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# Outcomes Assessment Plan

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<b>Institution:</b>	GIRNE AMERICAN UNIVERSITY
<b>Academic Business Unit:</b>	FACULTY OF BUSINESS AND ECONOMICS
<b>Date:</b>	2009/2010

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**OUTCOMES ASSESSMENT PLAN**  
***Faculty of Business and Economics***  
***Girne American University***

**Section I: Strategic Assessment – Mission and Broad-Based Goals**

Mission Statement

**Mission of the Faculty of Business and Economics:**

The Faculty of Business & Economics provides a range of quality bachelor, master and doctoral degree programmes through domestic and international campuses that attract students from all around the world.

The purposes of the Faculty are:

- To provide career-oriented learning and practice so as to be responsive to the requirements and needs of contemporary international business world
- To contribute to the comprehension of business, economics, marketing, political and social studies and environments with both teaching and research-based approaches
- To provide contemporary and innovative education beyond borders with developments in technology

In order to achieve these purposes, the values we follow are:

- To shape our vision of social responsibility for enhancing valuable relationships with environment
- To build and maintain highly motivated academic staff through recognition and reward for their professional achievements
- To obtain distinguished corporate culture with the contribution of our workforce, students and alumni
- To contribute to the sustainable development of both local, national and global communities
- To respect all institutional stakeholders and employees with ethical awareness

### Broad-Based Goals

Broad-Based Student Learning Goals:
1. Students will acquire the relevant disciplinary knowledge, skills and ethics essential for all programs of study so as to be prepared for all local and global settings.
2. Students will understand and be able to effectively communicate with and also manage all environmental factors at both local and global levels.
3. Students will be able to utilize all necessary qualitative and quantitative analytical tools as well as support systems and also be able to engage in teamworking for sound decision-making purposes.



Broad-Based Operational Goals:
1. The Faculty will offer comprehensive and contemporary degree programs in order to prepare the students for their future careers.
2. The Faculty will attract and retain qualified academic staff to deliver the degree programs offered.
3. The Faculty will provide a supportive learning environment conducive to research and practical applications through use of modern lecture materials and equipment.
4. The students of the Faculty will participate in relevant projects, fieldwork and internships.

## Section II: Student Learning Assessment

### ASSOCIATE-LEVEL PROGRAMS

Student Learning Assessment for Associate of Science in Banking and Finance, Accounting, Marketing and Business Management.

Intended Student Learning Outcomes for Associate of Science in Banking and Finance, Accounting, Marketing, Business Administration and Management Information Systems:	
1. Students will be able to recognize the primary features of a firm and understand how they must work together to function successfully	
2. Within their discipline, students will be able to adequately form and communicate opinions when facing uncertainty in business	
3. Students will be able to gain analytical knowledge in identifying business solutions and delivering solutions	
4. Students will be able to analyze basic financial information and understand its importance in the overall health of a company	
5. Students will work independently and as an integral part of a team in putting together presentations and projects in business English	
6. With respect to different cultures, students will work in an international environment with an ethical, professional manner	
7. Students will be able to put educational knowledge into practice in a working environment through the use of meaningful summer internships	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. <i>Internship course grade</i>	<i>All ASc students in business-related fields will score a minimum of 70% in the Internship course.<sup>1</sup></i>
2. <i>Case Study course</i>	<i>All ASc students in business-related fields will score a minimum of 70% in the case study course and end of term project.<sup>2</sup></i>

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<sup>1</sup> Note: Currently, the internship is a required activity for all ASc students; however, it is an uncredited, ungraded assignment to be done between their first and second years. In the newly designed curriculum, a 3-credit Internship Seminar has been created during the 3<sup>rd</sup> semester of studies. This will be part of the core requirements, and not an elective. This seminar will be structured and require a detailed internship report and presentation in front of a paneled jury. The Vocational School expects to begin this for all new-incoming students beginning September 2010.

Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. <i>Student Satisfaction Survey</i>	<i>At least 70% of students will have a high level of satisfaction from the level of education received.</i>
2. <i>Course evaluations</i>	<i>At least 70% of students will feel that their course provided them with valuable, useful education.</i>

## BACHELOR'S-LEVEL PROGRAMS

### Student Learning Assessment for the Bachelor of Science (BSc) in Business Management:

Intended Student Learning Outcomes for the Bachelor of Science in Business Management:	
1.	Students will be able to develop critical and strategic thinking, improve analytic skills and techniques, and enhance effective decision-making
2.	Students will be able to demonstrate ability in teamworking, collaboration and leadership
3.	Students will be able to understand social and legal issues both within local and global environments
4.	Students will be able to acquire proficiency in English and utilize effective communication skills
5.	Students will be able to gain IT skills which are conducive for research using various resources and databases
6.	Students will be able to put knowledge acquired into practical experience through on-site internship(s) before graduation
7.	Students will be able to gain ethical consciousness and behaviour required by the business management discipline
8.	Students will be able to explain the importance of Human Resource Management to the overall management of an organization.
9.	Students will be able to record transactions and prepare financial statements for a business entity
10.	Students will be able to analyze and synthesize financial, statistical and quantitative data to assist future business leaders in making sound decisions and judgements
11.	Students will be able to recognize the need for lifelong learning and the importance of staying current in business literacy, events, methodologies and information technology tools
12.	Students will be able to work cohesively in an international environment, by respecting the values of other cultures in business and personal areas
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. <i>Senior Capstone Project</i>	<i>Senior students in the Faculty of Business will score a minimum of 80% on their capstone projects.</i>
2. <i>Comprehensive Exam (end of 7<sup>th</sup> semester)</i>	<i>Senior students in the Faculty of Business will score at minimum of 70%</i>



	<i>on the comprehensive exam.</i>
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. <i>Student Satisfaction Survey</i>	<i>At least 70% of students will have a high level of satisfaction from the level of education received.</i>
2. <i>Course evaluations</i>	<i>At least 70% of students will feel that their course provided them with valuable, useful education.</i>

## Student Learning Assessment for Bachelor of Science (BSc) in Accounting

Intended Student Learning Outcomes for Bachelor of Science in Accounting:	
1.	Students will be able to develop critical and strategic thinking, improve analytic skills and techniques, and enhance effective decision-making
2.	Students will be able to demonstrate ability in teamworking, collaboration and leadership
3.	Students will be able to understand social and legal issues both within local and global environments
4.	Students will be able to acquire proficiency in English and utilize effective communication skills
5.	Students will be able to gain IT skills which are conducive for research using various resources and databases
6.	Students will be able to put knowledge acquired into practical experience through on-site internship(s) before graduation
7.	Students will be able to gain ethical consciousness and behaviour required by the business management discipline
8.	Students will be able to record transactions and prepare financial statements according to national and/or international accounting standards
9.	Students will be able to analyze, interpret and evaluate financial data and financial statements suitable for making management decisions
10.	Students will be able to demonstrate the knowledge of manufacturing cost such as job order cost, process cost, standard cost and joint cost for production,
11.	Students will be able to interpret new knowledge about mergers, acquisitions and consolidations,
12.	Students will be able to apply auditing concepts, standards, procedures and auditor's report and principles and practice of taxation
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. <i>Senior Capstone Project</i>	<i>Senior students in the Faculty of Business will score a minimum of 80% on their capstone projects.</i>
2. <i>Comprehensive Exam (end of 7<sup>th</sup> semester)</i>	<i>Senior students in the Faculty of Business will score at minimum of 70% on the comprehensive exam.*</i>
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. <i>Student Satisfaction Survey</i>	<i>At least 70% of students will have a high level of satisfaction from the</i>

	<i>level of education received.</i>
2. <i>Course evaluations</i>	<i>At least 70% of students will feel that their course provided them with valuable, useful education.</i>

### Student Learning Assessment for Bachelor of Science (BSc) in Banking and Finance

Intended Student Learning Outcomes for Bachelor of Science in Banking and Finance:	
1.	Students will be able to develop critical and strategic thinking, improve analytic skills and techniques, and enhance effective decision-making
2.	Students will be able to demonstrate ability in teamworking, collaboration and leadership
3.	Students will be able to understand social and legal issues both within local and global environments
4.	Students will be able to acquire proficiency in English and utilize effective communication skills
5.	Students will be able to gain IT skills which are conducive for research using various resources and databases
6.	Students will be able to put knowledge acquired into practical experience through on-site internship(s) before graduation
7.	Students will be able to gain ethical consciousness and behaviour required by the business management discipline
8.	Students will be able to possess the knowledge and skills required in the management of commercial banks and financial institutions
9.	Students will be able to analyze financial statements of the institutions mentioned above and evaluate their performance with respect to profitability, liquidity, activity, risk and solvency
10.	Students will be able to review and utilize interest rate concepts and theories, asset pricing and security valuation models as they apply to the financial decision-making processes in a managerial position in banking and finance
11.	Students will be able to analyze credits and their terms and conditions as they pertain to evaluation of agricultural, commercial, consumer and real estate loan applications
12.	Students will be able to analyze and select the types of securities that businesses acquire for their short and long term investment portfolios
13.	Students will be able to analyze, evaluate and select investment projects in addition to making sound capital budget decisions
14.	Students will be able to demonstrate the knowledge and managerial skills required in international banking and finance through use of hedging, speculation, swaps, futures, options, leasing, factoring and forfeiting
15.	Students will be able to review and analyze various cases, scenarios or actual situations and make sound decisions in the sector
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. <i>Senior Capstone Project</i>	<i>Senior students in the Faculty of Business will score a minimum of 80% on</i>

	<i>their capstone projects.</i>
2. <i>Comprehensive Exam (end of 7<sup>th</sup> semester)</i>	<i>Senior students in the Faculty of Business will score at minimum of 70% on the comprehensive exam.*</i>
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. <i>Student Satisfaction Survey</i>	<i>At least 70% of students will have a high level of satisfaction from the level of education received.</i>
2. <i>Course evaluations</i>	<i>At least 70% of students will feel that their course provided them with valuable, useful education.</i>

Student Learning Assessment for Bachelor of Science (BSc) in Management Information Systems (MIS):

Intended Student Learning Outcomes for Bachelor of Science in Management Information Systems (MIS):	
1. Students will be able to understand fundamental concepts and principles of Information Systems.	
2. Students will be able to demonstrate the ability to apply Systems Development methodologies and tools.	
3. Students will be able to construct databases with the use of Centralized and Distributed Database Management Systems.	
4. Students will be able to recognize the importance of different types of hardware and software platforms and Operating Systems.	
5. Students will be able to perform computer simulation of information systems and computer networks	
6. Students will be able to understand different aspects of management which are relevant to the information systems function of an organization.	
7. Students will be able to demonstrate the ability to apply the Internet and Web Development tools for ecommerce applications.	
8. Students will be able to develop critical and strategic thinking, improve analytic skills and techniques and enhance effective decision-making	
9. Students will be able to understand social and legal issues both within local and global environments	
10. Students will be able to acquire proficiency in English and utilize effective communication skills	
11. Students will be able to gain IT skills which are conducive for research using various resources and databases	
12. Students will be able to apply knowledge acquired into practical experience through on-site internship(s) before graduation	
13. Students will be able to gain ethical consciousness and behavior required by the MIS discipline.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. <i>Senior Capstone Project</i>	<i>Senior students in the Faculty of Business will score a minimum of 80% on their capstone projects.</i>
2. <i>Comprehensive Exam (end of 7<sup>th</sup> semester)</i>	<i>Senior students in the Faculty of Business will score at minimum of 70% on the comprehensive exam.*</i>
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:

1. <i>Student Satisfaction Survey</i>	<i>At least 70% of students will have a high level of satisfaction from the level of education received.</i>
2. <i>Course evaluations</i>	<i>At least 70% of students will feel that their course provided them with valuable, useful education.</i>

## Student Learning Assessment for Bachelor of Science (BSc) in International Business Management

Intended Student Learning Outcomes for Bachelor of Science in International Business Management:	
1.	Students will be able to develop critical and strategic thinking, improve analytic skills and techniques, and enhance effective decision-making for future business leaders
2.	Students will be able to demonstrate ability in teamworking, collaboration and leadership
3.	Students will be able to understand social and legal issues both within local and global environments
4.	Students will be able to acquire proficiency in English and utilize effective communication skills especially in Business English which is globally accepted
5.	Students will be able to gain IT skills which are conducive for research using various resources and databases
6.	Students will be able to put knowledge acquired into practical experience through on-site internship(s) before graduation
7.	Students will be able to gain ethical consciousness and behaviour required by the business management discipline
8.	Students will be able to understand international business with an emphasis on cultural diversity, adaptation and maintenance integrity
9.	Students will be able to acquire knowledge on the impact of international economic, social, and political relationships of corporations
10.	Students will be able to formulate international business strategies
11.	Students will be able to understand the workforce in multinational companies
12.	Students will be able to understand the area of international trade, commercial policies, and improve international competitiveness
13.	Students will be able to obtain knowledge on the complex and interactive nature of participants, functions and business flows of international logistics and supply chain management
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. <i>Senior Capstone Project</i>	<i>Senior students in the Faculty of Business will score a minimum of 80% on their capstone projects.</i>



2. <i>Comprehensive Exam (end of 7<sup>th</sup> semester)</i>	<i>Senior students in the Faculty of Business will score at minimum of 70% on the comprehensive exam.*</i>
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. <i>Student Satisfaction Survey</i>	<i>At least 70% of students will have a high level of satisfaction from the level of education received.</i>
2. <i>Course evaluations</i>	<i>At least 70% of students will feel that their course provided them with valuable, useful education.</i>

Student Learning Assessment for Bachelor of Science (BSc) in *Marketing*

Intended Student Learning Outcomes for Bachelor of Science in Marketing :	
1.	Students will be able to develop critical and strategic thinking, improve analytic skills and techniques, and enhance effective decision-making
2.	Students will be able to demonstrate ability in teamworking, collaboration and leadership
3.	Students will be able to understand social and legal issues both within local and global environments
4.	Students will be able to acquire proficiency in English and utilize effective communication skills
5.	Students will be able to gain IT skills which are conducive for research using various resources and databases
6.	Students will be able to put knowledge acquired into practical experience through on-site internship(s) before graduation
7.	Students will be able to gain ethical consciousness and behaviour required by the business management discipline
8.	Students will be able to demonstrate competence in dealing with a variety of marketing problems using both quantitative and qualitative methods
9.	Students will be able to possess awareness and competency of global issues in marketing
10.	Students will be able to understand the international market environment and E-commerce
11.	Students will be able to show ability to create professional-quality marketing plans, business documents and presentations
12.	Students will be able to develop and evaluate the strategies of advertising, public relations and E-marketing practices
13.	Students will be able to evaluate messages communicated through media and determine the impact of marketing communication on individual behaviour and society as a whole
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. <i>Senior Capstone Project</i>	<i>Senior students in the Faculty of Business will score a minimum of 80% on their capstone projects.</i>
2. <i>Comprehensive Exam (end of 7<sup>th</sup> semester)</i>	<i>Senior students in the Faculty of Business will score at minimum of 70%</i>

	<i>on the comprehensive exam.*</i>
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. <i>Student Satisfaction Survey</i>	<i>At least 70% of students will have a high level of satisfaction from the level of education received.</i>
2. <i>Course evaluations</i>	<i>At least 70% of students will feel that their course provided them with valuable, useful education.</i>

Student Learning Assessment for Bachelor of Science (BSc) in Economics:

Intended Student Learning Outcomes for Bachelor of Science in Economics:	
1.	Students will be able to develop critical and strategic thinking, improve analytic skills and techniques, and enhance effective decision-making
2.	Students will be able to demonstrate ability in teamworking, collaboration and leadership
3.	Students will be able to understand social and legal issues both within local and global environments
4.	Students will be able to acquire proficiency in English and utilize effective communication skills
5.	Students will be able to gain IT skills which are conducive for research using various resources and databases
6.	Students will be able to put knowledge acquired into practical experience through on-site internship(s) before graduation
7.	Students will be able to gain ethical consciousness and behaviour required by the business management discipline
8.	Students will be able to have detailed knowledge of economics discipline and awareness of a variety of ideas, context and frameworks
9.	Students will be able to deploy a detailed theoretical and practical knowledge in microeconomics and macroeconomics
10.	Students will be able to apply economic theory and methods to real world economic problems
11.	Students will be able to develop an understanding of statistical analysis, data gathering, and data analysis
12.	Students will be able to predict and solve complex problems with appropriate economic techniques, including identifying a question, using an appropriate framework, and collecting and analyzing the data
13.	Students will be able to work cohesively in an international environment, by respecting the values of other cultures in business and personal areas
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. <i>Senior Capstone Project</i>	<i>Senior students in the Faculty of Business will score a minimum of 80% on their capstone projects.</i>
2. <i>Comprehensive Exam (end of 7<sup>th</sup> semester)</i>	<i>Senior students in the Faculty of Business will score at minimum of 70% on the comprehensive exam.*</i>
Assessment Tools for Intended Student Learning Outcomes—	Performance Targets/Criteria for Indirect Measures:

Indirect Measures of Student Learning:	
1. <i>Student Satisfaction Survey</i>	<i>At least 70% of students will have a high level of satisfaction from the level of education received.</i>
2. <i>Course evaluations</i>	<i>At least 70% of students will feel that their course provided them with valuable, useful education.</i>

## MASTER'S-LEVEL PROGRAMS

Student Learning Assessment for Master's level programs in Banking and Finance, Marketing, Accounting, Management Information Systems (MIS), Business Management, International Business Management and Economics.

Intended Student Learning Outcomes for Master's level programs in Banking and Finance, Marketing, Accounting, Management Information Systems (MIS), Business Management, International Business Management and Economics:	
1. To graduate ethical, professional students who have a sound knowledge in their discipline to evaluate critiques and develop new hypothesis	
2. Within their discipline, students will be able to synthesize complex data and be able to critically analyze and make judgments and decisions in unpredictable situations	
3. Students will be able to work independently and as an integral part of a team in planning and implementing strategic and executive tasks	
4. With respect to different cultures, students will be able to work and excel in an international environment with an ethical, professional manner	
5. Students will be able to understand the role, purpose and importance of group behavior and management	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
2. <i>The Graduation Project*</i>	<i>80% of Master-level business students who are required to write, research and present a Graduation Project will pass (this is a non-credited, non-graded project, as per requirements with the Turkish Higher Education Council).</i>
3. <i>The Capstone Course</i>	<i>Graduating Masters-level business students will score a minimum of 70% in the Business Policy course (for MBA) and graduation project (for MIS).</i>
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. <i>Student Satisfaction Survey</i>	<i>At least 70% of students will have a high level of satisfaction from the level of education received.</i>
2. <i>Course evaluations</i>	<i>At least 70% of students will feel that their course provided them with valuable, useful education.</i>

\*Due to the Higher Education Council of Turkey (YOK), Graduation Projects in the past could only be given a Pass or Fail marking and be an uncredited requirement for graduates in the Masters programs without completion of a thesis. In the past, GAU has used successful completion (“Pass” mark) as an Outcome Assessment. We have found that vast majority of student were passing (upwards of 90%). To make this a more meaningful assessment measure, GAU’s Graduate School has adopted a structured, credited and graded formatting of the Graduation Project. All students entering the MBA starting from the 2009- 2010 Academic Year will have a graded and credited Graduation Project.

### Mapping of Intended Student Learning Outcomes to Broad-Based Student Learning Goals

The broad-based student learning goals identified in Section I above encompass the intended student learning outcomes as articulated in this section, and are general composites or summaries of these outcomes. These relationships are summarized in the outcomes-to-goals mapping below (**Note: Put an “x” in a given cell of the table if the intended learning outcome in that row is associated with the learning goal in that column.**):

<div>Broad-Based Student Learning Goals</div> <div>Intended Student Learning Outcomes</div>	1. Students will acquire the relevant disciplinary knowledge, skills and ethics essential for all programs of study so as to be prepared for all local and global settings.	2. Students will understand and be able to effectively communicate with and also manage all environmental factors at both local and global levels.	3. Students will be able to utilize all necessary qualitative and quantitative analytical tools as well as support systems and also be able to engage in teamworking for sound decision-making purposes.
<b>ASSOCIATE-LEVEL PROGRAMS</b>			
<i>Banking and Finance, Accounting, Marketing, Business Administration and Management Information Systems</i>			
1. Students will be able to recognize the primary features of a firm and understand how they must work together to function successfully	X		
2. Within their discipline, students will be able to adequately form and communicate opinions when facing uncertainty in business		X	
3. Students will be able to gain analytical knowledge in identifying business solutions and delivering solutions	X		
4. Students will be able to analyze basic financial information and understand its importance in the overall health of a company	X		



Intended Student Learning Outcomes	Broad-Based Student Learning Goals		
	1. Students will acquire the relevant disciplinary knowledge, skills and ethics essential for all programs of study so as to be prepared for all local and global settings.	2. Students will understand and be able to effectively communicate with and also manage all environmental factors at both local and global levels.	3. Students will be able to utilize all necessary qualitative and quantitative analytical tools as well as support systems and also be able to engage in teamworking for sound decision-making purposes.
5. Students will work independently and as an integral part of a team in putting together presentations and projects in business English	X	X	
6. With respect to different cultures, students will work in an international environment with an ethical, professional manner	X		X
7. Students will be able to put educational knowledge into practice in a working environment through the use of meaningful summer internships	X	X	X
<b>BACHELOR'S-LEVEL PROGRAMS</b>			
<i>Business Management</i>			
1. Students will be able to develop critical and strategic thinking, improve analytic skills and techniques, and enhance effective decision-making	X		X
2. Students will be able to demonstrate			X

Intended Student Learning Outcomes	Broad-Based Student Learning Goals		
	1. Students will acquire the relevant disciplinary knowledge, skills and ethics essential for all programs of study so as to be prepared for all local and global settings.	2. Students will understand and be able to effectively communicate with and also manage all environmental factors at both local and global levels.	3. Students will be able to utilize all necessary qualitative and quantitative analytical tools as well as support systems and also be able to engage in teamworking for sound decision-making purposes.
ability in teamworking, collaboration and leadership			
3. Students will be able to understand social and legal issues both within local and global environments	X	X	
4. Students will be able to acquire proficiency in English and utilize effective communication skills		X	
5. Students will be able to gain IT skills which are conducive for research using various resources and databases	X		
6. Students will be able to put knowledge acquired into practical experience through on-site internship(s) before graduation			X
7. Students will be able to gain ethical	X		

<div>Broad-Based Student Learning Goals</div> <div>Intended Student Learning Outcomes</div>	1. Students will acquire the relevant disciplinary knowledge, skills and ethics essential for all programs of study so as to be prepared for all local and global settings.	2. Students will understand and be able to effectively communicate with and also manage all environmental factors at both local and global levels.	3. Students will be able to utilize all necessary qualitative and quantitative analytical tools as well as support systems and also be able to engage in teamworking for sound decision-making purposes.
consciousness and behaviour required by the business management discipline			
8. Students will be able to explain the importance of Human Resource Management to the overall management of an organization.	X		
9. Students will be able to record transactions and prepare financial statements for a business entity	X		
10. Students will be able to analyze and synthesize financial, statistical and quantitative data to assist future business leaders in making sound decisions and judgements			X
11. Students will be able to recognize the need for lifelong learning and the importance of staying current in business literacy, events, methodologies and information technology tools			X

Intended Student Learning Outcomes	Broad-Based Student Learning Goals		
	1. Students will acquire the relevant disciplinary knowledge, skills and ethics essential for all programs of study so as to be prepared for all local and global settings.	2. Students will understand and be able to effectively communicate with and also manage all environmental factors at both local and global levels.	3. Students will be able to utilize all necessary qualitative and quantitative analytical tools as well as support systems and also be able to engage in teamworking for sound decision-making purposes.
12. Students will be able to work cohesively in an international environment, by respecting the values of other cultures in business and personal areas		X	
<i>Accounting</i>			
1. Students will be able to develop critical and strategic thinking, improve analytic skills and techniques, and enhance effective decision-making	X		X
2. Students will be able to demonstrate ability in teamworking, collaboration and leadership			X
3. Students will be able to understand social and legal issues both within local and global environments	X	X	
4. Students will be able to acquire		X	

<div>Broad-Based Student Learning Goals</div> <div>Intended Student Learning Outcomes</div>	1. Students will acquire the relevant disciplinary knowledge, skills and ethics essential for all programs of study so as to be prepared for all local and global settings.	2. Students will understand and be able to effectively communicate with and also manage all environmental factors at both local and global levels.	3. Students will be able to utilize all necessary qualitative and quantitative analytical tools as well as support systems and also be able to engage in teamworking for sound decision-making purposes.
proficiency in English and utilize effective communication skills			
5. Students will be able to gain IT skills which are conducive for research using various resources and databases	X		
6. Students will be able to put knowledge acquired into practical experience through on-site internship(s) before graduation			X
7. Students will be able to gain ethical consciousness and behaviour required by the business management discipline	X		
8. Students will be able to record transactions and prepare financial statements according to national and/or international accounting standards	X		

Intended Student Learning Outcomes	Broad-Based Student Learning Goals		
	1. Students will acquire the relevant disciplinary knowledge, skills and ethics essential for all programs of study so as to be prepared for all local and global settings.	2. Students will understand and be able to effectively communicate with and also manage all environmental factors at both local and global levels.	3. Students will be able to utilize all necessary qualitative and quantitative analytical tools as well as support systems and also be able to engage in teamworking for sound decision-making purposes.
9. Students will be able to analyze, interpret and evaluate financial data and financial statements suitable for making management decisions			X
10. Students will be able to demonstrate the knowledge of manufacturing cost such as job order cost, process cost, standard cost and joint cost for production,			X
11. Students will be able to interpret new knowledge about mergers, acquisitions and consolidations,	X		
12. Students will be able to apply auditing concepts, standards, procedures and auditor's report and principles and practice of taxation			X
<i>Banking and Finance</i>			
1. Students will be able to develop critical and strategic thinking, improve analytic skills and techniques, and enhance effective decision-making	X		X

Intended Student Learning Outcomes	Broad-Based Student Learning Goals		
	1. Students will acquire the relevant disciplinary knowledge, skills and ethics essential for all programs of study so as to be prepared for all local and global settings.	2. Students will understand and be able to effectively communicate with and also manage all environmental factors at both local and global levels.	3. Students will be able to utilize all necessary qualitative and quantitative analytical tools as well as support systems and also be able to engage in teamworking for sound decision-making purposes.
2. Students will be able to demonstrate ability in teamworking, collaboration and leadership			X
3. Students will be able to understand social and legal issues both within local and global environments	X	X	
4. Students will be able to acquire proficiency in English and utilize effective communication skills		X	
5. Students will be able to gain IT skills which are conducive for research using various resources and databases	X		
6. Students will be able to put knowledge acquired into practical experience through on-site internship(s) before graduation			X

Intended Student Learning Outcomes	Broad-Based Student Learning Goals		
	1. Students will acquire the relevant disciplinary knowledge, skills and ethics essential for all programs of study so as to be prepared for all local and global settings.	2. Students will understand and be able to effectively communicate with and also manage all environmental factors at both local and global levels.	3. Students will be able to utilize all necessary qualitative and quantitative analytical tools as well as support systems and also be able to engage in teamworking for sound decision-making purposes.
7. Students will be able to gain ethical consciousness and behaviour required by the business management discipline	X		
8. Students will be able to possess the knowledge and skills required in the management of commercial banks and financial institutions	X		
9. Students will be able to analyze financial statements of the institutions mentioned above and evaluate their performance with respect to profitability, liquidity, activity, risk and solvency			X
10. Students will be able to review and utilize interest rate concepts and theories, asset pricing and security valuation models as they apply to the financial decision-making processes in a managerial position in banking and finance	X		X
11. Students will be able to analyze credits and their terms and			X



Intended Student Learning Outcomes	Broad-Based Student Learning Goals		
	1. Students will acquire the relevant disciplinary knowledge, skills and ethics essential for all programs of study so as to be prepared for all local and global settings.	2. Students will understand and be able to effectively communicate with and also manage all environmental factors at both local and global levels.	3. Students will be able to utilize all necessary qualitative and quantitative analytical tools as well as support systems and also be able to engage in teamworking for sound decision-making purposes.
conditions as they pertain to evaluation of agricultural, commercial, consumer and real estate loan applications			
12. Students will be able to analyze and select the types of securities that businesses acquire for their short and long term investment portfolios			X
13. Students will be able to analyze, evaluate and select investment projects in addition to making sound capital budget decisions			X
14. Students will be able to demonstrate the knowledge and managerial skills required in international banking and finance through use of hedging, speculation, swaps, futures, options, leasing, factoring and forfeiting			X
15. Students will be able to review and analyze various cases, scenarios or actual situations and make sound decisions in the sector	X		X
<i>Management Information Systems (MIS)</i>			
1. Students will be able to understand fundamental concepts and principles	X		

Intended Student Learning Outcomes	Broad-Based Student Learning Goals		
	1. Students will acquire the relevant disciplinary knowledge, skills and ethics essential for all programs of study so as to be prepared for all local and global settings.	2. Students will understand and be able to effectively communicate with and also manage all environmental factors at both local and global levels.	3. Students will be able to utilize all necessary qualitative and quantitative analytical tools as well as support systems and also be able to engage in teamworking for sound decision-making purposes.
of Information Systems.			
2. Students will be able to demonstrate the ability to apply Systems Development methodologies and tools.			X
3. Students will be able to construct databases with the use of Centralized and Distributed Database Management Systems.			X
4. Students will be able to recognize the importance of different types of hardware and software platforms and Operating Systems.	X		
5. Students will be able to perform computer simulation of information systems and computer networks			X
6. Students will be able to understand different aspects of management which are relevant to the information systems function of an organization.	X		
7. Students will be able to demonstrate the ability to apply the Internet and Web Development tools for ecommerce applications.			X

<div>Broad-Based Student Learning Goals</div> <div>Intended Student Learning Outcomes</div>	1. Students will acquire the relevant disciplinary knowledge, skills and ethics essential for all programs of study so as to be prepared for all local and global settings.	2. Students will understand and be able to effectively communicate with and also manage all environmental factors at both local and global levels.	3. Students will be able to utilize all necessary qualitative and quantitative analytical tools as well as support systems and also be able to engage in teamworking for sound decision-making purposes.
8. Students will be able to develop critical and strategic thinking, improve analytic skills and techniques and enhance effective decision-making	X		
9. Students will be able to understand social and legal issues both within local and global environments	X	X	
10. Students will be able to acquire proficiency in English and utilize effective communication skills		X	
11. Students will be able to gain IT skills which are conducive for research using various resources and databases	X		
12. Students will be able to apply knowledge acquired into practical			X

Intended Student Learning Outcomes	Broad-Based Student Learning Goals		
	1. Students will acquire the relevant disciplinary knowledge, skills and ethics essential for all programs of study so as to be prepared for all local and global settings.	2. Students will understand and be able to effectively communicate with and also manage all environmental factors at both local and global levels.	3. Students will be able to utilize all necessary qualitative and quantitative analytical tools as well as support systems and also be able to engage in teamworking for sound decision-making purposes.
experience through on-site internship(s) before graduation			
13. Students will be able to gain ethical consciousness and behavior required by the MIS discipline.	X		
<i>International Business Management</i>			
1. Students will be able to develop critical and strategic thinking, improve analytic skills and techniques, and enhance effective decision-making for future business leaders	X		X
2. Students will be able to demonstrate ability in teamworking, collaboration and leadership			X
3. Students will be able to understand social and legal issues both within local and global environments	X	X	

<div>Broad-Based Student Learning Goals</div> <div>Intended Student Learning Outcomes</div>	1. Students will acquire the relevant disciplinary knowledge, skills and ethics essential for all programs of study so as to be prepared for all local and global settings.	2. Students will understand and be able to effectively communicate with and also manage all environmental factors at both local and global levels.	3. Students will be able to utilize all necessary qualitative and quantitative analytical tools as well as support systems and also be able to engage in teamworking for sound decision-making purposes.
4. Students will be able to acquire proficiency in English and utilize effective communication skills especially in Business English which is globally accepted		X	
5. Students will be able to gain IT skills which are conducive for research using various resources and databases	X		
6. Students will be able to put knowledge acquired into practical experience through on-site internship(s) before graduation			X
7. Students will be able to gain ethical consciousness and behaviour required by the business management discipline	X		

Intended Student Learning Outcomes	Broad-Based Student Learning Goals		
	1. Students will acquire the relevant disciplinary knowledge, skills and ethics essential for all programs of study so as to be prepared for all local and global settings.	2. Students will understand and be able to effectively communicate with and also manage all environmental factors at both local and global levels.	3. Students will be able to utilize all necessary qualitative and quantitative analytical tools as well as support systems and also be able to engage in teamworking for sound decision-making purposes.
8. Students will be able to understand international business with an emphasis on cultural diversity, adaptation and maintenance integrity	X	X	
9. Students will be able to acquire knowledge on the impact of international economic, social, and political relationships of corporations	X	X	
10. Students will be able to formulate international business strategies			X
11. Students will be able to understand the workforce in multinational companies	X	X	
12. Students will be able to understand the area of international trade, commercial policies, and improve international competitiveness	X		X
13. Students will be able to obtain knowledge on the complex and	X		

Intended Student Learning Outcomes	Broad-Based Student Learning Goals		
	1. Students will acquire the relevant disciplinary knowledge, skills and ethics essential for all programs of study so as to be prepared for all local and global settings.	2. Students will understand and be able to effectively communicate with and also manage all environmental factors at both local and global levels.	3. Students will be able to utilize all necessary qualitative and quantitative analytical tools as well as support systems and also be able to engage in teamworking for sound decision-making purposes.
interactive nature of participants, functions and business flows of international logistics and supply chain management			
<i>Marketing</i>			
1. Students will be able to develop critical and strategic thinking, improve analytic skills and techniques, and enhance effective decision-making	X		X
2. Students will be able to demonstrate ability in teamworking, collaboration and leadership			X
3. Students will be able to understand social and legal issues both within local and global environments	X		
4. Students will be able to acquire proficiency in English and utilize		X	

Intended Student Learning Outcomes	Broad-Based Student Learning Goals		
	1. Students will acquire the relevant disciplinary knowledge, skills and ethics essential for all programs of study so as to be prepared for all local and global settings.	2. Students will understand and be able to effectively communicate with and also manage all environmental factors at both local and global levels.	3. Students will be able to utilize all necessary qualitative and quantitative analytical tools as well as support systems and also be able to engage in teamworking for sound decision-making purposes.
effective communication skills			
5. Students will be able to gain IT skills which are conducive for research using various resources and databases	X		
6. Students will be able to put knowledge acquired into practical experience through on-site internship(s) before graduation			X
7. Students will be able to gain ethical consciousness and behaviour required by the business management discipline	X		
8. Students will be able to demonstrate competence in dealing with a variety of marketing problems using both quantitative and qualitative methods			X



<div>Broad-Based Student Learning Goals</div> <div>Intended Student Learning Outcomes</div>	1. Students will acquire the relevant disciplinary knowledge, skills and ethics essential for all programs of study so as to be prepared for all local and global settings.	2. Students will understand and be able to effectively communicate with and also manage all environmental factors at both local and global levels.	3. Students will be able to utilize all necessary qualitative and quantitative analytical tools as well as support systems and also be able to engage in teamworking for sound decision-making purposes.
9. Students will be able to possess awareness and competency of global issues in marketing	X		
10. Students will be able to understand the international market environment and E-commerce	X	X	
11. Students will be able to show ability to create professional-quality marketing plans, business documents and presentations			X
12. Students will be able to develop and evaluate the strategies of advertising, public relations and E-marketing practices			X
13. Students will be able to evaluate messages communicated through media and determine the impact of		X	

Intended Student Learning Outcomes	Broad-Based Student Learning Goals		
	1. Students will acquire the relevant disciplinary knowledge, skills and ethics essential for all programs of study so as to be prepared for all local and global settings.	2. Students will understand and be able to effectively communicate with and also manage all environmental factors at both local and global levels.	3. Students will be able to utilize all necessary qualitative and quantitative analytical tools as well as support systems and also be able to engage in teamworking for sound decision-making purposes.
marketing communication on individual behaviour and society as a whole			
<i>Economics</i>			
1. Students will be able to develop critical and strategic thinking, improve analytic skills and techniques, and enhance effective decision-making	X		X
2. Students will be able to demonstrate ability in teamworking, collaboration and leadership			X
3. Students will be able to understand social and legal issues both within local and global environments	X	X	
4. Students will be able to acquire proficiency in English and utilize		X	

Intended Student Learning Outcomes	Broad-Based Student Learning Goals		
	1. Students will acquire the relevant disciplinary knowledge, skills and ethics essential for all programs of study so as to be prepared for all local and global settings.	2. Students will understand and be able to effectively communicate with and also manage all environmental factors at both local and global levels.	3. Students will be able to utilize all necessary qualitative and quantitative analytical tools as well as support systems and also be able to engage in teamworking for sound decision-making purposes.
effective communication skills			
5. Students will be able to gain IT skills which are conducive for research using various resources and databases	X		
6. Students will be able to put knowledge acquired into practical experience through on-site internship(s) before graduation			X
7. Students will be able to gain ethical consciousness and behaviour required by the business management discipline	X		
8. Students will be able to have detailed knowledge of economics discipline and awareness of a variety of ideas, context and frameworks	X		
9. Students will be able to deploy a detailed theoretical and practical	X		X

Intended Student Learning Outcomes	Broad-Based Student Learning Goals		
	1. Students will acquire the relevant disciplinary knowledge, skills and ethics essential for all programs of study so as to be prepared for all local and global settings.	2. Students will understand and be able to effectively communicate with and also manage all environmental factors at both local and global levels.	3. Students will be able to utilize all necessary qualitative and quantitative analytical tools as well as support systems and also be able to engage in teamworking for sound decision-making purposes.
knowledge in microeconomics and macroeconomics			
10. Students will be able to apply economic theory and methods to real world economic problems			X
11. Students will be able to develop an understanding of statistical analysis, data gathering, and data analysis			X
12. Students will be able to predict and solve complex problems with appropriate economic techniques, including identifying a question, using an appropriate framework, and collecting and analyzing the data			X
13. Students will be able to work cohesively in an international environment, by respecting the values of other cultures in business and personal areas		X	
<b>MASTER'S-LEVEL PROGRAMS</b>			
<i>Master's level programs in Banking and Finance, Marketing, Accounting, Management Information Systems (MIS), Business Management, International Business Management and Economics.</i>			
1. To graduate ethical, professional students who have a sound knowledge in their discipline to	X		

Intended Student Learning Outcomes	Broad-Based Student Learning Goals		
	1. Students will acquire the relevant disciplinary knowledge, skills and ethics essential for all programs of study so as to be prepared for all local and global settings.	2. Students will understand and be able to effectively communicate with and also manage all environmental factors at both local and global levels.	3. Students will be able to utilize all necessary qualitative and quantitative analytical tools as well as support systems and also be able to engage in teamworking for sound decision-making purposes.
evaluate critiques and develop new hypothesis			
2. Within their discipline, students will be able to synthesize complex data and be able to critically analyze and make judgments and decisions in unpredictable situations			X
3. Students will be able to work independently and as an integral part of a team in planning and implementing strategic and executive tasks			X
4. With respect to different cultures, students will be able to work and excel in an international environment with an ethical, professional manner	X	X	
5. Students will be able to understand the role, purpose and importance of group behavior and management	X		

### Mapping of Assessment Measures to Intended Student Learning Outcomes

For each program at each level identified above, the direct and indirect measures of student learning provide for the assessment of all of the program's intended student learning outcomes. These relationships are summarized in the measures-to-outcomes mappings below (**Note: Put an "x" in a given cell of the tables if the assessment instrument in that column measures the intended learning outcome in that row.**):

ASSOCIATE-LEVEL PROGRAMS				
Intended Student Learning Outcomes	Assessment Measures			
<i>Banking and Finance, Accounting, Marketing, Business Administration and Management Information Systems</i>	<i>Internship course grade</i>	<i>Case Study course</i>	<i>Student Satisfaction Survey</i>	<i>Course evaluations</i>
1. Students will be able to recognize the primary features of a firm and understand how they must work together to function successfully	X	X		
2. Within their discipline, students will be able to adequately form and communicate opinions when facing uncertainty in business		X	X	X
3. Students will be able to gain analytical knowledge in identifying business solutions and delivering solutions		X	X	X
4. Students will be able to analyze basic financial information and understand its importance in the overall health of a company		X		X
5. Students will work independently and as an integral part of a team in putting together presentations and projects in business English	X	X	X	X

6. With respect to different cultures, students will work in an international environment with an ethical, professional manner			X	X
7. Students will be able to put educational knowledge into practice in a working environment through the use of meaningful summer internships	X			X

BACHELOR'S-LEVEL PROGRAMS				
Intended Student Learning Outcomes	Assessment Measures			
<i>Business Management</i>	<i>Senior Capstone Project</i>	<i>Comprehensive Exam (end of 7th semester)</i>	<i>Student Satisfaction Survey</i>	<i>Course evaluations</i>
1. Students will be able to develop critical and strategic thinking, improve analytic skills and techniques, and enhance effective decision-making	X	X	X	X
2. Students will be able to demonstrate ability in teamworking, collaboration and leadership	X		X	X
3. Students will be able to understand social and legal issues both within local and global environments	X	X	X	X

4. Students will be able to acquire proficiency in English and utilize effective communication skills	X	X	X	X
5. Students will be able to gain IT skills which are conducive for research using various resources and databases	X		X	X
6. Students will be able to put knowledge acquired into practical experience through on-site internship(s) before graduation			X	
7. Students will be able to gain ethical consciousness and behaviour required by the business management discipline	X	X		X
8. Students will be able to explain the importance of Human Resource Management to the overall management of an organization.	X	X		X
9. Students will be able to record transactions and prepare financial statements for a business entity	X	X		X



10. Students will be able to analyze and synthesize financial, statistical and quantitative data to assist future business leaders in making sound decisions and judgements	X	X		X
11. Students will be able to recognize the need for lifelong learning and the importance of staying current in business literacy, events, methodologies and information technology tools			X	X
12. Students will be able to work cohesively in an international environment, by respecting the values of other cultures in business and personal areas			X	X
<i>Accounting</i>	<i>Senior Capstone Project</i>	<i>Comprehensive Exam (end of 7th semester)</i>	<i>Student Satisfaction Survey</i>	<i>Course evaluations</i>
1. Students will be able to develop critical and strategic thinking, improve analytic skills and techniques, and enhance effective decision-making	X	X	X	X
2. Students will be able to demonstrate ability in teamworking, collaboration and leadership	X		X	X
3. Students will be able to understand	X	X	X	X

social and legal issues both within local and global environments				
4. Students will be able to acquire proficiency in English and utilize effective communication skills	X	X	X	X
5. Students will be able to gain IT skills which are conducive for research using various resources and databases	X		X	X
6. Students will be able to put knowledge acquired into practical experience through on-site internship(s) before graduation			X	
7. Students will be able to gain ethical consciousness and behaviour required by the business management discipline	X	X		X
8. Students will be able to record transactions and prepare financial statements according to national and/or international accounting standards	X	X		X
9. Students will be able to analyze, interpret and evaluate financial data and financial statements suitable for	X	X		X

making management decisions				
10. Students will be able to demonstrate the knowledge of manufacturing cost such as job order cost, process cost, standard cost and joint cost for production,	X	X		
11. Students will be able to interpret new knowledge about mergers, acquisitions and consolidations,	X	X		
12. Students will be able to apply auditing concepts, standards, procedures and auditor's report and principles and practice of taxation	X	X		X
<i>Banking and Finance</i>	<i>Senior Capstone Project</i>	<i>Comprehensive Exam (end of 7th semester)</i>	<i>Student Satisfaction Survey</i>	<i>Course evaluations</i>
1. Students will be able to develop critical and strategic thinking, improve analytic skills and techniques, and enhance effective decision-making.	X	X	X	X
2. Students will be able to demonstrate ability in teamworking, collaboration and leadership.	X		X	X
3. Students will be able to understand social and legal issues both within local and global environments.	X	X	X	X
4. Students will be able to acquire	X	X	X	X

proficiency in English and utilize effective communication skills.				
5. Students will be able to gain IT skills which are conducive for research using various resources and databases.	X		X	X
6. Students will be able to put knowledge acquired into practical experience through on-site internship(s) before graduation.			X	
7. Students will be able to gain ethical consciousness and behaviour required by the business management discipline.	X	X		X
8. Students will be able to possess the knowledge and skills required in the management of commercial banks and financial institutions.	X	X		X
9. Students will be able to analyze financial statements of the institutions mentioned above and evaluate their performance with respect to profitability, liquidity, activity, risk and solvency.	X	X		
10. Students will be able to review and utilize interest rate concepts and	X	X		

theories, asset pricing and security valuation models as they apply to the financial decision-making processes in a managerial position in banking and finance.				
11. Students will be able to analyze credits and their terms and conditions as they pertain to evaluation of agricultural, commercial, consumer and real estate loan applications.	X	X		
12. Students will be able to analyze and select the types of securities that businesses acquire for their short and long term investment portfolios.	X	X		
13. Students will be able to analyze, evaluate and select investment projects in addition to making sound capital budget decisions.	X	X		
14. Students will be able to demonstrate the knowledge and managerial skills required in international banking and finance through use of hedging, speculation, swaps, futures, options, leasing, factoring and forfeiting.	X	X		
15. Students will be able to review and analyze various cases, scenarios or actual situations and make sound decisions in the sector.	X	X		X
<i>Management Information Systems (MIS)</i>	<i>Senior Capstone Project</i>	<i>Comprehensive Exam (end of 7th semester)</i>	<i>Student Satisfaction Survey</i>	<i>Course evaluations</i>

1. Students will be able to understand fundamental concepts and principles of Information Systems.	X	X		X
2. Students will be able to demonstrate the ability to apply Systems Development methodologies and tools.	X	X		X
3. Students will be able to construct databases with the use of Centralized and Distributed Database Management Systems.	X	X		
4. Students will be able to recognize the importance of different types of hardware and software platforms and Operating Systems.	X	X		
5. Students will be able to perform computer simulation of information systems and computer networks.	X			
6. Students will be able to understand different aspects of management which are relevant to the information systems function of an organization.	X	X		X
7. Students will be able to demonstrate the ability to apply the Internet and Web Development tools for ecommerce applications.	X	X		X
8. Students will be able to develop critical and strategic thinking, improve analytic skills and	X	X		X

techniques and enhance effective decision-making.				
9. Students will be able to understand social and legal issues both within local and global environments	X	X	X	X
10. Students will be able to acquire proficiency in English and utilize effective communication skills.	X	X	X	X
11. Students will be able to gain IT skills which are conducive for research using various resources and databases.	X	X		X
12. Students will be able to apply knowledge acquired into practical experience through on-site internship(s) before graduation.			X	
13. Students will be able to gain ethical consciousness and behavior required by the MIS discipline.	X	X		X
<i>International Business Management</i>	<i>Senior Capstone Project</i>	<i>Comprehensive Exam (end of 7th semester)</i>	<i>Student Satisfaction Survey</i>	<i>Course evaluations</i>
1. Students will be able to develop critical and strategic thinking,	X	X	X	X

improve analytic skills and techniques, and enhance effective decision-making for future business leaders.				
2. Students will be able to demonstrate ability in teamworking, collaboration and leadership.	X		X	X
3. Students will be able to understand social and legal issues both within local and global environments.	X	X	X	X
4. Students will be able to acquire proficiency in English and utilize effective communication skills especially in Business English which is globally accepted.	X	X	X	X
5. Students will be able to gain IT skills which are conducive for research using various resources and databases.	X		X	X
6. Students will be able to put knowledge acquired into practical experience through on-site			X	



internship(s) before graduation.				
7. Students will be able to gain ethical consciousness and behaviour required by the business management discipline.	X	X		X
8. Students will be able to understand international business with an emphasis on cultural diversity, adaptation and maintenance integrity.	X	X	X	X
9. Students will be able to acquire knowledge on the impact of international economic, social, and political relationships of corporations.	X	X		X
10. Students will be able to formulate international business strategies.	X	X		X
11. Students will be able to understand the workforce in multinational companies.	X	X		X
12. Students will be able to understand the area of international trade, commercial policies, and improve international competitiveness.	X	X		X

13. Students will be able to obtain knowledge on the complex and interactive nature of participants, functions and business flows of international logistics and supply chain management.	X	X	X	X
<i>Marketing</i>	<i>Senior Capstone Project</i>	<i>Comprehensive Exam (end of 7th semester)</i>	<i>Student Satisfaction Survey</i>	<i>Course evaluations</i>
1. Students will be able to develop critical and strategic thinking, improve analytic skills and techniques, and enhance effective decision-making.	X	X	X	X
2. Students will be able to demonstrate ability in teamworking, collaboration and leadership.	X		X	X
3. Students will be able to understand social and legal issues both within local and global environments.	X	X	X	X
4. Students will be able to acquire proficiency in English and utilize effective communication skills.	X	X	X	X
5. Students will be able to gain IT skills which are conducive for research	X		X	X

using various resources and databases.				
6. Students will be able to put knowledge acquired into practical experience through on-site internship(s) before graduation.			X	
7. Students will be able to gain ethical consciousness and behaviour required by the business management discipline.	X	X		X
8. Students will be able to demonstrate competence in dealing with a variety of marketing problems using both quantitative and qualitative methods.	X	X		
9. Students will be able to possess awareness and competency of global issues in marketing.	X	X		X
10. Students will be able to understand the international market environment and E-commerce.	X	X		X
11. Students will be able to show ability	X	X		

to create professional-quality marketing plans, business documents and presentations.				
12. Students will be able to develop and evaluate the strategies of advertising, public relations and E-marketing practices.	X	X		
13. Students will be able to evaluate messages communicated through media and determine the impact of marketing communication on individual behaviour and society as a whole.	X	X		X
<i>Economics</i>	<i>Senior Capstone Project</i>	<i>Comprehensive Exam (end of 7th semester)</i>	<i>Student Satisfaction Survey</i>	<i>Course evaluations</i>
1. Students will be able to develop critical and strategic thinking, improve analytic skills and techniques, and enhance effective decision-making.	X	X	X	X
2. Students will be able to demonstrate ability in teamworking, collaboration and leadership.	X		X	X

3. Students will be able to understand social and legal issues both within local and global environments.	X	X	X	X
4. Students will be able to acquire proficiency in English and utilize effective communication skills.	X	X	X	X
5. Students will be able to gain IT skills which are conducive for research using various resources and databases.	X		X	X
6. Students will be able to put knowledge acquired into practical experience through on-site internship(s) before graduation.			X	
7. Students will be able to gain ethical consciousness and behaviour required by the business management discipline.	X	X		X
8. Students will be able to have detailed knowledge of economics discipline and awareness of a variety of ideas, context and frameworks.	X	X		X
9. Students will be able to deploy a detailed theoretical and practical knowledge in microeconomics and	X	X		X

macroeconomics.				
10. Students will be able to apply economic theory and methods to real world economic problems.	X	X		
11. Students will be able to develop an understanding of statistical analysis, data gathering, and data analysis.	X	X		
12. Students will be able to predict and solve complex problems with appropriate economic techniques, including identifying a question, using an appropriate framework, and collecting and analyzing the data.	X	X		
13. Students will be able to work cohesively in an international environment, by respecting the values of other cultures in business and personal areas.	X	X		X

MASTER'S-LEVEL PROGRAMS				
Intended Student Learning Outcomes	Assessment Measures			
<i>Banking and Finance, Marketing, Accounting, Management Information Systems (MIS), Business Management, International Business Management and Economics:</i>	<i>The Graduation Project</i>	<i>The Capstone Course</i>	<i>Student Satisfaction Survey</i>	<i>Course evaluations</i>
1. To graduate ethical, professional students who have a sound knowledge in their discipline to evaluate critiques and develop new hypothesis	X	X		X
2. Within their discipline, students will be able to synthesize complex data and be able to critically analyze and make judgments and decisions in unpredictable situations	X	X		
3. Students will be able to work independently and as an integral part of a team in planning and implementing strategic and executive tasks	X			X
4. With respect to different cultures, students will be able to work and excel in an international environment with an ethical, professional manner		X		X
5. Students will be able to understand the role, purpose		X	X	X

and importance of group behavior and management.				
---	--	--	--	--



### Mapping of Direct Assessment Measures to Key Learning Outcomes for Business Programs: Associate-Level Programs

For each associate-level program identified above, the direct measures of student learning provide for the assessment of the “Key Learning Outcomes for Business Programs” as identified by the IACBE. These relationships are summarized in the measures-to-key outcomes mapping below (**Note: Put an “x” in a given cell of the table if the assessment instrument in that column measures the key learning outcome in that row.**):

ASSOCIATE-LEVEL PROGRAMS		
Key Learning Outcomes	Direct Measures of Student Learning	
<i>Banking and Finance, Accounting, Marketing, Business Administration and Management Information Systems</i>	<i>Internship course grade</i>	<i>Case Study course</i>
1. Knowledge of the introductory concepts of accounting, economics, management, and marketing	X	X
2. The ability to use decision-support tools		X
3. The ability to communicate effectively	X	X

### Mapping of Direct Assessment Measures to Key Learning Outcomes for Business Programs: Bachelor's-Level Programs

For each bachelor's-level program identified above, the direct measures of student learning provide for the assessment of the "Key Learning Outcomes for Business Programs" as identified by the IACBE. These relationships are summarized in the measures-to-key outcomes mapping below (**Note: Put an "x" in a given cell of the table if the assessment instrument in that column measures the key learning outcome in that row.**):

BACHELOR'S-LEVEL PROGRAMS		
Key Learning Outcomes	Direct Measures of Student Learning	
<i>Banking and Finance, Marketing, Accounting, Management Information Systems (MIS), Business Management, International Business Management and Economics:</i>	<i>Senior Capstone Project</i>	<i>Comprehensive Exam (end of 7th semester)</i>
1. Knowledge of the functional areas of accounting, marketing, finance, and management	X	X
2. Knowledge of the legal, social, and economic environments of business	X	X
3. Knowledge of the global environment of business	X	X
4. Knowledge of the ethical obligations and responsibilities of business	X	X
5. The ability to use decision-support tools	X	
6. The ability to communicate effectively	X	X
7. The ability to apply knowledge of business concepts and functions in an integrated manner	X	

### Mapping of Direct Assessment Measures to Key Learning Outcomes for Business Programs: Master's-Level Programs

For each master's-level program identified above, the direct measures of student learning provide for the assessment of the "Key Learning Outcomes for Business Programs" as identified by the IACBE. These relationships are summarized in the measures-to-key outcomes mapping below (**Note: Put an "x" in a given cell of the table if the assessment instrument in that column measures the key learning outcome in that row.**):

MASTER'S-LEVEL PROGRAMS		
Key Learning Outcomes	Direct Measures of Student Learning	
<i>Banking and Finance, Marketing, Accounting, Management Information Systems (MIS), Business Management, International Business Management and Economics:</i>	<i>The Graduation Project</i>	<i>The Capstone Course</i>
1. Skills in problem recognition	X	X
2. Skills in strategic analysis and integration	X	X
3. The ability to apply quantitative methods to real-world business situations	X	X
4. The ability to communicate to relevant publics:	X	X
a. Effective written communication skills	X	X
b. Effective oral communication and business presentation skills	X	X
5. Teamwork skills: The ability to work with a team of colleagues on projects		X
6. In-depth knowledge of the ethical obligations and responsibilities of business	X	X

### Section III: Operational Assessment

Intended Operational Outcomes for the Faculty of Business and Economics:	
1. <i>To increase employability of its graduates through career-oriented education or to increase the success rates of its graduates into post graduate programs.</i>	
2. <i>To increase the competence of academic staff sensitive to environmental changes.</i>	
3. <i>To provide the students with high quality lectures.</i>	
4. <i>Students to participate in relevant internship programs.</i>	
5. <i>The academic staff to engage in scholarly activities.</i>	
Assessment Measures for Intended Operational Outcomes:	Performance Targets/Criteria for Operational Assessment Measures:
1. <i>Annual report of the Office of Student Services and Career Center</i>	<i>At least %90 or more of its graduates to be employed in the industry.</i>
2. <i>Curriculum development</i>	<i>%90 of the curriculums are renewed and redesigned to be more career-oriented, to meet the needs of the contemporary business environment.</i>
3. <i>Faculty credential files</i>	<i>At least %70 of the academic staff to have a minimum PhD degree and the new academic staff to be recruited will be with minimum PhD degrees.</i>
4. <i>Student satisfaction survey</i>	<i>At least %70 of the students will indicate that they were satisfied with the teaching methods and the quality of teaching of their professors.</i>
5. <i>Internship report</i>	<i>At least %85 of the Business Faculty students to participate in internship programs that are related to their specializations.</i>
6. <i>Faculty reports</i>	<i>%40 of the academic staff to release at least 2 journals or publications in an academic year.</i>

**Note:** Be sure that you identify an operational assessment measure for each intended operational outcome. However, please be aware that it is possible for a single operational assessment tool to be used to measure more than one outcome.

### Mapping of Intended Operational Outcomes to Broad-Based Operational Goals

The broad-based operational goals identified in Section I above encompass the intended operational outcomes as articulated in this section, and are general composites or summaries of these outcomes. These relationships are summarized in the outcomes-to-goals mapping below **(Note: Put an “x” in a given cell of the table if the intended operational outcome in that row is associated with the operational goal in that column.)**:

Broad-Based Operational Goals Intended Operational Outcomes	1. The Faculty will offer comprehensive and contemporary degree programs in order to prepare the students for their future careers.	2. The Faculty will attract and retain qualified academic staff to deliver the degree programs offered.	3. The Faculty will provide a supportive learning environment conducive to research and practical applications through use of modern lecture materials and equipment.	4. The students of the Faculty will participate in relevant projects, fieldwork and internships.
1. <i>To increase employability of its graduates through career-oriented education or to increase the success rates of its graduates into post graduate programs.</i>	X	X	X	X
2. <i>To increase the competence of academic staff sensitive to environmental changes.</i>		X		
3. <i>To provide the students with high quality lectures.</i>	X	X	X	
4. <i>Students to participate in relevant internship programs.</i>				X
5. <i>The academic staff to engage in scholarly activities.</i>		X		

### Mapping of Operational Assessment Measures to Intended Operational Outcomes

The operational assessment measures identified above provide for the assessment of all of the intended operational outcomes. These relationships are summarized in the measures-to-outcomes mapping below (**Note: Put an “x” in a given cell of the table if the assessment instrument in that column measures the intended operational outcome in that row.**):

<div>Operational Assessment</div> <div>Measure Intended Operational Outcomes</div>	<i>Annual report of the Office of Student Services and Career Center</i>	<i>Curriculum Development</i>	<i>Faculty Credential Files</i>	<i>Student satisfaction survey</i>	<i>Internship Report</i>
1. <i>To increase employability of its graduates through career-oriented education or to increase the success rates of its graduates into post graduate programs.</i>	X	X		X	X
2. <i>To increase the competence of academic staff sensitive to environmental changes.</i>			X	X	
3. <i>To provide the students with high quality lectures.</i>		X		X	
4. <i>Students to participate in relevant internship programs.</i>	X	X		X	X
5. <i>The academic staff to engage in scholarly activities.</i>			X	X	

## Section IV: Linkage of Outcomes Assessment with Strategic Planning

Members of the Faculty of Business and Economics have regular weekly meetings where they discuss the problems, changes or improvements that are needed in their departments. However, at the end of each academic year when the summer semester ends they meet to review the academic year's student learning and operational assessment results. During the year-end evaluation meeting they make their suggestions for changes and improvements related with student learning and operational results. Once the Faculty reaches a consensus with the suggestions or new strategies, then these suggestions or strategies are discussed at the Rector's Senate. The Dean of the Business Faculty and one of the department head represents the Faculty in the Rector's Senate. Once the Rector's senate approves these suggestions or strategies, Vice-Chancellor for Academic Affairs is informed. Vice-Chancellor for Academic Affairs represents the GAU Board of Governors and informs the Board of Governors about the new academic decisions/strategies. Once these decisions/strategies are approved by the Board of Governors then they are included in the coming academic year's budget.

The next step involves action: according to the decision or strategy, related committees are informed about the decisions and their actions are expected. For example, if as a result of a strategy, it is decided to recruit new Faculty with PhD qualifications, then the Committee for Recruitment is informed about this decision. The committee releases an advertisement and once applications are received, Vice-Chancellor and Vice-Rector for Academic issues and the Director of HR reviews the applications. Vice-Rector for Academic issues and the Faculty Dean interviews the applicants. Overall, the decisions are informed to the related committees to take action during the summer semester in order to be prepared for the coming Fall semester.

## Section V: Appendices

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## Appendix A: BSc Economics Comprehensive Exam

### GIRNE AMERICAN UNIVERSITY BUSINESS & ECONOMICS FACULTY ECONOMICS DEPARTMENT COMPREHENSIVE EXAM

#### Question 1)

- a) What are the differences and similarities between a perfectly competitive firm and a monopoly?
- b) Assume the market for Q is perfectly competitive. The market demand function for good Q is:

$P = 10 - 0.5Q$ . The average cost of producing a unit of Q is constant and equals 2. What is the equilibrium price? What is the equilibrium level of Q?

**Question 2)** Suppose the demand curve for a product is given by  $Q_d = 200 - P$  and the supply curve is  $Q_s = P - 100$ .

- a- Find the market clearing price and quantity for the product
- b- Draw a graph to illustrate your answer
- c- Explain and name the situation where the price is set above the market clearing price level
- d- Explain the meaning of shortage

**Question 3)** Examine the effect of a tariff on market price, consumers and producers before and after a tariff is imposed.

**Question 4)** What is the difference between Classical economic thought and Keynesian economic thought?

**Question 5)** What are the main contributions of Adam Smith to economics?

## Appendix B: BSc International Business Management Comprehensive Exam



Grade:

**Girne American University**  
**Faculty of Business & Economics**  
**Department of International Business Management**  
**2009-2010 Fall Semester**  
**Department Exam Questions**

**Name:**

**Student ID:**

**Signature:**

**Date:**

**Course Inst: Emete Toros**

**Duration: 90 mins.**

**Notes:** This is a closed book exam.

1. What is “global marketing” and how does it differ from “regular marketing?” Giving examples of at least one major corporation explain these differences.
2. Conduct Rivalry and Buyer’s Power of 5 force analysis for GAU.
3. GAU’s Business and Economics Faculty would like to recruit a marketing instructor. Can you prepare a job description and specification for that position which you think best fulfills that position?
4. Explain why business analysts use the framework of PESTEL to help map out the environmental forces in marketing. Conduct PESTEL analysis for GAU.
5. Conduct a SWOT analysis of an international company of your choice with 4 bullet points for each section.

## Appendix C: BSc MIS Comprehensive Exam

**GIRNE AMERICAN UNIVERSITY**  
FACULTY OF BUSINESS AND ECONOMICS  
MANAGEMENT INFORMATION SYSTEMS DEPARTMENT

**General Examination  
2010**

January 14, 2010 Duration: 90 minutes

Lecturers: Asst. Prof. Dr. Beran Necat  
Senior Lect. Murat Akkaya  
Senior Lect. Yasemin Fanaeian

Name		Student No	
Surname		Group No	

### General Remarks:

1. This is a closed book exam.
2. Attempt ALL questions.
3. Make sure you have 4 different pages including this page.
4. All work to be done in the spaces provided on the exam paper.
5. No books, notes and dictionaries are allowed.
6. Mobile phones are not allowed. All mobile phones should be switched off during the exam.

### Marks

Question 1( x points)	
Question 2 (x points)	
Question 3 (32 points)	
Question 4 (29 points)	
Question 5 (21 points)	
Total ( x pts)	

**Good Luck**

1. Draw a flowchart and write C codes for the

**“LETTER GRADE CALCULATOR PROGRAM”**

The program will ask for the number of students in the class.

For each student, the program will ask from the user to enter quiz (10%), midterm (30%), project (20%) and final (40%) grades and will then calculate and print the letter grade by using the following table.

LAST-GRADE	LETTER GRADE
90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

2. a. Write an Object Oriented “AREA CALCULATOR PROGRAM” by using any programming language.

- The program will include a **circlearea** class, a **rectanglearea** class and a **main program** class.
- **circlearea** class will have a **calculate\_area(int rad)** function to calculate and print the area of a circle.
- **rectanglearea** class will have a **calculate\_area(int sidea,int sideb)** function to calculate and print the area of a rectangle.

The Main program will have the following menu.

**AREA CALCULATOR**

---

**ENTER 1 FOR CIRCLE AREA CALCULATION**  
**ENTER 2 FOR RECTANGLE AREA CALCULATION**  
**ENTER ANY OTHER NUMBER TO EXIT**

If 1 is entered, the program will ask from the user to enter the radius of a circle and will then calculate and print the area of the circle by using the `calculate_area(int rad)` function of the `circlearea` class.

If 2 is entered, the program will ask from the user to enter two sides of a rectangle and will then calculate and print the area of the rectangle by using the `calculate_area(int sidea,int sideb)` function of the `rectanglearea` class.

**b.** Draw the class diagram and inheritance diagram for the classes.

Note: area of rectangle =  $sidea * sideb$  and area of circle =  $3.14 * r * r$

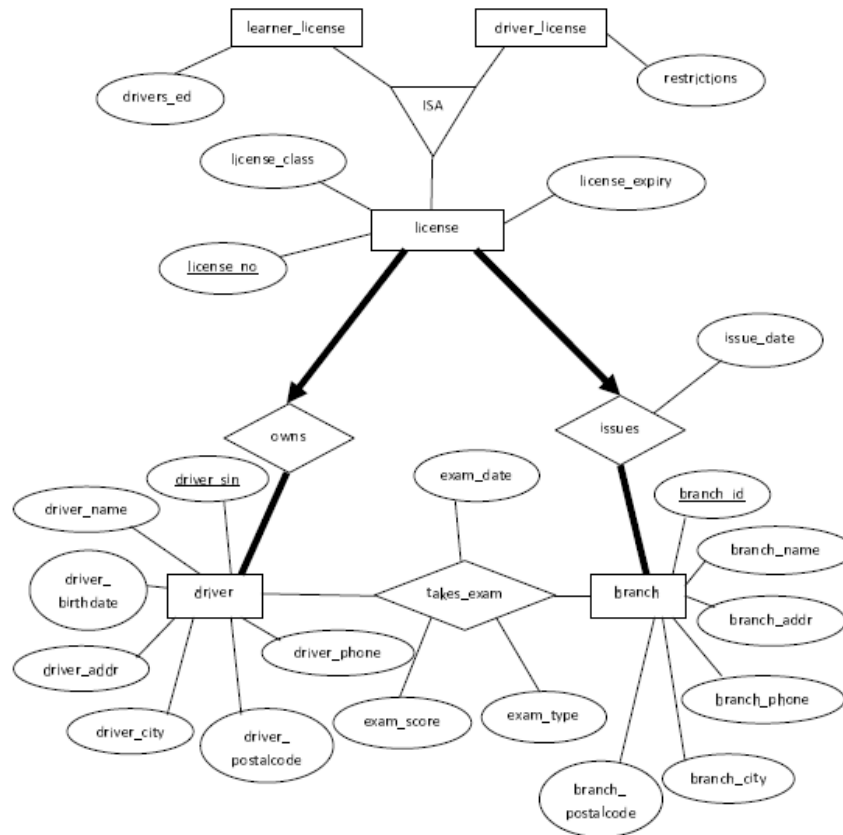
**3.** A domestic agency has been set up to provide a contract cleaning service for local customers. They require a system that would help deal with the customers, recruit staff, allocate the staff rota, purchase cleaning materials from local suppliers, and pay staff on an hourly rate basis. Each member of the cleaning staff is provided with a company van and all the tools of the trade such as vacuum cleaners, mops, buckets, etc. The system will need to control the stock of all the large items held in each van. It is the responsibility of the cleaning staff to ensure they have enough cleaning materials for each job for the following week and they can order replacements from the store at the company warehouse.

- a.** Identify the processes, data stores and external entities in the above scenario and draw a High Level Dataflow diagram **(16 marks)**.
- b.** Give two examples of MIS reports in the above scenario **(4 points)**.
- c.** There are several stages within the system development life cycle. **Briefly** describe the purpose and functionality of each stage **(12 marks)**.

**4.** The E-R diagram shown below illustrates information on how the Motor Vehicle Branch administers driving tests and issues driver's licenses and how this information is stored. Using the ER diagram:

- a.** Generate the corresponding relational schema **(15 points)**.

- b. Write the corresponding SQL statements to create the tables for license, driver\_license, branch, and takes\_exam (8 points).
- c. Write SQL statements that will insert, delete, and update records related to the branch table and show by example values to execute these statements (6 points).



5. Answer the following questions regarding computer networks.
  - a. How do the layers of the TCP/IP model correlate to the layers of the OSI model? (3 points)
  - b. Explain the responsibility of each layer of the TCP/IP model (5 points).
  - c. Describe a client-server model and mention the role of the client and role of the server. Describe a peer to peer model in comparison to a client-server model. Give examples of where these models are used in current systems (5 points).

- d. List three application protocols and briefly describe their function (i.e. for what application they are used) **(6 points)**.
- e. What is the function of the Domain Name System (DNS)? **(2 points)**



# **Girne American University**

## **Department of Management Information Systems**

### **STJ001 & STJ002**

## **Summer Training**

## **Assessment Criteria**



**Student Name:**  
**Student Number:**  
**Summer Rraining STJ001** ☐ **STJ002** ☐  
**Semester:**  
**Date:**

**Project**  
  
**Project**

	[20-15]	
Develop an understanding of the environment in which computer professionals work.		
Clear aims and description of the workplace are stated.		
A clear explanation of the workplace environment policy is defined-customer services.		
An appropriate organisation chart is given.		
Description of personnel of the company -Number of staff/Age groups/Education level/Experience are covered.		
	[14-8]	
An understanding of the environment in which computer professionals work is demonstrated.		
Some aims and description of the workplace are stated.		
An explanation of the workplace environment policy is defined- customer services.		
An organization chart is given however unsatisfactory or not clear.		
A description of personnel of the company is provided however insufficient.		
	[7-0]	
Little or no evidence of an understanding of the working environment.		
Little or no mention of the aim and description of the workplace.		
Little or no evidence of the workplace environment policy.		
Little or no evidence of an organization chart.		

Little or no evidence of the description of personnel of the company.

Total (15): 0

	[25-20]	
Detailed description of work responsibilities taken.		
Detailed description of the department worked in.		
Detailed description of hardware and software used.		
Limitations are clearly stated.		
Experience gained clearly stated.		
	[19-11]	
Description of work responsibilities taken.		
Description of the department worked in.		
Description of hardware and software used.		
Limitations are stated.		
Experience gained stated however lacks in detail.		
	[10-0]	
Little or no evidence of a description of work responsibilities taken.		
Little or no evidence of a description of the department worked in.		
Little or no evidence of a description of hardware and software used.		
Little or no mention of limitations.		
Little or no mention of experience gained .		

Total (25): 0

Summary and Recommendations clearly stated.	[20-15]	
	[14-8]	
Summary and recommendations stated.		
	[7-0]	
Little or no evidence of a sufficient conclusion.		

Total (15):

	[15-11]	
Clear,concise and grammatically correct content.		

Presentation of information in a coherent and readable form.		
Well structured and organised information.		
	[10-6]	
Grammatically sufficient.		
Satisfactory presentation of information in a coherent and readable form.		
Evidence of some structure and organization.		
	[5-0]	
Insufficient grammar.		
Unsatisfactory or weak presentation of information.		
Little or no structure and organization.		

Total (12):

	[20-15]	
Learning log is complete with a reasonable amount of information.		
A record of all workplace experience in the form of a daily logbook is provided with a clear picture of the student's day to day routine within the workplace.		
	[14-8]	
Learning log is sufficient with evidence of some information		
Satisfactory record of some workplace experience in the form of a daily log book. A sufficient picture to the student's day to day routine within the workplace have been stated however with some lack to detail.		
	[7-0]	
Little or no evidence of a sufficient logbook of daily routines.		

--

Total (20):

## Appendix D: BSc Accounting Comprehensive Exam

**GIRNE AMERICAN UNIVERSITY**  
**Faculty of Business & Economics**  
**Accounting Department**  
**Comprehensive Exam (2009)**

### Question No:1

Emily Smith started her practice as a registered dietician on February 3 of the current year. During the first month of operations, the business completed the following transactions:

1. **Feb 3** Smith started business with \$150,000 cash as a Dietician.
2. **Feb 5** Earned \$2000 cash from the services for a hospital
3. **Feb 10** Purchased supplies on account; \$1500
4. **Feb 12** Smith purchased a computer at a cost of \$2,000, paid cash .
5. **Feb 15** Paid office rent, \$1000 in cash
6. **Feb 20** She paid \$500 on account (issued on **Feb 10**)

### Required:

- a) Prepare Journal Entries and make postings to the 'T' Accounts
- b) Prepare a Trail Balance

(20 marks)

### Question No:2

Use the following data:

Sales	70,000.-
Sales Returns	200.-
Sales Discount	180.-
Purchases	52,000.-
Purchases Returns	320.-
Purchases Discount	250.-
Insurance Exp.	400.-
Stationery Exp.	300.-
Depreciation Exp.	700.-
Wages Exp.	900.-
Rent Exp.	300.-
Interest Exp.	150.-
Capital	65,000.-
Drawings	1,800.-
Beg.Inventory	12,000.-
End.Inventory	18,000.-

### Required:

Prepare **Income Statement** and **Statement of O.E (Capital)**

**(20 marks)**

**Question No. 3**

Use the following data and prepare the **Balance Sheet**

Cash	\$22,000.-
A/R	9,000.-
N/R	6,000.-
Inventory	15,000.-
Prepaid Rent	9,000.-
Equipment	14,000.-
Acc.Depreciation for Equipment	1400.-
Car	5,000.-
Acc.Deprecation for Car	500.-
Land	6,000.-
A/P	12,000.-
N/P	3,000.-
Bonds Payable	11,000.-
Capital	????

**(20 marks)**

**Question No. 4**

Nixon Company sells camera. Use the following information in order to prepare required calculations:

FC (Fixed Cost) : \$200,000

VC (Variable Cost) : \$5

SP (Selling Price) : \$ 10

Required:

- Compute the break-even point
- Prepare a graph to illustrate the break-even point

**(20 marks)**

**Question No. 5**

The Company uses a Job Order Cost system. There are two departments in the production. In Department A overhead is applied on the basis of Direct Labor Hours; in Department B on the basis of Machine Hours.

Budgeted estimates are as follows:

	Depart A	Depart B
DL Hrs.	32,000	20,000
Machine Hrs.	11,000	18,000
F.O	\$672,000	\$558,000

Production of 80 units of tables have been started and completed in June  
Job Cost Sheet shows the following information:

	Depart A	Depart B
Direct Material used	\$18,500	\$14,000
Direct Labor Cost	\$15,000	\$11,200
DL Hrs	1,830	1,440
Machine Hrs	1,250	1,620

Required:

- Determine Factory Overhead Application rates for each department
- Calculate total cost and unit cost of the product.

**(20 marks)**

**Total: 100 marks**



## **Appendix E: BSc Business Management Comprehensive Exam**

### **GIRNE AMERICAN UNIVERSITY**

#### **Faculty of Business & Economics Business Management Department Comprehensive Exam (2009)**

***Student Name :***

***Signature :***

***Student ID :***

***Duration :*** 90 minutes

***Notes :*** *ALL Questions must be done*

1. What are the functions of management? Explain
2. What factors have an effect on a change in the demand of a good or service? Discuss
3. What may be the results of the wrong selection of employees in the recruitment process?
4. Choose a business organization and give examples of the social responsibilities the organization should have towards its stakeholders.
5. What are the outcomes of globalization?

All Questions Carry Equal Marks  
Total: 100 marks

## **Appendix F: BSc Banking and Finance Comprehensive Exam**

### **GIRNE AMERICAN UNIVERSITY**

#### **Faculty of Business & Economics Banking & Finance Department Comprehensive Exam (2009)**

#### **Question No. 1**

- a) If you wish to have \$ 20,000. – after 15 years from now, how much money will you invest today in the bank with 8 % interest rate?
- b) If you invest \$ 3200 every year with 18 % interest rate, how much money will you have after 12 years ?
- c) You have just borrowed \$ 25,000 to buy a new flat for your family. Your local bank annual payments will be \$ 6097.25 in order to fully pay this loan in 5 years. Find out the loan rate charged by your bank in this case.  
(20 marks)

#### **Question No. 2**

- a) Interpret the following results of financial ratios:
1. Current ratio = 2.5
  2. Acid Test Ratio = 0.8
  3. Inventory Turnover = 4
  4. Net Profit Ratio = 15 %
  5. Debt Ratio = 0.25
  6. A/R Turnover: 6
  7. A/P Turnover: 3
- b) Briefly answer the followings:
1. What is meant by the term “Common Size Financial Statements”
  2. What is the difference between Cash Flow and Funds Flow Statements?

(20 marks)

#### **Question No. 3**

What are the classical/traditional and modern functions (services) of a Commercial Bank?

(20 marks)

#### Question No. 4

You have identified the following two securities for including in your portfolio;

<u>Secuirty Name</u>	<u>Expected Return</u>	<u>Standard Deviation</u>
Jacobs	14 %	10%
Myers	18 %	13%

As a risk-averse investor, you have decided to invest 70% of your money into Jacobs and 30% into Myers.

Required:

1. Calculate your portfolio's expected return.
2. Calculate your portfolio's risk if the correlation of the two securities is - 0.25
3. Would this portfolio be a suitable invesment for you if your risk/return preference is maximum 50% ?

(20 marks)

#### Question No. 5

In the London Foreign Exchange market the following quotations are displayed;

Spot :                      £ 0.8775 / €  
Forward 30 days :        £ 0.8550 / €  
Forward 60 days:        £ 0.8540 / €

Required:

1. Are these direct or indirect quotations. Explain.
2. What can you say about the 30 days and 60 days forward rates of Euro (€) in general?
3. Calculate the annual % of discount or premium for both forward rates. Clearly show your work in both cases.
4. Would you expect British pound to appreciate or depreciate over the next 2 months. Briefly explain.

(20 marks)

Total: 100 marks

## Appendix G: Comprehensive Exam Rubric

### GIRNE AMERICAN UNIVERSITY Scoring Rubric for Assessing Comprehensive Exams

Student Name: \_\_\_\_\_ Date \_\_\_\_\_

Student Number: \_\_\_\_\_

Evaluator(s) \_\_\_\_\_

Total Grade: \_\_\_\_\_

#### Grading

Grades will be calculated and assessed as follows:

Grade	Percentage Score	Description
A	95-100%	<b>Exemplary</b>
A-	90-94%	
B+	85-89%	<i>Excellent</i>
B	80-84%	<i>Very Good</i>
B-	77-79%	<b>Satisfactory</b>
C+	74-76%	
C	70-73%	<i>Satisfactory</i>
C-	67-69%	<b>Acceptable</b>
D+	64-66%	
D	60-63%	<i>Marginally Acceptable</i>
D-	50-59%	<b>Pass</b>
F	0- 49%	
		<i>Minimal Pass</i>
		<i>Fail</i>

#### General Grading Rubric/ Criteria

	Understanding and Response to Questions	Validity of facts and Perspectives	Evidence of background knowledge and integration of theory and Practice	Quality of Writing
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A	Responses specific, defensible and complex. All answers strictly address the questions. Thorough understanding of questions demonstrated. Answers are well organized and information is very easy to follow.	All facts, conclusions, and statements are accurate and/or valid. Accurate information is presented. Provides substantial, logical and well supported evidence of facts discussed	Integration of theory and practice is strong. Use of higher-order thinking skills such as application, analysis, or evaluation demonstrates depth and breadth of knowledge. All theories and principles are accurate and specific to questions.	Responses are free of errors in grammar and usage and so does not distract the reader from the content. Clear command of standard English.
B	Responses to questions are more general but still accurate. Responses demonstrate adequate understanding of questions. Answers are organized and information is easy to follow	All the facts, conclusions and statements are accurate and/or valid. Correct and factual information is presented. Provides sufficient and appropriate evidence to support facts discussed.	Integration of theory and practice is present. There is evidence of higher-order thinking skills such as application, analysis or evaluation. Most theories and principles are generally accurate and specific to questions.	Responses are free of most errors in grammar and usage so reader is minimally distracted from the content. Occasional grammar errors and problematic word choices.
C	Responses to questions are overly general and consistent with the questions. Responses demonstrate some basic understanding of the questions but is incomplete. Parts of some questions are not fully answered. Some answers are organized and information can be followed.	Some of the facts, conclusions and statements are incorrect and/or invalid. Some information is missing. Provides some evidence to support facts but not always relevant sufficient or integrated.	Integration of theory and practice is present yet sometimes weak. There is some evidence of higher-order thinking skills such as application, analysis or evaluation. Information errors exist in theory and principles.	Responses contain noticeable errors in grammar and usage so the reader is distracted from content. Occasional major grammar errors.
D	Responses to questions are more vague or irrelevant. Responses demonstrate lack of understanding of questions and substantial parts of questions are not answered. Most answers lack organization and information is hard to follow.	The majority of the facts, conclusions and statements are incorrect and/or invalid. Most answers present inaccurate used information. Information is missing. Evidence awkwardly or incorrectly incorporated in supporting facts.	Little integration of theory and practice is present. Little evidence of higher-order thinking skills such as application, analysis or evaluation. Many information errors exist in theory and principles.	Responses contain a lot of errors in grammar and usage so meaning is obscured. Frequent major and minor grammar problems.

F	Responses to questions are totally irrelevant and illogical. Responses demonstrate no understanding of questions. Non/few of the questions are organized so impossible to follow.	Very little of the facts, conclusions and statements are correct and/valid. . Incorrect information is given and a lot of missing information. Little or no evidence cited to support facts.	Very little or no integration of theory and practice is present . Very little evidence of higher-order thinking skills such as application, analysis or evaluation. Wrong and inefficient information in theory and principles.	Responses contain an abundance of errors in grammar and usage that meaning is not understandable. Numerous grammar errors in most or every sentence.
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### Comprehensive Exam Grading Scale

SCORE	ANSWERS
<b>High Pass</b> <b>(100-80)</b>	1- All answers are well organized and information is very easy to follow 2- All facts are accurate and specific to topic and demonstrate a true understanding of topic 3- Responses to questions are fluent and demonstrate superior understanding of the problem and solution 4- Superior defense of the economic analysis is demonstrated 5- No math errors exist
<b>Pass</b> <b>(79-60)</b>	1- All answers are organized and information is easy to follow 2- Most of the information discusses facts and is accurate with clear information 3- Responses to questions are clear and show understanding of the problem and solution 4- Through defense of the economic analysis is demonstrated

	5- Math errors are few
<b>Conditional  Pass  (59-50)</b>	1- Some answers are organized and information can be followed 2- Some of the information discusses facts and is accurate with clear information 3- Responses to questions are not so clear and show adequate understanding of the problem and solution 4- Adequate defense of the economic analysis is demonstrated 5- Important math errors exist
<b>Failed  (49-0)</b>	1- Most answers lack organization and information is hard to followed 2- Informational errors exist 3- Responses to questions may not answers questions and may not show an understanding of the problem and solution 4- Minimal defense of the economic analysis is demonstrated 5- Substantial math errors exist

## Appendix H: Internship Guidelines, Grading and Rubrics



### **GIRNE AMERICAN UNIVERSITY FACULTY OF BUSINESS AND ECONOMICS**

#### **INTERNSHIP RULES AND REGULATIONS (as of Fall 2010-2011)**

1. The student will notify advisor on the place of internship. The student's choice of the place of internship must be approved by his/her advisor.
2. The student will collect Log Book and Report Guideliness from his/her advisor.
3. As of 2010-2011 a student aiming at a Bachelor's Degree will complete the internship in one period, a minimum of 30 calendar days at the end of year three and will be coded as INT 001.

Students in the current programme complete either

- a) two periods of 30 calendar days in each period, which is coded as Stj 001 and Stj 002

or



b) one period of 45 working days which is coded as Stj 001 and Stj 002.

If a student in the current programme has completed a minimum of 30 working days or 30 calendar day, it will be accepted as Stj 001 and Stj 002.

4. The student who has completed the internship will submit both the Log Book and the Report to his/her advisor by the end of November in the Fall semester. If the student fails to submit the required material by this date the student will have to wait until the next semester. (Will submit the log book and report during the month of April in Spring Semester).

The log book must be submitted in a closed and sealed envelope.

The student may enhance their report by adding photographs or drawing plans and specifications.

5. The evaluation committee will evaluate the internship dossier and the results will be announced within one month.

## **INTERNSHIP REPORT GUIDELINES**

### **Part –A - Information about the company**

- 1. Name and address**
- 2. Location**
- 3. Size**
- 4. The main product(s)/services offered by the organization**
- 5. Nature of goals (what is the organization trying to accomplish)**
- 6. Major activities ( what tasks are performed)**

## **7. Organizational Chart (if available)**

### **Part-B**

**Write a minimum of 1500 words to explain what you have analysed and learned based on your internship experience. Include the following:**

- **Describe the department(s) in which you were directly involved in. What were your specific job duties and responsibilities within the organization?**
- **What recommendations do you have for the betterment of the organization?**
- **Do you feel that this internship has offered you a positive learning experience?**

### **Report Format Details**

#### **Cover Page Must Include**

- **University Name**
- **Faculty Name**
- **Department Name**
- **Student Name**
- **Student ID**
- **Company Name**
- **Dates of Training**

#### **Writing Rules**

- **Table of contents must be provided after covering page**
- **Pages must be numbered.**
- **All Margins(Left,Right,Top,Bottom) must be 1 inch.**

- All Headings should be written with 'Time New Roman', 12 pts., Bold font. Text should be written with 'Times New Roman', 12 pts., Regular font. Text should be justified.
- All line spacing must be 1.5 points.



# **Girne American University**

## **Department of Business Management**

### **STJ001**

# **Summer Training**

## **Assessment Criteria**

**Student Name:**  
**Student Number:**  
**Summer Training STJ001**  
**Semester:**  
**Date:**

**Project Examiners:**

	[30-20]	Notes
<u>Information about workplace</u>		
Clear and detailed description of main products offered by the organization.		
Clear and detailed description of goals of the organization.		
Clear and detailed description of the major activities of the organization.		
	[19-11]	
Description of main products offered by the organization.		

Description of goals of the organization.	
Description of the major activities of the organization.	
	[10-0]
Insufficient description of main products offered by the organization.	
Little or no mention of goals of the organization.	
Little or no evidence of the major activities of the organization.	

Total (30): 0

	[35-25]	Notes
<u>Description, analysis and evaluation of internship experience</u>		
Detailed and clear description of the departments(s) student worked in.		
Detailed and clear description of the job duties and responsibilities within the workplace.		
Detailed recommendation for the betterment of the organization provided.		
Detailed evaluation of the personal strengths the intern discovered through experience.		
	[24-12]	
Description of the departments(s) student worked in.		

Description of the job duties and responsibilities within the workplace.	
Recomendation for the betterment of the organization provided.	
Evaluation of the personal strengths the intern discovered through experience.	
	[11-0]
Little or no mention of the departments(s) student worked in.	
Little or no mention of the job duties and responsibilities within the workplace.	
Little or no recomendation for the betterment of the organization provided.	
Little or no evaluation of the personal strengths the intern discovered through experience.	

Total (35): 0

Presents clearly written standard grammar and spelling Satisfied minimum word count. Well structured and organizaed report	[20-15]	Notes

Fully satisfied the report format details Fully satisfied the writing rules.		
	[14-8]	
Presents written standard grammar and spelling Minimum word count not satisfied. Satisfactorily structured and organized report Partially satisfied the report format details. Partially satisfied the writing rules		
	[7-0]	
Insufficient written standard grammar and spelling. No structure and organization of report. Not written according to format details. Not written according to writing rules		

Total (20):

	[15-11]	Notes
Daily entries of job description completed and clearly written in the log book.		
Submission of internship material to faculty advisor in a timely manner.		
	[10-5]	
Daily entries of job description completed and written in the log book.		

Late submission of internship material to faculty advisor.	
	[4-0]
Poorly written entries of job description.	

Total (15):







# **Girne American University**

**Department of Economics**

**STJ001 & STJ002**

**Summer Training**

**Assessment Criteria**

**Student Name:**  
**Student Number:**  
**Summer Training STJ001**  
**Semester:**  
**Date:**

**Project Examiners:**

	[30-20]	Notes
<u>Information about workplace</u>		
Clear and detailed description of main products offered by the organization.		
Clear and detailed description of goals of the organization.		
Clear and detailed description of the major activites of the organization.		
Description of personnel of the company(number of employees, skills, age,educational background)		
	[19-11]	
Description of main products offered by the organization.		
Description of goals of the organization.		
Description of the major activites of the organization.		
A description of personnel of the company is provided however insufficient		
	[10-0]	
Insufficient description of main products offered by the organization.		

Little or no mention of goals of the organization.	
Little or no evidence of the major activities of the organization.	
Little or no evidence of the description of personnel of the company	

Total (30): 0

	[35-25]	Notes
<b><u>Description, analysis and evaluation of internship experience</u></b>		
Detailed and clear description of the departments(s) student worked in.		
Detailed and clear description of the job duties and responsibilities within the workplace.		
Detailed recommendation for the betterment of the organization provided.		
Detailed evaluation of the personal strengths the intern discovered through experience.		
<b><u>Report</u></b>		
Detailed and clear description of the market structure		
Detailed and clear description of the factors that effect the demand and supply of the products produced/supplied in the company		
Detailed and clear description of the international activities/if not how can it go internationally?		
	[24-12]	
Description of the departments(s) student worked in.		

Description of the job duties and responsibilities within the workplace.	
Recomendation for the betterment of the organization provided.	
Evaluation of the personal strengths the intern discovered through experience.	
<b><u>Report</u></b> Clear description of the market structure Description of the factors that effect the demand and supply of the products produced/supplied in the company Description of the international activities/if not how can it go internationally?	
	[11-0]
Little or no mention of the departments(s) student worked in.	
Little or no mention of the job duties and responsibilities within the workplace.	
Little or no recomendation for the betterment of the organization provided.	
Little or no evaluation of the personal strengths the intern discovered through experience.	
<b><u>Report</u></b> Little or no description of the market structure Little or no description of the factors that effect the demand and supply of the products produced/supplied in the company Little or no evidence of a description of the international activities/if not how can it go internationally?	

Total (35): 0

	[20-15]	Notes
Presents clearly written standard grammar and spelling Satisfied minimum word count. Well structured and organizaed report Fully satisfied the report format details Fully satisfied the writing rules.		
	[14-8]	
Presents written standard grammar and spelling Minimum word count not satisfied. Satisfactorily structured and organized report Partially satisfied the report format details. Partially satisfied the writing rules		
	[7-0]	
Insufficient written standard grammar and spelling. No structure and organization of report. Not written according to format details. Not written according to writing rules		

Total (20):

	[15-11]	Notes
Daily entries of job description completed and clearly written in the log book.		
Submission of internship material to faculty advisor in a timely manner.		
	[10-5]	
Daily entries of job description completed and written in the log book.		
Late submission of internship material to faculty advisor.		
	[4-0]	
Poorly written entries of job description.		

Total (15):

Total Grade (100):

## Appendix I: Course Evaluation Form



### EDUCATION AND TEACHING PROGRAMME STUDENT QUESTIONNAIRE

**CLASS NAME and CODE:**

**INSTRUCTOR NAME:**

	Yes	No	Partial
The course was taught in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

---

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>INSTRUCTOR</b>					
1. Adhered to class teaching hours and held regular office hours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Kept the teaching lively and interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Expectations of the student were clearly defined.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Encouraged my participation throughout the semester.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Was well prepared for the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Displays a friendly and positive attitude towards students and values them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Held the class to high standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



8. Provided guidance in meeting those high standards. ☐ ☐ ☐ ☐

☐

---

## COURSE

1. Course objectives were clearly stated on the syllabus. ☐ ☐ ☐ ☐

☐

2. Course requirements were challenging. ☐ ☐ ☐ ☐ ☐

3. The lecturer makes use of teaching aids such as ☐ ☐ ☐ ☐

☐

the whiteboard, OHP, models, Internet, drawings, etc.

4. Methods for evaluating my work were applied fairly. ☐ ☐ ☐ ☐

☐

5. The course provided me valuable skills and competencies. ☐ ☐ ☐ ☐ ☐

6. The course was updated and useful. ☐ ☐ ☐ ☐ ☐

7. I learned a lot in this course. ☐ ☐ ☐ ☐ ☐

---

## STUDENT

	Yes	No
1. I attended the class regularly.	<input type="checkbox"/>	<input type="checkbox"/>
2. I came prepared to the lectures.	<input type="checkbox"/>	<input type="checkbox"/>
3. I was involved in class discussions	<input type="checkbox"/>	<input type="checkbox"/>

	A	B	C	D	F
4. What is your expected grade in this course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Never missed a class	Missed 1 or 2 classes	Missed 3 or 4 classes	Missed more than 5 classes
5. What is your attendance record for this course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Less than 1 hour	1 – 2 hours	3 – 4 hours	5 – 6 hours	7 hours or more
6. About how many hours a week outside of class did you spend preparing for this course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

---

## ADDITIONAL

1. What part of the course did you enjoy the most? \_\_\_\_\_  
\_\_\_\_\_
2. What part of the course did you enjoy the least? \_\_\_\_\_  
\_\_\_\_\_
3. How can this course be improved? \_\_\_\_\_  
\_\_\_\_\_
4. Please add any additional comments here. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Appendix J: Student Satisfaction Survey

# Girne American University

## Student Satisfaction Survey

Dear Student,

The purpose of this survey is to obtain your input about our university to increase the quality of your educational experience. You have been chosen as part of the survey sample which comprises 20% of the university population. Your feedback is important for us and will be used for improving and developing university services

To indicate your level of satisfaction about various topics, please mark the most suitable answer for you on the **answer sheet at the back of this document**.

Please mark all the answers to the answer sheet. **Do not write your name** on any part of the survey.

Thank you in advance for your participation.

**GAU Academic Standards Unit**

### **Suggestions & Recommendations**

**!!! PLEASE FILL THE FORM AT THE BACK OF THIS DOCUMENT !!!!**



<b>Computer &amp; Internet Services</b>	37. Overall computer use on campus 38. Working hours of the computer labs 39. Physical structure of the computer labs 40. Sufficient internet connection at the university 41. Overall internet usage on campus	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	<b>Physical Structure</b>	42. Physical structure of the university 43. Classroom comfort 44. University security 45. Cleanliness of the bathrooms	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
	<b>Transp. &amp; Health</b>	46. University transportation services 47. University health center 48. University counseling services	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<b>General Information</b>	Gender	M F					
	Nationality	TRNC TURKISH OTHER					
	Year of birth						
	Faculty / department						
	Year	1 2 3 4 Master's Doctorate					
	How you heard of GAU						