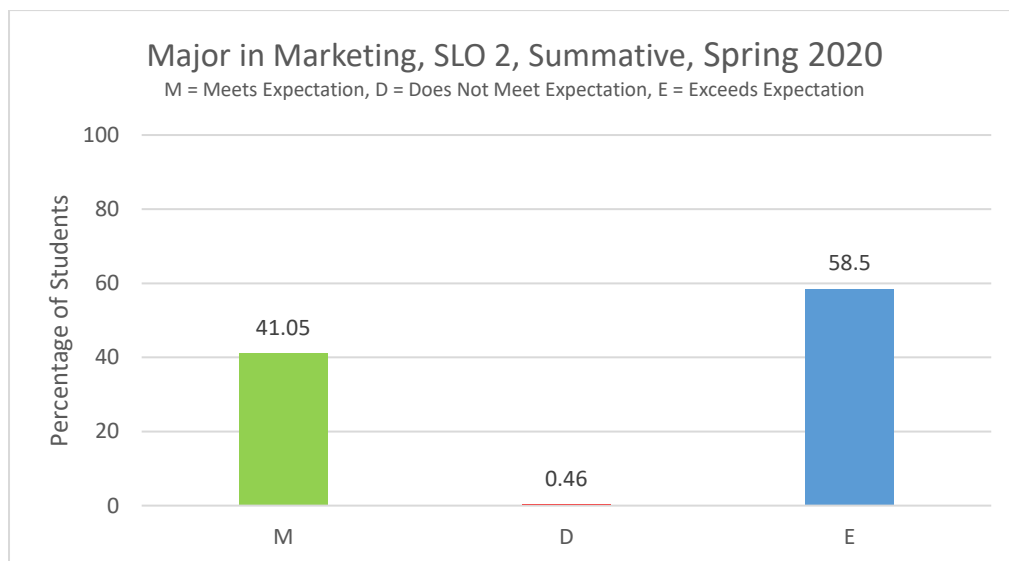


Figure MKT- 5

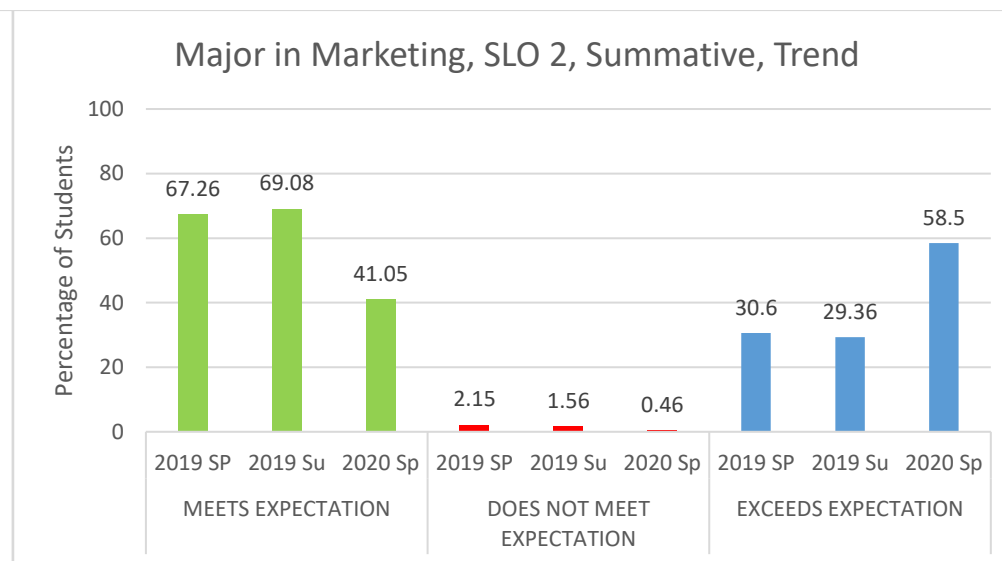


Figure MKT- 6

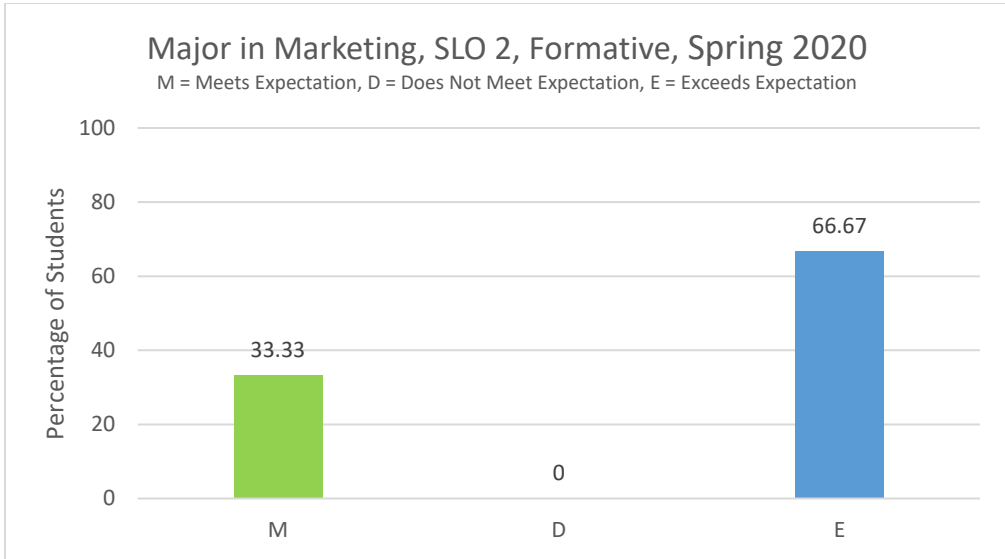


Figure MKT- 7

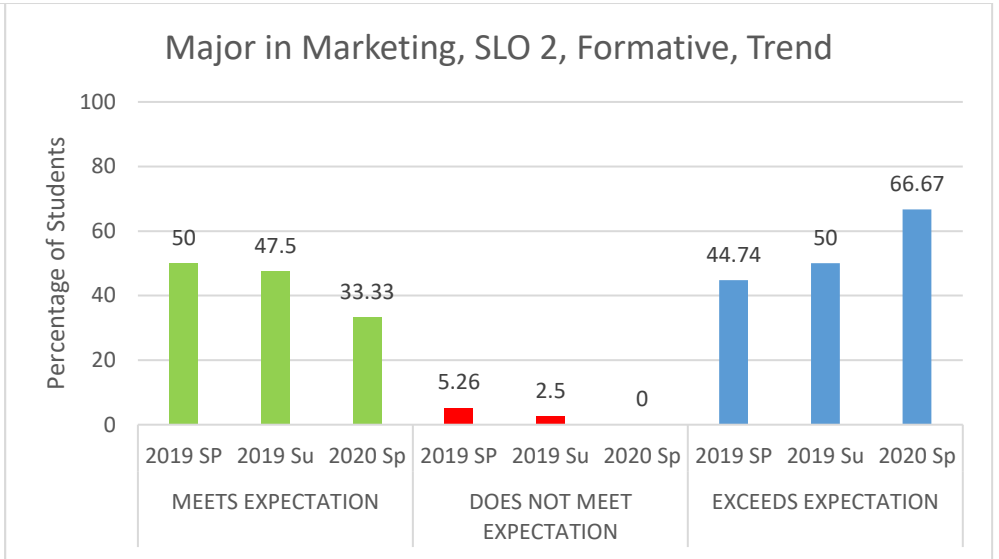


Figure MKT- 8

Student Learning Outcomes	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
3. Apply concepts of consumer behavior to develop marketing strategy.	<u>Summative</u> : - Exit Assessment Test, and Course-Embedded Assessment (MKT 460 group term projects) <u>Formative</u> : Course-Embedded Assessment (MKT 337 group term projects)	<u>Exit Assessment Test</u> : Meets Expectations- 60% to 80%, Does Not Meet Expectations-< 60%, Exceeds Expectations-> 80%. <u>Course-Embedded Assessment</u> : Rubric # MKT.3.R.1	See Figures 9 – 12.	Target- 75% of the students should be able to meet and exceed the expectation of SLO3. Students met the target. Trend: Students' performance has increased over the period with an increase in the percentage of students exceeding expectations.	Faculties developed different strategies to deliver lecture content in the online environment in ways that engage students and meet the courses' learning objectives.

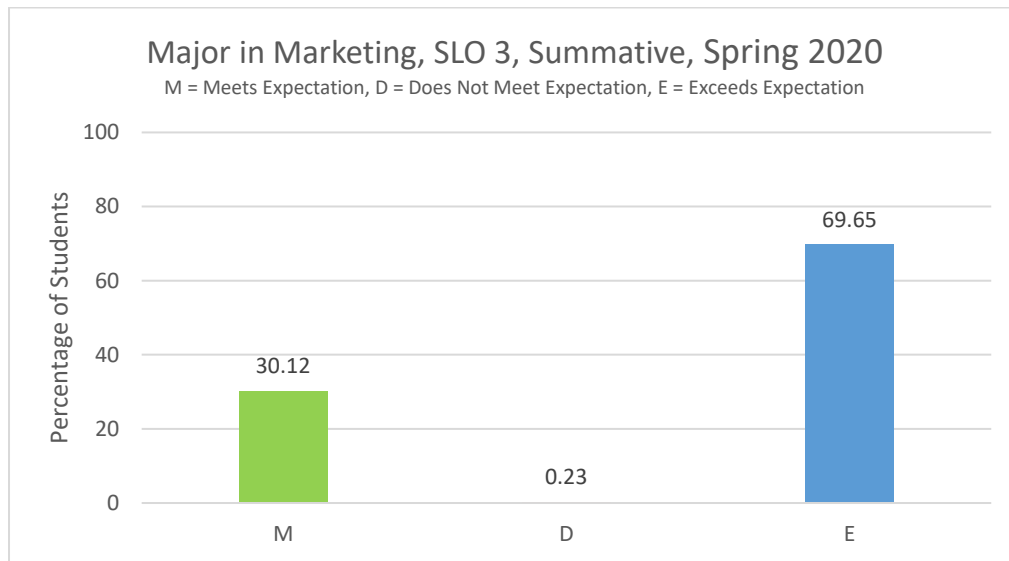


Figure MKT- 9

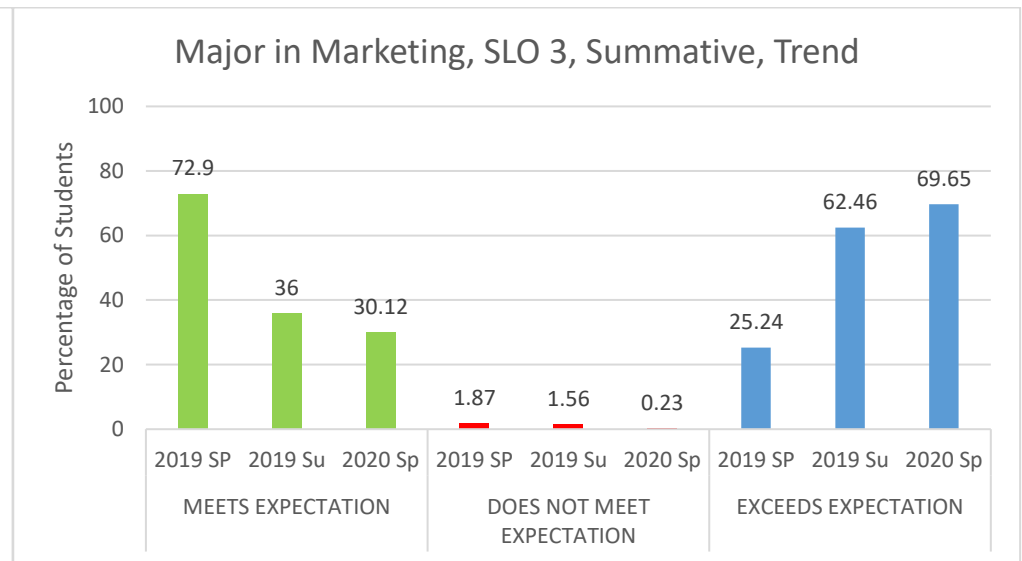


Figure MKT- 10

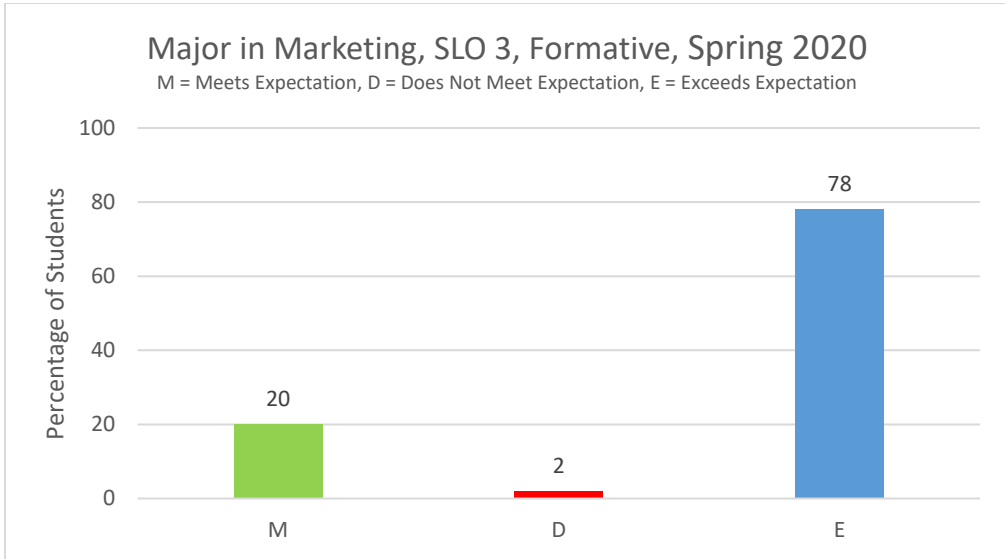


Figure MKT- 11

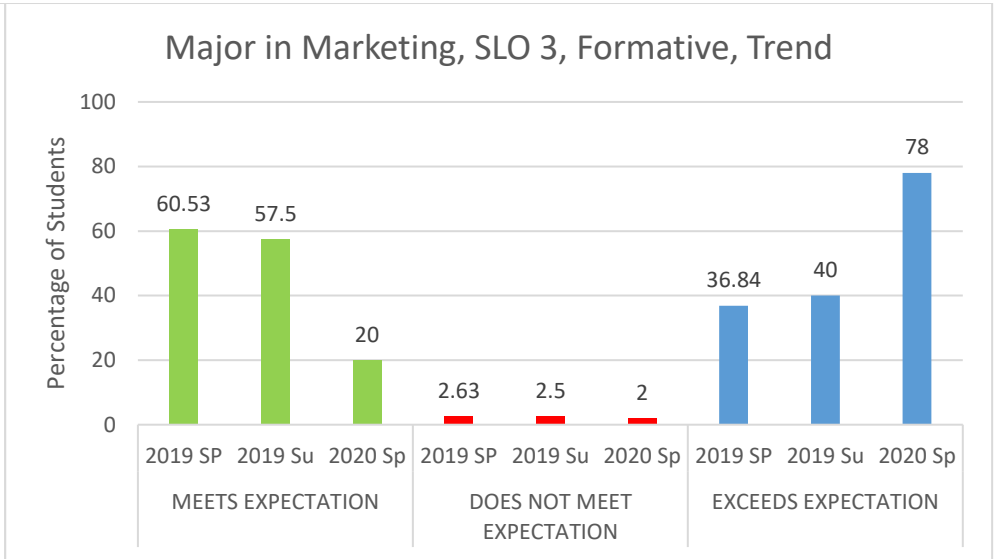


Figure MKT- 12

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: Students exhibit satisfactory performance in this area.</p>	NSU launched a newly established incubation program, North South University Startups Next, to create the next generation of startup founders in the country. The program will nurture future leaders with guided mentorship, networking, and funding opportunities to help their startups grow into a scalable business.

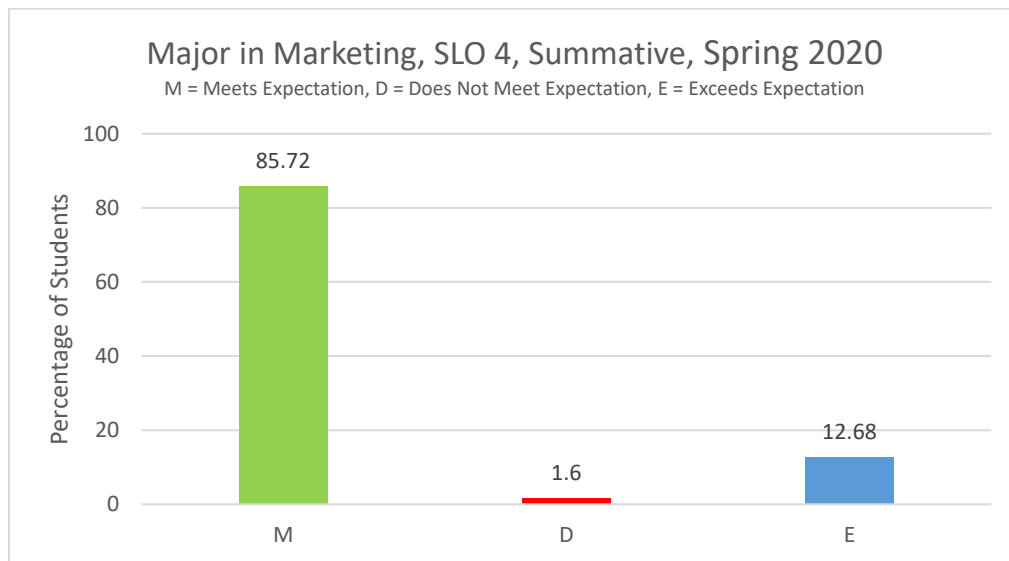


Figure MKT- 13

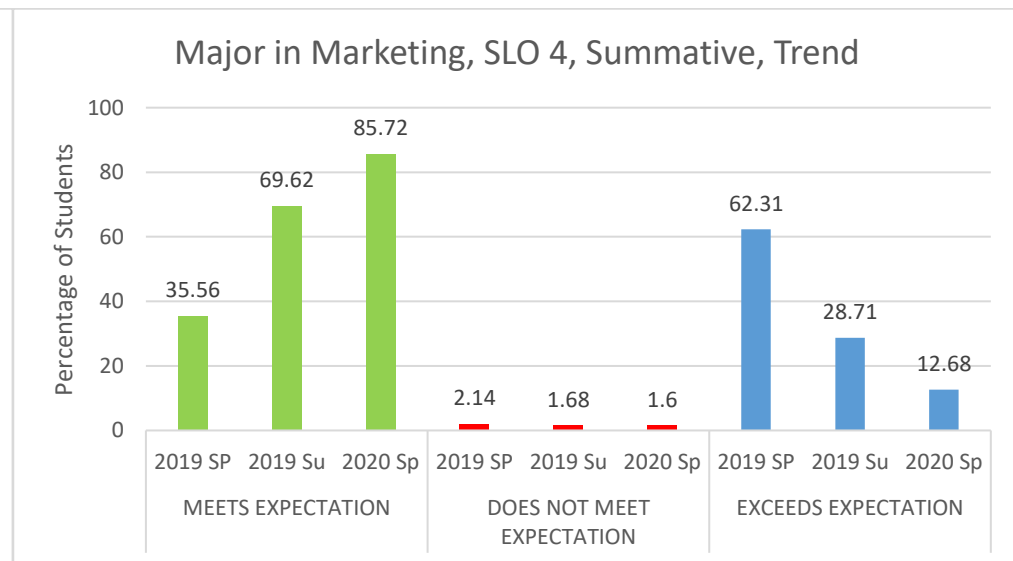


Figure MKT- 14

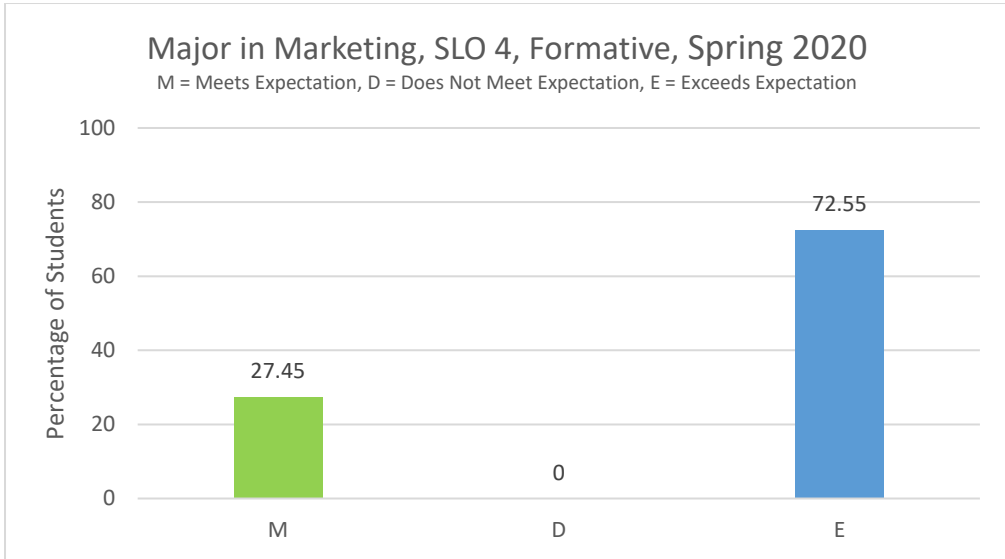


Figure MKT- 15

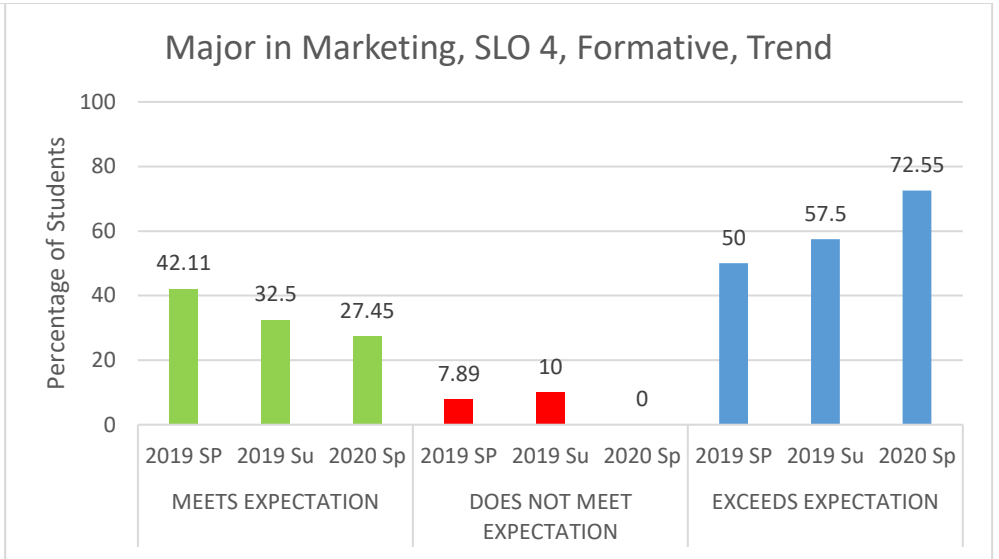


Figure MKT- 16

Student Learning Outcomes	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
5. Practice and set examples on responsible and ethical marketing.	<p><u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment (MKT 460 group term projects)</p> <p><u>Formative:</u> Course-Embedded Assessment (MKT 337 group term projects)</p>	<p><u>Exit Assessment Test:</u> Meets Expectations- 60% to 80%, Does Not Meet expectations- < 60%, Exceeds Expectations-> 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MKT.5.R.1</p>	See Figure 17 – 20.	<p>Target- 100% of the students should be able to meet and exceed the expectation of SLO5.</p> <p>Students failed to meet the target.</p> <p>Trend: Although students failed to meet the 100% target, performance has significantly improved in this area, with a high percentage of students exceeding expectations.</p>	The University arranged various online seminars to boost students' morale and motivate them to focus on studies despite the current crisis.

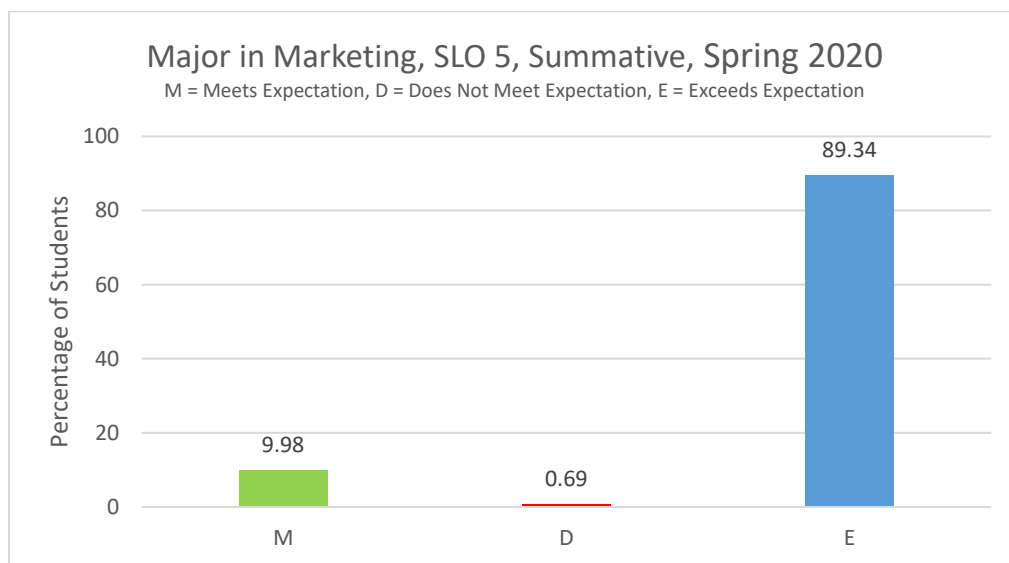


Figure MKT- 17

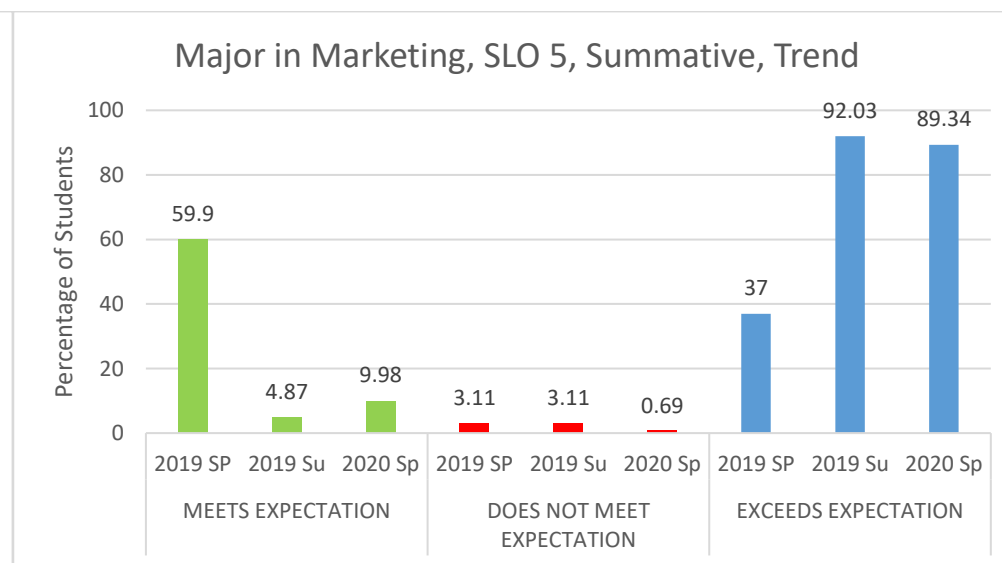


Figure MKT- 18

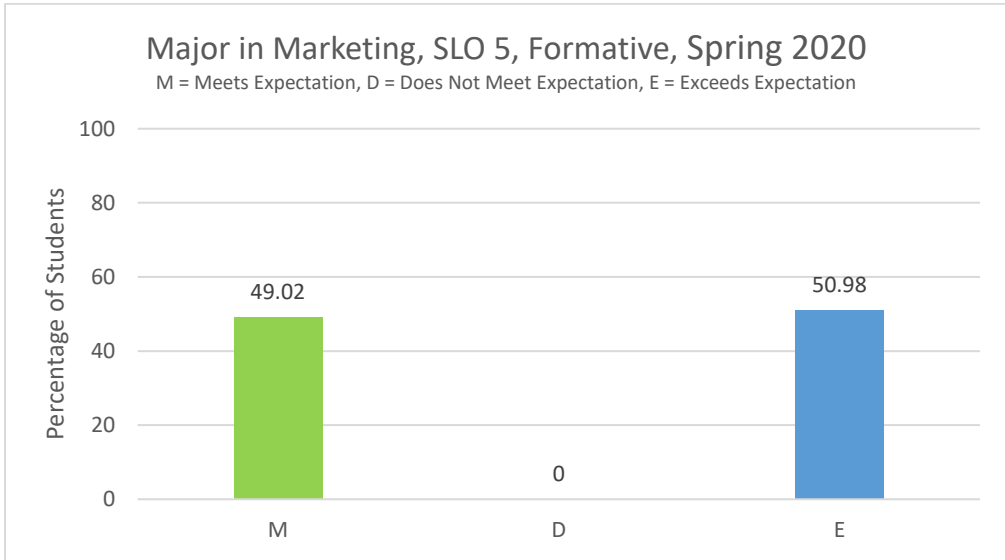


Figure MKT- 19

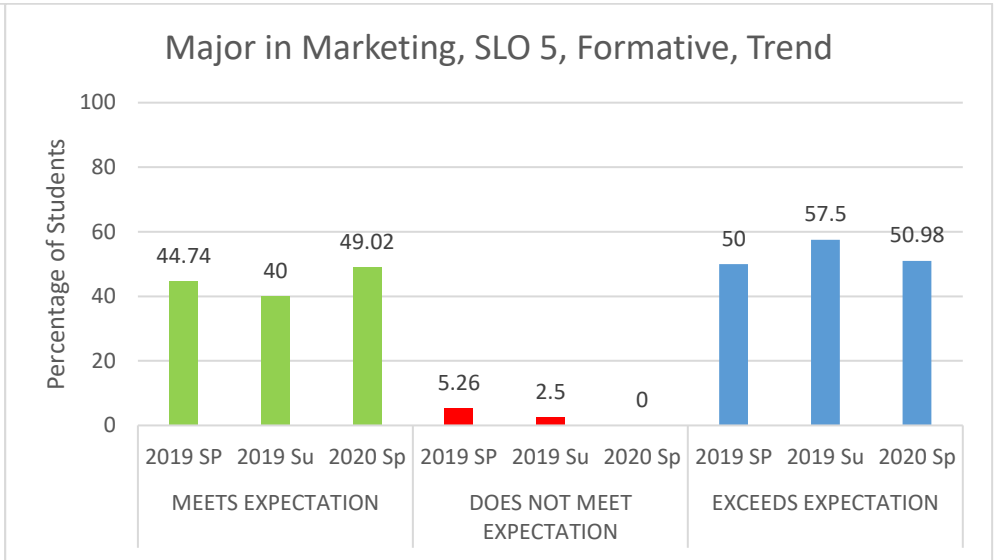


Figure MKT- 20

Spring 2020 Student Learning Assessment Report: Major in Finance

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
FIN 1. Demonstrate knowledge of services provided by local and global financial institutions, instrument markets, and their regulatory environment.	<p><u>Summative:</u> - Exit Assessment Test, and Course Embedded Assessment (FIN 444 group term projects)</p> <p><u>Formative:</u> Course Embedded-Assessment (FIN 433 group term projects)</p>	<p><u>Exit Assessment Test</u> Meets Expectation: 60% -80% Does Not Meet Expectation < 60% Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # FIN.1.R.1</p>	See Figures FIN 1 – 4.	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students met the target.</p> <p>Trend: Although students met the target in formative assessment, focus should be given in this area as the percentage of students not meeting expectations has increased over the period.</p>	The Major in Finance is CFA partnered with at least 70 percent of the CFA Program Candidate Body of Knowledge incorporated in the degree program.

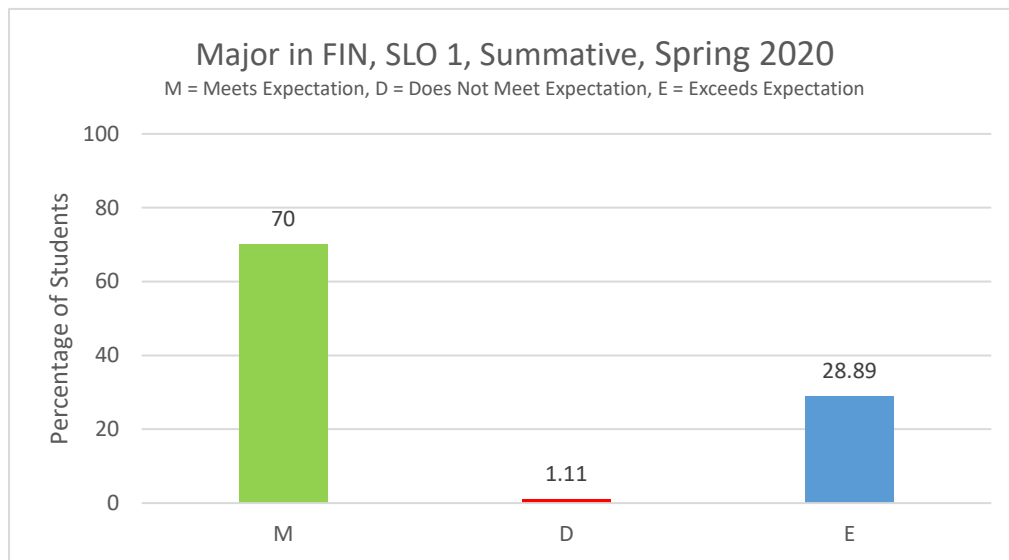


Figure FIN 1

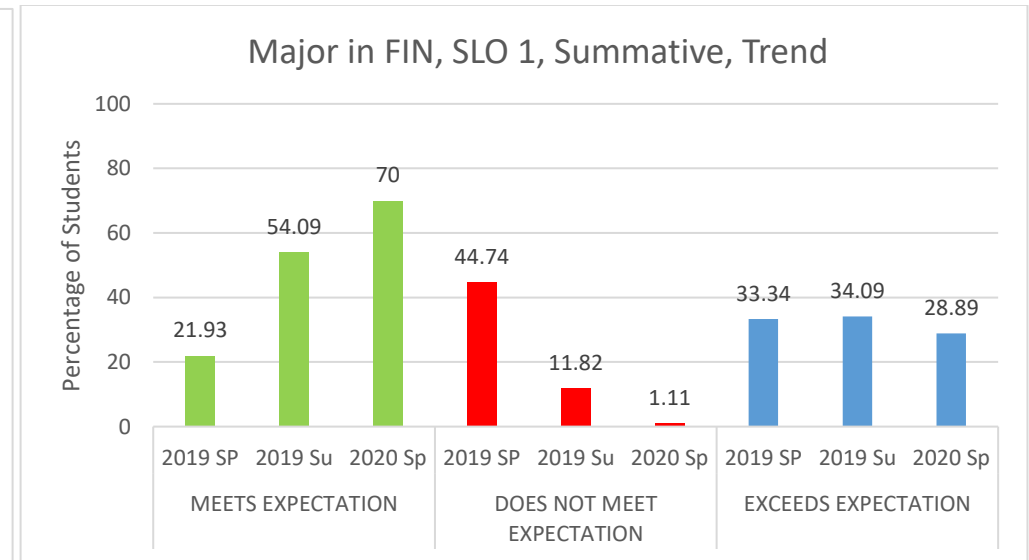


Figure FIN 2

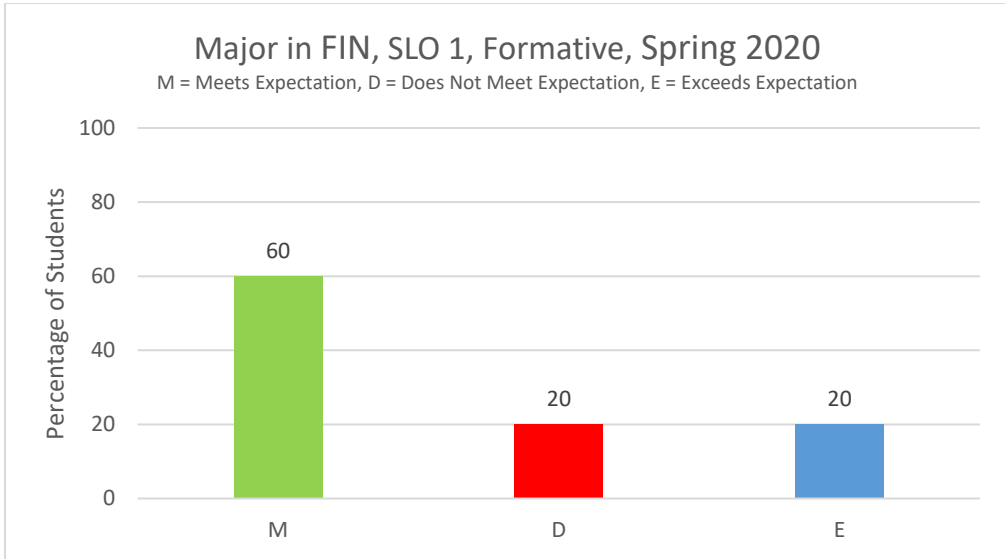


Figure FIN 3

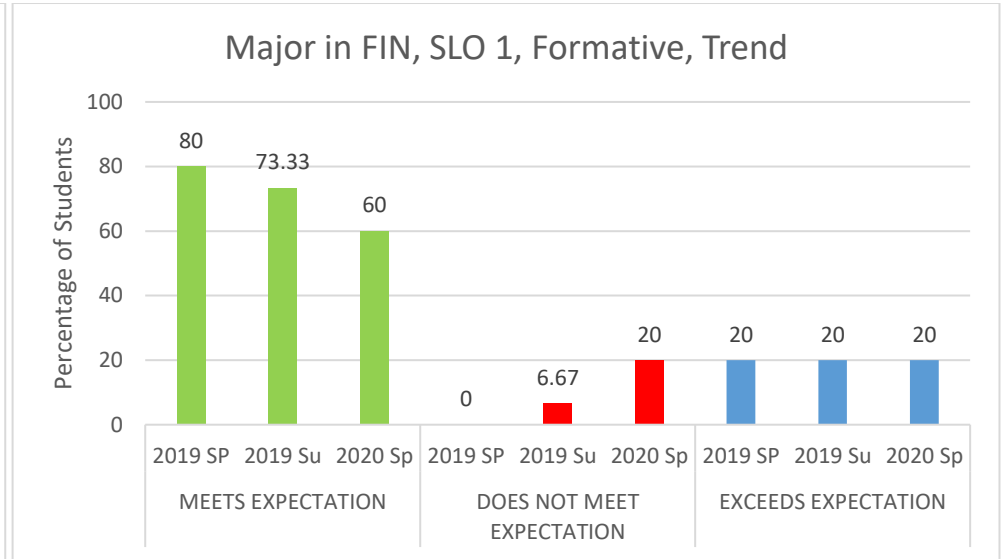


Figure FIN 4

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 failed to meet the target in formative assessment.</p> <p>Trend: Students' performance has significantly deteriorated in formative assessment, with more than half of the students not meeting expectations.</p>	The curriculum is closely tied to professional practice which is well suited in preparing students to sit for the CFA exams.

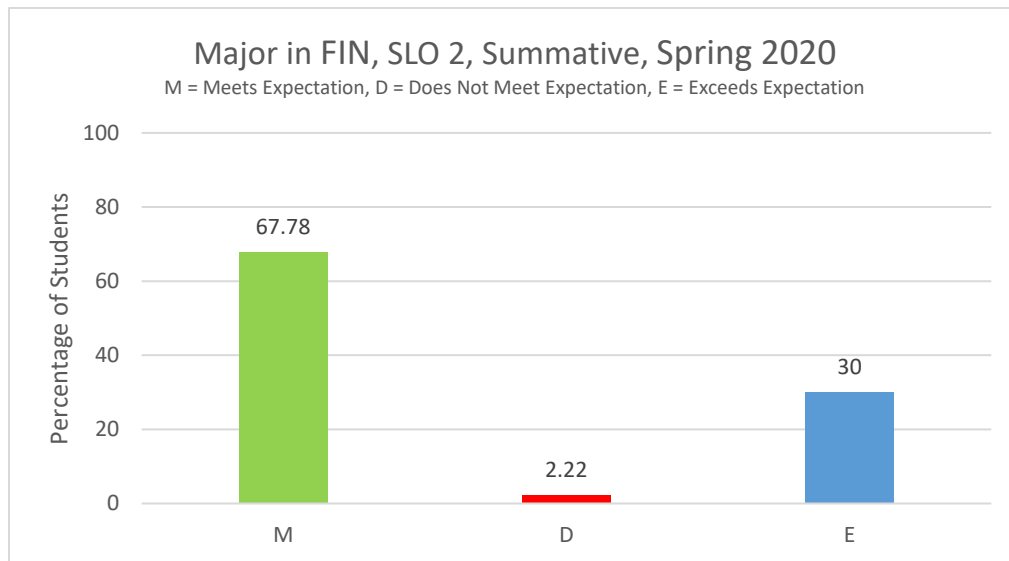


Figure FIN 5

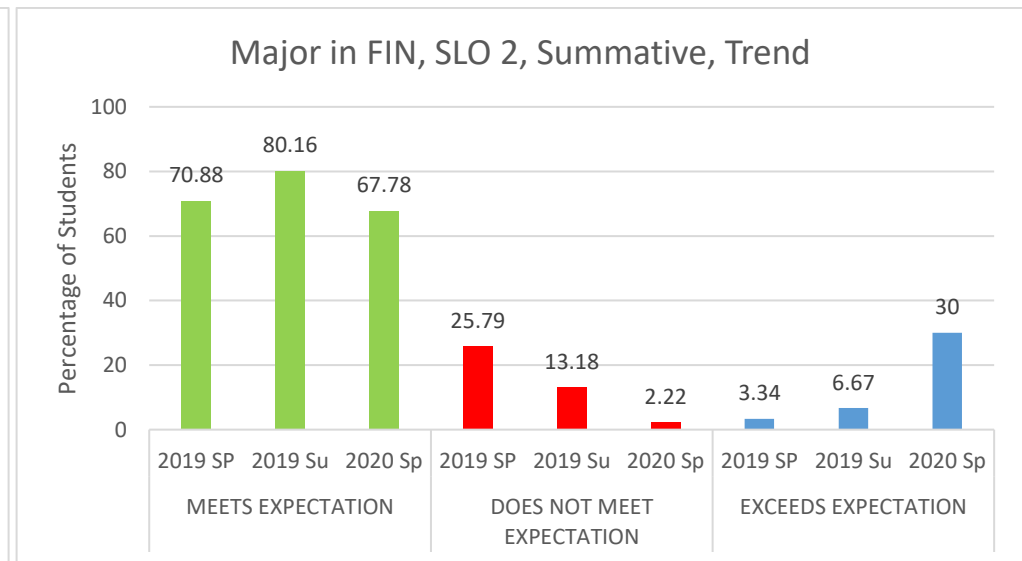


Figure FIN 6

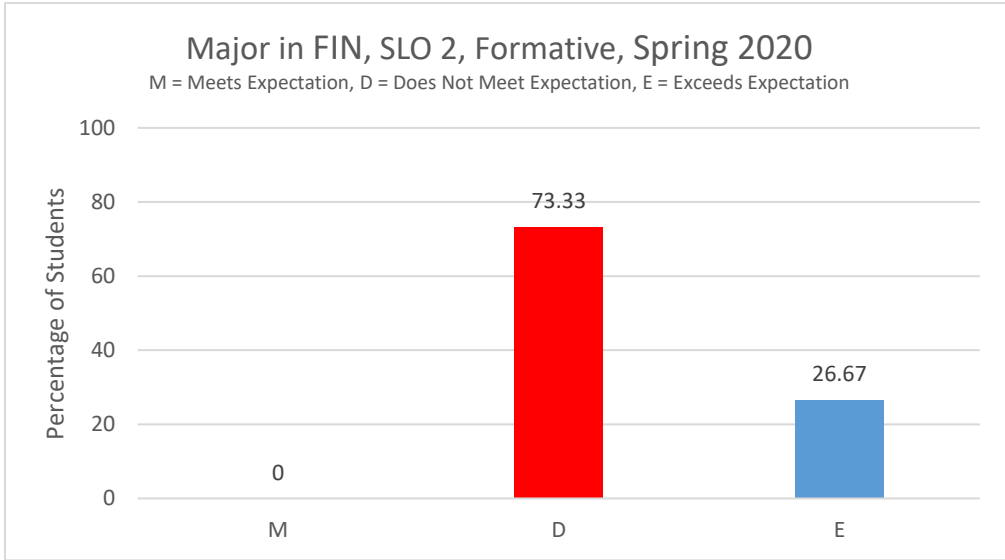


Figure FIN 7

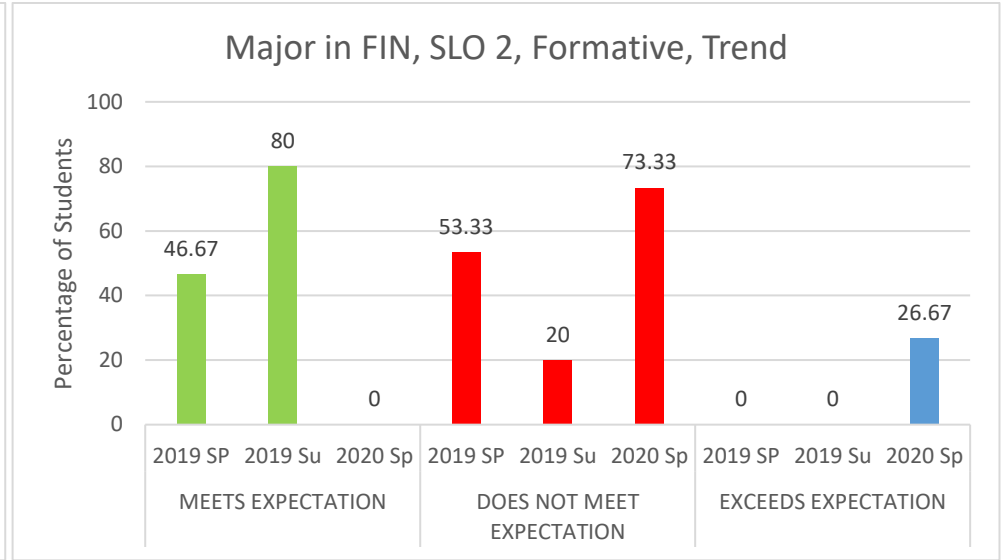


Figure FIN 8

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
FIN.3. Demonstrate an understanding of the risk-return tradeoff and be able to analyze investment alternatives and make portfolio decisions in the face of uncertainty.	<p><u>Summative</u>: - Exit Assessment Test, and Course-Embedded Assessment (FIN 435, Capstone Course, group term projects)</p> <p><u>Formative</u>: Course-Embedded Assessment (FIN 254 group term projects)</p>	<p><u>Exit Assessment Test</u> Meets Expectation: 60% -80% Does Not Meet Expectation < 60% Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment</u>: Rubric # FIN.3.R.1 and FIN.3.R.2</p>	See Figures FIN 9 – 12.	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students met the target in summative assessment but failed to meet the target in formative assessment.</p> <p>Trend: Although students failed to meet the target in formative assessment, there is an improvement in performance with a significant decrease in the percentage of students not meeting expectations.</p>	The University used Google Classroom and Google meet to conduct online classes. Lecture materials were shared with students before the online classes were delivered

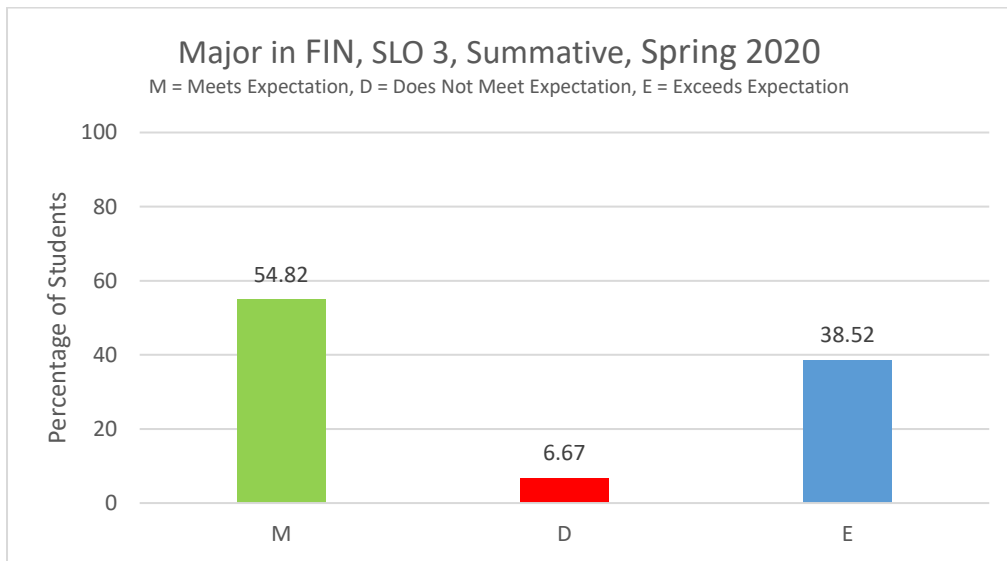


Figure FIN 9

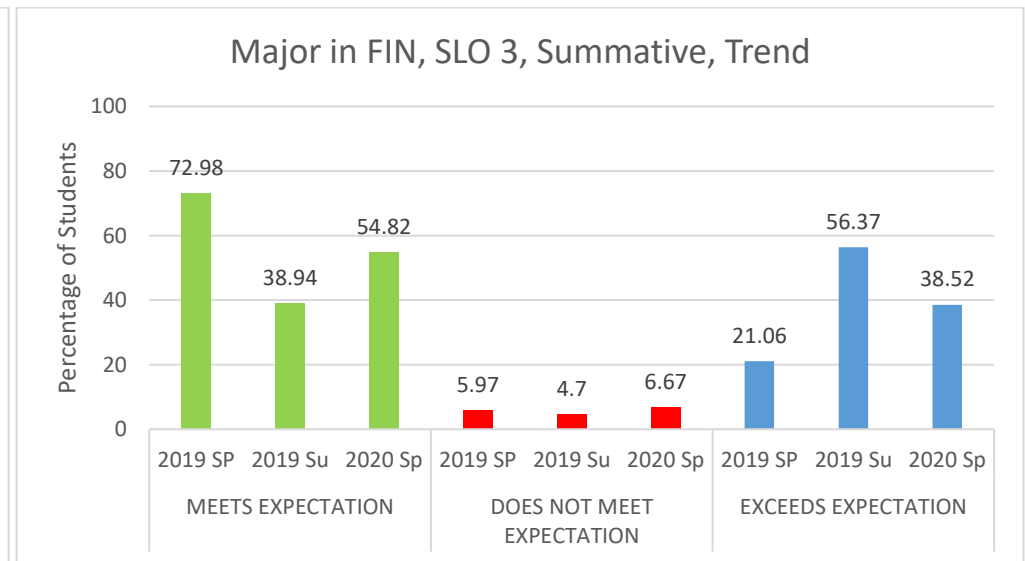


Figure FIN 10

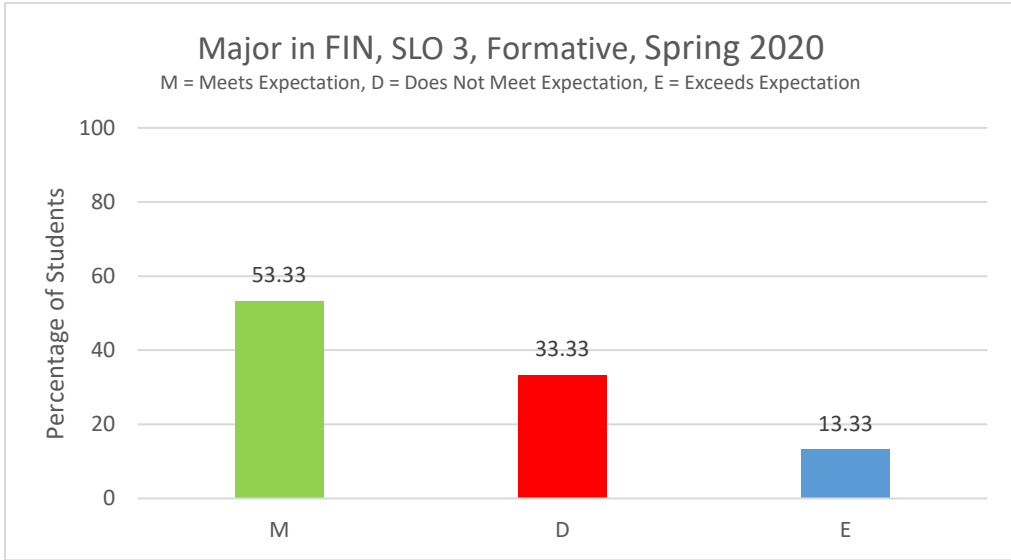


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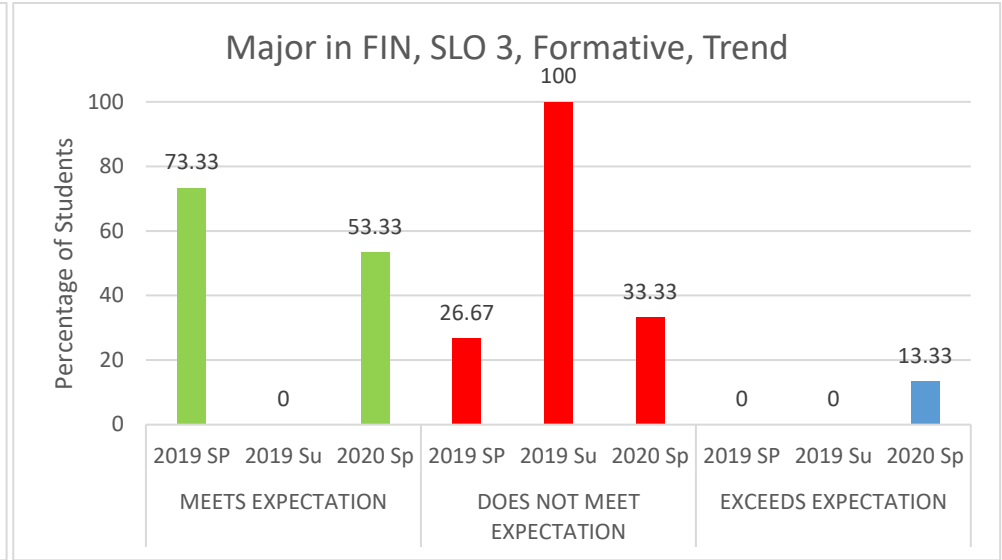


Figure FIN 12

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>	As Google meet allowed institutional users like NSU to record meetings, online lectures were recorded and uploaded in Google classroom to help students who miss lectures due to interruptions.

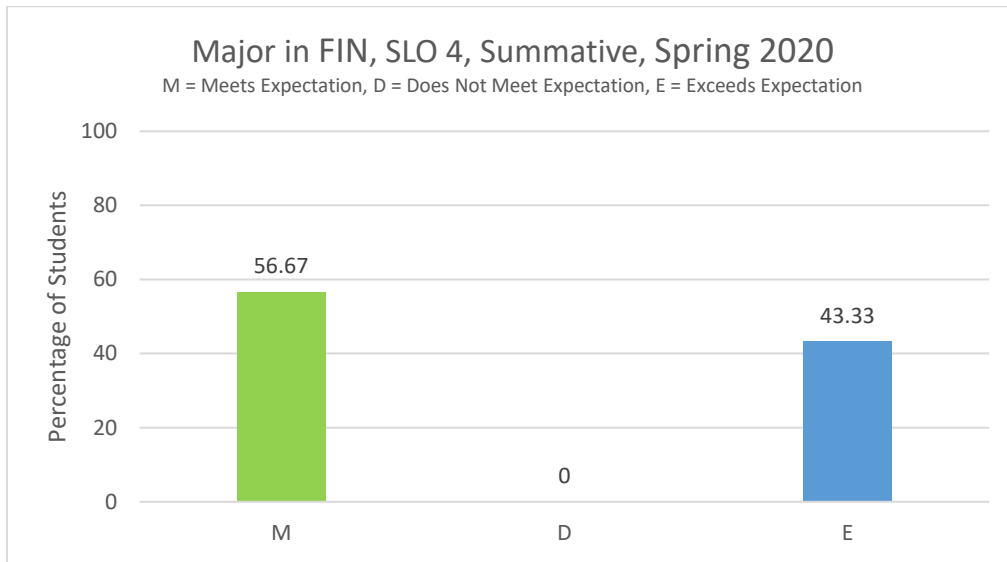


Figure FIN 13

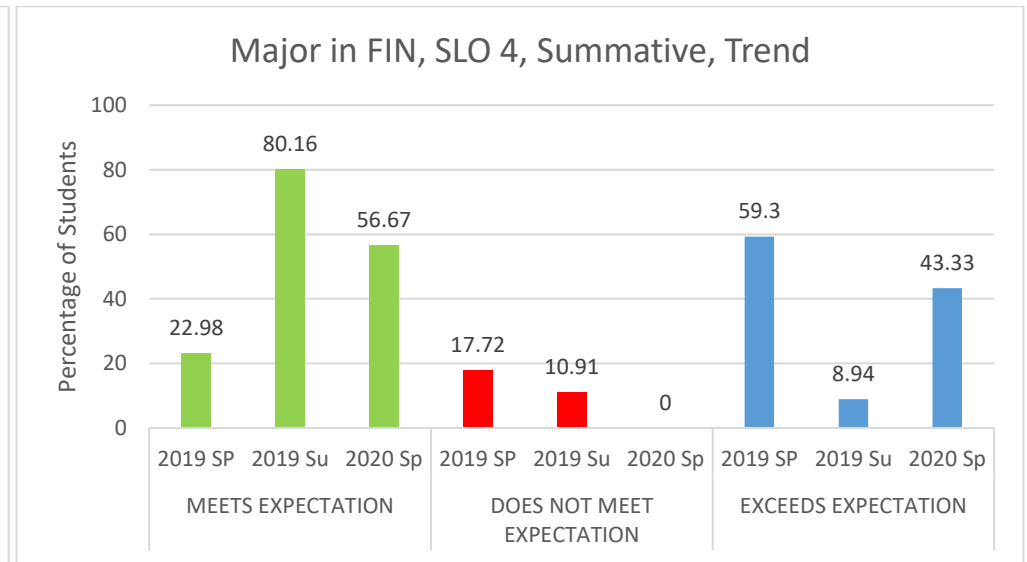


Figure FIN 14

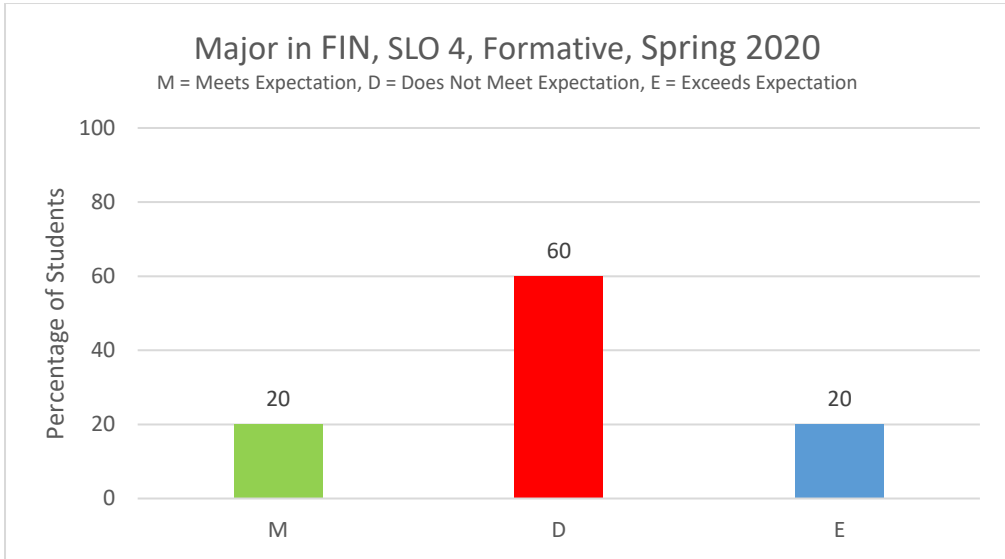


Figure FIN 15

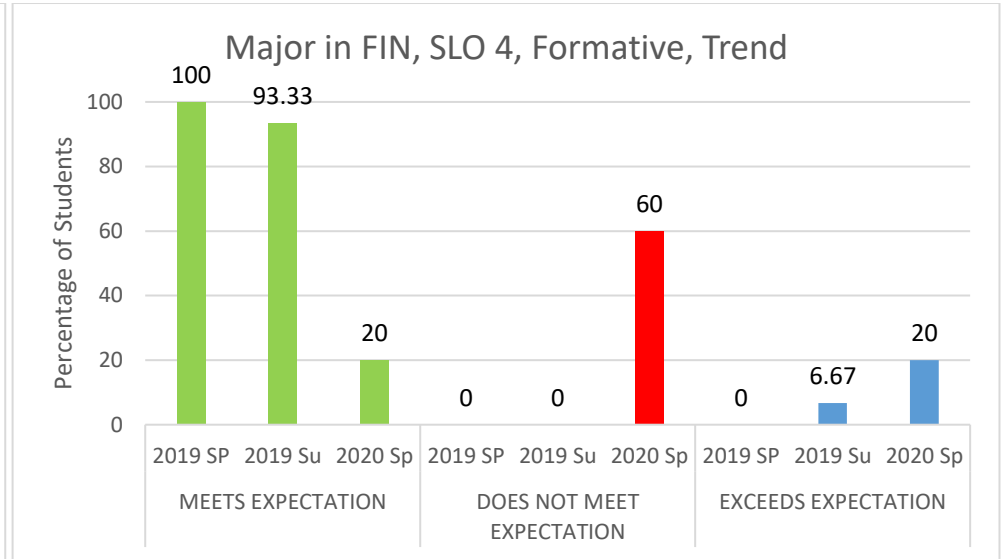


Figure FIN 16

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
FIN.5. Use standard software tools and demonstrate data organization and analytical skills while solving practical finance problems.	<p><u>Summative</u>: - Exit Assessment Test, and Course-Embedded Assessment (FIN 440, Capstone Course, group term projects)</p> <p><u>Formative</u>: Course-Embedded Assessment (FIN 435 group term projects)</p>	<p><u>Exit Assessment Test</u>: Meets Expectation: 60% -80% Does Not Meet Expectation < 60% Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment</u>: Rubric # FIN.5.R.1</p>	See Figures FIN 17 – 20.	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students failed to meet the target in summative assessment.</p> <p>Trend: Students' performance in this area is very weak and they are continually failing to meet the target. This is an area of significant concern.</p>	Course components are reviewed continuously to ensure that students can continue to critically identify problems and solve those using their knowledge of business studies.

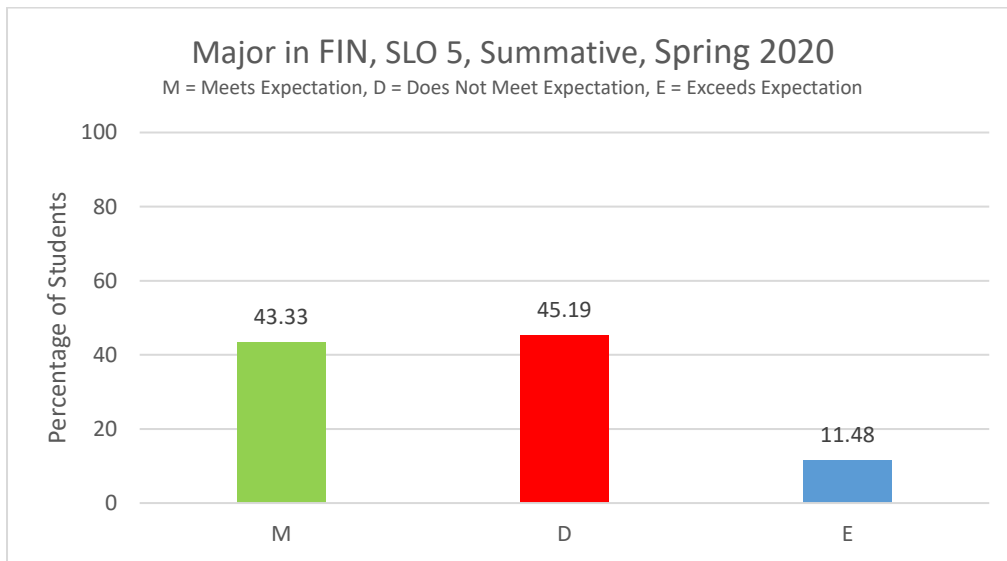


Figure FIN 17

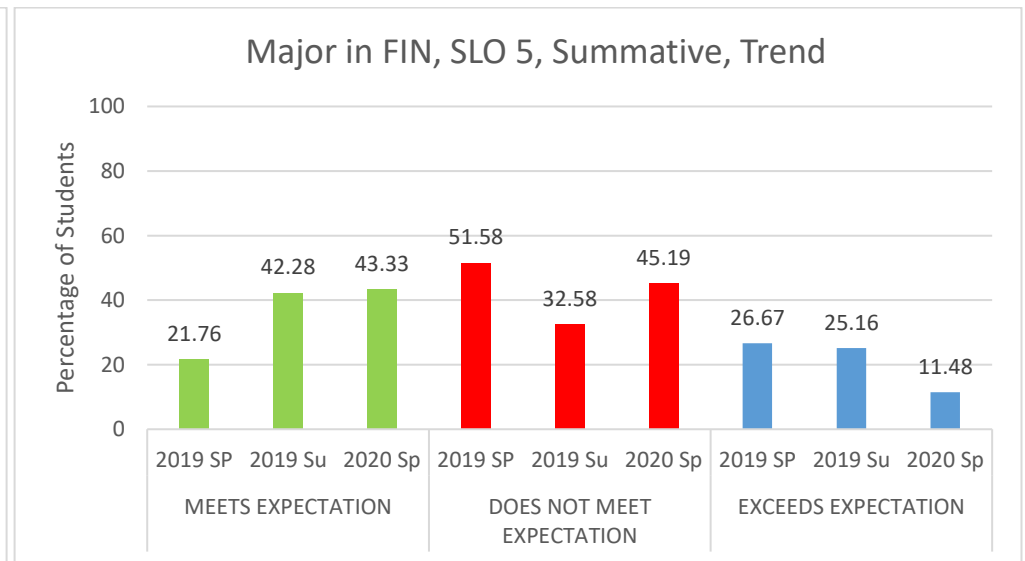


Figure FIN 18

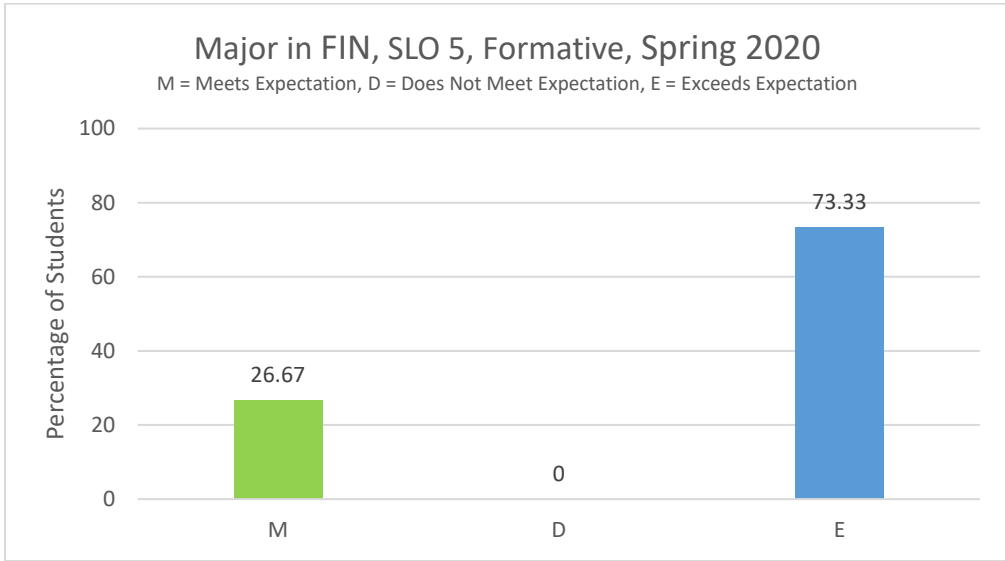


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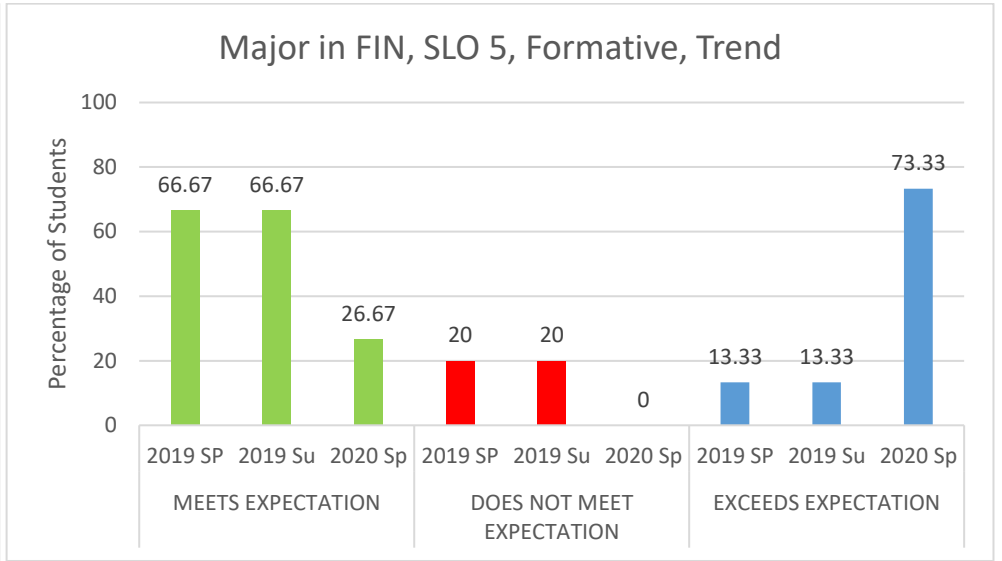


Figure FIN 20

Spring 2020 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 satisfactory performance in this area.</p>	Due to the onset of Covid19 NSU had to transition from in-person class to online class to complete the spring semester. The University successfully managed online courses through extensive faculty training and supplied all the necessary resources to conduct online classes.

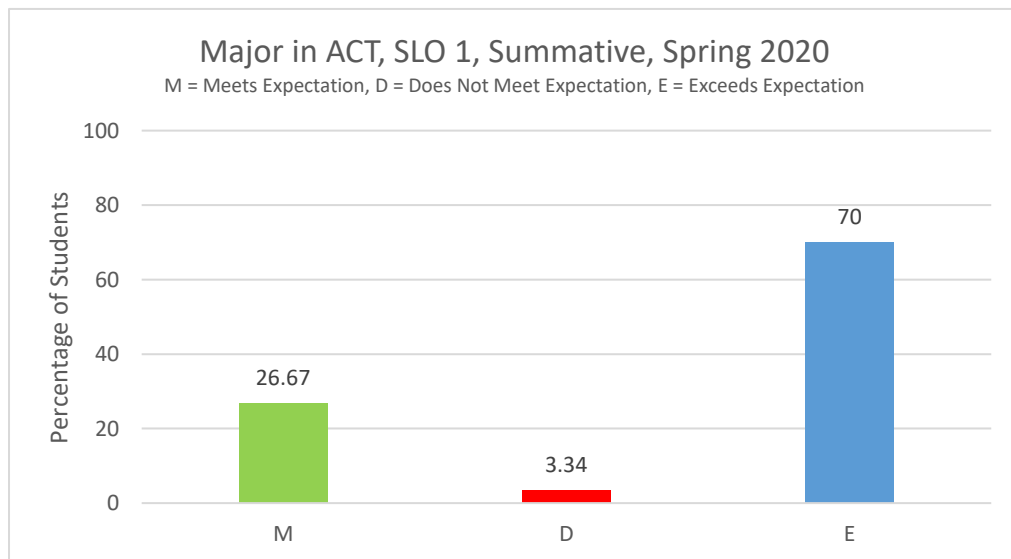


Figure ACT 1

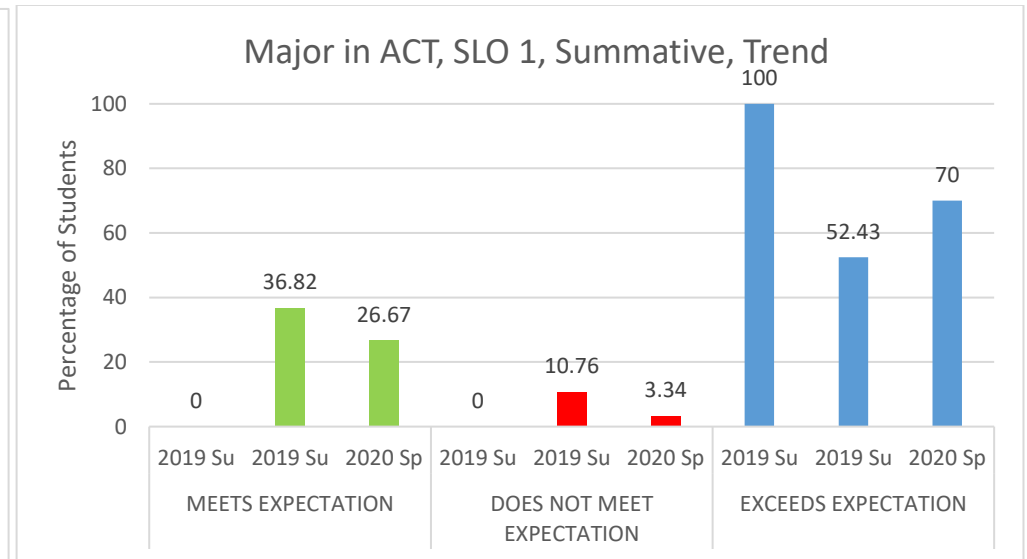


Figure ACT 2

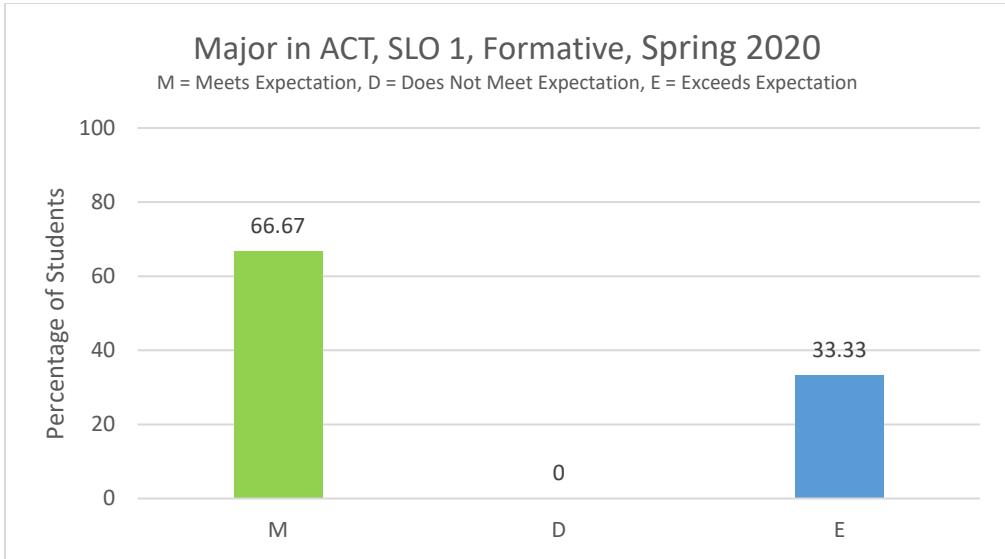


Figure ACT 3

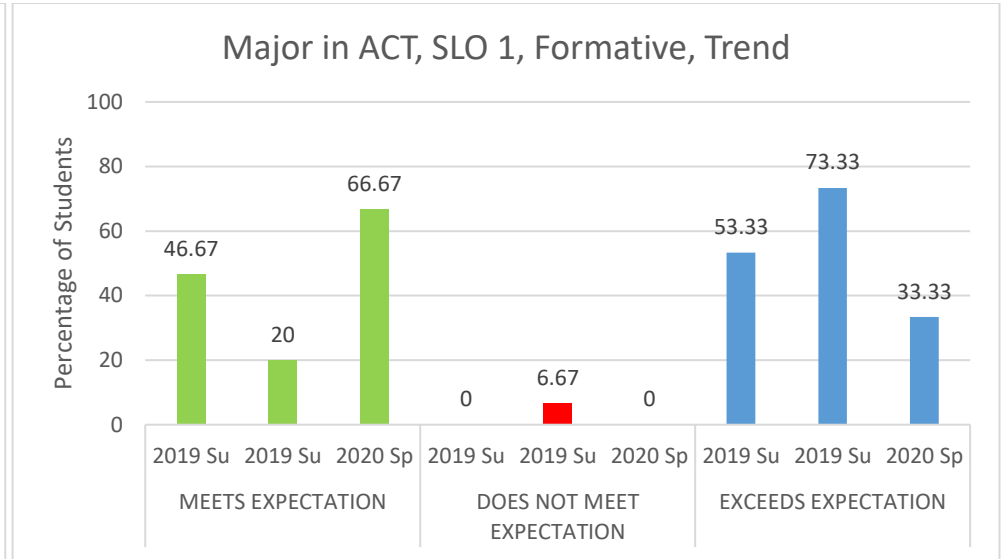


Figure ACT 4

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: Students exhibit satisfactory performance in this area.</p>	By applying uniformity in their approach to the online classroom the Department along with the school managed to ensure satisfactory students learning across all courses taught.

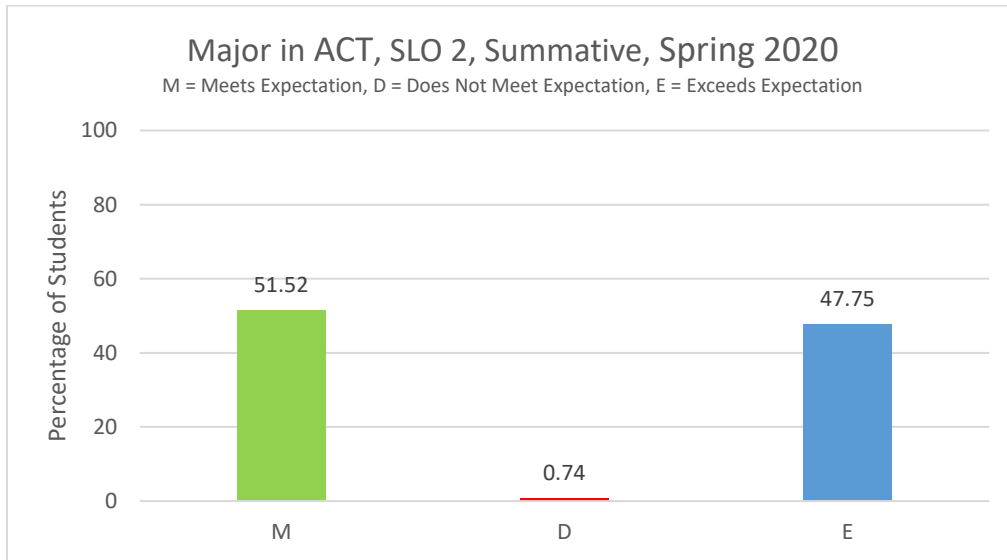


Figure ACT 5

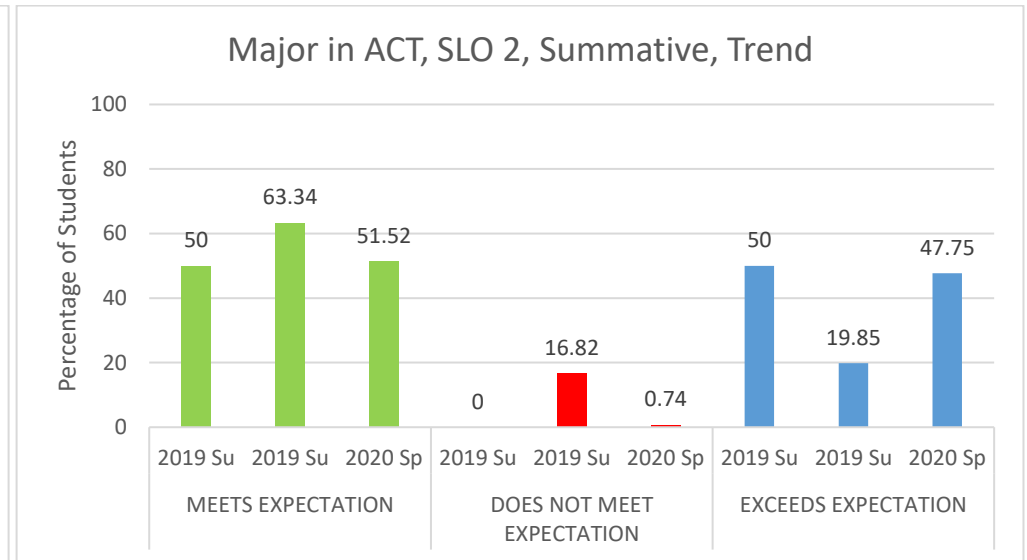


Figure ACT 6

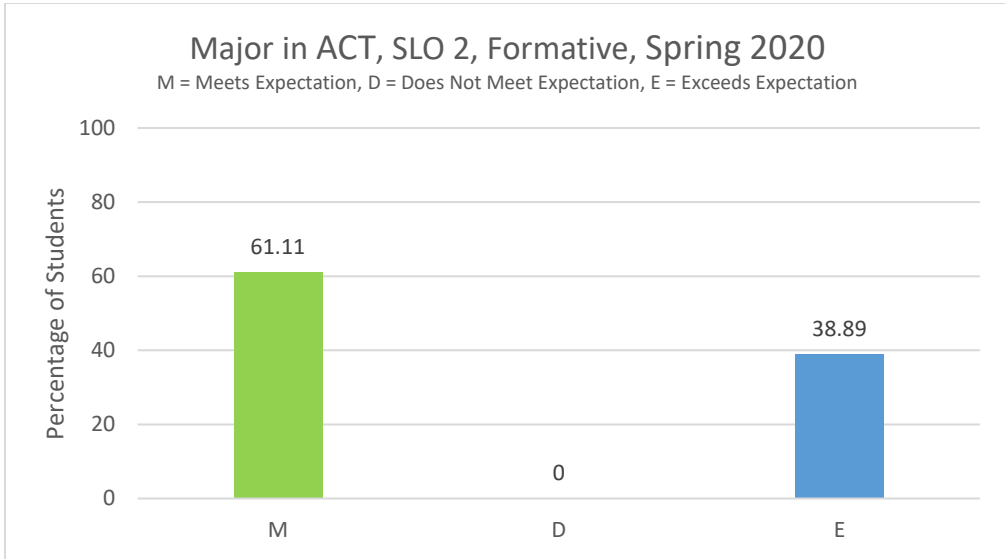


Figure ACT217

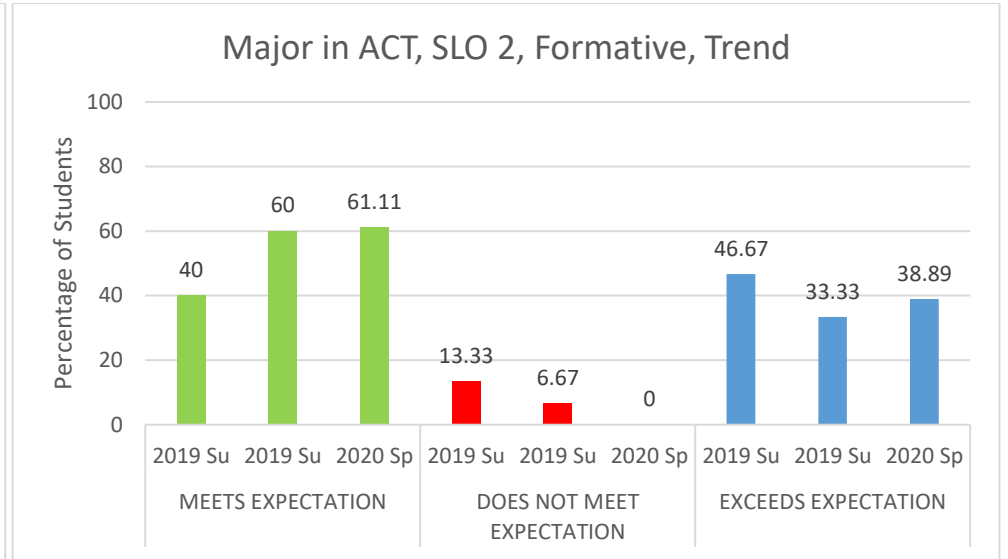


Figure ACT 8

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.</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 NSU IQAC arranged an online workshop for all faculty members where Dr Shyam Sharma from State University of New York at Stony Brook talked about online teaching challenges and solutions.

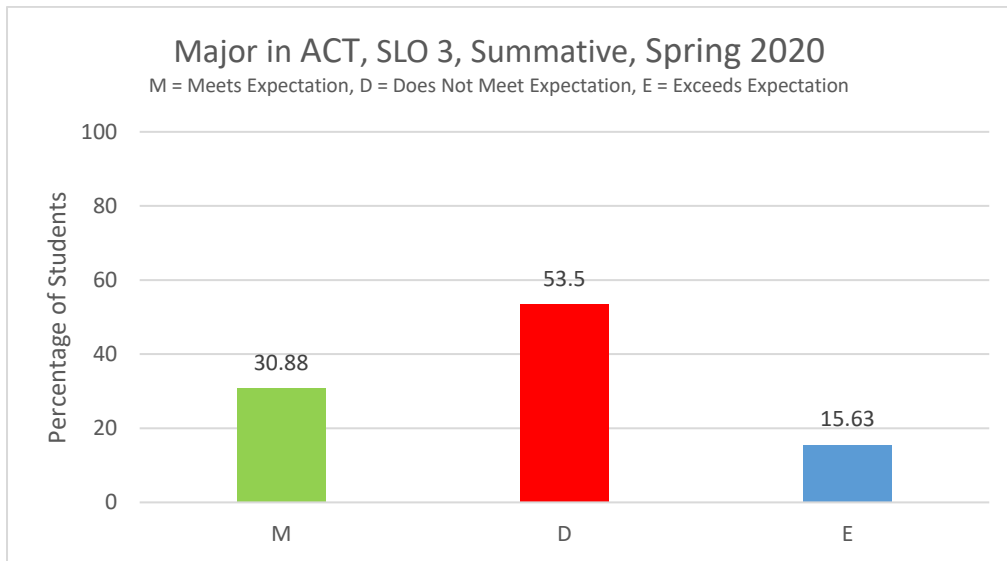


Figure ACT 9

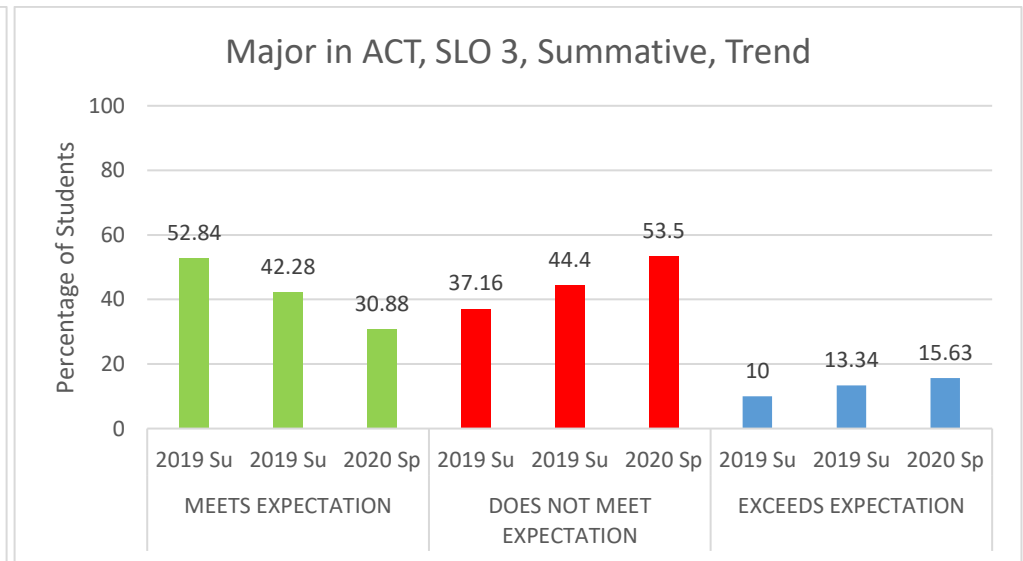


Figure ACT 10

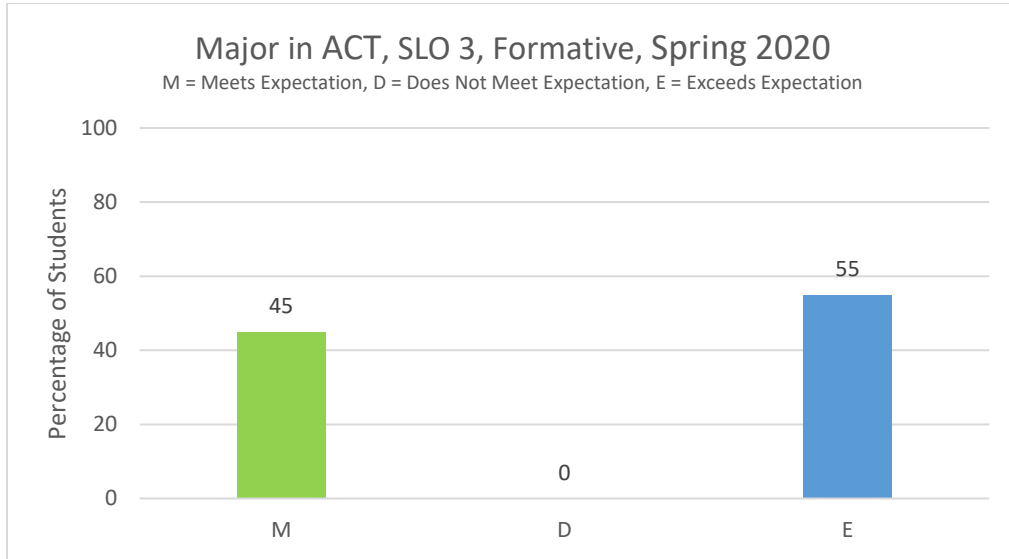


Figure ACT 11

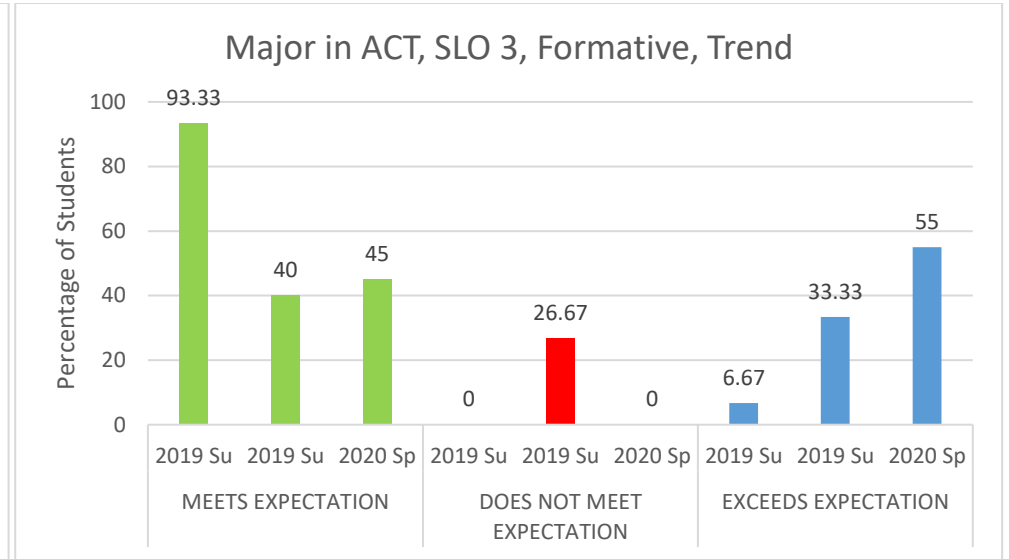


Figure ACT 12

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
ACT.4. Demonstrate an understanding of tax concepts and rules.	<p><u>Summative</u>: - Exit Assessment Test, and Course-Embedded Assessment (ACT 370 group term projects)</p> <p><u>Formative</u>: Course Embedded-Assessment (ACT 320 group term projects)</p>	<p><u>Exit Assessment Test</u>: Meets Expectation: 60% -80% Does Not Meet Expectation < 60% Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment</u>: Rubric # ACT.4.R.1</p>	See Figures ACT 13 – 16.	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students failed to meet the target in summative assessment.</p> <p>Trend: There is a high percentage of students not meeting expectations in summative assessment. However, performance in formative assessment has improved over the period with an increase in the percentage of students exceeding expectations.</p>	The University arranged a virtual conference on Digital Bangladesh: Technology for Covid 19 response. The conference was on the extensive use of automation, Information technology and online facilities in different sectors as education, government/non-government offices, industry and business, shopping and banking, etc. to run the economy smoothly during this Corona period.

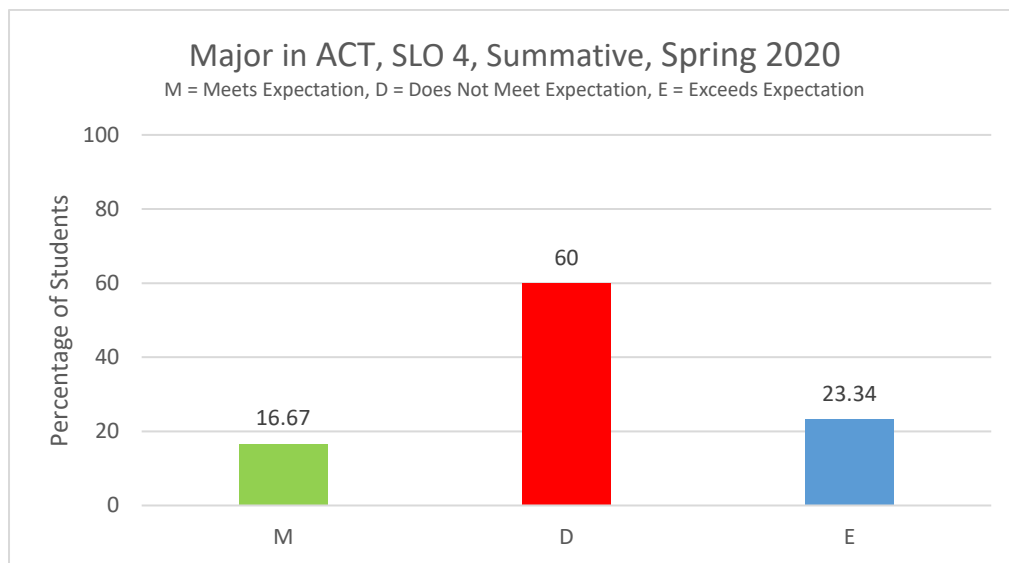


Figure ACT 13

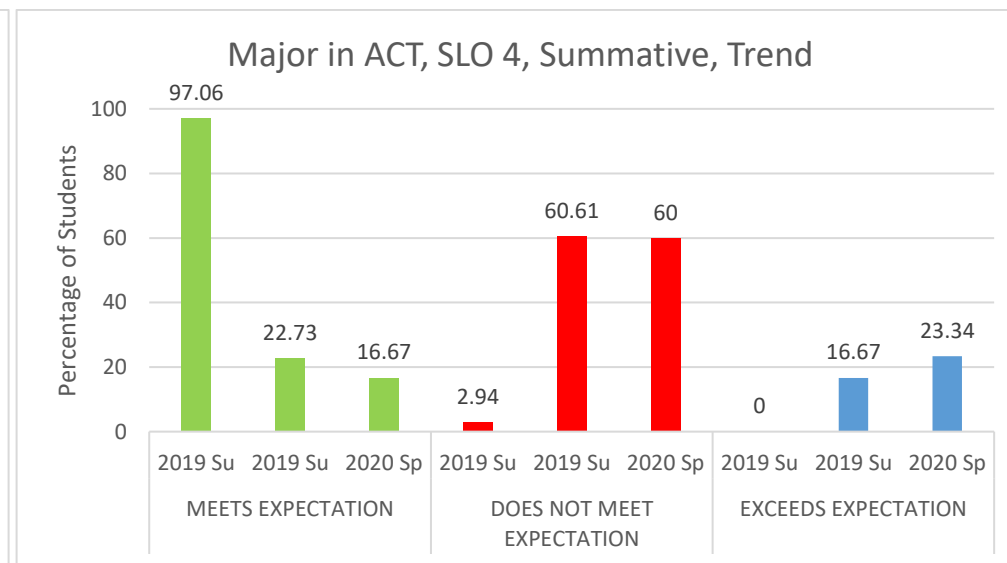


Figure ACT 14

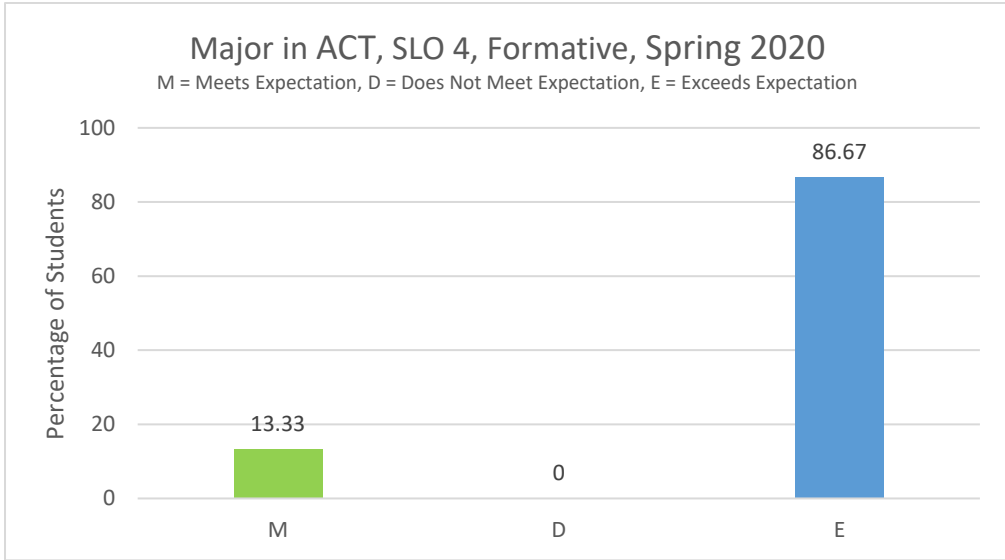


Figure ACT 15

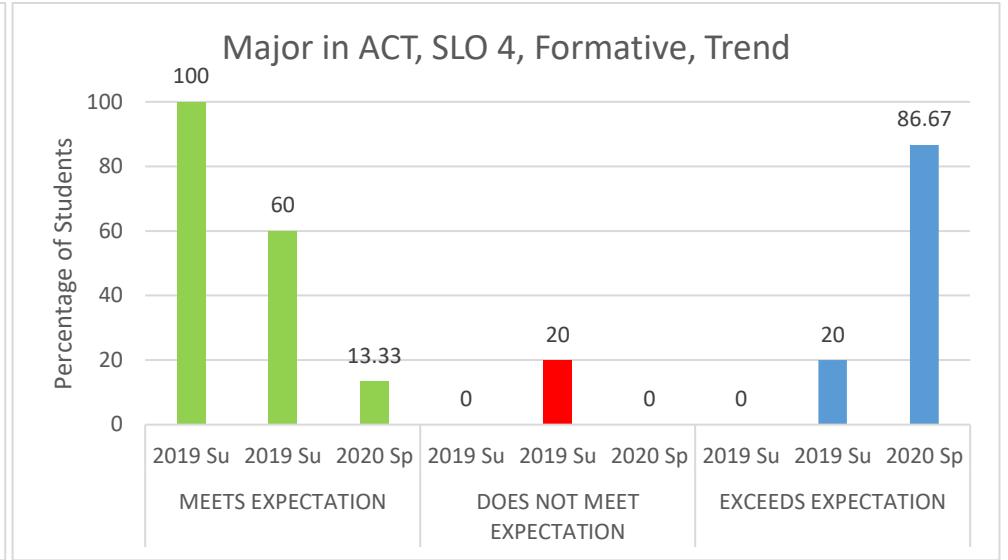


Figure ACT 16

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' performance has improved over the period with an increase in the percentage of students meeting or exceeding expectations.</p>	The University's IT Office developed and shared videos as well as text tutorials for online classes.

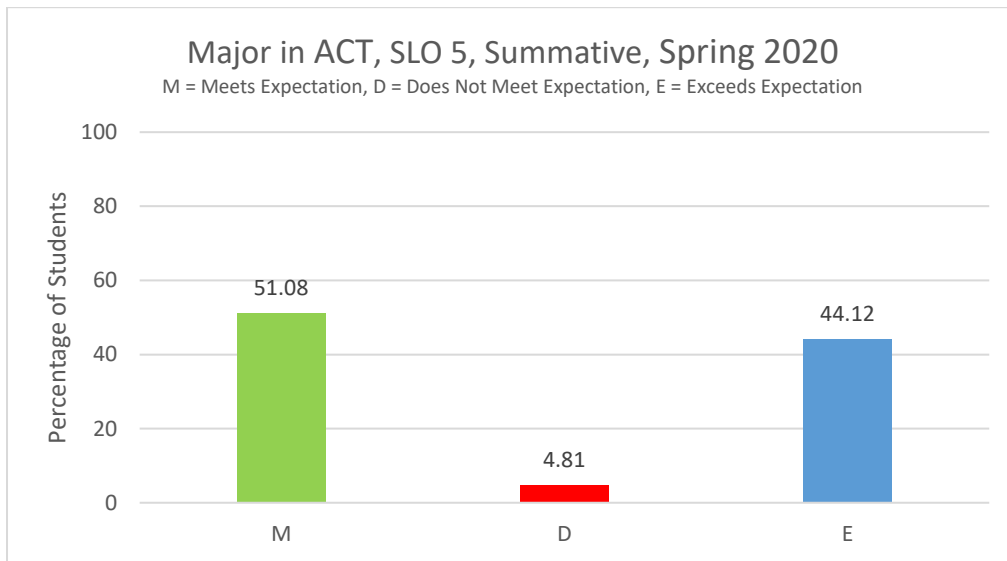


Figure ACT 17

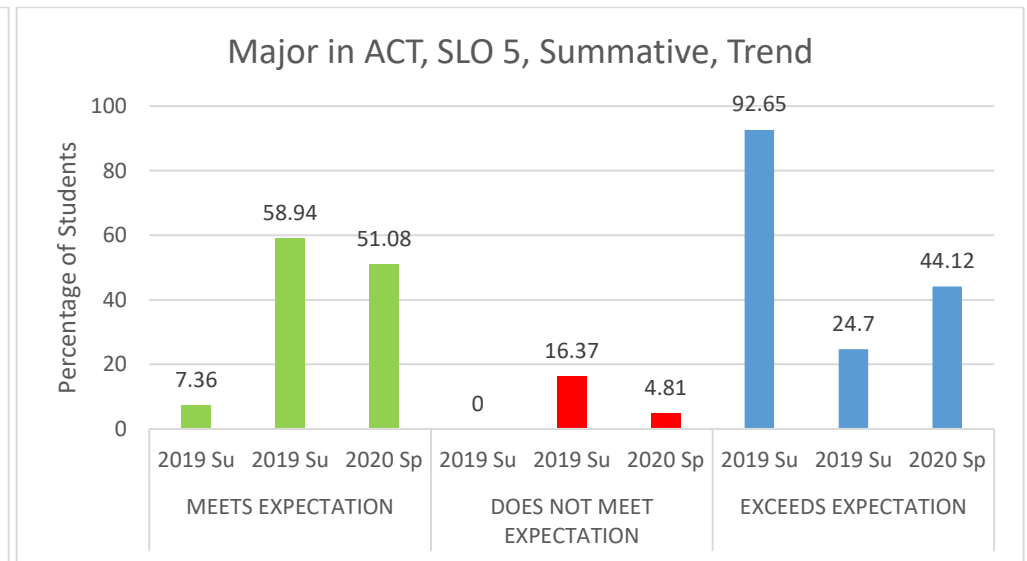


Figure ACT 18

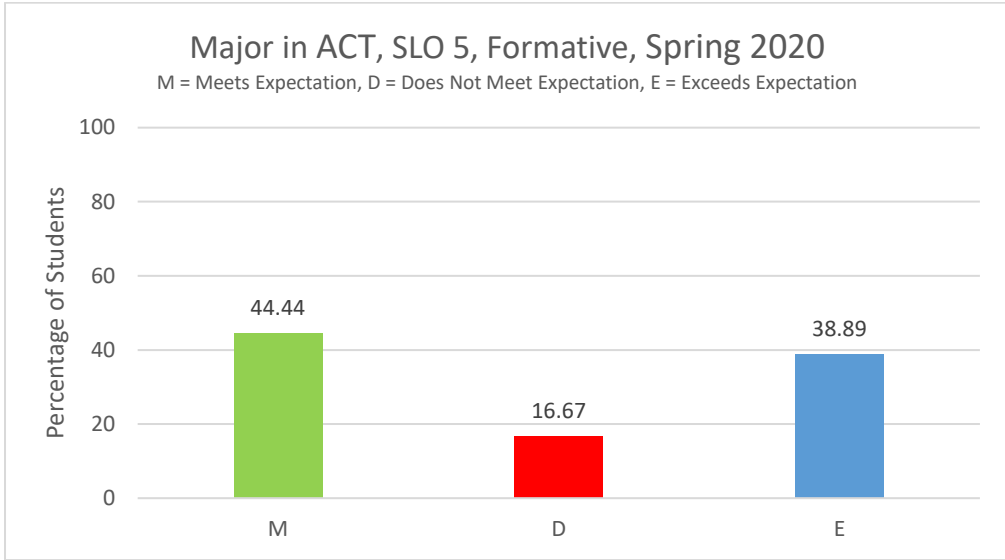


Figure ACT 19

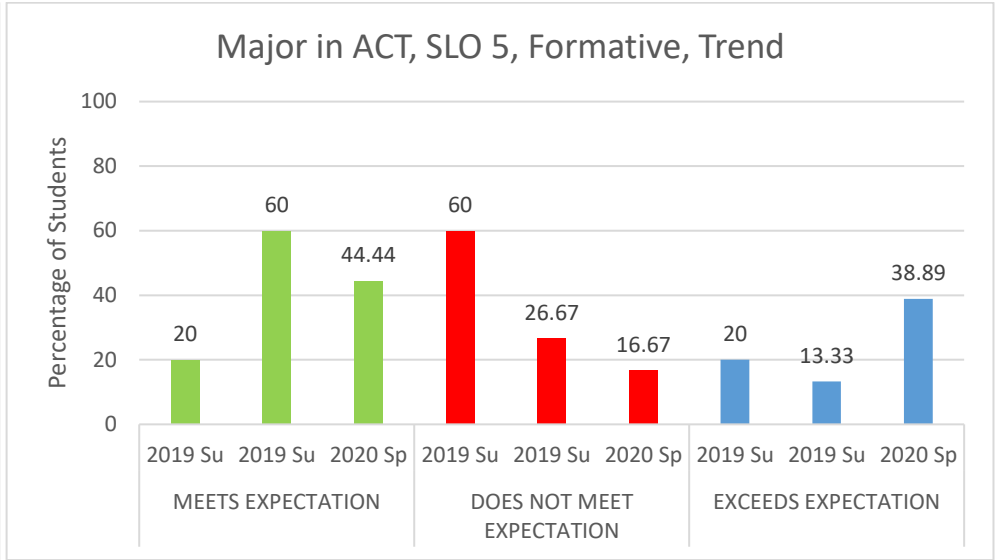


Figure ACT 20

Spring 2020 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 failed to meet the target in summative assessment.</p> <p>Trend: Students' performance has deteriorated over the period with a considerable increase in the percentage of students not meeting the expectations. This is an area of concern.</p>	Course components are reviewed continuously to ensure that students can continue to critically identify problems and solve those using their knowledge of business studies.

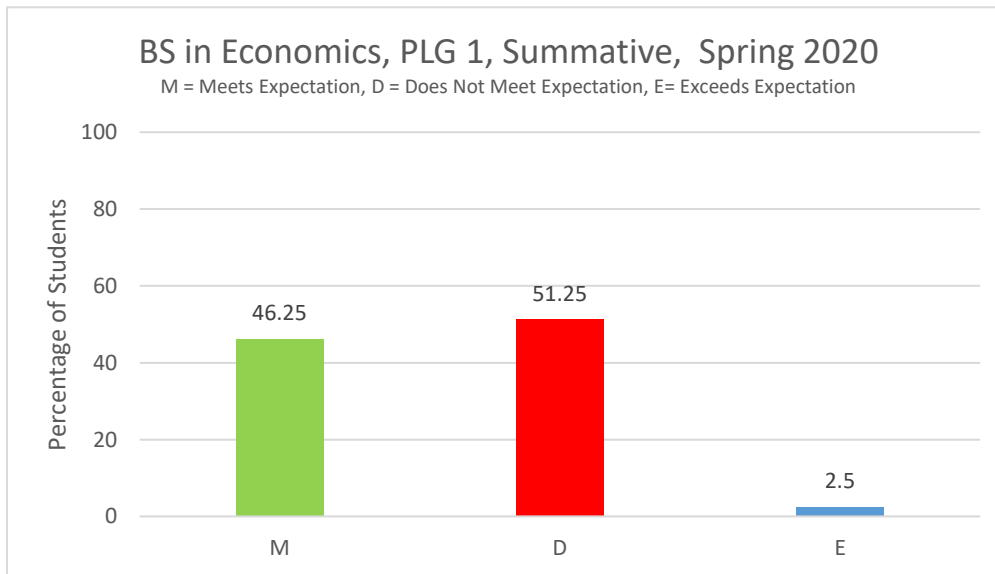


Figure BSE - 1

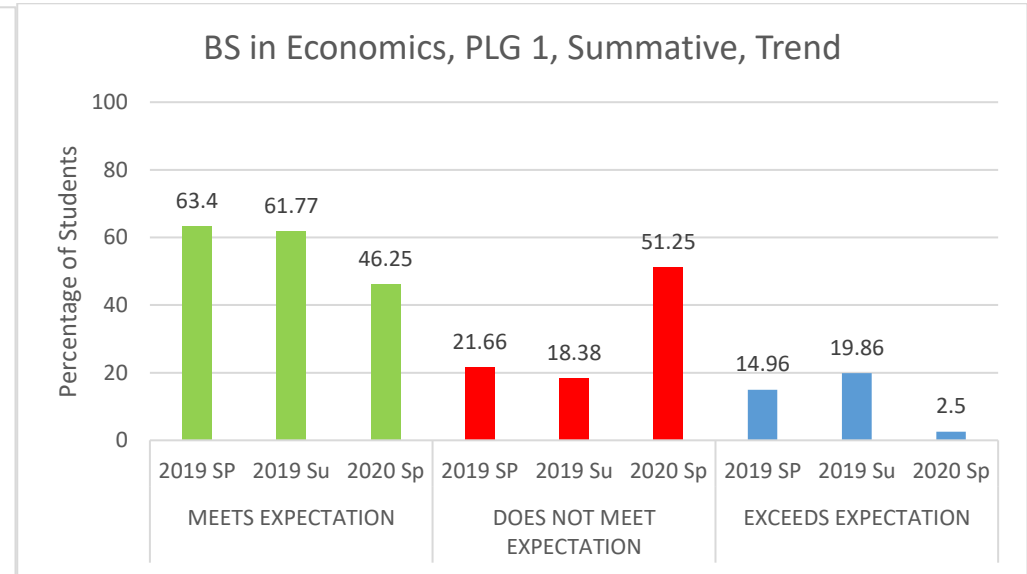


Figure BSE - 2

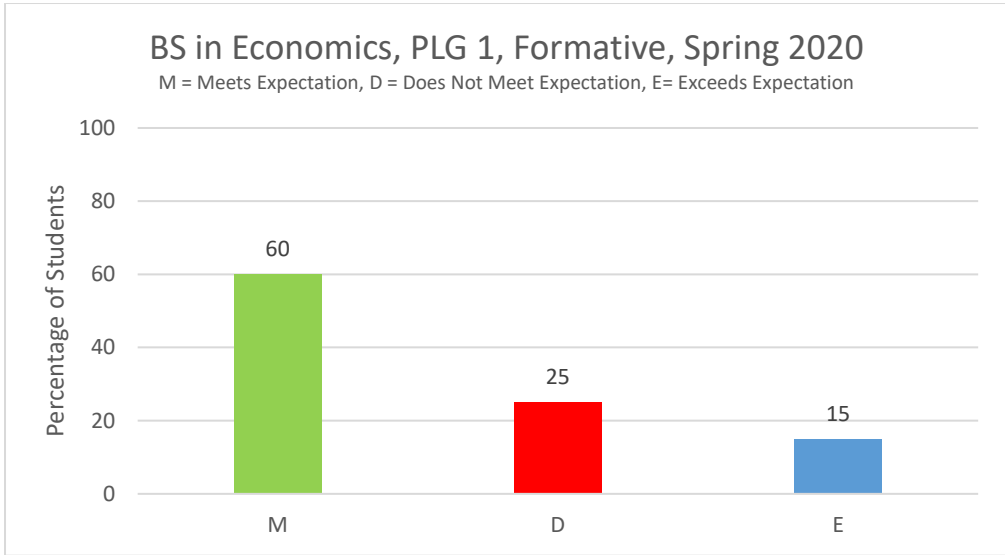


Figure BSE - 3

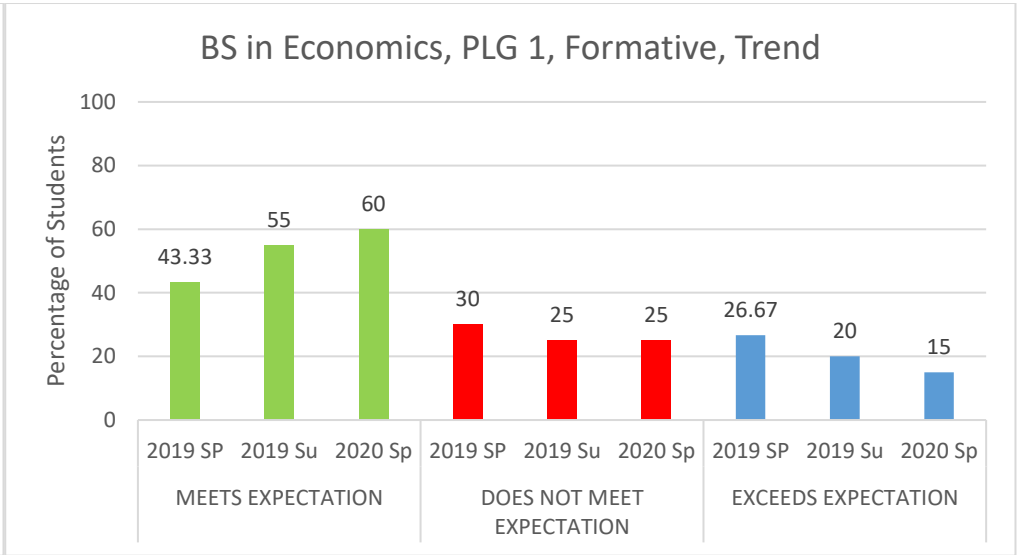


Figure BSE - 4

Program Learning Goal	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
2. Relevant Quantitative Skill Development for theoretical and empirical analyses.	<p><u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment ECO 495 (Supervised Research Paper) or ECO 499 (Thesis)</p> <p><u>Formative:</u> ECO 303 selected question from final exam, ECO 372 term projects</p>	<p><u>Exit Assessment Test:</u> Meets Expectation 60% to 80%, Does Not Meet Expectation < 60%, Exceeds Expectation > 80%.</p> <p><u>Course-Embedded Assessment:</u> Rubric # BS.2.1.1.1</p>	Please see figures BSE – 5 through BSE – 8.	<p>Target: 60% students should meet or exceed expectations.</p> <p>Students met the target.</p> <p>Trend: The percentage of students not meeting expectations have increased over the period. This is an area of concern.</p>	Deployment of standardized assessment tools was continued.

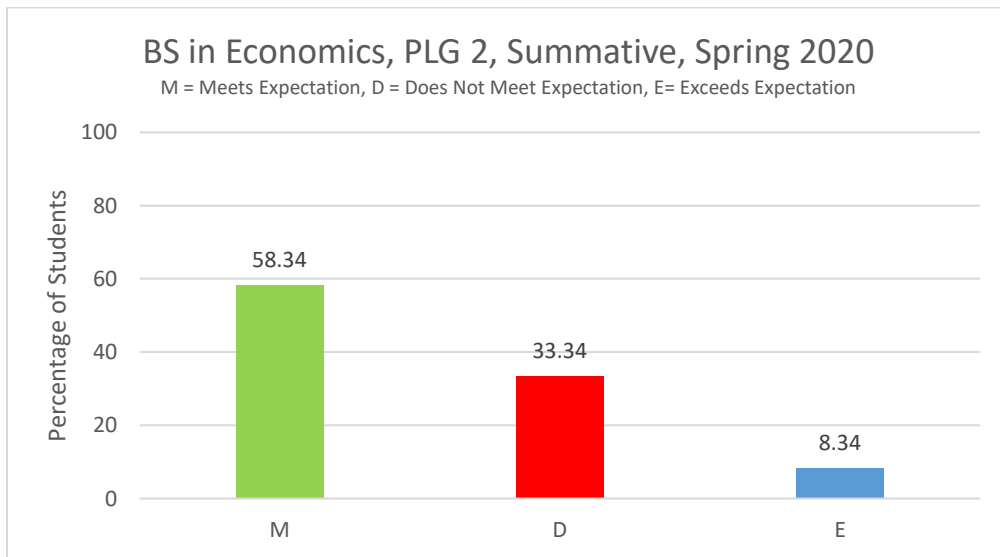


Figure BSE - 5

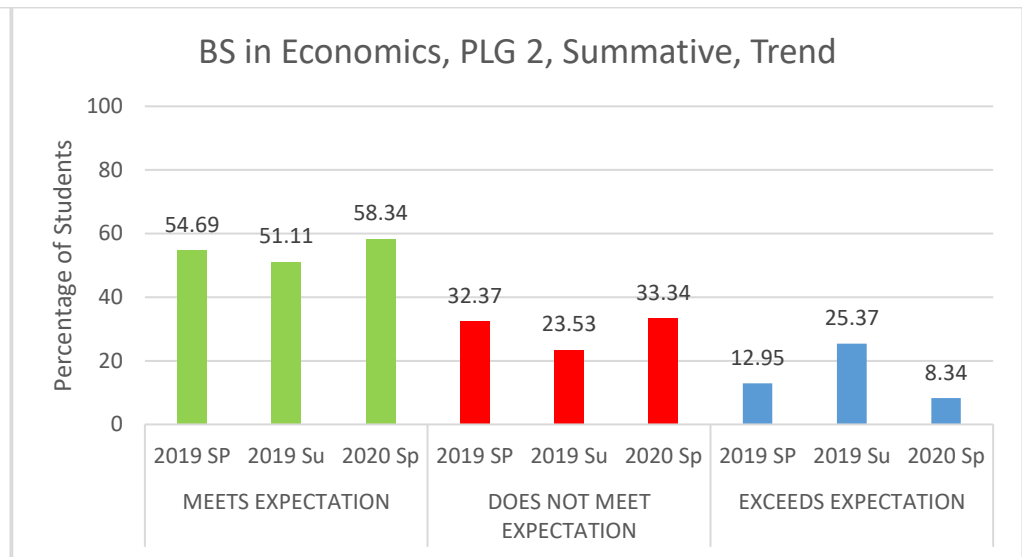


Figure BSE - 6

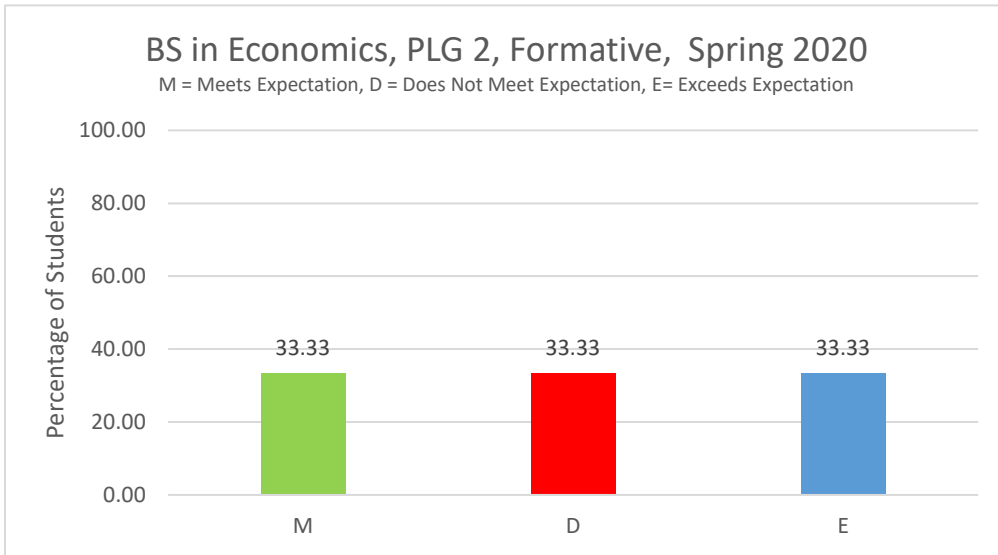


Figure BSE - 7

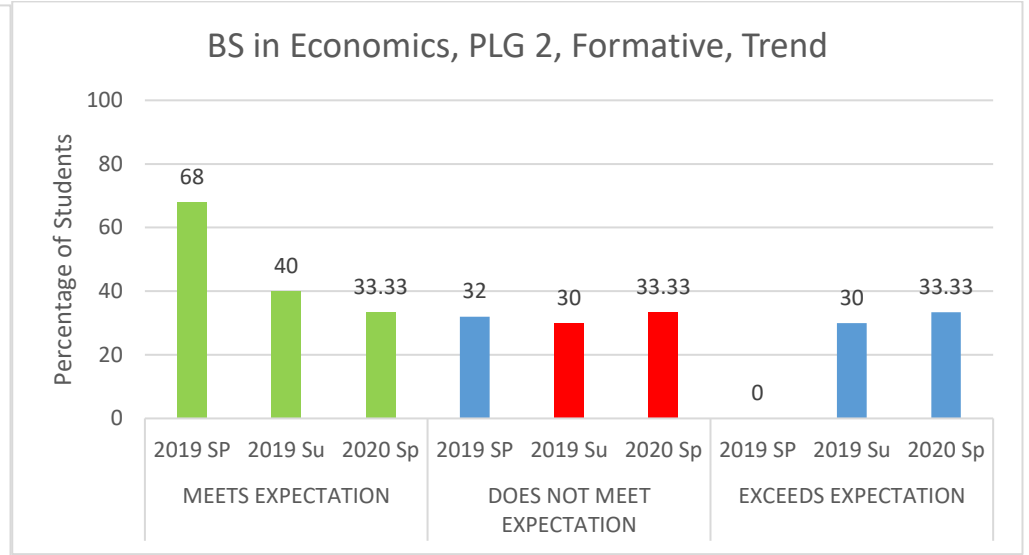


Figure BSE - 8

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 continued its research activities through online platforms.

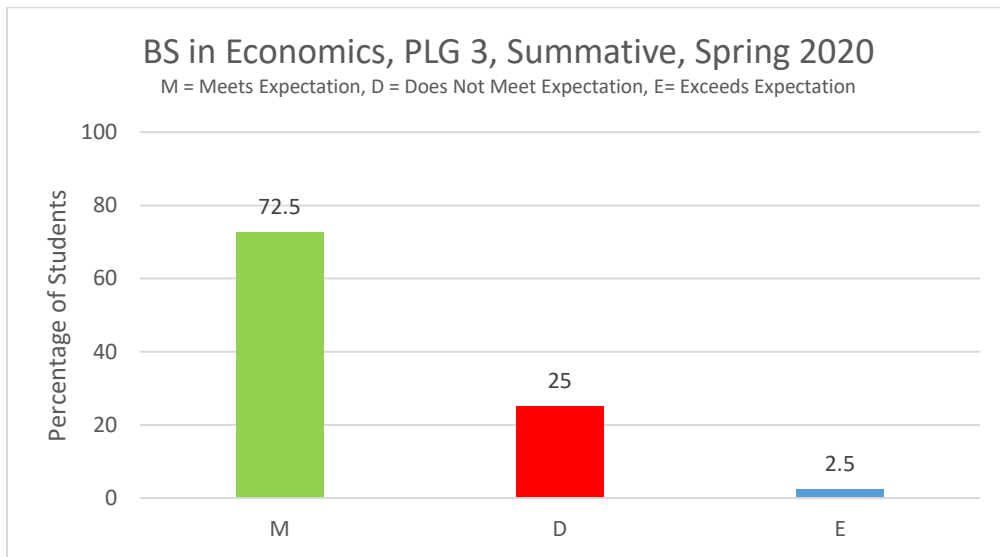


Figure BSE - 9

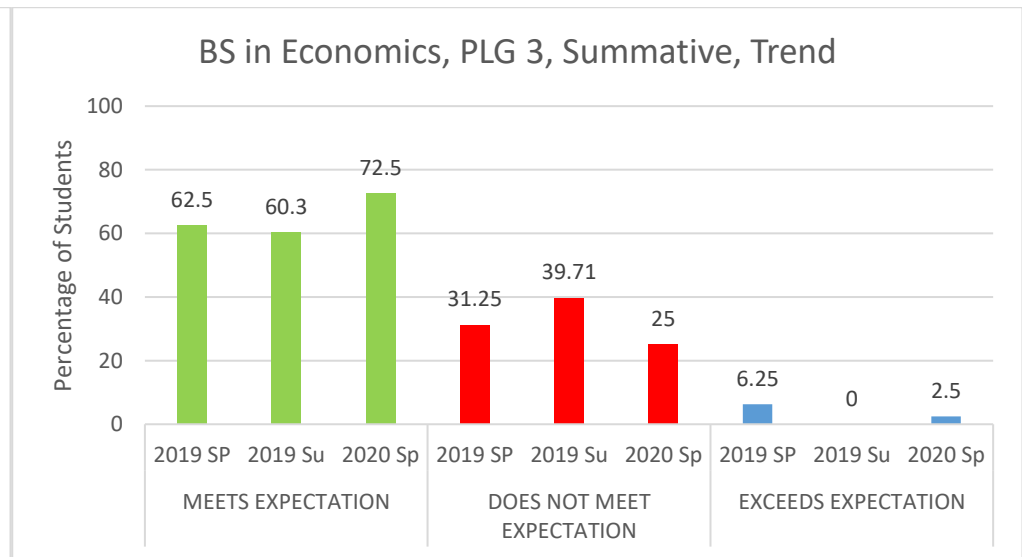


Figure BSE - 10

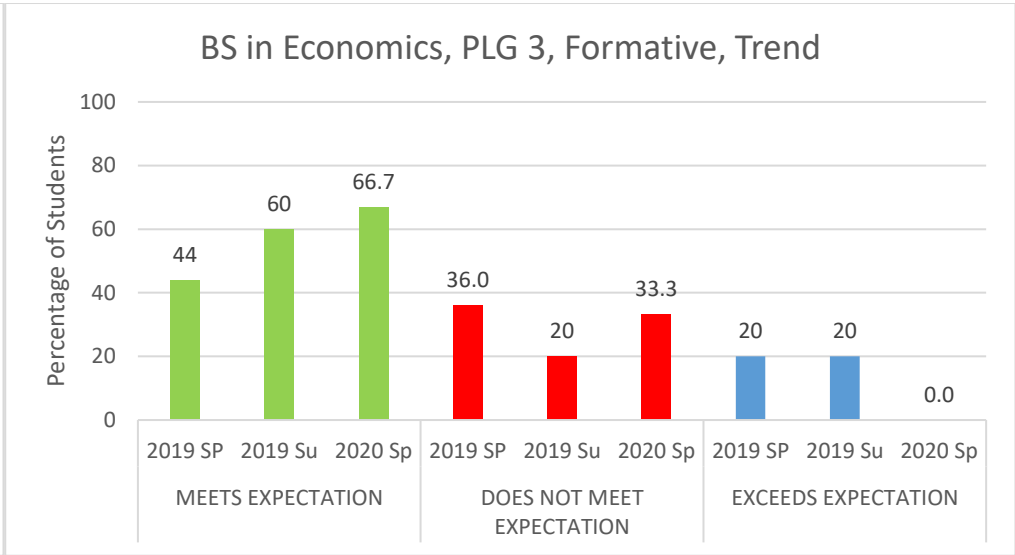
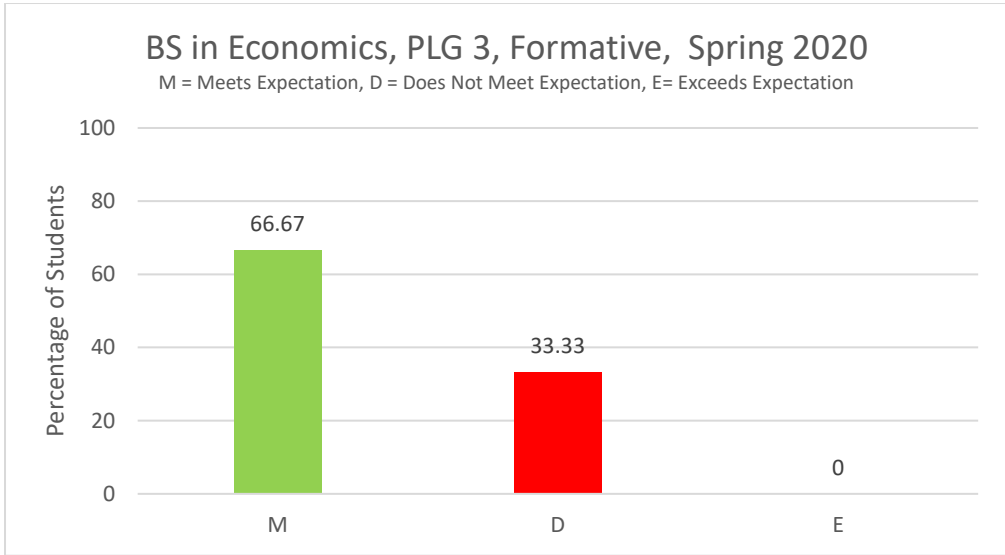


Figure BSE - 11

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 in summative assessment.</p> <p>Trend: Students are continually failing to meet the target in summative assessment. This is an area of high concern.</p>	Faculties developed different strategies to deliver lecture content in the online environment in ways that engage students and meet the courses' learning objectives.

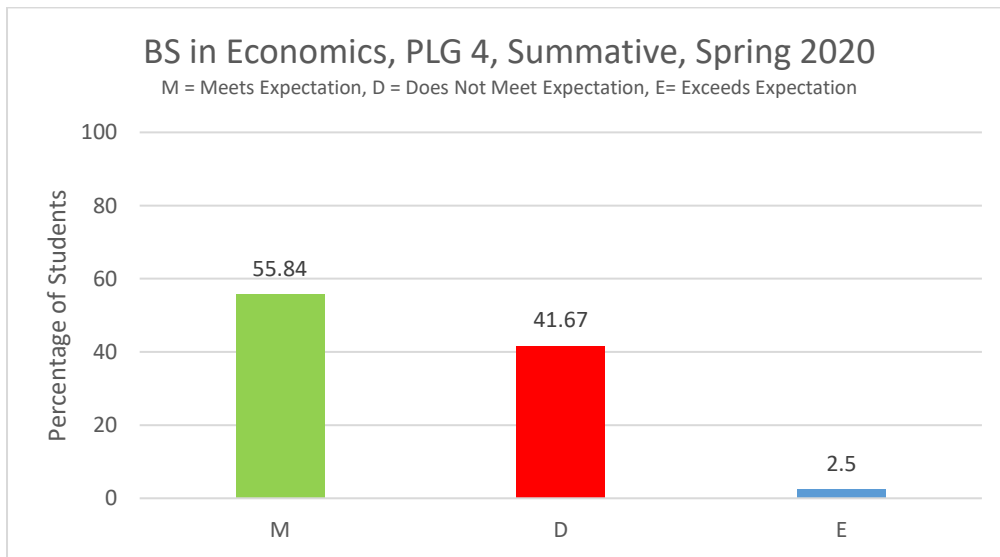


Figure BSE - 13

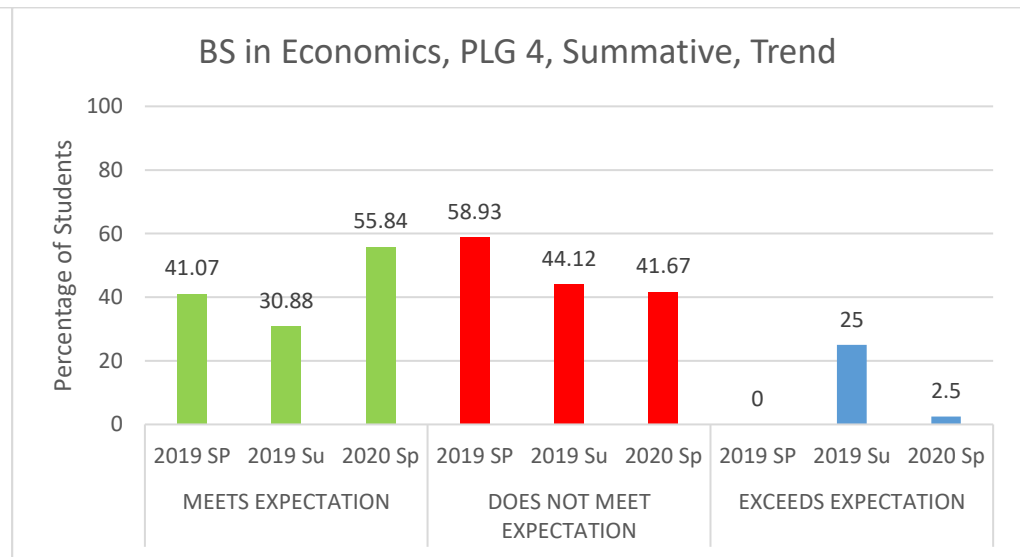


Figure BSE - 14

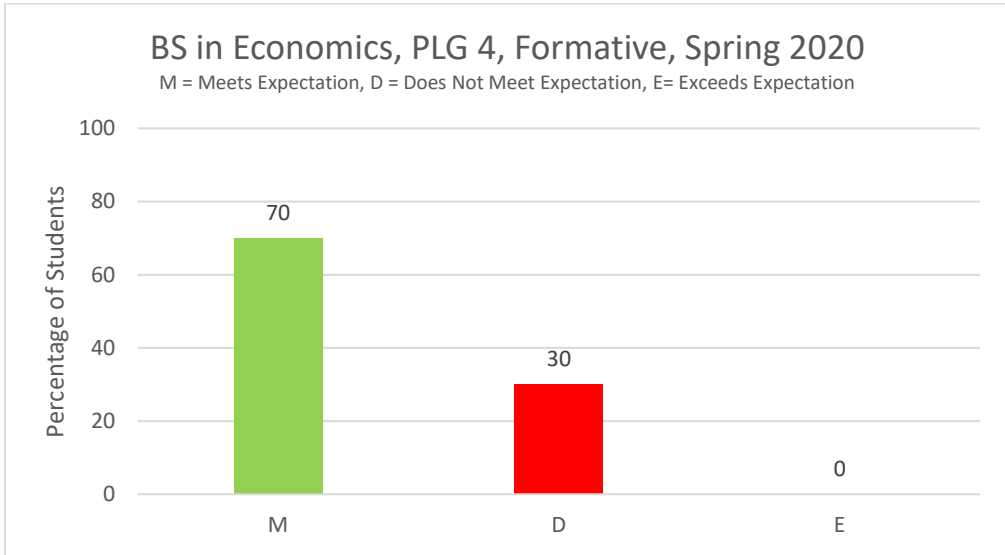


Figure BSE - 15

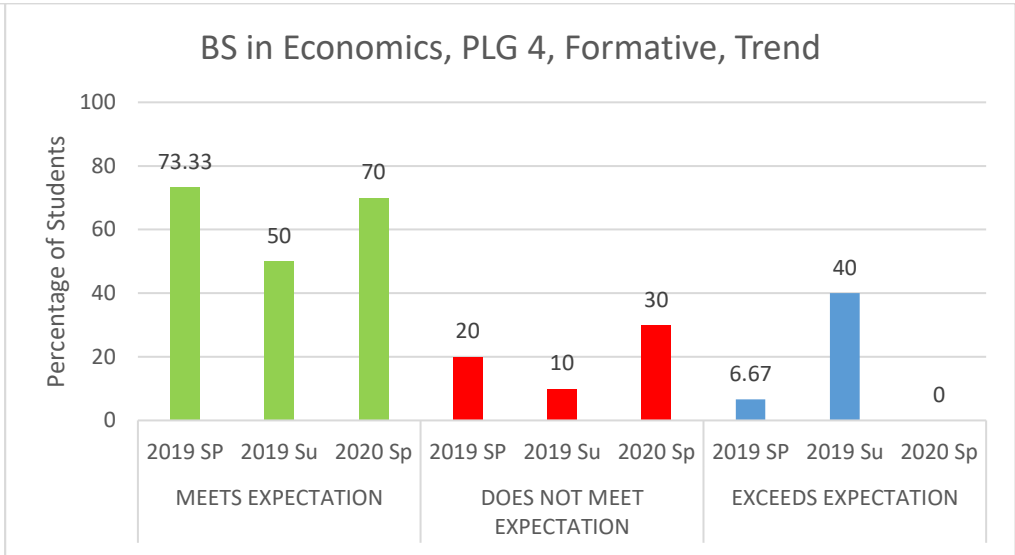


Figure BSE - 16

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 failed to meet the target in summative assessment.</p> <p>Trend: The percentage of students not meeting expectations in both summative and formative assessment has increased over the years.</p>	The University arranged various online seminars to boost students' morale and motivate them to focus on studies despite the current crisis.

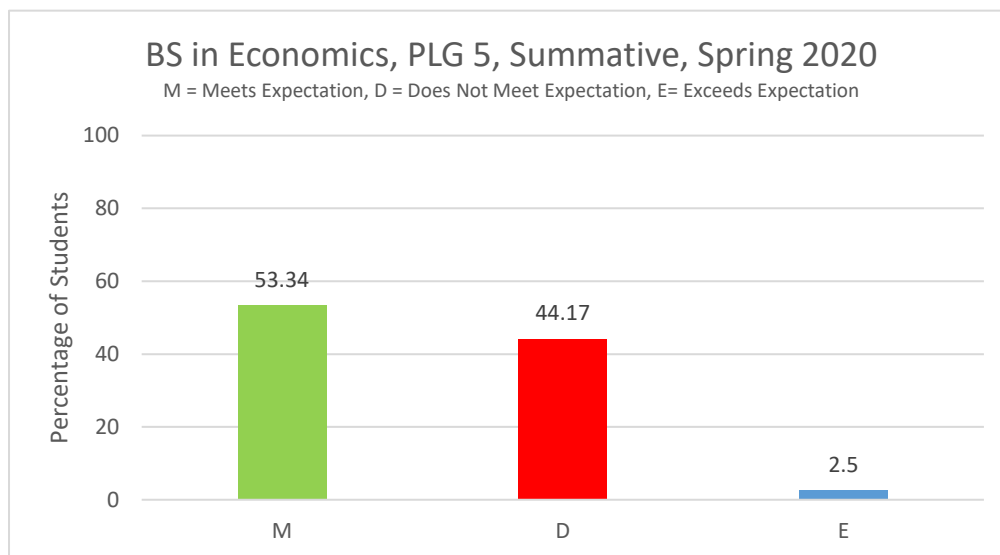


Figure BSE - 17

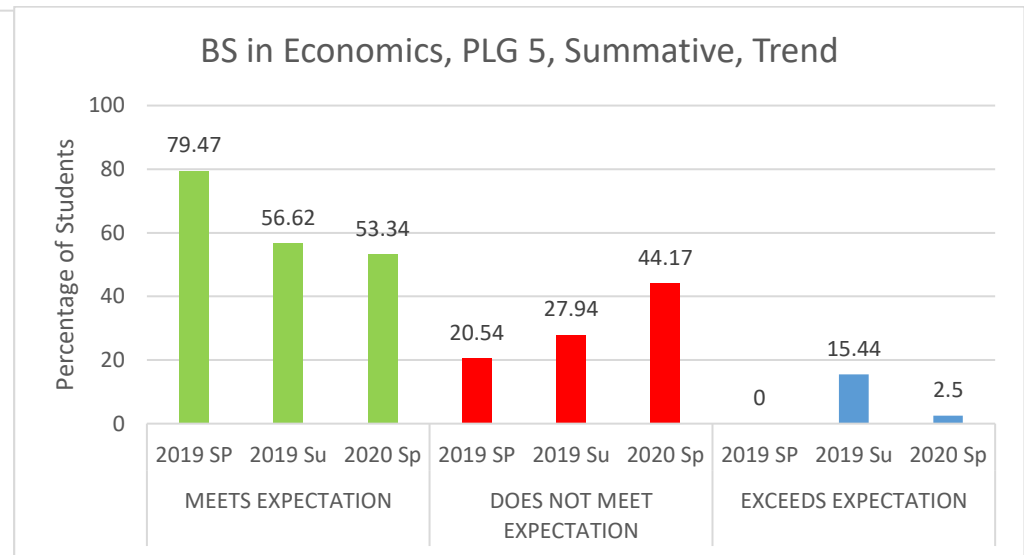


Figure BSE - 18

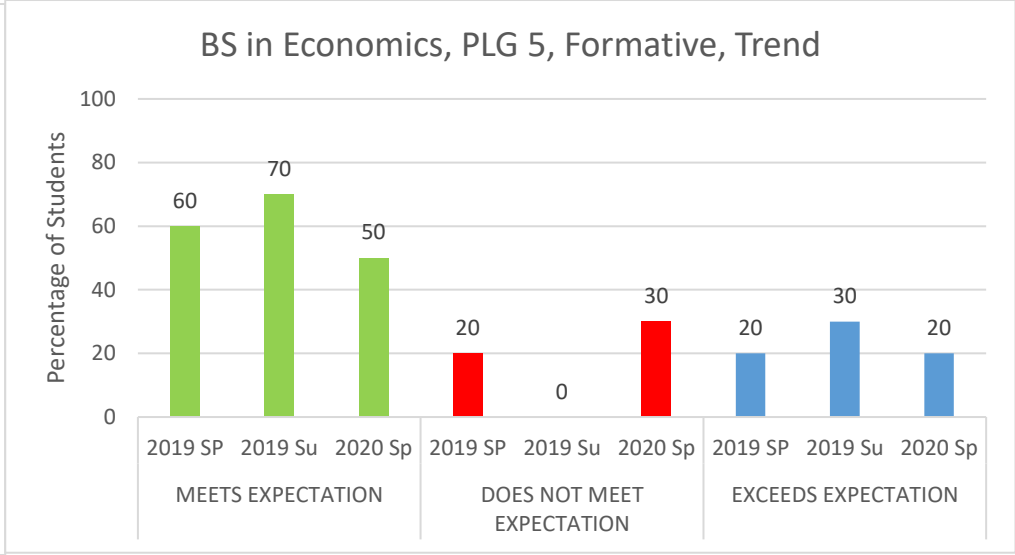
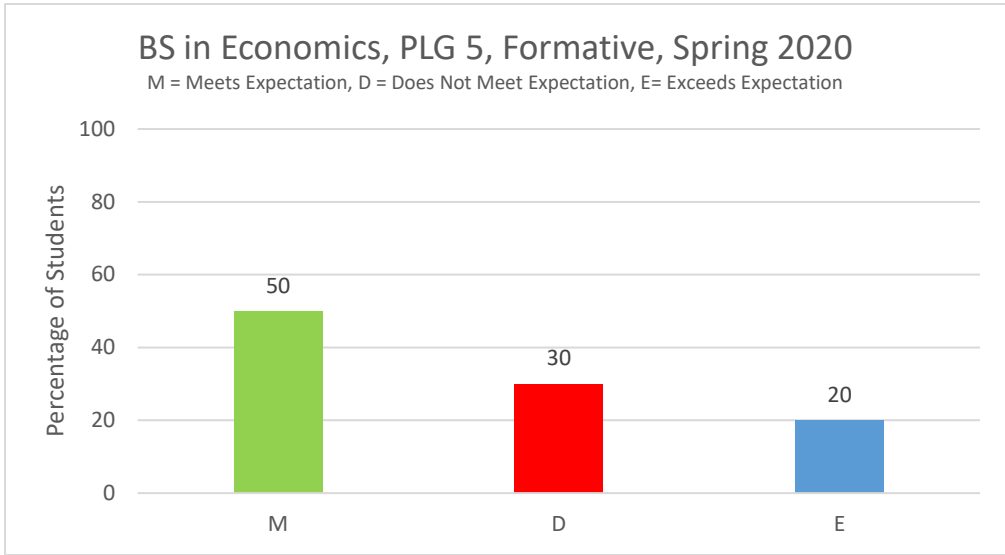


Figure BSE - 19

Figure BSE - 19

Spring 2020 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 extremely well performance in this area. Formative assessment could not be measured for this period as Eco 502 was not offered in this semester.</p>	The University arranged a virtual conference on Digital Bangladesh: Technology for Covid 19 response. The conference was on the extensive use of automation, Information technology and online facilities in different sectors as education, government/non-government offices, industry and business, shopping and banking, etc. to run the economy smoothly during this Corona period.

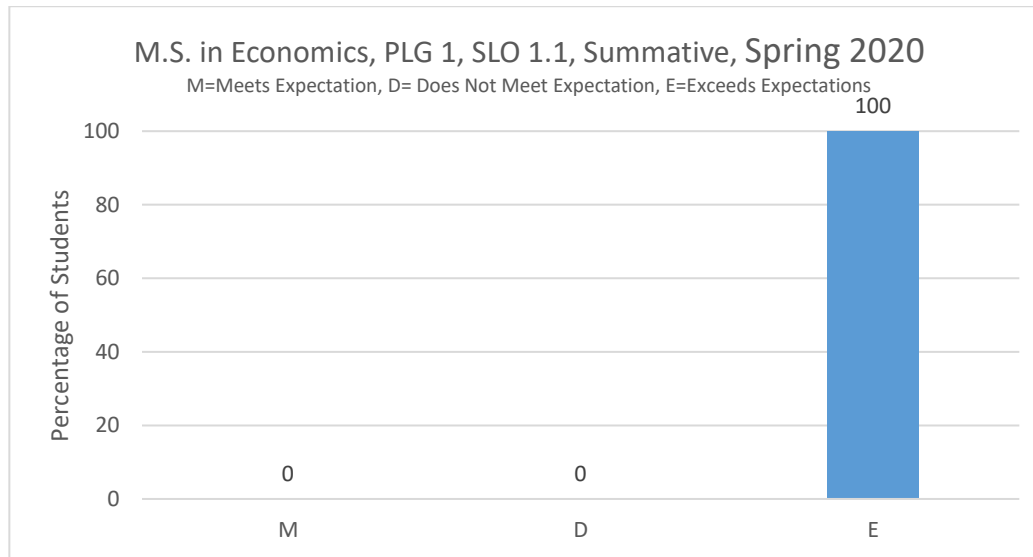


Figure MSE - 1

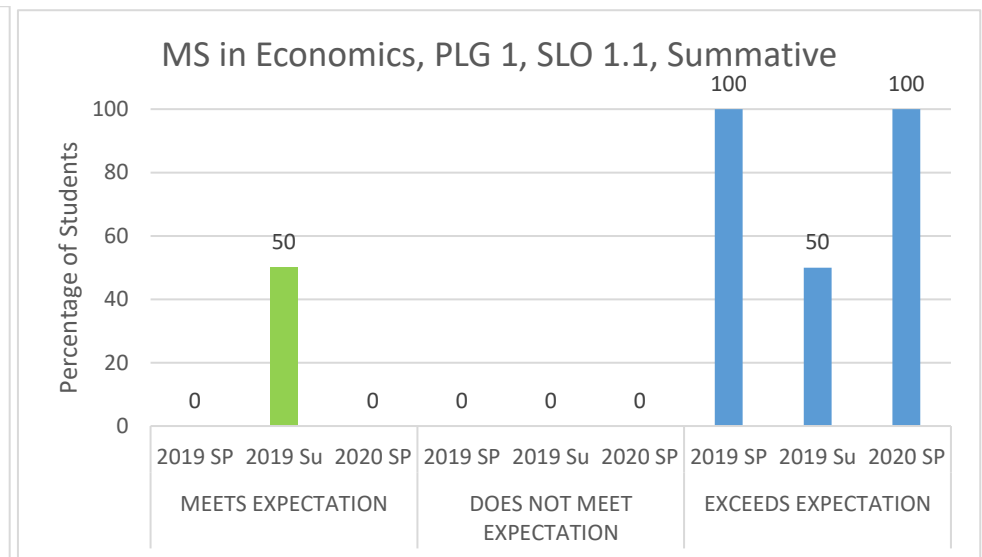


Figure MSE - 2

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 satisfactory performance in this area. However, there is a decrease in the percentage of students exceeding expectations.</p>	The NSU IQAC arranged an online workshop for all faculty members where Dr Shyam Sharma from State University of New York at Stony Brook talked about online teaching challenges and solutions.

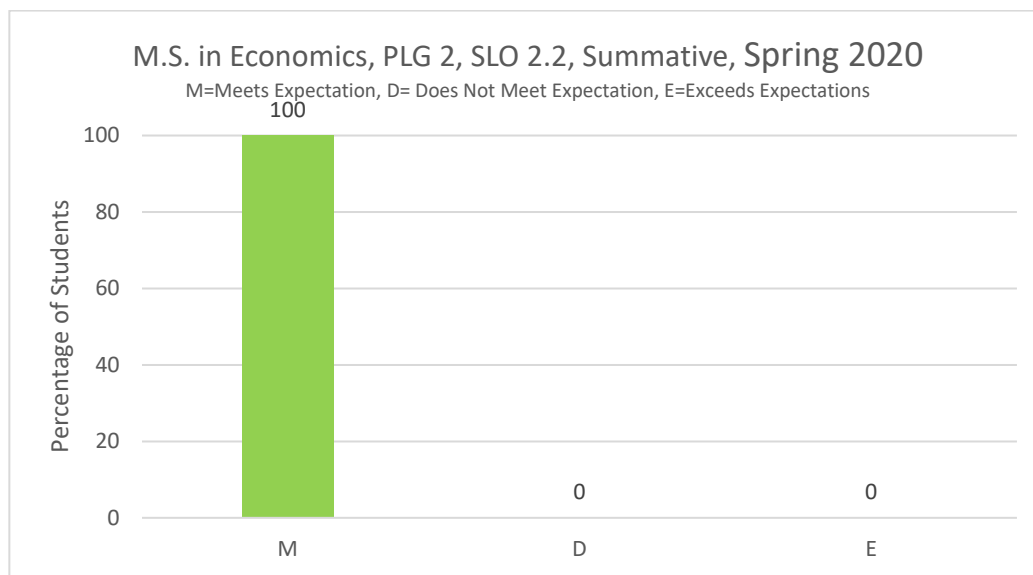


Figure MSE - 3

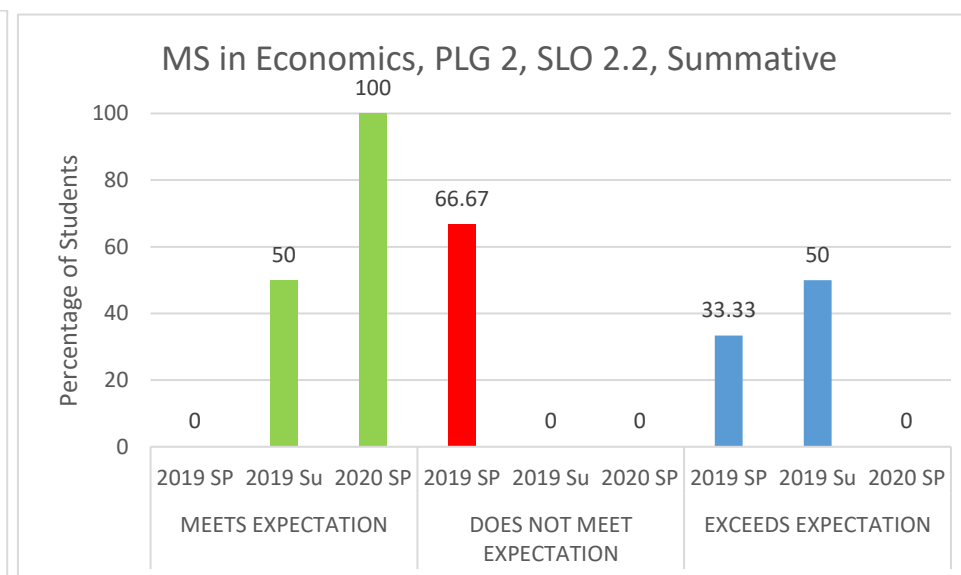


Figure MSE - 4

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.	<p><u>Summative:</u> ECO 695 or ECO 699: Economic modeling section of research papers or thesis</p> <p><u>Formative:</u> ECO 503 final Exam or ECO 504 final exam.</p>	MS.3.1.1.1	Please see figures MSE – 5 through MSE - 8	<p>Target: 60% students should meet or exceed expectations.</p> <p>Students met the target in summative assessment but not in formative assessment.</p> <p>Trend: Students exhibit satisfactory performance in this area. However, there is a decrease in the percentage of students exceeding expectations.</p>	NSU launched a newly established incubation program, North South University Startups Next, to create the next generation of startup founders in the country. The program will nurture future leaders with guided mentorship, networking, and funding opportunities to help their startups grow into a scalable business.

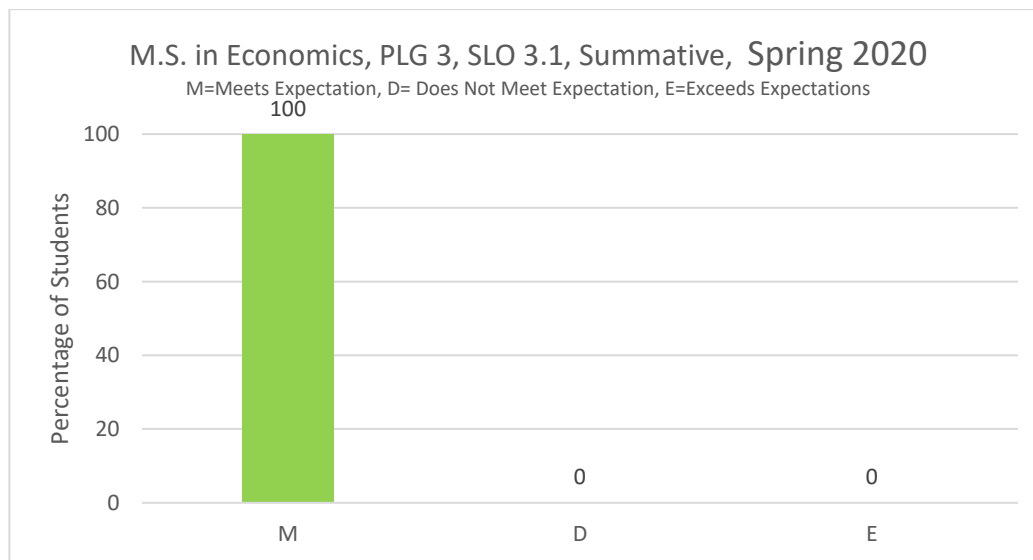


Figure MSE - 5

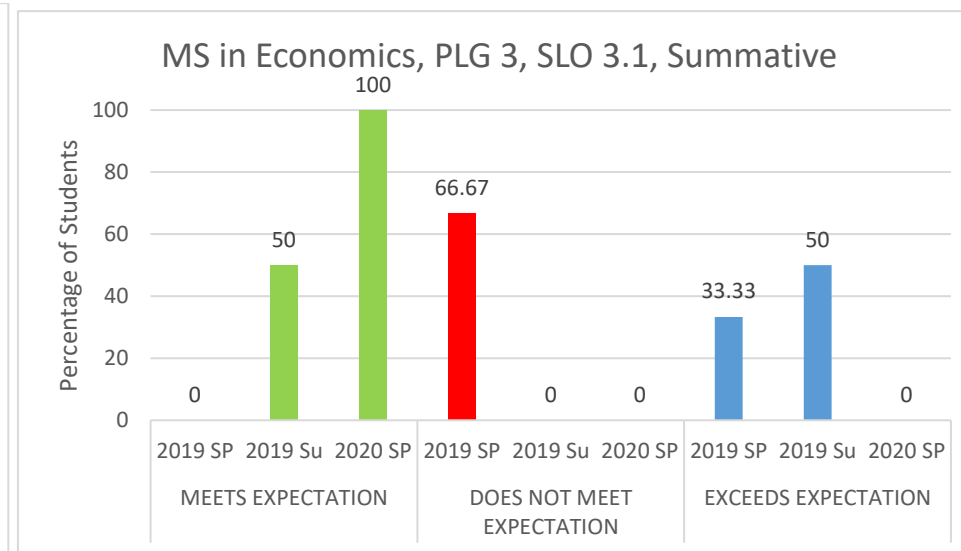


Figure MSE - 6

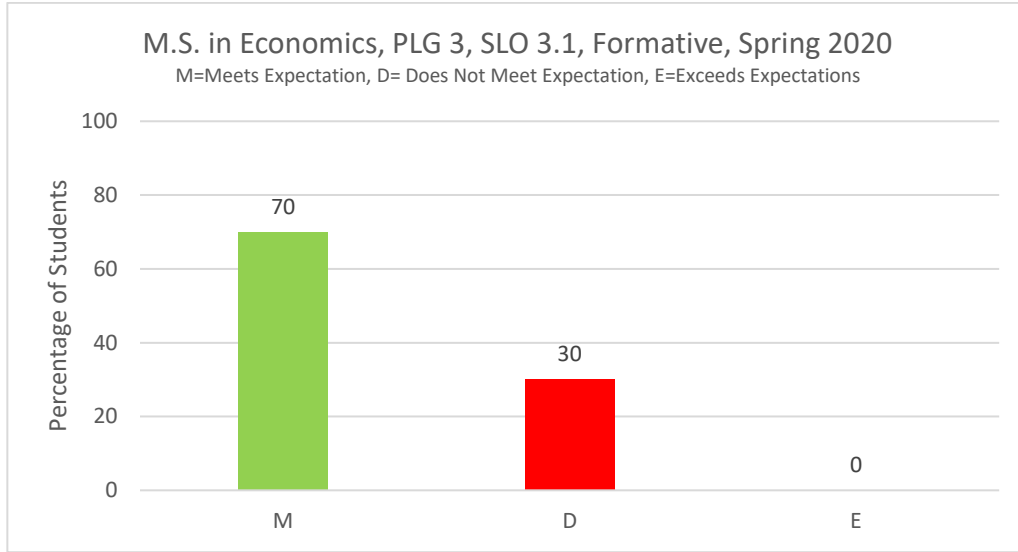


Figure MSE - 7

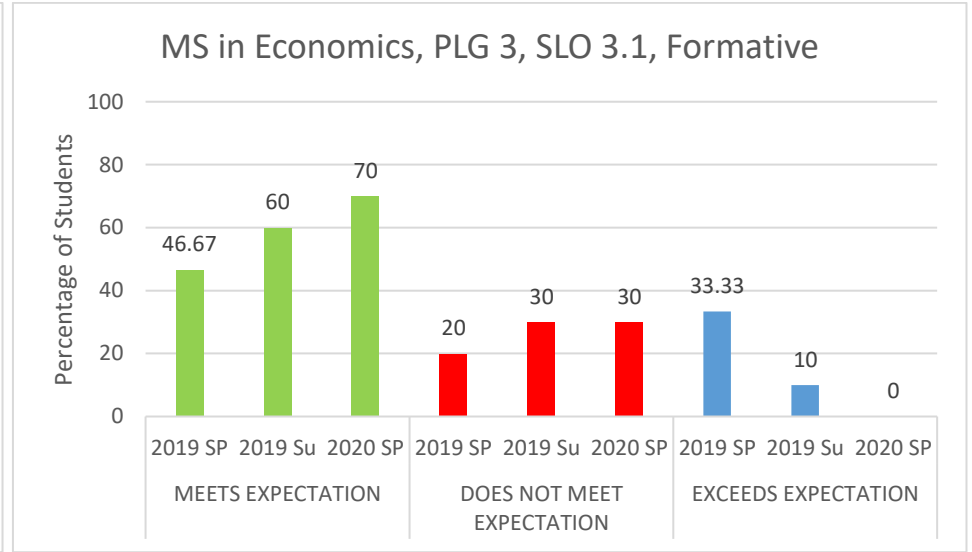


Figure MSE - 8

Spring 2020 Student Learning Assessment Report: Master of Business Administration

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
1. Managerial Communications	1.1 Communicate effectively toward achieving managerial objectives.	<p><u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment (BUS 690 final term projects)</p> <p><u>Formative:</u> Course-Embedded Assessment (BUS 650 final term projects)</p>	<p><u>Assessment Tests:</u> Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation> 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MB.1.1.1.1</p>	See Figures MBA- 1 through MBA-4	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students met the target.</p> <p>Trend: Students' performance has improved over the period with an increase in the percentage of students meeting expectations.</p>	Due to the onset of Covid19 NSU had to transition from in-person class to online class to complete the spring semester. The University successfully managed online classes through extensive faculty training and supplied all the necessary resources to conduct online classes.

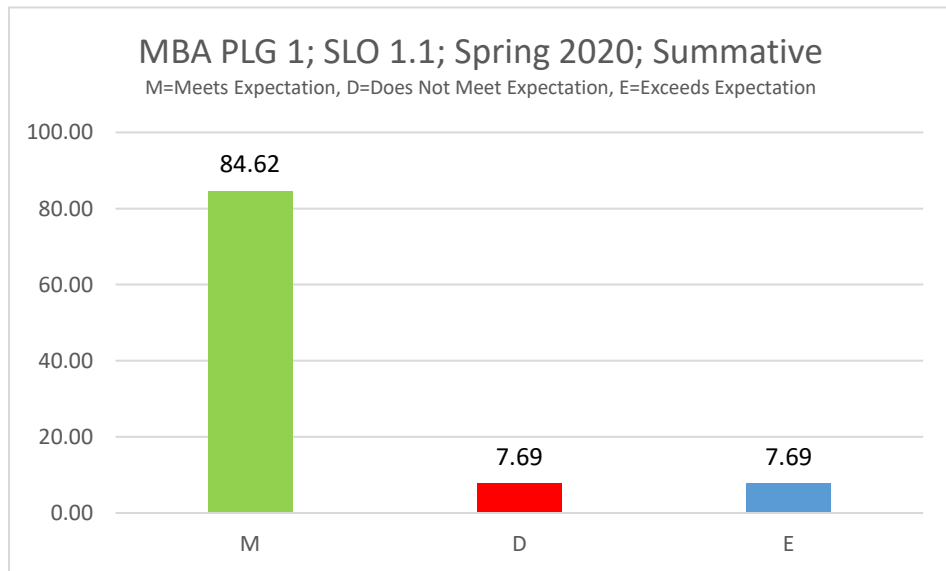


Figure MBA - 1

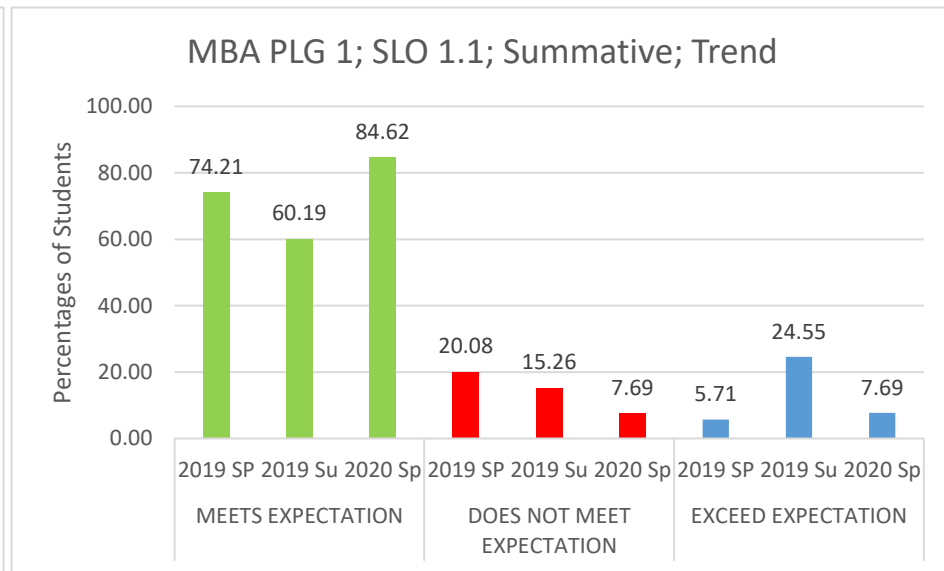


Figure MBA - 2

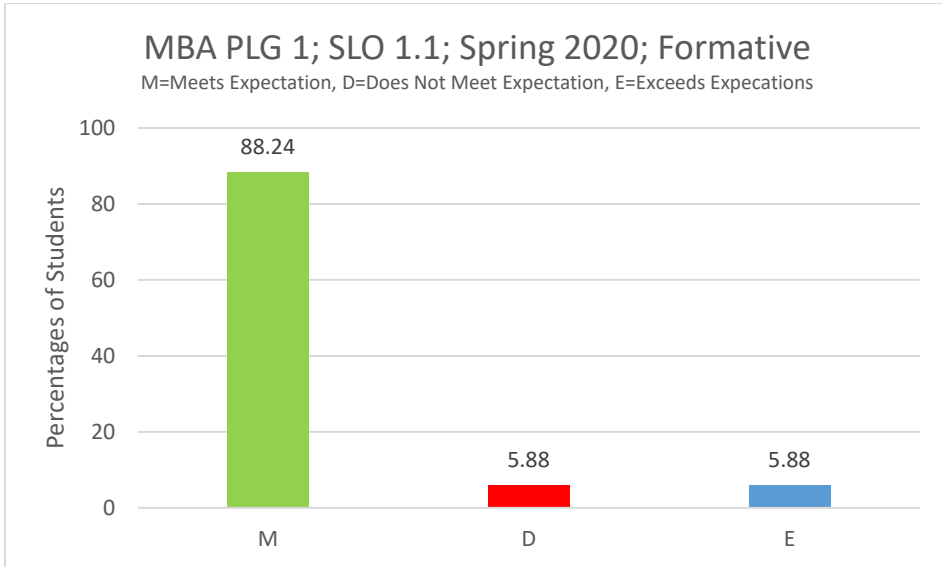


Figure MBA - 3

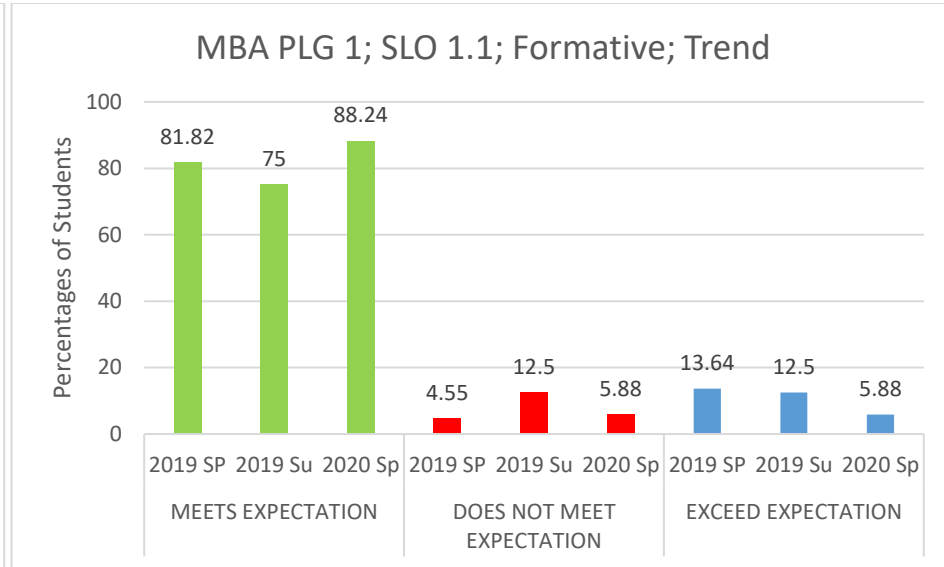


Figure MBA - 4

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.	<u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment (BUS 690 final term projects) <u>Formative:</u> Course-Embedded Assessment (BUS 650 final term projects)	<u>Assessment Tests:</u> Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation> 80% <u>Course-Embedded Assessment:</u> Rubric # MB.2.1.1.1	See Figures MBA-5 through MBA-8	Target: 80% students should meet or, exceed expectation. Students failed to meet the target. Trend: Student performance has deteriorated over the period with an increase in the percentage of students not meeting expectations.	The NSU IQAC continued to develop the overall performance of the institution via performance evaluation, assessment, and teaching quality up-gradation

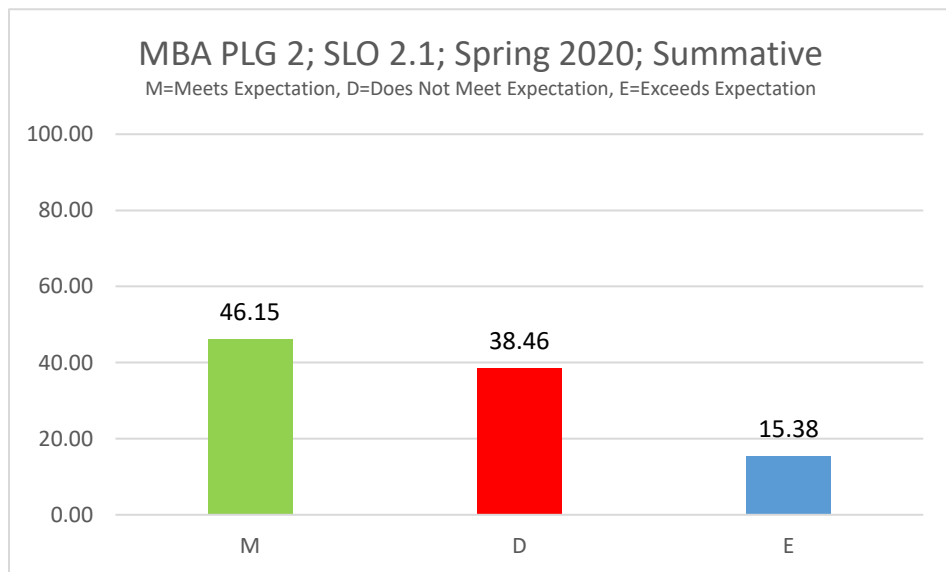


Figure MBA - 5

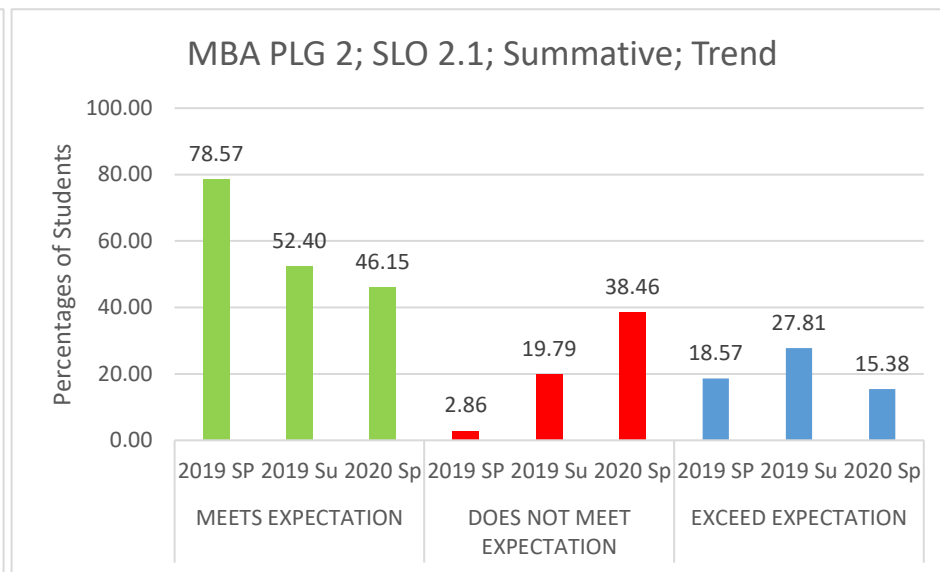


Figure MBA - 6

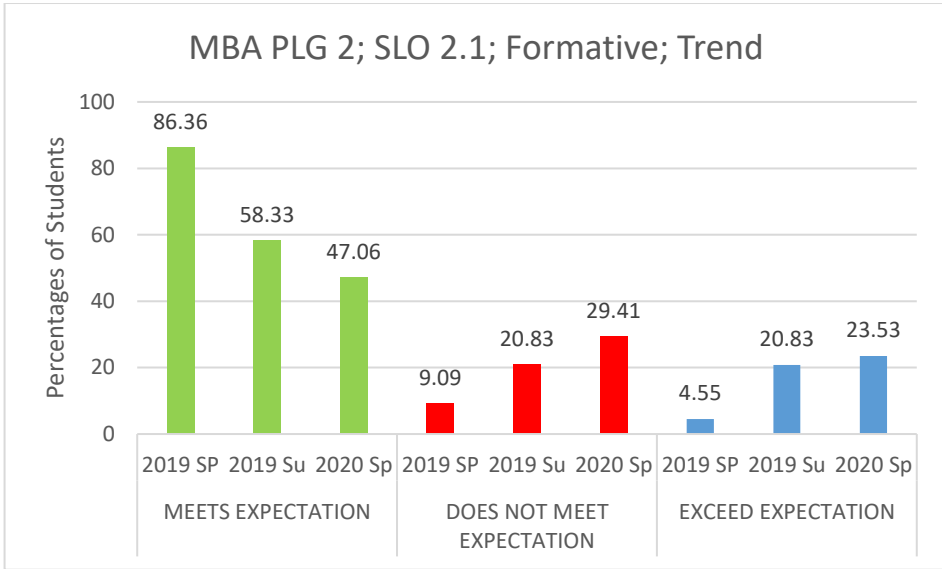
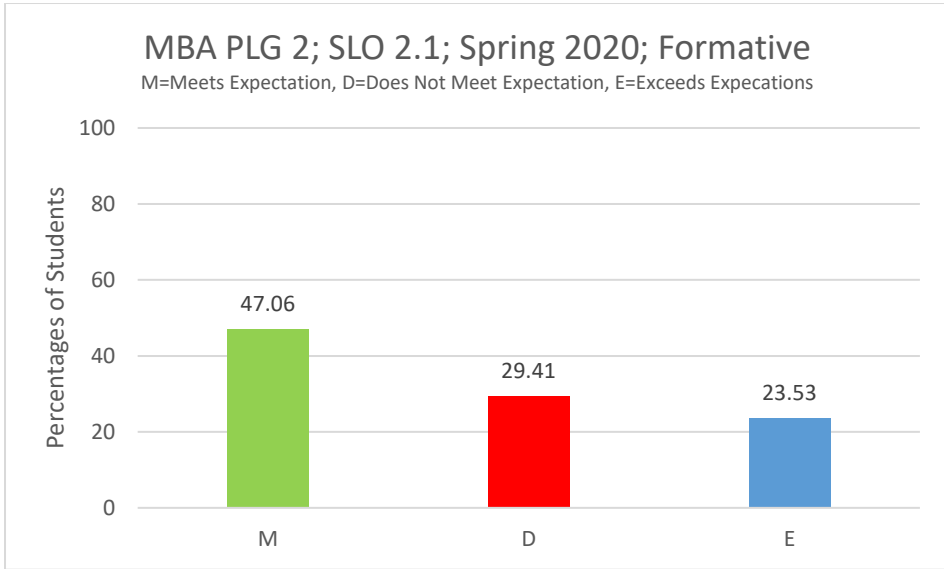


Figure MBA - 7

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' performance in summative assessment has deteriorated over the period with an increase in the percentage of students not meeting expectations.</p>	Faculties developed different strategies to deliver lecture content in the online environment in ways that engage students and meet the courses' learning objectives.

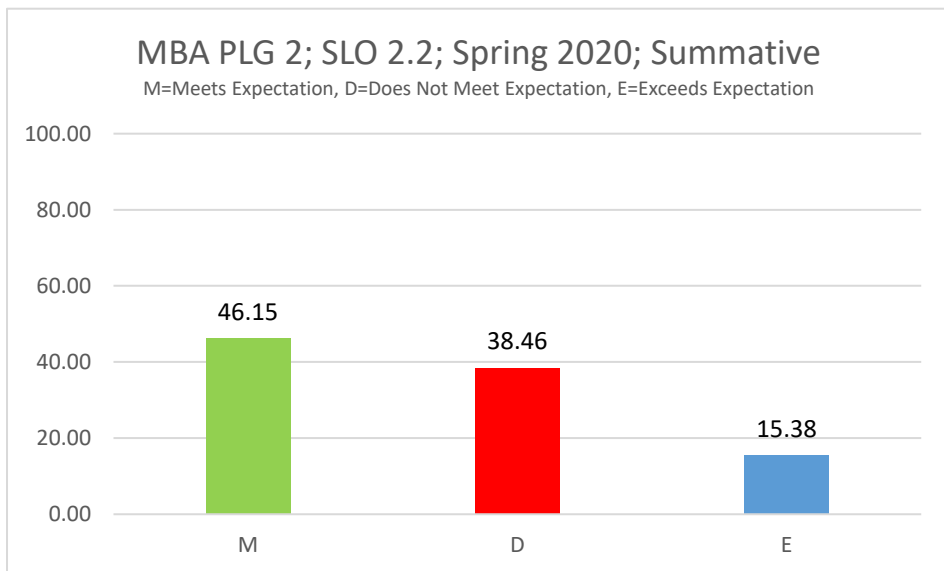


Figure MBA - 9

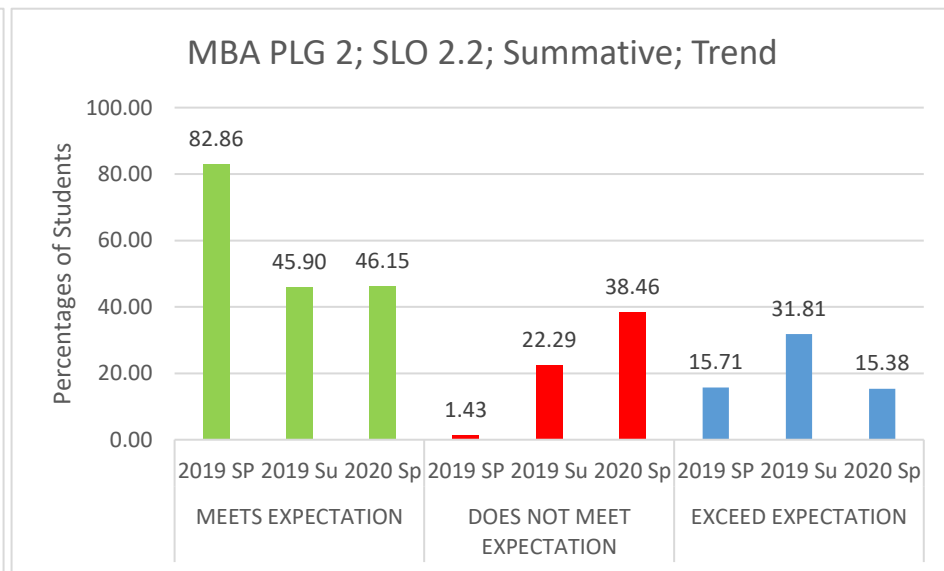


Figure MBA - 10

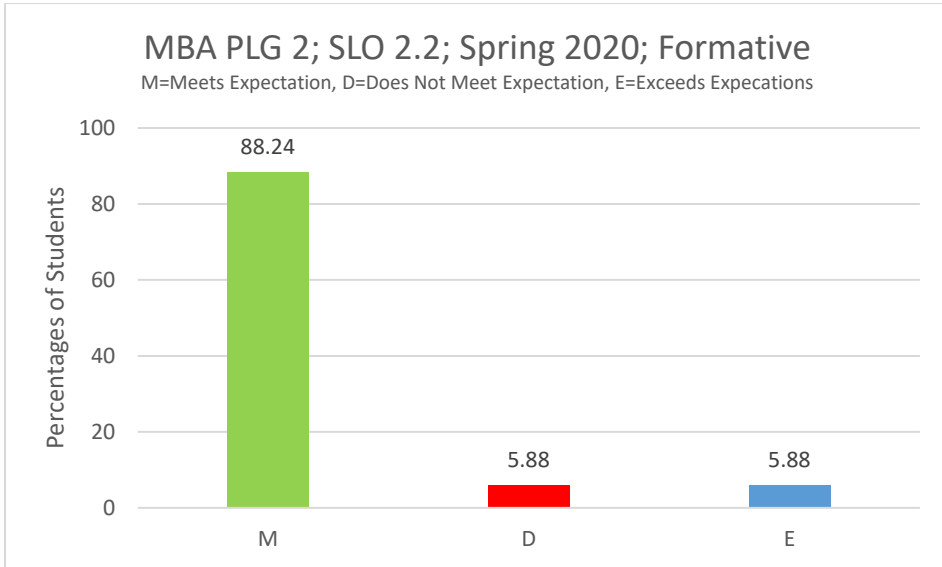


Figure MBA - 11

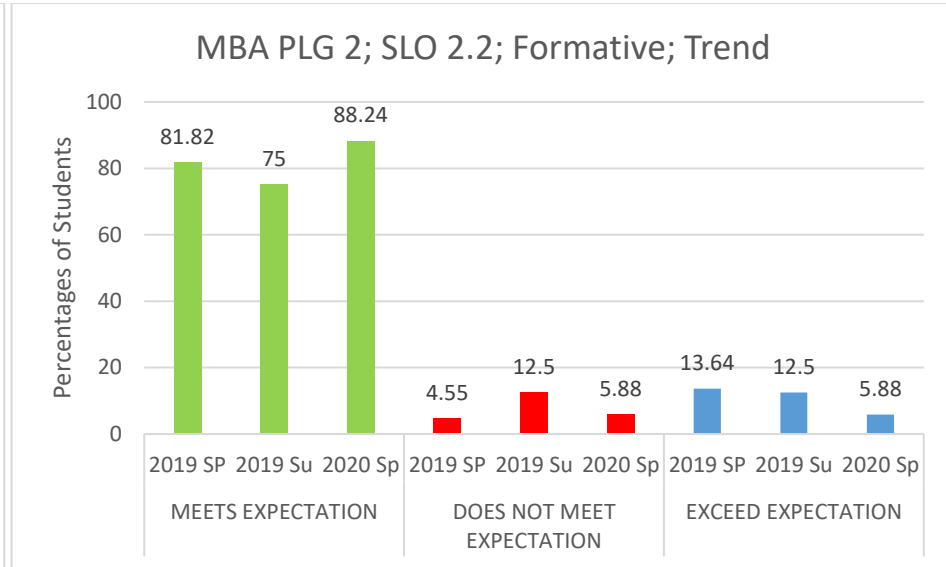


Figure MBA - 12

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>	<p>See Figures</p> <p>MBA-13 through MBA-16</p>	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students failed to meet the target both in the summative assessment and formative assessment.</p> <p>Trend: Student performance in summative assessment is extremely poor. This is a significant area of concern as the students are consistently failing to meet the target. Performance in formative assessment has also deteriorated over the period with an increase in the percentage of students not meeting expectations.</p>	<p>NSU launched a newly established incubation program, North South University Startups Next, to create the next generation of startup founders in the country. The program will nurture future leaders with guided mentorship, networking, and funding opportunities to help their startups grow into a scalable business.</p>

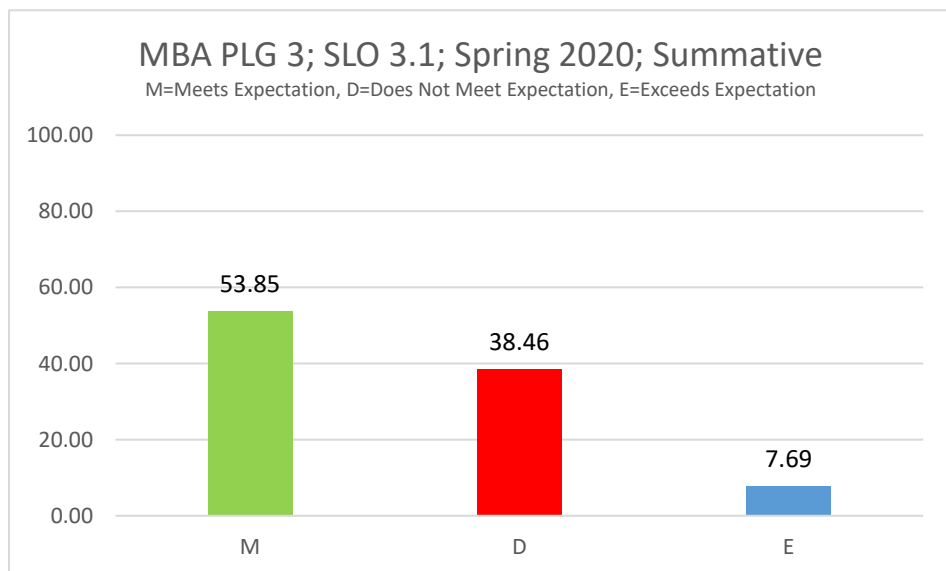


Figure MBA - 13

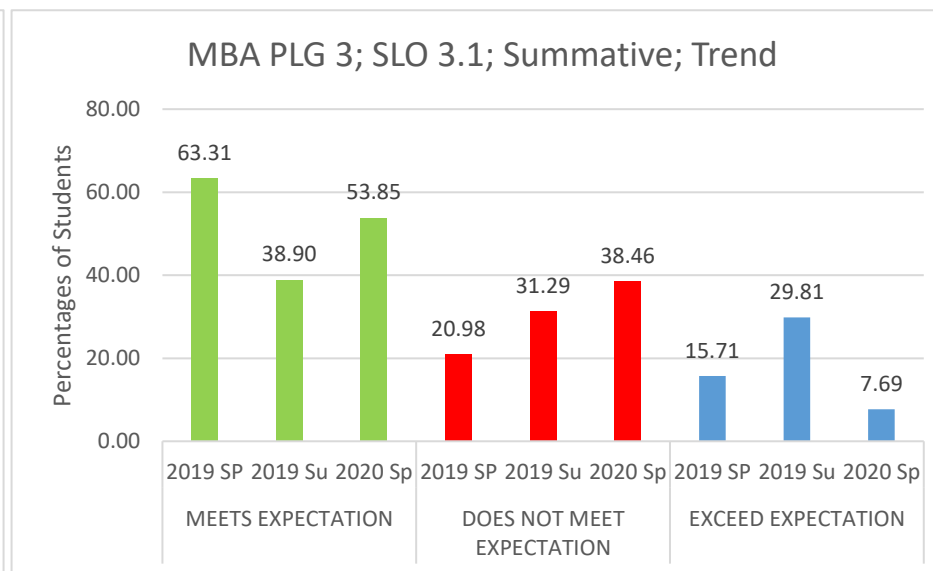


Figure MBA - 14

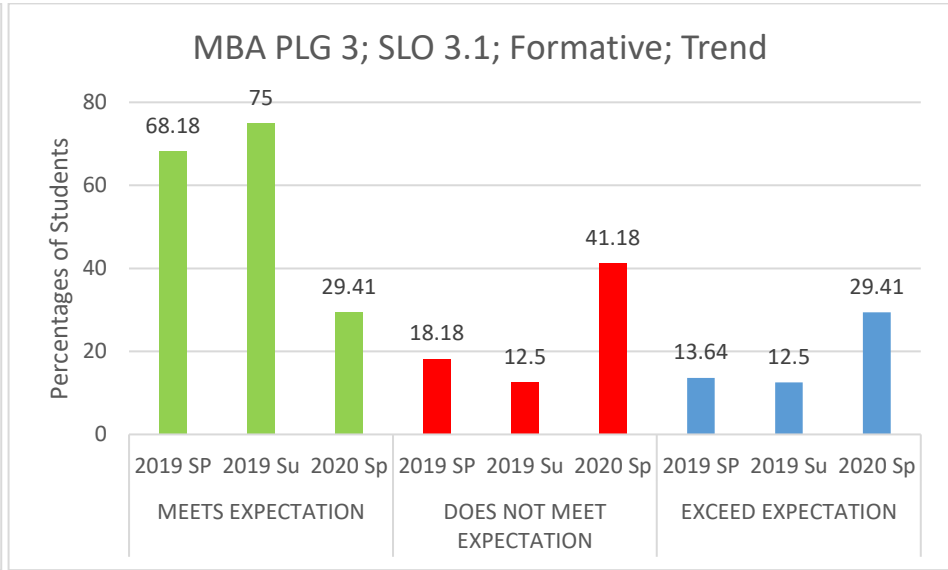
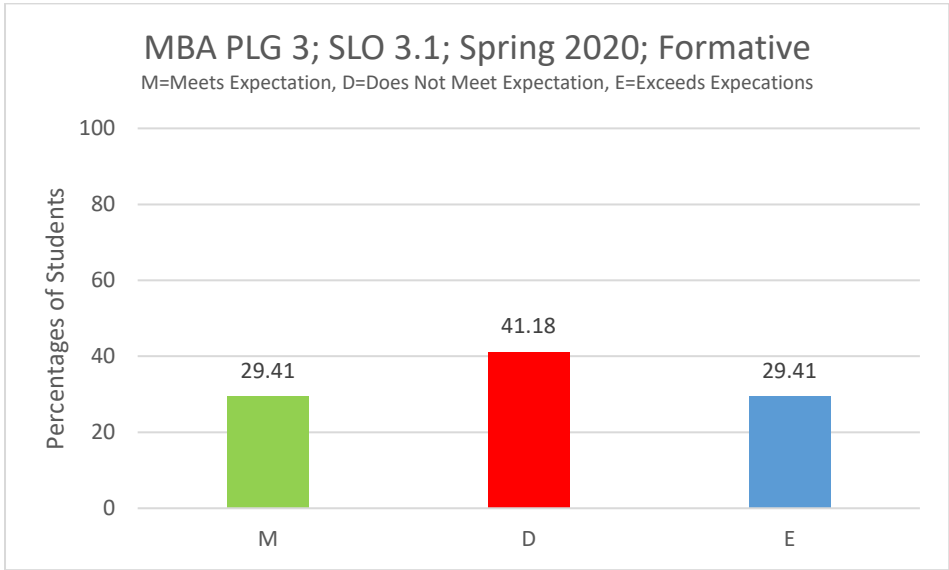


Figure MBA - 15

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: Although students failed to meet the target in summative assessment, there is a decrease in the percentage of students not meeting expectations.</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>

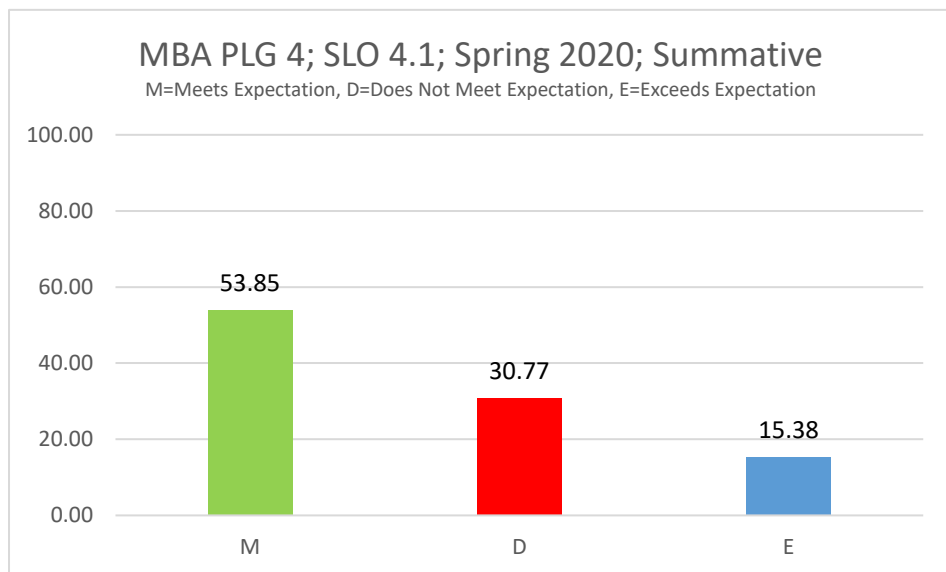


Figure MBA - 17

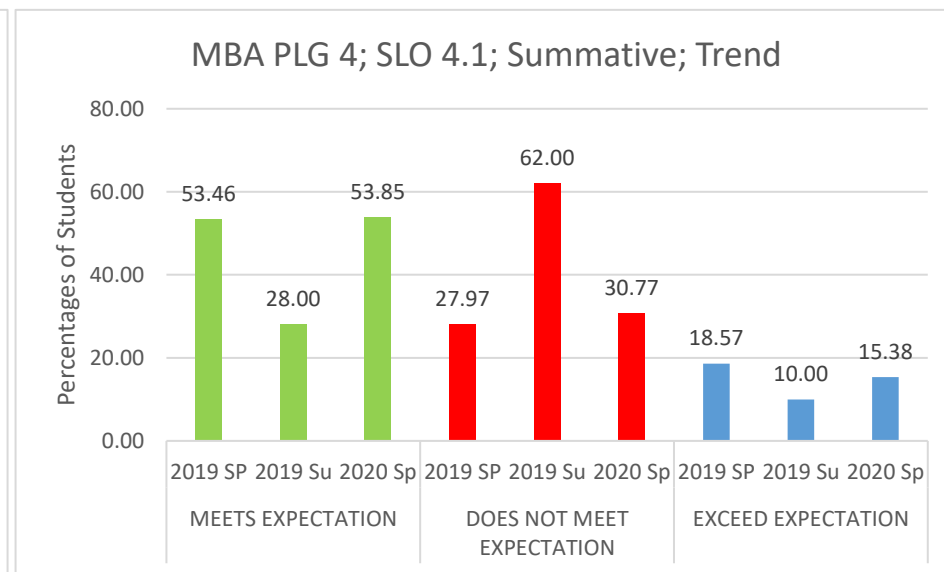


Figure MBA - 18

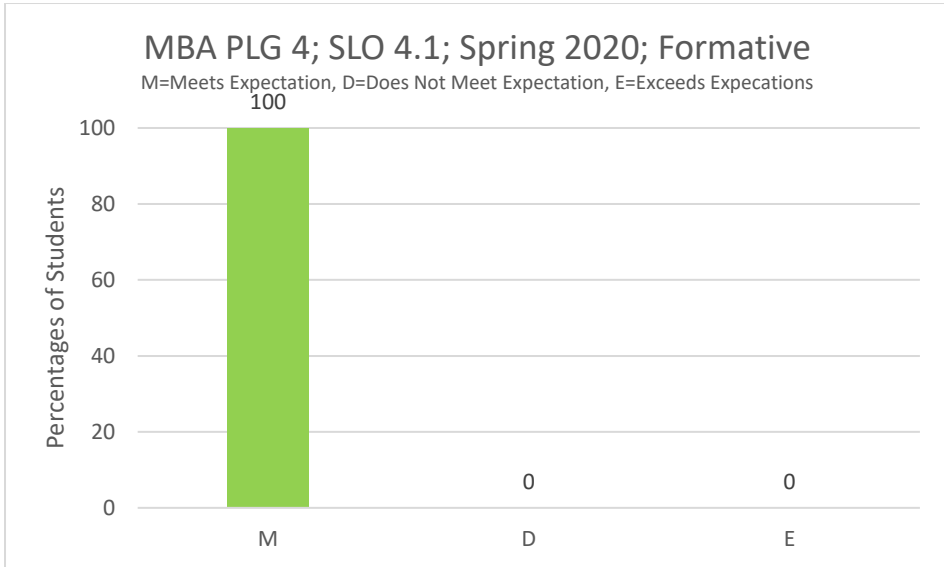


Figure MBA - 19

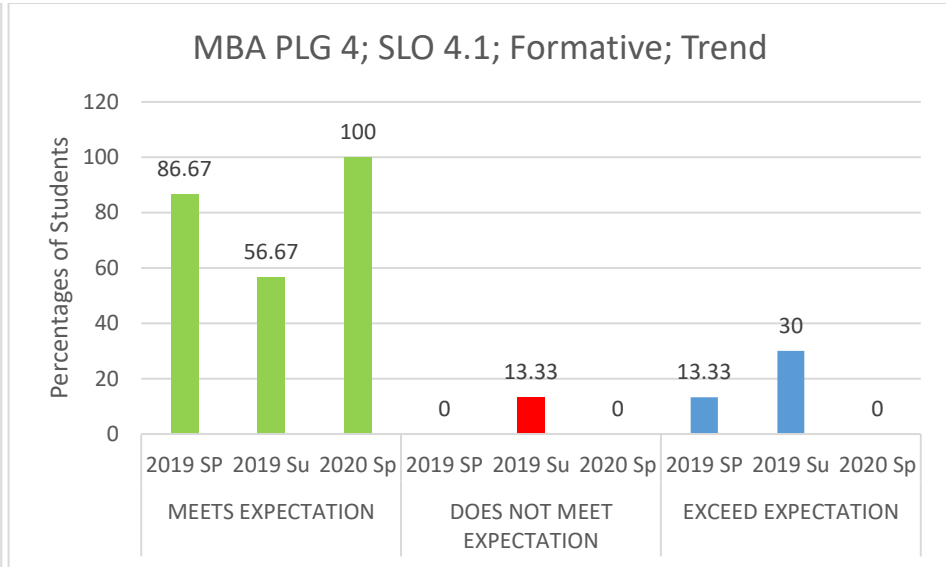


Figure MBA - 20

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 improved over the period with an increase in the percentage of students meeting expectations.	The University used Google Classroom and Google meet to conduct online classes. Lecture materials were shared with students before the online classes were delivered

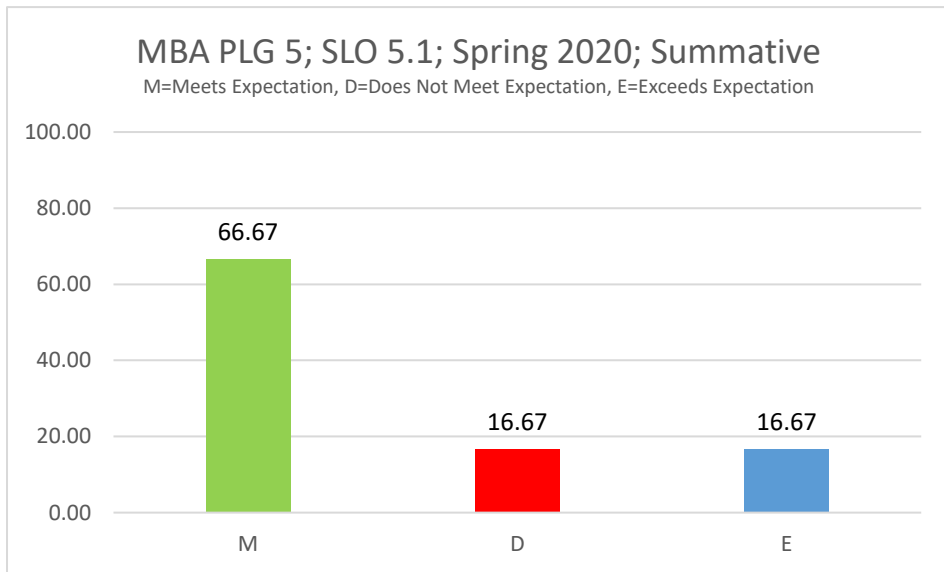


Figure MBA - 21

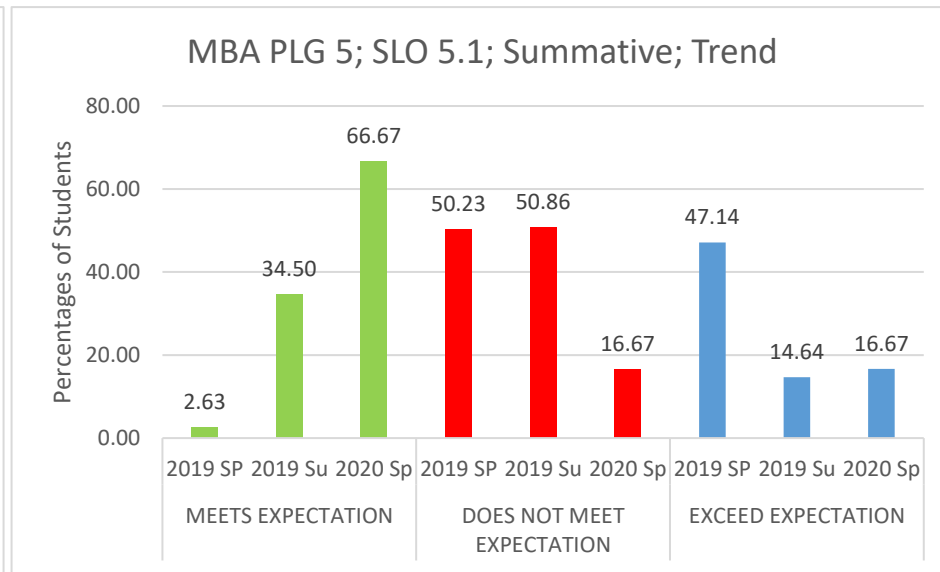


Figure MBA - 22

Spring 2020 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 - 2	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students failed to meet the target.</p> <p>Trend: Students Performance has deteriorated over the period with an increase in the percentage of students not meeting expectations. Due to the pandemic, no exit exam was taken; hence summative assessment could not be measured.</p>	Interactive assignments are used in the courses. Students are required to present on relevant topics that help them develop better communication skills.

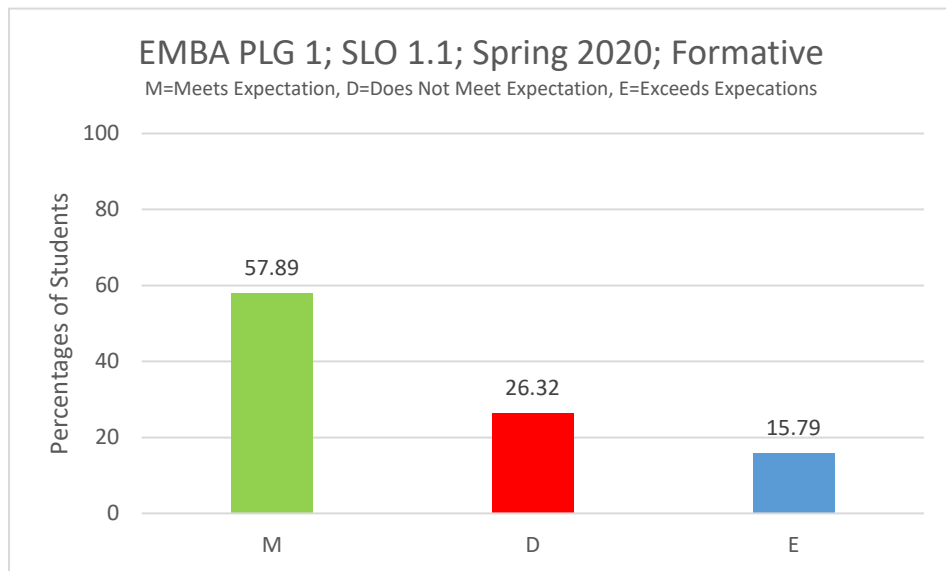


Figure EMBA - 1

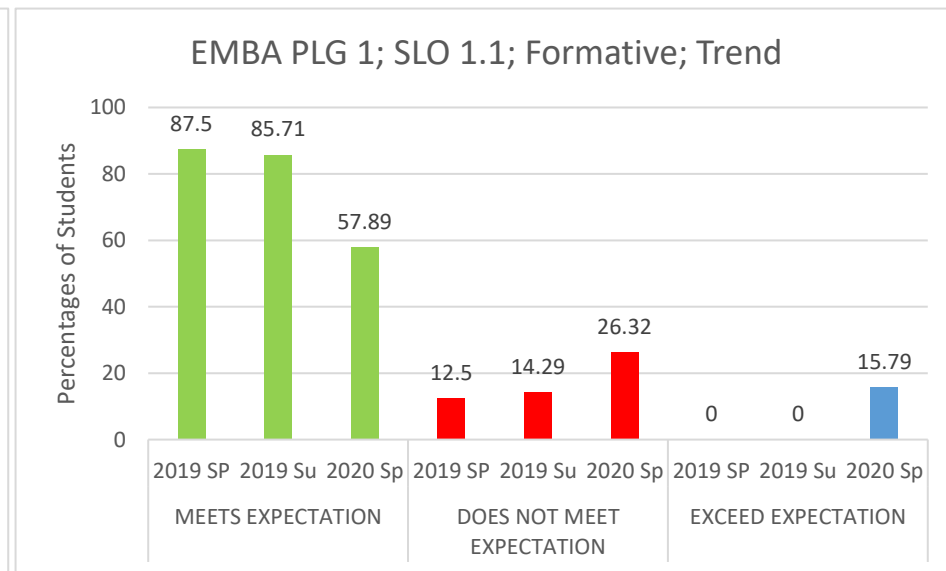


Figure EMBA - 2

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 – 3 through EMBA - 4	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students failed to meet the target.</p> <p>Trend: Although students did not meet the target, performance has improved over the period with a decrease in the number of students not meeting expectations. Due to the pandemic, no exit exam was taken; hence summative assessment could not be measured.</p>	Faculties developed different strategies to deliver lecture content in the online environment in ways that engage students and meet the courses' learning objectives.

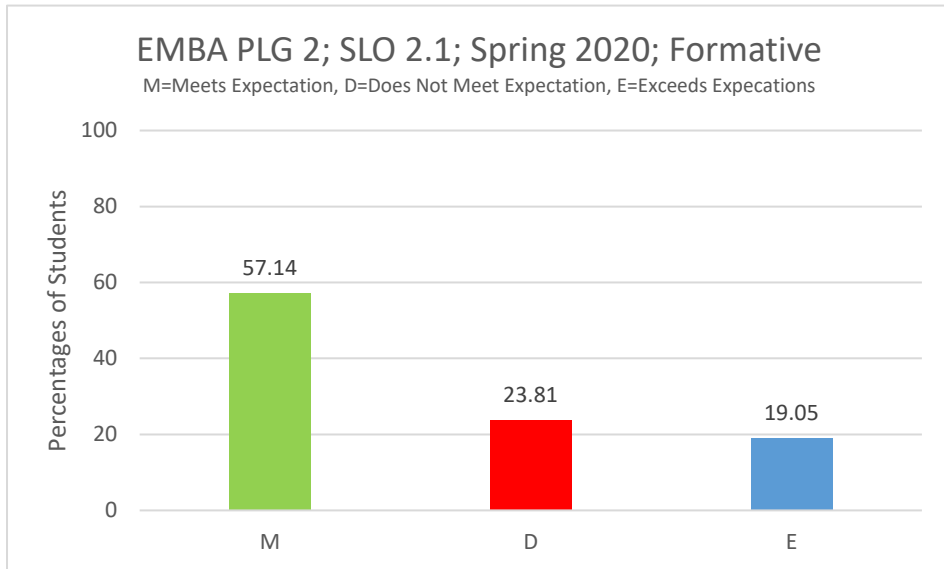


Figure EMBA - 3

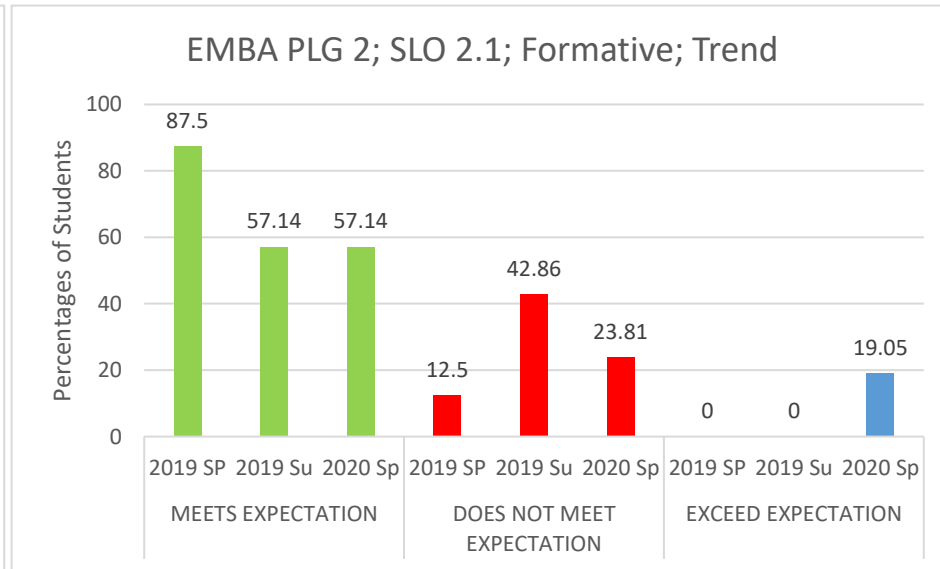


Figure EMBA - 4

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
2. Critical Thinking and Decision Making	2.2 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 – 5 through EMBA - 6	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students failed to meet the target.</p> <p>Trend: Although students did not meet the target, performance has improved over the period with a decrease in number of students not meeting expectations. Due to the pandemic, no exit exam was taken; hence summative assessment could not be measured.</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.

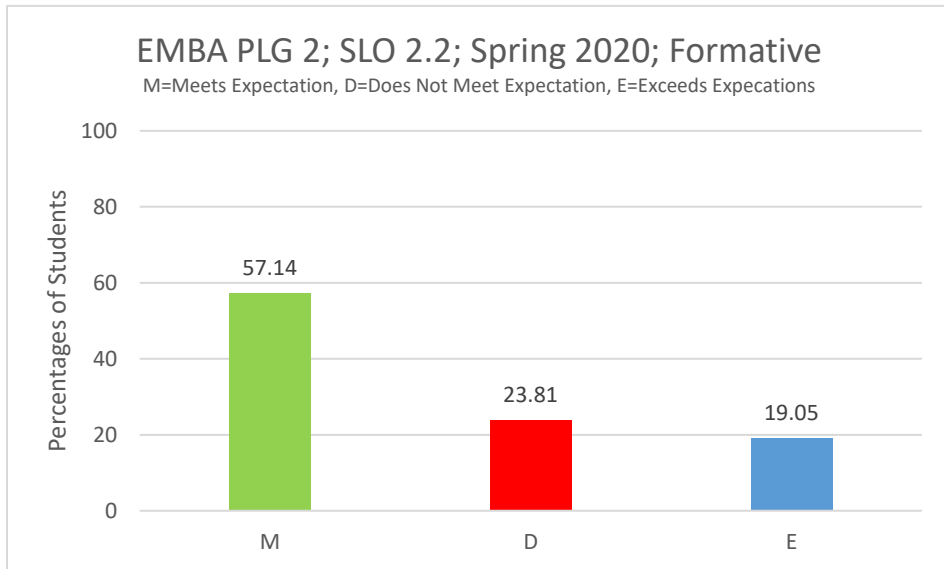


Figure EMBA - 5

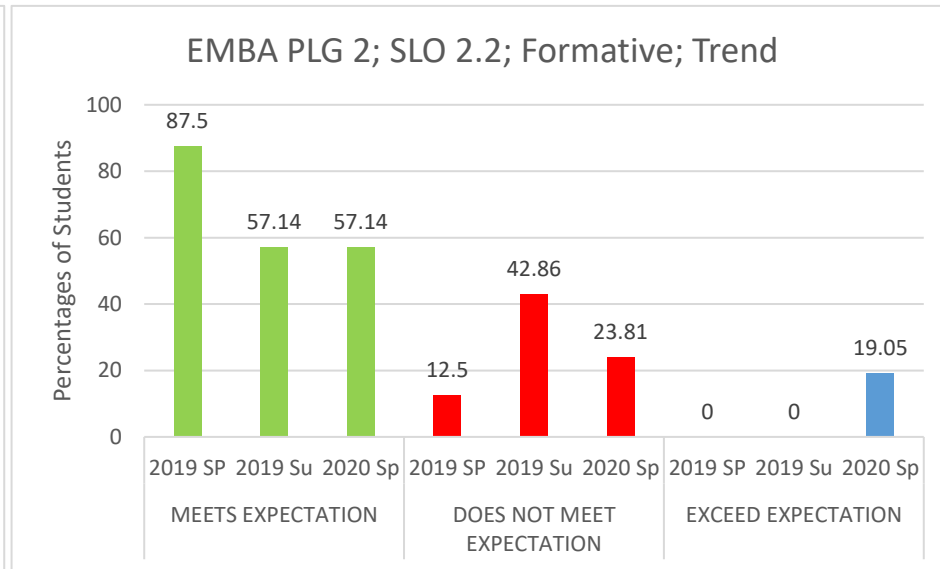


Figure EMBA - 6

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 – 7 through EMBA - 8	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students failed to meet the target.</p> <p>Trend: Students Performance has deteriorated over the period with increase in percentage of students not meeting expectations. Due to the pandemic, no exit exam was taken; hence summative assessment could not be measured.</p>	Faculties with Ph.D. from North America or equivalent universities and long industry experience at top-level corporations, teach in the EMBA program.

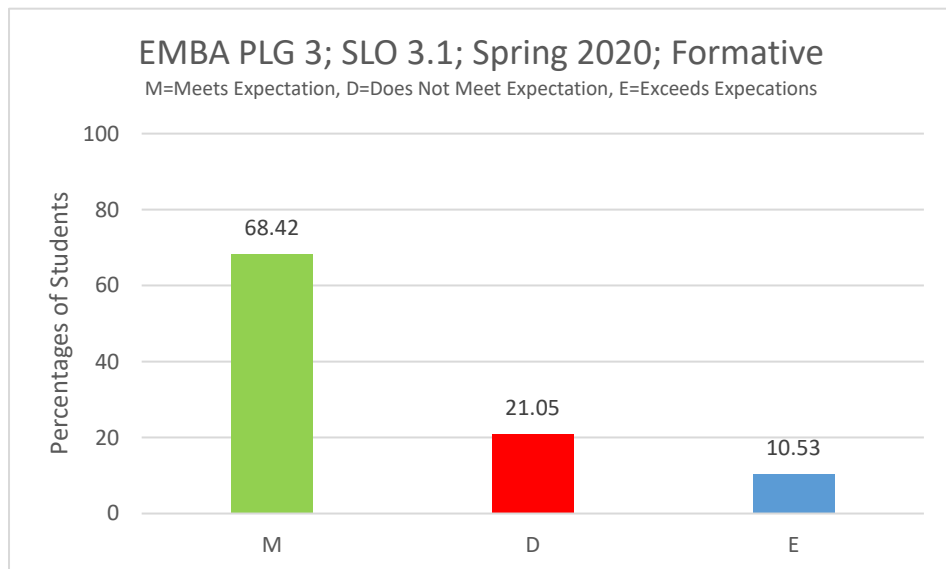


Figure EMBA - 7

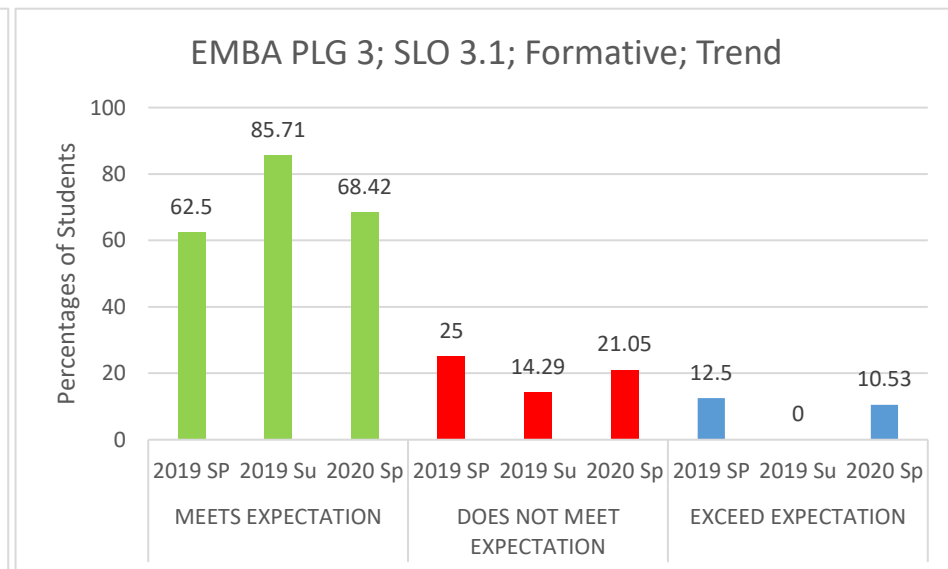


Figure EMBA - 8

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 – 9 through EMBA - 10	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students met the target.</p> <p>Trend: Student performance has improved over the period with increase in percentage of students meeting expectations. Due to pandemic no exit exam was taken hence summative assessment could not be measured</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>

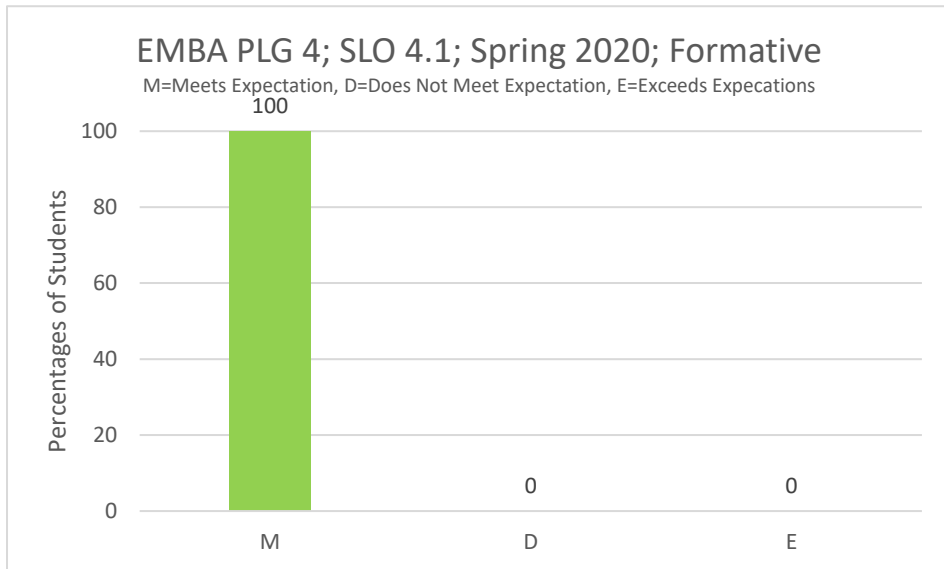


Figure EMBA - 9

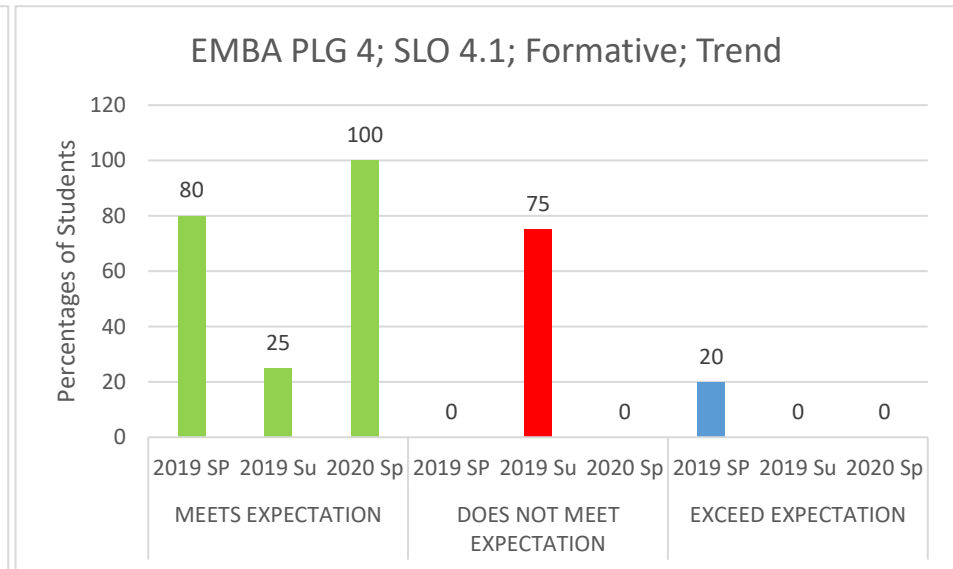


Figure EMBA - 10

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