Student Learning Assessment Report:

MBA and EMBA

Summer 2023

Contents

Summer 2023 Student Learning Assessment Report: Master of Business Administration

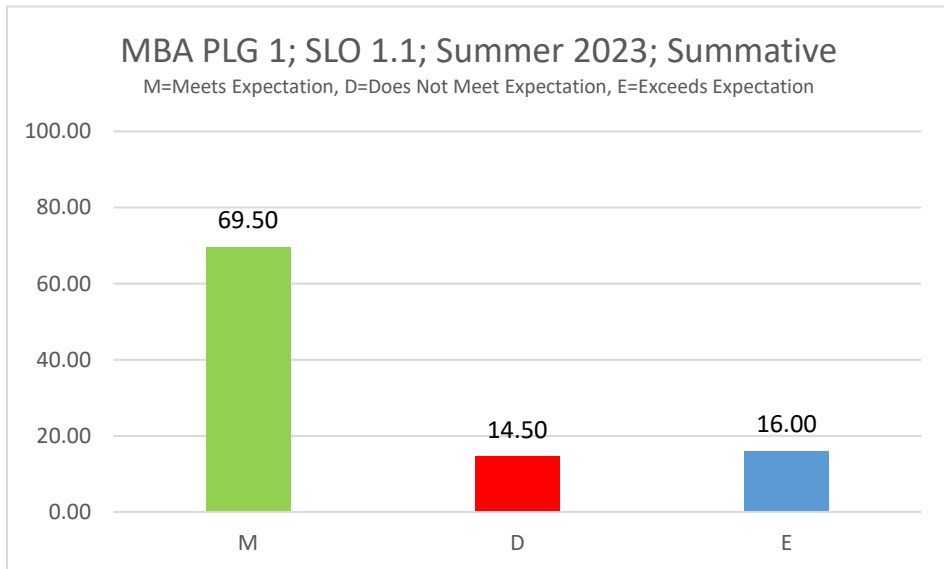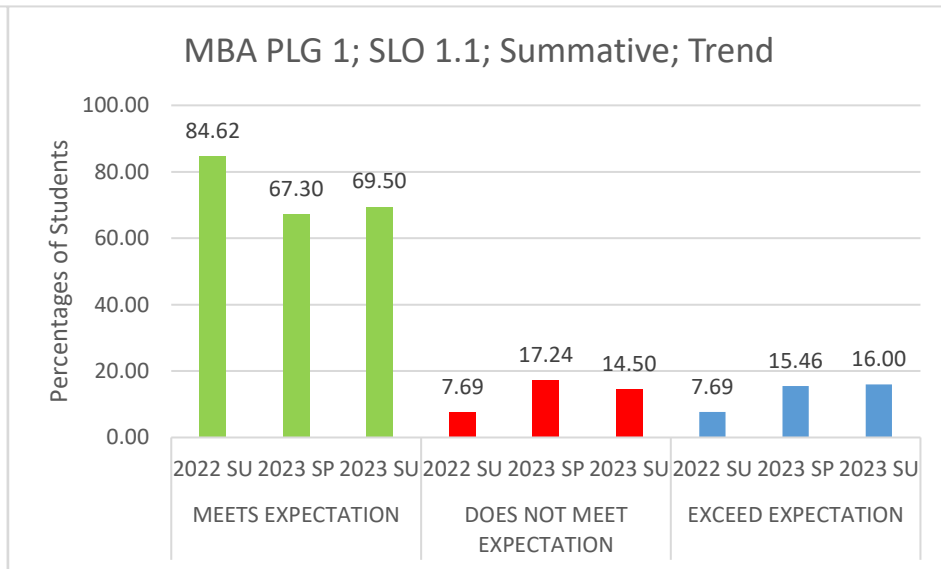| Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
1. Managerial Communications	1.1 Communicate effectively toward achieving managerial objectives.	Summative: Exit Assessment Test, and Course-Embedded Assessment (BUS 690 final term projects)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

MBA PLG 1; SLO 1.1; Summer 2023; Summative
M=Meets Expectation, D=Does Not Meet Expectation, E=Exceeds Expectation

Figure MBA - 1

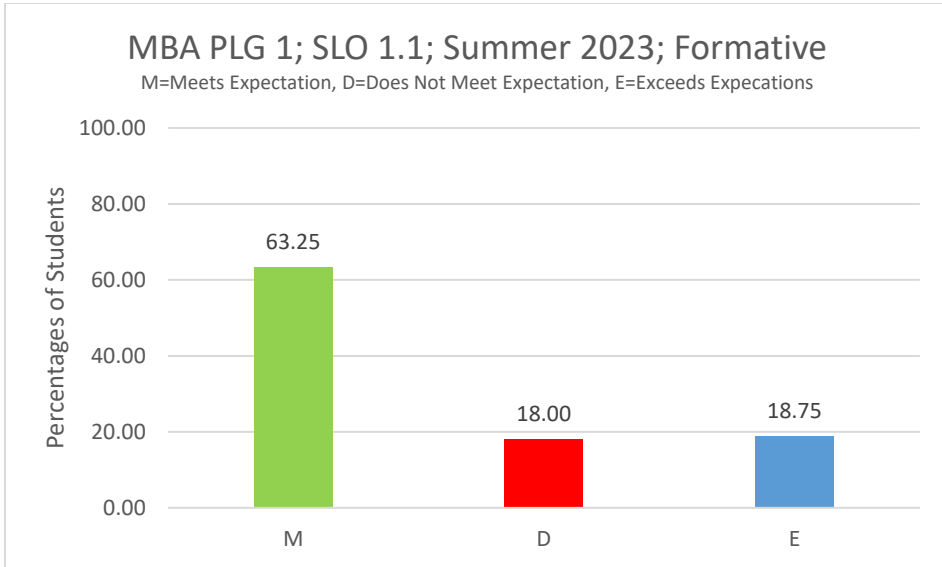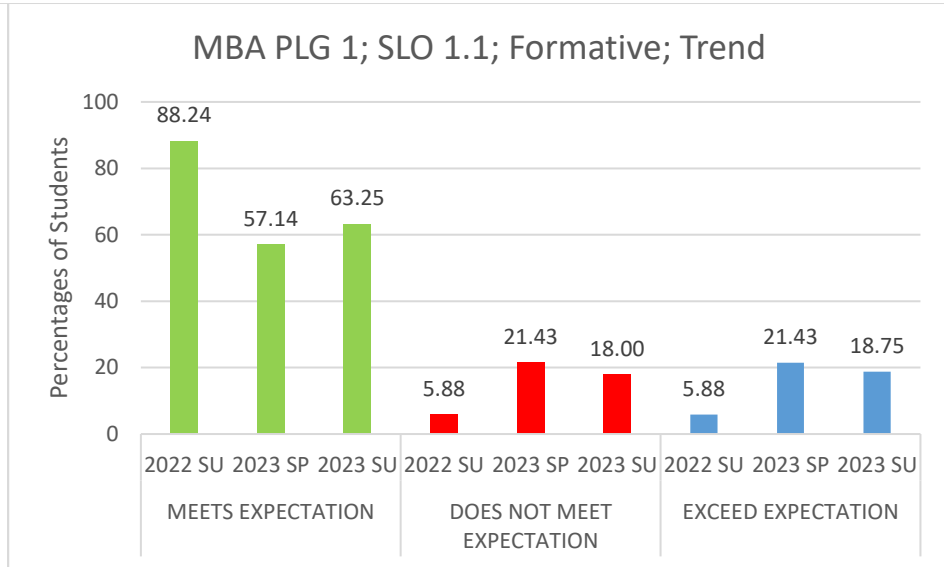## MBA PLG 1; SLO 1.1; Summative; Trend

Figure MBA - 2

Figure MBA - 3

Figure MBA - 4

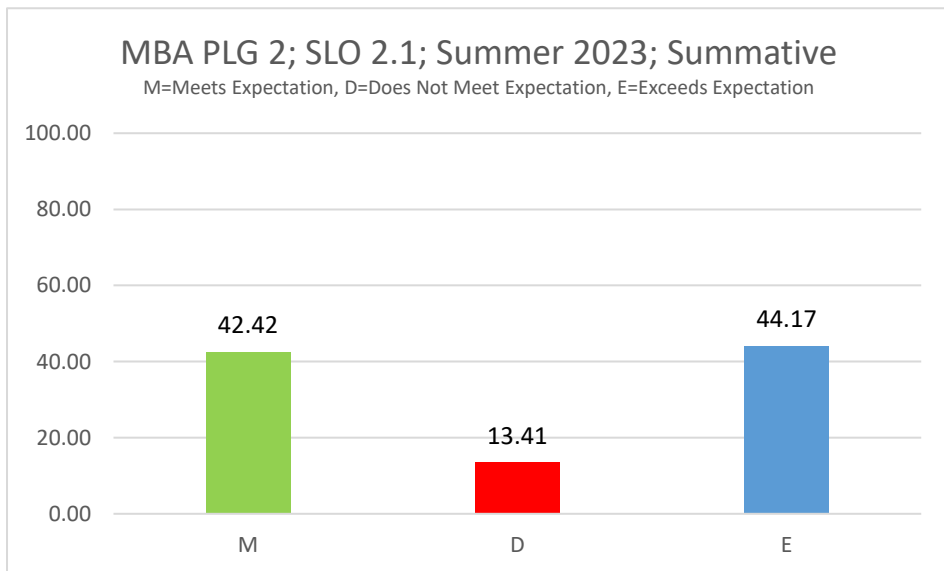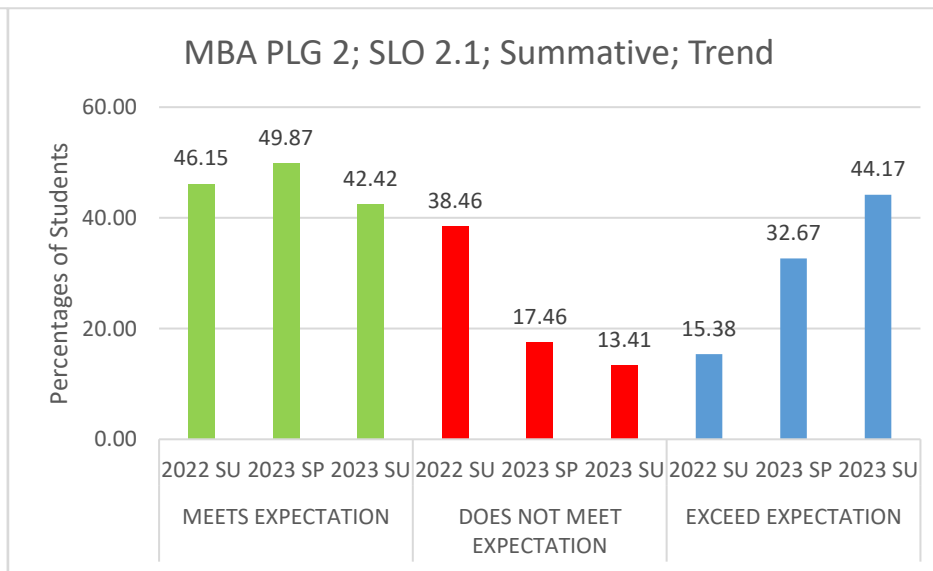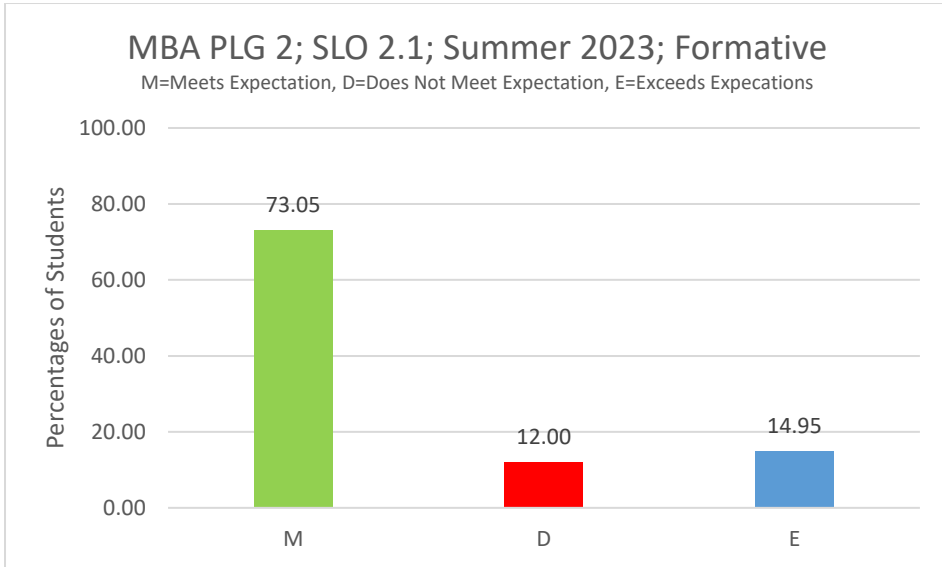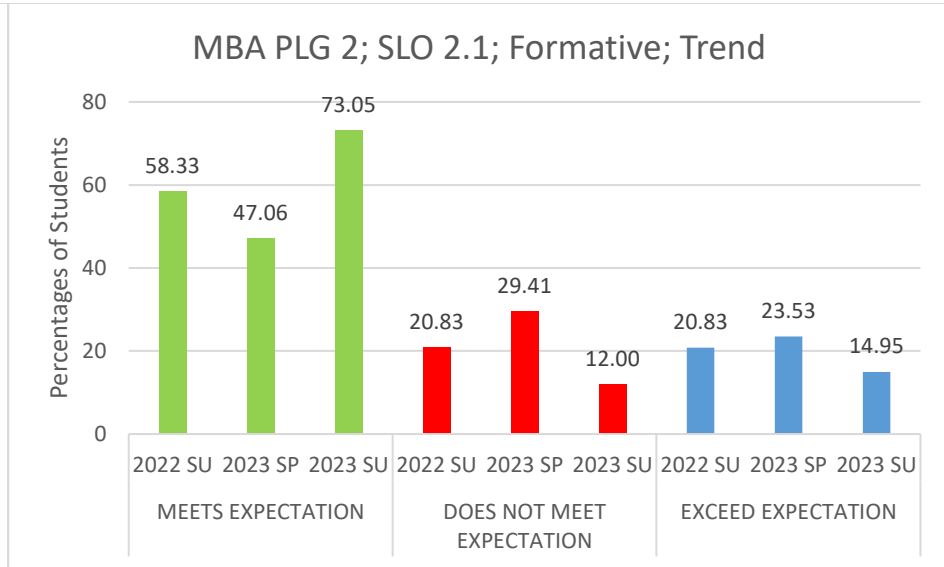| Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
2. Critical Thinking and Decision Making	2.1 Apply appropriate analytic framework to solving management problems, and developing of integrative managerial solutions.	Summative: Exit Assessment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

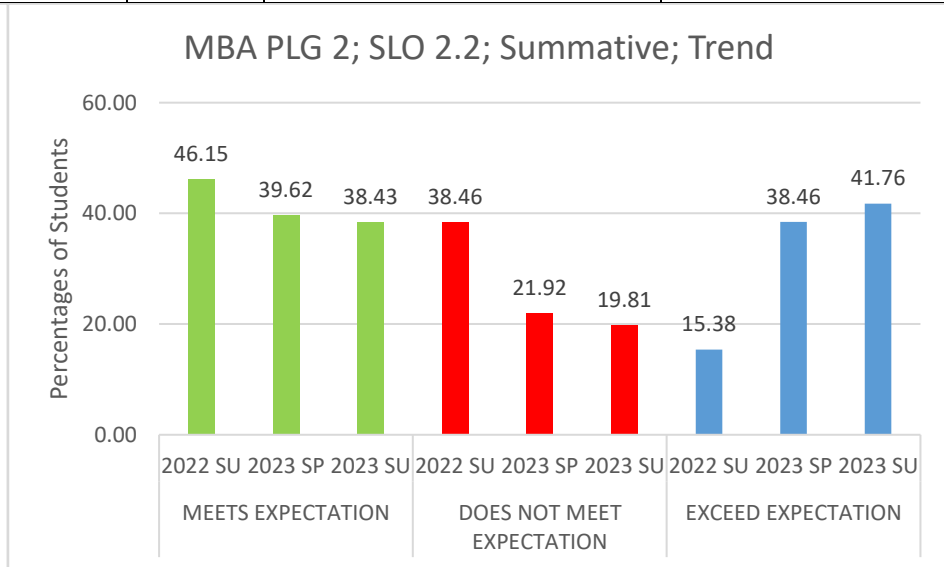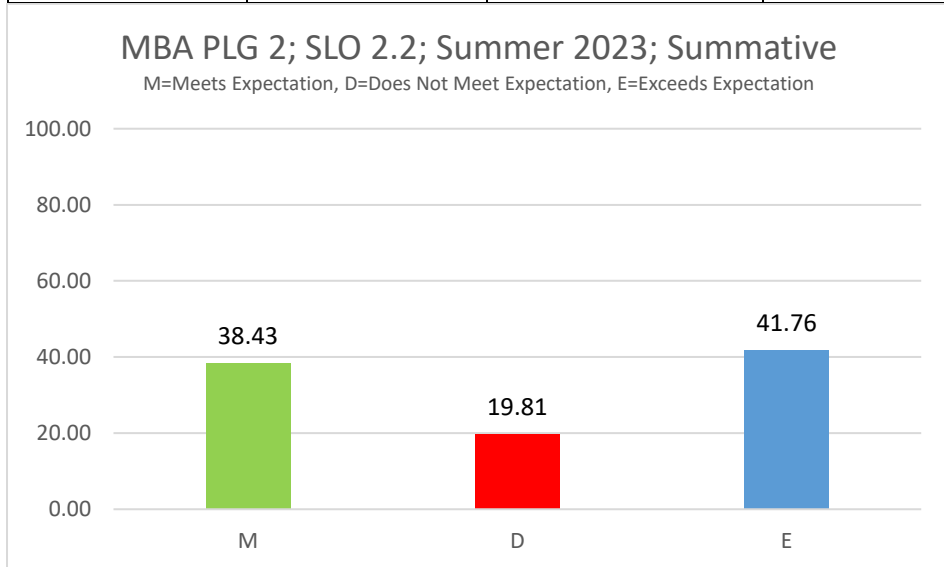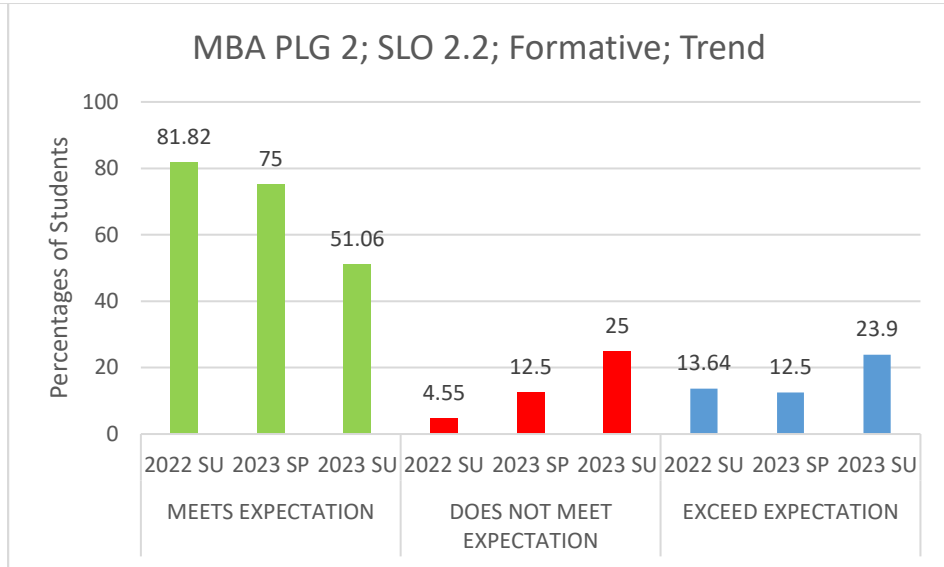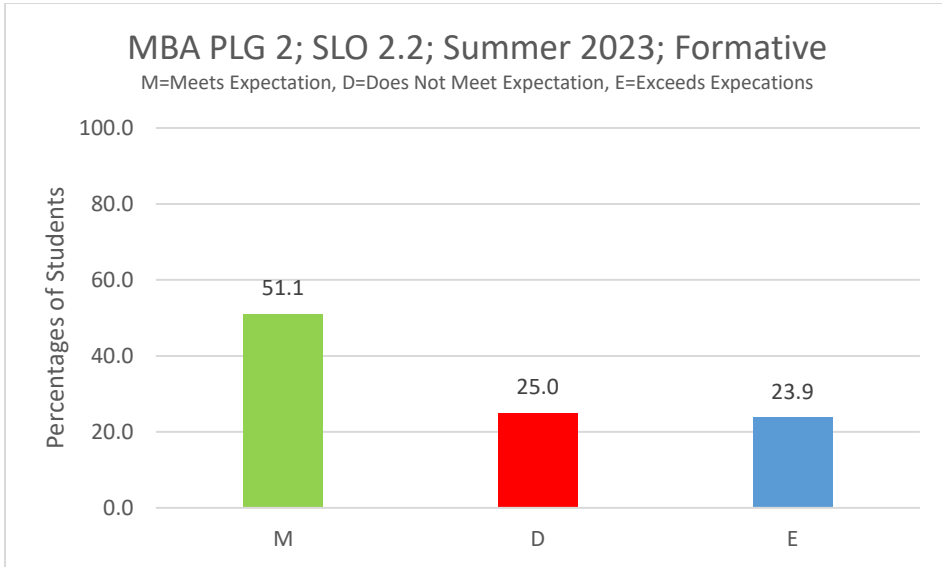| Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
2. Critical Thinking and Decision Making	2.2 Determine relevant decision criteria and alternatives, and identify the optimal solution	Summative: Exit Assessment Test, and Course-Embedded Assessment (BUS 690 final term projects) Formative: Course-Embedded Assessment (BUS 650 final term projects)	Assessment Tests: Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation> 80% Course-Embedded Assessment: Rubric # MB.2.1.1.1	See Figures MBA-9 through MBA-12	Target: 80% students should meet or, exceed expectation. Students failed to meet the target in formative assessment but met the target in summative assessment. 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.	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

MBA PLG 2; SLO 2.2; Summer 2023; Formative

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

Figure MBA - 11

MBA PLG 2; SLO 2.2; Formative; Trend

Figure MBA - 12

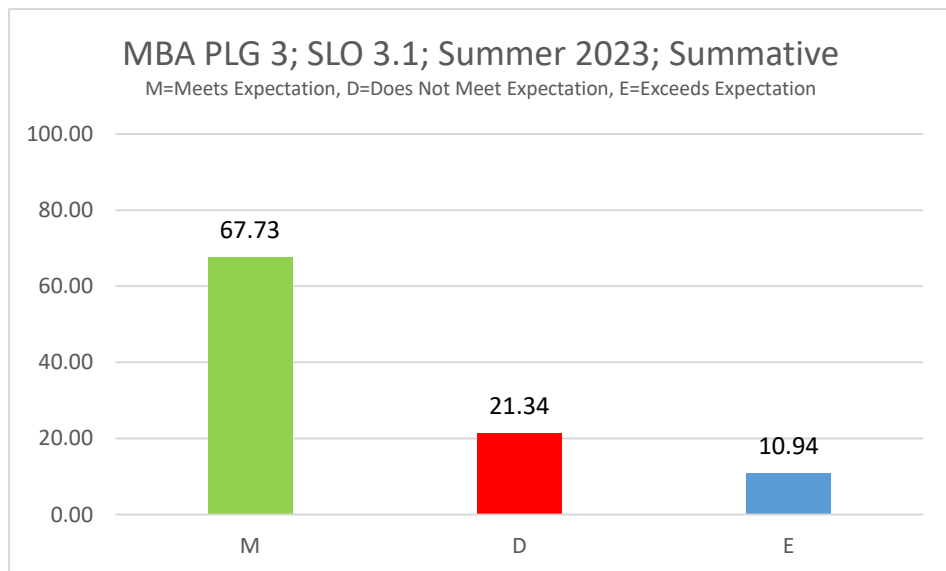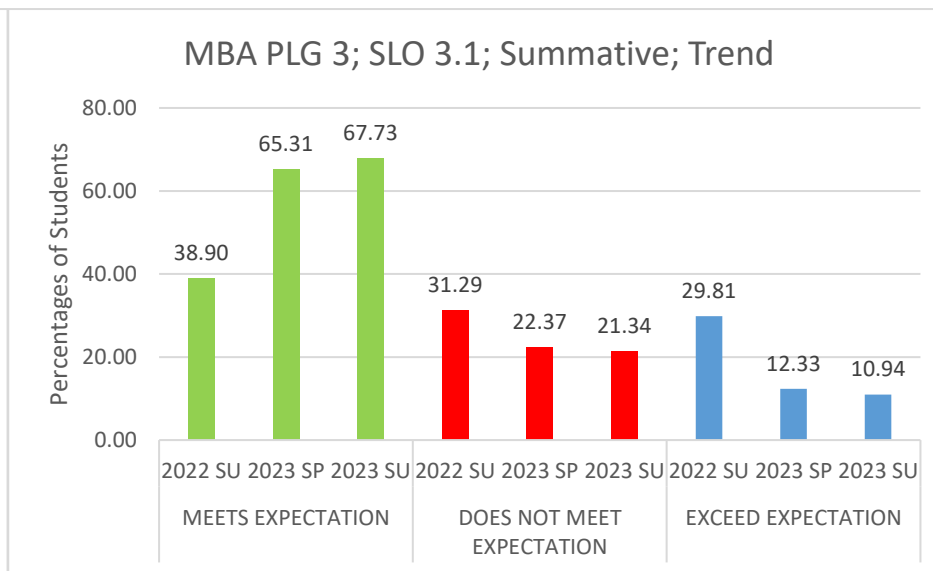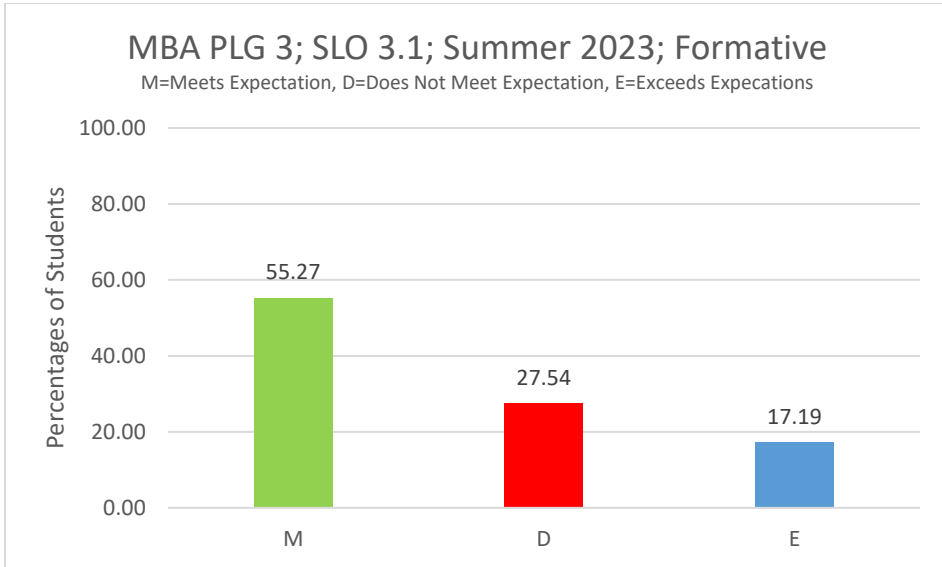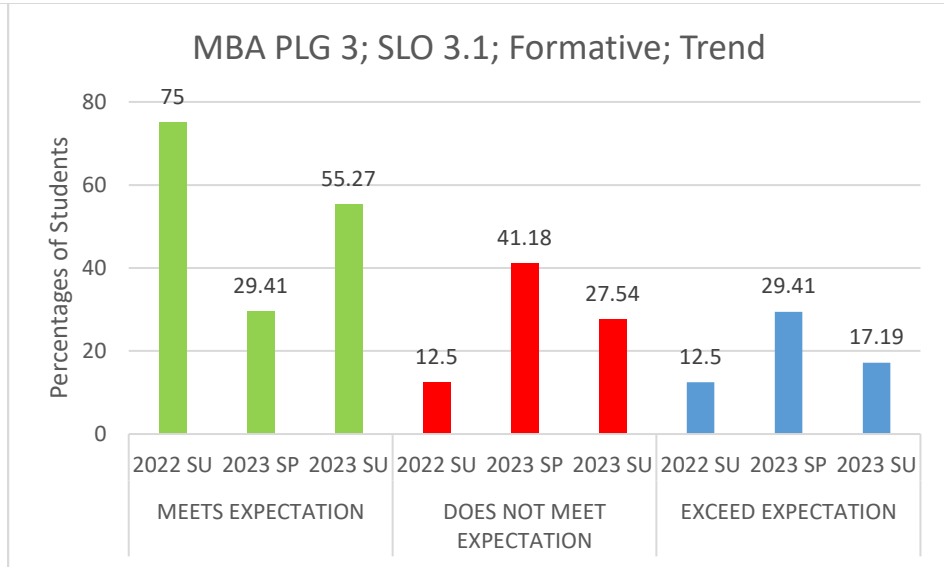| Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
3. Integration of management tools and techniques	3.1 Integrate and apply the tools and techniques of management, drawing on a broad-based knowledge of the major functions (accounting, economics, finance, information systems, marketing, operations management, and strategy) to solve complex management problems and render sound business decisions.	Summative: Exit Assessment Test, and Course-Embedded Assessment (BUS 690 final term projects) Formative: Course-Embedded Assessment (BUS 650 final term projects)	Assessment Tests: Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation > 80% Course-Embedded Assessment: Rubric # MB.3.1.1.1	See Figures MBA-13 through MBA-16	Target: 80% students should meet or, exceed expectation. Students failed to meet the target in both assessments. Trend: Student performance in summative assessment has improved significantly in meeting expectations, though a decreasing trend is found in exceeding expectations.	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

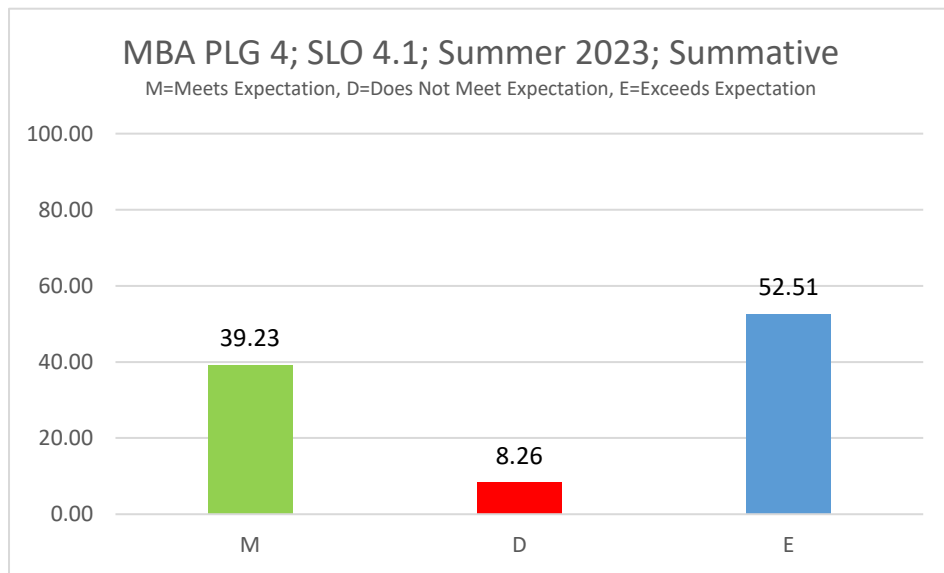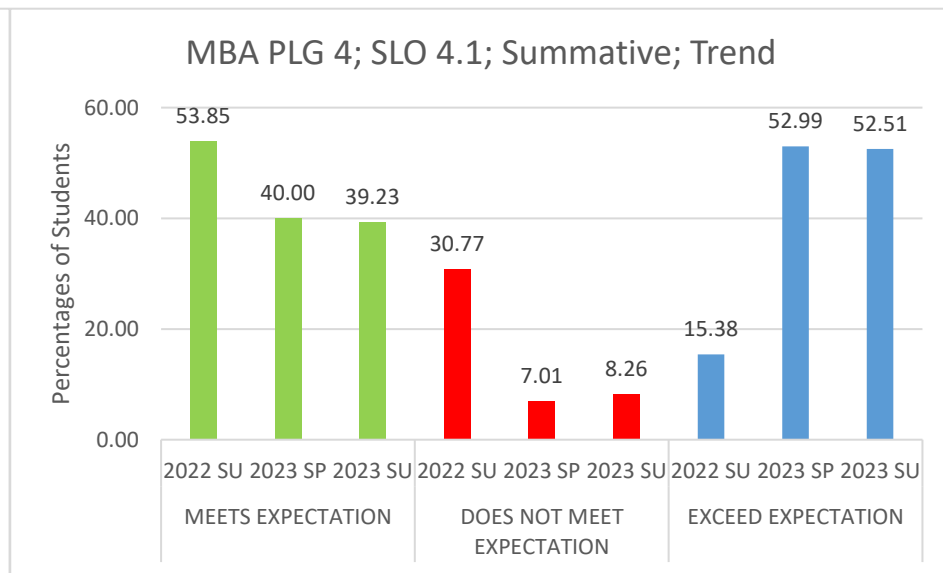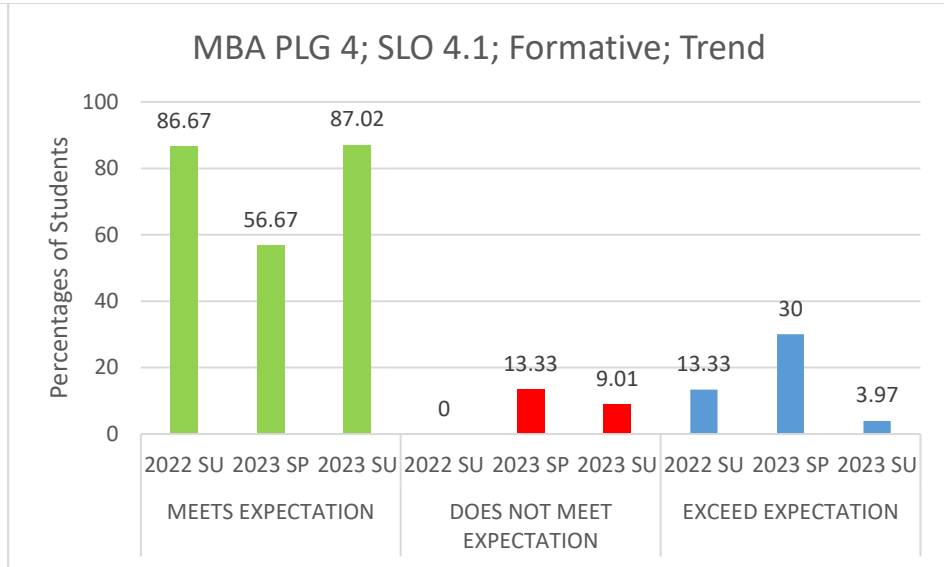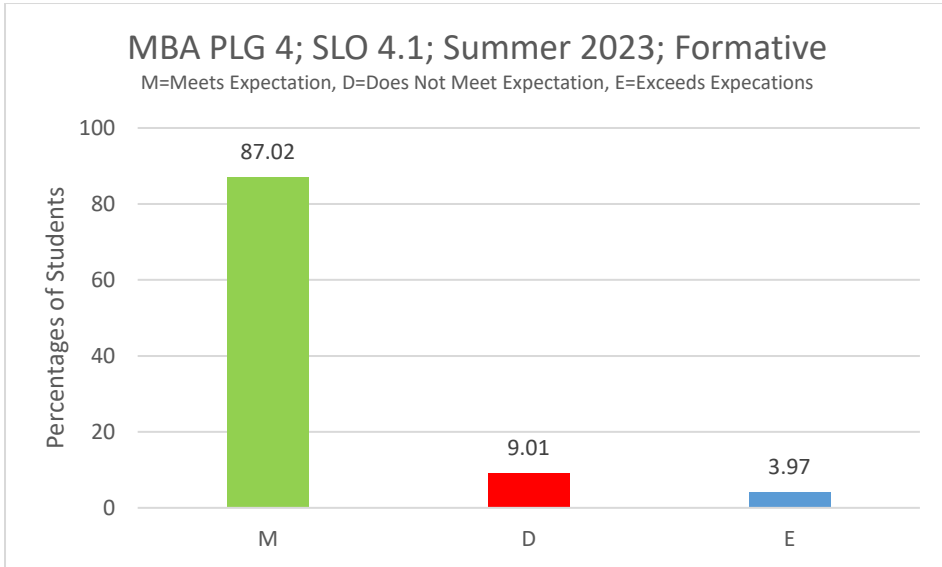| Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
4. Global Perspectives	4.1 Augment business decisions with global considerations.	Summative: Exit Assessment Test, and Course-Embedded Assessment (BUS 690 final term projects) Formative: Course-Embedded Assessment (BUS 685 final term projects)	Assessment Tests: Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation> 80% Course-Embedded Assessment: Rubric # MB.4.1.1.1	See Figures MBA-17 through MBA-20	Target: 80% students should meet or, exceed expectation. Students met the target in both assessments. Trend: Students' performance is increasing gradually with a decrease in the percentage of students not meeting expectations.	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 MBA - 17

Figure MBA - 18

Figure MBA - 19

Figure MBA - 20

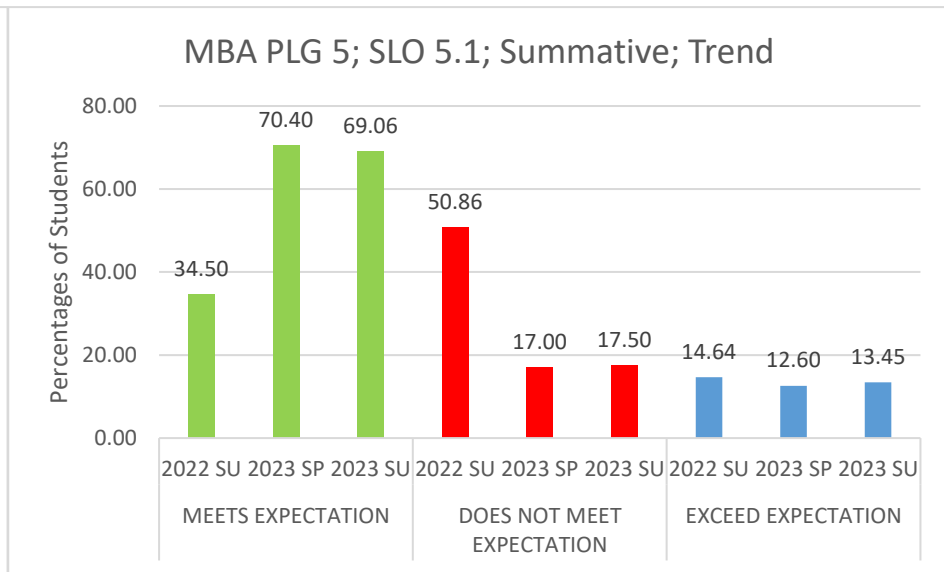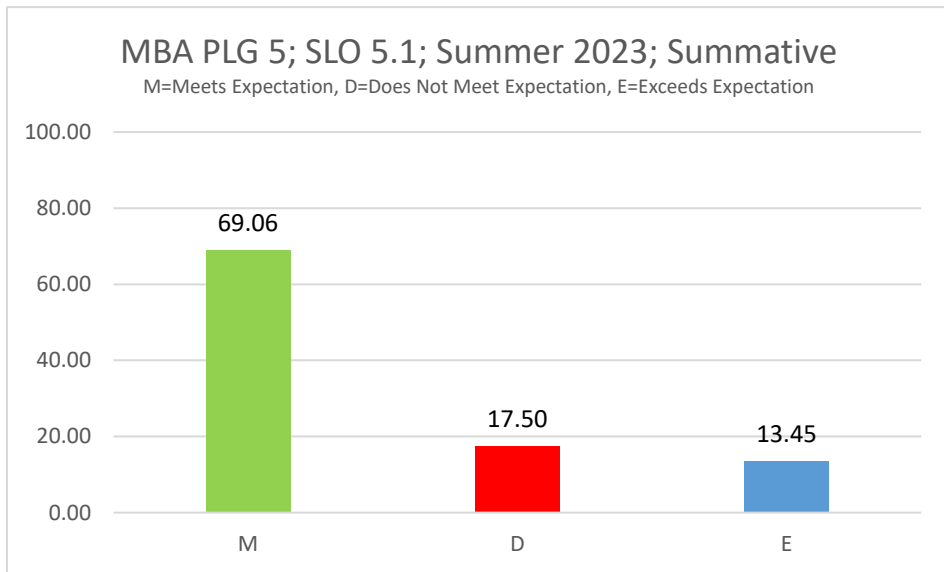| Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
5. Ethical Considerations	5.1 Evaluate and articulate ethical considerations in managerial decision making and in enterprise management.	Summative: Exit Assessment Test, and Course-Embedded Assessment (BUS 690 final term projects)	Assessment Tests: Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation> 80% Course-Embedded Assessment: Rubric # MB.5.1.1.1	See Figures MBA-21 and MBA-22	Target: 80% students should meet or, exceed expectation. Students met the target. Trend: Performance has improved over the period with a consistent percentage of students 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

Summer 2023 Student Learning Assessment Report: Executive Master of Business Administration

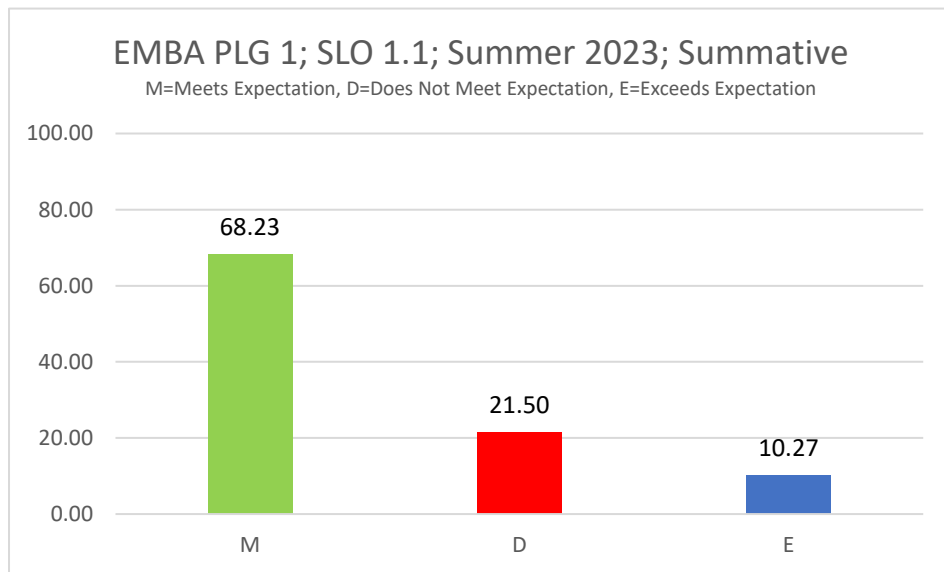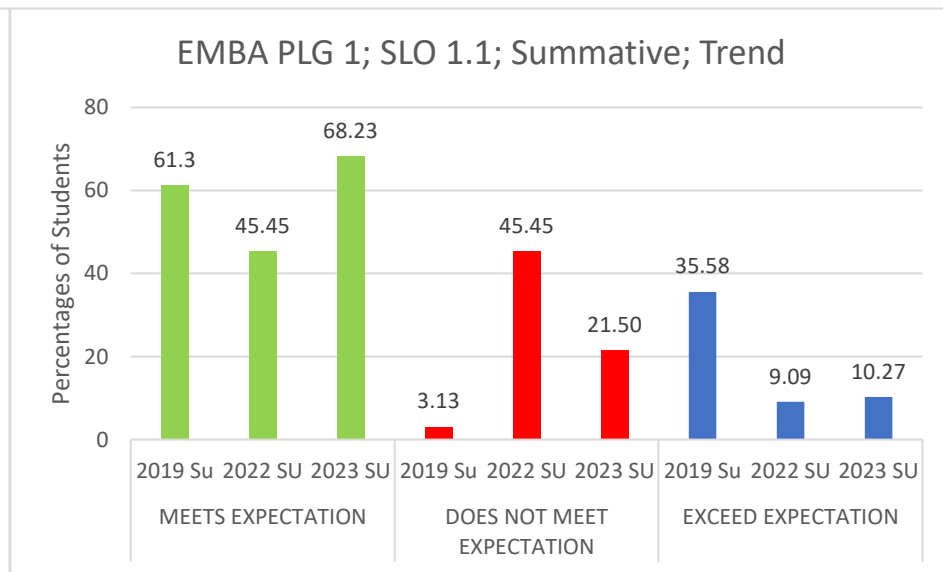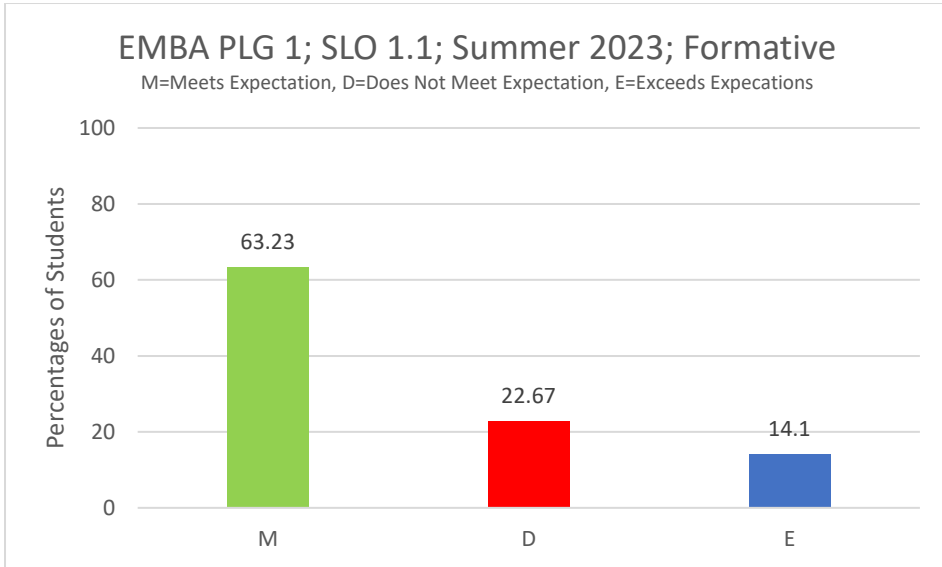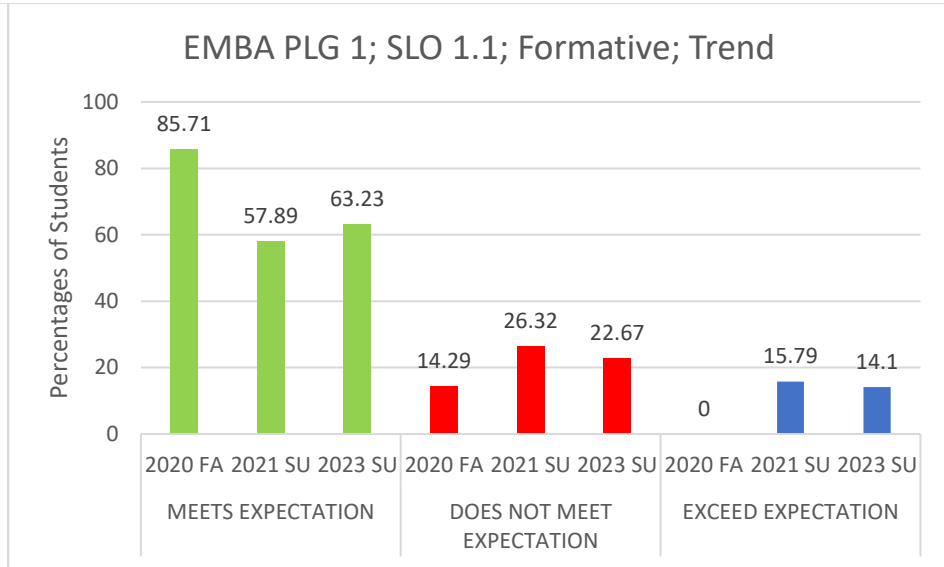| Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
1. Managerial Communications	1.1 Communicate effectively toward achieving managerial objectives.	Summative: Exit Assessment Test and Course-Embedded Assessment (EMB 690 final term project) Formative: Course-Embedded Assessment (EMB 650 final term project)	Assessment Tests Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation> 80% Course-Embedded Assessment: Rubric # EM.1.1.1.1	See Figures EMBA – 1 through EMBA - 2	Target: 80% students should meet or, exceed expectation. Students failed to meet the target. Trend: Students Performance has deteriorated over the period with a decrease in the percentage of students exceeding expectations.	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

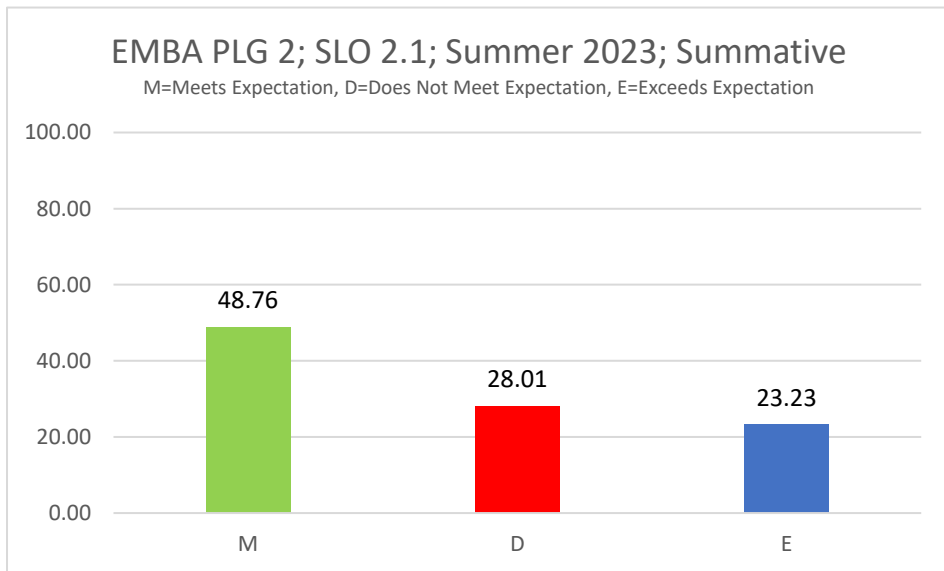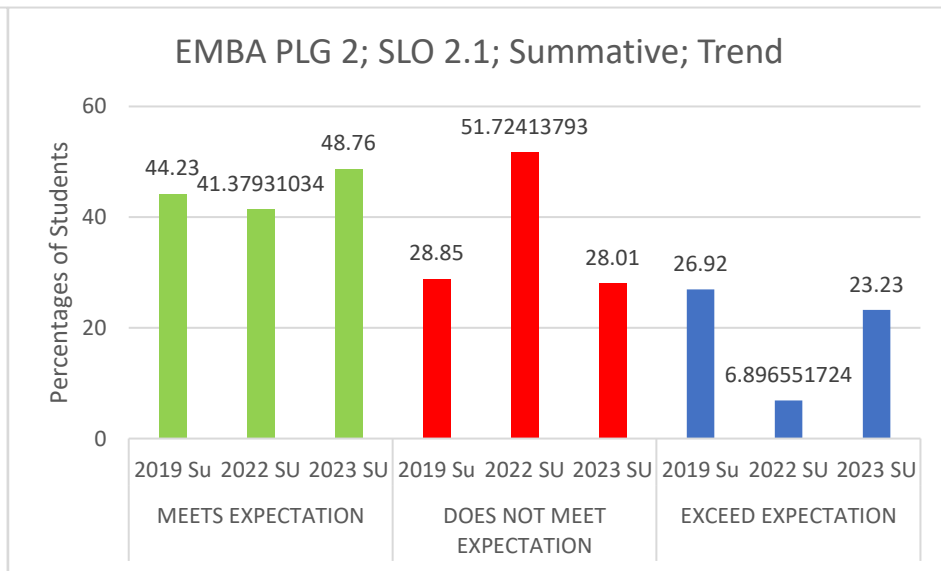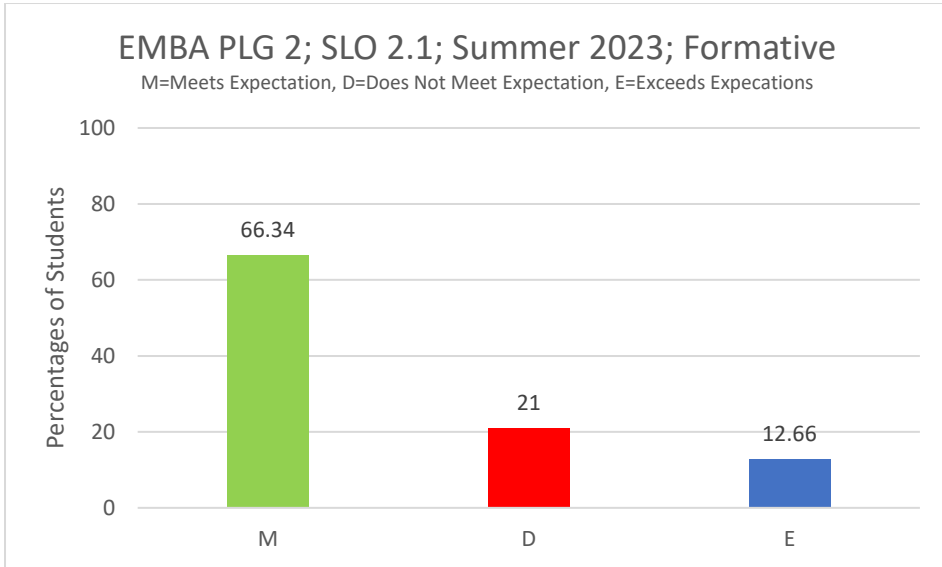| Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
2. Critical Thinking and Decision Making	2.1 Apply appropriate analytic framework to solving management problems, and developing of integrative managerial solutions.	Summative: Exit Assessment Test and Course-Embedded Assessment (EMB 690 final term project) Formative: Course-Embedded Assessment (EMB 650 final term project)	Assessment Tests Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation> 80% Course-Embedded Assessment: Rubric # EM.2.1.1.1	See Figures EMBA – 3 through EMBA - 4	Target: 80% students should meet or, exceed expectation. Students failed to meet the target. Trend: Students did not meet the target and performance has extremely deteriorated over the period with an increase in the number of students not meeting expectations. This is an area of concern.	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

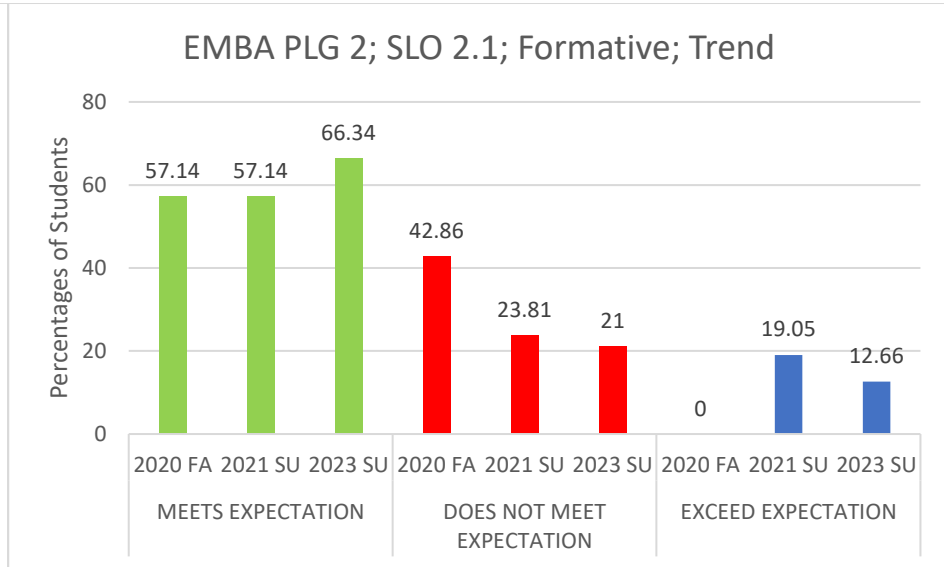*Figure EMBA - 8*

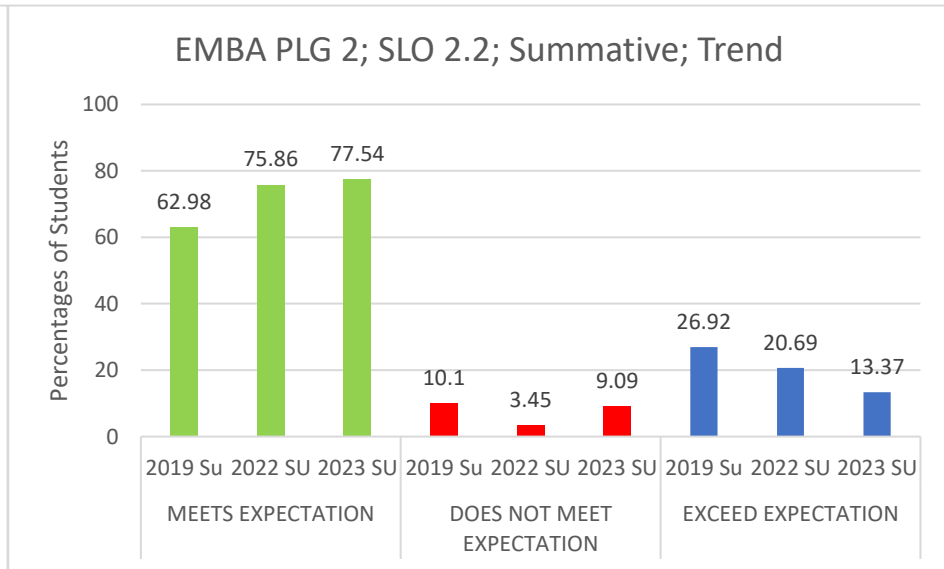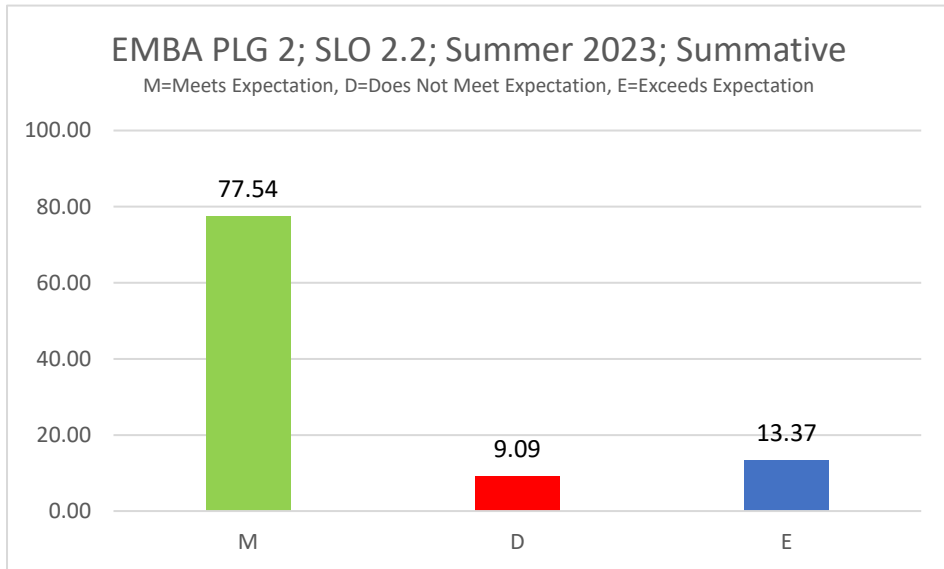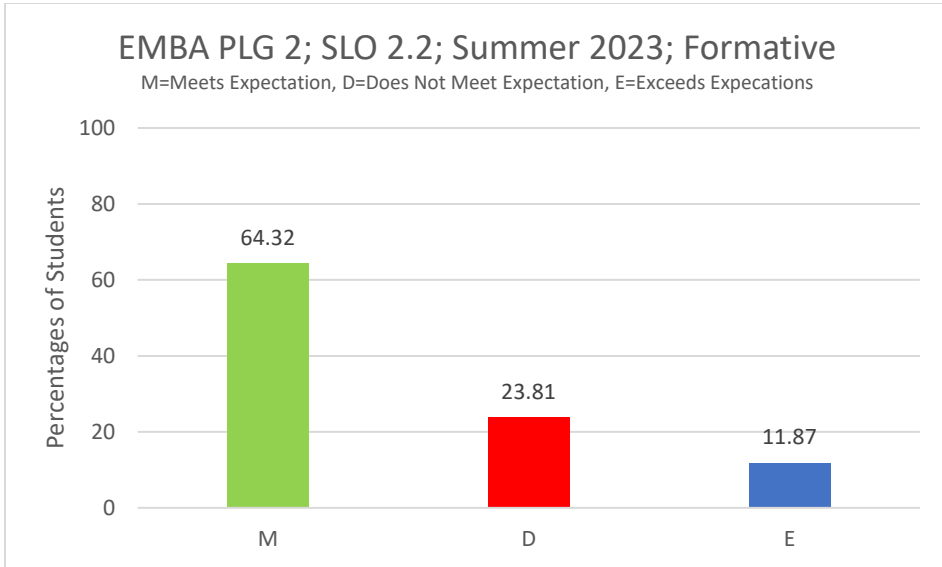| Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
2. Critical Thinking and Decision Making	2.2 Determine relevant decision criteria and alternatives, and identify the optimal solution.	Summative: Exit Assessment Test and Course-Embedded Assessment (EMB 690 final term project) Formative: Course-Embedded Assessment (EMB 650 final term project)	Assessment Tests Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation> 80% Course-Embedded Assessment: Rubric # EM.2.1.1.1	See Figures EMBA – 5 through EMBA - 6	Target: 80% students should meet or, exceed expectation. Students achieved the target in summative assessment but failed to meet the target in formative assessment. 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.	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.

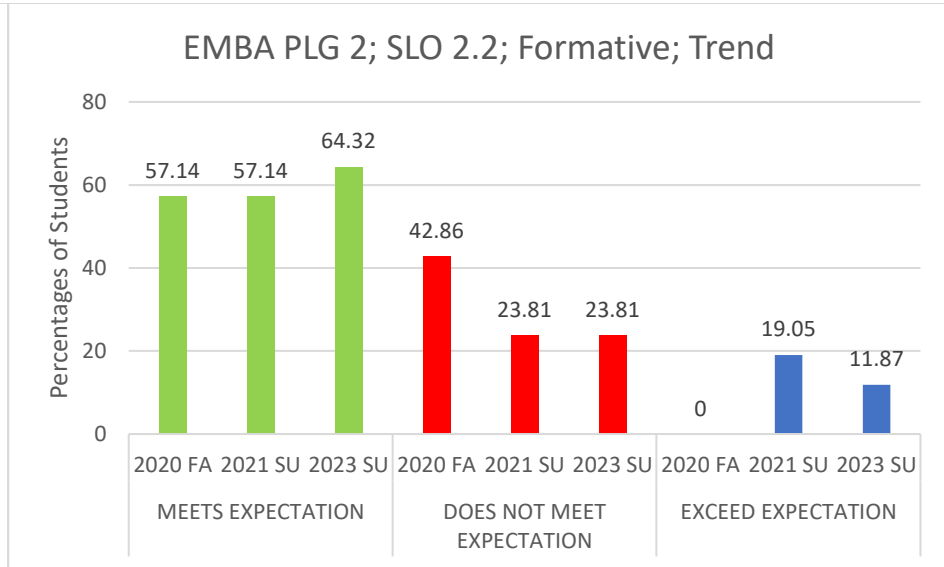Figure EMBA - 9

Figure EMBA - 10

Figure EMBA - 11

Figure EMBA - 12

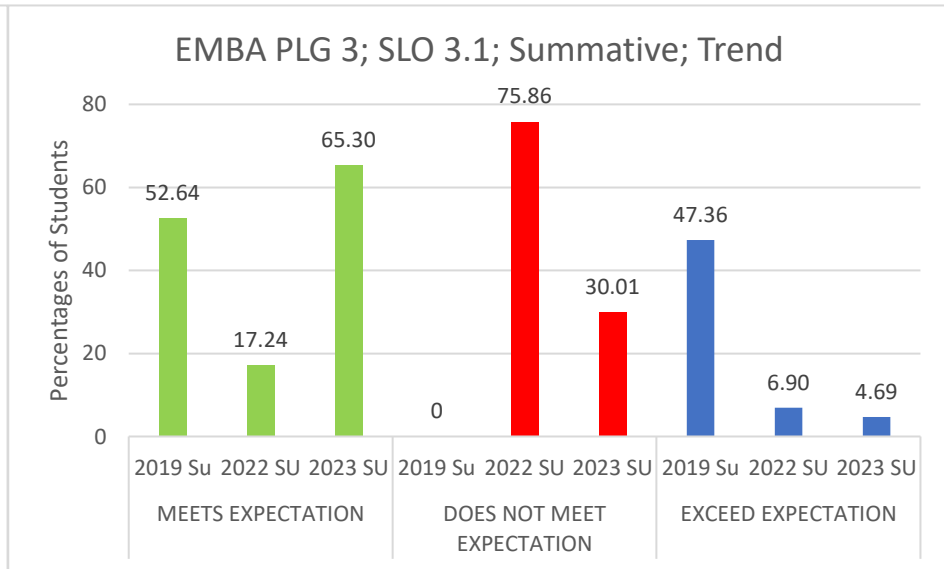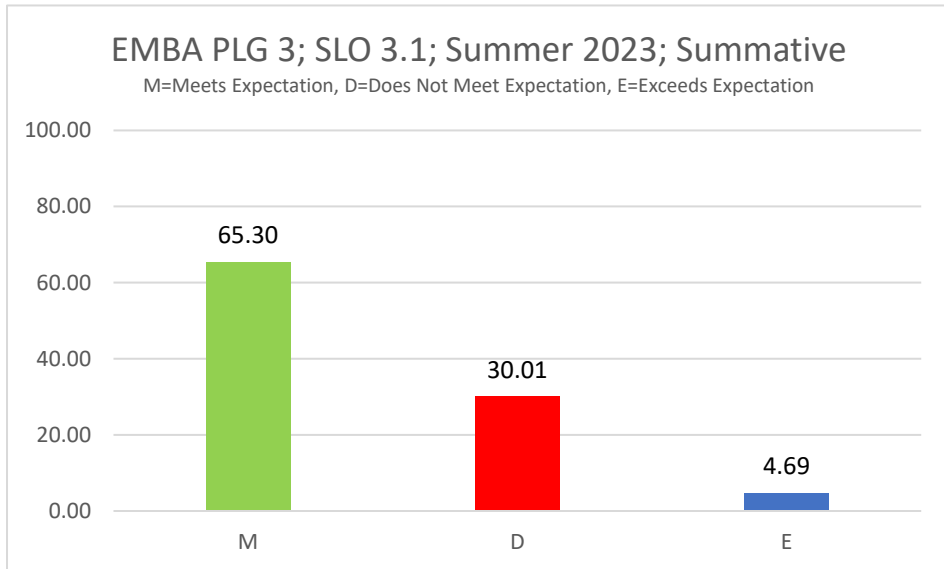| Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
3. Integration of management tools and techniques	3.1 Integrate and apply the tools and techniques of management, drawing on a broad-based knowledge of the major functions (accounting,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

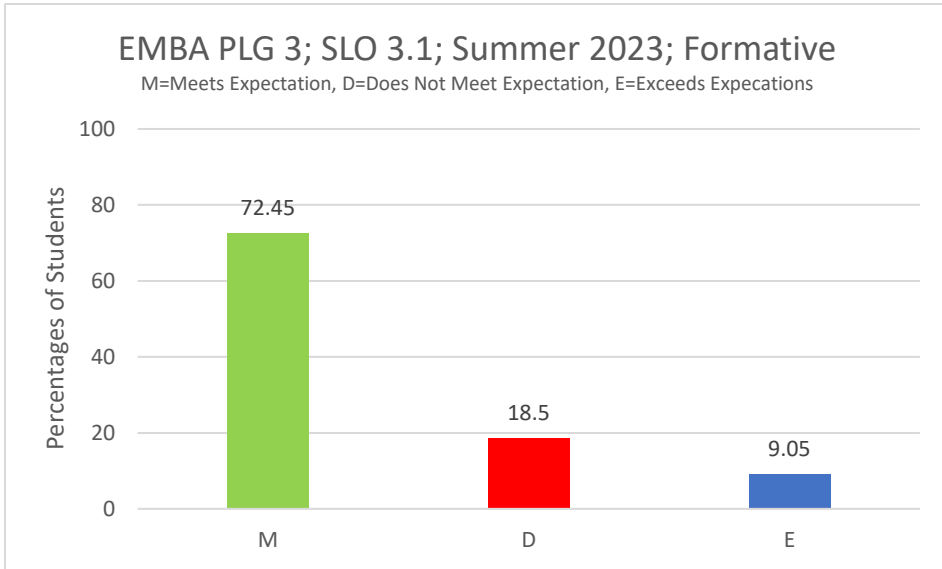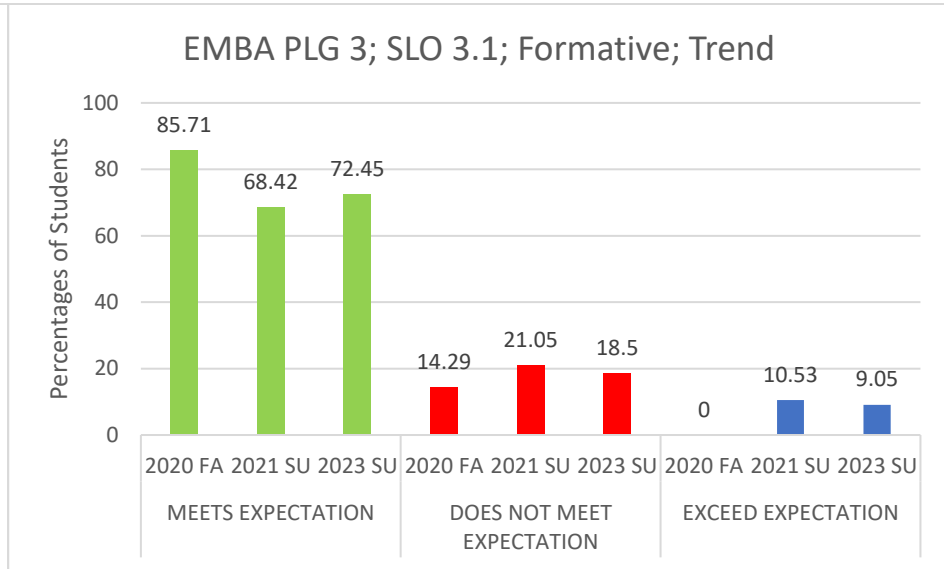*Figure EMBA - 13*

Figure EMBA - 14

Figure EMBA - 15

Figure EMBA - 16

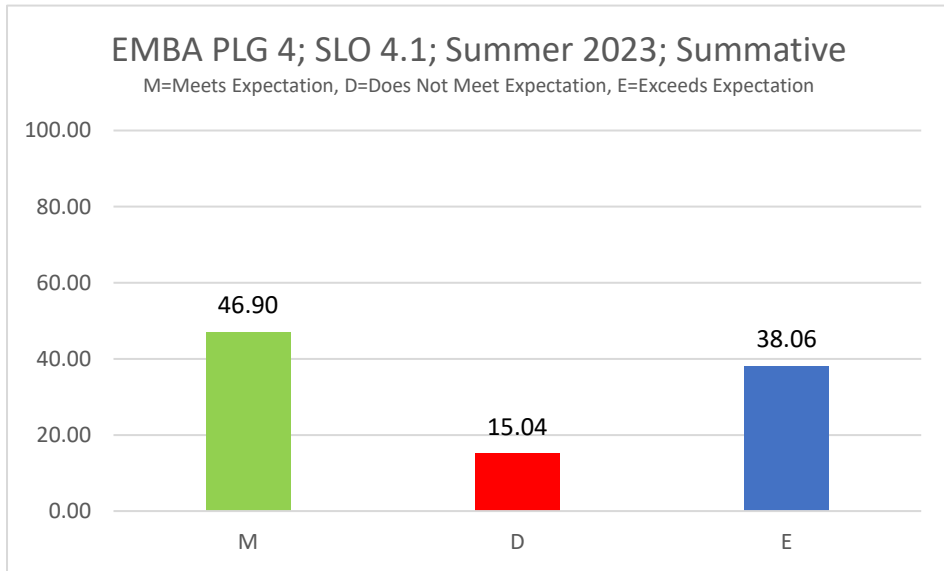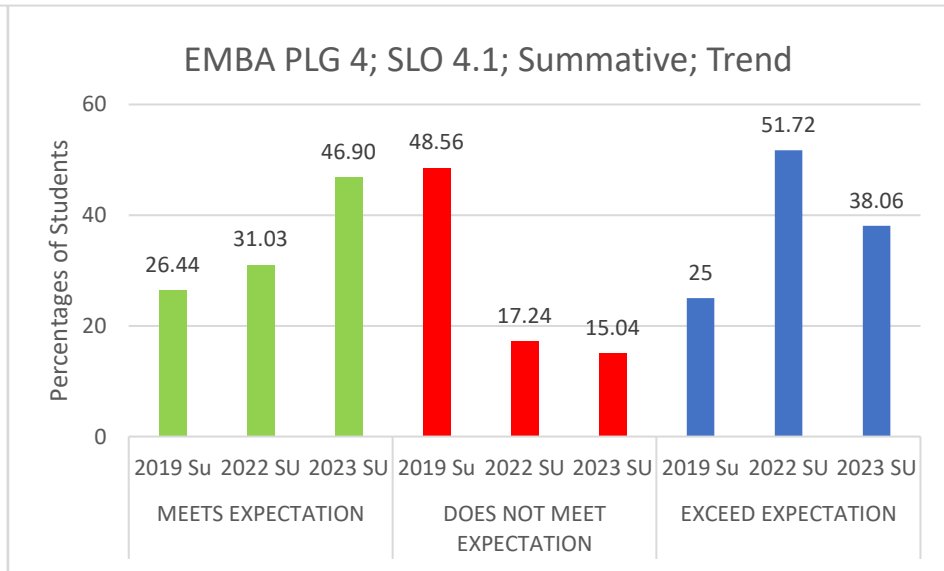| Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
4. Global Perspective	4.1 Augment business decisions with global considerations.	Summative: Exit Assessment Test and Course-Embedded Assessment (EMB 690 final term project) Formative: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

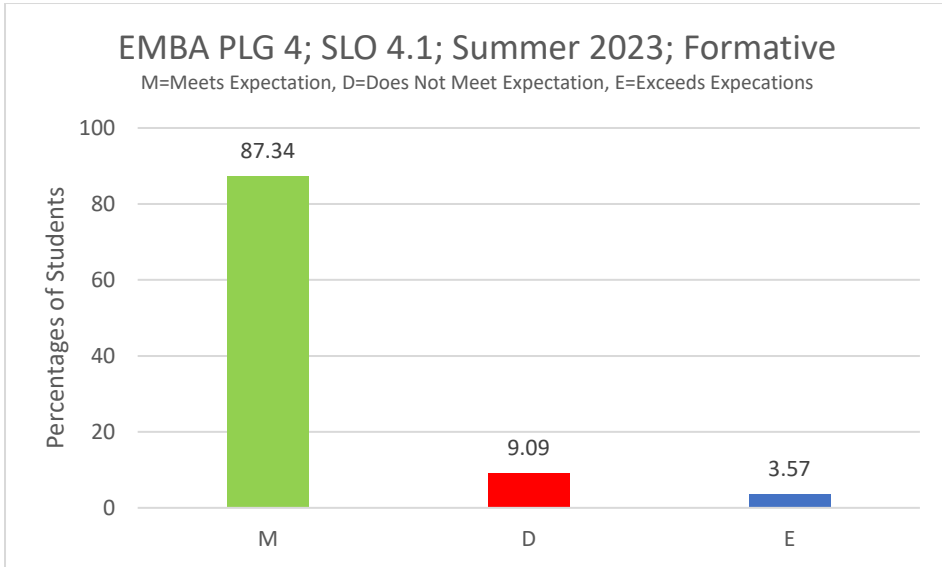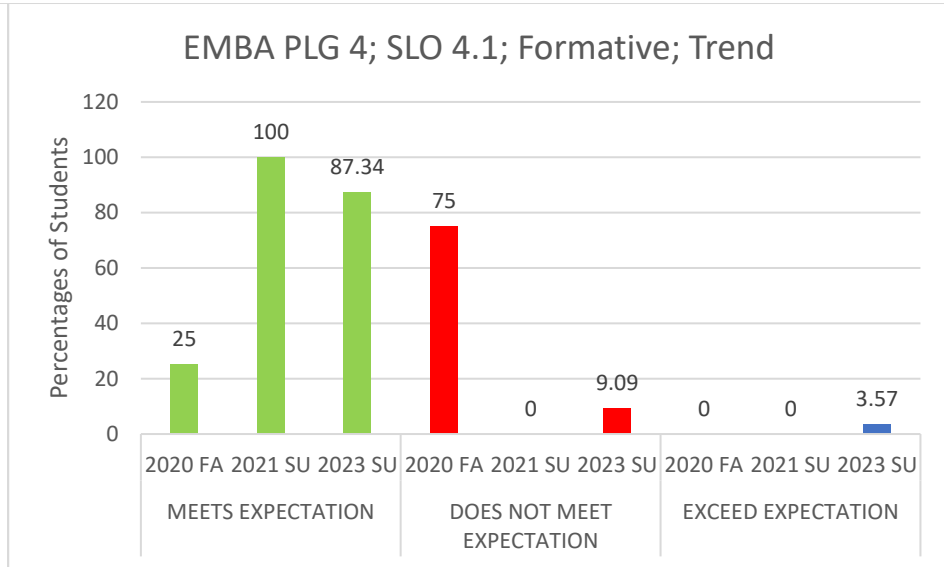
Figure EMBA - 17

Figure EMBA - 18

Figure EMBA - 19

Figure EMBA - 20

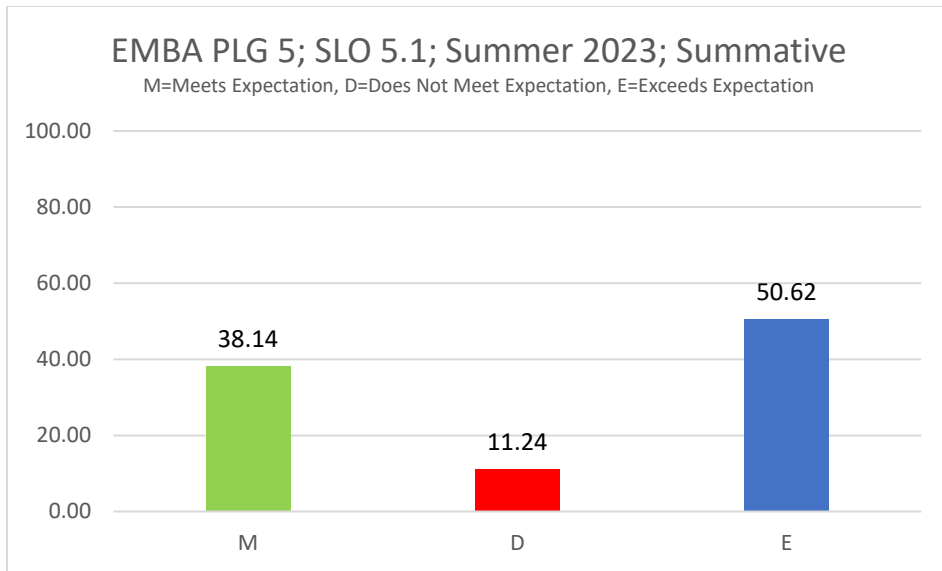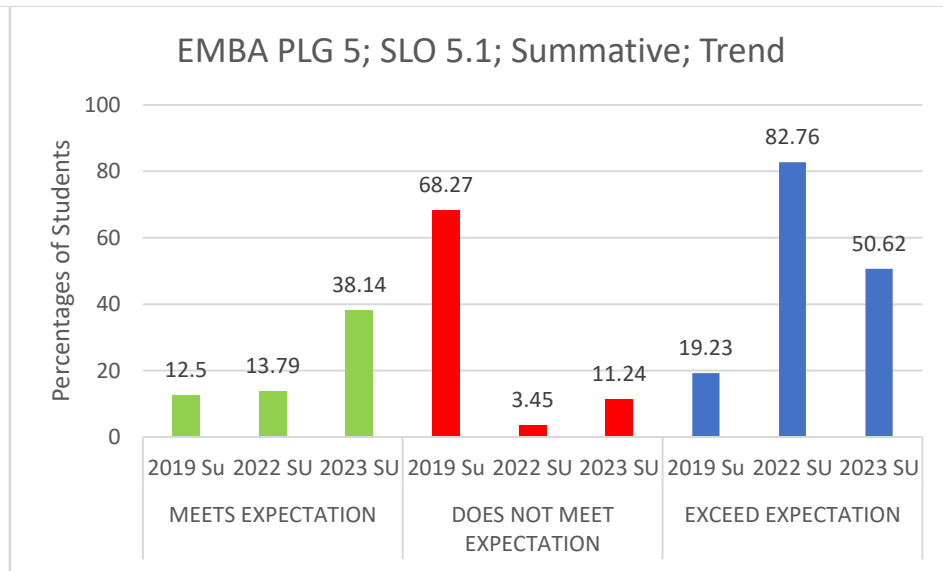| Program Learning Goal	Student Learning Outcome	Measure	Measurement Criteria	Result	Observation(s)	Closing the Loop
5. Ethical considerations	5.1 Evaluate and articulate ethical considerations in managerial decision making and in enterprise management.	Summative: Exit Assessment Test and Course-Embedded Assessment (EMB 690 final term project)	Assessment Tests Meets Expectation: 60% -80%; Does Not Meet Expectation < 60%; Exceeds Expectation> 80% Course-Embedded Assessment: Rubric # EM.5.1.1.1	See Figures EMBA - 21 and EMBA - 22	Target: 80% students should meet or, exceed expectation Students 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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