Stevens Institute of Technology

School of Business

**AACSB  
ASSURANCE OF LEARNING PLAN**

**Master of Science in Management**

**(MSM)**

August, 2021

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**1. INTRODUCTION: MSM ASSURANCE OF LEARNING PLAN**

|  |  |  |
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|  | **Credits** | **Courses** |
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**School of Business and MSM Vision/Mission Statements**

**School of Business Vision**  
~~We will be leaders in the creation and dissemination of knowledge that drives successful innovation in products, processes and businesses.~~

To be a leading business school widely recognized for superior technology-focused and student-centric educational programs and research

**Master of Science in Management (MSM) Mission\***To educate new college graduates in business management disciplines as well as associated skills of critical thinking and decision making which will enable them to become effective contributors in technology-oriented businesses.

**MSM Learning Goals**

The Learning Goals for the MSM program are listed in Table 1. Note that first two goals (MG – 1 and MG – 2) are the same as the first two for the School of Business. Goals MG – 3 and MG – 4 relate to school-wide goals HS – 3 and HS – 4, and have been tailored to the MSM program.

**Table 1: Learning Goals for the Master of Science in Management Program.**

|  |  |
| --- | --- |
| **SCHOOL OF BUSINESS/MBA COMMON LEARNING GOALS** | **MS in Management Learning Goals** |
| HS - 1: Students can communicate effectively in written and oral presentations. | MG - 1: Students can communicate effectively in written and oral presentations. |
| HS - 2: Students can interact effectively in teams | MG - 2: Students can interact effectively in teams |
| HS - 3: Students understand how a firm uses technology for competitive advantage in satisfying its business strategy. | MG - 3: Students can utilize technology for competitive advantage in satisfying the firm’s business strategy. |
| HS - 4: Students will have the ability to engage in creative problem-solving | MG - 4: Students can engage in analytical problem-solving. |

**2.**  **MSM ASSURANCE OF LEARNING ASSESSMENT PLAN**

**Table 2: MSM Assurance of Learning Assessment Plan – Goals 1 through 4**

|  |  |  |
| --- | --- | --- |
| **LEARNING GOAL** | **Where & When Measured? [Only courses with major alignment with the goal are noted]** | **How Measured?** |
| 1- Students can communicate effectively in written and oral presentations. | Embedded in design assignment in most required courses and specifically evaluated in. MGT 609: Project Management Fundamentals. | **Sampling**: All MSM Students  **Description:** Mgt 609 contains an assignment that’s serves as both a deliverable for the course and a vehicle for writing evaluation. The writing assessment is performed by faculty from the College of Arts & letters (CAL) using Learning Goal 1, Rubric 1.  Mgt 609 also includes an oral presentation of a project plan, the final deliverable for the program . The oral assessment is performed by faculty from the College of Arts & letters (CAL) using Learning Goal 2, Rubric 2. |
| 2- Students can interact effectively in teams | Embedded in design assignment in most required courses and specifically evaluated in MGT 689 Organizational Behavior & Design. | **Sampling**: All MSM Students  **Description**, Students learn the fundamentals of what makes for an effective team. Topics covered include group decision making, collaborative problem solving, conflict management, effective team processes and communication skills. Students work in teams throughout the semester on group projects. 30% of their grade is based on team effectiveness as judged by the quality of the team project. 5% of the grade is based on Student’s “Interact effectively in teams” skills. |
| 3- Our students will be able to utilize technology for competitive advantage in satisfying a firm's business strategy. | Embedded in design assignments in MGT 671 Technology & Innovation Management. | **Sampling:** All MSM Students  **Description:** The course requires a written paper and a final oral team presentation. These will be evaluated using the rubric to assess each student's knowledge in the three traits that define how one uses technology for strategic advantage. |
| 4- Students will have the ability to engage in analytic problem-solving | Embedded in design assignment in MGT 699 Strategic Management | **Sampling:** All MSM Students  **Description:** The course requires students to analyze and resolve complex business situations individually and as a group. The assessment evaluates students on their ability to solve a complex business issue by identifying the core problem, selecting appropriate alternatives, and choosing the optimal strategy based on the given options. |

**3. MSM CURRICULUM ALIGNMENT MAP**

**Table 3: MSM Curriculum Alignment Map – Goals 1 Through 4 [**Courses/exercises used in the assessment of each goal are shown in bold].

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **GOALS** [Owner] | **1. Students can communicate effectively in written and oral presentations.**  **[Dominick/Stein]** | **2. Students understand effective interaction in teams**  **[Aronson]** | **3. Students are able to utilize technology for competitive advantage in satisfying a firm's business strategy.**  **[Frank]** | | **4. Students are able to engage in analytic problem-solving.**  **[Tribo]** |
| **Where Measured**  **MSM Courses** | **MGT 609 Project Management Fundamentals** | **MGT 689 Organizational Behavior & Design** | **MGT 671 Technology & Innovation Management** | | **MGT 699 Strategic Management** |
| **BUSINESS CORE** | | | | | |
| **MGT 609 Project Management Fundamentals [Dominick]** | ASSESSMENT: Mgt 609 contains an assignment that serves as both a deliverable for the course and a vehicle for writing evaluation. The writing assessment is performed by faculty from the College of Arts & letters (CAL) using Learning Goal 1, Rubric 1. Mgt 609 also includes an oral presentation of a project plan. The final deliverable for the program. The oral assessment is performed by faculty from the College of Arts & letters (CAL) using Learning Goal 2, Rubric 2. The indirect measure will include student feedback responses from recent or soon-to-be program graduates. | The in-class case studies as well as the final project are conducted via teams, as is the case with most real-world projects, encouraging the team-work necessary for real-world projects. | |  | Weekly case studies are utilized for the class learning which requires analytic and creative thought processes to solve real business issues. |
| **FIN 615 Financial Decision Making [Bia** **gi]** |  |  | | Finance and accounting tools are used to enable students to make capital budgeting decisions on major expenditures such as technology deployment. Cost-benefit analysis skills are developed to enable the computation of the internal rate of return in evaluating technology adoption. | Students develop analytical problem solving skills about accounting and finance. Analysis of financial statements for investment decision making, determining product costs and using time value of money concepts enable students to make investment decisions and to value stocks and bonds. |
| **MGT 689 Organizational Behavior & Design [** **Aronson]** | Mgt 689 contains a 4-page assignment that serves as both a deliverable for the course and vehicle for writing evaluation. The Assessment is performed by the Business School's Humanities Faculty using Rubrics 1 and 2 for this goal. | ASSESSMENT: Students learn the fundamentals of what makes for an effective team. Topics covered include group decision making, collaborative problem solving, conflict management, effective team processes and communication skills. Students work in teams throughout the semester on group projects. 30% of their grade is based on team effectiveness as judged by the quality of the team project. 5% of the grade is based on Student’s “Interact effectively in teams” skills. | |  | The course requires students working in small case teams to analyze a complex business case, draw conclusions and write a report. Students’ written reports include: Problem statement, problem analysis, generation of alternatives, evaluation, recommended action steps. |
| **MSM Core** | | | | | |
| **MGT 606 Economics for Managers [Saad-Lessler]** | Students submit video presentations where they identify current events articles relevant to what we learned in class and produce a video presentation explaining what the article discusses and it relationship to the curriculum. This exercise provides students with an opportunity to work on their communication skills | Students work in teams to solve problems as part of every class. Bridge exercises are assigned after each concept is taught and students are broken up into teams. Members of each team work together to work out the exercises. This builds up their teamwork skills and teaches them to interact with and work with others. |  | | Students submit video presentations where they identify current events articles relevant to what we learned in class and produce a video presentation explaining what the article discusses and it relationship to the curriculum. This exercise forces students to synthesize what they learn in class and find an application of concepts in real life. This is an exercise that builds up their analytical skills. |
| **MGT 641 Marketing Management [Lynn]** | Each student team makes a formal presentation at the end of the course on the results of the simulation. | Students work together in teams, competing against each other in a marketing simulation. Team effectiveness has an impact on the overall decision making process. | Students engage in a computer simulation game where the products deal with some advanced technology (i.e., electronic sensors). | | Students must analyze the data generated from each round of the marketing simulation and determine the appropriate inputs to the subsequent round. |
| **MGT 657 Operations Management [**Vazacopoulous **]** | The course contains several written assignments that provide a formal assessment of students' understanding on various aspects of operations management and operations strategy. |  | The overall coursework aims to equip the students with the ability to utilize the modern analytical techniques and computational methods for managing real life systems that manufacture goods and/or provide services. Readings are also provided to familiarize the students with the ways in which an array of modern companies use ICT technology to address challenging operations management problems. | | Through multiple homework assignments, a mid-term exam and a comprehensive final exam, the students will be required to formulate a wide array of operational management problems and to solve those problems using modern quantitative techniques, such as statistics and probability theory, forecasting methods, queuing theory, optimization and linear programming, simulation and others. |
| **MGT 671 Technology & Innovation Management [** **Frank]** | Students submit three individual case studies which are graded for content, grammar and correct flow and logic. In addition each student presents a 10 minute oral presentation of one course article. There are 4 team case studies that the team presents in a 30 minute timeframe which includes a final case presentation | Students work together in teams throughout the course to create a technology strategy for their chosen company. | ASSESSMENT: Mgt 671 includes a written paper and an oral presentation. These will be evaluated using the three rubrics to assess the student's knowledge of the use of technology for strategic advantage. | |  |
| **MGT 699 Strategic Management [** **Tribo]** | Over the course of the semester, each student performs strategic analyses of cases and companies, and this will be in the form of at least one individual paper and at least one team presentation (where all team members are required to present). Detailed feedback will be provided. | Students work together in the same team throughout the course. They prepare various team assignments, the most significant of which will be at least one strategic analysis that they will present to the class. There are also smaller team assignments, such as providing examples to illustrate course topics, completing in-class exercises, etc. | Students develop an understanding of how technology can be leveraged to create and sustain a competitive advantage. They consider technology both from the perspective of assessing the firm's technological capabilities, as well as by monitoring the external environment to understand how competitors are using technology and new technologies that are emerging that may not yet be used by competitors. | | ASSESSMENT: The evaluation is two-fold. First, a group-based case presentation of a strategic analysis of a publicly-known company. Second, an individual exam where the student will have to apply the AFI framework in a critical way to provide solutions to different strategic analytical issues that a real company has faced / expected to face over time- Such individual exam accounts for the fact that in responding to the exercise, students are working alone, and are under temporal and possibly social pressure, and may have limited capacity to fully exhaust the reasonable space of alternatives applicable to the context. |

**ETHICS**

Students are aware of their social responsibilities in a business environment and can reason about ethical issues in association with business and business decisions. Thread "course"; students are introduced to ethical issues related to relevant course material

|  |  |
| --- | --- |
| **MGT 609 Project Management Fundamentals [Lechler]** | This course includes a lecture on basic ethical approaches and typical scenarios that require ethical and professional responses from project managers.  ASSESSMENT: All students enrolled in MGT 609 take an ethics quiz. |
| **FIN 615 Financial Decision Making [Bia** **gi]** | Short cases on ethical issues are discussed and the impact on different stakeholders is examined The short and long term consequences of ethical decision-making are examined from the individual, corporate and market perspective. |
| **MGT 671 Technology & Innovation Management [** **Frank]** | Students learn the ethical issues involved in competitive intelligence gathering, and protection of intellectual property. |
| **MGT 699 Strategic Management [** **Tribo]** | A key module of the course is corporate social responsibility (CSR). Students engage in exercises and complete analyses to understand the importance of CSR to strategic decision making, particularly as it pertains to the responsibility the firm has to multiple stakeholders. |

**GLOBAL CONTEXT**

Students are aware of the global context which businesses today must consider in planning their corporate and business strategies. Thread "course"; students are introduced to global issues related to relevant course material.

|  |  |
| --- | --- |
| **MGT 609 Project Management Fundamentals [Lechler]** | The course includes a module on the role of global culture in managing project teams. Also, the use of global virtual teams is discussed in a lecture to prepare students to work in this environment. |
| **FIN 615 Financial Decision Making [Bia** **gi]** | The course covers a comparison of U.S. general accepted accounting principles (GAAP) and International Financial Reporting standards. |
| **MGT 689 Organizational Behavior & Design [** **Aronson]** | The course incorporates a global perspective on organizational behavior concepts by examining cross-cultural research results for key OB constructs (e.g. motivation theories, team processes, leadership styles, etc.) |
| **MGT 606 Economics for Managers [Saad-Lessler]** | The course examines United States fiscal and monetary policies including their effects on the international markets. |
| **MGT 641 Marketing Management [Lynn]** | Students compete in a computer simulation that simulates a global marketplace including the U.S., UK and China markets. |
| **MGT 657 Operations Management [**Vazacopoulous **]** | Part of the course studies the structure and operation of global supply chain networks. Furthermore, it explores how operations influences sustainability and how sustainable thinking can influence operations management based on the triple "people-planet-profit". |
| **MGT 671 Technology & Innovation Management [** **Frank]** | Students are made aware of the need to monitor the external environment (of which technology is a major component) within a global context. Location of R&D facilities is an important strategic consideration in addressing regional customer needs |
| MGT 699  Strategic Management  [Tribo] | The global context is stressed throughout the course, as a key dimension of the firm's external and internal environments, as a strategic alternative for firms (e.g., global expansion), and as an important consideration in strategy execution. |

**4. MSM LEARNING GOALS, OBJECTIVES AND RUBRICS**

**Table 4: MSM Learning Goals, Objectives and Rubrics**

|  |  |
| --- | --- |
|  | MSM Learning Goal, Objectives and Traits |
| **Learning Goal:** | *(Learning Goals are broad and not necessarily directly measurable.)* |
| **MG - 1** | **Students can communicate effectively in written and oral presentations.** |
| **Learning Objectives** |  |
| **Objective 1:** | *Students are able to write effectively* |
| **Traits** |  |
| Trait 1: | Logical flow |
| Trait 2: | Grammar and sentence structure |
| Trait 3: | Spelling and word choice |
| Trait 4: | Development of ideas |
| Trait 5: |  |
| **Objective 2:** | *Students are able to deliver presentations effectively* |
| **Traits** |  |
| Trait 1: | Organization and logic |
| Trait 2: | Voice and body language |
| Trait 3: | Use of slides to enhance communications |
| Trait 4: | Ability to answer questions |
| Trait 5: | Content |

**Table 4: MSM Learning Goals, Objectives and Rubrics (continued)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **MG - 1: RUBRIC #1** |  |  |  |  |
| **MG - 1** | **Students can communicate effectively in writing and oral presentations** | | | | |
| **Objective 1** | *Students are able to write effectively* | | | | |
|  | **Trait** | **Poor** | **Good** | **Excellent** | **Score** |
|  | **Value** | **0** | **5** | **10** |  |
| Trait 1: | Logical flow | Unclear introduction or conclusion. Does not use a sequence of material to lead reader through the paper. Draws illogical conclusions | Develops ideas through effective use of paragraphs, transitions, opening and concluding statements. Generally well structured to suggest connection between sub-topics. | Maintains clear focus, uses structure to build the paper's conclusions. Presents analysis using sequence of ideas, clarity of flow and continuous voice or point of view. |  |
| Trait 2: | Grammar and sentence structure | Frequently uses inappropriate grammar and incomplete or poorly structured sentences which interfere with comprehension. | Generally complies with standard English and grammar and sentence usage. | Sophisticated use of English language, using varied sentence structured, phrasing and cadence. Grammar is error-free |  |
| Trait 3: | Spelling and word choice | Frequent misspellings. Poor or limited choice of words for expression ideas. | Has proofread or checked spelling, and uses vocabulary correctly. Minor errors. | Demonstrates good use of words to support written expression of topic. Spelling is error-free. |  |
| Trait 4: | Development of ideas | Many unsupported statements offered. Uses flawed or unclear reasoning. | Most statements supported, ideas explained with examples and written with sufficient explanation. | Shows thoughtful reasoning and explores alternatives. Uses existing, supported ideas to develop well-formed, readable output. |  |
| **Criterion:** | **Does not meet expectations: 0 – 15; Meets: 15-20 ; Exceeds: 20-30** | | | | |

**Table 4: MSM Learning Goals, Objectives and Rubrics (continued)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **MG - 1: RUBRIC #2** | | |  |  |  |  |
| **MG - 1** | **Students can communicate effectively in writing and oral presentations** | | | | | | |
| **Objective 2** | *Students are able to deliver presentations effectively.* | | | | | | |
|  | **Trait** | | | **Poor** | **Good** | **Excellent** | **Score** |
|  | **Value** | | | **0** | **5** | **10** |  |
| Trait 1: | Organization and logic | | | Fails to introduce topic, no evidence of or poor logical flow of topic, does not manage time. | Prepares listeners for sequence and flow of topic. Loses place occasionally. Maintains pace, without need to rush. | Engages listeners with overview, guides listeners through connections between sections, uses time to good effect. |  |
| Trait 2: | Voice and body language | | | Cannot be heard well due to volume, mumbling, speed, rote delivery, heavily accented English. Turns away from audience or uses distracting gestures, such as scratching or tugging clothing. | Clear delivery with well-modulated voice and self-carriage. | Exemplary delivery, using voice and gestures as part of medium. Uses vocal and physical resources to aid in communicating topic. |  |
| Trait 3: | Use of slides to enhance communications | | | Misspelled, too busy, too many slides for allotted time, poor use of graphics like charts. | Readable, containing reasonable amount of material per slide, good use of graphics or illustrations | Well written and designed, used as support to verbal content presentation. |  |
| Trait 4: | Ability to answer questions | | | Does not answer questions that are asked | Responds to questions well and provides sufficient response | Responds convincingly and addresses all aspects of question. Knows own material thoroughly. |  |
| Trait 5: | Content | | | Does not satisfy assignment requirements. Misuses theory or selects poor examples. | Provides good analysis of subject, satisfying intent of assignment and demonstrating knowledge. | Shows evidence of strong research and highly competent use of analyses to reach conclusions and recommendations. |  |
| **Criterion:** | **Does not meet expectations: 0 – 15; Meets: 15-20 ; Exceeds: 20-30** | | | | | | |
| **Table 4: MSM Learning Goals, Objectives and Rubrics (continued)** | | | | | | | |
|  | |  | | | | | |
| MSM Learning Goal, Objectives and Traits | | | | | | | |
| **Learning Goal** | | | *(Learning Goals are broad and not necessarily directly measurable.)* | | | | |
| **MG-2** | | | **Students can interact effectively in teams** | | | | |
| **Learning Objectives** | | |  | | | | |
| **Objective 1** | | | *Students will demonstrate an understanding of effective interaction in teams.* | | | | |
| **Traits** | | |  | | | | |
| Trait 1 | | | Conflict Resolution | | | | |
| Trait 2 | | | Collaborative Problem Solving | | | | |
| Trait 3 | | | Communication/Active Listening | | | | |
| Trait 4 | | | Team Leadership and Task Coordination | | | | |
|  | | |  | | | | |

**Table 4: MSM Learning Goals, Objectives and Rubrics (continued)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **MG - 2: RUBRIC #1** |  |  |  |  |
| **MG - 2** | **Students can interact effectively in teams** | | | | |
| **Objective 1** | *Students will demonstrate an understanding of effective interaction in teams.* | | | | |
|  | **Trait** | **Poor** | **Good** | **Excellent** | **Pre-Test/Post-Test Scores** |
|  | **Value** | **0** | **5** | **10** |  |
| Trait 1 | Conflict Resolution | * Does not acknowledge/avoids conflict. * Forces their view on others. * Discounts or marginalizes others ideas. | * Encourages diverse perspectives. * Protects all views -- those of the majority and those of the minority. * Ensures that differing perspectives are understood by all. | * Helps team evaluate differing alternatives against agreed upon “criteria for a good solution”. * Works to resolve conflict by identifying where differing solutions are in agreement and where they diverge. * Helps team synthesize ideas such that synergy is achieved – i.e. new ideas surface that are superior to what has come before. |  |
| Trait 2 | Collaborative Problem Solving | * Team members withhold information. * Team members protect self-interests. * Team members operate as individuals, each responsible for a discreet set of tasks. | * Team members share knowledge, information, and expertise freely. * Team members demonstrate a willingness to influence others as well as be influenced by others. * Team members reinforce the team’s understanding of itself as working together toward a common goal. | * Team members facilitate the teams’ feeling “collectively accountable” for outcomes. * Team members operate such that the collective goal of the team is more important than self-interest.   . |  |
| Trait 3 | Communication/Active Listening | * Communication is abrasive, insensitive. * Individual(s) feel threatened or attacked as a result of the communication. * Aggression, anger, competitiveness, and/or avoidance result from the communication | * Communication is characterized by the use of clarifying, probing, and reflective statements. * You see the expressed idea and attitude from the other person’s point of view. * You can sense how it feels to the other person. * You achieve the other person’s frame of reference about the subject being discussed | * Others feel understood and respected as a result of the communication. * Differences become more rational and understandable. * Defensiveness decreases. * Statements become less exaggerated. Members come closer to seeing the objective truth of the situation. * Attitudes become more positive and oriented toward effective problem-solving. |  |
| Trait 4 | Team Planning and Task Coordination | * No attempt is made to clarify roles or responsibilities. * No attempt is made to organize a process by which the team will work * Deliverables and critical dates are not identified. | * Facilitates a discussion of how the team will complete the task. * Facilitates the team’s understanding of roles, responsibilities, deliverables, and due dates. * Periodically reviews progress and due dates. | * Helps team achieve a common understanding of the task and how the team will achieve its collective goal. * Helps surface problems and generate solutions when needed. * Helps define priorities and contingency plans as needed |  |

**Table 4: MSM Learning Goals, Objectives and Rubrics (continued)**

|  |  |
| --- | --- |
| **MSM Learning Goal, Objectives and Traits** | |
| **Learning Goal** | *(Learning Goals are broad and not necessarily directly measurable.)* |
| **MG - 3** | **Students are able to utilize technology for competitive advantage in satisfying a firm’s business strategy.** |
| **Learning Objectives** |  |
| **Objective 1** | *Students will be able to generate a technology strategy aligned with business strategy.* |
| **Traits** |  |
| Trait 1: | Knowledge of technology management theory |
| Trait 2: | Identification of business strategy |
| Trait 3: | Generation of technology strategy |

**Table 4: MSM Learning Goals, Objectives and Rubrics (continued)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **MG - 3: Rubric #1** |  |  |  |  |
| **MSM -3** | **Students can utilize technology for competitive advantage in satisfying a firm's business strategy.** | | | | |
| **Objective 1** | *Students are able to generate a technology strategy aligned with business strategy.* | | | | |
|  | **Trait** | **Poor** | **Good** | **Excellent** | **Score** |
|  | **Value** | **0** | **5** | **10** |  |
| Trait 1: | Knowledge of technology management theory | Misuses analysis models, incorrectly identifies key technologies | Selects appropriate models for analysis and uses them to illuminate case | Uses best combination of models for analyzing case and show understanding of how the analyses overlap or provide different perspectives |  |
| Trait 2: | Identification of business strategy | Mistakes tactics or implementation issues for strategy. Fails to isolate and state the firm’s strategy. | Shows understanding of what a strategy is and can explain why the strategy fits with the firm’s environment, character and objectives. | can offer alternative strategies and explain their strong and weak points. |  |
| Trait 3: | Generation of technology strategy | Fails to connect technology management to business strategy. Fails to create a technology strategy. | Creates credible technology strategy that takes both firm’s technology competence and firm strategy into account. | Offers keen insights into best use of technology strengths for long-range strategic direction of firm. |  |
| **Criterion:** | **Does not meet expectations: 0 – 15; Meets: 15-20 ; Exceeds: 20-30** | | | | |

**Table 4: MSM Learning Goals, Objectives and Rubrics (continued)**

|  |  |
| --- | --- |
| **MSM Learning Goal, Objectives and Traits** | |
| **Learning Goal** | *(Learning Goals are broad and not necessarily directly measurable.)* |
| **MG - 4** | **Students are able to engage in analytic and creative problem-solving.** |
| **Learning Objectives** |  |
| **Objective 1** | *Students demonstrate competency in using an analytical problem solving approach to solve complex problems.* |
| **Traits** |  |
| Trait 1: | Approach to and Formulation of the Problem Statement |
| Trait 2: | Approach to and Comprehensiveness of the Problem Analysis |
| Trait 3: | Generation of Alternatives |
| Trait 4: | Evaluation of Alternatives |
| Trait 5: | Recommendation and Implementation |

**Table 4: MSM Learning Goals, Objectives and Rubrics (continued)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **MG - 4: Rubric 1** | | |  |  |  |
| **MSM - 4:** | **Students are able to engage in analytic problem-solving.** | | | | | |
| **Objective 1** | *Students demonstrate competency in using an analytical problem solving approach to solve complex problems.* | | | | | |
|  | **Trait** | **Poor** | **Good** | | **Excellent** | **Score** |
|  | **Value** | **0** | **5** | | **10** |  |
| Trait 1: | Approach to and formulation of the problem statement | The problem statement is unclear or unfocused. | The problem statement is focused on the root problem, not just symptoms. The problem statement is not simply a disguised solution. | | The problem statement is focused on the root problem, not just symptoms. |  |
| Trait 2: | Approach to and comprehensiveness of the problem analysis | The problem analysis is superficial. The problem analysis does not reflect the complexity of the problem. The problem is not broken down into components, but rather viewed holistically. Root causes of the problem are not identified. | The problem analysis reflects a comprehensive understanding of the problem. The problem analysis breaks the problem down into several components and analyzes each one separately. | | The problem analysis reflects a comprehensive understanding of the problem. The problem analysis breaks the problem down into several components and analyzes each one separately. The problem analysis clearly specifies underlying cause/effect relationships of the problem. |  |
| Trait 3: | Generation of alternatives | The case team identifies only one obvious alternative to the problem. Solutions generated provide only piecemeal solutions to the problem. | The case team generates more than one alternative solution to the problem, instead of identifying only one obvious alternative to the problem. The solutions generated provide holistic solutions to the problem(s). The alternatives generated are clearly related to the underlying causes of the problem (identified in the problem analysis). | | The case team generates more than one alternative solution to the problem, instead of identifying only one obvious alternative to the problem. The solutions generated provide holistic solutions to the problem(s). The alternatives generated are clearly related to the underlying causes of the problem (identified in the problem analysis). The alternatives identified represent innovative and comprehensive solutions to the problems identified. |  |
| Trait 4: | Evaluation of alternatives | Clear criteria by which the alternative solutions will be evaluated are not explicitly stated. The stated criteria bear little resemblance to the root causes of the problem. Alternatives are evaluated against vague criteria or none. | The criteria by which alternatives will be evaluated are explicitly stated. The criteria are directly tied to the problem analysis and clearly communicate criteria for a “good solution”. | | The criteria by which alternatives will be evaluated are explicitly stated. The criteria are directly tied to the problem analysis and clearly communicate criteria for a “good solution”. The pros and cons of each alternative relative to these criteria are explicitly stated. Both short-term and long-term consequences of each alternative are evaluated. |  |
| Trait 5: | Recommendation and implementation | The selected alternative is only vaguely related to the root causes of the problem and a strong case has not been built for its appropriateness. | The selected alternative is stated explicitly. | | The selected alternative is stated explicitly. Clear rationale is given for the selected solution. A plan to gain the acceptance of those affected is specified. A system for monitoring progress toward the solution is established |  |
| **Criterion:** | **Does not meet expectations: 0 – 20; Meets: 21 - 35; Exceeds: 36 - 50** | | | | | |

**IMPLEMENTATION OF AACSB LEARNING GOAL ASSESSMENTS**

As noted previously, each learning goal is associated with several learning objectives. Performance on each objective is measured using a rubric consisting of many desired “traits” and a score sheet that is used to score students individually on each trait using an anchored scales approach.

The scores for each student in each trait corresponding to a given learning goal are tallied and used to develop a Summary Results Sheet, and example of which is shown below. Depending on their score, students are classified into the following three categories:

- Does not meet expectations  
- Meets expectations  
- Exceeds expectations

The number of students in each category is noted in the form resulting in an indication of the relative performance of the students on each trait. The right-hand column in the table is used to record the average score of the students on each trait.

The Review Sheet also shows the number of students who fall in each of the above three categories associated with the overall learning objective.

The person doing the assessment adds explanatory comments and recommendations at the bottom of the Results Summary Sheet. The recommendations are intended to improve content or pedagogy the next time the course is given.

**EX A M P L E**

**RESULTS OF AACSB LEARNING GOAL ASSESSMENT**

**PROGRAM: *Master of Science in Management***

**LEARNING GOAL #1: Students can communicate effectively in written and oral presentations**

**LEARNING OBJECTIVE # 1: *Students can write effectively.***

**ASSESSMENT DATE:  ASSESSOR:**

**NO. OF STUDENTS:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Number of Students** | | |  |
| **Learning Goal Traits** | **Not Meet Expectations** | **Meet Expectations** | **Exceed Expectations** | **Avg. Grade on Trait** |
| 1: Logical flow |  |  |  |  |
| 2: Grammar & sentence structure |  |  |  |  |
| 3: Spelling & word choice |  |  |  |  |
| 4: Development of ideas |  |  |  |  |
|  |  |  |  |  |
| **Average Grade (Maximum 10)** | | | |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Total Students by Category**  (Based on Average score across all traits) | **Not meet expectations** | **Meet Expectations** | **Exceed Expectations** |
|  |  |  |  |

**COMMENTS:**

**REMEDIAL ACTIONS:**

**REMEDIAL ACTIONS:**