

STUDENT LEARNING ASSESSMENT REPORT: SPRING 2016



SCHOOL OF BUSINESS

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School of Business

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SPRING 2016 STUDENT LEARNING ASSESSMENT REPORT: BACHELOR OF BUSINESS ADMINISTRATION

Program Learning Goal	Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements Made
1. Communications	1.1 Communicate knowledge effectively.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (MGT 490, integrative capstone course group term projects).</p> <p><u>Formative:</u> Course-Embedded Assessment (MGT 201 final term projects and examinations).</p>	<p><u>Exit Assessment Test</u> Exceeds Expectation: 3.24% Meets Expectation: 54.16% Does Not Meet Expectation: 39.8%</p> <p><u>Course-Embedded Assessment:</u> Rubric # BBA 1.1.R.2 (summative), MGT R.1 (formative)</p>	See Figures 1 and 2	<p><u>Target:</u> 80% students should meet or, exceed expectation. Students met the target for both the formative and summative Assessment.</p> <p><u>Trend:</u> The percentage of students not meeting expectation is considerably high in summative assessment.</p>	<p><u>Actions Taken</u> A new structured communication system for MGT490 was developed. The system required students to work on varies issues in teams. Classroom discussion is going to be prioritized at the end of the each schedule class where student can grasp the key points based on the chapter contents and build their idea.</p> <p><u>Improvements to be Made</u> A standardized approach for summative assessment in MGT 490 will be developed in Summer 2016, to ensure consistency in measurement criteria across various sections.</p>

FIGURE 1: BBA PLG 1, SLO 1.1: SPRING 2016: SUMMATIVE

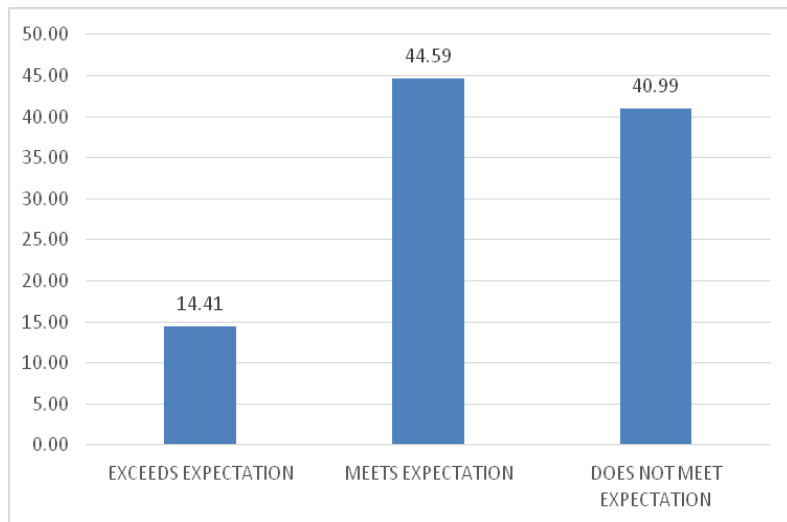
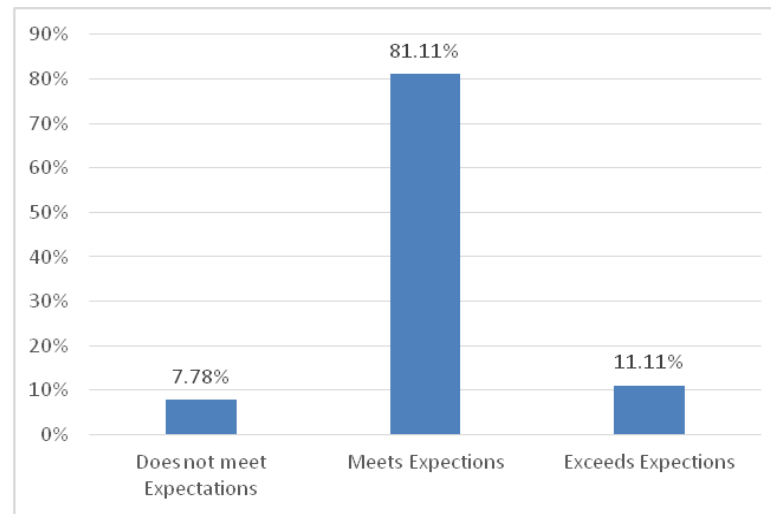


FIGURE 2: BBA PLG 1, SLO 1.1: SPRING 2016: FORMATIVE



Program Learning Goal	Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements Made
2. Critical Thinking	2.1 Demonstration of analytical and critical thinking ability to assess simulated business scenarios.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (MGT 490, integrative capstone course group term projects).</p> <p><u>Formative:</u> Course-Embedded Assessment from the Disciplines: FIN 460 group term projects for FIN students; ACN 405 for ACN students; HRM 390 group terms projects for HRM students; INB 303 group term projects for INB students; MIS 405 group term projects for MIS students; MGT 405 for MGT students, and MKT 302 group term projects for MKT students.</p>	<p><u>Exit Assessment Test</u> Exceeds Expectation: 3.24% Meets Expectation: 54.16% Does Not Meet Expectation: 39.8%</p> <p><u>Course-Embedded Assessment:</u> Rubric # BBA 2.1.R.2 (summative), ACN 3.R.5 (formative) FIN 3.R.4 (formative) HRM (formative) INB 3.R.3 (formative) MIS 1.R.2 (formative) MGT 1.R.2</p>	See Figures 3 and 4	<p><u>Target:</u> 80% students should meet or, exceed expectation. Students met the target for both the formative and summative Assessment.</p> <p><u>Trend:</u> The percentage of students not meeting expectation is considerably high in summative assessment but legible in formative assessment.</p>	<p><u>Actions Taken</u> A new home project outline for MGT490 was developed. The project required students to work in teams outside of the class to apply their chapter knowledge by solving the strategic capsule. Practicing this project students not only going to develop their own critical thinking but also they understand the complexities that general managers face in strategy development and implementation at various phases in a company's growth cycle.</p> <p><u>Improvements to be Made</u> A standardized approach for summative assessment in MGT 490 will be developed in Summer 2016, to ensure consistency in measurement criteria across various sections.</p>

			(formative) MKT 1.R.2 (formative)			
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FIGURE 3: BBA PLG 2, SLO 2.1: SPRING 2016: SUMMATIVE

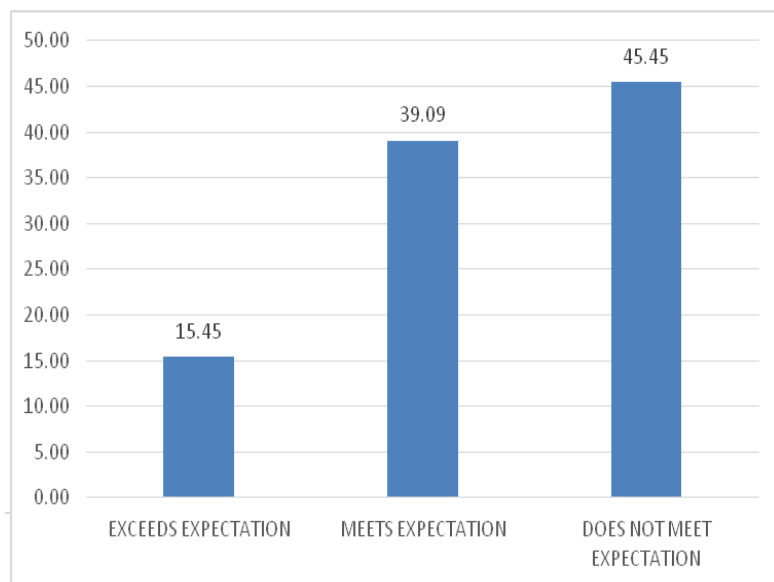
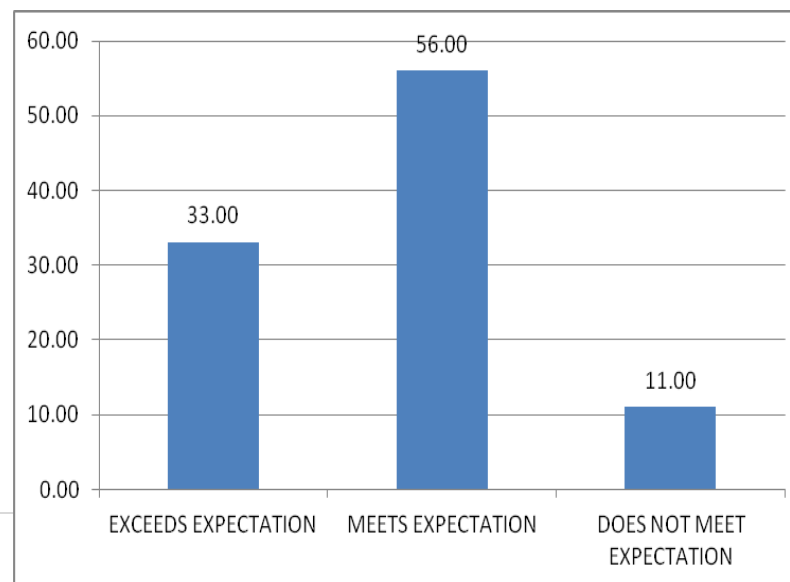


FIGURE 4: BBA PLG 2, SLO 2.1: SPRING 2016: FORMATIVE



Program Learning Goal	Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements Made
3. Knowledge Application	3.1 Application of underpinning knowledge for analysis and decision making.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (MGT 490, integrative capstone course group term projects).</p> <p><u>Formative:</u> Course-Embedded Assessment (MGT 201 final term projects and examinations).</p>	<p><u>Exit Assessment Test</u> Exceeds Expectation: 3.24% Meets Expectation: 54.16% Does Not Meet Expectation: 39.8%</p> <p><u>Course-Embedded Assessment:</u> Rubric # BBA 3.1.R.2 (summative), MGT R.1 (formative)</p>	See Figures 5 and 6	<p><u>Target:</u> 80% students should meet or, exceed expectation. Students met the target for both the formative and summative Assessment.</p> <p><u>Trend:</u> The percentage of students not meeting expectation is considerably high in summative assessment.</p>	<p><u>Actions Taken</u> A new project (e.g. case development/ business plan) outline for MGT 490 was developed. This project required students to work in teams to apply their course knowledge what they acquire, convert and share with each other throughout the semester. Moreover, this project will provide knowledge to determine the attractiveness of various industries and competitive positions of firms within these industries using various strategic models in the context of Bangladesh.</p> <p><u>Improvements to be Made</u> A standardized approach for summative assessment in MGT490 will be developed in Summer 2016, to ensure consistency in measurement criteria across various sections.</p>

FIGURE 5: BBA PLG 3, SLO 3.1: SPRING 2016: SUMMATIVE

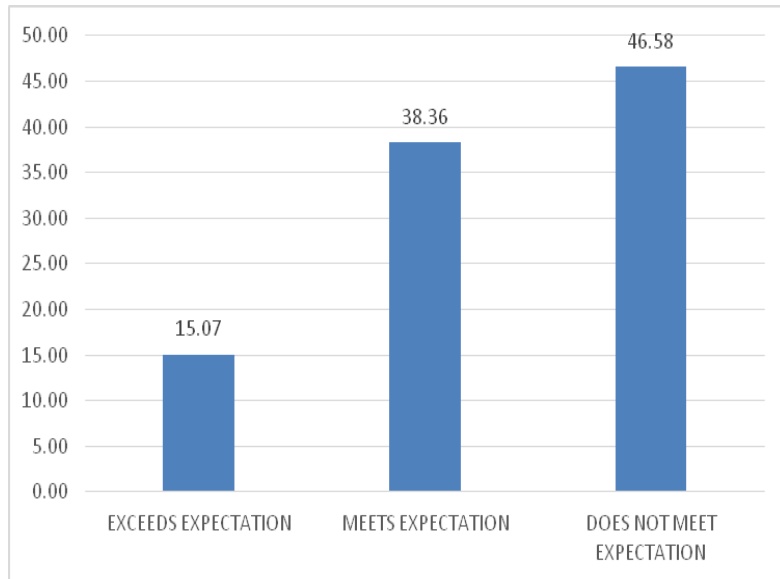
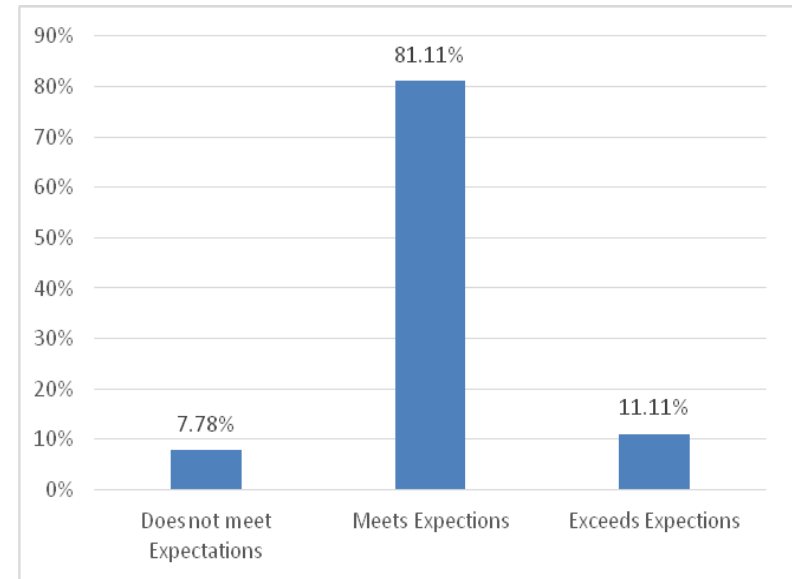


FIGURE 6: BBA PLG 3, SLO 3.1: SPRING 2016: FORMATIVE



Program Learning Goal	Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements Made
4. Global Perspective	4.1 Utilize global business information to improve decision making in an international setting.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (MGT 490, integrative capstone course group term projects).</p> <p><u>Formative:</u> Course-Embedded Assessment (INB301 final term projects and examinations).</p>	<p><u>Exit Assessment Test</u> Exceeds Expectation: 3.24% Meets Expectation: 54.16% Does Not Meet Expectation: 39.8%</p> <p><u>Course-Embedded Assessment:</u> Rubric # BBA 4.1.R.2 (summative), INB R.1 (formative)</p>	See Figures 7 and 8	<p><u>Target:</u> 80% students should meet or, exceed expectation. Students met the target for both the formative and summative Assessment.</p> <p><u>Trend:</u> The percentage of students not meeting expectation is considerably high in summative assessment.</p>	<p><u>Actions Taken</u> A new project outline for MGT490 was developed. This project outcome is jointly attached with learning goal 3. This is a group project and students should work in teams. The strategy student develop, craft and made probable suggestion for execution under the project, it must incline with the global perspective (e.g. benchmark activities) while prescribing Bangladeshi companies.</p> <p><u>Improvements to be Made</u> A standardized approach for summative assessment in MGT490 will be developed in Summer 2016, to ensure consistency in measurement criteria across various sections.</p>

FIGURE 7: BBA PLG 4, SLO 4.1: SPRING 2016: SUMMATIVE

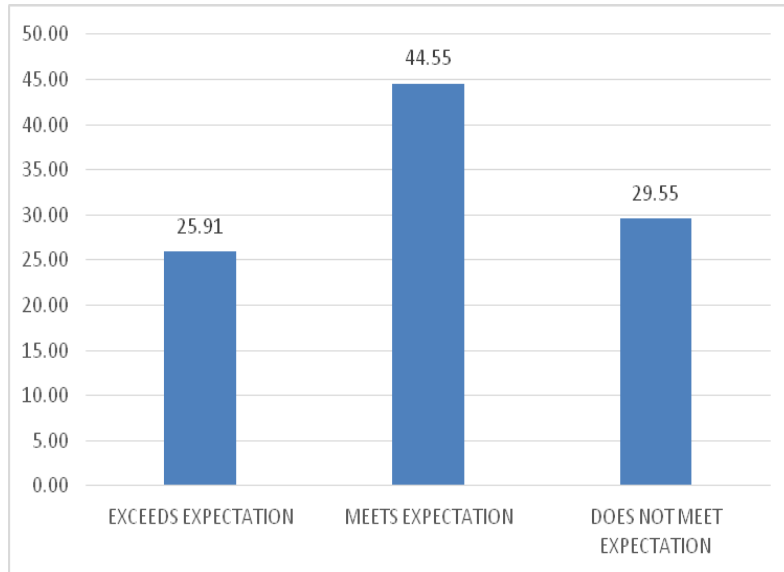
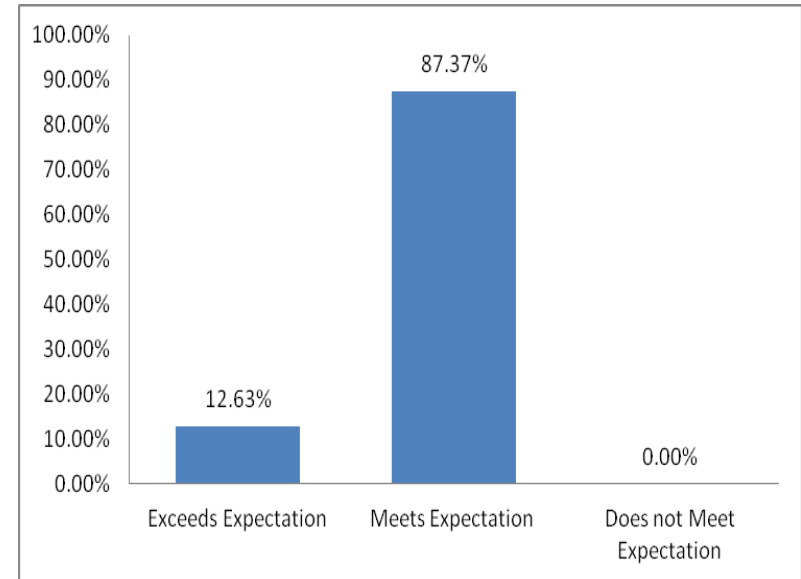


FIGURE 8: BBA PLG 4, SLO 4.1: SPRING 2016: FORMATIVE



Program Learning Goal	Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements Made
5. Ethics	5.1 Uphold ethical standards in every professional practice.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (MGT 490, integrative capstone course group term projects).</p> <p><u>Formative:</u> Course-Embedded Assessment (MGT 201 final term projects and examinations).</p>	<p><u>Exit Assessment Test</u> Exceeds Expectation: 3.24% Meets Expectation: 54.16% Does Not Meet Expectation: 39.8%</p> <p><u>Course-Embedded Assessment:</u> Rubric # BBA 5.1.R.2 (summative) MGT R.1 (formative)</p>	See Figures 9 and 10	<p><u>Target:</u> 80% students should meet or, exceed expectation. Students met the target for both the formative and summative Assessment.</p> <p><u>Trend:</u> The percentage of students meeting expectation is considerable in summative assessment.</p>	<p><u>Actions Taken</u> A new project outline for MGT490 was developed. The project required students to work in teams. The outcome of this project will highlight the macroeconomic factors (e.g. stakeholders' right, government rules), give the students better understanding about the ethics and will also acknowledge the Bangladeshi laws in doing business.</p> <p><u>Improvements to be Made</u> A standardized approach for summative assessment in MGT490 will be developed in Summer 2016, to ensure consistency in measurement criteria across various sections.</p>

FIGURE 9: BBA PLG 5, SLO 5.1: SPRING 2016: SUMMATIVE

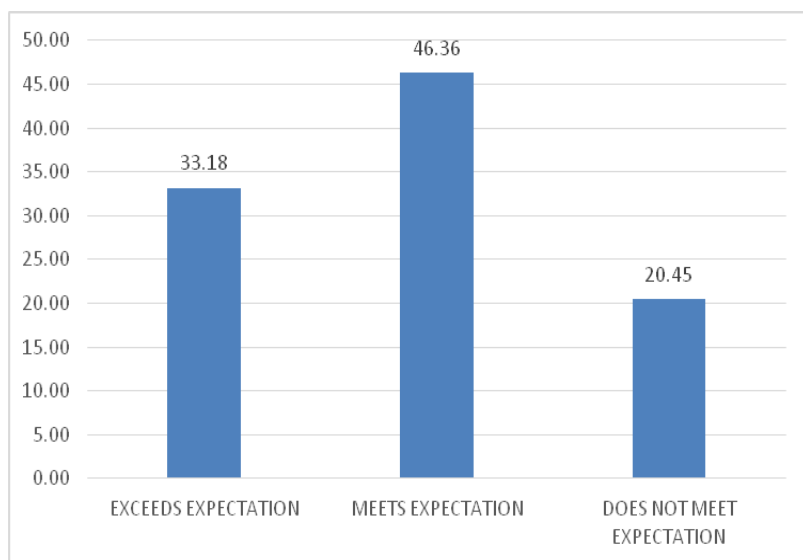
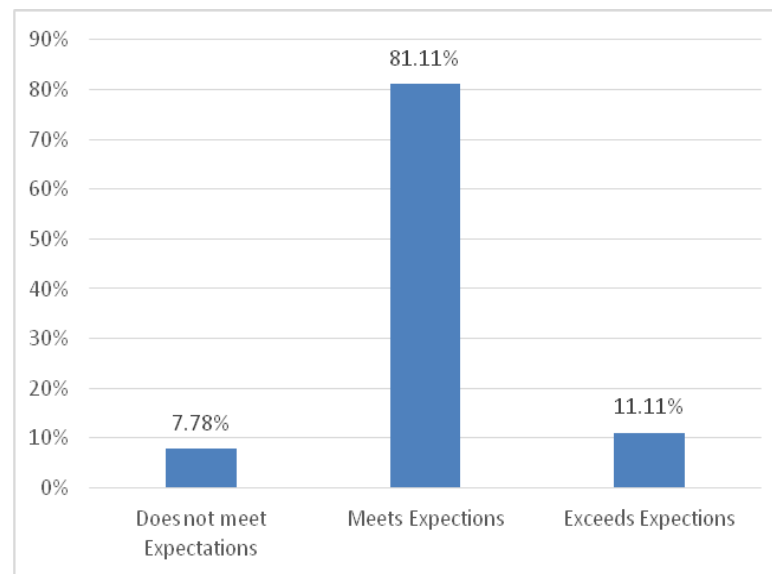


FIGURE 10: BBA PLG 5, SLO 5.1: SPRING 2016: FORMATIVE



SPRING 2016 STUDENT LEARNING ASSESSMENT REPORT: BBA IN ACCOUNTING

Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
1. Knowledge of Accounting concepts and application according to accounting process	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (ACN 301 examinations)</p> <p><u>Formative:</u> Course-Embedded Assessment (ACN 201 examinations and projects)</p>	<p><u>Exit Assessment Test</u> Exceeds Expectation: 1.85% Meets Expectation: 48.15% Does Not Meet Expectation: 48.15%</p> <p><u>Course-Embedded Assessment:</u> Rubric # ACN 1.R.2 (summative), ACN 1.R.1 (formative)</p>	See Figures 11 and 12	<p><u>Target:</u> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><u>Trend:</u> The percentage of students not meeting expectation is considerably high in summative assessment.</p>	<p><u>Actions Taken</u> A new project outline for ACN301 was developed. The project required students to work in teams on practical application of accounting concepts according to accounting process.</p> <p><u>Improvements to be Made</u> A standardized approach for summative assessment in ACN 301 will be developed in Summer 2016, to ensure consistency in measurement criteria across various sections.</p>

FIGURE 11: BBA IN ACN: SLO 1: SPRING 2016: SUMMATIVE

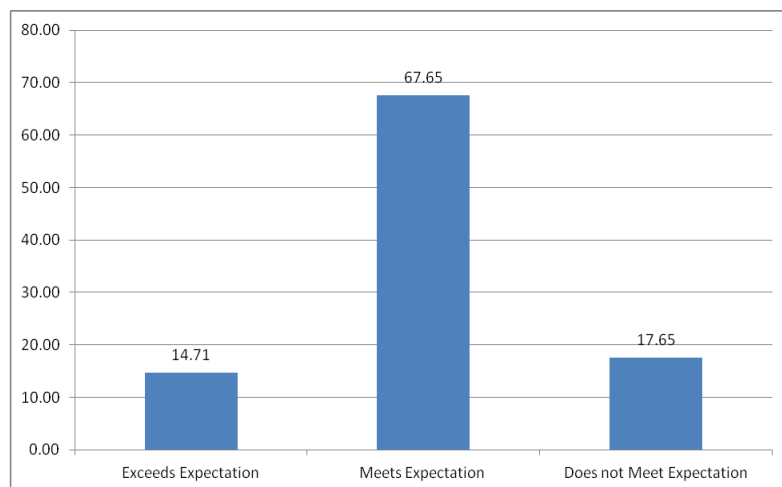
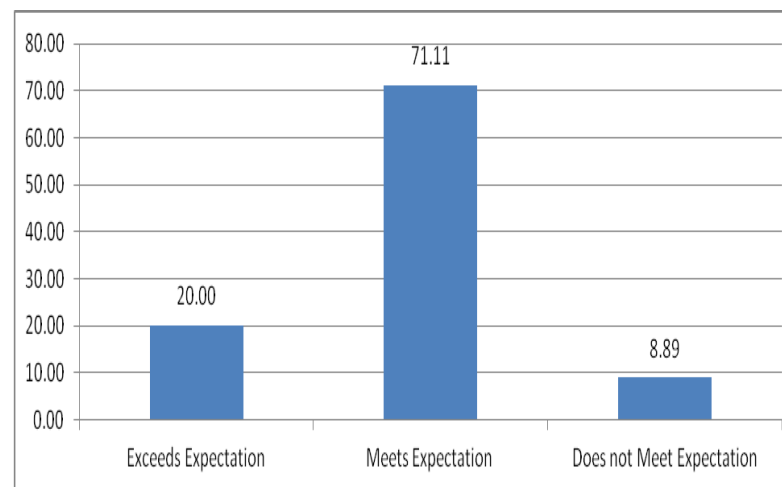


FIGURE 12: BBA IN ACN: SLO 1: SPRING 2016: FORMATIVE



Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
2. Analyze financial statements according to accounting principles through usage of appropriate technology.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (ACN 305 group term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (ACN 201 examinations and projects)</p>	<p><u>Exit Assessment Test</u> Exceeds Expectation: 1.85% Meets Expectation: 48.15% Does Not Meet Expectation: 48.15%</p> <p><u>Course-Embedded Assessment:</u> Rubric # ACN 2.R.3 (summative), ACN 2.R.1 (formative)</p>	See Figures 13 and 14	<p><u>Target:</u> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><u>Trend:</u> The percentage of students not meeting expectation is zero in both formative and summative assessments.</p>	<p><u>Actions Taken</u> A new project outline for ACN305 was developed. The project required students to work in teams to analyze financial statements of Bangladeshi companies according to accounting principles through usage of appropriate technology.</p> <p><u>Improvements to be Made</u> A standardized approach for summative assessment in ACN 305 will be developed in Summer 2016, to ensure consistency in measurement criteria across various sections.</p>

FIGURE 13: BBA IN ACN: SLO 2: SPRING 2016: SUMMATIVE

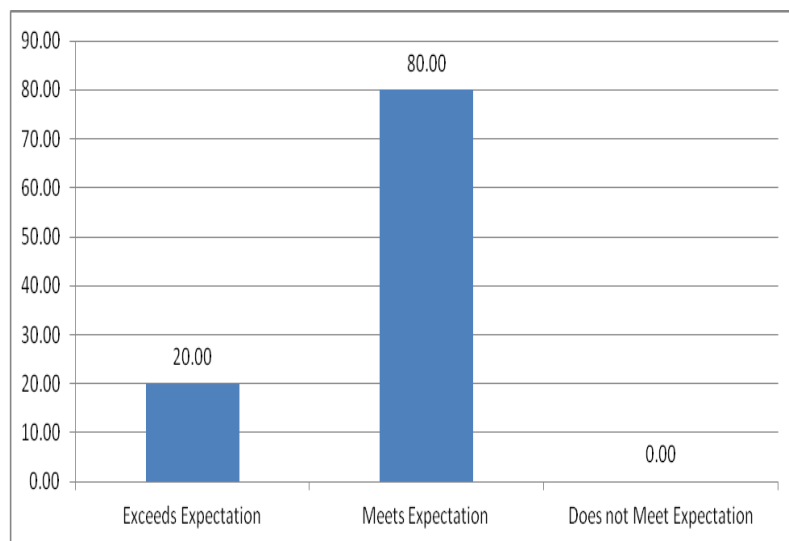
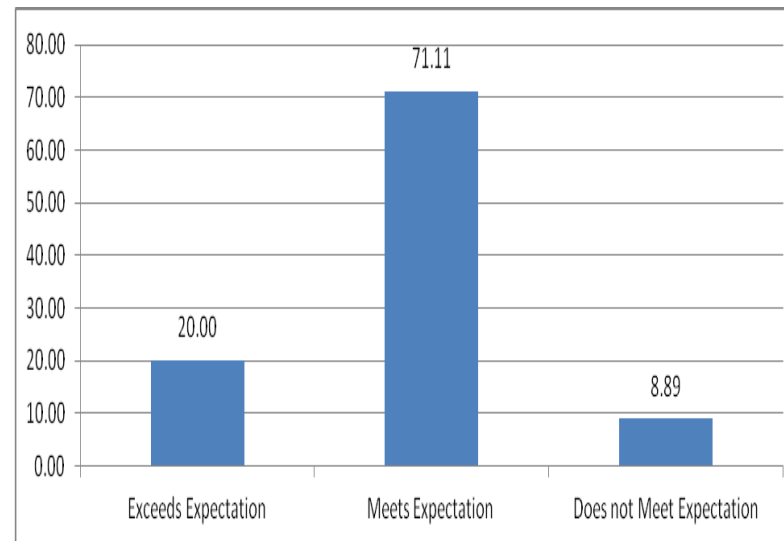


FIGURE 14: BBA IN ACN: SLO 1: SPRING 2016: FORMATIVE



Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
3. Explain cost concepts, understand cost accumulation and apply appropriate controlling methods and demonstrate decision making abilities.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (ACN 405 group term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (ACN 202 examinations and projects)</p>	<p><u>Exit Assessment Test</u> Exceeds Expectation: 1.85% Meets Expectation: 48.15% Does Not Meet Expectation: 48.15%</p> <p><u>Course-Embedded Assessment:</u> Rubric # ACN 3.R.5 (summative), ACN 3.R.4 (formative)</p>	See Figures 15 and 16	<p><u>Target:</u> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><u>Trend:</u> The percentage of students not meeting expectation is very negligible in both formative and summative assessments.</p>	<p><u>Actions Taken</u> A standardized project outline for ACN202 was developed. The project required students to work in teams on a case that demonstrated practical application of basic costing techniques. Case study focusing on advanced cost concepts and application introduced in ACN 405 for the summative assessment.</p> <p><u>Improvements to be Made</u> A standardized approach for summative assessment in ACN 405 will be developed in Summer 2015, to ensure consistency in measurement criteria across various sections.</p>

FIGURE 15: BBA IN ACN: SLO 3: SPRING 2016: SUMMATIVE

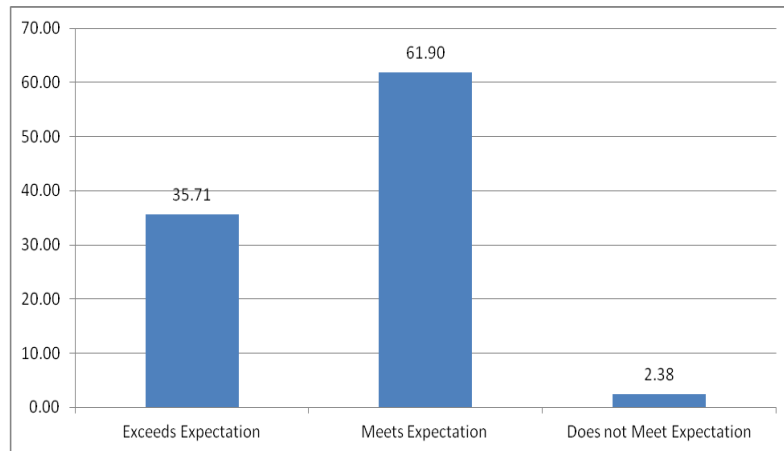
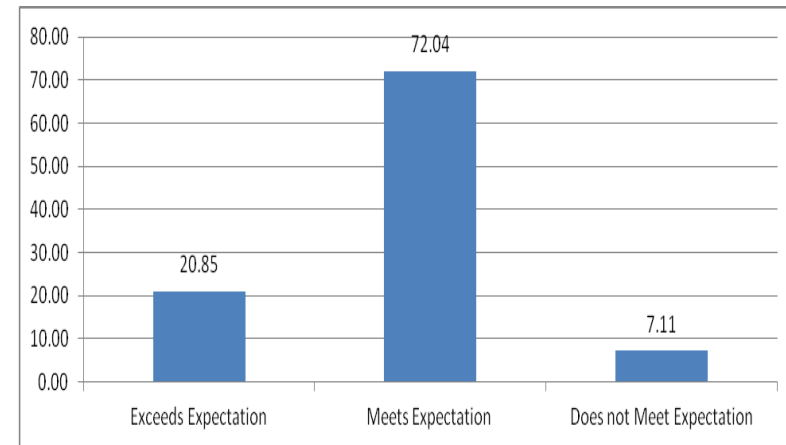


FIGURE 16: BBA IN ACN: SLO 3: SPRING 2016: FORMATIVE



Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
4. Ethical issues in Accounting	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (ACN 403 group term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (ACN 201 examinations and projects)</p>	<p><u>Exit Assessment Test</u> Exceeds Expectation: 1.85% Meets Expectation: 48.15% Does Not Meet Expectation: 48.15%</p> <p><u>Course-Embedded Assessment:</u> Rubric # ACN 4.R.6 (summative), ACN 4.R.1 (formative)</p>	See Figures 17 and 18	<p><u>Target:</u> 80% students should meet or, exceed expectation. Students met the target for both the formative and summative Assessment.</p> <p><u>Trend:</u> The percentage of students not meeting expectation is very negligible in both formative and summative assessments.</p>	<p><u>Actions Taken</u> A new project outline for ACN202 was developed. The project required students to work in teams on a real Bangladeshi company to identify the ethical and auditing issues in accounting in these companies and provide suggestions to improve the current scenario of these companies.</p> <p><u>Improvements to be Made</u> A standardized approach for summative assessment in ACN 403 will be developed in Summer 2016, to ensure consistency in measurement criteria across various sections.</p>

FIGURE 17: BBA IN ACN: SLO 4: SPRING 2016: SUMMATIVE

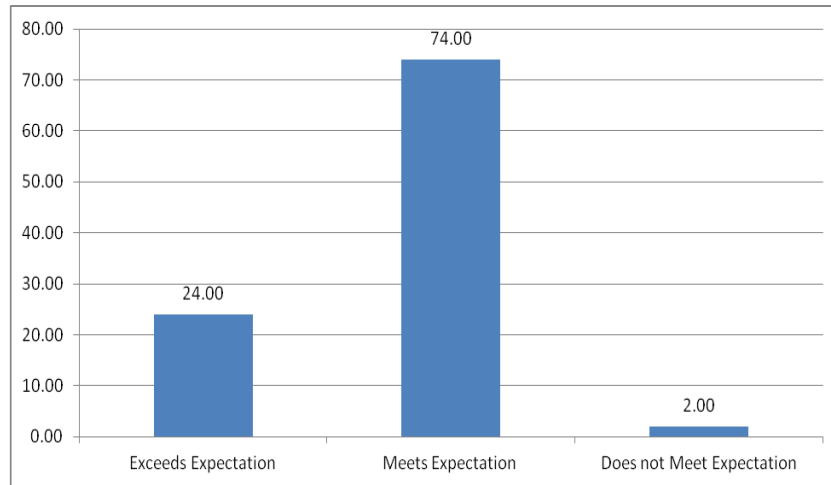
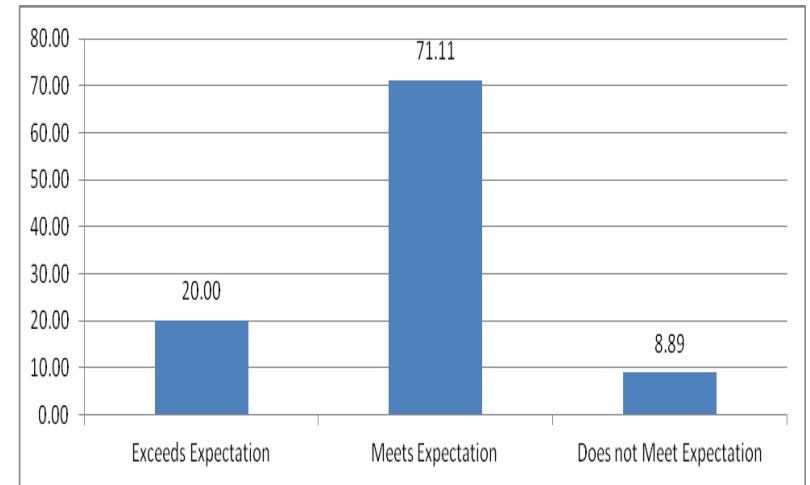


FIGURE 18: BBA IN ACN: SLO 1: SPRING 2016: FORMATIVE



SPRING 2016 STUDENT LEARNING ASSESSMENT REPORT: BBA IN FINANCE

Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
1. Identify and classify financial information; present and interpret financial statements and utilize technology for application purpose.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (FIN 301 group term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (FIN 201 examinations and projects)</p>	<p><u>Exit Assessment Test</u> Exceeds Expectation: 3.08% Meets Expectation: 56.92% Does Not Meet Expectation: 38.46%</p> <p><u>Course-Embedded Assessment:</u> Rubric # FIN 1.R.2 (summative), FIN 1.R.1 (formative)</p>	See Figures 19 and 20	<p><u>Target:</u> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><u>Trend:</u> The percentage of students not meeting expectation is zero in summative assessments and negligible in formative assessments.</p>	<p><u>Actions Taken</u> A standardized project outline for FIN 301 was developed. The project required students to work in teams on financial statements that demonstrated practical application of income statement, balance sheet and cash flows. Interpreting results focusing on advanced understanding and application introduced in FIN 301 for the summative assessment.</p> <p><u>Improvements to be Made</u> A standardized approach for summative assessment in FIN 301 will be developed in Summer 2016, to ensure consistency in measurement criteria across various sections.</p>

FIGURE 19: BBA IN FIN: SLO 1: SPRING 2016: SUMMATIVE

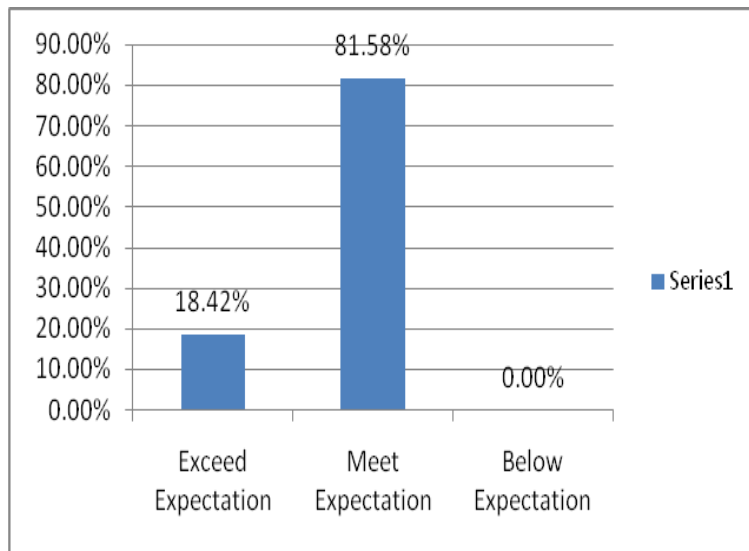
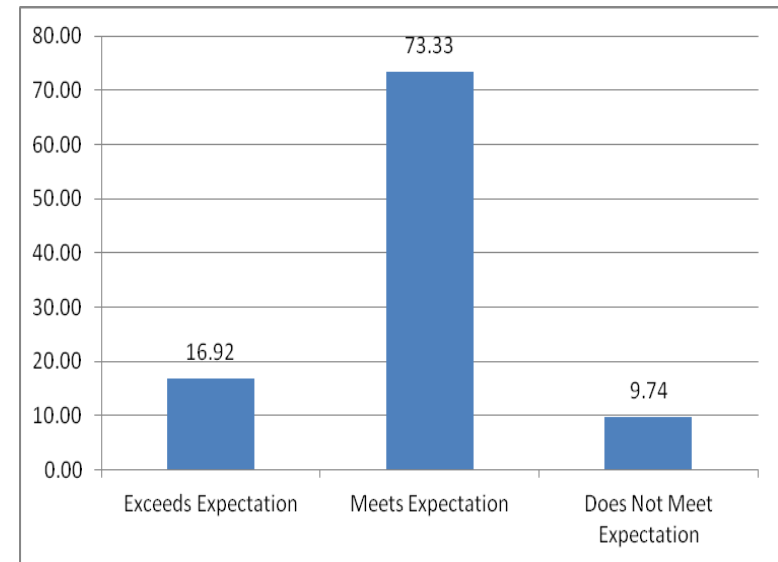


FIGURE 20: BBA IN FIN: SLO 1: SPRING 2016: FORMATIVE



Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
2. Managing financing and investment decision of corporate in order to achieve good governance.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (FIN 302 group term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (FIN 201 examinations and projects)</p>	<p><u>Exit Assessment Test</u> Exceeds Expectation: 3.08% Meets Expectation: 56.92% Does Not Meet Expectation: 38.46%</p> <p><u>Course-Embedded Assessment:</u> Rubric # FIN 2.R.3 (summative), FIN 2.R.1 (formative)</p>	See Figures 21 and 22	<p><u>Target:</u> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><u>Trend:</u> The percentage of students not meeting expectation is zero in summative assessments and negligible in formative assessments.</p>	<p><u>Actions Taken</u> A standardized project outline for FIN302 was developed. The project required students to work in teams on a project that demonstrated practical application of investment and financing decision making.</p> <p><u>Improvements to be Made</u> A standardized approach for summative assessment in FIN 302 will be developed in Summer 2015, to ensure consistency in measurement criteria across various sections.</p>

FIGURE 21: BBA IN FIN: SLO 2: SPRING 2016: SUMMATIVE

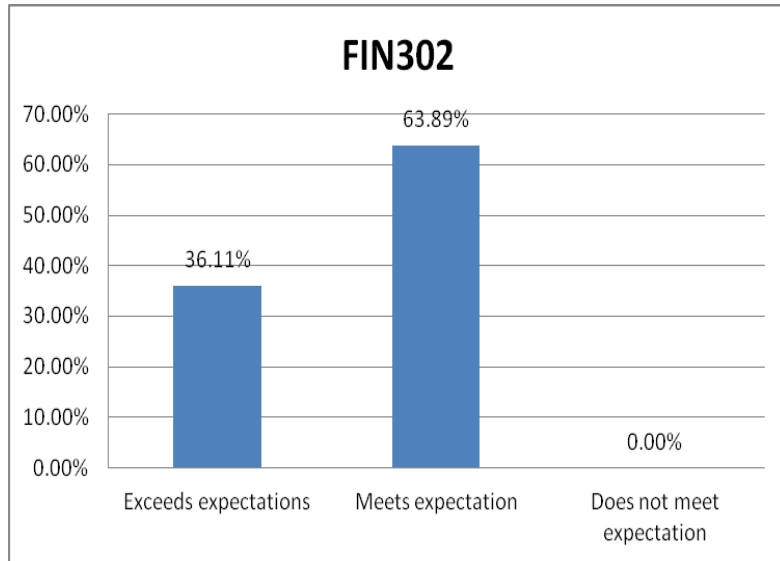
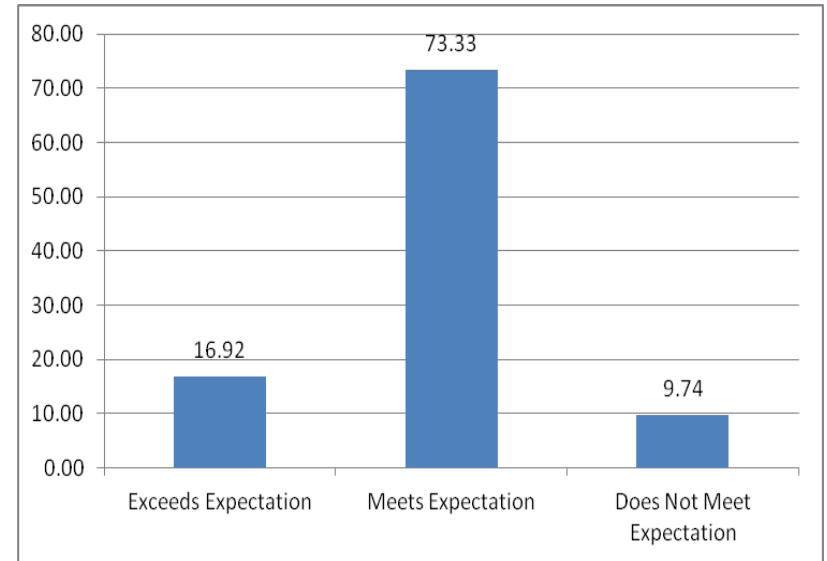


FIGURE 22: BBA IN FIN: SLO 2: SPRING 2016: FORMATIVE



Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
3. Able to apply best investment strategy by analyzing various investment options.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (FIN 460 group term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (FIN 201 examinations and projects)</p>	<p><u>Exit Assessment Test</u> Exceeds Expectation: 3.08% Meets Expectation: 56.92% Does Not Meet Expectation: 38.46%</p> <p><u>Course-Embedded Assessment:</u> Rubric # FIN 3.R.4 (summative), FIN 3.R.1 (formative)</p>	See Figures 23 and 24	<p><u>Target:</u> 80% students should meet or, exceed expectation. Students met the target for both the formative and summative Assessment.</p> <p><u>Trend:</u> The percentage of students not meeting expectation is very negligible in both formative and summative assessments.</p>	<p><u>Actions Taken</u> A new project outline for FIN460 was developed. The project required students to invest in a hypothetical scenario with hypothetical funds and apply various investing strategies through the analysis for various investment options in Bangladeshi Stock market.</p> <p><u>Improvements to be Made</u> A standardized approach for summative assessment in fin 460 will be developed in Summer 2016, to ensure consistency in measurement criteria across various sections.</p>

FIGURE 23: BBA IN FIN: SLO 3: SPRING 2016: SUMMATIVE

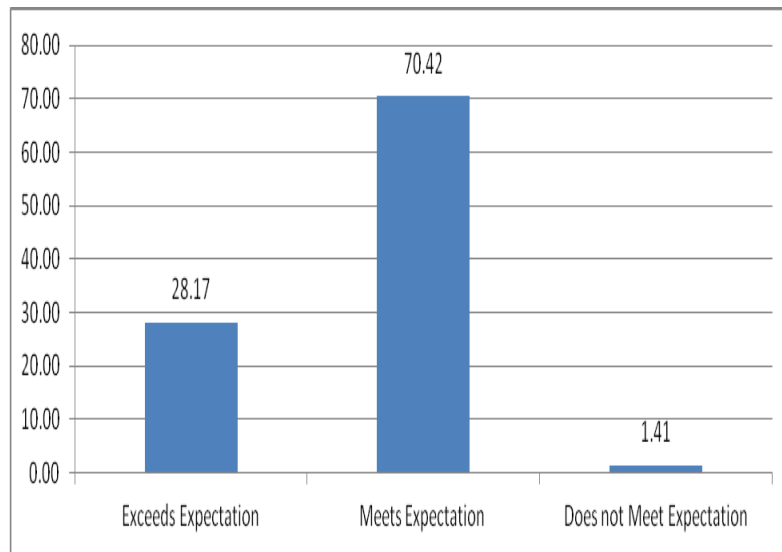
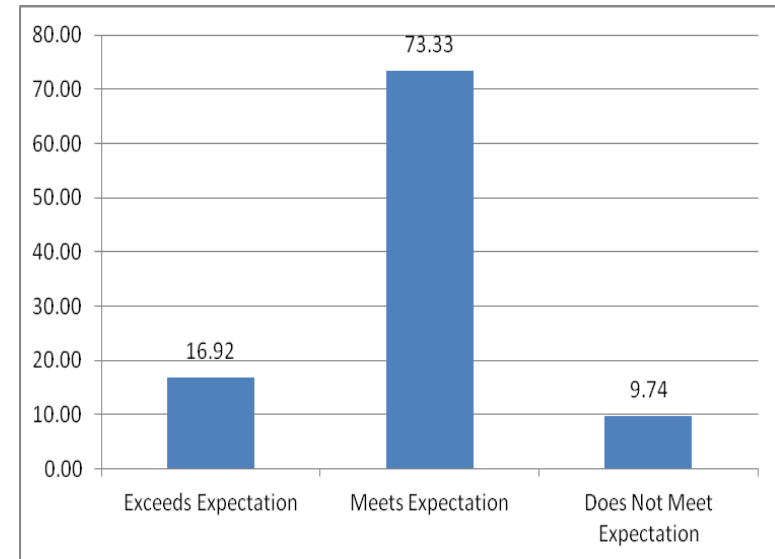


FIGURE 24: BBA IN FIN: SLO 3: SPRING 2016: FORMATIVE



Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
4. Able to manage risk and return in domestic and global market condition.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (FIN 460 group term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (FIN 201 examinations and projects)</p>	<p><u>Exit Assessment Test</u> Exceeds Expectation: 3.08% Meets Expectation: 56.92% Does Not Meet Expectation: 38.46%</p> <p><u>Course-Embedded Assessment:</u> Rubric # FIN 4.R.4 (summative), FIN 4.R.1 (formative)</p>	See Figures 25 and 26	<p><u>Target:</u> 80% students should meet or, exceed expectation. Students met the target for both the formative and summative Assessment.</p> <p><u>Trend:</u> The percentage of students not meeting expectation is very negligible in both formative and summative assessments.</p>	<p><u>Actions Taken</u> A new project outline for FIN460 was developed. The project required students to invest in a hypothetical scenario with hypothetical funds and apply various investing strategies through the analysis for various investment options in Bangladeshi Stock market. This required students to apply risk management techniques to ensure successful return in domestic market. A basic comparison to global markets was included in the assignment.</p> <p><u>Improvements to be Made</u> A more in depth analysis and comparative analysis to global markets will be included in the assignment from Summer 2016.</p>

FIGURE 25: BBA IN FIN: SLO 4: SPRING 2016: SUMMATIVE

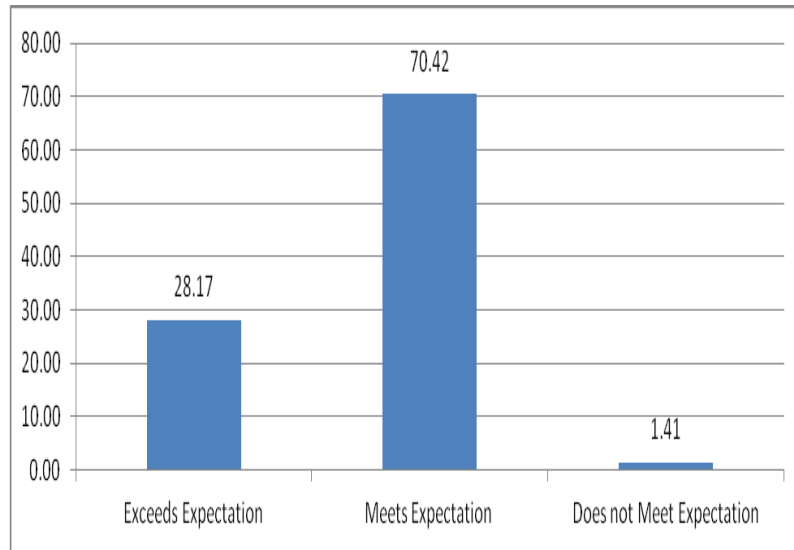
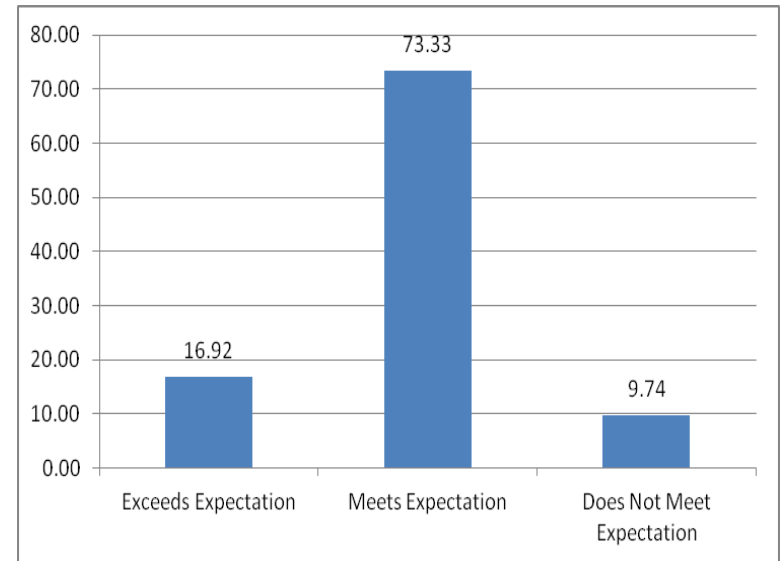


FIGURE 26: BBA IN FIN: SLO 4: SPRING 2016: FORMATIVE

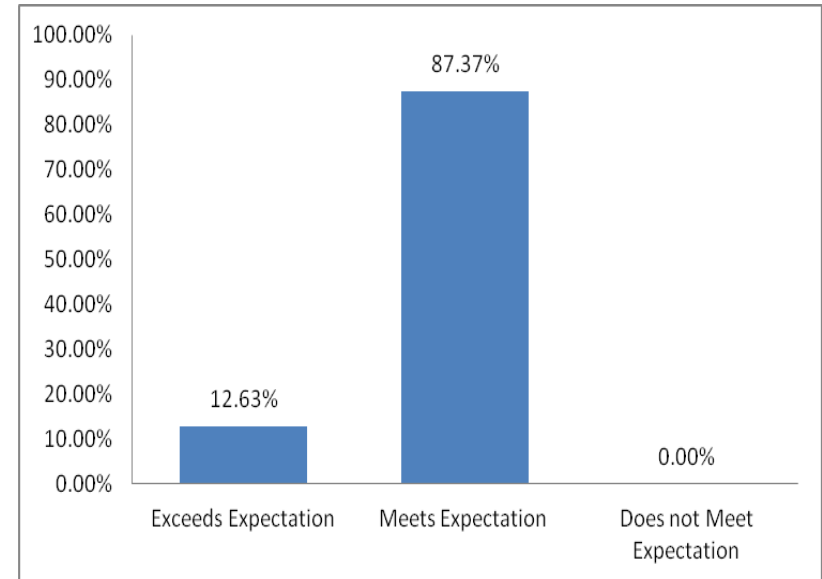


SPRING 2016 STUDENT LEARNING ASSESSMENT REPORT: BBA IN INTERNATIONAL BUSINESS

Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
1. Demonstrate an understanding of global cultural knowledge through understanding the core components of international business and the local and national differences.	<p><u>Summative:</u> Exit Assessment Test</p> <p><u>Formative:</u> Course-Embedded Assessment (INB 301 group projects)</p>	<p><u>Exit Assessment Test</u> Exceeds Expectation: 0.00% Meets Expectation: 75% Does Not Meet Expectation: 25%</p> <p><u>Course-Embedded Assessment:</u> Rubric # INB 3.R.1 (formative),</p>	See Figure 27 and 28	<p><u>Target:</u> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><u>Trend:</u> The percentage of students not meeting expectation is very negligible in formative assessments.</p>	<p><u>Actions Taken</u> A standardized project outline for INB301 was developed. The updated syllabus contained elements that cover the SLO. The project required students to work in teams on a case that demonstrated practical application of international business issues.</p> <p><u>Improvements to be Made</u> A standardized approach for formative assessment in INB 301 will be developed in Summer 2015, to ensure consistency in measurement criteria across various sections.</p>

FIGURE 27: BBA IN INB: SLO 1: SPRING 2016: SUMMATIVE

FIGURE 28: BBA IN INB: SLO 1: SPRING 2016: FORMATIVE



Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
2. Understand the different factors that determine international trade patterns and capital flows and their impact on global business operations.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (INB 302 group term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (INB 301 examinations and projects)</p>	<p><u>Exit Assessment Test</u> Exceeds Expectation: 0.00% Meets Expectation: 75% Does Not Meet Expectation: 25%</p> <p><u>Course-Embedded Assessment:</u> Rubric # INB 3.R.2 (summative), INB 3.R.1 (formative)</p>	See Figures 29 and 30	<p><u>Target:</u> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><u>Trend:</u> The percentage of students not meeting expectation is zero in both formative and summative assessments.</p>	<p><u>Actions Taken</u> A standardized project outline for INB301 was developed. The project required students to work in teams on a case that demonstrated practical application of international business principles. Term paper focusing on gains from trade, classical theories of international trade, and theories of trade pattern and trade competitiveness was introduced in INB302 for the summative assessment.</p>

FIGURE 29: BBA IN INB: SLO 2: SPRING 2016: SUMMATIVE

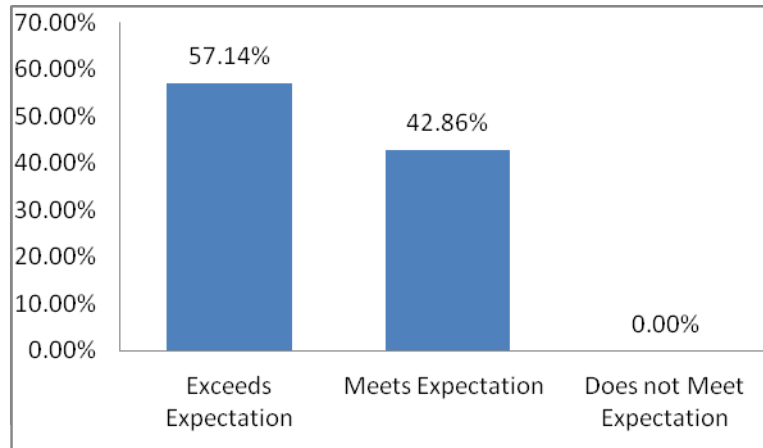
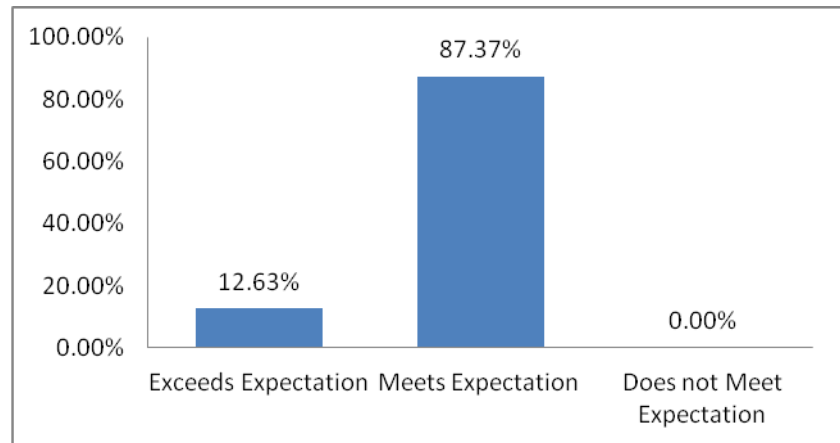


FIGURE 30: BBA IN INB: SLO 2: SPRING 2016: FORMATIVE



Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
3. Identify the international competitiveness of nations and their attractiveness for international business.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (INB 302 group term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (INB 301 examinations and projects)</p>	<p><u>Exit Assessment Test</u> Exceeds Expectation: 0.00% Meets Expectation: 75% Does Not Meet Expectation: 25%</p> <p><u>Course-Embedded Assessment:</u> Rubric # INB 3.R.2 (summative), INB 3.R.1 (formative)</p>	See Figures 31 and 32	<p><u>Target:</u> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><u>Trend:</u> The percentage of students not meeting expectation is zero in both formative and summative assessments.</p>	<p><u>Actions Taken</u> A standardized project outline for INB 302 was developed. The project required students to work in teams on a case that demonstrated practical application of Ricardo's Model of Comparative Advantage and The HO Model, The Product Life Cycle Theory and Porter's Diamond Model.</p>

FIGURE 31: BBA IN INB: SLO 3: SPRING 2016: SUMMATIVE

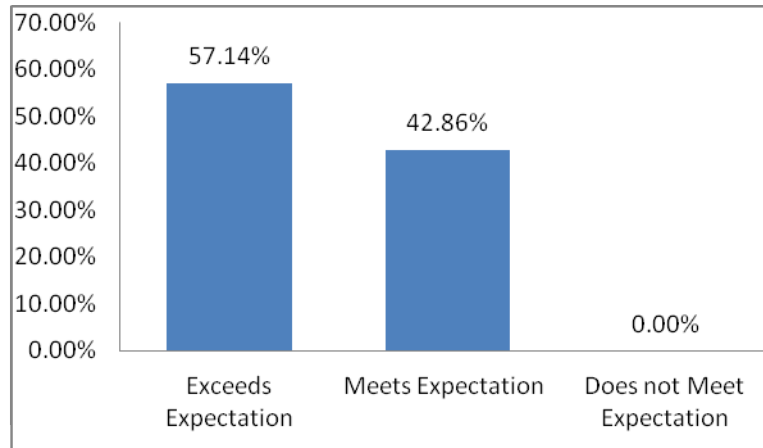
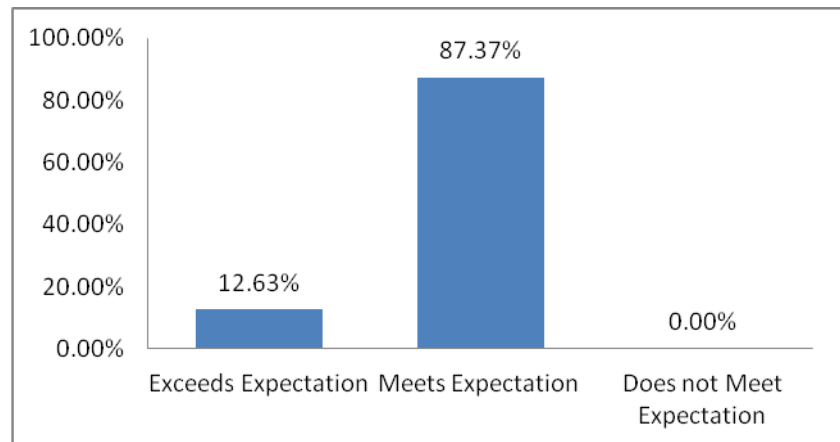
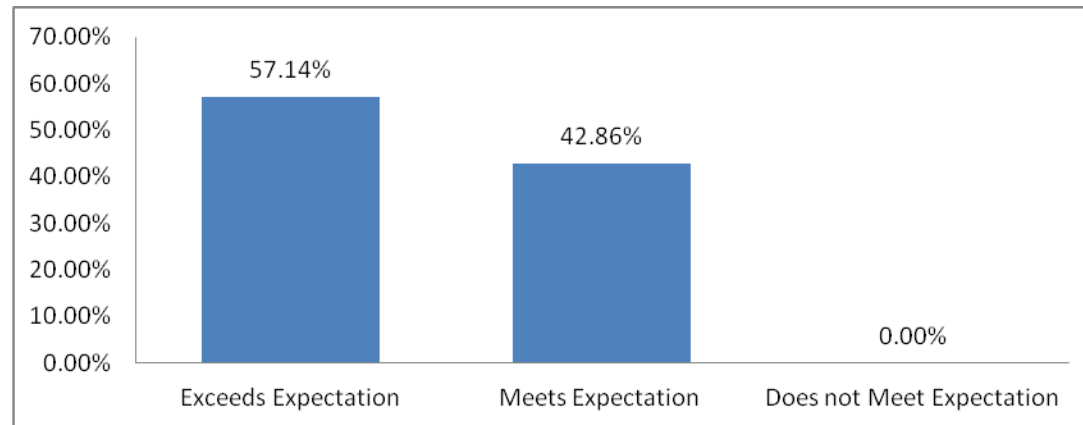


FIGURE 32: BBA IN INB: SLO 3: SPRING 2016: FORMATIVE



Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
4. Demonstrate knowledge on cross-border communications and managerial issues from an International business context.	<u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (INB 303 group term project)	<u>Exit Assessment Test</u> Exceeds Expectation: 0.00% Meets Expectation: 75% Does Not Meet Expectation: 25% <u>Course-Embedded Assessment:</u> Rubric # INB 3.R.3 (summative),	See Figure 33	<u>Target:</u> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment. <u>Trend:</u> The percentage of students not meeting expectation is very negligible in both formative and summative assessments.	<u>Actions Taken</u> A standardized project outline for INB303 was developed. The project required students to work in teams on a case that demonstrated practical application of cross-border cultural differences across a wide array of countries and their implications in international business practices for the summative assessment.

FIGURE 33: BBA IN INB: SLO 4: SPRING 2016: SUMMATIVE



SPRING 2016 STUDENT LEARNING ASSESSMENT REPORT: BBA IN MIS

Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
1. Apply managerial concepts and decision theories to use enterprise information systems.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (MIS 405 group term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (MIS 442 examinations and projects)</p>	<p><u>Exit Assessment Test</u> Exceeds Expectation: 100% Meets Expectation: 0.00% Does Not Meet Expectation: 0.00%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MIS 1.R.2 (summative), MIS 1.R.1 (formative)</p>	See Figures 34 and 35	<p><u>Target:</u> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><u>Trend:</u> The percentage of students not meeting expectation is very negligible in both formative and summative assessments.</p>	<p><u>Actions Taken</u> A standardized project outline for MIS 442 was developed. The project required students to work in teams on a case that demonstrated practical application of Information Systems in Business.</p>

FIGURE 34: BBA IN MIS: SLO 1: SPRING 2016: SUMMATIVE

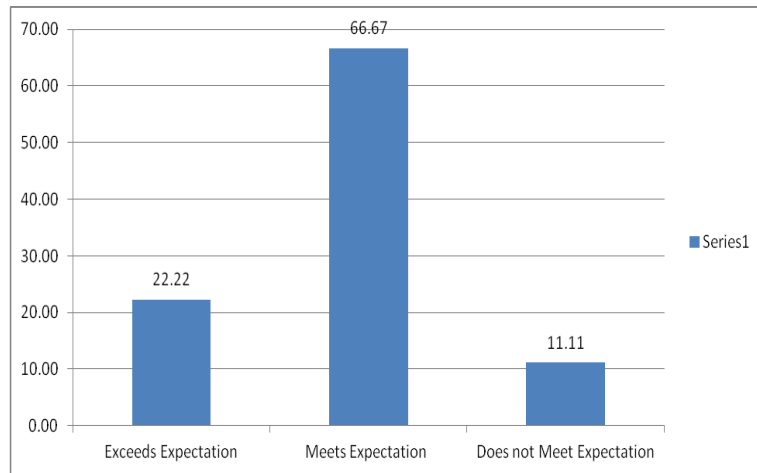
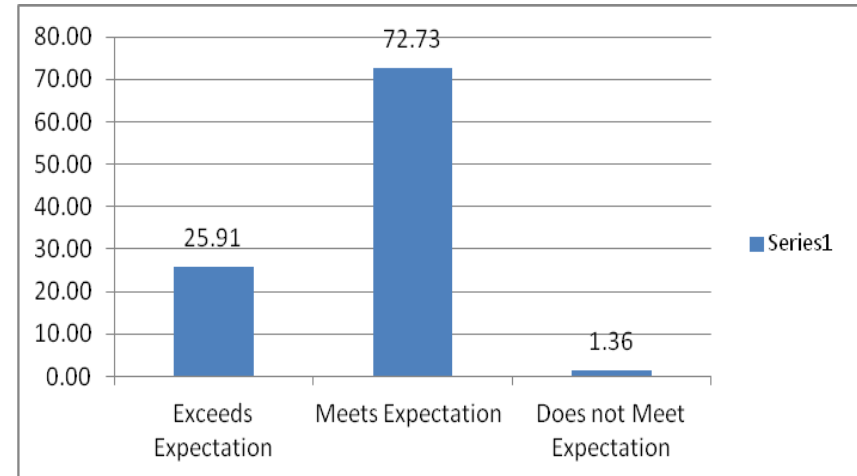


FIGURE 35: BBA IN MIS: SLO 1: SPRING 2016: FORMATIVE



Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
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 (MIS 405 group term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (MIS 442 examinations and projects)</p>	<p><u>Exit Assessment Test</u> Exceeds Expectation: 100% Meets Expectation: 0.00% Does Not Meet Expectation: 0.00%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MIS 2.R.2 (summative), MIS 2.R.1 (formative)</p>	See Figures 36 and 37	<p><u>Target:</u> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><u>Trend:</u> The percentage of students not meeting expectation is very negligible in both formative and summative assessments.</p>	<p><u>Actions Taken</u> Case study and projects are focusing on system analysis and application introduced in MIS 405 for the summative assessment.</p>

FIGURE 36: BBA IN MIS: SLO 2: SPRING 2016:SUMMATIVE

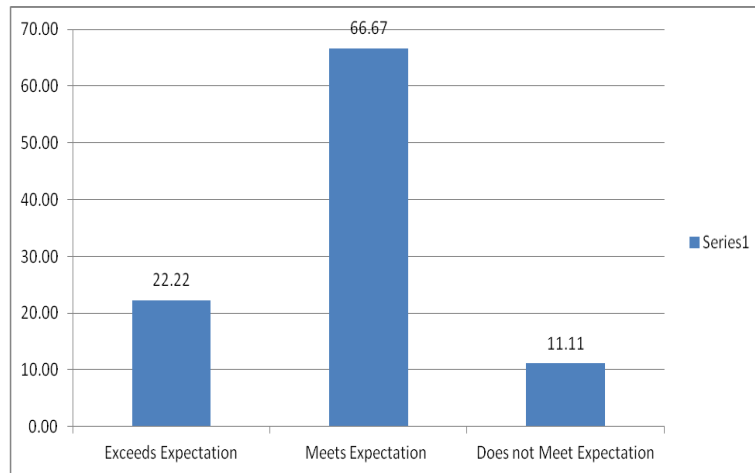
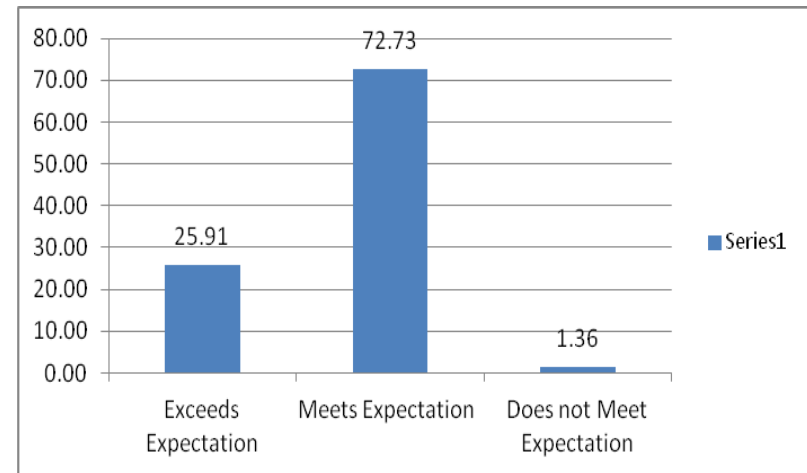
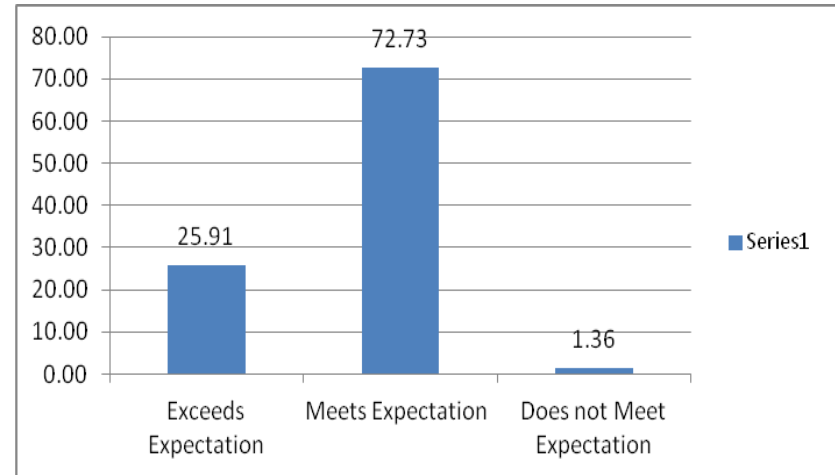
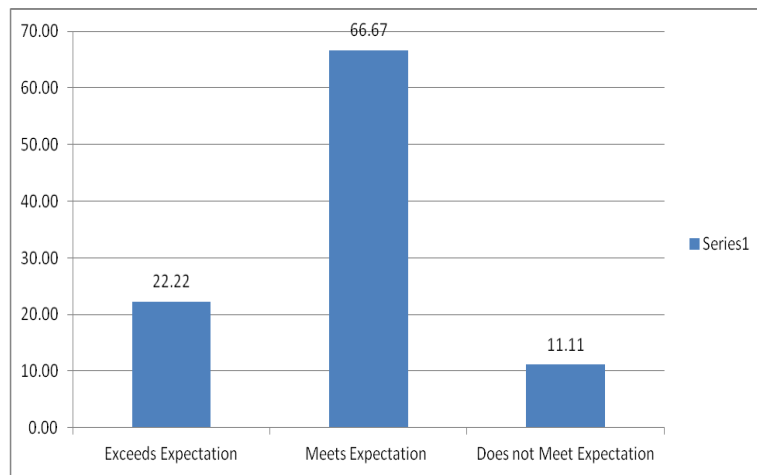


FIGURE 37: BBA IN MIS: SLO 2: SPRING 2016: FORMATIVE



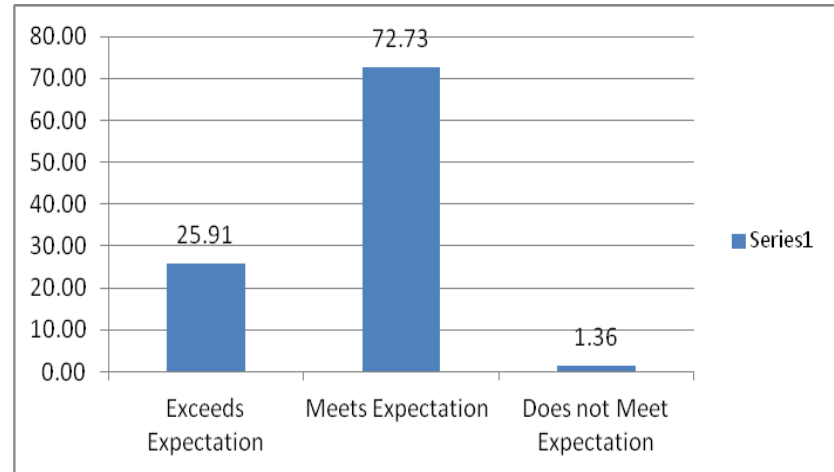
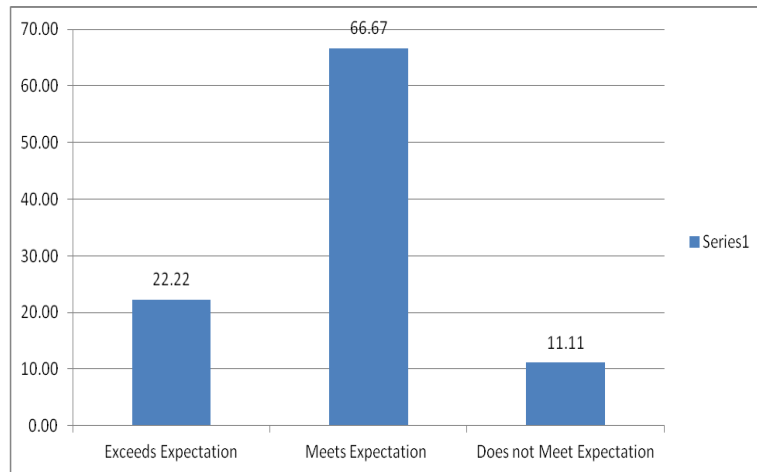
Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
3. Exhibit the knowledge on web based information systems in business context.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (MIS 405 group term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (MIS 442 examinations and projects)</p>	<p><u>Exit Assessment Test</u> Exceeds Expectation: 100% Meets Expectation: 0.00% Does Not Meet Expectation: 0.00%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MIS 3.R.2 (summative), MIS 3.R.1 (formative)</p>	See Figures 38 and 39	<p><u>Target:</u> 80% students should meet or, exceed expectation. Students met the target for both the formative and summative Assessment.</p> <p><u>Trend:</u> The percentage of students not meeting expectation is very negligible in both formative and summative assessments.</p>	<p><u>Improvements to be Made</u> A standardized approach for summative assessment in MIS 405 will be developed in Summer 2016, to ensure consistency in measurement criteria across various sections.</p>

FIGURE 38: BBA IN MIS: SLO 3: SPRING 2016: SUMMATIVE **FIGURE 39: BBA IN MIS: SLO 3: SPRING 2016: FORMATIVE**



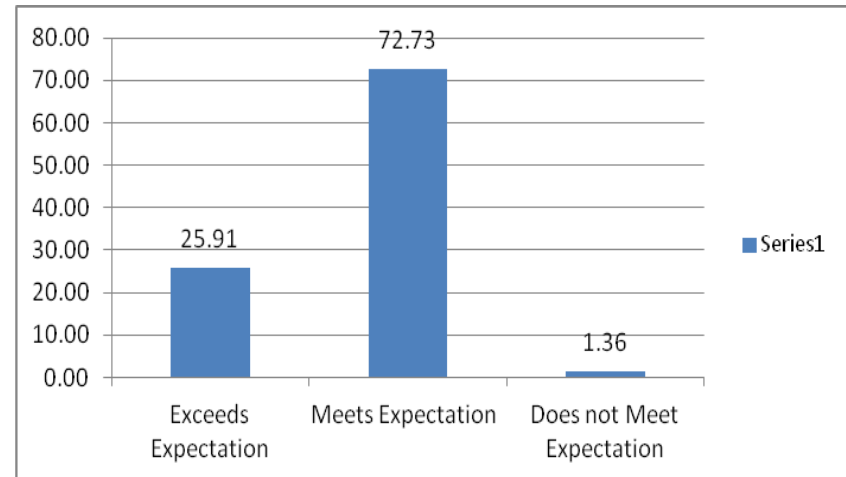
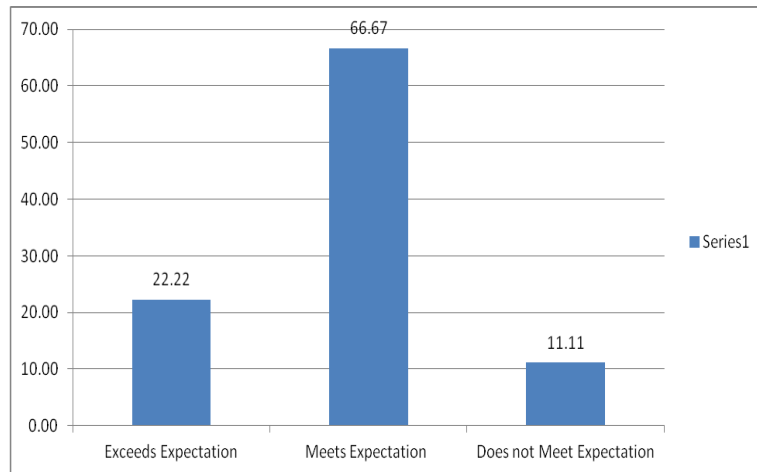
Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
4. Develop and implement information systems with the help of latest business tools.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (MIS 405 group term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (MIS 442 examinations and projects)</p>	<p><u>Exit Assessment Test</u> Exceeds Expectation: 100% Meets Expectation: 0.00% Does Not Meet Expectation: 0.00%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MIS 4.R.2 (summative), MIS 4.R.1 (formative)</p>	See Figures 40 and 41	<p><u>Target:</u> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><u>Trend:</u> The percentage of students not meeting expectation is very negligible in both formative and summative assessments.</p>	<p><u>Improvements to be Made</u> Project in Summer 2016 will include real life applications of information systems and provide opportunity for students to implement the system with the help of business tools.</p>

FIGURE 40: BBA IN MIS: SLO 4: SPRING 2016: SUMMATIVE **FIGURE 41: BBA IN MIS: SLO 4: SPRING 2016: FORMATIVE**



Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
5. Illustrate the familiarity about computer networks and security concepts.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (MIS 405 group term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (MIS 442 examinations and projects)</p>	<p><u>Exit Assessment Test</u> Exceeds Expectation: 100% Meets Expectation: 0.00% Does Not Meet Expectation: 0.00%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MIS 5.R.2 (summative), MIS 5.R.1 (formative)</p>	See Figures 42 and 43	<p><u>Target:</u> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><u>Trend:</u> The percentage of students not meeting expectation is very negligible in both formative and summative assessments.</p>	<p><u>Actions Taken</u> A standardized project outline for MIS 442 was developed. The project required students to work in teams on a case that demonstrated practical application of Information Systems in Business. Case study and projects are focusing on system analysis and application introduced in MIS 405 for the summative assessment.</p>

FIGURE 42: BBA IN MIS: SLO 5: SPRING 2016: SUMMATIVE **FIGURE 43: BBA IN MIS: SLO 5: SPRING 2016: FORMATIVE**



SPRING 2016 STUDENT LEARNING ASSESSMENT REPORT: BBA IN MARKETING

Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
1. Understanding in-depth marketing management process and its implementation locally and globally for products and services.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (MKT 302 group term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (MKT 201 examinations and projects)</p>	<p><u>Exit Assessment Test</u> Exceeds Expectation: 3.64% Meets Expectation: 58.18% Does Not Meet Expectation: 34.55%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MKT 1.R.2 (summative), MKT 1.R.1 (formative)</p>	See Figures 44 and 45	<p><u>Target:</u> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><u>Trend:</u> The percentage of students not meeting expectation is very negligible in both formative and summative assessments.</p>	<p><u>Actions Taken</u> A uniform project outline for MKT 302 was developed. The project required students to work in groups on an assignment that demonstrated practical application of basic marketing management theories for the summative assessment.</p>

FIGURE 44: BBA IN MKT: SLO 1: SPRING 2016: SUMMATIVE

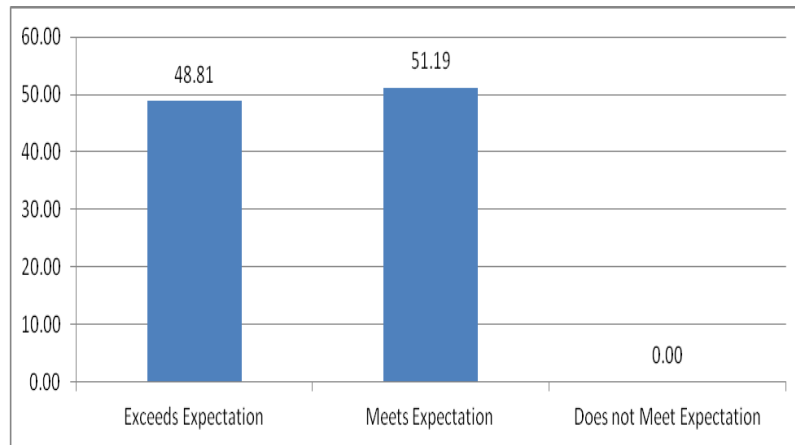
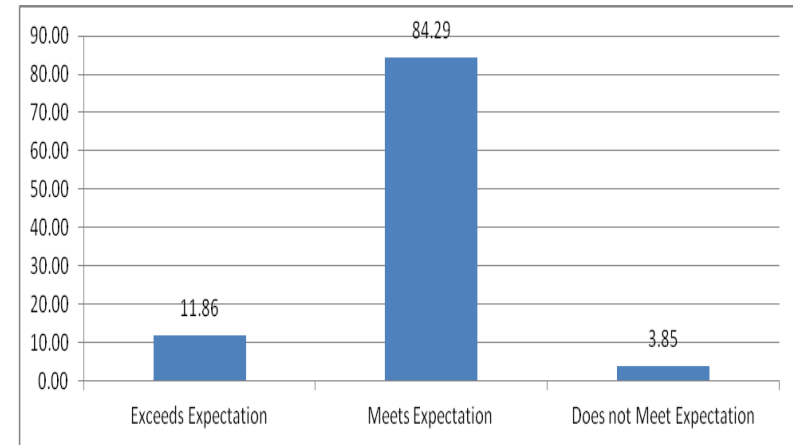


FIGURE 45: BBA IN MKT: SLO 1: SPRING 2016: FORMATIVE



Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
2. Understand the concepts of Marketing Communications, ethical consideration and branding.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (MKT 302 group term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (MKT 201 examinations and projects)</p>	<p><u>Exit Assessment Test</u> Exceeds Expectation: 3.64% Meets Expectation: 58.18% Does Not Meet Expectation: 34.55%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MKT 2.R.2 (summative), MKT 2.R.1 (formative)</p>	See Figures 46 and 47	<p><u>Target:</u> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><u>Trend:</u> The percentage of students not meeting expectation is very negligible in both formative and summative assessments.</p>	<p><u>Improvements to be Made</u> A standardized approach for summative assessment in MKT 302 will be developed in Summer 2016, to ensure consistency in measurement criteria across various sections.</p>

FIGURE 46: BBA IN MKT: SLO 1: SPRING 2016: SUMMATIVE

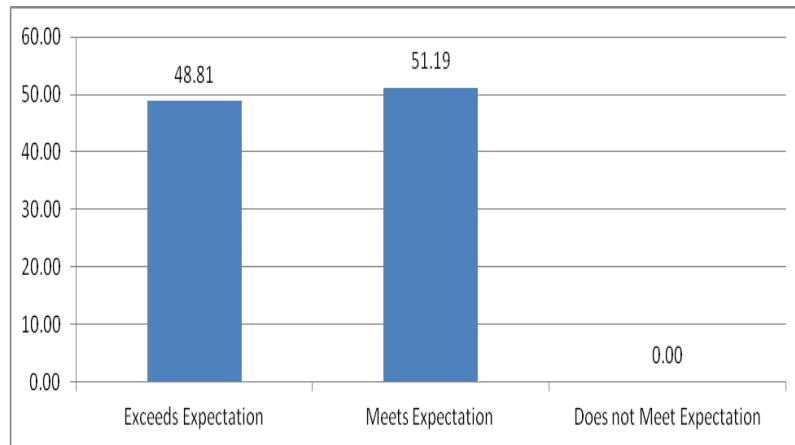
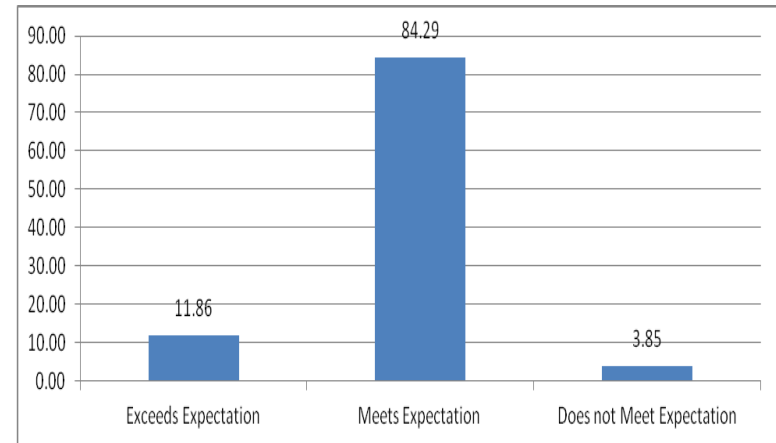


FIGURE 47: BBA IN MKT: SLO 1: SPRING 2016: FORMATIVE



Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
3. Analyzing consumer behavior focusing on psychological aspects.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (MKT 481 group term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (MKT 201 examinations and projects)</p>	<p><u>Exit Assessment Test</u> Exceeds Expectation: 3.64% Meets Expectation: 58.18% Does Not Meet Expectation: 34.55%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MKT 3.R.3 (summative), MKT 3.R.1 (formative)</p>	See Figures 48 and 49	<p><u>Target:</u> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><u>Trend:</u> The percentage of students not meeting expectation is very negligible in both formative and summative assessments.</p>	<p><u>Actions Taken</u> A uniform project outline for MKT 481 was developed. The project required students to work in groups on an assignment that demonstrated practical application of basic consumer behavior theories for the summative assessment.</p>

FIGURE 48: BBA IN MKT: SLO 3: SPRING 2016: SUMMATIVE

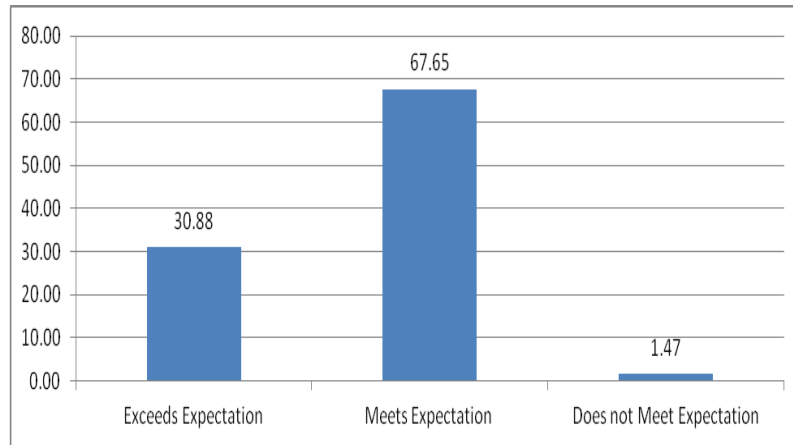
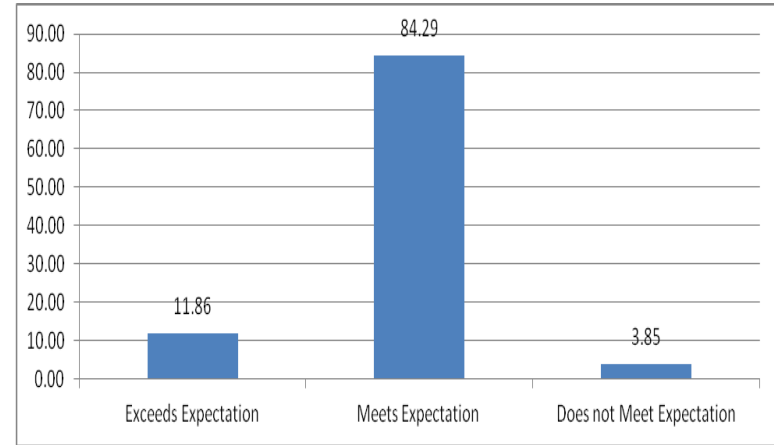


FIGURE 49: BBA IN MKT: SLO 3: SPRING 2016: FORMATIVE



Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
4. Understanding consumer behavior theories and its implications on strategy formulation.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (MKT 481 group term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (MKT 201 examinations and projects)</p>	<p><u>Exit Assessment Test</u> Exceeds Expectation: 3.64% Meets Expectation: 58.18% Does Not Meet Expectation: 34.55%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MKT 4.R.3 (summative), MKT 4.R.1 (formative)</p>	See Figures 50 and 51	<p><u>Target:</u> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><u>Trend:</u> The percentage of students not meeting expectation is very negligible in both formative and summative assessments.</p>	<p><u>Improvements to be Made</u> A standardized approach for summative assessment in MKT 481 will be developed in Summer 2016, to ensure consistency in measurement criteria across various sections.</p>

FIGURE 50: BBA IN MKT: SLO 1: SPRING 2016: SUMMATIVE

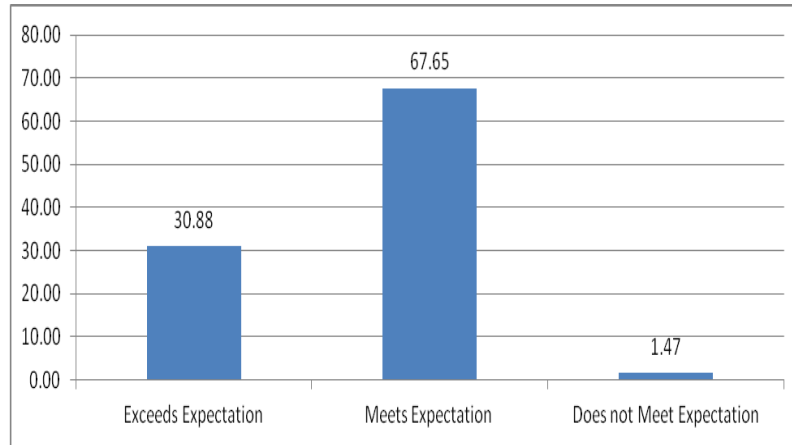
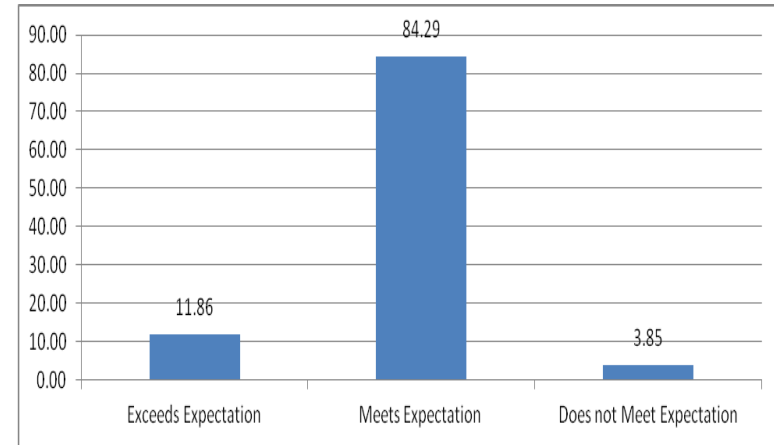


FIGURE 51: BBA IN MKT: SLO 1: SPRING 2016: FORMATIVE



SPRING 2016 STUDENT LEARNING ASSESSMENT REPORT: BBA IN MANAGEMENT

Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
1. Understand the role of entrepreneurship in business, its benefits and drawbacks.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (MGT 405 group term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (MGT 201 examinations and projects)</p>	<p><u>Exit Assessment Test</u> Exceeds Expectation: 0.00% Meets Expectation: 100% Does Not Meet Expectation: 0.00%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MGT 1.R.2 (summative), MGT 1.R.1 (formative)</p>	See Figures 52 and 53	<p><u>Target:</u> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><u>Trend:</u> The percentage of students not meeting expectation is zero in summative assessments and negligible in formative assessments.</p>	<p><u>Actions Taken</u> A standardized project outline for MGT 401 was developed. The project required students to work on a project and case study focusing on creation and startup of a new small business.</p> <p><u>Improvements to be Made</u> A new assessment will be developed for students in Summer 2016 which will focus on the development and creation of a small business with in-depth focus on knowledge about marketing plan of a business and overall idea about advertisement and pricing, cash management and financial plan for a small business.</p>

FIGURE 52: BBA IN MGT: SLO 1: SPRING 2016: SUMMATIVE

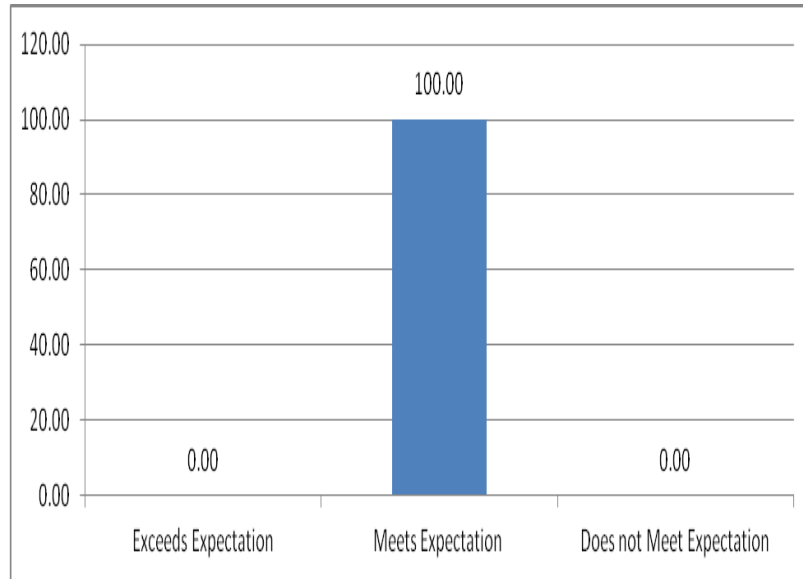
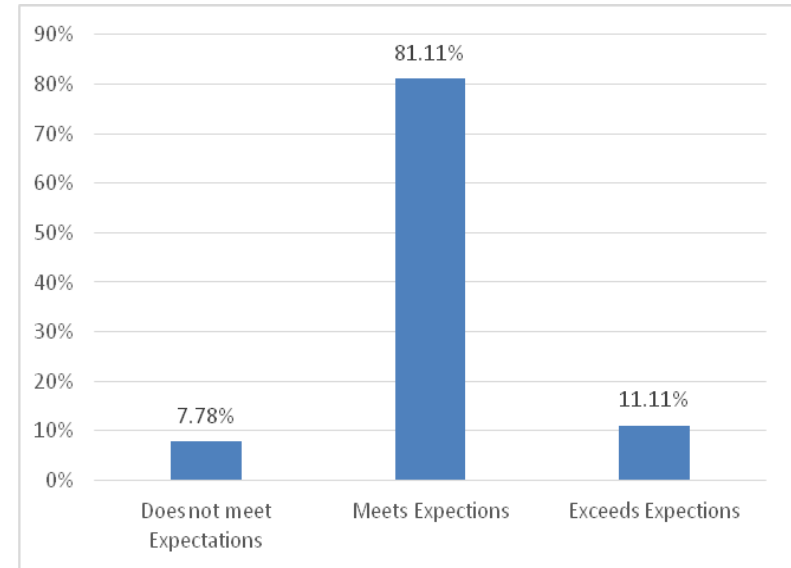


FIGURE53: BBA IN MGT: SLO 1: SPRING 2016: FORMATIVE



Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
2. Understanding the overall idea about the organization and work environment and enlightening with organizational theories related to motivation, communication, leadership and teams.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (MGT 301 group term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (MGT 201 examinations and projects)</p>	<p><u>Exit Assessment Test</u> Exceeds Expectation: 0.00% Meets Expectation: 100% Does Not Meet Expectation: 0.00%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MGT 1.R.3 (summative), MGT 1.R.1 (formative)</p>	See Figures 54 and 55	<p><u>Target:</u> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><u>Trend:</u> The percentage of students not meeting expectation is noticeable in both summative assessments formative assessments.</p>	<p><u>Actions Taken</u> A standardized project outline for MGT301 was developed. The project required students to work on a case focusing on leadership and organizational work environment.</p> <p><u>Improvements to be Made</u> A new assessment will be developed in Summer 2016 focusing on all key areas of management theories thus making the assignment more comprehensive of all topics of organizational behavior in relation a real Bangladeshi company.</p>

FIGURE 54: BBA IN MGT: SLO 2: SPRING 2016: SUMMATIVE

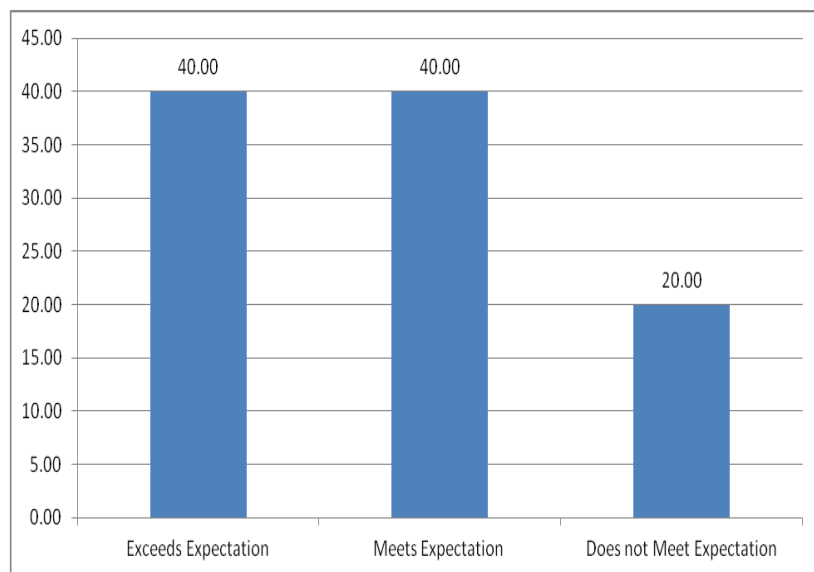
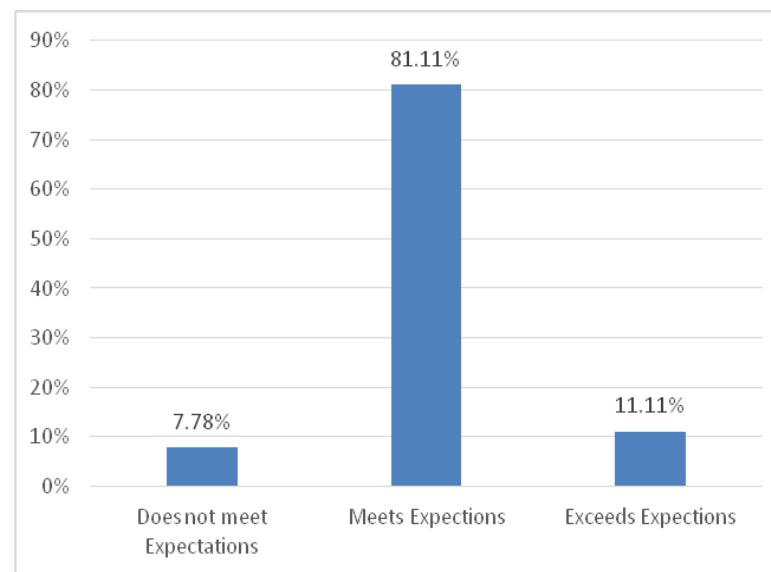


FIGURE 55: BBA IN MGT: SLO 2: SPRING 2016: FORMATIVE



Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
3. Demonstrate in-depth knowledge about fundamental theory, techniques and mathematical calculations of operational management with particular focus on layout planning, forecasting, Inventory Management, Material Requirement Planning, Capacity Management, Lean Production, Scheduling, Staffing and control in order to optimize operating systems in Industrial and Management setting.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (MGT 330 group term project and examinations)</p> <p><u>Formative:</u> Course-Embedded Assessment (MGT 201 examinations and projects)</p>	<p><u>Exit Assessment Test</u> Exceeds Expectation: 0.00% Meets Expectation: 100% Does Not Meet Expectation:0.00%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MGT 1.R.4 (summative), MGT 1.R.1 (formative)</p>	See Figures 56 and 57	<p><u>Target:</u> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><u>Trend:</u> The percentage of students not meeting expectation is very negligible in both formative and summative assessments.</p>	<p><u>Actions Taken</u> A new project on MGT 330 was developed where students required to work on Lean Awareness in the readymade garments industry of Bangladesh</p> <p><u>Improvements to be Made</u> A new more standardized assignment will be developed in Summer 2016 on Productivity Improvement after implementation of Lean Manufacturing Techniques. A continuation from the current semester's project.</p>

FIGURE 56: BBA IN MGT: SLO 3: SPRING 2016: SUMMATIVE

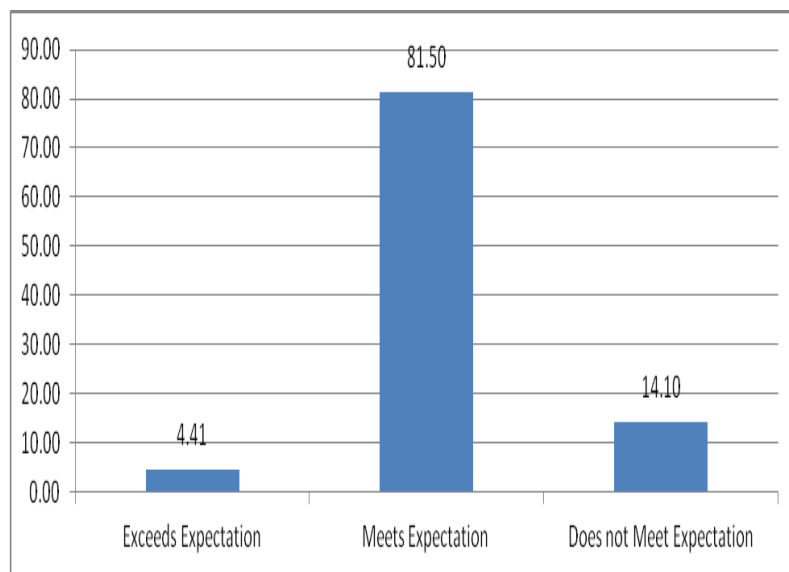
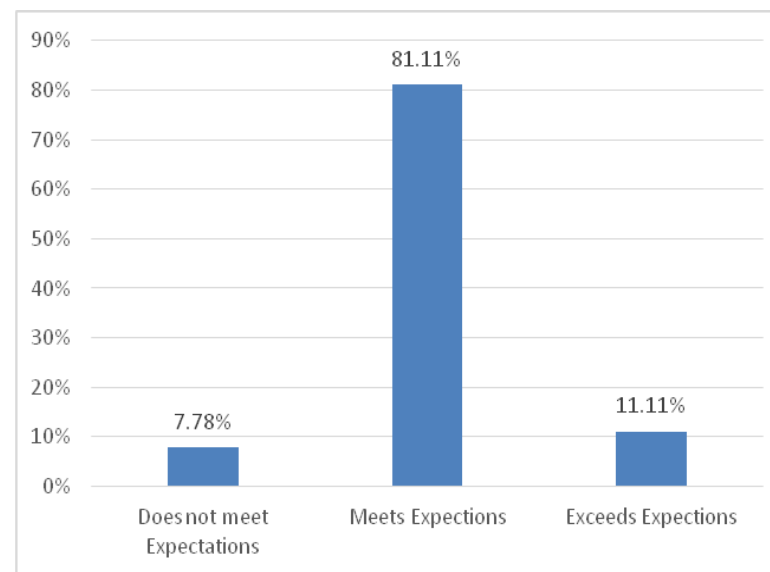


FIGURE 57: BBA IN MGT: SLO 3: SPRING 2016: FORMATIVE



SPRING 2016 STUDENT LEARNING ASSESSMENT REPORT: BBA IN HRM

Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
1. Be able to describe, discuss and debate on the key terms, and theories/concepts within the field of human resource management.	<p><u>Summative:</u> Exit Assessment Test and Course Embedded Assessment (HRM 390 group term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (HRM 301 examinations and projects)</p>	<p><u>Exit Assessment Test</u> Exceeds Expectation: 0.00% Meets Expectation: 57.14% Does Not Meet Expectation: 40%</p> <p><u>Course-Embedded Assessment:</u> Rubric # HRM 1.R.2 (summative), HRM 1.R.1 (formative)</p>	See Figures 58 and 59	<p><u>Target:</u> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><u>Trend:</u> The percentage of students not meeting expectation is negligible in both formative and summative assessments.</p>	<p><u>Actions Taken</u> A standardized course outline for HRM 390 was developed to ensure that the course encompasses all the relevant theories and contemporary issues in Strategic HRM.</p> <p><u>Improvements to be Made</u> A standardized approach for summative assessment in HRM 390 will be developed in Summer 2016, to ensure consistency in measurement criteria across various sections.</p>

FIGURE 58: BBA IN HRM: SLO 1: SPRING 2016: SUMMATIVE

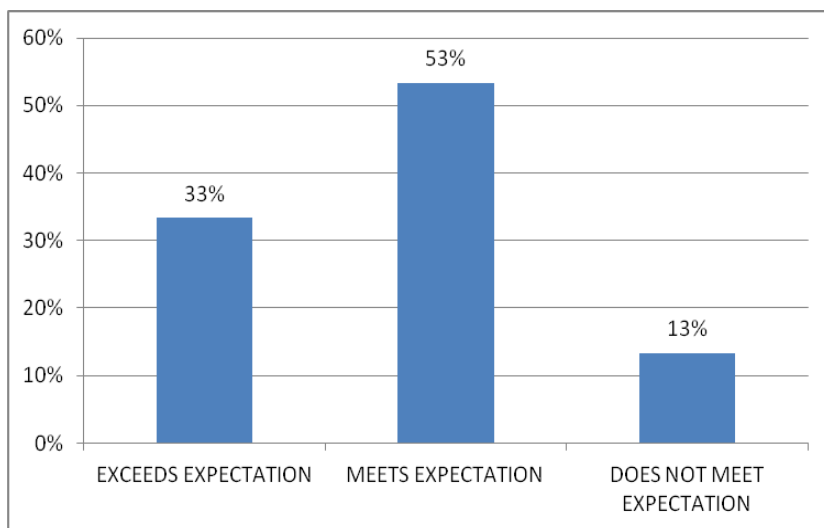
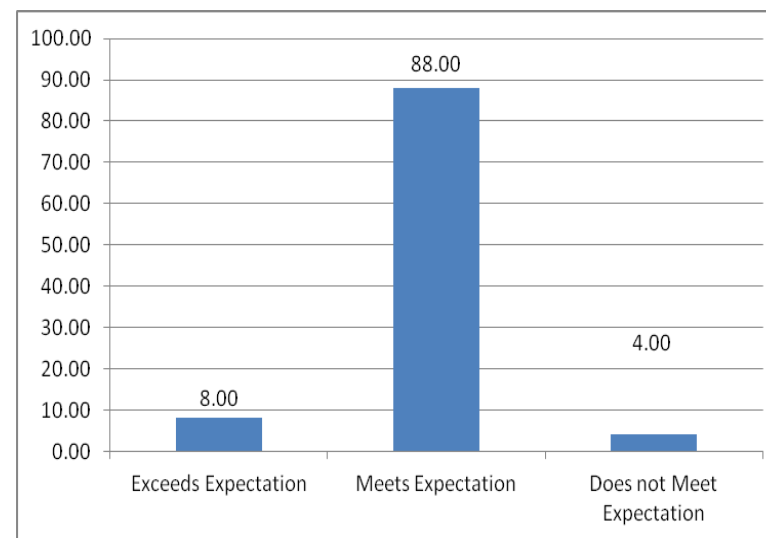


FIGURE 59: BBA IN HRM: SLO 1: SPRING 2016: FORMATIVE



Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
2. Identify and analyze problems in the field of HRM and be able to devise apposite solutions.	<p><u>Summative:</u> Exit Assessment Test and Course Embedded Assessment (HRM 390 group term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (HRM 301 examinations and projects)</p>	<p><u>Exit Assessment Test</u> Exceeds Expectation: 0.00% Meets Expectation: 57.14% Does Not Meet Expectation: 40%</p> <p><u>Course-Embedded Assessment:</u> Rubric # HRM 2.R.2 (summative), HRM 2.R.1 (formative)</p>	See Figures 60 and 61	<p><u>Target:</u> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><u>Trend:</u> The percentage of students not meeting expectation is negligible in both formative and summative assessments.</p>	<p><u>Actions Taken</u> To make students familiar how HR managers outline alternative approaches to specific policy areas, HR practitioners were brought in to share their experience.</p> <p><u>Improvements to be Made</u> Students were able to contribute better during the case discussion sessions than before.</p>

FIGURE 60: BBA IN HRM: SLO 2: SPRING 2016: SUMMATIVE

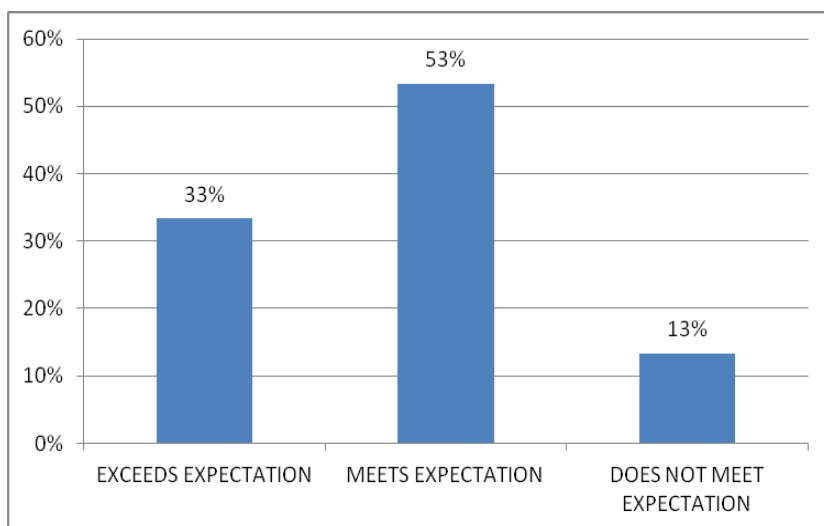
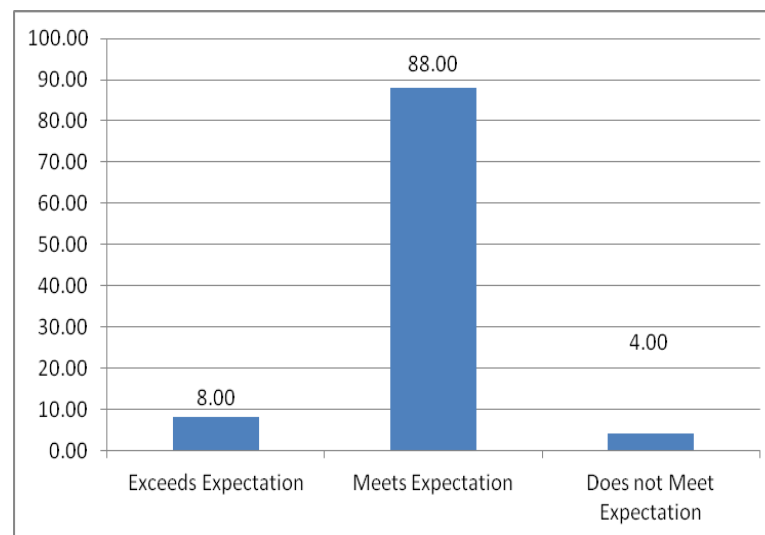


FIGURE 61: BBA IN HRM: SLO 2: SPRING 2016: FORMATIVE



Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
3. be able to outline alternative approaches to specific policy areas, such as involvement initiatives or approaches to resourcing.	<p><u>Summative:</u> Exit Assessment Test and Course Embedded Assessment (HRM 390 group term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (HRM 301 examinations and projects)</p>	<p><u>Exit Assessment Test</u> Exceeds Expectation: 0.00% Meets Expectation: 57.14% Does Not Meet Expectation: 40%</p> <p><u>Course-Embedded Assessment:</u> Rubric # HRM 3.R.2 (summative), HRM 3.R.1 (formative)</p>	See Figures 62 and 63	<p><u>Target:</u> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><u>Trend:</u> The percentage of students not meeting expectation is negligible in both formative and summative assessments.</p>	<p><u>Actions Taken</u> To make students familiar how HR managers outline alternative approaches to specific policy areas, HR practitioners were brought in to share their experience.</p> <p><u>Improvements to be Made</u> Students were able to contribute better during the case discussion sessions than before.</p>

FIGURE 62: BBA IN HRM: SLO 3: SPRING 2016: SUMMATIVE

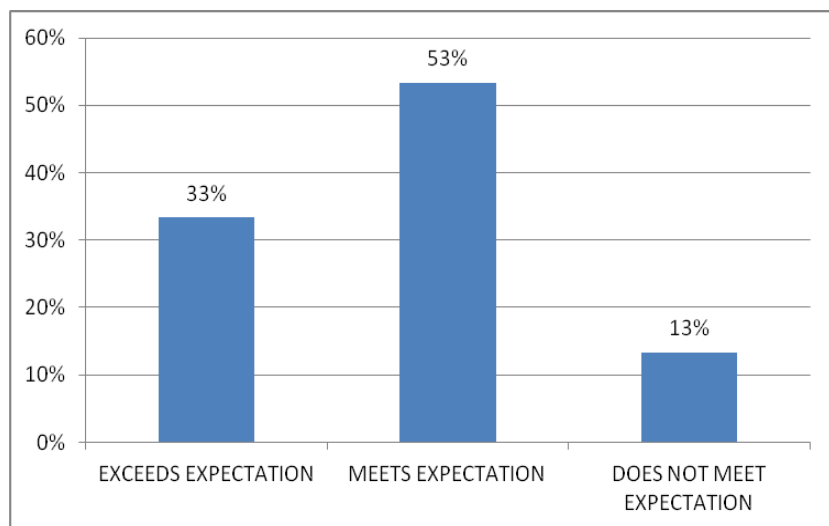
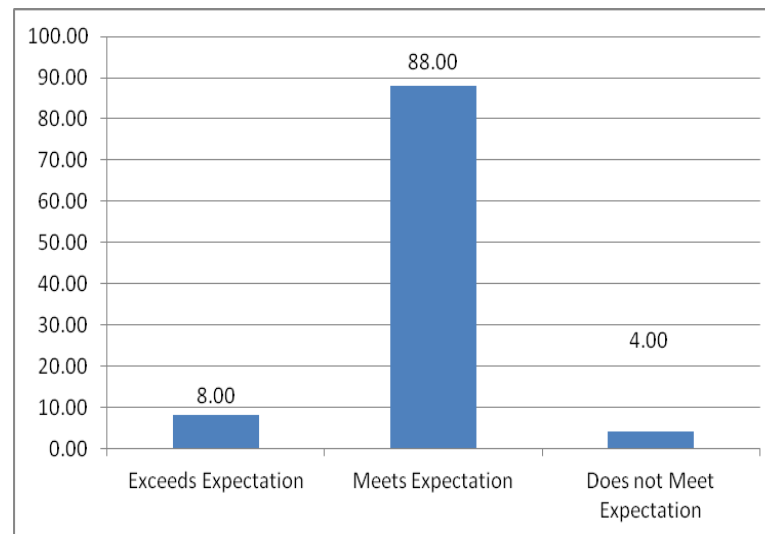


FIGURE 63: BBA IN HRM: SLO 3: SPRING 2016: FORMATIVE



Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
4. Demonstrate that they can critically evaluate the strengths and weaknesses of particular human resource approaches in specific contexts.	<p><u>Summative:</u> Exit Assessment Test and Course Embedded Assessment (HRM 390 group term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (HRM 301 examinations and projects)</p>	<p><u>Exit Assessment Test</u> Exceeds Expectation: 0.00% Meets Expectation: 57.14% Does Not Meet Expectation: 40%</p> <p><u>Course-Embedded Assessment:</u> Rubric # HRM 4.R.2 (summative), HRM 4.R.1 (formative)</p>	See Figures 64 and 65	<p><u>Target:</u> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><u>Trend:</u> The percentage of students not meeting expectation is negligible in both formative and summative assessments.</p>	<p><u>Actions Taken</u> Students were asked to analyse several business cases during the semester, both as a part of class discussion and project to enhance their potency in appreciating any particular Human Resource approach in specific contexts.</p> <p><u>Improvements to be Made</u> Students have performed better in project relative to their midterm exams.</p>

FIGURE 64: BBA IN HRM: SLO 4: SPRING 2016: SUMMATIVE

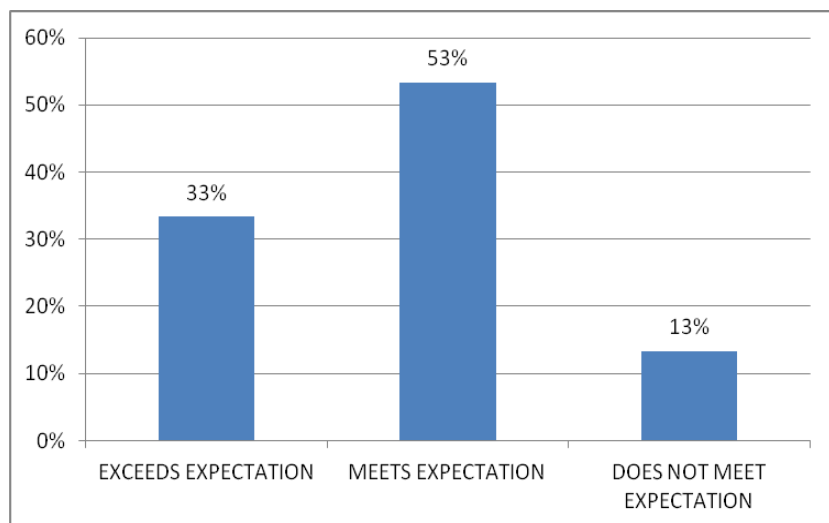
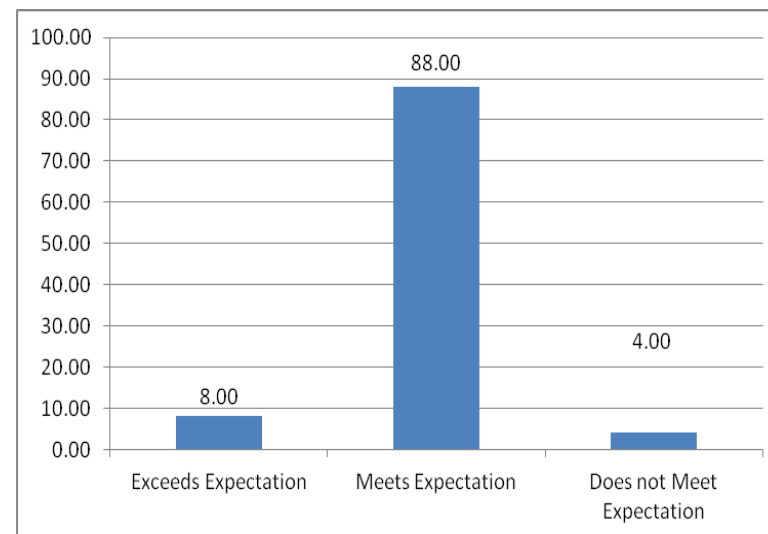


FIGURE 65: BBA IN HRM: SLO 4: SPRING 2016: FORMATIVE



Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
5. Exhibit an awareness of the concerns and experiences of a range of organizational stakeholders whilst identifying the implications of a variety of policy alternatives for all stakeholder groups.	<p><u>Summative:</u> Exit Assessment Test and Course Embedded Assessment (HRM 390 group term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (HRM 301 examinations and projects)</p>	<p><u>Exit Assessment Test</u> Exceeds Expectation: 0.00% Meets Expectation: 57.14% Does Not Meet Expectation: 40%</p> <p><u>Course-Embedded Assessment:</u> Rubric # HRM 5.R.2 (summative), HRM 5.R.1 (formative)</p>	See Figures 66 and 67	<p><u>Target:</u> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><u>Trend:</u> The percentage of students not meeting expectation is negligible in both formative and summative assessments.</p>	<p><u>Actions Taken</u> In order to ensure that students are capable to understand how wider social, economic and legal aspects of a country affect Strategic HRM policies, a set of relevant courses have been selected as prerequisites for students to take this course from summer, 2016 semester.</p> <p><u>Improvements to be Made</u> Improvement would be measured from Summer, 2016 semester.</p>

FIGURE 66: BBA IN HRM: SLO 5: SPRING 2016: SUMMATIVE

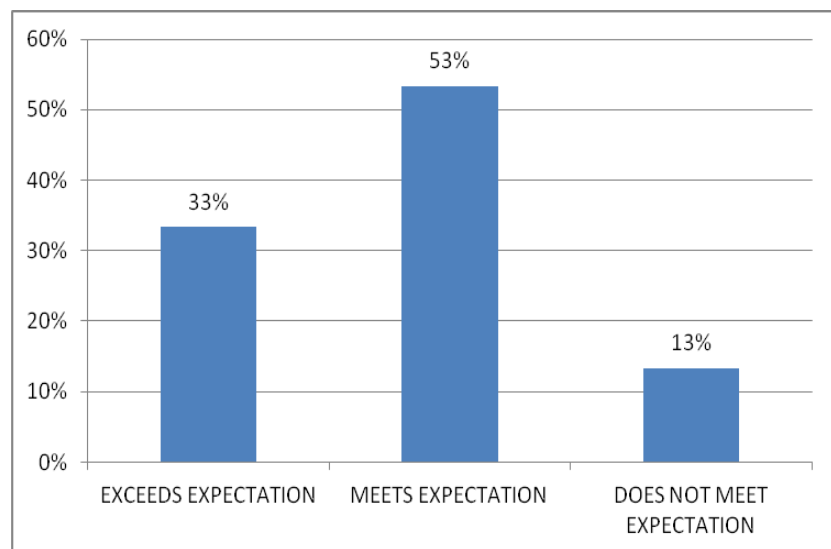
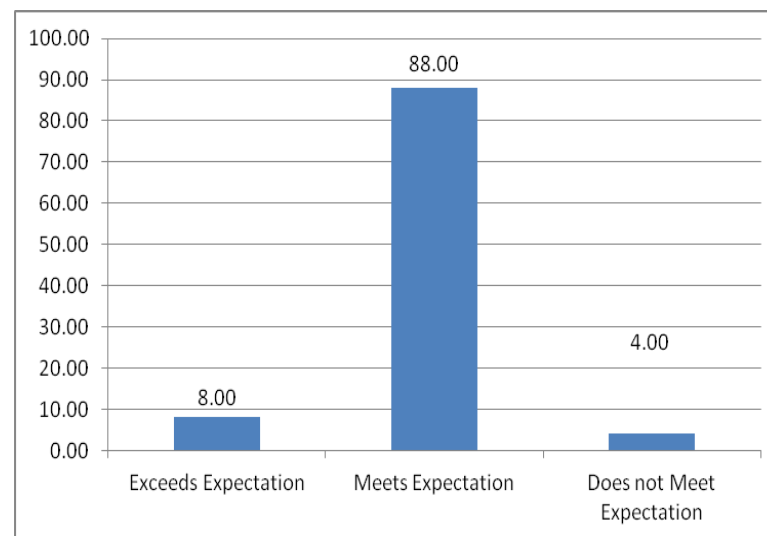


FIGURE 67: BBA IN HRM: SLO 5: SPRING 2016: FORMATIVE



Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements Made
6. Be able to identify and appreciate the significance of ethical and institutional issues in HR practices and the management of people in the workplace.	<p><u>Summative:</u> Exit Assessment Test and Course Embedded Assessment (HRM 380 group term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (HRM 301 examinations and projects)</p>	<p><u>Exit Assessment Test</u> Exceeds Expectation: 0.00% Meets Expectation: 57.14% Does Not Meet Expectation: 40%</p> <p><u>Course-Embedded Assessment:</u> Rubric # HRM 6.R.3 (summative), HRM 6.R.1 (formative)</p>	See Figures 68 and 69	<p><u>Target:</u> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><u>Trend:</u> The percentage of students not meeting expectation is negligible in both formative and summative assessments.</p>	<p><u>Actions Taken</u> A standardized project outline for HRM 380 was developed. The project required students to work in teams on a case that demonstrated practical application of Bangladesh Labor Act 2006 and ILO Case study focusing on industrial relationships and application introduced in HRM 380 for the summative assessment.</p> <p><u>Improvements Made</u> A standardized approach for summative assessment in HRM 380 will be developed in Summer 2015, to ensure consistency in measurement criteria across various sections.</p>

FIGURE 68: BBA IN HRM: SLO 6: SPRING 2016: SUMMATIVE

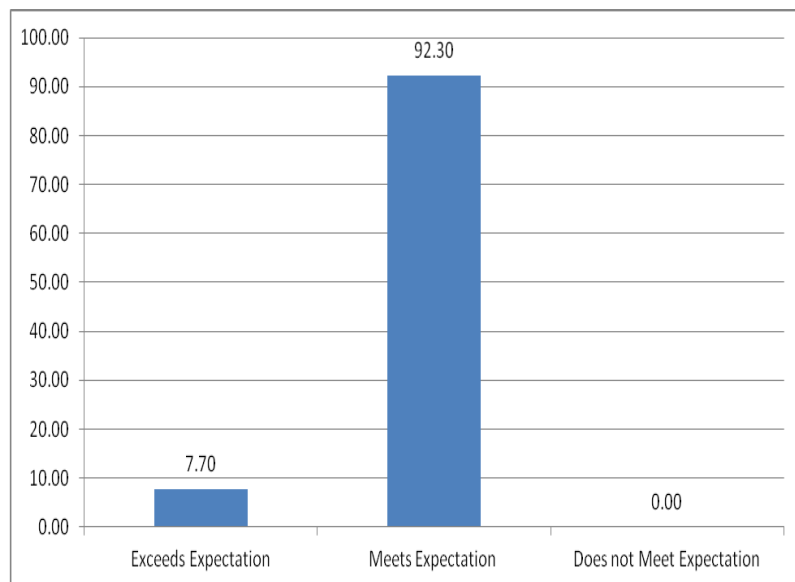
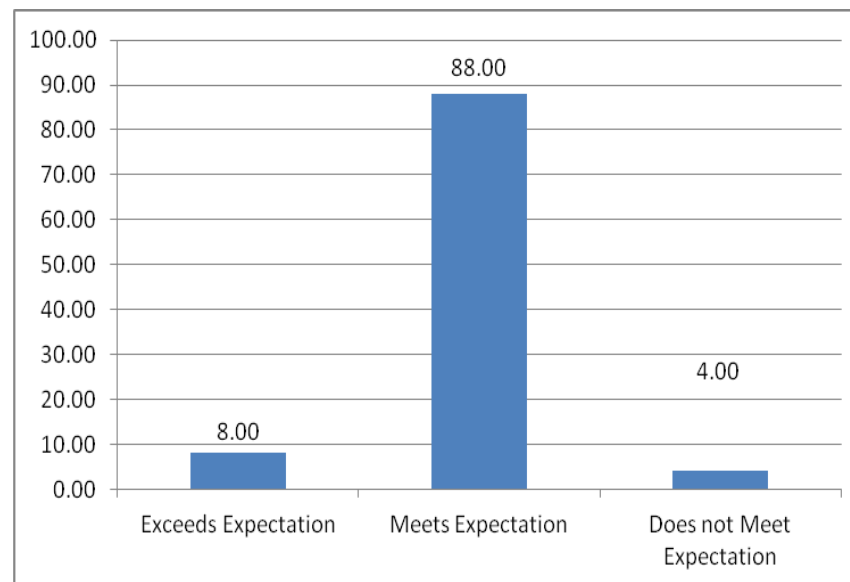


FIGURE 69: BBA IN HRM: SLO 6: SPRING 2016: FORMATIVE



SPRING 2016 STUDENT LEARNING ASSESSMENT REPORT: MASTER OF BUSINESS ADMINISTRATION

Program Learning Goal	Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
1. Managerial Communications	1.1 Communicate knowledge effectively reflecting managerial proficiency	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (MBA 550 final term projects).</p> <p><u>Formative:</u> Course-Embedded Assessment (MBA 512 final term projects and examinations).</p>	<p><u>Course-Embedded Assessment:</u> Rubric # MBA 1.1.R.2 (summative), MBA 1.1.R.1 (formative)</p>	See Figures 70 and 71	<p><u>Target:</u> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><u>Trend:</u> The percentage of students not meeting expectation is almost negligible in both summative and formative assessment.</p>	<p><u>Actions Taken</u> A new structured communication system for MBA550 was developed. The system required students to work on varies issues in teams. Classroom discussion is going to be prioritized at the end of the each schedule class where student can grasp the key points based on the chapter contents and build their idea.</p> <p><u>Improvements to be Made</u> A standardized approach for summative assessment in MBA 550 will be developed in Summer 2016, to ensure consistency in measurement criteria across various sections.</p>

FIGURE 70: MBA PLG 1, SLO 1.1: SPRING 2016: SUMMATIVE

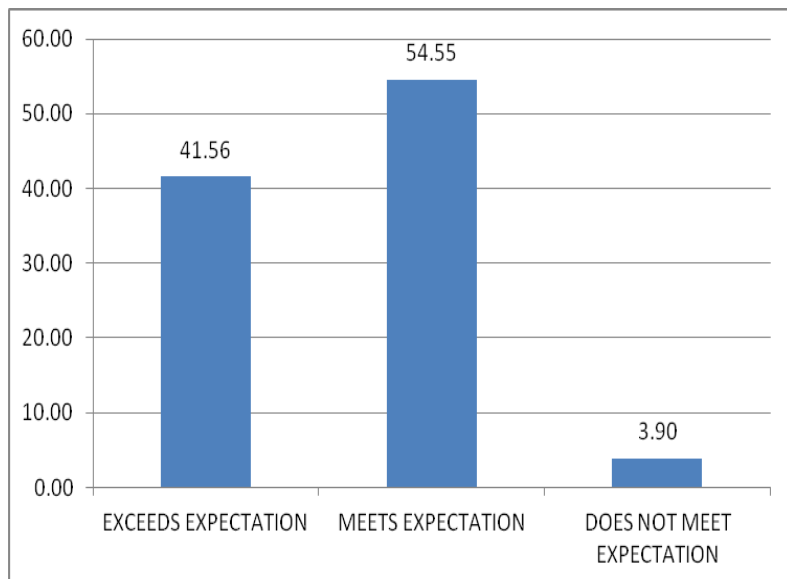
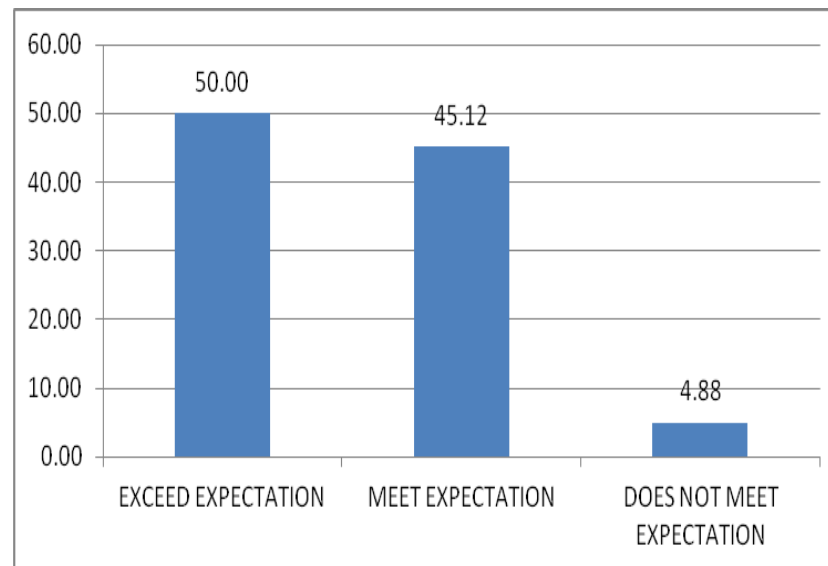


FIGURE 71: MBA PLG 1, SLO 1.1: SPRING 2016: FORMATIVE



Program Learning Goal	Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
2. Critical Thinking and Decision Making	2.1 Effective decision making through critical thinking strategies and determine effective solution for management dilemmas with the use of extensive internal and external information analysis.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (MBA 550 final term projects).</p> <p><u>Formative:</u> Course-Embedded Assessment (MBA 512 final term projects and examinations).</p>	<u>Course-Embedded Assessment:</u> Rubric # MBA 2.1.R.2 (summative), MBA 2.1.R.1 (formative)	See Figures 72 and 73	<p><u>Target:</u> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><u>Trend:</u> The percentage of students not meeting expectation negligible in both summative and formative assessments.</p>	<p><u>Actions Taken</u> A new home project outline for MBA 550 was developed. The project required students to work in teams outside of the class to apply their chapter knowledge by solving the strategic capsule. Practicing this project students not only going to develop their own critical thinking but also they understand the complexities that general managers face in strategy development and implementation at various phases in a company's growth cycle.</p> <p><u>Improvements to be Made</u> A standardized approach for summative assessment in MBA 550 will be developed in Summer 2016, to ensure consistency in measurement criteria across various sections.</p>

FIGURE 72: MBA PLG 2, SLO 2.1: SPRING 2016: SUMMATIVE

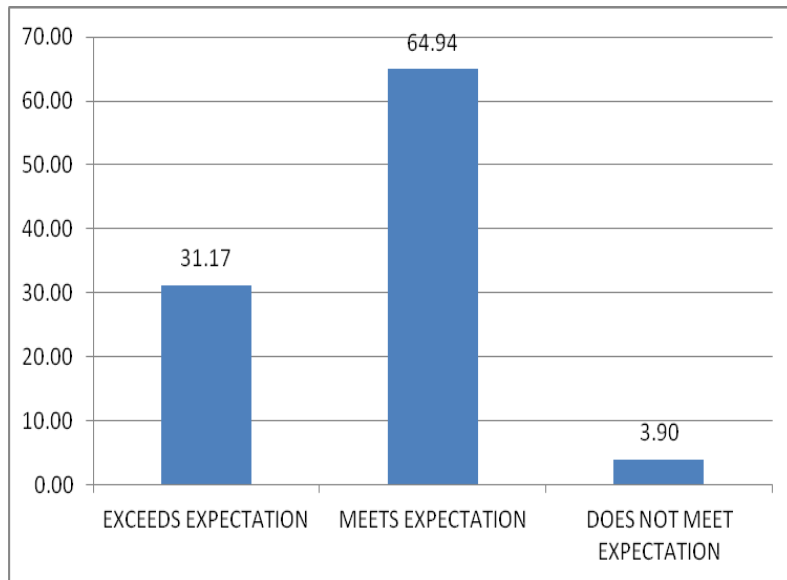
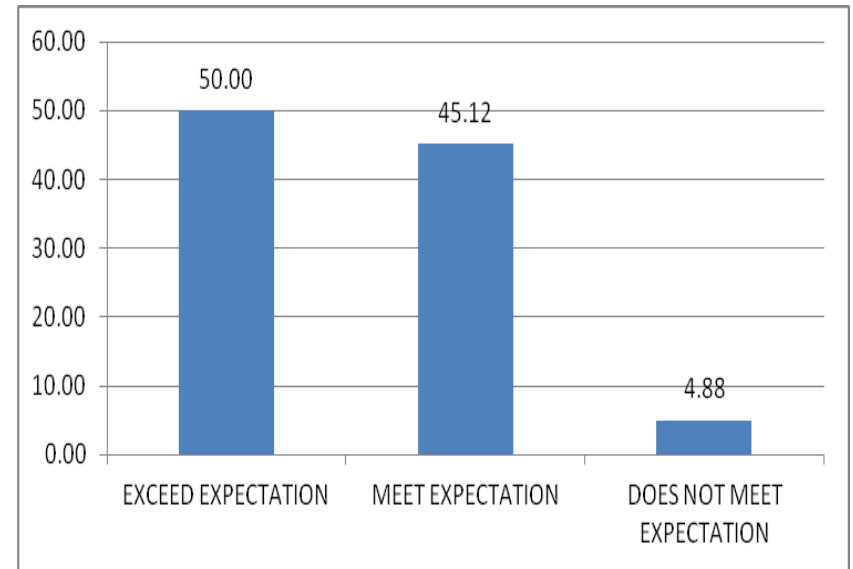


FIGURE 73: MBA PLG 2, SLO 2.1: SPRING 2016: FORMATIVE



Program Learning Goal	Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
3. Application of Managerial Knowledge and Skills	3.1 Application of Managerial Knowledge and Skills to explain composite management issues and provide informed business improvements.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (MBA 550 final term projects).</p> <p><u>Formative:</u> Course-Embedded Assessment (MBA 512 final term projects and examinations).</p>	<u>Course-Embedded Assessment:</u> Rubric # MBA 3.1.R.2 (summative), MBA 3.1.R.1 (formative)	See Figures 74 and 75	<p><u>Target:</u> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><u>Trend:</u> The percentage of students not meeting expectation is negligible in both summative and formative assessments.</p>	<p><u>Actions Taken</u> A new project (e.g. case development/ business plan) outline for MBA 550 was developed. This project required students to work in teams to apply their course knowledge what they acquire, convert and share with each other throughout the semester. Moreover, this project will provide knowledge to determine the attractiveness of various industries and competitive positions of firms within these industries using various strategic models in the context of Bangladesh.</p> <p><u>Improvements to be Made</u> A standardized approach for summative assessment in MBA 550 will be developed in Summer 2016, to ensure consistency in measurement criteria across various sections.</p>

FIGURE 74: MBA PLG 3, SLO 3.1: SPRING 2016: SUMMATIVE

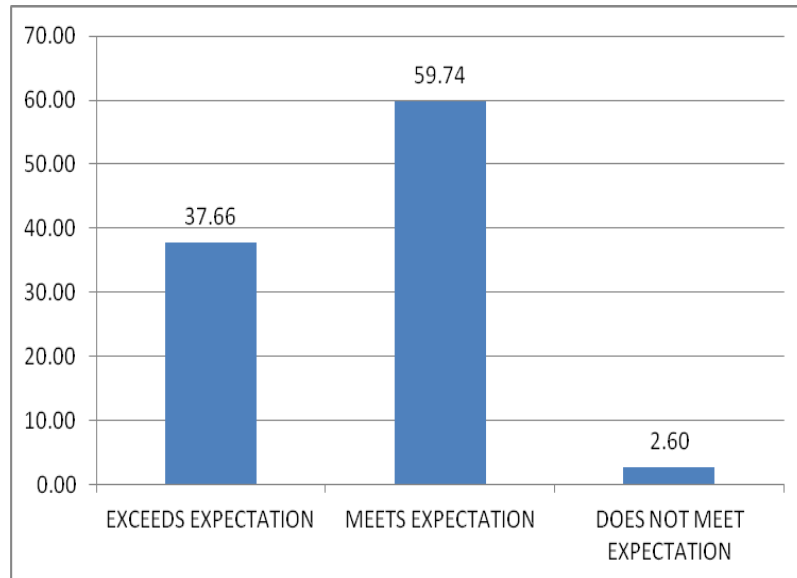
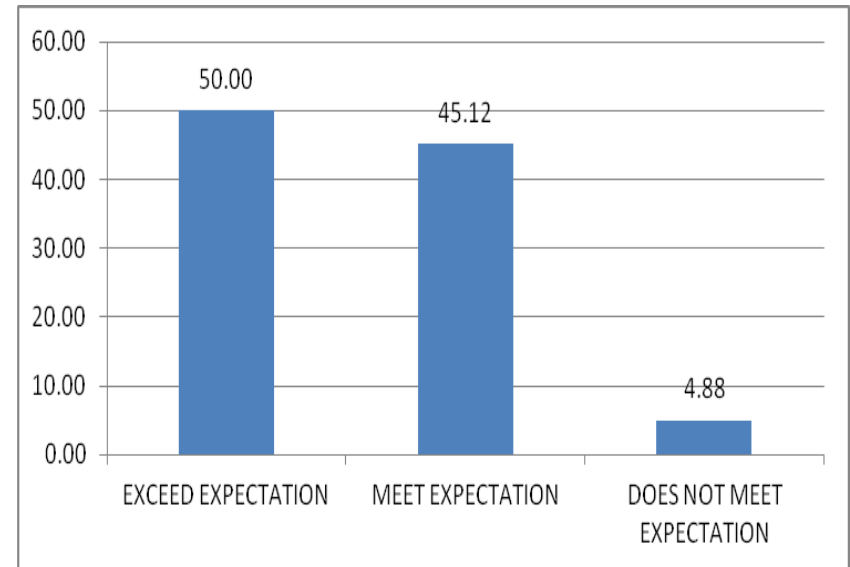


FIGURE 75: MBA PLG 3, SLO 3.1: SPRING 2016: FORMATIVE



Program Learning Goal	Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
4. Global Perspectives	4.1 Utilize global business information to enhance decision making in a global perspective.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (MBA 550 final term projects).</p> <p><u>Formative:</u> Course-Embedded Assessment (MBA 514 final term projects and examinations).</p>	<p><u>Course-Embedded Assessment:</u> Rubric # MBA 4.1.R.2 (summative), MBA 4.1.R.3 (formative)</p>	See Figures 76 and 77	<p><u>Target:</u> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><u>Trend:</u> The percentage of students not meeting expectation is considerably high in summative assessment but negligible in formative assessment.</p>	<p><u>Actions Taken</u> A new project outline for MBA 550 was developed. This project outcome is jointly attached with learning goal 3. This is a group project and students should work in teams. The strategy student develop, craft and made probable suggestion for execution under the project, it must incline with the global perspective (e.g. benchmark activities) while prescribing Bangladeshi companies.</p> <p><u>Improvements to be Made</u> A standardized approach for summative assessment in MBA 550 will be developed in Summer 2016, to ensure consistency in measurement criteria across various sections.</p>

FIGURE 76: MBA PLG 4, SLO 4.1: SPRING 2016: SUMMATIVE

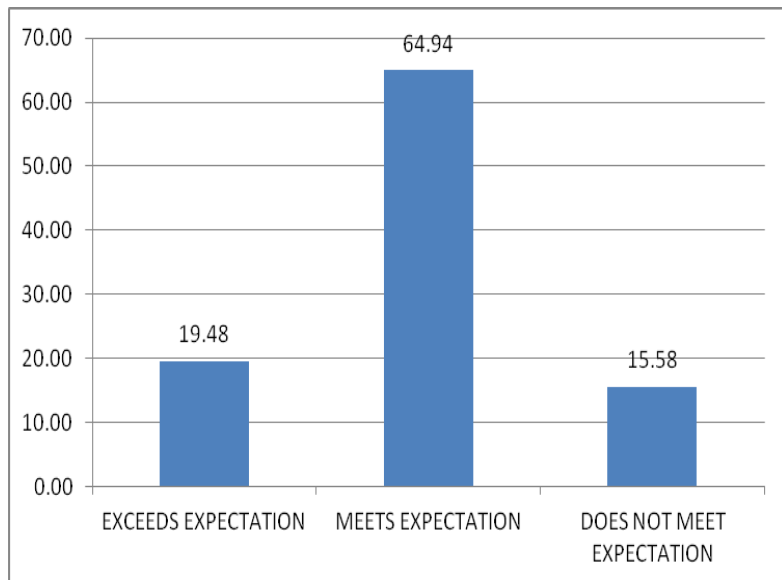
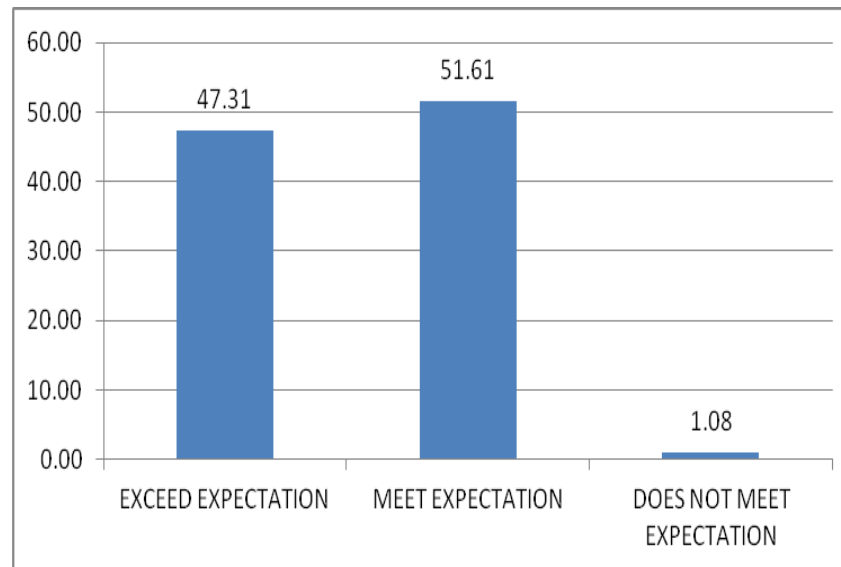


FIGURE 77: MBA PLG 5, SLO 4.1: SPRING 2016: FORMATIVE



Program Learning Goal	Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
5. Ethical Considerations	5.1 Evaluate and articulate ethical considerations in managerial decision making and in enterprise management.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (MBA 550 final term projects).</p> <p><u>Formative:</u> Course-Embedded Assessment (MBA 515 final term projects and examinations).</p>	<u>Course-Embedded Assessment:</u> Rubric # MBA 5.1.R.2 (summative), MBA 5.1.R.4 (formative)	See Figures 78 and 79	<p><u>Target:</u> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><u>Trend:</u> The percentage of students not meeting expectation is negligible in both summative and formative assessments.</p>	<p><u>Actions Taken</u> A new project outline for MBA 550 was developed. The project required students to work in teams. The outcome of this project will highlight the macroeconomic factors (e.g. stakeholders' right, government rules), give the students better understanding about the ethics and will also acknowledge the Bangladeshi laws in doing business.</p> <p><u>Improvements to be Made</u> A standardized approach for summative assessment in MBA 550 will be developed in Summer 2016, to ensure consistency in measurement criteria across various sections.</p>

FIGURE 78: MBA PLG 5, SLO 5.1: SPRING 2016: SUMMATIVE

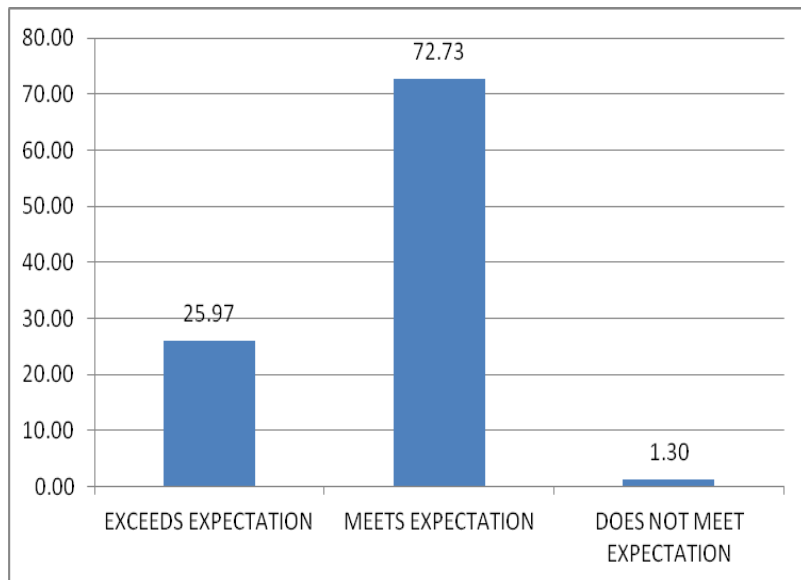
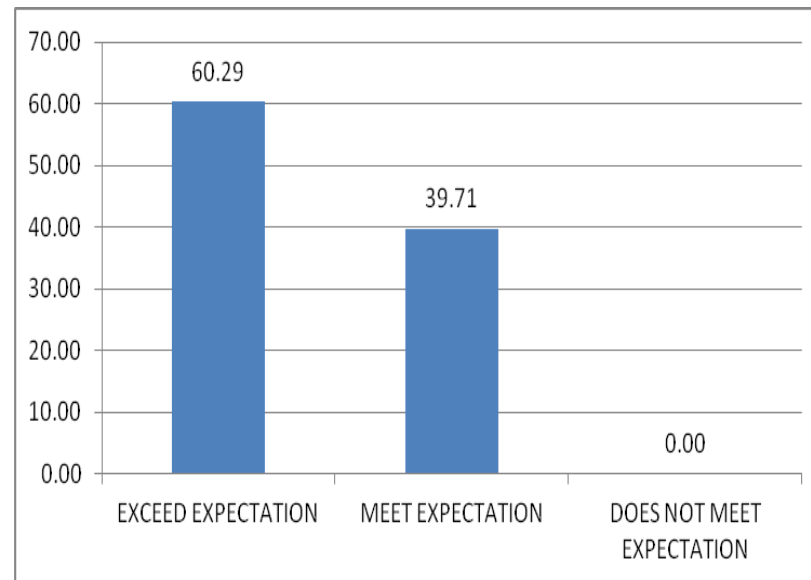


FIGURE 79: MBA PLG 5, SLO 5.1: SPRING 2016: FORMATIVE



SPRING 2016 STUDENT LEARNING ASSESSMENT REPORT: EXECUTIVE MASTER OF BUSINESS ADMINISTRATION

Program Learning Goal	Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
1. Managerial Communications	1.1 Communicate knowledge effectively reflecting managerial proficiency	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (EMBA 550 final term projects).</p> <p><u>Formative:</u> Course-Embedded Assessment (EMBA 512 final term projects and examinations).</p>	<u>Course-Embedded Assessment:</u> Rubric # EMBA 1.1.R.2 (summative), EMBA 1.1.R.1 (formative)	See Figures 80 and 81	<p><u>Target:</u> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><u>Trend:</u> The percentage of students not meeting expectation is almost negligible in both summative and formative assessment.</p>	<p><u>Actions Taken</u> A new structured communication system for MBA550 was developed. The system required students to work on various issues in teams. Classroom discussion is going to be prioritized at the end of each scheduled class where students can grasp the key points based on the chapter contents and build their idea.</p> <p><u>Improvements to be Made</u> A standardized approach for summative assessment in MBA 550 will be developed in Summer 2016, to ensure consistency in measurement criteria across various sections.</p>

FIGURE 80: EMBA PLG 1, SLO 1.1: SPRING 2016: SUMMATIVE

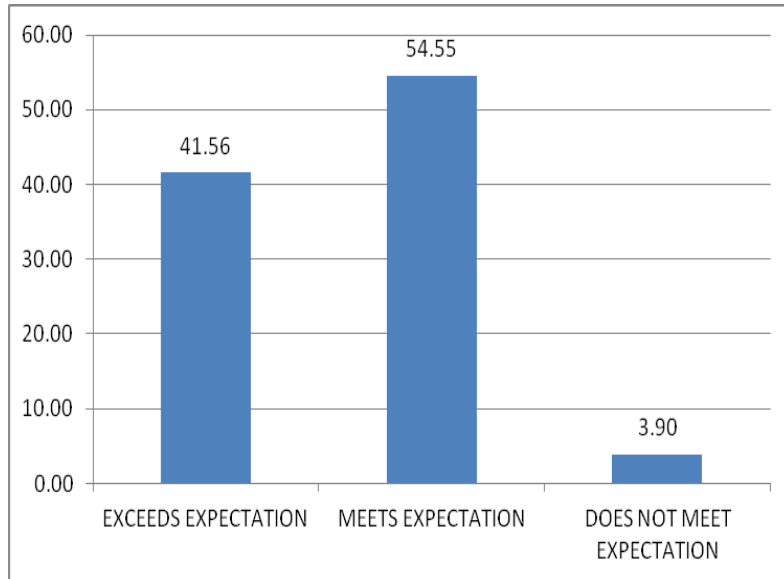
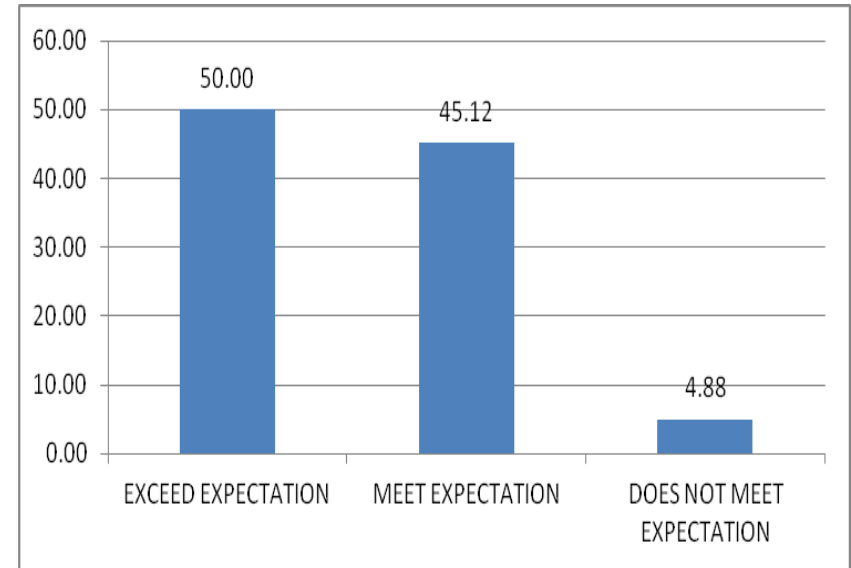


FIGURE 81: EMBA PLG 1, SLO 1.1: SPRING 2016: FORMATIVE



Program Learning Goal	Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
2. Critical Thinking and Decision Making	2.1 Effective decision making through critical thinking strategies and determine effective solution for management dilemmas with the use of extensive internal and external information analysis.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (EMBA 550 final term projects).</p> <p><u>Formative:</u> Course-Embedded Assessment (EMBA 512 final term projects and examinations).</p>	<u>Course-Embedded Assessment:</u> Rubric # EMBA 2.1.R.2 (summative), EMBA 2.1.R.1 (formative)	See Figures 82 and 83	<p><u>Target:</u> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><u>Trend:</u> The percentage of students not meeting expectation negligible in both summative and formative assessments.</p>	<p><u>Actions Taken</u> A new home project outline for MBA 550 was developed. The project required students to work in teams outside of the class to apply their chapter knowledge by solving the strategic capsule. Practicing this project students not only going to develop their own critical thinking but also they understand the complexities that general managers face in strategy development and implementation at various phases in a company's growth cycle.</p> <p><u>Improvements to be Made</u> A standardized approach for summative assessment in MBA 550 will be developed in Summer 2016, to ensure consistency in measurement criteria across various sections.</p>

FIGURE 82: EMBA PLG 2, SLO 2.1: SPRING 2016: SUMMATIVE

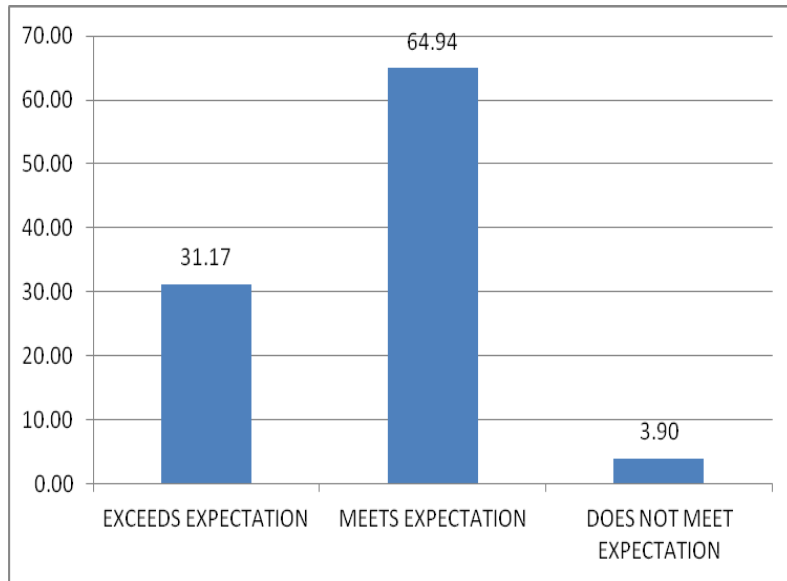
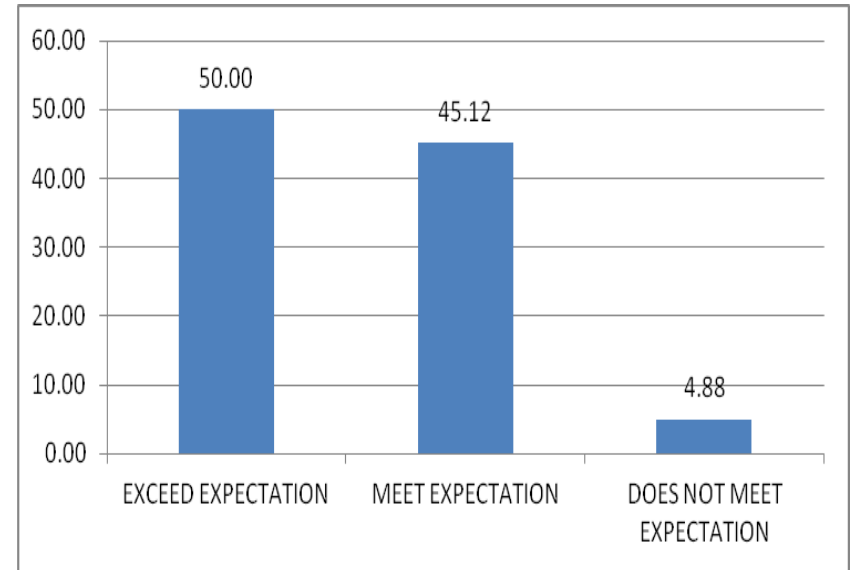


FIGURE 83: EMBA PLG 2, SLO 2.1: SPRING 2016: FORMATIVE



Program Learning Goal	Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
3. Application of Managerial Knowledge and Skills	3.1 Application of Managerial Knowledge and Skills to explain composite management issues and provide informed business improvements.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (EMBA 550 final term projects).</p> <p><u>Formative:</u> Course-Embedded Assessment (EMBA 512 final term projects and examinations).</p>	<u>Course-Embedded Assessment:</u> Rubric # EMBA 3.1.R.2 (summative), EMBA 3.1.R.1 (formative)	See Figures 84 and 85	<p><u>Target:</u> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><u>Trend:</u> The percentage of students not meeting expectation is negligible in both summative and formative assessments.</p>	<p><u>Actions Taken</u> A new project (e.g. case development/ business plan) outline for MBA 550 was developed. This project required students to work in teams to apply their course knowledge what they acquire, convert and share with each other throughout the semester. Moreover, this project will provide knowledge to determine the attractiveness of various industries and competitive positions of firms within these industries using various strategic models in the context of Bangladesh.</p> <p><u>Improvements to be Made</u> A standardized approach for summative assessment in MBA 550 will be developed in Summer 2016, to ensure consistency in measurement criteria across various sections.</p>

FIGURE 84: EMBA PLG 3, SLO 3.1: SPRING 2016: SUMMATIVE

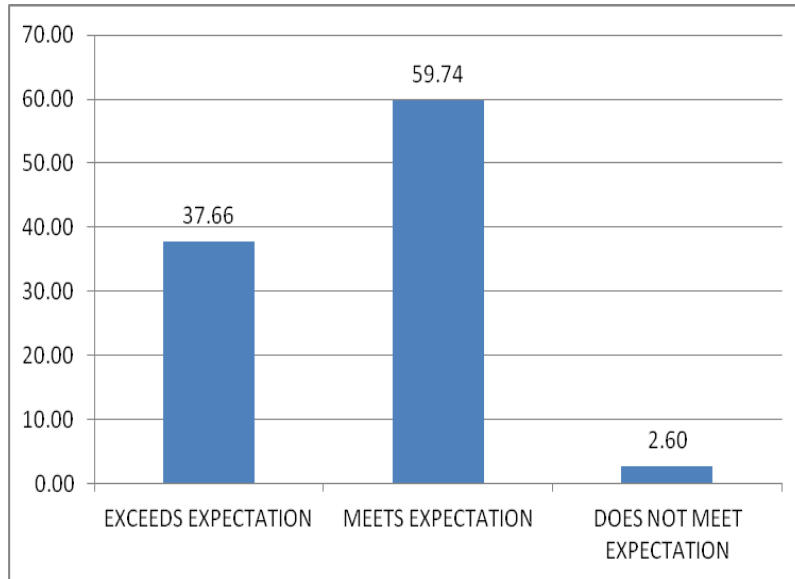
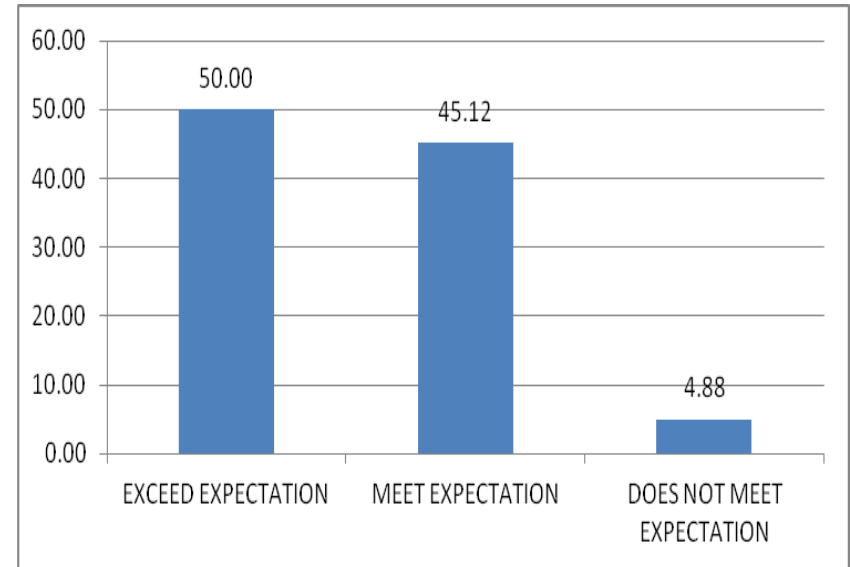


FIGURE 85: EMBA PLG 3, SLO 3.1: SPRING 2016: FORMATIVE



Program Learning Goal	Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
4. Global Perspectives	4.1 Utilize global business information to enhance decision making in a global perspective.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (EMBA 550 final term projects).</p> <p><u>Formative:</u> Course-Embedded Assessment (EMBA 514 final term projects and examinations).</p>	<u>Course-Embedded Assessment:</u> Rubric # EMBA 4.1.R.2 (summative), EMBA 4.1.R.3 (formative)	See Figures 86 and 87	<p><u>Target:</u> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><u>Trend:</u> The percentage of students not meeting expectation is considerably high in summative assessment but negligible in formative assessment.</p>	<p><u>Actions Taken</u> A new project outline for MBA 550 was developed. This project outcome is jointly attached with learning goal 3. This is a group project and students should work in teams. The strategy student develop, craft and made probable suggestion for execution under the project, it must incline with the global perspective (e.g. benchmark activities) while prescribing Bangladeshi companies.</p> <p><u>Improvements to be Made</u> A standardized approach for summative assessment in MBA 550 will be developed in Summer 2016, to ensure consistency in measurement criteria across various sections.</p>

FIGURE 86:EMBA PLG 4, SLO 4.1: SPRING 2016: SUMMATIVE

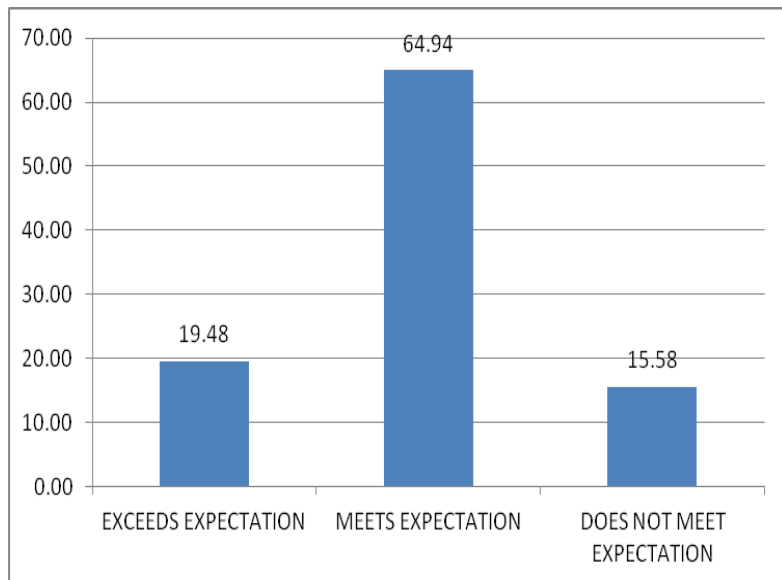
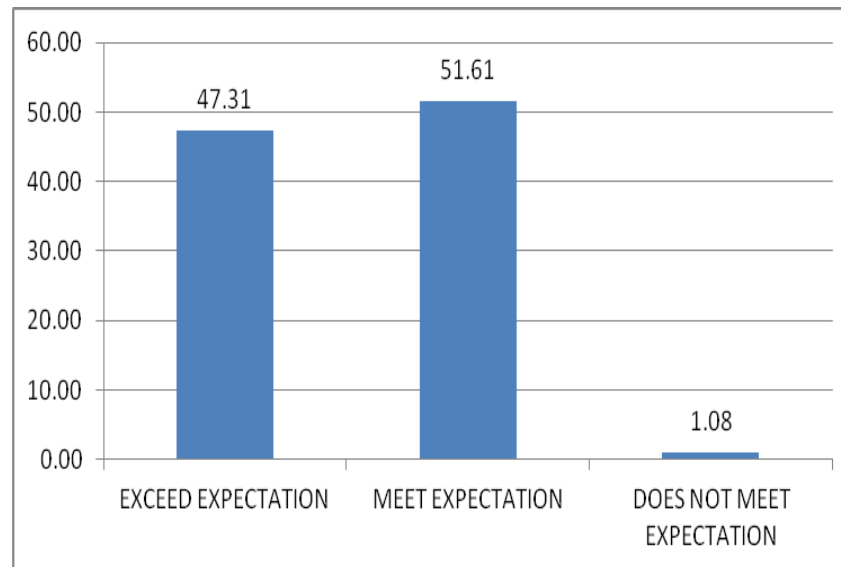


FIGURE 87: EMBA PLG 5, SLO 4.1: SPRING 2016:FORMATIVE



Program Learning Goal	Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
5. Ethical Considerations	5.1 Evaluate and articulate ethical considerations in managerial decision making and in enterprise management.	<p><u>Summative:</u> Exit Assessment Test, and Course Embedded Assessment (EMBA 550 final term projects).</p> <p><u>Formative:</u> Course-Embedded Assessment (EMBA 515 final term projects and examinations).</p>	<u>Course-Embedded Assessment:</u> Rubric # EMBA 5.1.R.2 (summative), EMBA 5.1.R.4 (formative)	See Figures 88 and 89	<p><u>Target:</u> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><u>Trend:</u> The percentage of students not meeting expectation is negligible in both summative and formative assessments.</p>	<p><u>Actions Taken</u> A new project outline for MBA 550 was developed. The project required students to work in teams. The outcome of this project will highlight the macroeconomic factors (e.g. stakeholders' right, government rules), give the students better understanding about the ethics and will also acknowledge the Bangladeshi laws in doing business.</p> <p><u>Improvements to be Made</u> A standardized approach for summative assessment in MBA 550 will be developed in Summer 2016, to ensure consistency in measurement criteria across various sections.</p>

FIGURE 88:EMBA PLG 5, SLO 5.1: SPRING 2016: SUMMATIVE

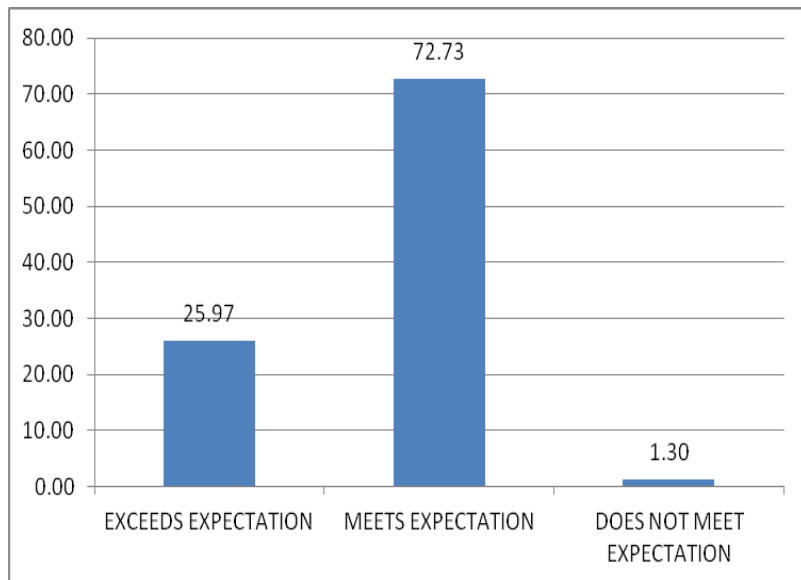
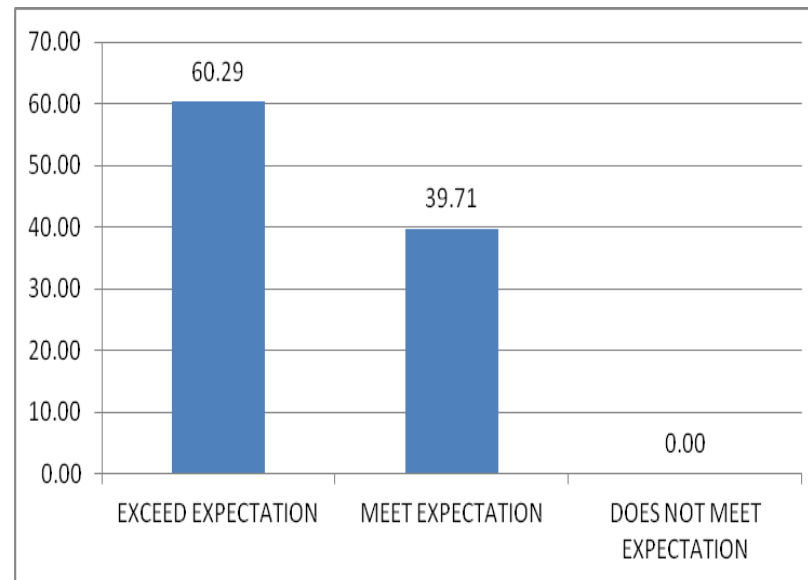


FIGURE 89:EMBA PLG 5, SLO 5.1: SPRING 2016:FORMATIVE



SPRING 2016 STUDENT LEARNING ASSESSMENT REPORT: BSc IN ECONOMICS

Program Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements Made
1. Demonstrate knowledge of basic economic principles, theories and usage of theories, models to explain real world phenomenon and their policy implications.	<p><u>Summative:</u> Exit Assessment Test, and Ecn 490 { Research project/Thesis) course embedded assessment</p> <p><u>Formative:</u> Course-Embedded Assessment ECN 330 Development Economics Coursework</p>	<p><u>Exit Assessment Test</u> Meets Expectation : 55% Does Not Meet Expectation :33.33% Exceeds Expectation:11.11%</p> <p><u>Course-Embedded Assessment:</u> Rubric # ECN 1.R.1 (summative), ECN 1.R.2 (formative)</p>	See Figures 90 and 91	<p><u>Target:</u> <i>80% students should meet or, exceed expectation.</i> 100% meets expectation for summative measure and 100% meets expectation in the formative measure Meeting the overall target.</p>	<p><u>Actions Taken</u> Exit exam designed and introduced for BSc Economics.</p> <p>Standardized course outline for Macro, Micro economics courses are designed</p> <p><u>Improvements to be Made</u> A standardized approach for summative assessment for ECN 490 to be developed to comprehensively cover all criteria set in the program objectives.</p>

FIGURE 90: ECN PLO 1: SPRING 2016: SUMMATIVE

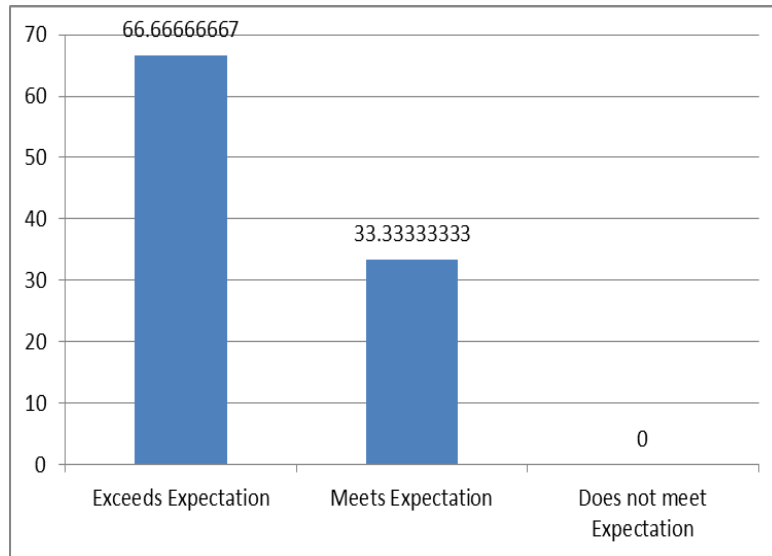
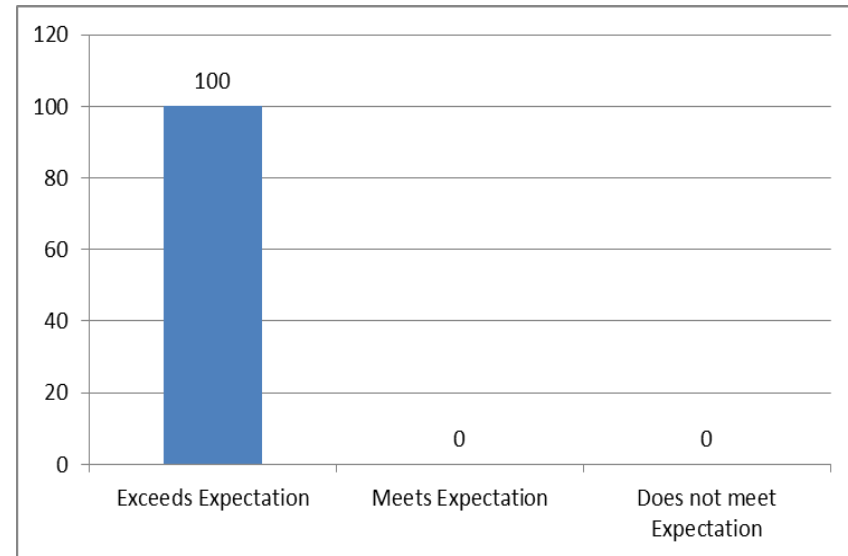


FIGURE 91: ECN PLO 1: SPRING 2016: FORMATIVE



Program Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements Made
2. Demonstrate knowledge of quantitative and research skill for theoretical and empirical analyses using appropriate methodology	<p><u>Summative:</u> Exit Exam and Ecn 490 {Research project/Thesis) course embedded assessment</p> <p><u>Formative:</u> Ecn 486 Coursework (Literature review and Economic modeling section)</p>	<p><u>Exit Assessment Test</u> Meets Expectation : 55% Does Not Meet Expectation :33.33% Exceeds Expectation:11.11%</p> <p><u>Course-Embedded Assessment:</u> Rubric # ECN 2.R.1 (summative), ECN 2.R.2 (formative)</p>	See Figures 92 and 93	<p><u>Target:</u> <i>80% students should meet or, exceed expectation.</i></p> <p>More than 80% meets expectation in the summative measure but target for formative measure is not met with 57% student meeting expectation.</p>	<p><u>Actions Taken</u> Extra informal training sessions and tutorials organized to help students enhance their research skills.</p> <p><u>Improvements to be Made</u> A standardized approach for summative assessment for ECN 490 to be developed to comprehensively cover all criteria set in the program objectives.</p>

FIGURE 92: ECN PLO 2: SPRING 2016: SUMMATIVE

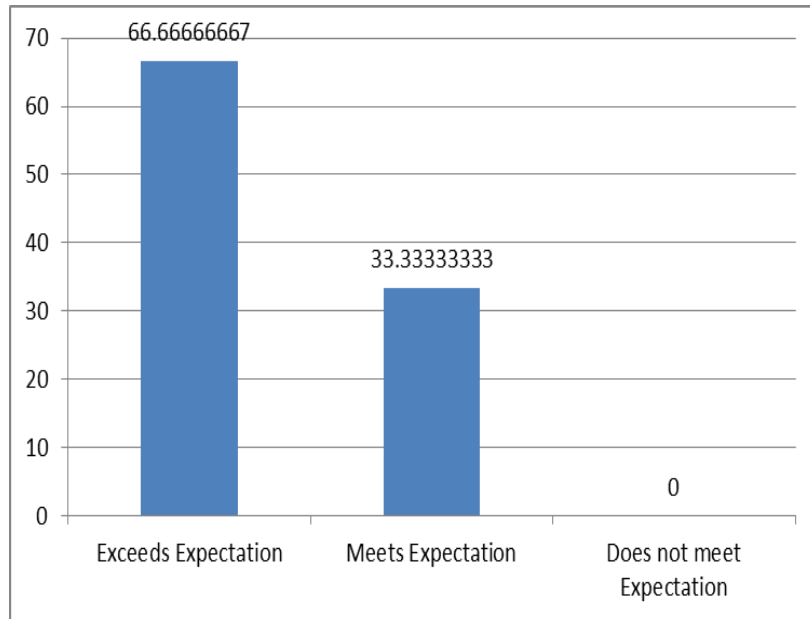
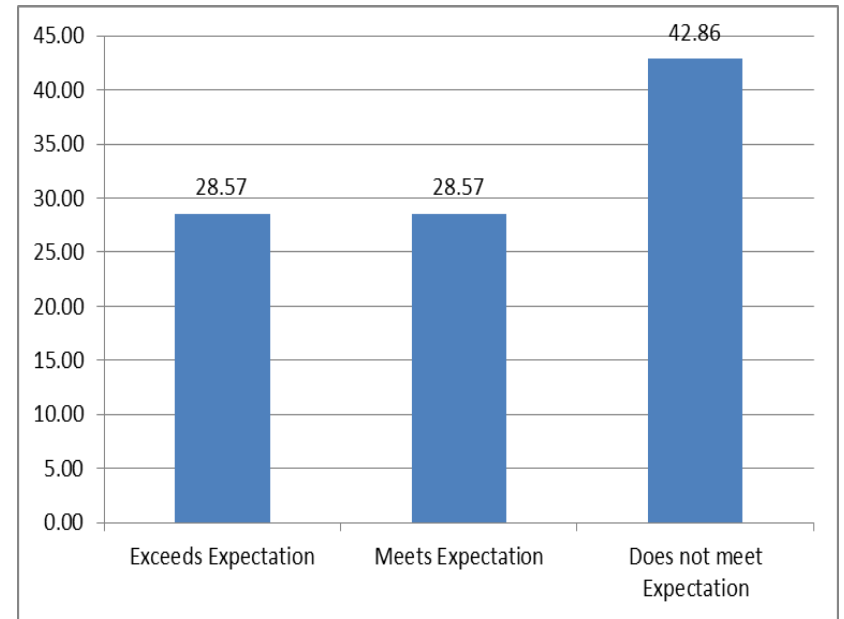


FIGURE 93: ECN PLO 3: SPRING 2016: FORMATIVE



Program Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements Made
3. Demonstrate communication skill for dissemination of research findings	<p><u>Summative:</u> Ecn 490 { Research project/Thesis) course embedded assessment</p> <p><u>Formative:</u> Course embedded assessment Ecn 486 Research Methodology (Communication section)</p>	<p><u>Exit Assessment Test</u> Meets Expectation : 55% Does Not Meet Expectation :33.33% Exceeds Expectation:11.11%</p> <p><u>Course-Embedded Assessment:</u> Rubric # ECN 3.R.1 (summative), ECN 3.R.2 (formative)</p>	See Figures 94 and 95	<p><u>Target:</u> <i>80% students should meet or, exceed expectation.</i></p> <p>The summative measure shows target is met with more than 80% meeting expectation and the formative measure also shows target is met with more than 80% meeting expectation.</p> <p><u>Trend:</u></p>	<p><u>Actions Taken</u> Course plan for Ecn 330 and 486 to be revised to enhance communication skill</p> <p><u>Improvements to be Made</u> Course plan for Ecn 330 and 486 to be revised to enhance communication skill</p>

FIGURE 94: PLO 3: SPRING 2016: SUMMATIVE

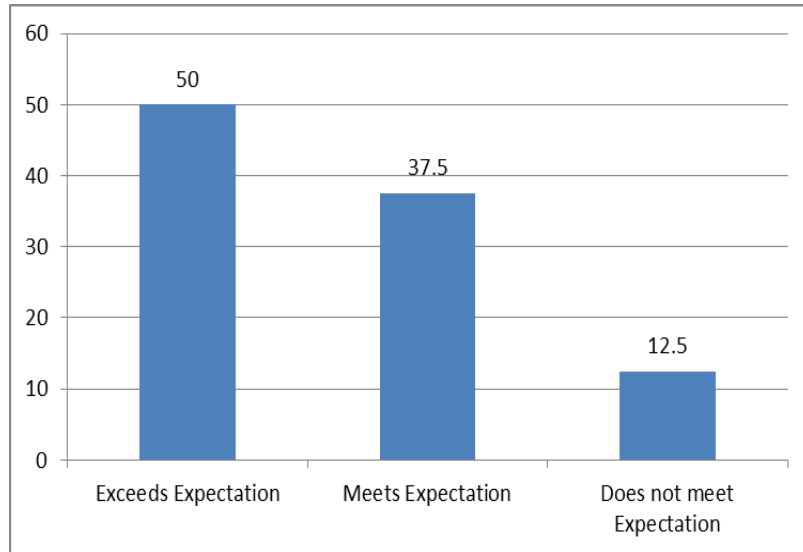
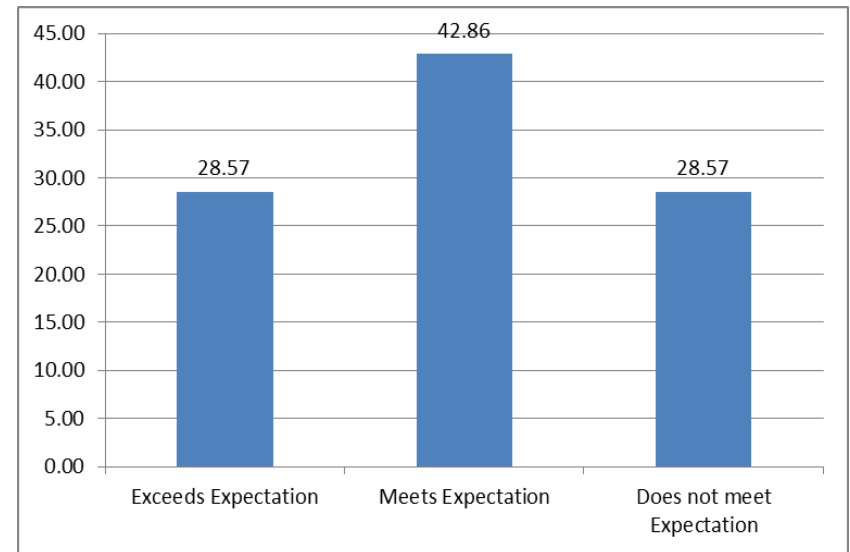


FIGURE 95: PLO 3: SPRING 2016: FORMATIVE



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