NSU SBE NORTH SOUTH UNIVERSITY
SCHOOL OF BUSINESS
AND ECONOMICS

BBA, MBA, and EMBA Program Student Learning Assessment Report: Summer 2017

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Summer 2017 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	Summative: Exit Assessment Test, and Course Embedded Assessment (MGT 489, integrative capstone course group term projects). Formative: Course Embedded Assessment(MGT 368 group term projects)	Exit Assessment Test: Meets Expectation: 60% to 80%; Does Not Meet Expectation < 60%; Exceeds Expectation > 80% Course-Embedded Assessment: Rubric # B.1.1.1.1	See Figures BBA Core 1 – 4.	Target: 80% of students should meet or exceed expectation. Students met the target in summative assessment but not in formative assessment. Trend: Students are failing to meet the target in formative assessment over the reported periods. Although target has been met in summative assessment percentage of students not meeting expectation is showing an increasing trend. Overall this is an area of concern.	Department of English and Modern Languages arranged a Colloquium series for the students. Well-known Bangladeshi authors were invited to talk about writing process and the craft of writing.

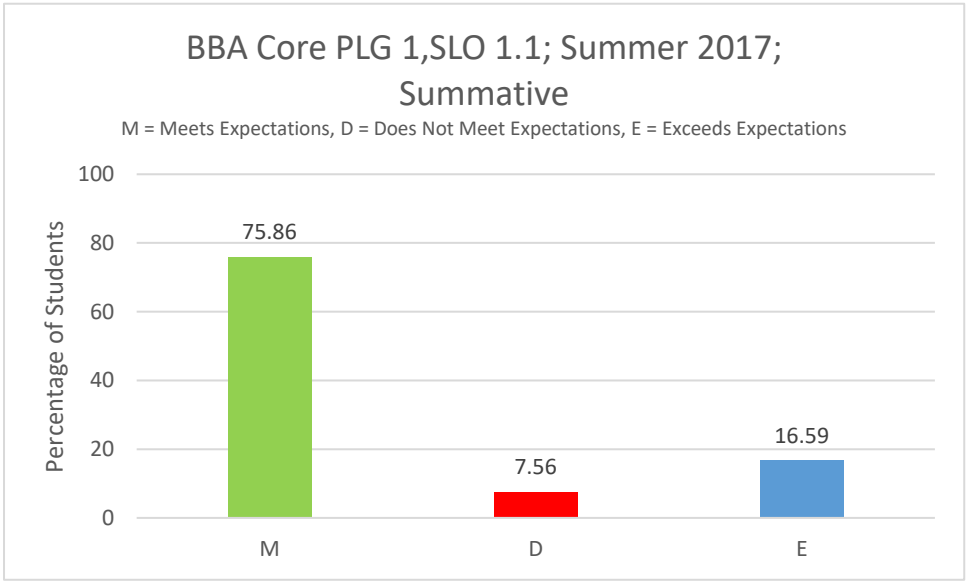


Figure BBA Core- 1

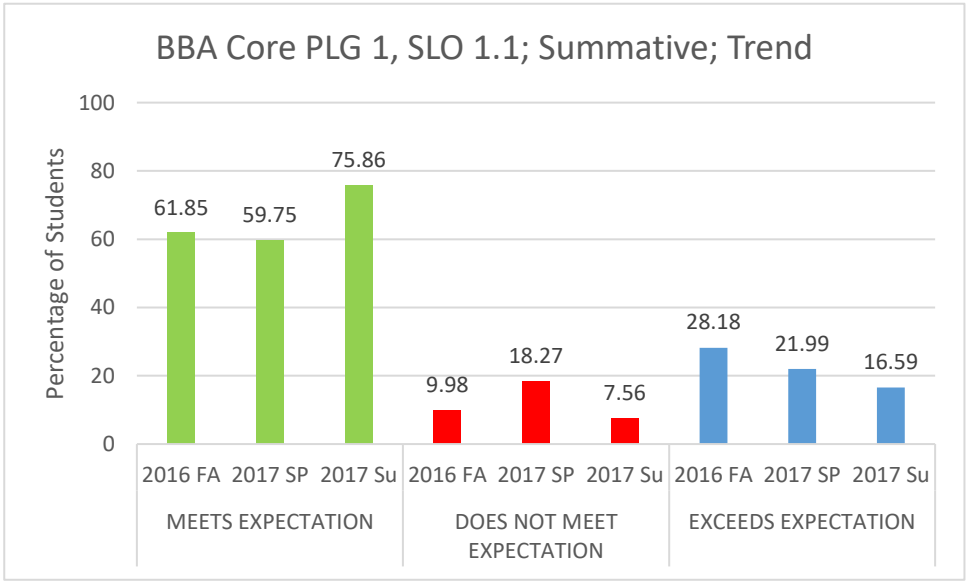


Figure BBA Core- 2

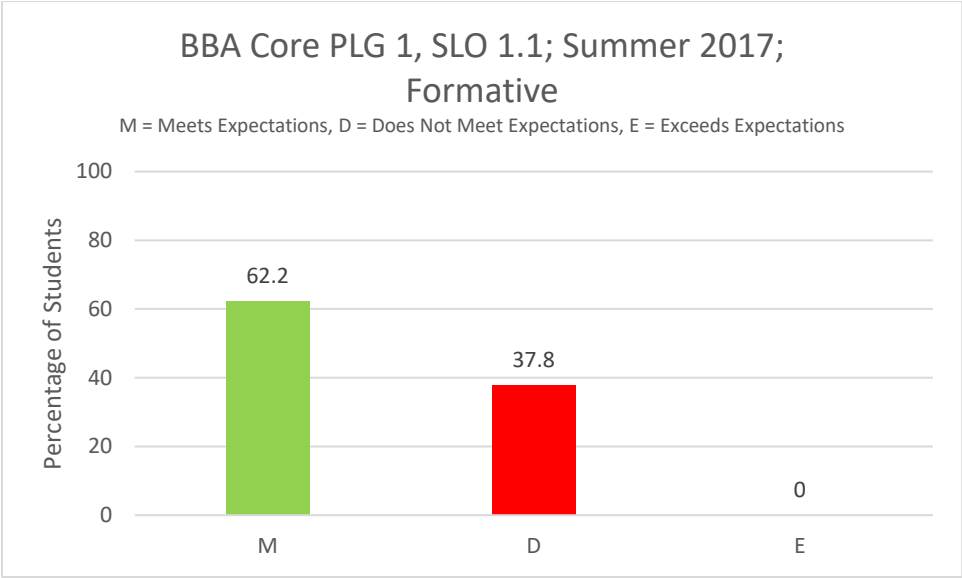


Figure BBA Core- 3

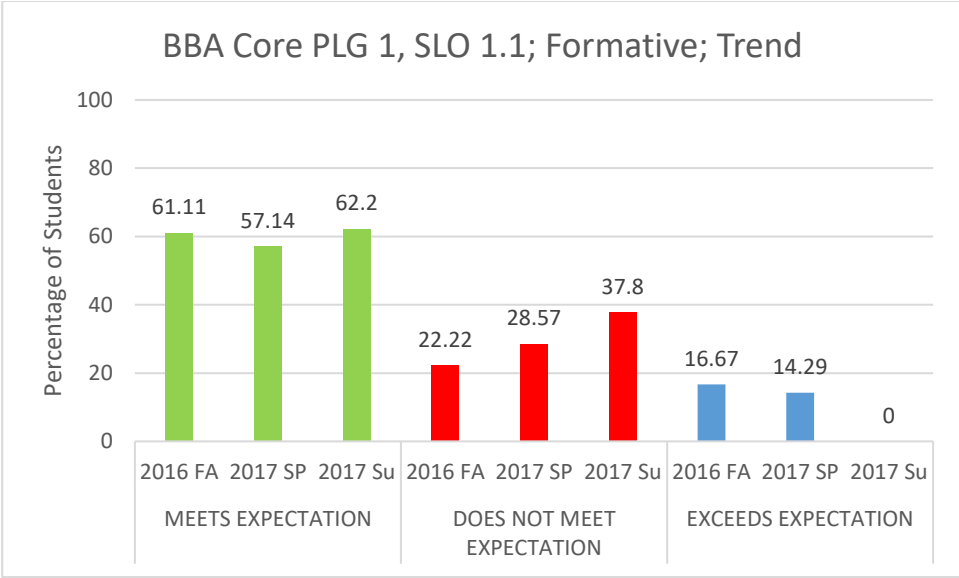


Figure BBA Core- 4

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
2. Critical Thinking	2.1 Correctly apply foundation knowledge gained in BBA core courses for analysis and decision making	Summative: Exit Assessment Test, and Course Embedded Assessment (MGT 489, integrative capstone course group term projects). Formative: Course Embedded Assessment from the Disciplines: FIN 435 group term projects for A&F students; HRM 480 group terms projects for HRM students; INB 480 group term projects for INB students; MIS 470 group term projects for MIS students; and MKT 460 group term projects for MKT students	Exit Assessment Test: Meets Expectation: 60% to 80%; Does Not Meet Expectation < 60%; Exceeds Expectation > 80% Course-Embedded Assessment: Rubric # 2.1.1.1 (summative); A&F.4.R.2 for A&F students, rubric # HRM.3.R.1 for HRM students, rubric # INB.2.R.1 for INB students, rubric # MIS.2.R.1 for MIS students, rubric # MKT.1.R.2 for MKT students (formative)	See Figures BBA Core 5 – 6. Please see the following figures for the formative results: A&F-13, HRM-9, INB-5, MIS-5, MKT-1	Target: 70% students should meet or exceed expectations. Students have met the target. Trend: The percentage of students meeting and exceeding expectation is exhibiting a positive trend.	Students are encouraged to take part in business competitions like Bizmaestros that provides students the opportunities to present their creative minds and apply foundation knowledge gained in academic courses. CPC also organized a session, Bizmaestros and Unilever Future Leader's League (UFLP) 2017, in North South University to give the students insight about such competitions.

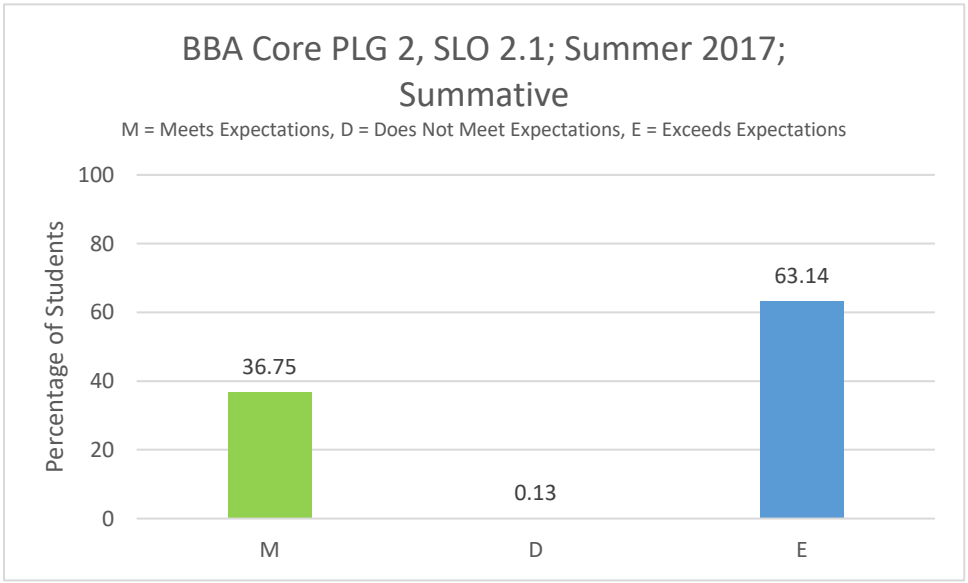


Figure BBA Core- 5

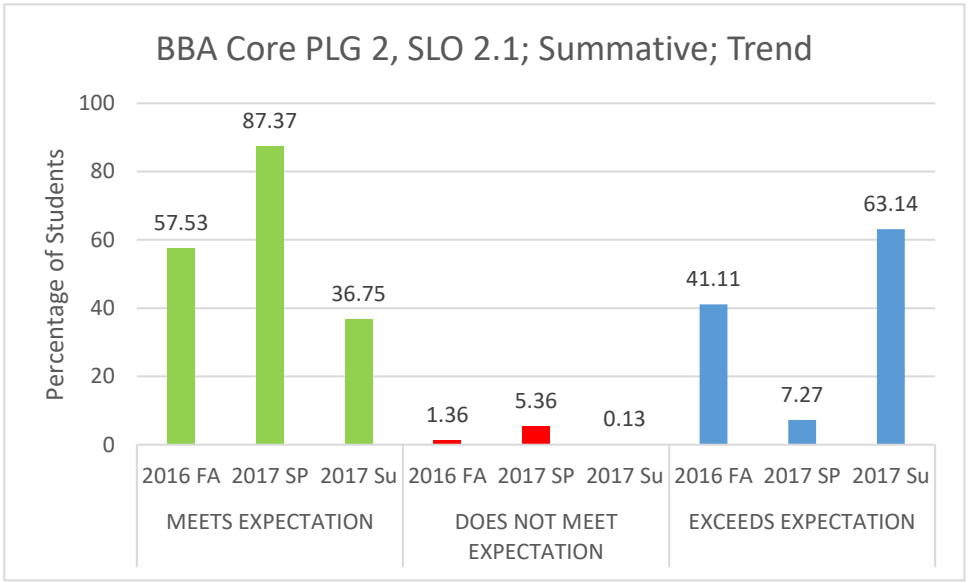


Figure BBA Core- 6

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
2. Critical Thinking	2.2. Engage in critical thinking and analysis of business phenomena to realize opportunities for performance improvement at all levels	Summative: Exit Assessment Test, and Course Embedded Assessment (MGT 489, integrative capstone course group term projects). Formative: Course Embedded Assessment(MGT 368 group term projects)	Exit Assessment Test: Meets Expectation: 60% to 80%; Does Not Meet Expectation < 60%; Exceeds Expectation > 80% Course-Embedded Assessment: Rubric # B.2.2.1.1	See Figures BBA Core 7 – 10.	Target: 60% students should meet or exceed expectation. Students met the target in summative assessment but not in formative assessment. Trend: Students performance in formative assessment is alarming There is a high jump in the percentage of students not meeting the expectation. This is an area of major concern.	NSU organizes different business competitions and also encourages students to take part in external business competitions like Bizmaestros. These competitions provide them a platform to present their creative minds and apply foundation knowledge gained in academic courses in real business scenarios.

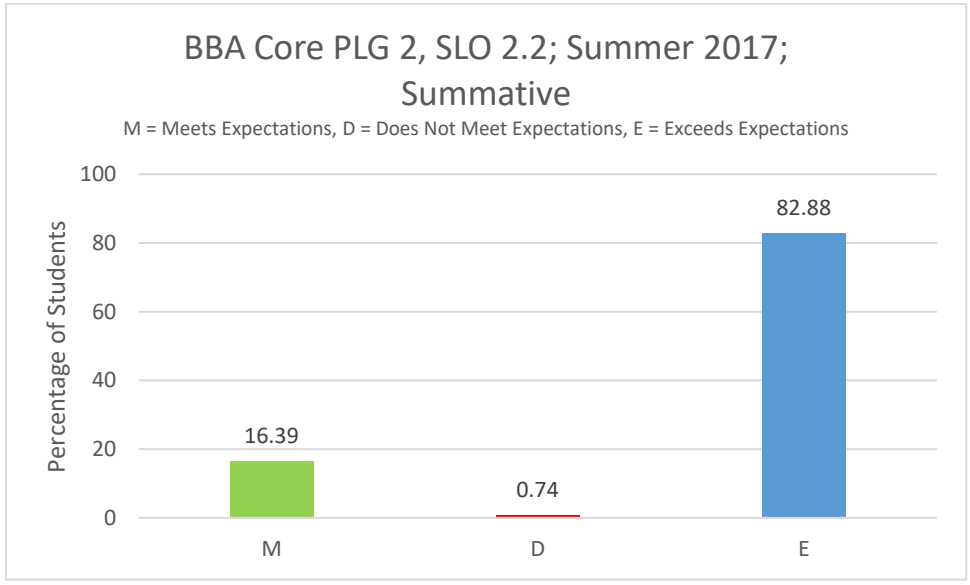


Figure BBA Core- 7

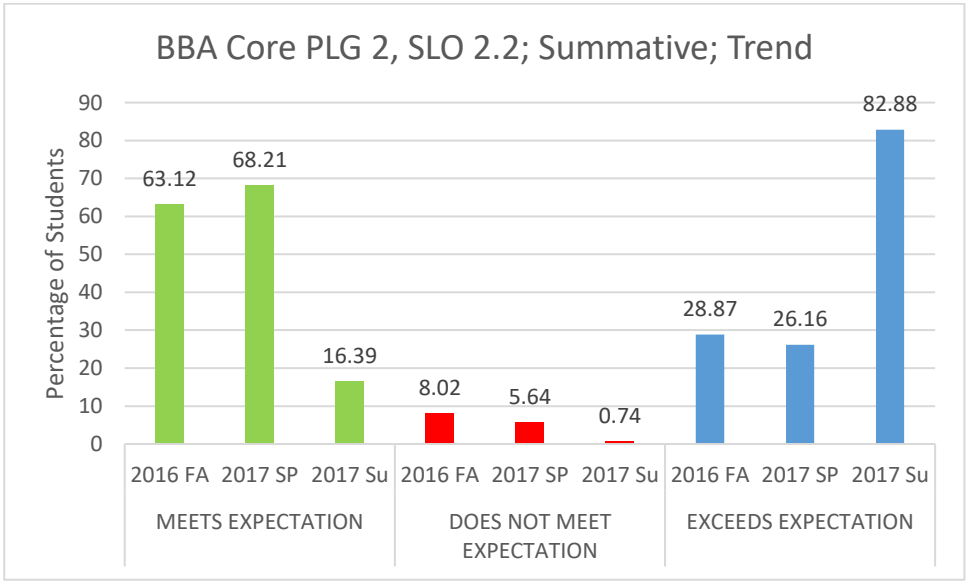


Figure BBA Core- 8

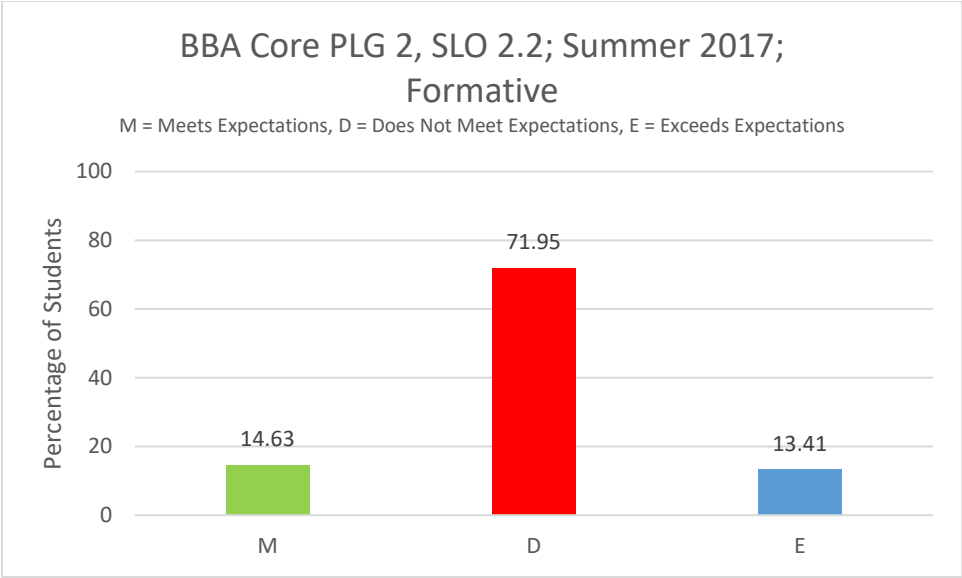


Figure BBA Core- 9

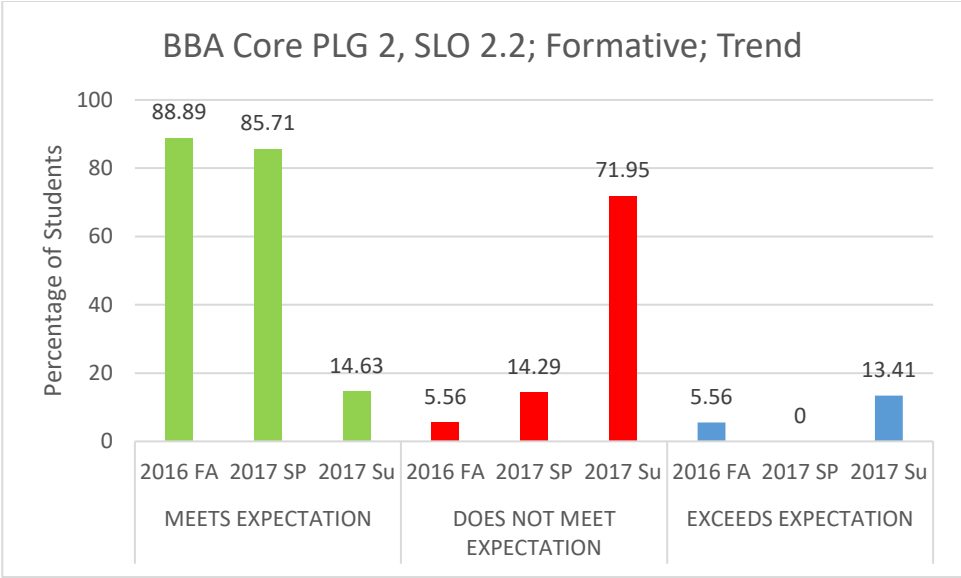


Figure BBA Core- 10

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

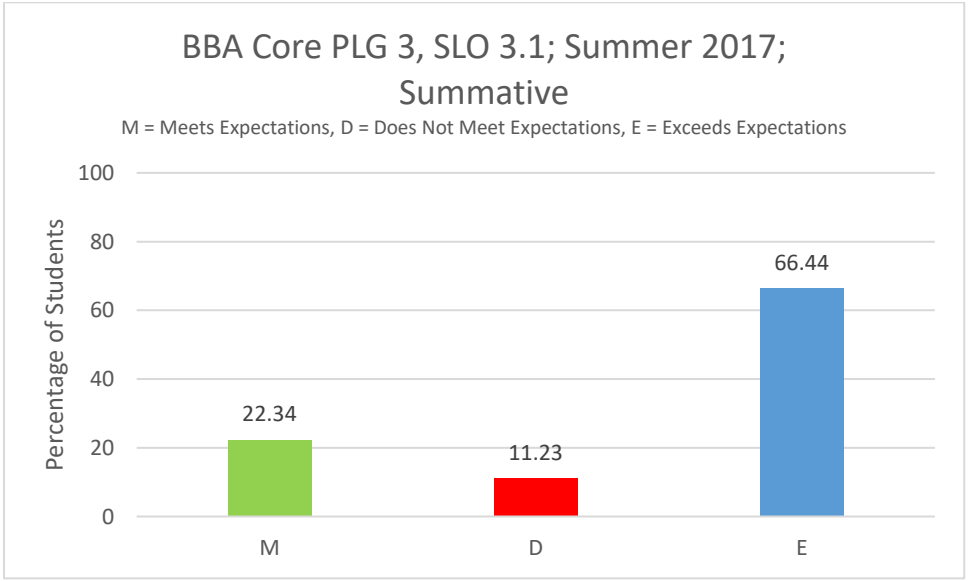


Figure BBA Core- 11

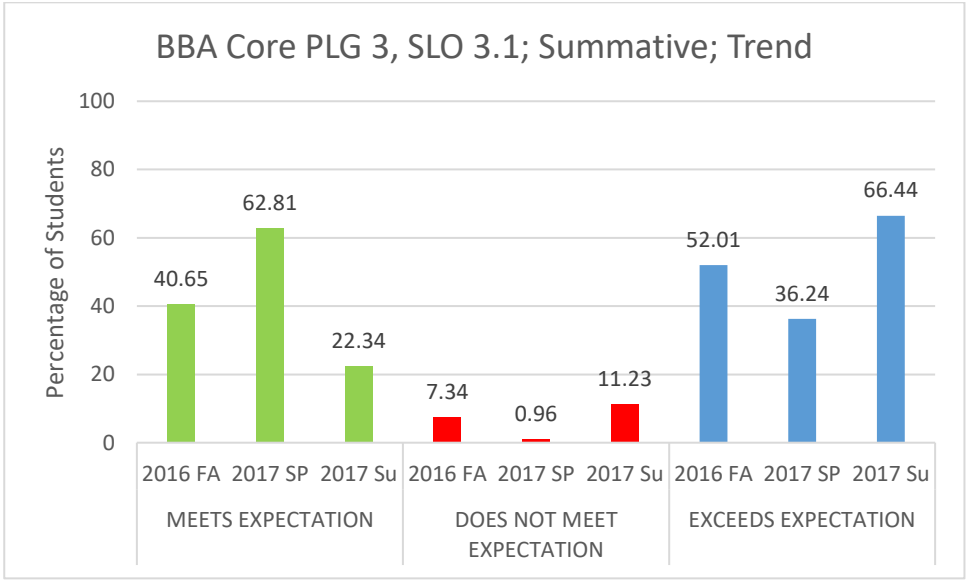


Figure BBA Core- 12

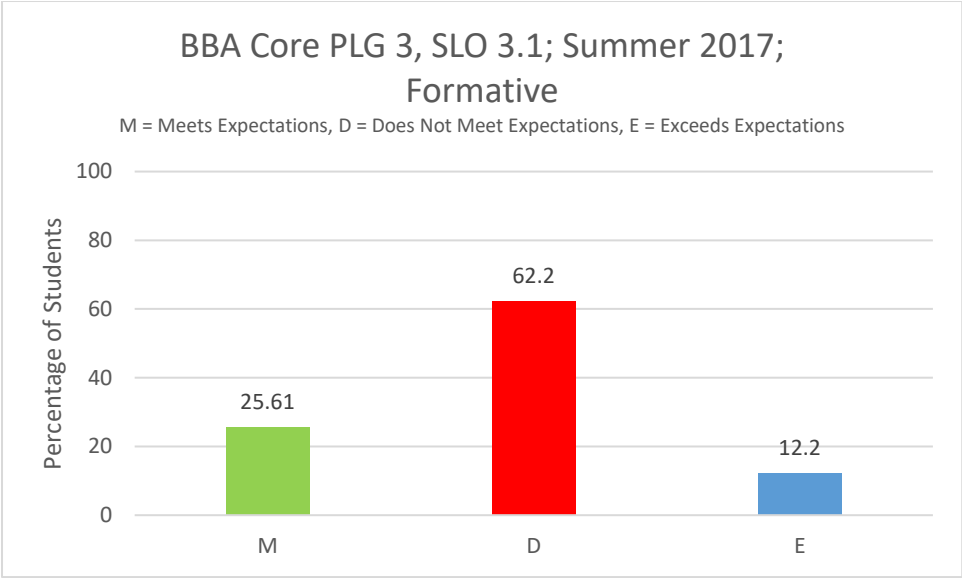


Figure BBA Core- 13

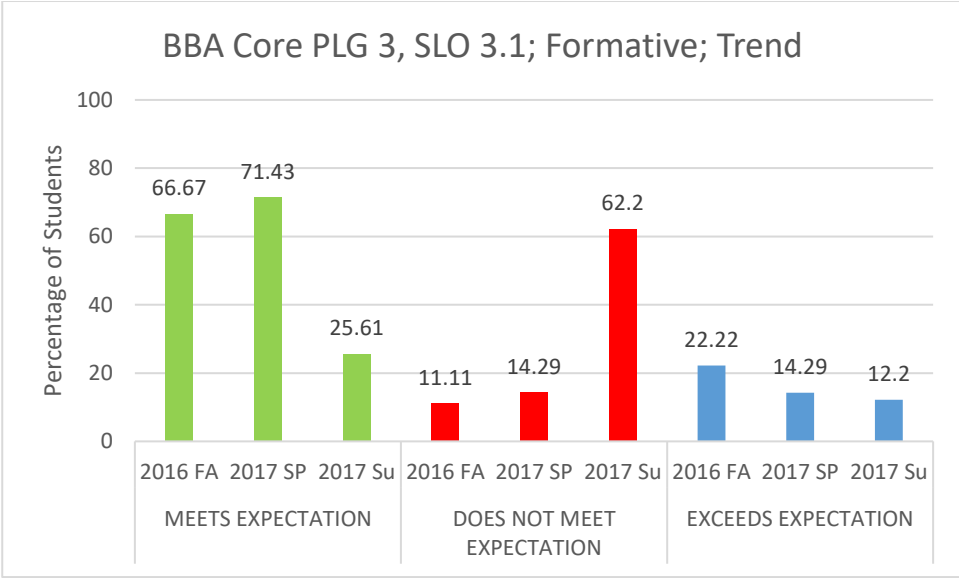


Figure BBA Core- 14

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
3. Integration	3.2 Utilize the latest business tools to analyze information, to improve productivity and decision-making, and to achieve performance targets efficiently	Summative: Exit Assessment Test, and Course-Embedded Assessment (MGT 489, integrative capstone course, group term projects) Formative: Course Embedded Assessment from the Disciplines: FIN 435 group term projects for A&F students; HRM 480 group terms projects for HRM students; INB 480 group term projects for INB students; MIS 470 group term projects for MIS students; and MKT 460 group term projects for MKT students	Exit Assessment Test: Meets Expectation: 60% to 80%; Does Not Meet Expectation < 60%; Exceeds Expectation > 80% Course-Embedded Assessment: Rubric # 3.2.1.1 (summative); A&F.4.R.2 for A&F students, rubric # HRM.3.R.1 for HRM students, rubric # INB.2.R.1 for INB students, rubric # MIS.2.R.1 for MIS students, rubric # MKT.1.R.2 for MKT students (formative)	See Figures BBA Core 15 – 16. Please see the following figures for the formative results: A&F-13, HRM-9, INB-5, MIS-5, MKT-1	Target: 60% students should meet or exceed expectation. Students met target. Trend: Student performance has improved over this period with increase in percentage of students exceeding expectation.	A number of seminars and workshops were organized by several SBE co-curricular organizations. These seminars and workshops featured industry leaders and experts. These events provided key information about the current business landscapes as well as future issues.

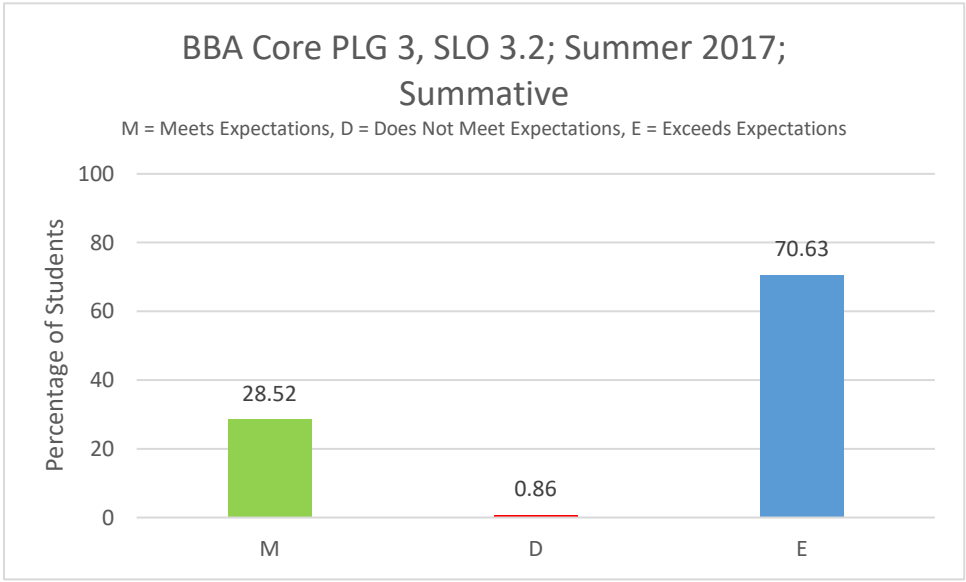


Figure BBA Core- 15

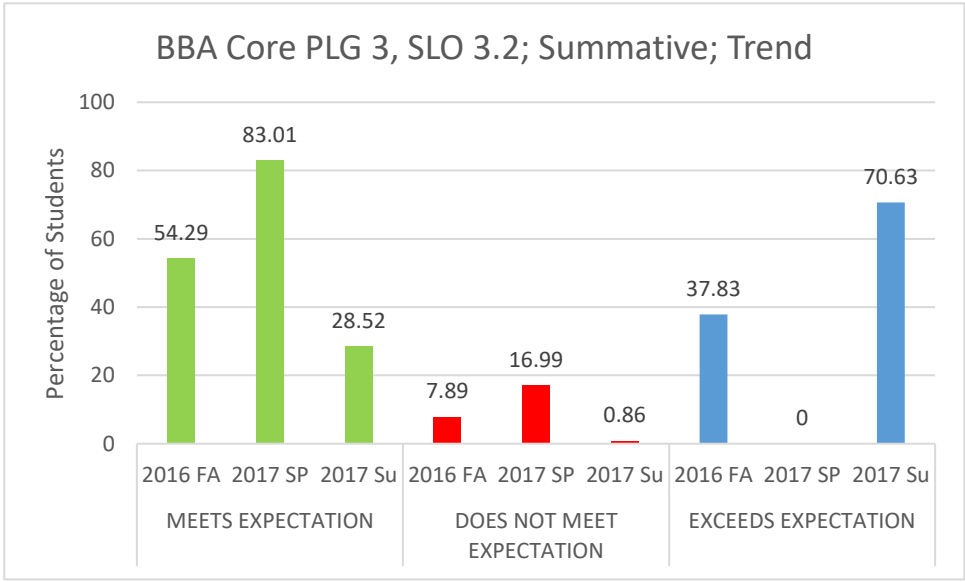


Figure BBA Core- 16

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
4. Ethics	4.1 Uphold ethical standards in every professional practice	Summative: Exit Assessment Test, and Course-Embedded Assessment (MGT 489, integrative capstone course, group term projects)	Exit Assessment Test: Meets Expectation 60% to 80%; Does Not Meet Expectation < 60%, Exceeds Expectation > 80% Course-Embedded Assessment: Rubric # 4.1.1.1	See Figures BBA Core 17 - 18	Target: 80% students should meet or exceed expectation. Students failed to meet the target Trend: Although the percentage of student exceeding expectation has increased over the period there is also an increase in percentage of students not meeting expectation.	NSU Ethics club organizes different seminars to make students aware about ethical standards.

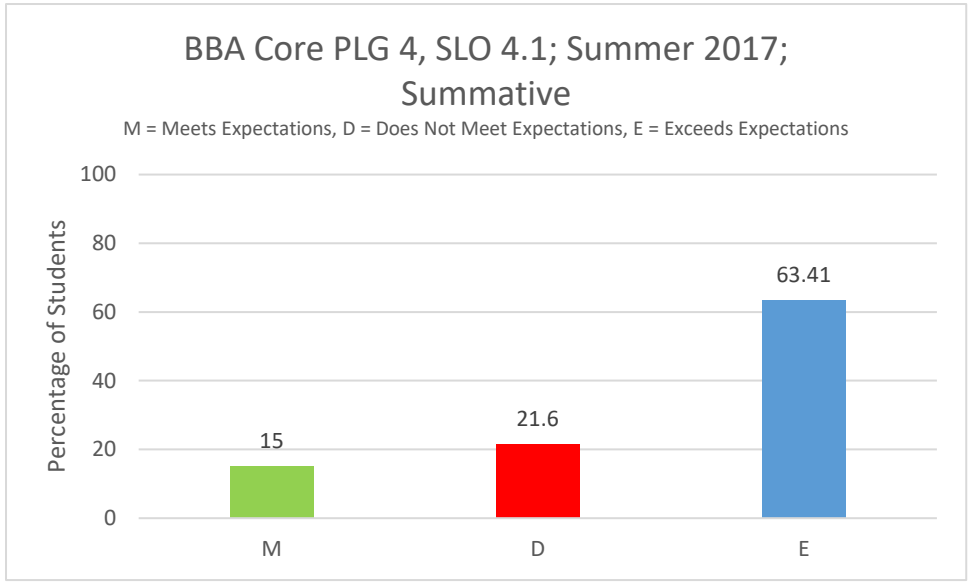


Figure BBA Core- 17

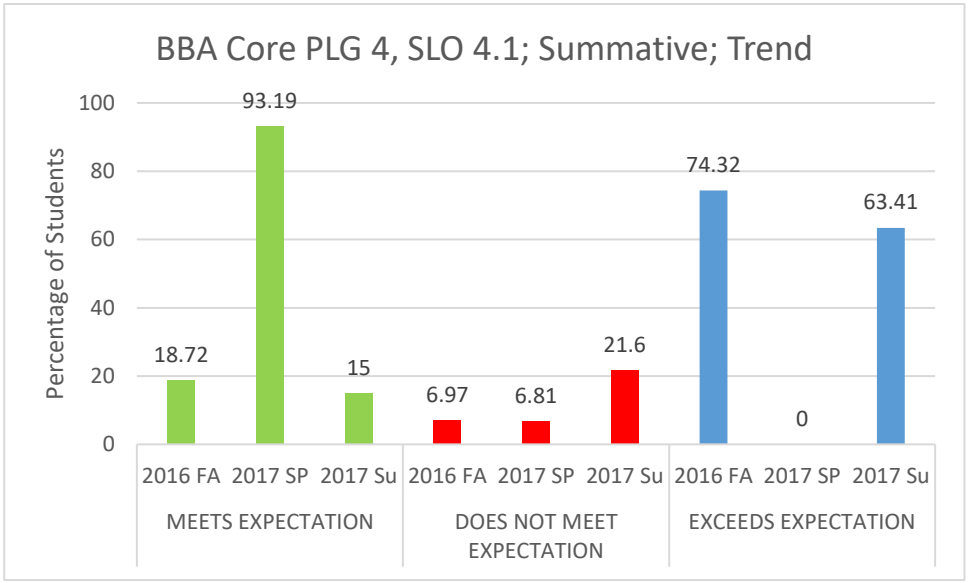


Figure BBA Core- 18

Summer 2017 Student Learning Assessment Report: Major in Accounting and Finance

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
A&F.1. Identify and classify financial information; present and interpret financial statements	Summative: - Exit Assessment Test, and Course Embedded Assessment (FIN 440, Capstone Course group term projects) Formative: Course Embedded-Assessment (FIN 254 group term projects)	Exit Assessment Test Meets Expectation: 60% -80% Does Not Meet Expectation < 60% Exceeds Expectation> 80% Course-Embedded Assessment: Rubric # A&F.1.R.1	See Figures A&F 1 – 4.	Target: 80% students should meet or, exceed expectation. Students met the target. Trend: Although the students are meeting the expectation, the percentage of students not meeting expectation is still a matter of concern as it is increasing over the periods.	As a part of standardized syllabus all students of FIN 440 are given a project that requires them to work in teams on financial statements that demonstrates practical application of income statement, balance sheet and cash flows. They interpret these financial statements using appropriate financial tools.

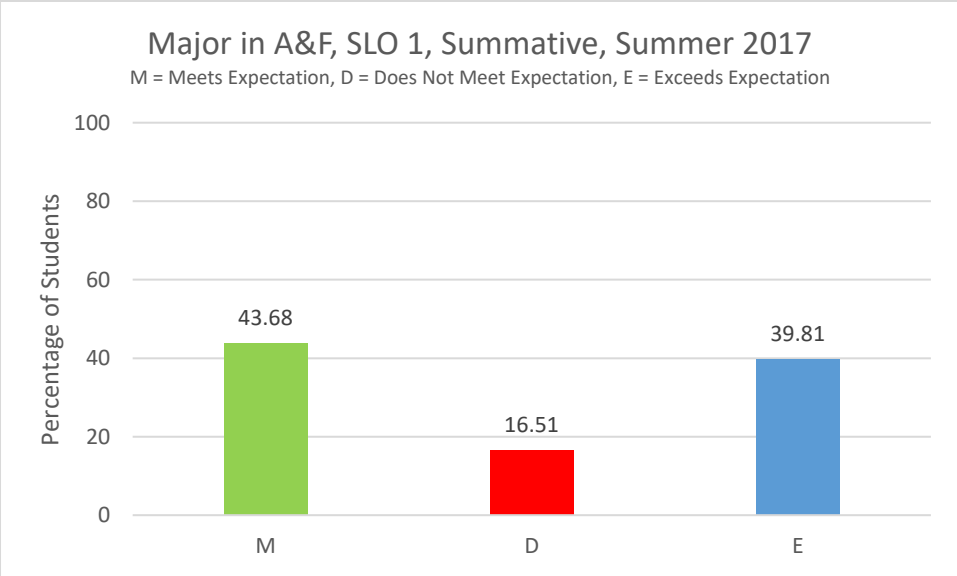


Figure A&F 1

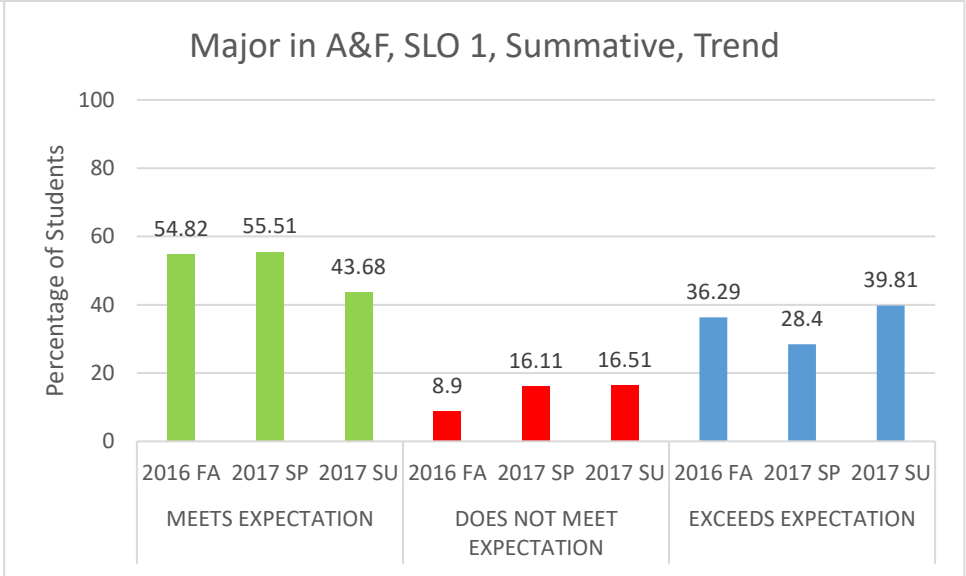


Figure A&F 2

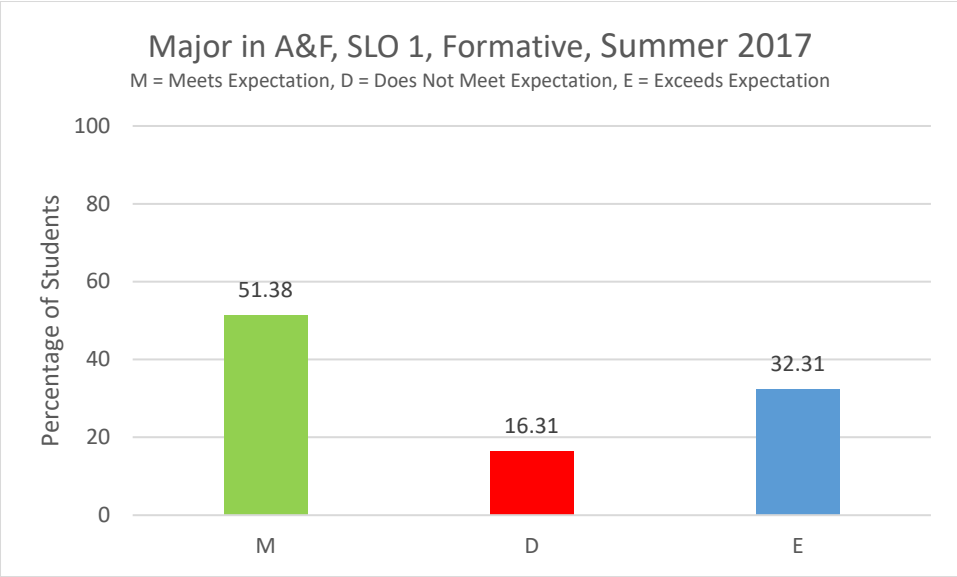


Figure A&F 3

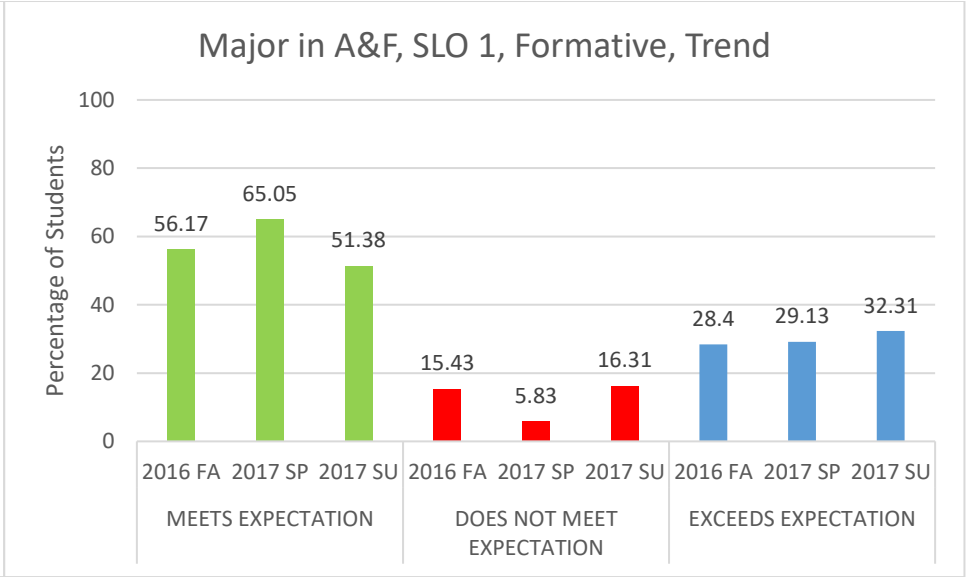


Figure A&F 4

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
A&F.2. Explain cost concepts and its classification and apply this in budgeting for specific business situations.	Summative: - Exit Assessment Test Formative: Course-Embedded Assessment (ACT 202 examinations)	Exit Assessment Test Meets Expectation: 60% -80% Does Not Meet Expectation < 60% Exceeds Expectation> 80% Course-Embedded Assessment: Rubric # A&F.2.R.1 (formative), A&F.2.R.2 (summative)	See Figures A&F 5 – 8.	Target: 80% students should meet or, exceed expectation. Students met the target in summative assessment but not in formative assessment. Trend: Although student performance has improved in summative assessment performance in formative assessment is showing a negative picture with increase in percentage of students not meeting expectation. This is an area of concern and more focused should be given in this area.	Courses have been standardized in terms of content, sequence of coverage, grading, use of text book and other learning resources to ensure students learning outcomes are achieved.

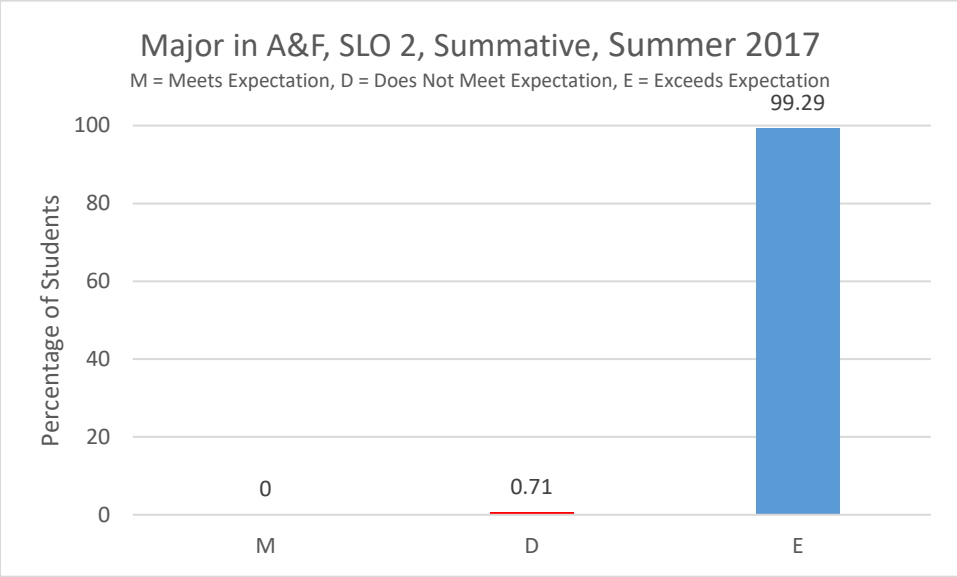


Figure A&F 5

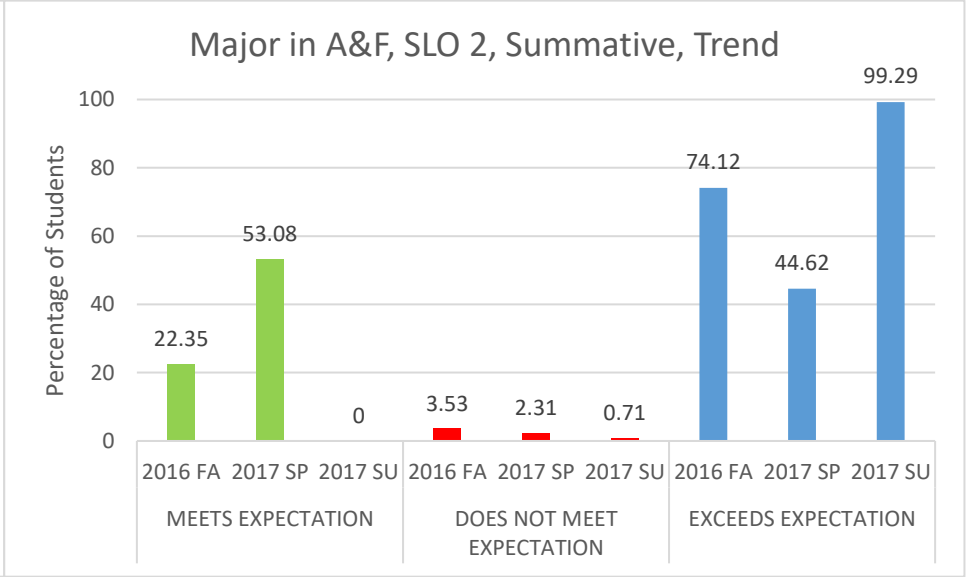


Figure A&F 6

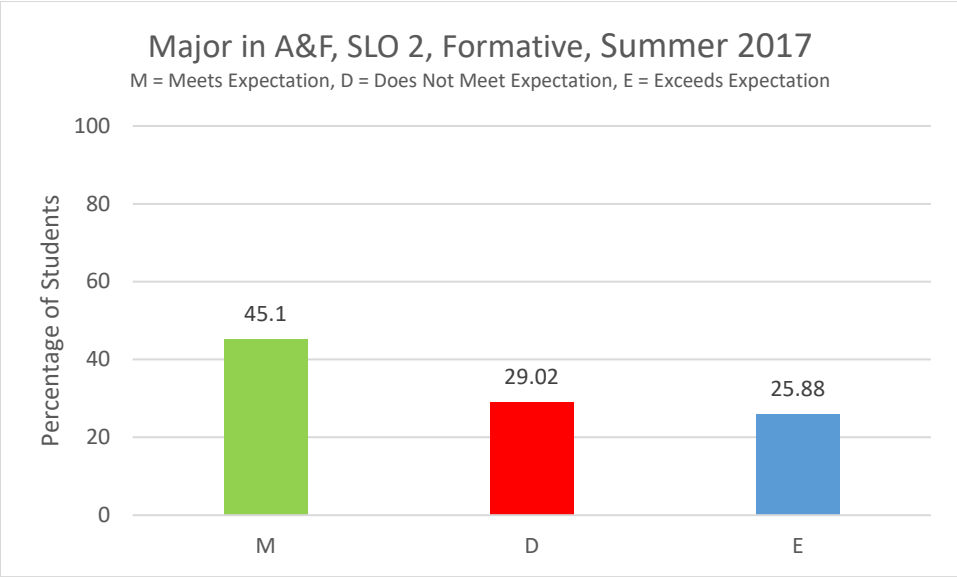


Figure A&F 7

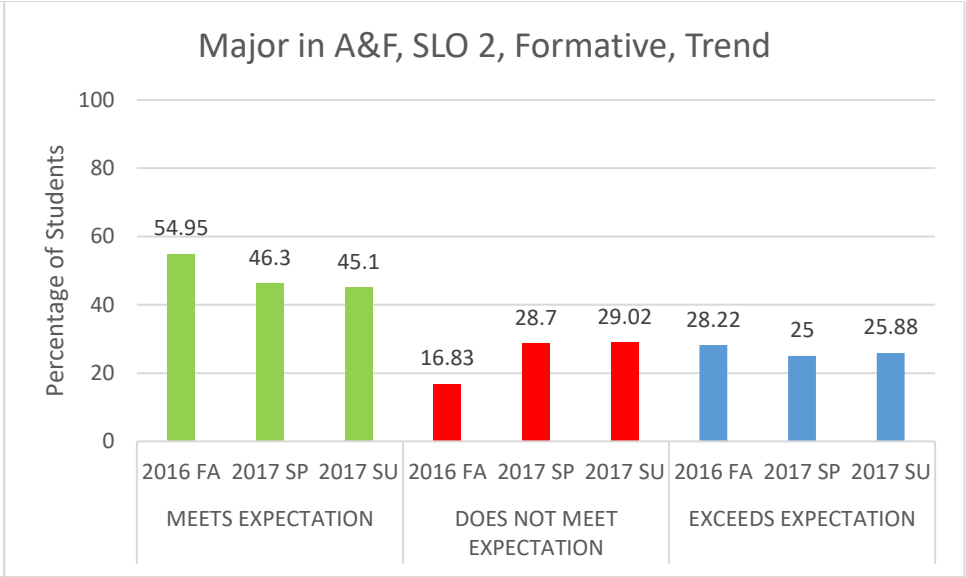


Figure A&F 8

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
A&F.3. Be able to apply best investment strategy by analyzing various investment options.	Summative: - Exit Assessment Test, and Course-Embedded Assessment (FIN 440, Capstone Course, group term projects) Formative: Course-Embedded Assessment (FIN 254 group term projects)	Exit Assessment Test Meets Expectation: 60% -80% Does Not Meet Expectation < 60% Exceeds Expectation> 80% Course-Embedded Assessment: Rubric # A&F.3.R.1 (formative), A&F.3.R.2 (summative)	See Figures A&F 9 – 12.	Target: 80% students should meet or, exceed expectation. Student met the target in summative assessment but not in formative assessment. Trend: Students performance has improved over the period in summative assessment. However performance in formative assessment has deteriorated with increase in percentage of students not meeting expectation.	Along with standardized courses different clubs organize different competitions to give the students platform to apply their academic knowledge in real business scenarios. In Summer 2017 NSU finance club organized Optimity, an investment and portfolio management competition, for students to apply their investment strategy by analyzing various investment options.

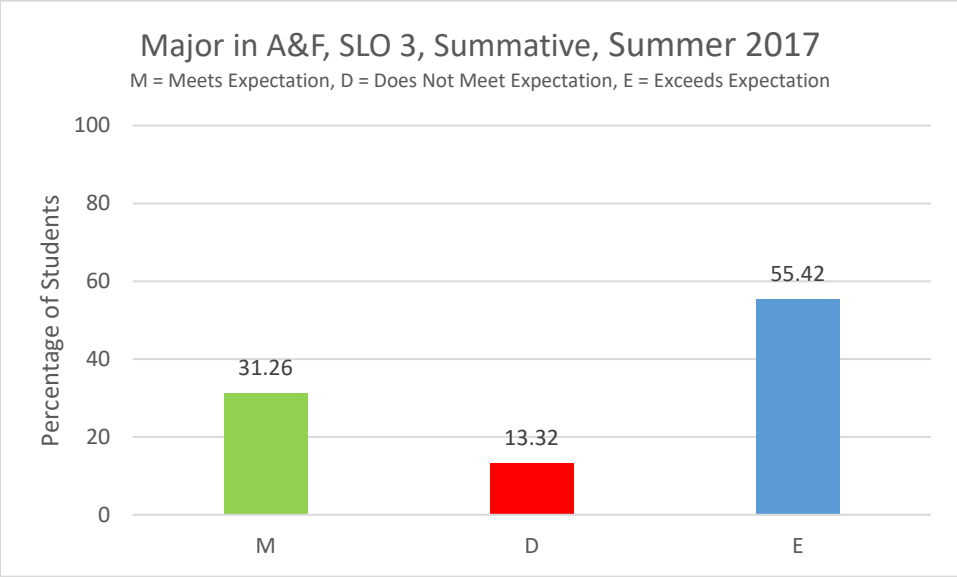


Figure A&F 9

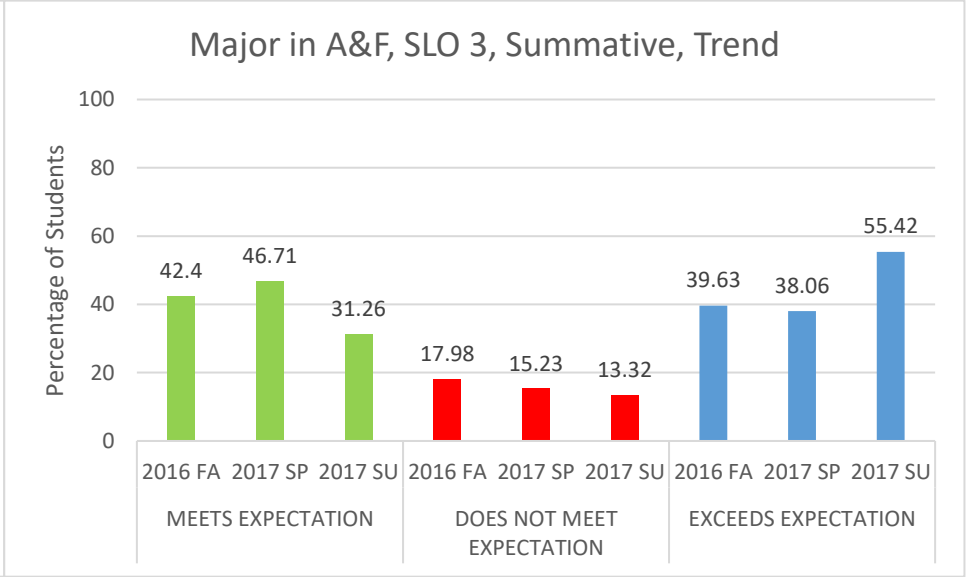


Figure A&F 10

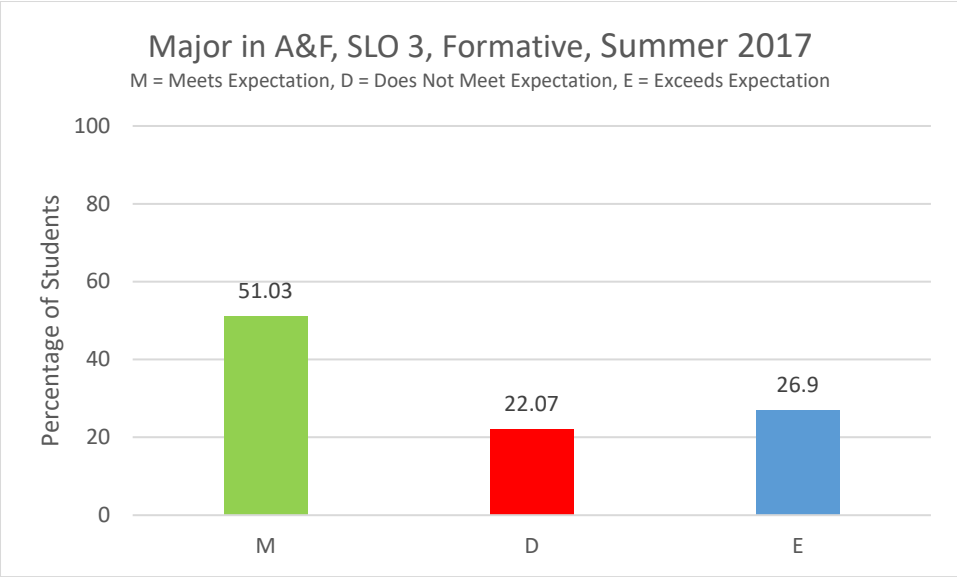


Figure A&F 11

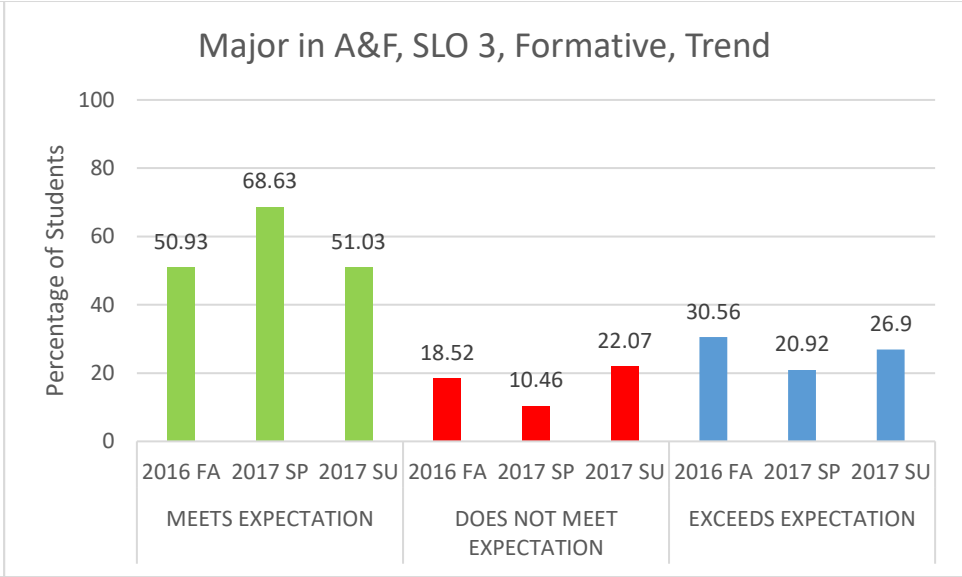


Figure A&F 12

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
A&F.4. Be able to calculate and measure risks and its application in portfolio management.	Summative: - Exit Assessment Test, and Course-Embedded Assessment (FIN 435, Capstone Course, group term projects) Formative: Course Embedded-Assessment (FIN 254 group term projects)	Exit Assessment Test: Meets Expectation: 60% -80% Does Not Meet Expectation < 60% Exceeds Expectation> 80% Course-Embedded Assessment: Rubric # A&F.4.R.1 (formative), A&F.4.R.2 (summative)	See Figures A&F 13 – 16.	Target: 70% students should meet or, exceed expectation. Students failed to meet the target in summative assessment. Trend: Students performance in summative assessment is alarming There is a high jump in the percentage of students not meeting the expectation. This is an area of major concern. Although students met the target in formative assessment, the increase in percentage of students not meeting expectation should be noted.	Course components are constantly reviewed to ensure that students can continue to critically identify problems and solve those using their knowledge of business studies. The Student Engagement Committee of Department of Accounting and Finance organized a "Student Engagement Forum" where the Dean, the Department Chair, different Committee Chairs, and Course Coordinators addressed different issues raised by the students. Department of Accounting and Finance along with IQAC also arranged seminars like" Effective Teaching Strategies in Accounting and Finance" for faculties.

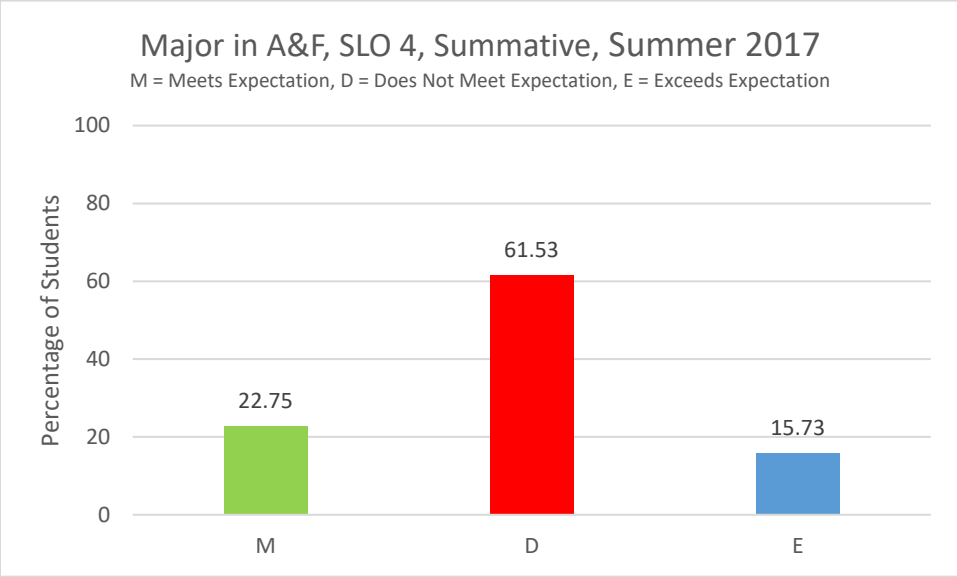


Figure A&F 13

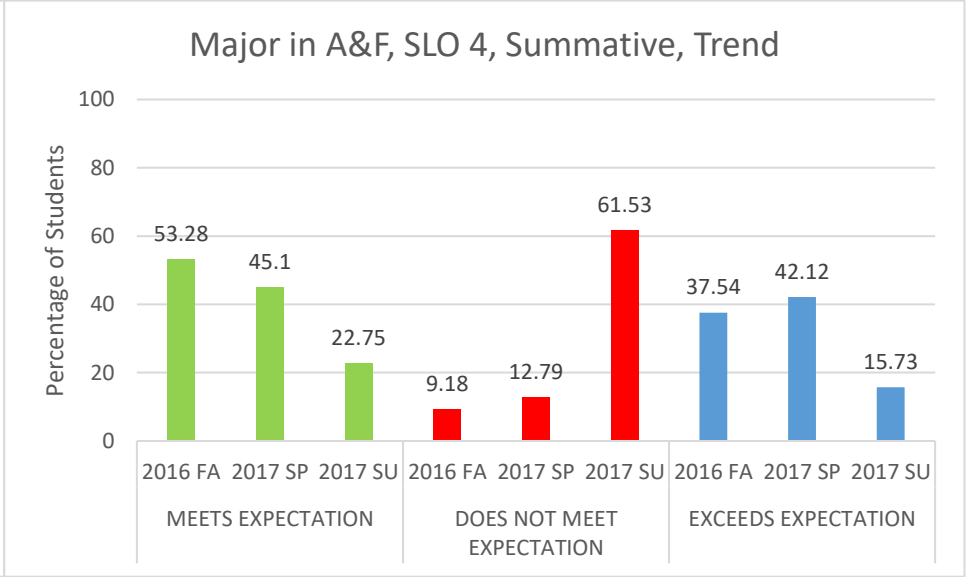


Figure A&F 14

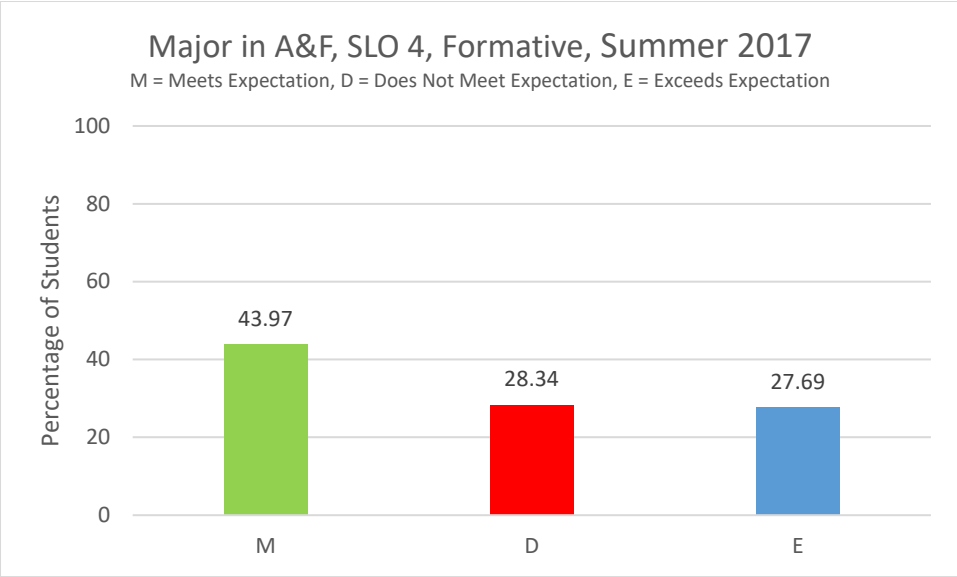


Figure A&F 15

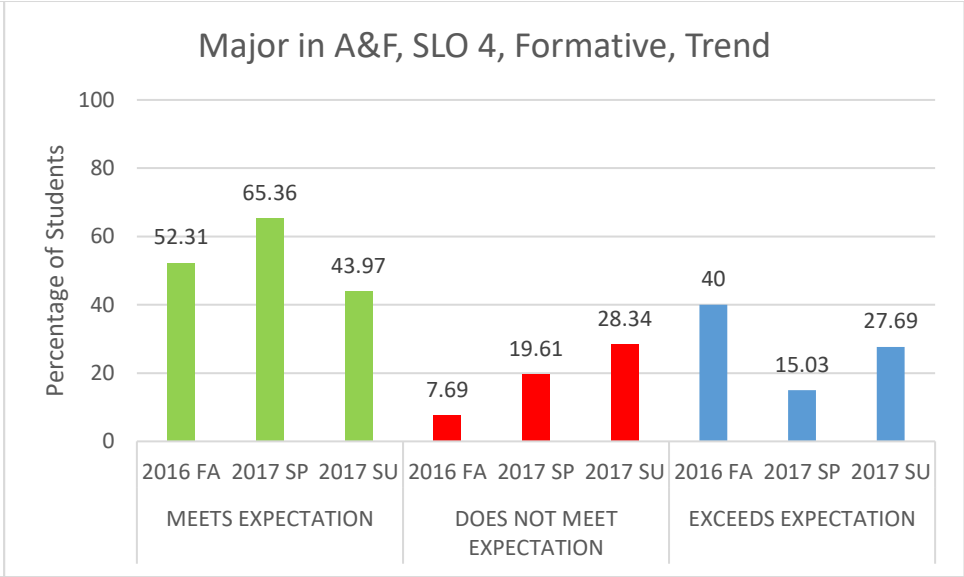


Figure A&F 16

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
A&F.5. Utilize technology to analyze financial information and to facilitate accounting and financial reporting process.	Summative: - Exit Assessment Test, and Course-Embedded Assessment (FIN 440, Capstone Course, group term projects) Formative: Course-Embedded Assessment (FIN 254 group term projects)	Exit Assessment Test: Meets Expectation: 60% -80% Does Not Meet Expectation < 60% Exceeds Expectation> 80% Course-Embedded Assessment: Rubric # A&F.5.R.1	See Figures A&F 17 – 20.	Target: 80% students should meet or, exceed expectation. Students met the target. Trend: We are pleased with increasing trends in the percentage of students exceeding expectation in summative assessment.	As a part of standardized syllabus all students of FIN 254 are given a project that requires students to work in teams to analyze financial statements of Bangladeshi companies according to accounting principles through usage of appropriate technology.

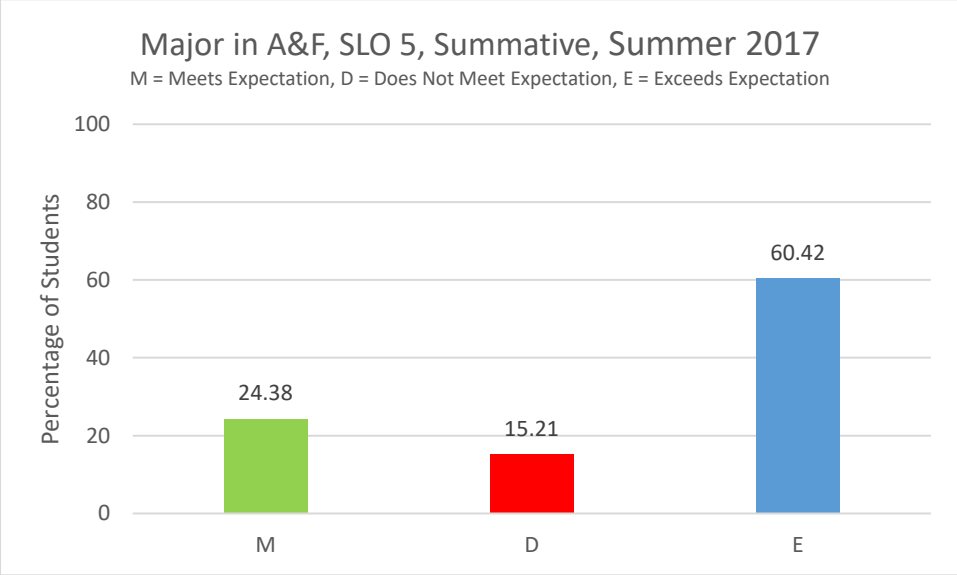
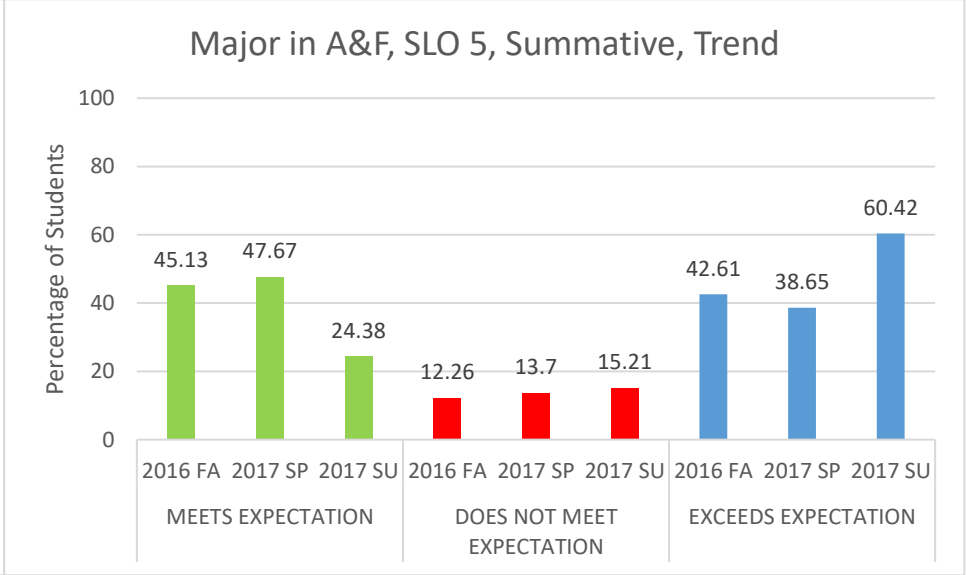


Figure A&F 17



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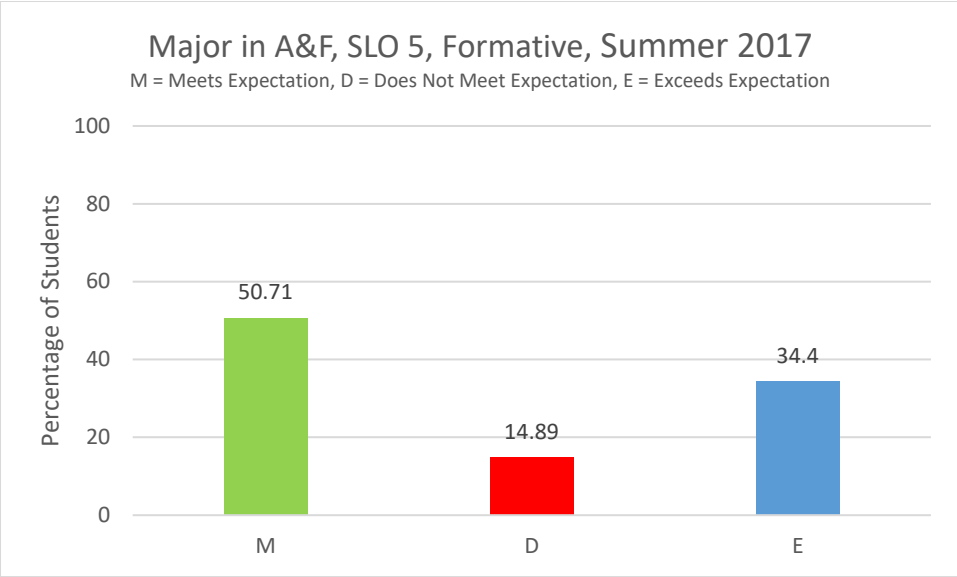


Figure A&F 19

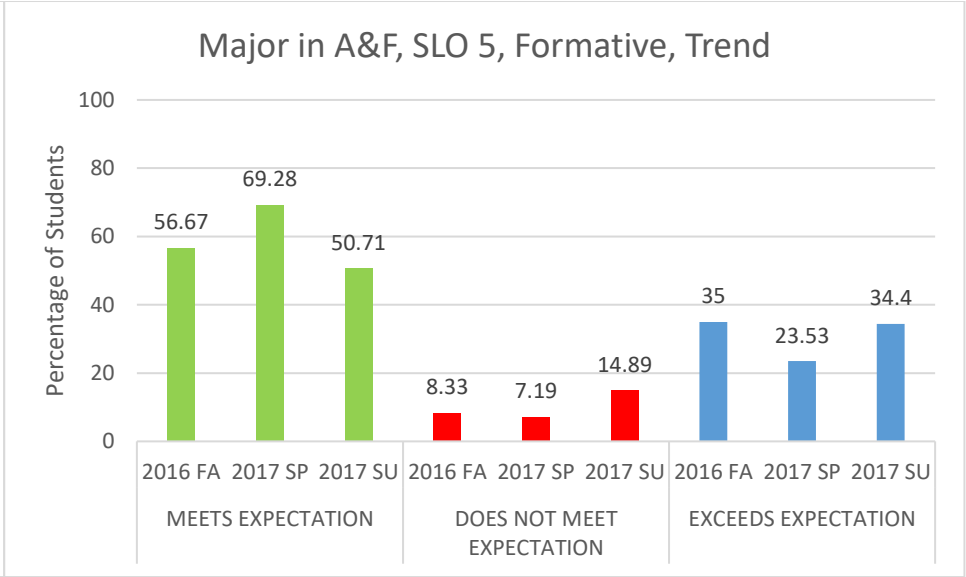


Figure A&F 20

Summer 2017 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.	Summative: Exit Assessment Test, and Course Embedded Assessment (HRM480 group term projects) Formative: Course Embedded Assessment (MGT351 group term projects)	Exit Assessment Test: Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80% Course-Embedded Assessment: Rubric # HRM.1.R.1	See Figures HRM 1 – 4.	Target: 80% students should meet or exceed expectation. Students met the target. Trend: Overall student performance has improved over time. We are very pleased with the results from the summative assessment as there is an increase in the percentage of students exceeding expectation.	Course components are constantly reviewed to ensure the student learning outcomes are met. In addition, NSU HR club held a seminar in Summer 2017 on NSU Quality Assurance. This seminar was aimed at improving the quality of teaching-learning and research capabilities of the institution through encouraging both innovation and accountability and by enhancing the technical and institutional capacity of the higher education sector.

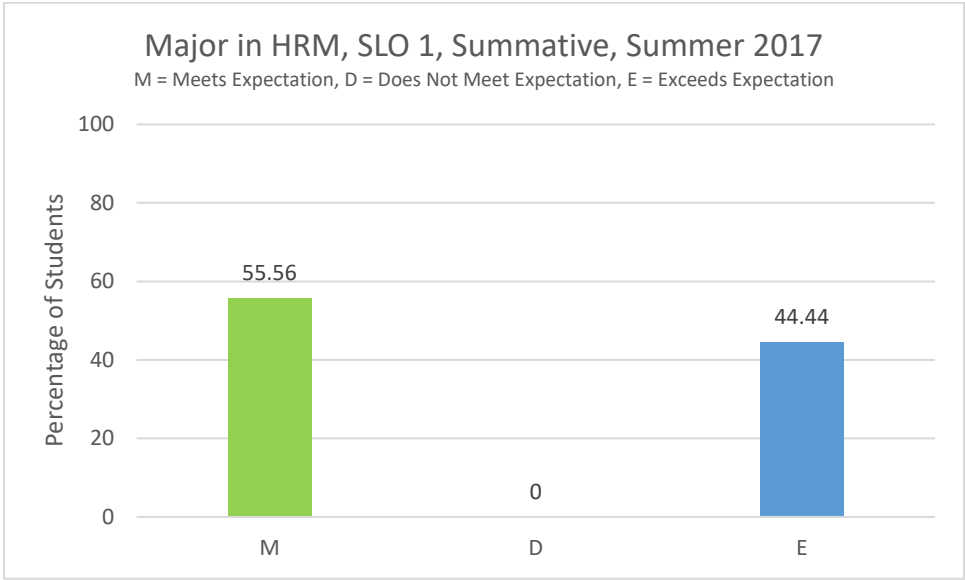


Figure HRM 1

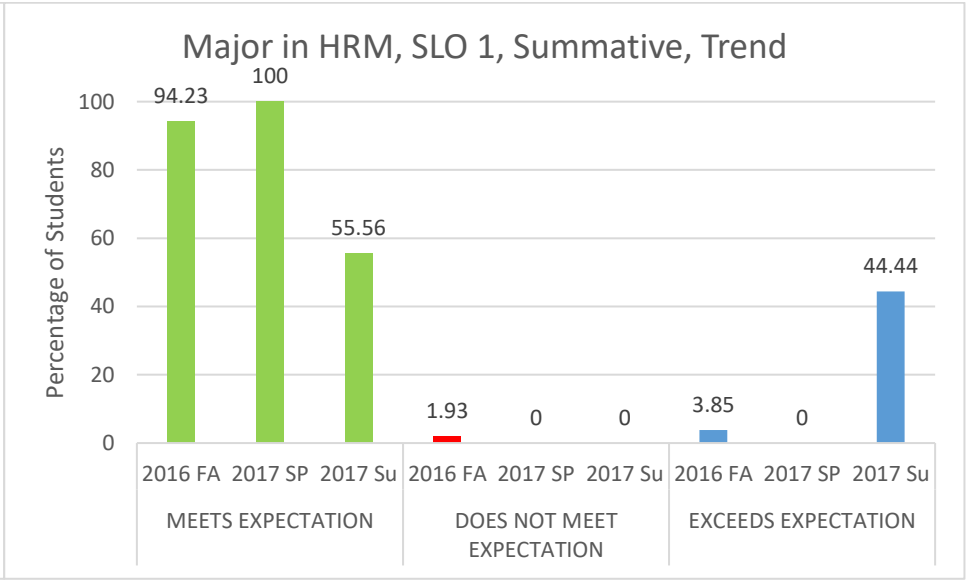


Figure HRM 2

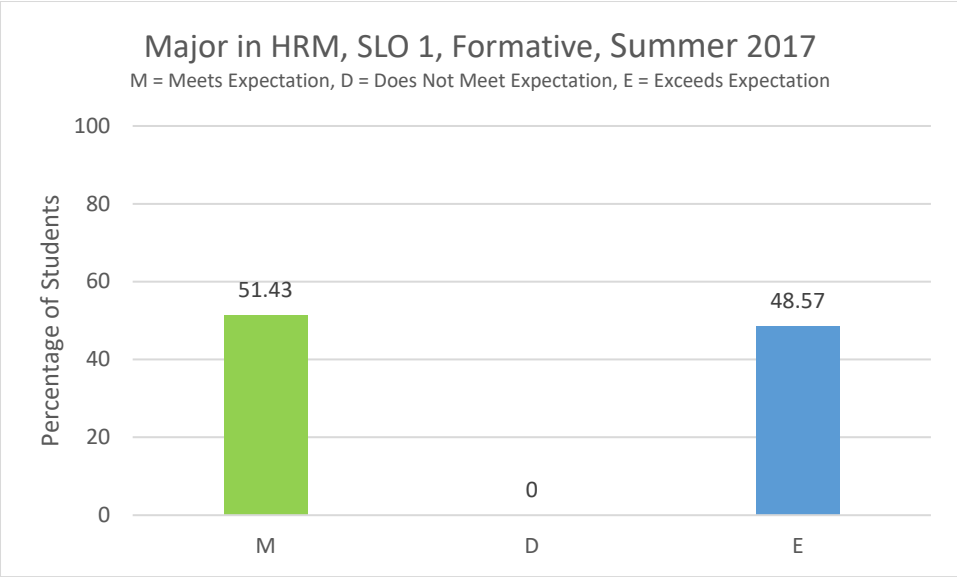


Figure HRM 3

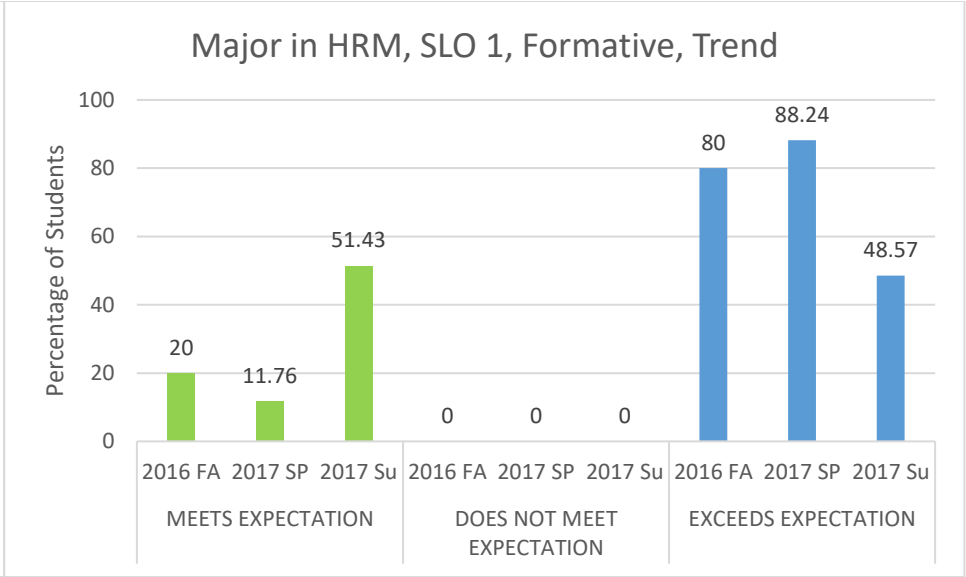
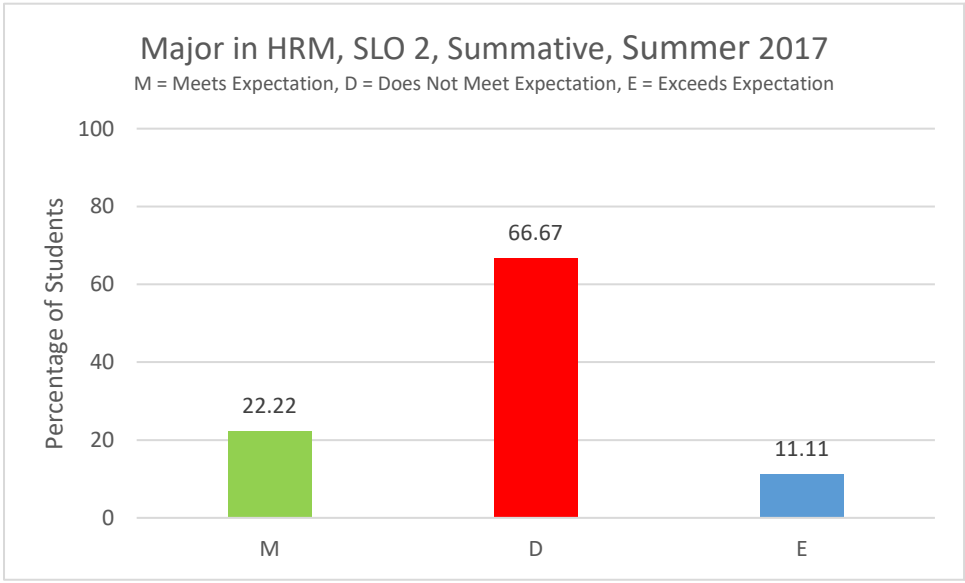


Figure HRM 4

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
2. Understand the concepts underlying effective interpersonal relations and group/team leadership skills.	Summative: Exit Assessment Test, and Course Embedded Assessment (HRM480 group term projects) Formative: Course Embedded Assessment (MGT351 group term projects)	Exit Assessment Test: Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80% Course-Embedded Assessment: Rubric # HRM.2.R.1	See Figures HRM 5 – 8.	Target: 75% students should meet or exceed expectation. Student failed to meet the target in summative assessment. Trend: Student performance is very poor in summative assessment with a sudden jump in the percentage of students not meeting expectation. This is an area of concern. However, in formative assessment there is a decrease in the percentage of students not meeting expectation showing positive trend.	Career and Placement Center (CPC) of North South University in collaboration with Unilever Bangladesh held a session for students called Bizmaestros and Unilever Future Leader's League (UFLP) 2017. In this seminar Mr. Kunal Sharma, HR Director at Unilever Bangladesh delivered a very motivating speech on career building and shared tips on becoming a good leader.



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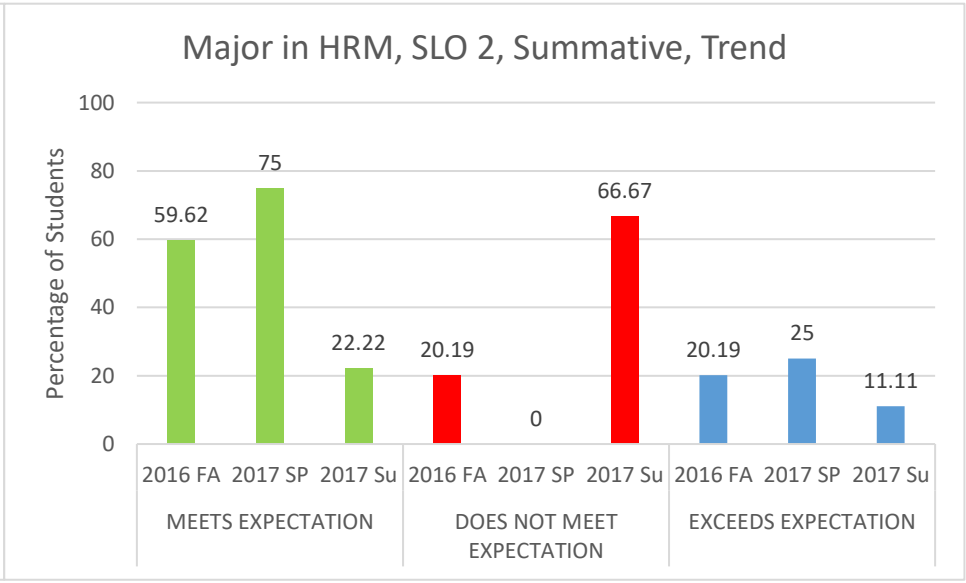

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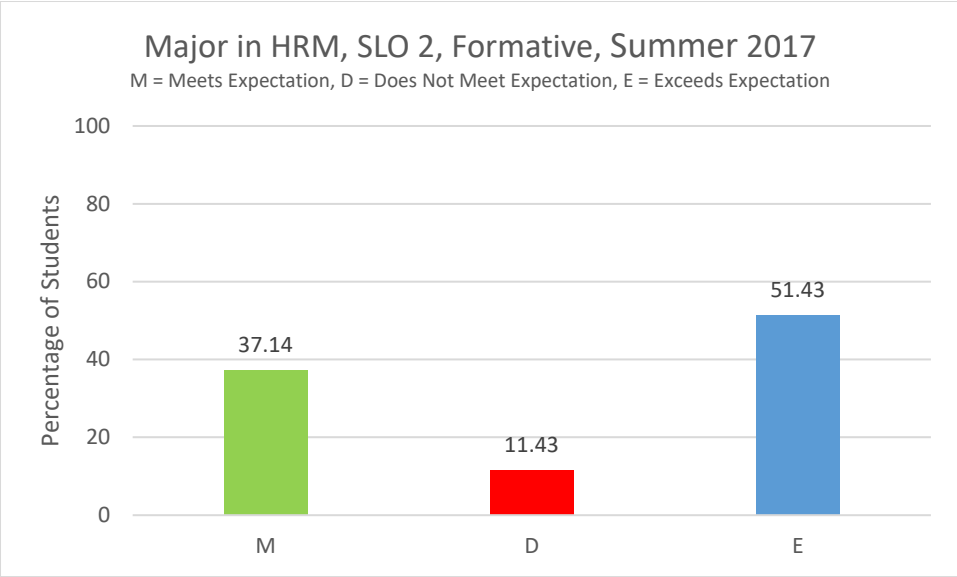

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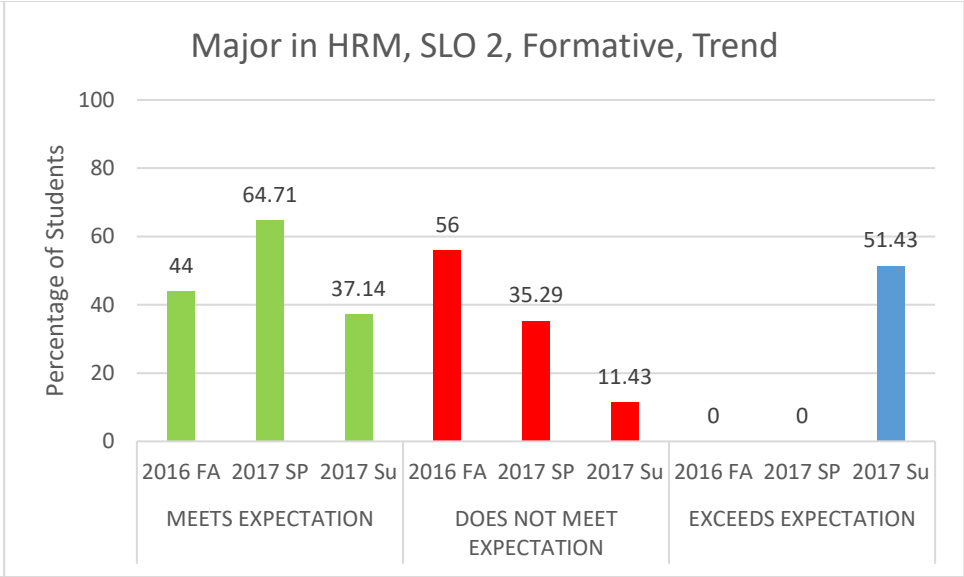


Figure HRM 8

Student Learning Outcomes	Measure	Measurement Criteria	Results	Observation	Closing the Loop
3. Understand and are able to integrate Strategic Human Resource Management ("SHRM") concepts in the context of management of organizations.	Summative: Exit Assessment Test, and Course Embedded Assessment (HRM480 group term projects) Formative: Course Embedded Assessment (MGT351 group term projects)	Exit Assessment Test: Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80% Course Embedded Assessment: Rubric # HRM.3.R.1	See Figures HRM 9 – 12.	Target: 65% students should meet or exceed expectation. Students met the target. Trend: Student performance is showing a positive trend. In formative assessment the percentage of students exceeding expectation has increased showing a very positive trend.	Courses have been standardized in terms of content, sequence of coverage, grading, use of text book and other learning resources to ensure students learning outcomes are achieved.

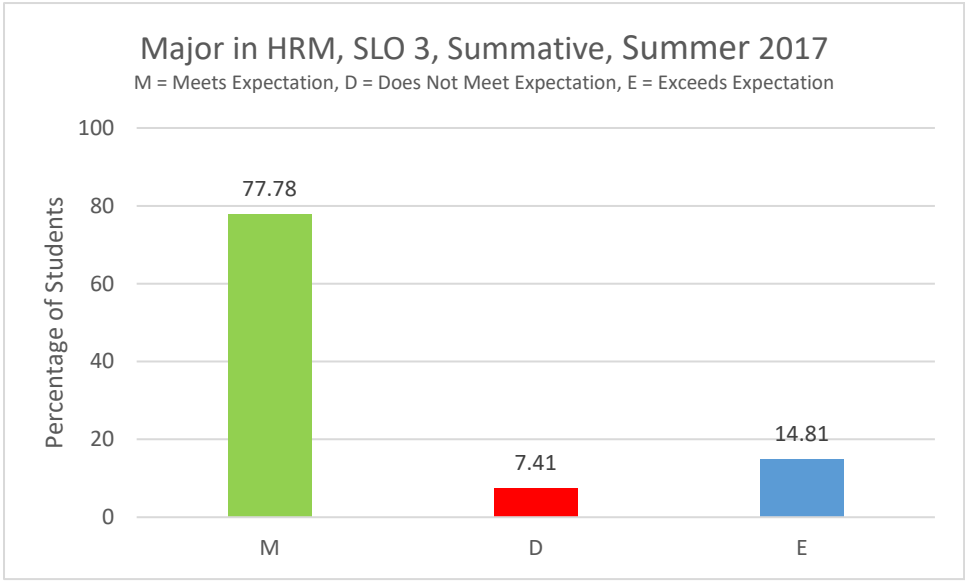


Figure HRM 9

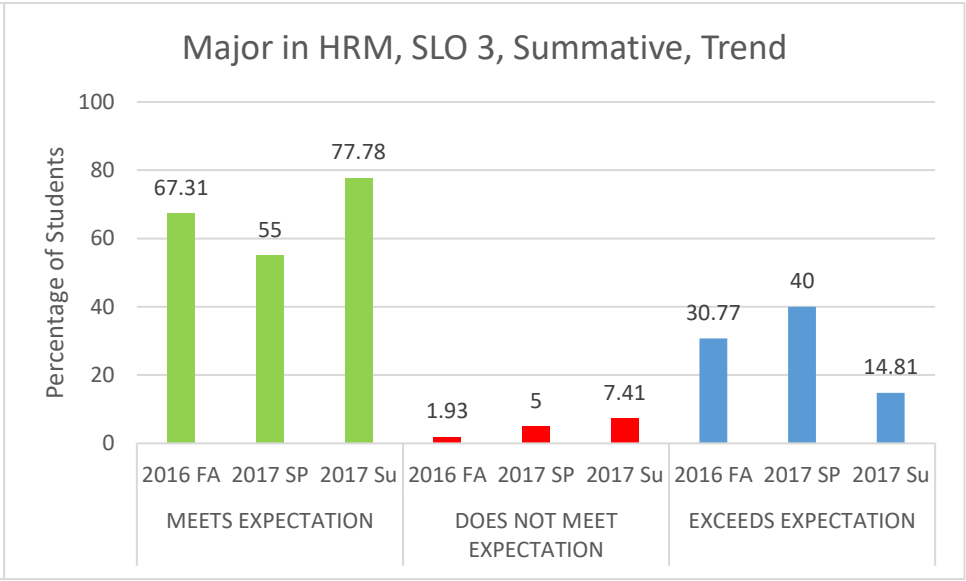


Figure HRM 10

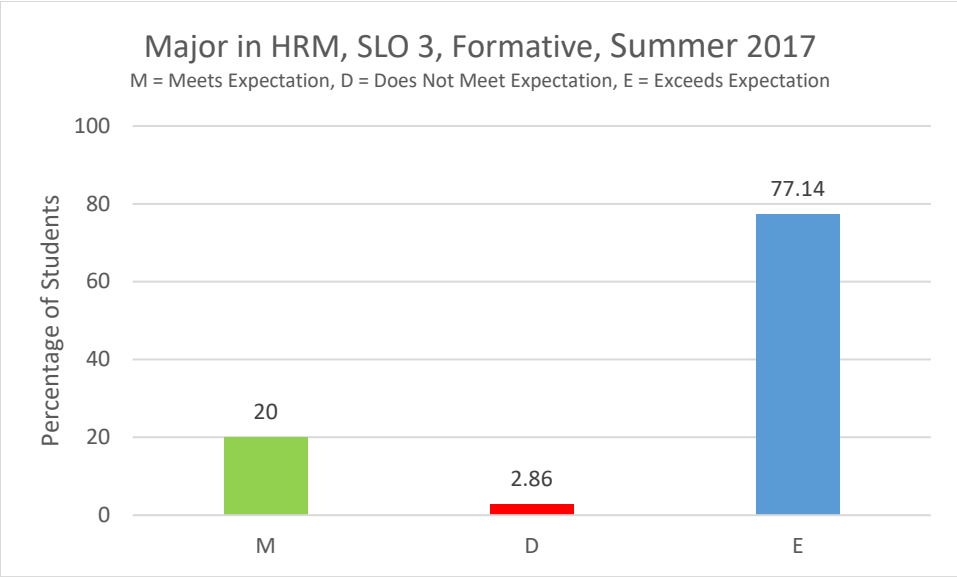


Figure HRM 11

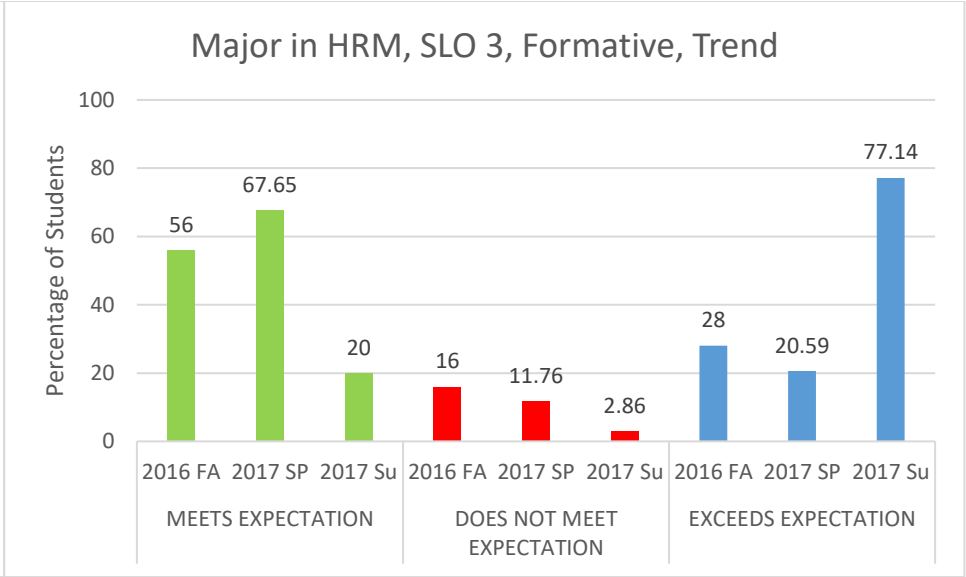


Figure HRM 12

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
4. Be familiar with the application of HRM functional capabilities to select, recruit, motivate, and retain employees.	Summative: Exit Assessment Test, and Course Embedded Assessment (HRM480 group term projects) Formative: Course Embedded Assessment (MGT351 group term projects)	Exit Assessment Test: Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80% Course-Embedded Assessment: Rubric # HRM.4.R.1	See Figures HRM 13 – 16.	Target: 70% students should meet or exceed expectation. Students met the target in formative assessment but not in summative assessment. Trend: There is a sudden increase in the percentage of students not meeting expectation in summative assessment. This is an area of concern	HR club has a signature case competition for students called HR Calibration that focuses on several HR areas (e.g. recruitment, selection, motivation, retention).

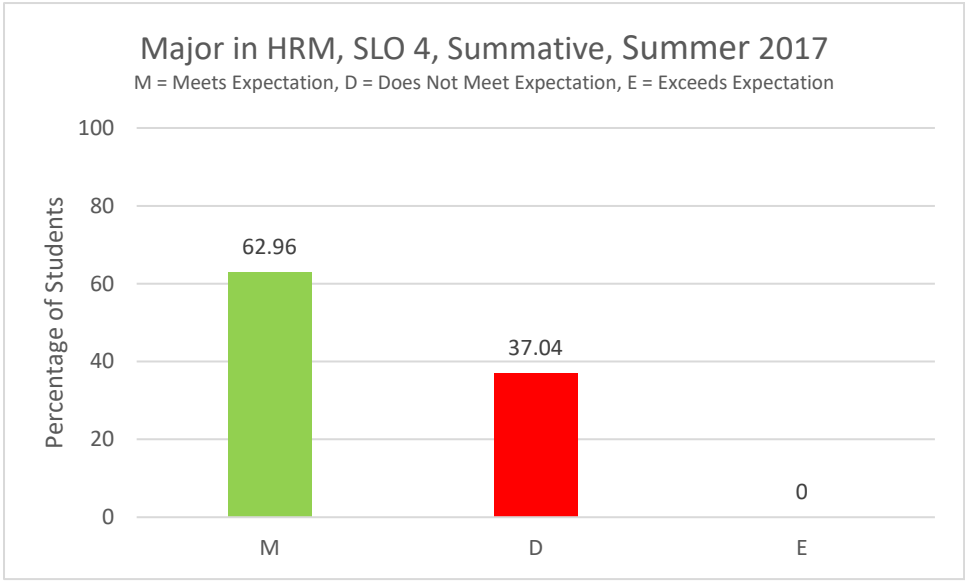


Figure HRM 13

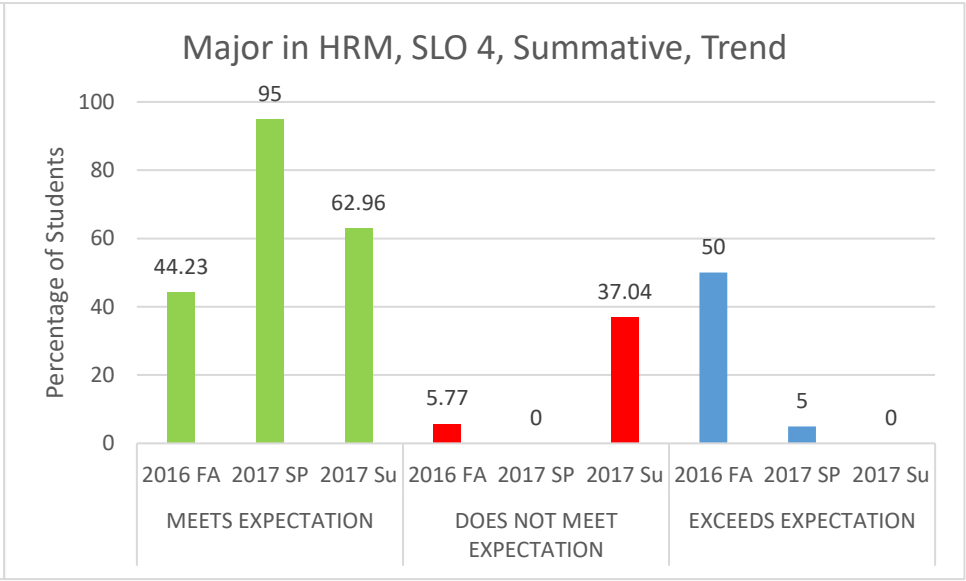
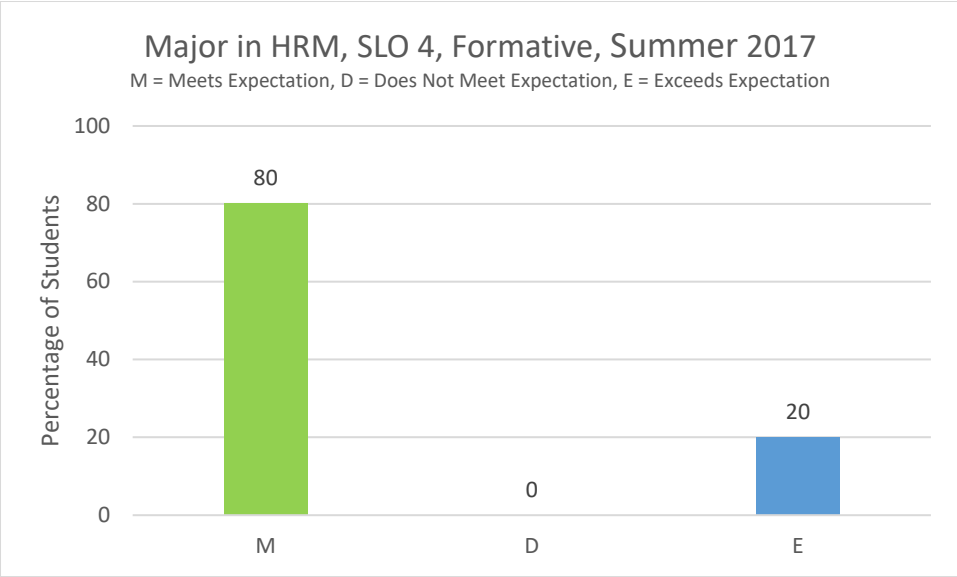


Figure HRM 14



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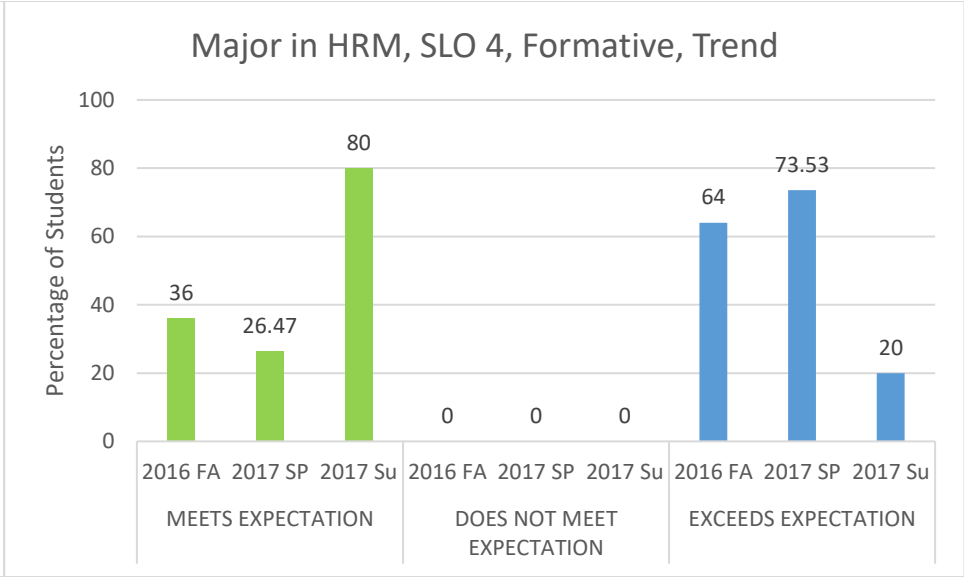


Figure HRM 16

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
5. Demonstrate their understanding of compensation practices and tools of benefit in the context of Bangladesh, and are able to demonstrate application using quantitative methods.	Summative: Exit Assessment Test, and Course Embedded Assessment (HRM480 group term projects) Formative: Course Embedded Assessment (MGT351 group term projects)	Exit Assessment Test: Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80% Course-Embedded Assessment: Rubric # HRM.5.R.1	See Figure HRM 17 – 20.	Target: 60% students should meet or exceed expectation. Students met the target in formative assessment but not in summative assessment. Trend: Students performance has extremely deteriorated in summative assessment. There is a high increase in the percentage of students not meeting the expectation. A negative trend is shown over the periods This is an area of major concern.	NSU organizes different business competitions and also encourages students to take part in external business competitions like Bizmaestros. These competitions provide them a platform to present their creative minds and apply foundation knowledge gained in academic courses in real business scenarios.

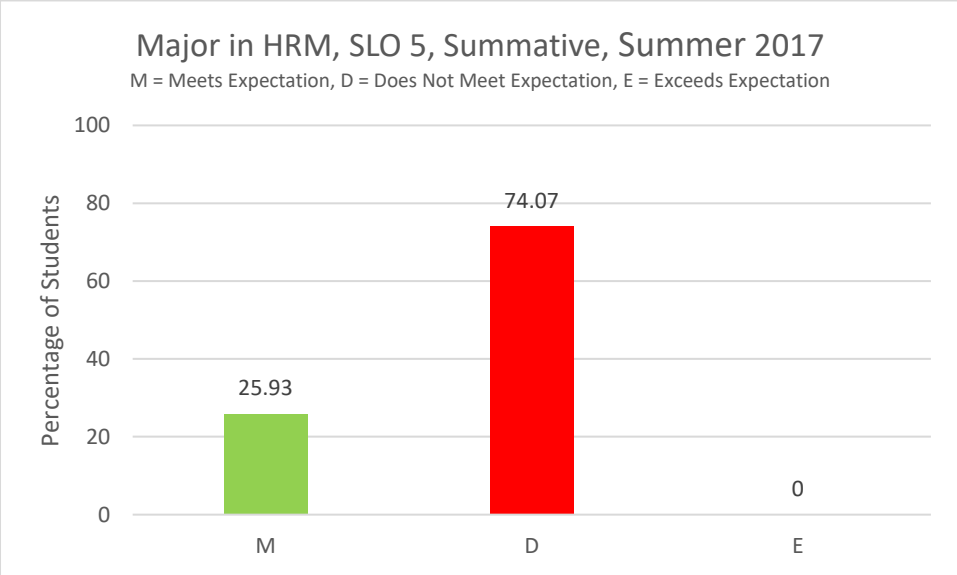


Figure HRM 17

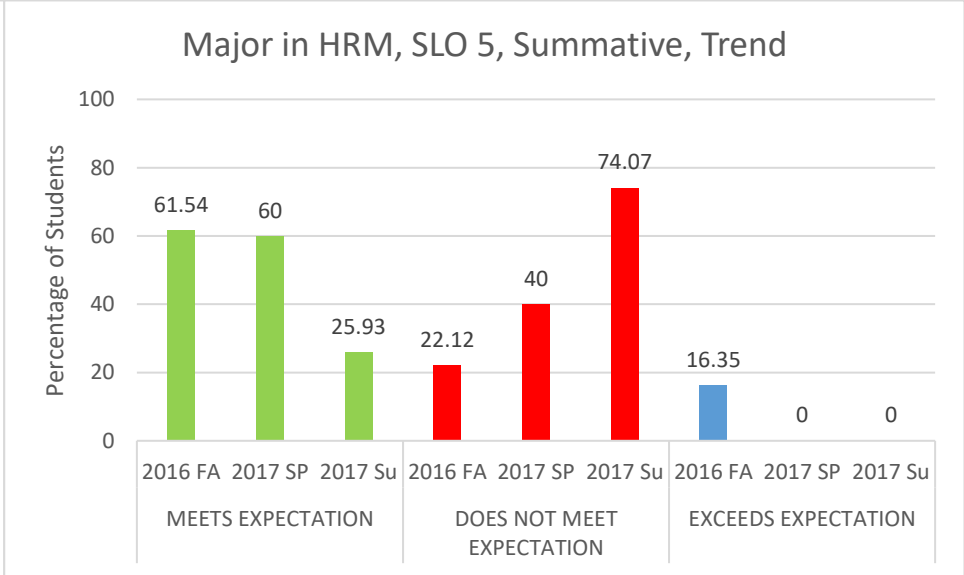
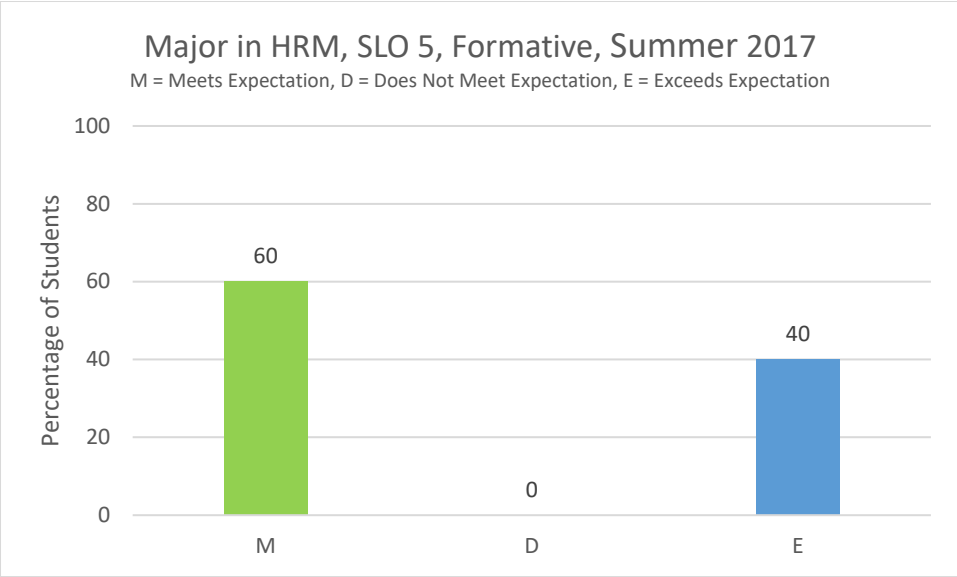


Figure HRM 18



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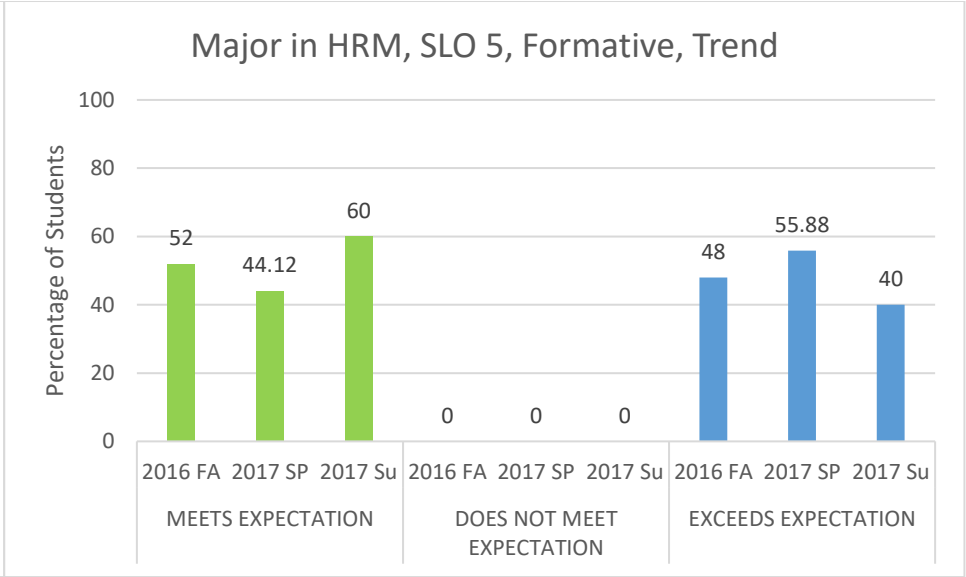


Figure HRM 20

`Summer 2017 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.	Summative- Exit Assessment Test, and Course-Embedded Assessment (INB 480 group term projects) Formative: Course-Embedded Assessment (INB 372 case studies)	Exit Assessment Test: Meets expectations- 60% to 80%, Does Not Meet expectations- < 60%, Meets expectations-> 80%. Course-Embedded Assessment: Rubric # INB.1.R.1 (formative), and rubric # INB.1.R.2 (summative)	See Figures INB 1 – 4.	Target: 80% of the students should meet and exceed the expectations of SLO1. Students met the target. Trend: Students performance has improved over the years in formative assessment.	The Student Engagement Committee at the Department of Marketing and International Business hosted a session titled: Follow the Yellow Brick Road. Faculty members along with other guest speakers held an interactive session with students clarifying queries in range topics on international business.

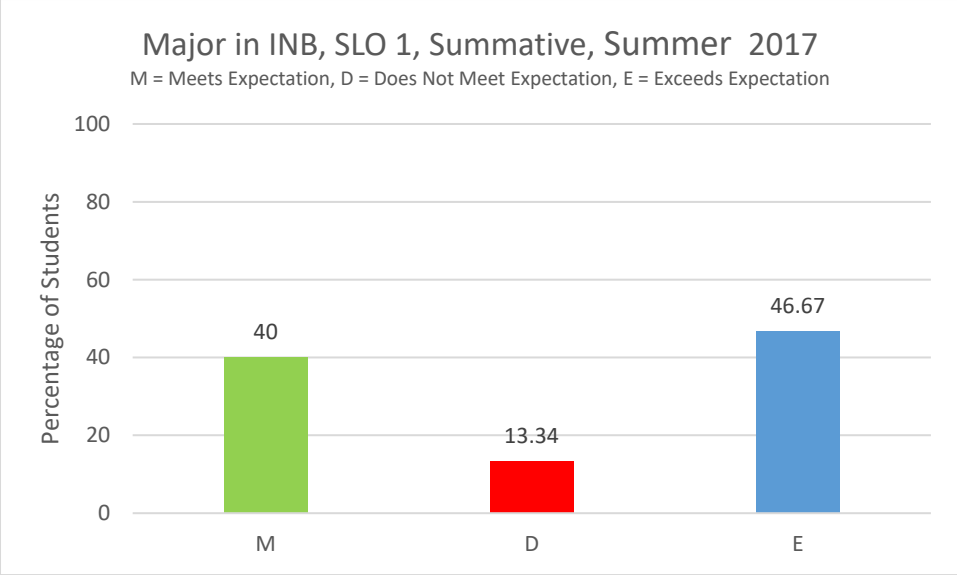


Figure INB- 1

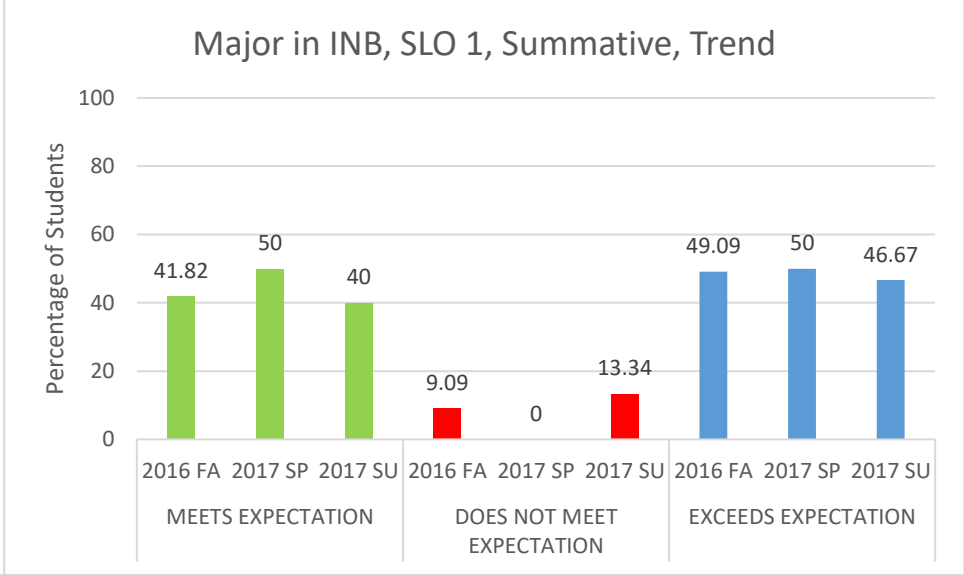


Figure INB- 2

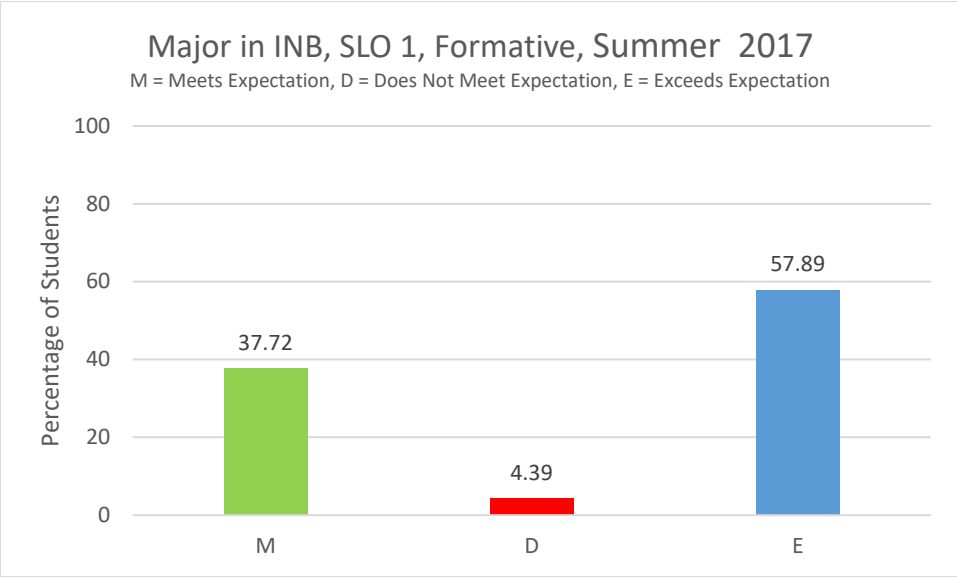


Figure INB- 3

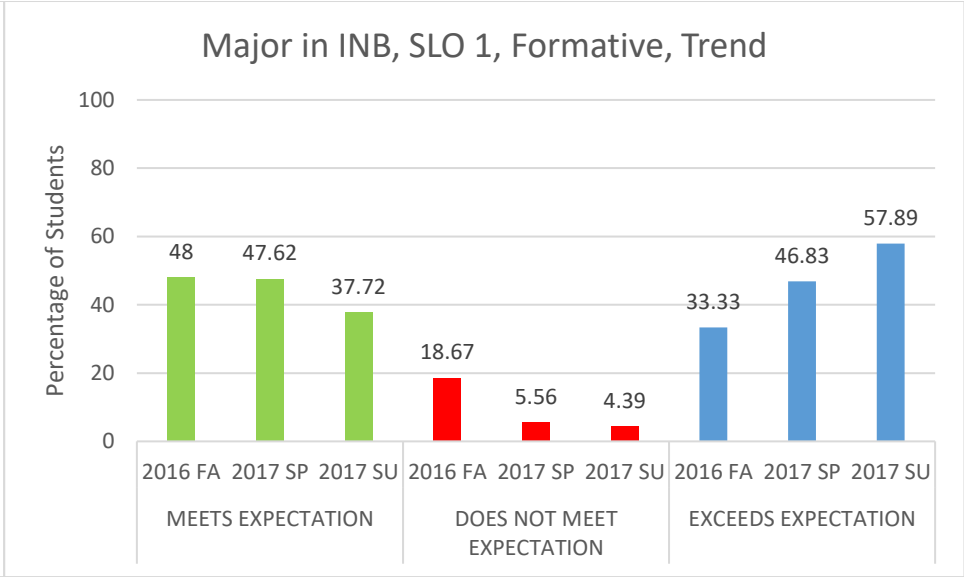


Figure INB- 4

Student Learning Outcomes	Measure	Measurement Criteria	Results	Status	Closing the Loop
2. Demonstrate working knowledge in the area of marketing, finance and management from a business perspective in an international context.	Summative: - Exit Assessment Test, and Course-Embedded Assessment (INB 480 group term projects) Formative: Course-Embedded Assessment (INB 372 case studies)	Exit Assessment Test: Meets expectations- 60% to 80%, Does Not Meet expectations-< 60/%, Meets expectations-> 80% Course-Embedded Assessment: Rubric # INB.2.R.1	See Figures INB 5 – 8.	Target: 80% of the students should meet and exceed the expectations of SLO2. Students met the target in formative assessment but not in summative assessment. Trend: Students performance has deteriorated in summative assessment with increase in students not meeting expectation. However, performance in formative assessment is improving over time showing a positive trend.	Internal Quality Assurance Cell (IQAC) of North South university arranged series of workshops for Marketing and International Business Department to identify the areas of strengths, weaknesses, opportunities, threats (SWOT) and emerging changes needed at the departmental level from the perspectives of undergraduate students. The workshops also focused on the action plans for the SWOT analysis done and identified the gaps within the department in accordance with the Higher Education Quality Enhancement Project (HEQEP) mandates, such as promoting academic innovation, building institutional capacity and raising the connectivity capacity of the higher education sector.

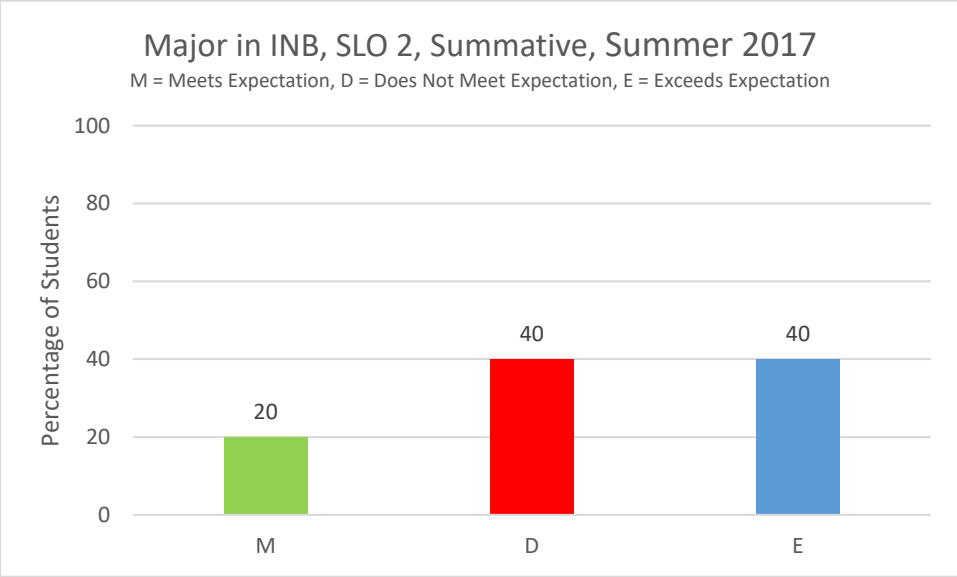


Figure INB- 5

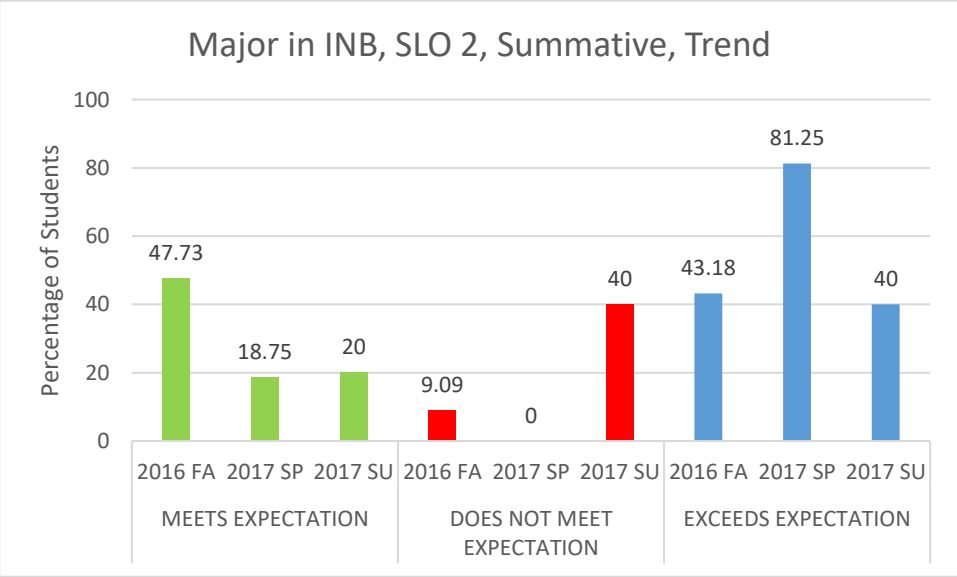
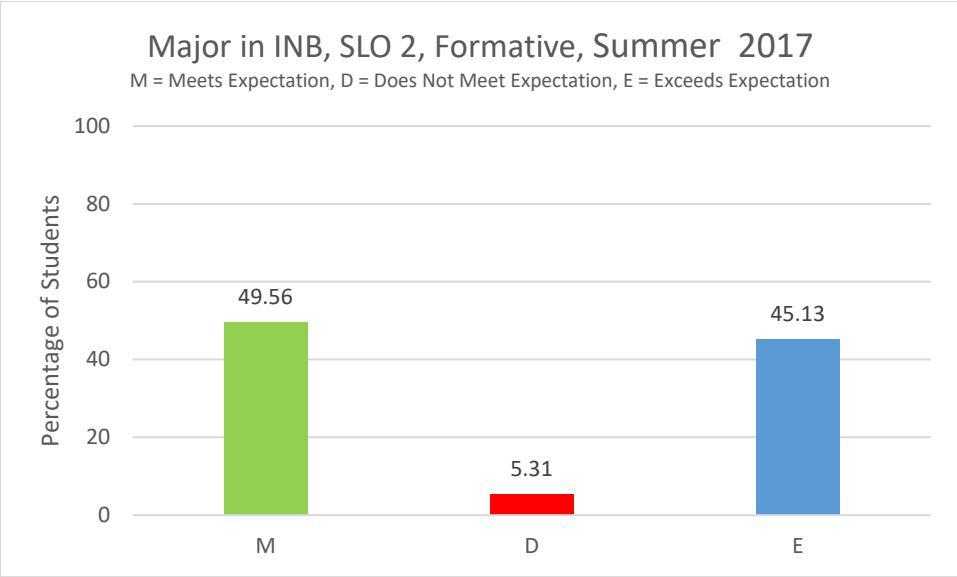


Figure INB- 6



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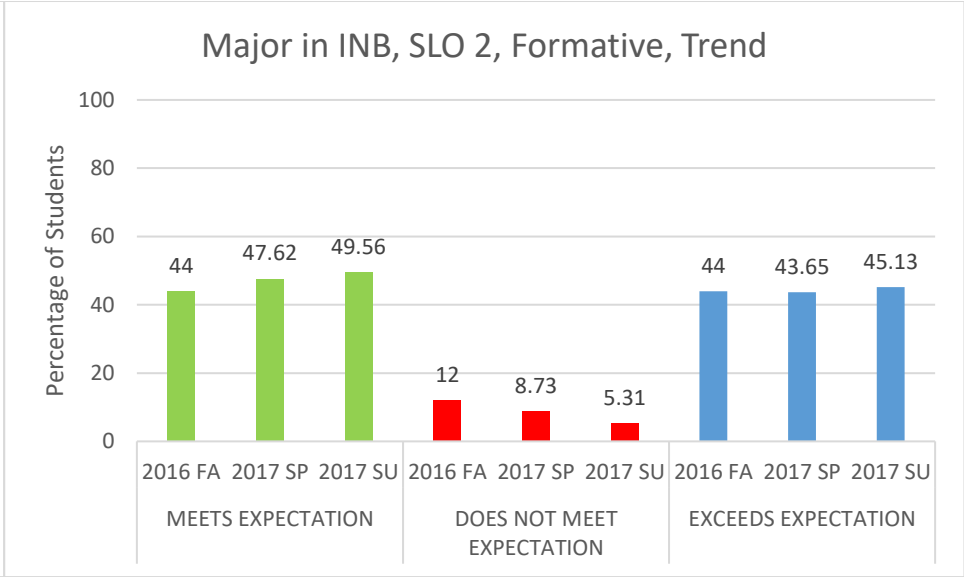


Figure INB- 8

Student Learning Outcomes	Measure	Measurement Criteria	Results	Status	Closing the Loop
3. Assess factors that determine international trade patterns & capital flows and the impact of international institutions on global business operations.	Summative- Exit Assessment Test, and Course-Embedded Assessment (INB 480 group term projects) Formative: Course-Embedded Assessment (INB 372 case studies)	Exit Assessment Test: Meets expectations- 60% to 80%, Does Not Meet expectations-< 60%, Meets expectations-> 80%. Course-Embedded Assessment: Rubric # INB.3.R.1	See Figures INB 9 – 12.	Target**:** 80% of the students should meet and exceed the expectations of SLO3. Students met the target. Trend: Students performance is showing a positive trend. There is an increase in percentage of students exceeding expectations in summative assessment.	Courses have been standardized in terms of content, sequence of coverage, grading, use of text book and other learning resources.

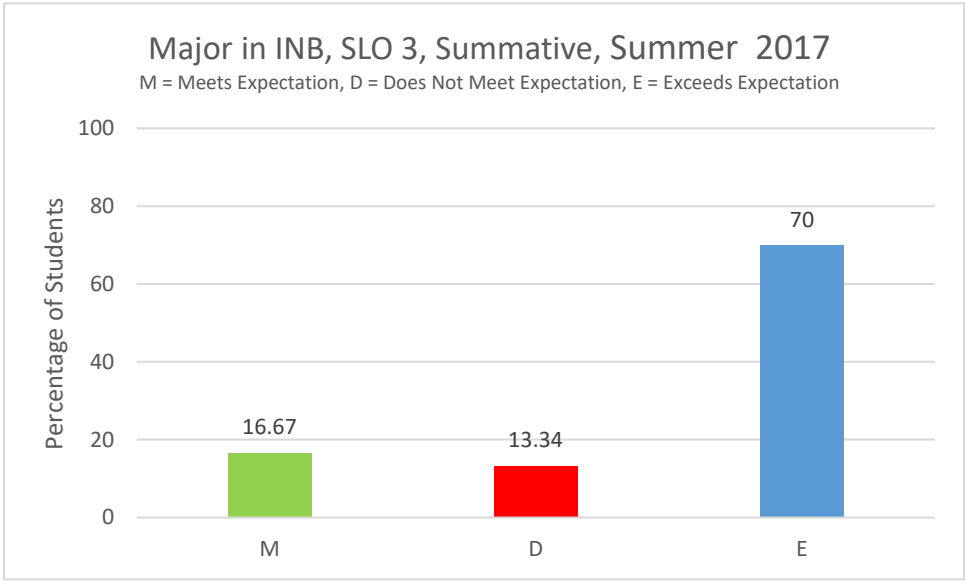
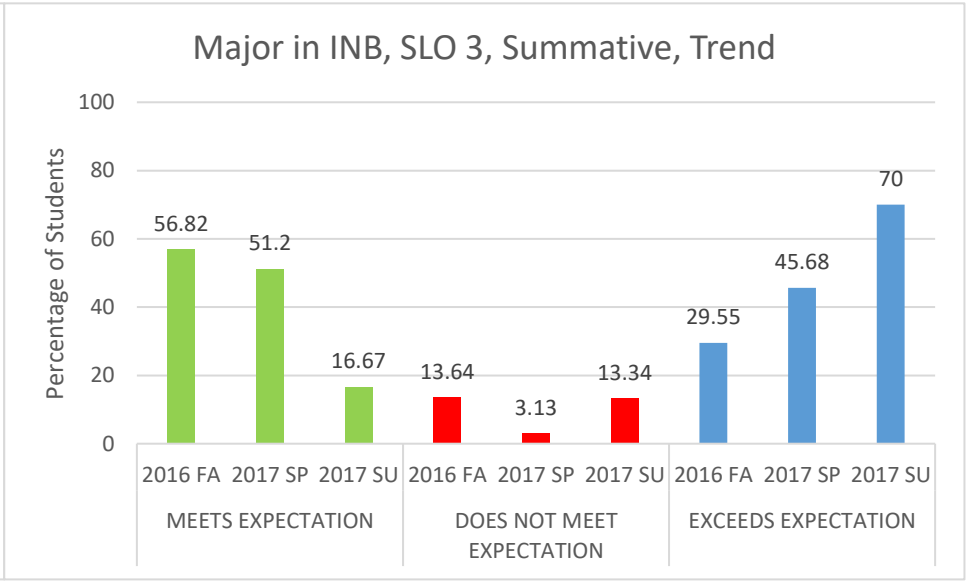


Figure INB- 9



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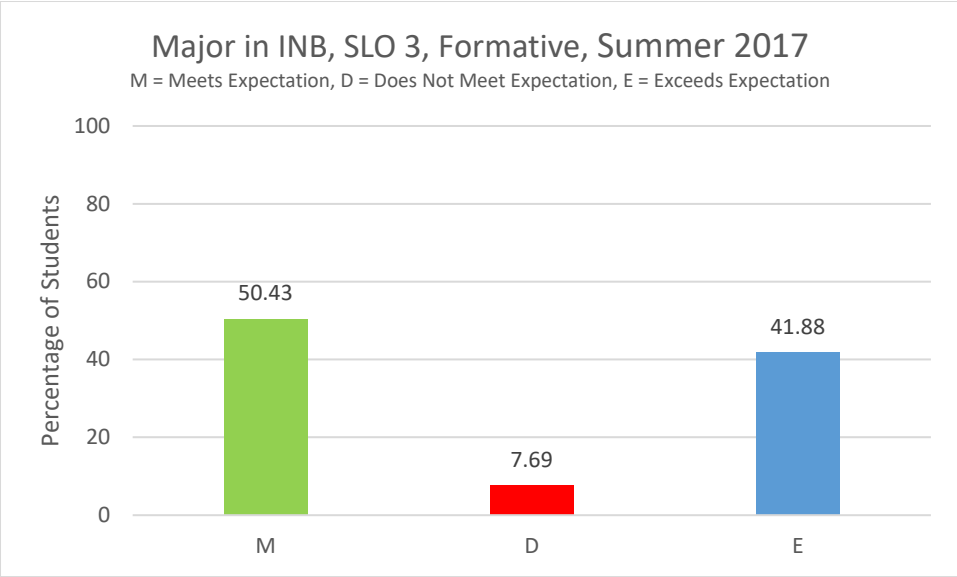


Figure INB- 11

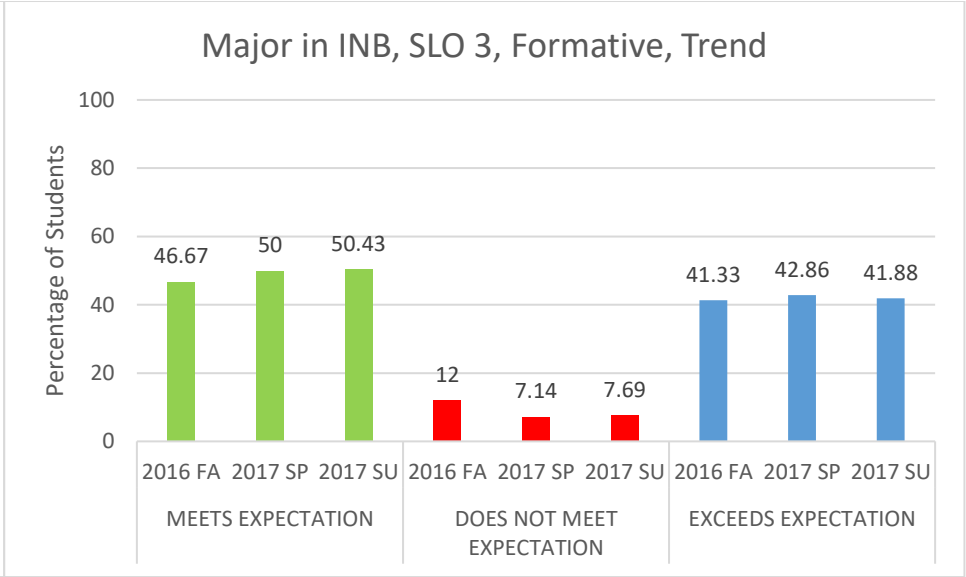


Figure INB- 12

Student Learning Outcomes	Measure	Measurement Criteria	Results	Status	Closing the Loop
4. Identify the international competitiveness of nations and their attractiveness for international business.	Summative- Exit Assessment Test, and Course-Embedded Assessment (INB 480 group term projects) Formative: Course-Embedded Assessment (INB 372 case studies)	Exit Assessment Test: Meets expectations- 60% to 80%, Does Not Meet expectations-< 60%, Meets expectations-> 80%. Course-Embedded Assessment: Rubric # INB.4.R.1	See Figures 13 – 16.	Target: 80% of the students should meet and exceed the expectations of SLO3. Students met the target. Trend: Students performance has improved over the period.	The Student Engagement Committee at the Department of Marketing and International Business hosted a session titled: Follow the Yellow Brick Road. Faculty members along with other guest speakers held an interactive session with students clarifying queries in range topics on international business.

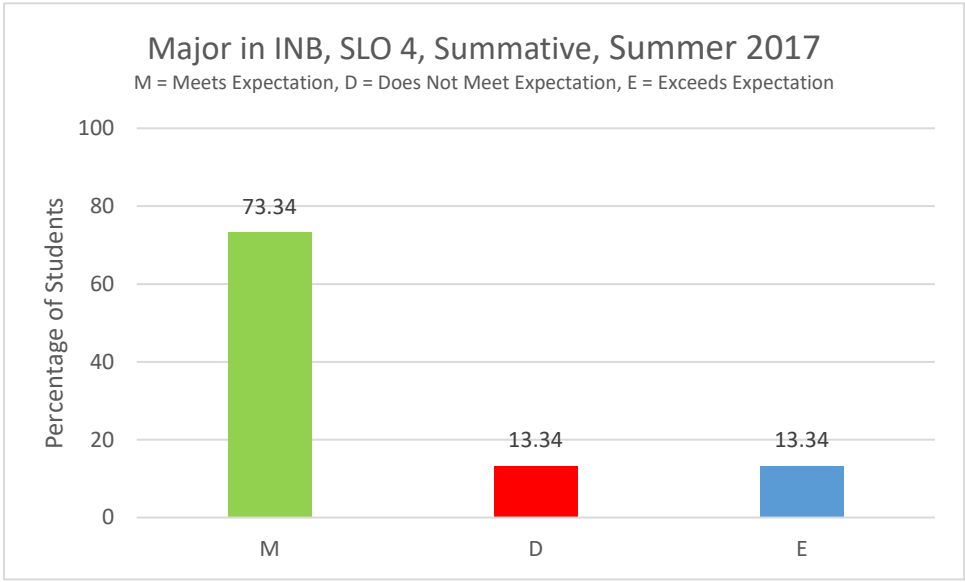


Figure INB- 13

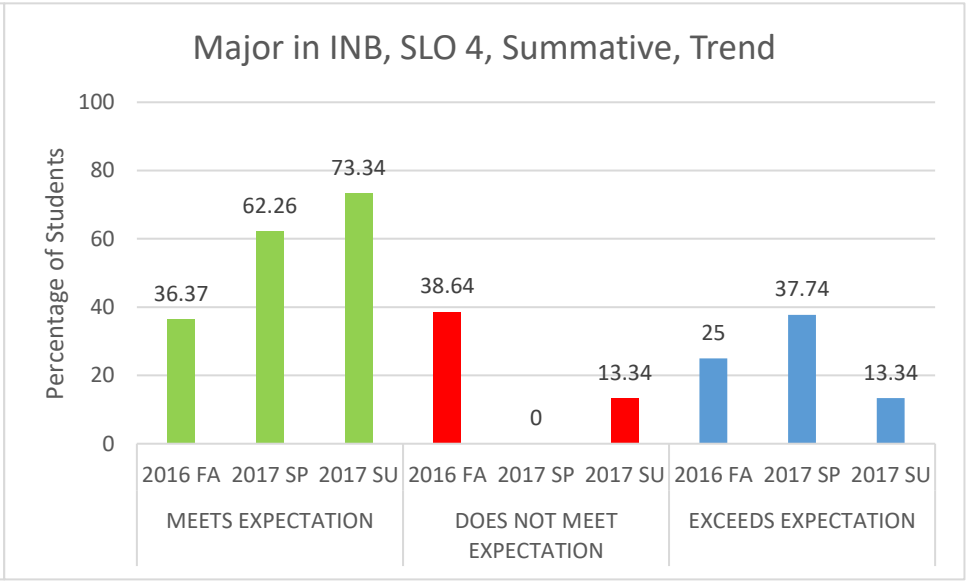


Figure INB- 14

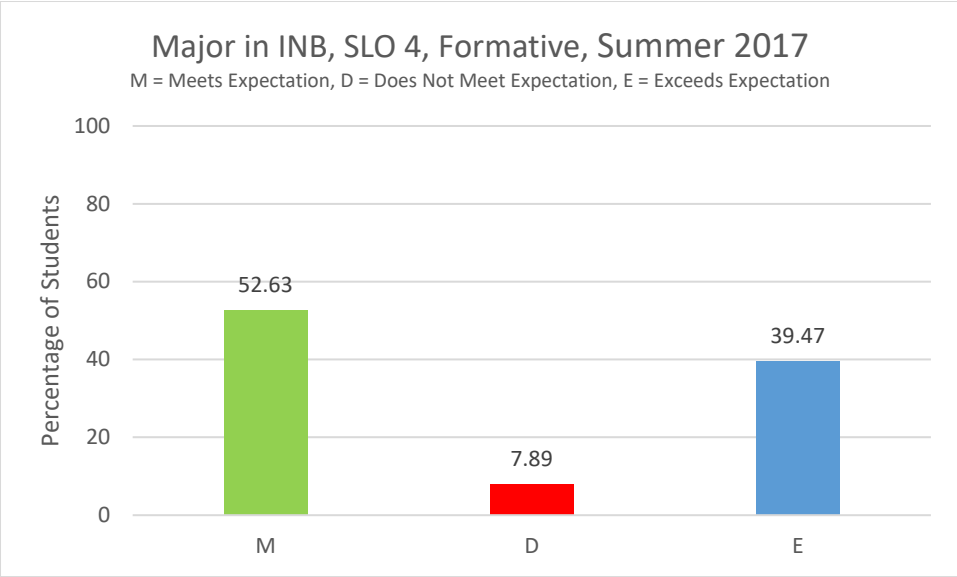


Figure INB- 15

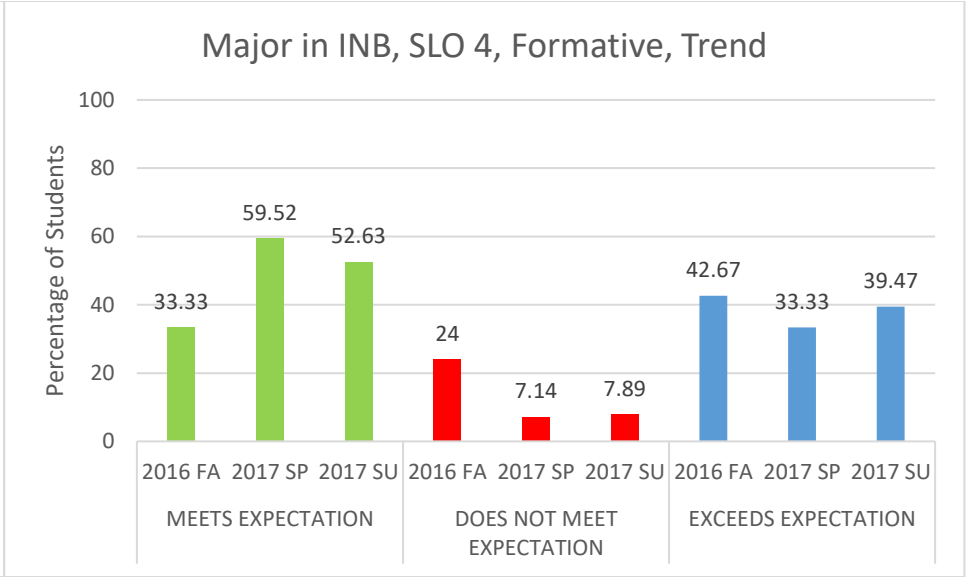


Figure INB- 16

Student Learning Outcomes	Measure	Measurement Criteria	Results	Status	Closing the Loop
5. Exhibit critical thinking skills to ethically address complex real-world international business.	Summative- Exit Assessment Test, and Course-Embedded Assessment (INB 480 group term projects) Formative: Course-Embedded Assessment (INB 372 case studies)	Exit Assessment Test: Meets expectations- 60% to 80%, Does Not Meet expectations-< 60%, Meets expectations-> 80%. Course-Embedded Assessment: Rubric # INB.5.R.1	See Figures INB 17 – 20.	Target: 100% of the students should meet and exceed the expectations of SLO5. Students failed to meet the target. Trend: Although students failed to meet the target, student's performance is showing a positive trend. There is an increase in students exceeding expectation in summative assessment.	The Department of Marketing and International Business at NSUSBE hosted a unique session titled 'The Importance of Dignity in the Business Curriculum' at the North South University. The objective of the session was to instill and nurture moral values within the youth in conjunction with the regular academic curricula. The event highlighted the importance of Dignity as has been conceptualized by Global Dignity and Friendship Hospital, and also officially launched a program, BEACON, highlighting the incorporation of dignity related activities at the tertiary education level.

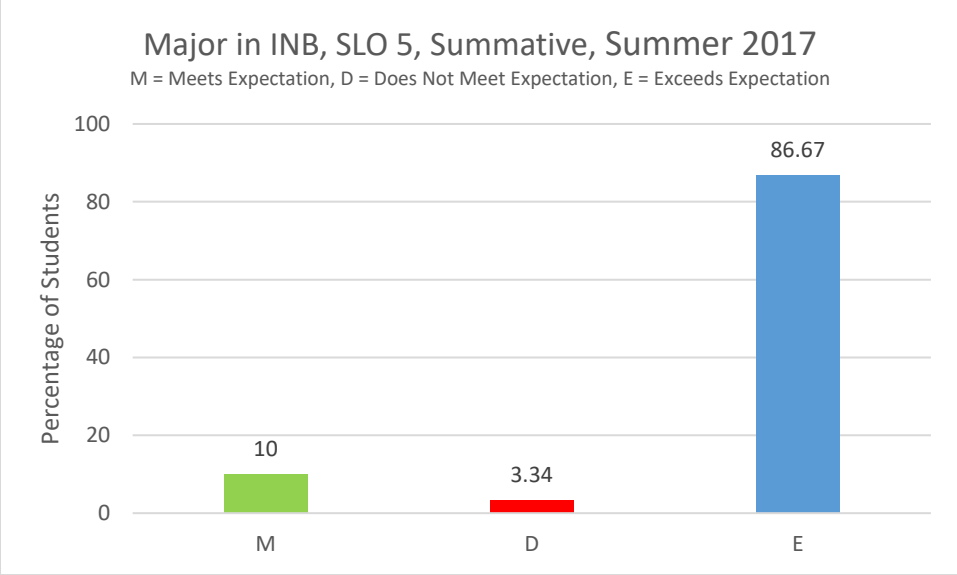


Figure INB- 17

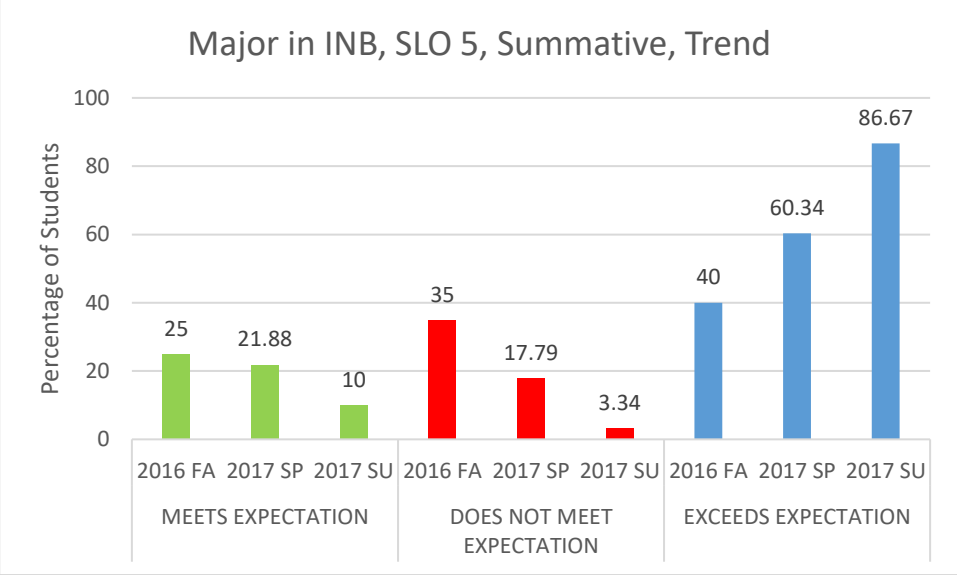


Figure INB- 18

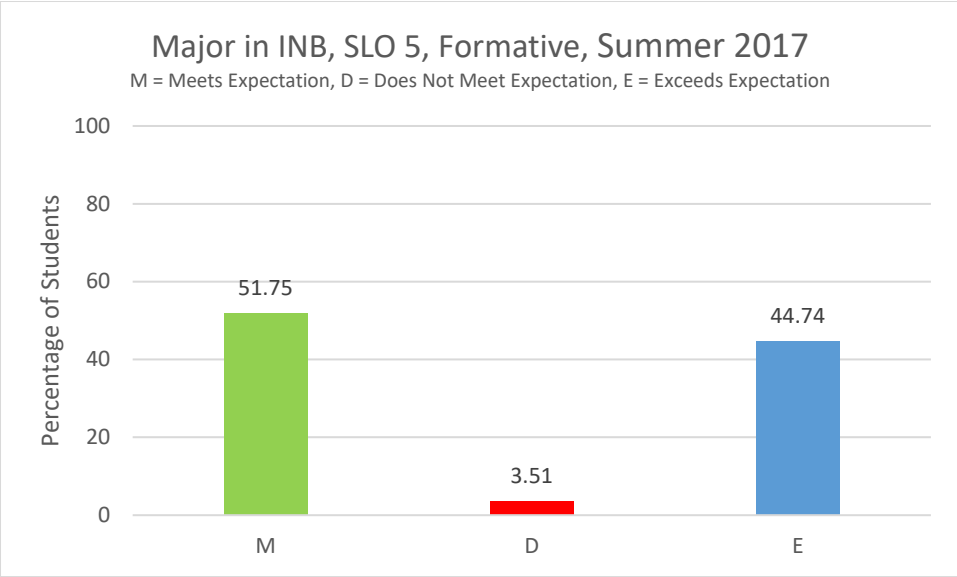


Figure INB- 19

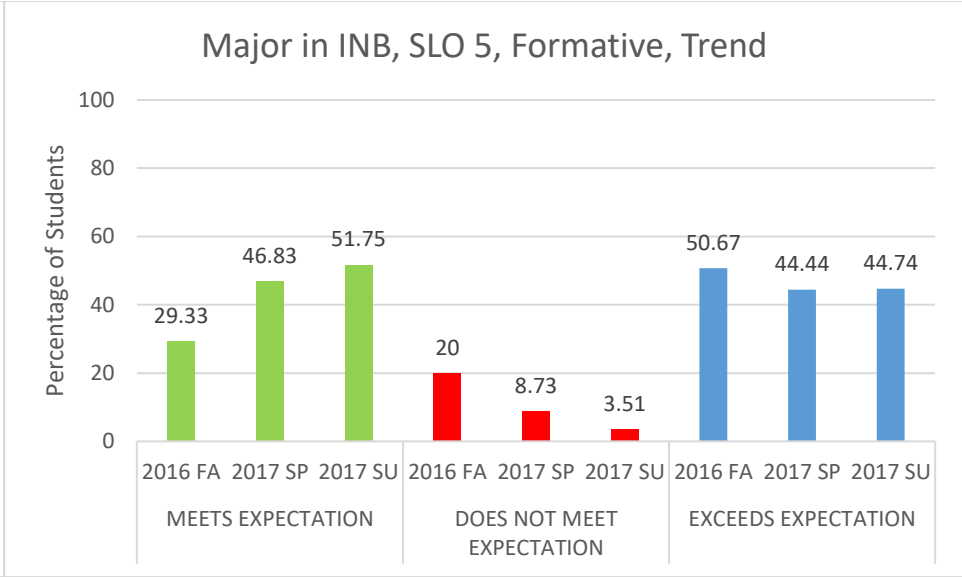


Figure INB- 20xx

Summer 2017 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.	Summative: Exit Assessment Test, and Course Embedded Assessment (MIS470 group term projects) Formative: Course Embedded Assessment (MIS205 group term projects)	Exit Assessment Test: Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80% Course-Embedded Assessment: Rubric # MIS.1.R.1	See Figures MIS 1 – 4.	Target: 80% students should meet or exceed expectation. Students met the target. Trend: We are pleased with the improving trend in the student performance.	Course components are constantly reviewed to ensure that students can continue to critically identify problems and solve those using their knowledge of business studies

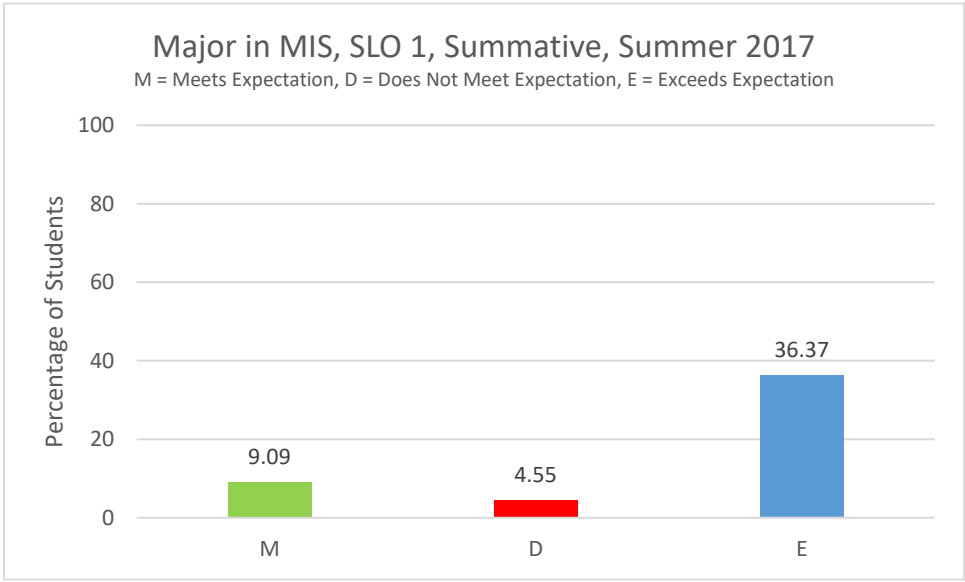


Figure MIS 1

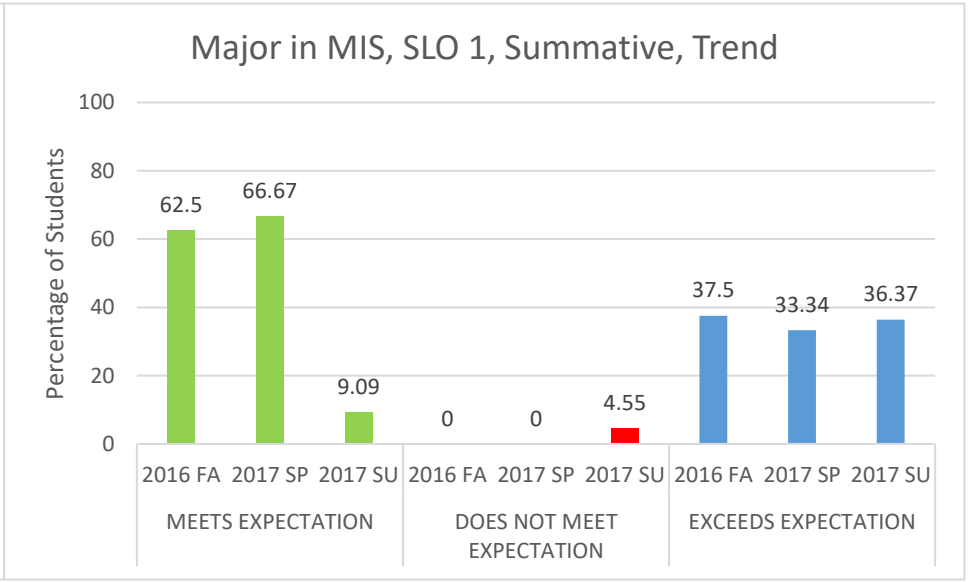


Figure MIS 2

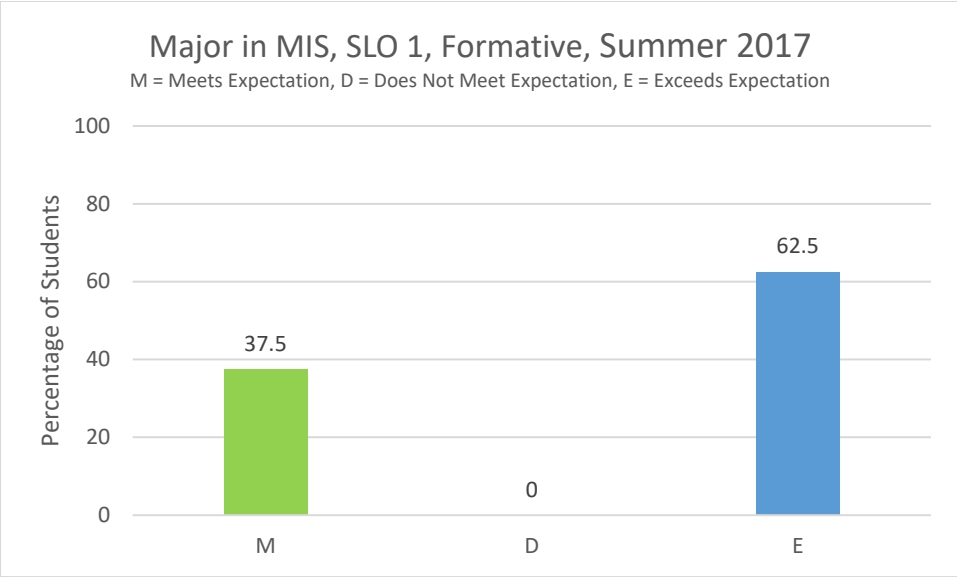


Figure MIS 3

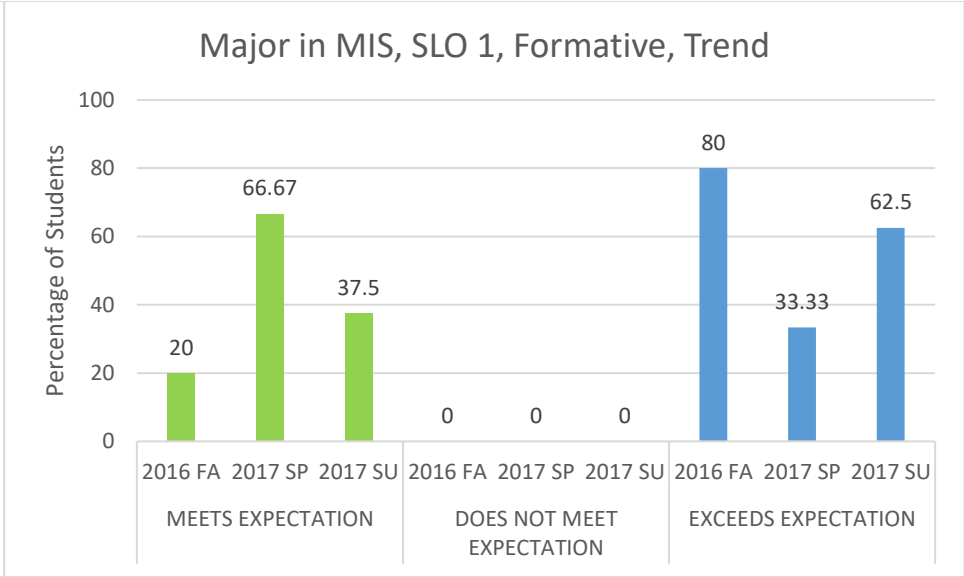


Figure MIS 4

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

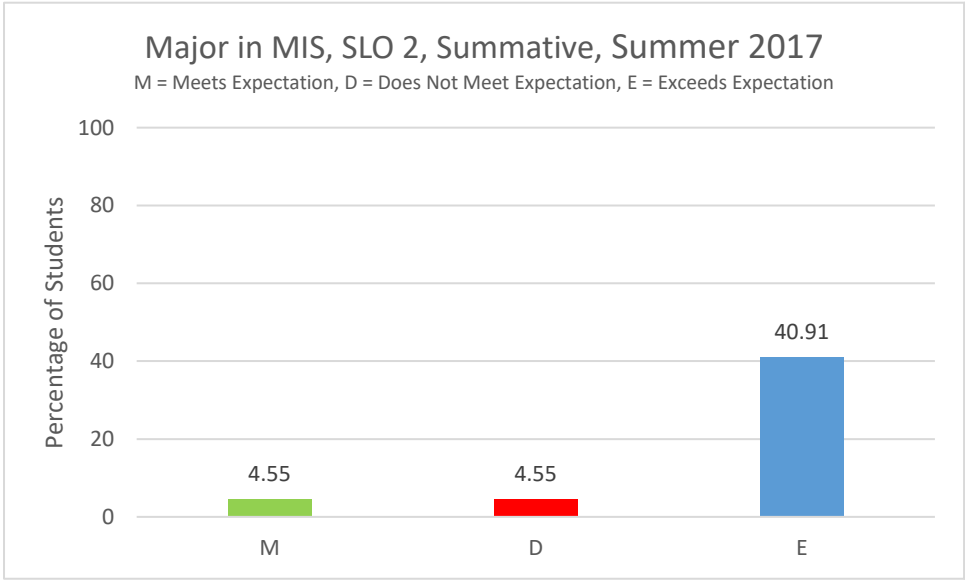


Figure MIS 5

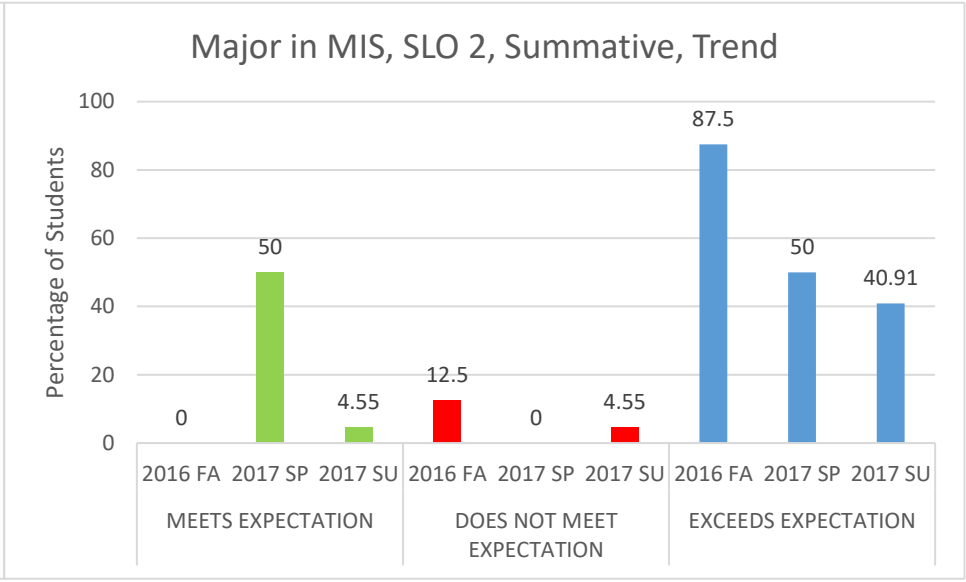
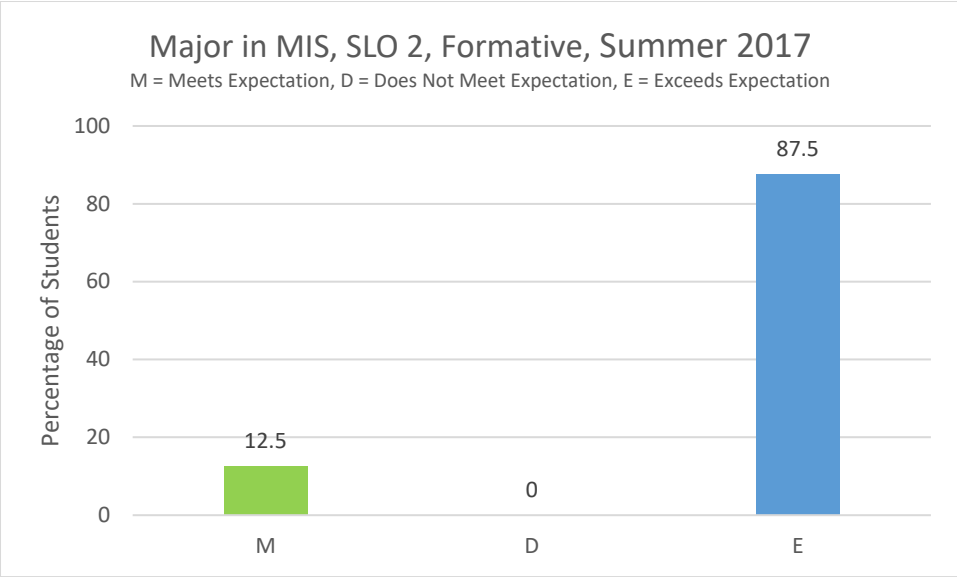


Figure MIS 6



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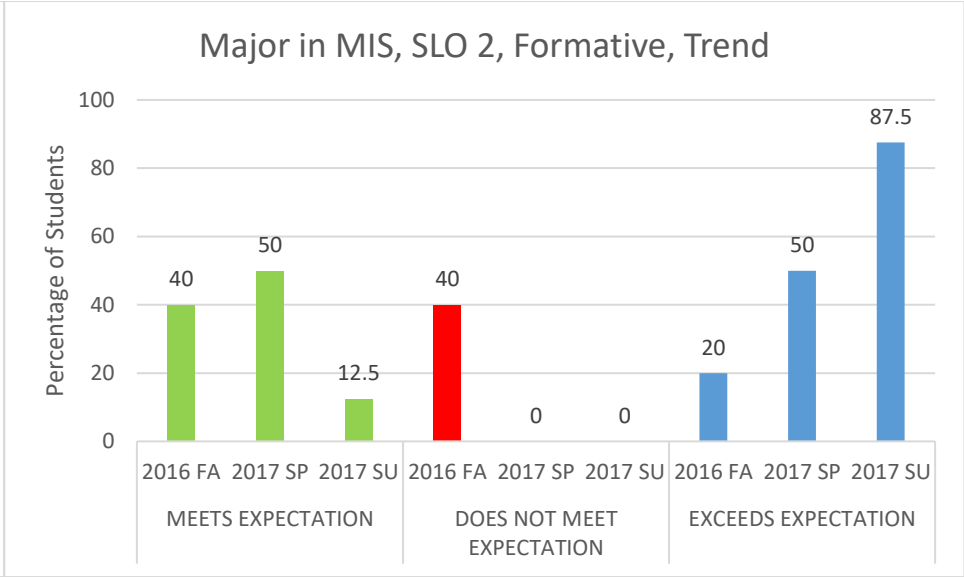


Figure MIS 8

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
3. Exhibit the knowledge on web-based information systems in business context.	Summative: Exit Assessment Test, and Course Embedded Assessment (MIS470 group term projects) Formative: Course Embedded Assessment (MIS205 group term projects)	Exit Assessment Test Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80% Course-Embedded Assessment: Rubric # MIS.3.R.1	See Figures MIS 9 – 12.	Target: 80% students should meet or exceed expectation. Student met the target. Trend: Students performance has improved over time	Cases and Laboratory tasks on web-based information systems (e.g., e-business, e-commerce) are practiced in the classes of relevant MIS courses

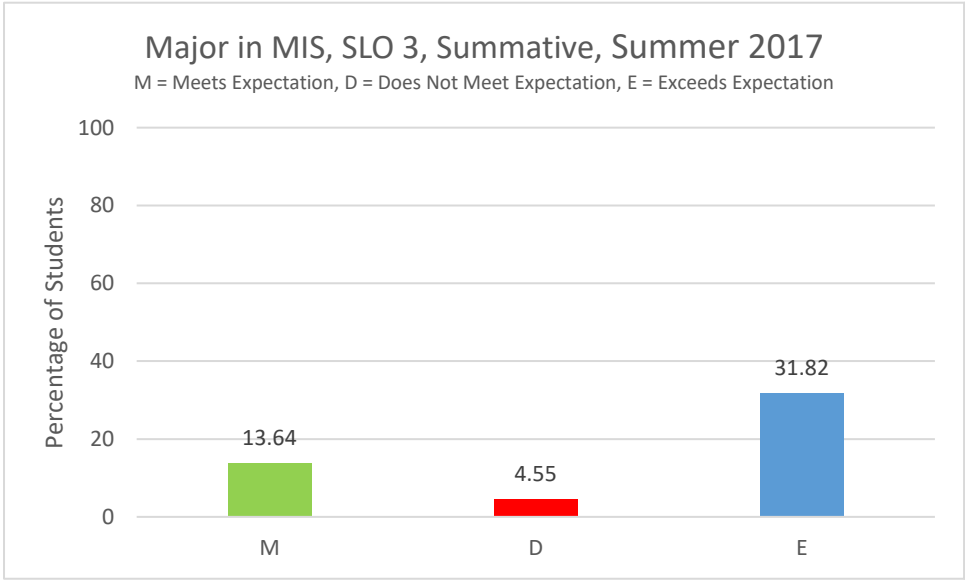


Figure MIS 9

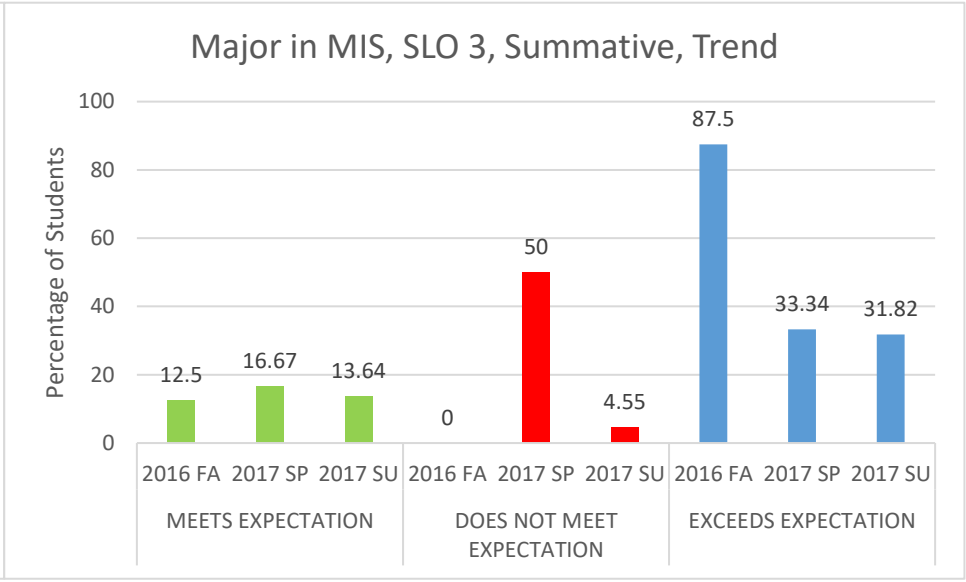


Figure MIS 10

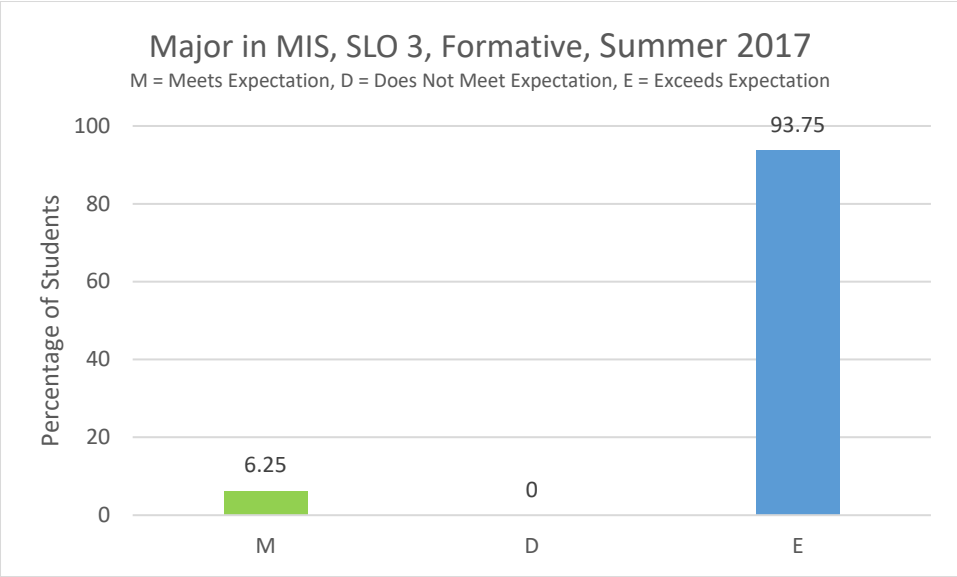


Figure MIS 11

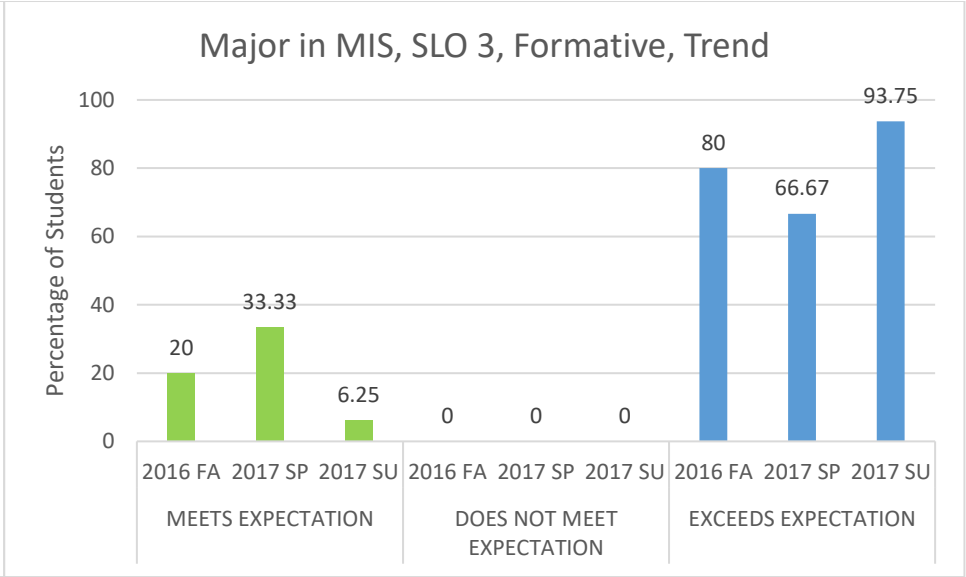


Figure MIS 12

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

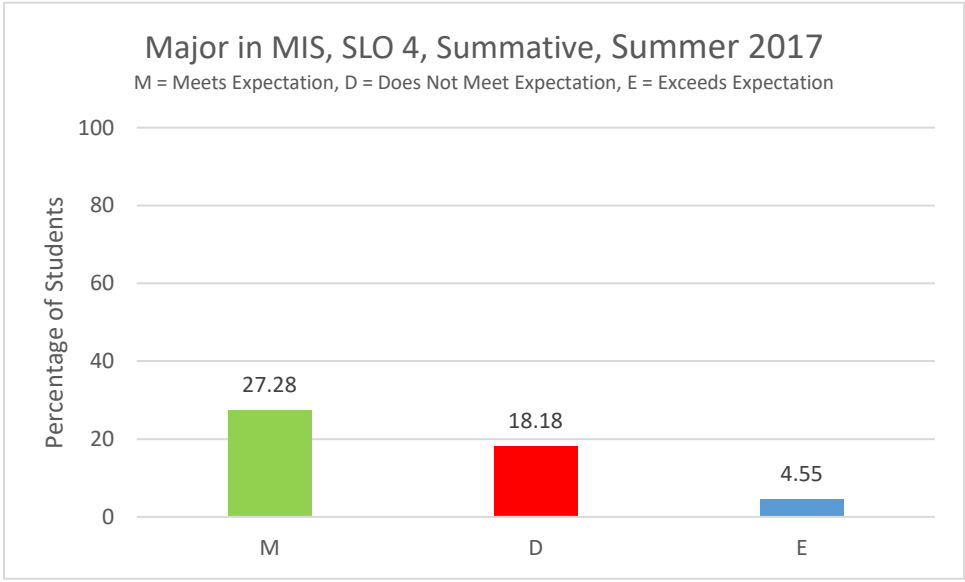


Figure MIS 13

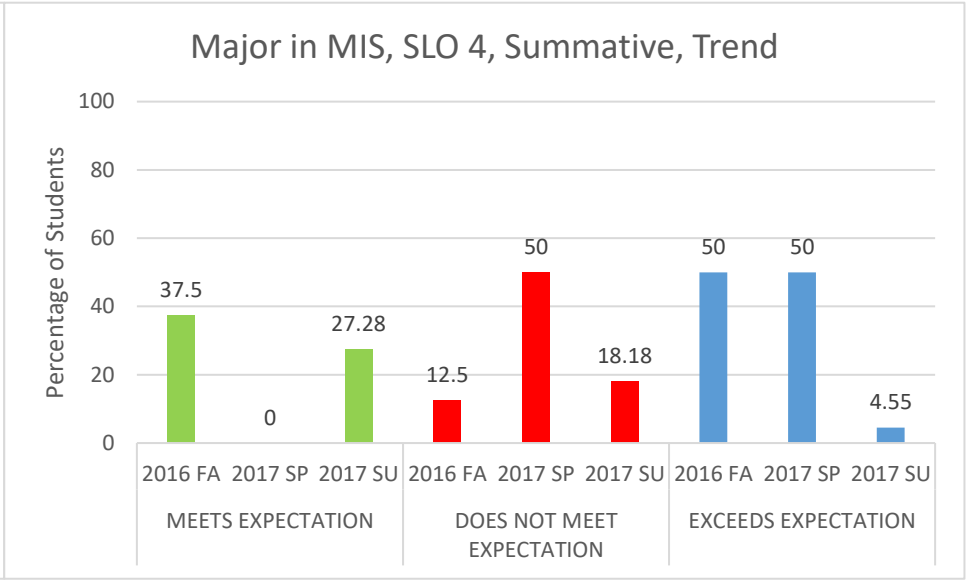


Figure MIS 14

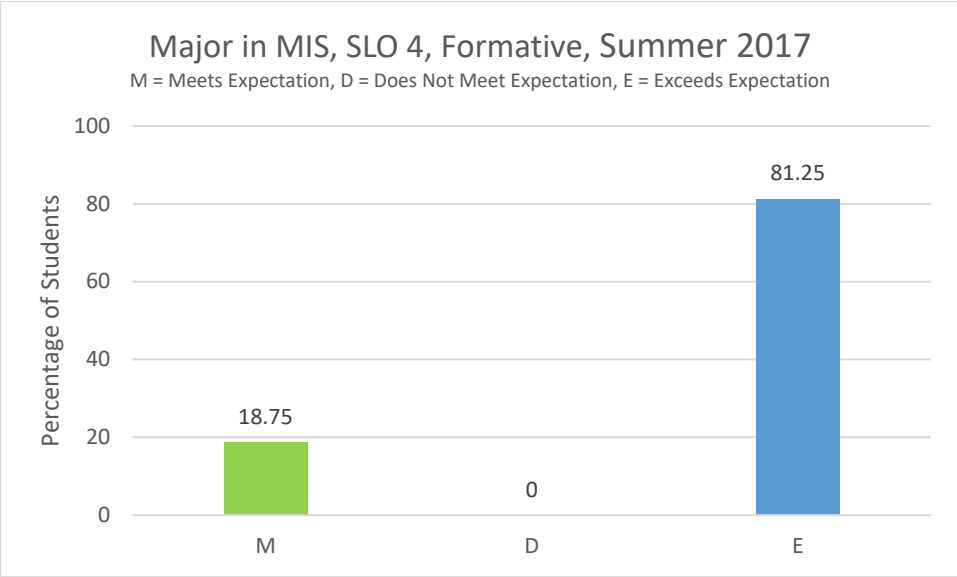


Figure MIS 15

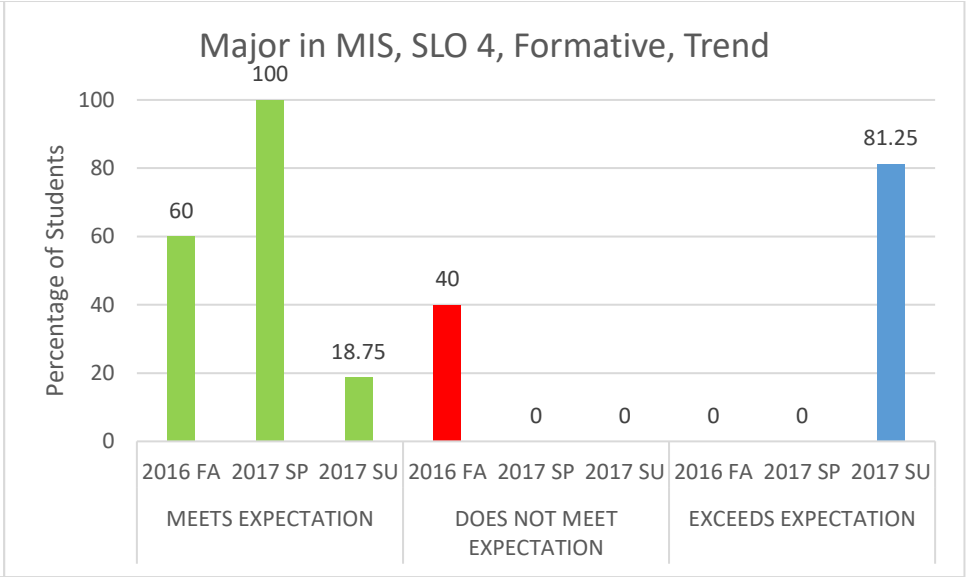


Figure MIS 16

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
5. Illustrate the familiarity about computer networks and security concepts.	Summative: Exit Assessment Test, and Course Embedded Assessment (MIS470 group term projects) Formative: Course Embedded Assessment (MIS205 group term projects)	Exit Assessment Test Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80% Course-Embedded Assessment: Rubric # MIS.5.R.1	See Figures MIS 17 – 20.	Target: 80% students should meet or exceed expectation. Student met the target. Trend: Students performance has improved over time	There are sufficient coverage on Information Systems privacy, security, and protective measures in MIS courses. During the course work students were able to identify and solve different security issues and network threats.

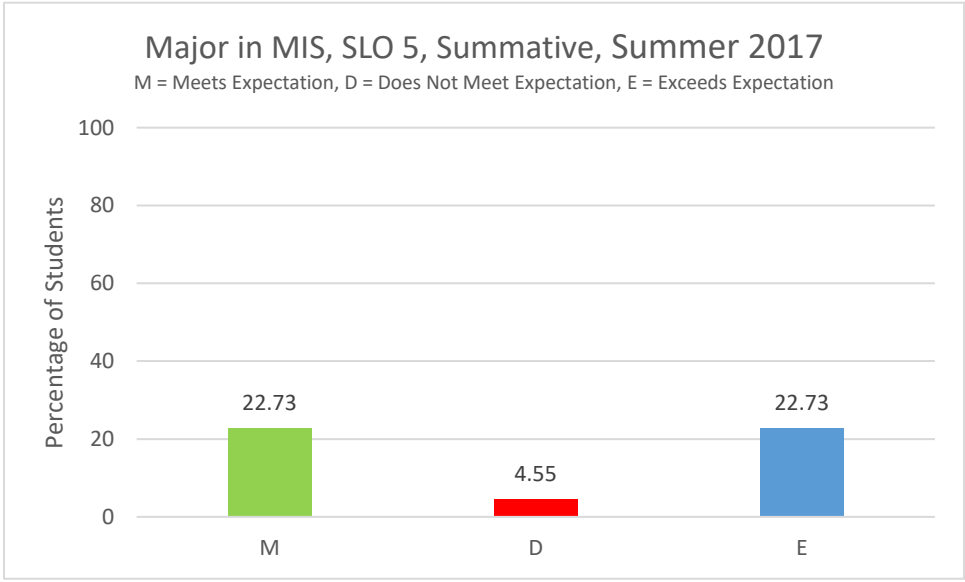


Figure MIS 17

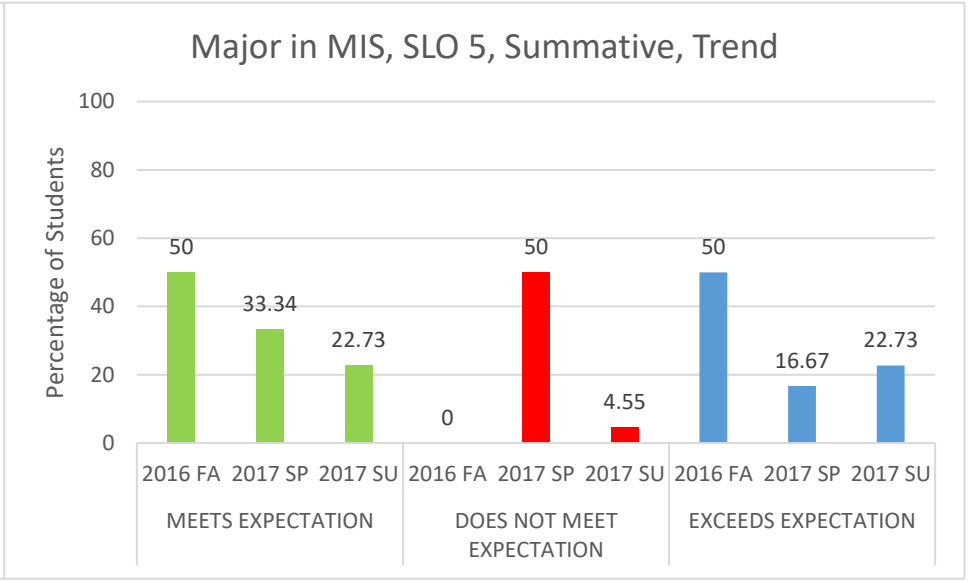


Figure MIS 18

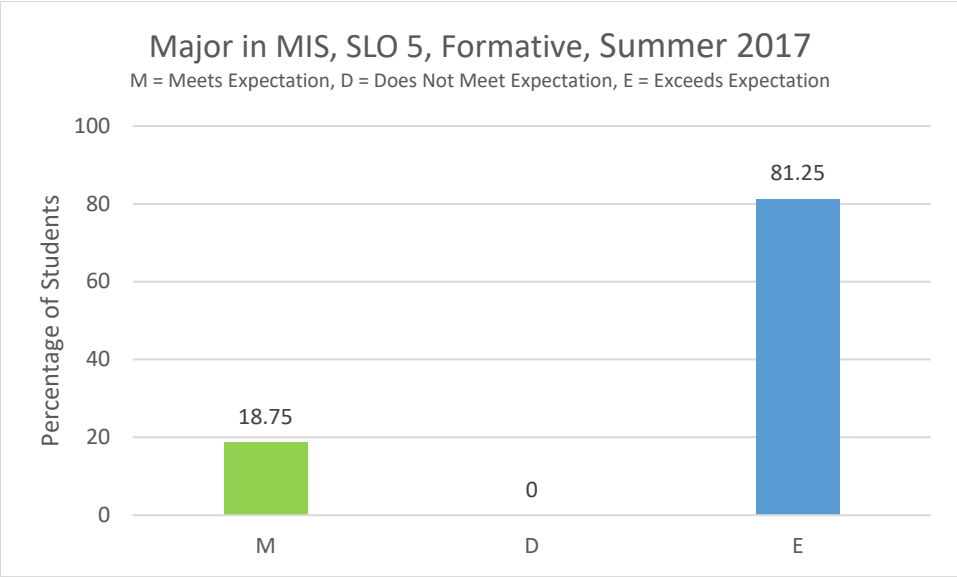


Figure MIS 19

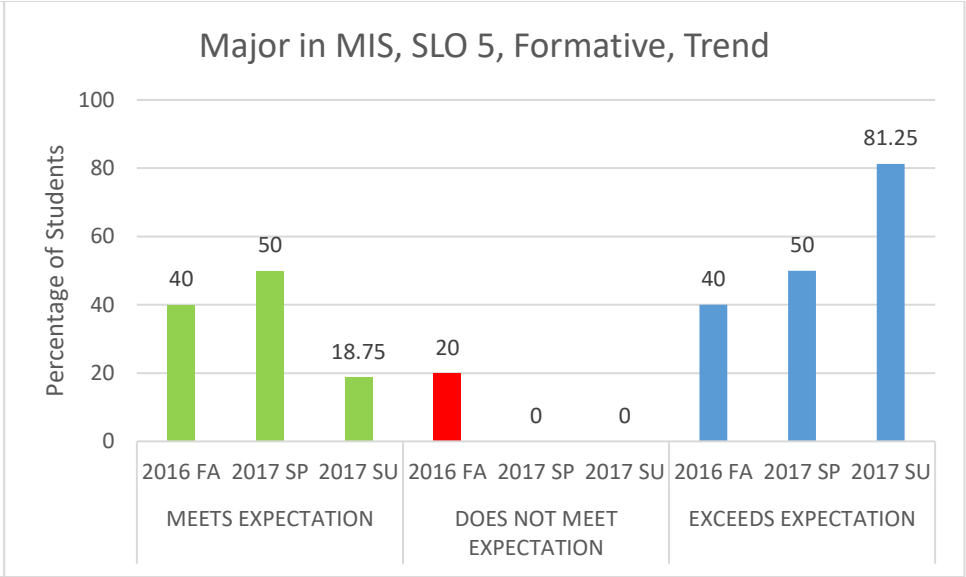


Figure MIS 20

Summer 2017 Student Learning Assessment Report: Major in Marketing ("MKT")

Student Learning Outcomes	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
1. Demonstrate a thorough understanding of the marketing management process including marketing strategy formulation and marketing plan implementation	Summative- Exit Assessment Test, and Course-Embedded Assessment (MKT 460 group term projects.) Formative- Course-Embedded Assessment (MKT 337 group term projects)	Exit Assessment Test: Meets Expectations- 60% to 80%, Does Not Meet Expectations-< 60%, Exceeds Expectations-> 80% Course-Embedded Assessment: Rubric # MKT.1.R.1 (formative), and rubric # MKT.1.R.2 (summative)	See Figures MKT 1 – 4.	Target: 75% of the students should meet and exceed the expectations of SLO1. Student met the target. Trend: Students performance has improved over time.	The regular lecture-based classes were augmented via several interactive seminars and workshops which improved student understanding of the marketing management process.

Figure MKT- 1

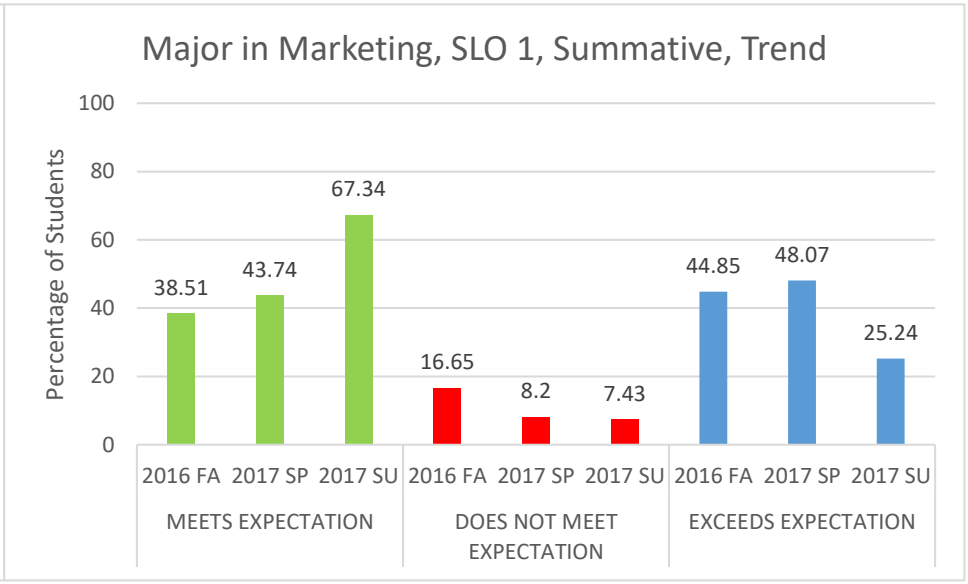


Figure MKT- 2

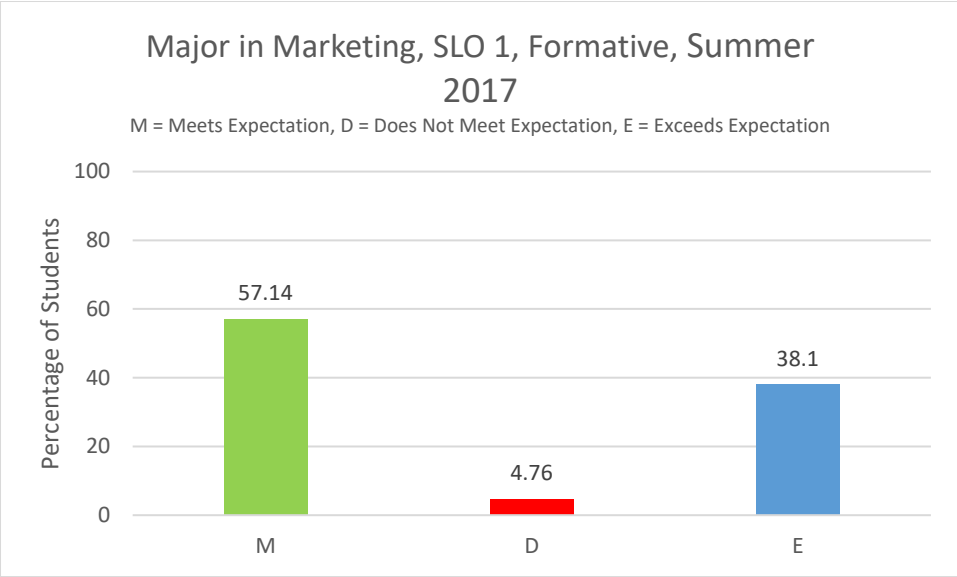


Figure MKT- 3

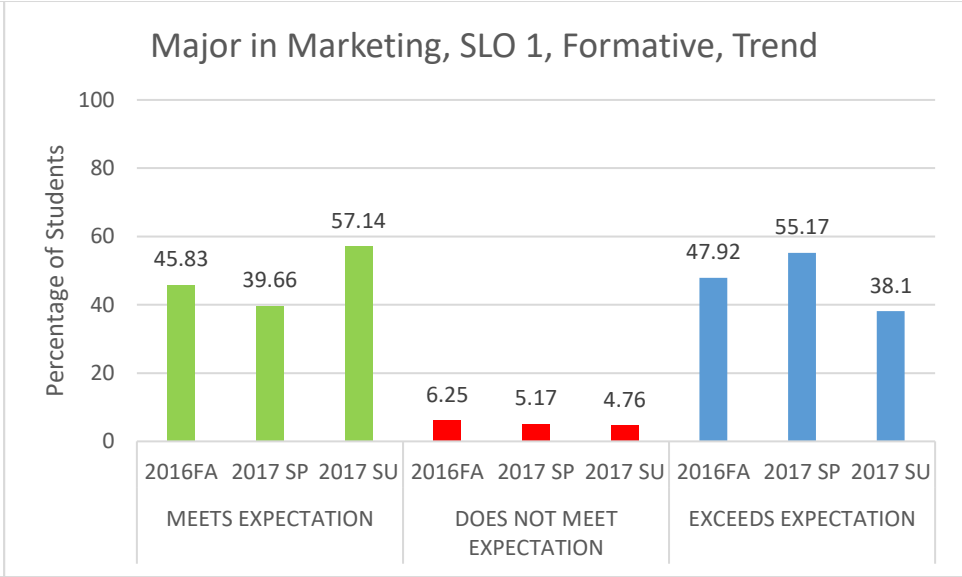


Figure MKT- 4

Student Learning Outcomes	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
2. Understand the roles of different areas of Marketing Communications.	Summative- Exit Assessment Test, and Course-Embedded Assessment (MKT 460 group term projects) Formative: Course-Embedded Assessment (MKT 337 group term projects)	Exit Assessment Test: Meets Expectations- 60% to 80%, Does Not Meet Expectations-< 60%, Exceeds expectations-> 80% Course-Embedded Assessment: Rubric # MKT.2.R.1	See Figures MKT 5 – 8.	Target: 80% of the students should meet and exceed the expectations of SLO2 Students met the target in summative assessment but not in formative assessment. Trend: Student performance is improving over time in summative assessment. However, in formative assessment student's performance has deteriorated with an increase in percentage of students not meeting expectation	Google Business Group Sonargaon (GBGS) in association with North South University School of Business and Economics (NSUSBE), organized a session titled "Brand Management in the Digital Era: Learn from the Experts". It was aimed at Marketing students to bring them up to speed with contemporary marketing trends and practices in the industry.

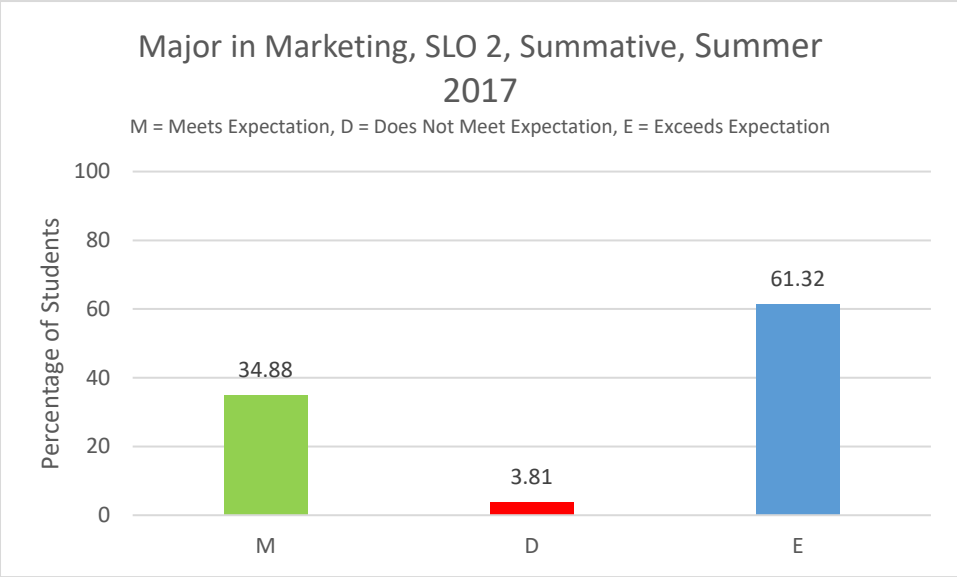


Figure MKT- 5

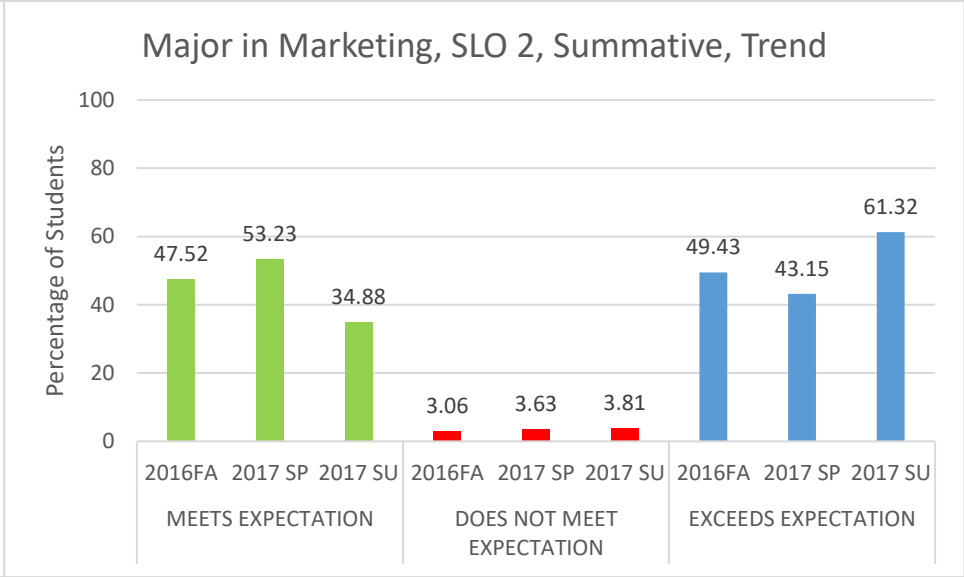


Figure MKT- 6

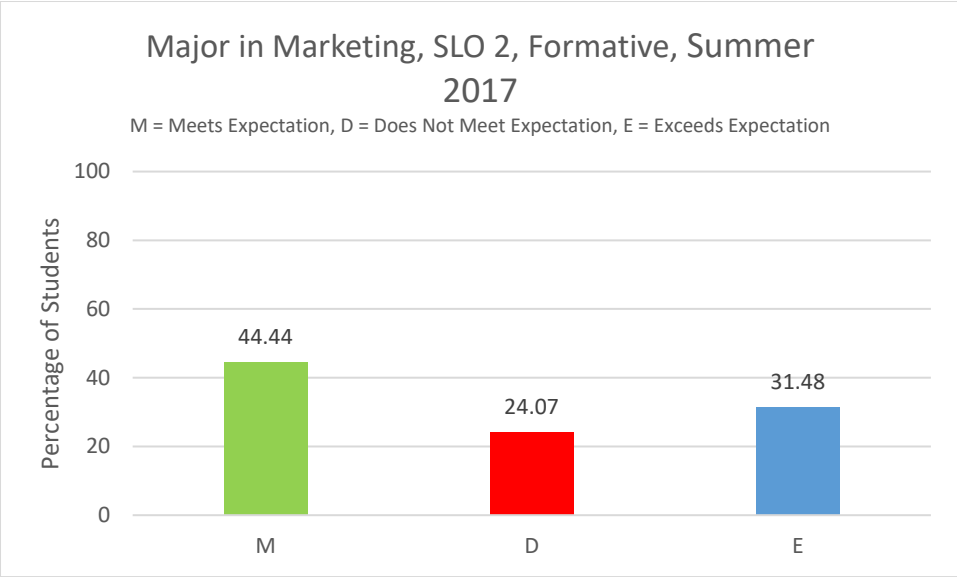


Figure MKT- 7

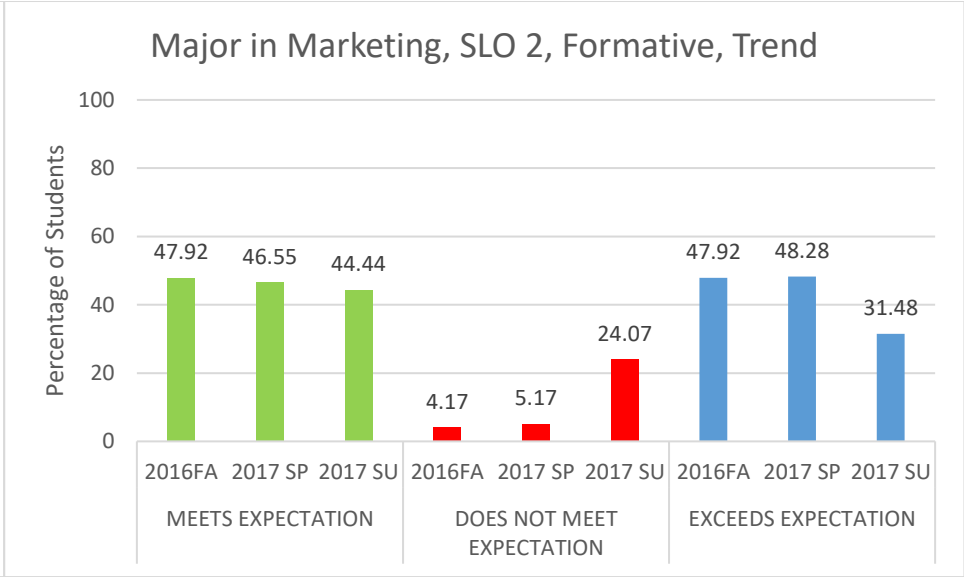


Figure MKT- 8

Student Learning Outcomes	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
3. Apply concepts of consumer behavior to develop marketing strategy.	Summative: - Exit Assessment Test, and Course-Embedded Assessment (MKT 460 group term projects) Formative: Course-Embedded Assessment (MKT 337 group term projects)	Exit Assessment Test: Meets Expectations- 60% to 80%, Does Not Meet Expectations-< 60%, Exceeds Expectations-> 80%. Course-Embedded Assessment: Rubric # MKT.3.R.1	See Figures 9 – 12.	Target- 75% of the students should be able to meet and exceed the expectation of SLO3. Students met the target. Trend: Students are showing a positive performance in this area	Dr. Mohammad Tayeenul Hoque joined the department as an Assistant Professor. He has expertise in marketing strategy and research.

Figure MKT- 9

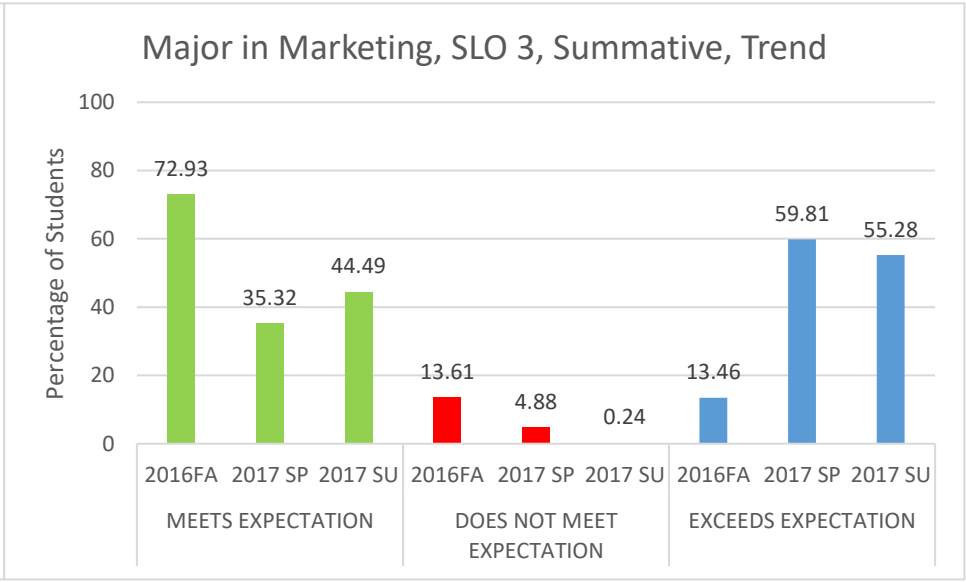


Figure MKT- 10

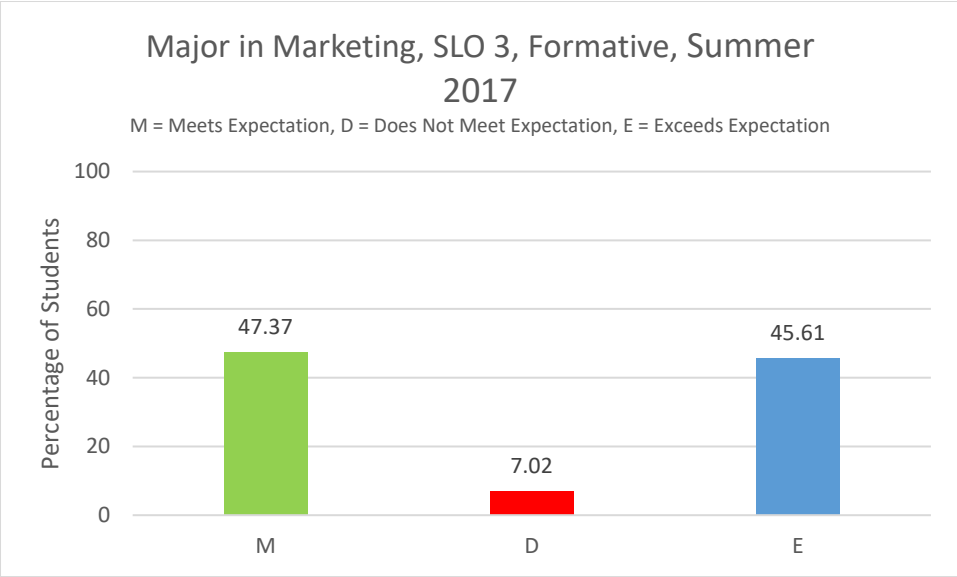


Figure MKT- 11

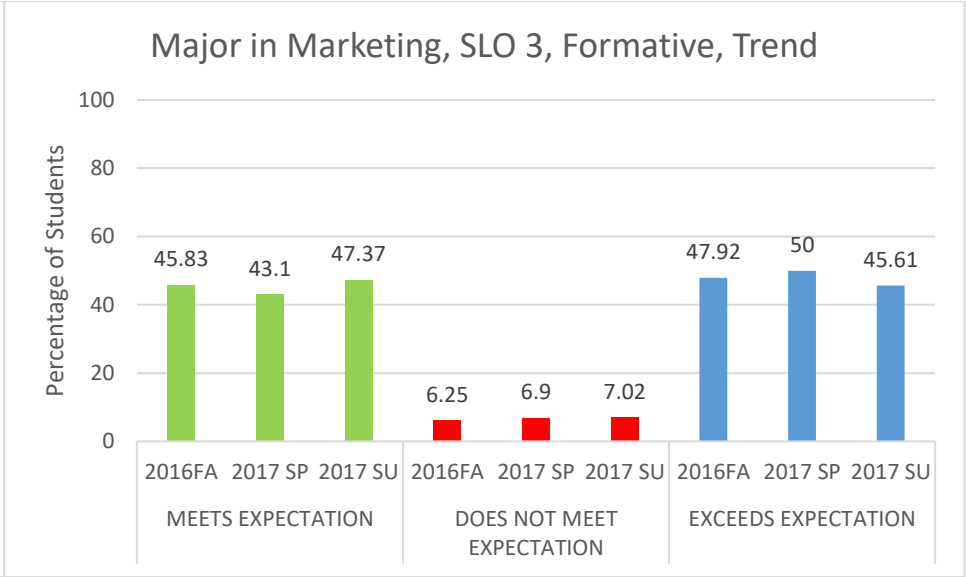


Figure MKT- 12

Student Learning Outcomes	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
4. Demonstrate skills to critically analyze a problem, design and implement appropriate solutions.	Summative: - Exit Assessment Test, and Course-Embedded Assessment (MKT 460 group term projects) Formative:- Course-Embedded Assessment (MKT 337 group term projects)	Exit Assessment Test: Meets Expectations- 60% to 80%, Does Not Meet Expectations-< 60%, Exceeds Expectations-> 80% Course-Embedded Assessment: Rubric # MKT.4.R.1 (formative), and rubric # MKT.4.R.2 (summative)	See Figures 13 – 16.	Target- 80% of the students should be able to meet and exceed the expectation of SLO4. Students met the target. Trend: Student performance is improving over time.	Mr. Moinur Rahman Tuhin, Business Manager, Food & Commodities of ACI Consumer Goods Ltd. were invited in MKT 465 class to preside over the presentations given by the students of MKT 465: Brand Management. He cross-examined students' presentation on the practicality of their ideas and asked them to make necessary modifications to enhance real-life applicability.

Figure MKT- 13

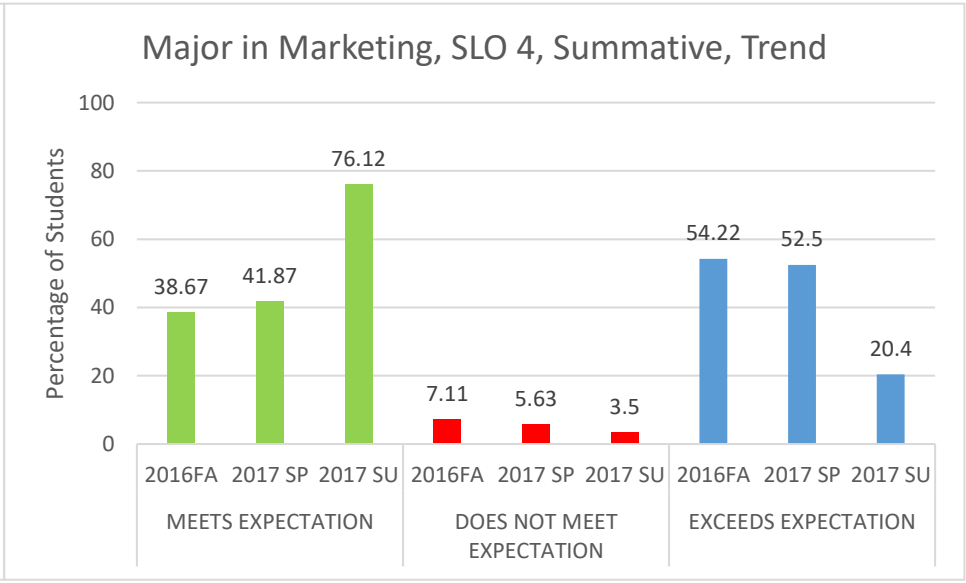


Figure MKT- 14

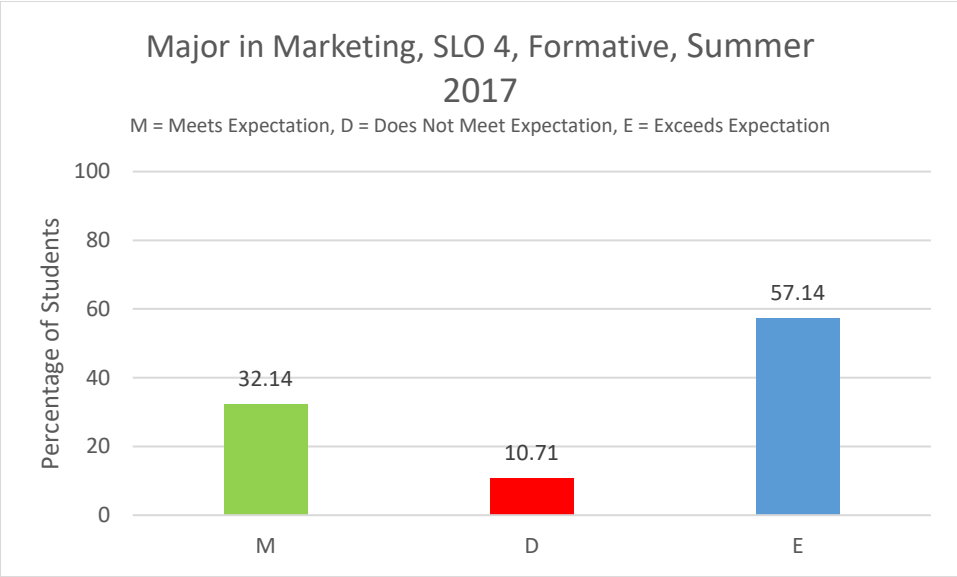


Figure MKT- 15

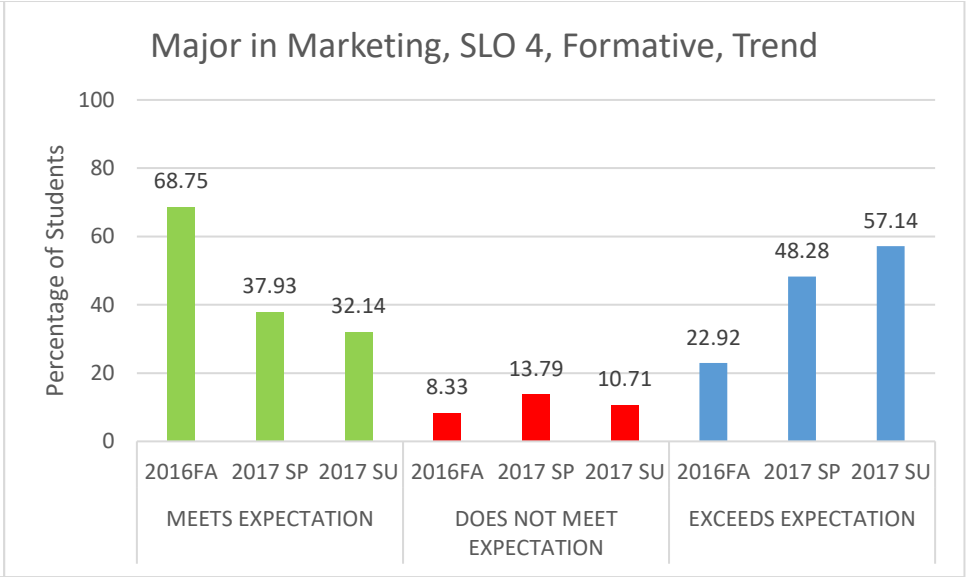


Figure MKT- 16

Student Learning Outcomes	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
5. Practice and set examples on responsible and ethical marketing.	Summative: Exit Assessment Test, and Course-Embedded Assessment (MKT 460 group term projects) Formative: Course-Embedded Assessment (MKT 337 group term projects)	Exit Assessment Test: Meets Expectations- 60% to 80%, Does Not Meet expectations- < 60%, Exceeds Expectations-> 80% Course-Embedded Assessment: Rubric # MKT.5.R.1	See Figure 17 – 20.	Target- 100% of the students should be able to meet and exceed the expectation of SLO5. Students did not meet the target. Trend: Although students could not meet the target there is an improving trend in the student performance.	NSU Ethics club organizes different seminars to make students aware about ethical standards. In summer, Ethics club organized a seminar on consumer rights. Director of the Directorate of National Comsumer Rights Protection, Dr. Md. Shahadat Hossain, was invited as the key speaker of the seminar.

Figure MKT- 17

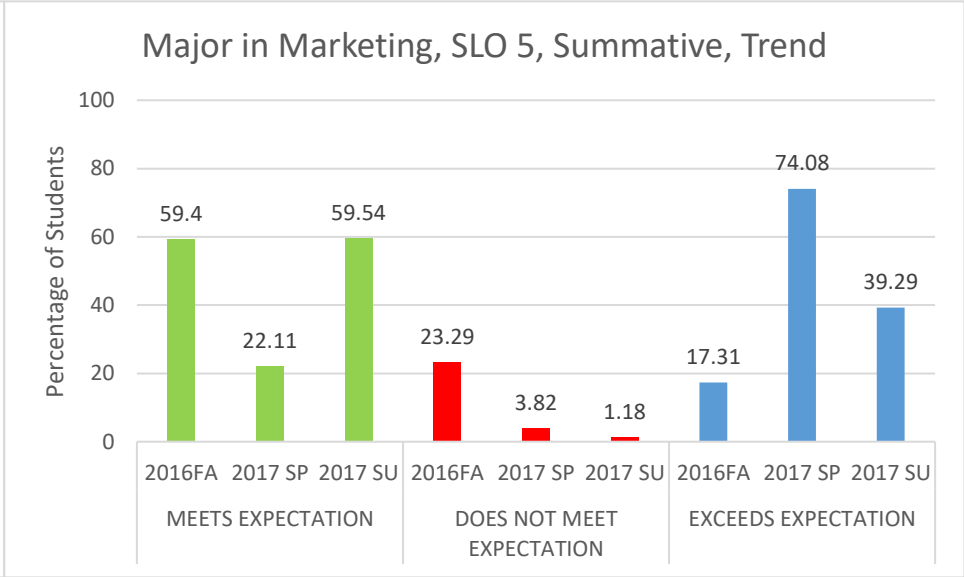


Figure MKT- 18

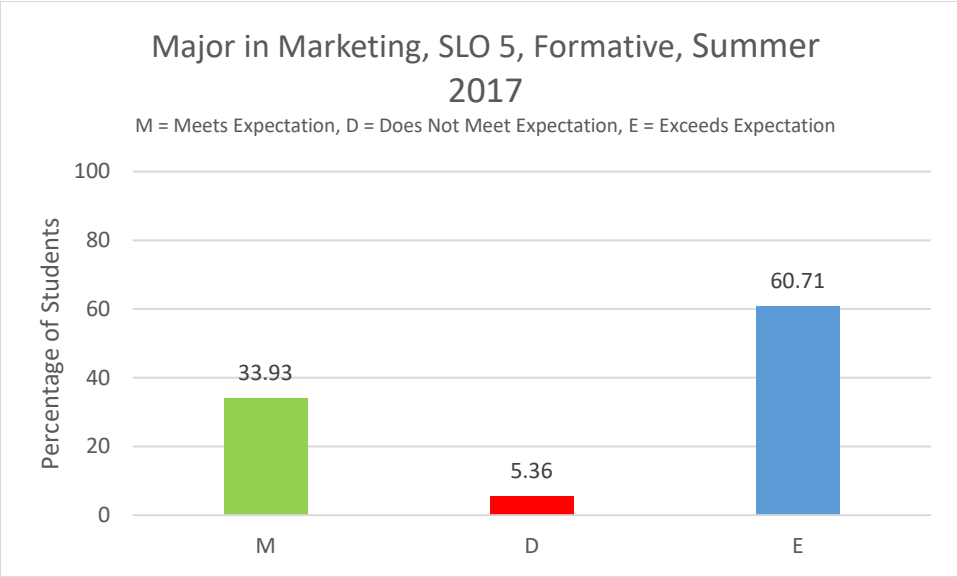


Figure MKT- 19

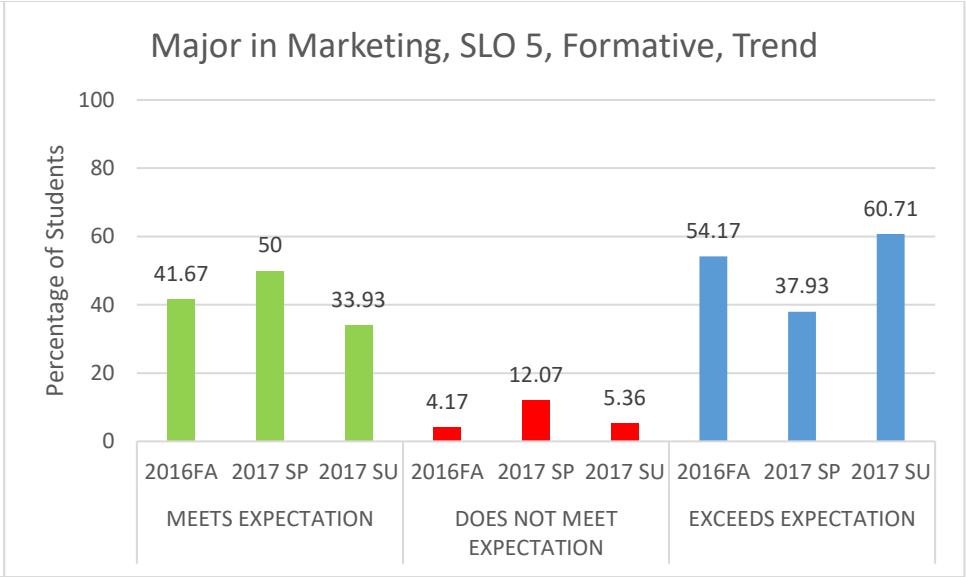


Figure MKT- 20

Summer 2017 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.	Summative: Exit Assessment Test, and Course-Embedded Assessment (BUS 690 final term projects) Formative: Course-Embedded Assessment (BUS 650 final term projects)	Assessment Tests: Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation> 80% Course-Embedded Assessment: Rubric # MB.1.1.1.1	See Figures MBA- 1 through MBA-4	Target: 80% students should meet or, exceed expectation. Students failed to meet the target in the summative assessment. Trend: Students performance in summative assessment is an area of concern. There is an increase in percentage of students not meeting the expectation.	Department of English and Modern Languages arranged a Colloquium series for the students. Well-known Bangladeshi authors were invited to talk about writing process and the craft of writing.

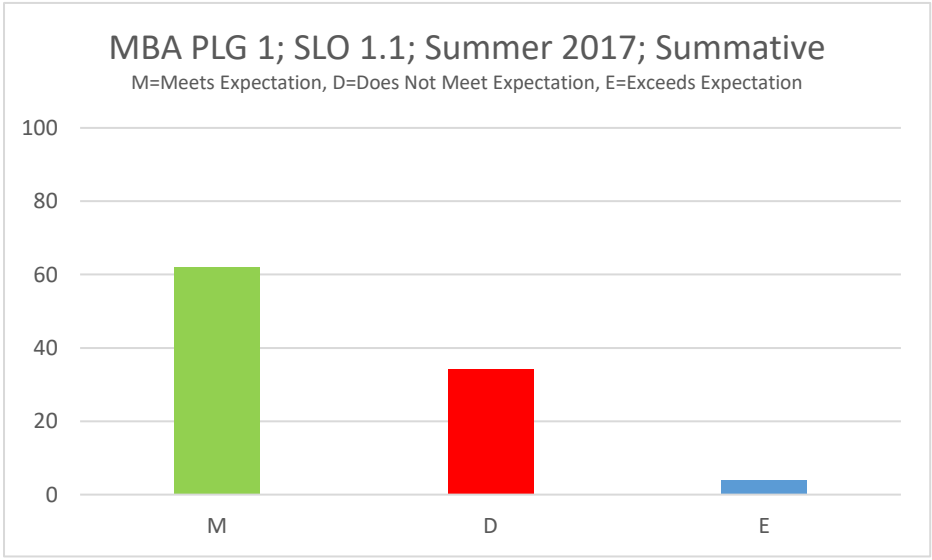


Figure MBA - 1

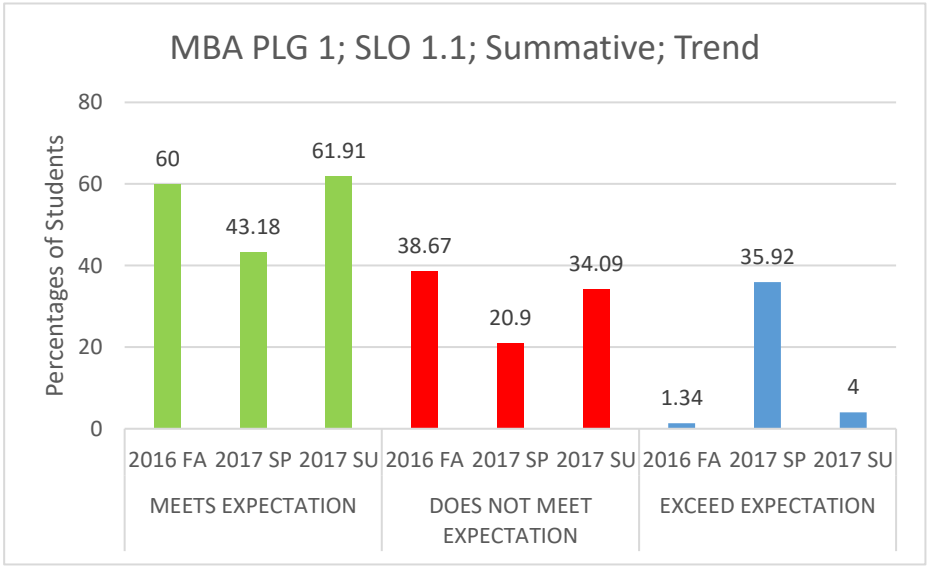


Figure MBA - 2

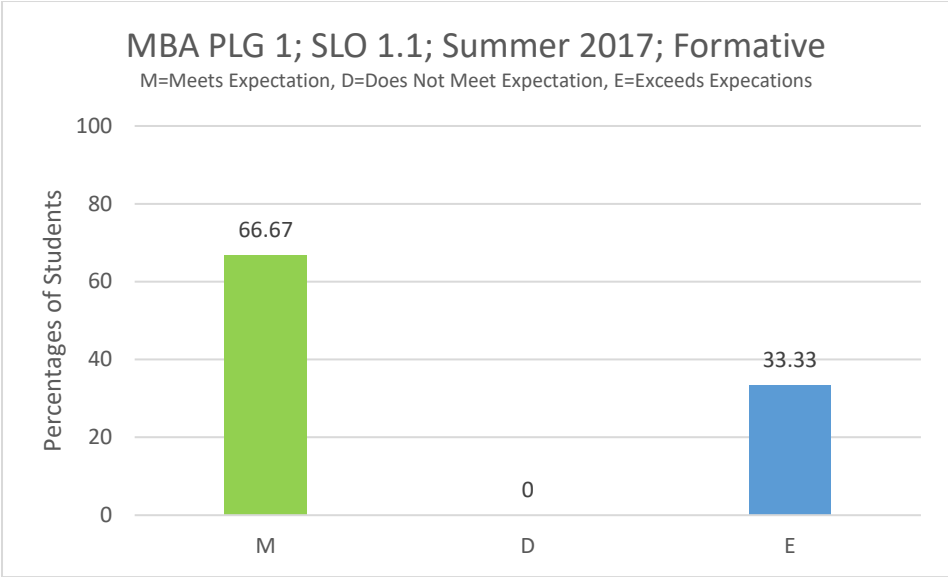


Figure MBA - 3

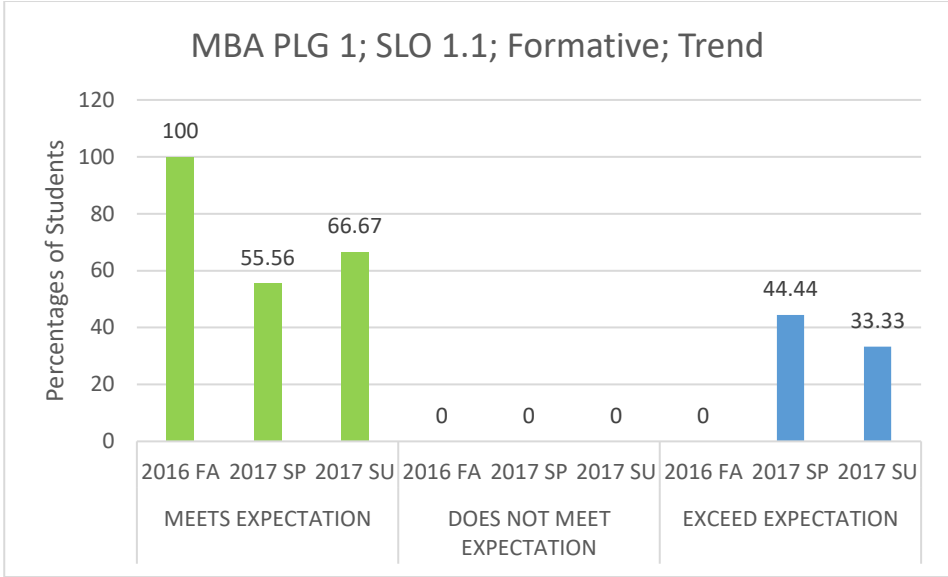


Figure MBA - 4

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
2. Critical Thinking and Decision Making	2.1 Apply appropriate analytic framework to solving management problems, and developing of integrative managerial solutions.	Summative: Exit Assessment Test, and Course-Embedded Assessment (BUS 690 final term projects) Formative: Course-Embedded Assessment (BUS 650 final term projects)	Assessment Tests: Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation> 80% Course-Embedded Assessment: Rubric # MB.2.1.1.1	See Figures MBA-5 through MBA-8	Target: 80% students should meet or, exceed expectation. Students failed to meet the target in the summative assessment. Trend: Student performance in summative assessment is very poor. This is a major area of concern as the students are consistently failing to meet the target.	NSU has taken significant steps towards improving students learning experience. These include establishing a Business Advisory Board, arranging MoU with the Foreign Ministry, updating its curriculum to an international standard, equipping the CPC office, engaging with the EHS+ Center, and creating other offices of excellence for closer engagement with different industries.

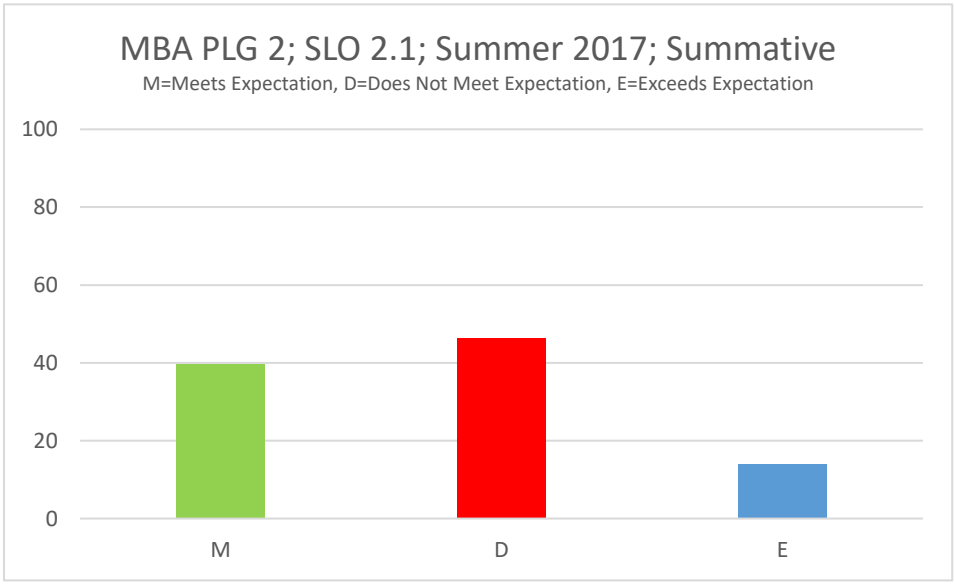


Figure MBA - 5

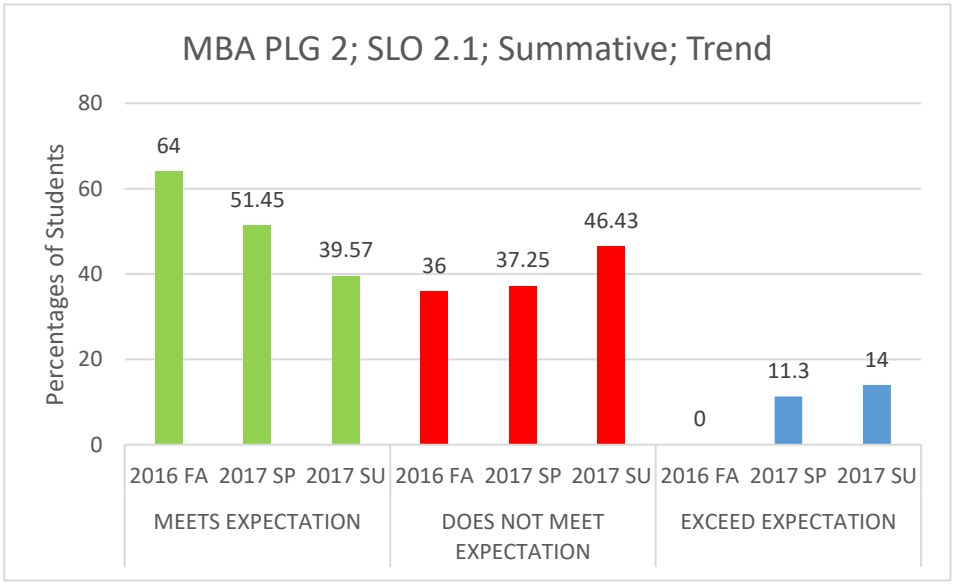


Figure MBA - 6

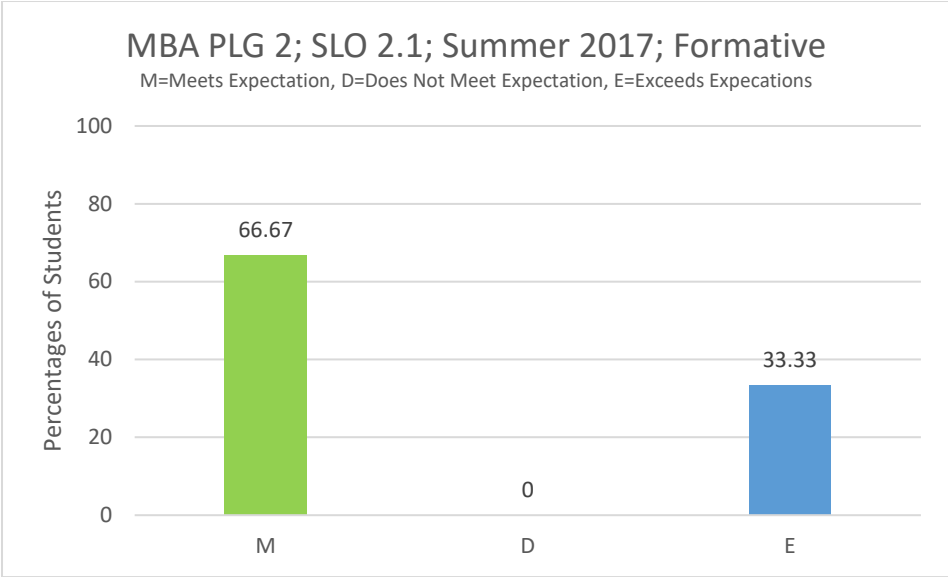


Figure MBA - 7

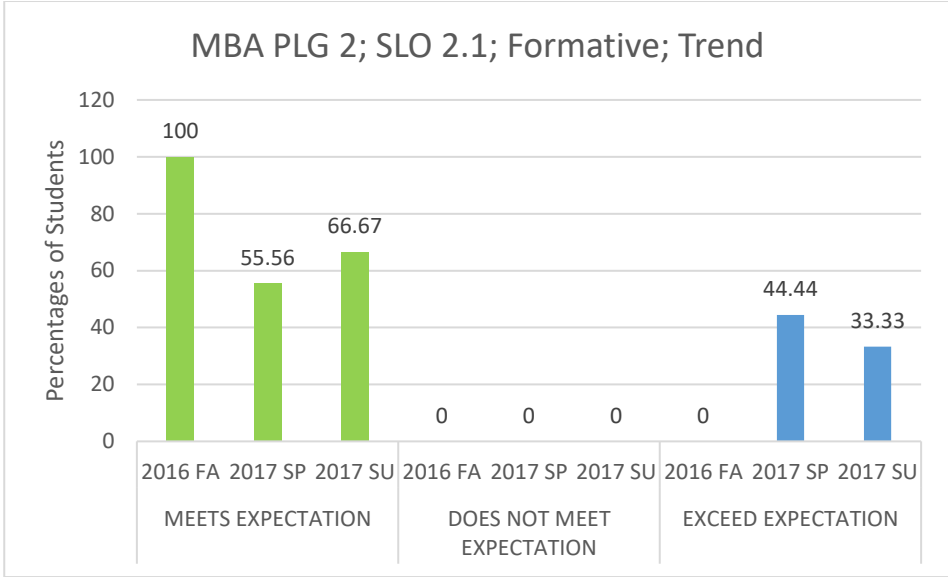


Figure MBA - 8

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
2. Critical Thinking and Decision Making	2.2 Determine relevant decision criteria and alternatives, and identify the optimal solution	Summative: Exit Assessment Test, and Course-Embedded Assessment (BUS 690 final term projects) Formative: Course-Embedded Assessment (BUS 650 final term projects)	Assessment Tests: Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation> 80% Course-Embedded Assessment: Rubric # MB.2.1.1.1	See Figures MBA-9 through MBA-12	Target: 80% students should meet or, exceed expectation. Students failed to meet the target in the summative assessment. Trend: Students failed to meet the target in summative assessment. However, there is a slight decrease in the percentage of students not meeting expectation and a slight increase in percentage of students exceeding expectation showing a positive trend.	NSU has taken significant steps towards improving students learning experience. This include establishing a Business Advisory Board, arranging MoU with the Foreign Ministry, updating its curriculum to an international standard, equipping the CPC office, engaging with the EHS+ Center, and creating other offices of excellence for closer engagement with different industries.

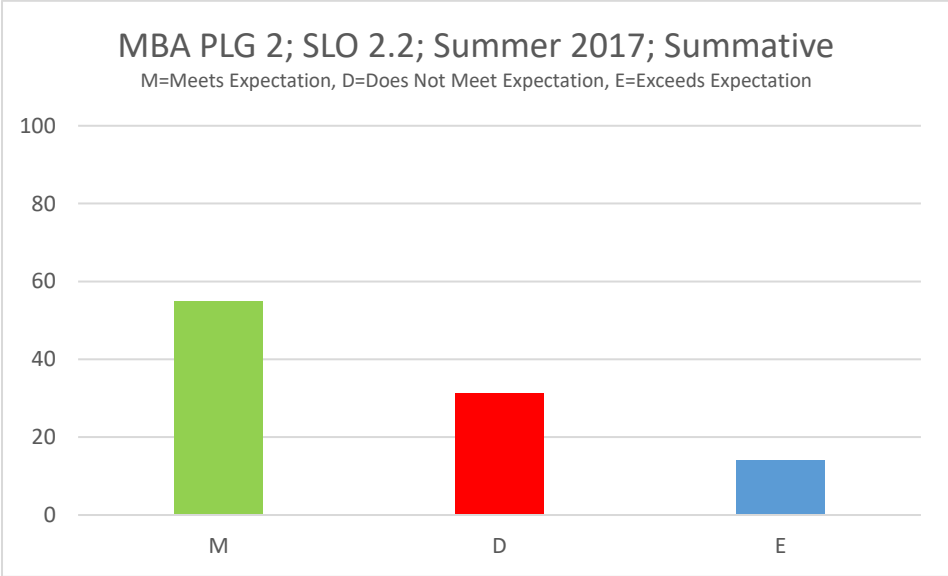


Figure MBA - 9

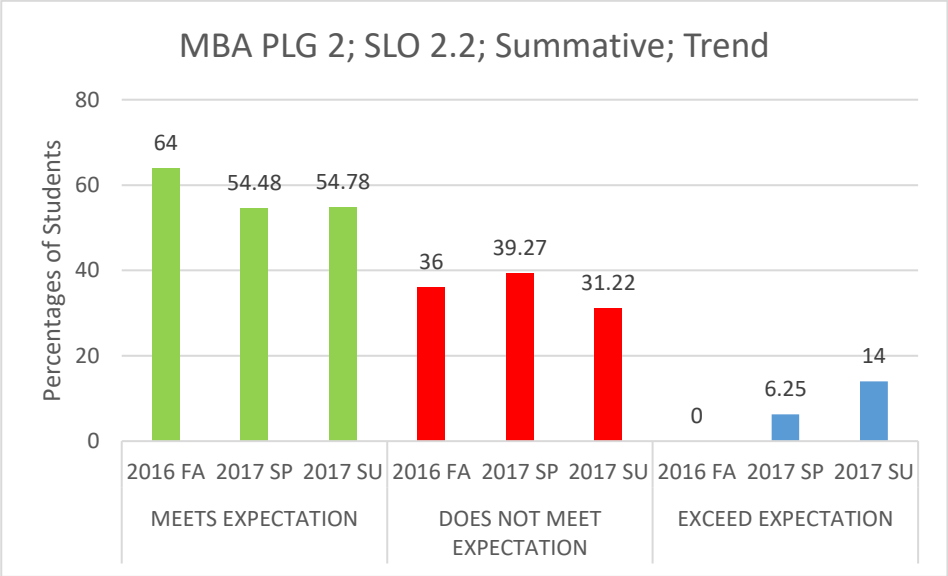


Figure MBA - 10

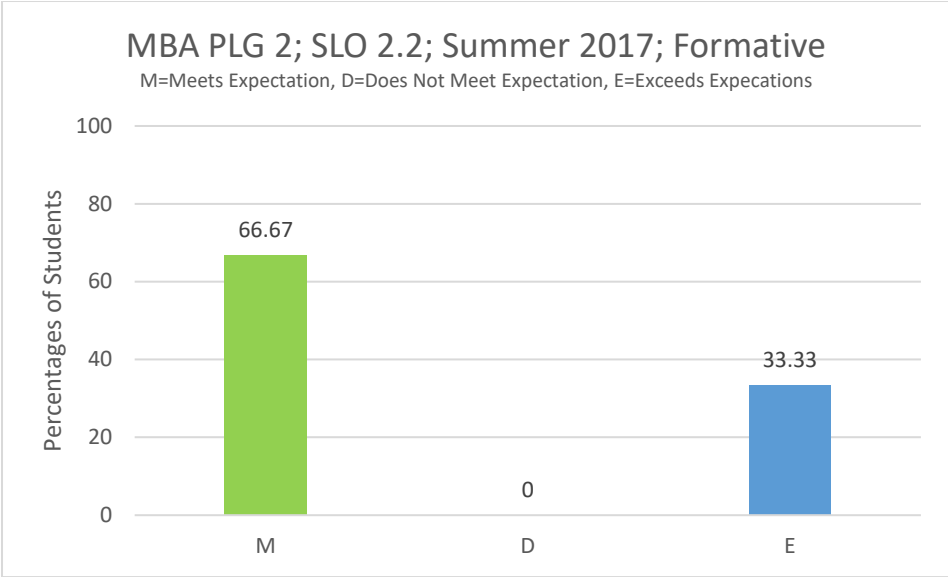


Figure MBA - 11

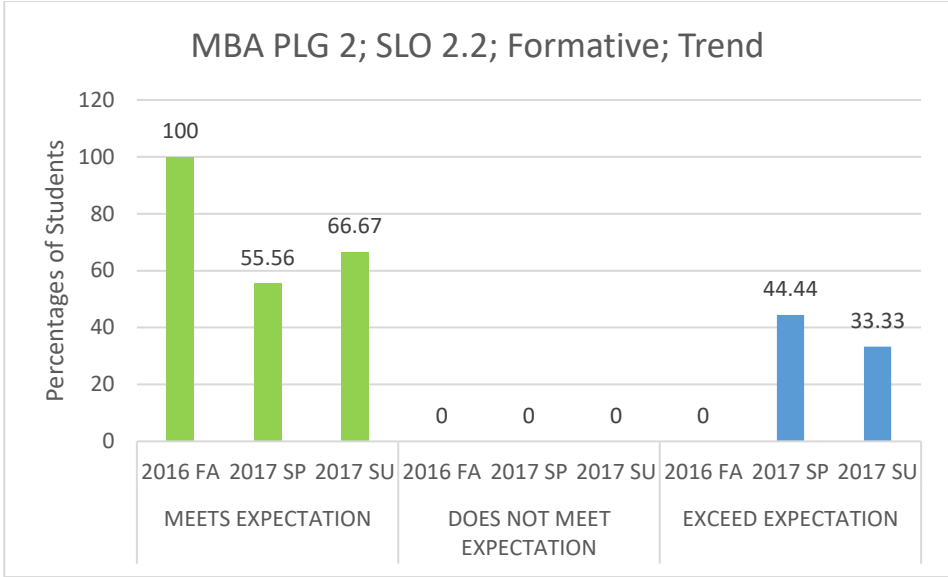


Figure MBA - 12

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
3. Integration of management tools and techniques	3.1 Integrate and apply the tools and techniques of management, drawing on a broad-based knowledge of the major functions (accounting, economics, finance, information systems, marketing, operations management, and strategy) to solve complex management problems and render sound business decisions.	Summative: Exit Assessment Test, and Course-Embedded Assessment (BUS 690 final term projects) Formative: Course-Embedded Assessment (BUS 650 final term projects)	Assessment Tests: Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation> 80% Course-Embedded Assessment: Rubric # MB.3.1.1.1	See Figures MBA-13 through MBA-16	Target: 80% students should meet or, exceed expectation. Students failed to meet the target in the summative assessment. Trend: Student performance in summative assessment is very poor. This is a major area of concern as the students are consistently failing to meet the target	Dr. Ritu Chhikara from the BML Munjal University (Delhi, India) delivered a session for MKT-625 (Distribution Management module in MBA program) . She discussed about sensory marketing, significance of marketing research on selecting transportation and dynamism of sensory marketing for brand development process. The session was facilitated by Dr. Mohammad Tayeenul Hoque.

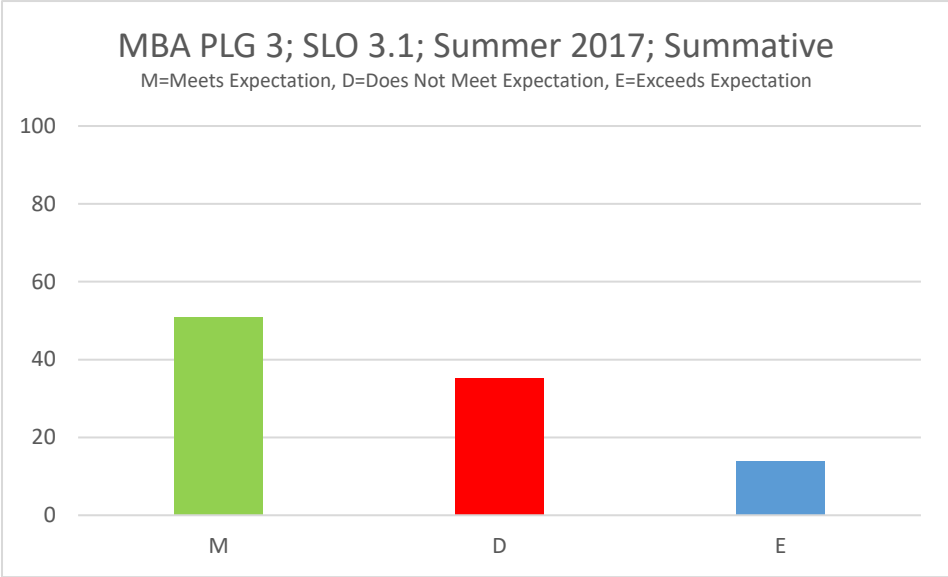


Figure MBA - 13

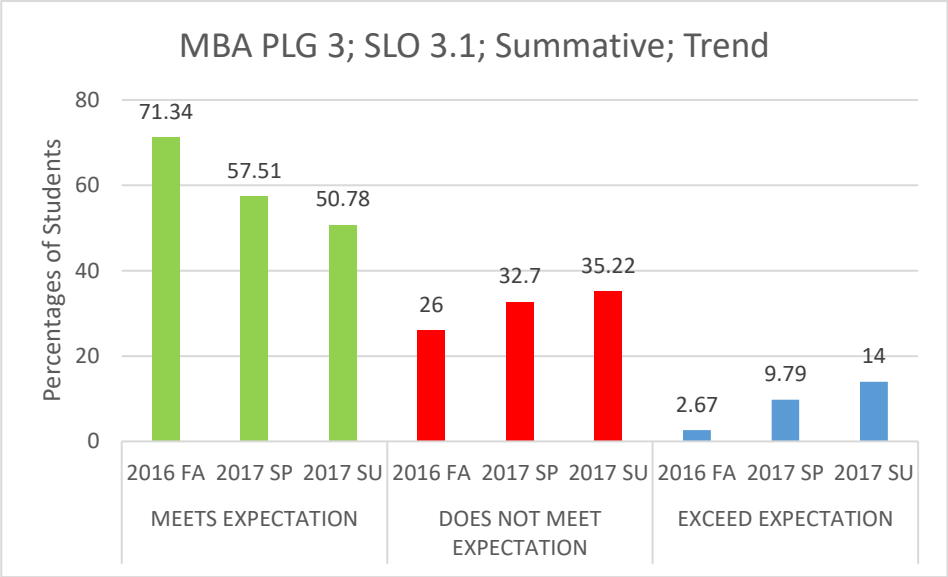


Figure MBA - 14

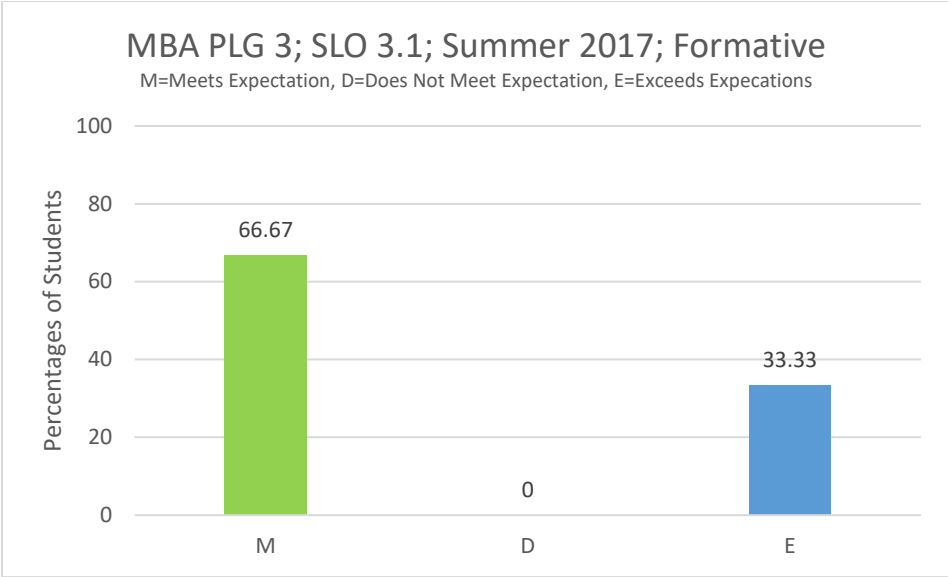


Figure MBA - 15

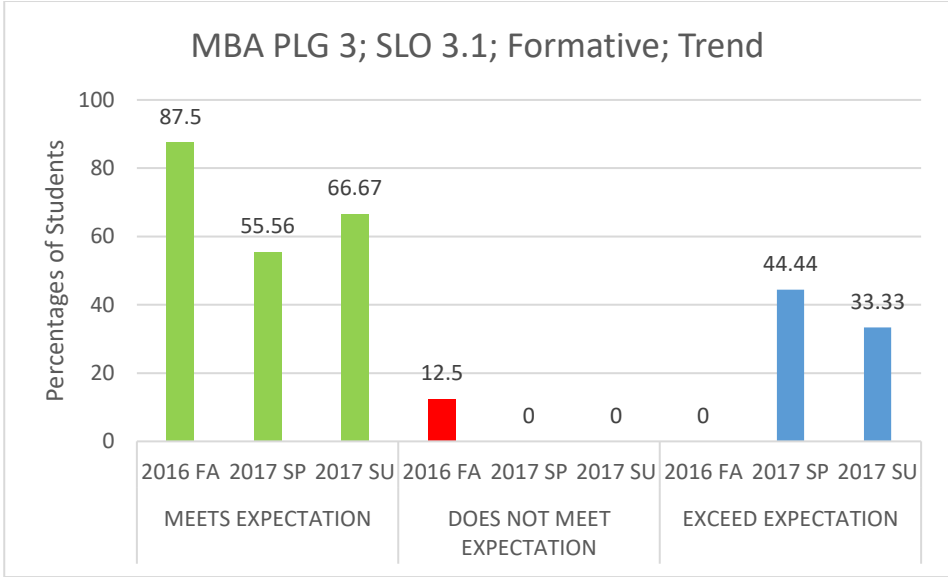


Figure MBA - 16

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
4. Global Perspectives	4.1 Augment business decisions with global considerations.	Summative: Exit Assessment Test, and Course-Embedded Assessment (BUS 690 final term projects) Formative: Course-Embedded Assessment (BUS 685 final term projects)	Assessment Tests: Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation> 80% Course-Embedded Assessment: Rubric # MB.4.1.1.1	See Figures MBA-17 through MBA-20	Target: 80% students should meet or, exceed expectation. Students failed to meet the target in the summative assessment. Trend: Performance in summative assessment is very poor. However, performance in formative assessment is showing a positive trend.	Several sessions were offered to allow students and industry experts to share views on the current business landscape and emerging issues.

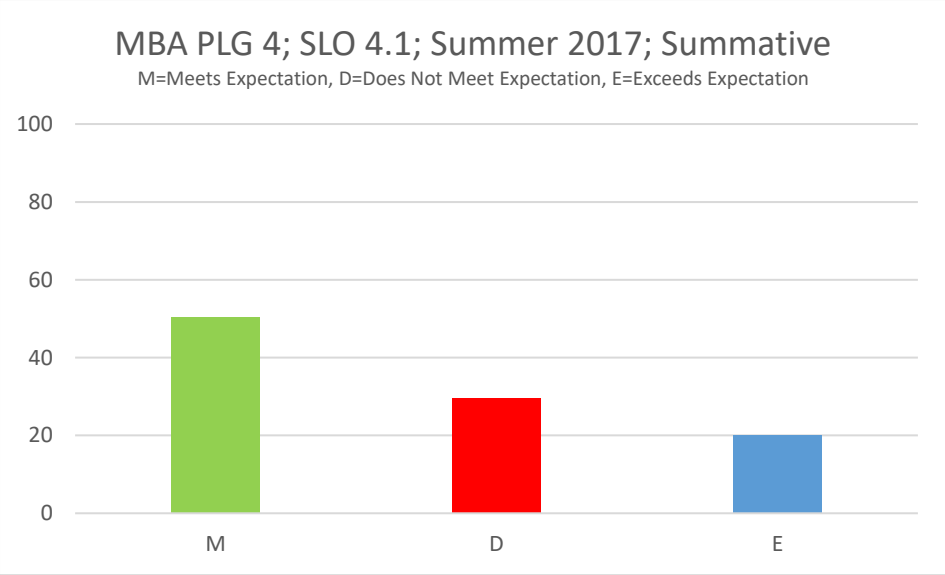


Figure MBA - 17

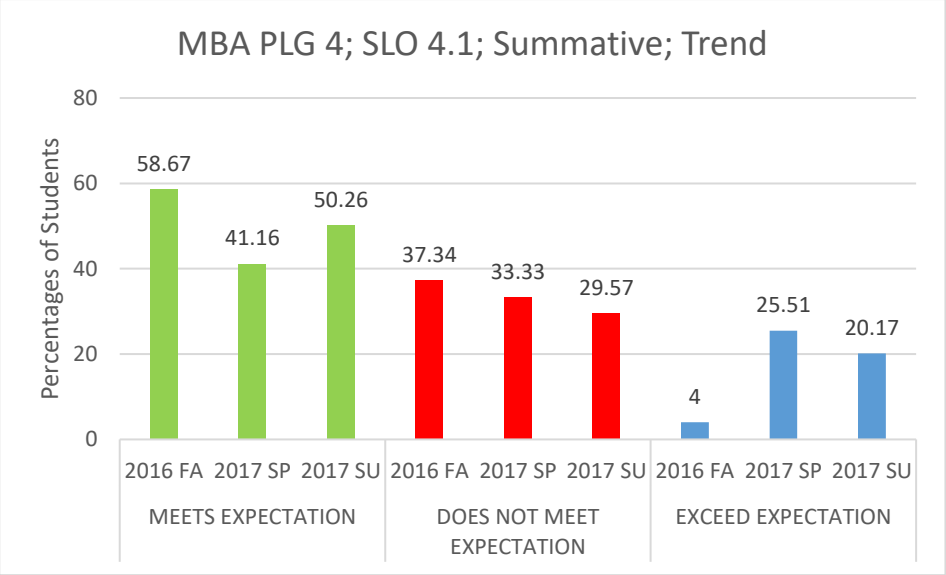


Figure MBA - 18

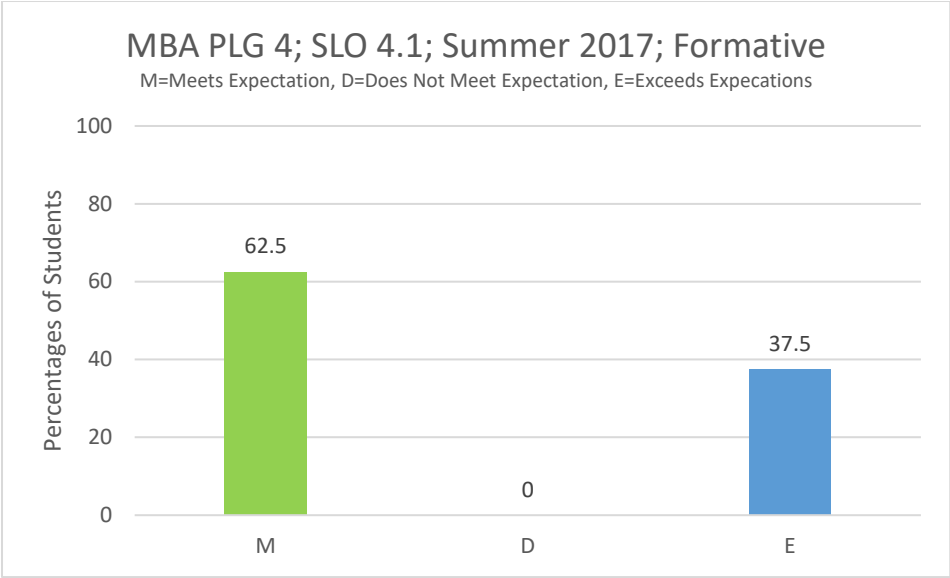


Figure MBA - 19

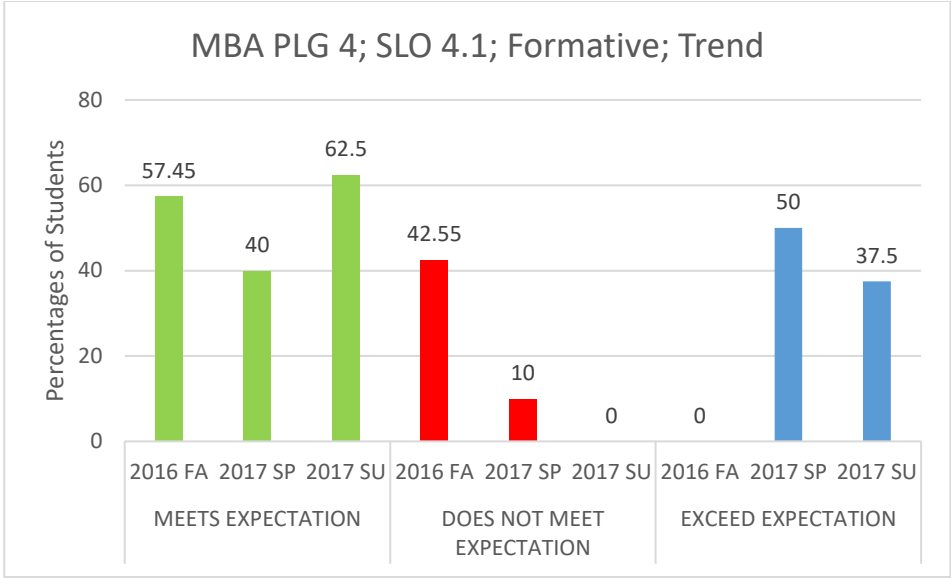


Figure MBA - 20

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
5. Ethical Considerations	5.1 Evaluate and articulate ethical considerations in managerial decision making and in enterprise management.	Summative: Exit Assessment Test, and Course-Embedded Assessment (BUS 690 final term projects)	Assessment Tests: Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation> 80% Course-Embedded Assessment: Rubric # MB.5.1.1.1	See Figures MBA-21 and MBA-22	Target: 80% students should meet or, exceed expectation. Students failed to meet the target. Trend: Student performance is extremely poor in this area. It is a matter of great concern	NSU Ethics club organizes different seminars to make students aware about ethical standards.

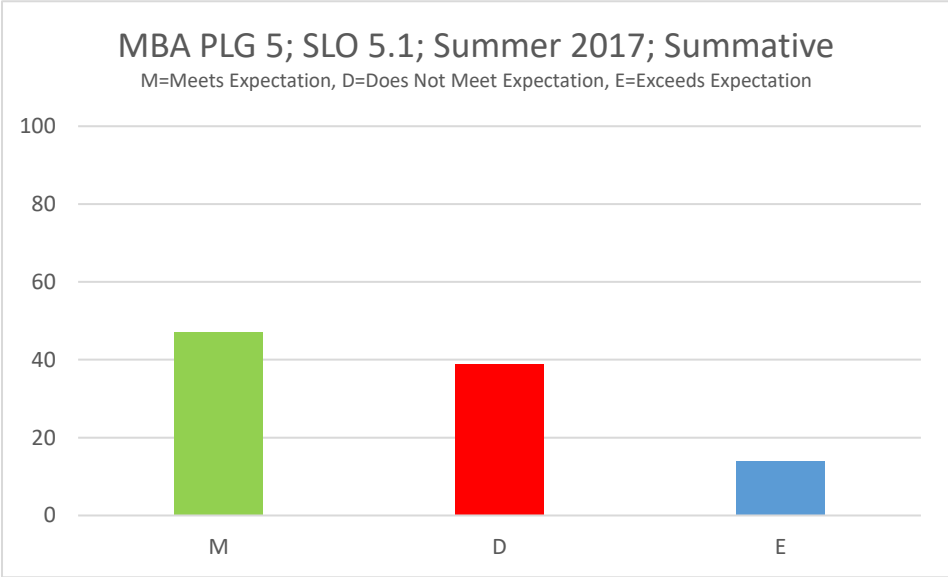


Figure MBA - 21

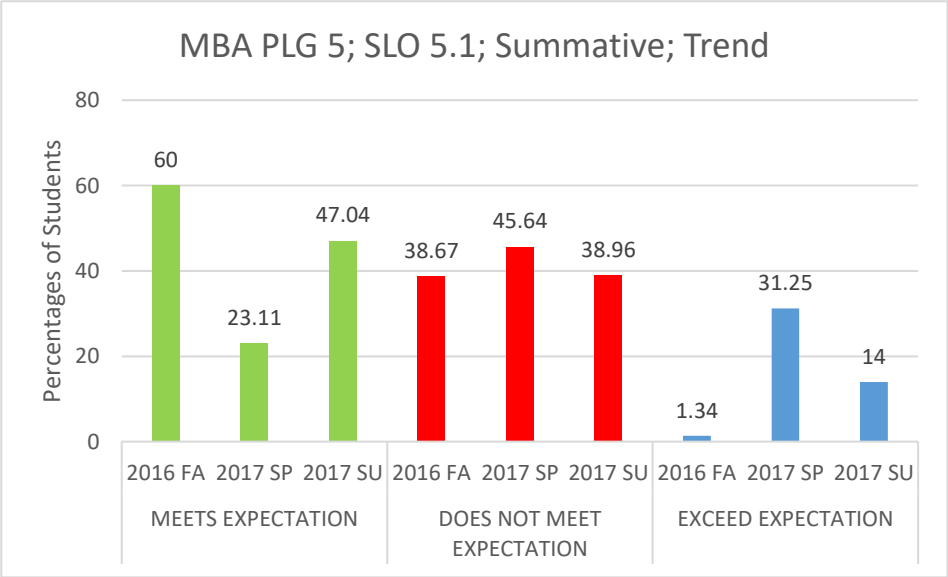


Figure MBA - 22

Summer 2017 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.	Summative: Exit Assessment Test and Course-Embedded Assessment (EMB 690 final term project) Formative: Course-Embedded Assessment (EMB 650 final term project)	Assessment Tests Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation> 80% Course-Embedded Assessment: Rubric # EM.1.1.1.1	See Figures EMBA – 1 through EMBA - 4	Target: 80% students should meet or, exceed expectation. Students met the target. Trend: Student performance has improved over time.	Department of English and Modern Languages arranged a Colloquium series for the students. Well-known Bangladeshi authors were invited to talk about writing process and the craft of writing.

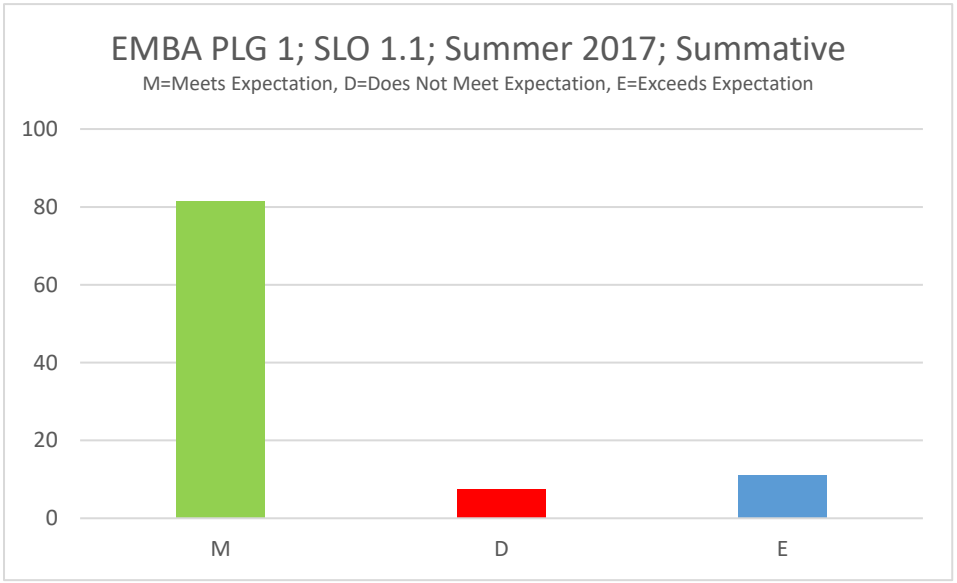


Figure EMBA - 1

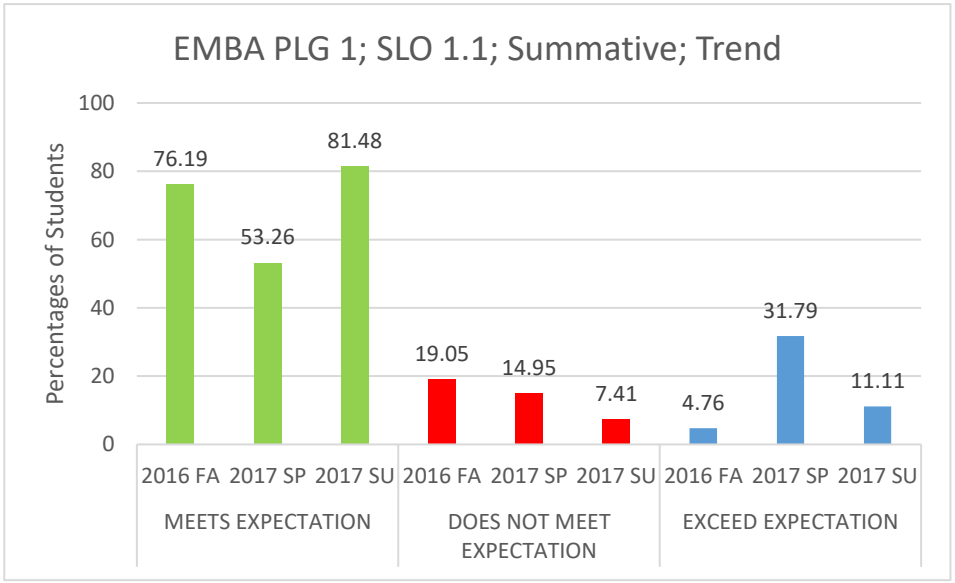


Figure EMBA - 2

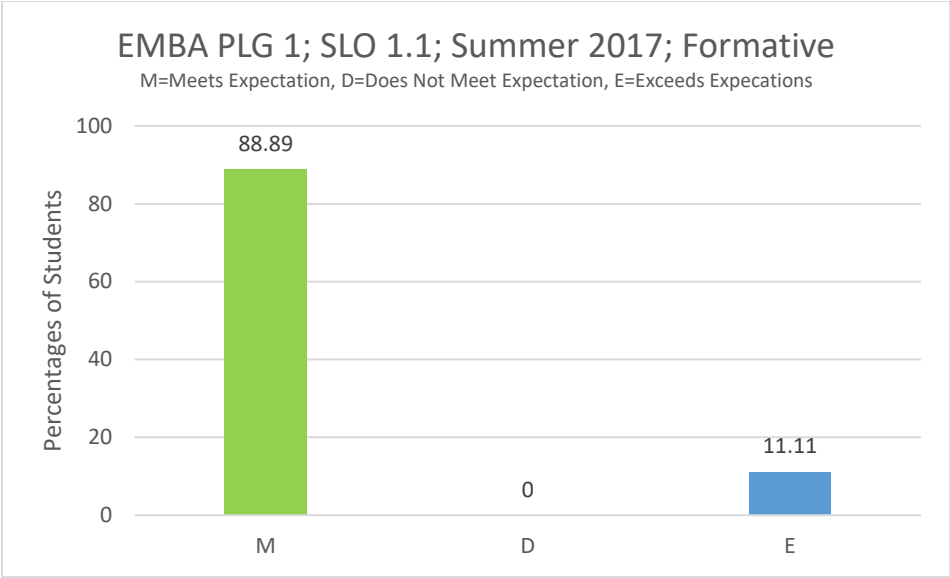


Figure EMBA - 3

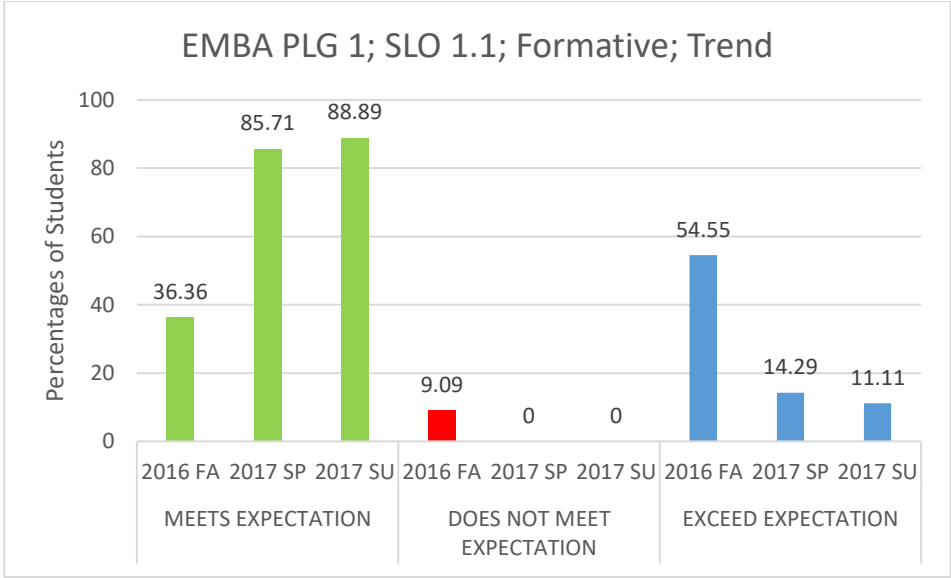


Figure EMBA - 4

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
2. Critical Thinking and Decision Making	2.1 Apply appropriate analytic framework to solving management problems, and developing of integrative managerial solutions.	Summative: Exit Assessment Test and Course-Embedded Assessment (EMB 690 final term project) Formative: Course-Embedded Assessment (EMB 650 final term project)	Assessment Tests Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation> 80% Course-Embedded Assessment: Rubric # EM.2.1.1.1	See Figures EMBA – 5 through EMBA - 8	Target: 80% students should meet or, exceed expectation. Students failed to meet the target in the summative assessment. Trend: Performance in summative assessment is very poor with an increase in percentage of students not meeting expectation.	New Director for the MBA and EMBA program has been appointed.

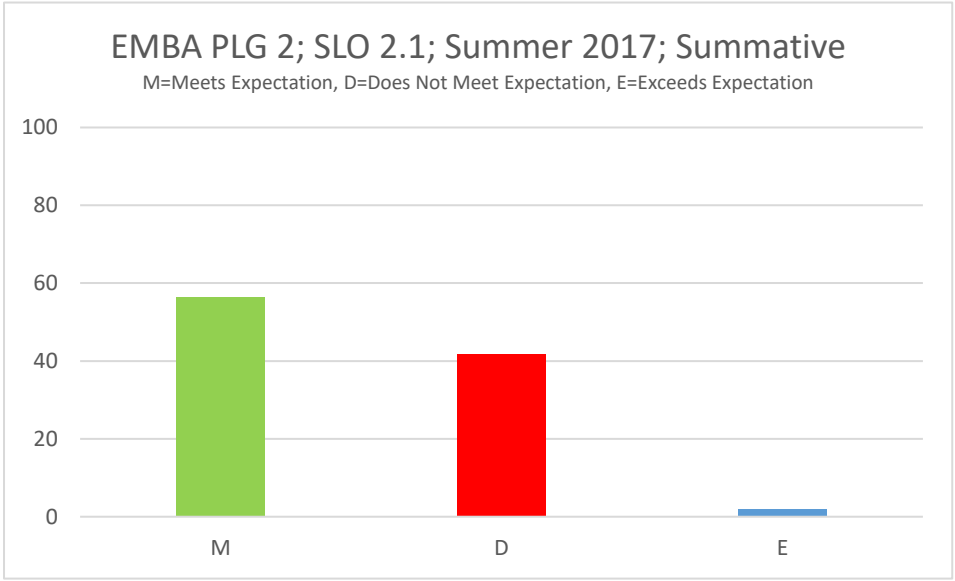


Figure EMBA - 5

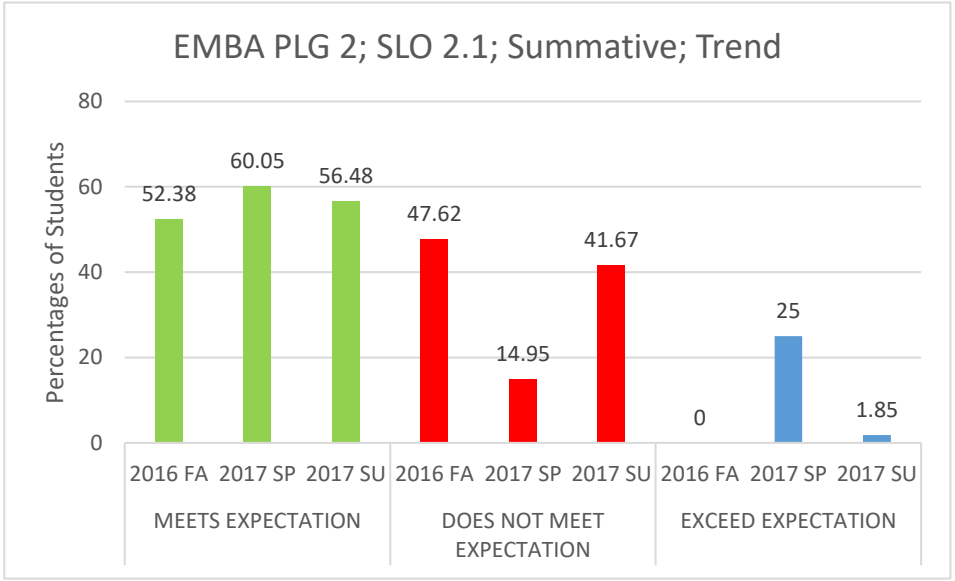


Figure EMBA - 6

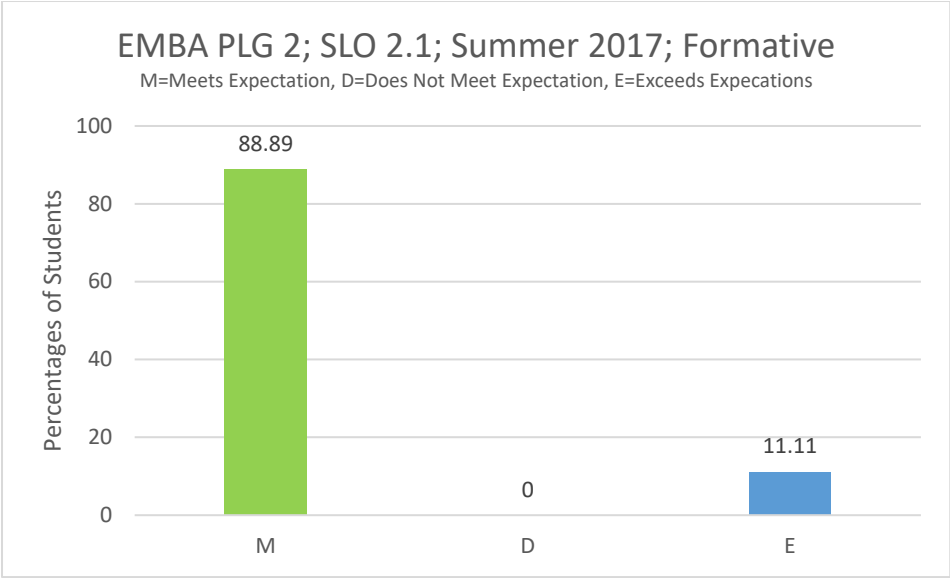


Figure EMBA - 7

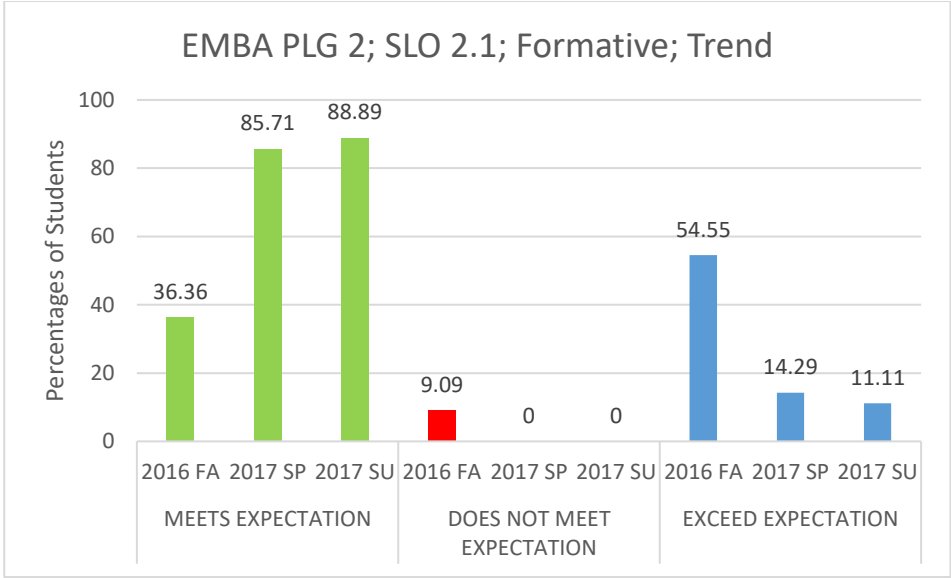


Figure EMBA - 8

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
2. Critical Thinking and Decision Making	2.2 Determine relevant decision criteria and alternatives, and identify the optimal solution.	Summative: Exit Assessment Test and Course-Embedded Assessment (EMB 690 final term project) Formative: Course-Embedded Assessment (EMB 650 final term project)	Assessment Tests Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation> 80% Course-Embedded Assessment: Rubric # EM.2.1.1.1	See Figures EMBA – 9 through EMBA - 12	Target: 80% students should meet or, exceed expectation. Students failed to meet the target in the summative assessment. Trend: Performance in summative assessment is very poor with an increase in percentage of students not meeting expectation.	New Director for the MBA and EMBA program has been appointed.

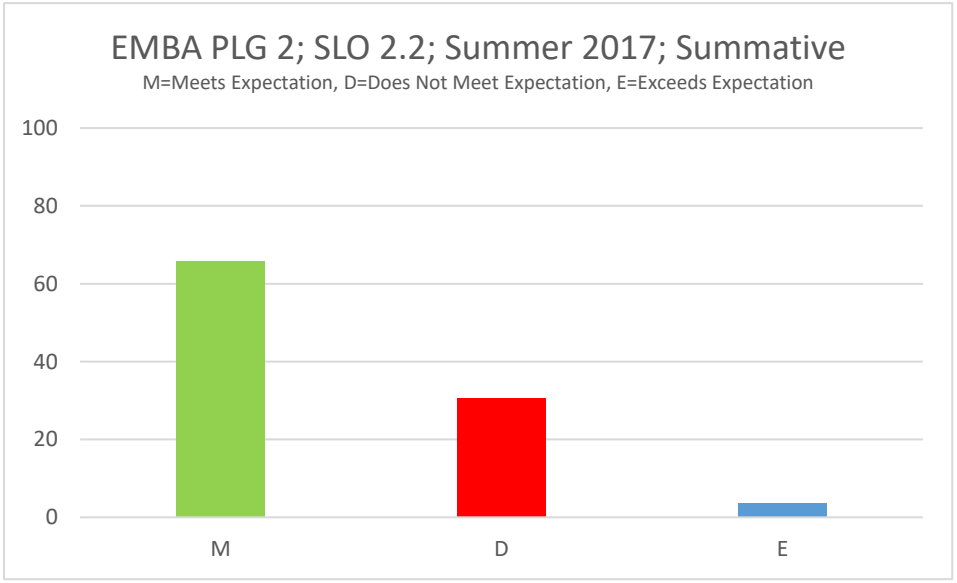


Figure EMBA - 9

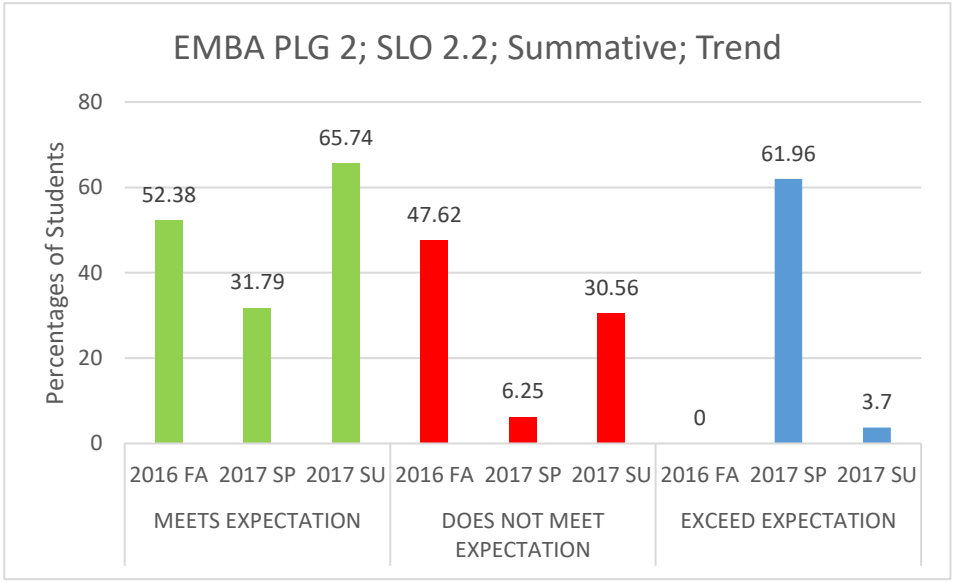


Figure EMBA - 10

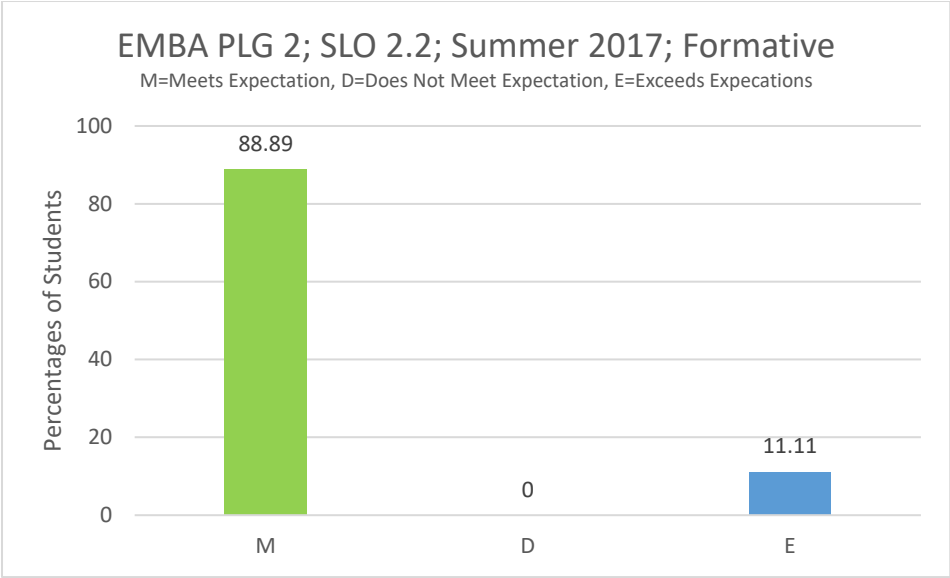


Figure EMBA - 11

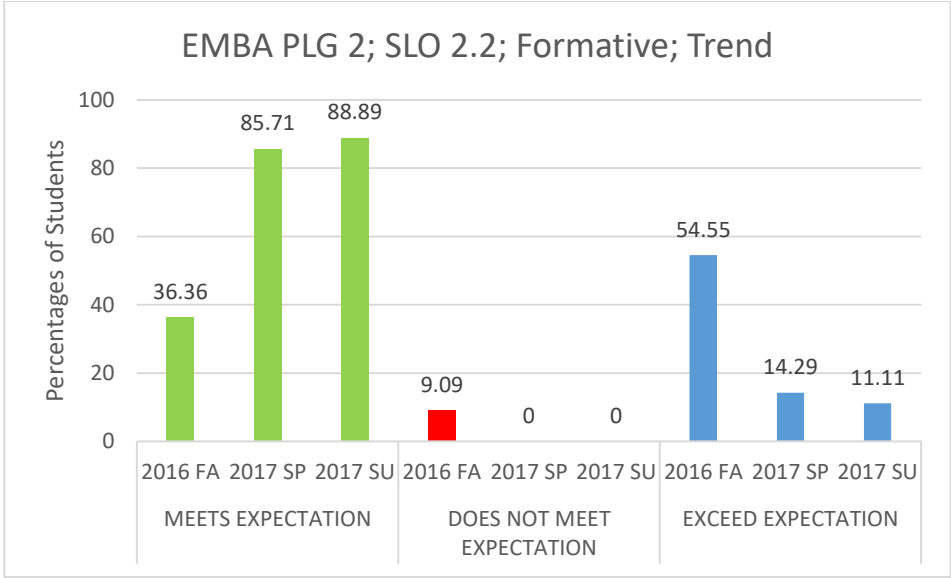


Figure EMBA - 12

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
3. Integration of management tools and techniques	3.1 Integrate and apply the tools and techniques of management, drawing on a broad-based knowledge of the major functions (accounting, economics, finance, information systems, marketing, operations management, and strategy) to solve complex management problems and render sound business decisions.	Summative: Exit Assessment Test and Course-Embedded Assessment (EMB 690 final term project) Formative: Course-Embedded Assessment (EMB 650 final term project)	Assessment Tests Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation> 80% Course-Embedded Assessment: Rubric # EM.3.1.1.1	See Figures EMBA – 13 through EMBA - 16	Target: 80% students should meet or, exceed expectation. Students failed to meet the target in the summative assessment. Trend: Performance in summative assessment has deteriorated over the period. There is a sudden increase in the percentage of students not meeting expectation in summative assessment. This is an area of major concern.	Courses have been standardized in terms of content, sequence of coverage, grading, use of text book and other learning resources.

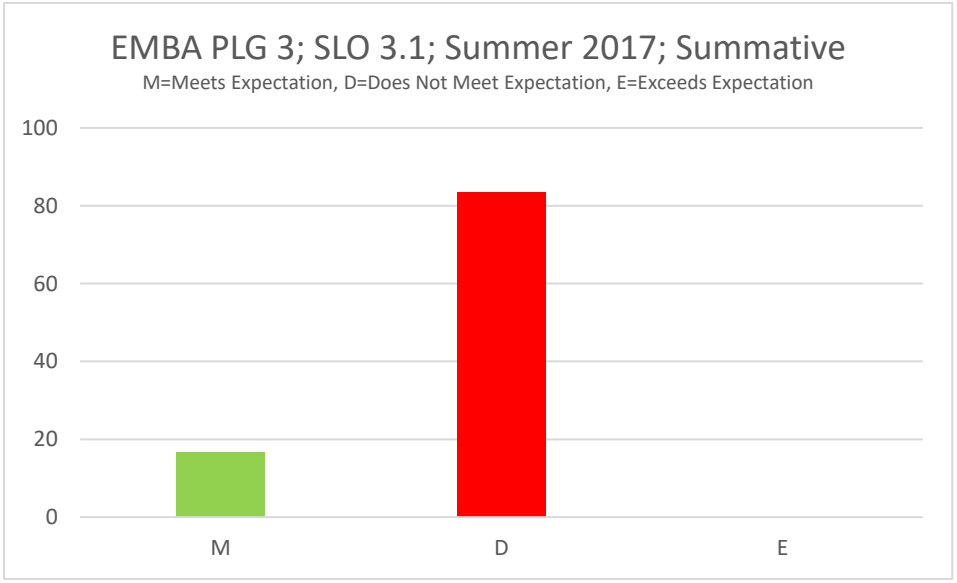


Figure EMBA - 13

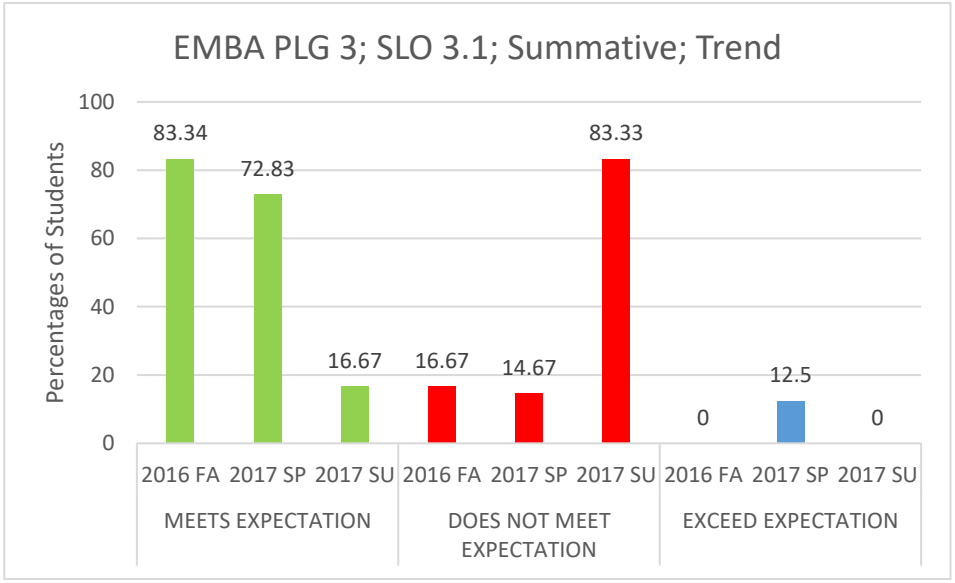


Figure EMBA - 14

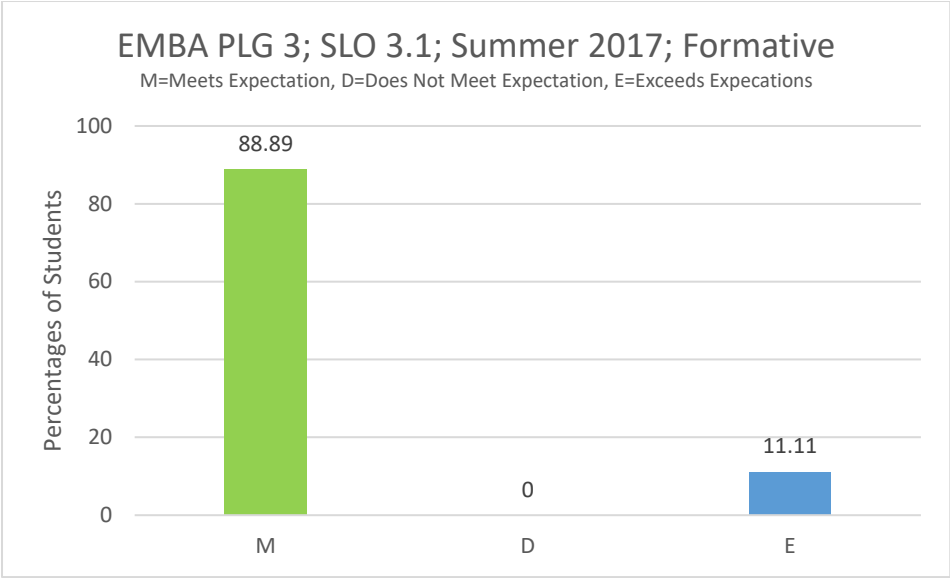


Figure EMBA - 15

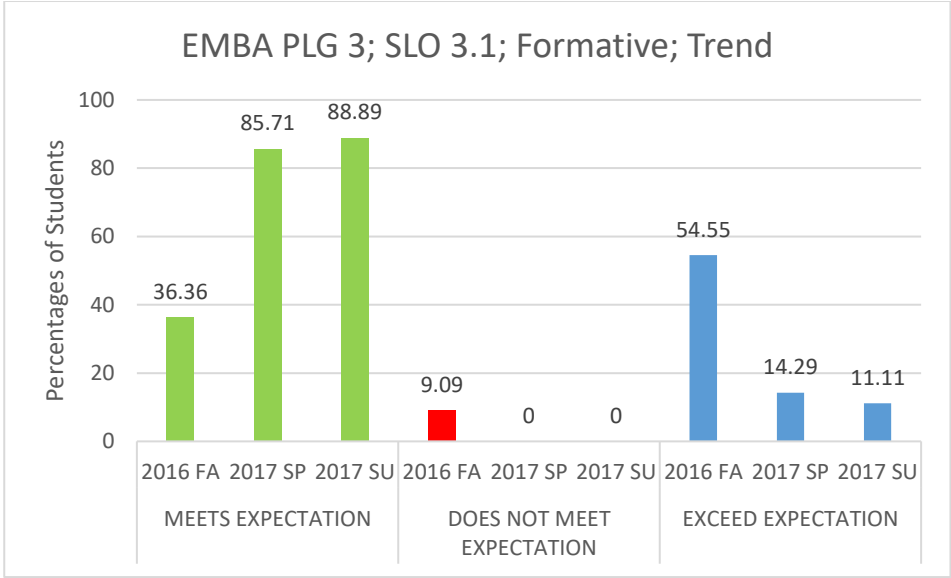


Figure EMBA - 16

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
4. Global Perspective	4.1 Augment business decisions with global considerations.	Summative: Exit Assessment Test and Course-Embedded Assessment (EMB 690 final term project) Formative: Course-Embedded Assessment (EMB 670 final term project)	Assessment Tests Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation> 80% Course-Embedded Assessment: Rubric # EM.4.1.1.1	See Figures EMBA – 17 through EMBA - 20	Target: 80% students should meet or, exceed expectation. Students failed to meet the target in the summative assessment. Trend: Student performance in summative assessment is deteriorating over time and is an area of high concern.	Internal Quality Assurance Cell (IQAC) of North South university arranged two workshops for graduate students. These workshops were held to adhere to the mandates of IQAC including performance evaluation and assessment of teaching quality, which will result in improvement in student learning experience.

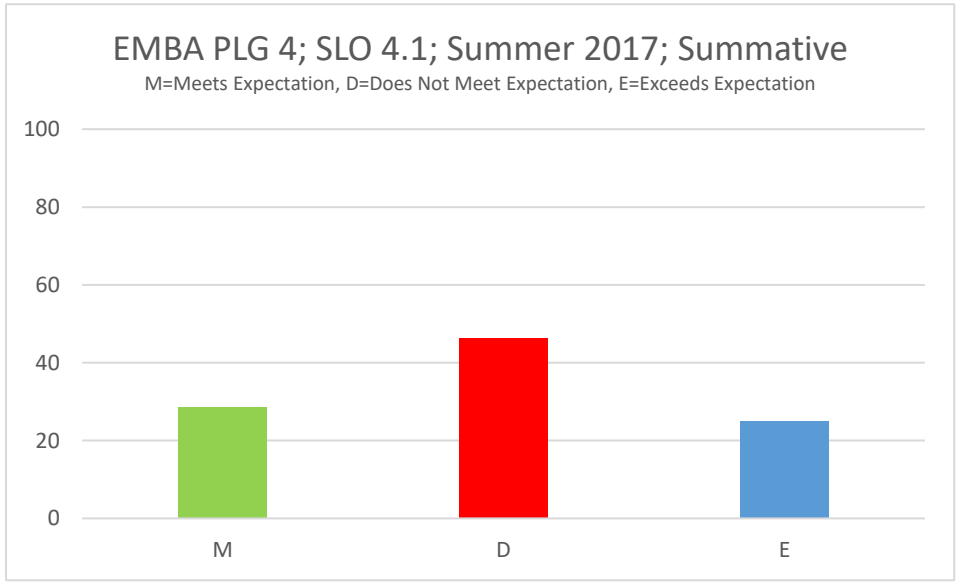
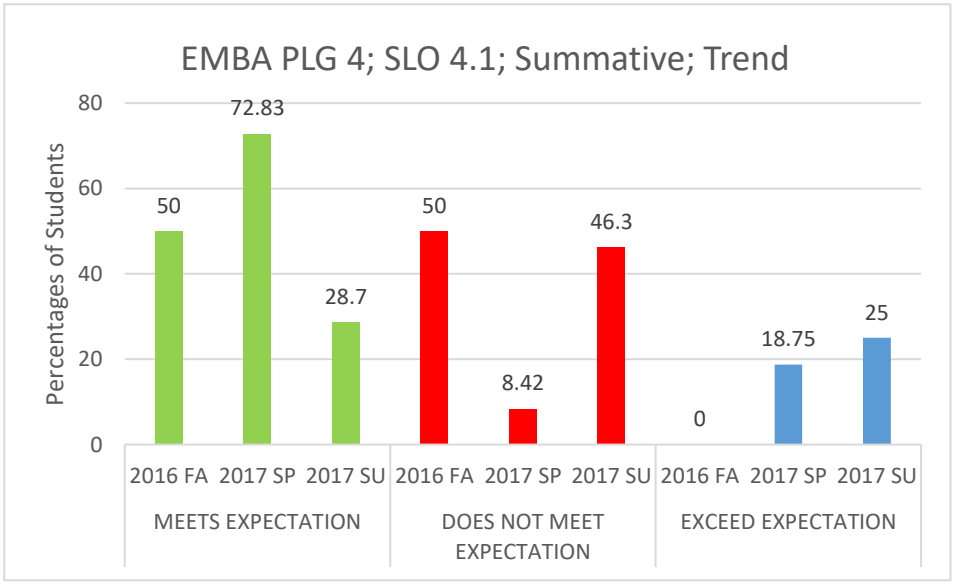


Figure EMBA - 17



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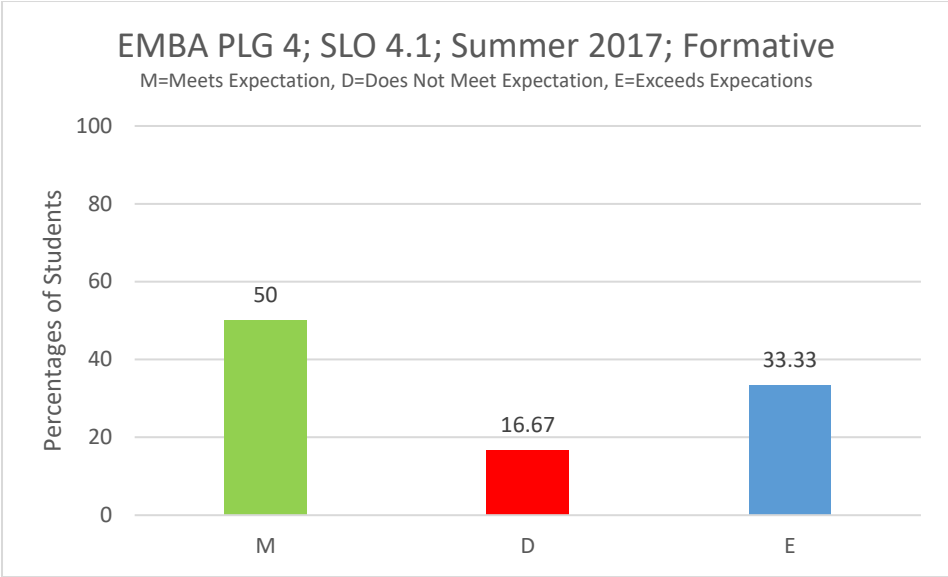

Figure EMBA - 19

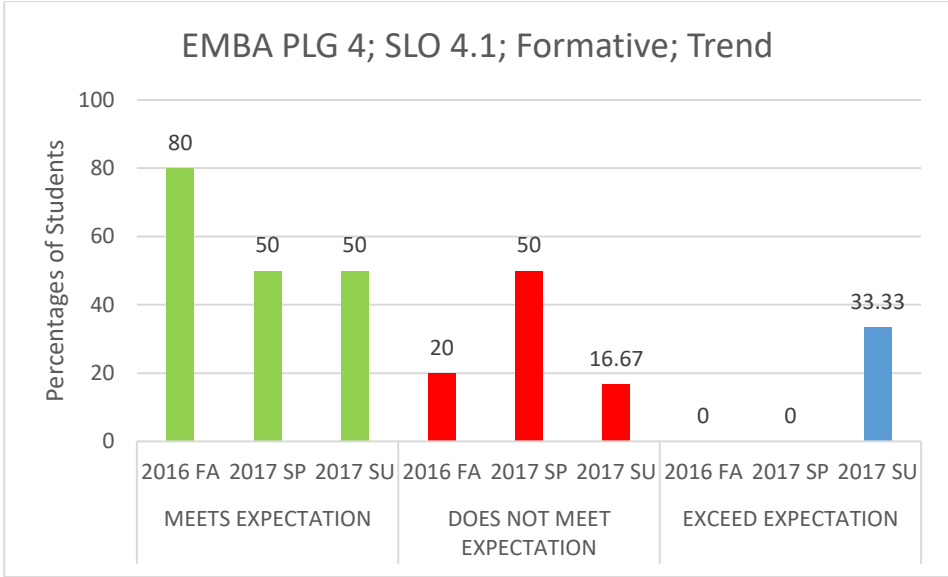

Figure EMBA - 20

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

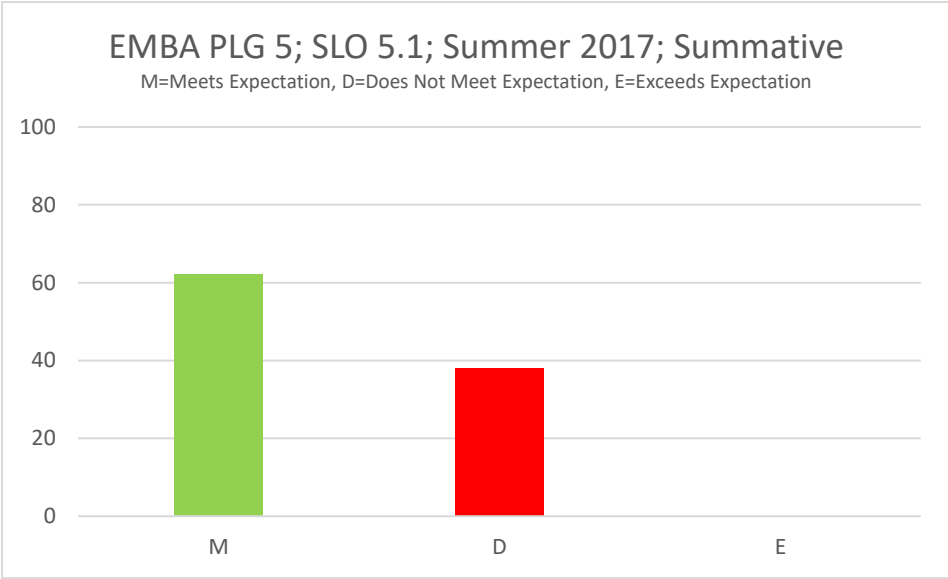

Figure EMBA - 21

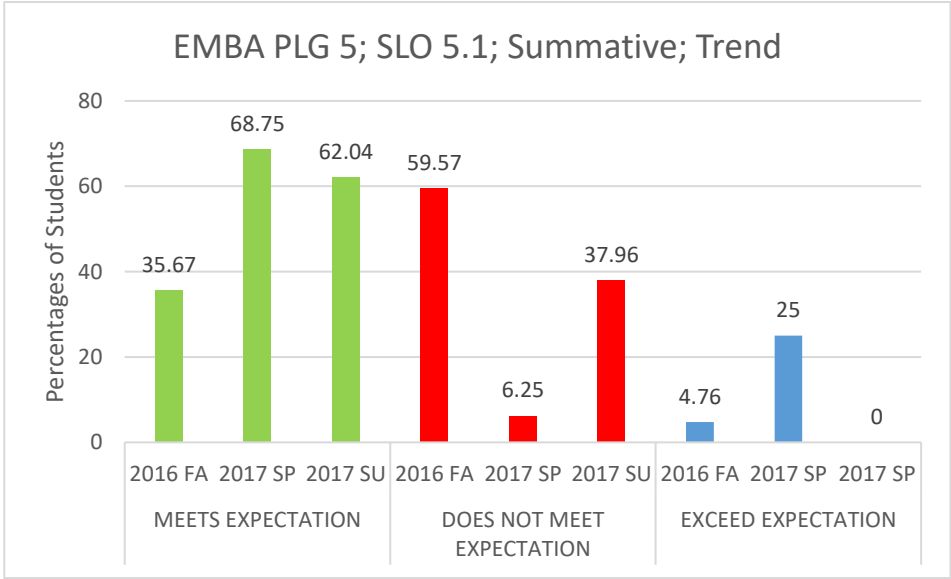

Figure EMBA - 22

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