

STUDENT LEARNING ASSESSMENT REPORT: AUTUMN 2016



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AUTUMN 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: 25% Meets Expectation: 60% Does Not Meet Expectation: 15%</p> <p><u>Course-Embedded Assessment:</u> Rubric # BBA 1.1.R.2 (summative), MGT R.1 (formative)</p>	See Figures 1,2,3 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 low in summative assessment compared to that of spring and summer 2016 semester.</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 more standardized approach for summative assessment in MGT 490 will be developed in Spring 2017, to ensure consistency in measurement criteria across various sections.</p>

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

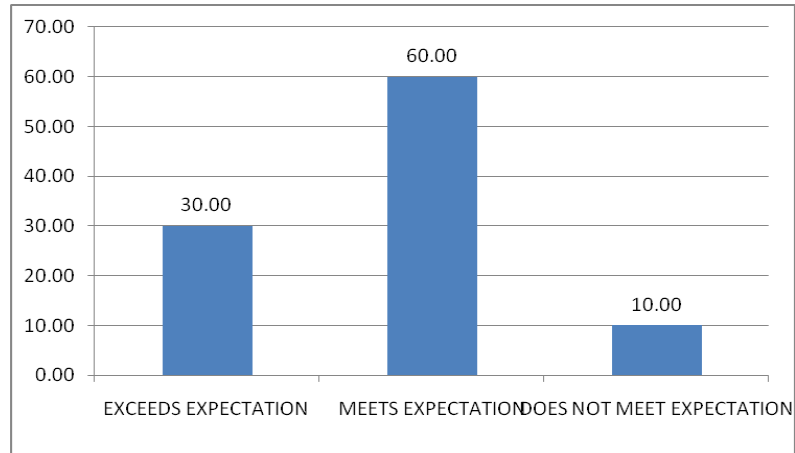


FIGURE 2: BBA PLG 1, SLO 1.1: TREND: SUMMATIVE

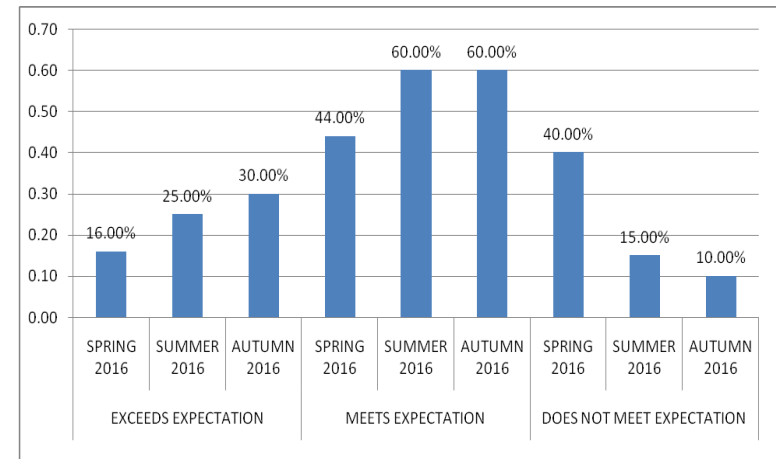


FIGURE 3: BBA PLG 1, SLO 1.1: AUTUMN 2016: FORMATIVE

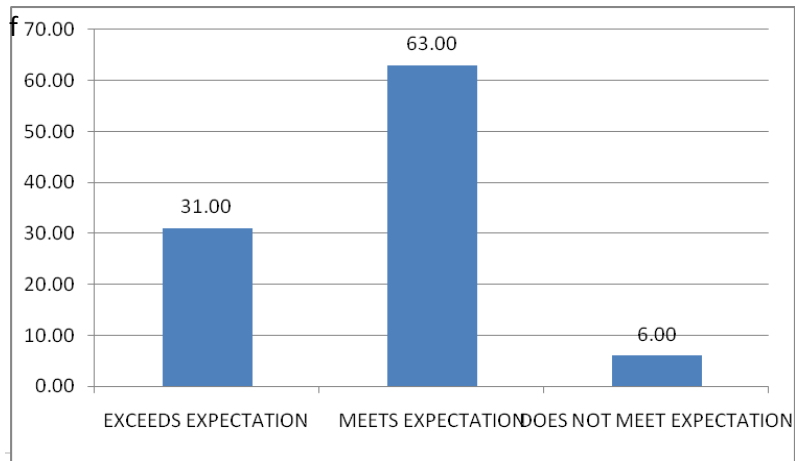
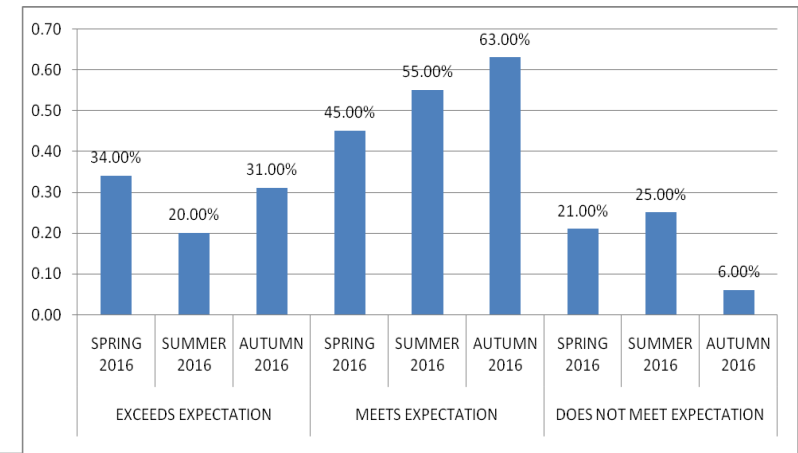


FIGURE 4: BBA PLG 1, SLO 1.1: TREND: FORMATIVE



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: 25% Meets Expectation: 60% Does Not Meet Expectation: 15%</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</p>	See Figures 5,6,7 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 low in summative 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 more standardized approach for summative assessment in MGT 490 will be developed in Spring 2017, to ensure consistency in measurement criteria across various sections.</p>

			(formative) MGT 1.R.2 (formative) MKT 1.R.2 (formative)		compared to that of spring and summer 2016 semester.	
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FIGURE 5: BBA PLG 2, SLO 2.1: AUTUMN 2016: SUMMATIVE

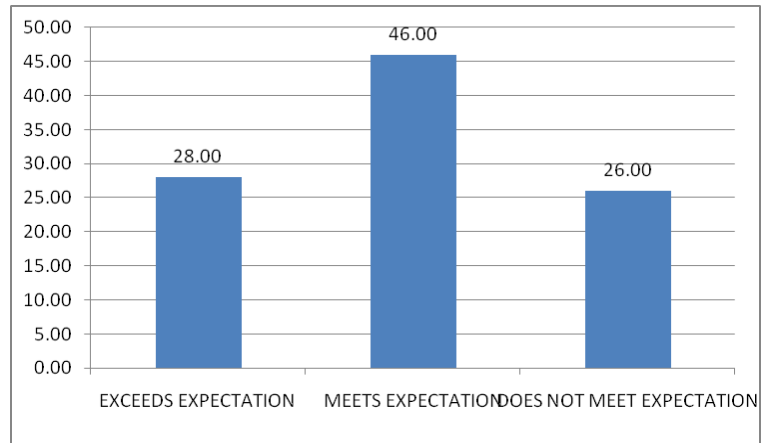


FIGURE 6: BBA PLG 2, SLO 2.1: TREND: SUMMATIVE

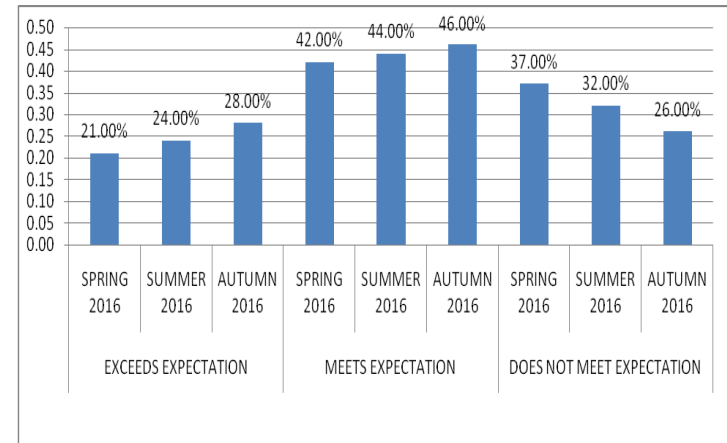


FIGURE 7: BBA PLG 2, SLO 2.1: AUTUMN 2016: FORMATIVE

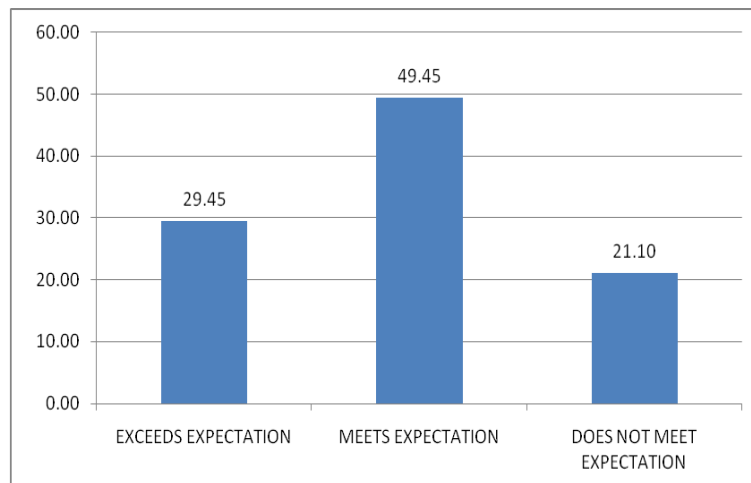
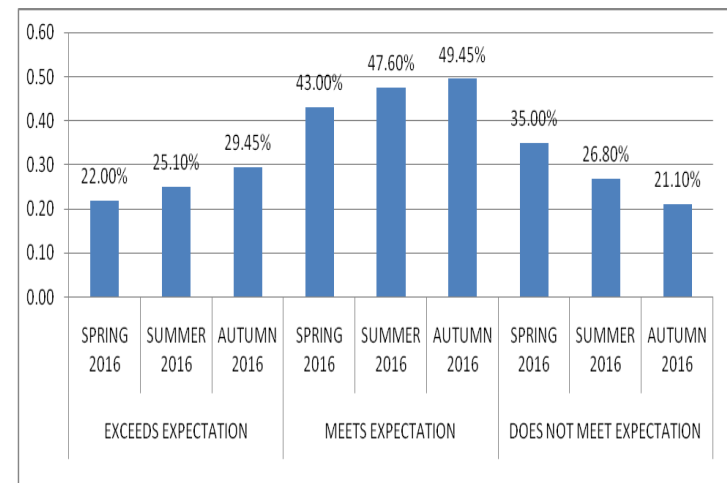


FIGURE 8: BBA PLG 2, SLO 2.1: TREND: FORMATIVE



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: 25% Meets Expectation: 60% Does Not Meet Expectation: 15%</p> <p><u>Course-Embedded Assessment:</u> Rubric # BBA 3.1.R.2 (summative), MGT R.1 (formative)</p>	See Figures 9,10,11,12	<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 low in summative assessment compared to that of spring and summer 2016 semester.</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 Spring 2017, to ensure consistency in measurement criteria across various sections.</p>

FIGURE 9: BBA PLG 3, SLO 3.1: AUTUMN 2016: SUMMATIVE

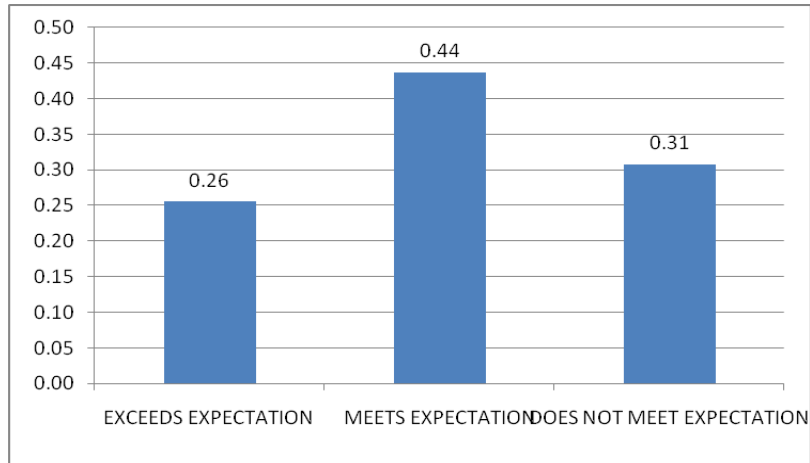


FIGURE 11: BBA PLG 3, SLO 3.1: AUTUMN 2016: FORMATIVE

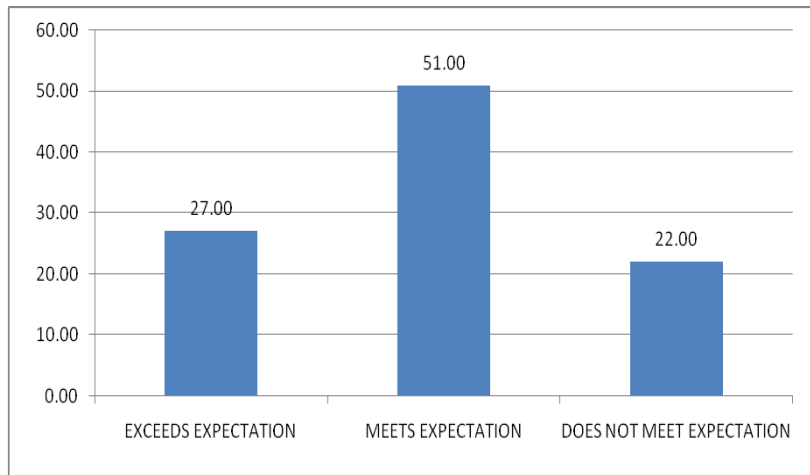


FIGURE 10: BBA PLG 3, SLO 3.1: TREND: SUMMATIVE

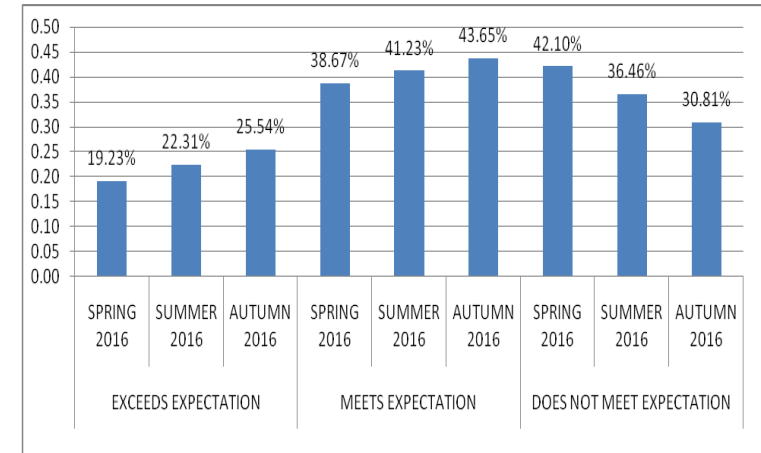
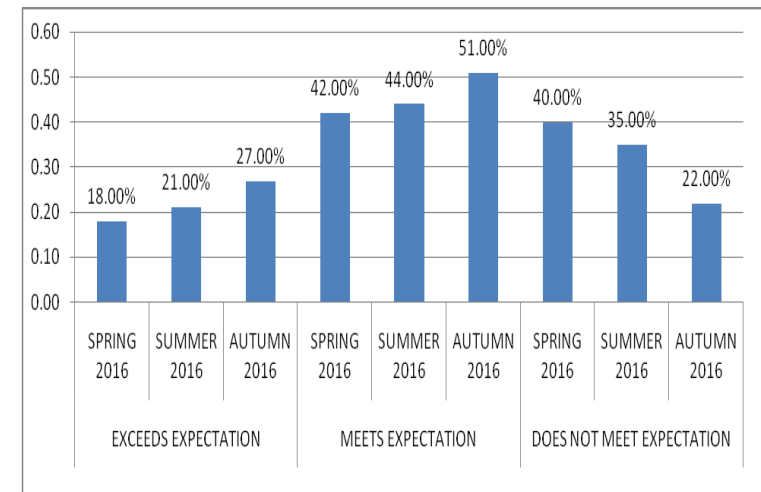


FIGURE 12: BBA PLG 3, SLO 3.1: TREND: FORMATIVE



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: 25% Meets Expectation: 60% Does Not Meet Expectation: 15%</p> <p><u>Course-Embedded Assessment:</u> Rubric # BBA 4.1.R.2 (summative), INB R.1 (formative)</p>	See Figures 13,14,15 and 16	<p><u>Target:</u> <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 low in summative assessment compared to that of spring and summer 2016 semester.</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 Spring 2017, to ensure consistency in measurement criteria across various sections.</p>

FIGURE 13: BBA PLG 4, SLO 4.1: AUTUMN 2016: SUMMATIVE

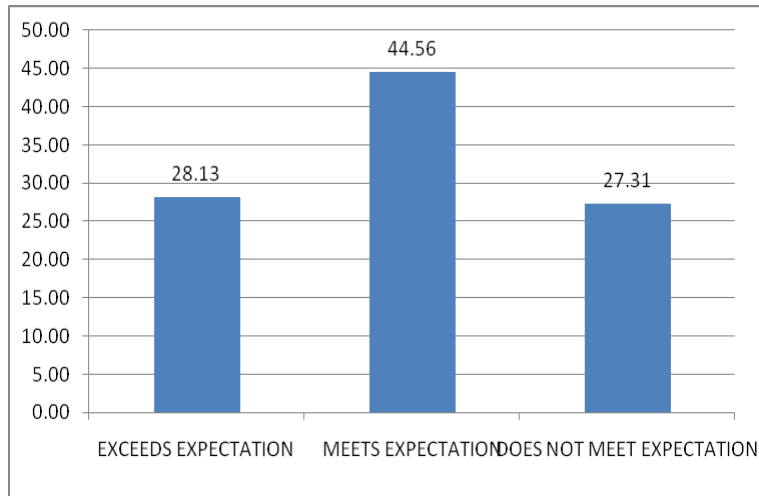


FIGURE 14: BBA PLG 4, SLO 4.1: TREND: SUMMATIVE

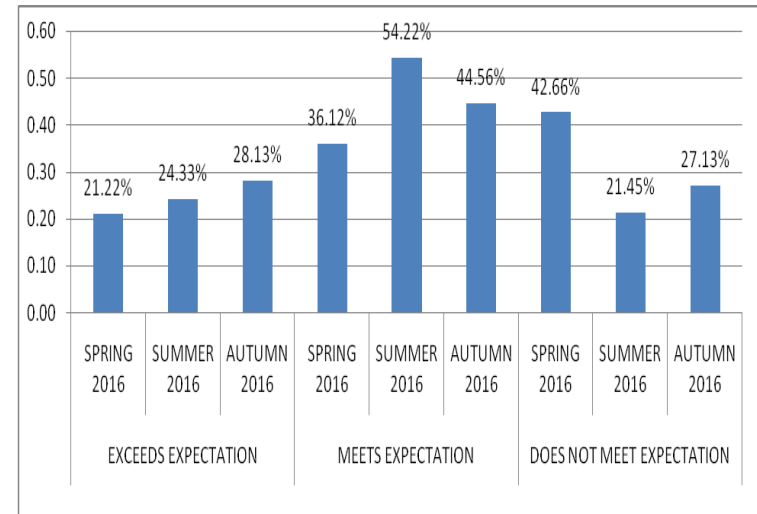


FIGURE 15: BBA PLG 4, SLO 4.1: AUTUMN 2016: FORMATIVE

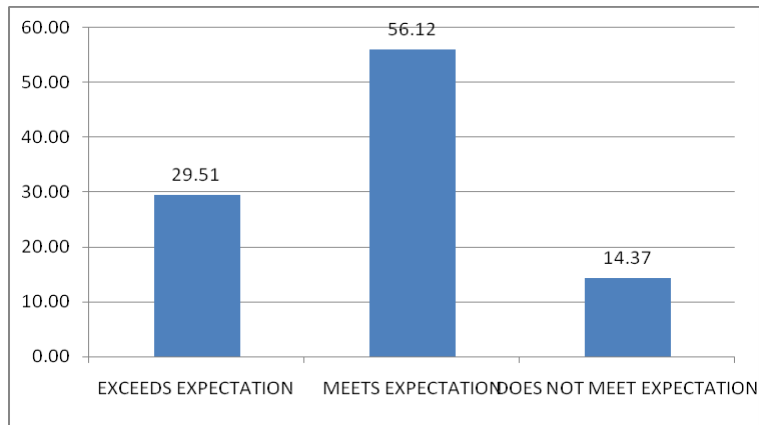
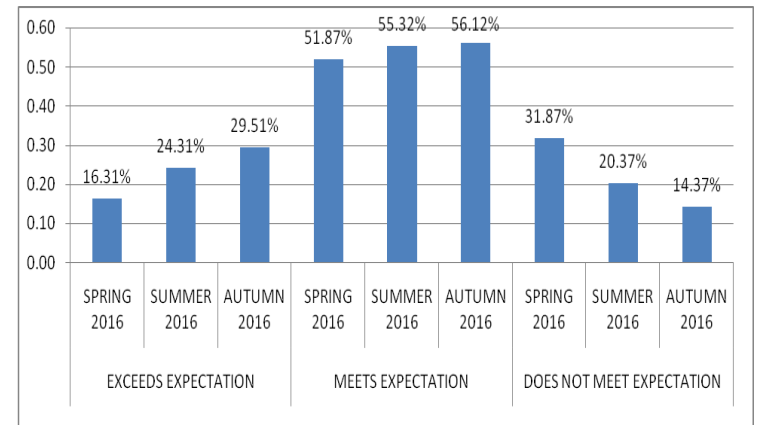


FIGURE 16: BBA PLG 4, SLO 4.1: TREND: FORMATIVE



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: 25% Meets Expectation: 60% Does Not Meet Expectation: 15%</p> <p><u>Course-Embedded Assessment:</u> Rubric # BBA 5.1.R.2 (summative) MGT R.1 (formative)</p>	See Figures 17,18,19 and 20	<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 low in summative assessment compared to that of spring and summer 2016 semester.</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 Spring 2017, to ensure consistency in measurement criteria across various sections.</p>

FIGURE 17: BBA PLG 5, SLO 5.1: AUTUMN 2016: SUMMATIVE

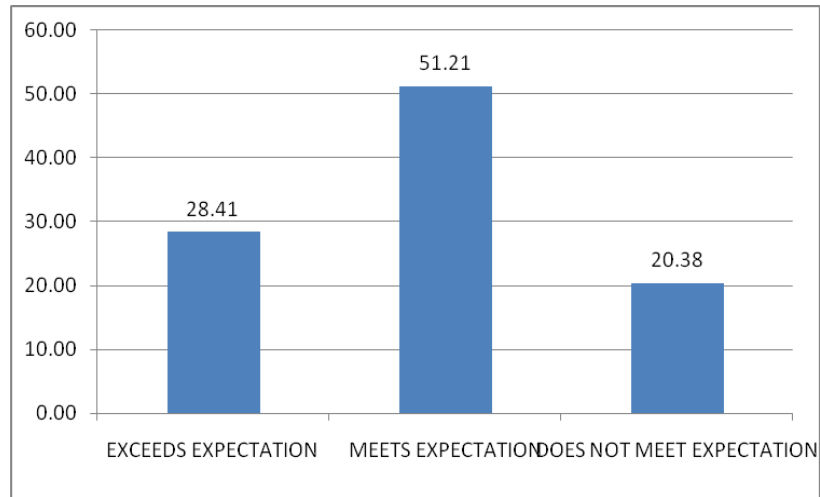


FIGURE 18: BBA PLG 5, SLO 5.1: TREND: SUMMATIVE

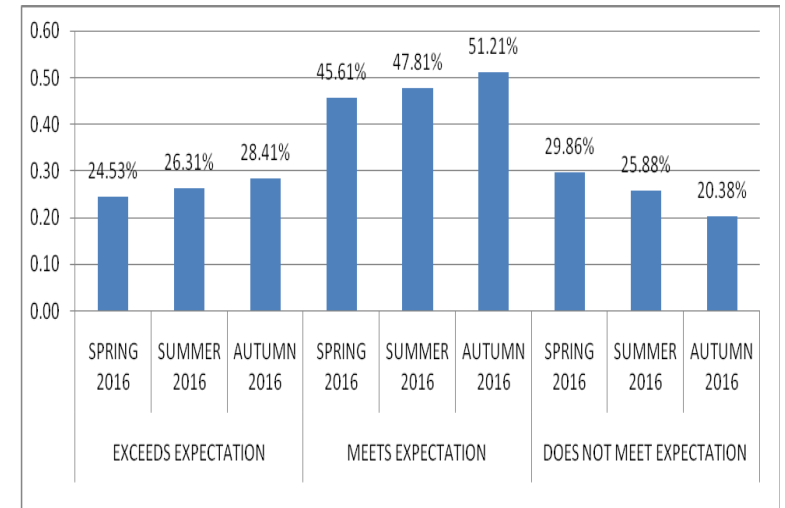


FIGURE 19: BBA PLG 5, SLO 5.1: AUTUMN 2016: FORMATIVE

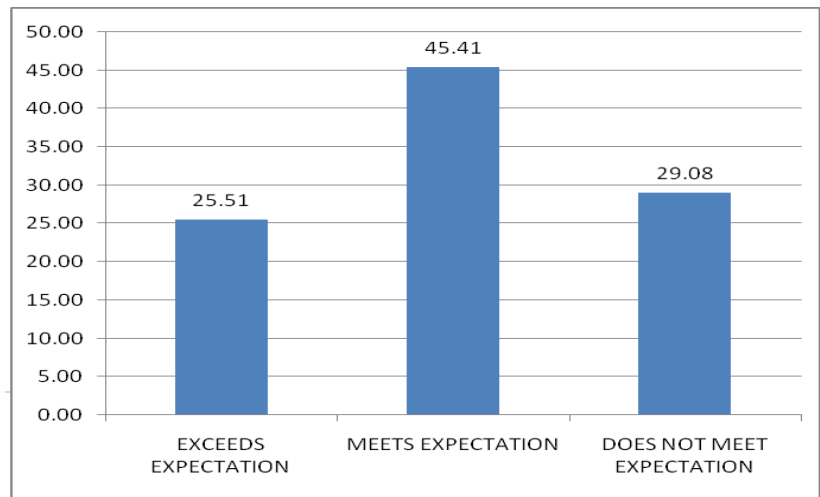
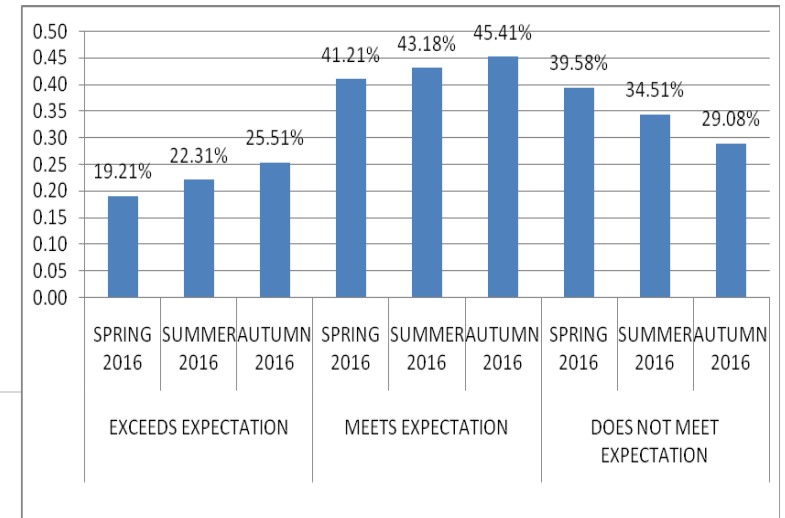


FIGURE 20: BBA PLG 5, SLO 5.1: TREND: FORMATIVE



AUTUMN 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: 10% Meets Expectation: 70% Does Not Meet Expectation: 20%</p> <p><u>Course-Embedded Assessment:</u> Rubric # ACN 1.R.2 (summative), ACN 1.R.1 (formative)</p>	See Figures 21,22,23 and 24	<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 low in summative assessment compared to that of spring and summer 2016 semester.</p>	<p><u>Actions Taken</u> A standardized approach for summative assessment in ACN 301 was developed in Autumn 2016, to ensure consistency in measurement criteria across various sections. This project required students to work in teams on practical application of accounting concepts according to accounting process.</p> <p>MOU between CIMA has been signed and that with acca is underway.</p> <p><u>Improvements to be Made</u> An in-depth analysis of the use of IFRS and application of it will be developed.</p>

FIGURE 21: BBA IN ACN: SLO 1: AUTUMN 2016: SUMMATIVE

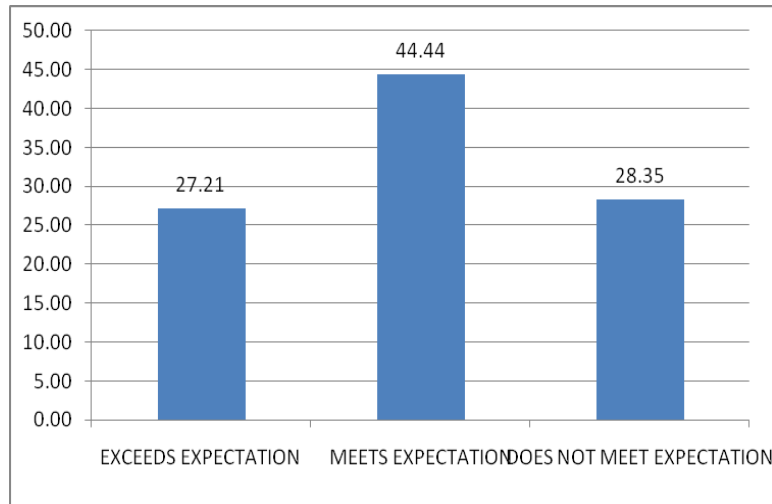


FIGURE 22: BBA IN ACN: SLO 1: TREND: SUMMATIVE

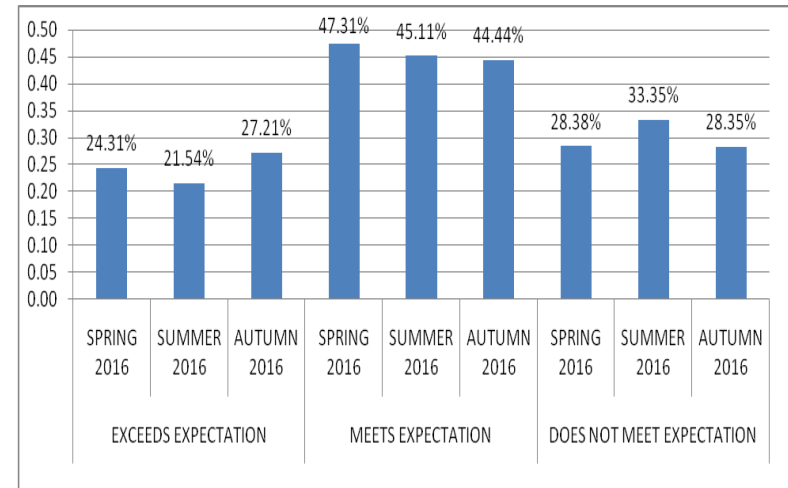


FIGURE 23: BBA IN ACN: SLO 1: AUTUMN 2016: FORMATIVE

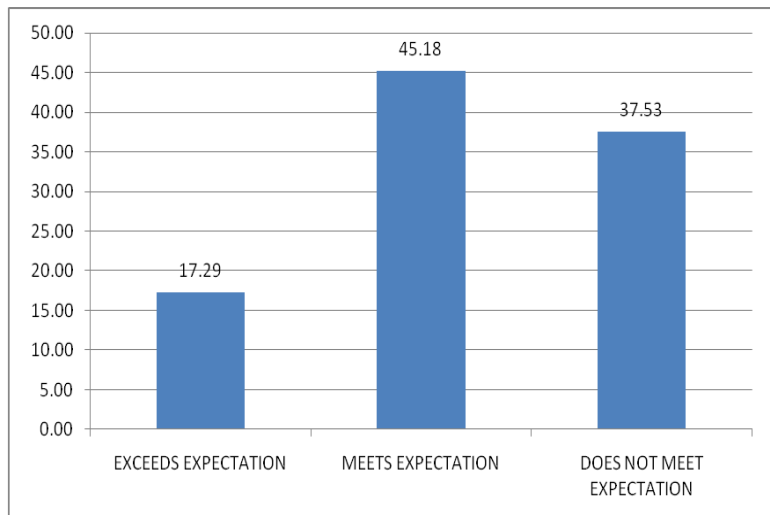
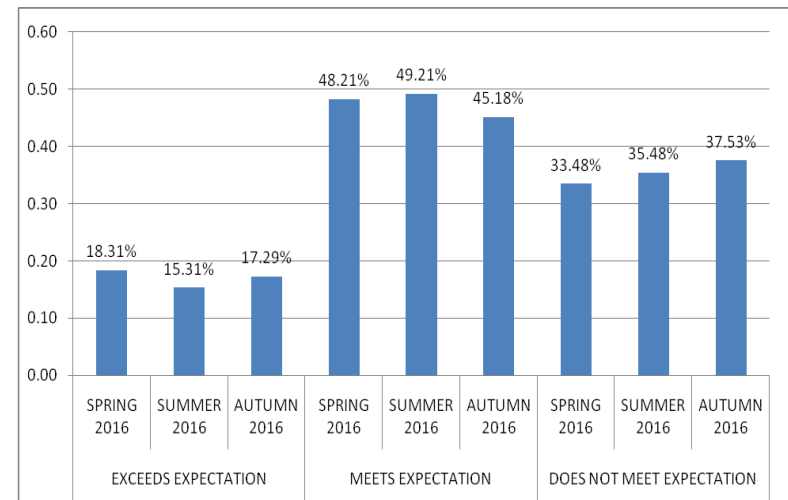


FIGURE 24: BBA in ACN: SLO 1: TREND: FORMATIVE



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: 10% Meets Expectation: 70% Does Not Meet Expectation: 20%</p> <p><u>Course-Embedded Assessment:</u> Rubric # ACN 2.R.3 (summative), ACN 2.R.1 (formative)</p>	See Figures 25,26,27 and 28	<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 low in summative assessment compared to that of spring and summer 2016 semester.</p>	<p><u>Actions Taken</u> A standardized approach for summative assessment in ACN 305 was developed in Autumn 2016, to ensure consistency in measurement criteria across various sections. The project required students to work in teams to analyze financial statements of Bangladeshi companies according to accounting principles through usage of appropriate technology. MOU between CIMA has been signed and that with acca is underway.</p> <p><u>Improvements to be Made</u> Industry specific analysis will be designed to give students a better understanding of the IFRS in preparation of financial statements.</p>

FIGURE 25: BBA IN ACN: SLO 2: AUTUMN 2016: SUMMATIVE

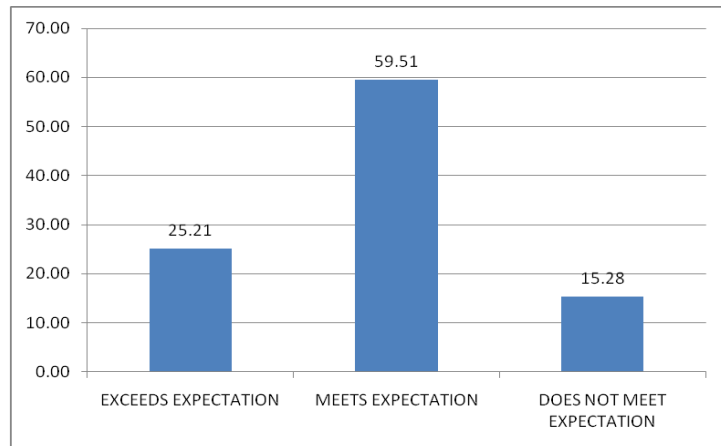


FIGURE 26: BBA IN ACN: SLO 2: TREND: SUMMATIVE

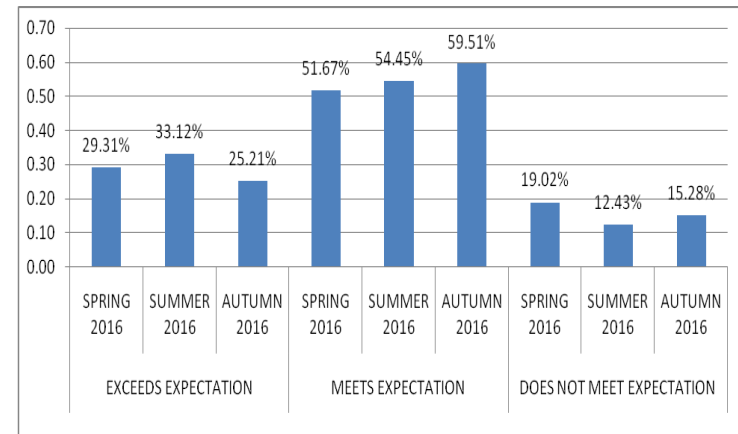


FIGURE 27: BBA IN ACN: SLO 2: AUTUMN 2016: FORMATIVE

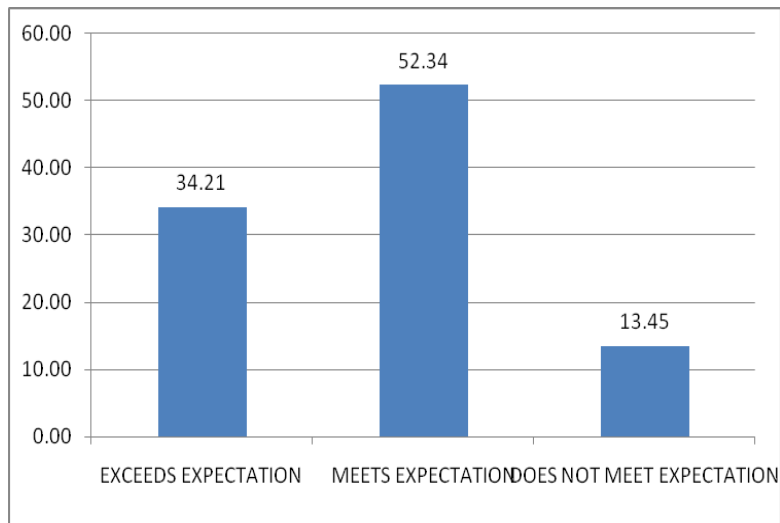
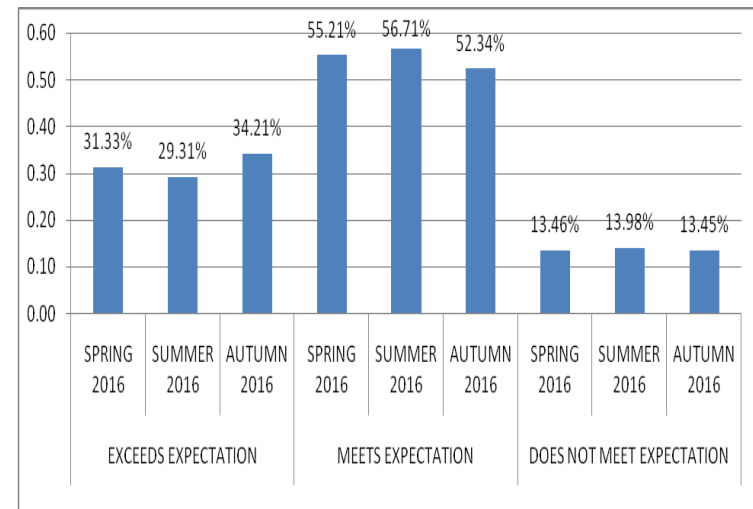


FIGURE 28: BBA IN ACN: SLO 2: TREND: FORMATIVE



Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
<p>3. Explain cost concepts, understand cost accumulation and apply appropriate controlling methods and demonstrate decision making abilities.</p>	<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: 10% Meets Expectation: 70% Does Not Meet Expectation: 20%</p> <p><u>Course-Embedded Assessment:</u> Rubric # ACN 3.R.5 (summative), ACN 3.R.4 (formative)</p>	<p>See Figures 29, 30, 31 and 32</p>	<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 low in summative assessment compared to that of spring and summer 2016 semester.</p>	<p><u>Actions Taken</u> A standardized approach for summative assessment in CAN 202 and 405 was developed in Autumn 2016, to ensure consistency in measurement criteria across various sections. 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. MOU between CIMA has been signed and that with acca is underway.</p> <p><u>Improvements to be Made</u> Cases focusing issues in local companies will be introduced.</p>

FIGURE 29: BBA IN ACN: SLO 3: AUTUMN 2016: SUMMATIVE

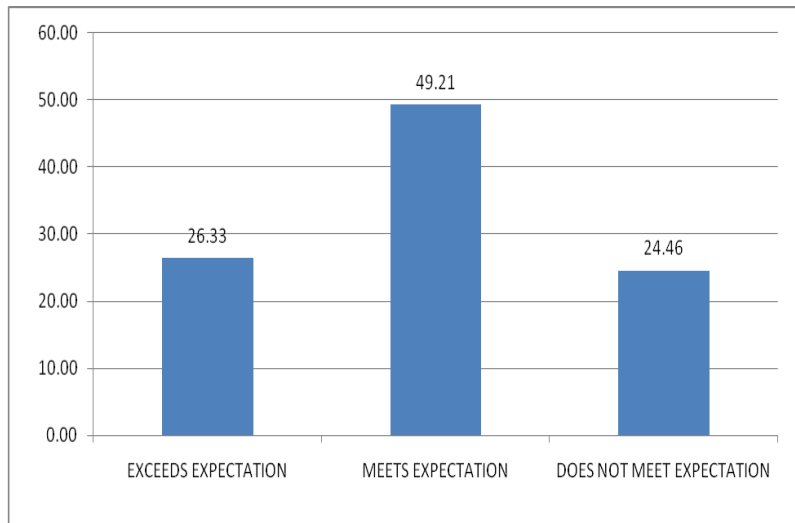


FIGURE 30: BBA IN ACN: SLO 3: TREND: SUMMATIVE

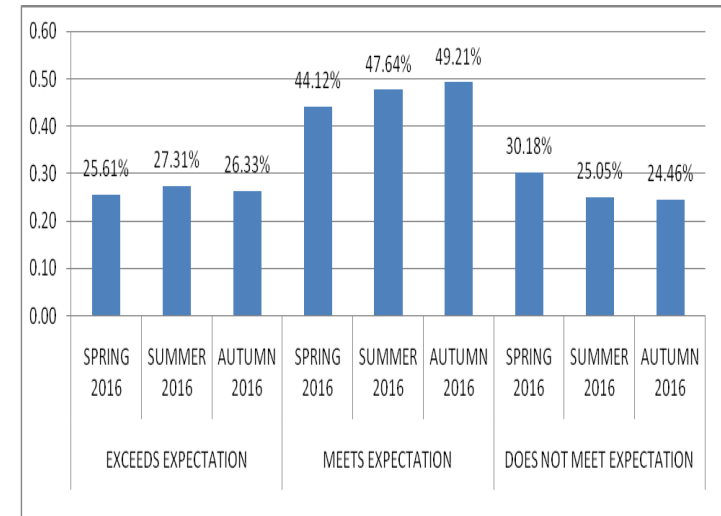


FIGURE 31: BBA IN ACN, SLO 3: AUTUMN 2016: FORMATIVE

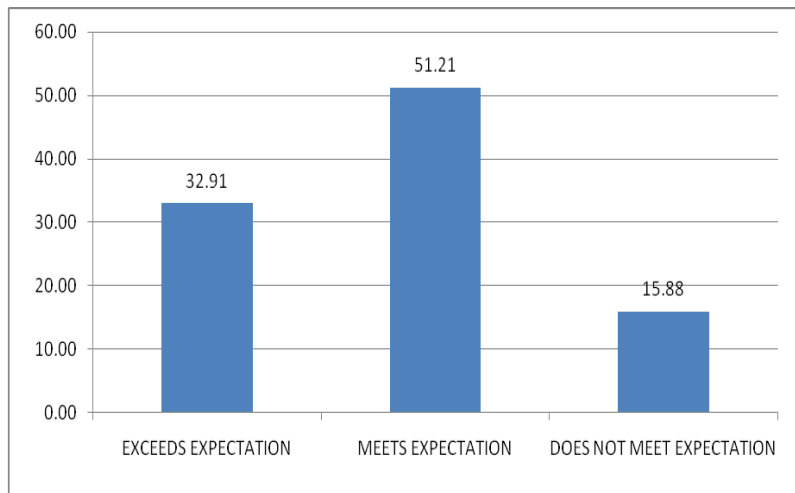
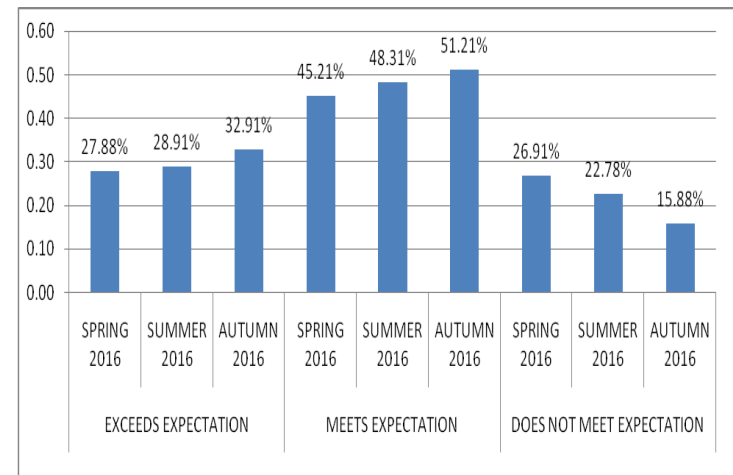


FIGURE 32: BBA IN ACN, SLO 3: TREND: FORMATIVE



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: 10% Meets Expectation: 70% Does Not Meet Expectation: 20%</p> <p><u>Course-Embedded Assessment:</u> Rubric # ACN 4.R.6 (summative), ACN 4.R.1 (formative)</p>	See Figures 33, 34, 35 and 36	<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 low in summative assessment compared to that of spring and summer 2016 semester.</p>	<p><u>Actions Taken</u> A standardized approach for summative assessment in ACN 403 was developed in Autumn 2016, to ensure consistency in measurement criteria across various sections. 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. MOU between CIMA has been signed and that with acca is underway.</p> <p><u>Improvements to be Made</u> Comparative analysis of local and MNCs will be developed to give students a better understanding in the upcoming semesters.</p>

FIGURE 33: BBA IN ACN, SLO 4: AUTUMN 2016: SUMMATIVE

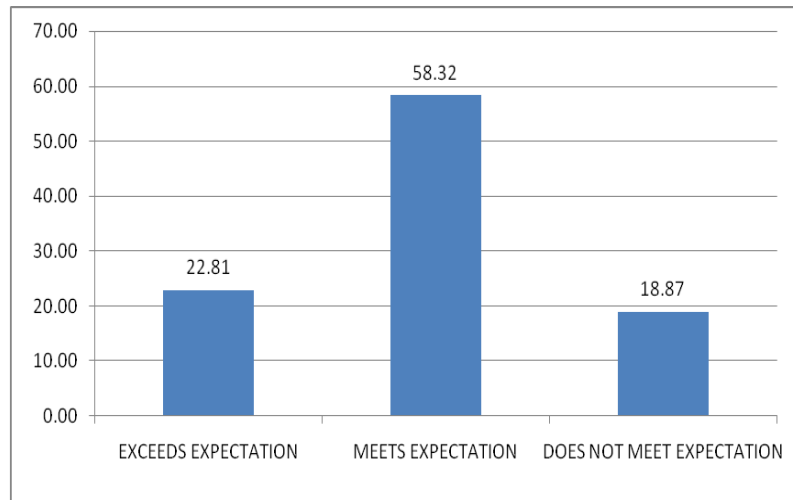


FIGURE 34: BBA IN ACN, SLO 4: TREND: SUMMATIVE

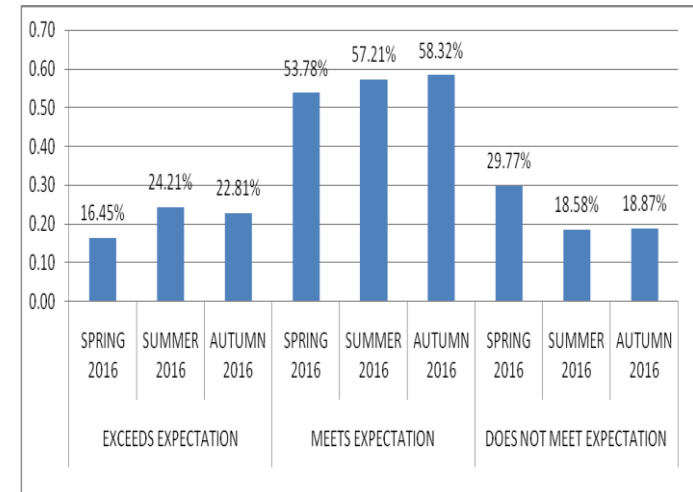


FIGURE 35: BBA IN ACN, SLO 4: AUTUMN 2016: FORMATIVE

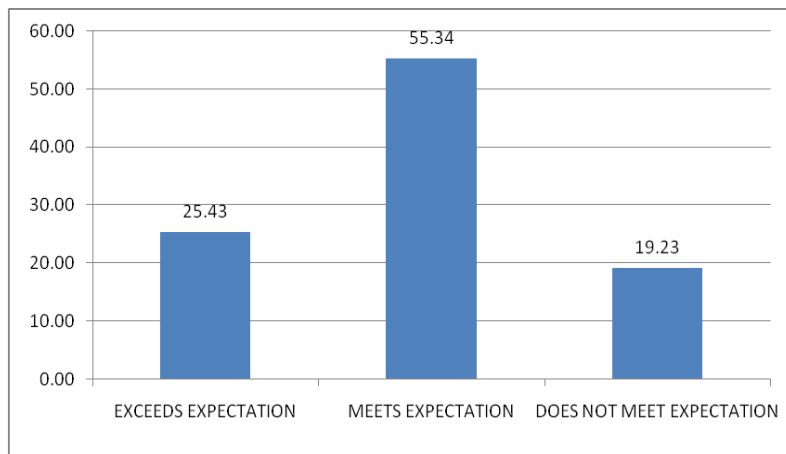
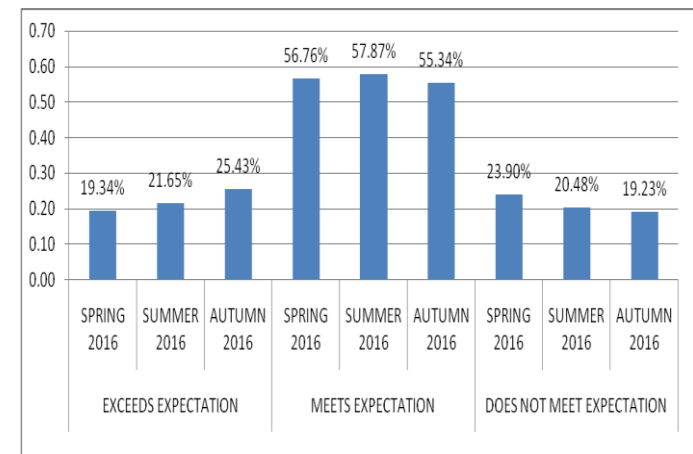


FIGURE 36: BBA IN ACN, SLO 4: TREND: FORMATIVE



AUTUMN 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: 20% Meets Expectation: 80% Does Not Meet Expectation: 0%</p> <p><u>Course-Embedded Assessment:</u> Rubric # FIN 1.R.2 (summative), FIN 1.R.1 (formative)</p>	See Figures 37, 38, 39 and 40	<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 low in summative assessment compared to that of spring and summer 2016 semester.</p>	<p><u>Actions Taken</u> A standardized approach for summative assessment in FIN 301 was developed in Autumn 2016, to ensure consistency in measurement criteria across various sections. 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. A competition titled EXCELERIOUS was held.</p> <p><u>Improvements to be Made</u> Incorporation of detailed interpretation with focus on specific areas of improvement will be introduced.</p>

FIGURE 37: BBA IN FIN: SLO 1: AUTUMN 2016: SUMMATIVE

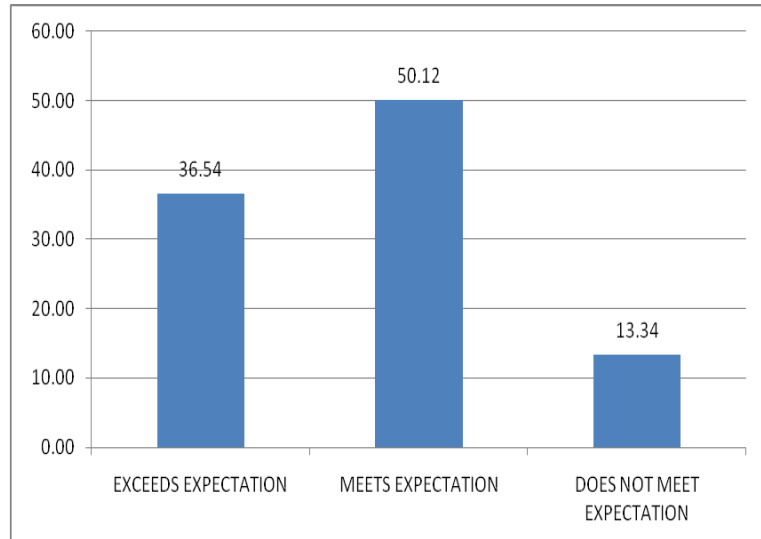


FIGURE 38: BBA IN FIN: SLO 1: TREND: SUMMATIVE

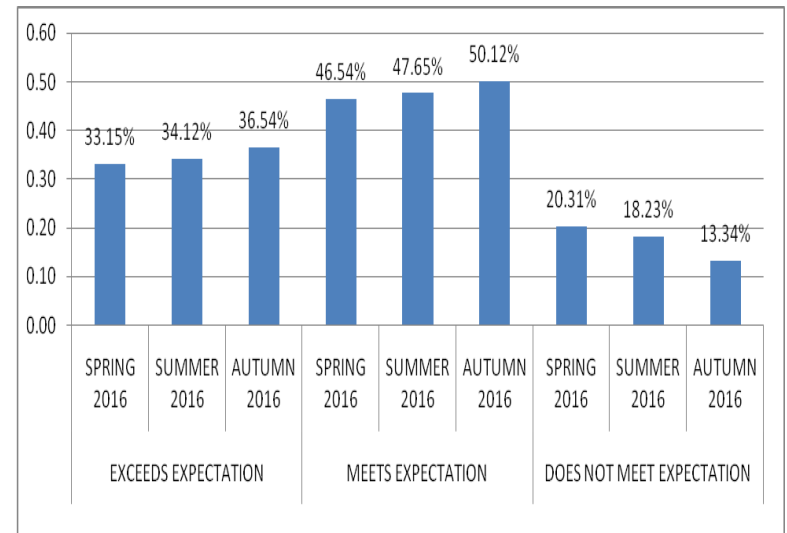


FIGURE 39: BBA IN FIN: SLO 1: AUTUMN 2016: FORMATIVE

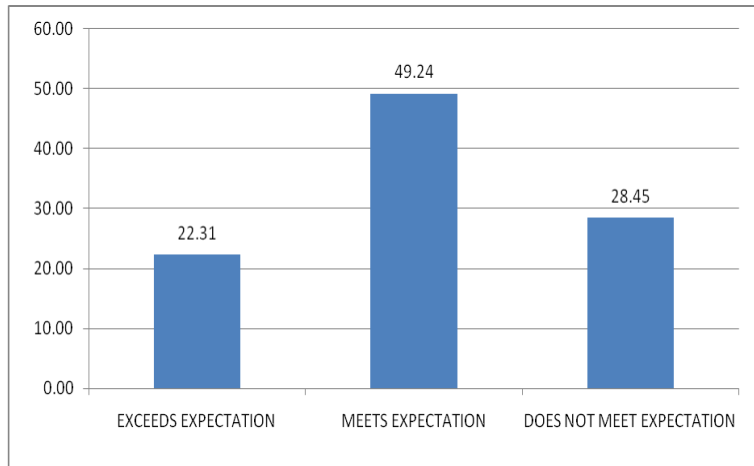
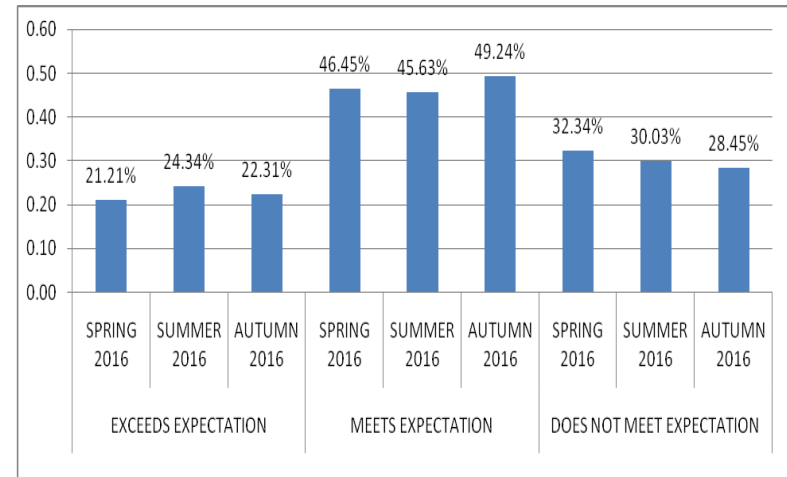


FIGURE 40: BBA IN FIN: SLO 1: TREND: FORMATIVE



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: 20% Meets Expectation: 80% Does Not Meet Expectation: 0%</p> <p><u>Course-Embedded Assessment:</u> Rubric # FIN 2.R.3 (summative), FIN 2.R.1 (formative)</p>	See Figures 41, 42, 43 and 44	<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 low in summative assessment compared to that of spring and summer 2016 semester.</p>	<p><u>Actions Taken</u> A standardized approach for summative assessment in FIN 302 was developed in Autumn 2016, to ensure consistency in measurement criteria across various sections. The project required students to work in teams on a project that demonstrated practical application of investment and financing decision making. A competition titled EXCELERIOUS was held.</p> <p><u>Improvements to be Made</u> Incorporation of detailed interpretation with focus on specific areas of improvement will be introduced.</p>

FIGURE 41: BBA IN FIN: SLO 2: AUTUMN 2016: SUMMATIVE

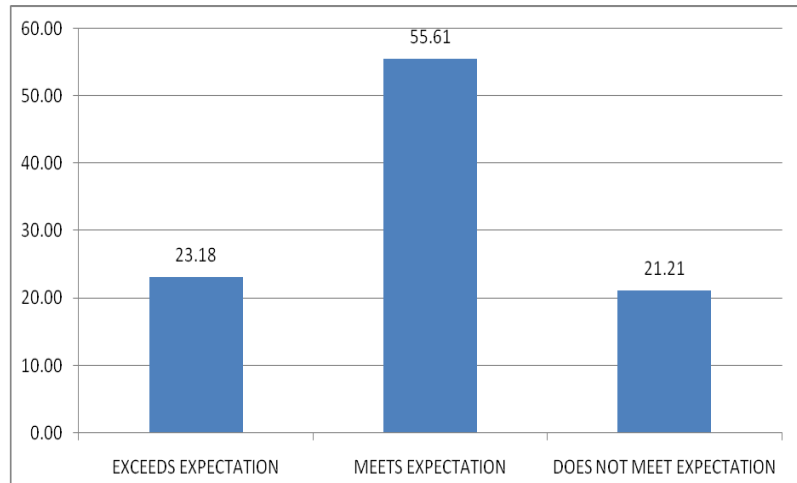


FIGURE 42: BBA IN FIN: SLO 2: TREND: SUMMATIVE

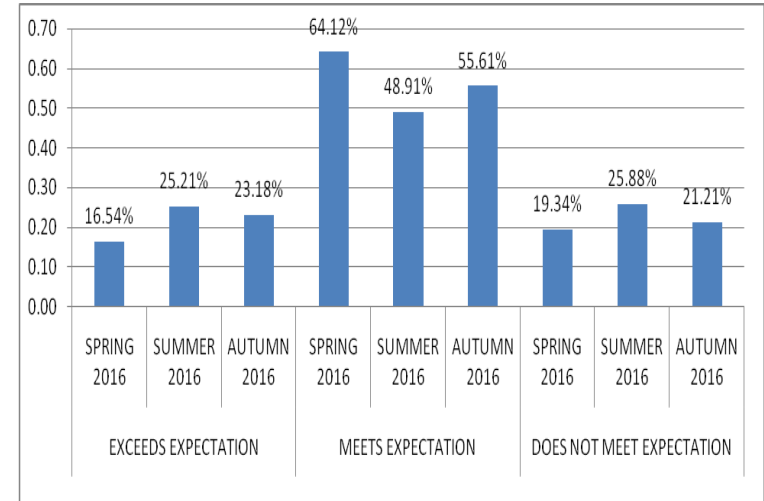


FIGURE 43: BBA IN FIN: SLO 2: AUTUMN 2016: FORMATIVE

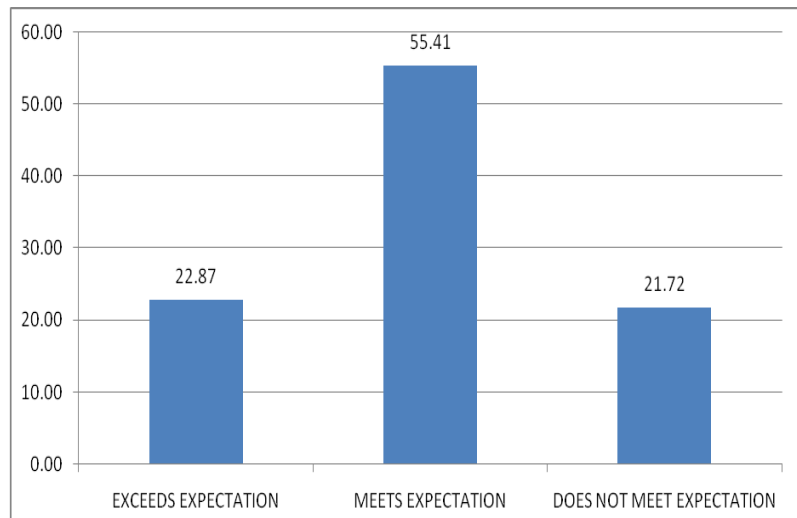
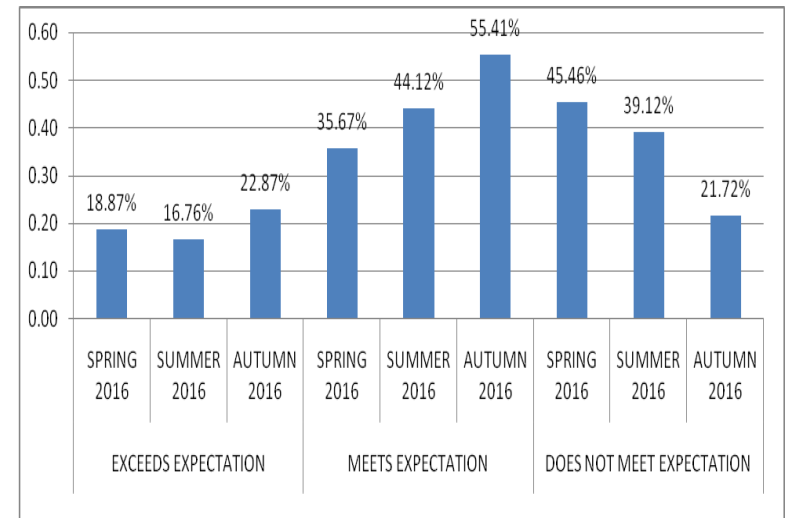


FIGURE 44: BBA IN FIN: SLO 2: TREND: FORMATIVE



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: 20% Meets Expectation: 80% Does Not Meet Expectation: 0%</p> <p><u>Course-Embedded Assessment:</u> Rubric # FIN 3.R.4 (summative), FIN 3.R.1 (formative)</p>	See 45, 46, 47 and 48	<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 low in summative assessment compared to that of spring and summer 2016 semester.</p>	<p><u>Actions Taken</u> A standardized approach for summative assessment in fin 460 was developed in Autumn 2016, to ensure consistency in measurement criteria across various sections. 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. A competition titled EXCELERIOUS was held.</p> <p><u>Improvements to be Made</u> A new area will be introduced in the assignment whereby students can compare local investment options and strategies with that of cross border investments.</p>

FIGURE 45: BBA IN FIN: SLO 3: AUTUMN 2016: SUMMATIVE

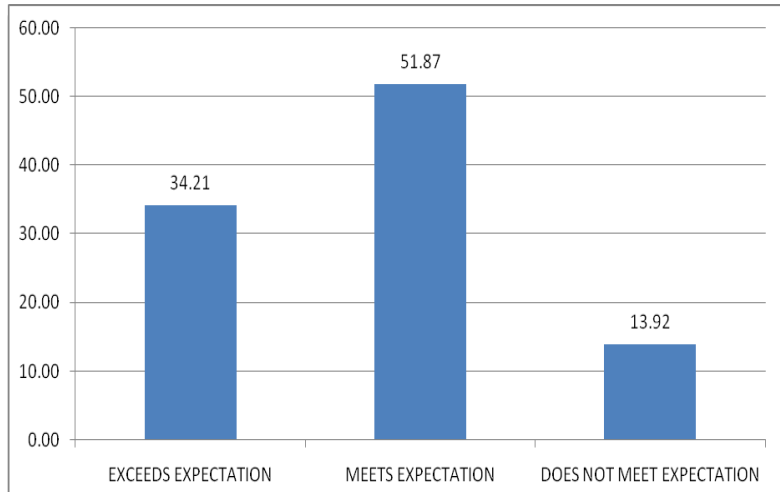


FIGURE 47: BBA IN FIN: SLO 3: AUTUMN 2016: FORMATIVE

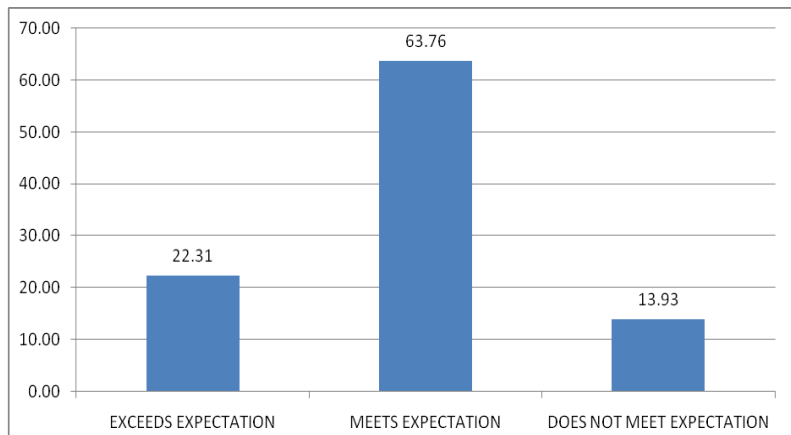


FIGURE 46: BBA IN FIN: SLO 3: TREND: SUMMATIVE

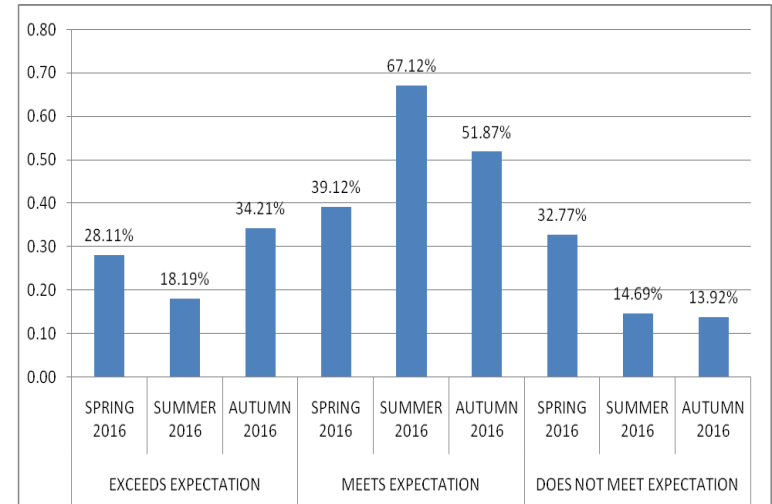
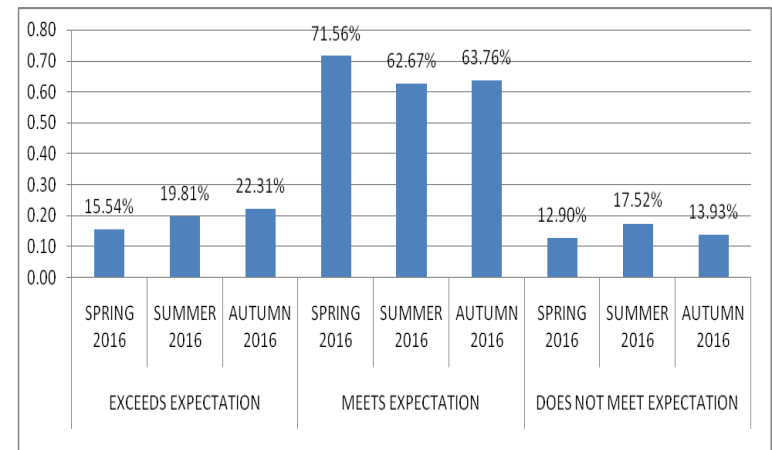


FIGURE 48: BBA IN FIN: SLO 3: TREND: FORMATIVE



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: 20% Meets Expectation: 80% Does Not Meet Expectation: 0%</p> <p><u>Course-Embedded Assessment:</u> Rubric # FIN 4.R.4 (summative), FIN 4.R.1 (formative)</p>	See Figures 49, 50, 51 and 52.	<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 low in summative assessment compared to that of spring and summer 2016 semester.</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. A competition titled EXCELERIOUS was held.</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.</p>

FIGURE 49: BBA IN FIN: SLO 4: AUTUMN 2016: SUMMATIVE

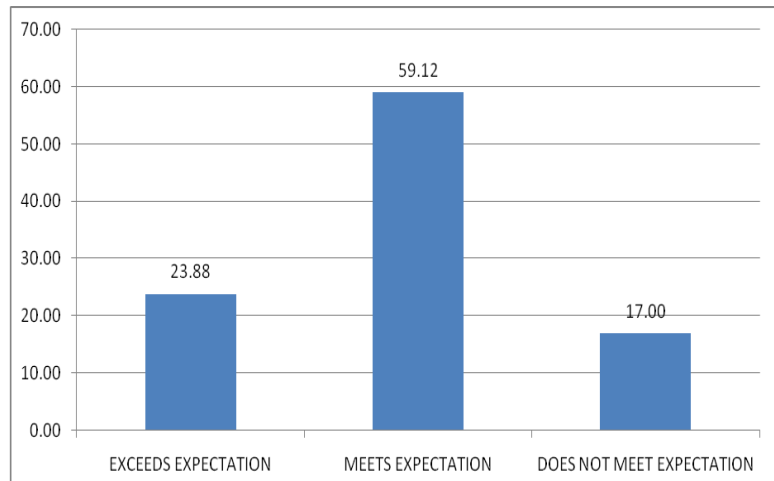


FIGURE 50: BBA IN FIN: SLO 4: TREND: SUMMATIVE

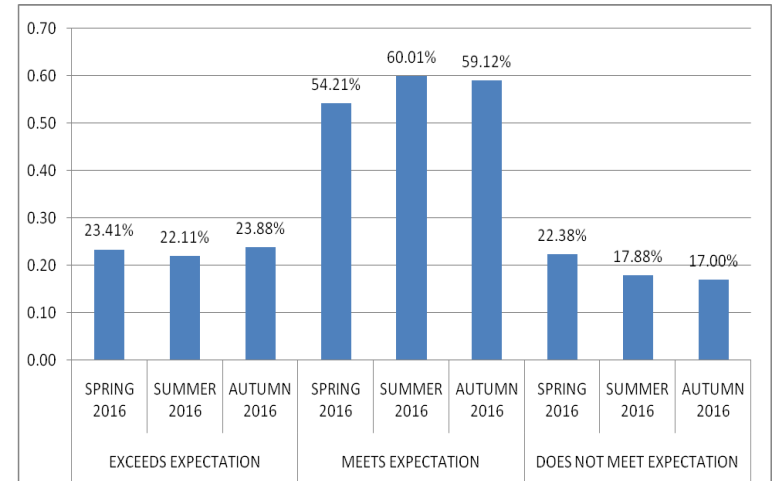


FIGURE 51: BBA IN FIN: SLO 4: AUTUMN 2016: FORMATIVE

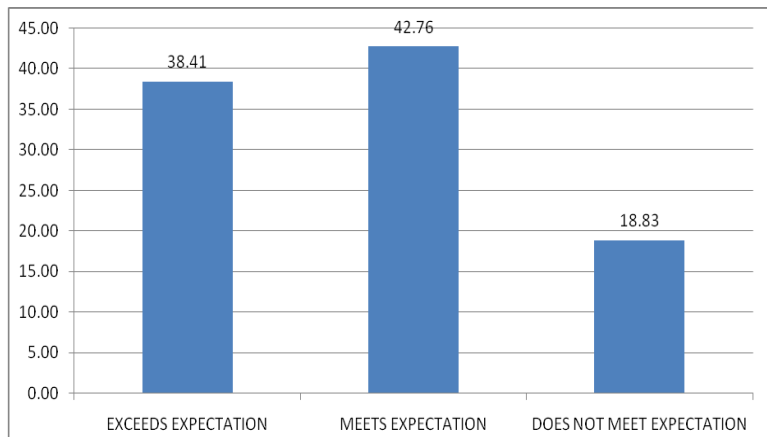
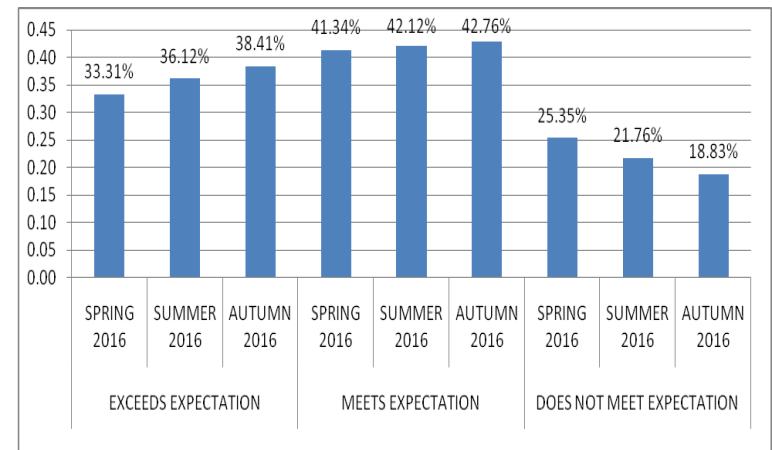


FIGURE 52: BBA IN FIN: SLO 4: TREND: FORMATIVE



AUTUMN 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: 38.28% Meets Expectation: 61.19% Does Not Meet Expectation: 0.53%</p> <p><u>Course-Embedded Assessment:</u> Rubric # INB 3.R.1 (formative),</p>	See Figure 53, 54, 55 & 56	<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 low in summative assessment compared to that of spring and summer 2016 semester.</p>	<p><u>Actions Taken</u> A standardized approach for formative assessment in INB 301 was developed in Autumn 2016, to ensure consistency in measurement criteria across various sections. The project required students to work in teams on a expanding a local company globally by conducting in depth country analysis and export import strategies. A talk was held by Salman Ispahani on tea exports and imports in Bangladesh.</p> <p><u>Improvements to be Made</u> The assignment is to be modified to industry specific expansion requirements.</p>

FIGURE 53: BBA IN INB: SLO 1: AUTUMN 2016: SUMMATIVE

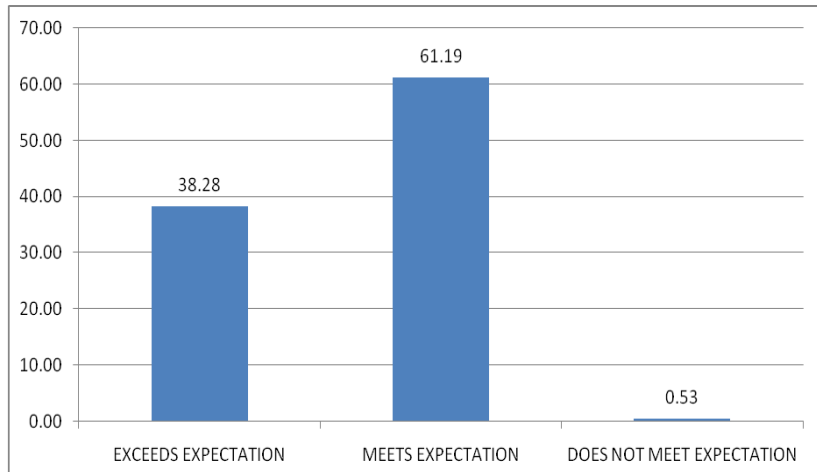


FIGURE 54: BBA IN INB: SLO 1: TREND: SUMMATIVE

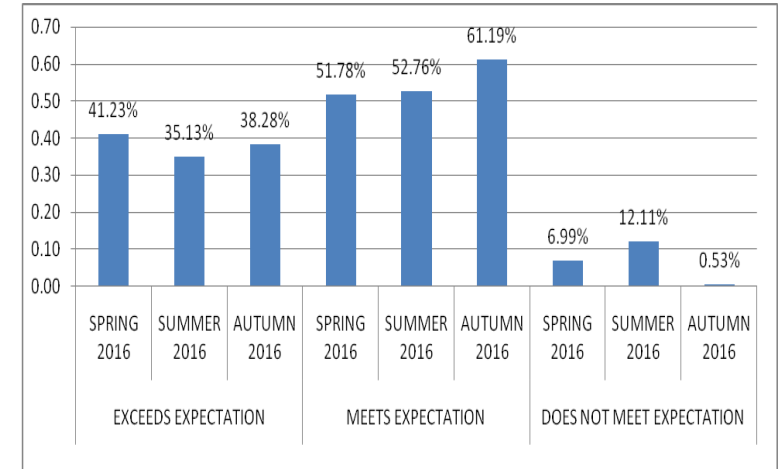


FIGURE 55: BBA IN INB: SLO 1: AUTUMN 2016: FORMATIVE

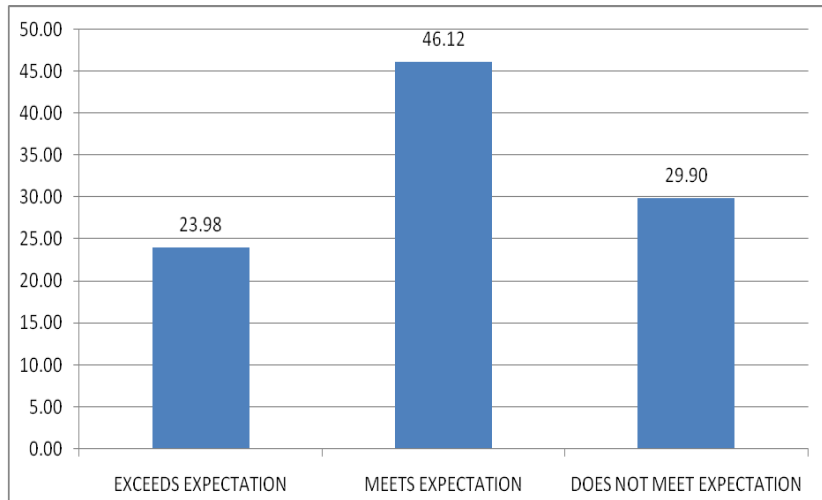
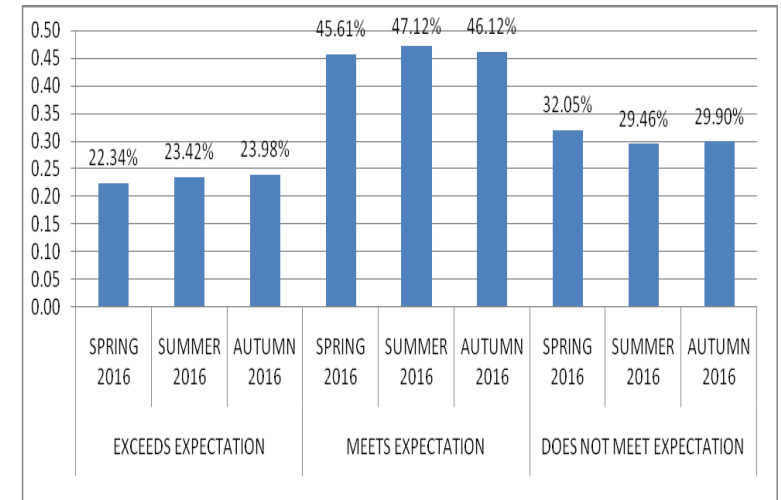


FIGURE 56: BBA IN INB: SLO 1: TREND: FORMATIVE



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: 80% Does Not Meet Expectation: 20%</p> <p><u>Course-Embedded Assessment:</u> Rubric # INB 3.R.2 (summative), INB 3.R.1 (formative)</p>	See Figures 57,58,59 & 60	<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 low in summative assessment compared to that of spring and summer 2016 semester.</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. A talk was held by Salman Ispahani on tea exports and imports in Bangladesh.</p>

FIGURE 57: BBA IN INB: SLO 2: AUTUMN 2016: SUMMATIVE

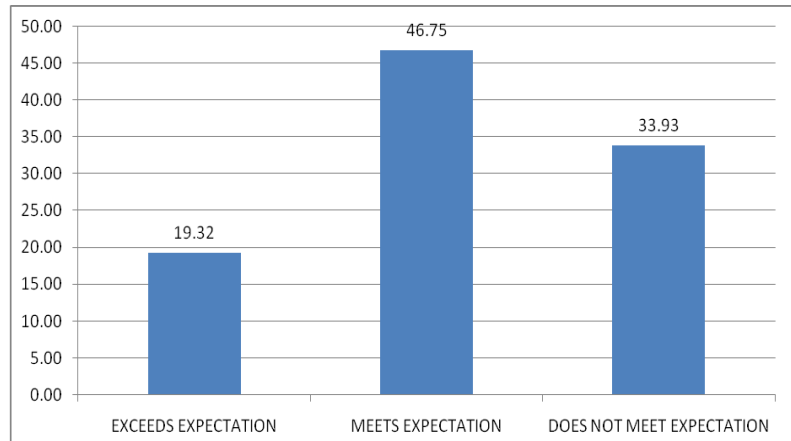


FIGURE 58: BBA IN INB: SLO 2: TREND: SUMMATIVE

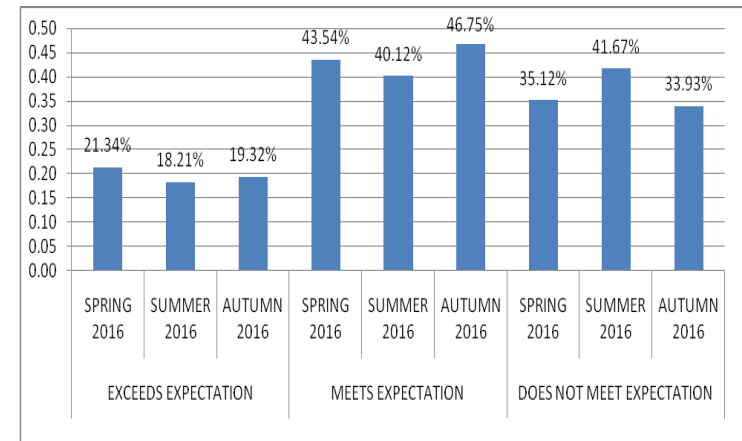


FIGURE 59: BBA IN INB: SLO 2: AUTUMN 2016: FORMATIVE

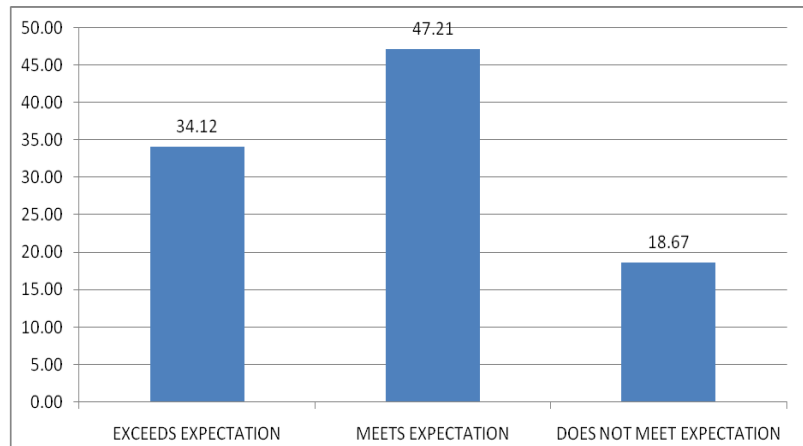
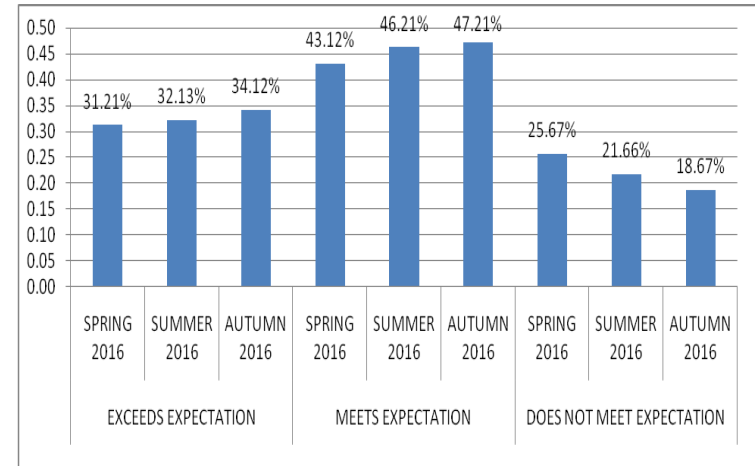


FIGURE 60: BBA IN INB: SLO 2: TREND: FORMATIVE



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: 80% Does Not Meet Expectation: 20%</p> <p><u>Course-Embedded Assessment:</u> Rubric # INB 3.R.2 (summative), INB 3.R.1 (formative)</p>	See Figures, 61, 62, 63 & 64.	<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 low in summative assessment compared to that of spring and summer 2016 semester.</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> <p>A talk was held by Salman Ispahani on tea exports and imports in Bangladesh.</p>

FIGURE 61: BBA IN INB: SLO 3: AUTUMN 2016: SUMMATIVE

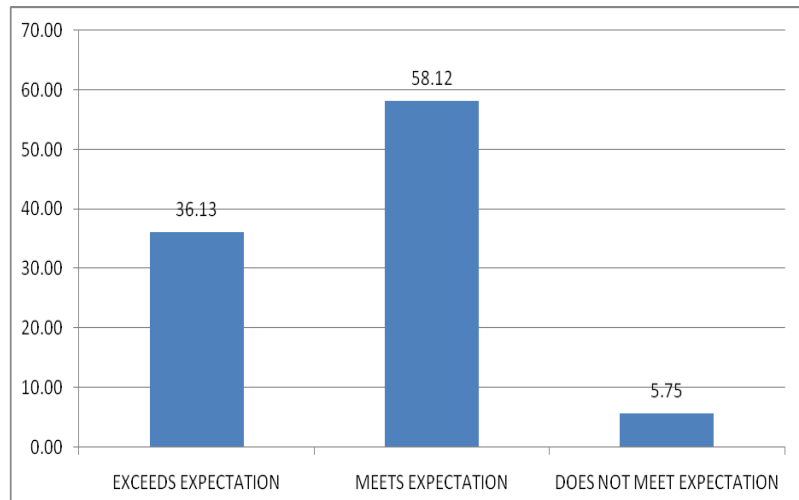


FIGURE 63: BBA IN INB: SLO 3: AUTUMN 2016: FORMATIVE

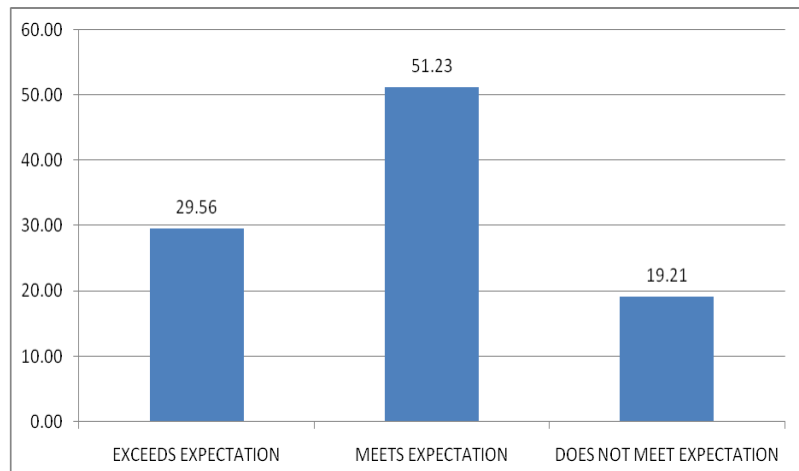


FIGURE 62: BBA IN INB: SLO 3: TREND: SUMMATIVE

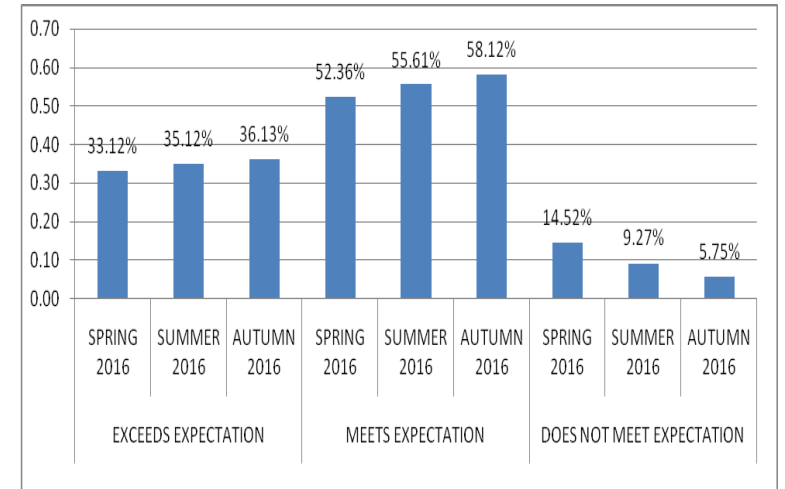
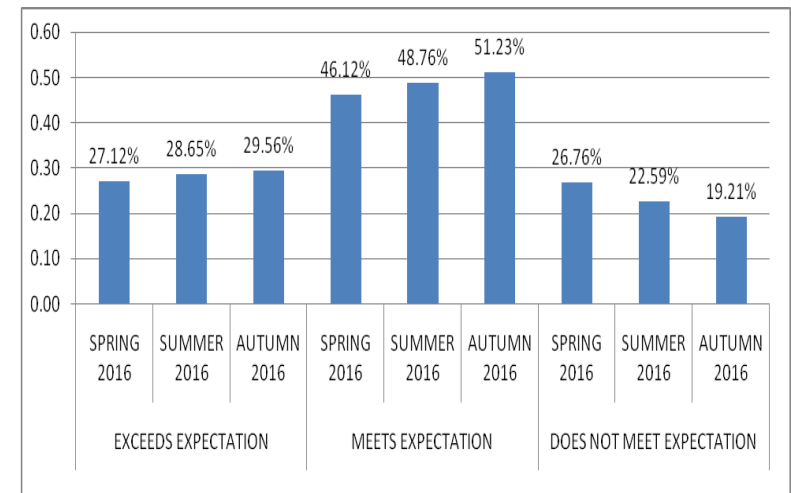


FIGURE 64: BBA IN INB: SLO 3: TREND: FORMATIVE



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.	Summative: Exit Assessment Test, and Course Embedded Assessment (INB 303 group term project)	<u>Exit Assessment Test</u> Exceeds Expectation: 25.16% Meets Expectation: 66.12% Does Not Meet Expectation: 8.72% <u>Course-Embedded Assessment:</u> Rubric # INB 3.R.3 (summative),	See Figure 63,64,65 & 66	<u>Target:</u> 80% students should meet or, exceed expectation. Students met the target for both the formative and summative Assessment. <u>Trend:</u> The percentage of students not meeting expectation is considerably low in summative assessment compared to that of spring and summer 2016 semester.	<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. A talk was held by Salman Ispahani on tea exports and imports in Bangladesh.

FIGURE 63: BBA IN INB: SLO 4: AUTUMN 2016: SUMMATIVE

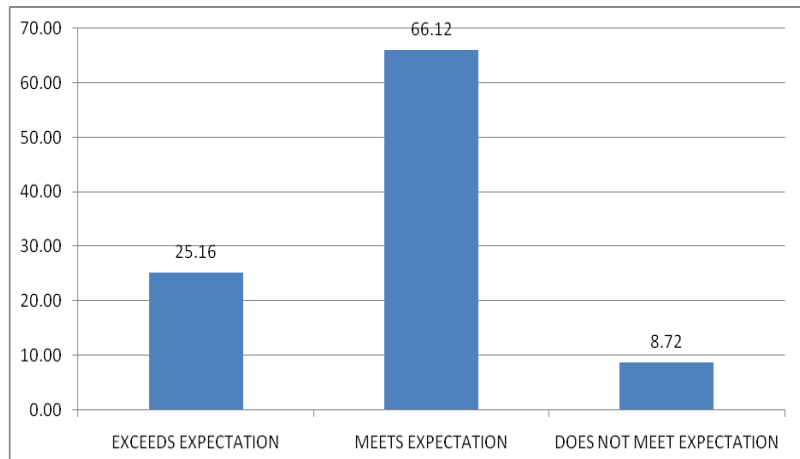


FIGURE 64: BBA IN INB: SLO 4: TREND: SUMMATIVE

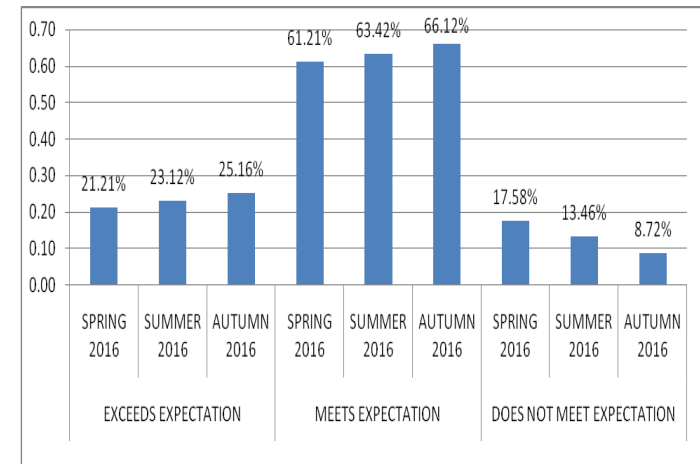


FIGURE 65: BBA IN INB: SLO 4: AUTUMN 2016: FORMATIVE

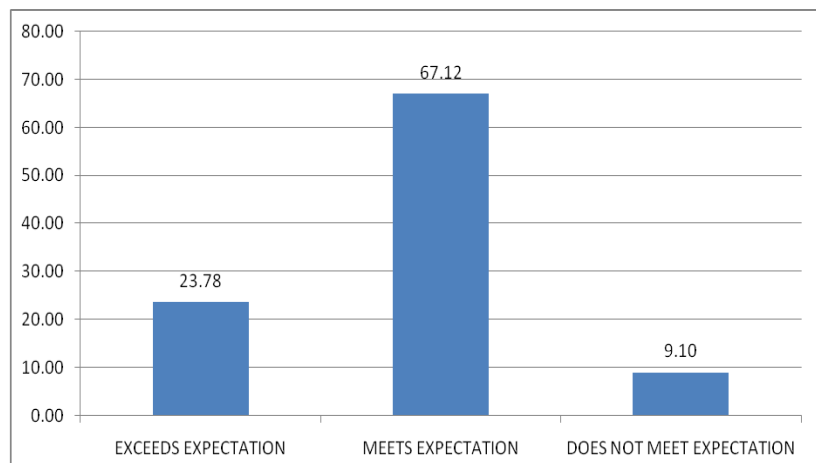
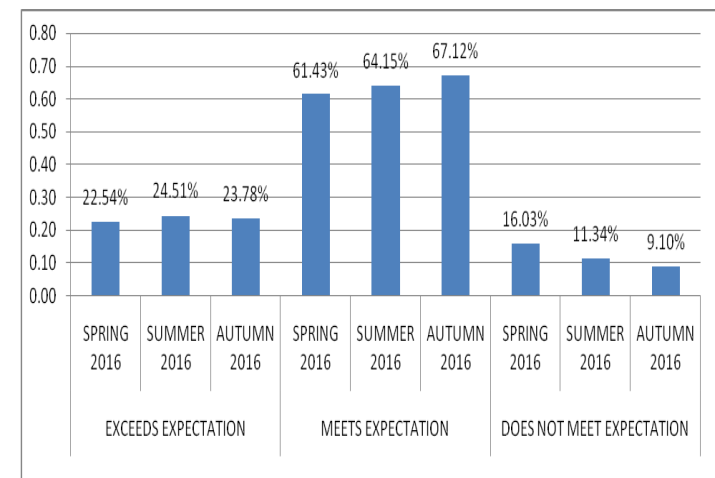


FIGURE 66: BBA IN INB: SLO 4: TREND: FORMATIVE



AUTUMN 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 67, 68, 69 & 70.	<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 low in summative assessment compared to that of spring and summer 2016 semester.</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> <p>A talk on technology and its frontier was held by Microsoft CEO in Bangladesh. Seminar on online money making and Web Development was also held.</p>

FIGURE 67: BBA IN MIS: SLO 1: AUTUMN 2016: SUMMATIVE

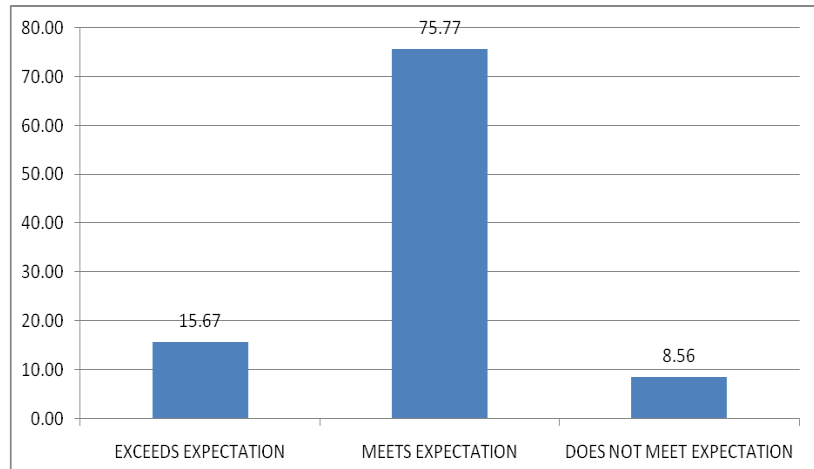


FIGURE68: BBA IN MIS: SLO 1: TREND: SUMMATIVE

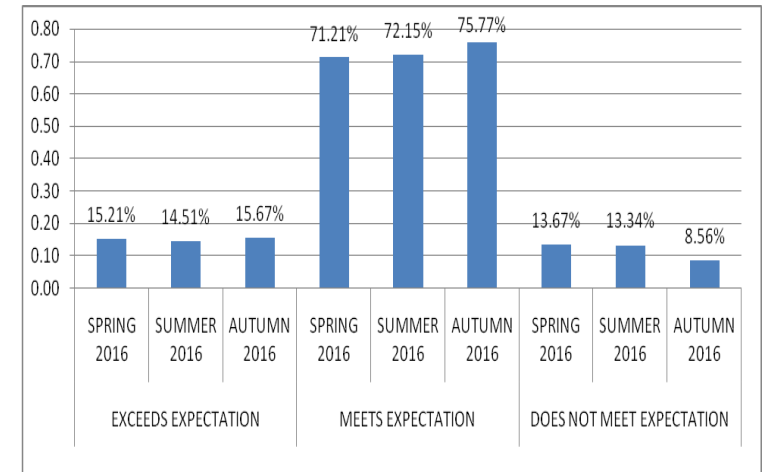


FIGURE 69: BBA IN MIS: SLO 1: AUTUMN 2016: FORMATIVE

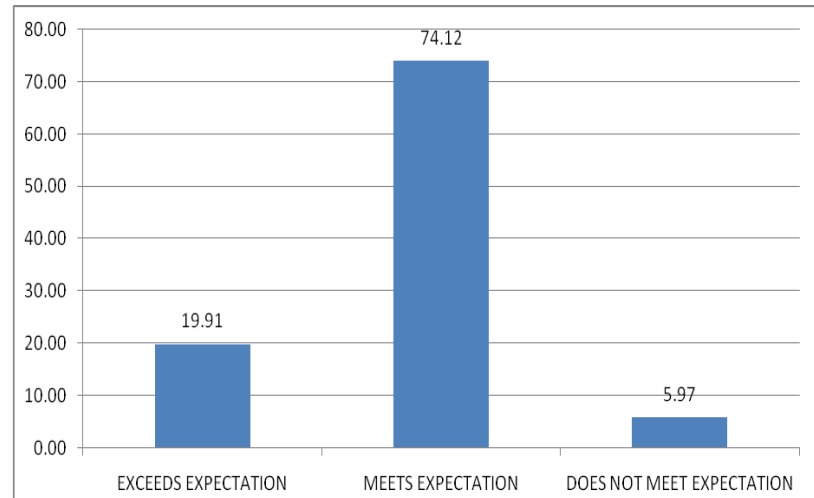
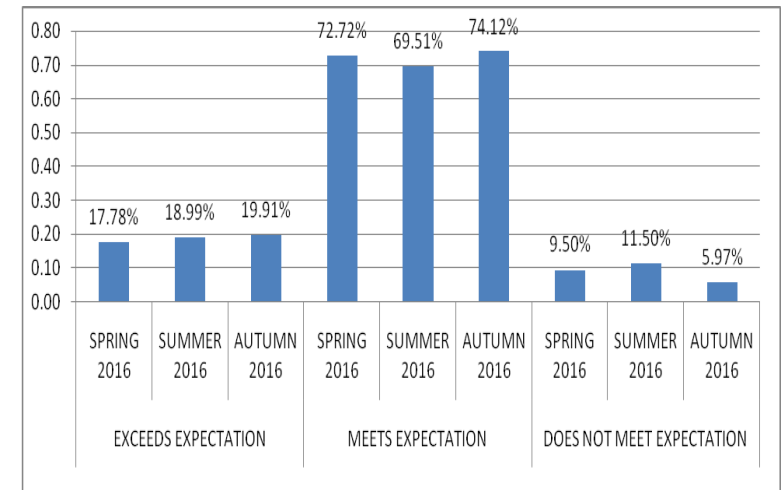


FIGURE 70: BBA IN MIS: SLO 1: TREND: FORMATIVE



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, 71 ,72 , 73 & 74	<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 low in summative assessment compared to that of spring and summer 2016 semester.</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> <p>A talk on technology and its frontier was held by Microsoft CEO in Bangladesh. Seminar on online money making and Web Development was also held.</p>

FIGURE 71: BBA IN MIS: SLO 2: AUTUMN 2016: SUMMATIVE

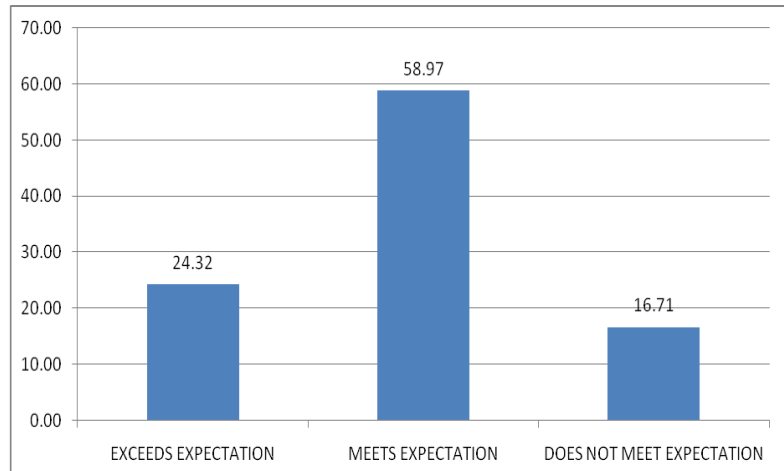


FIGURE 73: BBA IN MIS: SLO 2: AUTUMN 2016: FORMATIVE

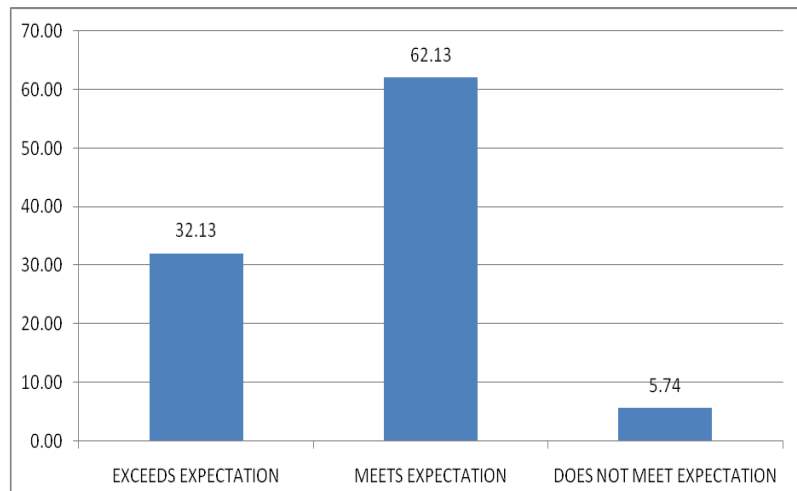


FIGURE 72: BBA IN MIS: SLO 2: TREND: SUMMATIVE

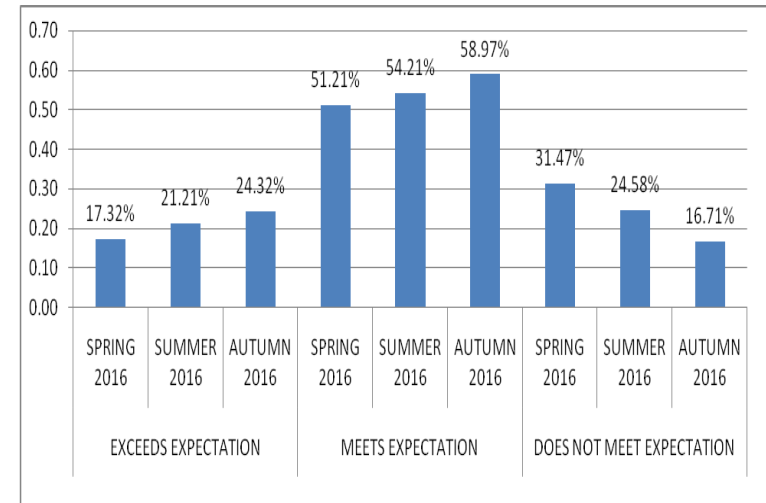
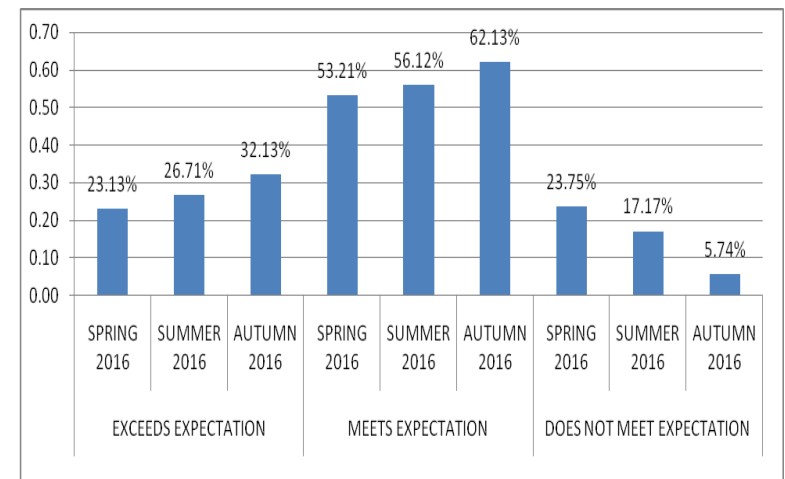


FIGURE 74: BBA IN MIS: SLO 2: TREND: FORMATIVE



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, 75, 76, 77 & 78.	<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 low in summative assessment compared to that of spring and summer 2016 semester.</p>	<p><u>Improvements to be Made</u> A more standardized approach for summative assessment in MIS 405 will be developed in Spring 2017, to ensure consistency in measurement criteria across various sections.</p> <p>A talk on technology and its frontier was held by Microsoft CEO in Bangladesh. Seminar on online money making and Web Development was also held.</p>

FIGURE 75: BBA IN MIS: SLO 3: AUTUMN 2016: SUMMATIVE

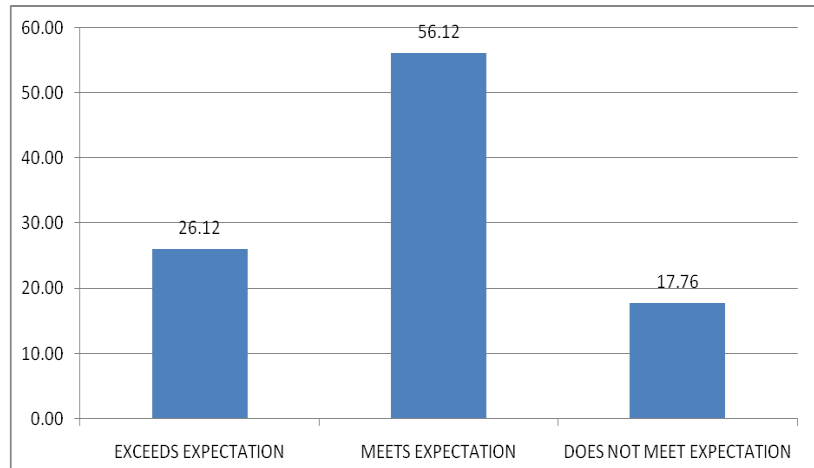


FIGURE 76: BBA IN MIS: SLO 3: TREND: SUMMATIVE

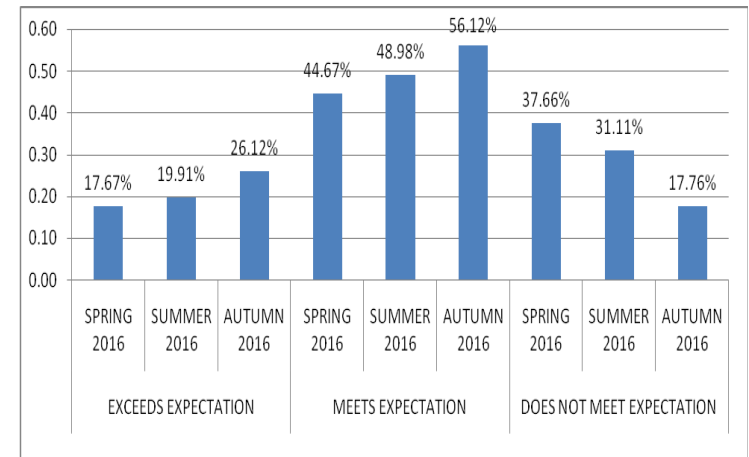


FIGURE 77: BBA IN MIS: SLO 3: AUTUMN 2016: FORMATIVE

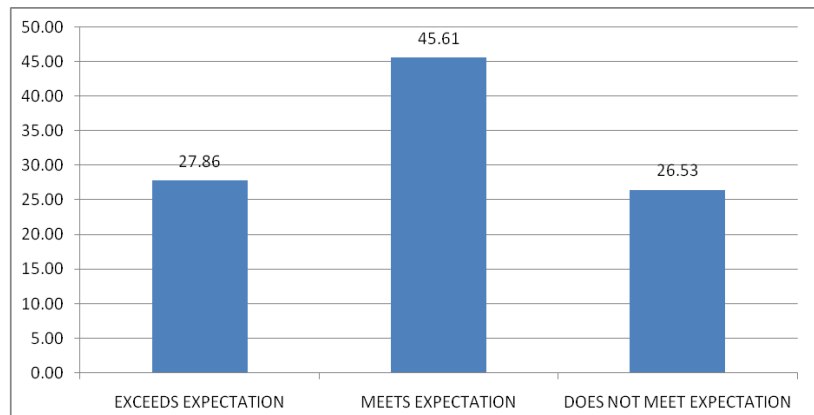
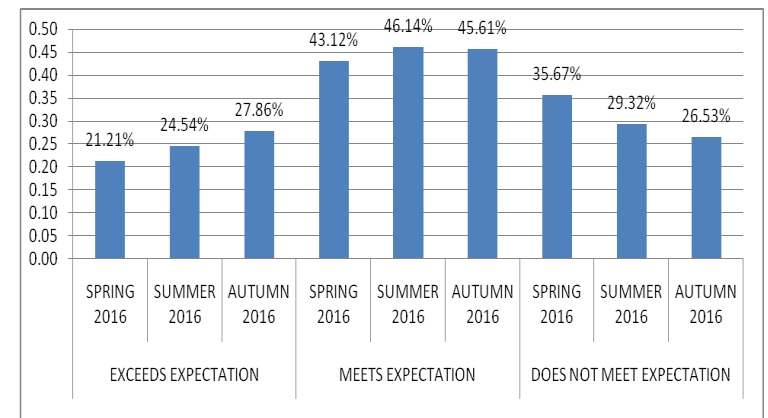


FIGURE 78: BBA IN MIS: SLO 3: TREND: FORMATIVE



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 79, 80, 81 & 82.	<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 low in summative assessment compared to that of spring and summer 2016 semester.</p>	<p><u>Improvements to be Made</u> Project in Autumn 2016 included real life applications of information systems and provide opportunity for students to implement the system with the help of business tools.</p> <p>A talk on technology and its frontier was held by Microsoft CEO in Bangladesh. Seminar on online money making and Web Development was also held.</p>

FIGURE 79: BBA IN MIS: SLO 4: AUTUMN 2016: SUMMATIVE

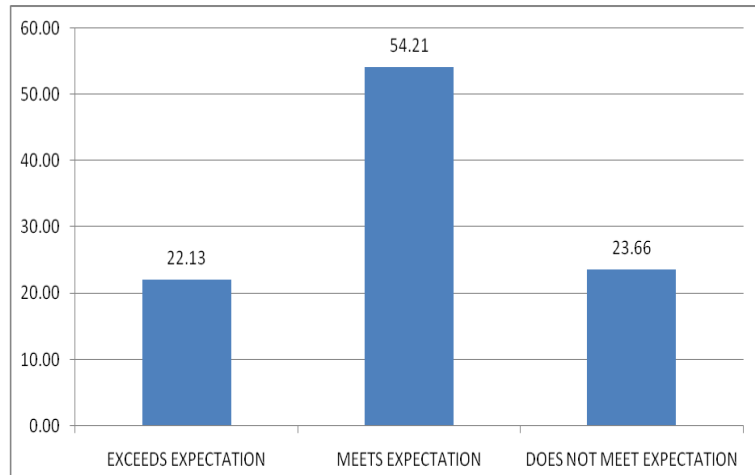


FIGURE 81: BBA IN MIS: SLO 4: AUTUMN 2016: FORMATIVE

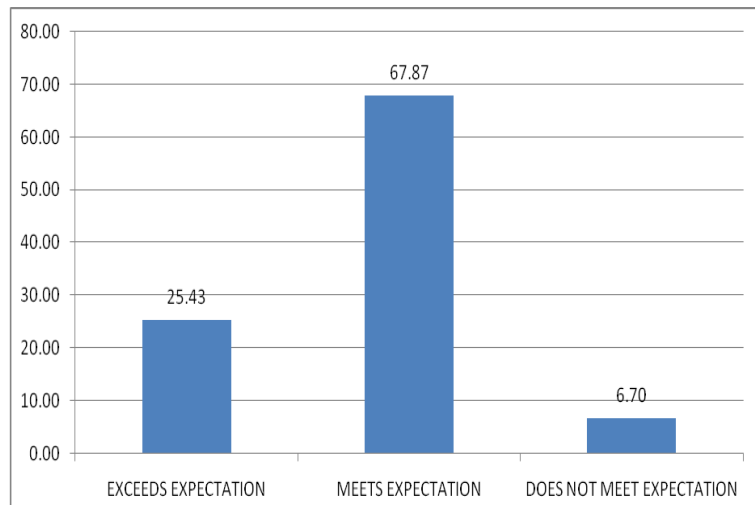


FIGURE 80: BBA IN MIS: SLO 4: TREND: SUMMATIVE

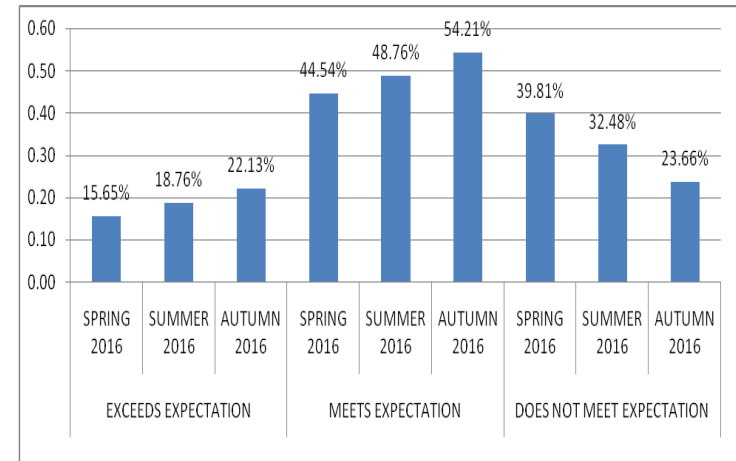
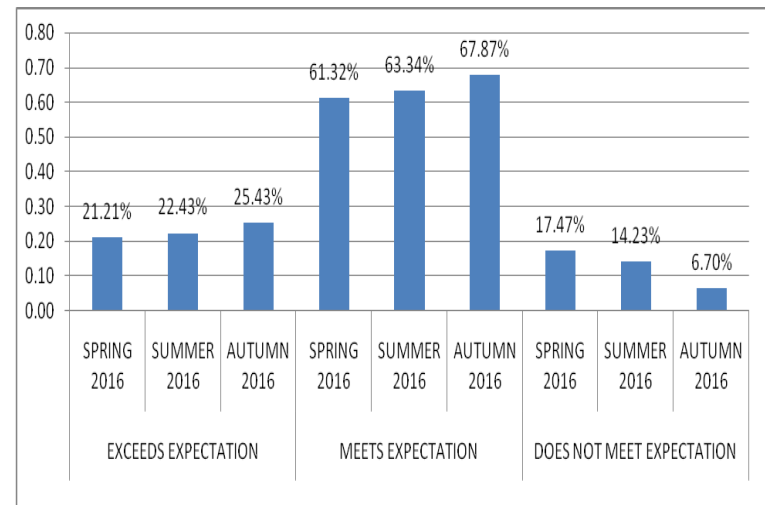


FIGURE 82: BBA IN MIS: SLO 4: TREND: FORMATIVE



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, 83, 84, 85 & 86.	<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 low in summative assessment compared to that of spring and summer 2016 semester.</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> <p>A talk on technology and its frontier was held by Microsoft CEO in Bangladesh. Seminar on online money making and Web Development was also held.</p>

FIGURE 83: BBA IN MIS: SLO 5: AUTUMN 2016: SUMMATIVE

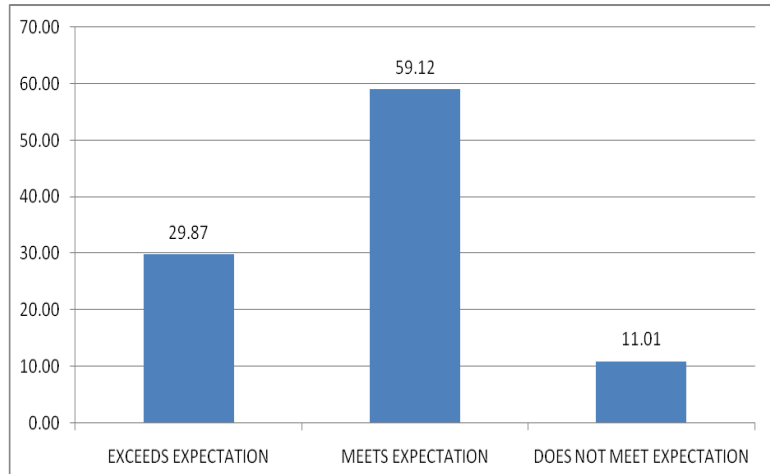


FIGURE 84: BBA IN MIS: SLO 5: TREND: SUMMATIVE

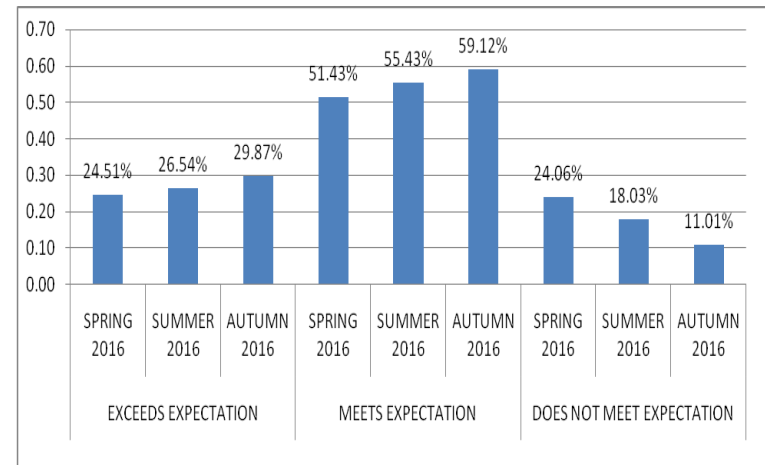


FIGURE 85: BBA IN MIS: SLO 5: AUTUMN 2016: FORMATIVE

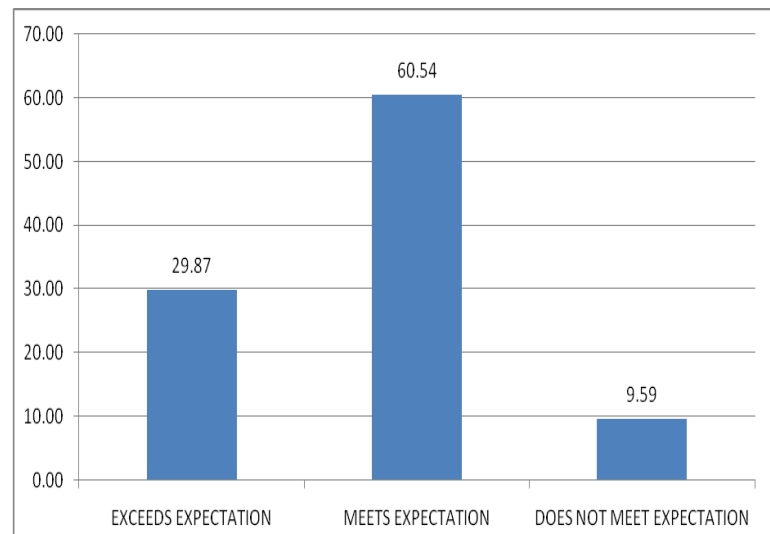
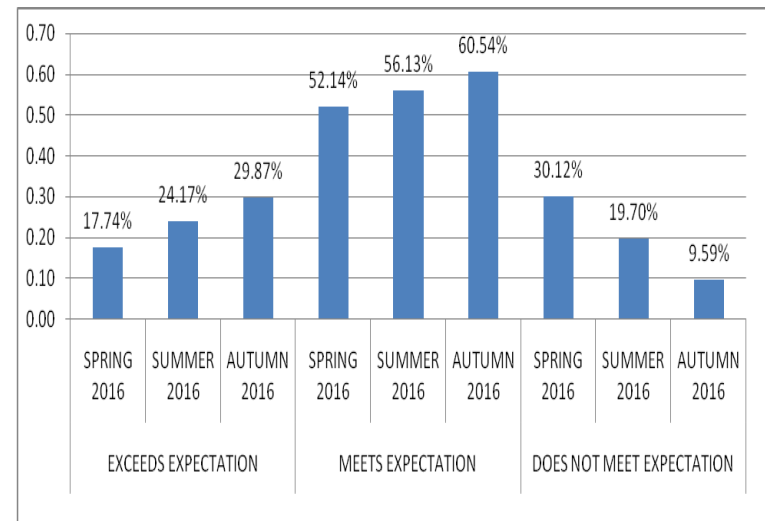


FIGURE 86: BBA IN MIS: SLO 5: TREND: FORMATIVE



AUTUMN 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: 25% Meets Expectation: 75% Does Not Meet Expectation: 0%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MKT 1.R.2 (summative), MKT 1.R.1 (formative)</p>	See Figures, 87, 88, 89 & 90.	<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 low in summative assessment compared to that of spring and summer 2016 semester.</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 with special focus on techniques pertaining to products and services and their differences.</p> <p>Seminar on Branding was held by Unilever Bangladesh. Besides a marketing carnival was held to enable students practice sales force management.</p>

FIGURE 87: BBA IN MKT: SLO 1: AUTUMN 2016: SUMMATIVE

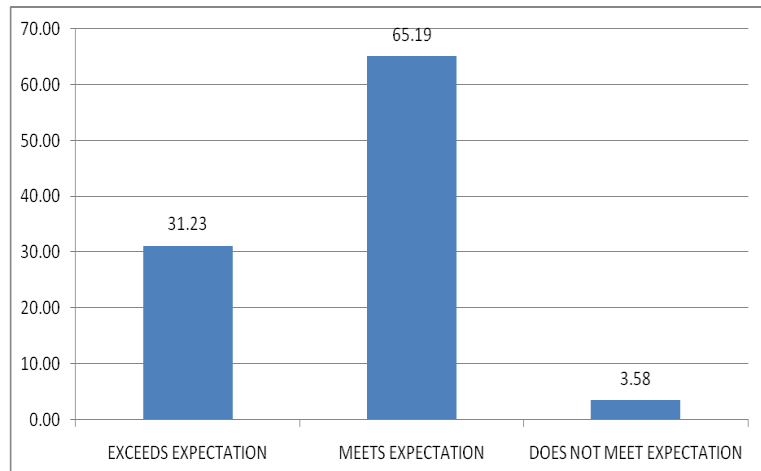


FIGURE 88: BBA IN MKT: SLO 1: TREND: SUMMATIVE

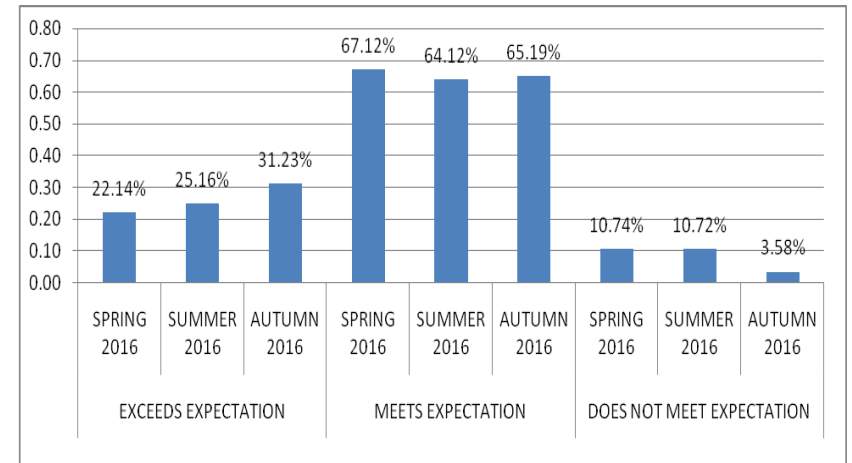


FIGURE 89: BBA IN MKT: SLO 1: AUTUMN 2016: FORMATIVE

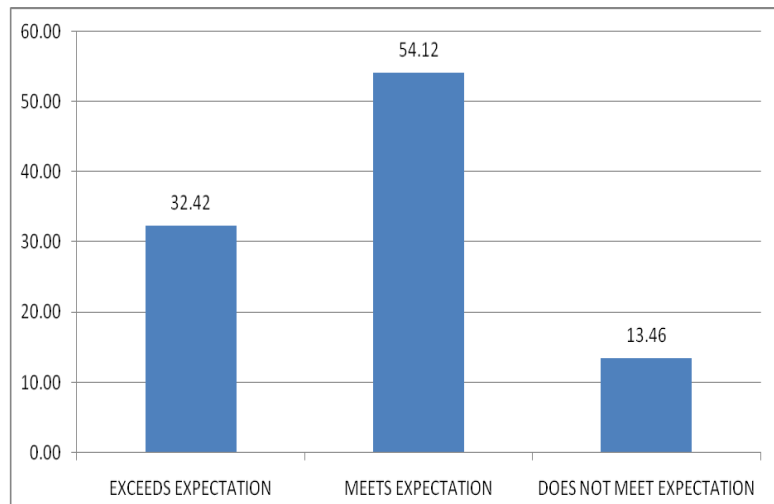
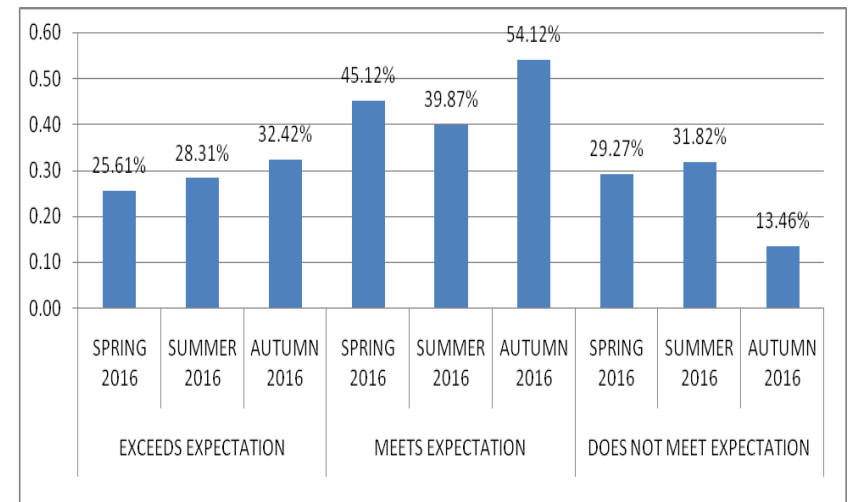


FIGURE 90: BBA IN MKT: SLO 1: TREND: FORMATIVE



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: 25% Meets Expectation: 75% Does Not Meet Expectation: 0%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MKT 2.R.2 (summative), MKT 2.R.1 (formative)</p>	See Figures, 91, 92, 93 & 94.	<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 low in summative assessment compared to that of spring and summer 2016 semester.</p>	<p><u>Improvements to be Made</u> A more in depth and standardized approach for summative assessment in MKT 302 will be developed in Spring 2017, to ensure consistency in measurement criteria across various sections.</p> <p>Seminar on Branding was held by Unilever Bangladesh. Besides a marketing carnival was held to enable students practice sales force management.</p>

FIGURE 91: BBA IN MKT: SLO 1: AUTUMN 2016: SUMMATIVE

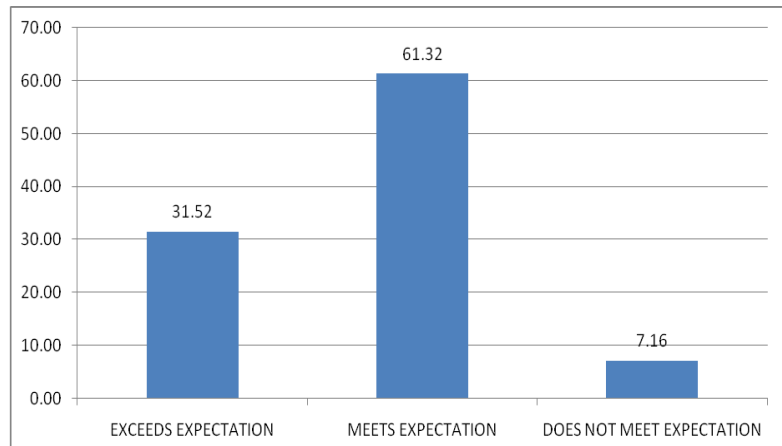


FIGURE 92: BBA IN MKT: SLO 1: TREND: SUMMATIVE

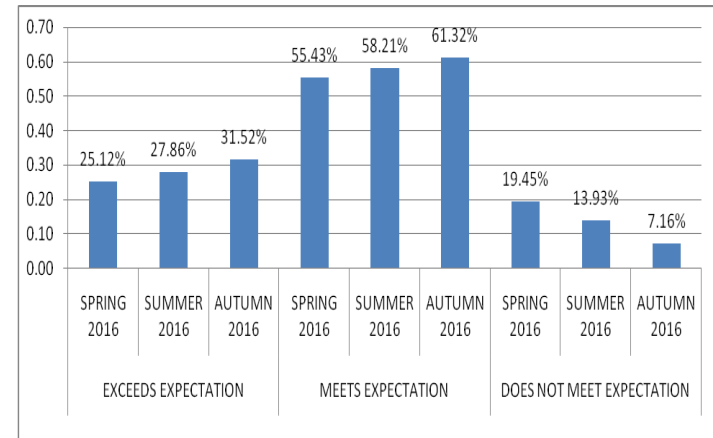


FIGURE 93: BBA IN MKT: SLO 1: AUTUMN 2016: FORMATIVE

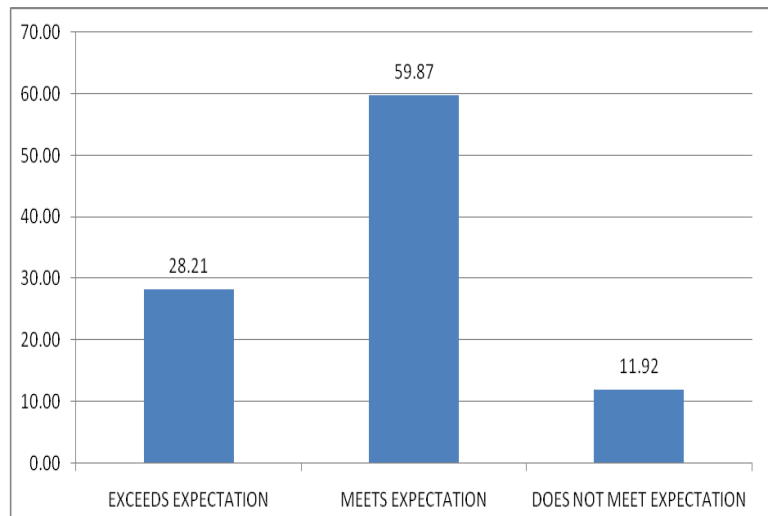
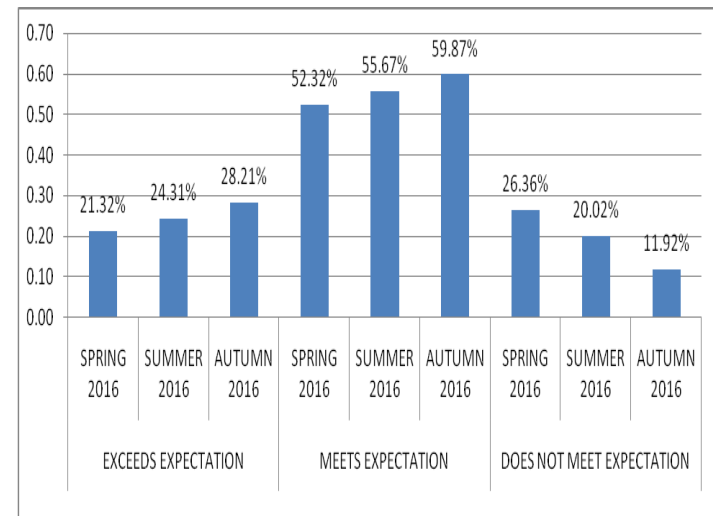


FIGURE 94: BBA IN MKT: SLO 1: TREND: FORMATIVE



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: 25% Meets Expectation: 75% Does Not Meet Expectation: 0%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MKT 3.R.3 (summative), MKT 3.R.1 (formative)</p>	See Figures, 95, 96, 97 & 98.	<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 low in summative assessment compared to that of spring and summer 2016 semester.</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> <p>Seminar on Branding was held by Unilever Bangladesh. Besides a marketing carnival was held to enable students practice sales force management.</p>

FIGURE 95: BBA IN MKT: SLO 3: AUTUMN 2016: SUMMATIVE

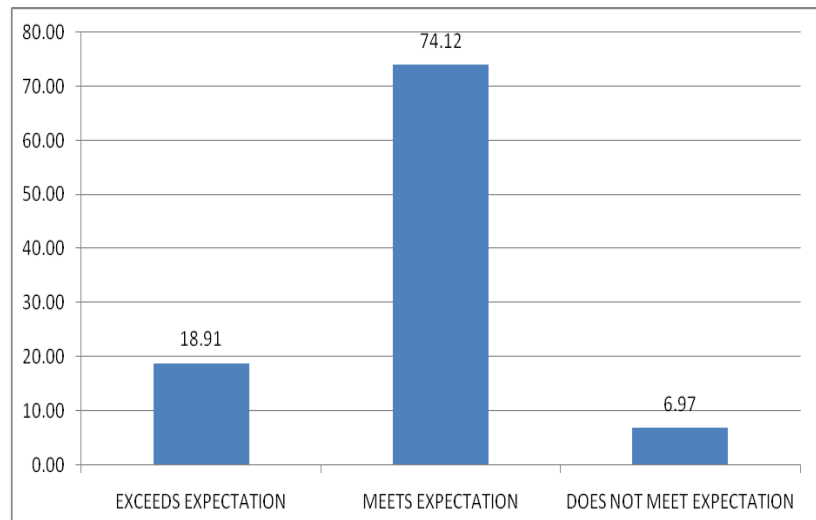


FIGURE 96: BBA IN MKT: SLO 3: TREND: SUMMATIVE

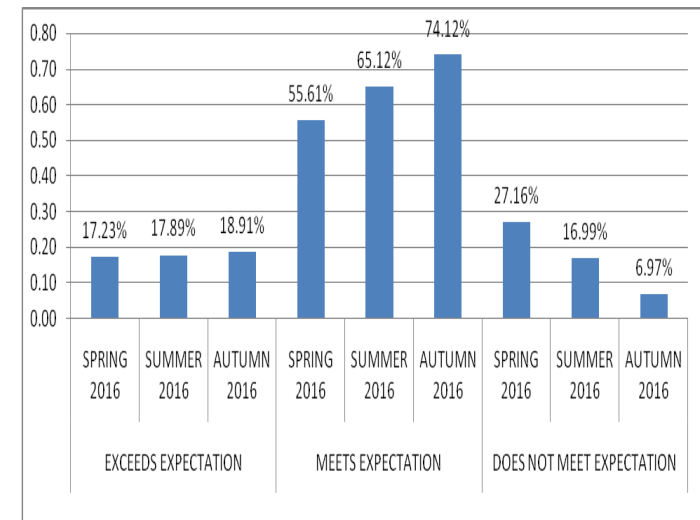


FIGURE 97: BBA IN MKT: SLO 3: AUTUMN 2016: FORMATIVE

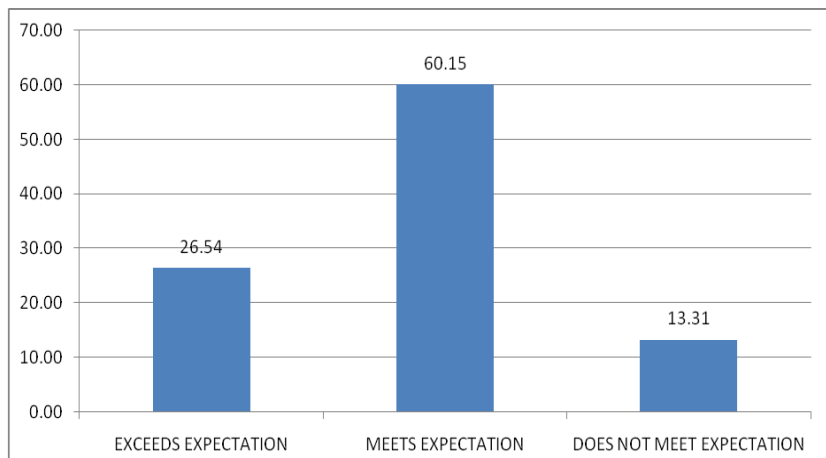
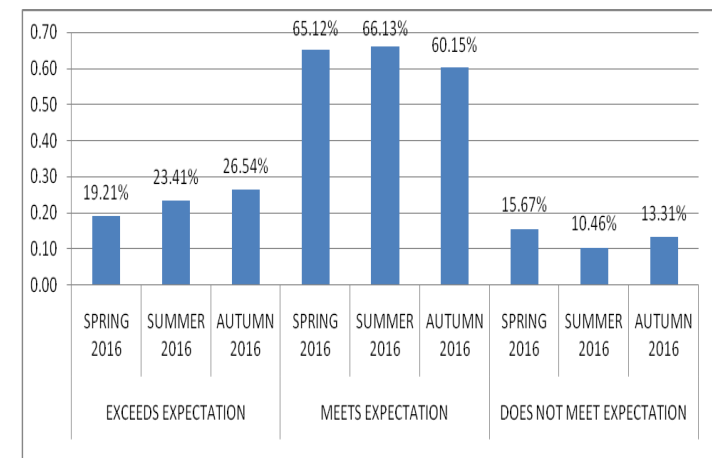


FIGURE 98: BBA IN MKT: SLO 3: TREND: FORMATIVE



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: 25% Meets Expectation: 75% Does Not Meet Expectation: 0%</p> <p><u>Course-Embedded Assessment:</u> Rubric # MKT 4.R.3 (summative), MKT 4.R.1 (formative)</p>	See Figures 99, 100, 101 & 102.	<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 low in summative assessment compared to that of spring and summer 2016 semester.</p>	<p><u>Improvements to be Made</u> A more in depth and standardized approach for summative assessment in MKT 302 will be developed in Spring 2017, to ensure consistency in measurement criteria across various sections.</p> <p>Seminar on Branding was held by Unilever Bangladesh. Besides a marketing carnival was held to enable students practice sales force management.</p>

FIGURE 99: BBA IN MKT: SLO 1: AUTUMN 2016: SUMMATIVE

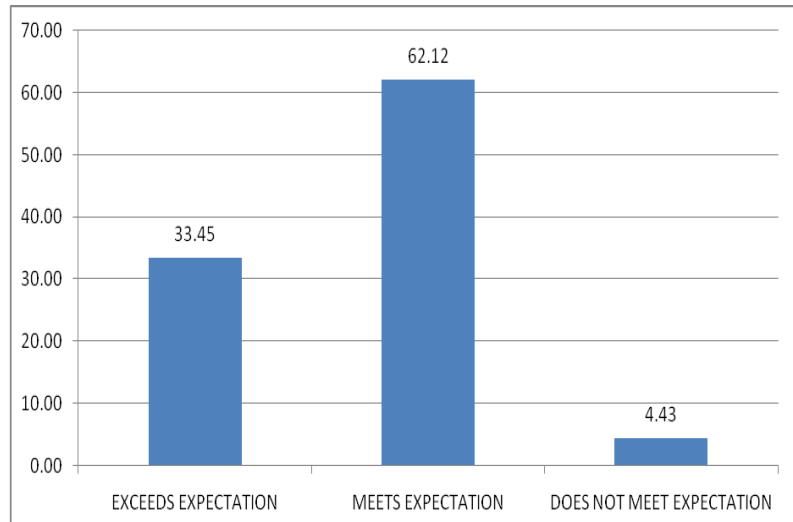


FIGURE 101: BBA IN MKT: SLO 1: AUTUMN 2016: FORMATIVE

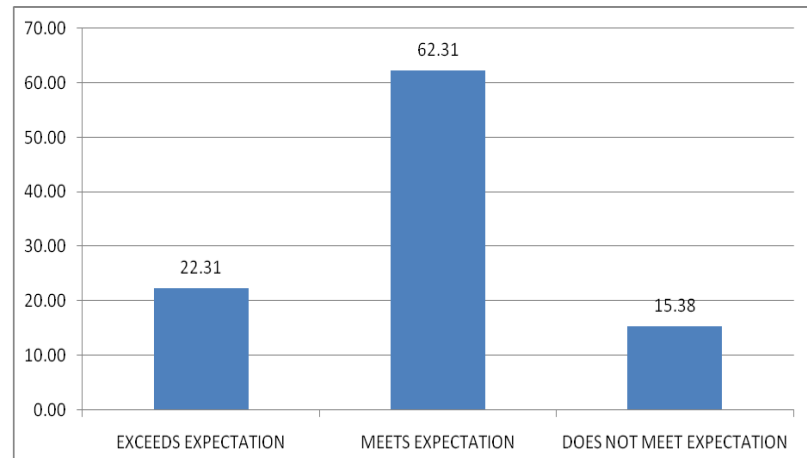


FIGURE 100: BBA IN MKT: SLO 1: TREND: SUMMATIVE

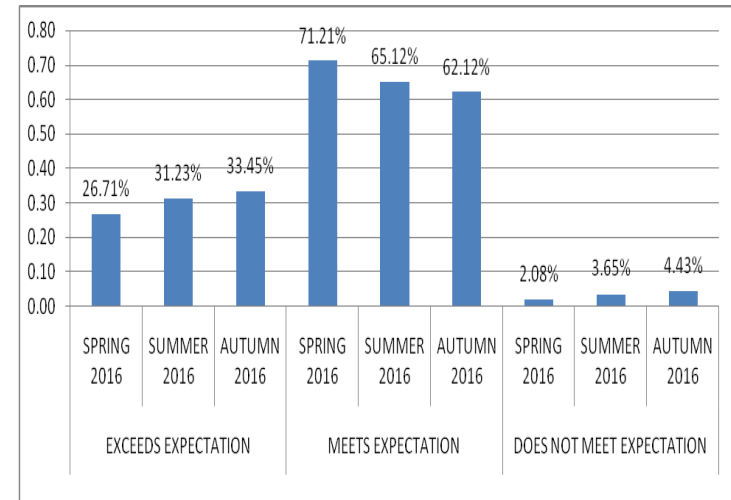
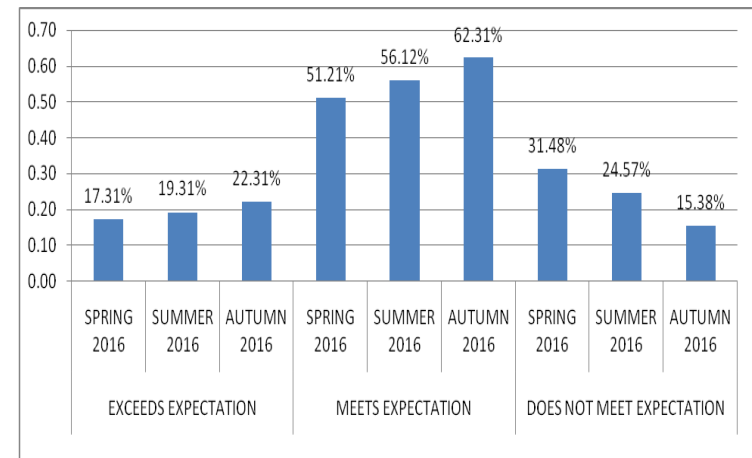


FIGURE 102: BBA IN MKT: SLO 1: TREND: FORMATIVE



AUTUMN 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: 25% Meets Expectation: 75% 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 103,104,105 and 106	<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 Spring 2017 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 103: BBA IN MGT: SLO 3: AUTUMN 2016: SUMMATIVE

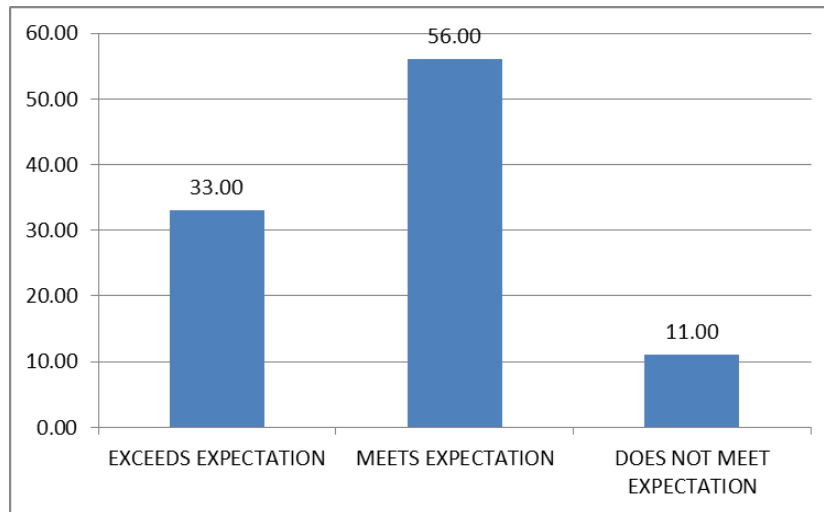


FIGURE 104: BBA IN MGT: SLO 3: TREND: SUMMATIVE

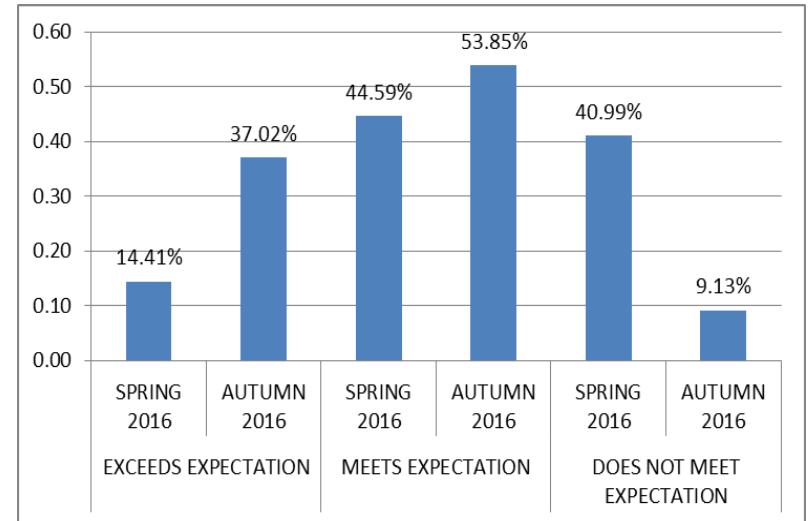


FIGURE 105: BBA IN MGT: SLO 3: AUTUMN 2016: FORMATIVE

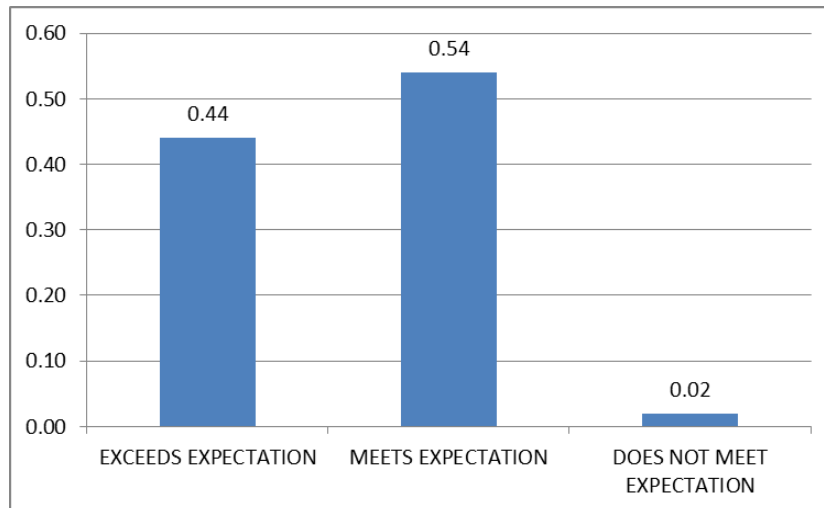
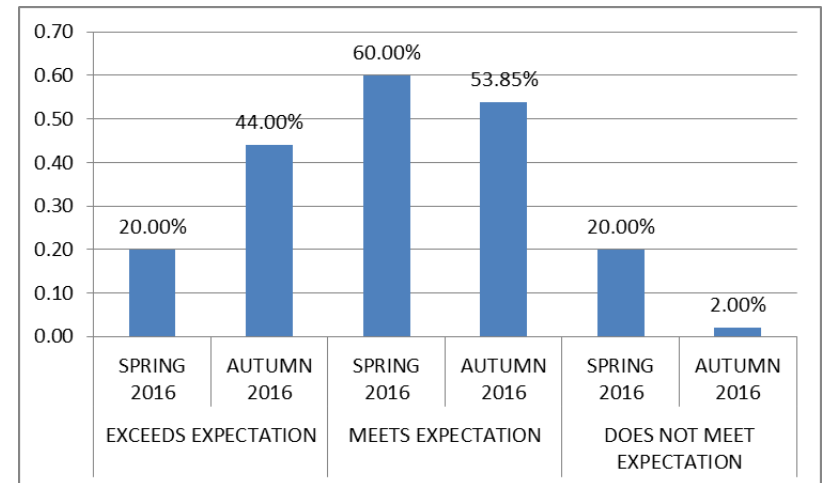


FIGURE 106: BBA IN MGT: SLO 3: TREND: FORMATIVE



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: 25% Meets Expectation: 75% 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 107,108,109 and 110	<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 Spring 2017 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 107: BBA IN MGT: SLO 3: AUTUMN 2016: SUMMATIVE

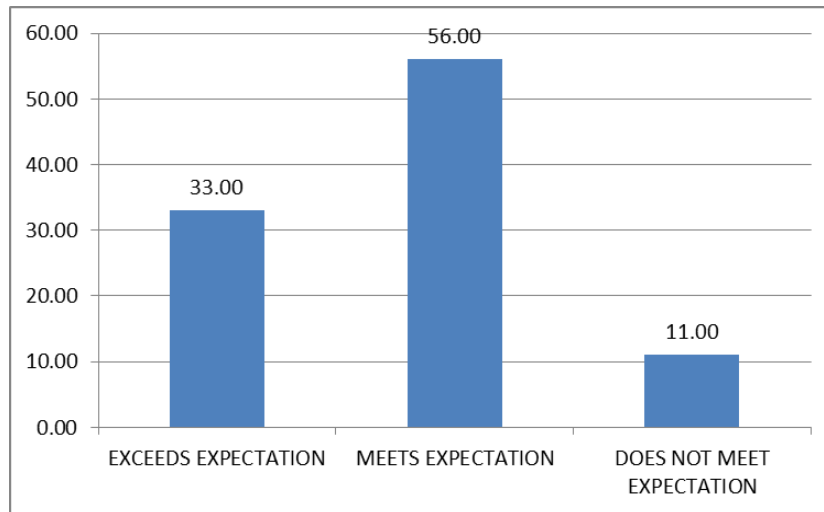


FIGURE 108: BBA IN MGT: SLO 3: TREND: SUMMATIVE

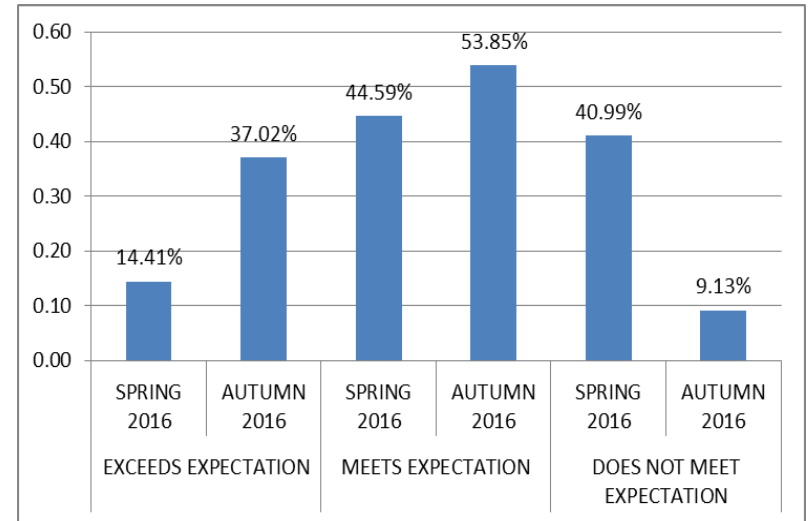


FIGURE 109: BBA IN MGT: SLO 3: AUTUMN 2016: FORMATIVE

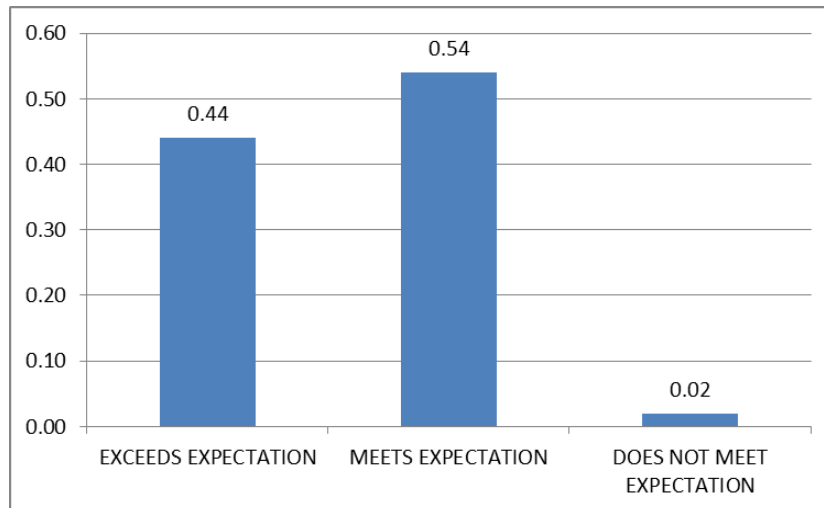
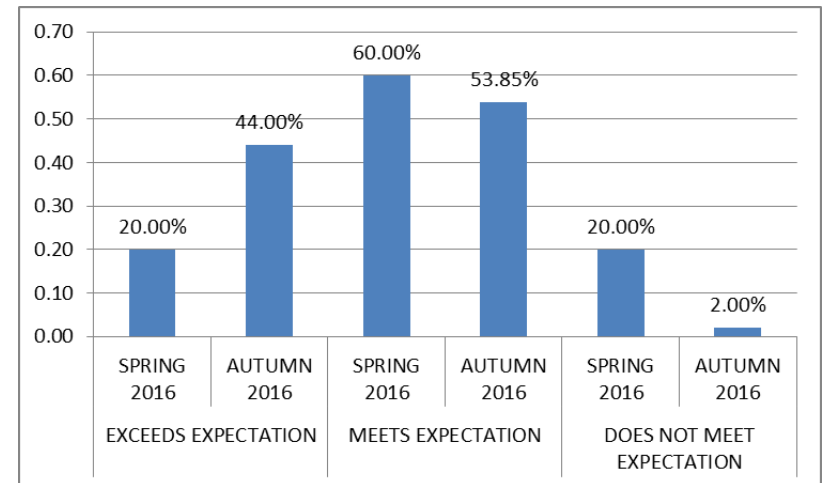


FIGURE 110: BBA IN MGT: SLO 3: TREND: FORMATIVE



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: 25% Meets Expectation: 75% 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, 111,112, 113 and 114	<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 low in summative assessment compared to that of spring and summer 2016 semester.</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 Spring 2017 on Productivity Improvement after implementation of Lean Manufacturing Techniques. A continuation from the current semester's project.</p>

FIGURE 111: BBA IN MGT: SLO 3: AUTUMN 2016: SUMMATIVE

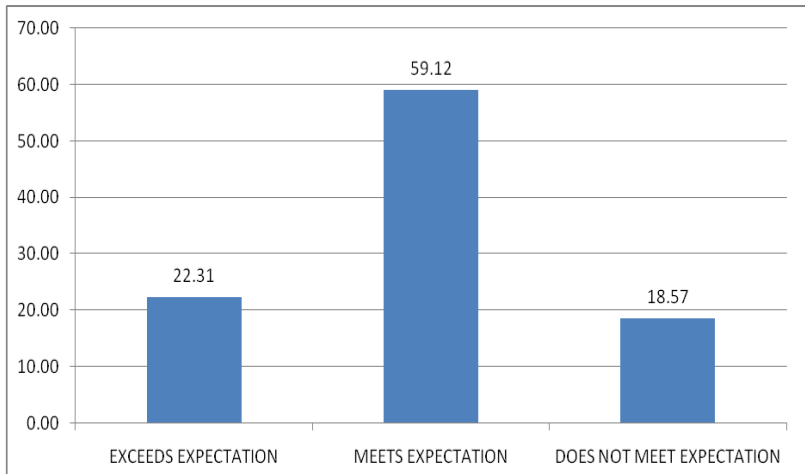


FIGURE 112: BBA IN MGT: SLO 3: TREND: SUMMATIVE

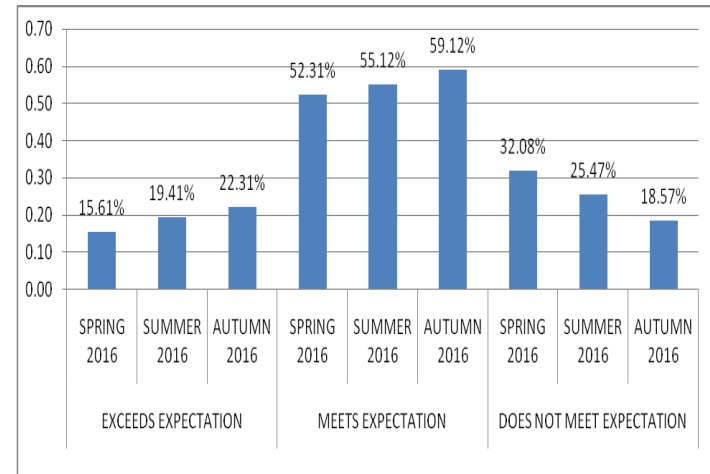


FIGURE 113: BBA IN MGT: SLO 3: AUTUMN 2016: FORMATIVE

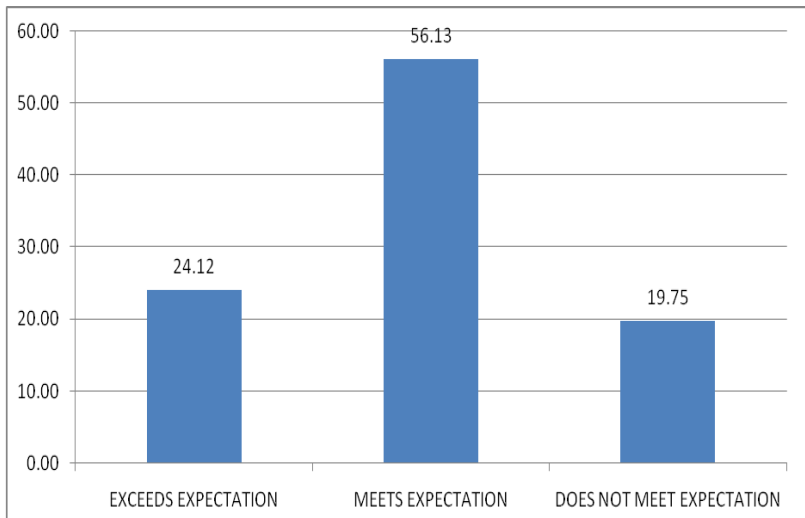
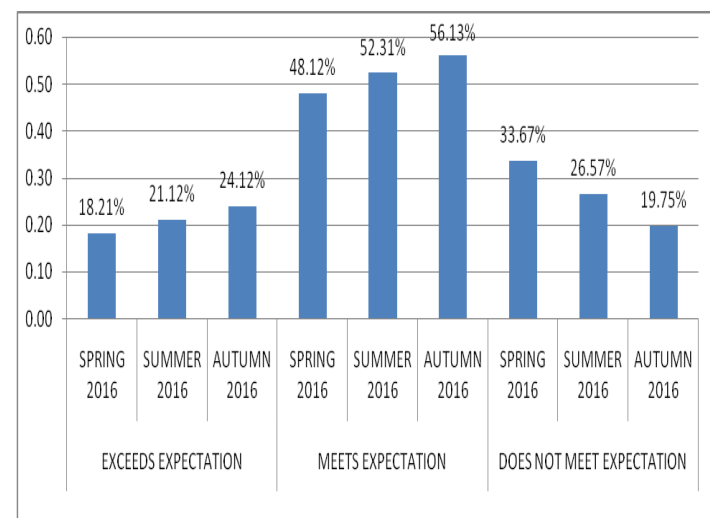


FIGURE 114: BBA IN MGT: SLO 3: TREND: FORMATIVE



AUTUMN 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: 25% Meets Expectation: 75% Does Not Meet Expectation: 00%</p> <p><u>Course-Embedded Assessment:</u> Rubric # HRM 1.R.2 (summative), HRM 1.R.1 (formative)</p>	See Figures 115 116,117& 118.	<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 low in summative assessment compared to that of spring and summer 2016 semester.</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. A new assignment has been developed that focused on formulating new HR strategies for a local company.</p> <p>A workshop on HRIS was held. Students also participated in a HR fieldtrip to a factory.</p> <p><u>Improvements to be Made</u> A more standardized approach for summative assessment in HRM 390 will be developed in Spring 2017, to ensure consistency in measurement criteria across various sections.</p>

FIGURE 115: BBA IN HRM: SLO 1: AUTUMN 2016: SUMMATIVE

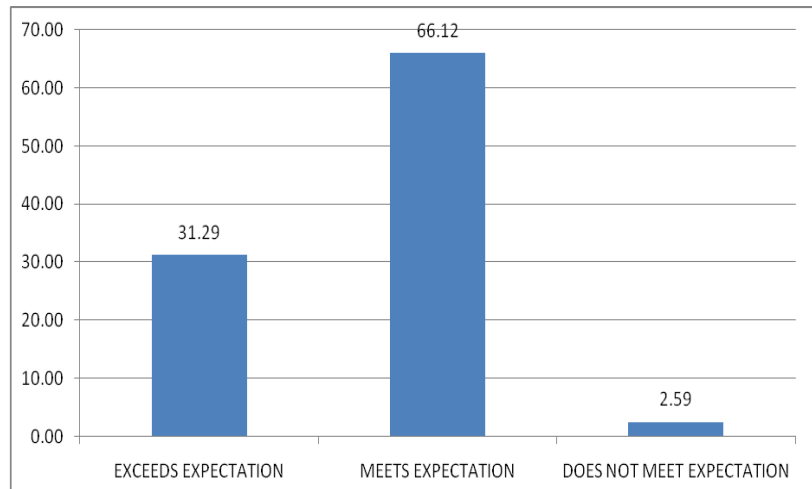


FIGURE 116: BBA IN HRM: SLO 1: TREND:SUMMATIVE

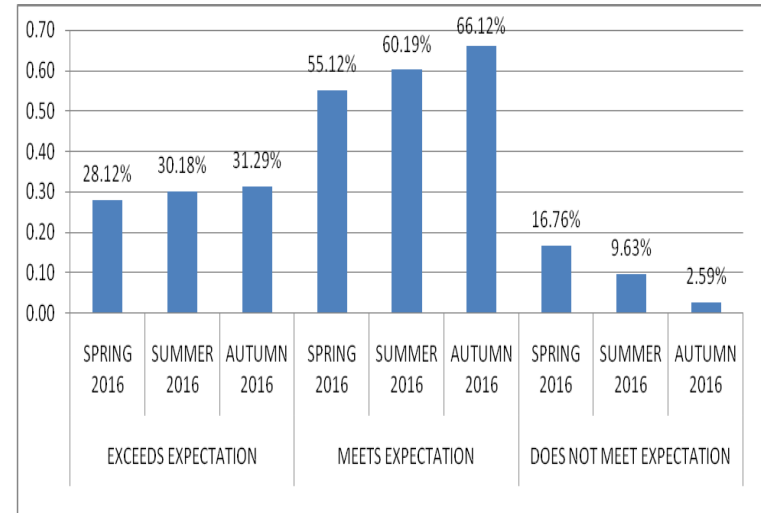


FIGURE 117: BBA IN HRM: SLO 1: AUTUMN 2016: FORMATIVE

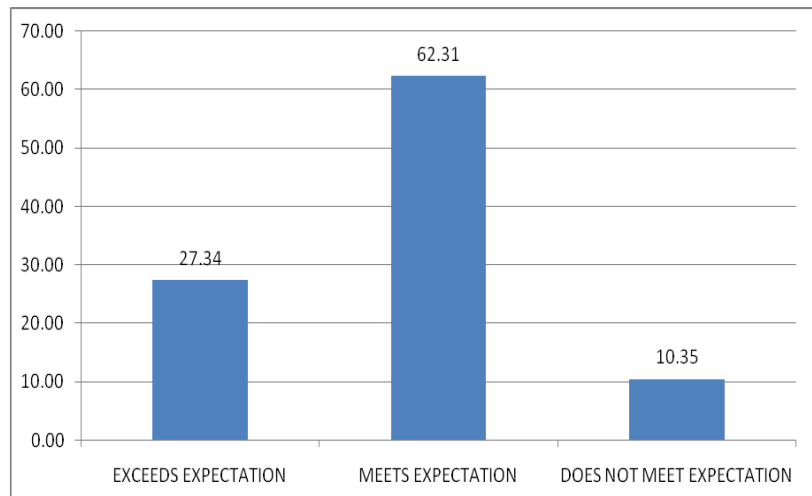
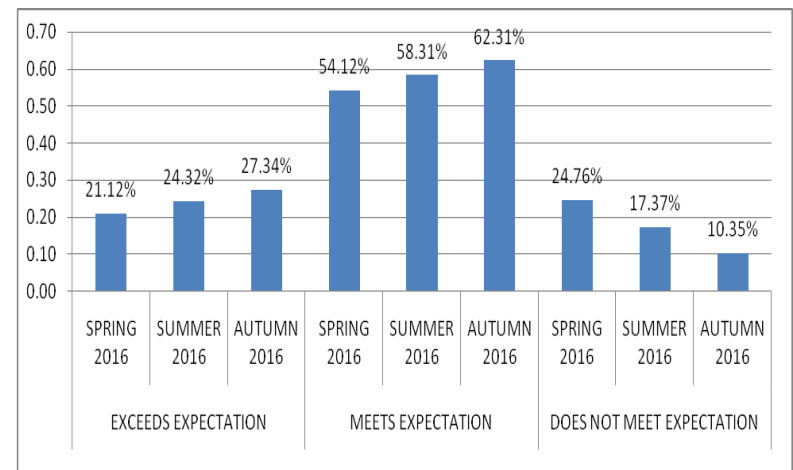


FIGURE 118: BBA IN HRM: SLO 1: TREND: FORMATIVE



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: 25% Meets Expectation: 75% Does Not Meet Expectation: 00%</p> <p><u>Course-Embedded Assessment:</u> Rubric # HRM 2.R.2 (summative), HRM 2.R.1 (formative)</p>	See Figures 119, 120, 121 & 122	<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 low in summative assessment compared to that of spring and summer 2016 semester.</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>A workshop on HRIS was held. Students also participated in a HR fieldtrip to a factory.</p> <p><u>Improvements to be Made</u> Students were able to contribute better during the case discussion sessions than before.</p>

FIGURE 119: BBA IN HRM: SLO 2: AUTUMN 2016: SUMMATIVE

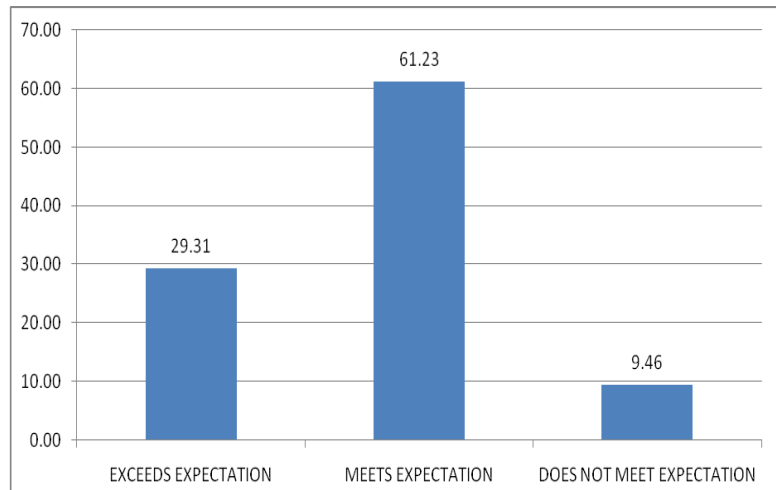


FIGURE 120: BBA IN HRM: SLO 2: TREND: SUMMATIVE

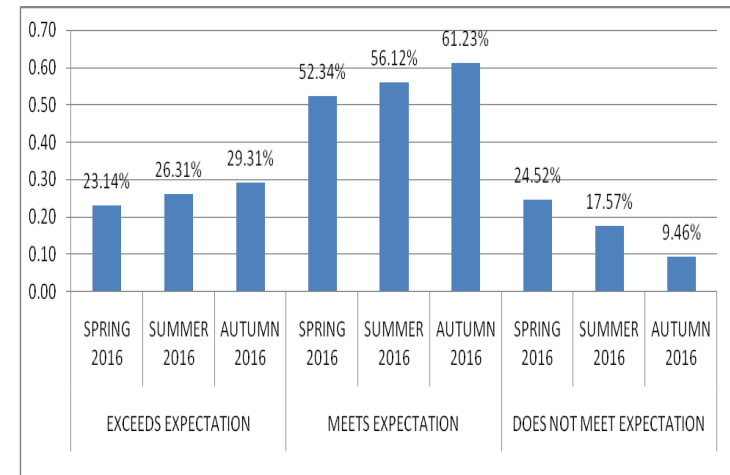


FIGURE 121: BBA IN HRM: SLO 2: AUTUMN 2016: FORMATIVE

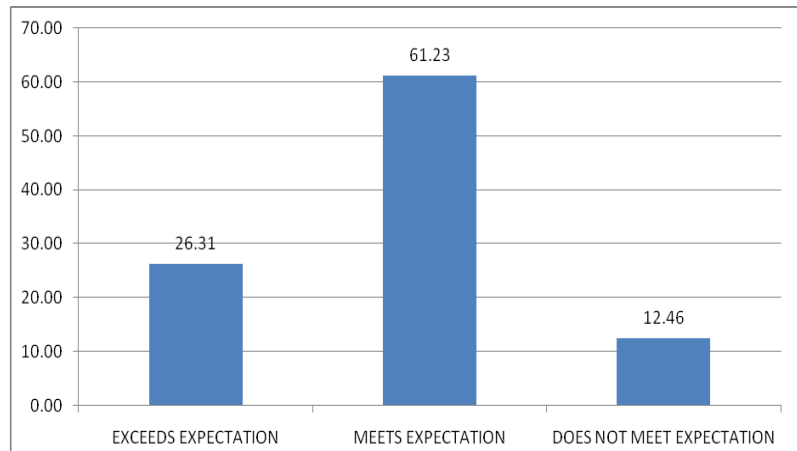
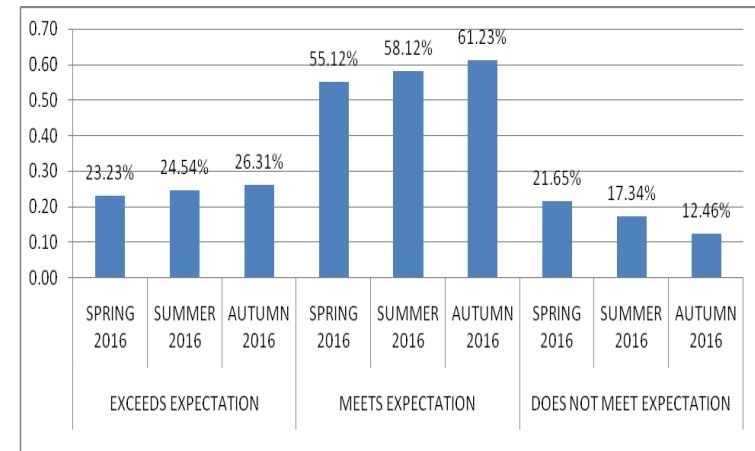


FIGURE 122: BBA IN HRM: SLO 2: TREND: FORMATIVE



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: 25% Meets Expectation: 75% Does Not Meet Expectation: 00%</p> <p><u>Course-Embedded Assessment:</u> Rubric # HRM 3.R.2 (summative), HRM 3.R.1 (formative)</p>	See Figures 123, 124,125& 126.	<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 low in summative assessment compared to that of spring and summer 2016 semester.</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>A workshop on HRIS was held. Students also participated in a HR fieldtrip to a factory.</p> <p><u>Improvements to be Made</u> Students were able to contribute better during the case discussion sessions than before.</p>

FIGURE 123: BBA IN HRM: SLO 3: AUTUMN 2016: SUMMATIVE

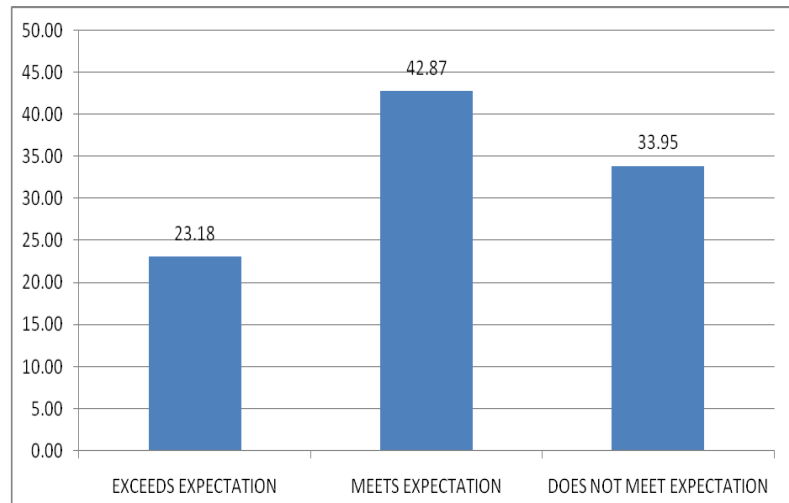


FIGURE 124: BBA IN HRM: SLO 3: TREND: SUMMATIVE

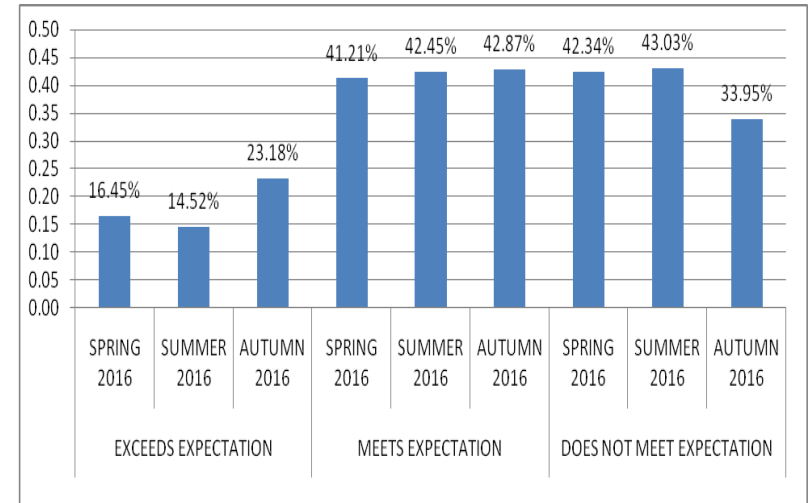


FIGURE 125: BBA IN HRM: SLO 3: AUTUMN 2016: FORMATIVE

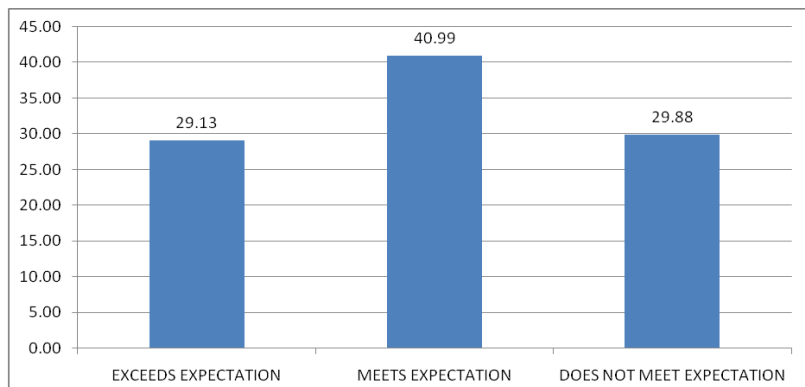
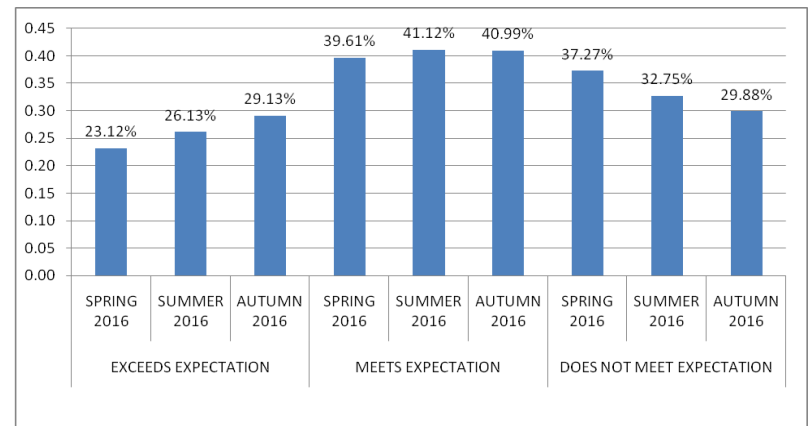


FIGURE 126: BBA IN HRM: SLO 3: TREND: FORMATIVE



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: 25% Meets Expectation: 75% Does Not Meet Expectation: 00%</p> <p><u>Course-Embedded Assessment:</u> Rubric # HRM 4.R.2 (summative), HRM 4.R.1 (formative)</p>	See Figures 127, 128, 129 & 130.	<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 low in summative assessment compared to that of spring and summer 2016 semester.</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>A workshop on HRIS was held. Students also participated in a HR fieldtrip to a factory.</p> <p><u>Improvements to be Made</u> Students have performed better in project relative to their midterm exams.</p>

FIGURE 127: BBA IN HRM: SLO 4: AUTUMN 2016 SUMMATIVE

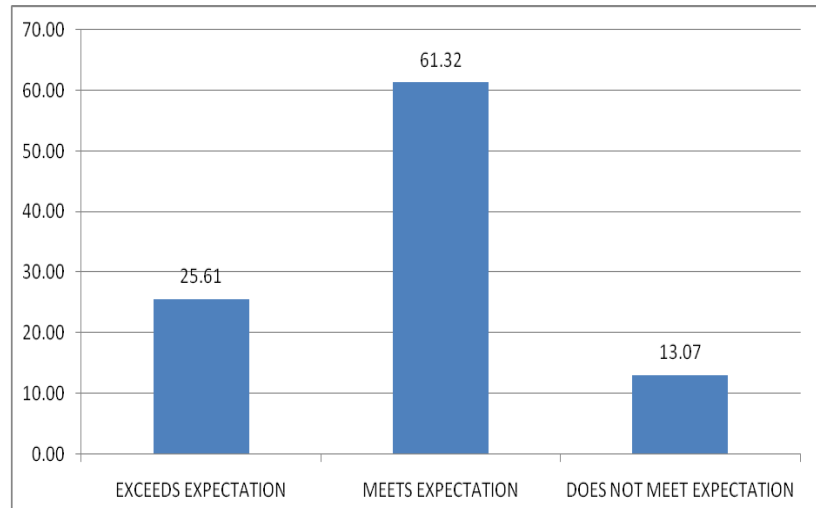


FIGURE 129: BBA IN HRM: SLO 4: AUTUMN 2016: FORMATIVE

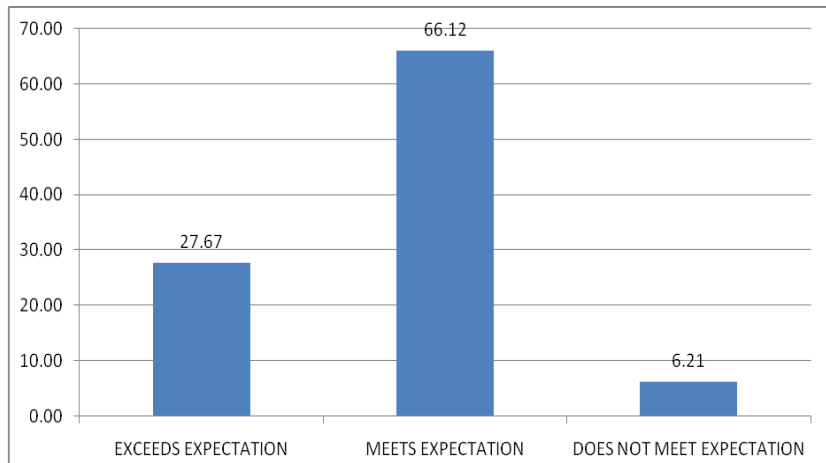


FIGURE 128: BBA IN HRM: SLO 4: TREND: SUMMATIVE

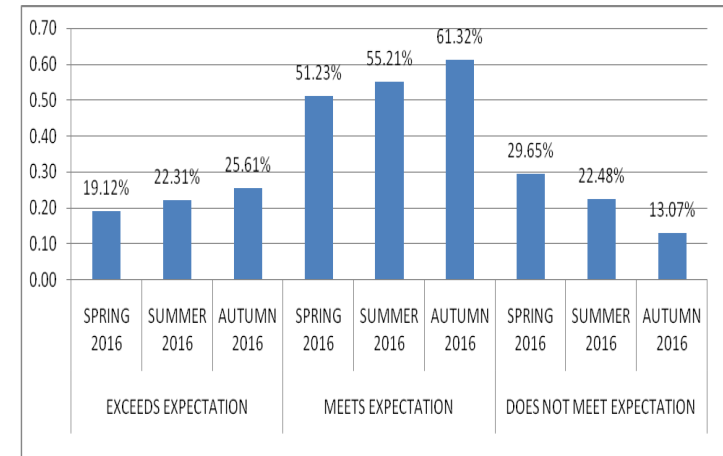
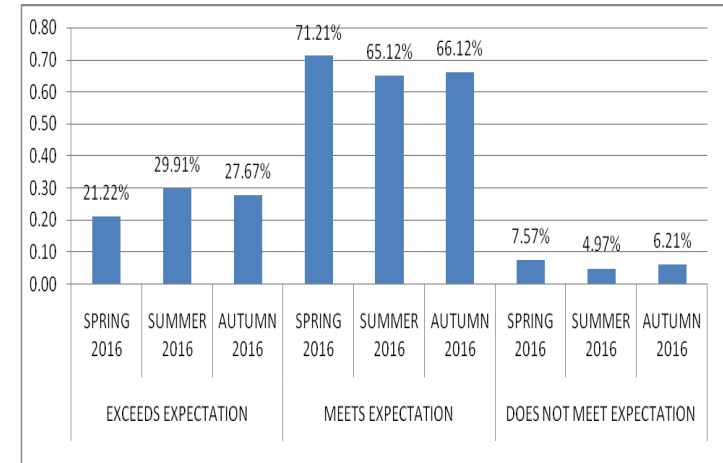


FIGURE 130: BBA IN HRM: SLO 4: TREND: FORMATIVE



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: 25% Meets Expectation: 75% Does Not Meet Expectation: 00%</p> <p><u>Course-Embedded Assessment:</u> Rubric # HRM 5.R.2 (summative), HRM 5.R.1 (formative)</p>	See Figures 131, 132, 133 & 134.	<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 low in summative assessment compared to that of spring and summer 2016 semester.</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 autumn, 2016 semester.</p> <p>A workshop on HRIS was held. Students also participated in a HR fieldtrip to a factory.</p> <p><u>Improvements to be Made</u> Improvement would be measured from Spring 2017 semester.</p>

FIGURE 131: BBA IN HRM: SLO 5: AUTUMN 2016: SUMMATIVE

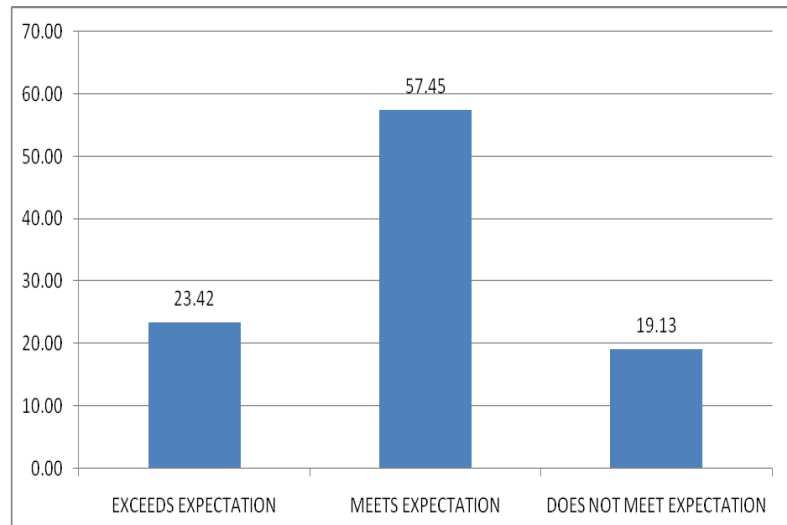


FIGURE 132: BBA IN HRM: SLO 5: TREND: SUMMATIVE

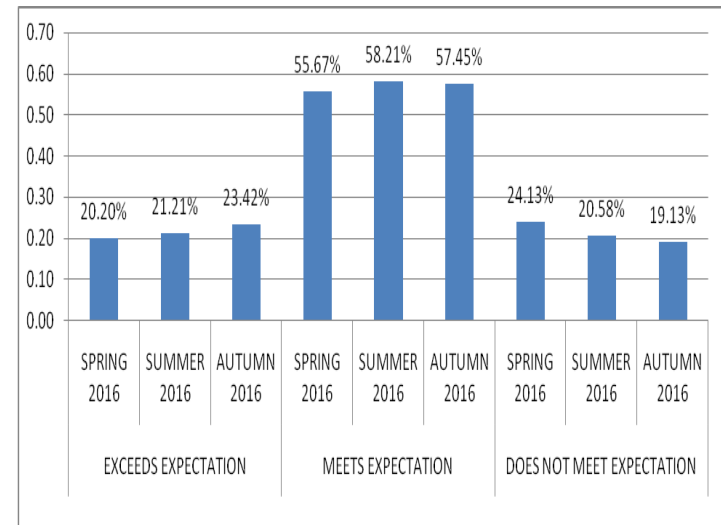


FIGURE 133: BBA IN HRM: SLO 5: AUTUMN 2016: FORMATIVE

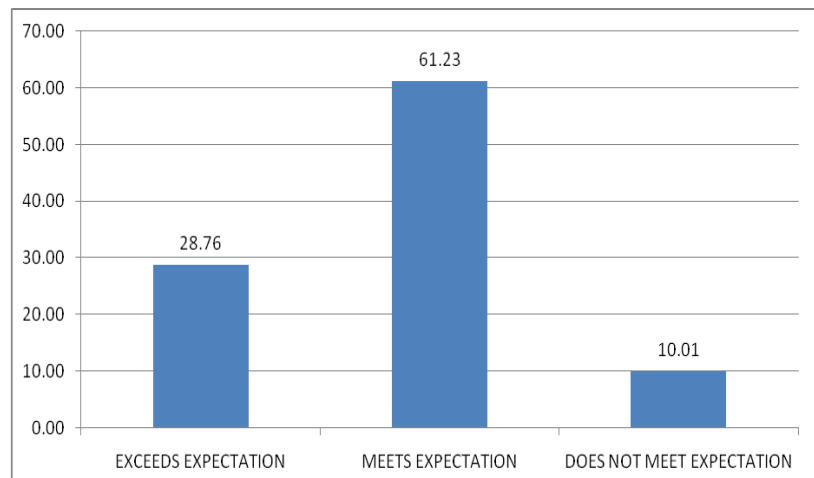
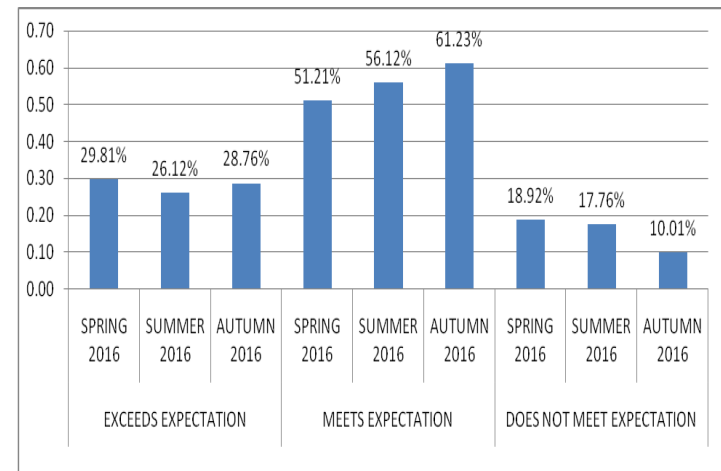


FIGURE 134: BBA IN HRM: SLO 5: TREND: FORMATIVE



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: 25% Meets Expectation: 75% Does Not Meet Expectation: 00%</p> <p><u>Course-Embedded Assessment:</u> Rubric # HRM 6.R.3 (summative), HRM 6.R.1 (formative)</p>	See Figures 135 , 136 ,137 & 138.	<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 low in summative assessment compared to that of spring and summer 2016 semester.</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>A workshop on HRIS was held. Students also participated in a HR fieldtrip to a factory.</p> <p><u>Improvements Made</u> A more in depth and standardized approach for summative assessment in HRM 380 will be developed in Spring 2017, to ensure consistency in measurement criteria across various sections.</p>

FIGURE 135: BBA IN HRM: SLO 6: AUTUMN 2016: SUMMATIVE

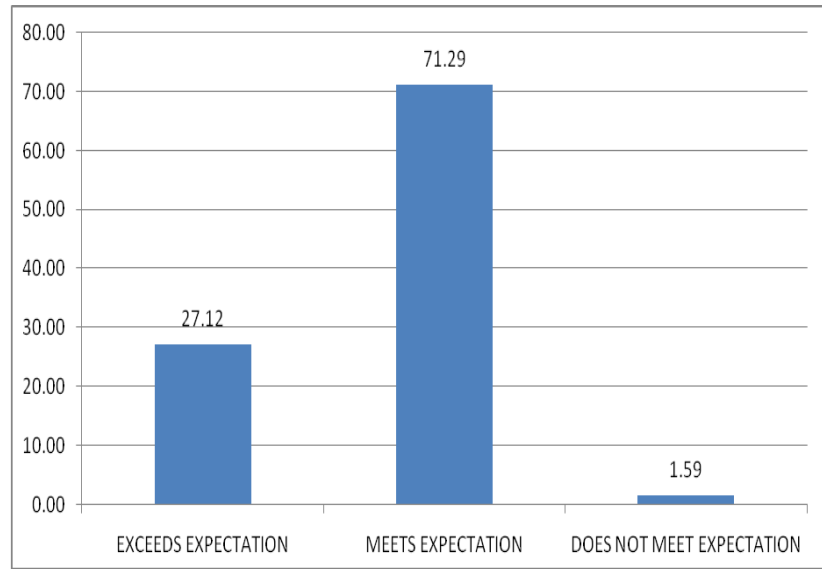


FIGURE 136: BBA IN HRM: SLO 6: TREND: SUMMATIVE

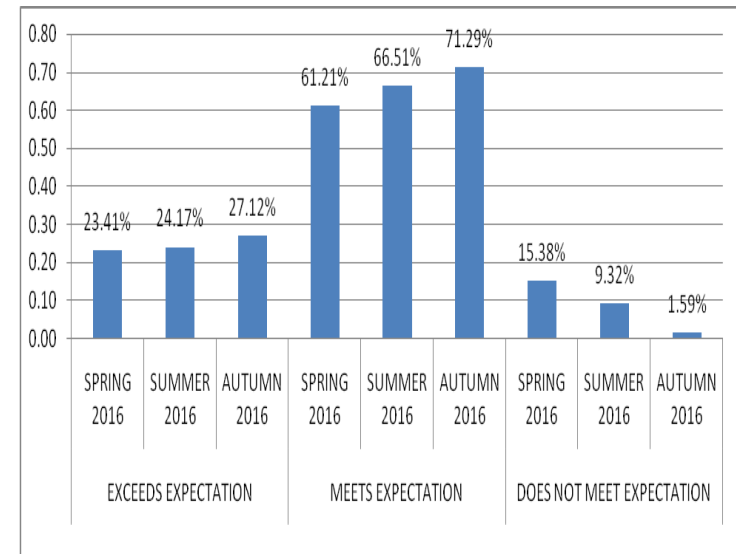


FIGURE 137: BBA IN HRM: SLO 6: AUTUMN 2016: FORMATIVE

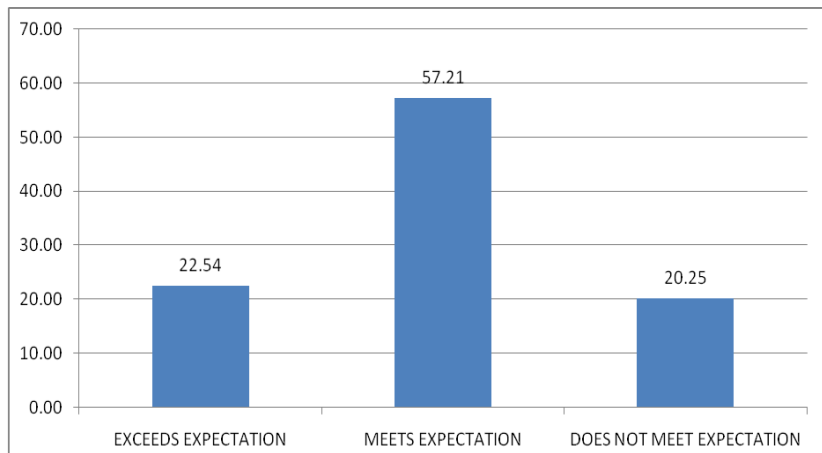
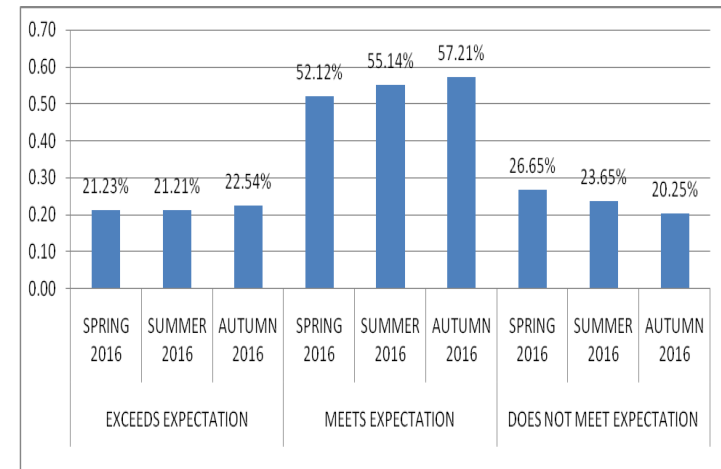


FIGURE 138: BBA IN HRM: SLO 6: TREND: FORMATIVE



AUTUMN 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 139, 140,141 & 142.	<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 low in summative assessment compared to that of spring and summer 2016 semester.</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 has been 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 Spring 2017, to ensure consistency in measurement criteria across various sections.</p>

FIGURE 139: MBA PLG 1, SLO 1.1: AUTUMN 2016: SUMMATIVE

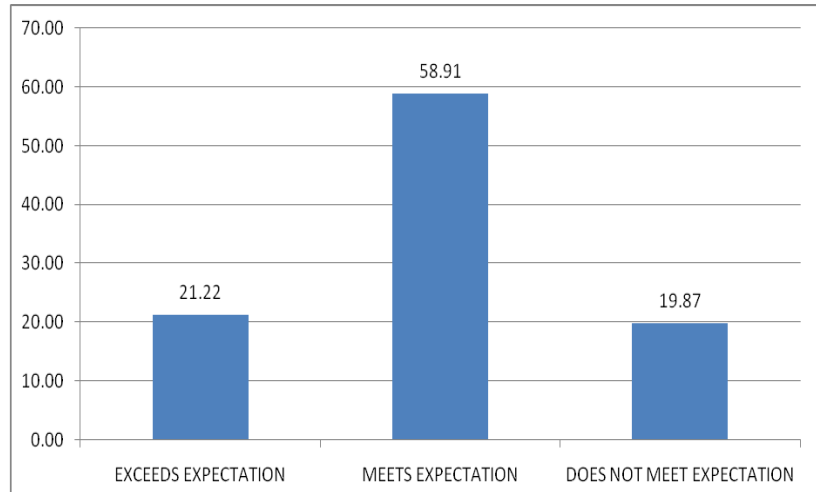


FIGURE 140: MBA PLG 1, SLO 1.1: TREND: SUMMATIVE

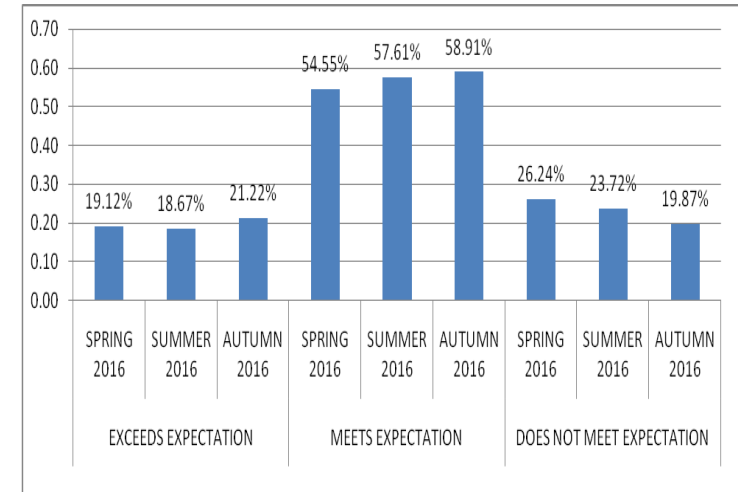


FIGURE 141: MBA PLG 1, SLO 1.1: AUTUMN 2016: FORMATIVE

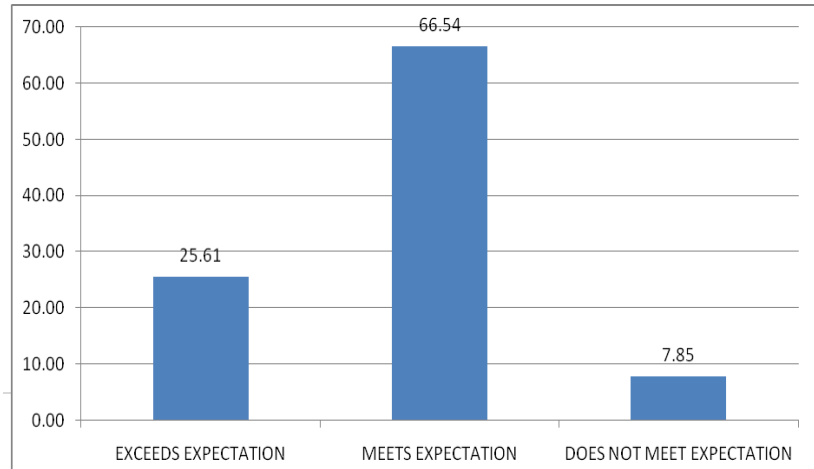
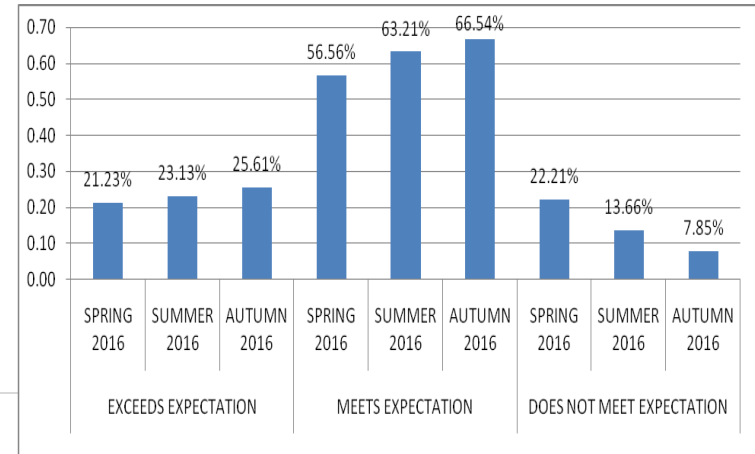


FIGURE 142: MBA PLG 1, SLO 1.1: TREND: FORMATIVE



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 143,144,145 & 146.	<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 low in summative assessment compared to that of spring and summer 2016 semester.</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 Spring 2017, to ensure consistency in measurement criteria across various sections.</p>

FIGURE 143: MBA PLG 2, SLO 2.1: AUTUMN 2016: SUMMATIVE

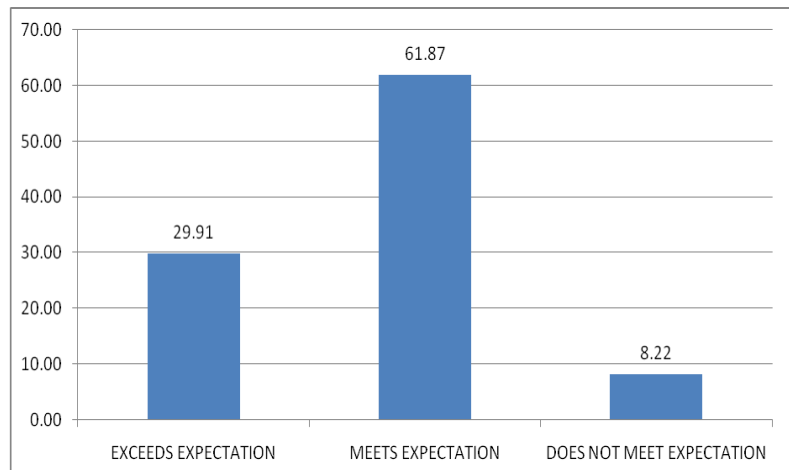


FIGURE 144: MBA PLG 2, SLO 2.1: TREND: SUMMATIVE

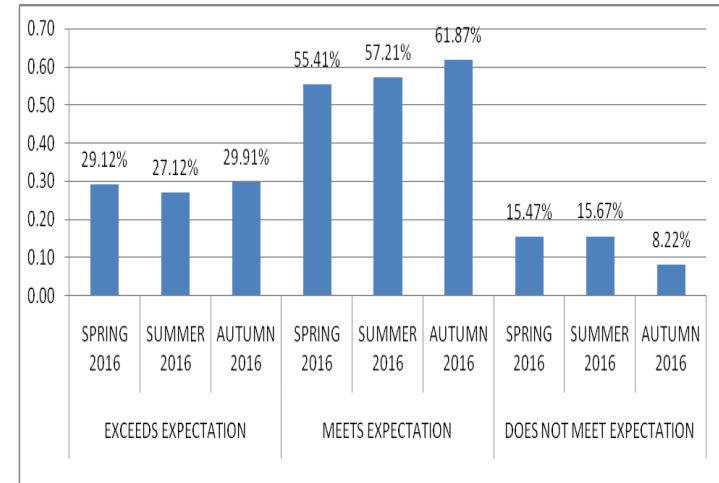


FIGURE 145: MBA PLG 2, SLO 2.1: AUTUMN 2016: FORMATIVE

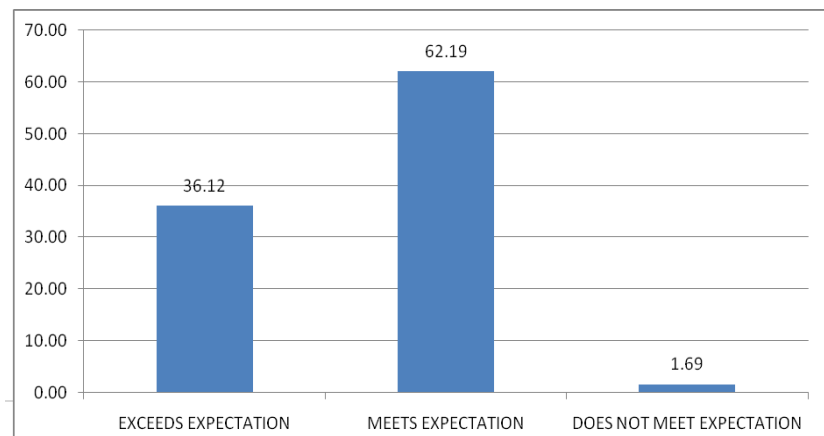
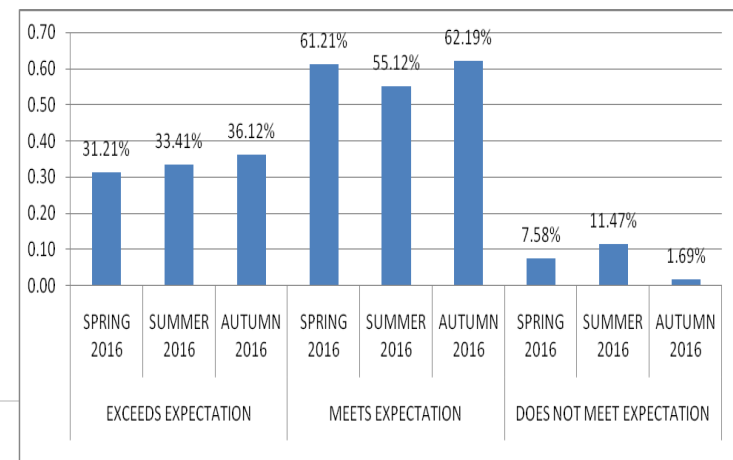


FIGURE 146: MBA PLG 2, SLO 2.1: TREND: FORMATIVE



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 147, 148, 149 & 150.	<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 low in summative assessment compared to that of spring and summer 2016 semester.</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 Spring 2017, to ensure consistency in measurement criteria across various sections.</p>

FIGURE 147: MBA PLG 3, SLO 3.1: AUTUMN 2016: SUMMATIVE

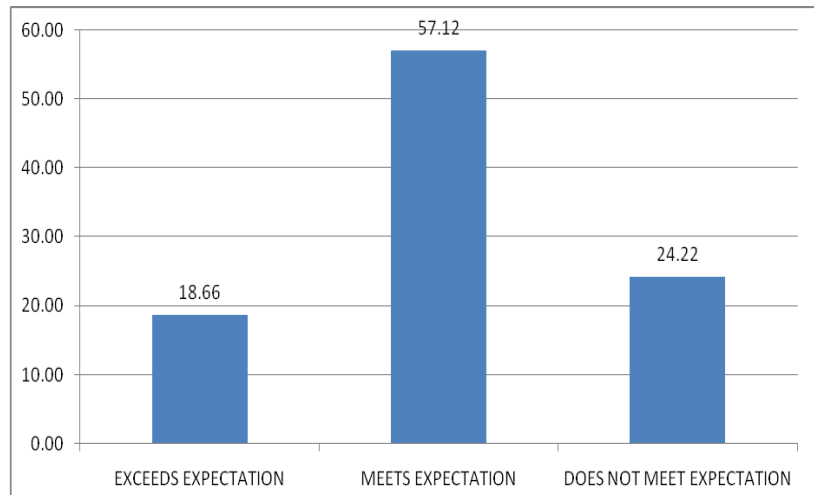


FIGURE 148: MBA PLG 3, SLO 3.1 TREND: SUMMATIVE

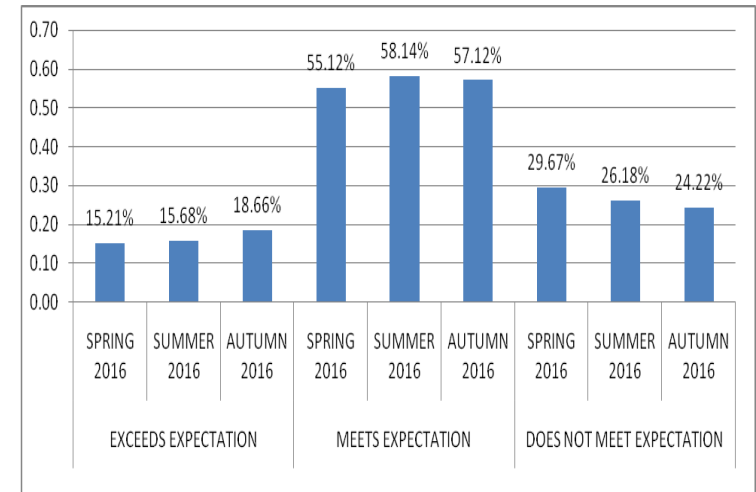


FIGURE 149: MBA PLG 3, SLO 3.1: AUTUMN 2016: FORMATIVE

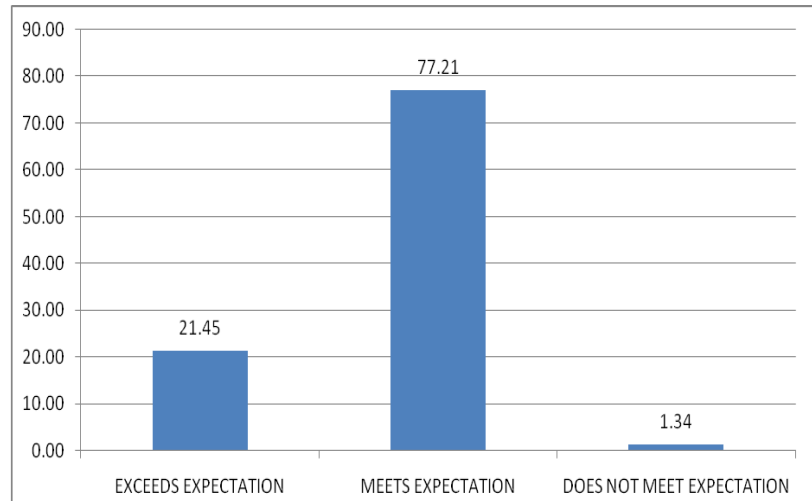
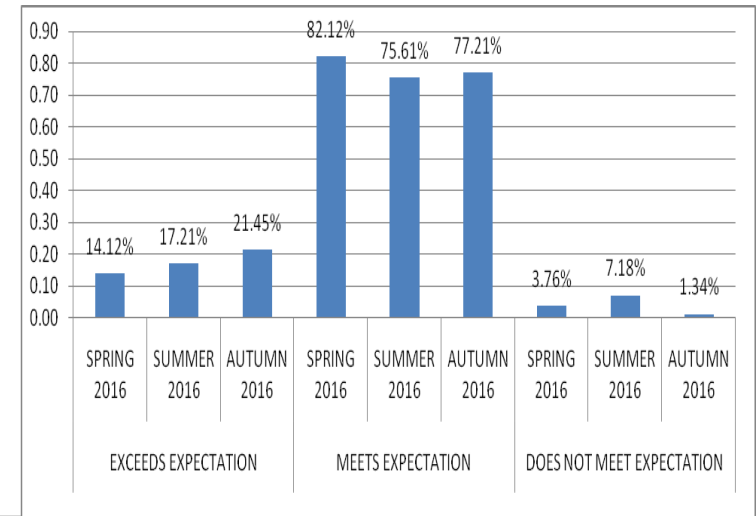


FIGURE 150: MBA PLG 3, SLO 3.1: TREND: FORMATIVE



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 151, 152, 153 & 154.	<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 low in summative assessment compared to that of spring and summer 2016 semester.</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 Spring 2017, to ensure consistency in measurement criteria across various sections.</p>

FIGURE 151: MBA PLG 4, SLO 4.1: AUTUMN 2016: SUMMATIVE

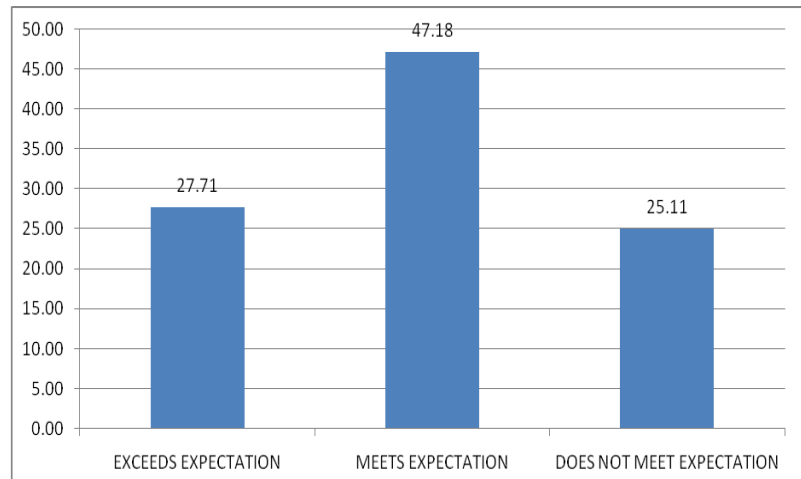


FIGURE 152: MBA PLG 5, SLO 4.1: TREND: SUMMATIVE

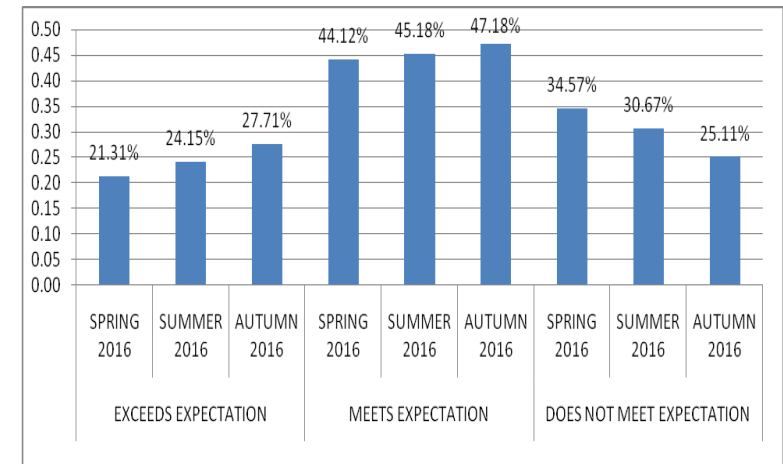


FIGURE 153: MBA PLG 4, SLO 4.1: AUTUMN 2016: FORMATIVE

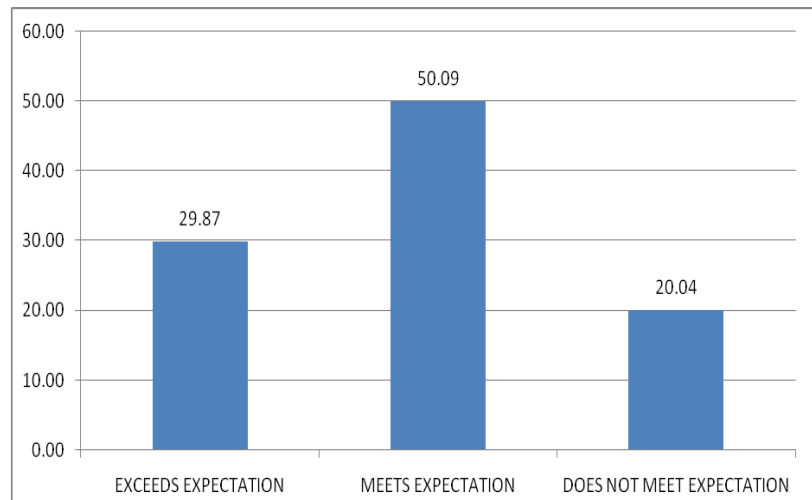
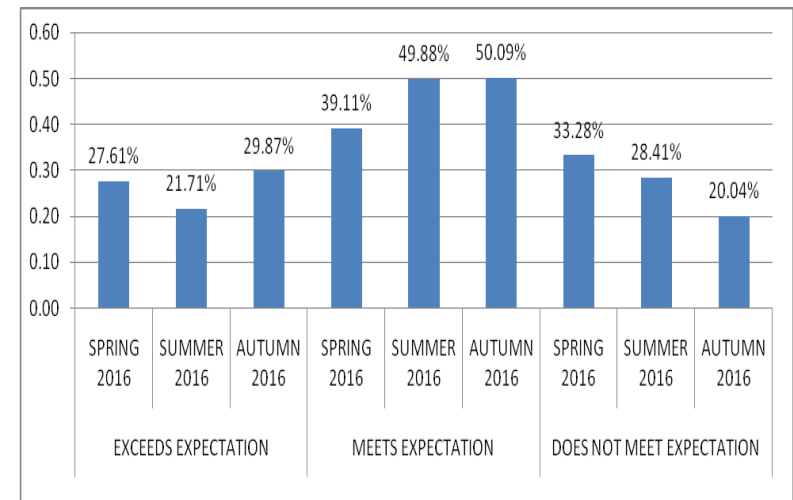


FIGURE 154: MBA PLG 5, SLO 4.1: TREND: FORMATIVE



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>	<p><u>Course-Embedded Assessment:</u> Rubric # MBA 5.1.R.2 (summative), MBA 5.1.R.4 (formative)</p>	See Figures 155, 156, 157 & 158.	<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 low in summative assessment compared to that of spring and summer 2016 semester.</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 Spring 2017, to ensure consistency in measurement criteria across various sections.</p>

FIGURE 155: MBA PLG 5, SLO 5.1: AUTUMN 2016: SUMMATIVE

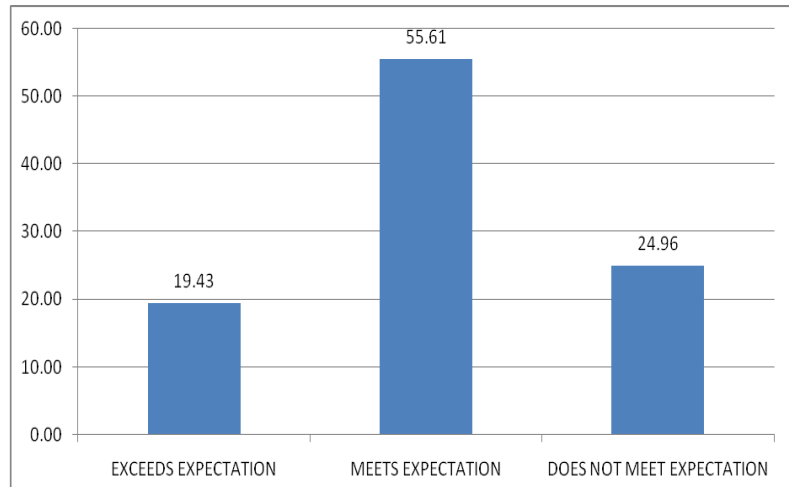


FIGURE 156: MBA PLG 5, SLO 5.1: TREND: SUMMATIVE

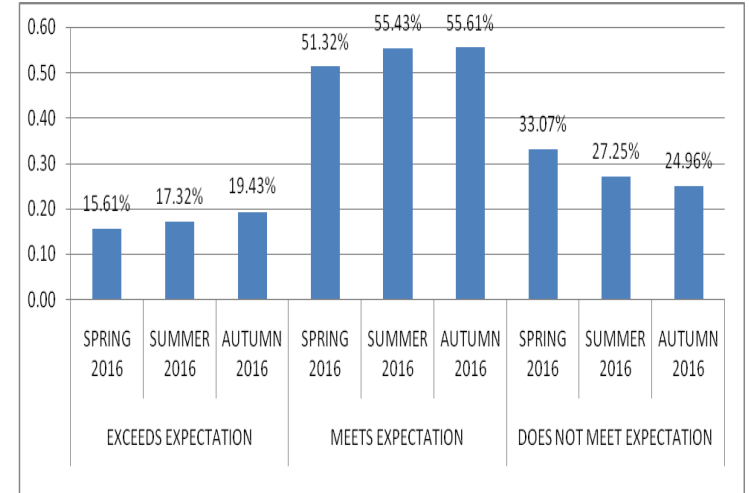


FIGURE 157: MBA PLG 5, SLO 5.1: AUTUMN 2016: FORMATIVE

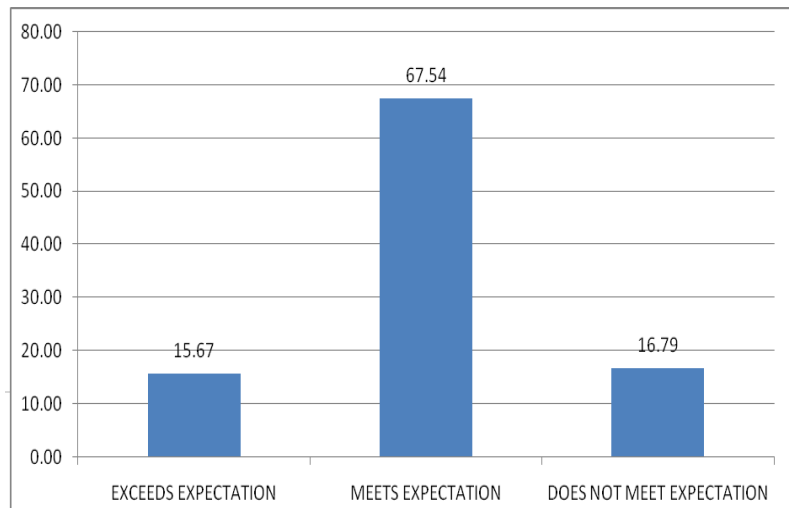
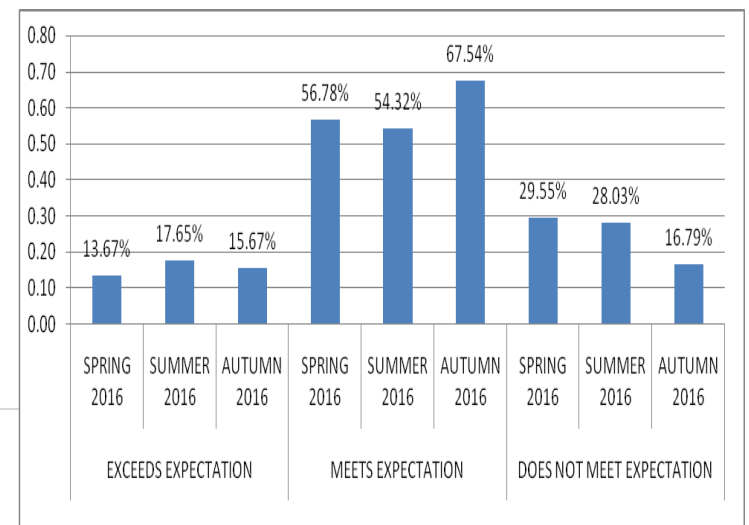


FIGURE 158: MBA PLG 5, SLO 5.1: TREND: FORMATIVE



AUTUMN 2016 STUDENT LEARNING ASSESSMENT REPORT: MBA IN FINANCE

Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
1. Critical analysis of financial information for managerial decision making.	<p><u>Summative:</u> Exit Assessment Test and Course Embedded Assessment (FIN 541 group term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (MBA 511 examinations and projects)</p>	<p><u>Course-Embedded Assessment:</u> Rubric # FIN 1.R.2 (summative), FIN 1.R.1 (formative)</p>	See Figures 159,160,161 & 162.	<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 FIN 541 was developed to ensure that the course encompasses all the relevant theories and contemporary issues in Corporate Finance. A new assignment has been designed to focus on the learning outcomes and the assignment focused on comparison of capital structure of various organizations in Bangladesh.</p> <p><u>Improvements to be Made</u> A standardized approach for summative assessment in FIN 541 will be developed Spring 2017, to ensure consistency in measurement criteria across various sections.</p>

FIGURE 159: MBA IN FIN: SLO 1: AUTUMN 2016: SUMMATIVE

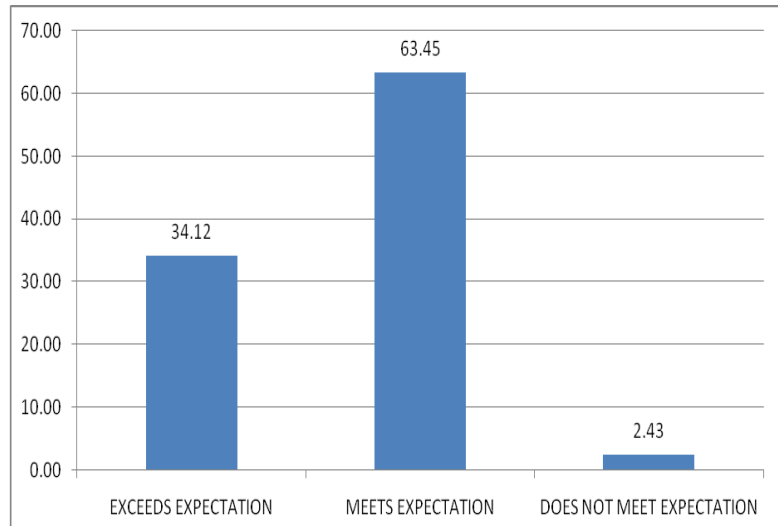


FIGURE 160: MBA IN FIN: SLO 1: TREND: SUMMATIVE

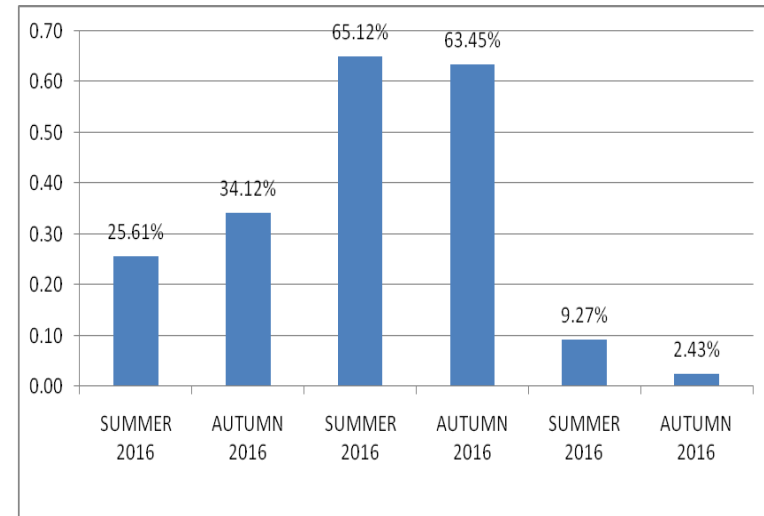


FIGURE 161: MBA PLG 5, SLO 5.1: AUTUMN 2016: FORMATIVE

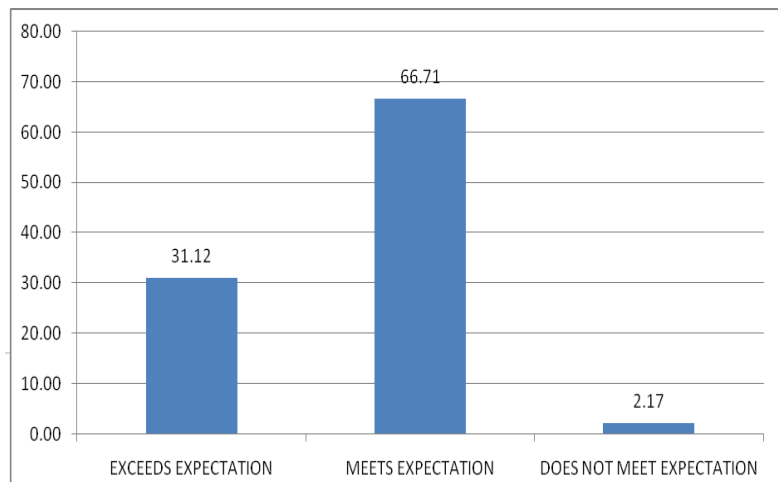
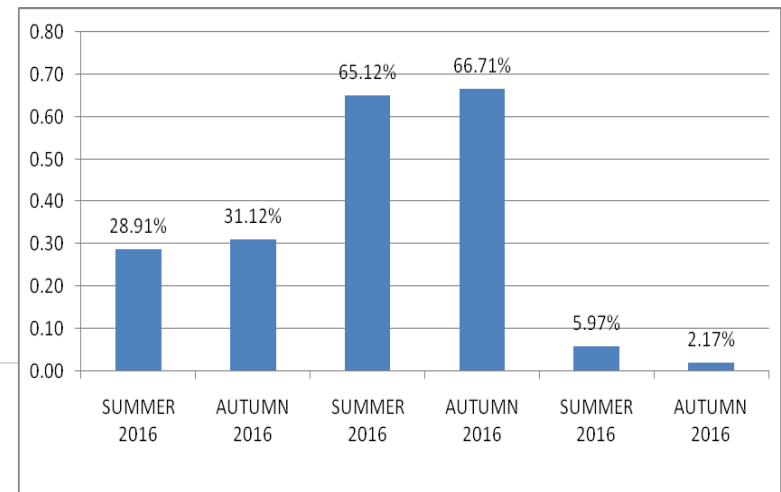


FIGURE 162: MBA PLG 5, SLO 5.1: TREND: FORMATIVE



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 541 group term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (MBA 511 examinations and projects)</p>	<p><u>Course-Embedded Assessment:</u> Rubric # FIN 2.R.2 (summative), FIN 2.R.1 (formative)</p>	See Figures 163,164, 165 & 166.	<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 FIN 541 was developed to ensure that the course encompasses all the relevant theories and contemporary issues in Corporate Finance. A new assignment has been designed to focus on the learning outcomes and the assignment focused on comparison of capital structure of various organizations in Bangladesh.</p> <p><u>Improvements to be Made</u> A standardized approach for summative assessment in FIN 541 will be developed in Spring 2017, to ensure consistency in measurement criteria across various sections.</p>

FIGURE 163: MBA IN FIN: SLO 2: AUTUMN 2016: SUMMATIVE

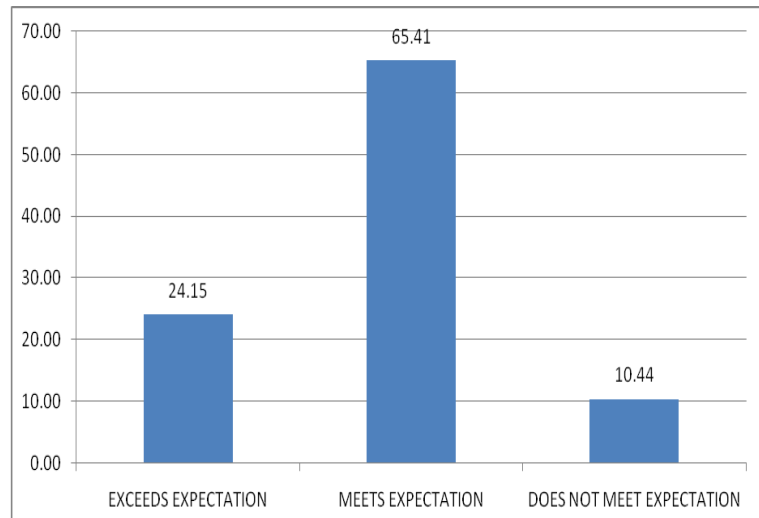


FIGURE164: MBA IN FIN: SLO 2: TREND: FORMATIVE

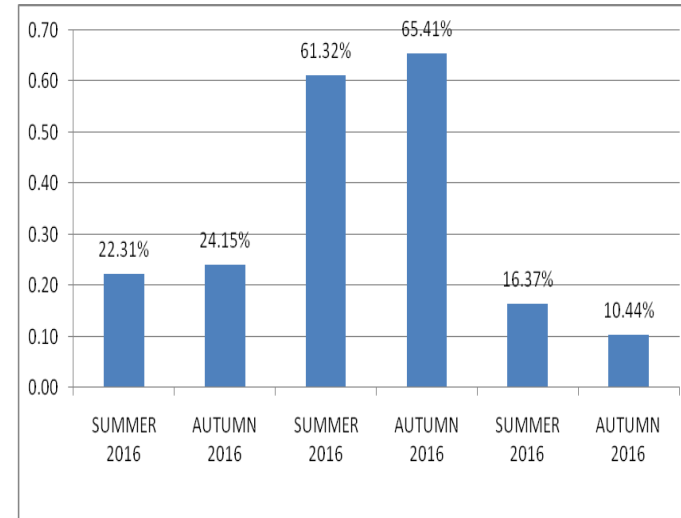


FIGURE 165: MBA IN FIN: SLO 2: AUTUMN 2016: SUMMATIVE

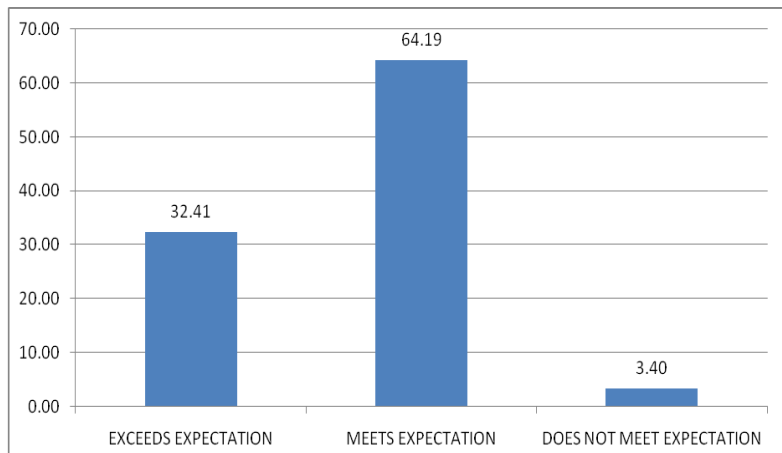
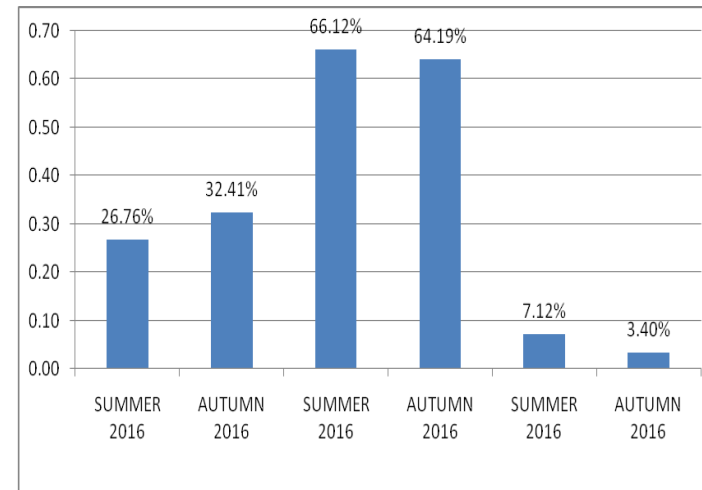


FIGURE166: MBA IN FIN: SLO 2: TREND: FORMATIVE



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 apply best investment strategy by analyzing various investment options.	<p><u>Summative:</u> Exit Assessment Test and Course Embedded Assessment (FIN 542 group term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (MBA 511 examinations and projects)</p>	<p><u>Course-Embedded Assessment:</u> Rubric # FIN 3.R.3 (summative), FIN 3.R.1 (formative)</p>	See Figures 167,168, 169& 170.	<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 FIN 542 was developed to ensure that the course encompasses all the relevant theories and contemporary issues in Investment Management. A new assignment has been designed to focus on the learning outcomes and the assignment focused on comparison of capital structure of various organizations in Bangladesh.</p> <p><u>Improvements to be Made</u> A standardized approach for summative assessment in FIN 542 will be developed in Spring 2017, to ensure consistency in measurement criteria across various sections.</p>

FIGURE 167: MBA IN FIN: SLO 3: AUTUMN 2016: SUMMATIVE

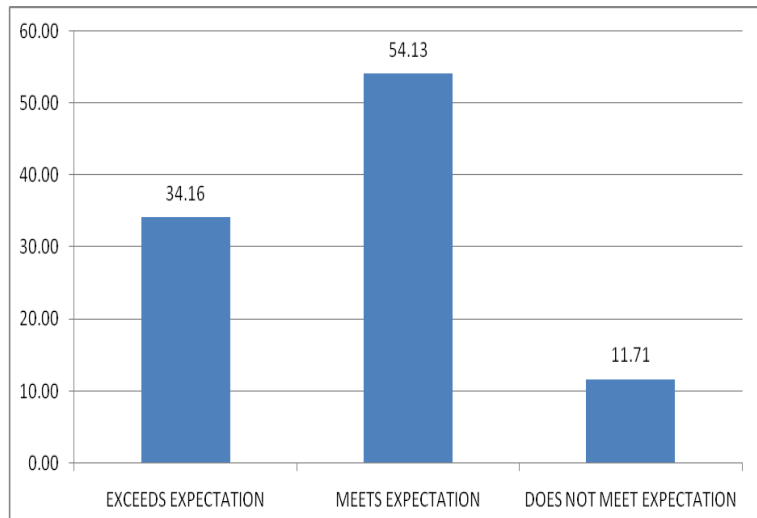


FIGURE 168: MBA IN FIN: SLO 3: TREND: SUMMATIVE

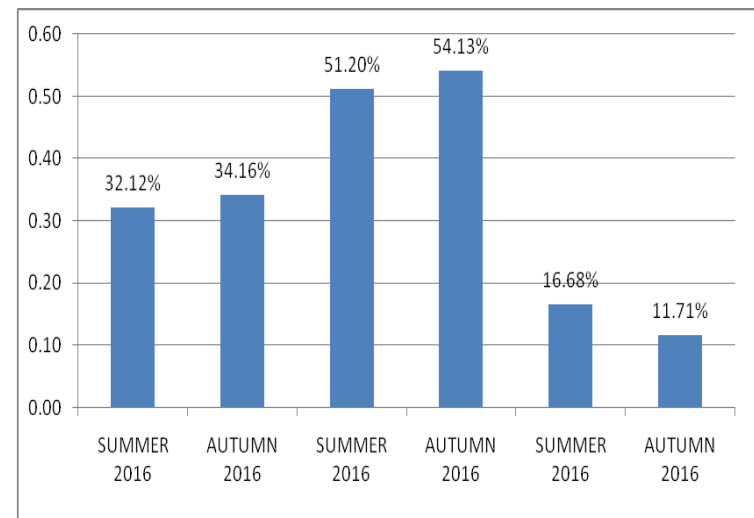


FIGURE 169: MBA IN FIN: SLO 3: AUTUMN 2016: FORMATIVE

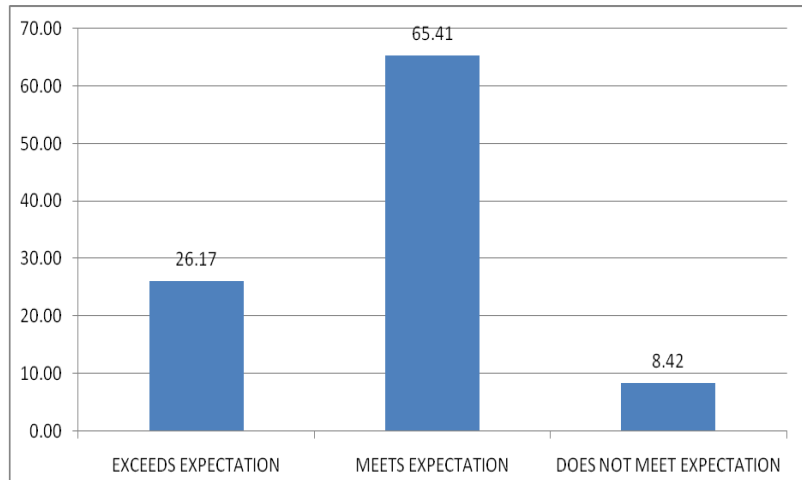
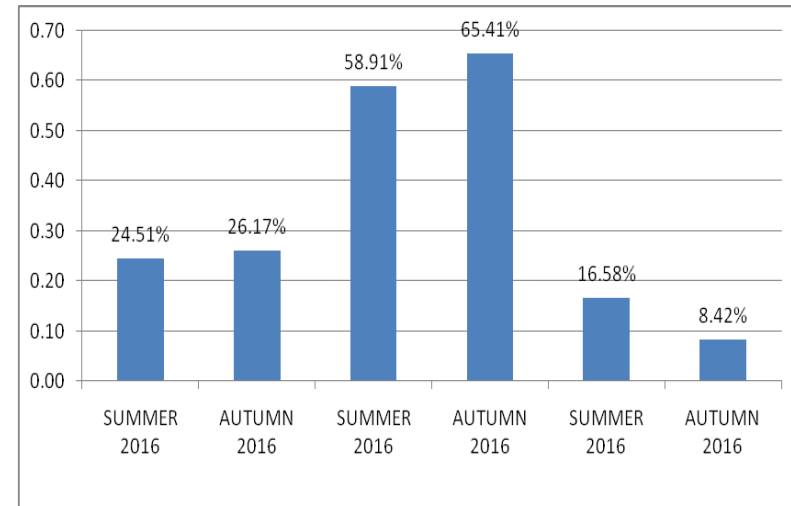


FIGURE 170: MBA IN FIN: SLO 3: TREND: FORMATIVE



AUTUMN 2016 STUDENT LEARNING ASSESSMENT REPORT: MBA IN HRM

Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
1. To understand the role of HR department and HR professionals.	<p><u>Summative:</u> Exit Assessment Test and Course Embedded Assessment (HRM 546 group term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (MBA 509 examinations and projects)</p>	<p><u>Course-Embedded Assessment:</u> Rubric # HRM 1.R.2 (summative), HRM 1.R.1 (formative)</p>	See Figures 171,172, 173 & 174.	<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 comparatively high in both formative and summative assessments.</p>	<p><u>Actions Taken</u> A standardized course outline for HRM 546 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 546 will be developed in Spring 2017, to ensure consistency in measurement criteria across various sections.</p>

FIGURE 171: MBA IN HRM: SLO 1: AUTUMN 2016: SUMMATIVE

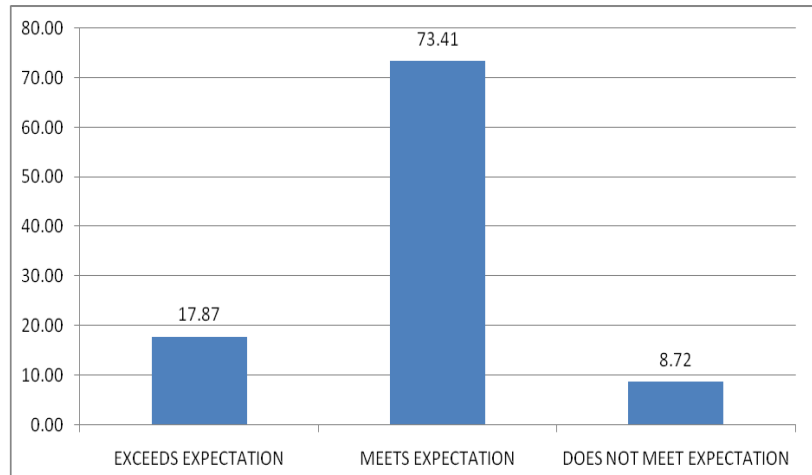


FIGURE 172: MBA IN HRM: SLO 1: TREND: SUMMATIVE

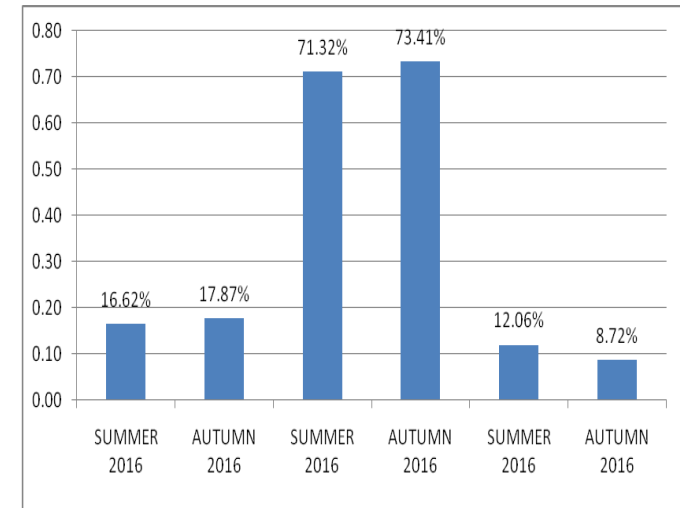


FIGURE 173: MBA IN HRM: SLO 1: AUTUMN 2016: FORMATIVE

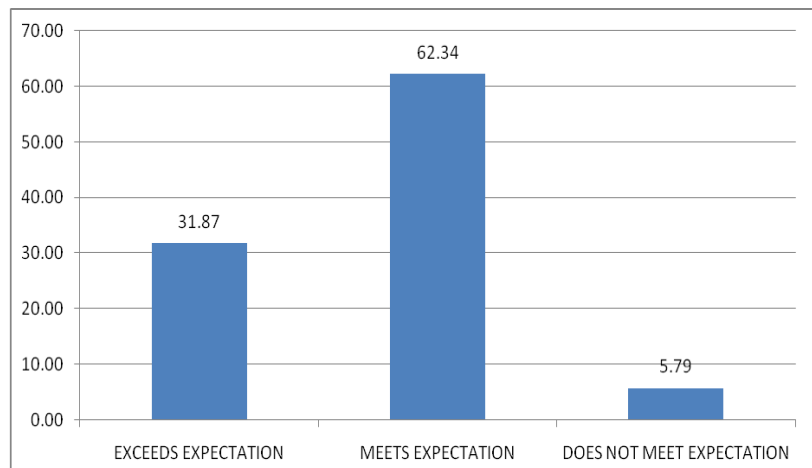
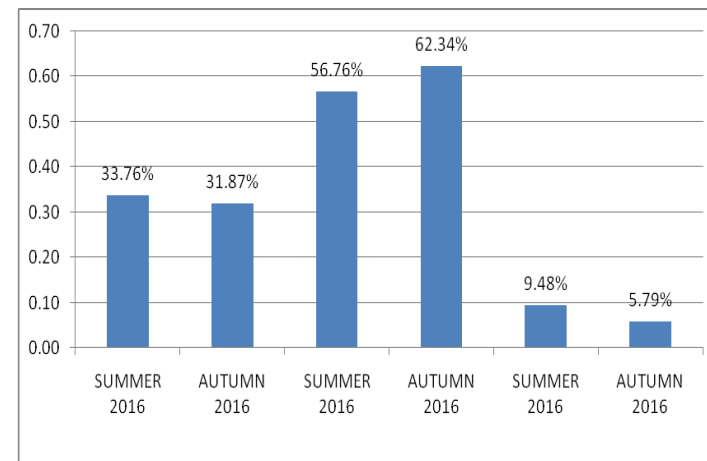


FIGURE 174: MBA IN HRM: SLO 1: TREND: FORMATIVE



Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
2. Be able to apply Industrial Organization(I/O) and Resource Based View(RBV) model to SHRM.	<p><u>Summative:</u> Exit Assessment Test and Course Embedded Assessment (HRM 546 group term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (MBA 509 examinations and projects)</p>	<p><u>Course-Embedded Assessment:</u> Rubric # HRM 2.R.2 (summative), HRM 2.R.1 (formative)</p>	See Figures 175,176,177 & 178.	<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 comparatively high 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 175: MBA IN HRM: SLO 2: AUTUMN 2016: SUMMATIVE

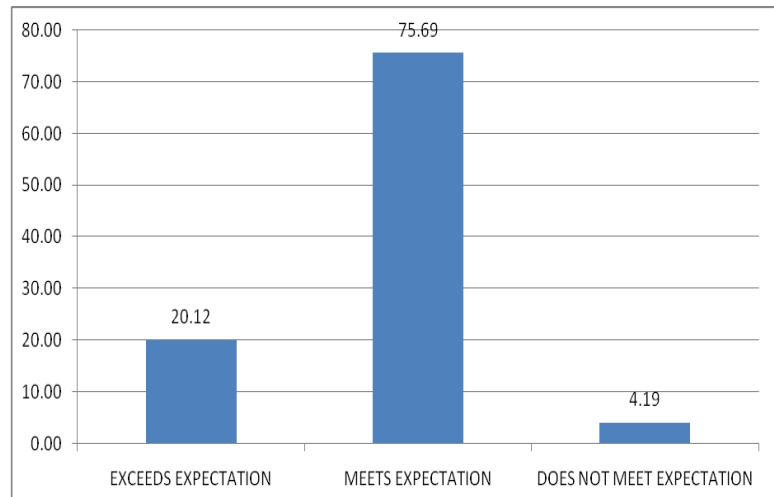


FIGURE 176: MBA IN HRM: SLO 2: TREND: SUMMATIVE

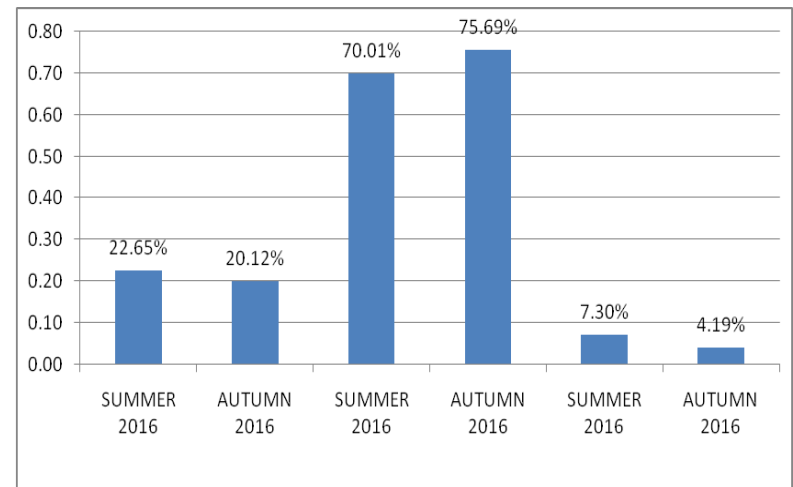


FIGURE 177: MBA IN HRM: SLO 2: AUTUMN 2016: FORMATIVE

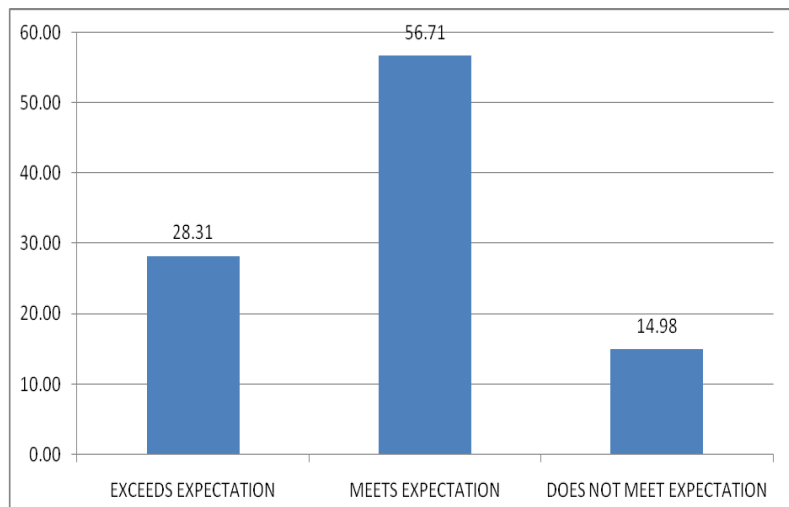
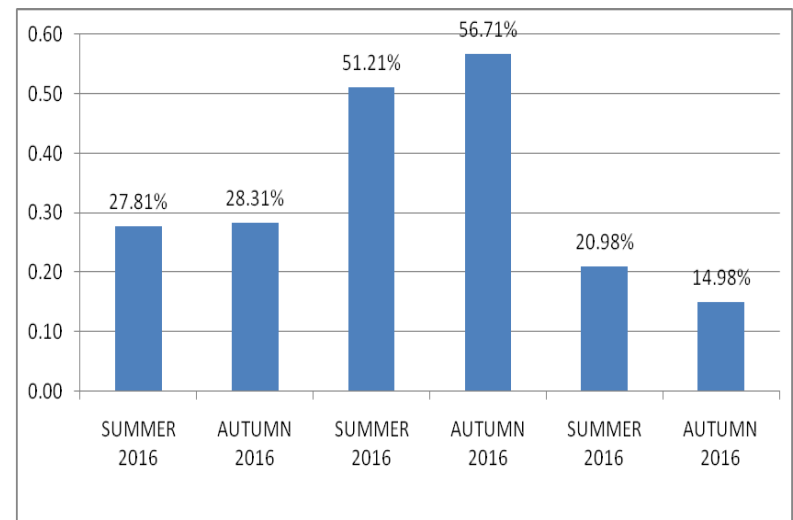


FIGURE 178: MBA IN HRM: SLO 2: TREND: FORMATIVE



Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
3. Demonstrate the influence of information technology on HRM.	<p><u>Summative:</u> Exit Assessment Test and Course Embedded Assessment (HRM 546 group term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (MBA 509 examinations and projects)</p>	<p><u>Course-Embedded Assessment:</u> Rubric # HRM 3.R.2 (summative), HRM 3.R.1 (formative)</p>	See Figures 179,180,181 & 182.	<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 comparatively high 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. The HR practitioners mentioned the need and use of HRIS in carrying out various tasks of HR in the organizations.</p> <p><u>Improvements to be Made</u> Students were able to contribute better during the case discussion sessions than before.</p>

FIGURE 179: MBA IN HRM: SLO 3: AUTUMN 2016: SUMMATIVE

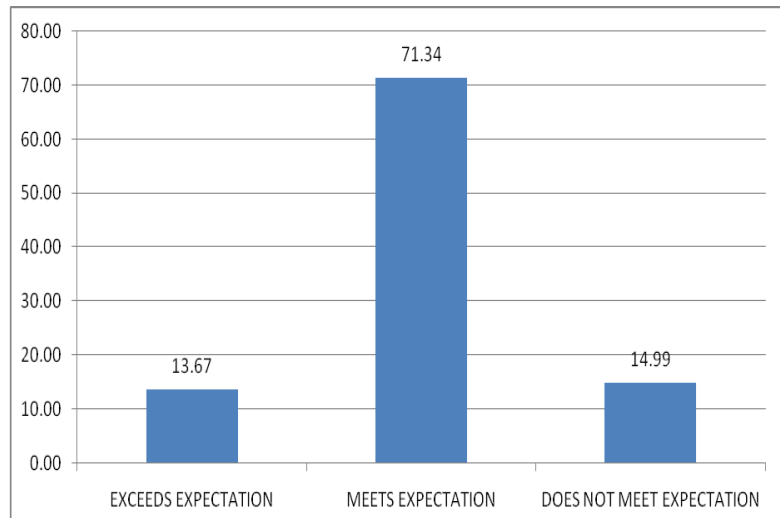


FIGURE 181: MBA IN HRM: SLO 3: AUTUMN 2016: FORMATIVE

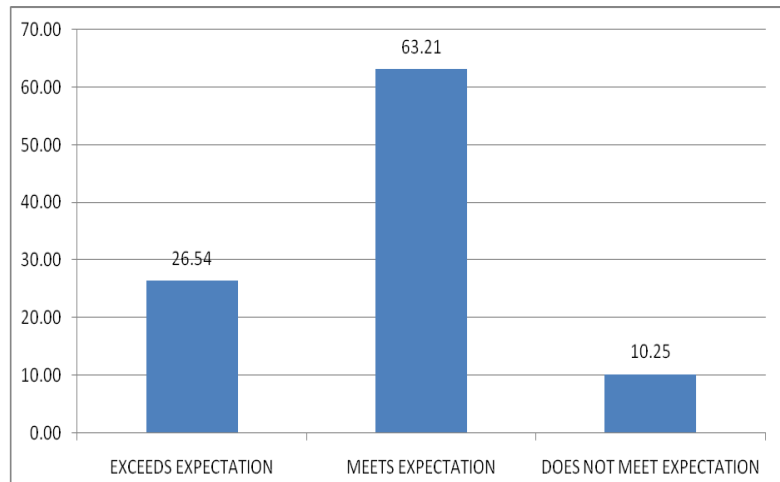


FIGURE 180: MBA IN HRM: SLO 3: TREND: SUMMATIVE

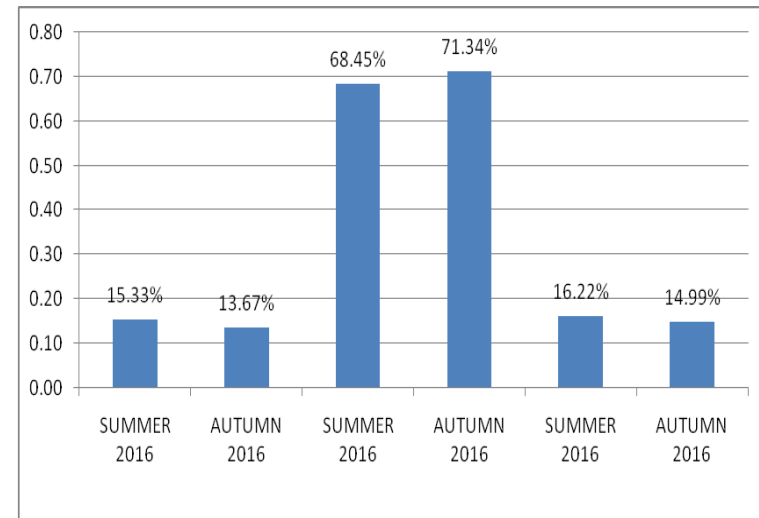
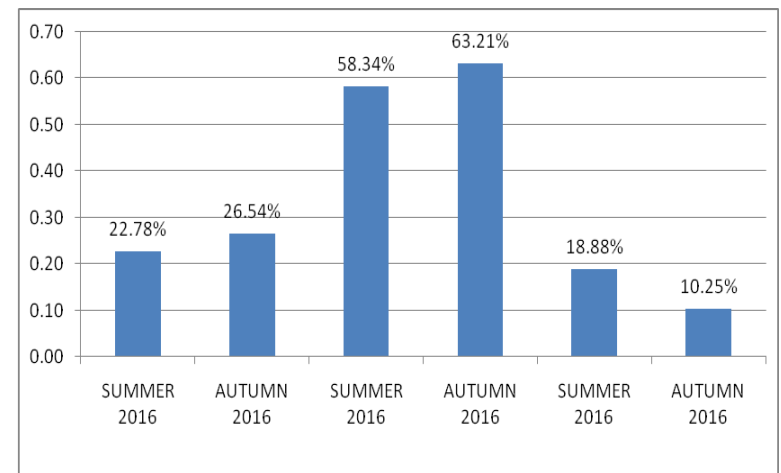


FIGURE 182: MBA IN HRM: SLO 3: TREND: FORMATIVE



Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
4. Be able to apply HR Metrics in particular organization.	<p><u>Summative:</u> Exit Assessment Test and Course Embedded Assessment (HRM 546 group term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (MBA 509 examinations and projects)</p>	<p><u>Course-Embedded Assessment:</u> Rubric # HRM 4.R.2 (summative), HRM 4.R.1 (formative)</p>	See Figures 183,184,185 & 186	<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 comparatively high in both formative and summative assessments.</p>	<p><u>Actions Taken</u> Students were asked to analyze 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 183: MBA IN HRM: SLO 4: AUTUMN 2016: SUMMATIVE

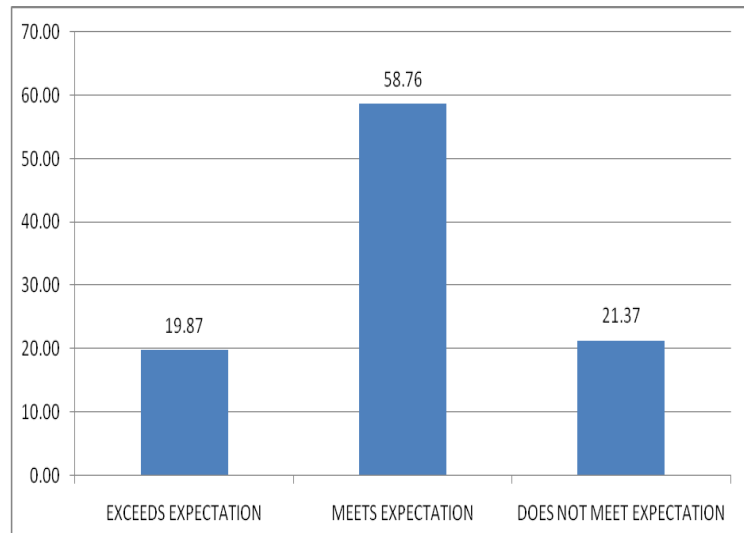


FIGURE 184: MBA IN HRM: SLO 4: TREND: SUMMATIVE

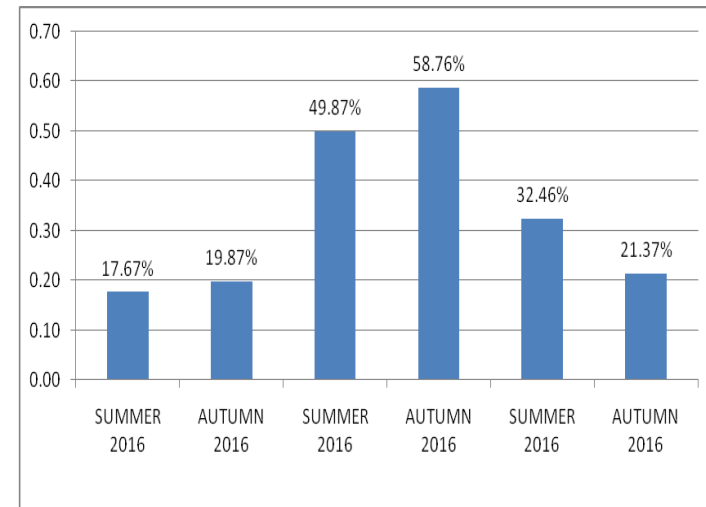


FIGURE 185: MBA IN HRM: SLO 4: AUTUMN 2016: FORMATIVE

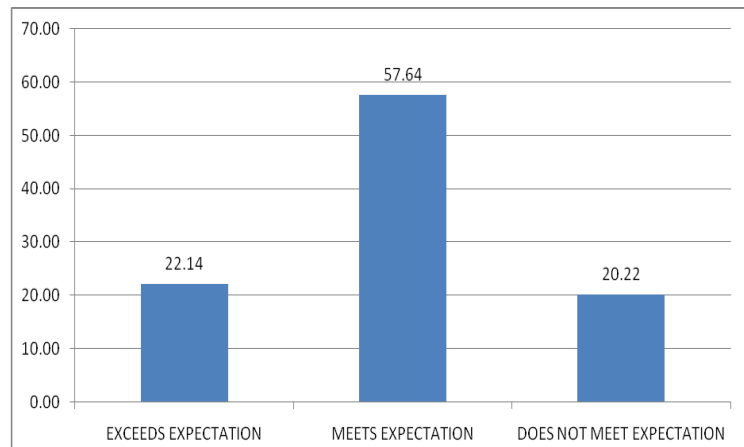
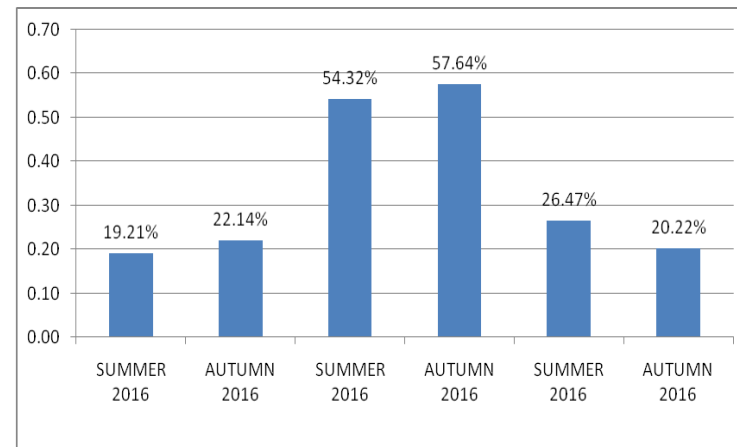


FIGURE 186: MBA IN HRM: SLO 4: TREND: FORMATIVE



Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
5. Be able to predict /anticipate future human resource requirements.	<p><u>Summative:</u> Exit Assessment Test and Course Embedded Assessment (HRM 546 group term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (MBA 509 examinations and projects)</p>	<p><u>Course-Embedded Assessment:</u> Rubric # HRM 5.R.2 (summative), HRM 5.R.1 (formative)</p>	See Figures 187,188,189 & 190.	<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 polices, a set of relevant courses have been selected as suggested prerequisites for students to take this course from autumn, 2016 semester.</p> <p><u>Improvements to be Made</u> Improvement would be measured from Spring 2017 semester.</p>

FIGURE 187: MBA IN HRM: SLO 5: AUTUMN 2016: SUMMATIVE

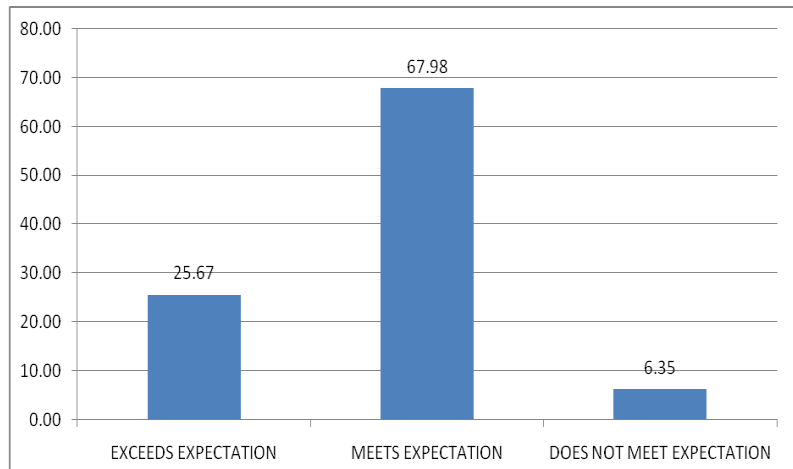


FIGURE 189: MBA IN HRM: SLO 5: AUTUMN 2016: FORMATIVE

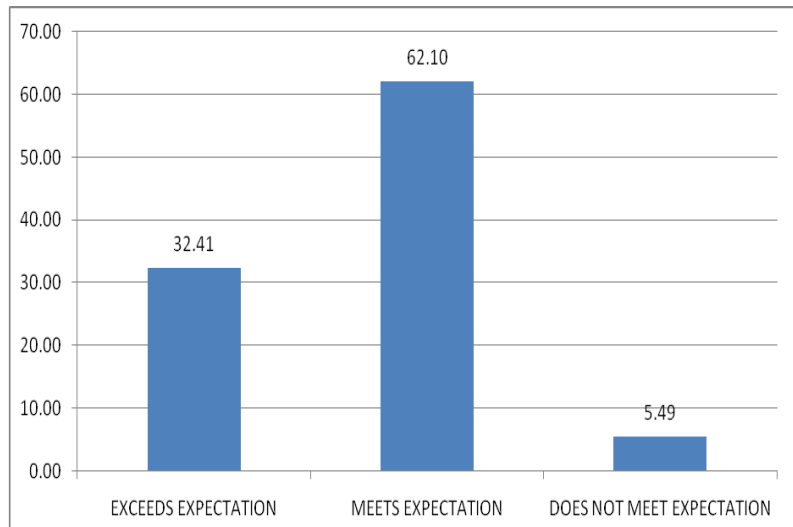


FIGURE 188: MBA IN HRM: SLO 5: TREND: SUMMATIVE

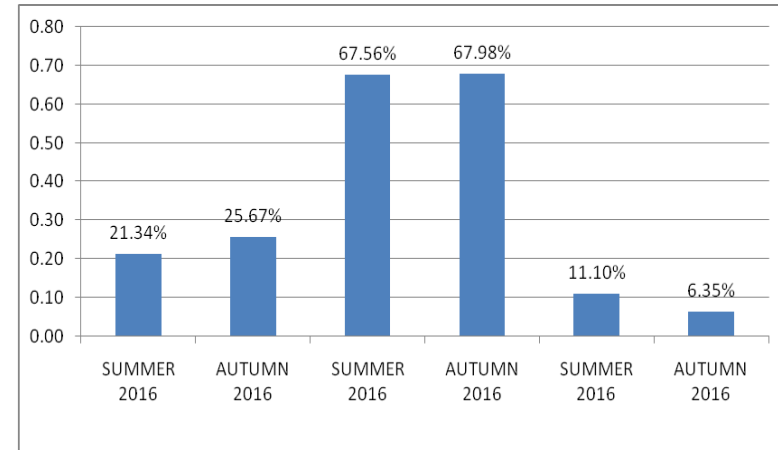
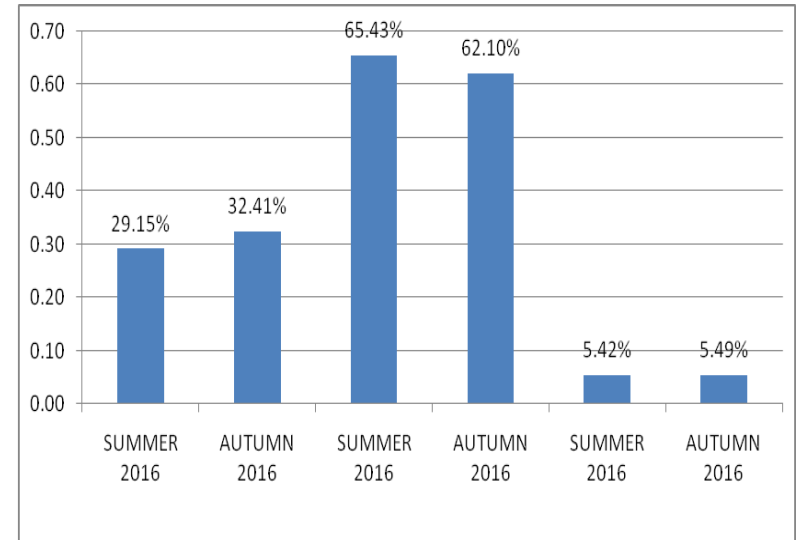


FIGURE 190: MBA IN HRM: SLO 5: TREND: FORMATIVE



AUTUMN 2016 STUDENT LEARNING ASSESSMENT REPORT: MBA IN MARKETING

Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
1. Communicate the knowledge of Strategic Marketing concepts with appropriate lexicons both in written and visual format.	<p><u>Summative:</u> Exit Assessment Test and Course Embedded Assessment (MKT 544 group term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (MBA 506 examinations and projects)</p>	<p><u>Course-Embedded Assessment:</u> Rubric # MKT 1.R.2 (summative), MKT 1.R.1 (formative)</p>	See Figures 191,192,193 & 194.	<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 MKT 544 was developed to ensure that the course encompasses all the relevant theories and contemporary issues in Strategic Marketing.</p> <p><u>Improvements to be Made</u> A standardized approach for summative assessment in MKT 544 will be developed in Spring 2017, to ensure consistency in measurement criteria across various sections.</p>

FIGURE 191: MBA IN MKT: SLO 1: AUTUMN 2016: SUMMATIVE

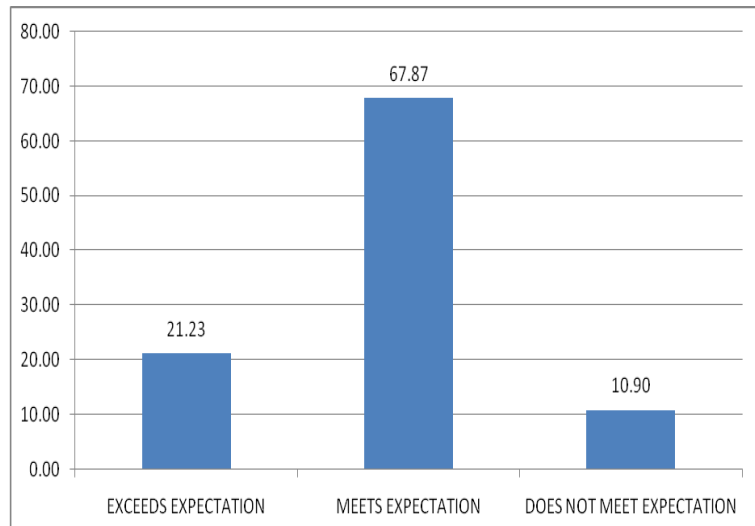


FIGURE 193: MBA IN MKT: SLO 1: AUTUMN 2016: FORMATIVE

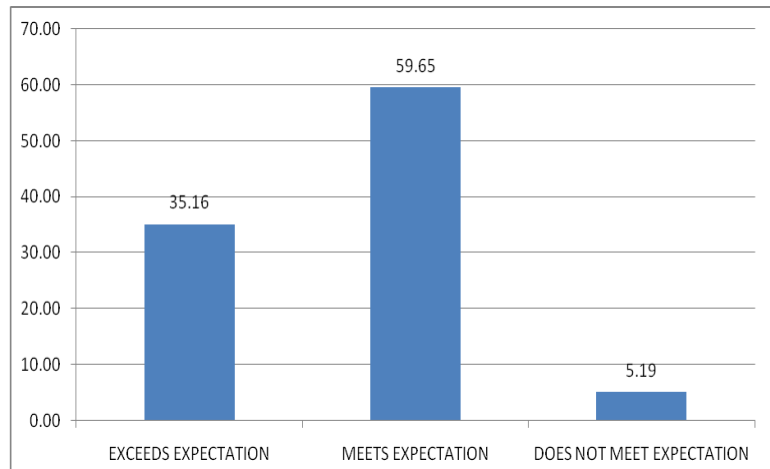


FIGURE 192: MBA IN MKT: SLO 1: TREND: SUMMATIVE

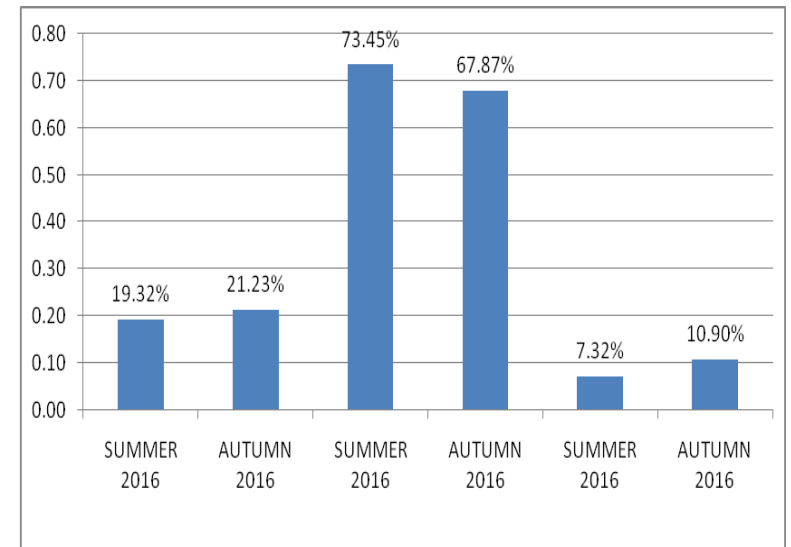
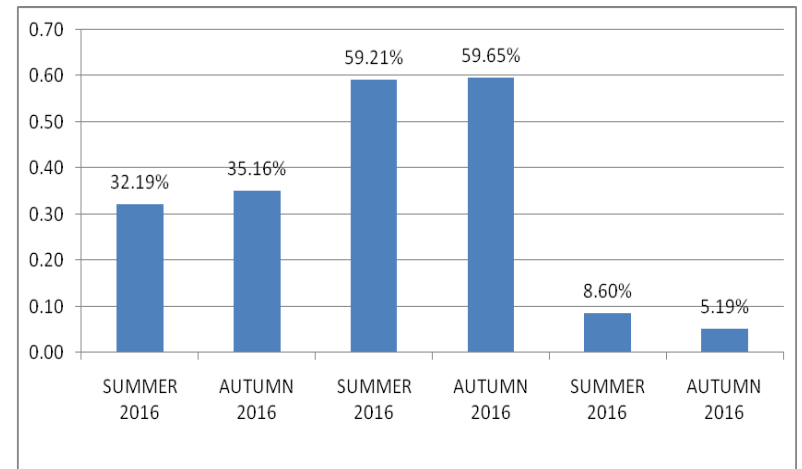


FIGURE 194: MBA IN MKT: SLO 1: TREND: FORMATIVE



Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
2.Effective decision making through critical thinking in the areas of over demanding consumers, aggressive local and global competitors, disruptive technologies, relevant environmental factors, and firm's competitive edges.	<p><u>Summative:</u> Exit Assessment Test and Course Embedded Assessment (MKT 544 group term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (MBA 506 examinations and projects)</p>	<p><u>Course-Embedded Assessment:</u> Rubric # MKT 2.R.2 (summative), MKT 2.R.1 (formative)</p>	See Figures 195,196,197 & 198.	<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 comparatively high in both formative and summative assessments.</p>	<p><u>Actions Taken</u> A standardized course outline for MKT 544 was developed to ensure that the course encompasses all the relevant theories and contemporary issues in Strategic Marketing.</p> <p><u>Improvements to be Made</u> A standardized approach for summative assessment in MKT 544 will be developed in Spring 2017, to ensure consistency in measurement criteria across various sections.</p>

FIGURE 195: MBA IN MKT: SLO 2: AUTUMN 2016: SUMMATIVE

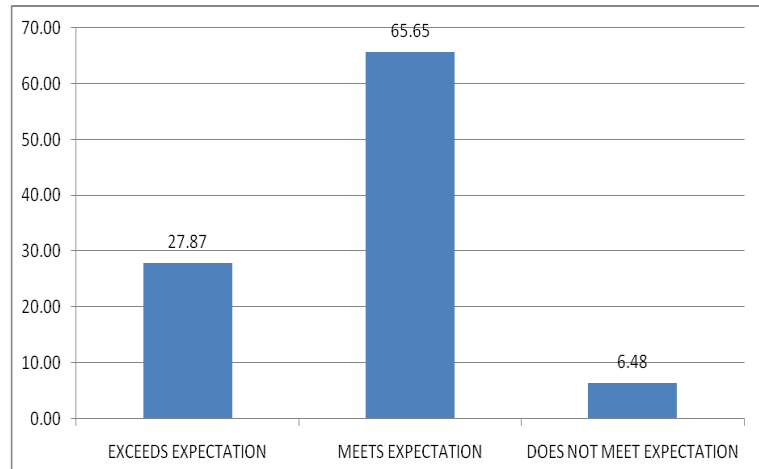


FIGURE 196: MBA IN MKT: SLO 2: TREND: SUMMATIVE

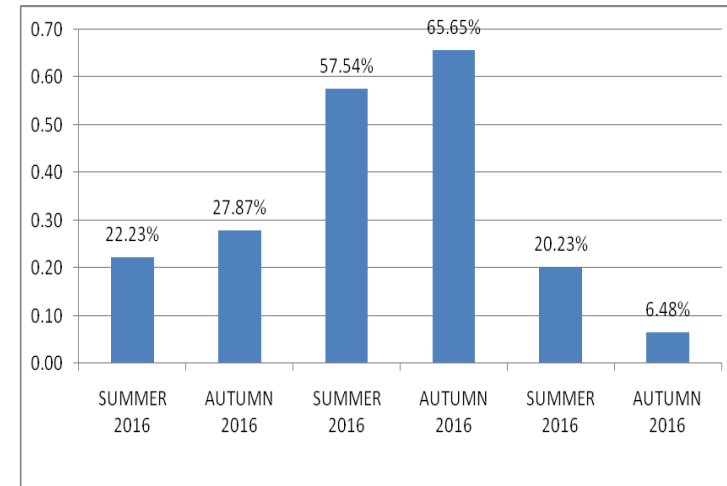


FIGURE 197: MBA IN MKT: SLO 2: AUTUMN 2016: FORMATIVE

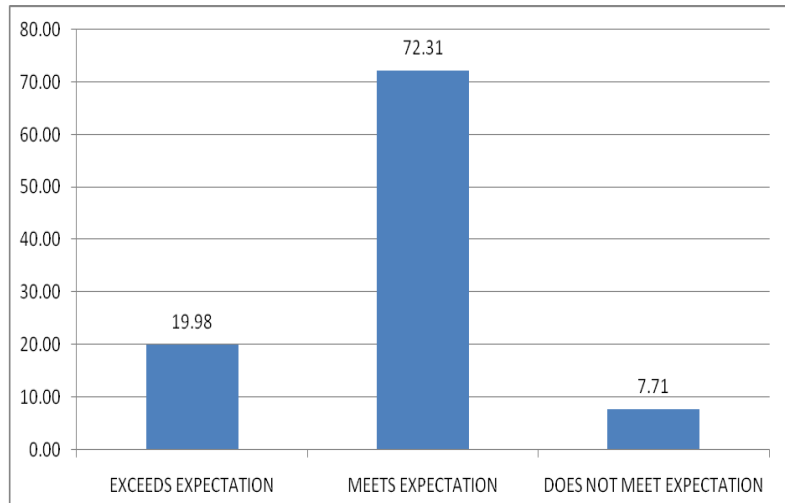
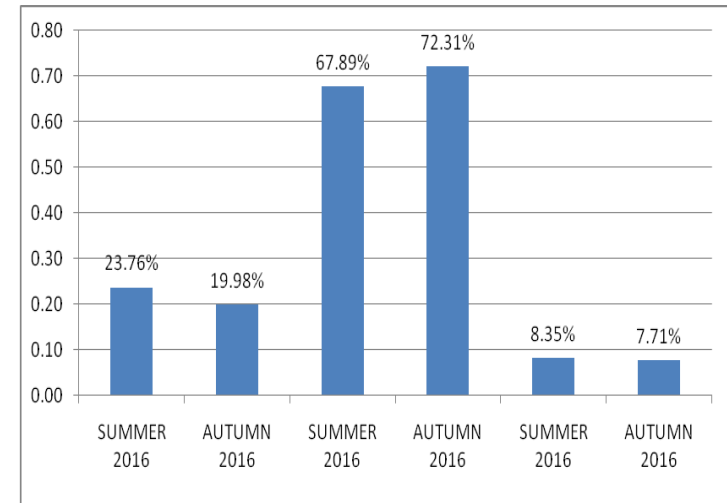


FIGURE 198: MBA IN MKT: SLO 2: TREND: FORMATIVE



Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
3. Able to solve (un) structured problems and provide effective solutions by appropriate marketing strategies.	<p><u>Summative:</u> Exit Assessment Test and Course Embedded Assessment (MKT 544 group term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (MBA 506 examinations and projects)</p>	<p><u>Course-Embedded Assessment:</u> Rubric # MKT 3.R.2 (summative), MKT 3.R.1 (formative)</p>	See Figures 199,200, 201 & 202	<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 formative but relatively higher in summative assessments.</p>	<p><u>Actions Taken</u> To make students familiar how Marketing managers outline alternative approaches to specific policy areas, Marketing 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 199: MBA IN MKT: SLO 3: AUTUMN 2016: SUMMATIVE

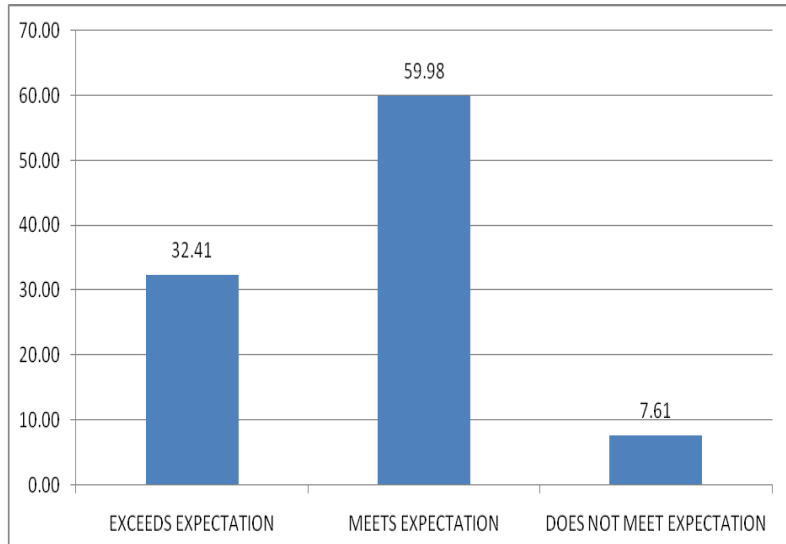


FIGURE 200: MBA IN MKT: SLO 3: TREND: SUMMATIVE

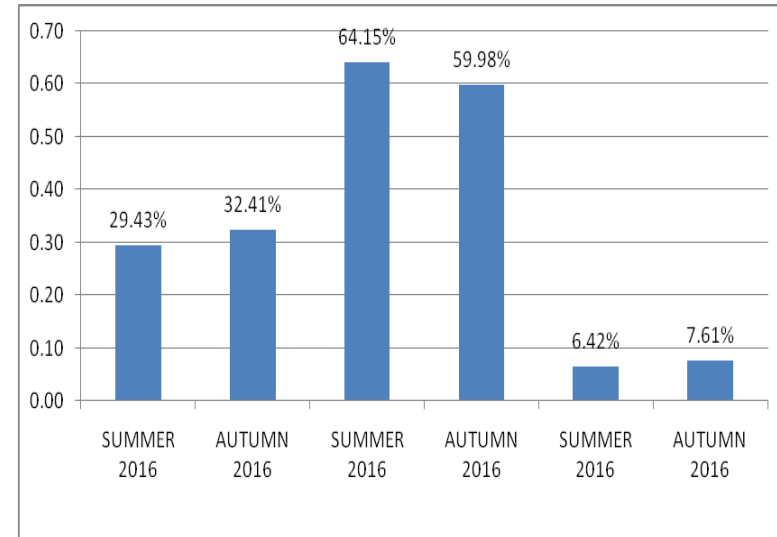


FIGURE 201: MBA IN MKT: SLO 3: AUTUMN 2016: FORMATIVE

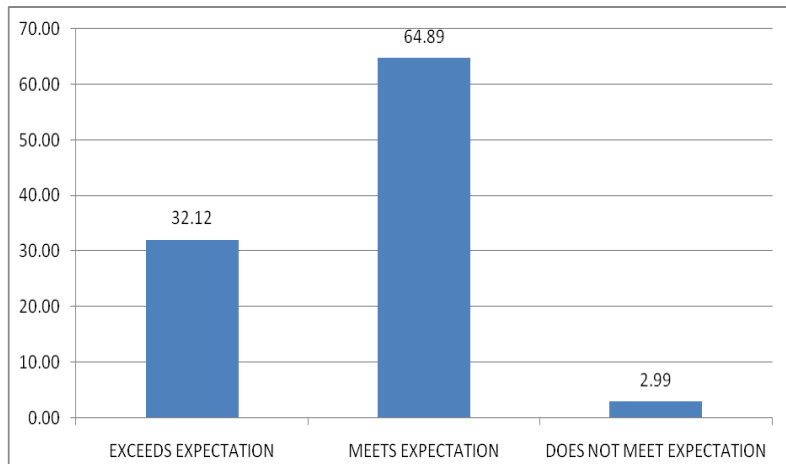
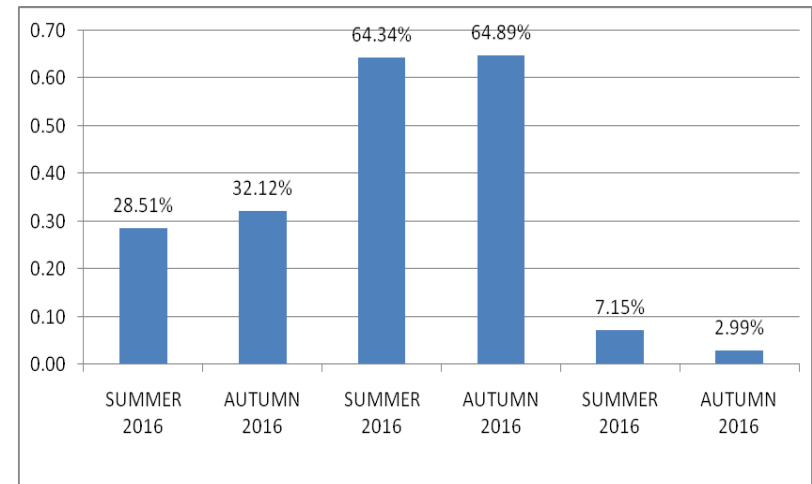


FIGURE 202: MBA IN MKT: SLO 3: TREND: FORMATIVE



Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
4. Able to adapt marketing strategy to the global environment.	<p><u>Summative:</u> Exit Assessment Test and Course Embedded Assessment (MKT 544 group term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (MBA 506 examinations and projects)</p>	<p><u>Course-Embedded Assessment:</u> Rubric # MKT 4.R.2 (summative), MKT 4.R.1 (formative)</p>	See Figures 203,204,205 & 206	<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 comparatively high 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 203: MBA IN MKT: SLO 4: AUTUMN 2016: SUMMATIVE

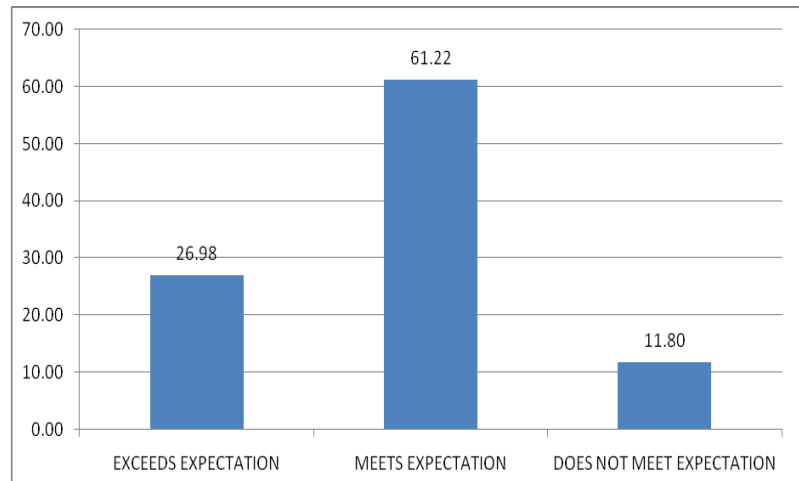


FIGURE 204: MBA IN MKT: SLO 4: TREND: SUMMATIVE

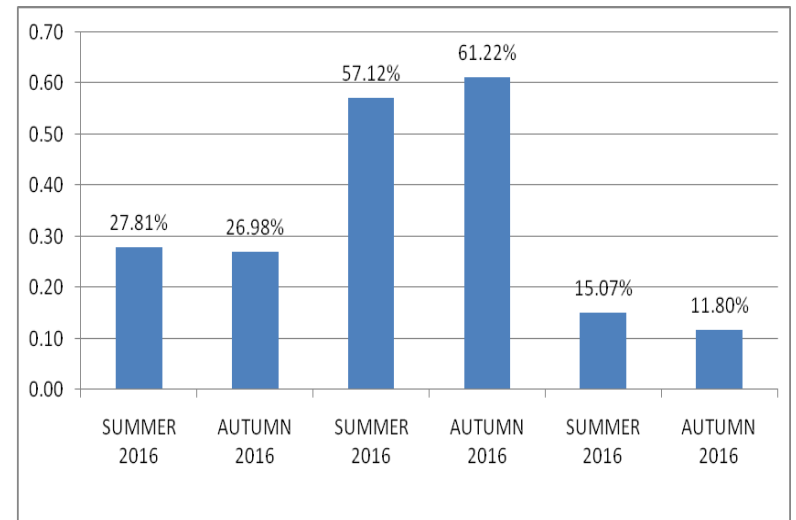


FIGURE 205: MBA IN MKT: SLO 4: AUTUMN 2016: FORMATIVE

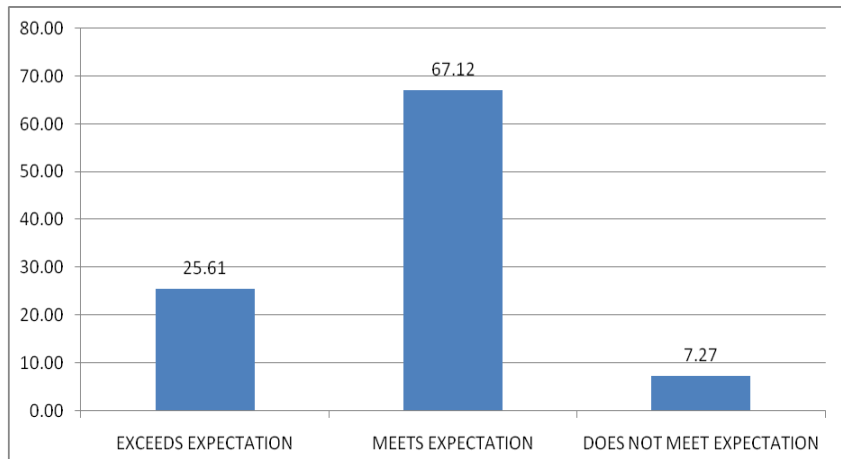
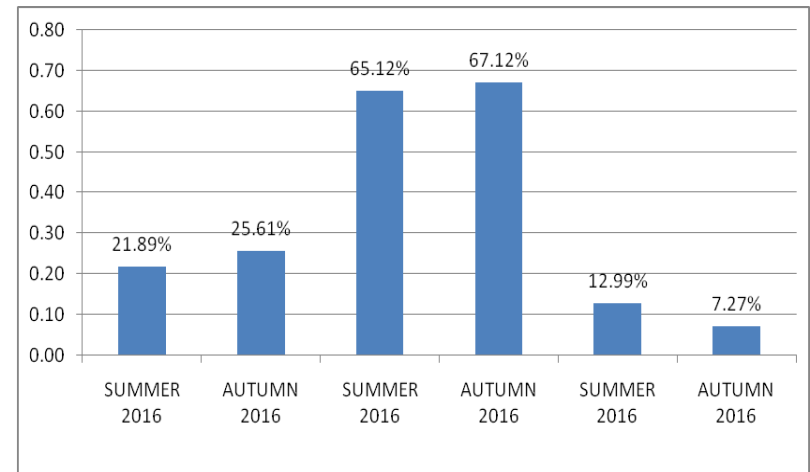


FIGURE 206: MBA IN MKT: SLO 4: TREND: FORMATIVE



Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
5. Have an understanding of ethical compliance at the time of formulating marketing strategies.	<p><u>Summative:</u> Exit Assessment Test and Course Embedded Assessment (MKT 544 group term project)</p> <p><u>Formative:</u> Course-Embedded Assessment (MBA 506 examinations and projects)</p>	<p><u>Course-Embedded Assessment:</u> Rubric # MKT 5.R.2 (summative), MKT 5.R.1 (formative)</p>	See Figures 207,208,209 & 210	<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, ethical and legal aspects of a country affect Strategic Marketing polices, a set of relevant courses have been selected as a suggested prerequisite for students to take this course from autumn, 2016 semester.</p> <p><u>Improvements to be Made</u> Improvement would be measured from Spring 2017 semester.</p>

FIGURE 207: MBA IN MKT: SLO 5: AUTUMN 2016: SUMMATIVE

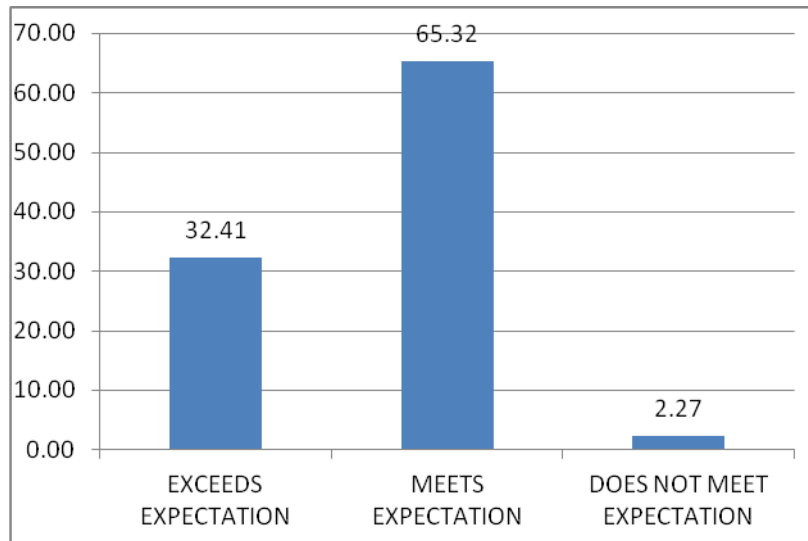


FIGURE 208: MBA IN MKT: SLO 5: TREND: SUMMATIVE

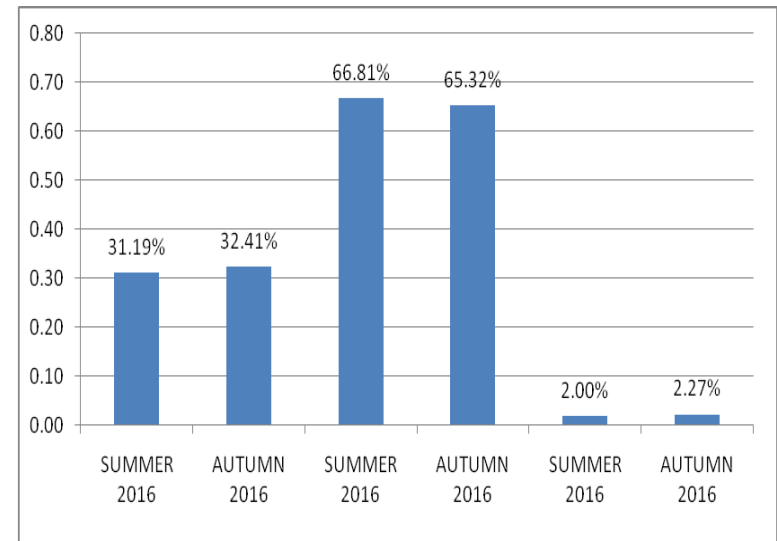


FIGURE 209: MBA IN MKT: SLO 5: AUTUMN 2016: FORMATIVE

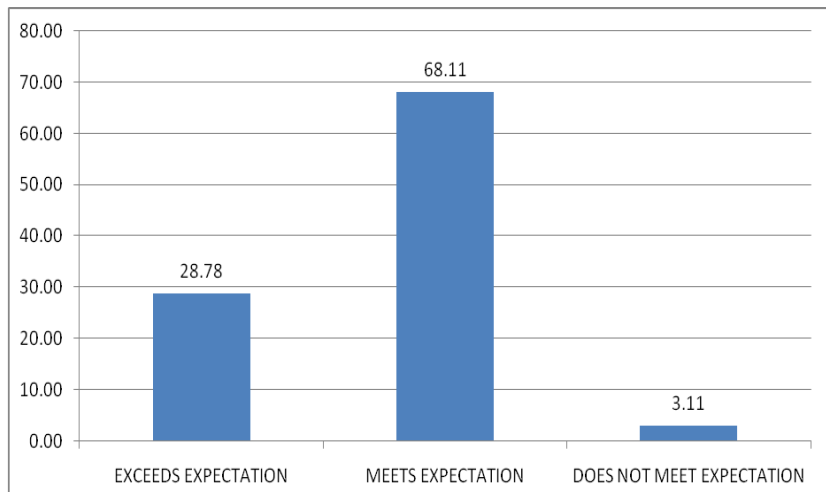
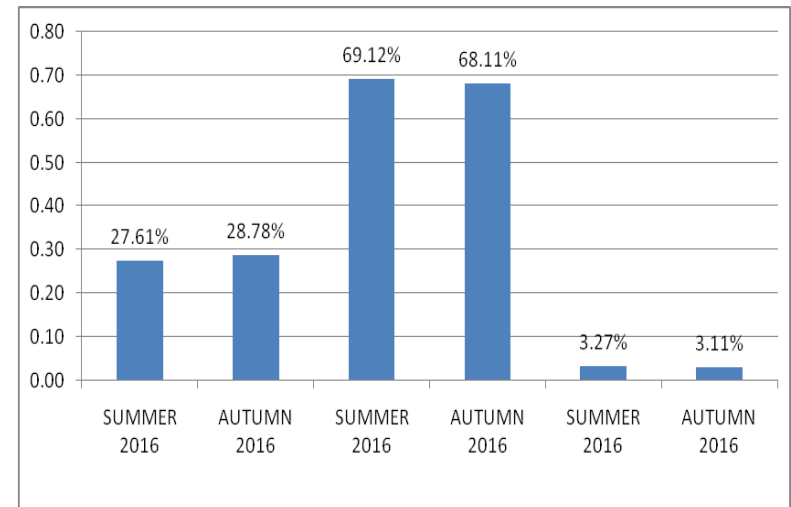


FIGURE 210: MBA IN MKT: SLO 5: TREND: FORMATIVE



AUTUMN 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>	<p><u>Course-Embedded Assessment:</u> Rubric # EMBA 1.1.R.2 (summative), EMBA 1.1.R.1 (formative)</p>	See Figures 211,212,213 & 214.	<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 low in summative assessment compared to that of spring and summer 2016 semester.</p>	<p><u>Actions Taken</u> A new structured communication system for EMBA550 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 Spring 2017, to ensure consistency in measurement criteria across various sections.</p>

FIGURE 211: EMBA PLG 1, SLO 1.1: AUTUMN 2016: SUMMATIVE

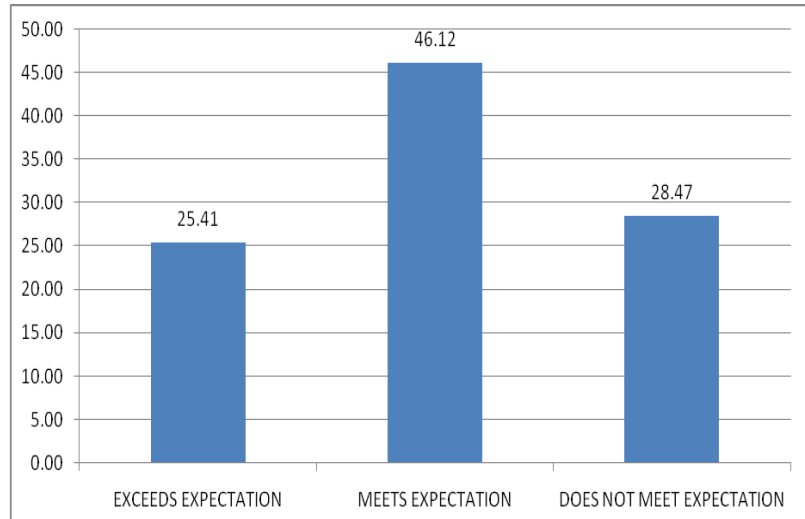


FIGURE 22: EMBA PLG 1, SLO 1.1: TREND: SUMMATIVE

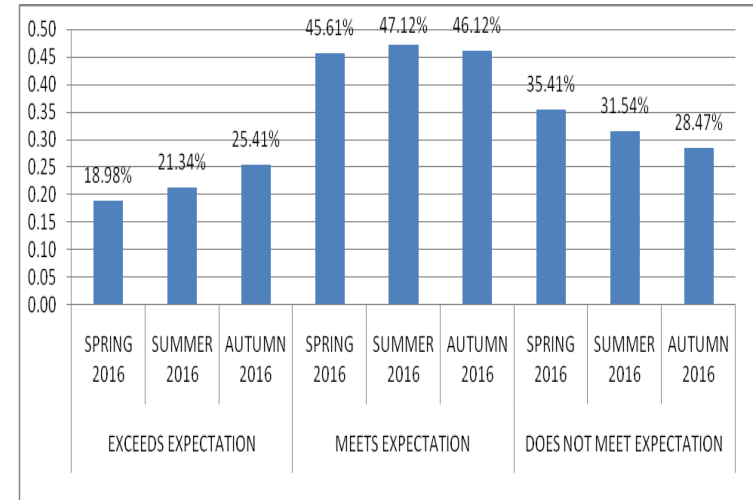


FIGURE 213: EMBA PLG 1, SLO 1.1: AUTUMN 2016: FORMATIVE

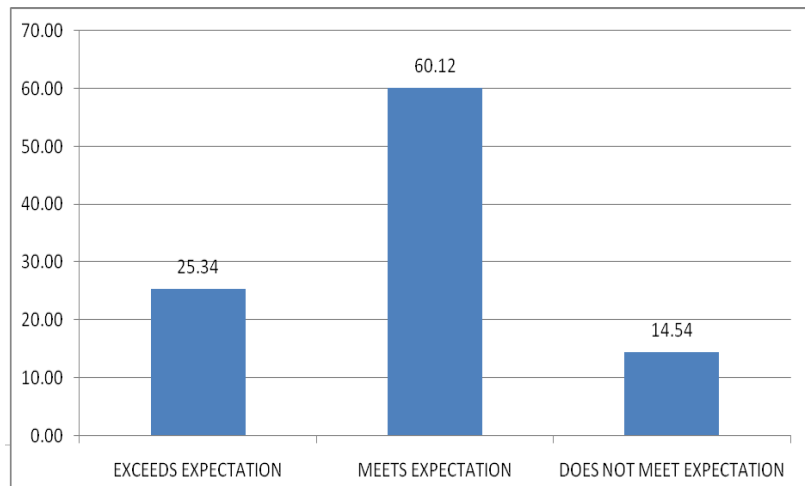
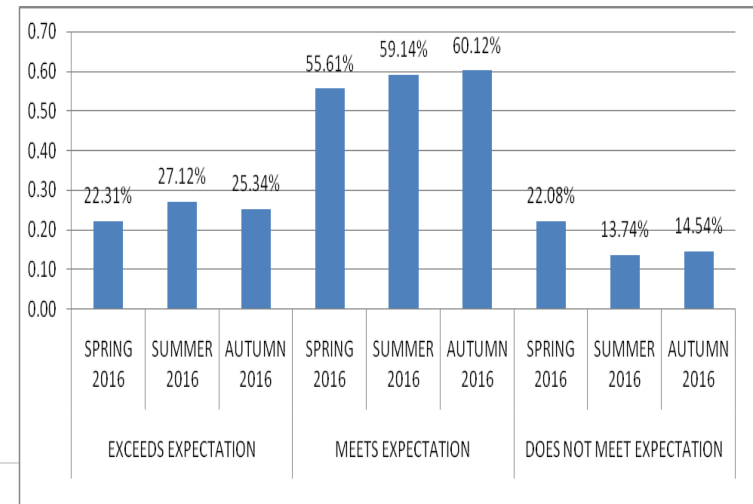


FIGURE 214: EMBA PLG 1, SLO 1.1: TREND: FORMATIVE



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 215,216,217 & 218.	<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 low in summative assessment compared to that of spring and summer 2016 semester.</p>	<p><u>Actions Taken</u> A new home project outline for EMBA 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 Spring 2017, to ensure consistency in measurement criteria across various sections.</p>

FIGURE 215: EMBA PLG 2, SLO 2.1: AUTUMN 2016: SUMMATIVE

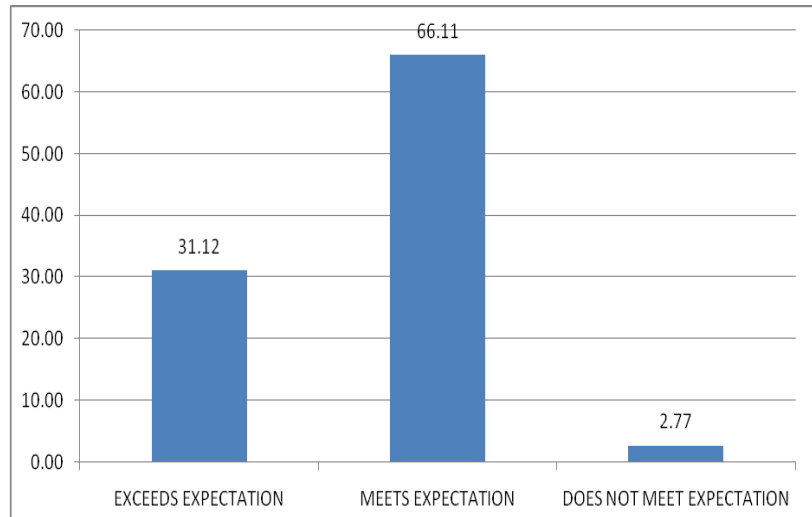


FIGURE 216: EMBA PLG 2, SLO 2.1: TREND: SUMMATIVE

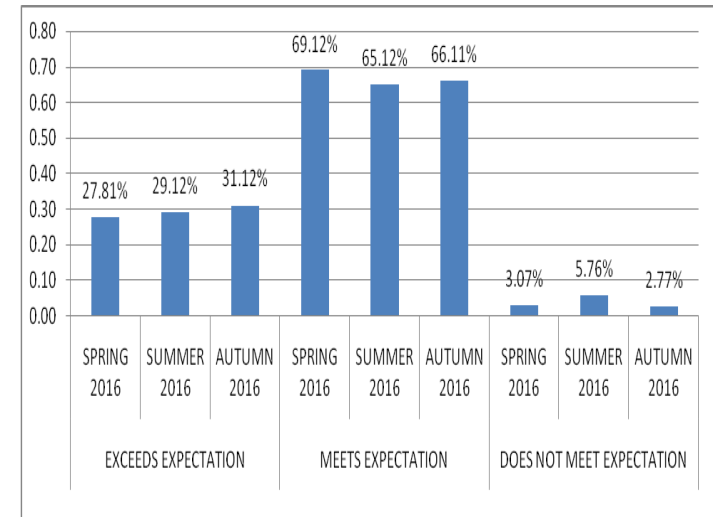


FIGURE 217: EMBA PLG 2, SLO 2.1: AUTUMN 2016: FORMATIVE

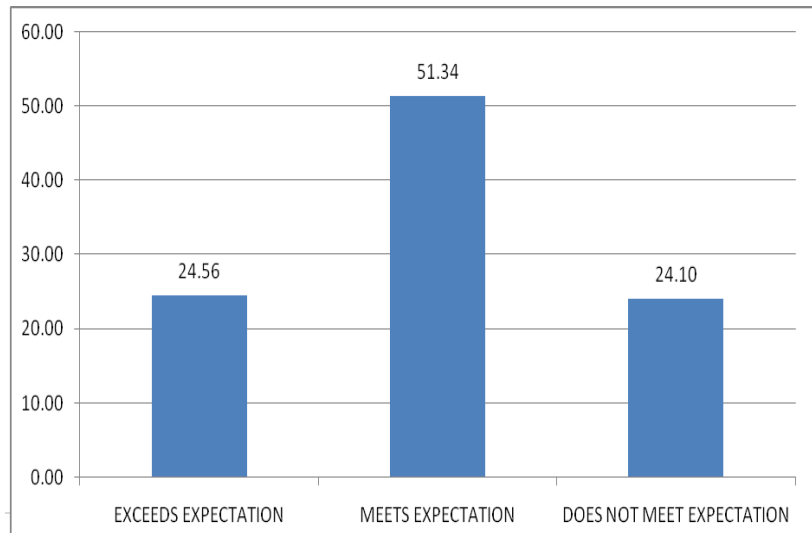
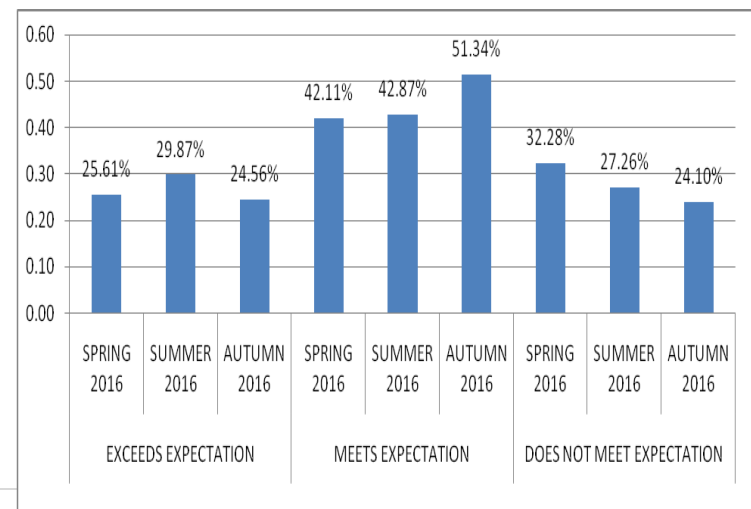


FIGURE 218: EMBA PLG 2, SLO 2.1: TREND: FORMATIVE



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 219,220,221 & 222.	<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 low in summative assessment compared to that of spring and summer 2016 semester.</p>	<p><u>Actions Taken</u> A new project (e.g. case development/ business plan) outline for EMBA 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 EMBA 550 will be developed in Spring 2017, to ensure consistency in measurement criteria across various sections.</p>

FIGURE 219: EMBA PLG 3, SLO 3.1: AUTUMN 2016: SUMMATIVE

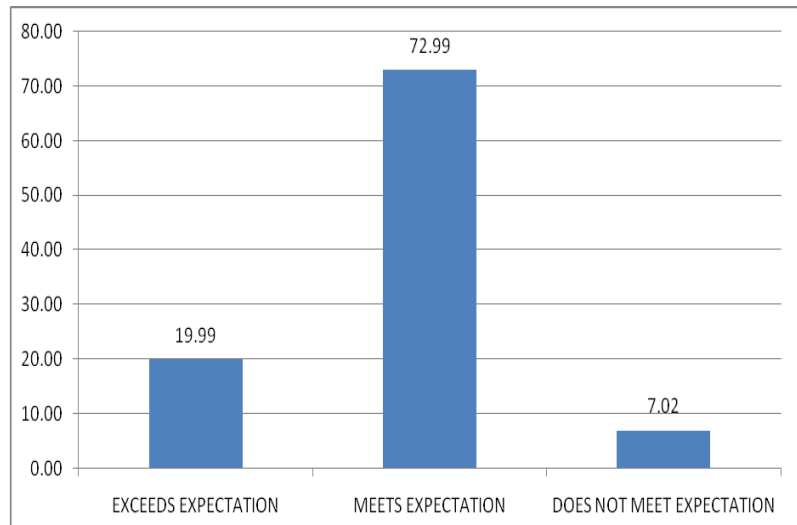


FIGURE 221: EMBA PLG 3, SLO 3.1: AUTUMN 2016: FORMATIVE

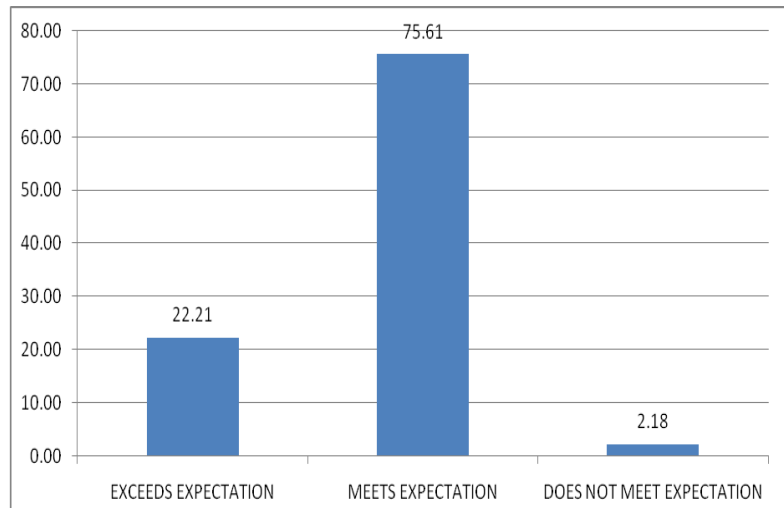


FIGURE 220: EMBA PLG 3, SLO 3.1: TREND: SUMMATIVE

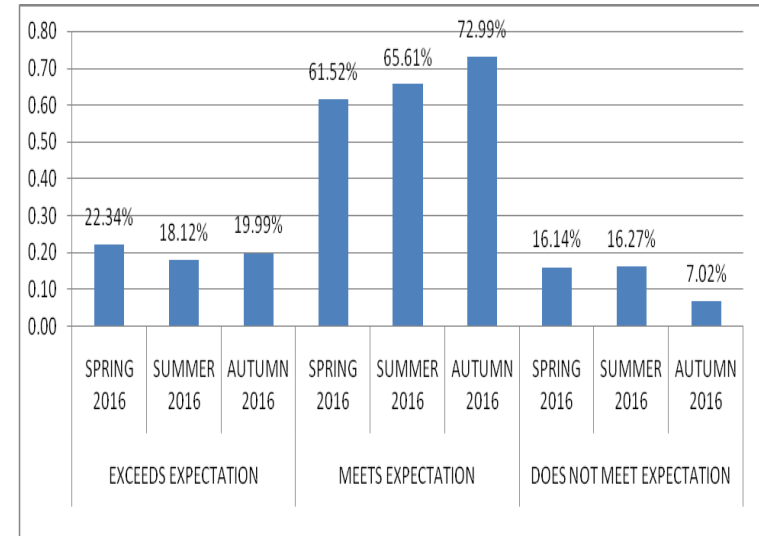
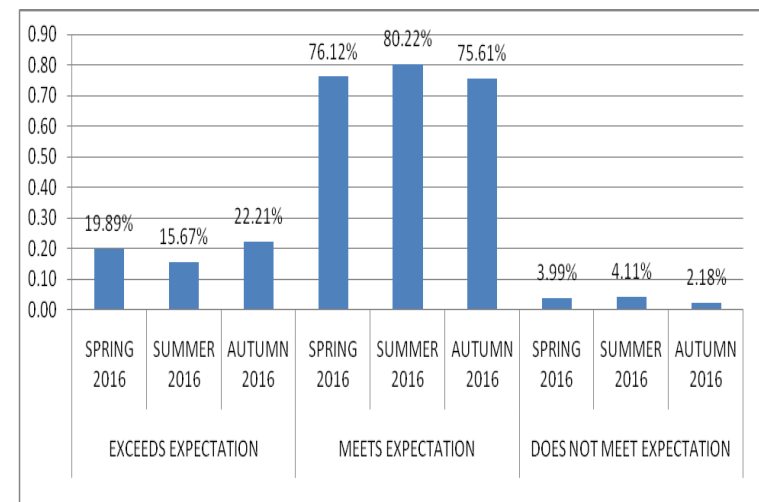


FIGURE 222: EMBA PLG 3, SLO 3.1: TREND: FORMATIVE



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 223,224,225 & 226.	<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 low in summative assessment compared to that of spring and summer 2016 semester.</p>	<p><u>Actions Taken</u> A new project outline for EMBA 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 EMBA 550 will be developed in Spring 2017, to ensure consistency in measurement criteria across various sections.</p>

FIGURE 223: EMBA PLG 4, SLO 4.1: AUTUMN 2016: SUMMATIVE

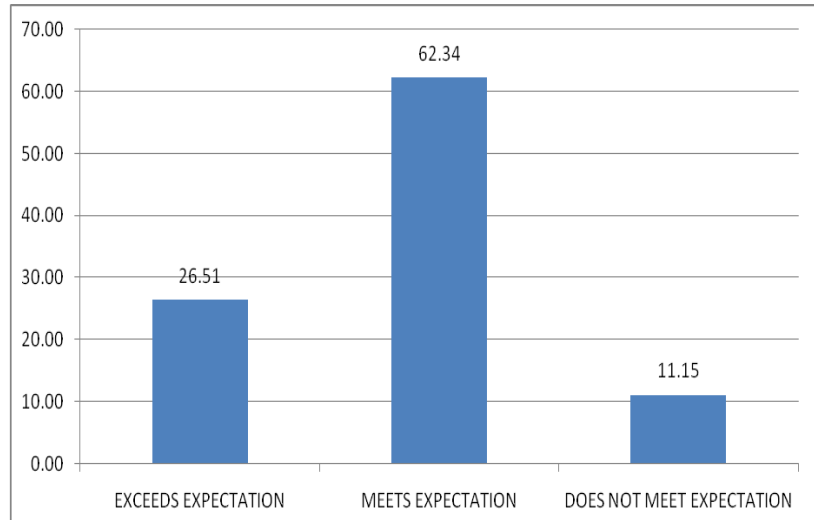


FIGURE 225: EMBA PLG 4, SLO 4.1: AUTUMN 2016: FORMATIVE

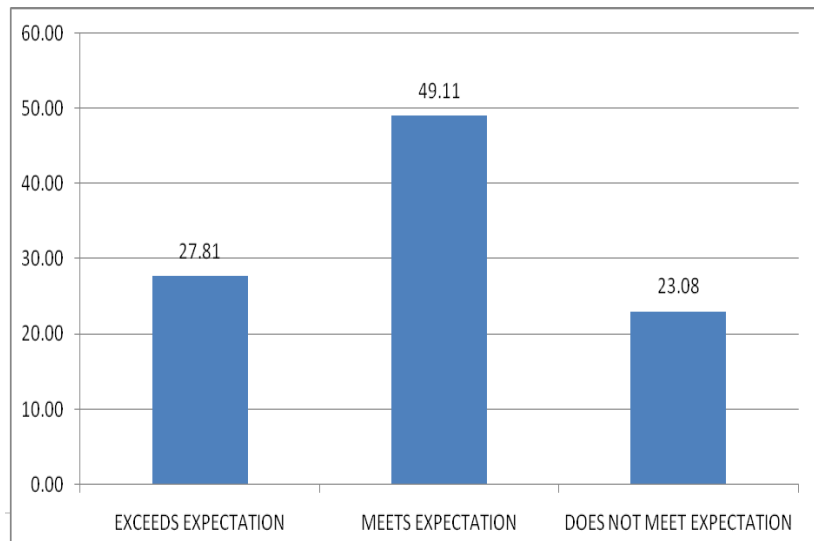


FIGURE 224: EMBA PLG 5, SLO 4.1: TREND: SUMMATIVE

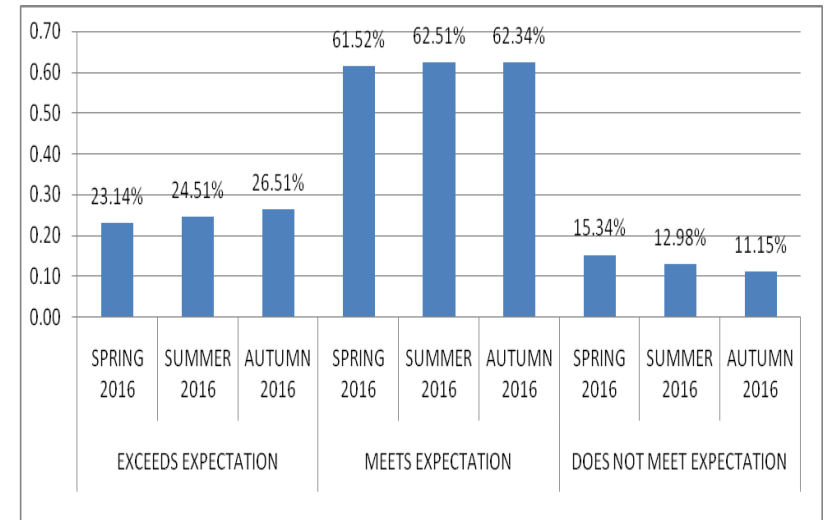
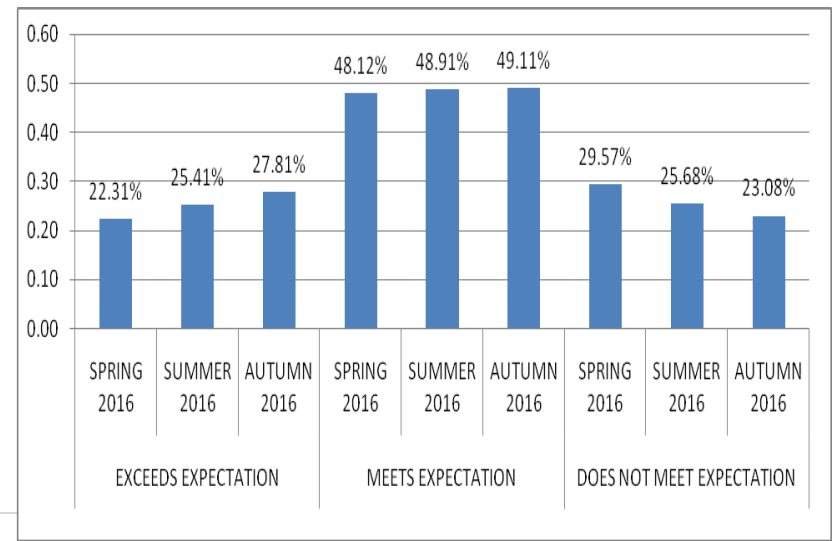


FIGURE 226: EMBA PLG 5, SLO 4.1: TREND: FORMATIVE



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>	<p><u>Course-Embedded Assessment:</u> Rubric # EMBA 5.1.R.2 (summative), EMBA 5.1.R.4 (formative)</p>	See Figures 227,228,229 & 230.	<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 low in summative assessment compared to that of spring and summer 2016 semester.</p>	<p><u>Actions Taken</u> A new project outline for EMBA 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 EMBA 550 will be developed in Spring 2017, to ensure consistency in measurement criteria across various sections.</p>

FIGURE 227: EMBA PLG 5, SLO 5.1: AUTUMN 2016: SUMMATIVE

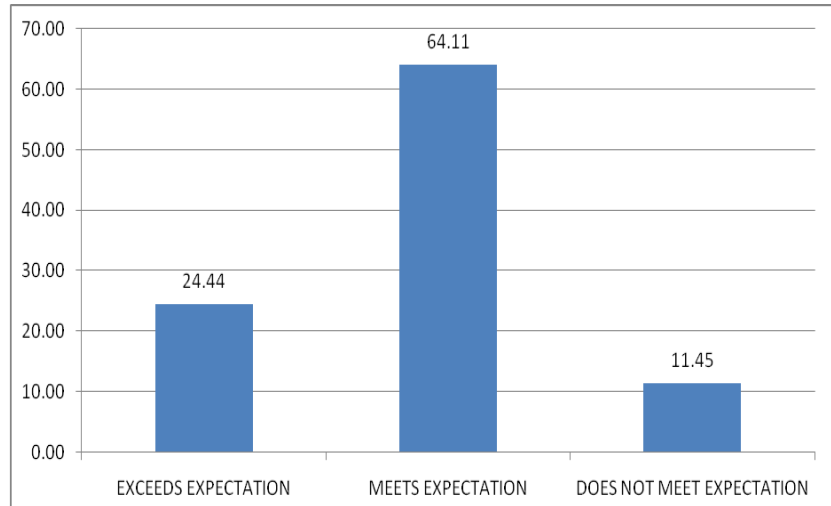


FIGURE 228: EMBA PLG 5, SLO 5.1: TREND: SUMMATIVE

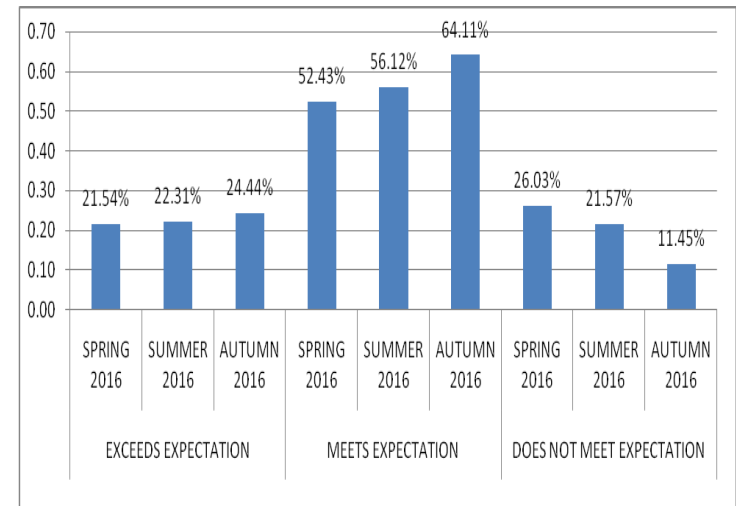


FIGURE 229: EMBA PLG 5, SLO 5.1: AUTUMN 2016: FORMATIVE

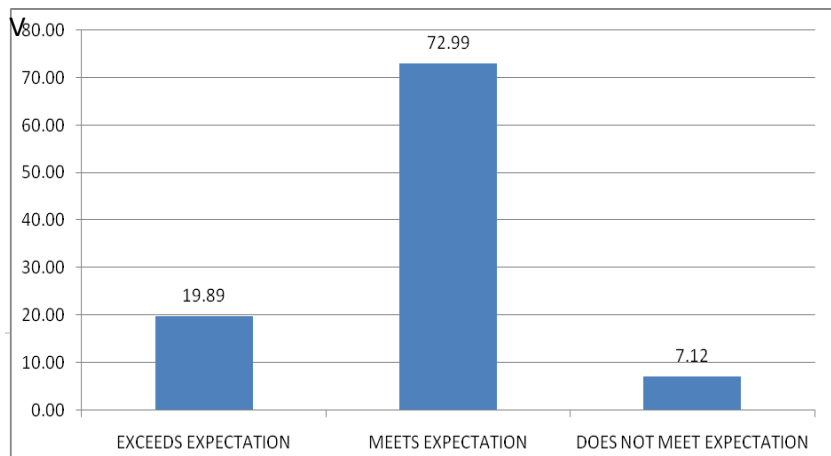
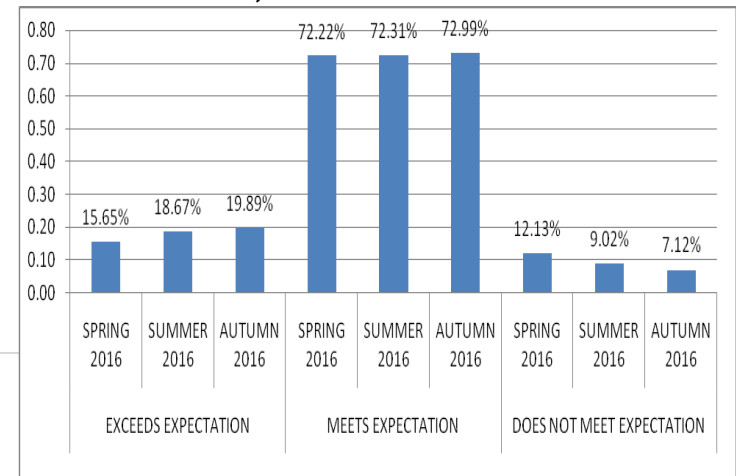


FIGURE 230: EMBA PLG 5, SLO 5.1: TREND: FORMATIVE



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 231,232, 233 and 234	<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 231: BSc in Economics: SLO 1: AUTUMN 2016: SUMMATIVE

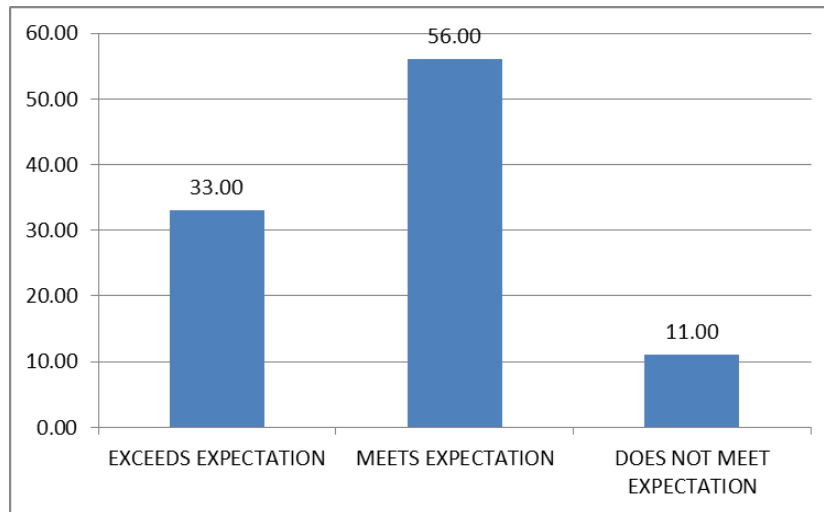


FIGURE 232: BSc in Economics: SLO 1: TREND: SUMMATIVE

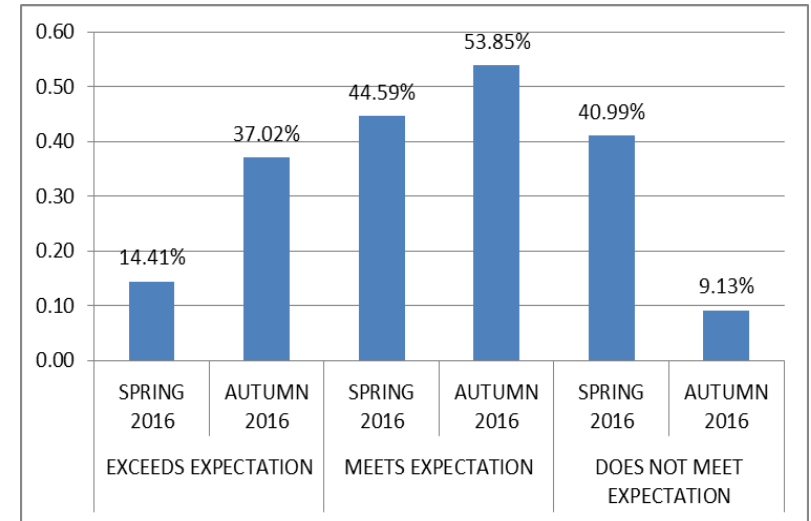


FIGURE 233: BSc in Economics: SLO 1: AUTUMN 2016: FORMATIVE

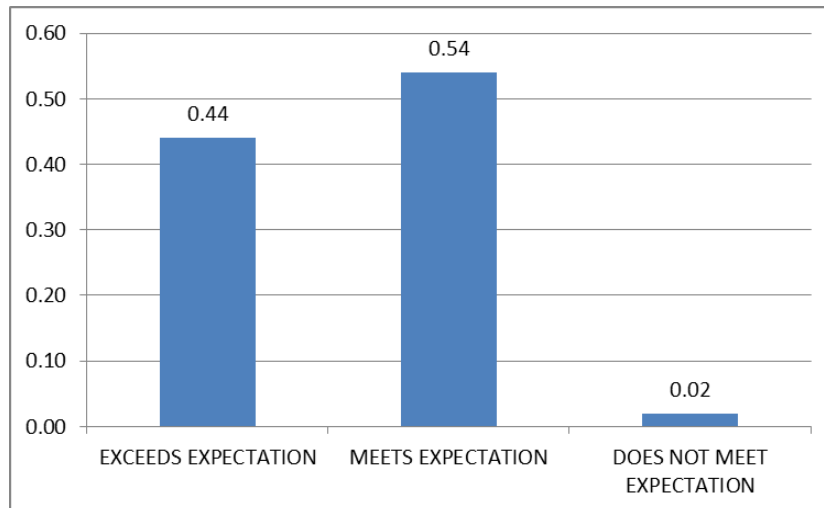
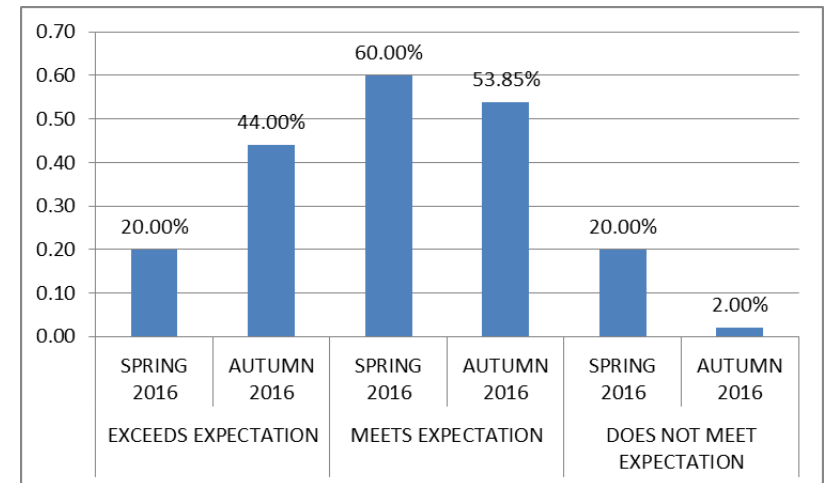


FIGURE 234: BSc in Economics: SLO 1: TREND: FORMATIVE



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>	<p>See Figures 235 and 236</p> <p>Formative Course not offered due to low enrollment.</p>	<p><u>Target:</u> <i>80% students should meet or, exceed expectation.</i></p> <p>More than 80% meets expectation in the summative measure..</p>	<p><u>Actions Taken</u></p> <p>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 235: BSc in Economics: SLO 2: AUTUMN 2016: SUMMATIVE

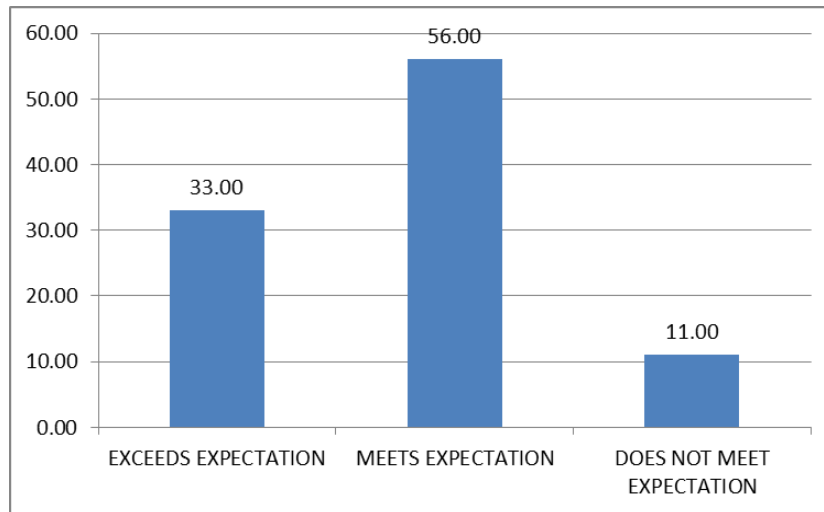
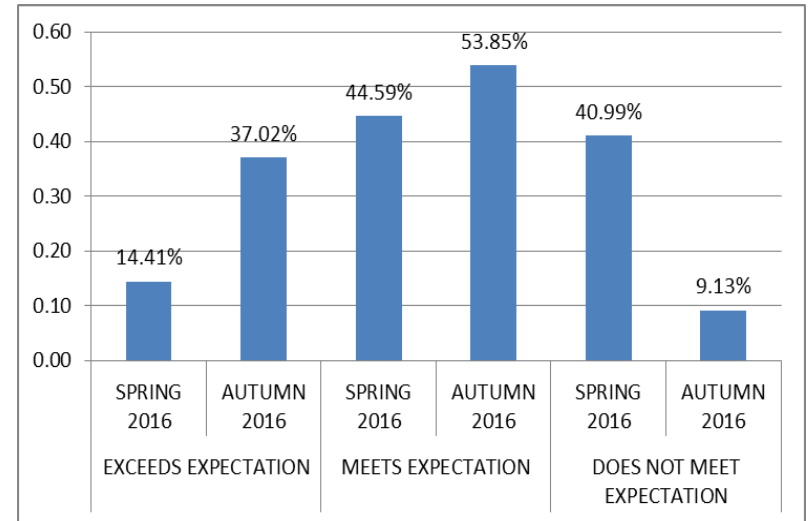


FIGURE 236: BSc in Economics: SLO 2: TREND: SUMMATIVE



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>	<p>See Figures 237 and 238</p> <p>Formative Course not offered due to low enrollment.</p>	<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 .</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 237: BSc in Economics: SLO 2: AUTUMN 2016: SUMMATIVE

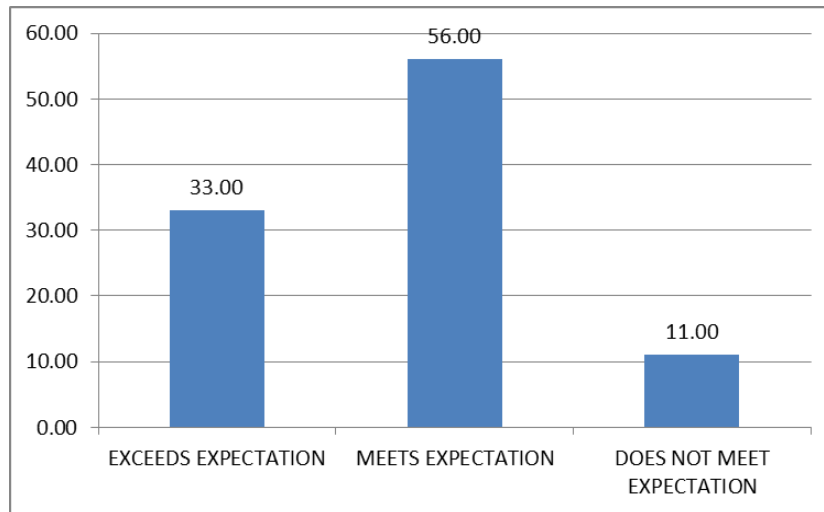
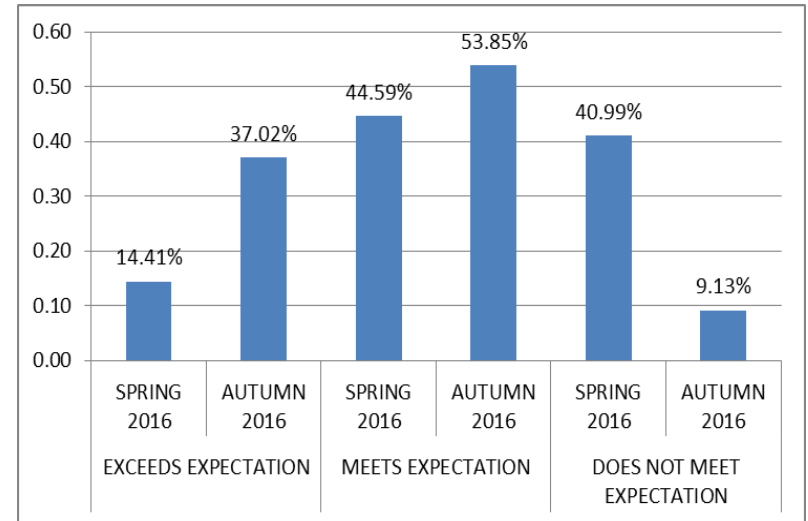


FIGURE 238: BSc in Economics: SLO 2: TREND: SUMMATIVE



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