



**NORTH SOUTH UNIVERSITY**  
SCHOOL OF BUSINESS  
AND ECONOMICS

# Student Learning Assessment Report: Spring 2024

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## Spring 2024 Student Learning Assessment Report: BBA Program

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

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
1. Communications	1.1 Communicate ideas and arguments effectively	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (MGT 489, integrative capstone course group term projects).</p> <p><u>Formative:</u> Course Embedded Assessment (MGT 368 group term projects)</p>	<p><u>Exit Assessment Test:</u> Meets Expectation: 60% to 80%; Does Not Meet Expectation &lt; 60%; Exceeds Expectation &gt; 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # B.1.1.1.1</p>	See Figures BBA Core 1 – 4.	<p>Target: 80% of students should meet or exceed expectations.</p> <p>Students did meet expectation in summative assessment but met the expectation in formative assessment.</p> <p>Trend: Students' performance in both assessments have increased compare to last period. Students exhibit good performance.</p>	The faculties successfully managed different courses through extensive focused on presentation and debate to enhance students' capabilities to share their ideas in an articulated manner. Moreover, North South University Communications Club (NSUCC) is also working different seminars to increase the communication skill of the students.

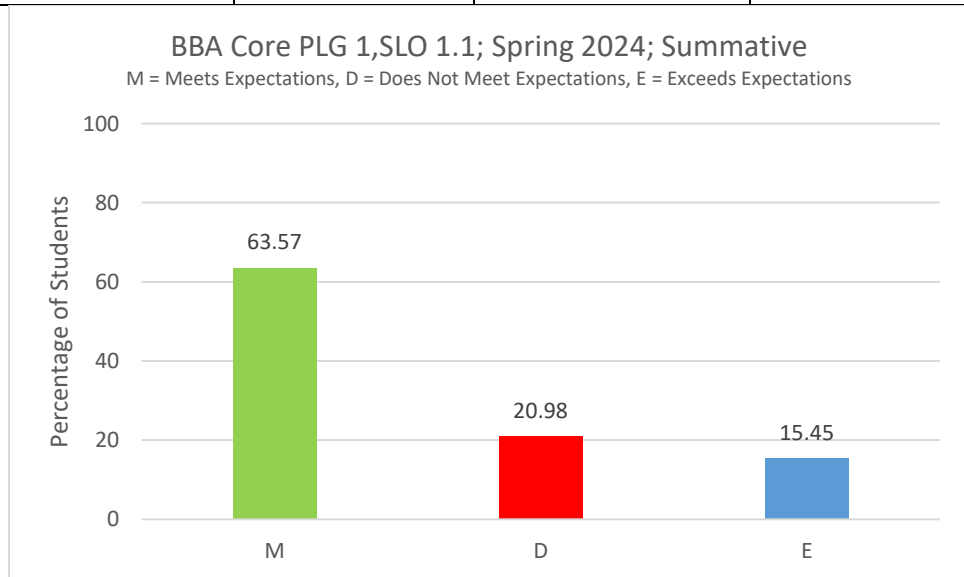


Figure BBA Core- 1

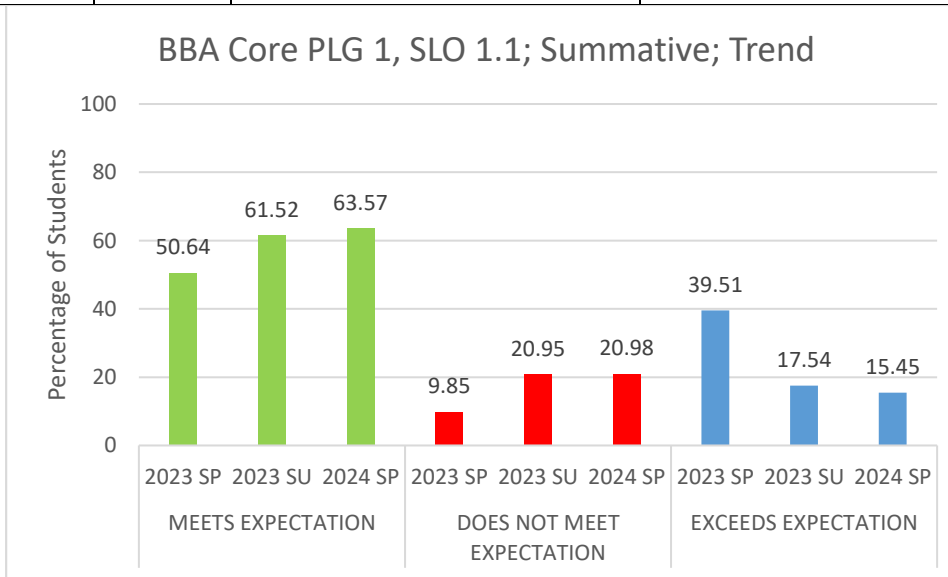


Figure BBA Core- 2

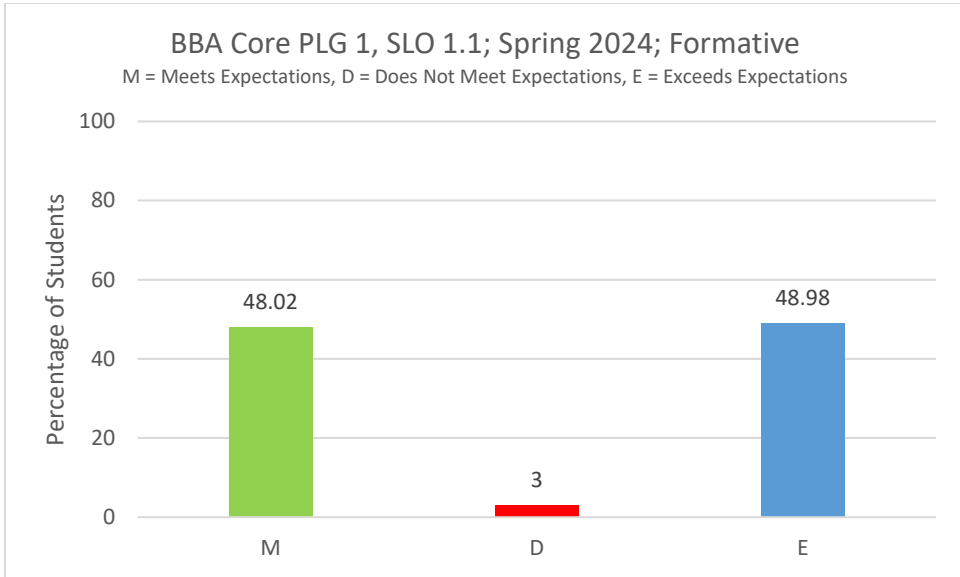


Figure BBA Core- 3

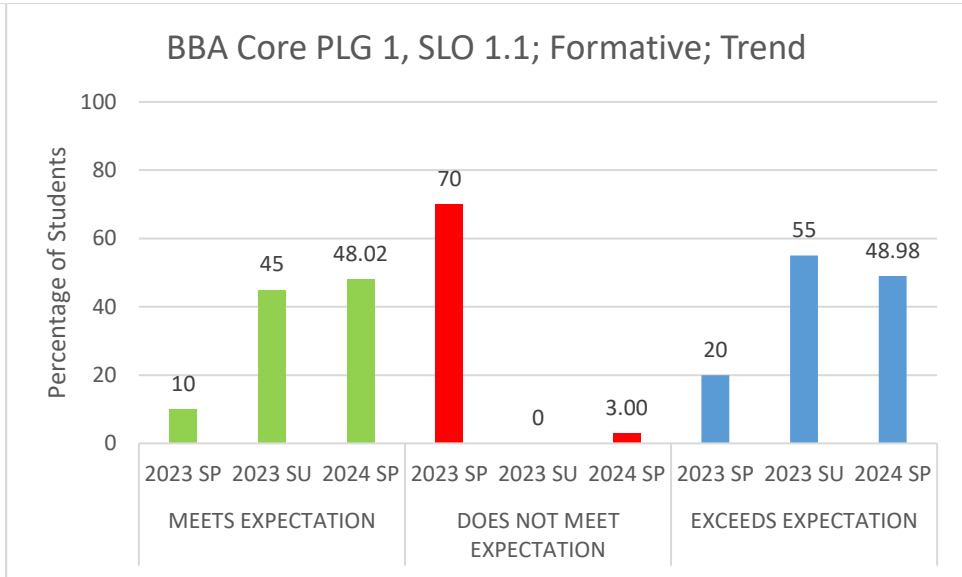


Figure BBA Core- 4

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
2. Critical Thinking	2.1 Correctly apply foundation knowledge gained in BBA core courses for analysis and decision making	<u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (MGT 489, integrative capstone course group term projects). <u>Formative:</u> Course Embedded Assessment from the Disciplines: FIN 435 group term projects for A&F students; HRM 480 group terms projects for HRM students; INB 480 group term projects for INB students; MIS 470 group term projects for MIS students; and MKT 460 group term projects for MKT students	<u>Exit Assessment Test:</u> Meets Expectation: 60% to 80%; Does Not Meet Expectation < 60%; Exceeds Expectation > 80% <u>Course-Embedded Assessment:</u> Rubric # 2.1.1.1 (summative); A&F.4.R. 2 for A&F students, rubric # HRM.3.R.1 for HRM students, rubric # INB.2.R.1 for INB students, rubric # MIS.2.R.1 for MIS students, rubric # MKT.1.R.2 for MKT students (formative)	See Figures BBA Core 5 – 6. Please see the following figures for the formative results: A&F-13, HRM-9, INB-5, MIS-5, MKT-1	Target: 70% students should meet or exceed expectations.  Students met the target.  Trend: Students' performance in this area has increased compare to previous period. The percentage of exceeds expectation has increased also.	The faculties are continuously improving their course materials in different ways to boost students' morale and motivate them to focus on applying their knowledge to better business decision.

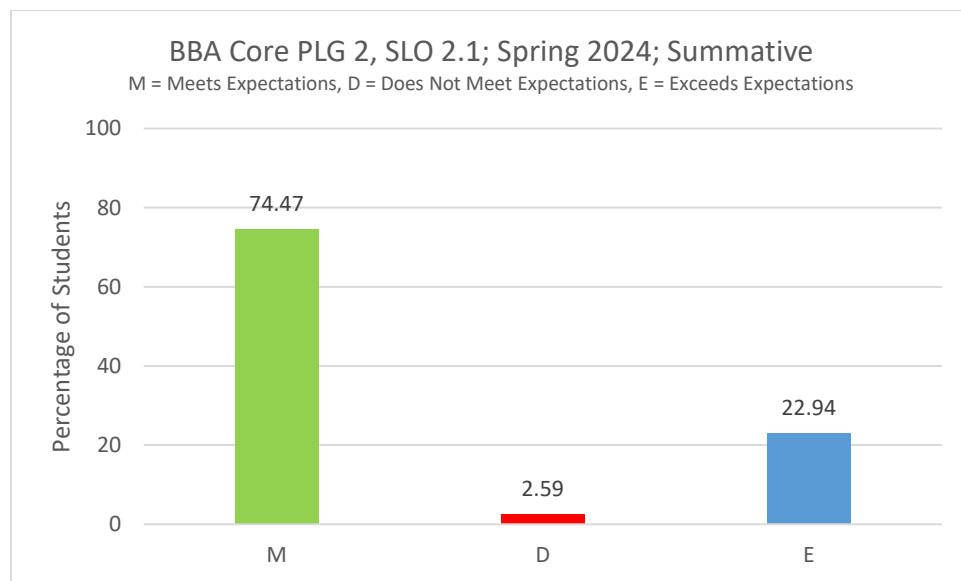


Figure BBA Core- 5

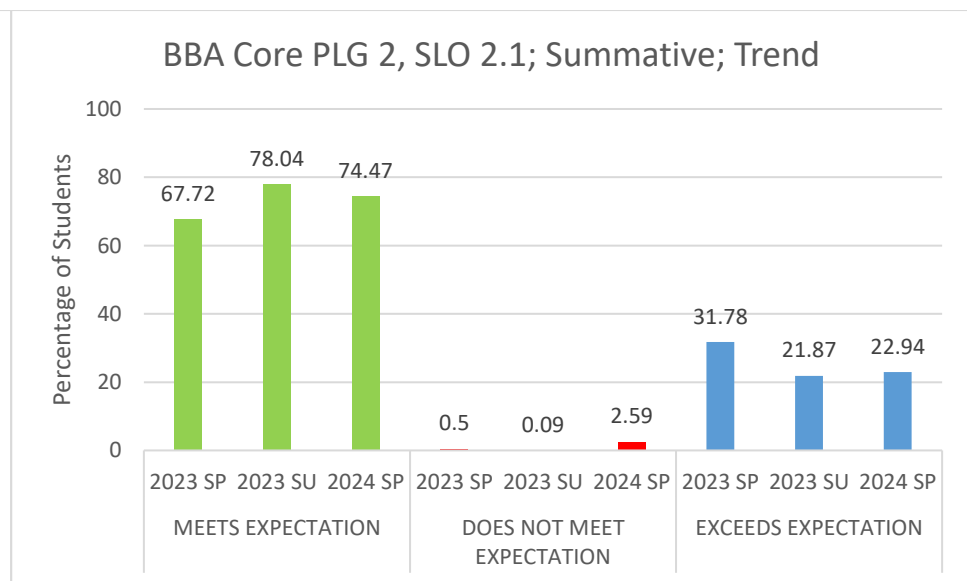


Figure BBA Core- 6

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
2. Critical Thinking	2.2. Engage in critical thinking and analysis of business phenomena to realize opportunities for performance improvement at all levels	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (MGT 489, integrative capstone course group term projects).</p> <p><u>Formative:</u> Course Embedded Assessment (MGT 368 group term projects)</p>	<p><u>Exit Assessment Test:</u> Meets Expectation: 60% to 80%; Does Not Meet Expectation &lt; 60%; Exceeds Expectation &gt; 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # B.2.2.1.1</p>	See Figures BBA Core 7 – 10.	<p>Target: 60% students should meet or exceed expectation.</p> <p>Students met the target in both summative and formative assessments.</p> <p>Trend: Students met the target in summative assessment and performance seemed to increase over the period with increasing number of students meeting the expectation.</p>	By applying uniformity in their approach to the classrooms, the school managed to ensure satisfactory student learning across all courses taught.

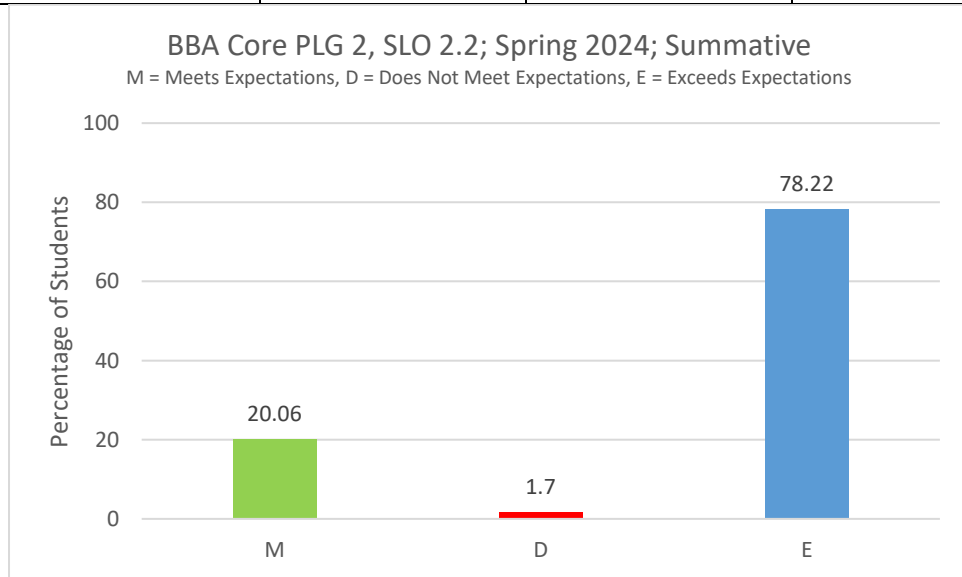


Figure BBA Core- 7

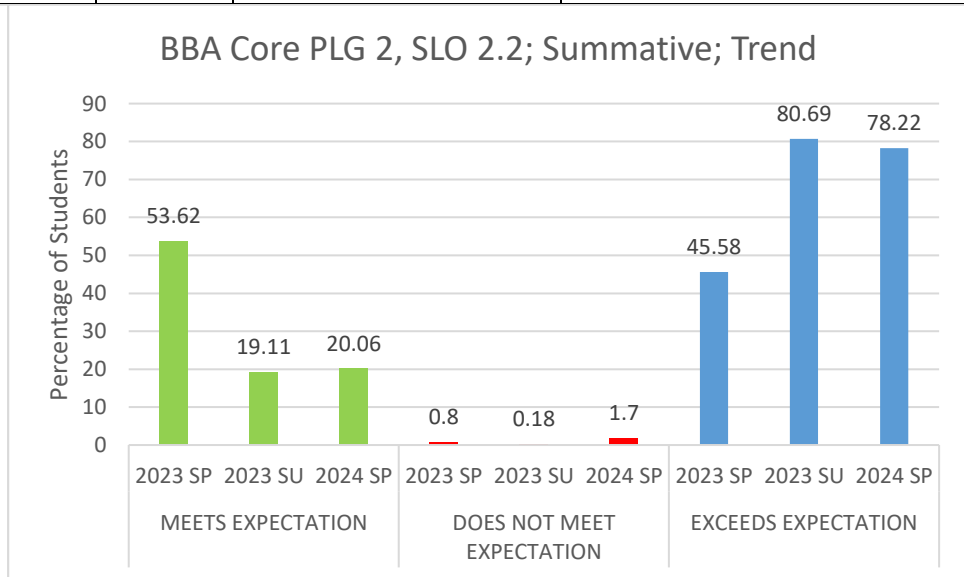


Figure BBA Core- 8

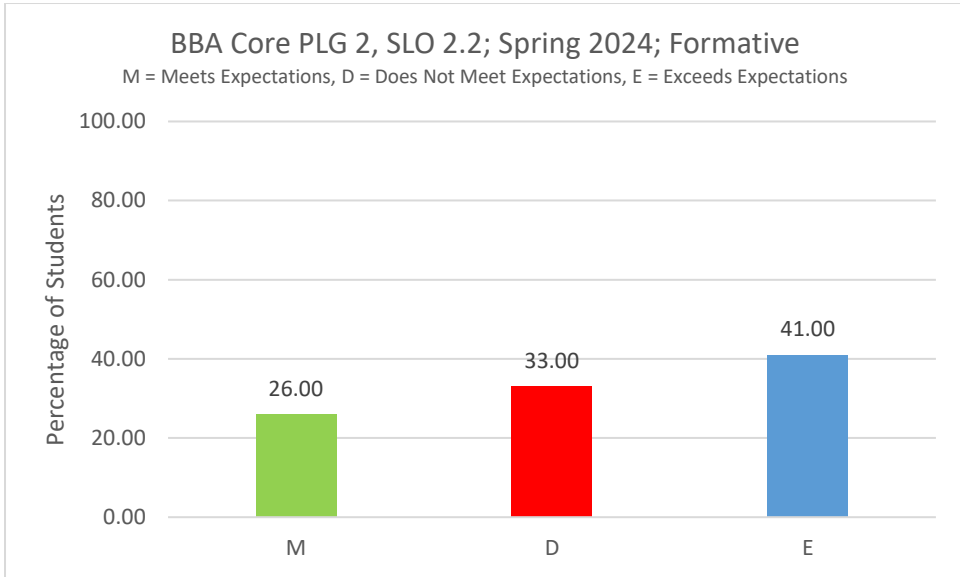


Figure BBA Core- 9

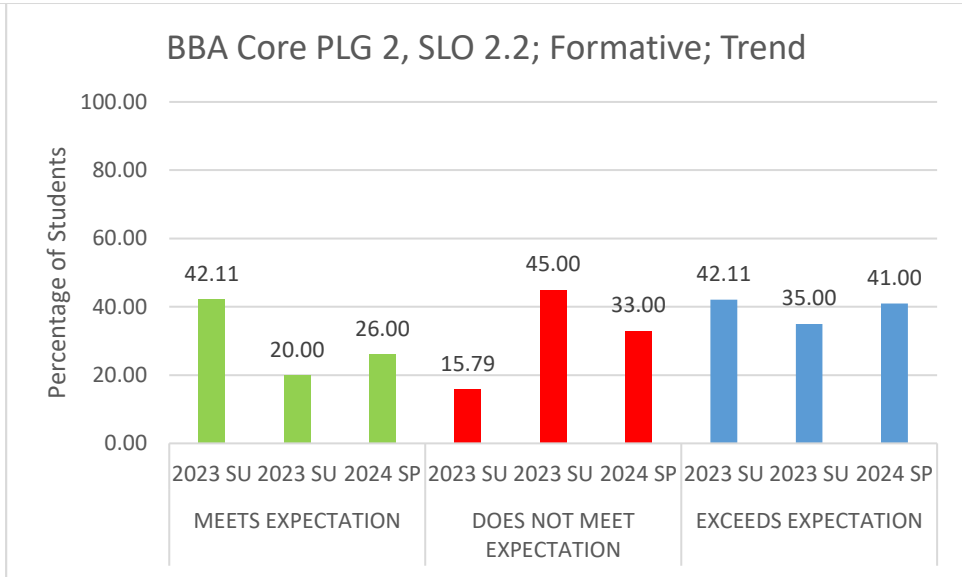


Figure BBA Core- 10

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

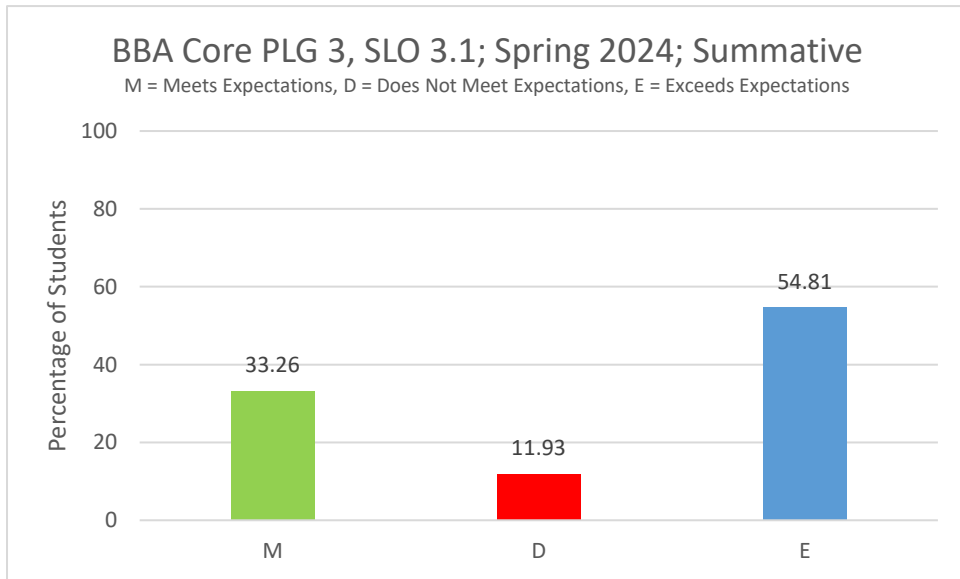


Figure BBA Core- 11

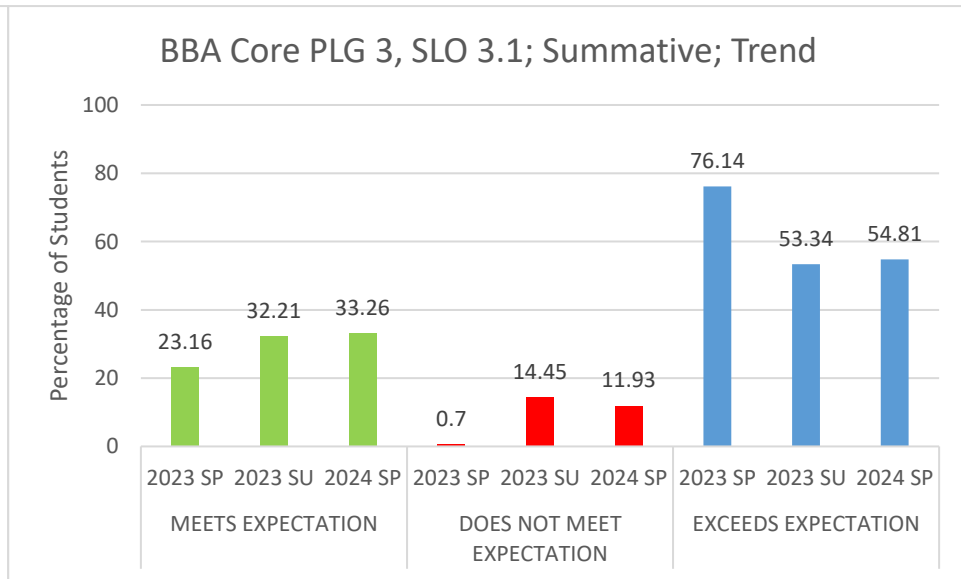


Figure BBA Core- 12



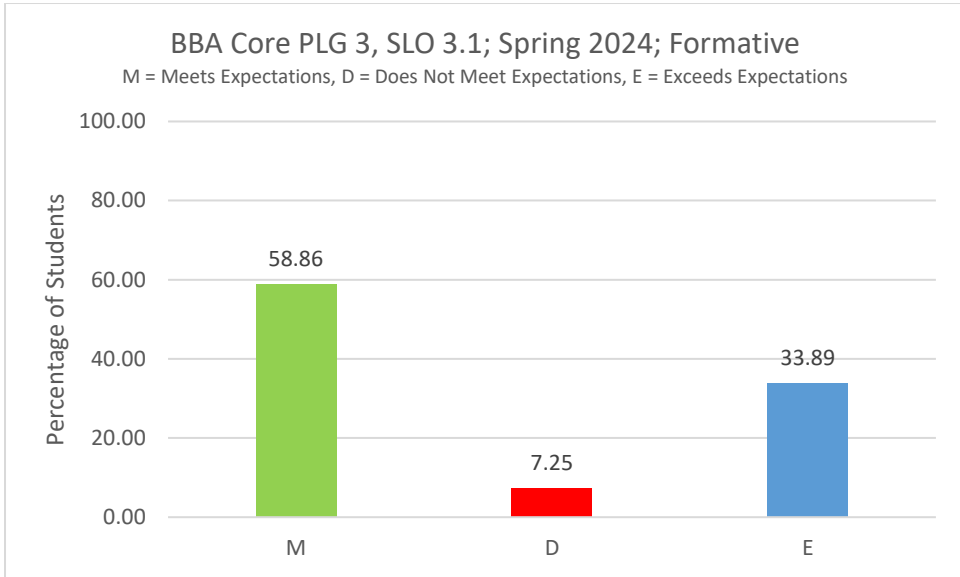


Figure BBA Core- 13

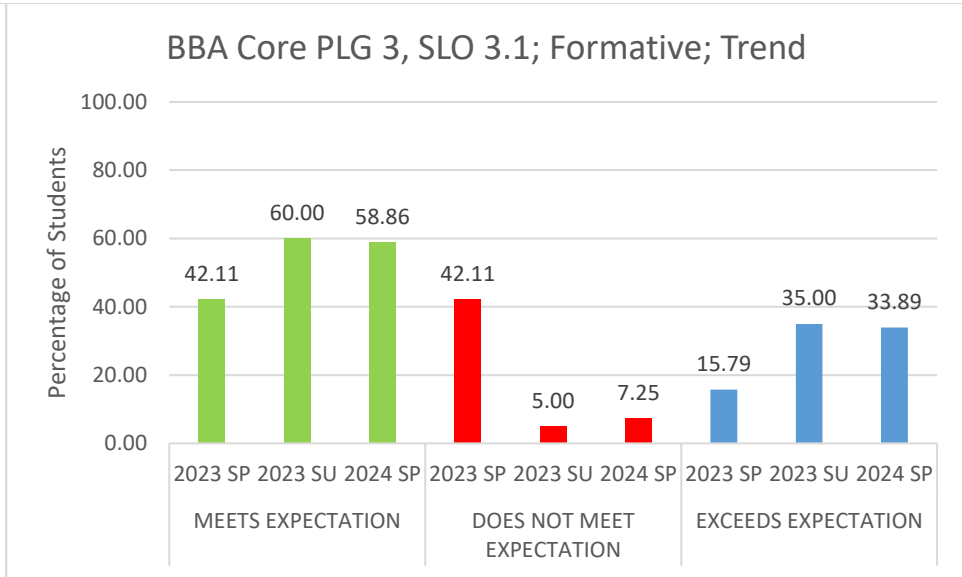


Figure BBA Core- 14

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
3. Integration	3.2 Utilize the latest business tools to analyze information, to improve productivity and decision-making, and to achieve performance targets efficiently	<p><u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment (MGT 489, integrative capstone course, group term projects)</p> <p><u>Formative:</u> Course Embedded Assessment from the Disciplines: FIN 435 group term projects for A&amp;F students; HRM 480 group terms projects for HRM students; INB 480 group term projects for INB students; MIS 470 group term projects for MIS students; and MKT 460 group term projects for MKT students</p>	<p><u>Exit Assessment Test:</u> Meets Expectation: 60% to 80%; Does Not Meet Expectation &lt; 60%; Exceeds Expectation &gt; 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # 3.2.1.1 (summative); A&amp;F.4.R.2 for A&amp;F students, rubric # HRM.3.R.1 for HRM students, rubric # INB.2.R.1 for INB students, rubric # MIS.2.R.1 for MIS students, rubric # MKT.1.R.2 for MKT students (formative)</p>	<p>See Figures BBA Core 15 – 16.</p> <p>Please see the following figures for the formative results: A&amp;F-13, HRM-9, INB-5, MIS-5, MKT-1</p>	<p>Target: 60% students should meet or exceed expectation.</p> <p>Students met the target.</p> <p>Trend: Percentage of students not meeting expectation has increased over the period showing a positive trend.</p>	<p>NSU launched an incubation program, North South University Startups Next, to create the next generation of startup founders in the country. The program will nurture future leaders with guided mentorship, networking, and funding opportunities to help their startups grow into a scalable business.</p>

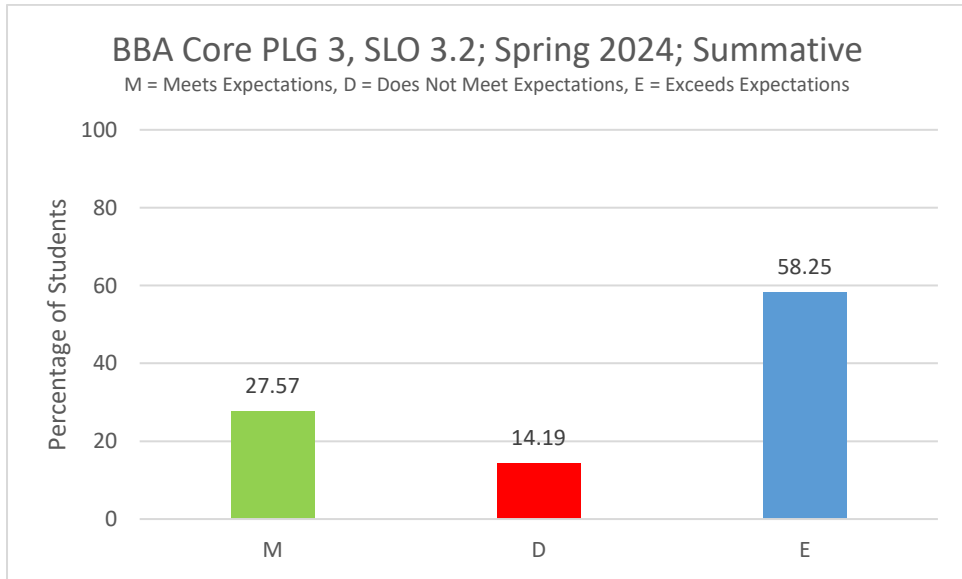


Figure BBA Core- 15

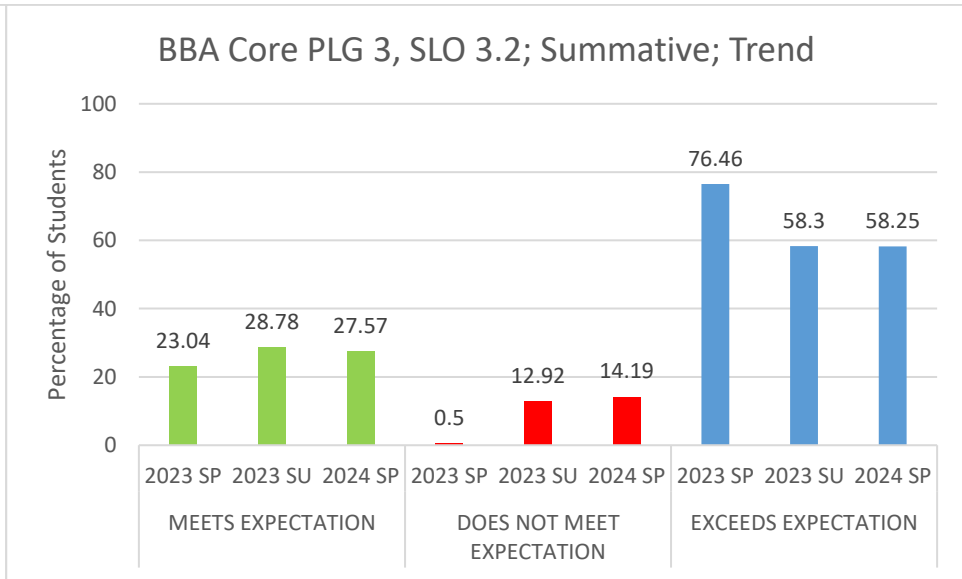


Figure BBA Core- 16

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

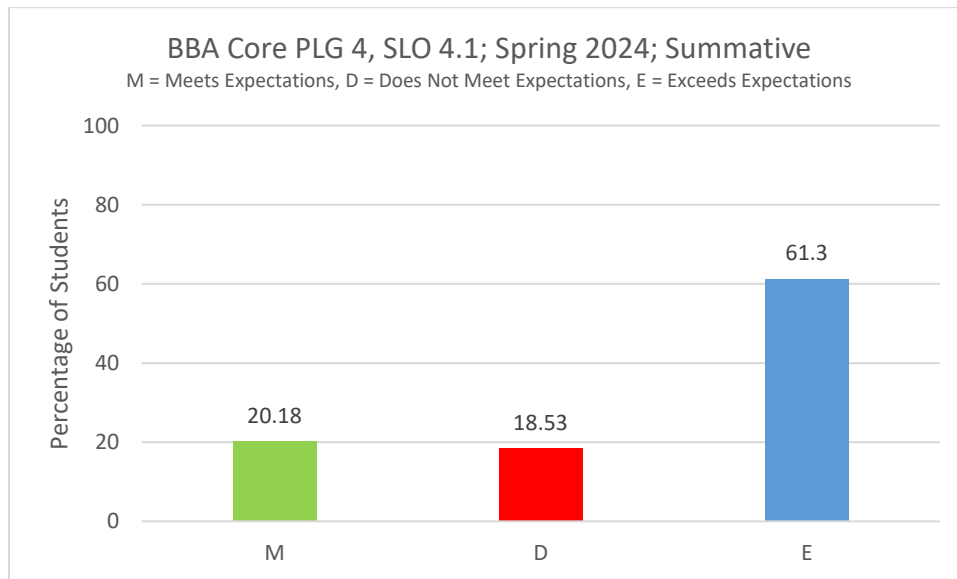


Figure BBA Core- 17

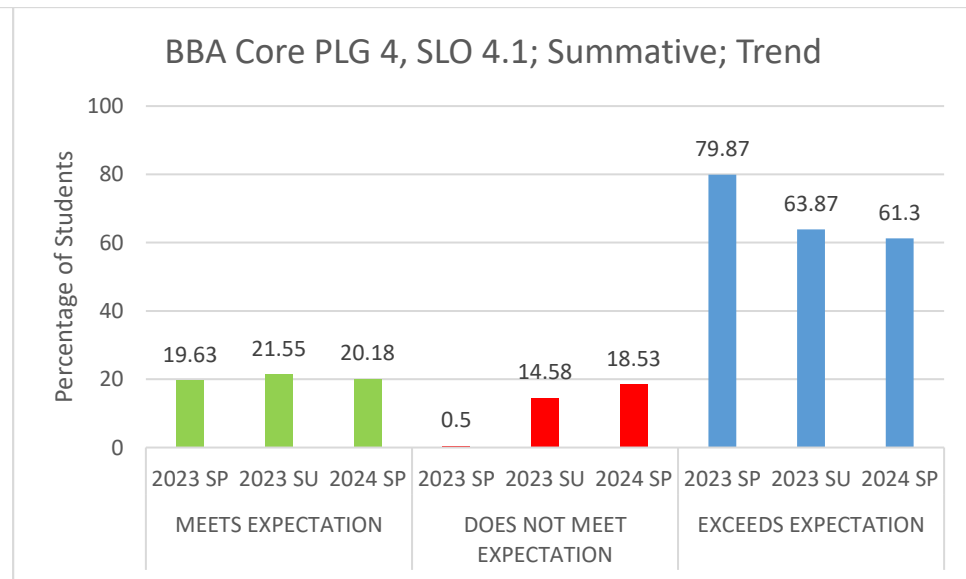


Figure BBA Core- 18

## Spring 2024 Student Learning Assessment Report: BBA in Accounting

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
ACT.1. Identify and classify financial information; prepare financial statements in accordance with appropriate standards	<p><u>Summative</u>: - Exit Assessment Test, and Course Embedded Assessment (ACT 320 group term projects)</p> <p><u>Formative</u>: Course Embedded- Assessment (ACT201 group term projects)</p>	<p><u>Exit Assessment Test</u></p> <p>Meets Expectation: 60% -80%</p> <p>Does Not Meet Expectation &lt; 60%</p> <p>Exceeds Expectation &gt; 80%</p> <p><u>Course-Embedded Assessment</u>: Rubric # ACT.1.R.1</p>	See Figures ACT 1 – 4.	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students met the target.</p> <p>Trend: Students exhibit satisfactory performance in this area.</p>	NSU had shifted from online class to in-person class to back to the new normal situation and enhance the classroom engagement. The University successfully managed the transition and make the classroom facilities available to increase classroom learning.

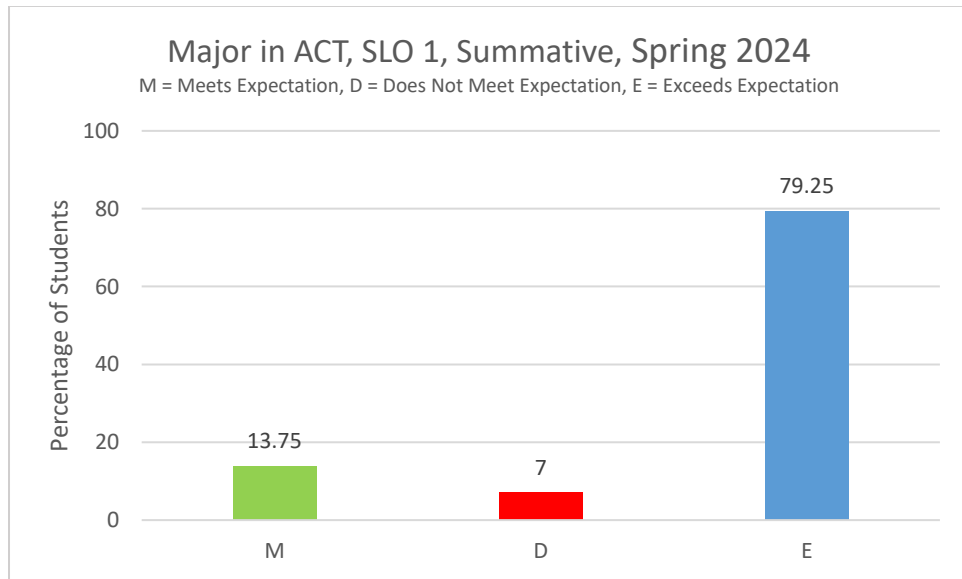


Figure ACT 1

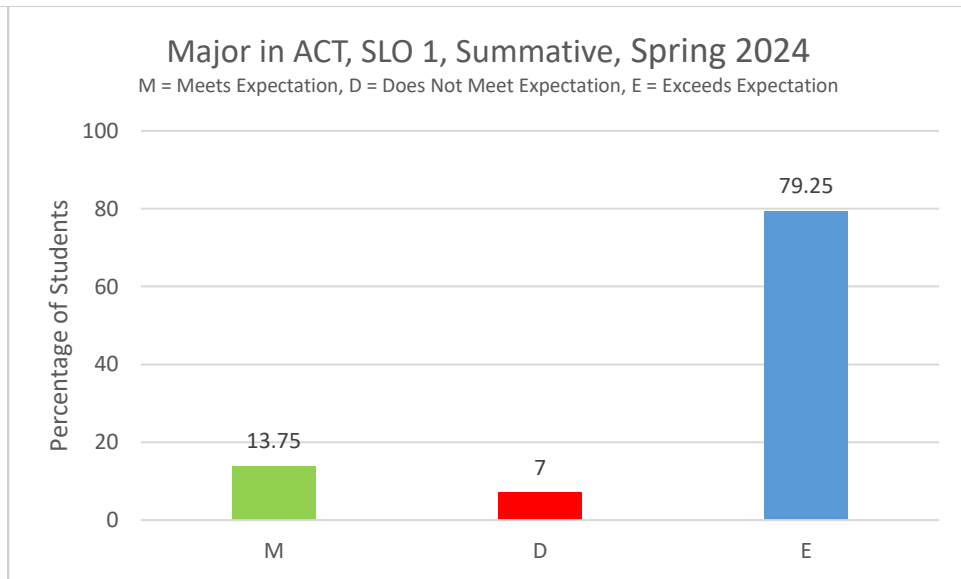


Figure ACT 2

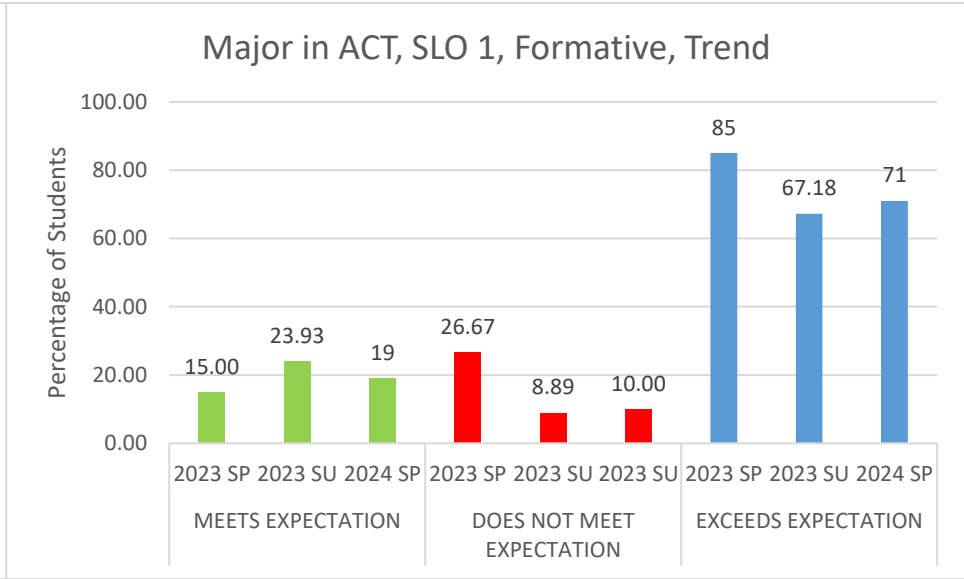
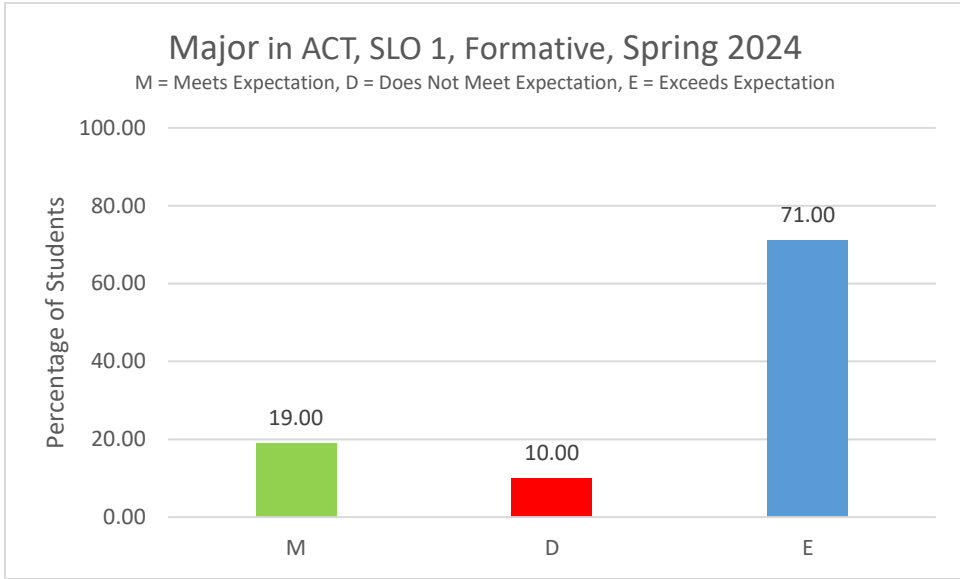


Figure ACT 3

Figure ACT 4

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
ACT.2. Demonstrate critical thinking and problem solving when applying accounting principles and procedures.	<p><u>Summative:</u> - Exit Assessment Test, and Course Embedded Assessment (ACT 320 group term projects)</p> <p><u>Formative:</u> Course Embedded- Assessment (ACT201 group term projects)</p>	<p><u>Exit Assessment Test</u> Meets Expectation: 60% -80% Does Not Meet Expectation &lt; 60% Exceeds Expectation &gt; 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # ACT.2.R.1</p>	See Figures ACT 5 – 8.	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students met the target.</p> <p>Trend: Overall students have demonstrated good performance in this area.</p>	By applying uniformity in their approach to the online classroom the Department along with the school managed to ensure satisfactory students learning across all courses taught.

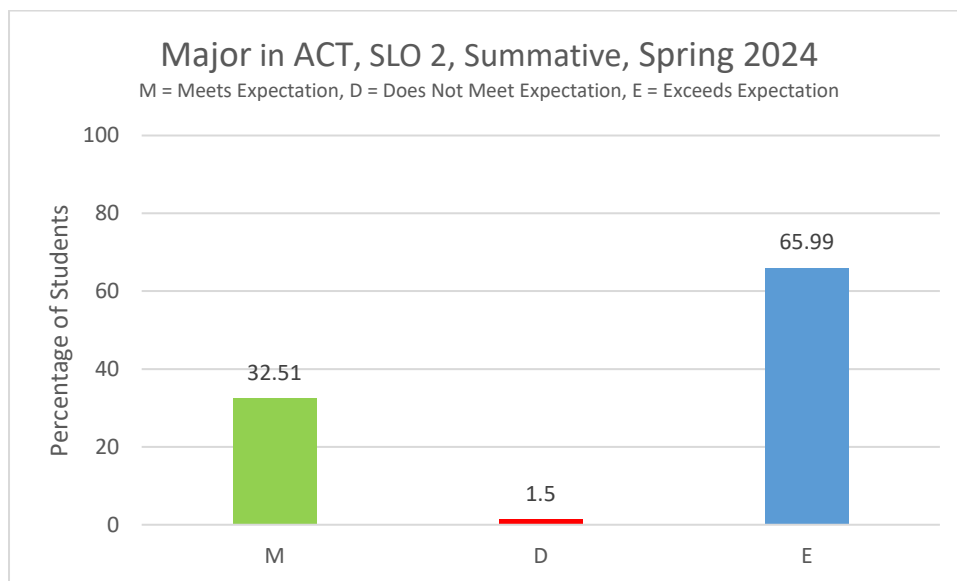


Figure ACT 5

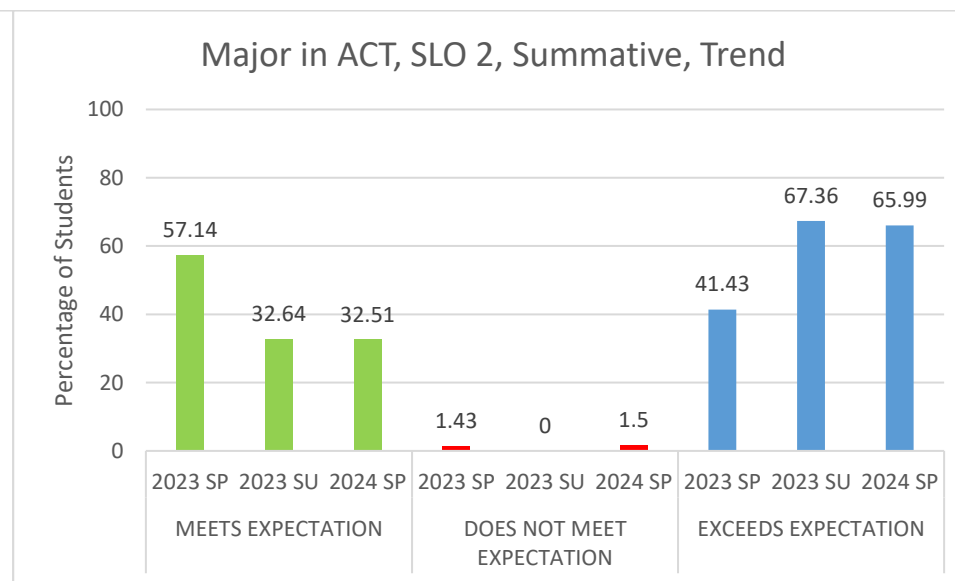


Figure ACT 6

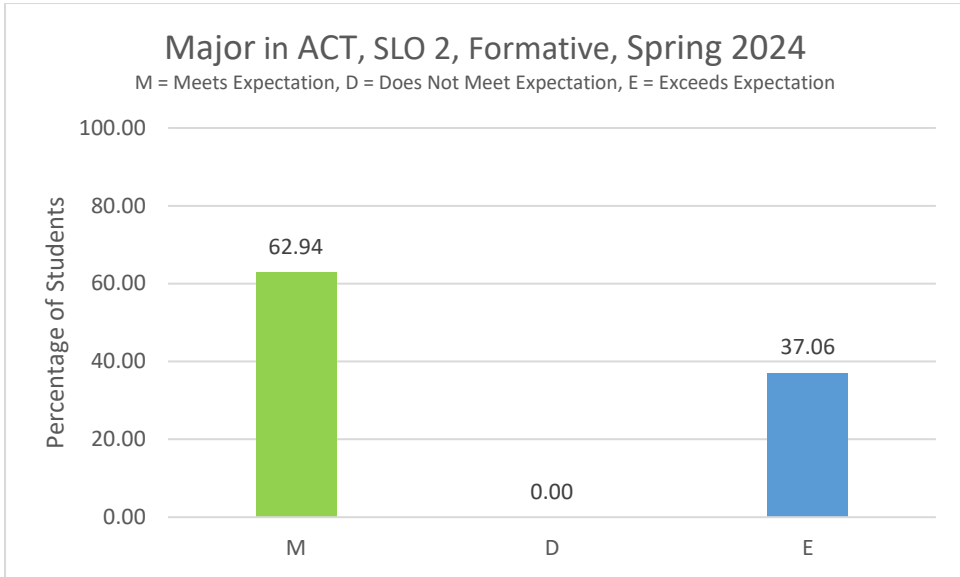


Figure ACT 7

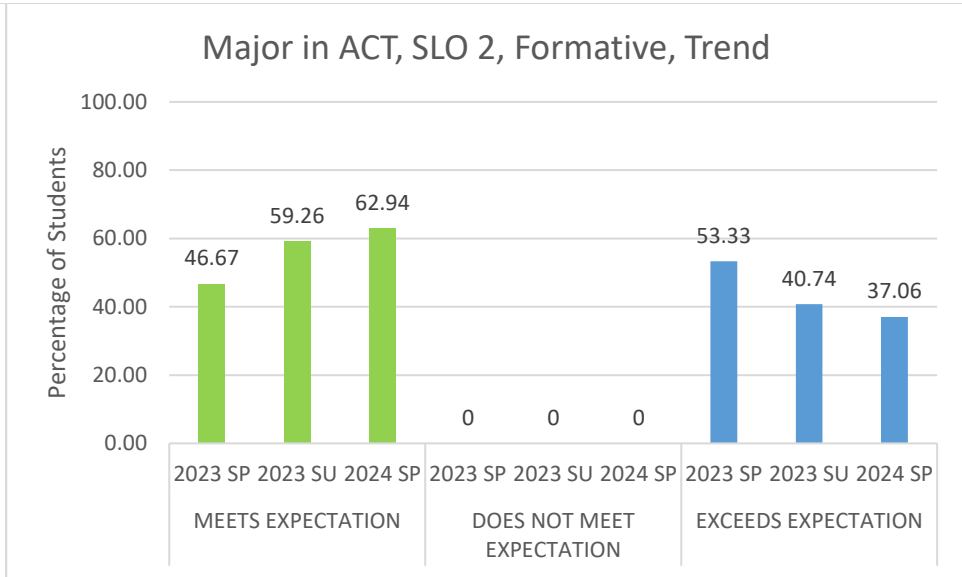


Figure ACT 8

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
ACT.3. Explain cost concepts and its classification and apply this in budgeting for specific business situations.	<p><u>Summative:</u> - Exit Assessment Test, and Course-Embedded Assessment (ACT 360 group term projects)</p> <p><u>Formative:</u> Course-Embedded Assessment (ACT 202 group term projects)</p>	<p><u>Exit Assessment Test</u> Meets Expectation: 60% -80% Does Not Meet Expectation &lt; 60% Exceeds Expectation &gt; 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # ACT.3.R.1 &amp;ACT.3.R.2</p>	See Figures ACT 9 – 12.	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students met the target in both assessments</p> <p>Trend: The percentage of students not meeting expectations shows a high percentage in summative assessment. However, performance in formative assessment has improved over the period with a high in the percentage of students exceeding expectations.</p>	By applying uniformity in their approach to the online classroom, the Department and the School managed to ensure satisfactory student learning across all courses taught.

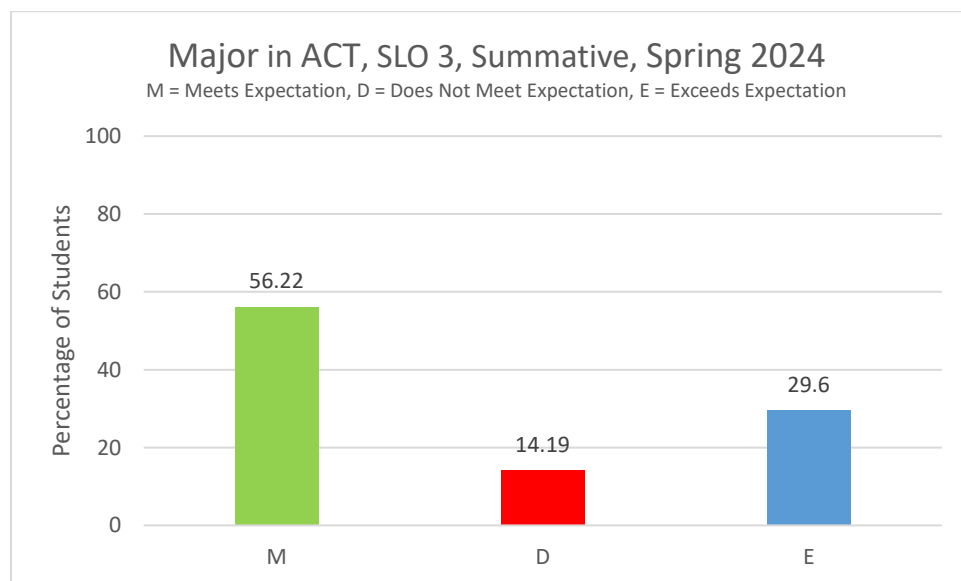


Figure ACT 9

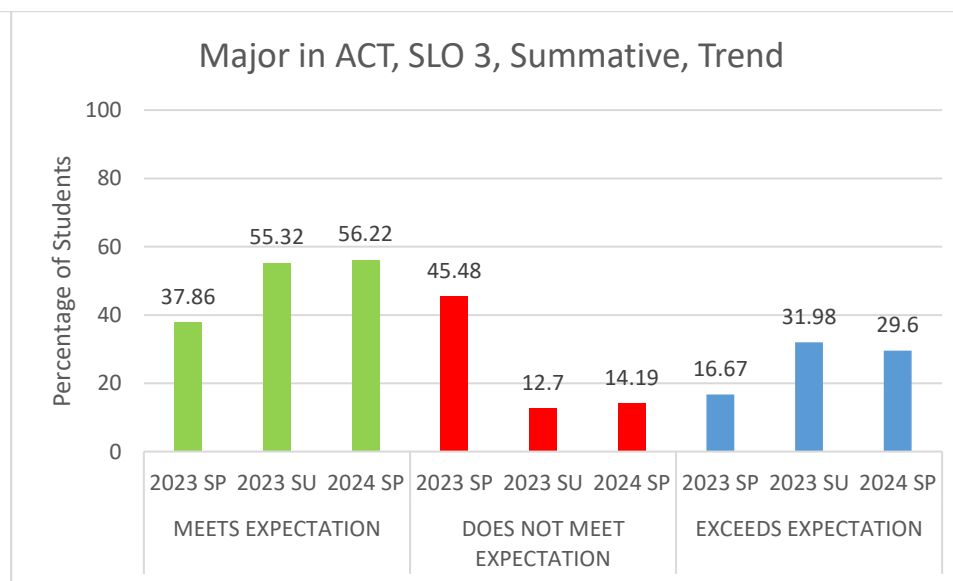


Figure ACT 10



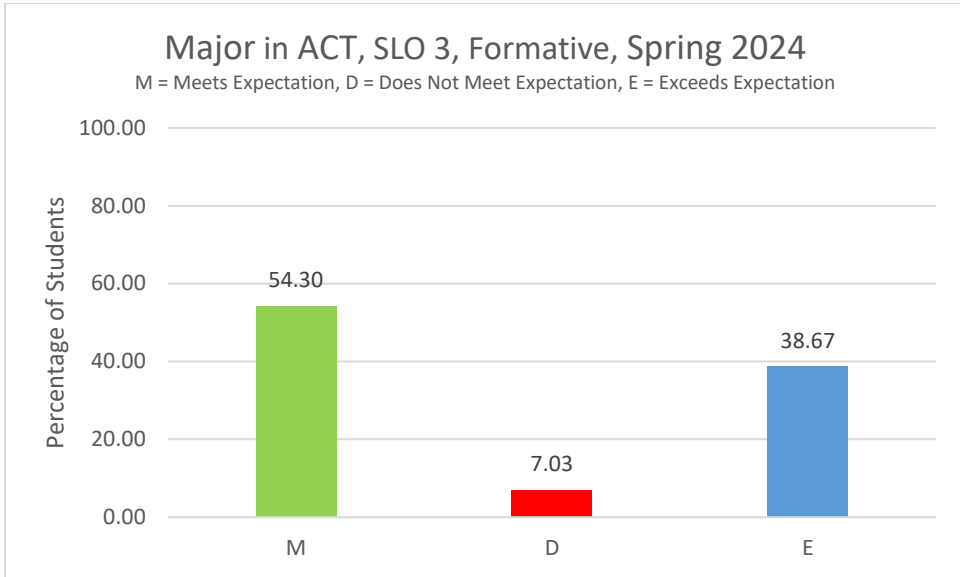


Figure ACT 11

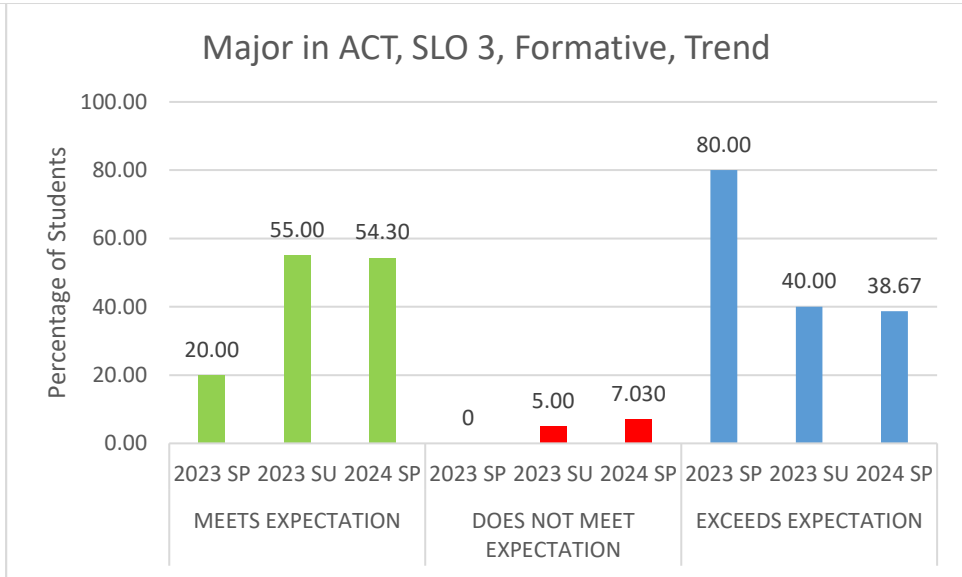


Figure ACT 12

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
ACT.4. Demonstrate an understanding of tax concepts and rules.	<p><u>Summative</u>: - Exit Assessment Test, and Course-Embedded Assessment (ACT 370 group term projects)</p> <p><u>Formative</u>: Course Embedded-Assessment (ACT 320 group term projects)</p>	<p><u>Exit Assessment Test</u>: Meets Expectation: 60% -80% Does Not Meet Expectation &lt; 60% Exceeds Expectation &gt; 80%</p> <p><u>Course-Embedded Assessment</u>: Rubric # ACT.4.R.1</p>	See Figures ACT 13 – 16.	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students failed to meet the target in summative assessment but met the target in formative assessment.</p> <p>Trend: There is a high percentage of students not meeting expectations in summative assessment. However, performance in formative assessment is showing a positive trend though the percentage for exceeds expectations increasing compare to last the period.</p>	By applying uniformity in their approach to the online classroom, the Department and the School managed to ensure satisfactory student learning across all courses taught.

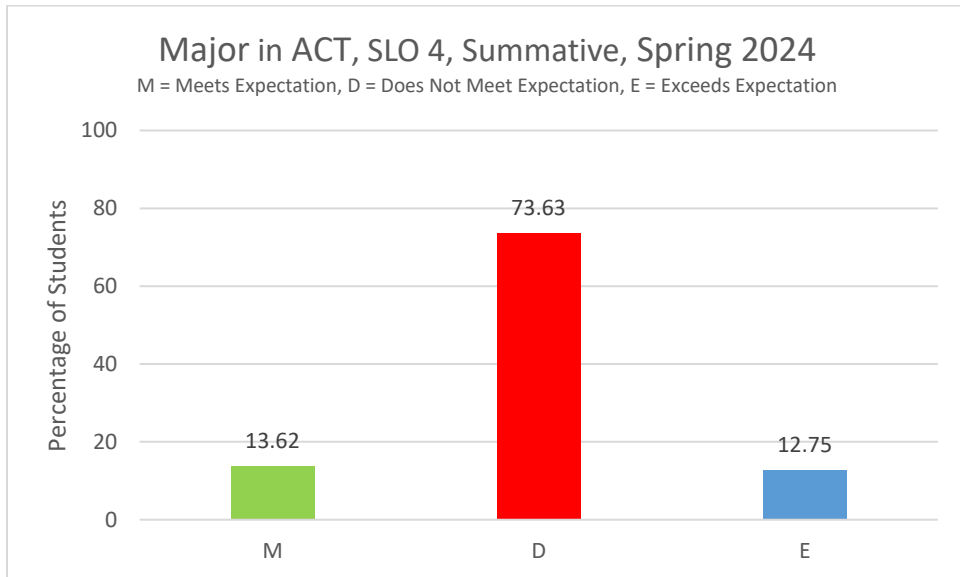


Figure ACT 13

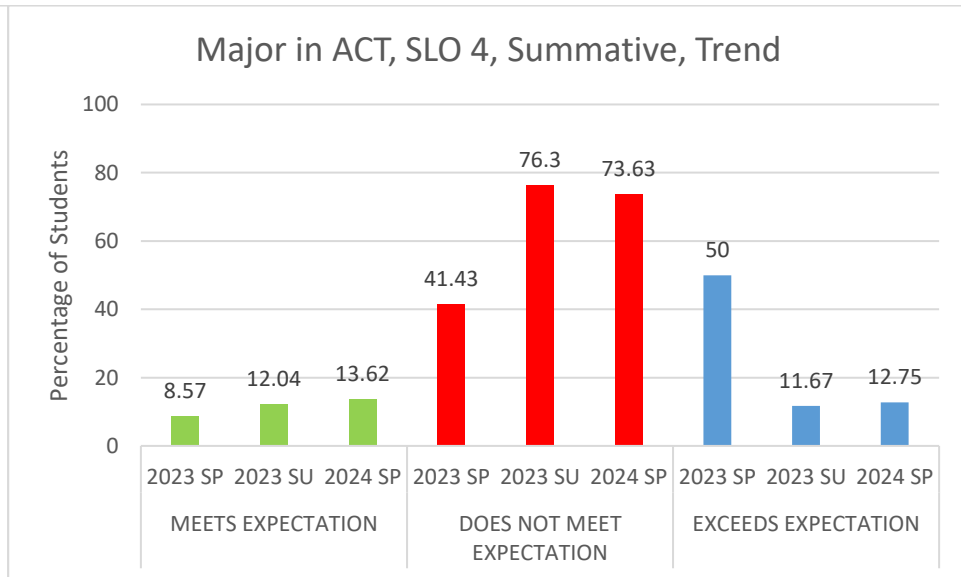


Figure ACT 14

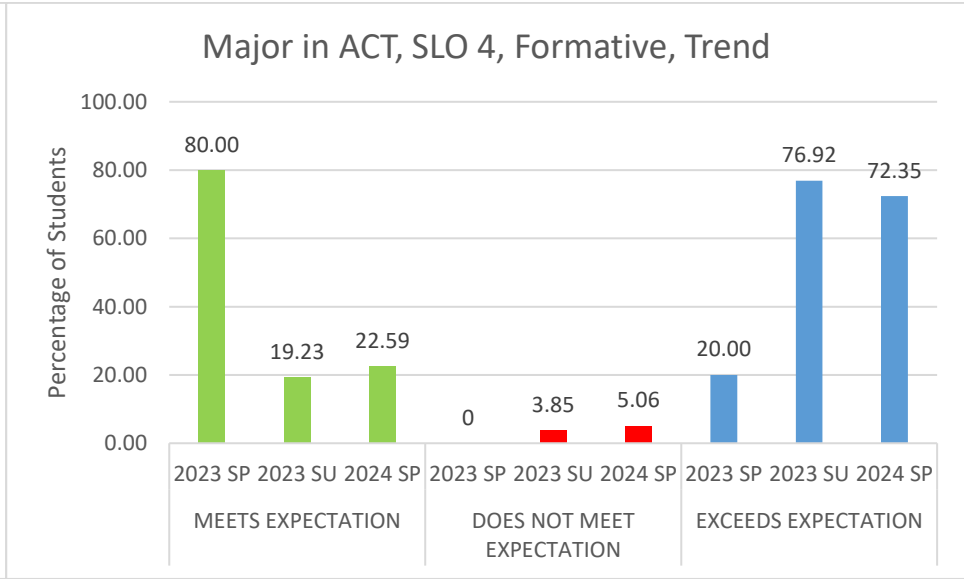
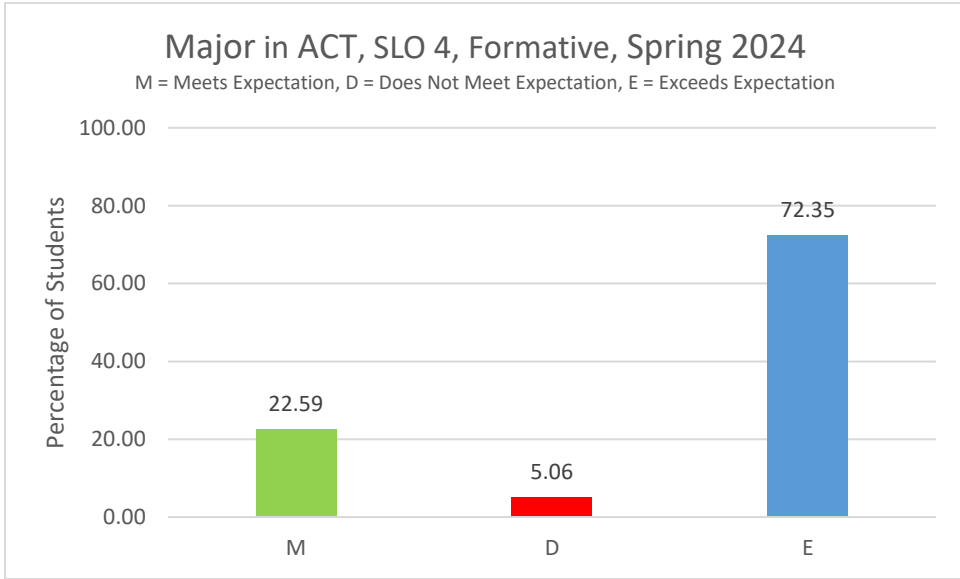


Figure ACT 15

Figure ACT 16

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
ACT.5. Be able to analyze and interpret financial statements and relate the information found within.	<p><u>Summative:</u> - Exit Assessment Test, and Course-Embedded Assessment (ACT 320 group term projects)</p> <p><u>Formative:</u> Course-Embedded Assessment (ACT 201 group term projects)</p>	<p><u>Exit Assessment Test:</u> Meets Expectation: 60% -80% Does Not Meet Expectation &lt; 60% Exceeds Expectation &gt; 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # ACT.5.R.1</p>	See Figures ACT 17 – 20.	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students met the target both in formative and summative assessment</p> <p>Trend: Students show good performance in this area. However, there is a decline in percentage of students exceeding expectations in summative assessment.</p>	Faculties developed different strategies to deliver lecture content in the classroom in ways that engage students and meet the courses' learning objectives.

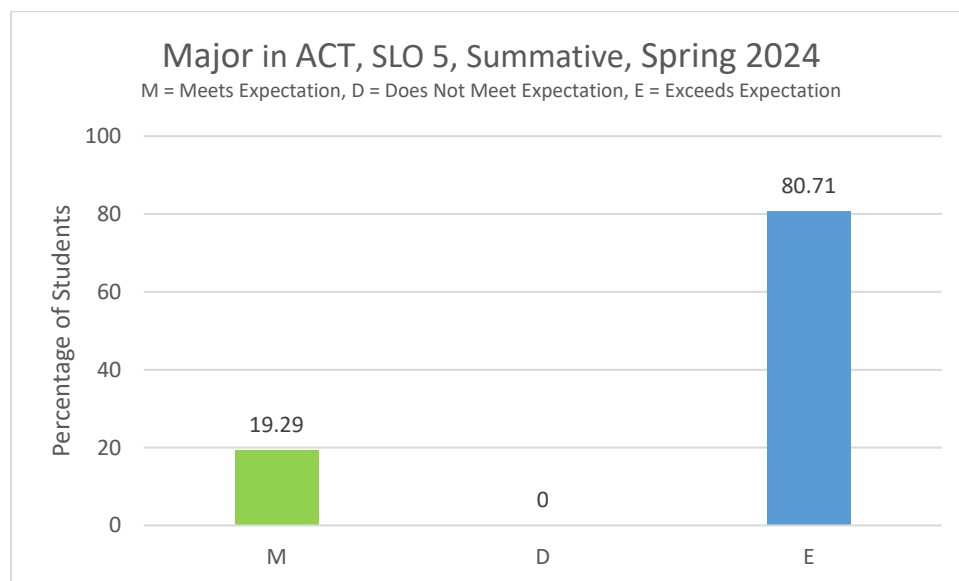


Figure ACT 17

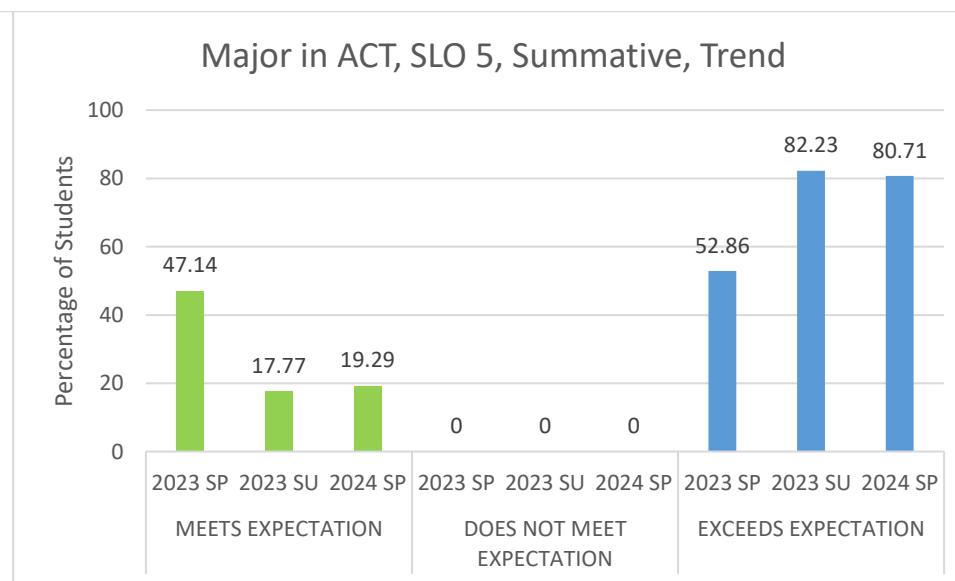


Figure ACT 18

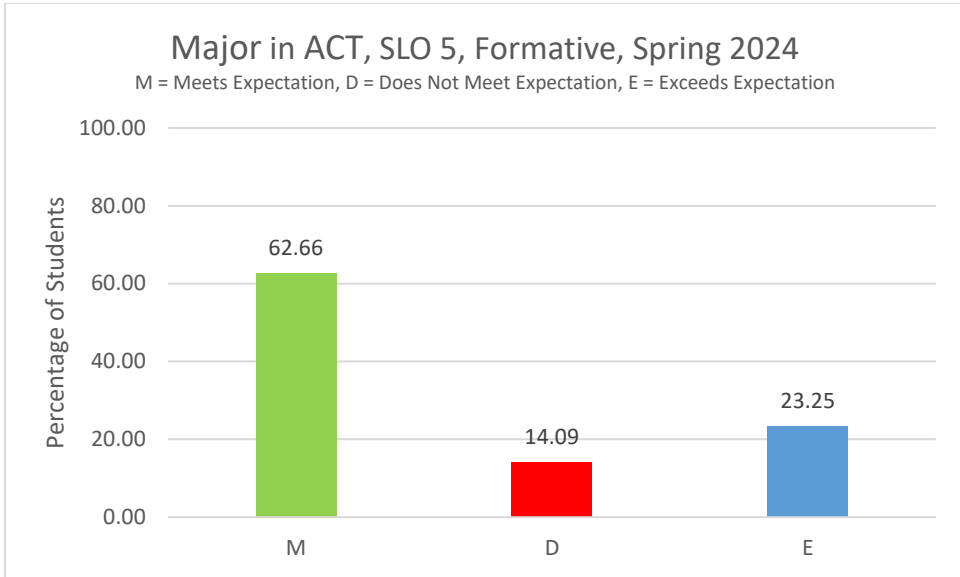


Figure ACT 19

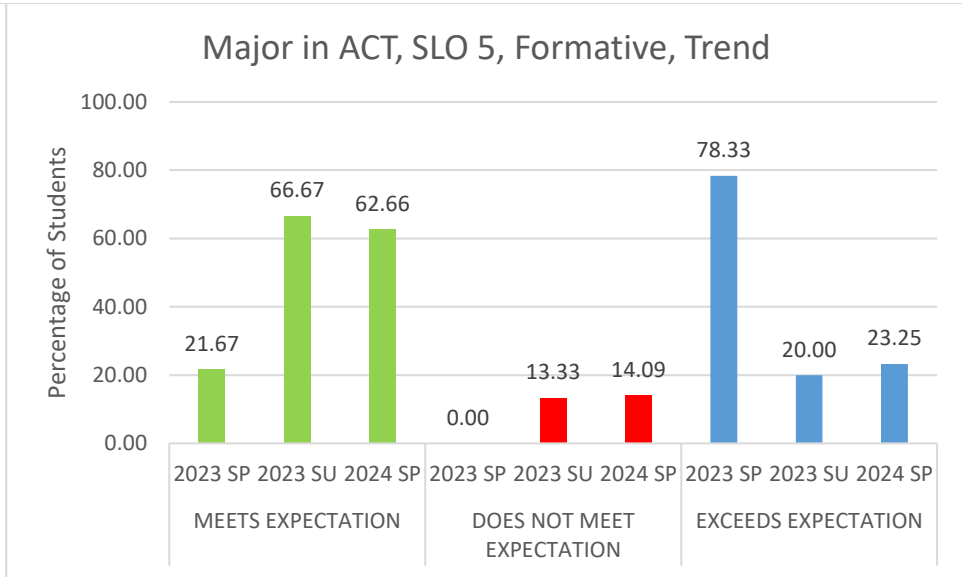


Figure ACT 20

## Spring 2024 Student Learning Assessment Report: BBA in Finance

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
FIN 1. Demonstrate knowledge of services provided by local and global financial institutions, instrument markets, and their regulatory environment.	<p><u>Summative</u>: - Exit Assessment Test, and Course Embedded Assessment (FIN 444 group term projects)</p> <p><u>Formative</u>: Course Embedded-Assessment (FIN 433 group term projects)</p>	<p><u>Exit Assessment Test</u></p> <p>Meets Expectation: 60% -80%</p> <p>Does Not Meet Expectation &lt; 60%</p> <p>Exceeds Expectation &gt; 80%</p> <p><u>Course-Embedded Assessment</u>: Rubric # FIN.1.R.1</p>	See Figures FIN 1 – 4.	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students met the target in both summative and formative assessment.</p> <p>Trend: Students' performance has increased over the period with the increasing trend exceeds expectations also. However, an decreasing trend is found in not meeting expectations in formative assessment.</p>	The BBA degree in Finance is a CFA partner program with at least 70 percent of the CFA Program Candidate Body of Knowledge incorporated in the degree program.

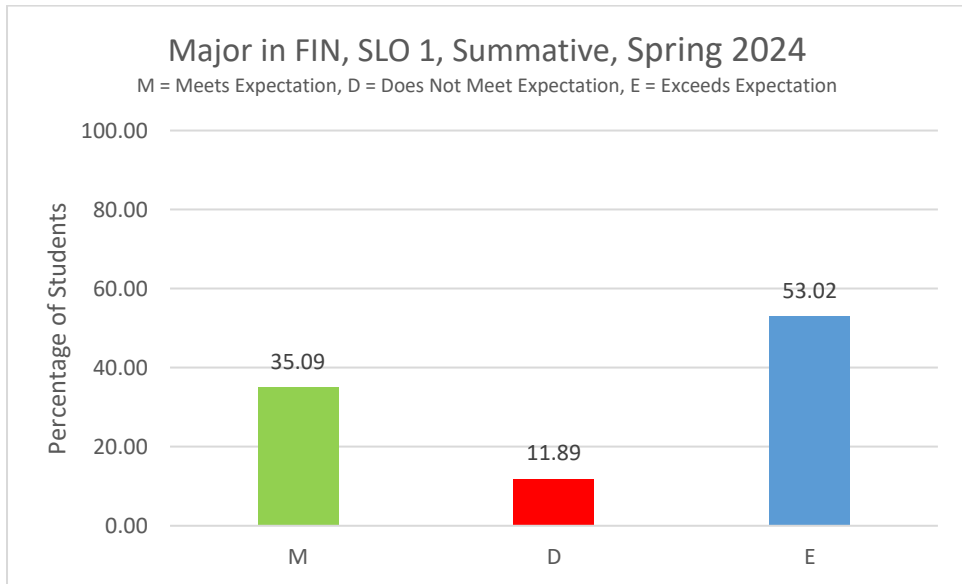


Figure FIN 1

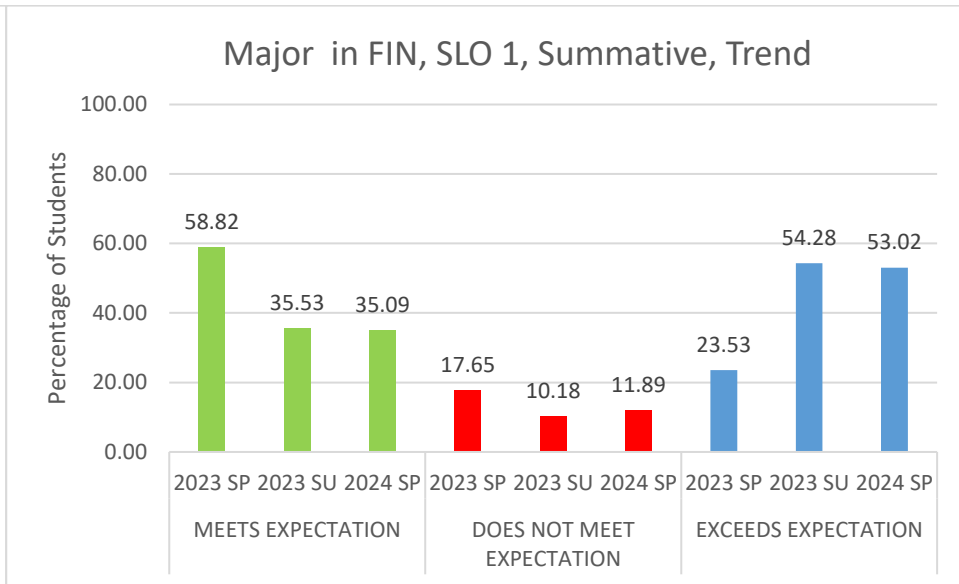


Figure FIN 2

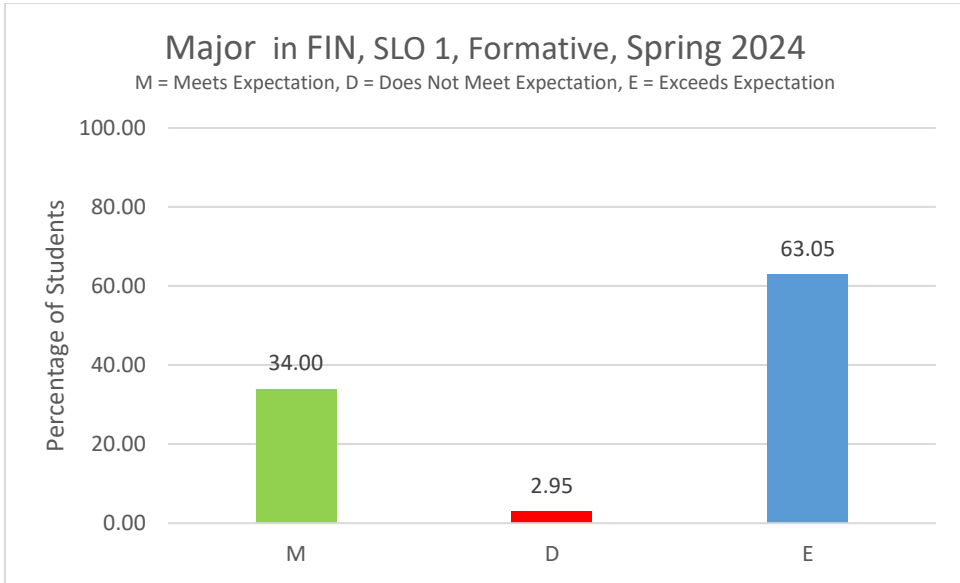


Figure FIN 3

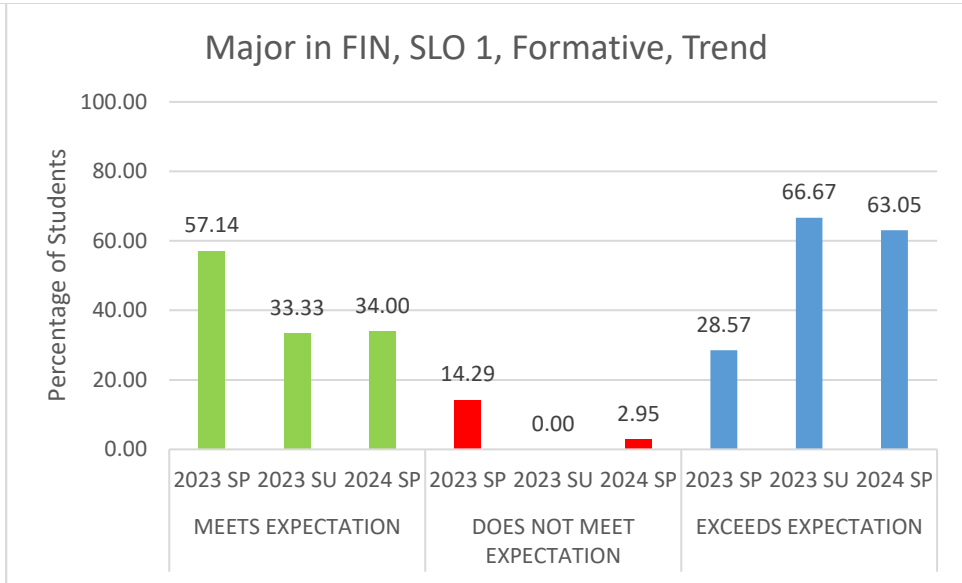


Figure FIN 4

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
FIN.2. Acquire knowledge of and develop essential skills for personal, corporate, and public financial decision making.	<p><u>Summative</u>: - Exit Assessment Test Course-Embedded Assessment (FIN 440, Capstone Course, group term projects)</p> <p><u>Formative</u>: Course-Embedded Assessment (FIN 254 group projects)</p>	<p><u>Exit Assessment Test</u> Meets Expectation: 60% -80% Does Not Meet Expectation &lt; 60% Exceeds Expectation &gt; 80%</p> <p><u>Course-Embedded Assessment</u>: Rubric # FIN.2.R.1</p>	See Figures FIN 5 – 8.	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students met the target both in formative and summative assessment.</p> <p>Trend: Students’ performance has improved in both assessment over the period. However, a decreasing trend of exceeding expectations is found in formative assessment.</p>	The curriculum is closely tied to professional practice which is well suited in preparing students to sit for the CFA exams.

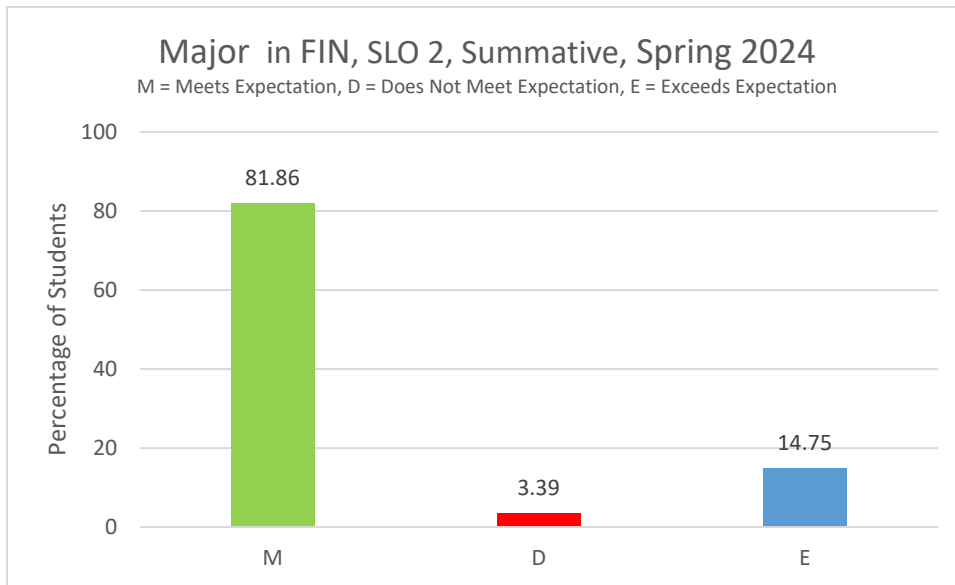


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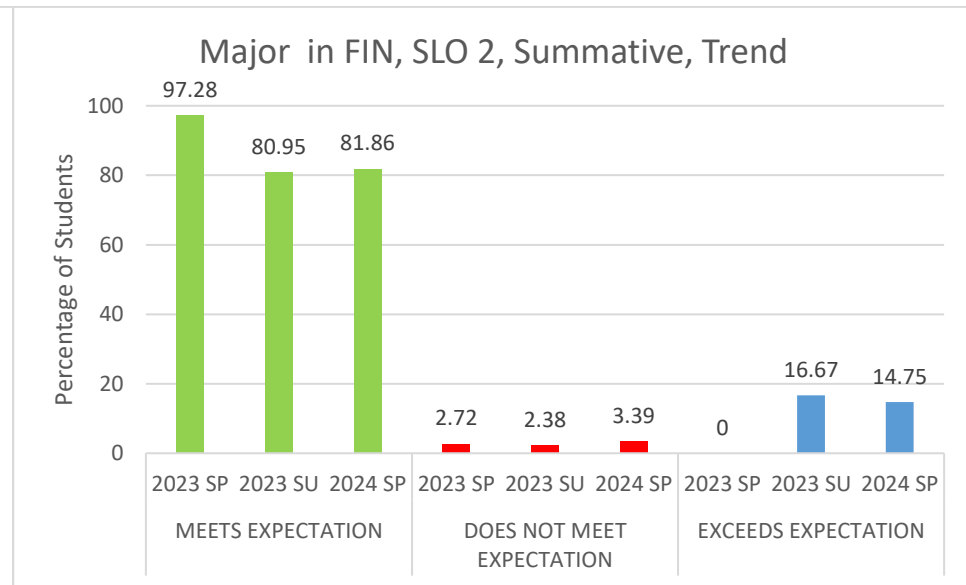


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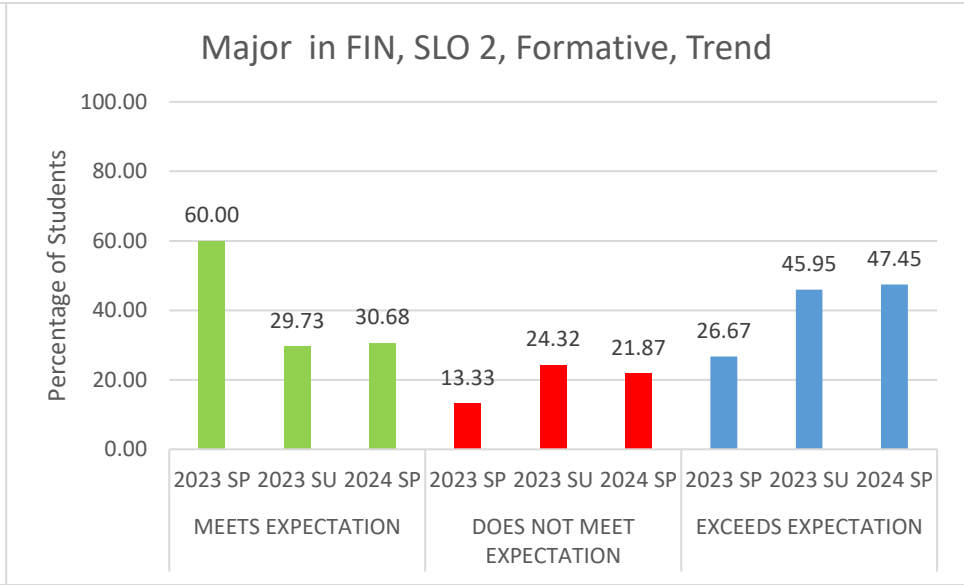
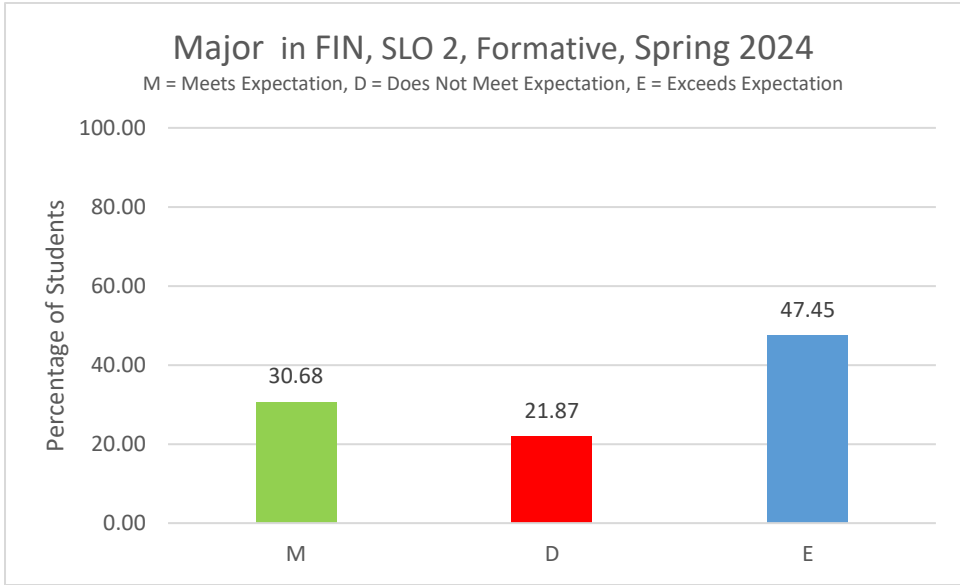


Figure FIN 7

Figure FIN 8

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
FIN.3. Demonstrate an understanding of the risk-return tradeoff and be able to analyze investment alternatives and make portfolio decisions in the face of uncertainty.	<p><u>Summative</u>: - Exit Assessment Test, and Course-Embedded Assessment (FIN 435, Capstone Course, group term projects)</p> <p><u>Formative</u>: Course-Embedded Assessment (FIN 254 group term projects)</p>	<p><u>Exit Assessment Test</u> Meets Expectation: 60% -80% Does Not Meet Expectation &lt; 60% Exceeds Expectation &gt; 80%</p> <p><u>Course-Embedded Assessment</u>: Rubric # FIN.3.R.1 and FIN.3.R.2</p>	See Figures FIN 9 – 12.	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students met the target in summative assessment but not in formative assessment.</p> <p>Trend: Students’ performance has improved with a high increase in percentage of students exceeding expectations over the period in summative assessment. However, a dropping percentage of exceeding expectations is found in formative assessment.</p>	By applying uniformity in their approach to the online classroom, the Department and the School managed to ensure satisfactory student learning across all courses taught.

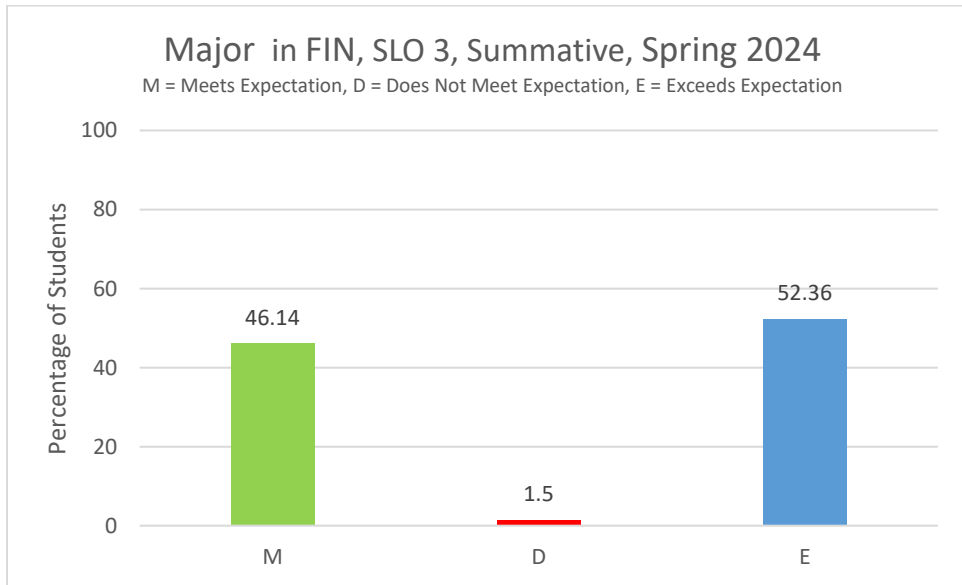


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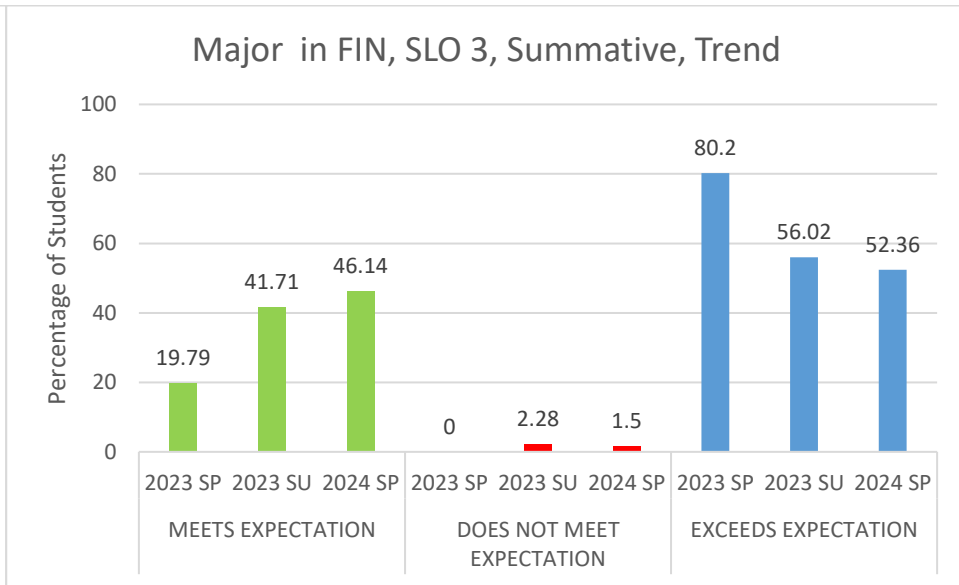


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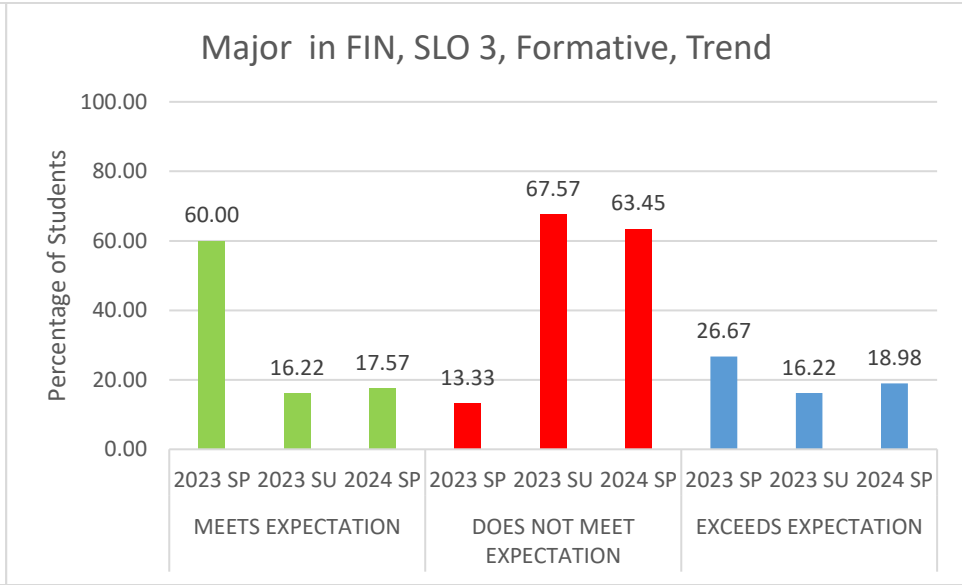
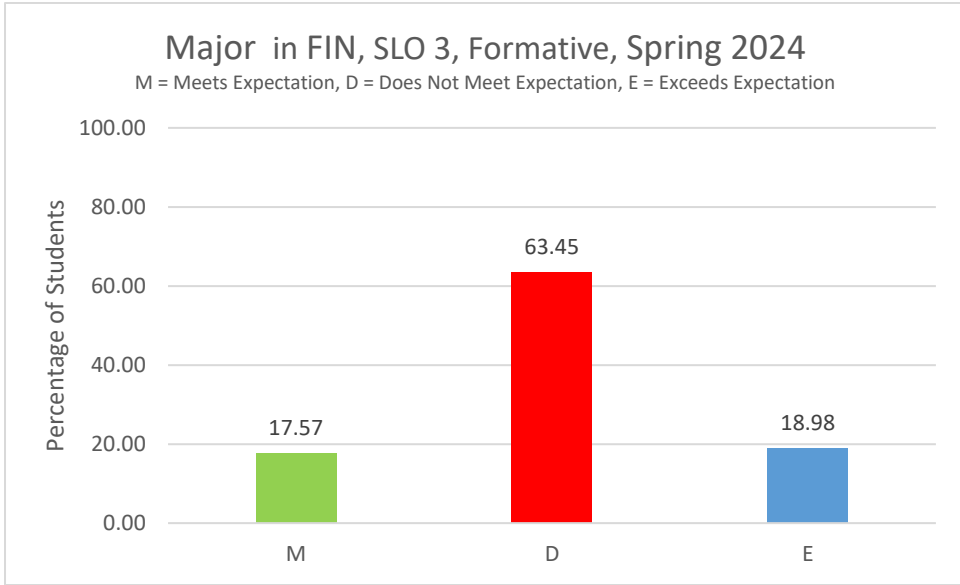


Figure FIN 11

Figure FIN 12

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
FIN.4. Be able to analyze accounting information to support financial decision.	<p><u>Summative</u>: - Exit Assessment Test, and Course-Embedded Assessment (FIN 440, Capstone Course, group term projects)</p> <p><u>Formative</u>: Course Embedded-Assessment (FIN 254 group term projects)</p>	<p><u>Exit Assessment Test</u>: Meets Expectation: 60% -80% Does Not Meet Expectation &lt; 60% Exceeds Expectation &gt; 80%</p> <p><u>Course-Embedded Assessment</u>: Rubric # FIN.4.R.1</p>	See Figures FIN 13 – 16.	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students met the target in both formative and summative assessment.</p> <p>Trend: Students exhibit extremely good performance in their assessment with more than 50% of the students exceeds expectations.</p>	Faculties developed different strategies to deliver lecture content in the online environment in ways that engage students and meet the courses' learning objectives.

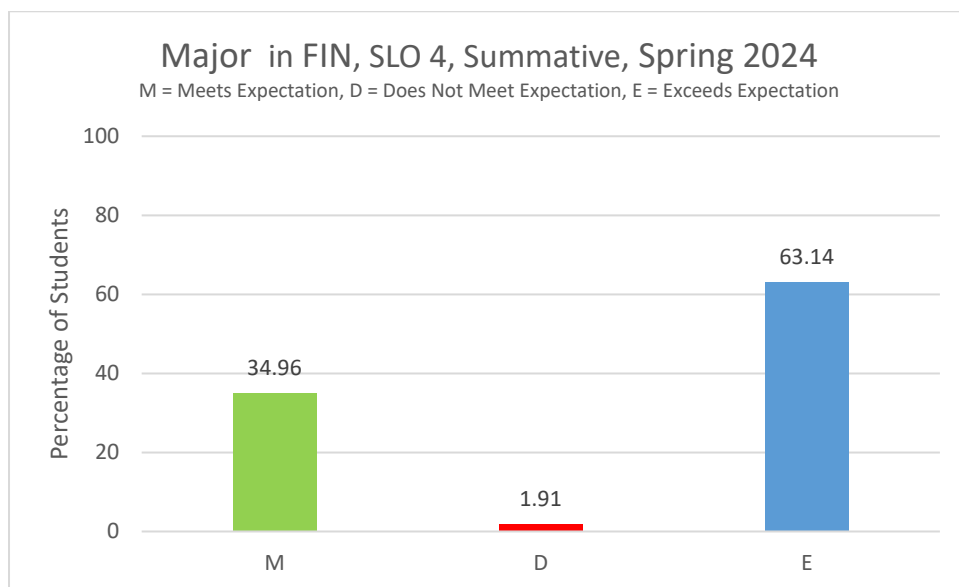


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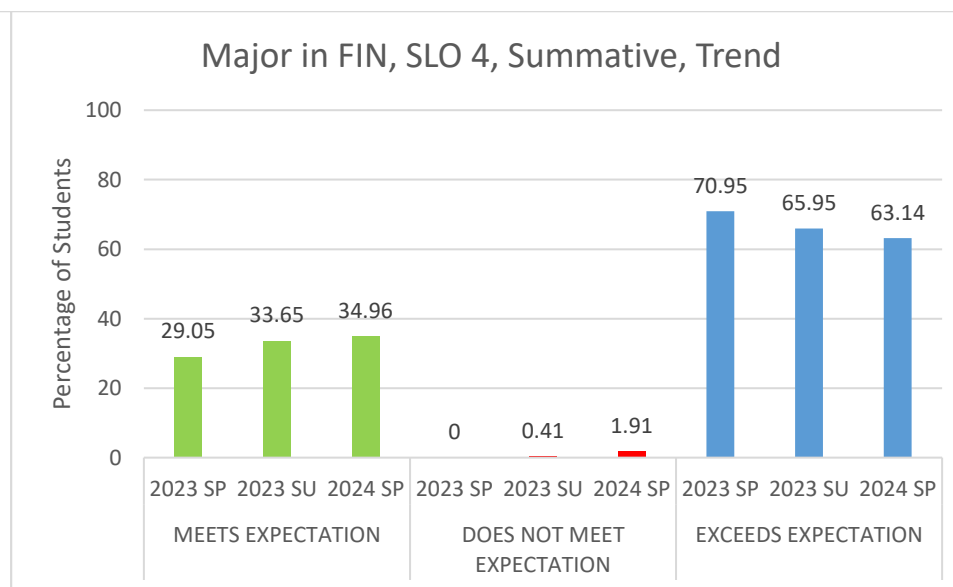


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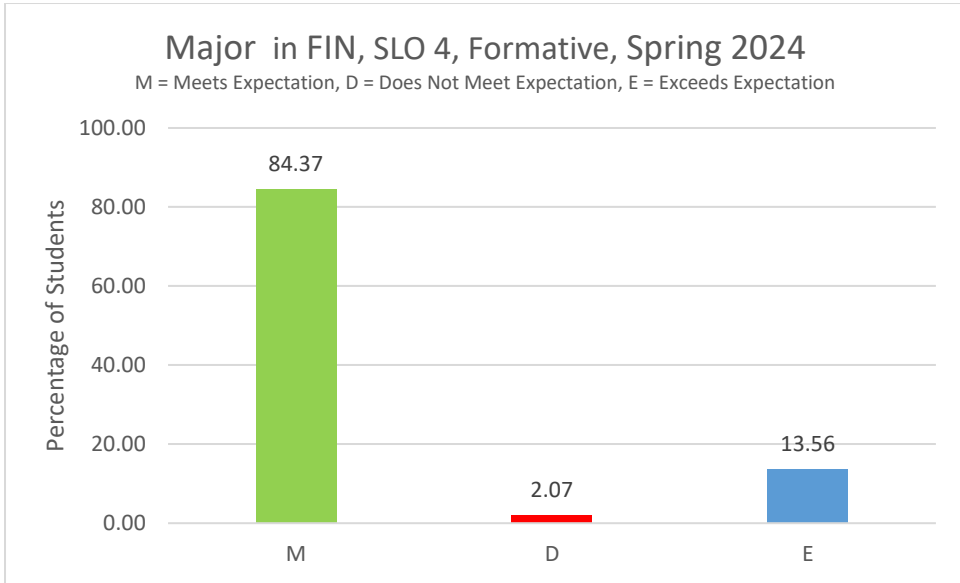


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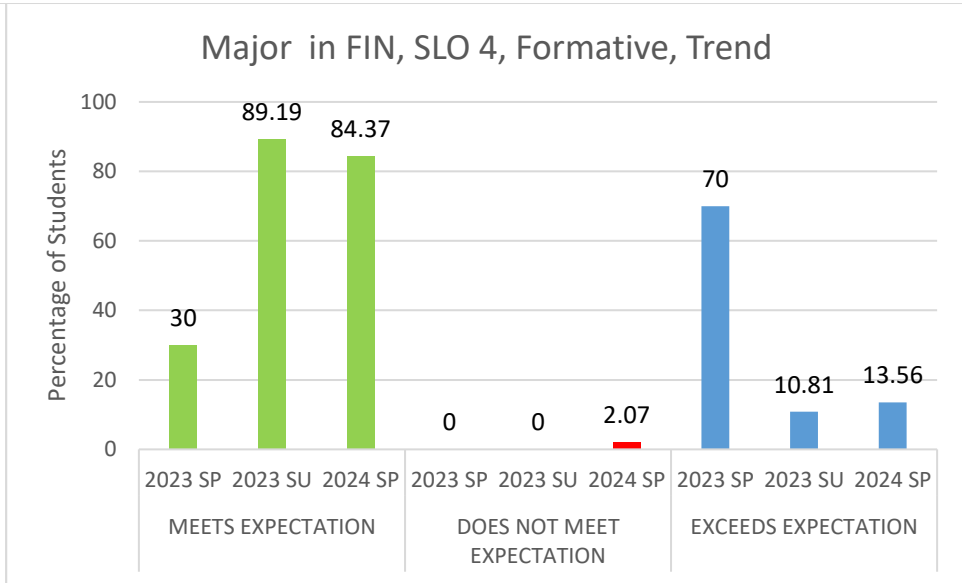


Figure FIN 16

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
FIN.5. Use standard software tools and demonstrate data organization and analytical skills while solving practical finance problems.	<p><u>Summative</u>: - Exit Assessment Test, and Course-Embedded Assessment (FIN 440, Capstone Course, group term projects)</p> <p><u>Formative</u>: Course-Embedded Assessment (FIN 435 group term projects)</p>	<p><u>Exit Assessment Test</u>: Meets Expectation: 60% -80% Does Not Meet Expectation &lt; 60% Exceeds Expectation &gt; 80%</p> <p><u>Course-Embedded Assessment</u>: Rubric # FIN.5.R.1</p>	See Figures FIN 17 – 20.	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students met the target.</p> <p>Trend: Students exhibit satisfactory performance in this area. However, there is a decline in number of students exceeding expectations over the period in both assessments.</p>	Course components are reviewed continuously to ensure that students can continue to critically identify problems and solve those using their knowledge of business studies.

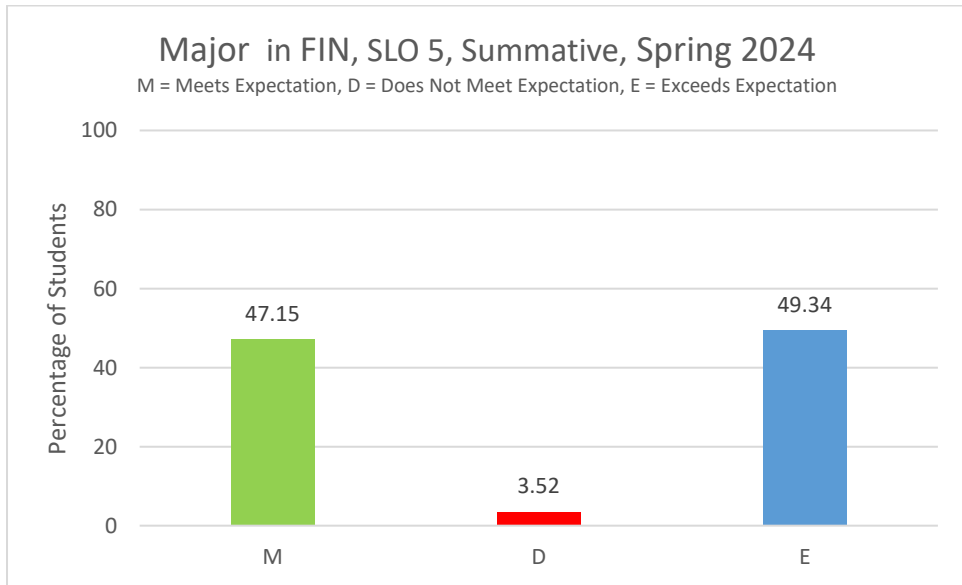


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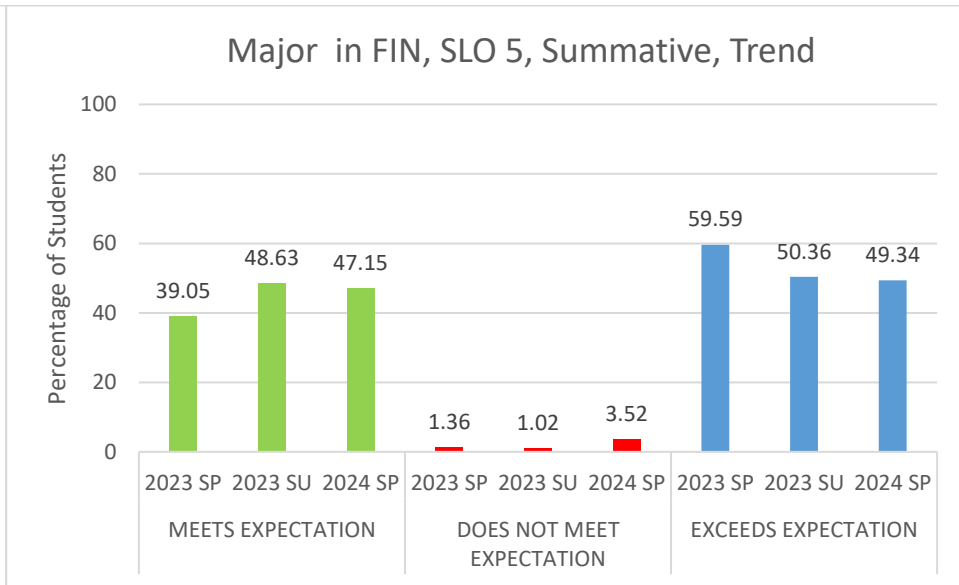


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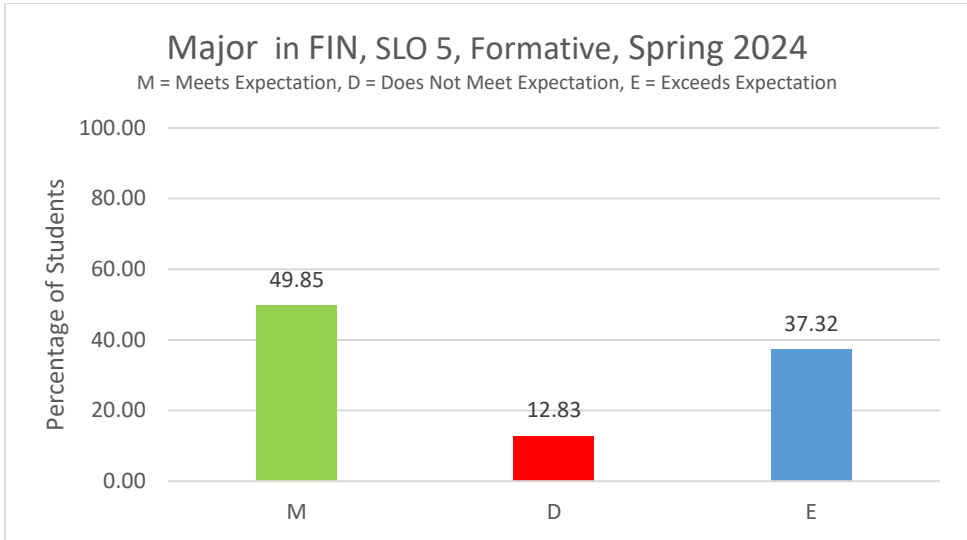


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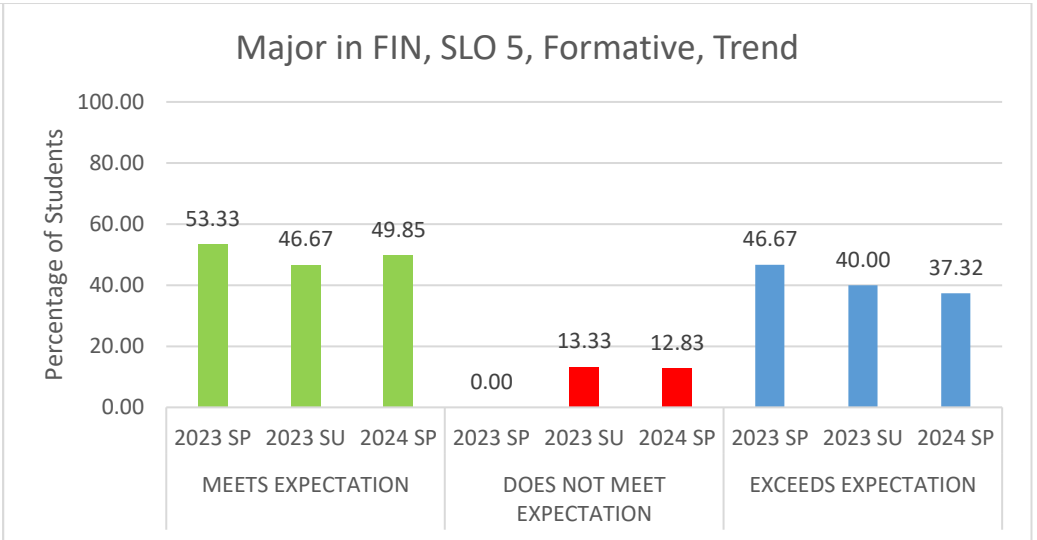


Figure FIN 20

## Spring 2024 Student Learning Assessment Report: Major in HRM Program

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
1. Understand the Human Resource Management concepts and theories, and is able to apply these core knowledge in managing organizations.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (HRM480 group term projects)</p> <p><u>Formative:</u> Course Embedded Assessment (MGT351 group term projects)</p>	<p><u>Exit Assessment Test:</u> Meets Expectation: 60% to 80% Does Not Meet Expectation: &lt;60% Exceeds Expectation: &gt;80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # HRM.1.R.1</p>	See Figures HRM 1 – 4.	<p>Target: 80% students should meet or exceed expectation.</p> <p>Students met the target.</p> <p>Trend: Students performed extremely well in both assessment with high percentage of students exceeding expectations. A positive trend is observed over the period.</p>	Course components are reviewed continuously to ensure that students can continue to critically identify problems and solve those using their knowledge of business studies.

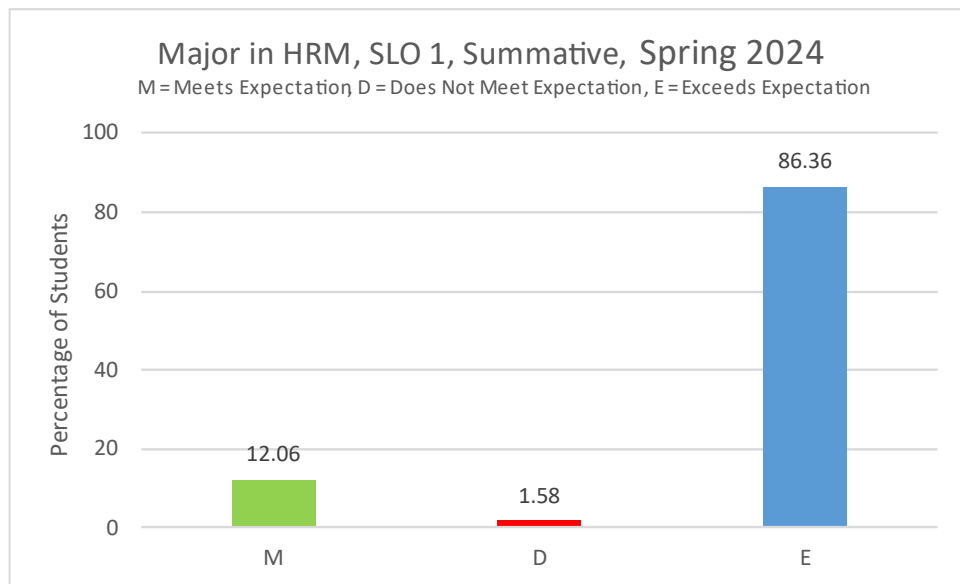


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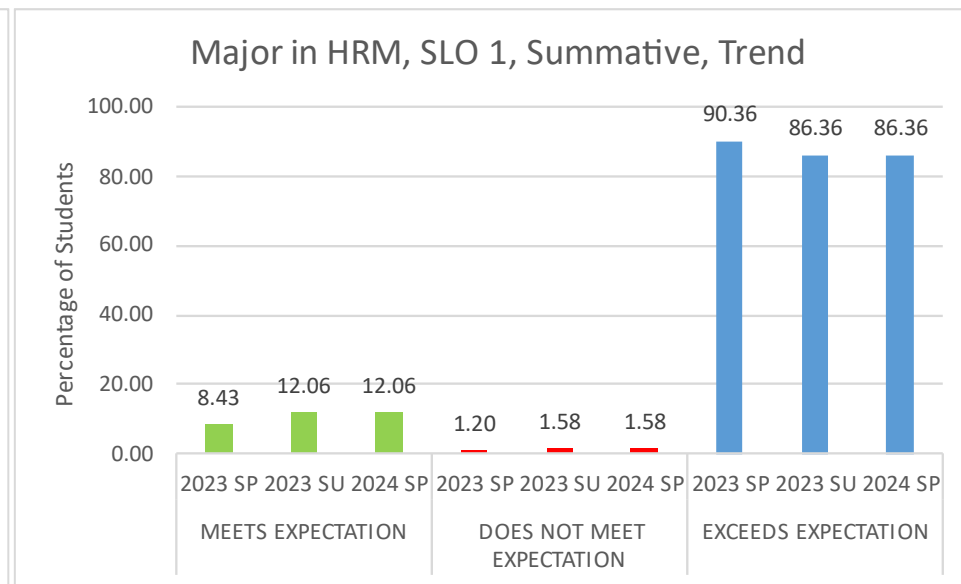


Figure HRM 2



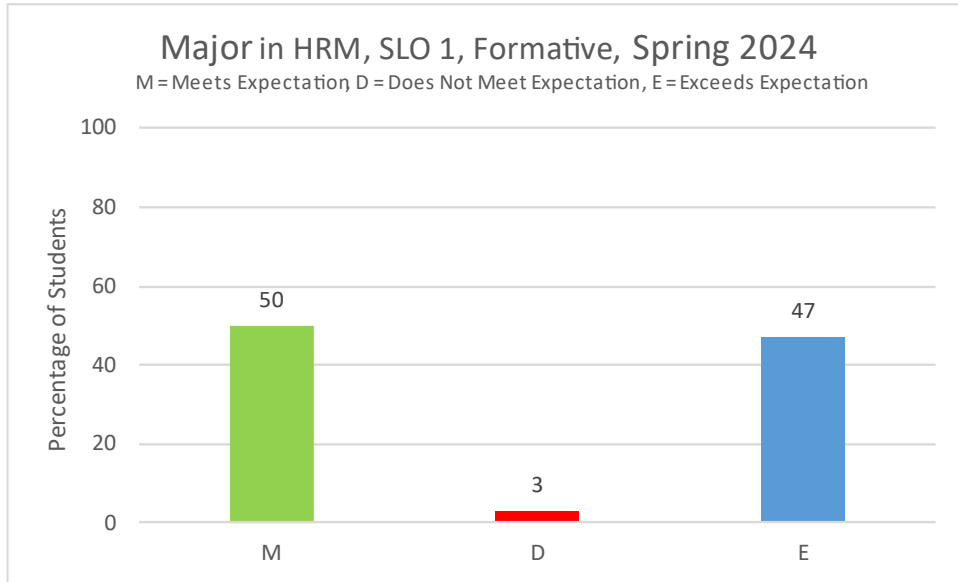


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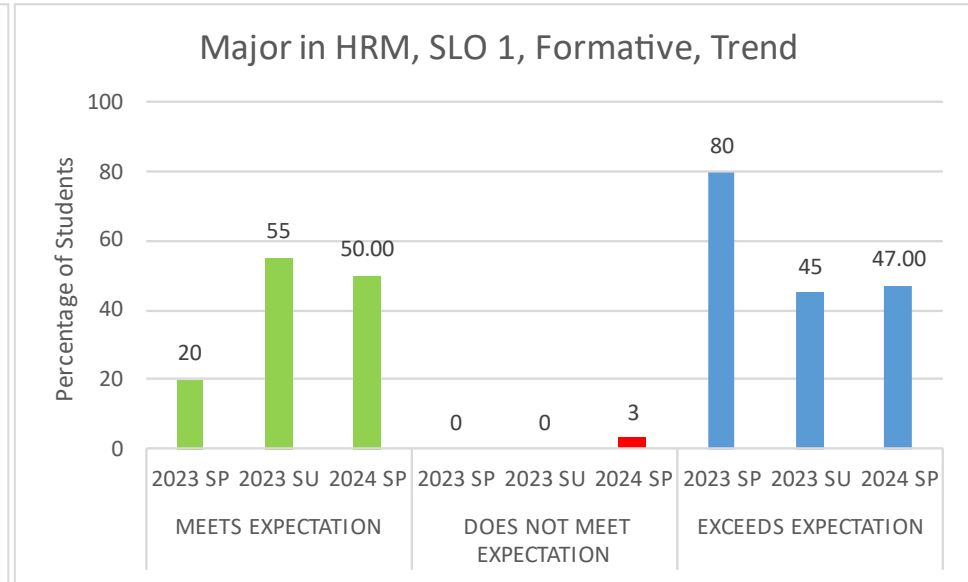


Figure HRM 4

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
2. Understand the concepts underlying effective interpersonal relations and group/team leadership skills.	<u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (HRM480 group term projects) <u>Formative:</u> Course Embedded Assessment (MGT351 group term projects)	<u>Exit Assessment Test:</u> Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80%  <u>Course-Embedded Assessment:</u> Rubric # HRM.2.R.1	See Figures HRM 5 – 8.	Target: 75% students should meet or exceed expectation.  Students met the target in both summative and formative assessment.  Trend: There is significant increase in percentage of students exceeding expectations in summative assessment. Students also exhibit satisfactory performance in formative assessment.	NSU HR CLUB successfully organized workshop of this year named 'Preparing for Professional Career: Networking, Communication, LinkedIn, Etiquettes, Attire' which give a comprehensive idea of building interpersonal skill among the students.

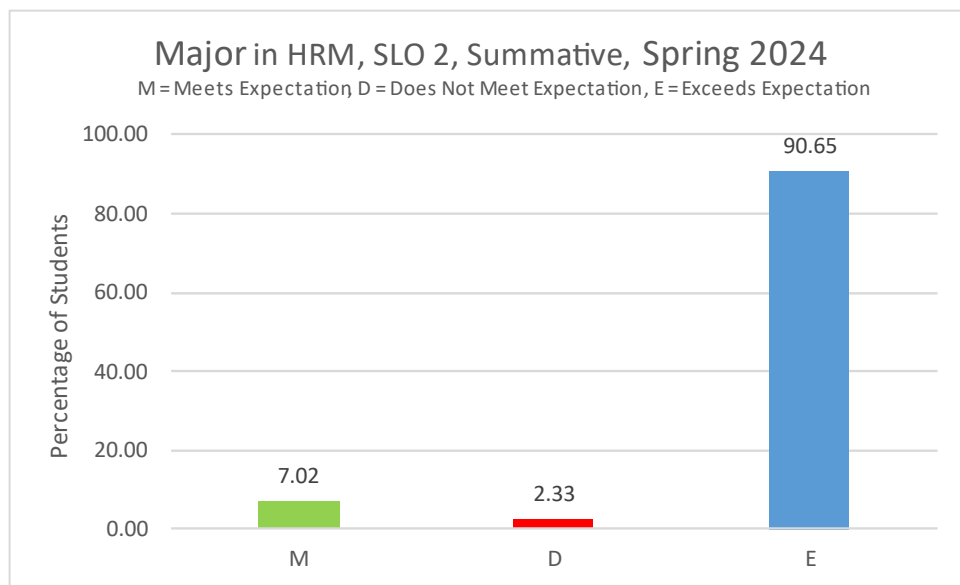


Figure HRM 5

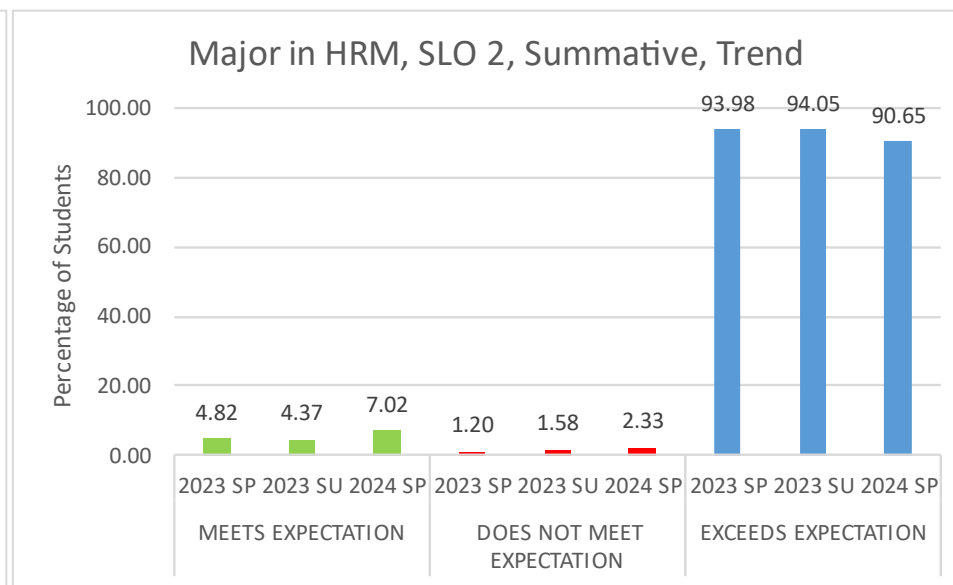


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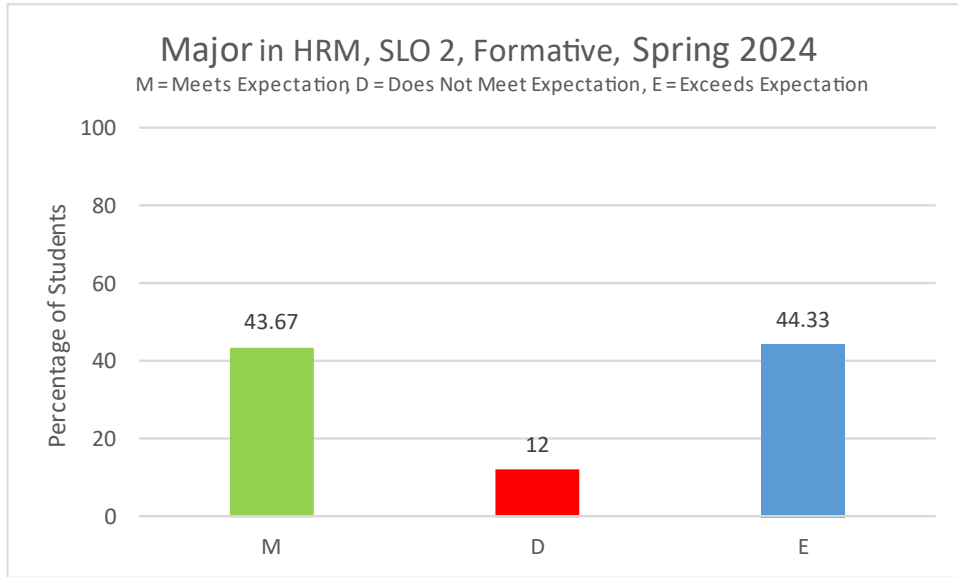


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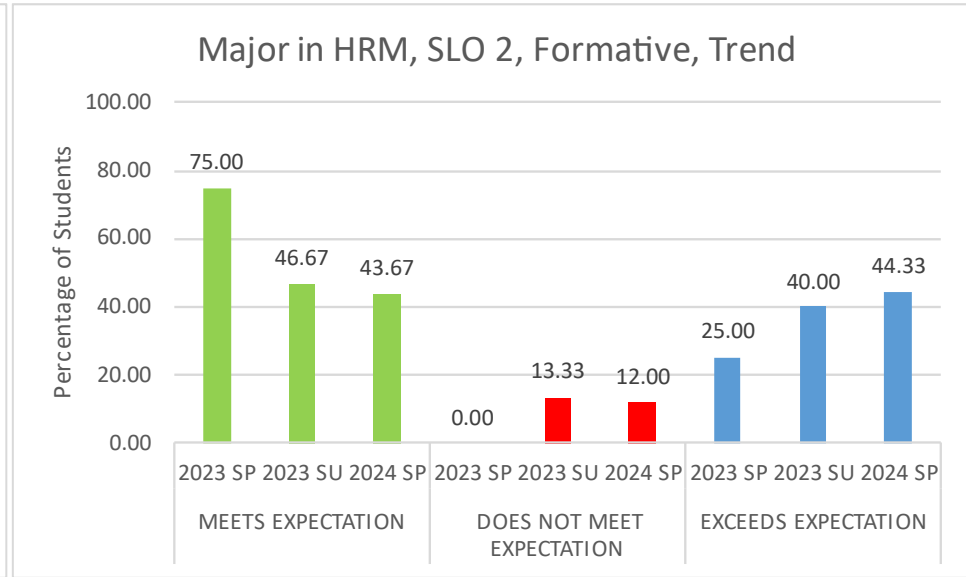


Figure HRM 8

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.	<u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (HRM480 group term projects) <u>Formative:</u> Course Embedded Assessment (MGT351 group term projects)	<u>Exit Assessment Test:</u> Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80%  <u>Course Embedded Assessment:</u> Rubric # HRM.3.R.1	See Figures HRM 9 – 12.	Target: 65% students should meet or exceed expectation.  Students met the target.  Trend: Students exhibit very good performance in this area with high percentage of students exceeding expectations in summative assessment.	Deployment of standardized assessment tools was continued.

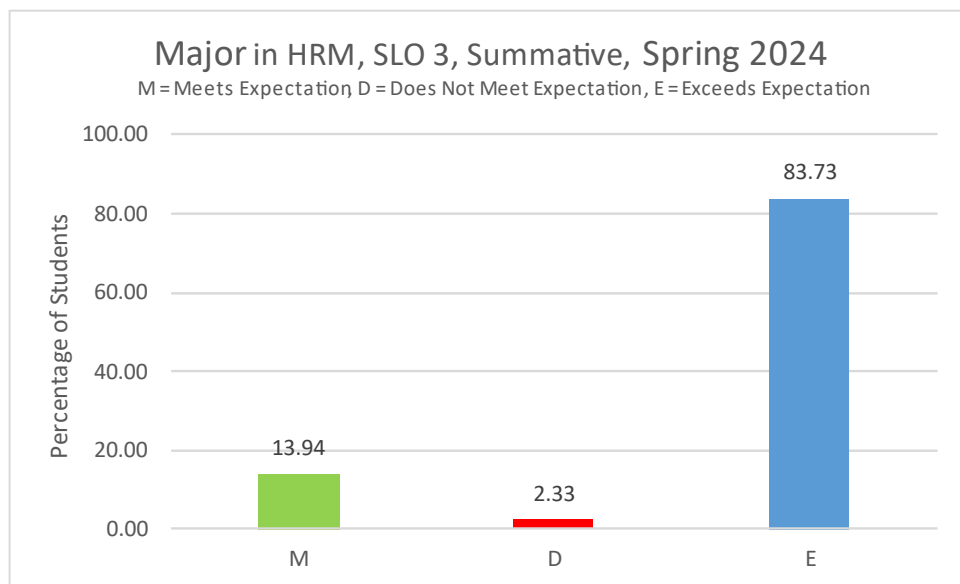


Figure HRM 9

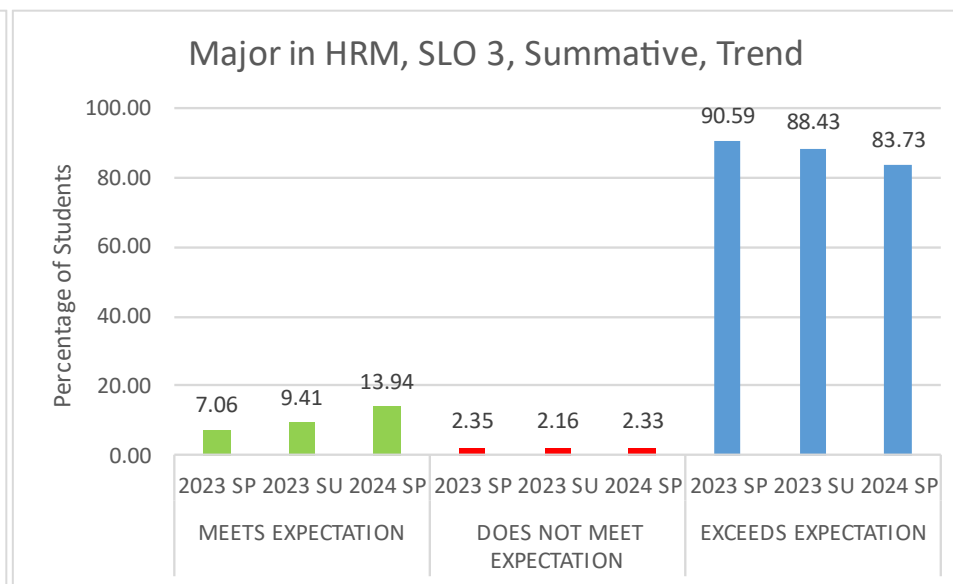


Figure HRM 10

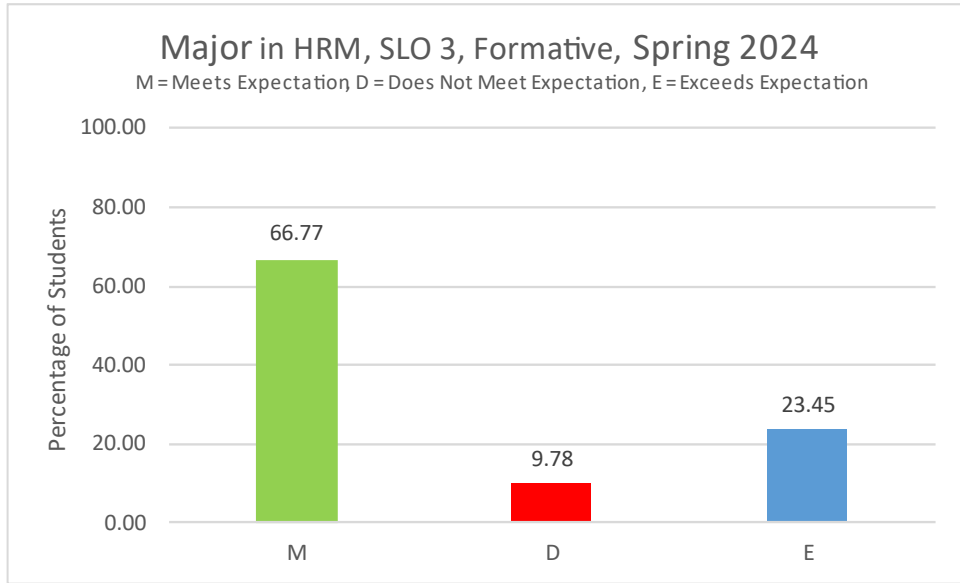


Figure HRM 11

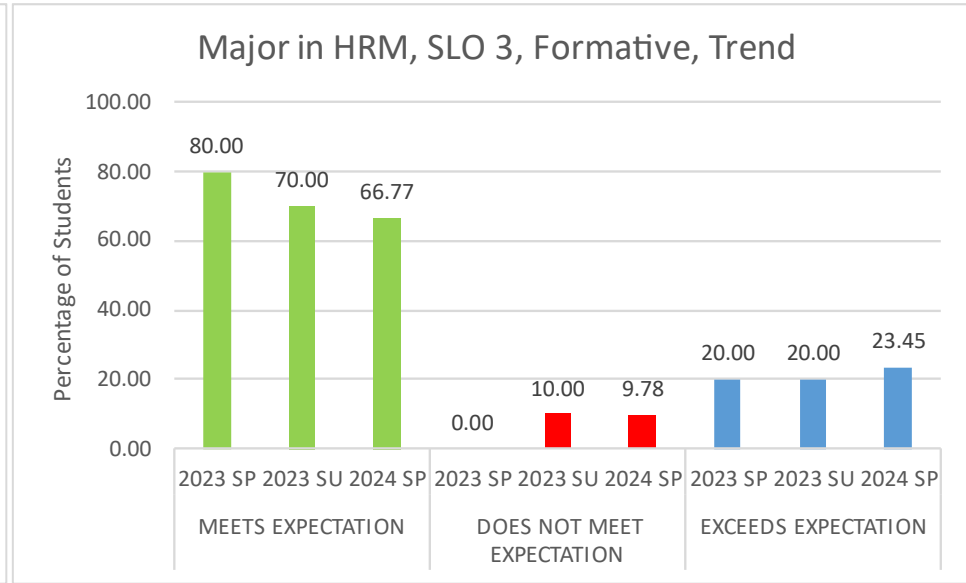


Figure HRM 12

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.	<u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (HRM480 group term projects) <u>Formative:</u> Course Embedded Assessment (MGT351 group term projects)	<u>Exit Assessment Test:</u> Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80%  <u>Course-Embedded Assessment:</u> Rubric # HRM.4.R.1	See Figures HRM 13 – 16.	Target: 70% students should meet or exceed expectation.  Students met the target.  Trend: Students exhibit very good performance in this area with high percentage of students meeting expectations in both summative and formative assessment.	Course components are reviewed continuously to ensure that students can continue to critically identify problems and solve those using their knowledge of business studies. Along with the course components, NSU HR club has arranged “HR Speak Out Series” where different HR professionals speak on HR practices in Bangladesh.

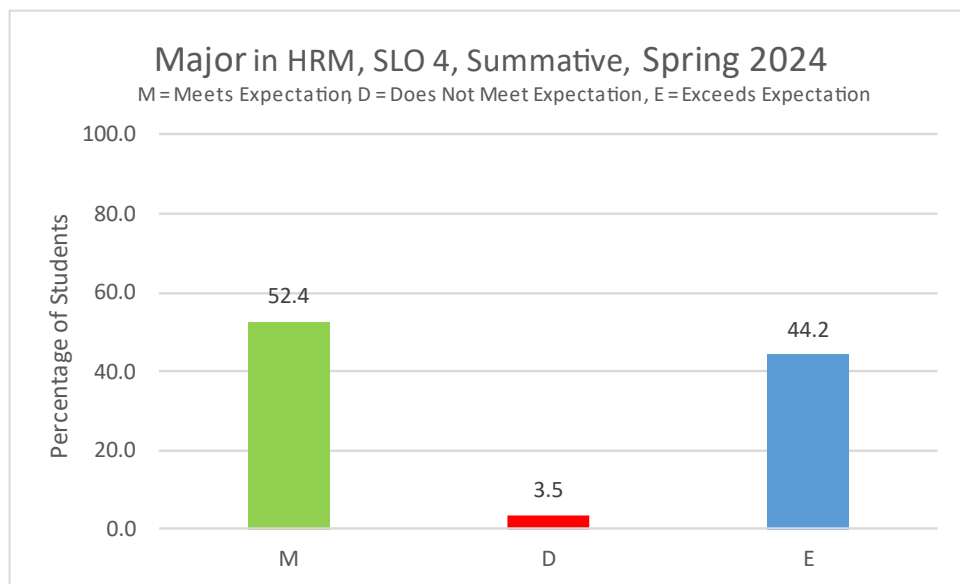


Figure HRM 13

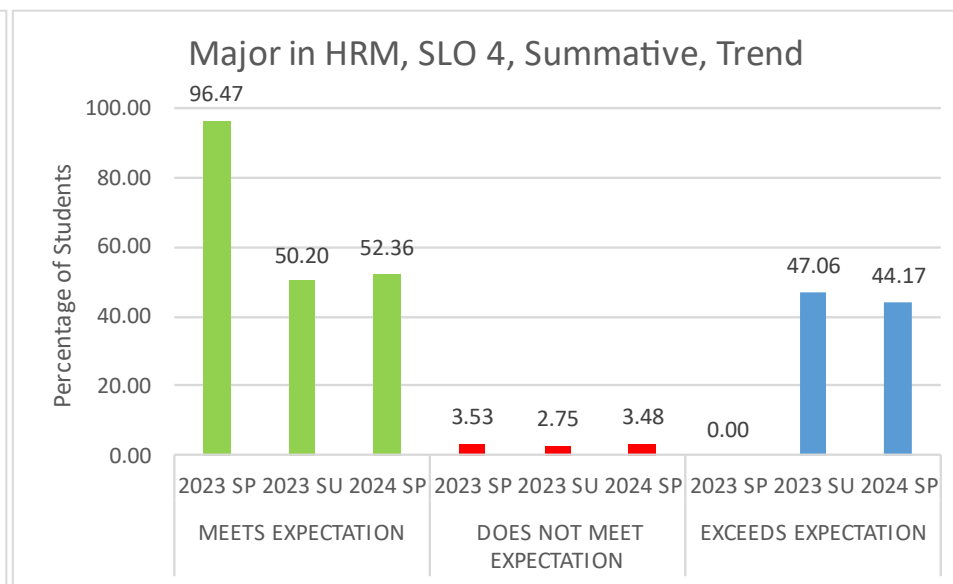


Figure HRM 14

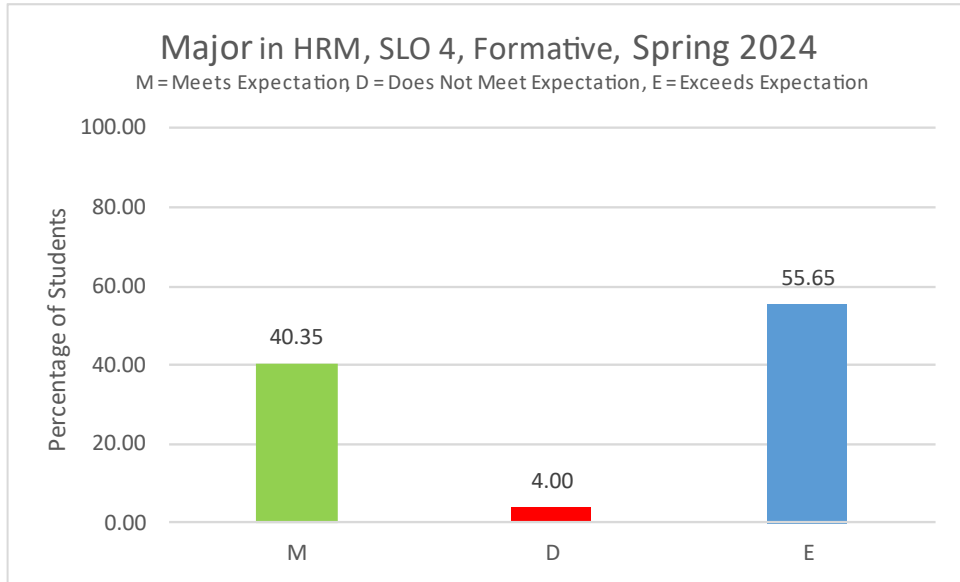


Figure HRM 15

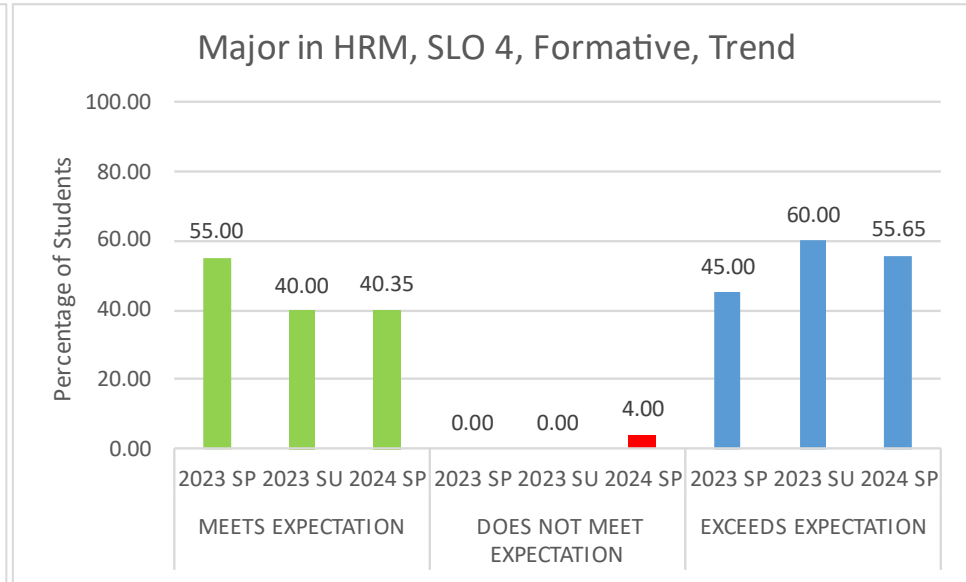


Figure HRM 16

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
5. Demonstrate their understanding of compensation practices and tools of benefit in the context of Bangladesh, and are able to demonstrate application using quantitative methods.	<u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (HRM480 group term projects) <u>Formative:</u> Course Embedded Assessment (MGT351 group term projects)	<u>Exit Assessment Test:</u> Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80%  <u>Course-Embedded Assessment:</u> Rubric # HRM.5.R.1	See Figure HRM 17 – 20.	Target: 60% students should meet or exceed expectation.  Students met the target.  Trend: Students exhibit satisfactory performance in this area.	Faculties developed different strategies to deliver lecture content in the online environment in ways that engage students and meet the courses' learning objectives. Along with the course components, NSU HR club has arranged “HR Speak Out Series” where different HR professionals speak on HR practices in Bangladesh.

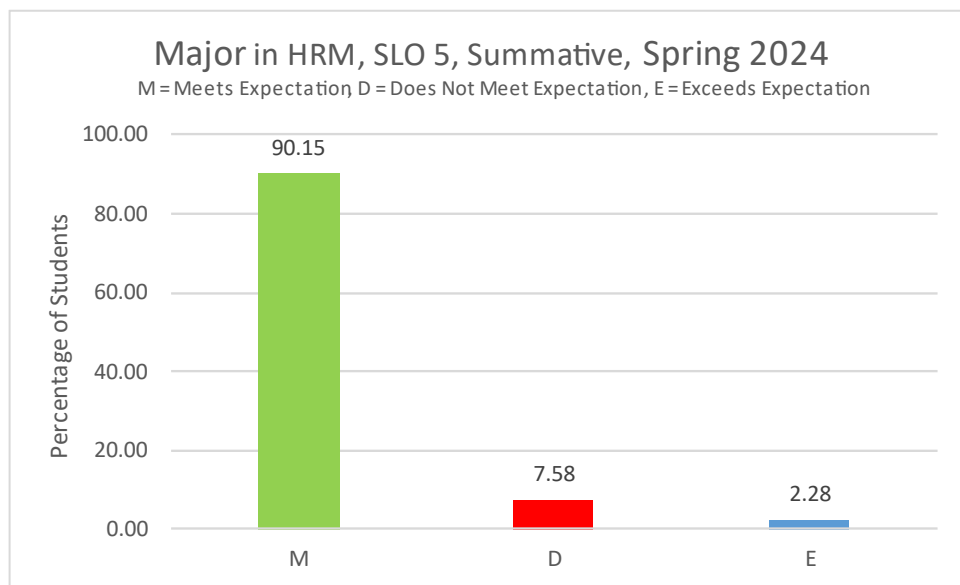


Figure HRM 17

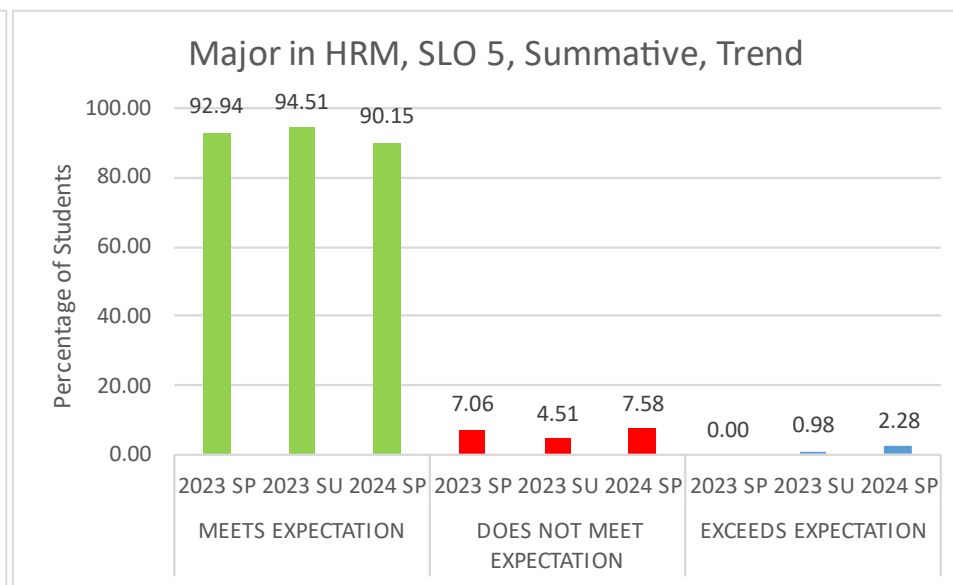


Figure HRM 18



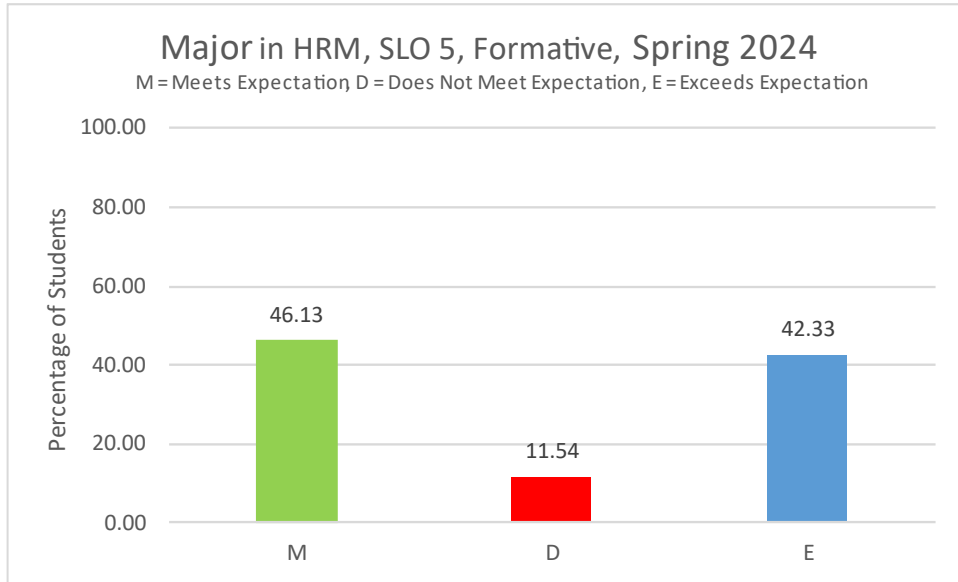


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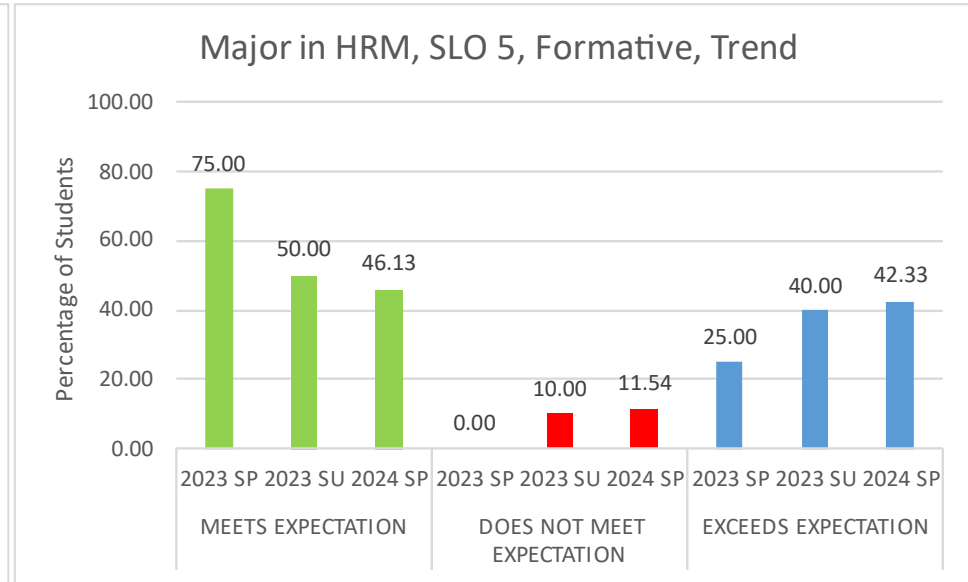


Figure HRM 20

## Spring 2024 Student Learning Assessment Report: BBA in International Business (“INB”)

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

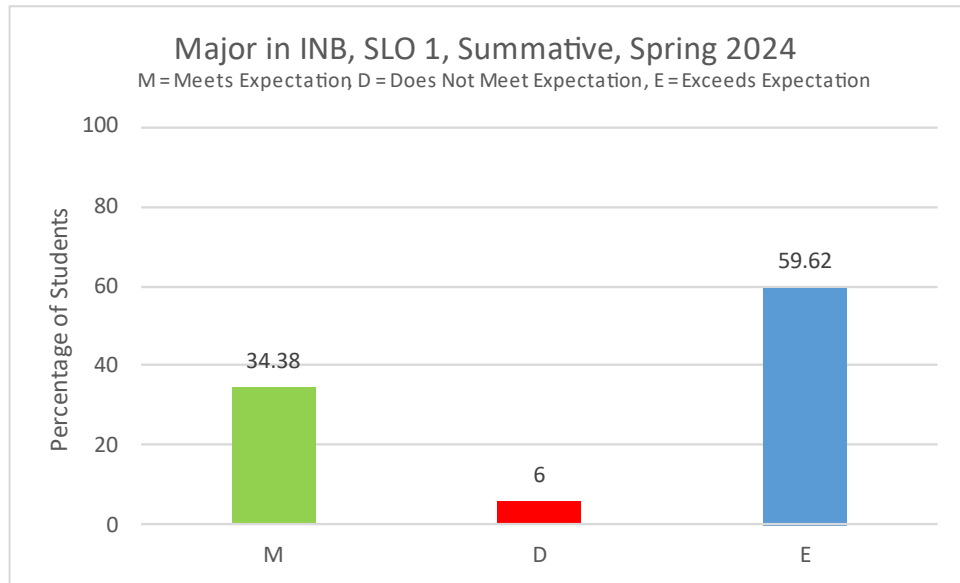


Figure INB- 1

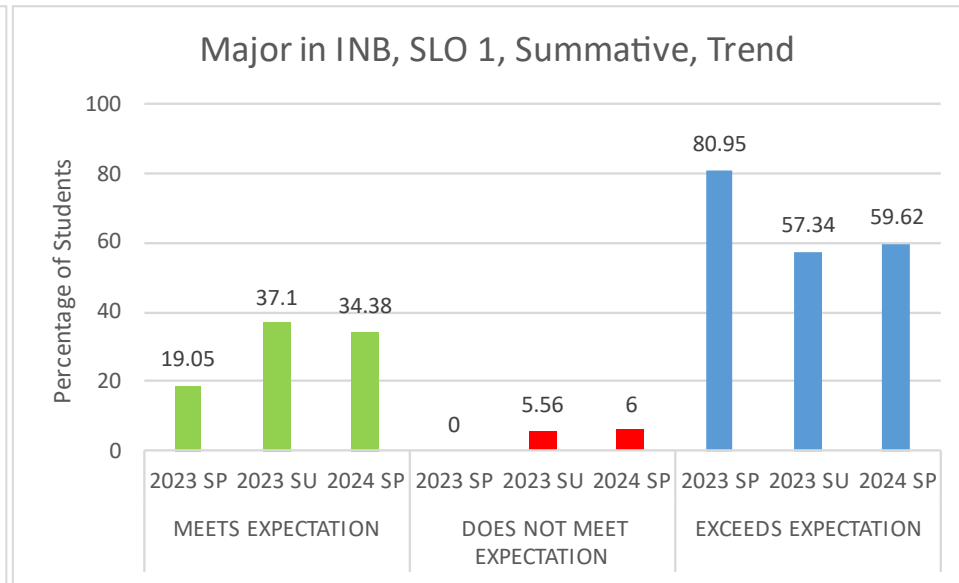


Figure INB- 2

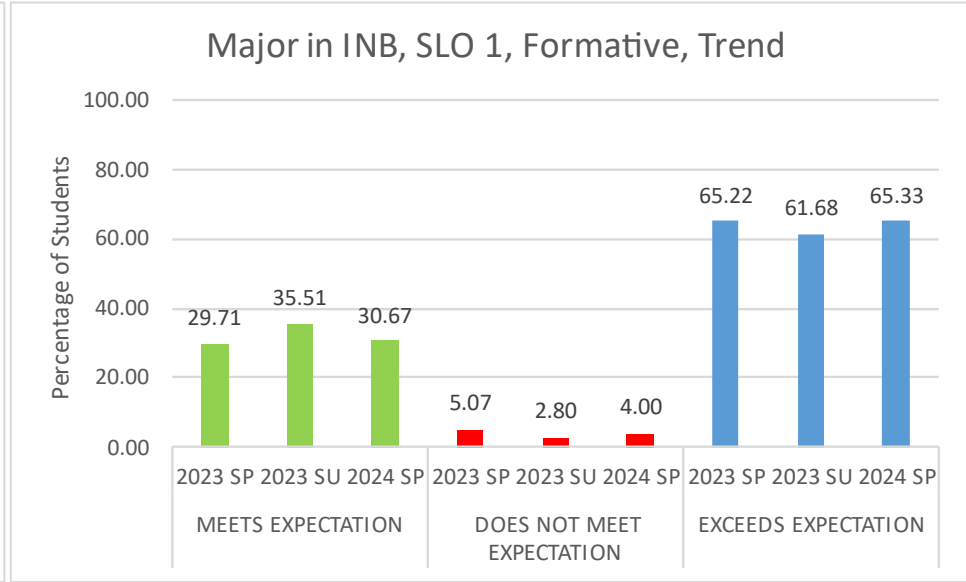
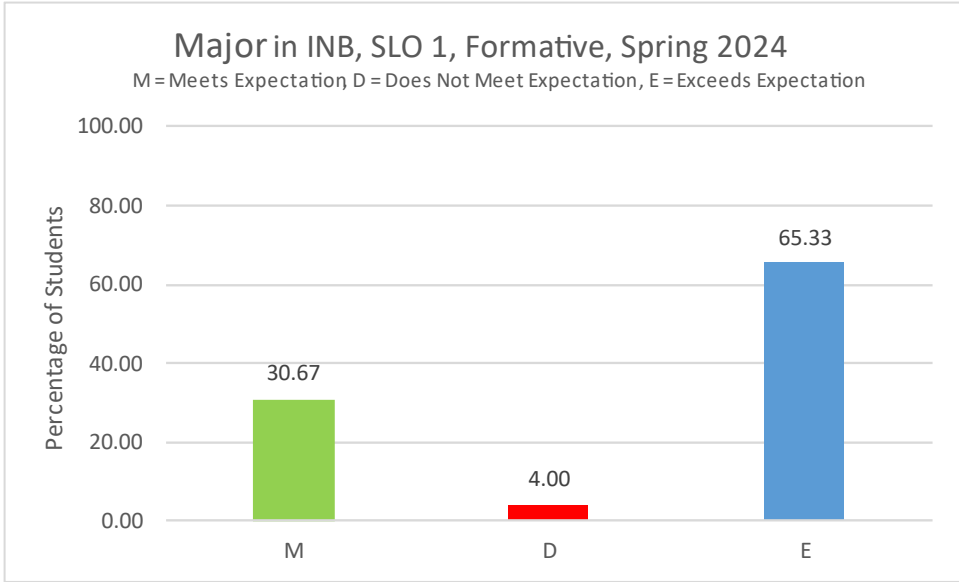


Figure INB- 3

Figure INB- 4

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

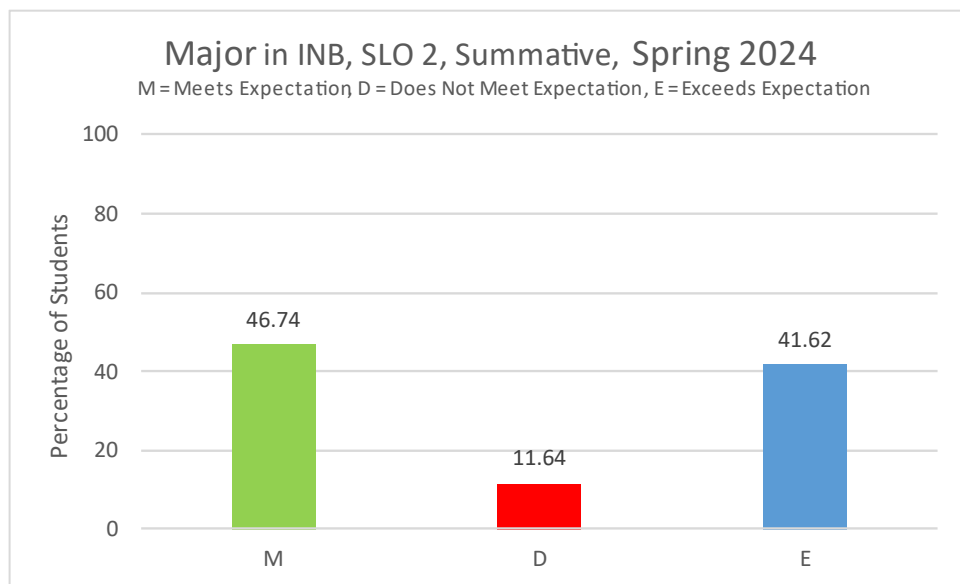


Figure INB- 5

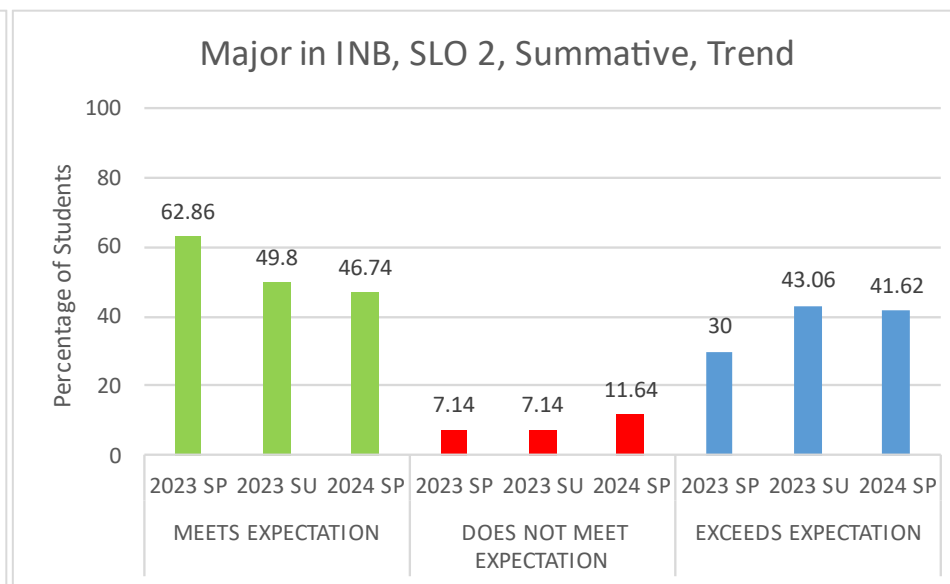


Figure INB- 6

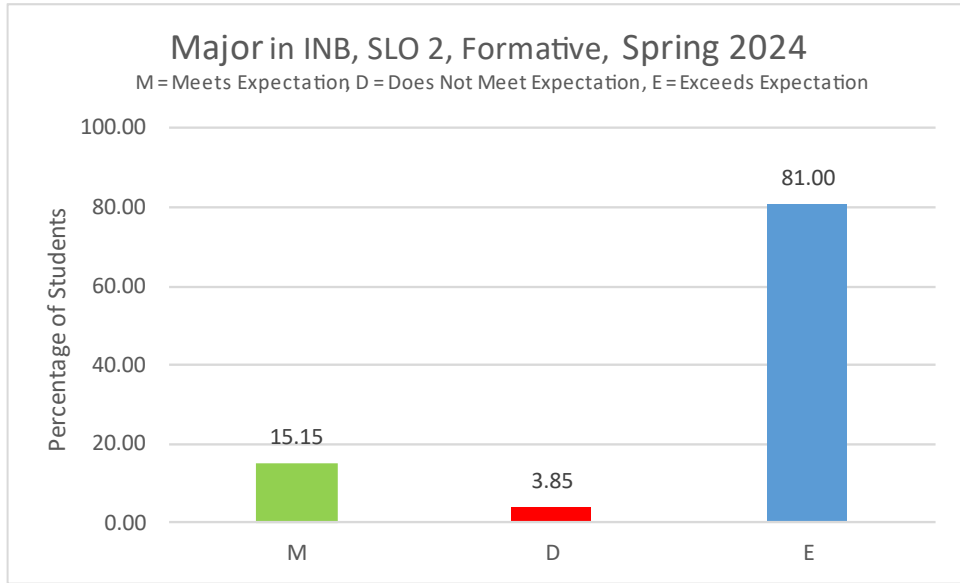


Figure INB- 7

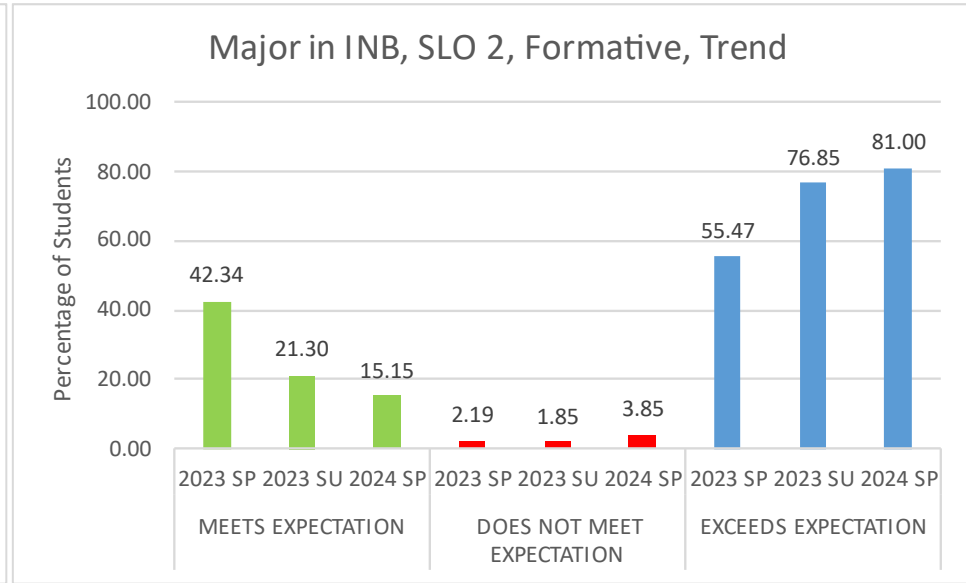


Figure INB- 8

Student Learning Outcomes	Measure	Measurement Criteria	Results	Status	Closing the Loop
3. Assess factors that determine international trade patterns & capital flows and the impact of international institutions on global business operations.	<p><u>Summative</u>- Exit Assessment Test, and Course-Embedded Assessment (INB 480 group term projects)</p> <p><u>Formative</u>: Course-Embedded Assessment (INB 372 case studies)</p>	<p><u>Exit Assessment Test</u>: Meets expectations- 60% to 80%, Does Not Meet expectations-&lt; 60%, Meets expectations-&gt; 80%.</p> <p><u>Course-Embedded Assessment</u>: Rubric # INB.3.R.1</p>	See Figures INB 9 – 12.	<p>Target: 80% of the students should meet and exceed the expectations of SLO3.</p> <p>Students met the target.</p> <p>Trend: Students' performance in this area has improved over the period with an increase in the percentage of students meeting expectations in both assessments.</p>	Faculties developed different strategies to deliver lecture content in the online environment in ways that engage students and meet the courses' learning objectives.

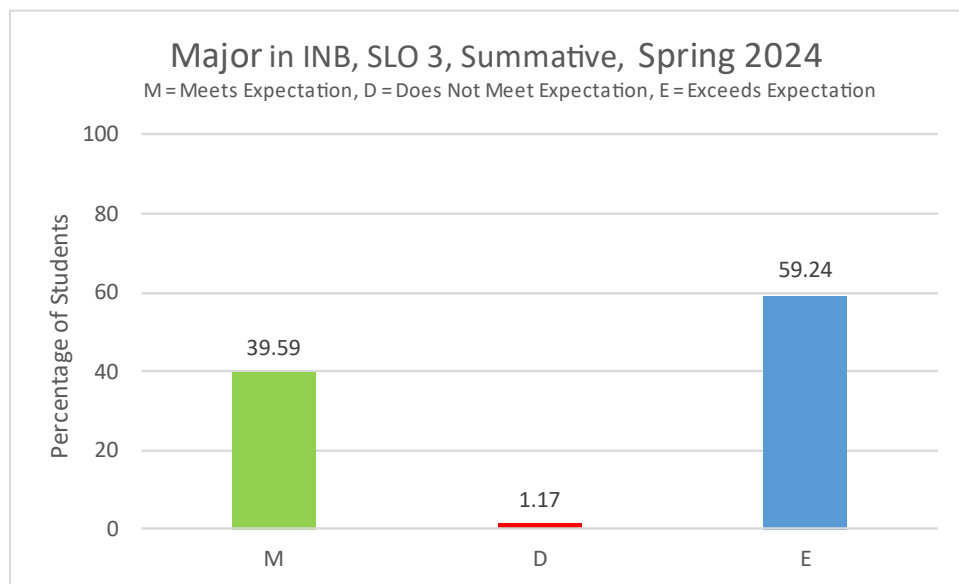


Figure INB- 9

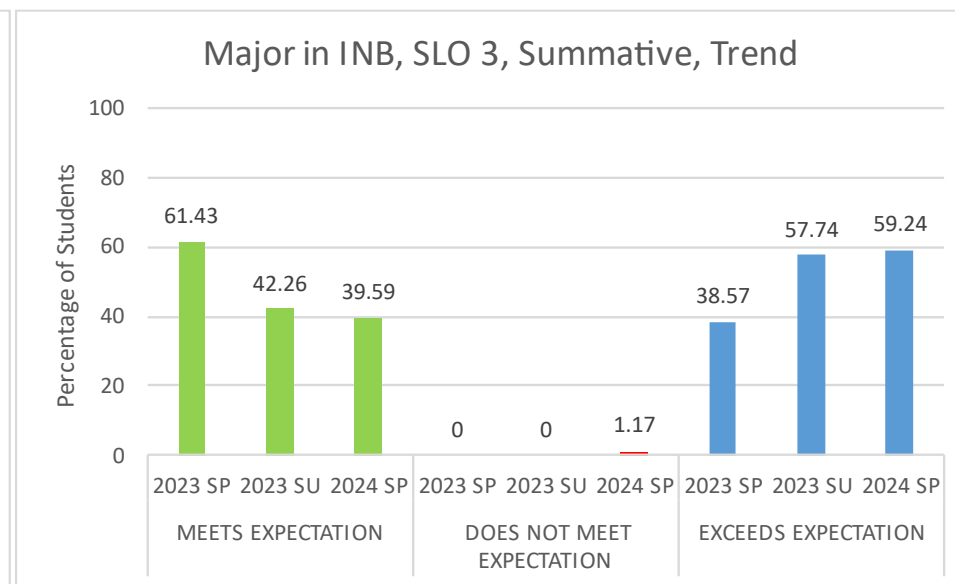


Figure INB- 10

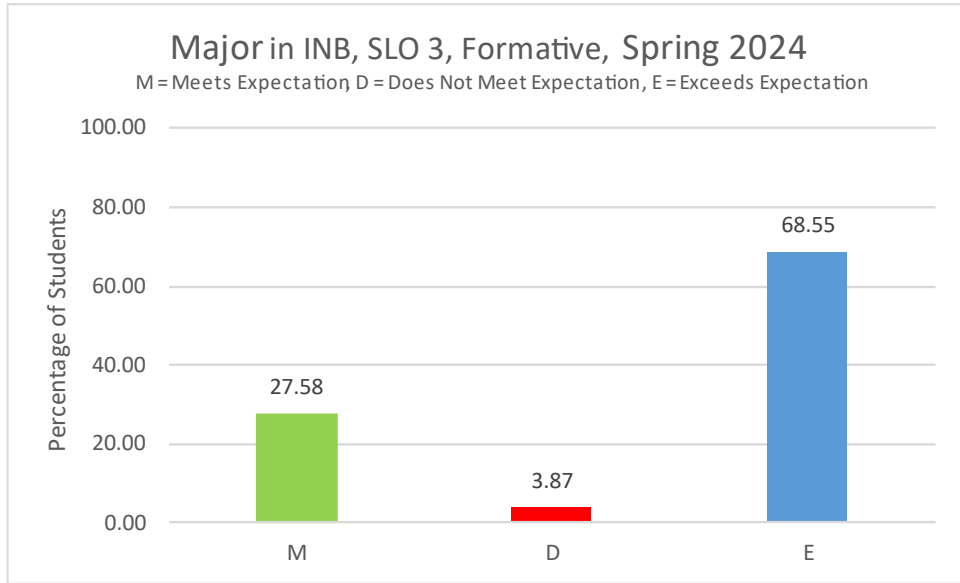


Figure INB- 11

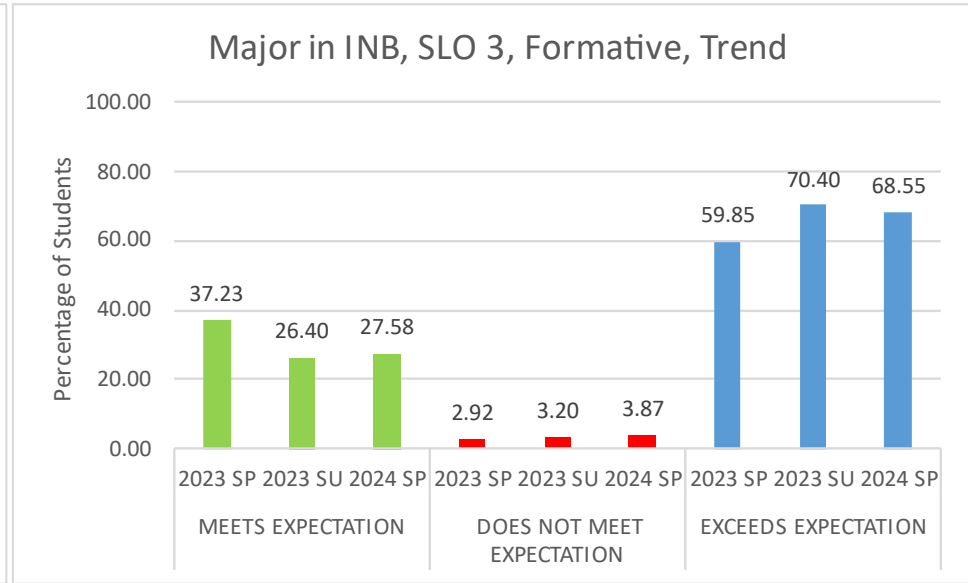


Figure INB- 12

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

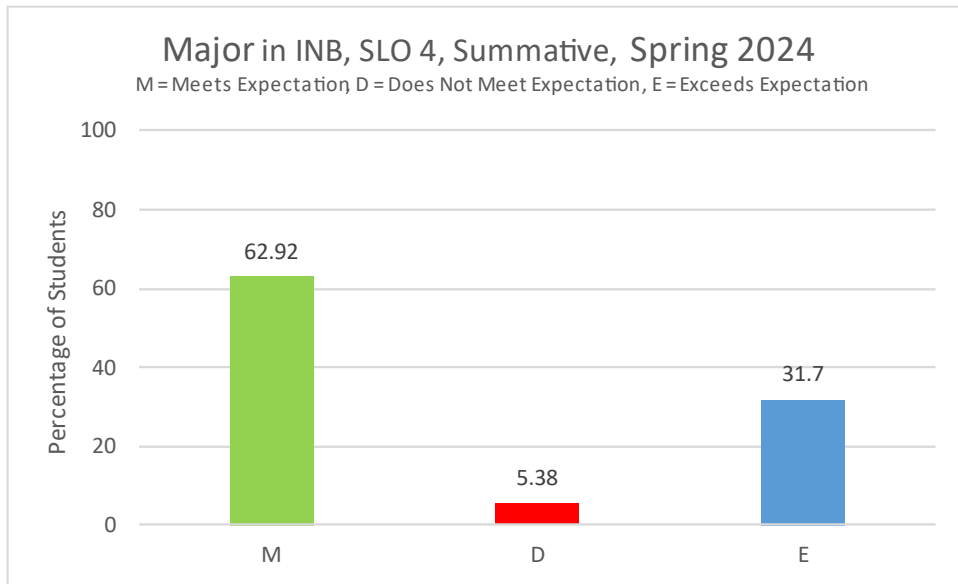


Figure INB- 13

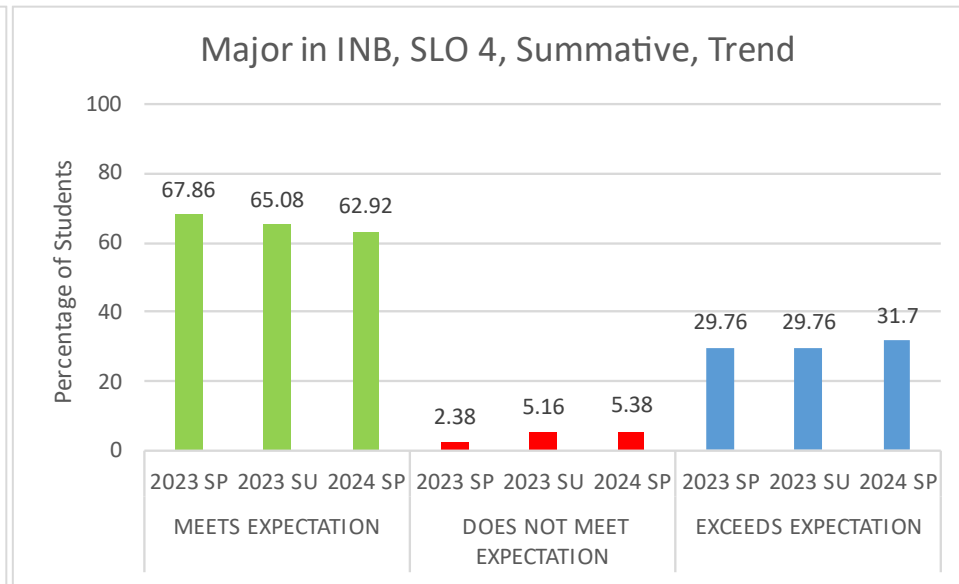


Figure INB- 14



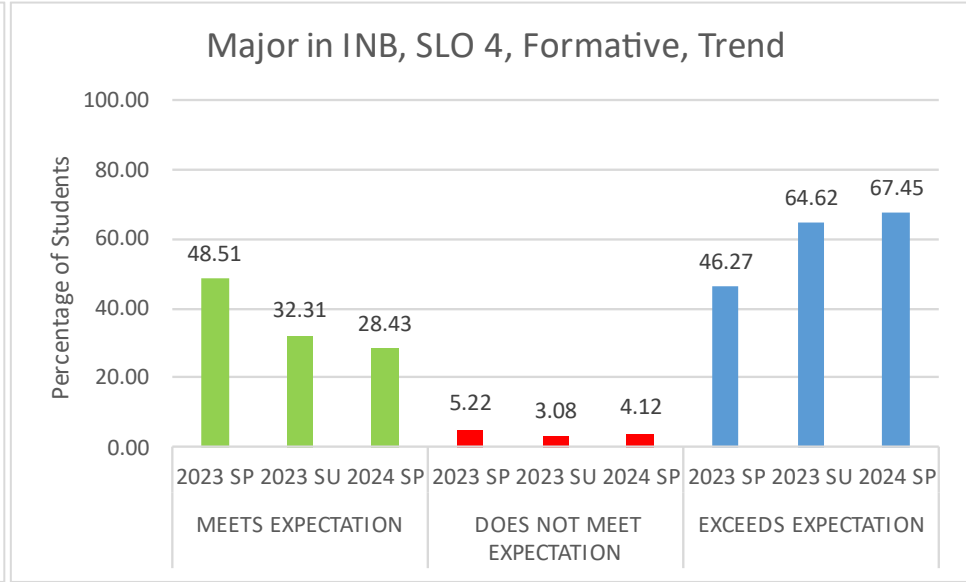
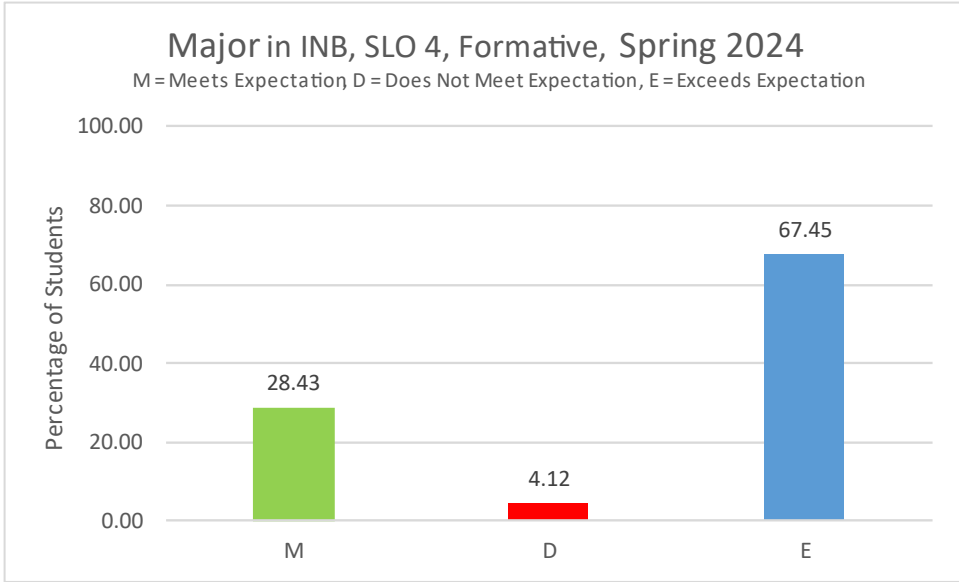


Figure INB- 15

Figure INB- 16

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

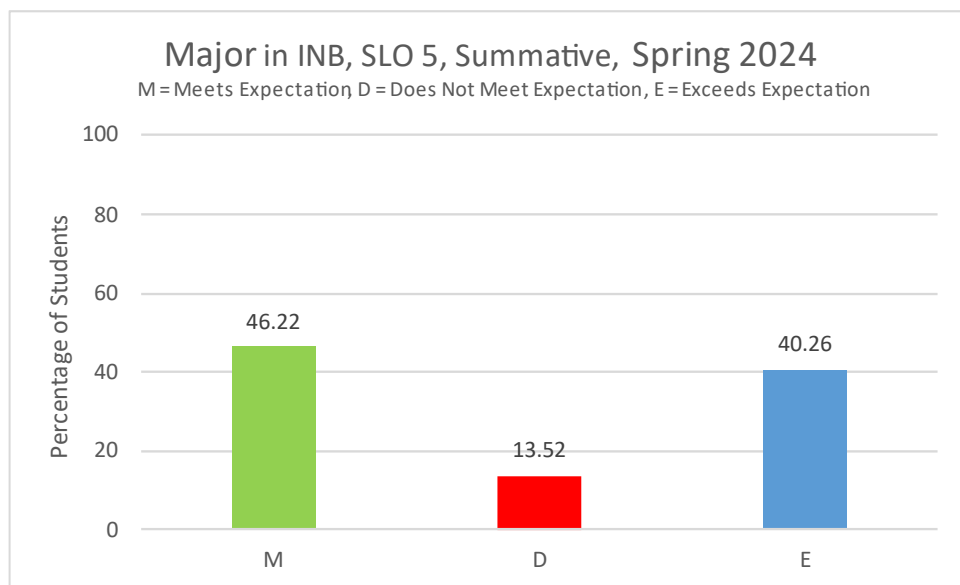


Figure INB- 17

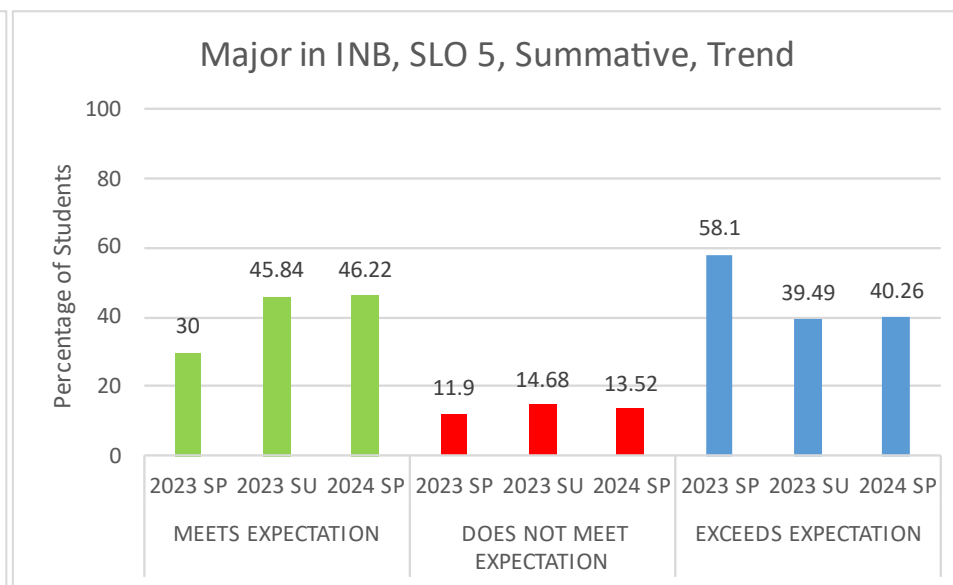


Figure INB- 18

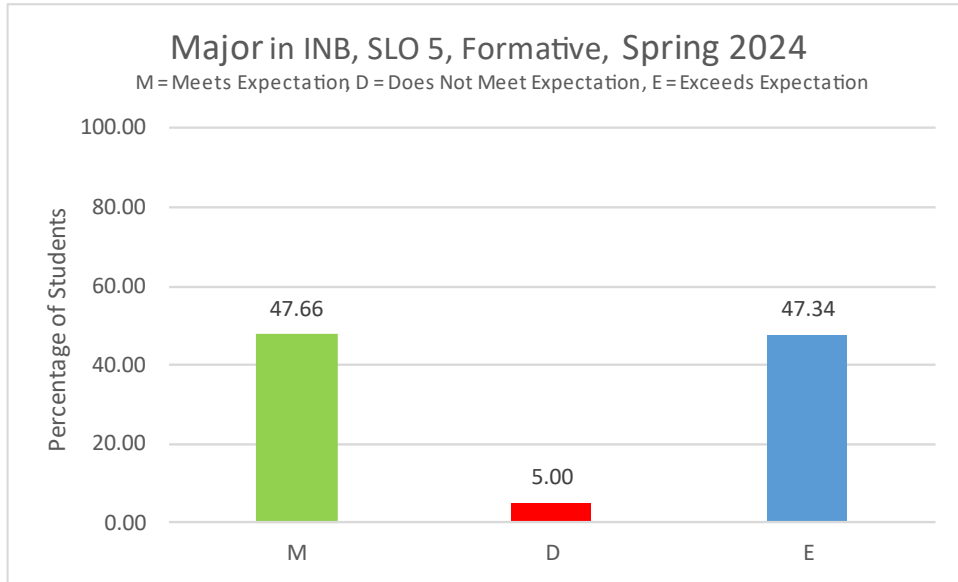


Figure INB- 19

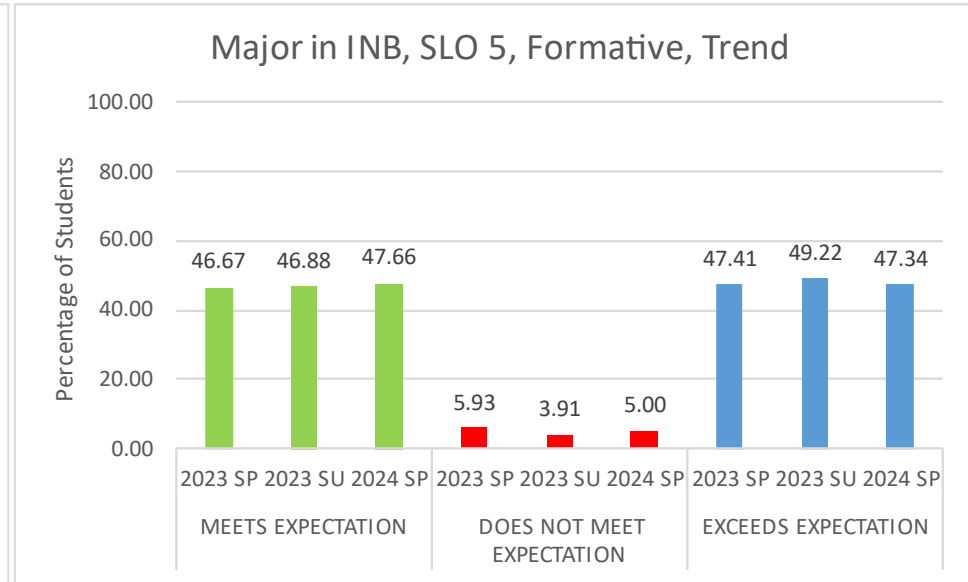


Figure INB- 20

## Spring 2024 Student Learning Assessment Report: BBA in MIS Program

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
1. Apply managerial concepts and decision theories to use enterprise information systems.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (MIS470 group term projects)</p> <p><u>Formative:</u> Course Embedded Assessment (MIS205 group term projects)</p>	<p><u>Exit Assessment Test:</u> Meets Expectation: 60% to 80% Does Not Meet Expectation: &lt;60% Exceeds Expectation: &gt;80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MIS.1.R.1</p>	See Figures MIS 1 – 4.	<p>Target: 80% students should meet or exceed expectation.</p> <p>Students failed to meet the target in both formative but met the target in summative assessment.</p> <p>Trend: Students exhibit a poor performance in this area in formative assessment. However, there is an increase in percentage of students meeting expectation in summative assessment.</p>	Course components were reviewed to ensure that students can continue to critically identify problems and solve those using systems thinking.

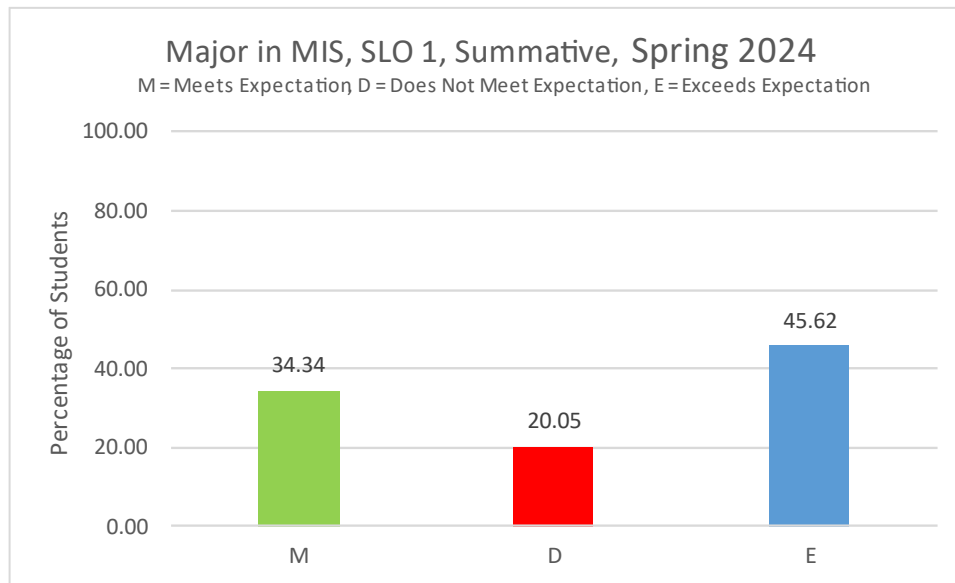


Figure MIS 1

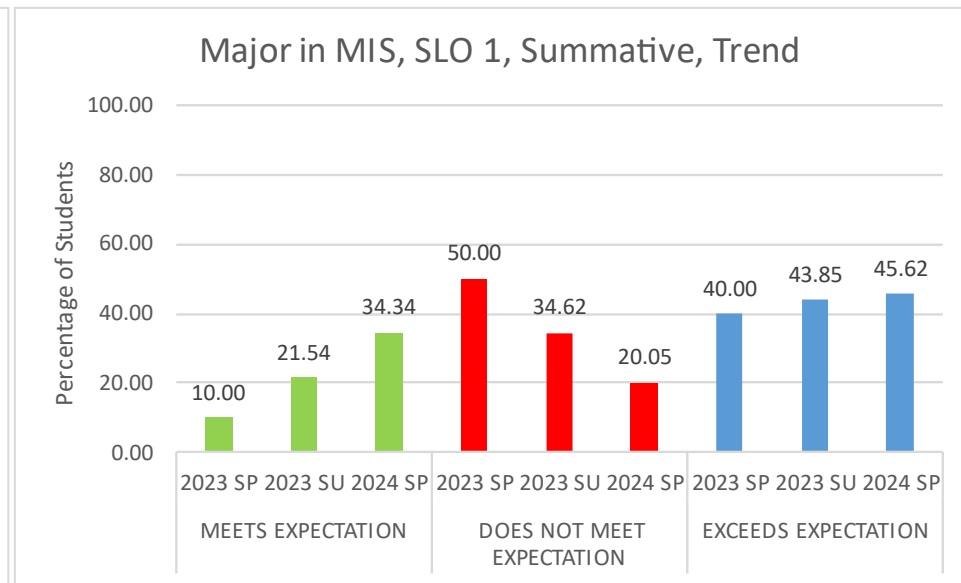


Figure MIS 2

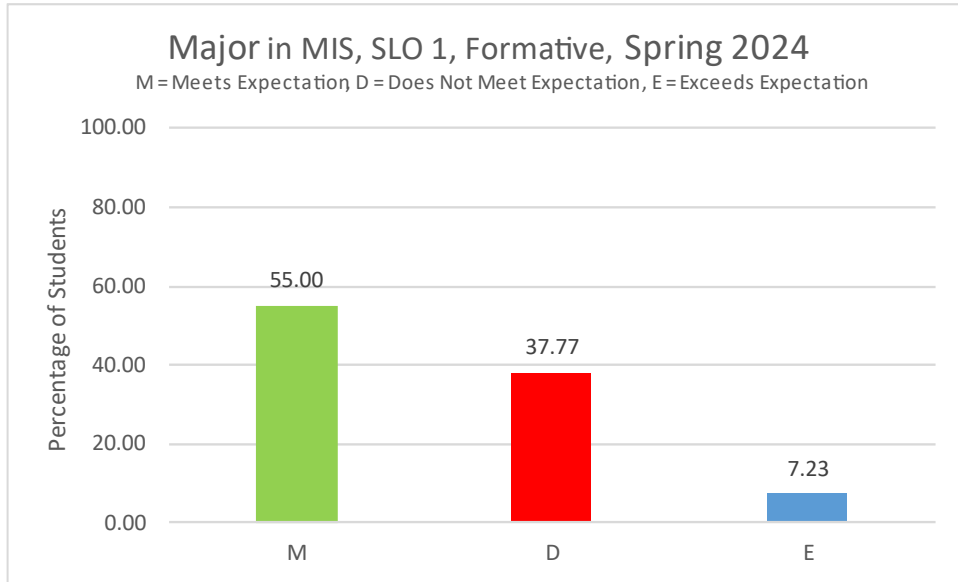


Figure MIS 3

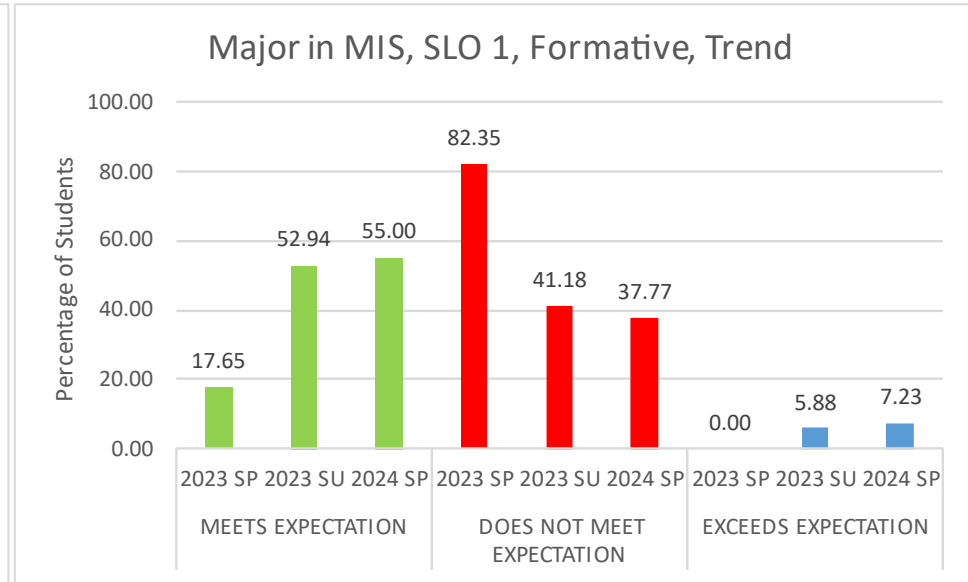


Figure MIS 4

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
2. Demonstrate the understanding about systems theory, systems analysis, systems design and project management.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (MIS470 group term projects)</p> <p><u>Formative:</u> Course Embedded Assessment (MIS205 group term projects)</p>	<p><u>Exit Assessment Test</u> Meets Expectation: 60% to 80% Does Not Meet Expectation: &lt;60% Exceeds Expectation: &gt;80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MIS.2.R.1</p>	See Figures MIS 5 – 8.	<p>Target: 75% students should meet or exceed expectation.</p> <p>Students met the target.</p> <p>Trend: Students' performance has improved over the period with a significant decrease in the percentage of students not meeting expectations.</p>	Deployment of standardized assessment tools was continued.

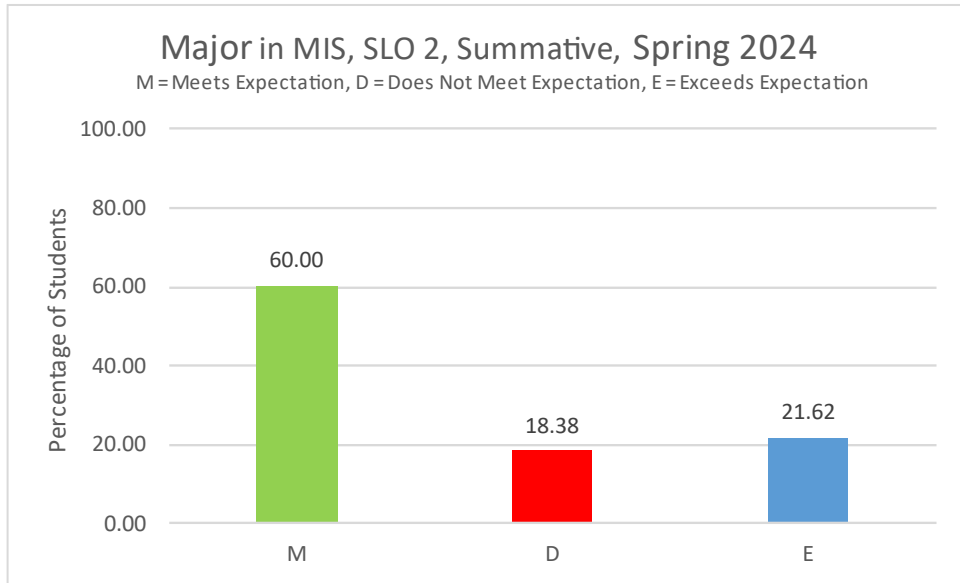


Figure MIS 5

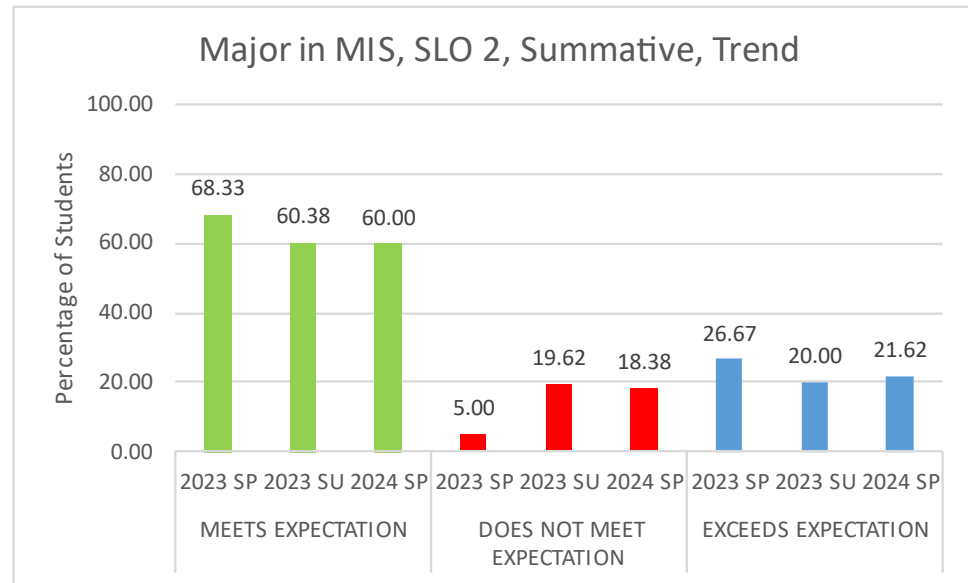


Figure MIS 6

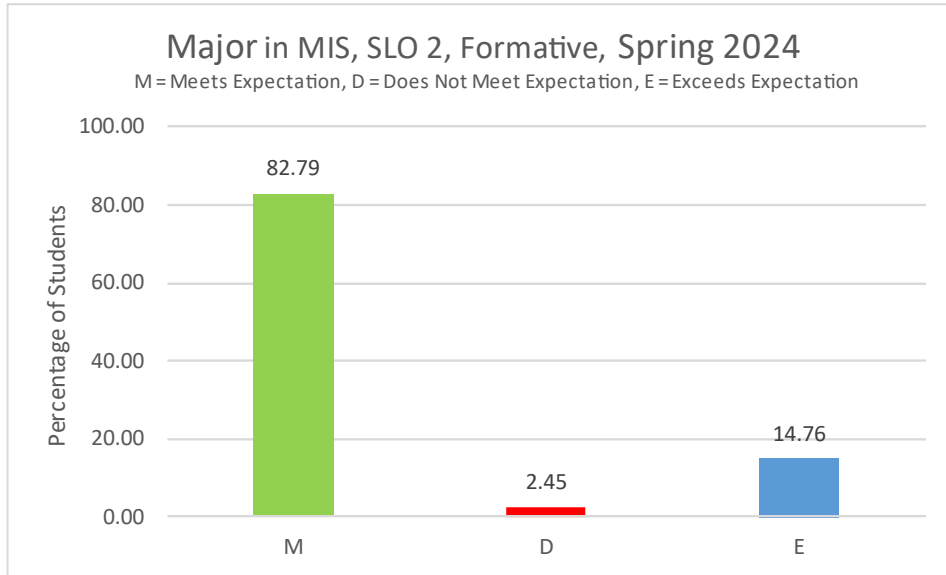


Figure MIS 7

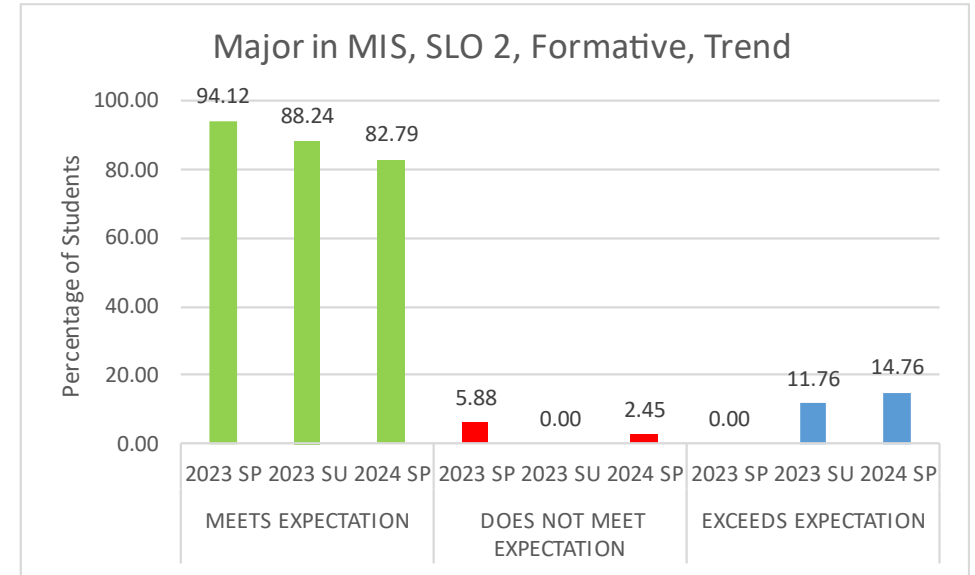


Figure MIS 8

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
3. Exhibit the knowledge on web-based information systems in business context.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (MIS470 group term projects)</p> <p><u>Formative:</u> Course Embedded Assessment (MIS205 group term projects)</p>	<p><u>Exit Assessment Test</u> Meets Expectation: 60% to 80% Does Not Meet Expectation: &lt;60% Exceeds Expectation: &gt;80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MIS.3.R.1</p>	See Figures MIS 9 – 12.	<p>Target: 80% students should meet or exceed expectation.</p> <p>Students failed to meet the target in formative and summative assessment.</p> <p>Trend: Students show a poor performance in both assessments with a high percentage in not meeting expectation.</p>	Course components were reviewed to ensure that students can continue to critically identify problems and solve those using systems thinking.

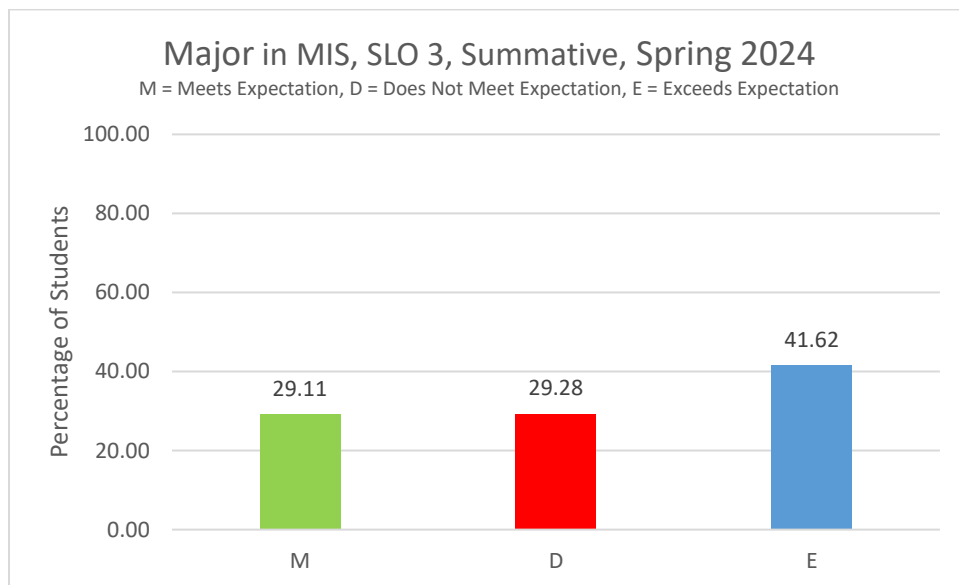


Figure MIS 9

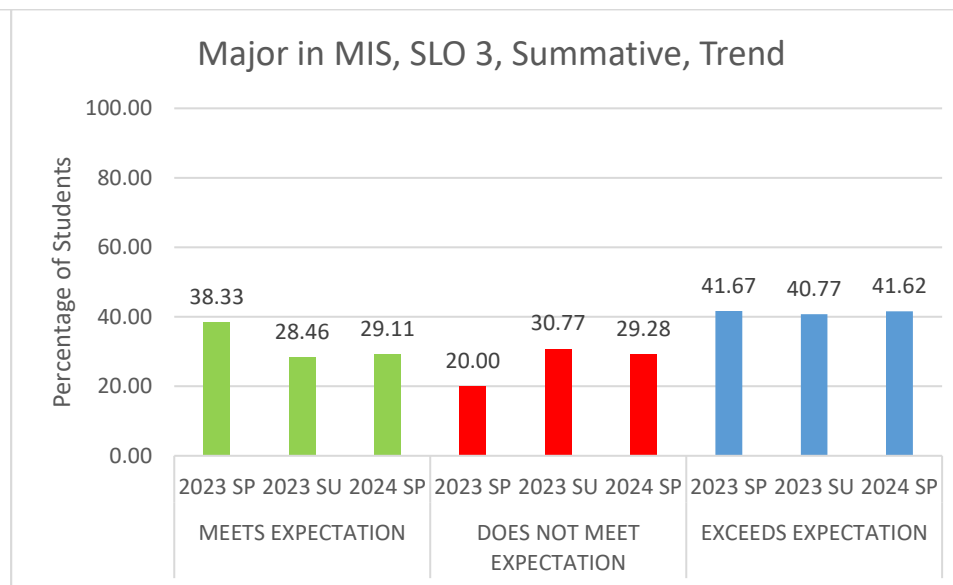


Figure MIS 10



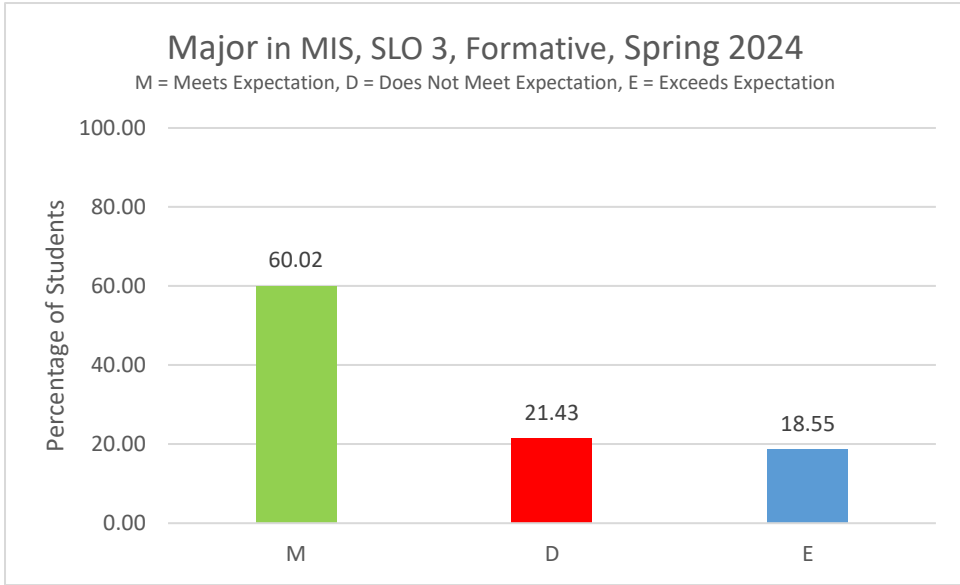


Figure MIS 11

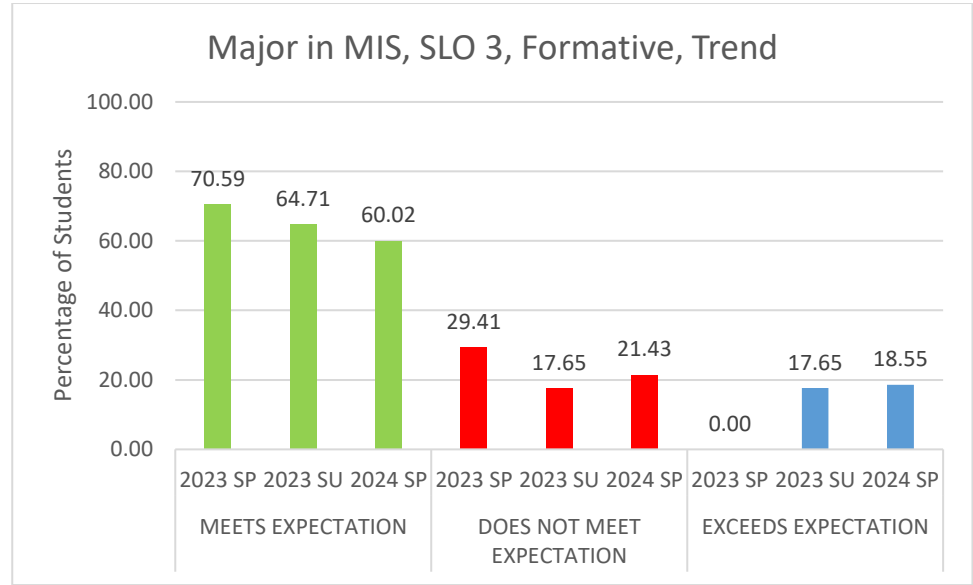


Figure MIS 12

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
4. Develop and implement information systems with the help of latest business tools.	<u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (MIS470 group term projects)	<u>Exit Assessment Test</u> Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80%  <u>Course-Embedded Assessment:</u> Rubric # MIS.4.R.1	See Figures MIS 13 – 16.	Target: 80% students should meet or exceed expectation.  Students met the target.  Trend: Students' performance has considerably improved over the period with a significant decrease in the percentage of students not meeting expectations.	The University arranged a virtual conference on Digital Bangladesh: Technology in business. The conference was on the extensive use of automation, Information technology, and facilities in different sectors such as education, government/non-government offices, industry, business, shopping and banking, etc., to run the economy smoothly in this period.

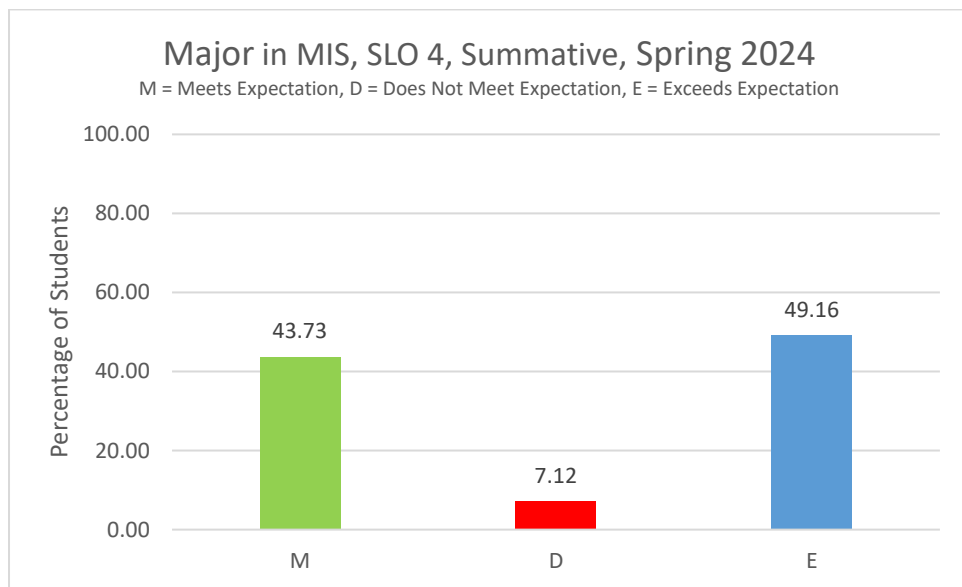


Figure MIS 13

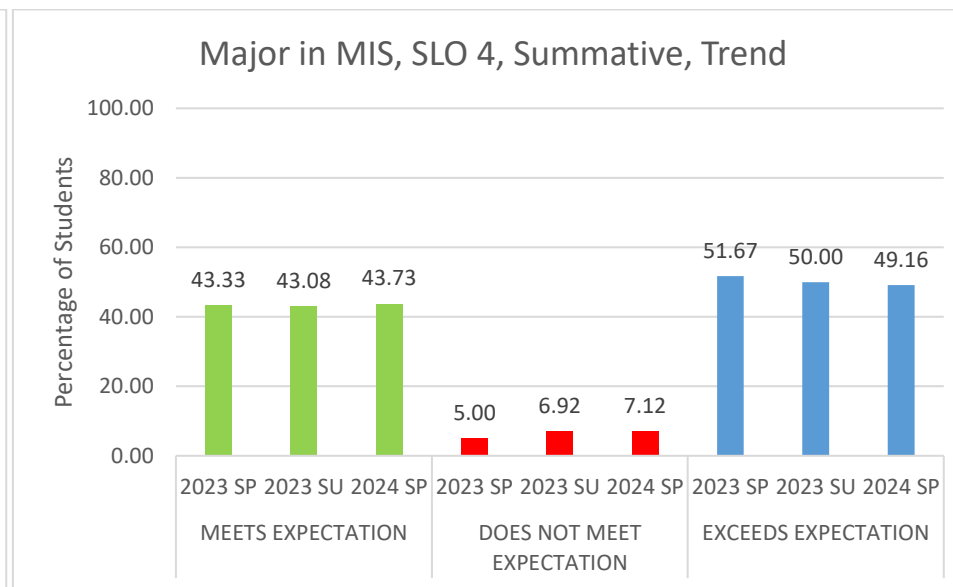


Figure MIS 14

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

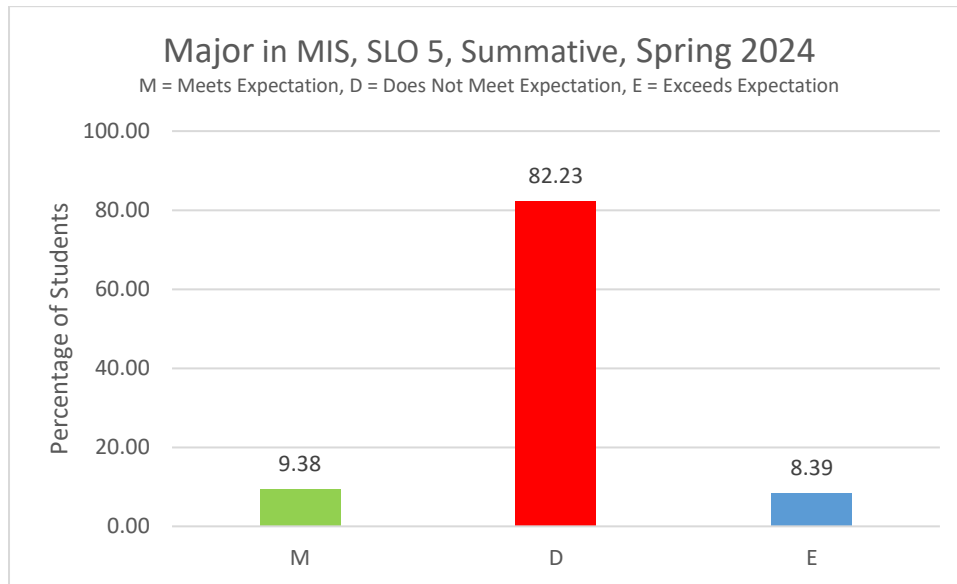


Figure MIS 15

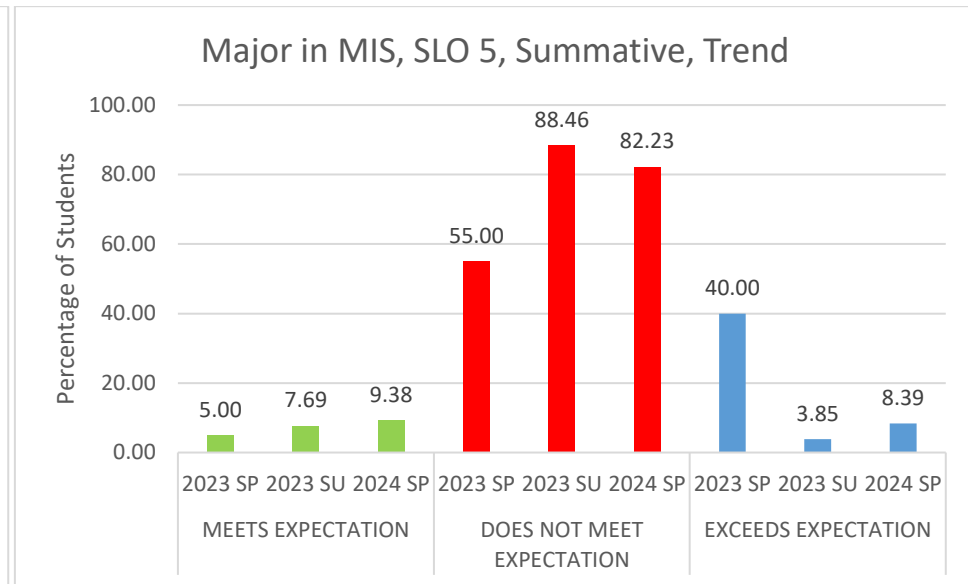


Figure MIS 16

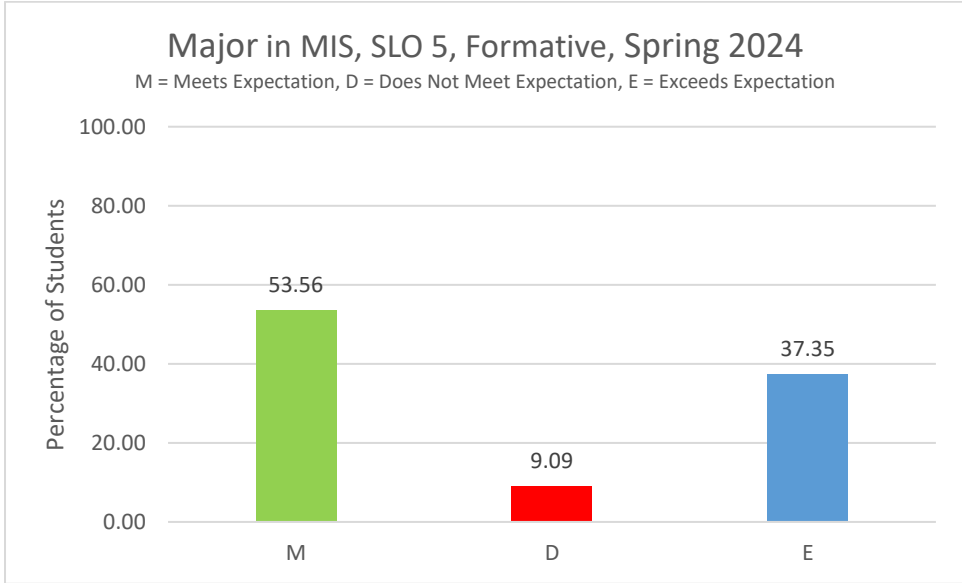


Figure MIS 17

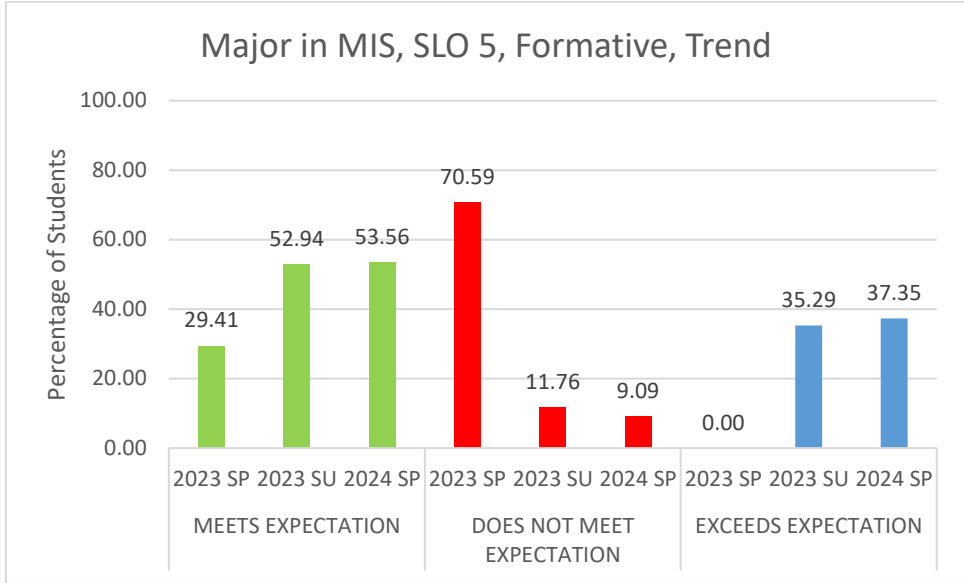


Figure MIS 18

## Spring 2024 Student Learning Assessment Report: BBA in Marketing (“MKT”)

Student Learning Outcomes	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
1. Demonstrate a thorough understanding of the marketing management process including marketing strategy formulation and marketing plan implementation	<p><u>Summative</u>- Exit Assessment Test, and Course-Embedded Assessment (MKT 460 group term projects.)</p> <p><u>Formative</u>- Course-Embedded Assessment (MKT 337 group term projects)</p>	<p><u>Exit Assessment Test</u>: Meets Expectations- 60% to 80%, Does Not Meet Expectations-&lt; 60%, Exceeds Expectations-&gt; 80%</p> <p><u>Course-Embedded Assessment</u>: Rubric # MKT.1.R.1 (formative), and rubric # MKT.1.R.2 (summative)</p>	See Figures MKT 1 – 4.	<p>Target: 75% of the students should meet and exceed the expectations of SLO1.</p> <p>Student met the target.</p> <p>Trend: Overall, students exhibit good performance in this area.</p>	Course components are reviewed continuously to ensure that students can continue to critically identify problems and solve those using their knowledge of business studies.

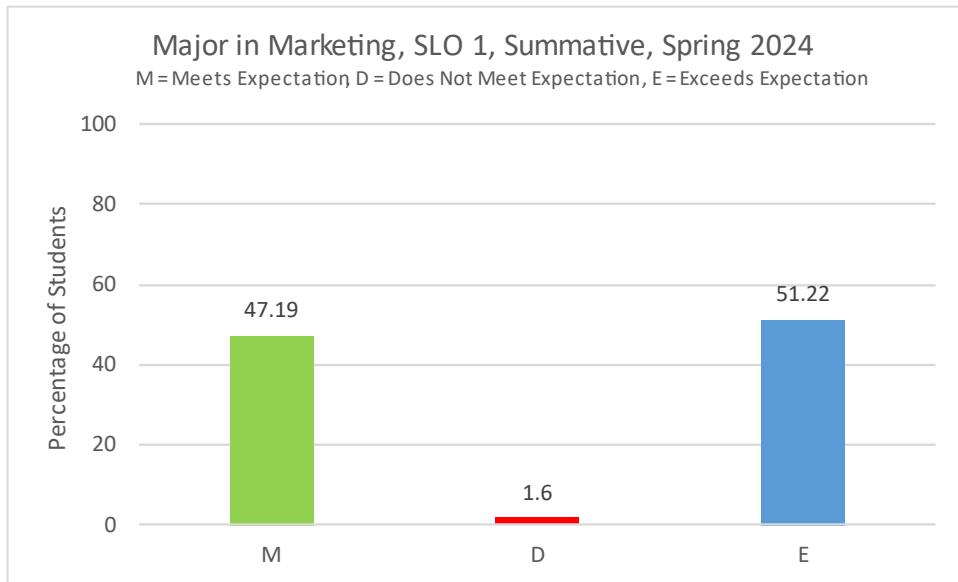


Figure MKT- 1

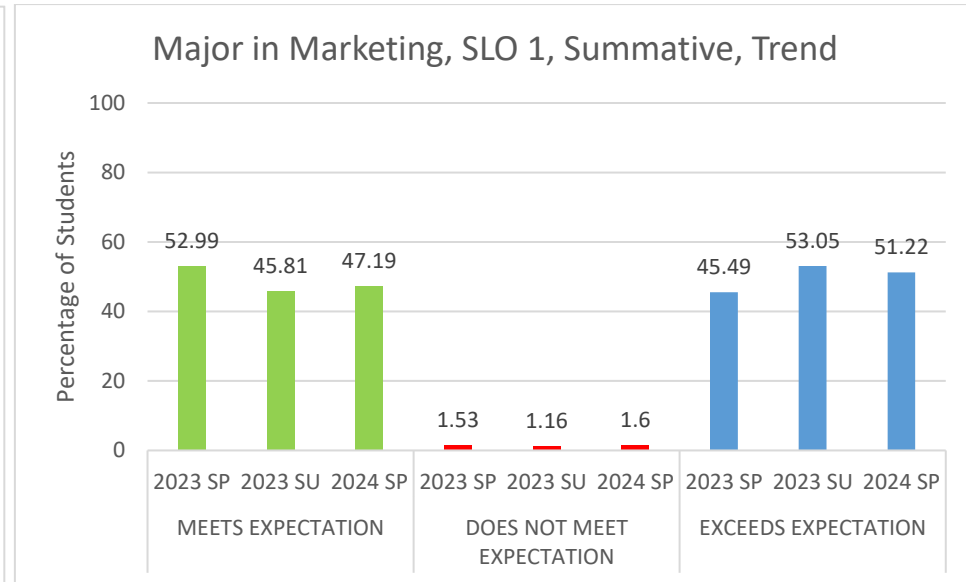


Figure MKT- 2

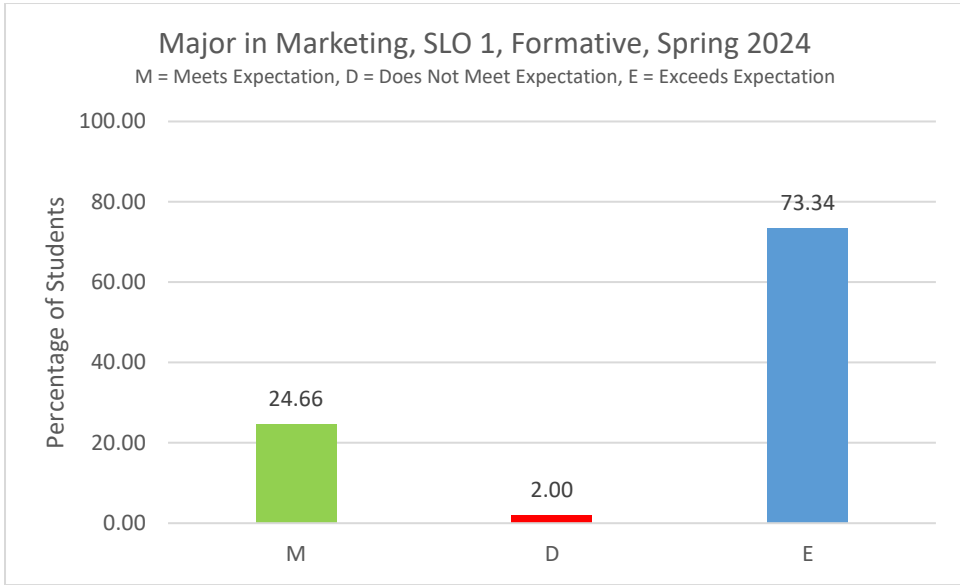


Figure MKT- 3

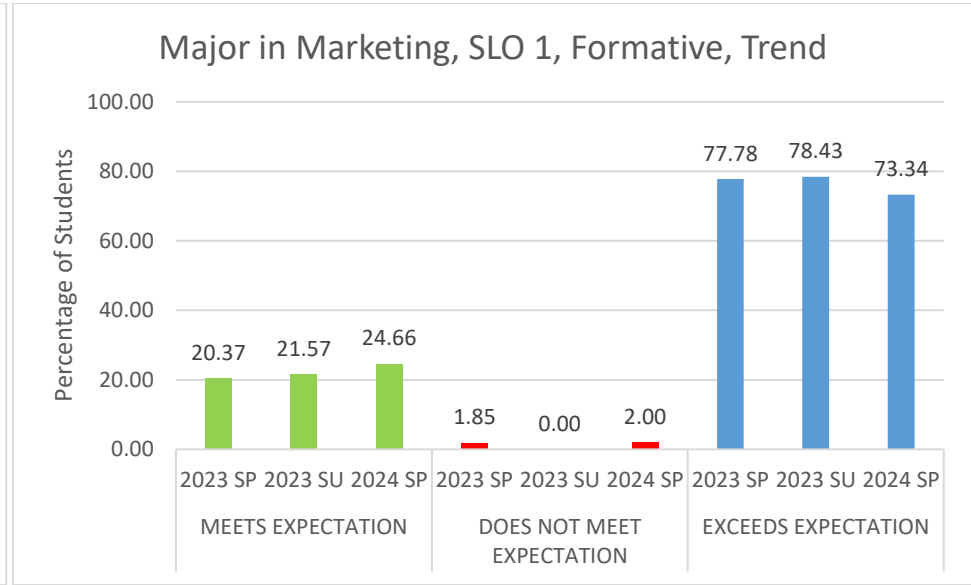


Figure MKT- 4

Student Learning Outcomes	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
2. Understand the roles of different areas of Marketing Communications.	<u>Summative</u> - Exit Assessment Test, and Course-Embedded Assessment (MKT 460 group term projects) <u>Formative</u> : Course-Embedded Assessment (MKT 337 group term projects)	<u>Exit Assessment Test</u> : Meets Expectations- 60% to 80%, Does Not Meet Expectations-< 60%, Exceeds expectations-> 80% <u>Course-Embedded Assessment</u> : Rubric # MKT.2.R.1	See Figures MKT 5 – 8.	Target: 80% of the students should meet and exceed the expectations of SLO2  Students met the target.  Trend: Students' performance in summative and formative assessments shows a positive trend with an increase in the percentage of students exceeding expectations.	Along with course contents, Marketing and International Business Club of North South University hosted a seminar on “In today’s world, communication is the key” to enhance the communication skill among the students.

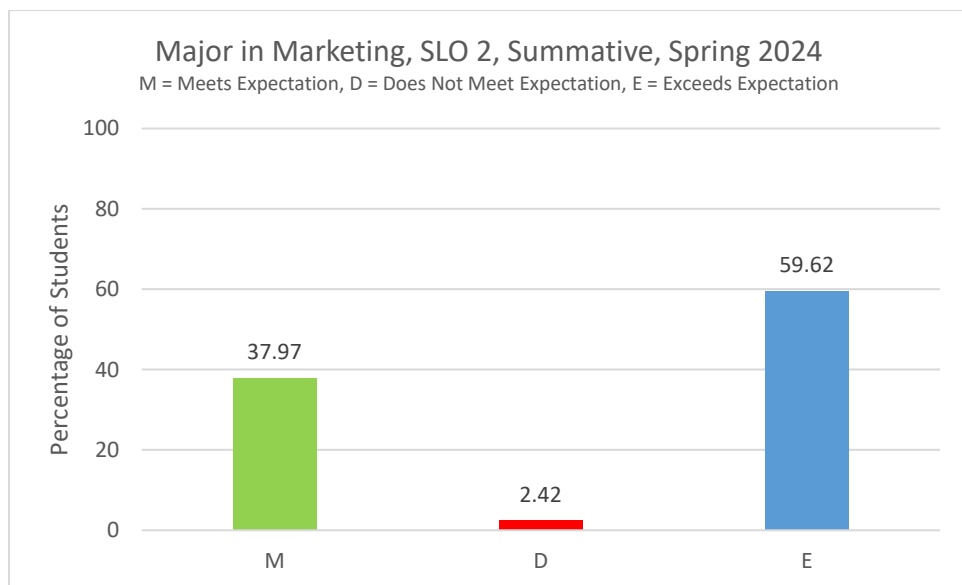


Figure MKT- 5

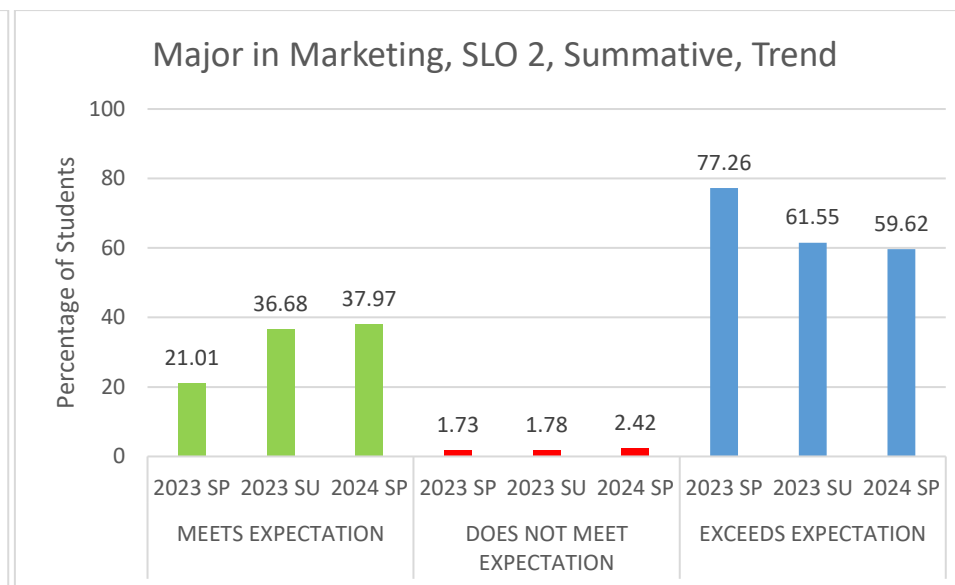


Figure MKT- 6

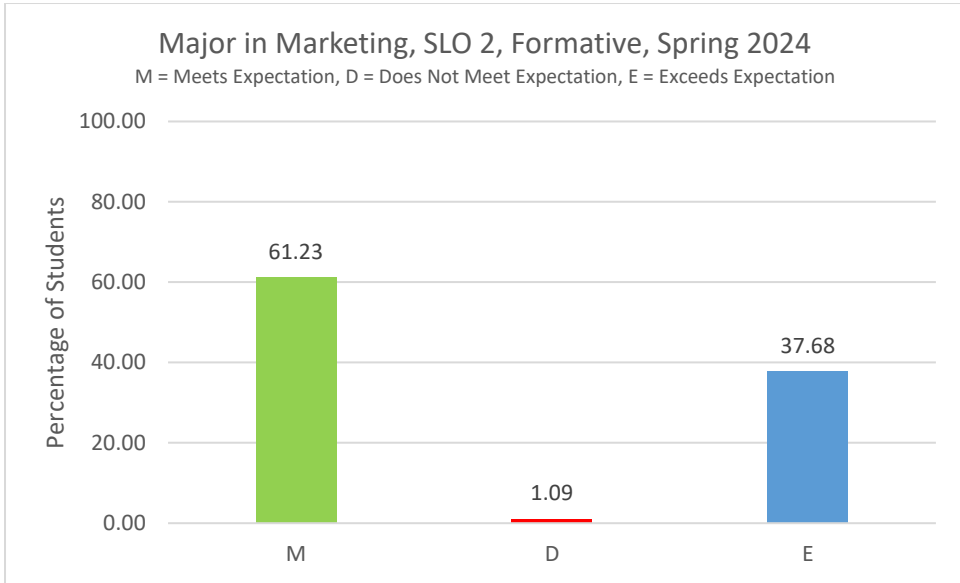


Figure MKT- 7

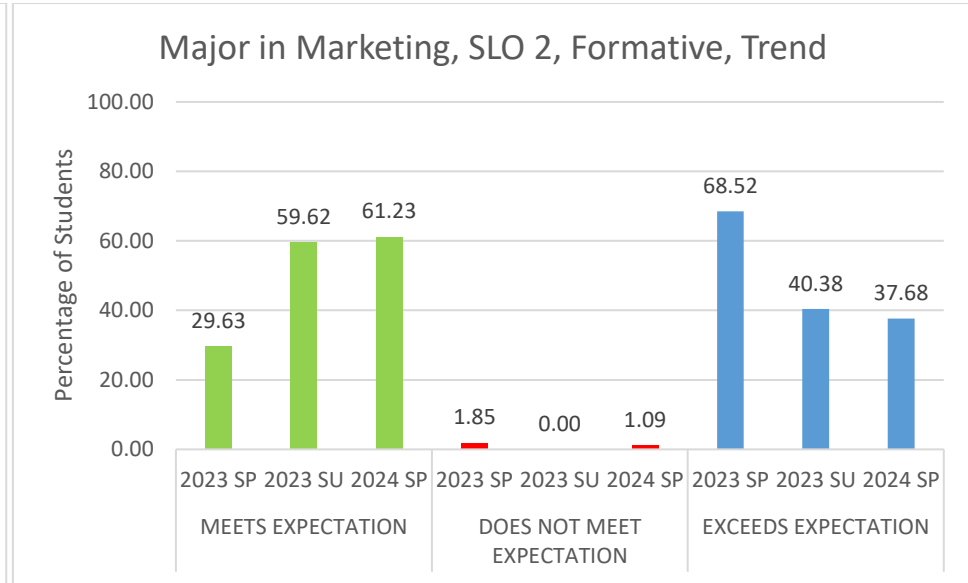


Figure MKT- 8



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

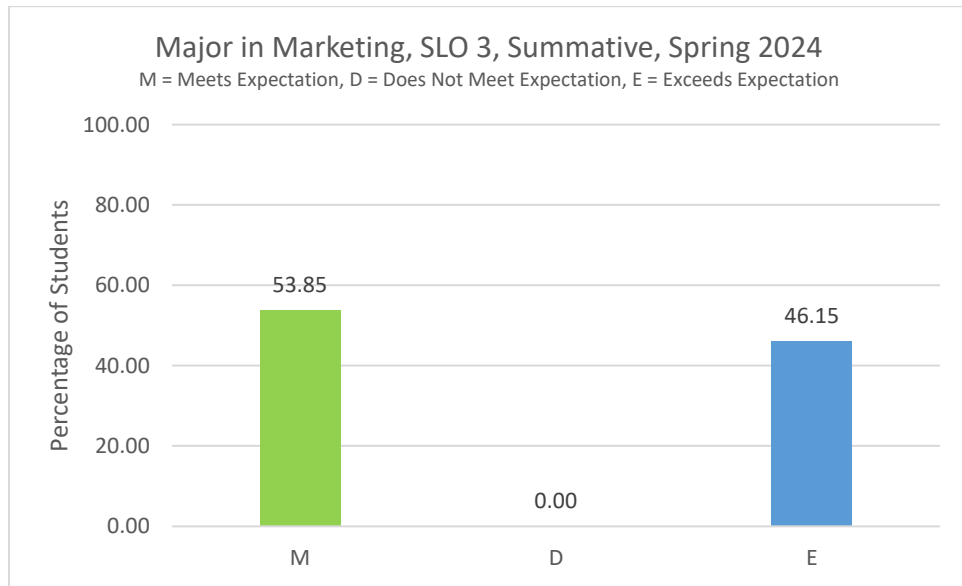


Figure MKT- 9

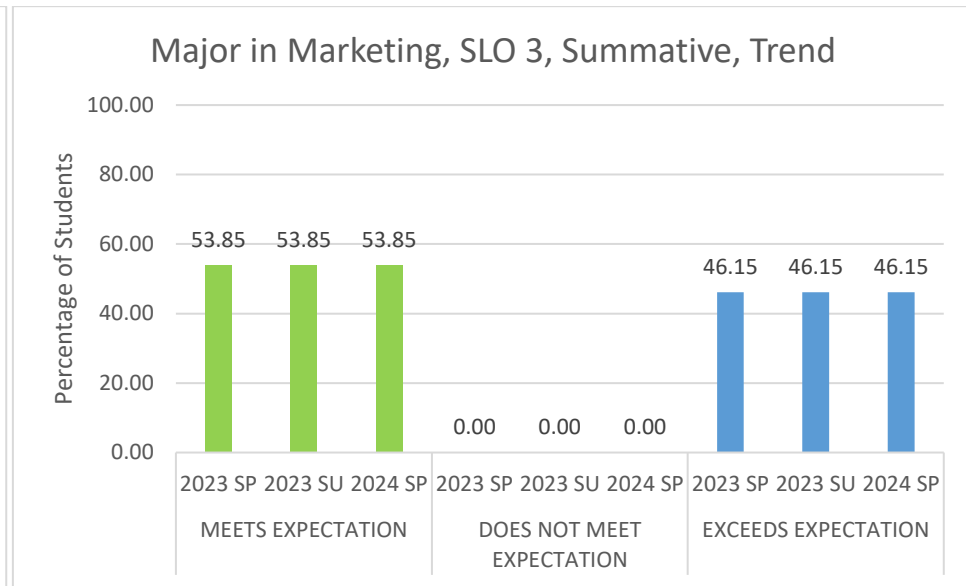


Figure MKT- 10

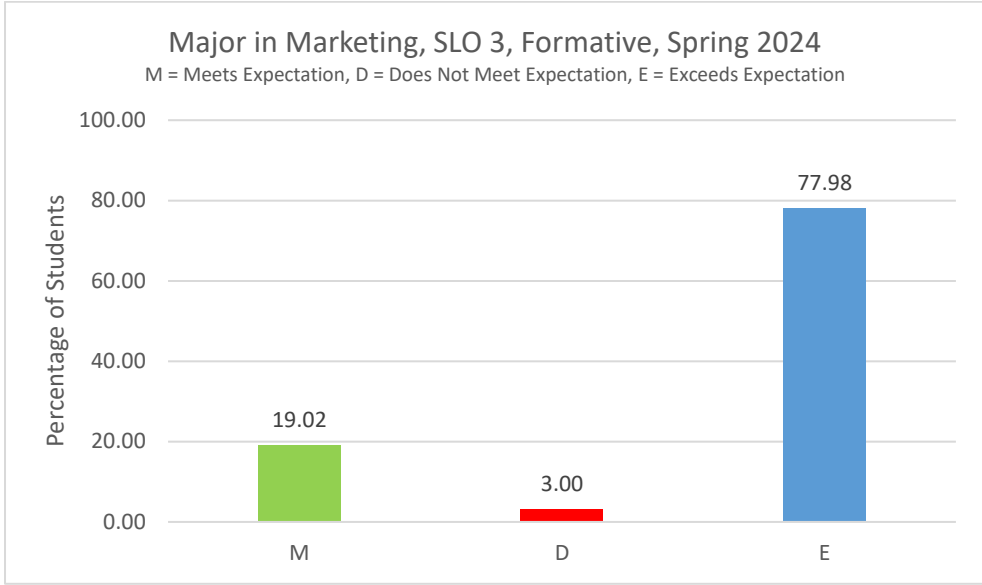


Figure MKT- 11

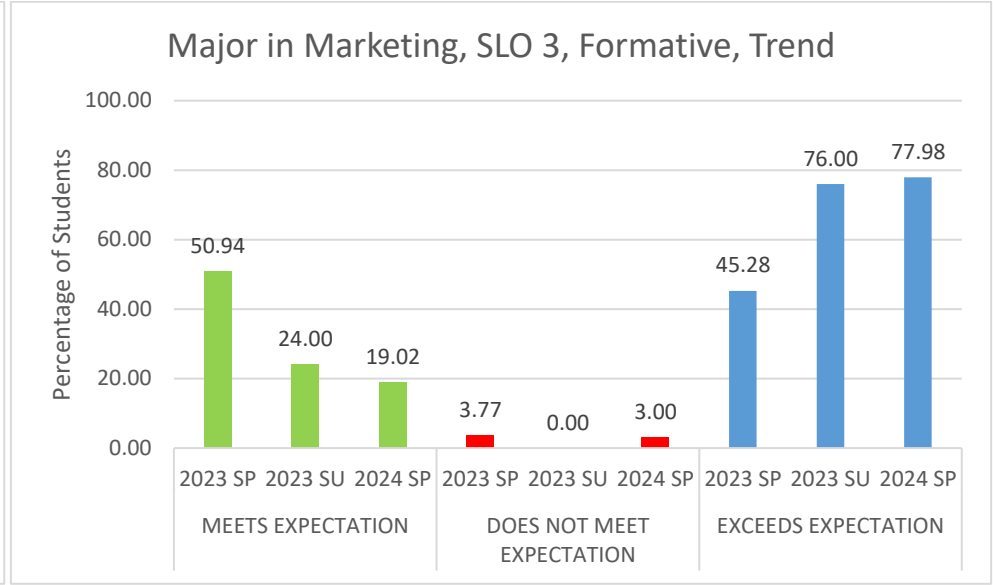


Figure MKT- 12

Student Learning Outcomes	Measure	Measurement Criteria	Results	Observation(s)	Closing the Loop
4. Demonstrate skills to critically analyze a problem, design and implement appropriate solutions.	<u>Summative:</u> - Exit Assessment Test, and Course-Embedded Assessment (MKT 460 group term projects) <u>Formative:</u> - Course-Embedded Assessment (MKT 337 group term projects)	<u>Exit Assessment Test:</u> Meets Expectations- 60% to 80%, Does Not Meet Expectations-< 60%, Exceeds Expectations-> 80% <u>Course-Embedded Assessment:</u> Rubric # MKT.4.R.1 (formative), and rubric # MKT.4.R.2 (summative)	See Figures 13 – 16.	Target- 80% of the students should be able to meet and exceed the expectation of SLO4.  Students met the target.  Trend: Students exhibit satisfactory performance in this area.	NSU launched an incubation program, North South University Startups Next, to create the next generation of startup founders in the country. The program will nurture future leaders with guided mentorship, networking, and funding opportunities to help their startups grow into a scalable business.

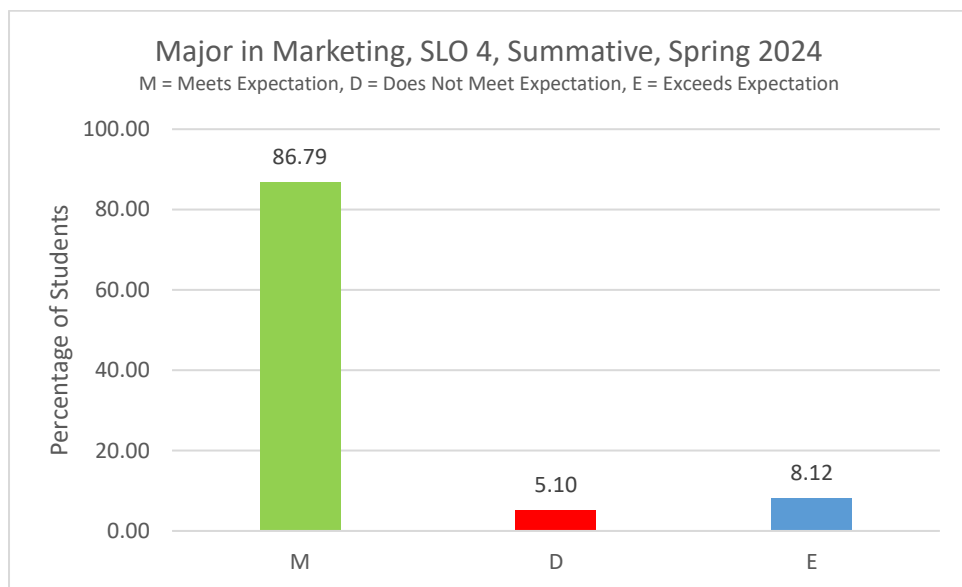


Figure MKT- 13

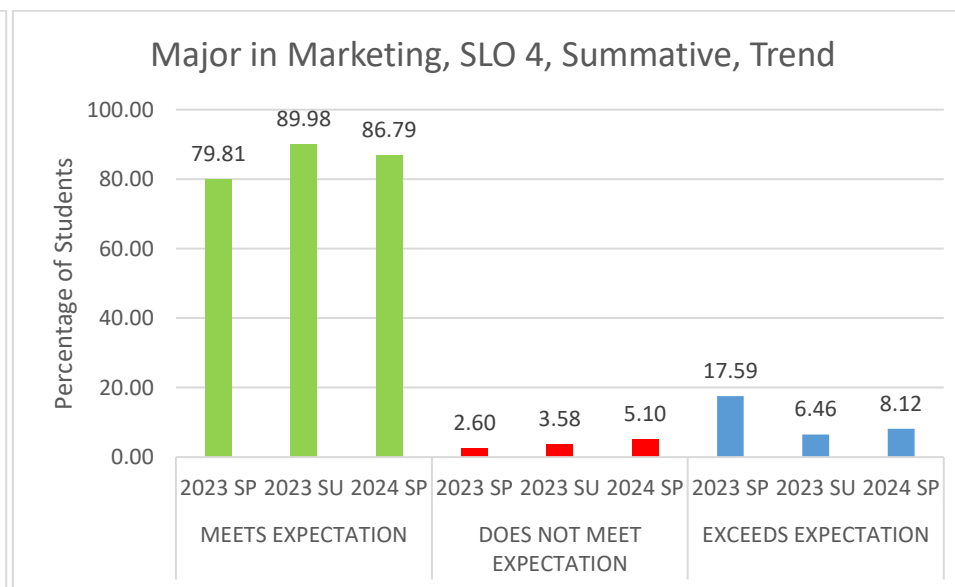


Figure MKT- 14

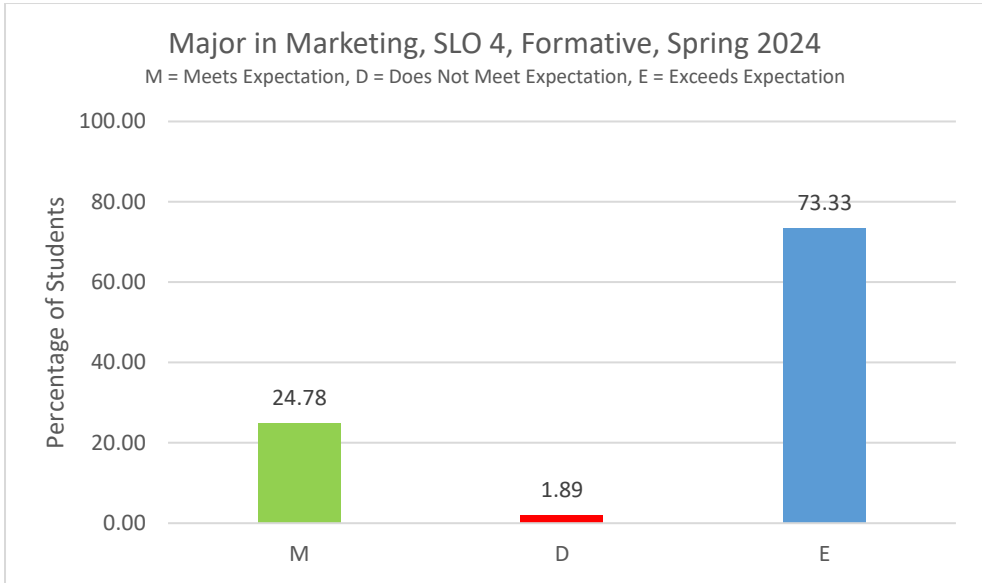


Figure MKT- 15

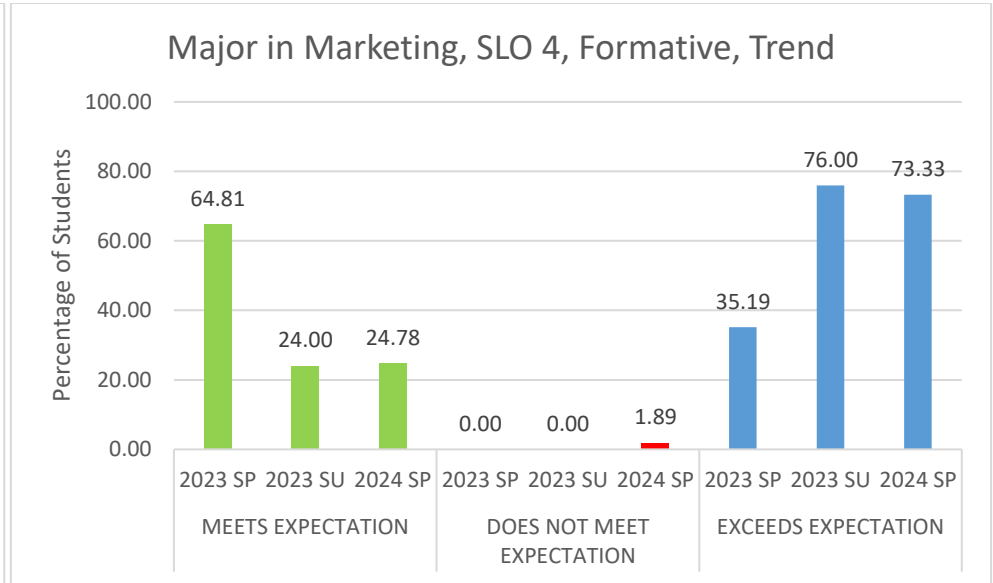


Figure MKT- 16

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

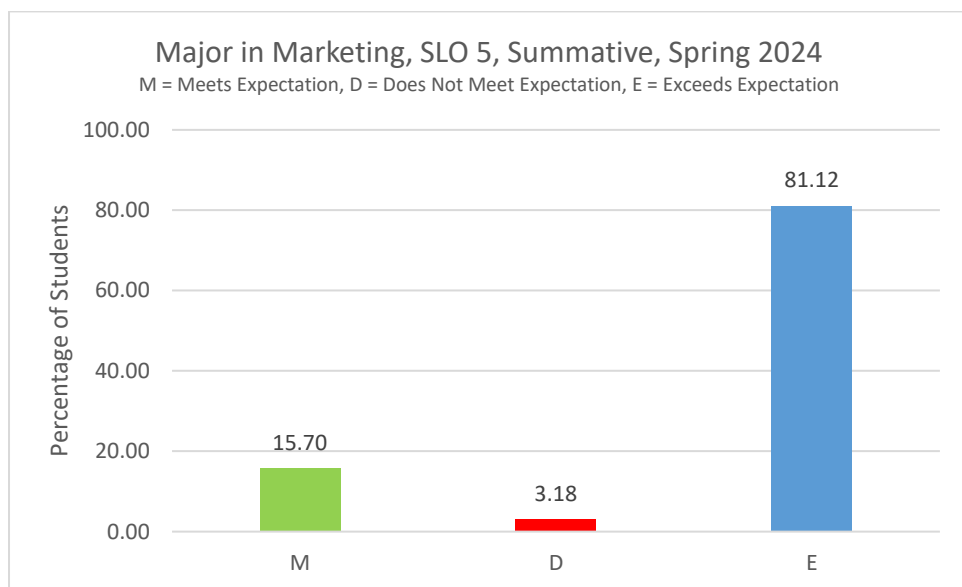


Figure MKT- 17

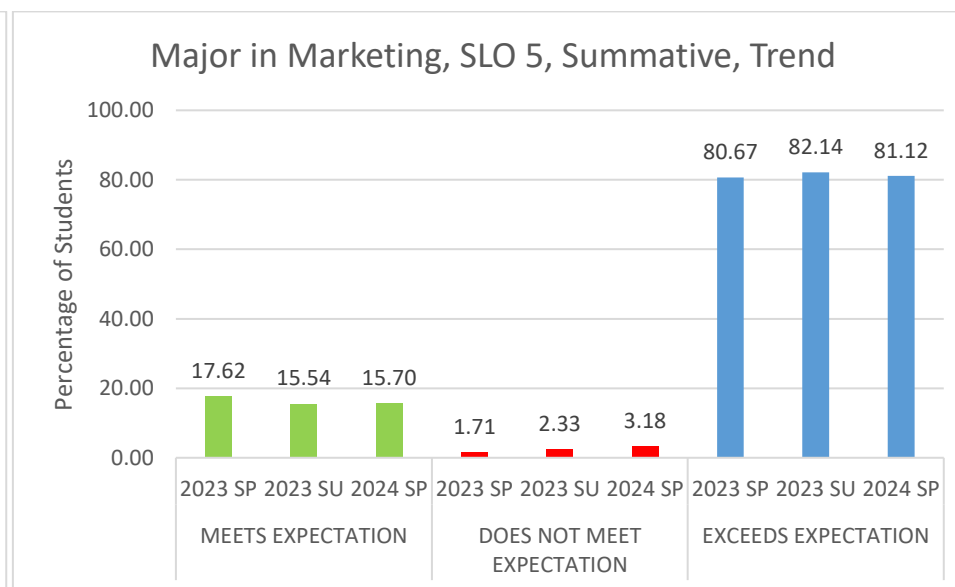


Figure MKT- 18

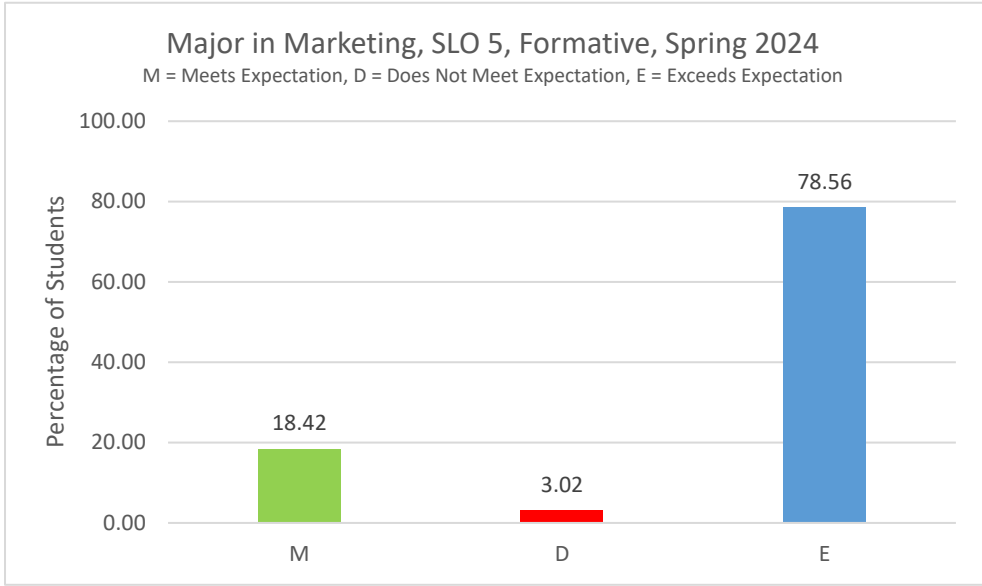


Figure MKT- 19

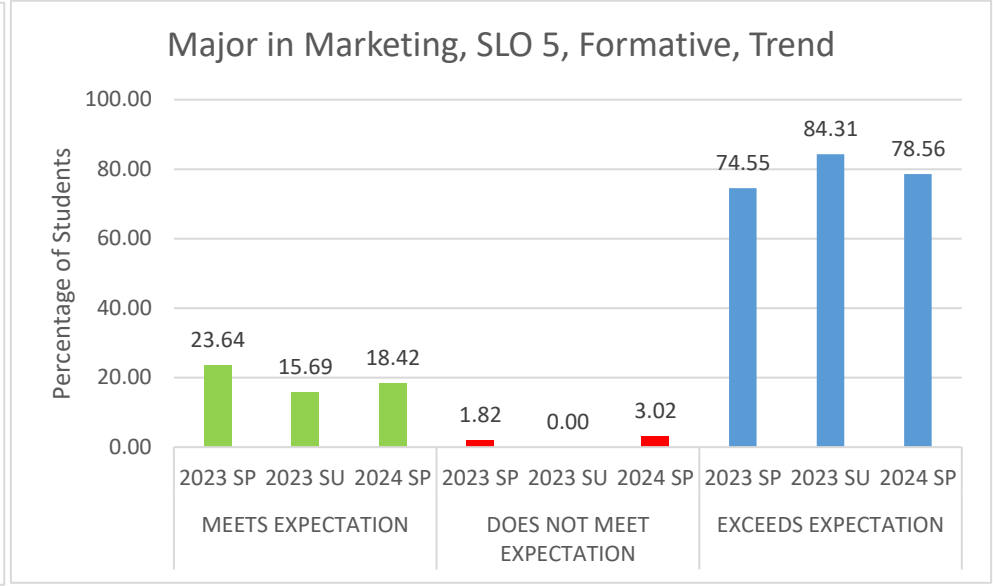


Figure MKT- 20

## Spring 2024 Student Learning Assessment Report: BBA in SCM Program

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
1. Demonstrate the working knowledge of mode and quality of transportations, and operational and economics of transportation and logistics in local and global contexts.	<u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (SCM 450 group term projects) <u>Formative:</u> Course Embedded Assessment (SCM 310 group term projects)	<u>Exit Assessment Test:</u> Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80%  <u>Course-Embedded Assessment:</u> Rubric # SCM.1.R.1	See Figures SCM 1 – 4.	Target: 80% students should meet or exceed expectation.  Students did not meet the target in both assessments.  Trend: Students show a poor performance in both assessments with a high percentage in not meeting expectations.	University successfully managed classroom contents through extensive faculty training and supplied all the necessary resources to conduct classes effectively.

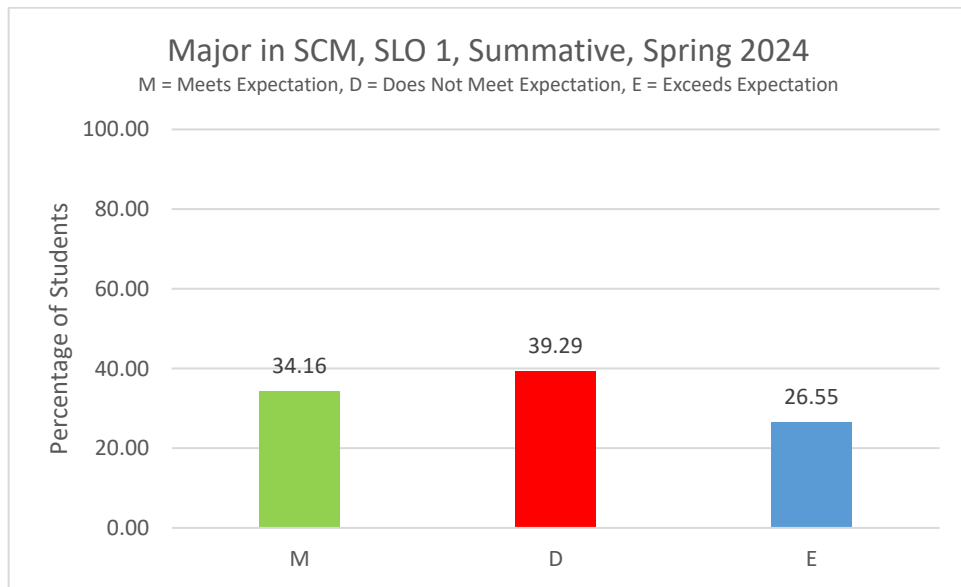


Figure SCM 21

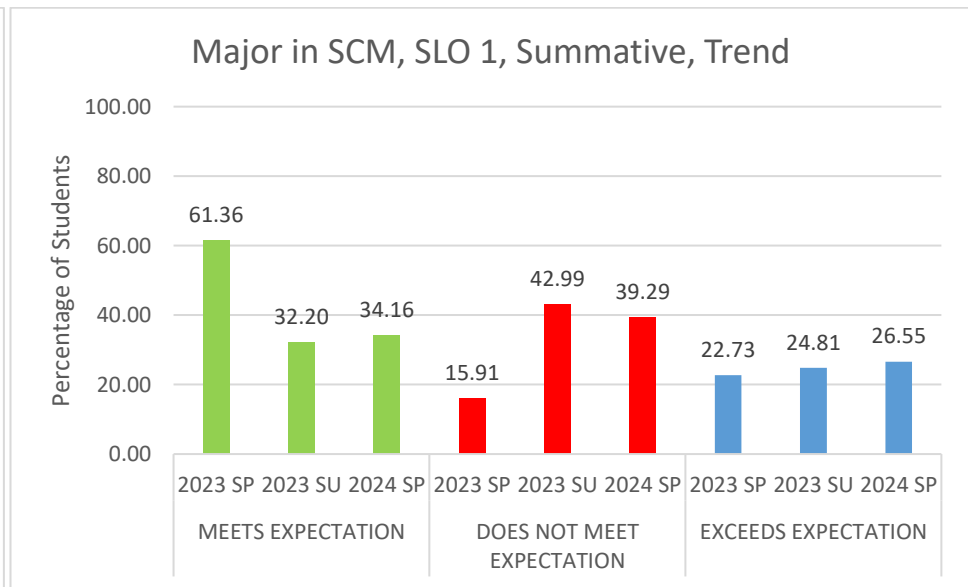


Figure SCM 22

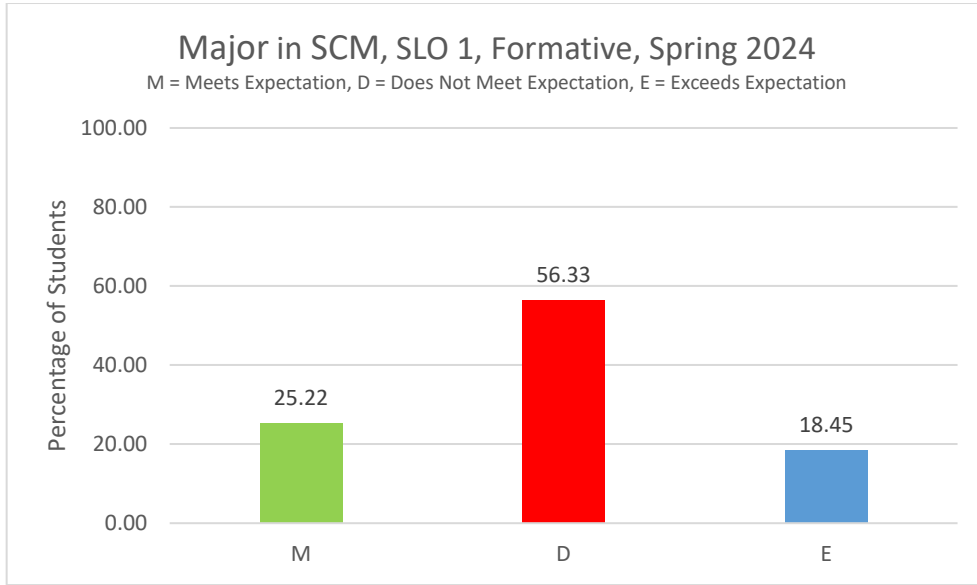


Figure SCM 23

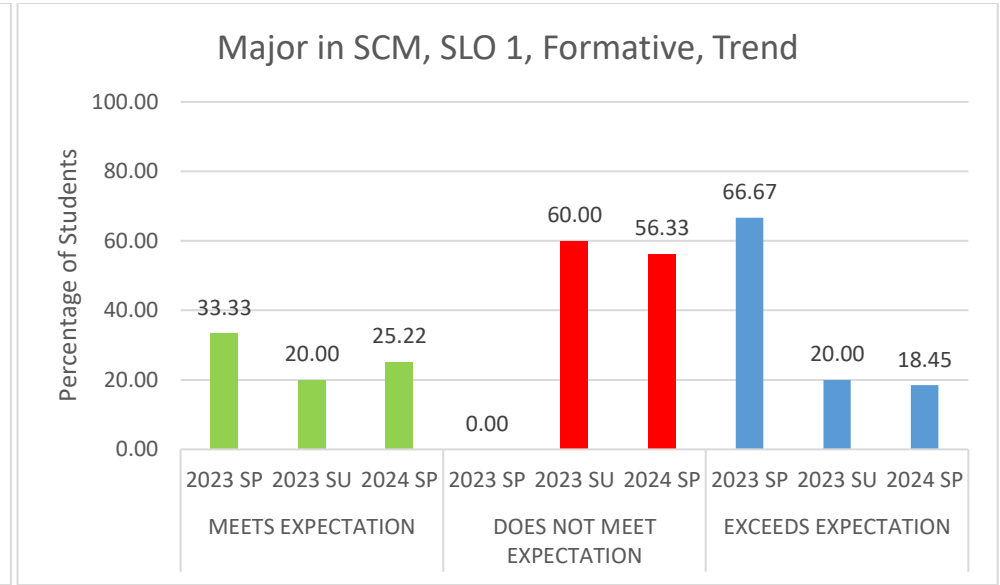


Figure SCM 24



Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
2. Apply and integrate the models of inventory management with forecasting, distribution, marketing, manufacturing, and schedule and planning.	<u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (SCM 450 group term projects) <u>Formative:</u> Course Embedded Assessment (SCM 310 group term projects)	<u>Exit Assessment Test:</u> Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80%  <u>Course-Embedded Assessment:</u> Rubric # SCM.2.R.1	See Figures SCM 5 – 8.	Target: 75% students should meet or exceed expectation.  Students didn't meet the target in both assessments.  Trend: Students' performance in formative assessment has increased over the period with a high increase in the percentage of students exceeding expectations.	Course components are reviewed continuously to ensure that students can continue to critically identify problems and solve those using their knowledge of business studies.

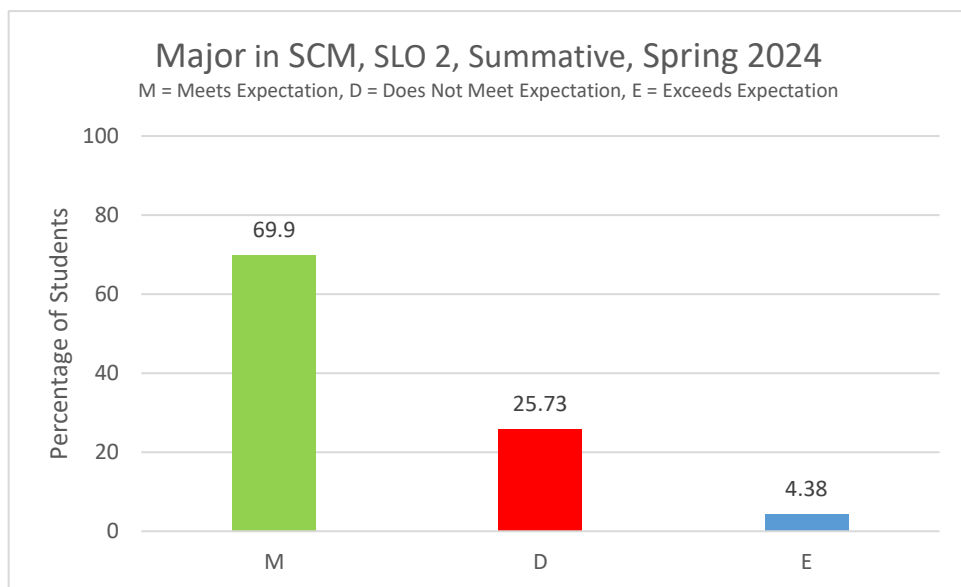


Figure SCM 25

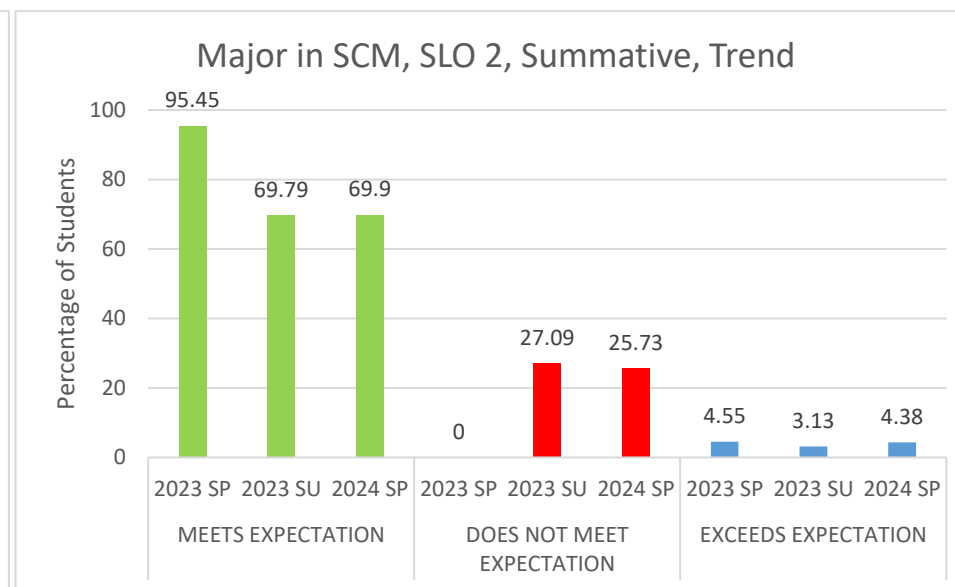


Figure SCM 26

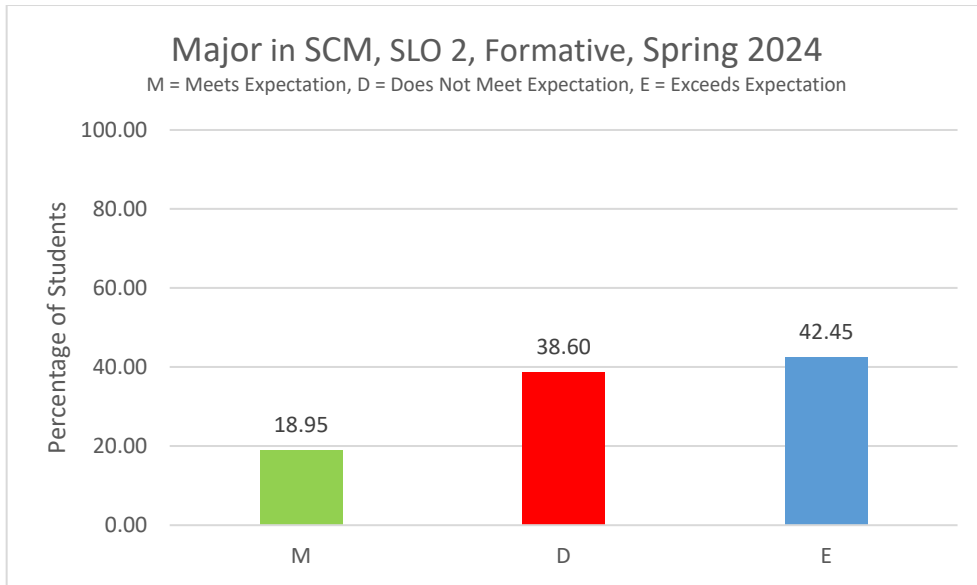


Figure SCM 27

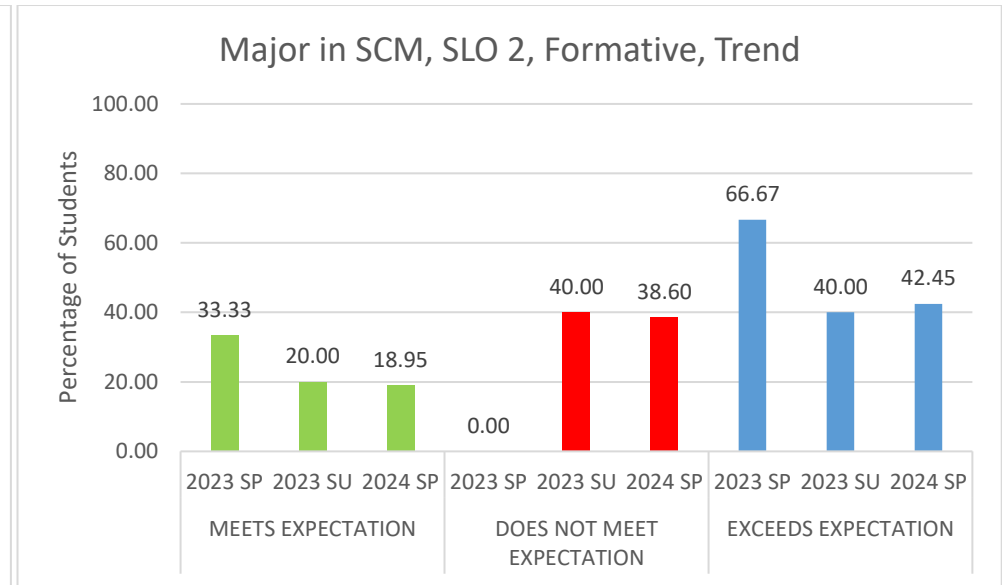


Figure SCM 28

Student Learning Outcomes	Measure	Measurement Criteria	Results	Observation	Closing the Loop
3. Apply the concepts of environmental sustainability in designing a supply chain.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (SCM 450 group term projects)</p> <p><u>Formative:</u> Course Embedded Assessment (SCM 310 group term projects)</p>	<p><u>Exit Assessment Test:</u> Meets Expectation: 60% to 80% Does Not Meet Expectation: &lt;60% Exceeds Expectation: &gt;80%</p> <p><u>Course Embedded Assessment:</u> Rubric # SCM.3.R.1</p>	See Figures SCM 9 – 12.	<p>Target: 65% students should meet or exceed expectation.</p> <p>Students met the target in summative assessment but failed to meet the target in formative assessment.</p> <p>Trend: There is a significant increase in the percentage of students meeting expectations in summative assessment. However, the high percentage of not meeting expectation in formative assessment is an alarming area of concern.</p>	Deployment of standardized assessment tools was continued.

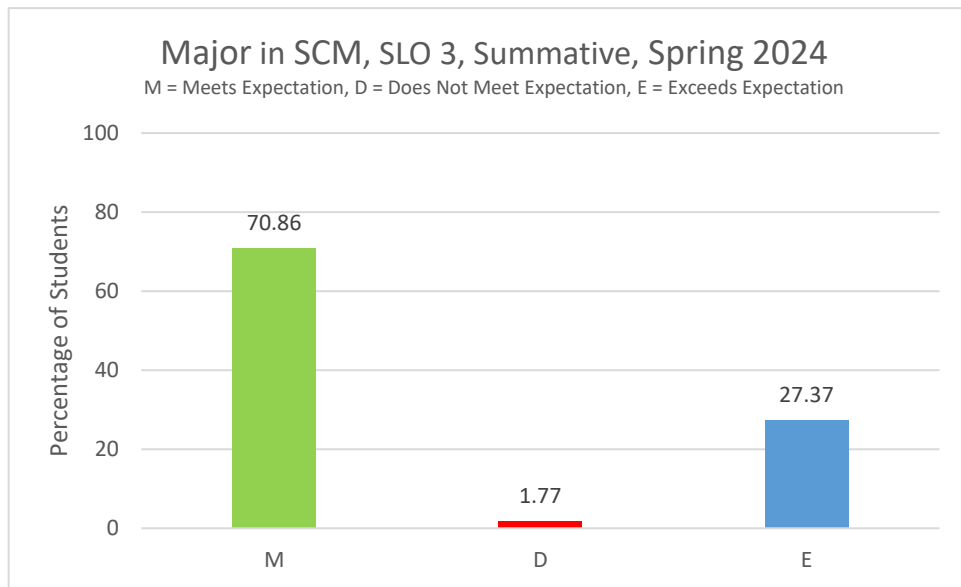


Figure SCM 29

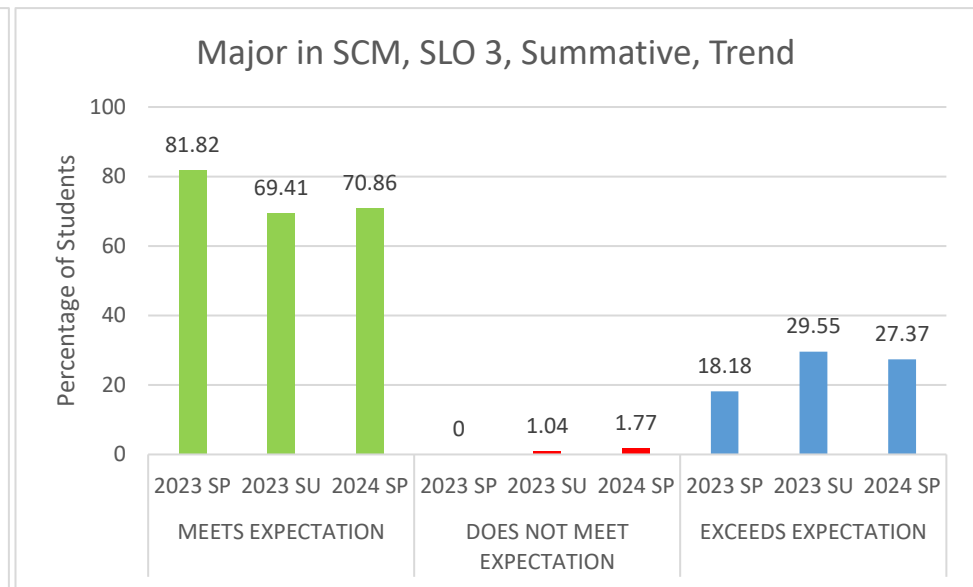


Figure SCM 30

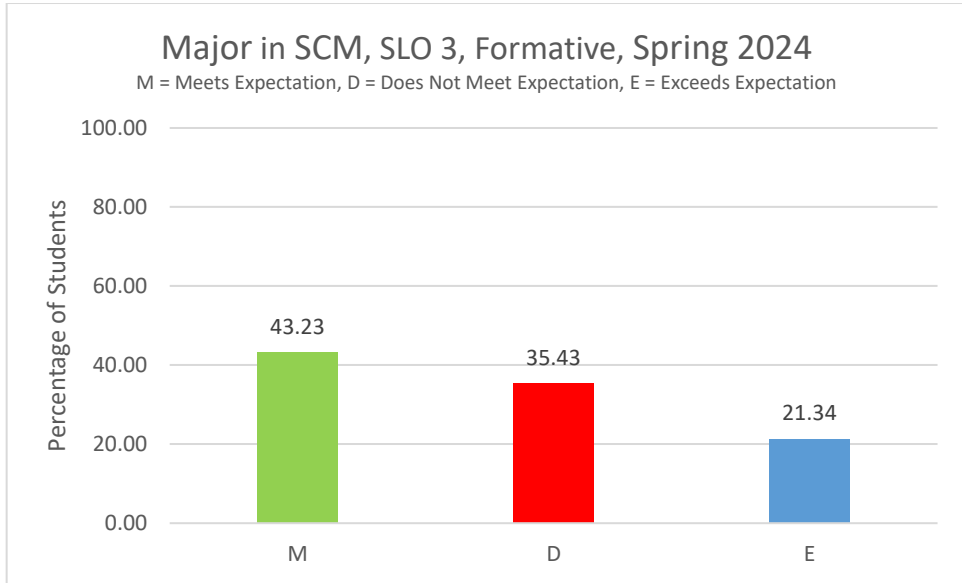


Figure SCM 31

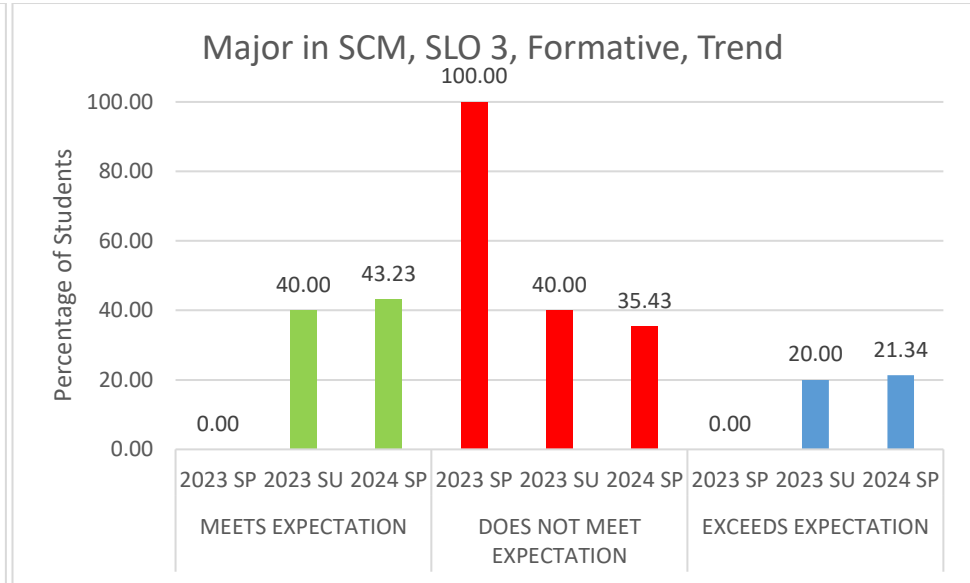


Figure SCM 32

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
4. Effectively utilize the integrating capabilities of information technology in strategic supply chain management.	<u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (SCM 450 group term projects) <u>Formative:</u> Course Embedded Assessment (SCM 310 group term projects)	<u>Exit Assessment Test:</u> Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80%  <u>Course-Embedded Assessment:</u> Rubric # SCM.4.R.1	See Figures SCM 13 – 16.	Target: 70% students should meet or exceed expectation.  Students met the target in summative assessment but failed to meet the target in formative assessment.  Trend: Students exhibit a significant increase of performance in this area. However, a sudden increase in not meeting expectation in formative assessment is found.	Course components are reviewed continuously to ensure that students can continue to critically identify problems and solve those using their knowledge of business studies.

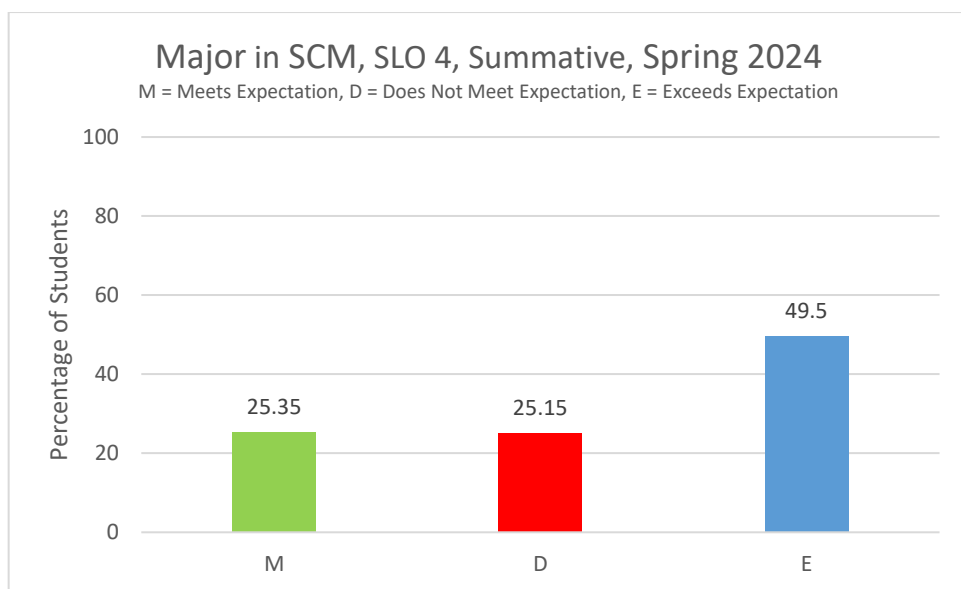


Figure SCM 33

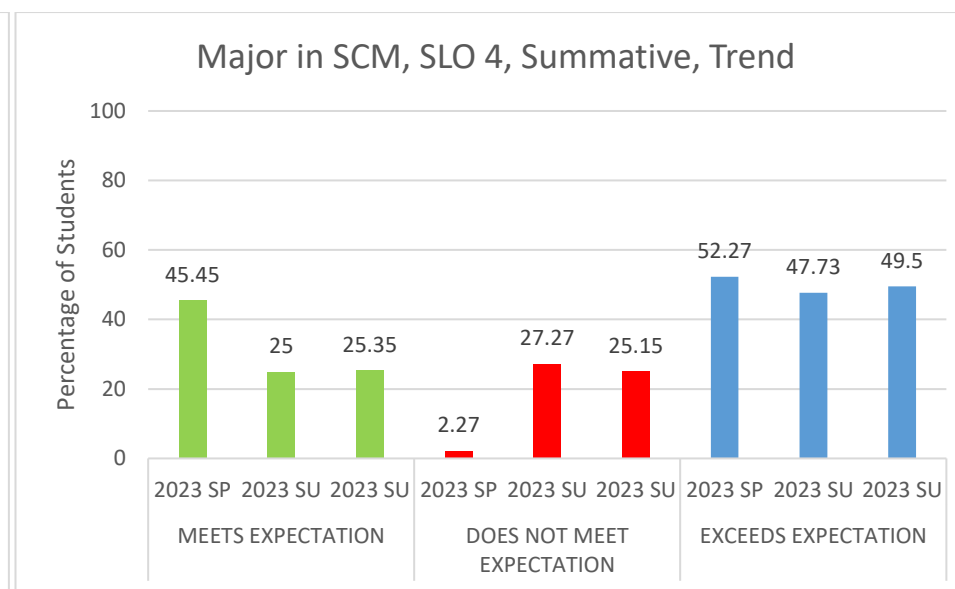


Figure SCM 34

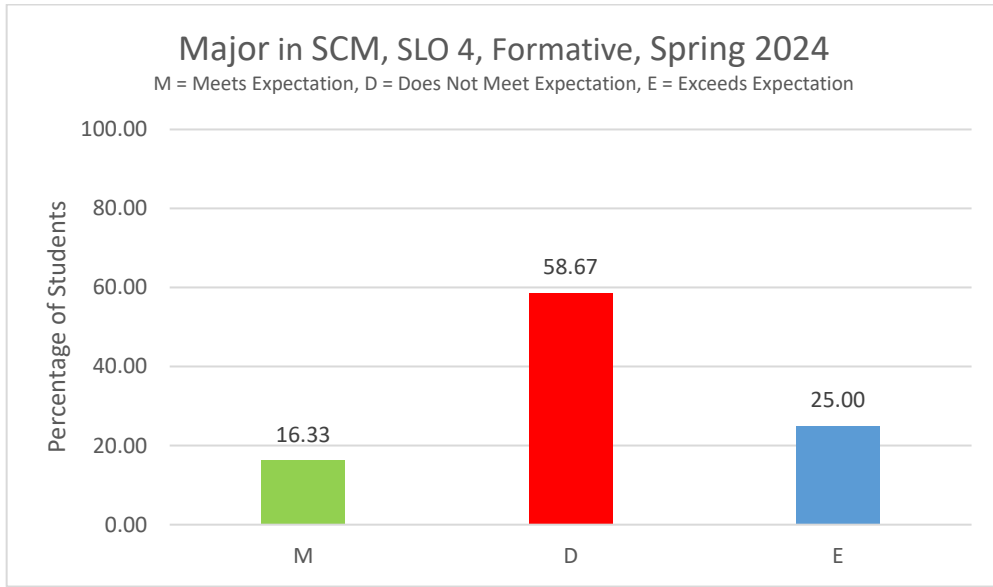


Figure SCM 35

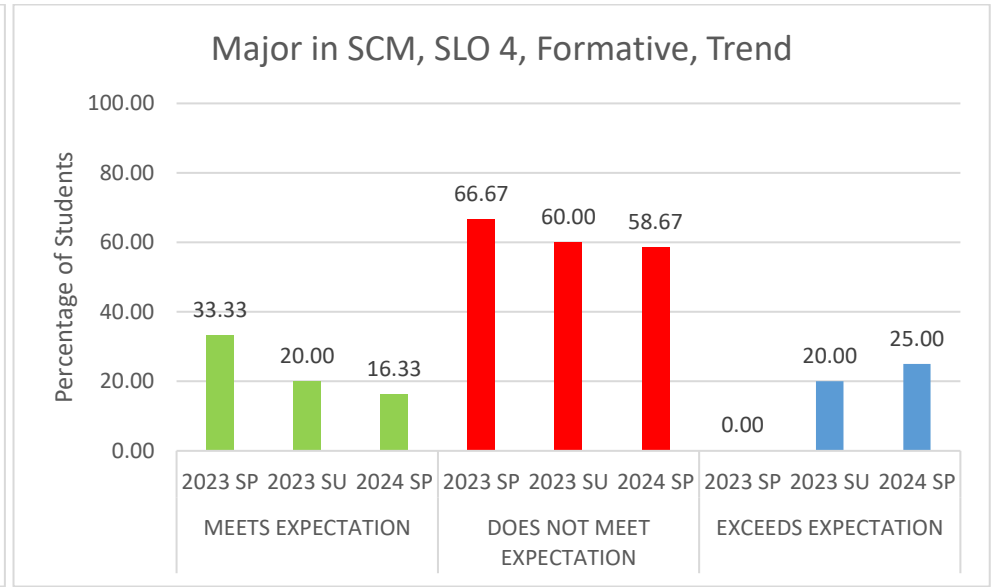


Figure SCM 36

Student Learning Outcome	Measure	Measurement Criteria	Results	Observation	Closing the Loop
5. Understand the effects of global market and apply that knowledge in creating competitive advantage through supply chain activities.	<u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (SCM 450 group term projects) <u>Formative:</u> Course Embedded Assessment (SCM 310 group term projects)	<u>Exit Assessment Test:</u> Meets Expectation: 60% to 80% Does Not Meet Expectation: <60% Exceeds Expectation: >80%  <u>Course-Embedded Assessment:</u> Rubric # SCM.5.R.1	See Figure SCM 17 – 20.	Target: 60% students should meet or exceed expectation.  Students met the target.  Trend: Students show an increasing percentage in exceeding expectations in summative assessment.	Faculties developed different strategies to deliver lecture content in the online environment in ways that engage students and meet the courses' learning objectives.

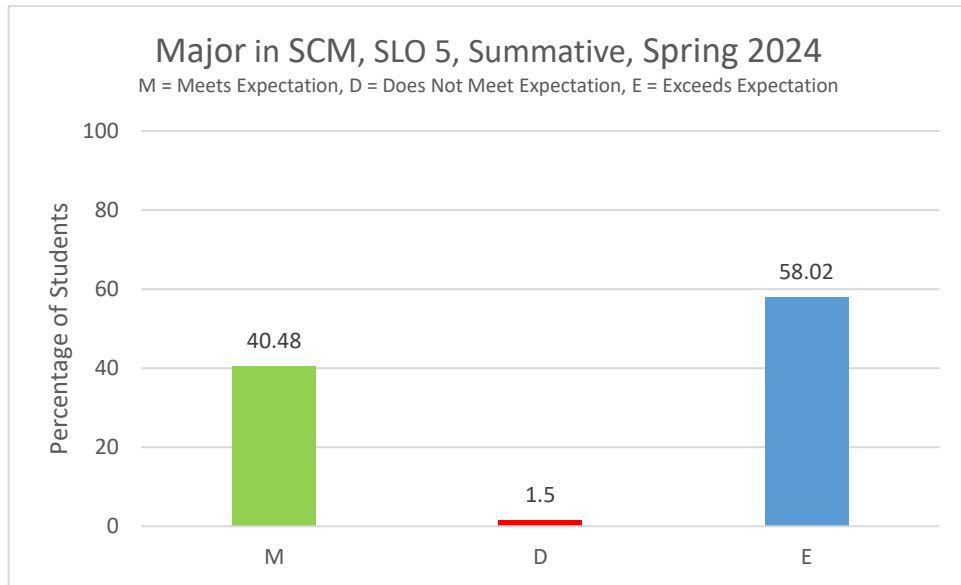


Figure SCM 37

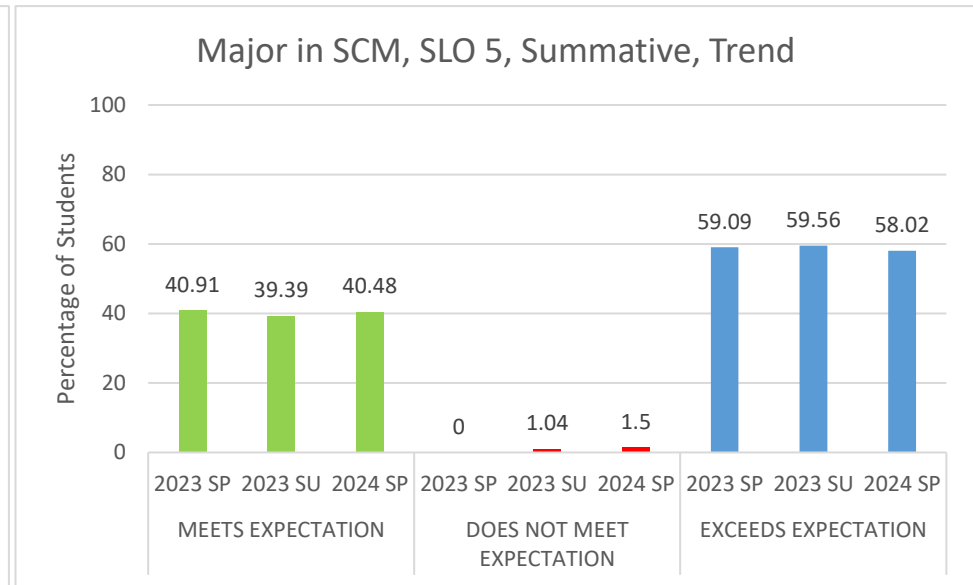


Figure SCM 38

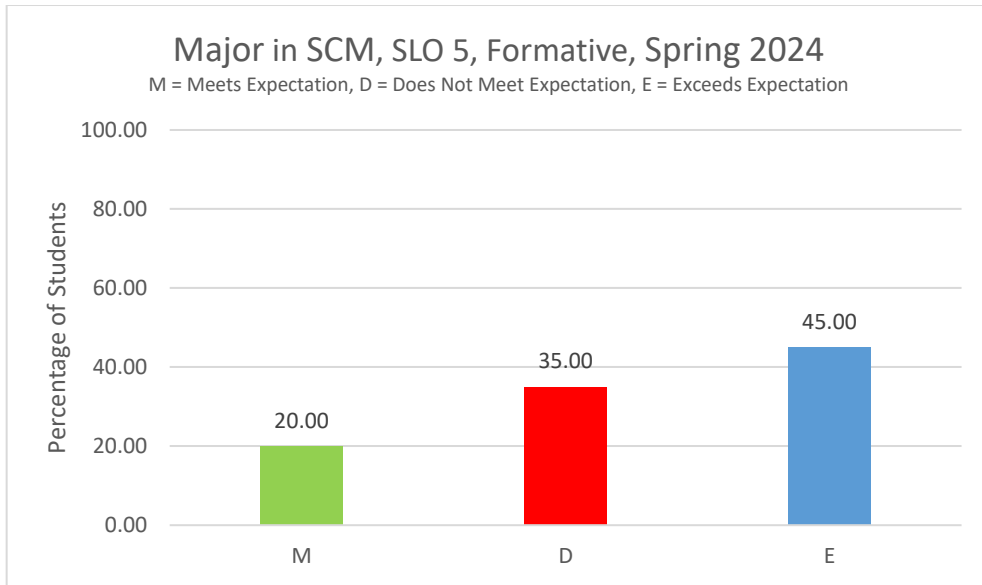


Figure SCM 39

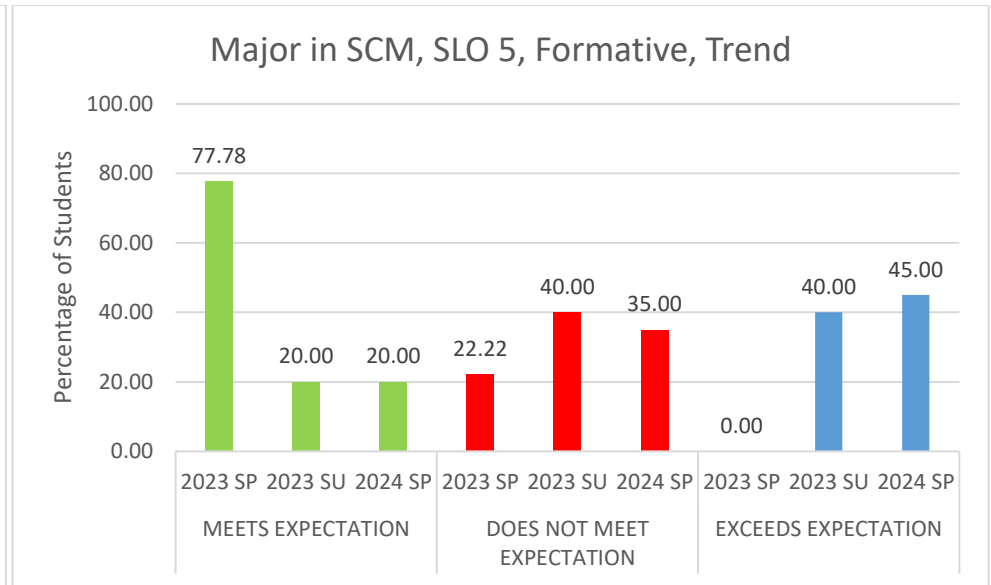


Figure SCM 40



## Spring 2024 Student Learning Assessment Report: Master of Business Administration

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
1. Managerial Communications	1.1 Communicate effectively toward achieving managerial objectives.	<p><u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment (BUS 690 final term projects)</p> <p><u>Formative:</u> Course-Embedded Assessment (BUS 650 final term projects)</p>	<p><u>Assessment Tests:</u> Meets Expectation: 60% -80%; Does Not Meet Expectation &lt; 60%; Exceeds Expectation&gt; 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MB.1.1.1.1</p>	See Figures MBA- 1 through MBA-4	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students meet the target in both Summative and formative assessment.</p> <p>Trend: Students' performance has increased over the period with an increase in the percentage of students meeting expectations in both assessments compare to previous term.</p>	Faculties developed different strategies to deliver lecture content in the classroom environment in ways that engage students and meet the courses' learning objectives.

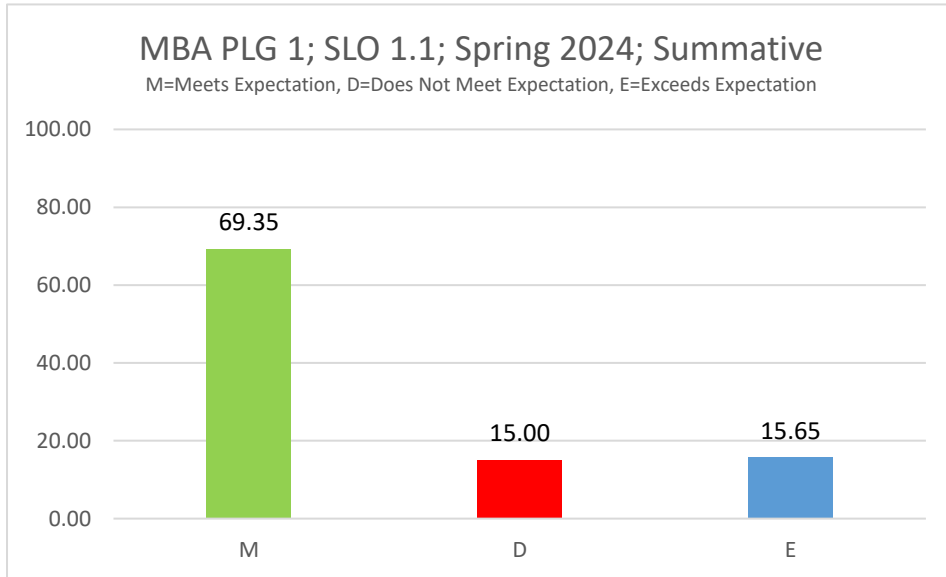


Figure MBA - 1

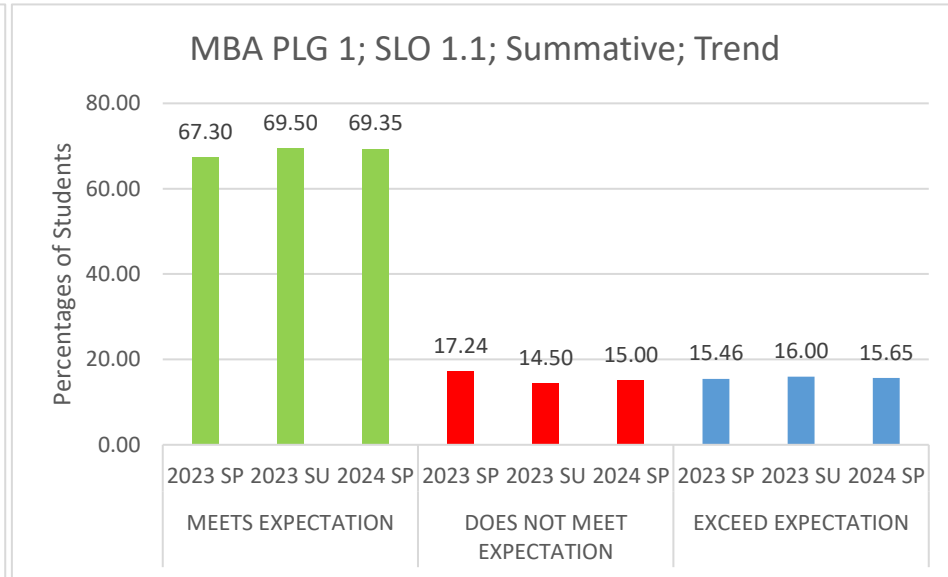


Figure MBA - 2

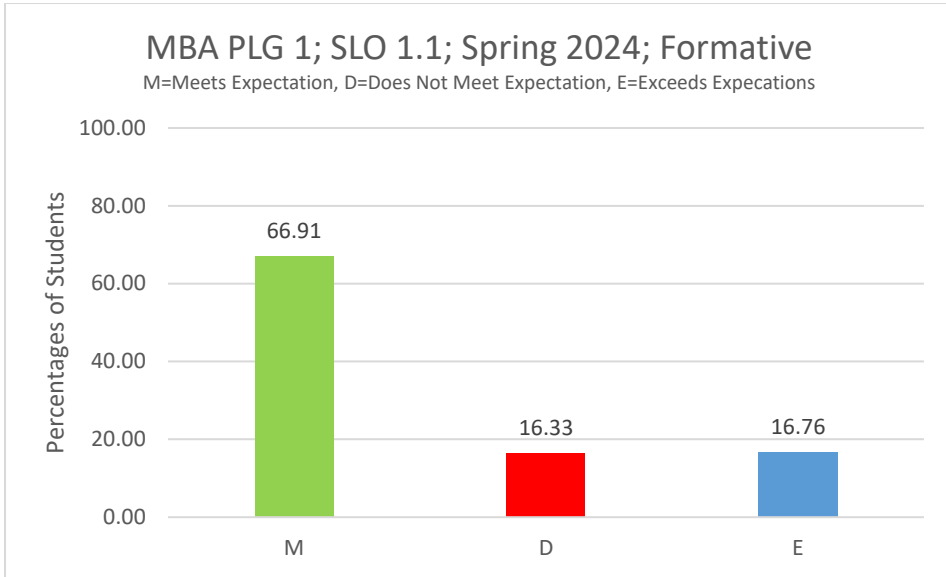


Figure MBA - 3

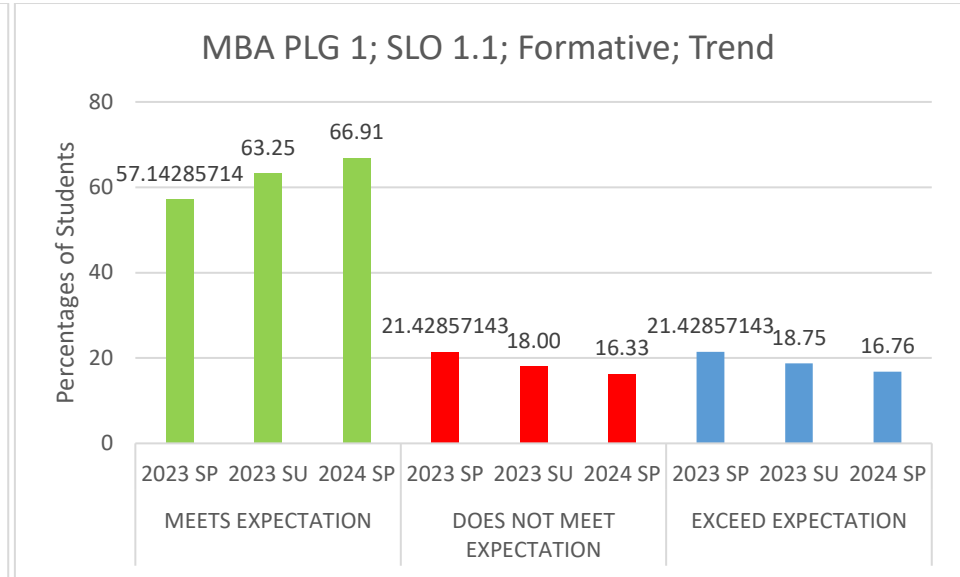


Figure MBA - 4

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
2. Critical Thinking and Decision Making	2.1 Apply appropriate analytic framework to solving management problems, and developing of integrative managerial solutions.	<p><u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment (BUS 690 final term projects)</p> <p><u>Formative:</u> Course-Embedded Assessment (BUS 650 final term projects)</p>	<p><u>Assessment Tests:</u> Meets Expectation: 60% -80%; Does Not Meet Expectation &lt; 60%; Exceeds Expectation&gt; 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MB.2.1.1.1</p>	See Figures MBA-5 through MBA-8	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students met the target in both assessments.</p> <p>Trend: Student performance has improved over the period with a decrease in the percentage of students not meeting expectations in summative and formative assessment.</p>	The NSU IQAC continued to develop the overall performance of the institution via performance evaluation, assessment, and teaching quality up-gradation

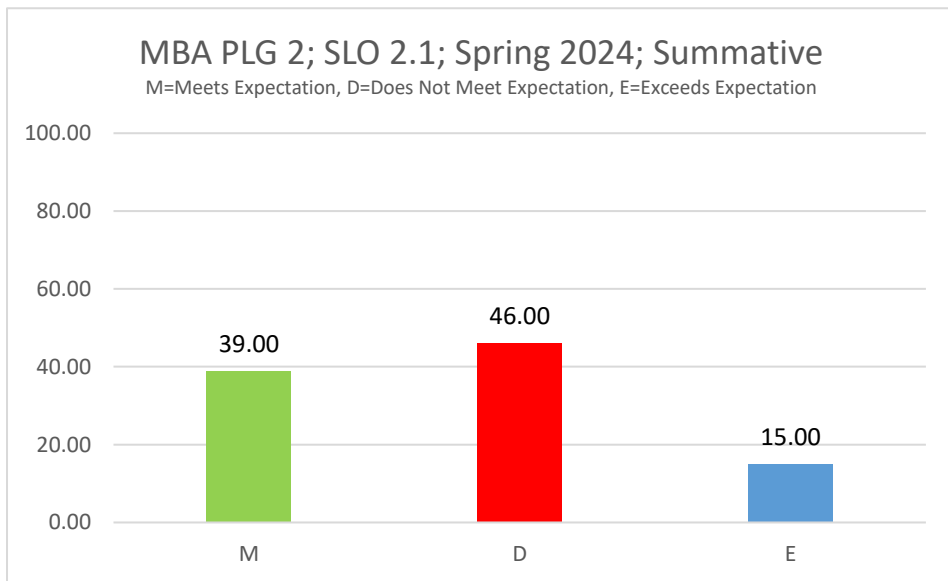


Figure MBA - 5

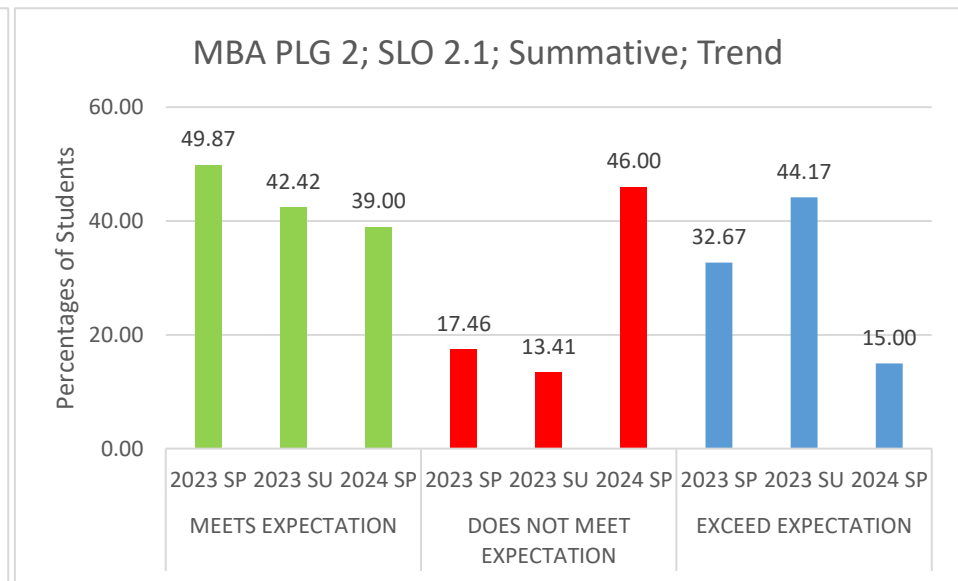


Figure MBA - 6

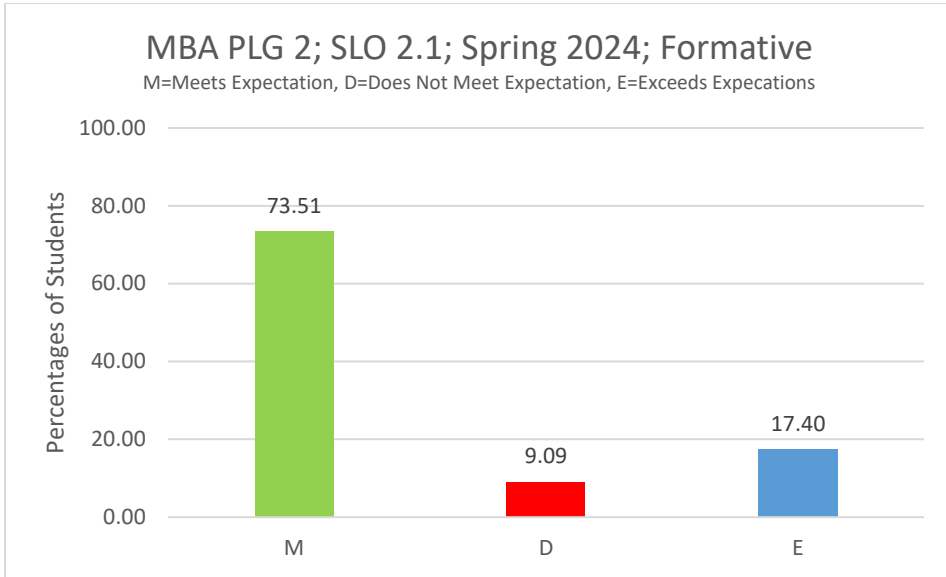


Figure MBA - 7

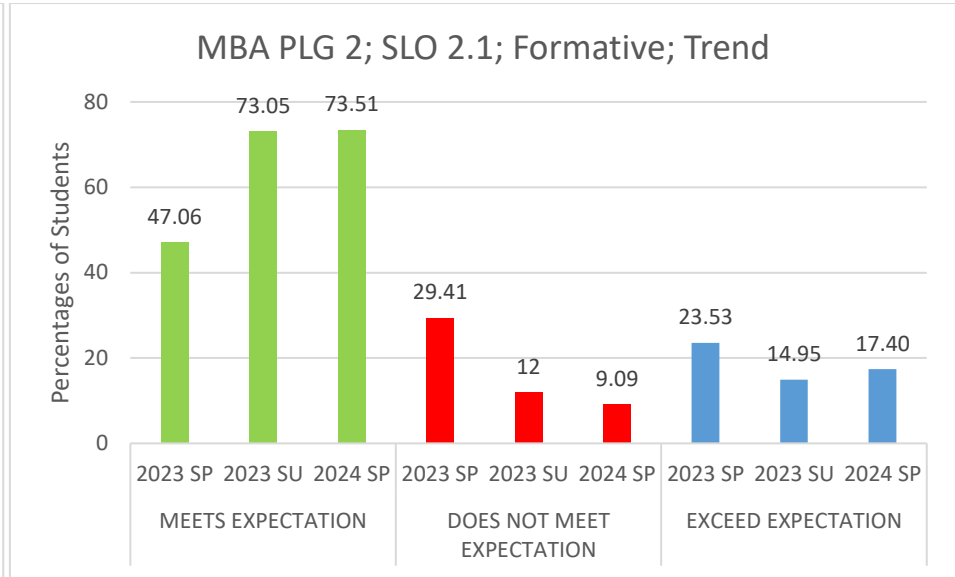


Figure MBA - 8

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
2. Critical Thinking and Decision Making	2.2 Determine relevant decision criteria and alternatives, and identify the optimal solution	<p><u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment (BUS 690 final term projects)</p> <p><u>Formative:</u> Course-Embedded Assessment (BUS 650 final term projects)</p>	<p><u>Assessment Tests:</u> Meets Expectation: 60% -80%; Does Not Meet Expectation &lt; 60%; Exceeds Expectation&gt; 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MB.2.1.1.1</p>	See Figures MBA-9 through MBA-12	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students failed to meet the target in formative assessment but met the target in summative assessment.</p> <p>Trend: Students' performance in summative assessment is increasing over the period with a decrease in the percentage of students not meeting expectations. In formative assessment, students show an increasing trend in not meeting expectations, which is a great concern.</p>	Faculty members adopted diverse and innovative approaches to delivering lecture content in the classroom, with an emphasis on maintaining student engagement and aligning instructional methods with the courses' learning objectives. These strategies not only supported continuity of learning but also enhanced teaching practices that continue to benefit student learning outcomes.

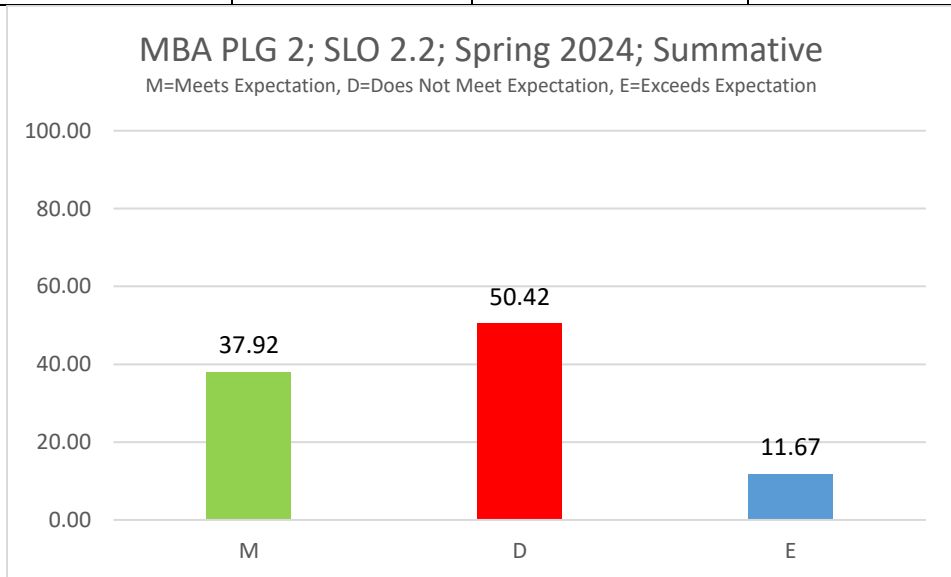


Figure MBA - 9

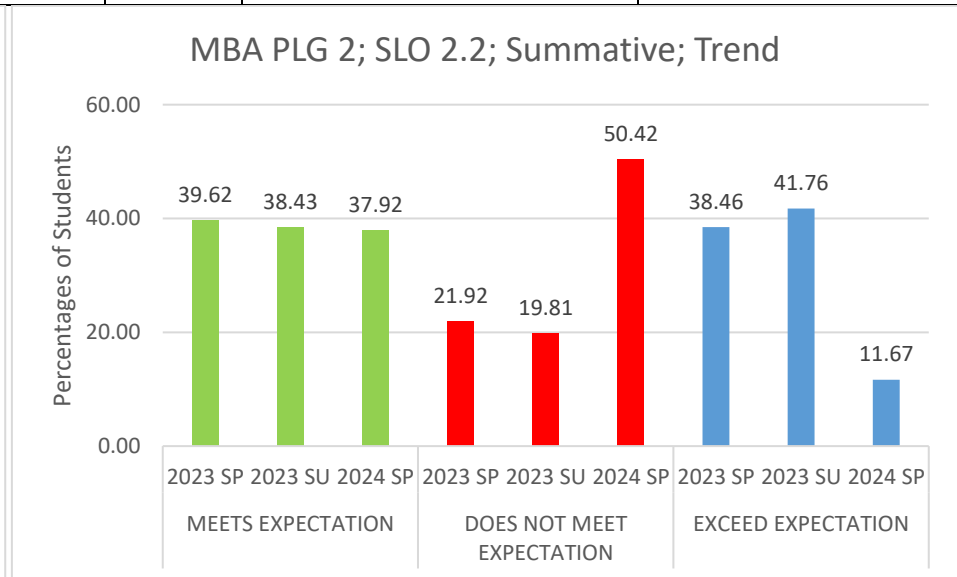


Figure MBA - 10

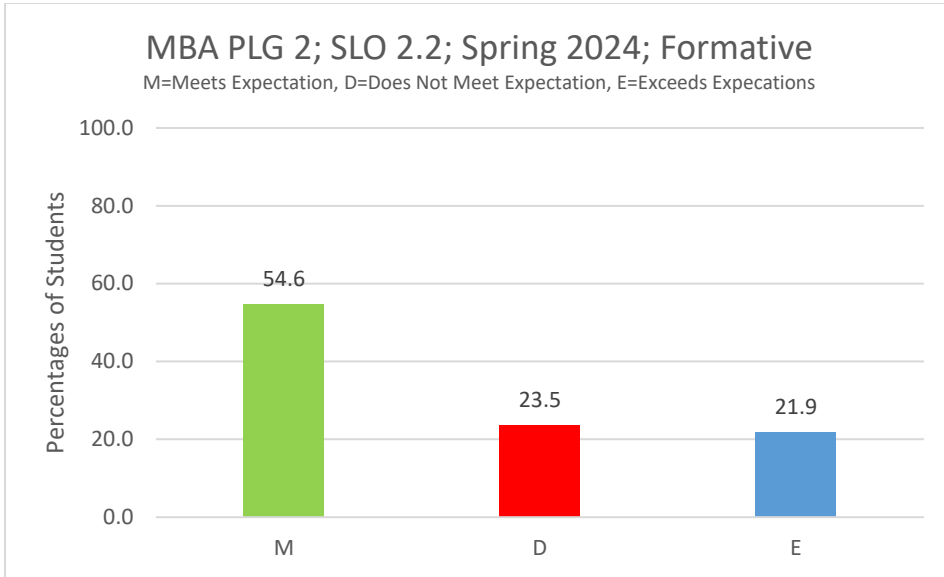


Figure MBA - 11

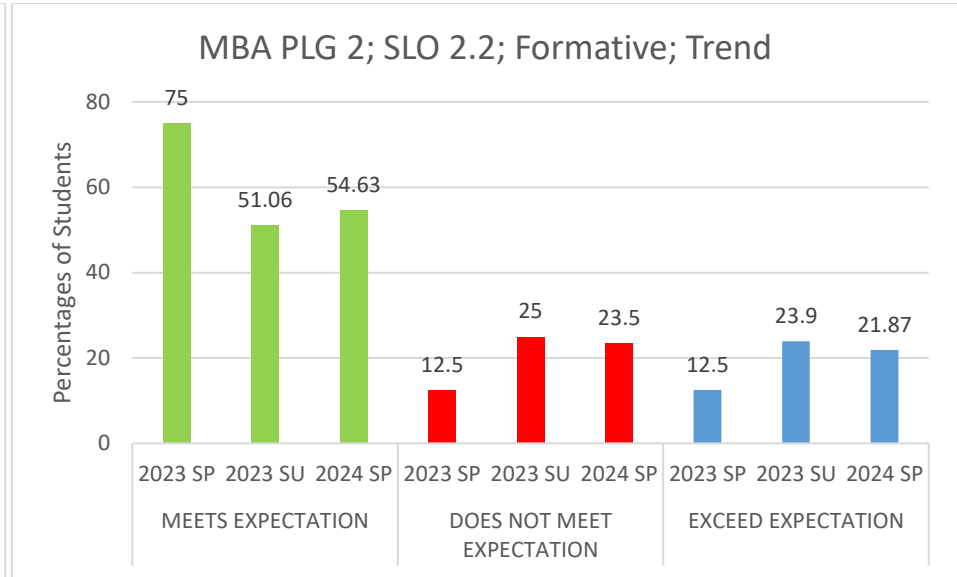


Figure MBA - 12

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
3. Integration of management tools and techniques	3.1 Integrate and apply the tools and techniques of management, drawing on a broad-based knowledge of the major functions (accounting, economics, finance, information systems, marketing, operations management, and strategy) to solve complex management problems and render sound business decisions.	<p><u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment (BUS 690 final term projects)</p> <p><u>Formative:</u> Course-Embedded Assessment (BUS 650 final term projects)</p>	<p><u>Assessment Tests:</u> Meets Expectation: 60%-80%; Does Not Meet Expectation &lt; 60%; Exceeds Expectation &gt; 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MB.3.1.1.1</p>	See Figures MBA-13 through MBA-16	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students failed to meet the target in both assessments.</p> <p>Trend: Student performance in summative assessment has improved significantly in meeting expectations, though a decreasing trend is found in exceeding expectations.</p>	NSU established an incubation program, North South University Startups Next, to create the next generation of startup founders in the country. The program will nurture future leaders with guided mentorship, networking, and funding opportunities to help their startups grow into a scalable business.

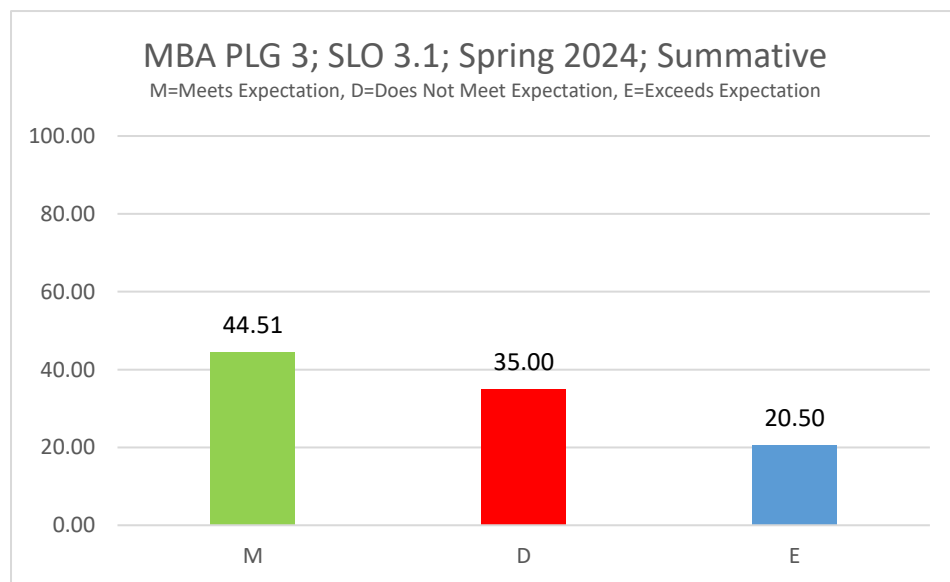


Figure MBA - 13

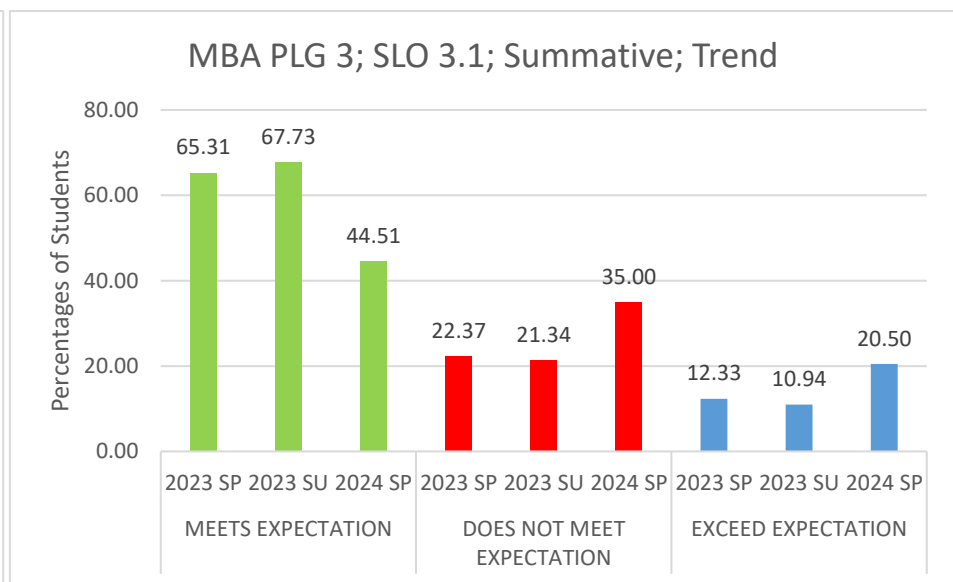


Figure MBA - 14

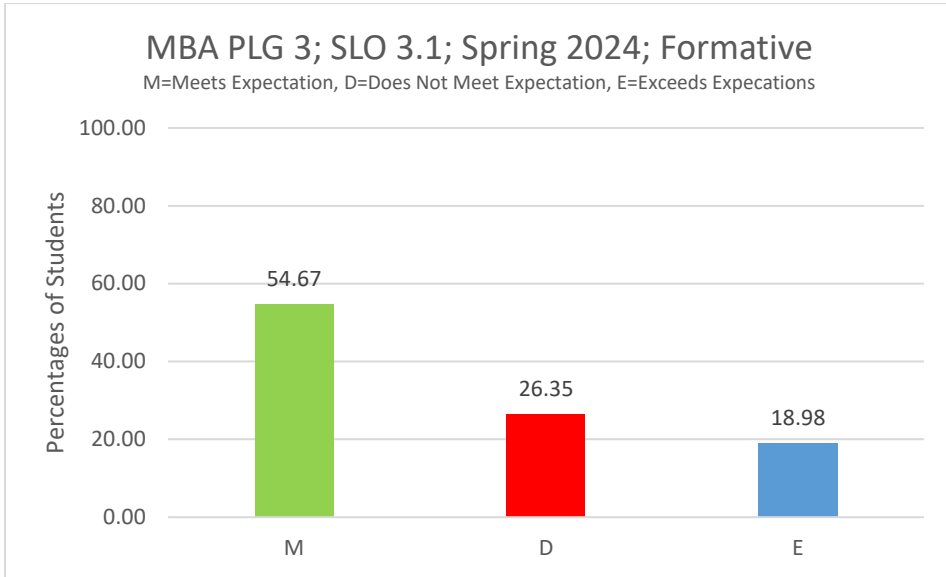


Figure MBA - 15

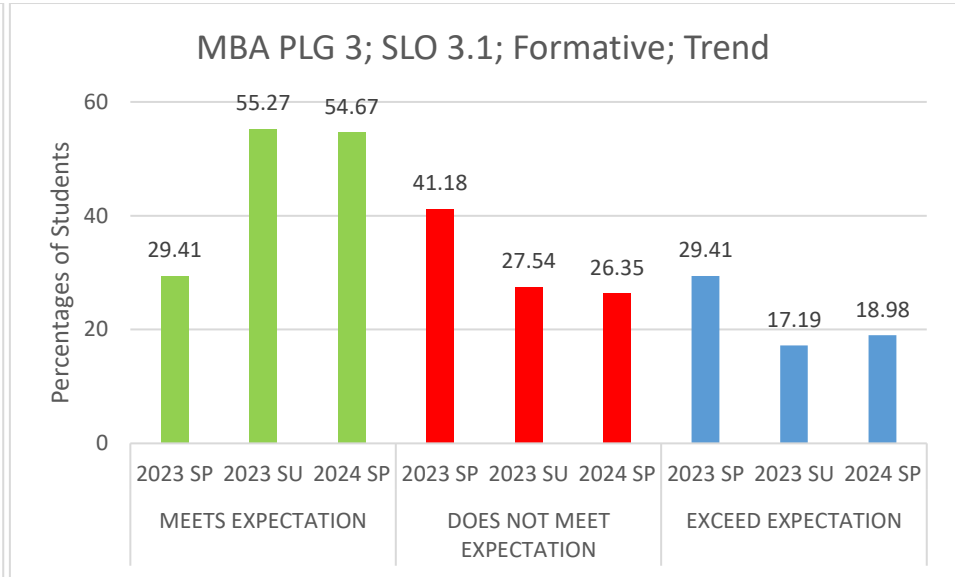


Figure MBA - 16



Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
4. Global Perspectives	4.1 Augment business decisions with global considerations.	<p><u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment (BUS 690 final term projects)</p> <p><u>Formative:</u> Course-Embedded Assessment (BUS 685 final term projects)</p>	<p><u>Assessment Tests:</u> Meets Expectation: 60% -80%; Does Not Meet Expectation &lt; 60%; Exceeds Expectation &gt; 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MB.4.1.1.1</p>	<p>See Figures</p> <p>MBA-17 through MBA-20</p>	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students met the target in both assessments.</p> <p>Trend: Students' performance is increasing gradually with a decrease in the percentage of students not meeting expectations.</p>	<p>Realistic illustrations from the business world, case studies and research articles are used in classroom teaching to provide students better understanding of the subject matter.</p>

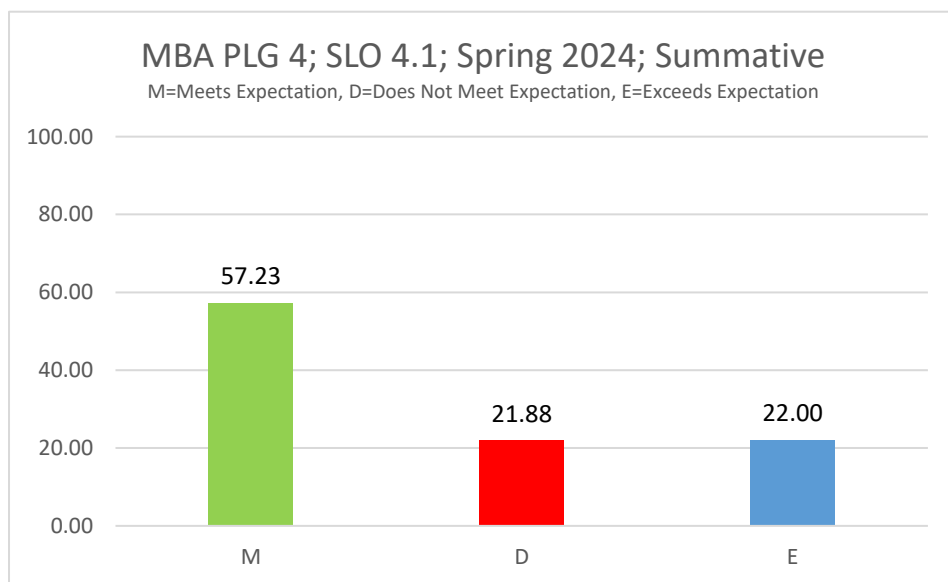


Figure MBA - 17

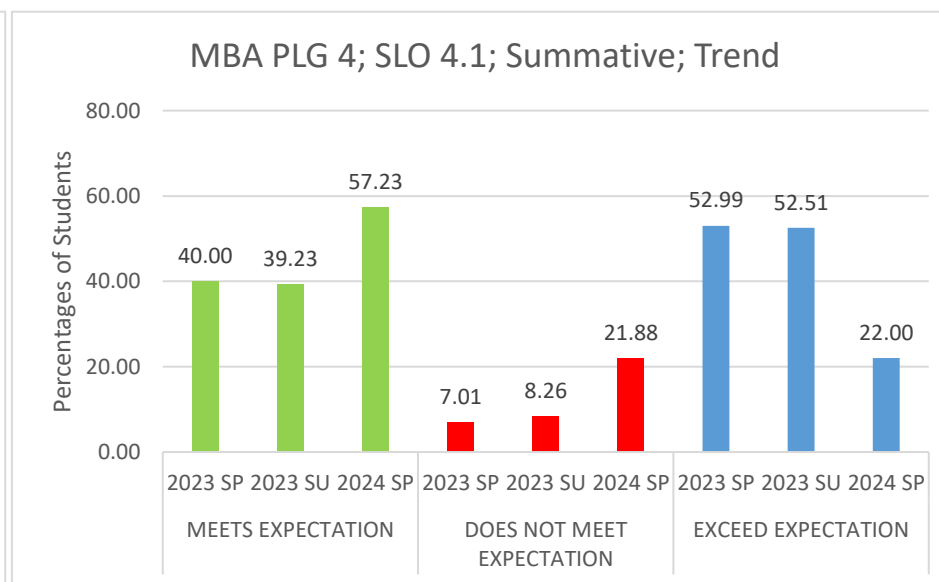


Figure MBA - 18

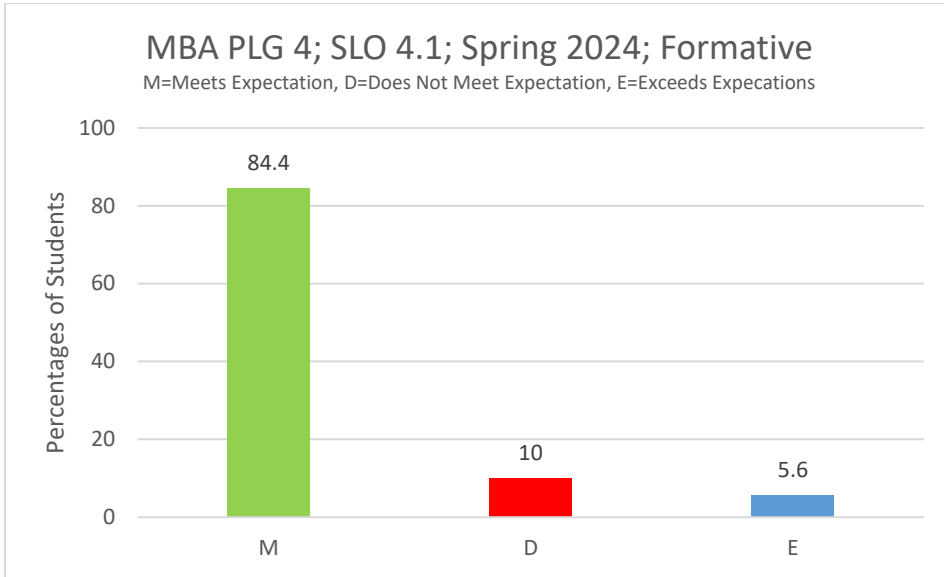


Figure MBA - 19

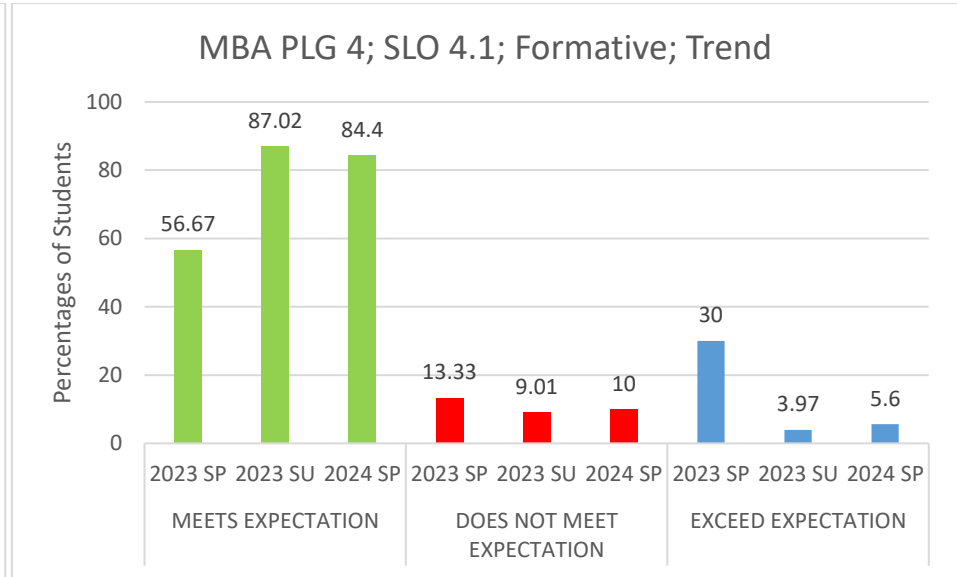


Figure MBA - 20

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
5. Ethical Considerations	5.1 Evaluate and articulate ethical considerations in managerial decision making and in enterprise management.	<u>Summative:</u> Exit Assessment Test, and Course-Embedded Assessment (BUS 690 final term projects)	<u>Assessment Tests:</u> Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation> 80%  <u>Course-Embedded Assessment:</u> Rubric # MB.5.1.1.1	See Figures MBA-21 and MBA-22	Target: 80% students should meet or, exceed expectation.  Students failed to meet the target.  Trend: Performance has decreased compare to previous time with an increasing percentage of students not meeting expectations.	The University uses plagiarism software to check the students submitted work that create a strong ethical culture at NSU to achieve learning objectives.

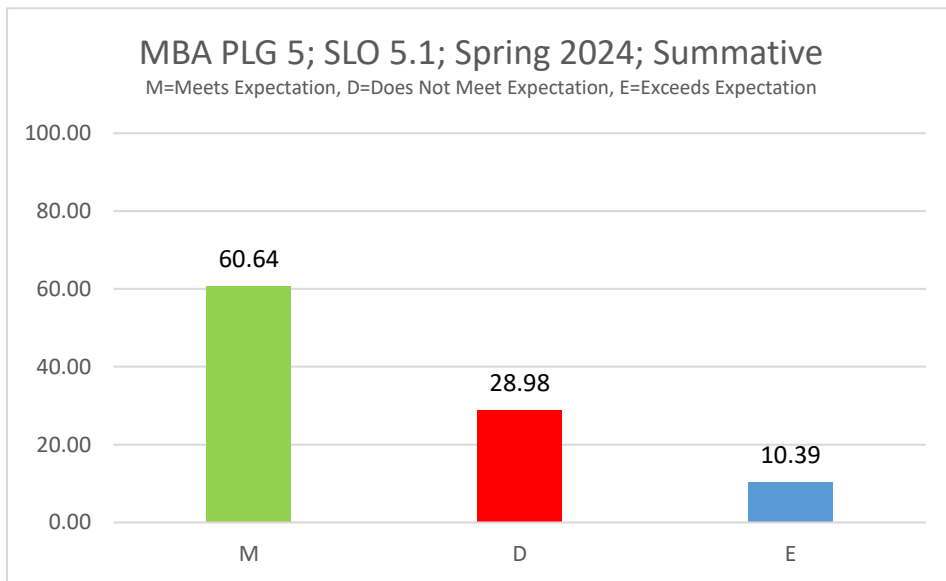


Figure MBA - 21

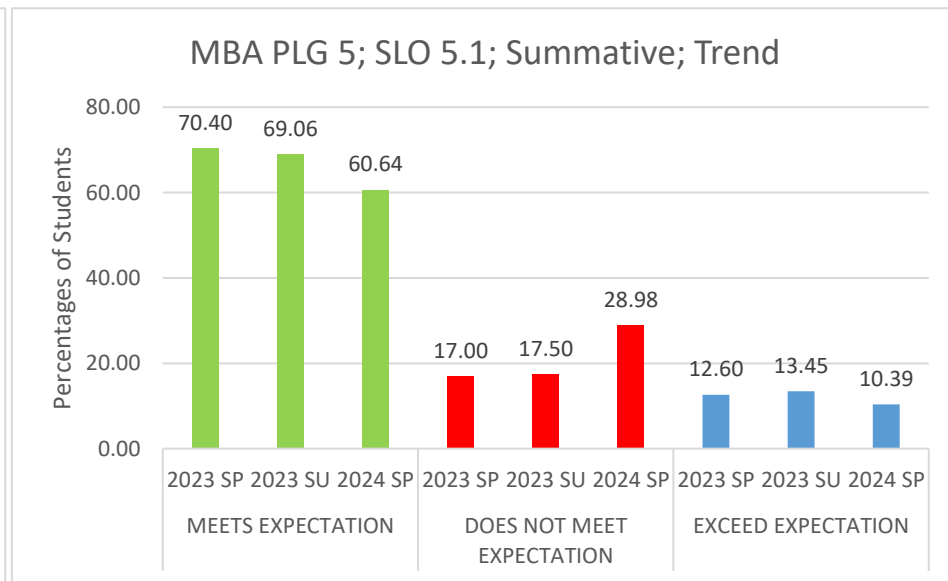


Figure MBA - 22

## Spring 2024 Student Learning Assessment Report: Executive Master of Business Administration

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
1. Managerial Communications	1.1 Communicate effectively toward achieving managerial objectives.	<p><u>Summative:</u> Exit Assessment Test and Course-Embedded Assessment (EMB 690 final term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (EMB 650 final term project)</p>	<p><u>Assessment Tests</u> Meets Expectation: 60% -80%; Does Not Meet Expectation &lt; 60%; Exceeds Expectation &gt; 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # EM.1.1.1.1</p>	See Figures EMBA – 1 through EMBA - 2	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students failed to meet the target in summative assessment but met the target in formative assessment.</p> <p>Trend: Students Performance has deteriorated over the period with a decrease in the percentage of students exceeding expectations.</p>	Interactive assignments are used in the courses. Students are required to present on relevant topics that help them develop better communication skills.

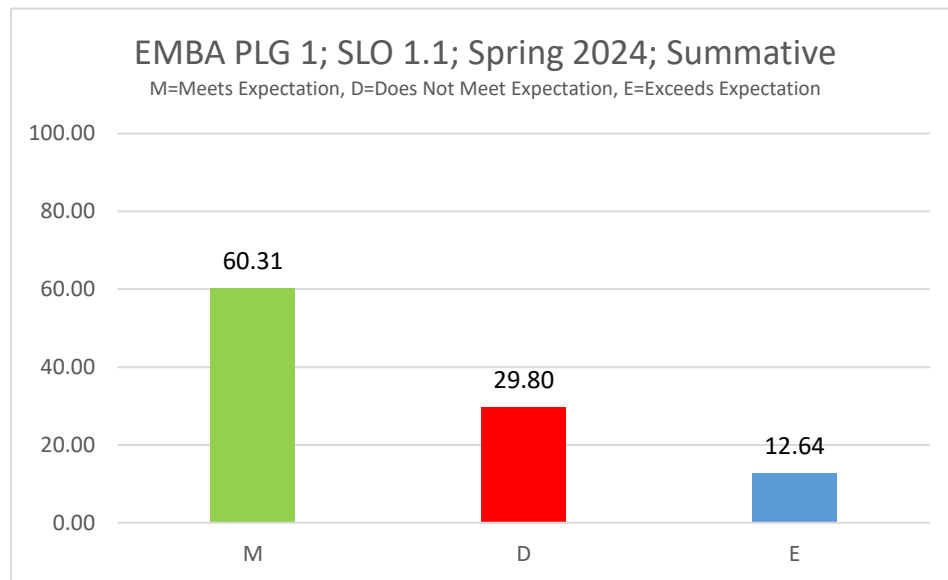


Figure EMBA - 1

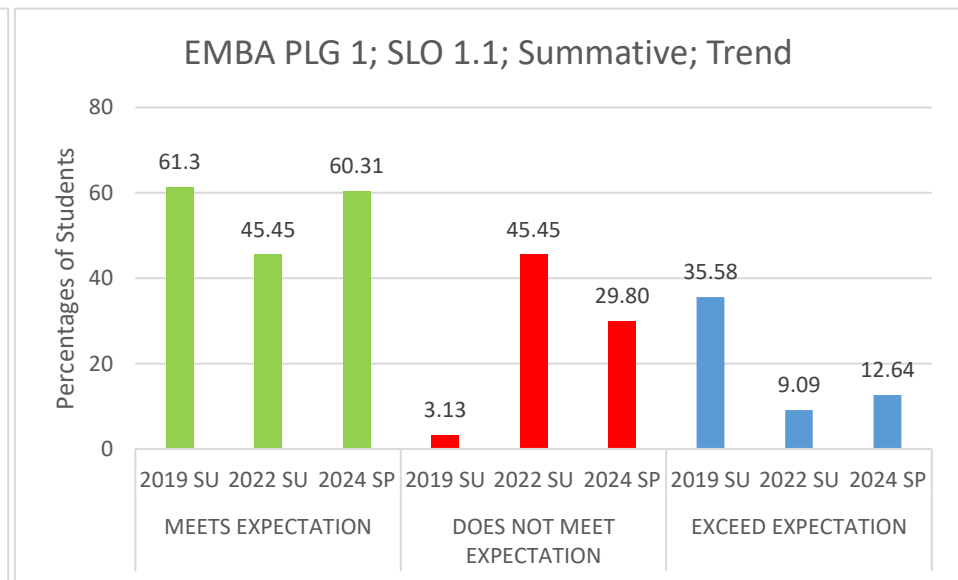


Figure EMBA - 2

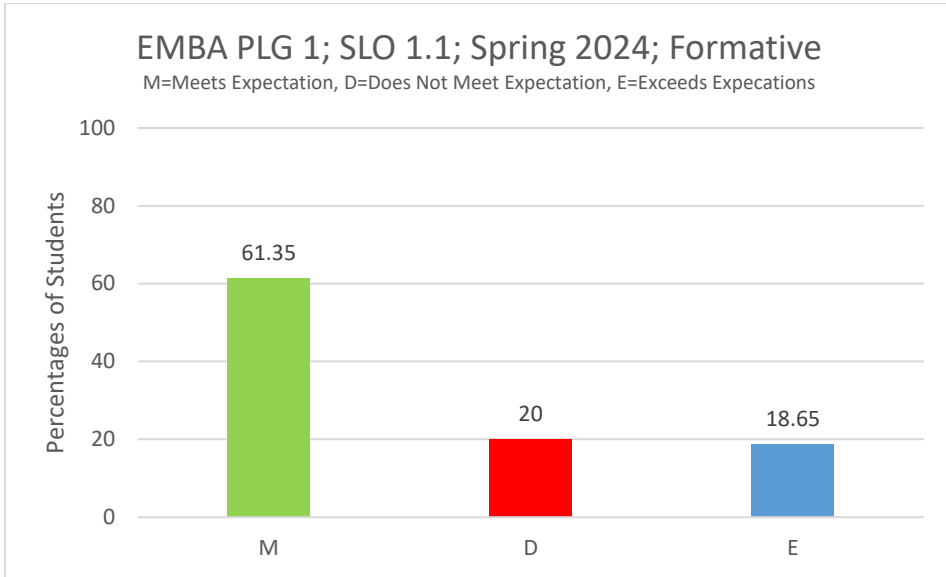


Figure EMBA - 3

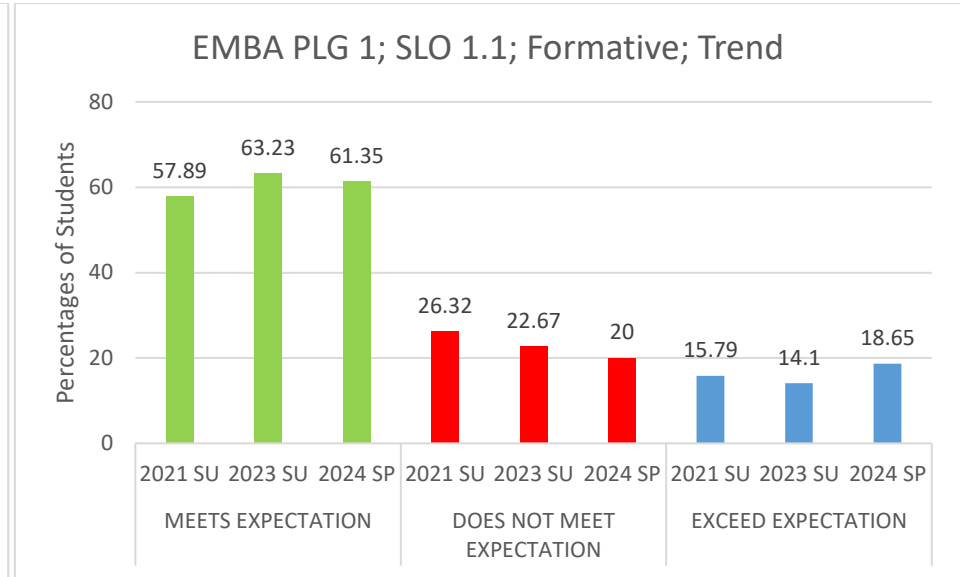


Figure EMBA - 4

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
2. Critical Thinking and Decision Making	2.1 Apply appropriate analytic framework to solving management problems, and developing of integrative managerial solutions.	<p><u>Summative:</u> Exit Assessment Test and Course-Embedded Assessment (EMB 690 final term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (EMB 650 final term project)</p>	<p><u>Assessment Tests</u> Meets Expectation: 60% -80%; Does Not Meet Expectation &lt; 60%; Exceeds Expectation&gt; 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # EM.2.1.1.1</p>	See Figures EMBA – 3 through EMBA - 4	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students failed to meet the target in summative assessment but met the target in formative assessment.</p> <p>Trend: Students did not meet the target but the performance is increasing gradually over the period with an increase in the number of students meeting expectations.</p>	Faculties developed different strategies to organize and deliver lecture in ways that engage students and meet the courses' learning objectives.

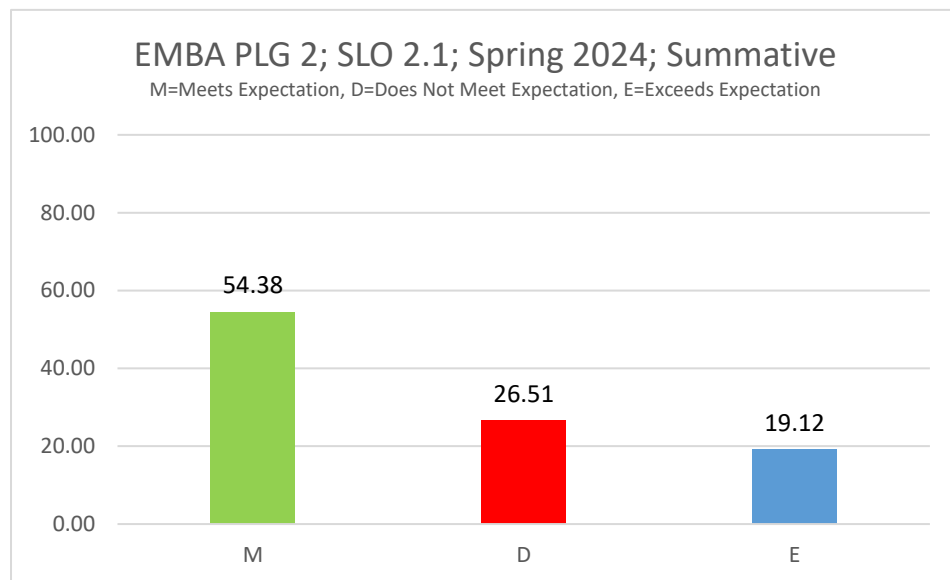


Figure EMBA - 5

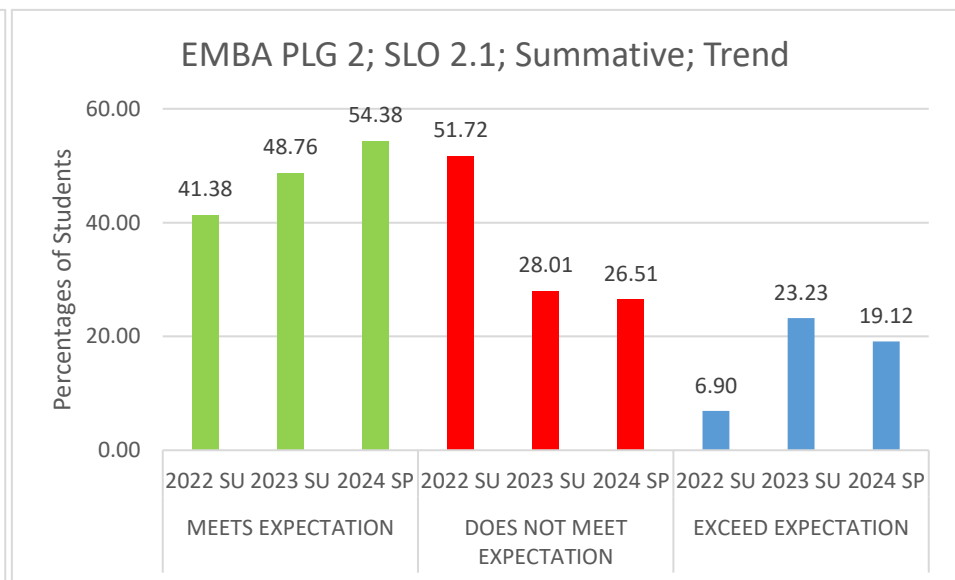


Figure EMBA - 6

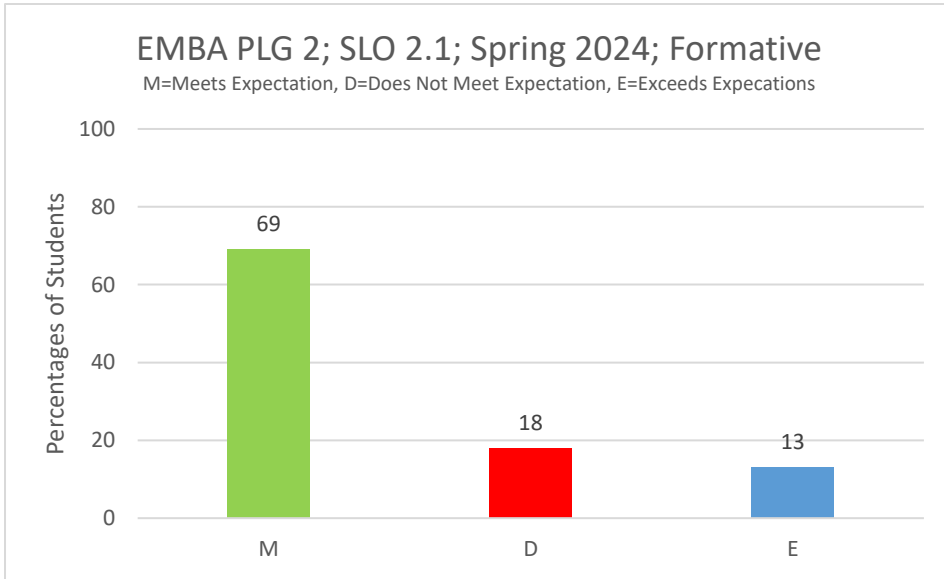


Figure EMBA - 7

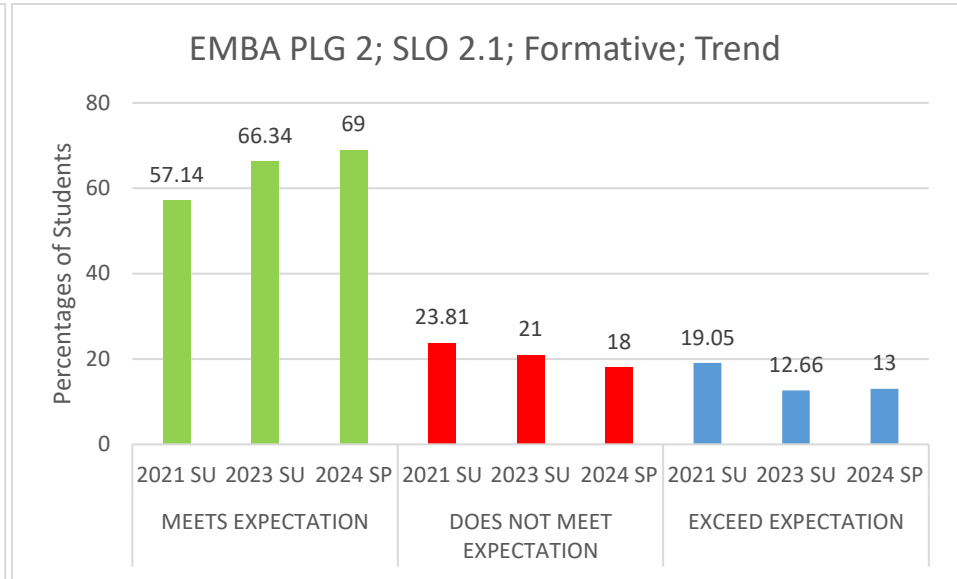


Figure EMBA - 8

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
2. Critical Thinking and Decision Making	2.2 Determine relevant decision criteria and alternatives, and identify the optimal solution.	<p><u>Summative:</u> Exit Assessment Test and Course-Embedded Assessment (EMB 690 final term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (EMB 650 final term project)</p>	<p>Assessment Tests Meets Expectation: 60% -80%; Does Not Meet Expectation &lt; 60%; Exceeds Expectation&gt; 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # EM.2.1.1.1</p>	See Figures EMBA – 5 through EMBA - 6	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students achieved the target in summative assessment but failed to meet the target in formative assessment.</p> <p>Trend: Students’ performance has improved over the period with a decrease in number of students not meeting expectations in summative assessment. However, students show a poor performance in formative assessment with a decreasing trend in exceeding expectations.</p>	Realistic illustrations from the business world, case studies and research articles are used in classroom teaching to provide students better understanding of the subject matter.

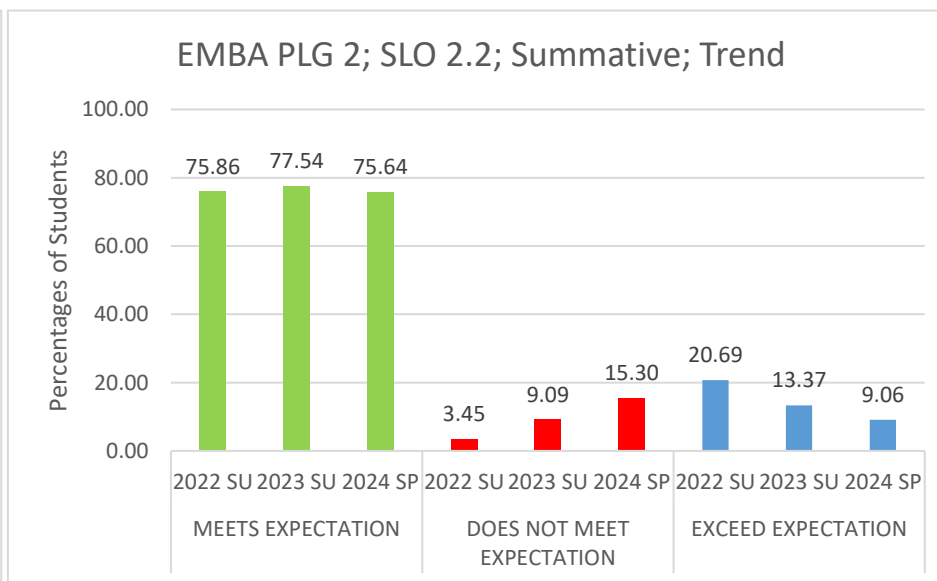
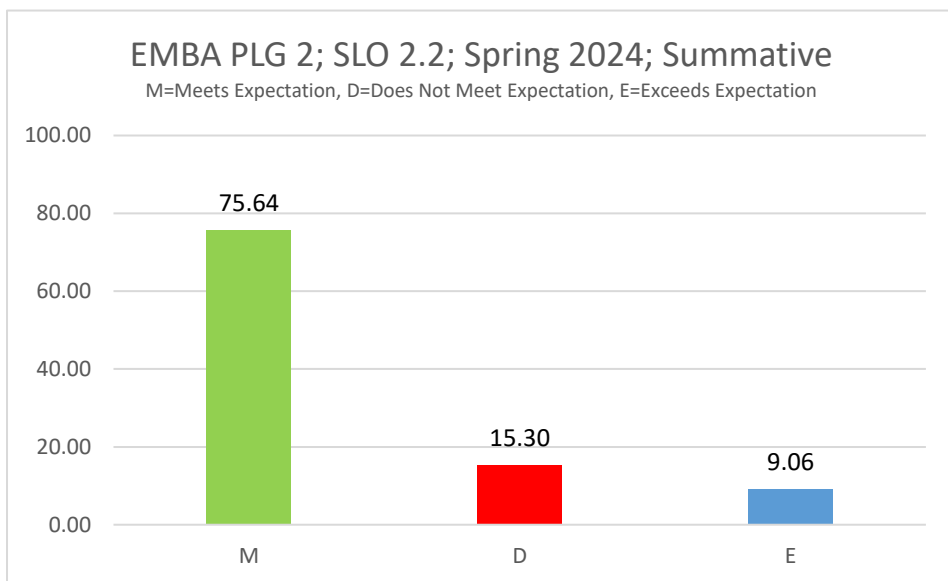




Figure EMBA - 9

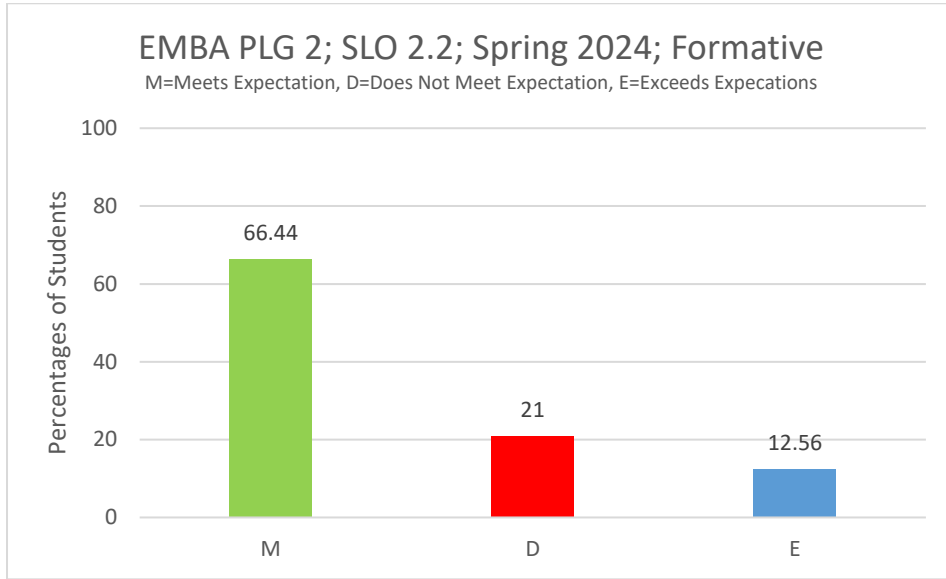


Figure EMBA - 11

Figure EMBA - 10

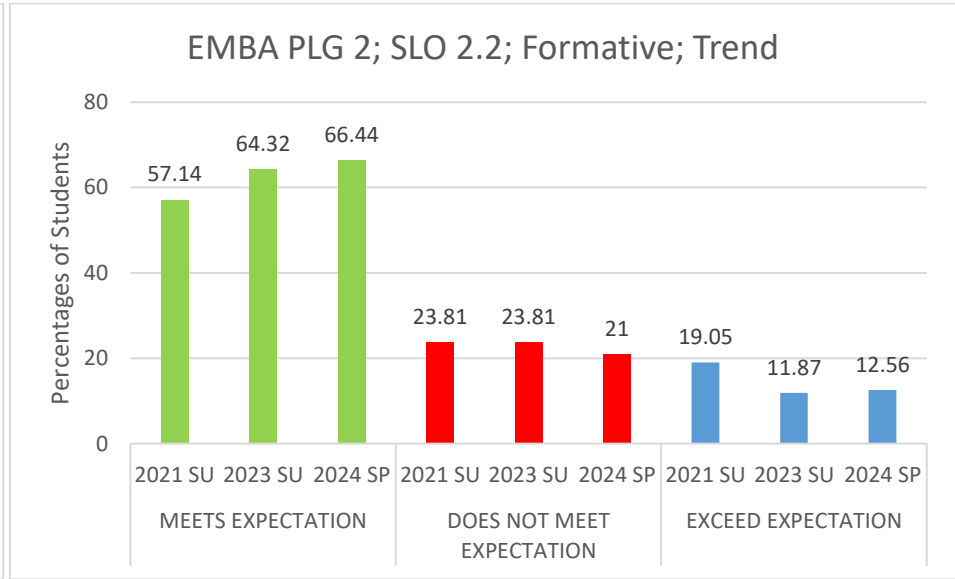


Figure EMBA - 12

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
3. Integration of management tools and techniques	3.1 Integrate and apply the tools and techniques of management, drawing on a broad-based knowledge of the major functions (accounting, economics, finance, information systems, marketing, operations management, and strategy) to solve complex management problems and render sound business decisions.	<p><u>Summative:</u> Exit Assessment Test and Course-Embedded Assessment (EMB 690 final term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (EMB 650 final term project)</p>	<p><u>Assessment Tests</u> Meets Expectation: 60% -80%; Does Not Meet Expectation &lt; 60%; Exceeds Expectation &gt; 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # EM.3.1.1.1</p>	See Figures EMBA – 7 through EMBA - 8	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students failed to meet the target in summative assessment but met the target in formative assessment.</p> <p>Trend: Students Performance has deteriorated over the period with increase in percentage of students exceeding expectations.</p>	Faculties with Ph.D. from North America or equivalent universities and long industry experience at top-level corporations, teach in the EMBA program.

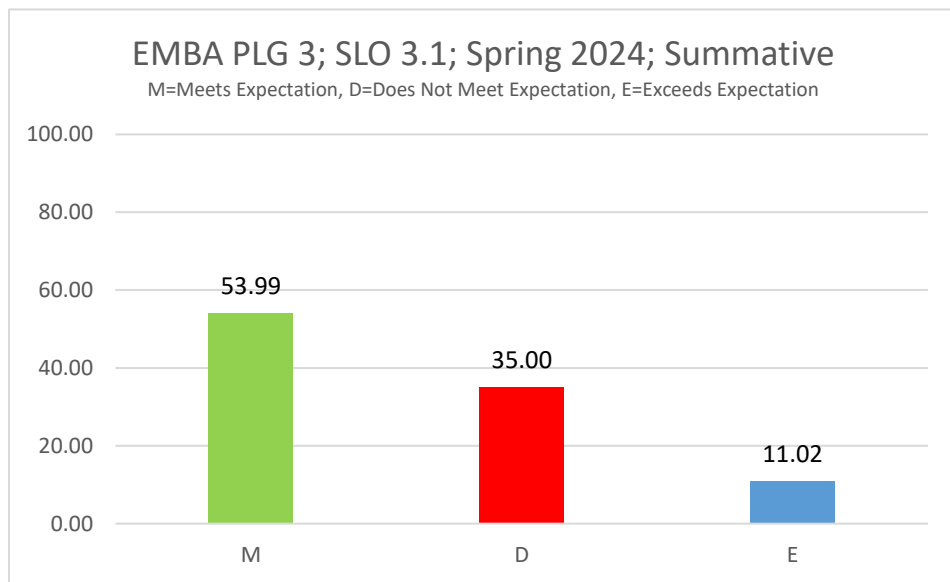


Figure EMBA - 13

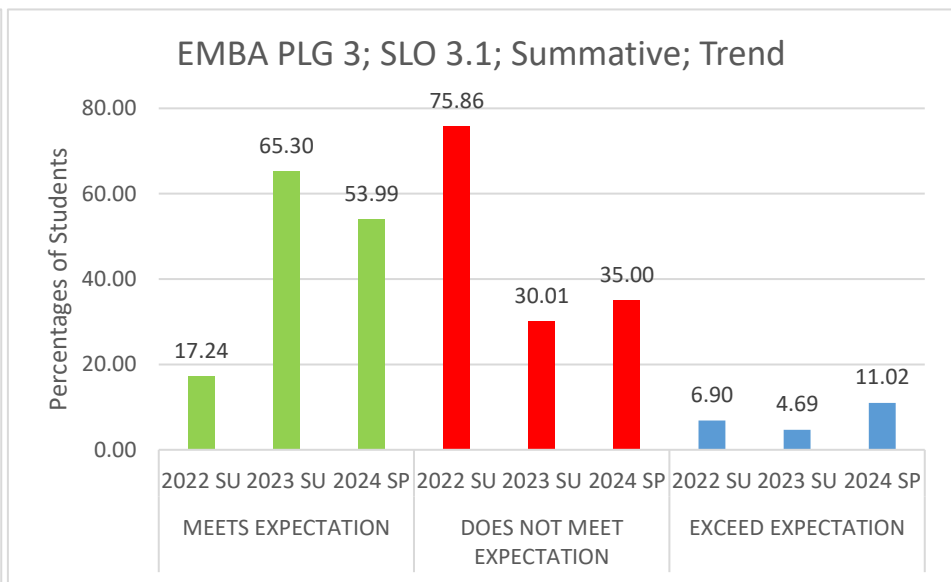


Figure EMBA - 14

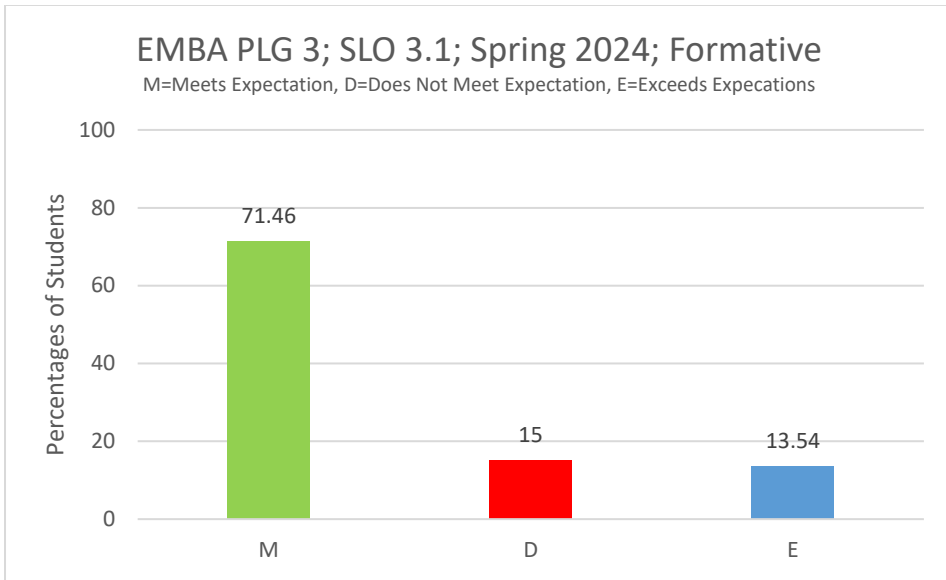


Figure EMBA - 15

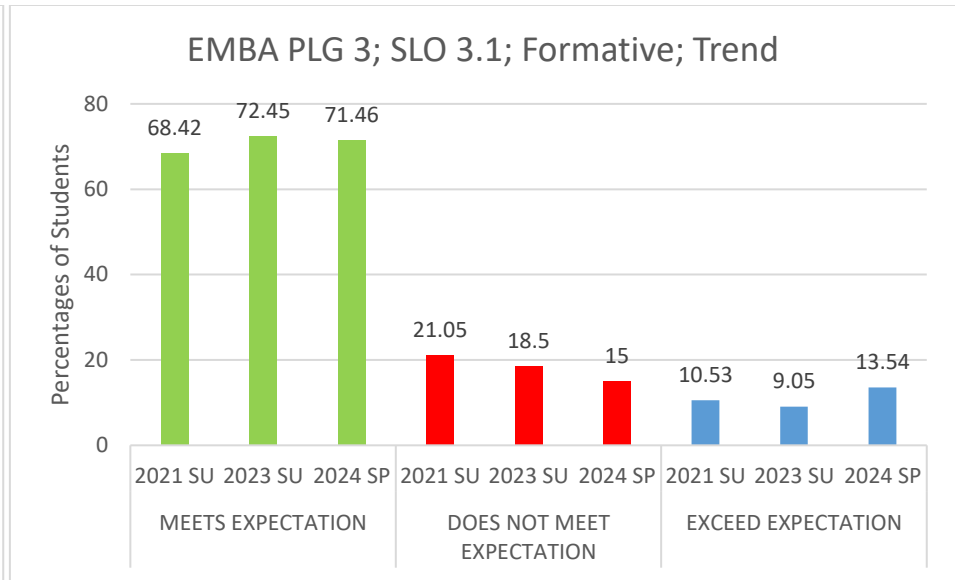


Figure EMBA - 16

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
4. Global Perspective	4.1 Augment business decisions with global considerations.	<p><u>Summative:</u> Exit Assessment Test and Course-Embedded Assessment (EMB 690 final term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (EMB 670 final term project)</p>	<p><u>Assessment Tests</u> Meets Expectation: 60% -80%; Does Not Meet Expectation &lt; 60%; Exceeds Expectation&gt; 80%</p> <p><u>Course-Embedded Assessment:</u> Rubric # EM.4.1.1.1</p>	See Figures EMBA – 9 through EMBA - 10	<p>Target: 80% students should meet or, exceed expectation.</p> <p>Students met the target.</p> <p>Trend: Student performance has improved over the period with increase in percentage of students meeting expectations.</p>	<p>The EMBA curriculum recognizes and incorporates emerging trends, concepts, and issues of globalization. This is reflected in course design and pedagogy.</p> <p>Interdisciplinary integration with globalization is attained through a global capstone course.</p>

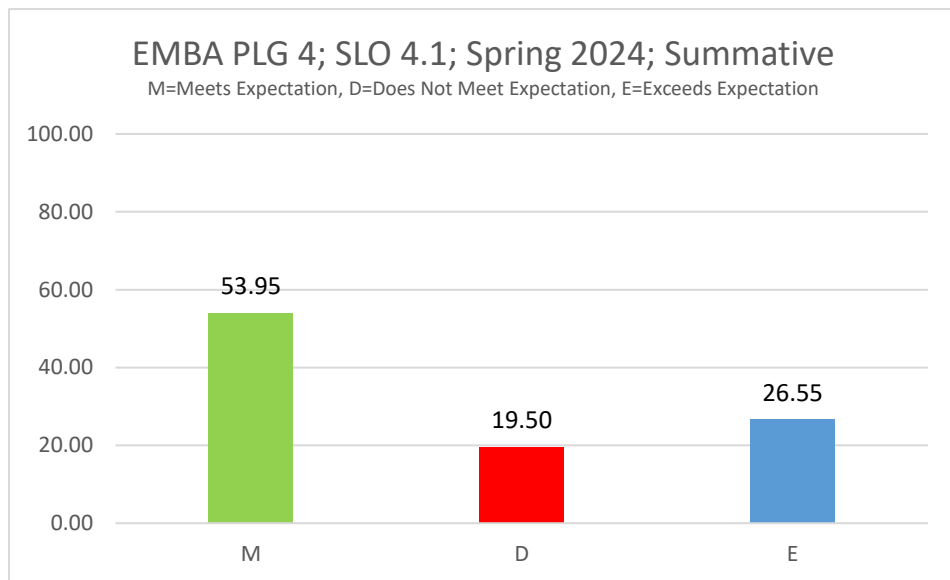


Figure EMBA - 17

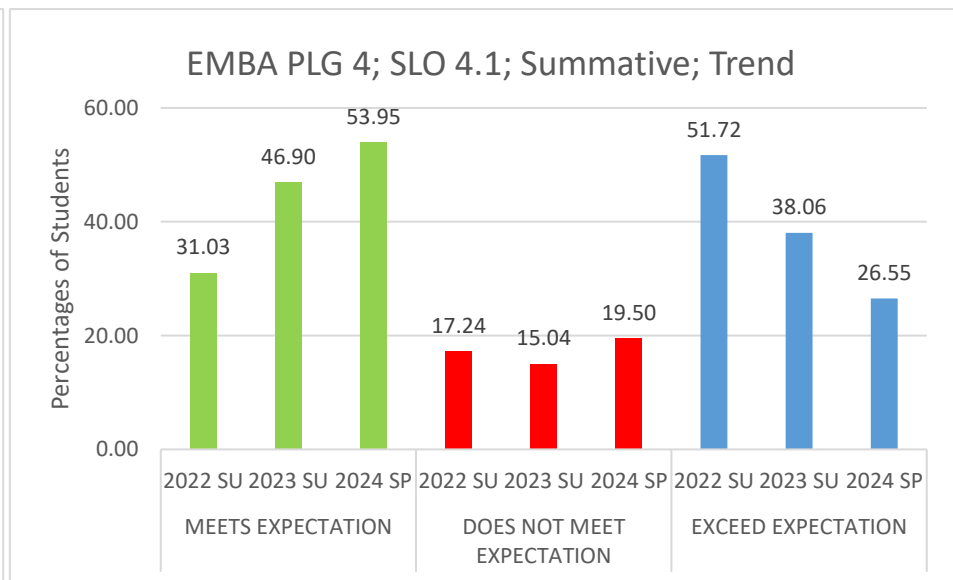


Figure EMBA - 18

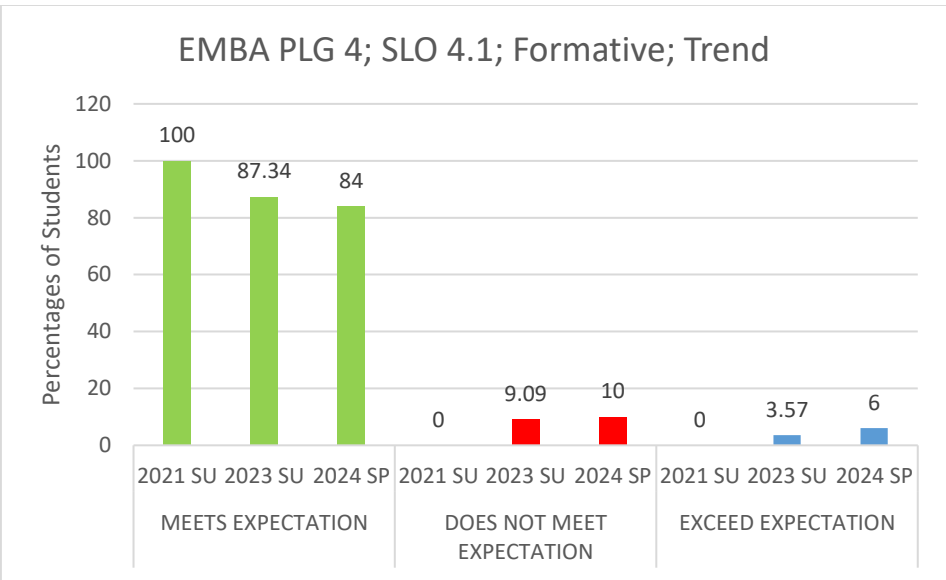
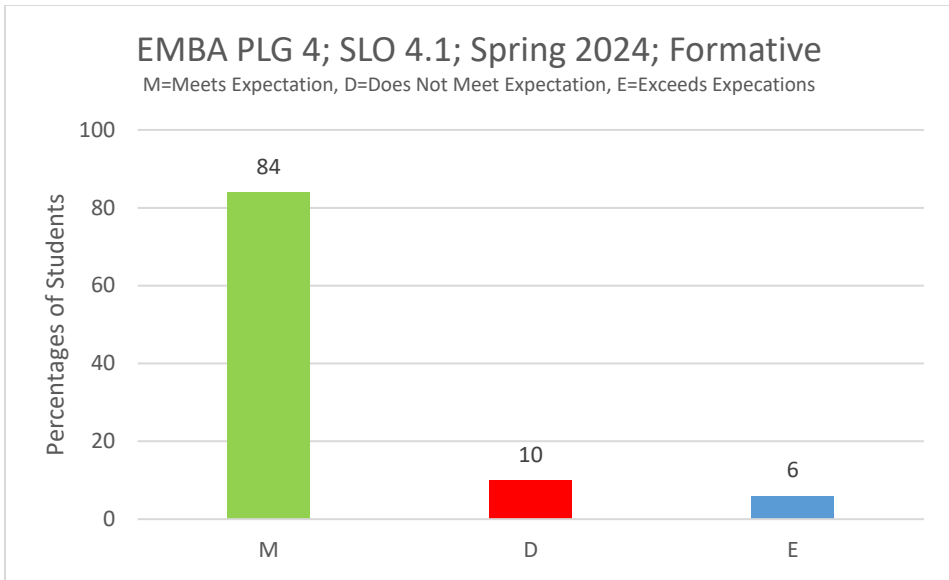


Figure EMBA - 19

Figure EMBA - 20

Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
5. Ethical considerations	5.1 Evaluate and articulate ethical considerations in managerial decision making and in enterprise management.	<u>Summative</u> : Exit Assessment Test and Course-Embedded Assessment (EMB 690 final term project)	<u>Assessment Tests</u> Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation> 80%  <u>Course-Embedded Assessment</u> : Rubric # EM.5.1.1.1	See Figures EMBA - 21 and EMBA - 22	Target: 80% students should meet or, exceed expectation  Students met the target  Trend: Student's performance has increased by showing a high percentage in students exceeds expectations.	By applying uniformity in their approach to the classroom, the Department along with the school managed to ensure satisfactory students learning across all courses taught.

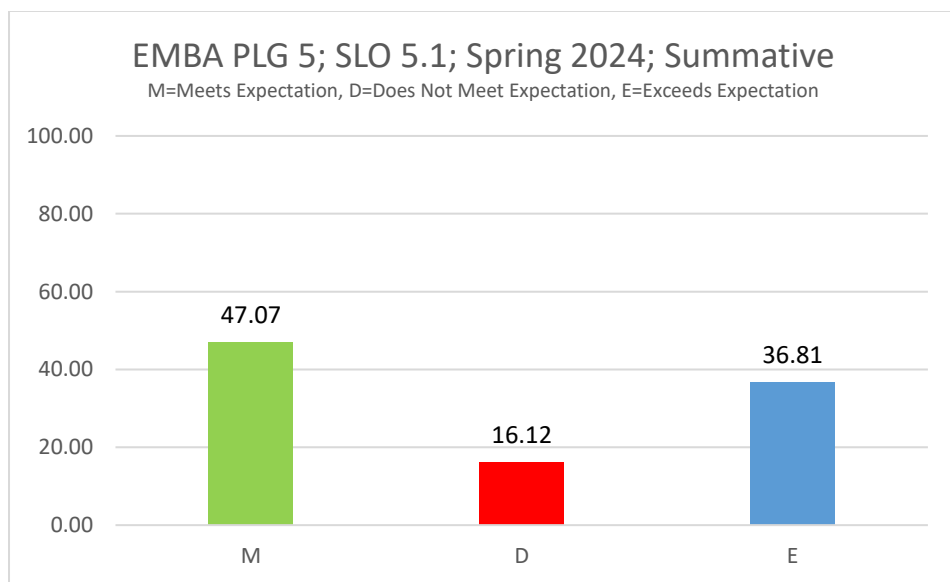


Figure EMBA - 21

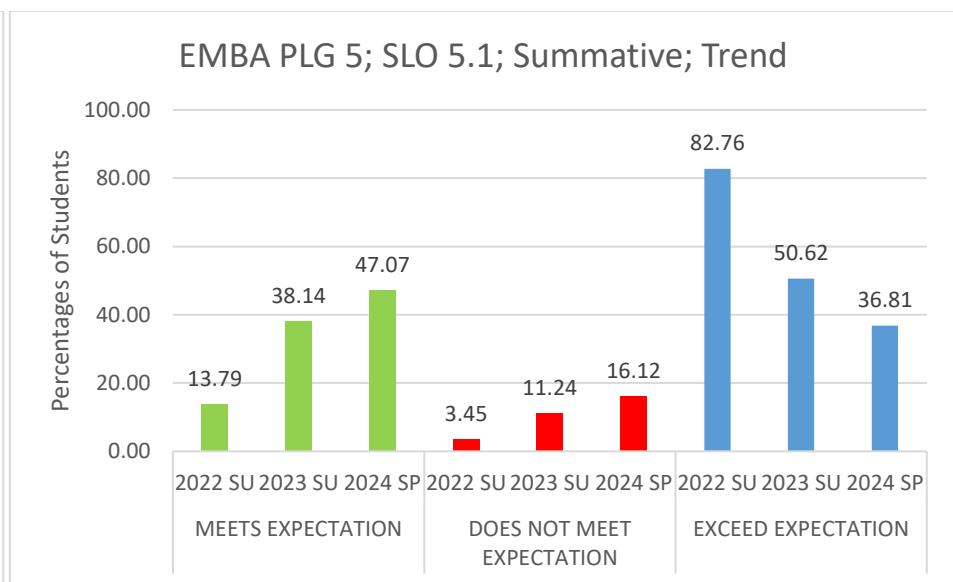


Figure EMBA - 22

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