



STUDENT LEARNING ASSESSMENT REPORT: SUMMER 2015

Contents

Summer 2015 Student Learning Assessment Report: BBA Program.....	2
Summer 2015 Student Learning Assessment Report: Major in Accounting and Finance (“A&F”)	11
Summer 2015 Student Learning Assessment Report: Major in HRM Program.....	21
Summer 2015 Student Learning Assessment Report: Major in International Business (“INB”).....	31
Summer 2015 Student Learning Assessment Report: Major in MIS Program	41
Summer 2015 Student Learning Assessment Report: Major in Marketing.....	51
Summer 2015 Student Learning Assessment Report: BS in Economics (“ECO”)	61
Summer 2015 Student Learning Assessment Report: Master of Business Administration.....	75
Summer 2015 Student Learning Assessment Report: Executive Master of Business Administration	87
Summer 2015 Student Learning Assessment Report: MS in Economics (“ECO”).....	98

Summer 2015 Student Learning Assessment Report: BBA Program

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

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
1. Communications	1.1 Communicate ideas and arguments effectively	<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 1 - 3	<p>Target: 80% of students should meet or exceed expectation.</p> <p>Students met the target in the formative assessment, however, students failed to meet the target in the Summative Assessment.</p> <p>Trend: The number of students not meeting expectation is exhibiting an increasing trend.</p>	<p>Three professional workshops, several in partnerships with leading global multi-national companies, were conducted on business communication and etiquettes.</p> <p>The marketing club organized a seminar called “the role of effective communications in brand building.”</p>

Fig 1: BBA Core PLG 1, SLO 1.1, Summative, SU-2015

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation

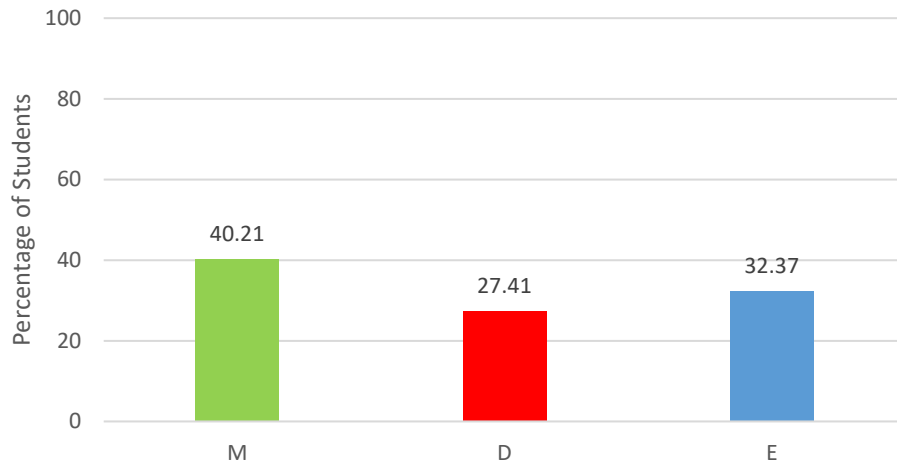


Fig 2: BBA Core PLG 1, SLO 1.1, Trend

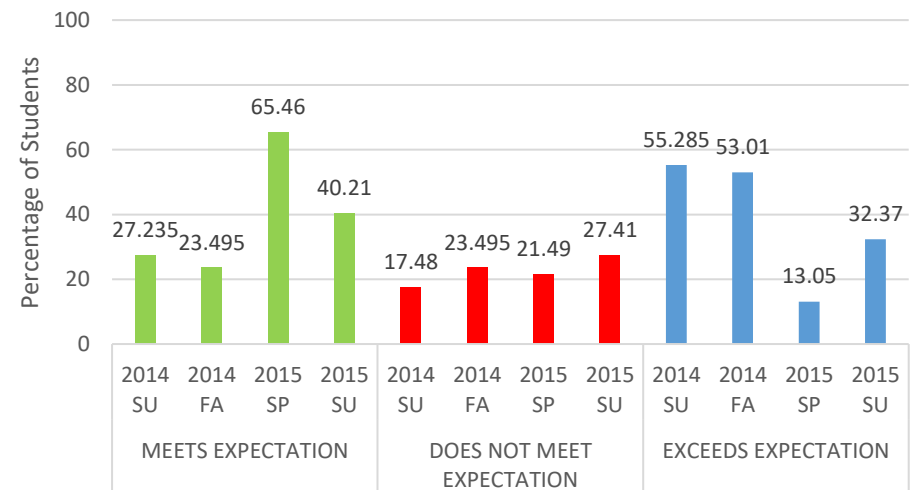
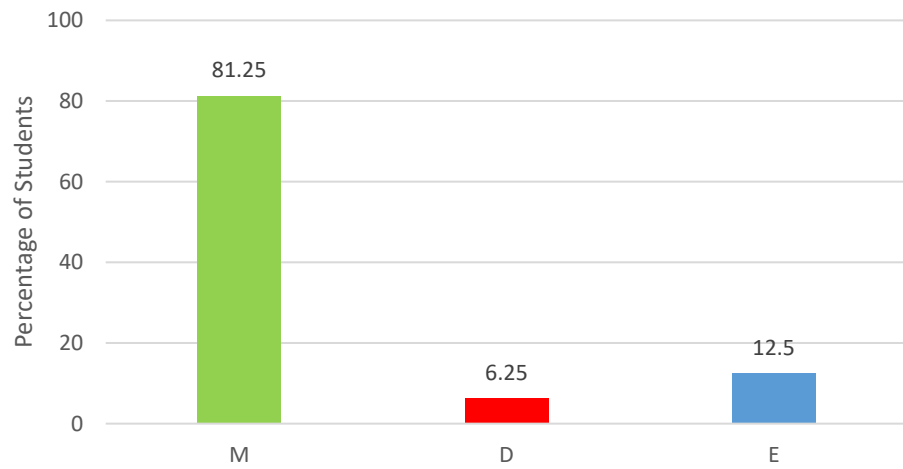


Fig 3: BBA Core PLG 1, SLO 1.1, Formative, SU-2015

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation



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	<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 # 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)</p>	<p>See Figures 4 and 5 for Summative results</p> <p>Please see Figures 25, 37, 49, 64, and 76 for formative results</p>	<p>Target: 70% students should meet or exceed expectations.</p> <p>In both assessment, student performance exceeded expectation.</p> <p>Trend: The percentage of students meeting expectation is gradually increasing.</p>	<p>A seminar was on conducted on CFA programs.</p> <p>A seminar was conducted on “Academia and Industry Collaboration,” featuring captains of industries in Bangladesh.</p>

Fig 4: BBA Core PLG 2, SLO 2.1, Summative, SU-2015

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation

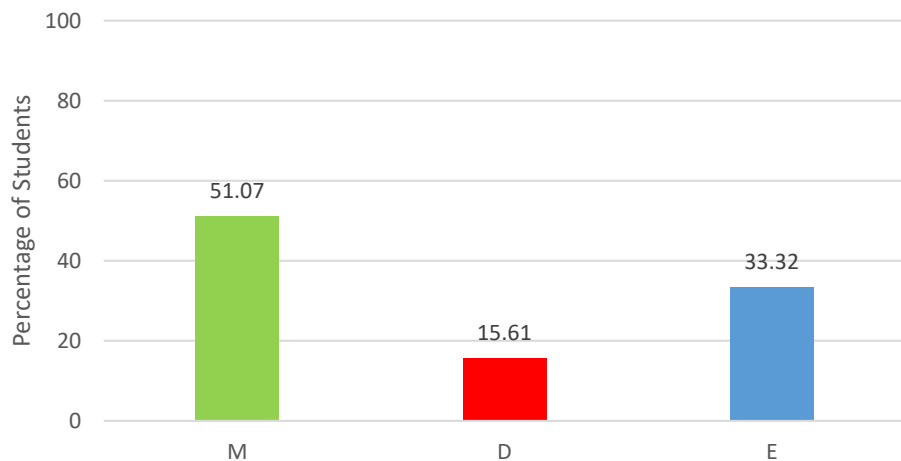
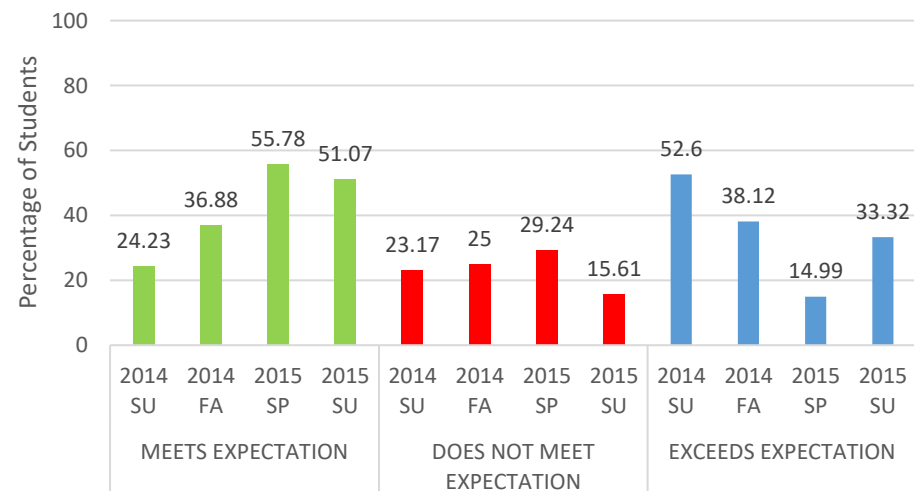


Fig 5: BBA Core PLG 2, SLO 2.1, Trend



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 6 - 8	<p>Target: 60% students should meet or exceed expectation.</p> <p>Students met the target.</p> <p>Trend: The percentage of students not meeting expectation is approximately stable over the assessment periods.</p>	<p>A cooperation-seminar was organized with a government agency to identify and recommend solutions to problems facing the local communities.</p> <p>Select faculty members volunteered to teach GMAT preparatory course.</p> <p>“Necessity. Ideation. Execution” seminar was held.</p>

Fig 6: BBA Core PLG 2, SLO 2.2, Summative, SU-2015

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation

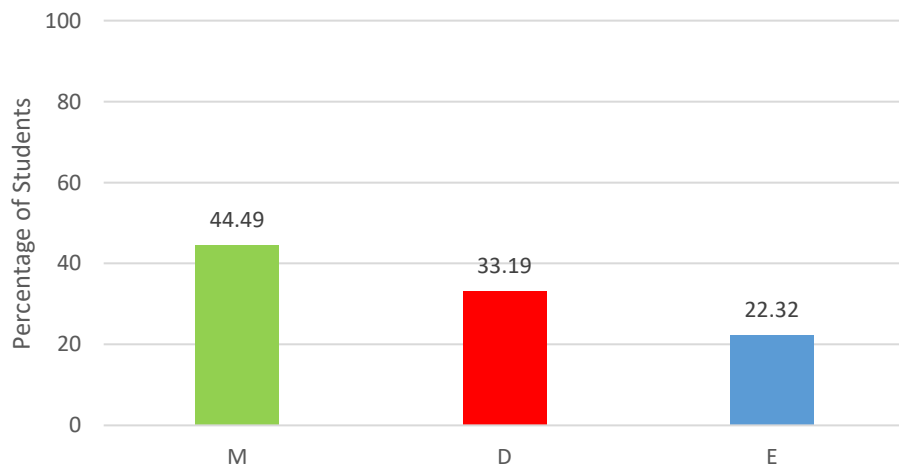


Fig 7: BBA Core PLG 2, SLO 2.2, Trend

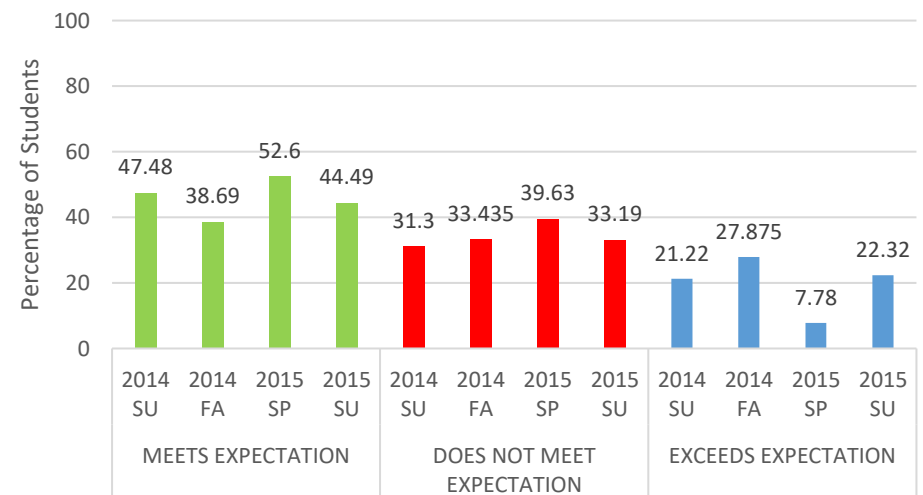
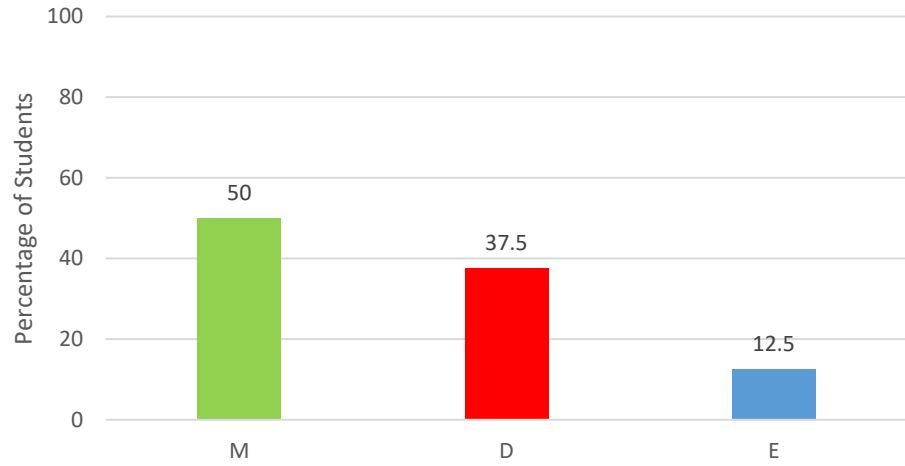


Fig 8: BBA Core PLG 2, SLO 2.2, Formative, SU-2015

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation



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.	<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 # 3.1.1.1</p>	See Figures 9 - 11	<p>Target: 80% students should meet or exceed expectation.</p> <p>Significant number of students did not meet expectation in either assessment.</p> <p>Trend: The percentage of students not meeting expectation increased dramatically, and is a matter of serious concern.</p>	<p>A seminar featured a renowned Bangladeshi entrepreneur; this seminar focused on alignment of functional practices on organizational goals.</p> <p>A student and faculty seminar enhanced understanding of conducting consumer research, gathering consumer insights, and effectively utilizing essentials frameworks to implement a key aspect of business plans.</p>

Fig 9: BBA Core PLG 3, SLO 3.1, Summative, SU-2015

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation

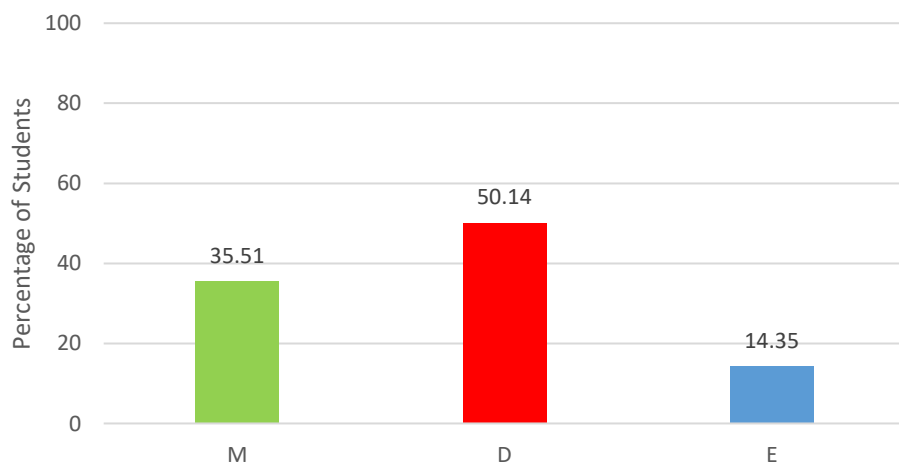


Fig 10: BBA Core PLG 3, SLO 3.1, Trend

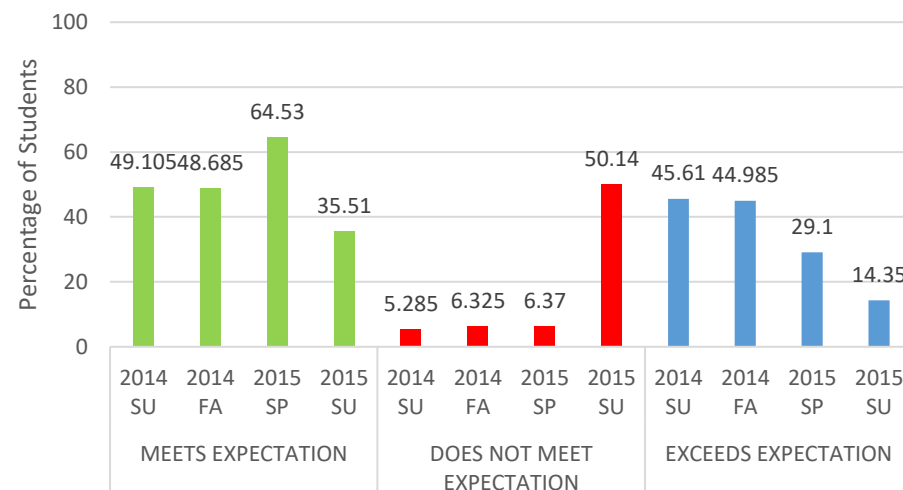
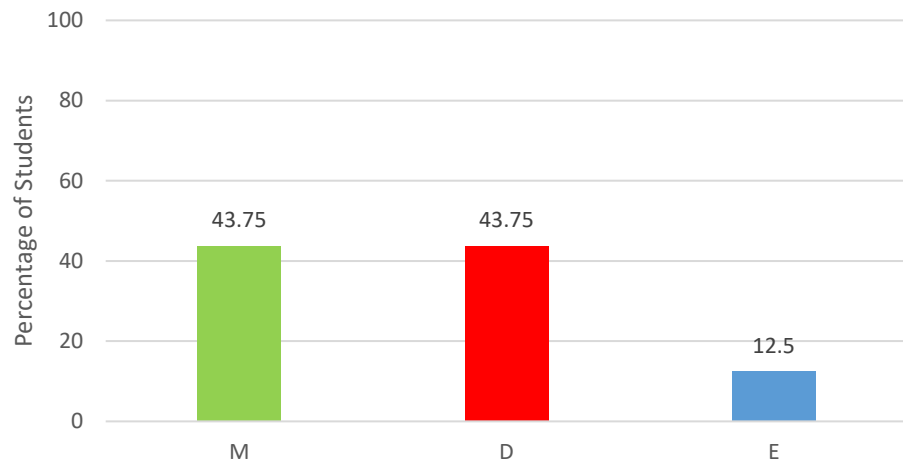


Fig 11: BBA Core PLG 3, SLO 3.1, Formative, SU-2015

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation



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 12 and 13 for summative results</p> <p>Please see figures 25, 37, 49, 64, and 76 for the formative results</p>	<p>Target: 60% students should meet or exceed expectation.</p> <p>Students met target.</p> <p>Trend: The trend appears to approximate a cyclical trend and the inconsistency between periods is concerning.</p>	<p>The Department of Management and the Career and Placement Center collaborated to continue the real-life business experience simulation exercise that had very popular with students in the previous semesters.</p>

Fig 12: BBA Core PLG 3, SLO 3.2, Summative, SU-2015

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation

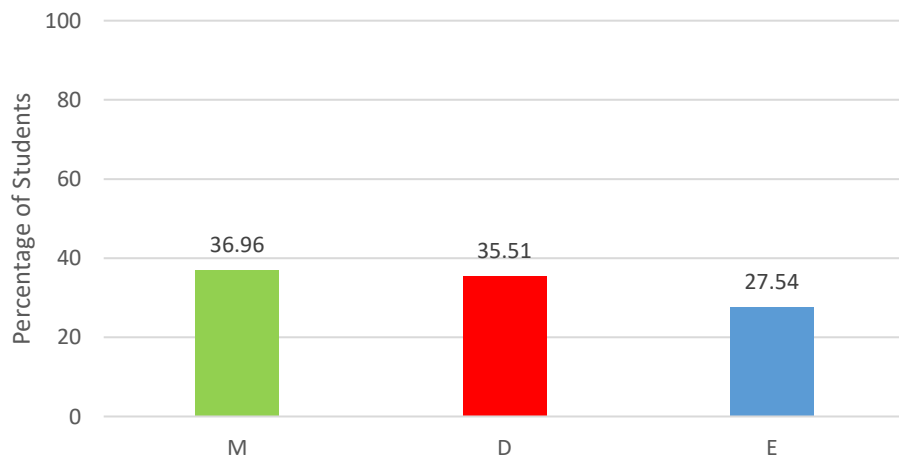
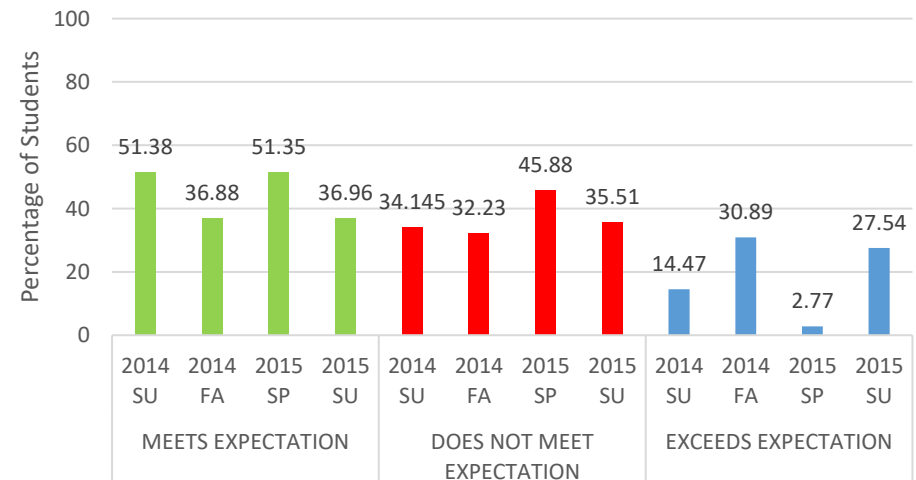
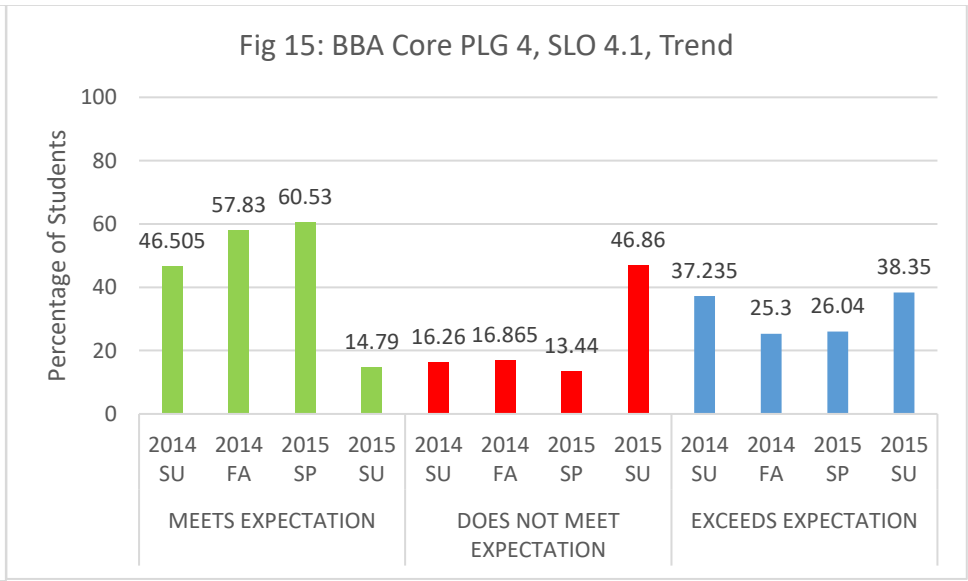
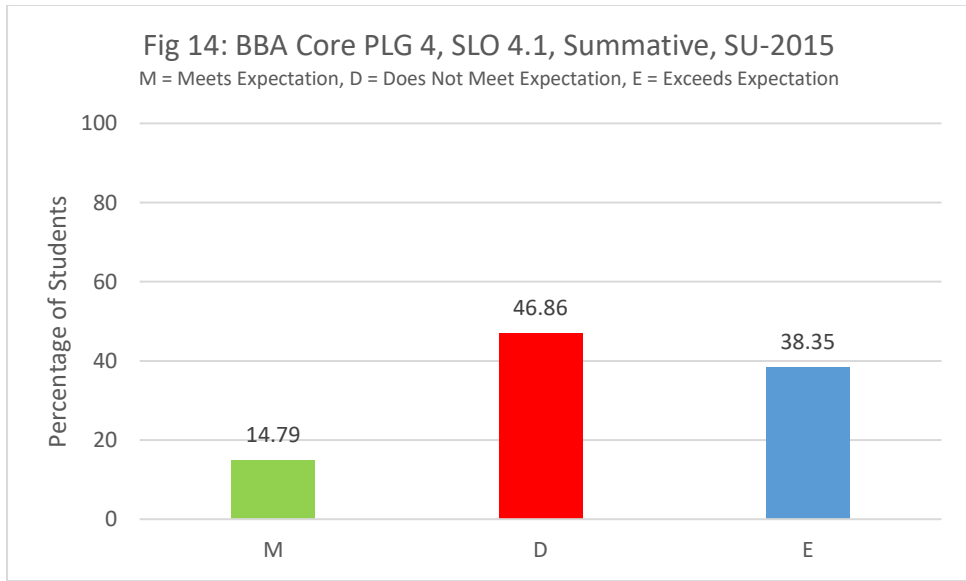


Fig 13: BBA Core PLG 3, SLO 3.2, Trend



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 14 and 15	Target: 80% students should meet or exceed expectation. Student did not meet the target. Although Su-2015 results show a sudden increase in the percentage of students not meeting expectation, the percentage of students exceeding expectation is gradually increasing over time.	An “Ethical Dilemma” was made a standard component of the BBA capstone course. A leadership internship program was held.



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

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
A&F.1. Identify and classify financial information; present and interpret financial statements	<p><u>Summative</u>:- Exit Assessment Test, and Course Embedded Assessment (FIN 440, Capstone Course,group term projects)</p> <p><u>Formative</u>: Course Embedded- Assessment (FIN 254 group term projects)</p>	<p><u>Exit Assessment Test</u> Meets Expectation: 60% -80% Does Not Meet Expectation < 60% Exceeds Expectation> 80%</p> <p><u>Course-Embedded Assessment</u>: Rubric # A&F.1.R.1</p>	See Figures 16 - 18	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students are meeting the target in summative assessment; however, students failed to meet the target in the formative assessment.</p> <p>Trend: The percentage of students not meeting expectation is demonstrating a slightly decreasing trend.</p>	<p>Financial statement analysis continued to be taught in ACT201, FIN254 and FIN440 courses.</p> <p>Course teams were recast for each of these courses and more co-ordination meeting were held.</p> <p>It was suggested that a standardized project outline be developed for FIN254 to be used from Fall 2015.</p>

Fig 16: Major in A&F, SLO 1, Summative, SU-15

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation

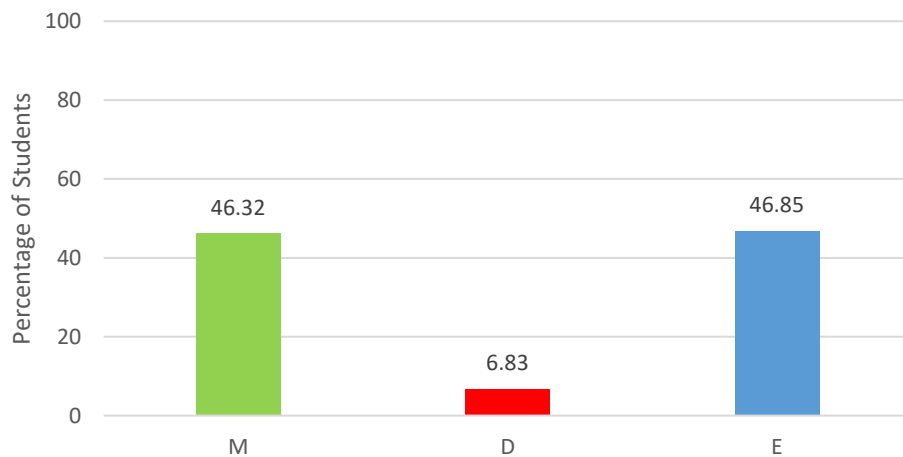


Fig 17: Major in A&F, SLO 1, Trend

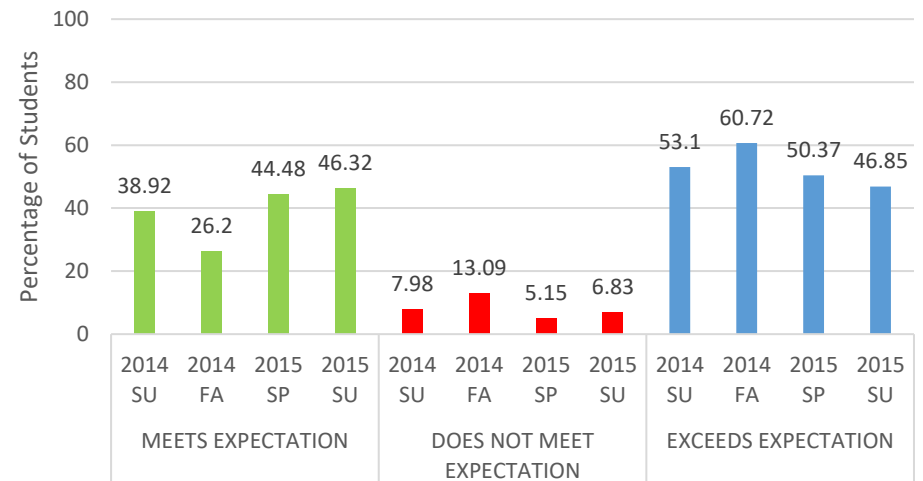
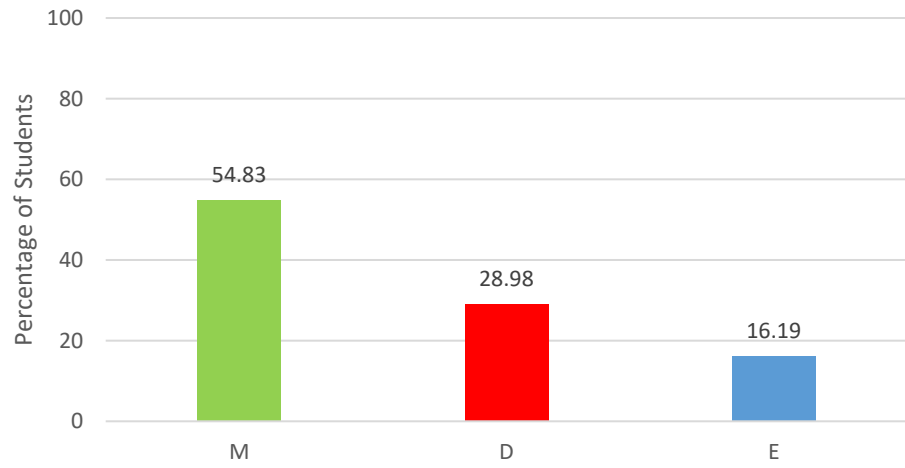


Fig 18: Major in A&F, SLO 1, Formative, SU-15

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation



Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
A&F.2. Explain cost concepts and its classification and apply this in budgeting for specific business situations.	<p><u>Summative</u>:- Exit Assessment Test, and Course Embedded Assessment (ACT 333 group term projects)</p> <p><u>Formative</u>: Course-Embedded Assessment (ACT 202 examinations)</p>	<p><u>Exit Assessment Test</u> Meets Expectation: 60% -80% Does Not Meet Expectation < 60% Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment</u>: Rubric # A&F.2.R.1 (formative), A&F.2.R.2 (summative)</p>	See Figures 19 - 21	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students met the target the formative assessment, but failed to meet the target in summative assessment.</p> <p>Trend: The percentage of students not meeting expectation is showing a slightly increasing trend.</p>	A standardized project outline for ACT202 was developed. The project required students to work in teams on a project that demonstrated practical application of standard and variable costing and budgeting techniques.

Fig 19: Major in A&F, SLO 2, Summative, SU-15

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation

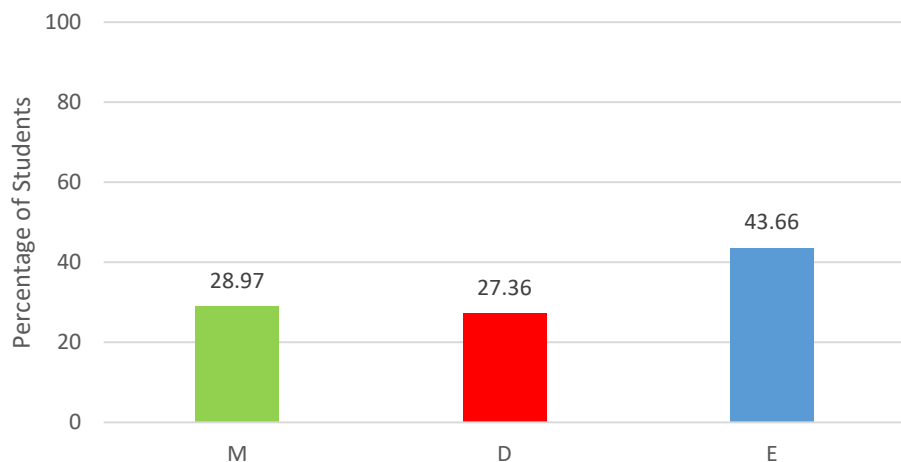


Fig 20: Major in A&F, SLO 2, Trend

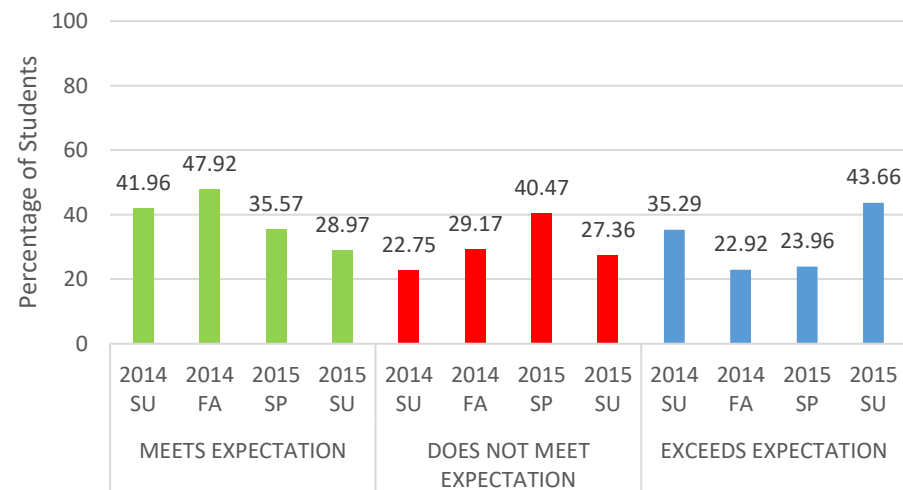
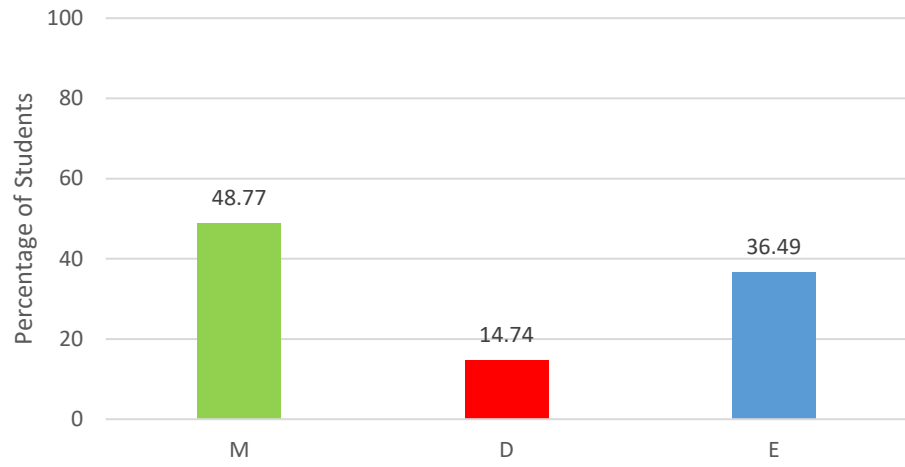


Fig 21: Major in A&F, SLO 2, Formative, SU-15

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation



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 22 - 24	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students met the target with a small margin.</p> <p>Trend: The percentage of students meeting and exceeding expectation is improving over time.</p>	It is determined that a Student Resource Center will be set up by Fall2015 to provide students practical training in making investment decision by analyzing real time stock market information.

Fig 22: Major in A&F, SLO 3, Summative, SU-15

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation

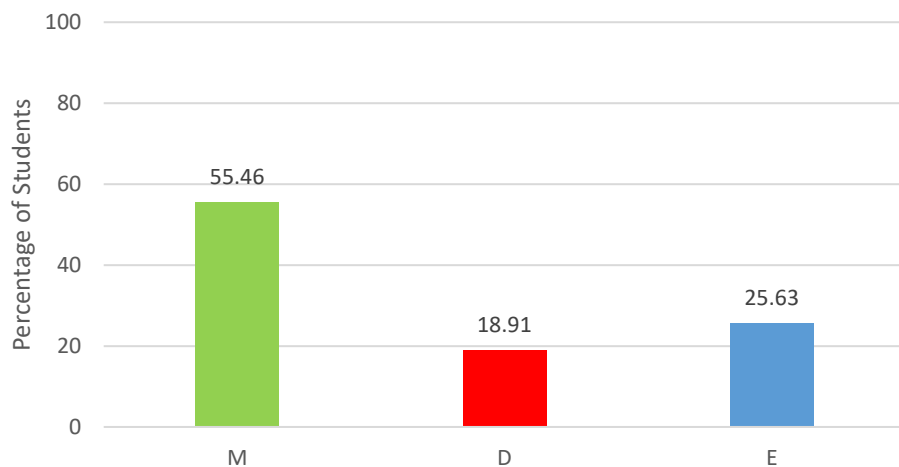


Fig 23: Major in A&F, SLO 3, Trend

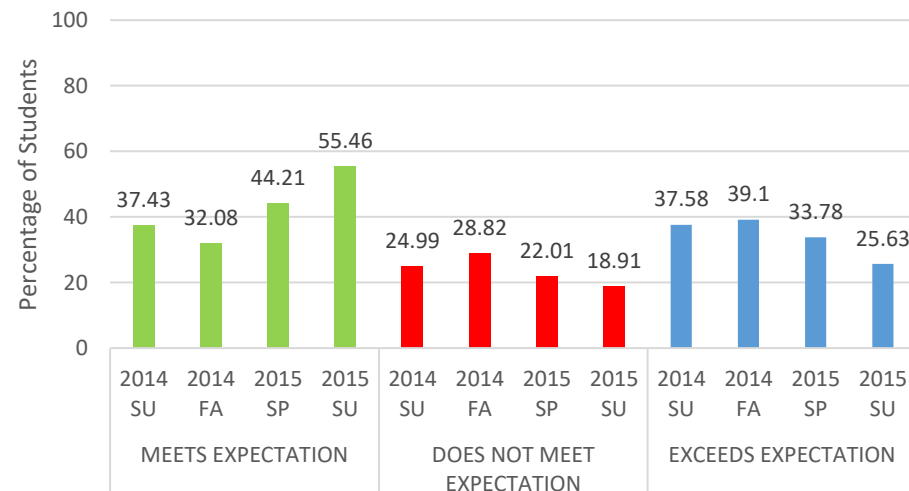
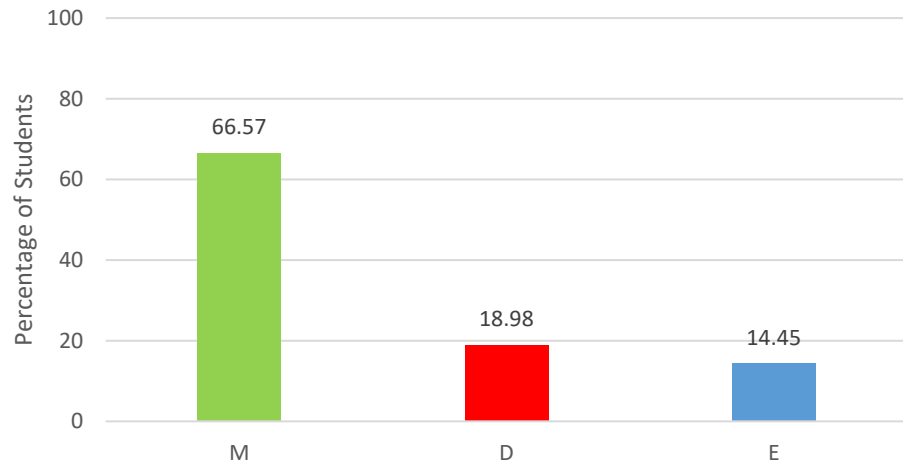


Fig 24: Major in A&F, SLO 3, Formative, SU-15

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation



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 25 - 27	<p>Target: 70% students should meet or, exceed expectation.</p> <p>Students met the target in the formative assessment, but did not in the summative assessment.</p> <p>Trend: The percentage of students not meeting expectation is increasing over time.</p>	Better coordination with the Management department was recommended so that statistical concepts taught in BUS172 are better tailored to build a solid foundation of knowledge in probability analysis.

Fig 25: Major in A&F, SLO 4, Summative, SU-15

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation

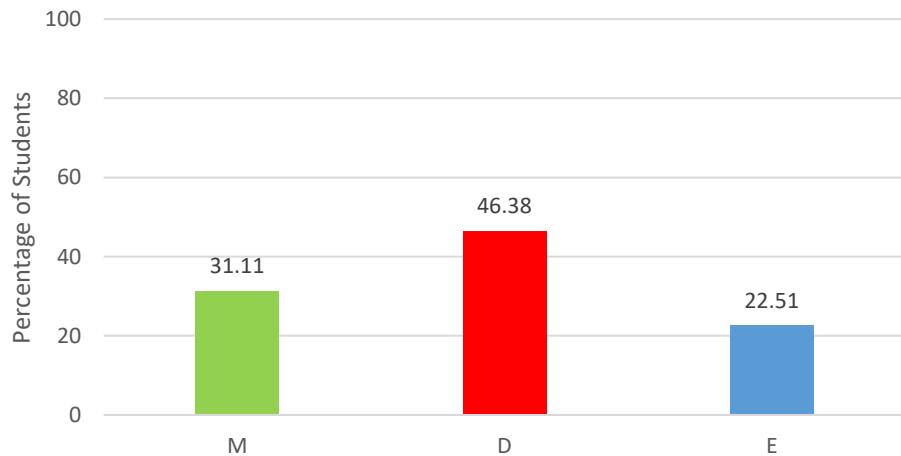


Fig 26: Major in A&F, SLO 4, Trend

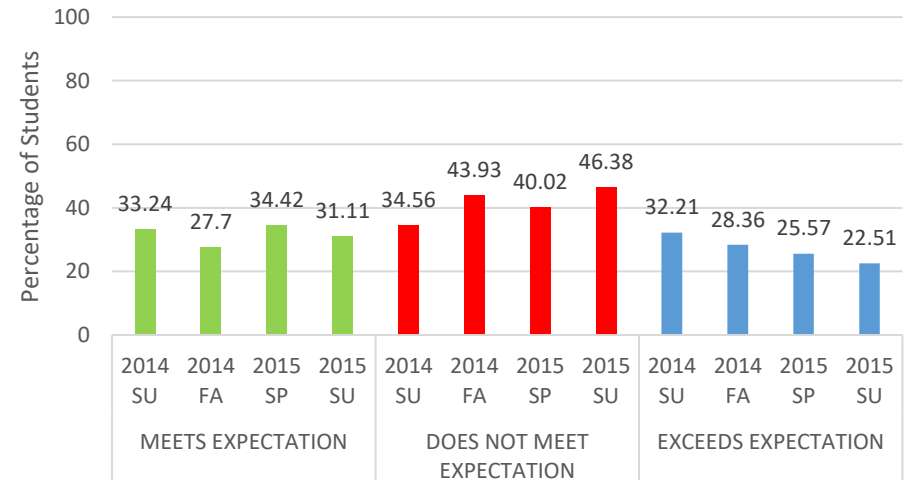
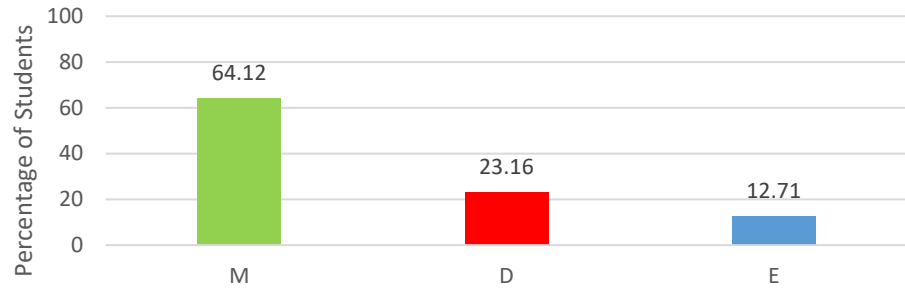


Fig 27: Major in A&F, SLO 4, Formative, SU-15

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation



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 28 - 30	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Student did not meet expectation.</p> <p>Trend: The percentage of students not meeting expectation is exhibiting a growing trend.</p>	<p>Better coordination with the Management department was recommended in designing the MIS courses.</p> <p>Plans have been adopted to introduce financial modelling training utilizing electronic spreadsheets for FIN440 students.</p> <p>It has been recommended that Finance Club arranges for some experiential learning activity for students.</p>

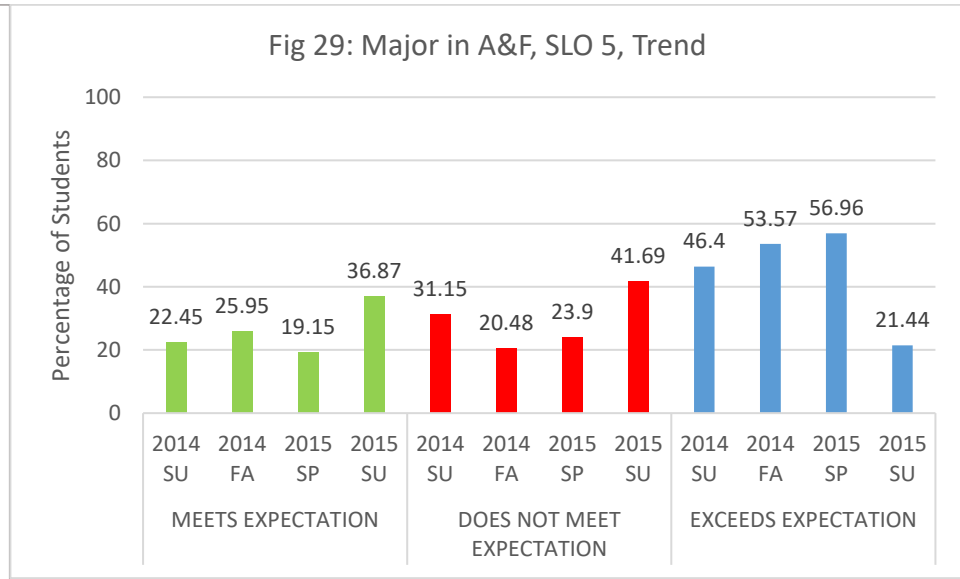
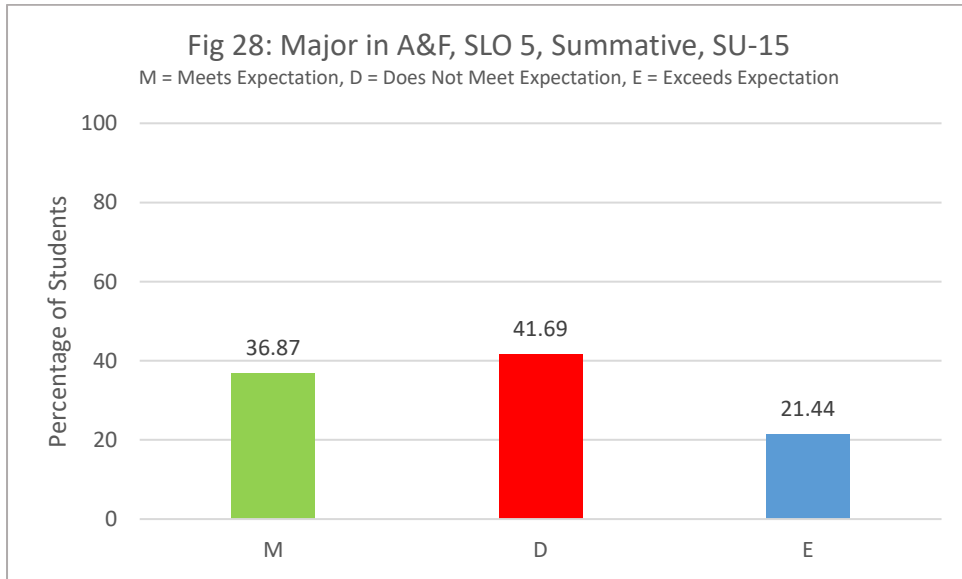
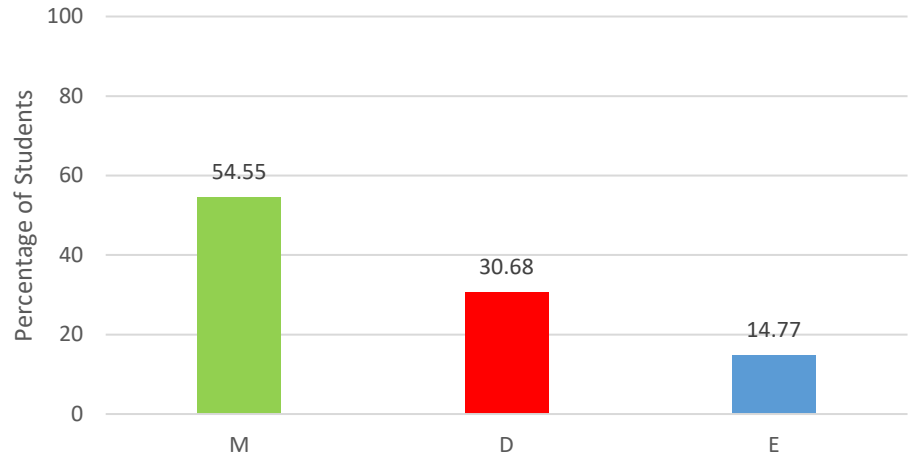


Fig 30: Major in A&F, SLO 5, Formative, SU-15

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation



Summer 2015 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 31 - 33	<p>Target: 80% students should meet or exceed expectation.</p> <p>Students met the target in the formative assessment, but they clearly failed to meet the target in the summative assessment.</p> <p>Trend: Although the number of students meeting expectation is growing, the percentage of students exceeding expectation is decreasing over time.</p>	<p>A renowned entrepreneur named Ananta Jalil conducted a session in which he discussed contemporary HR issues and the alignment of HR practices with organizational goals.</p> <p>HR club has been formed for HR students. The club involves creating opportunities for the students to develop experiential knowledge and to augment their HR knowledge with extra-curricular activities relating to HR discipline.</p>

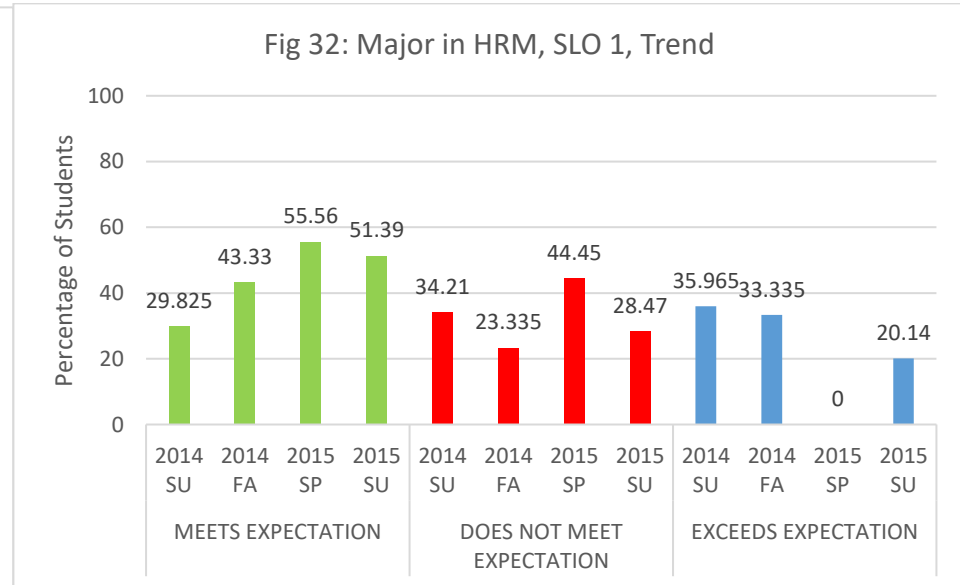
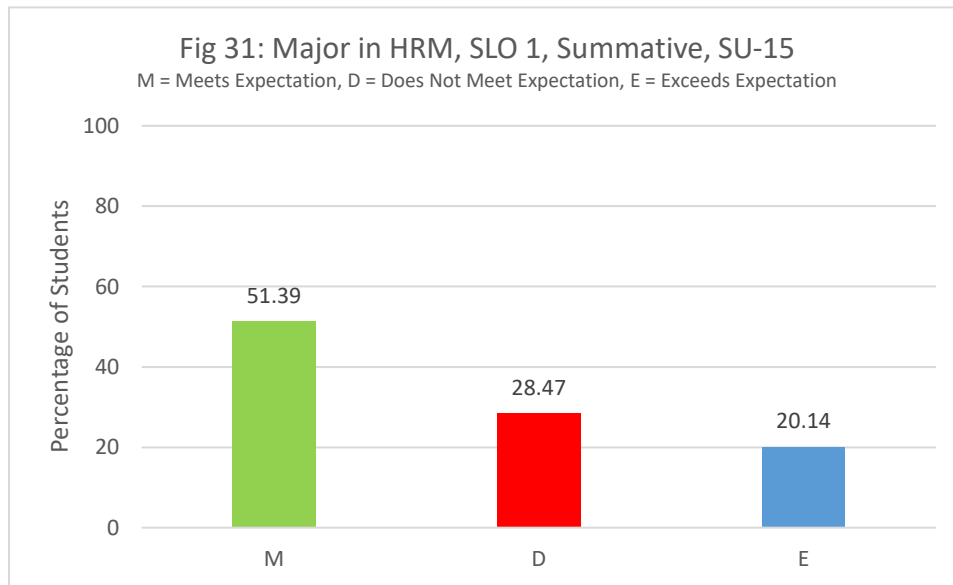
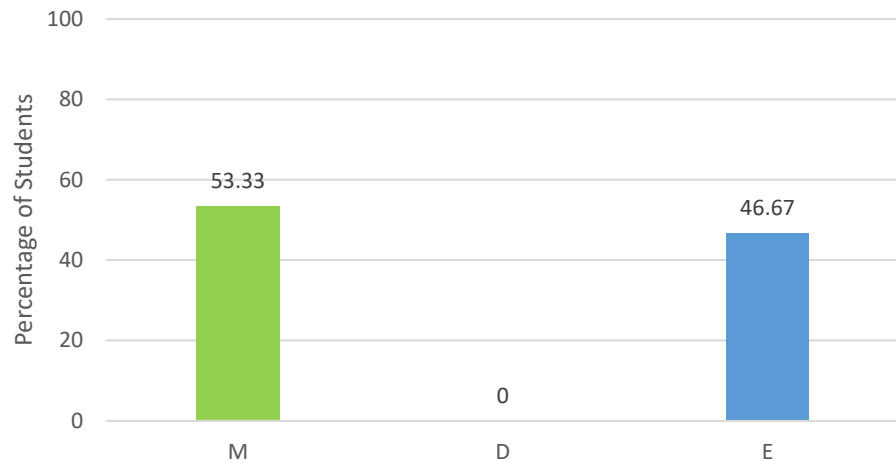


Fig 33: Major in HRM, SLO 1, Formative, SU-15

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation



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 34 - 36	Target: 75% students should meet or exceed expectation. Students clearly failed to meet the target in the summative assessment; however, they met the target in the formative assessment. Trend: The percentage of students not meeting the expectation increased dramatically.	The Chair (IC) of the Department of Management mentored new HR faculty (Mr. Al-Amin and Mr. Shafquat Rafiul Alam) by appearing as a guest lecturer.

Fig 34: Major in HRM, SLO 2, Summative, SU-15

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation

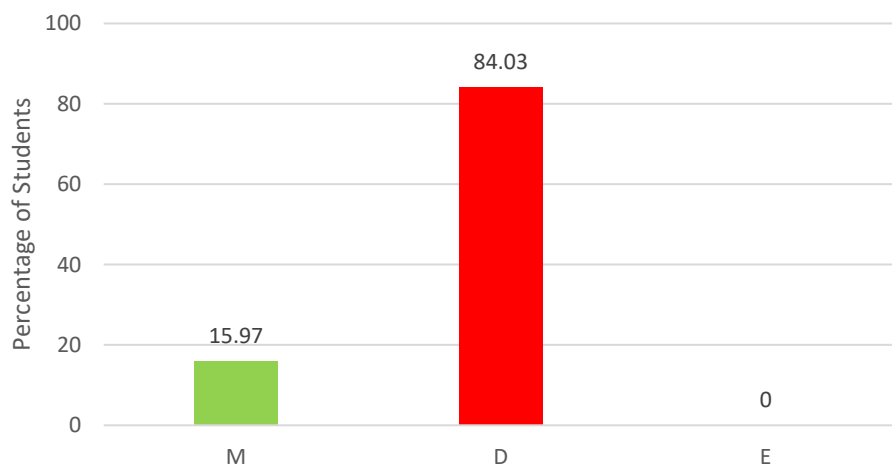


Fig 35: Major in HRM, SLO 2, Trend

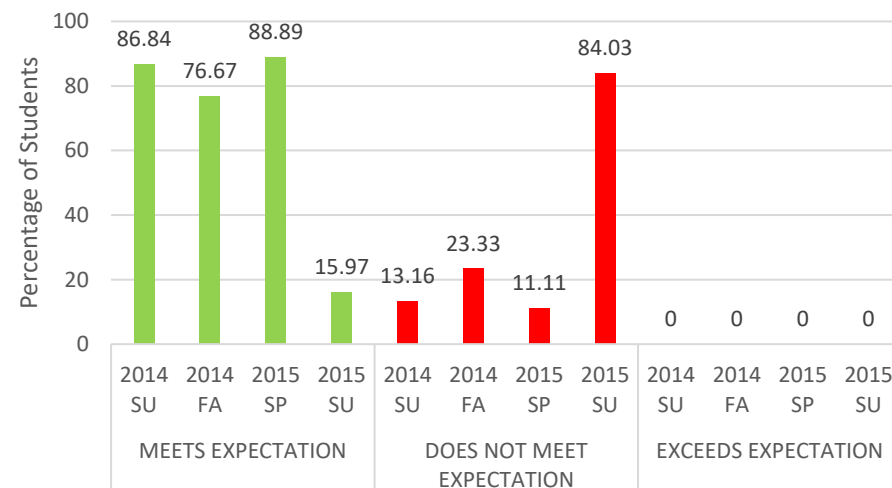
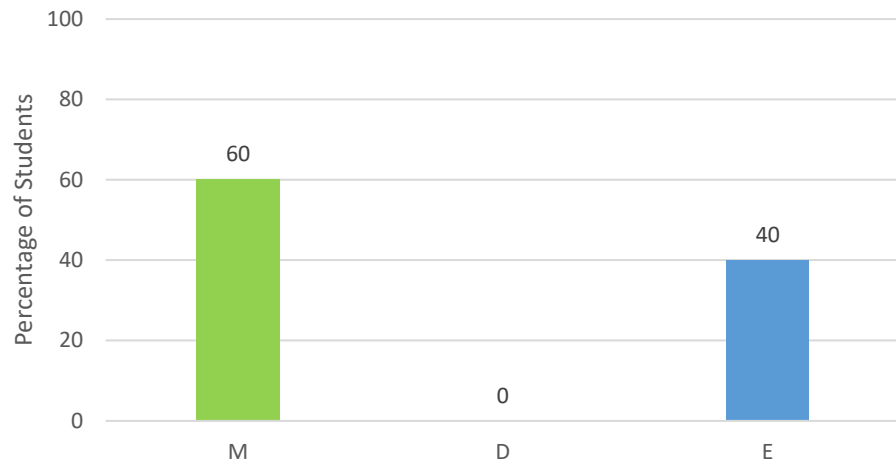


Fig 36: Major in HRM, SLO 2, Formative, SU-15

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation



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 Figure 37 - 39	Target: 65% students should meet or exceed expectation. Students failed to meet the target in both summative and formative assessment. Trend: The number of students not meeting expectation is increasing dramatically while the number of students exceeding expectation is falling down over time.	New faculty with credentials in HRM discipline was hired.

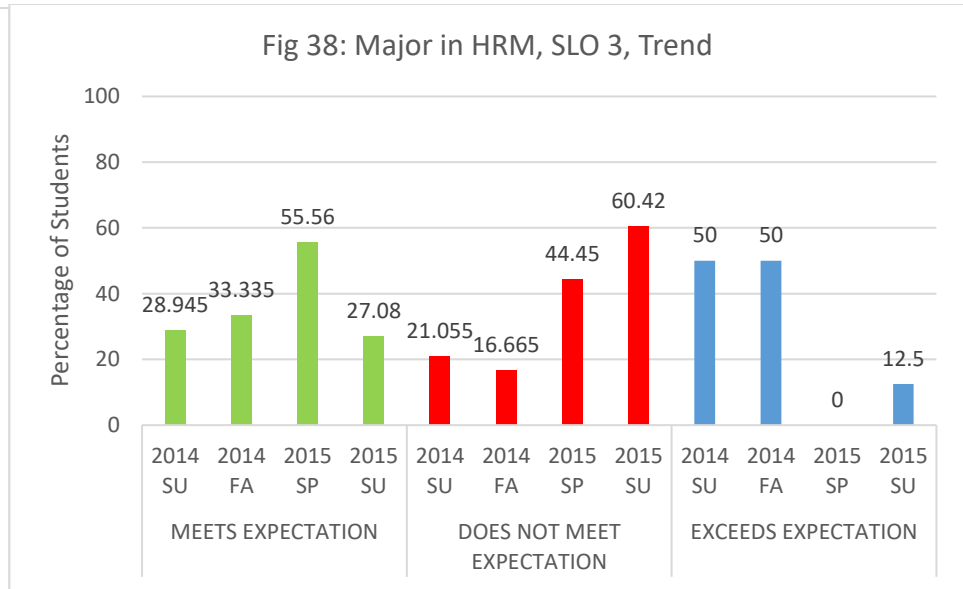
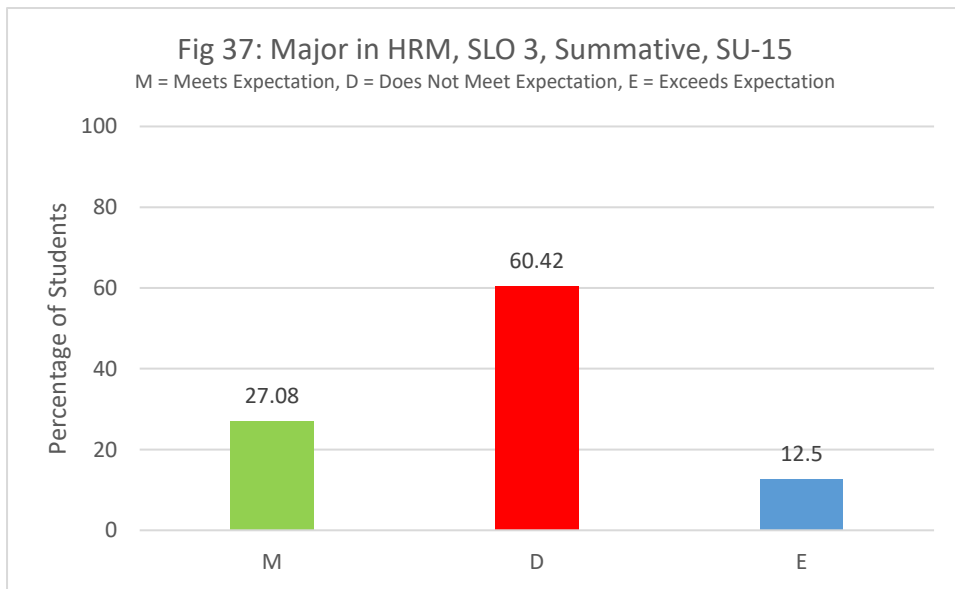
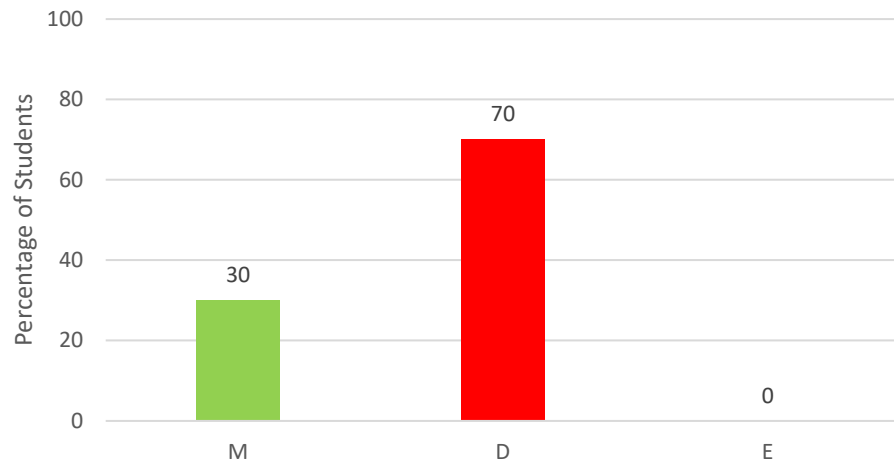


Fig 39: Major in HRM, SLO 3, Formative, SU-15

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation



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 40 - 42	Target: 70% students should meet or exceed expectation. Students met the target in the formative assessment, but they failed to meet the target in the summative assessment. Trend: The number of students meeting expectation is falling down gradually.	In order to make a strong alignment between course content and student learning outcomes, individual lead course coordinators were appointed for the HR courses offered by the Department of Management.

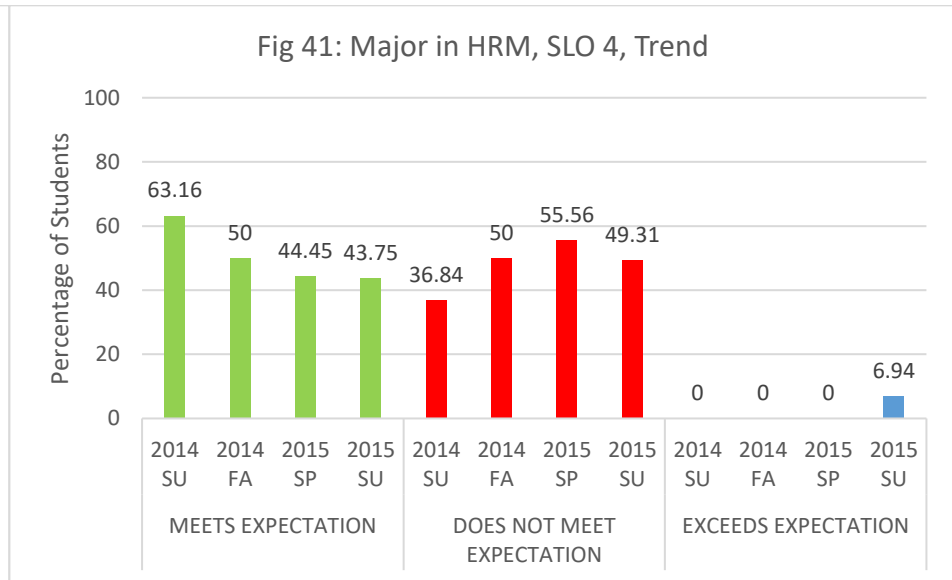
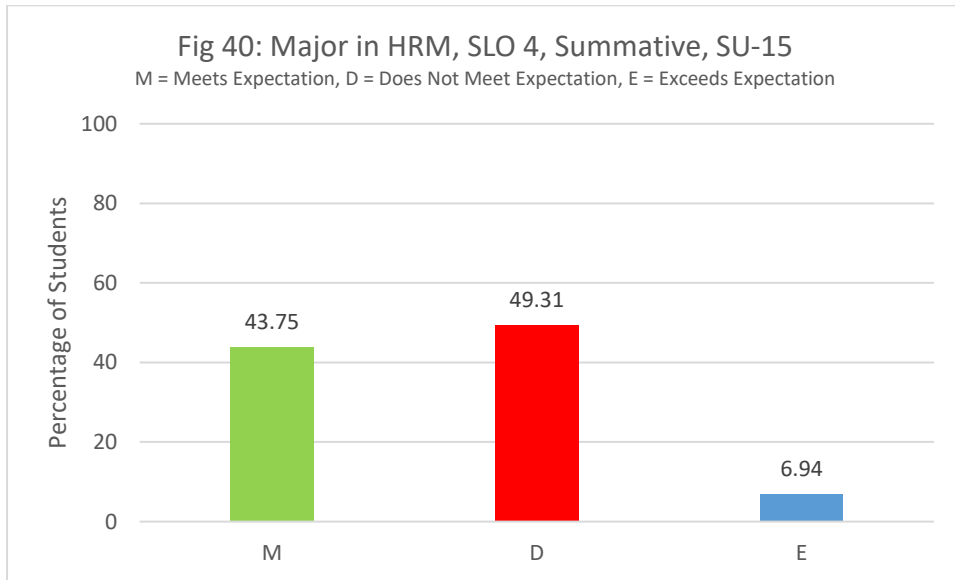
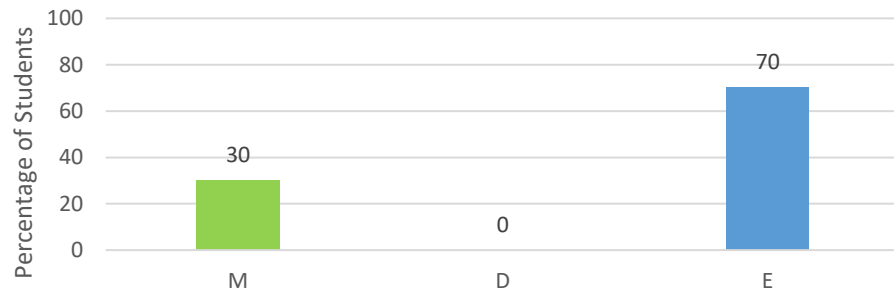


Fig 42: Major in HRM, SLO 4, Formative, SU-15

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation



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 Figures 43 - 45	Target: 60% students should meet or exceed expectation. Students met the expectation in the formative assessment, but they clearly failed in the summative assessment. Trend: The number of students meeting expectation is demonstrating an increasing trend.	Following the trend, in Summer 2015, the Chair (IC) of the department conducted a workshop that was designed to demonstrate the appropriate implementation of qualitative tools in order to calculate compensation.

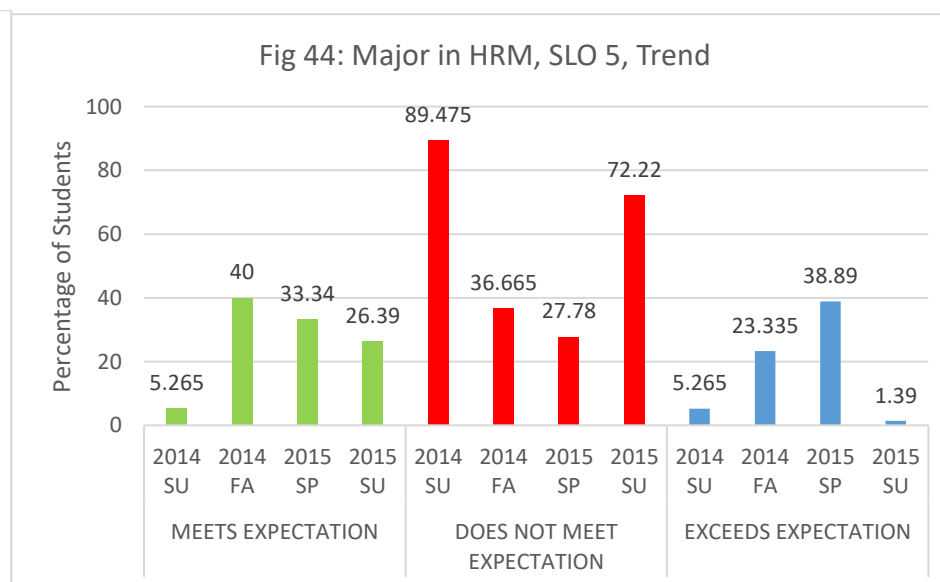
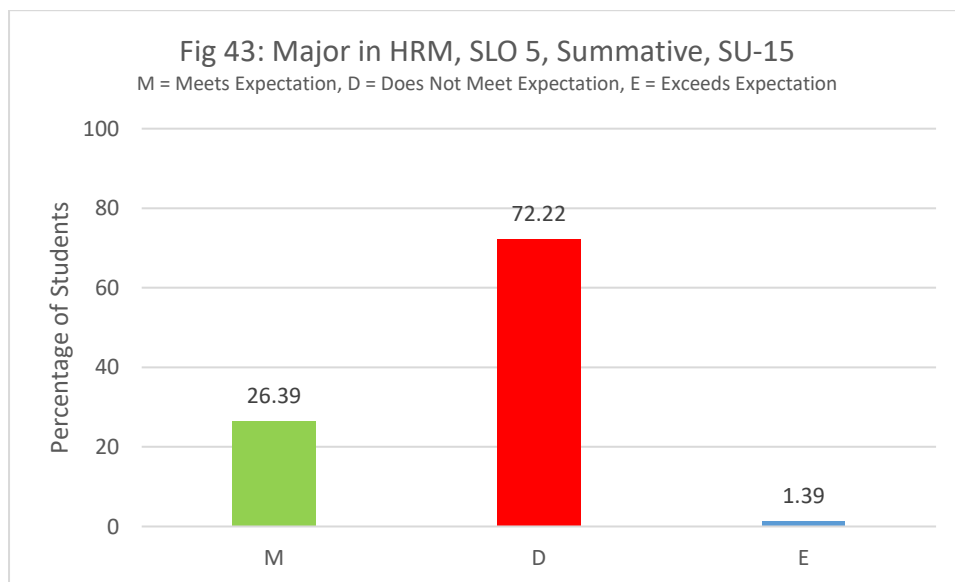
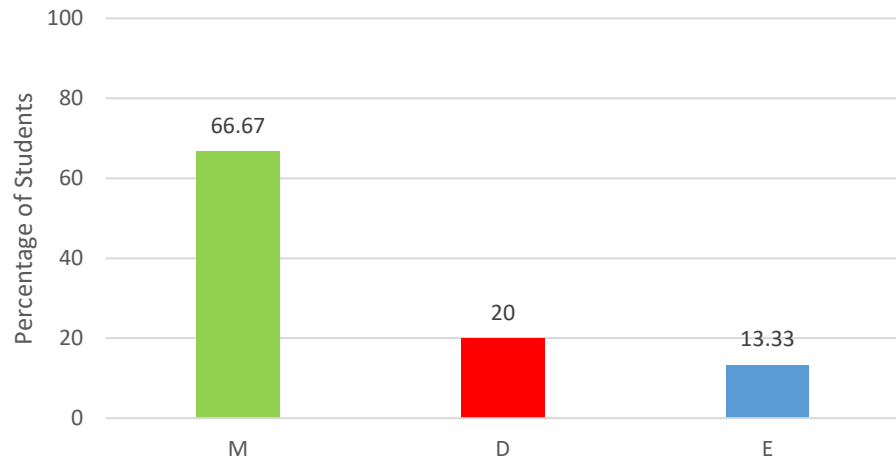


Fig 45: Major in HRM, SLO 5, Formative, SU-15

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation



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

Student Learning Outcomes	Measure	Measurement Criteria	Results	Status	Closing the Loop
1. Demonstrate an understanding of global cultural knowledge through a) the identification of major components of international business and b) explanation of how cultural and national differences affect the conduct of business.	<p><u>Summative</u>- Exit Assessment Test, and Course-Embedded Assessment (INB 480 group term projects)</p> <p><u>Formative</u>: Course-Embedded Assessment (INB 372 case studies)</p>	<p><u>Exit Assessment Test</u>: Meets expectations- 60% to 80%, Does Not Meet expectations- < 60%, Meets expectations-> 80%.</p> <p><u>Course-Embedded Assessment</u>: Rubric # INB.1.R.1 (formative), and rubric # INB.1.R.2 (summative)</p>	See Figures 46 - 48	<p>Target: 80% of the students should meet and exceed the expectations of SLO1.</p> <p>Students met target in formative assessment, but failed to do so in the summative assessment.</p> <p>Trend: Performance is inconsistent.</p>	Diverse instructional strategies (developing cultural profile, participatory problem solving sessions, use of audio/visual tools) are being used for better understanding of the subject matter.

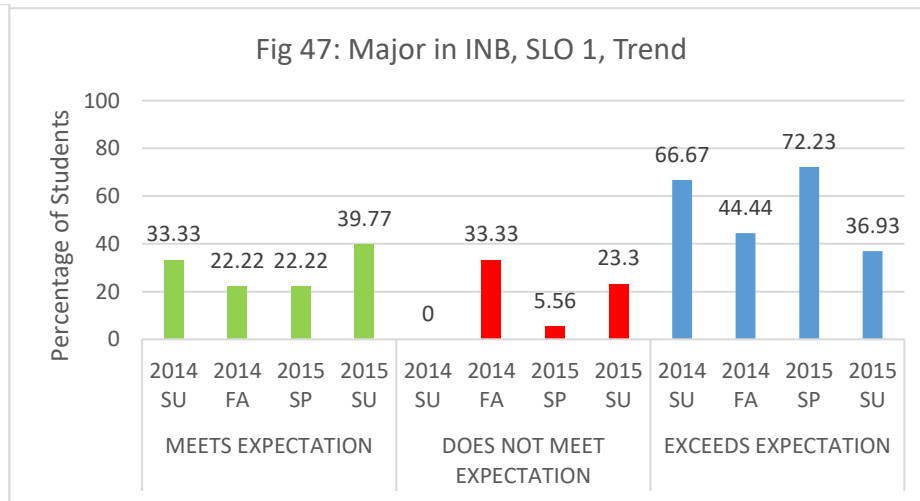
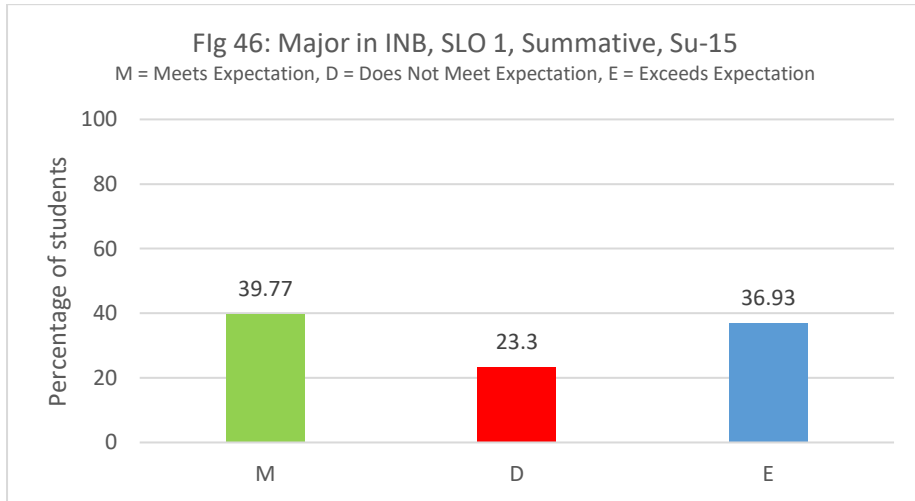
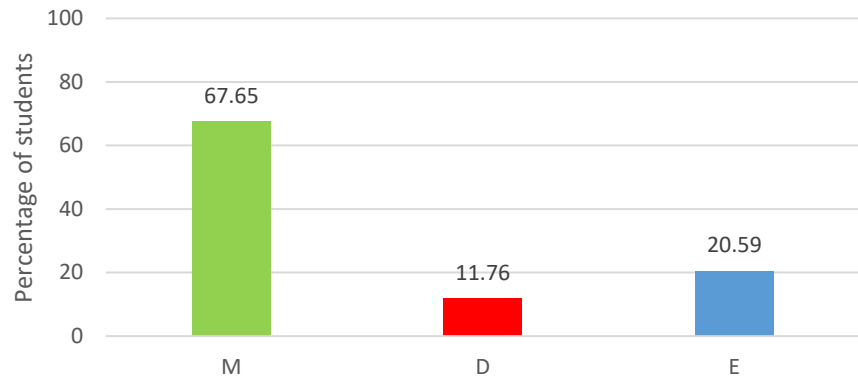


Fig 48: Major in INB, SLO 1, Formative, Su-15

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation



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 49 - 51	<p>Target:80% of the students should meet and exceed the expectations of SLO2.</p> <p>Students performed satisfactorily in formative assessment. However, summative assessment result is very concerning.</p> <p>Trend: The percentage of students not meeting expectation is increasing over time.</p>	Standardized case has been introduced in capstone courses with questions aligned with individual SLO's to judge students' knowledge in the subject matter.

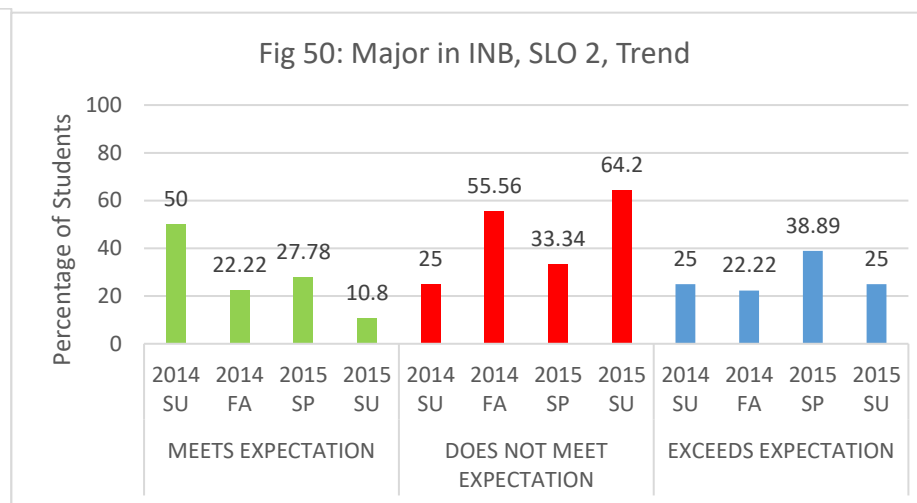
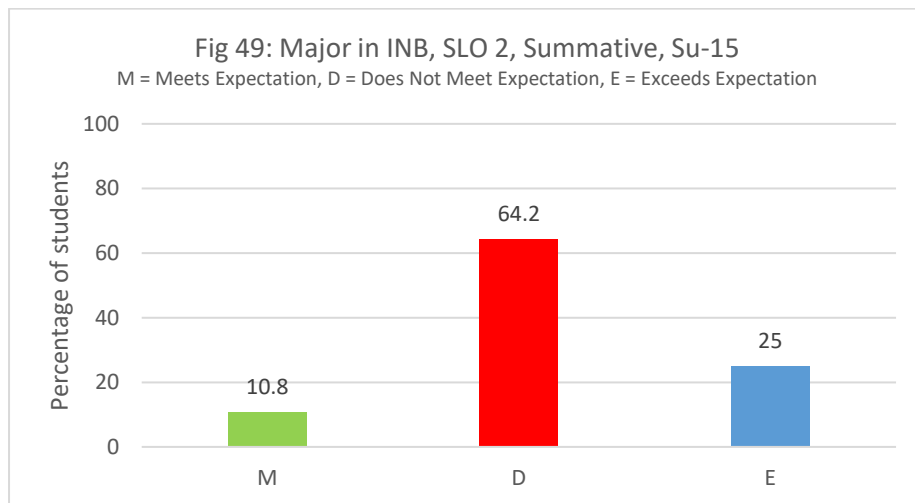
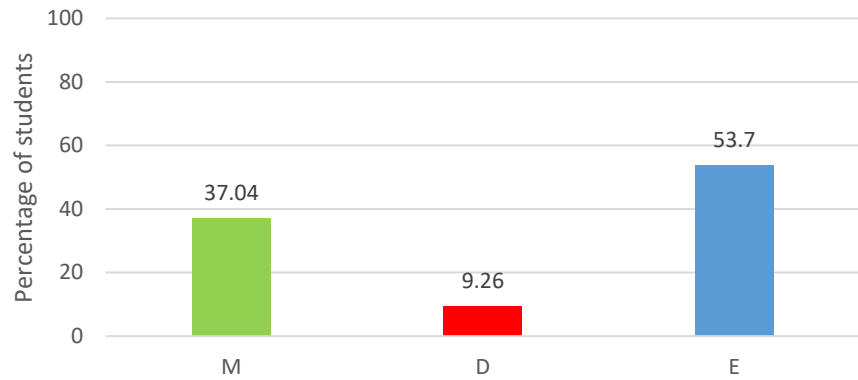


Fig 51: Major in INB, SLO 2, Formative, Su-15

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation



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 52 - 54	<p>Target: 80% of the students should meet and exceed the expectations of SLO3.</p> <p>Student performance is quite satisfactory.</p> <p>Trend: The percentage of students meeting and exceeding expectation is growing over time.</p>	Active learning instructional strategies were continued (i.e. student write-ups on current world issues) to enhance student learning.

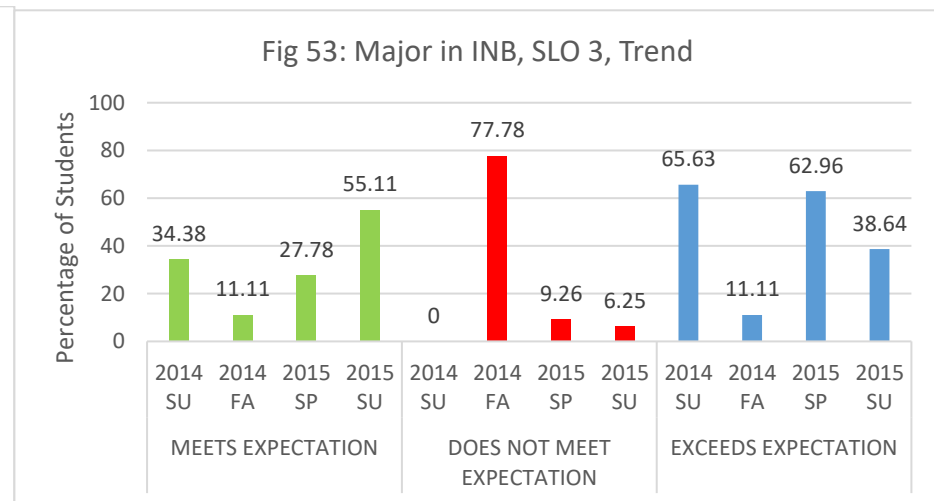
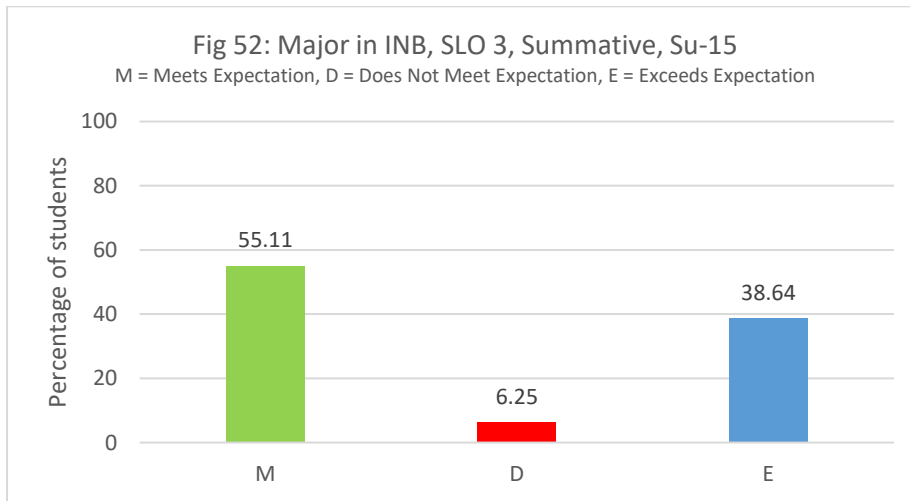
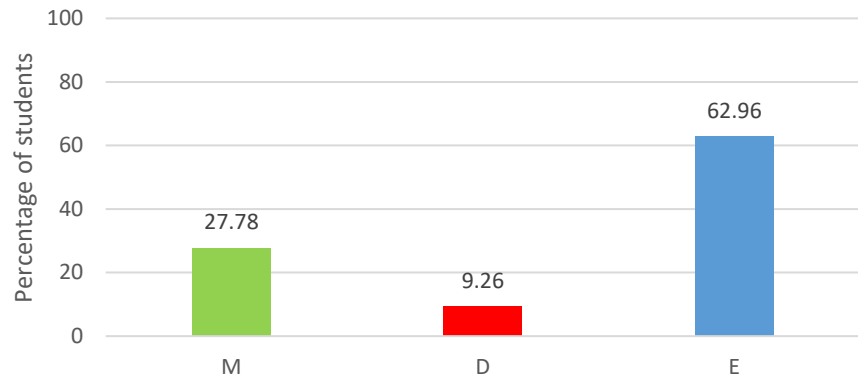


Fig 54: Major in INB, SLO 3, Formative, Su-15

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation



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 55 - 57	<p>Target:80% of the students should meet and exceed the expectations of SLO3.</p> <p>Students did not meet the target.</p> <p>Trend: The percentage of students not meeting expectation is exhibiting a welcome negative trend.</p>	In order to improve the performance insertion of more standard assignments/cases were suggested to augment the learning experience.

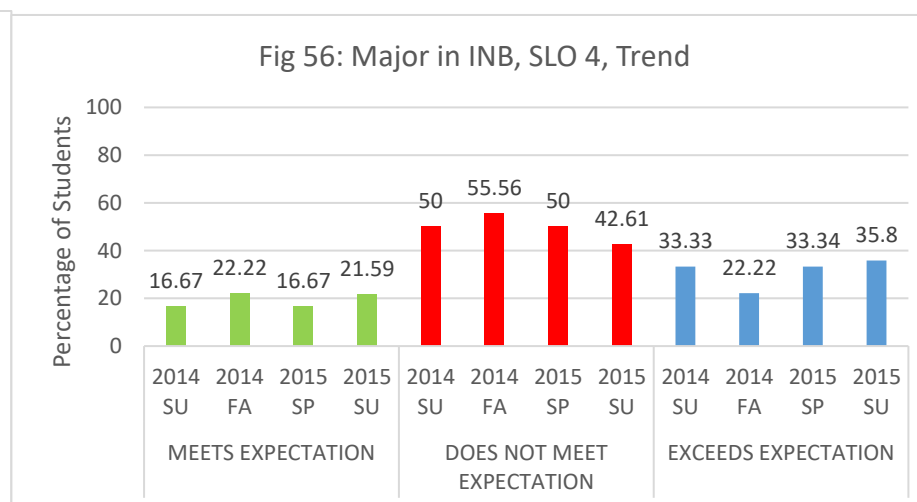
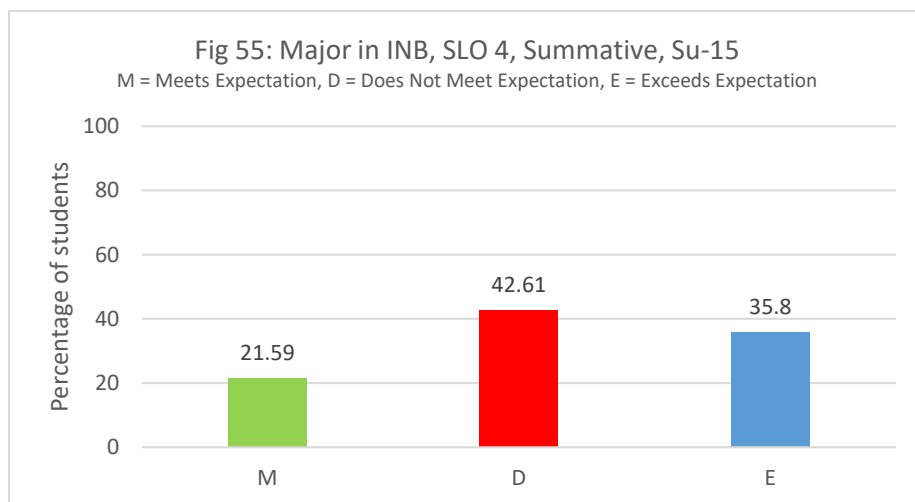
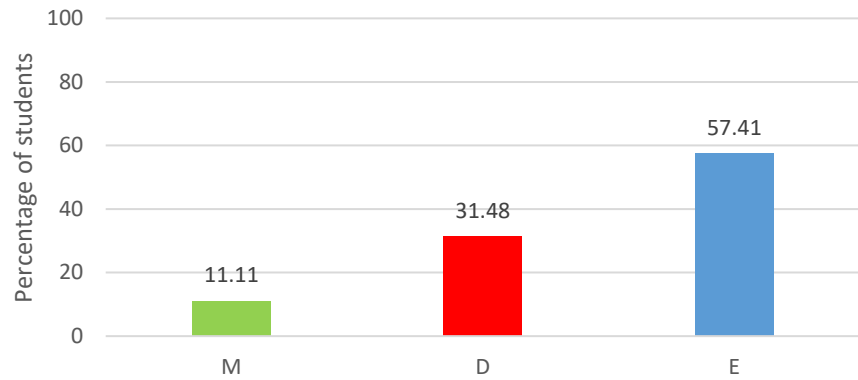


Fig 57: Major in INB, SLO 4, Formative, Su-15

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation



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 58 – 60	<p>Target:100% of the students should meet and exceed the expectations of SLO5.</p> <p>Students did not meet the target.</p> <p>Trend: Students performance is inconsistent over the assessment periods.</p>	In order to develop ethical awareness, students were presented with more ethical dilemmas, encouraged to undertake peer reviews, and partake in focus group activities so that they acquire deep learning and engage actively in the learning process.

Fig 58: Major in INB, SLO 5, Summative, Su-15

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation

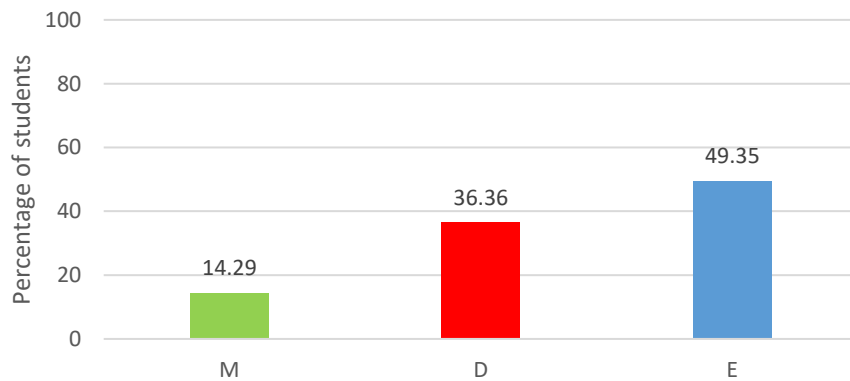


Fig 59: Major in INB, SLO 5, Trend

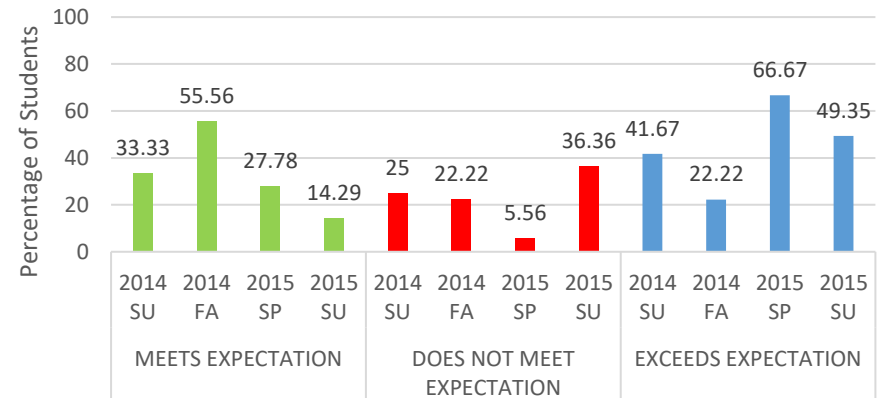
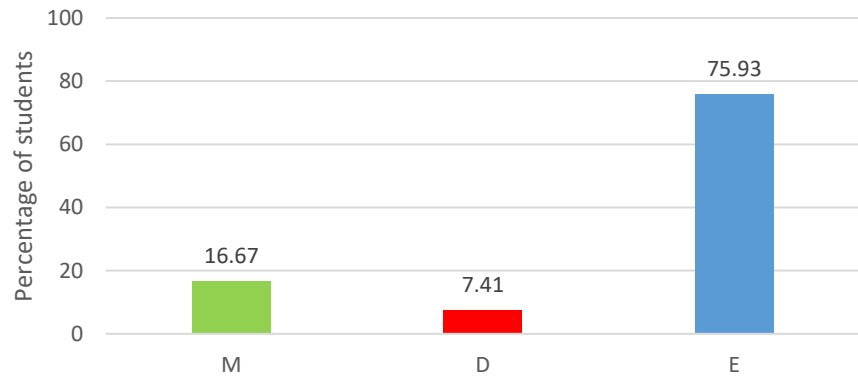


Fig 60: Major in INB, SLO 5, Formative, Su-15

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation



Summer 2015 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 61 - 63	<p>Target: 80% students should meet or exceed expectation.</p> <p>Students met the target.</p> <p>Trend: The growth in the percentages of students not meeting expectation is concerning.</p>	Some modifications were made in the Lead course coordinators list for different MIS courses to continue the coordination of the standardized course syllabi and to update the course syllabi when necessary.

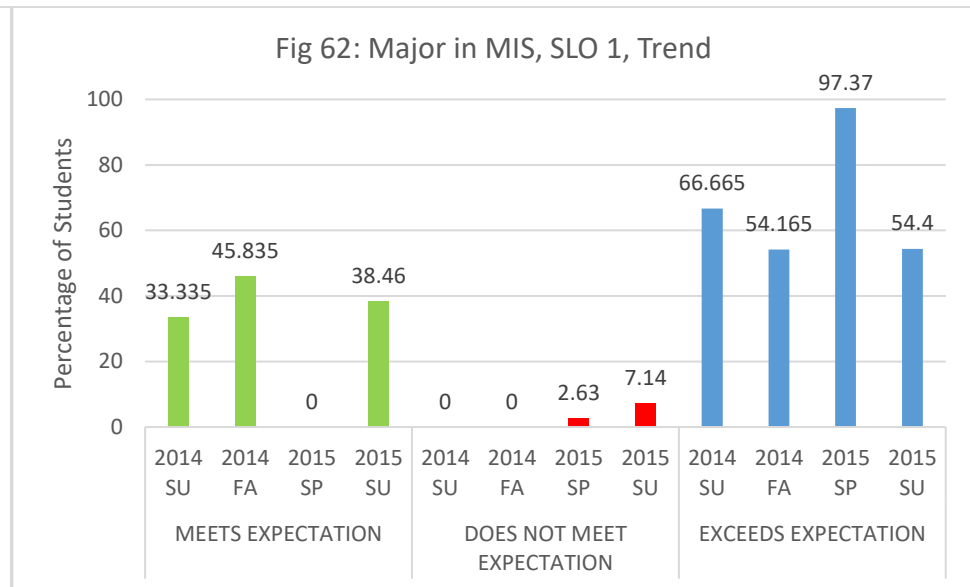
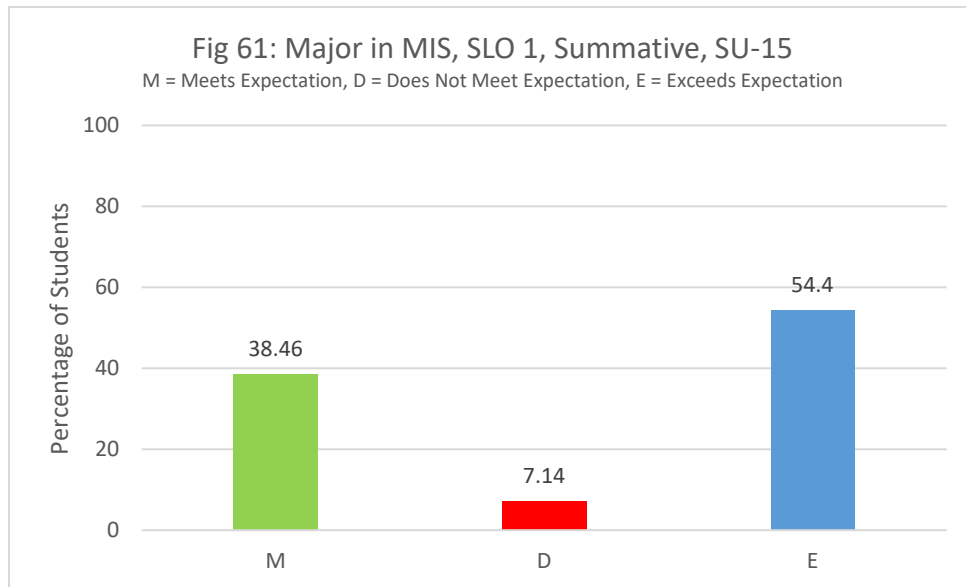
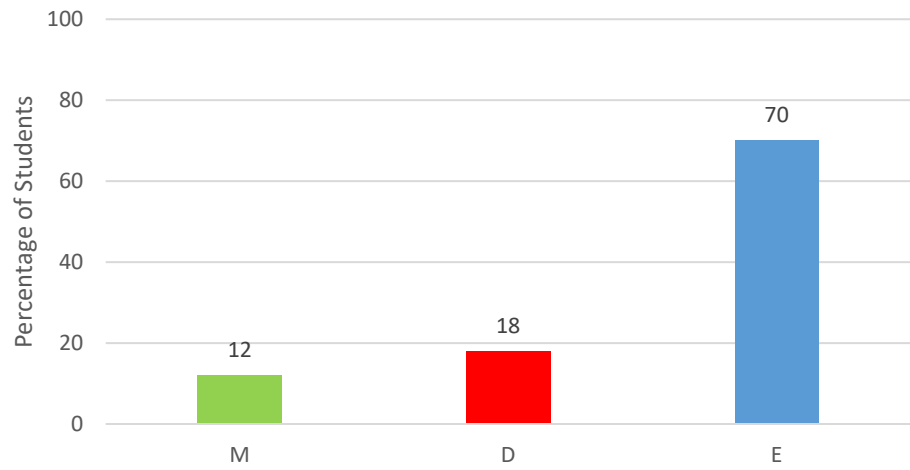


Fig 63: Major in MIS, SLO 1, Formative, SU-15

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation



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 64 - 66	<p>Target: 75% students should meet or exceed expectation.</p> <p>Students met the target.</p> <p>Trend: For the first time, we note a few students not meeting expectation for this learning outcome.</p>	The practice to demonstrate the understanding on different application software and practically use them in solving specific problems was continued in the semester.

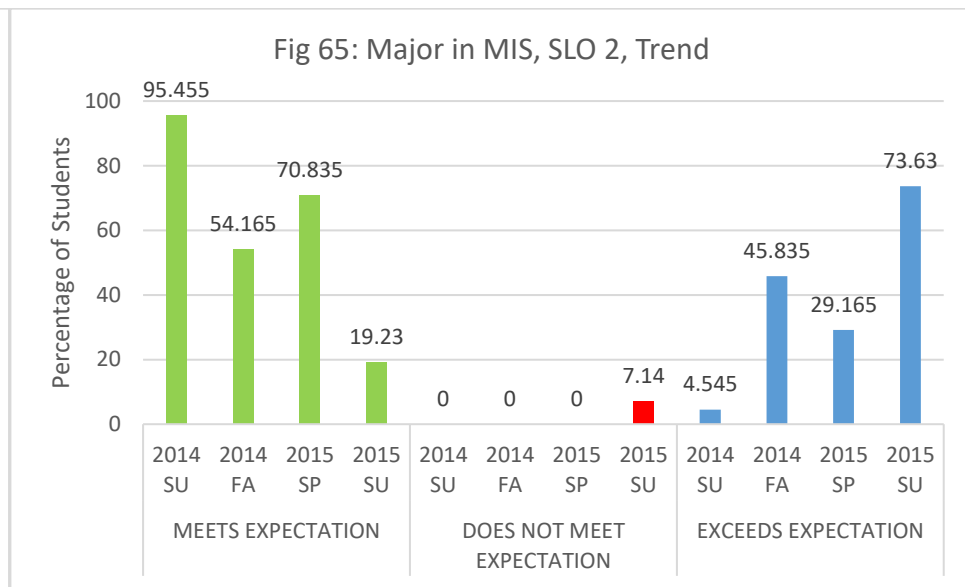
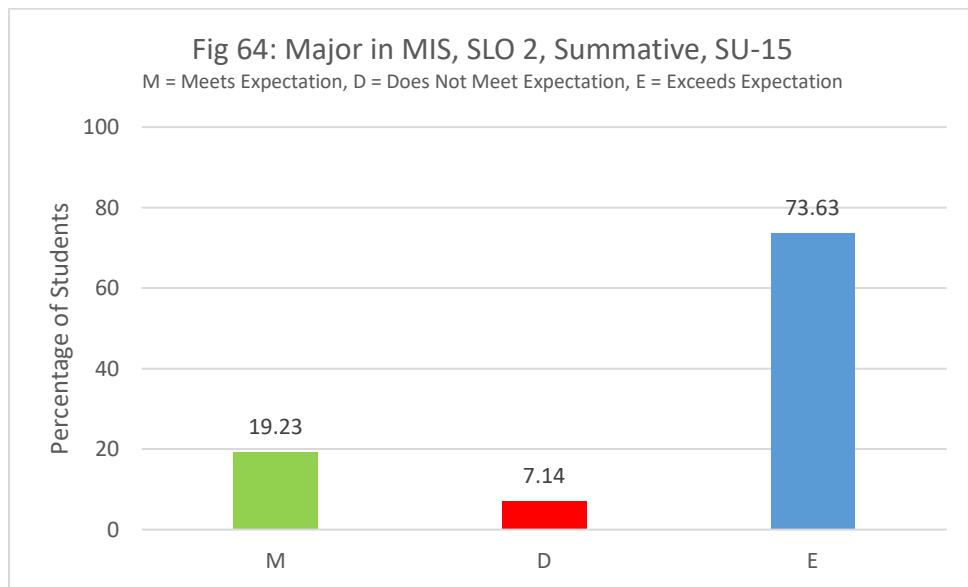
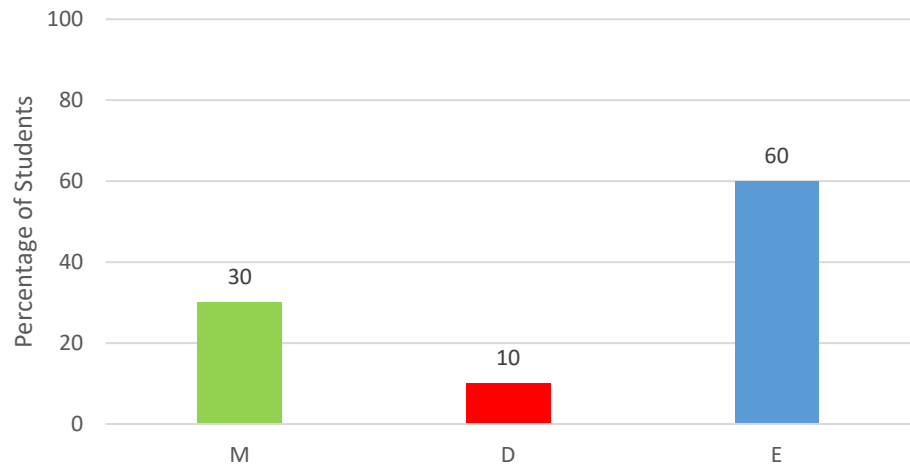


Fig 66: Major in MIS, SLO 2, Formative, SU-15

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation



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 67 - 69	<p>Target: 80% students should meet or exceed expectation.</p> <p>Students met the target.</p> <p>Trend: The trend is a welcome one the percentages of students not meeting expectation is diminishing over time.</p>	Examples and cases on web-based information systems (e-business, e-commerce, etc) were practiced in the classes of relevant MIS courses.

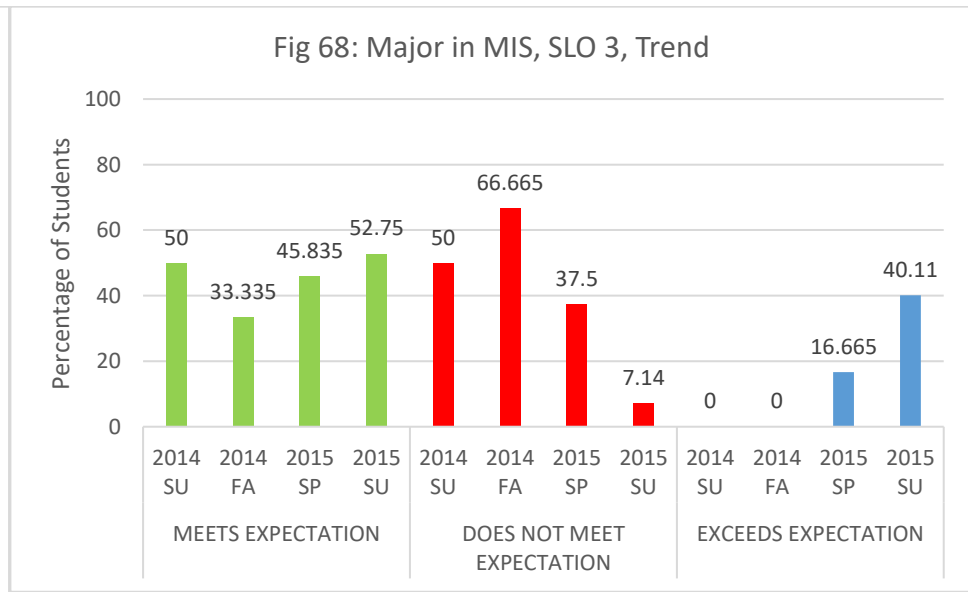
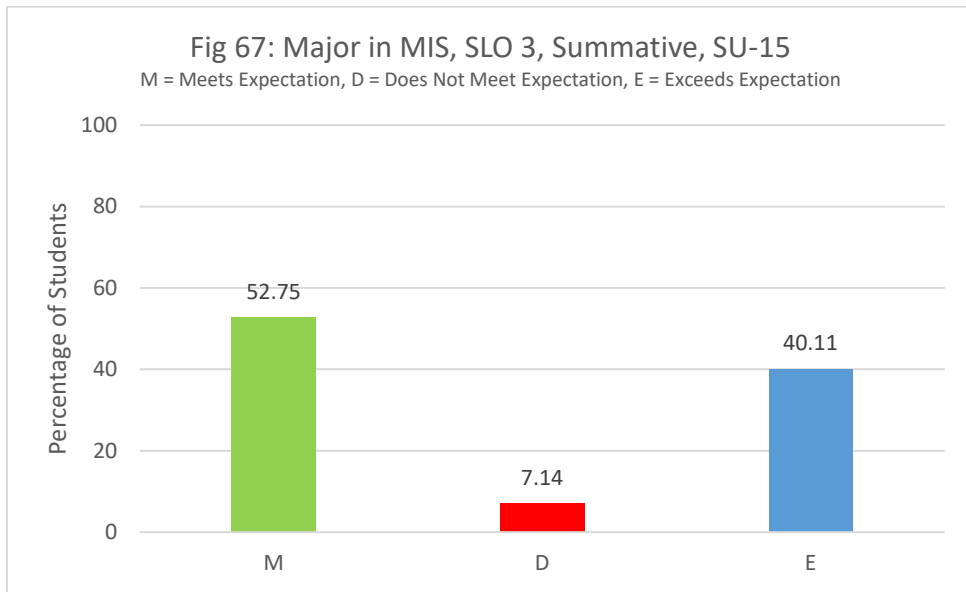
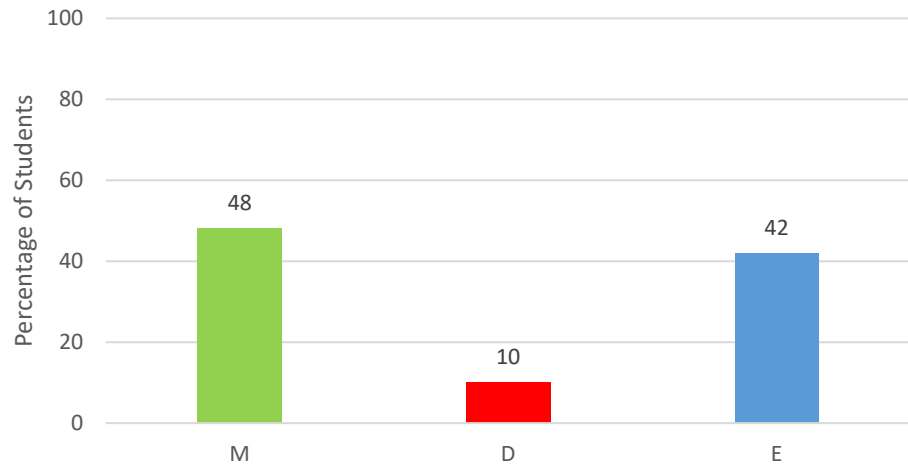


Fig 69: Major in MIS, SLO 3, Formative, SU-15

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation



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 70 – 72	<p>Target: 80% students should meet or exceed expectation.</p> <p>Students met the target in formative assessment, but did not meet the target in the summative assessment.</p> <p>Trend: The high percentages of students not meeting expectation remains unsatisfactory.</p>	Uniform Project outline was prepared and followed for the Course project in MIS 205 course in this semester and decision was taken to continue this practice.

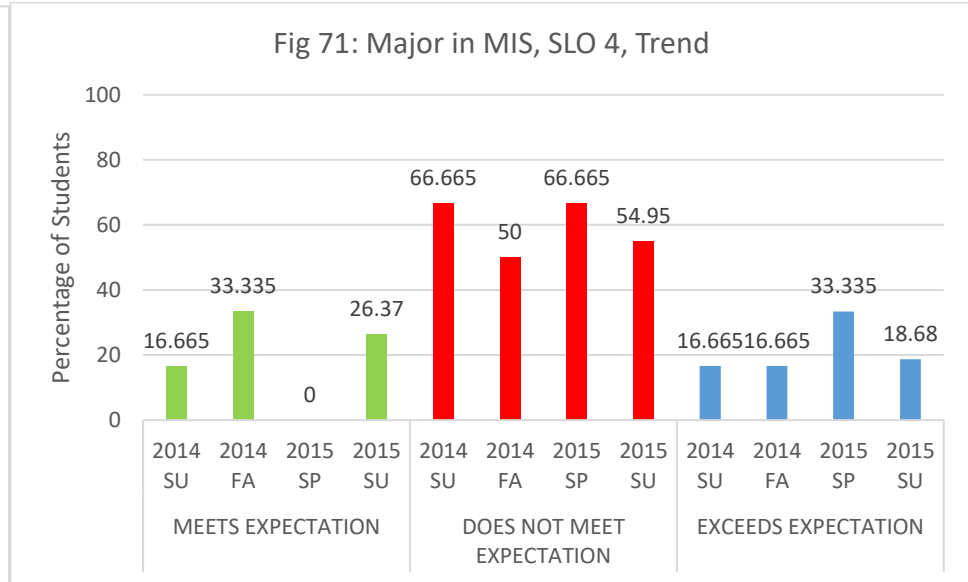
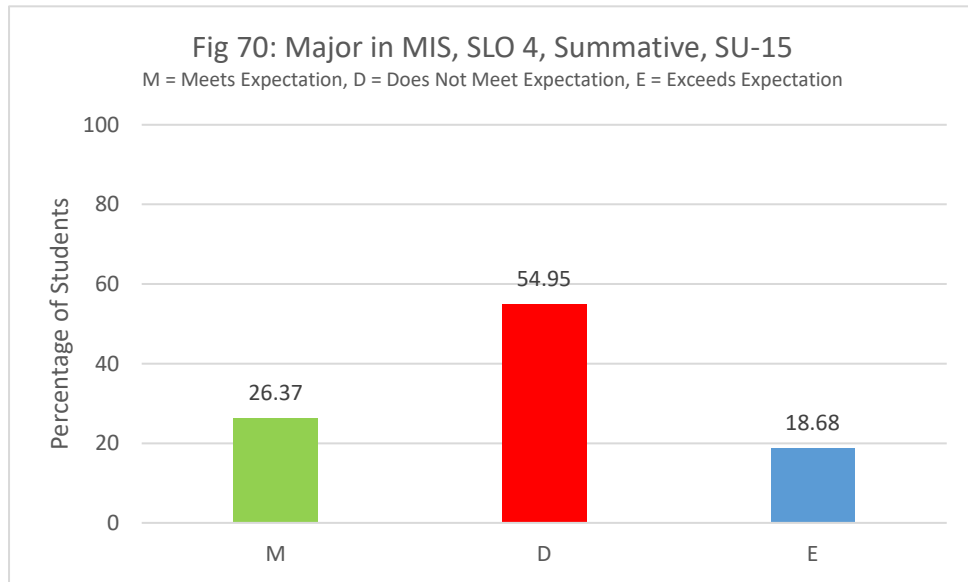
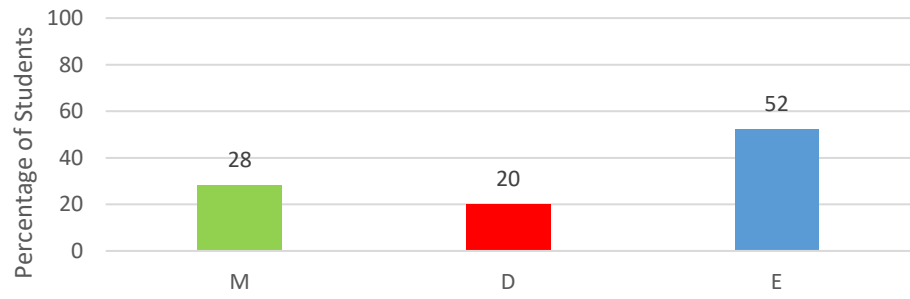


Fig 72: Major in MIS, SLO 4, Formative, SU-15

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation



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 Figure 73 - 75	<p>Target: 80% students should meet or exceed expectation.</p> <p>Students' formative assessment performance is satisfactory. However, the summative assessment results are very concerning.</p> <p>Trend: The dramatic rise in the percentage of students not meeting expectation in the latest period is very concerning.</p>	The privacy and security concepts and effective measures for those were explained with practical examples and cases in the classes in different MIS courses.

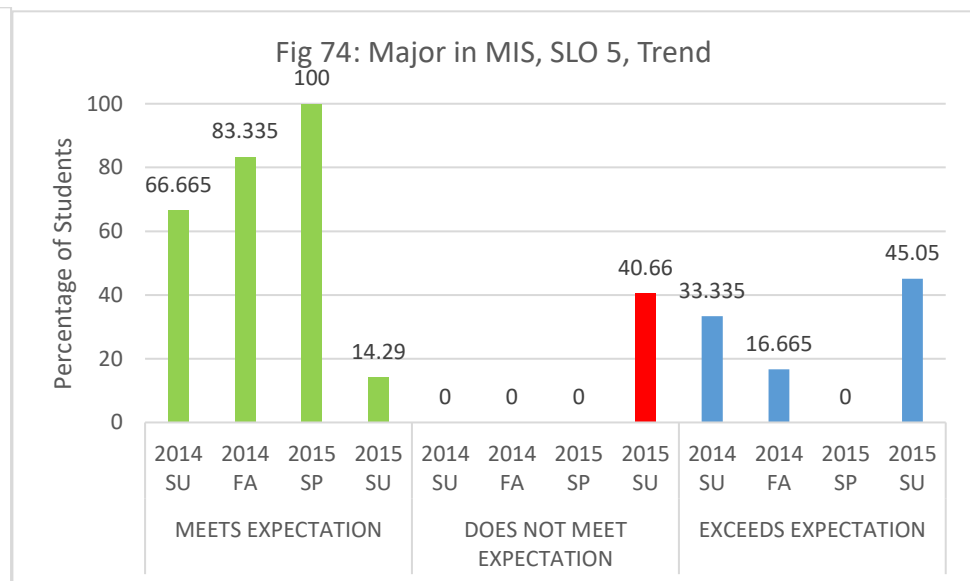
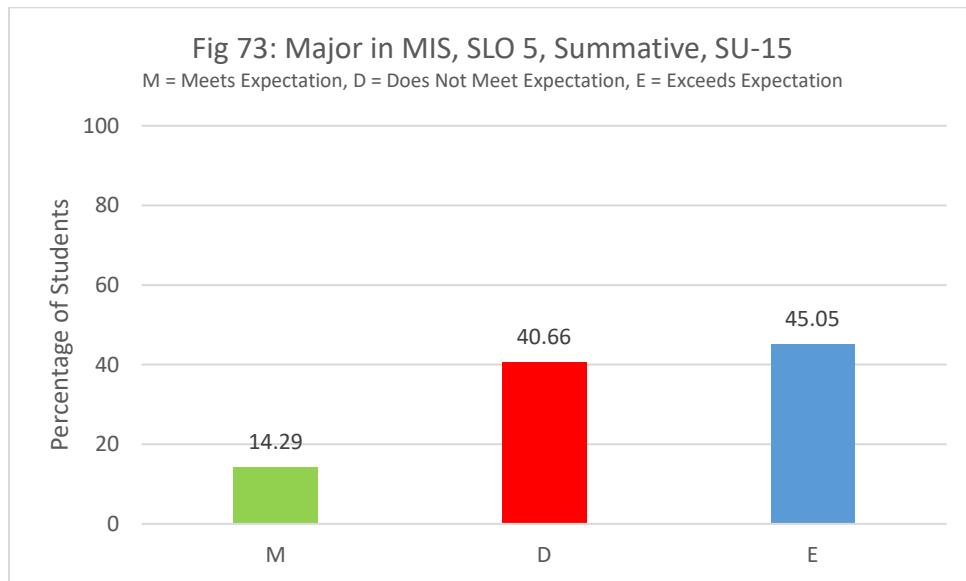
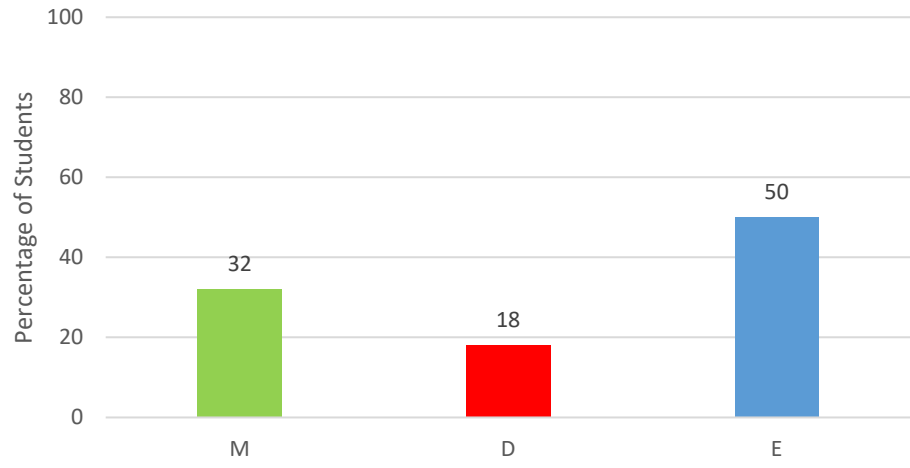


Fig 75: Major in MIS, SLO 5, Formative, SU-15

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation



Summer 2015 Student Learning Assessment Report: Major in Marketing

Student Learning Outcomes	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
1. Demonstrate a thorough understanding of the marketing management process including marketing strategy formulation and marketing plan implementation	<p><u>Summative</u>- Exit Assessment Test, and Course-Embedded Assessment (MKT 460 group term projects.)</p> <p><u>Formative</u>- Course-Embedded Assessment (MKT 202 group term projects)</p>	<p><u>Exit Assessment Test</u>: Meets Expectations- 60% to 80%, Does Not Meet Expectations-< 60%, Exceeds Expectations-> 80%</p> <p><u>Course-Embedded Assessment</u>: Rubric # MKT.1.R.1 (formative), and rubric # MKT.1.R.2 (summative)</p>	See Figures 76 - 78	<p>Target: 75% of the students should meet and exceed the expectations of SLO1.</p> <p>Students met the target with very satisfactory margins in the formative assessment.</p> <p>Trend: The percentage of students not meeting expectation is gradually decreasing.</p>	The marketing club organized a seminar called “the role of effective communications in brand building”. This seminar enhanced understanding of conducting consumer research, gathering consumer insights, and effectively utilizing essentials frameworks to implement a marketing plan.

Fig 76: Major in Marketing, SLO 1, Summative, SU-15

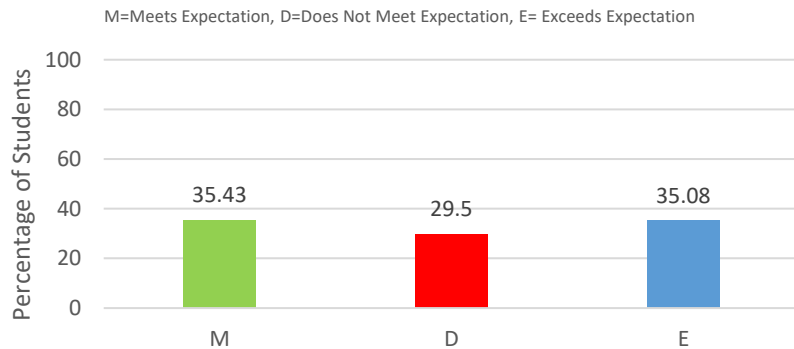


Fig 77: Major in Marketing, SLO 1, Trend

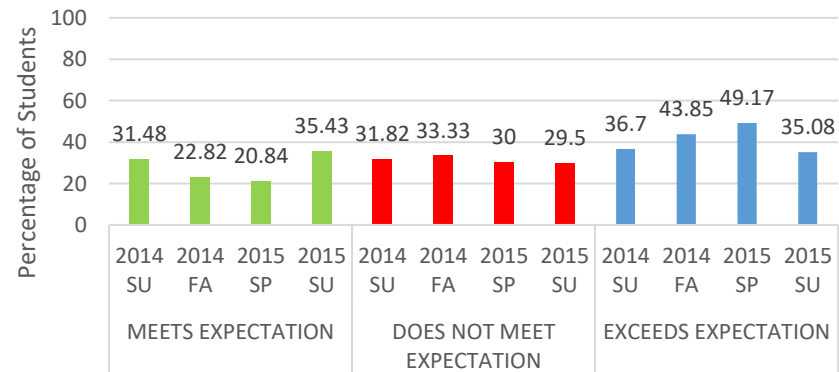
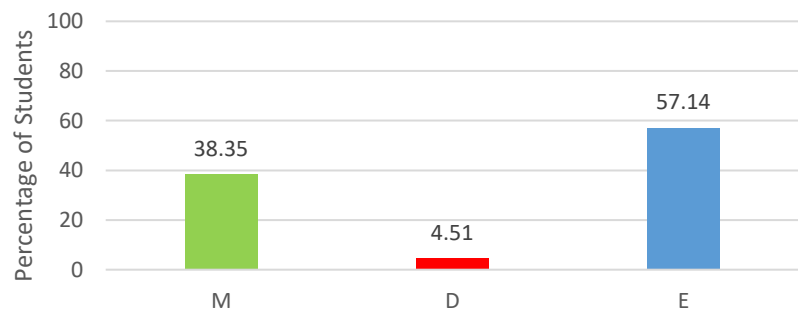


Fig 78: Major in Marketing, SLO 1, Formative, SU-15

M=Meets Expectation, D=Does Not Meet Expectation, E= Exceeds Expectation



Student Learning Outcomes	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
2. Understand the roles of different areas of Marketing Communications.	<p><u>Summative-</u> Exit Assessment Test , and Course-Embedded Assessment (MKT 460 group term projects)</p> <p><u>Formative:</u> Course-Embedded Assessment (MKT 202 group term projects)</p>	<p><u>Exit Assessment Test:</u> Meets Expectations- 60% to 80%, Does Not Meet Expectations-< 60%, Exceeds expectations-> 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MKT.2.R.1</p>	See Figures 79 - 81	<p>Target: 80% of the students should be able to meet and exceed the expectation of SLO2.</p> <p>Students met the target in formative assessment, but failed to do in summative assessment albeit a small margin.</p> <p>Trend: The trend is an unwelcome one as the percentage of students not meeting expectation is growing over time.</p>	The student engagement and support committee and the marketing club brought industry experts from the milieu of marketing communication and conducted the seminar called “Necessity. Ideation. Execution”. This seminar resulted in better understanding of real life marketing communications.

Fig 79: Major in Marketing, SLO 2, Summative, SU-15

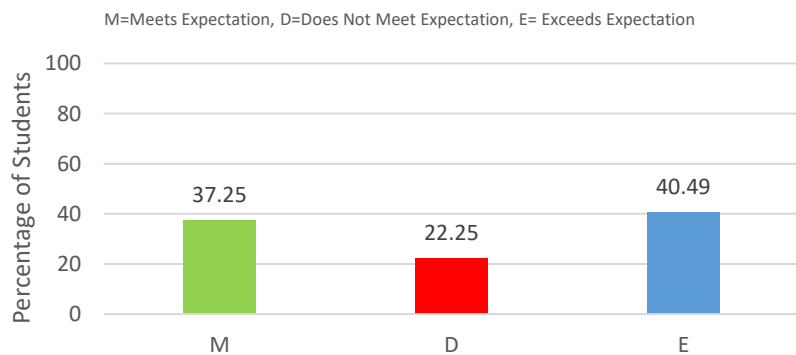


Fig 80: Major in Marketing, SLO 2, Trend

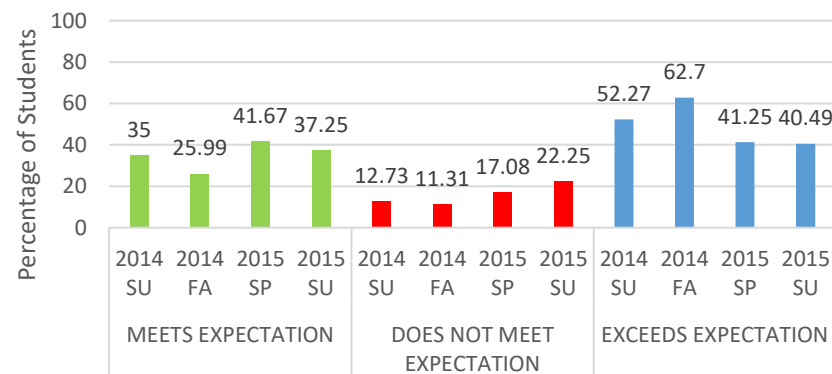
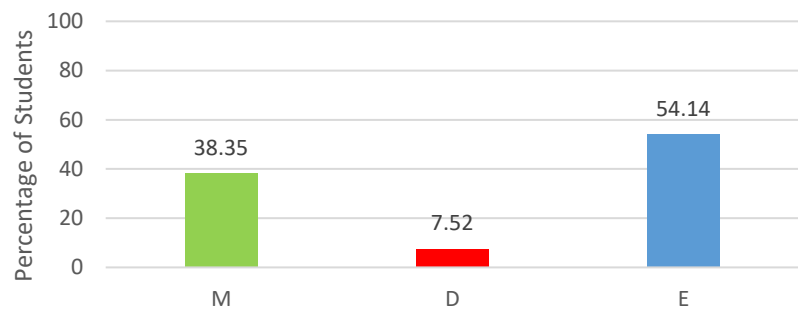


Fig 81: Major in Marketing, SLO 2, Formative, SU-15

M=Meets Expectation, D=Does Not Meet Expectation, E= Exceeds Expectation



Student Learning Outcomes	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
3. Apply concepts of consumer behavior to develop marketing strategy.	<p><u>Summative</u>:- Exit Assessment Test, and Course-Embedded Assessment (MKT 460 group term projects)</p> <p><u>Formative</u>: Course-Embedded Assessment (MKT 202 group term projects)</p>	<p><u>Exit Assessment Test</u>: Meets Expectations- 60% to 80%, Does Not Meet Expectations-< 60%, ExceedsExpectations-> 80%.</p> <p><u>Course-Embedded Assessment</u>: Rubric # MKT.3.R.1</p>	See Figures 82 - 84	<p>Target- 75% of the students should be able to meet and exceed the expectation of SLO3.</p> <p>Students met the target.</p> <p>Trend: The trend is satisfactory as the percentage of students meeting and exceeding expectation is increasing over time.</p>	Students were given projects that required collection of primary data. The data were later used to formulate marketing strategies.

Fig 82: Major in Marketing, SLO 3, Summative, SU-15

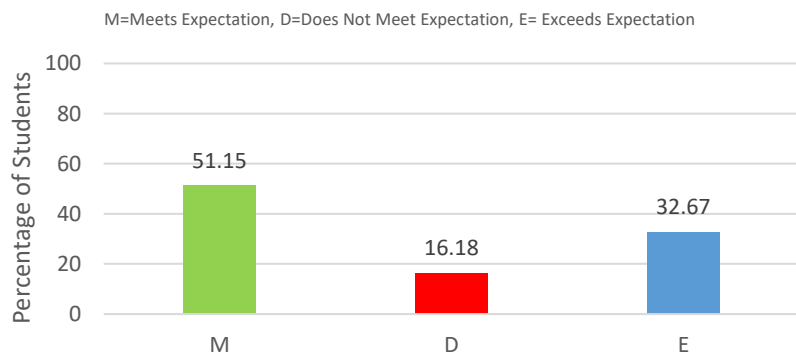


Fig 83: Major in Marketing, SLO 3, Trend

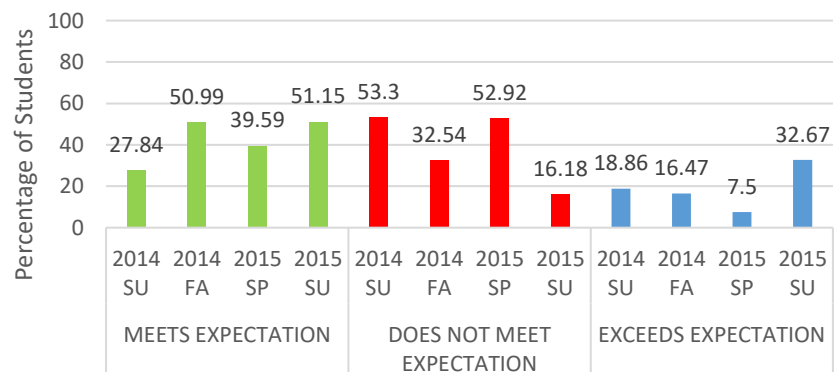
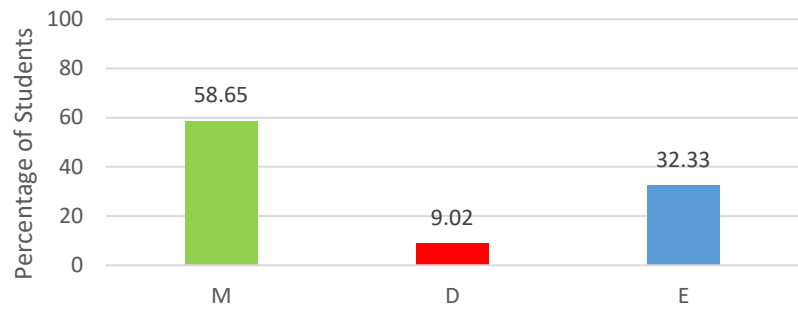


Fig 84: Major in Marketing, SLO 3, Formative, SU-15

M=Meets Expectation, D=Does Not Meet Expectation, E= Exceeds Expectation



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 202 group term projects)</p>	<p><u>Exit Assessment Test</u>: Meets Expectations- 60% to 80%, Does Not Meet Expectations-< 60%, Exceeds Expectations-> 80%</p> <p><u>Course-Embedded Assessment</u>: Rubric # MKT.4.R.1 (formative), and rubric # MKT.4.R.2 (summative)</p>	See Figures 85 – 87	<p>Target- 80% of the students should be able to meet and exceed the expectation of SLO4.</p> <p>Students did not meet the assessment target.</p> <p>Trend: The trend is concerning the percentage of students not meeting expectation is exhibiting a pattern similar to the cyclical patten and is gradually increasing over time.</p>	<p>Student projects regarding brand revitalization required critical understanding of strategic failures and devising solutions to address the problem.</p> <p>In class case study sessions focusing on problem solving skills resulted in better student understanding of strategic issues.</p>

Fig 85: Major in Marketing, SLO 4, Summative, SU-15

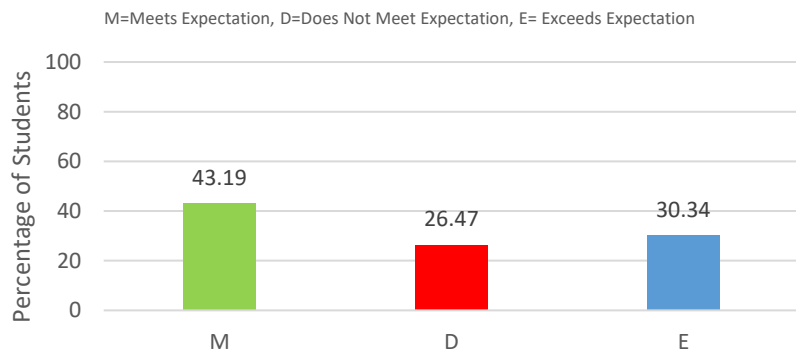


Fig 86: Major in Marketing, SLO 4, Trend

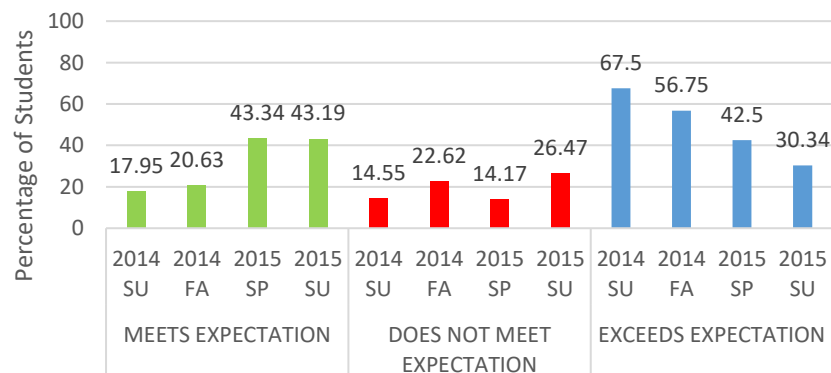
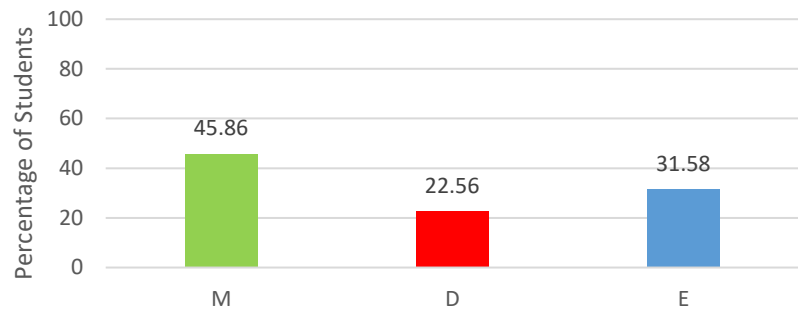


Fig 87: Major in Marketing, SLO 4, Formative, SU-15

M=Meets Expectation, D=Does Not Meet Expectation, E= Exceeds Expectation



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 202 group term projects)</p>	<p><u>Exit Assessment Test:</u> Meets Expectations- 60% to 80%, Does Not Meet expectations- < 60%, Exceeds Expectations-> 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MKT.5.R.1</p>	See Figures 88 - 90	<p>Target- 100% of the students should be able to meet and exceed the expectation of SLO5.</p> <p>Students did not meet the target.</p> <p>Trend: Student performance is inconsistent over time.</p>	<p>A case study which was an integral part of student assessment addressed contemporary ethical issues in marketing.</p> <p>Faculty members reinforced the significance of ethical practices in marketing through video cases and lectures.</p>

Fig 88: Major in Marketing, SLO 5, Summative, SU-15

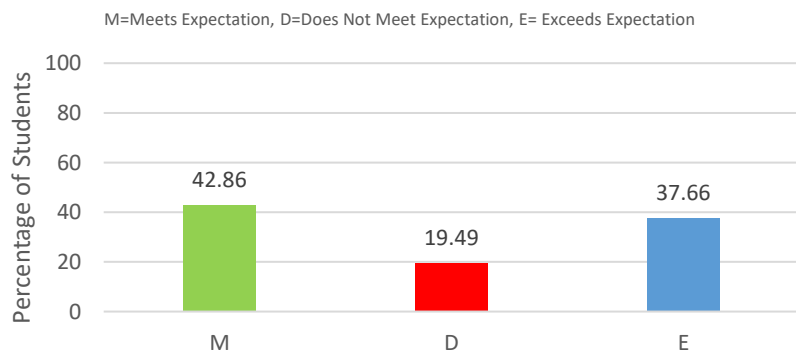


Fig 89: Major in Marketing, SLO 5, Trend

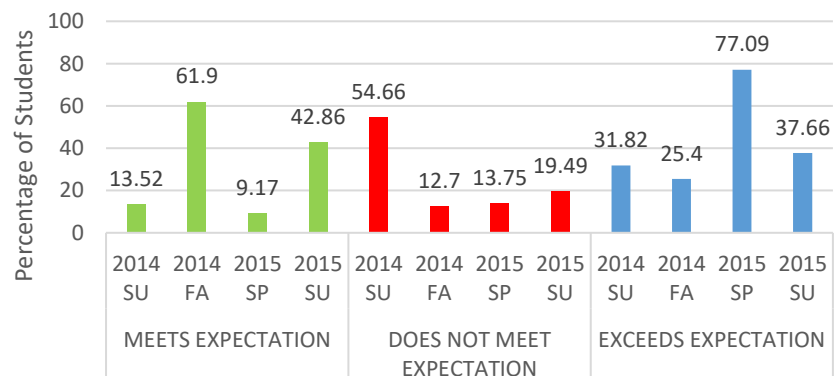
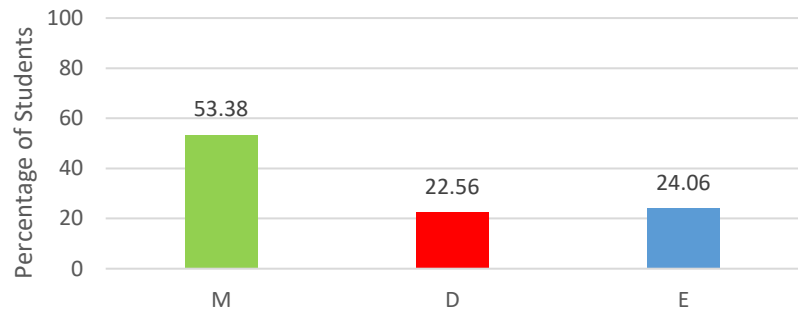


Fig 90: Major in Marketing, SLO 5, Formative, SU-15

M=Meets Expectation, D=Does Not Meet Expectation, E= Exceeds Expectation



Summer 2015 Student Learning Assessment Report: BS in Economics (“ECO”)

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
1. Knowledge of General Economic Theories and Policies	1.1 Demonstrate substantial knowledge of various theories of Microeconomics, Macroeconomics and other major economic fields	<p><u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment ECO 495 (Supervised Research Paper) or ECO 499 (Thesis)</p> <p><u>Formative:</u> ECO 450 selected question from final exam.</p>	<p><u>Exit Assessment Test:</u> Meets Expectation 60% to 80%, Does Not Meet Expectation < 60%, Exceeds Expectation > 80%.</p> <p><u>Course-Embedded Assessment:</u> Rubric # BS.1.1.1.1</p>	See figures 91 - 93	<p>Target: 65% students should meet or exceed expectations.</p> <p>Student performance in formative assessment is very satisfactory; however, summative performance fell short of the target.</p> <p>Trend: The percentage of students exceeding expectation is increasing.</p>	A student seminar was conducted by the student engagement committee titled “Fundamentals of Macroeconomic Theories in a Bangladesh Perspective.”

Fig 91: BS in ECO, PLG 1, SLO 1.1., Summative, SU-15

M=Meets Expectation, D=Does Not Meet Expectation, E= Exceeds Expectation

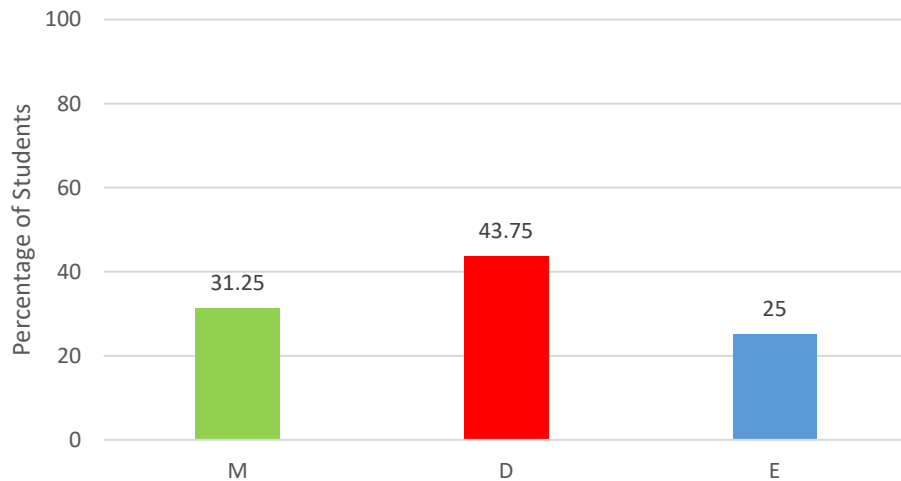


Fig 92: BS in ECO, PLG 1, SLO 1.1, Summative

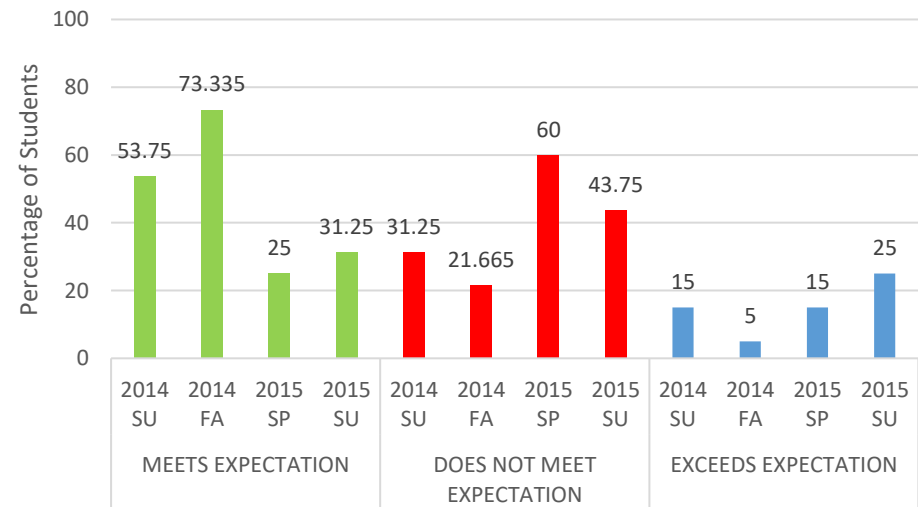
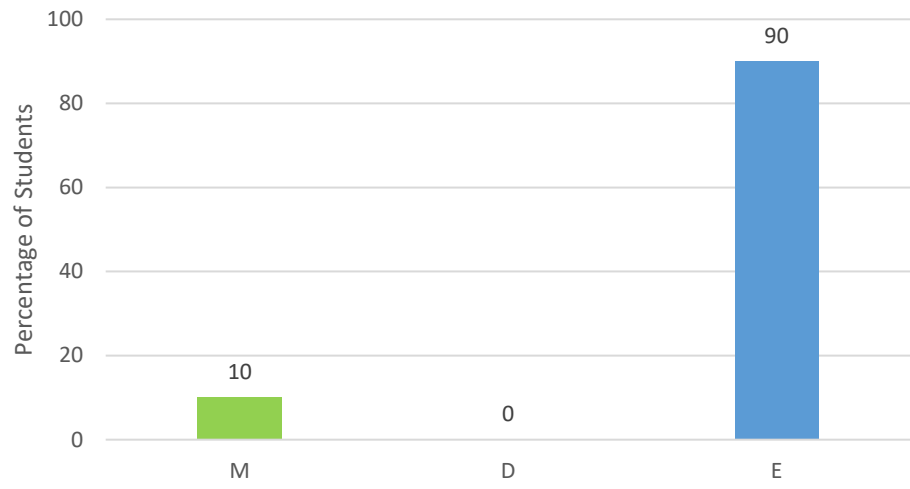


Fig 93: BS in ECO , PLG 1, SLO 1.1., Formative, SU-15

M=Meets Expectation, D=Does Not Meet Expectation, E= Exceeds Expectation



Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
1. Knowledge of General Economic Theories and Policies	1.2 Understand policy implications of various economic models.	<p><u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment ECO 495 (Supervised Research Paper) or ECO 499 (Thesis)</p> <p><u>Formative:</u> ECO 450 selected question from final exam.</p>	<p><u>Exit Assessment Test:</u> Meets Expectation 60% to 80%, Does Not Meet Expectation < 60%, Exceeds Expectation > 80%.</p> <p><u>Course-Embedded Assessment:</u> Rubric # BS.1.1.1.1</p>	See figures 94 - 96	<p>Target: 65%.</p> <p>Students met the target.</p> <p>Trend: The percentages of students exceeding expectation is exhibiting an increasing trend.</p>	A student seminar was conducted by the student engagement committee titled "Fundamentals of Macroeconomic Theories in a Bangladesh Perspective."

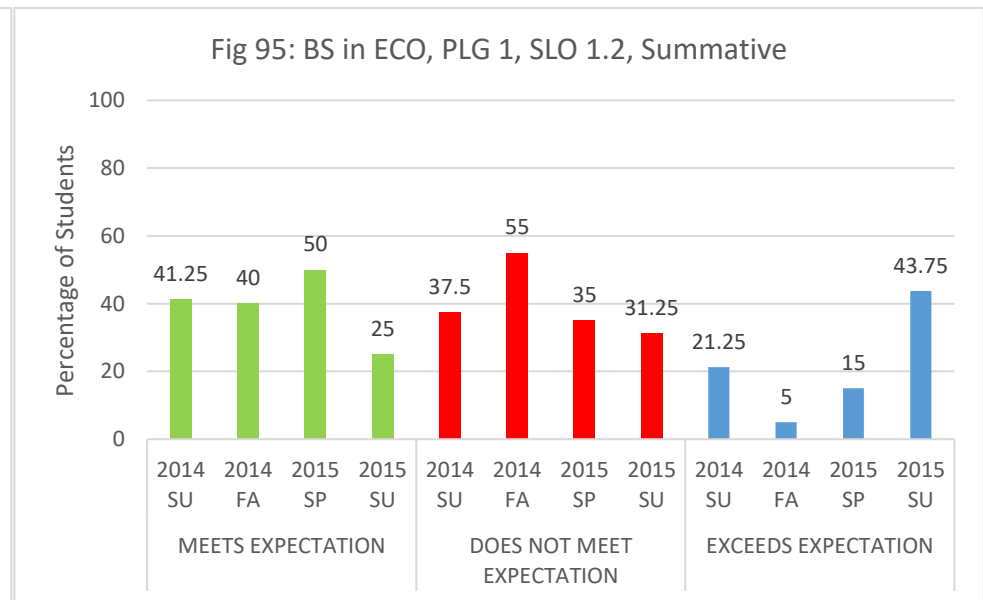
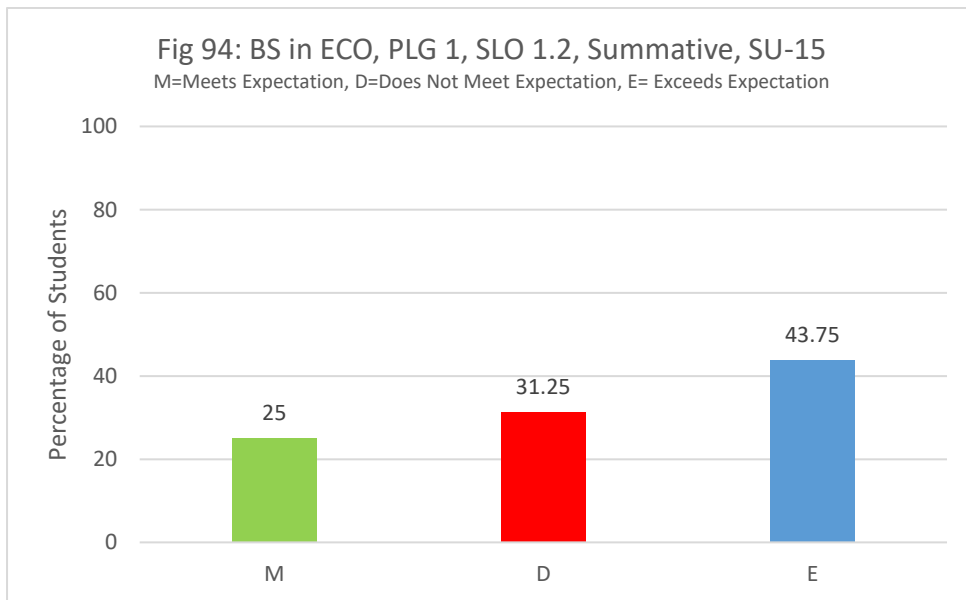
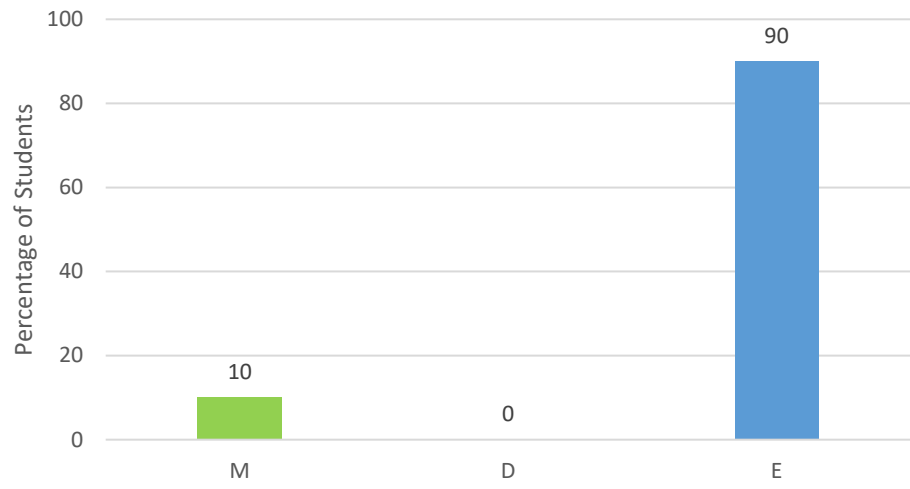


Fig 96: BS in Economics, PLG 1, SLO 1.2., Formative, SU-15

M=Meets Expectation, D=Does Not Meet Expectation, E= Exceeds Expectation



Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
2. Relevant Quantitative Skill Development for theoretical and empirical analyses.	2.1 Understand and conduct mathematical analysis necessary to explain economic models.	<p><u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment ECO 495 (Supervised Research Paper) or ECO 499 (Thesis)</p> <p><u>Formative:</u> ECO 450 selected question from final exam.</p>	<p><u>Exit Assessment Test:</u> Meets Expectation 60% to 80%, Does Not Meet Expectation < 60%, Exceeds Expectation > 80%.</p> <p><u>Course-Embedded Assessment:</u> Rubric # BS.2.1.1.1</p>	See figures 97 – 99	<p>Target: 60%</p> <p>Student performance in formative assessment is very satisfactory; however, summative performance fell short of the target.</p> <p>Trend: A concern is noted for the percentages of students not meeting expectation as observed over time.</p>	Research Guideline needs to be enforced to help students understand and conduct mathematical analysis necessary to explain economic models.

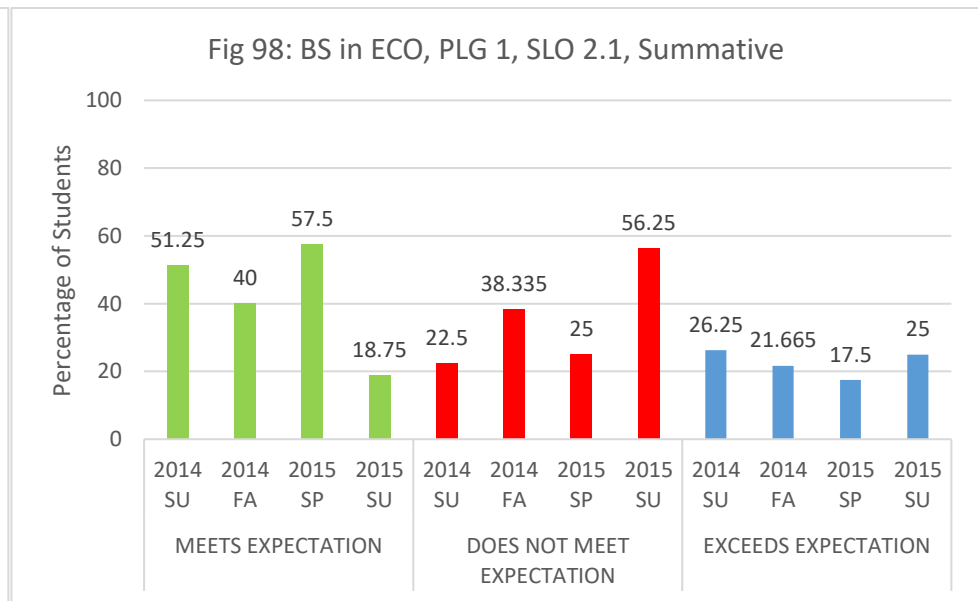
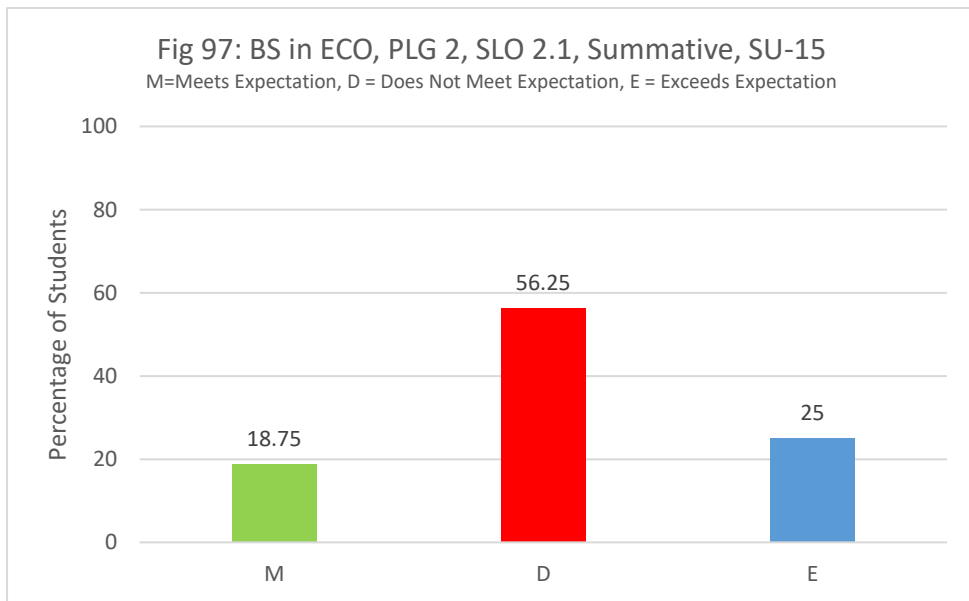
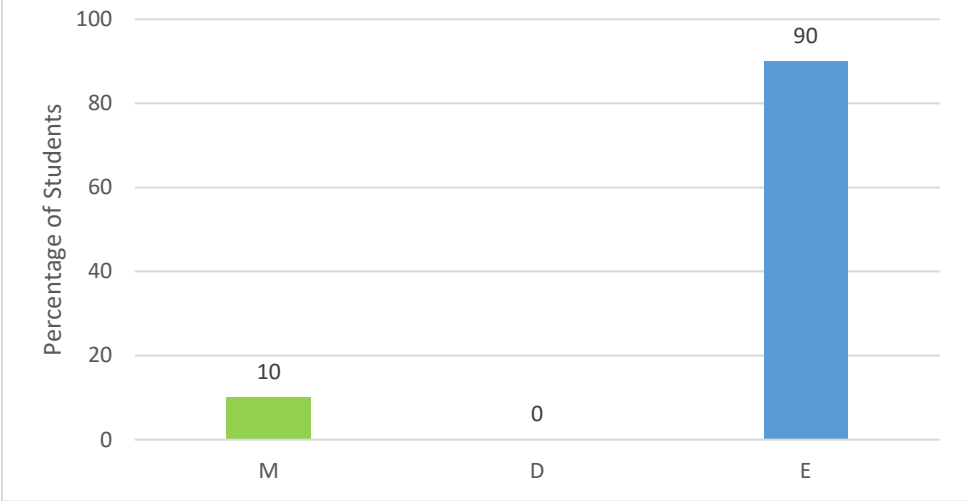


Fig 99: BS in ECO, PLG 1, SLO 2.1., Formative, SU-15

M=Meets Expectation, D=Does Not Meet Expectation, E= Exceeds Expectation



Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
2. Relevant Quantitative Skill Development for theoretical and empirical analyses.	2.2 Effectively organize data, conduct empirical analyses and interpret empirical findings from data and relate the findings to appropriate economic theories.	<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.2.1.1.1</p>	See figures 100 - 102	<p>Target: 60% students should meet or exceed expectations.</p> <p>Students met the target.</p> <p>Trend: The percentages of students not meeting expectation is decreasing.</p>	Research Guideline needs to be enforced to help students understand and conduct mathematical analysis necessary to explain economic models.

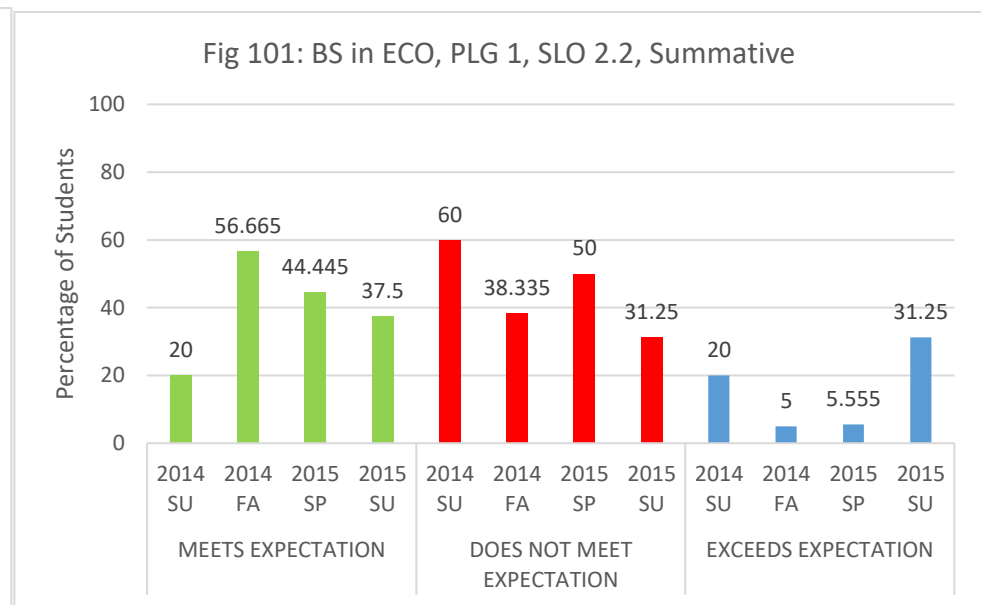
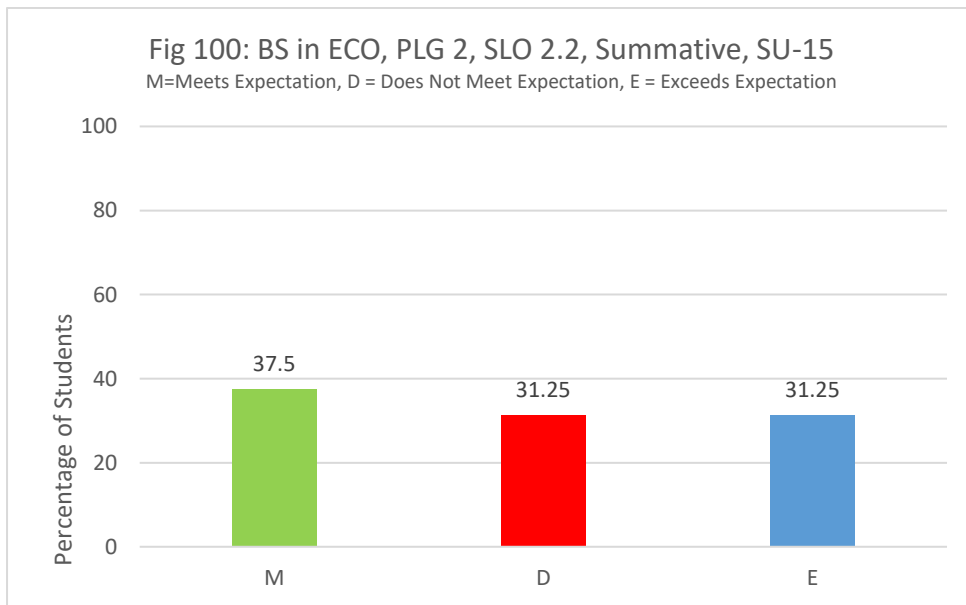
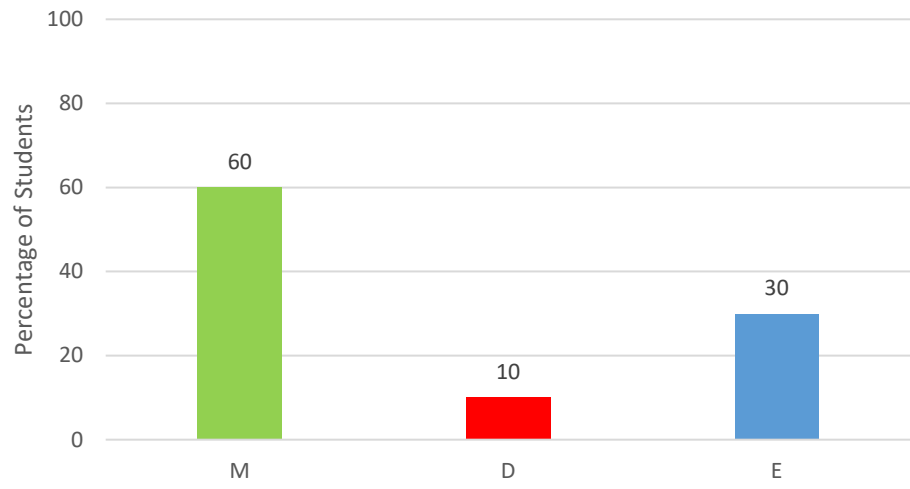


Fig 102: BS in ECO, PLG 1, SLO 2.2., Formative, SU-15

M=Meets Expectation, D=Does Not Meet Expectation, E= Exceeds Expectation



Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
3. Research Skill Development	3.1 Develop necessary skills to conduct research under supervision.	<p><u>Summative:</u> Course-Embedded Assessment ECO 495 (Supervised Research Paper) or ECO 499 (Thesis)</p> <p><u>Formative:</u> ECO 372 term project.</p>	<p><u>Exit Assessment Test:</u> Meets Expectation 60% to 80%, Does Not Meet Expectation < 60%, Exceeds Expectation > 80%.</p> <p><u>Course-Embedded Assessment:</u> Rubric # BS.3.1.1.1</p>	See figures 103 - 105	<p>Target: 60% students should meet or exceed expectations.</p> <p>Students performed very well in the summative assessment. Students also met the target in formative assessment.</p> <p>Trend: The growth in the percentages students meeting and exceeding expectation is pleasing.</p>	Research Guideline needs to be enforced to help students understand and conduct mathematical analysis necessary to explain economic models.

Fig 103: BS in ECO, PLG 2, SLO 3.1, Summative, SU-15

M=Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation

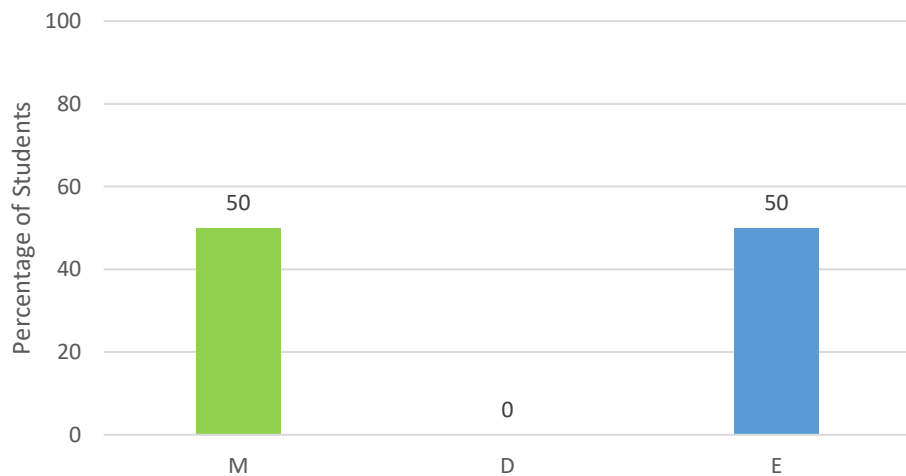


Fig 104: BS in ECO, PLG 1, SLO 3.1, Summative

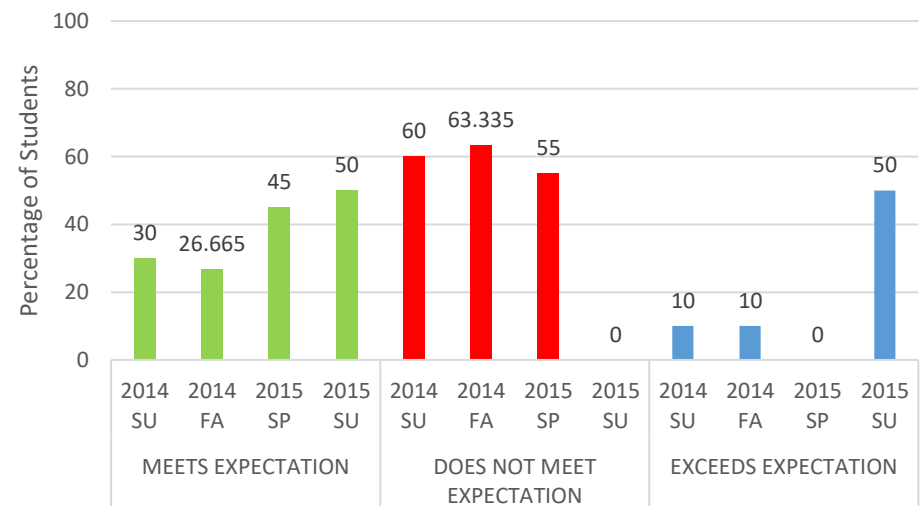
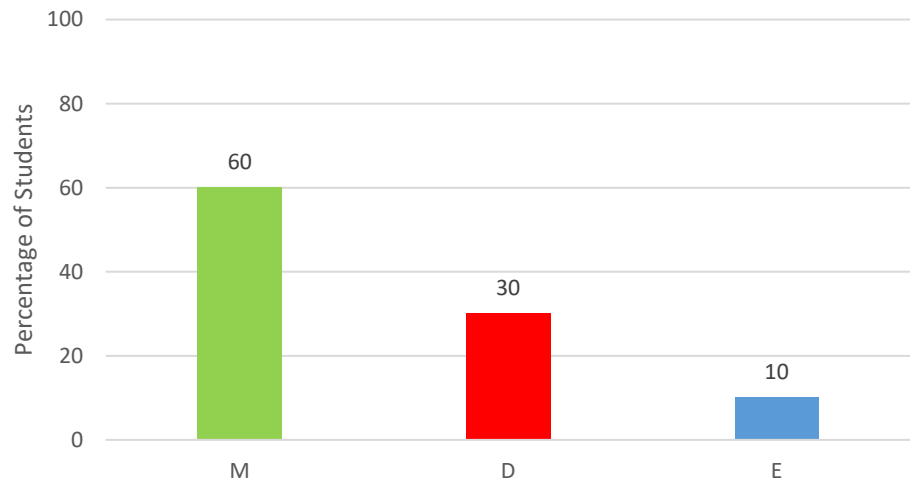


Fig 105: BS in ECO, PLG 1, SLO 3.1., Formative, SU-15

M=Meets Expectation, D=Does Not Meet Expectation, E= Exceeds Expectation



Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
4. Communication Skill Development	4.1 Communicate ideas and arguments effectively across a range of media	<p><u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment ECO 495 (Supervised Research Paper) or ECO 499 (Thesis)</p> <p><u>Formative:</u> ECO 450) selected question from final exam.</p>	<p><u>Exit Assessment Test:</u> Meets Expectation 60% to 80%, Does Not Meet Expectation < 60%, Exceeds Expectation > 80%.</p> <p><u>Course-Embedded Assessment:</u> Rubric # BS.4.1.1.1</p>	See figures 106 - 108	<p>Target: 70% students should meet or exceed target.</p> <p>Students performed very well in the formative assessment. Summative assessment performance fell short of the target by a small margin.</p> <p>Trend: Student performance is inconsistent over time.</p>	Several business communications workshops were organized by the Career and Placement Center.

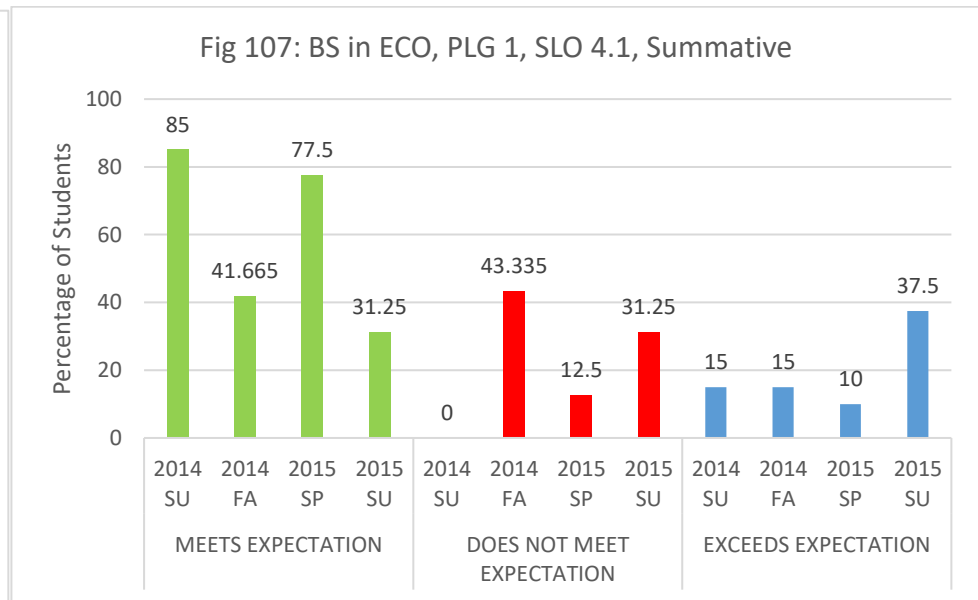
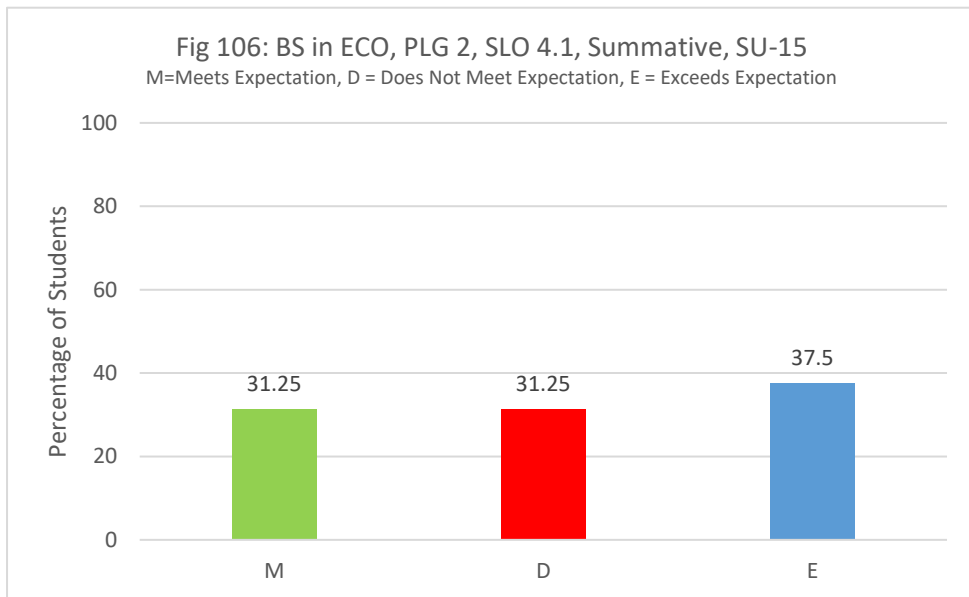
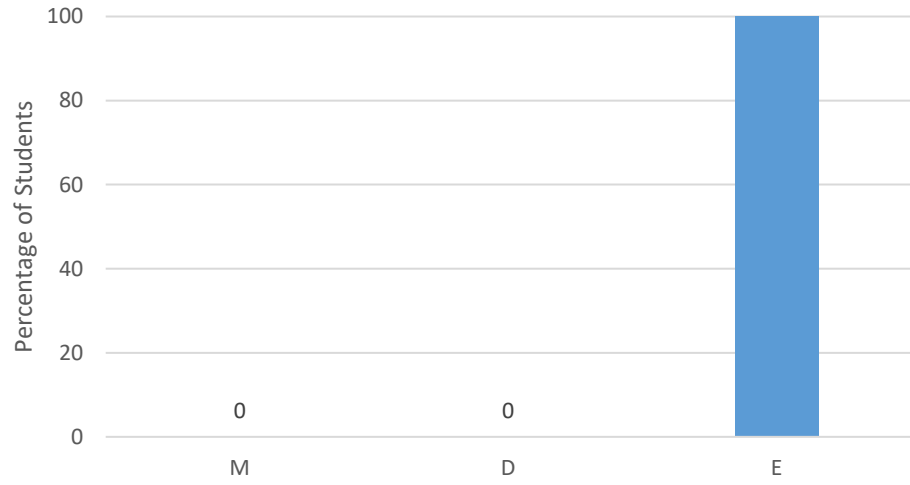


Fig 108: BS in ECO, PLG 1, SLO 4.1., Formative, SU-15

M=Meets Expectation, D=Does Not Meet Expectation, E= Exceeds Expectation



Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
5. Critical Thinking and Analysis	5.1 Correctly apply foundation knowledge gained in BS in Economics core courses and engage in critical thinking and analysis of economic phenomena for problem solving.	<p><u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment ECO 495 (Supervised Research Paper) or ECO 499 (Thesis)</p> <p><u>Formative:</u> ECO 450 selected question from final exam.</p>	<p><u>Exit Assessment Test:</u> Meets Expectation 60% to 80%, Does Not Meet Expectation < 60%, Exceeds Expectation > 80%.</p> <p><u>Course-Embedded Assessment:</u> Rubric # BS.5.1.1.1</p>	See figures 109 - 111	<p>Target: 60% students should meet or exceed expectations.</p> <p>Students met the target, and very satisfactorily in the formative assessment.</p> <p>Trend: The percentages of students not meeting expectation is exhibiting a gradual downward trend.</p>	Faculty seminar titled “Natural Disaster and Sickness Shocks: Evidence of Informal Insurance from Bangladesh” was held.

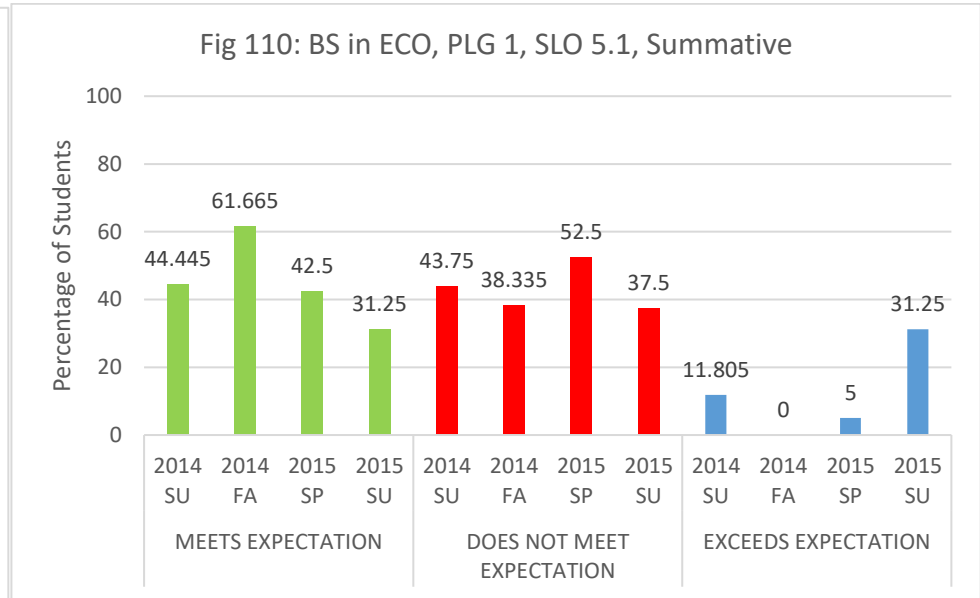
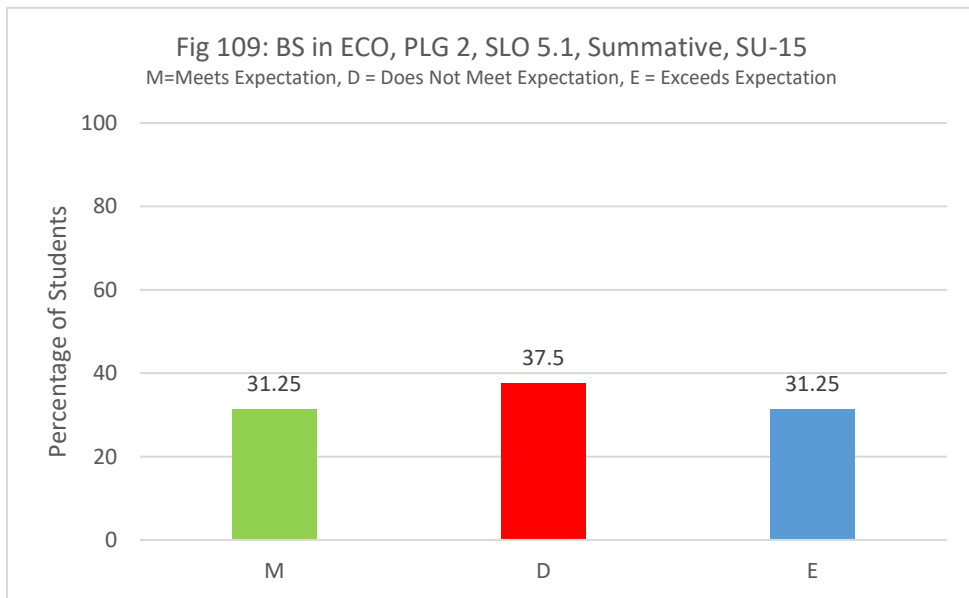
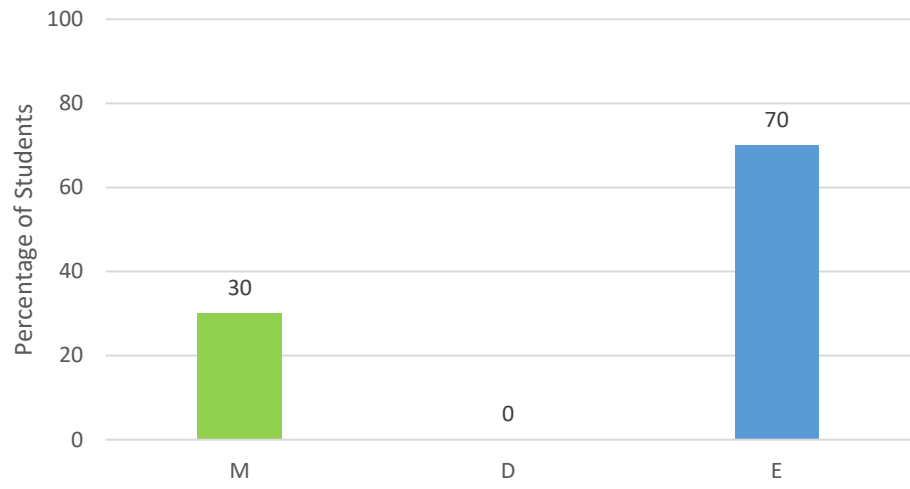


Fig 111: BS in ECO, PLG 1, SLO 5.1., Formative, SU-15

M=Meets Expectation, D=Does Not Meet Expectation, E= Exceeds Expectation



Summer 2015 Student Learning Assessment Report: Master of Business Administration

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
1. Managerial Communications	1.1 Communicate effectively toward achieving managerial objectives.	<p><u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment (BUS 690 final term projects)</p> <p><u>Formative:</u> Course-Embedded Assessment (BUS 650 final term projects)</p>	<p><u>Assessment Tests:</u> Meets Expectation: 60%-80%; Does Not Meet Expectation < 60%; Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MB.1.1.1.1</p>	See figures 112 - 114	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students failed to meet target in both summative and formative assessment.</p> <p>Trend: The performance levels of the students are inconsistent.</p>	<p>Three professional workshops, several in partnerships with leading global multi-national companies, were conducted on business communication and etiquettes.</p> <p>The marketing club organized a seminar called “the role of effective communications in brand building.”</p>

Fig 112: MBA PLG 1, SLO 1.1, Summative, SU-2015

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation

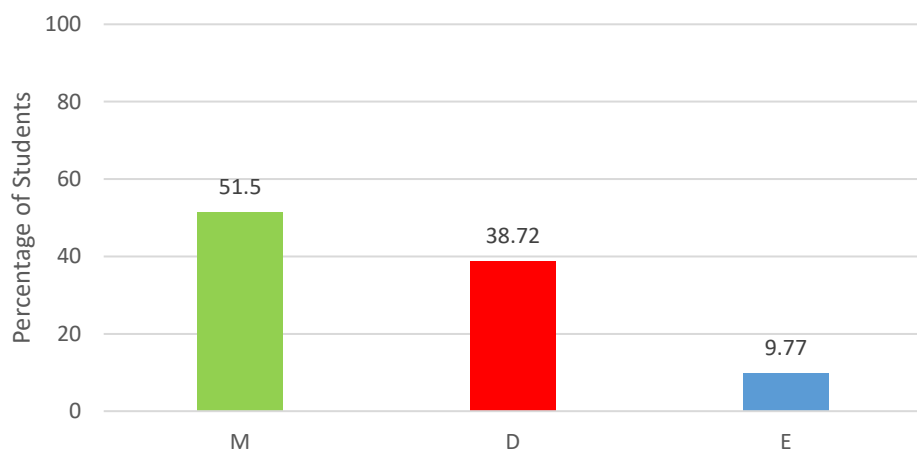


Fig 113: MBA PLG 1, SLO 1.1, Trend

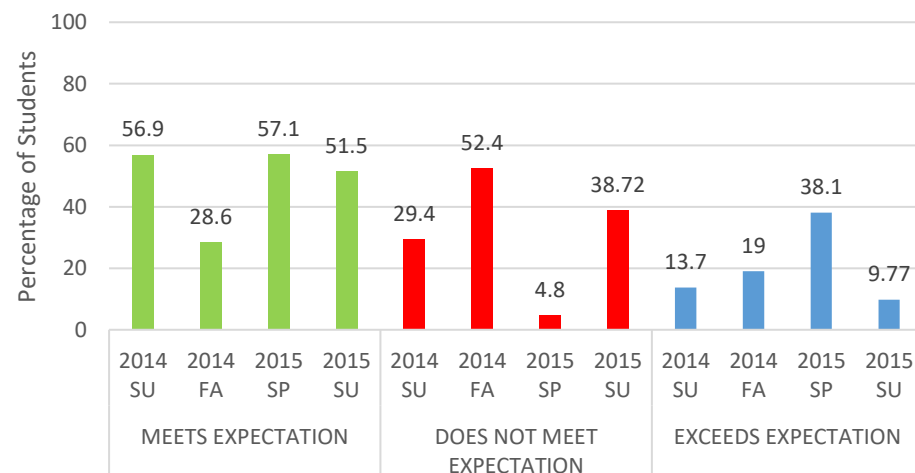
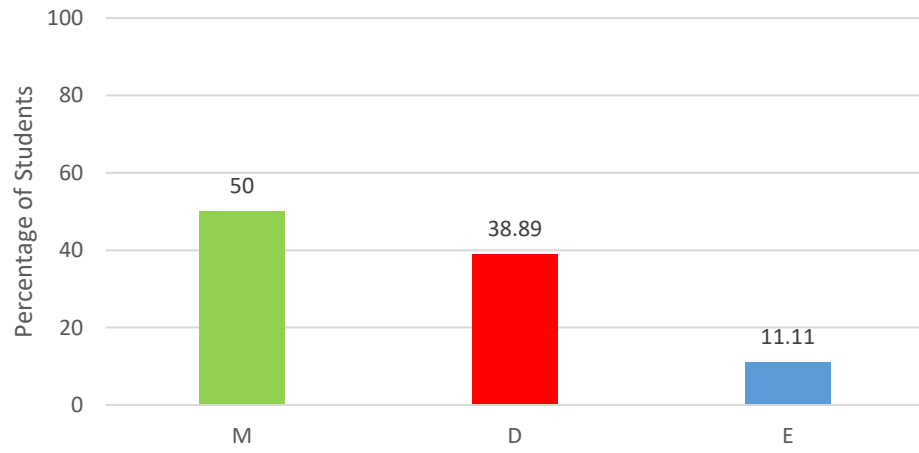


Fig 114: MBA PLG 1, SLO 1.1, Formative, SU-2015

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation



Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
2. Critical Thinking and Decision Making	2.1 Apply appropriate analytic framework to solving management problems, and developing of integrative managerial solutions.	<p><u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment (BUS 690 final term projects)</p> <p><u>Formative:</u> Course-Embedded Assessment (BUS 650 final term projects)</p>	<p><u>Assessment Tests:</u> Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MB.2.1.1.1</p>	See figures 115 - 117	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students didn't meet target in both formative and summative assessment.</p> <p>Trend: The number of students not meeting the expectation is demonstrating an increasing trend.</p>	A seminar was conducted on "Academia and Industry Collaboration," featuring captains of industries in Bangladesh.

Fig 115: MBA PLG 2, SLO 2.1, Summative, SU-2015

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation

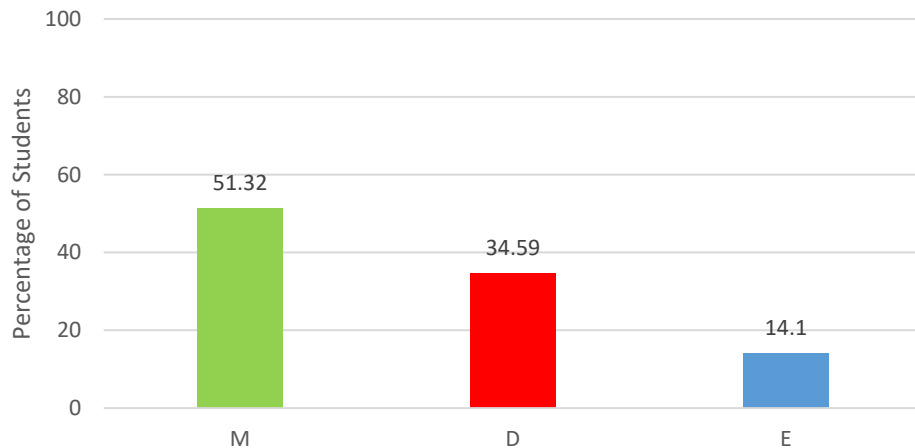


Fig 116: MBA PLG 2, SLO 2.1, Trend

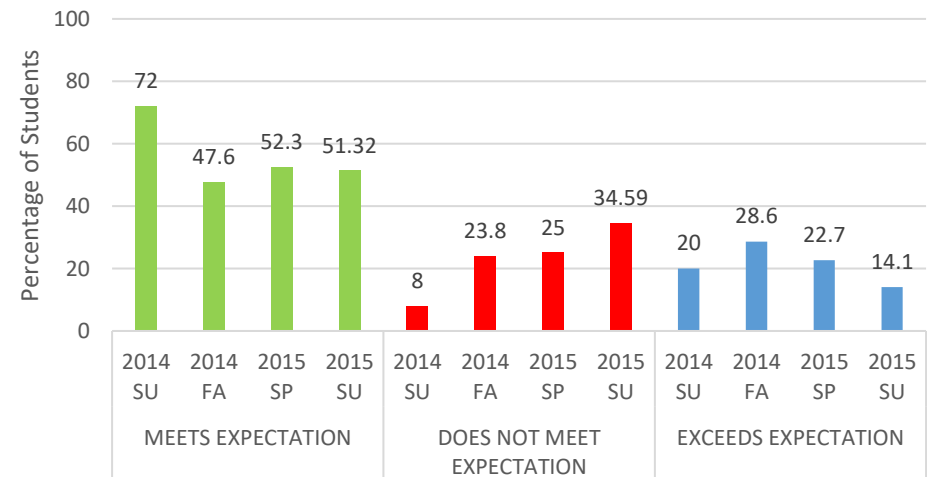
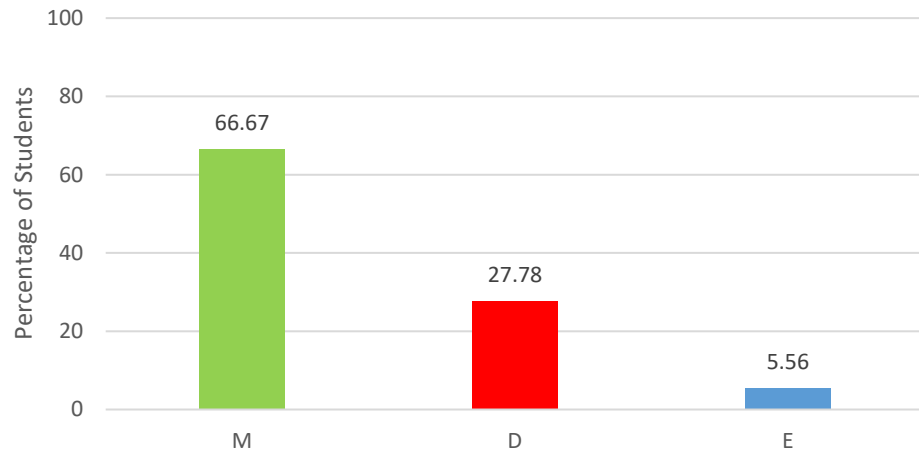


Fig 117: MBA PLG 2, SLO 2.1, Formative, SU-2015

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation



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 118 - 120	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students failed to reach target in both formative and summative assessment.</p> <p>Trend: The number of students not meeting the expectation is decreasing gradually.</p>	<p>A cooperation-seminar was organized with a government agency to identify and recommend solutions to problems facing the local communities.</p> <p>“Necessity. Ideation. Execution” seminar was held.</p>

Fig 118: MBA PLG 2, SLO 2.2, Summative, SU-2015

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation

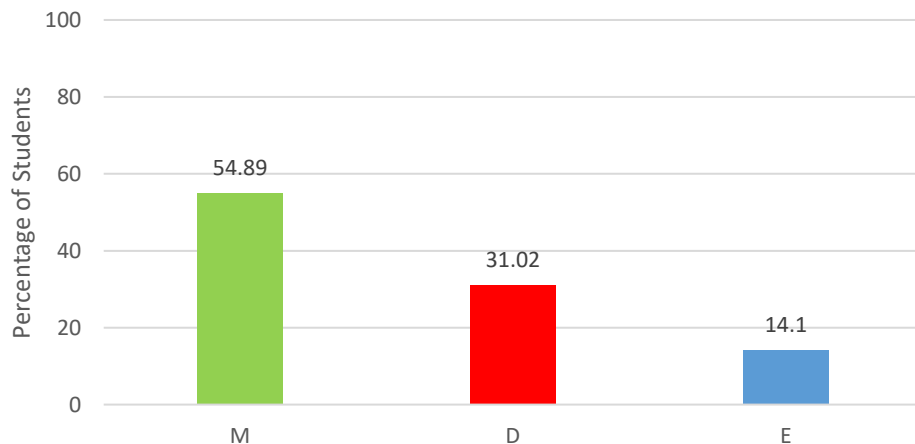


Fig 119: MBA PLG 2, SLO 2.2, Trend

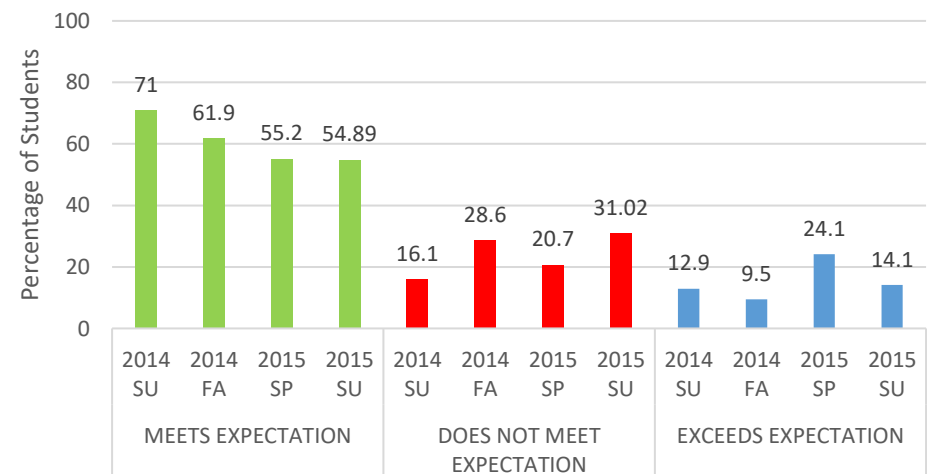
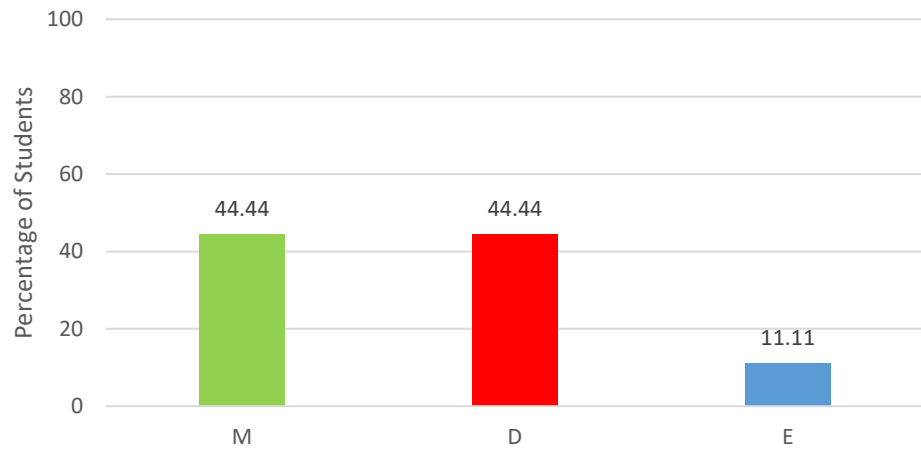


Fig 120: MBA PLG 2, SLO 2.2, Formative, SU-2015

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation



Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
3. Integration of management tools and techniques	3.1 Integrate and apply the tools and techniques of management, drawing on a broad-based knowledge of the major functions (accounting, economics, finance, information systems, marketing, operations management, and strategy) to solve complex management problems and render sound business decisions.	<p><u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment (BUS 690 final term projects)</p> <p><u>Formative:</u> Course-Embedded Assessment (BUS 650 final term projects)</p>	<p><u>Assessment Tests:</u> Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MB.3.1.1.1</p>	See Figures 121 - 123	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Although the students met the target in summative assessment, they failed in formative assessment.</p> <p>Trend: The number of students meeting expectation is increasing gradually.</p>	<p>A seminar featured a renowned Bangladeshi entrepreneur; this seminar focused on alignment of functional practices on organizational goals.</p> <p>A student and faculty seminar enhanced understanding of conducting consumer research, gathering consumer insights, and effectively utilizing essentials frameworks to implement a key aspect of business plans.</p>

Fig 121: MBA PLG 3, SLO 3.1, Summative, SU-2015

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation

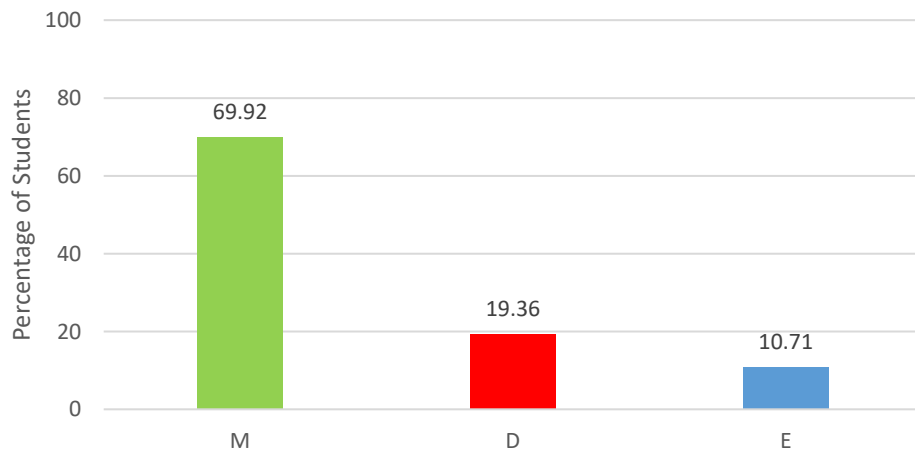


Fig 122: MBA PLG 3, SLO 3.1, Trend

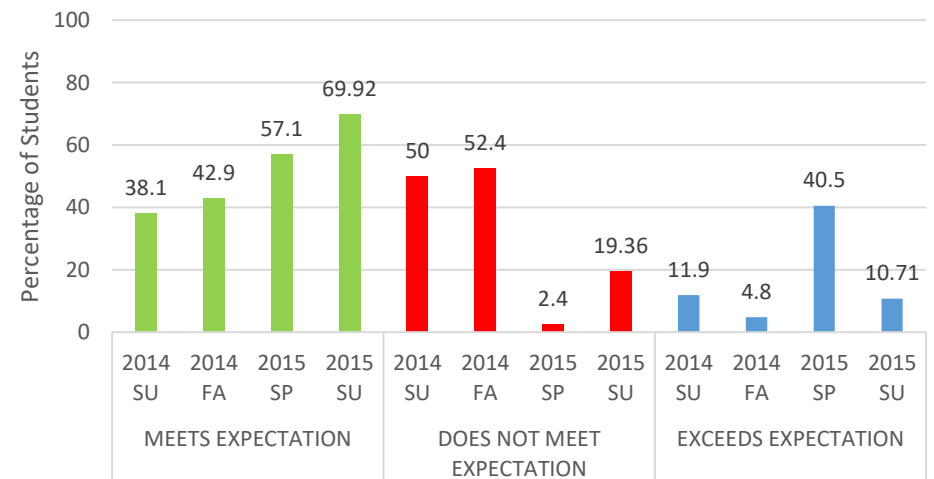
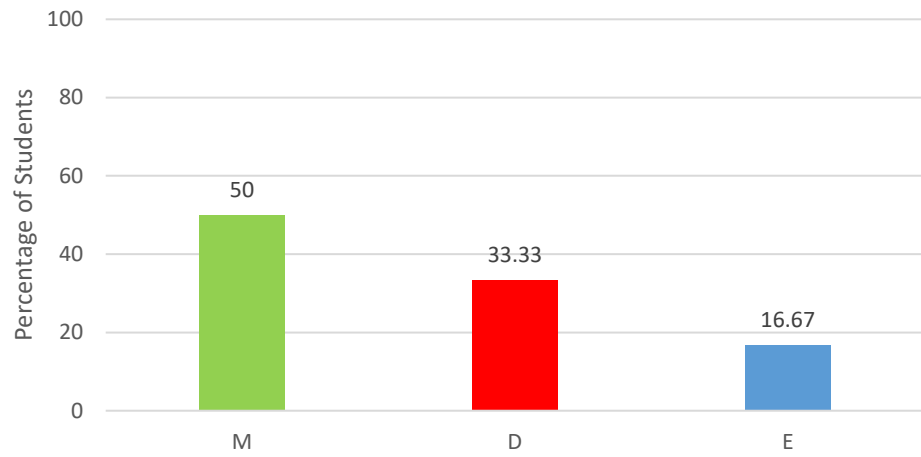


Fig 123: MBA PLG 3, SLO 3.1, Formative, SU-2015

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation



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>	See Figures 124 - 126	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students met target in both summative and formative assessment</p> <p>Trend: The performance levels are very inconsistent</p>	A three-day long simulation, with international participation, was held featuring the general theme: “Ensuring Sustainable Development through Good Governance.”

Fig 124: MBA PLG 4, SLO 4.1, Summative, SU-2015

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation

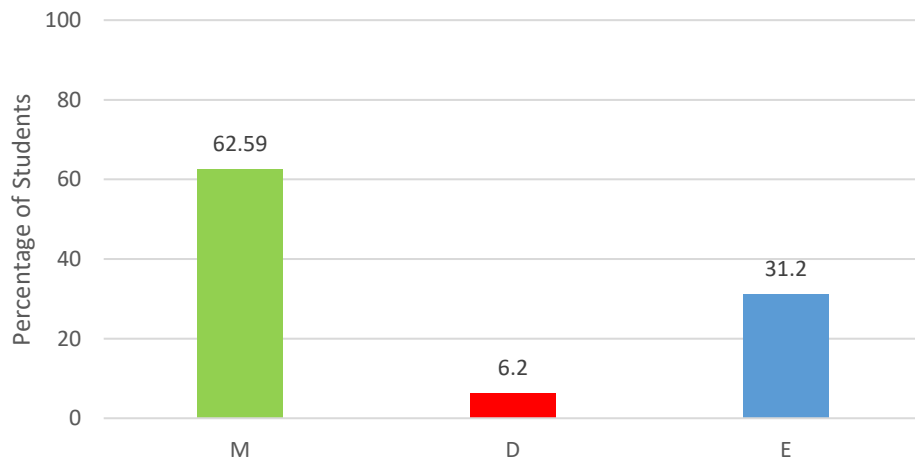


Fig 125: MBA PLG 4, SLO 4.1, Trend

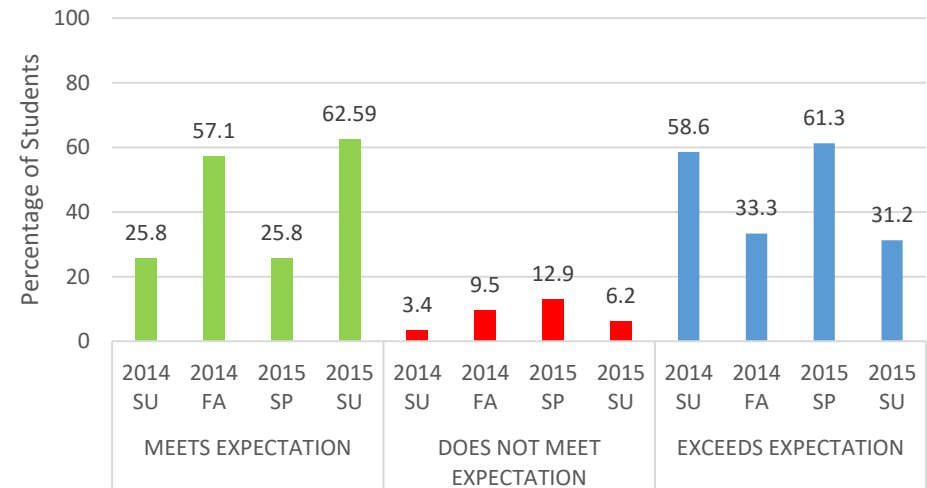
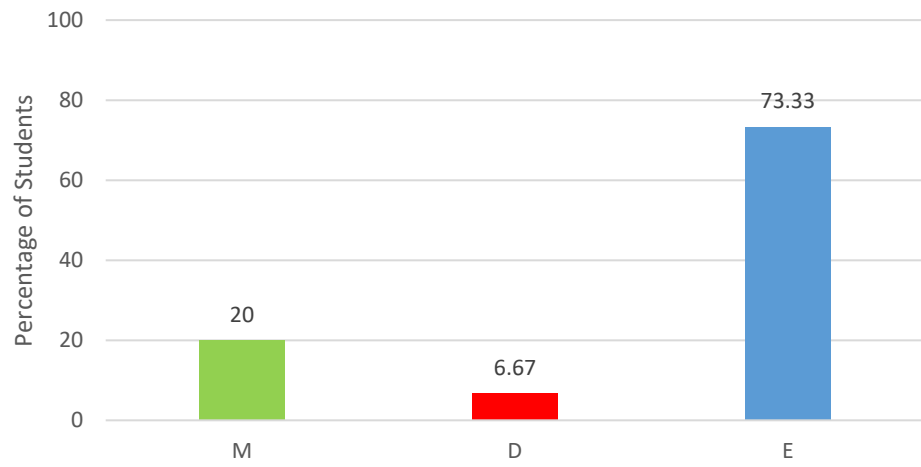


Fig 126: MBA PLG 4, SLO 4.1, Formative, SU-2015

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation



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.	<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 518 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.5.1.1.1</p>	See Figures 127 - 129	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students reached the target in formative assessment, but they failed to meet the target in summative assessment.</p> <p>Trend: The number of students exceeding expectation is exhibiting an increasing trend</p>	A leadership internship program emphasized the importance of ethics.

Fig 127: MBA PLG 5, SLO 5.1, Summative, SU-2015

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation

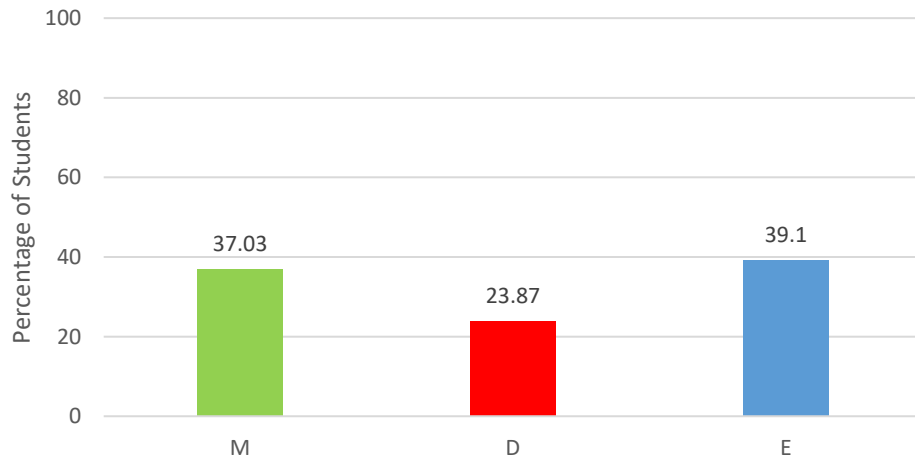


Fig 128: MBA PLG 5, SLO 5.1, Trend

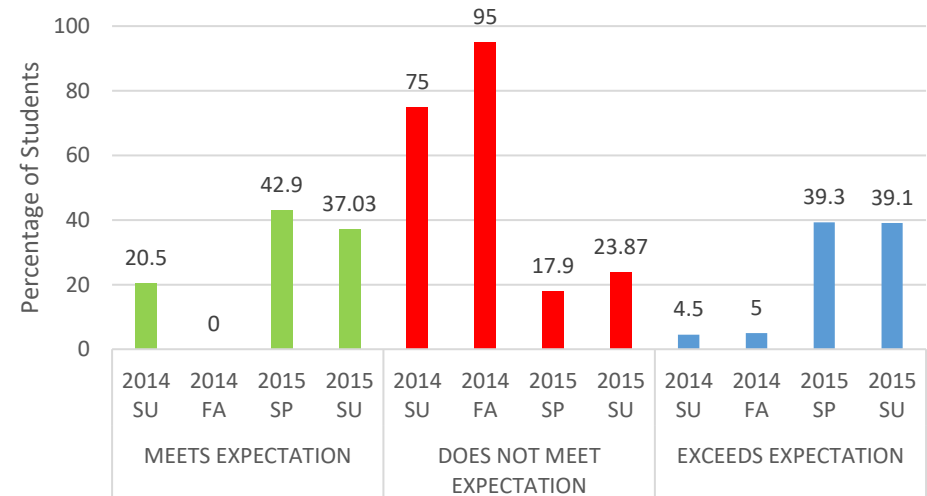
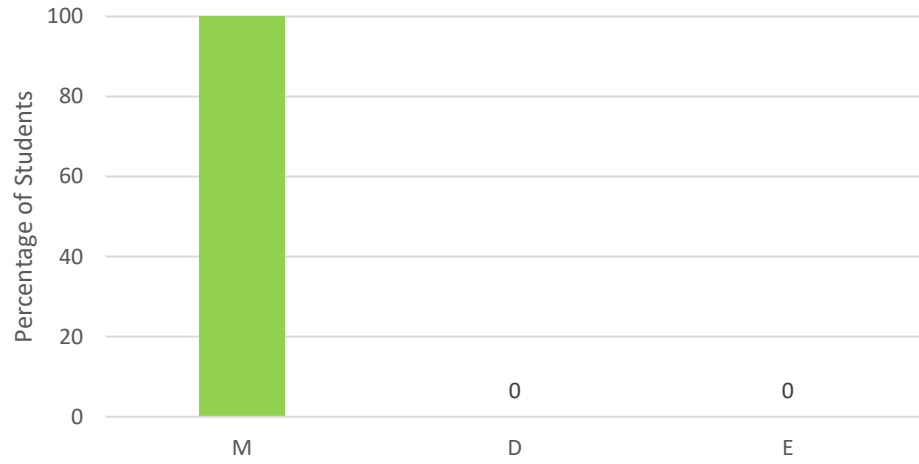


Fig 129: MBA PLG 5, SLO 5.1, Formative, SU-2015

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation



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

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
1. Managerial Communications	1.1 Communicate effectively toward achieving managerial objectives.	<p><u>Summative:</u> Exit Assessment Test and Course-Embedded Assessment (EMB 690 final term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (EMB 650 final term project)</p>	<p><u>Assessment Tests</u> Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation > 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # EM.1.1.1.1</p>	See Figures 130 - 132	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students did not meet the target.</p> <p>Trend: The percentages of students not meeting expectation is increasing over time.</p>	<p>Three professional workshops, several in partnerships with leading global multi-national companies, were conducted on business communication and etiquettes.</p> <p>The marketing club organized a seminar called “the role of effective communications in brand building.”</p>

Fig 130: EMBA PLG 1, SLO 1.1, Summative, SU-2015

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation

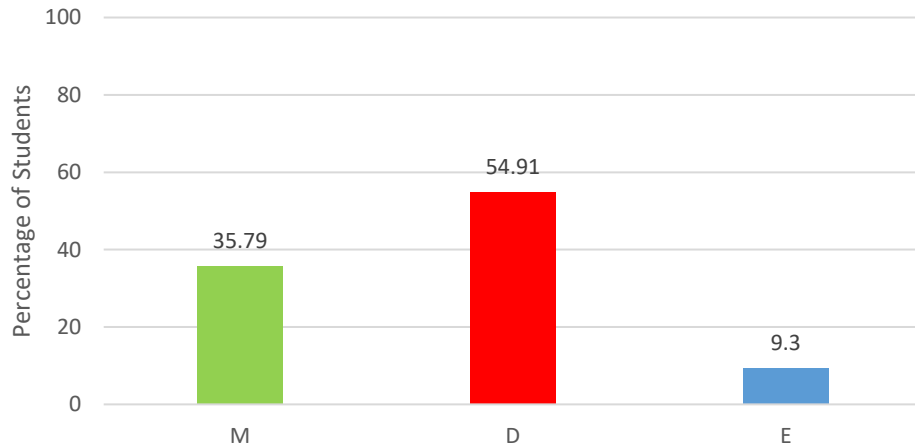


Fig 131: EMBA PLG 1, SLO 1.1, Trend

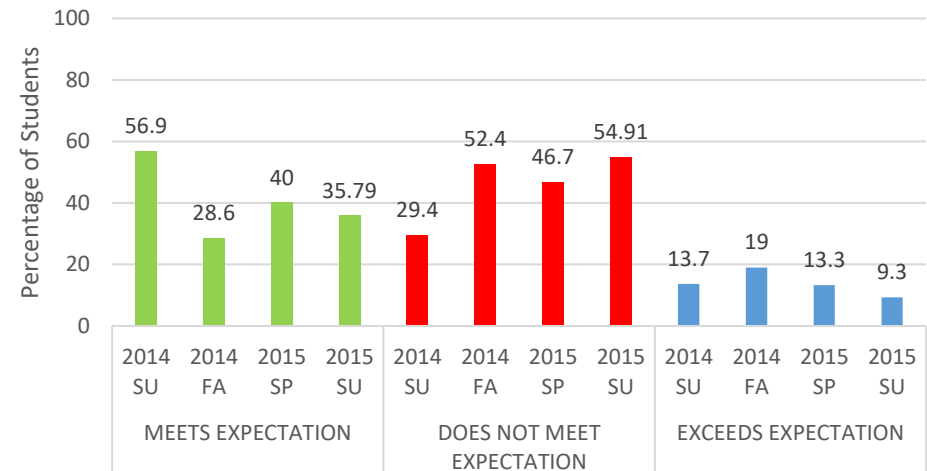
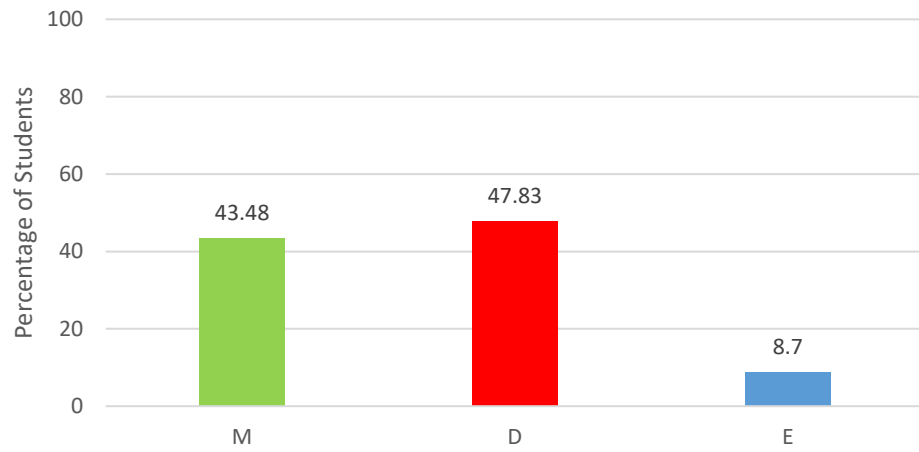


Fig 132: EMBA PLG 1, SLO 1.1, Formative, SU-2015

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation



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 133 - 135	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students did not meet the target.</p> <p>Trend: The increasing trend of students not meeting expectation is very concerning.</p>	A seminar was conducted on “Academia and Industry Collaboration,” featuring captains of industries in Bangladesh.

Fig 133: EMBA PLG 2, SLO 2.1, Summative, SU-2015

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation

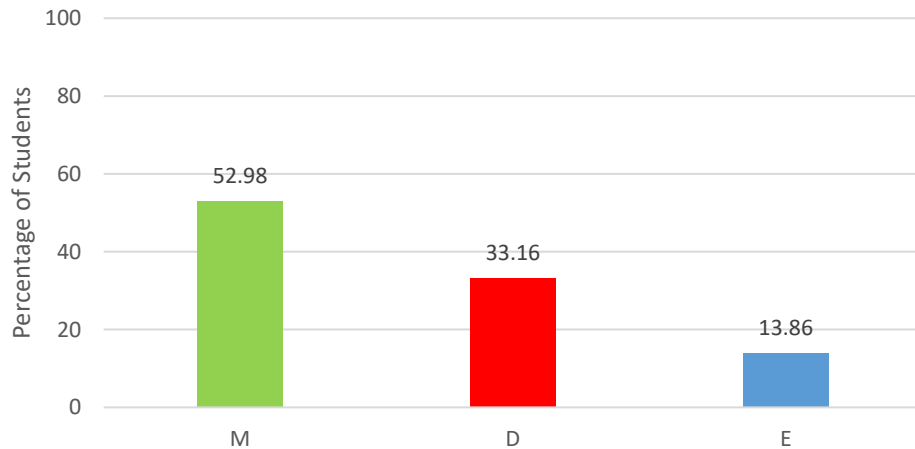


Fig 134: EMBA PLG 2, SLO 2.1, Trend

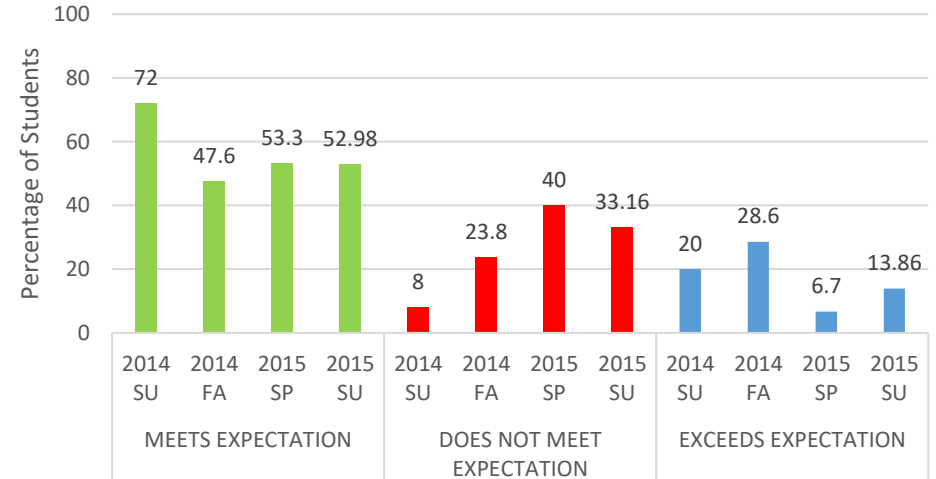
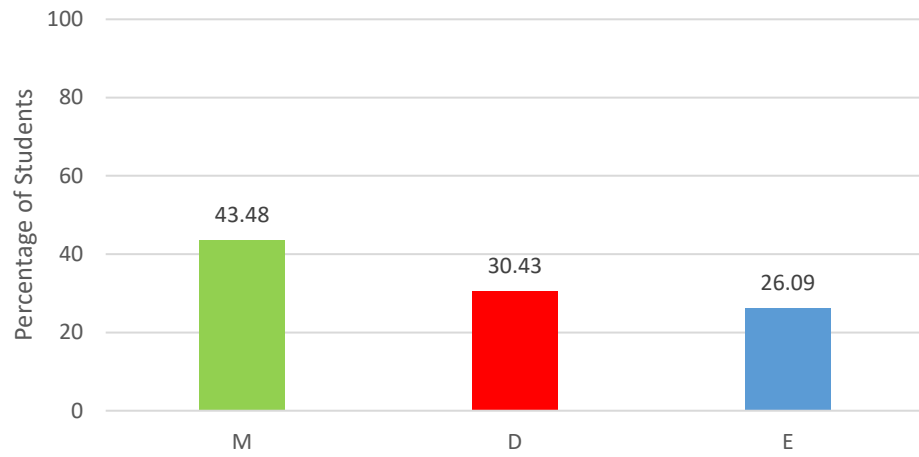


Fig 135: EMBA PLG 2, SLO 2.1, Formative, SU-2015

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation



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 136 - 138	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Summative assessment results met the target; however, formative assessment result was disappointing.</p> <p>Trend: The increase in the percentages of students exceeding expectation is a welcome observation.</p>	<p>A cooperation-seminar was organized with a government agency to identify and recommend solutions to problems facing the local communities.</p> <p>“Necessity. Ideation. Execution” seminar was held.</p>

Fig 136: EMBA PLG 2, SLO 2.2, Summative, SU-2015

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation

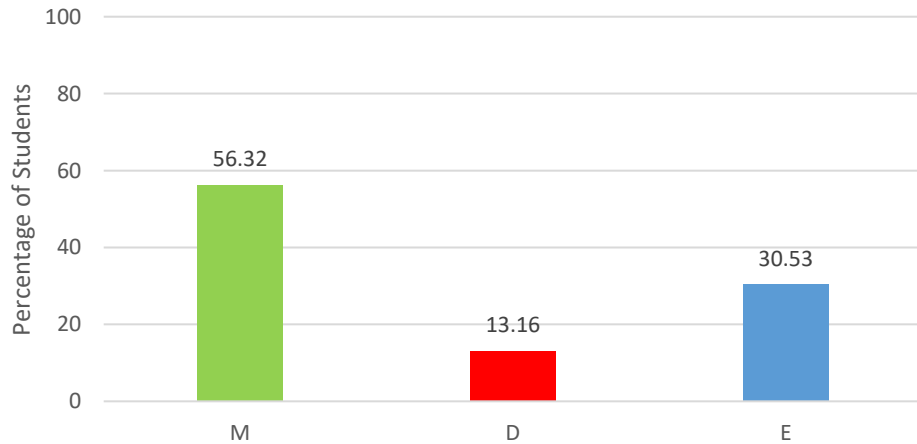


Fig 137: EMBA PLG 2, SLO 2.2, Trend

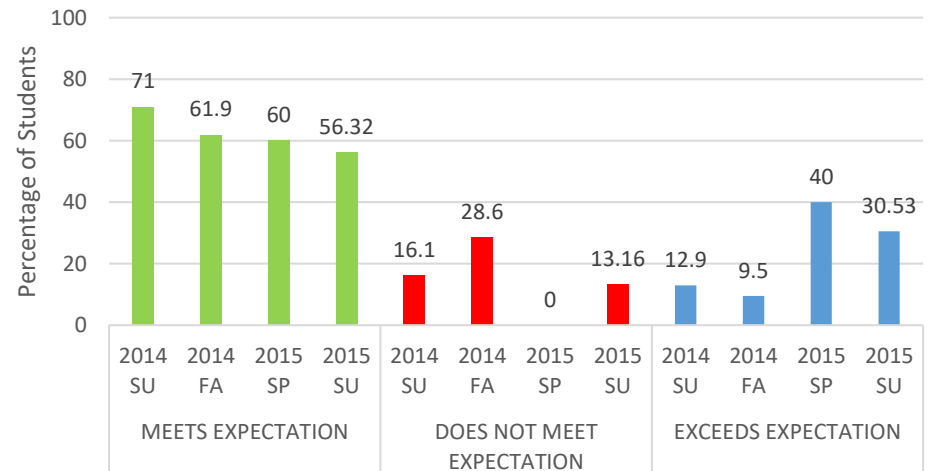
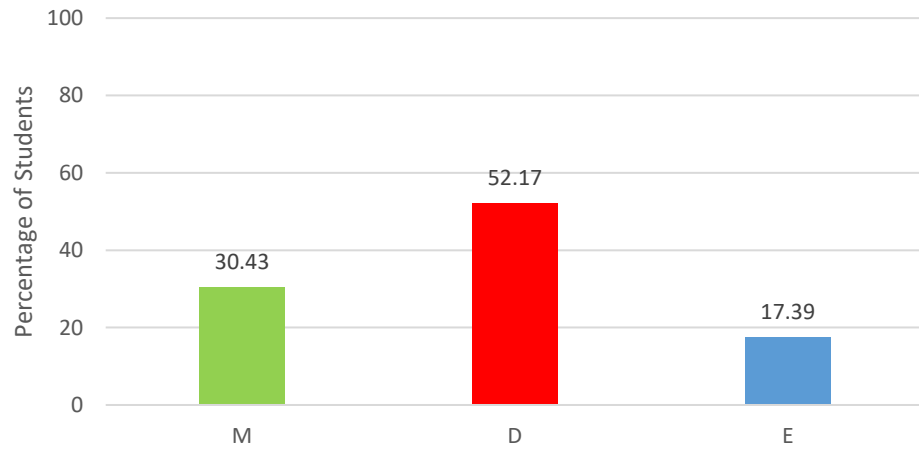


Fig 138: EMBA PLG 2, SLO 2.2, Formative, SU-2015

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation



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</u> Meets 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 139 - 141	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students failed to meet the target.</p> <p>Trend: The percentages of students meeting expectation is growing over time.</p>	<p>A seminar featured a renowned Bangladeshi entrepreneur; this seminar focused on alignment of functional practices on organizational goals.</p> <p>A student and faculty seminar enhanced understanding of conducting consumer research, gathering consumer insights, and effectively utilizing essentials frameworks to implement a key aspect of business plans.</p>

Fig 139: EMBA PLG 3, SLO 3.1, Summative, SU-2015

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation

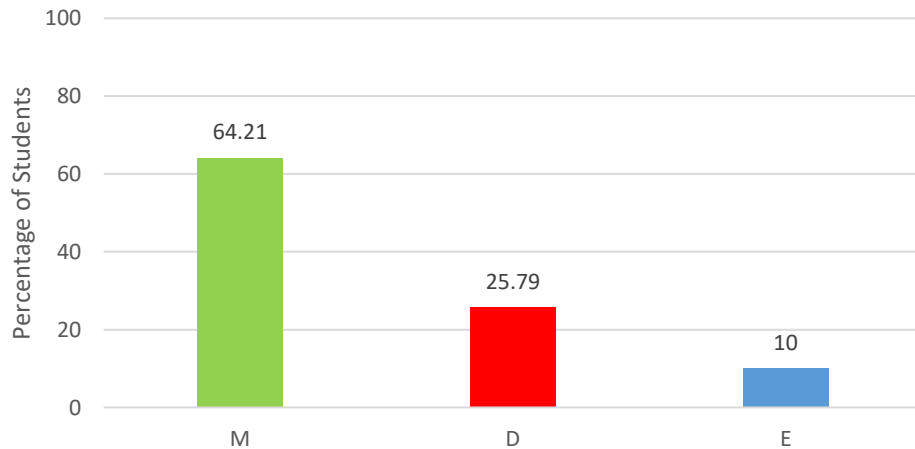


Fig 140: EMBA PLG 3, SLO 3.1, Trend

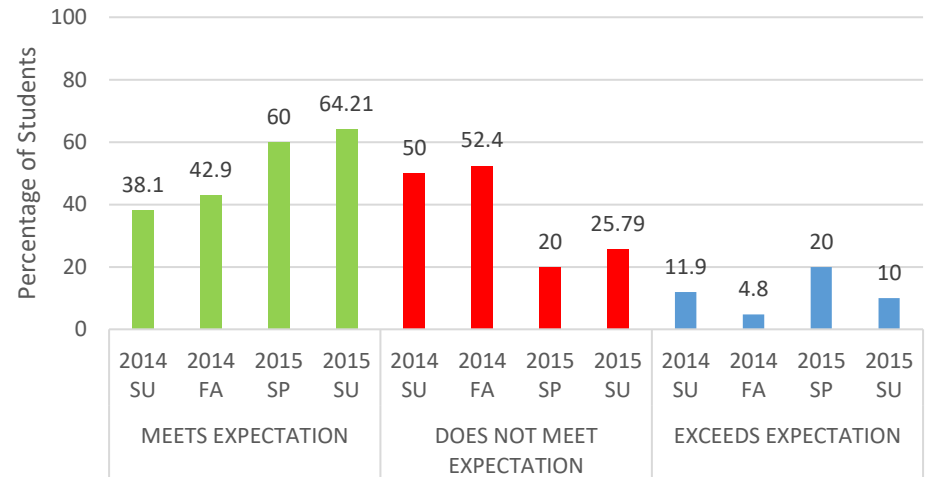
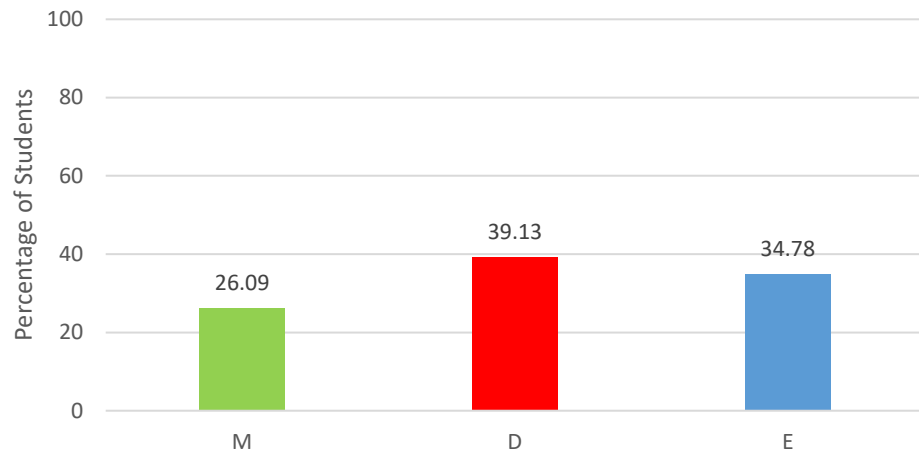


Fig 141: EMBA PLG 3, SLO 3.1, Formative, SU-2015

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation



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 142 - 144	<p>Target: 80% students should meet or, exceed expectation</p> <p>Students met the target.</p> <p>Trend: Students performance is consistent over the assessment periods.</p>	A three-day long simulation, with international participation, was held featuring the general theme: “Ensuring Sustainable Development through Good Governance.”

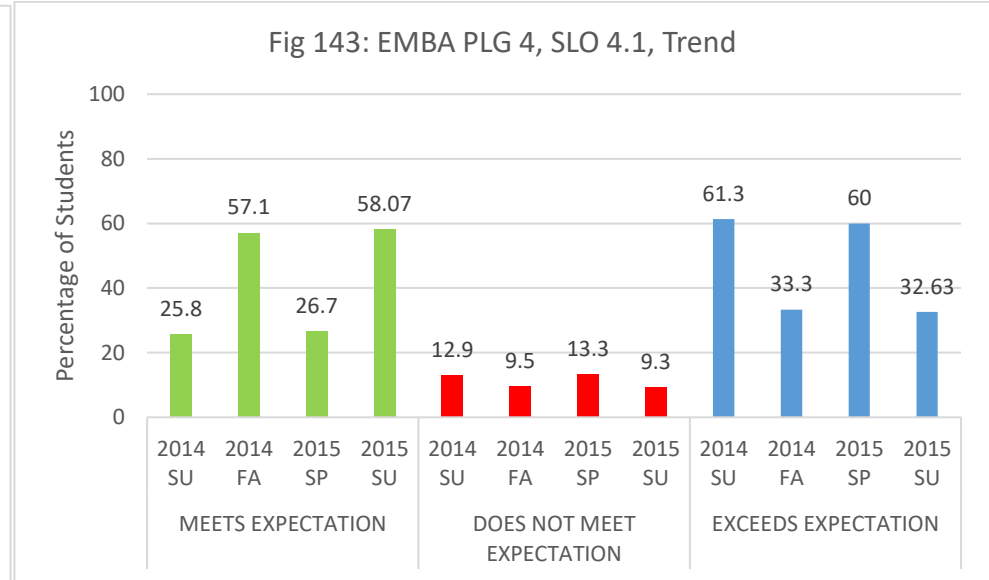
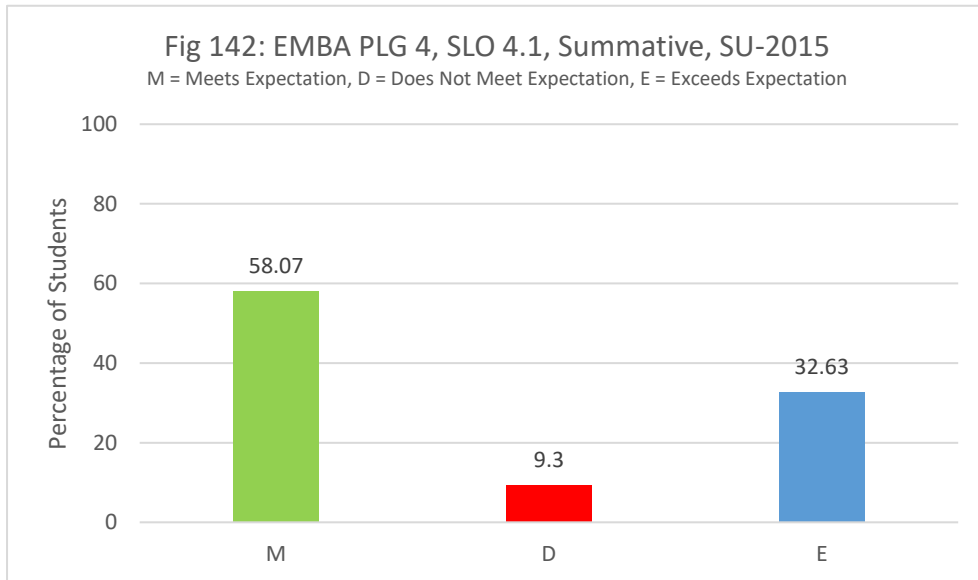
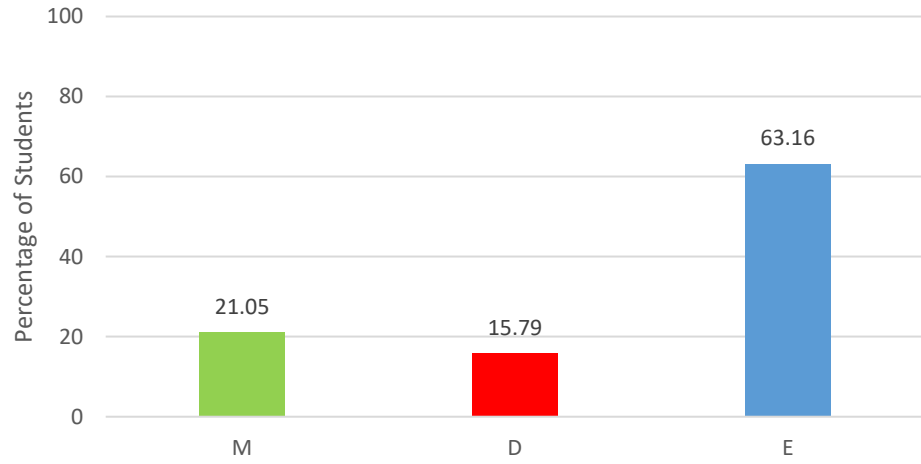
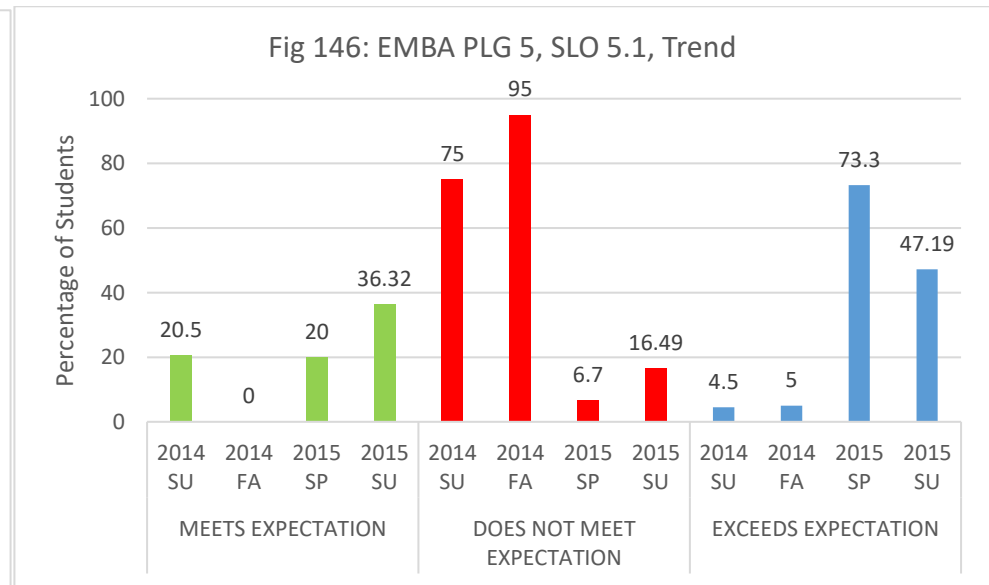
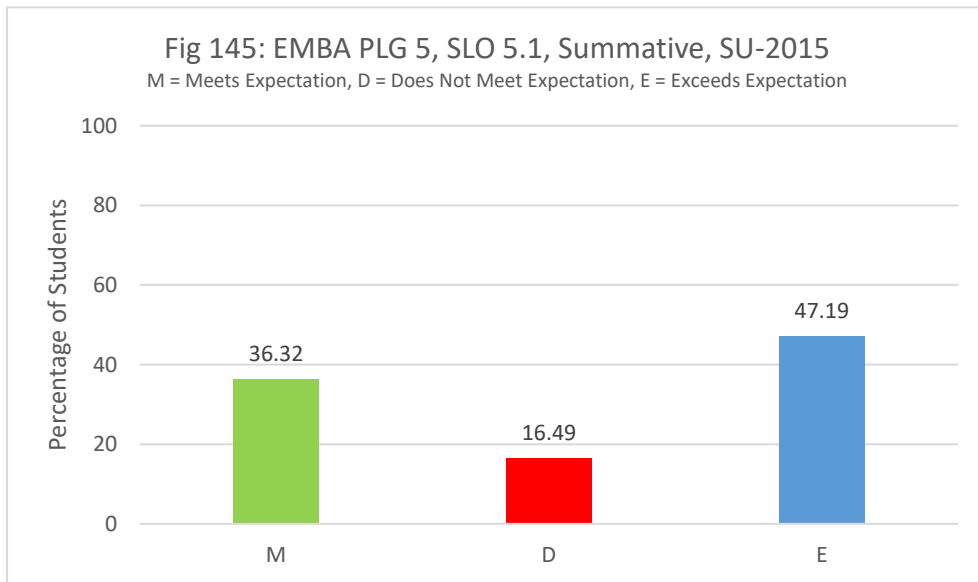


Fig 144: EMBA PLG 4, SLO 4.1, Formative, SU-2015

M = Meets Expectation, D = Does Not Meet Expectation, E = Exceeds Expectation

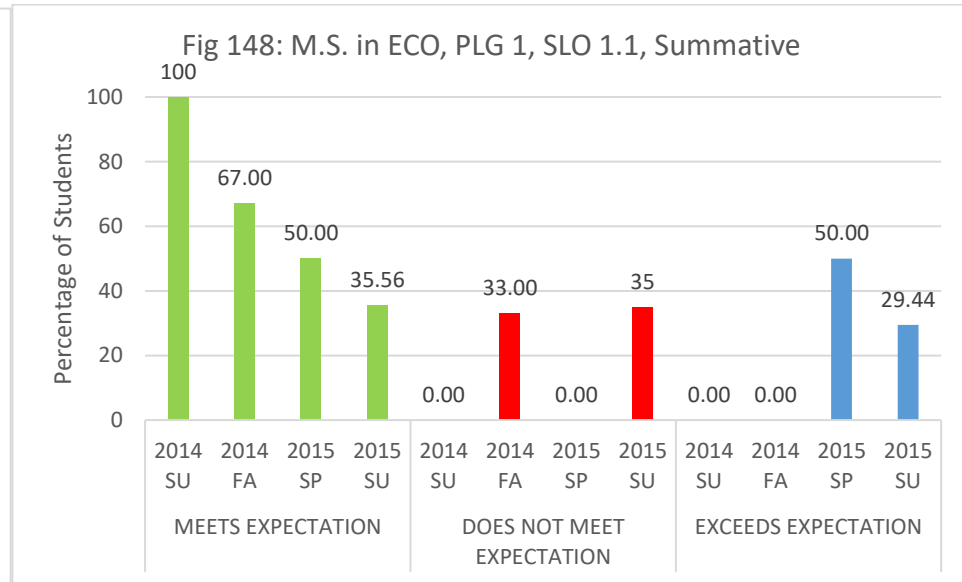
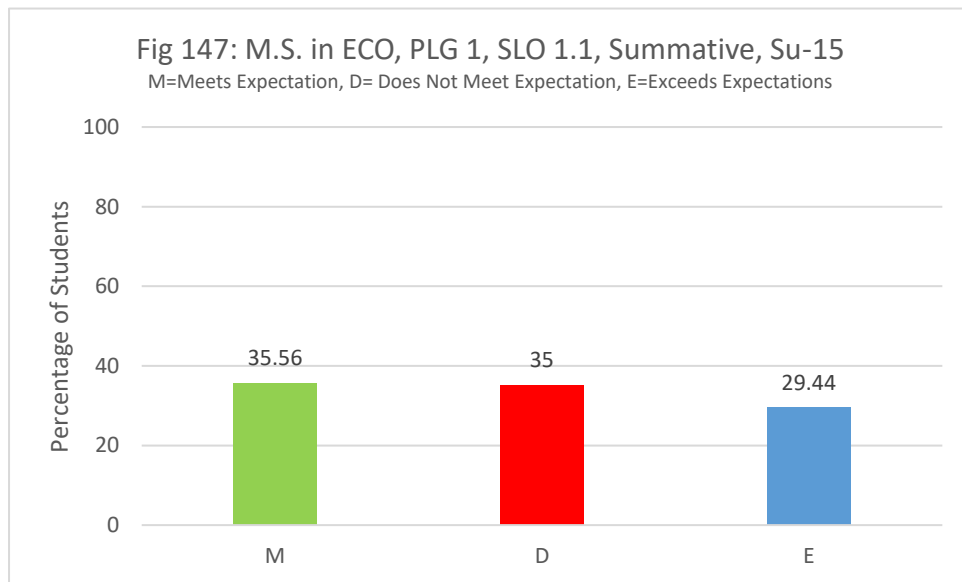


Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
5. Ethical considerations	5.1 Evaluate and articulate ethical considerations in managerial decision making and in enterprise management.	<u>Summative</u> : Exit Assessment Test and Course-Embedded Assessment (EMB 690 final term project)	<u>Assessment Tests</u> Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation > 80% <u>Course-Embedded Assessment</u> : Rubric # EM.5.1.1.1	See Figures 145 and 146	Target: 80% students should meet or, exceed expectation Students met the target. Trend: The significant decreases in the percentages of students not meeting expectation are pleasing.	A leadership internship program emphasized the importance of ethics.



Summer 2015 Student Learning Assessment Report: MS in Economics (“ECO”)

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
1. Critical thinking skills in relation to microeconomics, macroeconomics and econometrics	1.1 Interpret and critically review articles in the economics research literature.	<u>Summative:</u> Course-Embedded Assessment: ECO 695 or ECO 699 Literature Review Section of Thesis or Research Papers <u>Formative:</u> ECO 502 final term paper	Rubric # MS.1.1.1.1	See figures 147 and 148.	Target: 60% students should meet or exceed expectations. Students met the target. Trend: The number of students meeting expectation is falling down gradually.	A student seminar was conducted by the student engagement committee titled “Fundamentals of Macroeconomic Theories in a Bangladesh Perspective”

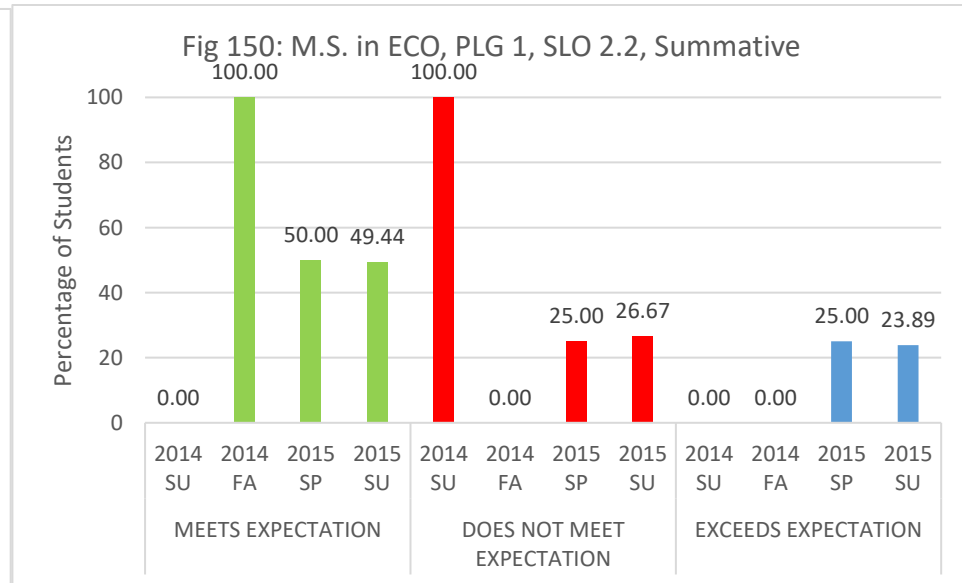
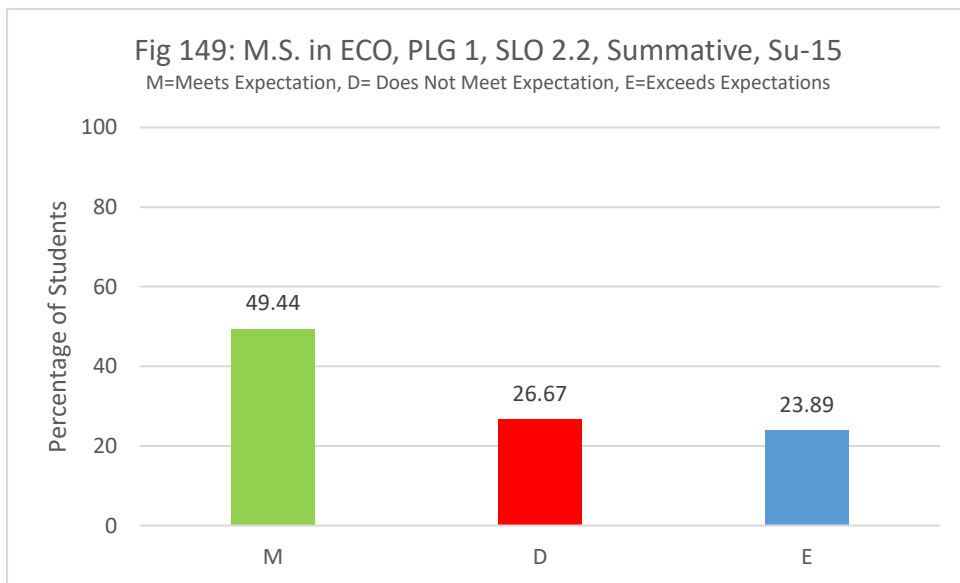


The assessment course for formative assessment, ECO 502, was not offered in the Summer 2015 semester.

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
2. Quantitative analytical skills in application of economics	2.1 Take a rigorous, quantitative approach to economic problems.	<u>Formative</u> : ECO 502 final examination.	MS2.1.1.1	See explanation below.	Target: 60% students should meet or exceed expectations.	Research Guideline needs to be enforced to help students understand and conduct mathematical analysis necessary to explain economic models.

The Assessment Course (ECO 502) was not offered in the Summer 2015 semester. 3 period trend for this Student Learning Outcome is available in the previous report.

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
2. Quantitative analytical skills in application of economics	2.2 Develop basic research skills in order to conduct research with minimal supervision	Summative: ECO 695 or ECO 699: Economic modeling section of research papers or thesis.	MS.2.2.1.1	See figures 149 and 150.	Target: 60% students should meet or exceed expectations. Students met target. Although the number of students meeting performance is decreasing gradually, the number of students exceeding performance is exhibiting an increasing trend.	Research guideline needs to be enforced.



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	See figures 151 – 153.	<p>Target: 60% students should meet or exceed expectations.</p> <p>Students did not meet the target in summative assessment.</p> <p>Trend: Student performance is inconsistent.</p>	Faculty seminar titled “Natural Disaster and Sickness Shocks: Evidence of Informal Insurance from Bangladesh” was held.

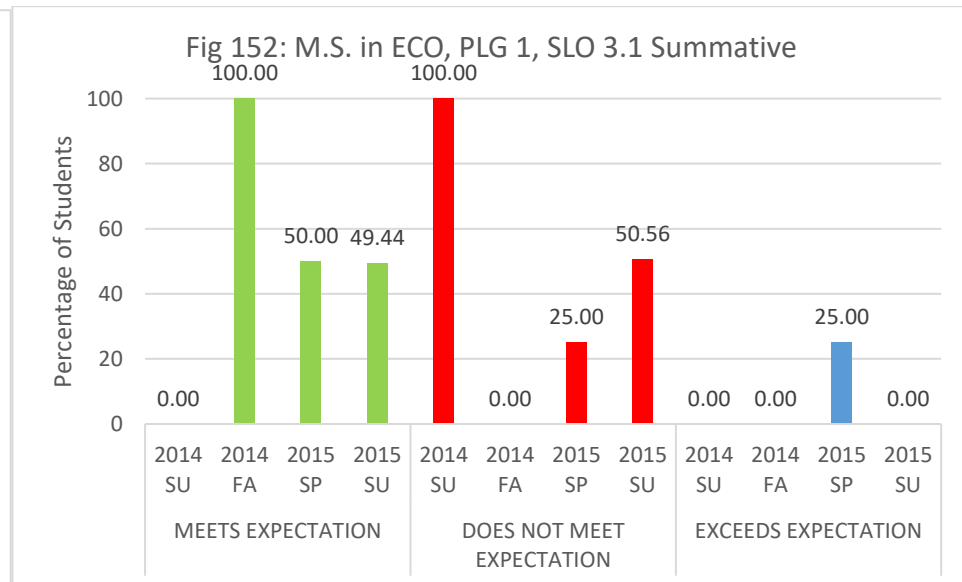
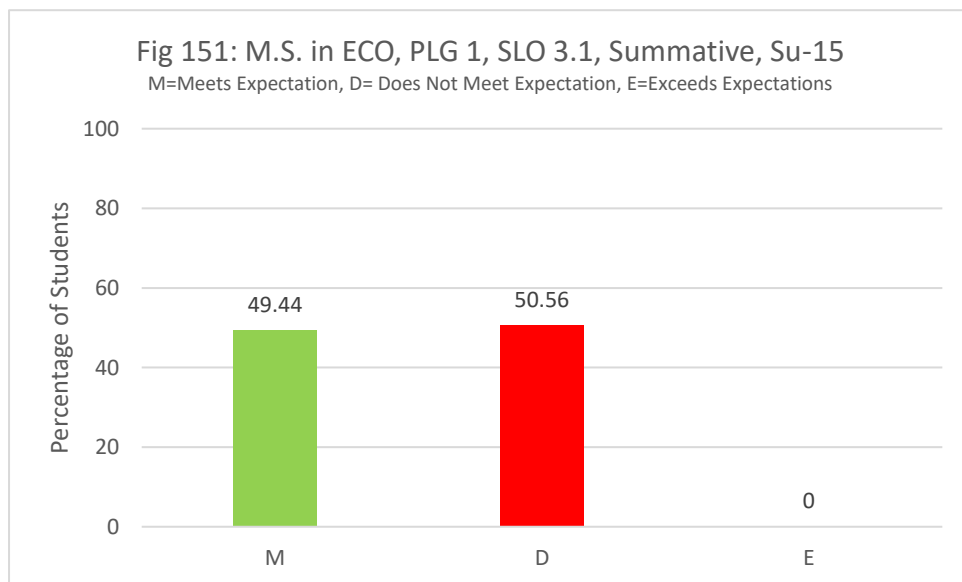
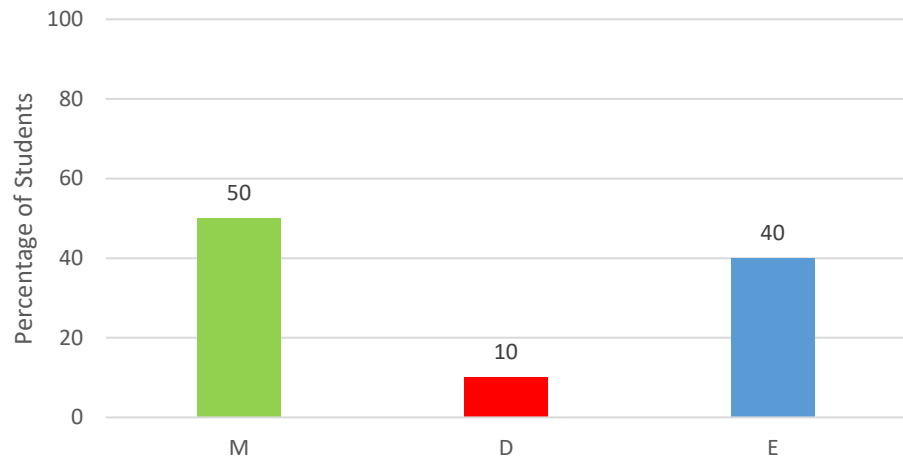


Fig 153: M.S. in ECO, PLG 1, SLO 3.1, Formative, Su-15

M=Meets Expectation, D= Does Not Meet Expectation, E=Exceeds Expectations



Faculty members contributing to this report

- Shah Iftekhar Hossain,
- Md. Nabid Alam
- Md. Muntasir Alam
- Bushra Ferdous Khan
- Raisa Afsana
- Mahjabeen Mamoon
- Mohmmad Monzurul Islam Chowdhury
- Mustafa Nizamul Aziz
- Shaila Jahan Mona
- Abu Saad Shezanul Huq
- Md. Al-Amin
- Narmin Tartilla Banu
- Zarjina Khalil
- Varqa Shamsi Bahar
- Omar Nasif Abdullah
- Samira Rahman

© 2015
North South University
School of Business & Economics
Office of Assessment Coordination



Room 987, North Academic Building
15B Bashundhara
Dhaka—1229, Bangladesh

Tel: +880 2 55668200, ext. 1747
Fax: +880 2 55668202
www.northsouth.edu/academic/sob

