

# STUDENT LEARNING ASSESSMENT REPORT: SUMMER 2016



INDEPENDENT UNIVERSITY, BANGLADESH  
**SCHOOL OF BUSINESS**

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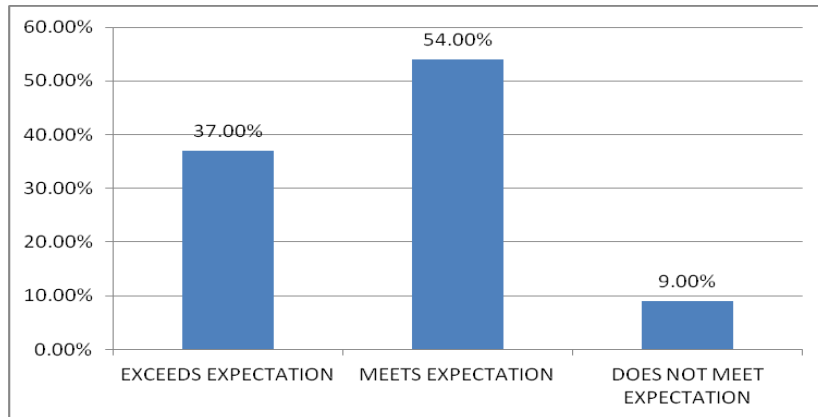
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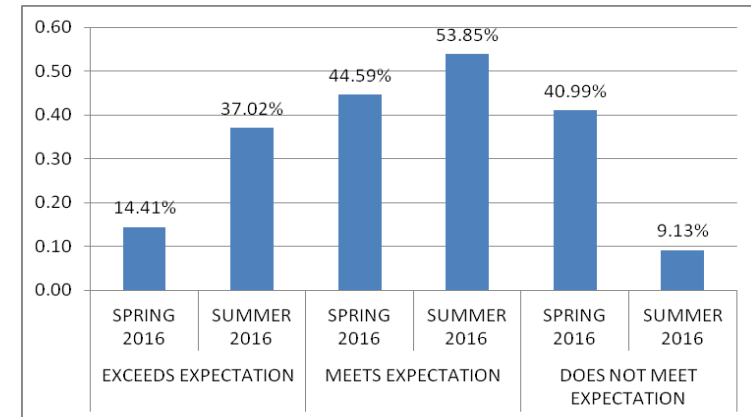
## SUMMER 2016 STUDENT LEARNING ASSESSMENT REPORT: BACHELOR OF BUSINESS ADMINISTRATION

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><b><u>Summative:</u></b> Exit Assessment Test, and Course Embedded Assessment (MGT 490, integrative capstone course group term projects).</p> <p><b><u>Formative:</u></b> Course-Embedded Assessment (MGT 201 final term projects and examinations).</p>	<p><b><u>Exit Assessment Test</u></b> Exceeds Expectation: <b>8%</b> Meets Expectation: <b>68%</b> Does Not Meet Expectation: <b>24%</b></p> <p><b><u>Course-Embedded Assessment:</u></b> Rubric # BBA 1.1.R.2 (summative), MGT R.1 (formative)</p>	See Figures 1,2,3 and 4	<p><b><u>Target:</u></b> <b><i>80% students should meet or, exceed expectation.</i></b> Students met the target for both the formative and summative Assessment.</p> <p><b><u>Trend:</u></b> The percentage of students not meeting expectation is considerably low in summative assessment compared to that of spring 2016 semester.</p>	<p><b><u>Actions Taken</u></b> 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><b><u>Improvements to be Made</u></b> A more standardized approach for summative assessment in MGT 490 will be developed in Autumn 2016, to ensure consistency in measurement criteria across various sections.</p>

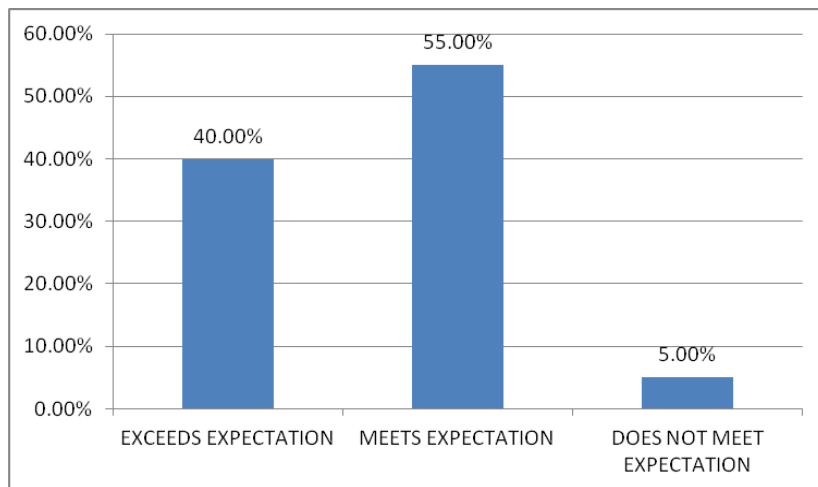
**FIGURE 1: BBA PLG 1, SLO 1.1: SUMMER 2016: SUMMATIVE**



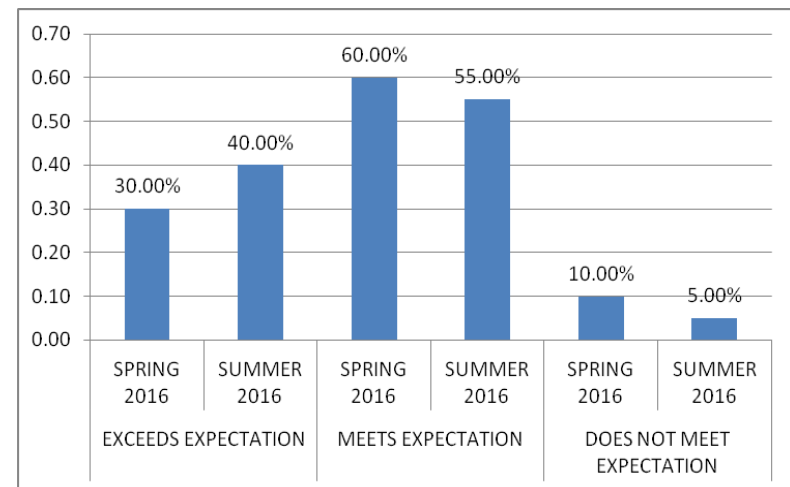
**FIGURE 2: BBA PLG 1, SLO 1.1: TREND: SUMMATIVE**



**FIGURE 3: BBA PLG 1, SLO 1.1: SUMMER 2016: FORMATIVE**



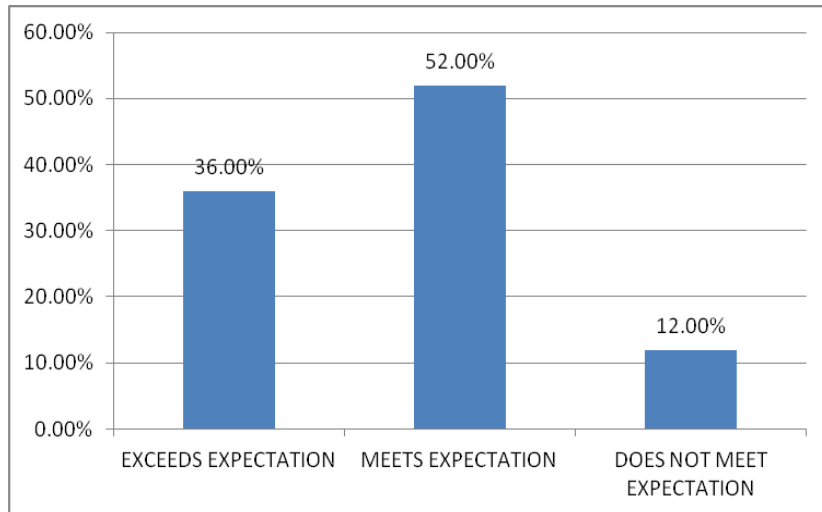
**FIGURE 4: BBA PLG 1, SLO 1.1: TREND: FORMATIVE**



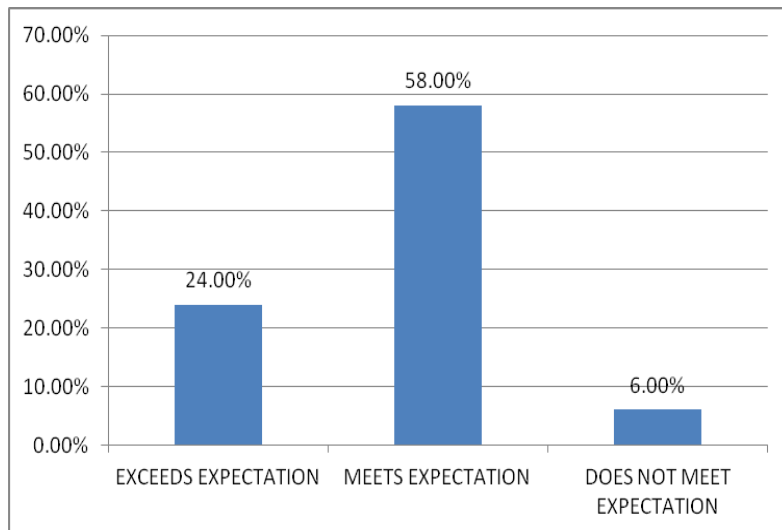
Program Learning Goal	Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements Made
2. Critical Thinking	2.1 Demonstration of analytical and critical thinking ability to assess simulated business scenarios.	<p><b><u>Summative:</u></b> Exit Assessment Test, and Course Embedded Assessment (MGT 490, integrative capstone course group term projects).</p> <p><b><u>Formative:</u></b> 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><b><u>Exit Assessment Test</u></b> Exceeds Expectation: <b>8%</b> Meets Expectation: <b>68%</b> Does Not Meet Expectation: <b>24%</b></p> <p><b><u>Course-Embedded Assessment:</u></b> Rubric # BBA 2.1.R.2 (summative), ACN 3.R.5 (formative) FIN 3.R.4 (formative) HRM (formative) INB 3.R.3 (formative) MIS 1.R.2 (formative) MGT 1.R.2</p>	See Figures 5,6,7 and 8	<p><b><u>Target:</u></b> <b>80% students should meet or, exceed expectation.</b> Students met the target for both the formative and summative Assessment.</p> <p><b><u>Trend:</u></b> The percentage of students not meeting expectation is considerably low in summative assessment compared to that of spring</p>	<p><b><u>Actions Taken</u></b> 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><b><u>Improvements to be Made</u></b> A more standardized approach for summative assessment in MGT 490 will be developed in Autumn 2016, to ensure consistency in measurement criteria across various sections.</p>

			(formative) MKT 1.R.2 (formative)		2016 semester.	
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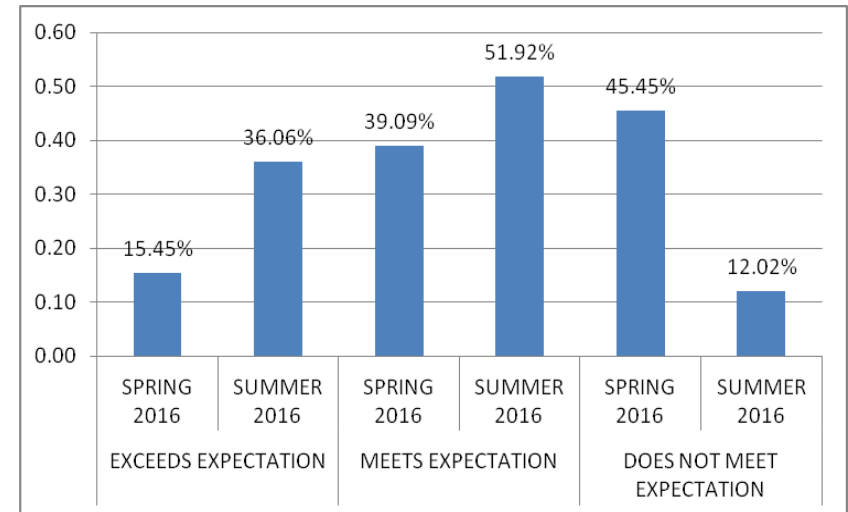
**FIGURE 5: BBA PLG 2, SLO 2.1: SUMMER 2016: SUMMATIVE**



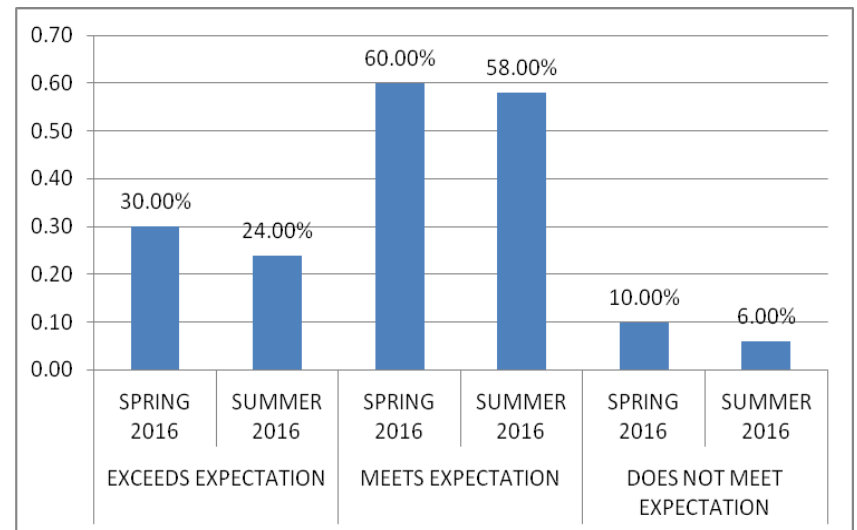
**FIGURE 7: BBA PLG 2, SLO 2.1: SUMMER 2016: FORMATIVE**



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



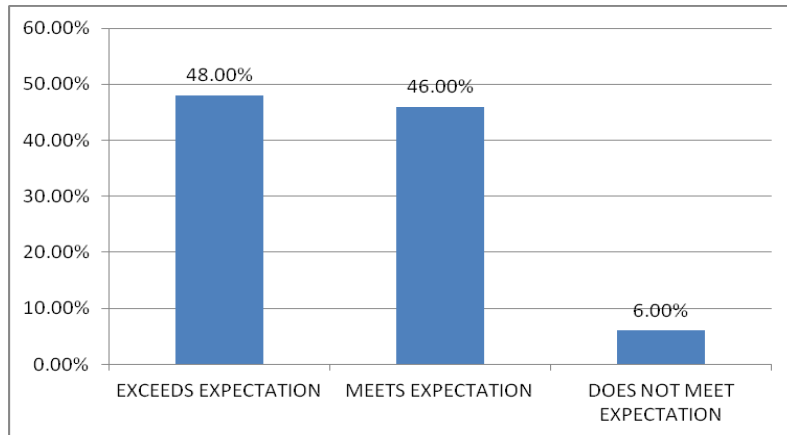
**FIGURE 8: BBA PLG 2, SLO 2.1: TREND: FORMATIVE**



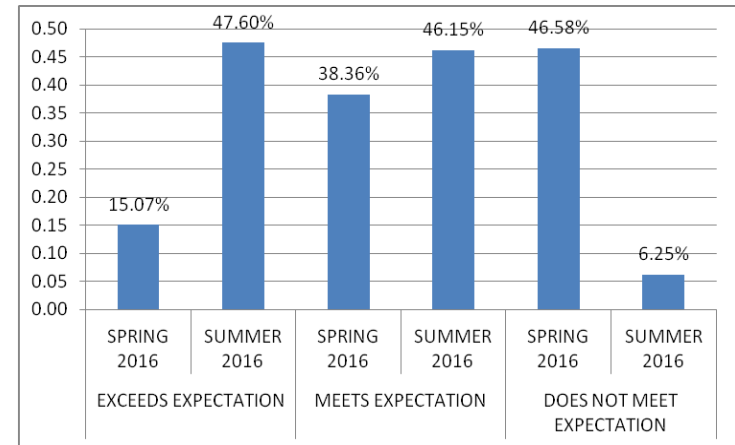
Program Learning Goal	Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements Made
3. Knowledge Application	3.1 Application of underpinning knowledge for analysis and decision making.	<p><b><u>Summative:</u></b> Exit Assessment Test, and Course Embedded Assessment (MGT 490, integrative capstone course group term projects).</p> <p><b><u>Formative:</u></b> Course-Embedded Assessment (MGT 201 final term projects and examinations).</p>	<p><b><u>Exit Assessment Test</u></b> Exceeds Expectation: <b>8%</b> Meets Expectation: <b>68%</b> Does Not Meet Expectation: <b>24%</b></p> <p><b><u>Course-Embedded Assessment:</u></b> Rubric # BBA 3.1.R.2 (summative), MGT R.1 (formative)</p>	See Figures 9,10,11,12	<p><b><u>Target:</u></b> <b>80% students should meet or, exceed expectation.</b> Students met the target for both the formative and summative Assessment.</p> <p><b><u>Trend:</u></b> The percentage of students not meeting expectation is considerably low in summative assessment compared to that of spring 2016 semester.</p>	<p><b><u>Actions Taken</u></b> 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><b><u>Improvements to be Made</u></b> A standardized approach for summative assessment in MGT490 will be developed in Autumn 2016, to ensure consistency in measurement criteria across various sections.</p>



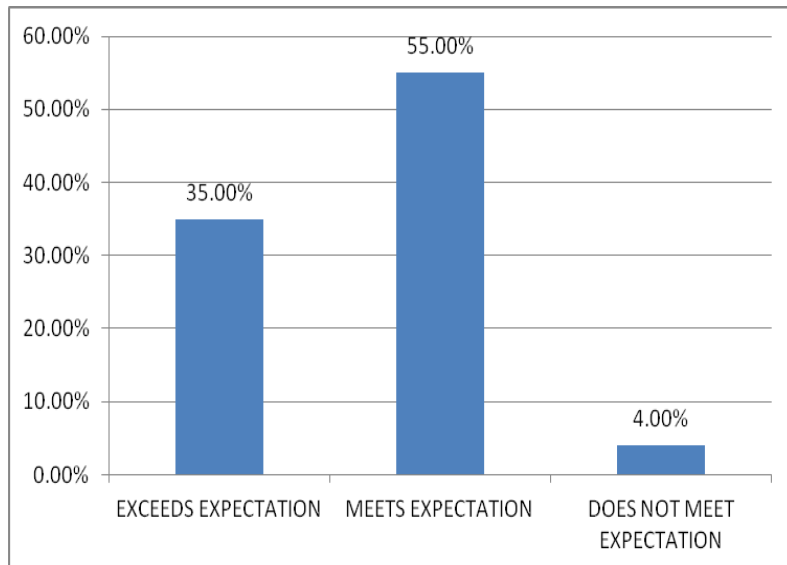
**FIGURE 9: BBA PLG 3, SLO 3.1: SUMMER 2016: SUMMATIVE**



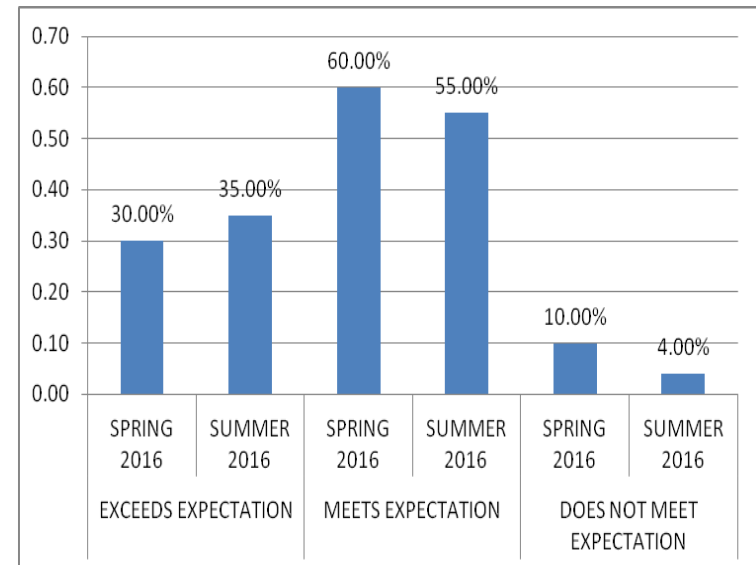
**FIGURE 10: BBA PLG 3, SLO 3.1: TREND:SUMMATIVE**



**FIGURE 9: BBA PLG 3, SLO 3.1: SUMMER 2016: FORMATIVE**

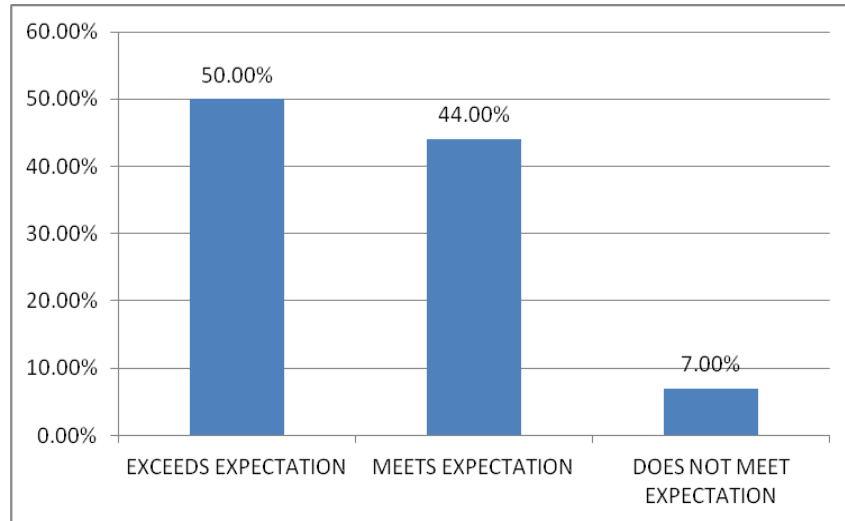


**FIGURE 10: BBA PLG 3, SLO 3.1: TREND:SUMMATIVE**

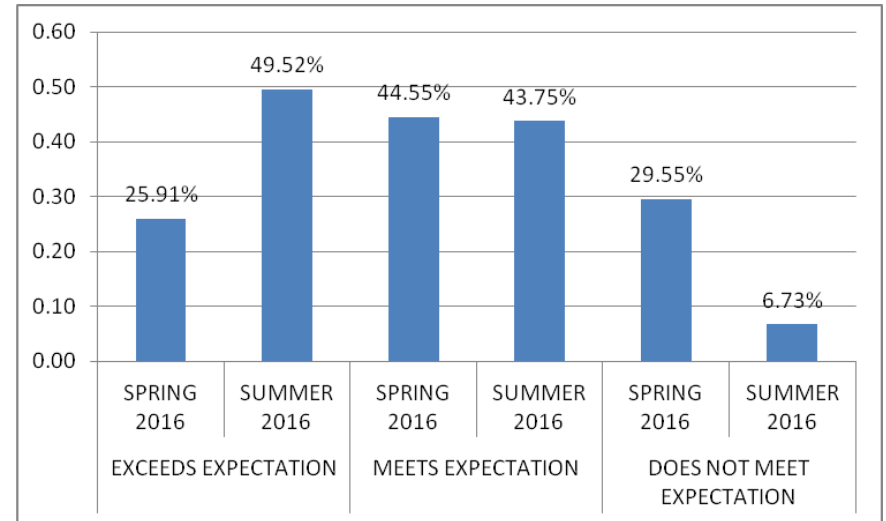


Program Learning Goal	Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements Made
4. Global Perspective	4.1 Utilize global business information to improve decision making in an international setting.	<p><b><u>Summative:</u></b> Exit Assessment Test, and Course Embedded Assessment (MGT 490, integrative capstone course group term projects).</p> <p><b><u>Formative:</u></b> Course-Embedded Assessment (INB301 final term projects and examinations).</p>	<p><b><u>Exit Assessment Test</u></b> Exceeds Expectation: <b>8%</b> Meets Expectation: <b>68%</b> Does Not Meet Expectation: <b>24%</b></p> <p><b><u>Course-Embedded Assessment:</u></b> Rubric # BBA 4.1.R.2 (summative), INB R.1 (formative)</p>	See Figures 13,14,15 and 16	<p><b><u>Target:</u></b> <b><u>Target:</u></b> <b><i>80% students should meet or, exceed expectation.</i></b> Students met the target for both the formative and summative Assessment.</p> <p><b><u>Trend:</u></b> The percentage of students not meeting expectation is considerably low in summative assessment compared to that of spring 2016 semester.</p>	<p><b><u>Actions Taken</u></b> 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><b><u>Improvements to be Made</u></b> A standardized approach for summative assessment in MGT490 will be developed in Autumn 2016, to ensure consistency in measurement criteria across various sections.</p>

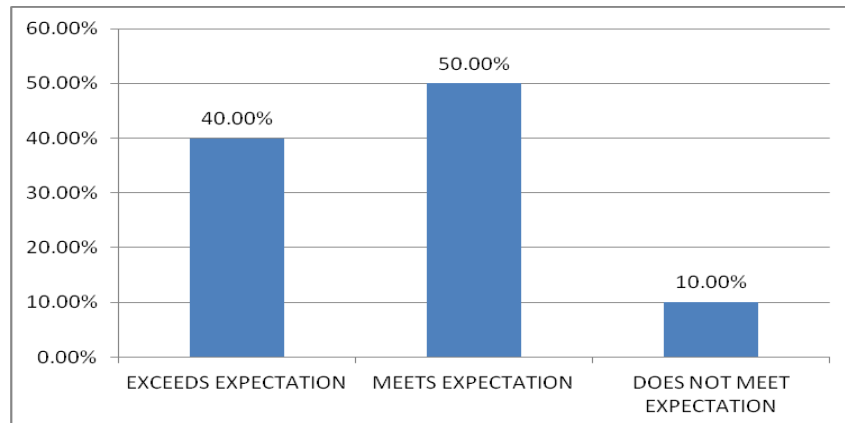
**FIGURE 13: BBA PLG 4, SLO 4.1: SUMMER 2016: SUMMATIVE**



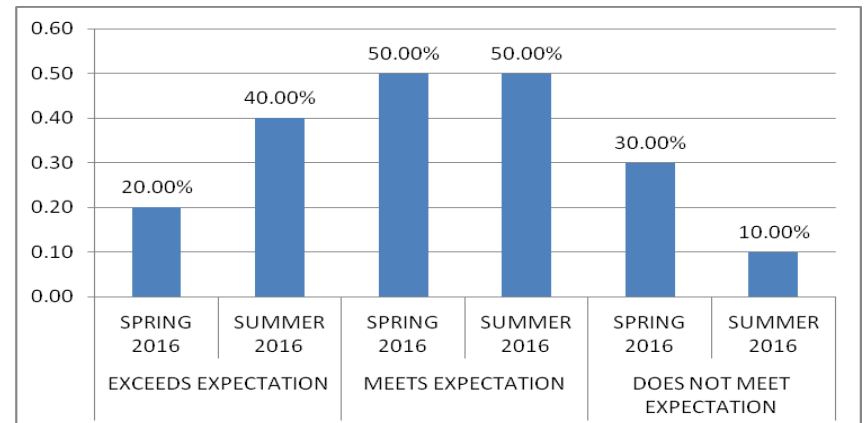
**FIGURE 14: BBA PLG 4, SLO 4.1: TREND:SUMMATIVE**



**FIGURE 15: BBA PLG 4, SLO 4.1: SUMMER 2016: FORMATIVE**

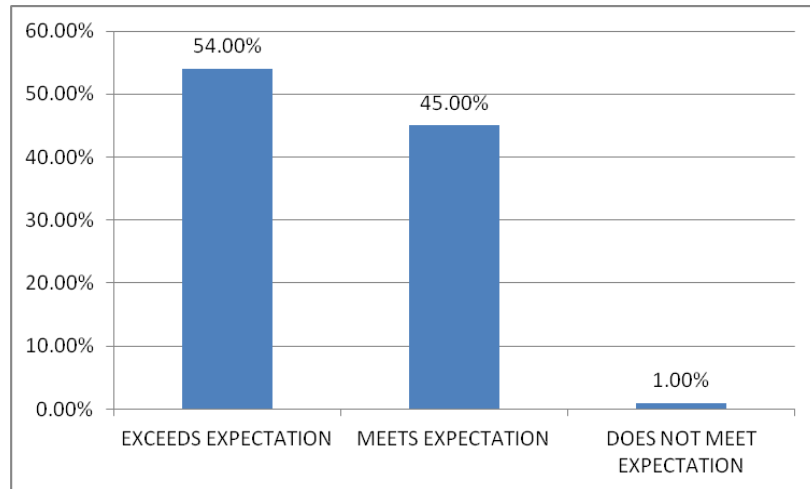


**FIGURE 16: BBA PLG 4, SLO 4.1: TREND:FORMATIVE**

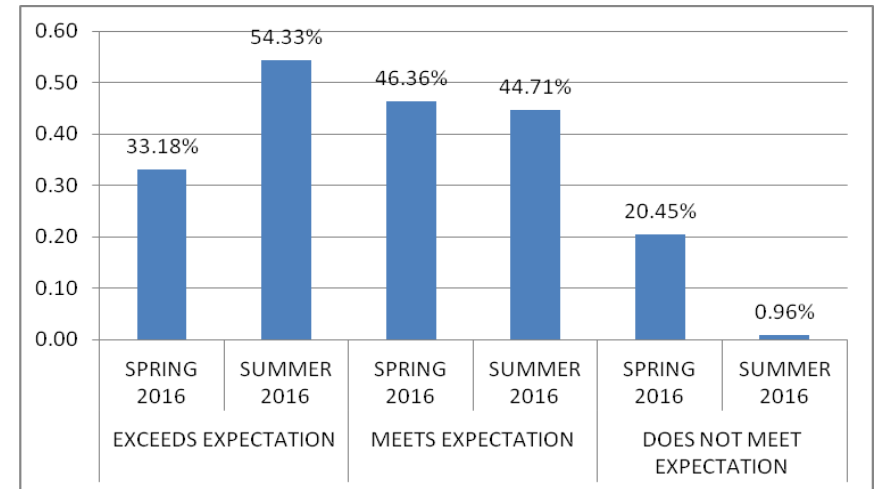


Program Learning Goal	Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements Made
5. Ethics	5.1 Uphold ethical standards in every professional practice.	<p><b><u>Summative:</u></b> Exit Assessment Test, and Course Embedded Assessment (MGT 490, integrative capstone course group term projects).</p> <p><b><u>Formative:</u></b> Course-Embedded Assessment (MGT 201 final term projects and examinations).</p>	<p><b><u>Exit Assessment Test</u></b> Exceeds Expectation: <b>8%</b> Meets Expectation: <b>68%</b> Does Not Meet Expectation: <b>24%</b></p> <p><b><u>Course-Embedded Assessment:</u></b> Rubric # BBA 5.1.R.2 (summative) MGT R.1 (formative)</p>	See Figures 17,18,19 and 20	<p><b><u>Target:</u></b> <b>80% students should meet or, exceed expectation.</b> Students met the target for both the formative and summative Assessment.</p> <p><b><u>Trend:</u></b> The percentage of students not meeting expectation is considerably low in summative assessment compared to that of spring 2016 semester.</p>	<p><b><u>Actions Taken</u></b> 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><b><u>Improvements to be Made</u></b> A standardized approach for summative assessment in MGT490 will be developed in Autumn 2016, to ensure consistency in measurement criteria across various sections.</p>

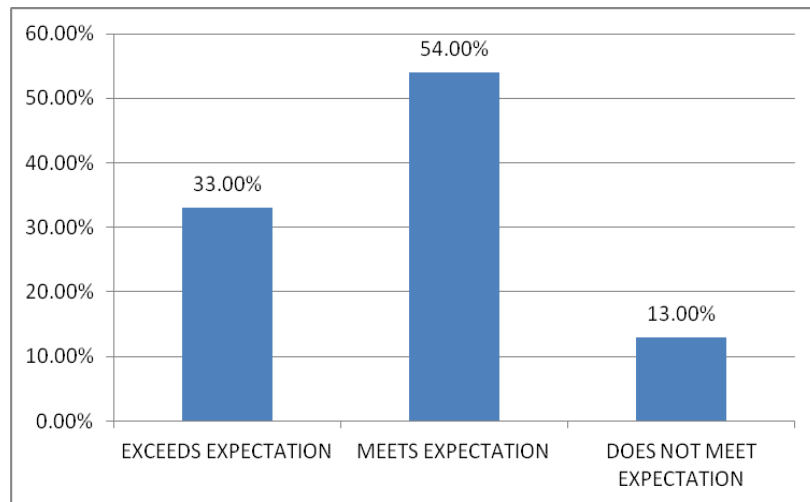
**FIGURE 17: BBA PLG 5, SLO 5.1: SUMMER 2016: SUMMATIVE**



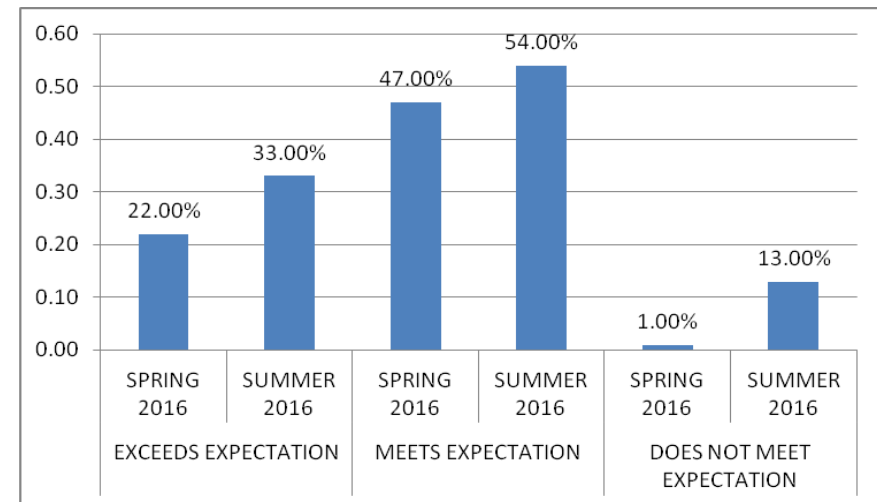
**FIGURE 18: BBA PLG 5, SLO 5.1: TREND: SUMMATIVE**



**FIGURE 19: BBA PLG 5, SLO 5.1: SUMMER 2016: FORMATIVE**



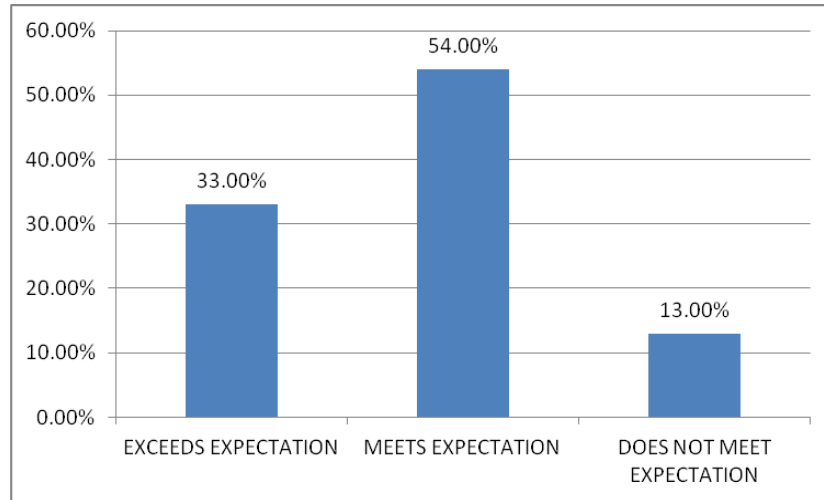
**FIGURE 20: BBA PLG 5, SLO 5.1: TREND: FORMATIVE**



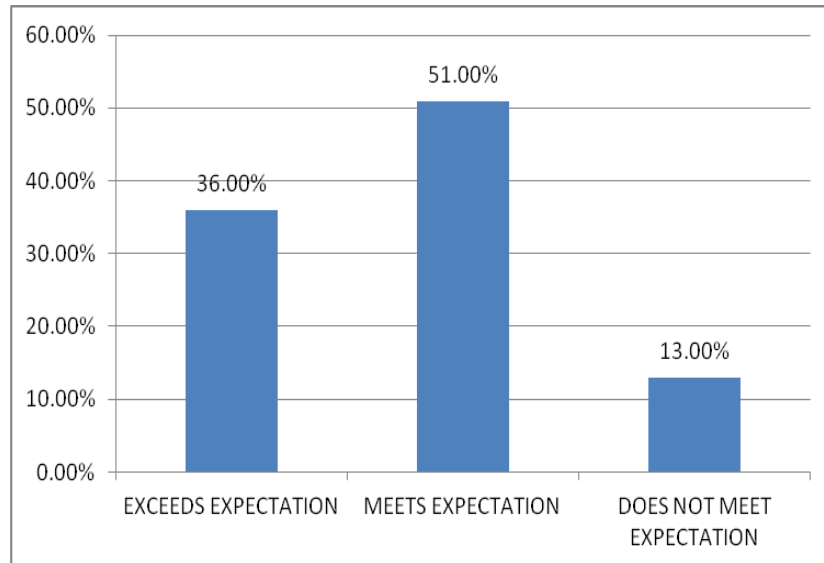
## SUMMER 2016 STUDENT LEARNING ASSESSMENT REPORT: BBA IN ACCOUNTING

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><b><u>Summative:</u></b> Exit Assessment Test, and Course Embedded Assessment (ACN 301 examinations)</p> <p><b><u>Formative:</u></b> Course-Embedded Assessment (ACN 201 examinations and projects)</p>	<p><b><u>Exit Assessment Test</u></b> Exceeds Expectation: <b>3%</b> Meets Expectation: <b>67%</b> Does Not Meet Expectation: <b>30%</b></p> <p><b><u>Course-Embedded Assessment:</u></b> Rubric # ACN 1.R.2 (summative), ACN 1.R.1 (formative)</p>	See Figures 21,22,23 and 24	<p><b><u>Target:</u></b> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><b><u>Trend:</u></b> The percentage of students not meeting expectation is considerably low in summative assessment compared to that of spring 2016 semester.</p>	<p><b><u>Actions Taken</u></b> A standardized approach for summative assessment in ACN 301 was developed in Summer 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><b><u>Improvements to be Made</u></b> An in-depth analysis of the use of IFRS and application of it will be developed.</p>

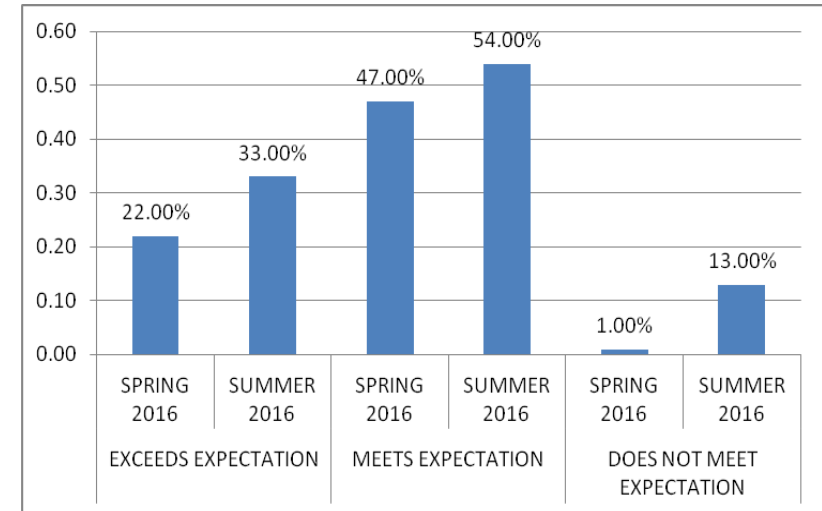
**FIGURE 21: BBA IN ACN: SLO 1: SUMMER 2016: SUMMATIVE**



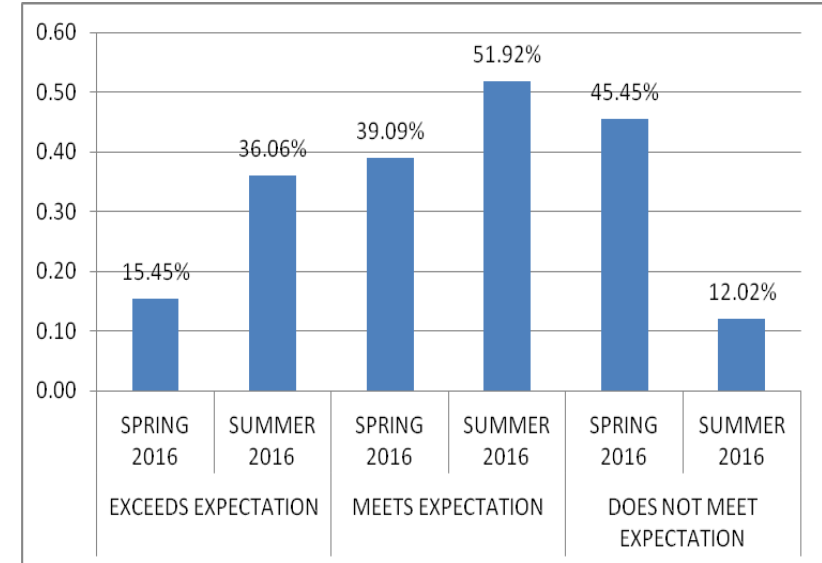
**FIGURE 23: BBA IN ACN: SLO 1: SUMMER 2016: FORMATIVE**



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



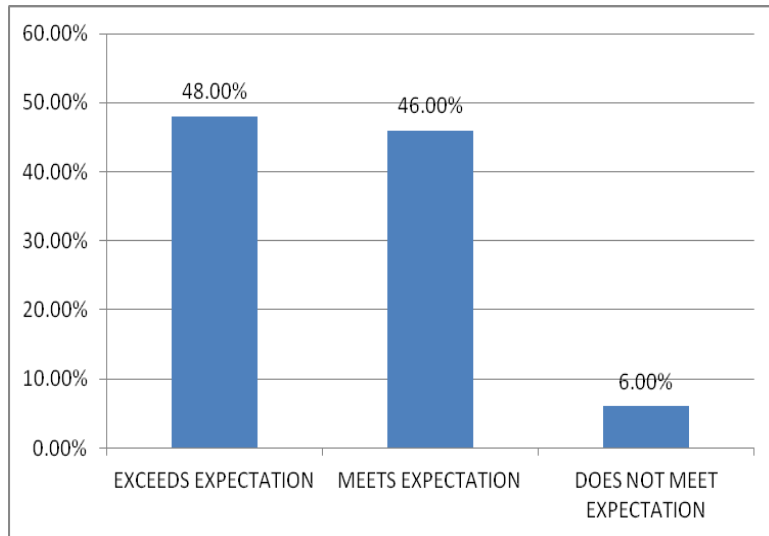
**FIGURE 24: BBA IN ACN: SLO 1: TREND: FORMATIVE**



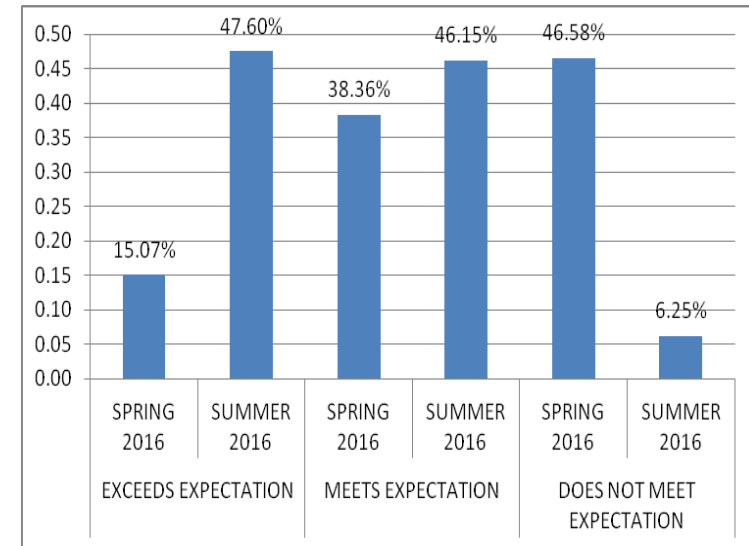
Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
2. Analyze financial statements according to accounting principles through usage of appropriate technology.	<p><b><u>Summative:</u></b> Exit Assessment Test, and Course Embedded Assessment (ACN 305 group term project)</p> <p><b><u>Formative:</u></b> Course-Embedded Assessment (ACN 201 examinations and projects)</p>	<p><b><u>Exit Assessment Test</u></b> Exceeds Expectation: <b>3%</b> Meets Expectation: <b>67%</b> Does Not Meet Expectation: <b>30%</b></p> <p><b><u>Course-Embedded Assessment:</u></b> Rubric # ACN 2.R.3 (summative), ACN 2.R.1 (formative)</p>	See Figures 25,26,27 and 28	<p><b><u>Target:</u></b> <b>80% students should meet or, exceed expectation.</b> Students met the target for both the formative and summative Assessment.</p> <p><b><u>Trend:</u></b> The percentage of students not meeting expectation is considerably low in summative assessment compared to that of spring 2016 semester.</p>	<p><b><u>Actions Taken</u></b> A standardized approach for summative assessment in ACN 305 was developed in Summer 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.</p> <p><b><u>Improvements to be Made</u></b> Industry specific analysis will be designed to give students a better understanding of the IFRS in preparation of financial statements.</p>



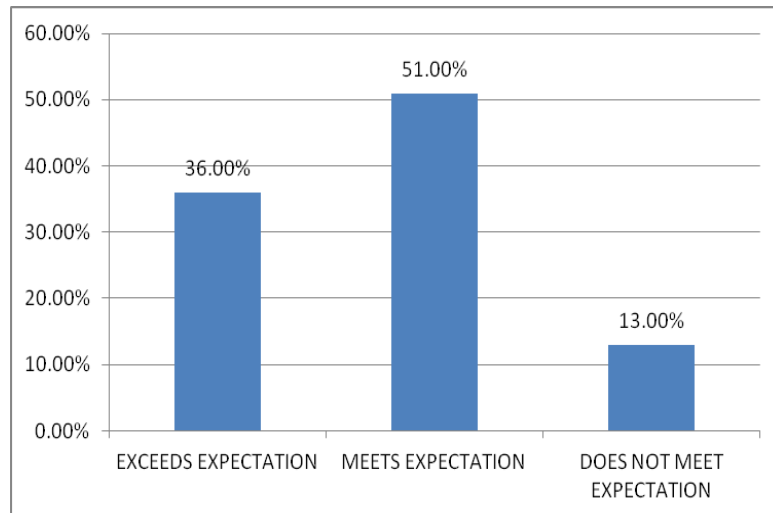
**FIGURE 25: BBA IN ACN: SLO 2: SUMMER 2016: SUMMATIVE**



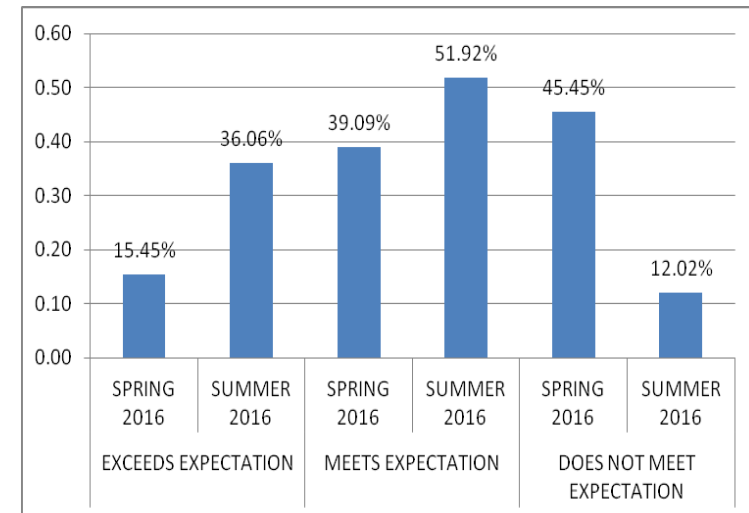
**FIGURE 26: BBA IN ACN: SLO 2: TREND: SUMMATIVE**



**FIGURE 27: BBA IN ACN: SLO 2: SUMMER 2016: FORMATIVE**

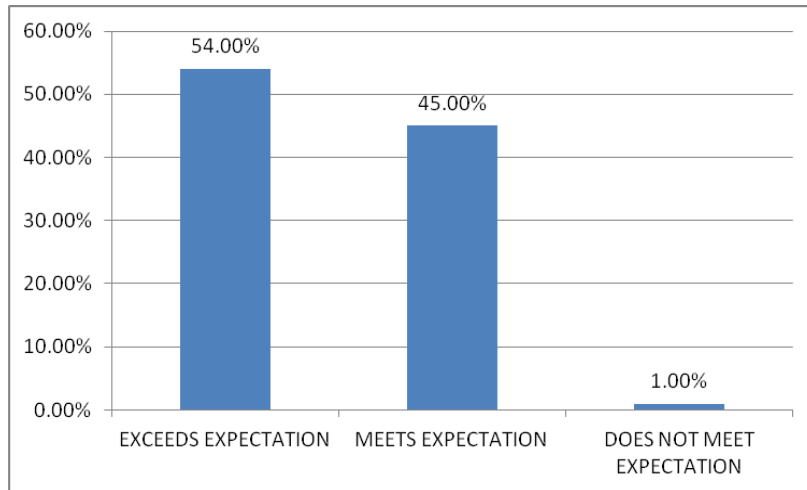


**FIGURE 28: BBA IN ACN: SLO 2: TREND: FORMATIVE**

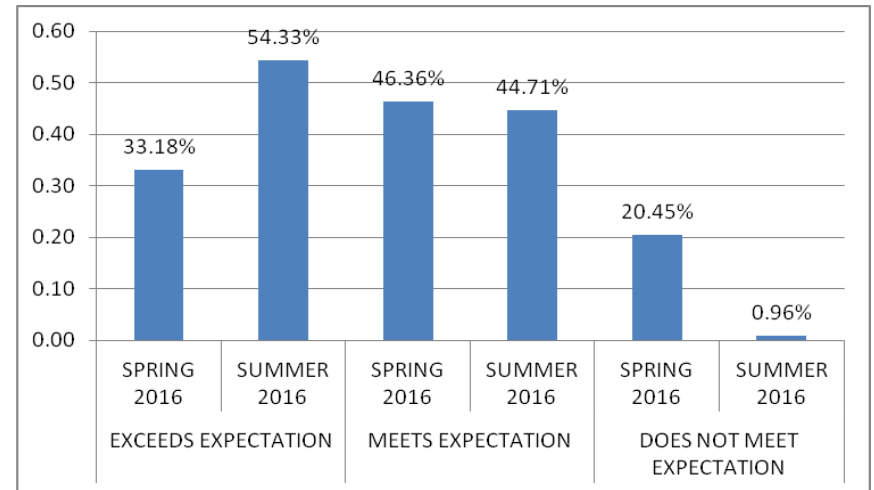


Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
3. Explain cost concepts, understand cost accumulation and apply appropriate controlling methods and demonstrate decision making abilities.	<p><b><u>Summative:</u></b> Exit Assessment Test, and Course Embedded Assessment (ACN 405 group term project)</p> <p><b><u>Formative:</u></b> Course-Embedded Assessment (ACN 202 examinations and projects)</p>	<p><b><u>Exit Assessment Test</u></b> Exceeds Expectation: <b>3%</b> Meets Expectation: <b>67%</b> Does Not Meet Expectation: <b>30%</b></p> <p><b><u>Course-Embedded Assessment:</u></b> Rubric # ACN 3.R.5 (summative), ACN 3.R.4 (formative)</p>	See Figures 29, 30, 31 and 32	<p><b><u>Target:</u></b> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><b><u>Trend:</u></b> The percentage of students not meeting expectation is considerably low in summative assessment compared to that of spring 2016 semester.</p>	<p><b><u>Actions Taken</u></b> A standardized approach for summative assessment in CAN 202 and 405 was developed in Summer 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.</p> <p><b><u>Improvements to be Made</u></b> Cases focusing issues in local companies will be introduced.</p>

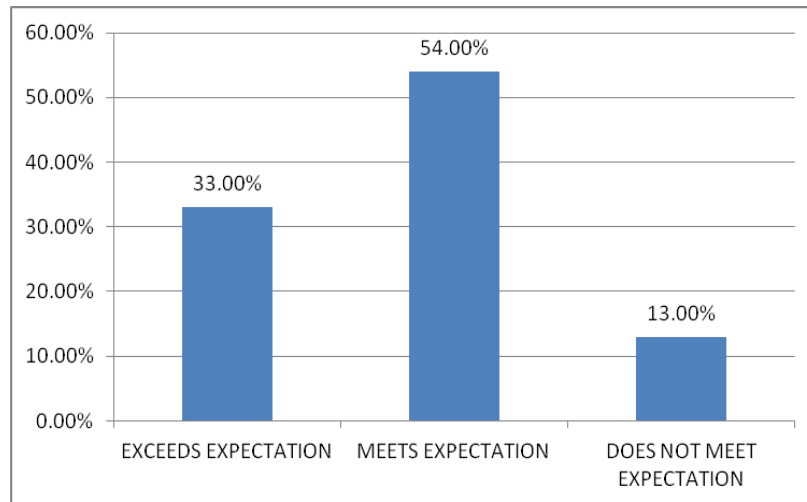
**FIGURE 29: BBA IN ACN: SLO 3: SUMMER 2016: SUMMATIVE**



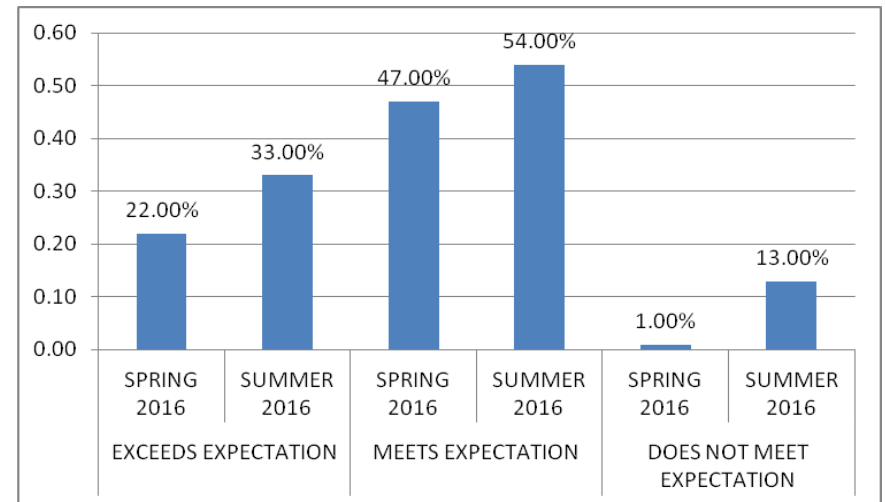
**FIGURE 30: BBA IN ACN: SLO 3: TREND: SUMMATIVE**



**FIGURE 31: BBA IN ACN, SLO 3: SUMMER 2016: FORMATIVE**

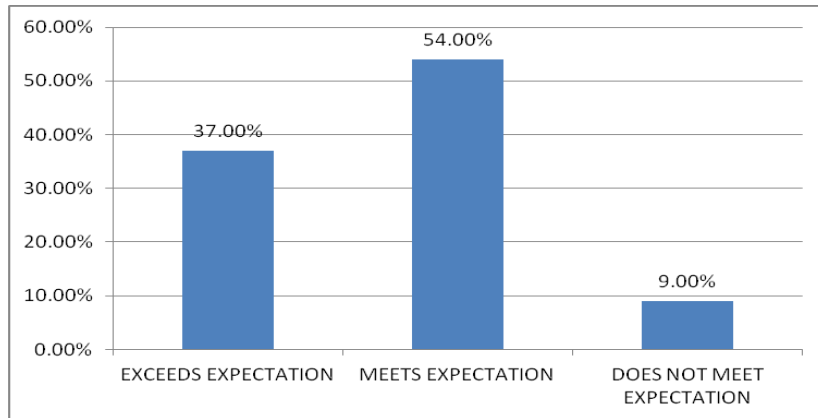


**FIGURE 32: BBA IN ACN, SLO 3: TREND: FORMATIVE**

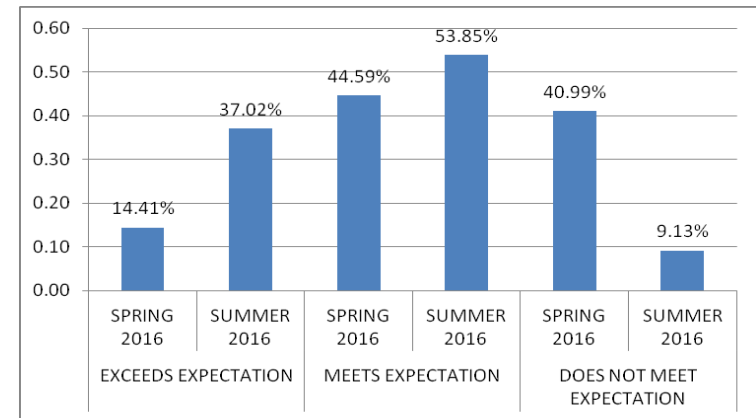


Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
4. Ethical issues in Accounting	<p><b><u>Summative:</u></b> Exit Assessment Test, and Course Embedded Assessment (ACN 403 group term project)</p> <p><b><u>Formative:</u></b> Course-Embedded Assessment (ACN 201 examinations and projects)</p>	<p><b><u>Exit Assessment Test</u></b> Exceeds Expectation: 3% Meets Expectation: 67% Does Not Meet Expectation: 30%</p> <p><b><u>Course-Embedded Assessment:</u></b> Rubric # ACN 4.R.6 (summative), ACN 4.R.1 (formative)</p>	See Figures 33, 34, 35 and 36	<p><b><u>Target:</u></b> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><b><u>Trend:</u></b> The percentage of students not meeting expectation is considerably low in summative assessment compared to that of spring 2016 semester.</p>	<p><b><u>Actions Taken</u></b> A standardized approach for summative assessment in ACN 403 was developed in Summer 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.</p> <p><b><u>Improvements to be Made</u></b> Comparative analysis of local and MNCs will be developed to give students a better understanding in the upcoming semesters.</p>

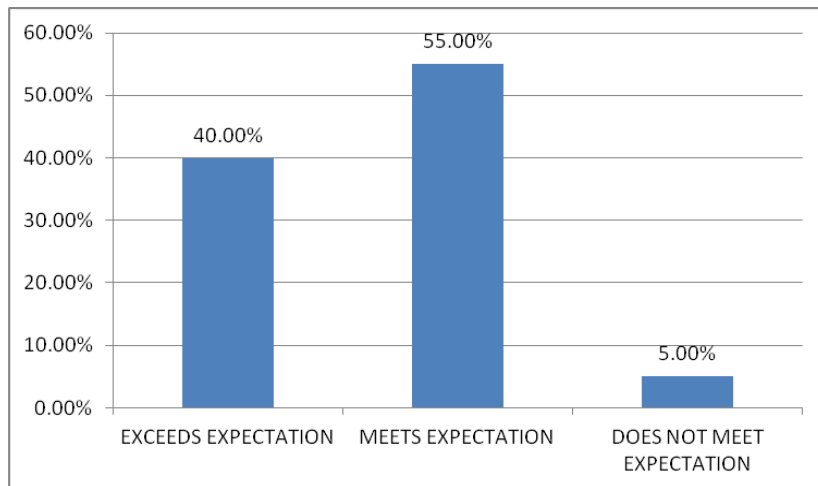
**FIGURE 33: BBA IN ACN, SLO 4: SUMMER 2016: SUMMATIVE**



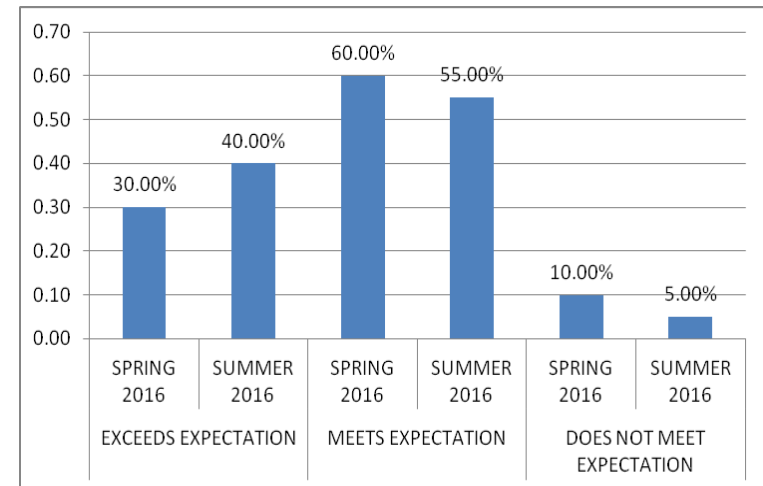
**FIGURE 34: BBA IN ACN, SLO 4: TREND: SUMMATIVE**



**FIGURE 35: BBA IN ACN, SLO 4: SUMMER 2016: FORMATIVE**



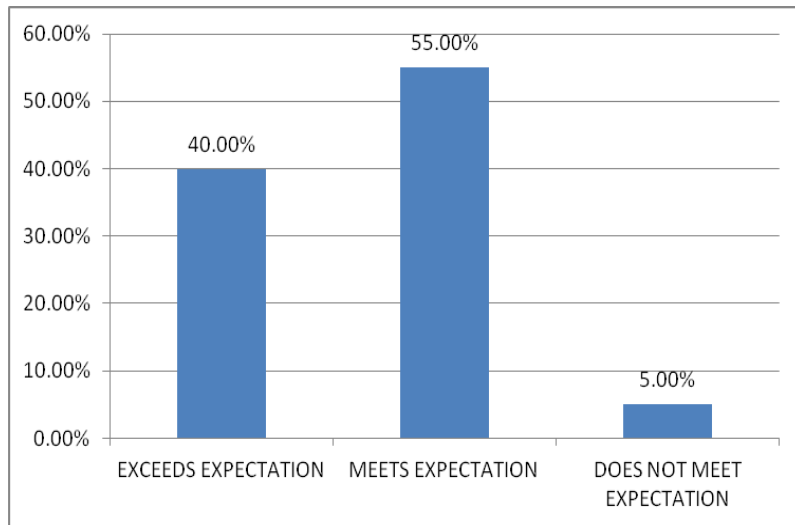
**FIGURE 36: BBA IN ACN, SLO 4: TREND: FORMATIVE**



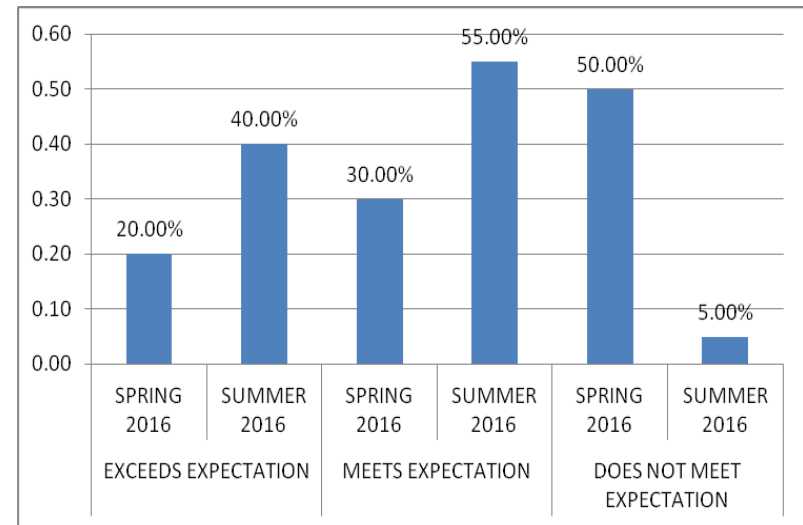
## SUMMER 2016 STUDENT LEARNING ASSESSMENT REPORT: BBA IN FINANCE

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><b><u>Summative:</u></b> Exit Assessment Test, and Course Embedded Assessment (FIN 301 group term project)</p> <p><b><u>Formative:</u></b> Course-Embedded Assessment (FIN 201 examinations and projects)</p>	<p><b><u>Exit Assessment Test</u></b> Exceeds Expectation: <b>9%</b> Meets Expectation: <b>77%</b> Does Not Meet Expectation: <b>14%</b></p> <p><b><u>Course-Embedded Assessment:</u></b> Rubric # FIN 1.R.2 (summative), FIN 1.R.1 (formative)</p>	See Figures 37, 38, 39 and 40	<p><b><u>Target:</u></b> <i><b>80% students should meet or, exceed expectation.</b></i> Students met the target for both the formative and summative Assessment.</p> <p><b><u>Trend:</u></b> The percentage of students not meeting expectation is considerably low in summative assessment compared to that of spring 2016 semester.</p>	<p><b><u>Actions Taken</u></b> A standardized approach for summative assessment in FIN 301 was developed in Summer 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.</p> <p><b><u>Improvements to be Made</u></b> Incorporation of detailed interpretation with focus on specific areas of improvement will be introduced.</p>

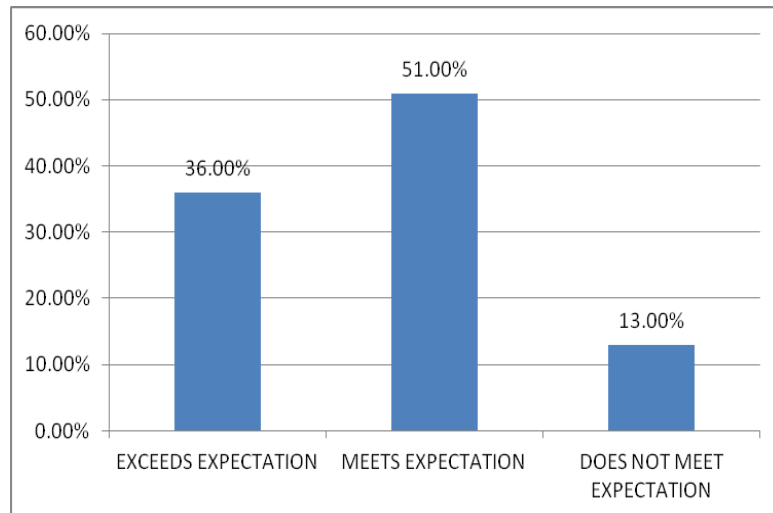
**FIGURE 37: BBA IN FIN: SLO 1: SUMMER 2016: SUMMATIVE**



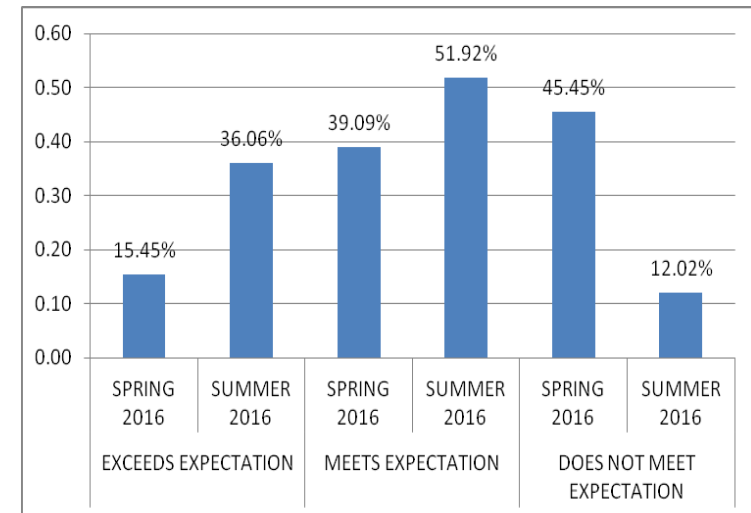
**FIGURE 38: BBA IN FIN: SLO 1: TREND: SUMMATIVE**



**FIGURE 39: BBA IN FIN: SLO 1: SUMMER 2016: FORMATIVE**



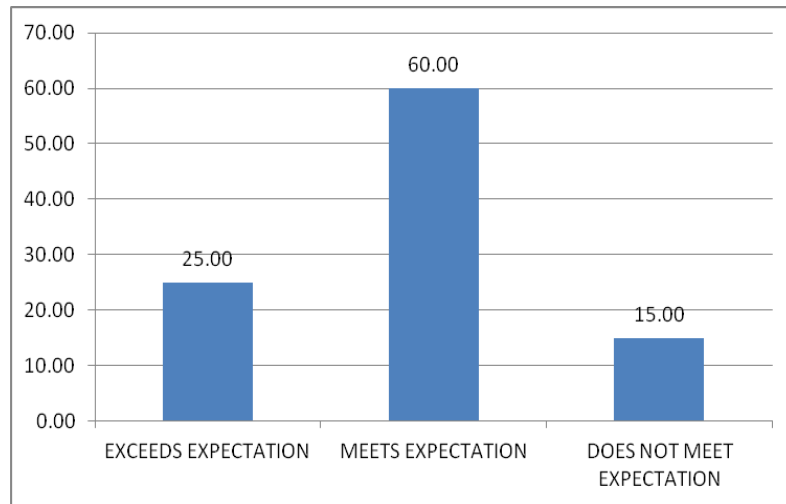
**FIGURE 40: BBA IN FIN: SLO 1: TREND: FORMATIVE**



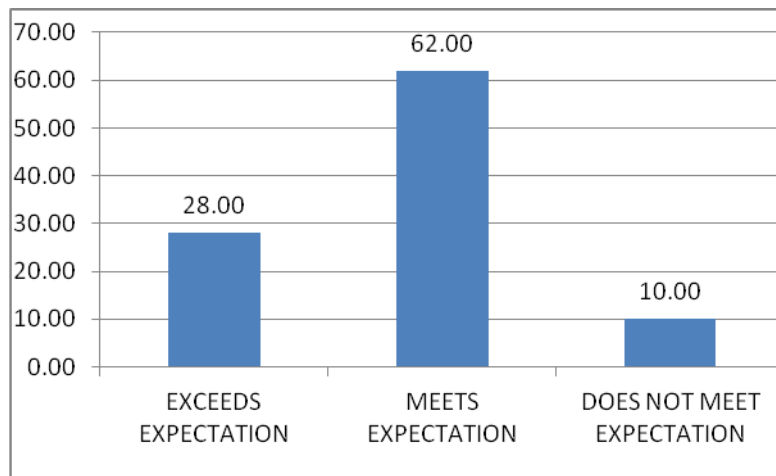
Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
2. Managing financing and investment decision of corporate in order to achieve good governance.	<p><b><u>Summative:</u></b> Exit Assessment Test, and Course Embedded Assessment (FIN 302 group term project)</p> <p><b><u>Formative:</u></b> Course-Embedded Assessment (FIN 201 examinations and projects)</p>	<p><b><u>Exit Assessment Test</u></b> Exceeds Expectation: <b>9%</b> Meets Expectation: <b>77%</b> Does Not Meet Expectation: <b>14%</b></p> <p><b><u>Course-Embedded Assessment:</u></b> Rubric # FIN 2.R.3 (summative), FIN 2.R.1 (formative)</p>	See Figures 41, 42, 43 and 44	<p><b><u>Target:</u></b> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><b><u>Trend:</u></b> The percentage of students not meeting expectation is considerably low in summative assessment compared to that of spring 2016 semester.</p>	<p><b><u>Actions Taken</u></b> A standardized approach for summative assessment in FIN 302 was developed in Summer 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.</p> <p><b><u>Improvements to be Made</u></b> Incorporation of detailed interpretation with focus on specific areas of improvement will be introduced.</p>



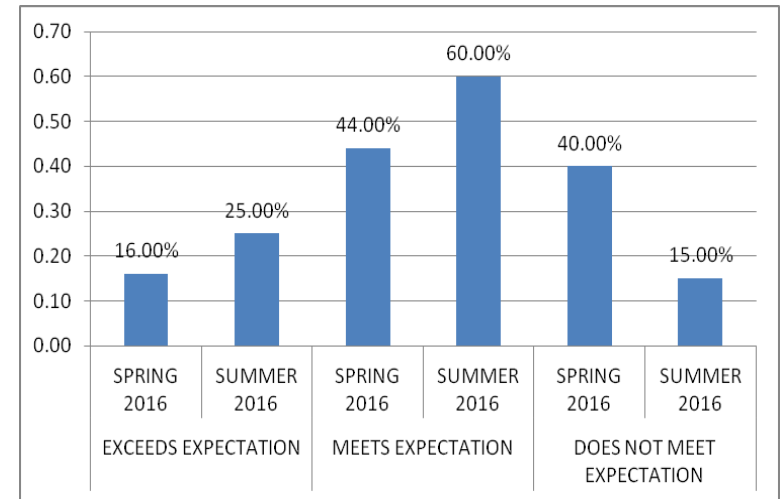
**FIGURE 41: BBA IN FIN: SLO 2: SUMMER 2016: SUMMATIVE**



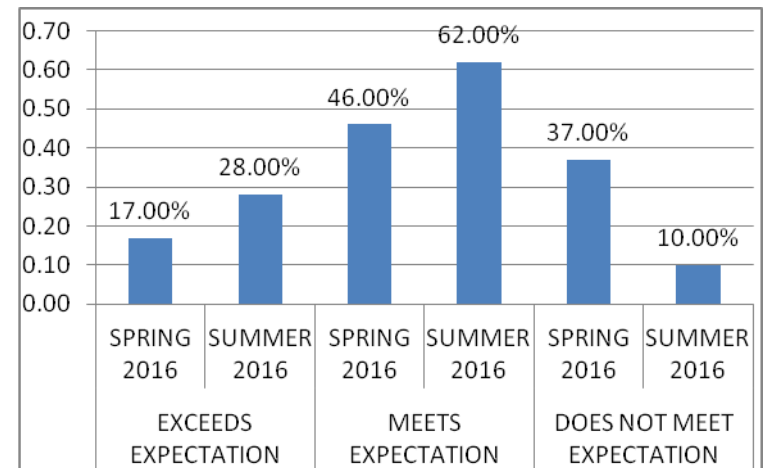
**FIGURE 43: BBA IN FIN: SLO 2: SUMMER 2016: FORMATIVE**



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

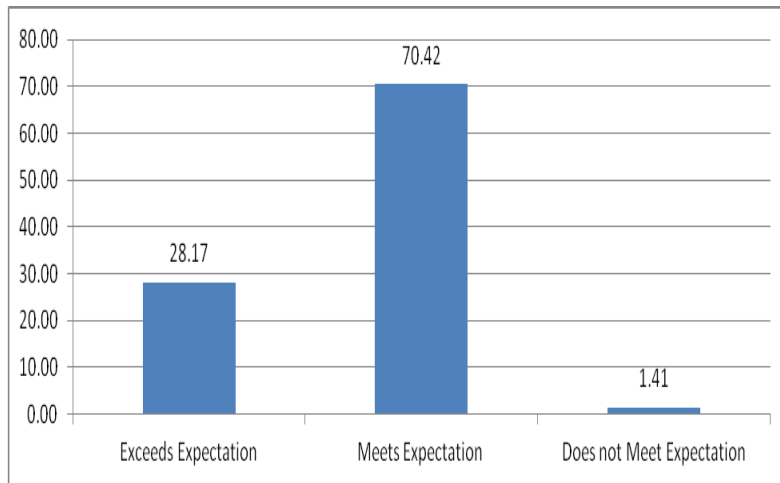


**FIGURE 44: BBA IN FIN: SLO 2: TREND: FORMATIVE**

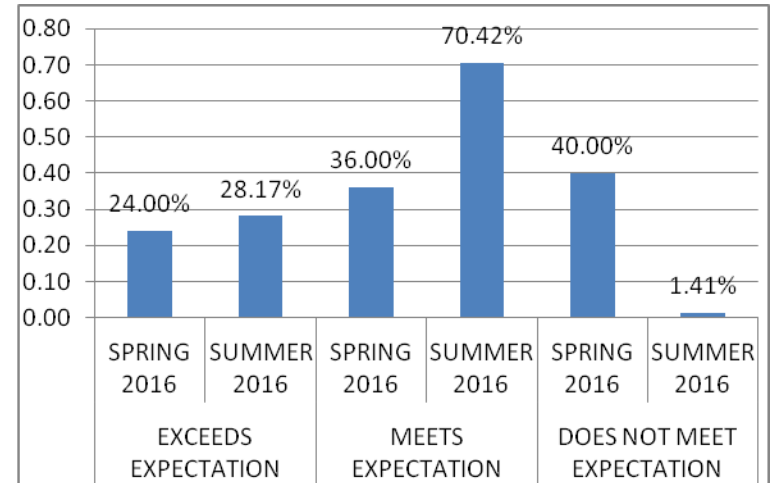


Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
3. Able to apply best investment strategy by analyzing various investment options.	<p><b><u>Summative:</u></b> Exit Assessment Test, and Course Embedded Assessment (FIN 460 group term project)</p> <p><b><u>Formative:</u></b> Course-Embedded Assessment (FIN 201 examinations and projects)</p>	<p><b><u>Exit Assessment Test</u></b> Exceeds Expectation: <b>9%</b> Meets Expectation: <b>77%</b> Does Not Meet Expectation: <b>14%</b></p> <p><b><u>Course-Embedded Assessment:</u></b> Rubric # FIN 3.R.4 (summative), FIN 3.R.1 (formative)</p>	See 45, 46, 47 and 48	<p><b><u>Target:</u></b> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><b><u>Trend:</u></b> The percentage of students not meeting expectation is considerably low in summative assessment compared to that of spring 2016 semester.</p>	<p><b><u>Actions Taken</u></b> A standardized approach for summative assessment in fin 460 was developed in Summer 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.</p> <p><b><u>Improvements to be Made</u></b> 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>

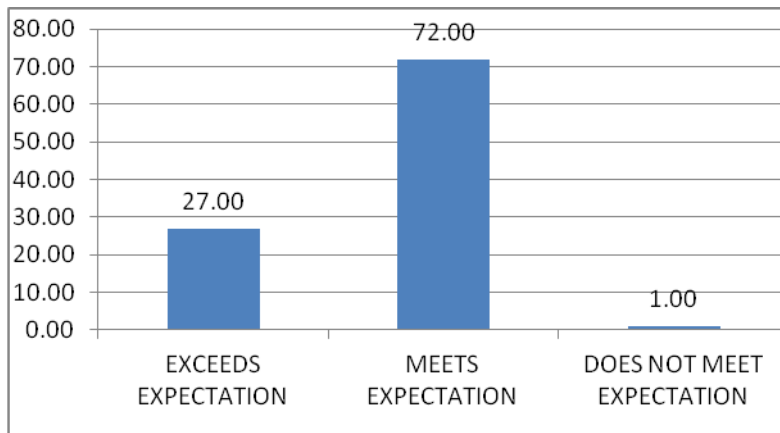
**FIGURE 45: BBA IN FIN: SLO 3: SUMMER 2016: SUMMATIVE**



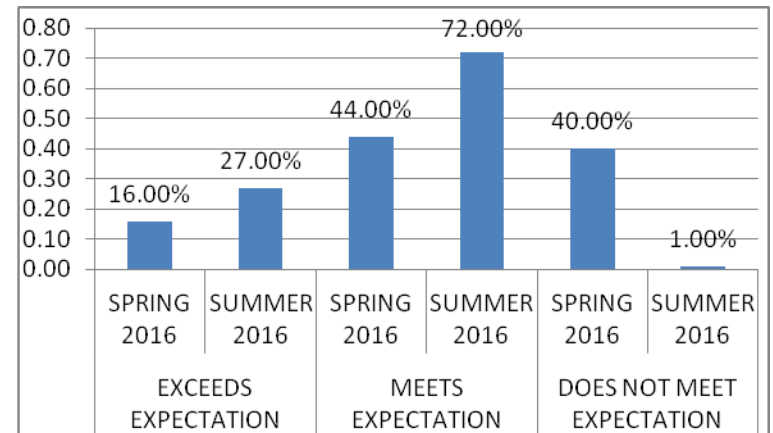
**FIGURE 46: BBA IN FIN: SLO 3: TREND: SUMMATIVE**



**FIGURE 47: BBA IN FIN: SLO 3: SUMMER 2016: FORMATIVE**

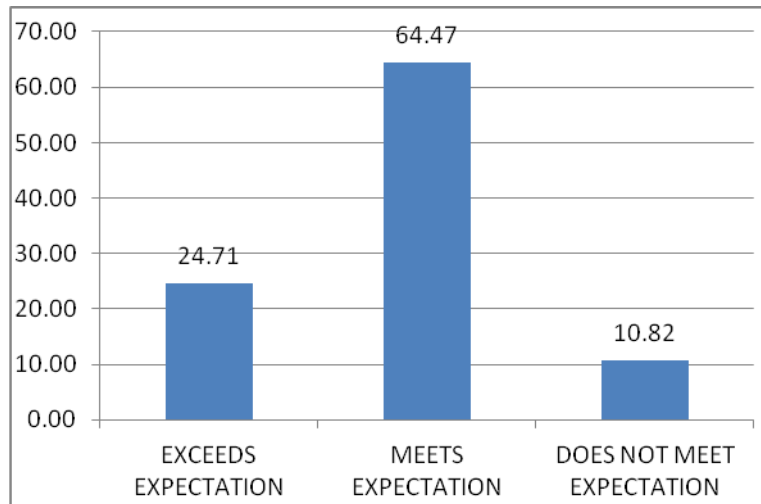


**FIGURE 48: BBA IN FIN: SLO 3: TREND: FORMATIVE**

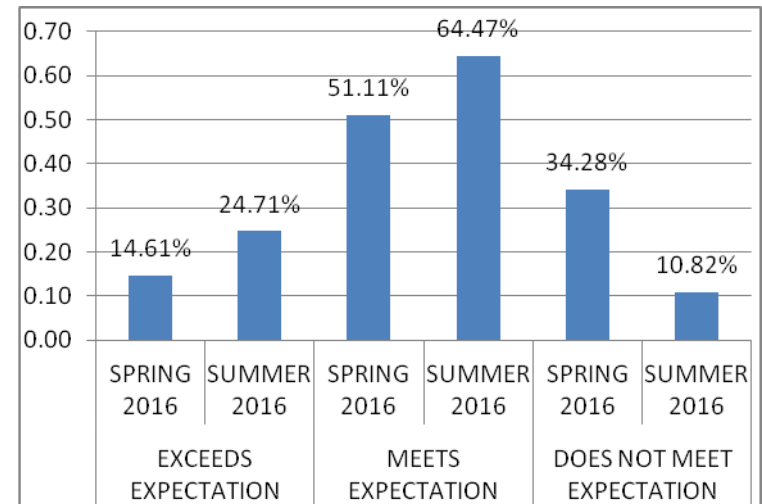


Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
4. Able to manage risk and return in domestic and global market condition.	<p><b><u>Summative:</u></b> Exit Assessment Test, and Course Embedded Assessment (FIN 460 group term project)</p> <p><b><u>Formative:</u></b> Course-Embedded Assessment (FIN 201 examinations and projects)</p>	<p><b><u>Exit Assessment Test</u></b> Exceeds Expectation: <b>9%</b> Meets Expectation: <b>77%</b> Does Not Meet Expectation: <b>14%</b></p> <p><b><u>Course-Embedded Assessment:</u></b> Rubric # FIN 4.R.4 (summative), FIN 4.R.1 (formative)</p>	See Figures 49, 50, 51 and 52.	<p><b><u>Target:</u></b> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><b><u>Trend:</u></b> The percentage of students not meeting expectation is considerably low in summative assessment compared to that of spring 2016 semester.</p>	<p><b><u>Actions Taken</u></b> A new project outline for FIN460 was developed. The project required students to invest in a hypothetical scenario with hypothetical funds and apply various investing strategies through the analysis for various investment options in Bangladeshi Stock market. This required students to apply risk management techniques to ensure successful return in domestic market. A basic comparison to global markets was included in the assignment.</p> <p><b><u>Improvements to be Made</u></b> A more in depth analysis and comparative analysis to global markets will be included in the assignment.</p>

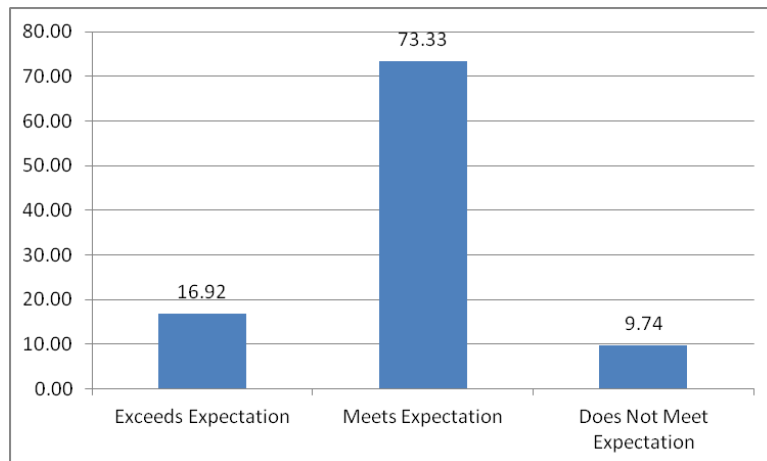
**FIGURE 49: BBA IN FIN: SLO 4: SUMMER 2016: SUMMATIVE**



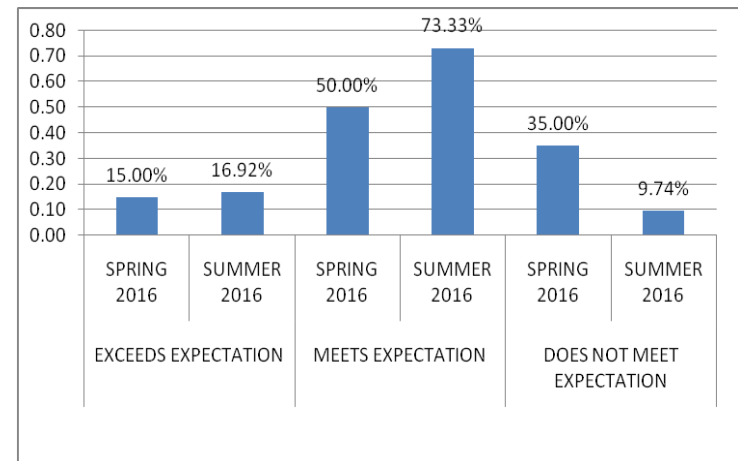
**FIGURE 50: BBA IN FIN: SLO 4: TREND: SUMMATIVE**



**FIGURE 51: BBA IN FIN: SLO 4: SUMMER 2016: FORMATIVE**



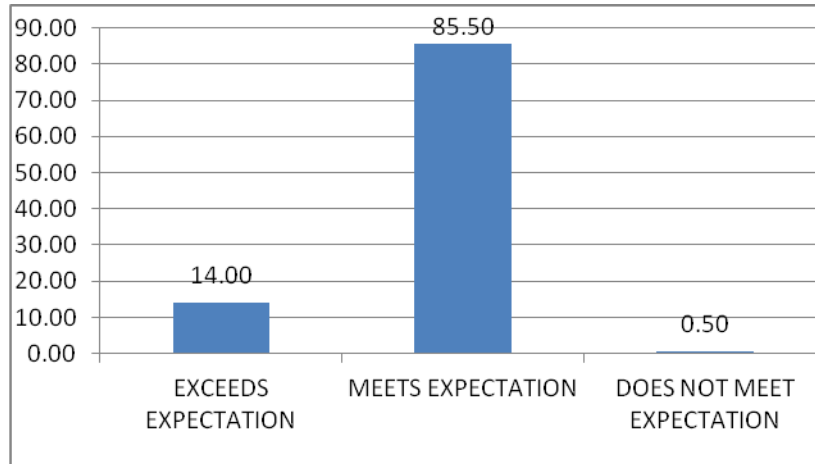
**FIGURE 52: BBA IN FIN: SLO 4: TREND: FORMATIVE**



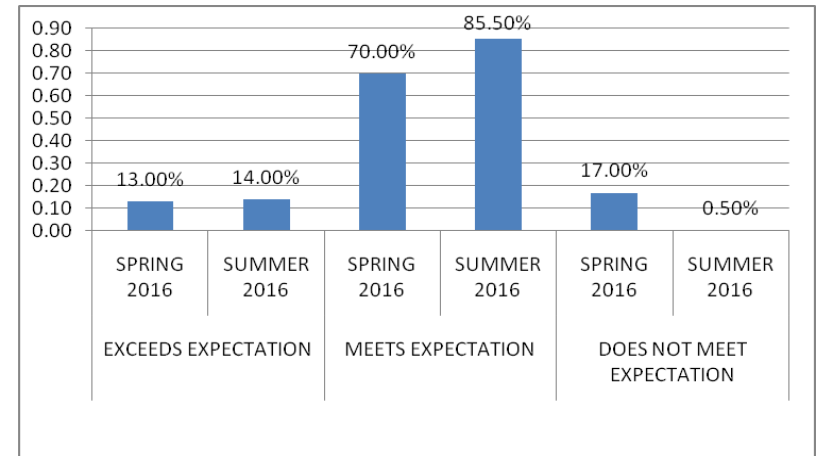
## SUMMER 2016 STUDENT LEARNING ASSESSMENT REPORT: BBA IN INTERNATIONAL BUSINESS

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><b><u>Summative:</u></b> Exit Assessment Test</p> <p><b><u>Formative:</u></b> Course-Embedded Assessment (INB 301 group projects)</p>	<p><b><u>Exit Assessment Test</u></b> Exceeds Expectation: <b>0.00%</b> Meets Expectation: <b>80%</b> Does Not Meet Expectation: <b>20%</b></p> <p><b><u>Course-Embedded Assessment:</u></b> Rubric # INB 3.R.1 ( formative ),</p>	See Figure 53 and 54	<p><b><u>Target:</u></b> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><b><u>Trend:</u></b> The percentage of students not meeting expectation is considerably low in summative assessment compared to that of spring 2016 semester.</p>	<p><b><u>Actions Taken</u></b> A standardized approach for formative assessment in INB 301 was developed in Summer 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.</p> <p><b><u>Improvements to be Made</u></b> The assignment is to be modified to industry specific expansion requirements.</p>

**FIGURE 53: BBA IN INB: SLO 1: SUMMER 2016: SUMMATIVE**



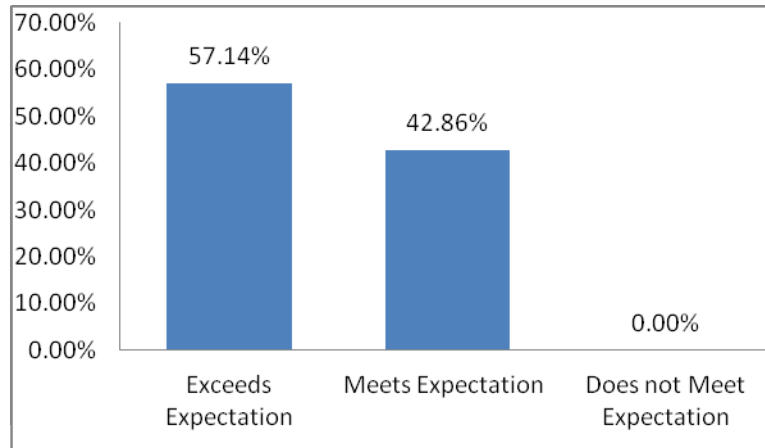
**FIGURE 54: BBA IN INB: SLO 1: SUMMER 2016: FORMATIVE**



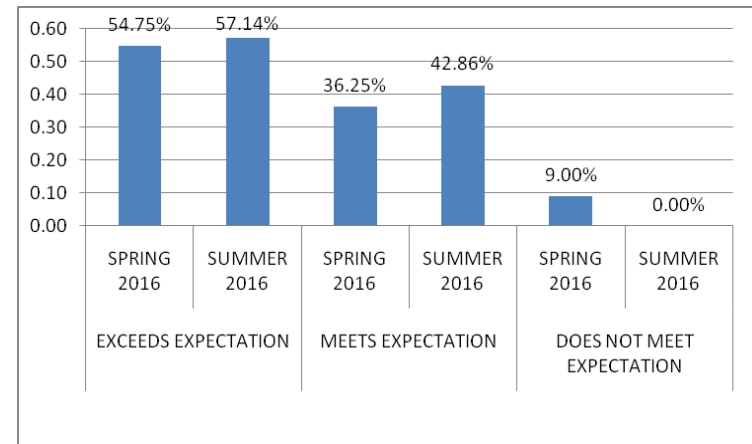
Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
2. Understand the different factors that determine international trade patterns and capital flows and their impact on global business operations.	<p><b><u>Summative:</u></b> Exit Assessment Test, and Course Embedded Assessment (INB 302 group term project)</p> <p><b><u>Formative:</u></b> Course-Embedded Assessment (INB 301 examinations and projects)</p>	<p><b><u>Exit Assessment Test</u></b> Exceeds Expectation: <b>0.00%</b> Meets Expectation: <b>80%</b> Does Not Meet Expectation: <b>20%</b></p> <p><b><u>Course-Embedded Assessment:</u></b> Rubric # INB 3.R.2 (summative), INB 3.R.1 (formative)</p>	See Figures 55, 56, 57 and 58	<p><b><u>Target:</u></b> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><b><u>Trend:</u></b> The percentage of students not meeting expectation is considerably low in summative assessment compared to that of spring 2016 semester.</p>	<p><b><u>Actions Taken</u></b> A standardized project outline for INB301 was developed. The project required students to work in teams on a case that demonstrated practical application of international business principles. Term paper focusing on gains from trade, classical theories of international trade, and theories of trade pattern and trade competitiveness was introduced in INB302 for the summative assessment.</p>



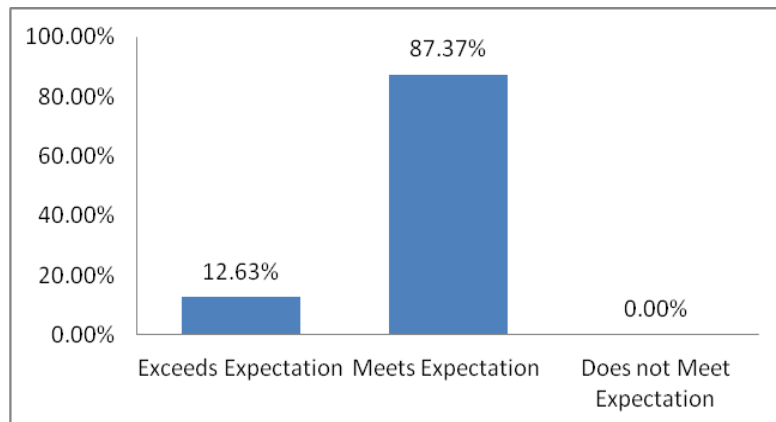
**FIGURE 55: BBA IN INB: SLO 2: SUMMER 2016: SUMMATIVE**



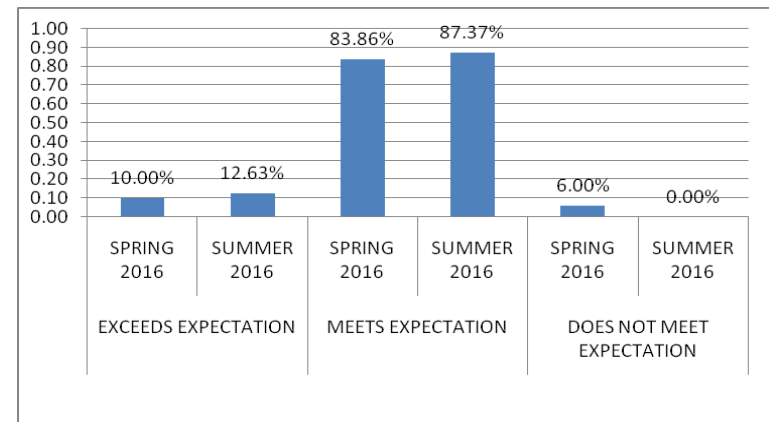
**FIGURE 56: BBA IN INB: SLO 2: TREND: SUMMATIVE**



**FIGURE 57: BBA IN INB: SLO 2: SUMMER 2016: FORMATIVE**

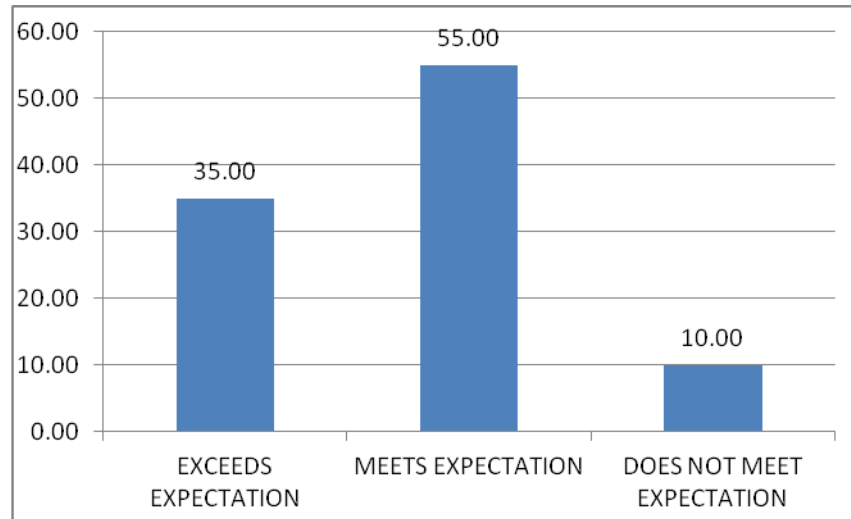


**FIGURE 58: BBA IN INB: SLO 2: TREND: FORMATIVE**

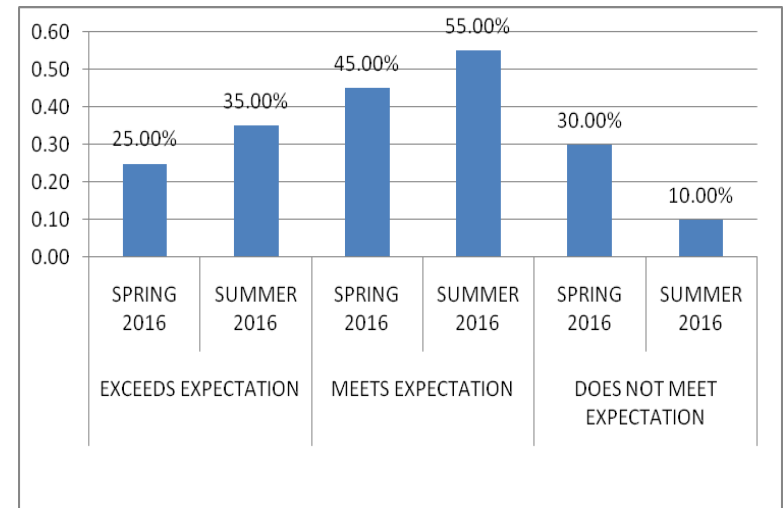


Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
3. Identify the international competitiveness of nations and their attractiveness for international business.	<p><b><u>Summative:</u></b> Exit Assessment Test, and Course Embedded Assessment (INB 302 group term project)</p> <p><b><u>Formative:</u></b> Course-Embedded Assessment (INB 301 examinations and projects)</p>	<p><b><u>Exit Assessment Test</u></b> Exceeds Expectation: <b>0.00%</b> Meets Expectation: <b>80%</b> Does Not Meet Expectation: <b>20%</b></p> <p><b><u>Course-Embedded Assessment:</u></b> Rubric # INB 3.R.2 (summative), INB 3.R.1 (formative)</p>	See Figures 59, 60, 61 and 62.	<p><b><u>Target:</u></b> <i><b>80% students should meet or, exceed expectation.</b></i> Students met the target for both the formative and summative Assessment.</p> <p><b><u>Trend:</u></b> The percentage of students not meeting expectation is considerably low in summative assessment compared to that of spring 2016 semester.</p>	<p><b><u>Actions Taken</u></b> A standardized project outline for INB 302 was developed. The project required students to work in teams on a case that demonstrated practical application of Ricardo's Model of Comparative Advantage and The HO Model, The Product Life Cycle Theory and Porter's Diamond Model.</p>

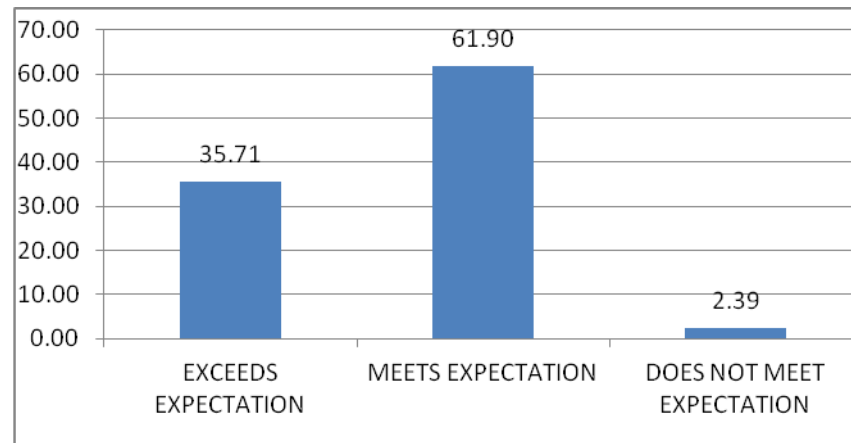
**FIGURE 59: BBA IN INB: SLO 3: SUMMER 2016: SUMMATIVE**



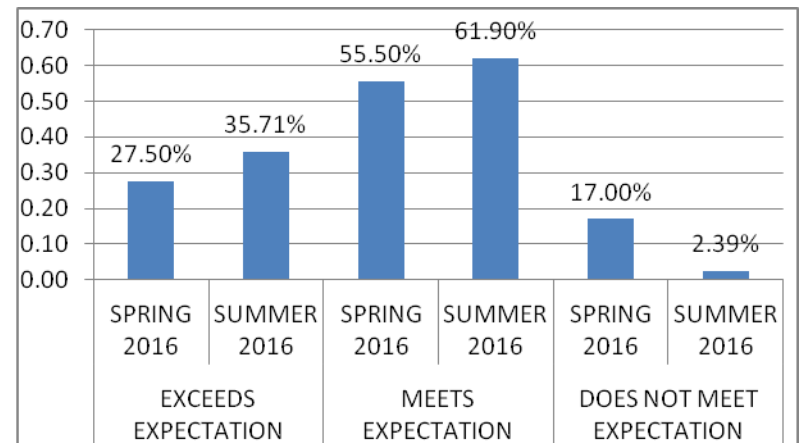
**FIGURE 60: BBA IN INB: SLO 3: TREND:SUMMATIVE**



**FIGURE 61: BBA IN INB: SLO 3: SUMMER 2016: FORMATIVE**

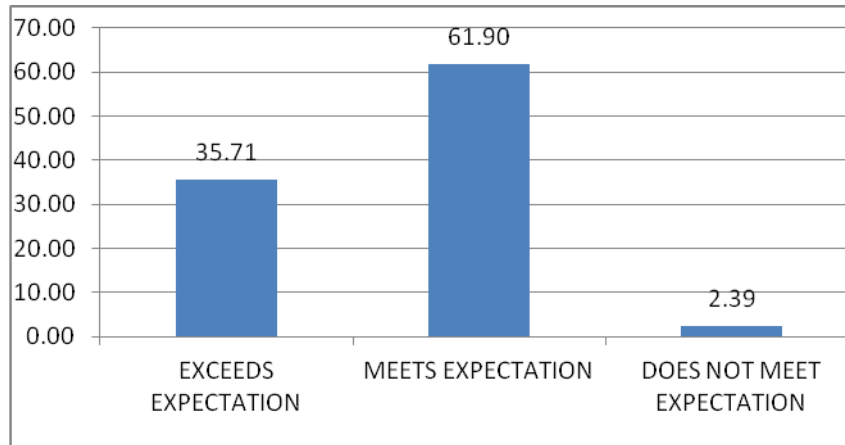


**FIGURE 62: BBA IN INB: SLO 3: TREND:FORMATIVE**

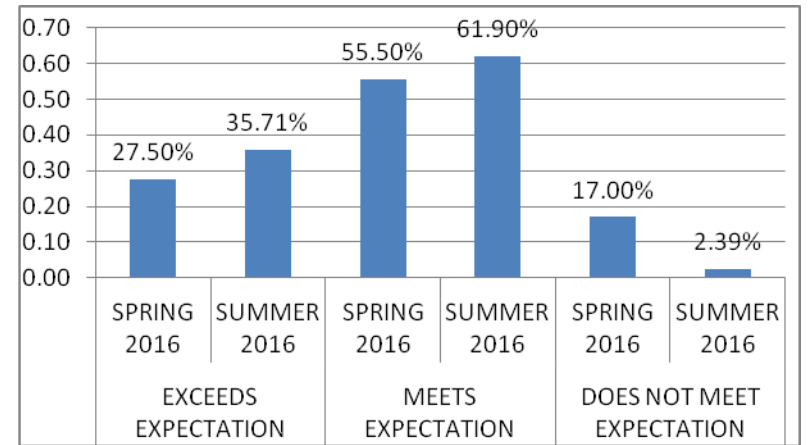


Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
4. Demonstrate knowledge on cross-border communications and managerial issues from an International business context.	<b><u>Summative:</u></b> Exit Assessment Test, and Course Embedded Assessment (INB 303 group term project)	<b><u>Exit Assessment Test</u></b> Exceeds Expectation: <b>0.00%</b> Meets Expectation: <b>80%</b> Does Not Meet Expectation: <b>20%</b>  <b><u>Course-Embedded Assessment:</u></b> Rubric # INB 3.R.3 (summative),	See Figure 63 and 64	<b><u>Target:</u></b> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.  <b><u>Trend:</u></b> The percentage of students not meeting expectation is considerably low in summative assessment compared to that of spring 2016 semester.	<b><u>Actions Taken</u></b> A standardized project outline for INB303 was developed. The project required students to work in teams on a case that demonstrated practical application of cross-border cultural differences across a wide array of countries and their implications in international business practices for the summative assessment.

**FIGURE 63: BBA IN INB: SLO 4: SUMMER 2016: SUMMATIVE**



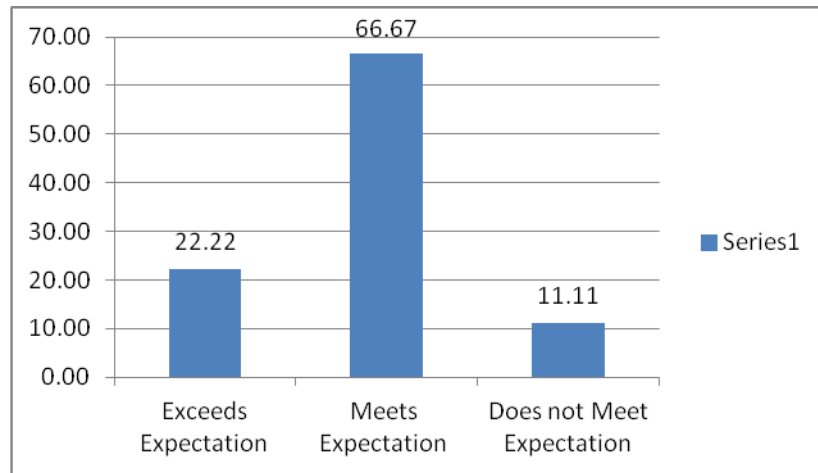
**FIGURE 64: BBA IN INB: SLO 4: TREND:SUMMATIVE**



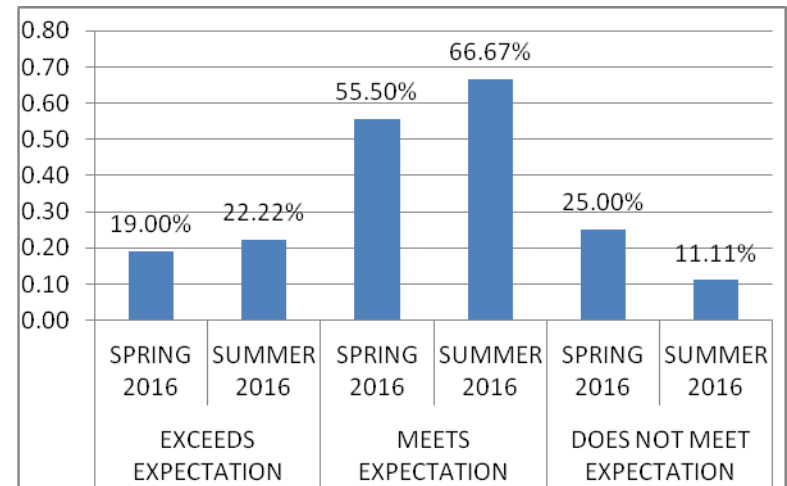
## SUMMER 2016 STUDENT LEARNING ASSESSMENT REPORT: BBA IN MIS

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><b><u>Summative:</u></b> Exit Assessment Test, and Course Embedded Assessment (MIS 405 group term project)</p> <p><b><u>Formative:</u></b> Course-Embedded Assessment (MIS 442 examinations and projects)</p>	<p><b><u>Exit Assessment Test</u></b> Exceeds Expectation: <b>100%</b> Meets Expectation: <b>0.00%</b> Does Not Meet Expectation: <b>0.00%</b></p> <p><b><u>Course-Embedded Assessment:</u></b> Rubric # MIS 1.R.2 (summative), MIS 1.R.1 (formative)</p>	See Figures 65, 66, 67 and 68.	<p><b><u>Target:</u></b> <b>80% students should meet or, exceed expectation.</b> Students met the target for both the formative and summative Assessment.</p> <p><b><u>Trend:</u></b> The percentage of students not meeting expectation is considerably low in summative assessment compared to that of spring 2016 semester.</p>	<p><b><u>Actions Taken</u></b> A standardized project outline for MIS 442 was developed. The project required students to work in teams on a case that demonstrated practical application of Information Systems in Business. Case study and projects are focusing on system analysis and application introduced in MIS 405 for the summative assessment.</p>

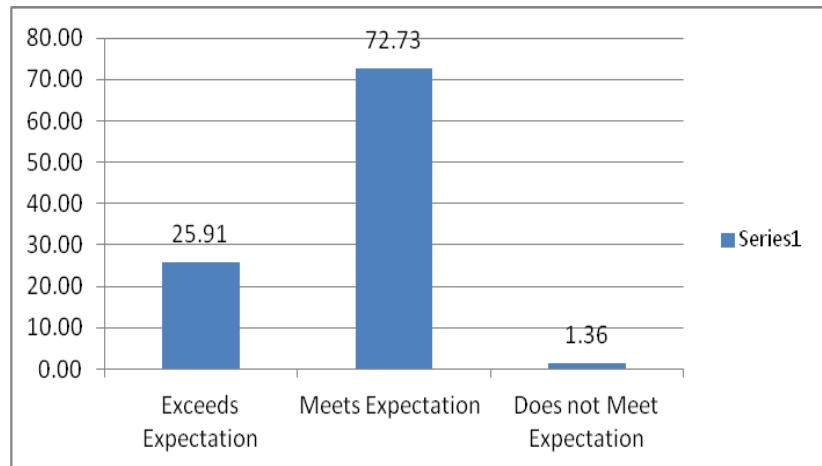
**FIGURE 65: BBA IN MIS: SLO 1: SUMMER 2016: SUMMATIVE**



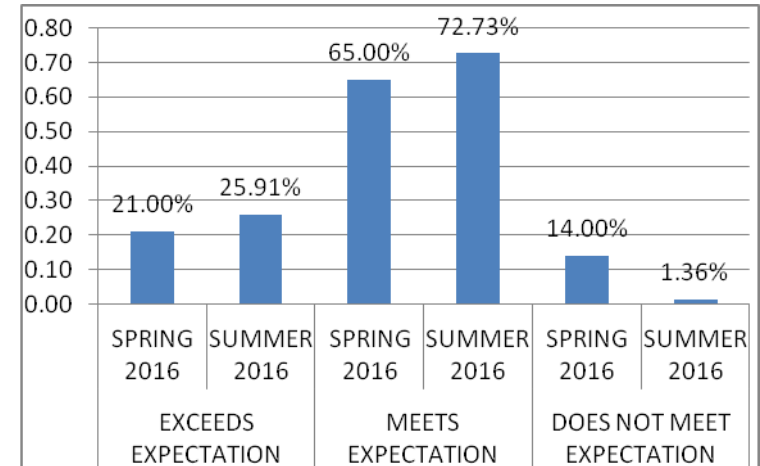
**FIGURE 66: BBA IN MIS: SLO 1: TREND: SUMMATIVE**



**FIGURE 67: BBA IN MIS: SLO 1: SUMMER 2016: FORMATIVE**



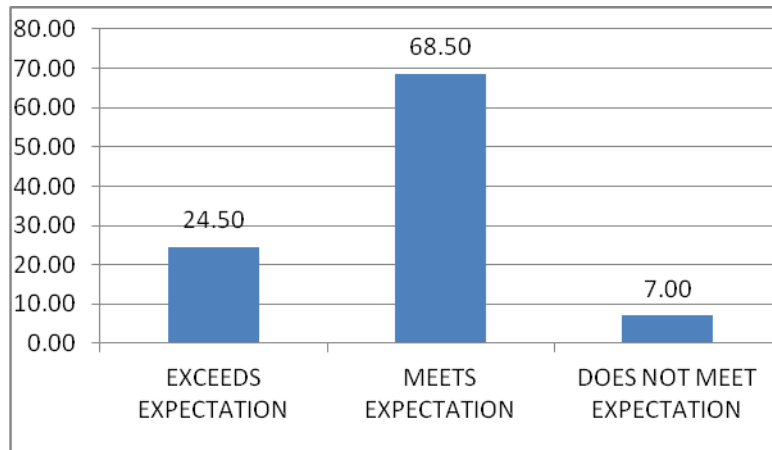
**FIGURE 68: BBA IN MIS: SLO 1: TREND: FORMATIVE**



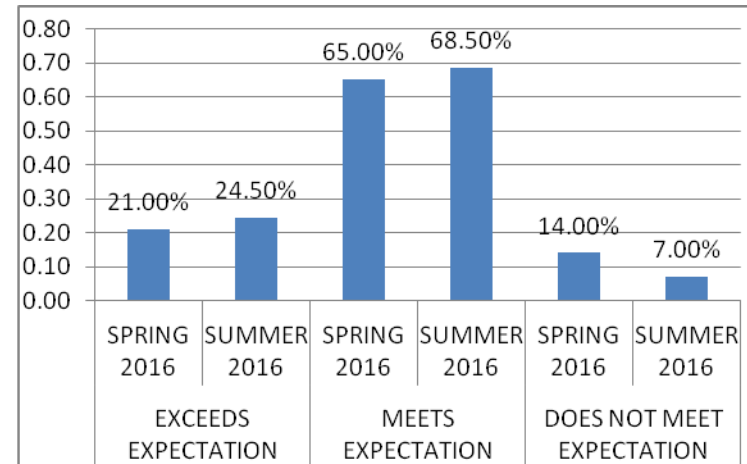
Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
2. Demonstrate the understanding about systems theory, systems analysis, systems design and project management.	<p><b><u>Summative:</u></b> Exit Assessment Test, and Course Embedded Assessment (MIS 405 group term project)</p> <p><b><u>Formative:</u></b> Course-Embedded Assessment (MIS 442 examinations and projects)</p>	<p><b><u>Exit Assessment Test</u></b> Exceeds Expectation: <b>100%</b> Meets Expectation: <b>0.00%</b> Does Not Meet Expectation: <b>0.00%</b></p> <p><b><u>Course-Embedded Assessment:</u></b> Rubric # MIS 2.R.2 (summative), MIS 2.R.1 (formative)</p>	See Figures 69,70, 71 and 72	<p><b><u>Target:</u></b> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><b><u>Trend:</u></b> The percentage of students not meeting expectation is considerably low in summative assessment compared to that of spring 2016 semester.</p>	<p><b><u>Actions Taken</u></b> Case study and projects are focusing on system analysis and application introduced in MIS 405 for the summative assessment.</p>



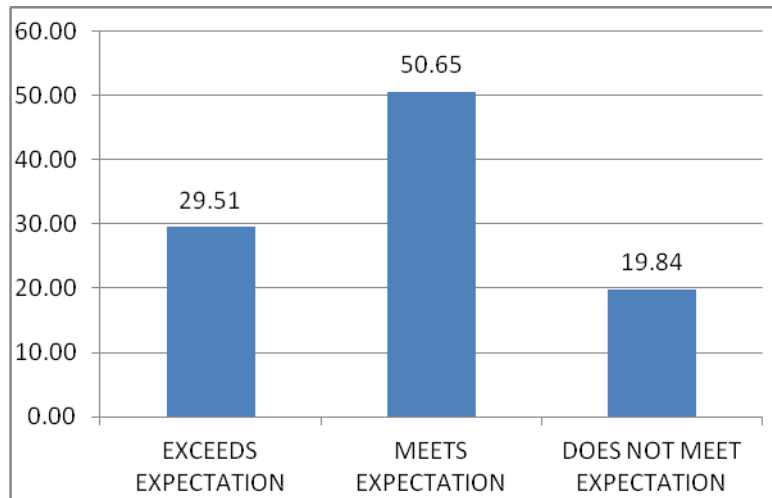
**FIGURE 69: BBA IN MIS: SLO 2: SUMMER 2016: SUMMATIVE**



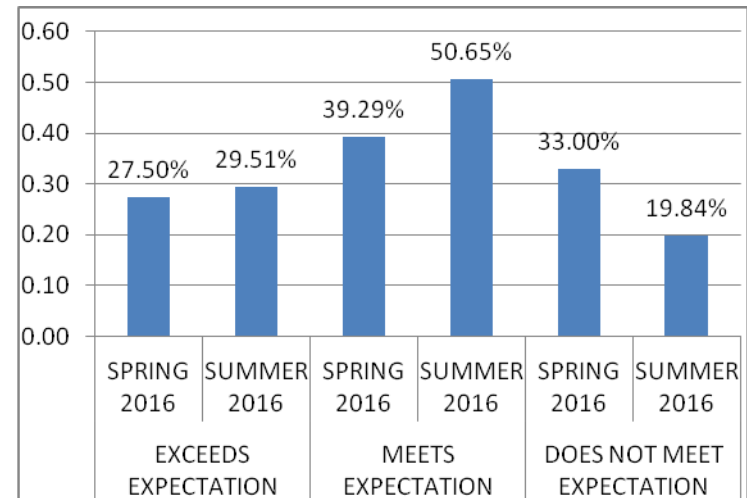
**FIGURE 70: BBA IN MIS: SLO 2: TREND: SUMMATIVE**



**FIGURE 71: BBA IN MIS: SLO 2: SUMMER 2016: FORMATIVE**

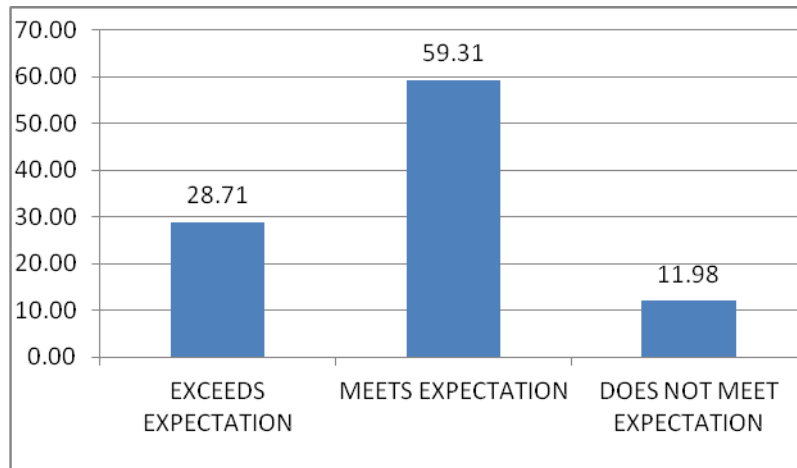


**FIGURE 72: BBA IN MIS: SLO 2: TREND: FORMATIVE**

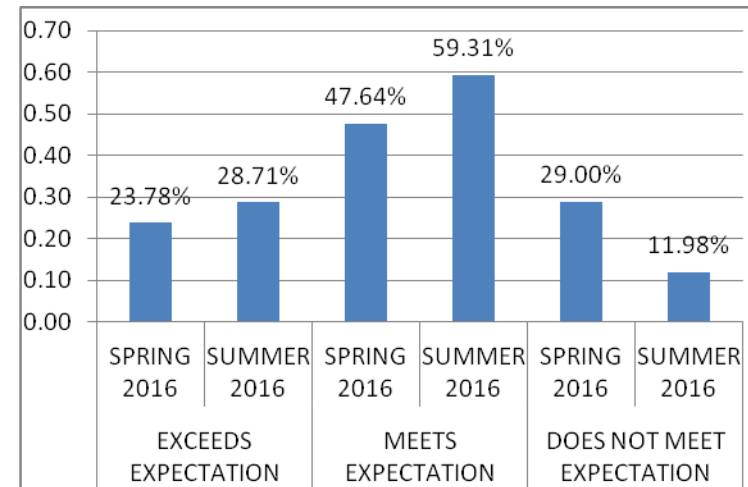


Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
3. Exhibit the knowledge on web based information systems in business context.	<p><b><u>Summative:</u></b> Exit Assessment Test, and Course Embedded Assessment (MIS 405 group term project)</p> <p><b><u>Formative:</u></b> Course-Embedded Assessment (MIS 442 examinations and projects)</p>	<p><b><u>Exit Assessment Test</u></b> Exceeds Expectation: <b>100%</b> Meets Expectation: <b>0.00%</b> Does Not Meet Expectation:<b>0.00%</b></p> <p><b><u>Course-Embedded Assessment:</u></b> Rubric # MIS 3.R.2 (summative), MIS 3.R.1 (formative)</p>	See Figures 73,74, 75 and 76	<p><b><u>Target:</u></b> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><b><u>Trend:</u></b> The percentage of students not meeting expectation is considerably low in summative assessment compared to that of spring 2016 semester.</p>	<b><u>Improvements to be Made</u></b> A standardized approach for summative assessment in MIS 405 will be developed in Summer 2016, to ensure consistency in measurement criteria across various sections.

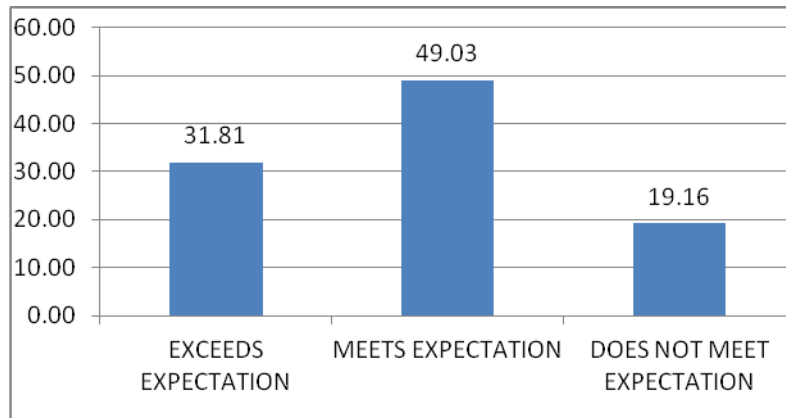
**FIGURE 73: BBA IN MIS: SLO 3: SUMMER 2016: SUMMATIVE**



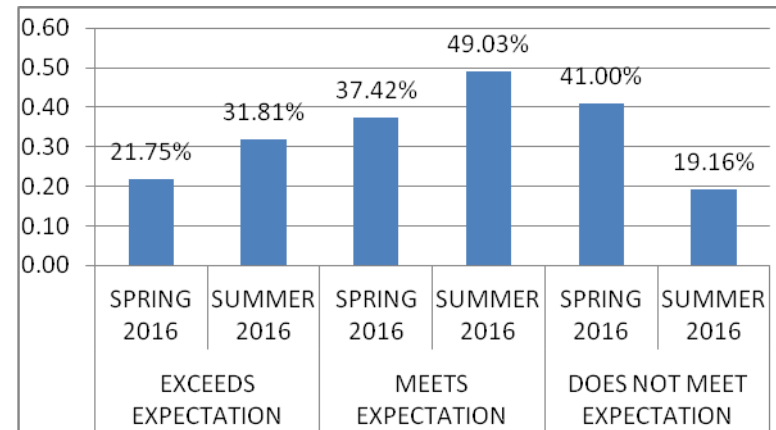
**FIGURE 74: BBA IN MIS: SLO 3: TREND: SUMMATIVE**



**FIGURE 75: BBA IN MIS: SLO 3: SUMMER 2016: FORMATIVE**

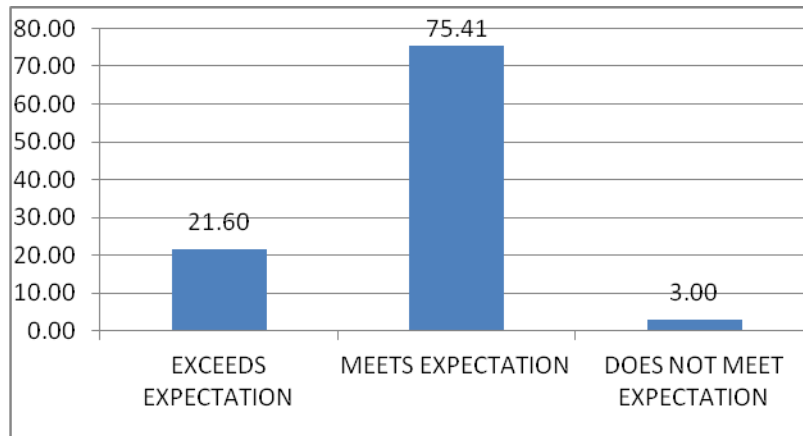


**FIGURE 76: BBA IN MIS: SLO 3: TREND: FORMATIVE**

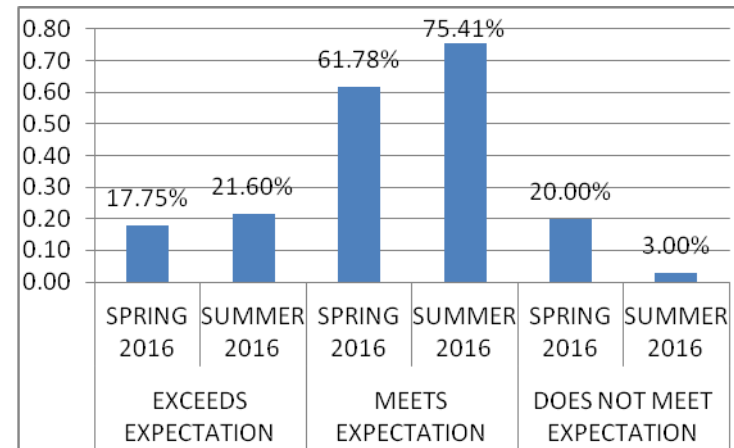


Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
4. Develop and implement information systems with the help of latest business tools.	<p><b><u>Summative:</u></b> Exit Assessment Test, and Course Embedded Assessment (MIS 405 group term project)</p> <p><b><u>Formative:</u></b> Course-Embedded Assessment (MIS 442 examinations and projects)</p>	<p><b><u>Exit Assessment Test</u></b> Exceeds Expectation: <b>100%</b> Meets Expectation: <b>0.00%</b> Does Not Meet Expectation: <b>0.00%</b></p> <p><b><u>Course-Embedded Assessment:</u></b> Rubric # MIS 4.R.2 (summative), MIS 4.R.1 (formative)</p>	See Figures 77,78, 79 and 80	<p><b><u>Target:</u></b> <b>80% students should meet or, exceed expectation.</b> Students met the target for both the formative and summative Assessment.</p> <p><b><u>Trend:</u></b> The percentage of students not meeting expectation is considerably low in summative assessment compared to that of spring 2016 semester.</p>	<b><u>Improvements to be Made</u></b> Project in Autumn 2016 will include real life applications of information systems and provide opportunity for students to implement the system with the help of business tools.

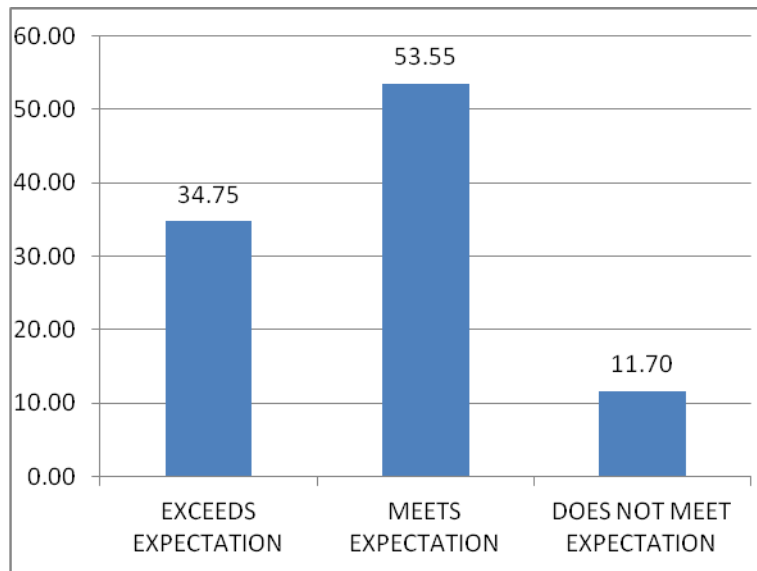
**FIGURE 77: BBA IN MIS: SLO 4: SUMMER 2016: SUMMATIVE**



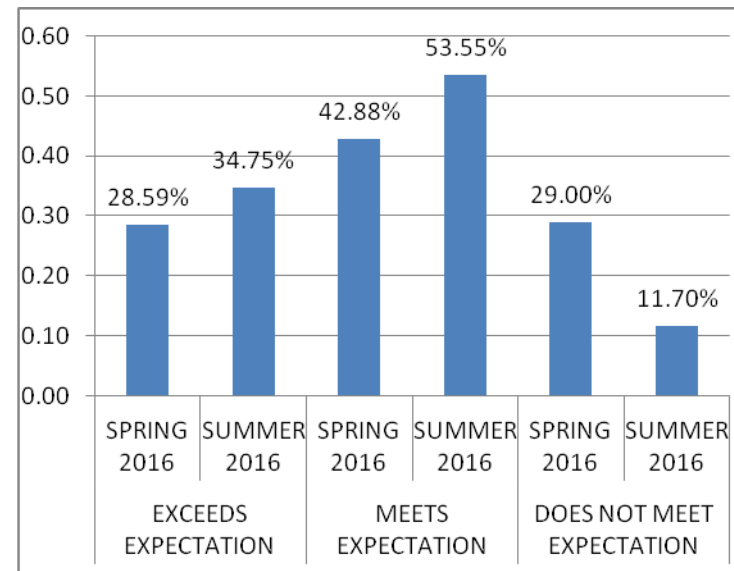
**FIGURE 78: BBA IN MIS: SLO 4: TREND: SUMMATIVE**



**FIGURE 79: BBA IN MIS: SLO 4: SUMMER 2016: FORMATIVE**

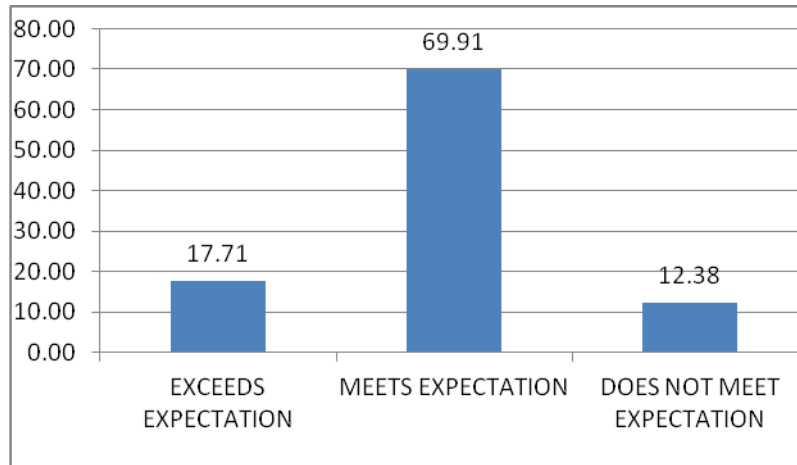


**FIGURE 80: BBA IN MIS: SLO 4: TREND: FORMATIVE**

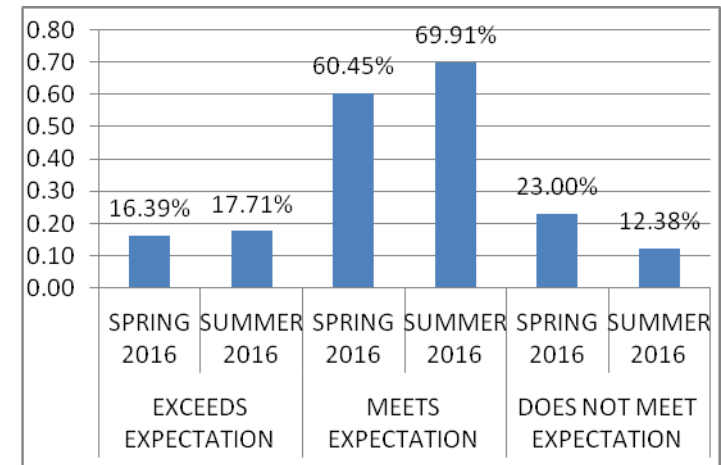


Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
5. Illustrate the familiarity about computer networks and security concepts.	<p><b><u>Summative:</u></b> Exit Assessment Test, and Course Embedded Assessment (MIS 405 group term project)</p> <p><b><u>Formative:</u></b> Course-Embedded Assessment (MIS 442 examinations and projects)</p>	<p><b><u>Exit Assessment Test</u></b> Exceeds Expectation: <b>100%</b> Meets Expectation: <b>0.00%</b> Does Not Meet Expectation: <b>0.00%</b></p> <p><b><u>Course-Embedded Assessment:</u></b> Rubric # MIS 5.R.2 (summative), MIS 5.R.1 (formative)</p>	See Figures 81,82, 83 and 84	<p><b><u>Target:</u></b> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><b><u>Trend:</u></b> The percentage of students not meeting expectation is considerably low in summative assessment compared to that of spring 2016 semester.</p>	<p><b><u>Actions Taken</u></b> A standardized project outline for MIS 442 was developed. The project required students to work in teams on a case that demonstrated practical application of Information Systems in Business. Case study and projects are focusing on system analysis and application introduced in MIS 405 for the summative assessment.</p>

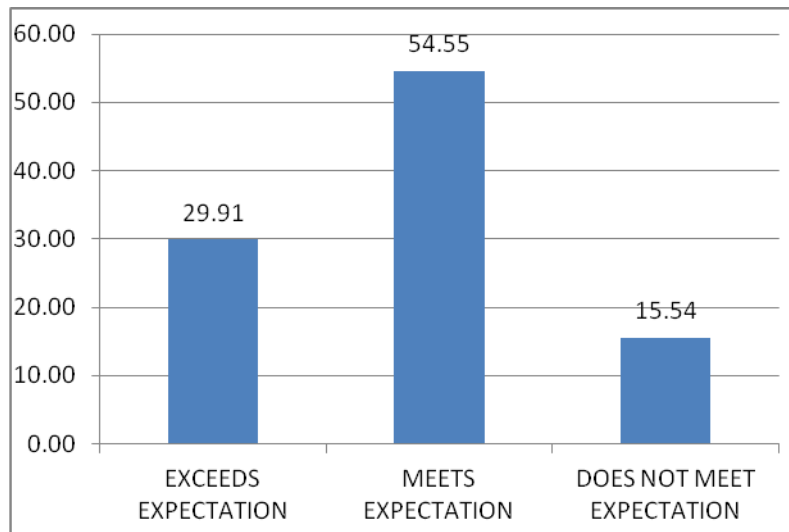
**FIGURE 81: BBA IN MIS: SLO 5: SUMMER 2016: SUMMATIVE**



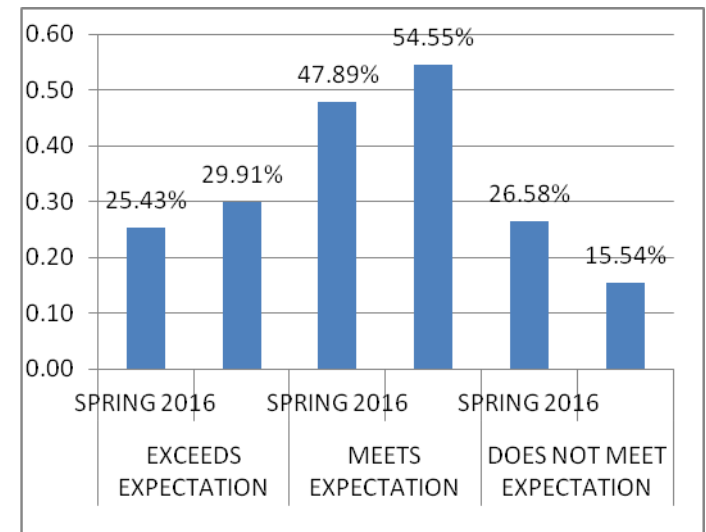
**FIGURE 82: BBA IN MIS: SLO 5: TREND: SUMMATIVE**



**FIGURE 83: BBA IN MIS: SLO 5: SUMMER 2016: FORMATIVE**



**FIGURE 84: BBA IN MIS: SLO 5: TREND: FORMATIVE**

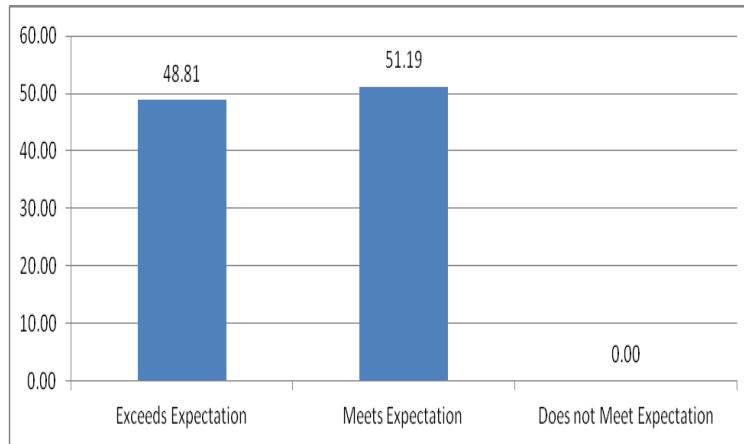


## SUMMER 2016 STUDENT LEARNING ASSESSMENT REPORT: BBA IN MARKETING

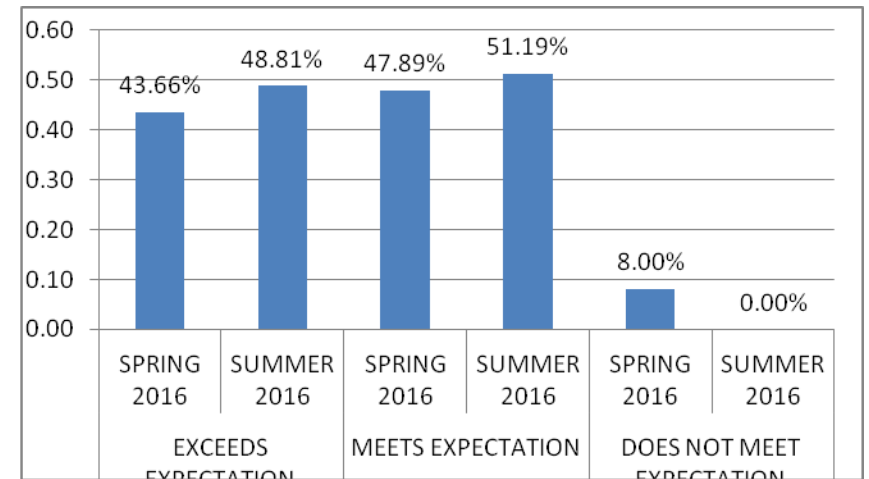
Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
1. Understanding in-depth marketing management process and its implementation locally and globally for products and services.	<p><b><u>Summative:</u></b> Exit Assessment Test, and Course Embedded Assessment (MKT 302 group term project)</p> <p><b><u>Formative:</u></b> Course-Embedded Assessment (MKT 201 examinations and projects)</p>	<p><b><u>Exit Assessment Test</u></b> Exceeds Expectation: <b>4%</b> Meets Expectation: <b>74%</b> Does Not Meet Expectation: <b>22%</b></p> <p><b><u>Course-Embedded Assessment:</u></b> Rubric # MKT 1.R.2 (summative), MKT 1.R.1 (formative)</p>	See Figures 85, 86, 87, and 88.	<p><b><u>Target:</u></b> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><b><u>Trend:</u></b> The percentage of students not meeting expectation is considerably low in summative assessment compared to that of spring 2016 semester.</p>	<p><b><u>Actions Taken</u></b> 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>



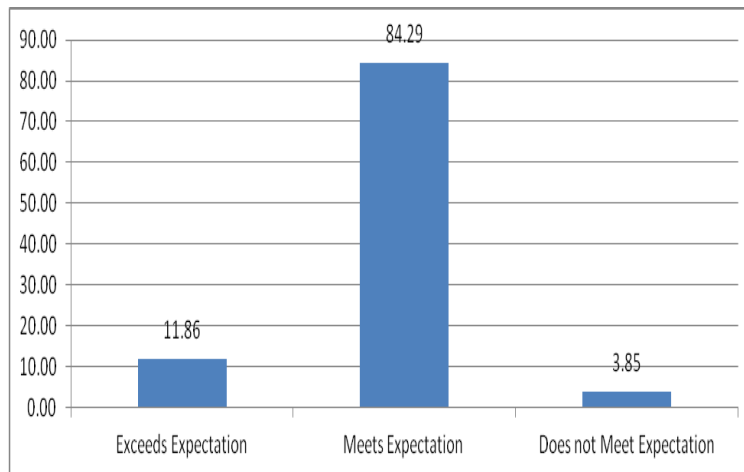
**FIGURE 85: BBA IN MKT: SLO 1: SUMMER 2016: SUMMATIVE**



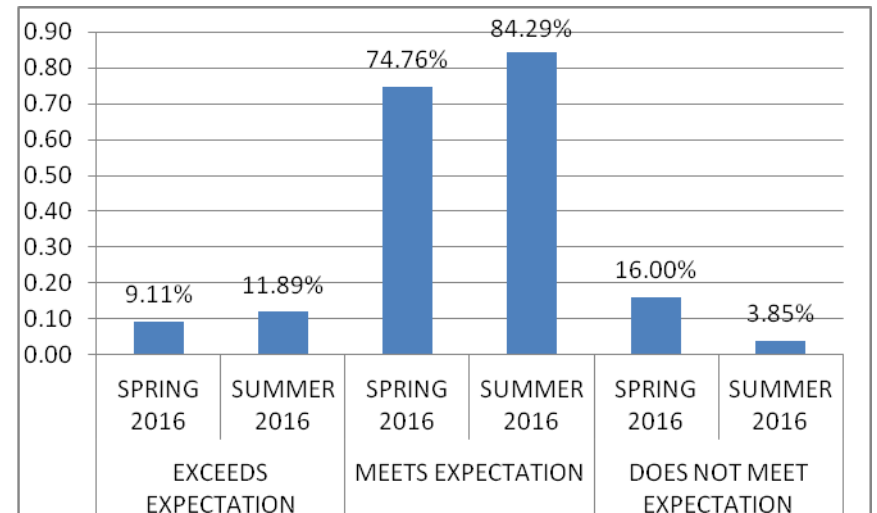
**FIGURE 86: BBA IN MKT: SLO 1: TREND: SUMMATIVE**



**FIGURE 87: BBA IN MKT: SLO 1: SUMMER 2016: FORMATIVE**

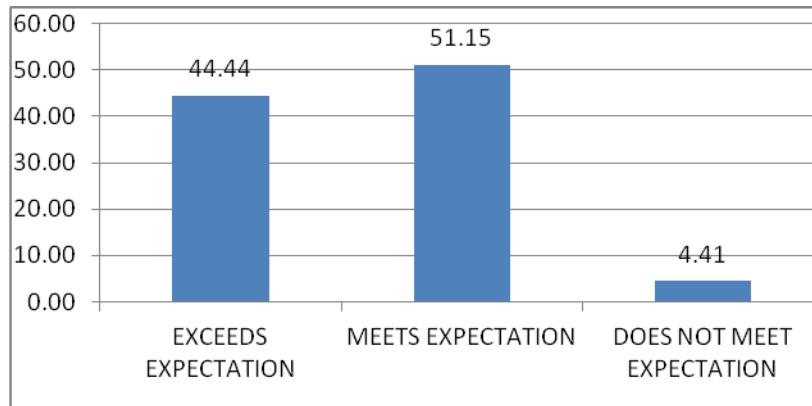


**FIGURE 88: BBA IN MKT: SLO 1: TREND: FORMATIVE**

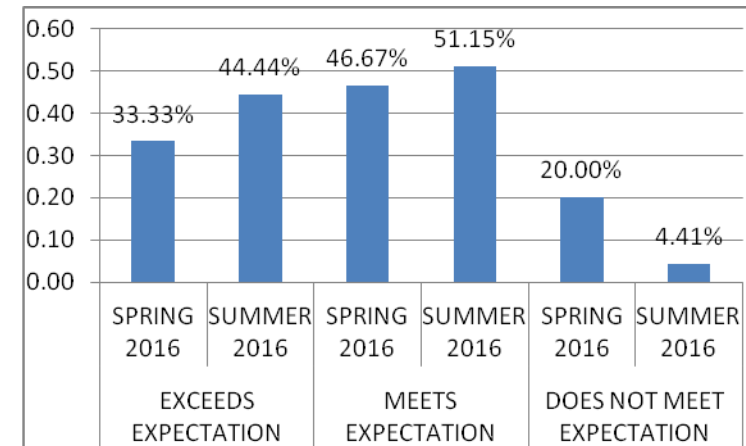


Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
2. Understand the concepts of Marketing Communications, ethical consideration and branding.	<p><b><u>Summative:</u></b> Exit Assessment Test, and Course Embedded Assessment (MKT 302 group term project)</p> <p><b><u>Formative:</u></b> Course-Embedded Assessment (MKT 201 examinations and projects)</p>	<p><b><u>Exit Assessment Test</u></b> Exceeds Expectation: <b>4%</b> Meets Expectation: <b>74%</b> Does Not Meet Expectation: <b>22%</b></p> <p><b><u>Course-Embedded Assessment:</u></b> Rubric # MKT 2.R.2 (summative), MKT 2.R.1 (formative)</p>	See Figures 89,90, 91 and 92	<p><b><u>Target:</u></b> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><b><u>Trend:</u></b> The percentage of students not meeting expectation is considerably low in summative assessment compared to that of spring 2016 semester.</p>	<p><b><u>Improvements to be Made</u></b> A more in depth and standardized approach for summative assessment in MKT 302 will be developed in Autumn 2016, to ensure consistency in measurement criteria across various sections.</p>

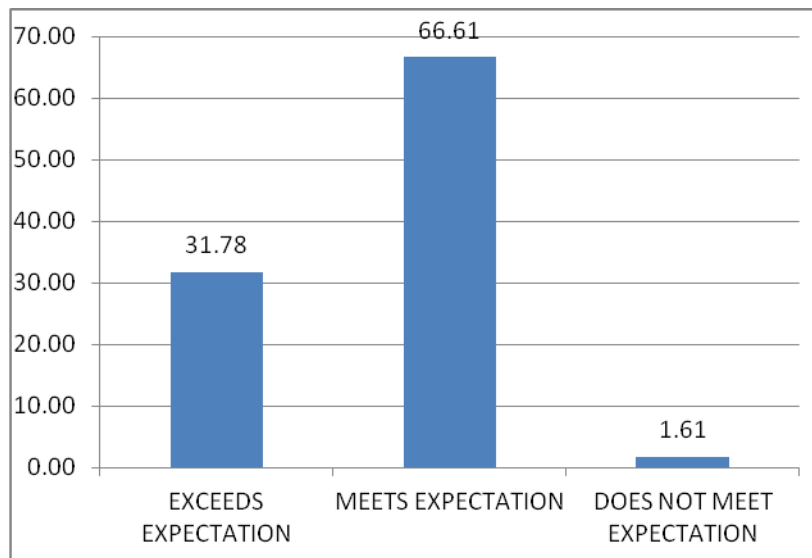
**FIGURE 89: BBA IN MKT: SLO 1: SUMMER 2016: SUMMATIVE**



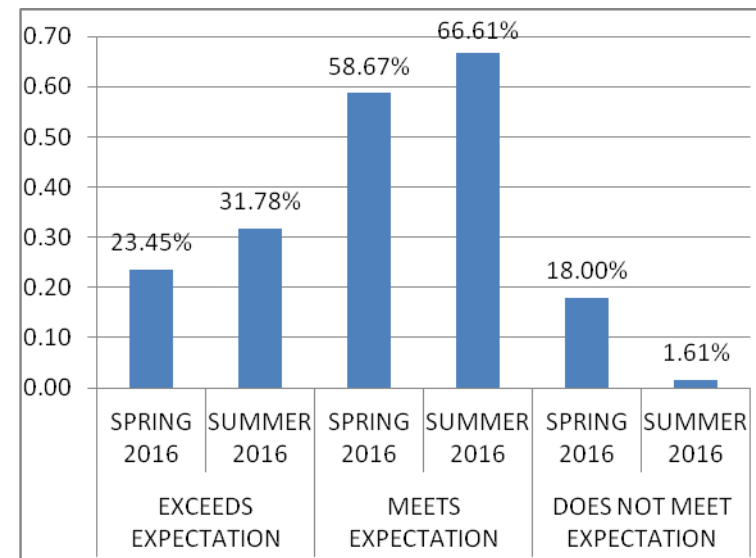
**FIGURE 90: BBA IN MKT: SLO 1: TREND: SUMMATIVE**



**FIGURE 91: BBA IN MKT: SLO 1: SUMMER 2016: FORMATIVE**

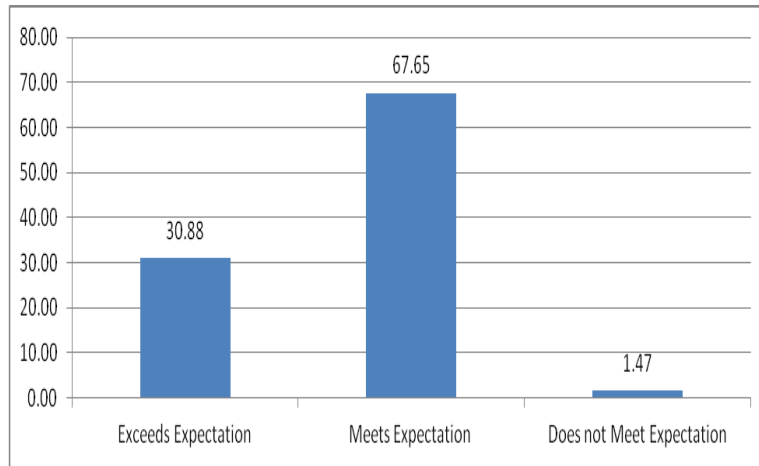


**FIGURE 92: BBA IN MKT: SLO 1: TREND: FORMATIVE**

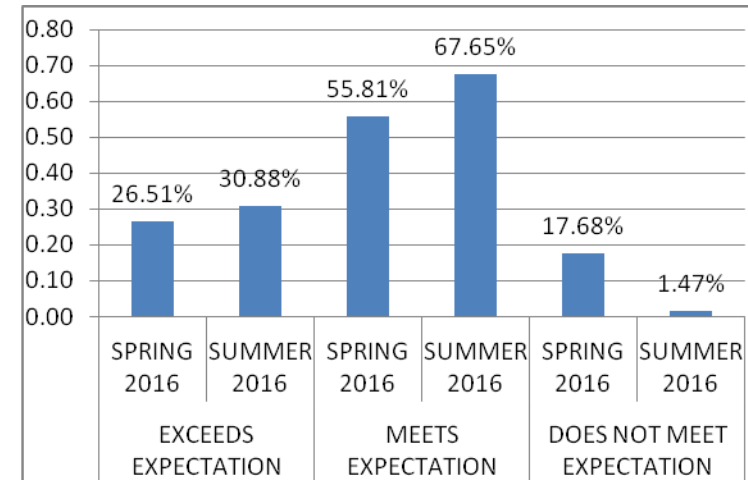


Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
3. Analyzing consumer behavior focusing on psychological aspects.	<p><b><u>Summative:</u></b> Exit Assessment Test, and Course Embedded Assessment (MKT 481 group term project)</p> <p><b><u>Formative:</u></b> Course-Embedded Assessment (MKT 201 examinations and projects)</p>	<p><b><u>Exit Assessment Test</u></b> Exceeds Expectation: <b>4%</b> Meets Expectation: <b>74%</b> Does Not Meet Expectation: <b>22%</b></p> <p><b><u>Course-Embedded Assessment:</u></b> Rubric # MKT 3.R.3 (summative), MKT 3.R.1 (formative)</p>	See Figures 93,94, 95 and 96	<p><b><u>Target:</u></b> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><b><u>Trend:</u></b> The percentage of students not meeting expectation is considerably low in summative assessment compared to that of spring 2016 semester.</p>	<p><b><u>Actions Taken</u></b> A uniform project outline for MKT 481 was developed. The project required students to work in groups on an assignment that demonstrated practical application of basic consumer behavior theories for the summative assessment.</p>

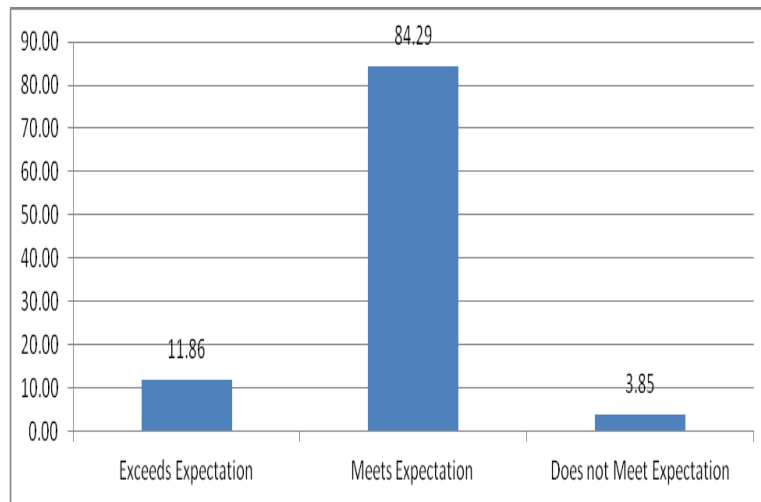
**FIGURE 93: BBA IN MKT: SLO 3: SUMMER 2016: SUMMATIVE**



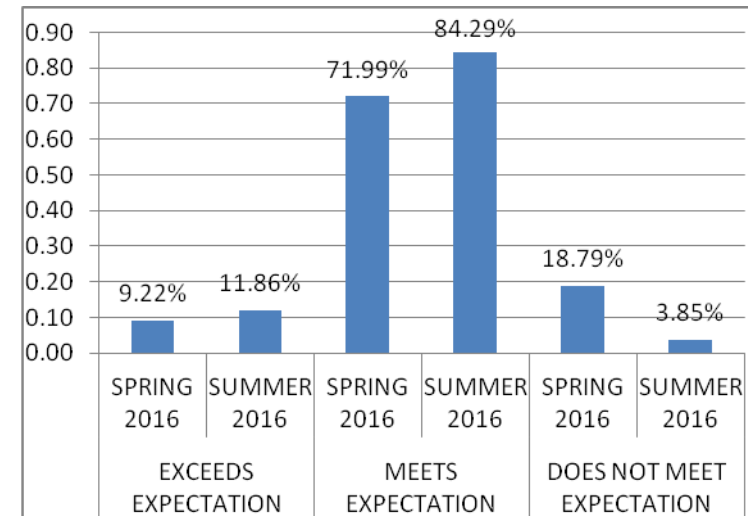
**FIGURE 94: BBA IN MKT: SLO 3: TREND:SUMMATIVE**



**FIGURE 95: BBA IN MKT: SLO 3: SUMMER 2016: FORMATIVE**

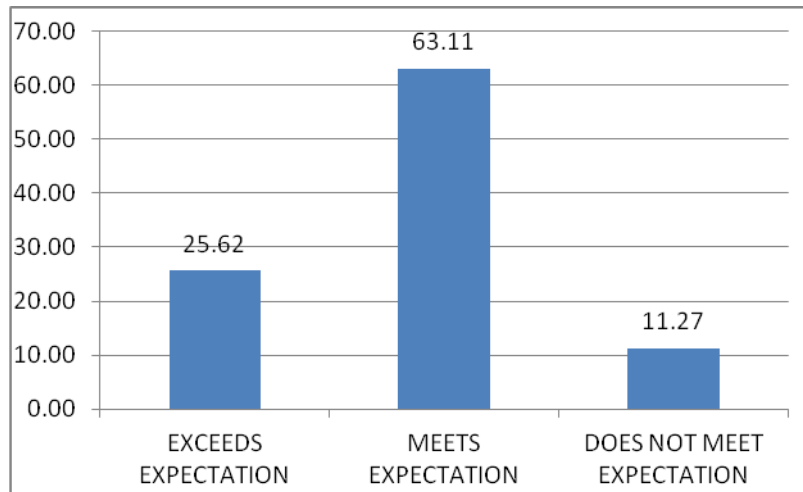


**FIGURE 96: BBA IN MKT: SLO 3: TREN D:FORMATIVE**

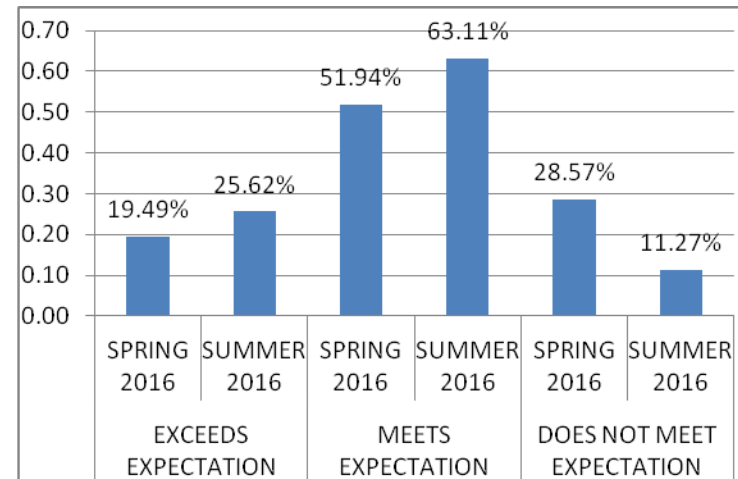


<b>Student Learning Outcome</b>	<b>Measurement Techniques</b>	<b>Measurement Criteria</b>	<b>Current Results</b>	<b>Analysis of Results and observations</b>	<b>Action Taken or Improvements to be Made</b>
4. Understanding consumer behavior theories and its implications on strategy formulation.	<p><b><u>Summative:</u></b> Exit Assessment Test, and Course Embedded Assessment (MKT 481 group term project)</p> <p><b><u>Formative:</u></b> Course-Embedded Assessment (MKT 201 examinations and projects)</p>	<p><b><u>Exit Assessment Test</u></b> Exceeds Expectation: <b>4%</b> Meets Expectation: <b>74%</b> Does Not Meet Expectation: <b>22%</b></p> <p><b><u>Course-Embedded Assessment:</u></b> Rubric # MKT 4.R.3 (summative), MKT 4.R.1 (formative)</p>	See Figures 97,98, 99 and 100	<p><b><u>Target:</u></b> <i><b>80% students should meet or, exceed expectation.</b></i> Students met the target for both the formative and summative Assessment.</p> <p><b><u>Trend:</u></b> The percentage of students not meeting expectation is considerably low in summative assessment compared to that of spring 2016 semester.</p>	<p><b><u>Improvements to be Made</u></b> A more in depth and standardized approach for summative assessment in MKT 302 will be developed in Autumn 2016, to ensure consistency in measurement criteria across various sections.</p>

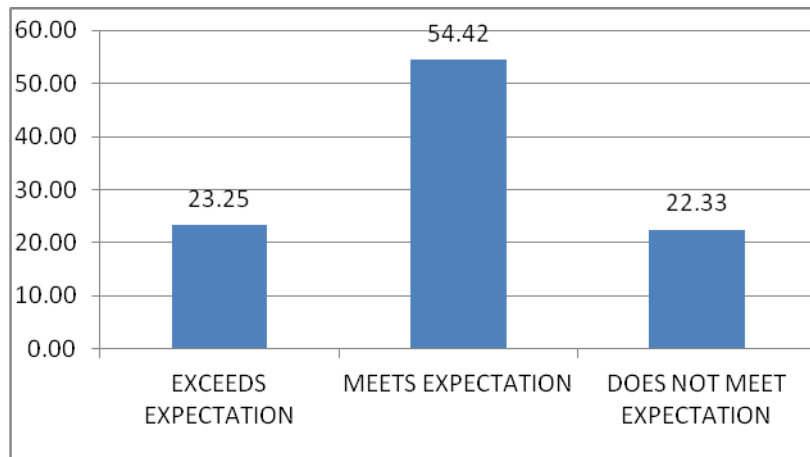
**FIGURE 97: BBA IN MKT: SLO 1: SUMMER 2016: SUMMATIVE**



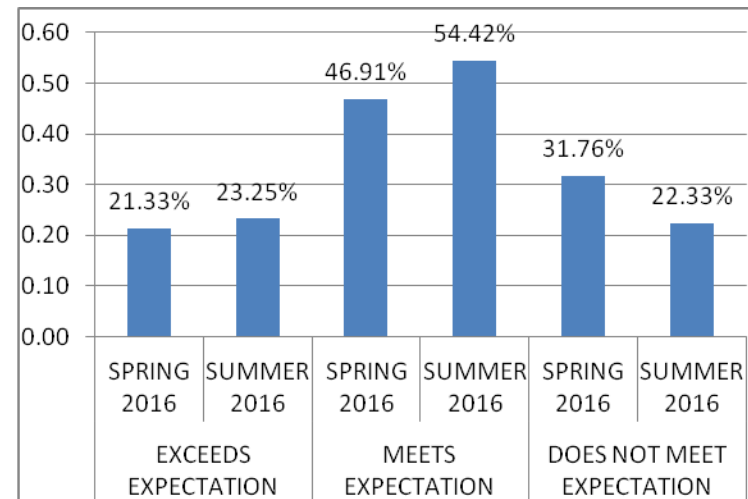
**FIGURE 98: BBA IN MKT: SLO 1: TREND: SUMMATIVE**



**FIGURE 99: BBA IN MKT: SLO 1: SUMMER 2016: FORMATIVE**



**FIGURE 100: BBA IN MKT: SLO 1: TREND: FORMATIVE**



## SUMMER 2016 STUDENT LEARNING ASSESSMENT REPORT: BBA IN MANAGEMENT

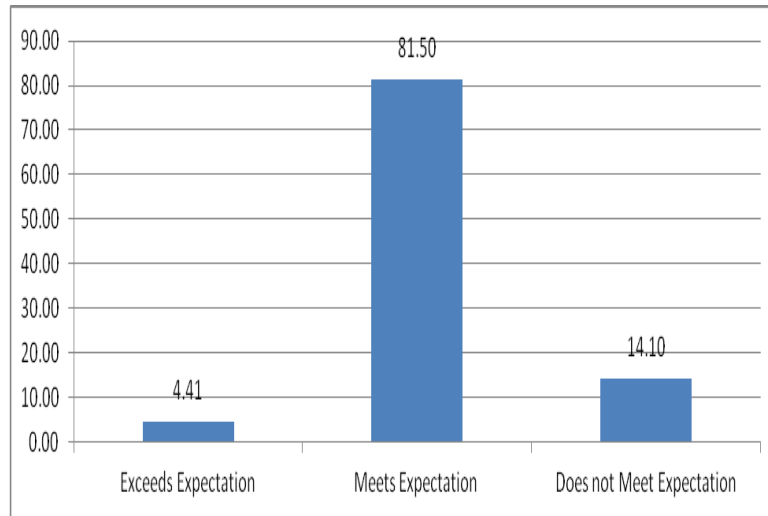
Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
1. Understand the role of entrepreneurship in business, its benefits and drawbacks.	<p><b><u>Summative:</u></b> Exit Assessment Test, and Course Embedded Assessment (MGT 405 group term project)</p> <p><b><u>Formative:</u></b> Course-Embedded Assessment (MGT 201 examinations and projects)</p>	<p><b><u>Exit Assessment Test</u></b> Exceeds Expectation: <b>0.00%</b> Meets Expectation: <b>0.00%</b> Does Not Meet Expectation: <b>0.00%</b></p> <p><b><u>Course-Embedded Assessment:</u></b> Rubric # MGT 1.R.2 (summative), MGT 1.R.1 (formative)</p>		<b>COURSE NOT OFFERED DUE TO LOW OR ZERO ENROLLMENTS OF STUDENTS IN THE COURSE.</b>	



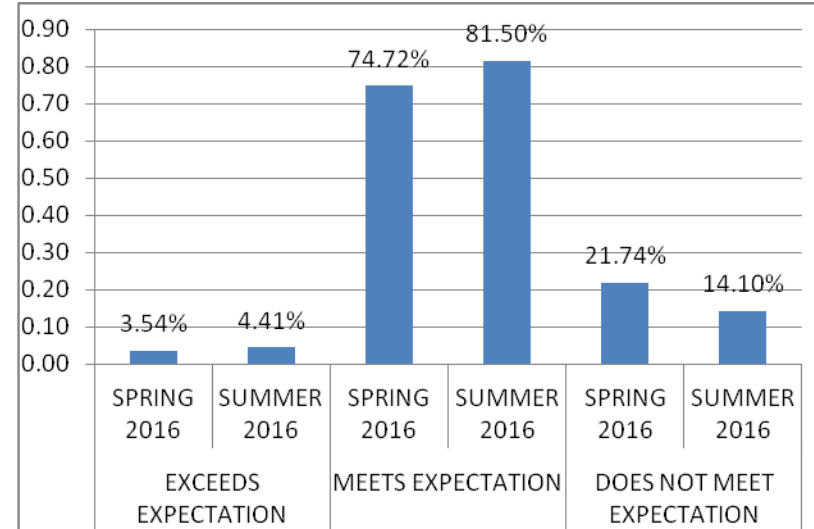
Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
2. Understanding the overall idea about the organization and work environment and enlightening with organizational theories related to motivation, communication, leadership and teams.	<p><b><u>Summative:</u></b> Exit Assessment Test, and Course Embedded Assessment (MGT 301 group term project)</p> <p><b><u>Formative:</u></b> Course-Embedded Assessment (MGT 201 examinations and projects)</p>	<p><b><u>Exit Assessment Test</u></b> Exceeds Expectation: <b>0.00%</b> Meets Expectation: <b>0.00%</b> Does Not Meet Expectation: <b>0.00%</b></p> <p><b><u>Course-Embedded Assessment:</u></b> Rubric # MGT 1.R.3 (summative), MGT 1.R.1 (formative)</p>	COURSE NOT OFFERED DUE TO LOW OR ZERO ENROLLMENTS OF STUDENTS IN THE COURSE.		

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><b><u>Summative:</u></b> Exit Assessment Test, and Course Embedded Assessment (MGT 330 group term project and examinations)</p> <p><b><u>Formative:</u></b> Course-Embedded Assessment (MGT 201 examinations and projects)</p>	<p><b><u>Exit Assessment Test</u></b> Exceeds Expectation: <b>0.00%</b> Meets Expectation: <b>0.00%</b> Does Not Meet Expectation:<b>0.00%</b></p> <p><b><u>Course-Embedded Assessment:</u></b> Rubric # MGT 1.R.4 (summative), MGT 1.R.1 (formative)</p>	See Figures 101,102, 103 and 104.	<p><b><u>Target:</u></b> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><b><u>Trend:</u></b> The percentage of students not meeting expectation is considerably low in summative assessment compared to that of spring 2016 semester.</p>	<p><b><u>Actions Taken</u></b> 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><b><u>Improvements to be Made</u></b> A new more standardized assignment will be developed in Autumn 2016 on Productivity Improvement after implementation of Lean Manufacturing Techniques. A continuation from the current semester's project.</p>

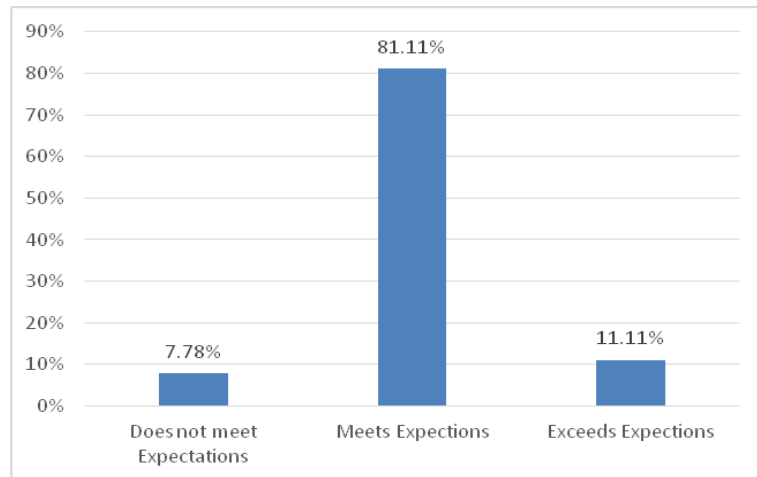
**FIGURE 101: BBA IN MGT: SLO 3: SUMMER 2016: SUMMATIVE**



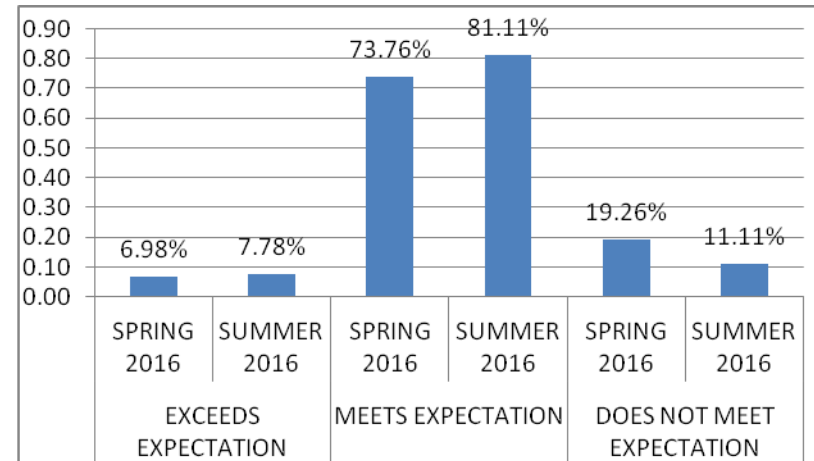
**FIGURE 102: BBA IN MGT: SLO 3: TREND: SUMMATIVE**



**FIGURE 103: BBA IN MGT: SLO 3: SUMMER 2016: FORMATIVE**



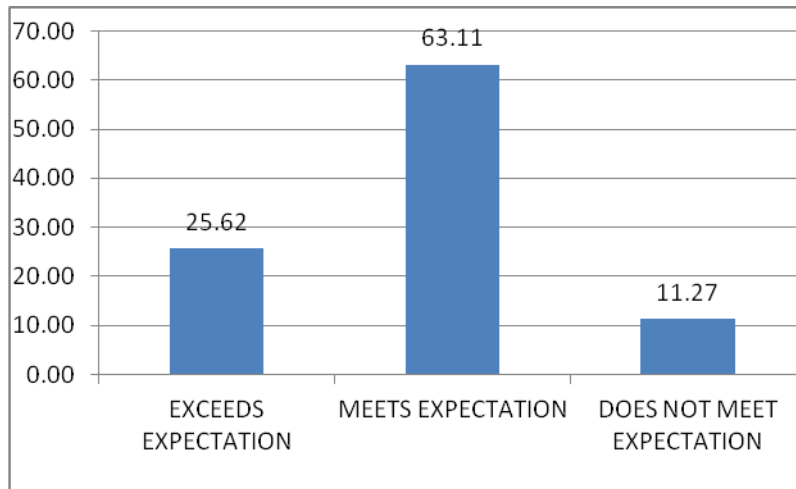
**FIGURE 104: BBA IN MGT: SLO 3: TREND: FORMATIVE**



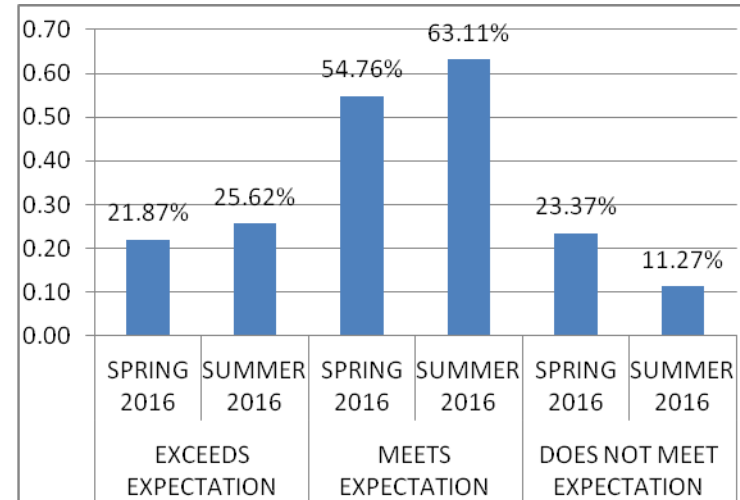
## SUMMER 2016 STUDENT LEARNING ASSESSMENT REPORT: BBA IN HRM

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><b><u>Summative:</u></b> Exit Assessment Test and Course Embedded Assessment (HRM 390 group term project)</p> <p><b><u>Formative:</u></b> Course-Embedded Assessment (HRM 301 examinations and projects)</p>	<p><b><u>Exit Assessment Test</u></b> Exceeds Expectation: <b>0.00%</b> Meets Expectation: <b>67%</b> Does Not Meet Expectation: <b>33%</b></p> <p><b><u>Course-Embedded Assessment:</u></b> Rubric # HRM 1.R.2 (summative), HRM 1.R.1 (formative)</p>	See Figures 105,106,107 and 108	<p><b><u>Target:</u></b> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><b><u>Trend:</u></b> The percentage of students not meeting expectation is considerably low in summative assessment compared to that of spring 2016 semester.</p>	<p><b><u>Actions Taken</u></b> 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><b><u>Improvements to be Made</u></b> A more standardized approach for summative assessment in HRM 390 will be developed in Autumn 2016, to ensure consistency in measurement criteria across various sections.</p>

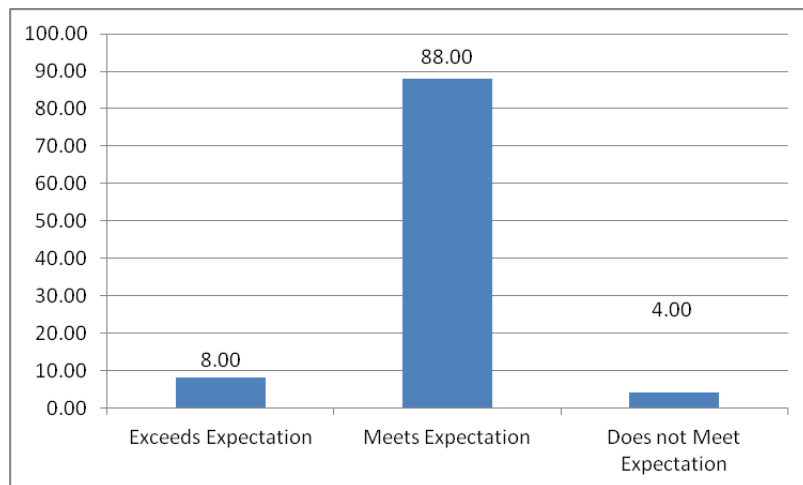
**FIGURE 105: BBA IN HRM: SLO 1: SUMMER 2016: SUMMATIVE**



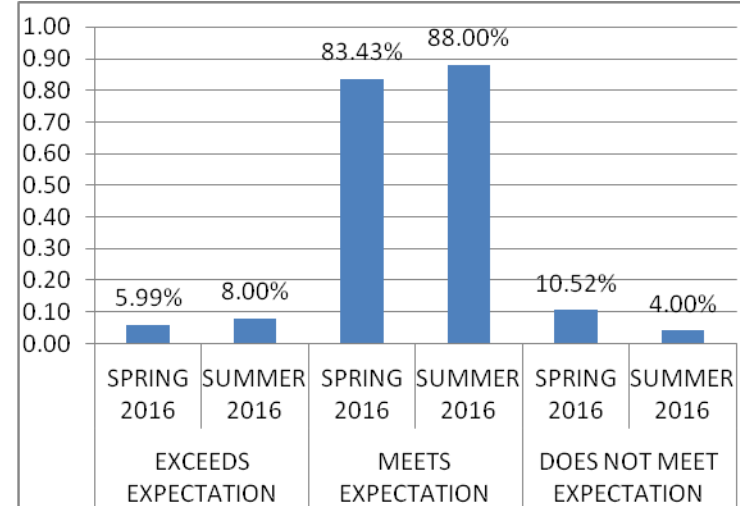
**FIGURE 106: BBA IN HRM: SLO 1: TREND:SUMMATIVE**



**FIGURE 107: BBA IN HRM: SLO 1: SUMMER 2016: FORMATIVE**

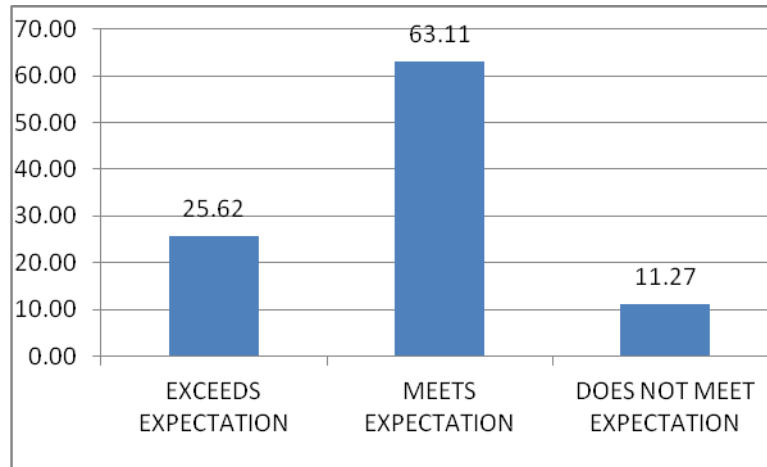


**FIGURE 108: BBA IN HRM: SLO 1: TREND: FORMATIVE**

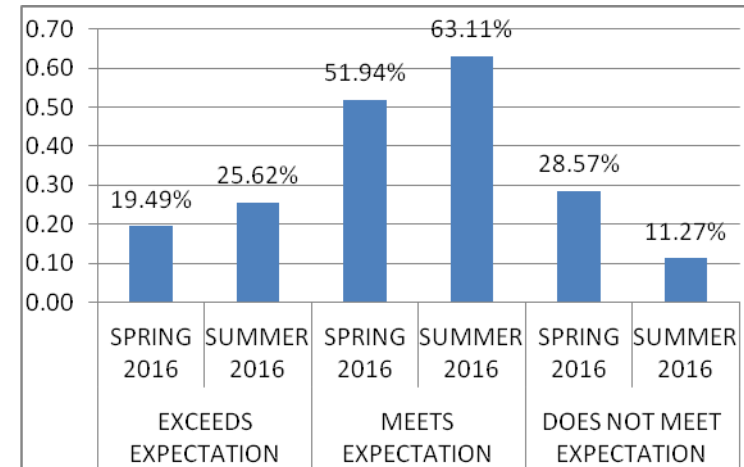


Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
2. Identify and analyze problems in the field of HRM and be able to devise apposite solutions.	<p><b><u>Summative:</u></b> Exit Assessment Test and Course Embedded Assessment (HRM 390 group term project)</p> <p><b><u>Formative:</u></b> Course-Embedded Assessment (HRM 301 examinations and projects)</p>	<p><b><u>Exit Assessment Test</u></b> Exceeds Expectation: <b>0.00%</b> Meets Expectation: <b>67%</b> Does Not Meet Expectation: <b>33%</b></p> <p><b><u>Course-Embedded Assessment:</u></b> Rubric # HRM 2.R.2 (summative), HRM 2.R.1 (formative)</p>	See Figures 109,110,111 and 112	<p><b><u>Target:</u></b> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><b><u>Trend:</u></b> The percentage of students not meeting expectation is considerably low in summative assessment compared to that of spring 2016 semester.</p>	<p><b><u>Actions Taken</u></b> 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><b><u>Improvements to be Made</u></b> Students were able to contribute better during the case discussion sessions than before.</p>

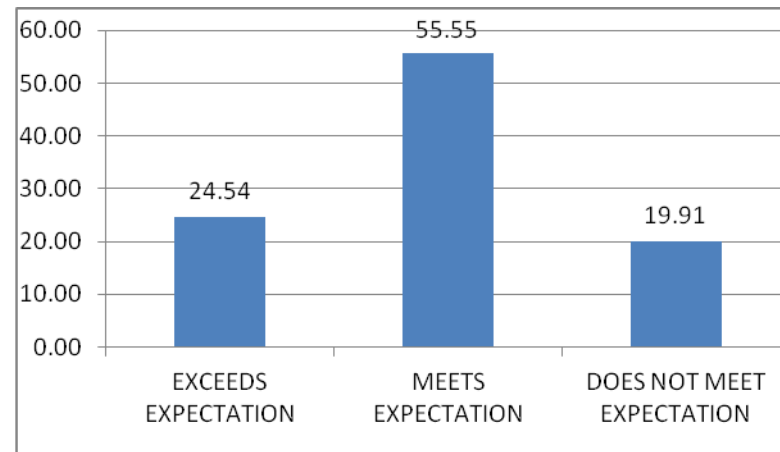
**FIGURE 109: BBA IN HRM: SLO 2: SUMMER 2016: SUMMATIVE**



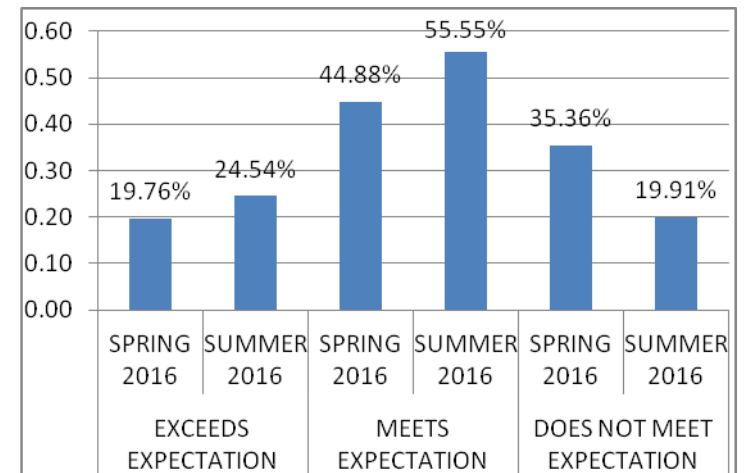
**FIGURE 110: BBA IN HRM: SLO 2: TREND:SUMMATIVE**



**FIGURE 111: BBA IN HRM: SLO 2: SUMMER 2016: FORMATIVE**



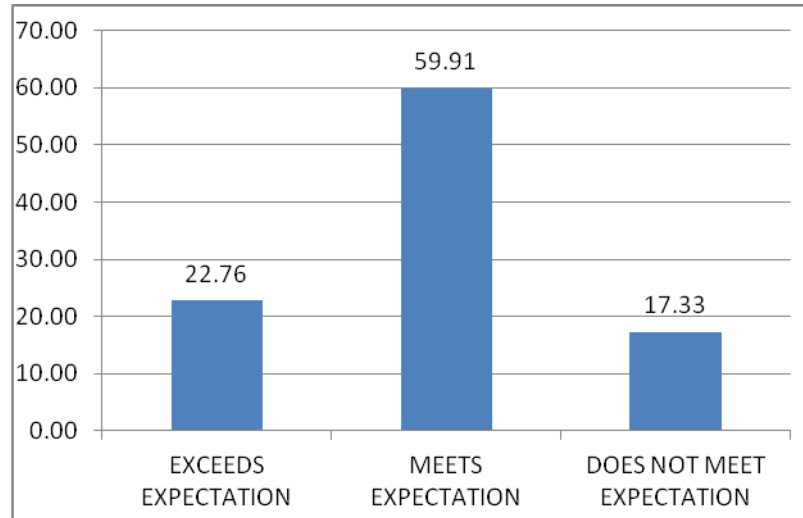
**FIGURE 112: BBA IN HRM: SLO 2: TREND: FORMATIVE**



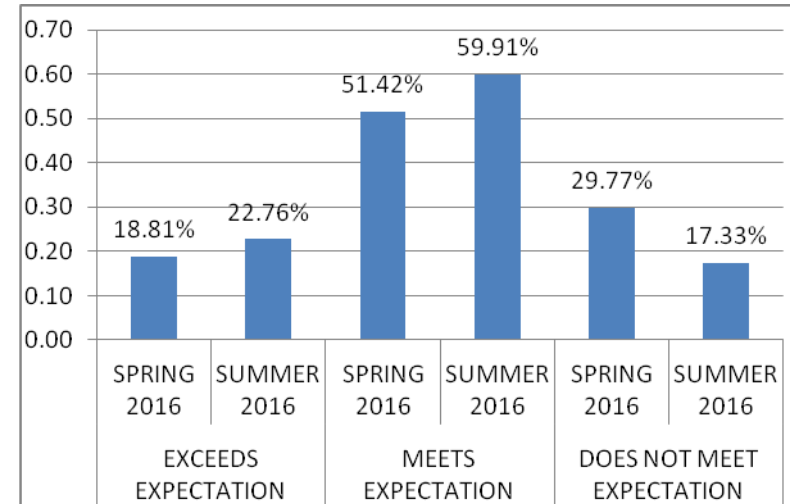
Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
3. be able to outline alternative approaches to specific policy areas, such as involvement initiatives or approaches to resourcing.	<p><b><u>Summative:</u></b> Exit Assessment Test and Course Embedded Assessment (HRM 390 group term project)</p> <p><b><u>Formative:</u></b> Course-Embedded Assessment (HRM 301 examinations and projects)</p>	<p><b><u>Exit Assessment Test</u></b> Exceeds Expectation: <b>0.00%</b> Meets Expectation: <b>67%</b> Does Not Meet Expectation: <b>33%</b></p> <p><b><u>Course-Embedded Assessment:</u></b> Rubric # HRM 3.R.2 (summative), HRM 3.R.1 (formative)</p>	See Figures 113,114,115 and 116	<p><b><u>Target:</u></b> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><b><u>Trend:</u></b> The percentage of students not meeting expectation is considerably low in summative assessment compared to that of spring 2016 semester.</p>	<p><b><u>Actions Taken</u></b> 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><b><u>Improvements to be Made</u></b> Students were able to contribute better during the case discussion sessions than before.</p>



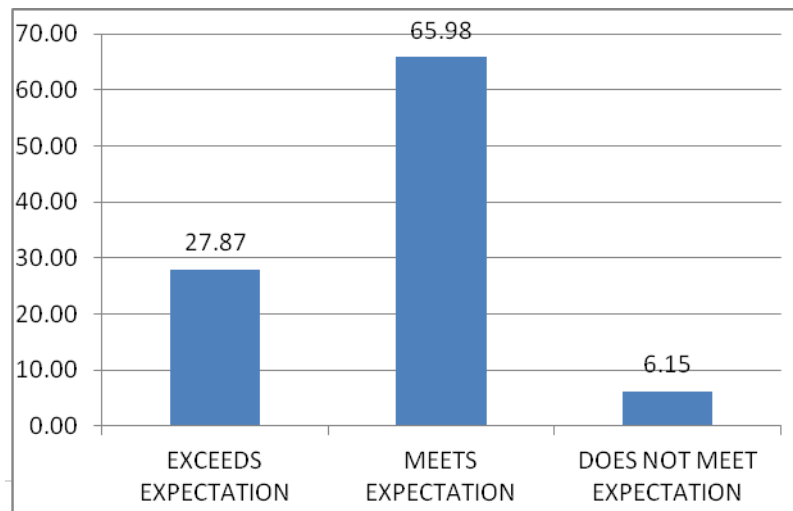
**FIGURE 113: BBA IN HRM: SLO 3: SUMMER 2016: SUMMATIVE**



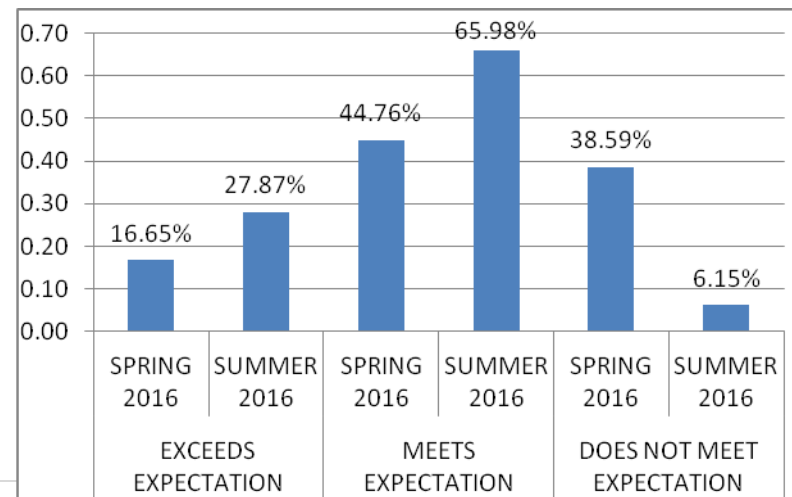
**FIGURE 114: BBA IN HRM: SLO 3: TREND: SUMMATIVE**



**FIGURE 115: BBA IN HRM: SLO 3: SUMMER 2016: FORMATIVE**

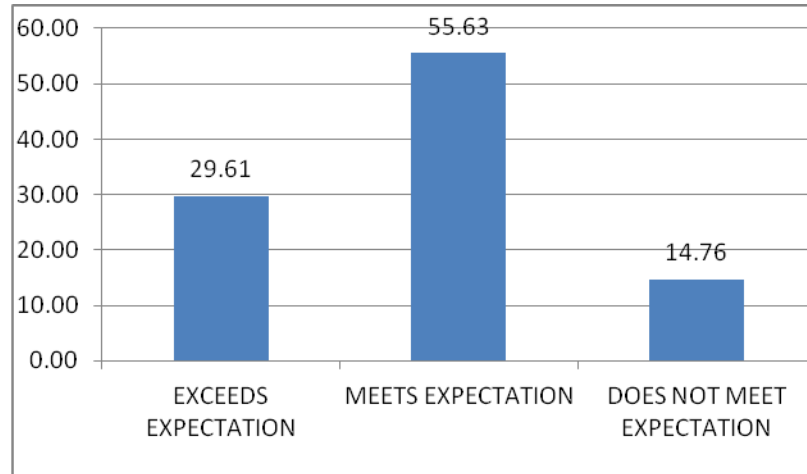


**FIGURE 116: BBA IN HRM: SLO 3: TREND: FORMATIVE**

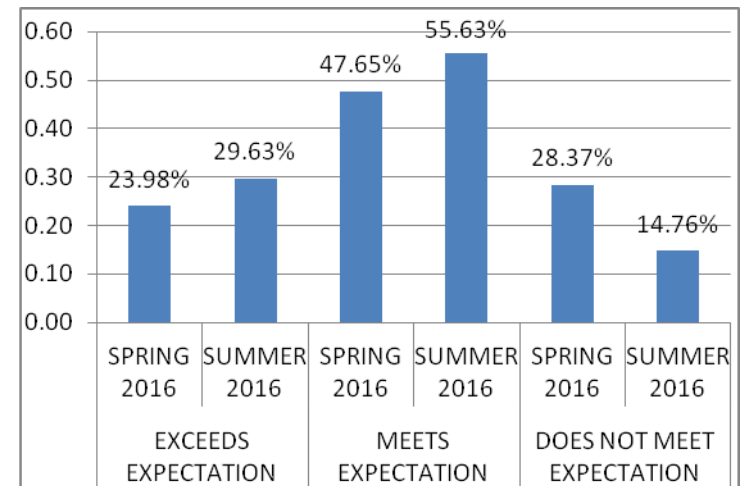


Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
4. Demonstrate that they can critically evaluate the strengths and weaknesses of particular human resource approaches in specific contexts.	<p><b><u>Summative:</u></b> Exit Assessment Test and Course Embedded Assessment (HRM 390 group term project)</p> <p><b><u>Formative:</u></b> Course-Embedded Assessment (HRM 301 examinations and projects)</p>	<p><b><u>Exit Assessment Test</u></b> Exceeds Expectation: <b>0.00%</b> Meets Expectation: <b>67%</b> Does Not Meet Expectation: <b>33%</b></p> <p><b><u>Course-Embedded Assessment:</u></b> Rubric # HRM 4.R.2 (summative), HRM 4.R.1 (formative)</p>	See Figures 117,118,119 and 120	<p><b><u>Target:</u></b> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><b><u>Trend:</u></b> The percentage of students not meeting expectation is considerably low in summative assessment compared to that of spring 2016 semester.</p>	<p><b><u>Actions Taken</u></b> 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><b><u>Improvements to be Made</u></b> Students have performed better in project relative to their midterm exams.</p>

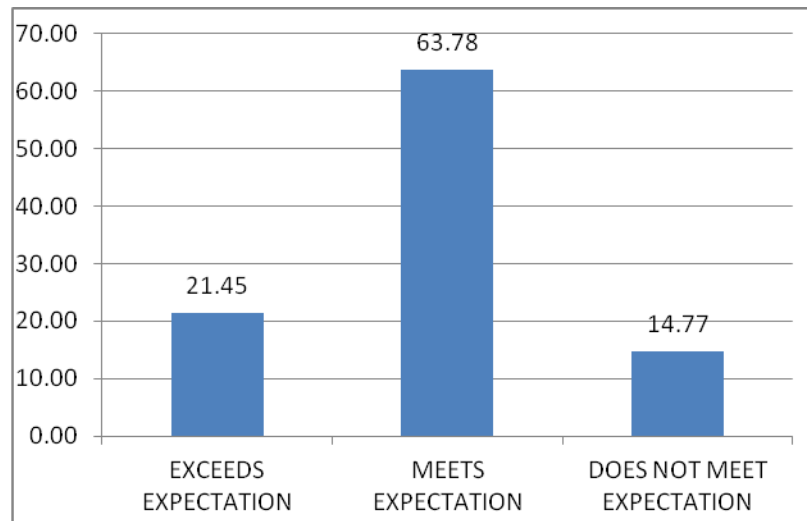
**FIGURE 117: BBA IN HRM: SLO 4: SUMMER 2016: SUMMATIVE**



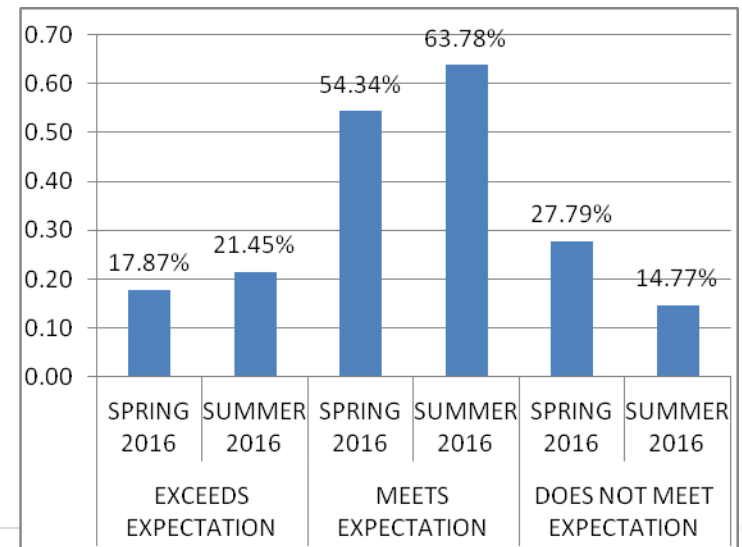
**FIGURE 118: BBA IN HRM: SLO 4: TREND: SUMMATIVE**



**FIGURE 119: BBA IN HRM: SLO 4: SUMMER 2016: FORMATIVE**

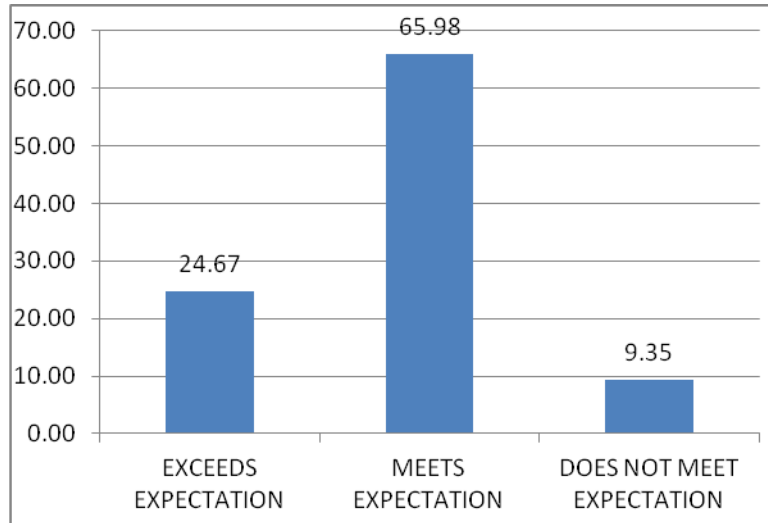


**FIGURE 120: BBA IN HRM: SLO 4: TREND: FORMATIVE**

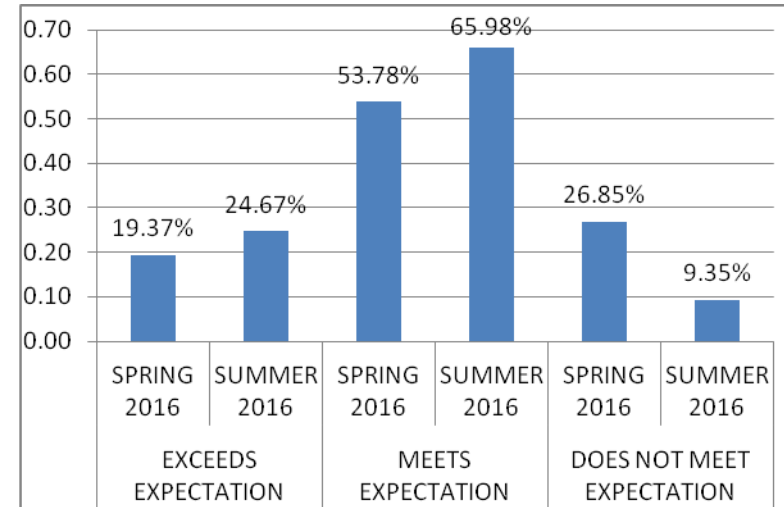


Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
5. Exhibit an awareness of the concerns and experiences of a range of organizational stakeholders whilst identifying the implications of a variety of policy alternatives for all stakeholder groups.	<p><b><u>Summative:</u></b> Exit Assessment Test and Course Embedded Assessment (HRM 390 group term project)</p> <p><b><u>Formative:</u></b> Course-Embedded Assessment (HRM 301 examinations and projects)</p>	<p><b><u>Exit Assessment Test</u></b> Exceeds Expectation: <b>0.00%</b> Meets Expectation: <b>67%</b> Does Not Meet Expectation: <b>33%</b></p> <p><b><u>Course-Embedded Assessment:</u></b> Rubric # HRM 5.R.2 (summative), HRM 5.R.1 (formative)</p>	See Figures 121,122,123, and 124	<p><b><u>Target:</u></b> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><b><u>Trend:</u></b> The percentage of students not meeting expectation is considerably low in summative assessment compared to that of spring 2016 semester.</p>	<p><b><u>Actions Taken</u></b> In order to ensure that students are capable to understand how wider social, economic and legal aspects of a country affect Strategic HRM policies, a set of relevant courses have been selected as prerequisites for students to take this course from summer, 2016 semester.</p> <p><b><u>Improvements to be Made</u></b> Improvement would be measured from Autumn, 2016 semester.</p>

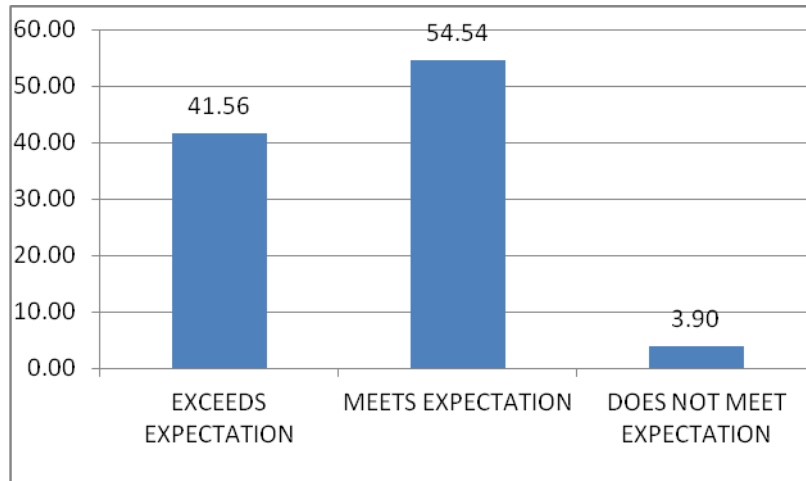
**FIGURE 121: BBA IN HRM: SLO 5: SUMMER 2016: FORMATIVE**



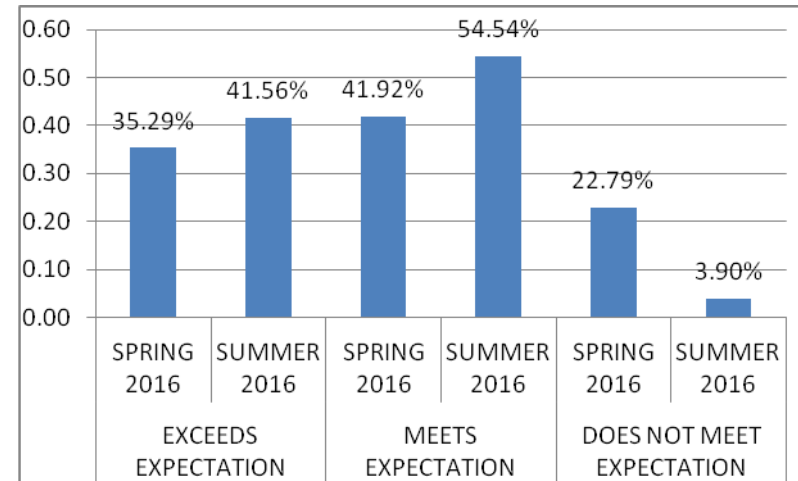
**FIGURE 122: BBA IN HRM: SLO 5: TREND: SUMMATIVE**



**FIGURE 123: BBA IN HRM: SLO 5: SUMMER 2016: SUMMATIVE**

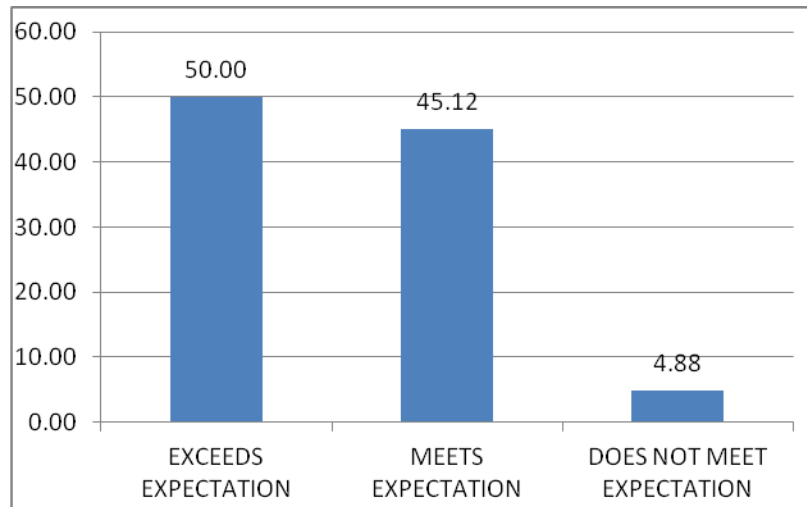


**FIGURE 124: BBA IN HRM: SLO 5: TREND: FORMATIVE**

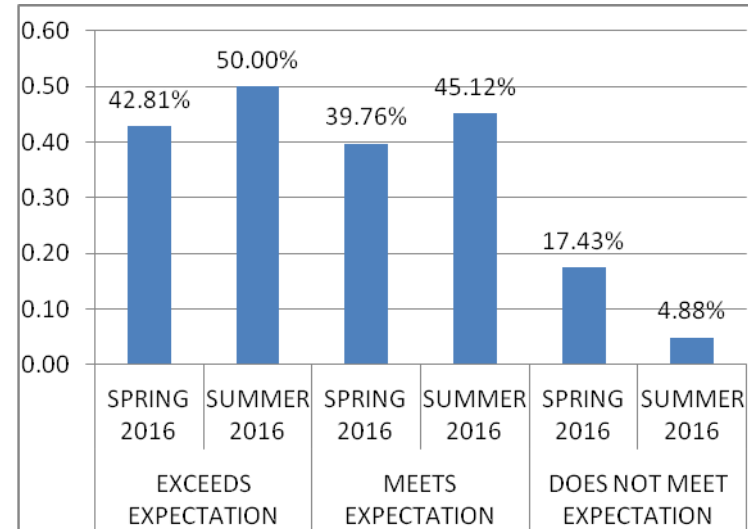


Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements Made
6. Be able to identify and appreciate the significance of ethical and institutional issues in HR practices and the management of people in the workplace.	<p><b><u>Summative:</u></b> Exit Assessment Test and Course Embedded Assessment (HRM 380 group term project)</p> <p><b><u>Formative:</u></b> Course-Embedded Assessment (HRM 301 examinations and projects)</p>	<p><b><u>Exit Assessment Test</u></b> Exceeds Expectation: <b>0.00%</b> Meets Expectation: <b>67%</b> Does Not Meet Expectation: <b>33%</b></p> <p><b><u>Course-Embedded Assessment:</u></b> Rubric # HRM 6.R.3 (summative), HRM 6.R.1 (formative)</p>	See Figures 125,126,127 and 128	<p><b><u>Target:</u></b> <b>80% students should meet or, exceed expectation.</b> Students met the target for both the formative and summative Assessment.</p> <p><b><u>Trend:</u></b> The percentage of students not meeting expectation is considerably low in summative assessment compared to that of spring 2016 semester.</p>	<p><b><u>Actions Taken</u></b> 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><b><u>Improvements Made</u></b> A more in depth and standardized approach for summative assessment in HRM 380 will be developed in Autumn2015, to ensure consistency in measurement criteria across various sections.</p>

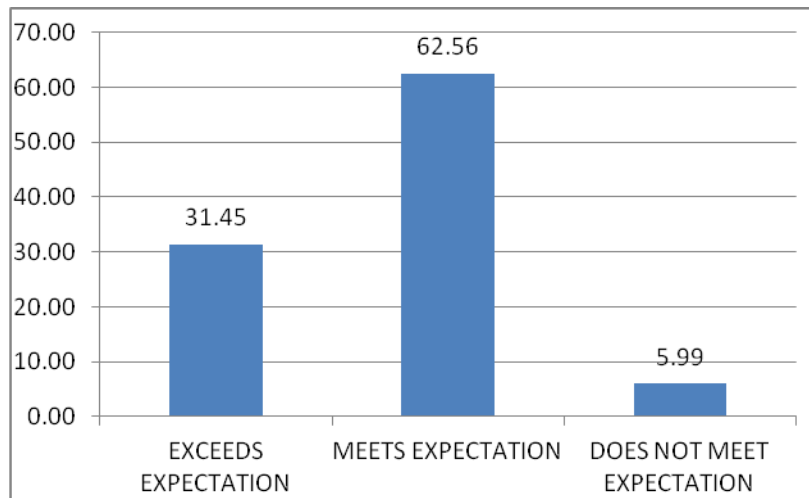
**FIGURE 125: BBA IN HRM: SLO 6: SUMMER 2016: SUMMATIVE**



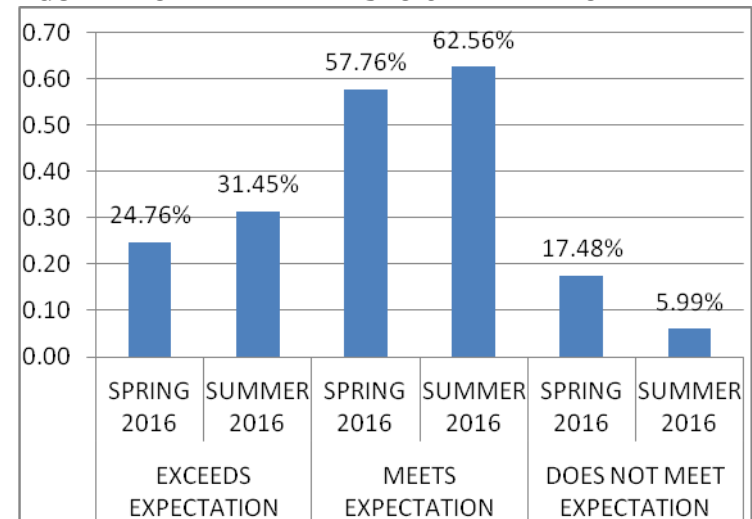
**FIGURE 126: BBA IN HRM: SLO 6: TREND: SUMMATIVE**



**FIGURE 127: BBA IN HRM: SLO 6: SUMMER 2016: FORMATIVE**



**FIGURE 128: BBA IN HRM: SLO 6: TREND: FORMATIVE**

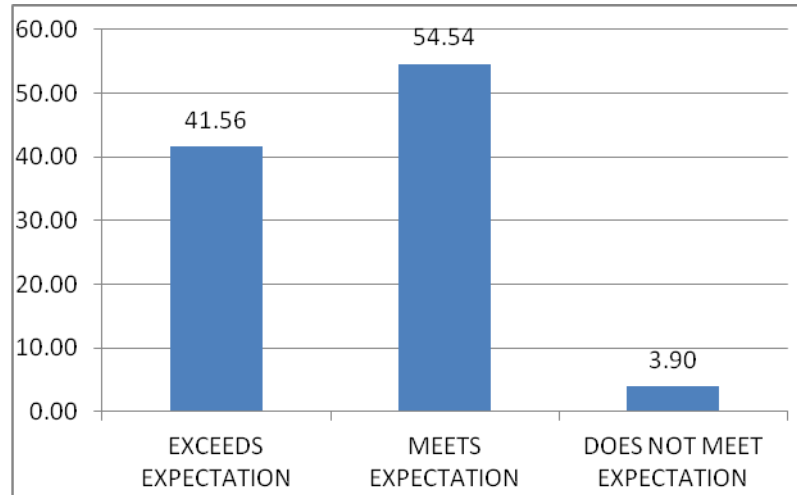


## SUMMER 2016 STUDENT LEARNING ASSESSMENT REPORT: MASTER OF BUSINESS ADMINISTRATION

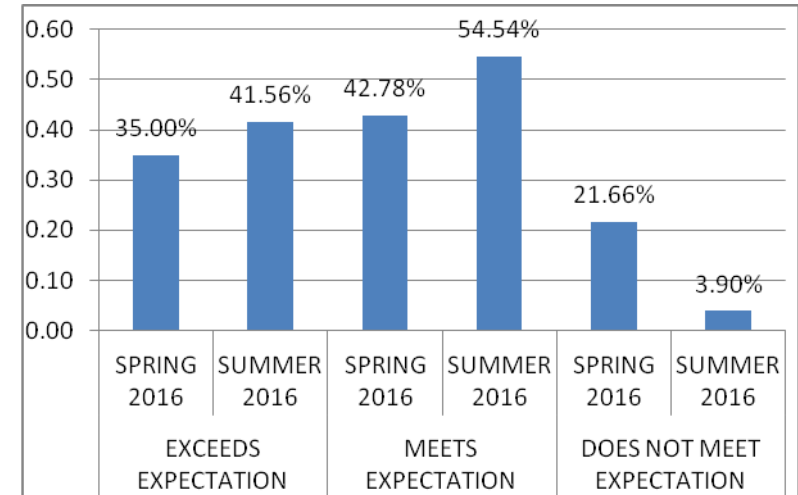
Program Learning Goal	Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
1. Managerial Communications	1.1 Communicate knowledge effectively reflecting managerial proficiency	<p><b><u>Summative:</u></b> Exit Assessment Test, and Course Embedded Assessment (MBA 550 final term projects).</p> <p><b><u>Formative:</u></b> Course-Embedded Assessment (MBA 512 final term projects and examinations).</p>	<p><b><u>Course-Embedded Assessment:</u></b> Rubric # MBA 1.1.R.2 (summative), MBA 1.1.R.1 (formative)</p>	See Figures 129,130,131 and 132	<p><b><u>Target:</u></b> <i><b>80% students should meet or, exceed expectation.</b></i> Students met the target for both the formative and summative Assessment.</p> <p><b><u>Trend:</u></b> The percentage of students not meeting expectation is considerably low in summative assessment compared to that of spring 2016 semester.</p>	<p><b><u>Actions Taken</u></b> 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><b><u>Improvements to be Made</u></b> A standardized approach for summative assessment in MBA 550 will be developed in Autumn 2016, to ensure consistency in measurement criteria across various sections.</p>



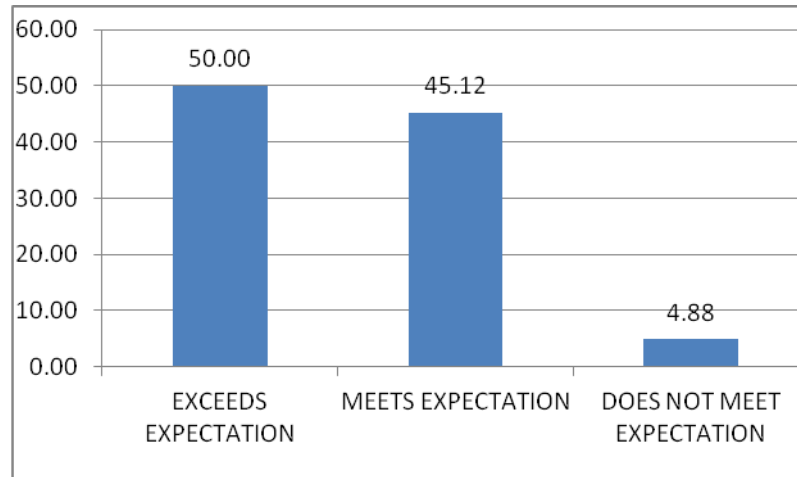
**FIGURE 129: MBA PLG 1, SLO 1.1: SUMMER 2016: SUMMATIVE**



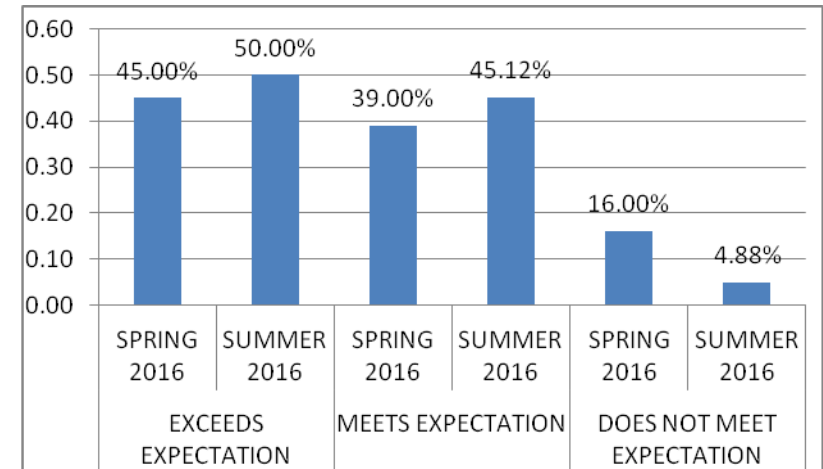
**FIGURE 130: MBA PLG 1, SLO 1.1: TREND: SUMMATIVE**



**FIGURE 131: MBA PLG 1, SLO 1.1: SUMMER 2016: FORMATIVE**

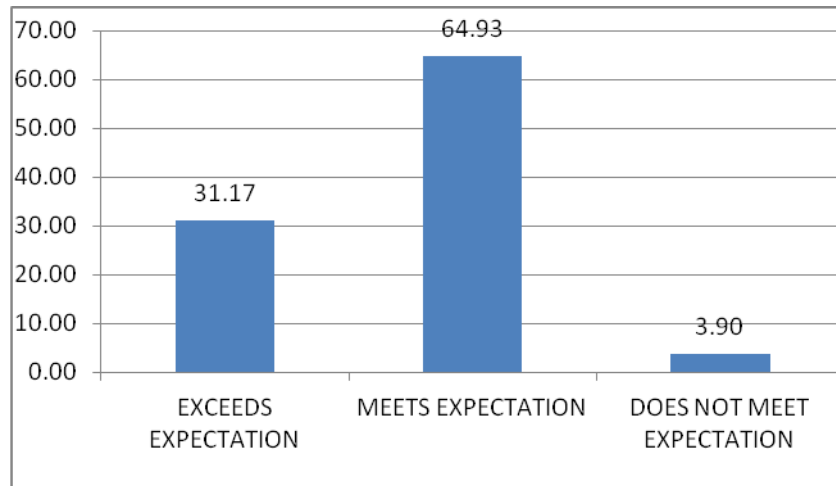


**FIGURE 132: MBA PLG 1, SLO 1.1: TREND: FORMATIVE**

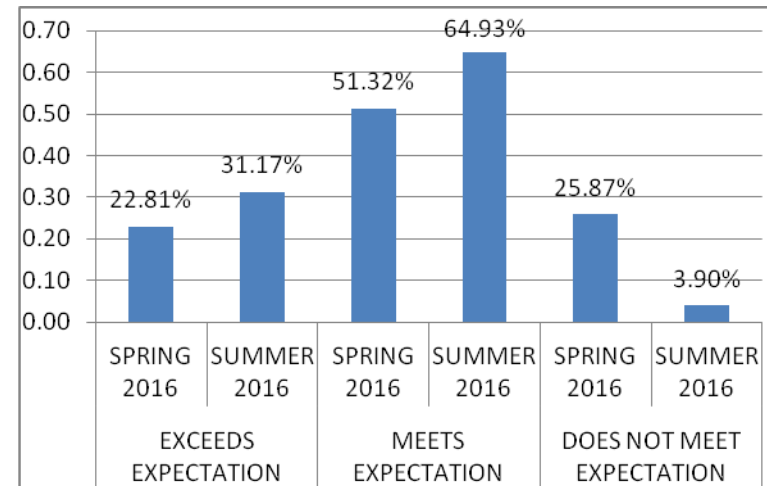


Program Learning Goal	Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
2. Critical Thinking and Decision Making	2.1 Effective decision making through critical thinking strategies and determine effective solution for management dilemmas with the use of extensive internal and external information analysis.	<p><b><u>Summative:</u></b> Exit Assessment Test, and Course Embedded Assessment (MBA 550 final term projects).</p> <p><b><u>Formative:</u></b> Course-Embedded Assessment (MBA 512 final term projects and examinations).</p>	<b><u>Course-Embedded Assessment:</u></b> Rubric # MBA 2.1.R.2 (summative), MBA 2.1.R.1 (formative)	See Figures 133,134,135 and 136	<p><b><u>Target:</u></b> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><b><u>Trend:</u></b> The percentage of students not meeting expectation is considerably low in summative assessment compared to that of spring 2016 semester.</p>	<p><b><u>Actions Taken</u></b> 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><b><u>Improvements to be Made</u></b> A standardized approach for summative assessment in MBA 550 will be developed in Autumn 2016, to ensure consistency in measurement criteria across various sections.</p>

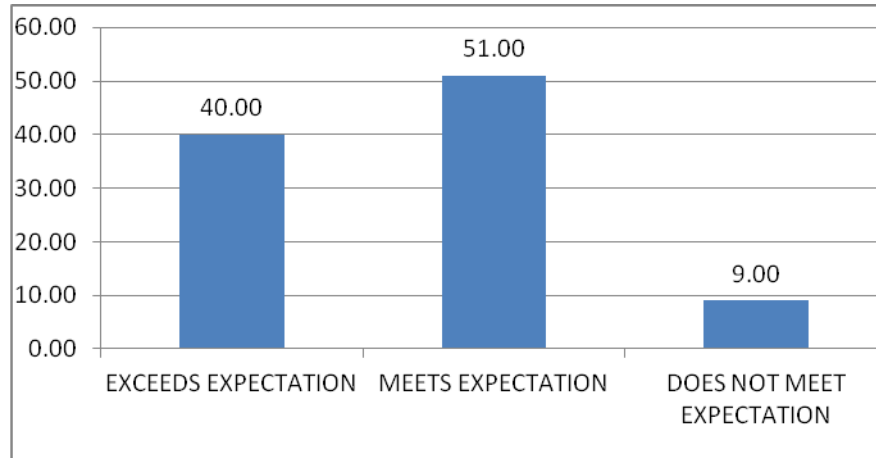
**FIGURE 133: MBA PLG 2, SLO 2.1: SUMMER 2016: SUMMATIVE**



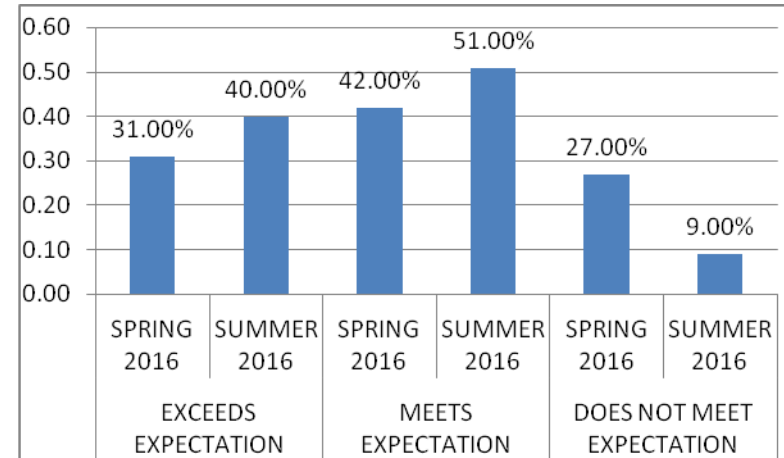
**FIGURE 134: MBA PLG 2, SLO 2.1: TREND: SUMMATIVE**



**FIGURE 135: MBA PLG 2, SLO 2.1: SUMMER 2016: FORMATIVE**

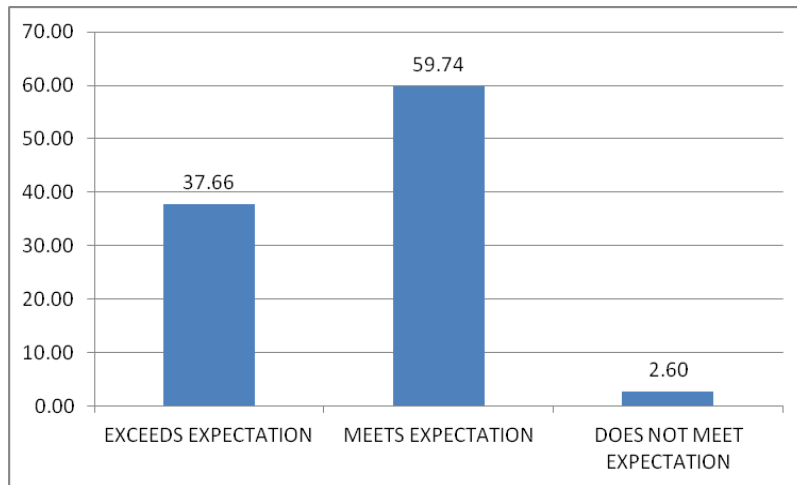


**FIGURE 136: MBA PLG 2, SLO 2.1: TREND: FORMATIVE**

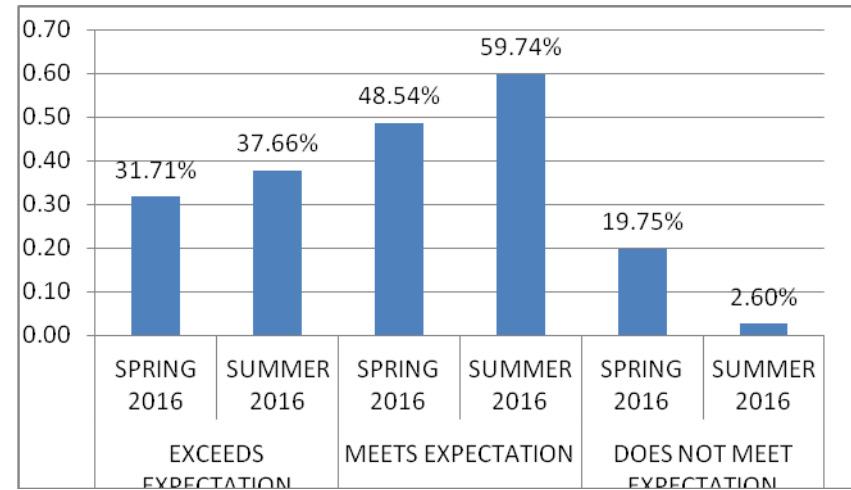


Program Learning Goal	Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
3. Application of Managerial Knowledge and Skills	3.1 Application of Managerial Knowledge and Skills to explain composite management issues and provide informed business improvements.	<p><b><u>Summative:</u></b> Exit Assessment Test, and Course Embedded Assessment (MBA 550 final term projects).</p> <p><b><u>Formative:</u></b> Course-Embedded Assessment (MBA 512 final term projects and examinations).</p>	<b><u>Course-Embedded Assessment:</u></b> Rubric # MBA 3.1.R.2 (summative), MBA 3.1.R.1 (formative)	See Figures 137,138,139 and 140	<p><b><u>Target:</u></b> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><b><u>Trend:</u></b> The percentage of students not meeting expectation is considerably low in summative assessment compared to that of spring 2016 semester.</p>	<p><b><u>Actions Taken</u></b> 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><b><u>Improvements to be Made</u></b> A standardized approach for summative assessment in MBA 550 will be developed in Autumn 2016, to ensure consistency in measurement criteria across various sections.</p>

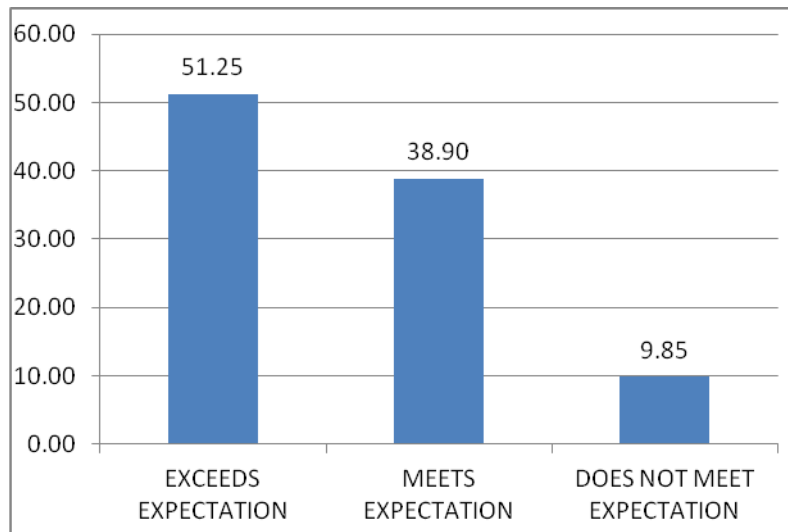
**FIGURE 137: MBA PLG 3, SLO 3.1: SUMMER 2016: SUMMATIVE**



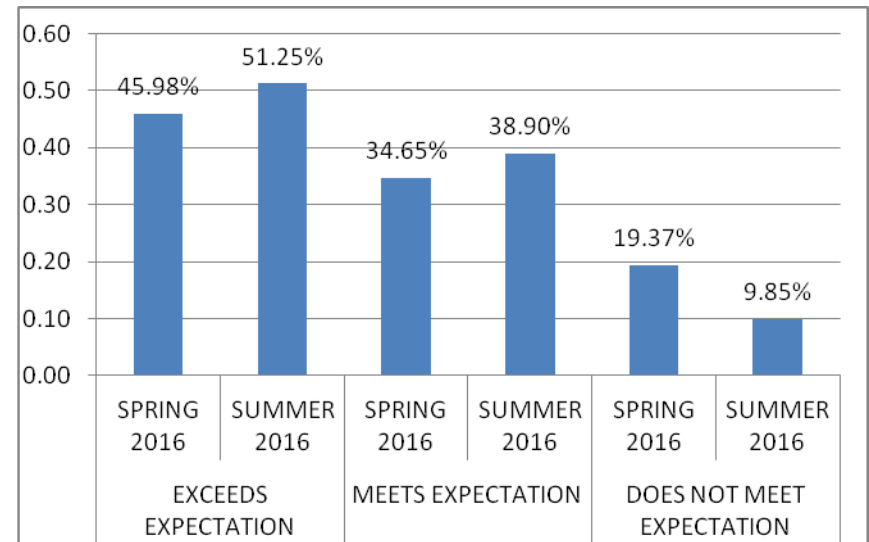
**FIGURE 138: MBA PLG 3, SLO 3.1 TREND: SUMMATIVE**



**FIGURE 139: MBA PLG 3, SLO 3.1: SUMMER 2016: FORMATIVE**

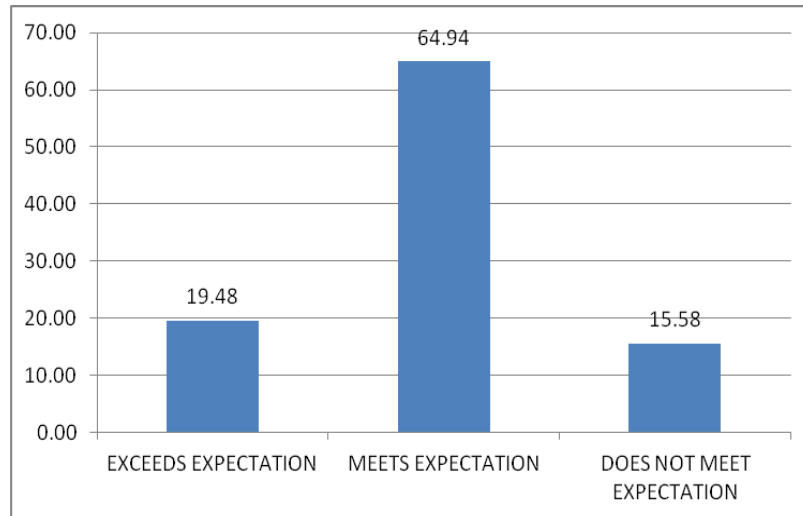


**FIGURE 140: MBA PLG 3, SLO 3.1: TREND: FORMATIVE**

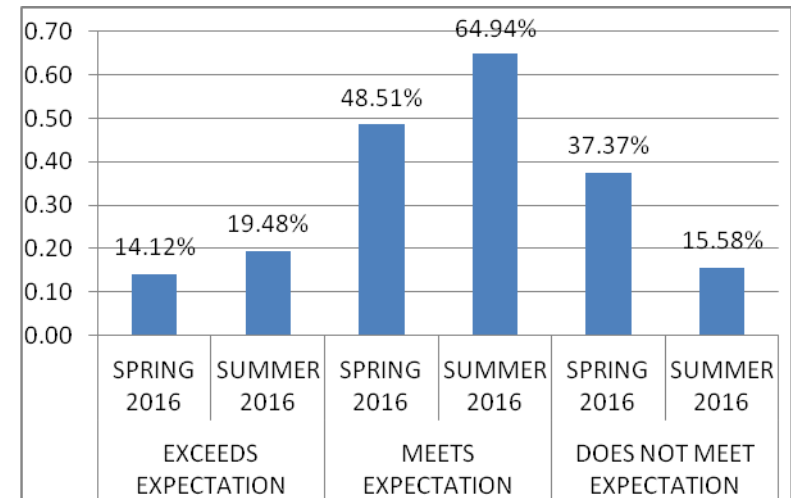


Program Learning Goal	Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
4. Global Perspectives	4.1 Utilize global business information to enhance decision making in a global perspective.	<p><b><u>Summative:</u></b> Exit Assessment Test, and Course Embedded Assessment (MBA 550 final term projects).</p> <p><b><u>Formative:</u></b> Course-Embedded Assessment (MBA 514 final term projects and examinations).</p>	<p><b><u>Course-Embedded Assessment:</u></b> Rubric # MBA 4.1.R.2 (summative), MBA 4.1.R.3 (formative)</p>	See Figures 141,142,143 and 144	<p><b><u>Target:</u></b> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><b><u>Trend:</u></b> The percentage of students not meeting expectation is considerably low in summative assessment compared to that of spring 2016 semester.</p>	<p><b><u>Actions Taken</u></b> 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><b><u>Improvements to be Made</u></b> A standardized approach for summative assessment in MBA 550 will be developed in Autumn 2016, to ensure consistency in measurement criteria across various sections.</p>

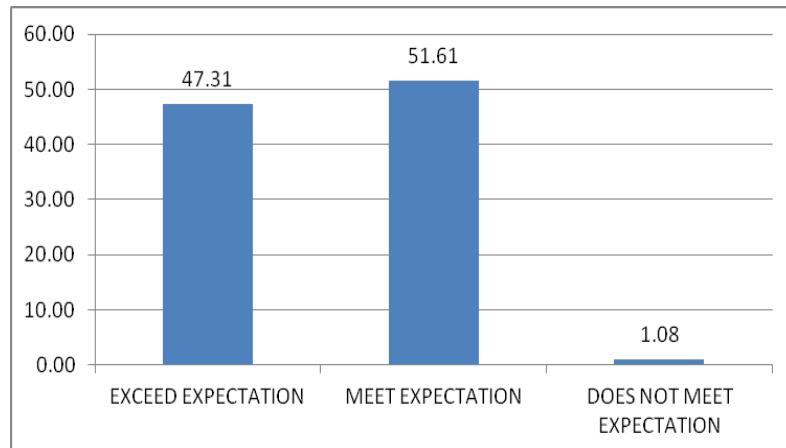
**FIGURE 141: MBA PLG 4, SLO 4.1: SUMMER 2016: SUMMATIVE**



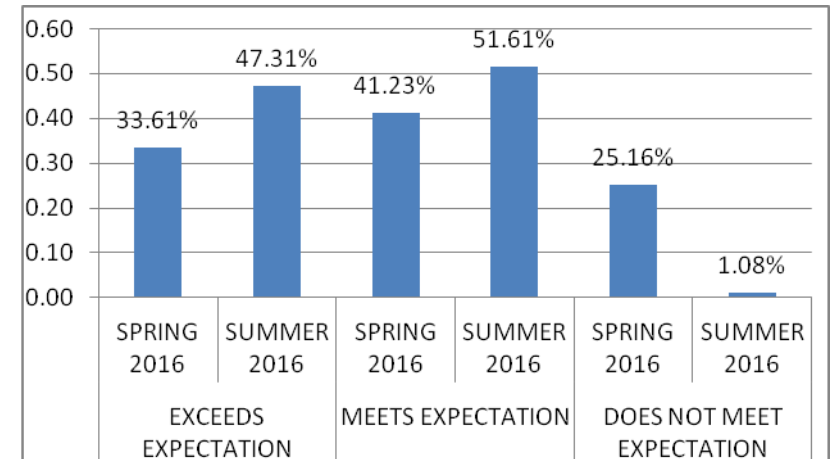
**FIGURE 142: MBA PLG 5, SLO 4.1: TREND: SUMMATIVE**



**FIGURE 143: MBA PLG 4, SLO 4.1: SUMMER 2016: FORMATIVE**



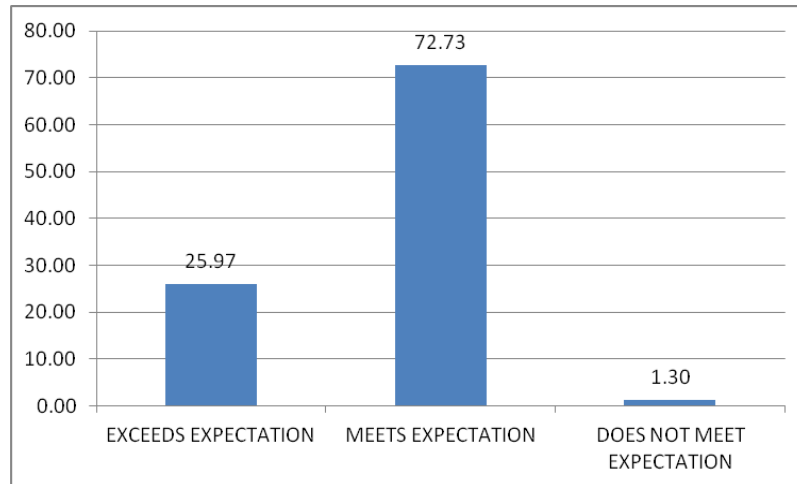
**FIGURE 144: MBA PLG 5, SLO 4.1: TREND: FORMATIVE**



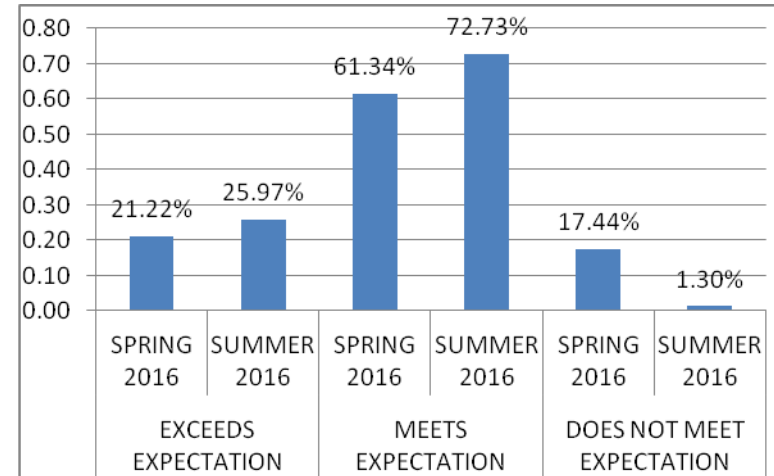
Program Learning Goal	Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
5. Ethical Considerations	5.1 Evaluate and articulate ethical considerations in managerial decision making and in enterprise management.	<p><b><u>Summative:</u></b> Exit Assessment Test, and Course Embedded Assessment (MBA 550 final term projects).</p> <p><b><u>Formative:</u></b> Course-Embedded Assessment (MBA 515 final term projects and examinations).</p>	<p><b><u>Course-Embedded Assessment:</u></b> Rubric # MBA 5.1.R.2 (summative), MBA 5.1.R.4 (formative)</p>	See Figures 145,146,147, and 148	<p><b><u>Target:</u></b> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><b><u>Trend:</u></b> The percentage of students not meeting expectation is considerably low in summative assessment compared to that of spring 2016 semester.</p>	<p><b><u>Actions Taken</u></b> 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><b><u>Improvements to be Made</u></b> A standardized approach for summative assessment in MBA 550 will be developed in Autumn 2016, to ensure consistency in measurement criteria across various sections.</p>



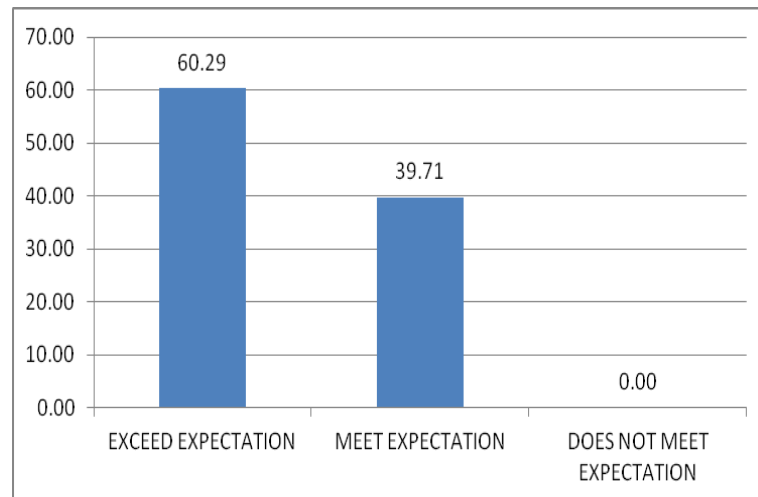
**FIGURE 145: MBA PLG 5, SLO 5.1: SUMMER 2016: SUMMATIVE**



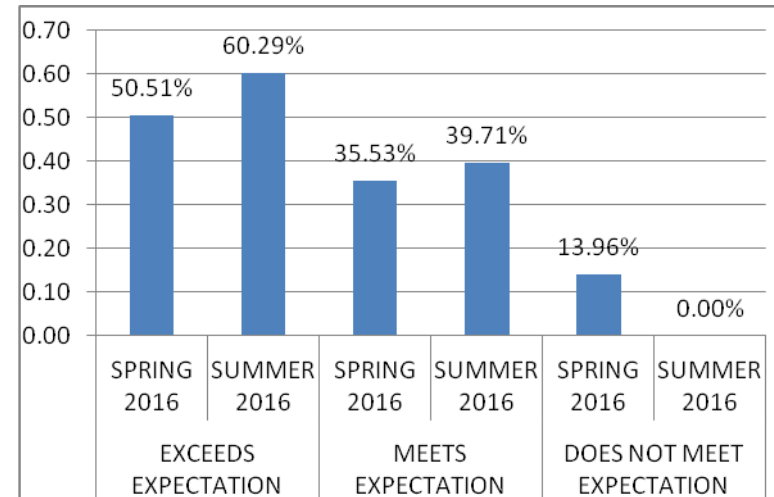
**FIGURE 146: MBA PLG 5, SLO 5.1: TREND: SUMMATIVE**



**FIGURE 147: MBA PLG 5, SLO 5.1: SUMMER 2016: FORMATIVE**



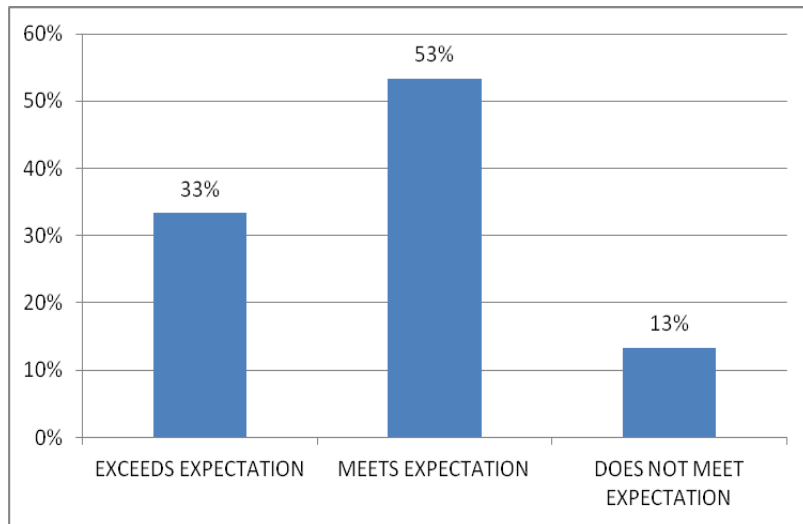
**FIGURE 148: MBA PLG 5, SLO 5.1: TREND: FORMATIVE**



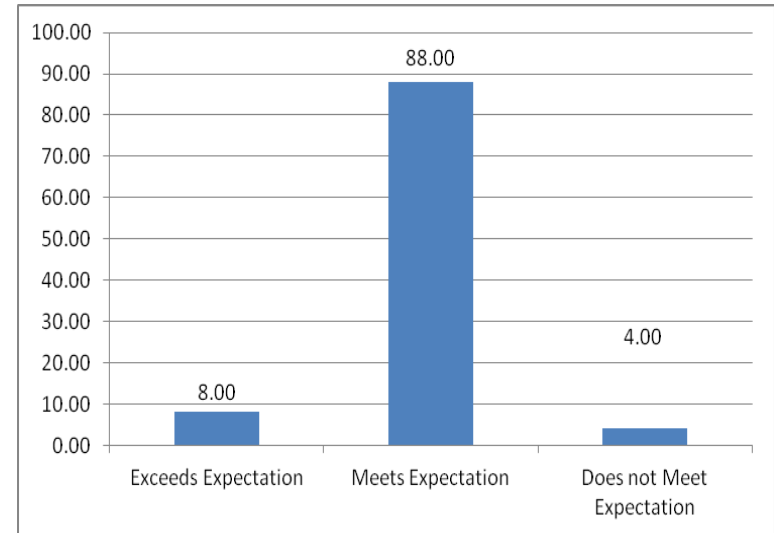
## SUMMER 2016 STUDENT LEARNING ASSESSMENT REPORT: MBA IN FINANCE

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><b><u>Summative:</u></b> Exit Assessment Test and Course Embedded Assessment (FIN 541 group term project)</p> <p><b><u>Formative:</u></b> Course-Embedded Assessment (MBA 511 examinations and projects)</p>	<p><b><u>Course-Embedded Assessment:</u></b> Rubric # FIN 1.R.2 (summative), FIN 1.R.1 (formative)</p>	See Figures 149 and 150	<p><b><u>Target:</u></b> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><b><u>Trend:</u></b> The percentage of students not meeting expectation is negligible in both formative and summative assessments.</p>	<p><b><u>Actions Taken</u></b> 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><b><u>Improvements to be Made</u></b> A standardized approach for summative assessment in FIN 541 will be developed in Autumn 2016, to ensure consistency in measurement criteria across various sections.</p>

**FIGURE 149: MBA IN FIN: SLO 1: SUMMER 2016: SUMMATIVE**

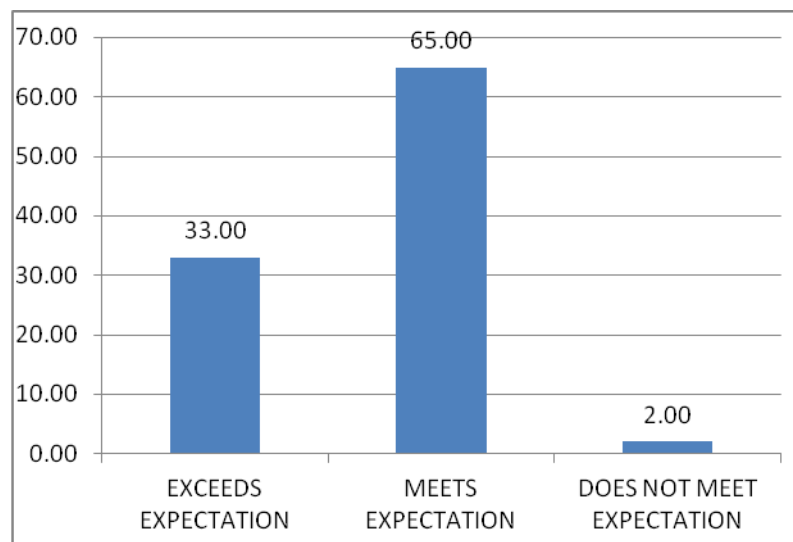


**FIGURE 150: BBA IN FIN: SLO 1: SUMMER 2016: FORMATIVE**

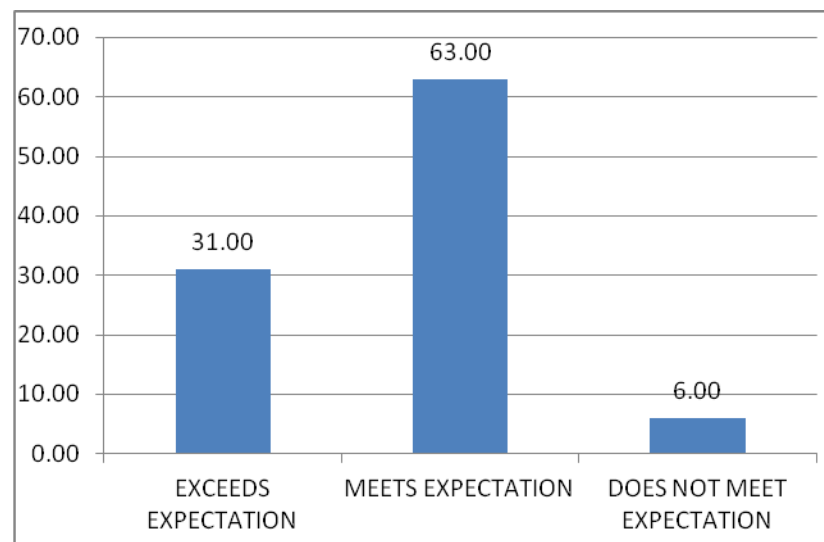


Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
2.Managing financing and investment decision of corporate in order to achieve good governance.	<p><b><u>Summative:</u></b> Exit Assessment Test and Course Embedded Assessment (FIN 541 group term project)</p> <p><b><u>Formative:</u></b> Course-Embedded Assessment (MBA 511 examinations and projects)</p>	<p><b><u>Course-Embedded Assessment:</u></b> Rubric # FIN 2.R.2 (summative), FIN 2.R.1 (formative)</p>	See Figures 151 and 152	<p><b><u>Target:</u></b> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><b><u>Trend:</u></b> The percentage of students not meeting expectation is negligible in both formative and summative assessments.</p>	<p><b><u>Actions Taken</u></b> 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><b><u>Improvements to be Made</u></b> A standardized approach for summative assessment in FIN 541 will be developed in Autumn 2016, to ensure consistency in measurement criteria across various sections.</p>

**FIGURE 151: MBA IN FIN: SLO 2: SUMMER 2016: SUMMATIVE**

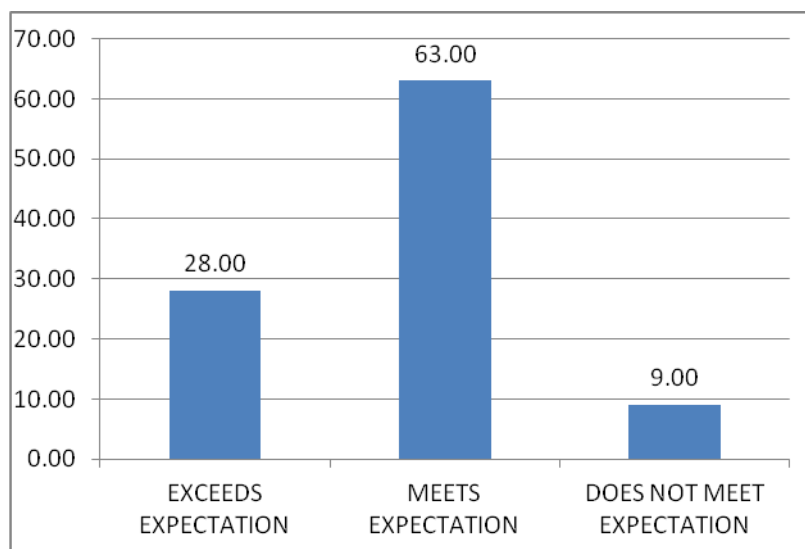


**FIGURE152: MBA IN FIN: SLO 2: SUMMER 2016: FORMATIVE**

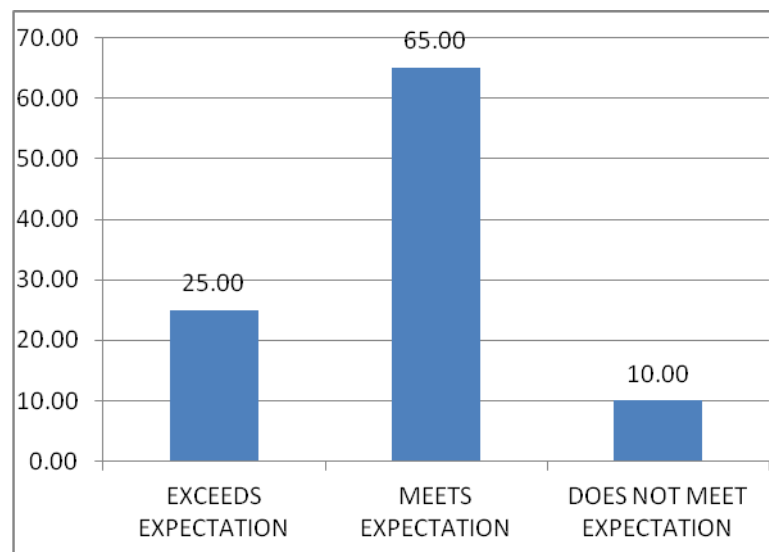


Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
3. Be able to apply best investment strategy by analyzing various investment options.	<p><b><u>Summative:</u></b> Exit Assessment Test and Course Embedded Assessment (FIN 542 group term project)</p> <p><b><u>Formative:</u></b> Course-Embedded Assessment (MBA 511 examinations and projects)</p>	<p><b><u>Course-Embedded Assessment:</u></b> Rubric # FIN 3.R.3 (summative), FIN 3.R.1 (formative)</p>	See Figures 153 and 154	<p><b><u>Target:</u></b> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><b><u>Trend:</u></b> The percentage of students not meeting expectation is negligible in both formative and summative assessments.</p>	<p><b><u>Actions Taken</u></b> 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><b><u>Improvements to be Made</u></b> A standardized approach for summative assessment in FIN 542 will be developed in Autumn 2016, to ensure consistency in measurement criteria across various sections.</p>

**FIGURE 153: MBA IN FIN: SLO 3: SUMMER 2016: SUMMATIVE**



**FIGURE 154: MBA IN FIN: SLO 3: SUMMER 2016: FORMATIVE**

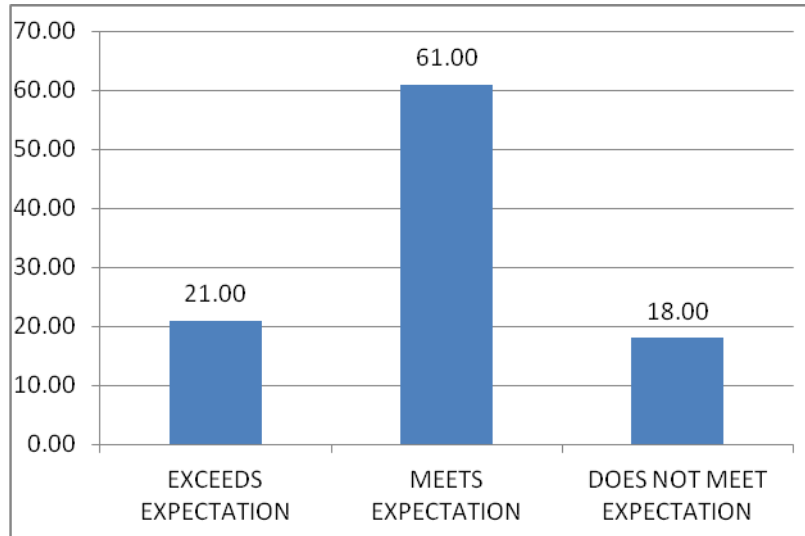


## SUMMER 2016 STUDENT LEARNING ASSESSMENT REPORT: MBA IN HRM

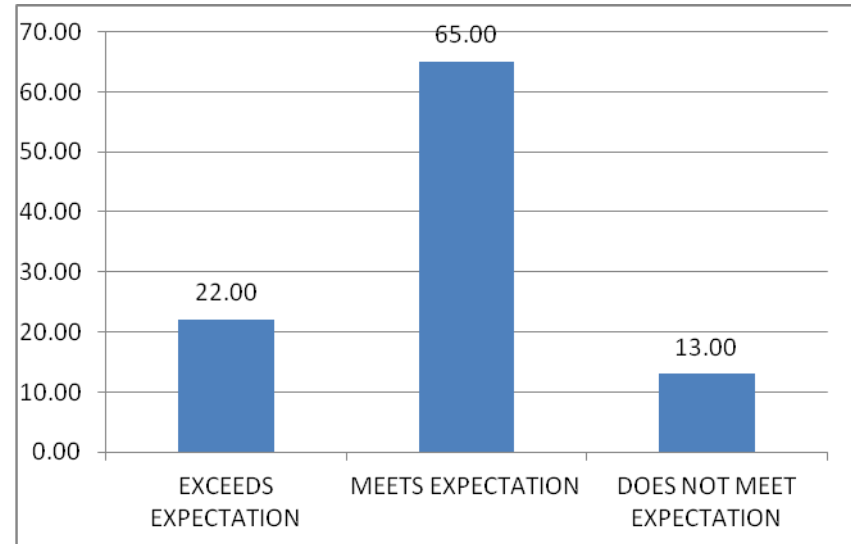
Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
1. To understand the role of HR department and HR professionals.	<p><b><u>Summative:</u></b> Exit Assessment Test and Course Embedded Assessment (HRM 546 group term project)</p> <p><b><u>Formative:</u></b> Course-Embedded Assessment (MBA 509 examinations and projects)</p>	<p><b><u>Course-Embedded Assessment:</u></b> Rubric # HRM 1.R.2 (summative), HRM 1.R.1 (formative)</p>	See Figures 155 and 156	<p><b><u>Target:</u></b> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><b><u>Trend:</u></b> The percentage of students not meeting expectation is comparatively high in both formative and summative assessments.</p>	<p><b><u>Actions Taken</u></b> 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><b><u>Improvements to be Made</u></b> A standardized approach for summative assessment in HRM 546 will be developed in Autumn 2016, to ensure consistency in measurement criteria across various sections.</p>



**FIGURE 155: MBA IN HRM: SLO 1: SUMMER 2016: SUMMATIVE**

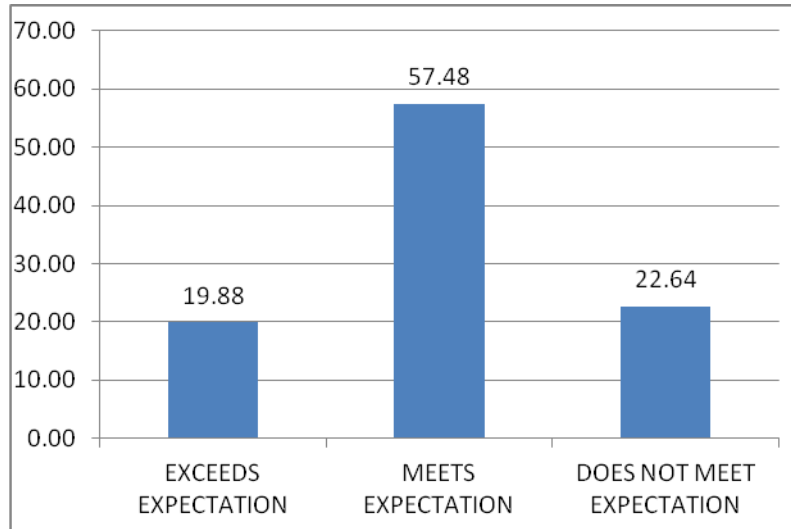


**FIGURE 156: MBA IN HRM: SLO 1: SUMMER 2016: FORMATIVE**

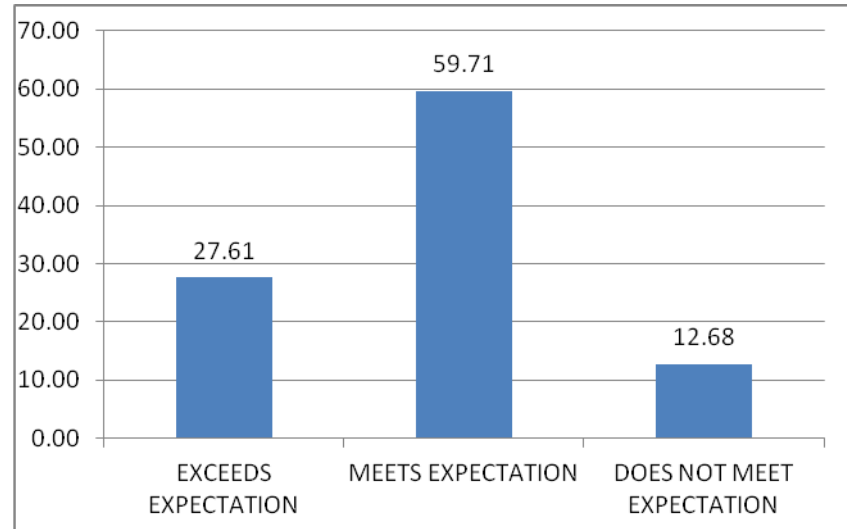


Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
2. Be able to apply Industrial Organization(I/O) and Resource Based View(RBV) model to SHRM.	<p><b><u>Summative:</u></b> Exit Assessment Test and Course Embedded Assessment (HRM 546 group term project)</p> <p><b><u>Formative:</u></b> Course-Embedded Assessment (MBA 509 examinations and projects)</p>	<p><b><u>Course-Embedded Assessment:</u></b> Rubric # HRM 2.R.2 (summative), HRM 2.R.1 (formative)</p>	See Figures 157 and 158	<p><b><u>Target:</u></b> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><b><u>Trend:</u></b> The percentage of students not meeting expectation is comparatively high in both formative and summative assessments.</p>	<p><b><u>Actions Taken</u></b> 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><b><u>Improvements to be Made</u></b> Students were able to contribute better during the case discussion sessions than before.</p>

**FIGURE 157: MBA IN HRM: SLO 2: SUMMER 2016: SUMMATIVE**

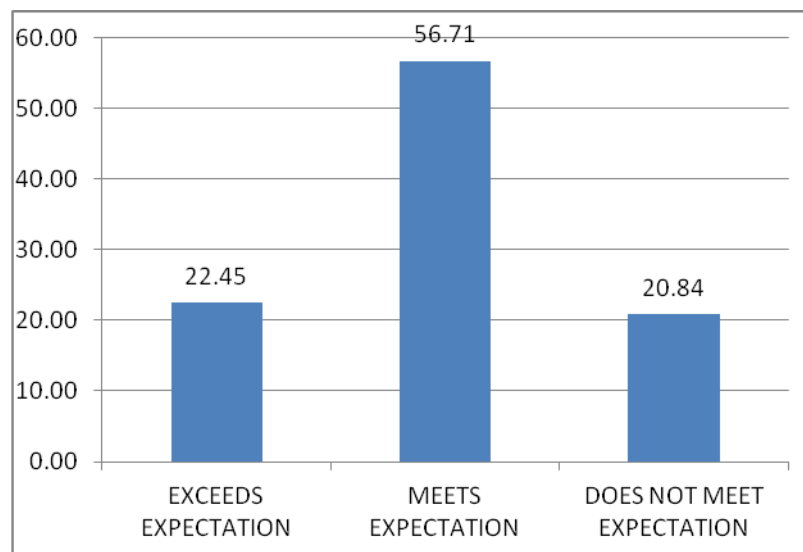


**FIGURE 158: MBA IN HRM: SLO 2: SUMMER 2016: FORMATIVE**

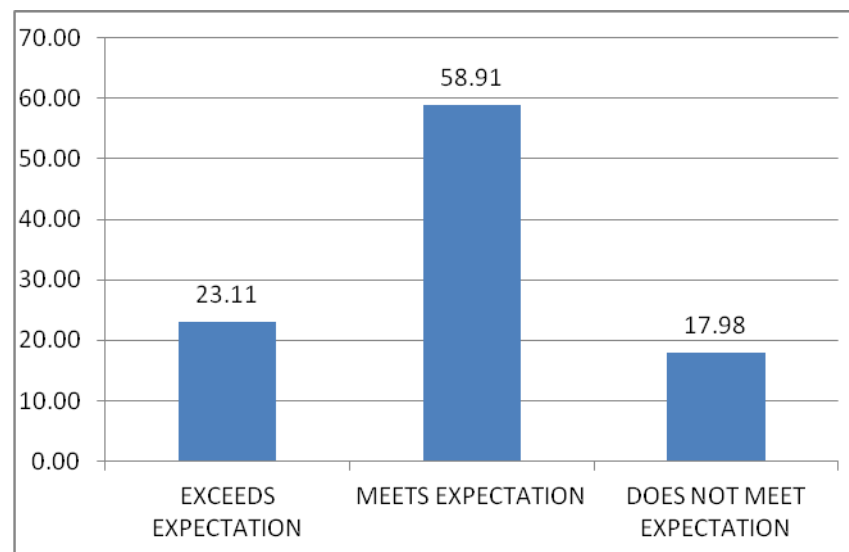


Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
3. Demonstrate the influence of information technology on HRM.	<p><b><u>Summative:</u></b> Exit Assessment Test and Course Embedded Assessment (HRM 546 group term project)</p> <p><b><u>Formative:</u></b> Course-Embedded Assessment (MBA 509 examinations and projects)</p>	<p><b><u>Course-Embedded Assessment:</u></b> Rubric # HRM 3.R.2 (summative), HRM 3.R.1 (formative)</p>	See Figures 159 and 160	<p><b><u>Target:</u></b> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><b><u>Trend:</u></b> The percentage of students not meeting expectation is comparatively high in both formative and summative assessments.</p>	<p><b><u>Actions Taken</u></b> 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><b><u>Improvements to be Made</u></b> Students were able to contribute better during the case discussion sessions than before.</p>

**FIGURE 159: MBA IN HRM: SLO 3: SUMMER 2016: SUMMATIVE**

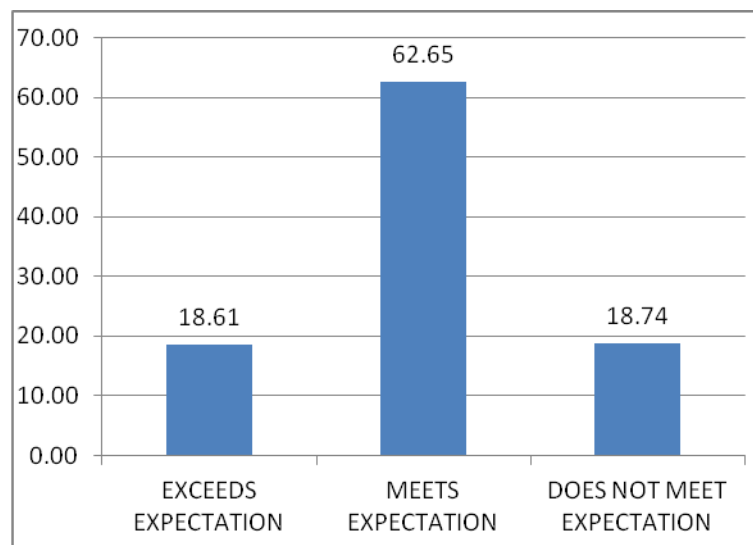


**FIGURE 160: MBA IN HRM: SLO 3: SUMMER 2016: FORMATIVE**

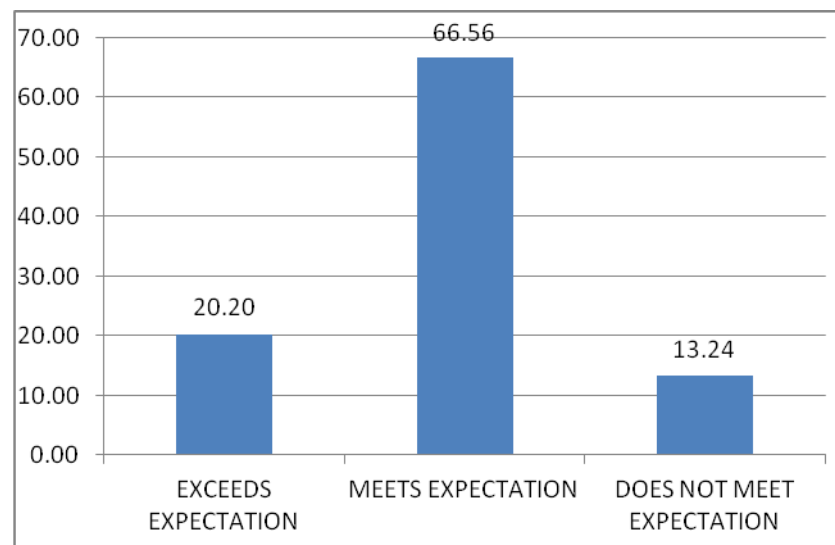


Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
4. Be able to apply HR Metrics in particular organization.	<p><b><u>Summative:</u></b> Exit Assessment Test and Course Embedded Assessment (HRM 546 group term project)</p> <p><b><u>Formative:</u></b> Course-Embedded Assessment (MBA 509 examinations and projects)</p>	<p><b><u>Course-Embedded Assessment:</u></b> Rubric # HRM 4.R.2 (summative), HRM 4.R.1 (formative)</p>	See Figures 161 and 162	<p><b><u>Target:</u></b> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><b><u>Trend:</u></b> The percentage of students not meeting expectation is comparatively high in both formative and summative assessments.</p>	<p><b><u>Actions Taken</u></b> 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><b><u>Improvements to be Made</u></b> Students have performed better in project relative to their midterm exams.</p>

**FIGURE 161: MBA IN HRM: SLO 4: SUMMER 2016: SUMMATIVE**



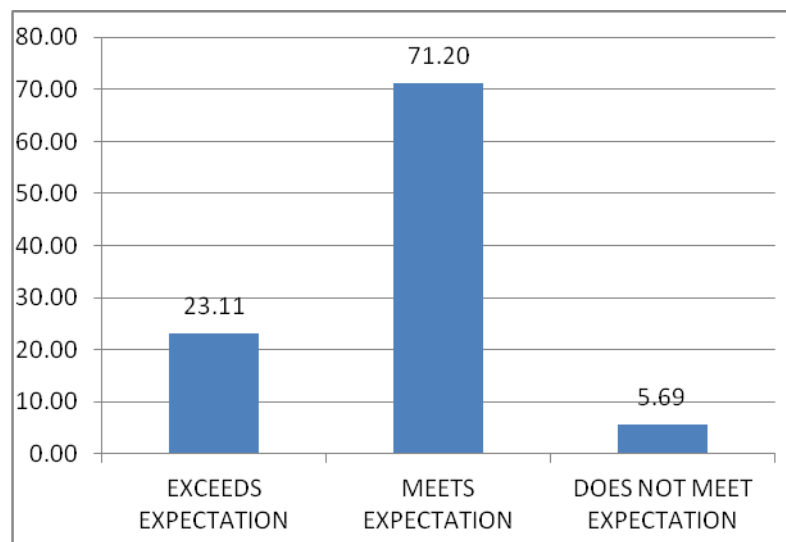
**FIGURE 162: MBA IN HRM: SLO 4: SUMMER 2016: FORMATIVE**



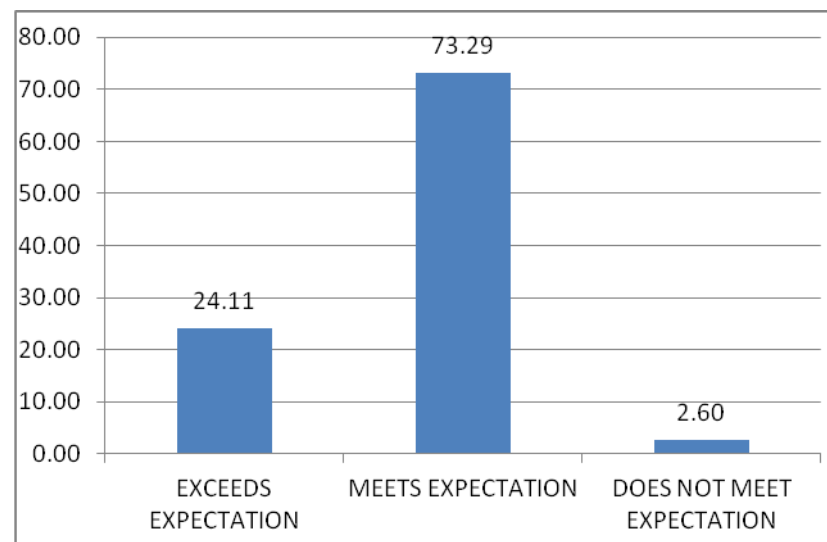
Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
5. Be able to predict /anticipate future human resource requirements.	<p><b><u>Summative:</u></b> Exit Assessment Test and Course Embedded Assessment (HRM 546 group term project)</p> <p><b><u>Formative:</u></b> Course-Embedded Assessment (MBA 509 examinations and projects)</p>	<p><b><u>Course-Embedded Assessment:</u></b> Rubric # HRM 5.R.2 (summative), HRM 5.R.1 (formative)</p>	See Figures 163 and 164	<p><b><u>Target:</u></b> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><b><u>Trend:</u></b> The percentage of students not meeting expectation is negligible in both formative and summative assessments.</p>	<p><b><u>Actions Taken</u></b> 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 summer, 2016 semester.</p> <p><b><u>Improvements to be Made</u></b> Improvement would be measured from Summer, 2016 semester.</p>



**FIGURE 163: MBA IN HRM: SLO 5: SUMMER 2016: SUMMATIVE**



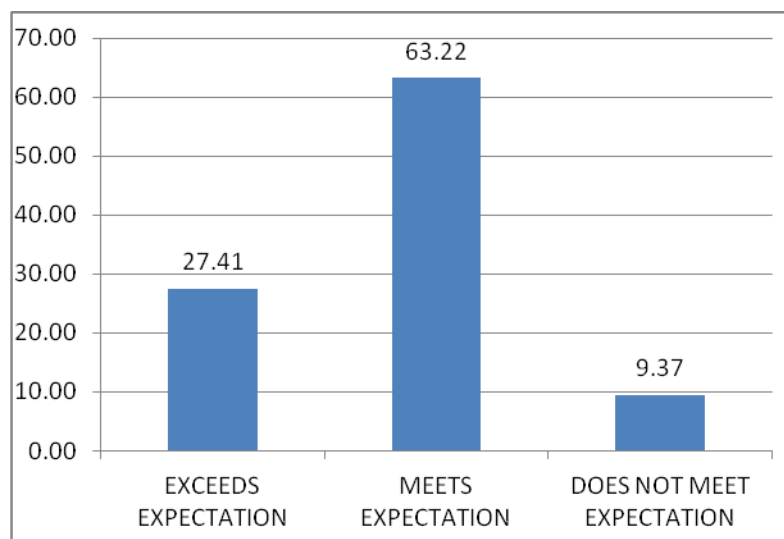
**FIGURE 164: MBA IN HRM: SLO 5: SUMMER 2016: FORMATIVE**



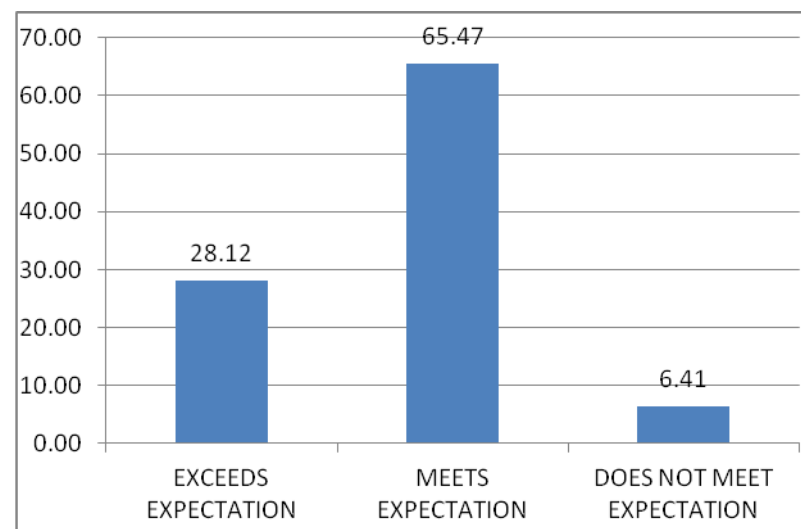
## SUMMER 2016 STUDENT LEARNING ASSESSMENT REPORT: MBA IN MARKETING

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><b><u>Summative:</u></b> Exit Assessment Test and Course Embedded Assessment (MKT 544 group term project)</p> <p><b><u>Formative:</u></b> Course-Embedded Assessment (MBA 506 examinations and projects)</p>	<p><b><u>Course-Embedded Assessment:</u></b> Rubric # MKT 1.R.2 (summative), MKT 1.R.1 (formative)</p>	See Figures 169 and 170	<p><b><u>Target:</u></b> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><b><u>Trend:</u></b> The percentage of students not meeting expectation is negligible in both formative and summative assessments.</p>	<p><b><u>Actions Taken</u></b> 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><b><u>Improvements to be Made</u></b> A standardized approach for summative assessment in MKT 544 will be developed in Autumn 2016, to ensure consistency in measurement criteria across various sections.</p>

**FIGURE 169: MBA IN MKT: SLO 1: SUMMER 2016: SUMMATIVE**

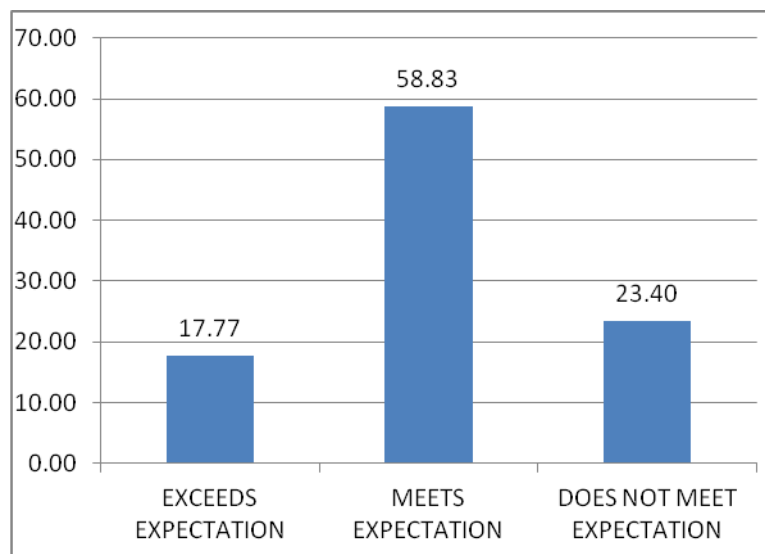


**FIGURE 170: MBA IN MKT: SLO 1: SUMMER 2016: FORMATIVE**

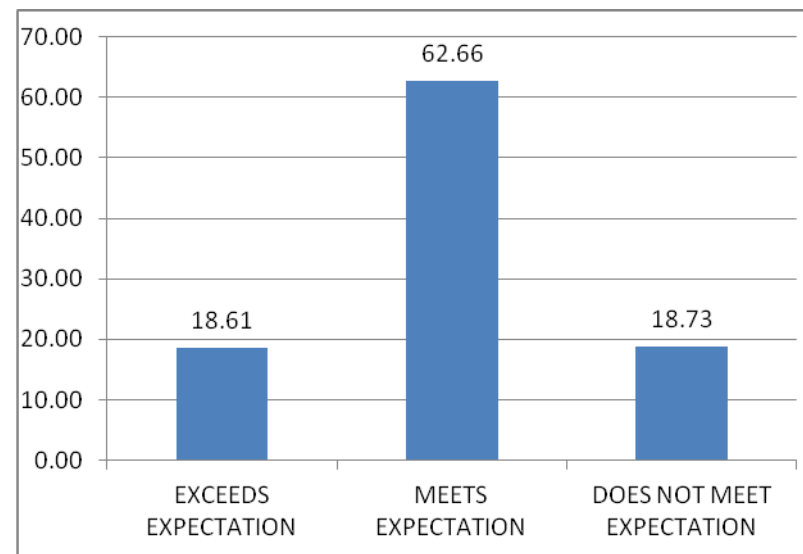


Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
2. Effective decision making through critical thinking in the areas of over demanding consumers, aggressive local and global competitors, disruptive technologies, relevant environmental factors, and firm's competitive edges.	<p><b><u>Summative:</u></b> Exit Assessment Test and Course Embedded Assessment (MKT 544 group term project)</p> <p><b><u>Formative:</u></b> Course-Embedded Assessment (MBA 506 examinations and projects)</p>	<p><b><u>Course-Embedded Assessment:</u></b> Rubric # MKT 2.R.2 (summative), MKT 2.R.1 (formative)</p>	See Figures 171 and 172	<p><b><u>Target:</u></b> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><b><u>Trend:</u></b> The percentage of students not meeting expectation is comparatively high in both formative and summative assessments.</p>	<p><b><u>Actions Taken</u></b> 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><b><u>Improvements to be Made</u></b> A standardized approach for summative assessment in MKT 544 will be developed in Autumn 2016, to ensure consistency in measurement criteria across various sections.</p>

**FIGURE 171: MBA IN MKT: SLO 2: SUMMER 2016: SUMMATIVE**

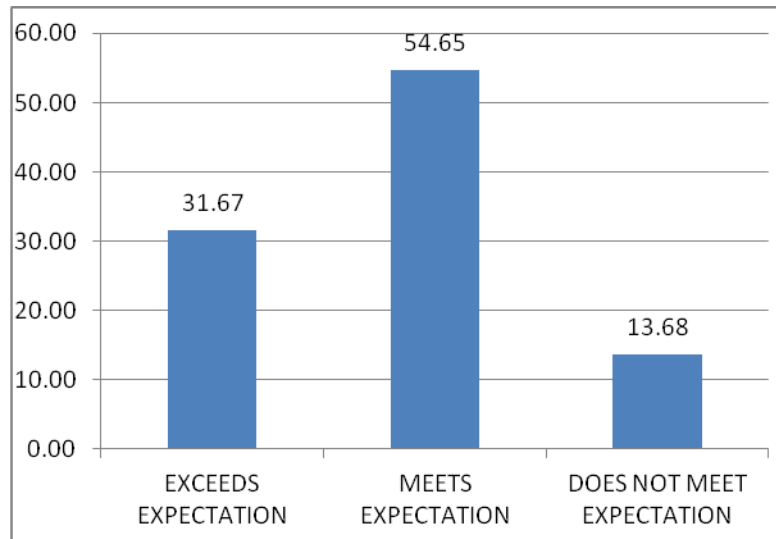


**FIGURE 172: MBA IN MKT: SLO 2: SUMMER 2016: FORMATIVE**

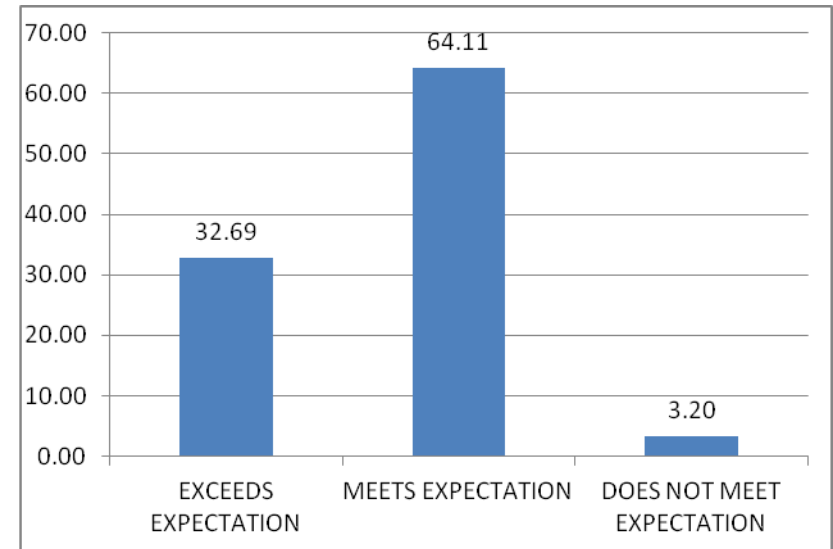


Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
3. Able to solve (un) structured problems and provide effective solutions by appropriate marketing strategies.	<p><b><u>Summative:</u></b> Exit Assessment Test and Course Embedded Assessment (MKT 544 group term project)</p> <p><b><u>Formative:</u></b> Course-Embedded Assessment (MBA 506 examinations and projects)</p>	<p><b><u>Course-Embedded Assessment:</u></b> Rubric # MKT 3.R.2 (summative), MKT 3.R.1 (formative)</p>	See Figures 173 and 174	<p><b><u>Target:</u></b> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><b><u>Trend:</u></b> The percentage of students not meeting expectation is negligible in formative but relatively higher in summative assessments.</p>	<p><b><u>Actions Taken</u></b> 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><b><u>Improvements to be Made</u></b> Students were able to contribute better during the case discussion sessions than before.</p>

**FIGURE 173: MBA IN MKT: SLO 3: SUMMER 2016: SUMMATIVE**



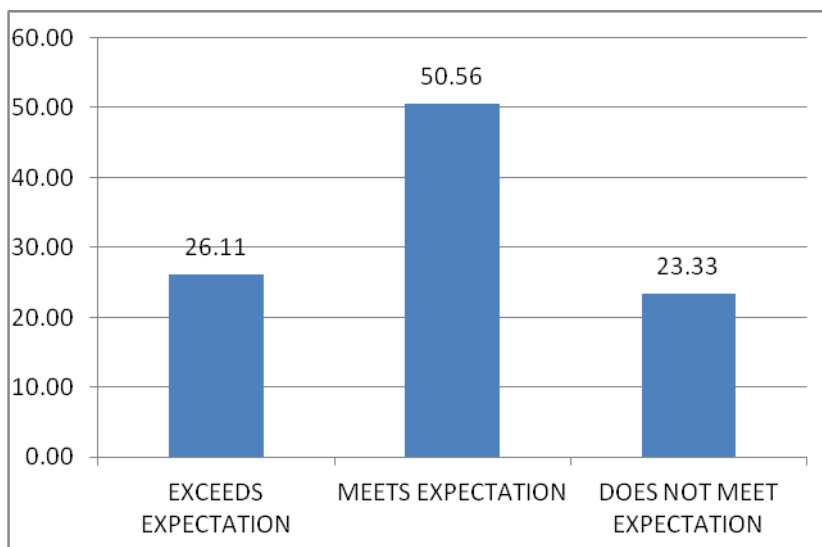
**FIGURE 174: MBA IN MKT: SLO 3: SUMMER 2016: FORMATIVE**



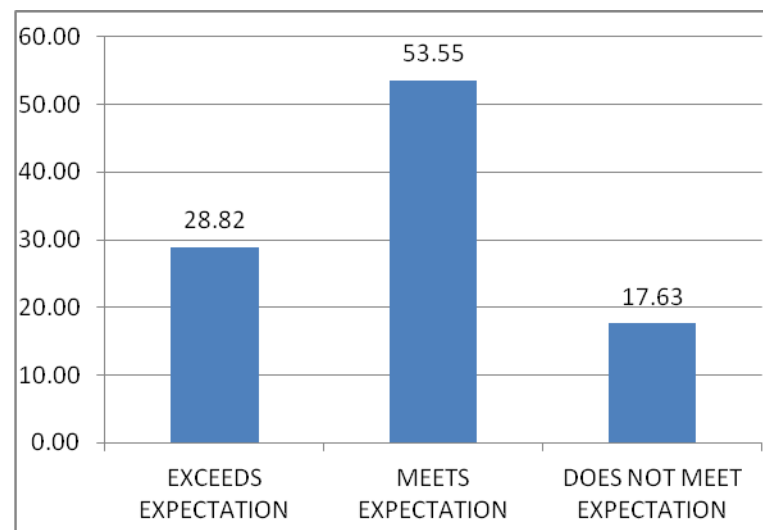
Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
4. Able to adapt marketing strategy to the global environment.	<p><b><u>Summative:</u></b> Exit Assessment Test and Course Embedded Assessment (MKT 544 group term project)</p> <p><b><u>Formative:</u></b> Course-Embedded Assessment (MBA 506 examinations and projects)</p>	<p><b><u>Course-Embedded Assessment:</u></b> Rubric # MKT 4.R.2 (summative), MKT 4.R.1 (formative)</p>	See Figures 175 and 176	<p><b><u>Target:</u></b> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><b><u>Trend:</u></b> The percentage of students not meeting expectation is comparatively high in both formative and summative assessments.</p>	<p><b><u>Actions Taken</u></b> 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><b><u>Improvements to be Made</u></b> Students have performed better in project relative to their midterm exams.</p>



**FIGURE 175: MBA IN MKT: SLO 4: SUMMER 2016: SUMMATIVE**

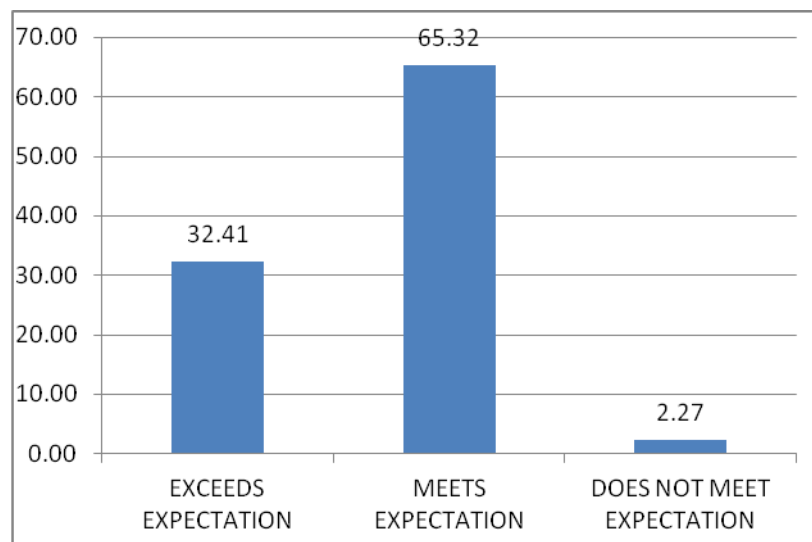


**FIGURE 176: MBA IN MKT: SLO 4: SUMMER 2016: FORMATIVE**

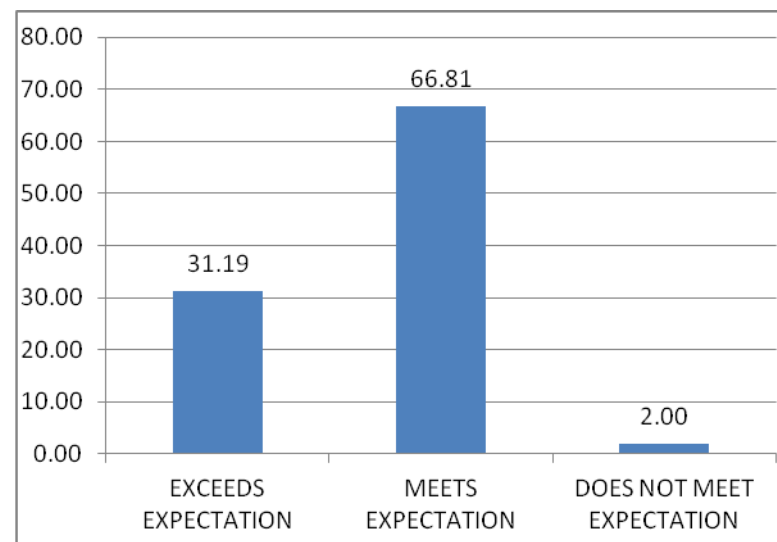


Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
5. Have an understanding of ethical compliance at the time of formulating marketing strategies.	<p><b><u>Summative:</u></b> Exit Assessment Test and Course Embedded Assessment (MKT 544 group term project)</p> <p><b><u>Formative:</u></b> Course-Embedded Assessment (MBA 506 examinations and projects)</p>	<p><b><u>Course-Embedded Assessment:</u></b> Rubric # MKT 5.R.2 (summative), MKT 5.R.1 (formative)</p>	See Figures 177 and 178	<p><b><u>Target:</u></b> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><b><u>Trend:</u></b> The percentage of students not meeting expectation is negligible in both formative and summative assessments.</p>	<p><b><u>Actions Taken</u></b> In order to ensure that students are capable to understand how wider social, economic, ethical and legal aspects of a country affect Strategic Marketing policies, a set of relevant courses have been selected as a suggested prerequisite for students to take this course from autumn, 2016 semester.</p> <p><b><u>Improvements to be Made</u></b> Improvement would be measured from Autumn, 2016 semester.</p>

**FIGURE 177: MBA IN MKT: SLO 5: SUMMER 2016: SUMMATIVE**



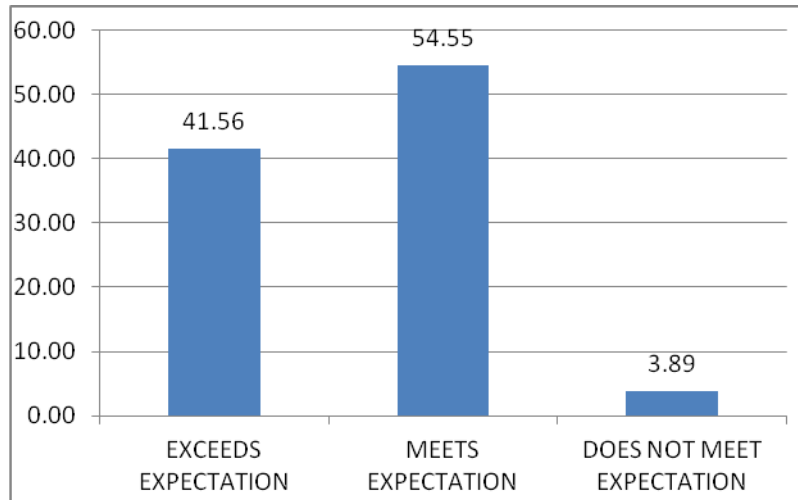
**FIGURE 178: MBA IN MKT: SLO 5: SUMMER 2016: FORMATIVE**



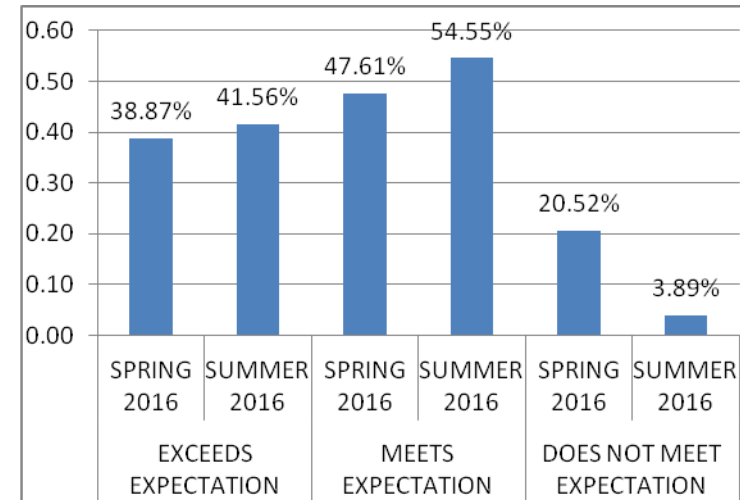
## SUMMER 2016 STUDENT LEARNING ASSESSMENT REPORT: EXECUTIVE MASTER OF BUSINESS ADMINISTRATION

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><b><u>Summative:</u></b> Exit Assessment Test, and Course Embedded Assessment (EMBA 550 final term projects).</p> <p><b><u>Formative:</u></b> Course-Embedded Assessment (EMBA 512 final term projects and examinations).</p>	<p><b><u>Course-Embedded Assessment:</u></b> Rubric # EMBA 1.1.R.2 (summative), EMBA 1.1.R.1 (formative)</p>	See Figures 179,180,181 and 182	<p><b><u>Target:</u></b> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><b><u>Trend:</u></b> The percentage of students not meeting expectation is considerably low in summative assessment compared to that of spring 2016 semester.</p>	<p><b><u>Actions Taken</u></b> 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><b><u>Improvements to be Made</u></b> A standardized approach for summative assessment in MBA 550 will be developed in Autumn 2016, to ensure consistency in measurement criteria across various sections.</p>

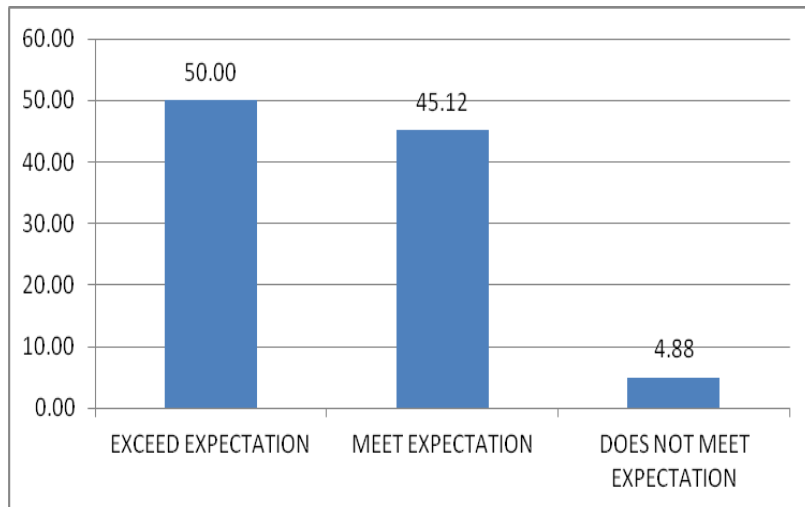
**FIGURE 1790: EMBA PLG 1, SLO 1.1: SUMMER 2016: SUMMATIVE**



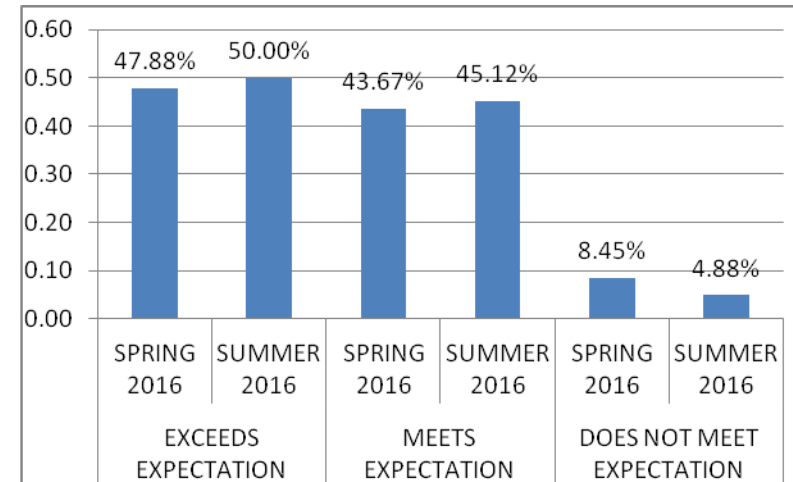
**FIGURE 180: EMBA PLG 1, SLO 1.1: TREND: SUMMATIVE**



**FIGURE 181: EMBA PLG 1, SLO 1.1: SUMMER 2016: FORMATIVE**

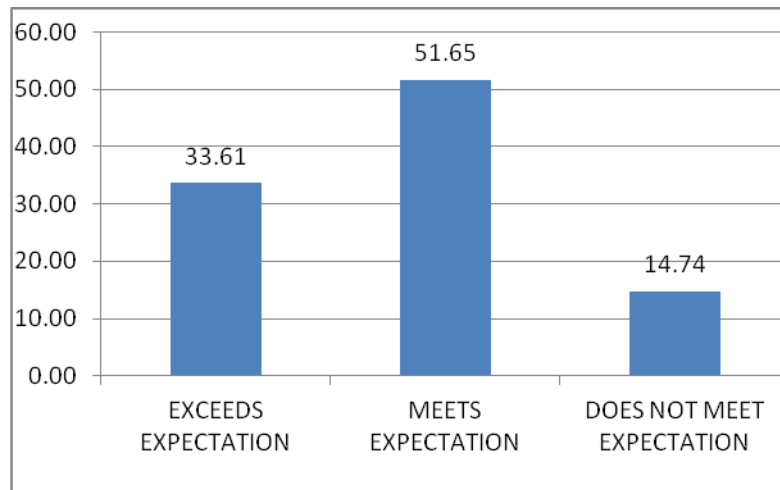


**FIGURE 182: EMBA PLG 1, SLO 1.1: TREND: FORMATIVE**

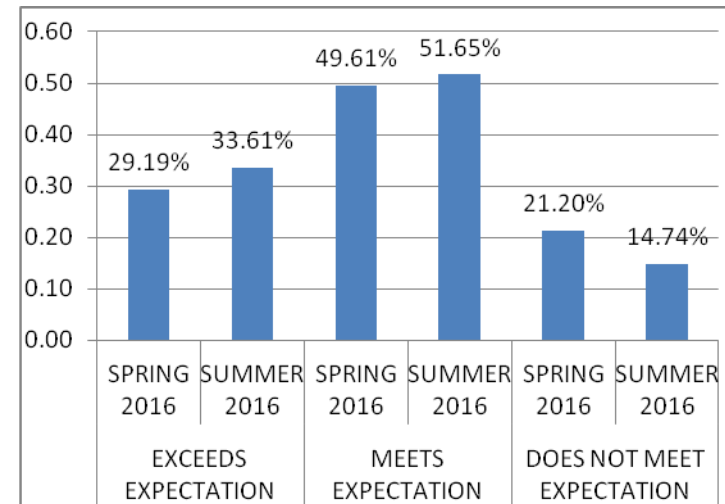


Program Learning Goal	Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
2. Critical Thinking and Decision Making	2.1 Effective decision making through critical thinking strategies and determine effective solution for management dilemmas with the use of extensive internal and external information analysis.	<p><b><u>Summative:</u></b> Exit Assessment Test, and Course Embedded Assessment (EMBA 550 final term projects).</p> <p><b><u>Formative:</u></b> Course-Embedded Assessment (EMBA 512 final term projects and examinations).</p>	<b><u>Course-Embedded Assessment:</u></b> Rubric # EMBA 2.1.R.2 (summative), EMBA 2.1.R.1 (formative)	See Figures 183, 184, 185 and 186	<p><b><u>Target:</u></b> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><b><u>Trend:</u></b> The percentage of students not meeting expectation is considerably low in summative assessment compared to that of spring 2016 semester.</p>	<p><b><u>Actions Taken</u></b> 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><b><u>Improvements to be Made</u></b> A standardized approach for summative assessment in MBA 550 will be developed in Autumn 2016, to ensure consistency in measurement criteria across various sections.</p>

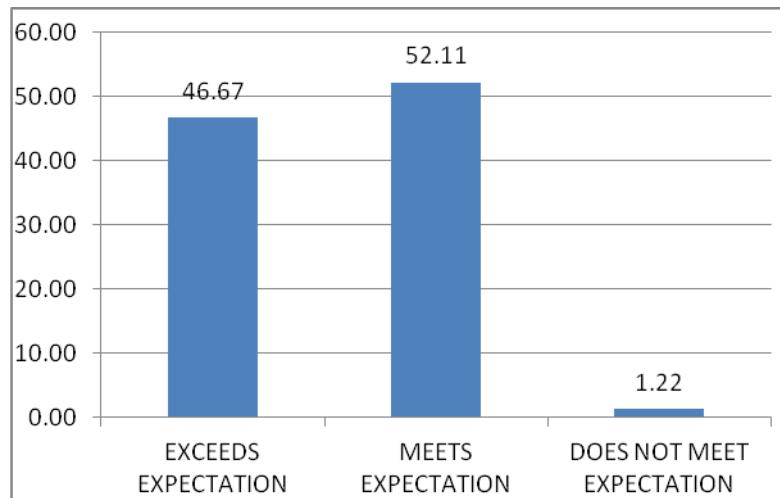
**FIGURE 183: EMBA PLG 2, SLO 2.1: SUMMER 2016: SUMMATIVE**



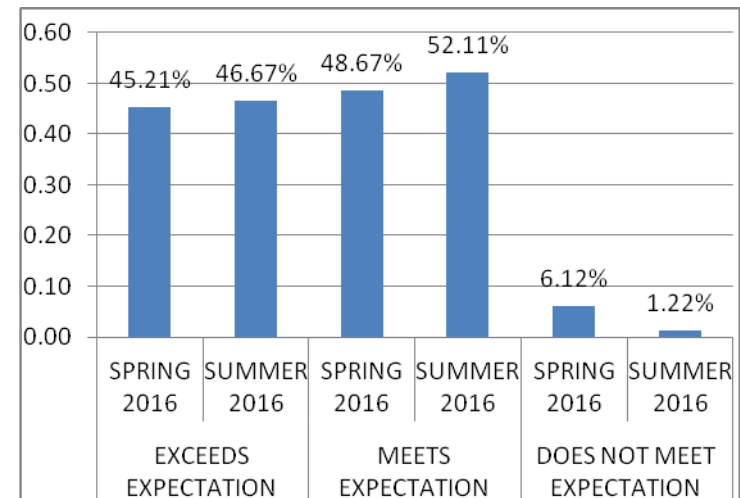
**FIGURE 184: EMBA PLG 2, SLO 2.1: TREND: SUMMATIVE**



**FIGURE 185: EMBA PLG 2, SLO 2.1: SUMMER 2016: FORMATIVE**



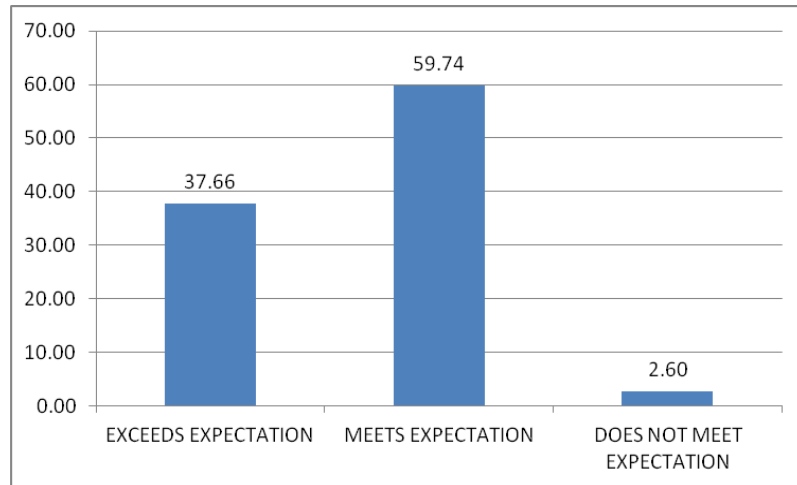
**FIGURE 186: EMBA PLG 2, SLO 2.1: TREND: FORMATIVE**



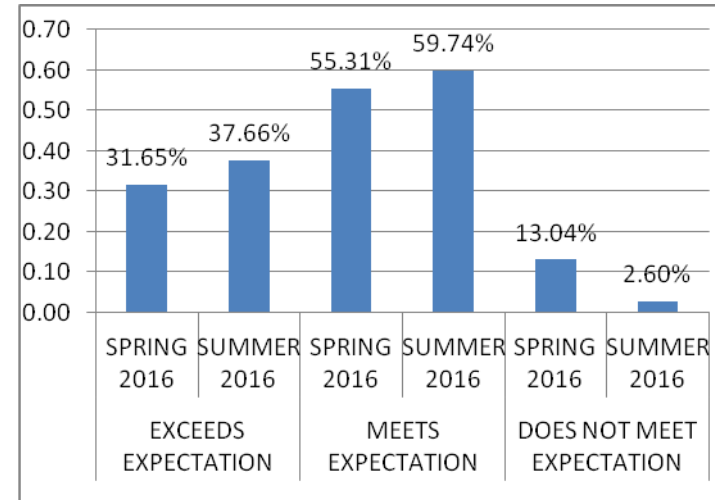
Program Learning Goal	Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
3. Application of Managerial Knowledge and Skills	3.1 Application of Managerial Knowledge and Skills to explain composite management issues and provide informed business improvements.	<p><b><u>Summative:</u></b> Exit Assessment Test, and Course Embedded Assessment (EMBA 550 final term projects).</p> <p><b><u>Formative:</u></b> Course-Embedded Assessment (EMBA 512 final term projects and examinations).</p>	<b><u>Course-Embedded Assessment:</u></b> Rubric # EMBA 3.1.R.2 (summative), EMBA 3.1.R.1 (formative)	See Figures 187,188,189 and 190	<p><b><u>Target:</u></b> <i><b>80% students should meet or, exceed expectation.</b></i> Students met the target for both the formative and summative Assessment.</p> <p><b><u>Trend:</u></b> The percentage of students not meeting expectation is considerably low in summative assessment compared to that of spring 2016 semester.</p>	<p><b><u>Actions Taken</u></b> 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><b><u>Improvements to be Made</u></b> A standardized approach for summative assessment in EMBA 550 will be developed in Autumn 2016, to ensure consistency in measurement criteria across various sections.</p>



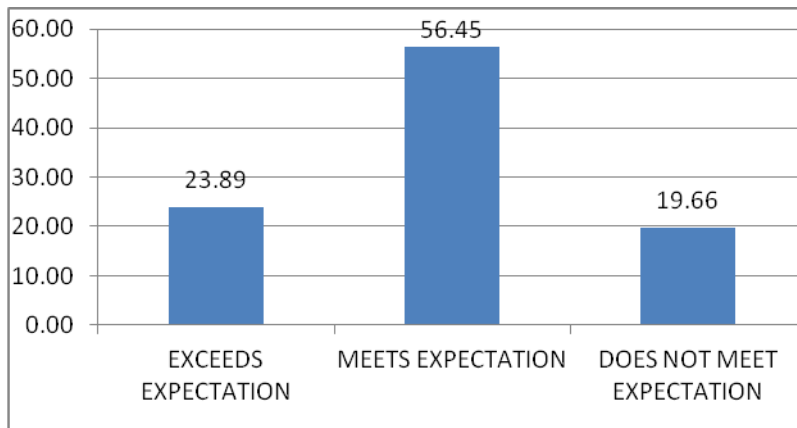
**FIGURE 187: EMBA PLG 3, SLO 3.1: SUMMER 2016: SUMMATIVE**



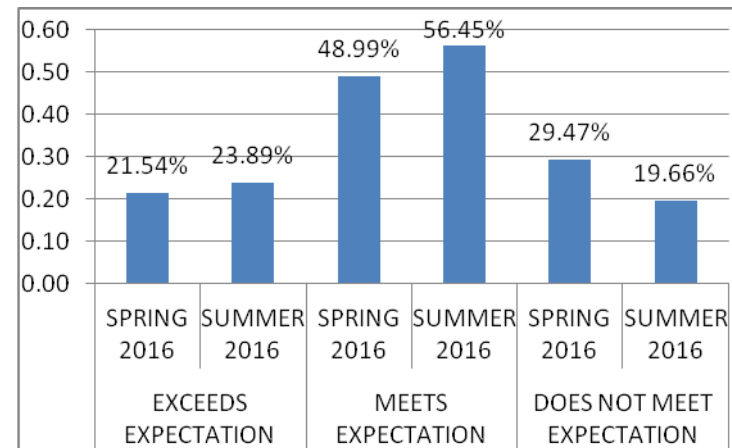
**FIGURE 188: EMBA PLG 3, SLO 3.1: TREND: SUMMATIVE**



**FIGURE 189: EMBA PLG 3, SLO 3.1: SUMMER 2016: FORMATIVE**

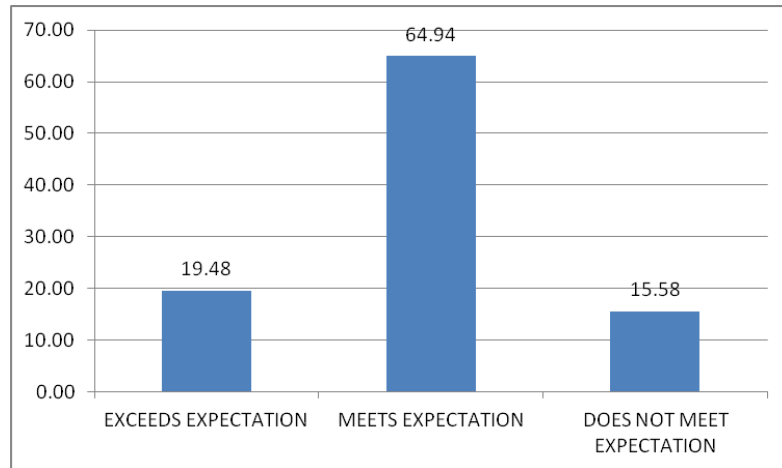


**FIGURE 190: EMBA PLG 3, SLO 3.1: TREND: FORMATIVE**

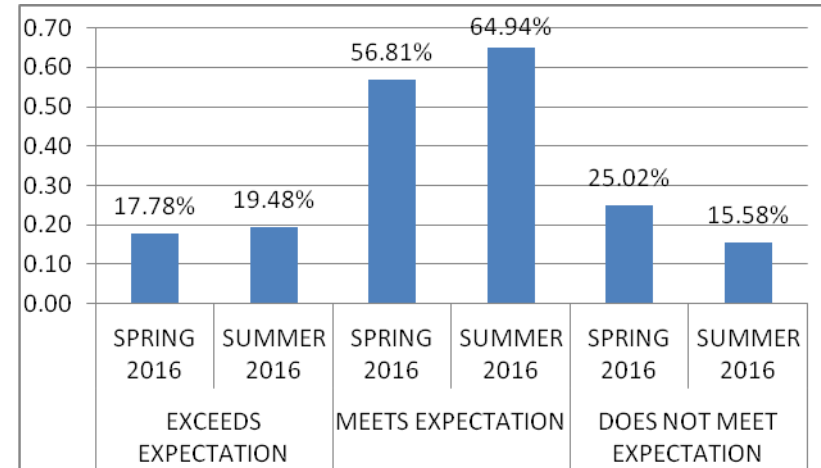


Program Learning Goal	Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
4. Global Perspectives	4.1 Utilize global business information to enhance decision making in a global perspective.	<p><b><u>Summative:</u></b> Exit Assessment Test, and Course Embedded Assessment (EMBA 550 final term projects).</p> <p><b><u>Formative:</u></b> Course-Embedded Assessment (EMBA 514 final term projects and examinations).</p>	<b><u>Course-Embedded Assessment:</u></b> Rubric # EMBA 4.1.R.2 (summative), EMBA 4.1.R.3 (formative)	See Figures 191,192,193 and 194	<p><b><u>Target:</u></b> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><b><u>Trend:</u></b> The percentage of students not meeting expectation is considerably low in summative assessment compared to that of spring 2016 semester.</p>	<p><b><u>Actions Taken</u></b> 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><b><u>Improvements to be Made</u></b> A standardized approach for summative assessment in EMBA 550 will be developed in Autumn 2016, to ensure consistency in measurement criteria across various sections.</p>

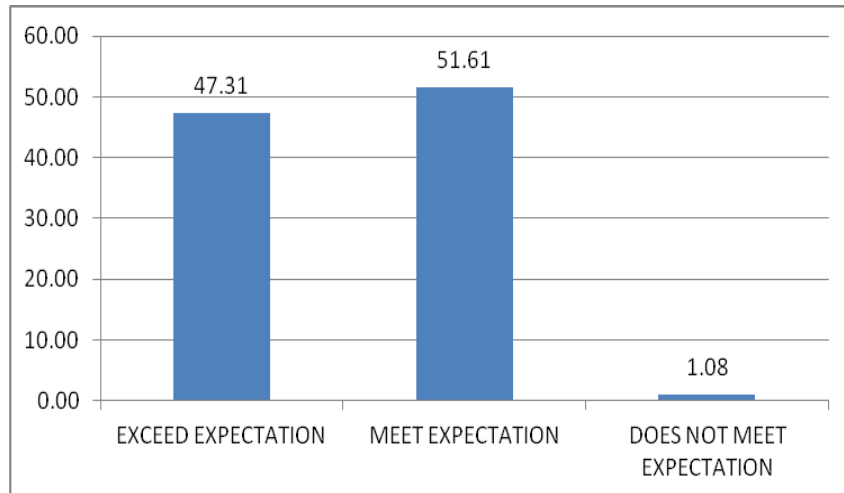
**FIGURE 191: EMBA PLG 4, SLO 4.1: SUMMER 2016: SUMMATIVE**



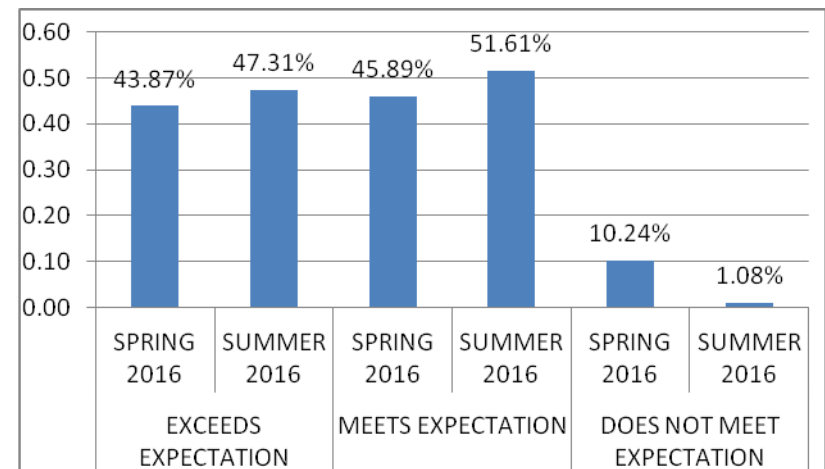
**FIGURE 192: EMBA PLG 5, SLO 4.1: TREND: SUMMATIVE**



**FIGURE 193: EMBA PLG 4, SLO 4.1: SUMMER 2016: FORMATIVE**

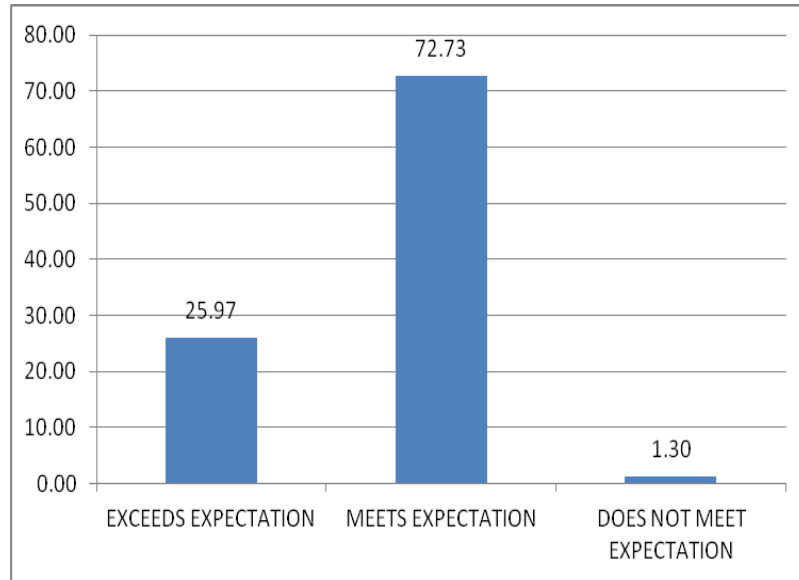


**FIGURE 194: EMBA PLG 5, SLO 4.1: TREND: FORMATIVE**

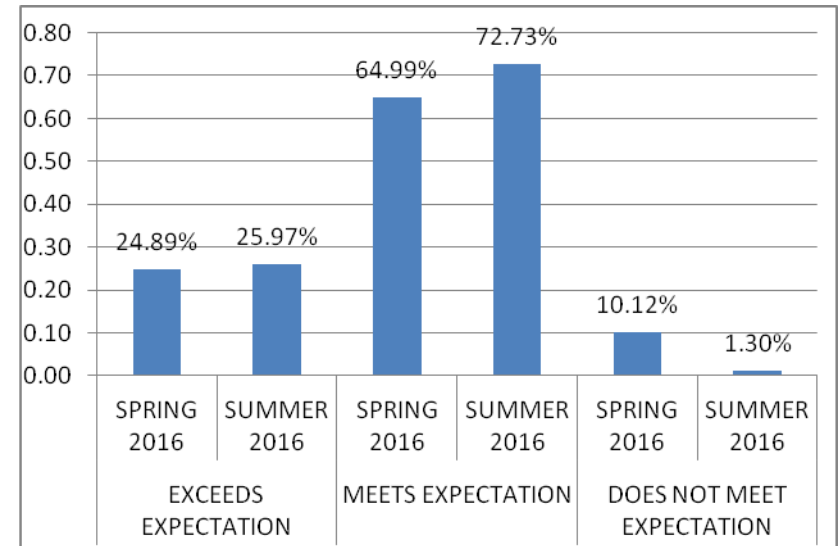


Program Learning Goal	Student Learning Outcome	Measurement Techniques	Measurement Criteria	Current Results	Analysis of Results and observations	Action Taken or Improvements to be Made
5. Ethical Considerations	5.1 Evaluate and articulate ethical considerations in managerial decision making and in enterprise management.	<p><b><u>Summative:</u></b> Exit Assessment Test, and Course Embedded Assessment (EMBA 550 final term projects).</p> <p><b><u>Formative:</u></b> Course-Embedded Assessment (EMBA 515 final term projects and examinations).</p>	<p><b><u>Course-Embedded Assessment:</u></b> Rubric # EMBA 5.1.R.2 (summative), EMBA 5.1.R.4 (formative)</p>	See Figures 195,196,197 and 198	<p><b><u>Target:</u></b> <i>80% students should meet or, exceed expectation.</i> Students met the target for both the formative and summative Assessment.</p> <p><b><u>Trend:</u></b> The percentage of students not meeting expectation is considerably low in summative assessment compared to that of spring 2016 semester.</p>	<p><b><u>Actions Taken</u></b> 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><b><u>Improvements to be Made</u></b> A standardized approach for summative assessment in EMBA 550 will be developed in Summer 2016, to ensure consistency in measurement criteria across various sections.</p>

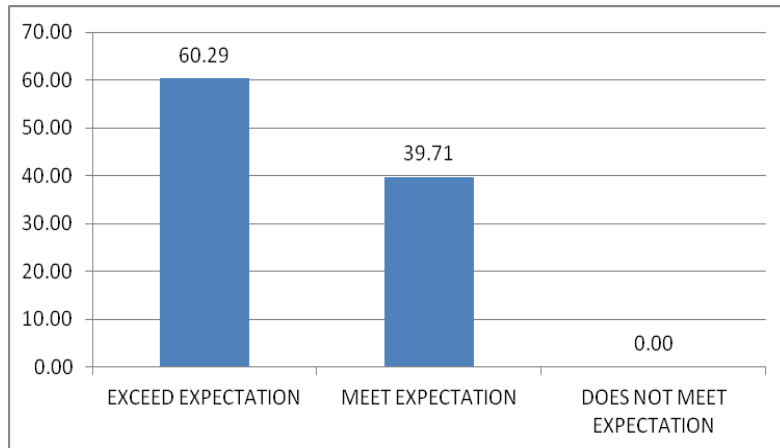
**FIGURE 195: EMBA PLG 5, SLO 5.1: SUMMER 2016: SUMMATIVE**



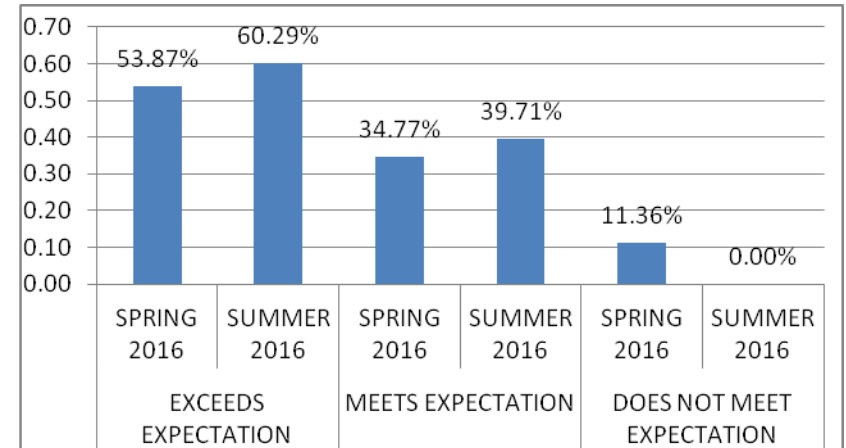
**FIGURE 196: EMBA PLG 5, SLO 5.1: TREND: SUMMATIVE**



**FIGURE 197: EMBA PLG 5, SLO 5.1: SUMMER 2016: FORMATIVE**



**FIGURE 198: EMBA PLG 5, SLO 5.1: TREND: FORMATIVE**



## SUMMER 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><b>Summative:</b> Exit Assessment Test, and Ecn 490 { Research project/Thesis) course embedded assessment</p> <p><b>Formative:</b> Course-Embedded Assessment ECN 330 Development Economics Coursework</p>	<b>COURSE NOT OFFERED IN SUMMER DUE TO LOW OR ZERO ENROLLMENTS.</b>			

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><b><u>Summative:</u></b> Exit Exam and Ecn 490 {Research project/Thesis) course embedded assessment</p> <p><b><u>Formative:</u></b> Ecn 486 Coursework (Literature review and Economic modeling section)</p>	<p><b>COURSE NOT OFFERED IN SUMMER DUE TO LOW OR ZERO ENROLLMENTS.</b></p>			

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><b><u>Summative:</u></b> Ecn 490 { Research project/Thesis) course embedded assessment</p> <p><b><u>Formative:</u></b> Course embedded assessment Ecn 486 Research Methodology (Communication section)</p>	<p><b>COURSE NOT OFFERED IN SUMMER DUE TO LOW OR ZERO ENROLLMENTS.</b></p>			



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